

It is better to invest in thinking, writing, discussing, and positive coaching now instead of “go with the flow” before prepared and face excessive unnecessary conflict, which might lead to excessive counseling to solve problems created through lack of awareness and communications. If you feel you are doing fine, even better than some around you, good for you—that is *success*. However, if you want *significance*, including good stewardship as your best-self, design and share your plans for life. Most people accept beliefs about the importance of design before construction in buildings and bridges, though many fewer benefit from that belief related to areas of life where systems do not yet require that action.

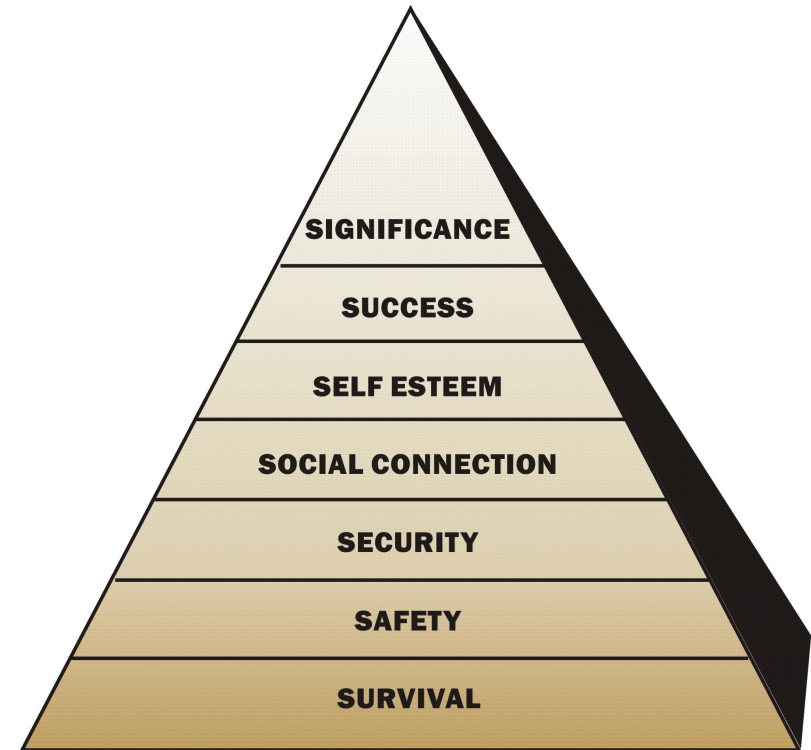
Rick Dye, a city leader within AmSouth Bank of Florida [now Regions Bank], valued learning personal leadership practices and offering training to his team to help them achieve more with more balance. At a time when the company—and most others—limited training to job-specific skills and sales, training director Sonya Henderson sponsored a pilot training program in which we taught some of the core lessons in this book and helped people write plans for profession and other areas of life. Rick supported the pilot at corporate and sponsored expanded offerings for his team in the field.

Beth White, then a manager with AmSouth, attended the series of my seminars in Florida, which included learning why and how to write plans for life and profession. The vision statements included listings and descriptions of values, beliefs, affirmations, and strategies for the lives we feel called to lead in the seven areas of life.

Beth enthusiastically went to work in the seminars and followed up to improve on her own. She called, “...I need a list of power words to help me choose values for my plan.” Her request motivated me to enrich my 7-level model, plus create the list of sub-values to help us understand better and put values in our plans to use and share with others.

Hierarchy of 7 Motivating Values

The Seven Motivating Values identify core values that drive us. This model can help you enrich your plan for life, deepen motivation for needed change, and understand the motivators of others sharing vital relationships with you. This can lead to enhanced understanding and chances of harmony—internally and with others.



Dyson Hierarchy of 7 Motivating Values

I “stand on the shoulders” of Abraham Maslow for the core concept that our human needs tend to drive us in a hierarchy of priority, which means we typically seek higher-level needs only after fulfilling lower-level needs. “Maslow’s Hierarchy of Needs” is one of the best-known models used for teaching human motivation. His model was in textbooks or professor lectures in my college psychology courses as well as masters and doctoral classes teaching management and leadership.

