



TTI  
SUCCESS  
INSIGHTS®

# Behaviors and Motivators

Management-Staff Version

Jon Stock  
Manager  
Sample Co.  
7-14-2014



## 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:**

### 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.

### 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 Jon'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 Jon's natural behavior.*

Jon is comfortable in an environment that may be characterized by high pressure and is variety-oriented. He displays a high energy factor and is optimistic about the results he can achieve. The word "can't" is not in his vocabulary. He is forward-looking, aggressive and competitive. His vision for results is one of his positive strengths. He seeks his own solutions to problems. In this way, his independent nature comes into play. Under pressure, Jon has a tendency to actively seek opportunities which test and develop his abilities to accomplish results. He is often considered daring, bold and gutsy. He is a risk taker who likes to be seen as an individualist. He is a self-starter who likes new projects and is most comfortable when involved with a wide scope of activities. He enjoys authority, independence and the freedom that goes with his aggressive approach to problem solving. Some would see Jon as an initiator. He is a dominant, forceful and direct person who wants to be seen as an individualist. He embraces visions not always seen by others. Jon's creative mind allows him to see the "big picture."

Jon should realize that at times he needs to think a project through, beginning to end, before starting the project. Sometimes he may be so opinionated about a particular problem that he has difficulty letting others participate in the process. He has the unique ability of tackling tough problems and following them through to a satisfactory conclusion. He 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. Many people see his decisions as high-risk decisions. However, after the decision is made, he tends to work hard for a successful outcome. He will work long hours until a tough problem is solved. After it is solved, Jon may become bored with any routine work that follows.



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## General Characteristics Continued

Jon challenges people who volunteer their opinions. He may sometimes mask his feelings in friendly terms. If pressured, Jon's true feelings may emerge. 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. Jon tends to influence people by being direct, friendly and results-oriented. He should exhibit more patience and ask questions to make sure that others have understood what he has said. He likes people who give him options as compared to their opinions. The options may help him make decisions, and he values his own opinion over that of others! He tends to be intolerant of people who seem ambiguous or think too slowly.

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# Value to the Organization

*This section of the report identifies the specific talents and behavior Jon 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.*

- Tenacious.
- Verbalizes his feelings.
- Challenge-oriented.
- Usually makes decisions with the bottom line in mind.
- Competitive.
- Negotiates conflicts.
- Forward-looking and future-oriented.
- Team player.
- Innovative.

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# 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 Jon. 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 Jon most frequently.*

## Ways to Communicate

- Provide ideas for implementing action.
- Read the body language--look for impatience or disapproval.
- Support the results, not the person, if you agree.
- Motivate and persuade by referring to objectives and results.
- Provide questions, alternatives and choices for making his own decisions.
- Read the body language for approval or disapproval.
- Provide testimonials from people he sees as important.
- Ask for his opinions/ideas regarding people.
- Present the facts logically; plan your presentation efficiently.
- Ask specific (preferably "what?") questions.
- Provide facts and figures about probability of success, or effectiveness of options.
- Support and maintain an environment where he can be efficient.
- Come prepared with all requirements, objectives and support material in a well-organized "package."




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# Checklist for Communicating Continued

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

## Ways NOT to Communicate

- Direct or order.
- Ask rhetorical questions, or useless ones.
- Leave decisions hanging in the air.
- Try to build personal relationships.
- Come with a ready-made decision, or make it for him.
- Take credit for his ideas.
- Try to convince by "personal" means.
- Reinforce agreement with "I'm with you."
- Be curt, cold or tight-lipped.
- Waste time trying to be impersonal, judgmental or too task-oriented.
- Drive on to facts, figures, alternatives or abstractions.

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# Communication Tips

*This section provides suggestions on methods which will improve Jon'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, Jon 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 Jon'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 Jon enjoys and also those that create frustration.*

- Freedom of movement.
- Assignments with a high degree of people contacts.
- Freedom from controls, supervision and details.
- Work tasks that change from time to time.
- Evaluation based on results, not the process.
- Tasks involving motivated groups and establishing a network of contacts.
- Forum to express ideas and viewpoints.
- Democratic supervisor with whom he can associate.

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# Perceptions

## See Yourself as Others See You

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

### Self-Perception

*Jon usually sees himself as being:*

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Pioneering</li><li>• Competitive</li><li>• Positive</li></ul> | <ul style="list-style-type: none"><li>• Assertive</li><li>• Confident</li><li>• Winner</li></ul> |
|---|--|

### Others' Perception - Moderate

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

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• Demanding</li><li>• Egotistical</li></ul> | <ul style="list-style-type: none"><li>• Neryy</li><li>• Aggressive</li></ul> |
|---|--|

### Others' Perception - Extreme

*Under extreme pressure, stress or fatigue, others may see him as being:*

- |  |   |
|--|---|
| <ul style="list-style-type: none"><li>• Abrasive</li><li>• Arbitrary</li></ul> | <ul style="list-style-type: none"><li>• Controlling</li><li>• Opinionated</li></ul> |
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# Descriptors

Based on Jon'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.

Demanding <b>Egocentric</b> Driving Ambitious Pioneering Strong-Willed Forceful Determined Aggressive Competitive Decisive Venturesome Inquisitive Responsible	Effusive <b>Inspiring</b> Magnetic Political Enthusiastic Demonstrative Persuasive Warm Convincing Polished Poised Optimistic Trusting Sociable	Phlegmatic Relaxed Resistant to Change Nondemonstrative Passive Patient Possessive Predictable Consistent Deliberate Steady Stable	Evasive Worrisome Careful Dependent Cautious Conventional Exacting Neat Systematic Diplomatic Accurate Tactful Open-Minded Balanced Judgment
<b>Dominance</b>	<b>Influencing</b>	<b>Steadiness</b>	<b>Compliance</b>
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	<b>Mobile</b> Active Restless Alert Variety-Oriented Demonstrative Impatient Pressure-Oriented Eager Flexible Impulsive Impetuous Hypertense	<b>Firm</b> Independent Self-Willed Stubborn Obstinate Opinionated Unsystematic Self-Righteous Uninhibited Arbitrary Unbending Careless with Details



# Natural and Adapted Style

*Jon'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.*

## Problems - Challenges

### Natural

Jon tends to deal with problems and challenges in a demanding, driving and self-willed manner. He is individualistic in his approach and actively seeks goals. Jon will attack problems and likes a position with authority and work that will constantly challenge him to perform up to his ability.

