TTI Success Insights®
Behaviors and Motivators - General Version

Behavior
World View
Personal Skills (Competencies)
Experiences
Attitudes & Values
Intelligence
Emotional Intelligence

Sara Sample
Company Inc
4-2-2010
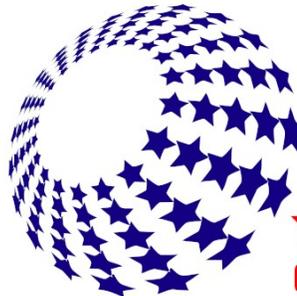
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The TTI Success Insights® Behaviors and Motivators Report was designed to increase the understanding of an individual's talents. The report provides insight to two distinct areas: behaviors and motivators. Understanding strengths and weaknesses in both of these areas will lead to personal and professional development and a higher level of satisfaction.

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

SECTION 1: BEHAVIORS

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

SECTION 2: MOTIVATORS

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

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

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

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

- how you respond to problems and challenges.

- how you influence others to your point of view.

- how you respond to the pace of the environment.

- how you respond to rules and procedures set by others.

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

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

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

Sara likes to get results through others. She is at her best when she has people working with her. She wants to be seen as her own person, but usually projects it in friendly terms. She, an outgoing person, feels at home with strangers. She is driven by status and power. She is usually filled with good intentions, but often lacks the time to fulfill them. She, as a manager, supervisor or group leader can use her people skills to build group involvement and increase participation from the group. She projects a self-assured and self-confident image. She believes in getting results through other people. She prefers the "team approach." Sara is optimistic about her ability to do any job. She likes to develop people and build organizations.

Sara can make decisions even though some of the facts to support the decision may be missing. When she has strong feelings about a particular problem, you should expect to hear these feelings, and they will probably be expressed in an emotional manner. She may leap to a favorable conclusion without considering all the facts. She will not be overlooked nor uninvolved. She will consistently try to inspire people to her point of view. Sara likes to be involved in the decision-making process. She usually makes decisions after gathering some facts and supporting data. She is good at giving verbal and nonverbal feedback that serves to encourage people to be open, to trust her and to see her as receptive and helpful. Sometimes she will seek the quick and simple decision. Her aversion to detailed work motivates her desire for

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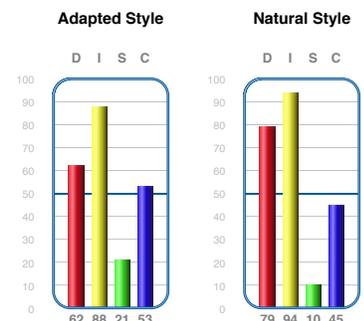
simplicity.

Sara is optimistic about her ability to influence people to her way of thinking. She usually uses many gestures when talking. Some see her as too talkative and emotional. She is comfortable with most people and can be quite informal and relaxed with them. Even when dealing with strangers, Sara will attempt to put them at ease. Sara can get emotional about any subject in which she believes. She is good at negotiating conflict between others. Sara feels that "if everyone would just talk it out, everything would be okay!" She tends to influence people to her way of thinking by using verbiage as compared with others who like to use reports. She tends to mask some of her directness in friendly terms and is usually recognized as a friendly and trusting person.

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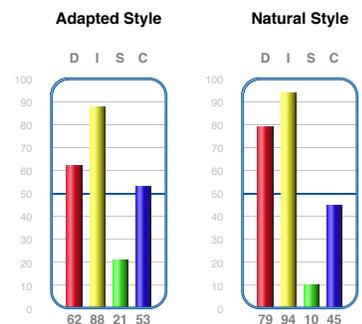
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VALUE TO THE ORGANIZATION

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

- Accomplishes goals through people.

- Negotiates conflicts.

- Ability to handle many activities.

- Ability to change gears fast and often.

- Good mixer.

- People-oriented.

- Deadline conscious.

- Builds confidence in others.

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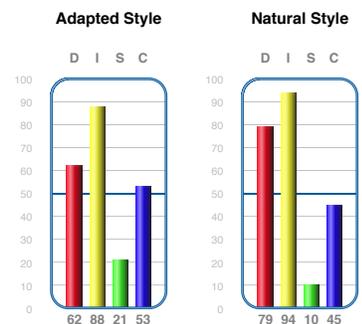
CHECKLIST FOR COMMUNICATING

Most people are aware of and sensitive to the ways with which they prefer to be communicated. Many people find this section to be extremely accurate and important for enhanced interpersonal communication. This page provides other people with a list of things to DO when communicating with Sara. Read each statement and identify the 3 or 4 statements which are most important to her. We recommend highlighting the most important "DO's" and provide a listing to those who communicate with Sara most frequently.

Do:

- Provide testimonials from people she sees as important.

- Understand her sporadic listening skills.

- Put projects in writing, with deadlines.

- Use enough time to be stimulating, fun-loving, fast-moving.

- Be open, honest and informal.

- Give strokes for her involvement.

- Read the body language for approval or disapproval.

- Provide a warm and friendly environment.

- Provide systems to follow.

- Expect acceptance without a lot of questions.

- Be specific and leave nothing to chance.

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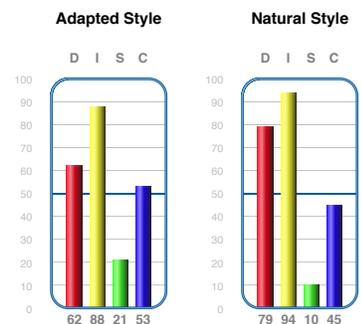
DON'TS ON COMMUNICATING

This section of the report is a list of things NOT to do while communicating with Sara. Review each statement with Sara and identify those methods of communication that result in frustration or reduced performance. By sharing this information, both parties can negotiate a communication system that is mutually agreeable.

Don't:

- Use paternalistic approach.

- Leave decisions hanging in the air.

- Talk down to her.

- Assume she heard what you said.

- Forget to follow-up.

- Be curt, cold or tight-lipped.

- Legislate or muffle--don't overcontrol the conversation.

- Take credit for her ideas.

- "Dream" with her or you'll lose time.

- Dictate to her.

- Let her change the topic until you are finished.

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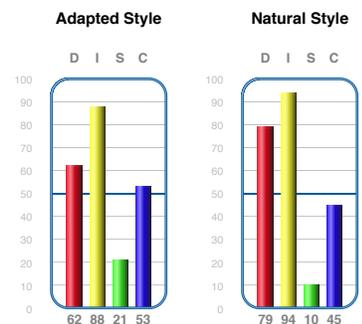
COMMUNICATION TIPS

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

When communicating with a person who is dependent, neat, conservative, perfectionist, careful and compliant:

- Prepare your "case" in advance.
- Stick to business.
- Be accurate and realistic.

Factors that will create tension or dissatisfaction:

- Being giddy, casual, informal, loud.
- Pushing too hard or being unrealistic with deadlines.
- Being disorganized or messy.

When communicating with a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented:

- Be clear, specific, brief and to the point.
- Stick to business.
- Be prepared with support material in a well-organized "package."

Factors that will create tension or dissatisfaction:

- Talking about things that are not relevant to the issue.
- Leaving loopholes or cloudy issues.
- Appearing disorganized.

When communicating with a person who is patient, predictable, reliable, steady, relaxed and modest:

- Begin with a personal comment--break the ice.
- Present your case softly, nonthreateningly.
- Ask "how?" questions to draw their opinions.

Factors that will create tension or dissatisfaction:

- Rushing headlong into business.
- Being domineering or demanding.
- Forcing them to respond quickly to your objectives.

When communicating with a person who is magnetic, enthusiastic, friendly, demonstrative and political:

- Provide a warm and friendly environment.
- Don't deal with a lot of details (put them in writing).
- Ask "feeling" questions to draw their opinions or comments.

Factors that will create tension or dissatisfaction:

- Being curt, cold or tight-lipped.
- Controlling the conversation.
- Driving on facts and figures, alternatives, abstractions.