Maslow’s Hierarchy of Human Needs

Maslow presented in 1943 a *Hierarchy of Human Needs* suggesting five ascending levels:

1. Physiological
2. Safety
3. Belonging
4. Esteem
5. Self actualization

Dyson Hierarchy Distinctions

My model builds on *Maslow’s Hierarchy*, though I expand the depth of the model, change several terms, and add emphasis to several levels. *The Dyson Hierarchy*:

1. expands from five to seven levels of ascending core values to add depth.
2. uses *Survival* instead of “Physiological” because instinct to survive is so powerful and is more easily understood by more people.
3. separates *Safety* and *Security* to help us distinguish between values that drive us in response to *danger* within *Safety* and seek *hope* within *Security*.
4. uses *Social Connection* instead of “Belonging” because the drive to *connect* to others, groups, and causes is deeper than feeling you belong, plus the term is used more today than 60+ years ago.
5. uses *Self Esteem* though expands the meaning plus adds ascending sub-values, including seeking *Health* as a foundation for self esteem.
6. uses *Success* and *Significance* expanding “Self actualization.” *Success* builds on *Self Esteem* and includes external rewards many seek such as reputation and

independence, which is often felt and judged in relation to others. *Significance* supersedes *Success* to include concepts of “self actualization” plus embraces higher level values like *Interdependence*, *Stewardship*, and *Spirituality* in closer harmonious connected relationships with our best-selves, others, and God.

7. calls us to go beyond understanding through knowledge by adding action components—identify motivating values in our written plans for life, describing successful fulfillment, plus communicate values to state intent and match better with vital relationships.

Three Supporting Tools

1. *The Motivating Values in Ascending Order* helps us see ascending values connected to motivation.
2. *The 7 Core Values and Sub-values* summarize explanation of each value as they ascend in motivation for us.
3. *The Values Assessment* tool helps us identify and choose values to insert into our plans for life to internalize for better focus, prioritization, decision-making, and higher level matching in relationships with others.

Motivation Model Paradigms

My model supports Maslow’s assertion, people typically feel motivated by higher level needs only after lower-level needs are satisfied. Using his terms, most will care about “Self actualization” only after they have met their “Physiological” needs. Then, most will seek “Safety” and, once satisfied, seek “Belonging,” then “Esteem.” After these needs are met, we may seek “Self actualization” more assertively.

When Dr. Stephen Covey came to Birmingham as our featured speaker in 1993, he told us Maslow changed part of the model on his death bed. According to Covey, Dr. Maslow cited “love” and “relationships” (part of “Belonging”) are more important than “Self actualization.”

Motivation seeking to satisfy values can change among people, such as when a person driven by *Significance* shifts focus when learning he is in danger of loss of *Security*. He can shift from focusing on fulfillment of *Legacy* downward when learning he has lost his source of *Security*, such as a job or

investments, and needs to do whatever is available to meet needs. A woman who delights in her *creative callings* may change focus drastically when learning she is sick and must focus on *Survival*.

Motivation for needs and values also can vary by culture. Some societies value status symbols and possessions as part of *Success* and may sacrifice *Health* and *Relationships* in pursuit of them. Others value *Relationships* and *Meaning* connected to simple pleasures and life styles that allow more time for pursuit of values not linked to acquiring possessions.

Motivating Values in Ascending Order

7 Motivating Values and sub-values are listed here to show how they ascend.

Spirituality
 Soul mate
 Legacy
 Loyalty
 Love
 Leadership
 Service
 Joy
 Stewardship
 Calling
 Meaning
 Inspiration
 Character
 Improvement
 Achievement
 Knowledge
 Interdependence
 ↑Level 7: Significance↑
 Independence
 Wealth
 Recognition
 Competence
 ↑Level 6: Success↑
 Respect/Trust from Others
 Self Respect/Trustworthiness
 Health
 ↑Level 5: Self Esteem↑
 Relationship
 Appreciation
 Encouragement
 Caring
 Empathy
 Understanding
 Acceptance
 Belonging
 Attention
 Interaction
 Involvement
 ↑Level 4: Social and Service Connection↑
 Hope
 Resources
 Comfort
 Shelter
 ↑Level 3: Security↑
 Freedom from Fear
 Freedom from Danger
 ↑Level 2: Safety↑
 Sleep
 Nutrition
 Breath
 ↑Level 1: Survival↑

7 Ascending Values and Sub-values

[Short summary descriptions help us understand meaning of values.
Those shaded rely on others or their involvement.]

