



TTI Insights™
Coaching Report - General Version

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

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INTRODUCTION

Where Opportunity Meets Talent®

The TTI 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

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

In this report we are measuring four dimensions of normal behaviour. 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 behavioural style; that is, a person's manner of doing things. Is the report 100% true? Yes, no and maybe. We are only measuring behaviour. We only report statements from areas of behaviour 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 behavioural factors in varying degrees of intensity."
—W.M. Marston*



GENERAL CHARACTERISTICS

Based on Jo-Anne's responses, the report has selected general statements to provide a broad understanding of her work style. These statements identify the basic natural behaviour 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 Jo-Anne's natural behaviour.

Jo-Anne may tend to agree to avoid confrontation. She influences most people with her warmth. She is enthusiastic and usually slow to anger. She has a strong ego and usually projects this ego in friendly terms. Jo-Anne has a good sense of urgency. She has an extremely high trust level and is optimistic. Flattery will always generate a positive reaction from her. She is gregarious and sociable. She will be seen as a good mixer both on or off the job. She wants to know what others think of her. She wants and tries to please. Jo-Anne is a team player and desires acceptance as a member of the team. She prefers working for a participative manager. She does her best work in this kind of environment.

Jo-Anne likes working for managers who make quick decisions. Because of her trust and willing acceptance of people, she may misjudge the abilities of others. She may be inconsistent in disciplining others. She will not be overlooked nor uninvolved. She will consistently try to inspire people to her point of view. Jo-Anne is good at giving verbal and nonverbal feedback that serves to encourage people to be open, to trust her and to see her as receptive and helpful. She likes to be involved in the decision-making process. She is good at solving problems that deal with people. When she has strong feelings about a particular problem, you should expect to hear these feelings, and they will probably be expressed in an emotional manner.



GENERAL CHARACTERISTICS

Jo-Anne is comfortable with most people and can be quite informal and relaxed with them. Even when dealing with strangers, Jo-Anne will attempt to put them at ease. She will know many people. She has a tendency to be a name dropper. She may do this without thinking, trying to establish rapport with people she may not know well. It is important for Jo-Anne to use her people skills to "facilitate" agreement between people. She tends to look at all the things the group has in common, rather than key in on the differences. She will optimistically interact with people in an assured, diplomatic and poised manner. Jo-Anne has the ability to sense what people want to hear. She then tends to tell people what she thinks they want to hear. She judges others by their verbal skills and warmth. She is always concerned with other people's feelings and thoughts. She tends to mask some of her directness in friendly terms and is usually recognized as a friendly and trusting person.



VALUE TO THE ORGANIZATION

This section of the report identifies the specific talents and behaviour Jo-Anne 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.

- Dedicated to her own ideas.
- Pioneering.
- Optimistic and enthusiastic.
- Verbalizes her feelings.
- Team player.
- Accomplishes goals through people.
- Inner-directed rather than tradition-directed--brings fresh ideas for solving problems.
- Bottom line-oriented.



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 Jo-Anne. 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 Jo-Anne most frequently.

Do:

- Expect her to return to fight another day when she has received a "no" answer.
- Provide "yes" or "no" answers--not maybe.
- Be brief--be bright--be gone.
- Provide ideas for implementing action.
- Talk about her, her goals and the opinions she finds stimulating.
- Leave time for relating, socializing.
- Speak at a rapid pace.
- Flatter her ego.
- Plan interaction that supports her dreams and intentions.
- Understand her defiant nature.
- Read the body language for approval or disapproval.



DON'TS ON COMMUNICATING

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

Do not:

- Kid around too much, or "stick to the agenda" too much.
- Legislate or muffle--do not overcontrol the conversation.
- Talk down to her.
- Muffle or overcontrol.
- Waste time trying to be impersonal, judgmental or too task-oriented.
- Take credit for her ideas.
- Give her your opinion unless asked.
- Hesitate when confronted.
- Leave decisions hanging in the air.
- Be dictatorial.
- Take credit for her accomplishments.
- Be paternalistic.
- Let her overpower you with verbiage.



COMMUNICATION TIPS

This section provides suggestions on methods which will improve Jo-Anne'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, Jo-Anne 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.

<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. ■ Do not 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.



IDEAL ENVIRONMENT

This section identifies the ideal work environment based on Jo-Anne'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 behaviour and can be comfortable in many environments. Use this section to identify specific duties and responsibilities that Jo-Anne enjoys and also those that create frustration.

- Freedom of movement.
- Democratic supervisor with whom she can associate.
- Freedom from restrictive rules.
- Freedom to try new approaches.
- Forum for her ideas to be heard.
- Needs difficult assignments.
- Position with a tolerant manager.



PERCEPTIONS

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

"See Yourself As Others See You"

SELF-PERCEPTION

Jo-Anne usually sees herself as being:

Enthusiastic
Charming
Persuasive

Outgoing
Inspiring
Optimistic

OTHERS' PERCEPTION

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

Self-Promoting
Overly Optimistic

Glib
Unrealistic

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

Overly Confident
Poor Listener

Talkative
Self-Promoter



DESCRIPTORS

Based on Jo-Anne's responses, the report has marked those words that describe her personal behaviour. 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.

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



NATURAL AND ADAPTED STYLE

Jo-Anne'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>Jo-Anne is ambitious in her approach to problem solving, displaying a strong will and a need to win against all obstacles. Jo-Anne has a tendency to make decisions with little or no hesitation.</p>	<p>Jo-Anne sees no need to change her approach to solving problems or dealing with challenges in her present environment.</p>	

Natural	PEOPLE - CONTACTS	Adapted
<p>Jo-Anne's natural style is to use persuasion and emotion to the extreme. She is positive and seeks to win by the virtues of her personality and verbal skills. She will convince you that what she is saying is not only right, but is exactly what is needed. She displays enthusiasm for almost any project.</p>	<p>Jo-Anne 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.</p>	



NATURAL AND ADAPTED STYLE

Natural	PACE - CONSISTENCY	Adapted
<p>Jo-Anne 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.</p>		<p>Jo-Anne seeks a wide scope of activities in an environment that is constantly changing. Timetables, deadlines and schedules can be constantly shuffled without obvious consternation. Even electronic communication may not move fast enough for her.</p>

Natural	PROCEDURES - CONSTRAINTS	Adapted
<p>Jo-Anne does not like constraints, at times she can be somewhat defiant and rebellious. She has a tendency to lack social tact and diplomacy when confronted with too many or unreasonable constraints. She seeks adventure and excitement and wants to be seen as her own person.</p>		<p>Jo-Anne shows little discomfort when comparing her basic (natural) style to her response to the environment (adapted) style. The difference is not significant and Jo-Anne sees little or no need to change her response to the environment.</p>



ADAPTED STYLE

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

- Flaunting independence.
- Preferring people involvement over task focus.
- Dedicated to "going it alone" when necessary.
- Responding well to challenges: "You say I cannot do it? Just watch me!"
- Flexibility.
- Obtaining results through people.
- Using a creative approach in decision making.
- Being creative and unconventional in making a point.
- Participative decision making.
- Contacting people using a variety of modes.
- Maintaining an ever-changing, friendly, work environment.



KEYS TO MOTIVATING

This section of the report was produced by analysing Jo-Anne'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 Jo-Anne and highlight those that are present "wants."

Jo-Anne wants:

- The chance to have fun (play hard--work hard).
- A forum to ventilate her emotions.
- Freedom from many rules and regulations.
- Unusual, new or difficult assignments.
- Exposure to those who appreciate her results.
- A manager who practices participative management.
- No close supervision.
- Rewards to support her dreams.
- Excitement.
- Public recognition of her ideas and results.
- Flattery, praise, popularity and strokes.



KEYS TO MANAGING

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

Jo-Anne needs:

- To focus conversations on work activities--less socializing.
- Participatory management.
- To relax and pace herself.
- Documentation of expected results.
- Support in doing excessive detail work.
- To maintain focus on results and not sacrifice productivity just to make everyone happy.
- Help on controlling time and setting priorities.
- A tolerant boss.
- Opportunity to try the untried.
- Bottom-line measurement.
- To evaluate her drive to be seen as her "own person" and how it affects her role on the team.
- Objectivity when dealing with people because of her high trust level.
- Better organization of record keeping.



