# TTI Talent Insights®
## Management Version

Behavior
World View
Personal Skills (Competencies)
Experiences
Attitudes & Values
Intelligence
Emotional Intelligence

**Sally Sample**
1-18-2012

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The TTI Success Insights® Talent Insights Report was designed to increase the understanding of an individual's talents.  The report provides insight to three distinct areas: behaviors, motivators and the integration of these.  Understanding strengths and weaknesses in 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 three 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.

SECTION 3: INTEGRATING BEHAVIORS AND MOTIVATORS

This section of the report will help you blend the how and the why of your actions.  Once you can understand how your behaviors and motivators blend together, your performance will be enhanced and you will experience an increase in satisfaction.

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*

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# GENERAL CHARACTERISTICS

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

Sally may be so self-confident that others see her as arrogant. This confidence may be something others wish they had. Some may view her as being stubborn and opinionated. She views it as the price you must pay for success. She may try to "explain" her stubbornness in positive terms. She likes to be forceful and direct when dealing with others. Her desire for results is readily apparent to the people with whom she works. She is an aggressive individual who wins through hard work and persistence; that is, she will come up with a good idea and follow through. Sally likes people, but can be seen occasionally as cold and blunt. She may have her mind on project results, and sometimes may not take the time to be empathetic toward others. She wants to be viewed as self-reliant and willing to pay the price for success. She will work hard at achieving her goals. She loves to win and hates to lose. She establishes many standards for herself and others. Her high ego strength demands that her standards will be met. Sally seeks her own solutions to problems. In this way, her independent nature comes into play. She prefers being a team player, and wants each player to contribute along with her.

Sally finds it easy to share her opinions on solving work-related problems. She is a good problem solver and troubleshooter, always seeking new ways to solve old problems. Many people see her decisions as high-risk decisions. However, after the decision is made, she tends to work hard for a successful outcome. She is logical, incisive and critical in her problem-solving activities. Sally is decisive

**Adapted Style**

D I S C

48 47 54 55

**Natural Style**

D I S C

57 47 55 47

and prefers to work for a decisive manager.  She can experience stress if her manager does not possess similar traits.  She should realize that at times she needs to think a project through, beginning to end, before starting the project.  Sometimes she may be so opinionated about a particular problem that she has difficulty letting others participate in the process.  She refrains from getting emotionally involved in decision making.  This allows her to make objective decisions.

Sally has the ability to ask the right questions and destroy a shallow idea.  Some people may feel these questions are a personal attack upon their integrity; however, this is just her way of getting the appropriate facts.  She is not influenced by people who are overly enthusiastic.  They rarely get her attention.  She likes people who give her options as compared to their opinions.  The options may help her make decisions, and she values her own opinion over that of others! She challenges people who volunteer their opinions.  Sally is influenced by people who communicate with a logical presentation of the facts, impressed by the apparent efficiency involved.  She could improve her communication skills by being patient, listening and displaying genuine care for the people with whom she comes in contact.  She may lose interest in what others are saying if they ramble or don't speak to the point.  Her active mind is already moving ahead. She likes people who present their case effectively.  When they do, she can then make a quicker assessment or decision.

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# VALUE TO THE ORGANIZATION

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

- Builds good relationships.

- Dependable team player.

- Usually makes decisions with the bottom line in mind.

- Thinks big.

- Forward-looking and future-oriented.

- Good listener.

- Places high value on time.

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# CHECKLIST FOR COMMUNICATING

*Most people are aware of and sensitive to the ways with which they prefer to be communicated. Many people find this section to be extremely accurate and important for enhanced interpersonal communication. This page provides other people with a list of things to DO when communicating with Sally. 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 Sally most frequently.*

Do:

NOTES

- Start, however briefly, with a personal comment. Break the ice.

- Ask specific (preferably "what?") questions.

- Watch carefully for possible areas of early disagreement or dissatisfaction.

- Present the facts logically; plan your presentation efficiently.

- Read the body language--look for impatience or disapproval.

- Take issue with facts, not the person, if you disagree.

- Present your case softly, nonthreateningly with a sincere tone of voice.

- Motivate and persuade by referring to objectives and results.

- Be clear, specific, brief and to the point.

- Support and maintain an environment where she can be efficient.

- Define clearly (preferably in writing) individual contributions.

- Provide facts and figures about probability of success, or effectiveness of options.

| Adapted Style | Natural Style |
|---|---|
| D I S C | D I S C |
| 48 47 54 55 | 57 47 55 47 |

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# DON'TS ON COMMUNICATING

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

**NOTES**

- Come with a ready-made decision, or make it for her.

- Be vague; don't offer opinions and probabilities.

- Ask rhetorical questions, or useless ones.

- Ramble on, or waste her time.

- Stick coldly or harshly to business; on the other hand, don't lose sight of goals by being too personal.

- Direct or order.

- Be abrupt and rapid.

- Be redundant.

- Keep deciding for her, or she'll lose initiative. Don't leave her without backup support.

- Forget or lose things, be disorganized or messy, confuse or distract her mind from business.

- Offer assurance and guarantees you can't fulfill.

- Let disagreement reflect on her personally.

| Adapted Style | Natural Style |
|---|---|
| D I S C | D I S C |
| 48 47 54 55 | 57 47 55 47 |

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# COMMUNICATION TIPS

*This section provides suggestions on methods which will improve Sally'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, Sally will become more effective in her communications with them. She may have to practice some flexibility in varying her communication style with others who may be different from herself. This flexibility and the ability to interpret the needs of others is the mark of a superior communicator.*

When communicating with a person who is dependent, neat, conservative, perfectionist, careful and compliant:

- Prepare your "case" in advance.
- Stick to business.
- Be accurate and realistic.

