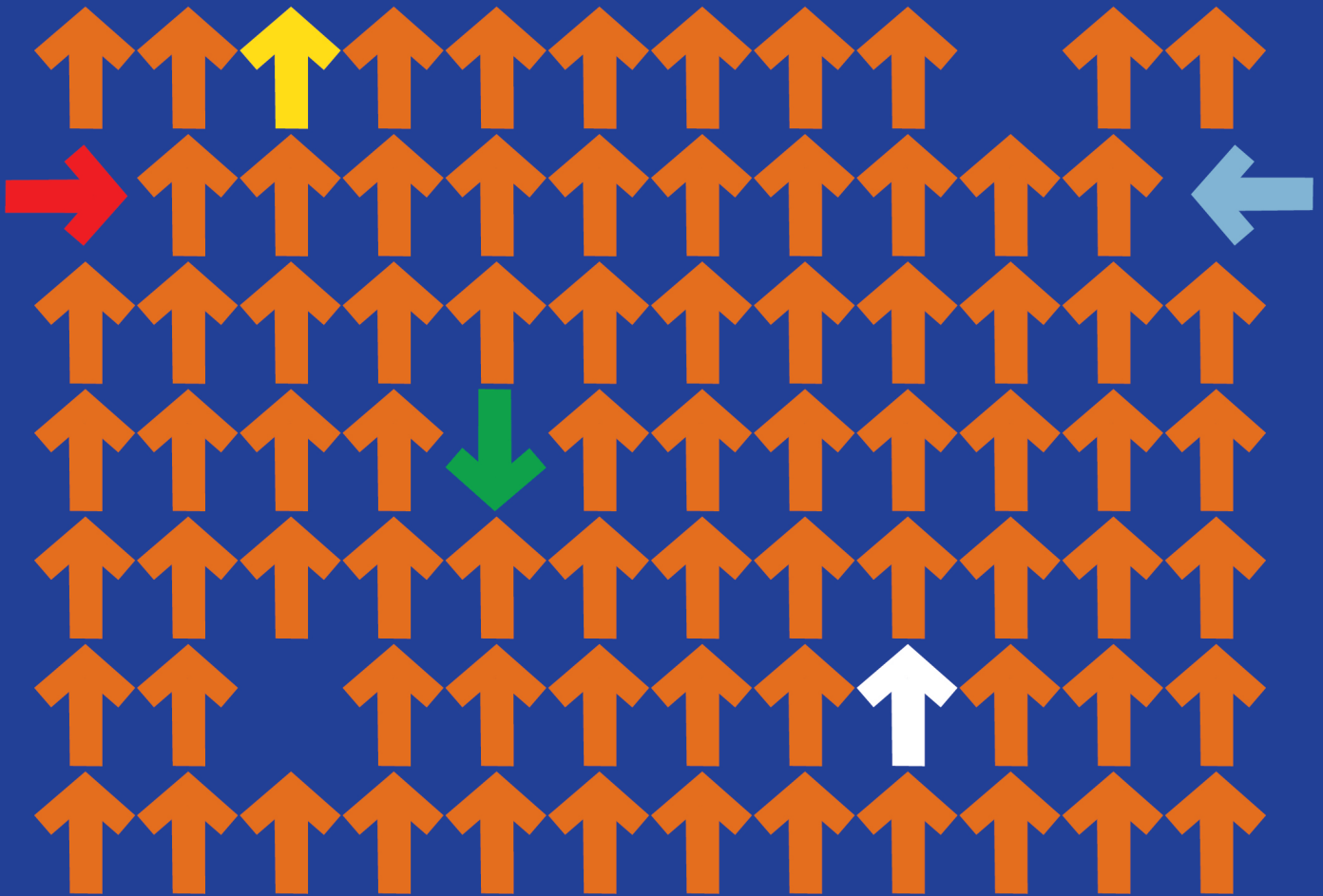# PEÑAGLOBAL

BUSINESS GROWTH SPECIALISTS

Behaviors and Motivators

Amy Smith
Accounting Manager

TTI SUCCESS INSIGHTS®

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

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
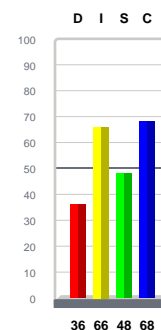
General Characteristics

Based on Amy'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 Amy's natural behavior.

Amy wants to be liked by fellow workers, as well as be recognized for doing quality work. Coworkers know that her projects will always be done correctly. She is adaptable. Because of high expectations of her own job performance, Amy may sometimes feel that other workers cannot perform up to her standards. She may be overly sensitive to criticism of her work. If you do comment on her work you had better be right, since she may not take criticism lightly. Amy can be sensitive about any comments regarding the quality of her work. She strives forward constantly to improvement in everything she does. She is alert and sensitive to her errors and mistakes. She constantly seeks to avoid errors in her work. She prefers that things be orderly and she will approach work in a systematic manner. Rules and procedures provide security for her job performance. Amy can devote all her energy to the job, and that offers security to her work situation. When Amy sees something that is wrong she wants to fix it. She is oriented toward achieving practical results. She likes to work behind the scene and be seen as someone who is organized and has her life in order.

Amy is the type of person who will accept challenges, and accept them seriously. She can be seen as a thinker whose intuitive talents can bring divergent ideas to the forefront. She, capable of making daily decisions routinely, usually becomes cautious about the bigger decisions; she wants to be absolutely certain her decision is correct. She tends to make her decisions after deliberation and gives weight to all the pros and cons. Amy is skilled at observing and collecting data on different subjects. If she has a real passion for a given subject, she will read and listen to all the available information on the subject. She likes to collect data for decision making and may collect so much it makes the decision harder. She uses data and facts to support the big decisions, because it makes her feel more confident that her decisions are correct. She has an acute awareness of social, economic and political implications of her decisions.

Adapted Style

Natural Style

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Amy Smith
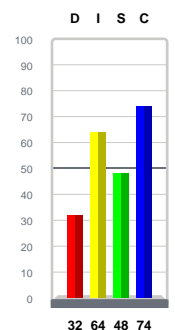
Amy is usually slow to anger, but when "enough is enough" she may tend to explode. People will then have no doubt about her feelings. She likes to know what is expected of her in a working relationship, and have the duties and responsibilities of others who will be involved explained. Communication is accomplished best by well-defined avenues. She likes to ask questions to clarify the communications. She gathers data in order to be certain she is correct in her work, communications or decision making. She wants to establish good will with others and to influence them in a friendly and sociable manner. Amy is patient and persistent in her approach to achieving goals. She responds to challenges in a cooperative manner and wants the "team" to win without the need of a perceived "shining star." She is intuitive and is able to ask good questions in order to get the critical, complete information she seeks. Because Amy prefers logical information, she likes people who communicate all the facts in logical order. Random facts in a haphazard format tend to distract and annoy her. She enjoys analyzing the motives of others. This allows her to develop her intuitive skills.

Adapted Style

Natural Style

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D I S C

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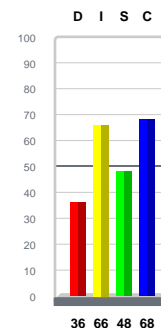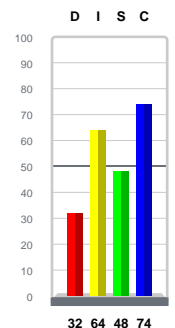
Value to the Organization

This section of the report identifies the specific talents and behavior Amy brings to the job. By looking at these statements, one can identify her role in the organization. The organization can then develop a system to capitalize on her particular value and make her an integral part of the team.
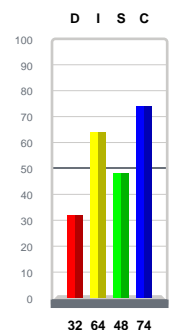
- Turns confrontation into positives.

- Proficient and skilled in her technical specialty.

- Adaptable.

- Conscientious and steady.

- Cooperative member of the team.

- Flexible.

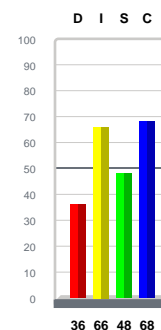- Always concerned about quality work.

Adapted Style

Natural Style

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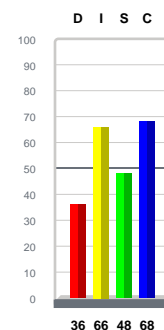
Checklist for Communicating

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 Amy. 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 Amy most frequently.
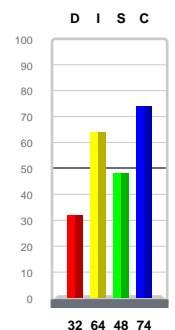
Ways to Communicate

☐ Follow through, if you agree.

☐ Give her time to be thorough, when appropriate.

☐ Give her time to ask questions.

☐ Support your communications with correct facts and data.

☐ Give her time to verify reliability of your actions; be accurate, realistic.

☐ Provide solid, tangible, practical evidence.

☐ Support her principles; use a thoughtful approach; build your credibility by listing pros and cons to any suggestion you make.

☐ Give her time to verify reliability of your comments--be accurate and realistic.

☐ Prepare your "case" in advance.

☐ Make an organized presentation of your position, if you disagree.

