



**TTI Success Insights®**

Behaviors and Motivators - Executive Version



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**IT**  
**Company, Inc.**  
**5-4-2010**



Your Road to Career Resilience

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# SAMPLE REPORT

Bringing Awareness  
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## INTRODUCTION

*Where Opportunity Meets Talent®*

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.



## INTRODUCTION

Behaviors Section

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

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

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

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

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

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

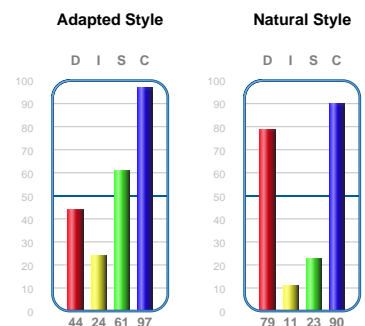


## GENERAL CHARACTERISTICS

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

Jeff may be overly sensitive to criticism of his work. If you do comment on his work you had better be right, since he may not take criticism lightly. Once Jeff has started a project, he dislikes interruptions. He can be competitive and tenacious when under pressure. He has a drive for tangible accomplishments, but that drive is counterbalanced by an equal striving for correctness. Precision and accuracy are important to him. Because Jeff has such high standards, sometimes he feels that only he can perform a particular task. He keeps his equipment in good working order and likes others who also use the equipment to share the same concern. He prefers that things be orderly and he will approach work in a systematic manner. Jeff can be sensitive about any comments regarding the quality of his work. He strives forward constantly to improvement in everything he does. He is a seemingly inexhaustible investigator of facts, and will pursue all possible avenues for a solution to a problem.

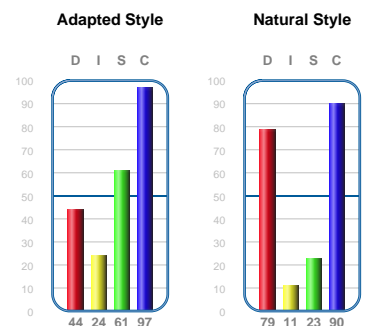
Jeff has an acute awareness of social, economic and political implications of his decisions. He, capable of making daily decisions routinely, usually becomes cautious about the bigger decisions; he wants to be absolutely certain his decision is correct. He is skilled at observing and collecting data on different subjects. If he has a real passion for a given subject, he will read and listen to all the available information on the subject. He likes to assemble facts and data before making decisions. This allows him time to review the facts and think about the decision to be made. Jeff is good at analyzing situations that can be felt, touched, seen, heard, personally observed or experienced.





His motto is, "facts are facts." He tends to delay making decisions until he has all the facts. He wants to be certain that his decision is correct. He gets frustrated when well-established rules are not observed by others. He prefers to have everyone adhere to the same rules and regulations. Others may see him as vacillating on decisions, but he is only attempting to make the right decision the first time around.

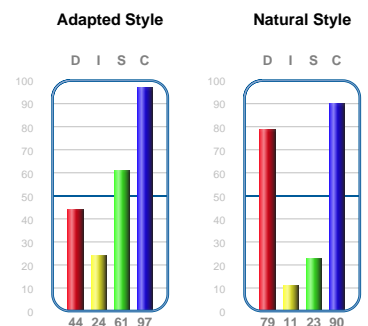
Jeff likes to ask questions to clarify the communications. He gathers data in order to be certain he is correct in his work, communications or decision making. He can be outgoing at times. Basically introverted, he will engage in social conversation when the occasion warrants. When Jeff is deeply involved in thinking through a project, he may appear to be cool and distant. He likes to know what is expected of him in a working relationship, and have the duties and responsibilities of others who will be involved explained. Communication is accomplished best by well-defined avenues. Jeff prefers meetings that start and finish on time. He may get upset with people who do not adhere to rules and how things "should be done." Jeff's logical, methodical way of gathering data is demonstrated by his ability to ask the right questions at the right time. He enjoys analyzing the motives of others. This allows him to develop his intuitive skills. People may often see Jeff as formal and reserved. He may be assessing the situation before "letting his guard down" and may do so only when he feels comfortable with the circumstances.





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

- Objective--"The anchor of reality."
- Initiates activity.
- Proficient and skilled in his technical specialty.
- Usually makes decisions with the bottom line in mind.
- Tenacious.
- Accurate and intuitive.
- Places high value on time.
- Competitive.
- Will join organizations to represent the company.



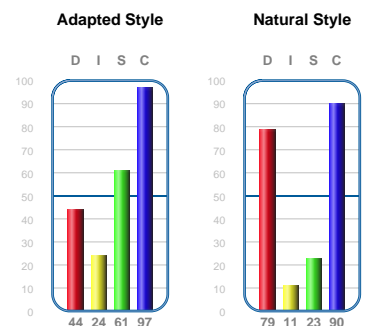


## CHECKLIST FOR COMMUNICATING

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

Do:

- Approach him in a straightforward, direct way; stick to business.
- Stick to business--let him decide if he wants to talk socially.
- Prepare your "case" in advance.
- Follow through, if you agree.
- Take issue with facts, not the person, if you disagree.
- Give him time to verify reliability of your actions; be accurate, realistic.
- Be clear, specific, brief and to the point.
- Make an organized contribution to his efforts, present specifics and do what you say you can do.
- Minimize risk by providing guarantees over a period of time.
- Support and maintain an environment where he can be efficient.
- Give him time to be thorough, when appropriate.
- Provide solid, tangible, practical evidence.



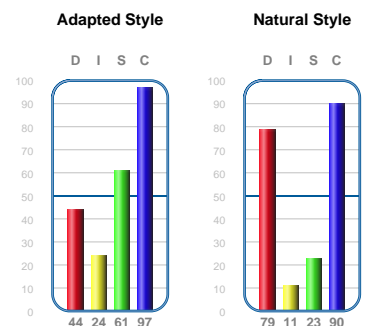


## DON'TS ON COMMUNICATING

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

Don't:

- Be redundant.
- Let disagreement reflect on him personally.
- Use testimonies of unreliable sources; don't be haphazard.
- Be giddy, casual, informal or loud.
- Come with a ready-made decision, or make it for him.
- Threaten, cajole, wheedle, coax or whimper.
- Forget or lose things, be disorganized or messy, confuse or distract his mind from business.
- Make statements about the quality of his work unless you can prove it.
- Leave things to chance or luck.
- Ramble on, or waste his time.
- Be disorganized or messy.
- Dillydally, or waste time.
- Direct or order.