Factors that will create tension or dissatisfaction:

- Being giddy, casual, informal, loud.
- Pushing too hard or being unrealistic with deadlines.
- Being disorganized or messy.

When communicating with a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented:

- Be clear, specific, brief and to the point.
- Stick to business.
- Be prepared with support material in a well-organized "package."

Factors that will create tension or dissatisfaction:

- Talking about things that are not relevant to the issue.
- Leaving loopholes or cloudy issues.
- Appearing disorganized.

When communicating with a person who is patient, predictable, reliable, steady, relaxed and modest:

- Begin with a personal comment--break the ice.
- Present your case softly, nonthreateningly.
- Ask "how?" questions to draw their opinions.

Factors that will create tension or dissatisfaction:

- Rushing headlong into business.
- Being domineering or demanding.
- Forcing them to respond quickly to your objectives.

When communicating with a person who is magnetic, enthusiastic, friendly, demonstrative and political:

- Provide a warm and friendly environment.
- Don't deal with a lot of details (put them in writing).
- Ask "feeling" questions to draw their opinions or comments.

Factors that will create tension or dissatisfaction:

- Being curt, cold or tight-lipped.
- Controlling the conversation.
- Driving on facts and figures, alternatives, abstractions.

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# PERCEPTIONS

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

## "See Yourself As Others See You"

### SELF-PERCEPTION

Sally usually sees herself as being:

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

### OTHERS' PERCEPTION

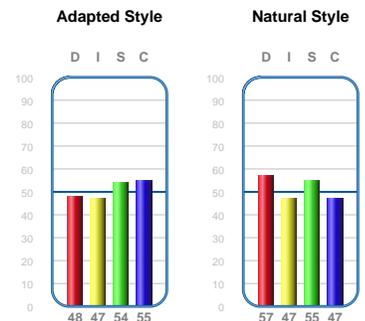Under moderate pressure, tension, stress or fatigue, others may see her as being:

| | |
|---|---|
| Demanding | Nervy |
| Egotistical | Aggressive |

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

| | |
|---|---|
| Abrasive | Controlling |
| Arbitrary | Opinionated |

NOTES

**Adapted Style**

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# DESCRIPTORS

*Based on Sally's responses, the report has marked those words that describe her personal behavior. They describe how she solves problems and meets challenges, influences people, responds to the pace of the environment and how she responds to rules and procedures set by others.*
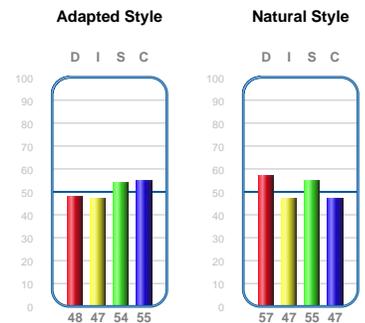
| Dominance | Influencing | Steadiness | Compliance |
|---|---|---|---|
| Demanding | Effusive | Phlegmatic | Evasive |
| Egocentric | Inspiring | Relaxed | Worrisome |
|  |  | Resistant to Change | Careful |
| Driving | Magnetic | Nondemonstrative | Dependent |
| Ambitious | Political |  | Cautious |
| Pioneering | Enthusiastic | Passive | Conventional |
| Strong-Willed | Demonstrative |  | Exacting |
| Forceful | Persuasive | Patient | Neat |
| Determined | Warm |  |  |
| Aggressive | Convincing | Possessive | Systematic |
| Competitive | Polished |  | Diplomatic |
| Decisive | Poised | Predictable | Accurate |
| Venturesome | Optimistic | Consistent | Tactful |
|  |  | Deliberate |  |
| **Inquisitive** | Trusting | **Steady** | Open-Minded |
| **Responsible** | Sociable | **Stable** | Balanced Judgment |
| Conservative | **Reflective** | Mobile | **Firm** |
| Calculating | Factual | Active | Independent |
| Cooperative | Calculating | Restless | Self-Willed |
| Hesitant | Skeptical | Alert | Stubborn |
| Low-Keyed |  | Variety-Oriented |  |
| Unsure | Logical | Demonstrative | Obstinate |
| Undemanding | Undemonstrative |  |  |
| Cautious | Suspicious | Impatient | Opinionated |
|  | Matter-of-Fact | Pressure-Oriented | Unsystematic |
| Mild | Incisive | Eager | Self-Righteous |
| Agreeable |  | Flexible | Uninhibited |
| Modest | Pessimistic | Impulsive | Arbitrary |
| Peaceful | Moody | Impetuous | Unbending |
| Unobtrusive | Critical | Hypertense | Careless with Details |

# NATURAL AND ADAPTED STYLE

*Sally'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 |
|---|---|---|
| Sally is quite inquisitive and wants to be seen as an outwardly competitive person who is adventuresome by nature. She is results-oriented and likes to be innovative in her approach to problem solving. Sally is not necessarily confrontational by nature, but if a problem does exist she will not turn down the opportunity for confrontation. | | Sally sees no need to change her approach to solving problems or dealing with challenges in her present environment. |

| Natural | PEOPLE - CONTACTS | Adapted |
|---|---|---|
| Sally is factual and logical in her attempt to persuade others. She looks at things in a rather direct and straightforward manner. Her approach can be analytical and objective when attempting to influence others. | | Sally 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. |

