



TTI SUCCESS INSIGHTS™

Management-Staff Version

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

Emily Gung

Assistant Administrator
Valdosta State University
2-22-2005

"Helping Companies Hire, Manage and Motivate"

The Chrysalis Corporation
2001 Hammock Drive
Valdosta, Georgia 31602
229-257-0665
www.chrysaliscorporation.com



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

Emily likes to be forceful and direct when dealing with others. Her desire for results is readily apparent to the people with whom she works. She has high ego strengths and may be viewed by some as egotistical. She may lose interest in a project once the challenge ceases. She may then be ready for another challenging project. She wants to be viewed as self-reliant and willing to pay the price for success. Emily is often frustrated when working with others who do not share the same sense of urgency. Many people see her as a self-starter dedicated to achieving results. She is extremely results-oriented, with a sense of urgency to complete projects quickly. She is forward-looking, aggressive and competitive. Her vision for results is one of her positive strengths. Emily embraces visions not always seen by others. Emily's creative mind allows her to see the "big picture." Most people see her as a high risk-taker. Her view is, "nothing ventured, nothing gained."

Emily is a good problem solver and troubleshooter, always seeking new ways to solve old problems. She should realize that at times she needs to think a project through, beginning to end, before starting the project. She can be direct in her approach to discovering the facts and data. She maintains her focus on results. Sometimes she may



GENERAL CHARACTERISTICS

be so opinionated about a particular problem that she has difficulty letting others participate in the process. Emily will work long hours until a tough problem is solved. After it is solved, Emily may become bored with any routine work that follows. She prefers authority equal to her responsibility. She is logical, incisive and critical in her problem-solving activities. She likes to make decisions quickly.

Emily likes people who give her options as compared to their opinions. The options may help her make decisions, and she values her own opinion over that of others! Her creative and active mind may hinder her ability to communicate to others effectively. She may present the information in a form that cannot be easily understood by some people. She may lack the patience to listen and communicate with slower acting people. She should exhibit more patience and ask questions to make sure that others have understood what she has said. Emily is not influenced by people who are overly enthusiastic. They rarely get her attention. She likes people who communicate with her in a clear, precise and brief conversation. When communicating with others, Emily must carefully avoid being excessively critical or pushy. She tries to get on with the subject, while others may be trying to work through the details. She likes people who present their case effectively. When they do, she can then make a quicker assessment or decision.



VALUE TO THE ORGANIZATION

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

- Sense of urgency.
- Usually makes decisions with the bottom line in mind.
- Challenges the status quo.
- Tenacious.
- Self-starter.
- Creative in her approach to solving problems.
- Places high value on time.



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

Do:

- Be specific and leave nothing to chance.
- Be clear, specific, brief and to the point.
- Provide systems to follow.
- Verify that the message was heard.
- Be isolated from interruptions.
- Provide questions, alternatives and choices for making her own decisions.
- Understand her sporadic listening skills.
- Ask specific (preferably "what?") questions.
- Present the facts logically; plan your presentation efficiently.
- Support and maintain an environment where she can be efficient.
- Take issue with facts, not the person, if you disagree.



DON'TS ON COMMUNICATING

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

- Ramble on, or waste her time.
- Let her change the topic until you are finished.
- Forget to follow-up.
- Ask rhetorical questions, or useless ones.
- Direct or order.
- Come with a ready-made decision, or make it for her.
- Let disagreement reflect on her personally.
- Dictate to her.
- Be put off by her "cockiness."
- Assume she heard what you said.
- Forget or lose things, be disorganized or messy, confuse or distract her mind from business.
- Be redundant.
- Use paternalistic approach.



COMMUNICATION TIPS

This section provides suggestions on methods which will improve Emily'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, Emily 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.

<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 Emily'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 Emily enjoys and also those that create frustration.

- Freedom from controls, supervision and details.
- An innovative and futuristic-oriented environment.
- Forum to express ideas and viewpoints.
- Evaluation based on results, not the process.
- Support team with sense of urgency.
- Nonroutine work with challenge and opportunity.
- Work for a manager who makes quick decisions.
- New products and new ideas to work on.