AREAS FOR IMPROVEMENT

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

Jo-Anne has a tendency to:

- Be inattentive to detail unless that detail is important to her or if detail work is of a short duration.
- Overestimate her ability to motivate people or change others' behaviour.
- Be so enthusiastic that she can be seen as superficial.
- Have difficulty planning and controlling time expenditure.
- Make decisions based on surface analysis.
- Overuse praise in motivating others.
- Be too verbal in expressing criticism.
- Be optimistic regarding possible results of her projects or the potential of her people.
- Be unrealistic in appraising people--especially if the person is a "friend."



BEHAVIORAL HIERARCHY

The Behavioural Hierarchy graph will display a ranking of your natural behavioural 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.





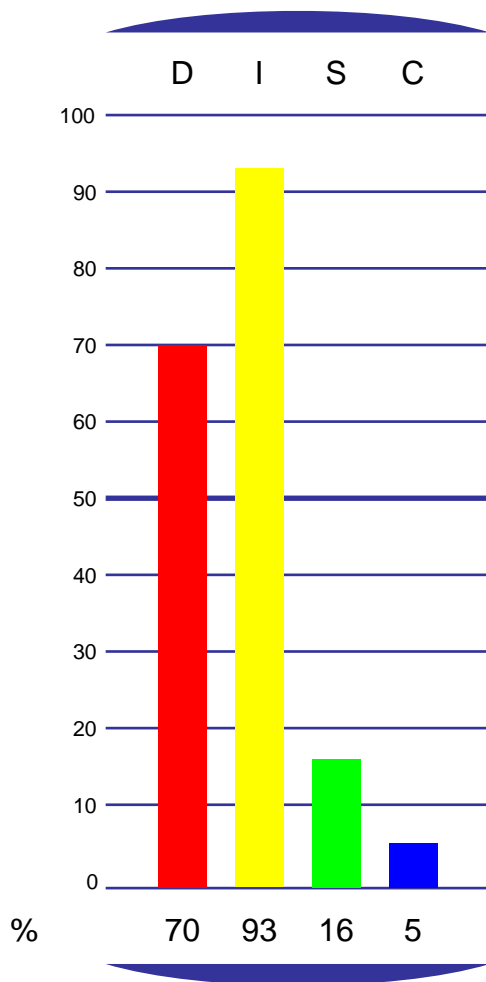
STYLE INSIGHTS® GRAPHS

Jo-Anne Bloggs

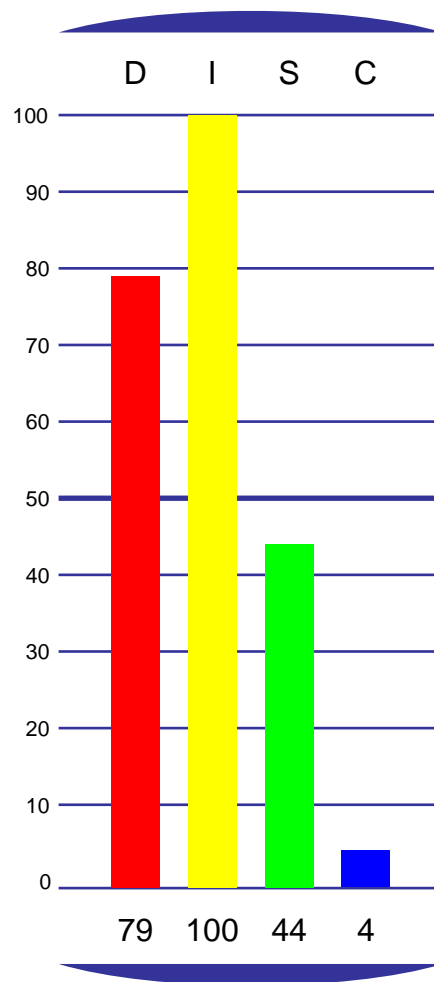
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MOST
Graph I
Adapted Style



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 behavioural style, the Wheel adds a visual representation that allows you to:

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

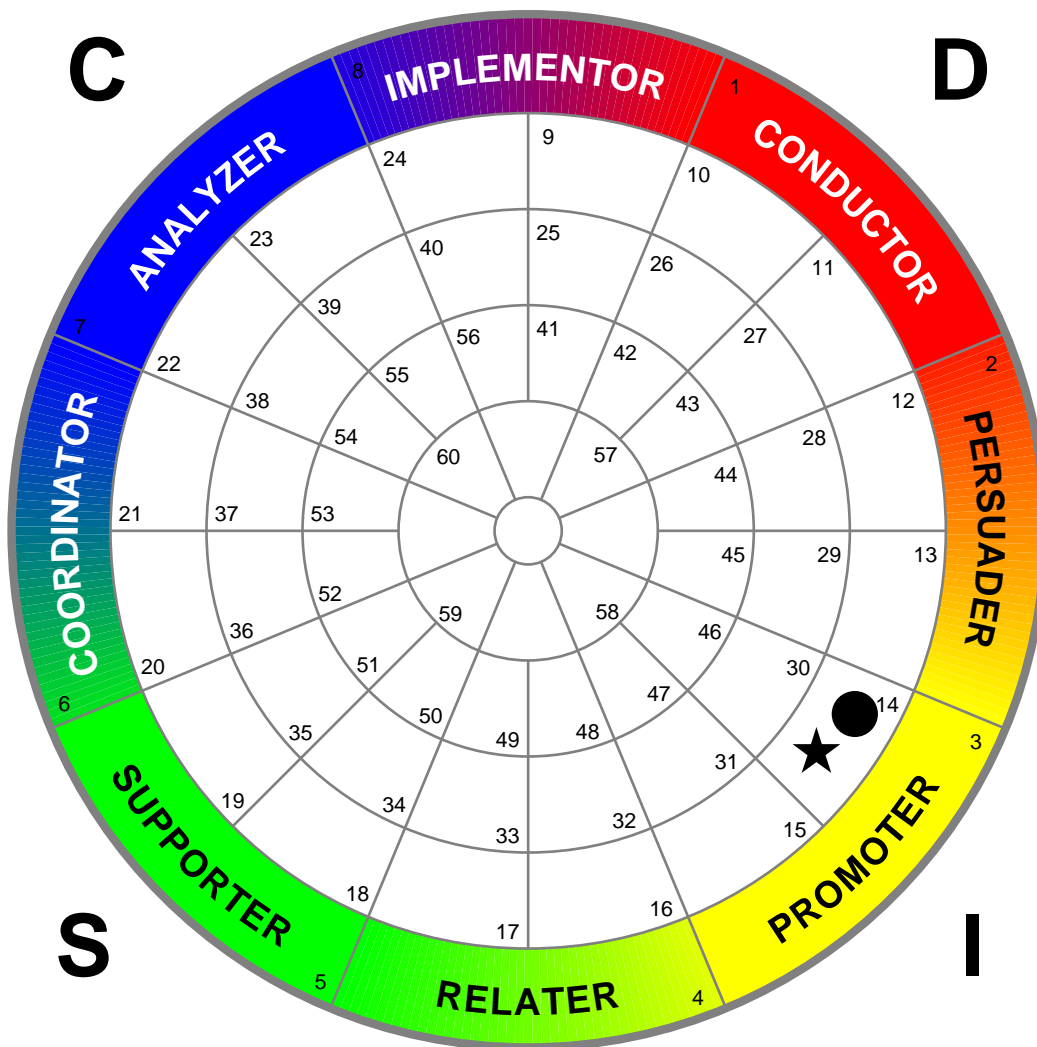
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behaviour. The further the two plotting points are from each other, the more you are adapting your behaviour.

If you are part of a group or team who also took the behavioural 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

Jo-Anne Bloggs
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7/10/2008



Adapted: ★ (14) PERSUADING PROMOTER
Natural: ● (14) PERSUADING PROMOTER

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. Behavioural 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 behaviour 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 behavioural 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.



SOCIAL/ALTRUISTIC

Those who score very high in this value have an inherent love of people. The Social/Altruistic person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic values cold and inhuman. Compared to the Individualistic value, the Social/Altruistic person regards helping others as the only suitable form for human relationships. Research into this value indicates that in its purest form, the Social/Altruistic interest is selfless.

