



TTI Talent Insights™
Coaching Report - General Version

*"He who knows others is learned.
He who knows himself is wise."
—Lao Tse*

Sarah Sample

2-27-2006



INTRODUCTION

Where Talent Meets Opportunity™

The Talent Insights™ Coaching 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

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 Sarah'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 Sarah's natural behavior.

Sarah is approachable, affectionate and understanding. She is enthusiastic and usually slow to anger. She is most likely to be at her best in situations where important things, such as values, judgments, feelings and emotions are involved. She prides herself on her "intuition." She likes to develop people and build organizations. Her goal is to have and make many friends. At work, she is good at maintaining friendly public relations. She is usually filled with good intentions, but often lacks the time to fulfill them. She prefers working for a participative manager. She does her best work in this kind of environment. She seeks popularity and social recognition. She likes to deal with people in a favorable social environment. Sarah can be flexible and diplomatic when the situation calls for it. She likes feedback from her manager on how she is doing.

Sarah will not be overlooked nor uninvolved. She will consistently try to inspire people to her point of view. Decisions are made after gathering facts and supportive data. Because of her trust and willing acceptance of people, she may misjudge the abilities of others. She may be inconsistent in disciplining others. Sarah likes working for managers who make quick decisions. She likes to participate in decision making. She likes to be involved in the decision-making process. When she has strong feelings about a particular problem, you should expect to hear these feelings, and they will probably be expressed in



GENERAL CHARACTERISTICS

an emotional manner.

Sarah is people-oriented and verbally fluent. She tends to mask some of her directness in friendly terms and is usually recognized as a friendly and trusting person. She often makes suggestions to others, but rarely attempts to force her ideas on them. She will know many people. She has a tendency to be a name dropper. She may do this without thinking, trying to establish rapport with people she may not know well. Sarah can get emotional about any subject in which she believes. She has the ability to look at the whole problem; for example, thinking about relationships, being concerned about the feelings of others and focusing on the real impact of her decisions and actions. It is important for Sarah to use her people skills to "facilitate" agreement between people. She tends to look at all the things the group has in common, rather than key in on the differences. She is optimistic about her ability to influence people to her way of thinking.



VALUE TO THE ORGANIZATION

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

- People-oriented.
- Big thinker.
- Verbalizes her feelings.
- Negotiates conflicts.
- Bottom line-oriented.
- Inner-directed rather than tradition-directed--brings fresh ideas for solving problems.
- Optimistic and enthusiastic.
- Creative approach to problem solving.
- Self-reliant.



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 Sarah. 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 Sarah most frequently.

Do:

- Define the problem in writing.
- Provide a warm and friendly environment.
- Leave time for relating, socializing.
- Provide ideas for implementing action.
- Deal with details in writing, have her commit to modes of action.
- Use a motivating approach, when appropriate.
- Plan interaction that supports her dreams and intentions.
- Look for her oversights.
- Read the body language for approval or disapproval.
- Provide "yes" or "no" answers--not maybe.
- Provide testimonials from people she sees as important.



DON'TS ON COMMUNICATING

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

- Legislate or muffle--don't overcontrol the conversation.
- Drive on to facts, figures, alternatives or abstractions.
- Be curt, cold or tight-lipped.
- Muffle or overcontrol.
- Be dictatorial.
- Leave decisions hanging in the air.
- Kid around too much, or "stick to the agenda" too much.
- Take credit for her ideas.
- Let her overpower you with verbiage.
- Waste time trying to be impersonal, judgmental or too task-oriented.
- Hesitate when confronted.
- Ramble.



COMMUNICATION TIPS

This section provides suggestions on methods which will improve Sarah's communications with others. The tips include a brief description of typical people with whom she may interact. By adapting to the communication style desired by other people, Sarah 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.



IDEAL ENVIRONMENT

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

- Freedom from restrictive rules.
- Position with a tolerant manager.
- Freedom to try new approaches.
- Freedom of movement.
- Forum for her ideas to be heard.
- Work with a results-oriented team.
- Democratic supervisor with whom she can associate.



