



TTI
SUCCESS
INSIGHTS®

Behaviors and Motivators

Executive Version

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Executive
Sample Co.
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Introduction Where Opportunity Meets Talent®

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

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

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

Stephanie can be aggressive and direct, but still be considerate of people. Other people realize that directness is one of her great strengths. She may have difficulty dealing with others who are slower in thought and action. She is often frustrated when working with others who do not share the same sense of urgency. Some would see Stephanie as an initiator. She is a dominant, forceful and direct person who wants to be seen as an individualist. Stephanie likes to be forceful and direct when dealing with others. Her desire for results is readily apparent to the people she manages. She is often considered daring, bold and gutsy. She is a risk taker who likes to be seen as an individualist. She is a self-starter who likes new projects and is most comfortable when involved with a wide scope of activities. She is forward-looking, aggressive and competitive. Her vision for results is one of her positive strengths. Stephanie needs to learn to relax and pace herself. She may expend too much energy trying to control herself and others. She embraces visions not always seen by others. Stephanie's creative mind allows her to see the "big picture."

Stephanie is a good problem solver and troubleshooter, always seeking new ways to solve old problems. When faced with a tough decision, she will try to sell you on her ideas. She should realize that at times she needs to think a project through, beginning to end, before starting the project. Sometimes she becomes emotionally involved in the decision-making process. Stephanie prefers authority equal to her responsibility. Many people see her decisions as high-risk decisions. However, after the decision is made, she tends to work hard for a successful outcome. She finds it easy to share her opinions on solving work-related problems. She likes to make decisions quickly.





General Characteristics *Continued*

Stephanie likes people who present their case effectively. When they do, she can then make a quicker assessment or decision. She may sometimes mask her feelings in friendly terms. If pressured, Stephanie's true feelings may emerge. Her creative and active mind may hinder her ability to communicate to others effectively. She may present the information in a form that cannot be easily understood by some people. She tends to influence people by being direct, friendly and results-oriented. Stephanie may lack the patience to listen and communicate with slower acting people. She should exhibit more patience and ask questions to make sure that others have understood what she has said. She likes people who give her options as compared to their opinions. The options may help her make decisions, and she values her own opinion over that of others! She may lose interest in what others are saying if they ramble or don't speak to the point. Her active mind is already moving ahead.



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

Ways to Communicate:

- Speak at a rapid pace.
- Expect her to return to fight another day when she has received a "no" answer.
- Support the results, not the person, if you agree.
- Define the problem in writing.
- Confront when in disagreement.
- Motivate and persuade by referring to objectives and results.
- Appeal to the benefits she will receive.
- Stick to business--let her decide if she wants to talk socially.
- Support and maintain an environment where she can be efficient.
- Look for her oversights.
- Provide questions, alternatives and choices for making her own decisions.





Checklist for Communicating *Continued*

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

- Try to convince by "personal" means.
- Ramble on, or waste her time.
- Let disagreement reflect on her personally.
- Be redundant.
- Try to build personal relationships.
- Be paternalistic.
- Direct or order.
- Let her overpower you with verbiage.
- Reinforce agreement with "I'm with you."
- Come with a ready-made decision, or make it for her.
- Forget or lose things, be disorganized or messy, confuse or distract her mind from business.
- Ask rhetorical questions, or useless ones.



Communication Tips

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

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.



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 Stephanie's self-perception and how, under certain conditions, others may perceive her behavior. Understanding this section will empower Stephanie to project the image that will allow her to control the situation.

Self-Perception

Stephanie usually sees herself as being:

- Pioneering
- Assertive
- Competitive
- Confident
- Positive
- Winner

Others' Perception - Moderate

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

- Demanding
- Nervy
- Egotistical
- Aggressive

Others' Perception - Extreme

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

- Abrasive
- Controlling
- Arbitrary
- Opinionated





Descriptors

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

Demanding Egocentric Driving Ambitious Pioneering Strong-Willed Forceful Determined Aggressive Competitive Decisive Venturesome Inquisitive Responsible	Effusive Inspiring 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
Dominance	Influencing	Steadiness	Compliance
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	Mobile Active Restless Alert Variety-Oriented Demonstrative Impatient Pressure-Oriented Eager Flexible Impulsive Impetuous Hypertense	Firm Independent Self-Willed Stubborn Obstinate Opinionated Unsystematic Self-Righteous Uninhibited Arbitrary Unbending Careless with Details



Natural and Adapted Style

Stephanie'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

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

Adapted

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

People - Contacts

Natural

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

Adapted

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





Natural and Adapted Style Continued

Pace - Consistency

Natural

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

Adapted

Stephanie sees her natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency. Sometimes she would like the world to slow down.

Procedures - Constraints

Natural

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

Adapted

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



Adapted Style

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

- Persistence in job completion.
- Moving quickly from one activity to another.
- Handling a variety of activities.
- Anticipating and solving problems.
- Questioning the status quo, and seeking more effective ways of accomplishment.
- Meeting deadlines.
- Having the ability to see the "big picture" as well as the small pieces of the puzzle.
- Acting without precedent, and able to respond to change in daily work.
- A good support team to handle paperwork.
- Quickly responding to crisis and change, with a strong desire for immediate results.
- Working without close supervision.
- Skillful use of vocabulary for persuasive situations.
- Exhibiting an active and creative sense of humor.





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.

