



TTI  
SUCCESS  
INSIGHTS®

# Behaviors and Motivators

## Management-Staff Version

**Samuel Sample**

VP of Samples

TTI

7-23-2025

# Introduction



## Where Opportunity Meets Talent

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

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

### Behaviors

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

### Motivators

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

# Introduction

## Behaviors



**Behavioral research suggests that the most effective people are those who understand their strengths and weaknesses, because they can best 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 which are true and areas of behavior in which tendencies are shown. Feel free to delete any statement from the report that may not apply, but only after checking with friends or colleagues to see if they agree.

*All people exhibit all four behavioral factors to varying degrees of intensity.*

–W.M. Marston

# Behavioral Characteristics



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

Samuel embraces visions not always seen by others. Samuel's creative mind allows him to see the "big picture." He is goal-oriented and driven by results. He is the team member who will try to keep the others on task. Most people see him as a high risk-taker. His view is, "nothing ventured, nothing gained." He prefers an environment with variety and change. He is at his best when many projects are underway at once. Samuel is extremely results-oriented, feeling a sense of urgency to complete projects quickly. He is deadline conscious and becomes irritated if deadlines are delayed or missed. Many people see him as a self-starter dedicated to achieving results. He needs to learn to relax and pace himself. He may expend too much energy trying to control himself and others. Samuel seeks his own solutions to problems. In this way, his independent nature comes into play. He is a goal-oriented individual who believes in harnessing people to achieve goals. He needs people with other strengths on his team.

Samuel will work long hours until a tough problem is solved. After it is solved, Samuel may become bored with any routine work that follows. He likes to make decisions quickly. He is a good problem solver and troubleshooter, always seeking new ways to solve old problems. He prefers authority equal to his responsibility. Samuel is decisive and prefers to work for a decisive manager. He can experience stress if his manager does not possess similar traits. He should realize that at times he needs to think a project through, beginning to end, before starting the project. Sometimes he may be so opinionated about a particular problem that he has difficulty letting others participate in the process. He has the unique ability of tackling tough problems and following them through to a satisfactory conclusion.

Samuel tends to be intolerant of people who seem ambiguous or think too slowly. He challenges people who volunteer their opinions. His creative and active mind may hinder his ability to communicate to others effectively. He may present the information in a form that cannot be easily understood by some people. He may sometimes



# Behavioral Characteristics

## Continued



mask his feelings in friendly terms. If pressured, Samuel's true feelings may emerge. Samuel may lack the patience to listen and communicate with slower acting people. He should exhibit more patience and ask questions to make sure that others have understood what he has said. He may lose interest in what others are saying if they ramble and fail to speak to the point. His active mind is already moving ahead. He tends to influence people by being direct, friendly, and results-oriented.



# Value to the Organization



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

- ✓ 1. Thinks big.
- ✓ 2. Self-starter.
- ✓ 3. Forward-looking and future-oriented.
- ✓ 4. Ability to change gears fast and often.
- ✓ 5. Accomplishes goals through people.
- ✓ 6. Usually makes decisions with the bottom line in mind.
- ✓ 7. Will join organizations to represent the company.
- ✓ 8. Sense of urgency.



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

## Ways to Communicate

- ✓ 1. Give strokes for his involvement.
- ✓ 2. Understand his sporadic listening skills.
- ✓ 3. Put projects in writing with deadlines.
- ✓ 4. Support the results, not the person, if you agree.
- ✓ 5. Support and maintain an environment where he can be efficient.
- ✓ 6. Present the facts logically; plan your presentation efficiently.
- ✓ 7. Be specific and leave nothing to chance.
- ✓ 8. Read the body language—look for impatience or disapproval.
- ✓ 9. Verify that the message was heard.
- ✓ 10. Come prepared with all requirements, objectives, and support material in a well-organized "package."
- ✓ 11. Provide time for fun and relaxing.
- ✓ 12. Ask specific (preferably "what?") questions.



# Checklist for Communicating

## Continued



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

### Ways NOT to Communicate

1. Ramble or waste his time.
2. Assume he heard what you said.
3. Ask rhetorical questions or useless ones.
4. Try to build personal relationships.
5. Come with a ready-made decision or make it for him.
6. Let him change the topic until you are finished.
7. Reinforce agreement with "I'm with you."
8. Forget to follow-up.
9. Use a paternalistic approach.
10. Try to convince by "personal" means.
11. Be redundant.
12. Let disagreement reflect on him personally.



# Communication Tips



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

## C Compliance

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

## D Dominance

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

## S Steadiness

*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, non-threateningly.
- ✓ Ask "how?" questions to draw their opinions.
- ✗ Rushing headlong into business.
- ✗ Being domineering or demanding.
- ✗ Forcing them to respond quickly to your objectives.

## I Influence

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

# Ideal Environment



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

- ✓ 1. Working for a manager who makes quick decisions.
- ✓ 2. Freedom from long, detailed reports.
- ✓ 3. Evaluation based on results, not the process.
- ✓ 4. Support team with a sense of urgency.
- ✓ 5. Freedom from controls, supervision, and details.
- ✓ 6. Activities and more activities.
- ✓ 7. Forum to express ideas and viewpoints.
- ✓ 8. An innovative and futuristic-oriented environment.



# Perceptions



## See Yourself As Others See You

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



### Samuel usually sees himself as being:

- ✓ Pioneering
- ✓ Assertive
- ✓ Competitive
- ✓ Confident
- ✓ Positive
- ✓ Winner



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

- ✓ Demanding
- ✓ Nervy
- ✓ Egotistical
- ✓ Aggressive



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

- ✓ Abrasive
- ✓ Controlling
- ✓ Arbitrary
- ✓ Opinionated

# Descriptors



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

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

# Natural & Adapted Style



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

## Problems & Challenges

### Natural

Samuel tends to deal with problems and challenges in a demanding, driving, and self-willed manner. He is individualistic in his approach and actively seeks goals. Samuel will attack problems and likes a position with authority and work that will constantly challenge him to perform up to his ability.

### Adapted

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

## People & Contacts

### Natural

Samuel is enthusiastic about his ability to influence others. He prefers an environment in which he has the opportunity to deal with different types of individuals. Samuel is trusting and also wants to be trusted.

### Adapted

Samuel feels the environment calls for him to be sociable and optimistic. He will trust others and wants a positive environment in which to relate.

# Natural & Adapted Style



## Pace & Consistency

### Natural

Samuel is comfortable in an environment that is constantly changing. He seeks a wide scope of tasks and duties. Even when the environment is frantic, he can still maintain a sense of equilibrium. He is capable of taking inconsistency to a new height and to initiate change at the drop of the hat.

### Adapted

Samuel sees his natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency.



## Procedures & Constraints

### Natural

Samuel is independent by nature and somewhat self-willed. He is open to new suggestions and can, at times, be seen as somewhat freewheeling. He is most comfortable in an environment where the constraints can be "loosened" for certain situations.

