



TTI Insights™
Coaching Report - Executive Version



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5-10-2010



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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.



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

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

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

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

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

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

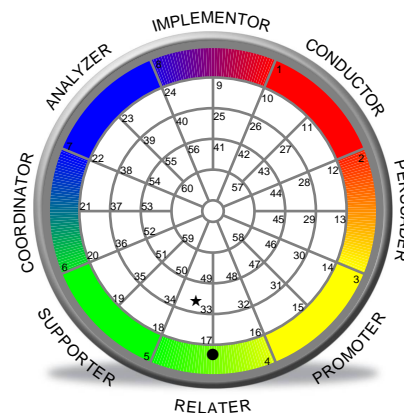


GENERAL CHARACTERISTICS

Based on Cindy'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 Cindy's natural behavior.

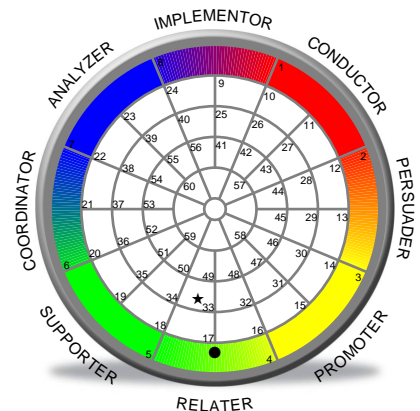
Cindy believes in getting results through other people. She prefers the "team approach." She can be seen as a person of good will. She influences most people with her warmth. She can be obliging and accommodating; that is, she likes to work with people and help them. Cindy likes public recognition for her achievements. One of her motivating factors is recognition and "strokes." She projects a self-assured and self-confident image. She is most likely to be at her best in situations where important things, such as values, judgments, feelings and emotions are involved. She prides herself on her "intuition." She tends to trust people and may be taken advantage of because of her high trust level. Cindy is approachable, affectionate and understanding. She likes quality social relationships. She often will become friends with her customers or clients.

Cindy 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. 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. She likes to participate in decision making. Because of her trust and willing acceptance of people, she may misjudge the abilities of others. Cindy is good at solving problems that deal with people. She prefers not disciplining people. She may sidestep direct disciplinary action because she wants to maintain the friendly relationship. She likes working for managers who make quick decisions.





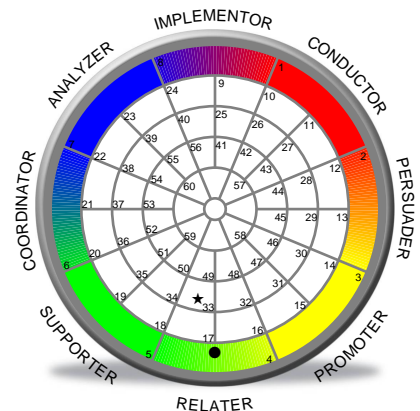
Cindy will optimistically interact with people in an assured, diplomatic and poised manner. She is good at negotiating conflict between others. Cindy feels that "if everyone would just talk it out, everything would be okay!" She is comfortable with most people and can be quite informal and relaxed with them. Even when dealing with strangers, Cindy will attempt to put them at ease. She has the ability to sense what people want to hear. She then tends to tell people what she thinks they want to hear. Cindy tends to mask some of her directness in friendly terms and is usually recognized as a friendly and trusting person. She may use her time imprecisely because she likes to talk to people. She is both a good talker and a good listener. She tends to influence people to her way of thinking by using verbiage as compared with others who like to use reports.





This section of the report identifies the specific talents and behavior Cindy 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.

- Service-oriented.
- Builds good relationships.
- Verbalizes her feelings.
- Accomplishes goals through people.
- Works for a leader and a cause.
- Creative problem solving.
- Dependable team player.



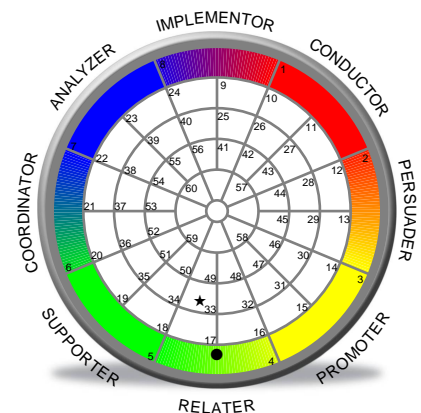


CHECKLIST FOR COMMUNICATING

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 Cindy. 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 Cindy most frequently.

Do:

- Talk about her, her goals and the opinions she finds stimulating.
- Provide a friendly environment.
- Provide personal assurances, clear, specific solutions with maximum guarantees.
- Read the body language for approval or disapproval.
- Start, however briefly, with a personal comment. Break the ice.
- Provide ideas for implementing action.
- Offer special, immediate and continuing incentives for her willingness to take risks.
- Define clearly (preferably in writing) individual contributions.
- Present your case softly, nonthreateningly with a sincere tone of voice.
- Watch carefully for possible areas of early disagreement or dissatisfaction.
- Provide testimonials from people she sees as important.
- Use enough time to be stimulating, fun-loving, fast-moving.

