

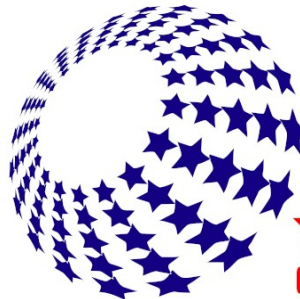


TTI Success Insights®

Behaviors and Motivators - Executive Version



Sara Sample
Company Inc
4-2-2010



**YOUR
COMPANY**

Communicate
Company Inc
123 St.
Scottsdale, AZ
800-555-5555



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*

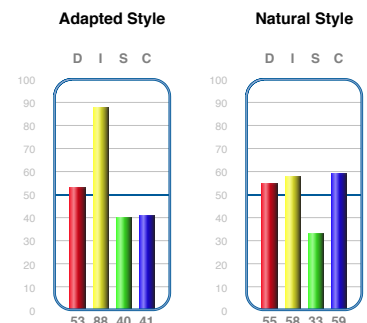
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Based on Sara's responses, the report has selected general statements to provide a broad understanding of her work style. These statements identify the basic natural behavior that she brings to the job. That is, if left on her own, these statements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

Sara has a need to achieve in an environment in which the quality is controlled. She can become frustrated when put in a situation that is nothing more than a rambling discussion. When Sara sees something that is wrong she wants to fix it. She is oriented toward achieving practical results. She likes to work behind the scene and be seen as someone who is organized and has her life in order. She prefers that things be orderly and she will approach work in a systematic manner. Sara is alert and sensitive to her errors and mistakes. She constantly seeks to avoid errors in her work. She can be sensitive about any comments regarding the quality of her work. She strives forward constantly to improvement in everything she does. Her motto for work may well be the coined phrase, "quality is job number one." Getting the project or job done right is important to her. If forced to choose between producing quality work or quantities of work, quality will be the winner. She wants to be seen as a responsible person and will avoid behavior that could be seen by others as irresponsible. Sara wants to be liked by fellow workers, as well as be recognized for doing quality work. Coworkers know that her projects will always be done correctly. She can be a real "stickler" for quality systems and orderly procedures.

Sara usually judges others by the quality of their work. She may find it difficult to recognize others' strengths, if their work does not meet her high standards. She follows company policy, if aware of it. She is skilled at observing and collecting data on different subjects. If she has a real passion for a given subject, she will read and listen to all the

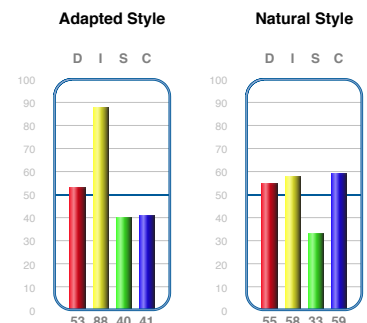


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available information on the subject. She is the type of person who will accept challenges, and accept them seriously. Sara prefers to study and analyze a problem before responding. She wants to feel that her response is the correct one. She is good at analyzing situations that can be felt, touched, seen, heard, personally observed or experienced. Her motto is, "facts are facts." She, capable of making daily decisions routinely, usually becomes cautious about the bigger decisions; she wants to be absolutely certain her decision is correct. She takes pride in her competence or her ability to understand all the facts of a situation. She is good at concentrating on data while looking for the best method of solving the problem.

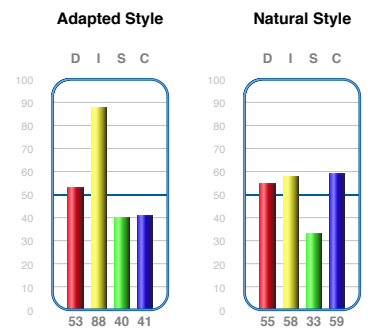
Sara likes to have contact with a variety of individuals in her area of expertise. Because Sara wants to be certain she is performing her work assignments correctly, she enjoys working for a manager who explains what is expected of her. She likes to ask questions to clarify the communications. She gathers data in order to be certain she is correct in her work, communications or decision making. She enjoys analyzing the motives of others. This allows her to develop her intuitive skills. Sara likes to know what is expected of her 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. She wants to establish good will with others and to influence them in a friendly and sociable manner. Because Sara prefers logical information, she likes people who communicate all the facts in logical order. Random facts in a haphazard format tend to distract and annoy her. She can be outgoing at times. Basically introverted, she will engage in social conversation when the occasion



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warrants.



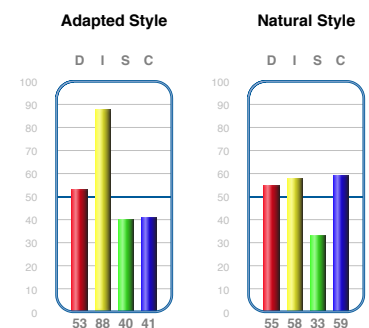
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VALUE TO THE ORGANIZATION

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.

- Ability to handle many activities.
- Conscientious and steady.
- Deadline conscious.
- Sense of urgency.
- Good mixer.
- Proficient and skilled in her technical specialty.
- Few dull moments.
- Accurate and intuitive.



