

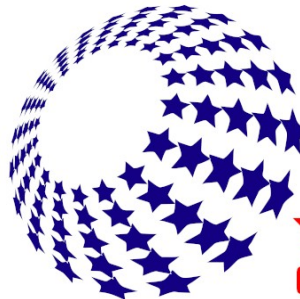


**TTI Success Insights®**

Behaviors and Motivators - Sales Version



**Sara Sample**  
Company Inc  
4-2-2010



**YOUR  
COMPANY**

Communicate  
Company Inc  
123 St.  
Scottsdale, AZ  
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.



## INTRODUCTION

Behaviors Section

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*

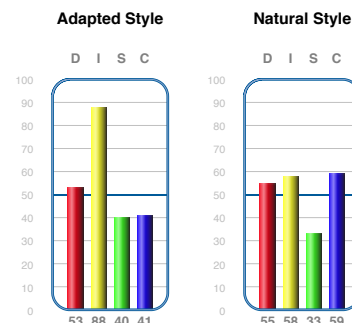
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*Based on Sara's responses, the report has selected general statements to provide a broad understanding of her sales style. This section highlights how she deals with preparation, presentation, handling objections, closing, and servicing. The statements 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.*

Sara is a traditionalist who may resist selling new products or services until they are proven to her standards. She tends to be her own worst critic constantly reminding herself that she could have done better if given more time. She will approach sales in a very systematic way. She tries to build future success on the methods and procedures that have brought sales success in the past. She prefers the company providing sales leads. When Sara sees something that is wrong, she wants to fix it. She is oriented toward achieving practical sales results. She wants to be seen as a responsible salesperson and will avoid behavior that could be seen by others as irresponsible. She may reluctantly make cold calls. She prefers to sell in a predictable environment, and cold calls are hard to prepare for or predict the outcome.

Sara commonly brings up all the known objections so the buyers will have all the data to make their decision. She believes buyers prefer this approach to support their decisions. The aggressive-style buyer may force her to yield to the buyer's way of thinking. She may be reluctant to argue about it, preferring to avoid confrontation or conflict. She is prone to tell the complete story with every sales presentation. She is detailed and thorough, preferring an orderly and systematic approach. She will not exaggerate in her sales presentation. You can be confident she will support any statements she makes. Sara prefers the soft-sell approach. She will sell using little emotion and provide ample facts and data. She may lean on

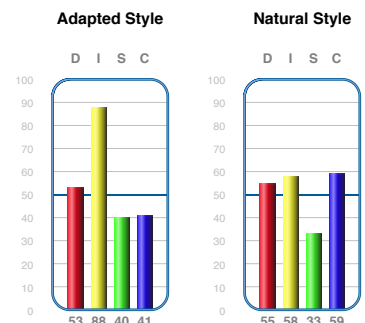


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management for assistance with her sales presentation. She wants to do it properly the first time, possibly requiring assistance from her manager.

Sara often overservices. She has high standards for servicing and will want to be assured that each customer is happy. Sometimes she will run out of time for closing because she took too long giving the presentation. Servicing what she sells is important to her. In fact, it depicts one of her strengths. She may be reluctant to seek the order, usually caused by fear of failure. If she doesn't ask for the order, she hasn't failed. Sara likes to know what is expected of her in a servicing relationship and have the duties and responsibilities of others who will be involved explained. Communication is accomplished best by well-defined avenues. She can be seen as thinker whose intuitive talents can bring divergent solutions to the forefront.



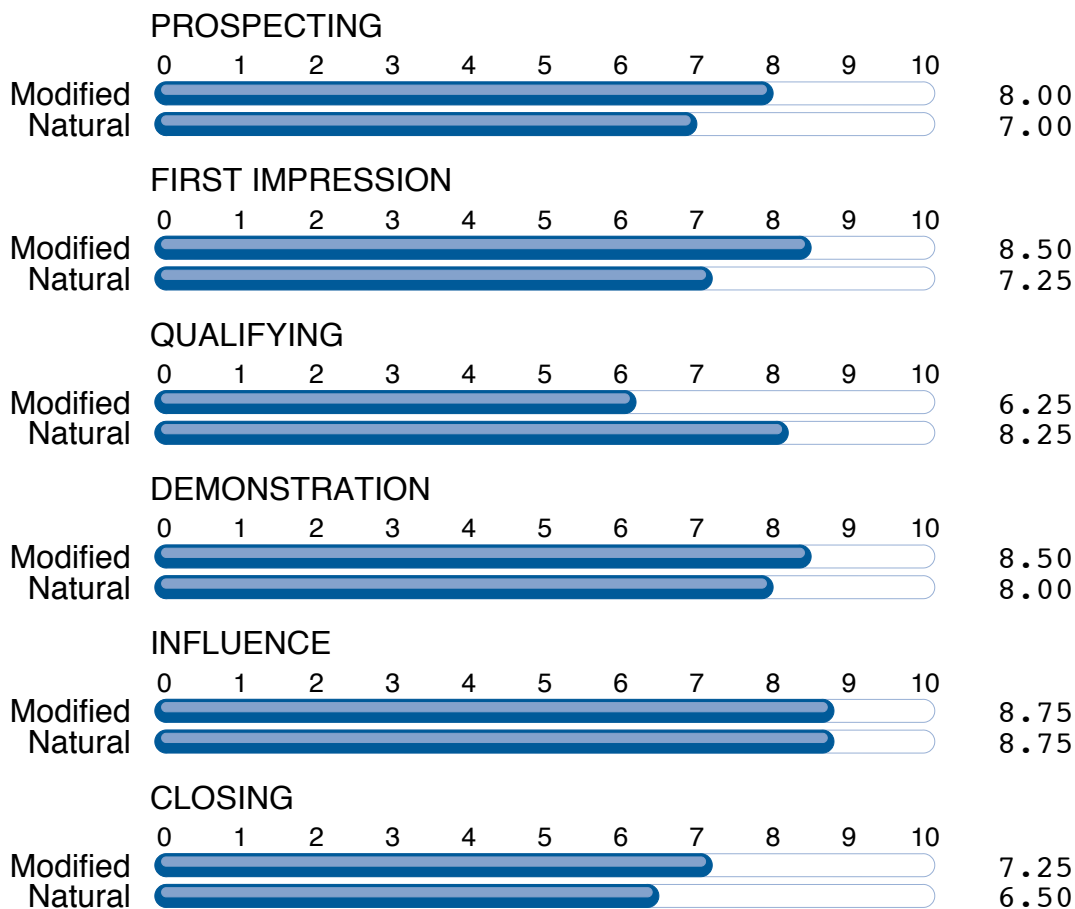
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The Behavioral Selling Overview reflects Sara's natural and modified styles within each phase of the Behavioral Selling Model. Sara's natural style reflects her native, intuitive selling behavior. Sara's modified scores reflect the behavior that Sara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

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

The amount of difference between a salesperson's modified 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

Sara Sample

*The Behavioral Selling Model is a scientific, professional selling process. The Behavioral Selling Overview outlines Sara'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.

