

UNDERSTANDING BUSINESS
**VALUES &
MOTIVATORS**

◆ DR. IRA WOLFE ◆

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UNDERSTANDING BUSINESS VALUES & MOTIVATORS

Understanding Business Values and Motivators

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DISCLAIMER: The purpose of this book is to provide insights regarding management skills, employee motivation, and personal improvement. It is not meant to replace professional counseling for emotional or psychological disturbances. Referral to a qualified counselor or therapist is recommended for issues outside the scope of this publication, which is intended only for general use and not as a specific course of treatment.

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TABLE OF CONTENTS

Dedication & Acknowledgments 5

Author’s Preface 7

Introduction 13

There is a tendency for introductions to be “filler,” but this is vital orientation for understanding the rest of the book—read it first!

Chapter 1: Conceptual Motivation 26

Information, facts and “reality” motivate people with strong Conceptual motivators.

Chapter 2: Aesthetic Motivation 32

Visual and sensory awareness of their environment motivates people with strong Aesthetic motivators.

Chapter 3: Economic Motivation 39

Financial gain and return on investment motivate people with strong Economic motivators.

Chapter 4: Power & Authority Motivation 46

Control and dominance motivate people with strong Power & Authority motivators.

Chapter 5: Social Motivation 54

Concern for opportunity and justice motivates people with strong Social motivators.

Chapter 6: Doctrine Motivation 61

Strong belief in tradition and customs motivates people with strong Doctrine motivators.

**Chapter 7: Marching to the Beat of
a Different Bucket 69**

What to do with what you know is the focus of this wrap-up chapter.

Appendix 77

A variety of short articles and insights to help you become more effective in applying this information, reprinted from Dr. Wolfe’s management newsletter, *The Perfect Labor Storm*:

- The High Cost of Employee Turnover
- Attitude Virus Hacks Human Capital
- Causes of Workplace Conflict
- Motivating the Wrong People is a Waste of Time

What’s Your Next Step? 92

Dr. Wolfe offers a variety of tools that can assist you in understanding competencies, behavioral and motivational styles.

Additional Resources 94

Dr. Wolfe’s *CriteriaOne*® assessments are unique among all of the selection tools available to businesses today. Find out how *CriteriaOne*® will help you do your job.

About the Author 96

DEDICATION

To my wife Janeen, children Jennifer and Nathan, and mother for their unconditional support and love. We are living proof that people from the same family can grow up to have very different and often opposing viewpoints of life, and yet, never stop loving and valuing each other's uniqueness and individuality.

“Have you considered that if you ‘don’t make waves,’ nobody, including yourself, will know you are alive?”

Theodore Isaac Rubin, MD

I wrote this book for anyone who is “suffering” in a career or position that just doesn’t provide them with energy and passion anymore, and for all the managers who feel that motivating employees is like “pulling teeth.” I’m hopeful that this book will help you “make a few waves” in your life.

ACKNOWLEDGMENTS

I am grateful to so many people for their help, support and friendship during the growth of my business and the writing of this book.

My wife, children, mother and entire extended family who inspire the values to keep me straight, the motivation to keep going, the drive to stay committed and whose lives provide me a living laboratory to study ...and the endless supply of stories about how people with different styles and conflicting values and motivators can still accept and respect one another.

UNDERSTANDING BUSINESS VALUES & MOTIVATORS

Judy Suiter, who continually amazes me with her depth and wealth of knowledge about how and why people behave the way they do and her willingness to share it. Her friendship, mentoring, referrals, and introductions have been invaluable. Without her, this book would never have happened.

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Michael Spremulli, who has helped me rewrite the rules for strategic partnering. Mike's willingness to share and partner has demonstrated how competitors can work together, so both parties can grow and prosper.

Rich and Joy Ruhmann, Joan Anderson, Barbara Metzger, Krista Sheets, Brian Humphries...for their friendship, camaraderie, and the confidence they demonstrated in supporting CriteriaOne® and me from the very beginning.

Bill Schult, Sr., and his entire family for developing and supporting CriteriaOne® Assessments, of which Business Values and Motivators has special meaning and purpose.