General Characteristics

- Demonstrates a high need to help others achieve and win.
- Possesses a high sincerity factor and helping attitude, as demonstrated in the things she does.
- Freely gives of her time, talent, and energy to others, even without being asked.
- Feels a win in coaching others to support the team, not just from a paycheck.
- Agrees that "it is better to give than to receive," even in an organizational setting.
- Shows an Altruistic love for helping people.
- Likes to connect people with others who have things in common.

Value to the Organization

- Demonstrates high personal and professional regard for others on the team.
- Likes to network with others in helpful ways.
- Shows a high degree of interpersonal empathy when dealing with team or individual concerns.
- Is a very good team player.
- Has a desire to go beyond required job description to help make things easier for others.

Keys to Managing and Motivating

- Provide an environment in which there is opportunity to help others achieve and grow professionally.
- Recognize that Jo-Anne tends to be a very "giving" person, and enjoys helping others.
- Do not over-use or abuse her giving nature. Allow Jo-Anne to share it as she chooses to offer.
- Show a genuine interest in what she wants to give to the job.
- Remember that she brings a high sincerity factor to the things that she does. Remember also that she appreciates high sincerity from others in return.

Training, Professional Development and Learning Insights

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



SOCIAL/ALTRUISTIC

Continuous Quality Improvements

- May try to help too much and ends up getting in the way of some who may not want the help.
- May get into teaching/helping mode too often.
- May get taken advantage of by others.



UTILITARIAN/ECONOMIC

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

General Characteristics

- Sales, technical, or management training programs should demonstrate a bottom-line financial benefit as a result of the training effort.
- Jo-Anne is hard-working, competitive, and motivated by financial rewards and challenging compensation plans.
- When profit or project cost/benefits are examined, she takes the position that the ends justify the means.
- Motivated by money and bonuses as recognition for a job well done.
- Goal driven, especially financial goals.
- Wants to surpass others in wealth or possessions.
- Fits the stereotype of the typical businessperson, interested in economic incentives.

Value to the Organization

- Driven by competition, challenges, and economic incentives.
- Exhibits drive and motivation to achieve and win in a variety of areas.
- Is highly productive.
- Is able to multi-task in a variety of areas and keep important projects moving.
- Keeps an ear to the revenue-clock, her own and the organization's.
- Will protect organizational or team finances, as well as her own.

Keys to Managing and Motivating

- Realize that it is not just money that motivates, but also personal payback from the job.
- Remember that Jo-Anne has an ear to the revenue-clock. This may give her a keen economic awareness in projects and decision-making with the team.
- Reward high performance in tangible and monetary ways with individual and team recognition.
- Provide coaching to help Jo-Anne appreciate that not everybody is as motivated by wealth, return-on-investment and gain as she is.
- Provide opportunity for financial rewards for excellent performance.



UTILITARIAN/ECONOMIC

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

- Needs to learn to appreciate that not everybody is motivated by wealth or gain so as not to alienate a prospect, customer or client.
- Needs to hide the dollar signs in her eyes in order to establish the most appropriate rapport with others.
- May judge the efforts of others on the team by an economic scale only.



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 her.
- 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 her own responsibility and work-load.
- Not an extremist, and therefore when Aesthetic issues emerge Jo-Anne demonstrates an awareness of form and harmony and responds as needed on the job.

Keys to Managing and Motivating

- Remember that she 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 she brings between various positions on team issues.



AESTHETIC

Training, Professional Development and Learning Insights

- Explore the professional development insights from some of the other Values scales to determine more specific preferences.
- She is a flexible participant in training and development programs.
- Can become engaged in training activities because she sees it as a part of necessary growth and professional improvement.

Continuous Quality Improvements

- She 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 her 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.



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

- Shows moderate social flexibility. Jo-Anne would be considered as one who is socially appropriate and supportive of others on the team.
- Generally not considered an extremist on ideas, methods, or issues in the workplace.
- Has the ability to take a stand on an issue when necessary, to yield position when necessary, and to do both with equal sincerity.
- Has the ability to take or leave the limelight and attention given for special contributions.
- Shows the ability to take a leadership role when asked, and also to be supportive team member when asked.
- Jo-Anne would not be considered controversial in her workplace ideas or transactions.