Crisis Management

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

Possible Causes:

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

Possible Solutions:

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

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



Time Wasters Continued

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

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

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



Time Wasters Continued

- 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

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





Areas for Improvement

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

Stephanie has a tendency to:

- Be a one-way communicator--doesn't listen to the total story before introducing her opinion.
- Be disruptive because of her innate restlessness and disdain for sameness.
- Set standards for herself and others so high that impossibility of the situation is common place.
- Be impulsive and seek change for change's sake. May change priorities daily.
- Be so concerned with big picture; she forgets to see the little pieces.
- Have no concept of the problems that slower-moving people may have with her style.
- Fail to complete what she starts because of adding more and more projects.
- Be explosive by nature and lack the patience to negotiate.



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:

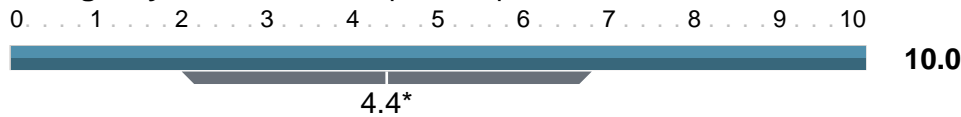
4. I will make the following changes to my behavior, and I will implement them by _____:



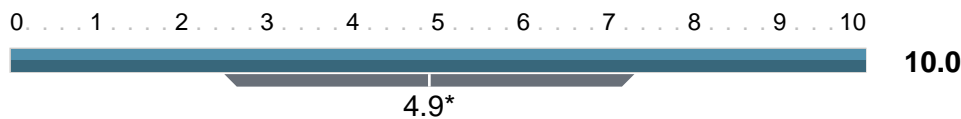
Behavioral Hierarchy

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

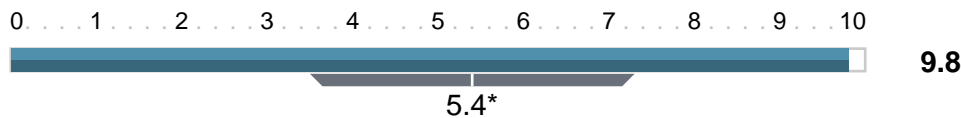
1. Urgency - Decisiveness, quick response and fast action.



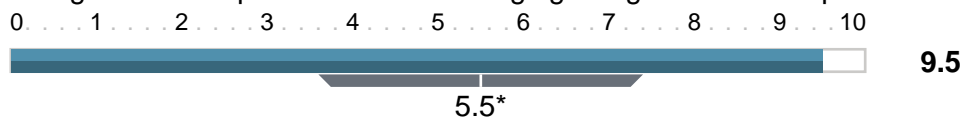
2. Competitiveness - Tenacity, boldness, assertiveness and a "will to win" in all situations.



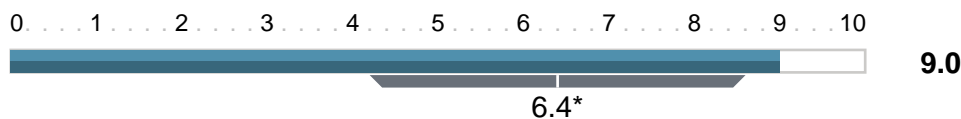
3. Frequent Change - Moving easily from task to task or being asked to leave several tasks unfinished and easily move on to the new task with little or no notice.



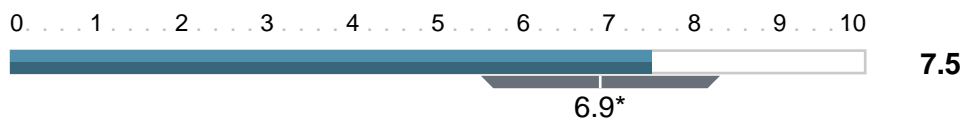
4. Versatility - Bringing together a multitude of talents and a willingness to adapt the talents to changing assignments as required.



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.

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



2.8

6.3*

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

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



2.2

6.7*

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

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



2.0

5.3*

11. Follow Up and Follow Through - A need to be thorough.

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



2.0

6.1*

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

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



1.0

4.9*



SIA: 94-76-02-12 (11) SIN: 100-88-08-08 (12)
* 68% of the population falls within the shaded area.