**NOTES**

**Adapted Style**

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# NATURAL AND ADAPTED STYLE

| Natural | PACE - CONSISTENCY | Adapted |
|---|---|---|
| Sally is deliberate and steady. She is willing to change, if the new direction is meaningful and consistent with the past. She will resist change for change's sake. | | Sally sees her natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency. Sometimes she would like the world to slow down. |

| Natural | PROCEDURES - CONSTRAINTS | Adapted |
|---|---|---|
| Sally is independent by nature and somewhat self-willed. She is open to new suggestions and can, at times, be seen as somewhat freewheeling. She is most comfortable in an environment where the constraints can be "loosened" for certain situations. | | Sally shows little discomfort when comparing her basic (natural) style to her response to the environment (adapted) style. The difference is not significant and Sally sees little or no need to change her response to the environment. |

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# ADAPTED STYLE

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

| | NOTES |
|---|---|
| ● Limited or prepared changes in routine. | |
| ● Careful, thoughtful approach to decision making. | |
| ● Logical solutions. | |
| ● Traditional, quality-oriented work model to follow. | |
| ● Freedom from confrontation. | |
| ● Diplomatic cooperation in team interaction. | |
| ● Precedence of quality over efficiency. | |
| ● Adherence to established guidelines and procedures. | |
| ● Consistency of task performance. | |
| ● Precise, analytical approach to work tasks. | |
| ● Calculation of risks before taking action. | |
| ● Exhibiting patience and good listening skills. | |

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**Natural Style**

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# TIME WASTERS

*This section of your report is designed to identify time wasters that may impact your overall time use effectiveness. Possible causes and solutions will serve as a basis for creating an effective plan for maximizing your use of TIME and increasing your PERFORMANCE.*

### 1. POOR DELEGATION

Poor delegation usually means the inability to discriminate between tasks needing your time and attention, and those others are capable of accomplishing.

POSSIBLE CAUSES:
- Do not want to give up control
- Do not trust the abilities of others
- Do not understand the abilities of others
- Fear the talents of others
- Do not want to overload others

POSSIBLE SOLUTIONS:
- Train and mentor others
- Develop a support team
- Give people the opportunity to help
- Recognize the time spent training others on routine tasks will result in gained cumulative time for higher priority tasks

### 2. FIREFIGHTING

Firefighting is often defined as being pulled away from priority tasks to answer questions, offer solutions, delegate or solve problem-related minor issues. These issues usually "flare up" quickly and are "put out" quickly.

POSSIBLE CAUSES:
- Desire to solve problems quickly and sometimes without adequate information
- Lack of delegation
- Lack of standard operating procedures
- Poor/wrong priorities
- Failure to fit intensity to the situation

**Adapted Style**  **Natural Style**

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POSSIBLE SOLUTIONS:
- Establish a plan
- Create operational procedures for tasks and known problems
- Establish a "management by objectives" approach

3. CRISIS MANAGEMENT

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

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

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

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# AREAS FOR IMPROVEMENT

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

Sally has a tendency to:

| | NOTES |
|---|---|

- Lack tact and diplomacy as long as she gets the results she wants.

- Overuse fear as a motivator by being overly demanding.

- Set standards for herself and others so high that impossibility of the situation is common place.

- Blame, deny and defend her position--even if it is not needed.

- Make "off the cuff" remarks that are often seen as personal prods.

- Dislike routine work or routine people--unless she sees the need to further her goals.

- Push and pull rather than motivate in directing people--motivates as if everyone has the same strengths that she has.

- Be argumentative--creates the devil's advocate position to its highest form--or wears down opposition.

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**Natural Style**

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# BEHAVIORAL HIERARCHY

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

### 1. FOLLOWING POLICY

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

6.5

### 2. FOLLOW UP AND FOLLOW THROUGH

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

6.2

### 3. CUSTOMER RELATIONS

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

6.0

### 4. CONSISTENCY

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

5.8

### 5. ORGANIZED WORKPLACE

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

5.5

### 6. PEOPLE ORIENTED

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

5.5

### 7. FREQUENT CHANGE

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

5.2

### 8. URGENCY

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

5.0

### 9. FREQUENT INTERACTION WITH OTHERS

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

5.0

### 10. ANALYSIS OF DATA

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

5.0

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# BEHAVIORAL HIERARCHY

## 11. COMPETITIVENESS

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

5.0

## 12. VERSATILITY

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

5.0

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# STYLE INSIGHTS® GRAPHS

## Sally Sample

1-18-2012

| MOST | LEAST |
|------|-------|
| Graph I | Graph II |
| **Adapted Style** | **Natural Style** |

|  | D | I | S | C |  | D | I | S | C |
|---|---|---|---|---|---|---|---|---|---|
| % | 48 | 47 | 54 | 55 | % | 57 | 47 | 55 | 47 |

Norm 2011 R4

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# 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

