



# TTI Success Insights®

Behaviors and Motivators - General Version



**John Doe**  
4-4-2011

"Building relationships with a solid foundation"  
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## INTRODUCTION

*Where Opportunity Meets Talent®*

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

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

### SECTION 1: BEHAVIORS

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

### SECTION 2: MOTIVATORS

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



## INTRODUCTION

Behaviors Section

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

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

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

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

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

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



# GENERAL CHARACTERISTICS

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

John can be aggressive and direct, but still be considerate of people. Other people realize that directness is one of his great strengths. He is driven toward goals completion and wants to be in a position to set policy that will allow him to meet those goals. He is a self-starter who likes new projects and is most comfortable when involved with a wide scope of activities. He embraces visions not always seen by others. John's creative mind allows him to see the "big picture." John enjoys authority, independence and the freedom that goes with his aggressive approach to problem solving. Most people see him as a high risk-taker. His view is, "nothing ventured, nothing gained." He prefers an environment with variety and change. He is at his best when many projects are underway at once. He likes to be forceful and direct when dealing with others. His desire for results is readily apparent to the people with whom he works. John has high ego strengths and may be viewed by some as egotistical. He wants to be seen as an individual who is totally keyed to results. He wants to get things done in a manner that is consistent with his perception of the "right way" of doing things.

John finds it easy to share his opinions on solving work-related problems. Sometimes he becomes emotionally involved in the decision-making process. He prefers authority equal to his responsibility. He is decisive and prefers to work for a decisive manager. He can experience stress if his manager does not possess similar traits. When faced with a tough decision, he will try to sell you

### NOTES

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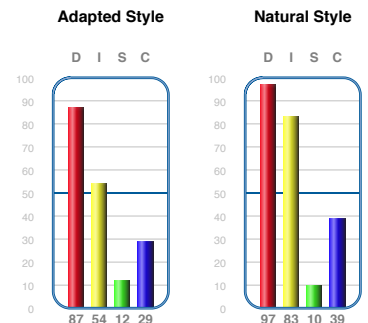
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on his ideas. He should realize that at times he needs to think a project through, beginning to end, before starting the project. He has the unique ability of tackling tough problems and following them through to a satisfactory conclusion. He will work long hours until a tough problem is solved. After it is solved, John may become bored with any routine work that follows.

John should exhibit more patience and ask questions to make sure that others have understood what he has said. He tends to be intolerant of people who seem ambiguous or think too slowly. He may lose interest in what others are saying if they ramble or don't speak to the point. His active mind is already moving ahead. His creative and active mind may hinder his ability to communicate to others effectively. He may present the information in a form that cannot be easily understood by some people. John challenges people who volunteer their opinions. He may lack the patience to listen and communicate with slower acting people. He may sometimes mask his feelings in friendly terms. If pressured, John's true feelings may emerge. He tends to influence people by being direct, friendly and results-oriented.

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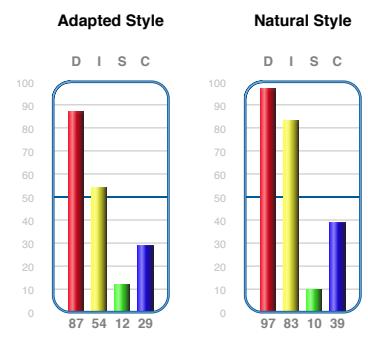
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# VALUE TO THE ORGANIZATION

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

- Challenge-oriented.
- Self-starter.
- Creative in his approach to solving problems.
- Tenacious.
- Thinks big.
- Positive sense of humor.
- Optimistic and enthusiastic.
- Forward-looking and future-oriented.

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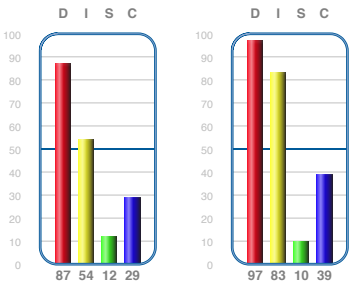
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**Adapted Style**

**Natural Style**





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

Do:

- Provide questions, alternatives and choices for making his own decisions.
- Offer special, immediate and continuing incentives for his willingness to take risks.
- Talk about him, his goals and the opinions he finds stimulating.
- Be clear, specific, brief and to the point.
- Read the body language--look for impatience or disapproval.
- Provide facts and figures about probability of success, or effectiveness of options.
- Provide a warm and friendly environment.
- Ask for his opinions/ideas regarding people.
- Support the results, not the person, if you agree.
- Leave time for relating, socializing.
- Motivate and persuade by referring to objectives and results.
- Provide ideas for implementing action.
- Plan interaction that supports his dreams and intentions.

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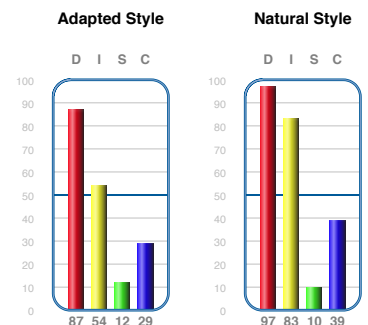
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# DON'TS ON COMMUNICATING

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

- Let disagreement reflect on him personally.
- Drive on to facts, figures, alternatives or abstractions.
- Waste time trying to be impersonal, judgmental or too task-oriented.
- "Dream" with him or you'll lose time.
- Try to convince by "personal" means.
- Ramble on, or waste his time.
- Take credit for his ideas.
- Leave decisions hanging in the air.
- Come with a ready-made decision, or make it for him.
- Direct or order.
- Ask rhetorical questions, or useless ones.
- Talk down to him.
- Try to build personal relationships.

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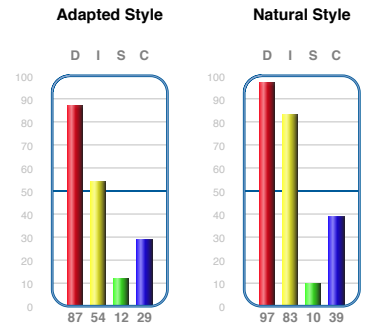
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*This section provides suggestions on methods which will improve John's communications with others. The tips include a brief description of typical people with whom he may interact. By adapting to the communication style desired by other people, John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

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





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

## "See Yourself As Others See You"

NOTES

### SELF-PERCEPTION

John usually sees himself as being:

Pioneering  
Competitive  
Positive

Assertive  
Confident  
Winner

### OTHERS' PERCEPTION

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

Demanding  
Egotistical

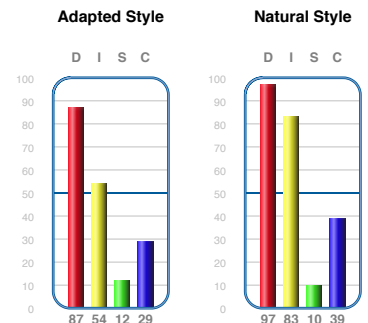
Nervy  
Aggressive

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

Abrasive  
Arbitrary

Controlling  
Opinionated

Horizontal lines for taking notes.