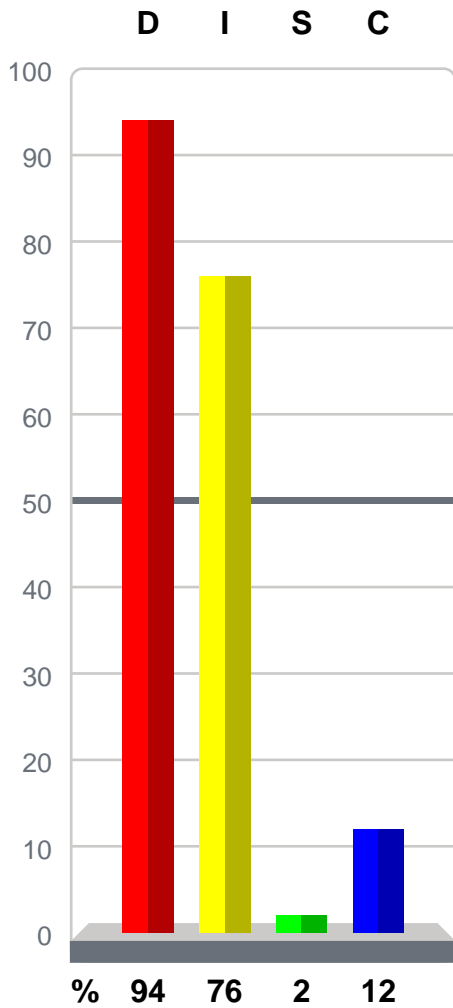


Style Insights® Graphs

7-14-2014

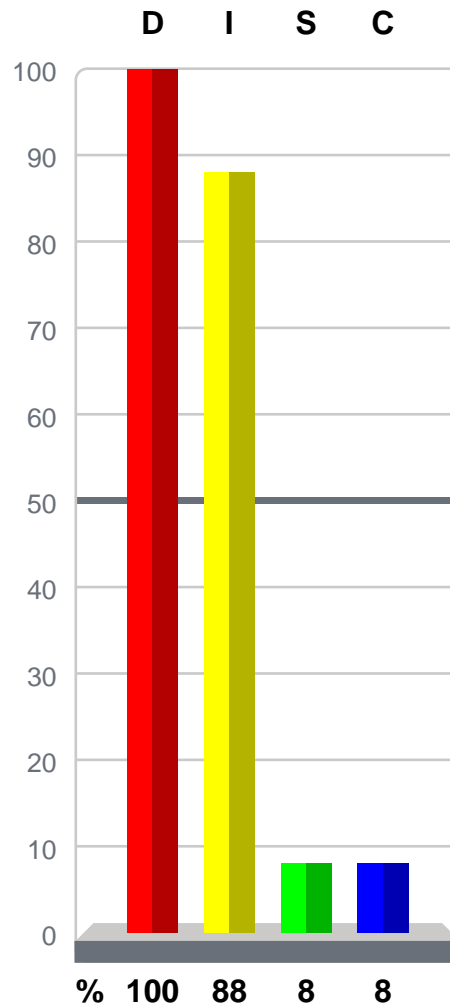
Adapted Style

Graph I



Natural Style

Graph II



Norm 2012 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.

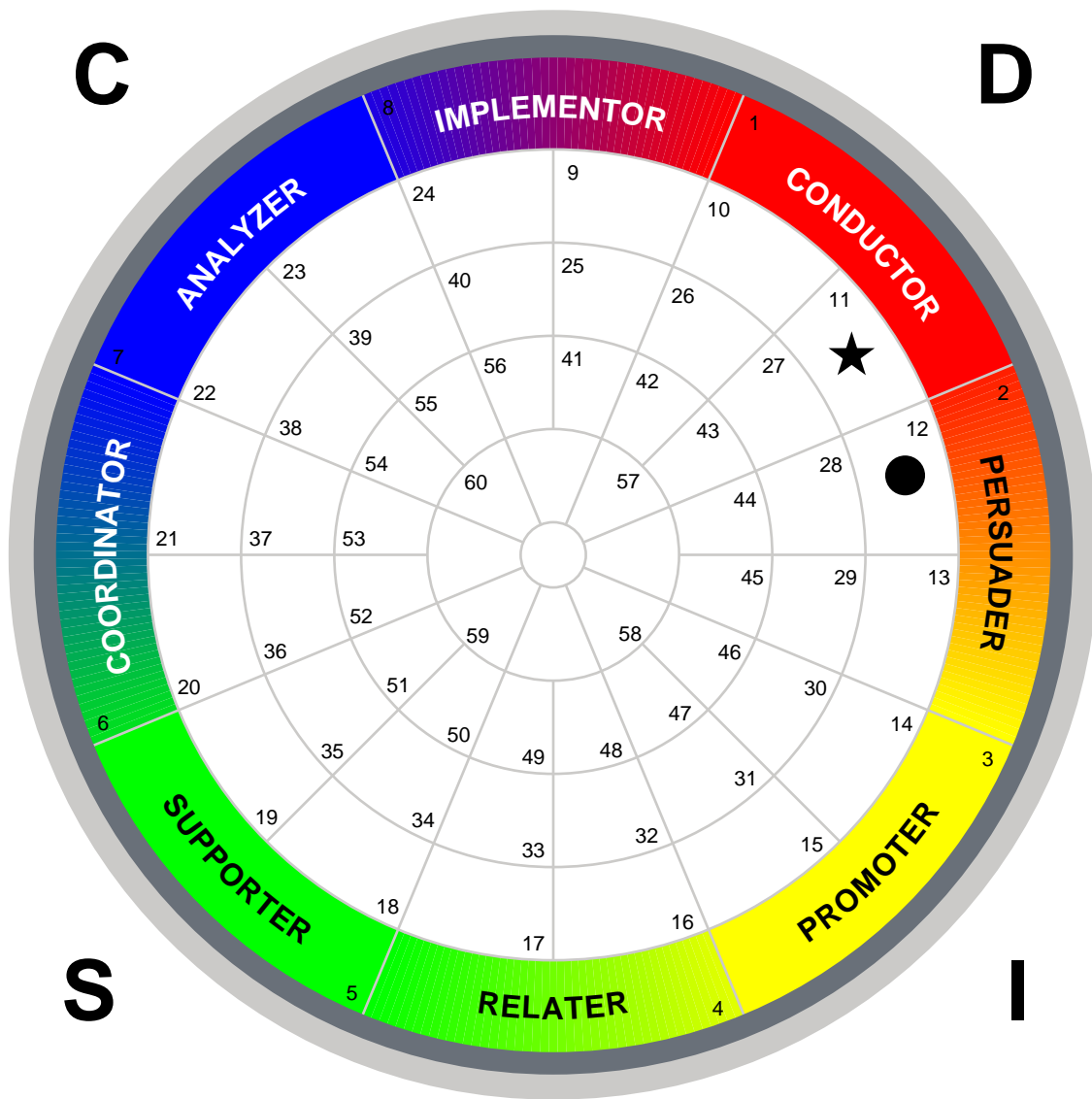
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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: ★ (11) PERSUADING CONDUCTOR
 Natural: ● (12) CONDUCTING PERSUADER