PERCEPTIONS

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

"See Yourself As Others See You"

SELF-PERCEPTION

Emily usually sees herself as being:

Pioneering
Competitive
Positive

Assertive
Confident
Winner

OTHERS' PERCEPTION

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

Demanding
Egotistical

Nervy
Aggressive

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

Abrasive
Arbitrary

Controlling
Opinionated



DESCRIPTORS

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

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



NATURAL AND ADAPTED STYLE

Emily'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>Emily tends to deal with problems and challenges in a demanding, driving and self-willed manner. She is individualistic in her approach and actively seeks goals. Emily will attack problems and likes a position with authority and work that will constantly challenge her to perform up to her ability.</p>	<p>Emily sees the need to be competitive, results-oriented and a little innovative in her approach to problem solving. She has a tendency to evaluate the risk before rushing into solving a problem.</p>	

Natural	PEOPLE - CONTACTS	Adapted
<p>Emily is factual and logical in her attempt to persuade others. She looks at things in a rather direct and straightforward manner. Her approach can be analytical and objective when attempting to influence others.</p>	<p>Emily sees no need to change her approach to influencing others to her way of thinking. She sees her natural style to be what the environment is calling for.</p>	



NATURAL AND ADAPTED STYLE

Natural	PACE - CONSISTENCY	Adapted
<p>Emily is variety-oriented and demonstrates a need to get from one activity to another as quickly as possible. She usually demonstrates a pronounced sense of urgency. She is eager to initiate change if for nothing else than for change's sake.</p>	<p>Emily feels the environment is calling for a relaxed demeanor, or one in which patience is looked at as a virtue. She is predictable and stable and places an emphasis on follow-up and follow-through.</p>	

Natural	PROCEDURES - CONSTRAINTS	Adapted
<p>Emily is independent by nature and somewhat self-willed. She is open to new suggestions and can, at times, be seen as somewhat freewheeling. She is most comfortable in an environment where the constraints can be "loosened" for certain situations.</p>	<p>Emily is displaying a natural concern for quality and procedures that acquire quality. She wants to know the rules so she can abide by them.</p>	



ADAPTED STYLE

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

- Exhibiting patience and good listening skills.
- Using a disciplined approach.
- Task focus over people focus.
- Logical solutions.
- Limited or prepared changes in routine.
- Diplomatic cooperation in team interaction.
- Steadiness and dependability in task completion.
- Accomplishing tasks without many people contacts.
- Working in a systematic, nondemonstrative manner.
- Adherence to established guidelines and procedures.
- Being precise in the collection of data.
- Projecting a limited display of emotion.



KEYS TO MOTIVATING

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

Emily wants:

- Facts and data for making decisions.
- Recognition for loyalty and long service.
- Specific questions--not general or open-ended.
- Tangible evidence of effort.
- Safety and security of the situation.
- Limited socializing.
- Logical reasons for change.
- Activities that don't infringe on family life.
- An environment where she can ask specific questions--not just "beat around the bush."
- Activities she can start and finish.
- Constant appreciation, and a feeling of security on the team.
- Straight talk supported with facts.



KEYS TO MANAGING

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

Emily needs:

- Consistency.
- Vacations or periods of reduced activity level.
- To adjust her intensity to match the situation.
- To know results expected and to be evaluated on the results.
- To be confronted when in disagreement, or when she breaks the rules.
- A program for pacing work and relaxing.
- A work environment with many activities.
- Appreciation of slower-moving people.
- Systems to follow.
- Respect for other people's personal property.
- Deadlines for completion of work.



AREAS FOR IMPROVEMENT

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

Emily has a tendency to:

- Be impulsive and seek change for change's sake. May change priorities daily.
- Keep too many balls in the air, and if her support is weak she will have a tendency to drop some of those balls.
- Be so concerned with big picture; she forgets to see the little pieces.
- Overuse fear as a motivator by being overly demanding.
- Be explosive by nature and lack the patience to negotiate.
- Lack tact and diplomacy as long as she gets the results she wants.
- Resist participation as part of the team, unless seen as a leader.



ACTION PLAN

The following are examples of areas in which Emily may want to improve. Circle 1 to 3 areas and develop action plan(s) to bring about the desired results. Look over the report for possible areas that need improvement.

- | | |
|--|--|
| <input type="checkbox"/> Communicating (Listening) | <input type="checkbox"/> Time Management |
| <input type="checkbox"/> Delegating | <input type="checkbox"/> Career Goals |
| <input type="checkbox"/> Decision Making | <input type="checkbox"/> Personal Goals |
| <input type="checkbox"/> Disciplining | <input type="checkbox"/> Motivating Others |
| <input type="checkbox"/> Evaluating Performance | <input type="checkbox"/> Developing People |
| <input type="checkbox"/> Education | <input type="checkbox"/> Family |

Area: _____

- 1.
- 2.
- 3.

Area: _____

- 1.
- 2.
- 3.

Area: _____

- 1.
- 2.
- 3.