☐ Take time to be sure that she is in agreement and understands what you said.

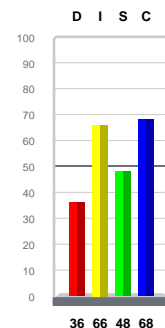| Adapted Style					Natural Style			
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36	66	48	68		32	64	48	74

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

☐ Talk in a loud voice or use confrontation.

☐ Use gimmicks or clever, quick manipulations.

☐ Make statements about the quality of her work unless you can prove it.

☐ Be disorganized or messy.

☐ Make conflicting statements.

☐ Dillydally, or waste time.

☐ Talk to her when you're extremely angry.

☐ Threaten, cajole, wheedle, coax or whimper.

☐ Leave things to chance or luck.

☐ Be vague about what's expected of either of you; don't fail to follow through.

☐ Make promises you cannot deliver.

Adapted Style	Natural Style
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Amy Smith
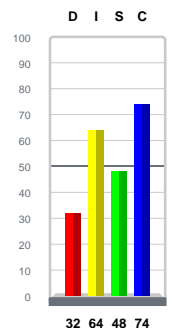
Communication Tips

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

Ideal Environment

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

- Jobs for which standards and methods are established.

- An environment where she can use her intuitive thinking skills.

- Familiar work environment with a predictable pattern.

- Work place where people seldom get mad.

Adapted Style

Natural Style

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D I S C

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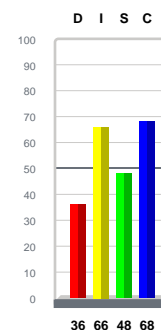
Perceptions
See Yourself as Others See You

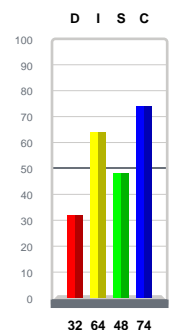*A person's behavior and feelings may be quickly telegraphed to others. This section provides additional information on Amy's self-perception and how, under certain conditions, others may perceive her behavior. Understanding this section will empower Amy to project the image that will allow her to control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

Self-Perception

Amy usually sees herself as being:

- Precise
- Moderate
- Knowledgeable
- Thorough
- Diplomatic
- Analytical

Others' Perception - Moderate

Under moderate pressure, tension, stress or fatigue, others may see her as being:
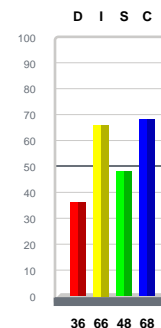
- Pessimistic
- Worrisome
- Picky
- Fussy

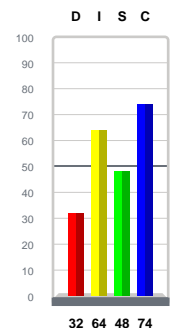## Others' Perception - Extreme

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

- Perfectionistic
- Strict
- Hard-to-Please
- Defensive

Adapted Style

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Natural Style

D I S C

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Amy Smith

Descriptors

Based on Amy'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.

Driving	Inspiring	Relaxed	Cautious
Ambitious	Magnetic	Passive	Careful
Pioneering	Enthusiastic	Patient	Exacting
Strong-Willed	Persuasive	Possessive	Systematic
Determined	Convincing	Predictable	**Accurate**
Competitive	**Poised**	Consistent	**Open-Minded**
Decisive	**Optimistic**	Steady	**Balanced Judgment**
Venturesome	**Trusting**	Stable	**Diplomatic**
Dominance	**Influencing**	**Steadiness**	**Compliance**
Calculating	Reflective	**Mobile**	Firm
Cooperative	Factual	Active	Independent
Hesitant	Calculating	Restless	Self-Willed
Cautious	Skeptical	Impatient	Obstinate
Agreeable	Logical	Pressure-Oriented	Unsystematic
Modest	Suspicious	Eager	Uninhibited
Peaceful	Matter-of-Fact	Flexible	Arbitrary
Unobtrusive	Incisive	Impulsive	Unbending

Natural and Adapted Style

Amy'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

Amy is cautious in her approach to problem solving and does not attempt to demand that her view, or opinion, be accepted at face value. Amy likes to solve problems within the framework of a team environment. She will look for a compromise as opposed to a win-lose situation.

Adapted

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

People - Contacts

Natural

Amy is sociable and optimistic. She is able to use an emotional appeal to convince others of a certain direction. She likes to be on a team and may be the spokesman for the team. She will trust others and likes a positive environment in which to relate.

Adapted

Amy sees no need to change her approach to influencing others to her way of thinking. She sees her natural style to be what the environment is calling for.

Adapted Style

Natural Style

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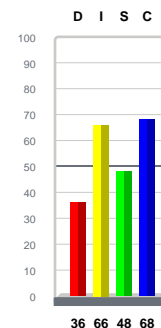
Pace - Consistency

Natural

Amy likes mobility and the absence of routine does not traumatize her. She feels comfortable juggling different projects and is able to move from one project to another fairly easily.

Adapted

Amy 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

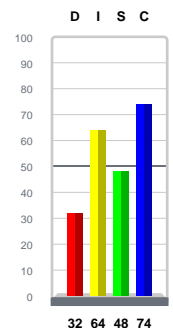Amy naturally is cautious and concerned for quality. She likes to be on a team that takes responsibility for the final product. She enjoys knowing the rules and can become upset when others fail to comply with the rules.

Adapted

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

Adapted Style   Natural Style

D I S C   D I S C

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Amy Smith
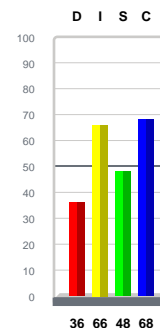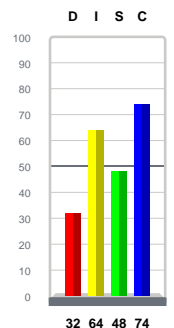
Adapted Style

Amy 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.

- Precedence of quality over efficiency.

- Sensitivity to existing rules and regulations.

- Preferring people involvement over task focus.

- Making tactful decisions.

- Careful, thoughtful approach to decision making.

- Obtaining results through people.

- Maintaining an ever-changing, friendly, work environment.

- Critical appraisal of data.

- Compliance to high standards.

- Precise, analytical approach to work tasks.

- Positive, outgoing, friendly behavior.

- Calculation of risks before taking action.

- Participative decision making.

Adapted Style	Natural Style
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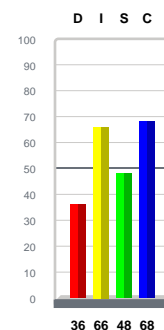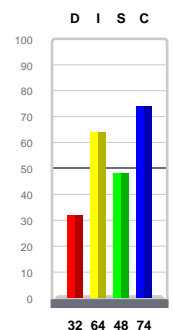
Keys to Motivating

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

Amy wants:

- Safety procedures.

- Time to perform up to her high standards.

- Group activities outside the job.

- To be part of a quality-oriented work group.

- To be recognized for her continuance of quality work.

- Reassurance she is doing the job right.

- Logical arguments.

- Limited exposure to new procedures.

- Instructions so she can do the job right the first time.

- Flattery, praise, popularity and strokes.

- A manager who practices participative management.

- Operating procedures in writing.

- A friendly work environment.

Adapted Style   Natural Style

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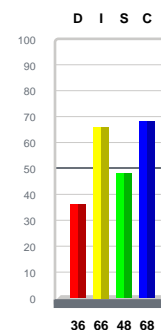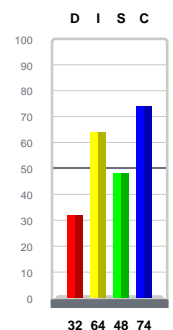
Keys to Managing

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

Amy needs:

- Alternative methods that won't affect quality.

- Assistance in new or difficult assignments.

- Tangible work.

- A way to say "no" when she feels "no."

- Methods to translate ideas into action.

- A manager who prefers quality over quantity.

- Recognition for what she accomplished.

- To be more direct and less subjective.

- Equipment that will allow her to perform up to her high standards.

- Rewards in terms of fine things--not just shallow words.

- Time to see and test if the plan will work.

- Performance appraisals on a regular basis.

- To be encouraged to be more independent.

Adapted Style | Natural Style

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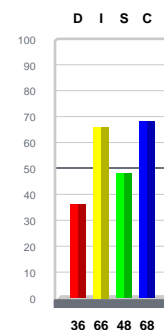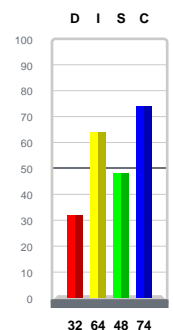
Time Wasters

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.

Seeking "All" of The Facts

Seeking "all" of the facts is thought and action of continually gathering new information and re-evaluating current information.

Possible Causes:

- Want to be certain/prepared
- Want to avoid mistakes
- Want extended time for getting tasks done

Possible Solutions:

- Set a timeline for gathering new information or evaluating old information and then take action
- Evaluate importance or risk factors to how much information is actually needed

Overreacting To Constructive Criticism

Overreacting to constructive criticism is the inappropriate overt or covert response to feedback and recommendations.

Possible Causes:

- Have a high comfort level with past methods
- Have high standards for work performance
- Think that your way is the correct way
- Don't see the benefit of doing things differently

Possible Solutions:

- Practice listening without evaluating comments from others
- Begin responding mentally with "that's interesting" or "that's a possibility" as a way of controlling immediate negative response
- Communicate feelings with peers and supervisors

Adapted Style

Natural Style

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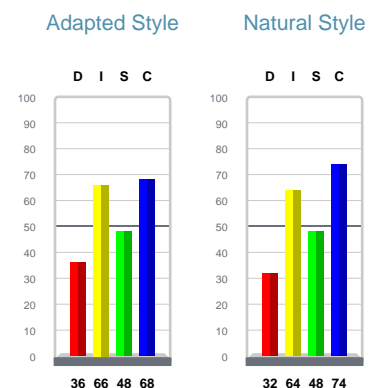
Time Wasters Continued

Fear of Mistakes

Fearing mistakes is the mental process of focusing on negative outcomes and is often a preoccupation with past mistakes.

Possible Causes:

- Want to avoid criticism
- Take criticism personally
- Want to be seen as efficient and competent

Possible Solutions:

- Practice focusing on past successes
- For every mistake that you think might happen, write down two positive possible outcomes for a completed task
- Focus on several possible future outcomes

Prolong Events In Order To Gain Improved Results

Prolonging events in order to gain improved results is the process of doing and redoing, evaluating and re-evaluating and changing to and changing back as a way of "testing" the best possible outcome.

Possible Causes:

- Want to ensure that success is always achieved
- Feel that if rushed, the results will not be satisfactory
- Hope situations will work out themselves

Possible Solutions:

- Set realistic schedule and timeline
- Follow the schedule
- Seek advice or assistance from others

Adapted Style   Natural Style

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Seeking The Best, But Not Necessarily Workable Solutions

Always seeking the best solution may prohibit getting the task accomplished. Something better is always on the horizon.

Possible Causes:

- Want to do things right the first time
- Want personal approval for preciseness of work
- Fear criticism if solution doesn't work

Possible Solutions:

- Establish required standards
- Determine the solution that meets or exceeds those standards
- Set a timeline for making a decision or completing a task

Waiting For Events To Happen

Although patience may be a virtue, being pro-active allows the decision-maker to be in better control of events within their scope of influence.

Possible Causes:

- Want to affect the here and now
- Fear rushing into something will show unpreparedness
- Need for high standards inhibits getting started

Possible Solutions:

- Plan alternative solutions
- Determine most likely scenarios
- Implement a plan that best meets those needs without jeopardizing other scenarios

Adapted Style	Natural Style
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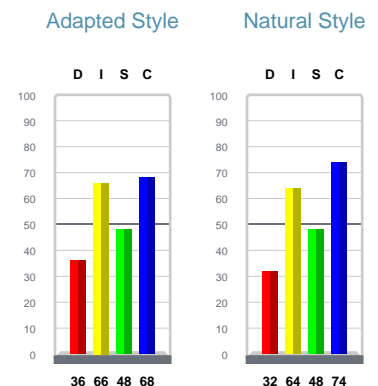
Areas for Improvement

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

Amy has a tendency to:

- Prefer not to verbalize feelings unless in a cooperative and noncompetitive environment.

- Have difficulty making decisions because she's mostly concerned about the "right" decision. If precedent does not give direction, her tendency is to wait for directions.

- Select people much like herself.

- Be bound by procedures and methods--especially if she has been rewarded for following these procedures.

- Want full explanation before changes are made to ensure her understanding.

- Yield her position to avoid controversy.

- Be self-deprecating--doesn't project self-confidence.

- Be defensive when threatened and use the errors and mistakes of others to defend her position.

- Lean on supervisors if information and direction is not clear.

Adapted Style	Natural Style
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Amy Smith
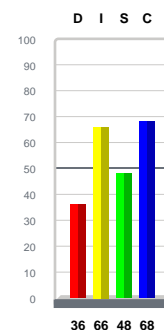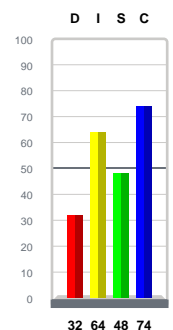
Action Plan

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. Persistence - Finish tasks despite challenges or resistance.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

67 Natural

61*

60 Adapted

64*
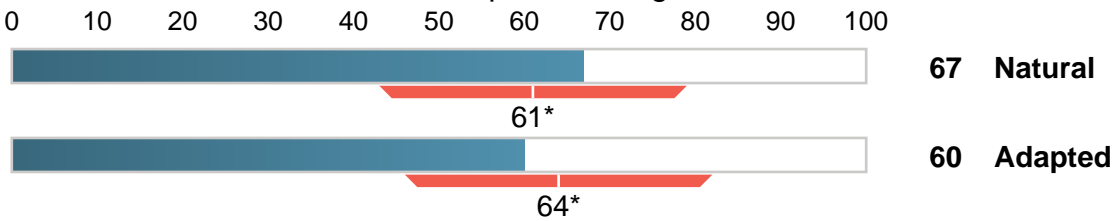
2. Analysis - Compile, confirm and organize information.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

65 Natural

53*

60 Adapted

59*
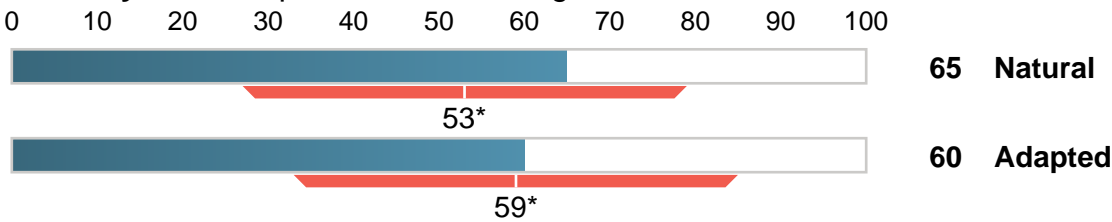
3. Consistent - Perform predictably in repetitive situations.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

65 Natural

61*

62 Adapted

64*
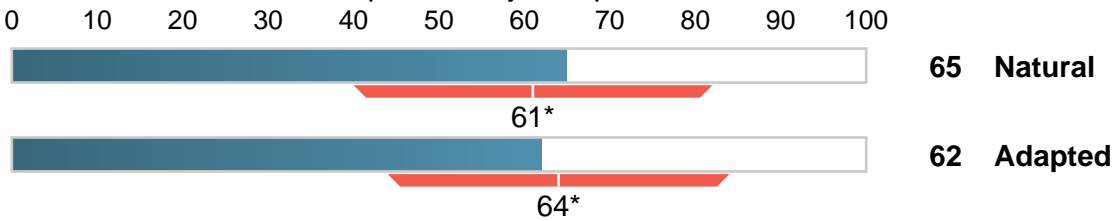
4. Following Policy - Adhere to rules, regulations, or existing methods.
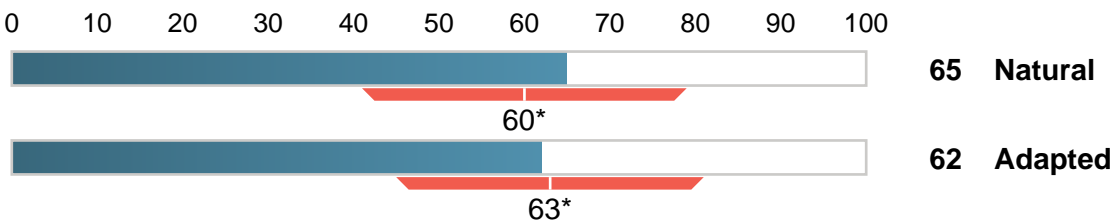
| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

65 Natural

60*

62 Adapted

63*

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

5. Customer-Oriented - Identify and fulfill customer expectations.

0	10	20	30	40	50	60	70	80	90	100

62   Natural

64*

65   Adapted

62*
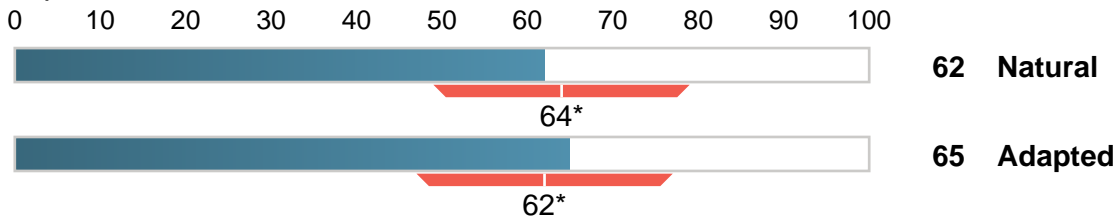
6. Organized Workplace - Establish and maintain specific order in daily activities.

0	10	20	30	40	50	60	70	80	90	100

60   Natural

51*

55   Adapted

57*
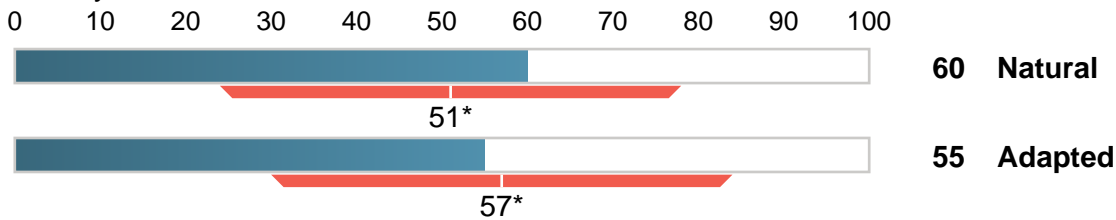
7. People-Oriented - Build rapport with a wide range of individuals.

0	10	20	30	40	50	60	70	80	90	100

60   Natural

65*

60   Adapted

62*
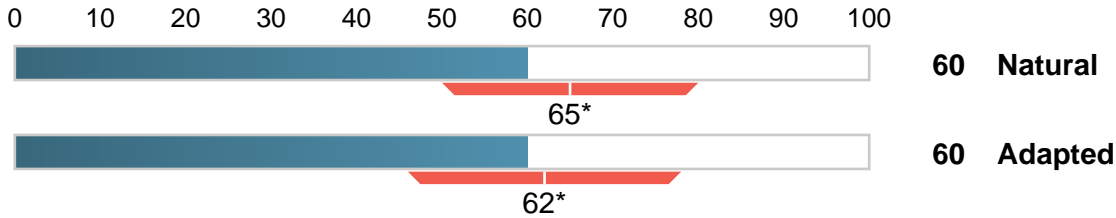
8. Versatile - Adapt to various situations with ease.
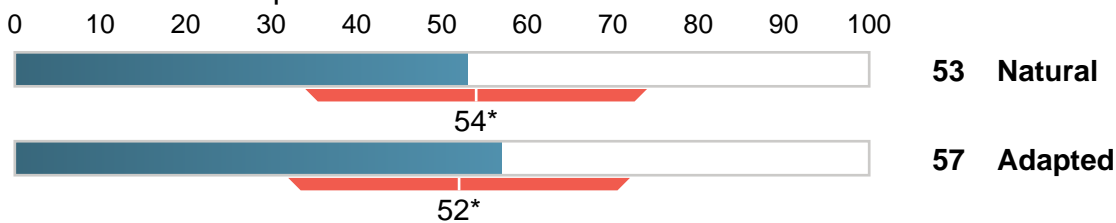
0	10	20	30	40	50	60	70	80	90	100

53   Natural

54*

57   Adapted

52*

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

9. Frequent Change - Rapidly shift between tasks.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

52 **Natural**

52*

55 **Adapted**

50*
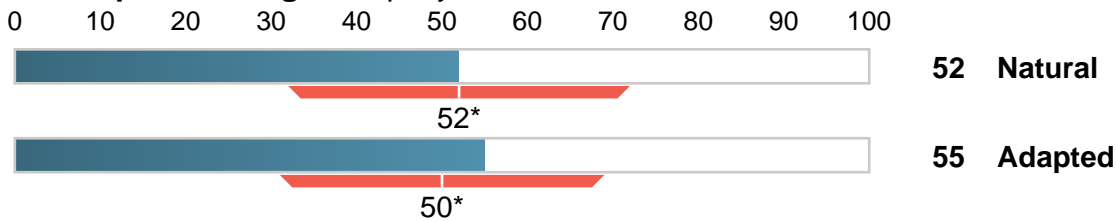
10. Interaction - Frequently engage and communicate with others.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

50 **Natural**

60*

55 **Adapted**

55*
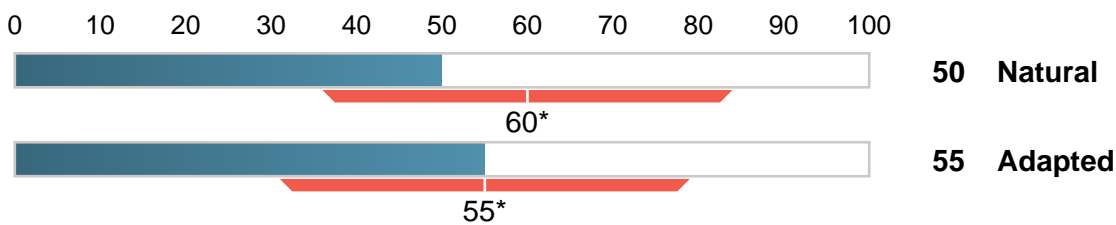
11. Competitive - Want to win or gain an advantage.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

40 **Natural**

49*

40 **Adapted**

47*
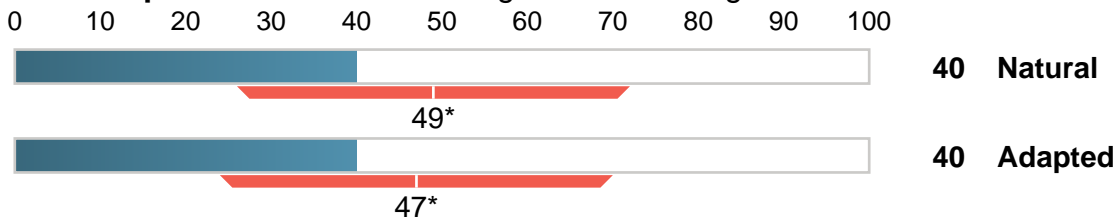
12. Urgency - Take immediate action.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

38 **Natural**

43*

40 **Adapted**

43*
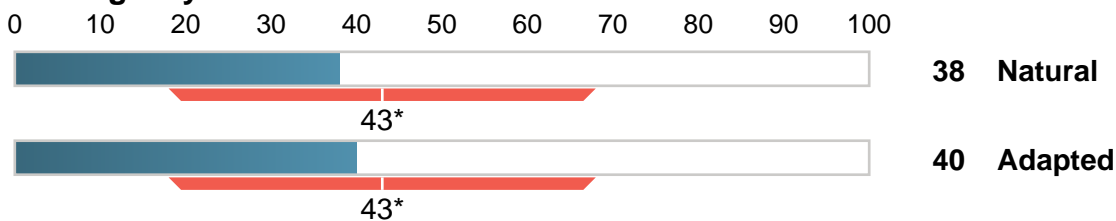
SIA: 36-66-48-68 (60)   SIN: 32-64-48-74 (60)
* 68% of the population falls within the shaded area.

Style Insights® Graphs
7-10-2018

Adapted Style

Graph I

D   I   S   C

%	36	66	48	68
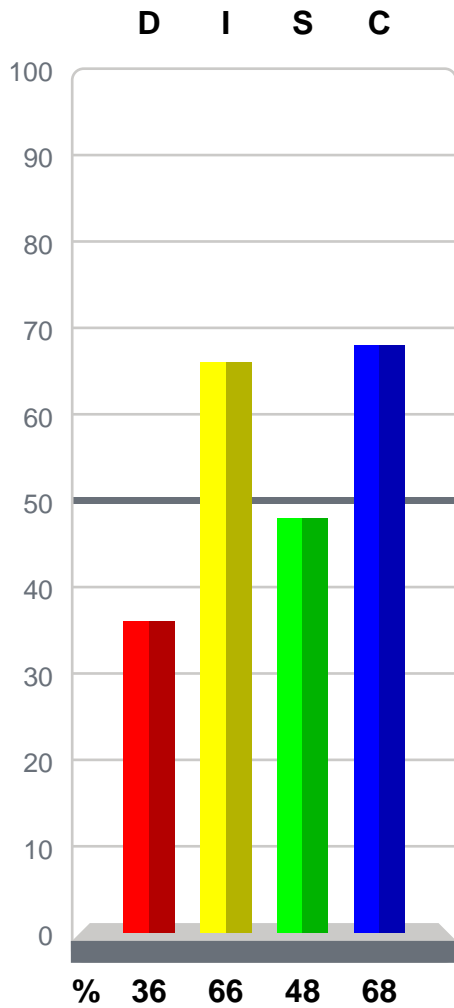
Natural Style

Graph II

D   I   S   C

%	32	64	48	74

Norm 2017 R4

T: 12:10
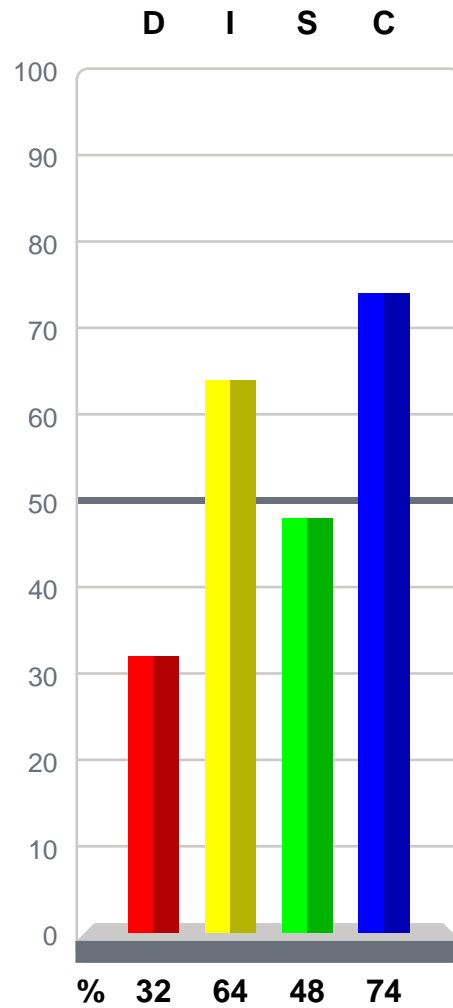
The Success Insights® Wheel

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
7-10-2018
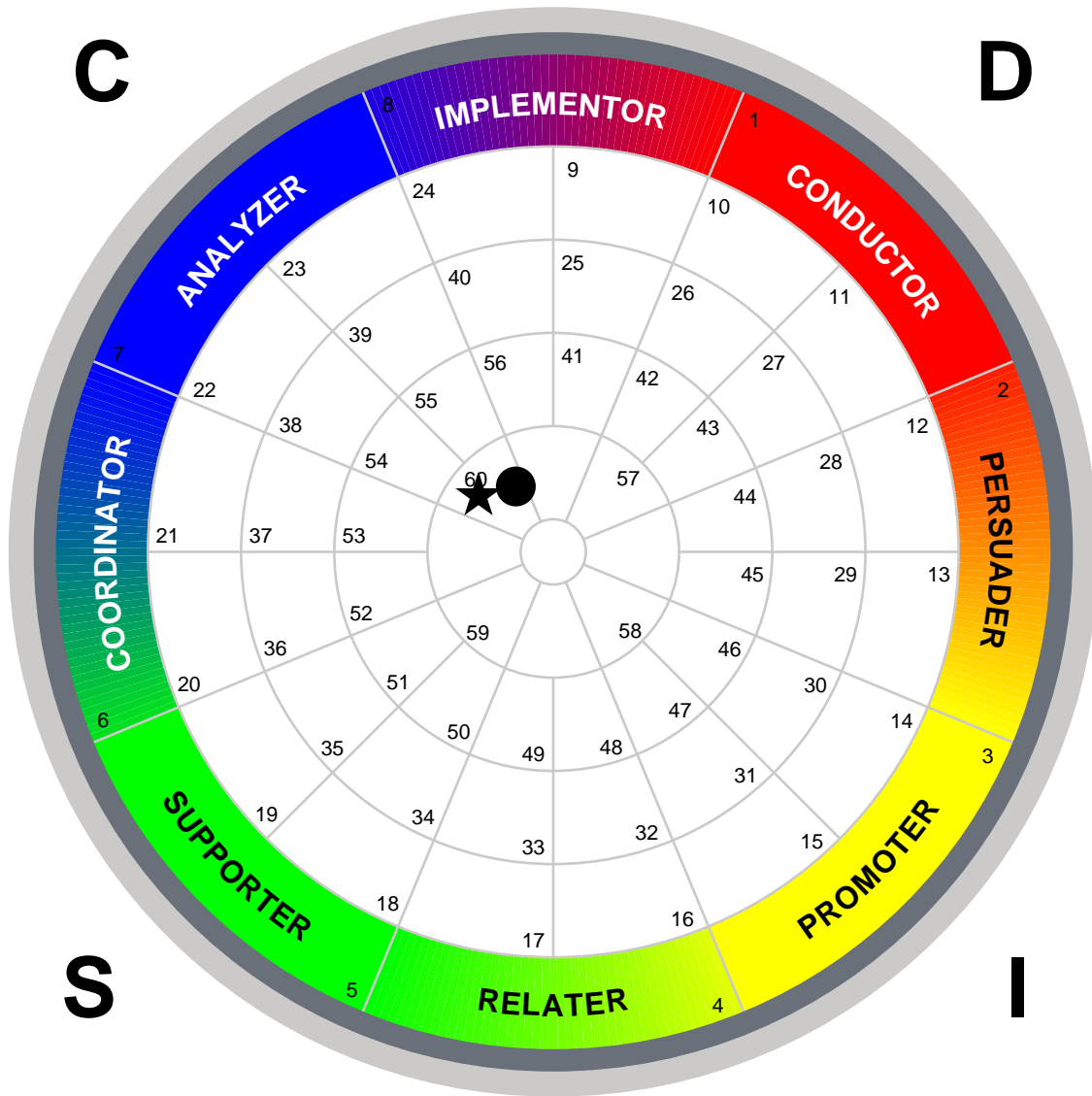
Adapted: ★ (60) PROMOTING ANALYZER (ACROSS)

Natural: ● (60) PROMOTING ANALYZER (ACROSS)

Norm 2017 R4

T: 12:10

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

Amy Smith

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.

Amy Smith
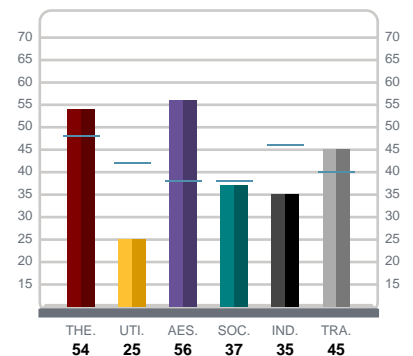
Aesthetic

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

- Has a desire for harmony and artistry in her work and personal environment.
- Has an appreciation for nature or beauty in the environment that may be demonstrated in the things she does.
- Feels a win not just from a paycheck, but also from a work environment supportive of beauty, nature, or artistic expression.
- Seeks personal fulfillment and self-realization in both work and personal settings.
- Registers an awareness of a variety of nuances in the surroundings before others are aware of them.
- Enjoys helping, teaching, and coaching others, especially in areas of creative expression.
- Cares about the feelings of others on the team, and is supportive of their creative ideas.
- Dressing for success comes naturally for Amy. She enjoys the latest designer clothes when funds are available.
- Decorating her surroundings so they are visually pleasing is enjoyable to Amy.

Value to the Organization

- Enthusiastic and willing to work and contribute to the team efforts in creative ways.
- Believes that personal creativity is limited by external, not internal boundaries.
- Can bring creative ideas to the table.
- Has a desire to go beyond the required job description and to see things in new ways.
- Has a willingness to give time, talent, and creativity to the solutions of tough problems facing an organization.
- Advances the cause or project by seeing things in ways that others miss.

THE.	UTI.	AES.	SOC.	IND.	TRA.
54	25	56	37	35	45

Amy Smith

Aesthetic

Keys to Managing and Motivating
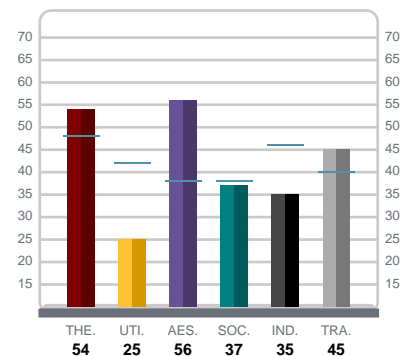
- Remember also that Amy may overreact in emotional situations.
- Provide flexibility to allow for some of her spontaneous ideas or solutions.
- Monitor that she is not being overly creative and imaginative to the point that the practical side of her own work suffers.
- Support her willingness to bring form or harmony to haphazard systems or workspace areas.
- Remember that Amy brings a high creativity factor to the things she does. Amplify this strength.

Training, Professional Development and Learning Insights

- Learning and professional development should be linked to the potential of being more effective in developing creative solutions to problems.
- Courses and training should help amplify the need to understand the expanse of her imagination and inventiveness.
- Learning successes can be linked to increasing her personal understanding of form, harmony and the big picture.

Continuous Quality Improvements

- Could use a greater sense of the realistic and practical side of organizational operations.
- May get into creative or performance mode a bit too often.
- At times tries to be too much of a non-conformist.

THE.	UTI.	AES.	SOC.	IND.	TRA.
54	25	56	37	35	45

Amy Smith

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

- High degree of curiosity in a variety of areas.
- Enjoys learning even for its own sake.
- Prefers learning-based events or conferences over a small economic incentive.
- Likes to visit bookstores and may make some unexpected purchases.
- Interested in new methods and how they can be applied to existing structures.
- Others may consider Amy a strong intellectual.
- Believes that continuous learning is healthy for the mind and body.
- Has many interests outside the workplace.
- Likes to go to trade shows and conventions in her area of interest and expertise to find new ideas and tools for the team and organization at large.

Value to the Organization

- She brings a strong knowledge-driven ethic.
- At a team meeting Amy will come prepared, with pre-work completed.
- When others (internal or external) have a question, even if Amy isn't very familiar with it, she can usually create solutions.
- Has a strong ability to read, study and learn independently.
- Has an open-minded approach that comes from broad-based research.

THE.	UTI.	AES.	SOC.	IND.	TRA.
54	25	56	37	35	45

Amy Smith

Theoretical

Keys to Managing and Motivating

- Be certain to provide knowledge-based incentives, such as new training courses, books, subscriptions, and journals.
- If there is a learning-based event to be planned, be certain she is involved. If there is an external learning-based event on the calendar, be certain she has the opportunity to attend.
- Realize that as much as she has learned, Amy still wants to learn more.
- Needs opportunity to explore a variety of knowledge-based areas and to act on them.
- Provide opportunities for her to teach as well as learn.

Training, Professional Development and Learning Insights

- Amy may have her own on-going personal development program already in progress.
- She enjoys learning even for its own sake, and will be supportive of most training and development endeavors.
- Actively engaged in learning both on and off the job.

Continuous Quality Improvements

- Somewhat selfish in sharing ideas with others, until others have established their own technical credibility.
- Has a tendency to demonstrate a bit of aloofness, especially to those not as intellectually driven.
- May need coaching on time management.

THE.	UTI.	AES.	SOC.	IND.	TRA.
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Amy Smith
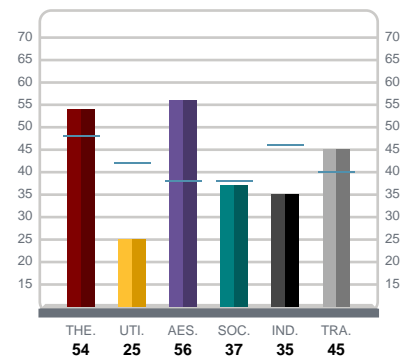
Traditional/Regulatory

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

General Characteristics

- Believes it is important to have collegial relationships with both higher and lower Traditional/Regulatory types.
- Can support and understand the position of both higher and lower Traditional/Regulatory types.
- Believes in the importance of group or team efforts, but also feels that individual rights should be honored.
- Accepts authority, but also feels that personal opinions should be honored in making decisions.
- May challenge the rules within safe boundaries to express individual ideas.
- Brings a sense of balance and stability to a variety of job-related issues that might emerge.
- May be able to serve as a bridge between those on the team with higher Regulatory drives and those with lower Regulatory drives.
- This value needs to be compared against other higher- and lower-scoring values to determine her driving factors.

Value to the Organization

- Demonstrates an awareness of the necessary protocol and an appreciation of working in creative problem-solving ways that might challenge that protocol.
- Brings flexibility to the team. Follows precedent when necessary and able to set new precedent when necessary.
- Amy is able to walk the line between following the rules and bending the rules, and knowing the difference.
- Shows respect for protocol and standard operating procedure without becoming overly rigid.
- May be perceived by others on the team as neither rigid nor undisciplined, but rather as one who is responsible and mature in approach to corporate and organizational protocol.

THE.	UTI.	AES.	SOC.	IND.	TRA.
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Amy Smith
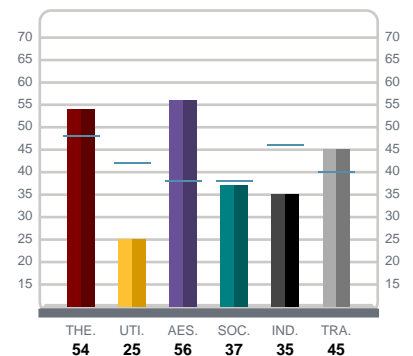
Traditional/Regulatory

Keys to Managing and Motivating

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

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

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

THE.	UTI.	AES.	SOC.	IND.	TRA.
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Amy Smith
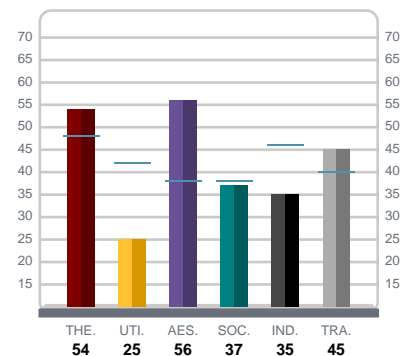
Social/Altruistic

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

- Shows an appropriate and realistic approach to helping others, without being an extremist.
- Has the ability to balance decisions about whether or not to share with and help others.
- Able to balance own needs against the needs of others, and work in ways that both achieve and succeed.
- Can support and understand the positions of individuals with either a higher or lower Social/Altruistic score.
- Can bring a sense of stability to issues around this Social/Altruistic dimension.

Value to the Organization

- Brings flexibility to the team regarding this Social/Altruistic area. She is able to say "yes," but also knows where to draw the line and say "no," when appropriate.
- Projects a stabilizing and realistic influence on the team.
- Able to appreciate the needs of individuals with either a higher or lower Social/Altruistic score.
- Demonstrates the ability to help and go the extra mile without a negative impact on her own responsibility and work load.
- Is not an extremist, and therefore is able to bring balance to the team when Social/Altruistic issues emerge.

THE.	UTI.	AES.	SOC.	IND.	TRA.
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Amy Smith
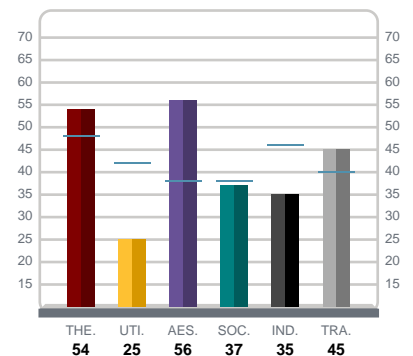
Social/Altruistic

Keys to Managing and Motivating

- Remember that Amy shows a practicality and realism regarding helping others.
- Recognize that this middle ground between the extremes of selfishness and selflessness may be an appropriate stabilizing force.
- Amy brings a balance between the extremes of giving and taking with regard to team efforts and organizational competition.
- Support the strength that she brings in being a balance between those who may give too much away, versus those who may not give enough.

Training, Professional Development and Learning Insights

- Explore the professional development insights from some of the other Values scales to determine more specific preferences.
- Becomes engaged in training activities because she sees it as a part of necessary growth and professional improvement.
- Tends to be supportive of the training efforts as well as supportive of the trainer(s).

Continuous Quality Improvements

- On some service-related issues within this organization, she may need to take a more visible position with the team.
- May occasionally feel conflict as to whether or not to participate in certain service or "giving" activities.
- Amy should allow space for those who differ on this Social/Altruistic scale, and remember that all Values positions are positions deserving respect.

THE.	UTI.	AES.	SOC.	IND.	TRA.
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Amy Smith
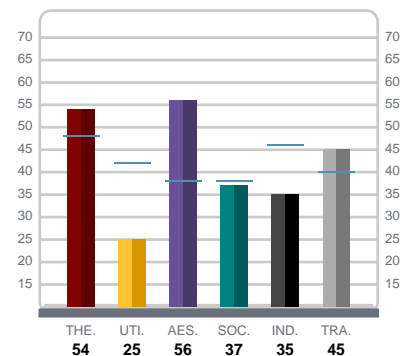
Individualistic/Political

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

- Likes helping people on the team.
- Doesn't need to be the "star" of a project.
- Doesn't seek individual recognition above the group or team.
- Prefers to be more of a team player than a team leader.
- May not seek or choose a leadership role for herself, but may be satisfied in being an active and supportive member of a team of professionals.
- May spend great effort on a project without requiring public credit or recognition for her work.
- May prefer a team member position on various projects.
- While not requiring lots of attention for efforts, there is still a need for sincere appreciation for contributions made.
- May not require lots of "air-time" at meetings, and may need to be encouraged to provide ideas verbally.

Value to the Organization

- Ability to support team efforts without requiring a lot of recognition.
- Able to offer her own creative ideas in a manner that is respectful of team roles.
- May be seen by others as a stabilizing influence especially when the heated differences of extreme positions emerge when the team is under pressure.
- Is able to maintain work ethic even under pressure so the project is met successfully and interpersonal stressors have been minimized.
- May be considered the unsung hero of a successful project or initiative.

THE.	UTI.	AES.	SOC.	IND.	TRA.
54	25	56	37	35	45

Amy Smith

Individualistic/Political

Keys to Managing and Motivating

- Provide a supportive environment where her talents may be encouraged and appreciated.
- Allow for choices as to extent and visibility of team membership or leadership that she might desire.
- Provide support for complete follow-through on project tasks.
- Amy tends to demonstrate a high degree of teamwork and support for team efforts over the long haul. Take this into account when planning team projects.
- Remember behind-the-scenes efforts and contributions, and recognize those with sincere appreciation.

Training, Professional Development and Learning Insights

- Enjoys more team-oriented professional development activities.
- Amy prefers more traditional types of learning, courses, and professional development.
- Tends to show a high degree of self-discipline in training courses.

Continuous Quality Improvements

- Amy may not be heard the first time by the team. She may need to speak up a second or third time if necessary in order to be acknowledged.
- When presenting an idea to the team, she should remember that members may need a message with some attention-getting ingredients.
- As opinion is formed after careful consideration, she may need to be more willing to share that opinion with others.