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

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







# ADAPTED STYLE

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

- Meeting deadlines.
- Skillful use of vocabulary for persuasive situations.
- Persistence in job completion.
- Anticipating and solving problems.
- Handling a variety of activities.
- Acting without precedent, and able to respond to change in daily work.
- Moving quickly from one activity to another.
- A good support team to handle paperwork.
- Working without close supervision.
- Exhibiting an active and creative sense of humor.
- Questioning the status quo, and seeking more effective ways of accomplishment.

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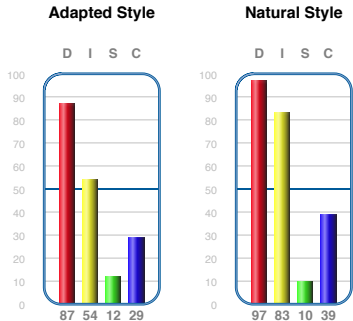
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*This section of the report was produced by analyzing John's wants. People are motivated by the things they want; thus wants that are satisfied no longer motivate. Review each statement produced in this section with John and highlight those that are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

John wants:

- Freedom from routine work.
- Power and authority to take the risks to achieve results.
- Changing environments in which to work/play.
- Outside activities so there is never a dull moment.
- More time in the day.
- New challenges and problems to solve.
- To be seen as a leader.
- A wide scope of activities.
- Support system to help with details and follow through.
- Prestige, position and titles so he can control the destiny of others.
- Travel or changing work stations.

### NOTES

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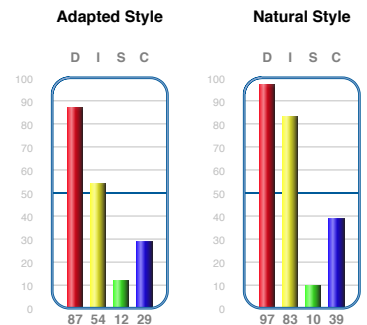
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*In this section are some needs which must be met in order for John to perform at an optimum level. Some needs can be met by himself, while management must provide for others. It is difficult for a person to enter a motivational environment when that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

John needs:

- More logical presentations--less emotional.
- To handle routine paperwork only once.
- To mask emotions when appropriate.
- To be confronted when in disagreement, or when he breaks the rules.
- To focus conversations on work activities--less socializing.
- A program for pacing work and relaxing.
- To negotiate commitment face-to-face.
- To maintain focus on results and not sacrifice productivity just to make everyone happy.
- Help on controlling time and setting priorities.
- To understand his role on the team--either a team player or the leader.
- Participatory management.
- More control of body language.

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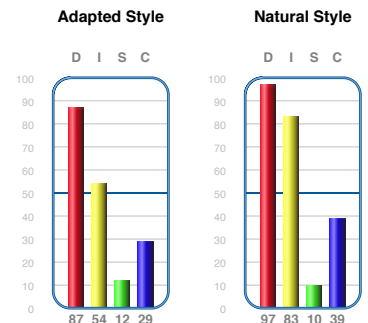
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# TIME WASTERS

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

## 1. FIREFIGHTING

Firefighting is often defined as being pulled away from priority tasks to answer questions, offer solutions, delegate or solve problem-related minor issues. These issues usually "flare up" quickly and are "put out" quickly.

**POSSIBLE CAUSES:**

- Desire to solve problems quickly and sometimes without adequate information
- Lack of delegation
- Lack of standard operating procedures
- Poor/wrong priorities
- Failure to fit intensity to the situation

**POSSIBLE SOLUTIONS:**

- Establish a plan
- Create operational procedures for tasks and known problems
- Establish a "management by objectives" approach

## 2. LACK OF A WRITTEN PLAN

A plan in this context may be an overall business plan including mission, goals, objectives, task requirements and utilization of resources. It may also simply mean written priorities and a written daily plan of action.

**POSSIBLE CAUSES:**

- Action oriented, want to get things done now
- Priorities keep changing (self- or other-imposed)
- Have been successful without a plan in the past
- Want to "go with the flow" and not be stifled by a written daily agenda

**POSSIBLE SOLUTIONS:**

- Write down personal and job-related values and prioritize them
- Write out a long-term plan that will support those values

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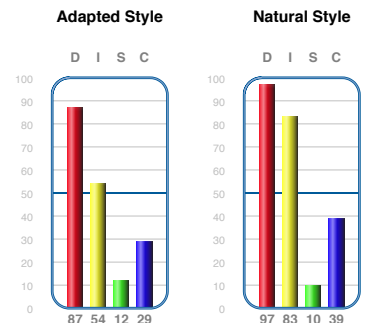
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- Recognize that by having priorities clearly in mind, constant change will be replaced with change-by-design

### NOTES

## 3. POOR DELEGATION

Poor delegation usually means the inability to discriminate between tasks needing your time and attention, and those others are capable of accomplishing.

### POSSIBLE CAUSES:

- Do not want to give up control
- Do not trust the abilities of others
- Do not understand the abilities of others
- Fear the talents of others
- Do not want to overload others

### POSSIBLE SOLUTIONS:

- Train and mentor others
- Develop a support team
- Give people the opportunity to help
- Recognize the time spent training others on routine tasks will result in gained cumulative time for higher priority tasks

## 4. SNAP DECISIONS

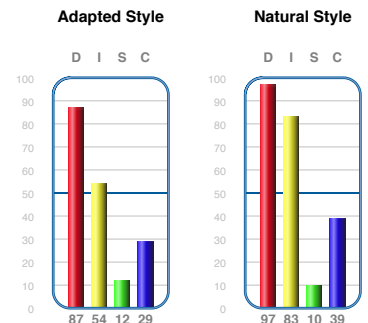
Snap decisions in this context are those decisions that are made too quickly without having all the necessary information.

### POSSIBLE CAUSES:

- Impatience overrides need to wait for more information
- Try to do too much
- Failure to plan in advance
- Lack specific goals

### POSSIBLE SOLUTIONS:

- Ask for recommendations
- Establish process for decisions prior to situation occurring





- Establish standard operating procedures and alternative procedures for possible problems

## 5. CRISIS MANAGEMENT

Crisis Management is defined as a management style that is consistently driven by uncontrolled external issues as the preferred method of managing. This style allows crises to precipitate rather than anticipating them and being pro-active.