Kate Gilligan, who, at the very last minute, volunteered to edit and proof this book and offered incredibly insightful recommendations.

Chris Carey, who helped turn my collection of hundreds of newsletters, articles, columns, and thousands of words into a book I could be proud of.

And thank you, many times over, to my clients who have trusted me to counsel, coach and guide them in matching, managing and motivating their employees.

AUTHOR'S PREFACE

On December 29, 1995, I walked away from my dental practice and never looked back. I refer to this day as the day I discovered “what I was going to do when I grew up.” What puzzles me is everyone else’s puzzlement at why I did it.

Although dentists are not well liked for what they do (“*Nothing personal, Doc, but I’d rather be anywhere than in your chair!*”), dentists are still among the most respected professionals and members of the community, with the opportunity to earn a very comfortable living and a leisurely lifestyle—what was wrong with me? Why would any rational person leave a prestigious profession and good job after all the hard work and investment? Who would give up a three-and-a-half day workweek with a six figure salary for a seven-days-per-week and eighteen-hours-per-day job with a big cut in salary?

As you might imagine, rumors spread throughout eastern Lancaster County, PA—I must have AIDS (or some other fatal or terminal illness)...I was divorcing my wife and leaving my family...Dentists declared that I had seen the writing on the wall, with managed care coming down the pike, and I was getting out before it got worse. Patients and colleagues alike searched for reasons *they* could understand. My wife was asked by other spouses, “How can you let him just sell his practice?” (Why is it, by the way, that a teacher can sell insurance, a lawyer can become a record producer, but a dentist can only be a dentist?)

UNDERSTANDING BUSINESS VALUES & MOTIVATORS

I am happy to say that I am still alive, very healthy, quite active, and my wife and I celebrated our 25th wedding anniversary last year. Dentistry has flourished as well, just as I knew it would. The demand for dental care now exceeds the ability of dentists to care for all the patients. Dentists are busier than ever and many of my former colleagues are enjoying life and dentistry more than ever. So much for rumors.

Skepticism about my reasons for “quitting” have been replaced by admiration and acknowledgments of the courage it must have taken to make the decision and follow through with it. *Bull...!* It wasn’t courage. It was burnout pure and simple. I needed to get out, and I did. Despite a very nice personal income, a workweek many professionals and managers just dream about, and achieving a 13-handicap in golf, after playing at least five or more rounds per week, I dreaded Sundays—it meant the start of a new week and another 25 hours in the office.

Don’t get me wrong. I really enjoyed my patients and employees. I loved meeting new patients and receiving the old ones. The excitement of having a dental phobic say “yes” to treatment—and then say, “You know, Doc, it really wasn’t bad at all!”, is just one of those really good feelings many people don’t ever experience. Or how about the satisfaction you get when a parent says, “I have no idea how you’ve done it, but little Johnny can’t wait to come to see you—he’s driving us crazy asking when they get to go see Dr. Wolfe again.” Talk about getting an adrenaline rush!

The problem was, it wasn’t enough. From the very beginning, it wasn’t dentistry that got me excited but what it allowed me to do—own a business, build it, mar-

ket it, and make a difference in people's lives.

Interest rates had skyrocketed. Gold hit \$800. And silver, a main ingredient for amalgam (aka silver fillings) and x-ray film went from \$5 to \$50 an ounce. Here I was, opening a brand new practice and two of the main staples of a dentist's menu were scarce. As supply and demand would have it, entrepreneurial dentists offered to sell these dental supplies to me at near black market prices.

The icing on the cake occurred July 1, 1980, the day I opened for business. The biggest employer in town and one of the largest in the community announced it was laying off workers for the first time in its history. This was a company whose employees soaked in 50- and 60-hour workweeks and reaped paychecks with hundreds of dollars of overtime. Annual Christmas bonuses were handed out in genuine silver dollars. And everyone had dental insurance.

Talk about market timing! But nothing could deter me. I borrowed nearly \$75,000 at fourteen percent interest and leveraged nearly everything we owned to buy new equipment and renovate my office space. I offered what few other dentists did—I accepted new patients and offered evening and Saturday hours. I treated children, even the screamers. I also treated adults who acted like children.

