



**TTI Success Insights®**

Behaviors and Motivators - General Version



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HELP, LLC  
7-29-2010



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

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

### SECTION 1: BEHAVIORS

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

### SECTION 2: MOTIVATORS

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



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

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

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

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

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

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

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Based on Clay'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 Clay's natural behavior.

Clay wants to be seen as a winner and has an inherent dislike for losing or failing. He tends to work hard and long to be successful. He is a goal-oriented individual who believes in harnessing people to help him achieve his goals. He needs people with other strengths on his team. He displays a high energy factor and is optimistic about the results he can achieve. The word "can't" is not in his vocabulary. He is often considered daring, bold and gutsy. He is a risk taker who likes to be seen as an individualist. Clay can be aggressive and direct, but still be considerate of people. Other people realize that directness is one of his great strengths. He may lose interest in a project once the challenge ceases. He may then be ready for another challenging project. He prefers being a team player, and wants each player to contribute along with him. He is goal-oriented and driven by results. He is the team member who will try to keep the others on task. Most people see him as a high risk-taker. His view is, "nothing ventured, nothing gained." He needs to learn to relax and pace himself. He may expend too much energy trying to control himself and others.

Clay will work long hours until a tough problem is solved. After it is solved, Clay may become bored with any routine work that follows. When faced with a tough decision, he will try to sell you on his ideas. He finds it easy to share his opinions on solving work-related problems. He should realize that at times he needs to think a project through, beginning to end, before starting the project. Clay has the unique

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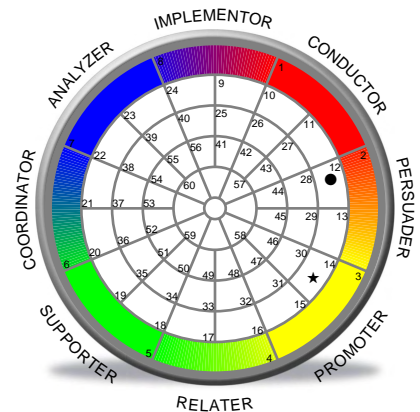
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ability of tackling tough problems and following them through to a satisfactory conclusion. He prefers authority equal to his responsibility. Sometimes he becomes emotionally involved in the decision-making process. He is decisive and prefers to work for a decisive manager. He can experience stress if his manager does not possess similar traits.

Clay likes people who give him options as compared to their opinions. The options may help him make decisions, and he values his own opinion over that of others! He may sometimes mask his feelings in friendly terms. If pressured, Clay's true feelings may emerge. He may lack the patience to listen and communicate with slower acting people. He likes people who present their case effectively. When they do, he can then make a quicker assessment or decision. Clay challenges people who volunteer their opinions. He may lose interest in what others are saying if they ramble or don't speak to the point. His active mind is already moving ahead. He should exhibit more patience and ask questions to make sure that others have understood what he has said. His creative and active mind may hinder his ability to communicate to others effectively. He may present the information in a form that cannot be easily understood by some people.

### NOTES

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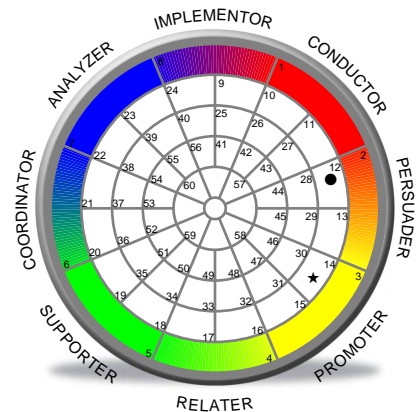
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# VALUE TO THE ORGANIZATION

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

- Will join organizations to represent the company.
- Negotiates conflicts.
- Initiates activity.
- Competitive.
- People-oriented.
- Change agent--looks for faster and better ways.
- Usually makes decisions with the bottom line in mind.
- Innovative.
- Tenacious.

### NOTES

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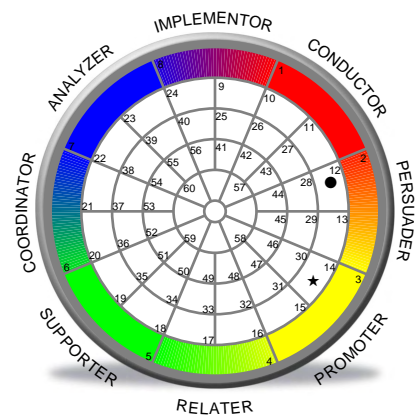
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# CHECKLIST FOR COMMUNICATING

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 Clay. 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 Clay most frequently.