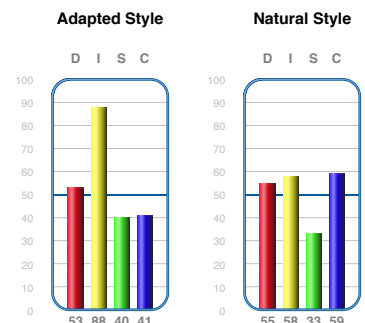
In the Prospecting Phase, Sara MAY have a TENDENCY to:

- Spend more time organizing her prospect file than actually working it.
- Spend a significant amount of time in the office preparing facts, figures and data for sales calls.
- Resist new and innovative ways of marketing and prospecting. One exception to this may be computer based or high tech approaches.
- Prejudge and narrowly define which prospects are truly qualified prospects.

**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, Sara MAY have a TENDENCY to:

- Diminish the importance of the First Impression Phase, believing that people buy primarily on facts, specifications, price and data rather than on strength of relationships.
- Have trouble reorganizing herself if her predetermined agenda for the sales process is upset by timing or circumstances.
- Warm up slowly to new prospects.



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- Be too formal for some buyers in the First Impression Phase.

**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.

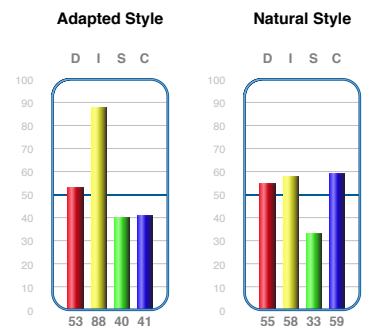
In the Qualifying Phase, Sara MAY have a TENDENCY to:

- Use too little, if any body intensity and to communicate in a way that fails to build a bridge between she and the prospect.
- Be too formal in the qualifying process and to remain distant from prospects when they are talking about their real problems.
- Move to detailed, narrow questions prematurely rather than carefully timing their sequencing with broader, philosophical questions.
- Ask overly technical questions.

**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, Sara MAY have a TENDENCY to:

- Fail to realize that all buyers do not necessarily buy for the same reason that she does.
- Actually bring up objections so that the prospect will have all the data on which to base decisions.







## POTENTIAL STRENGTHS OR OBSTACLES TO BEHAVIORAL SELLING SUCCESS

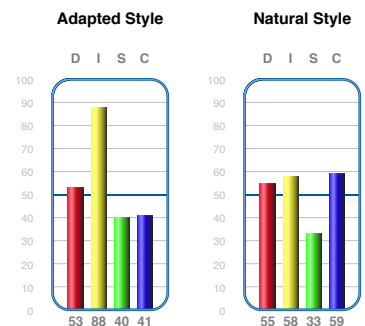
Sara Sample

- Rely almost totally on the detailed and functional components of the product as being the strongest reason for a purchase decision.
- Not get the prospect involved in the presentations and to carry the entire show herself.

**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, Sara MAY have a TENDENCY to:

- Use information that is traditionally available rather than rely on new, breakthrough material that might support the Influence Phase.
- Not realize that prospects must be convinced through means beyond data, knowledge, facts, specifications and price.
- Overuse the things that would influence her personally to make the purchase decision.
- Believe that a thoroughly objective presentation of the product or service and its technical strength is enough to make the sale.



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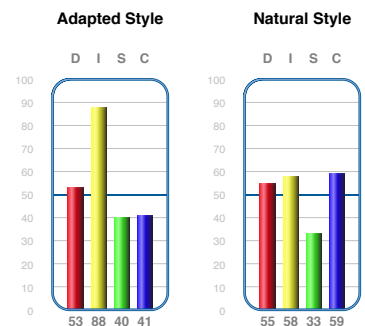
## POTENTIAL STRENGTHS OR OBSTACLES TO BEHAVIORAL SELLING SUCCESS

Sara Sample

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, Sara MAY have a TENDENCY to:

- Fail to ask the prospect to buy at the appropriate time.
- Suffer from "Paralysis by Analysis."
- Fail to realize that the Behavioral Selling Model is a science that when practiced effectively becomes an art.
- Ignore early buying signals.



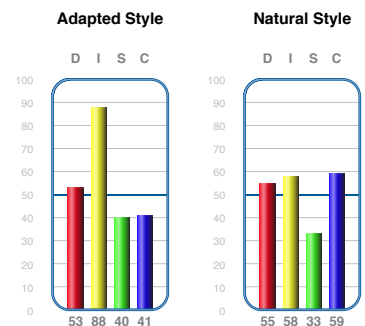
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## VALUE TO THE ORGANIZATION

*This section of the report identifies the specific talents and behavior Sara 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.*

- Deadline conscious.
- Sense of urgency.
- Humor and entertainment for sales meetings.
- Comprehensive worker.
- Few dull moments.
- Proficient and skilled in her technical specialty.
- Accurate and intuitive.



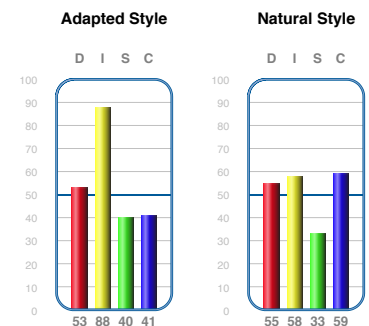


## CHECKLIST FOR COMMUNICATING

*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 Sara. 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 Sara most frequently.*

Do:

- Provide solid, tangible, practical evidence.
- Put projects in writing with deadlines.
- Prepare your "case" in advance.
- Give her time to be thorough, when appropriate.
- Give her time to verify reliability of your actions; be accurate, realistic.
- Make an organized contribution to her efforts; present specifics, and do what you say you can do.
- Be specific and leave nothing to chance.
- Provide systems to follow.
- Be isolated from interruptions.
- Give strokes for her involvement.
- Support her principles; use thoughtful approach; build your credibility by listing pros and cons to any suggestion you make.
- Provide time for fun and relaxing.
- Make an organized presentation of your position, if you disagree.



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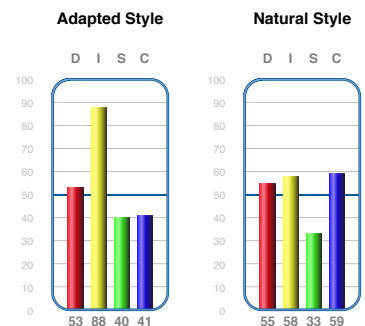


## DON'TS ON COMMUNICATING

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

- Use testimonies of unreliable sources; don't be haphazard.
- Say "trust me"--prove it.
- Be disorganized or messy.
- Dillydally.
- Leave things to chance or luck.
- Let her change the topic until you are finished.
- Forget to follow-up.
- Provide special personal incentives.
- Use paternalistic approach.
- Threaten, cajole, wheedle, coax or whimper.
- Be vague about what's expected of either of you; don't fail to follow through.
- Make conflicting statements.