Norm 2012 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	Individualistic	Strong
2nd	Utilitarian	Strong
3rd	Theoretical	Situational
4th	Aesthetic	Indifferent
5th	Social	Indifferent
6th	Traditional	Indifferent



Individualistic/Political

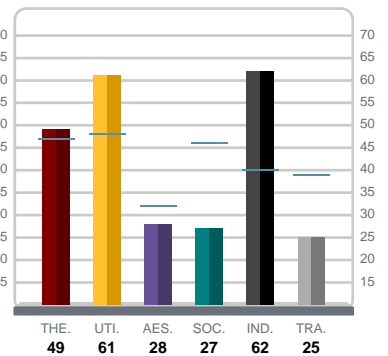
The primary interest for this value is POWER. Research studies indicate that leaders in most fields have a high power value. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however,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

General Characteristics

- This very high individualism may be demonstrated in a variety of observable ways; In creative problem-solving, in risk-taking attitude, etc.
- She surprises others with spontaneous ideas or responses.
- Enjoys work and assignments which give her stature in the eyes of others and evoke respect.
- Prefers to make her own decisions about how an assignment or project is to be accomplished.
- Independent.
- Likes to have her own niche; the place where she can excel.
- Pushes the envelope to the maximum 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 to celebrate differences.
- Brings a variety of different and energetic ideas to the workplace.
- Enjoys making presentations to small or large groups, and is generally perceived as an engaging presenter by her audience.





Individualistic/Political

Keys to Managing and Motivating

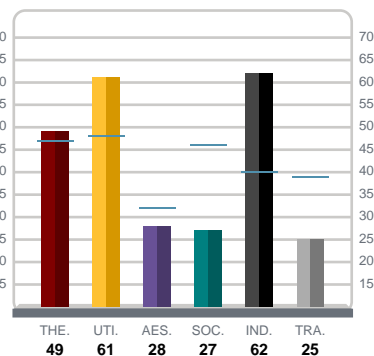
- Allow freedom to make her own decisions about how an assignment should be completed.
- Remember that she likes to work apart from the team and independently.
- Allow bandwidth to grow and experiment with new projects, ideas and responsibilities.
- Create an environment that provides security while it encourages taking appropriate risks.
- Remember that even as attention from others is important, she also desires some independence from team organization and protocol.

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

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





Utilitarian/Economic

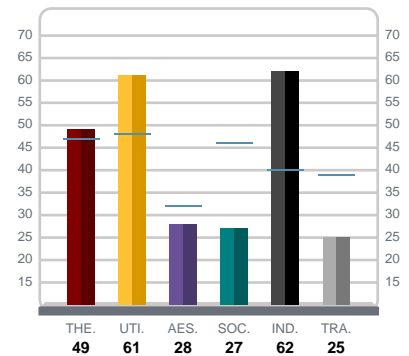
The Utilitarian/Economic score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This value includes the practical affairs of the business world - the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

General Characteristics

- Interested in what is practical and useful in meeting goals (usually economic ones).
- Motivated by high pay, and attaches importance to high earnings.
- When profit or project cost/benefits are examined, Stephanie may take the position that the ends justify the means.
- 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.
- Stephanie tends to be hard working, competitive, and motivated mostly by financial rewards and challenging compensation plans.
- Uses money as a scorecard.

Value to the Organization

- Will protect organizational or team finances, as well as her own.
- Is highly responsive to competition, challenges, and economic incentives.
- 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.
- Highly productive.



Stephanie Locke

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.
- Link training and meeting events to potential gains in business share or future income.
- Reward high performance in tangible and monetary ways with individual and team recognition.
- Provide coaching to help Stephanie appreciate that not everybody is highly-motivated by wealth, return-on-investment and gain like she is.
- Be certain Stephanie is balancing her professional and personal life.

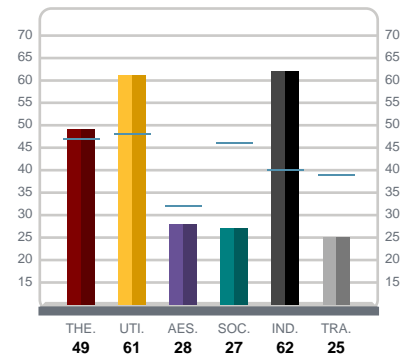
Training, Professional Development and Learning Insights

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

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 hide the dollar signs in her eyes in order to establish the most appropriate rapport with others.
- Needs to have an increased sensitivity to the needs of others, and less demonstration of potential selfishness.





Stephanie Locke



Theoretical

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

General Characteristics

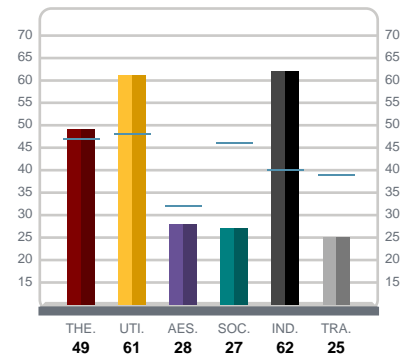
- Her Theoretical need is not the most important or primary driving values factor.
- Stephanie may provide a balance between the very high theoretical approaches, and the very low approaches, and be able to communicate with each side.
- Is able to understand the needs of big picture issues, and appreciate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

Value to the Organization

- Stephanie 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 Theoretical.
- Shows curiosity about technical details without getting bogged down.

