



Management-Staff

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5-21-2013

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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."



Value to the Organization

This section of the report identifies the specific talents and behavior Juliane 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.

- Maintains standards.
- Turns confrontation into positives.
- Always concerned about quality work.
- Accurate and intuitive.
- Respect for authority and organizational structure.
- Defines, clarifies, gets information, criticizes and tests.
- Conscientious and steady.
- Proficient and skilled in her technical specialty.





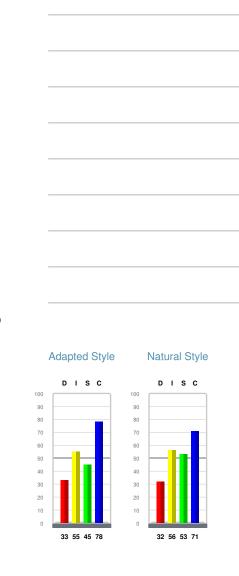


Checklist for Communicating

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 Juliane. 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 Juliane most frequently.

Ways to Communicate

- Support your communications with correct facts and data.
- ☐ Give her time to verify reliability of your comments--be accurate and realistic.
- ☐ Give her time to verify reliability of your actions; be accurate, realistic.
- ☐ Support her principles; use a thoughtful approach; build your credibility by listing pros and cons to any suggestion you make.
- Take time to be sure that she is in agreement and understands what you said.
- ☐ Be sincere and use a tone of voice that shows sincerity.
- ☐ Give her time to be thorough, when appropriate.
- ☐ Make an organized contribution to her efforts, present specifics and do what you say you can do.
- □ Prepare your "case" in advance.
- ☐ Follow through, if you agree.
- ☐ Draw up a scheduled approach to implementing action with a step-by-step timetable; assure her that there won't be surprises.
- ☐ Make an organized presentation of your position, if you disagree.





Checklist for Communicating Continued

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

Ways **NOT** to Communicate Use gimmicks or clever, quick manipulations. ☐ Talk in a loud voice or use confrontation. ☐ Rush the decision-making process. Use testimonies of unreliable sources; don't be haphazard. ☐ Threaten, cajole, wheedle, coax or whimper. Make conflicting statements. Make promises you cannot deliver. Don't be haphazard. ☐ Make statements about the quality of her work unless you can prove it. □ Push too hard, or be unrealistic with deadlines. Dillydally, or waste time. ☐ Talk to her when you're extremely angry. ☐ Be vague about what's expected of either of you; don't fail to follow through.





Ideal Environment

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

- Familiar work environment with a predictable pattern.
- Assignments that can be followed through to completion.
- Jobs for which standards and methods are established.
- Prefers technical work, specializing in one area.
- Work place where people seldom get mad.
- Assignments that can be completed one at a time.
- An environment where she can use her intuitive thinking skills.
- Practical work procedures.



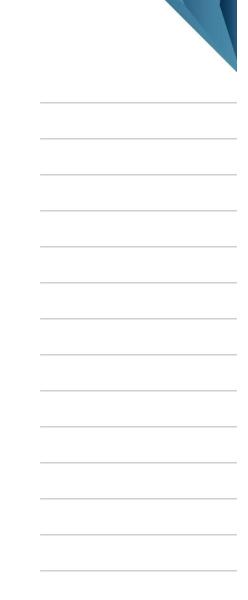


Keys to Motivating

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:

- Freedom from conflict and confrontation.
- Time to perform up to her high standards.
- Peace and harmony.
- Logical arguments.
- A leader to follow and one who sets good examples.
- A plan she understands.
- Reassurance she is doing the job right.
- Safety procedures.
- Limited exposure to new procedures.
- To be persuaded by logic and emotion.
- People who understand her reasons for not wanting to argue.
- Complete directions for work to be completed.







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.
- Alternative methods that won't affect quality.
- An exact job description and expectations in writing.
- Performance appraisals on a regular basis.
- Tangible work.
- Complete instructions on her assignments.
- A manager who prefers quality over quantity.
- More confidence in her ability to perform new activities.
- Time to see and test if the plan will work.
- Support when under pressure to perform many activities quickly.
- To be more direct and less subjective.
- Rewards in terms of fine things--not just shallow words.





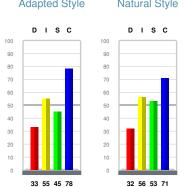
Areas for Improvement

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

Juliane has a tendency to:

- Prefer not to verbalize feelings unless in a cooperative and noncompetitive environment.
- Yield her position to avoid controversy.
- Be self-deprecating--doesn't project self-confidence.
- Select people much like herself.
- Have difficulty making decisions because she's mostly concerned about the "right" decision. If precedent does not give direction, her tendency is to wait for directions.
- Lean on supervisors if information and direction is not clear.
- Be defensive when threatened and use the errors and mistakes of others to defend her position.
- Get bogged down in details and use details to protect her position.
- Be bound by procedures and methods--especially if she has been rewarded for following these procedures.







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

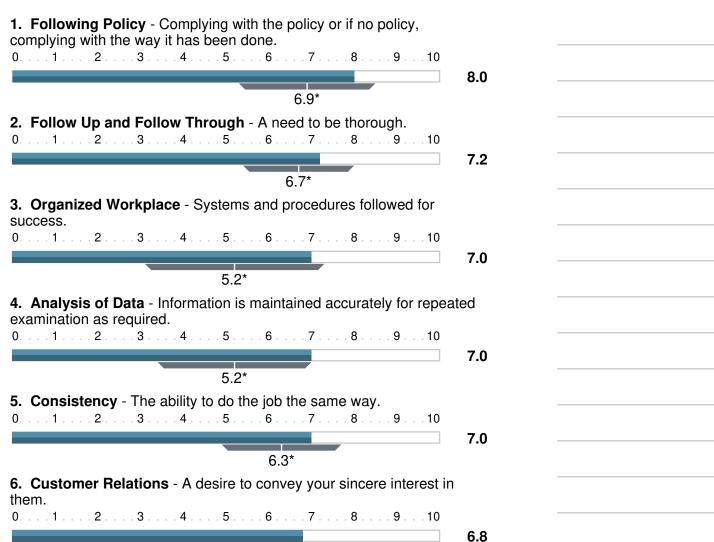
Personal Development

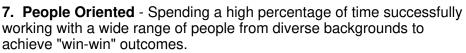
1.	When reviewing my report for personal development, I learned the following key behaviors contribute to reaching my goals and the quality of life I desire: (list 1-3)
2.	The following behaviors were revealed, which show room for improvement to enhance the quality of my life: (list 1-3)
3.	When I make 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:



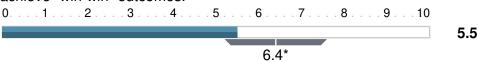
Behavioral Hierarchy

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





6.9*

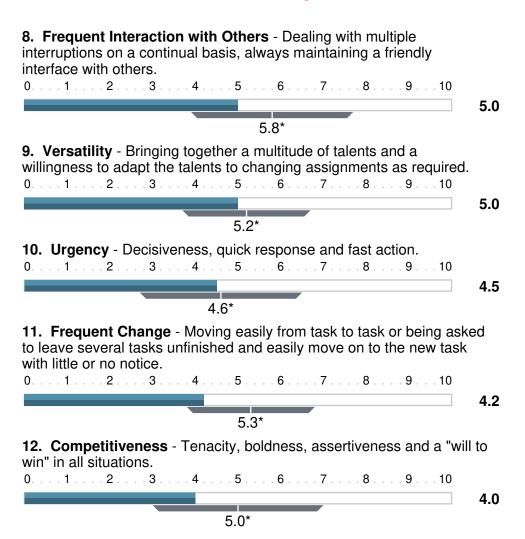


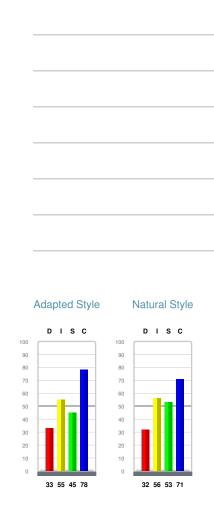


^{* 68%} of the population falls within the shaded area.



Behavioral Hierarchy





SIA: 33-55-45-78 (60) SIN: 32-56-53-71 (54) * 68% of the population falls within the shaded area.



Style Insights® Graphs 5-21-2013

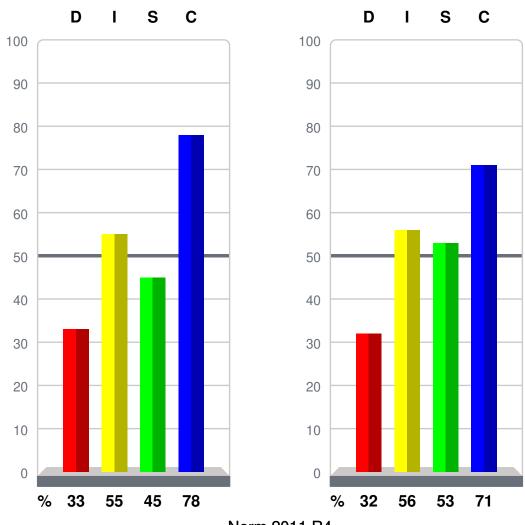


Adapted Style

Graph I

Natural Style

Graph II





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

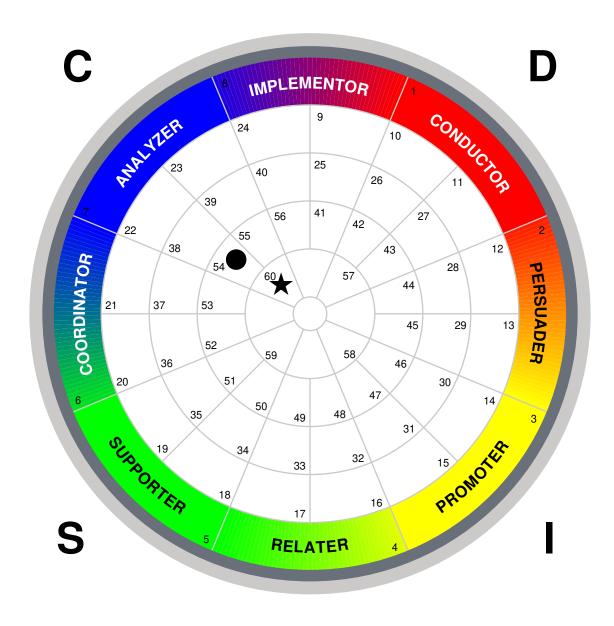
- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

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 5-21-2013



Adapted: (60) PROMOTING ANALYZER (ACROSS)

Natural: (54) COORDINATING ANALYZER (ACROSS)

Norm 2011 R4