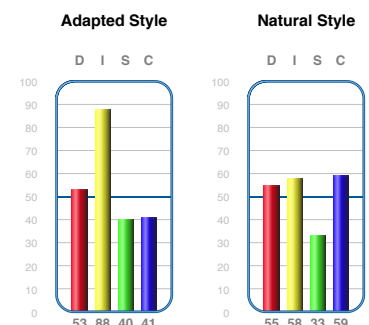


CHECKLIST FOR COMMUNICATING

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 systems to follow.
- Make an organized presentation of your position, if you disagree.
- Make an organized contribution to her efforts, present specifics and do what you say you can do.
- Be open, honest and informal.
- Put projects in writing, with deadlines.
- Prepare your "case" in advance.
- Be specific and leave nothing to chance.
- Follow through, if you agree.
- Provide time for fun and relaxing.
- Be isolated from interruptions.
- Give strokes for her involvement.
- Verify that the message was heard.



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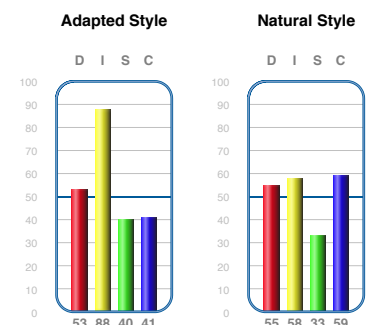


DON'TS ON COMMUNICATING

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 testimonies of unreliable sources; don't be haphazard.
- Talk too slowly, or dwell on details to excess.
- Forget to follow-up.
- Be vague about what's expected of either of you; don't fail to follow through.
- Let her change the topic until you are finished.
- Use paternalistic approach.
- Make conflicting statements.
- Make statements about the quality of her work unless you can prove it.
- Leave things to chance or luck.
- Provide special, personal incentives.
- Be disorganized or messy.
- Threaten, cajole, wheedle, coax or whimper.
- Dillydally, or waste time.



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This section provides suggestions on methods which will improve Sara's communications with others. The tips include a brief description of typical people in which 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.

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



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:

Precise
Moderate
Knowledgeable

Thorough
Diplomatic
Analytical

OTHERS' PERCEPTION

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

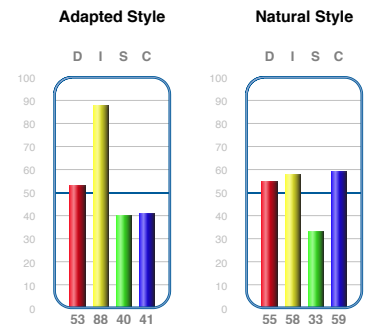
Pessimistic
Worrisome

Picky
Fussy

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

Perfectionistic
Strict

Hard-to-Please
Defensive



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

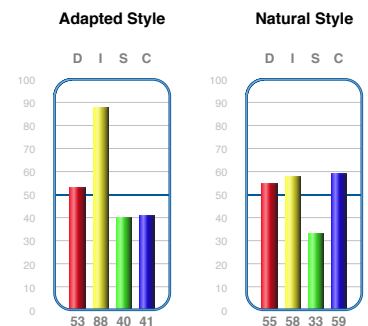


NATURAL AND ADAPTED STYLE

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 quite inquisitive and wants to be seen as an outwardly competitive person who is adventuresome by nature. She is results-oriented and likes to be innovative in her approach to problem solving. Sara is not necessarily confrontational by nature, but if a problem does exist she will not turn down the opportunity for confrontation. | | Sara sees no need to change her approach to solving problems or dealing with challenges in her present environment. |

| Natural | PEOPLE - CONTACTS | Adapted |
|--|-------------------|---|
| Sara is sociable and optimistic. She is able to use an emotional appeal to convince others of a certain direction. She likes to be on a team and may be the spokesman for the team. She will trust others and likes a positive environment in which to relate. | | Sara seems to be animated and emotional in persuading others. She feels the environment calls for a positive approach to convincing others about her ideas, products or services. |



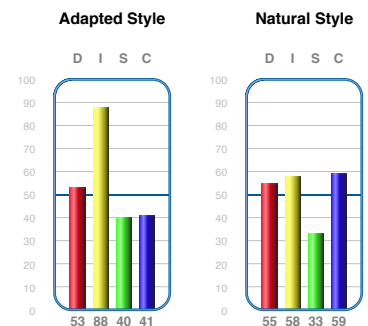
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NATURAL AND ADAPTED STYLE

| Natural | PACE - CONSISTENCY | Adapted |
|---|--|---------|
| <p>Sara is variety-oriented and demonstrates a need to get from one activity to another as quickly as possible. She usually demonstrates a pronounced sense of urgency. She is eager to initiate change if for nothing else than for change's sake.</p> | <p>Sara sees her natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency. Sometimes she would like the world to slow down.</p> | |

| Natural | PROCEDURES - CONSTRAINTS | Adapted |
|--|--|---------|
| <p>Sara is somewhat open-minded, but aware and sensitive to the implications of not following the rules. She can display balanced judgment in reviewing procedures. Knowing she is doing things well is a key reinforcement for her.</p> | <p>Sara is striving to be independent and somewhat self-willed. She is most comfortable when the constraints can be "loosened" for certain situations.</p> | |

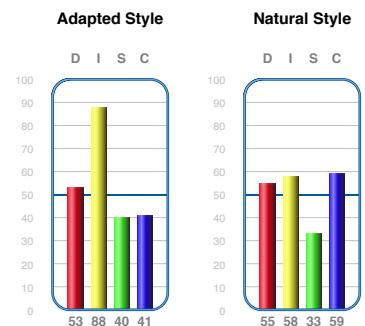


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Sara sees her present work environment requiring her to exhibit the behavior listed on this page. If the following statements DO NOT sound job related, explore the reasons why she is adapting this behavior.