PERCEPTIONS

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

"See Yourself As Others See You"

SELF-PERCEPTION

Sarah usually sees herself as being:

Enthusiastic
Charming
Persuasive

Outgoing
Inspiring
Optimistic

OTHERS' PERCEPTION

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

Self-Promoting
Overly Optimistic

Glib
Unrealistic

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

Overly Confident
Poor Listener

Talkative
Self-Promoter



DESCRIPTORS

Based on Sarah'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

Sarah'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
<p>Sarah 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. Sarah is not necessarily confrontational by nature, but if a problem does exist she will not turn down the opportunity for confrontation.</p>	<p>Sarah seeks a cautious approach to solving problems. She wants to solve problems within the framework of a team environment. Seldom will she force her opinion as she prefers a compromise as opposed to a win-lose situation.</p>	

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



NATURAL AND ADAPTED STYLE

Natural	PACE - CONSISTENCY	Adapted
<p>Sarah is deliberate and steady. She is willing to change, if the new direction is meaningful and consistent with the past. She will resist change for change's sake.</p>	<p>Sarah wants an environment that is variety-oriented. She feels a great sense of urgency to get things completed quickly. She is eager to accept change and work on many activities.</p>	

Natural	PROCEDURES - CONSTRAINTS	Adapted
<p>Sarah is independent by nature and feels comfortable in situations where the constraints are few and far between. She will follow rules as long as she feels that the rules are hers. She has a tendency to rebel from rules set by others and wants input into any constraints.</p>	<p>Sarah shows little discomfort when comparing her basic (natural) style to her response to the environment (adapted) style. The difference is not significant and Sarah sees little or no need to change her response to the environment.</p>	



ADAPTED STYLE

Sarah 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.

- Maintaining an ever-changing, friendly, work environment.
- Contacting people using a variety of modes.
- Flexibility.
- Participative decision making.
- Positive, outgoing, friendly behavior.
- Presenting a practical, proven approach to decision making.
- Being a good "team player."
- Being cooperative and supportive.
- Preferring people involvement over task focus.
- Obtaining results through people.
- Being cordial and helpful when dealing with new clients or customers.



KEYS TO MOTIVATING

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

Sarah wants:

- Flattery, praise, popularity and strokes.
- A plan she understands.
- A manager who practices participative management.
- Complete directions for work to be completed.
- To be accepted as a member of the team.
- Rewards to support her dreams.
- A predictable environment.
- A friendly work environment.
- A secure future.
- Public recognition of her ideas and results.
- Peace and harmony.
- To work with people with whom she can trust.



KEYS TO MANAGING

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

Sarah needs:

- Help on controlling time and setting priorities.
- To focus conversations on work activities--less socializing.
- Support in doing excessive detail work.
- Better organization of record keeping.
- To mask emotions when appropriate.
- To relax and pace herself.
- Opportunity to try the untried.
- A tolerant boss.
- More logical presentations--less emotional.
- Documentation of expected results.
- To evaluate her drive to be seen as her "own person" and how it affects her role on the team.
- Recognition that limits and rules do exist, and why.
- Participatory management.



AREAS FOR IMPROVEMENT

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

Sarah has a tendency to:

- Have difficulty planning and controlling time expenditure.
- Trust people indiscriminately if positively reinforced by those people.
- Overuse praise in motivating others.
- Overestimate her ability to motivate people or change others' behavior.
- Be optimistic regarding possible results of her projects or the potential of her people.
- Be inattentive to detail unless that detail is important to her or if detail work is of a short duration.
- Be too verbal in expressing criticism.



ACTION PLAN

The following are examples of areas in which Sarah may want to improve. Circle 1 to 3 areas and develop action plan(s) to bring about the desired results. Look over the report for possible areas that need improvement.

- | | |
|--|--|
| <input type="checkbox"/> Communicating (Listening) | <input type="checkbox"/> Time Management |
| <input type="checkbox"/> Delegating | <input type="checkbox"/> Career Goals |
| <input type="checkbox"/> Decision Making | <input type="checkbox"/> Personal Goals |
| <input type="checkbox"/> Disciplining | <input type="checkbox"/> Motivating Others |
| <input type="checkbox"/> Evaluating Performance | <input type="checkbox"/> Developing People |
| <input type="checkbox"/> Education | <input type="checkbox"/> Family |

Area: _____

- 1.
- 2.
- 3.

Area: _____

- 1.
- 2.
- 3.

Area: _____

- 1.
- 2.
- 3.

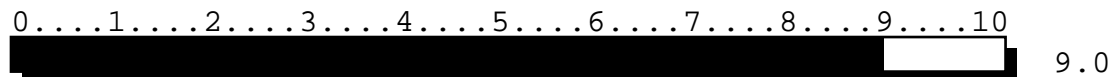
Date to Begin: _____ Date to Review: _____



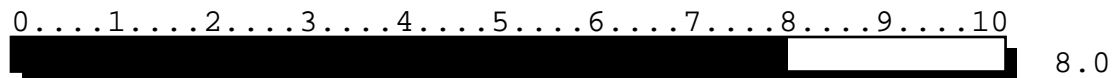
BEHAVIORAL HIERARCHY

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.

