



TTI Success Insights®

Behaviors and Motivators - General Version



Samantha Sample

11-17-2010

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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:

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.

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

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

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

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

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

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

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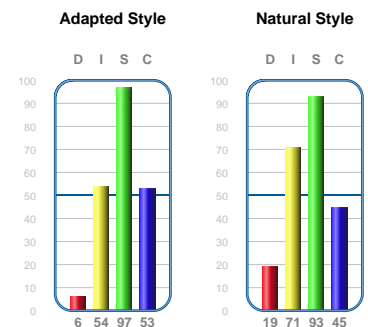


GENERAL CHARACTERISTICS

Based on Samantha'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 Samantha's natural behavior.

Samantha can be possessive and develop strong attachments for her work group, close friends and family. She can be seen as being independent and self-willed, but not so independent that she will not follow rules and the dictates of standard procedures. She is family-oriented. She may go to great lengths to ensure the "happiness" of her personal or work family. She is eager to please others. She wants others to be satisfied and she may go out of her way to accommodate others, sometimes even to her own discomfort. Samantha is a good team member, but she will, if forced, go it alone. She wins through hard work and persistence. She likes to stay with one task until it is completed. She wants to be seen as a responsible person, and will avoid behavior that could be seen by others as irresponsible. She doesn't resist change as much as she resists being changed. She needs to be an active participant in situations that will impact her work. Others see her as a good neighbor, since she is always willing to help those she considers to be her friends. She is usually steady, easygoing and relaxed.

Samantha is good at analyzing situations that can be felt, touched, seen, heard, personally observed or experienced. Her motto is, "facts are facts." She prefers to plan her work and work her plan. Others may find it refreshing to have her on their team. She often thinks over major decisions before acting. She finds making decisions easier when she knows that others she respects are doing the same thing;

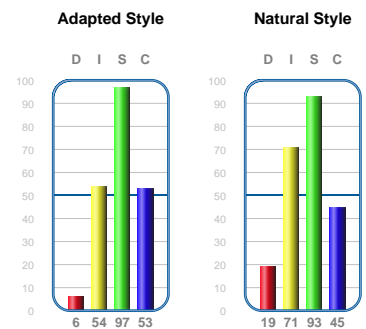


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she then has a feeling of stability and "family." Once she has arrived at a decision, she can be tough-minded and unbending. She has made her decision after gathering much data, and she probably won't want to repeat the process. She is persistent and persevering in her approach to achieving goals. She can be sensitive to the feelings of others and is able to display real empathy for those who are experiencing difficulties.

Samantha will be open with those she trusts; however, reaching the required trust level may take time. She is quick to pick up on group dynamics and skilled in fitting in with a group. She brings both speaking and listening skills to the group. She likes a friendly, open style of communication. She usually is considerate, compassionate and accepting of others; however, on some occasions can become stubborn. Stubbornness surfaces when her ideals and beliefs are confronted. Samantha likes to know what is expected of her in a working relationship and have the duties and responsibilities of others who will be involved explained. Communication is accomplished best by well-defined avenues.



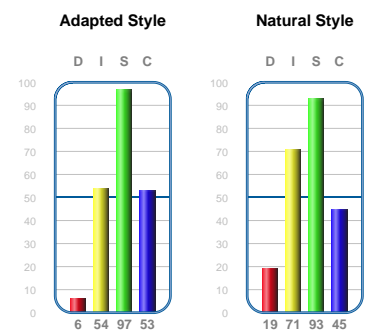
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VALUE TO THE ORGANIZATION

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

- Positive sense of humor.
- Optimistic and enthusiastic.
- Builds confidence in others.
- Verbalizes her feelings.
- Patient and empathetic.
- Accomplishes goals through people.
- Dependable team player.
- Works for a leader and a cause.



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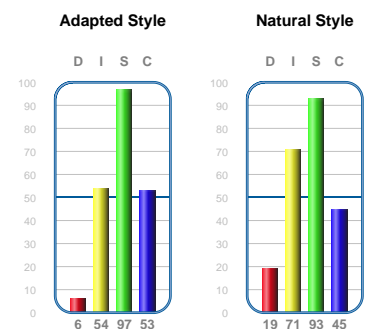


CHECKLIST FOR COMMUNICATING

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

Do:

- Watch carefully for possible areas of early disagreement or dissatisfaction.
- Read the body language for approval or disapproval.
- Provide personal assurances, clear, specific solutions with maximum guarantees.
- Leave time for relating, socializing.
- Start, however briefly, with a personal comment. Break the ice.
- Present your case softly, nonthreateningly with a sincere tone of voice.
- Talk about her, her goals and the opinions she finds stimulating.
- Show sincere interest in her as a person. Find areas of common involvement and be candid and open.
- Provide testimonials from people she sees as important.
- Use enough time to be stimulating, fun-loving, fast-moving.
- Provide ideas for implementing action.
- Ask "how?" questions to draw her opinions.
- Offer special, immediate and continuing incentives for her willingness to take risks.



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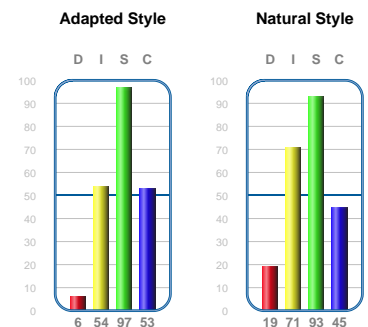


DON'TS ON COMMUNICATING

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

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



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This section provides suggestions on methods which will improve Samantha's communications with others. The tips include a brief description of typical people with whom she may interact. By adapting to the communication style desired by other people, Samantha 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.

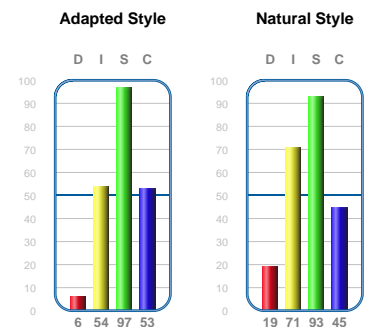
<p>When communicating with a person who is dependent, neat, conservative, perfectionist, careful and compliant:</p> <ul style="list-style-type: none"> ● Prepare your "case" in advance. ● Stick to business. ● Be accurate and realistic. <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: 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.

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This section identifies the ideal work environment based on Samantha'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 Samantha enjoys and also those that create frustration.

- Assignments with a high degree of people contacts.
- Freedom from control and detail.
- An environment in which she may deal with people on a personal, intimate basis.
- Little conflict between people.
- Democratic supervisor with whom she can associate.
- A stable and predictable environment.



