TTI Talent Insights®

Coaching Report - General Version

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

Ken Tester

Program Director
ABC Company
8-24-2007

INTRODUCTION
Where Opportunity Meets Talent®

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 Ken'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 Ken's natural behavior.

Ken may not project a sense of urgency like some people with different behavioral styles. Once Ken has come to a decision, others may find it difficult to change his mind. If changes are inevitable, and he sees enough benefits, they will be made. He is a good team member, but he will, if forced, go it alone. He can be friendly with others in many situations, but primarily with groups of established friends and associates. He is sociable and enjoys the uniqueness of each human being. Ken is good at concentrating in order to listen and learn. He is not easily distracted by peripheral activity. Relationships with others are warm, personal and lasting. He strives to maintain the status quo, since he tends to resist change, particularly when it is unexpected or sudden. Once "in the groove" of an established work pattern, Ken can follow it with seemingly unending patience. Ken doesn't resist change as much as he resists being changed. He needs to be an active participant in situations that will impact his work. While he is usually considered as people-oriented, he does have a technical side.

Ken tends to make decisions based on past experiences. He prefers the "tried and true." He is persistent and persevering in his approach to achieving goals. When challenged he can become objective, searching hard for facts and figures. This may be his way of defending his decisions. He uses logic to assist him in decision making. This

GENERAL CHARACTERISTICS

tendency is helpful to others in his group. Ken finds making decisions easier when he knows that others he respects are doing the same thing; he then has a feeling of stability and "family." He prefers to plan his work and work his plan. Others may find it refreshing to have him on their team. He can be sensitive to the feelings of others and is able to display real empathy for those who are experiencing difficulties. He may be reluctant to initiate new approaches to doing things. If he is shown the benefits, he will consider new procedures.

Ken likes having others initiate the conversation. He can then assess the situation and respond accordingly. Sometimes he will withdraw from a verbal battle. If he feels strong about an issue, he may retreat to gather his resources and then return to take a stand! He is more motivated by logic than emotion. To him, logic represents tangible research. He tends to be possessive of information; that is, he doesn't voluntarily share information with others outside of his team. This may be a blessing, or a curse, to his superiors. Ken is quick to pick up on group dynamics and skilled in fitting in with a group. He brings both speaking and listening skills to the group. He likes to know what is expected of him in a working relationship and have the duties and responsibilities of others who will be involved explained. Communication is accomplished best by well-defined avenues. He remains aloof from active participation in unfamiliar groups. He will talk more, however, in a group of people he trusts and has known for a long time. He may guard some information unless

4

GENERAL CHARACTERISTICS

he is asked specific questions. He will not willingly share unless he is comfortable with the

knowledge he possesses about the topic.

VALUE TO THE ORGANIZATION

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

- Can make decisions without getting emotionally involved.

- People-oriented.

- Presents the facts without emotion.

- Patient and empathetic.

- Works for a leader and a cause.

- Dependable team player.

- Always looking for the logical solutions.

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 Ken. 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 Ken most frequently.

Do:

■ Respect his quiet demeanor.

■ Be prepared with the facts and figures.

■ Use a tone of voice that shows sincerity.

■ Provide personal assurances, clear, specific solutions with maximum guarantees.

■ Use the proper buzz words that are appropriate to his expertise.

■ Have the facts in logical order.

■ Use expert testimonials.

■ Use an unemotional approach.

■ Present your case softly, nonthreateningly with a sincere tone of voice.

■ Provide a friendly environment.

■ Listen to him.

DON'TS ON COMMUNICATING

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

- Leave things open to interpretation.

- Patronize or demean him by using subtlety or incentive.

- Be abrupt and rapid.

- Keep deciding for him, or he'll lose initiative. Don't leave him without backup support.

- Make statements you cannot prove.

- Be domineering or demanding; don't threaten with position power.

- Stick coldly or harshly to business; on the other hand, don't lose sight of goals by being too personal.

- Offer assurance and guarantees you can't fulfill.

- Be superficial.

- Overuse gestures.

- Force him to respond quickly to your objectives. Don't say "Here's how I see it."

COMMUNICATION TIPS

This section provides suggestions on methods which will improve Ken'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, Ken 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.