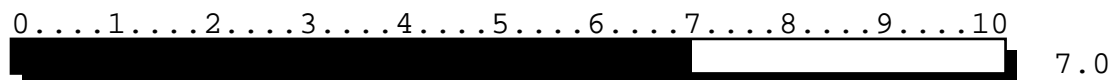
1. FREQUENT INTERACTION WITH OTHERS



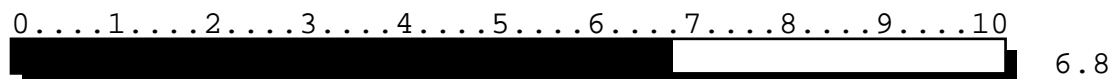
2. CUSTOMER ORIENTED



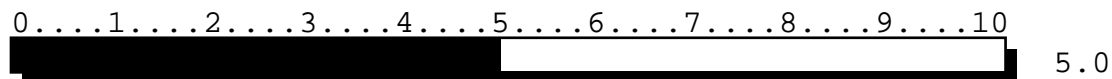
3. VERSATILITY



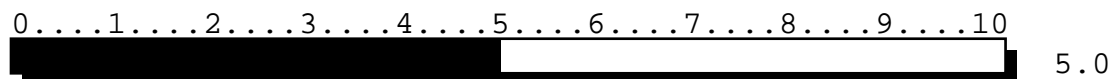
4. FREQUENT CHANGE



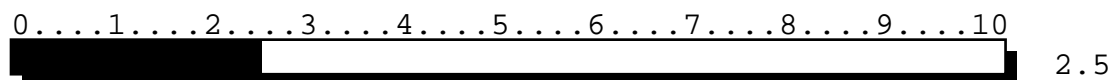
5. URGENCY



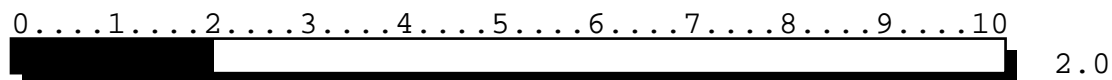
6. COMPETITIVENESS



7. ANALYSIS OF DATA