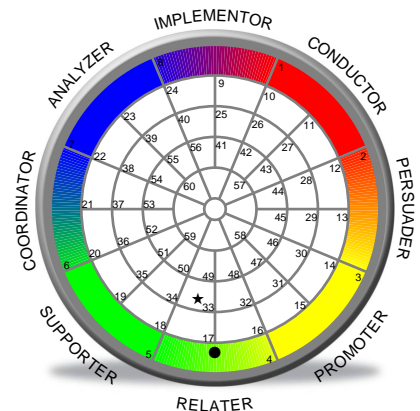




This section of the report is a list of things NOT to do while communicating with Cindy. Review each statement with Cindy and identify those methods of communication that result in frustration or reduced performance. By sharing this information, both parties can negotiate a communication system that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

Don't:

- Drive on to facts, figures, alternatives or abstractions.
- Be dictatorial.
- Leave decisions hanging in the air.
- "Dream" with her or you'll lose time.
- Take credit for her ideas.
- Patronize or demean her by using subtlety or incentive.
- Be abrupt and rapid.
- Force her to respond quickly to your objectives. Don't say "Here's how I see it."
- Keep deciding for her, or she'll lose initiative. Don't leave her without backup support.
- Be domineering or demanding; don't threaten with position power.
- Legislate or muffle--don't overcontrol the conversation.
- Talk down to her.





This section provides suggestions on methods which will improve Cindy's communications with others. The tips include a brief description of typical people in which she may interact. By adapting to the communication style desired by other people, Cindy 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.● Don't deal with a lot of details (put them in writing).● Ask "feeling" questions to draw their opinions or comments. <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none">● Being curt, cold or tight-lipped.● Controlling the conversation.● Driving on facts and figures, alternatives, abstractions.



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

"See Yourself As Others See You"

SELF-PERCEPTION

Cindy 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:

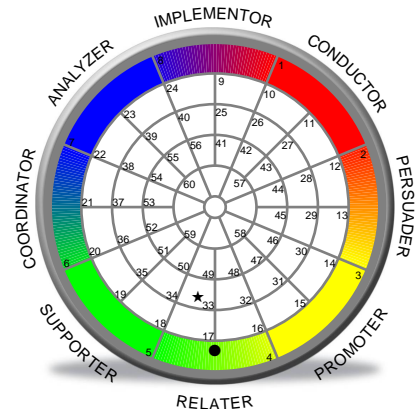
Self-Promoting
Overly Optimistic

Glib
Unrealistic

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

Overly Confident
Poor Listener

Talkative
Self-Promoter





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

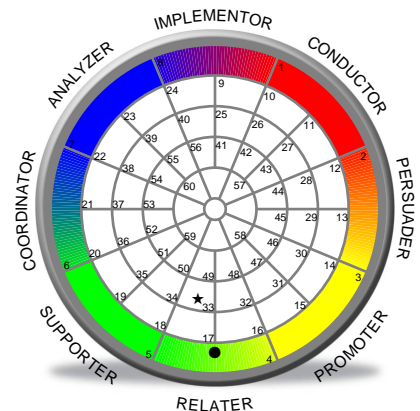


NATURAL AND ADAPTED STYLE

Cindy'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
Cindy uses a laid-back and peaceful approach to problem solving. She tends to solve problems in a reactive and team-oriented manner. Cindy tends to be unobtrusive and avoids confrontation so she can be seen as a true team player.	Cindy sees no need to change her approach to solving problems or dealing with challenges in her present environment.	

Natural	PEOPLE - CONTACTS	Adapted
Cindy is enthusiastic about her ability to influence others. She prefers an environment in which she has the opportunity to deal with different types of individuals. Cindy is trusting and also wants to be trusted.	Cindy 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.	

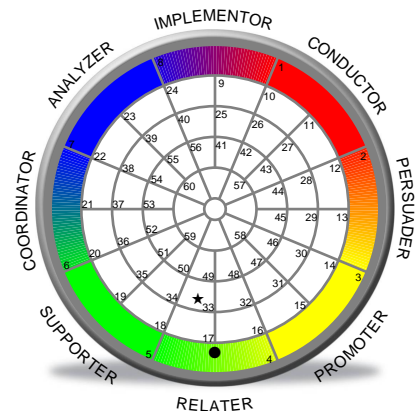




NATURAL AND ADAPTED STYLE

Natural	PACE - CONSISTENCY	Adapted
Cindy is comfortable in an environment in which there is a relaxed demeanor, or one in which patience is looked at as a virtue. She prefers to complete one task before starting the next and prefers an environment that is predictable.	Cindy 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.	

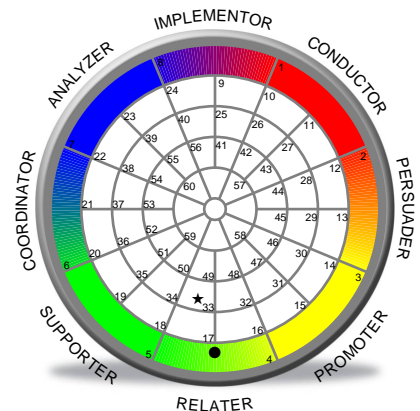
Natural	PROCEDURES - CONSTRAINTS	Adapted
Cindy is independent by nature and somewhat self-willed. She is open to new suggestions and can, at times, be seen as somewhat freewheeling. She is most comfortable in an environment where the constraints can be "loosened" for certain situations.	Cindy shows little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





Cindy 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.

- Logical solutions.
- Being cordial and helpful when dealing with new clients or customers.
- Being a good "team player."
- Exhibiting patience and good listening skills.
- Being conservative, not competitive, in nature.
- Undemanding of others' time and attention.
- Presenting a practical, proven approach to decision making.
- Adherence to established guidelines and procedures.
- Consistency of task performance.
- Limited or prepared changes in routine.
- Being cooperative and supportive.

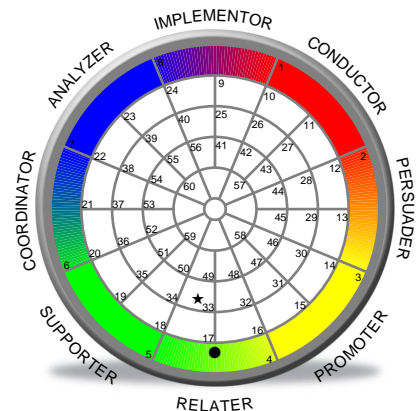




In this area is a listing of possible limitations without regard to a specific job. Review with Cindy and cross out those limitations that do not apply. Highlight 1 to 3 limitations that are hindering her performance and develop an action plan to eliminate or reduce this hindrance.