### Adapted

Jon sees no need to change his approach to solving problems or dealing with challenges in his present environment.

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## People - Contacts

### Natural

Jon's natural style is to use persuasion and emotion to the extreme. He is positive and seeks to win by the virtues of his personality and verbal skills. He will convince you that what he is saying is not only right, but is exactly what is needed. He displays enthusiasm for almost any project.

### Adapted

Jon projects a positive and enthusiastic attitude toward influencing others. He sees the need to be trusting and wants to be trusted.

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## Natural and Adapted Style Continued



### Pace - Consistency

#### Natural

Jon is comfortable in an environment that is constantly changing. He seeks a wide scope of tasks and duties. Even when the environment is frantic, he can still maintain a sense of equilibrium. He is capable of taking inconsistency to a new height and to initiate change at the drop of the hat.

#### Adapted

Jon 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.

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### Procedures - Constraints

#### Natural

Jon does not like constraints, at times he can be somewhat defiant and rebellious. He has a tendency to lack social tact and diplomacy when confronted with too many or unreasonable constraints. He seeks adventure and excitement and wants to be seen as his own person.

#### Adapted

Jon shows little discomfort when comparing his basic (natural) style to his response to the environment (adapted) style. The difference is not significant and Jon sees little or no need to change his response to the environment.

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## Adapted Style

*Jon 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.*

- Dedicated to "going it alone" when necessary.
- Meeting deadlines.
- Firm commitment to accomplishments.
- Using a direct, forthright and honest approach in his communications.
- Questioning the status quo, and seeking more effective ways of accomplishment.
- Willing to take risks when others may be hesitant.
- Being creative and unconventional in making a point.
- Possessing a strong sense of urgency toward results.
- Moving quickly from one activity to another.
- Using a creative approach in decision making.
- Working without close supervision.
- Exhibiting an active and creative sense of humor.



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# Keys to Motivating

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

## Jon wants:

- Independence.
- A wide scope of activities.
- Travel or changing work stations.
- Outside activities so there is never a dull moment.
- Support system to help with details and follow through.
- Excitement.
- The chance to have fun (play hard--work hard).
- A forum to ventilate his emotions.
- No restrictions to hamper results.
- More time in the day.
- Exposure to those who appreciate his results.




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# Keys to Managing

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

## Jon needs:

- To focus conversations on work activities--less socializing.
- Better organization of record keeping.
- To negotiate commitment face-to-face.
- To be confronted when in disagreement, or when he breaks the rules.
- To adjust his intensity to match the situation.
- To maintain focus on results and not sacrifice productivity just to make everyone happy.
- To be informed of things which affect him.
- A program for pacing work and relaxing.
- People to work and associate with.
- To mask emotions when appropriate.
- An awareness of the parameters or rules in writing.
- To display empathy for people who approach life differently than he does.
- More logical presentations--less emotional.




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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.*

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

## 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

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## Time Wasters *Continued*

- Establish process for decisions prior to situation occurring
- Establish standard operating procedures and alternative procedures for possible problems

### 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

### 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

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# Time Wasters Continued

## 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

## 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



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## Areas for Improvement

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

### Jon has a tendency to:

- Set standards for himself and others so high that impossibility of the situation is common place.
- Take on too much, too soon, too fast.
- Have trouble delegating--can't wait, so does it himself.
- Be impulsive and seek change for change's sake. May change priorities daily.
- Resist participation as part of the team, unless seen as a leader.
- Be so concerned with big picture; he forgets to see the little pieces.
- Fail to complete what he starts because of adding more and more projects.
- Be explosive by nature and lack the patience to negotiate.




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# Action Plan

## Professional Development

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

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

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

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

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# 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)

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

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

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

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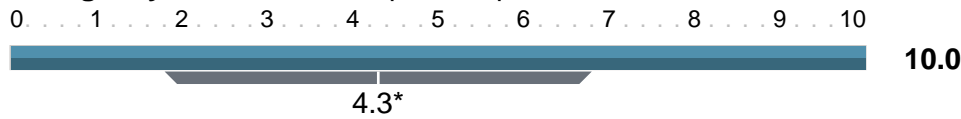
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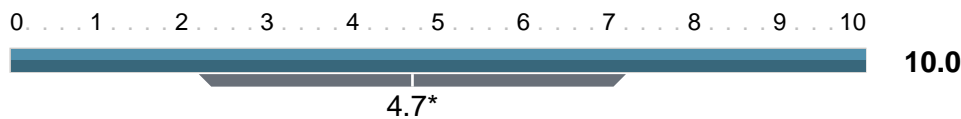
# Behavioral Hierarchy

The Behavioral Hierarchy graph will display a ranking of your natural behavioral style within a total of twelve (12) areas commonly encountered in the workplace. It will help you understand in which of these areas you will naturally be most effective.

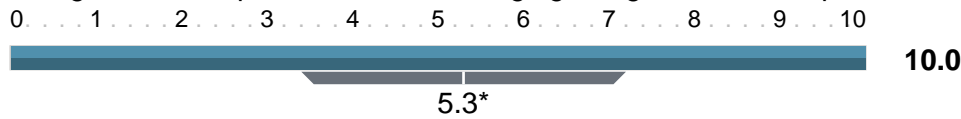
**1. Urgency** - Decisiveness, quick response and fast action.



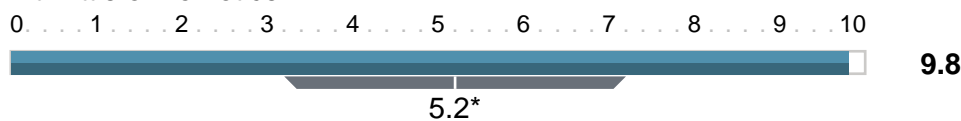
**2. Competitiveness** - Tenacity, boldness, assertiveness and a "will to win" in all situations.