Value to the Organization

- Seen as a stabilizing force in organizational operations and transactions.
- Able to see both sides of the position from those with higher and lower Individualistic scores.
- Able to mediate between the needs of the higher and lower Individualistic members of the team.
- Able to take a stand with emphasis, or to be a more quiet member supporting a position.
- Able to lead or follow as asked.

Keys to Managing and Motivating

- Jo-Anne is socially flexible. She can assume an appropriate leadership role for a team; or, be a supportive team member as the situation requires.
- Remember that Jo-Anne shows the ability to get along with a wide variety of others without alienating those with opinions in extreme positions on the spectrum.
- Jo-Anne is able to be a balancing or stabilizing agent in a variety of team-related issues without being an extremist on either side.
- Jo-Anne brings an Individualistic drive typical of many professionals.
- Seek her input to gain a center-lane perspective on an organizational issue related to this Values scale.



INDIVIDUALISTIC/POLITICAL

Training, Professional Development and Learning Insights

- Tends to enjoy both team-oriented and individual/independent learning activities.
- Will be a supportive member of the training experience from the viewpoint of this Values dimension.
- Please check other higher and lower Values areas to obtain additional insight into learning preferences.

Continuous Quality Improvements

- To gain additional insight, examine other Values drives to determine the importance of this Individualistic drive factor.
- Allow space for those with higher Individualistic drives to express themselves in appropriate ways.
- Avoid criticizing those with higher or lower Individualistic drives since all Values positions are positions deserving respect.



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

- Change-oriented and readily adaptable to new projects.
- May behave independently from the standard operating procedure.
- Is a very flexible problem-solver.
- Places lesser importance on conformity to group patterns.
- Is motivated by the personal right to express herself.
- Dislikes lists of rules and regulations.
- Shows good judgment in her ability to self-manage on tasks and projects.
- The rule bending is not malicious, but rather the result of creative energy and resourcefulness.

Value to the Organization

- Is able to make quick decisions without getting emotionally involved.
- Generates new ideas.
- Is a creative problem-solver.
- Tends to be a quick-study on new projects and procedures.
- Desires to learn new methods and strategies.
- Is able to make decisions quickly in solving problems.

Keys to Managing and Motivating

- Enjoys variety in the job culture.
- Prefers being allowed to make her own decisions about how the work will be done within her own authority or empowerment boundaries.
- Allow as much freedom from detail (and sometimes paperwork) as possible, perhaps through support staff to assist in the necessary detail functions.
- Use her great strength of being a flexible problem-solver.
- If new precedent needs to be set, involve her in the planning and strategy.

Training, Professional Development and Learning Insights

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



TRADITIONAL/REGULATORY

Continuous Quality Improvements

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



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

- Will learn those things necessary for the successful completion of the job tasks, and may not desire to go further into specific details or theory.
- May leave specific details of a project to others on the team, and place trust in their coaching and judgment when decisions are made.
- May prefer to spend her time and energy on tasks other than gaining knowledge about the fine-tuned technical details of products and services.
- May bring a high sense of urgency to the task. Wants to learn and get the job done quickly.
- Likes brevity and concise information.
- Likes to spend time learning things that have a direct impact on what she needs to accomplish as a professional.
- May prefer to work on many things with only partial stakes, rather than getting bogged down in only one function or role.

Value to the Organization

- The nature of the job-view is to be concerned with the more practical and bottom-line aspects of the job.
- Able to see the big picture and communicate it clearly and briefly to others.
- Does not waste time on information that is not needed for the task.
- Focused on the task, goal or vision, and completes her responsibility on schedule.
- Can get people on board for a cause.

Keys to Managing and Motivating

- Keep the product-knowledge requirements at a practical level.
- Provide technical or support personnel to assist Jo-Anne when necessary.
- Emphasize the general and big-picture focus on projects rather than the highly technical details.
- Reduce the need for frequent supervision, unless quality control is sacrificed.
- Provide opportunity for multiple projects and multi-tasking.