Cindy has a tendency to:

- Be so enthusiastic that she can be seen as superficial.
- Be unrealistic in appraising people--especially if the person is a "friend."
- Act impulsively--heart over mind, especially if her security is not perceived to be threatened.
- Be too verbal in expressing criticism.
- Trust people indiscriminately if positively reinforced by those people.
- Be inattentive to detail unless that detail is important to her or if detail work is of a short duration.
- Be overly enthusiastic about her own shortcomings (weaknesses) and the shortcomings of others.
- Underinstruct and overdelegate--will rely on personality as opposed to a disciplined approach to follow-up.





BEHAVIORAL HIERARCHY

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

1. CUSTOMER ORIENTED



2. FREQUENT INTERACTION WITH OTHERS



3. VERSATILITY



4. FREQUENT CHANGE



5. ORGANIZED WORKPLACE



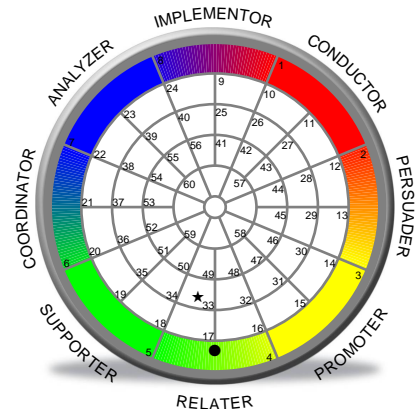
6. ANALYSIS OF DATA



7. COMPETITIVENESS



8. URGENCY



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789 Street



Cindy Carter

Company Inc.

5-10-2010

MOST

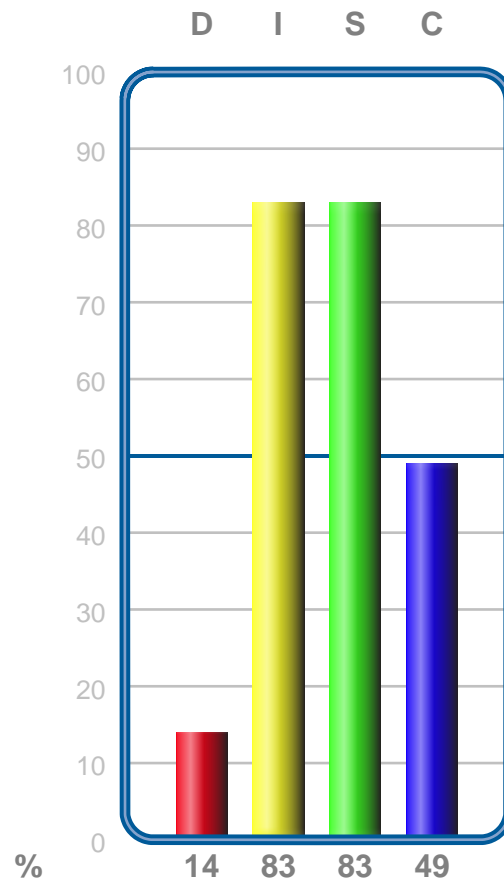
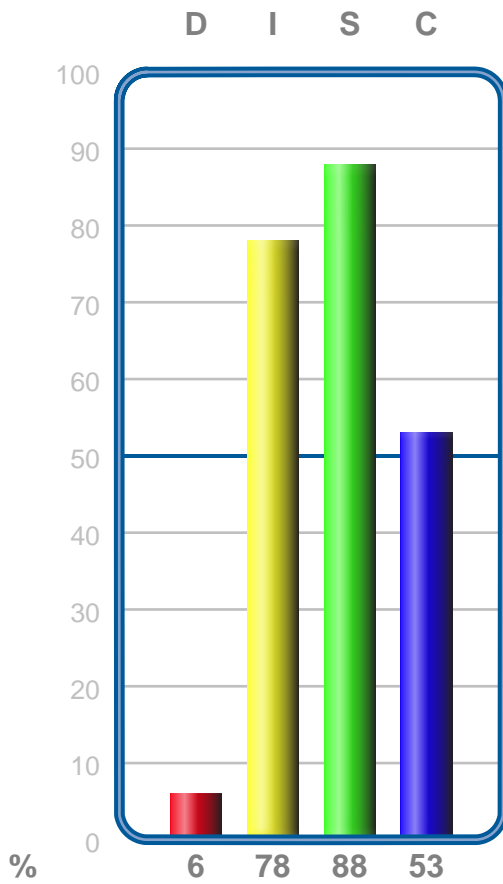
Graph I

Adapted Style

LEAST

Graph II

Natural Style



Norm 2009



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.