### POSSIBLE CAUSES:

- Lack planning
- Place unrealistic time requirements on people and tasks
- Always looking for problems to solve

### POSSIBLE SOLUTIONS:

- Have a well defined operational plan
- Target key individuals to handle specific problems
- Ask for recommendations from key people
- Delegate authority and responsibility when possible

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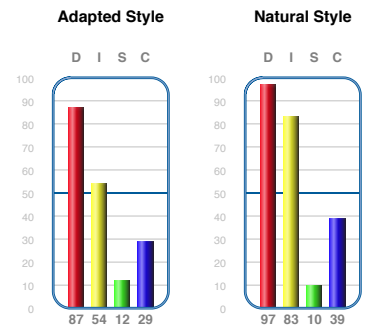
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# AREAS FOR IMPROVEMENT

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

John has a tendency to:

- Be disruptive because of his innate restlessness and disdain for sameness.
- Make "off the cuff" remarks that are often seen as personal prods.
- Be impulsive and seek change for change's sake. May change priorities daily.
- Be a one-way communicator--doesn't listen to the total story before introducing his opinion.
- Be inconsistent because of many stops, starts and ever-changing direction.
- Resist participation as part of the team, unless seen as a leader.
- Fail to complete what he starts because of adding more and more projects.
- Have no concept of the problems that slower-moving people may have with his style.

## NOTES

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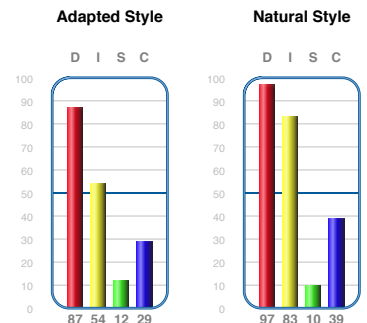
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# ACTION PLAN

## Professional Development

1. I learned the following behaviors contribute positively to increasing my professional effectiveness: (list 1-3)
  
2. My report uncovered the following behaviors I need to modify or adjust to make me more effective in my career: (list 1-3)
  
3. When I make changes to these behaviors, they will have the following impact on my career:
  
4. I will make the following changes to my behavior, and I will implement them by \_\_\_\_\_:

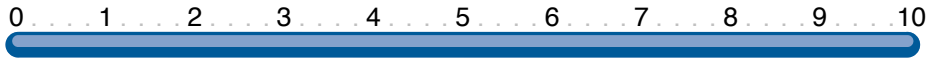




# BEHAVIORAL HIERARCHY

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.

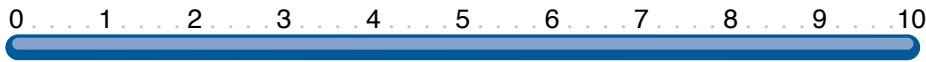
## 1. URGENCY



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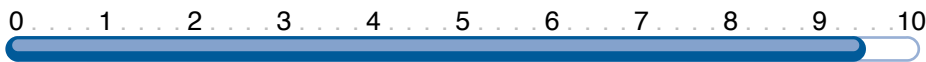
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## 2. COMPETITIVENESS



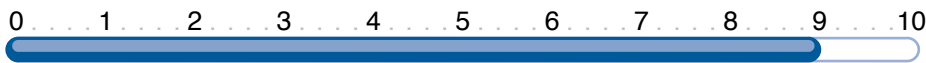
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## 3. VERSATILITY



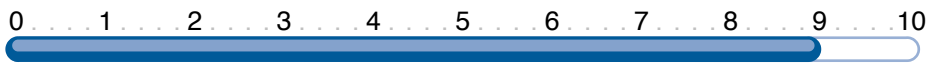
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## 4. FREQUENT INTERACTION WITH OTHERS



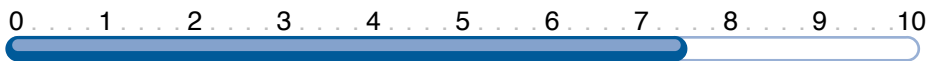
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## 5. FREQUENT CHANGE



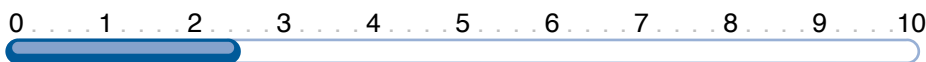
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## 6. CUSTOMER ORIENTED



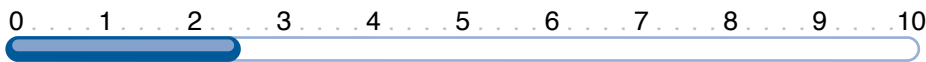
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## 7. ORGANIZED WORKPLACE

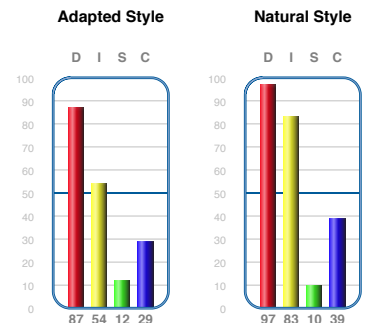


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## 8. ANALYSIS OF DATA



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JJL@therelationshipbuilders.com