### Adapted

Samuel sees the environment with few constraints. He feels the necessity to rebel at too many constraints and may even flaunt this independence.

# Adapted Style



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

- ✓ 1. Questioning the status quo and seeking more effective ways of accomplishment.
- ✓ 2. A competitive environment combined with a high degree of people skills.
- ✓ 3. Quickly responding to crisis and change with a strong desire for immediate results.
- ✓ 4. Exhibiting an active and creative sense of humor.
- ✓ 5. Moving quickly from one activity to another.
- ✓ 6. Having the ability to see the "big picture" as well as the small pieces of the puzzle.
- ✓ 7. A good support team to handle paperwork.
- ✓ 8. Dealing with a wide variety of work activities.
- ✓ 9. Skillful use of vocabulary for persuasive situations.
- ✓ 10. Working without close supervision.
- ✓ 11. Handling a variety of activities.



# Keys to Motivating



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

## Samuel wants:

- ✓ 1. More time in the day.
- ✓ 2. Changing environments in which to work and play.
- ✓ 3. Travel or changing work stations.
- ✓ 4. Big picture approaches.
- ✓ 5. A wide scope of activities.
- ✓ 6. Opportunity for rapid advancement.
- ✓ 7. Prestige, position, and titles so he can control the destiny of others.
- ✓ 8. Opportunity to verbalize his ideas and demonstrate his skills.
- ✓ 9. New challenges and problems to solve.
- ✓ 10. Outside activities so there is never a dull moment.
- ✓ 11. Support system to help with details and follow through.
- ✓ 12. A variety of work activities.
- ✓ 13. To be seen as a leader.



# Keys to Managing



*In this section are some needs which must be met in order for Samuel to perform at an optimum level. Some needs can be met by himself, 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 Samuel and identify 3 or 4 statements that are most important to him. This allows Samuel to participate in forming his own personal management plan.*

## Samuel needs:

- ✓ 1. To display empathy for people who approach life differently than he does.
- ✓ 2. An awareness of the parameters or rules in writing.
- ✓ 3. Budgets to help prioritize his purchases.
- ✓ 4. A work environment with many activities.
- ✓ 5. Systems to follow.
- ✓ 6. To adjust his intensity to match the situation.
- ✓ 7. Appreciation of slower-moving people.
- ✓ 8. Consistency.
- ✓ 9. Vacations or periods of reduced activity level.
- ✓ 10. Deadlines for completion of work.
- ✓ 11. To pace himself.





# 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.

## 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:

1. Do not want to give up control
2. Do not trust the abilities of others
3. Do not understand the abilities of others
4. Fear the talents of others
5. Do not want to overload others

### Possible Solutions:

1. Train and mentor others
2. Develop a support team
3. Give people the opportunity to help
4. Recognize the time spent training others on routine tasks will result in gained cumulative time for higher priority tasks

## 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:

1. Desire to solve problems quickly and sometimes without adequate information
2. Lack of delegation
3. Lack of standard operating procedures
4. Poor/wrong priorities
5. Failure to fit intensity to the situation



# Time Wasters

## Continued



### Possible Solutions:

1. Establish a plan
2. Create operational procedures for tasks and known problems
3. Establish a "management by objectives" approach

## Lack of a Written Plan

*A plan in this context may be an overall business plan including mission, goals, objectives, task requirements and utilization of resources. It may also simply mean written priorities and a written daily plan of action.*

### Possible Causes:

1. Action oriented, want to get things done now
2. Priorities keep changing (self- or other-imposed)
3. Have been successful without a plan in the past
4. Want to "go with the flow" and not be stifled by a written daily agenda

### Possible Solutions:

1. Write down personal and job-related values and prioritize them
2. Write out a long-term plan that will support those values
3. Recognize that by having priorities clearly in mind, constant change will be replaced with change-by-design

## 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:

1. Lack planning
2. Place unrealistic time requirements on people and tasks
3. Always looking for problems to solve



# Time Wasters

## Continued



### Possible Solutions:

1. Have a well defined operational plan
2. Target key individuals to handle specific problems
3. Ask for recommendations from key people
4. Delegate authority and responsibility when possible

## Snap Decisions

*Snap decisions in this context are those decisions that are made too quickly without having all the necessary information.*

### Possible Causes:

1. Impatience overrides need to wait for more information
2. Try to do too much
3. Failure to plan in advance
4. Lack specific goals

### Possible Solutions:

1. Ask for recommendations
2. Establish process for decisions prior to situation occurring
3. Establish standard operating procedures and alternative procedures for possible problems



# Areas for Improvement



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

## Samuel has a tendency to:

- ✓ 1. Dislike routine work or routine people—unless he sees the need to further his goals.
- ✓ 2. Keep too many balls in the air; if his support is weak, he will have a tendency to drop some of those balls.
- ✓ 3. Have no concept of the problems that slower-moving people may have with his style.
- ✓ 4. Have trouble delegating—can't wait, so does it himself.
- ✓ 5. Be so concerned with the big picture that he forgets to see the details.
- ✓ 6. Blame, deny, and defend his position—even if it is not needed.
- ✓ 7. Resist participation as part of the team, unless seen as a leader.
- ✓ 8. Make "off the cuff" remarks that are often seen as personal prods.
- ✓ 9. Be disruptive because of his innate restlessness and disdain for sameness.



# Action Plan

## Professional Development



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

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

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

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---

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

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---

# 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)

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

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---

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

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

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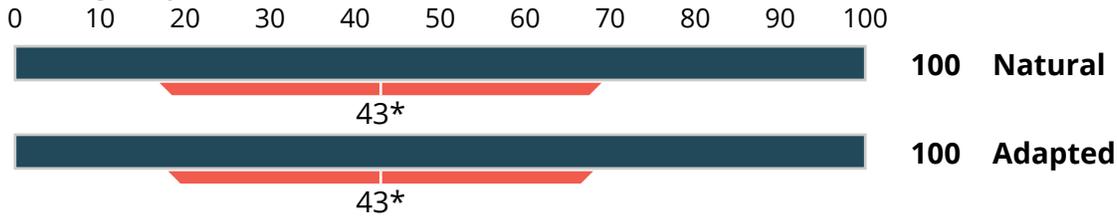
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# Behavioral Hierarchy

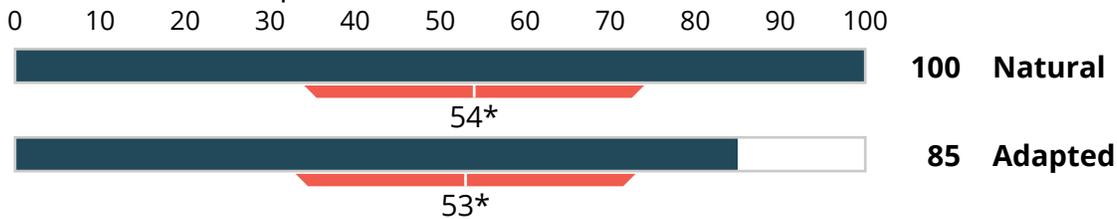


The Behavioral Hierarchy graph will display a ranking of your natural behavioral style within a total of twelve (12) areas commonly encountered in the workplace. It will help you understand in which of these areas you will naturally be most effective.