Keys to Managing and Motivating

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





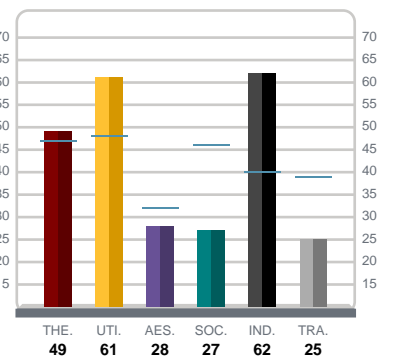
Theoretical

Training, Professional Development & Learning Insights

- Is 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.
- Understands the needs of the high Theoreticals who want more information, and the lower Theoreticals who want only the necessary information.

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.



Stephanie Locke



Aesthetic

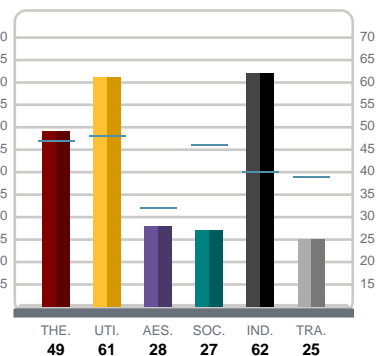
A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent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

General Characteristics

- Check the full results and graph of the inventory to determine those values that were ranked in a higher field than this Aesthetic area.
- Able to allow others on the team a greater voice and expression of their creativity. May not need a high-visibility profile.
- Not necessarily worried about form and beauty in her work environment.
- Looks at those scoring higher as types who may need to be a bit more practical.
- Intellectually, Stephanie can see the need for beauty and artistic forms, but may not seek them for her own environment.
- Stephanie is a very practical person who can take or leave the Aesthetics or ambience of the work environment.
- Is motivated and driven in areas other than the Aesthetic.
- Surroundings lacking aesthetics will not stifle her creativity.

Value to the Organization

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



Stephanie Locke



Aesthetic

Keys to Managing and Motivating

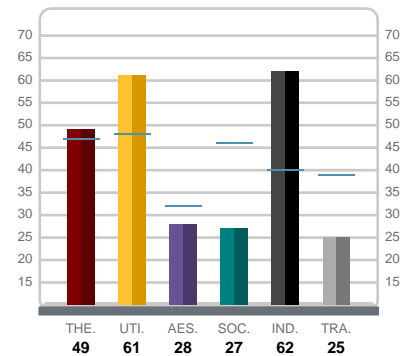
- Be careful not to overload with assignments that require significant individual creativity and self-expression.
- Appeal to the practical side that she shows in projects and leadership.
- Notice other higher plotting points on the Values graph and structure an environment that amplifies those peaks.
- Remember that practical talent is just as important as highly creative talent when supporting team efforts.
- Structure job enrichment strategies into the reward system, especially those that will appeal to higher Values scores.

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

- Seen as overly business-like by some, but this comes from the practical side of her workplace values.
- Needs to be more open and receptive to the creative ideas of others.
- Needs to be aware of others who may have a stronger Aesthetic drive, and respect the differences.



Stephanie Locke



Social/Altruistic

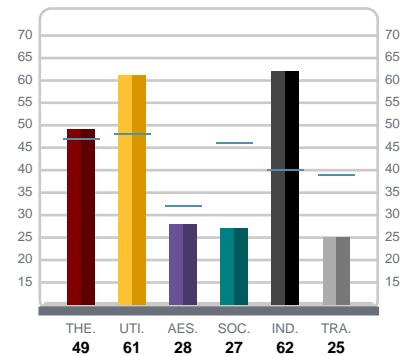
Those who score very high in this value have an inherent love of people. The Social/Altruistic person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic values cold and inhuman. Compared to the Individualistic value, 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.
- Shows a bottom-line practicality regarding helping others and sharing time and resources: there must be a set of mutual wins.
- Places a business "guard" on her trust level, perhaps as a result of being burned in the past and attempting not to let it happen again.
- May keep an ear to the revenue-clock of an organization, and maintain a business sense in people transactions.
- Has a tendency to have a strong work ethic that is projected to others. "I've worked hard and have been persistent, and others should be able to do that for themselves."
- Has learned to say "No" when asked to do things that may not contribute to the bottom line (either her 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.

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.





Social/Altruistic

Keys to Managing and Motivating

- Be careful not to overload assignments with too many coaching or counseling activities since she may not perceive an immediate business gain from those activities.
- Appeal to the practical side that Stephanie shows.
- Stephanie scores like those who set their own goals. Use those goals as primary motivators.
- Stay bottom-line oriented.
- Don't get lofty and theoretical with lots of rhetoric.

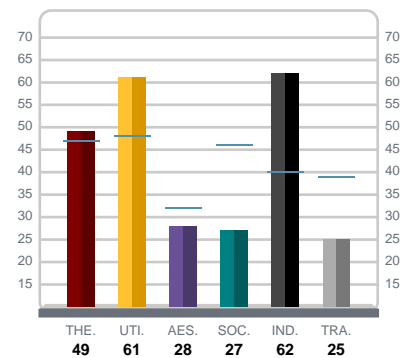
Training, Professional Development and Learning Insights

- 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.
- Needs to be more sensitive to the needs of others.
- Needs to be more open and receptive to others.