- Preferring people involvement over task focus.
- A competitive environment, combined with a high degree of people skills.
- Contacting people using a variety of modes.
- Persistence in job completion.
- Anticipating and solving problems.
- A good support team to handle paperwork.
- Maintaining an ever-changing, friendly, work environment.
- Optimistic, future-oriented outlook.
- Acting without precedent, and able to respond to change in daily work.
- Participative decision making.
- Quickly responding to crisis and change, with a strong desire for immediate results.





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. 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

2. OVERREACTING TO CONSTRUCTIVE CRITICISM

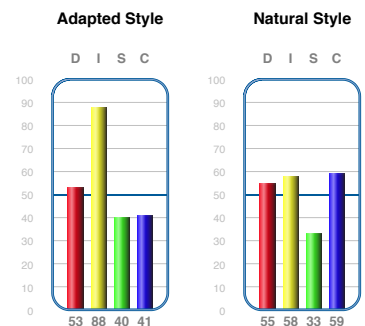
Overreacting to constructive criticism is the inappropriate overt or covert response to feedback and recommendations.

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. FEAR OF MISTAKES

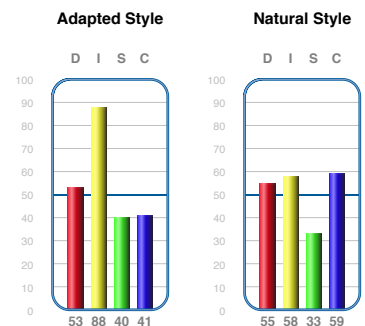
Fearing mistakes is the mental process of focusing on negative outcomes and is often a preoccupation with past mistakes.

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



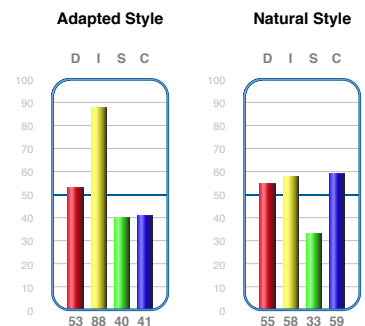


AREAS FOR IMPROVEMENT

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

- Have difficulty making decisions because she's mostly concerned about the "right" decision. If precedent does not give direction, her tendency is to wait for directions.
- Want full explanation before changes are made to ensure her understanding.
- Fail to tell others where she stands on an issue.
- Be defensive when threatened and use the errors and mistakes of others to defend her position.
- Lean on supervisors if information and direction is not clear.
- Select people much like herself.



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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. URGENCY



2. VERSATILITY



3. ORGANIZED WORKPLACE



4. FREQUENT CHANGE



5. FREQUENT INTERACTION WITH OTHERS



6. ANALYSIS OF DATA



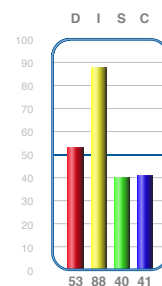
7. COMPETITIVENESS



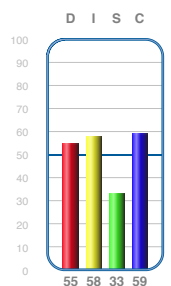
8. CUSTOMER ORIENTED



Adapted Style



Natural Style



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MOST

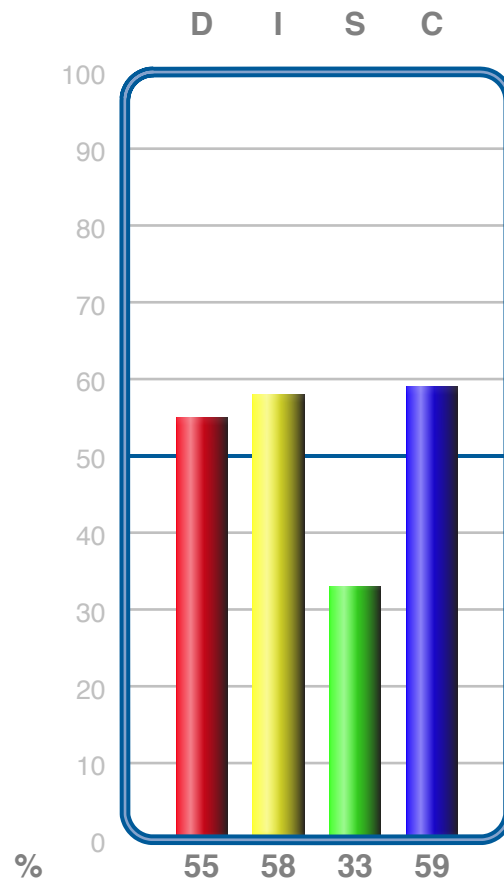
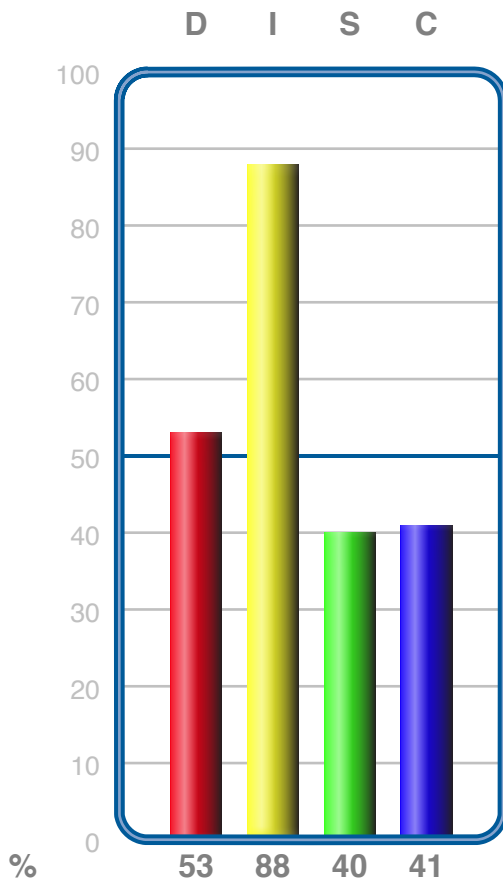
Graph I