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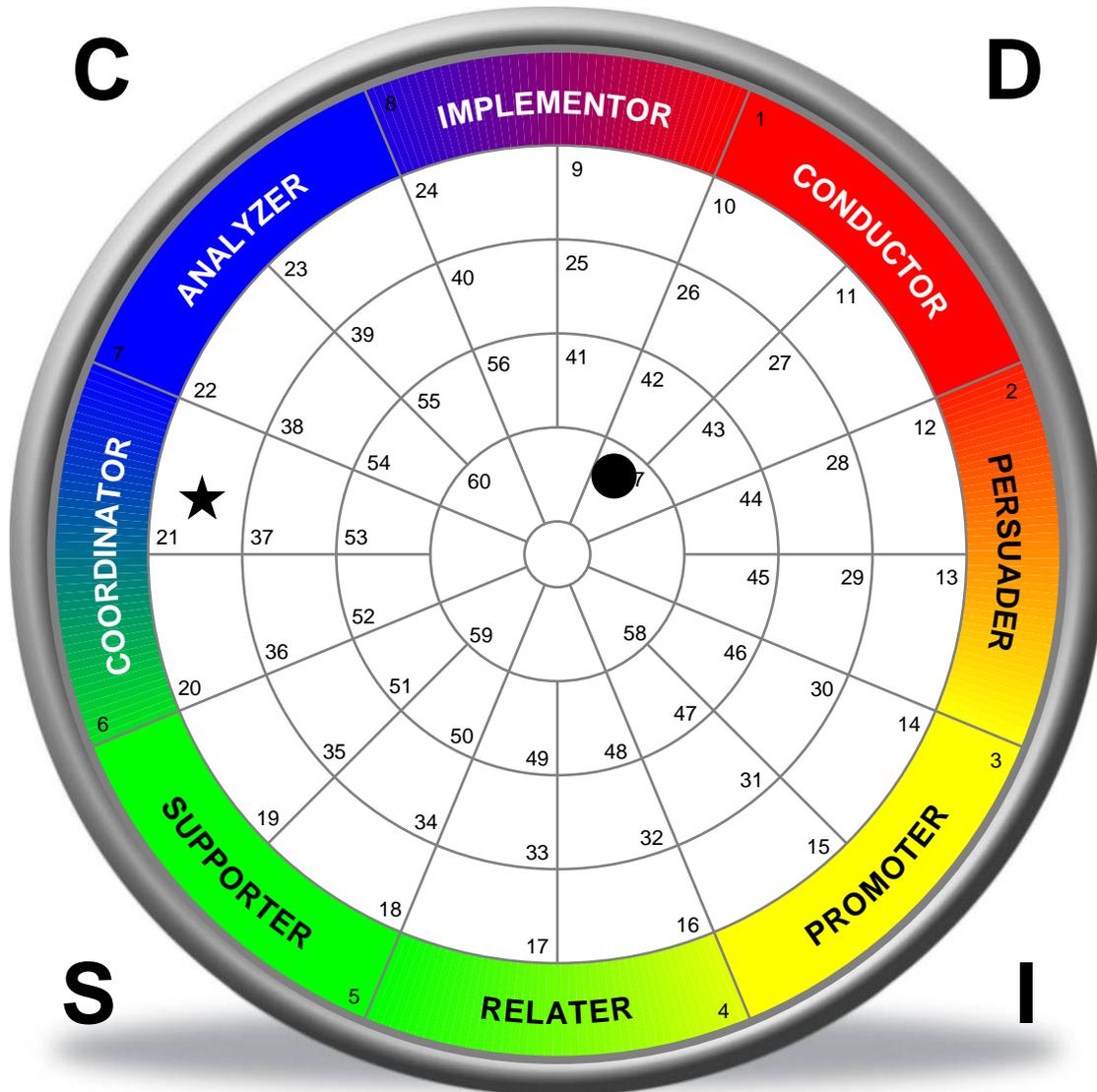


Adapted: ★ (21) ANALYZING COORDINATOR
Natural: ● (57) SUPPORTING CONDUCTOR (ACROSS)

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

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

Based on your choices, this report ranks your relative passion for each of the six motivators. Your top two and sometimes three motivators cause you to move into action. You will feel positive when talking, listening or doing activities that satisfy your top motivators.

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

- STRONG - positive feelings that you need to satisfy either on or off the job.

- SITUATIONAL - where your feelings will range from positive to indifferent based on other priorities in your life at the time. These motivators tend to become more important as your top motivators are satisfied.

- INDIFFERENT - your feelings will be indifferent when related to your 5th or 6th motivator.

| YOUR PERSONAL MOTIVATORS RANKING | | |
|---|---|---|
| 1st | INDIVIDUALISTIC | Strong |
| 2nd | SOCIAL | Strong |
| 3rd | UTILITARIAN | Strong |
| 4th | THEORETICAL | Situational |
| 5th | TRADITIONAL | Indifferent |
| 6th | AESTHETIC | Indifferent |

# INDIVIDUALISTIC

*The primary interest for this value is POWER, not necessarily politics. 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.*

- If necessary, Sally will be assertive in meeting her own needs.

- She wants to control her own destiny and display her independence.

- She believes "if at first you don't succeed try, try again."

- Maintaining individuality is strived for in relationships.

- Sally takes responsibility for her actions.

- Sally believes "when the going gets tough, the tough get going."

- Sally likes to be in situations that allow her the freedom to control her destiny and the destiny of others. Her team's strategy is to attempt to dilute outsiders' influence on the results of their goals.

- People who are determined and competitive are liked by Sally.

- Sally has the desire to assert herself and to be recognized for her accomplishments.

**NOTES**

Chart: THE. 44, UTI. 45, AES. 34, SOC. 46, IND. 46, TRA. 37

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# SOCIAL

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

- Helping the homeless may be one of her concerns.

- She believes charities should be supported.

- Saying "no" is difficult when others need her time or talent.

- She is generous with her time, talent and resources for those in need.

- Sally will be generous with time, research and information on social problems.

