TTI Success Insights®

Workplace Motivators®

Behavior
World View
Personal Skills (Competencies)
Experiences
Attitudes & Values
Intelligence
Emotional Intelligence

Sara Sample
Manager
Company Inc.
4-19-2010
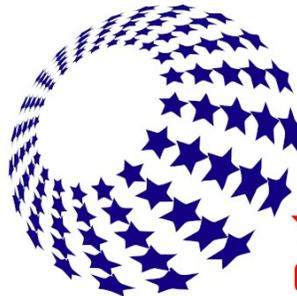
YOUR
COMPANY

"Bringing Awareness"
ABC Co. Ltd.
789 Street
Springfield, USA
800-555-5555

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.

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.

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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

- Possesses a very high sincerity factor and helping attitude that may be demonstrated in the things she does.
- Agrees that "it is better to give than to receive," even in an organizational setting.
- Possesses a very high service ethic toward helping others.
- Likes helping, teaching, and coaching others.
- Cares about the feelings of others on the team.
- May sacrifice bottom-line profit when the decision may be detrimental to the people involved.
- Wanting others to enjoy the classics and helping to preserve them for future generations is of interest to her.

Value to the Organization

- Likes to network with others in helpful ways.
- Shows a very high degree of interpersonal empathy when dealing with team or individual concerns.
- Is a very good team player.
- Shows a high degree of willingness to give time to help, teach, and coach others.
- Has a desire to go beyond required job description to help make things easier for others.
- Shows a willingness to give time, talent, and energy to help the organization or team.

	THE.	UTI.	AES.	SOC.	IND.	TRA.
Score	35	56	22	63	50	26

— national mean

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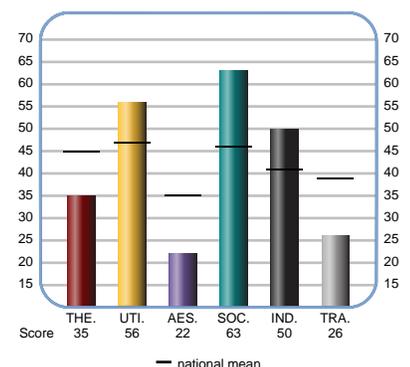
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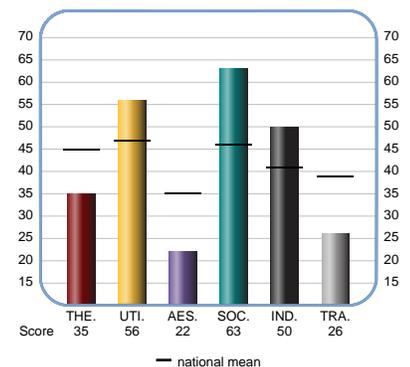
Keys to Managing and Motivating

- Provide an environment in which there is opportunity for her to help others achieve and grow professionally.
- Recognize that Sara tends to be a very "giving" person and enjoys helping others.
- Do not over-use or abuse her giving nature. Allow Sara to share it as she chooses to offer.
- Provide flexibility to allow for helping others on the team.
- Explore the possibilities of having her bring new participants up-to-speed on a project or team effort.

Training, Professional Development and Learning Insights

- Learning and professional development should be linked to the potential of being more effective in helping others on the team.
- Courses and training will help amplify her need to teach, coach or help others as either internal or external stakeholders.
- Learning successes can be linked to increasing her personal knowledge base to share with others.

Continuous Quality Improvements

- Tends to give away too much time, talent and energy.
- Tries to help too much and ends up getting in the way of some who may not want the help.
- Goes into teaching/helping mode too often.

	THE.	UTI.	AES.	SOC.	IND.	TRA.
Score	35	56	22	63	50	26

— national mean

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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

- Sales, technical, or management training programs should demonstrate a bottom-line financial benefit as a result of the training effort.
- Responds best when education and training are practical and useful, with a profit or economic objective that is clearly attached to the training.
- Knowledge for the sake of knowledge may be viewed as a waste of time, talent, energy and creativity.
- Sara likes rewards based on the results she achieves rather than on the method used to obtain the results.
- Sara is hard-working, competitive, and motivated by financial rewards and challenging compensation plans.
- Motivated by money and bonuses as recognition for a job well done.
- 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.
- Makes decisions with practicality and bottom-line dollars in mind.
- Exhibits drive and motivation to achieve and win in a variety of areas.
- Is able to multi-task in a variety of areas and keep important projects moving.
- Pays attention to R.O.I. (return on investment) in business or team activity.
- Will protect organizational or team finances, as well as her own.

