



TTI Success Insights[®]

Management-Staff[™] Version

*"He who knows others is learned.
He who knows himself is wise."
—Lao Tse*

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INTRODUCTION

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*



GENERAL CHARACTERISTICS

Based on Stephen's responses, the report has selected general statements to provide a broad understanding of his work style. These statements identify the basic natural behavior that he brings to the job. That is, if left on his own, these statements identify HOW HE WOULD CHOOSE TO DO THE JOB. Use the general characteristics to gain a better understanding of Stephen's natural behavior.

Stephen is alert and sensitive to his errors and mistakes. He constantly seeks to avoid errors in his work. Following procedures is his way of ensuring quality and orderly work. Stephen can be depended upon to follow set procedures of work activity. While he may not be a perfectionist with all things, he has certain activities that will always be done with the same high standards in mind. Some people see him as being fussy and meticulous. He takes much pride in precise and accurate work, but others may not always understand his attention to details. Stephen resists change if he feels the change will lower the quality of his work. If change is inevitable, he may need reassurances that his standards will continue to be met. He can overanalyze a problem which tends to slow down the decision-making process. He wants to make certain that detailed reports are accurately completed. This tendency can be reassuring to Stephen's supervisors. Because of high expectations of his own job performance, Stephen may sometimes feel that other workers cannot perform up to his standards. Stephen has a need to achieve in an environment in which the quality is controlled. He can become frustrated when put in a situation that is nothing more than a rambling discussion. He prefers that things be orderly and he will approach work in a systematic manner.



GENERAL CHARACTERISTICS

Stephen is the type of person who will accept challenges, and accept them seriously. He can be seen as a thinker whose intuitive talents can bring divergent ideas to the forefront. He has an acute awareness of social, economic and political implications of his decisions. He likes to assemble facts and data before making decisions. This allows him time to review the facts and think about the decision to be made. Because he knows that he can rely on the "tried and true," Stephen places high value on tradition and traditional things. He tends to become bogged down in details. He may accumulate so much data that the details overwhelm him. He tends to make his decisions after deliberation and gives weight to all the pros and cons. He feels tension when forced to make major decisions quickly.

Stephen prefers meetings that start and finish on time. He may get upset with people who do not adhere to rules and how things "should be done." People who show up early or late for appointments may upset him, since his work plans are disrupted. Stephen makes an agenda and prefers that others not change it. He enjoys analyzing the motives of others. This allows him to develop his intuitive skills. He does not like to work for a manager who uses a confrontational management style. He tends to withdraw and not express himself, and may become unproductive if he feels threatened. Whenever possible, Stephen avoids face-to-face conflict. He has a low trust level with strangers. This becomes apparent when he asks specific and perhaps blunt questions. He does not



GENERAL CHARACTERISTICS

seek confrontation, but if he is confronted, he will present his case with enough supportive data that he will probably win. People may often see Stephen as formal and reserved. He may be assessing the situation before "letting his guard down" and may do so only when he feels comfortable with the circumstances.



VALUE TO THE ORGANIZATION

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

- People-oriented.
- Conscientious and steady.
- Objective--"The anchor of reality."
- Good at reconciling factions--is calming and adds stability.
- Service-oriented.
- Patient and empathetic.
- Maintains standards.



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

Do:

- Patiently draw out personal goals and work with him to help him achieve those goals; listen and be responsive.
- Watch carefully for possible areas of early disagreement or dissatisfaction.
- Prepare your "case" in advance.
- Present your case softly, nonthreateningly with a sincere tone of voice.
- Give him time to be thorough, when appropriate.
- Give him time to verify reliability of your actions; be accurate, realistic.
- Show sincere interest in him as a person. Find areas of common involvement and be candid and open.
- Make an organized presentation of your position, if you disagree.
- Provide personal assurances, clear, specific solutions with maximum guarantees.
- Define clearly (preferably in writing) individual contributions.
- Follow through, if you agree.



DON'TS ON COMMUNICATING

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

- Push too hard, or be unrealistic with deadlines.
- Make statements about the quality of his work unless you can prove it.
- Be vague; don't offer opinions and probabilities.
- Force him to respond quickly to your objectives. Don't say "Here's how I see it."
- Be vague about what's expected of either of you; don't fail to follow through.
- Keep deciding for him, or he'll lose initiative. Don't leave him without backup support.
- Use gimmicks or clever, quick manipulations.
- Threaten, cajole, wheedle, coax or whimper.
- Rush headlong into business or the agenda.
- Patronize or demean him by using subtlety or incentive.
- Use testimonies of unreliable sources; don't be haphazard.