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

"See Yourself As Others See You"

SELF-PERCEPTION

Samantha usually sees herself as being:

Considerate
Good-Natured
Team player

Thoughtful
Dependable
Good listener

OTHERS' PERCEPTION

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

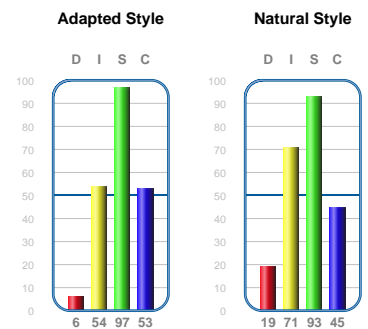
Nondemonstrative
Unconcerned

Hesitant
Inflexible

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

Possessive
Detached

Stubborn
Insensitive



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Based on Samantha'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	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
Agreeable Modest Peaceful Unobtrusive			

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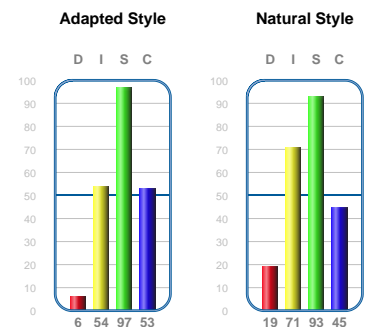


NATURAL AND ADAPTED STYLE

Samantha'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
Samantha is cautious in her approach to problem solving and does not attempt to demand that her view, or opinion, be accepted at face value. Samantha likes to solve problems within the framework of a team environment. She will look for a compromise as opposed to a win-lose situation.		Samantha sees no need to seek out problems or challenges. She prefers to just sit back and react in a team-oriented manner. She tends to avoid confrontation or procrastinate until the problem goes away.

Natural	PEOPLE - CONTACTS	Adapted
Samantha 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. Samantha is trusting and also wants to be trusted.		Samantha feels the environment calls for her to be sociable and optimistic. She will trust others and wants a positive environment in which to relate.



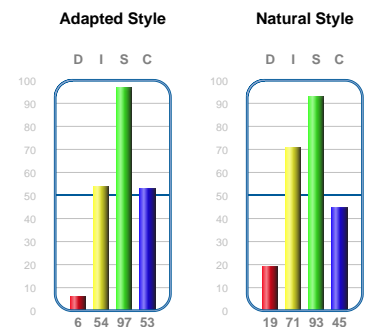
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NATURAL AND ADAPTED STYLE

Natural	PACE - CONSISTENCY	Adapted
<p>Samantha is comfortable in an environment in which there are few projects going on concurrently. She is appreciative of the team concept and feels quite secure in an environment where the need to move from one activity to another quite quickly is held to a minimum.</p>	<p>Samantha 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.</p>	

Natural	PROCEDURES - CONSTRAINTS	Adapted
<p>Samantha 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.</p>	<p>Samantha shows little discomfort when comparing her basic (natural) style to her response to the environment (adapted) style. The difference is not significant and Samantha sees little or no need to change her response to the environment.</p>	

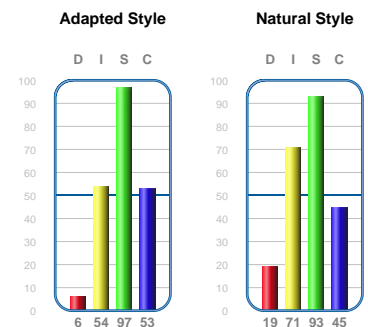


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Samantha sees her present work environment requiring her to exhibit the behavior listed on this page. If the following statements DO NOT sound job related, explore the reasons why she is adapting this behavior.

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



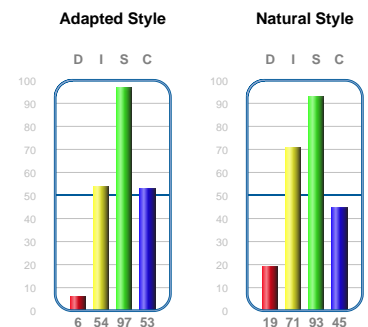
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This section of the report was produced by analyzing Samantha's wants. People are motivated by the things they want; thus wants that are satisfied no longer motivate. Review each statement produced in this section with Samantha and highlight those that are present "wants."

Samantha wants:

- Safety and security of the situation.
- People who understand her reasons for not wanting to argue.
- A leader to follow and one who sets good examples.
- A predictable environment.
- A plan she understands.
- Peace and harmony.
- Recognition for loyalty and long service.
- A predictable work environment.
- Activities that don't infringe on family life.
- Complete directions for work to be completed.
- To be persuaded by logic and emotion.



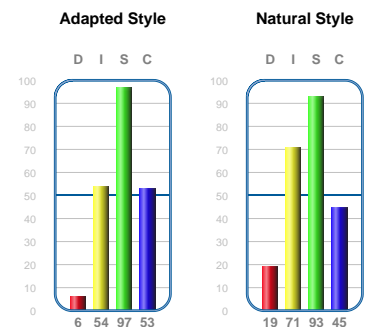
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In this section are some needs which must be met in order for Samantha to perform at an optimum level. Some needs can be met by herself, while management must provide for others. It is difficult for a person to enter a motivational environment when that person's basic management needs have not been fulfilled. Review the list with Samantha and identify 3 or 4 statements that are most important to her. This allows Samantha to participate in forming her own personal management plan.

Samantha needs:

- A quality product in which to believe.
- Conditioning prior to change.
- To be introduced to the new employees.
- A manager who delegates in detail.
- Shortcut methods that don't affect quality of the work.
- To maintain focus on results and not sacrifice productivity just to make everyone happy.
- People to work and associate with.
- Help on controlling time and setting priorities.
- The facts in a logical sequence.
- To mask emotions when appropriate.
- Capable associates with which to work.



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

1. POSTPONE THE UNPLEASANT

Postponing the unpleasant is similar to procrastinating but is usually a continual reprioritizing of daily tasks. It is often a way to delay something that is not enjoyable.

POSSIBLE CAUSES:

- Like low-conflict environments and relationships
- Want to feel the success of accomplishment so the simple tasks are done first

POSSIBLE SOLUTIONS:

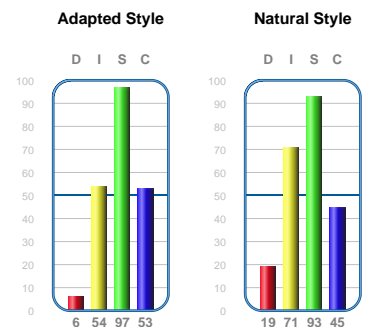
- Change your routine and, for one week, do the unpleasant tasks first
- See the accomplishment of unpleasant tasks as an equal or even greater achievement of success
- Reward yourself for every unpleasant task that you complete without postponing
- Confront those people who are causing you discomfort and discuss the problems

2. RESISTING CHANGE

Resisting change is the process of consciously or subconsciously not participating in the change process. Measures of resistance may be active or passive, not doing things the new way, or making excuses for not having tasks accomplished.