	THE.	UTI.	AES.	SOC.	IND.	TRA.
Score	35	56	22	63	50	26

— national mean

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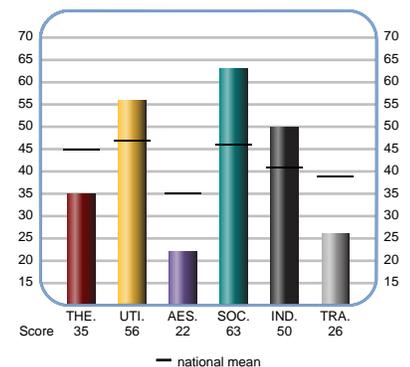789 Street
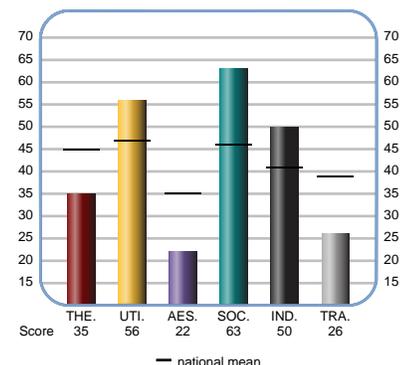
Keys to Managing and Motivating

- Realize that it's not just money that motivates, but also personal payback from the job.
- Provide recognition and rewards (e.g. bonuses) as soon as possible, not just at the end of the quarter or year.
- Remember that Sara 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.
- Link training and meeting events to potential gains in business share or future income.

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.
- Provide some rewards and incentives for participation in additional training and professional development.
- If possible, build in some group competition as a part of the training activities.

Continuous Quality Improvements

- Needs to learn to appreciate that not everybody is motivated by wealth or gain so as not to alienate a prospect, customer or client.
- Needs to hide the dollar signs in her eyes in order to establish the most appropriate rapport with others.
- May judge the efforts of others on the team by an economic scale only.

	THE.	UTI.	AES.	SOC.	IND.	TRA.
Score	35	56	22	63	50	26

— national mean

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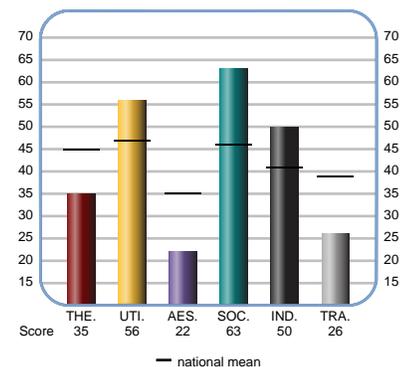789 Street

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. Sara 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.
- Sara 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 lead or follow as asked.

	THE.	UTI.	AES.	SOC.	IND.	TRA.
Score	35	56	22	63	50	26

— national mean

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INDIVIDUALISTIC/POLITICAL
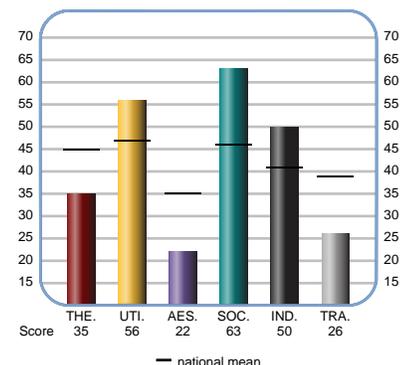
Keys to Managing and Motivating

- Sara 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 Sara shows the ability to get along with a wide variety of others without alienating those with opinions in extreme positions on the spectrum.
- Sara is able to be a balancing or stabilizing agent in a variety of team-related issues without being an extremist on either side.
- Sara 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

- Able to be a flexible participant in training and development programs.
- 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.

	THE.	UTI.	AES.	SOC.	IND.	TRA.
Score	35	56	22	63	50	26

— national mean

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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

- Her Theoretical need is not the most important or primary driving values factor.
- Sara may provide a balance between the very high theoretical approaches, and the very low approaches, and be able to communicate with each side.
- Is able to understand the needs of big picture issues, and appreciate the needs of trivial or minute issues without being an extremist.
- Brings a sense of balance and stability to a variety of technical issues impacting the team.
- Sara typically won't get bogged down in minutia, nor will she ignore the details when decision-making.