**3. Versatility** - Bringing together a multitude of talents and a willingness to adapt the talents to changing assignments as required.



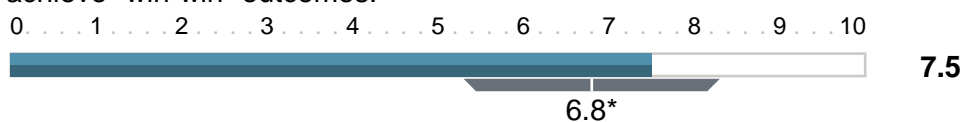
**4. Frequent Change** - Moving easily from task to task or being asked to leave several tasks unfinished and easily move on to the new task with little or no notice.



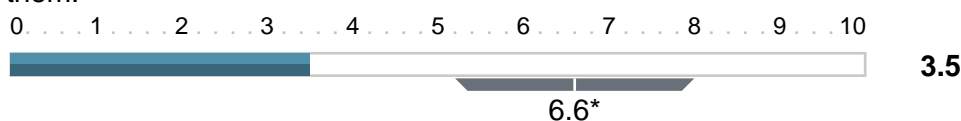
**5. Frequent Interaction with Others** - Dealing with multiple interruptions on a continual basis, always maintaining a friendly interface with others.



**6. People Oriented** - Spending a high percentage of time successfully working with a wide range of people from diverse backgrounds to achieve "win-win" outcomes.



**7. Customer Relations** - A desire to convey your sincere interest in them.



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





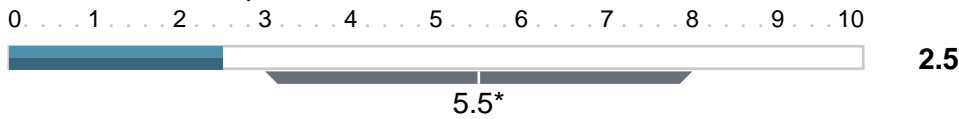
# Behavioral Hierarchy

**8. Consistency** - The ability to do the job the same way.



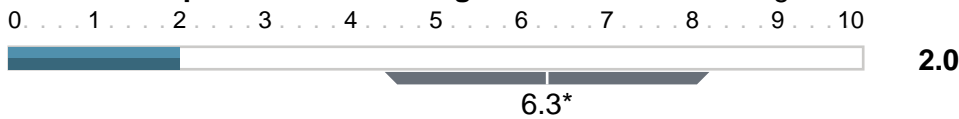
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**9. Analysis of Data** - Information is maintained accurately for repeated examination as required.



2.5

**10. Follow Up and Follow Through** - A need to be thorough.



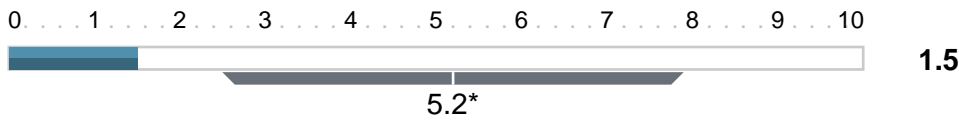
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**11. Following Policy** - Complying with the policy or if no policy, complying with the way it has been done.



2.0

**12. Organized Workplace** - Systems and procedures followed for success.



1.5




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SIA: 94-83-04-04 (12) SIN: 96-94-07-14 (12)  
 \* 68% of the population falls within the shaded area.