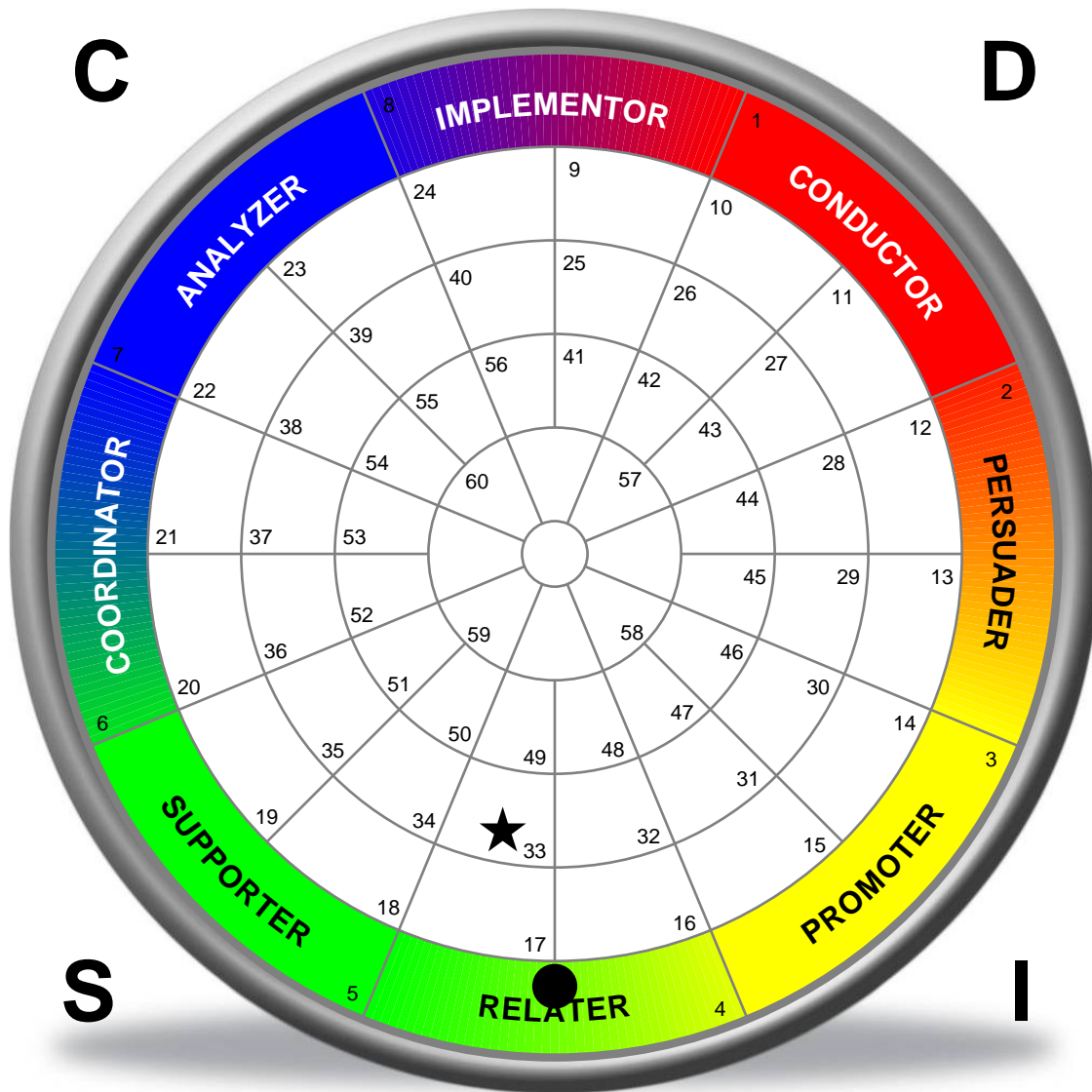
If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able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



Cindy Carter

Company Inc.

5-10-2010



Adapted: ★ (33) SUPPORTING RELATER (FLEXIBLE)

Natural: ● (4) RELATER

Norm 2009

ABC Co. Ltd.
789 Street



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

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

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

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

Workplace Motivators Report

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



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.



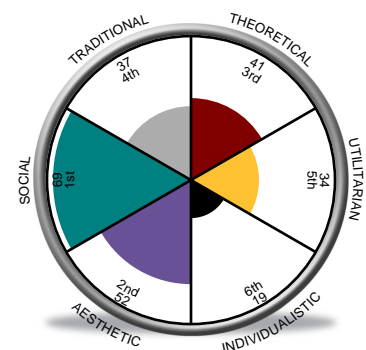
Those who score very high in this value have an inherent love of people. The Social/Altruistic person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic values cold and inhuman. Compared to the Individualistic value, 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 strong need to help others achieve and win.
- Exhibits a very strong drive to help others grow professionally.
- Possesses a very high sincerity factor and helping attitude that may be demonstrated in the things she does.
- 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.
- Possesses a very high service ethic toward helping others.
- Shows an Altruistic love for helping people.
- Likes to connect people with others who have things in common.
- Will have causes that cannot be won, satisfying her inner need for peace. Even if the cause cannot be won, she will still be compelled to try.

Value to the Organization

- Demonstrates high personal and professional regard for others on the team.
- Likes to network with others in helpful ways.
- Is a very good team player.
- Provides a very calming influence during stressful situations.
- Has a desire to go beyond required job description to help make things easier for others.





Keys to Managing and Motivating

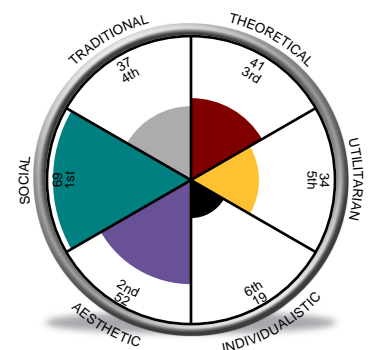
- Do not over-use or abuse her giving nature. Allow Cindy to share it as she chooses to offer.
- Provide flexibility to allow for helping others on the team.
- Show a genuine interest in what she wants to give to the job.
- Monitor that she is not being overly giving to the point that her own work suffers.
- Explore the possibilities of having her bring new participants up-to-speed on a project or team effort.

Training, Professional Development and Learning Insights

- Learning and professional development should be linked to the 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.

Continuous Quality Improvements

- Ends up with her own tasks needing to be done, even as she is helping others complete their tasks.
- Goes into teaching/helping mode too often.
- May get taken advantage of by others.