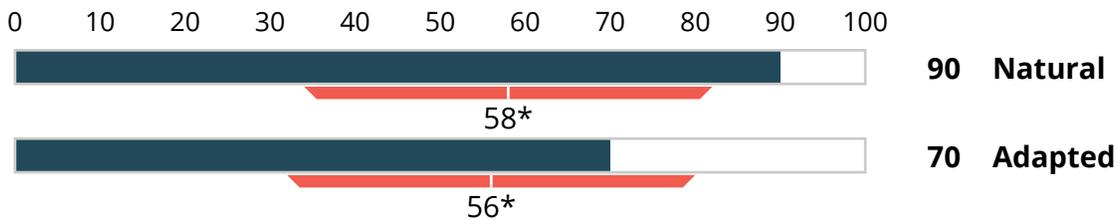
## 1. Urgency - Take immediate action.



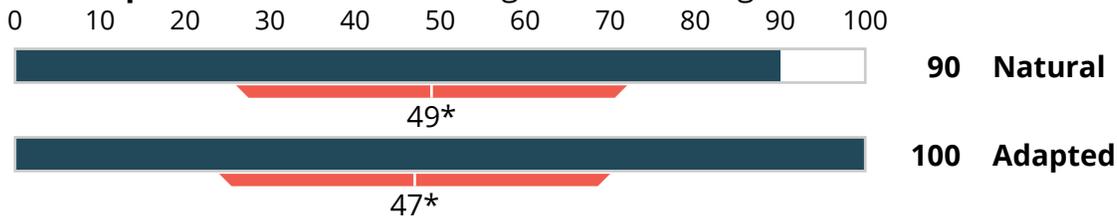
## 2. Versatile - Adapt to various situations with ease.



## 3. Interaction - Frequently engage and communicate with others.



## 4. Competitive - Want to win or gain an advantage.



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

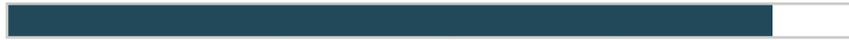
# Behavioral Hierarchy

## Continued



### 5. Frequent Change - Rapidly shift between tasks.

0 10 20 30 40 50 60 70 80 90 100



90 Natural

52\*



88 Adapted

51\*

### 6. People-Oriented - Build rapport with a wide range of individuals.

0 10 20 30 40 50 60 70 80 90 100



60 Natural

64\*



50 Adapted

62\*

### 7. Customer-Oriented - Identify and fulfill customer expectations.

0 10 20 30 40 50 60 70 80 90 100



43 Natural

63\*



37 Adapted

62\*

### 8. Persistence - Finish tasks despite challenges or resistance.

0 10 20 30 40 50 60 70 80 90 100



30 Natural

62\*



35 Adapted

63\*

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

# Behavioral Hierarchy

## Continued



### 9. Analysis - Compile, confirm and organize information.

0 10 20 30 40 50 60 70 80 90 100



25 Natural



35 Adapted

### 10. Following Policy - Adhere to rules, regulations, or existing methods.

0 10 20 30 40 50 60 70 80 90 100



25 Natural



28 Adapted

### 11. Organized Workplace - Establish and maintain specific order in daily activities.

0 10 20 30 40 50 60 70 80 90 100



22 Natural



25 Adapted

### 12. Consistent - Perform predictably in repetitive situations.

0 10 20 30 40 50 60 70 80 90 100



20 Natural



25 Adapted

SIA: 94-62-12-25 (11) SIN: 93-82-06-38 (12)