POSSIBLE CAUSES:

- Need a high degree of security
- Like to maintain the status quo
- Routine/procedures have worked in the past
- One specific aspect of a proposed change violates sense of values
- A specific change is not seen as contributing to successful accomplishments



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POSSIBLE SOLUTIONS:

- Acknowledge that change is a natural part of any job
- Develop the habit of writing down all of the pros and cons of a specific change
- Evaluate each objection to a change
- If there is one specific objection that is overriding the ability to change, share the specific concern with those involved and seek advice or input from others

3. HABITS

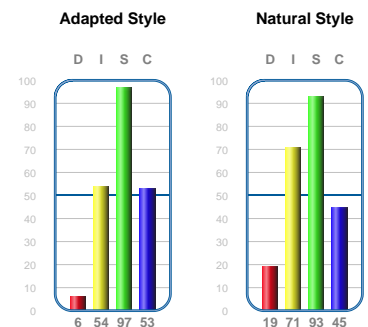
A habit is a specific thought, behavior or way of doing something that was acquired by repetition or by reinforcement from self and/or others.

POSSIBLE CAUSES:

- Have established routines that are comfortable
- Routine creates a feeling of security
- Resist change for change's sake
- Have been praised repeatedly for a specific behavior

POSSIBLE SOLUTIONS:

- Evaluate habits and decide which contribute to your accomplishments and which deter you from success
- Try new ways of performing a certain task
- Ask others for recommendations on different approaches
- Consciously practice changing your routine



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4. FAILURE TO CLARIFY PRECISE RESPONSIBILITIES WITH MANAGER

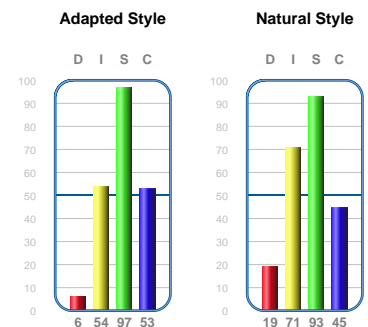
The failure to clarify precise responsibilities with your manager assumes that you have a full understanding of his/her expectations. It infers that your manager understands your job and concurs with your assessment of requirements.

POSSIBLE CAUSES:

- Unsure of how you will be perceived
- Don't want to overstep authority
- Want to be a team player
- Want to help everyone so you don't object to the manager when requests are being made that are not your responsibility

POSSIBLE SOLUTIONS:

- Have informal conversations with the manager about his/her expectations
- Share with manager your expectations
- Clarify with peers and other managers your duties and responsibilities
- Read and discuss articles on "management by objectives"



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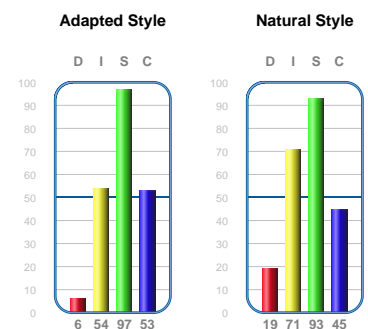


AREAS FOR IMPROVEMENT

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

Samantha has a tendency to:

- Need help in prioritizing new assignments.
- Not take action against those who challenge or break the rules or guidelines.
- Hold a grudge if her personal beliefs are attacked.
- Be dependent on others for decisions, even if she knows she is right.
- Not project a sense of urgency--others may not feel the pressure to help immediately.
- Have difficulty establishing priorities. Have a tendency to make all things a number one priority--may have trouble meeting deadlines.
- Yield to avoid controversy--attempt to avoid the antagonistic environment.
- Be too conservative--bides time and avoids much that is new.



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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. ANALYSIS OF DATA



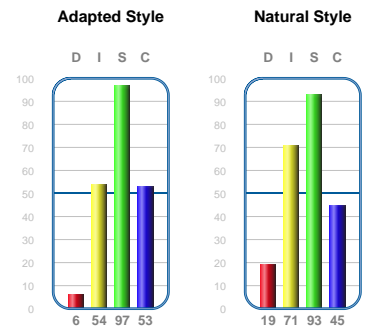
6. ORGANIZED WORKPLACE



7. COMPETITIVENESS



8. URGENCY



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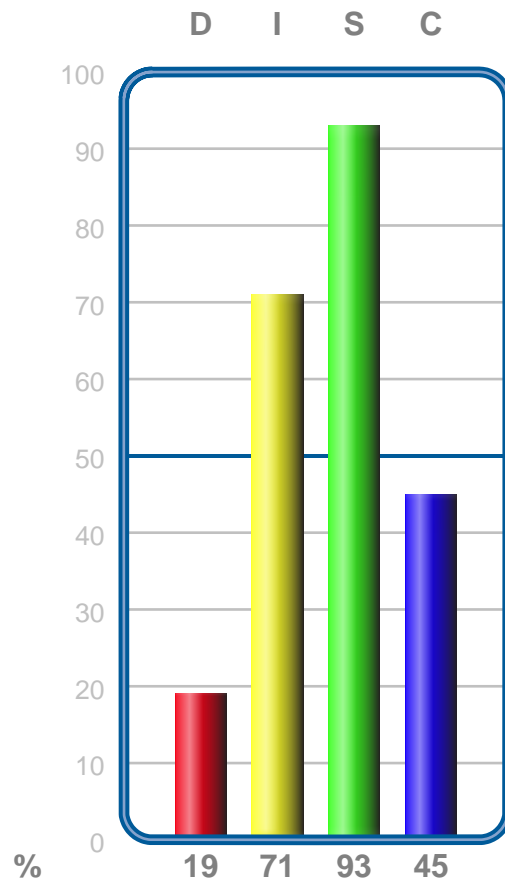
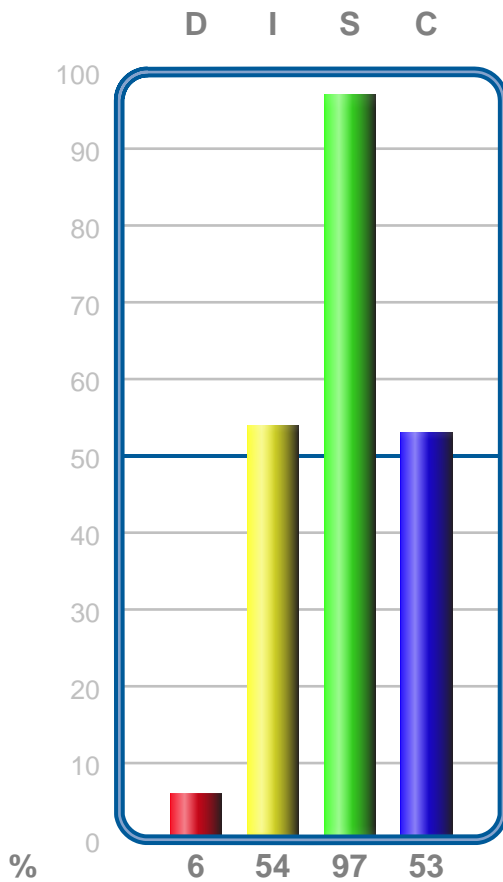
Graph I

Adapted Style

LEAST

Graph II

Natural Style



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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.