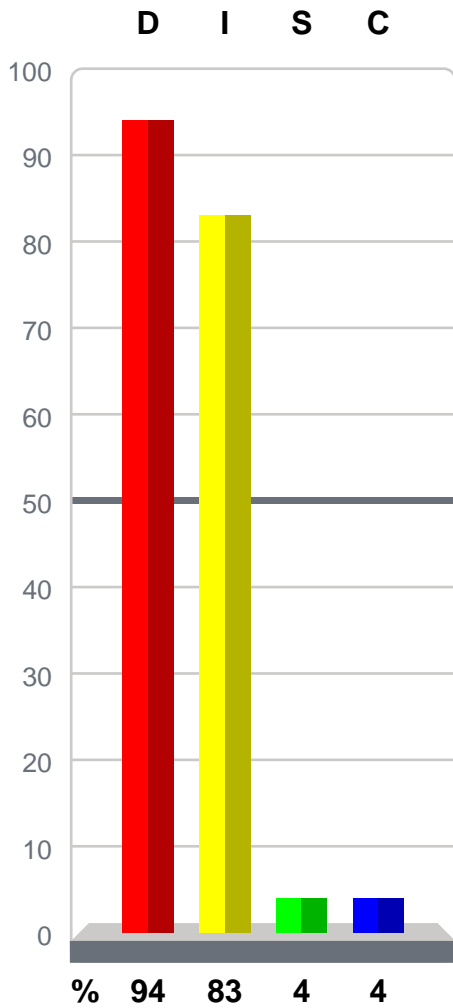


# Style Insights® Graphs

7-14-2014

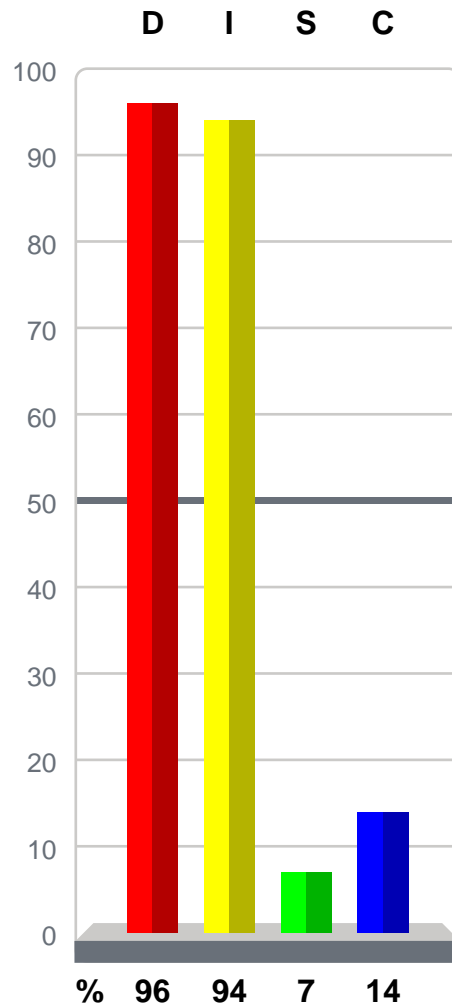
Adapted Style

Graph I



Natural Style

Graph II



Norm 2014 R4



## 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.

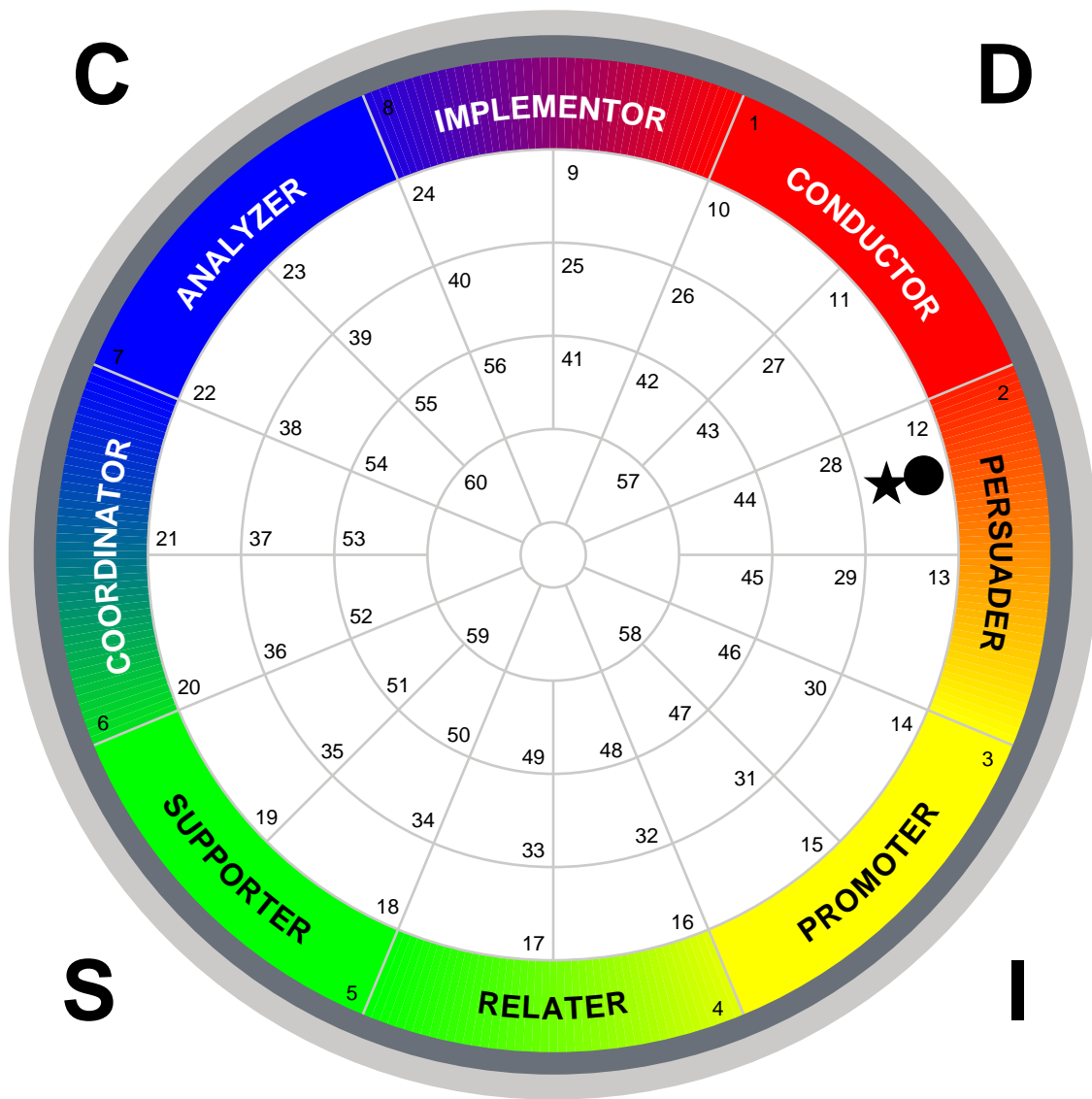
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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

7-14-2014



Adapted: ★ (12) CONDUCTING PERSUADER  
 Natural: ● (12) CONDUCTING PERSUADER

Norm 2014 R4



## Introduction Motivators Section

Knowledge of an individual's motivators and 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. This report measures the relative prominence of six basic interests or motivators (a way of valuing life): Theoretical, Utilitarian, Aesthetic, Social, Individualistic and Traditional.

Motivators 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 motivators. Your top two and sometimes three motivators cause you to move into action. You will feel positive when talking, listening or doing activities that satisfy your top motivators.

The feedback you will receive in this section will reflect one of three intensity levels for each of the six motivators.

- **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 motivators tend to become more important as your top motivators are satisfied.
- **Indifferent** - your feelings will be indifferent when related to your 5th or 6th motivator.

