



TTI
SUCCESS
INSIGHTS®

Workplace Motivators®

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Understanding Your Report

Knowledge of an individual's values help to tell us WHY they do things. A review of an individual's experiences, references, education and training help to tell us WHAT they can do. Behavioral assessments help to tell us HOW a person behaves and performs in the work environment. The Motivation Insights® measures the relative prominence of six basic interests or values (a way of valuing life): Theoretical, Utilitarian/Economic, Aesthetic, Social/Altruistic, Individualistic/Political and Traditional/Regulatory.

Value	the Drive for
Theoretical	Knowledge
Utilitarian/Economic	Money
Aesthetic	Form and Harmony
Social/Altruistic	Helpfulness
Individualistic/Political	Power
Traditional/Regulatory	Order

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 your choices, this report ranks your relative passion for each of the six values. A knowledge of an individual's values help to tell us why they do what they do. By measuring values, we uncover some of these motivators and can identify strengths that make each person unique within an organization. Values initiate or drive our behavioral style.

Workplace Motivators Report

This document has been prepared based on careful statistical analysis of the response pattern on the Motivation Insights® instrument. Norms have been developed for this instrument from thousands of professionals. This report uses the latest information available about human cognition and memory. Content is arranged in easy-to-remember categories using an interactive page layout.



Understanding Your Report

How to get the most from this report

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

This report includes

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



Utilitarian/Economic

Keys to Managing and Motivating

- Be aware that for those who score in this very high range there is a potential for low company loyalty. Be certain to reward performance, and encourage participation as an important member of the team.
- Reward high performance in tangible and monetary ways with individual and team recognition.
- Provide substantial room for financial rewards for excellent performance.
- Provide coaching to help Gregg appreciate that not everybody is highly-motivated by wealth, return-on-investment and gain like he is.
- Provide recognition and rewards (e.g. bonuses) as soon as possible, not just at the end of the quarter or year.

Training, Professional Development and Learning Insights

- If possible, build in some group competition as a part of the training activities.
- 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 hide the dollar signs in his eyes in order to establish the most appropriate rapport with others.
- Needs to work on balancing other Values scales and appreciating the strengths that others bring, even those who may not share this very strong Utilitarian/Economic drive.



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

- Gregg has a strong desire to be his own person.
- He surprises others with spontaneous ideas or responses.
- He experiences a feeling of accomplishment in being recognized for completing a tough assignment in a creative way.
- Enjoys working in his own way and own methods.
- Thrives in a team environment.
- Likes freedom in his own work area.
- Independent.
- Likes to have his own niche; the place where he can excel.
- There is a tendency to push the envelope a bit in situations where winning is desired.

Value to the Organization

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





Individualistic/Political

Keys to Managing and Motivating

- Allow freedom to make his own decisions about how an assignment should be completed.
- Remember that he likes to work apart from the team and independently at times.
- Create an environment that provides security while it encourages taking appropriate risks.
- Gregg brings a variety of strengths to the team that may not have been utilized. Explore the possibilities of expanding these opportunities.
- He will appreciate "air-time" at meetings to share ideas with others on the team.

Training, Professional Development and Learning Insights

- Learning and professional development activities should be flexible, having a wide variety of options.
- Allow for some experimental or non-routine types of options.
- Link some of the benefits of the learning activity to enhancing ability to make a special and unique contribution to the team.

Continuous Quality Improvements

- Unique approaches do not always result in complete success, and may cause conflict with others if sensitivity is not used.
- Needs to remember that his good ideas aren't the only good ideas.
- Needs to listen more and speak less.





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

- Shows an appropriate and realistic approach to helping others, without being an extremist.
- Has the ability to balance decisions about whether or not to share with and help others.
- Able to balance own needs against the needs of others, and work in ways that both achieve and succeed.
- Can support and understand the positions of individuals with either a higher or lower Social/Altruistic score.
- Can bring a sense of stability to issues around this Social/Altruistic dimension.