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

IDEAL ENVIRONMENT

This section identifies the ideal work environment based on Ken'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 Ken enjoys and also those that create frustration.

- A stable and predictable environment.

- Private office or work area.

- Little conflict between people.

- An environment in which he may deal with people on a personal, intimate basis.

- Projects that produce tangible results.

- Environment where he can be a part of the team, but removed from office politics.

- Limited contact with people.

- Data to analyze.

PERCEPTIONS

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

"See Yourself As Others See You"

SELF-PERCEPTION

Ken usually sees himself as being:

Considerate	Thoughtful
Good-Natured	Dependable
Team player	Good listener

OTHERS' PERCEPTION

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

Nondemonstrative	Hesitant
Unconcerned	Inflexible

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

Possessive	Stubborn
Detached	Insensitive

DESCRIPTORS

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

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

NATURAL AND ADAPTED STYLE

Ken'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
Ken is quite inquisitive and wants to be seen as an outwardly competitive person who is adventuresome by nature. He is results-oriented and likes to be innovative in his approach to problem solving. Ken is not necessarily confrontational by nature, but if a problem does exist he will not turn down the opportunity for confrontation.		Ken sees the need to be somewhat conservative in his approach to solving problems. He wants to accept challenges but will be calculated in his response.

Natural	PEOPLE - CONTACTS	Adapted
Ken is undemonstrative in his approach to influencing others and likes to let facts and figures stand for themselves. He feels persuasion needs to be objective and straightforward. His trust level is based on each interaction--the past is the past. He presents facts without embellishments.		Ken feels the environment calls for him to be sociable and optimistic. He will trust others and wants a positive environment in which to relate.

NATURAL AND ADAPTED STYLE

Natural	PACE - CONSISTENCY	Adapted
Ken is comfortable in an environment in which there is a relaxed demeanor, or one in which patience is looked at as a virtue. He prefers to complete one task before starting the next and prefers an environment that is predictable.		Ken sees his natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency. Sometimes he would like the world to slow down.

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

ADAPTED STYLE

Ken 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.

- Diplomatic cooperation in team interaction.

- Presenting a practical, proven approach to decision making.

- Task focus over people focus.

- Consistency of task performance.

- Being a good "team player."

- Using restraint when confrontation occurs.

- Logical solutions.

- Being conservative, not competitive, in nature.

- Being cooperative and supportive.

- Limited or prepared changes in routine.

- Presenting a calm demeanor, especially when crisis occurs.

- Freedom from confrontation.

KEYS TO MOTIVATING

This section of the report was produced by analyzing Ken'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 Ken and highlight those that are present "wants."

Ken wants:

- Traditional products and procedures.

- To be a member of a small team.

- To be accepted as a member of the team.

- A leader to follow and one who sets good examples.

- Logical reasons for change.

- To work with people with whom he can trust.

- Identification with fellow workers.

- Peace and harmony.

- Proof that the idea has been tested and has worked for others.

- A secure future.

- Constant appreciation, and a feeling of security on the team.

KEYS TO MANAGING

In this section are some needs which must be met in order for Ken 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 Ken and identify 3 or 4 statements that are most important to him. This allows Ken to participate in forming his own personal management plan.

Ken needs:

- A quality product in which to believe.

- Support in making high-risk decisions.

- Skills to come across warm and close, when appropriate.

- Capable associates with which to work.

- Conditioning prior to change.

- A manager who delegates in detail.

- To set professional and family goals.

- A feeling of belonging--to know how important he is to the team.

- Shortcut methods that don't affect quality of the work.

- Sincerity from people with whom he works.

- An objective boss who values his quiet demeanor.

- Time to think before acting.

- The facts in a logical sequence.

AREAS FOR IMPROVEMENT

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

Ken has a tendency to:

- Become resistive and indecisive when forced to act quickly. Without proper information he will resist in a passive-aggressive manner.

- Be dependent on others for decisions, even if he knows he is right.

- Avoid accountability by overstating the complexity of the situation.

- Not project a sense of urgency--others may not feel the pressure to help immediately.

- Be defensive when risk is involved--move towards maintaining status quo.

- Not take action against those who challenge or break the rules or guidelines.

- Dislike change if he feels the change is unwarranted.

- Hold a grudge if his personal beliefs are attacked.