Adapted Style

LEAST

Graph II

Natural Style



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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.

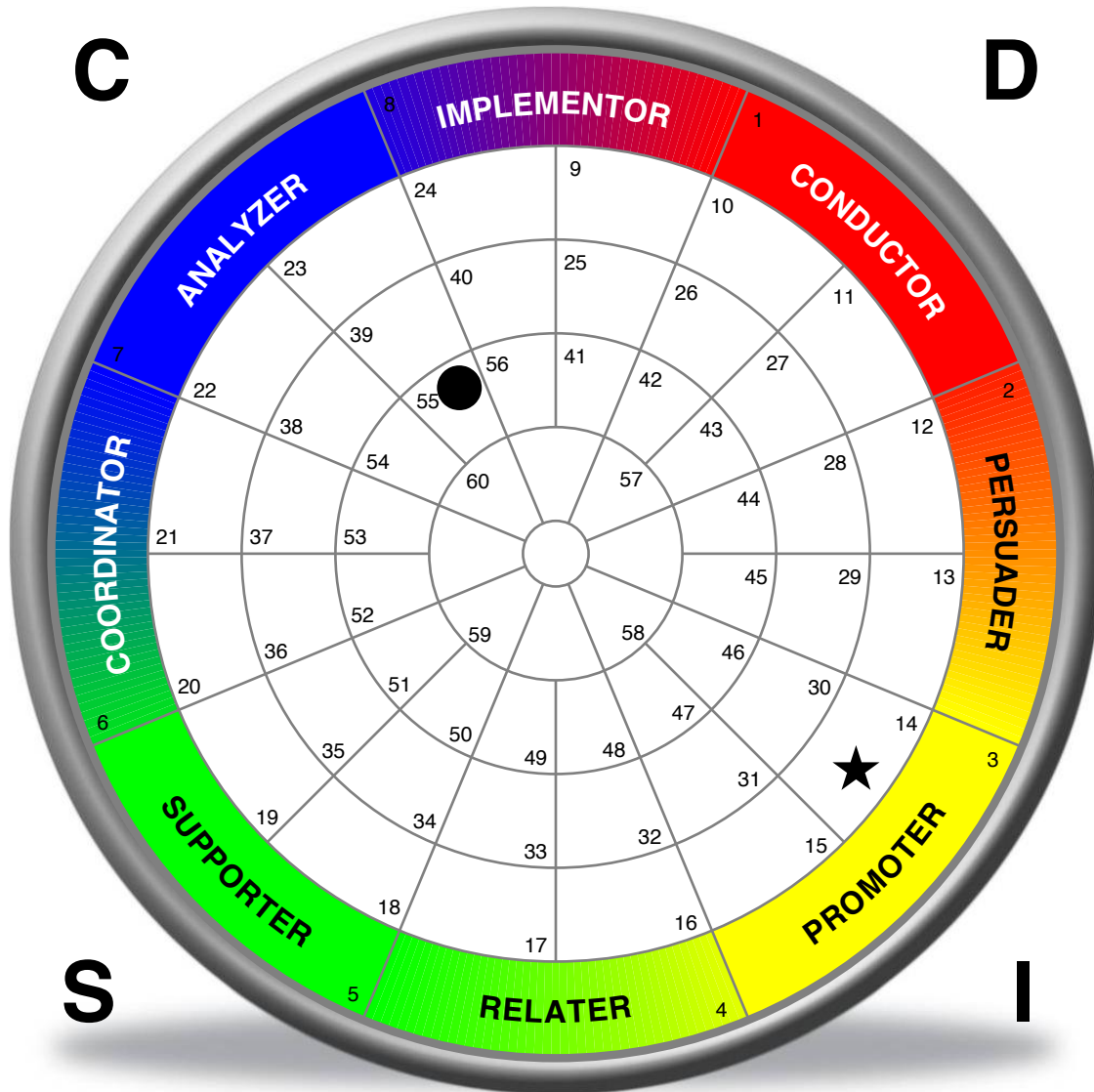
If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able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



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Adapted: ★ (14) PERSUADING PROMOTER

Natural: ● (55) IMPLEMENTING ANALYZER (ACROSS)

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



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

- Exhibits a strong drive to help others grow professionally.
- Possesses a high sincerity factor and helping attitude, as demonstrated in the things she does.
- Exhibits a high sincerity factor in her tone of voice in communicating with others.
- Freely gives of her time, talent, and energy to others, even without being asked.
- Feels a win in coaching others to support the team, not just from a paycheck.
- Seeks to contribute to the welfare of others.
- Possesses a high service ethic toward helping others.
- Shows an Altruistic love for helping people.
- Cares about the feelings of others on the team.