Your Personal Motivators Ranking		
1st	Utilitarian	<b>Strong</b>
2nd	Individualistic	<b>Strong</b>
3rd	Theoretical	<b>Situational</b>
4th	Aesthetic	<b>Situational</b>
5th	Social	<b>Indifferent</b>
6th	Traditional	<b>Indifferent</b>



## Introduction Motivators Section

### 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

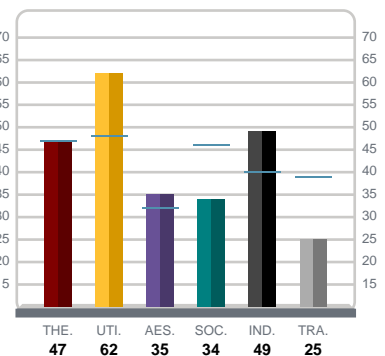
*The Utilitarian/Economic score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This value includes the practical affairs of the business world - the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

- Interested in what is practical and useful in achieving his vision of success.
- Knowledge for the sake of knowledge may be viewed as a waste of time, talent, energy and creativity.
- Fits the stereotype of the highly driven businessperson, motivated by economic incentives.
- Motivated by money and bonuses as recognition for a job well done.
- When profit or project cost/benefits are examined, Jon may take the position that the ends justify the means.
- Jon tends to like rewards based on the results achieved rather than on the method used to obtain the results.
- Sales, technical, or management training programs must demonstrate a bottom-line financial gain as a result of their participation.
- Needs for education and training to be practical and useful, with a profit or economic motive.
- Jon tends to be hard working, competitive, and motivated mostly by financial rewards and challenging compensation plans.

### Value to the Organization

- Is profit driven and bottom-line oriented.
- Is highly responsive to competition, challenges, and economic incentives.
- Makes decisions with practicality and bottom-line dollars in mind.
- High motivation to achieve and win in a variety of areas.
- Pays attention to R.O.I. (return on investment) in business or team activity.
- Shows a keen awareness of the revenue-clock, his own and the organization's.





# Utilitarian/Economic

## Keys to Managing and Motivating

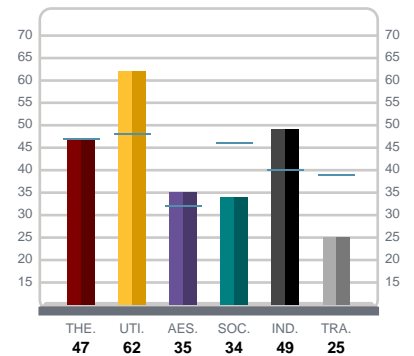
- Assure that economic rewards are fair, clearly communicated, and provide a high-end return for those willing to work for them.
- Be aware that for those who score in this very high range there is a potential for low company loyalty. Be certain to reward performance, and encourage participation as an important member of the team.
- Reward high performance in tangible and monetary ways with individual and team recognition.
- Remember that Jon has a keen ear to the revenue-clock. This may give him a keen economic awareness in projects and decision-making with the team.
- Be certain Jon is balancing his professional and personal life.

## Training, Professional Development and Learning Insights

- If possible, build in some group competition as a part of the training activities.
- Provide rewards and incentives for participation in additional training and professional development.
- Scores like those who want information that will help them increase bottom-line results and effectiveness.

## Continuous Quality Improvements

- Within this very high economic drive, there is a significant motivating factor in achieving goals. It may also become an insatiable need, especially in sales people and others sharing this very high economic drive.
- Needs to 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.







# 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

- Jon 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.
- Enjoys working in his own way and own methods.
- Likes freedom in his own work area.
- Prefers to make his own decisions about how an assignment or project is to be accomplished.
- Independent.
- There is a tendency to push the envelope a bit in situations where winning is desired.

## Value to the Organization

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




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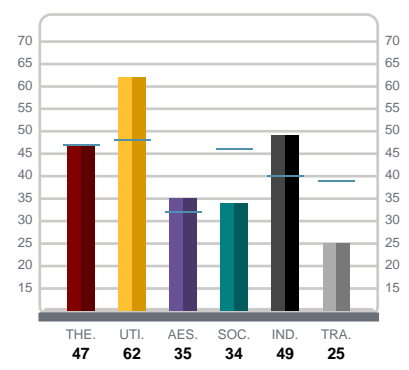
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# Individualistic/Political

## Keys to Managing and Motivating

- Allow freedom to make his own decisions about how an assignment should be completed.
- Create an environment that provides security while it encourages taking appropriate risks.
- Jon enjoys making presentations to small or large groups. Explore this possibility.
- He will appreciate "air-time" at meetings to share ideas with others on the team.
- Remember that even as attention from others is important, he also desires some independence from team organization and protocol at times.

## Training, Professional Development and Learning Insights

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

## Continuous Quality Improvements

- May spend excess time telling (or selling) an audience on his uniqueness, rather than discussing the topic at hand.
- Some values clashes may be reduced if awareness of the needs of others and awareness of the job parameters and protocol are used to govern his high Individualistic behavior.
- Needs to remember that his good ideas aren't the only good ideas.




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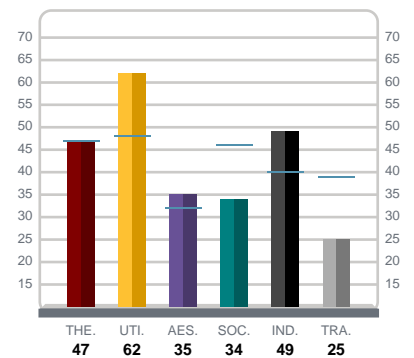
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# Theoretical

*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

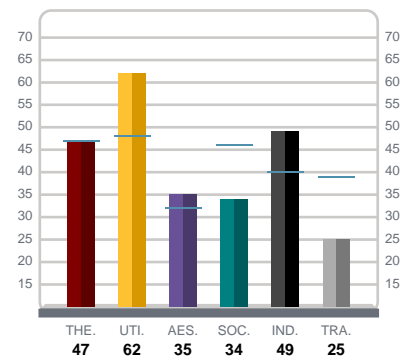
- His Theoretical need is not the most important or primary driving values factor.
- Jon may provide a balance between the very high theoretical approaches, and the very low approaches, and be able to communicate with each side.
- Is able to understand the needs of big picture issues, and appreciate 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.
- Jon typically won't get bogged down in minutia, nor will he ignore the details when decision-making.

## Value to the Organization

- Jon 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.
- Jon 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.