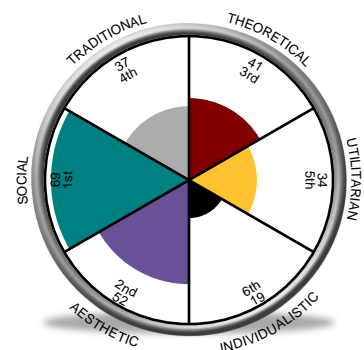
A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent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

General Characteristics

- Has a desire for harmony and artistry in her work and personal environment.
- Occasionally prefers some solitary time for personal reflection and rebalancing.
- Feels a win not just from a paycheck, but also from a work environment supportive of beauty, nature, or artistic expression.
- Registers an awareness of a variety of nuances in the surroundings before others are aware of them.
- Cares about the feelings of others on the team, and is supportive of their creative ideas.
- Form and harmony provide her with memorable experiences.
- Decorating her surroundings so they are visually pleasing is enjoyable to Cindy.

Value to the Organization

- Cindy will evaluate things based on both artistic beauty and usefulness.
- Believes that personal creativity is limited by external, not internal boundaries.
- Can bring creative ideas to the table.
- Has a desire to go beyond the required job description and to see things in new ways.
- Advances the cause or project by seeing things in ways that others miss.





Keys to Managing and Motivating

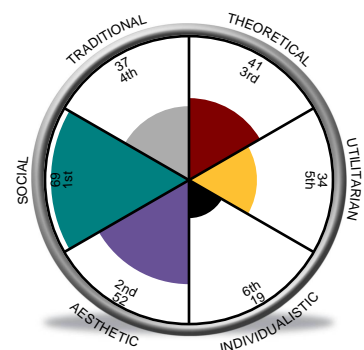
- Provide an environment in which there is opportunity to express a creative side, as well as a practical side.
- Remember that Cindy tends to like to be herself in the things she does, and may balk at constraints on her self-expression.
- Allow Cindy to share her creative nature as she chooses to offer.
- Cindy gets a high degree of motivation from seeing the totality, balance and harmony in situations, both with internal team members and with external customers and clients. Provide an outlet for this strength.
- Remember that Cindy brings a high creativity factor to the things she does. Amplify this strength.

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

- Tends to get bogged down in too much imagination and "what-if" scenarios at the expense of being practical.
- Could use a greater sense of the realistic and practical side of organizational operations.
- May get into creative mode too much, with little feeling for the practical side of organizational situations and efforts.





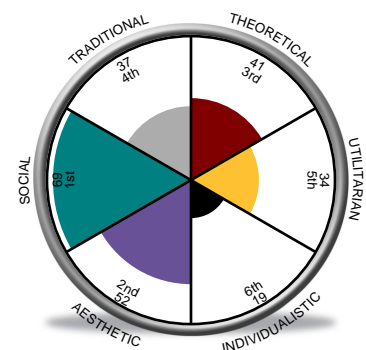
The primary drivers with this value are the discovery of KNOWLEDGE and appetite for LEARNING. In pursuit of this value, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests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

General Characteristics

- Her Theoretical need is not the most important or primary driving values factor.
- Cindy may provide a balance between the very high theoretical approaches, and the very low approaches, and be able to communicate with each side.
- Is able to understand the needs of big picture issues, and appreciate the needs of trivial or minute issues without being an extremist.
- Brings a sense of balance and stability to a variety of technical issues impacting the team.
- Cindy typically won't get bogged down in minutia, nor will she ignore the details when decision-making.

Value to the Organization

- Cindy demonstrates awareness of the necessary technical features, and responds as needed on-the-job.
- Brings flexibility to the team; that is, being detail-oriented when necessary, and being practically-oriented other times.
- Is a stabilizing force on the team.
- Is able to appreciate the needs of both the higher and lower Theoretical.
- Shows curiosity about technical details without getting bogged down.





Keys to Managing and Motivating

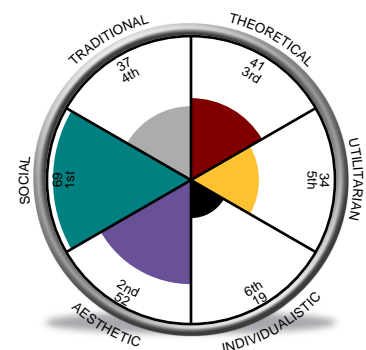
- Remember that she has the ability to be a balancing and stabilizing agent on high knowledge-driven tasks/assignments/projects.
- Cindy brings a knowledge-drive typical of many business professionals.
- Include the perspective she brings in order to gain a middle-ground understanding.
- Check for other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

Training, Professional Development & Learning Insights

- Is able to see the need for training, and also realizes the importance of practical information.
- Understands the needs of the high Theoreticals who want more information, and the lower Theoreticals who want only the necessary information.
- Please check other areas of higher or lower values drive for additional insight into professional development needs.

Continuous Quality Improvements

- May need to be a bit more demonstrative on some complex theoretical issues.
- May be asked to take a firmer stand or position on team initiatives.
- May need to examine other values drives to determine the importance of this Theoretical drive factor.





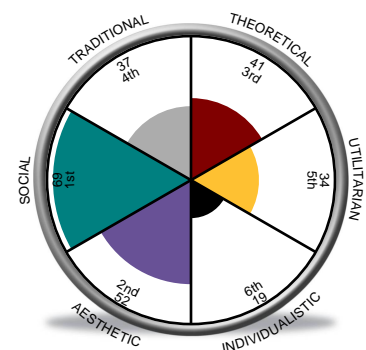
The highest interest for this value may be called "unity," "order," or "tradition." Individuals with high scores in this value seek a system for living. This system can be found in such things as conservatism or any authority that has defined rules, regulations and principles for living.