Value to the Organization

- Demonstrates high personal and professional regard for others on the team.
- Is enthusiastic and willing to work and contribute to the team efforts.
- Is a very good team player.
- Has a desire to go beyond required job description to help make things easier for others.
- Shows a willingness to give time, talent, and energy to help the organization or the team.
- Proactive in helping the team progress. Sees things that need to be done, then does them.



Keys to Managing and Motivating

- Provide an environment in which there is opportunity to help others achieve and grow professionally.
- Provide flexibility to allow for helping others on the team.
- Show a genuine interest in what she wants to give to the job.
- Monitor that she is not being overly giving to the point that her own work suffers.
- Sara gets a high degree of motivation from helping others achieve, grow, and solve problems, both as internal team members and as external customers and clients. Provide an outlet for this strength.

Training, Professional Development and Learning Insights

- Learning and professional development should be linked to her potential of being more effective in helping others on the team.
- Courses and training will help amplify her need to teach, coach or help others as either internal or external stakeholders.
- Learning successes can be linked to increasing her personal knowledge base to share with others.

Continuous Quality Improvements

- Needs to learn to say "no" more often.
- Ends up with her own tasks needing to be done, even as she is helping others complete their tasks.
- May get into teaching/helping mode too often.



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

- This high individualism may be demonstrated in a variety of observable ways; In creative problem solving, in a risk-taking attitude, etc.
- She experiences a feeling of accomplishment in being recognized for completing a tough assignment in a creative way.
- 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 freedom in her own work area.
- Brings a lot of energy that needs to be put to good use.
- Likes to have her own niche; the place where she can excel.
- Comfortable being in the limelight and enjoys demonstrating her uniqueness or creativity.

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.
- Desires to be an individual and celebrate differences.
- 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 freedom to make her own decisions about how an assignment should be completed.
- Allow bandwidth to grow and experiment with new projects, ideas, and responsibilities.
- Remember to build in a continuous opportunity to learn and progress.
- Sara brings a variety of strengths to the team that may not have been utilized. Explore the possibilities of expanding these opportunities.
- Sara enjoys making presentations to small or large groups. Explore this possibility.

Training, Professional Development and Learning Insights

- Learning and professional development activities should be flexible, having a wide variety of options.
- Attempt to provide enough creative space for her to express her uniqueness.
- Allow for some experimental or non-routine types of options.

Continuous Quality Improvements

- May spend excess time telling (or selling) an audience on her uniqueness, rather than discussing the topic at hand.
- 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 remember that her good ideas aren't the only good ideas.



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

- Her Theoretical need is not the most important or primary driving values factor.
- Sara may provide a balance between the very high theoretical approaches, and the very low approaches, and be able to communicate with each side.
- Is able to understand the needs of big picture issues, and appreciate the needs of trivial or minute issues without being an extremist.
- Brings a sense of balance and stability to a variety of technical issues impacting the team.
- Sara typically won't get bogged down in minutia, nor will she ignore the details when decision-making.

Value to the Organization

- Sara demonstrates awareness of the necessary technical features, and responds as needed on-the-job.
- Brings flexibility to the team; that is, being detail-oriented when necessary, and being practically-oriented other times.
- Is a stabilizing force on the team.
- Is able to appreciate the needs of both the higher and lower Theoreticals.
- Shows curiosity about technical details without getting bogged down.



Keys to Managing and Motivating

- Remember that she has the ability to be a balancing and stabilizing agent on high knowledge-driven tasks/assignments/projects.
- Sara brings a knowledge-drive typical of many business professionals.
- Include the perspective she brings in order to gain a middle-ground understanding.
- Check for other values drives that may be higher or lower than this one in order to gain a more complete picture of specific keys to managing and motivating.

Training, Professional Development & Learning Insights

- Is rather flexible and accepting of most training programs offered in the organization.
- Is able to see the need for training, and also realizes the importance of practical information.
- Please check other areas of higher or lower values drive for additional insight into professional development needs.

Continuous Quality Improvements

- May need to be a bit more demonstrative on some complex theoretical issues.
- May be asked to take a firmer stand or position on team initiatives.
- May need to examine other values drives to determine the importance of this Theoretical drive factor.



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 her.
- 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 her own responsibility and work-load.
- Not an extremist, and therefore when Aesthetic issues emerge Sara demonstrates an awareness of form and harmony and responds as needed on the job.



Keys to Managing and Motivating

- Remember that she 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 she brings between various positions on team issues.

Training, Professional Development and Learning Insights

- She is a flexible participant in training and development programs.
- Can become engaged in training activities because she sees it as a part of necessary growth and professional improvement.
- Sara will be supportive of the training efforts as well as supportive of the trainer(s) from the viewpoint of this Aesthetic dimension.

Continuous Quality Improvements

- To gain additional insight, it is important to review other Values drives to determine the importance of this Aesthetic drive factor.
- She may need to take a more visible position with the team on some issues within the organization.
- Allow space for those who differ on this Aesthetic scale, and remember that all Values positions are positions deserving of respect.