Value to the Organization

- Brings flexibility to the team regarding this Social/Altruistic area. He is able to say "yes," but also knows where to draw the line and say "no," when appropriate.
- Projects a stabilizing and realistic influence on the team.
- Able to appreciate the needs of individuals with either a higher or lower Social/Altruistic score.
- Demonstrates the ability to help and go the extra mile without a negative impact on his own responsibility and work load.
- Is not an extremist, and therefore is able to bring balance to the team when Social/Altruistic issues emerge.



Social/Altruistic

Keys to Managing and Motivating

- Remember that Gregg shows a practicality and realism regarding helping others.
- Recognize that this middle ground between the extremes of selfishness and selflessness may be an appropriate stabilizing force.
- Gregg brings a balance between the extremes of giving and taking with regard to team efforts and organizational competition.
- Support the strength that he brings in being a balance between those who may give too much away, versus those who may not give enough.

Training, Professional Development and Learning Insights

- He shows flexibility in preferences of training activities to include both team-oriented as well as independent work.
- Becomes engaged in training activities because he sees it as a part of necessary growth and professional improvement.
- Tends to be supportive of the training efforts as well as supportive of the trainer(s).

Continuous Quality Improvements

- It is important to review other Values drives for a more complete look at areas for quality improvement.
- On some service-related issues within this organization, he may need to take a more visible position with the team.
- Gregg should allow space for those who differ on this Social/Altruistic scale, and remember that 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 Gregg demonstrates an awareness of form and harmony and responds as needed on the job.



Aesthetic

Keys to Managing and Motivating

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

Training, Professional Development and Learning Insights

- Explore the professional development insights from some of the other Values scales to determine more specific preferences.
- Can become engaged in training activities because he sees it as a part of necessary growth and professional improvement.
- Gregg 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.
- May feel conflict as to whether or not to participate in certain team activities, unless there is some area where his creativity may be used.
- Allow space for those who differ on this Aesthetic scale, and remember that all Values positions are positions deserving of respect.



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

- Will learn those things necessary for the successful completion of the job tasks, and may not desire to go further into specific details or theory.
- May rely on intuition in making decisions, rather than getting bogged down in theory and minutia.
- Shows a practical and bottom-line job-view perspective.
- May leave specific details of a project to others on the team, and place trust in their coaching and judgment when decisions are made.
- May prefer to spend his time and energy on tasks other than gaining knowledge about the fine-tuned technical details of products and services.
- Likes brevity and concise information.
- Is aware of time management, but doesn't let time dictate.
- Likes to spend time learning things that have a direct impact on what he needs to accomplish as a professional.
- May prefer to work on many things with only partial stakes, rather than getting bogged down in only one function or role.

Value to the Organization

- The nature of the job-view is to be concerned with the more practical and bottom-line aspects of the job.
- May bring a constant sense of efficiency to specific job tasks.
- Ability to perform many jobs and tasks with little training or assistance.
- Doesn't waste time on information that is not needed for the task.
- Resourceful; will find a way to get it done.
- Can get people on board for a cause.



Theoretical

Keys to Managing and Motivating

- Provide some attempts to reduce the amount of technical knowledge-based requirements.
- Keep the product-knowledge requirements at a practical level.
- Emphasize the general and big-picture focus on projects rather than the highly technical details.
- Occasional monitoring or check-ins on progress are recommended rather than frequent contacts.
- Offer information that is relevant to the task, but no more.

Training, Professional Development and Learning Insights

- Make training and development activities as practical as possible.
- Hit only those essential items that relate to increased success or efficiency on projects.
- Link training and professional development to other areas of the Values graph where peaks occur.

Continuous Quality Improvements

- May avoid detailed information.
- Occasionally ignores an important rule, procedure, or protocol in order to expedite processes.
- May not show an interest in asking questions about those things not directly connected to the practical aspects of the job.