Stephanie Locke



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

- Is a very flexible problem-solver.
- Places lesser importance on conformity to group patterns.
- May challenge existing structures, rules and standards by asking, "Why?"
- May demonstrate an autonomous attitude as she approaches work assignments.
- May occasionally break the rules with the rationale: the end justifies the means.
- The rule bending is not malicious, but rather the result of creative energy and resourcefulness.
- 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.

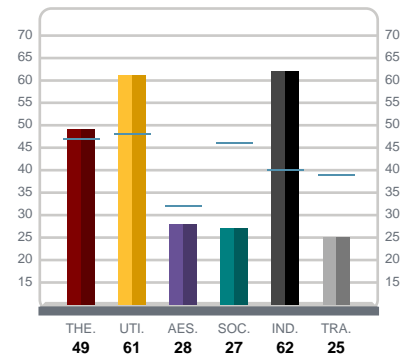
Value to the Organization

- Generates new ideas.
- Creates solutions, sometimes more through personal attempts, calculated risks, and creativity, than by-the-book or established protocol.
- Tends to be a quick-study on new projects and procedures.
- 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.
- May need to sell her ideas, not just tell them.
- Maximize use of her adaptability to new projects and ideas.
- If new precedent needs to be set, involve her in the planning and strategy.







Traditional/Regulatory

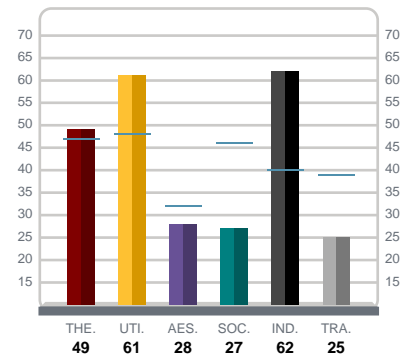
Training, Professional Development and Learning Insights

- 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 her own learning path or activities in a creative manner.

Continuous Quality Improvements

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







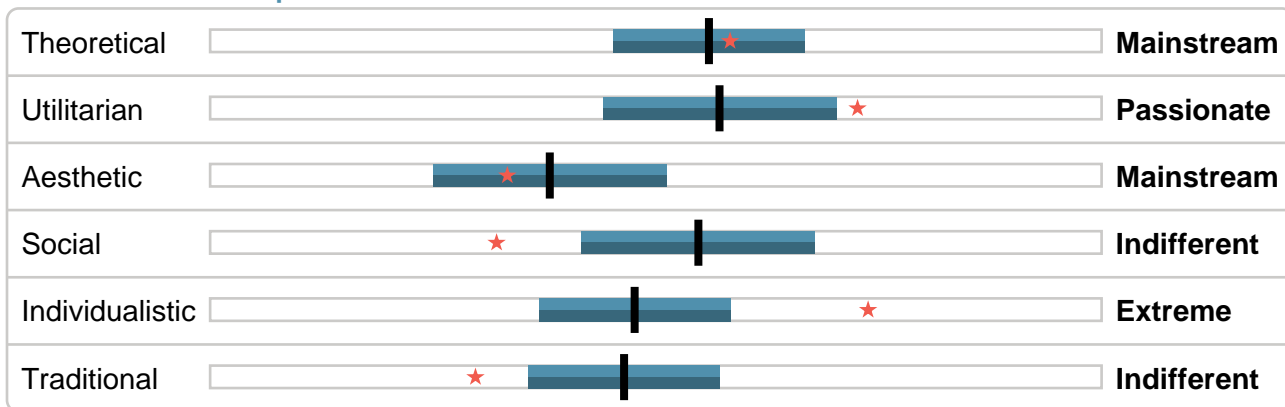
Motivators - Norms & Comparisons

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

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

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

Norms & Comparisons Table - Norm 2012



- 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.
- You have a strong desire to lead, direct and control your own destiny and the destiny of others. You have a desire to lead and are striving for opportunities to advance your position and influence. Others may believe you are jockeying for position and continually stepping "over the line." They may believe that you form relationships only to "move ahead" and gain an advantage.

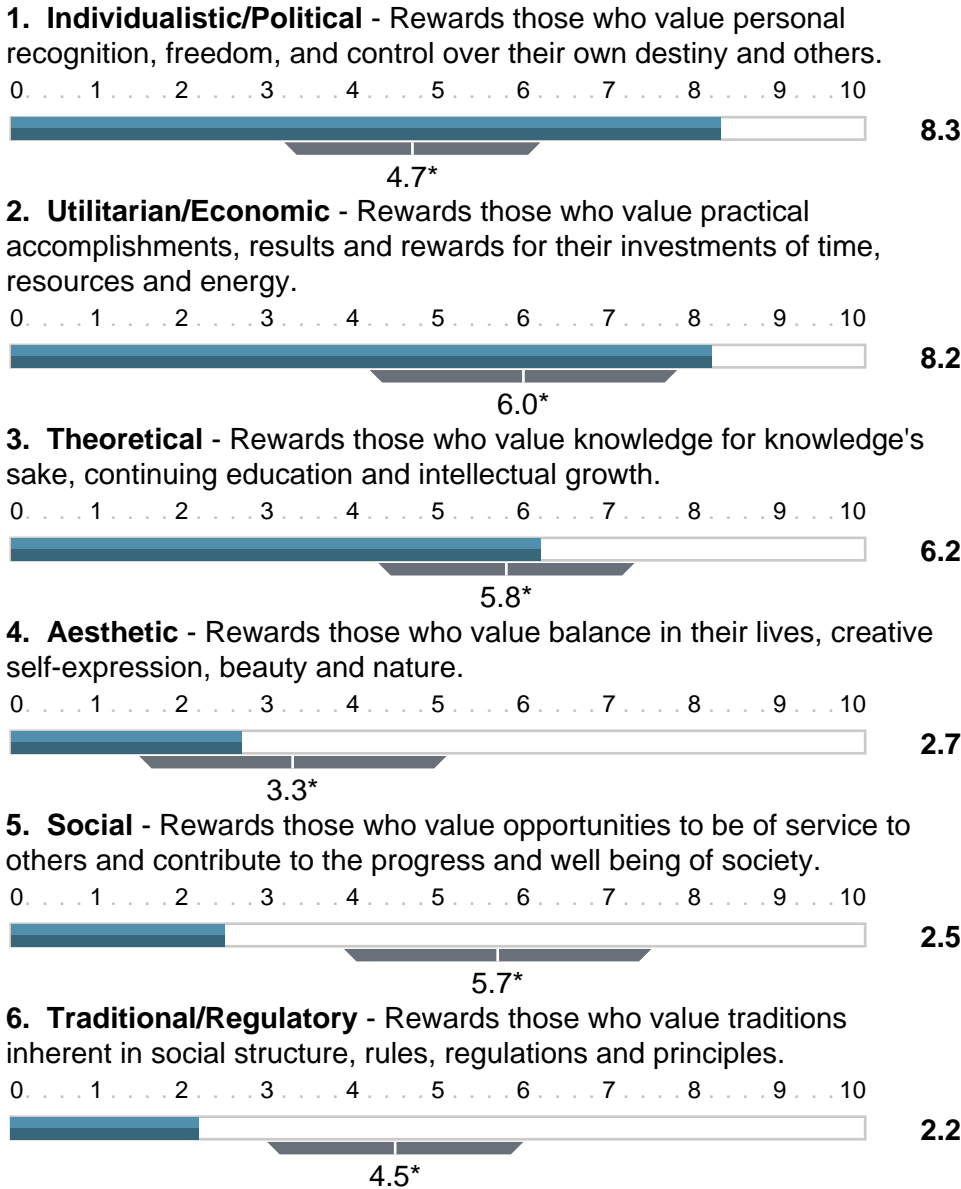
Areas where others' strong feelings may frustrate you as you do not share their same passion:

- 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.

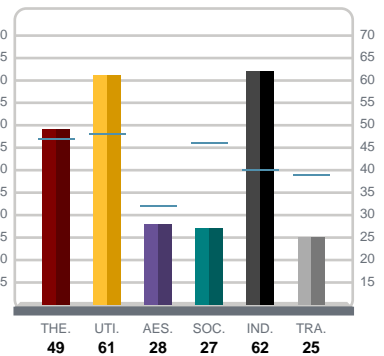


Personal Interests, Attitudes and Values

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.

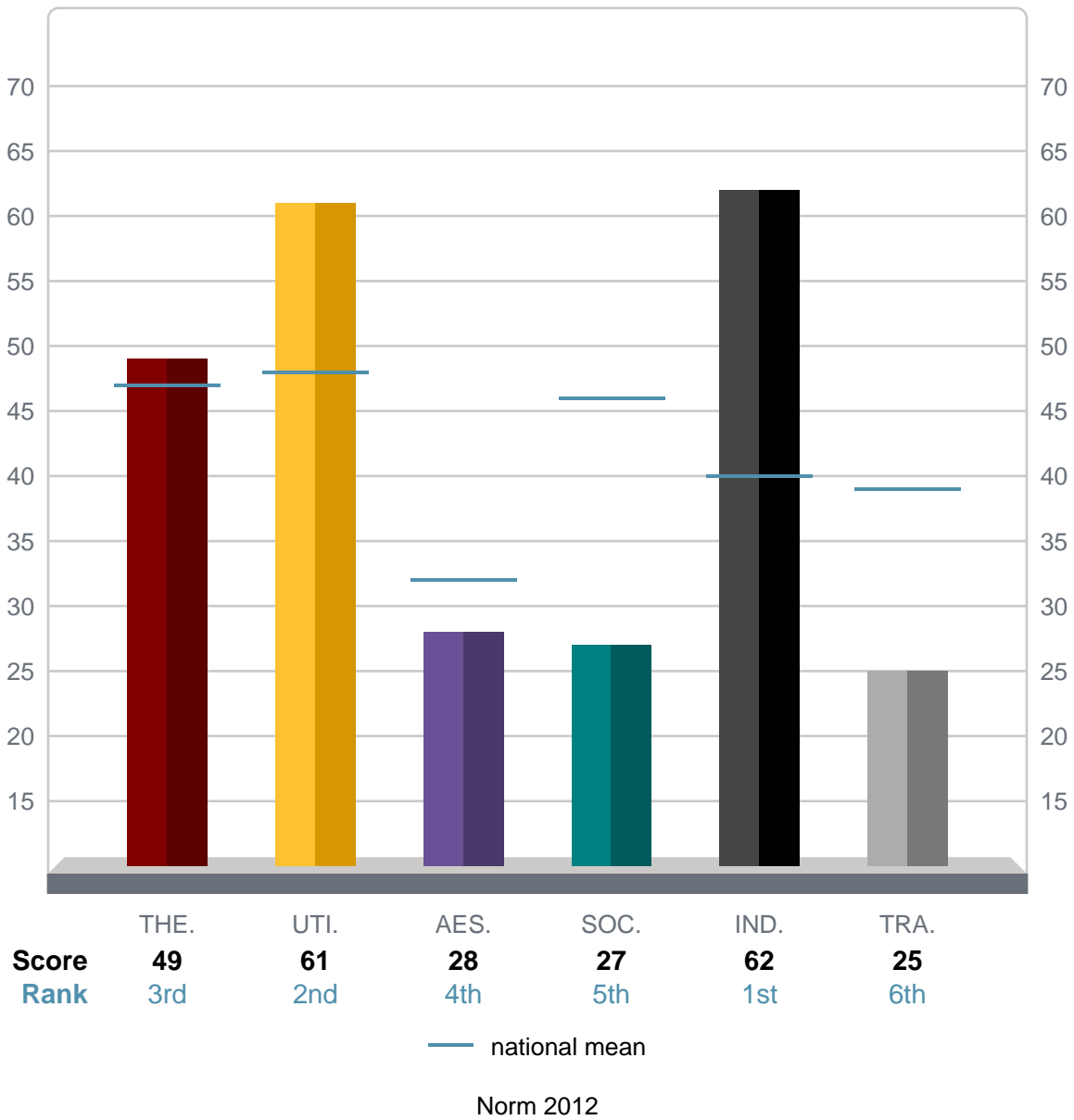


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Motivation Insights® Graph

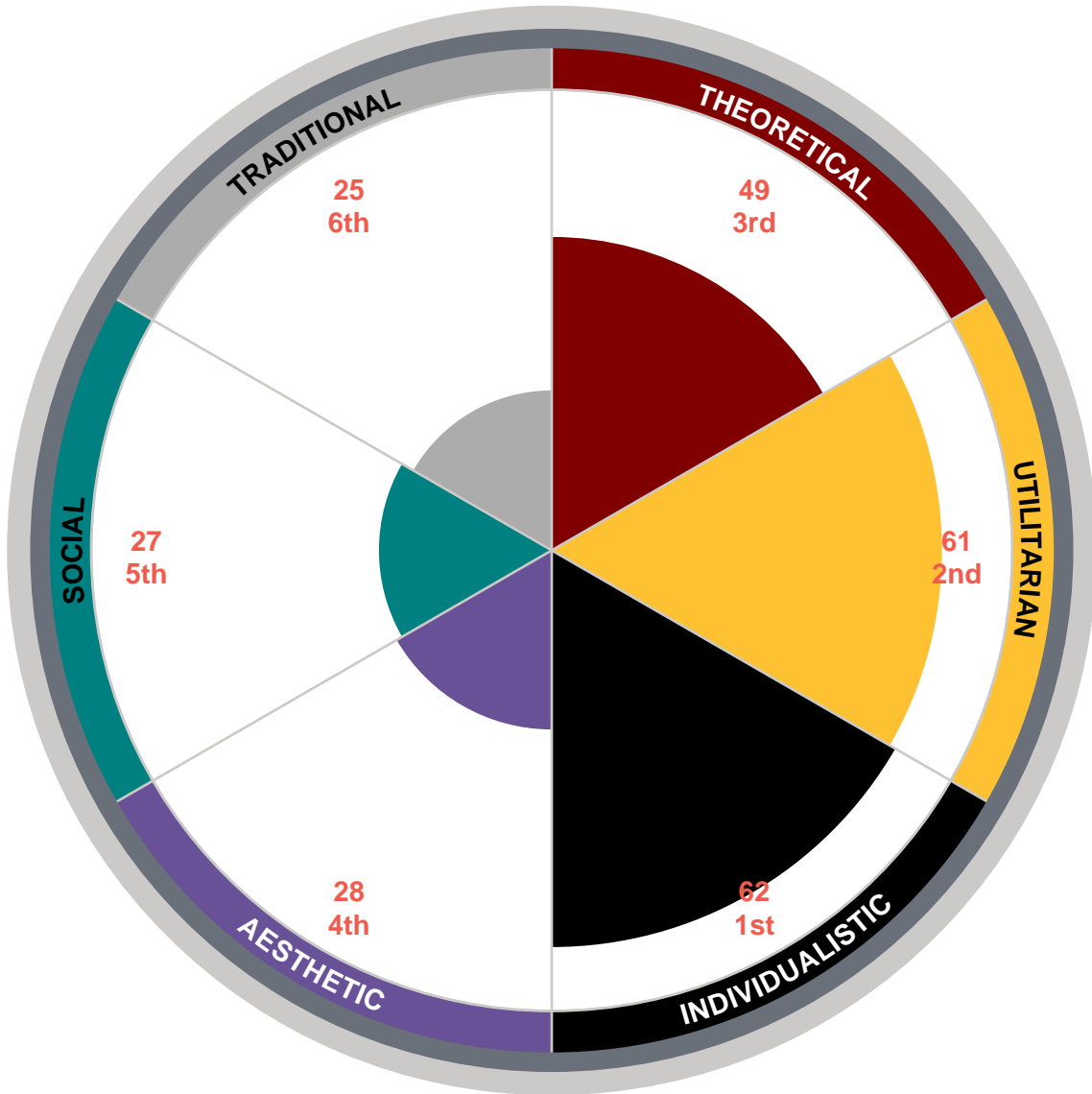
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Motivators Wheel™

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. _____