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

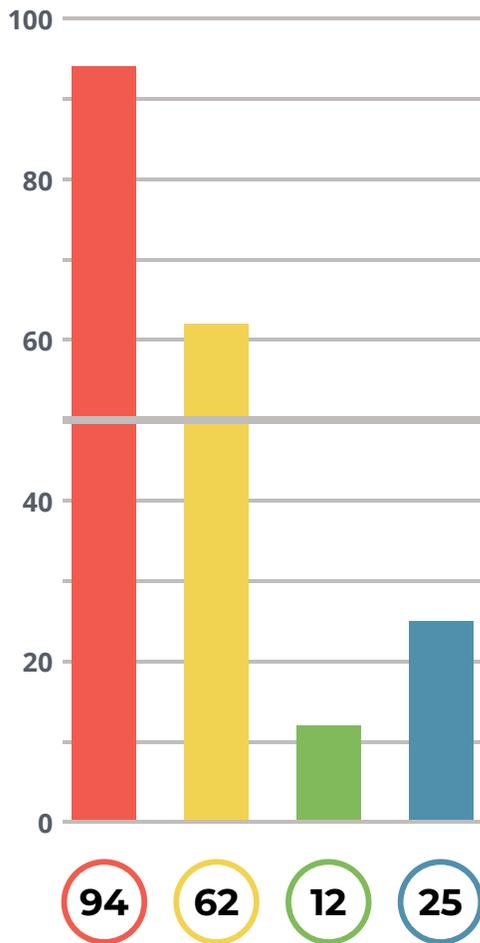
# Style Insights® Graphs



Graph I

## Adapted Style

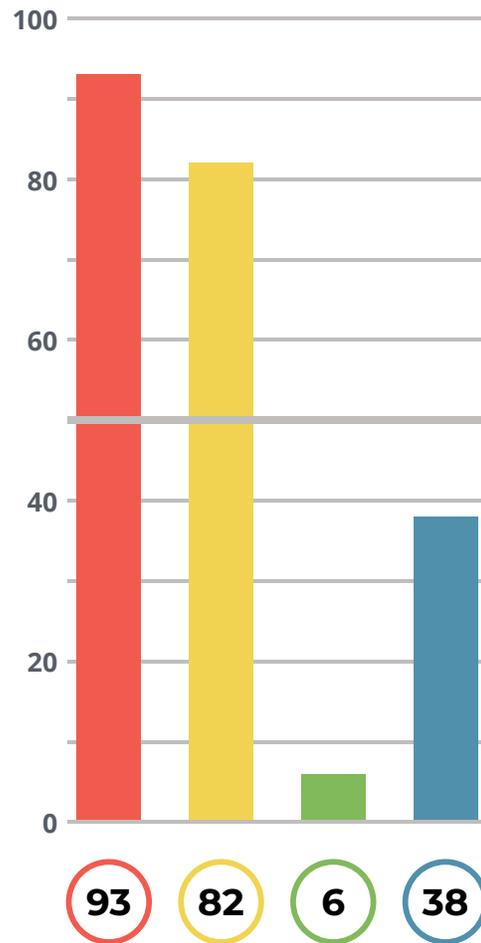
**D**   **I**   **S**   **C**



Graph II

## Natural Style

**D**   **I**   **S**   **C**



Norm 2021 R4  
7-23-2025  
T: 7:12

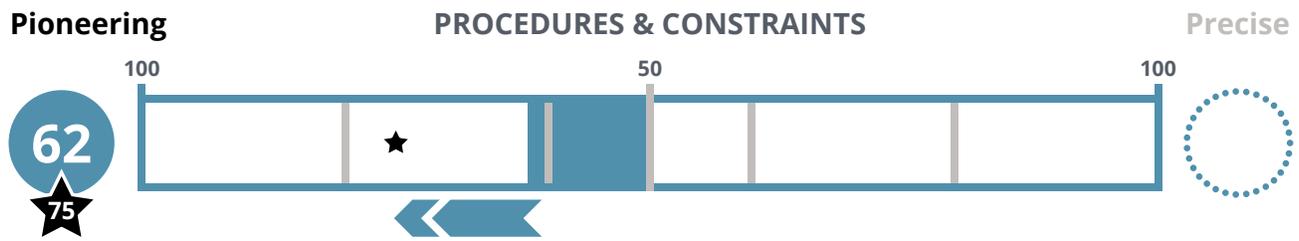
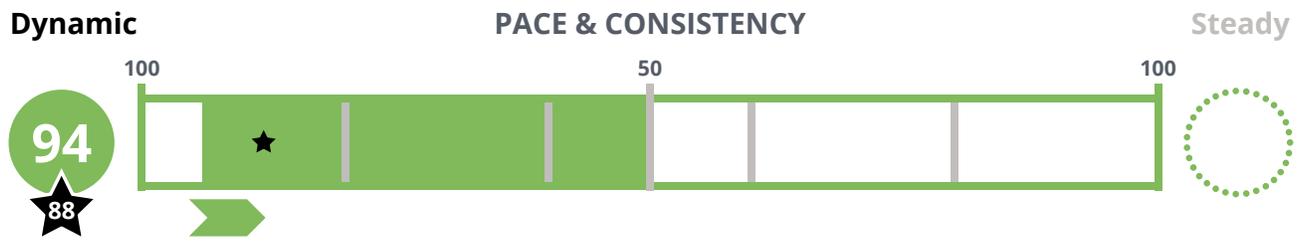
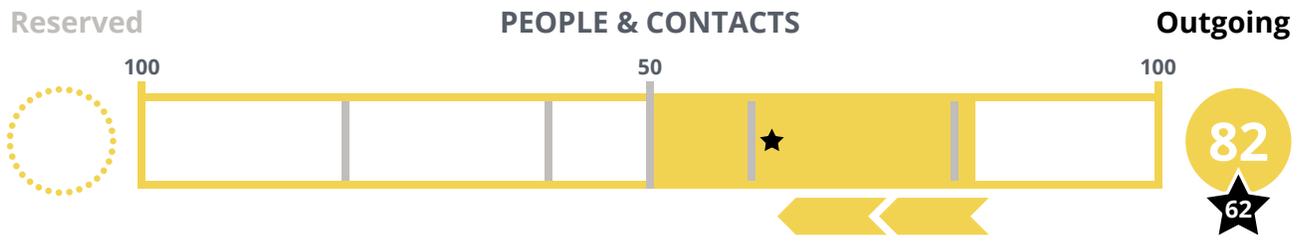
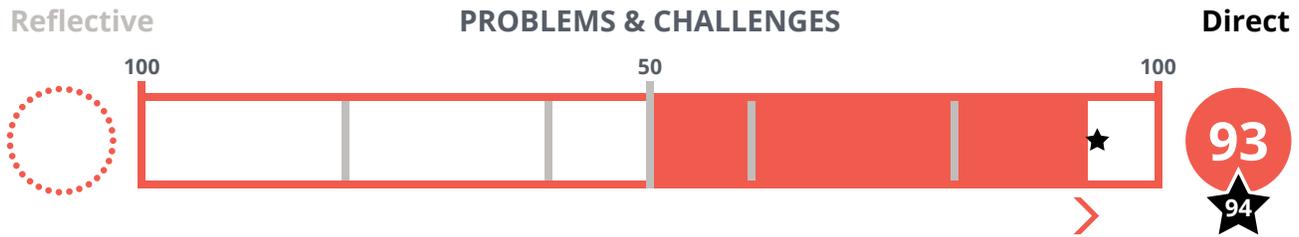
**Samuel Sample**

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# Behavioral Continuum



Everyone has a varying level of the four main behavioral factors that create their own personal style. Each side of those factors lives on a continuum, and the combination influences individuals' levels of engagement in different situations. The graph below is a visual representation of where Samuel falls within each continuum.



★ Adapted Position  
 ◀ Adapted Movement

Norm 2021 R4  
 7-23-2025  
 T: 7:12

**Samuel Sample**

# The TTI Success Insights® Wheel



The TTI Success Insights® Wheel is a powerful tool first 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 to which you are adapting your behavior.

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.