Value to the Organization

- Sara demonstrates awareness of the necessary technical features, and responds as needed on-the-job.
- Brings flexibility to the team; that is, being detail-oriented when necessary, and being practically-oriented other times.
- Is a stabilizing force on the team.
- Is able to appreciate the needs of both the higher and lower Theoreticals.
- Shows curiosity about technical details without getting bogged down.

Score	THE. 35	UTI. 56	AES. 22	SOC. 63	IND. 50	TRA. 26

— national mean

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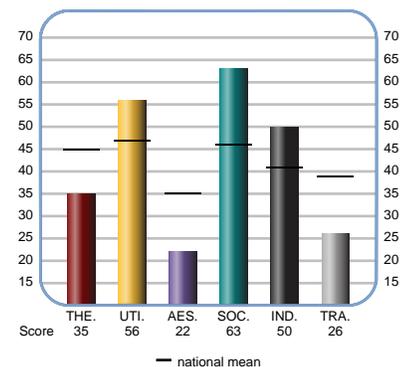789 Street
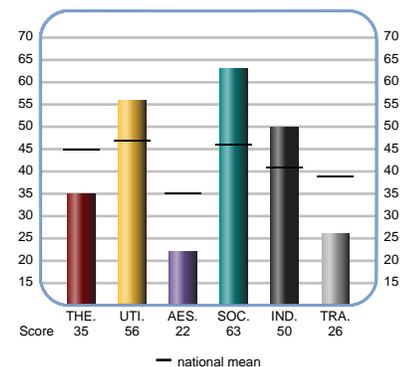
Keys to Managing and Motivating

- Remember that she has the ability to be a balancing and stabilizing agent on high knowledge-driven tasks/assignments/projects.
- Sara brings a knowledge-drive typical of many business professionals.
- Include the perspective she brings in order to gain a middle-ground understanding.
- Check for other values drives that may be higher or lower than this one in order to gain a more complete picture of specific keys to managing and motivating.

Training, Professional Development & Learning Insights

- Is rather flexible and accepting of most training programs offered in the organization.
- Understands the needs of the high Theoreticals who want more information, and the lower Theoreticals who want only the necessary information.
- Please check other areas of higher or lower values drive for additional insight into professional development needs.

Continuous Quality Improvements

- May need to be a bit more demonstrative on some complex theoretical issues.
- May be asked to take a firmer stand or position on team initiatives.
- May need to examine other values drives to determine the importance of this Theoretical drive factor.

	THE.	UTI.	AES.	SOC.	IND.	TRA.
Score	35	56	22	63	50	26

— national mean

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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

- Able to make creative decisions and set new precedent when necessary.
- May challenge existing structures, rules and standards by asking, "Why?"
- Believes in experimentation and trying new things.
- Adjusts quickly to change and is flexible.
- Shows good judgment in her ability to self-manage on tasks and projects.
- Questions authority.
- 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.
- 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.

Score	THE.	UTI.	AES.	SOC.	IND.	TRA.
	35	56	22	63	50	26

— national mean

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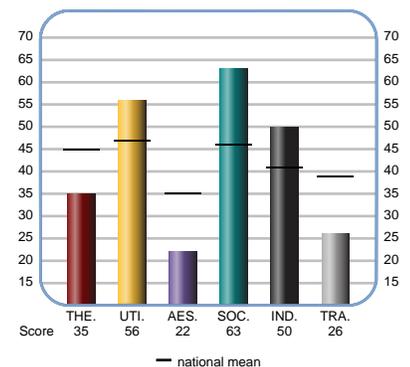
Keys to Managing and Motivating

- May need to sell her ideas, not just tell them.
- Requires specific instructions so that she can do the routine aspects of job correctly the first time.
- Allow as much freedom from detail (and sometimes paperwork) as possible, perhaps through support staff to assist in the necessary detail functions.
- Maximize use of her adaptability to new projects and ideas.
- If new precedent needs to be set, involve her in the planning and strategy.

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.

Score	THE. 35	UTI. 56	AES. 22	SOC. 63	IND. 50	TRA. 26

— national mean

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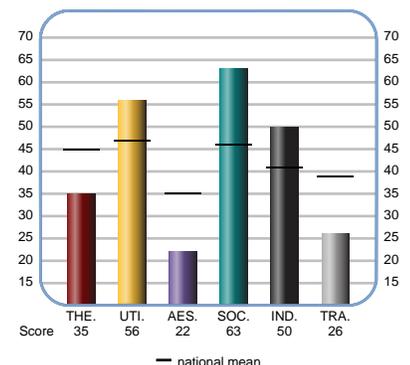
AESTHETIC

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 her work environment.
- What Sara defines as her passion in life will be found in higher values scales in this report.
- Sara is a very practical person who can take or leave the Aesthetics or ambience of the work environment.
- Surroundings lacking aesthetics will not stifle her creativity.