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

- The lower Utilitarian/Economic drive here indicates that she may not be solely motivated by competitive financial incentives such as accelerated commissions in the compensation plan.
- Since this value's area may help to determine one's money-motivation, the results indicate that Sara may be motivated more by things other than a high paycheck (although that may still be important.)
- Check the full results and graph to determine those values that were ranked in a higher field than the Utilitarian/Economic area.
- The lower score here also indicates that she may have already begun to reach her own level of financial security, to the extent that things other than money may now become motivating drives.
- Sara's score indicates a lower interest in materialistic things, or that she has already achieved a level of material security.
- While not driven by money, she may be sensitive to perceived inequities in wages and salaries, and does not want to be taken advantage of in that process.
- Using money or materials as a yardstick to measure or impress others is not important.
- Tends to be easy-going and supportive of others on the team.
- Motivated by money to have needs met, but money itself is not a primary driving factor.

Value to the Organization

- Sees a wider spectrum of the picture, not just the economic view.
- Has a high want, desire, and need to help people. (Internal or external to the organization.)
- Rarely (if ever) looks at a project with a "what's in it for me?" perspective.
- Enjoys monetary compensation, but especially enjoys a different type of paycheck: perhaps that of someone saying, "Thank you very much for helping me."
- Sensitive and responsive to the "people-side" of work related activities.

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UTILITARIAN/ECONOMIC

- Has an attitude of "We're all in this together, so let's work together."

Keys to Managing and Motivating

- Structure job enrichment strategies into the reward system, not just economic rewards.
- Praise for continued contributions to the job, sometimes even without highly visible recognition.
- Remember that "helping hands" behind the scenes are as important as the highly visible ends of a work project.
- Provide sincere recognition for contributions.
- Consider the strengths of the "total person" when considering rewards and incentives. Perhaps consider intangible or environmental rewards.

Training, Professional Development and Learning Insights

- May prefer team-oriented activities to work and share ideas with others.
- She may enjoy a more cooperative learning style.
- Prefers less competition between learning groups.

Continuous Quality Improvements

- Avoids making tough decisions that may negatively impact others on the team.
- May not hear the "revenue-clock" ticking on some projects.
- Needs coaching to increase return-on-investment awareness or profit motivation.



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

- Realizes that sometimes rules need to be treated as guidelines with more flexible interpretations.
- 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.
- Is a very flexible problem-solver.
- Is motivated by the personal right to express herself.
- The rule bending is not malicious, but rather the result of creative energy and resourcefulness.

Value to the Organization

- Is able to make quick decisions without getting emotionally involved.
- Creates solutions, sometimes more through personal attempts, calculated risks, and creativity, than by-the-book or established protocol.
- Tends to be a quick-study on new projects and procedures.
- Asks lots of questions.
- Looks for creative solutions to problems.



Keys to Managing and Motivating

- Desires honest and sincere feedback from others.
- May need to sell her ideas, not just tell them.
- 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.
- Maximize use of her adaptability to new projects and ideas.

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.

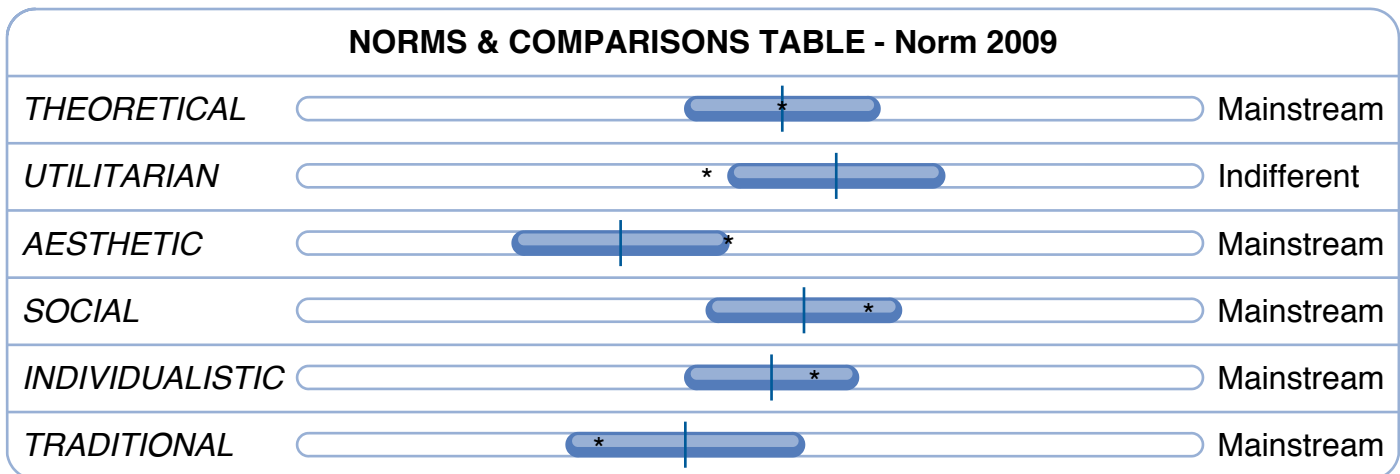


MOTIVATORS - NORMS & COMPARISONS

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



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

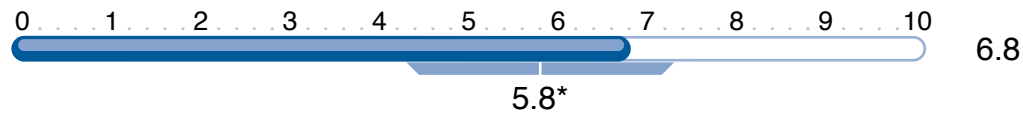
- Understanding people who view the world based on return on investment will frustrate you. Other things are more important to you.