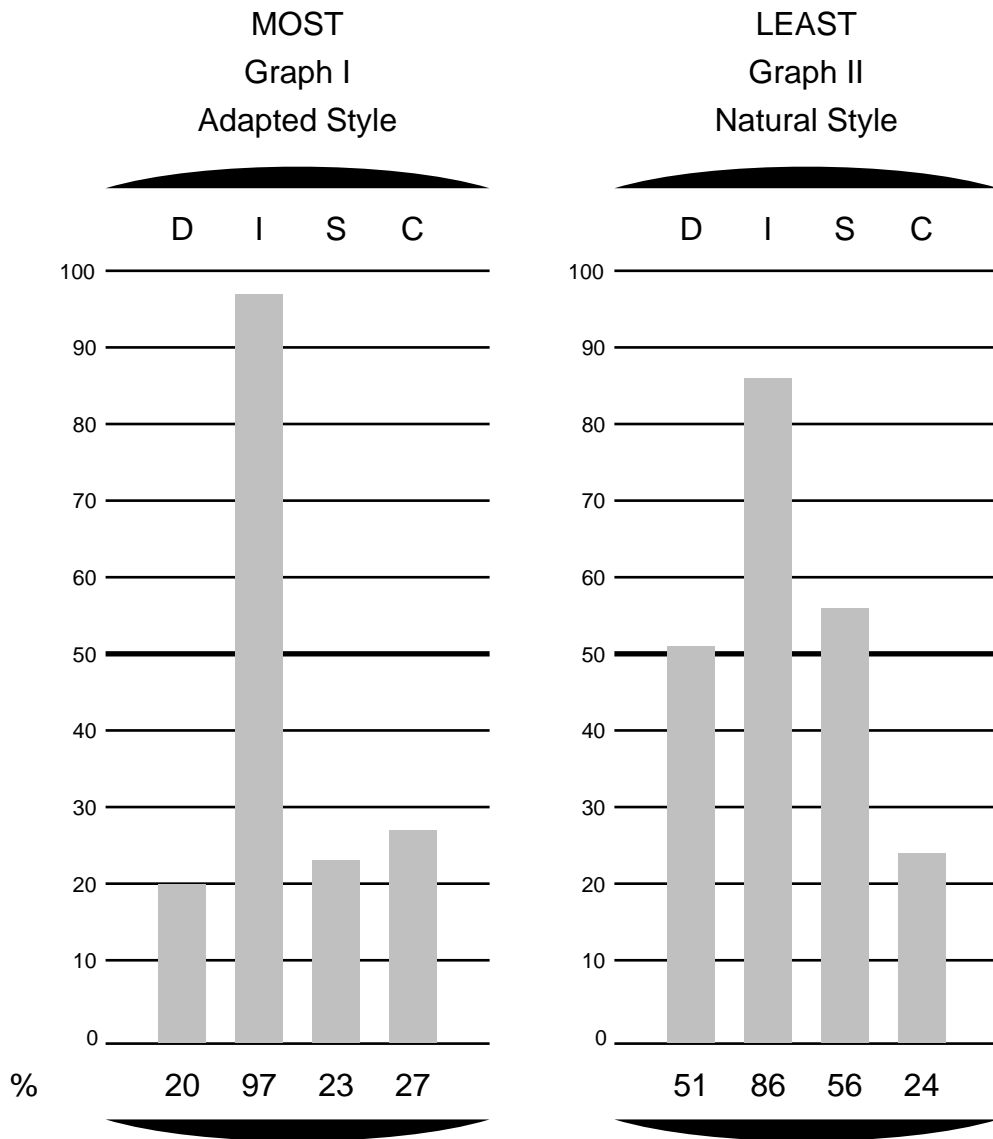
8. ORGANIZED WORKPLACE





STYLE INSIGHTS™ GRAPHS

2-27-2006



Norm 2003



THE SUCCESS INSIGHTS® WHEEL

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

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

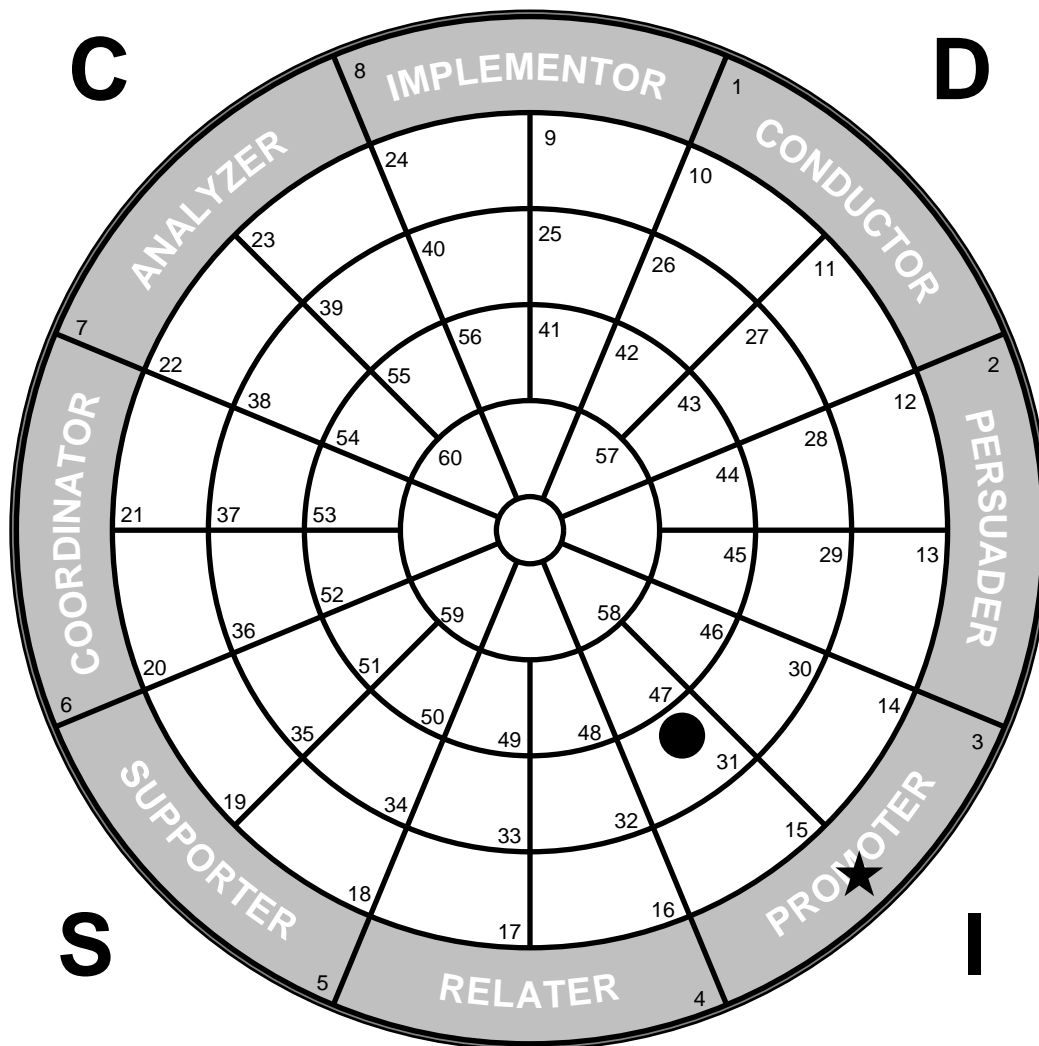
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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