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

<p>When communicating with a person who is dependent, neat, conservative, perfectionist, careful and compliant:</p> <ul style="list-style-type: none"> <li>● Prepare your "case" in advance.</li> <li>● Stick to business.</li> <li>● Be accurate and realistic.</li> </ul> <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> <li>● Being giddy, casual, informal, loud.</li> <li>● Pushing too hard or being unrealistic with deadlines.</li> <li>● Being disorganized or messy.</li> </ul>	<p>When communicating with a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented:</p> <ul style="list-style-type: none"> <li>● Be clear, specific, brief and to the point.</li> <li>● Stick to business.</li> <li>● Be prepared with support material in a well-organized "package."</li> </ul> <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> <li>● Talking about things that are not relevant to the issue.</li> <li>● Leaving loopholes or cloudy issues.</li> <li>● Appearing disorganized.</li> </ul>
<p>When communicating with a person who is patient, predictable, reliable, steady, relaxed and modest:</p> <ul style="list-style-type: none"> <li>● Begin with a personal comment--break the ice.</li> <li>● Present your case softly, nonthreateningly.</li> <li>● Ask "how?" questions to draw their opinions.</li> </ul> <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> <li>● Rushing headlong into business.</li> <li>● Being domineering or demanding.</li> <li>● Forcing them to respond quickly to your objectives.</li> </ul>	<p>When communicating with a person who is magnetic, enthusiastic, friendly, demonstrative and political:</p> <ul style="list-style-type: none"> <li>● Provide a warm and friendly environment.</li> <li>● Don't deal with a lot of details (put them in writing).</li> <li>● Ask "feeling" questions to draw their opinions or comments.</li> </ul> <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> <li>● Being curt, cold or tight-lipped.</li> <li>● Controlling the conversation.</li> <li>● Driving on facts and figures, alternatives, abstractions.</li> </ul>



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

## "See Yourself As Others See You"

### SELF-PERCEPTION

Jeff usually sees himself as being:

Precise  
Moderate  
Knowledgeable

Thorough  
Diplomatic  
Analytical

### OTHERS' PERCEPTION

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

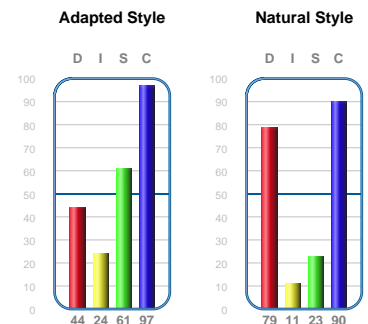
Pessimistic  
Worrisome

Picky  
Fussy

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

Perfectionistic  
Strict

Hard-to-Please  
Defensive





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

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

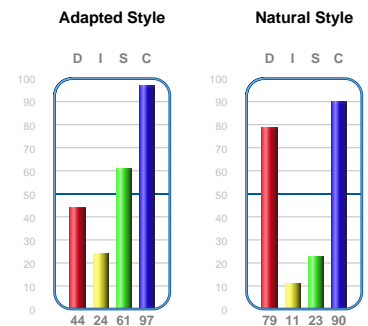


# NATURAL AND ADAPTED STYLE

Jeff'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
Jeff is ambitious in his approach to problem solving, displaying a strong will and a need to win against all obstacles. Jeff has a tendency to make decisions with little or no hesitation.		Jeff sees the need to be somewhat conservative in his approach to solving problems. He wants to accept challenges but will be calculated in his response.

Natural	PEOPLE - CONTACTS	Adapted
Jeff feels that the convincing of people can only be done within the framework of logical facts presented by totally objective people or machines. He rarely displays emotion when attempting to influence others.		Jeff will use an undemonstrative approach to influencing others. He prefers to let the facts and figures stand for themselves. Rarely will he embellish the facts. His trust level is calculated on each interaction.

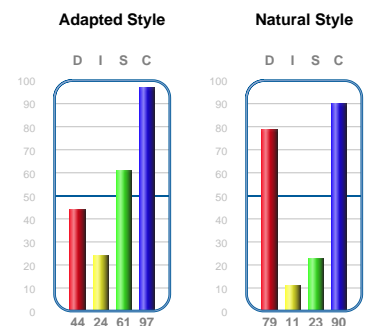




# NATURAL AND ADAPTED STYLE

Natural	PACE - CONSISTENCY	Adapted
Jeff is variety-oriented and demonstrates a need to get from one activity to another as quickly as possible. He usually demonstrates a pronounced sense of urgency. He is eager to initiate change if for nothing else than for change's sake.		Jeff sees a need to be deliberate and steady. He will change if the new direction is meaningful and consistent with the past, attempting to resist change for change's sake.

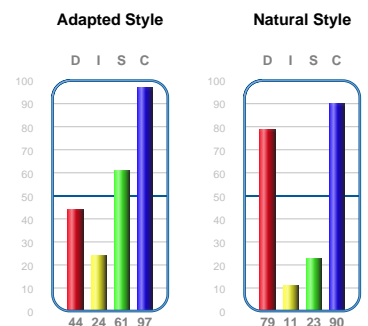
Natural	PROCEDURES - CONSTRAINTS	Adapted
Jeff is concerned with doing things right. He can be quite worrisome and possibly fearful that mistakes will crop into the procedure. He will follow rules and procedures to the letter and feels comfortable in a situation in which exact standards and written procedures are the rule of the day.		Jeff shows little discomfort when comparing his basic (natural) style to his response to the environment (adapted) style. The difference is not significant and Jeff sees little or no need to change his response to the environment.





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

- Gathering data in a logical, systematic way.
- Using a proven, procedure-oriented method when implementing change.
- Being precise in the collection of data.
- Maintaining a clean and organized work station.
- Traditional, quality-oriented work model to follow.
- Limited contact with people.
- Careful, thoughtful approach to decision making.
- Calculation of risks before taking action.
- Precise, analytical approach to work tasks.
- Accomplishing tasks without many people contacts.
- Being attentive and dependable with detailed work activities.





*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. LOOKING FOR "HIDDEN MEANING"

The habitual practice of looking for hidden meanings demonstrates the inability to take messages, information and people-signals at face value. It may indicate that issues and people are suspect or have potential negative impact on you and your work.

### POSSIBLE CAUSES:

- Critical listening ability may cause you to read more into a situation
- Want to look beyond the obvious
- Have a need for additional information
- Do not have a high level of trust in others

### POSSIBLE SOLUTIONS:

- Ask questions
- Share initial evaluation/opinion with others

## 2. OVERREACTING TO CONSTRUCTIVE CRITICISM

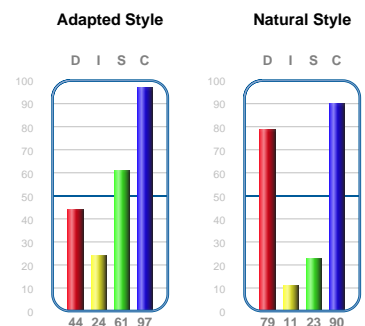
Overreacting to constructive criticism is the inappropriate overt or covert response to feedback and recommendations.