1. **Survival:** to live.

Breath: breathing oxygen, the most basic need for survival.

Nutrition: food first to fill, then nutrients for energy.

Sleep: rest, renewal.

2. **Safety:** to be and feel safe.

Freedom from Danger: real chance of pain.

Freedom from Fear: imagined danger, anxiety.

3. **Security:** to be and feel secure, stable.

Shelter: protection from the elements (roof over your head).

Comfort: concern for inside shelter (conveniences like running water, heat, cooling) , plus need for structure, order.

Resources: funds sufficient for basic needs (food, shelter).

Hope: psychic security, optimism you can meet needs.

4. **Social and Service Connection:** feel links to people, causes.

Involvement: engaged in something you like—work, hobby.

Interaction: among people, such as when you go out alone.

Attention: acknowledgement, such as nodding to someone as you pass on the street, a source of basic human dignity.

Belonging: part of a group, attending an event, membership.

Acceptance: feeling welcomed by one or the group.

Understanding: you are communicating and the message is understood, supported or not.

Empathy: understand and relate to you.

Caring: want good for you.

Encouragement: invest emotionally in you.

Appreciation: affirm you, your value and want connection.

Relationship: feel you are connected meaningfully.

Affection: touch, companionship, courtship.

Some of Life's Most Important Values:

Life - Living - Love - Loyalty - Learning - Leadership - Legacy

5. **Self Esteem:** feel self worth and confidence.

Health: physical, mental, and emotional fitness, appearance.

Self Respect: courage, trustworthiness, attitude, confidence.

Respect from Others: reputation, trust...

6. **Success:** compare favorably relative to others.

Competence: knowledge and skills for your position.

Recognition: reputation and public awareness of good works.

Wealth: discretionary income for wants beyond needs.

Independence: freedom for discretionary time, fun.

7. **Significance:** fulfill your mission, earn enlightenment.

Interdependence: sense of interconnection and greater good.

Knowledge: to learn, to know.

Achievement: to accomplish, to create, to earn distinction.

Improvement: to transcend past levels and barriers.

Character: to develop ethical strength, instincts under stress.

Inspiration: feel called to give time, money, and energy.

Meaning: feel significant value in how you spend your time.

Calling: finding and fulfilling your purpose, creativity.

Stewardship: seeking to discover and develop/fulfill callings, gifts, talents and be your best-self.

Joy: transcending fun to fulfillment, connection, and peace.

Service: contribute time and resources, sharing your capacities.

Leadership: intent to be your best, serve others, and influence the greater good.

Love: mutual feeling and action of deep caring.

Loyalty: love, plus trust and support.

Legacy: live as a positive example and leave value behind, earning and sharing excesses.

Soul mate: spiritual, emotional, intellectual, [and when appropriate, physical] intimacy—with instinctive connection and cooperation for callings.

Spirituality: connected to source of life/God aligned with natural law, fulfilling your purpose, and enlightened.

Values Assessment

The major and sub-values within the *Hierarchy of Motivating Values* are listed here in order of ascension to help you choose what is most important to you—now and in your ideal vision. You can use this checklist to identify those that motivate you now as well as those you choose to seek. Example: you may feel urgency to focus on *Security* now, though you also may want to focus more on higher-level values like *Social connections/Relationships* and *Spirituality* in the future. You can design your life identifying what *Success and Significance* mean to you, plus increase inspiration, decision-making capacity, and probability of *Success*.

Choose your most important values. You can use space to the right to jot key thoughts to enrich in your plan for life or go directly to write in your constitution. List core values and describe your best-self fulfilling each value you choose. Review and improve clarity and internalization over time.

Then, compare your priority values and vision for them with significant others to understand and seek ways to honor each other. Even when people differ on values, harmony often increases from understanding why another values something.

[1. Check important values. 2. Describe desired results.]