I did much of my own surgery. I accepted insurance for reimbursement and submitted the forms on behalf of the patients. I worked out budget plans for those patients who couldn't afford to pay all at one time. I used laughing gas (nitrous oxide) for the dental phobics and had earned hospital privileges to take those extreme patients who insisted on going to sleep because of fear

UNDERSTANDING BUSINESS VALUES & MOTIVATORS

of the drill and “shot.”

I sent birthday cards to young and old patients. I clipped every article and picture I could find about my patients and placed them in scrapbooks for patients to read in the reception room. If it was different and attracted patients and publicity, I did it.

And it worked...and worked....and worked. As long as I had the opportunity to keep building and growing and expanding and marketing the practice, I loved dentistry. I spent hours and hours before and after patient hours working on the practice, as well as *in* it.

Despite the success I enjoyed, the prominence in the business, civic and dental communities I achieved, and the comfortable lifestyle my family and I lived, it all eventually boiled down to this: the busier the practice became, the more dentistry I needed to do. And in dentistry, the technical work all ends up in the dentist’s hands, literally and figuratively.

How had I chosen dentistry as a career, and why was I not satisfied? Oh, those tapes that play in your head over and over: “Why can’t you just be satisfied with everything you have?” “How come every time you reach a goal, you set a new one.” “You’ve got to slow down and smell the roses.”

Maybe it was me. Why couldn’t I just hang in there for a few more years, retire early and exchange it all for travel and golf?

While most dentists (as well as physicians, accountants, and engineers) wish the marketing and managing of their business would just go away, I felt just the opposite. The actual delivery of dental services—the drilling,

filling, shaping, and cleaning—was just getting in my way. I couldn't do it for one more day.

So, in 1995, with both my children out of school and out of the house, I retired from dentistry and began figuring out what I was going to do with the rest of my life. I thought I knew at the time—I would be a consultant to the small professional. With my passion and success for doing what most professionals hate to do and my knowledge and experience, it was a perfect marriage.... *Not!*

Without going into all the boring details, let's just say that the first few years of my new career was a journey. Right or wrong, I felt that the business community questioned my credibility—"what does a *dentist* know about running a business anyway?" Because I was no longer a practicing dentist, the dental community devalued my ability to counsel and coach. To the business community, I was still a dentist. To dentists, I was retired.

What I did have when I retired from dentistry was confidence that I had something special to offer. I was happier than I had been for years. Instead of spending my days planning my exit, I spend my days trying to figure out how to cram more in. I wasn't going back—ever!

The more I worked on my new career, the more I wanted to work. Over time, I've heard hundreds and hundreds of speakers and presenters. Those who stand out in my memory obviously loved what they were doing. They weren't standing before us to pick up a paycheck; several told us that if they couldn't get paid for what they were doing that day, they would do it anyway.

I enjoyed doing what I did those first few years, even

UNDERSTANDING BUSINESS VALUES & MOTIVATORS

if I wasn't sure exactly what it was. When people asked, I'd tell them I was a consultant and people seemed to accept the explanation. The most common responses were, "That's interesting" or "Wow—that's a change going from dentistry to consulting!"

Today, it's so much easier to say I own a consulting company, or I provide personality testing for employers, or I match, manage and motivate employees, depending on who asks. But those are merely "elevator introductions."

Eight years after closing the door on my dental practice, what I hear at meetings and parties is "do you ever miss it?" And with a huge smile and not an ounce of regret, I reply, "Not one minute!" And friends, relatives and clients can tell I mean it.

These days I work seven days a week, sometimes 18 hours per day. I haven't picked up a golf club in two years. Yet, I love every minute of it. I can't wait for weekends and holidays, especially those that allow me to write and work on the business. And I can't wait for the weekdays because....well, because I'm doing exactly what I want to do.

I no longer dread Sundays because it's the beginning of a new week, but I am disappointed it's already Sunday because there are so many things I wanted to do that I didn't have time to. I don't count the days until the weekend, vacations, and retirement, but I wonder where the months and years are going. I have so much more I want to do and just don't seem to have enough time to get it all done.