Traditional/Regulatory

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

General Characteristics

- An informal approach to rules and regulations.
- Able to see the big picture and communicate it clearly to others.
- May believe in supremacy of the individual over the group.
- Places lesser importance on conformity to group patterns.
- Will change job roles when it is important to express or develop himself.
- May challenge existing structures, rules and standards by asking, "Why?"
- Is an active agent in team projects and conversations.
- Shows good judgment in his ability to self-manage on tasks and projects.
- Sometimes bends the rules while creatively solving a problem.

Value to the Organization

- Is able to make quick decisions without getting emotionally involved.
- Is always looking for efficient and logical solutions.
- Generates new ideas.
- Creates solutions, sometimes more through personal attempts, calculated risks, and creativity, than by-the-book or established protocol.
- Tends to be a quick-study on new projects and procedures.
- Looks for creative solutions to problems.

Keys to Managing and Motivating

- Requires specific instructions so that he can do the routine aspects of job correctly the first time.
- Prefers being allowed to make his own decisions about how the work will be done within his own authority or empowerment boundaries.
- Wants to be informed about events and changes within the organization.
- If new precedent needs to be set, involve him in the planning and strategy.
- Utilize his ability to see and communicate the big picture.



Traditional/Regulatory

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

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





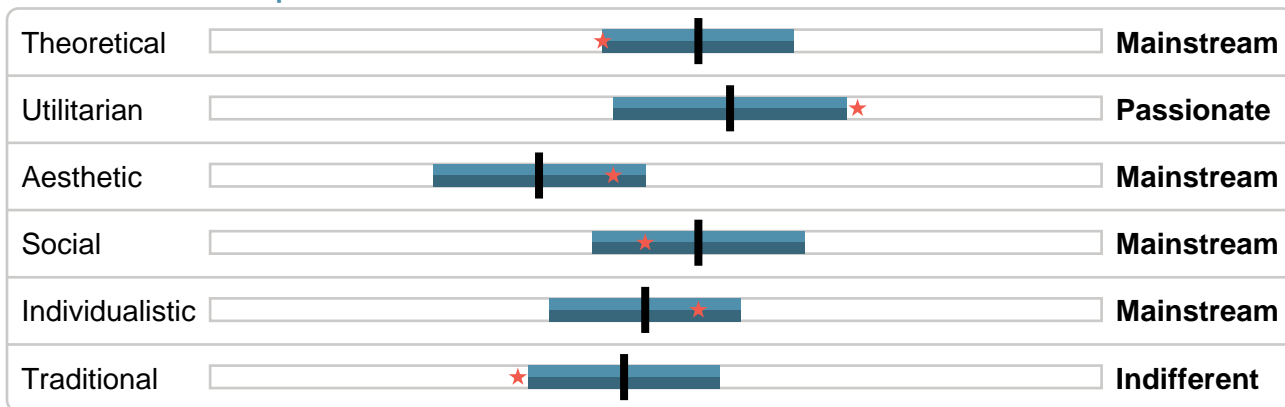
Motivators - Norms & Comparisons

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 2011



- 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:

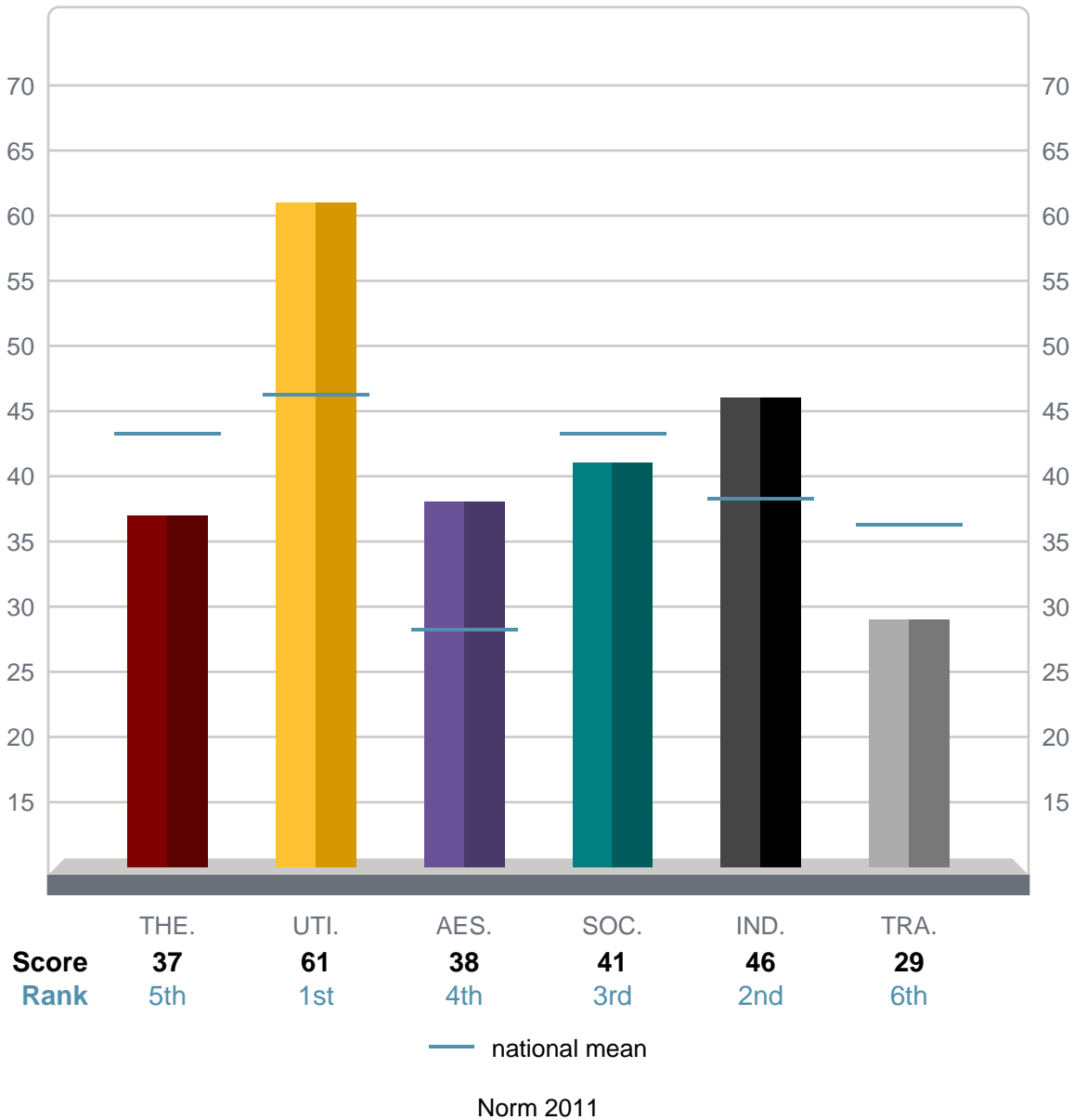
- You strive for efficiency and practicality in all areas of your life, seeking to gain a return on your investment of time, talent and resources. Others may feel you always have a string attached and are always trying to gain a personal advantage. They may feel you should give just for the sake of giving.

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

- 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.