### POSSIBLE CAUSES:

- Have a high comfort level with past methods
- Have high standards for work performance
- Think that your way is the correct way
- Don't see the benefit of doing things differently

### POSSIBLE SOLUTIONS:

- Practice listening without evaluating comments from others
- Begin responding mentally with "that's interesting" or "that's a possibility" as a way of controlling immediate negative response
- Communicate feelings with peers and supervisors





### 3. SEEKING "ALL" OF THE FACTS

Seeking "all" of the facts is thought and action of continually gathering new information and re-evaluating current information.

#### POSSIBLE CAUSES:

- Want to be certain/prepared
- Want to avoid mistakes
- Want extended time for getting tasks done

#### POSSIBLE SOLUTIONS:

- Set a timeline for gathering new information or evaluating old information and then take action
- Evaluate importance or risk factors to how much information is actually needed

### 4. FEAR OF MISTAKES

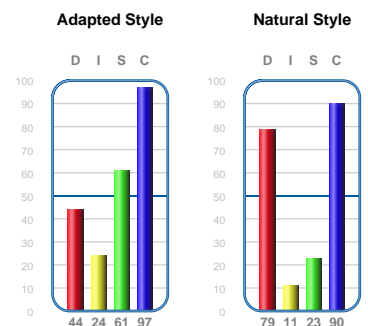
Fearing mistakes is the mental process of focusing on negative outcomes and is often a preoccupation with past mistakes.

#### POSSIBLE CAUSES:

- Want to avoid criticism
- Take criticism personally
- Want to be seen as efficient and competent

#### POSSIBLE SOLUTIONS:

- Practice focusing on past successes
- For every mistake that you think might happen, write down two positive possible outcomes for a completed task
- Focus on several possible future outcomes



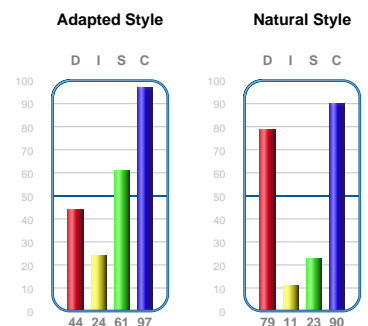


## AREAS FOR IMPROVEMENT

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

Jeff has a tendency to:

- Appear somewhat aloof and cool to the emotional appeal of others.
- Be defensive when threatened and use the errors and mistakes of others to defend his position.
- Be overly intense for the situation.
- Be critical of any approach that is not regarded as purely logical or factual (to his standards).
- Tell ideas as opposed to sell ideas.
- Be suspicious and pessimistic of any new project. Wants more support than is necessary.
- Prefer things to people--things don't show emotion or need restraint.
- Lean on supervisors if information and direction is not clear.









# 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. ORGANIZED WORKPLACE



## 2. ANALYSIS OF DATA



## 3. URGENCY



## 4. COMPETITIVENESS



## 5. VERSATILITY



## 6. FREQUENT CHANGE



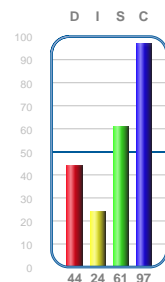
## 7. CUSTOMER ORIENTED



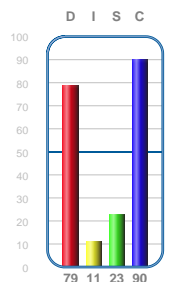
## 8. FREQUENT INTERACTION WITH OTHERS



Adapted Style



Natural Style

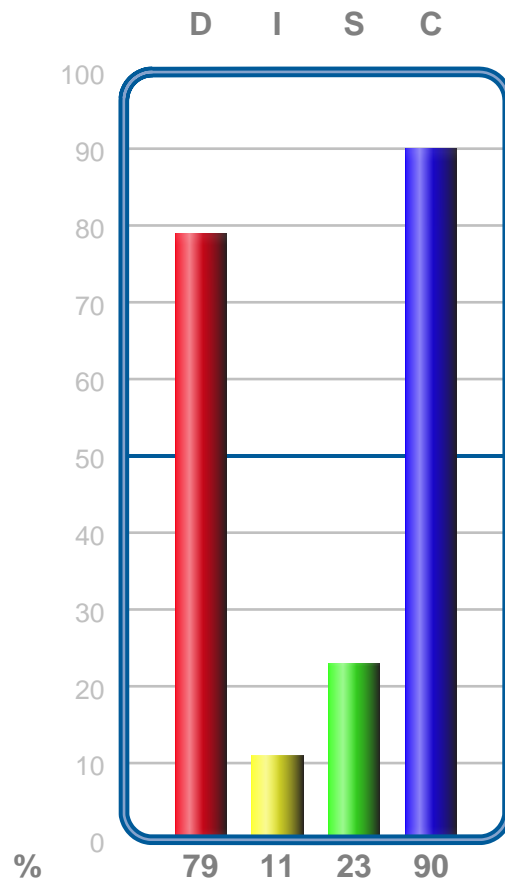
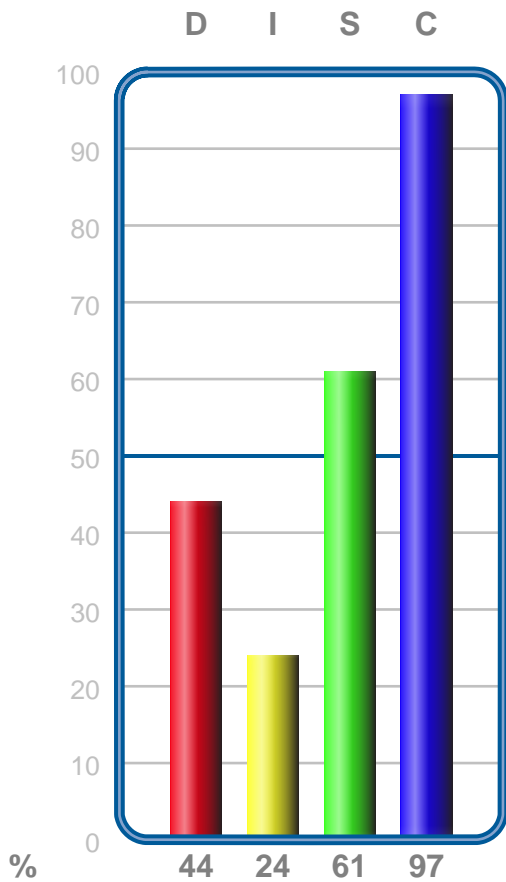




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**MOST**  
Graph I  
**Adapted Style**