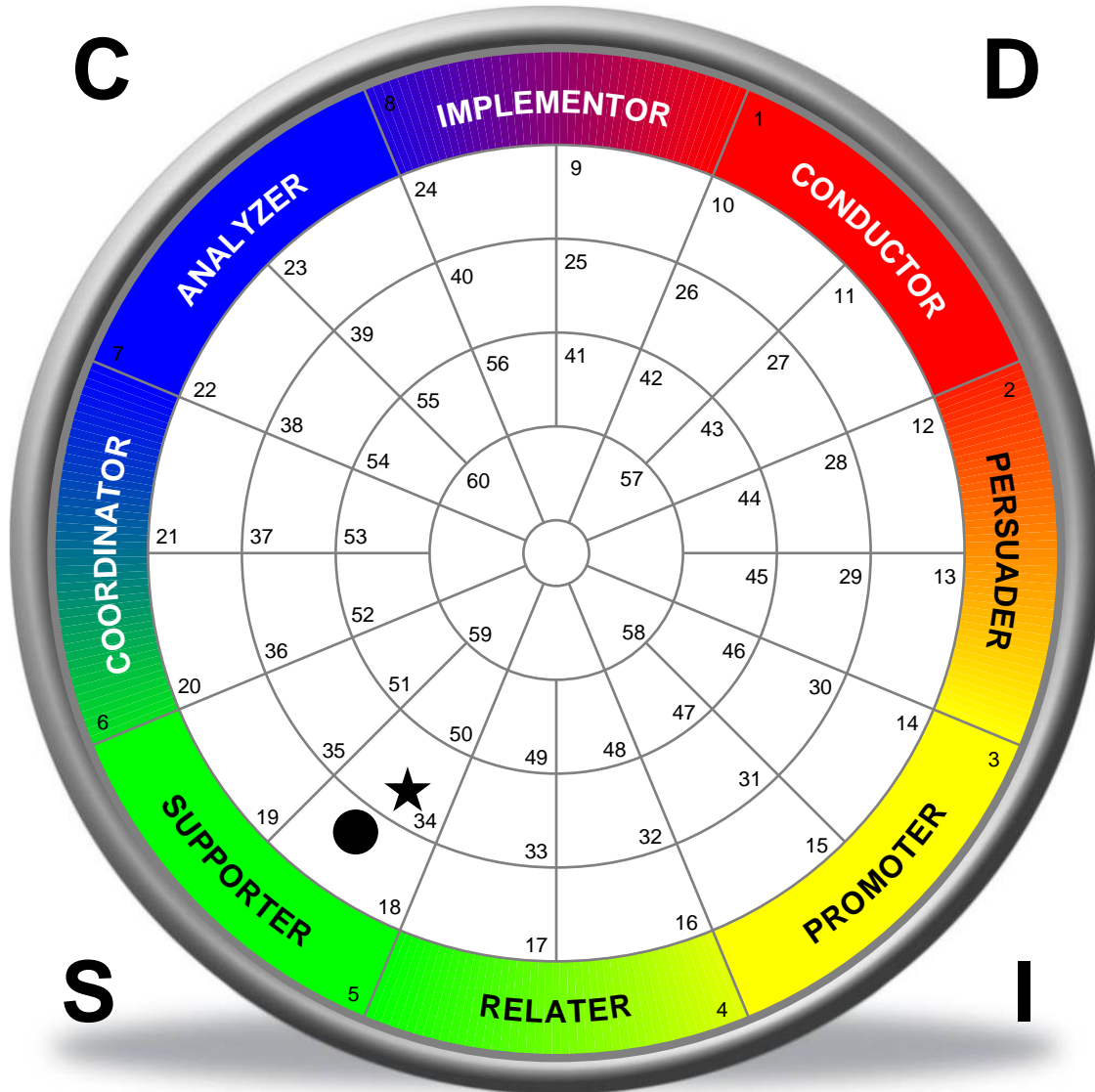
If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able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

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Adapted: ★ (34) RELATING SUPPORTER (FLEXIBLE)

Natural: ● (18) RELATING SUPPORTER

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

Attitudes 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 attitudes. Your top two and sometimes three attitudes cause you to move into action. You will feel positive when talking, listening or doing activities that satisfy your top attitudes.

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

- **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 attitudes tend to become more important as your top attitudes are satisfied.
- **INDIFFERENT** - your feelings will be indifferent when related to your 5th or 6th attitude.

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

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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.

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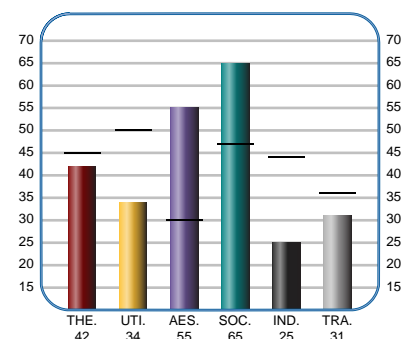
Those who score very high in this value have an inherent love of people. The Social/Altruistic person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic values cold and inhuman. Compared to the Individualistic value, 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

- Possesses a very high sincerity factor and helping attitude that may be demonstrated in the things she does.
- Exhibits a very high sincerity factor in her tone of voice in communicating with others.
- Freely gives of her time, talent, and energy to others, even without being asked.
- Feels a win in coaching others to support the team, not just from a paycheck.
- Agrees that "it is better to give than to receive," even in an organizational setting.
- 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.
- May sacrifice bottom-line profit when the decision may be detrimental to the people involved.

Value to the Organization

- Is enthusiastic and willing to work and contribute to the team efforts.
- Likes to network with others in helpful ways.
- Shows a high degree of willingness to give time to help, teach, and coach others.
- Provides a very calming influence during stressful situations.
- Has a desire to go beyond required job description to help make things easier for others.