- Yield to avoid controversy--attempt to avoid the antagonistic environment.

Action Plan

Professional Development

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

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

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

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

Action Plan

Personal Development

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

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

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

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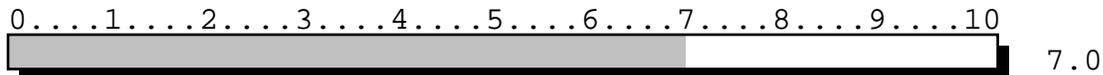
BEHAVIORAL HIERARCHY

The Behavioral Hierarchy graph will display a ranking of your natural behavioral style within a total of eight (8) areas commonly encountered in the workplace. It will help you understand in which of these areas you will naturally be most effective.
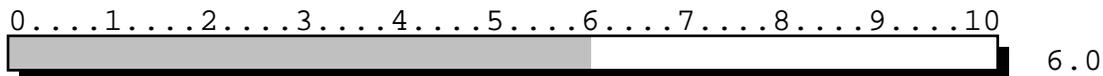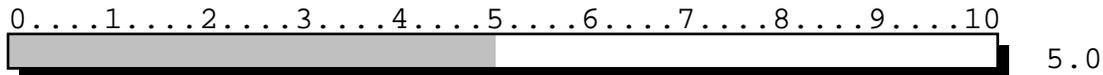
1. ORGANIZED WORKPLACE
```
0....1....2....3....4....5....6....7....8....9....10
```
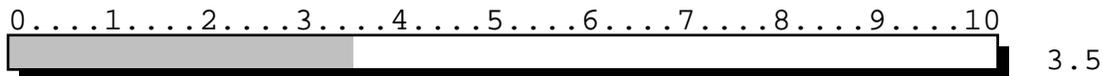7.0
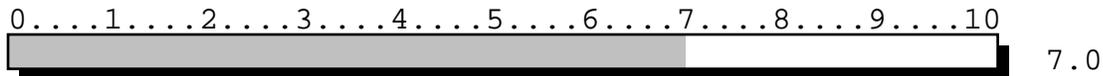
2. ANALYSIS OF DATA
```
0....1....2....3....4....5....6....7....8....9....10
```
7.0

3. CUSTOMER ORIENTED
```
0....1....2....3....4....5....6....7....8....9....10
```
6.0

4. COMPETITIVENESS
```
0....1....2....3....4....5....6....7....8....9....10
```
5.0

5. FREQUENT CHANGE
```
0....1....2....3....4....5....6....7....8....9....10
```
3.5

6. URGENCY
```
0....1....2....3....4....5....6....7....8....9....10
```
3.0
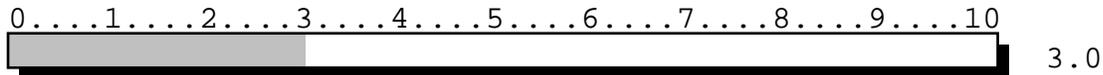
7. FREQUENT INTERACTION WITH OTHERS
```
0....1....2....3....4....5....6....7....8....9....10
```
3.0
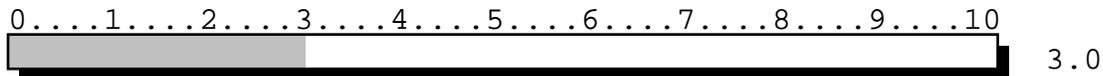
8. VERSATILITY
```
0....1....2....3....4....5....6....7....8....9....10
```
2.5
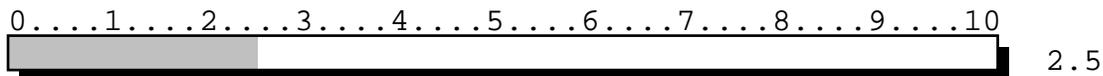
STYLE INSIGHTS® GRAPHS

ABC Company
8-24-2007

MOST	LEAST
Graph I	Graph II
Adapted Style	Natural Style

Graph I — Adapted Style (MOST)