- Sally is patient and sensitive to others.

**NOTES**

| THE. | UTI. | AES. | SOC. | IND. | TRA. |
|------|------|------|------|------|------|
| 44   | 45   | 34   | 46   | 46   | 37   |

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# UTILITARIAN

*The Utilitarian 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 American business person. A person with a high score is likely to have a high need to surpass others in wealth.*

- Goals for the future are easily accomplished with her ability to integrate the past and the present.

- Sally is good at achieving goals.

- She will work long and hard to satisfy her needs.

- Sally tends to give freely of time and resources, but will want and expect a return on her investment.

- She evaluates things for their utility and economic return.

- She may use wealth as a yardstick to measure her work effort.

**NOTES**

| | | | | | |
|---|---|---|---|---|---|
| THE. 44 | UTI. 45 | AES. 34 | SOC. 46 | IND. 46 | TRA. 37 |

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# THEORETICAL

*The primary drive with this value is the discovery of TRUTH. 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.*

- Sally will usually have the data to support her convictions.

- Sally will seek knowledge based on her needs in individual situations.

- Sally has the potential to become an expert in her chosen field.

- A job that challenges the knowledge will increase her job satisfaction.

- If Sally is truly interested in a specific subject, or if knowledge of specific subject matter is required for success, then she will take the initiative to learn about that subject in great depth.

- If knowledge of a specific subject is not of interest, or is not required for success, Sally will have a tendency to rely on her intuition or practical information in this area.

- In those areas where Sally has a special interest she will be good at integrating past knowledge to solve current problems.

**NOTES**

| THE. 44 | UTI. 45 | AES. 34 | SOC. 46 | IND. 46 | TRA. 37 |
|---|---|---|---|---|---|

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# TRADITIONAL

*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.*

| | NOTES |
|---|---|

- In many cases, Sally will want to set her own rules which will allow her own intuition to guide and direct her actions.

- Sally can be creative in interpreting other systems or traditions and selective in applying those traditions.

- Traditions will not place limits or boundaries on Sally.

- She will not be afraid to explore new and different ways of interpreting her own belief system.

- Sally's passion in life will be found in one or two of the other dimensions discussed in this report.

- It may be hard to manipulate Sally because she has not defined a philosophy or system that can provide immediate answers to every situation.

- She will work within a broadly defined set of beliefs.

| THE. | UTI. | AES. | SOC. | IND. | TRA. |
|------|------|------|------|------|------|
| 44   | 45   | 34   | 46   | 46   | 37   |

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# 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.*

- Intellectually, Sally can see the need for beauty, but has difficulty buying the finer things in life.

- She wants to take a practical approach to events.

- She is a very practical person who is not sensitive to being in harmony with her surroundings.

- Sally's passion in life will be found in one or two of the other attitudes and values discussed in this report.

- Unpleasant surroundings will not stifle her creativity.

- Sally is not necessarily worried about form and beauty in her environment.

- The utility of "something" is more important than its beauty, form and harmony.

**NOTES**

THE. 44 | UTI. 45 | AES. 34 | SOC. 46 | IND. 46 | TRA. 37

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# 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 motivators, you will fit in with the group and be energized. However, when surrounded by people whose motivators are significantly different from yours, you may be perceived as out of the mainstream. 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 motivators 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 motivator. The further away from the mainstream on the low side, the more people will view you as indifferent and possibly negative about that motivator. The shaded area for each motivator represents 68 percent of the population or scores that fall within one standard deviation above or below the national mean.

| NORMS & COMPARISONS TABLE - Norm 2011 | |
|---|---|
| *THEORETICAL* | Mainstream |
| *UTILITARIAN* | Mainstream |
| *AESTHETIC* | Mainstream |
| *SOCIAL* | Mainstream |
| *INDIVIDUALISTIC* | Mainstream |
| *TRADITIONAL* | Mainstream |
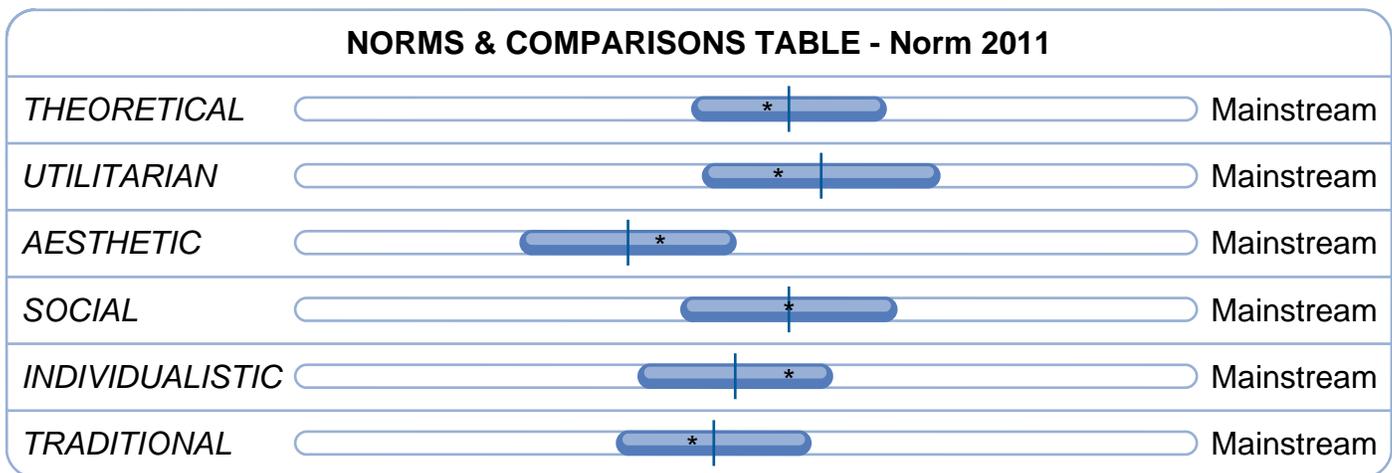
- 68 percent of the population    | - national mean    * - your score

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

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All of your attitude scores fall within one standard deviation of the national mean.  This means that 68% of the population have similar attitudes and feelings on each of the six attitudes.  Having all your scores close to the national mean indicates the following:

- You will be seen by others as a team player.