Do:

- Ask for his opinions/ideas regarding people.
- Talk about him, his goals and the opinions he finds stimulating.
- Read the body language--look for impatience or disapproval.
- Offer special, immediate and continuing incentives for his willingness to take risks.
- Come prepared with all requirements, objectives and support material in a well-organized "package."
- Leave time for relating, socializing.
- Support the results, not the person, if you agree.
- Motivate and persuade by referring to objectives and results.
- Stick to business--let him decide if he wants to talk socially.
- Be clear, specific, brief and to the point.
- Use enough time to be stimulating, fun-loving, fast-moving.

## NOTES

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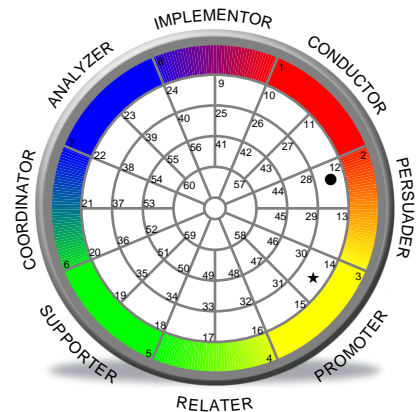
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# DON'TS ON COMMUNICATING

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

- Be curt, cold or tight-lipped.
- Ask rhetorical questions, or useless ones.
- Forget or lose things, be disorganized or messy, confuse or distract his mind from business.
- Reinforce agreement with "I'm with you."
- Come with a ready-made decision, or make it for him.
- Talk down to him.
- Legislate or muffle--don't overcontrol the conversation.
- Drive on to facts, figures, alternatives or abstractions.
- Direct or order.
- "Dream" with him or you'll lose time.
- Leave decisions hanging in the air.

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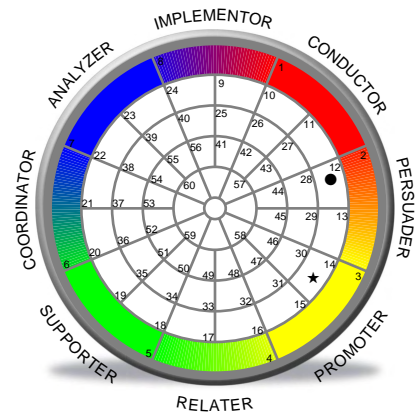
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*This section provides suggestions on methods which will improve Clay's communications with others. The tips include a brief description of typical people with whom he may interact. By adapting to the communication style desired by other people, Clay 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"> <li>● Prepare your "case" in advance.</li> <li>● Stick to business.</li> <li>● Be accurate and realistic.</li> </ul> <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> <li>● Being giddy, casual, informal, loud.</li> <li>● Pushing too hard or being unrealistic with deadlines.</li> <li>● Being disorganized or messy.</li> </ul>	<p>When communicating with 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.</li> <li>● Be prepared with support material in a well-organized "package."</li> </ul> <p>Factors that will create tension or dissatisfaction:</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 communicating with 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 your case softly, nonthreateningly.</li> <li>● Ask "how?" questions to draw their opinions.</li> </ul> <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> <li>● Rushing headlong into business.</li> <li>● Being domineering or demanding.</li> <li>● Forcing them to respond quickly to your objectives.</li> </ul>	<p>When communicating with 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 (put them in writing).</li> <li>● Ask "feeling" questions to draw their opinions or comments.</li> </ul> <p>Factors that will create tension or dissatisfaction:</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>

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

- Freedom from controls, supervision and details.
- Democratic supervisor with whom he can associate.
- An innovative and futuristic-oriented environment.
- Assignments with a high degree of people contacts.
- Tasks involving motivated groups and establishing a network of contacts.
- Work tasks that change from time to time.
- Evaluation based on results, not the process.
- Forum to express ideas and viewpoints.
- Freedom of movement.

### NOTES

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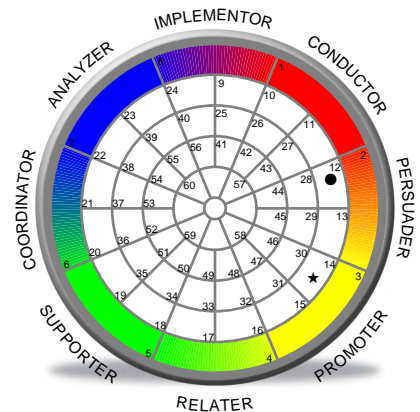
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Based on Clay's responses, the report has marked those words that describe his personal behavior. They describe how he solves problems and meets challenges, influences people, responds to the pace of the environment and how he responds to rules and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

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

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Clay 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.

- Making tactful decisions.
- Participative decision making.
- Firm commitment to accomplishments.
- Optimistic, future-oriented outlook.
- Motivating people to take action by using persuasive skills.
- Preferring people involvement over task focus.
- Willing to take risks when others may be hesitant.
- Contacting people using a variety of modes.
- Acting independently and without precedent.
- Using a creative approach in decision making.
- Using a direct, forthright and honest approach in his communications.

### NOTES

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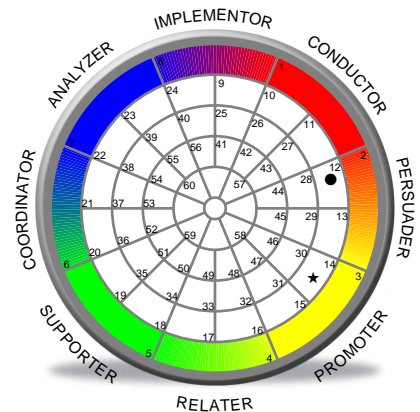
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*This section of the report was produced by analyzing Clay's wants. People are motivated by the things they want; thus wants that are satisfied no longer motivate. Review each statement produced in this section with Clay and highlight those that are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

Clay wants:

- The chance to have fun (play hard--work hard).
- To be trusted.
- A forum to ventilate his emotions.
- No close supervision.
- A friendly work environment.
- Rewards to support his dreams.
- Participation in meetings on future planning.
- Freedom from many rules and regulations.
- Group activities outside the job.
- Exposure to those who appreciate his results.
- Excitement.

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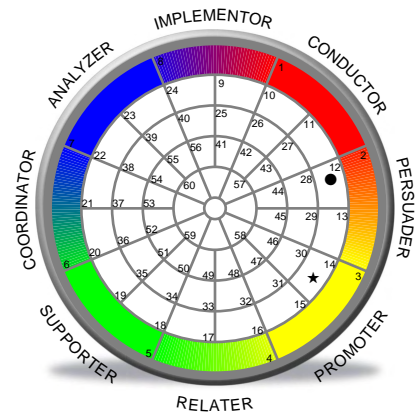
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*In this section are some needs which must be met in order for Clay to perform at an optimum level. Some needs can be met by himself, while management must provide for others. It is difficult for a person to enter a motivational environment when that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

Clay needs:

- More logical presentations--less emotional.
- To negotiate commitment face-to-face.
- To know results expected and to be evaluated on the results.
- Help on controlling time and setting priorities.
- To maintain focus on results and not sacrifice productivity just to make everyone happy.
- People to work and associate with.
- Better organization of record keeping.
- To understand his role on the team--either a team player or the leader.
- An awareness of the parameters or rules in writing.
- To mask emotions when appropriate.
- To focus conversations on work activities--less socializing.
- To adjust his intensity to match the situation.

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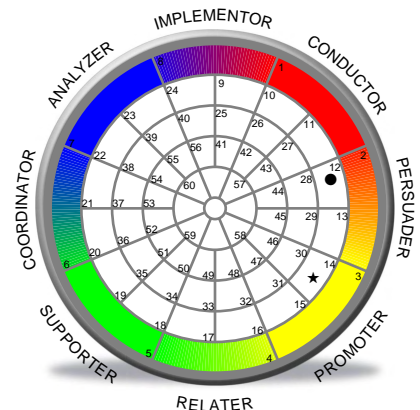
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### POSSIBLE SOLUTIONS:

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

### NOTES

## 5. POOR DELEGATION

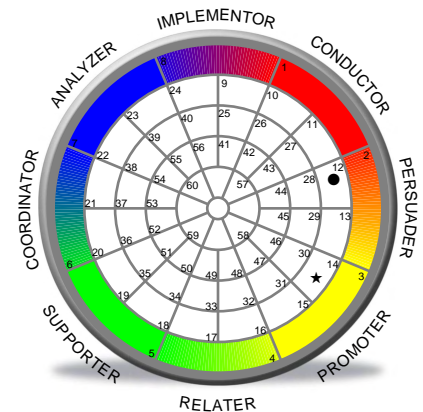
Poor delegation usually means the inability to discriminate between tasks needing your time and attention, and those others are capable of accomplishing.

### POSSIBLE CAUSES:

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

### POSSIBLE SOLUTIONS:

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



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# AREAS FOR IMPROVEMENT

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

Clay has a tendency to:

- Have no concept of the problems that slower-moving people may have with his style.
- Be so concerned with big picture; he forgets to see the little pieces.
- Take on too much, too soon, too fast.
- Be impulsive and seek change for change's sake. May change priorities daily.
- Have trouble delegating--can't wait, so does it himself.
- Be disruptive because of his innate restlessness and disdain for sameness.
- Be explosive by nature and lack the patience to negotiate.
- Be a one-way communicator--doesn't listen to the total story before introducing his opinion.
- Resist participation as part of the team, unless seen as a leader.

## NOTES

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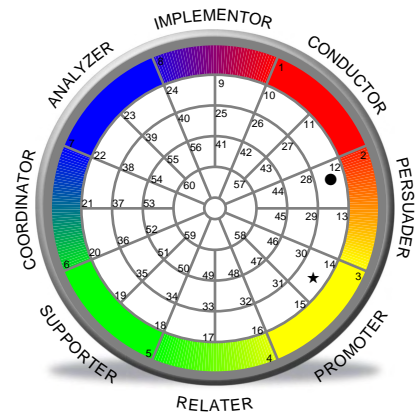
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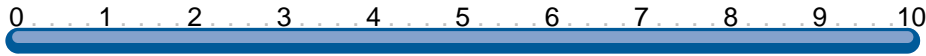






The Behavioral Hierarchy graph will display a ranking of your natural behavioral style within a total of eight (8) areas commonly encountered in the workplace. It will help you understand in which of these areas you will naturally be most effective.

### 1. COMPETITIVENESS



10.0

### 2. FREQUENT INTERACTION WITH OTHERS



9.0

### 3. FREQUENT CHANGE



8.8

### 4. URGENCY



8.5

### 5. VERSATILITY



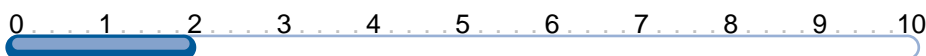
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### 6. CUSTOMER ORIENTED



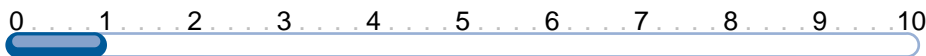
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### 7. ANALYSIS OF DATA



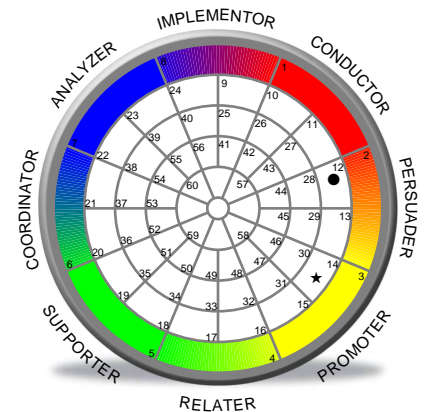
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### 8. ORGANIZED WORKPLACE



1.0

### NOTES



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**MOST**

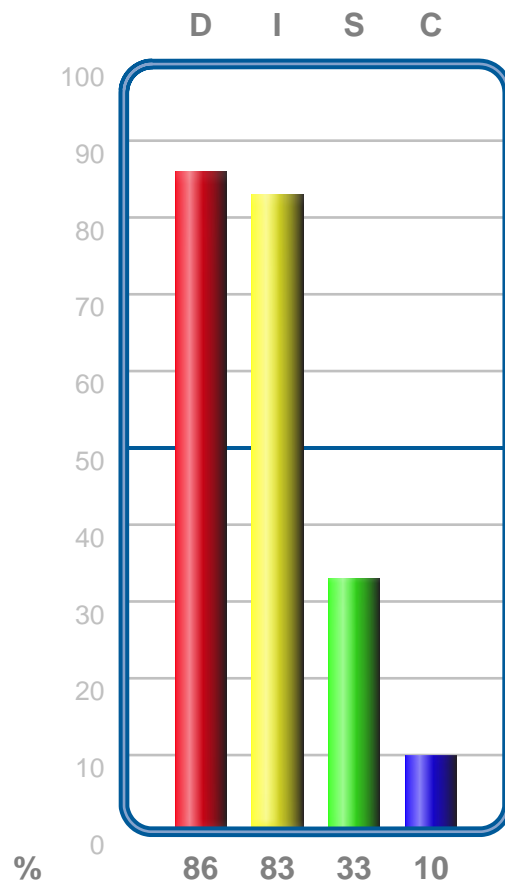
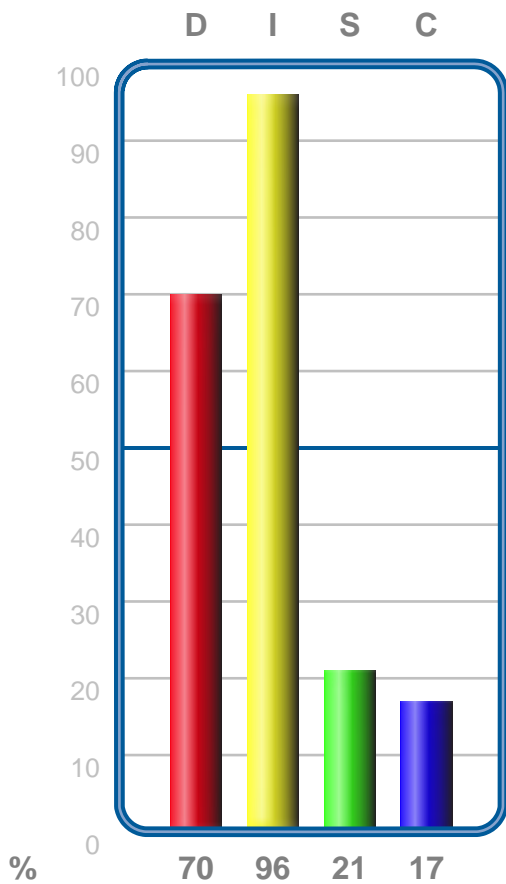
Graph I

**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.

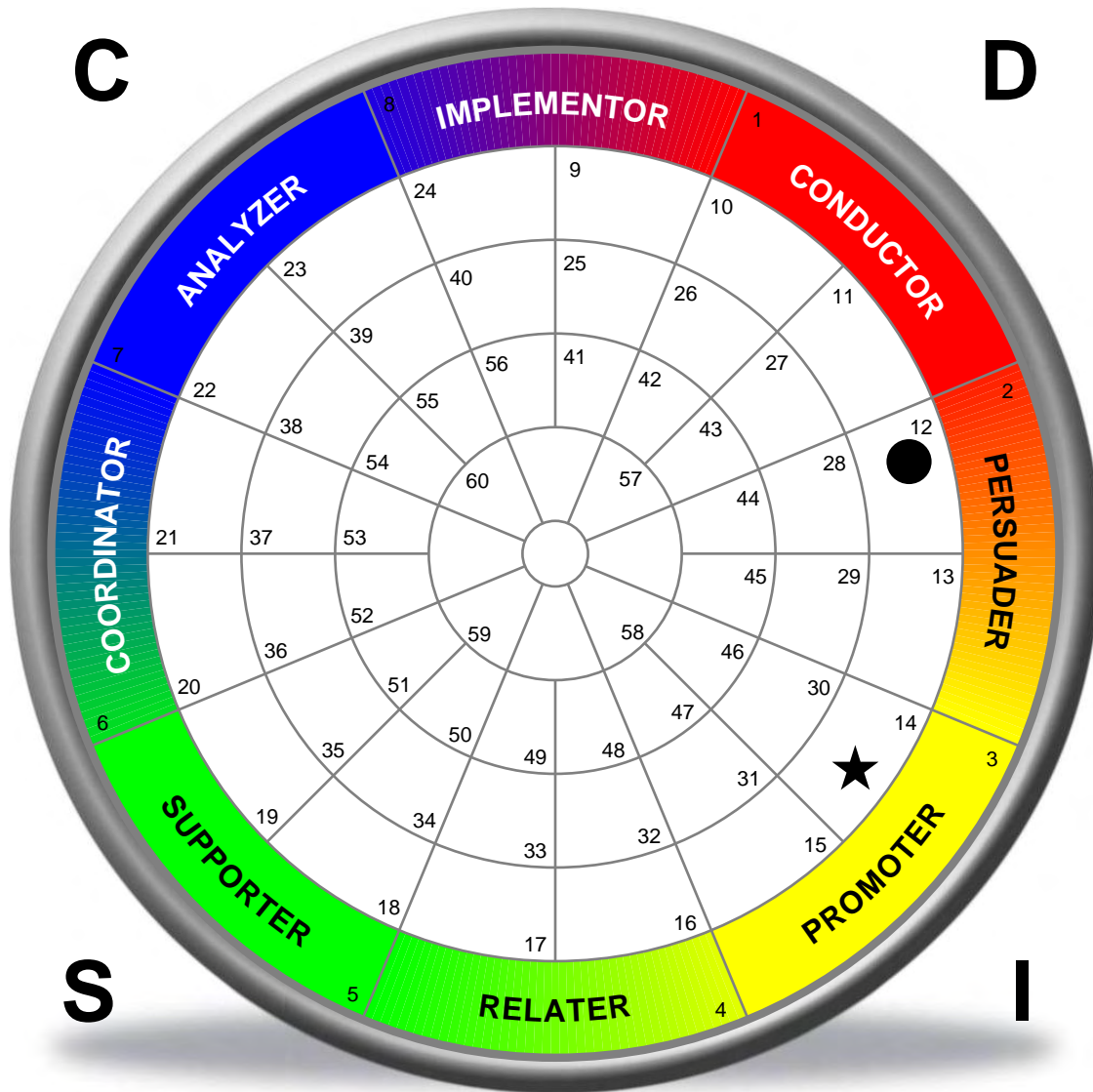
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Adapted: ★ (14) PERSUADING PROMOTER  
 Natural: ● (12) CONDUCTING PERSUADER

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

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### **How to get the most from this report**

1. Add, delete, and write comments in this document and consider it a work-in-progress handbook or personal tool. Consult, review, revise, and update this document periodically.
2. Review the report and select items of primary importance to current projects. Determine the best steps ahead based on what the report reveals and current experiences.
3. As appropriate, share the information on the Team Building Summary with peers and managers at whatever level of disclosure feels comfortable. As communication is a two-way process, peers and managers are encouraged to share similar information from their own Team Building Summary sheets.
4. Use the information in the report to serve as a "self-management handbook" or "empowerment manual" to help clarify workplace values issues, and to assist in maintaining optimal performance.
5. Other steps and processes may emerge through team meetings.

### **This report includes**

- A section for each of the six Values dimensions in these categories: General Characteristics; Value to the Organization; Keys to Managing and Motivating; Training, Professional Development and Learning Insights; Continuous Quality Improvement.
- A Norms and Comparisons section that reveals where your values are compared to the national mean.
- A Values Graph
- A Values Wheel
- A Values Action Plan for affirming strengths and encouraging growth and development.
- A Team Building Summary to facilitate sharing selected information with others.

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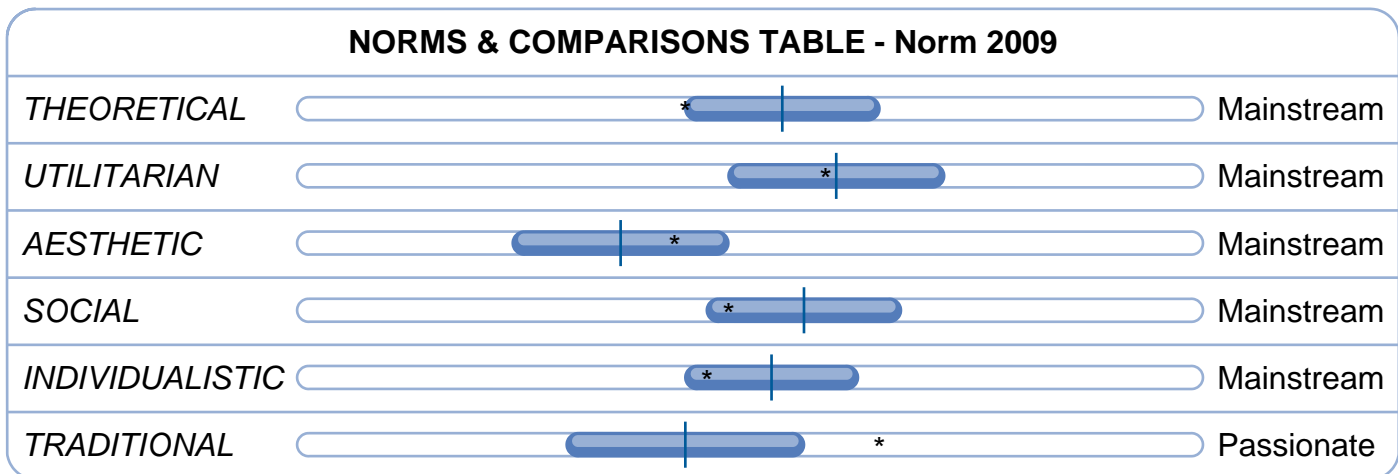


# MOTIVATORS - NORMS & COMPARISONS

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

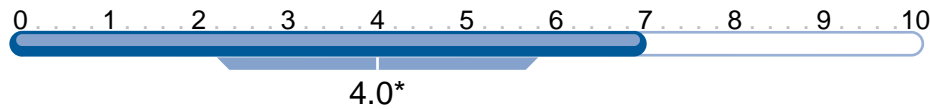
- You have chosen a system for living that you believe in. All of the decisions in your life are made according to the principles of your system. Your principles mean more to you than money or success. Others may feel you impose your standards on the rest of the world and may see you as being judgmental.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



# 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.

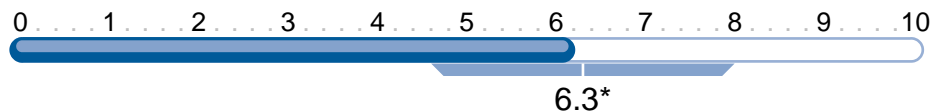
## 1. TRADITIONAL/REGULATORY



7.0

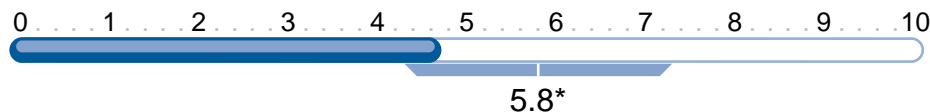
NOTES

## 2. UTILITARIAN/ECONOMIC



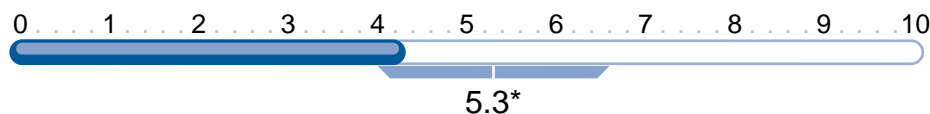
6.2

## 3. SOCIAL



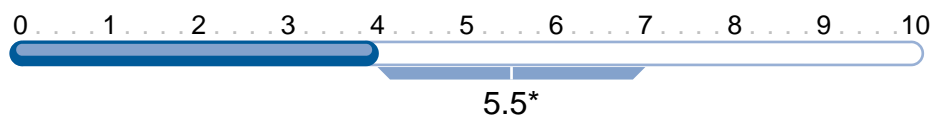
4.7

## 4. INDIVIDUALISTIC/POLITICAL



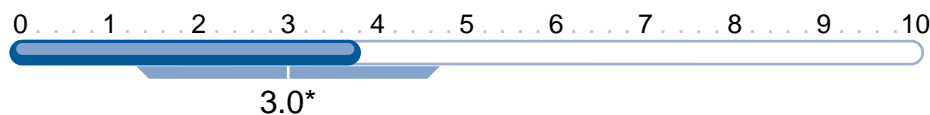
4.3

## 5. THEORETICAL

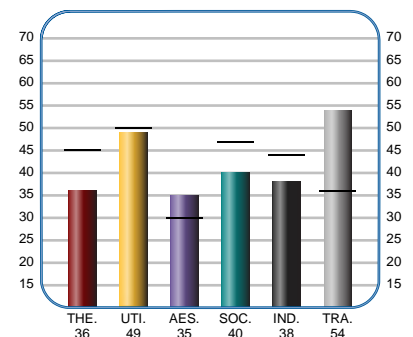


4.0

## 6. AESTHETIC



3.8



PIAV: 36-49-35-40-38-54 (THE.-UTI.-AES.-SOC.-IND.-TRA.)

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

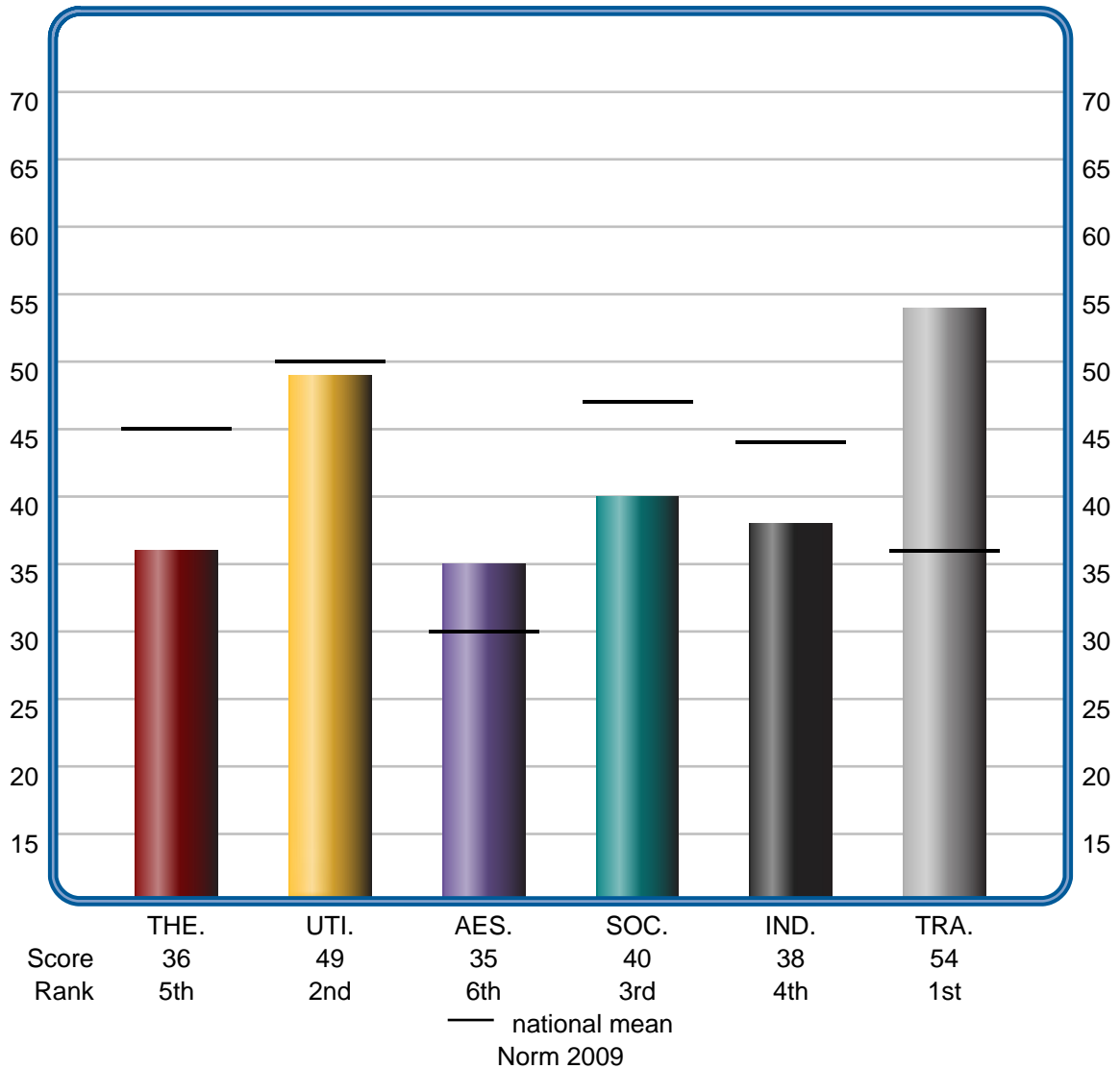
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**Gary Parcell**

