



LDM

Leadership Development Model tm

Examinee : - **JOHN SAMPLE**

Date: - July 30, 2009

Part One - Emotional Intelligence Quotient -

The Leadership Development Model consists of two reports and an integrated workbook. This is not a "Read only" report it requires completion of the workbook and action plans. The first part of the Leadership Model focuses on Emotional Intelligence. A person's Emotional Intelligence Quotient affects their interactions with others and is often a defining measure of Leadership ability. Emotional Intelligence is a necessary and integral part of who we are and is the foundation of what we are able to accomplish. This report is designed to provide another layer of insight into the mind-set of the individual

INSTRUCTIONS:

Review your report and if you do not have a copy of the Success Discovery Process workbook, follow the instructions below. Completion of the workbook is a vital part of the Leadership development process.

The Leadership Workbook:

To download and print the Leadership Model workbook go to

www.analyst-link.net

Click on the Navigation link labeled **SDP workbook**.

Select workbook #15

SAMPLE REPORT

LEADERSHIP MODEL

Examinee: **John Sample**

Overall Leadership Quotient: 79% Above Average

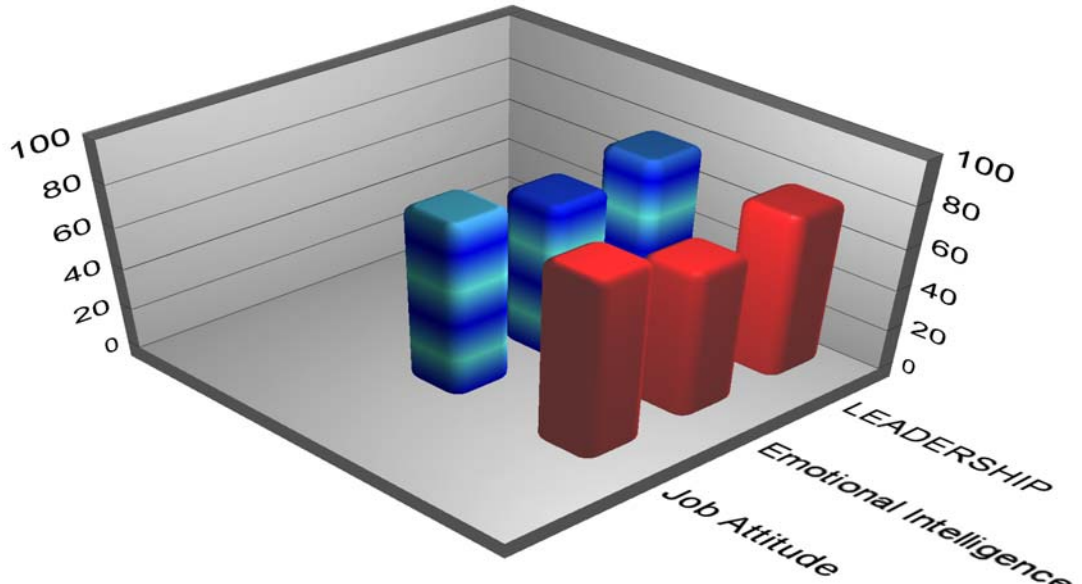
Instructions: Refer to individual factors and workbook for training and development.

Leadership Post-Hire Standard:

Examinee/Comparison to Standard:

| | | | | |
|--|-------|-----------------|--|---------|
| Job Attitude Factors: | 84.33 | 87.19 Excellent | | -Exact |
| Emotional Intelligence Factors: | 75.50 | 71.50 Good | | -Higher |
| Leadership Standard: | 79.92 | 79.34 | | -Lower |

Leadership Model
Leadership "Standard" represented by striped bar



ABC Industries

NOTES: _____

Leadership Model - Instructions

The Science of Developing Leaders

The Leadership Model consists of two separate and distinct reports.

- The Emotional Intelligence Quotient and the Leadership Coach. The Emotional Intelligence Quotient enhances the ability to persuade and influence people. It also shows how to deal with real "people" situations that often involve emotions and the potential for conflict.
- The Leadership "Attitude" section is based on the work of Dr. Edward Spranger. His book, identifies six values that operate in the workplace. Spranger's work and the subsequent research of Dr. Gordon Allport explains "Why" people do what they do by examining value traits. These "value" traits provide insight as to "Why" a person responds in a certain way to the work environment. The behavioral values are based on the examinee's PIAV (Personal Interests, Attitudes, and Values).

For business use, the Leadership Model Report has been designed to approach employee development through a different door. It is a natural extension of the A-L report group and is recommended for use as part of our modular system for hiring and performance development.

The Leadership Model report measures the ability to influence and interact with others; a key component of Leadership and Decision Making ability.

Pre-hire, management can use this report to gain insight into the values that will motivate and drive the prospective employee. **Post-hire** the employee should be given a copy of the report and the Success Discovery Process workbook as a catalyst for improvement. Real changes in attitude tend to manifest themselves when the employee is encouraged to complete the Success Discovery Process worksheets, and discuss them with a close family member (Parent, Spouse, etc.) or friend. The coaching report should be then be discussed with the examinee to create an interactive "**communications link**" between the employee and manager.

INSTRUCTIONS:

Management's use of the Leadership Model should remain centered around its' use as a tool toward understanding, coaching, and communicating with the employee.

Manager: For more information: - Go to: <http://www.analyst-link.net>

Click on -Administrator

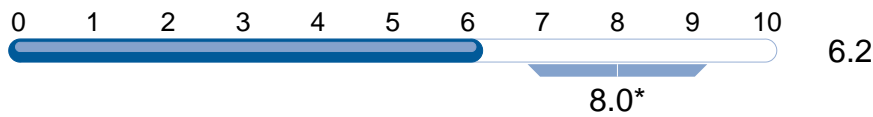
Click on -SDP Workbooks, Select and print out Workbook number 15.



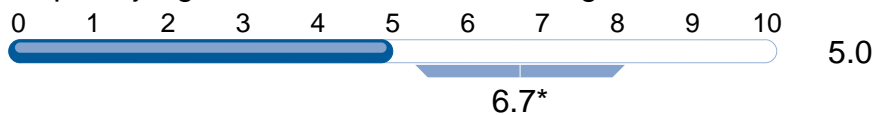
EMOTIONAL QUOTIENT ASSESSMENT RESULTS

The Emotional Quotient (EQ) is a measure of your ability to sense, understand, and effectively apply the power and acumen of your emotions and the emotions of others in order to facilitate high levels of collaboration and productivity. Your overall score on the Emotional Quotient Assessment indicates your level of overall emotional intelligence. The higher the number, the more emotionally intelligent you are. If your goal is to raise your EQ, the components on which you have scored the lowest should be the focus of your development.

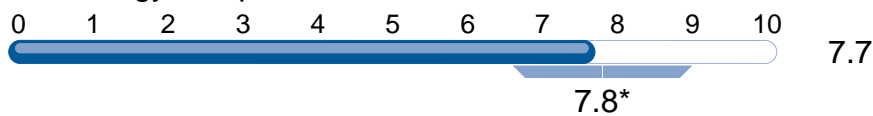
1. SELF-AWARENESS: The ability to recognize and understand your moods, emotions and drives, as well as their effect on others.



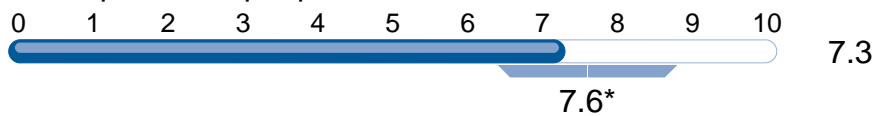
2. SELF-REGULATION: The ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting.



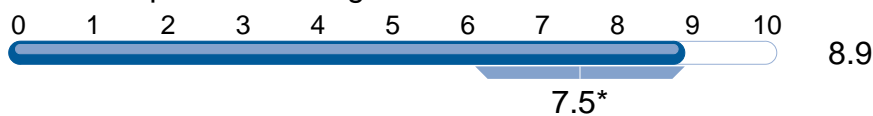
3. MOTIVATION: A passion to work for reasons that go beyond money or status, and a propensity to pursue goals with energy and persistence.



4. EMPATHY: The ability to understand the emotional makeup of other people.



5. SOCIAL SKILLS: A proficiency in managing relationships and building networks.



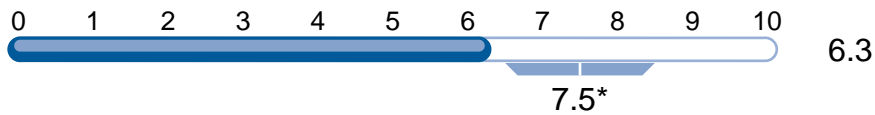
* 68% of the population falls within the shaded area.



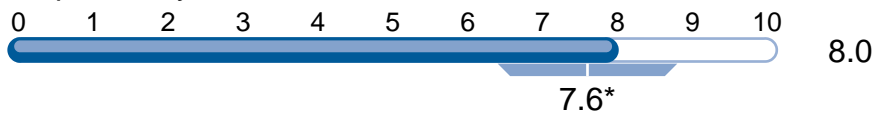
EMOTIONAL QUOTIENT SCORING INFORMATION

The sum of the Self-Regulation, Self-Awareness, and Motivation subscales add up to represent your Intrapersonal Emotional Quotient. The sum of the Empathy and Social Skills subscales add up to represent your Interpersonal Emotional Quotient. Your total level of Emotional Quotient was calculated by summing the Intrapersonal and Interpersonal scores.

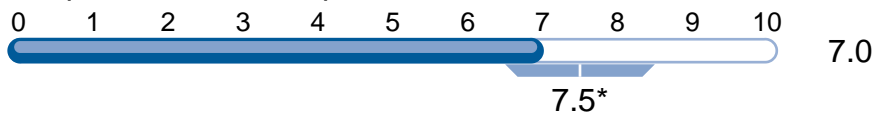
INTRAPERSONAL: The ability to understand yourself and form an accurate concept of yourself to operate effectively in life.



INTERPERSONAL: The ability to understand other people, what motivates others, how they work and how to work cooperatively with them.



TOTAL EMOTIONAL QUOTIENT: Your total level of emotional intelligence, formed by combining your intrapersonal and interpersonal scores.





INTRAPERSONAL SELF-AWARENESS

The ability to recognize and understand your moods, emotions and drives, as well as their effect on others.

You scored a 6.2.

You may find it hard to make decisions or express emotions. Because of your level of self-awareness, you may not have a realistic assessment of yourself.

What you can do:

- Practice self-reflection by identifying and naming your current emotional state.
- To improve decision-making, look for trends in your behavior and seek to recognize what prompts your reactions.
- Reflect on how your emotions influence your behavior.
- Identify how negative or hurtful behavior triggers your emotions.
- To improve your ability to self-assess, ask a family member, friend or trusted advisor to describe your strengths and weaknesses.
- Make a list of your strengths and areas for improvement. Look at it daily.
- Make note of your introspective discoveries and discuss them with a trusted friend or family member.
- Create an action plan to develop your areas for improvement.
- Develop self-awareness goals and revisit them at least twice each year. (Make sure your goals and action items are SMART - specific, measurable, actionable, realistic and time lined.)



INTRAPERSONAL SELF-REGULATION

The ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting.

You scored a 5.

You have a low level of self-regulation and may experience trouble controlling emotions.

What you can do:

- Practice self-restraint by listening first, pausing and then responding.
- Learn to step away from difficult or overwhelming situations.
- Be committed to not interrupting others.
- When becoming frustrated, summarize the situation to determine triggers.
- Pre-plan effective responses to a stressful situation with a family member, friend or trusted co-worker (use examples of workplace circumstances).
- Determine activities that improve your mood and take action when you feel stressed or overwhelmed.
- Focus on events that provide a sense of calm or positive emotions.
- Keep a log of your effective self-management skills.
- Discuss ways of expressing emotions appropriately with your co-workers.
- When negative emotions take over, try to visualize a different scene.
- Put things in perspective. Ask yourself, "What is the worst that can happen?" or "How will I feel about this a week from now?"



A passion to work for reasons that go beyond money or status, and a propensity to pursue goals with energy and persistence.

You scored a 7.7.

You have an average amount of motivation; procrastination can be an issue. You have the ability to seek out creative challenges.

What you can do:

- Set specific goals with dates for achievement.
- Clarify why these goals are important to you. Ask yourself not only, "What are my goals?" but also, "Why are they my goals?"
- Work with a peer or trusted advisor to create detailed action items to work toward your overall goals.
- Set aside time to work on your goals each day, even if it is just five minutes at a time.
- List your goals and post them where you can see them every day.
- Spend time visualizing the achievement of your goals.
- Ask a close friend to help hold you accountable for reaching your goals.
- Celebrate accomplishments, both big and small.
- Learn from your mistakes; keep track of the lessons learned in a journal.
- Question the status quo and make suggestions for improvement.
- Find inspiration from others who use internal motivation to overcome obstacles to reach their dreams.



The ability to understand the emotional makeup of other people.

You scored a 7.3.

You have an average amount of empathy. While nobody would call you cold, you also do not allow others' problems to affect your emotions.

What you can do:

- Attempt to understand others before communicating your point of view.
- Observe nonverbal behavior to evaluate the negative or positive emotions of others.
- Practice empathetic communication in response to your family members and coworkers.
- Watch interactions of other people that you determine to be empathetic. What can you do to model that behavior?
- Break bad interpersonal habits, such as interrupting others.
- Observe body language for nonverbal messages being expressed.
- Seek clarification from others when attempting to read emotional responses.
- Be nonjudgmental in your interactions with others.
- Offer assistance to your friends, family and even strangers.



INTERPERSONAL SOCIAL SKILLS

A proficiency in managing relationships and building networks.

You scored a 8.9.

Your social skills are well-developed and you relate well to others, though you may have trouble influencing others at times.

What you can do:

- Be aware of the message your body language is communicating.
- Ask those you admire to describe their experience when socializing with you.
- Remember people's names. Everyone has a hard time with it. Use memory techniques and be known as the one that remembers!
- After making a mistake, take accountability quickly and find ways to make amends.
- Describe scenarios to a trusted advisor in order to gain experiential knowledge on how to increase your level of social skills (i.e. discuss the details of a social function and what makes you uneasy).
- Take notice when emotions are taking over an interaction and then find ways to remove yourself from the situation.
- Show a genuine curiosity for others' well-being.
- Allow others to take the lead role so you can learn from their leadership style.
- Because social skills are abilities that do not come naturally to everyone, help others improve their social skills.
- Connect with people you have just met and find ways to continue to build the rapport.
- Seek quality, rather than quantity, in your social bonds. Converse with others on a deeper level.
- Join a professional group or a sports team to practice building bonds.



INTERPERSONAL SOCIAL SKILLS

A proficiency in managing relationships and building networks.

You scored a 9.5.

You have exceptional social skills. You have an ability to find common ground and build rapport with others. You are persuasive, effective in leading change and expert in building and leading teams.

What you can do:

- Ask those you admire for feedback about your interpersonal style.
- Seek to gain experiential knowledge on how to increase your level of social skills (i.e. discuss the details of a social or work function and what makes you uneasy).
- Appeal to others' uniqueness, build on mutual interests and show a genuine curiosity for others' well-being.
- Practice allowing others to take the lead so you can influence from a support role.
- Find ways to be an influence at work by helping others improve their social skills.
- Give advice and feedback about effective social skills techniques to coworkers.
- Extrapolate leadership wisdom and knowledge from your mentor to continue improving your social skills.
- Make an effort to stay in touch with people you meet; connect with your contacts regularly.
- Seek quality, not quantity, in your social bonds. Converse with others on a deeper level.
- Talk about feelings related to work.
- Join a professional group or affiliation to continue building your network.
- Remember people's names. Everyone has a hard time with it. Be known as the one who remembers!



LDM

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Part Two - Coaching Report -

Understanding "Attitudes" and motivation as a coaching tool:

This portion of the Leadership Model report measures and examines Personal Interests, Attitudes, and Values (PIAV) as they apply to the work environment.

INSTRUCTIONS:

Focus efforts on the following paragraphs appended to each trait:

- 1. "Training, Professional Development, & Learning Insights" along with the*
- 2. "Continuous Quality Improvements" guidance text.*

In practical use, the goal of the Leadership Coach Report is not to change behavioral values, but to modify them and assist in adjusting "Attitudes" to be closer to acceptable norms within the work environment; consistent with your Corporate Culture.

***Refer to the two highest ranking values -
as a "key" to unlocking motivation.***

Program Contents:

- Norms and comparisons
- Attitude graph
- Attitude descriptions and Coaching text
- Attitude Hierarchy Graph
- Action Plans

SAMPLE REPORT



MOTIVATORS - NORMS & COMPARISONS

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

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

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

| NORMS & COMPARISONS TABLE - Norm 2003 | | |
|---------------------------------------|--|-------------|
| John Sample | | |
| THEORETICAL | | Mainstream |
| UTILITARIAN | | Passionate |
| AESTHETIC | | Mainstream |
| SOCIAL | | Extreme |
| INDIVIDUALISTIC | | Mainstream |
| TRADITIONAL | | Indifferent |

- 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 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.

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.

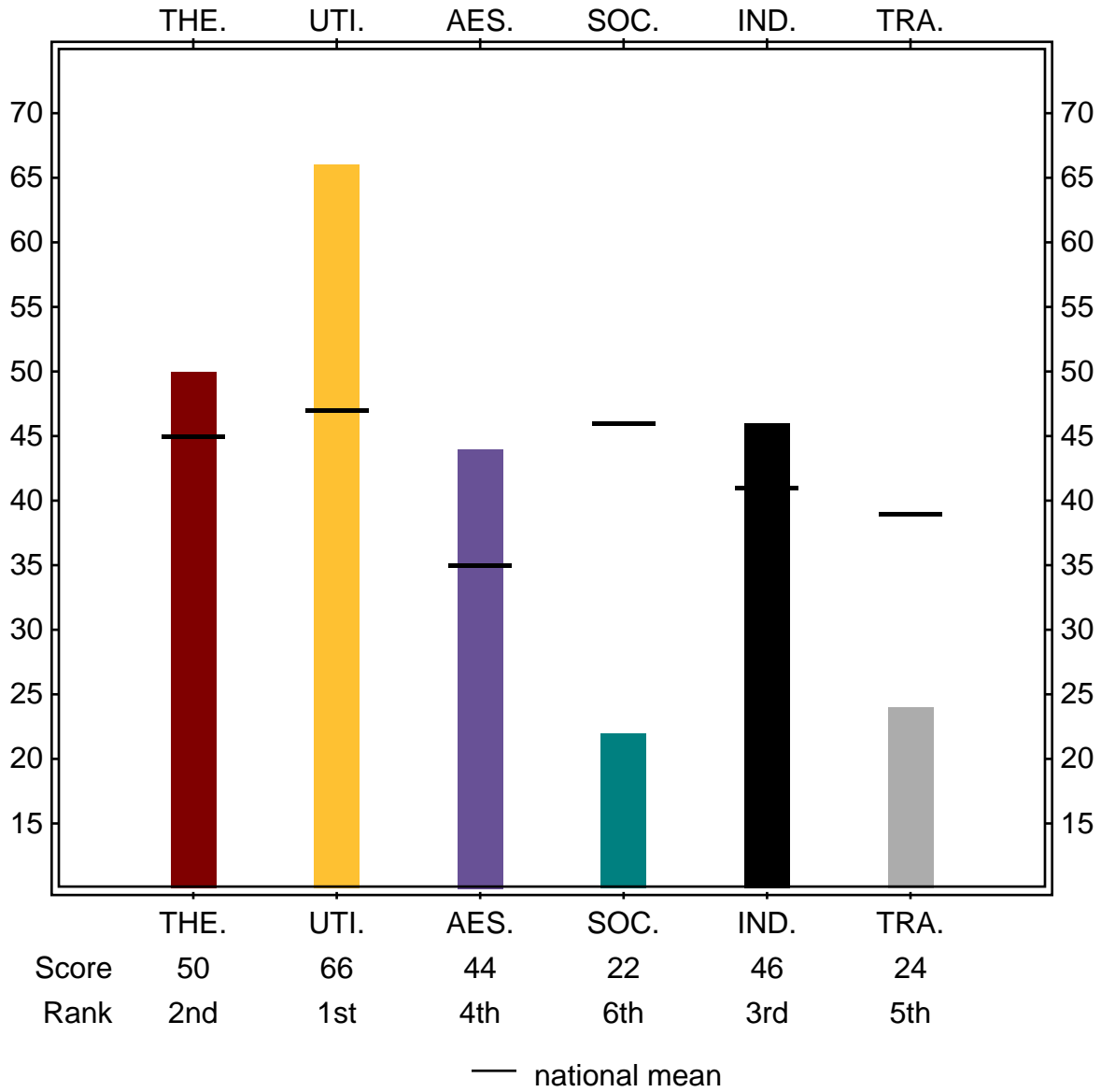


MOTIVATION INSIGHTS® GRAPH

John Sample

ABC Industries

8-1-2009



Norm 2003



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

- Goal driven, especially financial goals.
- Interested in what is practical and useful in meeting goals (usually economic ones).
- Fits the stereotype of the highly driven businessperson, motivated by economic incentives.
- Motivated by money and bonuses as recognition for a job well done.
- Motivated by high pay, and attaches importance to high earnings.
- When profit or project cost/benefits are examined, John may take the position that the ends justify the means.
- John tends to like rewards based on the results achieved rather than on the method used to obtain the results.
- Uses money as a scorecard.

Value to the Organization

- Will protect organizational or team finances, as well as his own.
- 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.
- Shows a keen awareness of the revenue-clock, his own and the organization's.

Keys to Managing and Motivating

- Realize that it's not just money that motivates, but also personal payback from the job.
- 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.
- Provide substantial room for financial rewards for excellent performance.
- Remember that John 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 coaching to help John appreciate that not everybody is highly-motivated by wealth, return-on-investment and gain like he is.



UTILITARIAN/ECONOMIC

Training, Professional Development and Learning Insights

- Link learning outcomes to the ability to become more effective in increasing earnings for both himself and the organization.
- Provide rewards and incentives for participation in additional training and professional development.
- Scores like those who want information that will help them increase bottom-line results and effectiveness.

Continuous Quality Improvements

- Needs to learn to appreciate that not everybody is highly-motivated by wealth, return-on-investment or gain so as not to alienate a prospect, customer or client.
- Needs to have an increased sensitivity to the needs of others, and less demonstration of potential selfishness.
- 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.



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

- High degree of curiosity in a variety of areas.
- Likes to visit bookstores and may make some unexpected purchases.
- Stays mentally alert and likes mental challenges.
- Strong desire to learn and go beyond the required knowledge base.
- Has a "cognitive" attitude. Looks for deeper meaning in things.
- Interested in new methods and how they can be applied to existing structures.
- Willing to take risks to learn something new.
- Has many interests outside the workplace.

Value to the Organization

- He brings a strong knowledge-driven ethic.
- Will work long, hard hours on the complex solution to a problem.
- Others on the team may seek out John to answer their questions because they know of his strong knowledge base.
- Gathers the maximum amount of information on an issue because he asks the necessary questions.
- Demonstrates a logical approach to problem solving and patience to analyze all of the options for solutions.

Keys to Managing and Motivating

- Be certain to provide knowledge-based incentives, such as new training courses, books, subscriptions, and journals.
- Involve John as a constructive critic for new ideas or when evaluating existing projects and protocol.
- Find out his interests and channel related information to John. Send topical mail, brochures and info-sheets to him.
- Sometimes incentives or bonuses are earned as tickets to a special event; consider cultural events that are not just sports related.
- Provide opportunities for him to teach as well as learn.



THEORETICAL

Training, Professional Development and Learning Insights

- John may have his own on-going personal development program already in progress.
- He enjoys learning even for its own sake, and will be supportive of most training and development endeavors.
- Actively engaged in learning both on and off the job.

Continuous Quality Improvements

- Has a tendency to demonstrate a bit of aloofness, especially to those not as intellectually driven.
- May need coaching on time management.
- Don't rush from one learning experience to another. Make certain there are some practical applications.



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

- Generally not considered an extremist on ideas, methods, or issues in the workplace.
- Has the ability to take a stand on an issue when necessary, to yield position when necessary, and to do both with equal sincerity.
- Has the ability to take or leave the limelight and attention given for special contributions.
- Shows the ability to take a leadership role when asked, and also to be supportive team member when asked.
- John would not be considered controversial in his workplace ideas or transactions.

Value to the Organization

- Seen as a stabilizing force in organizational operations and transactions.
- Considered flexible and versatile without being an extremist.
- Able to see both sides of the position from those with higher and lower Individualistic scores.
- Able to mediate between the needs of the higher and lower Individualistic members of the team.
- Able to take a stand with emphasis, or to be a more quiet member supporting a position.
- Able to lead or follow as asked.

Keys to Managing and Motivating

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



INDIVIDUALISTIC/POLITICAL

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

- Without necessarily picking sides, he may need to take a stand on some issues related to individual agendas.
- To gain additional insight, examine other Values drives to determine the importance of this Individualistic drive factor.
- Avoid criticizing those with higher or lower Individualistic drives since all Values positions are positions deserving respect.



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 John demonstrates an awareness of form and harmony and responds as needed on the job.

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.



AESTHETIC

Training, Professional Development and Learning Insights

- Explore the professional development insights from some of the other Values scales to determine more specific preferences.
- He is a flexible participant in training and development programs.
- John 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

- To gain additional insight, it is important to review other Values drives to determine the importance of this Aesthetic drive factor.
- He may need to take a more visible position with the team on some issues within the organization.
- Allow space for those who differ on this Aesthetic scale, and remember that all Values positions are positions deserving of respect.



TRADITIONAL/REGULATORY

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

General Characteristics

- Realizes that sometimes rules need to be treated as guidelines with more flexible interpretations.
- Change-oriented and readily adaptable to new projects.
- May behave independently from the standard operating procedure.
- Is a very flexible problem-solver.
- May believe in supremacy of the individual over the group.
- Places lesser importance on conformity to group patterns.
- Believes in experimentation and trying new things.
- Is an active agent in team projects and conversations.
- May occasionally break the rules with the rationale: the end justifies the means.

Value to the Organization

- Is always looking for efficient and logical solutions.
- Generates new ideas.
- Is a creative problem-solver.
- Asks lots of questions.
- Desires to learn new methods and strategies.

Keys to Managing and Motivating

- May need to sell his ideas, not just tell them.
- Enjoys variety in the job culture.
- Is interested in evaluating and improving inefficient procedures.
- Wants to be informed about events and changes within the organization.
- Use his great strength of being a flexible problem-solver.

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.



TRADITIONAL/REGULATORY

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.



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.
- May keep an ear to the revenue-clock of an organization, and maintain a business sense in people transactions.
- 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 be generous to charities outside of the job, but may balk at displaying that same generosity in the workplace.
- 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.

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 John shows.
- John scores like those who set their own goals. Use those goals as primary motivators.
- Stay bottom-line oriented.
- Don't be emotional or paternal.



SOCIAL/ALTRUISTIC

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.

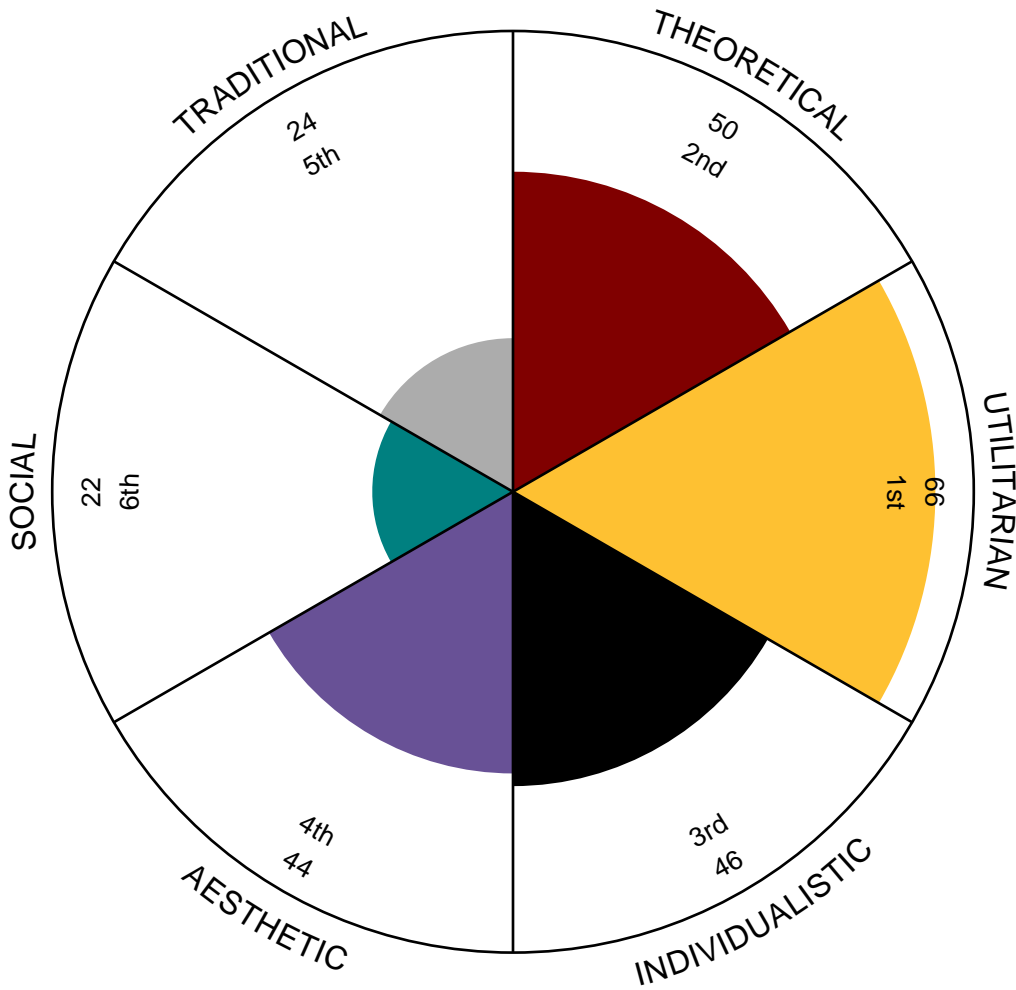
Continuous Quality Improvements

- Seen as overly "guarded" by some, especially those who tend to be more open and sharing in a business sense.
- Needs to be more sensitive to the needs of others.
- Needs to be more open and receptive to others.



MOTIVATORS WHEEL™

John Sample
ABC Industries
8-1-2009





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: _____

UNDERSTANDING THE LEADERSHIP DEVELOPMENT COACH REPORT

- * Knowledge of an individual's values help to tell us **why** they do things. It also defines their **Attitude & Approach to the job** and the work environment.
- * A review of an individual's experiences, references, education and training and skills help to tell us **what** they can reasonably do.
- * Behavioral assessments help to tell us **how a person behaves and performs** in the work environment.

Values help to initiate one's behavior and are sometimes called the "hidden motivators" because they are not always readily observed.

It is the purpose of this report to help illuminate and amplify some of those motivating factors and to build on the strengths that each person brings to the work environment. Based on the choices of the examinee, this report ranks their relative passion for each of the following six values.

VALUES:

=

The DRIVE for:

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

MONEY/STATUS/RESULTS

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.

KNOWLEDGE/LEARNING

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.

FORM & HARMONY

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.

HELPFUL/CARING/CHARITABLE

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.

POWER/CONTROL/INFLUENCE

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 religion, conservatism or any authority that has defined rules, regulations and principles for living.

ORDER/STRUCTURE/RULES