IDEAL ENVIRONMENT

This section identifies the ideal work environment based on Sara's basic style. People with limited flexibility will find themselves uncomfortable working in any job not described in this section. People with flexibility use intelligence to modify their behavior and can be comfortable in many environments. Use this section to identify specific duties and responsibilities that Sara enjoys and also those that create frustration.

- Freedom from control and detail.

- Tasks involving motivated groups and establishing a network of contacts.

- Assignments with a high degree of people contacts.

- Freedom from long, detailed reports.

- Support team with sense of urgency.

- Democratic supervisor with whom she can associate.

- Work for a manager who makes quick decisions.

- Work tasks that change from time to time.

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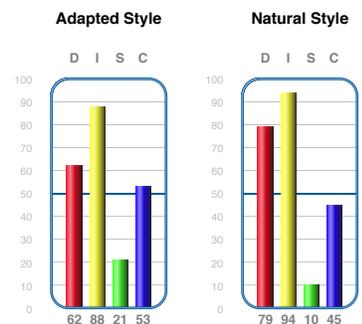
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PERCEPTIONS

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

"See Yourself As Others See You"

SELF-PERCEPTION

Sara usually sees herself as being:

Enthusiastic	Outgoing
Charming	Inspiring
Persuasive	Optimistic

OTHERS' PERCEPTION

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

|	
Self-Promoting	Glib
Overly Optimistic	Unrealistic

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

Overly Confident	Talkative
Poor Listener	Self-Promoter

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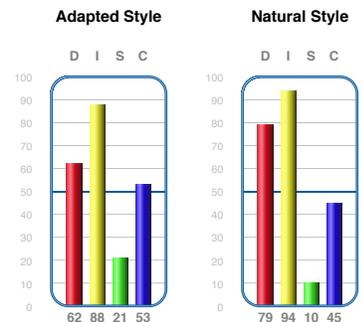
Based on Sara's responses, the report has marked those words that describe her personal behavior. They describe how she solves problems and meets challenges, influences people, responds to the pace of the environment and how she responds to rules and procedures set by others.

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

NATURAL AND ADAPTED STYLE

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

Natural	PROBLEMS - CHALLENGES	Adapted
Sara is ambitious in her approach to problem solving, displaying a strong will and a need to win against all obstacles. Sara has a tendency to make decisions with little or no hesitation.		Sara sees the need to be competitive, results-oriented and a little innovative in her approach to problem solving. She has a tendency to evaluate the risk before rushing into solving a problem.

| Natural	PEOPLE - CONTACTS	Adapted
Sara's natural style is to use persuasion and emotion to the extreme. She is positive and seeks to win by the virtues of her personality and verbal skills. She will convince you that what she is saying is not only right, but is exactly what is needed. She displays enthusiasm for almost any project.		Sara sees no need to change her approach to influencing others to her way of thinking. She sees her natural style to be what the environment is calling for.

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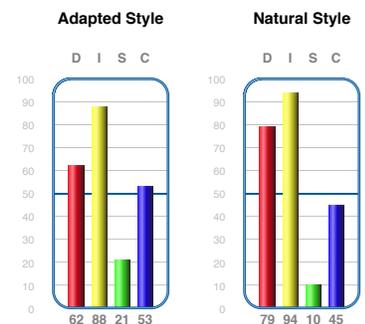
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NATURAL AND ADAPTED STYLE

Natural	PACE - CONSISTENCY	Adapted
Sara is comfortable in an environment that is constantly changing. She seeks a wide scope of tasks and duties. Even when the environment is frantic, she can still maintain a sense of equilibrium. She is capable of taking inconsistency to a new height and to initiate change at the drop of the hat.		Sara wants an environment that is variety-oriented. She feels a great sense of urgency to get things completed quickly. She is eager to accept change and work on many activities.

Natural	PROCEDURES - CONSTRAINTS	Adapted
Sara is independent by nature and somewhat self-willed. She is open to new suggestions and can, at times, be seen as somewhat freewheeling. She is most comfortable in an environment where the constraints can be "loosened" for certain situations.		Sara shows little discomfort when comparing her basic (natural) style to her response to the environment (adapted) style. The difference is not significant and Sara sees little or no need to change her response to the environment.

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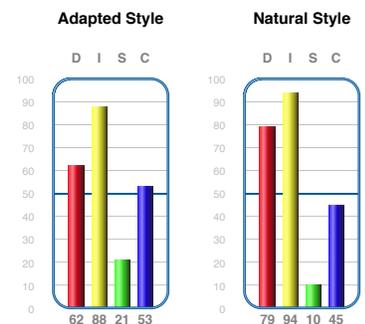
Sara sees her present work environment requiring her to exhibit the behavior listed on this page. If the following statements DO NOT sound job related, explore the reasons why she is adapting this behavior.

- Participative decision making.

- Positive, outgoing, friendly behavior.

- Working without close supervision.

- Meeting deadlines.

- Coping with rapid changes in the work arena.

- Moving quickly from one activity to another.

- Obtaining results through people.

- Possessing a strong sense of urgency toward results.

- Flexibility.

- Handling a variety of activities.

- Exhibiting an active and creative sense of humor.

- Making tactful decisions.

- Contacting people using a variety of modes.

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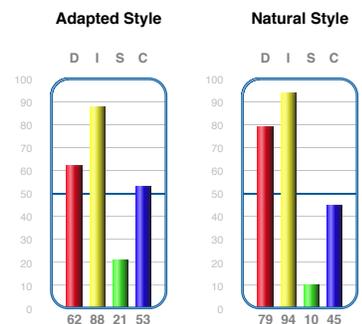
This section of the report was produced by analyzing Sara's wants. People are motivated by the things they want; thus wants that are satisfied no longer motivate. Review each statement produced in this section with Sara and highlight those that are present "wants."

Sara wants:

- To be trusted.

- Public recognition of her ideas and results.

- A manager who practices participative management.

- Freedom to talk and participate on the team.

- A wide scope of activities.

- A support system to do the detail work.

- Outside activities so there is never a dull moment.

- Participation in meetings on future planning.

- Group activities outside the job.

- Rewards to support her dreams.

- Flattery, praise, popularity and strokes.

- Freedom from control and detail.

- A friendly work environment.

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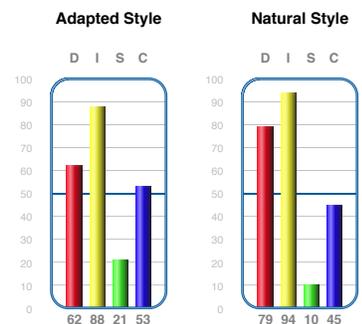
*In this section are some needs which must be met in order for Sara to perform at an optimum level. Some needs can be met by herself, while management must provide for others. It is difficult for a person to enter a motivational environment when that person's basic management needs have not been fulfilled.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

Sara needs:

- More logical presentations--less emotional.

- To mask emotions when appropriate.

- Deadlines for completion of work.

- To focus conversations on work activities--less socializing.

- To handle routine paperwork only once.

- People to work and associate with.

- Budgets to help prioritize her purchases.

- Systems to follow.

- To pace herself.

- Appreciation of slower-moving people.

- To understand the importance of annual physicals because of her activity level.

- Better organization of record keeping.

- Participatory management.

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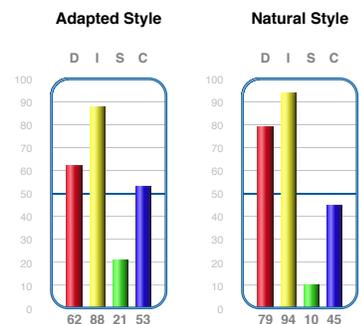
TIME WASTERS

This section of your report is designed to identify time wasters that may impact your overall time use effectiveness. Possible causes and solutions will serve as a basis for creating an effective plan for maximizing your use of TIME and increasing your PERFORMANCE.

1. PROCRASTINATION

   Procrastination is the process of delaying action. It is also the inability to begin action.