Colleagues and friends ask me all the time, "Where

AUTHOR'S PREFACE

do you find energy to do it all?" They don't understand. What I do now doesn't spend my energy, it *is* my energy. While my body, unfortunately, doesn't always have the energy it used to, my mind just keeps going and going and going....

I've now sat on both sides of the dental chair. I've also worked a job and found a career. I know what I'll do when I grow up—exactly what I'm doing now. My wife says I'll never retire. That's probably true. But not because I always need to work but because to me this isn't work at all.

What a difference it makes when you learn to live your life according to your values and personal motivators!

A handwritten signature in black ink, appearing to read "Ira Wolfe", with a long, sweeping horizontal line extending to the right from the end of the signature.

Ira Wolfe

UNDERSTANDING BUSINESS VALUES & MOTIVATORS

THE “MUST READ” INTRODUCTION

The famous speaker Zig Ziglar once said he had never met a person who was truly lazy, but he'd met many people who were under-motivated. He also said his job as a speaker was not to motivate anyone in his audience—doing so was impossible, because people motivate themselves. His job was to help them recognize that truth.

The purpose of this book is not to teach you tips, tricks or techniques to motivate others, whether they are your subordinates at work, your loved ones, family members or friends. Its purpose is to show you *how* people are *already* motivated and how to tap into those motivators for their success and yours. In the process, you'll discover some insights about your own motivations, too.

Most people think “motivation” means getting people to do things they'd never do on their own, talking them into actions they naturally resist. (Actually, that's coercion, not motivation.) That's external; motivation is internal. Here's what Funk & Wagnall's *New Comprehensive International Dictionary of the English Language* says about it:

mo-ti-va-tion (mō'-tə·vā'shən) *n.*
Causative factor; incentive; drive.

Motivators, for the sake of our discussion, are a collection of learned attitudes and beliefs. Your motivators drive you, supply incentive, and provide the cause behind your values, attitudes, thoughts and behaviors at the present time.

Motivators account for our way of seeing the world. Here's an eyeglass analogy: if I borrow prescription lenses from my wife, a friend or co-worker, I'll see the world less clearly, because their focus is different. You and I view the world through our own lenses.

Defining Motivators

In 1920, Dr. Eduard Spranger originally identified six motivators that are keys to our personal outlook and response to the world, and he published his insights in the book *Types of Men*. Additional research by Gordon Allport and Philip Vernon further developed Spranger's model, and these are our focus in this book.

Here are the six motivators, in no particular order:

- *Conceptual*
- *Aesthetic*
- *Economic*
- *Power & Authority*
- *Social*
- *Doctrine*

Some motivational researchers also refer to these motivators as “values” or “attitudes.” It's a challenge to find a term or phrase that accurately describes this function. The term “values” is frequently used to describe a “moral” outlook, such as “family values.” And the term “attitudes” tends to make us think of someone having a “good” attitude or a “bad” one—usually meaning the person is either cooperative and pleasant or stubborn and hostile. There is a quality in these words that suggests “right” and “wrong.” Whatever term you choose to use, we need to agree on a definition, in this book, that we are simply categorizing different factors that motivate us.

THE “MUST READ” INTRODUCTION

These motivating factors are neutral; they are judgment-free. You may use them for “good” outcomes or “bad,” just as a hammer can be used to build or destroy, although a hammer itself has no “morality” on its own. The real question is, which of these motivators do you value most—think of “value” as a *verb*, not a *noun*! **Our question is, “What do you value?”, as opposed to “What are your values?”**

Some important consideration involving Spranger’s list of motivators: two of the six tend to be *primary* influencers for most people—sometimes there are three, but more often, the number is two.

Another one or two motivators have *situational* influence—they are not driving passions in an individual’s life, but they can be activated when there is a specific application or focus that will benefit from activating them.

Finally, the remaining one or two do not motivate the individual at all. In fact, if you use them as a motivator to appeal to this person, you’ll find they are *de-motivators* instead.

The “how” and “why” of what we do

My work at Success Performance Solutions involves helping companies recruit and retain top-performing employees, improve processes, and develop superior management systems. I provide companies with a variety of assessment instruments, each focused on specific areas of behavior.

One of these instruments is a predictive behavior tool based on the DISC Model of Human Behavior. It measures and explains *observable* factors—it explains and reliably

UNDERSTANDING BUSINESS VALUES & MOTIVATORS

predicts how individuals respond to issues involving the four factors of Problems, People, Pace, and Procedures. People are *energized* (and others are *de-energized*) by these factors:

- confronting problems or challenges (D)
- interacting with people (I)
- operating at a certain pace (S)
- complying with procedures and rules (C)

For instance, after you listen to your new voice mails or read emails, do you clear your checklist by returning the easy phone calls first (so you can concentrate on the challenging messages without interruption) or do you prefer to jump on the biggest challenges because dealing with them gets you energized?

Or how about April 15? This tax deadline comes around every year, doesn't it? How many people spend New Year's Day compiling their financial records and show up asking for their W-2 form on the next work day? If such people don't have their tax returns filed by January 31st, they become nervous wrecks. On the other hand, how many people wait to the last minute to file and then actually get satisfaction in extending the filing deadline? These are everyday examples of behavioral style preferences.

DISC explains how these influences work.

- “D” stands for *Directing*. The way “D” types approach their environment is by decisively handling problems—they take charge, make decisions, give orders, and provide direction. Typically, people with a “high D” prefer to confront the most difficult challenges first—it energizes them—while “low D” people tend to postpone confrontation.

THE “MUST READ” INTRODUCTION

- “I” stands for *Influencing*. The way “I” types approach their environment is through People—they verbally and emotionally influence and convince people to do things their way. “High I” people are energized by engaging with others, while “low I” people prefer listening rather than influencing and more solitary communication like emailing and writing.
- “S” stands for *Steadiness*. The way “S” types approach their environment is through Pace—they pacify stressful situations to maintain a steady workflow. Spontaneity and change for the sake of change de-energize people with a “high S,” whose natural comfort zone is stability and whose natural preference is to complete one assignment before starting another. People with a “low S” tend to be energized by variety and juggling lots of balls, even if a few balls get dropped.
- “C” stands for *Compliance*. The way “C” types approach their environment is through Procedures—they seem to gain energy while complying with rules set by others, even if they don’t agree with them. While individuals with a “high C” are energized by handling their tax preparations accurately and early, this doesn’t mean they like paying taxes. And while the “low C” may tend to avoid the detail work of pulling files and receipts—sometimes even when they will be receiving a refund—that doesn’t mean they are unsavory citizens trying to evade taxes.

We are more than what others see

Seeing how people respond to the demands of their

UNDERSTANDING BUSINESS VALUES & MOTIVATORS

environment provides clues to their DISC behavioral style. (As Yogi Berra said, “You can observe a lot by watching!”)

While observing behavior is helpful for understanding someone’s DISC style, the Motivation Model (which is the focus of this book) isn’t reliably deduced by watching how people *act* and *react* to their environment. Rather, it is better understood by observing how people *think* and by *discussing* with them what they value. You’ll understand this concept better as we progress — hang in, you’ll get it!

Author/diarist Anais Nin wrote, “We don’t see things as they are, we see them as we are.” She was quoted by journalist Ted Koppel in attempting to explain the source of political and cultural differences that divide our nation at times. As we progress in this study, you’ll see two facts emerge:

- Our lenses are largely behavioral and motivational
- We have more in common to unite us than we have differences to divide us

Here is a common error: in trying to understand each other, we often (and mistakenly) assign moral intent to others’ behaviors and motives, even though our own preferences and prejudices may affect our ability to judge situations objectively. When people are motivated differently, we may call them “bad” or “mean” because we fail to understand them.

People tend to look at *characteristics* and judge one another’s *character*. When they form a negative impression of someone else, it is often because they think, “*I would never do that!*” Their own behavior and motivational values become the *norm*, and anything different can be labeled abnormal or substandard.

THE “MUST READ” INTRODUCTION

Of course, I’m not saying that there are no objective standards for ethical or appropriate behavior, but we will never see the whole picture when we use ourselves as the standard. Because they provide the ability to separate objective facts from subjective feelings is one reason I am such a strong proponent of understanding behavior and motivators through the use of validated *assessment instruments*.

I’m going to take one more run at this before we move on, just to make sure we understand each other: in considering both motivators and behaviors, we “like” the styles we are “most like,” and we “don’t like” the ones we are “least like.” We don’t approve of or appreciate what we don’t understand. We especially disapprove, devalue and misunderstand motivators and behaviors that are the opposite of our own.

For instance, in the DISC Model, someone whose natural behavior style is high in “S” traits tends not to value the character and contributions of someone who is very low in “S” traits. And in the Values and Motivations Model we’re examining in this book, someone who has strong *Social* motivators tends to discount someone whose *Social* motivators are low.

Perhaps the “high *Social*” wants to give help to people in need, while the “high *Economic*” wants needy people to qualify for it, and the “high *Conceptual*” wants to teach them information that will make them more valuable in the workplace.

We see this conflict of values in our country’s foreign and domestic policies. It is behind many of our political disagreements, and it’s much easier to call opponents “mean-spirited” because their values and motivators are

different from our own.

Truthfully, one behavioral style or one set of motivators isn't automatically "better" than another. We're not talking about "good or bad," "right or wrong" styles or motivators—just "different."

Identifying personal priorities

Zig Ziglar did not say people are *un*-motivated; he said some are *under*-motivated. One of the great benefits of understanding people's motivators is that we can know their "hot buttons," what "turns them on" and makes them run. It's how a particular person is "wired." **Some managers make the mistake of pushing buttons in their employee that are either disconnected or are prewired to turn that person off.**

The intensity of the six motivators determines an individual's personal priorities. The further someone's score is from a specific motivator's norm, the greater emotional investment that person has in that particular motivator. A "below average" score in one motivator doesn't necessarily mean you have no interest or emotional feeling invested, but at the present time, it has less priority for you. (And you have less "sympathy" toward that particular attitude or value.)

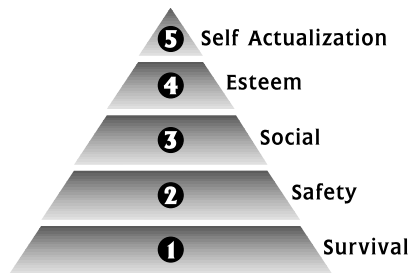
The DISC Model of Behavior mentioned earlier is valuable because it explains the "how" of our behaviors: how we respond to our environment. This Motivation Model is valuable because it explains the "why" of our behaviors. It suggests what is important to us as individuals—what gives us a sense of satisfaction and accomplishment. Motivators provide added insight into "why we do what we do."

Different levels of motivation

Dr. Abraham Maslow identified five basic levels of needs in his books, *Toward a Psychology of Being* and *Motivation and Personality*. He taught that these needs provide motive for our attitudes and actions. Our most base responses are exhibited when our needs (and, therefore, our motives) surround *Survival*. Our *first* needs are for food, water, shelter, and clothing.

Once these needs are secured, people become less aware of them and become more aware of *Safety*, the second level of needs. These two levels represent basic needs, and people have great difficulty focusing outward toward the rest of the world unless these inner needs are met.

The third level of needs awareness is *Social*, the sense of belonging to a family or group. If your workplace provides a sense of belonging to a group or team, you feel se-



ecure there and are able to make contributions. However, until you belong, you will feel uneasy, because this need has not been satisfied. You may experience belonging in one group but not in another. Soldiers who are at physical risk and are at a distance from their families often bond tightly, like brothers, motivated by their need to belong to a committed group that shares similar experiences and values. Some sort of “family” is important to most people—and they may meet that need in an ethnic group, a hobby club, a political party, a church or community service organization, or even a gang.

UNDERSTANDING BUSINESS VALUES & MOTIVATORS

When the Social need to belong is satisfied, a fourth need can be addressed: a sense of Self-Esteem. Maslow called this level and the one above it “transcendent,” because people who reached them were able to focus beyond their immediate needs and redefine themselves through the way they served others and interacted with them. Self-worth comes with self-respect, and people who reach this level feel good about their ability to meet the needs of others, as well as themselves, and they respect themselves for the choices they make in fulfilling those needs.