# Aesthetic

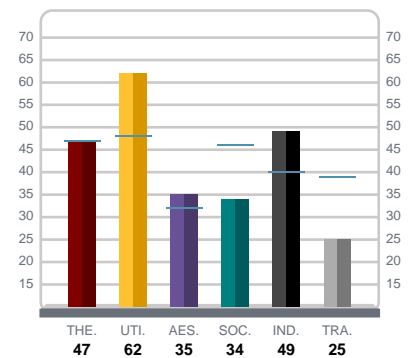
*A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent 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 Jon demonstrates an awareness of form and harmony and responds as needed on the job.





# Aesthetic

## Keys to Managing and Motivating

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

## Training, Professional Development and Learning Insights

- He is a flexible participant in training and development programs.
- Can become engaged in training activities because he sees it as a part of necessary growth and professional improvement.
- Jon 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.




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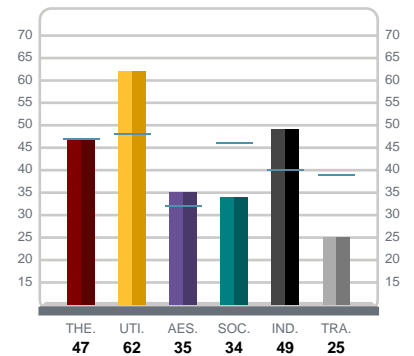
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# Social/Altruistic

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

- Other values tend to take a higher motivational priority than this Social/Altruistic scale.
- 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).
- Tends to be more "self-concerned" than "other-concerned" in terms of meeting needs and sharing time, talent and energy.
- May look at those scoring higher as selfless types who are giving their security away.
- May be generous to charities outside of the job, but may balk at displaying that same generosity in the workplace.
- 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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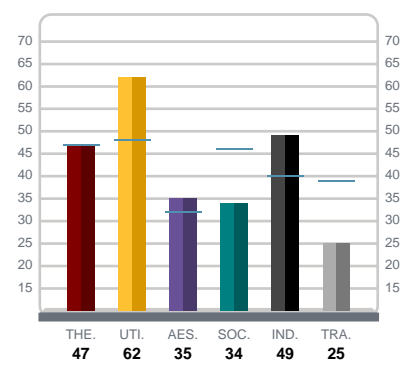
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# Social/Altruistic

## 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 Jon shows.
- Jon scores like those who set their own goals. Use those goals as primary motivators.
- Stay bottom-line oriented.
- 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 open and receptive to others.




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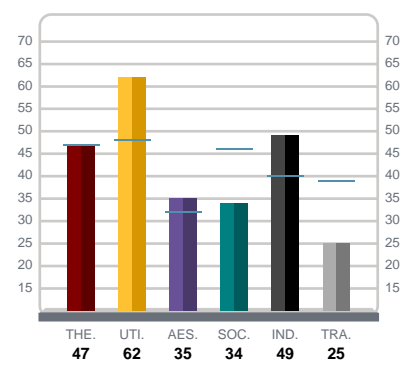
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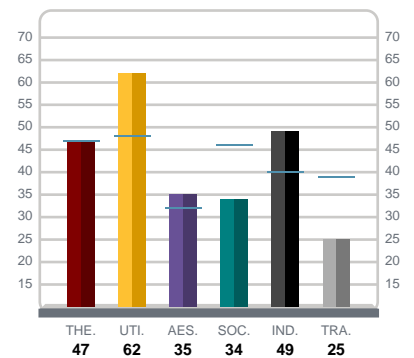
# Traditional/Regulatory

## Training, Professional Development and Learning Insights

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

## Continuous Quality Improvements

- Don't ignore the important details.
- Needs to increase patience when interacting with more rules-oriented individuals.
- Maintain awareness of facial expression and comments when in disagreement with those showing a different point of view.





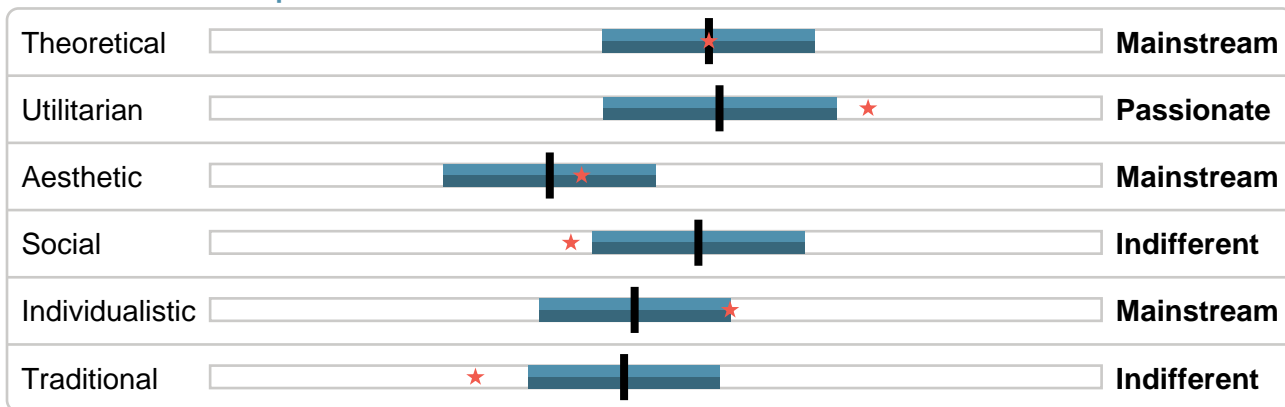
# Motivators - Norms & Comparisons

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 2014



- 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.

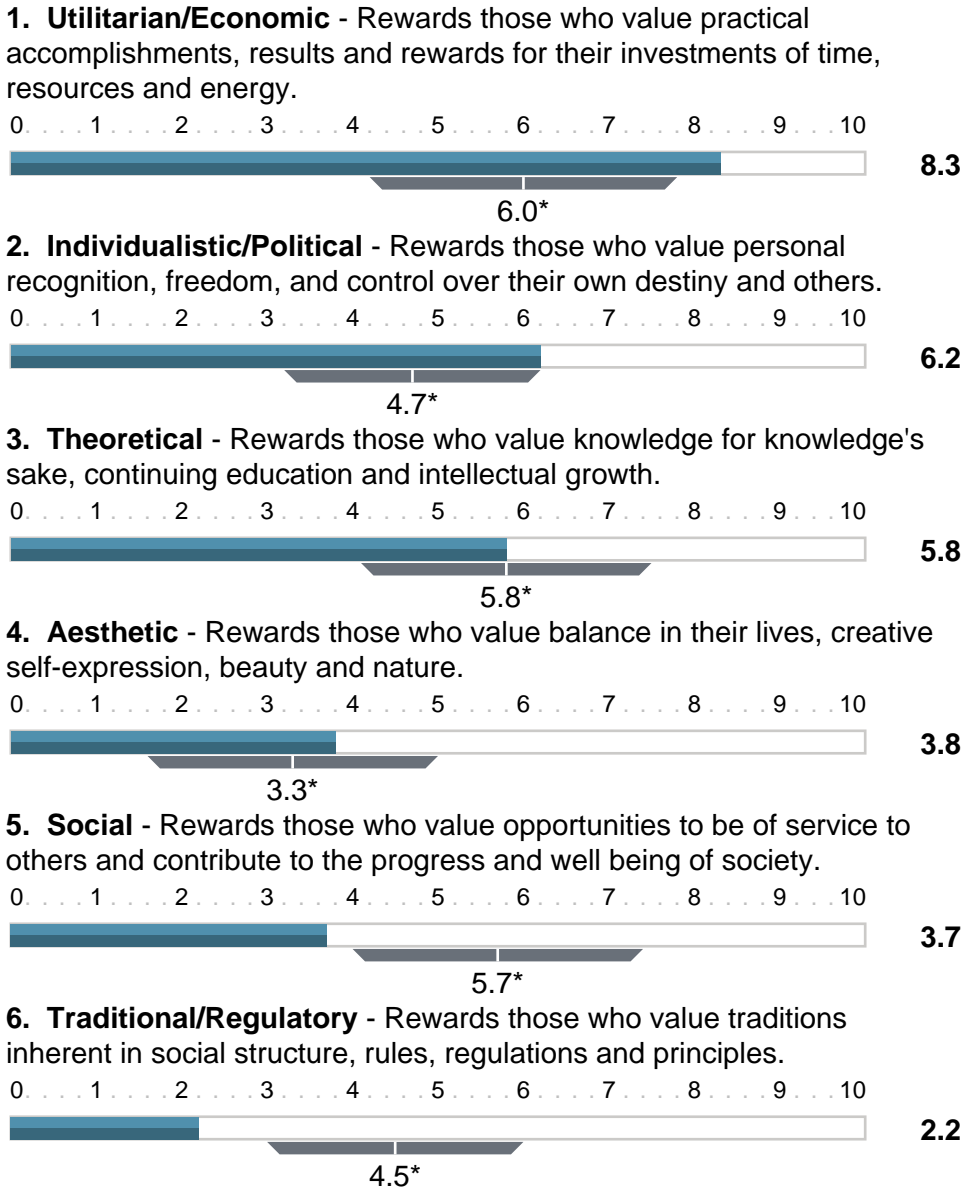
Areas where others' strong feelings may frustrate you as you do not share their same passion:

- Your self-reliance will cause you to feel uncomfortable around people who are always trying to help you or be too nice to you.
- Others who try to impose their way of living on you will frustrate you. Your ability to try new things frustrates them and they feel compelled to change you to their system.

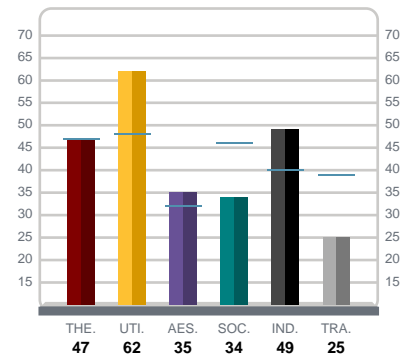


# Personal Interests, Attitudes and Values

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.



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

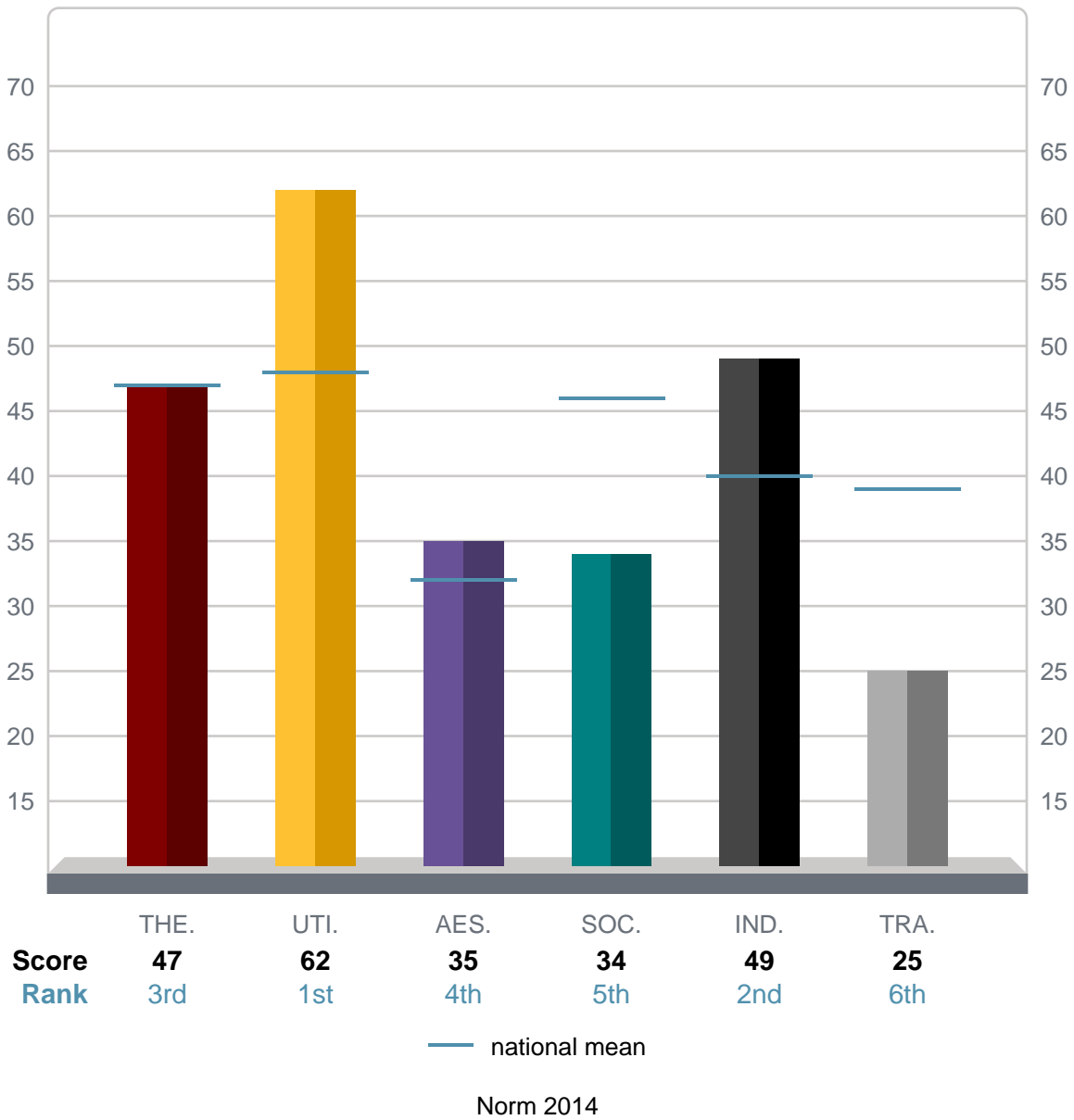


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# Motivation Insights® Graph

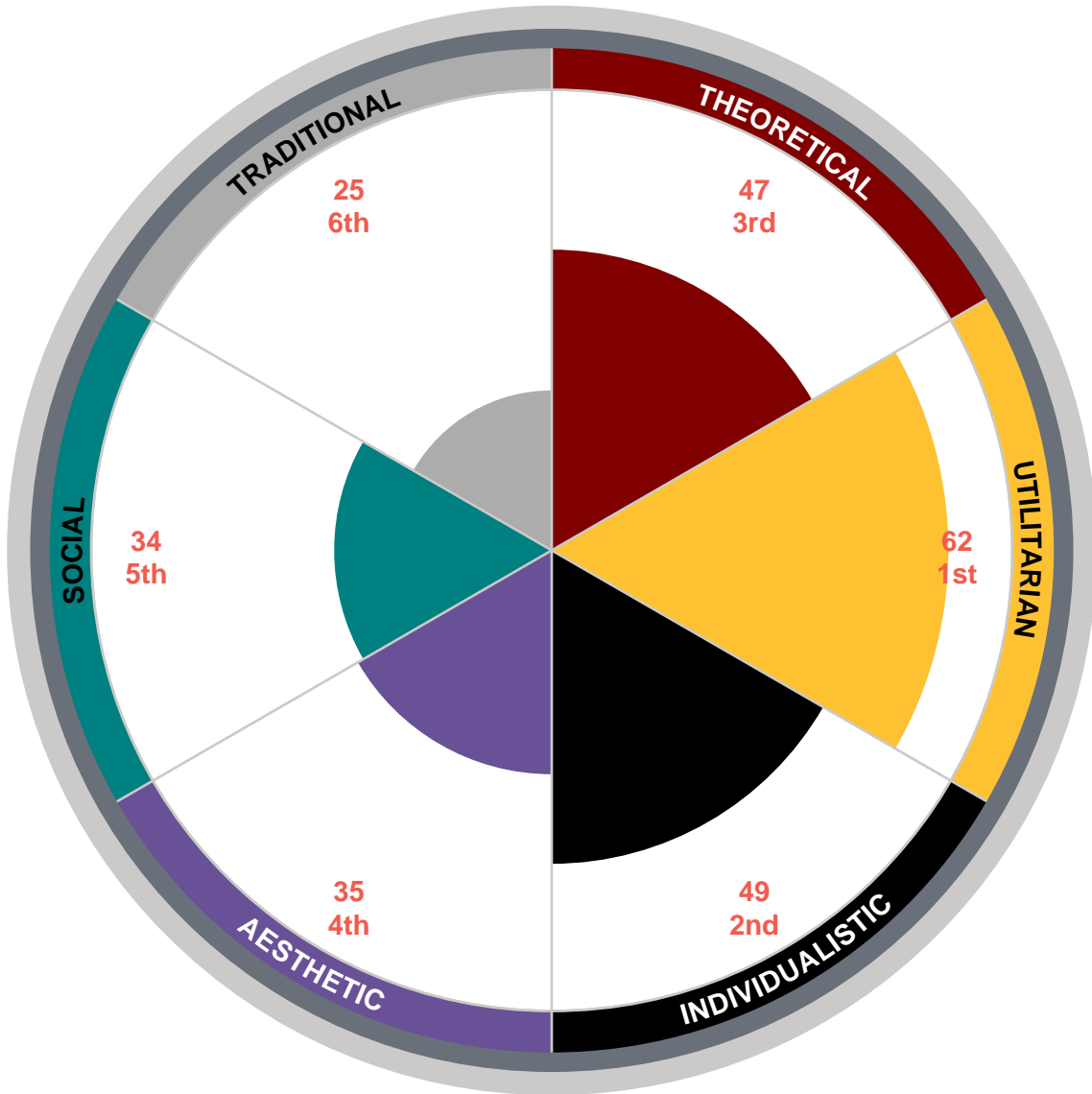
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# Motivators Wheel™

7-14-2014





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