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Keys to Managing and Motivating

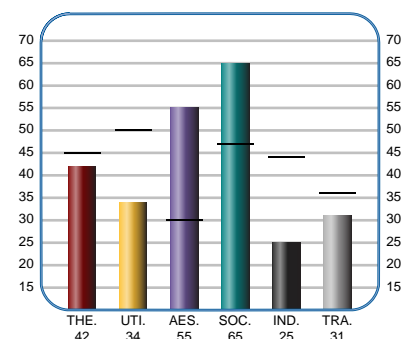
- Provide an environment in which there is opportunity for her to help others achieve and grow professionally.
- Provide flexibility to allow for helping others on the team.
- Samantha gets a high degree of motivation from helping others achieve, grow, and solve problems, both as internal team members and as external customers and clients. Provide an outlet for this strength.
- Explore the possibilities of having her bring new participants up-to-speed on a project or team effort.
- Remember that Samantha brings a high sincerity factor to the things that she does. Remember also that she appreciates high sincerity from others in return.

Training, Professional Development and Learning Insights

- Learning and professional development should be linked to 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

- Tends to give away too much time, talent and energy.
- Needs to learn to say "no" more often.
- Ends up with her own tasks needing to be done, even as she is helping others complete their tasks.



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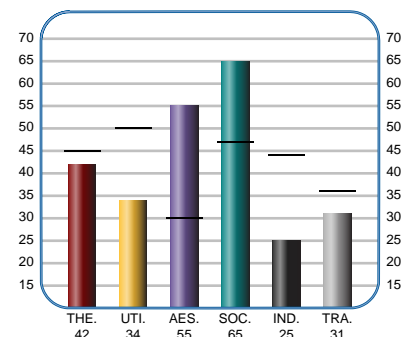
A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent 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.
- Has a drive to be expressive in artistic or inventive ways.
- Exhibits an appreciation factor in her tone of voice and supports the creative ideas of others in the organization.
- Seeks personal fulfillment and self-realization in both work and personal settings.
- Registers an awareness of a variety of nuances in the surroundings before others are aware of them.
- Enjoys helping, teaching, and coaching others, especially in areas of creative expression.
- Dressing for success comes naturally for Samantha. She enjoys the latest designer clothes when funds are available.

Value to the Organization

- Samantha looks for and appreciates the beauty in things and shares that with others.
- Likes to bring people of common interest together.
- Believes that personal creativity is limited by external, not internal boundaries.
- Samantha shows interest in the totality of a situation and the ideal harmony of environmental balance.
- Has a willingness to give time, talent, and creativity to the solutions of tough problems facing an organization.



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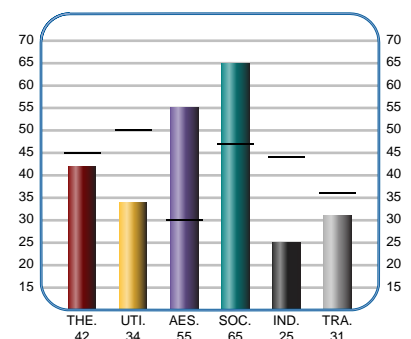
- Remember that Samantha tends to like to be herself in the things she does, and may balk at constraints on her self-expression.
- Remember also that Samantha may overreact in emotional situations.
- Provide flexibility to allow for some of her spontaneous ideas or solutions.
- Support her willingness to bring form or harmony to haphazard systems or workspace areas.
- Remember that Samantha 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 spend too much time being concerned with balance in the workplace.
- May get into creative or performance mode a bit too often.
- At times tries to be too much of a non-conformist.



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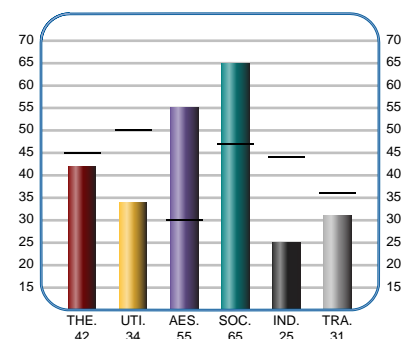
The primary drivers with this value are the discovery of KNOWLEDGE and appetite for LEARNING. In pursuit of this value, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests 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.
- Samantha 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.
- Samantha typically won't get bogged down in minutia, nor will she ignore the details when decision-making.

Value to the Organization

- Samantha 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.



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Keys to Managing and Motivating

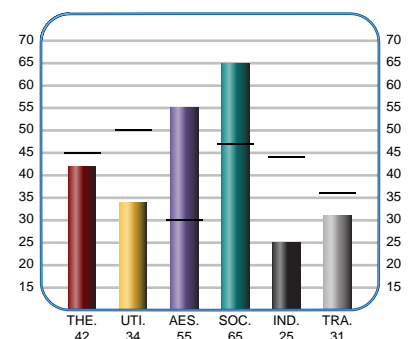
- Remember that she has the ability to be a balancing and stabilizing agent on high knowledge-driven tasks/assignments/projects.
- Samantha brings a knowledge-drive typical of many business professionals.
- Include the perspective she brings in order to gain a middle-ground understanding.
- Check for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

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.



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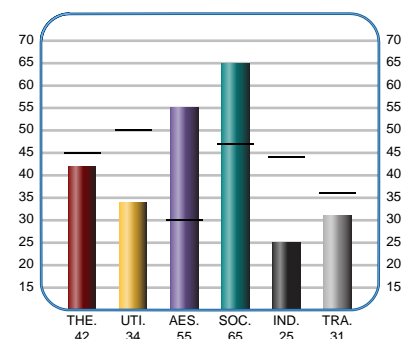
The Utilitarian/Economic score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This value includes the practical affairs of the business world - the 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

- Samantha is considered rather practical and realistic about money.
- There is no visible "what's in it for me" factor in the interaction she has with others.
- Samantha's driving factors should be measured against other peaks on the Values graph.
- She has the ability to identify with and understand other individuals who have both a lower or higher Utilitarian/Economic drive than she does.
- This score should not be confused with average economic achievement. Many executives and others who score in this area may have already achieved substantial economic goals of their own. As a result, money itself may no longer motivate like it used to.
- This score indicates an economic motivation much like that of the average businessperson.

Value to the Organization

- Samantha is motivated by more than money alone; it's some of the other peaks that occur on the Values graph.
- Is a good team player in helping others with projects and initiatives without requiring an economic return of her own.
- Is not an extremist and therefore a stabilizing force when economic issues emerge.
- Is able to balance both needs and perspectives of those with substantially different economic drives.
- Tends to be a good team player because she does not try to compete to the extent of creating dissent within the group, team or office.



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Keys to Managing and Motivating

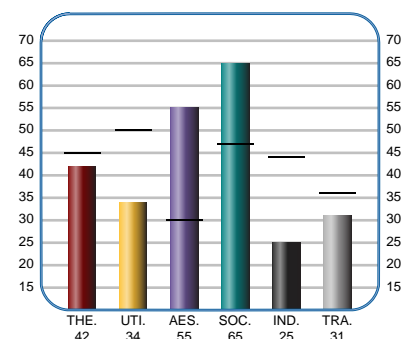
- Utilize the perspective that she brings to the team in being able to balance the viewpoints of the higher and lower Utilitarian/Economic drives.
- Remember that Samantha may be motivated by other things in addition to the paycheck. Be certain to recognize some of these other motivational areas within the workplace.
- Review the Values graph to determine other specific areas of higher drive factors as well as areas where drives are lower, or have already been satisfied.
- Avoid measuring her performance by economic scales only.

Training, Professional Development and Learning Insights

- May be somewhat flexible in preferences. Enjoys both cooperative and competitive learning activities.
- Please check other Values graph peaks and valleys to obtain additional professional development insights.
- She engages in training and development activities in a supportive manner.

Continuous Quality Improvements

- Assist in those areas or projects where there may be potential for greater financial reward.
- If there is already a level of economic comfort, Samantha may need to allow greater voice to those who haven't yet achieved their own economic comfort zone.
- There may be times when Samantha needs to take a stronger stand on some issues related to economic drives or incentives.



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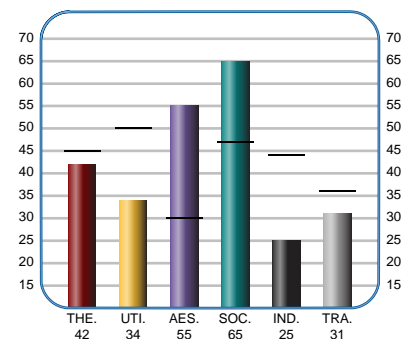
The highest interest for this value may be called "unity," "order," or "tradition." Individuals with high scores in this value seek a system for living. This system can be found in such things as conservatism or any authority that has defined rules, regulations and principles for living.

General Characteristics

- An informal approach to rules and regulations.
- Realizes that sometimes rules need to be treated as guidelines with more flexible interpretations.
- May behave independently from the standard operating procedure.
- Places lesser importance on conformity to group patterns.
- Will change job roles when it is important to express or develop herself.
- Adjusts quickly to change and is flexible.
- May demonstrate an autonomous attitude as she approaches work assignments.
- The rule bending is not malicious, but rather the result of creative energy and resourcefulness.

Value to the Organization

- Generates new ideas.
- Is a creative problem-solver.
- Creates solutions, sometimes more through personal attempts, calculated risks, and creativity, than by-the-book or established protocol.
- Desires to learn new methods and strategies.
- Is able to make decisions quickly in solving problems.



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Keys to Managing and Motivating

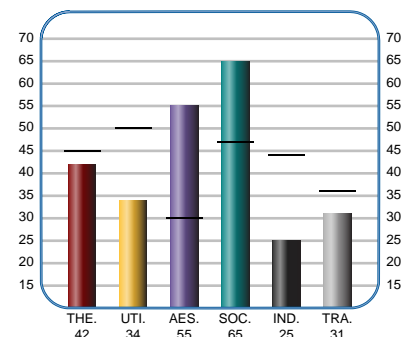
- Provide opportunities for professional development and growth.
- Desires honest and sincere feedback from others.
- Prefers being allowed to make her own decisions about how the work will be done within her own authority or empowerment boundaries.
- Is interested in evaluating and improving inefficient procedures.
- If new precedent needs to be set, involve her in the planning and strategy.

Training, Professional Development and Learning Insights

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

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.



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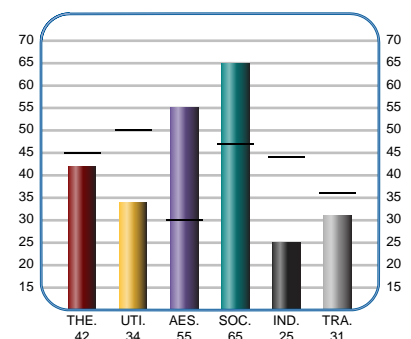
The primary interest for this value is POWER. Research studies indicate that leaders in most fields have a high power value. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, 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.
- Assists others in problem solving and trouble-shooting.
- Doesn't need to be the "star" of a project.
- 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.
- While not requiring lots of attention for efforts, there is still a need for sincere appreciation for contributions made.

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.
- 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.



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Keys to Managing and Motivating

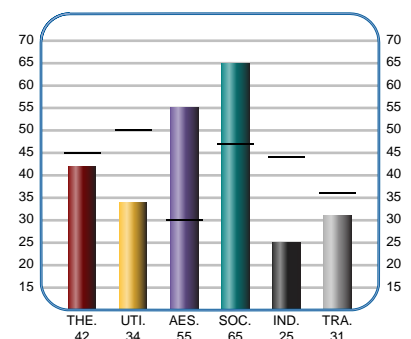
- Notice other higher plotting points on the Values graph and structure an environment that amplifies those peaks.
- Provide a supportive environment where her talents may be encouraged and appreciated.
- Allow for choices as to extent and visibility of team membership or leadership that she might desire.
- Samantha 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.

Training, Professional Development and Learning Insights

- Enjoys more team-oriented professional development activities.
- Samantha 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.
- When presenting an idea to the team, she should remember that members may need a message with some attention-getting ingredients.
- As opinion is formed after careful consideration, she may need to be more willing to share that opinion with others.