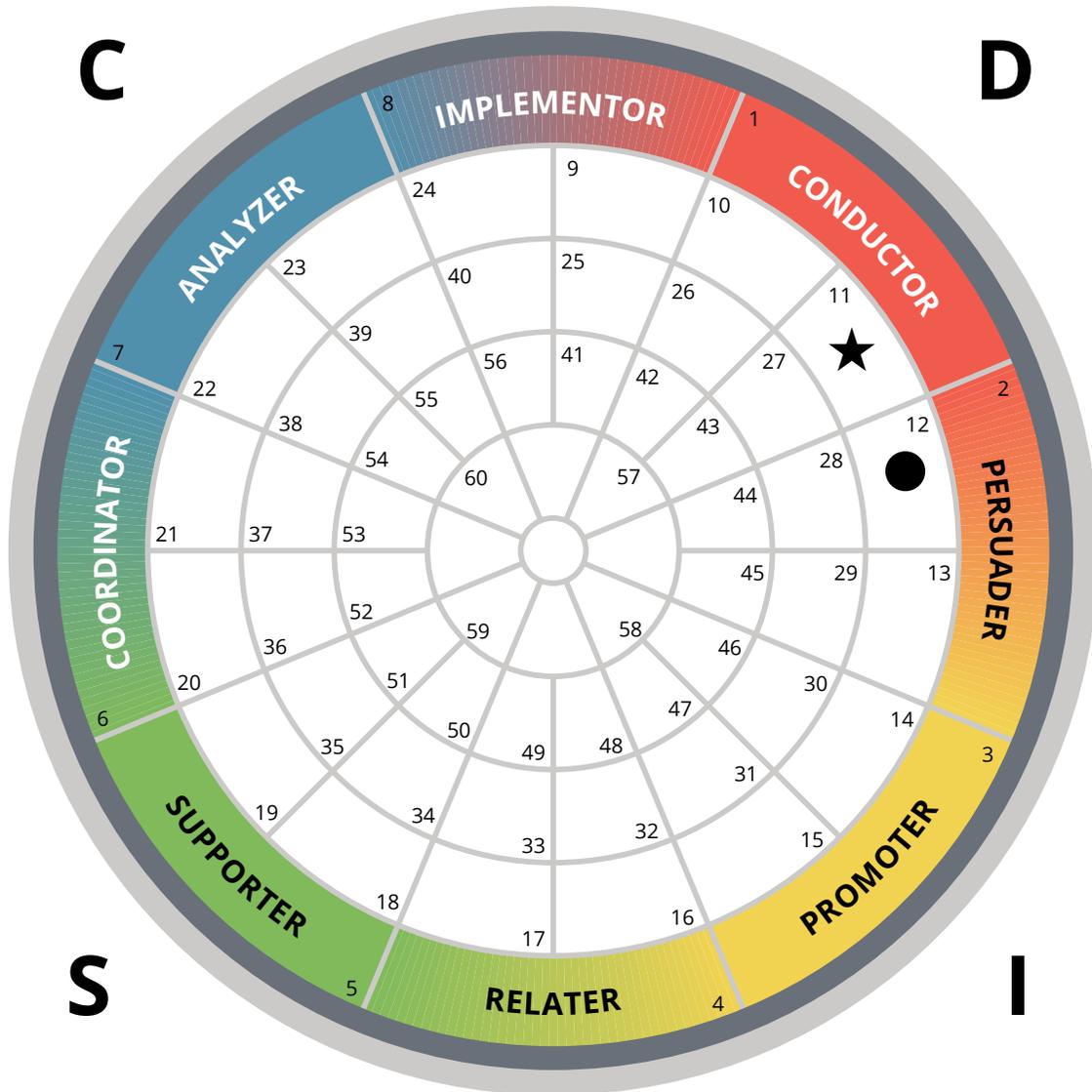
If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able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

# The TTI Success Insights® Wheel



Samuel Sample

TTI  
7-23-2025



Adapted: ★ (11) PERSUADING CONDUCTOR  
 Natural: ● (12) CONDUCTING PERSUADER  
 Norm 2021 R4

T: 7:12

# Introduction

## Motivators



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

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

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

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

- **Strong** - positive feelings that you need to satisfy either on or off the job.
- **Situational** - where your feelings will range from positive to indifferent based on other priorities in your life at the time. These motivators tend to become more important as your top motivators are satisfied.
- **Indifferent** - your feelings will be indifferent when related to your 5th or 6th motivator.

Your Personal Motivators Ranking		
1st	Utilitarian	<b>Strong</b>
2nd	Individualistic	<b>Strong</b>
3rd	Aesthetic	<b>Situational</b>
4th	Theoretical	<b>Situational</b>
5th	Traditional	<b>Indifferent</b>
6th	Social	<b>Indifferent</b>

# Introduction

## Motivators



### How to get the most from this report

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

### This report includes

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

# Utilitarian/Economic



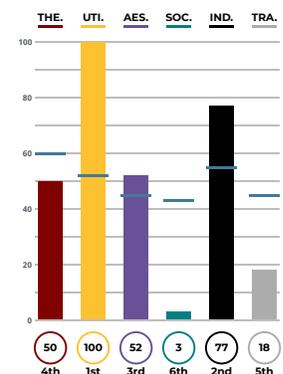
The Utilitarian/Economic score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves but for their present and future family. This value includes the practical affairs of the business world - the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

## General Characteristics

- Interested in what is practical and useful in achieving his vision of success.
- Goal-driven, especially financial goals.
- Interested in what is practical and useful in meeting goals (usually economic ones).
- Knowledge for the sake of knowledge may be viewed as a waste of time, talent, energy and creativity.
- When profit or project cost/benefits are examined, Samuel may take the position that the ends justify the means.
- May want to surpass others in wealth or materials.
- Needs for education and training to be practical and useful, with a profit or economic motive.

## Value to the Organization

- Able to multi-task in a variety of areas and keep important projects moving.
- Is profit-driven and bottom-line oriented.
- Is highly responsive to competition, challenges and economic incentives.
- High motivation to achieve and win in a variety of areas.
- Pays attention to R.O.I. (return on investment) in business or team activity.
- Highly productive.



Samuel Sample

# Utilitarian/Economic



## Keys to Managing and Motivating

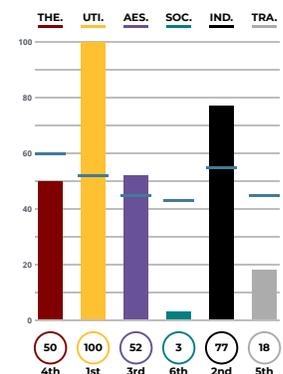
- Assure that economic rewards are fair, clearly communicated, and provide a high-end return for those willing to work for them.
- Be aware that for those who score in this very high range there is a potential for low company loyalty. Be certain to reward performance and encourage participation as an important member of the team.
- Reward high performance in tangible and monetary ways with individual and team recognition.
- Remember that Samuel has a keen ear to the revenue-clock. This may give him a keen economic awareness in projects and decision-making with the team.
- Provide recognition and rewards (e.g. bonuses) as soon as possible, not just at the end of the quarter or year.

## Training, Professional Development and Learning Insights

- If possible, build in some group competition as a part of the training activities.
- Link learning outcomes to the ability to become more effective in increasing earnings for both himself and the organization.
- Scores like those who want information that will help them increase bottom-line results and effectiveness.

## Continuous Quality Improvements

- Within this very high economic drive, there is a significant motivating factor in achieving goals. It may also become an insatiable need, especially in salespeople and others sharing this very high economic drive.
- Needs to hide the dollar signs in his eyes in order to establish the most appropriate rapport with others.
- Needs to work on balancing other Values scales and appreciating the strengths that others bring, even those who may not share this very strong Utilitarian/Economic drive.



Samuel Sample

# Individualistic/Political



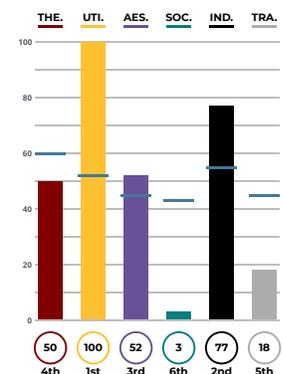
The primary interest for this value is **POWER**. Research studies indicate that leaders in most fields have a high power value. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, 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

- This high individualism may be demonstrated in a variety of observable ways: In creative problem solving, in a risk-taking attitude, etc.
- He surprises others with spontaneous ideas or responses.
- He experiences a feeling of accomplishment in being recognized for completing a tough assignment in a creative way.
- Enjoys work and assignments which give him stature in the eyes of others and evokes respect.
- Likes freedom in his own work area.
- Prefers to make his own decisions about how an assignment or project is to be accomplished.
- There is a tendency to push the envelope a bit in situations where winning is desired.
- Comfortable being in the limelight and enjoys demonstrating his uniqueness or creativity.