- You will be able to relate to a large percentage of our society.

- You will have less conflict with other people.

- You will have a larger selection of friends and careers than most people.

# MOTIVATORS HIERARCHY

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

**NOTES**

## 1. INDIVIDUALISTIC/POLITICAL

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

4.8*

5.7

## 2. SOCIAL

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

5.7*
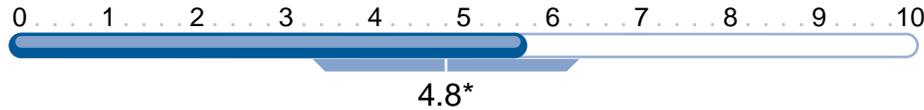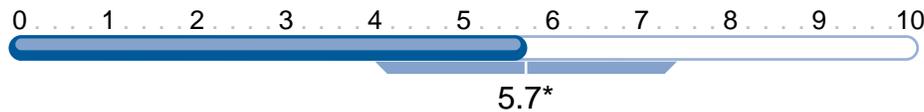
5.7

## 3. UTILITARIAN/ECONOMIC

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

6.2*

5.5

## 4. THEORETICAL

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

5.7*
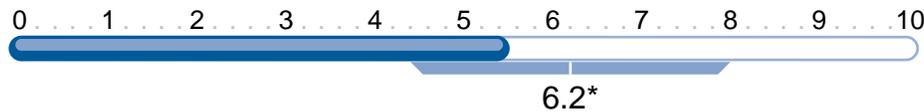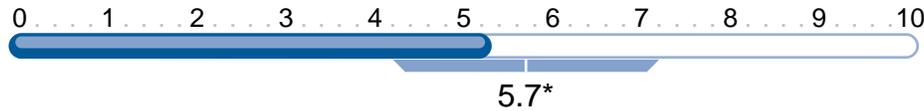
5.3

## 5. TRADITIONAL/REGULATORY

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

4.5*

4.2

## 6. AESTHETIC

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

3.2*
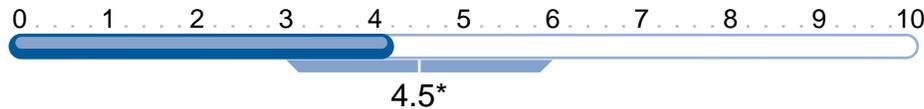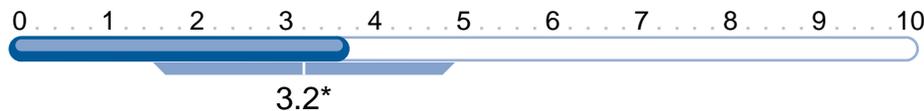
3.7
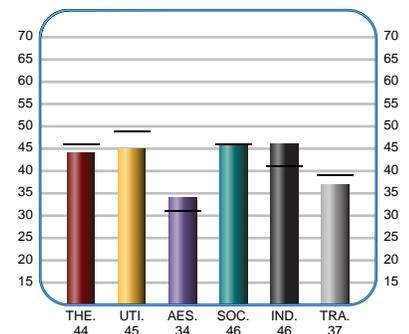
PIAV: 44-45-34-46-46-37 (THE.-UTI.-AES.-SOC.-IND.-TRA.)
* 68% of the population falls within the shaded area.

| THE. | UTI. | AES. | SOC. | IND. | TRA. |
|------|------|------|------|------|------|
| 44   | 45   | 34   | 46   | 46   | 37   |

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# MOTIVATION INSIGHTS® GRAPH

## Sally Sample
1-18-2012

| | THE. | UTI. | AES. | SOC. | IND. | TRA. |
|---|---|---|---|---|---|---|
| Score | 44 | 45 | 34 | 46 | 46 | 37 |
| Rank | 4th | 3rd | 6th | 2nd | 1st | 5th |