Level 1: Survival

- Breath
- Nutrition
- Sleep

Level 2: Safety

- Freedom from Danger
- Freedom from Fear

Level 3: Security

- Shelter
- Comfort
- Resources
- Hope

Level 4: Social and Service Connection

- Involvement

- Interaction
- Attention
- Belonging
- Acceptance
- Understanding
- Empathy
- Caring
- Encouragement
- Appreciation
- Relationship
- Affection

Level 5: Self Esteem

- Health
- Self Respect/Trustworthiness
- Respect/Trust from Others

Level 6: Success

- Competence
- Recognition
- Wealth
- Independence

Level 7: Significance

- Interdependence
- Knowledge
- Achievement
- Improvement
- Character
- Inspiration
- Meaning
- Calling
- Stewardship
- Joy
- Service
- Leadership
- Love
- Loyalty
- Legacy
- Soul mate
- Spirituality

Digging Deeper for Greater Understanding

Samples

You can use different values than those listed if other words inspire and fit you. If you chose *Relationships* as one of your values, you might address the importance of them:

Relationships: I love and care for my family and friends....

Or, at an advanced level, you may describe your vision for each role or group in separate statements for *family* and *friends*.

I have provided excerpts from my constitution near the end of this chapter to show you sample statements.

Benjamin Franklin's Plan for Future Conduct

In *The Autobiography of Benjamin Franklin*, he wrote of a time in 1726 during which he assessed that much of his life had been "a confused variety of different scenes" and his decision that he should do a better job of planning and personal development.

"Those who write of the art of poetry teach us that if we would write what may be worth the reading, we ought always, before we begin, to form a regular plan and design of our piece; otherwise, we shall be in danger of incongruity.

I am apt to think it is the same as to life.

I have never fixed a regular design in life; by which means it has been a confused variety of different scenes.

I am now entering upon a new one; let me, therefore, make some resolutions, and form some scheme of action, that, henceforth, I may live in all respects like a rational creature."

-Benjamin Franklin-

Franklin identified 12 virtues that he wanted to add or strengthen in his life. He shared his list with a friend, who knew him well enough to suggest he add a 13th, "Humility."

The 13 Desired Virtues of Benjamin Franklin

1. Temperance
2. Silence
3. Order
4. Resolution
5. Frugality
6. Industry
7. Sincerity
8. Justice
9. Moderation
10. Cleanliness
11. Tranquility
12. Chastity
13. Humility

You will easily see these virtues fit into the seven motivating values. Most of his virtues/values fit into *Significance* as he sought to develop himself closer to his best-self.

Franklin's strategy charged him to focus on one virtue per week. With 13 weeks in every quarter, he worked on one virtue per week for 13 weeks, then repeated through the four quarters per year in cycles as he sought to master his virtues.

Franklin also wrote in his plan,

"It is necessary for me to be extremely frugal for some time, till I have paid what I owe.

To endeavour to speak truth in every instance; to give nobody expectations that are not likely to be answered, but aim at sincerity in every word and action—the most amiable excellence in a rational being.

To apply myself industriously to whatever business I take in hand, and not divert my mind from my business by any foolish project of growing suddenly rich; for industry and patience are the surest means of plenty.

I resolve to speak ill off no man whatever, not even in a matter of truth; but rather by some means excuse the faults I hear charged upon others, and upon proper occasions speak all the good I know of everybody."

Values/Character Traits Recommended to Students

The State of Alabama character education program focuses on development of 25 character traits to complement goals of the *Alabama Course of Study*. The Education Statute calls for “a comprehensive character education program for all grades to consist of not less than 10 minutes instruction per day focusing upon the students’ development of the following character traits:”

1. Courage
2. Patriotism
3. Citizenship
4. Honesty
5. Fairness
6. Respect for others
7. Kindness
8. Cooperation
9. Self-Respect
10. Self-Control
11. Courtesy
12. Compassion
13. Tolerance
14. Diligence
15. Generosity
16. Punctuality
17. Cleanliness
18. Cheerfulness
19. School pride
20. Respect for the environment
21. Patience
22. Creativity
23. Sportsmanship
24. Loyalty
25. Perseverance

Each plan of instruction shall include the Pledge of Allegiance to the American flag.