General Characteristics

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

Value to the Organization

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





Keys to Managing and Motivating

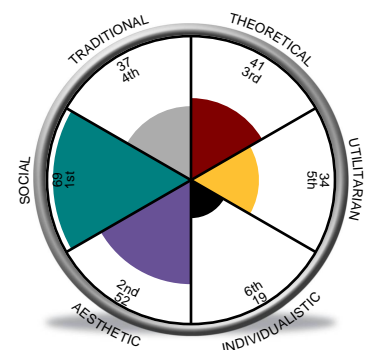
- Remember that Cindy has the flexibility to follow procedures when necessary, and to set new procedures when necessary.
- Support the strength that Cindy brings to the team in being a stabilizing force between those who want to follow protocol and those who want to challenge the protocol.
- Remember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

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

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





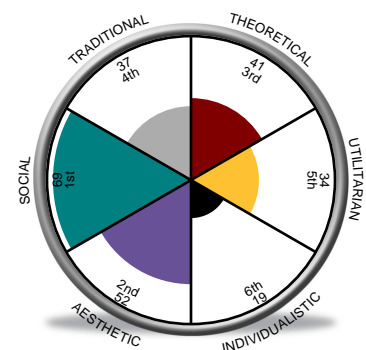
The Utilitarian/Economic score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This value includes the practical affairs of the business world - the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

General Characteristics

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

Value to the Organization

- Sees a wider spectrum of the picture, not just the economic view.
- Has a high want, desire, and need to help people. (Internal or external to the organization.)
- Sensitive and responsive to the "people-side" of work related activities.
- Excellent team player and team member.
- Has an attitude of "We're all in this together, so let's work together."





Keys to Managing and Motivating

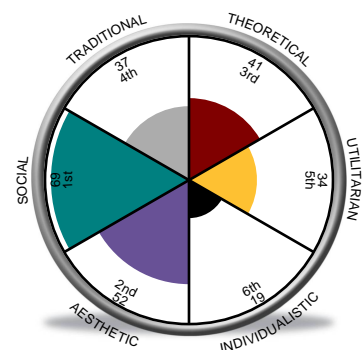
- Provide a variety of work projects or tasks.
- Avoid mundane tasks.
- Provide options for taking on tough challenges.
- Provide sincere recognition for contributions.
- Consider the strengths of the "total person" when considering rewards and incentives. Perhaps consider intangible or environmental rewards.

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

- Cindy needs to learn to say "no" more often.
- Avoid spreading self too thin by taking on responsibilities that could be delegated to others.
- Tends to over commit both on and off the job, such as with community organizations, etc.





INDIVIDUALISTIC/POLITICAL

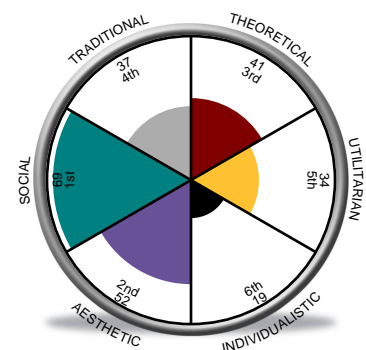
The primary interest for this value is POWER. Research studies indicate that leaders in most fields have a high power value. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however,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

General Characteristics

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

Value to the Organization

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





INDIVIDUALISTIC/POLITICAL

Keys to Managing and Motivating

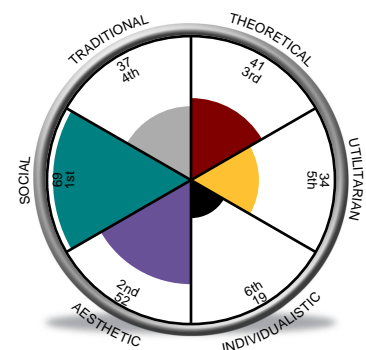
- Allow for choices as to extent and visibility of team membership or leadership that she might desire.
- Provide support for complete follow-through on project tasks.
- Cindy tends to demonstrate a high degree of teamwork and support for team efforts over the long haul. Take this into account when planning team projects.
- Don't force leadership roles or increased authority unless mutually agreed upon.
- Remember behind-the-scenes efforts and contributions, and recognize those with sincere appreciation.

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

- May need to take a stronger stand on team issues that impact her workload or the parameters of her job responsibilities.
- Cindy may not be heard the first time by the team. She may need to speak up a second or third time if necessary in order to be acknowledged.
- As opinion is formed after careful consideration, she may need to be more willing to share that opinion with others.