Maslow called his fifth and highest level *Self-actualization*, as the highest expression of human potential. The energy of a person who reaches this level may be aimed at resolving global issues or may focus on inner growth issues that escape the “common” man. Maslow said only three percent of people ever reach *Self-actualization*. He observed that these people tended to be more optimistic, generous, and driven by a sense of mission and purpose.

These steps that reach up to *Self-Actualization* also lead downward—if the foundations of the pyramid are shaky, people naturally turn their attention toward stabilizing them. When safety or survival is threatened, we focus on them until our needs are met, and then we may be able to turn our attentions upward again.

The ways we choose to meet our more basic needs will, hopefully, be more sophisticated whenever we must return our attention to *Survival* and *Safety*. We should be able to bring our previous experiences at higher levels into play, so we may not have to focus attention or experience anxiety there too long.

If you haven't guessed by now, your motivating values can be flexible and do change throughout your life and career. As your situation shifts, your motives and priorities tend to shift also.

Filling your buckets

When explaining values and motivation to clients and workshop participants, I found this “bucket analogy” the most helpful:

Each morning, you subconsciously pick up two, or perhaps three, buckets. Each bucket represents a motivating value. During the day, your goal is to fill up those buckets. If you don't fill them, at the end of the day, you may go home dissatisfied, or unsatisfied. If this happens day after day, you might even burn out and become disenchanted with your job—or even with your spouse. There are times when other people don't help you fill your bucket at all—in fact, they take out what's in it! During your life, which buckets you carry and want to fill are determined by your beliefs and shaped by your experiences. You value some buckets positively and judge others negatively. Some you want to fill and others you'd just as soon pour out and leave behind. And **there are times you have no clue why others value what they carry in their buckets.**

The following chapters describe the contents of the six buckets, our motivating values and attitudes:

- *Conceptual*
- *Economic*
- *Social*
- *Aesthetic*
- *Power & Authority*
- *Doctrine*

THE CONCEPTUAL MOTIVATOR

People who are *Conceptual* search out knowledge, data and reality. They tend to be objective in their approach to events and use critical-thinking to solve problems.

They are much less interested in opinions and are much more grounded in facts. Rather than “feeling” their way through a situation, they “reason” their way using logic.

Conceptuals love learning for the sake of learning—we say they can’t pass by a library or a book store without feeling a little guilty! **It’s as if concepts call out to them by name and want to be released from secrecy. They are passionate about knowledge, learning, thinking, reasoning.** So, the span of their intellectual interests is usually very wide.

Who do you know?

Think of “Wilson,” Tim’s intellectual neighbor on the television show, *Home Improvement*. His character is a stereotype of this style. By the way, Wilson isn’t much of a TV-watcher, is he? *Conceptuals* are much more intrigued by books. When (*if*) they watch television, preferences usually are The History Channel and Discovery. A favorite game show might be *Jeopardy* or *The Weakest Link*, but not *Family Feud* or *The Newlywed Game*. If *Conceptuals* would dare watch “reality shows,” like *Survivor*, it surely wouldn’t be for entertainment but to explore what might motivate a

human being to eat worms and dirt in return for a few moments of fame and money. Their network TV preference might run to mysteries and medical dramas—because of the opportunity to solve the puzzle before the show’s star does or to spot technical blunders.

PBS (Public Broadcasting System) is probably the favorite network of most *Conceptuals*. Why? Noisy, bothersome, silly commercials don’t interrupt. Serious topics are discussed to stimulate reasoning, authors and scientists are interviewed...even children’s shows are aimed at teaching people to think.

How Conceptual influence is displayed

Guess which of the six motivational attitudes is most likely to vote yes for increasing school taxes and approving library bond issues? People whose chief motivators do not include *Conceptual* are much more likely to vote no. They will need much more convincing of the value to be found in voting yes.

Pick your books as you would your friends. Have Emerson in your home. Have you ever seen a movie that was a bit over your head? Well—it was because you haven’t read enough.

– Fiorello La Guardia

Conceptuals tend to provide complicated and involved explanations. Someone joked that when you ask people who are very intellectual what time it is, they may first tell you all about sundials!

They are fascinated by details. They are suspicious of intuition, instinct and hunches. As their name suggests, they tend to be theoretical, sometimes at the expense of being practical.