## Value to the Organization

- Brings creative ideas.
- Not afraid to take calculated risks.
- Desires to be an individual and celebrate differences.
- Brings a variety of different and energetic ideas to the workplace.
- Realizes that we are all individuals and have ideas to offer.
- Enjoys making presentations to small or large groups and is generally perceived as an engaging presenter by his audience.



Samuel Sample

# Individualistic/Political



## Keys to Managing and Motivating

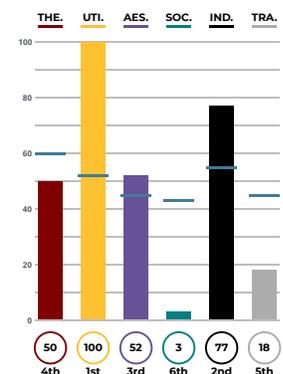
- Let him work with an idea, develop it and run with it for awhile before making a judgment call.
- Remember to build in a continuous opportunity to learn and progress.
- Be patient in allowing for expression of his uniqueness and sense of humor.
- Samuel brings a variety of strengths to the team that may not have been utilized. Explore the possibilities of expanding these opportunities.
- Be open to new ideas Samuel may offer and realize that he may do things a bit differently than standard operating procedure.

## Training, Professional Development and Learning Insights

- Learning and professional development activities should be flexible, having a wide variety of options.
- Attempt to provide enough creative space for him to express his uniqueness.
- Link some of the benefits of the learning activity to enhancing ability to make a special and unique contribution to the team.

## Continuous Quality Improvements

- Unique approaches do not always result in complete success and may cause conflict with others if sensitivity is not used.
- May spend excess time telling (or selling) an audience on his uniqueness, rather than discussing the topic at hand.
- Needs to listen more and speak less.



Samuel Sample

# Aesthetic



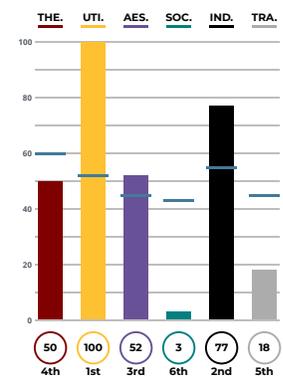
A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent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

## General Characteristics

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

## Value to the Organization

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



Samuel Sample

# Aesthetic



## Keys to Managing and Motivating

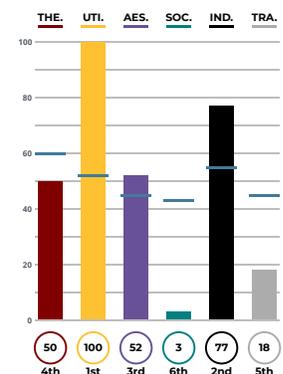
- Remember that he shows a practicality and realism regarding Aesthetic values and positions.
- This middle ground between the extremes of higher and lower Aesthetic issues may be an appropriate stabilizing force.
- Check for other Values drives that may be higher or lower than this Aesthetic value in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

## Training, Professional Development and Learning Insights

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

## Continuous Quality Improvements

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



Samuel Sample

# Theoretical



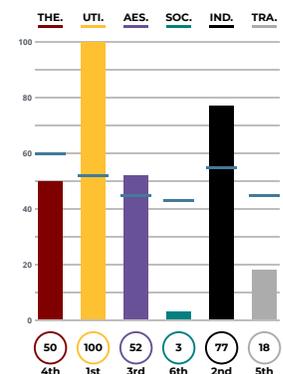
The primary drivers with this value are the discovery of KNOWLEDGE and appetite for LEARNING. In pursuit of this value, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests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

## General Characteristics

- His Theoretical need is not the most important or primary "driving values" factor.
- Samuel 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.
- Samuel typically won't get bogged down in minutia, nor will he ignore the details when decision-making.

## Value to the Organization

- Samuel 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 at 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.



Samuel Sample

# Theoretical



## Keys to Managing and Motivating

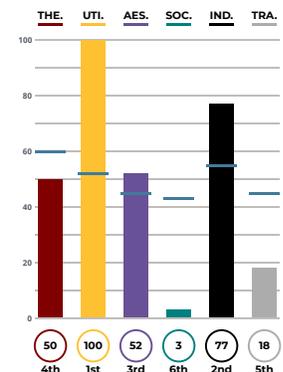
- Remember that he has the ability to be a balancing and stabilizing agent on high knowledge-driven tasks/assignments/projects.
- Samuel brings a knowledge drive typical of many business professionals.
- Include the perspective he brings in order to gain a middle-ground understanding.
- Check for other 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 rather flexible and accepting of most training programs offered in the organization.
- 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.



Samuel Sample

# Traditional/Regulatory



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

## General Characteristics

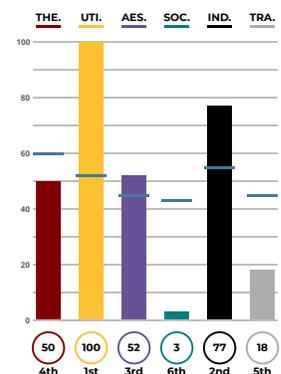
- An informal approach to rules and regulations.
- Realizes that sometimes rules need to be treated as guidelines with more flexible interpretations.
- Able to see the big picture and communicate it clearly to others.
- Is a very flexible problem-solver.
- Believes in experimentation and trying new things.
- Adjusts quickly to change and is flexible.
- Dislikes lists of rules and regulations.
- Shows good judgment in his ability to self-manage on tasks and projects.
- Questions authority.

## Value to the Organization

- Is always looking for efficient and logical solutions.
- Asks lots of questions.
- Desires to learn new methods and strategies.
- Is able to make decisions quickly in solving problems.
- Looks for creative solutions to problems.

## Keys to Managing and Motivating

- Prefers being allowed to make his own decisions about how the work will be done within his own authority or empowerment boundaries.
- Wants to be informed about events and changes within the organization.
- Allow as much freedom from detail (and sometimes paperwork) as possible, perhaps through support staff to assist in the necessary detail functions.
- Maximize use of his adaptability to new projects and ideas.
- Utilize his ability to see and communicate the big picture.