D	I	S	C
39	58	75	51
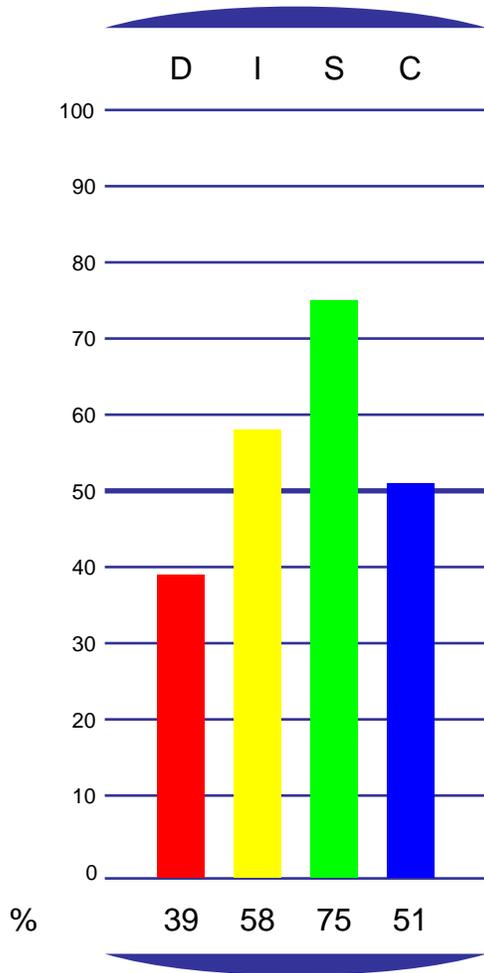
Graph II — Natural Style (LEAST)