   POSSIBLE CAUSES:
   - Priorities have not been set
   - Do not see projects or tasks clearly
   - Overwhelmed with commitments
   - Hope that time will solve or eliminate the problem
   - Fear of failure

   POSSIBLE SOLUTIONS:
   - Set goals and establish priorities
   - Break large projects into small steps and do one at a time
   - Agree to follow established priorities
   - Consider consequences if it doesn't get done
   - Remind yourself that you will avoid the stress of putting something off until the last minute

2. DESIRE TO BE INVOLVED WITH TOO MANY PEOPLE

   The desire to be involved with too many people is involvement that extends beyond business interactions to the point of interfering with work. Beyond being friendly, it is excessive socializing.

   POSSIBLE CAUSES:
   - Have many interests
   - Want to be seen as one of the gang
   - Need praise and approval from others

   POSSIBLE SOLUTIONS:
   - Recognize your time constraints
   - Be selective in getting involved in activities
   - Monitor energy level
   - Keep personal and job related priorities in view

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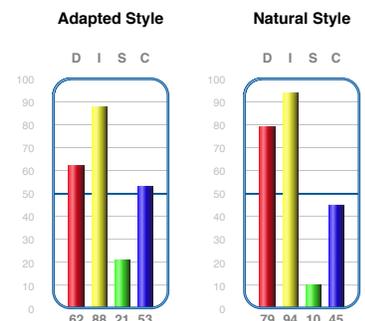
3. LONG LUNCHES

    Long lunches are those that extend beyond the normal time for eating. They could be kept within a specific time frame but are not.

    POSSIBLE CAUSES:
    - Get involved in the excitement of conversation and forget about time
    - See long lunches as a networking opportunity
    - Like doing business in a social, non-threatening environment
    - Use long lunches as a way to avoid unpleasant tasks, people or the work environment

    POSSIBLE SOLUTIONS:
    - Set a specific time for lunch and STICK TO IT
    - Have meetings in the office
    - Set meetings right after lunch
    - Have working lunches

4. POOR FILING SYSTEM

    A poor filing system is one that has no predetermined method for subject matter grouping. It is one that you may understand but is not usable by others who may need to retrieve information from your files.

    POSSIBLE CAUSES:
    - Have not determined or prioritized subject matter groupings
    - Categorize by emotions

    POSSIBLE SOLUTIONS:
    - Set up a cataloging system that you AND others can use easily
    - Have someone assist you in setting up a system
    - Use cross-referencing indexes
    - Computerize information

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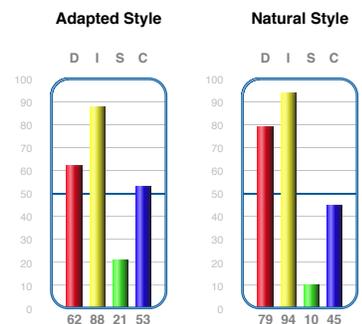
5. OPEN DOOR POLICY

    An open door policy in this context refers to giving unlimited and unmonitored access to anyone who wishes to see you.

    POSSIBLE CAUSES:
    - Want to be seen as supportive and available
    - Want the social interaction of people dropping by
    - Have a difficult time saying "no"
    - Use people interruptions as a way of procrastinating or justifying missed deadlines

    POSSIBLE SOLUTIONS:
    - Set aside time to "close your door" and work on projects
    - Set aside time to interact with co-workers
    - Learn to prioritize activities and say "no" to low priorities
    - Place your desk so that it is not always in "view" of those who pass by
    - Avoid eye contact with people who walk by your desk or office

6. INABILITY TO SAY NO.

    The inability to say no is when you are unable to or feel powerless to refuse any request.

    POSSIBLE CAUSES:
    - Have many interests and want to be involved
    - Confuse priorities
    - Fail to set priorities
    - Do not want to hurt others' feelings
    - Do not want to refuse a superior's request
    - Do not feel comfortable giving "real" reason and doesn't want to lie

    POSSIBLE SOLUTIONS:
    - Realistically evaluate how much time is available
    - Understand limitations and what can be done well
    - Set daily and long-term priorities

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TIME WASTERS
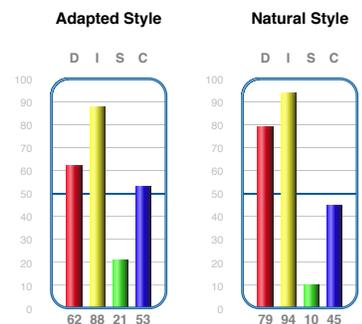
- Learn to say no to those people and tasks that do not support daily and long-term priorities

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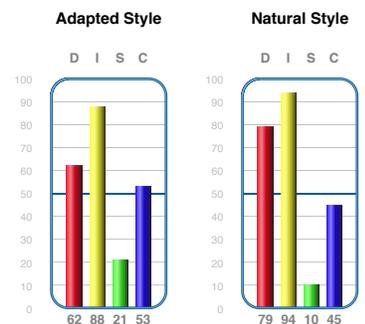
AREAS FOR IMPROVEMENT

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

Sara has a tendency to:

- Be overly enthusiastic about her own shortcomings (weaknesses) and the shortcomings of others.

- Be unrealistic in appraising people--especially if the person is a "friend."

- Underinstruct and overdelegate--will rely on personality as opposed to a disciplined approach to follow-up.

- Trust people indiscriminately if positively reinforced by those people.

- Be optimistic regarding possible results of her projects or the potential of her people.

- Be a situational listener if not given an opportunity to tell her ideas.

- Make decisions based on surface analysis.

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ACTION PLAN

Professional Development

1. I learned the following behaviors contribute positively to increasing my professional effectiveness: (list 1-3)

2. My report uncovered the following behaviors I need to modify or adjust to make me more effective in my career: (list 1-3)

3. When I make changes to these behaviors, they will have the following impact on my career:

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

ACTION PLAN

Personal Development

1. When reviewing my report for personal development, I learned the following key behaviors contribute to reaching my goals and the quality of life I desire: (list 1-3)

2. The following behaviors were revealed, which show room for improvement to enhance the quality of my life: (list 1-3)

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

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

BEHAVIORAL HIERARCHY

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

1. VERSATILITY
0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 10

10.0

2. URGENCY
0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 10

9.0

3. FREQUENT INTERACTION WITH OTHERS
0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 10

9.0

4. FREQUENT CHANGE
0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 10

8.5

5. COMPETITIVENESS
0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 10

8.0

6. CUSTOMER ORIENTED
0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 10

7.5

7. ORGANIZED WORKPLACE
0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 10
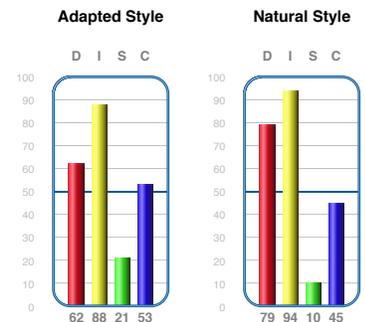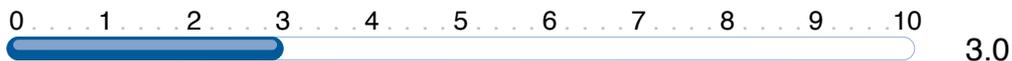
3.0

8. ANALYSIS OF DATA
0 . . . . 1 . . . . 2 . . . . 3 . . . . 4 . . . . 5 . . . . 6 . . . . 7 . . . . 8 . . . . 9 10

3.0

Adapted Style

D I S C

62 88 21 53

Natural Style

D I S C

79 94 10 45

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STYLE INSIGHTS® GRAPHS

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MOST	LEAST
Graph I	Graph II
Adapted Style	**Natural Style**