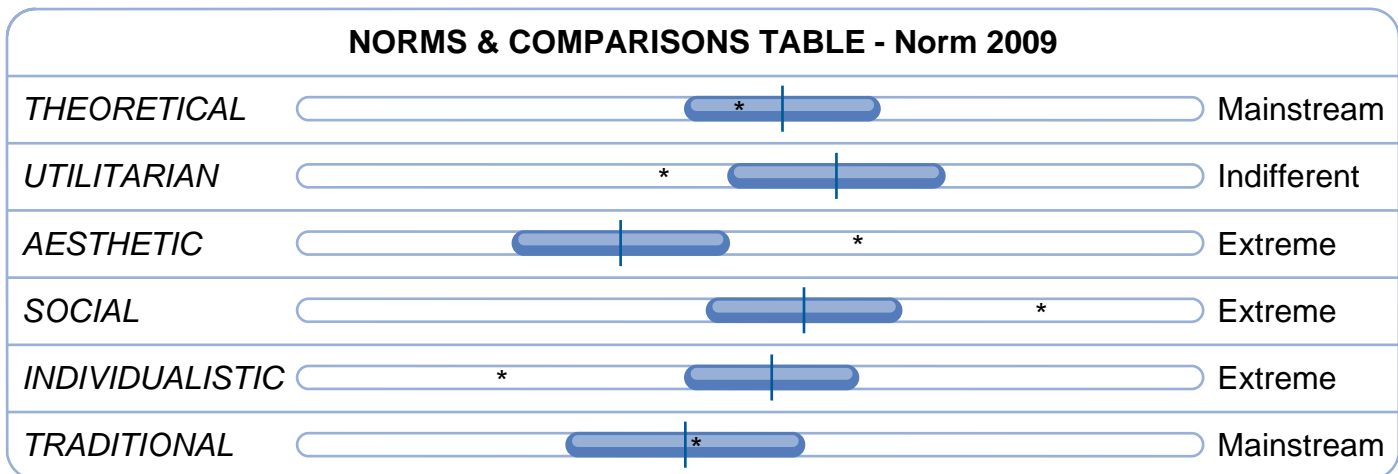


MOTIVATORS - NORMS & COMPARISONS

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

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

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



 - 68 percent of the population | - national mean * - your score

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



MOTIVATORS - NORMS & COMPARISONS

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

- You have a strong desire to become all you can be (self actualization). You will tend to strive for balance, form and harmony in all areas of your life. Others may not understand your subjective way of reasoning and may feel you are somewhat unrealistic. Your appreciation of the world around you and the environment may appear extreme to them.
- You have a very strong desire to help eliminate pain and conflict in the world, even to the point of personally taking on the pain of others. You will tend to give freely of your time, talent and resources expecting little or nothing in return. Others may believe you are a "doormat," always giving everything away to whoever walks in the front door, unwilling to look out for yourself or your family. They may believe you are weak and easily taken advantage of...a bleeding heart.

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

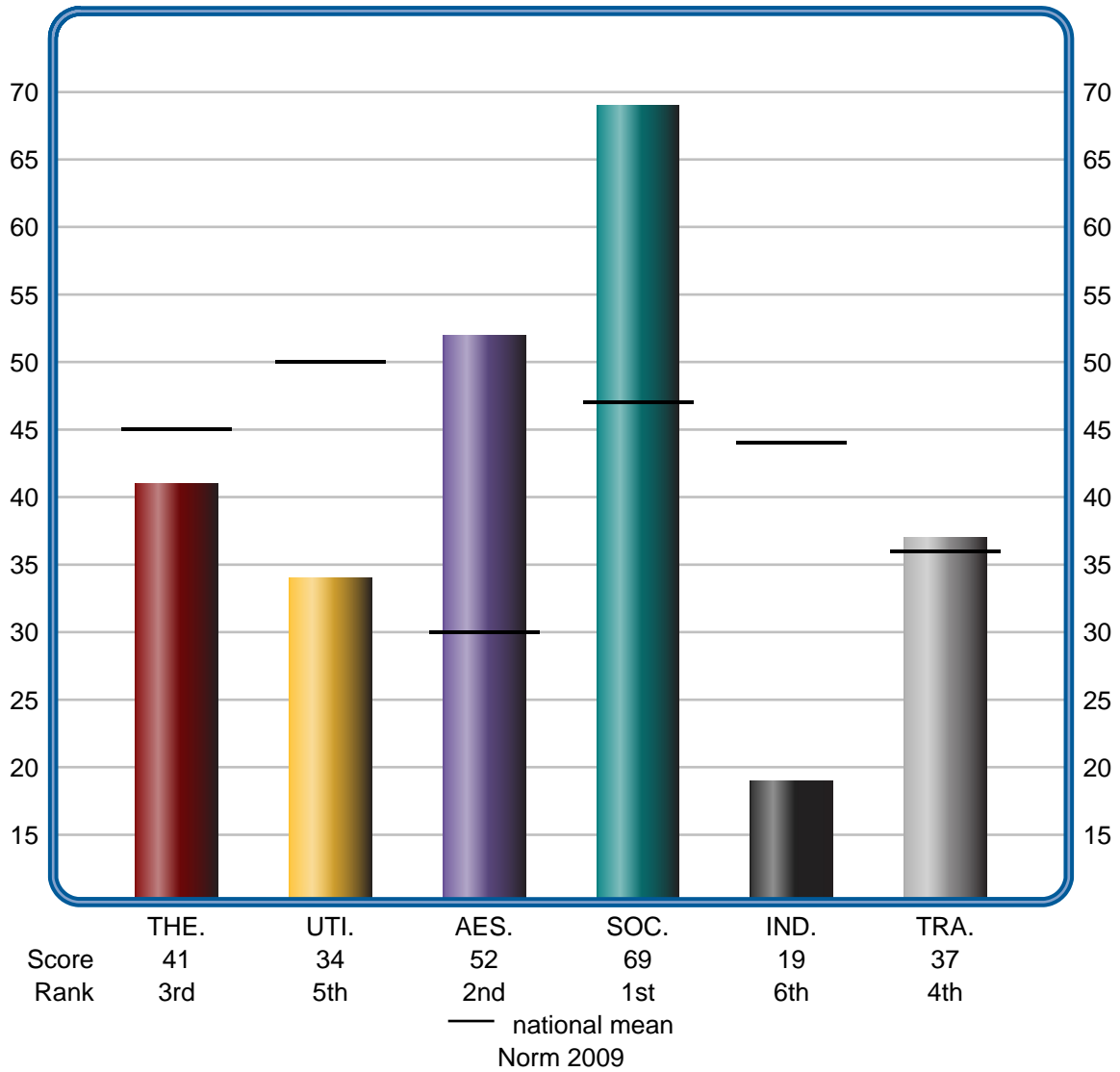
- Understanding people who view the world based on return on investment will frustrate you. Other things are more important to you.
- You can be frustrated by others who are always jockeying for position and control.