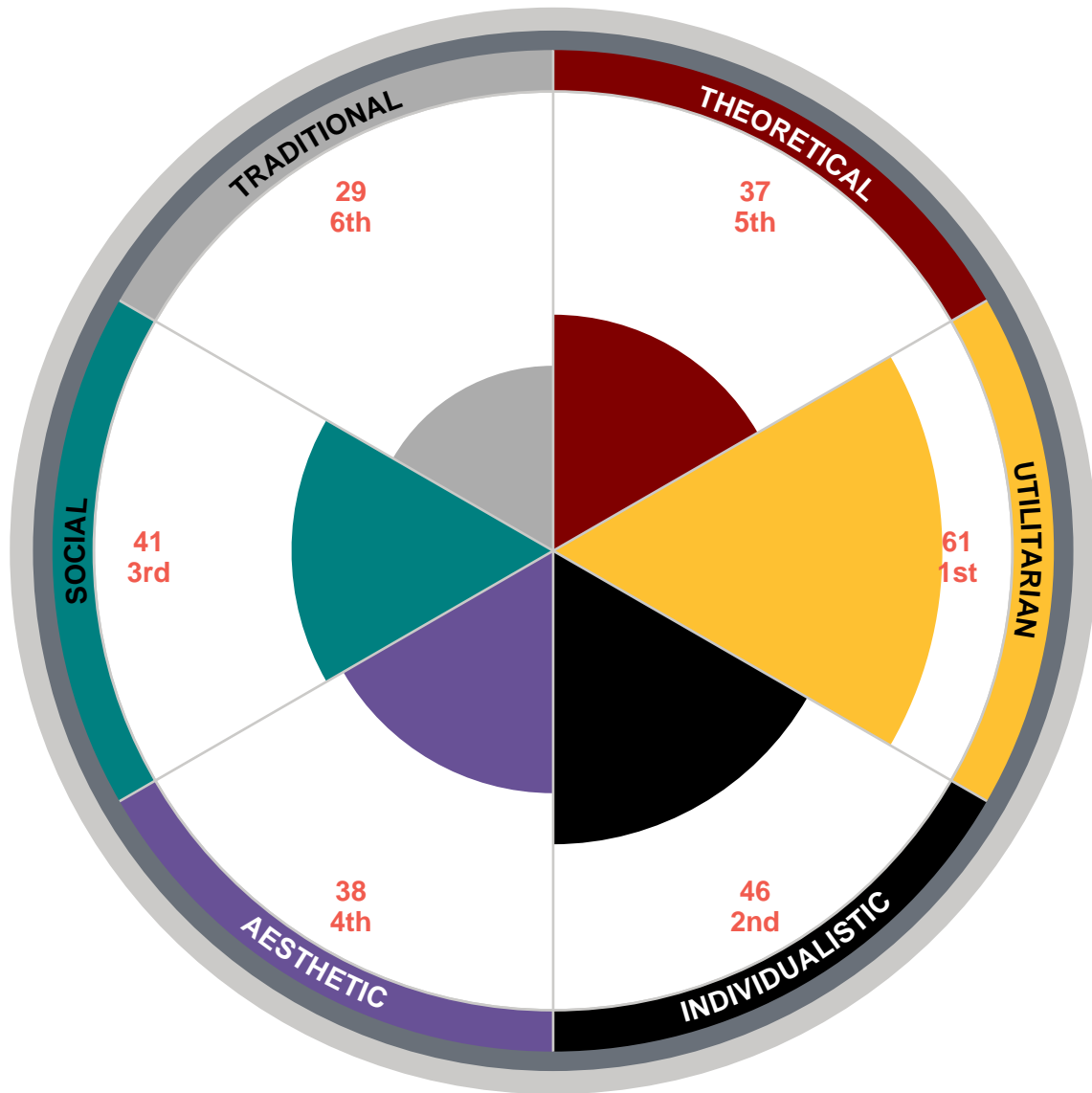


Motivation Insights® Graph





Motivators Wheel™





Values Action Plan

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

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

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

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

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



Quality Improvement Action Plan

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

Action Point 1: Things I will keep on doing.

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

- 1.
- 2.
- 3.

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

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

- 1.
- 2.

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

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

- 1.

Today's Date: _____

Date to review with mentor or peer: _____



Team Building Summary of Workplace Values

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

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

General Characteristics

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

Value to the Organization

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



Team Building Summary of Workplace Values

Keys to Managing and Motivating:

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

Training, Professional Development and Learning Insights:

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



Team Building Summary of Workplace Values

Continuous Quality Improvement:

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

Continuous Quality Improvement: (choose two items from any values areas)

1. _____
2. _____