	THE.	UTI.	AES.	SOC.	IND.	TRA.
	54	25	56	37	35	45

Amy Smith

Utilitarian/Economic

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

General Characteristics

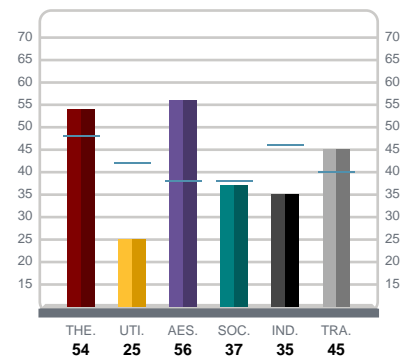- The lower Utilitarian/Economic drive here indicates that she may not be solely motivated by competitive financial incentives such as accelerated commissions in the compensation plan.
- Since this value's area may help to determine one's money-motivation, the results indicate that Amy may be motivated more by things other than a high paycheck (although that may still be important.)
- Check the full results and graph to determine those values that were ranked in a higher field than the Utilitarian/Economic area.
- The lower score here also indicates that she may have already begun to reach her own level of financial security, to the extent that things other than money may now become motivating drives.
- Amy's score indicates a lower interest in materialistic things, or that she has already achieved a level of material security.
- While not driven by money, she may be sensitive to perceived inequities in wages and salaries, and does not want to be taken advantage of in that process.
- Using money or materials as a yardstick to measure or impress others is not important.

Value to the Organization

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

THE.	UTI.	AES.	SOC.	IND.	TRA.
54	25	56	37	35	45

Amy Smith

Utilitarian/Economic

Keys to Managing and Motivating

- Avoid measuring her performance by an economic incentive only.
- Provide a variety of work projects or tasks.
- Remember that "helping hands" behind the scenes are as important as the highly visible ends of a work project.
- Allow time in the schedule for helping others as she chooses.
- Consider the strengths of the "total person" when considering rewards and incentives. Perhaps consider intangible or environmental rewards.

Training, Professional Development and Learning Insights

- May prefer team-oriented activities to work and share ideas with others.
- She may enjoy a more cooperative learning style.
- Prefers less competition between learning groups.

Continuous Quality Improvements

- Amy needs to learn to say "no" more often.
- Tends to over commit both on and off the job, such as with community organizations, etc.
- Needs to be aware of others who have a stronger Utilitarian/Economic drive, and respect the differences.

	THE.	UTI.	AES.	SOC.	IND.	TRA.
	54	25	56	37	35	45

Amy Smith
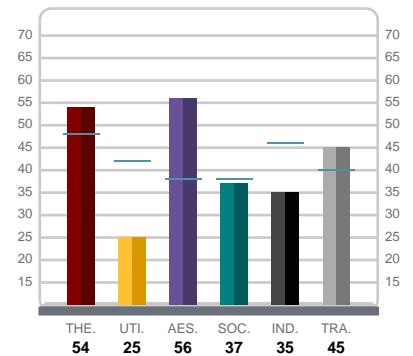
Motivators - Norms & Comparisons

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 2017

Value	Chart	Category
Theoretical		**Mainstream**
Utilitarian		**Indifferent**
Aesthetic		**Passionate**
Social		**Mainstream**
Individualistic		**Mainstream**
Traditional		**Mainstream**
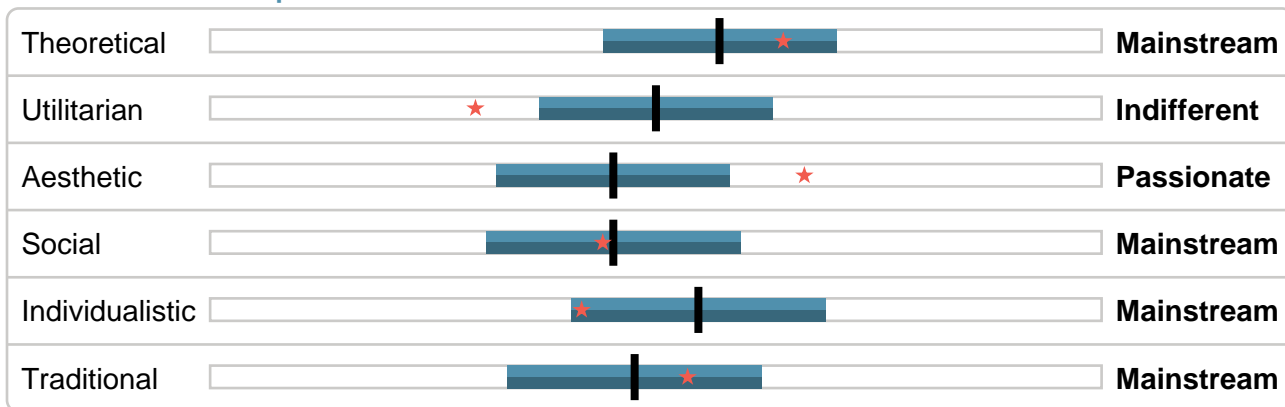
■ - 68 percent of the population   ▌- national mean   ★ - your score

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

Motivators - Norms & Comparisons

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

- You have a strong desire to become all you can be (self actualization). You will tend to strive for balance, form and harmony in all areas of your life. Others may not understand your subjective way of reasoning and may feel you are somewhat unrealistic. Your appreciation of the world around you and the environment may appear extreme to them.
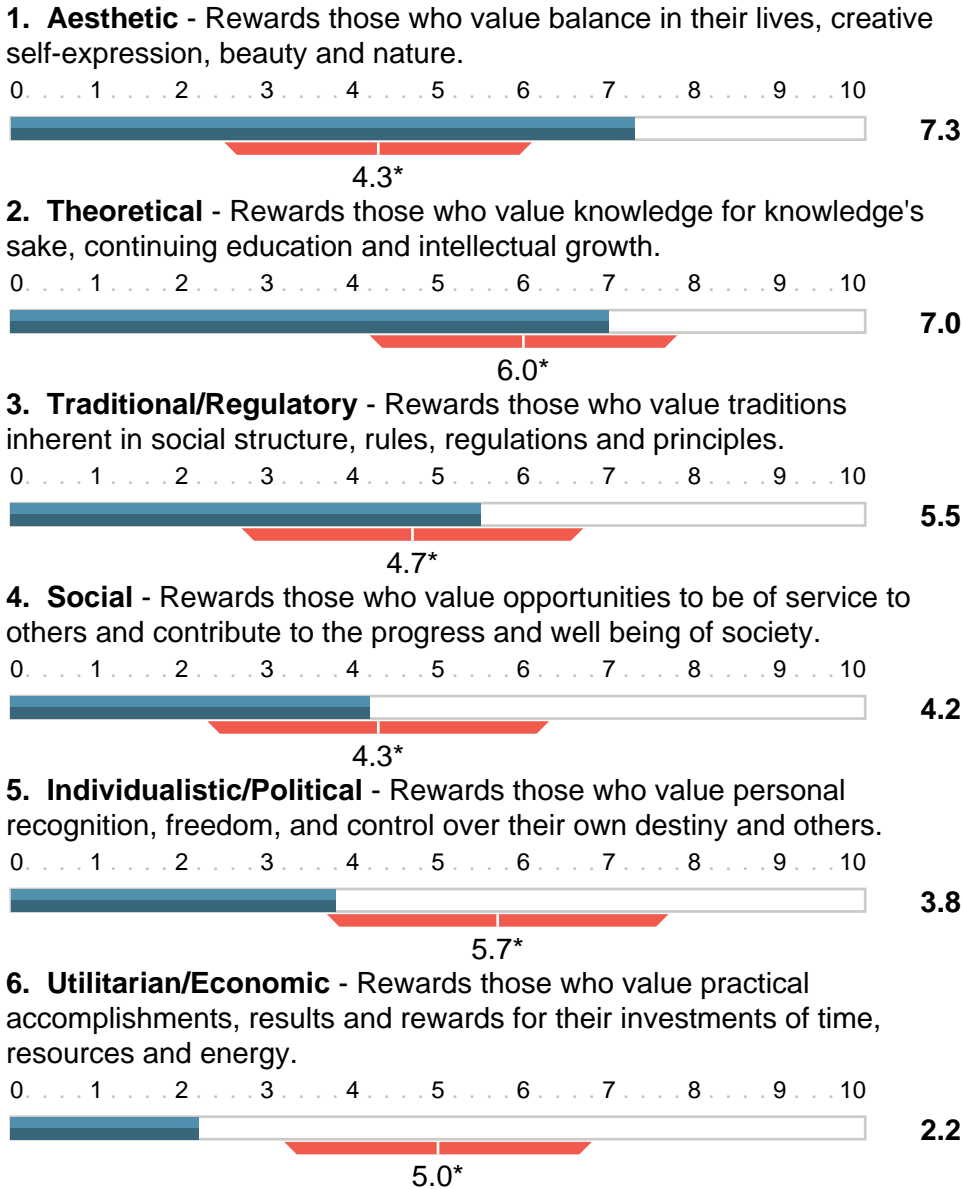
Areas where others' strong feelings may frustrate you as you do not share their same passion:

- Understanding people who view the world based on return on investment will frustrate you. Other things are more important to you.

Personal Interests, Attitudes and Values

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

1. Aesthetic - Rewards those who value balance in their lives, creative self-expression, beauty and nature.

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

7.3

4.3*

2. Theoretical - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.

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

7.0

6.0*

3. Traditional/Regulatory - Rewards those who value traditions inherent in social structure, rules, regulations and principles.

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

5.5

4.7*

4. Social - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.

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

4.2

4.3*

5. Individualistic/Political - Rewards those who value personal recognition, freedom, and control over their own destiny and others.

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

3.8

5.7*

6. Utilitarian/Economic - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.

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

2.2

5.0*

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

MI: 54-25-56-37-35-45 (THE.-UTI.-AES.-SOC.-IND.-TRA.)