	D	I	S	C		D	I	S	C
%	62	88	21	53	%	79	94	10	45
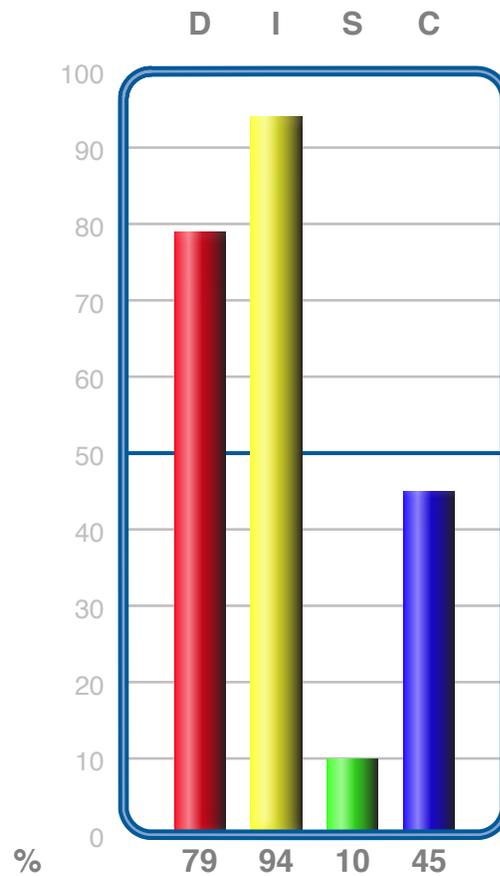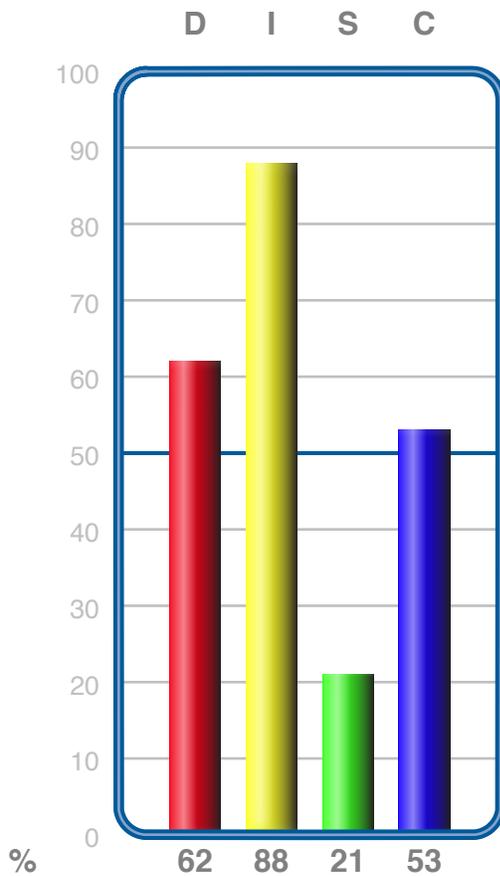
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THE SUCCESS INSIGHTS® WHEEL

The Success Insights® Wheel is a powerful tool popularized in Europe. In addition to the text you have received about your behavioral style, the Wheel adds a visual representation that allows you to:

- View your natural behavioral style (circle).

- View your adapted behavioral style (star).

- Note the degree you are adapting your behavior.

- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

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

If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able to identify where communication, understanding and appreciation can be increased.

THE SUCCESS INSIGHTS® WHEEL

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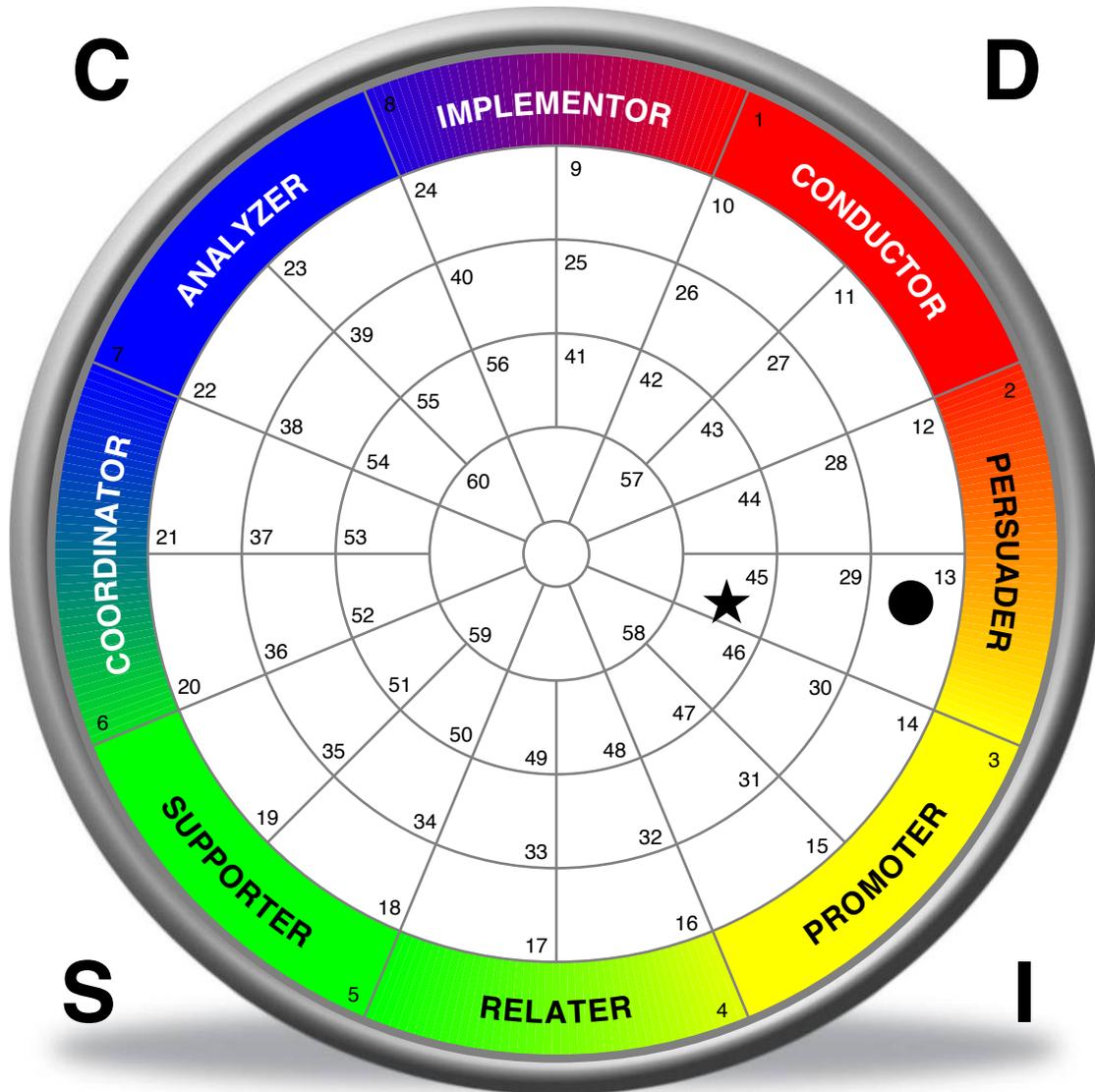
Adapted: ★ (45) PROMOTING PERSUADER (ACROSS)
Natural: ● (13) PROMOTING PERSUADER

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Knowledge of an individual's attitudes help to tell us WHY they do things. A review of an individual's experiences, references, education and training help to tell us WHAT they can do. Behavioral assessments help to tell us HOW a person behaves and performs in the work environment. The PIAV report measures the relative prominence of six basic interests or attitudes (a way of valuing life): Theoretical, Utilitarian, Aesthetic, Social, Individualistic and Traditional.

Attitudes help to initiate one's behavior and are sometimes called the hidden motivators because they are not always readily observed. It is the purpose of this report to help illuminate and amplify some of those motivating factors and to build on the strengths that each person brings to the work environment.

Based on your choices, this report ranks your relative passion for each of the six attitudes. Your top two and sometimes three attitudes cause you to move into action. You will feel positive when talking, listening or doing activities that satisfy your top attitudes.

The feedback you will receive in this section will reflect one of three intensity levels for each of the six attitudes.

- STRONG - positive feelings that you need to satisfy either on or off the job.

- SITUATIONAL - where your feelings will range from positive to indifferent based on other priorities in your life at the time. These attitudes tend to become more important as your top attitudes are satisfied.

- INDIFFERENT - your feelings will be indifferent when related to your 5th or 6th attitude.

YOUR ATTITUDES RANKING		
1st	INDIVIDUALISTIC	Strong
2nd	THEORETICAL	Strong
3rd	SOCIAL	Situational
4th	UTILITARIAN	Situational
5th	AESTHETIC	Indifferent
6th	TRADITIONAL	Indifferent

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How to get the most from this report

1. Add, delete, and write comments in this document and consider it a work-in-progress handbook or personal tool. Consult, review, revise, and update this document periodically.

2. Review the report and select items of primary importance to current projects. Determine the best steps ahead based on what the report reveals and current experiences.

3. As appropriate, share the information on the Team Building Summary with peers and managers at whatever level of disclosure feels comfortable. As communication is a two-way process, peers and managers are encouraged to share similar information from their own Team Building Summary sheets.

4. Use the information in the report to serve as a "self-management handbook" or "empowerment manual" to help clarify workplace values issues, and to assist in maintaining optimal performance.

5. Other steps and processes may emerge through team meetings.

This report includes

- A section for each of the six Values dimensions in these categories: General Characteristics; Value to the Organization; Keys to Managing and Motivating; Training, Professional Development and Learning Insights; Continuous Quality Improvement.

- A Norms and Comparisons section that reveals where your values are compared to the national mean.

- A Values Graph

- A Values Wheel

- A Values Action Plan for affirming strengths and encouraging growth and development.

- A Team Building Summary to facilitate sharing selected information with others.

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The primary interest for this value is POWER. Research studies indicate that leaders in most fields have a high power value. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for direct expression of this motive is uppermost; who wish, above all, for personal power, influence and renown.

General Characteristics

- Sara has a strong desire to be her own person.
- This high individualism may be demonstrated in a variety of observable ways; In creative problem solving, in a risk-taking attitude, etc.
- She surprises others with spontaneous ideas or responses.
- She likes to invent new things, design new products, and develop new ideas and procedures.
- Enjoys working in her own way and own methods.
- Thrives in a team environment.
- Enjoys work and assignments which give her stature in the eyes of others and evokes respect.
- Likes to have her own niche; the place where she can excel.
- There is a tendency to push the envelope a bit in situations where winning is desired.

Value to the Organization

- Ability to take a stand and not be afraid to be different in either ideas or approaches to problem solving.
- Brings creative ideas.
- Not afraid to take calculated risks.
- Brings a variety of different and energetic ideas to the workplace.
- Realizes that we are all individuals and have ideas to offer.
- Enjoys making presentations to small or large groups, and is generally perceived as an engaging presenter by her audience.

Keys to Managing and Motivating

- Allow bandwidth to grow and experiment with new projects, ideas, and responsibilities.
- Create an environment that provides security while it encourages taking appropriate risks.
- Provide an environment where Sara has space to demonstrate her unique contributions to the team.
- Sara brings a variety of strengths to the team that may not have been utilized. Explore the possibilities of expanding these opportunities.
- Be open to new ideas Sara may offer, and realize that she may do things a bit differently than standard operating procedure.

Training, Professional Development and Learning Insights

- Learning and professional development activities should be flexible, having a wide variety of options.
- Allow for some experimental or non-routine types of options.
- Link some of the benefits of the learning activity to enhancing ability to make a special and unique contribution to the team.

Continuous Quality Improvements

- Unique approaches do not always result in complete success, and may cause conflict with others if sensitivity is not used.
- Some values clashes may be reduced if awareness of the needs of others and awareness of the job parameters and protocol are used to govern her high Individualistic behavior.
- Needs to listen more and speak less.

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THEORETICAL

The primary drivers with this value are the discovery of KNOWLEDGE and appetite for LEARNING. In pursuit of this value, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests of the theoretical person are empirical, critical and rational, the person appears to be an intellectual. The chief aim in life is to order and systematize knowledge: knowledge for the sake of knowledge.

General Characteristics

- High degree of curiosity in a variety of areas.
- Others on the team may seek Sara to answer questions about projects or procedures.
- Provides a high interest level on new initiatives or projects.
- Attracted to new and cutting-edge ideas and concepts.
- Prefers learning-based events or conferences over a small economic incentive.
- Others may consider Sara a strong intellectual.
- Believes that continuous learning is healthy for the mind and body.

Value to the Organization

- Others on the team may seek out Sara to answer their questions because they know of her strong knowledge base.
- At a team meeting Sara will come prepared, with pre-work completed.
- Gathers the maximum amount of information on an issue because she asks the necessary questions.
- Can usually answer new questions that hit the team or knows where to find answers.
- Has an open-minded approach that comes from broad-based research.

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Keys to Managing and Motivating

- Be certain to provide knowledge-based incentives, such as new training courses, books, subscriptions, and journals.
- Include Sara in future development projects and draw on her expertise.
- Realize that as much as she has learned, Sara still wants to learn more.
- Find out her interests and channel related information to Sara. Send topical mail, brochures and info-sheets to her.
- Sometimes incentives or bonuses are earned as tickets to a special event; consider cultural events that are not just sports related.

Training, Professional Development and Learning Insights

- Sara may have her own on-going personal development program already in progress.
- She enjoys learning even for its own sake, and will be supportive of most training and development endeavors.
- Sara can be depended upon to do her homework thoroughly and accurately.

Continuous Quality Improvements

- The sense of urgency may vacillate, depending on the intellectual importance Sara assigns to the issue.
- Has a tendency to demonstrate a bit of aloofness, especially to those not as intellectually driven.
- Needs to bring a balance between the strong desire to acquire new knowledge, and the reality of the practical applications, if any.

SOCIAL/ALTRUISTIC

Those who score very high in this value have an inherent love of people. The Social/Altruistic person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic values cold and inhuman. Compared to the Individualistic value, the Social/Altruistic person regards helping others as the only suitable form for human relationships. Research into this value indicates that in its purest form, the Social/Altruistic interest is selfless.

General Characteristics

- Shows an appropriate and realistic approach to helping others, without being an extremist.
- Has the ability to balance decisions about whether or not to share with and help others.
- Able to balance own needs against the needs of others, and work in ways that both achieve and succeed.
- Can support and understand the positions of individuals with either a higher or lower Social/Altruistic score.
- Can bring a sense of stability to issues around this Social/Altruistic dimension.

Value to the Organization

- Brings flexibility to the team regarding this Social/Altruistic area. She is able to say "yes," but also knows where to draw the line and say "no," when appropriate.
- Projects a stabilizing and realistic influence on the team.
- Able to appreciate the needs of individuals with either a higher or lower Social/Altruistic score.
- Demonstrates the ability to help and go the extra mile without a negative impact on her own responsibility and work load.
- Is not an extremist, and therefore is able to bring balance to the team when Social/Altruistic issues emerge.

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Keys to Managing and Motivating

- Remember that Sara shows a practicality and realism regarding helping others.
- Recognize that this middle ground between the extremes of selfishness and selflessness may be an appropriate stabilizing force.
- Sara brings a balance between the extremes of giving and taking with regard to team efforts and organizational competition.
- Support the strength that she brings in being a balance between those who may give too much away, versus those who may not give enough.

Training, Professional Development and Learning Insights

- Explore the professional development insights from some of the other Values scales to determine more specific preferences.
- She shows flexibility in preferences of training activities to include both team-oriented as well as independent work.
- Tends to be supportive of the training efforts as well as supportive of the trainer(s).

Continuous Quality Improvements

- It is important to review other Values drives for a more complete look at areas for quality improvement.
- May occasionally feel conflict as to whether or not to participate in certain service or "giving" activities.
- Sara should allow space for those who differ on this Social/Altruistic scale, and remember that all Values positions are positions deserving respect.

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UTILITARIAN/ECONOMIC

The Utilitarian/Economic score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This value includes the practical affairs of the business world - the production, marketing and consumption of goods, the use of credit, and the accumulation of tangible wealth. This type of individual is thoroughly practical and conforms well to the stereotype of the average businessperson. A person with a high score is likely to have a high need to surpass others in wealth.

General Characteristics

- Sara is considered rather practical and realistic about money.
- There is no visible "what's in it for me" factor in the interaction she has with others.
- Sara's driving factors should be measured against other peaks on the Values graph.
- She has the ability to identify with and understand other individuals who have both a lower or higher Utilitarian/Economic drive than she does.
- This score should not be confused with average economic achievement. Many executives and others who score in this area may have already achieved substantial economic goals of their own. As a result, money itself may no longer motivate like it used to.
- This score indicates an economic motivation much like that of the average businessperson.

Value to the Organization

- Sara is motivated by more than money alone; it's some of the other peaks that occur on the Values graph.
- Is a good team player in helping others with projects and initiatives without requiring an economic return of her own.
- Is not an extremist and therefore a stabilizing force when economic issues emerge.
- Is able to balance both needs and perspectives of those with substantially different economic drives.
- Tends to be a good team player because she does not try to compete to the extent of creating dissent within the group, team or office.

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UTILITARIAN/ECONOMIC

Keys to Managing and Motivating

- Utilize the perspective that she brings to the team in being able to balance the viewpoints of the higher and lower Utilitarian/Economic drives.
- Remember that Sara may be motivated by other things in addition to the paycheck. Be certain to recognize some of these other motivational areas within the workplace.
- Review the Values graph to determine other specific areas of higher drive factors as well as areas where drives are lower, or have already been satisfied.
- Avoid measuring her performance by economic scales only.

Training, Professional Development and Learning Insights

- Typically doesn't come to the training session asking, "How much more am I going to earn as a result of this course?"
- May be somewhat flexible in preferences. Enjoys both cooperative and competitive learning activities.
- Please check other Values graph peaks and valleys to obtain additional professional development insights.

Continuous Quality Improvements

- Assist in those areas or projects where there may be potential for greater financial reward.
- Recognize that those with higher economic drive factors to demonstrate their strengths or voice their ideas.
- There may be times when Sara needs to take a stronger stand on some issues related to economic drives or incentives.

AESTHETIC

A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent has talents in creative artistry. It indicates a primary interest in the artistic episodes of life.

General Characteristics

- Other values take a higher motivational priority than this Aesthetic scale.
- Shows a bottom-line practicality regarding Aesthetic environment and organizational resources: there must be a set of mutual wins.
- Keeps an ear to the revenue-clock of an organization, and doesn't want to waste time or money on ambience issues if it doesn't affect productivity.
- Not necessarily worried about form and beauty in her work environment.
- Intellectually, Sara can see the need for beauty and artistic forms, but may not seek them for her own environment.
- Sara is a very practical person who can take or leave the Aesthetics or ambience of the work environment.
- Is motivated and driven in areas other than the Aesthetic.
- Sara prefers to take a practical approach to workplace events.

Value to the Organization

- Unpleasant surroundings will not adversely affect her productivity and creativity.
- Sees a wider spectrum of the picture, not just from the artistic viewpoint.
- Not easily swayed in terms of emotional issues.
- Good business-sense and a good eye for that which is practical.

AESTHETIC

Keys to Managing and Motivating

- Be careful not to overload with assignments that require significant individual creativity and self-expression.
- Appeal to the practical side that she shows in projects and leadership.
- Remember that practical talent is just as important as highly creative talent when supporting team efforts.
- Check areas for higher Values drives to determine a blend of other management or motivational insights.
- Structure job enrichment strategies into the reward system, especially those that will appeal to higher Values scores.

Training, Professional Development and Learning Insights

- Make training and development activities as practical as possible.
- Brings a bottom-line orientation to training venues and is flexible about the environment of the training session.
- Link learning and professional development to other items of greater self-interest.

Continuous Quality Improvements

- Seen as overly business-like by some, but this comes from the practical side of her workplace values.
- Needs to be more sensitive to others need for an aesthetically pleasant workplace.
- Needs to be aware of others who may have a stronger Aesthetic drive, and respect the differences.

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TRADITIONAL/REGULATORY

The highest interest for this value may be called "unity," "order," or "tradition." Individuals with high scores in this value seek a system for living. This system can be found in such things as conservatism or any authority that has defined rules, regulations and principles for living.

General Characteristics

- An informal approach to rules and regulations.
- Able to see the big picture and communicate it clearly to others.
- Has the desire for quick results. This may include expediting certain procedures.
- May behave independently from the standard operating procedure.
- Is perceived by some as a rule-bender.
- Will change job roles when it is important to express or develop herself.
- Believes in experimentation and trying new things.
- Likes to work hard, especially if she can see results of the work projects.
- May occasionally break the rules with the rationale: the end justifies the means.

Value to the Organization

- Is able to make quick decisions without getting emotionally involved.
- Is always looking for efficient and logical solutions.
- Generates new ideas.
- Is a creative problem-solver.
- Creates solutions, sometimes more through personal attempts, calculated risks, and creativity, than by-the-book or established protocol.
- Asks lots of questions.

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TRADITIONAL/REGULATORY

Keys to Managing and Motivating

- Desires honest and sincere feedback from others.
- Enjoys variety in the job culture.
- Prefers being allowed to make her own decisions about how the work will be done within her own authority or empowerment boundaries.
- Wants to be informed about events and changes within the organization.
- Allow as much freedom from detail (and sometimes paperwork) as possible, perhaps through support staff to assist in the necessary detail functions.

Training, Professional Development and Learning Insights

- May prefer more dynamic, spontaneous, or creative learning activities.
- Tends to be more flexible and adaptable to a variety of learning activities.
- May want to create her own learning path or activities in a creative manner.

Continuous Quality Improvements

- Don't ignore the important details.
- Needs to increase patience when interacting with more rules-oriented individuals.
- Maintain awareness of facial expression and comments when in disagreement with those showing a different point of view.

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MOTIVATORS - NORMS & COMPARISONS

For years you have heard statements like, "Different strokes for different folks," "to each his own," and "people do things for their own reasons, not yours." When you are surrounded by people who share similar values, you will fit in with the group and be energized. However, when surrounded by people whose values are significantly different from yours, you may be perceived as out of the mainstream. If the differences are understood, each brings strengths to the equation. If not understood, these differences can induce stress or conflict. When confronted with this type of situation you can:

- Change the situation.
- Change your perception of the situation.
- Leave the situation.
- Cope with the situation.

This section reveals areas where your values may be outside the mainstream and could lead to conflict. The further away you are from the mainstream on the high side, the more people will notice your passion about that value. The further away from the mainstream on the low side, the more people will view you as indifferent and possibly negative about that value. The shaded area for each value represents 68 percent of the population or scores that fall within one standard deviation above or below the national mean.