— national mean
Norm 2011

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# MOTIVATORS WHEEL™

**Sally Sample**
1-18-2012

TRADITIONAL

37
5th

THEORETICAL

44
4th

SOCIAL

46
2nd

UTILITARIAN

45
3rd

6th
34

1st
46

AESTHETIC

INDIVIDUALISTIC
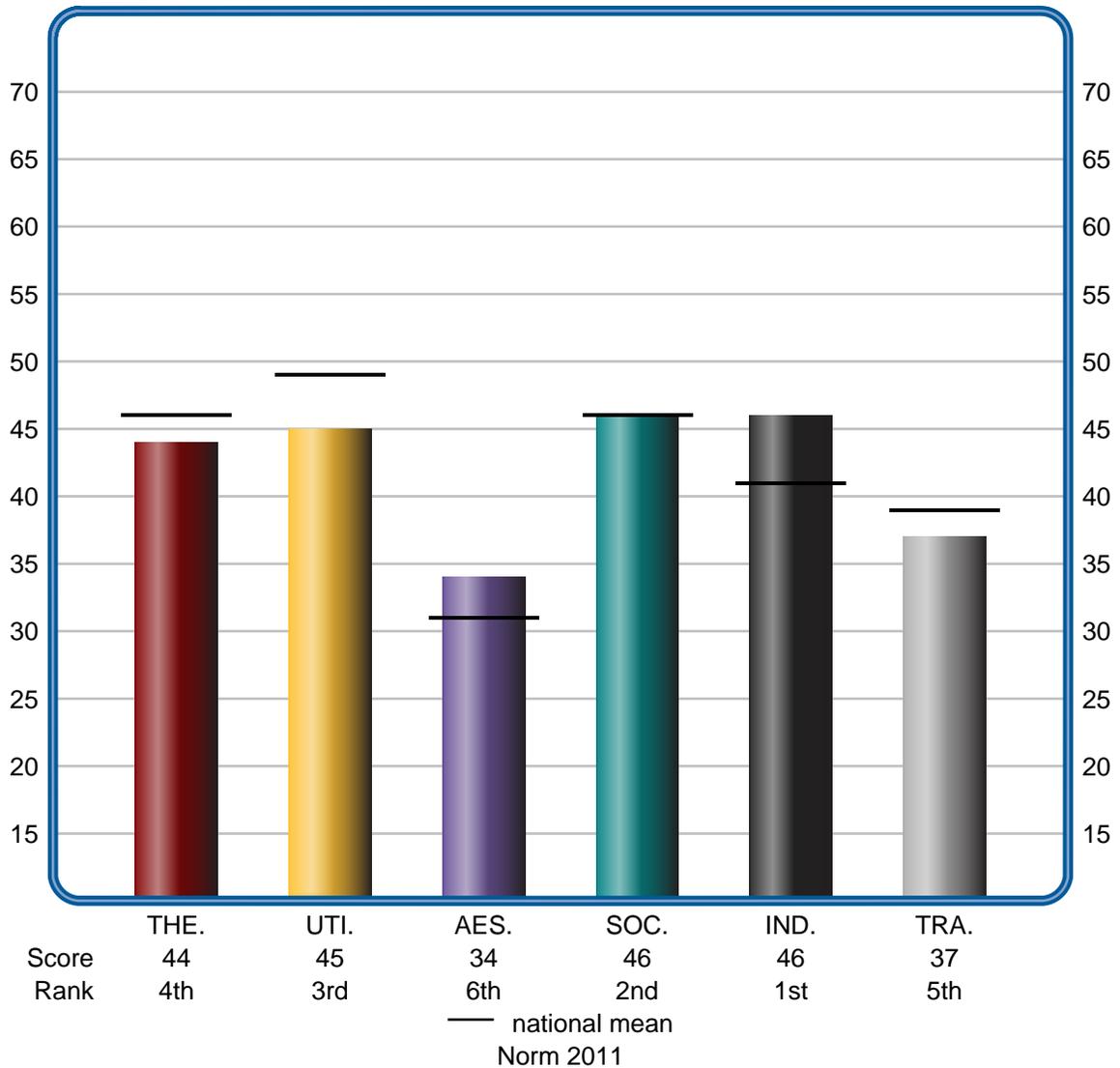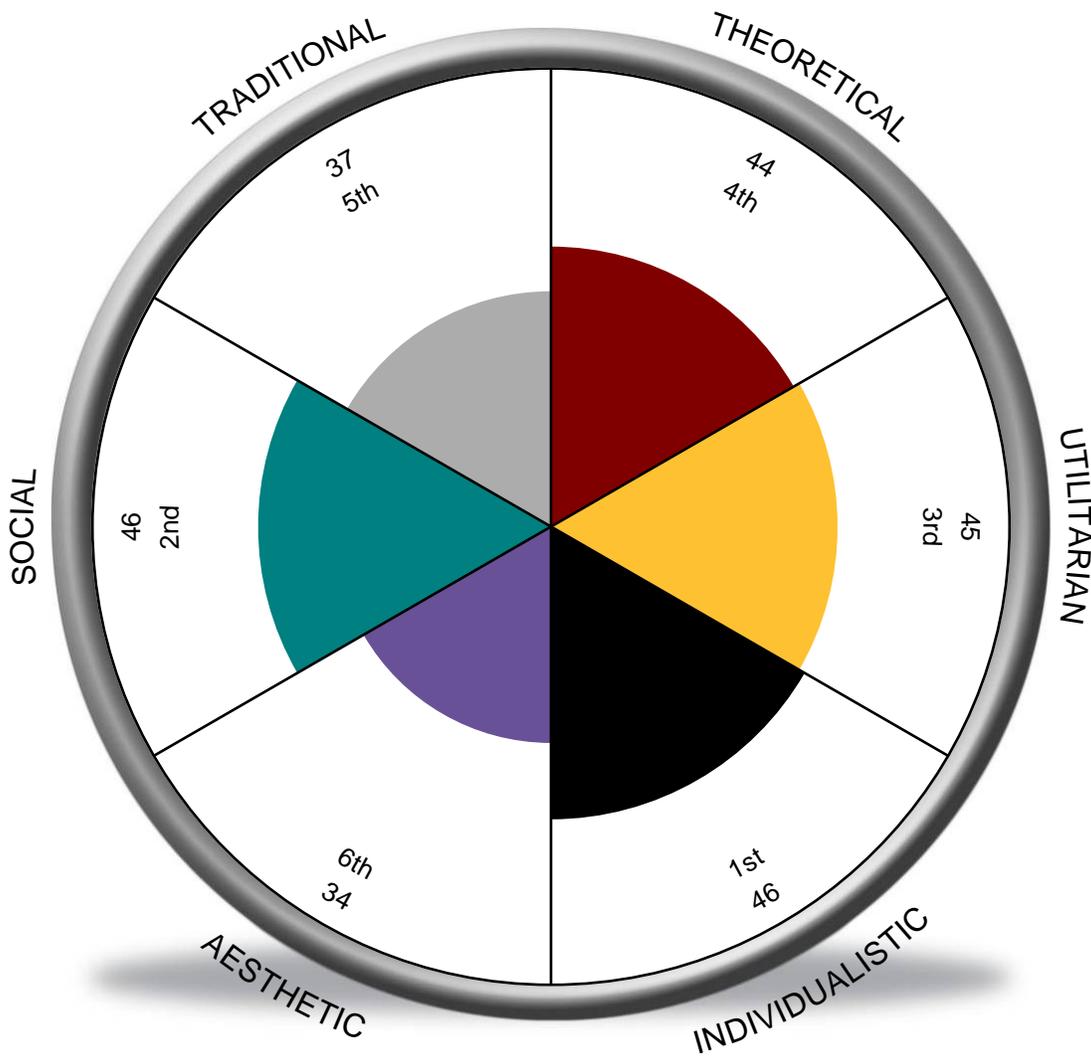
# INTRODUCTION
*Integrating Behaviors and Motivators Section*