D	I	S	C
51	30	82	51
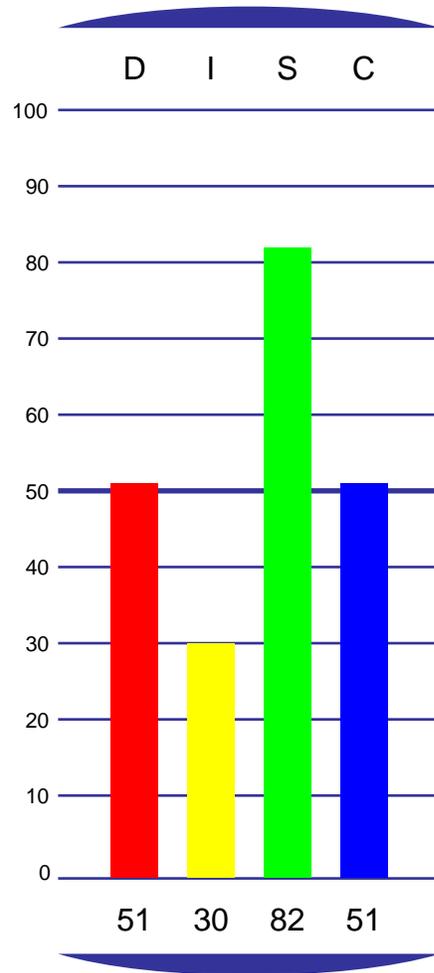
Norm 2003

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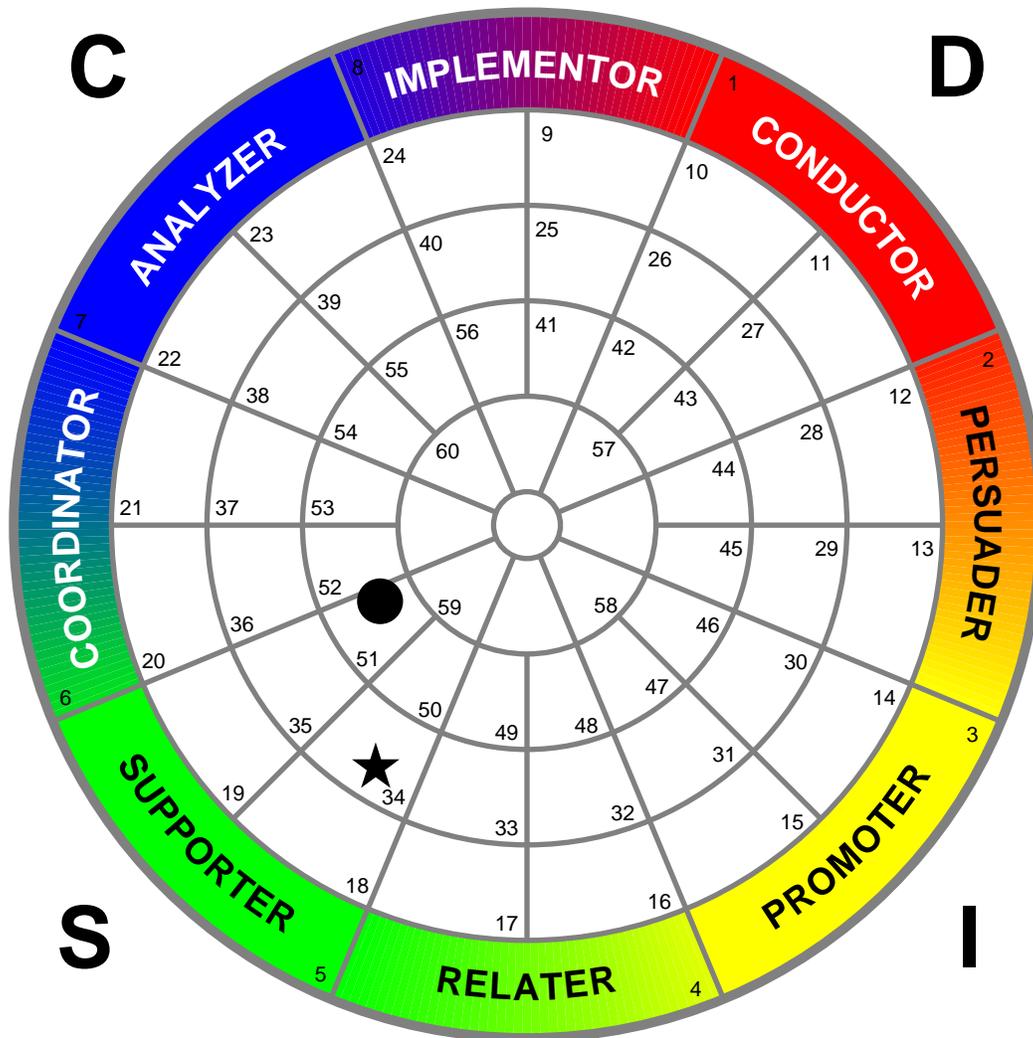
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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

ABC Company
8-24-2007

C

D

IMPLEMENTOR

ANALYZER

CONDUCTOR

COORDINATOR

PERSUADER

SUPPORTER

S

PROMOTER

I

RELATER

Adapted: ★ (34) RELATING SUPPORTER (FLEXIBLE)
Natural: ● (51) COORDINATING SUPPORTER (ACROSS)
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.

Value	the Drive for
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.

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
- Ken has a strong desire to be his own person.
- This high individualism may be demonstrated in a variety of observable ways; In creative problem solving, in a risk-taking attitude, etc.
- He experiences a feeling of accomplishment in being recognized for completing a tough assignment in a creative way.
- Prefers to make his own decisions about how an assignment or project is to be accomplished.
- Brings a lot of energy that needs to be put to good use.
- There is a tendency to push the envelope a bit in situations where winning is desired.
- Comfortable being in the limelight and enjoys demonstrating his uniqueness or creativity.

Value to the Organization
- Brings creative ideas.
- Not afraid to take calculated risks.
- Desires to be an individual and celebrate differences.
- Brings a variety of different and energetic ideas to the workplace.
- Realizes that we are all individuals and have ideas to offer.
- Enjoys making presentations to small or large groups, and is generally perceived as an engaging presenter by his audience.

Keys to Managing and Motivating
- Allow freedom to make his own decisions about how an assignment should be completed.
- Let him work with an idea, develop it, and run with it for awhile before making a judgment call.
- Ken enjoys making presentations to small or large groups. Explore this possibility.
- Be open to new ideas Ken may offer, and realize that he may do things a bit differently than standard operating procedure.
- He will appreciate "air-time" at meetings to share ideas with others on the team.

INDIVIDUALISTIC/POLITICAL

Training, Professional Development and Learning Insights
- Attempt to provide enough creative space for him to express his uniqueness.
- 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
- 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 his high Individualistic behavior.
- Needs to remember that his good ideas aren't the only good ideas.
- Needs to listen more and speak less.