Training, Professional Development and Learning Insights

- Make training and development activities as practical as possible.
- Hit only those essential items that relate to increased success or efficiency on projects.
- Link training and professional development to other areas of the Values graph where peaks occur.



THEORETICAL

Continuous Quality Improvements

- Has potential for ignoring certain rules, regulations, protocol, or knowledge which is integrally important to the success of a project.
- May not show an interest in asking questions about those things not directly connected to the practical aspects of the job.
- Create a balance between minimum details and those details necessary to maintain quality control.



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		
Jo-Anne Bloggs		
THEORETICAL	* █ █	Indifferent
UTILITARIAN	█ █ *	Mainstream
AESTHETIC	█ █ *	Mainstream
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

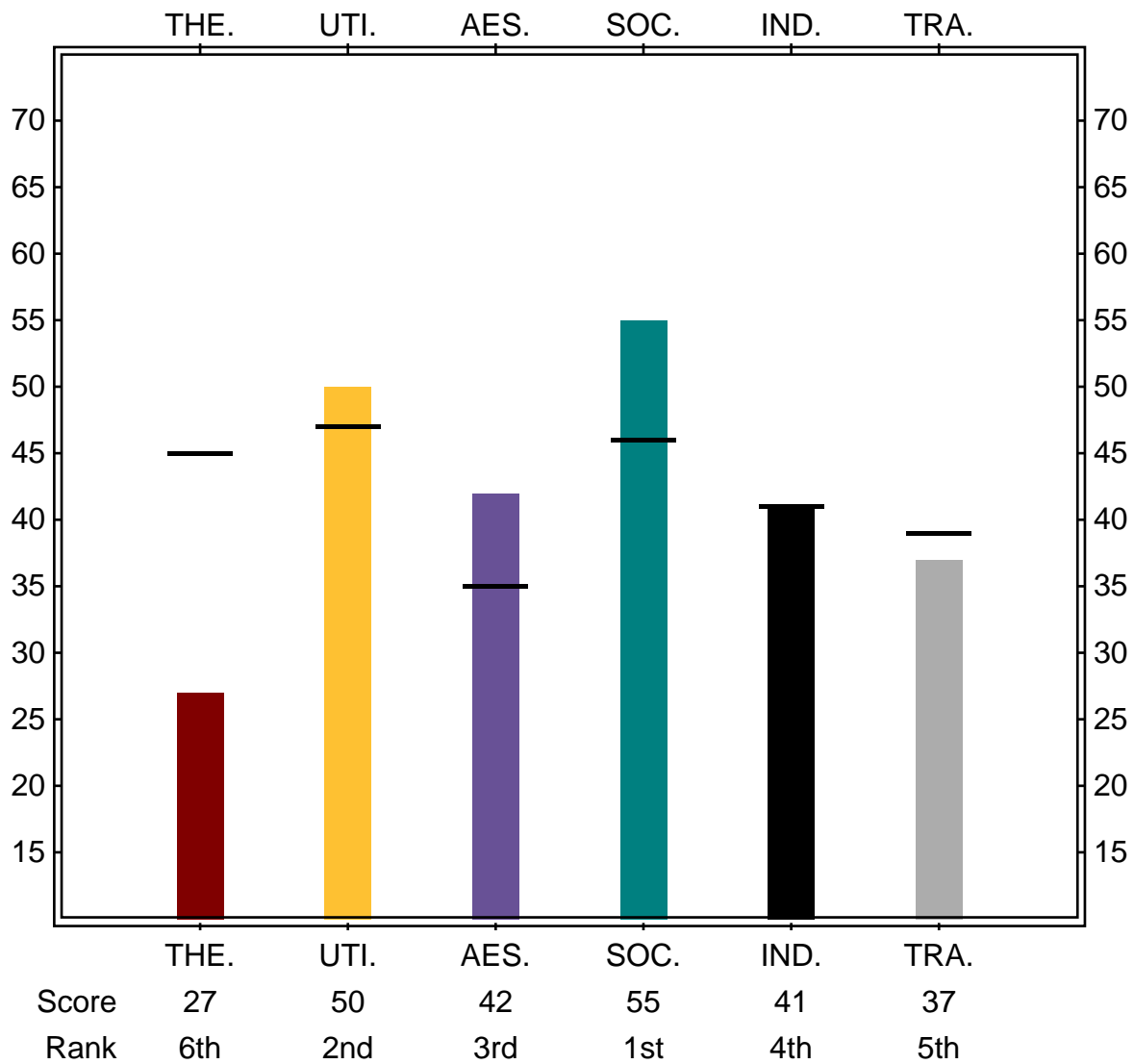
Areas where others' strong feelings may frustrate you as you do not share their same passion:

- The amount of time and resources others spend in learning new things may frustrate you.



