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INSIGHTS®

## Workplace Motivators®

Helen Sample  
11-14-2012



# 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.

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

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

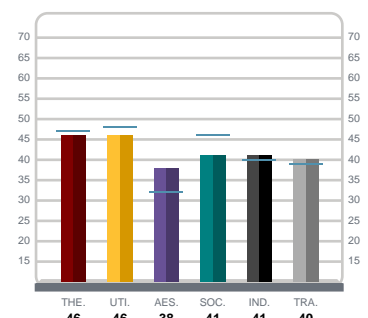
The Utilitarian/Economic score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This value includes the practical affairs of the business world - the 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

- Helen is hard-working, competitive, and motivated by financial rewards and challenging compensation plans.
- When profit or project cost/benefits are examined, she takes the position that the ends justify the means.
- Motivated by money and bonuses as recognition for a job well done.
- Goal driven, especially financial goals.
- Wants to surpass others in wealth or possessions.
- Fits the stereotype of the typical businessperson, interested in economic incentives.
- Motivated by high pay and attaches importance to high earnings.

### Value to the Organization

- Profit driven and bottom-line oriented.
- Driven by competition, challenges, and economic incentives.
- Makes decisions with practicality and bottom-line dollars in mind.
- Exhibits drive and motivation to achieve and win in a variety of areas.
- Is highly productive.
- Will protect organizational or team finances, as well as her own.





# Utilitarian/Economic

## Keys to Managing and Motivating

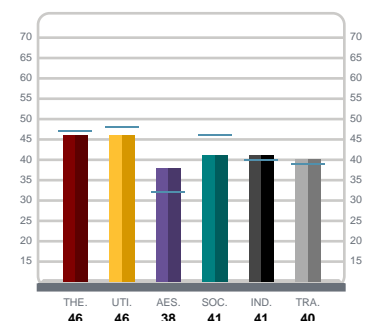
- Realize that for those who score in this high economic range there may be low company loyalty. Be certain to reward performance, and encourage participation as an important member of the team.
- Realize that it's not just money that motivates, but also personal payback from the job.
- Remember that Helen has an ear to the revenue-clock. This may give her a keen economic awareness in projects and decision-making with the team.
- Assure that economic rewards are fair, clearly communicated, and provide a high-end return for those willing to work for it.
- Provide opportunity for financial rewards for excellent performance.

## Training, Professional Development and Learning Insights

- Link learning outcomes to the ability to become more effective in increasing earnings for both herself and the organization.
- Scores like those who want information that will help them increase bottom-line activity and effectiveness.
- If possible, build in some group competition as a part of the training activities.

## Continuous Quality Improvements

- Within this high economic drive, there may be a significant motivating factor in achieving goals. It may also become an insatiable need, especially in sales people and others sharing this very high economic drive.
- Needs to have an increased sensitivity to the needs of others and less demonstration of potential selfishness.
- May judge the efforts of others on the team by an economic scale only.





# Theoretical

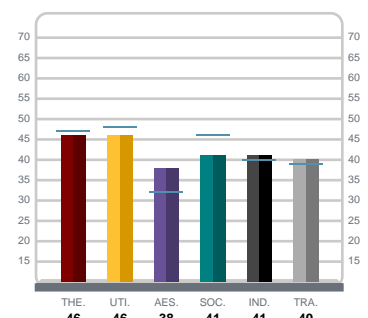
*The primary drivers with this value are the discovery of KNOWLEDGE and appetite for LEARNING. In pursuit of this value, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests of the theoretical person are empirical, critical and rational, the person appears to be an intellectual. The chief aim in life is to order and systematize knowledge: knowledge for the sake of knowledge.*

## General Characteristics

- High knowledge base and credibility base in contributions to team efforts.
- Attracted to new and cutting-edge ideas and concepts.
- Likes to visit bookstores and may make some unexpected purchases.
- A strong personal belief in life-long learning.
- Strong desire to learn and go beyond the required knowledge base.
- Others may consider Helen a strong intellectual.
- Has many interests outside the workplace.
- Likes to go to trade shows and conventions in her area of interest and expertise to find new ideas and tools for the team and organization at large.

## Value to the Organization

- She is an active problem-solver, seeking solutions.
- She brings a strong knowledge-driven ethic.
- At a team meeting Helen will come prepared, with pre-work completed.
- Demonstrates a logical approach to problem solving and patience to analyze all of the options for solutions.
- When others (internal or external) have a question, even if Helen isn't very familiar with it, she can usually create solutions.
- Knows a little about most everything, and is conversant about it.





# Theoretical

## Keys to Managing and Motivating

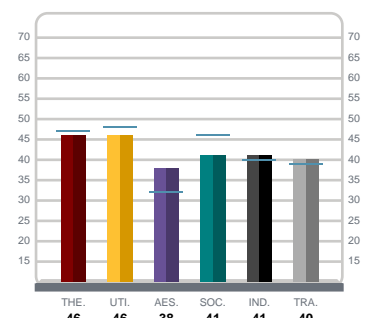
- Be certain to provide knowledge-based incentives, such as new training courses, books, subscriptions, and journals.
- If there is a learning-based event to be planned, be certain she is involved. If there is an external learning-based event on the calendar, be certain she has the opportunity to attend.
- Classes, courses, conferences: Send Helen and let her learn.
- Find out her interests and channel related information to Helen. Send topical mail, brochures and info-sheets to her.
- Provide opportunities for her to teach as well as learn.

## Training, Professional Development and Learning Insights

- She enjoys learning even for its own sake, and will be supportive of most training and development endeavors.
- Helen can be depended upon to do her homework thoroughly and accurately.
- Actively engaged in learning both on and off the job.

## Continuous Quality Improvements

- The sense of urgency may vacillate, depending on the intellectual importance Helen assigns to the issue.
- Has a tendency to demonstrate a bit of aloofness, especially to those not as intellectually driven.
- May need coaching on time management.





# Individualistic/Political

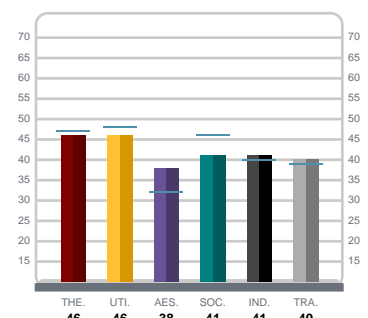
The primary interest for this value is **POWER**. Research studies indicate that leaders in most fields have a high power value. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, 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

- Shows moderate social flexibility. Helen would be considered as one who is socially appropriate and supportive of others on the team.
- Generally not considered an extremist on ideas, methods, or issues in the workplace.
- Has the ability to take a stand on an issue when necessary, to yield position when necessary, and to do both with equal sincerity.
- Has the ability to take or leave the limelight and attention given for special contributions.
- Shows the ability to take a leadership role when asked, and also to be supportive team member when asked.
- Helen would not be considered controversial in her workplace ideas or transactions.

## Value to the Organization

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







# Individualistic/Political

## Keys to Managing and Motivating

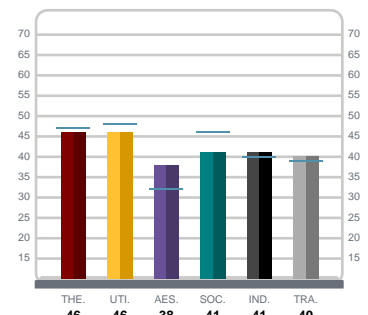
- Helen is socially flexible. She can assume an appropriate leadership role for a team; or, be a supportive team member as the situation requires.
- Remember that Helen shows the ability to get along with a wide variety of others without alienating those with opinions in extreme positions on the spectrum.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

## Training, Professional Development and Learning Insights

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

## Continuous Quality Improvements

- To gain additional insight, examine other Values drives to determine the importance of this Individualistic drive factor.
- Allow space for those with higher Individualistic drives to express themselves in appropriate ways.
- Avoid criticizing those with higher or lower Individualistic drives since all Values positions are positions deserving respect.





## Social/Altruistic

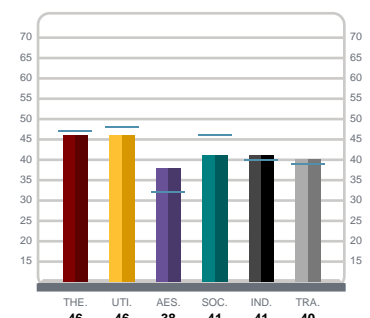
*Those who score very high in this value have an inherent love of people. The Social/Altruistic person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic values cold and inhuman. Compared to the Individualistic value, 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. She 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 her 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

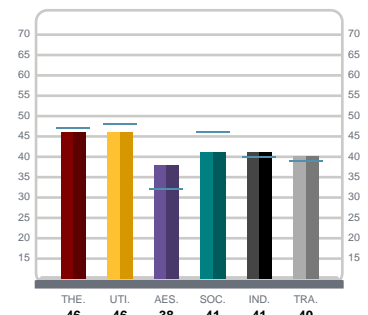
- Remember that Helen shows a practicality and realism regarding helping others.
- Recognize that this middle ground between the extremes of selfishness and selflessness may be an appropriate stabilizing force.
- Helen brings a balance between the extremes of giving and taking with regard to team efforts and organizational competition.
- Support the strength that she 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

- Explore the professional development insights from some of the other Values scales to determine more specific preferences.
- Becomes engaged in training activities because she 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, she may need to take a more visible position with the team.
- Helen should allow space for those who differ on this Social/Altruistic scale, and remember that all Values positions are positions deserving respect.





# Traditional/Regulatory

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

## General Characteristics

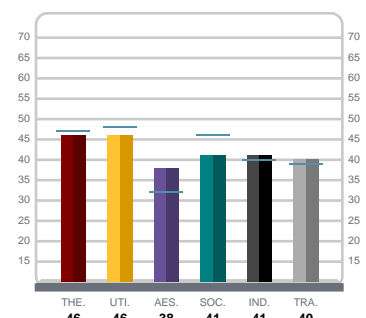
- Realizes that sometimes rules need to be treated as guidelines with more flexible interpretations.
- Able to make creative decisions and set new precedent when necessary.
- May behave independently from the standard operating procedure.
- Is a very flexible problem-solver.
- Will change job roles when it is important to express or develop herself.
- Believes in experimentation and trying new things.
- Adjusts quickly to change and is flexible.
- Questions authority.
- A desire to obtain quick results with many projects, and an attempt to dispense with many items (such as rules and regulations) which might bog down the progress.

## Value to the Organization

- Is able to make quick decisions without getting emotionally involved.
- Generates new ideas.
- Creates solutions, sometimes more through personal attempts, calculated risks, and creativity, than by-the-book or established protocol.
- Desires to learn new methods and strategies.
- Looks for creative solutions to problems.

## Keys to Managing and Motivating

- Provide opportunities for professional development and growth.
- May need to sell her ideas, not just tell them.
- Wants to be informed about events and changes within the organization.
- Use her great strength of being a flexible problem-solver.
- If new precedent needs to be set, involve her in the planning and strategy.





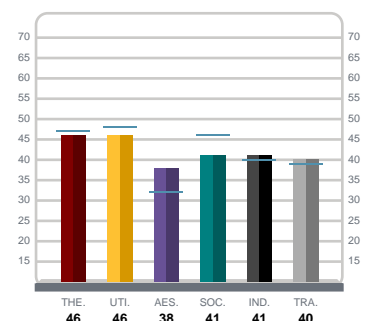
# Traditional/Regulatory

## 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 her 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.





## Aesthetic

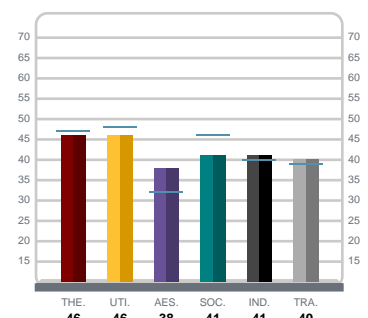
*A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent has talents in creative artistry. It indicates a primary interest in the artistic episodes of life.*

### General Characteristics

- Shows 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 her work environment.
- Looks at those scoring higher as types who may need to be a bit more practical.
- Intellectually, Helen can see the need for beauty and artistic forms, but may not seek them for her own environment.
- Is motivated and driven in areas other than the Aesthetic.
- Surroundings lacking aesthetics will not stifle her creativity.
- Helen prefers to take a practical approach to workplace events.

### Value to the Organization

- Unpleasant surroundings will not adversely affect her 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

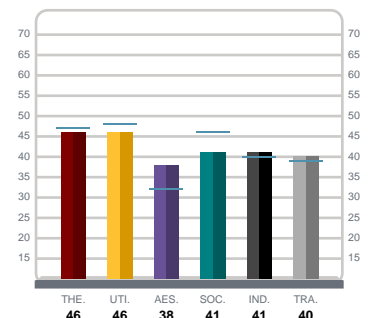
- Be careful not to overload with assignments that require significant individual creativity and self-expression.
- Appeal to the practical side that she shows in projects and leadership.
- Remember that practical talent is just as important as highly creative talent when supporting team efforts.
- Provide sincere recognition for contributions.
- Check areas for higher Values drives to determine a blend of other management or motivational insights.

## 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

- Seen as overly business-like by some, but this comes from the practical side of her workplace values.
- Needs to be more sensitive to others need for an aesthetically pleasant workplace.
- Needs to be aware of others who may have a stronger Aesthetic drive, and respect the differences.





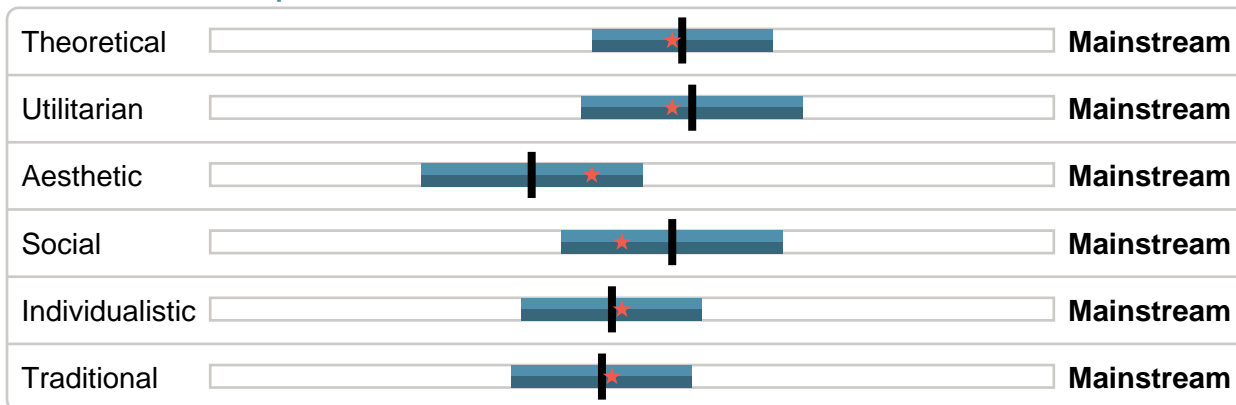
# Motivators - Norms & Comparisons

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 2012



- 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

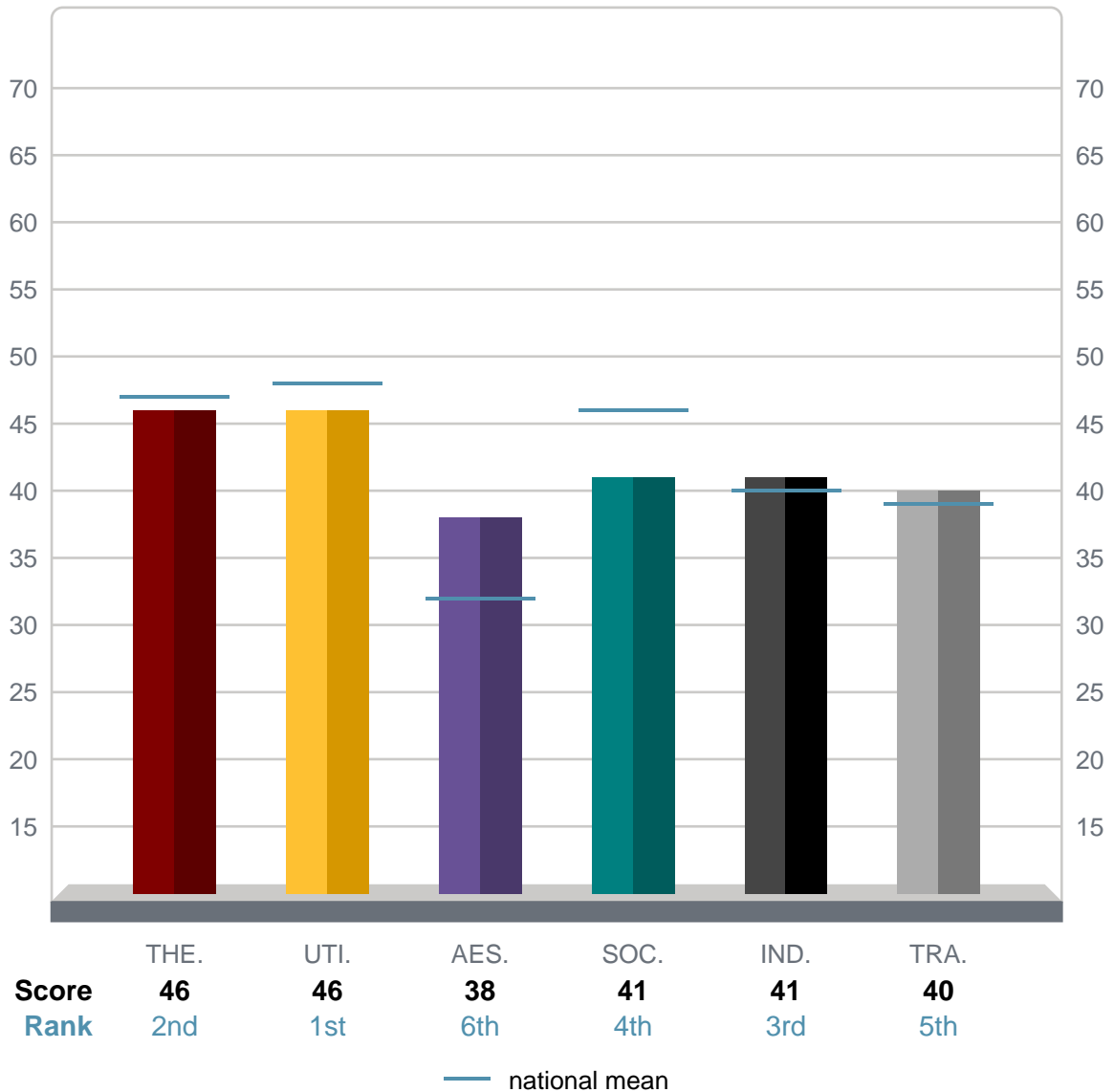
All of your attitude scores fall within one standard deviation of the national mean. This means that 68% of the population have similar attitudes and feelings on each of the six attitudes. Having all your scores close to the national mean indicates the following:

- You will be seen by others as a team player.
- You will be able to relate to a large percentage of our society.
- You will have less conflict with other people.
- You will have a larger selection of friends and careers than most people.



# Motivation Insights® Graph

11-14-2012



Norm 2012

T: 26:15

TTI Success Insights China

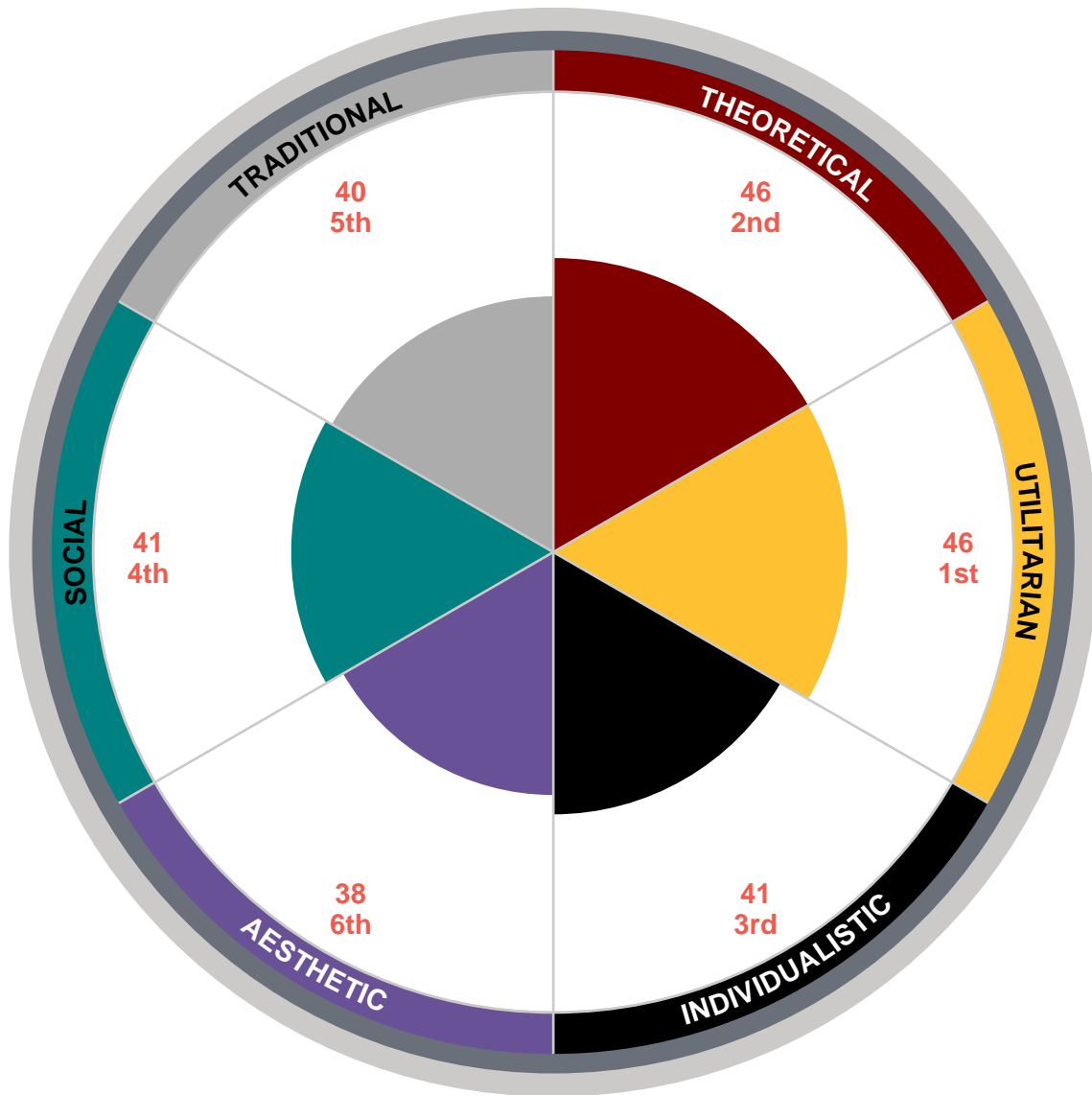
Suite 2110, No.145 Pujian Road, Jason Building, Pudong, Shanghai, China, 200127  
TEL:86-21-58360870/FAX:86-21-58360871

Helen Sample



# Motivators Wheel™

11-14-2012



T: 26:15

TTI Success Insights China

Suite 2110, No.145 Pujian Road, Jason Building, Pudong, Shanghai, China, 200127

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Helen Sample



# 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 \_\_\_\_\_

**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. \_\_\_\_\_