**LEAST**  
Graph II  
**Natural Style**



Norm 2009



## 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:

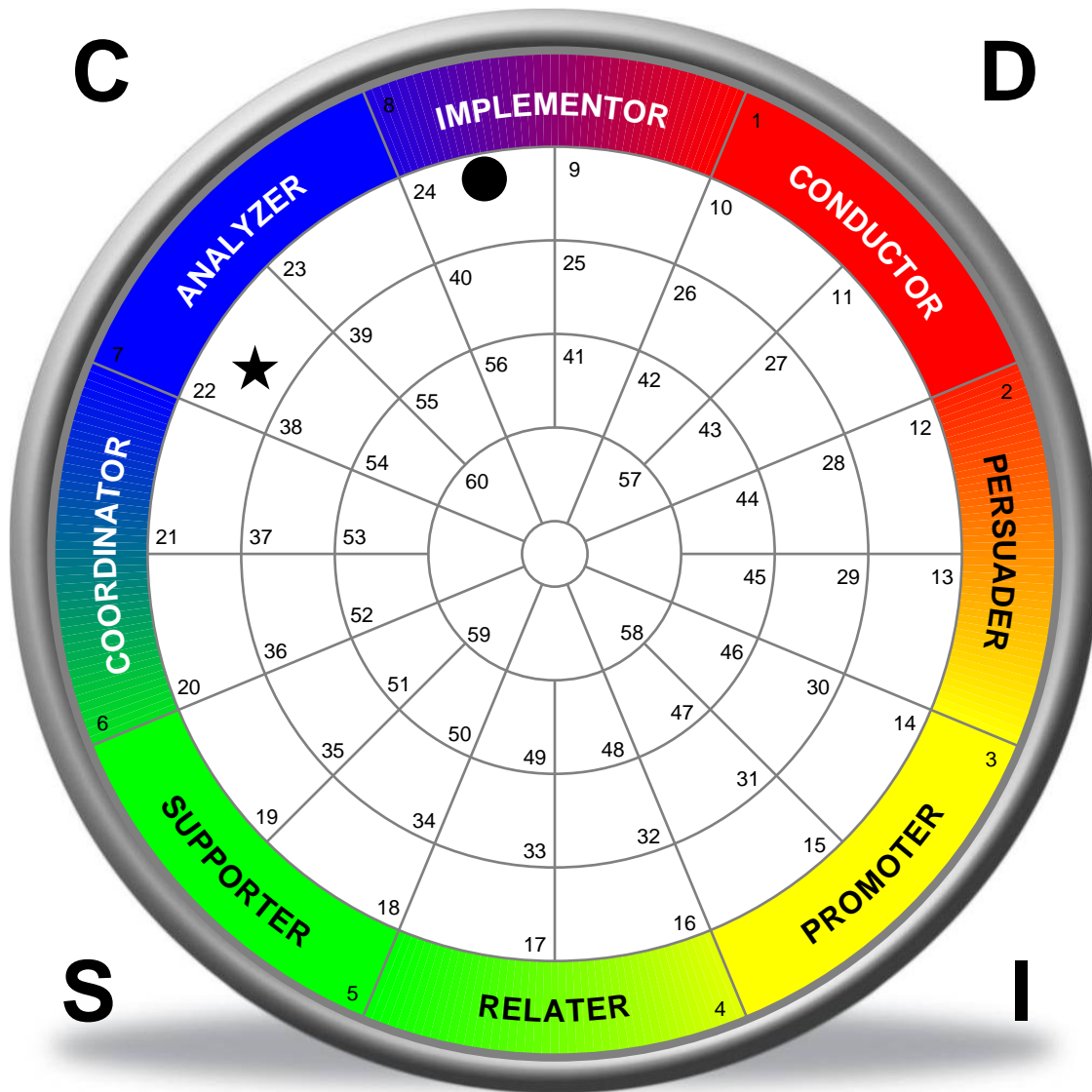
- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

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.



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Adapted: ★ (22) COORDINATING ANALYZER  
Natural: ● (24) ANALYZING IMPLEMENTOR

Norm 2009

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789 Street



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



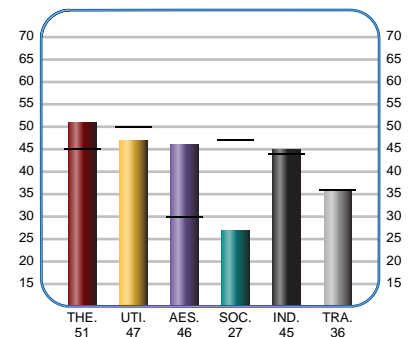
*The primary drivers with this value are the discovery of KNOWLEDGE and appetite for LEARNING. In pursuit of this value, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests 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.
- Enjoys learning even for its own sake.
- Stays mentally alert and likes mental challenges.
- Likes to develop quick utilities or procedures that are a new way to look at existing job responsibilities.
- Believes that continuous learning is healthy for the mind and body.
- Willing to take risks to learn something new.
- Has many interests outside the workplace.

## Value to the Organization

- Will work long, hard hours on the complex solution to a problem.
- At a team meeting Jeff will come prepared, with pre-work completed.
- Gathers the maximum amount of information on an issue because he asks the necessary questions.
- Possesses strong and consistent analytical skills and ability.
- Knows a little about most everything, and is conversant about it.
- Has an open-minded approach that comes from broad-based research.





## Keys to Managing and Motivating

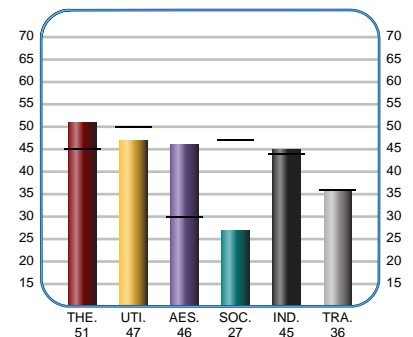
- Be certain to provide knowledge-based incentives, such as new training courses, books, subscriptions, and journals.
- Realize that as much as he has learned, Jeff still wants to learn more.
- Classes, courses, conferences: Send Jeff and let him learn.
- Needs opportunity to explore a variety of knowledge-based areas and to act on them.
- Provide opportunities for him to teach as well as learn.

## Training, Professional Development and Learning Insights

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

## Continuous Quality Improvements

- The sense of urgency may vacillate, depending on the intellectual importance Jeff assigns to the issue.
- Has a tendency to demonstrate a bit of aloofness, especially to those not as intellectually driven.
- Don't rush from one learning experience to another. Make certain there are some practical applications.





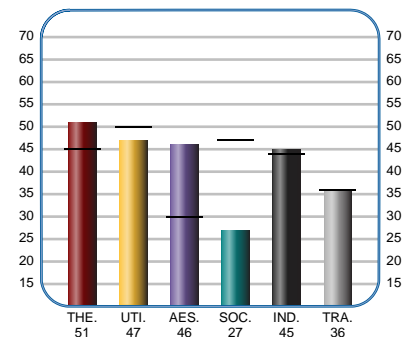
*The Utilitarian/Economic score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This value includes the practical affairs of the business world - the 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

- Is interested in what is useful and practical in meeting goals (usually economic ones).
- Jeff likes rewards based on the results he achieves rather than on the method used to obtain the results.
- Jeff is hard-working, competitive, and motivated by financial rewards and challenging compensation plans.
- Motivated by money and bonuses as recognition for a job well done.
- Goal driven, especially financial goals.
- Interested in what is practical and useful in achieving his vision of success.
- Fits the stereotype of the typical businessperson, interested in economic incentives.

## Value to the Organization

- Makes decisions with practicality and bottom-line dollars in mind.
- Exhibits drive and motivation to achieve and win in a variety of areas.
- Is able to multi-task in a variety of areas and keep important projects moving.
- Keeps an ear to the revenue-clock, his own and the organization's.
- Pays attention to R.O.I. (return on investment) in business or team activity.





## Keys to Managing and Motivating

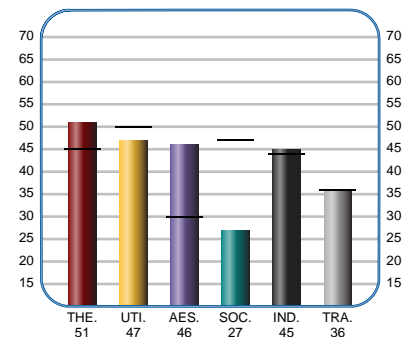
- Realize that for those who score in this high economic range there may be low company loyalty. Be certain to reward performance, and encourage participation as an important member of the team.
- Remember that Jeff has an ear to the revenue-clock. This may give him a keen economic awareness in projects and decision-making with the team.
- Link training and meeting events to potential gains in business share or future income.
- Provide coaching to help Jeff appreciate that not everybody is as motivated by wealth, return-on-investment and gain as he is.
- Provide opportunity for financial rewards for excellent performance.

## Training, Professional Development and Learning Insights

- Link learning outcomes to the ability to become more effective in increasing earnings for both himself and the organization.
- Scores like those who want information that will help them increase bottom-line activity and effectiveness.
- Provide some rewards and incentives for participation in additional training and professional development.

## Continuous Quality Improvements

- Within this high economic drive, there may be a significant motivating factor in achieving goals. It may also become an insatiable need, especially in sales people and others sharing this very high economic drive.
- Needs to have an increased sensitivity to the needs of others and less demonstration of potential selfishness.
- May judge the efforts of others on the team by an economic scale only.





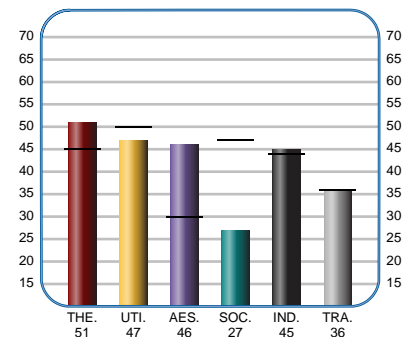
*A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent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

## General Characteristics

- Shows an appropriate and realistic approach to Aesthetic appreciation without being an extremist.
- The need for and appreciation of beauty is determined on an individual basis and is not generalized in terms of the total work around him.
- Has an interest in form and harmony, but also understands there may be more important factors when making decisions.
- Can support and understand the positions of individuals with either higher or lower Aesthetic scores.
- Brings a sense of balance and stability to a variety of job-related Aesthetic issues that might emerge.

## Value to the Organization

- Brings flexibility to the team regarding this Aesthetic area: able to see the issues and positions from a variety of sources with a sense of balance.
- Is a stabilizing and realistic influence on the team.
- Able to appreciate the needs of both the higher or lower Aesthetic individuals on the team.
- Shows ability to help and go the extra mile without a negative impact on his own responsibility and work-load.
- Not an extremist, and therefore when Aesthetic issues emerge Jeff demonstrates an awareness of form and harmony and responds as needed on the job.





## Keys to Managing and Motivating

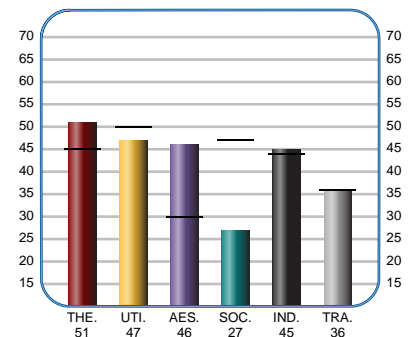
- Remember that he shows a practicality and realism regarding Aesthetic values and positions.
- This middle ground between the extremes of higher and lower Aesthetic issues may be an appropriate stabilizing force.
- Check for other Values drives that may be higher or lower than this Aesthetic value in order to gain a better idea of specific keys to managing and motivating.
- Support the middle ground strength that he brings between various positions on team issues.

## Training, Professional Development and Learning Insights

- Explore the professional development insights from some of the other Values scales to determine more specific preferences.
- He is a flexible participant in training and development programs.
- Can become engaged in training activities because he sees it as a part of necessary growth and professional improvement.

## Continuous Quality Improvements

- To gain additional insight, it is important to review other Values drives to determine the importance of this Aesthetic drive factor.
- He may need to take a more visible position with the team on some issues within the organization.
- May feel conflict as to whether or not to participate in certain team activities, unless there is some area where his creativity may be used.





## INDIVIDUALISTIC/POLITICAL

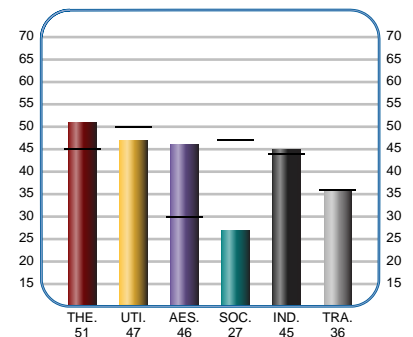
*The primary interest for this value is POWER. Research studies indicate that leaders in most fields have a high power value. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, 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

- Generally not considered an extremist on ideas, methods, or issues in the workplace.
- Has the ability to take a stand on an issue when necessary, to yield position when necessary, and to do both with equal sincerity.
- Has the ability to take or leave the limelight and attention given for special contributions.
- Shows the ability to take a leadership role when asked, and also to be supportive team member when asked.
- Jeff would not be considered controversial in his workplace ideas or transactions.

### Value to the Organization

- Seen as a stabilizing force in organizational operations and transactions.
- Considered flexible and versatile without being an extremist.
- Able to see both sides of the position from those with higher and lower Individualistic scores.
- Able to mediate between the needs of the higher and lower Individualistic members of the team.
- Able to take a stand with emphasis, or to be a more quiet member supporting a position.
- Able to lead or follow as asked.





## Keys to Managing and Motivating

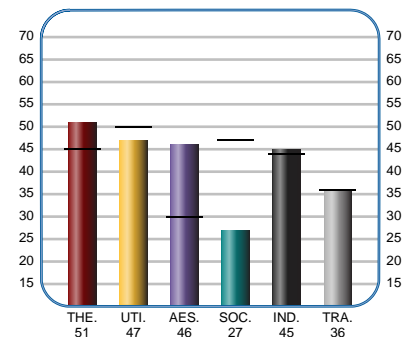
- Jeff is socially flexible. He can assume an appropriate leadership role for a team; or, be a supportive team member as the situation requires.
- Remember that Jeff shows the ability to get along with a wide variety of others without alienating those with opinions in extreme positions on the spectrum.
- Jeff is able to be a balancing or stabilizing agent in a variety of team-related issues without being an extremist on either side.
- Jeff brings an Individualistic drive typical of many professionals.
- Seek his input to gain a center-lane perspective on an organizational issue related to this Values scale.

## Training, Professional Development and Learning Insights

- Able to be a flexible participant in training and development programs.
- Tends to enjoy both team-oriented and individual/independent learning activities.
- Please check other higher and lower Values areas to obtain additional insight into learning preferences.

## Continuous Quality Improvements

- Without necessarily picking sides, he may need to take a stand on some issues related to individual agendas.
- To gain additional insight, examine other Values drives to determine the importance of this Individualistic drive factor.
- Avoid criticizing those with higher or lower Individualistic drives since all Values positions are positions deserving respect.





*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

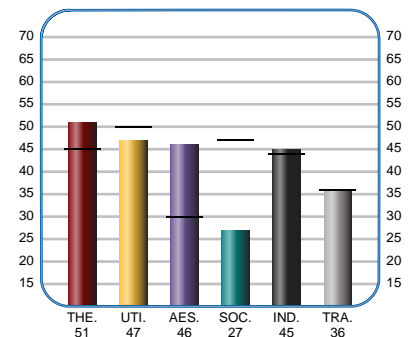
- Able to make creative decisions and set new precedent when necessary.
- Change-oriented and readily adaptable to new projects.
- Able to see the big picture and communicate it clearly to others.
- May believe in supremacy of the individual over the group.
- Believes in experimentation and trying new things.
- Questions authority.
- Sometimes bends the rules while creatively solving a problem.

## Value to the Organization

- Is able to make quick decisions without getting emotionally involved.
- Is always looking for efficient and logical solutions.
- Tends to be a quick-study on new projects and procedures.
- Asks lots of questions.
- Is able to make decisions quickly in solving problems.
- Looks for creative solutions to problems.

## Keys to Managing and Motivating

- Provide opportunities for professional development and growth.
- Desires honest and sincere feedback from others.
- Requires specific instructions so that he can do the routine aspects of job correctly the first time.
- Prefers being allowed to make his own decisions about how the work will be done within his own authority or empowerment boundaries.
- Is interested in evaluating and improving inefficient procedures.



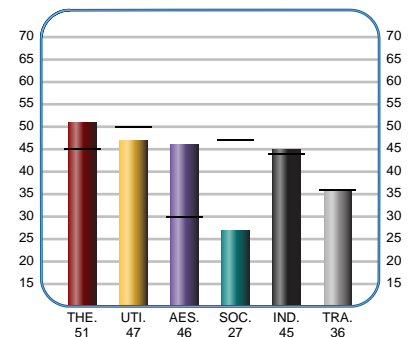


## Training, Professional Development and Learning Insights

- 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 his 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.





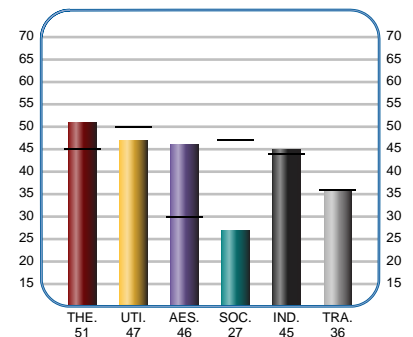
Those who score very high in this value have an inherent love of people. The Social/Altruistic person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic values cold and inhuman. Compared to the Individualistic value, 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

- Other values tend to take a higher motivational priority than this Social/Altruistic scale.
- Shows a bottom-line practicality regarding helping others and sharing time and resources: there must be a set of mutual wins.
- Places a business "guard" on his trust level, perhaps as a result of being burned in the past and attempting not to let it happen again.
- Has learned to say "No" when asked to do things that may not contribute to the bottom line (either his own or the organization's).
- Tends to be more "self-concerned" than "other-concerned" in terms of meeting needs and sharing time, talent and energy.
- May look at those scoring higher as selfless types who are giving their security away.
- May be generous to charities outside of the job, but may balk at displaying that same generosity in the workplace.

## Value to the Organization

- Bottom-line practicality regarding business and transactions.
- Survivor in the business arena, even in the midst of heavy competition.
- Not easily swayed in terms of emotional issues.
- Good business sense.





## Keys to Managing and Motivating

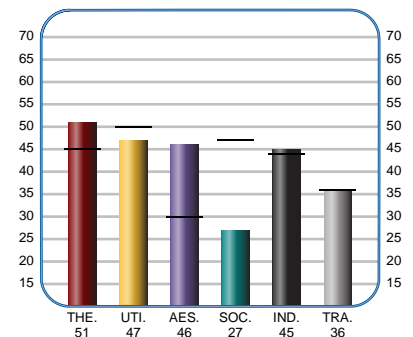
- Be careful not to overload assignments with too many coaching or counseling activities since he may not perceive an immediate business gain from those activities.
- Appeal to the practical side that Jeff shows.
- Jeff scores like those who set their own goals. Use those goals as primary motivators.
- Stay bottom-line oriented.
- Don't be emotional or paternal.

## Training, Professional Development and Learning Insights

- Link learning and professional development to other items of greater self-interest.
- Find areas of the training that relate to increased business opportunity or advancement.
- Connect learning and training goals to bottom-line increases and successes.

## Continuous Quality Improvements

- Some perceive a "selfishness-factor" on certain projects or when sharing information resources with the team.
- Needs to be more sensitive to the needs of others.
- Needs to be more open and receptive to others.



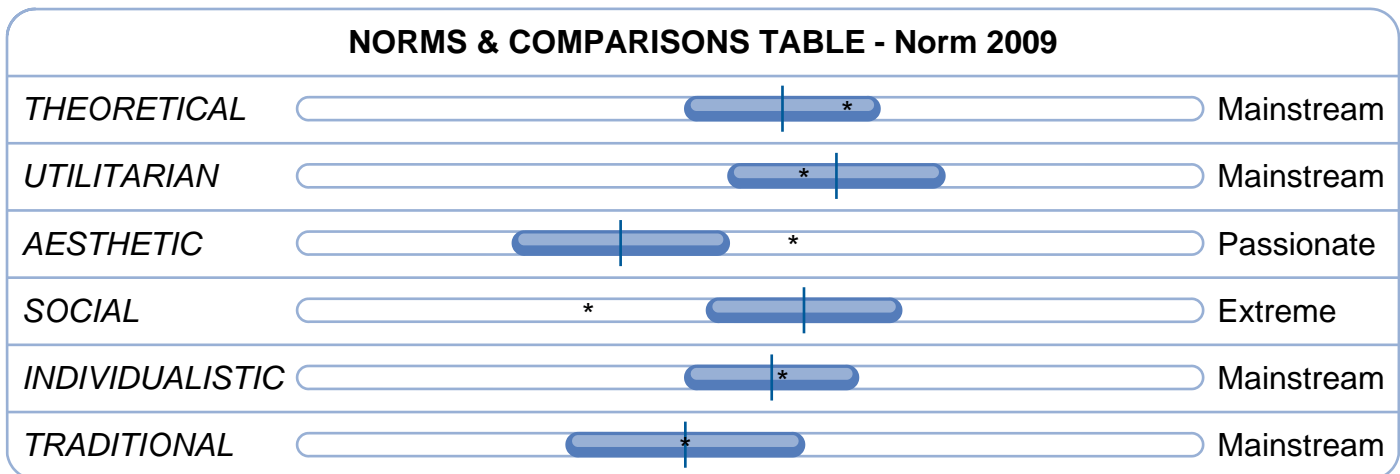



# MOTIVATORS - NORMS & COMPARISONS

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

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

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



 - 68 percent of the population | - national mean \* - your score

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



## MOTIVATORS - NORMS & COMPARISONS

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

- You have a strong desire to become all you can be (self actualization). You will tend to strive for balance, form and harmony in all areas of your life. Others may not understand your subjective way of reasoning and may feel you are somewhat unrealistic. Your appreciation of the world around you and the environment may appear extreme to them.

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

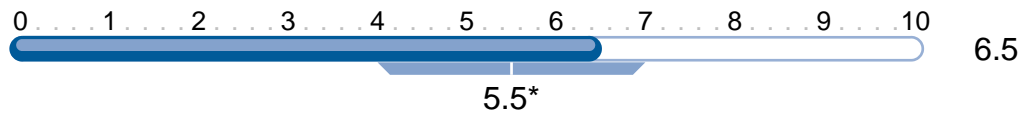
- Your self-reliance will cause you to feel uncomfortable around people who are always trying to help you or be too nice to you.



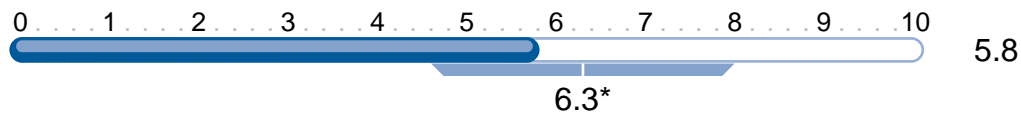
# PERSONAL INTERESTS, ATTITUDES AND VALUES

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.

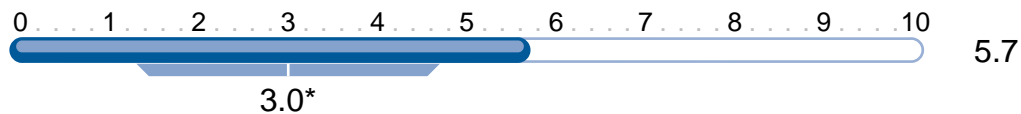
## 1. THEORETICAL



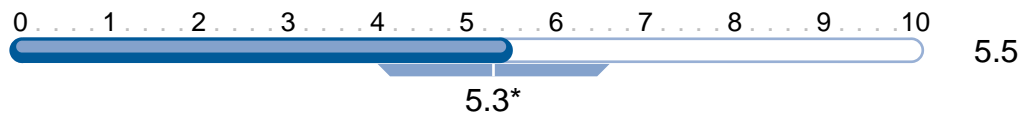
## 2. UTILITARIAN/ECONOMIC



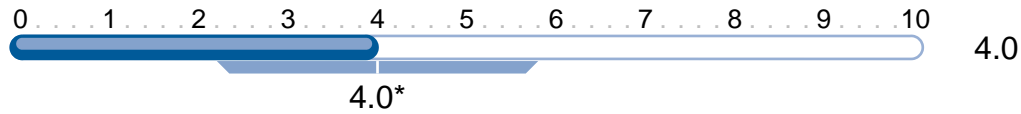
## 3. AESTHETIC



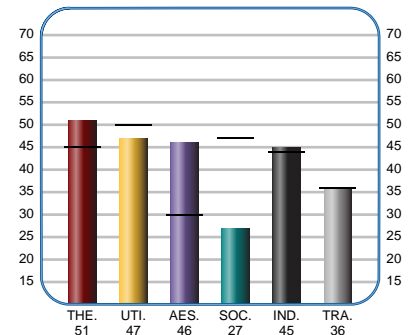
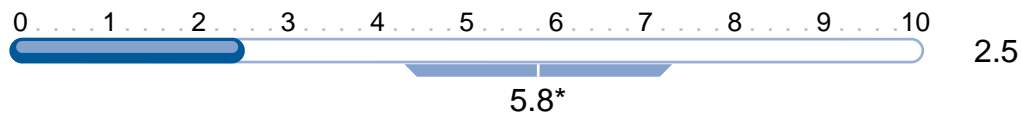
## 4. INDIVIDUALISTIC/POLITICAL