THE SUCCESS INSIGHTS® WHEEL

2-27-2006



Adapted: ★ (3) PROMOTER
Natural: ● (31) RELATING PROMOTER (FLEXIBLE)
Norm 2003



INTRODUCTION

Motivators

Knowledge of an individual's values 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 Workplace Motivators report measures the relative prominence of six basic interests or values (a way of valuing life): Theoretical, Utilitarian/Economic, Aesthetic, Social/Altruistic, Individualistic/Political and Traditional/Regulatory.

<u>Value</u>	<u>the Drive for</u>
Theoretical	Knowledge
Utilitarian/Economic	Money
Aesthetic	Form and Harmony
Social/Altruistic	Helpfulness
Individualistic/Political	Power
Traditional/Regulatory	Order

Values 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 values. A knowledge of an individual's values help to tell us why they do what they do. By measuring values, we uncover some of these motivators and can identify strengths that make each person unique within an organization. Values initiate or drive our behavioral style.

Workplace Motivators Report

This document has been prepared based on careful statistical analysis of the response pattern on the Motivation Insights™ instrument. Norms have been developed for this instrument from thousands of professionals. This report uses the latest information available about human cognition and memory. Content is arranged in easy-to-remember categories using an interactive page layout.



INTRODUCTION

Motivators

How to get the most from this report

1. Add, delete, and write comments in this document and consider it a work-in-progress handbook or personal tool. Consult, review, revise, and update this document periodically.
2. Review the report and select items of primary importance to current projects. Determine the best steps ahead based on what the report reveals and current experiences.
3. As appropriate, share the information on the Team Building Summary with peers and managers at whatever level of disclosure feels comfortable. As communication is a two-way process, peers and managers are encouraged to share similar information from their own Team Building Summary sheets.
4. Use the information in the report to serve as a "self-management handbook" or "empowerment manual" to help clarify workplace values issues, and to assist in maintaining optimal performance.
5. Other steps and processes may emerge through team meetings.

This report includes

- A section for each of the six Values dimensions in these categories: General Characteristics; Value to the Organization; Keys to Managing and Motivating; Training, Professional Development and Learning Insights; Continuous Quality Improvement.
- A Norms and Comparisons section that reveals where your values are compared to the national mean.
- A Values Graph
- A Values Wheel
- A Values Action Plan for affirming strengths and encouraging growth and development.
- A Team Building Summary to facilitate sharing selected information with others.



SOCIAL/ALTRUISTIC

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

General Characteristics

- Demonstrates a strong need to help others achieve and win.
- Exhibits a very strong drive to help others grow professionally.
- Exhibits a very high sincerity factor in her tone of voice in communicating with others.
- Agrees that "it is better to give than to receive," even in an organizational setting.
- Seeks to contribute to the welfare of others.
- Shows an Altruistic love for helping people.
- Likes helping, teaching, and coaching others.
- Cares about the feelings of others on the team.
- Wanting others to enjoy the classics and helping to preserve them for future generations is of interest to her.

Value to the Organization

- Has a very good memory for helping others. Is able to keep a mental list of needs for others on the team, and helps them obtain links and resources in an on-going way.
- Is a very good team player.
- Provides a very calming influence during stressful situations.
- Has a desire to go beyond required job description to help make things easier for others.
- Proactive in helping the team progress. Sees things that need to be done, then does them.

Keys to Managing and Motivating

- Recognize that Sarah tends to be a very "giving" person and enjoys helping others.
- Do not over-use or abuse her giving nature. Allow Sarah to share it as she chooses to offer.
- 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.
- Support her willingness to share time and talent with others.



SOCIAL/ALTRUISTIC

Training, Professional Development and Learning Insights

- Learning and professional development should be linked to the 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.
- Tries to help too much and ends up getting in the way of some who may not want the help.
- Goes 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

- She likes to invent new things, design new products, and develop new ideas and procedures.
- Thrives in a team environment.
- Likes freedom in her own work area.
- Prefers to make her own decisions about how an assignment or project is to be accomplished.
- Independent.
- 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.
- There is a tendency to push the envelope a bit in situations where winning is desired.

Value to the Organization

- Ability to take a stand and not be afraid to be different in either ideas or approaches to problem solving.
- Brings creative ideas.
- Desires to be an individual and celebrate differences.
- Brings a variety of different and energetic ideas to the workplace.
- Enjoys making presentations to small or large groups, and is generally perceived as an engaging presenter by her audience.