Samuel Sample

# Traditional/Regulatory

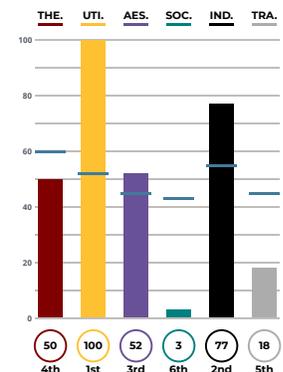


## Training, Professional Development and Learning Insights

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

## Continuous Quality Improvements

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



Samuel Sample

# Social/Altruistic



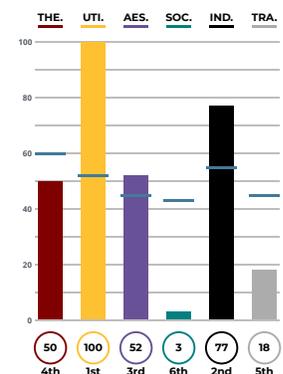
Those who score very high in this value have an inherent love of people. The Social/Altruistic person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic values cold and inhuman. Compared to the Individualistic value,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

## General Characteristics

- Other values tend to take a higher motivational priority than this Social/Altruistic scale.
- Shows a bottom-line practicality regarding helping others and sharing time and resources: there must be a set of mutual wins.
- Places a business "guard" on his trust level, perhaps as a result of being burned in the past and attempting not to let it happen again.
- Has a tendency to have a strong work ethic that is projected to others. "I've worked hard and have been persistent, and others should be able to do that for themselves."
- Has learned to say "No" when asked to do things that may not contribute to the bottom line (either his own or the organization's).
- May look at those scoring higher as selfless types who are giving their security away.
- Motivated and driven in Values areas other than the Social/Altruistic.

## Value to the Organization

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



Samuel Sample

# Social/Altruistic



## Keys to Managing and Motivating

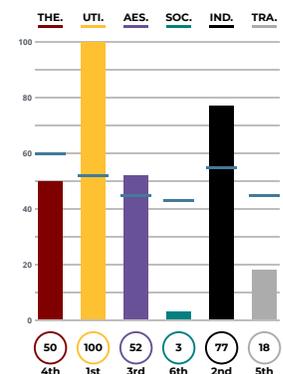
- Be careful not to overload assignments with too many coaching or counseling activities since he may not perceive an immediate business gain from those activities.
- Appeal to the practical side that Samuel shows.
- Samuel scores like those who set their own goals. Use those goals as primary motivators.
- Stay bottom-line oriented.
- Don't get lofty and theoretical with lots of rhetoric.

## Training, Professional Development and Learning Insights

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

## Continuous Quality Improvements

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



Samuel Sample

# Motivators Norms & Comparisons

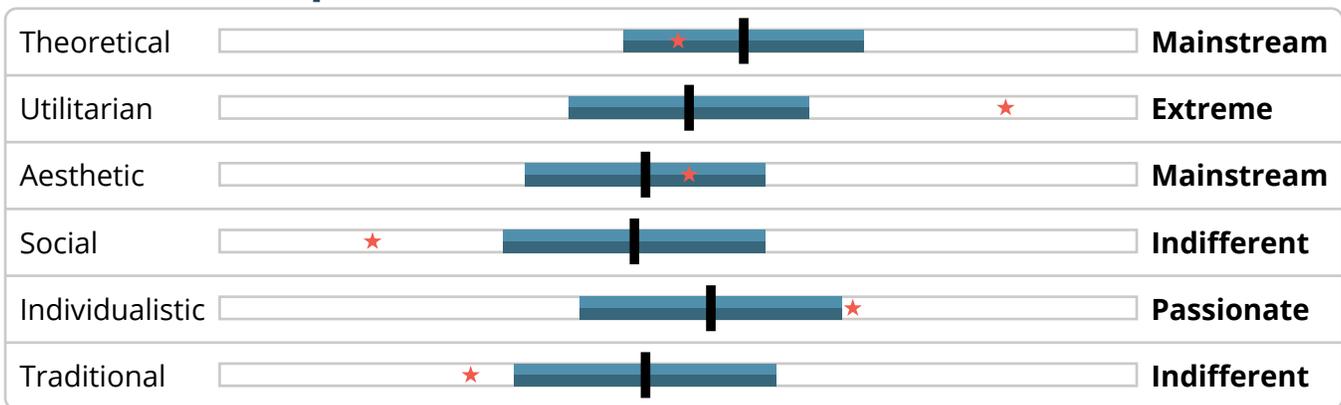


For years you have heard statements like, "Different strokes for different folks," "to each his own" and "people do things for their own reasons, not yours." When you are surrounded by people who share similar values, you will fit in with the group and be energized. However, when surrounded by people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

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

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

## Norms & Comparisons Table - Norm 2021



- 1st Standard Deviation - \* 68% of the population falls within the shaded area. - 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 strive for efficiency and practicality in all areas of your life, seeking to gain a return on your investment of time, talent and resources. Others may feel you always have a string attached and are always trying to gain a personal advantage. They may feel you should give just for the sake of giving.
- You have a strong desire to lead, direct and control your own destiny and the destiny of others. You have a desire to lead and are striving for opportunities to advance your position and influence. Others may believe you are jockeying for position and continually stepping "over the line." They may believe that you form relationships only to "move ahead" and gain an advantage.

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

- Your self-reliance will cause you to feel uncomfortable around people who are always trying to help you or be too nice to you.
- Others who try to impose their way of living on you will frustrate you. Your ability to try new things frustrates them and they feel compelled to change you to their system.