THE.	UTI.	AES.	SOC.	IND.	TRA.
54	25	56	37	35	45

Amy Smith
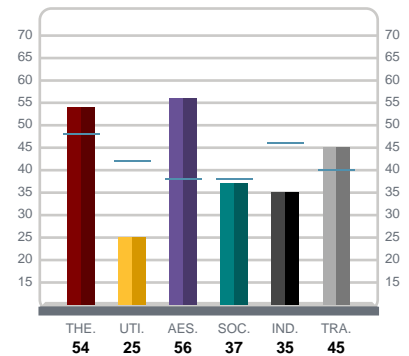
Motivation Insights® Graph
7-10-2018

	THE.	UTI.	AES.	SOC.	IND.	TRA.
Score	**54**	**25**	**56**	**37**	**35**	**45**
Rank	2nd	6th	1st	4th	5th	3rd

— national mean

Norm 2017

T: 8:23

Amy Smith
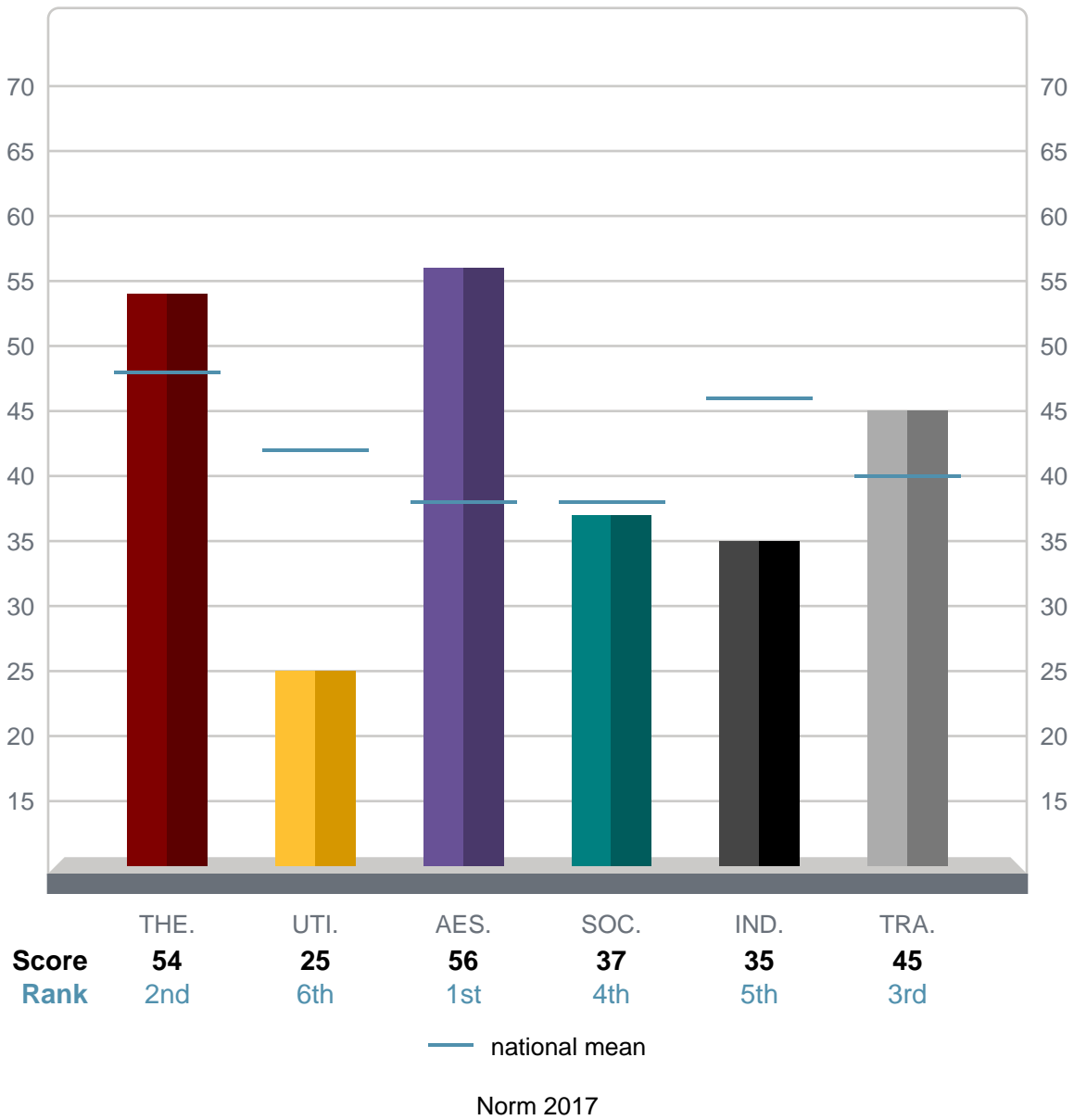
Motivators Wheel™

7-10-2018

TRADITIONAL
45
3rd

THEORETICAL
54
2nd

UTILITARIAN
25
6th

SOCIAL
37
4th

AESTHETIC
56
1st

INDIVIDUALISTIC
35
5th

T: 8:23

Values Action Plan
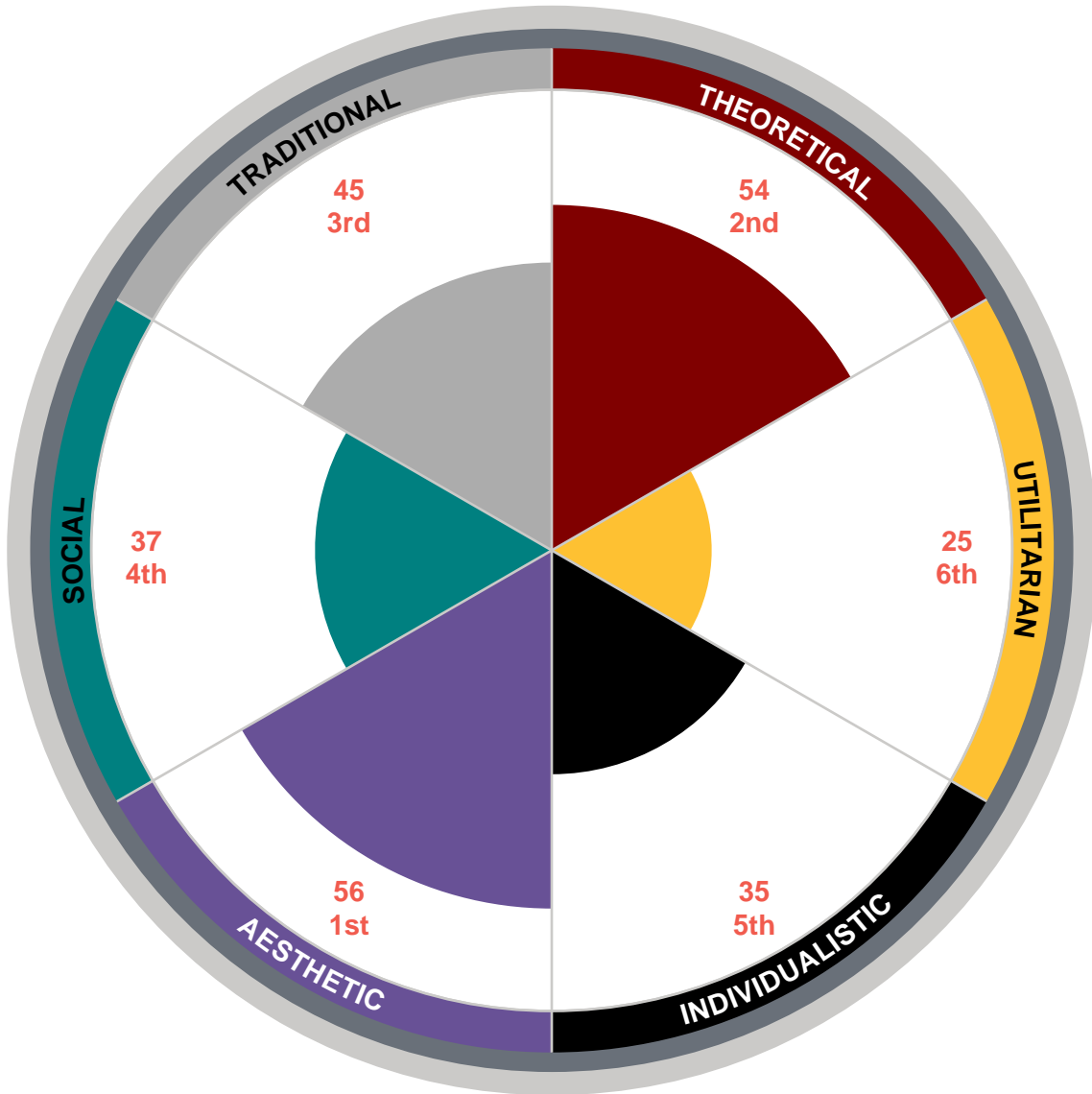
This Action Plan is your tool to contribute to the process of self-development and continuous improvement. As you have reviewed information in this document, please respond to the items below as they relate to your specific professional environment.

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 _____

    _____

Amy Smith

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. _____
   _____