Keys to Managing and Motivating

- Allow bandwidth to grow and experiment with new projects, ideas, and responsibilities.
- Let her work with an idea, develop it, and run with it for awhile before making a judgment call.
- Remember to build in a continuous opportunity to learn and progress.
- Sarah brings a variety of strengths to the team that may not have been utilized. Explore the possibilities of expanding these opportunities.
- Be open to new ideas Sarah may offer, and realize that she may do things a bit differently than standard operating procedure.



INDIVIDUALISTIC/POLITICAL

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

- Unique approaches do not always result in complete success, and may cause conflict with others if sensitivity is not used.
- Some values clashes may be reduced if awareness of the needs of others and awareness of the job parameters and protocol are used to govern her high Individualistic behavior.
- Needs to remember that her good ideas aren't the only good ideas.



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

- Is interested in what is useful and practical in meeting goals (usually economic ones).
- Responds best when education and training are practical and useful, with a profit or economic objective that is clearly attached to the training.
- Knowledge for the sake of knowledge may be viewed as a waste of time, talent, energy and creativity.
- Sarah likes rewards based on the results she achieves rather than on the method used to obtain the results.
- Sarah is hard-working, competitive, and motivated by financial rewards and challenging compensation plans.
- Interested in what is practical and useful in achieving her vision of success.
- Wants to surpass others in wealth or possessions.
- Fits the stereotype of the typical businessperson, interested in economic incentives.
- Motivated by high pay and attaches importance to high earnings.

Value to the Organization

- Driven by competition, challenges, and economic incentives.
- Makes decisions with practicality and bottom-line dollars in mind.
- Is able to multi-task in a variety of areas and keep important projects moving.
- Pays attention to R.O.I. (return on investment) in business or team activity.
- Will protect organizational or team finances, as well as her own.

Keys to Managing and Motivating

- Realize that it's not just money that motivates, but also personal payback from the job.
- Reward high performance in tangible and monetary ways with individual and team recognition.
- Assure that economic rewards are fair, clearly communicated, and provide a high-end return for those willing to work for it.
- Link training and meeting events to potential gains in business share or future income.
- Be certain Sarah is balancing her professional and personal life.



UTILITARIAN/ECONOMIC

Training, Professional Development and Learning Insights

- Link learning outcomes to the ability to become more effective in increasing earnings for both herself and the organization.
- Provide some rewards and incentives for participation in additional training and professional development.
- If possible, build in some group competition as a part of the training activities.

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 hide the dollar signs in her eyes in order to establish the most appropriate rapport with others.
- Needs to work on balancing other Values scales and appreciating the strengths that others bring, even those who may not share this high Utilitarian/Economic drive.



THEORETICAL

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

General Characteristics

- Her Theoretical need is not the most important or primary driving values factor.
- Sarah 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.
- Sarah typically won't get bogged down in minutia, nor will she ignore the details when decision-making.

Value to the Organization

- Sarah 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.
- Sarah 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.



THEORETICAL

Training, Professional Development & Learning Insights

- Is able to see the need for training, and also realizes the importance of practical information.
- Understands the needs of the high Theoreticals who want more information, and the lower Theoreticals who want only the necessary 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.



AESTHETIC

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

General Characteristics

- Shows a bottom-line practicality regarding Aesthetic environment and organizational resources: there must be a set of mutual wins.
- Check the full results and graph of the inventory to determine those values that were ranked in a higher field than this Aesthetic area.
- Keeps an ear to the revenue-clock of an organization, and doesn't want to waste time or money on ambience issues if it doesn't affect productivity.
- Not necessarily worried about form and beauty in her work environment.
- Sarah is a very practical person who can take or leave the Aesthetics or ambience of the work environment.
- Is motivated and driven in areas other than the Aesthetic.
- Sarah prefers to take a practical approach to workplace events.

Value to the Organization

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

Keys to Managing and Motivating

- Be careful not to overload with assignments that require significant individual creativity and self-expression.
- Appeal to the practical side that she shows in projects and leadership.
- Notice other higher plotting points on the Values graph and structure an environment that amplifies those peaks.
- Remember that practical talent is just as important as highly creative talent when supporting team efforts.
- Provide sincere recognition for contributions.



AESTHETIC

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

- Seen as overly business-like by some, but this comes from the practical side of her workplace values.
- Needs to be more sensitive to others need for an aesthetically pleasant workplace.
- Needs to be more open and receptive to the creative ideas of others.