# Personal Interests, Attitudes And Values



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

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

0 10 20 30 40 50 60 70 80 90 100



100

52\*

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

0 10 20 30 40 50 60 70 80 90 100



77

55\*

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

0 10 20 30 40 50 60 70 80 90 100



52

45\*

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

0 10 20 30 40 50 60 70 80 90 100



50

60\*

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

0 10 20 30 40 50 60 70 80 90 100



18

45\*

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

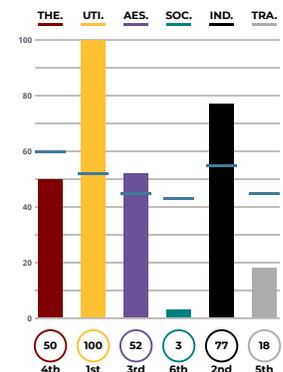
0 10 20 30 40 50 60 70 80 90 100



3

43\*

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

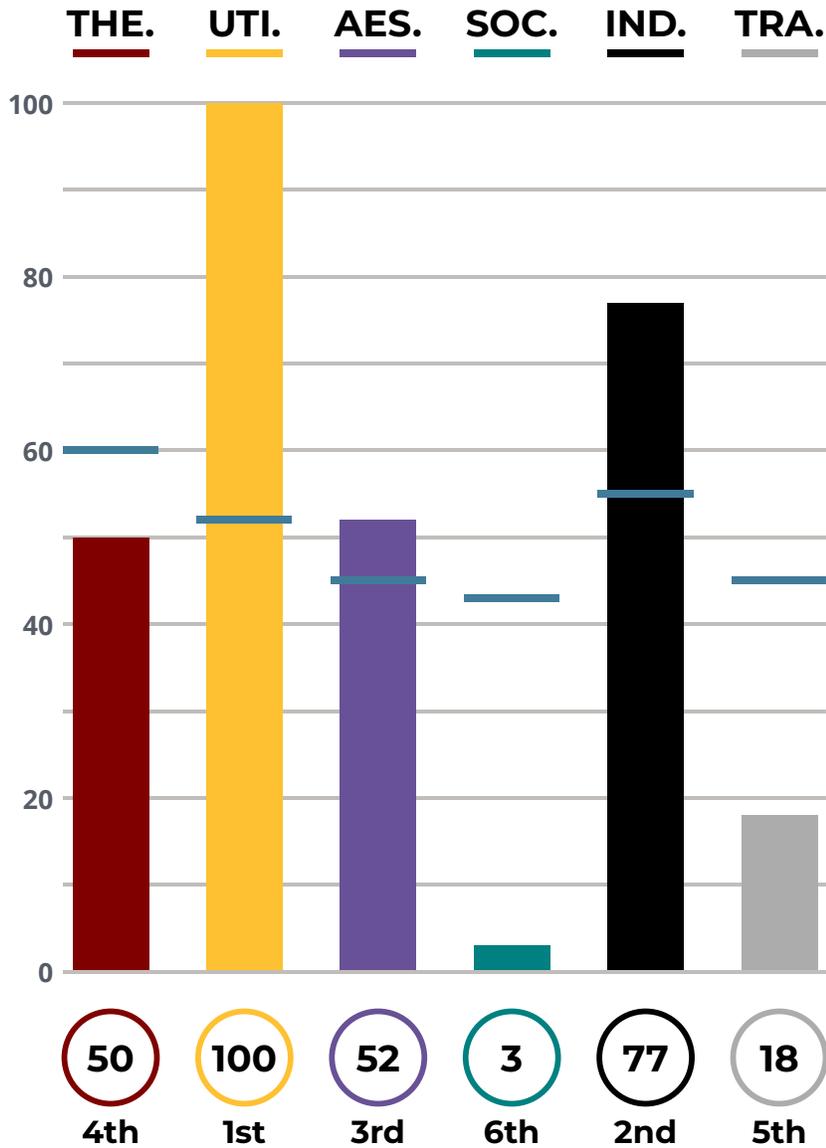


Samuel Sample

# Motivation Insights® Graph



The Motivators Graph is a visual representation of what motivates Samuel and the level of intensity for each category. These categories include: Theoretical, Utilitarian, Aesthetic, Social, Individualistic, and Traditional.



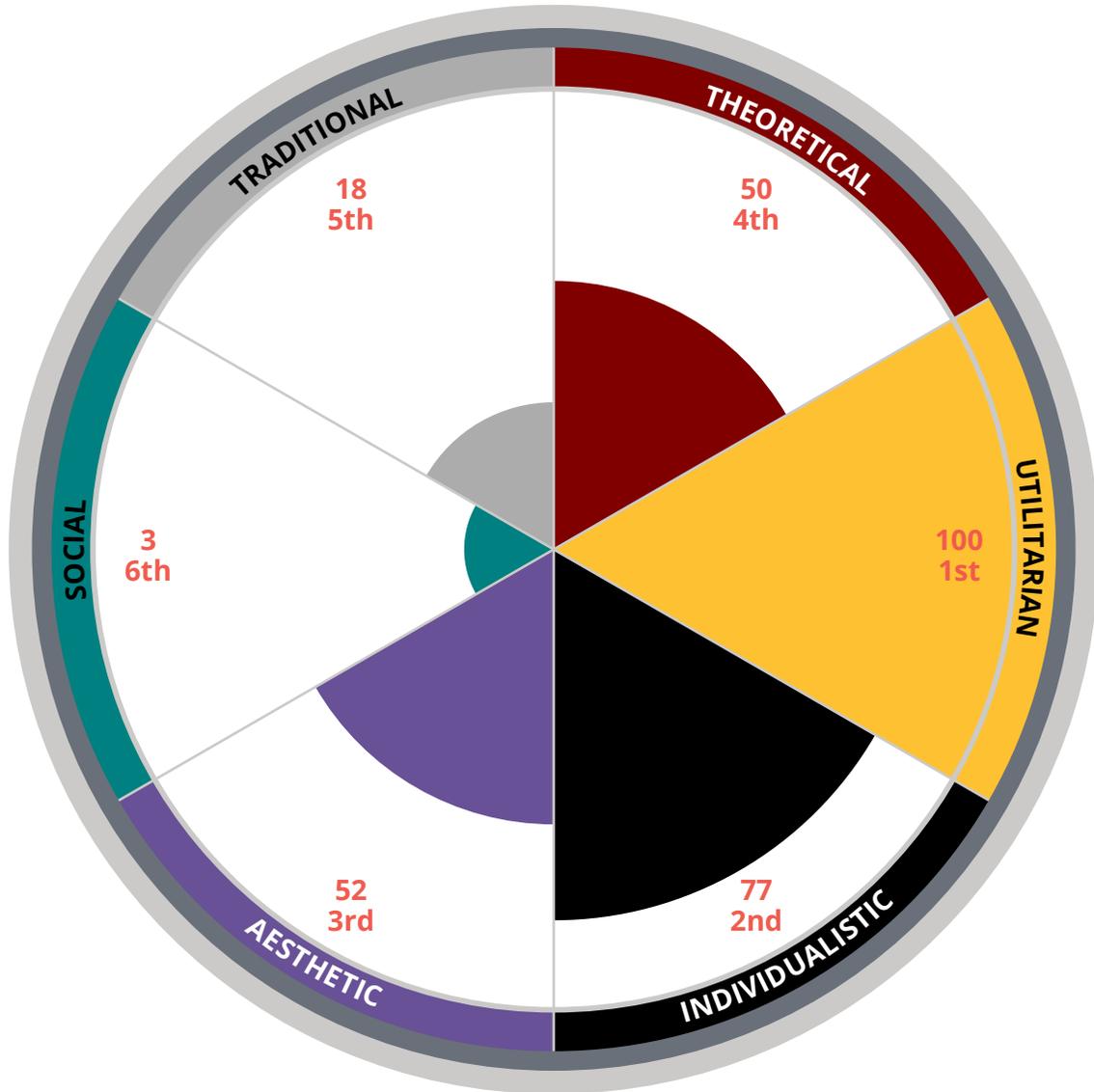
— national mean  
**Norm 2021**  
 7-23-2025  
 T: 5:13

**Samuel Sample**

# Motivators Wheel™



7-23-2025



T: 5:13

# Values Action Plan



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

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

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

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

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

# Quality Improvement Action Plan



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

## **Action Point 1: Things I will keep on doing.**

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

- 1.
- 2.
- 3.

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

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

- 1.
- 2.

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

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

- 1.

Today's Date: \_\_\_\_\_

Date to review with mentor or peer: \_\_\_\_\_

# Team Building Summary Of Workplace Values



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

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

## General Characteristics

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

## Value to the Organization

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

# 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 \_\_\_\_\_

## 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. \_\_\_\_\_