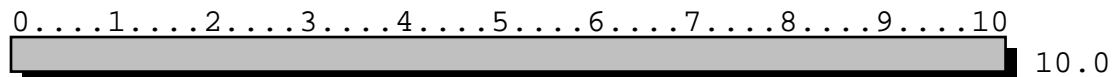
Date to Begin: _____ Date to Review: _____



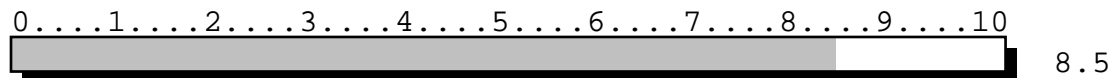
BEHAVIORAL HIERARCHY

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

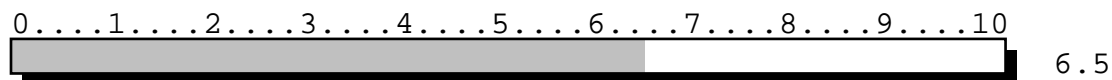
1. COMPETITIVENESS



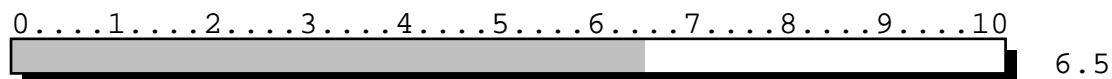
2. URGENCY



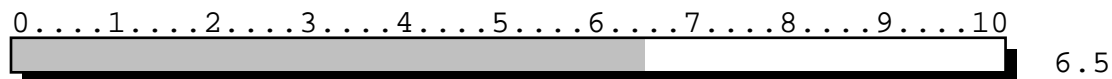
3. ORGANIZED WORKPLACE



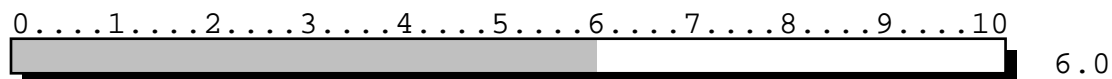
4. ANALYSIS OF DATA



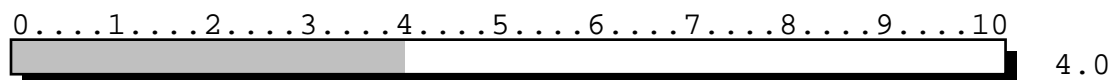
5. FREQUENT CHANGE



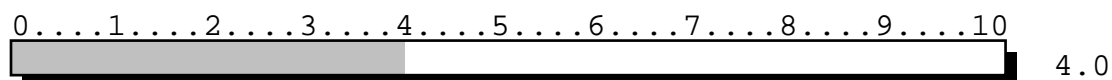
6. VERSATILITY



7. FREQUENT INTERACTION WITH OTHERS



8. CUSTOMER ORIENTED





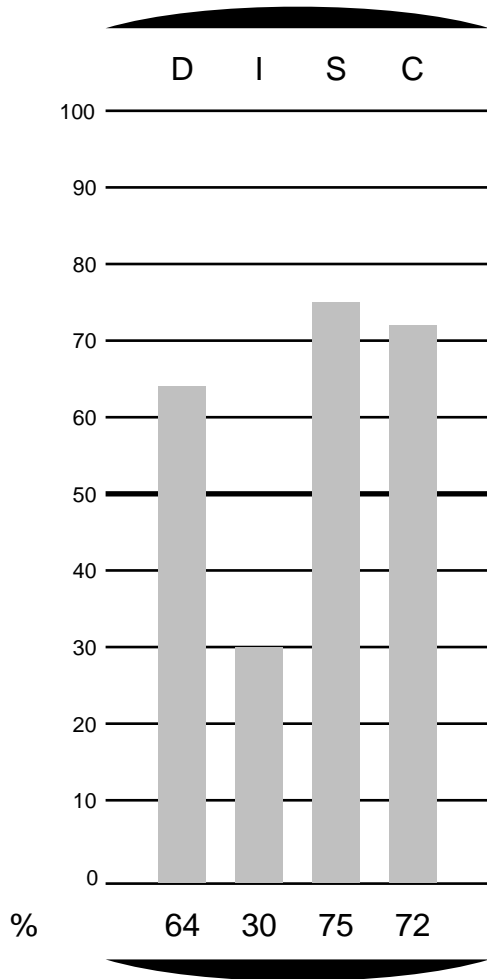