Not surprisingly, they prefer things and projects and ideas to people. After all, people can interrupt thinking while the others require thinking.

A shared motivator

You'll remember that we said in the Introduction that people usually have two strong motivators, sometimes three, that share influence. One may be stronger than the other, but both play major roles. Then people have another one or two that come into play situationally—not passionate drivers but tools they can use when necessary. Finally, whatever remains acts as a de-motiva-

All truly wise thoughts have been thought already thousands of times; to make them truly ours, we must think them through over again honestly, till they take root in our personal experience.

– Johann Wolfgang Von Goethe

tor. It has no appeal or value to this person and is a turnoff when others use it.

So, for most people, the *Conceptual* motivator has a companion. My friend and col-

league, Judy Suiter, lists Oprah Winfrey as a popular example of someone whose top motivators are *Conceptual* and *Social*. Let's look at how these two motivators work together.

As an interviewer, Oprah draws out thoughtful information. She looks for in-depth answers. This is her *Conceptual* at work. Her *Social* motivator creates a passion in her to touch and help people. It supports Oprah's *Conceptual* interests and expresses itself warmly, so she doesn't come across to viewers as too factual or detached, unlike Dan Rather.

Once her television show was successfully launched,

meeting her needs for survival, safety and security, Oprah launched a very successful magazine and monthly book club. These projects reflect her high *Conceptual* motives. At the same time, her *Social* motivators shape the types of books she recommends to her readers and the article themes selected for her publication. It is evident that she believes education (a strong *Conceptual* interest) will create a better world (a high *Social* concern).

Understand that not all “smart” people have high *Conceptual* motivators. Remember, I told you these values and attitudes don’t just jump out at you—they are discovered more subtly. It may be that some people are not *Conceptual* because they are smart but they are smart because *Conceptual* motivators are important to them. Others might have more “brain power” but not be as motivated to develop theirs.

**Always aim at complete harmony
of thought and word and deed...
There is nothing more potent
than thought. Deeds follow words
and words follow thought.**

– Mohandas Gandhi

The opposite end of the spectrum

What does it mean when someone has a low *Conceptual* motivation score? Predictably, they tend to rely on opinions and their personal experience rather than search out facts and check out history. They trust their instincts and feel very little important information will be gained from excessive study or investigation. If other people give the impression that they know what they’re talking about, someone with a low *Conceptual* motivation will probably take their words at face value. They feel comfortable dealing with the “warm fuzzies” of

people's feelings and emotions instead of wrestling with cold, hard facts coming from research and analysis.

The majority of people forms the “norm,” or the “average” for each of these motivators. They are in the average range for this motivator, which means they can engage in *Conceptual* activities when there is a benefit to themselves for doing so. But there is no passionate need to be overly *Conceptual* or theoretical. They know enough not to trust everything they read and everything they hear, so they review generally available information before making a decision—see what Google has to say about it—but they are not naturally suspicious and need-

Approach each new problem not with a view of finding what you hope will be there, but to get the truth, the realities that must be grappled with.

– Bernard M. Baruch

ing overwhelming evidence with irresistible verification.

We have all met “perennial students”—lots of degrees, without a career, constantly

learning new things for the sake of learning new things. You can bet that diplomas and educational certificates are their wall-coverings of choice, as opposed to pictures of family and events. The passionate *Conceptual* loves learning for the sake of learning, while the low *Conceptual* might believe that “when all else fails, read the directions.”

Attention Parents! Does every child need a college education? Your answer might depend on your *Conceptual* value. While growing up, one of my mother's sayings I'll remember forever was, “The one thing that no one can ever take away from you is your education.”

But, at the same time growing up in a small coal-town

in Pennsylvania, it wasn't uncommon to hear from someone else, "So, you'll go off to college and become some big hot-shot and be too good for us."

My former classmates whose *Doctrine* value (strong traditional ties to community and family) was stronger than the *Conceptual*, either bypassed post-secondary education completely or attended a local trade school or university despite Ivy League opportunities. For my parents, and especially my mother, the goal was to do whatever it took to get my brother and me educated, regardless of the personal and financial sacrifices it required.

**The books which help you most
are those which make you
think the most.**

– Theodore Parker