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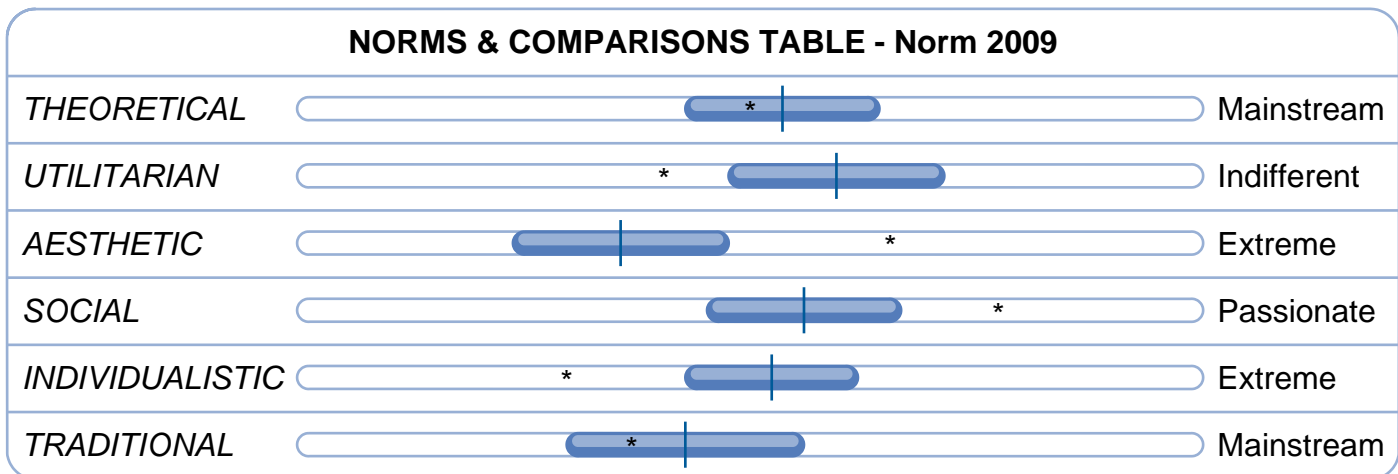


MOTIVATORS - NORMS & COMPARISONS

For years you have heard statements like, "Different strokes for different folks," "to each his own," and "people do things for their own reasons, not yours." When you are surrounded by people who share similar 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:

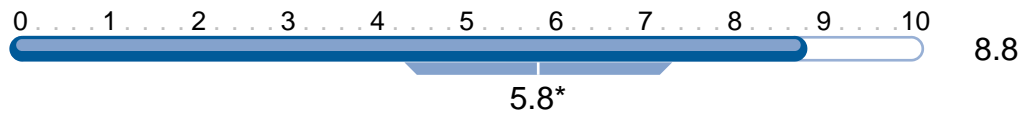
- Understanding people who view the world based on return on investment will frustrate you. Other things are more important to you.
- You can be frustrated by others who are always jockeying for position and control.



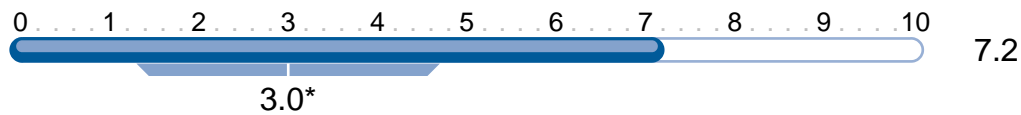
PERSONAL INTERESTS, ATTITUDES AND VALUES

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

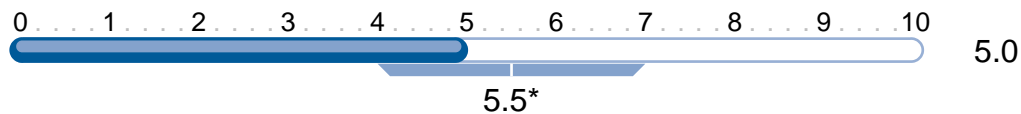
1. SOCIAL



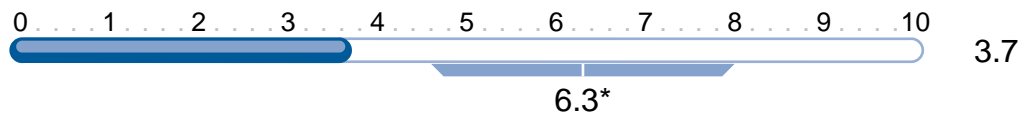
2. AESTHETIC



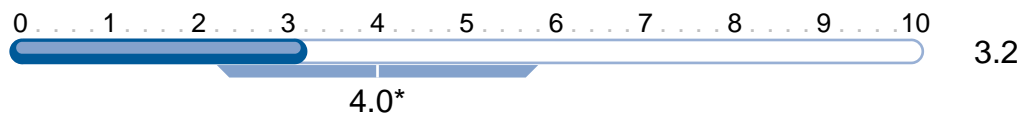
3. THEORETICAL



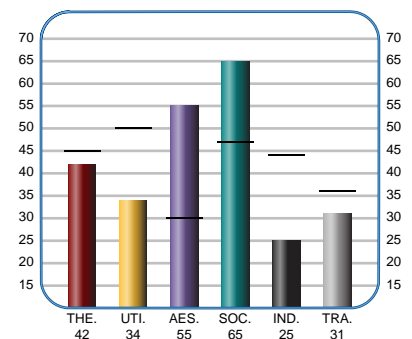
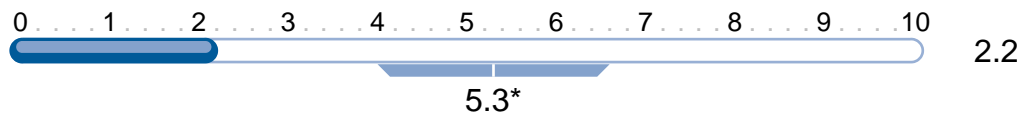
4. UTILITARIAN/ECONOMIC



5. TRADITIONAL/REGULATORY



6. INDIVIDUALISTIC/POLITICAL



PIAV: 42-34-55-65-25-31 (THE.-UTI.-AES.-SOC.-IND.-TRA.)

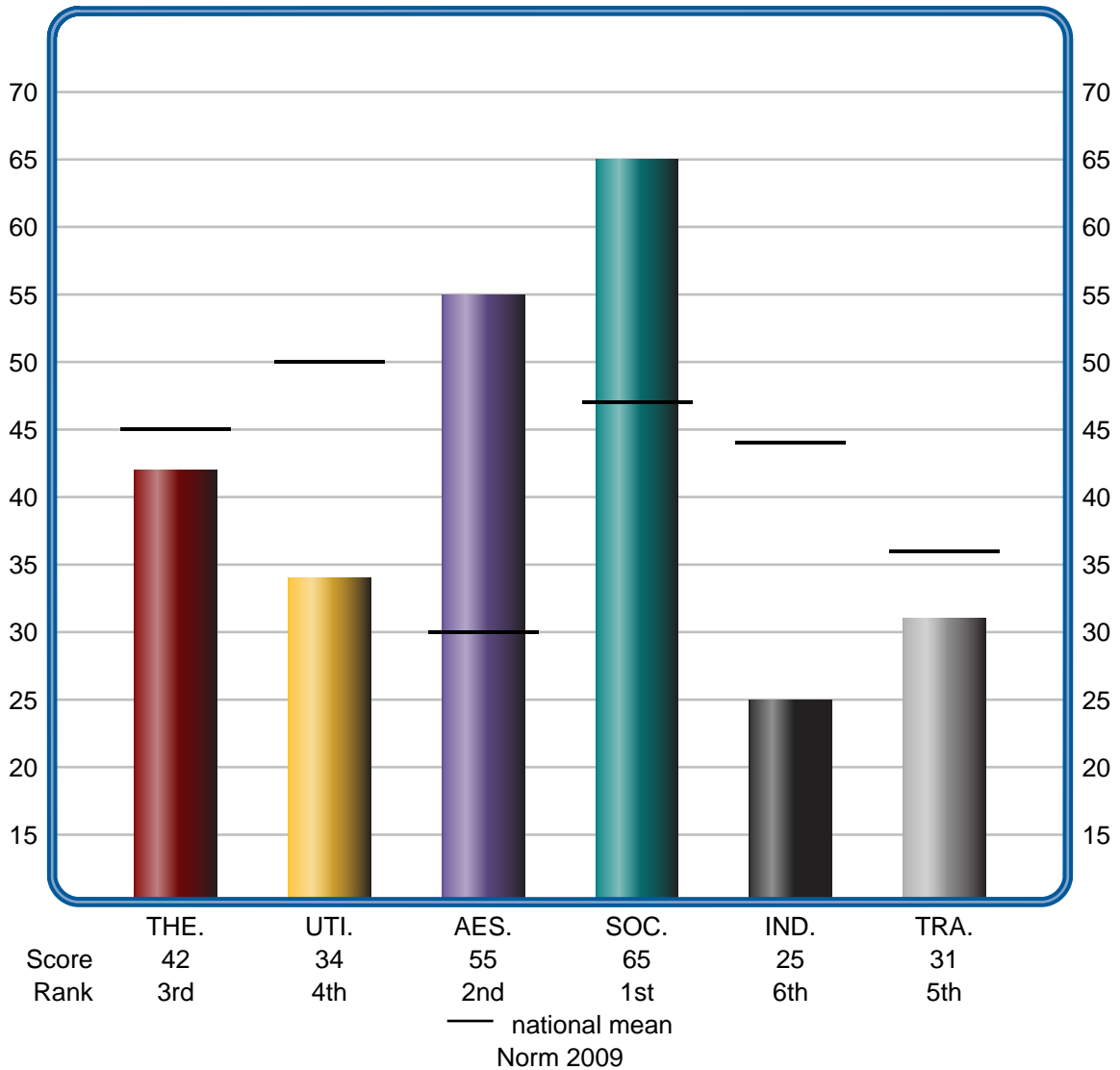
* 68% of the population falls within the shaded area.

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Samantha Sample

11-17-2010

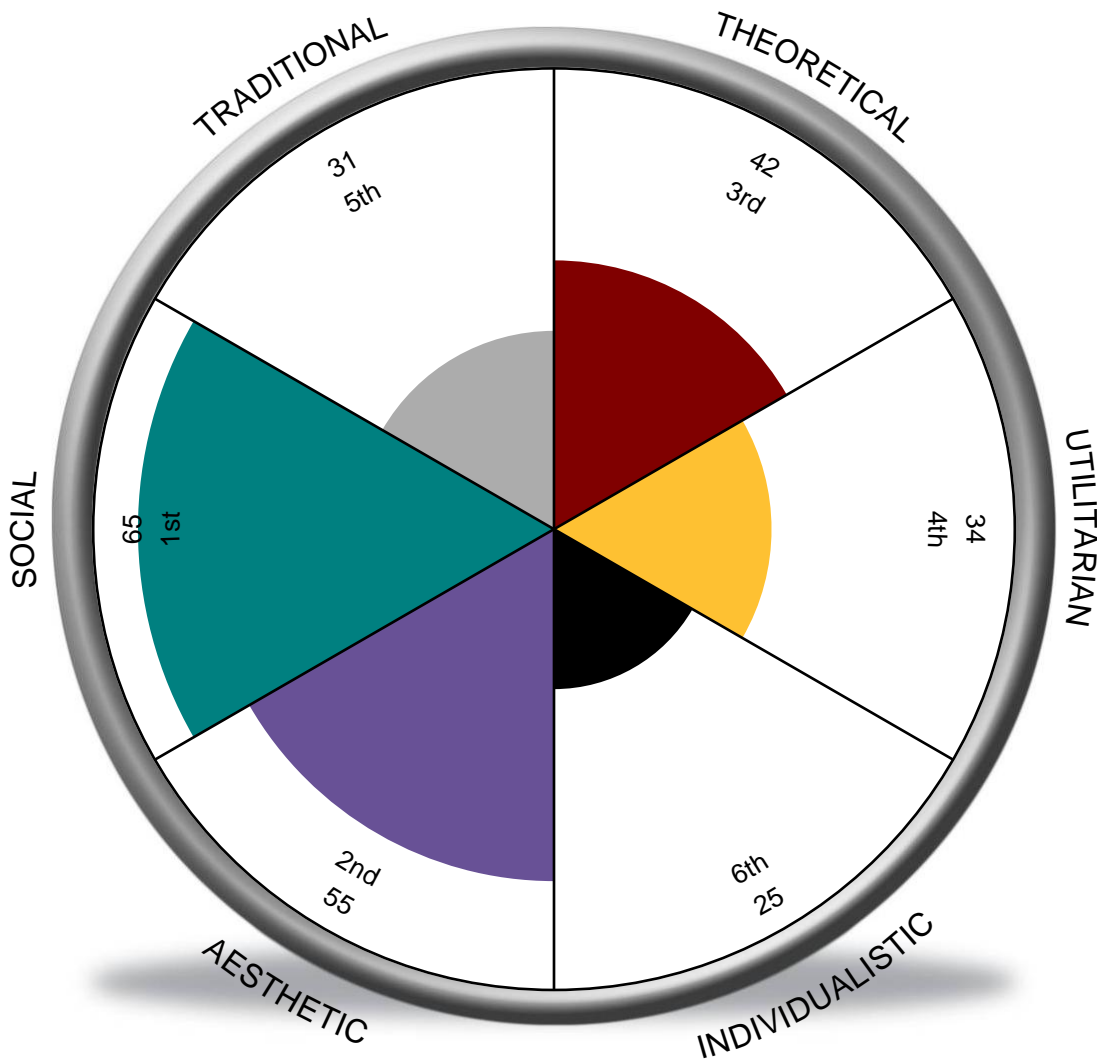


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Samantha Sample

11-17-2010



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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.

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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: _____

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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 _____

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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 _____

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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. _____
