



TTI SUCCESS INSIGHTS®
Workplace Motivators™

*"He who knows others is learned.
He who knows himself is wise."
—Lao Tse*

Success With People WorkValues report

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Be Remembered as Someone Who Made a Difference

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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 Workplace Motivators report 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.

<u>Value</u>	<u>the Drive for</u>
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.



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

- He experiences a feeling of accomplishment in being recognized for completing a tough assignment in a creative way.
- Enjoys work and assignments which give him stature in the eyes of others and evokes respect.
- Prefers to make his own decisions about how an assignment or project is to be accomplished.
- Brings a lot of energy that needs to be put to good use.
- 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.
- Comfortable being in the limelight and enjoys demonstrating his uniqueness or creativity.

Value to the Organization

- Ability to take a stand and not be afraid to be different in either ideas or approaches to problem solving.
- 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.
- Enjoys making presentations to small or large groups, and is generally perceived as an engaging presenter by his audience.

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.
- Let him work with an idea, develop it, and run with it for awhile before making a judgment call.
- Create an environment that provides security while it encourages taking appropriate risks.
- Be patient in allowing for expression of his uniqueness and sense of humor.



INDIVIDUALISTIC/POLITICAL

Training, Professional Development and Learning Insights

- Learning and professional development activities should be flexible, having a wide variety of options.
- Attempt to provide enough creative space for him to express his uniqueness.
- Allow for some experimental or non-routine types of options.

Continuous Quality Improvements

- Unique approaches do not always result in complete success, and may cause conflict with others if sensitivity is not used.
- Some values clashes may be reduced if awareness of the needs of others and awareness of the job parameters and protocol are used to govern his high Individualistic behavior.
- Needs to remember that his good ideas aren't the only good ideas.



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

- Has a moderately high drive for routine and order.
- Is concerned with respecting the responsibilities of self and others.
- Believes there is a proper or correct way to do things.
- Is structured, orderly and precise.
- Believes in obedience to the promises he makes.
- Likes to know how to do something before doing it so that it gets done correctly the first time.
- Believes that rules contribute to order.
- Likes freedom and independence within an ordered atmosphere.
- Subscribes to a "rules are made to be followed" position.

Value to the Organization

- High attention to details.
- Stays focused on the aspects important to the completion of the project.
- Can organize tasks very effectively.
- Helps bring structure to any project, task, or assignment.
- Stays on top of projects and makes sure they stay moving.

Keys to Managing and Motivating

- Tell him why he is responsible for a specific job or procedure. If it makes sense to him, he will have a positive attitude toward it.
- Maintain routine to maintain accuracy.
- Provide information and the tools and resources to succeed.
- If an error is made, correct it in an appropriate way.
- Don't present criticism in front of co-workers.

Training, Professional Development and Learning Insights

- Prefers individual activities, or those with high structure, detail or protocol.
- Tends to be very well disciplined in learning and professional development situations.
- Likes to know why a learning project is being initiated and why he needs to be involved.



TRADITIONAL/REGULATORY

Continuous Quality Improvements

- Needs to relax a bit more and have fun.
- Needs to look more at the big picture when trying to solve problems.
- Needs to be more flexible with changes in methods or procedures.



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.

Keys to Managing and Motivating

- Remember that Sam 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.
- Sam 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.

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SOCIAL/ALTRUISTIC

Training, Professional Development and Learning Insights

- Explore the professional development insights from some of the other Values scales to determine more specific preferences.
- 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.
- Sam should allow space for those who differ on this Social/Altruistic scale, and remember that all Values positions are positions deserving respect.



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

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

Value to the Organization

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



UTILITARIAN/ECONOMIC

Keys to Managing and Motivating

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

Training, Professional Development and Learning Insights

- Typically doesn't come to the training session asking, "How much more am I going to earn as a result of this course?"
- May be somewhat flexible in preferences. Enjoys both cooperative and competitive learning activities.
- Please check other Values graph peaks and valleys to obtain additional professional development insights.

Continuous Quality Improvements

- Assist in those areas or projects where there may be potential for greater financial reward.
- Recognize that those with higher economic drive factors to demonstrate their strengths or voice their ideas.
- If there is already a level of economic comfort, Sam may need to allow greater voice to those who haven't yet achieved their own economic comfort zone.



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

- Aware of job parameters and details, but prefers to learn only that which is necessary to complete the job assignment.
- 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.
- May prefer to spend his time and energy on tasks other than gaining knowledge about the fine-tuned technical details of products and services.
- May bring a high sense of urgency to the task. Wants to learn and get the job done quickly.
- 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.

Value to the Organization

- May demonstrate a high sense of urgency to get things done quickly, leaving the details to other team members.
- 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.
- Focused on the task, goal or vision, and completes his responsibility on schedule.
- Resourceful; will find a way to get it done.



THEORETICAL

Keys to Managing and Motivating

- Keep the product-knowledge requirements at a practical level.
- Avoid getting Sam bogged down in minute detail whenever possible.
- Provide technical or support personnel to assist Sam when necessary.
- Avoid massive amounts of paperwork, forms, and details.
- 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.
- May not show an interest in asking questions about those things not directly connected to the practical aspects of the job.
- Create a balance between minimum details and those details necessary to maintain quality control.



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

- Other values take a higher motivational priority than this Aesthetic scale.
- Shows a bottom-line practicality regarding Aesthetic environment and organizational resources: there must be a set of mutual wins.
- Check the full results and graph of the inventory to determine those values that were ranked in a higher field than this Aesthetic area.
- Keeps an ear to the revenue-clock of an organization, and doesn't want to waste time or money on ambience issues if it doesn't affect productivity.
- Not necessarily worried about form and beauty in his work environment.
- Looks at those scoring higher as types who may need to be a bit more practical.
- Sam prefers to take a practical approach to workplace events.

Value to the Organization

- Unpleasant surroundings will not adversely affect his productivity and creativity.
- Sees a wider spectrum of the picture, not just from the artistic viewpoint.
- Not easily swayed in terms of emotional issues.
- Good business-sense and a good eye for that which is practical.



AESTHETIC

Keys to Managing and Motivating

- Be careful not to overload with assignments that require significant individual creativity and self-expression.
- Notice other higher plotting points on the Values graph and structure an environment that amplifies those peaks.
- Remember that practical talent is just as important as highly creative talent when supporting team efforts.
- Check areas for higher Values drives to determine a blend of other management or motivational insights.
- Structure job enrichment strategies into the reward system, especially those that will appeal to higher Values scores.

Training, Professional Development and Learning Insights

- Make training and development activities as practical as possible.
- Brings a bottom-line orientation to training venues and is flexible about the environment of the training session.
- Link learning and professional development to other items of greater self-interest.

Continuous Quality Improvements

- There may be an avoidance of creative or self-expressive details.
- Needs to be more sensitive to others need for an aesthetically pleasant workplace.
- Needs to be more open and receptive to the creative ideas of others.









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		
Sam Jones		
THEORETICAL	* 	Indifferent
UTILITARIAN	* 	Indifferent
AESTHETIC	 *	Mainstream
SOCIAL		Mainstream
INDIVIDUALISTIC		Passionate
TRADITIONAL		Passionate

 - 68 percent of the population | - national mean * - your score

Mainstream - one standard deviation of the national mean
 Passionate - two standard deviations above the national mean
 Indifferent - two standard deviations below the national mean
 Extreme - three standard deviations from the national mean



MOTIVATORS - NORMS & COMPARISONS

Areas in which you have strong feelings or passions compared to others:

- You have a strong desire to lead, direct and control your own destiny and the destiny of others. You have a desire to lead and are striving for opportunities to advance your position and influence. Others may believe you are jockeying for position and continually stepping "over the line." They may believe that you form relationships only to "move ahead" and gain an advantage.
- You have chosen a system for living that you believe in. All of the decisions in your life are made according to the principles of your system. Your principles mean more to you than money or success. Others may feel you impose your standards on the rest of the world and may see you as being judgmental. They may think you exhibit a "holier than thou" mindset. They may believe you are closed-minded.

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

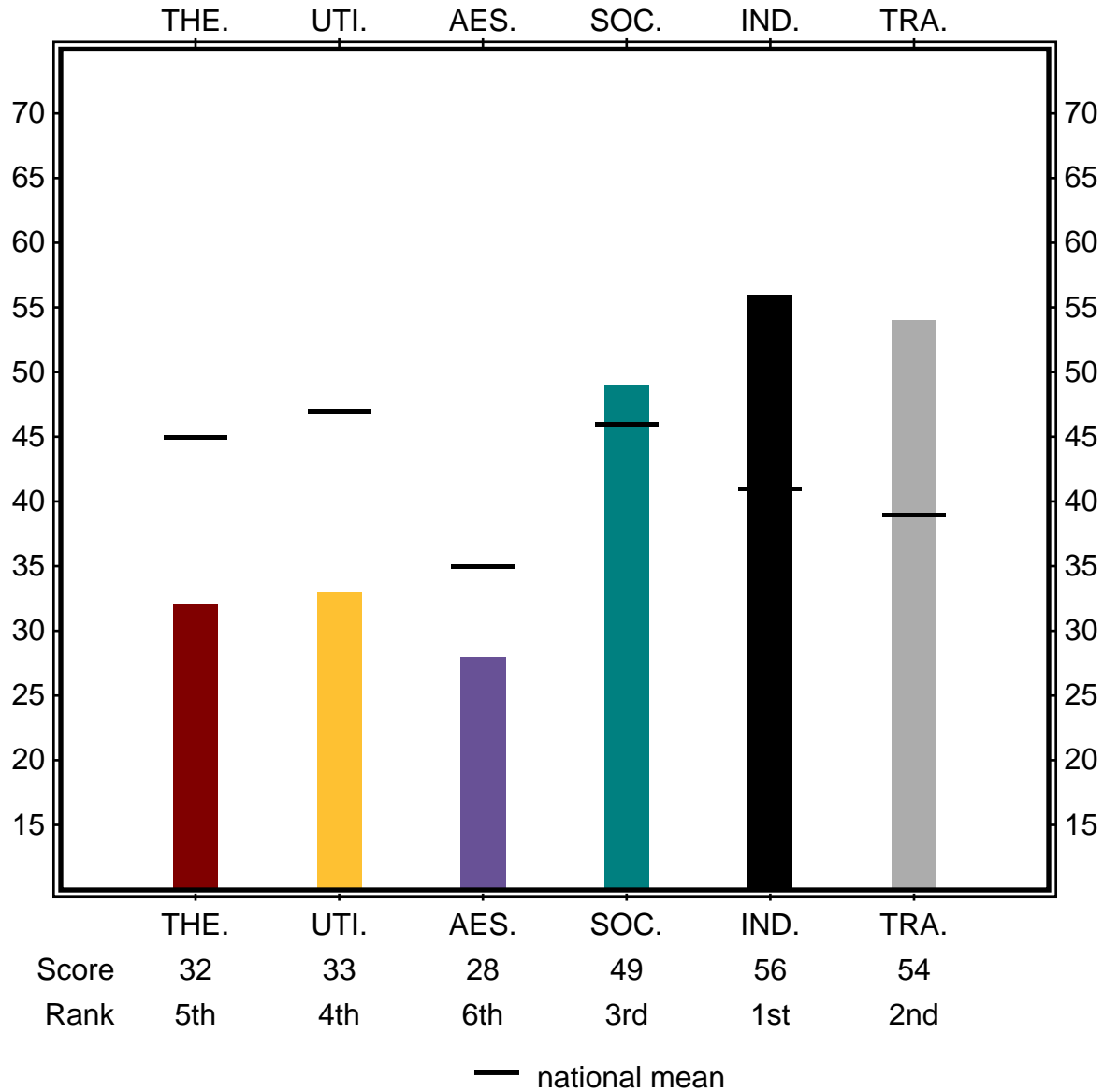
- The amount of time and resources others spend in learning new things may frustrate you.
- Understanding people who view the world based on return on investment will frustrate you. Other things are more important to you.