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 high need to help others achieve and win.
- Exhibits a strong drive to help others grow professionally.
- Feels a win in coaching others to support the team, not just from a paycheck.
- Agrees that "it is better to give than to receive," even in an organizational setting.
- Seeks to contribute to the welfare of others.
- Possesses a high service ethic toward helping others.
- Shows an Altruistic love for helping people.
- Cares about the feelings of others on the team.

Value to the Organization
- Likes to network with others in helpful ways.
- Is a very good team player.
- Shows a high degree of willingness to give time to help, teach, and coach others.
- Has a desire to go beyond required job description to help make things easier for others.
- Shows a willingness to give time, talent, and energy to help the organization or the team.
- Proactive in helping the team progress. Sees things that need to be done, then does them.

Keys to Managing and Motivating
- Provide an environment in which there is opportunity to help others achieve and grow professionally.
- Do not over-use or abuse his giving nature. Allow Ken to share it as he chooses to offer.
- Show a genuine interest in what he wants to give to the job.
- Support his willingness to share time and talent with others.
- Allow for participation with interests and activities outside the team or work environment.

SOCIAL/ALTRUISTIC

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

- Ends up with his own tasks needing to be done, even as he is helping others complete their tasks.
- May try to help too much and ends up getting in the way of some who may not want the help.
- May get taken advantage of by others.

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

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

Value to the Organization

- Ken 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 he has the ability to be a balancing and stabilizing agent on high knowledge-driven tasks/assignments/projects.
- Ken brings a knowledge-drive typical of many business professionals.
- Include the perspective he 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 rather flexible and accepting of most training programs offered in the organization.
- Is able to see the need for training, and also realizes the importance of practical information.
- Please check other areas of higher or lower values drive for additional insight into professional development needs.

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

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

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

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

AESTHETIC

Training, Professional Development and Learning Insights
- Explore the professional development insights from some of the other Values scales to determine more specific preferences.
- He is a flexible participant in training and development programs.
- Ken will be supportive of the training efforts as well as supportive of the trainer(s) from the viewpoint of this Aesthetic dimension.

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

UTILITARIAN/ECONOMIC

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

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

Value to the Organization
- Sees a wider spectrum of the picture, not just the economic view.
- Has a high want, desire, and need to help people. (Internal or external to the organization.)
- Rarely (if ever) looks at a project with a "what's in it for me?" perspective.
- Enjoys monetary compensation, but especially enjoys a different type of paycheck: perhaps that of someone saying, "Thank you very much for helping me."
- Excellent team player and team member.
- Has an attitude of "We're all in this together, so let's work together."

UTILITARIAN/ECONOMIC

Keys to Managing and Motivating
- Structure job enrichment strategies into the reward system, not just economic rewards.
- Praise for continued contributions to the job, sometimes even without highly visible recognition.
- Provide a variety of work projects or tasks.
- Provide sincere recognition for contributions.
- Allow time in the schedule for helping others as he chooses.

Training, Professional Development and Learning Insights
- Comes to a training or development function typically without a "What's in it for me?" attitude.
- May prefer team-oriented activities to work and share ideas with others.
- Prefers less competition between learning groups.

Continuous Quality Improvements
- Needs coaching to increase return-on-investment awareness or profit motivation.
- Needs training on tools to help him do the job more effectively.
- Needs to be aware of others who have a stronger Utilitarian/Economic drive, and respect the differences.

TRADITIONAL/REGULATORY

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

General Characteristics
- An informal approach to rules and regulations.
- Will change job roles when it is important to express or develop himself.
- Believes in experimentation and trying new things.
- Is motivated by the personal right to express himself.
- Likes to work hard, especially if he can see results of the work projects.
- Questions authority.
- Sometimes bends the rules while creatively solving a problem.
- 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 able to make quick decisions without getting emotionally involved.
- Creates solutions, sometimes more through personal attempts, calculated risks, and creativity, than by-the-book or established protocol.
- Tends to be a quick-study on new projects and procedures.
- Is able to make decisions quickly in solving problems.
- Looks for creative solutions to problems.

Keys to Managing and Motivating
- Provide opportunities for professional development and growth.
- Desires honest and sincere feedback from others.
- Allow as much freedom from detail (and sometimes paperwork) as possible, perhaps through support staff to assist in the necessary detail functions.
- If new precedent needs to be set, involve him in the planning and strategy.
- Utilize his ability to see and communicate the big picture.

Training, Professional Development and Learning Insights
- May prefer more dynamic, spontaneous, or creative learning activities.
- Tends to be more flexible and adaptable to a variety of learning activities.
- May want to create his own learning path or activities in a creative manner.

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 Ken Tester		
THEORETICAL	*	Mainstream
UTILITARIAN	*	Mainstream
AESTHETIC	*	Mainstream
SOCIAL	*	Mainstream
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
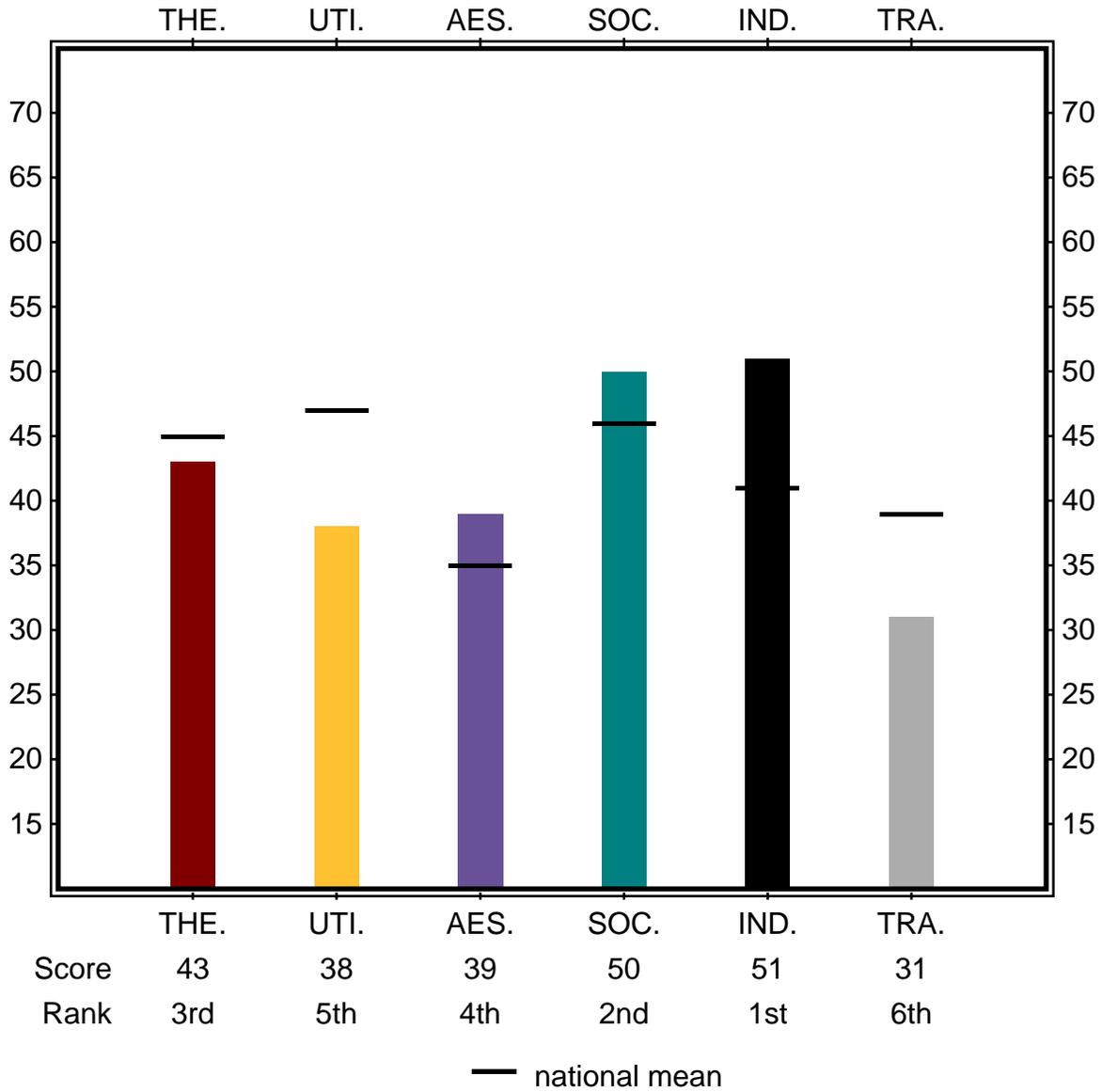
MOTIVATORS - NORMS & COMPARISONS

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

■ You have a 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.