NORMS & COMPARISONS TABLE - Norm 2009

Value		Category
THEORETICAL		Mainstream
UTILITARIAN		Indifferent
AESTHETIC		Mainstream
SOCIAL		Mainstream
INDIVIDUALISTIC		Mainstream
TRADITIONAL		Mainstream
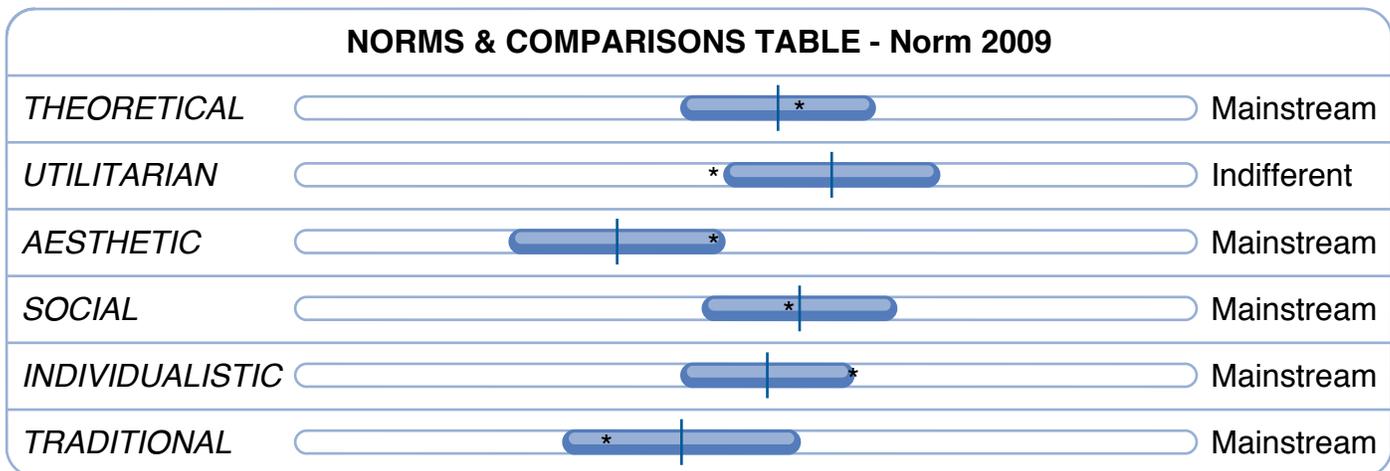
- 68 percent of the population | - national mean   * - your score

Mainstream - one standard deviation of the national mean
Passionate - two standard deviations above the national mean
Indifferent - two standard deviations below the national mean
Extreme - three standard deviations from the national mean

MOTIVATORS - NORMS & COMPARISONS

Areas where others' strong feelings may frustrate you as you do not share their same passion:

● Understanding people who view the world based on return on investment will frustrate you. Other things are more important to you.

PERSONAL INTERESTS, ATTITUDES AND VALUES

Your motivation to succeed in anything you do is determined by your underlying values. You will feel energized and successful at work when your job supports your personal values. They are listed below from the highest to the lowest.

1. INDIVIDUALISTIC/POLITICAL
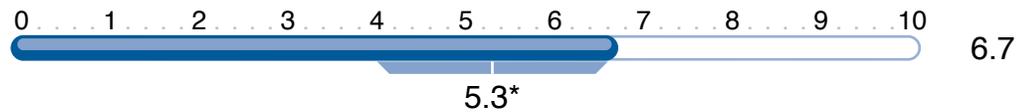
0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10   6.7

5.3*

2. THEORETICAL

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10   5.8

5.5*

3. SOCIAL

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10   5.7

5.8*

4. UTILITARIAN/ECONOMIC

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10   4.5

6.3*

5. AESTHETIC

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10   4.5

3.0*

6. TRADITIONAL/REGULATORY

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10   2.8

4.0*
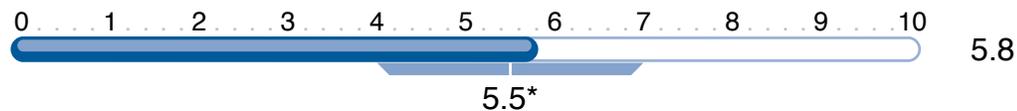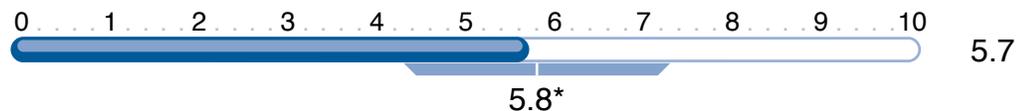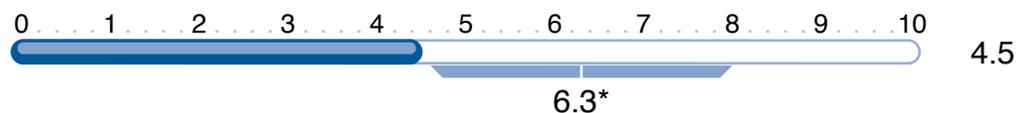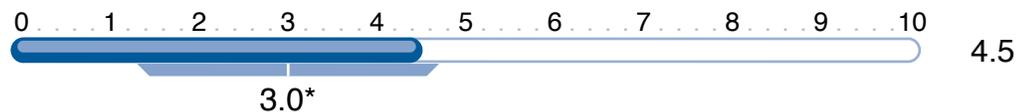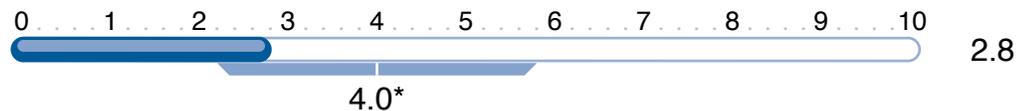
* 68% of the population falls within the shaded area.
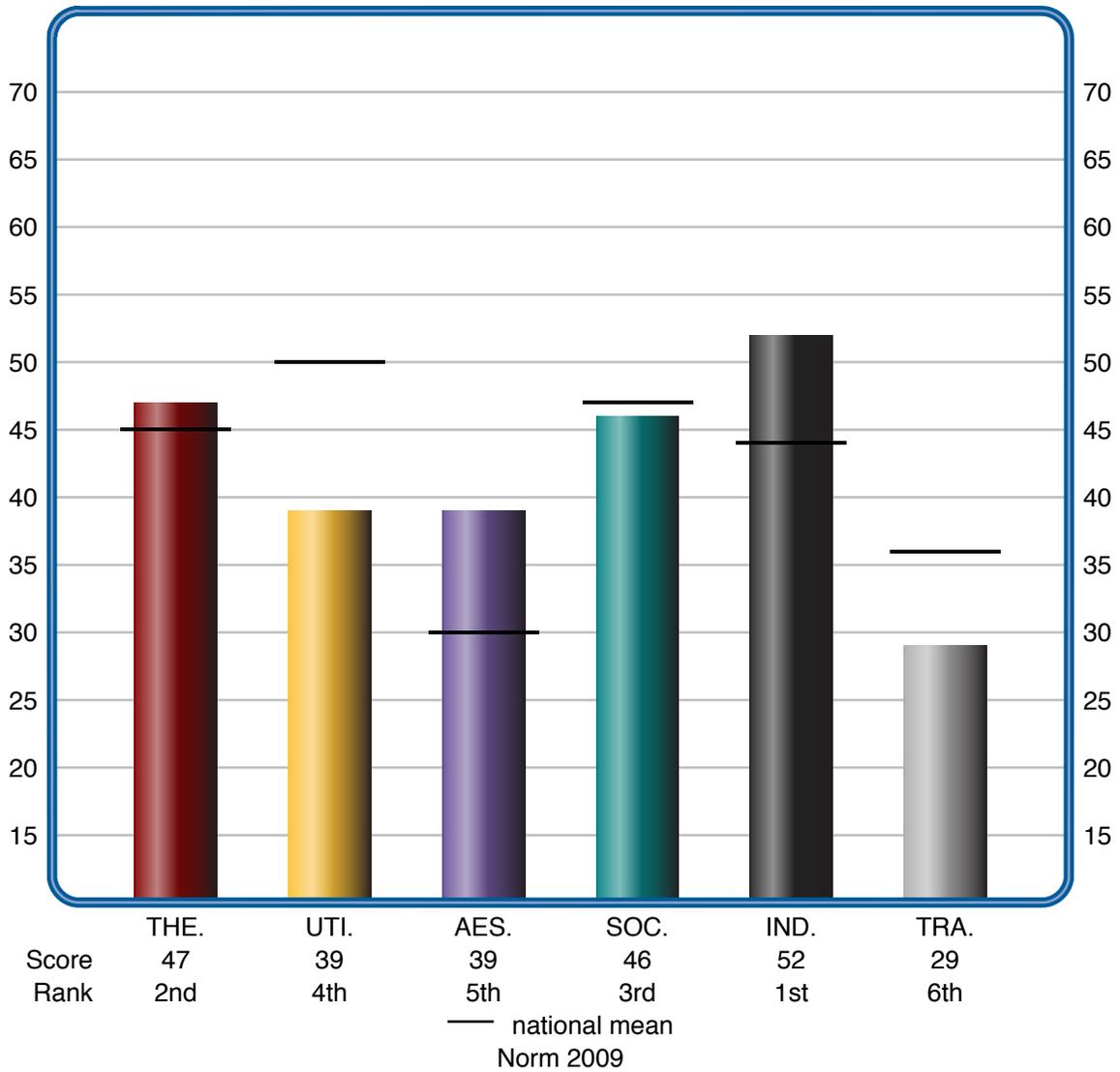
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MOTIVATION INSIGHTS® GRAPH