## 5. TRADITIONAL/REGULATORY



## 6. SOCIAL

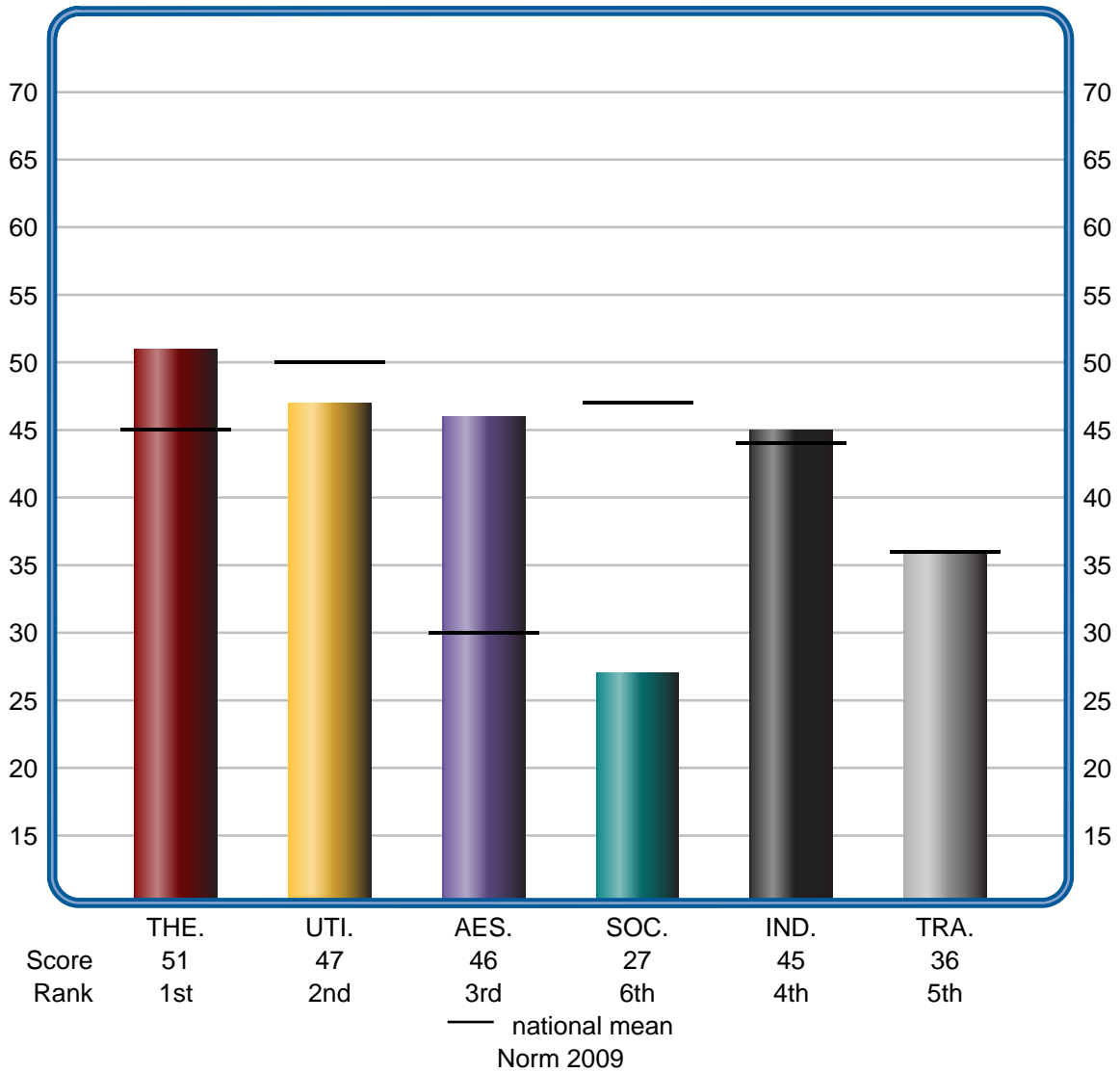


\* 68% of the population falls within the shaded area.

ABC Co. Ltd.  
789 Street

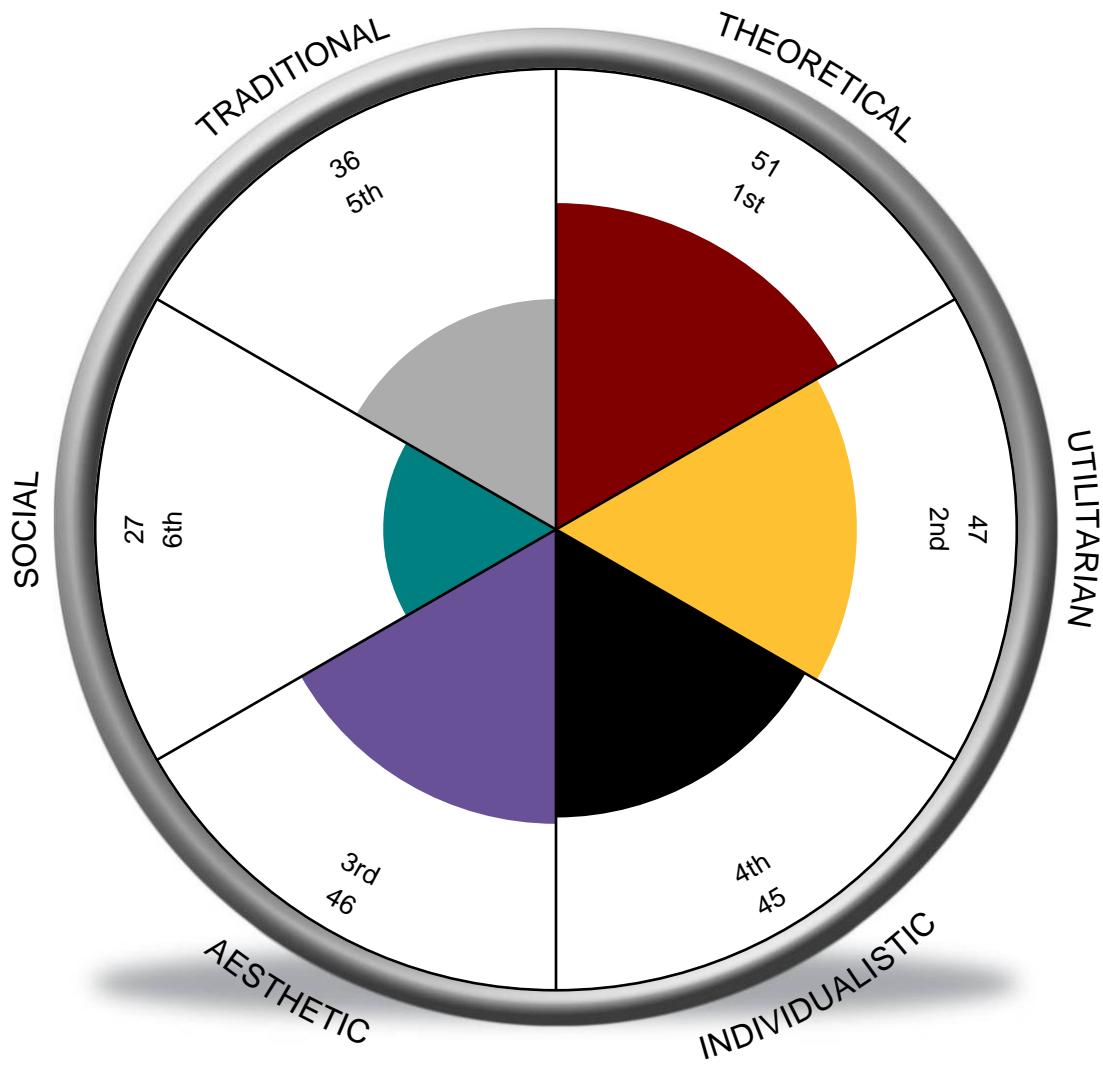


**Jeff Taylor**  
Company, Inc.  
5-4-2010





Jeff Taylor  
Company, Inc.  
5-4-2010



ABC Co. Ltd.  
789 Street



*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. \_\_\_\_\_  
\_\_\_\_\_