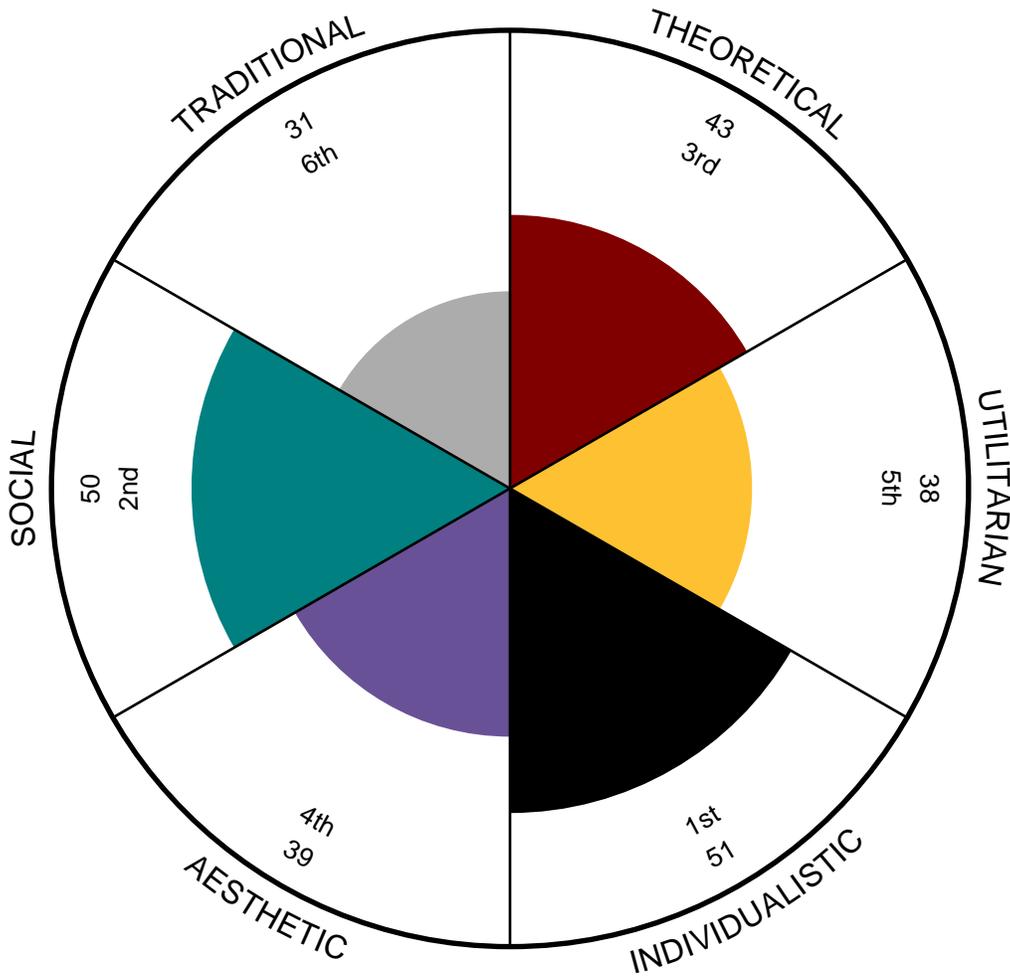# MOTIVATION INSIGHTS® GRAPH

Ken Tester
ABC Company
8-24-2007

	THE.	UTI.	AES.	SOC.	IND.	TRA.
Score	43	38	39	50	51	31
Rank	3rd	5th	4th	2nd	1st	6th

— national mean

Norm 2003

ATTITUDES WHEEL™

Ken Tester
ABC Company
8-24-2007

TRADITIONAL
31
6th

THEORETICAL
43
3rd

SOCIAL
50
2nd

UTILITARIAN
38
5th

AESTHETIC
4th
39

INDIVIDUALISTIC
1st
51

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. _____

_____