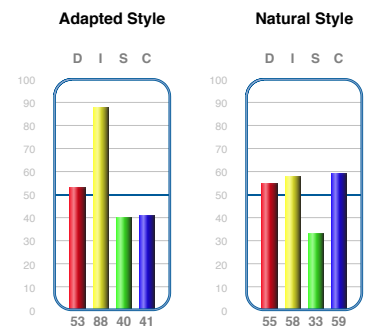
*This section provides suggestions on methods which will improve Sara's communications when selling to different styles. The tips include a brief description of typical people in which she may interact. By adapting to the communication style desired by other people, Sara will become more effective in 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.*

<p>When selling to a person who is dependent, neat, conservative, perfectionist, careful and compliant:</p> <ul style="list-style-type: none"> <li>● Prepare your "presentation" in advance.</li> <li>● Stick to business--provide fact to support your presentation.</li> <li>● Be accurate and realistic--don't exaggerate.</li> </ul> <p>Factors that will create tension:</p> <ul style="list-style-type: none"> <li>● Being giddy, casual, informal, loud.</li> <li>● Wasting time with small talk.</li> <li>● Being disorganized or messy.</li> </ul>	<p>When selling to a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented:</p> <ul style="list-style-type: none"> <li>● Be clear, specific, brief and to the point.</li> <li>● Stick to business. Give an effective presentation.</li> <li>● Come prepared with support material in a well-organized "package."</li> </ul> <p>Factors that will create tension:</p> <ul style="list-style-type: none"> <li>● Talking about things that are not relevant to the issue.</li> <li>● Leaving loopholes or cloudy issues.</li> <li>● Appearing disorganized.</li> </ul>
<p>When selling to a person who is patient, predictable, reliable, steady, relaxed and modest:</p> <ul style="list-style-type: none"> <li>● Begin with a personal comment--break the ice.</li> <li>● Present yourself softly, nonthreateningly and logically.</li> <li>● Earn their trust--provide proven products.</li> </ul> <p>Factors that will create tension:</p> <ul style="list-style-type: none"> <li>● Rushing headlong into the interview.</li> <li>● Being domineering or demanding.</li> <li>● Forcing them to respond quickly to your questions.</li> </ul>	<p>When selling to a person who is magnetic, enthusiastic, friendly, demonstrative and political:</p> <ul style="list-style-type: none"> <li>● Provide a warm and friendly environment.</li> <li>● Don't deal with a lot of details, unless they want them.</li> <li>● Provide testimonials from people they see as important.</li> </ul> <p>Factors that will create tension:</p> <ul style="list-style-type: none"> <li>● Being curt, cold or tight-lipped.</li> <li>● Controlling the conversation.</li> <li>● Driving on facts and figures, alternatives, abstractions.</li> </ul>



*This section identifies the ideal work environment based on Sara'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 Sara enjoys and also those that create frustration.*

- Works for a manager who makes quick decisions.
- Support team with sense of urgency.
- New products and new ideas to sell.
- Freedom from long, detailed reports.
- Freedom from restrictive rules and regulations.
- An environment where she can use her intuitive thinking skills.



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

## "See Yourself As Others See You"

### SELF-PERCEPTION

Sara usually sees herself as being:

Precise  
Moderate  
Knowledgeable

Thorough  
Diplomatic  
Analytical

### OTHERS' PERCEPTION

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

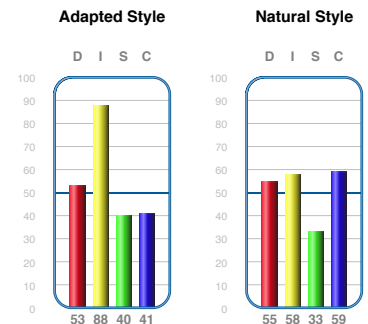
Pessimistic  
Worrisome

Picky  
Fussy

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

Perfectionistic  
Strict

Hard-to-Please  
Defensive



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Based on Sara'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.

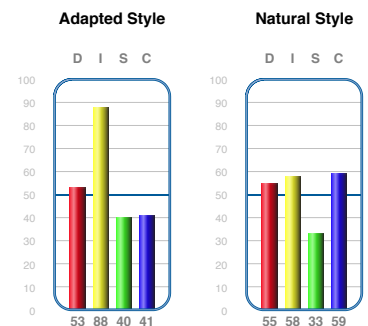
Dominance	Influencing	Steadiness	Compliance
Demanding	Effusive	Phlegmatic	Evasive
Egocentric	Inspiring	Relaxed	Worrisome
Driving	Magnetic	Resistant to Change	Careful
Ambitious	Political	Nondemonstrative	Dependent
Pioneering	Enthusiastic	Passive	Cautious
Strong-Willed	Demonstrative	Patient	Conventional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



Sara'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
<p>Sara is quite inquisitive and wants to be seen as an outwardly competitive person. She is results-oriented and likes to be innovative in her sales approach. She is not necessarily confrontational by nature, but will not turn down the opportunity for confrontation if the opportunity exists.</p>		<p>Sara sees no need to change her sales approach from her basic style as it is related to solving problems and challenges.</p>

Natural	PEOPLE - CONTACTS	Adapted
<p>Sara is sociable and optimistic. She is able to use an emotional appeal to convince others of a certain direction. She will trust others and likes a positive environment in which to sell.</p>		<p>Sara sees the need to be animated and emotional in persuading others. She feels the environment calls for a positive approach to convincing others about her ideas, products or services.</p>

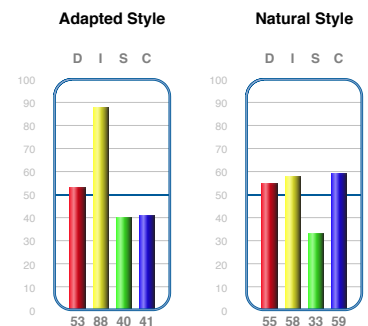


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Natural	PACE - CONSISTENCY	Adapted
Sara wants a sales environment that is intense and demanding. She feels a great sense of urgency to close her prospects quickly. She feels comfortable selling new products that meet her prospect's needs.	Sara feels that the sales environment doesn't require her to alter the way she deals with activity level and consistency.	

Natural	PROCEDURES - CONSTRAINTS	Adapted
Sara sees the need to be flexible about rules; however, she is also aware and sensitive to the consequence of not following those rules.	Sara sees the environment as requiring her to project an independent approach to the sales process. She will test new ideas to achieve sales results. She uses adaptability and flexibility in her attempt to satisfy customer needs.	

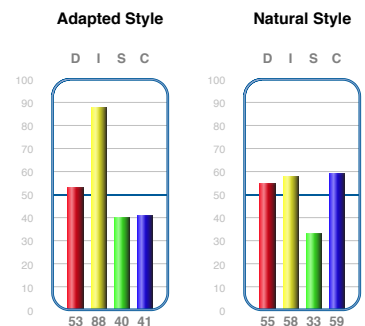


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Sara sees her present work environment requiring her to exhibit the behavior listed on this page. If the following statements DO NOT sound job related, explore the reasons why she is adapting this behavior.

- Exhibiting excitement about her service or product.
- Telling clients or customers about the "big picture."
- Meeting customers either formally or informally.
- Using great social strengths in approaching new prospects.
- Speaking smoothly and emotionally with her customers or clients.
- Challenging the status-quo.
- Generating enthusiasm in others.
- Using persuasive skills.
- Excited about available new products or services.
- Ability to handle many new products or services.
- Positive response to a client's objections.
- Skillfully using humor to persuade her clients or customers.

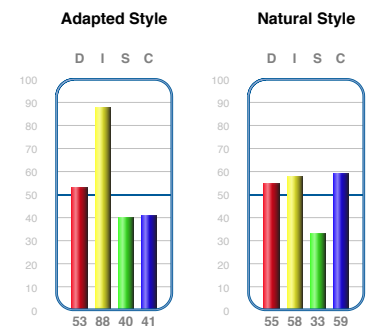




*This section of the report was produced by analyzing Sara's wants. People are motivated by the things they want; thus, wants that are satisfied no longer motivate. Review each statement produced in this section with Sara and highlight those that are present "wants."*

Sara wants:

- A support system to do the detail work.
- Public recognition of her ideas and sales results.
- A manager who practices participative management.
- Group activities outside the job.
- A friendly work environment.
- Opportunity to verbalize her ideas and demonstrate her skills.
- Power and authority to take the risks to achieve sales results.
- To be seen as a leader.
- Work assignments that provide opportunity for recognition.
- Prestige, position and titles so she can control the destiny of others.
- Control of her own destiny.
- Opportunity for rapid advancement.
- New challenges and problems to solve.

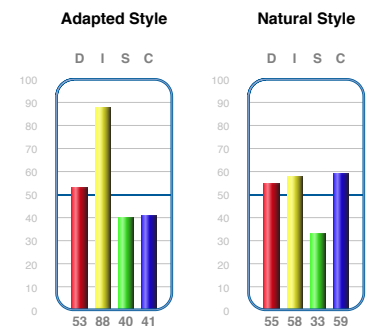




*In this section are some needs which must be met in order for Sara to perform at an optimum level. Some needs can be met by herself, while management must provide for others. It is difficult for a person to enter a motivational environment when that person's basic management needs have not been fulfilled.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

Sara needs:

- Vacations or periods of reduced activity level.
- Recognition for what she accomplished.
- Performance appraisals on regular basis.
- Appreciation of slower-moving people and customers.
- Explanations for sales objections.
- Rewards in terms of fine things--not just shallow words.
- Time to see and test if the plan will work.
- A manager who prefers quality over quantity.
- Annual physicals because of her activity level and work intensity.
- Deadlines for completion of work.
- Equipment that will allow her to perform up to her high standards.



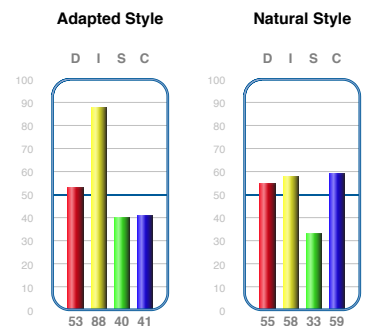


## AREAS FOR IMPROVEMENT

*In this area is a listing of possible limitations without regard to a specific job. Review with Sara 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.*

Sara has a tendency to:

- Spend too much time servicing and not enough time selling new accounts.
- Agree with buyers who want to think it over.
- Rarely change her style to meet buyer's style.
- Bring up objections so the buyer will have all the data to base the decision on.
- Get bogged down in details and use details to protect her position.
- Be self-depreciating (puts self down)--doesn't project self-confidence.





## 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. VERSATILITY



## 3. ORGANIZED WORKPLACE



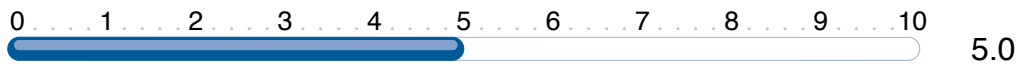
## 4. FREQUENT CHANGE



## 5. FREQUENT INTERACTION WITH OTHERS



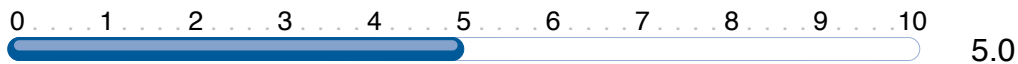
## 6. ANALYSIS OF DATA



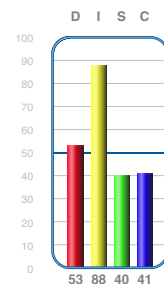
## 7. COMPETITIVENESS



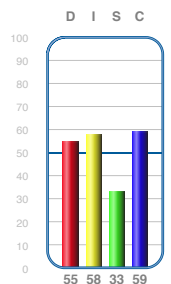
## 8. CUSTOMER ORIENTED



Adapted Style



Natural Style



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**MOST**

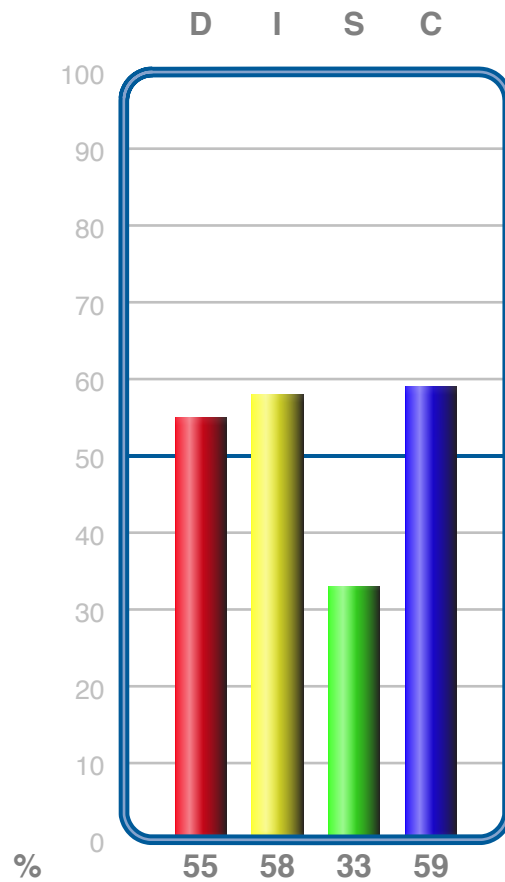
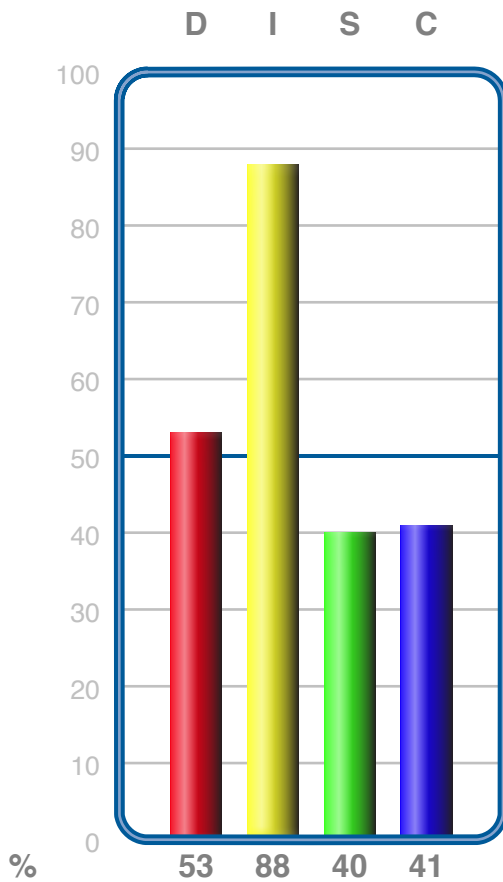
Graph I

**Adapted Style**

**LEAST**

Graph II

**Natural Style**



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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.

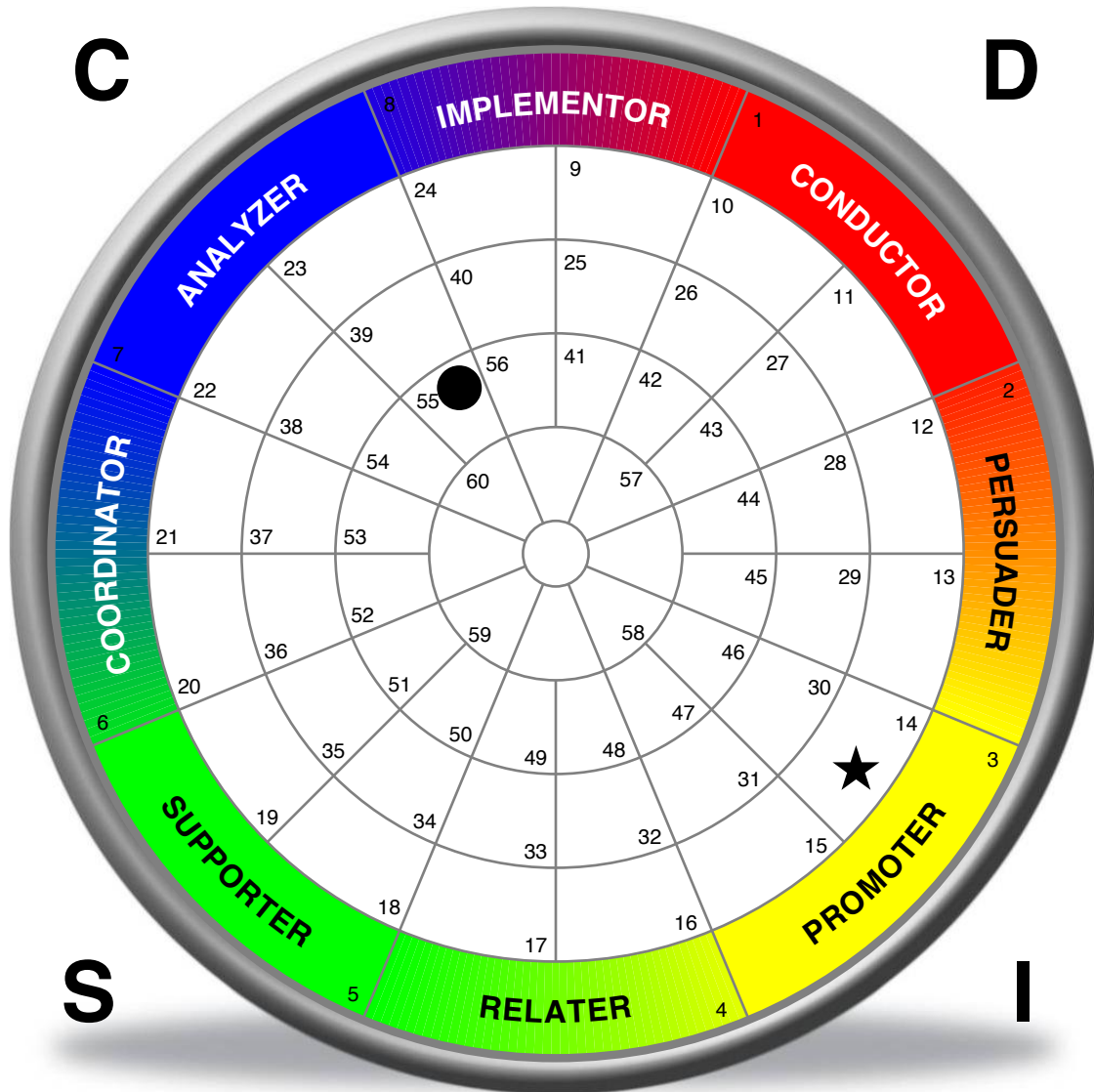
If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able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



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Adapted: ★ (14) PERSUADING PROMOTER

Natural: ● (55) IMPLEMENTING ANALYZER (ACROSS)

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



## SOCIAL/ALTRUISTIC

*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

- Demonstrates a high need to help others achieve and win.
- Exhibits a strong drive to help others grow professionally.
- Possesses a high sincerity factor and helping attitude, as demonstrated in the things she does.
- 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.
- Feels a win in coaching others to support the team, not just from a paycheck.
- Possesses a high service ethic toward helping others.
- Likes to connect people with others who have things in common.
- Cares about the feelings of others on the team.

### Value to the Organization

- Demonstrates high personal and professional regard for others on the team.
- Is enthusiastic and willing to work and contribute to the team efforts.
- Has a good memory for helping others. Able to keep a mental list of needs for others on the team and helps them obtain links and resources in an on-going way.
- Shows a high degree of willingness to give time to help, teach, and coach others.
- Provides a calming influence during stressful situations.



### Keys to Managing and Motivating

- Provide an environment in which there is opportunity to help others achieve and grow professionally.
- Provide flexibility to allow for helping others on the team.
- Show a genuine interest in what she wants to give to the job.
- Explore the possibilities of having her bring new participants up-to-speed on a project or team effort.
- Remember that she brings a high sincerity factor to the things that she does. Remember also that she appreciates high sincerity from others in return.

### 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

- Tends to give away too much time, talent, and energy.
- Needs to learn to say "no" more often.
- May get taken advantage of by others.





## 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

- Sara has a strong desire to be her own person.
- This high individualism may be demonstrated in a variety of observable ways; In creative problem solving, in a risk-taking attitude, etc.
- She experiences a feeling of accomplishment in being recognized for completing a tough assignment in a creative way.
- Enjoys work and assignments which give her stature in the eyes of others and evokes respect.
- Likes freedom in her own work area.
- Likes to have her own niche; the place where she can excel.
- There is a tendency to push the envelope a bit in situations where winning is desired.

### Value to the Organization

- Ability to take a stand and not be afraid to be different in either ideas or approaches to problem solving.
- Brings creative ideas.
- Desires to be an individual and celebrate differences.
- Brings a variety of different and energetic ideas to the workplace.
- Realizes that we are all individuals and have ideas to offer.



## Keys to Managing and Motivating

- Allow bandwidth to grow and experiment with new projects, ideas, and responsibilities.
- Let her work with an idea, develop it, and run with it for awhile before making a judgment call.
- Remember to build in a continuous opportunity to learn and progress.
- Be open to new ideas Sara may offer, and realize that she may do things a bit differently than standard operating procedure.
- She will appreciate "air-time" at meetings to share ideas with others on the team.

## Training, Professional Development and Learning Insights

- Learning and professional development activities should be flexible, having a wide variety of options.
- Allow for some experimental or non-routine types of options.
- Link some of the benefits of the learning activity to enhancing ability to make a special and unique contribution to the team.

## Continuous Quality Improvements

- Unique approaches do not always result in complete success, and may cause conflict with others if sensitivity is not used.
- May spend excess time telling (or selling) an audience on her uniqueness, rather than discussing the topic at hand.
- Some values clashes may be reduced if awareness of the needs of others and awareness of the job parameters and protocol are used to govern her high Individualistic behavior.



*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

- Her Theoretical need is not the most important or primary driving values factor.
- Sara may provide a balance between the very high theoretical approaches, and the very low approaches, and be able to communicate with each side.
- Is able to understand the needs of big picture issues, and appreciate the needs of trivial or minute issues without being an extremist.
- Brings a sense of balance and stability to a variety of technical issues impacting the team.
- Sara typically won't get bogged down in minutia, nor will she ignore the details when decision-making.

## Value to the Organization

- Sara demonstrates awareness of the necessary technical features, and responds as needed on-the-job.
- Brings flexibility to the team; that is, being detail-oriented when necessary, and being practically-oriented other times.
- Is a stabilizing force on the team.
- Is able to appreciate the needs of both the higher and lower Theoreticals.
- Shows curiosity about technical details without getting bogged down.



## Keys to Managing and Motivating

- Remember that she has the ability to be a balancing and stabilizing agent on high knowledge-driven tasks/assignments/projects.
- Sara brings a knowledge-drive typical of many business professionals.
- Include the perspective she brings in order to gain a middle-ground understanding.
- Check for other values drives that may be higher or lower than this one in order to gain a more complete picture of specific keys to managing and motivating.

## Training, Professional Development & Learning Insights

- Is rather flexible and accepting of most training programs offered in the organization.
- Understands the needs of the high Theoreticals who want more information, and the lower Theoreticals who want only the necessary information.
- Please check other areas of higher or lower values drive for additional insight into professional development needs.

## Continuous Quality Improvements

- May need to be a bit more demonstrative on some complex theoretical issues.
- May be asked to take a firmer stand or position on team initiatives.
- May need to examine other values drives to determine the importance of this Theoretical drive factor.



*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

- Shows an appropriate and realistic approach to Aesthetic appreciation without being an extremist.
- The need for and appreciation of beauty is determined on an individual basis and is not generalized in terms of the total work around her.
- Has an interest in form and harmony, but also understands there may be more important factors when making decisions.
- Can support and understand the positions of individuals with either higher or lower Aesthetic scores.
- Brings a sense of balance and stability to a variety of job-related Aesthetic issues that might emerge.

## Value to the Organization

- Brings flexibility to the team regarding this Aesthetic area: able to see the issues and positions from a variety of sources with a sense of balance.
- Is a stabilizing and realistic influence on the team.
- Able to appreciate the needs of both the higher or lower Aesthetic individuals on the team.
- Shows ability to help and go the extra mile without a negative impact on her own responsibility and work-load.
- Not an extremist, and therefore when Aesthetic issues emerge Sara demonstrates an awareness of form and harmony and responds as needed on the job.



## Keys to Managing and Motivating

- Remember that she shows a practicality and realism regarding Aesthetic values and positions.
- This middle ground between the extremes of higher and lower Aesthetic issues may be an appropriate stabilizing force.
- Check for other Values drives that may be higher or lower than this Aesthetic value in order to gain a better idea of specific keys to managing and motivating.
- Support the middle ground strength that she brings between various positions on team issues.

## Training, Professional Development and Learning Insights

- Explore the professional development insights from some of the other Values scales to determine more specific preferences.
- She is a flexible participant in training and development programs.
- Can become engaged in training activities because she sees it as a part of necessary growth and professional improvement.

## Continuous Quality Improvements

- She may need to take a more visible position with the team on some issues within the organization.
- May feel conflict as to whether or not to participate in certain team activities, unless there is some area where her creativity may be used.
- Allow space for those who differ on this Aesthetic scale, and remember that all Values positions are positions deserving of respect.



## UTILITARIAN/ECONOMIC

*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

- The lower Utilitarian/Economic drive here indicates that she may not be solely motivated by competitive financial incentives such as accelerated commissions in the compensation plan.
- Since this value's area may help to determine one's money-motivation, the results indicate that Sara may be motivated more by things other than a high paycheck (although that may still be important.)
- Check the full results and graph to determine those values that were ranked in a higher field than the Utilitarian/Economic area.
- The lower score here also indicates that she may have already begun to reach her own level of financial security, to the extent that things other than money may now become motivating drives.
- Sara's score indicates a lower interest in materialistic things, or that she has already achieved a level of material security.
- While not driven by money, she may be sensitive to perceived inequities in wages and salaries, and does not want to be taken advantage of in that process.
- Using money or materials as a yardstick to measure or impress others is not important.
- Tends to be easy-going and supportive of others on the team.
- Motivated by money to have needs met, but money itself is not a primary driving factor.

### Value to the Organization

- Sees a wider spectrum of the picture, not just the economic view.
- Has a high want, desire, and need to help people. (Internal or external to the organization.)
- Rarely (if ever) looks at a project with a "what's in it for me?" perspective.
- Enjoys monetary compensation, but especially enjoys a different type of paycheck: perhaps that of someone saying, "Thank you very much for helping me."
- Excellent team player and team member.

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## UTILITARIAN/ECONOMIC

- Has an attitude of "We're all in this together, so let's work together."

### Keys to Managing and Motivating

- Avoid measuring her performance by an economic incentive only.
- Praise for continued contributions to the job, sometimes even without highly visible recognition.
- Needs recognition for innovative, creative work, not just for doing her assigned responsibilities.
- Provide sincere recognition for contributions.
- Allow time in the schedule for helping others as she chooses.

### Training, Professional Development and Learning Insights

- Comes to a training or development function typically without a "What's in it for me?" attitude.
- She may enjoy a more cooperative learning style.
- Prefers less competition between learning groups.

### Continuous Quality Improvements

- Avoid spreading self too thin by taking on responsibilities that could be delegated to others.
- Avoids making tough decisions that may negatively impact others on the team.
- May not hear the "revenue-clock" ticking on some projects.





## TRADITIONAL/REGULATORY

*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.
- Change-oriented and readily adaptable to new projects.
- Will change job roles when it is important to express or develop herself.
- Believes in experimentation and trying new things.
- Is motivated by the personal right to express herself.
- Likes to work hard, especially if she can see results of the work projects.
- Is an active agent in team projects and conversations.
- Adjusts quickly to change and is flexible.
- Questions authority.

### Value to the Organization

- Is able to make quick decisions without getting emotionally involved.
- Generates new ideas.
- Tends to be a quick-study on new projects and procedures.
- Asks lots of questions.
- Desires to learn new methods and strategies.
- Is able to make decisions quickly in solving problems.



## Keys to Managing and Motivating

- Enjoys variety in the job culture.
- Allow as much freedom from detail (and sometimes paperwork) as possible, perhaps through support staff to assist in the necessary detail functions.
- Maximize use of her adaptability to new projects and ideas.
- Use her great strength of being a flexible problem-solver.
- If new precedent needs to be set, involve her in the planning and strategy.

## 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.

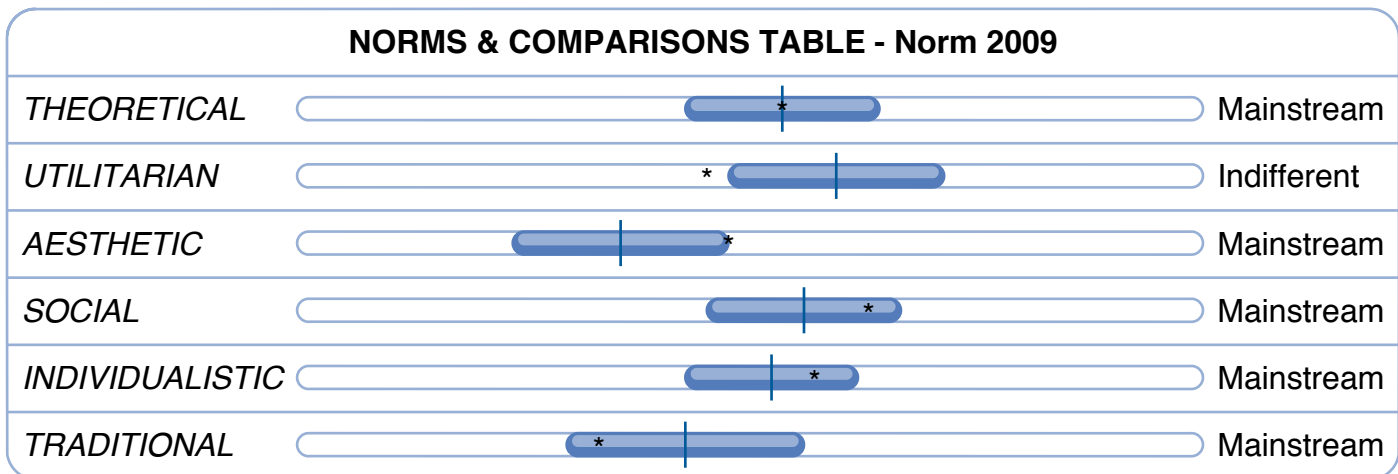


# MOTIVATORS - NORMS & COMPARISONS

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



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

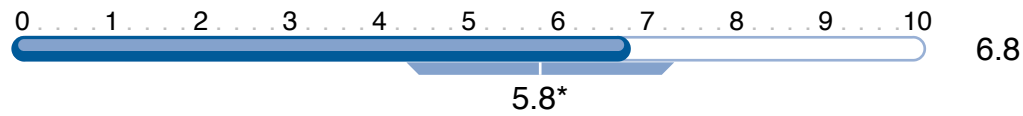
- Understanding people who view the world based on return on investment will frustrate you. Other things are more important to you.



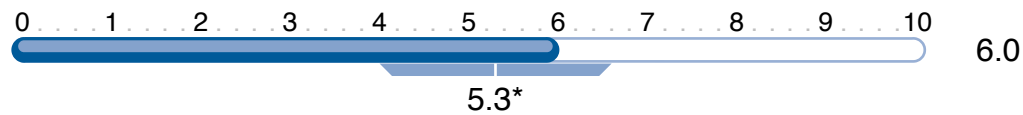
# PERSONAL INTERESTS, ATTITUDES AND VALUES

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.

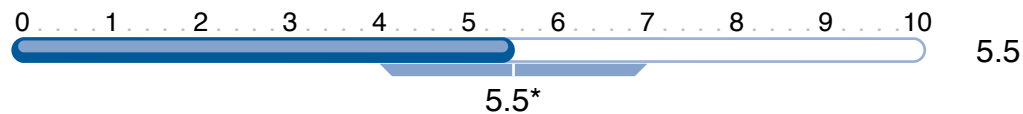
## 1. SOCIAL



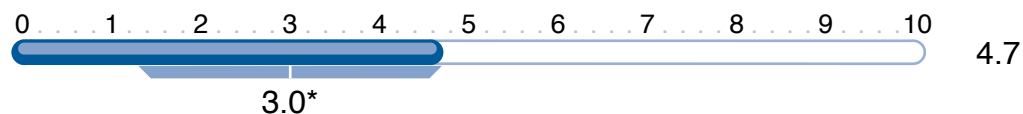
## 2. INDIVIDUALISTIC/POLITICAL



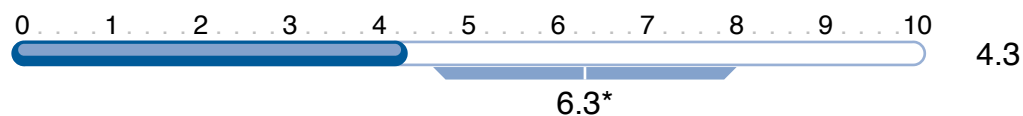
## 3. THEORETICAL



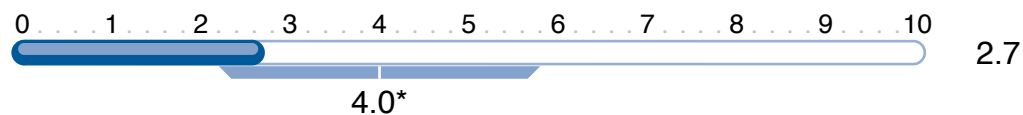
## 4. AESTHETIC



## 5. UTILITARIAN/ECONOMIC



## 6. TRADITIONAL/REGULATORY

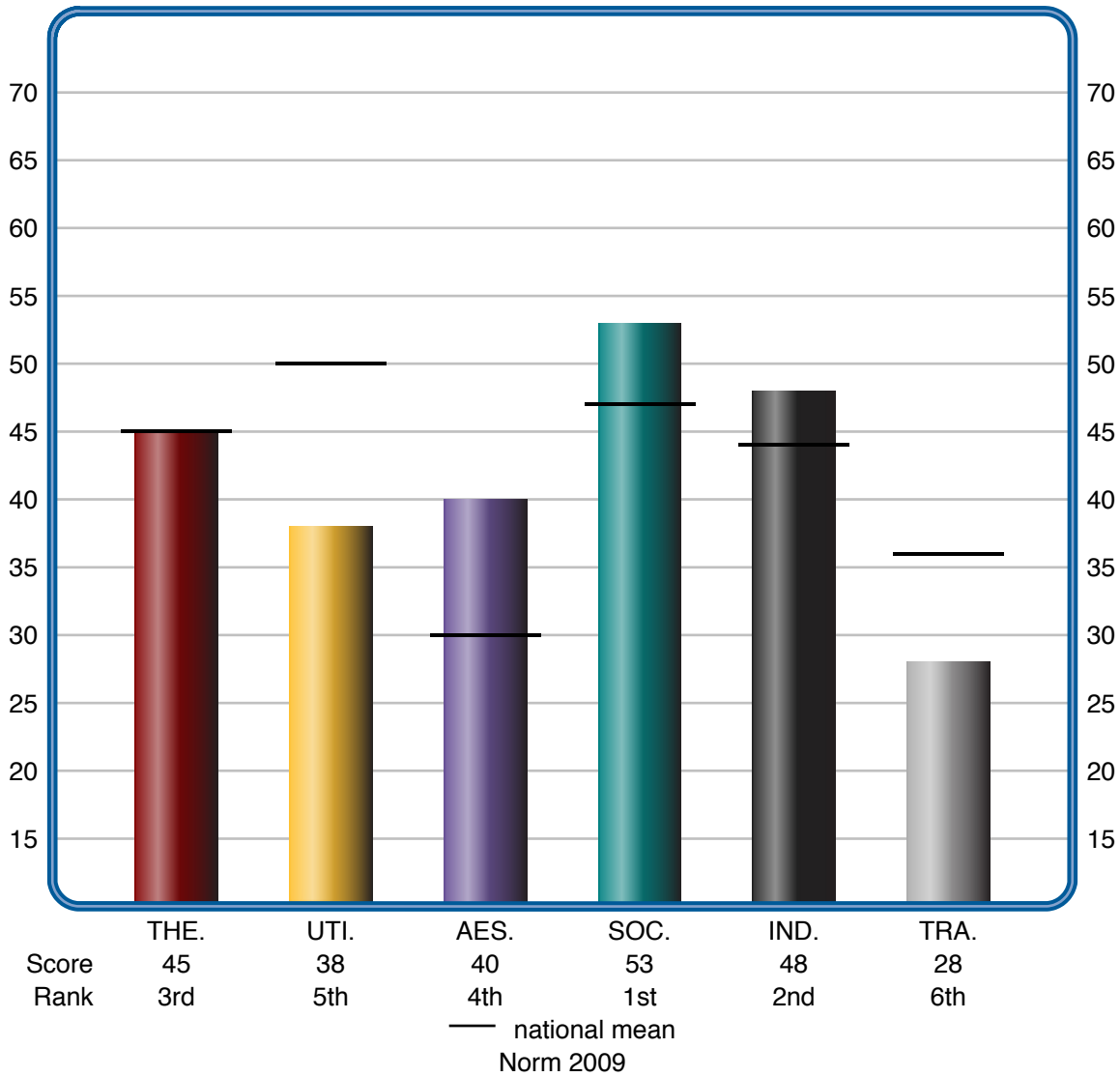


\* 68% of the population falls within the shaded area.



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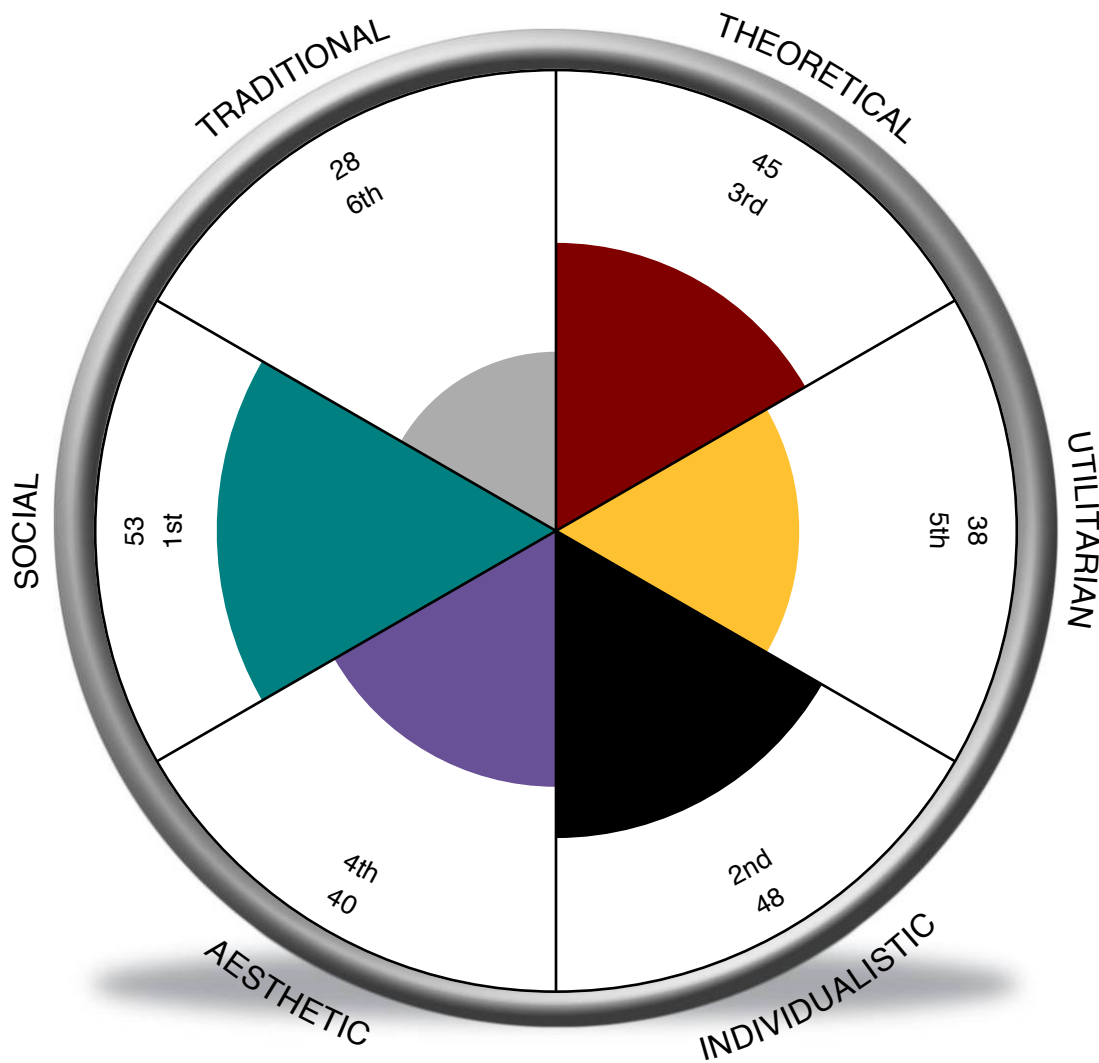
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*This Action Plan is your tool to contribute to the process of self-development and continuous improvement. As you have reviewed information in this document, please respond to the items below as they relate to your specific professional environment.*

**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. \_\_\_\_\_  
\_\_\_\_\_