MOTIVATION INSIGHTS® GRAPH

Jo-Anne Bloggs
Smith & Company
7/10/2008



— national mean

Norm 2003

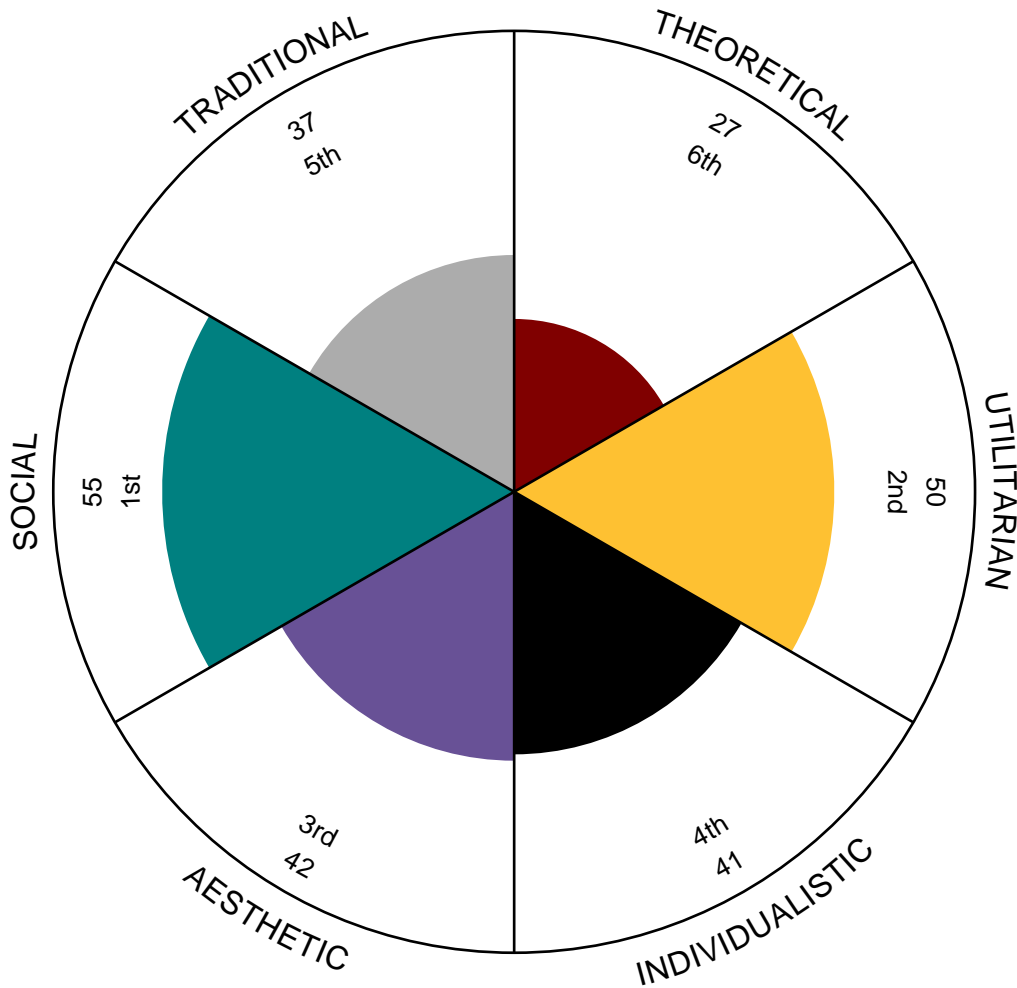


ATTITUDES WHEEL™

Jo-Anne Bloggs

Smith & Company

7/10/2008





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. _____