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.
- Change-oriented and readily adaptable to new projects.
- Places lesser importance on conformity to group patterns.
- Likes to work hard, especially if she can see results of the work projects.
- Adjusts quickly to change and is flexible.
- May demonstrate an autonomous attitude as she approaches work assignments.
- May occasionally break the rules with the rationale: the end justifies the means.
- A desire to obtain quick results with many projects, and an attempt to dispense with many items (such as rules and regulations) which might bog down the progress.

Value to the Organization

- Is always looking for efficient and logical solutions.
- Generates new ideas.
- 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.
- Desires to learn new methods and strategies.

Keys to Managing and Motivating

- May need to sell her ideas, not just tell them.
- 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.
- Use her great strength of being a flexible problem-solver.
- If new precedent needs to be set, involve her in the planning and strategy.

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.



TRADITIONAL/REGULATORY

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.

NORMS & COMPARISONS TABLE - Norm 2003		
Sarah Sample		
THEORETICAL	* █ █	Indifferent
UTILITARIAN	█ * █	Mainstream
AESTHETIC	* █ █	Mainstream
SOCIAL	█ █ *	Extreme
INDIVIDUALISTIC	█ █ *	Passionate
TRADITIONAL	* █ █	Mainstream

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

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



MOTIVATORS - NORMS & COMPARISONS

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

- You have a very strong desire to help eliminate pain and conflict in the world, even to the point of personally taking on the pain of others. You will tend to give freely of your time, talent and resources expecting little or nothing in return. Others may believe you are a "doormat," always giving everything away to whoever walks in the front door, unwilling to look out for yourself or your family. They may believe you are weak and easily taken advantage of...a bleeding heart.
- You have a strong desire to lead, direct and control your own destiny and the destiny of others. You have a desire to lead and are striving for opportunities to advance your position and influence. Others may believe you are jockeying for position and continually stepping "over the line." They may believe that you form relationships only to "move ahead" and gain an advantage.

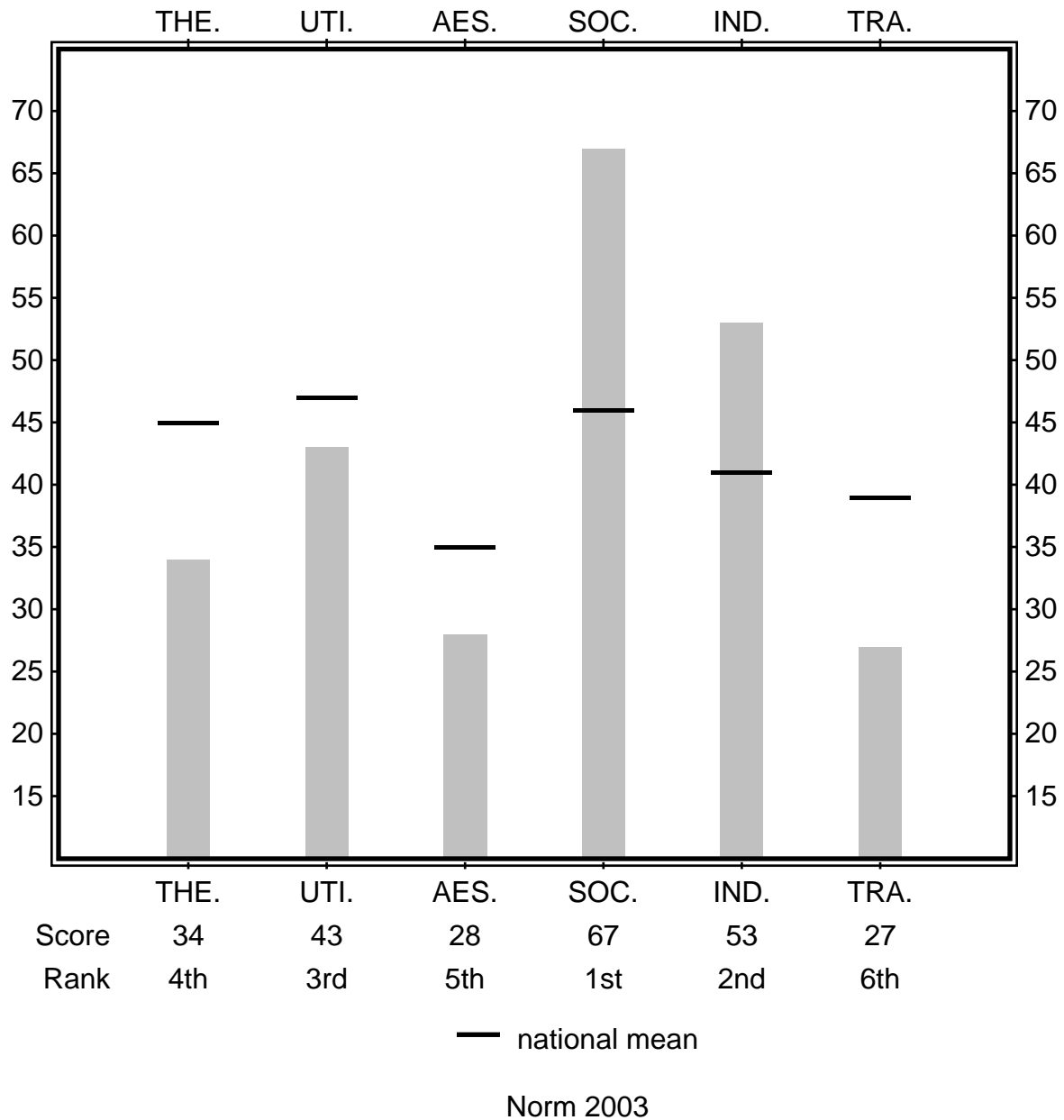
Areas where others' strong feelings may frustrate you as you do not share their same passion:

- The amount of time and resources others spend in learning new things may frustrate you.



ATTITUDES GRAPH

Sarah Sample
2-27-2006

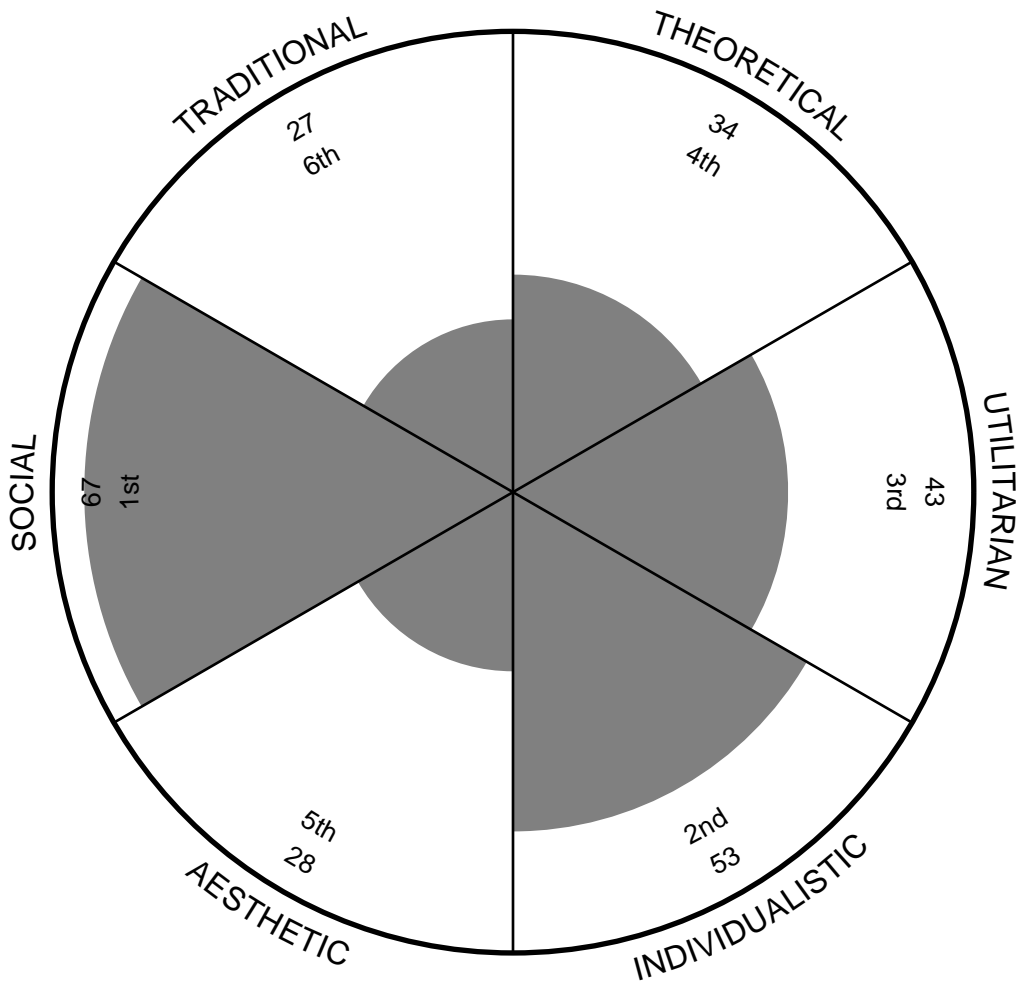




ATTITUDES WHEEL™

Sarah Sample

2-27-2006





VALUES ACTION PLAN

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 the Workplace Motivators 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. _____