STYLE INSIGHTS™ GRAPHS

Emily Gung

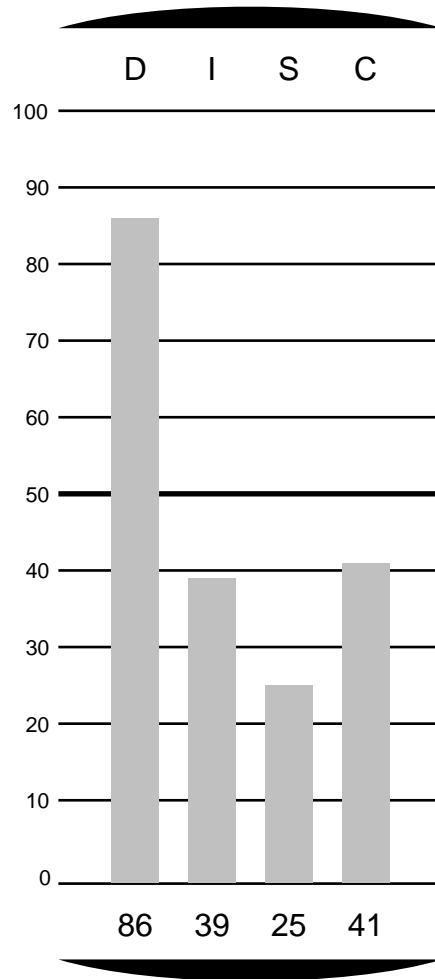
Valdosta State University

2-22-2005

MOST
Graph I
Adapted Style



LEAST
Graph II
Natural Style



Norm 2003

The Chrysalis Corporation
229-257-0665
www.chrysaliscorporation.com



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.

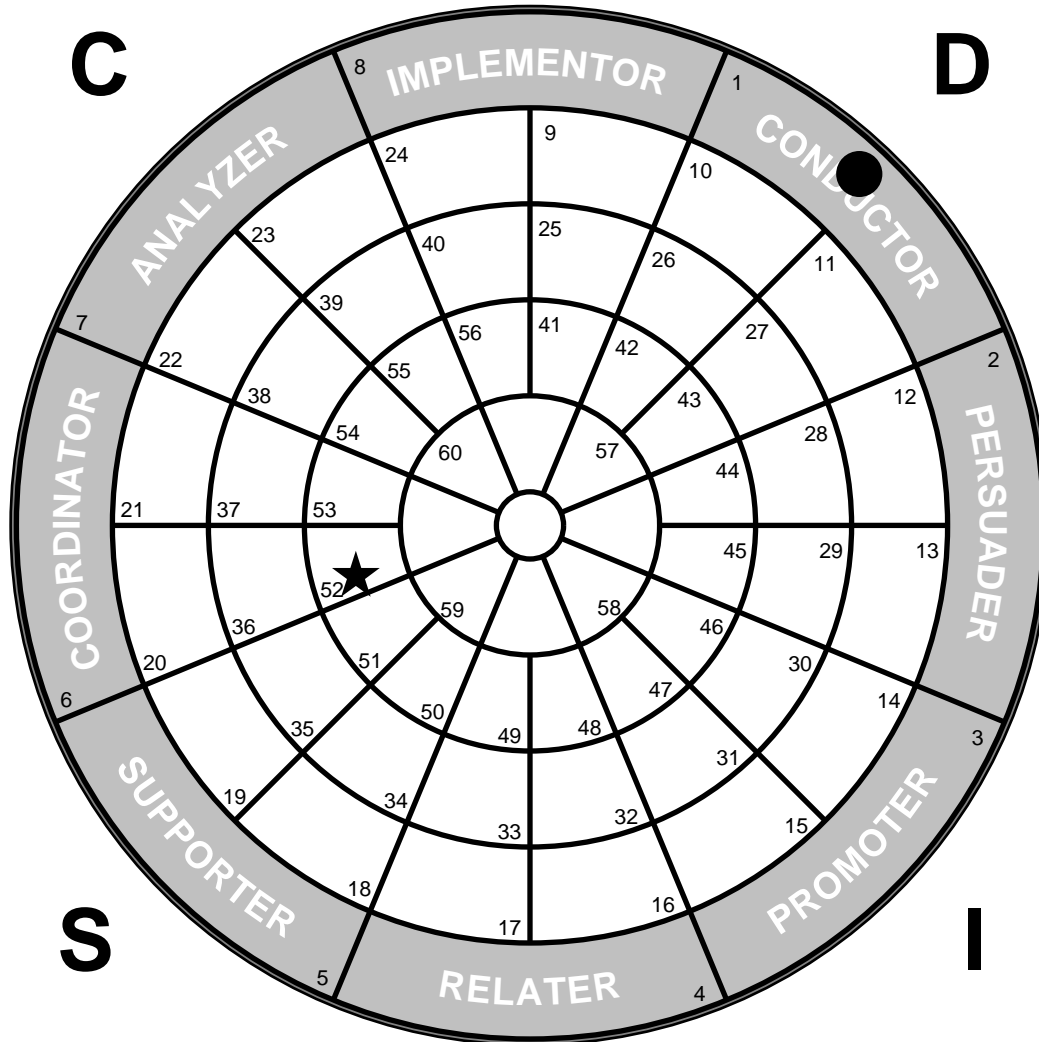
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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

Emily Gung
Valdosta State University
2-22-2005



Adapted: ★ (52) SUPPORTING COORDINATOR (ACROSS)
Natural: ● (1) CONDUCTOR

Norm 2003

The Chrysalis Corporation
229-257-0665
www.chrysaliscorporation.com