Dr. Peggy Sparks of the Birmingham School System affirms, this list is representative of other states. The traits valued start with “Courage” and end with “Perseverance,” consistent with the first and seventh *Life Leadership* best practices. “Courage” is part of *Lead Your Life* because both development and achievement start with decision, which requires calling and courage to try new things and grow to new levels. “Perseverance” is part of *Renew and Improve*, which includes renewing our minds, bodies, and spirits to want to—and be able—to persist.

The first three values listed--“Courage” and “Patriotism” as well as “Citizenship”--are interconnected. We value and act on those traits because of spiritual calling, sense of stewardship, and and/or desire to serve people and ideals bigger than ourselves. “Patriotism” is more than waving the flag and feeling loyalty for country—it requires action related to good citizenship and often courage, whether fighting in combat or taking risk to serve at a higher level in civilian life.

Systems to Mirror Values

Teachers in Alabama are charged to invest at least 10 minutes per day to instill values into students. The 25 traits have been signed into law to move from recommendation to requirement. That is an act of *visionary leadership* to identify what is important and to put systems in place to help insure action. Teachers, administrators, and others who fulfill the requirement exhibit *servant leadership*.

Values Debate

Some still debate about whether values can be taught. I have been asked by some educators in the debate, “do you think we can teach values?” Answer: “Yes, of course we can.” Further, “We must teach them.”

Values that make the curricula will get debated though we create a list anyway. Start with common ground and add to the core. Parents can add values and emphasize those within the 25 as they chose. Students will learn a core from home

and school, and some will get support for still more from church groups and athletic team coaches.

Defining and Writing Values

Parents should know the values taught in schools and consider which match those chosen for self and family. Parents, guardians, and mentors can identify all or some of those values for their personal and family constitutions, which will provide alignment and consistency between home and school as well as provide good examples for our youth. This is a significant opportunity for parents to leave a positive legacy by instilling values at a deeper level. Further, when their children write the values, adding definitions and vision statements for their best-selves fulfilling them, this gives parents and teachers a much clearer assessment of how well they are instilling values—or not. Many parents are surprised that their children summarize values differently than desired by adults and some learn that their children question some of the values the parents assumed had been embraced. This provides an opportunity for additional communication, correction, and contribution—leaving a more lasting legacy closer to what you intended.

One of my college students in the *Life Planning and Leadership* course self assessed herself with a “C” level of *Commitment* to her life in college. We discovered the main barrier was that she questioned one of the teachings of her parents, which made her question everything they had taught her. Until our assessment, she had not realized the source of her mediocre attitude and effort. She had not communicated this to her parents, so they assumed all was well when it was not. Once the student identified the barrier and determined a course of action to reconcile her questions, her attitude about life and school improved from “C” to an “A” level. Results the first week included better attitude and attendance in class, resulting in better performance in school and higher trust in the teachings of her parents, even though she still disagreed with the one teaching.

Part of my life purpose is to help schools add to their student development goals and curricula to help students write their plans for life, including values and their vision for fulfilling them. If we do not act, we will fall short of values like stewardship.

Good schools will adopt goals for student development that will help them graduate with not only what is important academically but also with written plans for life, portfolios with strategies for leading their lives, and publications including resumes, all of which help state intent and match with others. These plans will include the values they learn from parents, teachers, coaches, and other mentors. They will have short though meaningful Constitutions for their lives—of at least the length of an average school paper that usually gets discarded-- that will help inspire and guide them toward the people they are called to be. This plan for life assignment will prove one of the most valuable in their school experiences. The plans that may start with assignments in middle school or before will not get discarded, but rather will stay with them as they progress with additional assignments calling for improvements and additions as the students mature. Graduation requirements will encourage them to hone their plans through writing classes, work with advisors, and applications for college or career. Parts of these plans, such as professional mission and vision statements, will support their career aspirations.

In education, we all seem to know of the importance of written goals and plans though few people actually take action because systems are typically not yet in place to require and reward that behavior. When we insert those helpful actions, more students will increase motivation. Some will be driven by goals that become clearer while others will feel inspired by the idea to be like someone or a vision for their best-selves. Until we add those dimensions, students may succeed though will fall short of their potential. The good news is that we can make great progress in one year and within one generation create traditions to help insure that *performance rewarded is performance repeated*.