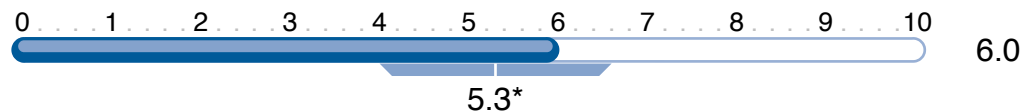
PERSONAL INTERESTS, ATTITUDES AND VALUES

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.

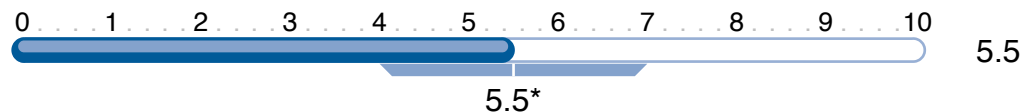
1. SOCIAL



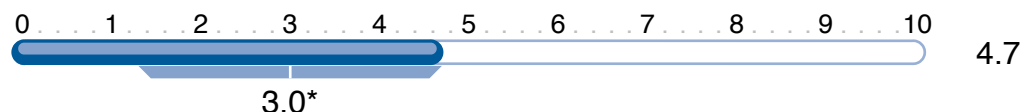
2. INDIVIDUALISTIC/POLITICAL



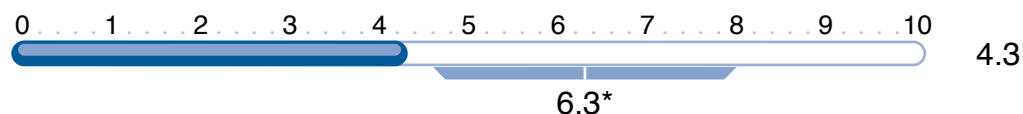
3. THEORETICAL



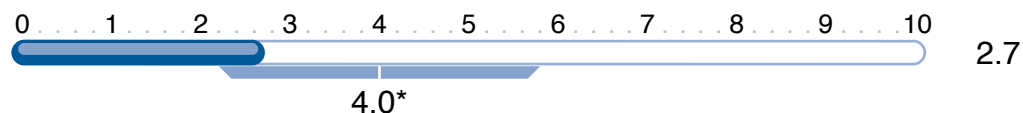
4. AESTHETIC



5. UTILITARIAN/ECONOMIC



6. TRADITIONAL/REGULATORY

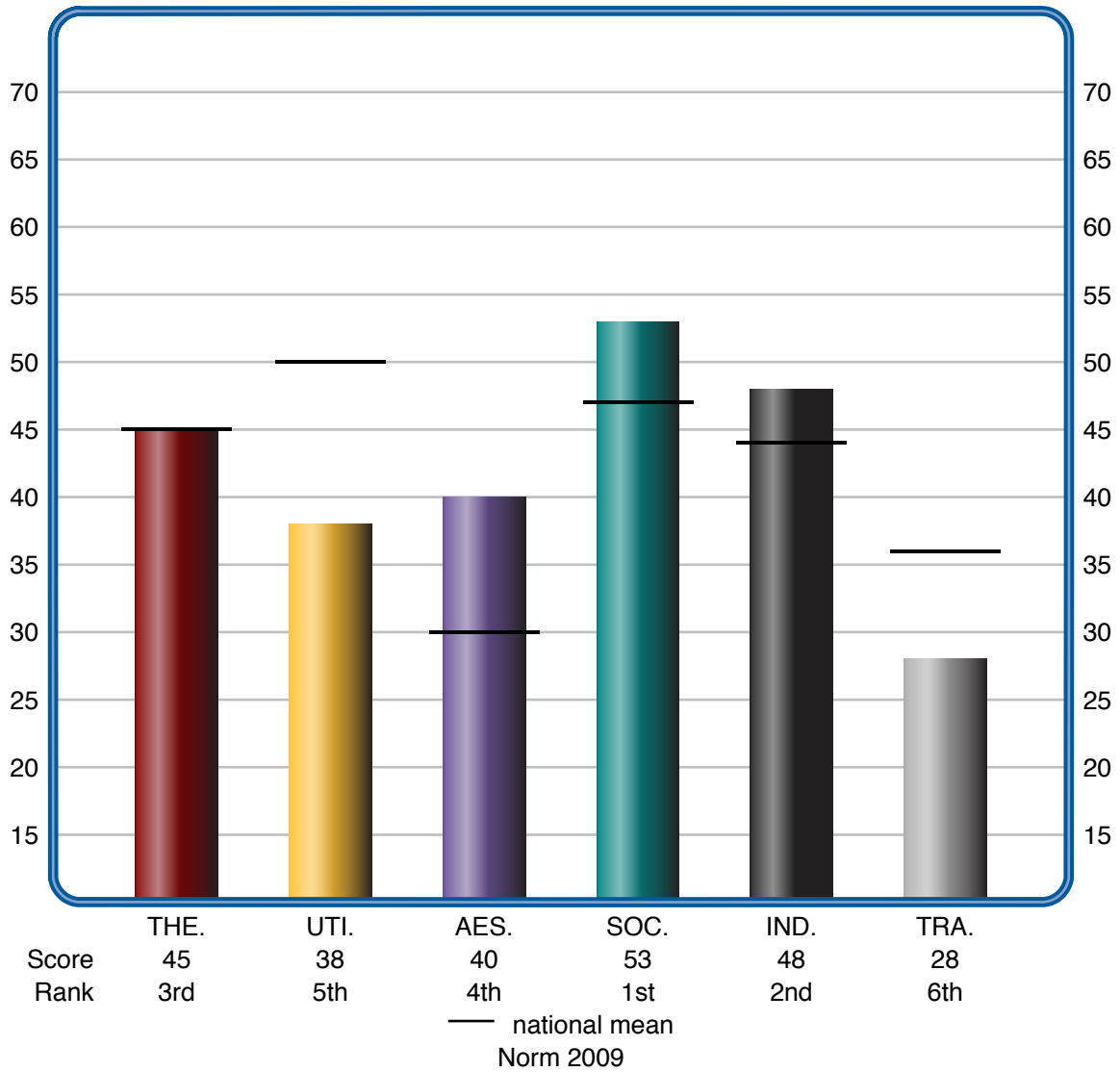


* 68% of the population falls within the shaded area.



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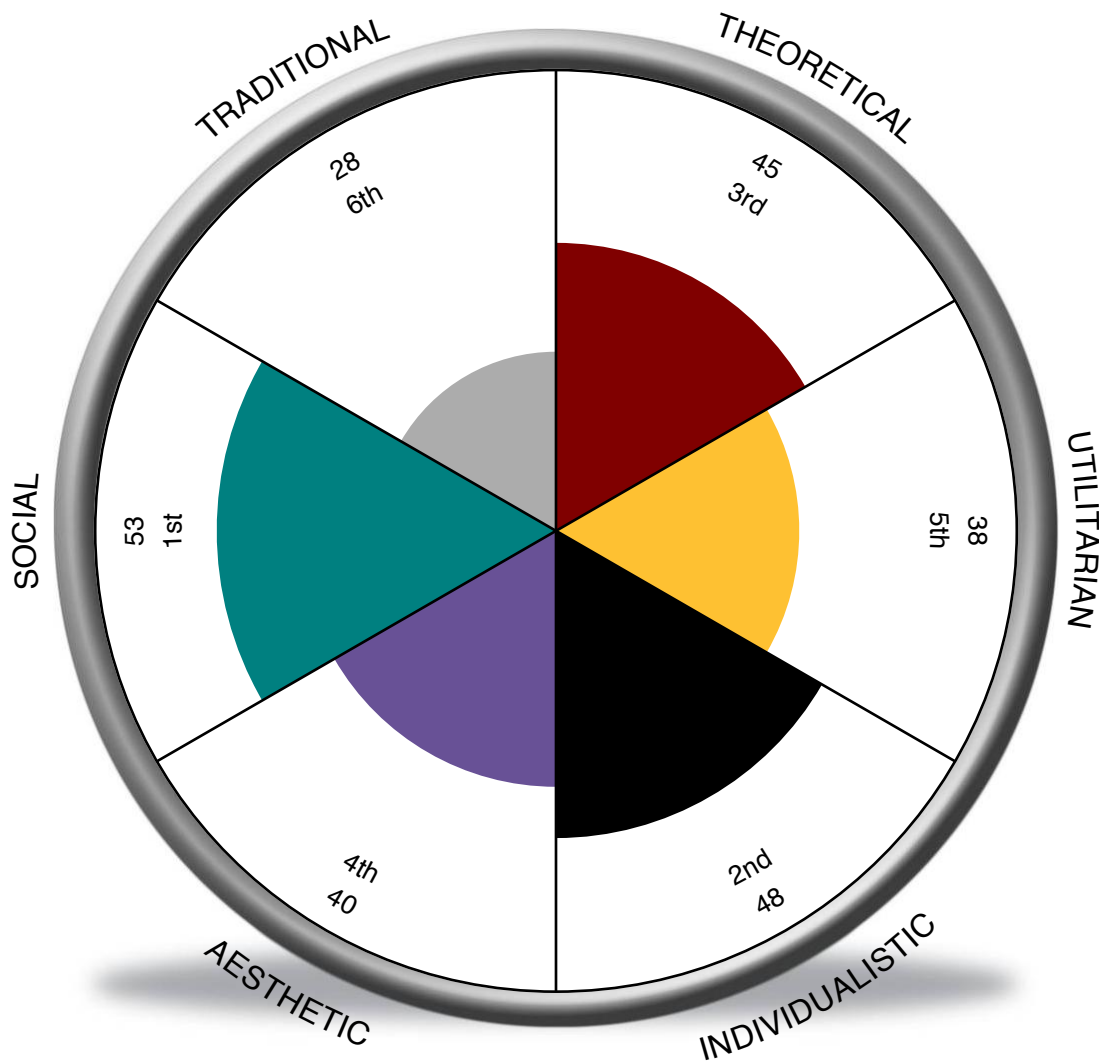
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This Action Plan is your tool to contribute to the process of self-development and continuous improvement. As you have reviewed information in this document, please respond to the items below as they relate to your specific professional environment.

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. _____