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	THE.	UTI.	AES.	SOC.	IND.	TRA.
Score	47	39	39	46	52	29
Rank	2nd	4th	5th	3rd	1st	6th

— national mean
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MOTIVATORS WHEEL™

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TRADITIONAL

THEORETICAL

29
6th

47
2nd

SOCIAL

UTILITARIAN

46
3rd

39
4th

5th
39

1st
52

AESTHETIC

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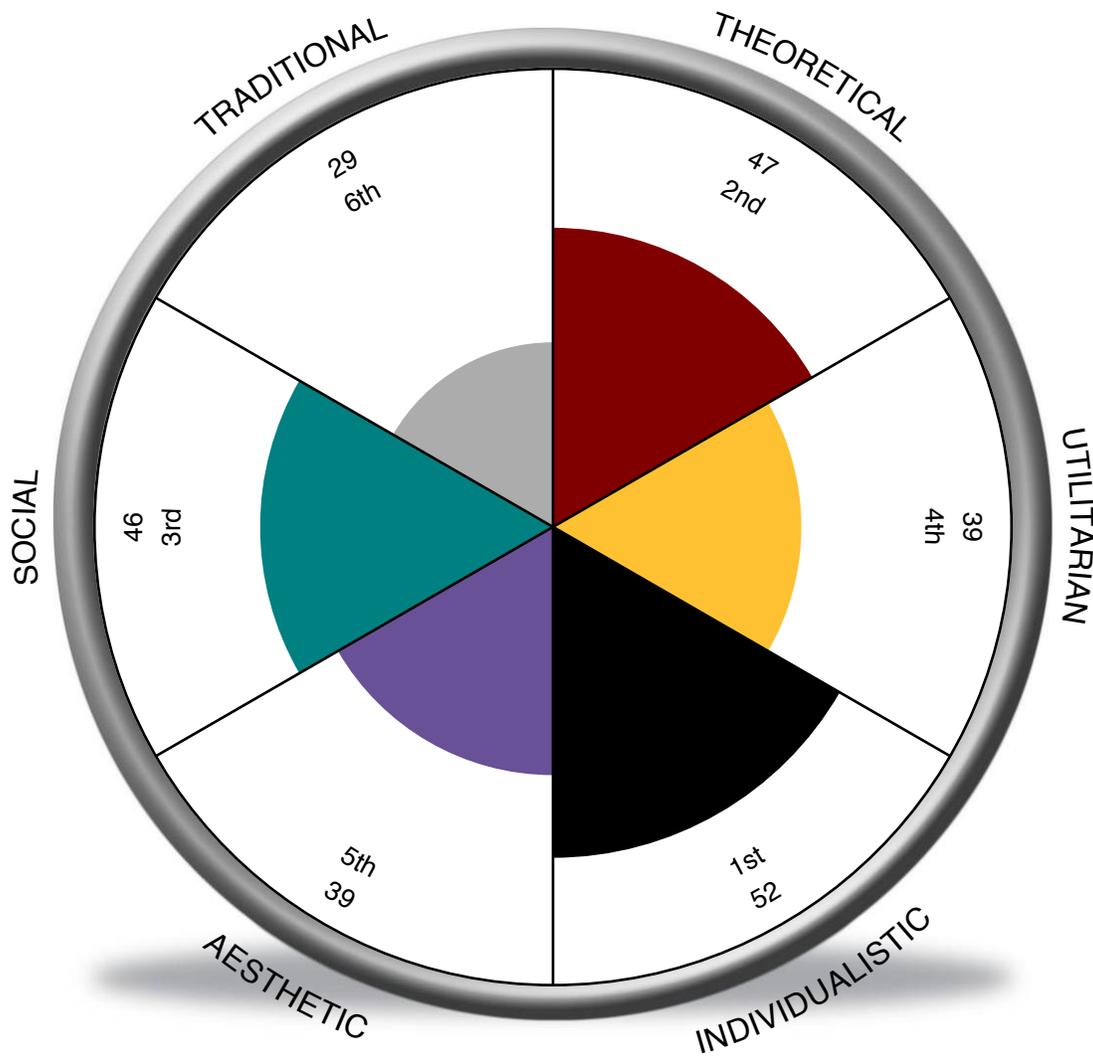
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This Action Plan is your tool to contribute to the process of self-development and continuous improvement. As you have reviewed information in this document, please respond to the items below as they relate to your specific professional environment.

Area 1: The greater or global mission of the team or organization.

In the space below indicate briefly one or two areas of strength that you bring to the greater mission of the organization at large.

Area 2: An immediate or shorter-term mission, task or purpose of a smaller group of people with whom you work on day-to-day operations.

In the space below, indicate briefly one or two areas of strength (different from those above), that you bring to the shorter-term tasks or day-to-day operations.

QUALITY IMPROVEMENT ACTION PLAN

In the area below, respond briefly as indicated. Base your answers on some of the information and results presented in this document.

Action Point 1: Things I will keep on doing.

Indicate three things that you are doing very well already, and that you plan to keep on doing.

1.

2.

3.

Action Point 2: Things I will modify or change slightly.

Indicate 2 things that you will modify, adjust, or change slightly in order to increase personal effectiveness.

1.

2.

Action Point 3: Things I will stop doing, or try to eliminate.

Indicate one thing that you will try to stop doing in order to increase personal effectiveness.

1.

Today's Date: _____   Date to review with mentor or peer: _____

TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Pick the most important item in each category from your report in the topic areas indicated. Leave a line blank if no primary item emerges to you. This summary sheet is to be used as a primary point of dialogue between you, your peers, and your manager, provided that all have copies of their own information. This communication should be a two-way process.

(Remember, these items are related to one's intrinsic drive factors, their 'hidden motivators' not readily observable. These items are of critical importance to one's long range success. This list illuminates why we do what we do.)

General Characteristics

1. Theoretical _____
   _____
2. Utilitarian/Economic _____
   _____
3. Aesthetic_____
   _____
4. Social/Altruistic _____
   _____
5. Individualistic/Political_____
   _____
6. Traditional/Regulatory _____
   _____

Value to the Organization

1. Theoretical _____
   _____
2. Utilitarian/Economic _____
   _____
3. Aesthetic_____
   _____
4. Social/Altruistic _____
   _____
5. Individualistic/Political_____
   _____
6. Traditional/Regulatory _____
   _____

TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Keys to Managing and Motivating:
1. Theoretical _____
   _____
2. Utilitarian/Economic _____
   _____
3. Aesthetic_____
   _____
4. Social/Altruistic _____
   _____
5. Individualistic/Political_____
   _____
6. Traditional/Regulatory _____
   _____

Training, Professional Development and Learning Insights:
1. Theoretical _____
   _____
2. Utilitarian/Economic _____
   _____
3. Aesthetic_____
   _____
4. Social/Altruistic _____
   _____
5. Individualistic/Political_____
   _____
6. Traditional/Regulatory _____
   _____

TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Continuous Quality Improvement:

1. Theoretical _____
   _____
2. Utilitarian/Economic _____
   _____
3. Aesthetic_____
   _____
4. Social/Altruistic_____
   _____
5. Individualistic/Political_____
   _____
6. Traditional/Regulatory _____
   _____

Continuous Quality Improvement: (choose two items from any values areas)

1. _____
   _____
2. _____
   _____

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