HELP, LLC  
7-29-2010



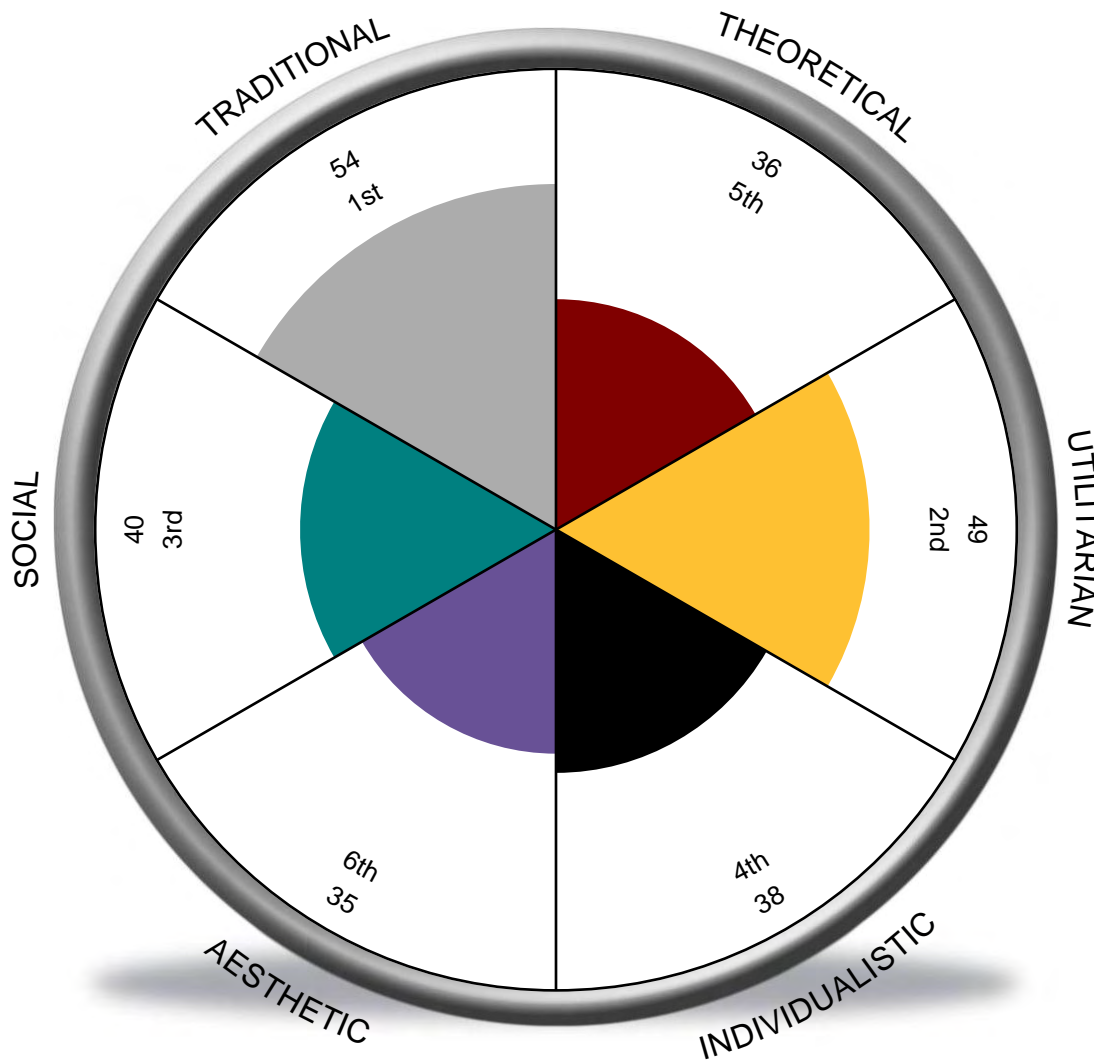
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*This Action Plan is your tool to contribute to the process of self-development and continuous improvement. As you have reviewed information in this document, please respond to the items below as they relate to your specific professional environment.*

**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: \_\_\_\_\_

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# 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 \_\_\_\_\_

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# 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. \_\_\_\_\_  
\_\_\_\_\_