MOTIVATION INSIGHTS® GRAPH

Sam Jones

11-15-2007



Norm 2003

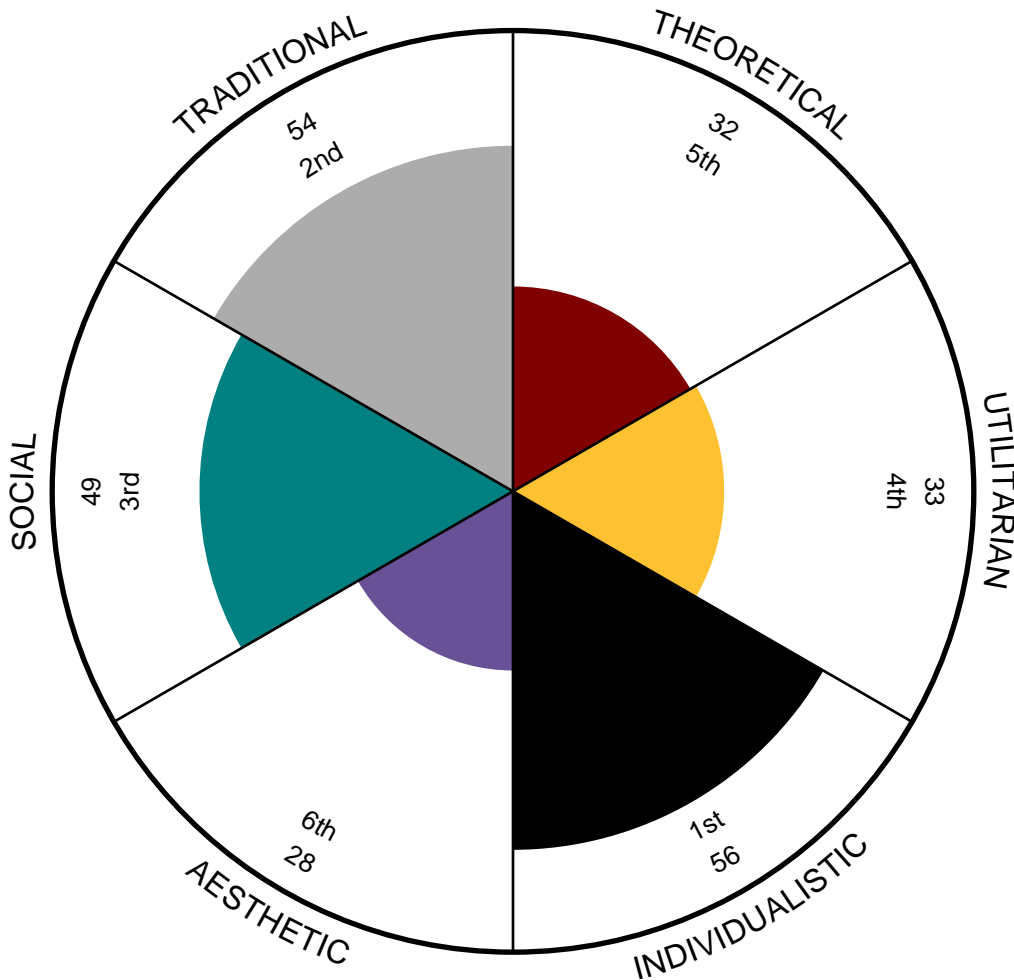
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MOTIVATORS WHEEL™

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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: _____

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TEAM BUILDING SUMMARY OF WORKPLACE VALUES

Pick the most important item in each category from the Workplace Motivators 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. _____