**John Doe**

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**MOST**

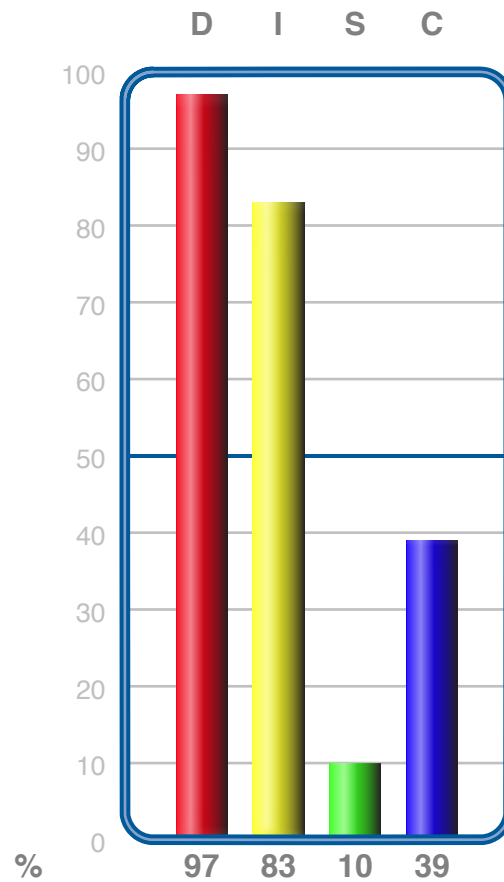
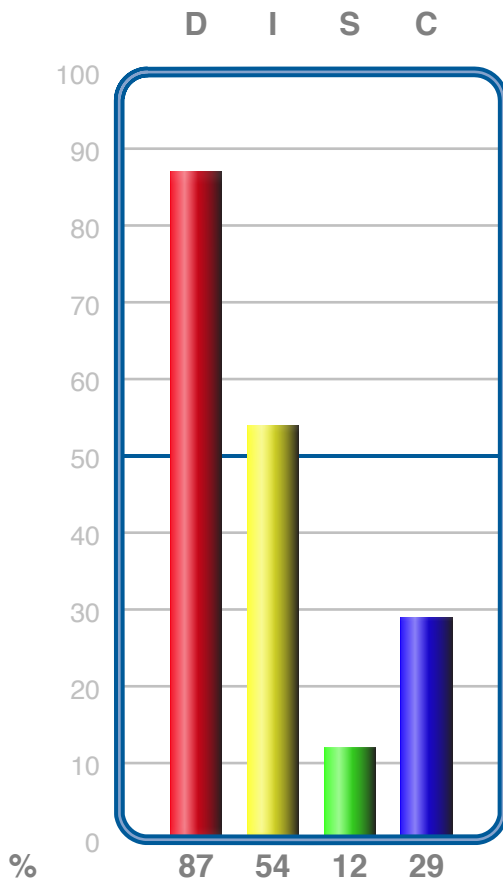
Graph I

**Adapted Style**

**LEAST**

Graph II

**Natural Style**



Norm 2009



## THE SUCCESS INSIGHTS® WHEEL

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

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

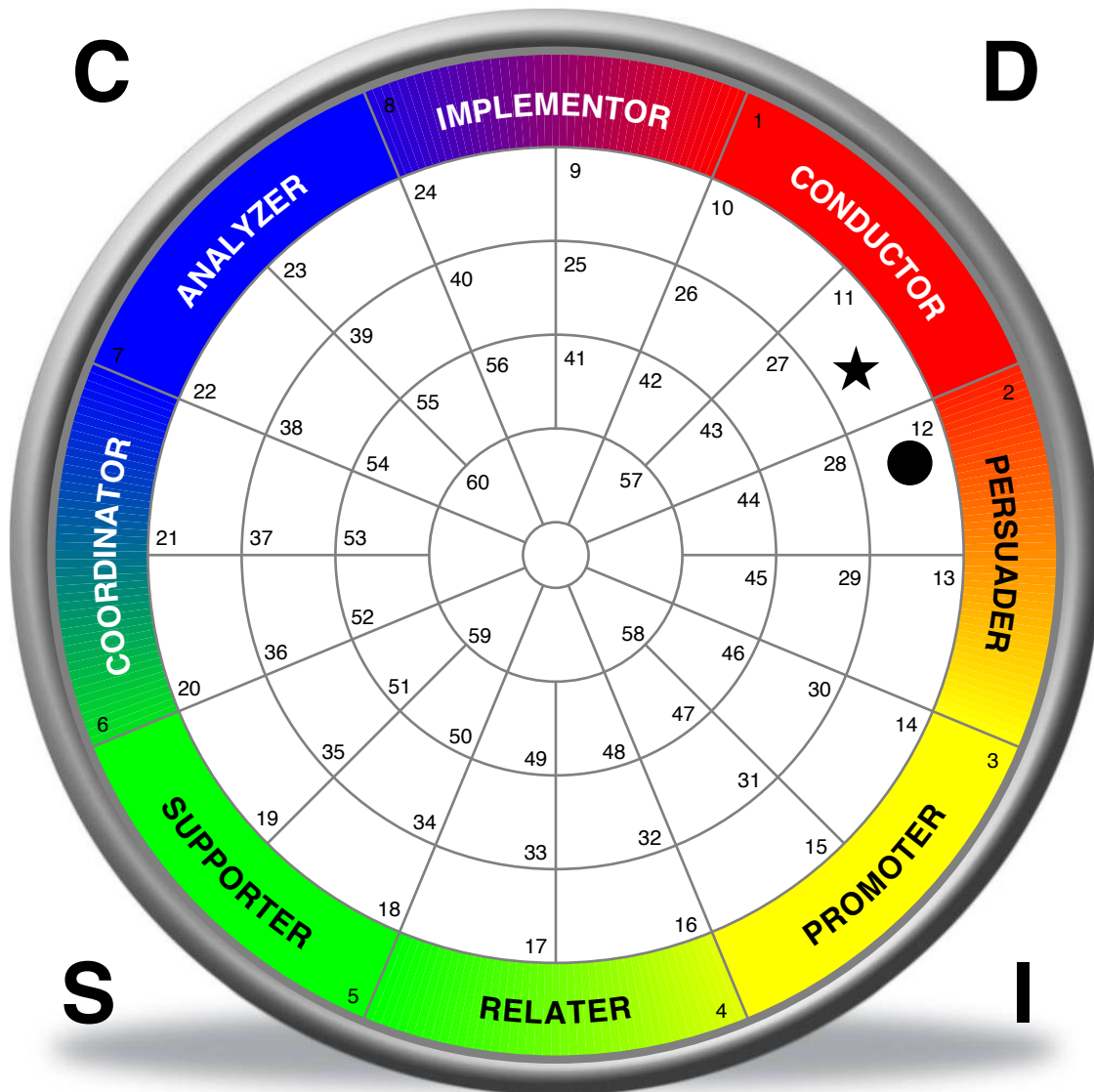
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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



John Doe

4-4-2011



Adapted: ★ (11) PERSUADING CONDUCTOR

Natural: ● (12) CONDUCTING PERSUADER

Norm 2009

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## INTRODUCTION

Motivators Section

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



### **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.





# UTILITARIAN/ECONOMIC

## Keys to Managing and Motivating

- Realize that it's not just money that motivates, but also personal payback from the job.
- Assure that economic rewards are fair, clearly communicated, and provide a high-end return for those willing to work for them.
- Be aware that for those who score in this very high range there is a potential for low company loyalty. Be certain to reward performance, and encourage participation as an important member of the team.
- Reward high performance in tangible and monetary ways with individual and team recognition.
- Provide coaching to help John appreciate that not everybody is highly-motivated by wealth, return-on-investment and gain like he is.

## Training, Professional Development and Learning Insights

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

### NOTES

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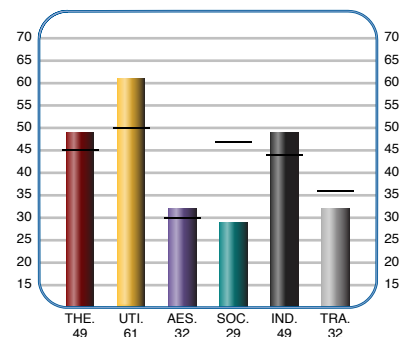
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## Continuous Quality Improvements

- Needs to learn to appreciate that not everybody is highly-motivated by wealth, return-on-investment or gain so as not to alienate a prospect, customer or client.
- Needs to have an increased sensitivity to the needs of others, and less demonstration of potential selfishness.
- Needs to work on balancing other Values scales and appreciating the strengths that others bring, even those who may not share this very strong Utilitarian/Economic drive.

### NOTES

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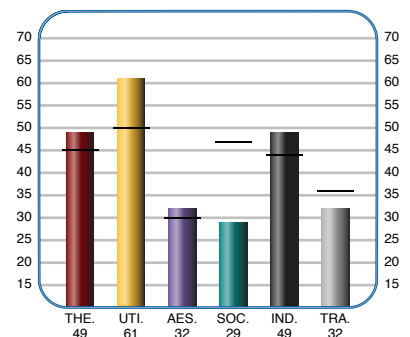
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The primary drivers with this value are the discovery of KNOWLEDGE and appetite for LEARNING. In pursuit of this value, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks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

## General Characteristics

- High degree of curiosity in a variety of areas.
- Others on the team may seek John to answer questions about projects or procedures.
- Likes to visit bookstores and may make some unexpected purchases.
- Stays mentally alert and likes mental challenges.
- Strong desire to learn and go beyond the required knowledge base.
- Willing to take risks to learn something new.
- Likes to go to trade shows and conventions in his area of interest and expertise to find new ideas and tools for the team and organization at large.

## Value to the Organization

- He is an active problem-solver, seeking solutions.
- Will work long, hard hours on the complex solution to a problem.
- Stable, knowledge-driven ethic.
- At a team meeting John will come prepared, with pre-work completed.
- Possesses strong and consistent analytical skills and ability.

### NOTES

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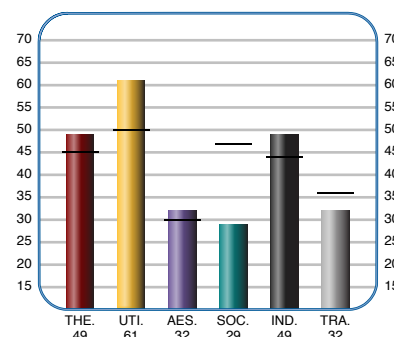
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### Keys to Managing and Motivating

- Include John in future development projects and draw on his expertise.
- If there is a learning-based event to be planned, be certain he is involved. If there is an external learning-based event on the calendar, be certain he has the opportunity to attend.
- He will provide technical credibility when dealing with customers or internal stakeholders who need detailed information for decision-making.
- Classes, courses, conferences: Send John and let him learn.
- Provide opportunities for him to teach as well as learn.

### Training, Professional Development and Learning Insights

- He enjoys learning even for its own sake, and will be supportive of most training and development endeavors.
- John can be depended upon to do his homework thoroughly and accurately.
- Actively engaged in learning both on and off the job.

### Continuous Quality Improvements

- The sense of urgency may vacillate, depending on the intellectual importance John assigns to the issue.
- Has a tendency to wait on some projects, especially if more helpful information may be forthcoming if more time is allowed on the calendar.
- Don't rush from one learning experience to another. Make certain there are some practical applications.

#### NOTES

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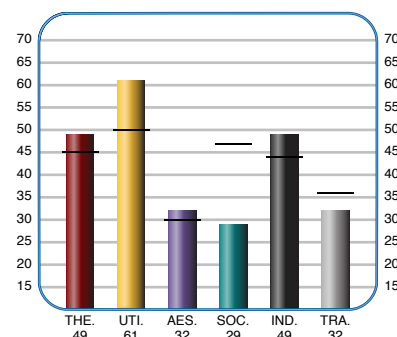
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# INDIVIDUALISTIC/POLITICAL

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

## General Characteristics

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

## Value to the Organization

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

### NOTES

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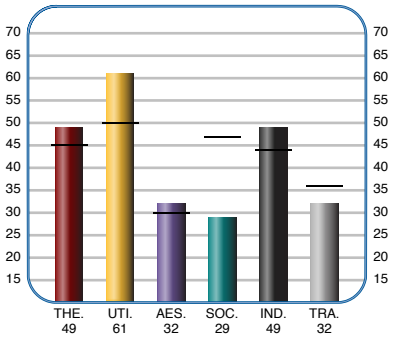
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## INDIVIDUALISTIC/POLITICAL

### Keys to Managing and Motivating

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

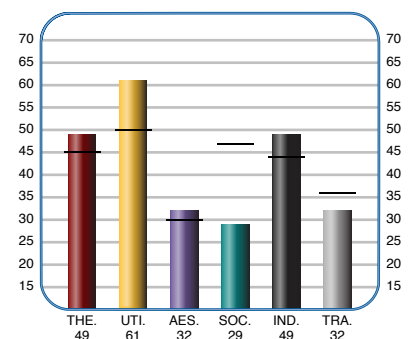
### Training, Professional Development and Learning Insights

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

### Continuous Quality Improvements

- To gain additional insight, examine other Values drives to determine the importance of this Individualistic drive factor.
- Allow space for those with higher Individualistic drives to express themselves in appropriate ways.
- Avoid criticizing those with higher or lower Individualistic drives since all Values positions are positions deserving respect.

#### NOTES





# 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

- Believes it is important to have collegial relationships with both higher and lower Traditional/Regulatory types.
- Can support and understand the position of both higher and lower Traditional/Regulatory types.
- Believes in the importance of group or team efforts, but also feels that individual rights should be honored.
- Accepts authority, but also feels that personal opinions should be honored in making decisions.
- May challenge the rules within safe boundaries to express individual ideas.
- Typically won't get bogged down in minutia, nor will he ignore details when decision-making.
- This value needs to be compared against other higher- and lower-scoring values to determine his driving factors.

## Value to the Organization

- Demonstrates an awareness of the necessary protocol and an appreciation of working in creative problem-solving ways that might challenge that protocol.
- Brings flexibility to the team. Follows precedent when necessary and able to set new precedent when necessary.
- A stabilizing force on the team.
- Able to appreciate the needs of both the higher and lower Traditional/Regulatory individuals on the team.
- Shows respect for protocol and standard operating procedure without becoming overly rigid.

### NOTES

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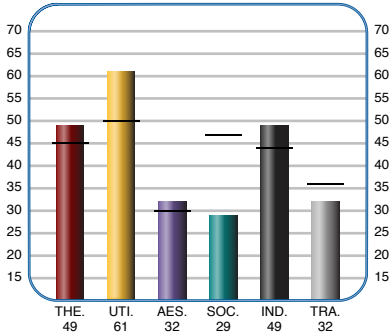
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## Keys to Managing and Motivating

- Remember that John has the flexibility to follow procedures when necessary, and to set new procedures when necessary.
- Support the strength that John brings to the team in being a stabilizing force between those who want to follow protocol and those who want to challenge the protocol.
- Remember that John has the ability to be a balancing and stabilizing agent on operations, procedures, and protocol issues, without being an extremist toward either side.
- John brings a procedure-drive typical of many business professionals.
- Include his perspective in order to gain a middle-ground understanding of issues.

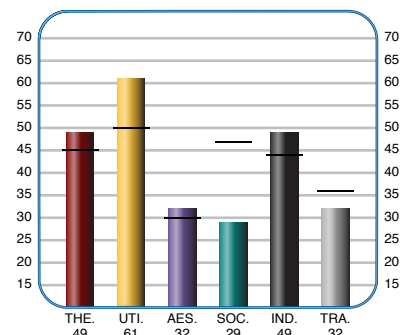
### NOTES

## Training, Professional Development and Learning Insights

- May show flexibility in preference of professional development activities to include both individual structured activities, as well as activities of a more creative and unstructured design.
- Tends to be participatory in learning and professional development situations without trying to re-write the curriculum.
- Is able to engage in professional development activities as a supportive member of the team.

## Continuous Quality Improvements

- May need to state opinions or take a visible position on some procedural or protocol issues.
- May need to take a firmer stand or position on some team issues.
- May need to examine other Values drives to determine the importance of this Traditional/Regulatory 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

- Other values take a higher motivational priority than this Aesthetic scale.
- Shows a bottom-line practicality regarding Aesthetic environment and organizational resources: there must be a set of mutual wins.
- 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 his work environment.
- Looks at those scoring higher as types who may need to be a bit more practical.
- John 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.

## Value to the Organization

- Unpleasant surroundings will not adversely affect his 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.

### NOTES

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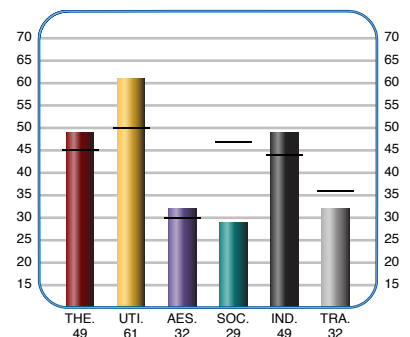
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## Keys to Managing and Motivating

- Be careful not to overload with assignments that require significant individual creativity and self-expression.
- Appeal to the practical side that he 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.

## 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

- There may be an avoidance of creative or self-expressive details.
- Seen as overly business-like by some, but this comes from the practical side of his workplace values.
- Needs to be aware of others who may have a stronger Aesthetic drive, and respect the differences.

**NOTES**

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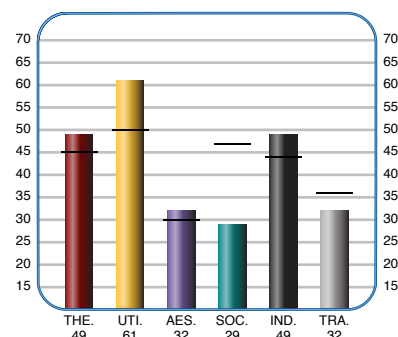
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# SOCIAL/ALTRUISTIC

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

- Places a business "guard" on his trust level, perhaps as a result of being burned in the past and attempting not to let it happen again.
- May keep an ear to the revenue-clock of an organization, and maintain a business sense in people transactions.
- Has a tendency to have a strong work ethic that is projected to others. "I've worked hard and have been persistent, and others should be able to do that for themselves."
- Has learned to say "No" when asked to do things that may not contribute to the bottom line (either his own or the organization's).
- May look at those scoring higher as selfless types who are giving their security away.
- May be generous to charities outside of the job, but may balk at displaying that same generosity in the workplace.
- Motivated and driven in Values areas other than the Social/Altruistic.

## Value to the Organization

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

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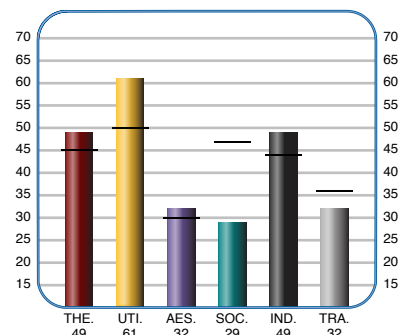
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**Keys to Managing and Motivating**

- Be careful not to overload assignments with too many coaching or counseling activities since he may not perceive an immediate business gain from those activities.
- Appeal to the practical side that John shows.
- Stay bottom-line oriented.
- Don't be emotional or paternal.
- Have your idea or approach make "business sense."

**Training, Professional Development and Learning Insights**

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

**Continuous Quality Improvements**

- Some perceive a "selfishness-factor" on certain projects or when sharing information resources with the team.
- Seen as overly "guarded" by some, especially those who tend to be more open and sharing in a business sense.
- Needs to be more sensitive to the needs of others.

**NOTES**

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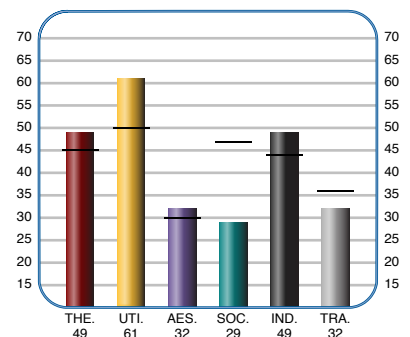
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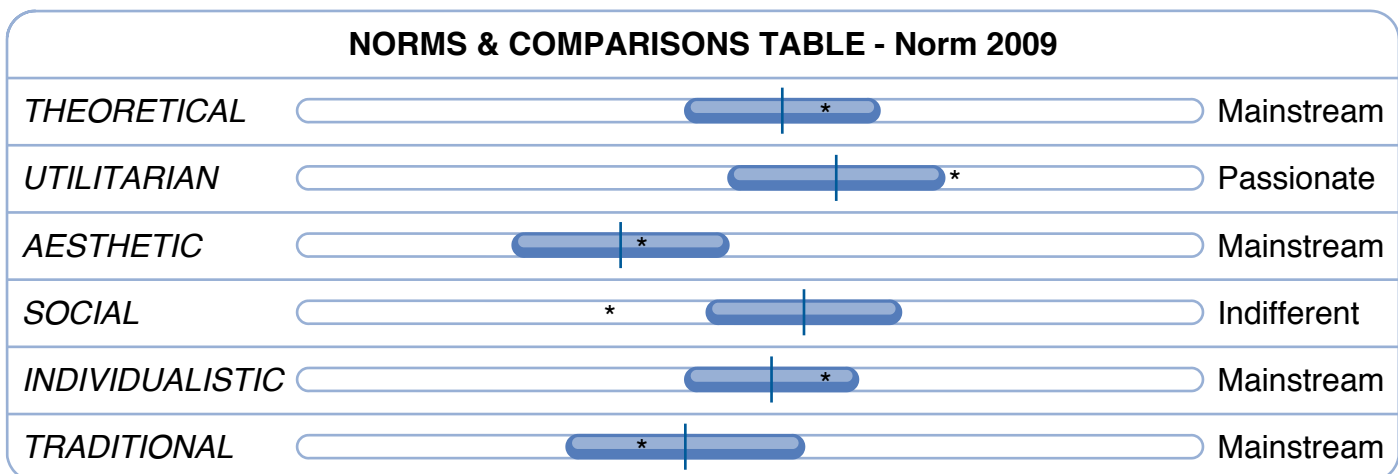


# MOTIVATORS - NORMS & COMPARISONS

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

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

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



- 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 strive for efficiency and practicality in all areas of your life, seeking to gain a return on your investment of time, talent and resources. Others may feel you always have a string attached and are always trying to gain a personal advantage. They may feel you should give just for the sake of giving.

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

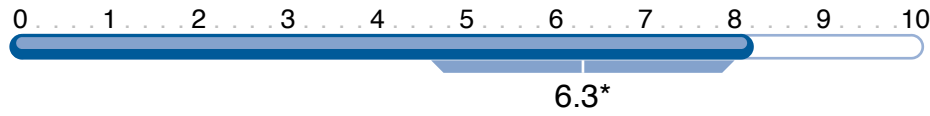
- Your self-reliance will cause you to feel uncomfortable around people who are always trying to help you or be too nice to you.



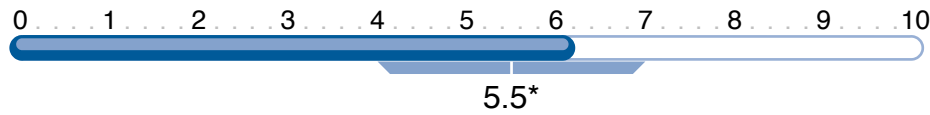
# PERSONAL INTERESTS, ATTITUDES AND VALUES

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

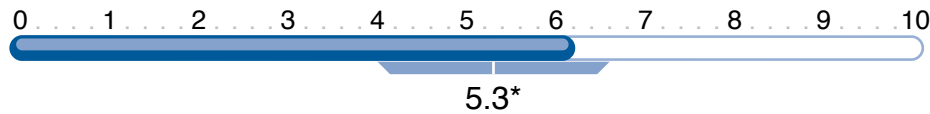
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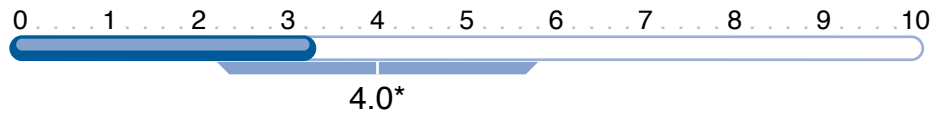
## 2. THEORETICAL



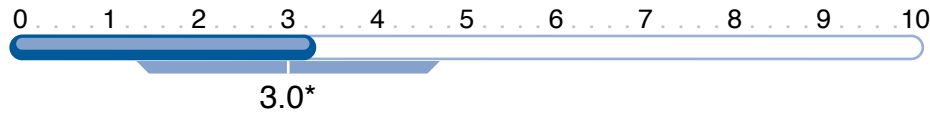
## 3. INDIVIDUALISTIC/POLITICAL



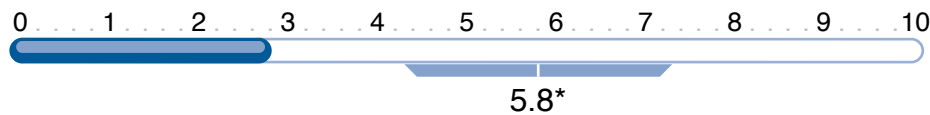
## 4. TRADITIONAL/REGULATORY



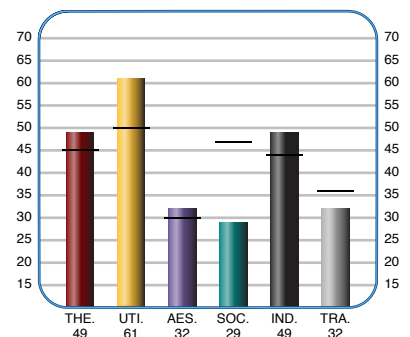
## 5. AESTHETIC



## 6. SOCIAL



### NOTES

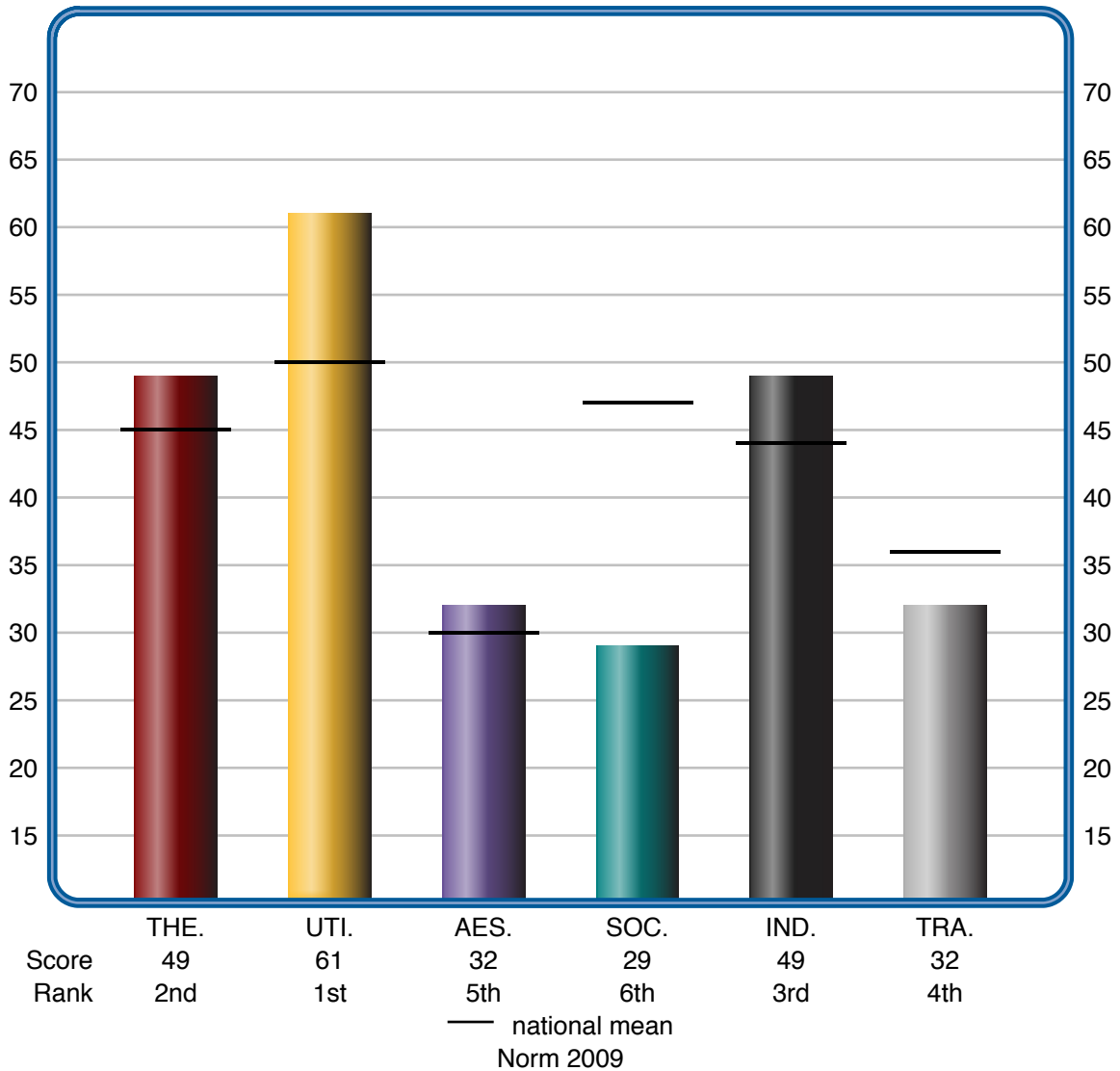


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\* 68% of the population falls within the shaded area.



## John Doe

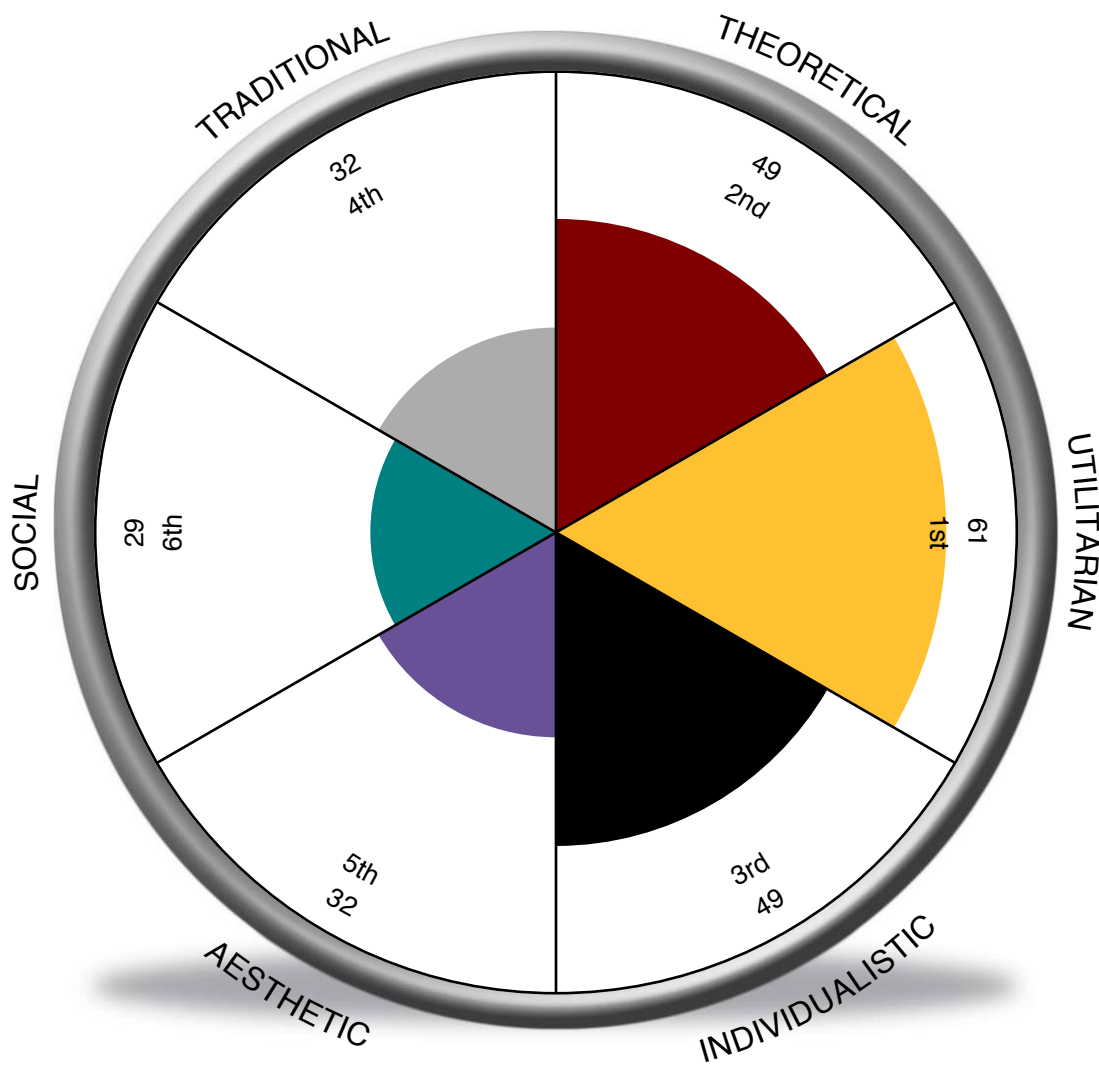
4-4-2011





John Doe

4-4-2011





## 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 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. \_\_\_\_\_  
\_\_\_\_\_