The ultimate power behind increasing job satisfaction and performance comes from the blending of your behaviors and motivators.  Each individually is powerful in order to modify your actions, but the synergy of blending the two moves you to a whole new level.

In this section you will find:

- Potential Behavioral and Motivational Strengths

- Potential Behavioral and Motivational Conflict

- Ideal Environment

- Keys to Motivating

- Keys to Managing

# POTENTIAL BEHAVIORAL AND MOTIVATIONAL STRENGTHS

*This section describes the potential areas of strengths between Sally's behavioral style and top two motivators. Identify two to three potential strengths that need to be maximized and rewarded in order to enhance on-the-job satisfaction.*

- Innovative with strategies for success.

- Not easily deterred by setbacks.

- Looks for a better approach to help others.

- Sees championing a worthy cause as a challenge.

- Leads by example and in a quiet and methodical way.

- The ideal right hand to a goal-driven leader.

- Will be persistent about moving toward the greater cause.

- Wants to methodically solve people-related problems that benefit the greater good.

**NOTES**

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# POTENTIAL BEHAVIORAL AND MOTIVATIONAL CONFLICT

*This section describes the potential areas of conflict between Sally's behavioral style and top two motivators. Identify two to three potential conflicts that need to be minimized in order to enhance on-the-job performance.*

- Has to be big player if not the leader and may miss out on beneficial role-playing opportunities.

- May not realize the negative consequences of her quick decisions.

- Can sometimes lack diplomacy in offering assistance.

- May try to help too many.

- May let other's criticism of her work continually frustrate her.

- Has strong opinions but may not always share them.

- Struggles with putting her foot down, as she doesn't want to hurt others.

- Sees change for change's sake as negative for herself and others.

**NOTES**

# IDEAL ENVIRONMENT

*This section identifies the ideal work environment based on Sally's basic style and top two motivators. People with limited flexibility will find themselves uncomfortable working in any job not described in this section. People with flexibility use intelligence to modify their behavior and can be comfortable in many environments. Use this section to identify specific duties and responsibilities that Sally enjoys and also those that create frustration.*

- Non-routine work with challenge and opportunity.

- An innovative and futuristic-oriented environment.

- Freedom from controls, supervision and details.

- Rewards based on group "wins", not just individual contributions.

- Work on a team that has common interests and desires.

- A forum to champion the needs and desires of others.

- Management that appreciates and rewards powerful risk-taking.

- Forum to challenge change for the sake of change.

- Opportunity to be the silent leader behind the team.

NOTES

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# KEYS TO MOTIVATING

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

Sally wants:

<table>
<tr><td></td><td>NOTES</td></tr>
</table>

- Specific questions, not general or open-ended.

- Prestige, position and titles so she can control the destiny of others.

- Constant appreciation and a feeling of security on the team.

- To be seen as a person who helps others, both on and off the job.

- To be the "doer" of helping the cause and the organization, not the spokesperson.

- Opportunities to accomplish short-ranged solutions to problems that relate to her cause.

- A manager and a team that understands the value of short-term and fast-moving ideas and results.

- Private recognition for loyalty and service.

- Time to determine when and where to share information.

# KEYS TO MANAGING

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

Sally needs:

**NOTES**

● To set professional and family goals.

● To display empathy for people who approach life differently than she does.

● Reassurances that she is doing the job right.

● Awareness of how her drive affects other's ability to accomplish mutual goals.

● Assistance in helping others with changes, in order to help her adopt changes faster.

● Be given power and authority to achieve results through helping others.

● Help in limiting interruptions because of the desire to be involved in too many projects.

● Assistance in understanding the need for change so she can control the process in which the change takes place.

● A manager that understands the need for private recognition and one that will not take credit for her ideas.

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# ACTION PLAN

**Professional Development**

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

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

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

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

![Target Training International logo] **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 _____: