



TTI
SUCCESS
INSIGHTS®

Talent Insights®
Management-Staff

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5-21-2013

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Generated by Patent Number 5,551,880





Introduction Where Opportunity Meets Talent®

The TTI Success Insights® Talent Insights Report was designed to increase the understanding of an individual's talents. The report provides insight to three distinct areas: behaviors, motivators and the integration of these. Understanding strengths and weaknesses in 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 three main sections:

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.

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.

Integrating Behaviors and Motivators

This section of the report will help you blend the how and the why of your actions. Once you can understand how your behaviors and motivators blend together, your performance will be enhanced and you will experience an increase in satisfaction.



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*



Communication Tips

This section provides suggestions on methods which will improve Juliane's communications with others. The tips include a brief description of typical people with whom she may interact. By adapting to the communication style desired by other people, Juliane 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 communicator.

When communicating with a person who is dependent, neat, conservative, perfectionist, careful and compliant:

- Prepare your "case" in advance.
- Stick to business.
- Be accurate and realistic.

Factors that will create tension or dissatisfaction:

- Being giddy, casual, informal, loud.
- Pushing too hard or being unrealistic with deadlines.
- Being disorganized or messy.

When communicating with a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented:

- Be clear, specific, brief and to the point.
- Stick to business.
- Be prepared with support material in a well-organized "package."

Factors that will create tension or dissatisfaction:

- Talking about things that are not relevant to the issue.
- Leaving loopholes or cloudy issues.
- Appearing disorganized.

When communicating with a person who is patient, predictable, reliable, steady, relaxed and modest:

- Begin with a personal comment--break the ice.
- Present your case softly, nonthreateningly.
- Ask "how?" questions to draw their opinions.

Factors that will create tension or dissatisfaction:

- Rushing headlong into business.
- Being domineering or demanding.
- Forcing them to respond quickly to your objectives.

When communicating with a person who is magnetic, enthusiastic, friendly, demonstrative and political:

- Provide a warm and friendly environment.
- Don't deal with a lot of details (put them in writing).
- Ask "feeling" questions to draw their opinions or comments.

Factors that will create tension or dissatisfaction:

- Being curt, cold or tight-lipped.
- Controlling the conversation.
- Driving on facts and figures, alternatives, abstractions.



Descriptors

Based on Juliane'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.

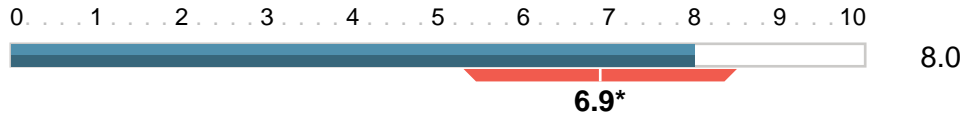
Demanding Egoentric Driving Ambitious Pioneering Strong-Willed Forceful Determined Aggressive Competitive Decisive Venturesome Inquisitive Responsible	Effusive Inspiring Magnetic Political Enthusiastic Demonstrative Persuasive Warm Convincing Polished Poised Optimistic Trusting Sociable	Phlegmatic Relaxed Resistant to Change Nondemonstrative Passive Patient Possessive Predictable Consistent Deliberate Steady Stable	Evasive Worrisome Careful Dependent Cautious Conventional Exacting Neat Systematic Diplomatic Accurate Tactful Open-Minded Balanced Judgment
Dominance	Influencing	Steadiness	Compliance
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	Mobile Active Restless Alert Variety-Oriented Demonstrative Impatient Pressure-Oriented Eager Flexible Impulsive Impetuous Hypertense	Firm Independent Self-Willed Stubborn Obstinate Opinionated Unsystematic Self-Righteous Uninhibited Arbitrary Unbending Careless with Details



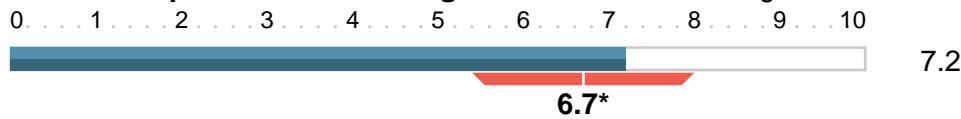
Behavioral Hierarchy

The Behavioral Hierarchy graph will display a ranking of your natural behavioral style within a total of twelve (12) areas commonly encountered in the workplace. It will help you understand in which of these areas you will naturally be most effective.

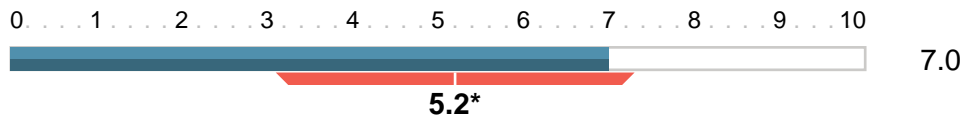
1. Following Policy - Complying with the policy or if no policy, complying with the way it has been done.



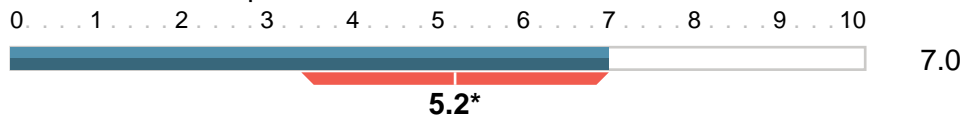
2. Follow Up and Follow Through - A need to be thorough.



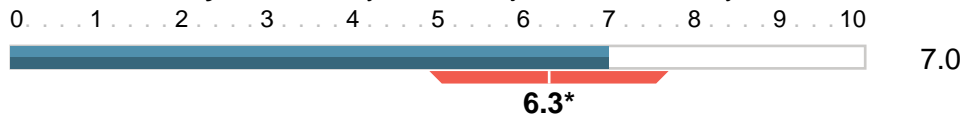
3. Organized Workplace - Systems and procedures followed for success.



4. Analysis of Data - Information is maintained accurately for repeated examination as required.



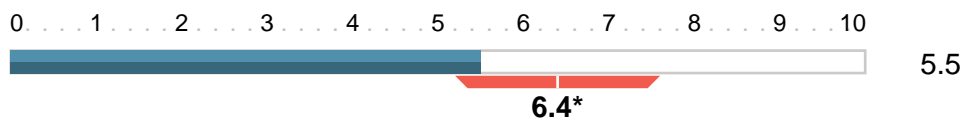
5. Consistency - The ability to do the job the same way.



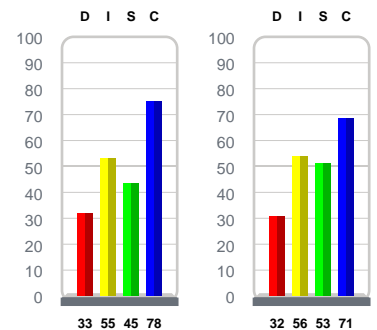
6. Customer Relations - A desire to convey your sincere interest in them.



7. People Oriented - Spending a high percentage of time successfully working with a wide range of people from diverse backgrounds to achieve "win-win" outcomes.



Adapted Style Natural Style

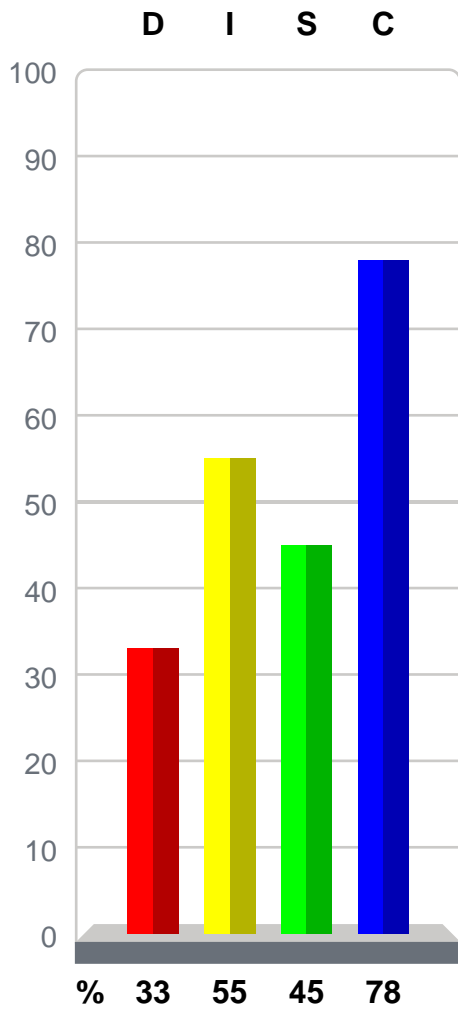




Style Insights® Graphs

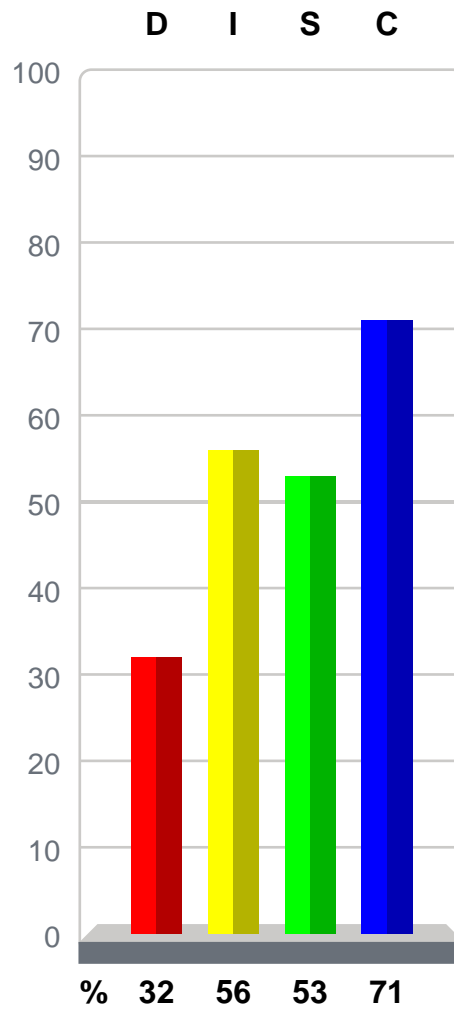
Adapted Style

Graph I



Natural Style

Graph II



Norm 2011 R4



The Success Insights® Wheel

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:

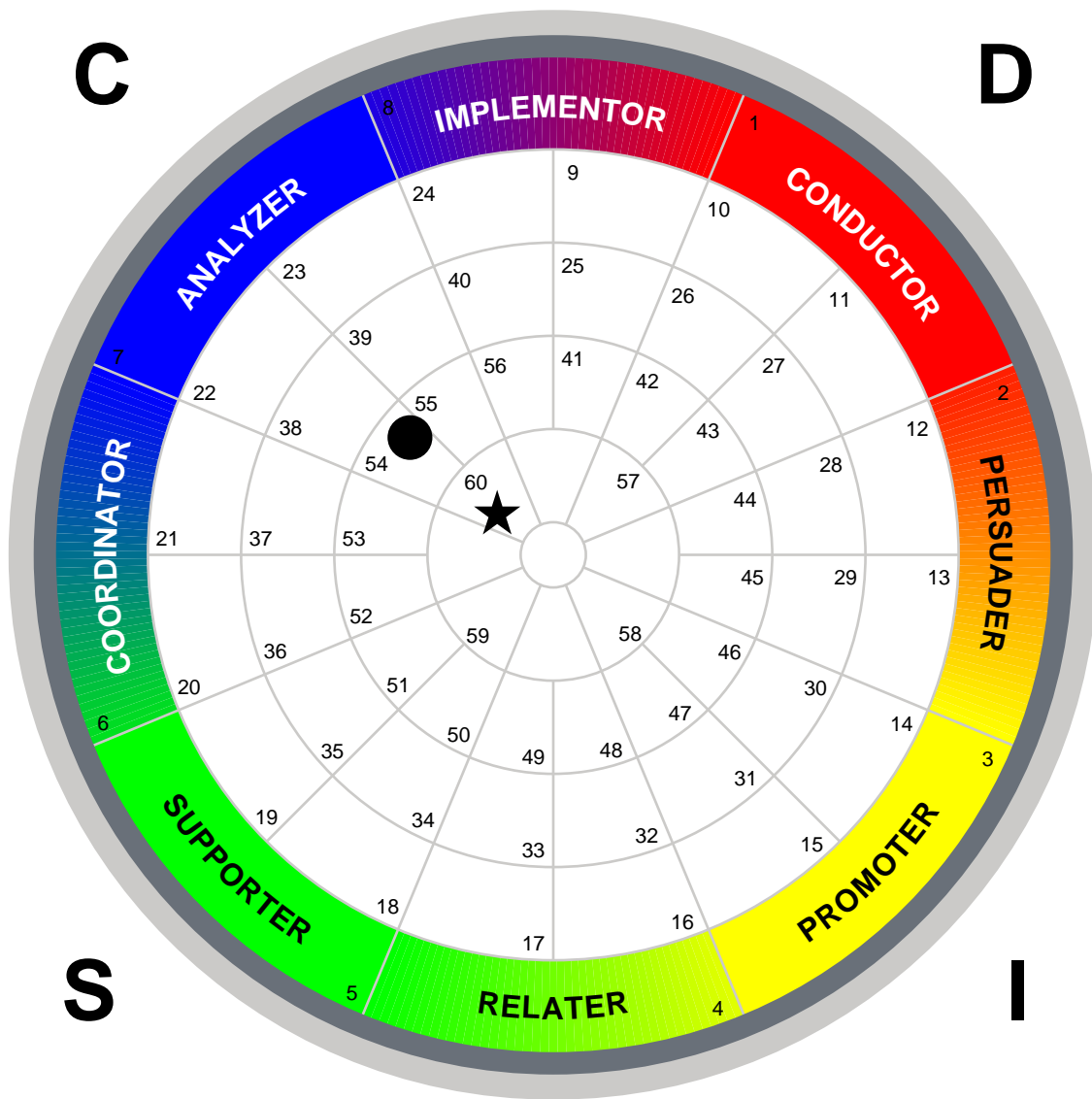
- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

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.



The Success Insights® Wheel



Adapted: ★ (60) PROMOTING ANALYZER (ACROSS)
Natural: ● (54) COORDINATING ANALYZER (ACROSS)

Norm 2011 R4



Introduction Motivators Section

Knowledge of an individual's motivators 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 Personal Motivators & Engagement report measures the relative prominence of six basic interests or motivators (a way of valuing life): Theoretical, Utilitarian, Aesthetic, Social, Individualistic and Traditional.

Motivators 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 motivators. Your top two and sometimes three motivators cause you to move into action. You will feel positive when talking, listening or doing activities that satisfy your top motivators.

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

- **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 motivators tend to become more important as your top motivators are satisfied.
- **Indifferent** - your feelings will be indifferent when related to your 5th or 6th motivator.

Your Personal Motivators Ranking		
1st	Theoretical	Strong
2nd	Social	Strong
3rd	Individualistic	Situational
4th	Utilitarian	Situational
5th	Traditional	Indifferent
6th	Aesthetic	Indifferent

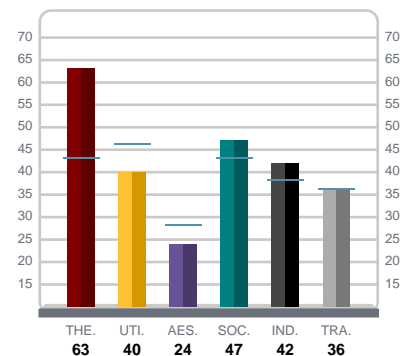


Theoretical

The primary drive with this motivator is the discovery of TRUTH. In pursuit of this drive, 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.

- She may have difficulty putting down a good book.
- People who talk on a subject without adequate knowledge will frustrate her and cause her to lose interest in the conversation.
- Adding to the body of knowledge may be more important than the application of the knowledge.
- Juliane will seek the "truth," yet "truth" is relative and will be defined by her own standards.
- Juliane never walked by a bookstore or library she didn't want to visit.
- Understanding social problems and their ramifications is one of her strengths.
- Juliane may use her specialized knowledge of a topic to control the situation.
- Juliane will spend time and money helping people who have committed their lives to educating themselves and others.
- Juliane will use her knowledge to ensure economic security.
- She has a keen interest in formulating theories and asking questions to assist in problem solving.
- Many may see her as an intellectual.
- She sees the value in having good libraries and bookstores in every community.
- The process is not as important to her as the results.





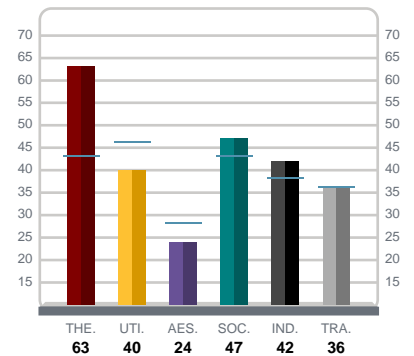


Social

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

- She is generous with her time, talent and resources for those in need.
- She believes charities should be supported.
- Juliane is patient and sensitive to others.
- Helping the homeless may be one of her concerns.
- Saying "no" is difficult when others need her time or talent.
- Juliane will be generous with time, research and information on social problems.





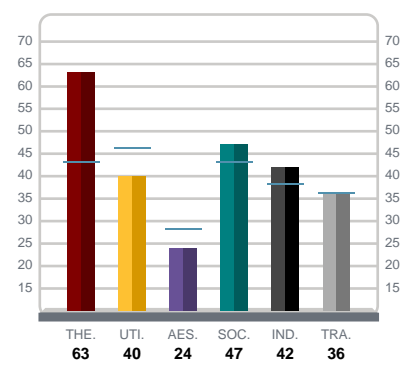


Utilitarian

The Utilitarian 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 motivator 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 business person. A person with a high score is likely to have a high need to surpass others in wealth.

- She will evaluate some decisions but not necessarily all based on their utility and economic return.
- Juliane will become money motivated when she wants to satisfy one of the other motivators mentioned in this report.
- She will use wealth as a yardstick to measure her work effort with certain activities.
- Juliane will not alter her lifestyle in order to acquire something unless there is an immediate need (or the situation is critical).
- Juliane can give freely of time and resources to certain causes and feel this investment will result in a future return on her investment.
- Money itself is not as important as what it will buy.



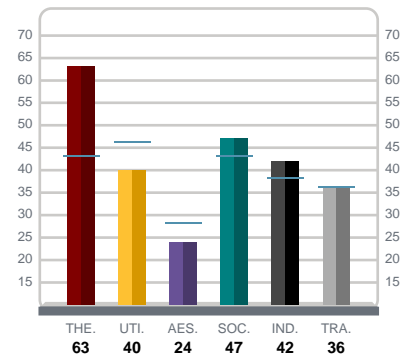
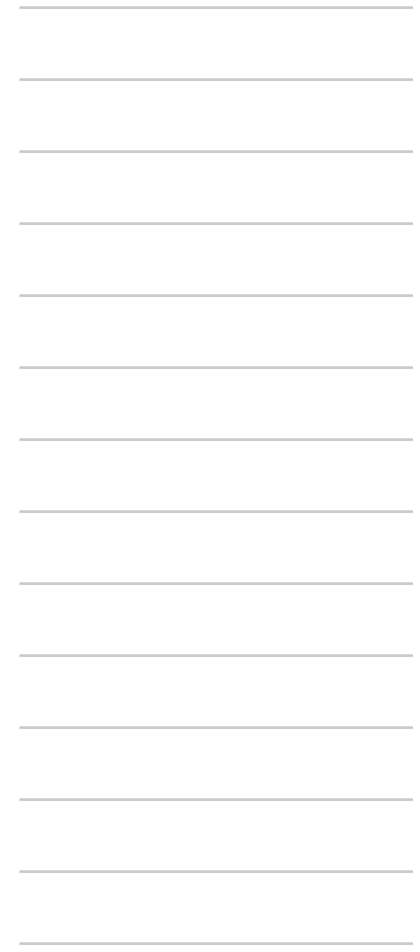




Traditional

The highest interest for this motivator may be called "unity," "order," or "tradition." Individuals with high scores for this motivator 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.

- Juliane's passion in life will be found in one or two of the other dimensions discussed in this report.
- It may be hard to manipulate Juliane because she has not defined a philosophy or system that can provide immediate answers to every situation.
- In many cases, Juliane will want to set her own rules which will allow her own intuition to guide and direct her actions.
- She will not be afraid to explore new and different ways of interpreting her own belief system.
- Juliane can be creative in interpreting other systems or traditions and selective in applying those traditions.
- She will work within a broadly defined set of beliefs.
- Traditions will not place limits or boundaries on Juliane.

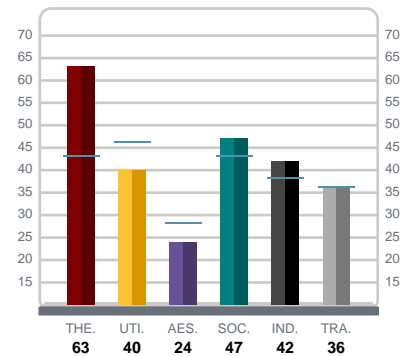




Aesthetic

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.

- Juliane's passion in life will be found in one or two of the other motivators discussed in this report.
- She wants to take a practical approach to events.
- Unpleasant surroundings will not stifle her creativity.
- She is a very practical person who is not sensitive to being in harmony with her surroundings.
- The utility of "something" is more important than its beauty, form and harmony.
- Intellectually, Juliane can see the need for beauty, but has difficulty buying the finer things in life.
- Juliane is not necessarily worried about form and beauty in her environment.





Navigating Situations Outside Your Comfort Zone

The information on this page will highlight areas in which you may struggle relating to based on your lowest motivator. The information will teach you how to manage your way through discussions focusing on your number six motivator.

Tips for Communicating with "High Aesthetic" utilizing your Theoretical.

As you read through the communication tips, think about the following questions:

How does the mindset of a high Aesthetic contribute to today's workforce?

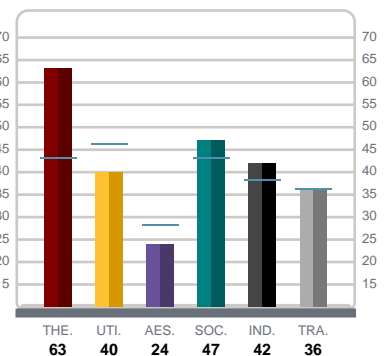
How do Aesthetics contribute to the world, your professional life and your personal life?

A person with a high Aesthetic is interested in studying and appreciating the totality of a situation.

- *Connect the common need to look at problems from a holistic viewpoint. Understand one viewpoint is through the objective data analysis versus that of the Aesthetic, which is from a subjective, or feeling related, standpoint.*
- *Ask questions to bring the Aesthetic perspective into reality, and utilize visuals in order to influence them. Partner with them in order to visually represent shared opinions.*

A person with a high Aesthetic will have a strong interest in preserving the balance and harmony of the organization.

- *Provide the high Aesthetic with information and data to substantiate why decisions that may disrupt the balance need to be made at times. Assist with bringing the objective to the subjective*
- *Understand that a harmonious organization is more likely to be comfortable with the vulnerability that comes with the need for continuous learning. If fear is present in the organization, it will be less likely to get new information to spread through the company.*





Navigating Situations Outside Your Comfort Zone

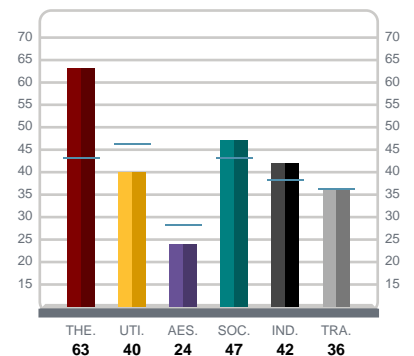
A person with a high Aesthetic is in tune with his or her inner feelings and likes surroundings that compliment these feelings.

- Maximize the Aesthetic's ability to beautify educational components, training facilities and other aspects of the continuous learning initiatives of the organization in order to make people feel at ease and open to learning.
- Work with the Aesthetics to present ideas, data and information in a way that people can not only hear what's being said, but visualize it and relate to it. This will help ideas move forward faster.

Form and harmony are key in providing a high Aesthetic with an experience to remember.

- Understand that the Aesthetic receives the same motivation and reward from the journey or the experience as a Theoretical does from learning something new. How can the parties work together to be sure to bring information back to the organization?
- Prior to presenting findings, work with the Aesthetic to be sure proper credit and explanation are being given to the journey, not just the findings. Connect with the team members that want to know the whole picture.







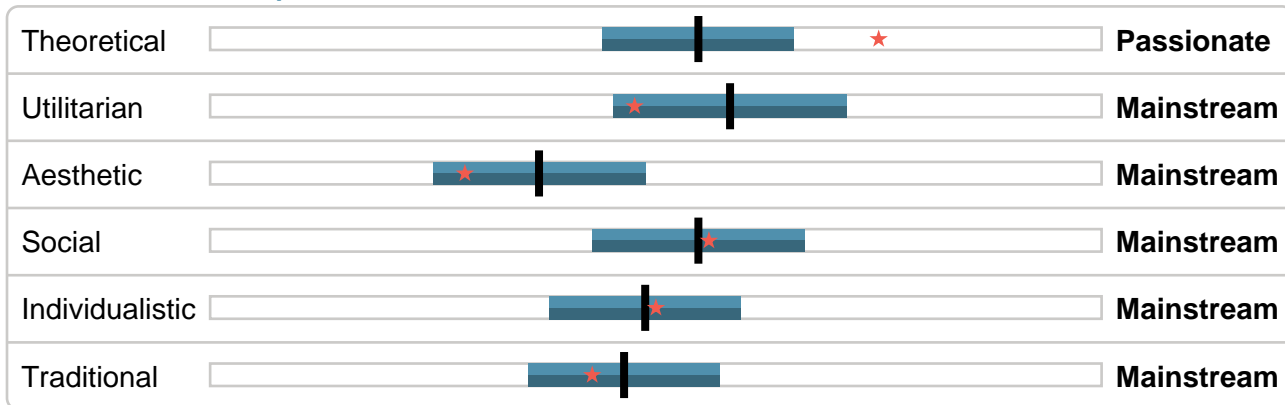
Motivators - Norms & Comparisons

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 motivators, you will fit in with the group and be energized. However, when surrounded by people whose motivators are significantly different from yours, you may be perceived as out of the mainstream. 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 motivators 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 motivator. The further away from the mainstream on the low side, the more people will view you as indifferent and possibly negative about that motivator. The shaded area for each motivator represents 68 percent of the population or scores that fall within one standard deviation above or below the national mean.

Norms & Comparisons Table - Norm 2011



- 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

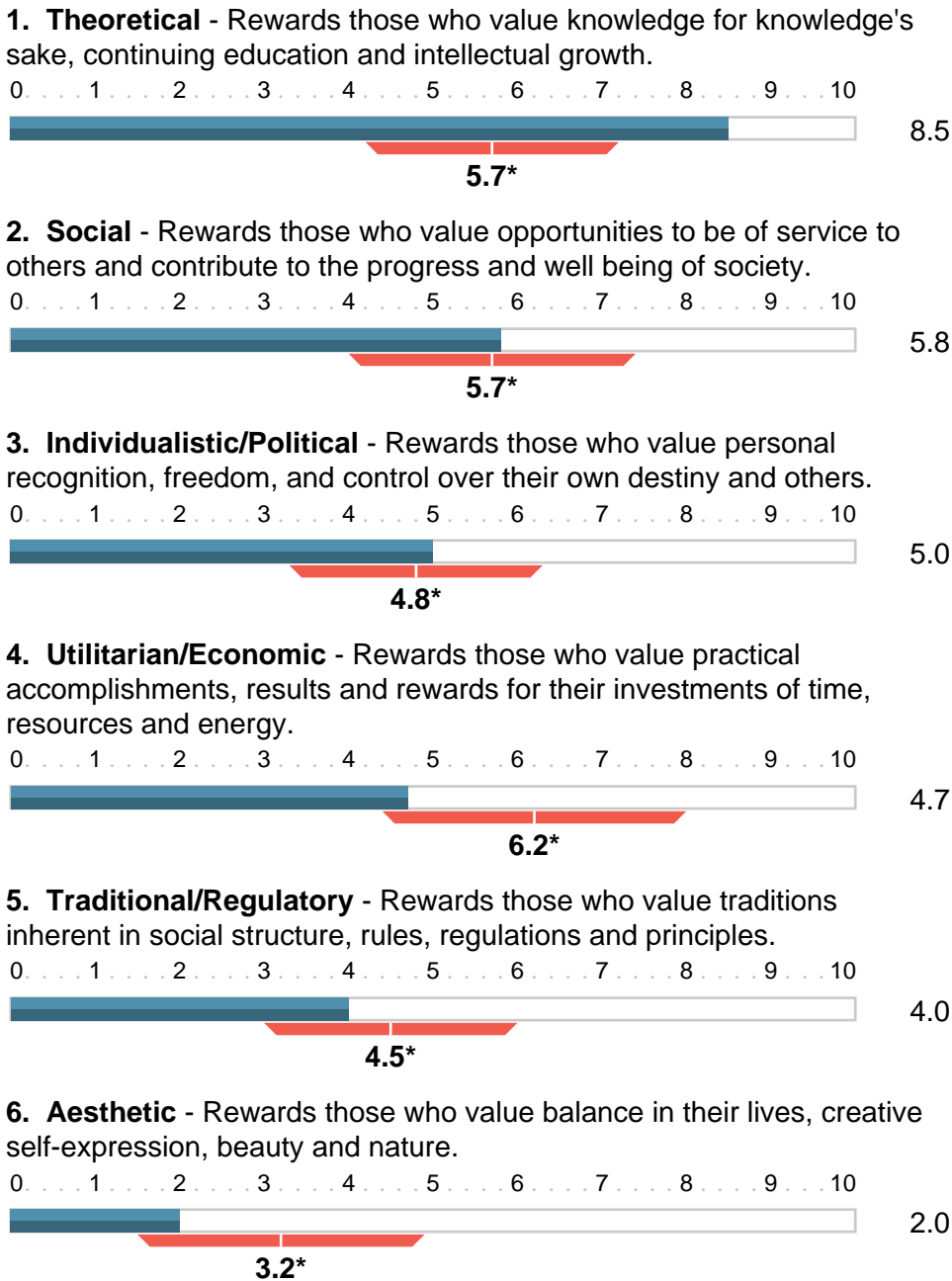
Areas in which you have strong feelings or passions compared to others:

- You have an intense passion for learning new things, always searching for opportunities to advance your knowledge. Others may struggle with the amount of time and resources you are willing to invest to learn new things. They might think you should stop learning and start doing.



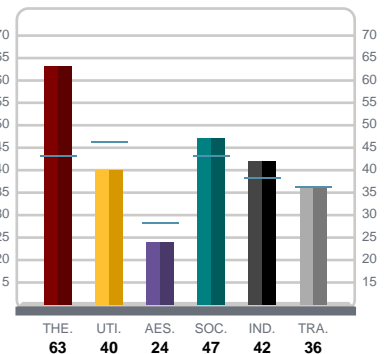
Motivators Hierarchy

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.



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

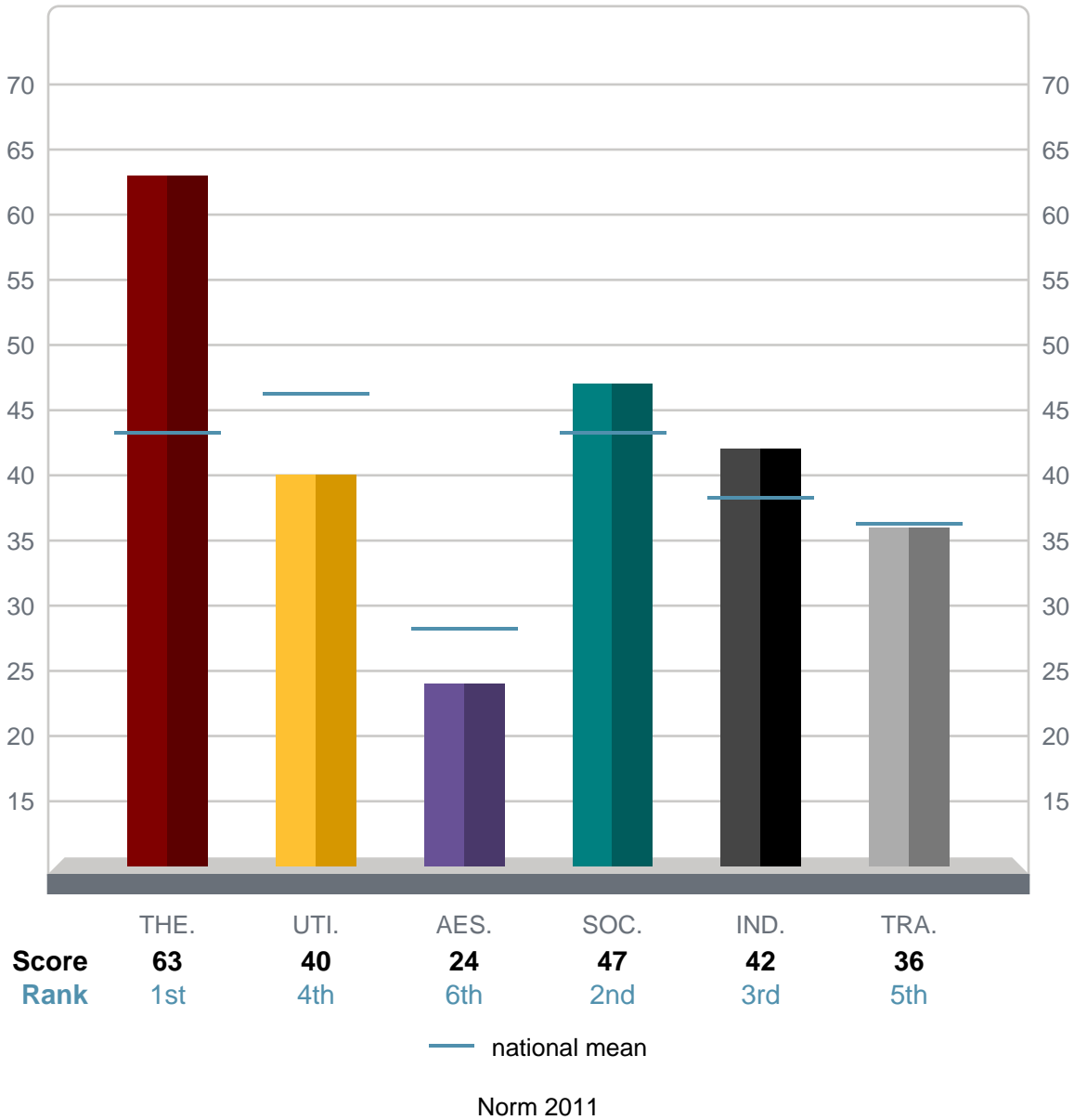
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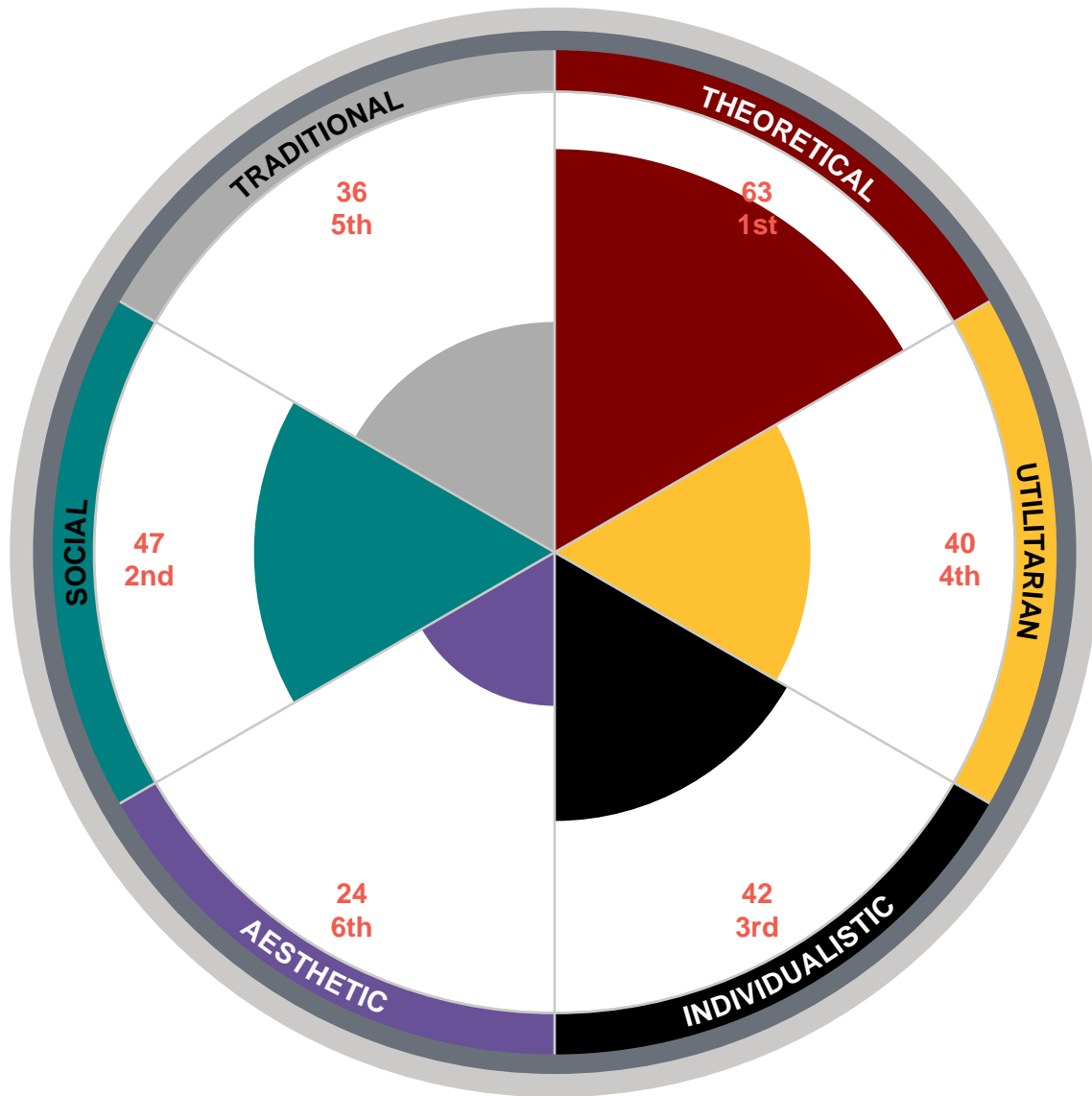


Motivation Insights® Graph





Motivators Wheel™





Introduction Integrating Behaviors and Motivators Section

The ultimate power behind increasing job satisfaction and performance comes from the blending of your behaviors and motivators. Each individually is powerful in order to modify your actions, but the synergy of blending the two moves you to a whole new level.

In this section you will find:

- Potential Behavioral and Motivational Strengths
- Potential Behavioral and Motivational Conflict
- Ideal Environment
- Keys to Motivating
- Keys to Managing



Potential Behavioral and Motivational Strengths

This section describes the potential areas of strengths between Juliane's behavioral style and top two motivators. Identify two to three potential strengths that need to be maximized and rewarded in order to enhance on-the-job satisfaction.

- Her desire to learn more allows processes to become more effective.
- Detailed and compliant about the research process.
- Brings organization for those going for the same cause.
- Paints a very detailed picture for the benefit of others to follow.
- Will bring high energy and enthusiasm to the researching process.
- Motivates others to continue education.
- Great at generating excitement in others and getting people on board.
- Always willing to offer her time and perspective.





Potential Behavioral and Motivational Conflict

This section describes the potential areas of conflict between Juliane's behavioral style and top two motivators. Identify two to three potential conflicts that need to be minimized in order to enhance on-the-job performance.

- Never enough facts to prove the new theory.
- Needs data for comfort and curiosity but may experience paralysis by analysis when finishing goals.
- May micro manage friends or family and in turn, unintentionally alienate others.
- Viewed by others as a "watchdog", but wants to be seen as trying to help the cause move in the right direction.
- Ability to learn is diminished due to her lack of focus on one thing.
- A desire to share information can impede her ability to listen and learn.
- Has trouble making difficult decisions that affect others.
- High trust and a desire to help could lead to being taken advantage of.



Ideal Environment

This section identifies the ideal work environment based on Juliane's basic style and top two motivators. 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 Juliane enjoys and also those that create frustration.

- An environment where she can use her intuitive thinking skills.
- Democratic supervisor with whom she can associate.
- Assignments that can be followed through to completion.
- Logical approach to problem solving and information-based solutions.
- A leadership team that is optimistic toward learning new concepts or theories.
- The ability to return to the table with more information in order to present the case.
- Ability to achieve results through the interaction with and helping of others.
- A forum to advocate for the greater good as it relates to moving the organization forward.
- The opportunity to be objective and diligent in her quest to help others.



Keys to Motivating

This section of the report was produced by analyzing Juliane'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 Juliane and highlight those that are present "wants."

Juliane wants:

- To be part of a quality-oriented work group.
- Operating procedures in writing.
- Time to perform up to her high standards.
- Time to gather data and facts in order to work through challenges and conflicts.
- Information on how to do things right, for fear of making a mistake.
- Access to all necessary information and instruction manuals in order to do things right.
- An opportunity to express how she can improve society.
- To be seen as an internal resource for people to express problems and challenges.
- To be assured that the organization is willing to help others and will maintain the rules and procedures for making sure the assistance is given.



Keys to Managing

In this section are some needs which must be met in order for Juliane 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 Juliane and identify 3 or 4 statements that are most important to her. This allows Juliane to participate in forming her own personal management plan.

Juliane needs:

- To be encouraged to be more independent.
- To be informed of things which affect her.
- A work environment without much conflict.
- The ability to recognize when she is in "paralysis-by-analysis" mode.
- To continue her learning in a participatory rather than solitary environment.
- Access to appropriate resources and tools for learning new information within the organizational framework.
- Support in handling situations when others take advantage.
- A manager that promotes her ability to positively influence others.
- A manager that applies all rules to individuals equally.





Action Plan

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 _____:



Action Plan

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 _____:
