



TTI Talent Insights®
Coaching Report - Executive Version

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

Paul Potential

ABC Company

5-14-2008



INTRODUCTION

Where Opportunity Meets Talent®

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

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

SECTION 1: BEHAVIORS

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

SECTION 2: MOTIVATORS

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



INTRODUCTION

Behaviors

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

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

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

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

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

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



GENERAL CHARACTERISTICS

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

Paul tries to influence others through a personal relationship and many times will perform services to develop this relationship. He, an outgoing person, feels at home with strangers. He is good at creating enthusiasm in others. He, because of high standards, is sensitive to criticism of his work. Sometimes he does his best work in order to gain acceptance from others. Paul is optimistic about his ability to do any job. He is gregarious and sociable. He will be seen as a good mixer both on or off the job. He wants to know what others think of him. He wants and tries to please. He likes to develop people and build organizations. Paul likes freedom from many controls. He likes public recognition for his achievements. One of his motivating factors is recognition and "strokes."

Paul can make decisions even though some of the facts to support the decision may be missing. He tends to make snap judgments or impulsive decisions. He tends to break the rules and then attempts to sell you on the fact it was the proper thing to do. When he has strong feelings about a particular problem, you should expect to hear these feelings, and they will probably be expressed in an emotional manner. Paul likes working for managers who make quick decisions. He believes rules exist to serve rather than to be followed by him. He usually makes decisions after gathering some facts and supporting data. He will not be overlooked nor uninvolved. He will consistently try to inspire people to



GENERAL CHARACTERISTICS

his point of view.

Paul judges others by their verbal skills and warmth. He can get emotional about any subject in which he believes. Communication can extend from friendly to argumentative discourse. He is good at calming conflict situations. Others can sense that he is truly interested in helping people in a conciliatory role. Paul has a tendency, which he regards as an ability, to talk smoothly, readily and at length. Sometimes he can get caught short on the facts and figures needed to support his ideas. He is highly excited by what influences him. He will optimistically interact with people in an assured, diplomatic and poised manner.



VALUE TO THE ORGANIZATION

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

- Verbalizes his feelings.
- Creative problem solving.
- Concerned about quality.
- Adaptable.
- Team player.
- Accomplishes goals through people.
- Motivates others towards goals.
- Cooperative member of the team.



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

Do:

- Provide testimonials from people he sees as important.
- Give him time to ask questions.
- Use scheduled timetable when implementing new action.
- Talk about him, his goals and the opinions he finds stimulating.
- Read the body language for approval or disapproval.
- Provide a warm and friendly environment.
- Keep conversation at discussion level.
- Provide solid, tangible, practical evidence.
- Be prepared.
- Provide ideas for implementing action.
- Give him time to verify reliability of your comments--be accurate and realistic.
- Ask for his opinions/ideas regarding people.



DON'TS ON COMMUNICATING

This section of the report is a list of things NOT to do while communicating with Paul. Review each statement with Paul and identify those methods of communication that result in frustration or reduced performance. By sharing this information, both parties can negotiate a communication system that is mutually agreeable.

Don't:

- Use testimonies from unreliable sources.
- Be curt, cold or tight-lipped.
- Talk down to him.
- Be dictatorial.
- Drive on to facts, figures, alternatives or abstractions.
- Take credit for his ideas.
- Waste time trying to be impersonal, judgmental or too task-oriented.
- Make promises you cannot deliver.
- Don't be haphazard.
- Leave decisions hanging in the air.
- Legislate or muffle--don't overcontrol the conversation.
- Push too hard, or be unrealistic with deadlines.



COMMUNICATION TIPS

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

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



PERCEPTIONS

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

"See Yourself As Others See You"

SELF-PERCEPTION

Paul usually sees himself as being:

Enthusiastic
Charming
Persuasive

Outgoing
Inspiring
Optimistic

OTHERS' PERCEPTION

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

Self-Promoting
Overly Optimistic

Glib
Unrealistic

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

Overly Confident
Poor Listener

Talkative
Self-Promoter



DESCRIPTORS

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

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



NATURAL AND ADAPTED STYLE

Paul's natural style of dealing with problems, people, pace of events and procedures may not always fit what the environment needs. This section will provide valuable information related to stress and the pressure to adapt to the environment.

Natural	PROBLEMS - CHALLENGES	Adapted
<p>Paul uses a laid-back and peaceful approach to problem solving. He tends to solve problems in a reactive and team-oriented manner. Paul tends to be unobtrusive and avoids confrontation so he can be seen as a true team player.</p>		<p>Paul seeks a cautious approach to solving problems. He wants to solve problems within the framework of a team environment. Seldom will he force his opinion as he prefers a compromise as opposed to a win-lose situation.</p>

Natural	PEOPLE - CONTACTS	Adapted
<p>Paul's natural style is to use persuasion and emotion to the extreme. He is positive and seeks to win by the virtues of his personality and verbal skills. He will convince you that what he is saying is not only right, but is exactly what is needed. He displays enthusiasm for almost any project.</p>		<p>Paul sees no need to change his approach to influencing others to his way of thinking. He sees his natural style to be what the environment is calling for.</p>



NATURAL AND ADAPTED STYLE

Natural	PACE - CONSISTENCY	Adapted
<p>Paul is deliberate and steady. He is willing to change, if the new direction is meaningful and consistent with the past. He will resist change for change's sake.</p>		<p>Paul feels the environment is calling for a relaxed demeanor, or one in which patience is looked at as a virtue. He is predictable and stable and places an emphasis on follow-up and follow-through.</p>

Natural	PROCEDURES - CONSTRAINTS	Adapted
<p>Paul naturally is cautious and concerned for quality. He likes to be on a team that takes responsibility for the final product. He enjoys knowing the rules and can become upset when others fail to comply with the rules.</p>		<p>Paul sees the environment with few constraints. He feels the necessity to rebel at too many constraints and may even flaunt this independence.</p>



ADAPTED STYLE

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

- Maintaining an ever-changing, friendly, work environment.
- Participative decision making.
- Steadiness and dependability in task completion.
- Limited or prepared changes in routine.
- Exhibiting patience and good listening skills.
- Obtaining results through people.
- Motivating people to take action by using persuasive skills.
- Optimistic, future-oriented outlook.
- Contacting people using a variety of modes.
- Adherence to established guidelines and procedures.
- Making tactful decisions.
- Preferring people involvement over task focus.
- Flexibility.



AREAS FOR IMPROVEMENT

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

Paul has a tendency to:

- Be overly enthusiastic about his own shortcomings (weaknesses) and the shortcomings of others.
- Have difficulty planning and controlling time expenditure.
- Underinstruct and overdelegate--will rely on personality as opposed to a disciplined approach to follow-up.
- Be so enthusiastic that he can be seen as superficial.
- Be unrealistic in appraising people--especially if the person is a "friend."
- Trust people indiscriminately if positively reinforced by those people.
- Be inattentive to details--only attentive to results: "Don't ask how I did it, just if I succeeded."
- Be inattentive to detail unless that detail is important to him or if detail work is of a short duration.
- Take information at face value without validation or substantial investigation.



ACTION PLAN

Personal Development

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

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

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

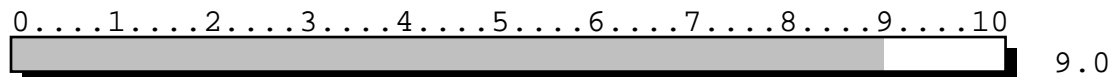
4. I will make the following changes to my behavior, and I will implement them by _____:



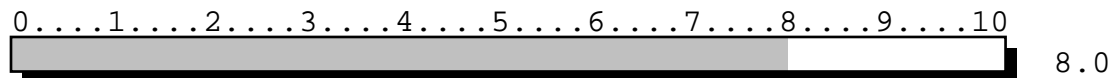
BEHAVIORAL HIERARCHY

The Behavioral Hierarchy graph will display a ranking of your natural behavioral style within a total of eight (8) areas commonly encountered in the workplace. It will help you understand in which of these areas you will naturally be most effective.

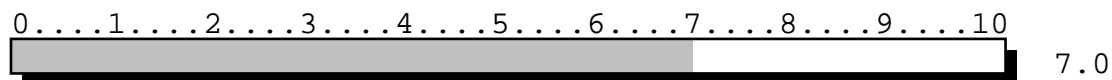
1. FREQUENT INTERACTION WITH OTHERS



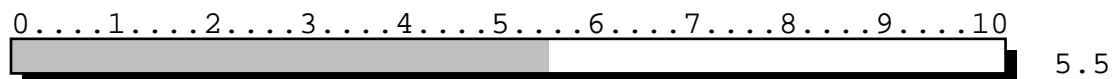
2. CUSTOMER ORIENTED



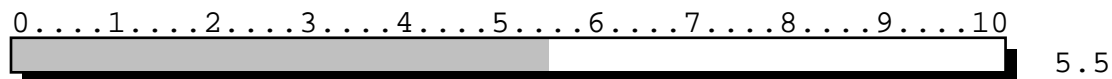
3. VERSATILITY



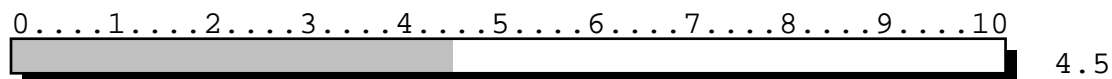
4. ORGANIZED WORKPLACE



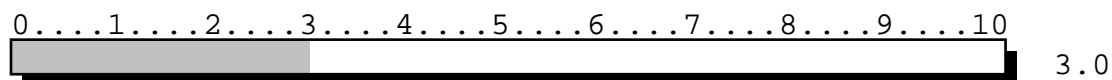
5. ANALYSIS OF DATA



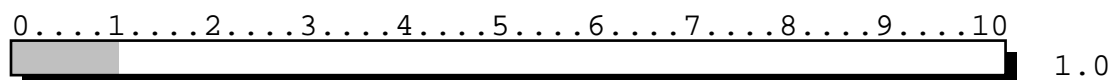
6. FREQUENT CHANGE



7. URGENCY



8. COMPETITIVENESS

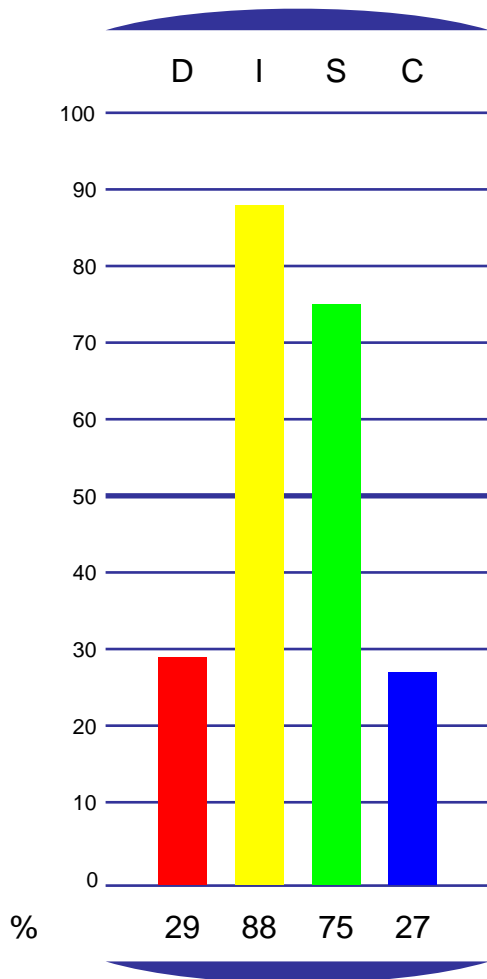




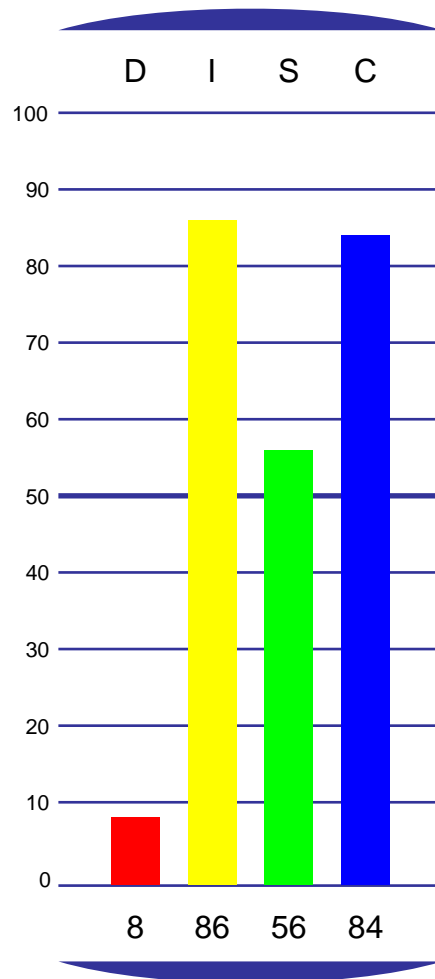
STYLE INSIGHTS® GRAPHS

ABC Company
5-14-2008

MOST
Graph I
Adapted Style



LEAST
Graph II
Natural Style



Norm 2003



THE SUCCESS INSIGHTS® WHEEL

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

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

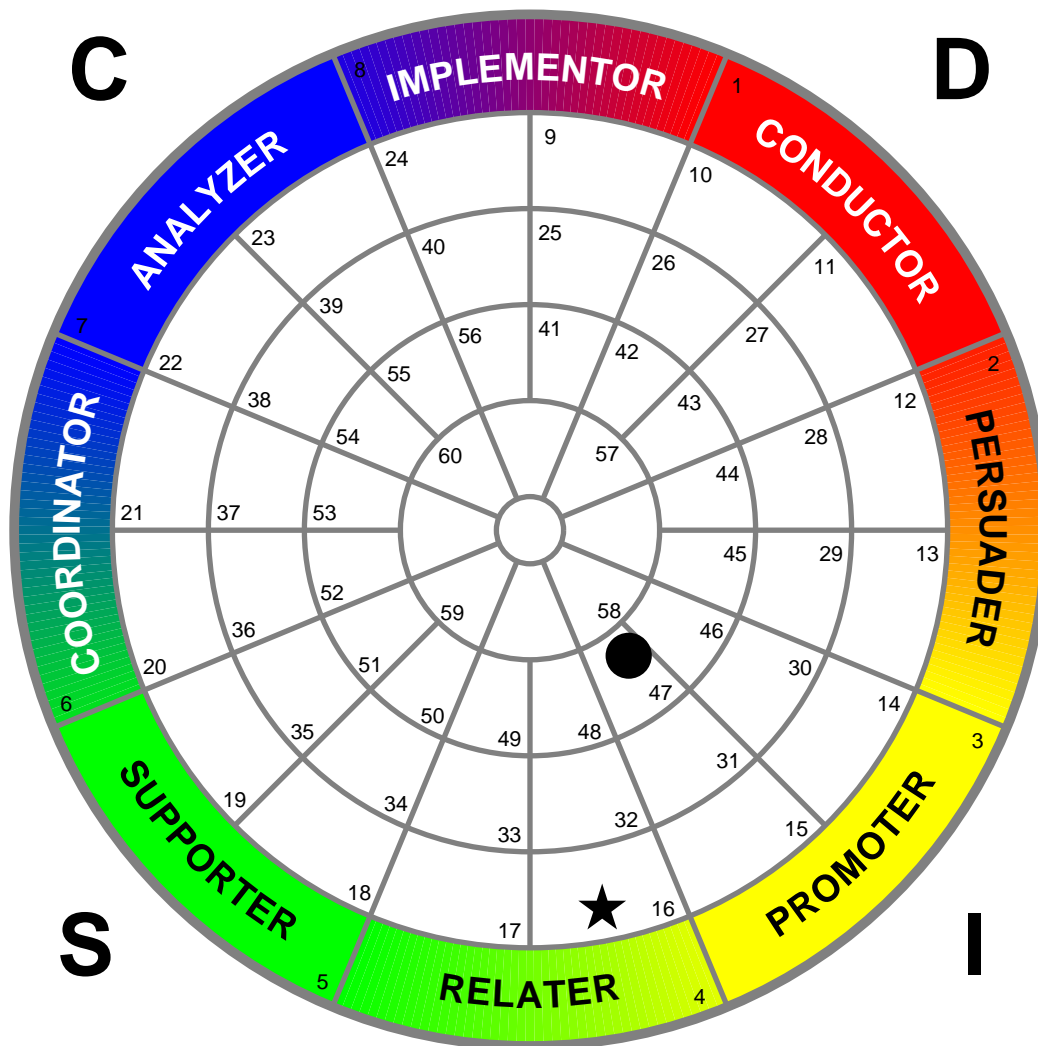
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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



THE SUCCESS INSIGHTS® WHEEL

ABC Company
5-14-2008



Adapted: ★ (16) PROMOTING RELATER
Natural: ● (47) RELATING PROMOTER (ACROSS)
Norm 2003



INTRODUCTION

Motivators

Knowledge of an individual's values help to tell us WHY they do things. A review of an individual's experiences, references, education and training help to tell us WHAT they can do. Behavioral assessments help to tell us HOW a person behaves and performs in the work environment. The Workplace Motivators report measures the relative prominence of six basic interests or values (a way of valuing life): Theoretical, Utilitarian/Economic, Aesthetic, Social/Altruistic, Individualistic/Political and Traditional/Regulatory.

Value	the Drive for
Theoretical	Knowledge
Utilitarian/Economic	Money
Aesthetic	Form and Harmony
Social/Altruistic	Helpfulness
Individualistic/Political	Power
Traditional/Regulatory	Order

Values help to initiate one's behavior and are sometimes called the hidden motivators because they are not always readily observed. It is the purpose of this report to help illuminate and amplify some of those motivating factors and to build on the strengths that each person brings to the work environment.

Based on your choices, this report ranks your relative passion for each of the six values. A knowledge of an individual's values help to tell us why they do what they do. By measuring values, we uncover some of these motivators and can identify strengths that make each person unique within an organization. Values initiate or drive our behavioral style.

Workplace Motivators Report

This document has been prepared based on careful statistical analysis of the response pattern on the Motivation Insights™ instrument. Norms have been developed for this instrument from thousands of professionals. This report uses the latest information available about human cognition and memory. Content is arranged in easy-to-remember categories using an interactive page layout.



INTRODUCTION

Motivators

How to get the most from this report

1. Add, delete, and write comments in this document and consider it a work-in-progress handbook or personal tool. Consult, review, revise, and update this document periodically.
2. Review the report and select items of primary importance to current projects. Determine the best steps ahead based on what the report reveals and current experiences.
3. As appropriate, share the information on the Team Building Summary with peers and managers at whatever level of disclosure feels comfortable. As communication is a two-way process, peers and managers are encouraged to share similar information from their own Team Building Summary sheets.
4. Use the information in the report to serve as a "self-management handbook" or "empowerment manual" to help clarify workplace values issues, and to assist in maintaining optimal performance.
5. Other steps and processes may emerge through team meetings.

This report includes

- A section for each of the six Values dimensions in these categories: General Characteristics; Value to the Organization; Keys to Managing and Motivating; Training, Professional Development and Learning Insights; Continuous Quality Improvement.
- A Norms and Comparisons section that reveals where your values are compared to the national mean.
- A Values Graph
- A Values Wheel
- A Values Action Plan for affirming strengths and encouraging growth and development.
- A Team Building Summary to facilitate sharing selected information with others.



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

- Likes to go to trade shows and conventions in his area of interest and expertise to find new ideas and tools for the team and organization at large.
- Enjoys learning for learning's sake.
- Others may seek Paul out to help answer questions about projects or procedures.
- Is interested in new methods and how they can be applied to existing structures.
- Believes that continuous learning is healthy for the mind and body.
- Is willing to take risks to learn something new.
- Has many interests outside the workplace.
- May use his specialized knowledge of a topic to control the situation.

Value to the Organization

- Paul is a very active problem-solver.
- Others seek Paul out to answer their questions because they know of his strong knowledge base.
- He will work long, hard hours to resolve a problem.
- Asks many of the necessary questions in order to gain the maximum amount of information.
- Very strong analytical skills and ability.
- Has an open-minded approach that comes from broad-based research.

Keys to Managing and Motivating

- Provide knowledge-based incentives, such as new training courses, books, subscriptions and journals.
- Be certain to include Paul in future development projects to draw on his expertise.
- If there is a learning based event to be planned, be certain Paul is involved. If there is an external learning-based event on the calendar, be certain Paul has the opportunity to attend.
- Find out his interests and channel related information to Paul. Send topical mail, brochures, and info-sheets to him.
- Provide opportunities for him to teach as well as to learn.



THEORETICAL

Training, Professional Development & Learning Insights

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

Continuous Quality Improvements

- Selfish in sharing ideas with others, until their technical credibility has been established.
- Prefers to wait on a project, believing that helpful information may be forthcoming if more time is allowed.
- Scores like those who need coaching on time management.



UTILITARIAN/ECONOMIC

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

General Characteristics

- Interested in what is practical and useful in achieving his vision of success.
- Goal driven, especially financial goals.
- Interested in what is practical and useful in meeting goals (usually economic ones).
- Fits the stereotype of the highly driven businessperson, motivated by economic incentives.
- Motivated by high pay, and attaches importance to high earnings.
- May want to surpass others in wealth or materials.
- Will attempt to structure his economic dealings.
- Working long and hard to purchase the finer things in life is one of Paul's goals.

Value to the Organization

- Able to multi-task in a variety of areas and keep important projects moving.
- Is profit driven and bottom-line oriented.
- Makes decisions with practicality and bottom-line dollars in mind.
- Pays attention to R.O.I. (return on investment) in business or team activity.
- Shows a keen awareness of the revenue-clock, his own and the organization's.

Keys to Managing and Motivating

- Realize that it's not just money that motivates, but also personal payback from the job.
- Assure that economic rewards are fair, clearly communicated, and provide a high-end return for those willing to work for them.
- Provide substantial room for financial rewards for excellent performance.
- Provide coaching to help Paul appreciate that not everybody is highly-motivated by wealth, return-on-investment and gain like he is.
- Be certain Paul is balancing his professional and personal life.

Training, Professional Development and Learning Insights

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



UTILITARIAN/ECONOMIC

Continuous Quality Improvements

- Within this very high economic drive, there is a significant motivating factor in achieving goals. It may also become an insatiable need, especially in sales people and others sharing this very high economic drive.
- Needs to learn to appreciate that not everybody is highly-motivated by wealth, return-on-investment or gain so as not to alienate a prospect, customer or client.
- Needs to hide the dollar signs in his eyes in order to establish the most appropriate rapport with others.



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 his driving factors.

Value to the Organization

- Brings flexibility to the team. Follows precedent when necessary and able to set new precedent when necessary.
- Paul is able to walk the line between following the rules and bending the rules, and knowing the difference.
- A stabilizing force on the team.
- Able to appreciate the needs of both the higher and lower Traditional/Regulatory individuals on the team.
- Shows respect for protocol and standard operating procedure without becoming overly rigid.



TRADITIONAL/REGULATORY

Keys to Managing and Motivating

- Remember that Paul has the flexibility to follow procedures when necessary, and to set new procedures when necessary.
- Support the strength that Paul 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 Paul has the ability to be a balancing and stabilizing agent on operations, procedures, and protocol issues, without being an extremist toward either side.
- Paul brings a procedure-drive typical of many business professionals.
- Include his 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.



AESTHETIC

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

General Characteristics

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

Value to the Organization

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

Keys to Managing and Motivating

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



AESTHETIC

Training, Professional Development and Learning Insights

- He is a flexible participant in training and development programs.
- Can become engaged in training activities because he sees it as a part of necessary growth and professional improvement.
- Paul will be supportive of the training efforts as well as supportive of the trainer(s) from the viewpoint of this Aesthetic dimension.

Continuous Quality Improvements

- He may need to take a more visible position with the team on some issues within the organization.
- May feel conflict as to whether or not to participate in certain team activities, unless there is some area where his creativity may be used.
- Allow space for those who differ on this Aesthetic scale, and remember that all Values positions are positions deserving of respect.



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.
- May keep an ear to the revenue-clock of an organization, and maintain a business sense in people transactions.
- Has a tendency to have a strong work ethic that is projected to others. "I've worked hard and have been persistent, and others should be able to do that for themselves."
- Has learned to say "No" when asked to do things that may not contribute to the bottom line (either his own or the organization's).
- Tends to be more "self-concerned" than "other-concerned" in terms of meeting needs and sharing time, talent and energy.
- May be generous to charities outside of the job, but may balk at displaying that same generosity in the workplace.
- Motivated and driven in Values areas other than the Social/Altruistic.

Value to the Organization

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

Keys to Managing and Motivating

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



SOCIAL/ALTRUISTIC

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

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



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

- Assists others in problem solving and trouble-shooting.
- 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 himself, 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 his work.
- 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

- A stabilizing influence on the team.
- Ability to support team efforts without requiring a lot of recognition.
- Able to offer his 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.

Keys to Managing and Motivating

- Notice other higher plotting points on the Values graph and structure an environment that amplifies those peaks.
- Provide a supportive environment where his talents may be encouraged and appreciated.
- Allow for choices as to extent and visibility of team membership or leadership that he might desire.
- Provide support for complete follow-through on project tasks.
- Don't force leadership roles or increased authority unless mutually agreed upon.



INDIVIDUALISTIC/POLITICAL

Training, Professional Development and Learning Insights

- Enjoys more team-oriented professional development activities.
- Paul 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

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



MOTIVATORS - NORMS & COMPARISONS

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

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

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

NORMS & COMPARISONS TABLE - Norm 2003		
Paul Potential		
THEORETICAL		Extreme
UTILITARIAN		Passionate
AESTHETIC		Mainstream
SOCIAL		Extreme
INDIVIDUALISTIC		Extreme
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 an intense passion for learning new things, always searching for opportunities to advance your knowledge. Others may struggle with the amount of time and resources you are willing to invest to learn new things. They might think you should stop learning and start doing.
- You strive for efficiency and practicality in all areas of your life, seeking to gain a return on your investment of time, talent and resources. Others may feel you always have a string attached and are always trying to gain a personal advantage. They may feel you should give just for the sake of giving.

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

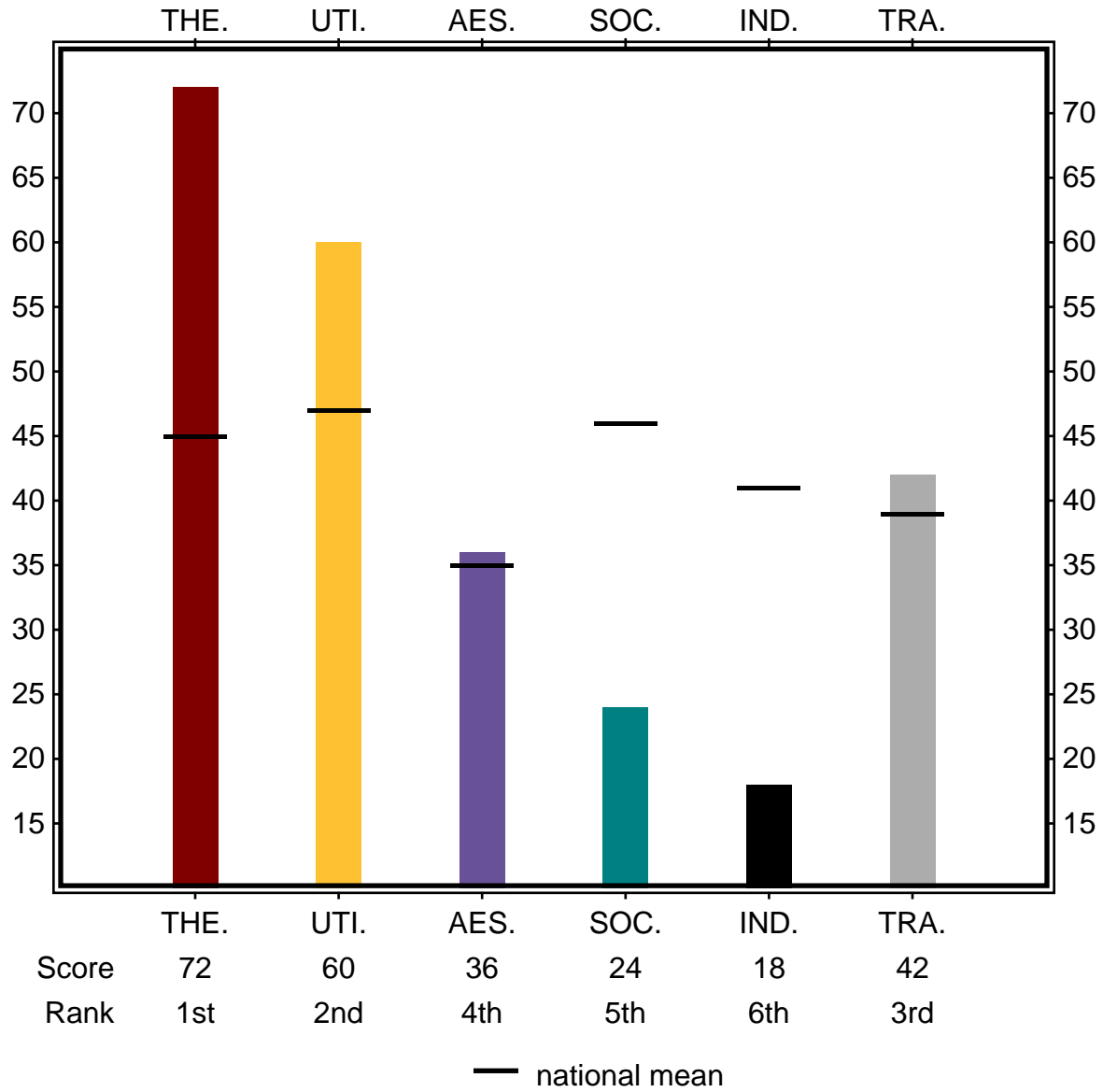
- Your self-reliance will cause you to feel uncomfortable around people who are always trying to help you or be too nice to you.
- You can be frustrated by others who are always jockeying for position and control.



MOTIVATION INSIGHTS® GRAPH

Paul Potential

ABC Company
5-14-2008

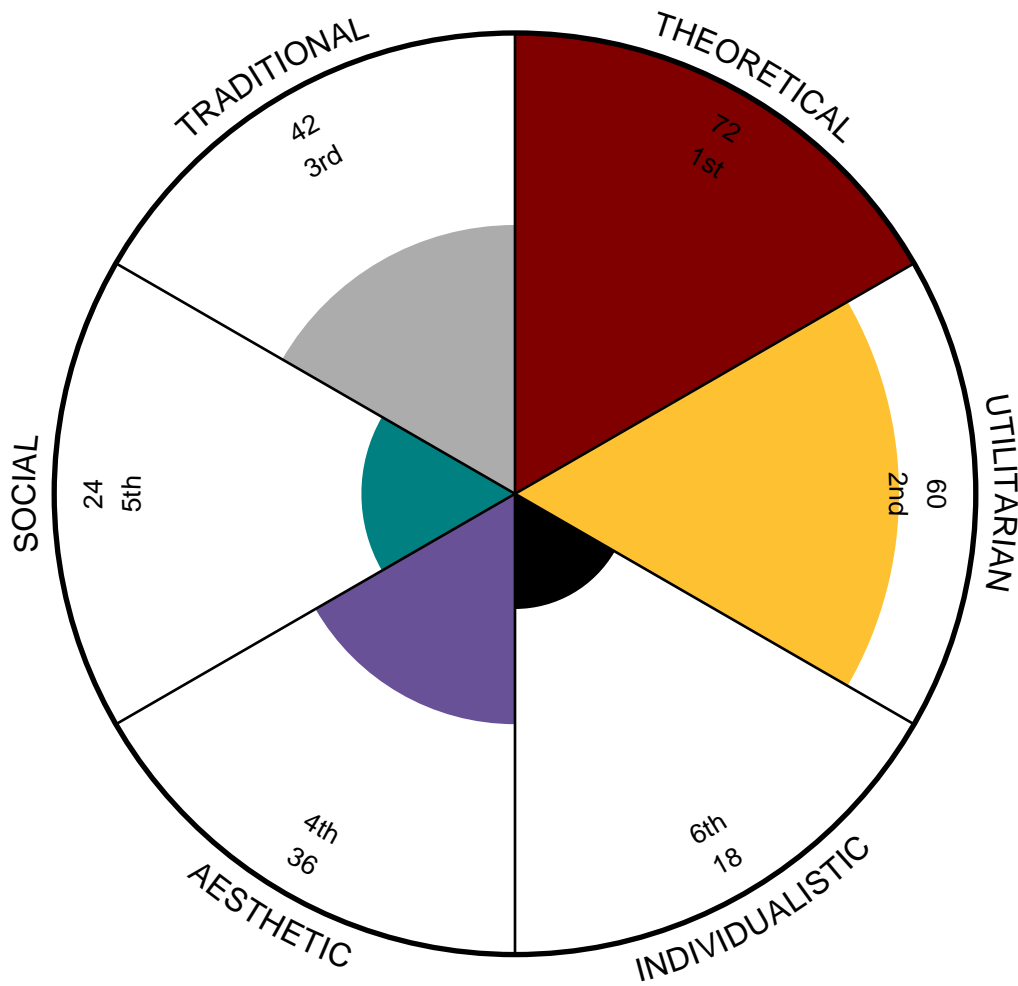


Norm 2003



ATTITUDES WHEEL™

Paul Potential
ABC Company
5-14-2008





VALUES ACTION PLAN

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

Area 1: The greater or global mission of the team or organization.

In the space below indicate briefly one or two areas of strength that you bring to the greater mission of the organization at large.

Area 2: An immediate or shorter-term mission, task or purpose of a smaller group of people with whom you work on day-to-day operations.

In the space below, indicate briefly one or two areas of strength (different from those above), that you bring to the shorter-term tasks or day-to-day operations.



QUALITY IMPROVEMENT ACTION PLAN

In the area below, respond briefly as indicated. Base your answers on some of the information and results presented in this document.

Action Point 1: Things I will keep on doing.

Indicate three things that you are doing very well already, and that you plan to keep on doing.

- 1.
- 2.
- 3.

Action Point 2: Things I will modify or change slightly.

Indicate 2 things that you will modify, adjust, or change slightly in order to increase personal effectiveness.

- 1.
- 2.

Action Point 3: Things I will stop doing, or try to eliminate.

Indicate one thing that you will try to stop doing in order to increase personal effectiveness.

- 1.

Today's Date: _____

Date to review with mentor or peer: _____



TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Pick the most important item in each category from the Workplace Motivators report in the topic areas indicated. Leave a line blank if no primary item emerges to you. This summary sheet is to be used as a primary point of dialogue between you, your peers, and your manager, provided that all have copies of their own information. This communication should be a two-way process.

(Remember, these items are related to one's intrinsic drive factors, their 'hidden motivators' not readily observable. These items are of critical importance to one's long range success. This list illuminates why we do what we do.)

General Characteristics

1. Theoretical _____

2. Utilitarian/Economic _____

3. Aesthetic _____

4. Social/Altruistic _____

5. Individualistic/Political _____

6. Traditional/Regulatory _____

Value to the Organization

1. Theoretical _____

2. Utilitarian/Economic _____

3. Aesthetic _____

4. Social/Altruistic _____

5. Individualistic/Political _____

6. Traditional/Regulatory _____



TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Keys to Managing and Motivating:

1. Theoretical _____

2. Utilitarian/Economic _____

3. Aesthetic _____

4. Social/Altruistic _____

5. Individualistic/Political _____

6. Traditional/Regulatory _____

Training, Professional Development and Learning Insights:

1. Theoretical _____

2. Utilitarian/Economic _____

3. Aesthetic _____

4. Social/Altruistic _____

5. Individualistic/Political _____

6. Traditional/Regulatory _____



TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Continuous Quality Improvement:

1. Theoretical _____

2. Utilitarian/Economic _____

3. Aesthetic _____

4. Social/Altruistic _____

5. Individualistic/Political _____

6. Traditional/Regulatory _____

Continuous Quality Improvement: (choose two items from any values areas)

1. _____

2. _____