COMMUNICATION TIPS

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

<p>When communicating with a person who is dependent, neat, conservative, perfectionist, careful and compliant:</p> <ul style="list-style-type: none"> ■ Prepare your "case" in advance. ■ Stick to business. ■ Be accurate and realistic. <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> ■ Being giddy, casual, informal, loud. ■ Pushing too hard or being unrealistic with deadlines. ■ Being disorganized or messy. 	<p>When communicating with a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented:</p> <ul style="list-style-type: none"> ■ Be clear, specific, brief and to the point. ■ Stick to business. ■ Be prepared with support material in a well-organized "package." <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> ■ Talking about things that are not relevant to the issue. ■ Leaving loopholes or cloudy issues. ■ Appearing disorganized.
<p>When communicating with a person who is patient, predictable, reliable, steady, relaxed and modest:</p> <ul style="list-style-type: none"> ■ Begin with a personal comment--break the ice. ■ Present your case softly, nonthreateningly. ■ Ask "how?" questions to draw their opinions. <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> ■ Rushing headlong into business. ■ Being domineering or demanding. ■ Forcing them to respond quickly to your objectives. 	<p>When communicating with a person who is magnetic, enthusiastic, friendly, demonstrative and political:</p> <ul style="list-style-type: none"> ■ Provide a warm and friendly environment. ■ Don't deal with a lot of details (put them in writing). ■ Ask "feeling" questions to draw their opinions or comments. <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> ■ Being curt, cold or tight-lipped. ■ Controlling the conversation. ■ Driving on facts and figures, alternatives, abstractions.



IDEAL ENVIRONMENT

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

- Needs an opportunity to deal with people with whom a long-standing relationship has been established.
- Little conflict between people.
- Prefers technical work, specializing in one area.
- An environment dictated by logic rather than emotion.
- Familiar work environment with a predictable pattern.
- Needs personal attention from his manager and compliments for each assignment well done.
- Close relationship with a small group of associates.
- An environment that allows time to change.



PERCEPTIONS

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

"See Yourself As Others See You"

SELF-PERCEPTION

Stephen usually sees himself as being:

Precise
Moderate
Knowledgeable

Thorough
Diplomatic
Analytical

OTHERS' PERCEPTION

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

Pessimistic
Worrisome

Picky
Fussy

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

Perfectionistic
Strict

Hard-to-Please
Defensive



DESCRIPTORS

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

Dominance	Influencing	Steadiness	Compliance
Demanding Egocentric Driving Ambitious Pioneering Strong-Willed Forceful Determined Aggressive Competitive Decisive Venturesome 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
Conservative	Reflective		
Calculating Cooperative Hesitant Low-Keyed Unsure Undemanding Cautious Mild Agreeable Modest Peaceful Unobtrusive	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



NATURAL AND ADAPTED STYLE

Stephen's natural style of dealing with problems, people, pace of events and procedures may not always fit what the environment needs. This section will provide valuable information related to stress and the pressure to adapt to the environment.

Natural	PROBLEMS - CHALLENGES	Adapted
<p>Stephen is cautious in his approach to problem solving and does not attempt to demand that his view, or opinion, be accepted at face value. Stephen likes to solve problems within the framework of a team environment. He will look for a compromise as opposed to a win-lose situation.</p>	<p>Stephen sees no need to seek out problems or challenges. He prefers to just sit back and react in a team-oriented manner. He tends to avoid confrontation or procrastinate until the problem goes away.</p>	

Natural	PEOPLE - CONTACTS	Adapted
<p>Stephen feels that the convincing of people can only be done within the framework of logical facts presented by totally objective people or machines. He rarely displays emotion when attempting to influence others.</p>	<p>Stephen sees no need to change his approach to influencing others to his way of thinking. He sees his natural style to be what the environment is calling for.</p>	



NATURAL AND ADAPTED STYLE

Natural	PACE - CONSISTENCY	Adapted
<p>Stephen is comfortable in an environment in which there are few projects going on concurrently. He is appreciative of the team concept and feels quite secure in an environment where the need to move from one activity to another quite quickly is held to a minimum.</p>	<p>Stephen feels the environment is calling for a relaxed demeanor, or one in which patience is looked at as a virtue. He is predictable and stable and places an emphasis on follow-up and follow-through.</p>	

Natural	PROCEDURES - CONSTRAINTS	Adapted
<p>Stephen is concerned with doing things right. He can be quite worrisome and possibly fearful that mistakes will crop into the procedure. He will follow rules and procedures to the letter and feels comfortable in a situation in which exact standards and written procedures are the rule of the day.</p>	<p>Stephen shows little discomfort when comparing his basic (natural) style to his response to the environment (adapted) style. The difference is not significant and Stephen sees little or no need to change his response to the environment.</p>	



ADAPTED STYLE

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

- Calculation of risks before taking action.
- Working in a systematic, nondemonstrative manner.
- Being attentive and dependable with detailed work activities.
- Limited contact with people.
- Using a proven, procedure-oriented method when implementing change.
- Disciplined, meticulous attention to order.
- Maintaining a clean and organized work station.
- Precise, analytical approach to work tasks.
- Critical appraisal of data.
- Gathering data in a logical, systematic way.
- Compliance to high standards.
- Making decisions in an objective, unemotional manner.



KEYS TO MOTIVATING

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

Stephen wants:

- Respect for his quiet manner.
- Limited socializing.
- A manager who follows the company policies.
- High quality work standards.
- Facts and data for making decisions.
- An environment where he can ask specific questions--not just "beat around the bush."
- Precision work to perform.
- Operating procedures in writing.
- Tangible evidence of effort.
- To be recognized for his continuance of quality work.
- Advancement when he is ready.
- Straight talk supported with facts.
- An environment where he does not have to show emotions.



KEYS TO MANAGING

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

Stephen needs:

- An exact job description and expectations in writing.
- Time to see and test if the plan will work.
- The facts in a logical sequence.
- Complete instructions on his assignments.
- To set professional and family goals.
- A manager who prefers quality over quantity.
- More confidence in his ability to perform new activities.
- Tangible work.
- A program to encourage creativity and self-worth.
- Shortcut methods that don't affect quality of the work.
- Rewards in terms of tangible things, not just flattery and praise.



AREAS FOR IMPROVEMENT

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

Stephen has a tendency to:

- Lean on technical achievement.
- Have difficulty making decisions because he's mostly concerned about the "right" decision. If precedent does not give direction, his tendency is to wait for directions.
- Be overly intense for the situation.
- Be defensive when threatened and use the errors and mistakes of others to defend his position.
- Lean on supervisors if information and direction is not clear.
- Be bound by procedures and methods--especially if he has been rewarded for following these procedures.
- Prefer not to verbalize feelings unless in a cooperative and noncompetitive environment.
- Prefer things to people--things don't show emotion or need restraint.



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)

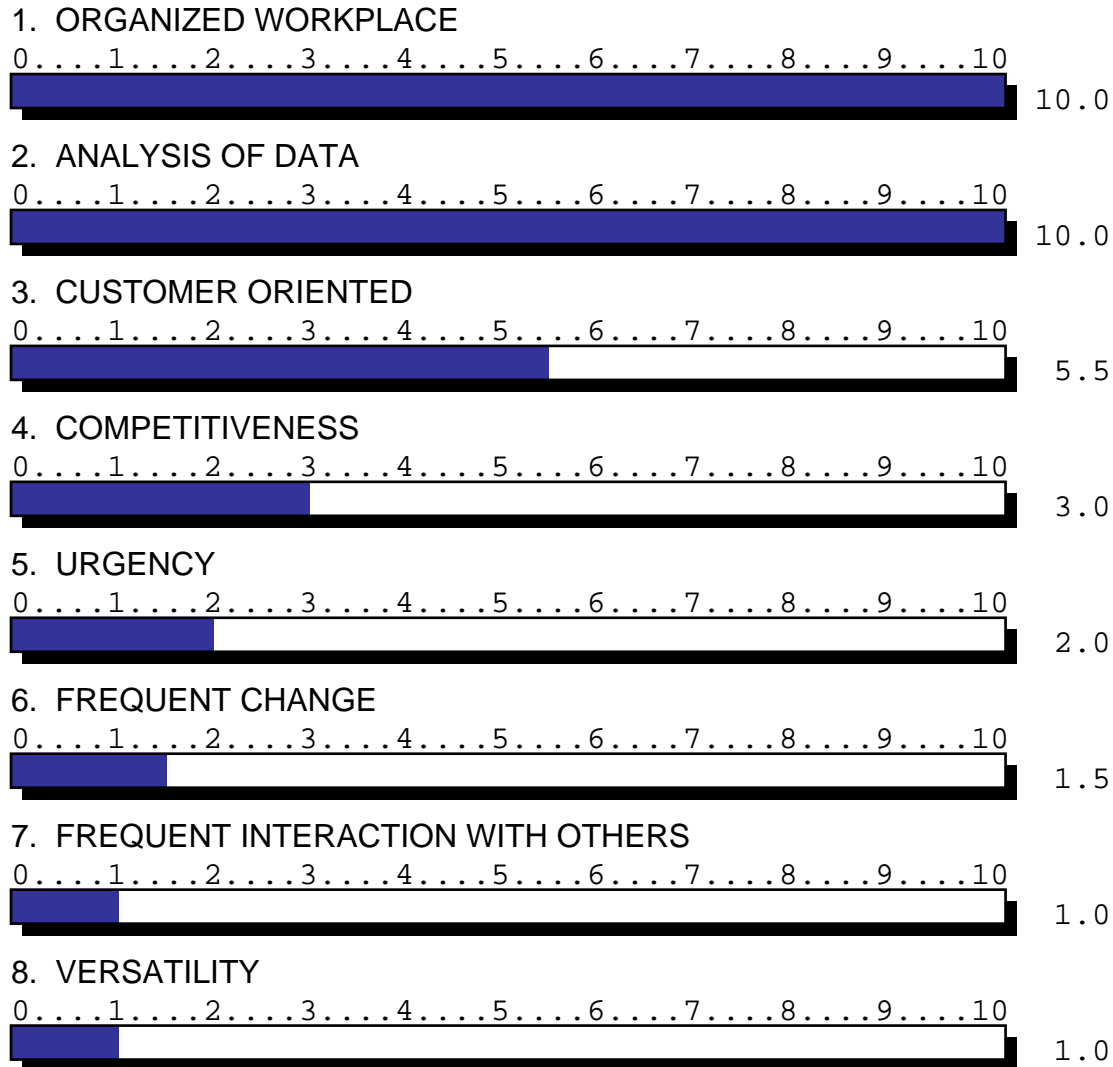
3. When I make changes to these behaviors, I will experience the following benefits in my quality of life:

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



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.





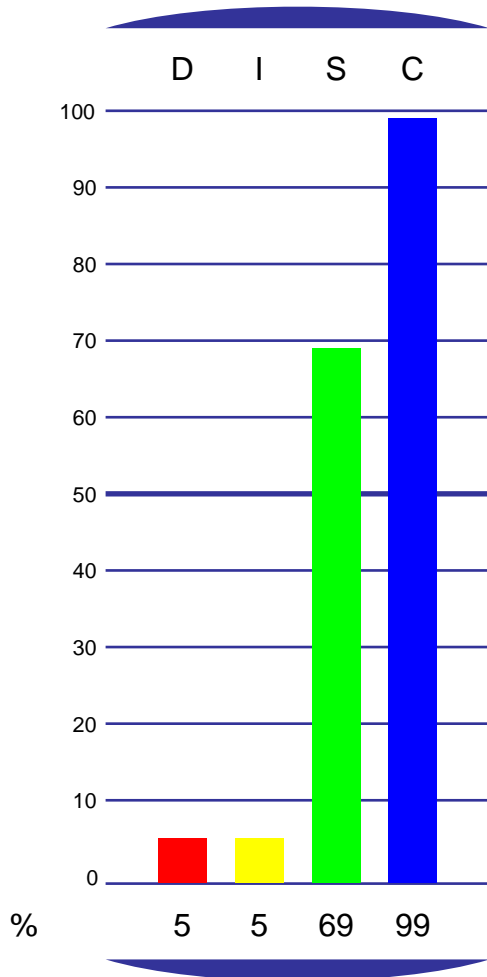
STYLE INSIGHTS® GRAPHS

Stephen Serman

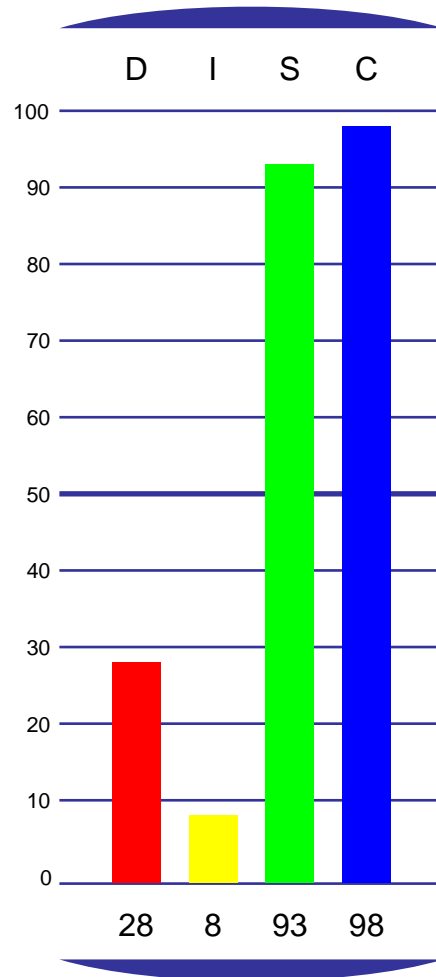
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MOST
Graph I
Adapted Style



LEAST
Graph II
Natural Style



Norm 2003



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.

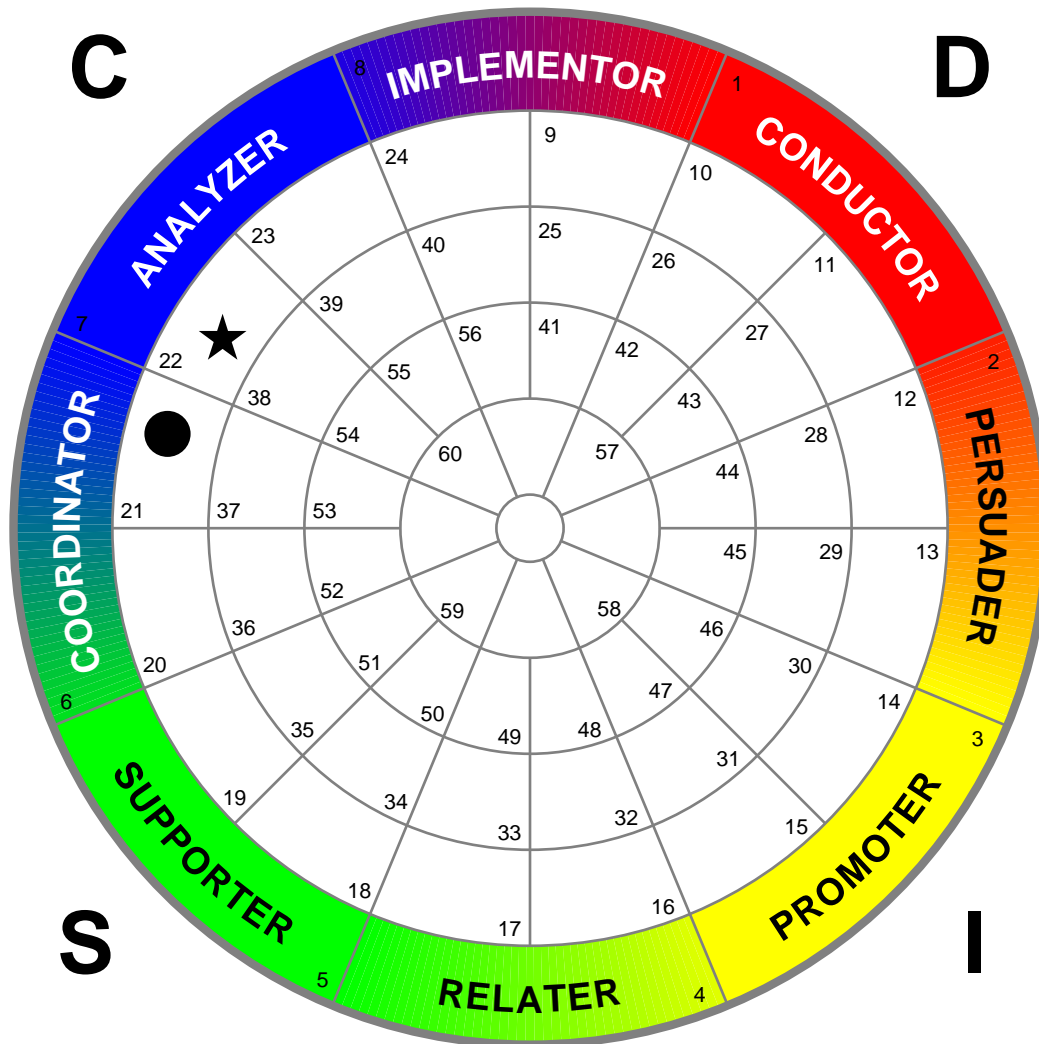
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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

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Adapted: ★ (22) COORDINATING ANALYZER
Natural: ● (21) ANALYZING COORDINATOR
Norm 2003