

A COMPARISON OF THE DISC BEHAVIOR PROFILING TOOL AND THE
PERSONAL INTERESTS, ATTITUDES AND VALUES REPORT

by

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Abstract

This study investigated the relationship between DISC – a behavioral preference assessment tool – and PIAV – a personal interest, attitude, and value preference assessment tool. The objective of this study was to determine if there were correlations and differences between DISC and PIAV scores. The sample consisted of 600 assessment results obtained from the database of a behavioral consultant – 300 sales professionals and 300 executives. The results showed there were significant ($p < .05$) correlations between DISC and PIAV scores. In addition, there were significant ($p < .05$) differences between the DISC and PIAV scores for men and women and sales professionals and executives.

The homogeneity of the sample limits the ability to generalize beyond men and women sales professionals and executives. Future studies are needed to determine whether differences and similarities exist between more heterogeneous groups.

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CHAPTER 1. INTRODUCTION

Introduction to the Problem

Communication is vital to building business relationships and to building organizations. Understanding the behavioral styles and values of oneself and of others is the beginning to communication and to relationship building. Covey (2004) stated: “When we listen with the intent to understand others, rather than with the intent to reply, we begin true communication and relationship building” (p. 153). Understanding others is made more difficult in a diverse business environment where business communication involves transactions among diverse individuals.

Schein (1996) identified three distinct management cultures that form as a result of work experience: the operator culture, the engineering culture, and the executive culture. Each of these management cultures forms beliefs and behaviors as a result of their unique experience and responsibilities. This research will focus on the beliefs and behaviors of sales professionals from the operator culture compared to executives from the executive culture.

Sales professionals learn much of what they need to be effective from experience and from interacting with others within the organization. Sales professionals tend to be pragmatic and often act to override policy that is more theoretical than practical. As members of the operator culture, sales professionals are primarily concerned with operational efficiency (Schein, 1996). Schein noted that those in the operator culture had

a need to work with others in order to perform their jobs effectively and are concerned with the welfare of others.

On the other side, the executive culture tends to be more concerned with the financial results of the organization than with the welfare of its employees (Schein, 1996). Executives, who often begin their careers as operators or engineers, rise to a level within the organization that requires them to direct so many employees that it is impractical for them to know and care for each employee personally. Executives have better broad vision than operators, who tend to focus more narrowly, and have the challenge of convincing operators of the merits of their strategies; otherwise, the operators will see little value in following the executives and will resist (Thompson, Strickland, & Gamble, 2007).

The globalization of business has expanded the opportunities for executives and sales professionals to work with others from different regions of the world and requires them to be able to adapt to even greater differences in values and behaviors. Sae (2008) points out that “most of the difficulties in international negotiations ... are due to cultural differences” (p. 310). These cultural differences are the result of discrepancies in behavioral and value preferences (Chung, Eichenseher & Taniguchi, 2008). Those executives and sales professionals who have insight into differences in behavioral style and values will be in a better position to foster healthy business communications.

Communication differences between men and women also serve to further complicate communication. Tannen (1995) argued that “women and men tend to have different speaking styles, much like people who grow up in different cultures ... [and an] understanding of linguistic style will make managers better listeners and more effective

communicators ...” (p. 138). Women and men need to become more flexible communicators in order to become more effective executives.

The aim of this research is to provide additional insight into thoughts and behaviors of men and women sales professionals and executives. The data will be from the results of assessments commonly used in training at businesses and organizations on interpersonal skill and communication improvement.

Background of the Study

Individuals develop patterns of behavior as a result of their life experiences and their innate personalities. The DISC Profile is a tool to measure an individual’s natural and adapted levels of dominance, influence, steadiness, and compliance (McKenna, Shelton, & Darling, 2002). The adapted score reflects how one reacts in ordinary situations; the natural score is how one reacts when encountering stressful situations (McKenna, Shelton, & Darling, 2002). Adapted scores may vary, but natural scores tend to remain steady over time (McKenna, Shelton, & Darling, 2002). Results of the DISC Profile can aid in predicting how one will react when communicating with others.

In addition to behavioral style, individuals’ interests, attitudes, and values play an integral role in how they behave in situations (Palermo & Evans, 2006). The Personal Interests, Attitudes, and Values Report (PIAV) measures and categorizes a person’s values into six categories: Theoretical – one who has a quest for knowledge; Utilitarian, - one who has a desire for efficiency; Aesthetic, one who seeks beauty and harmony; Social – one who commits to community; Individualistic – one who strives to control his

or her own destiny; and Traditional – one who appreciates customs and beliefs (Suiter, 2008).

This study will look into whether there are correlations and differences among behavioral style, as determined by DISC scores, and certain cognitive processes, as measured by the PIAV Report, for men and women sales professionals and executives.

Statement of the Problem

According to the ASTD's *2007 State of the Industry Report*, the average expenditure per employee for training in 2006 was \$1,040 (HR Focus, 2008). Improved understanding and use of training tools may help reduce cost and improve return on the money invested in employee training: by decreasing the time to learn; by decreasing the need for repeat training; and by improving the results of the training. Patterns of thought and behavior that are identified for segments of the workforce may help to develop strategies to improve communications and interpersonal relationships.

Many organizations have restructured to use teams to increase efficiency and effectiveness (Robbins, 2005). Teams magnify the importance of healthy communications and interpersonal relationships. Robbins (2005) identified a "climate of trust" to be important to the context of team (p. 239). Knowledge of differences in behavioral style and personal interests, attitudes, and values can aid in adapting one's personal communication preferences to align with the communication preferences of others on the team.

Purpose of the Study

The purpose of this study is to focus on a microcosm of the business community – men and women sales professionals and executives – to determine if there are differences in behavioral styles and personal interests, attitudes, and values. Further, the results of this study are intended to help businesses and organizations when facilitating communications and relationships among these segments.

Rationale

This study intends to add to the literature by identifying relationships between men and women and sales professionals and executives in their interests, attitudes, values, and behavioral styles. The study will also contribute information regarding how the DISC and PIAV assessments relate. While the literature review did uncover a plethora of research on cognition and behavior, there is relatively little research specifically on DISC and PIAV.

This research will provide information that may be used in organizational communications and training to help explain similarities and differences in behavioral styles and personal interests, attitudes, and values. The findings may also help when designing and communicating compensation packages, performance feedback, creating workgroups, and other similar functions within businesses and organizations that require participation and acceptance among individuals.

Research Questions

This study will compare the behavioral styles and personal interests, attitudes, and values among men and women sales professionals and executives. Scores on the DISC assessment and the PIAV assessment will be used to answer the following questions:

Question 1: Is there a relationship between personal interests, attitudes, and values and behavioral style?

Question 2: Do men and women sales professionals and executives share behavioral styles?

Question 3: Do men and women have different personal interests, attitudes, and values?

Question 4: Do sales professionals and executives have different behavioral styles?

Question 5: Do sales professionals and executives have different personal interests, attitudes, and values?

Significance of the Study

Improved understanding of behavioral styles and personal interests, attitudes, and values can be used to structure communications between men and women sales professionals and executives. Denhardt and Denhardt (2006) noted “a person attuned to the rhythmic flow of the particular situation will have an advantage in energizing others and will be a more effective leader” (p. 63). Newman, Guy, and Mastracci outlined a few interpersonal skills that are often necessary for today’s workers:

- [1] Verbal judo: Used in law enforcement to describe ‘tough talk’ banter
- [2] *Caritas*: Captures the caring function in human services
- [3] Game face: Used in law enforcement to signify displays of toughness
- [4] Compassion fatigue: Used in social work to describe the burnout resulting from too much *caritas*
- [5] Emotional management: Focuses on the worker’s job to elicit the desired emotional response from the citizen
- [6] Professional face: Used to describe the status shield that workers don to distance themselves emotionally from the interaction; it is a role-playing function
- [7] Emotional chameleon: The ability to switch expressions of emotions on and off
- [8] Spider sense: The ability to intuit the other’s emotional state
- [9] Rapport: The ability to establish a deep understanding and communication with the other
- [10] Emotional suppression: That which is required to disregard one’s own feelings
- [11] Emotional mirror: The ability to reflect and adopt the emotions of the other
- [12] Emotional armor: The ability to gird oneself against one’s own emotional response
- [13] Emotional equilibrium: Refers to maintaining a balance between extremes of emotion
- [14] Emotional anesthesia: The lack of any emotional response; may occur after prolonged exposure to extreme emotional stimuli
- [15] Emotional engagement: The ability to connect with other and empathize
- [16] Emotional mask: That which results when workers convincingly suppress their own emotions in order to act as if they feel a contradictory emotion, or no emotion (p. 7).

This research might provide insight into relationships between behavioral styles and personal interests, attitudes, and values and aid in improving communication and business relationships between men and women executives and sales professionals.

Definition of Terms

Behavior: The action one expresses as a result of cognitive processes or external stimulus (Wilson, 2007).

DISC: Behavioral assessment used to measure an individual's dominance, influence, steadiness, and compliance behaviors (Furlow, 2000). This assessment is based on the work of William Moulton Marston in his book, *The Emotions of Normal People* (Suiter, 2008).

Natural style: Behaviors exhibited when an individual is not under pressure to adapt (Suiter, 2008).

Adapted style: Behaviors exhibited that an individual perceives is needed to adapt to work or environmental circumstances (Suiter, 2008).

PIAV: Personal interests, attitudes, and values assessment is used to identify the passions and values that influence one's behavior (Furlow, 2000). The assessment is based on the works of Eduard Spranger in his book, *Types of Men* (Suiter, 2008).

Assumptions and Limitations

1. There is an assumption that respondents answered truthfully to the assessments and did not display social desirability bias.
2. This study is limited to the assessment of the type of behavioral styles provided by the DISC instrument and the type of personal interests, attitudes, and values provided by the PIAV instrument.
3. Limitations include generalizing beyond executives and sales professionals to other professionals.

Nature of the Study

This study will examine how individuals' beliefs about what is important to them influence their behaviors. The data will be gathered from the database of a consultant

company with twenty years of experience in working with businesses and organizations to facilitate communications and teamwork. The psychometric instruments used are the DISC assessment based on the works of Marston, and the PIAV assessment based on the works of Spranger. Both self-assessments require respondents to choose answers that most closely resemble how they would think and act in certain circumstances. This study will select results from men and women sales professionals and executives to determine if relationships exist: between behaviors and personal interests, attitudes, and values; between men and women sales professionals and executives; and between all sales professionals and executives. The dependent variables will be DISC results and PIAV results; the independent variables will be gender and professional occupation. The factual data to be collected on individuals will be gender and occupation.

Organization of the Remainder of the Study

Chapter 1 includes the introduction to the problem, background of the study, statement of the problem, purpose of the study, rationale for the study, research questions, significance of the study, definition of terms, assumptions and limitations, and nature of the study. Chapter 2 reviews the literature on behavioral theory, cognitive theory, cognitive-behavioral theory, humanistic theory, moral development theory, ethical theory, DISC literature, and PIAV literature. The purpose of chapter 2 is to provide the reader with a background in the theories of behavior and cognition. Chapter 3 outlines the methodology for the study. Chapter 4 will present the findings of the study using the Statistical Package for the Social Sciences (SPSS) software. Chapter 5 will

discuss the implications for the field of organization and management and recommendations for future research.

CHAPTER 2. LITERATURE REVIEW

Introduction

Industrial Psychology is based on “a thoroughgoing analysis of the psychological factors of work in its many forms” (Brotherton, 1996, p. 50) While Scientific Management considers the organization, industrial psychology focuses entirely on the individual (Millward, 2005). Industrial psychologists study and work with “(1) Personnel Selection; (2) Performance Appraisal; (3) Training Employees and Managers; (4) Motivation, Attitudes, and Job Satisfaction; (5) Leadership and Supervision; (6) Communication and Organizational Behavior; (7) Fatigue, Monotony, and Working Conditions; (8) Accidents and Safety; (9) Engineering Psychology; (10) and Consumer Psychology” (Peters, 1968, p. 118). Psychology applied to business processes can facilitate communications and interpersonal relationships.

The literature review for this study provides a background into psychological, developmental, and ethical theory to help the reader relate theory to individuals’ personal interests, attitudes, and values as well as how these may influence patterns of behavior. The literature search resulted in finding two dissertations on DISC and numerous studies published in refereed journals on behavioral style and values. The scarcity of studies comparing DISC and PIAV may be an opportunity for further research.

Theory

Classical Conditioning

Organizations strive to find methods to motivate employees to adopt behaviors that are consistent with organizational goals and that result in increased productivity. Pavlov (1927) explained how behavior can be manipulated by linking a desired behavior with an existing behavior to achieve an anticipated response. Pavlov's classical conditioning theory was based on his experiments with dogs' unconditional response (salivation) to an unconditional stimulus (meat powder). Pavlov was able to train the dogs to respond (conditional response) to a bell (conditioned stimulus) by associating the bell with the meat powder. This landmark study suggested that new behavior can be created when an individual links the new behavior with an already established stimulus.

Shimp (1991) explained that classical conditioning in individuals occurs when connections among events in ones' environment are made. A study of classical conditioning in advertising found that an individual's attitude concerning the conditioned stimulus is influenced by awareness of the process (Priluck & Till, 2004). When aware of the relationship between a conditional stimulus and an unconditional stimulus, individuals are more likely to form a favorable attitude towards the conditioned stimulus. Studies have also demonstrated that this conditioning in humans is persistent and has lasting effects (Baeyans, Geert, & Eelen, 1988; Grossman & Till, 1998).

Other studies of classical conditioning have been studied to determine its effect in humans. One study found that persuasive communication can be enhanced by pairing the message - conditioned stimulus - with another pleasant condition - unconditioned

stimulus (Petty, Cacioppo, Sedikides, & Strathman, 1988). Laird (1974) found that subjects considered cartoons to be more humorous when they were smiling than when they were frowning, suggesting individual's expressive behavior affects the quality of their experience. Another study found that when subjects nodded their heads vertically they agreed with the content of a radio broadcast more than other subjects who nodded their heads horizontally (Wells & Petty, 1980). These studies demonstrated that attitudes, in addition to behaviors, can be affected by classical conditioning.

Operant Conditioning

B. F. Skinner (1969) expanded the field of behavioral psychology with his research in reinforcement – operant conditioning. Operant conditioning is a variant of behavioral theory that alters the probability of a desired response by scheduling positive and negative reinforcement. Positive reinforcement uses a stimulant that serves to strengthen the response; negative reinforcement uses a stimulant that strengthens the response when the stimulant is removed (Wittig, 2002).

In operant conditioning reinforcement can be continuous, interval, or ratio (Skinner, 1971). Continuous reinforcement provides reinforcement for every response. A problem with continuous reinforcement is that the subject is thought to become resistant to the reinforcement and the desired behavior will be discontinued. A regular paycheck is an example of continuous reinforcement (Bushardt, Lambert, & Duhon, 2007).

Interval reinforcement can be fixed or variable and is thought to mitigate behavior from becoming extinct (Skinner, 1971). When fixed, reinforcement is set for certain times; when variable, reinforcement times differ. Ratio reinforcement can also be fixed or

variable (Skinner, 1971). Fixed ratios provide reinforcement when a predetermined goal or amount of work is achieved; variable ratios provide reinforcement for differing goals or amounts of work.

Some research has shown that variable ratios result in increased performance (Fisher, Maines, Peffer, & Sprinkle, 2005; Fraser, 2004). Other research with sales professionals suggested the business environment dictate whether the compensation is continuous (salary), fixed or variable intervals (bonuses and commissions), or fixed or variable ratios (amount of bonuses and commissions) (Shipley & Kleiner, 2005).

Cognitive Theory

A major difference between the cognitive approach and the behaviorist approach is the cognitive approach focuses on how individuals make decisions instead of how they react to environment stimuli (Mischel & Mishel, 1976; Bandura, 1977). Cognition is a step that humans add between the stimulus and the response (Marston, 1928).

Cognitive psychology is concerned with the way individuals procure, assimilate, and act on information from the environment and can be used to explain how people develop interests, attitudes, and values (Mandler, 2007, p. 189). Aaron Beck, considered the founder of cognitive theory, focused on thoughts as well as feelings (Weinrach, 1988). Beck studied depression and recognized three common patterns of negative thoughts people have: negative thoughts about themselves, negative thoughts about the world, and negative thoughts about the future (Beck, 1961). Beck found depressed people were prone to attribute negative conditions to their own inadequacies and shortcomings.

Depressed people also exaggerated the magnitude of negative conditions in the world and anticipated conditions to be even worse in the future.

Martin Seligman (1990) studied how optimists and pessimists thought about events. Seligman identified that pessimists shared the negative thought patterns of depressed people: pessimists felt responsible for negative events, and thought negative events were pervasive and permanent. Optimists, on the other hand, were prone to accept personal responsibility for positive events, but not for negative events. Optimists were also better able to compartmentalize; for example, negative work events would not affect their happiness at home or at social functions. Finally, optimists had a pattern of anticipating a future that would be better than the present.

Cognitive patterns have also been found to affect managerial ethical decision-making. Groves, Vance, and Paik (2008) studied 200 managers across multiple organizations and industries to look at whether linear thinking, nonlinear thinking, or a combination of the two affected their ethical decisions. Linear thinking style was defined as a preference for “(1) attending to external, tangible data and facts, and (2) processing this information through conscious logic and rational thinking to form knowledge, understanding, or a decision for guiding subsequent action” while nonlinear thinking style was defined as a preference for “(3) attending to internal feelings, impressions, and sensations; and (4) processing this information through intuition” (p. 309). Groves, Vance, and Paik found that balanced thinkers, those who utilized linear and nonlinear thinking, were the ones most likely to consistently produce ethical decisions because of their ability to consider a wider range of alternatives than either linear or nonlinear thinkers.

Cognitive Behavioral Theory

Cognitive behavioral theory holds that learning can occur as the result of unobservable stimuli (Tolman, 1932). Albert Ellis, considered to be the founder of cognitive behavioral theory, developed rational-emotive therapy because he recognized shortcomings of cognitive approaches (Johnson, Neilson, & Ridley, 2000). Ellis's (1987) rational-emotive behavior therapy combines cognition, emotion, and behavior. Rational-emotive therapy is based on the premise that "activating events (A) do not directly cause emotional and behavioral consequences ... beliefs (B) about these events are instead the most critical causes of feelings and actions" (Haaga & Davidson, 1993, p. 215). Tolman theorized that random stimuli can be connected to result in a planned course of behavior. Cognitive behavioral theory connects thoughts and emotions with behaviors.

Cognitive behavioral strategies have proven useful in self-leadership, a process where individuals control their own behavior (Neck & Houghton, 2006). Self-leadership uses three strategies: behavior-focused strategies, natural reward strategies, and constructive thought pattern strategies (Manz & Neck, 2004; Manz & Sims, 2001). Behavior-focused strategies occur when one analyzes and understands how his or her behavior occurs. Natural reward strategies are ways an individual can use self-reward to increase the value of goal achievement. Constructive thought pattern is the process of challenging dysfunctional beliefs and assumptions.

Humanistic Theory

Humanistic psychology began in the 1950s to study the essence of being a person (Rennie, 2007). This study took into account “cognition, emotion, feeling, will, morality, ethics, and aesthetics, as well as intrapersonal, interpersonal, and transpersonal relationships” (p. 1). Humanistic psychology has been used to help explain what motivates one’s behavior.

Abraham Maslow conceptualized a theory of human motivation that considered human needs (Maslow, 1943). Maslow’s Theory of Human Motivation recognized five levels of needs common to all humans: physiological needs, safety needs, love needs, esteem needs, and self-actualization. Maslow ranked these needs in order of importance: physiological needs refer to needs such as food, water, and sleep; safety needs refer to needs such as shelter and protection; love needs refer to the need to belong to a group that loves; esteem needs are concerned with the need to feel confident about one’s abilities and importance; and finally self-actualization is the fulfillment on one’s potential (Rouse, 2004). Lower level needs take precedence and must be satisfied before an individual seeks to satisfy higher level needs. For example, one who is hungry – a physiological need - will be motivated to satisfy this hunger before seeking a safe environment.

Douglas McGregor’s book, *The Human Side of Enterprise*, continued Maslow’s view of human potential and hierarchy of needs (O’Connor & Yballe, 2007). McGregor (1960) looked into the beliefs management has regarding employees’ attitudes and capabilities. McGregor classified managers’ motives in dealing with employees into Theory X and Theory Y: Theory X managers’ attitude towards employees is that they are unmotivated; Theory Y managers’ attitude is that employees are motivated and

competent. McGregor's theory is an example of humanistic theory applied to management.

Herzberg (1968) considered what was important to motivate employees in his two-factor theory. Herzberg's theory was developed from the results of his qualitative study which was conducted by interviewing engineers and accountants. From these interviews, Herzberg determined that employees are motivated by two factors: motivation factors such as accomplishment, recognition, responsibility, and teamwork; and hygiene factors such as job security, salary, company policy, and management style. Motivators tap into what employees bring to the organization and engage employees; whereas, hygiene factors are what the company provides employees to keep them comfortable (Utley, Westbrook & Turner, 1997).

Which approach is preferable to those seeking to change their behavioral patterns – behavioral; cognitive; cognitive behavioral; or humanistic – has been found to vary, depending on the individual (Helweg & Gaines, 1977). Helweg and Gaines studied individuals' preference for a directive approach (cognitive behavioral) or nondirective (humanistic) approach to behavioral change and found that preference depended on the behavioral style of the individual seeking change: those who preferred a directive approach were found to be more dogmatic and externalized; those who preferred a nondirective approach were less dogmatic and externalized. This study demonstrated that grouping individuals with similar behavioral styles is preferable over grouping individuals with differing behavioral styles.

Kohlberg's Moral Development Theory

Kohlberg's moral development theory is based on viewing moral development progressing in a hierarchical manner (Velasquez, 2006). Kohlberg's (1981) stages of moral development help to explain how values are formed. Kohlberg's theory consists of six stages that are grouped into three levels: pre-conventional, conventional, and post-conventional:

I. Preconventional Level

At this level, the child is responsive to cultural rules and labels of good and bad, right or wrong, but interprets these labels either in terms of the physical or the hedonistic consequences of action ... The level is divided into two stages:

Stage 1: The punishment-and-obedience orientation ...

Stage 2: The instrument-relativist orientation ...

I. Conventional Level

At this level, maintaining the expectations of the individual's family, group, or nation is perceived as valuable in its own right ... At this level, there are the following two stages:

Stage 3: The interpersonal concordance or 'good boy – nice girl' orientation ...

Stage 4: The 'law and order' orientation ...

II. Postconventional, Autonomous, or Principled Level

At this level, there is a clear effort to define moral values and principles that have validity and application apart from the authority of the groups or

persons holding these principles and apart from the individual's own identification with these groups. This level also has two stages:

Stage 5: The social-contract, legalistic orientation, generally with utilitarian overtones ...

Stage 6: The universal-ethical-principle orientation ... (Kohlberg, & Hersh, 1977, p. 55).

Kohlberg's theory helps one to understand how values emerge at different levels of moral development.

Brady and Hart (2007) used Kohlberg's moral development regarding duties, responsibilities, ideals, goals, values, and interests to assess moral maturity in business activity. These authors suggested identifying business behavior in terms of Kohlberg's stages of development is more useful than a "right or wrong" evaluation (p. 408). Rest, Narvaez, Bebeau, and Thomas (1999) developed a three stage version of Kohlberg's model to make it more useful:

- (1) Personal interest (Kohlberg's original stages two and three)
- (2) Maintaining norms (Kohlberg's stage four)
- (3) Postconventional thinking (Kohlberg's stages five and six) (pp. 36-58).

During stage one, interests, attitudes, and values are concerned with self and close associates; during stage two, one expands and becomes more concerned with society; and during stage three, one begins to think independently (pp. 36-58).

It has been shown that individuals considered to be ethical may differ in their judgment as to what is moral (Forsyth, 1980; Anton, 1990). Rahim, Buntzman, and White (1999) explored the relationship of the stage of moral development and the style of

handling interpersonal conflict with a sample of employed business students. They found that students in the post-conventional stage used more integrating and less dominating or avoiding styles than conventional methods; those in the conventional stage used more integrating and less dominating and avoiding styles than pre-conventional approaches; conventional styles were more compromising than pre-conventional methods; and post-conventional styles were more compromising than pre-conventional.

Gilligan (1982) argued that men and women differ in terms of moral reasoning and that Kohlberg's model was biased in favor of men. Others have argued that women are more ethical than men (Sikula and Costa, 1994) and engage in more participative management (Rosener, 1990). Kracher and Marble (2007) measured cognitive moral development using the Sociomoral Reflective Objective Measure and found that high femininity was associated with significantly lower cognitive moral development scores among business professionals.

All professions have factors that are contrary to ethical standards (Izzo, 2000; Ponemon & Gabhart, 1994). Henson and Dubinsky (1986) argued that sales positions tend to attract people with low moral development. Others have argued that the commissioned compensation plan causes the sales person to put their interest above the interests of the client (Posner & Schmidt, 1984; Kurland, 1991).

Ethics of Care Theory

Gilligan's (1982) ethics of care theory allows for the inclusion of situational variables in determining ethical behavior. Ethics of care is "an ethic that emphasizes caring for the concrete well-being of those near to us" (Velasquez, 2006, p. 60). The characteristics of the situation override rules and regulations (White, 1998). In ethics of

care, the results of the decision are more important than following formal ethical rules (Milner, Mahaffey, Macauley & Hynes, 1999).

Ethics of care has been used to attempt to explain the differences between men and women in making ethical situations: females typically favor care; males typically favor rights and justice (Donleavy, 2008). Gilligan and Attanucci (1988) found that study participants generally consider either care or rights and justice, but not both. Studies have also confirmed a correlation among gender and moral perspective (Wark & Krebs, 1996). There is conflicting evidence on whether there is a true gender difference in regards to ethical decision making (Jaffee & Hyde, 1996).

Utilitarian Theory

Utilitarian ethical theory considers an action is justified if it is better than the alternatives (Pratt, 1994). There are two types of utilitarians: act and rule utilitarian. An act utilitarian makes decisions based on what provides the greatest social good; a rule utilitarian considers the rule under which the action falls, even when the rule does not lead to the greatest societal benefit (Barry, 1979).

Kantian Theory

Kant, regarded as the most prominent deontologist, based moral tests on what he termed categorical imperatives, which included three rules: universalizability, reversibility, and dignity (Pratt, 1994). Universalizability is described as an act that one would consider appropriate for everyone; reversibility is when one would welcome an act

to be done to him; and dignity is when one acts in a manner consistent with the interests of the other.

John Rawl's Theory of Justice

John Rawls' theory of justice is based on two principles: "(1) that each person has an equal right to the most extensive basic liberties compatible with similar liberties for all, and (2) social and economic inequalities are arranged so they are both to the greatest benefit of the least advantaged persons, and attached to offices and positions open to all under conditions of fair and equality of opportunity" (Helms & Hutchins, 1992, p. 38). Rawls (1971) theory of justice differs from utilitarian justice in that it "does not interpret the right as maximizing the good" (p. 30).

The DISC Behavioral Profiling Tool

DISC History

Grouping behavior into four categories is thought to have originated with Hippocrates' identification of four behavioral types: sanguine, melancholic, choleric, and phlegmatic (Furlow, 2000). Carl Jung, believed to be the first researcher to scientifically study behavior, labeled these four behavioral types as Intuiter, Thinker, Feeler, and Sensor (Keirsey & Bates, 1984). Various models grouping behaviors into four categories have been used throughout the centuries (McAlister & Darling, 2005).

Leadership studies have found that two behavioral styles – task oriented and relationship oriented – account for a large percentage of variance in leadership behavior

(Fleishman, 1953; Stogdill, 1974; Vroom, 1976). How a sales manager manages has changed from controlling, task oriented, to coaching, relationship oriented (Bridges, 1994). Studies have indicated that a relationship oriented leadership style that is dominant and warm is best for managing salespeople (Buzzota-Lefton, 1982; Hite & Bellizi, 1986). Shoemaker (2003) found that job clarity and satisfaction is increased when sales managers vary their leadership style to the individual sales person. Research has also found that equal treatment is not required for trust between managers and salespeople (Strutton, Pelton, & Lumpkin, 1996).

The DISC model began with the theoretical work of William Moulton Marston during the 1920s (Wilson, 2007). Marston, a Harvard trained psychologist, used the trait approach to describe individual differences (Geier, 1979). According to Geier, Marston's work contributed to the advancement of applying an understanding of human behavior to work and personal situations in four ways:

1. Marston theorized that human behavior could be studied on a two axis model according to a person's action in a favorable or an unfavorable environment.
2. He provided observational methods to demonstrate how four primary emotions are related to a logical analysis of neurological results.
3. Marston introduced a hypothetical construct and provided meaningful terminology to describe the four primary emotions.
4. He clustered traits for each of the four emotions (p. viii).

These four contributions are the basis for the DISC assessment and warrant further elaboration.

The two axis model explains a person's natural style when facing stressful situations and a person's adapted style when engaging in normal, non-stressful situations (Straw, 2002). This model recognizes an individual's ability to adapt to situations (Marston, 1979). The two axis model explains variations in behavior depending on how an individual interprets the environment.

Stimulus-response theory, based on the work of Pavlov (1927), demonstrated conditioning a salivary response in dogs to the stimulus of a bell. Marston's (1979) three-stage model considers another step in the process, the role of the four primary emotions in interpreting the stimulus before responding. Geier (1979) credits the three-stage model to "assist[ing] future researchers to discover laws of behavior that permit one to predict, control, and understand human behavior" (p. xi). Assessments are the tools used to identify the emotions bridging the stimulus and response.

Finally, Marston (1979) provided a hypothetical construct and clustered the four primary emotions: 1) compliance, 2) dominance, 3) inducement, 4) and submission. This construct and clusters of traits prevents one from attributing too many assertions about how an individual will respond in all situations (Geier, 1979). Although Marston did not use a factor analysis to cluster traits, Geier found the following traits to correlate together equal or greater than $r=.60$:

Dominance	Inducement	Submission	Compliance
force of character	persuasion	easy mark	resignation
daring	convincing	sweetness	fear of god
competitive	attractive	gentleness	humility
restless	charming	willingness	harmony

Figure 1: Representative listing of trait clusters, demonstrating four projected emotions (p. xiv).

The development of the DISC psychometric design was based on interpreting and incorporating the work of Marston into tools to provide a measure of behavior, temperament, and character (Ingram, 2004). It is estimated that DISC assessments have been used by more than 30 million people since it was used by the U.S. Army for recruitment purposes prior to World War II (Barbian, 2001).

DISC Assessment

Geirer (1992) acquired the copyright of Marston's works in the 1960s and founded Performax, the first commercial distributors of DISC instruments. DISC instruments are used to measure individuals' behavioral preferences for Dominance – how one responds to problems or challenges; Influence – how one influences others to his or her point of view; Steadiness – how one responds to the pace of the environment; and Compliance – how one responds to rules and procedures (Target Training International, 2009).

DISC assessments differ from the Myers-Briggs assessment, a measure of personality thought to remain constant, by measuring a person's behavioral preference, a measure an individual is thought to be able to change to adapt to circumstances (Straw, 2002). DISC assessments are used with management and sales for teambuilding, communication, and conflict management (Inscape Publishing, 2008).

The DISC assessment requires a voluntary response from a participant to adjectives that the participant believes best describes him or her from a five point ordered

response scale (Inscape Publishing, 2008). An individual's score is weighted and used to plot where the behavioral preferences fall. DISC indicates how an individual will react to the environment (Suiter, 2008).

DISC in the Literature

Pay and personality

Turnasella (2002) looked into how personality can be incorporated in pay plan design and communications. Turnasella advocated for designing and communicating the features of compensation plans to align with the personalities of employees. For example, compensation managers need to incorporate a different design and delivery for a plan designed for employees with a high aversion to risk than for those with a low aversion to risk. Turnasella recommended compensation managers make use of personality profiling tools to help customize how to design and communicate the details of compensation plans.

Turnasella (2002) differentiated the DISC model, based on Marston's research on emotional responses, from models to define personality, such as the Myers-Briggs, based on the works of Carl Jung. Turnasella explained how DISC can be used to predict how the four personality types differ in dealing with the environment by taking either an active role or a passive role.

Turnasella (2002) described those who score high for Dominant (D) as "prefer[ing] to take active roles in hostile environments ... unafraid of taking risks ... initiate action ... [and] love variety and crave adventure" (pp. 50-51). High-D personalities, as Turnasella pointed out, want to have control over their rewards;

therefore, they should have input in establishing goals, goals should be based on individual efforts, earning opportunities should be unlimited, and they can have pay-at-risk to performance. Turnasella suggested communicating the challenge of the goals to the high-D and directly pointing out how compensation plans work.

Those who score high for Influential (I) are characterized as “competitive when striving for recognition and rewards ... enjoy their freedom ... [and] tend to lose themselves in social relationships” (Turnasella, 2002, p. 54). Turnasella recommended communications that inform high-Is of their role and how they need to work and interact with others to meet their goals.

Unlike high-Ds and high-Is, supportive personalities (S) have a higher need for security and stability (Turnasella, 2002). Turnasella noted that high-Ss do not do well with the risk associated with a variable compensation plan and would be more receptive to a plan that has historical data to support its viability. Turnasella added that these people respond to rewards that consider seniority, loyalty, and dependability.

Finally, the compliant personality (C) is the most risk averse of the personality types and would be least responsive to a variable compensation plan (Turnasella, 2002). Turnasella explained that high-Cs “seek to avoid situations of ambiguity and independent choice that could reflect negatively on them ... want to follow precise instructions that do not vary ... [and] want to know all the details and proceed strictly according to the book” (p. 57). Turnasella suggested the compensation plan be communicated in a manner that lets the high-C know the details about how the goals are set, measured, and rewarded.

Turnasella’s (2002) research provides an example of how to anticipate the behaviors of the different personality types when designing and communicating a

compensation plan. The underlying theme is that people “think differently and react differently” (p. 59). Turnasella provided guidance on how to use DISC scores to design and to communicate compensation plans to employees based on their behavioral preferences.

Conflict management

Darling and Walker (2001) looked at behavioral style as a way for individuals to understand themselves and others in order to manage conflict in a manner that serves to minimize the cost and to maximize the benefit of conflict. The authors stated that conflict is indicative of “differences of opinion, alternatives which needed to be considered, and opposing points of view to be studied” (p. 230) and that if managed correctly, conflict can aid the growth and development of the organization.

The behavioral model Darling and Walker (2001) used was based on clusters of behaviors relating to an individual’s assertiveness and responsiveness. Darling and Walker defined assertiveness as the directness and forcefulness with which one confronts during conflicts; responsiveness was defined as the degree of emotional expression. Four behavioral styles result from the combination of assertiveness and responsiveness: “relater, analyzer, director, or socializer” (p. 232).

Relaters are less assertive and more responsive (Darling & Walker, 2001). These individuals share traits similar to high-Ss in the DISC model. For example, the authors described relaters as “cooperative, loyal, supportive, diplomatic, patient, easygoing, respectful ... [and] most likely to use empathy and understanding in interpersonal problem-solving and conflict situations” (pp. 232, 234). Relaters generally like to avoid conflict because they place high value on relationships.

Analyzers are less assertive and less responsive (Darling & Walker, 2001). These individuals are recognized as “logical, thorough, serious, systematic, critical, precise, prudent ... industrious, objective and well organized ... [and] self-controlled and generally cautious people who prefer analysis over emotion” (p. 234). Analyzers share traits common to high-Cs in the DISC model. Darling and Walker pointed out that analyzers are reluctant to compromise in conflict situations.

Directors’ behavioral style is less responsive and more assertive (Darling & Walker, 2001). These individuals are generally viewed as “independent, candid, decisive, pragmatic, determined, efficient, objective ... task oriented ... firm and forceful ... [and] confident and competitive” (p. 234). Directors share similarities with high-Ds in the DISC model. Darling and Walker warned that directors can be impatient and extremely forceful in conflict situations.

Finally, the behavioral style of socializers is more responsive and more assertive (Darling & Walker, 2001). These individuals could be described as “imaginative, friendly, enthusiastic, outgoing, excitable, persuasive, spontaneous ... tend to look at the big picture ... often take fresh, novel and creative approaches to problems ... [and] are willing to take risks in order to seize opportunities” (p. 234). Socializers are closest to high-Is in the DISC model. Socializers often use their charm and creativity in conflict situations.

Darling and Walker (2001) recommendations were for individuals to be adept at recognizing their own and the behavioral style of others and to use this knowledge to make adaptations when conflict occurs. The authors suggested the benefits to considering behavioral style would lead to reduced conflict and tension.

DISC compared to the Herrmann Brain Dominance Instrument

Wilson (2007) explored the relationship between the Herrmann Brain Dominance Instrument (HBDI) and the Extended DISC. The author's purpose was to determine if there was a relationship between thinking – a measure of the HBDI – and behavior – a measure of the DISC. Wilson used a survey to accumulate and analyze expert opinion as well as a sample set of HBDI and Extended DISC assessments.

Wilson's (2007) results did not confirm the relationship between thinking style and behavioral style, a theoretical relationship thought to have originated in Majjhim Nikaya (Buddhist text): "sow a thought, reap an act" (Banerjee, 1999, p. 79). Wilson found that: "Thinking preferences tend to be more innate, and remain stable over time; whereas, behavior preferences are more flexible and changeable" (p. 162). Wilson also found that individuals have distinctly different preferred behavioral styles and preferred thinking styles.

DISC as an executive coaching tool

Ingram (2004) used DISC to measure the change in middle managers' leadership skills as a result of coaching. Ingram considered coaching to be successful if the following conditions were met: "(a) lower levels of dominance, (b) higher levels of influence, (c) higher levels of steadiness, and (d) lower levels of caution" (p. 8). Thus, managers were coached to increase their Influencing and Social behaviors.

Ingram's (2004) pretest found that a larger than expected number of middle managers scored higher for a "C" style of behavior, rather than the expected "D" style.

The similarities between the “C” and “D” styles are that they both view their environment as stressful; however, the “C” style is less assertive in response than is the “D” style.

The posttest found that coaching resulted in reducing “D” and “C” behavior (Ingram, 2004). Coaching served to teach the middle managers to manage in a less assertive manner. This study suggested that organizations that wish to move from command-and-control to employee empowerment can benefit from coaching to change behavioral style. DISC in this study was used as a tool to measure the effects of coaching.

Personal Interests, Attitudes and Values Report (PIAV)

PIAV History

Eduard Spranger, a German educator and philosopher who lived from 1882-1963, described six different attitudes that make up one’s personality in his book *Types of Men* (Encyclopedia Britannica Online, 2009). Spranger’s (1928) six attitudes are:

- 1) The Theoretical Attitude (driven by a passion for discovering TRUTH and KNOWLEDGE). The primary motivator behind this attitude is knowledge for the sake of knowing, continuing education and learning. People who are motivated by this attitude take a “cognitive” approach in meeting challenges – identifying, analyzing and clarifying problems and options.
- 2) The Utilitarian Attitude (driven by a passion for RETURN ON INVESTMENT of time, talent and resources). This attitude gives focus to the practical affairs of life. Efficient use of time and money will be of great importance to those with this primary attitude.

- 3) The Aesthetic Attitude (driven by a passion for FORM, HARMONY, BEAUTY, and BALANCE). People with this primary attitude look for balance between their internal and external worlds. They seek self-realization and self-actualization, and relate to their experiences mainly from a subjective point of view.
- 4) The Social Attitude (driven by a passion to ELIMINATE HATE and CONFLICT). Those with this primary attitude are motivated by their love of people. They seek to promote and contribute to others' well-being through giving of their focus, time, talent, and resources.
- 5) The Traditional Attitude (driven by a passion for THE HIGHEST VALUE in LIFE). Principles are highly important to people with this primary attitude. They make decisions from a solid set of principles that they use as their guiding forces in life. They will sacrifice all to be true to their belief system.
- 6) The Individualistic Attitude (driven by a passion for POWER). People with this primary attitude are driven by an inherent desire to lead and control the destiny of self and others. They strive to advance their position to attain the highest power. Power and control is demonstrated through one of the five values (such as Utilitarian – power through accumulation of wealth) (Bonnstetter, 1999, p. 1).

Stewart (1999) pointed out that people possess a mixture of the different attitudes, but tend to gravitate towards certain attitudes.

The PIAV is an assessment to determine the magnitude of each of the six attitudes (Allport, Vernon, & Lindzey, 1960). Respondents rank order six phrases from 1=most

like me, to 6=least like me to derive a score for each of the six values (attitudes) (Klassen, 2004). Klassen used a sample of 1130 responses (49.5% female and 50.5% male) and found high reliability for all six values with Cronbach's alpha ranging from .7 to .84. The assessment is self-administered and provides information on the relative strength of each value (Robinson, Shaver, & Wrightsman, 1991).

PIAV in the Literature

Personal values and leadership effectiveness

Bruno and Lay (2008) evaluated the relationship between personal values balance and leadership effectiveness in a group of Brazilian executives. The researchers used a closed instrument of the rank order type to evaluate personal values and to identify the predominant leadership style and effectiveness. The findings were that the executives were more likely to have economic and theoretical personal value profiles. The study also found that the executives were not flexible in their leadership styles and presenting styles. The research did have a positive correlation for a balance in personal values and leadership effectiveness.

Values congruence

Cazier, Shao, and Louis (2007) looked into the effect of value congruence and trust on influencing consumers to share personal information. The researchers had 775 subjects rate their perceived value congruence, their trusting beliefs, and the types of information they would be willing to disclose. The study found that value congruence increased the trust of consumers for the organization and increased their willingness to disclose personal information. This study demonstrated that value congruence between

organizations and their clients is beneficial when conducting business. The PIAV is a tool that can aid in identifying and aligning values.

Financial planners

Bonnstetter (2006) collected data on the values, behaviors, and skills for 254 successful financial planners. Inclusion criteria were that the financial planner have 10 or more years in the financial service industry and earn \$250,000 to \$1,000,000 annually. The subjects were separated by income into two groups: (1) those earning \$250,000 to \$500,000 and (2) those earning \$500,000 to \$1,000,000.

Among the findings were that of those in the \$500,000 to \$1,000,000 group 81% had Utilitarian above the mean and 67% had Individualistic above the mean (Bonnstetter, 2006). Among the findings for the \$250,000 to \$500,000 group were that 80% had Utilitarian above the mean and 80% had Individualistic above the mean. These findings suggest that individuals with a high Utilitarian and a high Individualistic type may be the most suitable for the financial planning profession.

Potter (1999) also looked into the attitudes of top performing financial planners, defined as making over \$250,000 from fees and commissions, using the PIAV assessment. Potter noted that high turnover among those entering the financial services industry to be a costly problem approaching approximately 82 percent to 87 percent. The purpose of identifying characteristics of those with potential was to reduce turnover in order to save millions of dollars in recruiting and training.

Potter's (1999) study revealed the following:

- 1.) The most important attitude is utilitarian.
- 2.) The theoretical attitude is a significant ingredient in the success formula.

- 3.) The social attitude is critical for success because it aids in building trust and developing strong relationships (Potter, 1999, p. 8).

Potter's results were consistent with Bonnstetter (2006) in regards to utilitarian and theoretical attitudes being correlated with successful financial sales people.

Personal values in consumer marketing

Vinson, Scott, and Lamont (1977) looked into whether personal values can assist marketers in determining consumer choice behavior. The researchers choose subjects from two culturally distinct regions of the United States to determine if values are culturally and socially learned.

Value acquisition was "arranged in a hierarchical network, [are] referred to as global or generalized personal values, domain-specific values, and evaluations of product attributes" (Vinson, Scott, & Lamont, 1977, p. 45). These three levels were considered to be mutually dependent and partially consistent. This three level model was considered to explain the cultural conditioning of value acquisition.

Global values are "more abstract and generalizable than less centrally held beliefs" and "form the central core of an individual's value system" (Vinson, Scott, & Lamont, 1977, p. 45). Global values are enduring and consistent with one's ideal self and behavior. Individuals generally hold a few dozen global values.

Domain-specific values are acquired through experience (Vinson, Scott, & Lamont, 1977). One's interpretation and reaction to the environment influence the development of domain-specific values. For example, individuals living during an economic depression may be more likely to adopt utilitarian values than if the economy

were more robust. These beliefs are also relevant to social, religious, and other environmental influences. These values are thought to number in the hundreds.

The final level in the network is product attribution beliefs and values. These beliefs concern the desirable attributes of a product and are the basis of most of the expectancy-value research (Vinson, Scott, & Lamont, 1977). Product attribute beliefs are less centrally held and are estimated to be in the thousands.

The results of this study help to validate the theory that “values are centrally held cognitive elements which stimulate motivation for behavioral response” (Vinson, Scott, & Lamont, 1977). The researchers found that global values, domain-specific values, and product attributes were consistent with choice of a product or service. These findings suggest a correlation between values and behavior.

Personal values in leadership

Tickle, Brownlee, and Nailon (2005) looked into whether a link exists between personal beliefs and the leadership behaviors associated with transformational and transactional leadership. This study analyzed research on personal beliefs and the transformational-transactional leadership to identify links in the areas of beliefs, metacognition and cognition, and implications for training.

Tickle, Brownlee, and Nailon (2005) described transformational leaders as leaders who act “as facilitators of learning in organizations, and therefore their beliefs, cognitions and behaviors can be explored in the same manner as teachers in classroom settings” (p. 706). By contrast, transactional leadership was defined as “a performance-based system where followers are rewarded or disciplined on the basis of work performance” (p. 706).

The basis of transactional leadership is an exchange between the leader and follower to meet each others' needs.

The researchers found a strong conceptual link between certain beliefs and behaviors associated with transformational leadership and a strong conceptual link between other beliefs and behaviors and transactional leadership (Tickle, Brownlee, & Nailon, 2005). The authors suggested this research supports training to change beliefs in order for leaders to adopt behaviors consistent with transformational leadership.

England and Lee (1974) identified seven ways values affect the behavior of leaders while looking for patterns of values of managers in the U. S., Australia, India, and Japan which were predictive of success:

- 1.) Personal value systems influence a manager's perception of situations and problems he faces.
- 2.) Personal value systems influence a manager's decisions and solutions to problems.
- 3.) Personal value systems influence the way in which a manager looks at other individuals and groups of individuals: thus they influence interpersonal relationships.
- 4.) Personal value systems influence the perception of individual and organizational success as well as their achievement.
- 5.) Personal value systems set the limits for the determination of what is and what is not ethical behavior by a manager.
- 6.) Personal value systems influence the extent to which a manager accepts or resists organizational pressures and goals.

7.) Some personal value systems may contribute to managerial performance, some may be irrelevant and some may be antithetical to achievement efforts (p. 411).

England and Lee found that managers in the four different countries did share value patterns that were predictive of success. More successful managers possessed pragmatic, dynamic, and achievement-oriented values; less successful managers had more passive values.

Summary

Personal interests, attitudes, and values result in patterns of thinking that may influence one's behavior (Malphurs, 1996; Rokeach, 1968; Rokeach, 1973).

Psychological research into cognitive and behavioral theories helps to explain how interests, attitudes, and values influence behaviors. Moral development and ethical theory demonstrate how individuals can attribute different meaning to the same event.

Behavioral patterns may often result as a consequence of one's attitudes, interests, and values.

The DISC assessment is a tool to aid in understanding and predicting how an individual will behave, while the PIAV assessment is a tool to aid in understanding why an individual will behave in a certain manner. These instruments are often used together to help organizations implement training to improve relationships and communication (Target Training International, 2008).

CHAPTER 3. METHODOLOGY

This study will analyze data from selected variables from the results of the DISC behavioral assessment and the PIAV assessment. A correlation between the DISC and PIAV dependent variables will be run and multivariate analysis of variance will be used to develop this predictive model.

The purpose of this study is to perform a comparative analysis of the DISC behavioral assessment tool and the Personal Interest, Attitudes, and Values (PIAV) assessment tool in order to determine if:

1. There are relationships between DISC and PIAV scores;
2. There are differences between men and women for DISC performance;
3. There are differences between men and women for PIAV performance;
4. There are differences between sales and executives for DISC performance;
5. There are differences between sales and executives for PIAV performance.

This research might contribute information that will assist in utilizing the DISC and PIAV to foster understanding and to enhance interpersonal relationships and communications in business and organizational settings.

Research Design

This study is a quantitative, quasi-experimental, exploratory research design to determine whether relationships exist between DISC and PIAV, between DISC and PIAV for men and women, and between DISC and PIAV for sales professionals and executives.

Secondary data analysis of a cohort will be used for this research. The methodology that will be used to analyze this data will determine whether any of the identified variables are predictors of behavioral style or personal interests, attitudes, and values. Determining the predictability of behavioral style and/or personal interests, attitudes, and values based on the variables will either prove or disprove the stated hypotheses.

Sample

To be included in the sample, results for subjects have to satisfy the following criteria:

1. Subjects must be recorded as a sales professional or an executive professional.
2. Results must be available for both the DISC and PIAV assessments.
3. Records must indicate whether the subject is a male or female.

Instrumentation / Measures

DISC is a model that measures four reference points:

1. Dominance: direct, strong-willed, and forceful
2. Influence: sociable, talkative, and lively
3. Steadiness: gentle, accommodating, and soft hearted
4. Conscientiousness: private, analytical, and logical

Each person who takes the DISC assessment is plotted on the circle, also known as the DISC map (Inscape Publishing, 2007). Below is an example of a DISC map.

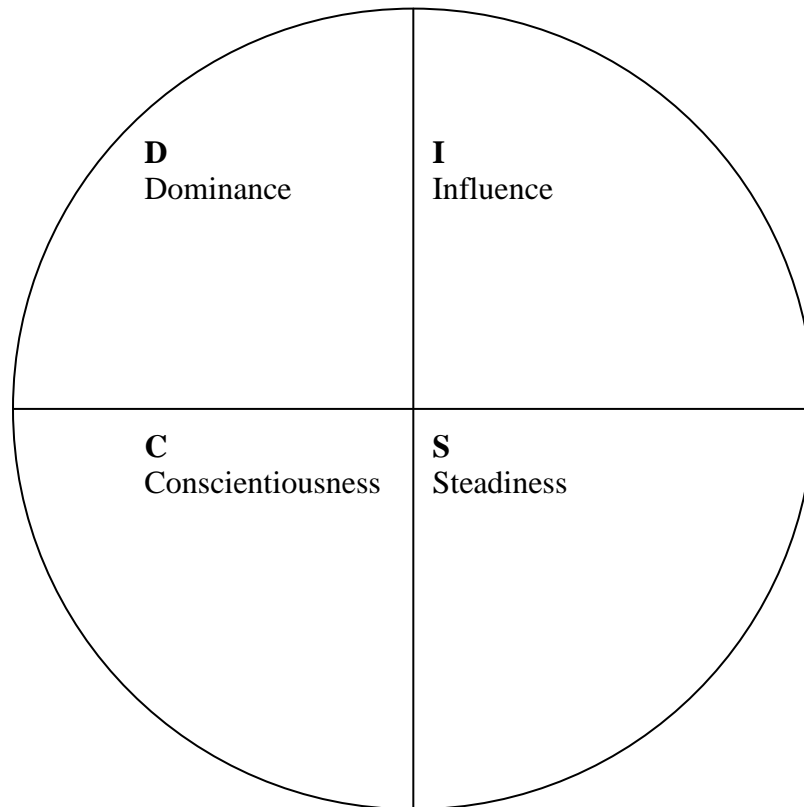


Figure 1. DISC Map

Klassen (2004) described the mechanics of the PIAV:

The PIAV instrument contains twelve frames of six phrases each. Each phrase is an indicator of one of the six latent values. Respondents rank order the six items from 1=Most like me, to 6=Least like me. Scales are constructed by reversing the values, summing up related items ranks, and adjusting the score upward to avoid 0's. The scales are labeled as theoretical, utilitarian, aesthetic, social, individualistic, and traditional (p. 1).

Validity and Reliability

Validity deals with whether or not the instrument accurately measures what it proposes to measure, while reliability deals with whether the measures are consistent and dependable (Cresswell, 2003). Klassen (2006) tested the validity and reliability of DISC assessment with a sample of 75,317 (45.4% female and 54.6% male) responses and reported the instrument is accurate and reliable across a variety of populations. Reliability for the two dimensions (adaptive and natural) for the four parallel scales (Dominant, Influencing, Steadiness, and Compliance) ranged from .64 to .80.

Klassen (2004) tested the validity and reliability of the PIAV assessment with a sample of 1130 responses (49.5% female and 50.5% male) and found the assessment to be valid and reliable across a variety of populations. Reliability for all six scales had a Cronbach alpha from .7 to .84.

Inscape Publishing, Inc. (2008) conducted an analysis of variance (ANOVA) to determine if a difference existed between ethnicity and gender for scores on eight scales that are located around the DiSC circle:

D measures a direct, dominant disposition ...

I measures an interactive, influencing disposition ...

S measures an accommodating, steady disposition ...

C measures a private, conscientious disposition ... (p. 3).

The results across ethnic groups and determined no significant difference ($p < .05$) on seven of the eight scales. There was a statistically significant difference ($p = .02$) on the iS

scale, but this differences accounted for only 1.7% of the variance on this scale, suggesting that the relationship of ethnicity on this scale is not meaningful.

The differences on gender were small, but larger than the differences on ethnicity (Inscape Publishing, Inc., 2008). Women tended to score higher on the IS scale, while men tended to score higher on the DC scale. Although statistically significant differences ($p > .05$) were found on the other six scales, the differences were not large enough to be considered practically meaningful.

Data Collection

The data for this study will be gathered electronically from the database of a private consulting firm specializing in the DISC and the PIAV assessments. The data that will be used for this study will be secondary. The sample will extracted from a database of approximately 35,000 records and should result in 600 samples - 300 sales professionals and 300 executives – that have completed both the DISC and PIAV assessments. The data will be retrieved and entered into Excel before being transferred to SPSS for analysis. There are no human subjects who are part of this study.

Data Analysis

There are several advantages and disadvantages using secondary data. Some of the advantages of using secondary data are (Zikmund, 1984):

- 1.) It is less costly to use existing data.
- 2.) More data can be collected resulting in a larger sample size.
- 3.) The study can be completed faster.

Some of the disadvantages in using secondary data are:

- 1.) The subject matter may not be consistent with the research.
- 2.) The researcher has no control over the accuracy (pp. 85-90).

All statistical analyses will be performed using SPSS for Windows (SPSS 17.0, SPSS Inc., Chicago, IL). The study sample will be described using the mean, standard deviation, range for continuous scaled variables and frequency and percent for categorical scaled variables. All of the analyses will be two-sided with a 5% alpha level.

There are five research hypotheses that will be analyzed:

Hypothesis H01 (Null)

There is not a relationship between DISC and PIAV scores.

Hypothesis H01 (Alternative)

There is a relationship between DISC and PIAV scores.

Hypothesis H02 (Null)

There is no difference between the scores on the DISC assessment for men and women.

Hypothesis H02 (Alternative)

There is a difference between the scores on the DISC assessment for men and women.

Hypothesis H03 (Null)

There is no difference between the scores on the PIAV assessment for men and women.

Hypothesis H03 (Alternative)

There is a difference between the scores of the PIAV assessment for men and women.

Hypothesis H04 (Null)

There is no difference between the scores of the DISC assessment for sales professionals and executives.

Hypothesis H04 (Alternative)

There is a difference between the scores of the DISC assessment for sales professionals and executives.

Hypothesis H05 (Null)

There is no difference between the scores of the PIAV assessment for sales professionals and executives.

Hypothesis H05 (Alternative)

There is a difference between the scores of the PIAV assessment for sales professionals and executives.

The Pearson correlation coefficient will be used to determine if relationships exist between DISC and PIAV scores; a multivariate analysis of the variance (MANOVA) will be completed to determine if there is a difference between gender and occupation (sales or executive) on the DISC and PIAV assessment scores. The DISC assessment scores and the PIAV assessment scores are the dependent variables; gender and occupation are the independent variables. A significance level of 0.05 will be used.

Ethical Considerations

It will be necessary to conceal the identity of past participants to prevent unforeseeable consequences. The data will be coded for gender and occupation, so no names will be entered into the study. Coding the data will serve to conceal the identity of participants in order to prevent potential discrimination because of results. These efforts will help to protect the liberty of participants and to assure the beneficence of the research.

Permission was granted to use the data archived in the database of the consultant company. Subjects were informed that their results would be used for future research when the consultant gave instructions prior to administering the assessments.

CHAPTER 4 RESULTS

Introduction

This chapter discusses the statistical techniques used to analyze the sample data, descriptions of the sample, and the findings related to the study's hypotheses. The purpose of this study was to focus on a microcosm of the business community –men and women sales professionals and executives – to determine if there are relationships and differences in behavioral styles and personal interests, attitudes, and values. The data was obtained from the DISC and PIAV assessments of sales professionals and executives.

Research Questions

The goal of the study was accomplished by examining the following five research questions and corresponding hypotheses.

Question 1: Is there a relationship between DISC and PIAV scores?

Hypothesis H01 (Null)

There is not a relationship between DISC and PIAV scores.

Hypothesis H01 (Alternative)

There is a relationship between DISC and PIAV scores.

Question 2: Do men and women sales professionals and executives share behavioral styles?

Hypothesis H02 (Null)

There is no difference between the scores on the DISC assessment for men and women.

Hypothesis H02 (Alternative)

There is a difference between the scores on the DISC assessment for men and women.

Question 3: Do men and women have different personal interests, attitudes, and values?

Hypothesis H03 (Null)

There is no difference between the PIAV assessment scores for men and women.

Hypothesis H03 (Alternative)

There is a difference between the scores of the PIAV assessment for men and women.

Question 4: Do sales professionals and executives have different behavioral styles?

Hypothesis H04 (Null)

There is no difference between the scores of the DISC assessment for sales professionals and executives.

Hypothesis H04 (Alternative)

There is a difference between the scores of the DISC assessment for sales professionals and executives.

Question 5: Do sales professionals and executives have different personal interests, attitudes, and values?

Hypothesis H05 (Null)

There is no difference between PIAV assessment scores for sales professionals and executives.

Hypothesis H05 (Alternative)

There is a difference between PIAV assessment scores for sales professionals and executives.

Description of the Data

The remainder of this chapter is divided into two sections: the first section summarizes the description of the data; the second section describes the results of each hypothesis in sequence. The summary and interpretation of the major findings based on the analysis of the data is recorded in chapter 5.

The sample was obtained from the database of a consultant company located outside of Atlanta, Georgia with over twenty years of experience administering and training using the DISC and PIAV assessments. The sample of individuals that had scores for both DISC and PIAV were limited to 226 sales professionals and 73 executives. The remaining 74 sales professional and 227 executive samples were obtained by filtering DISC results by profession and then matching them with the corresponding PIAV scores. This process resulted in a total sample of 600 – 300 sales professional and 300 executives – that had recorded scores for DISC and PIAV.

This method of selection, filtering and selecting based on profession, resulted in more males than females for both sales professions and executives. Table 1 provides a description of the sample: 451 males and 149 females: 79 female and 221 male executives; 70 female and 230 male sales professionals. It is unclear whether the differences in gender are the result of chance or differences in the demographics of the consultant's database.

Table 1.

Summary of the Sample

Independent Variable		N
Gender	Female	149
	Male	451
Profession	<i>Executive</i>	<u>300</u>
	Female	79
	Male	221
	<i>Sales</i>	<u>300</u>
	Female	70
	Male	230

Independent and Dependent Variables

This study used individual data obtained from a variety of industries over a fourteen year period in its hypothesis testing. The data were imported into SPSS 17.0 from Excel and analyzed using SPSS. The hypotheses were based on data collected for the independent variables, gender and profession, and the dependent variables, DISC and PIAV scores.

Gender (male and female) and profession (sales and executive) were the four independent variables used in this study. The four levels of DISC measurement and the six levels of PIAV measurement comprise the ten dependent variables. Descriptions of the four dependent variables used in this study from the natural DISC score are:

1. Dominance: direct, strong-willed, and forceful
2. Influence: sociable, talkative, and lively
3. Steadiness: gentle, accommodating, and soft hearted

4. Conscientiousness: private, analytical, and logical (Inscape Publishing, 2007)

Descriptions of the six PIAV dependent variables are:

1. Theoretical Attitude (driven by a passion for discovering *truth* and *knowledge*). The primary motivator behind this attitude is knowledge for the sake of knowing, continuing education and learning. People who are motivated by this attitude take a “cognitive” approach in meeting challenges – identifying, analyzing and clarifying problems and options.
2. The Utilitarian Attitude (driven by a passion for *return on investment* of time, talent, and resources). This attitude gives focus to the practical affairs of life. Efficient use of time and money will be of great importance to those with this primary attitude.
3. The Aesthetic Attitude (driven by a passion for *form, harmony, beauty, and balance*). People with this primary attitude look for balance between their internal and external worlds. They seek self-realization and self-actualization, and relate to their experiences mainly from a subjective point of view.
4. The Social Attitude (driven by a passion to *eliminate hate and conflict*). Those with this primary attitude are motivated by their love of people. They seek to promote and contribute to others’ well-being through giving of their focus, time, talent, and resources.
5. The Traditional Attitude (driven by a passion for *the highest value in life*). Principles are highly important to people with this primary attitude. They make decisions from a solid set of principles that they use as their guiding forces in life. They will sacrifice all to be true to their belief system.

6. The Individualistic Attitude (driven by a passion for *power*). People with this primary attitude are driven by an inherent desire to lead and control the destiny of self and others. They strive to advance their position to attain the highest power. Power and control is demonstrated through one of the five values (such as Utilitarian – power through accumulation of wealth) (Bonnstetter, 1999, p. 1).

Dependent variables' mean and standard deviation

Table 2 describes the means and standard deviations for DISC scores; Table 3 shows how each independent variable ranks in order of dependent variable score. These descriptive statistics show how the independent variables affected the dependent variables.

Table 2.

Means and Standard Deviations for DISC

	Gender	Profession	Mean	Std. Deviation
D score	Female	Executive	6.18	3.895
		Sales	5.40	3.495
		Total	5.81	3.721
	Male	Executive	6.98	3.856
		Sales	6.55	3.378
		Total	6.76	3.623
	Total	Executive	6.77	3.876
		Sales	6.28	3.434
		Total	6.52	3.667
I score	Female	Executive	5.14	2.495
		Sales	6.46	2.546
		Total	5.76	2.596

Table 2. continued

Means and Standard Deviations for DISC

	Gender	Profession	Mean	Std. Deviation
S score	Male	Executive	4.86	2.350
		Sales	5.84	2.860
		Total	5.36	2.666
	Total	Executive	4.93	2.388
		Sales	5.98	2.798
		Total	5.46	2.652
	Female	Executive	4.66	2.837
		Sales	4.23	2.762
		Total	4.46	2.801
C score	Male	Executive	4.29	2.810
		Sales	3.93	2.580
		Total	4.11	2.699
	Total	Executive	4.39	2.817
		Sales	4.00	2.622
		Total	4.19	2.726
	Female	Executive	4.04	2.060
		Sales	4.11	2.061
		Total	4.07	2.054
Male	Executive	4.31	2.441	
	Sales	4.27	2.200	
	Total	4.29	2.319	
Total	Executive	4.24	2.346	
	Sales	4.23	2.166	
	Total	4.23	2.256	

Table 3 shows how each independent variable ranked in terms of mean DISC score. These results are consistent with the enterprising nature of both professions; DISC

D scores and DISC I scores ranked first and second respectively for males, females, executives, and sales professionals. Dominance and Influencing behaviors are what would be expected from sales professionals and executives. The only anomaly found was that females' and executives' score ranked higher for DISC S than for DISC C. This may be because females are thought to be more nurturing than males and executives need to consider the wellbeing of the groups they lead. These findings will be tested for significance later in this chapter.

Table 3.

Ranking of Mean DISC Scores

	Male	Female	Executive	Sales	Total
D score	1	1	1	1	1
I score	2	2	2	2	2
S score	4	3	3	4	4
C score	3	4	4	3	3

Table 4 describes the means and standard deviations for PIAV scores; Table 5 shows how each independent variable ranks in order of dependent variable score. These descriptive statistics show how the independent variables affected the dependent variables.

Table 4.

Means and Standard Deviations for PIAV

	Gender	Profession	Mean	Std. Deviation
Theoretical score	Female	Executive	46.08	8.681
		Sales	45.57	8.162
		Total	45.84	8.417
	Male	Executive	47.38	8.240
		Sales	46.17	8.696
		Total	46.77	8.488
	Total	Executive	47.04	8.363
		Sales	46.03	8.565
		Total	46.54	8.473
Utilitarian score	Female	Executive	49.27	9.674
		Sales	49.46	9.414
		Total	49.36	9.521
	Male	Executive	47.25	10.471
		Sales	50.19	9.686
		Total	48.75	10.175
	Total	Executive	47.78	10.290
		Sales	50.02	9.613
		Total	48.90	10.012
Aesthetic score	Female	Executive	29.75	10.143
		Sales	29.51	10.417
		Total	29.64	10.239
	Male	Executive	30.05	10.098
		Sales	28.10	9.638
		Total	29.06	9.903
	Total	Executive	29.97	10.094
		Sales	28.43	9.826
		Total	29.20	9.982

Table 4. continued

Means and Standard Deviations for PIAV

	Gender	Profession	Mean	Std. Deviation
Social score	Female	Executive	43.09	9.317
		Sales	42.09	8.473
		Total	42.62	8.914
	Male	Executive	43.90	9.179
		Sales	43.08	9.890
		Total	43.49	9.546
	Total	Executive	43.69	9.207
		Sales	42.85	9.574
		Total	43.27	9.394
Individualistic score	Female	Executive	41.58	8.530
		Sales	43.90	7.828
		Total	42.67	8.262
	Male	Executive	43.00	8.538
		Sales	44.32	8.415
		Total	43.67	8.491
	Total	Executive	42.63	8.545
		Sales	44.22	8.271
		Total	43.43	8.439
Traditional score	Female	Executive	42.24	8.416
		Sales	41.47	7.492
		Total	41.88	7.978
	Male	Executive	40.41	7.953
		Sales	40.13	8.058
		Total	40.27	7.999
	Total	Executive	40.89	8.104
		Sales	40.44	7.938
		Total	40.67	8.018

Table 5 shows how each independent variable ranked in terms of mean PIAV score. The rankings in Table 5 show Utilitarian and Theoretical PIAV scores to be first and second respectively for males, females, executives, and sales. Traditional and Aesthetic PIAV scores were fifth and sixth respectively for males, females, executives, and sales. The only irregularity was that executives had higher Social than Individualistic scores. This may be explained by the nature of the executive role; executives often work with teams and are rewarded for the team performance, rather than individual performance. On the other hand, sales professionals tend to work independently and are measured and rewarded for their individual performance.

Table 5.

Ranking of Mean PIAV Scores

	Male	Female	Executive	Sales	Total
Theoretical	2	2	2	2	2
Utilitarian	1	1	1	1	1
Aesthetic	6	6	6	6	6
Social	4	4	3	4	4
Individualistic	3	3	4	3	3
Traditional	5	5	5	5	5

Dependent Variable Relationships

The Pearson correlation coefficient is a measure of the strength of the linear relationship between two variables with a range of -1 to +1 (Norusis, 2008). When one variable perfectly predicts another, the coefficient is -1 or +1 (-1 results in a negative

linear relationship; +1 results in a positive linear relationship; 0 results in no linear relationship). When two variables are correlated it means that they move in the same (positive correlation) or different (negative correlation) direction, but it does not indicate why the relationship exists. Table 6 provides a descriptive summary of the relationship between all the DISC and PIAV dependent variables using Pearson correlation coefficients.

There are several examples of linear relationships among the variables in Table 6:

1. There is a significant negative linear relationship between the DISC scores ($p = .01$). This may be because the assessment has few measures and low total scores.
2. There is a negative linear relationship between PIAV Theoretical and PIAV Individualistic, Social, Traditional, Utilitarian scores ($p = .01$) and a positive linear relationship between Theoretical scores and DISC D scores ($p = .05$). It is surprising that Theoretical scores correlate negatively with Utilitarian and Individualistic scores. These PIAV scores had the highest mean scores for sales professionals and executives. The knowledge that is attractive to those with high PIAV Theoretical scores may diminish the need to seek return on investment (Utilitarian passion) or power and control (Individualistic passion).
3. There is a negative linear relationship between PIAV Utilitarian and Aesthetic, Social, Theoretical, and Traditional scores ($p = .01$) and a positive linear relationship between Utilitarian scores and Individualistic scores ($p = .01$). It is interesting to note that Utilitarian scores correlate positively with Individualistic scores, while correlating negatively with Theoretical scores.

This may be because Utilitarians view Theoreticals' passion for knowledge just for the sake of learning to be a poor return on investment. The Individualistics' quest for power may be the reason they align well with the Utilitarians, since the acquisition of power is often accomplished by maximizing return on investment, a Utilitarian passion.

Table 6.

Correlation Matrix for all the Dependent Variables

	D	I	S	C	Theo.	Util.	Aest.	Soc.	Ind.	Trad
D	1	-.170**	-.707**	-.445**	.082*	-.025	-.015	.018	.031	-.091*
I	-.170**	1	-.347**	-.430**	-.040	-.018	-.033	.018	.073	.008
S	-.707**	-.347**	1	.375**	-.066	.051	.000	-.027	-.004	.043
C	-.445**	-.430**	.375**	1	-.049	.014	.042	.007	-.098*	.075
Theo.	.082*	-.040	-.066	-.049	1	-.121**	.029	-.339**	-.109**	-.430**
Util.	-.025	-.018	.051	.014	-.121**	1	-.300**	-.537**	.183**	-.310**
Aest.	-.015	-.033	.000	.042	.029	-.300**	1	-.113**	-.489**	-.254**
Soc.	.018	.018	-.027	.007	-.339**	-.537**	-.113**	1	-.303**	.318**
Ind.	.031	.073	-.004	-.098*	-.109**	.183**	-.489**	-.303**	1	-.203**
Trad.	-.091*	.008	.043	.075	-.430**	-.310**	-.254**	.318**	-.203**	1

** Correlation is significant at the .01 level (2-tailed).

* Correlation is significant at the .05 level (2-tailed).

4. There is a negative linear relationship between PIAV Aesthetic and Individualistic, Social, Traditional, and Utilitarian scores ($p = .01$). These groups may not share the Aesthetics passion for beauty and form. Also, beauty and form are not ideals the typical sales professional or executive would value highly.
5. There is a negative linear relationship between PIAV Social and Aesthetic, Individualistic, Theoretical, and Utilitarian scores ($p = .01$) and a positive linear relationship with Traditional scores ($p = .01$). The Social's need to promote love aligns well with the Traditional's need to seek the highest value in life and to be true to their belief system and may be the reason for this positive correlation.
6. There is a negative linear relationship between DISC C ($p = .05$) and PIAV Aesthetic, Social, Theoretical, and Traditional scores ($p = .01$) and a positive linear relationship between DISC C and PIAV Utilitarian scores ($p = .01$). DISC C behavior is private and analytical which complements the PIAV Utilitarian passion for return on investment; analysis can help determine how to maximize return.
7. There is a negative linear relationship between DISC D ($p = .05$) and PIAV Aesthetic, Individualistic, Theoretical, and Utilitarian scores ($p = .01$) and a positive linear relationship between DISC D and Social scores ($p = .01$). An explanation for these relationships is that sales professionals have high DISC D scores, but also need the relationships that are a passion for PIAV Social attitudes.

Overall, the strongest negative correlation is between DISC D and DISC S scores at $-.707$. One would expect that high DISC S individuals and high DISC D individuals would have the greatest challenge communicating and reaching agreement: DISC D's display dominant, direct, and forceful behavior; DISC S's display steady, gentle, and accommodating behavior. The strongest positive correlation is between the PIAV Traditional and PIAV Social. This is also not surprising – those with traditional attitudes place high importance on their belief system; those with social attitudes place high importance on contributing to others.

Data Analysis

The Pearson correlation coefficient was used to detect relationships between DISC and PIAV scores to address the first research question and multivariate analysis of variance was used to detect differences between the independent and dependent variables to address the remaining four research questions. Multivariate analysis of variance was selected because it considers the effects on multiple dependent variables at once (Norusis, 2008). In order to obtain robust results the procedure requires independent samples, normality of the population distributions, and equality of the population variances (Norusis, 2008). Following are the steps taken to assure this analysis met these requirements and to provide more detail to help describe the dependent variables.

Independence

Table 7 displays the results of the four test statistics used by SPSS to run the multivariate analysis of variance: Pillar's Trace, Wilk's Lambda, Hotelling's Trace, and Roy's Largest Root. In the test of the interaction effect of gender and profession, the four test statistics are the same – the F value ($F = .561$) is not significant at the 0.05 alpha

levels ($p = .829$); therefore, it is concluded that there is no interaction effect between the independent variables. The F statistic for testing gender ($F = 2.854$) and profession ($F = 3.910$) are significant at the 0.05 alpha level indicating that gender and professional occupation (sales or executive) effect the ten dependent variables independently of each other.

Table 7.

Test of Independence

Effect		F	Sig.
Intercept	Pillai's Trace	51750.983 ^a	.000
	Wilks' Lambda	51750.983 ^a	.000
	Hotelling's Trace	51750.983 ^a	.000
	Roy's Largest	51750.983 ^a	.000
	Root		
Gender	Pillai's Trace	2.854 ^a	.003
	Wilks' Lambda	2.854 ^a	.003
	Hotelling's Trace	2.854 ^a	.003
	Roy's Largest	2.854 ^a	.003
	Root		
Profession	Pillai's Trace	3.910 ^a	.000
	Wilks' Lambda	3.910 ^a	.000
	Hotelling's Trace	3.910 ^a	.000
	Roy's Largest	3.910 ^a	.000
	Root		
Gender * Profession	Pillai's Trace	.561 ^a	.829
	Wilks' Lambda	.561 ^a	.829
	Hotelling's Trace	.561 ^a	.829
	Roy's Largest	.561 ^a	.829
	Root		

Distribution of DISC Scores

Multiple analysis of the variance requires that there be a normal distribution to avoid having outliers bias the results. The following histograms provide the frequency of distribution for DISC and PIAV scores, each bar representing a range of values. Normal distributions are seen when data are concentrated in the middle and the tails are approximately symmetric.

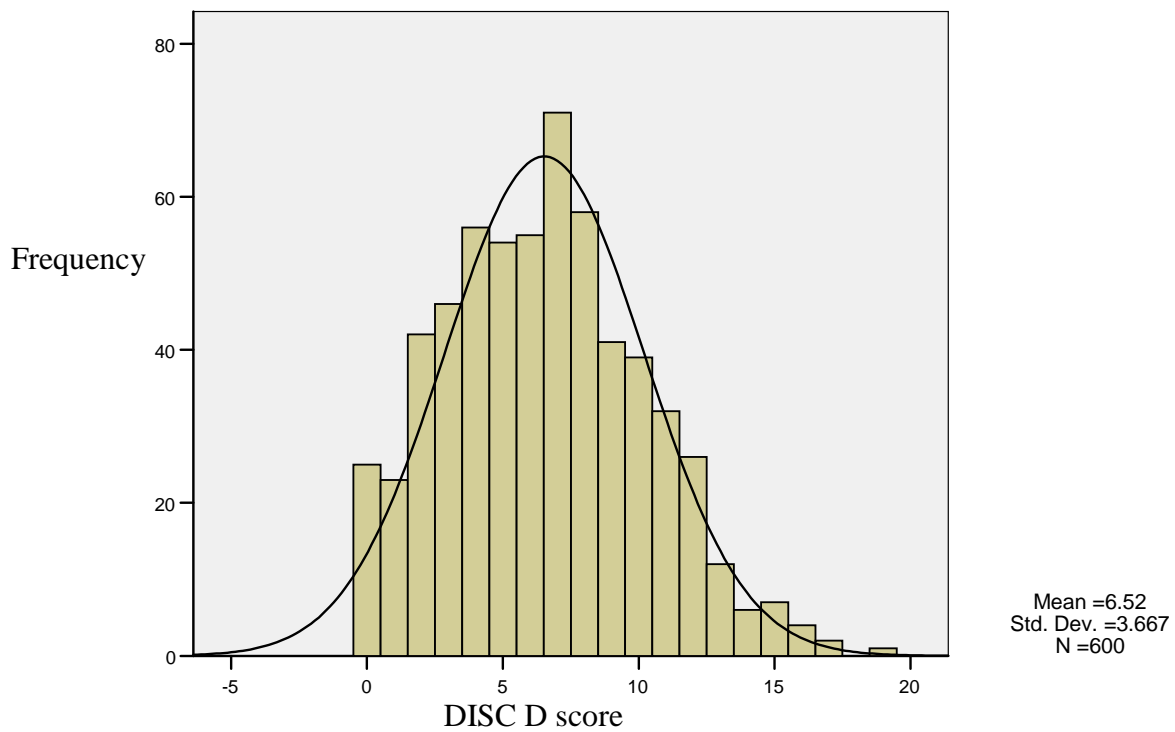


Figure 2. Histogram of DISC D Scores

Figure 2 displays the distribution of DISC D scores represented in this study. The distribution of scores in Figure 2 appears to be normal. There is a single peak at the score of 7 and a tail that extends further towards larger values because 0 is the lowest score obtainable. The mean DISC D score is 6.52 and does not appear to be influenced by outliers.

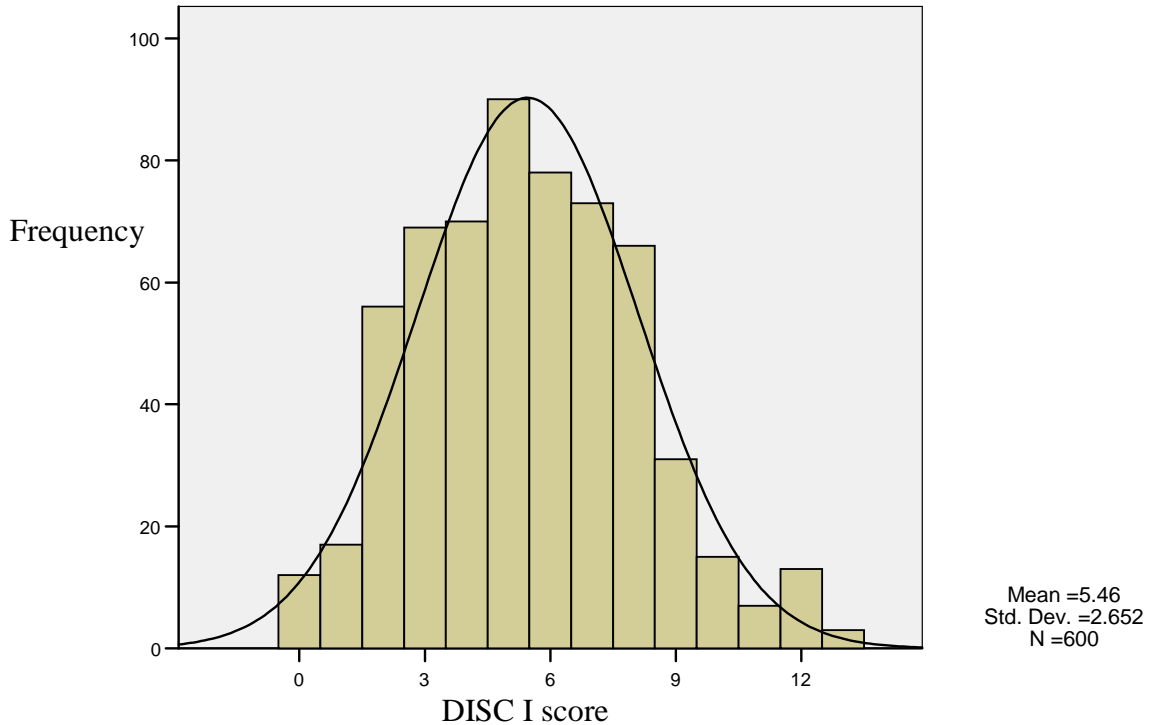


Figure 3. Histogram of DISC I Scores

The distribution of DISC I scores in Figure 3 appears to be symmetrical. There is a single peak at the score of 5. The normality of the distribution of DISC I scores indicates the DISC I score is a true representation of the sample population and not skewed by extreme values.

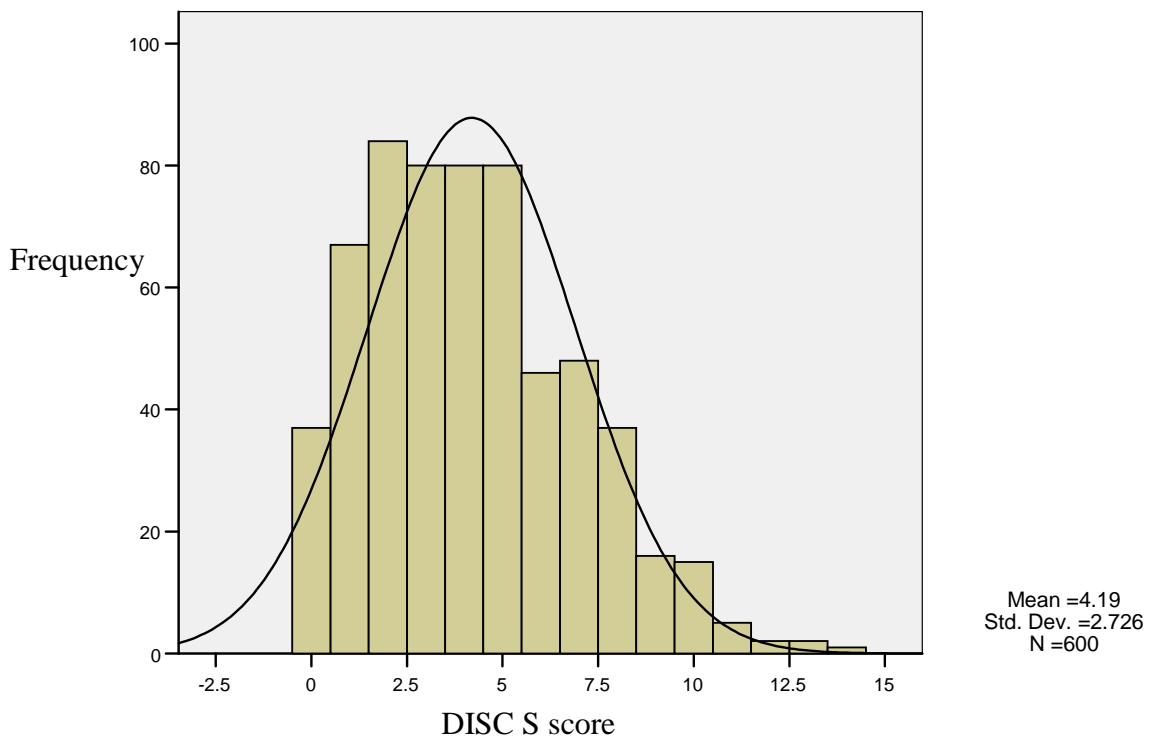


Figure 4. Histogram of DISC S Scores

In Figure 4, one can see a concentration of low scores for DISC S. The bars between scores of 2 and 5 are almost equal in height. This is because sales professionals

and executives had a low mean score (4.19) for DISC S. The slight low mean score is not caused by outliers.

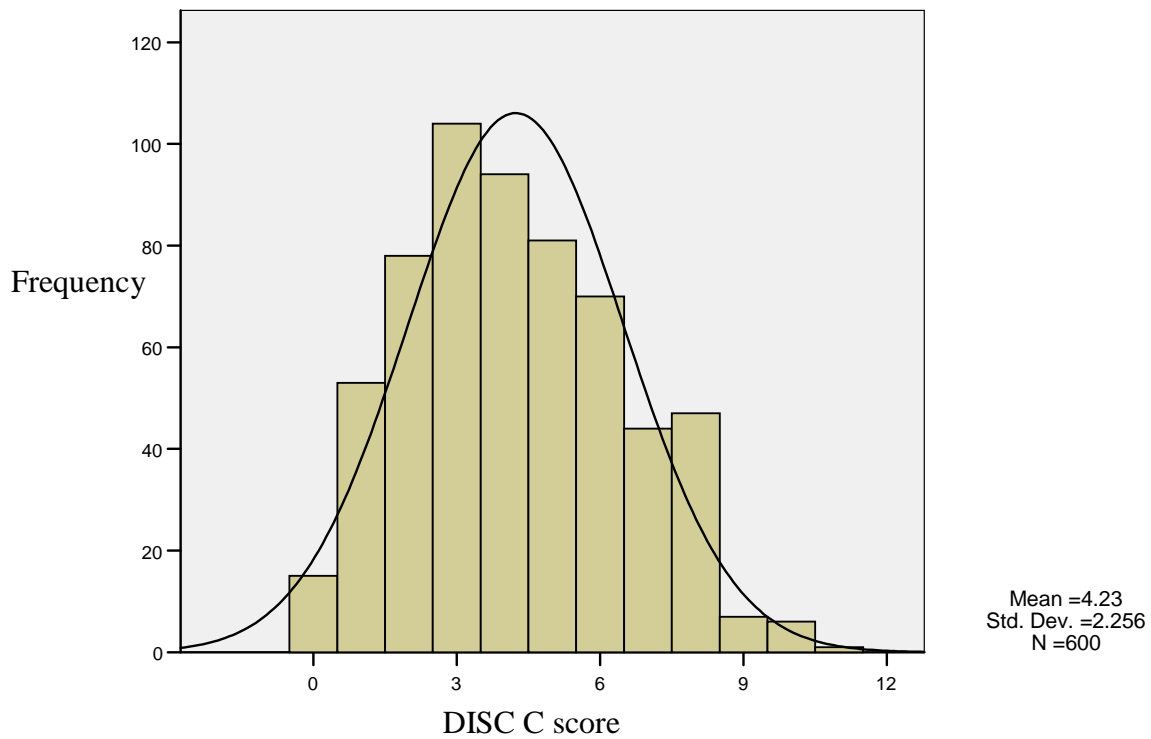


Figure 5. Histogram of DISC C Scores

The DISC C scores in Figure 5 approximate a normal distribution curve. This distribution does not indicate that DISC C scores are skewed by outliers. The values are distributed symmetrically around the mean score of 4.23.

Distribution of PIAV Scores

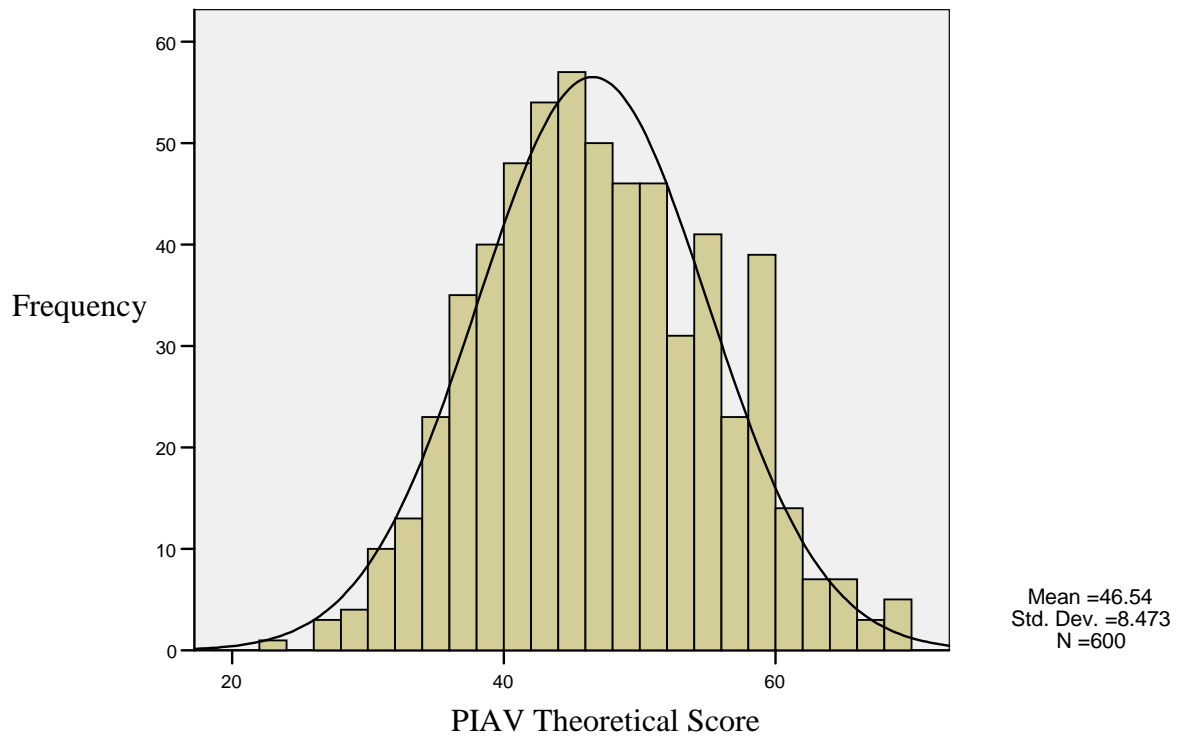


Figure 6. Histogram of PIAV Theoretical Scores

The distribution of PIAV Theoretical scores approximates a normal distribution. The distribution of scores does not suggest the mean score of 46.54 is influenced by outliers.

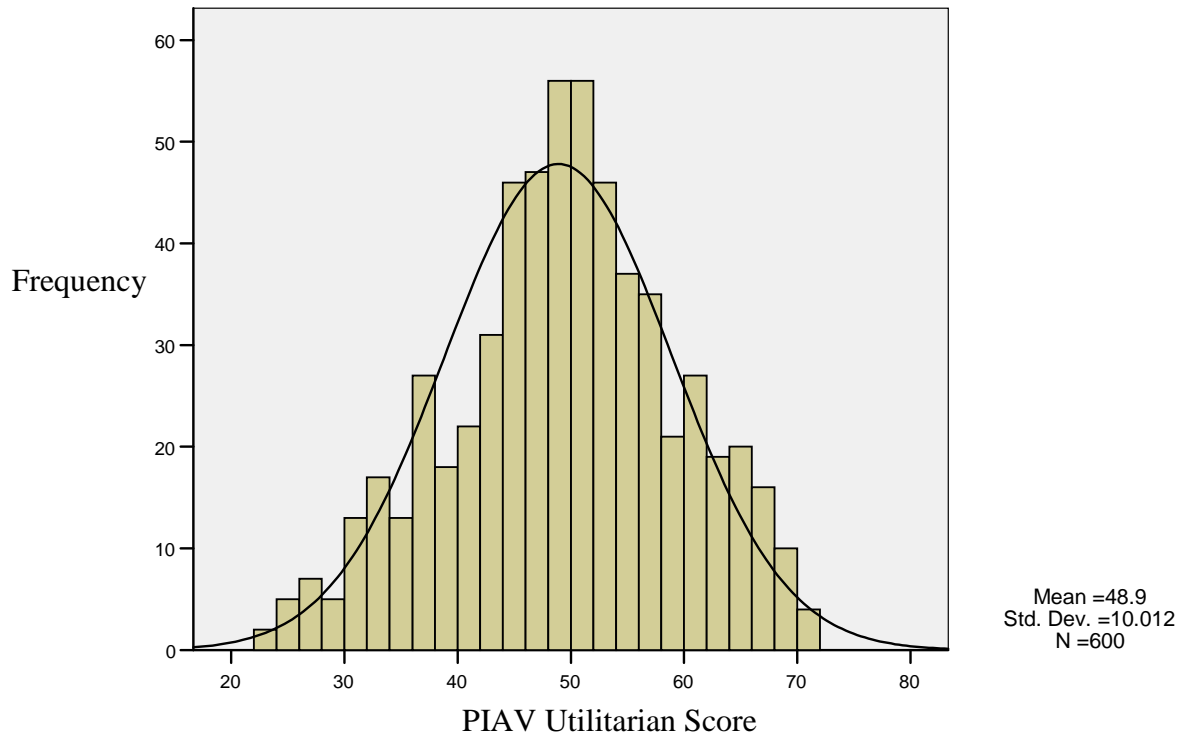


Figure 7. Histogram of PIAV Utilitarian Scores

The distribution of Utilitarian scores is approximately symmetric. The scores cluster around the mean score of 48.9. The tail is slightly skewed toward lower scores, but does not appear to influence the mean score.

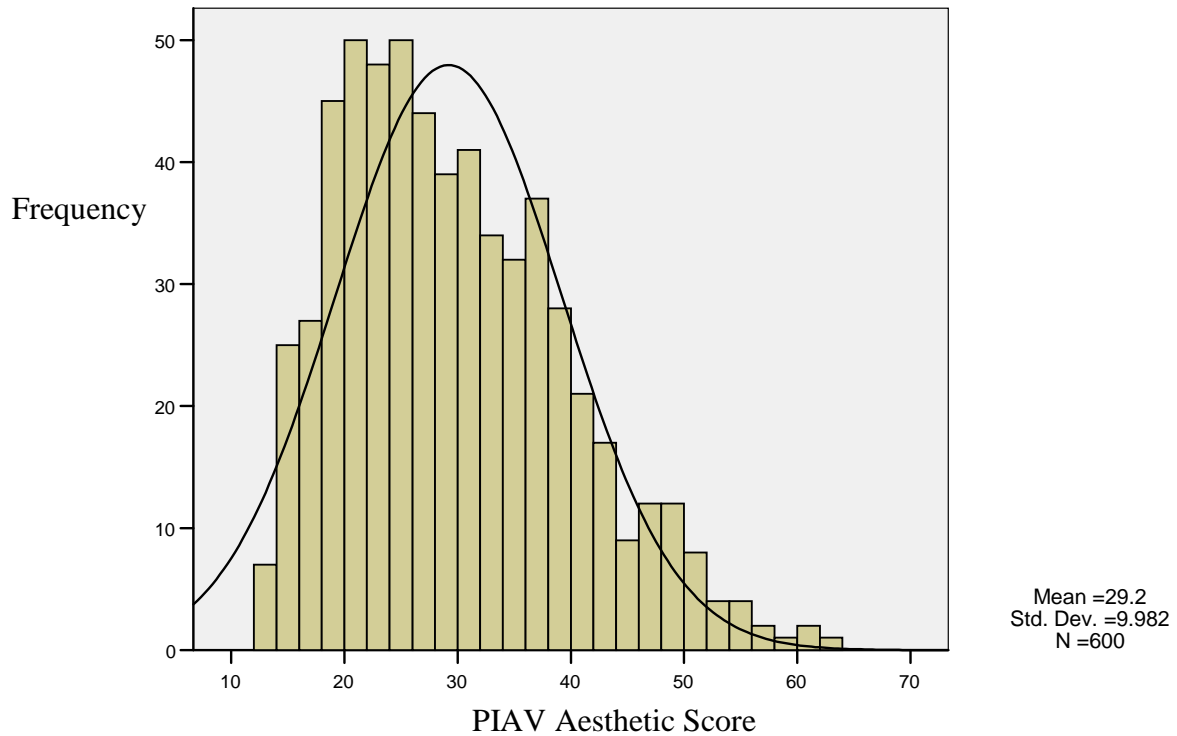


Figure 8. Histogram of PIAV Aesthetic Scores

Although the distribution of Aesthetic scores in Figure 8 is skewed slightly toward lower scores, it is approximately symmetric. Figure 8 depicts that most sales professionals and executives had low Aesthetic scores. The mean score of 29.2 does not appear to be influenced by outliers.

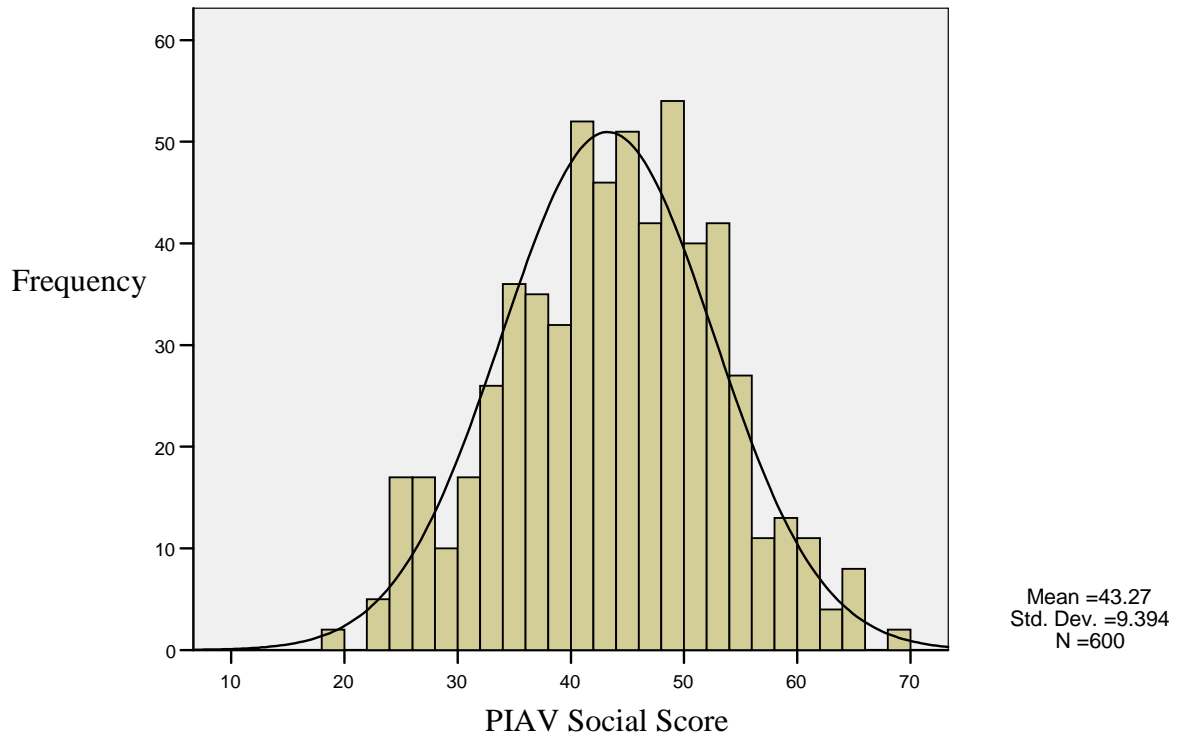


Figure 9. Histogram of PIAV Social Scores

The distribution of Social scores is approximately normal. The scores cluster around the mean score of 43.27. The appearance of multiple peaks is not cause for concern because they fell close to the mean score.

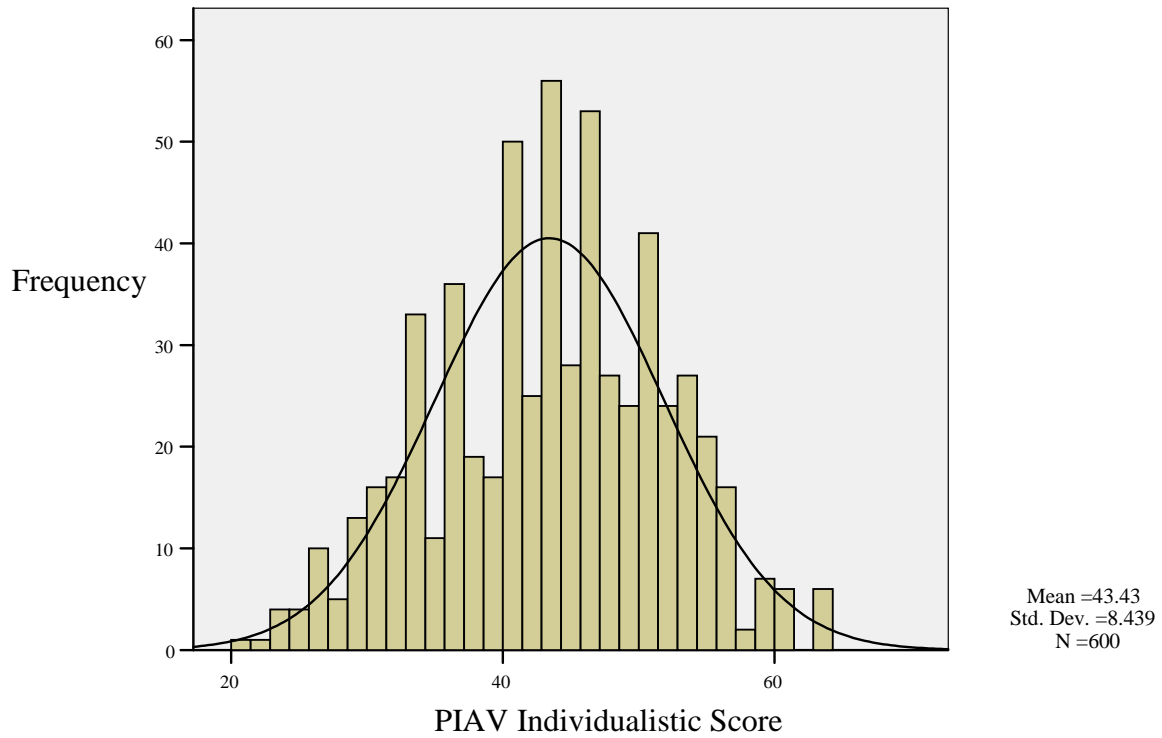


Figure 10. Histogram of PIAV Individualistic Scores

The distribution of Individualistic scores is approximately symmetrical even though there are multiple peaks because the peaks fall evenly around the mean score of 43.43.

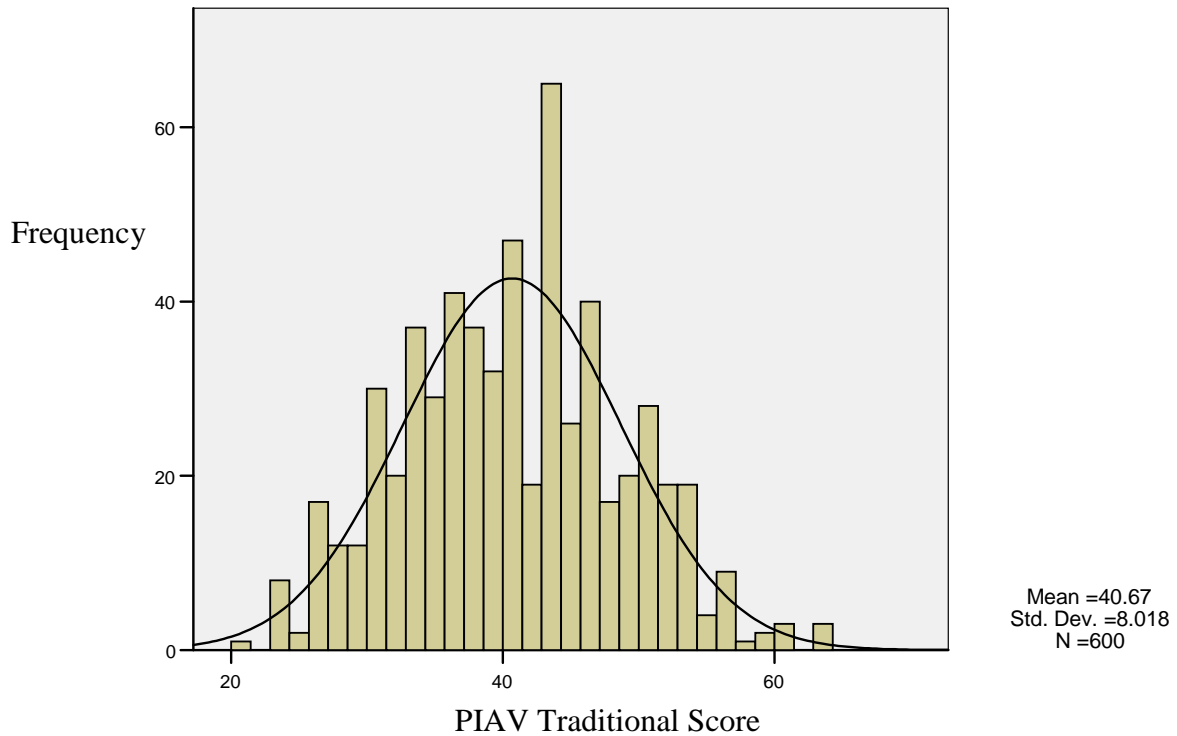


Figure 11. Histogram of PIAV Traditional Scores

The distribution of Traditional scores is approximately normal; the scores cluster around the mean score of 40.67.

Summary

The histograms of the distributions for DISC (Figures 1-4) and PIAV (Figures 5-10) approximate a normal distribution; however, Figure 7 did demonstrate that Aesthetic scores tend to skew somewhat to the left. The number of low Aesthetic scores does not

appear to contain outliers that would skew the accuracy of the results. Any violation of normality appears to be minimal and should not compromise the results. In addition, Mardia (1971) explained that mild violations of normality are not a cause for concern: “MANOVA is also robust to modest violation of normality if the violation is created by skewness rather than outliers” (p. 232). Normality is important to assure the results are true for the population and not the result of a few extreme scores compromising the results.

Equality of Variance

This study required comparing the means of ten groups, so it was necessary to determine if the variances were equal. Table 8 displays the result of the Levene’s test to compute the equality of variance (Norusis, 2008).

Table 8.

Levene’s Test of Equality of Error Variances

	F	Sig.
D score	2.459	.062
I score	4.606	.003
S score	.791	.499
C score	2.903	.034
Theoretical Score	.103	.958

Table 8. continued

Levene's Test of Equality of Error Variances

	F	Sig.
Utilitarian Score	.791	.499
Aesthetic Score	.809	.489
Social Score	.890	.446
Individualistic Score	.373	.772
Traditional Score	.260	.854

The Levene's test of equality of error variance did show a significance difference for I ($p = .003$) and C ($p = .034$). These differences should not pose a problem because the number of cases in each group is similar (Norusis, 2008).

Addressing the Research Questions and Hypotheses

Question 1: Is there a Relationship between DISC and PIAV Scores?

Hypothesis 1 states that there is no relationship between DISC and PIAV scores. The null hypothesis is rejected since relationships were found to exist between DISC and PIAV scores at the alpha level of 0.05. Table 9 demonstrates there is a significant positive relationship between DISC D score and PIAV Theoretical score ($p = .05$); there is a significant negative relationship between DISC D score and PIAV Traditional score ($p = .05$); and there is a significant negative relationship between DISC C score and PIAV Individualistic score ($p = .05$).

Table 9.

Correlation between DISC and PIAV Scores

	Theo.	Util.	Aest.	Soc.	Ind.	Trad.
D	.082*	-.025	-.015	.018	.031	-.091*
I	-.040	-.018	-.033	.018	.073	.008
S	-.066	.051	.000	-.027	-.004	.043
C	-.049	.014	.042	.007	-.098*	.075

Note. Correlation is significant at the .05 level (2-tailed).

These correlations suggest that a sales professional or executive who has a high DISC D score will be likely to have a high PIAV Theoretical score and a low PIAV Traditional score. DISC D scores indicate a propensity towards direct, strong-willed, and forceful behavior which may benefit from the information and knowledge valued by one who obtains high PIAV Theoretical scores. In contrast, high DISC D scores portend low PIAV Traditional scores. Sales professionals' and executives' high DISC D behavior tends to be more aggressive and may not welcome the rules and guiding principles that are attractive to those who have high PIAV Traditional scores.

The negative relationship between the DISC C scores and PIAV Individualistic scores is no surprise, considering DISC C behavior is private and may be viewed negatively by those sales professionals and executives who have high PIAV Individualistic scores; high PIAV Individualistic scores indicate a need to control self and others.

Question 2: Do Men and Women Sales Professionals and Executives Share Behavioral Styles?

Hypothesis 2 states that there is no difference between the scores on the DISC assessment for men and women. The null hypothesis is rejected since the F value in Table 10 for DISC D score (F = 8.019) is significant at the alpha level of 0.05 (p = .005). The F value is not significant for DISC I score (p = .067), DISC S score (p = .196), and DISC C score (p = .326) at the alpha level of 0.05.

Table 10.

Tests of Between-Subjects Effects for DISC and Gender

Dependent Variable	Male Mean	Female	F	Sig.
	Scores	Mean Scores		
D score	6.76	5.81	8.019	.005
I score	5.36	5.76	3.367	.067
S score	4.11	4.19	1.675	.196
C score	4.29	4.07	.967	.326

The results from Table 10 are somewhat surprising; one would not expect gender differences in behavioral styles to occur within the same profession. These results indicate that within this sample of sales professionals and executives men tend to be more direct and dominant than females.

Question 3: Do Men and Women have Different Personal Interests, Attitudes, and Values?

Hypothesis 3 states there is no difference between the scores on the PIAV assessment for men and women. Since the F value in Table 11 is significant for Traditional score ($p = .037$) at the alpha level of 0.05 the null hypothesis is rejected. The F statistics for testing PIAV Theoretical ($F = 1.422$), Utilitarian ($F = .496$), Aesthetic ($F = .556$), Social ($F = .308$), and Individualistic scores ($F = 1.336$) were not significant at the alpha level of 0.05.

Table 11.

Tests of Between-Subjects Effects for PIAV and Gender

Dependent Variable	Male Mean Score	Female	F	Sig.
		Mean Score		
Theoretical Score	46.77	45.84	1.422	.233
Utilitarian Score	48.75	49.36	.464	.496
Aesthetic Score	29.06	29.64	.347	.556
Social Score	43.49	42.62	1.039	.308
Individualistic Score	43.67	42.67	1.336	.248
Traditional Score	40.27	41.88	4.379	.037

The results from Table 11 are also surprising; it was not expected that men and women working in the same profession would differ in terms of their personal interests, attitudes, and values. Table 11 indicates that women have a higher Traditional score than men. This suggests that female sales and executive professionals value their principles more than males in the same profession. Although the PIAV Traditional score was higher for females than for males, it was relatively low compared to the other female PIAV

scores. The results indicate that traditional principles are more important to women than to men.

Question 4: Do Sales Professionals and Executives have Different Behavioral Styles?

Hypothesis 4 states there is no difference between the scores of the DISC assessment for sales professionals and executives. The null hypothesis is rejected since the F value from Table 12 for DISC I score is significant ($p = .000$) at the alpha level of 0.05.

Table 12.

Tests of Between-Subjects Effects for DISC and Profession

Dependent Variable	Sales		F	Sig.
	Executive Mean Score	Professional Mean Score		
D score	6.77	6.28	3.086	.079
I score	4.93	5.98	21.925	.000
S score	4.39	4.00	2.344	.126
C score	4.24	4.23	.006	.937

These finding from Table 12 are not surprising; sales professionals would be expected to score higher on DISC I than executives due to their need to influence others to use the products or services they sell.

Question 5: Do Sales Professionals and Executives have Different Personal Interests, Attitudes, and Values?

Hypothesis 5 states there is no difference between the scores of the PIAV assessment for sales professionals and executives. The null hypothesis is rejected since

the F score from Table 13 for PIAV Individualistic score ($F = 5.203$) is significant at the alpha level of 0.05.

Table 13.

Tests of Between-Subjects Effects for PIAV and Profession

Dependent Variable	Sales		F	Sig.
	Executive Mean Score	Professional Mean Score		
Theoretical Score	47.04	46.03	1.146	.285
Utilitarian Score	47.78	50.02	2.769	.097
Aesthetic Score	29.97	28.43	1.327	.250
Social Score	43.69	42.85	1.053	.305
Individualistic Score	42.63	44.22	5.203	.023
Traditional Score	40.89	40.44	.481	.488

The results from Table 13 are also not surprising; sales professionals would be expected to have higher individualistic scores because they typically work alone and are measured and rewarded on their individual results. Executives are responsible for the performance of groups and would be expected to be less individualistic.

Summary

Chapter 4 described the data used in this study and provided the tests to assure the statistical assumptions for multivariate analysis of variance were met. Each of the five research questions with corresponding hypotheses was addressed. The null hypotheses that there was no relationship between dependent variables and no difference between independent variables were rejected in favor of the alternative hypotheses. Chapter 5 will provide more interpretation of these findings and offer suggestions for future research.

CHAPTER 5: DISCUSSION, IMPLICATIONS, RECOMMENDATIONS

Chapter 5 discusses the results as they relate to the research questions and hypotheses. This chapter also discusses how the findings may help to improve communications between sales professionals and executives. The limitations of this study are discussed as well as opportunities for future research.

Summary and Discussion of the Results

The primary objectives of this study were to determine whether there were relationships and differences between personal values and behavioral style for gender and profession. PIAV assessment scores were used to determine values; DISC assessment scores were used to determine behavioral style. The sample population was comprised of men and women sales professionals and executives. Knowledge of similarities and differences between personal values and behavioral styles can be used to improve communication and diversity within the organization, to reduce interpersonal conflict, and to align employees with the appropriate type of work and incentive structure.

Humans are believed to form behaviors as a result of cognitively processing perceived and real stimuli. Marston's (1979) three-stage model considers four primary emotions – dominance, inducement, submission, and compliance – that an individual uses to interpret a stimulus before deciding how to react. Cognitive behavioral theory also uses a three stage process to explain behavior. Seligman's (1990) research into the differences between optimists and pessimists demonstrates how patterns of behavior are formed based on a person's interpretation of events. For example, two sales people encounter rejection from a prospect: one sales person interprets the rejection as a temporary condition that is not based on his or her personal talents; the other sales person interprets

the rejection to mean he or she has chosen the wrong profession and visualizes failure to be a permanent condition.

Organizations are comprised of individuals who habitually react to stimuli based on beliefs that form as a result of their position within the organization. Shared beliefs that result from work experiences create cultures within the organization that function independently as well as interdependently with other of the organization's work groups. Schein (1996) identified three different management cultures that are common within many organizations that evolve as a result of different responsibilities, training, and measurements: executive, engineering, and operator. These different cultures are believed to create problems with intra-organizational communication and learning. Those within one culture often have agendas that differ from those of another culture.

Sales professionals and executives are examples of two groups with different cultures: sales professionals are often responsible for individual sales results; executives are responsible for the results of the groups they lead. As part of the operator culture, sales professionals are primarily interested in operational efficiency; they want to secure the sale. Problems can occur when the sales person's behavior conflicts with the objectives of those from the executive culture. An example of this is when the sales person lowers the price to beat the competition; the sales person secures the sale at the expense of the lowering the profit margin, a metric important to the executive.

Gender differences have also been found to contribute to miscommunication (Tannen, 1995). Men are thought to be more dominant and women more nurturing. An objective of this study was to determine whether differences in communication style between men and women are transported into their professional roles.

This study examined the results of 600 DISC and PIAV assessment results – 300 sales professional and 300 executives – from the database of a business consultant who specializes in interpreting and training on DISC and PIAV. DISC scores and PIAV scores from the sample of men and women sales professionals and executives were compared using SPSS. The correlation matrix of DISC and PIAV scores were examined to detect relationships between DISC and PIAV. A multivariate analysis of variance was run to determine if there were differences between men and women sales professionals and executives on DISC scores and PIAV scores.

The DISC assessment is based on Marston's (1979) three-stage model and measures an individual's behavioral preferences for Dominance (D) – how one responds to problems or challenges; Influence (I) – how one influences others to his or her point of view; Steadiness (S) – how one responds to the pace of the environment; and Compliant (C) – how one responds to rules and procedures (Target Training International, 2009). High DISC scores for each area can be used to describe an individual's behavioral style:

1. D: direct, strong-willed, and forceful
2. I: sociable, talkative, and lively
3. S: gentle, accommodating, and soft hearted
4. C: private, analytical, and logical (Inscape Publishing, 2007)

DISC helps one to understand and anticipate behaviors, but does little to explain why these behaviors occur.

The PIAV assessment is based on the work of Eduard Spranger (1928) that identified six different attitudes that make up one's personality. The PIAV assessment measures a person's interests, attitudes, and values to identify how they cluster and their

prevalence. Individual's possess a mixture of these six attitudes, but do tend to gravitate towards certain attitudes (Stewart, 1999). The six attitudes are:

1. Theoretical – a passion for truth and knowledge
 2. Utilitarian – a passion for return on investment
 3. Aesthetic – a passion for form, harmony, beauty, and balance
 4. Social – a passion to eliminate hate and a love of people
 5. Traditional – a passion for obtaining the highest value by adhering to a solid set of principles
 6. Individualistic – a passion to lead and control the destiny of self and others
- (Bonnstetter, 1999).

The PIAV score describes an individual's predominant attitudes and values and helps to explain the motivation behind behavior, while the DISC score describes an individual's predominant behavioral style.

Hypotheses Discussion

Hypothesis 1 (Null): There is no relationship between DISC and PIAV Scores

The results of the Pearson correlation coefficient indicated there were relationships between DISC and PIAV scores; therefore, the Null hypothesis was rejected. There were some interesting relationships among DISC D and PIAV scores; those who had high DISC D scores had low PIAV Traditional scores and high PIAV Theoretical scores ($p = .05$). These findings are not too unusual considering high DISC D scores indicate a direct, strong-willed and forceful behavioral style that is less likely to value principles to help guide them. In contrast, those who score high for the Traditional attitude and rely upon rules and principles to guide them are less likely to behave in a

direct, forceful, and direct manner (DISC D behavior). This study found sales professionals and executives scored highest for DISC D and fifth for PIAV Traditional.

The finding that DISC D scores had a positive relationship with PIAV Theoretical scores is also consistent with other findings in this study. The knowledge acquired and valued by the PIAV Theoretical attitude can be useful to the DISC D to support their strong-willed behavioral style. Sales professionals and executives need to have as much knowledge as possible about the competitive environment before proceeding in the forceful manner of their DISC D behavioral style.

Another relationship revealed between DISC and PIAV assessments was that DISC C scores and PIAV Individualistic scores moved in opposite directions ($p = .05$). This finding was no surprise considering those who score high on DISC C display behaviors that are private, analytical, and logical, while those who score high on PIAV Individualistic have a passion for power over self and others. In this study DISC C was the lowest mean DISC score and PIAV Individualistic was the third highest PIAV score.

Future research is needed to determine whether the DISC and PIAV linear relationships found in this study can be generalized to other professions, or if these findings are specific to sales professionals and executives.

Hypothesis 2 (Null): There is no Difference between DISC Assessment Scores for Men and Women.

The results of the multivariate analysis of variance indicated that there were indeed differences on DISC scores between men and women. Men had higher mean DISC D scores ($p = .005$); therefore, the null hypothesis was rejected. This finding supports Tannen's (1995) theory that "women – like people who have grown up in a

different culture – have often learned different styles of speaking than men, which can make them seem less competent and self-assured than they are” (p. 139). The DISC D behavioral style is direct, strong-willed, and forceful – behaviors less socially acceptable for women than for men in the U. S.

There were no significant differences found between men and women on DISC I, DISC S, and DISC C scores. Consider, high DISC I individuals are described as having sociable, talkative, and lively behavior; DISC S individuals are describes as having gentle, accommodating, and softhearted behavior; and DISC C individuals are characterized as having private, analytical, and logical behavior – none of these behaviors contrasts with male or female stereotypes.

Future research can look into whether female executives’ lower DISC D behavioral style impacts their management style. For example, command and control leadership – DISC D behavior - has been the most prevalent leadership model, but research has found that empowering employees to participate in decisions can serve to improve organizational efficiency and effectiveness (Marshall, Talbott, & Bukovinsky, 2006). Lower DISC D behavior may result in an advantage by making it easier for female leaders seeking to empower their followers.

Hypothesis 3 (Null): There is no difference between PIAV assessment scores for men and women.

Females were found to have higher Traditional PIAV scores than men ($p = .037$); therefore, the null hypothesis was rejected. The higher interest in principles and traditional values among women support Sikula and Costa’s (1994) finding that women ranked certain ethical values higher than men ranked them. Another study found

differences in how women used rule abidance – a traditional characteristic – to compensate for their lack of organizational power – a dominant characteristic - relative to men (Portillo & DeHart-Davis, 2009). Differences between men and women have been attributed to social conditioning (Tannen, 1995).

It is interesting to note that while females had higher PIAV Traditional scores, the only PIAV mean score that was lower than the Traditional scores for females was the Aesthetic score. This finding suggests that PIAV scores are influenced more by profession than gender. Although PIAV Traditional scores were higher for females than for males, they are still low relative to other female PIAV scores.

Future research can look into determining if female executives' higher PIAV Traditional scores results in better compliance to guidelines such as Sarbanes Oxley. In addition, studies are needed to determine whether environmentally and socially responsible organizations are more suitable for sales professionals and executives with higher PIAV Traditional scores.

Hypothesis 4 (Null): There is no Difference between DISC Assessment Scores for Sales Professionals and Executives

Sales professionals were found to have higher DISC I scores than executives ($p = 000$); therefore, the null hypothesis was rejected. One of the major differences between sales professionals and executives is that sales professionals have a greater need to persuade others to their point of view. While executives do need to influence employees and stockholders that their strategies are suitable to meet specified goals, their primary role is to develop strategies and to communicate and deliver financial results (Schein, 1996). Sales professionals, on the other hand, are measured and rewarded on how well

they influence clients to purchase the organization's products and services. The findings of this study are consistent with these different job requirements.

Future studies are needed to determine how to convince sales professionals with high DISC I behavior that they need to work and interact with others within the organization (Turnasella, 2002). High I behavioral types strive for individual recognition and rewards, which can be a challenge to incorporate into a team atmosphere.

Hypothesis 5 (Null): There is no Difference between PIAV Assessment Scores for Sales Professionals and Executives.

Sales professionals were found to have higher PIAV Individualistic scores than executives ($p = .023$); therefore, the null hypothesis was rejected. This finding is surprising because those scoring high for the Individualistic attitude are described by their passion for power and their desire to lead and control the destiny of self and others. Typically, executives are thought to be motivated by power; however, often executives are more concerned with work groups and relationships, especially executives at lower levels of the managerial hierarchy.

Sales professionals usually work independently and are measured by their individual results. Sales professionals need to control the sales process to lead a client towards accepting their proposal. This process requires the sales professional to use influence to lead and control the client. The nature of the sales profession can explain the higher mean PIAV Individualistic score.

An interesting finding is that PIAV Social ranked higher for executives than for sales professionals. Table 5 shows that sales professionals' mean score ranked higher for PIAV Individualistic attitude than for Social, indicating that power and control is more

important than trust and the relationship. The Social attitude is needed to build trust and to develop strong relationships (Potter, 1999). Trust and strong relationships between a sales professional and client is important to the sales professional's success. This finding may help explain negative stereotypes often attributed to sales professionals.

Implications

Practical

Individuals who are direct and forceful (high DISC D) will tend to respond to opportunities to learn and grow (high PIAV Theoretical), but will be less likely to embrace rules and principles (high PIAV Traditional). Work environments, such as accounting and pharmacy, where rule adherence is imperative may frustrate these individuals. In this study, sales professionals and executives scored high for DISC D and PIAV Theoretical and low for PIAV Traditional. It is important to recognize these distinctions when these individuals face circumstances where adherence to rules are required, such as call reporting for sales professionals and financial reports for executives.

This study found that those who favor analysis and logic (high DISC C) are less inclined to have a passion for power (high PIAV Individualistic). It is important to understand this distinction in order to avoid rewarding those with superior analytical skills with promotions to positions of power. Consider those who love to program computers, but have no interest in managing themselves or others. A promotion to a leadership position would be a mistake and frustrate them as well as the team they need to lead.

Men need to recognize that women have a less intense DISC D behavioral style, even when working in the same environment. Although this study found men and women scored highest for DISC D, men had a significantly higher score than did women. Male and female executive and sales professionals need to be aware that even though they share the same DISC D behavioral style, the intensity of this dominant style is less for women than for men. Turnasella (2002) identified that those who score high for DISC D “prefer to take active roles in hostile environments... [are] unafraid of taking risks... [and] love variety and crave adventure” (pp. 50-51). This study suggests males and females need to be understanding of the feelings that others have about the risk and excitement in the work environment.

Another finding that has practical implication is that women are more prone to follow rules than are men. This information can be useful when determining how to measure performance and to structure compensation. Objective criteria should be used to provide the desired structure and to increase the sense of control, a value shared by men and women.

Executives need to be cognizant of sales professionals’ higher DISC I when communicating with them. Sales professional will be more sociable, talkative, and lively; it may be more difficult for executives to match this energetic communication style. On the other hand, sales professionals need to recognize that executives often communicate differently and not mistake their more direct, strong-willed, and forceful style as a personal affront.

Finally, executives are less individualistic than sales professionals. Executives need to strive to balance how the sales professional is measured and incented for sales

performance between the sales professionals need for individual recognition the organizations need for team work. Sales professionals need to be cognizant of how their contributions are important to the organization's mission and how their performance contributes to the organization's goals and objectives. Team measures are consistent with executives' high social score, but not sales professionals' high individualistic score.

Theoretical

DISC and PIAV assessment scores can be used in job selection and promotion. Table 3 shows sales professionals and executives ranked highest for DISC D and DISC I. High scores on these DISC measures may indicate a candidate will be suitable for a sales or executive position. Executives were found to rank higher for DISC S, indicating they tend to be more steady and accommodating. When choosing a candidate from the sales force for a leadership position, it may be wise to work with the individual to help him or her to become more accommodating and steady.

Sales professionals and executives also ranked highest for PIAV Utilitarian and Theoretical in Table 5. Candidates that value return on investment and knowledge may be most suitable for a sales or executive position. When promoting a sales person, this study indicates the sales professional may need to work on becoming more concerned with others (PIAV Social) and less concerned with power (PIAV Individualistic).

Interestingly, this study found no difference between men and women in ranking for PIAV, but did for DISC. Table 3 shows that women ranked third for DISC S, while men ranked third for DISC C. In this study females were more likely to behave in a steady, gentle, and accommodating manner than a logical and analytical manner. For men, the results were just the opposite; men were more likely to behave in a logically and

analytically than steady and accommodating. These differences may be due to innate differences between men and women or because of social conditioning.

DISC and PIAV may be used to redesign teams based on individual scores. Experiments need to be conducted to determine how to structure teams to maximize productivity. For instance, a team with too many leaders (high DISC D and PIAV Utilitarian) and not enough followers may be less productive than a more diverse team. DISC and PIAV may prove useful to improve the diversity of a team based on individual value and behavior profiles; however, one may argue that diversity is decreased when individuals are selected for positions because they match the desired DISC and PIAV profile.

Recommendations

A major limitation of this study is the ability to generalize the results to populations other than those included in this research – sales professionals and executives. There is a need for future research into DISC and PIAV scores to help understand how other professions and cultures differ in terms of behavioral style and interests, attitudes, and values. For example, in a study of how successful financial planners scored on PIAV assessments, Bonnstetter found that 80% had mean scores for Utilitarian above the mean and 67% had Individualistic scores above the mean. The findings in this study of sales professionals and executives were in agreement with Bonnstetter's finding that Utilitarian ranked as the top PIAV score; however, this study found Theoretical to rank as the second highest PIAV score, not Individualistic as in Bonnstetter's research. Future research is needed to determine how different professions compare for DISC and PIAV.

Research is recommended to discover ways to use DISC and PIAV in marketing and consumer behavior to identify how values and behavioral style affect preference for products. Consumer values have been found to be culturally and socially learned (Vinson, Scott, & Lamont, 1977). Target marketing can be aligned with the targeted consumers' predominant DISC and PIAV profile to improve the return on the marketing investment and to increase consumer satisfaction.

Globalization of the economy has enhanced the need to understand cultural differences and to identify ways to improve communication between different cultures, creating an area of research for future research into DISC and PIAV results. Cultures have been found to have attitudinal differences in terms of their view of behavioral expectations. In a study of 50 countries, Hofstede (2001) examined how each culture differed and found a difference in how much individuals are expected to look after themselves. Hofstede called this measurement the individualism-collectivism scale. Research into how different national cultures compare on DISC and PIAV may help with diplomacy and international trade.

Conclusion

This study found that men from the sales and executive professions had higher DISC D scores than women; females from the sales and executive professions had higher PIAV Traditional scores than men; sales professionals had higher DISC I scores than executives; and sales professionals had higher PIAV Individualistic scores than executives. These findings contribute to the validity of Geier's (1979) DISC assessment as a tool to identify similarities and differences in behavioral style and Spranger's (1928) work that identified the six different attitudes measured by the PIAV assessment. It is

important to recognize that the differences found in this study were between men and women working within the same professions – sales and executive. The fact that DISC and PIAV could detect differences in these very similar groups increases the practical value of these tools and magnifies the need to conduct further research into the use of these tools.

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Appendix

Raw Data

Gender	Profession	D_score	I_score	S_score	C_score	Theoretical Score	Utilitarian Score	Aesthetic Score	Social Score	Individualistic Score	Traditional Score
Female	Sales	4	8	5	2	41	51	46	37	42	35
Female	Sales	3	6	5	7	48	51	27	46	43	37
Female	Sales	2	5	7	6	39	70	24	34	47	38
Female	Sales	10	7	1	4	45	37	34	61	39	36
Female	Sales	9	8	1	2	41	50	16	47	52	46
Female	Sales	6	8	2	1	57	48	34	34	49	30
Female	Sales	9	9	0	3	32	45	34	50	45	46
Female	Sales	12	6	0	4	46	28	53	60	27	38
Female	Sales	2	13	2	2	58	48	37	40	33	36
Female	Sales	7	5	4	5	54	42	42	42	37	35
Female	Sales	5	12	0	5	35	54	39	26	45	53
Female	Sales	10	7	1	3	46	40	28	42	52	44
Female	Sales	6	8	5	4	41	51	18	50	53	39
Female	Sales	3	5	6	6	49	53	24	47	42	37
Female	Sales	2	6	8	4	68	49	13	38	39	45
Female	Sales	6	5	5	6	33	64	23	49	38	45
Female	Sales	4	9	2	4	49	46	15	51	46	45
Female	Sales	8	2	3	4	54	28	60	41	31	38
Female	Sales	6	8	1	5	47	35	24	56	34	56
Female	Sales	1	2	5	8	30	45	51	53	42	31
Female	Sales	4	4	8	5	45	52	42	44	34	35
Female	Sales	6	2	9	3	40	52	37	43	45	35
Female	Sales	2	4	5	8	45	31	44	48	28	56
Female	Sales	6	9	3	3	52	51	21	28	56	44
Female	Sales	1	9	5	4	35	51	25	41	48	52
Female	Sales	4	5	10	3	58	53	27	39	40	35
Female	Sales	10	6	0	4	53	48	20	30	56	45
Female	Sales	4	5	8	6	29	55	39	30	61	38
Female	Sales	7	6	5	5	38	44	25	48	46	51
Female	Sales	7	8	5	3	47	58	36	32	36	43
Female	Sales	8	8	2	5	43	44	18	42	45	60
Female	Sales	12	7	1	2	51	51	32	34	49	35
Female	Sales	1	7	6	5	41	54	15	46	63	33
Female	Sales	2	6	8	3	55	40	17	50	48	42
Female	Sales	5	4	5	7	31	63	20	42	45	51
Female	Sales	2	6	7	7	46	69	30	33	46	28
Female	Sales	8	6	3	3	43	58	26	38	43	44
Female	Sales	16	2	0	3	44	55	12	40	53	48
Female	Sales	2	3	8	3	53	60	27	27	52	33
Female	Sales	0	2	10	8	51	55	22	32	54	38
Female	Sales	2	3	6	9	39	54	31	52	41	35

Female Sales	15	5	0	1	42	47	37	52	38	36
Female Sales	2	9	2	7	49	56	21	41	34	51
Female Sales	6	9	1	4	50	53	24	49	38	38
Female Sales	4	6	7	4	48	51	27	46	43	37
Female Sales	7	11	1	1	58	54	21	27	52	40
Female Sales	4	8	5	2	56	40	28	29	47	52
Female Sales	7	7	3	5	54	45	36	48	32	37
Female Sales	3	6	5	7	50	39	32	48	31	52
Female Sales	3	8	4	5	58	48	37	40	33	36
Female Sales	6	2	5	3	41	50	43	40	35	43
Female Sales	6	3	7	3	37	53	23	46	50	43
Female Sales	2	5	7	6	47	57	22	42	36	48
Female Sales	3	8	8	2	33	64	23	49	38	45
Female Sales	10	7	1	4	39	42	30	50	46	45
Female Sales	3	7	5	2	54	35	32	47	48	36
Female Sales	12	3	1	2	43	36	53	42	37	41
Female Sales	4	7	5	6	46	69	30	33	46	28
Female Sales	5	9	2	4	39	47	26	34	54	52
Female Sales	3	5	7	7	34	39	36	52	42	49
Female Sales	3	10	4	2	40	27	33	59	41	52
Female Sales	9	8	1	2	37	65	24	35	55	36
Female Sales	9	7	2	1	57	52	26	31	46	40
Female Sales	3	2	8	8	54	57	46	33	38	24
Female Sales	9	6	2	4	54	49	16	34	55	44
Female Sales	1	9	5	2	41	51	18	50	53	39
Female Sales	5	7	4	5	40	48	42	43	43	36
Female Sales	4	8	8	0	39	45	20	50	46	52
Female Sales	0	12	5	1	48	60	22	33	46	43
Female Sales	6	7	4	4	50	50	30	40	45	37
Female Executive	4	3	6	3	44	41	16	50	57	44
Female Executive	9	8	2	3	64	31	23	55	43	36
Female Executive	8	3	6	4	36	52	21	48	48	47
Female Executive	4	2	9	5	57	62	32	35	40	26
Female Executive	5	9	4	2	52	52	24	41	35	48
Female Executive	11	5	1	2	52	29	41	51	34	45
Female Executive	0	8	6	4	46	57	42	34	27	46
Female Executive	0	3	11	6	44	51	27	27	48	55
Female Executive	2	8	7	5	47	49	20	48	41	47
Female Executive	10	4	3	2	55	41	35	36	44	41
Female Executive	7	1	4	7	31	31	36	69	26	59
Female Executive	1	6	8	6	64	61	29	31	40	27
Female Executive	4	11	2	4	32	52	35	46	40	47
Female Executive	3	5	7	5	47	50	44	43	29	39
Female Executive	9	4	6	3	56	40	21	50	53	32
Female Executive	5	4	6	5	23	47	26	58	43	55
Female Executive	12	7	1	1	54	51	44	32	37	34
Female Executive	0	10	5	5	39	62	20	45	32	54
Female Executive	3	2	8	6	48	50	32	45	33	44
Female Executive	7	6	4	1	56	63	20	25	55	33
Female Executive	1	6	8	3	34	51	19	54	51	43
Female Executive	9	3	7	3	46	50	15	45	52	44

Female	Executive	5	4	6	5	45	50	41	40	32	44
Female	Executive	2	2	13	5	38	39	42	47	40	46
Female	Executive	4	4	7	5	49	46	22	43	46	46
Female	Executive	10	4	4	3	44	50	28	46	41	43
Female	Executive	9	7	2	2	55	52	50	33	29	33
Female	Executive	2	3	7	8	41	42	28	36	52	53
Female	Executive	9	3	3	5	46	56	23	38	45	44
Female	Executive	6	6	5	4	50	34	31	54	44	39
Female	Executive	5	6	5	5	35	40	15	63	45	54
Female	Executive	4	9	3	5	37	60	48	47	34	26
Female	Executive	1	0	9	7	48	55	54	37	20	38
Female	Executive	8	2	4	8	45	45	24	40	46	52
Female	Executive	2	7	4	8	66	37	38	32	39	40
Female	Executive	9	7	2	3	54	57	24	47	34	36
Female	Executive	9	7	1	4	30	36	19	61	51	55
Female	Executive	6	4	4	6	51	50	30	47	22	52
Female	Executive	4	3	6	3	59	57	19	41	49	27
Female	Executive	5	3	5	8	49	55	41	35	25	47
Female	Executive	10	7	2	2	34	51	23	49	43	52
Female	Executive	5	7	5	5	48	37	41	53	30	43
Female	Executive	0	10	6	3	40	48	23	57	43	41
Female	Executive	2	6	8	4	38	44	28	58	34	50
Female	Executive	7	8	1	3	50	69	26	36	43	28
Female	Executive	10	4	2	5	38	62	22	35	50	45
Female	Executive	14	3	2	4	44	33	41	44	51	39
Female	Executive	1	3	10	5	44	68	21	35	56	28
Female	Executive	8	4	1	7	43	49	29	36	37	58
Female	Executive	5	5	5	8	42	55	18	42	55	40
Female	Executive	11	5	3	2	54	50	20	41	55	32
Female	Executive	12	6	1	2	45	67	37	29	39	35
Female	Executive	8	2	4	4	37	62	39	38	44	32
Female	Executive	2	2	6	10	61	52	28	43	38	30
Female	Executive	6	9	2	2	64	62	38	19	37	32
Female	Executive	5	3	4	4	45	41	47	42	34	43
Female	Executive	5	6	5	2	48	50	32	45	33	44
Female	Executive	7	5	3	6	55	50	32	27	53	35
Female	Executive	3	7	6	5	36	52	21	48	48	47
Female	Executive	8	2	4	6	36	46	25	54	42	49
Female	Executive	3	5	8	6	33	48	38	44	46	43
Female	Executive	1	7	6	2	45	43	18	52	43	51
Female	Executive	15	3	0	1	40	38	20	50	47	57
Female	Executive	11	8	1	0	39	56	20	45	44	48
Female	Executive	13	4	1	3	52	52	24	41	35	48
Female	Executive	14	4	0	2	44	64	23	35	59	27
Female	Executive	3	8	7	1	54	33	43	37	41	44
Female	Executive	3	11	3	3	50	32	37	58	38	37
Female	Executive	7	4	5	4	46	40	28	42	52	44
Female	Executive	9	8	2	3	53	52	18	42	34	53
Female	Executive	8	3	6	4	44	52	34	36	40	46
Female	Executive	8	6	1	4	44	51	40	46	32	39
Female	Executive	0	3	11	5	43	66	15	40	47	41

Female	Executive	3	8	7	3	46	54	16	53	45	38
Female	Executive	12	2	2	1	53	35	23	50	42	49
Female	Executive	4	2	9	5	53	43	43	36	46	31
Female	Executive	13	5	1	0	54	46	50	28	41	33
Female	Executive	7	8	2	2	42	64	22	46	37	41
Female	Executive	11	4	5	2	34	41	48	37	49	43
Male	Sales	10	2	4	5	55	62	38	25	42	30
Male	Sales	5	2	10	5	49	65	17	40	46	35
Male	Sales	8	8	0	3	43	59	36	35	51	28
Male	Sales	2	12	4	3	62	55	28	34	38	35
Male	Sales	3	10	3	3	42	49	26	41	49	45
Male	Sales	0	0	9	8	56	50	18	33	51	44
Male	Sales	7	8	3	5	44	48	19	48	59	34
Male	Sales	4	2	7	6	30	31	31	58	39	63
Male	Sales	7	9	2	2	49	48	15	52	45	43
Male	Sales	6	8	3	4	40	47	27	52	37	49
Male	Sales	7	8	3	2	45	44	20	49	53	41
Male	Sales	6	7	4	3	36	47	20	43	53	53
Male	Sales	2	8	7	6	36	46	28	53	46	43
Male	Sales	5	10	4	1	39	58	19	55	42	39
Male	Sales	7	9	2	1	42	42	40	42	41	45
Male	Sales	4	11	2	1	55	64	22	37	44	30
Male	Sales	4	4	6	6	34	48	18	52	47	53
Male	Sales	3	6	8	3	42	45	29	48	44	44
Male	Sales	2	6	6	6	37	53	15	45	60	42
Male	Sales	8	3	7	6	33	45	36	55	29	54
Male	Sales	8	1	5	8	62	27	40	60	32	31
Male	Sales	3	5	7	5	58	57	28	27	37	45
Male	Sales	9	5	2	5	55	60	49	33	32	23
Male	Sales	10	4	3	4	36	56	22	48	38	52
Male	Sales	5	7	5	4	36	42	47	47	33	47
Male	Sales	7	8	2	6	45	45	23	48	46	45
Male	Sales	6	12	1	2	26	44	20	59	50	53
Male	Sales	8	3	3	8	58	50	31	31	42	40
Male	Sales	5	8	3	5	54	46	17	50	45	40
Male	Sales	6	3	4	3	58	41	22	44	49	38
Male	Sales	11	2	3	6	55	60	26	37	40	34
Male	Sales	4	5	4	8	58	32	34	53	32	43
Male	Sales	6	9	1	3	41	60	28	40	46	37
Male	Sales	8	7	2	3	56	44	22	44	47	39
Male	Sales	2	12	6	3	53	41	31	36	51	40
Male	Sales	5	6	5	4	31	41	55	39	41	45
Male	Sales	17	0	0	3	49	47	32	64	27	33
Male	Sales	9	2	5	5	31	61	16	40	53	51
Male	Sales	10	7	3	1	58	60	21	27	48	38
Male	Sales	11	7	1	2	31	70	16	41	55	39
Male	Sales	6	6	3	3	50	45	25	47	34	51
Male	Sales	7	6	5	2	62	56	33	22	37	42
Male	Sales	9	10	1	1	43	59	14	40	54	42
Male	Sales	16	2	1	2	49	65	21	39	46	32
Male	Sales	12	3	1	4	47	60	33	35	47	30

Male	Sales	4	6	6	3	59	44	20	41	56	32
Male	Sales	8	3	8	3	48	48	23	49	42	42
Male	Sales	1	0	7	10	38	40	37	62	30	45
Male	Sales	14	5	0	2	54	55	19	30	57	37
Male	Sales	7	8	3	5	41	59	14	49	39	50
Male	Sales	7	8	3	5	39	69	20	29	55	40
Male	Sales	9	0	4	3	48	39	17	54	42	52
Male	Sales	3	6	5	9	49	54	25	43	40	41
Male	Sales	11	3	1	6	45	59	19	49	47	33
Male	Sales	7	8	4	1	43	54	32	45	51	27
Male	Sales	7	4	6	6	50	47	28	49	44	34
Male	Sales	3	8	5	4	34	67	18	39	45	49
Male	Sales	4	5	7	5	34	57	19	48	55	39
Male	Sales	10	2	3	7	47	71	18	33	52	31
Male	Sales	1	5	11	5	50	55	31	32	49	35
Male	Sales	8	5	4	6	58	33	39	44	32	46
Male	Sales	13	3	1	3	37	68	27	34	47	39
Male	Sales	10	2	3	5	48	51	30	32	43	48
Male	Sales	2	0	8	8	51	43	24	52	25	57
Male	Sales	7	5	5	3	59	53	17	42	48	33
Male	Sales	4	6	7	4	47	60	39	24	44	38
Male	Sales	10	6	2	4	26	52	34	50	37	53
Male	Sales	5	2	9	6	38	49	50	44	45	26
Male	Sales	6	6	1	6	52	52	32	47	37	32
Male	Sales	11	4	3	2	60	41	15	46	55	35
Male	Sales	3	9	6	5	42	36	43	43	56	32
Male	Sales	4	4	5	7	41	57	20	51	40	43
Male	Sales	4	4	7	5	38	48	29	49	41	47
Male	Sales	8	8	2	3	36	60	27	52	38	39
Male	Sales	7	1	5	7	49	47	43	39	28	46
Male	Sales	6	9	3	2	48	40	17	52	50	45
Male	Sales	4	9	4	3	54	45	36	44	43	30
Male	Sales	0	1	12	6	43	47	35	41	39	47
Male	Sales	8	9	3	1	46	48	34	41	39	44
Male	Sales	4	7	5	6	40	49	21	48	51	43
Male	Sales	13	3	2	3	41	30	27	61	47	46
Male	Sales	2	7	10	1	59	52	20	28	50	43
Male	Sales	2	13	2	3	47	48	22	43	51	41
Male	Sales	7	7	2	6	41	49	43	24	57	38
Male	Sales	7	7	5	4	59	52	34	40	35	32
Male	Sales	3	9	6	3	40	60	19	34	48	51
Male	Sales	2	5	8	6	39	51	24	48	47	43
Male	Sales	6	7	2	6	55	47	27	50	29	44
Male	Sales	5	4	6	8	61	51	38	38	33	31
Male	Sales	6	6	4	3	49	58	31	30	50	34
Male	Sales	3	6	5	9	41	46	34	45	49	37
Male	Sales	8	9	1	3	41	60	12	34	54	51
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Male	Sales	9	6	2	4	44	58	22	50	48	30
Male	Sales	1	3	10	8	56	31	25	60	37	43
Male	Sales	2	7	4	8	62	47	25	32	40	46

Male	Sales	11	3	2	7	46	50	30	54	43	29
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Male	Sales	1	10	8	3	43	44	23	51	47	44
Male	Sales	9	6	4	2	47	41	25	61	44	34
Male	Sales	13	5	0	2	59	46	39	28	39	41
Male	Sales	7	8	2	4	35	56	22	45	51	43
Male	Sales	5	13	2	1	44	47	25	54	51	31
Male	Sales	3	8	4	5	37	64	41	25	41	44
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Male	Sales	7	11	0	3	36	34	32	65	33	52
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Male	Sales	8	2	2	8	48	52	25	30	59	38
Male	Sales	10	3	4	3	32	55	17	51	49	48
Male	Sales	8	3	2	6	40	43	31	53	32	53
Male	Sales	11	4	4	2	58	44	28	48	45	29
Male	Sales	14	4	2	2	44	51	48	39	38	32
Male	Sales	2	8	1	8	42	57	39	43	29	42
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Male	Sales	11	7	1	1	57	50	34	42	31	38
Male	Sales	12	7	0	2	46	42	18	48	59	39
Male	Sales	6	6	4	7	42	55	51	47	27	30
Male	Sales	9	3	2	8	46	52	27	41	41	45
Male	Sales	9	7	1	5	36	49	35	38	41	53
Male	Sales	5	7	8	3	46	61	21	40	47	37
Male	Sales	12	6	0	5	45	40	28	50	51	38
Male	Sales	7	4	3	6	50	56	29	37	45	35
Male	Sales	5	6	4	4	63	43	30	50	42	24
Male	Sales	0	5	8	7	50	42	23	36	51	50
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Male	Sales	11	6	2	3	47	57	26	51	43	28
Male	Sales	7	8	1	1	28	61	20	47	47	49
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Male	Sales	11	5	2	2	44	32	63	35	38	40
Male	Sales	3	7	4	7	50	66	30	25	50	31
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Male	Sales	9	8	1	5	57	62	17	30	52	34
Male	Sales	7	4	3	5	38	56	18	54	42	44
Male	Sales	10	8	0	2	65	48	40	38	29	32
Male	Sales	8	6	2	4	43	56	40	37	49	27
Male	Sales	3	2	5	8	50	46	32	48	44	32
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Male	Sales	7	5	7	3	40	53	18	49	48	44
Male	Sales	6	4	4	7	52	56	37	31	47	29
Male	Sales	4	7	3	4	51	57	37	37	45	25
Male	Sales	7	6	4	2	40	35	32	49	44	52
Male	Sales	6	6	4	6	42	45	20	42	58	45
Male	Sales	3	5	7	7	40	51	46	34	42	39

Male	Sales	3	3	8	7	46	45	30	48	27	56
Male	Sales	4	6	5	5	56	55	47	31	29	34
Male	Sales	7	7	4	5	33	42	16	52	49	60
Male	Sales	3	3	8	8	53	37	26	41	52	43
Male	Sales	8	7	2	2	34	26	47	47	41	57
Male	Sales	6	7	3	4	45	37	43	45	34	48
Male	Sales	6	3	4	7	41	66	13	32	64	36
Male	Sales	7	8	1	3	55	38	26	54	41	38
Male	Sales	8	8	2	3	44	49	12	46	44	57
Male	Sales	5	6	5	5	38	44	29	53	44	44
Male	Sales	4	8	5	5	44	52	30	45	44	37
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Male	Sales	12	5	1	2	61	45	15	38	51	42
Male	Sales	12	3	1	5	45	51	25	45	59	27
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Male	Sales	11	3	3	3	56	49	22	37	50	38
Male	Sales	7	1	9	4	46	32	39	64	25	46
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Male	Sales	7	9	2	1	45	47	24	55	45	36
Male	Sales	8	8	2	4	43	61	17	49	43	39
Male	Sales	7	3	6	6	51	50	17	44	41	49
Male	Sales	2	12	3	3	44	65	29	31	55	28
Male	Sales	11	7	0	2	40	46	14	55	52	45
Male	Sales	5	5	4	4	47	36	35	60	51	23
Male	Sales	8	9	3	1	44	55	29	43	45	36
Male	Sales	8	10	1	1	47	64	21	43	34	43
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Male	Sales	10	3	2	4	48	36	20	55	40	53
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Male	Sales	7	7	2	3	53	39	28	49	37	46
Male	Sales	12	6	0	4	50	66	27	46	35	28
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Male	Sales	3	6	6	3	46	48	26	51	46	35
Male	Sales	8	8	0	3	43	56	16	46	44	47
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Male	Sales	5	4	7	8	41	45	33	58	48	27
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Male	Sales	3	10	3	3	43	25	23	64	41	56
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Male	Sales	0	0	9	8	37	68	27	34	47	39
Male	Sales	0	0	8	8	59	53	17	42	48	33
Male	Sales	7	8	3	5	39	42	37	51	34	49

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Male	Sales	7	2	3	8	53	54	37	27	40	41
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Male	Sales	2	2	10	5	39	37	18	54	54	50
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Male	Sales	6	8	5	3	36	47	32	51	38	48
Male	Sales	4	6	5	3	68	50	23	34	47	30
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Male	Sales	10	5	0	3	46	40	23	41	51	51
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Male	Sales	4	8	8	3	53	28	54	43	44	30
Male	Sales	13	4	3	1	46	32	39	64	25	46
Male	Sales	9	9	1	4	45	45	19	53	50	40
Male	Executive	0	1	11	8	41	39	37	53	31	51
Male	Executive	11	4	4	1	37	31	24	57	48	55
Male	Executive	9	4	4	4	45	49	37	46	31	44
Male	Executive	7	12	0	0	44	50	40	41	49	28
Male	Executive	10	5	3	4	55	24	42	52	30	49
Male	Executive	15	3	0	2	47	61	35	19	52	38
Male	Executive	5	0	7	6	42	55	24	41	45	45
Male	Executive	0	6	10	5	50	59	21	37	47	38
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Male	Executive	5	12	0	2	55	31	37	42	43	44
Male	Executive	11	6	0	2	58	47	39	34	43	31
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Male	Executive	5	5	5	8	60	37	48	45	24	38
Male	Executive	4	5	5	8	29	56	24	60	43	40
Male	Executive	8	8	1	6	45	53	27	51	24	52
Male	Executive	1	7	7	8	42	42	27	53	45	43
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Male	Executive	11	5	2	4	41	58	23	42	48	40

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Male	Executive	9	3	5	5	56	49	28	41	43	35
Male	Executive	4	7	4	6	56	53	32	39	34	38
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Male	Executive	15	3	0	3	53	32	26	48	42	51
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Male	Executive	6	2	7	7	48	48	31	46	52	27
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Male	Executive	5	3	5	10	54	34	24	52	40	48
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Male	Executive	10	2	3	6	60	46	30	46	30	40
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Male	Executive	5	5	5	7	45	48	21	43	35	60
Male	Executive	6	3	3	8	37	25	34	53	39	64
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Male	Executive	8	5	3	4	33	44	29	65	40	41
Male	Executive	6	3	6	5	44	46	14	44	61	43
Male	Executive	5	2	8	9	46	63	22	25	56	40
Male	Executive	19	2	0	0	52	28	49	48	24	51
Male	Executive	5	4	6	7	31	44	39	62	33	43
Male	Executive	6	8	3	4	46	52	33	36	48	37
Male	Executive	6	4	6	6	39	38	21	52	53	49
Male	Executive	5	6	4	5	45	64	19	41	38	45
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Male	Executive	7	10	0	0	41	22	41	59	47	42
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Male	Executive	0	8	9	4	46	55	39	41	36	35
Male	Executive	4	6	7	1	45	65	30	26	53	33
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Male	Executive	11	8	1	2	37	25	34	53	39	64
Male	Executive	13	3	2	3	41	44	35	47	50	35
Male	Executive	7	4	7	1	35	49	36	44	34	54
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Male	Executive	8	4	3	6	43	39	18	51	55	46
Male	Executive	6	4	4	4	39	54	24	33	55	47
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Male	Executive	12	7	0	2	40	43	28	47	46	48
Male	Executive	4	7	3	3	54	52	25	28	40	53
Male	Executive	13	5	1	1	57	47	45	35	44	24
Male	Executive	12	4	2	4	55	45	26	54	37	35
Male	Executive	6	6	4	6	35	31	43	58	49	36
Male	Executive	0	6	9	7	48	36	49	40	35	44
Male	Executive	6	5	3	6	43	48	23	58	31	49
Male	Executive	6	5	5	6	42	36	23	46	52	53
Male	Executive	7	4	4	7	62	27	29	35	60	39
Male	Executive	7	5	3	7	47	42	35	45	44	39
Male	Executive	7	6	2	5	38	33	40	47	52	42
Male	Executive	11	4	3	4	45	58	44	39	31	35
Male	Executive	10	3	1	6	58	24	30	52	42	46
Male	Executive	11	3	3	4	34	66	30	27	49	46
Male	Executive	5	3	6	7	42	55	44	38	37	36
Male	Executive	8	3	6	2	43	57	12	39	52	49
Male	Executive	9	6	3	4	46	43	38	42	44	39
Male	Executive	9	7	1	2	61	46	20	51	41	33
Male	Executive	10	3	4	4	55	60	49	33	32	23
Male	Executive	16	2	0	1	50	51	14	36	59	42
Male	Executive	11	4	3	2	40	59	23	41	49	40
Male	Executive	9	6	2	3	56	48	13	36	54	45
Male	Executive	3	6	6	4	35	51	14	55	48	49
Male	Executive	1	2	12	6	49	44	35	45	40	39
Male	Executive	10	3	2	6	39	46	26	52	36	53
Male	Executive	8	8	3	1	49	47	32	64	27	33
Male	Executive	1	7	7	3	34	67	18	39	45	49
Male	Executive	5	12	0	2	58	52	35	37	39	31
Male	Executive	11	6	0	2	61	46	24	36	41	44
Male	Executive	3	3	7	4	51	46	42	32	43	38
Male	Executive	15	4	1	0	41	57	20	51	40	43
Male	Executive	6	5	5	7	56	53	32	39	34	38
Male	Executive	4	7	8	3	54	42	29	51	43	33
Male	Executive	4	2	7	5	50	38	38	39	31	56
Male	Executive	5	5	5	8	52	49	37	41	37	36
Male	Executive	8	5	5	4	58	33	25	56	31	49
Male	Executive	5	9	2	3	64	31	57	35	36	29
Male	Executive	4	5	5	8	52	46	20	49	44	41

Male	Executive	7	1	6	6	41	49	51	34	43	34
Male	Executive	4	3	6	7	50	54	16	37	51	44
Male	Executive	1	1	13	4	38	36	46	49	39	44
Male	Executive	7	5	6	2	39	47	21	55	54	36
Male	Executive	1	4	8	8	33	43	24	51	54	47
Male	Executive	12	2	4	3	52	64	30	34	49	23
Male	Executive	7	7	3	5	34	45	18	53	52	50
Male	Executive	8	8	1	6	38	57	35	45	46	31
Male	Executive	9	4	3	7	39	51	20	55	44	43
Male	Executive	8	2	4	6	59	49	34	37	44	29
Male	Executive	2	5	6	3	40	51	48	34	37	42
Male	Executive	5	7	5	4	54	41	32	45	41	39
Male	Executive	8	6	4	3	49	59	19	33	58	34
Male	Executive	9	4	5	3	58	45	45	35	33	36
Male	Executive	8	4	4	3	37	48	32	49	46	40
Male	Executive	5	5	5	6	36	57	25	48	45	41
Male	Executive	1	7	7	8	50	44	17	40	48	53
Male	Executive	9	7	2	0	50	45	27	45	46	39
Male	Executive	3	5	5	8	61	45	46	38	32	30
Male	Executive	6	10	1	0	37	45	37	55	28	50
Male	Executive	7	10	1	3	42	38	38	54	39	41
Male	Executive	4	1	10	7	41	60	17	46	36	52
Male	Executive	4	5	3	7	50	48	30	41	42	41
Male	Executive	12	6	2	0	51	52	44	28	41	36
Male	Executive	4	6	6	3	37	63	21	55	32	44
Male	Executive	8	6	4	3	52	36	41	49	33	41
Male	Executive	14	4	1	1	57	36	41	53	27	38
Male	Executive	11	5	2	4	45	45	33	47	34	48
Male	Executive	7	5	4	4	57	36	29	59	40	31
Male	Executive	1	2	7	8	48	55	23	45	40	41
Male	Executive	12	7	0	1	58	39	38	52	35	30
Male	Executive	3	5	7	7	42	43	49	37	49	32
Male	Executive	4	5	7	5	50	43	32	39	54	34
Male	Executive	7	6	2	2	42	56	23	39	48	44
Male	Executive	9	7	2	4	61	63	26	23	37	42
Male	Executive	14	2	1	3	50	63	29	29	52	29
Male	Executive	16	3	1	1	49	59	20	45	37	42
Male	Executive	8	5	3	5	59	30	47	53	33	30
Male	Executive	7	8	2	1	59	48	29	33	43	40
Male	Executive	8	4	3	4	55	42	37	49	29	40
Male	Executive	4	2	9	2	64	52	36	27	50	23
Male	Executive	9	7	2	2	36	51	35	48	53	29
Male	Executive	11	9	1	0	39	47	18	57	37	54
Male	Executive	5	4	5	5	47	27	37	54	49	38
Male	Executive	12	4	2	4	37	35	26	60	46	48
Male	Executive	1	4	8	4	45	43	38	47	32	47
Male	Executive	9	3	5	5	45	61	15	42	47	42
Male	Executive	3	6	5	2	40	33	39	52	41	47
Male	Executive	2	6	4	9	45	36	31	60	36	44