Cindy Carter

Company Inc.

5-10-2010

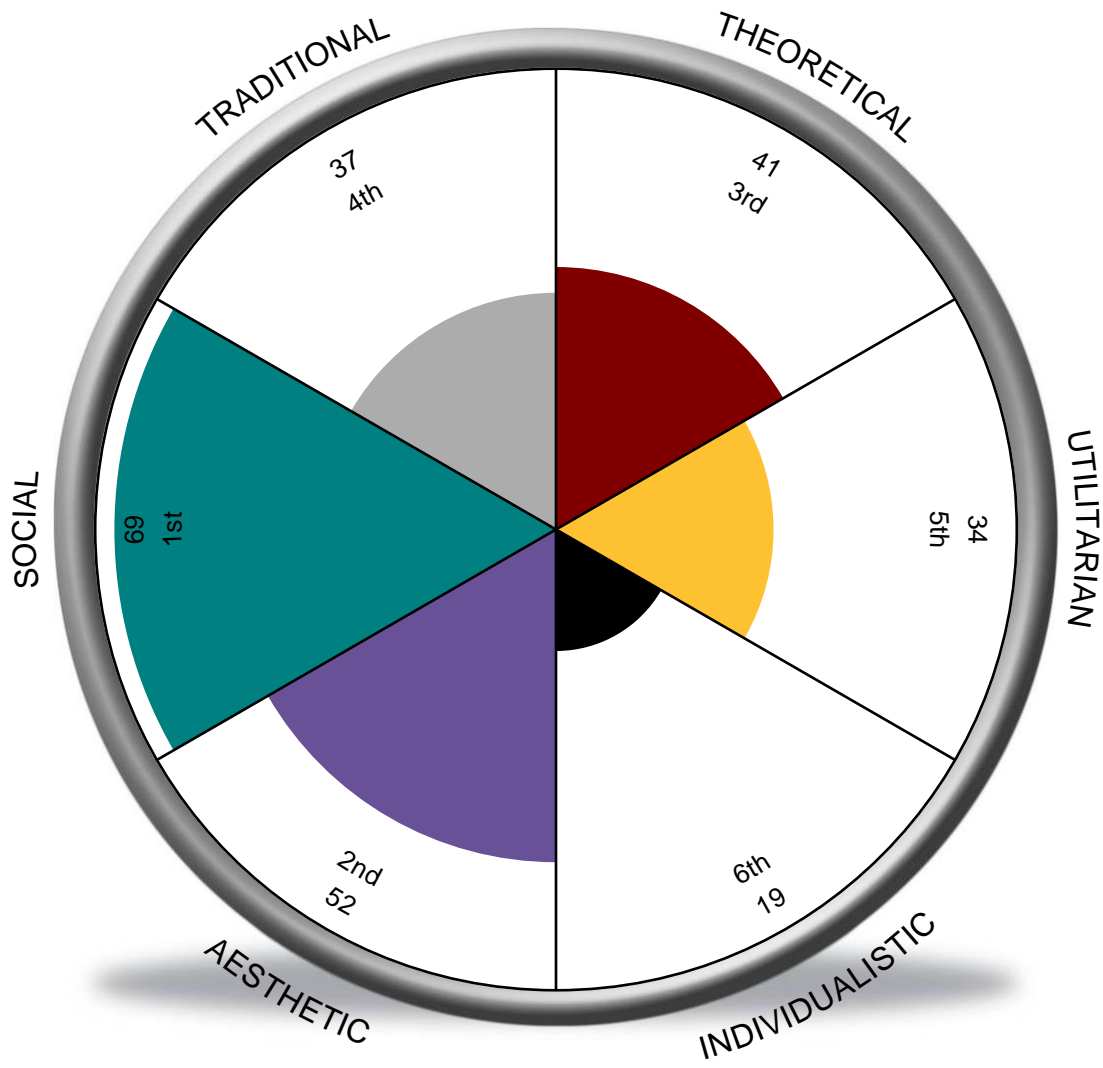




Cindy Carter

Company Inc.

5-10-2010





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

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

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

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

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



QUALITY IMPROVEMENT ACTION PLAN

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

Action Point 1: Things I will keep on doing.

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

- 1.
- 2.
- 3.

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

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

- 1.
- 2.

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

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

- 1.

Today's Date: _____

Date to review with mentor or peer: _____



TEAM BUILDING SUMMARY OF WORKPLACE VALUES

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

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

General Characteristics

1. Theoretical _____
2. Utilitarian/Economic _____
3. Aesthetic _____
4. Social/Altruistic _____
5. Individualistic/Political _____
6. Traditional/Regulatory _____

Value to the Organization

1. Theoretical _____
2. Utilitarian/Economic _____
3. Aesthetic _____
4. Social/Altruistic _____
5. Individualistic/Political _____
6. Traditional/Regulatory _____



TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Keys to Managing and Motivating:

1. Theoretical _____

2. Utilitarian/Economic _____

3. Aesthetic _____

4. Social/Altruistic _____

5. Individualistic/Political _____

6. Traditional/Regulatory _____

Training, Professional Development and Learning Insights:

1. Theoretical _____

2. Utilitarian/Economic _____

3. Aesthetic _____

4. Social/Altruistic _____

5. Individualistic/Political _____

6. Traditional/Regulatory _____



TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Continuous Quality Improvement:

1. Theoretical _____

2. Utilitarian/Economic _____

3. Aesthetic _____

4. Social/Altruistic _____

5. Individualistic/Political _____

6. Traditional/Regulatory _____

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

1. _____

2. _____