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.

	THE.	UTI.	AES.	SOC.	IND.	TRA.
Score	35	56	22	63	50	26

— national mean

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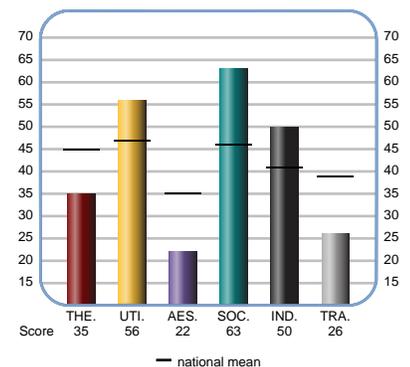
Keys to Managing and Motivating

- 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.
- Provide sincere recognition for contributions.
- 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

- 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.

	THE.	UTI.	AES.	SOC.	IND.	TRA.
Score	35	56	22	63	50	26

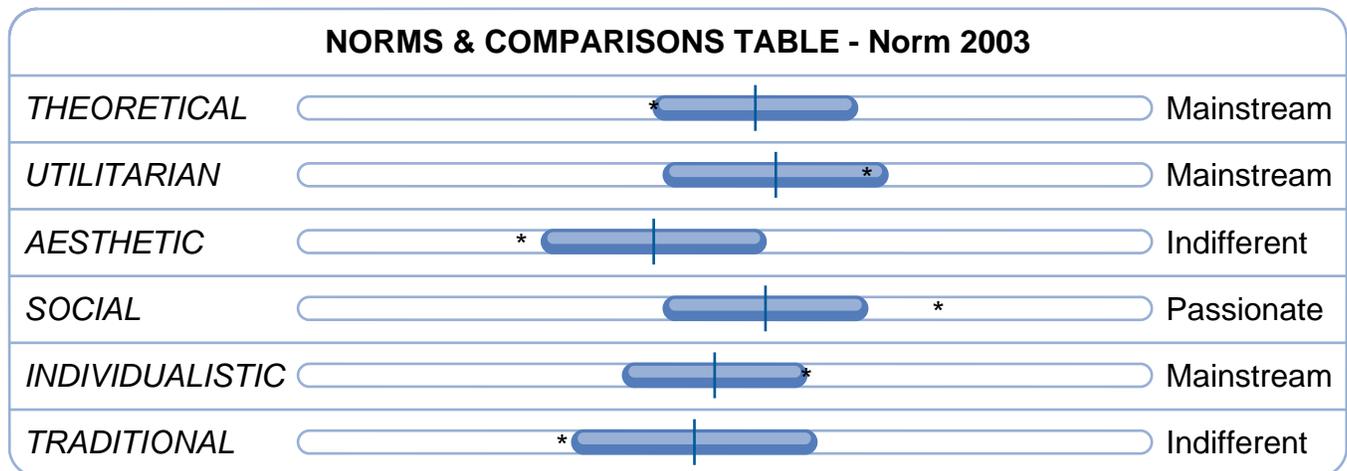— national mean

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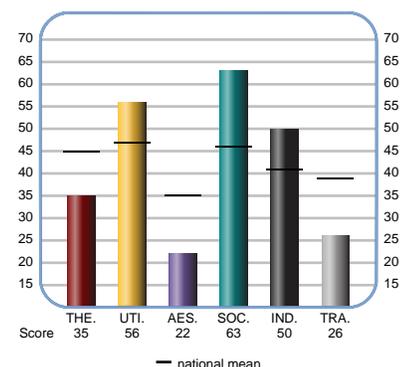
For years you have heard statements like, "Different strokes for different folks," "to each his own," and "people do things for their own reasons, not yours." When you are surrounded by people who share similar values, you will fit in with the group and be energized. However, when surrounded by people 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	
THEORETICAL	Mainstream
UTILITARIAN	Mainstream
AESTHETIC	Indifferent
SOCIAL	Passionate
INDIVIDUALISTIC	Mainstream
TRADITIONAL	Indifferent

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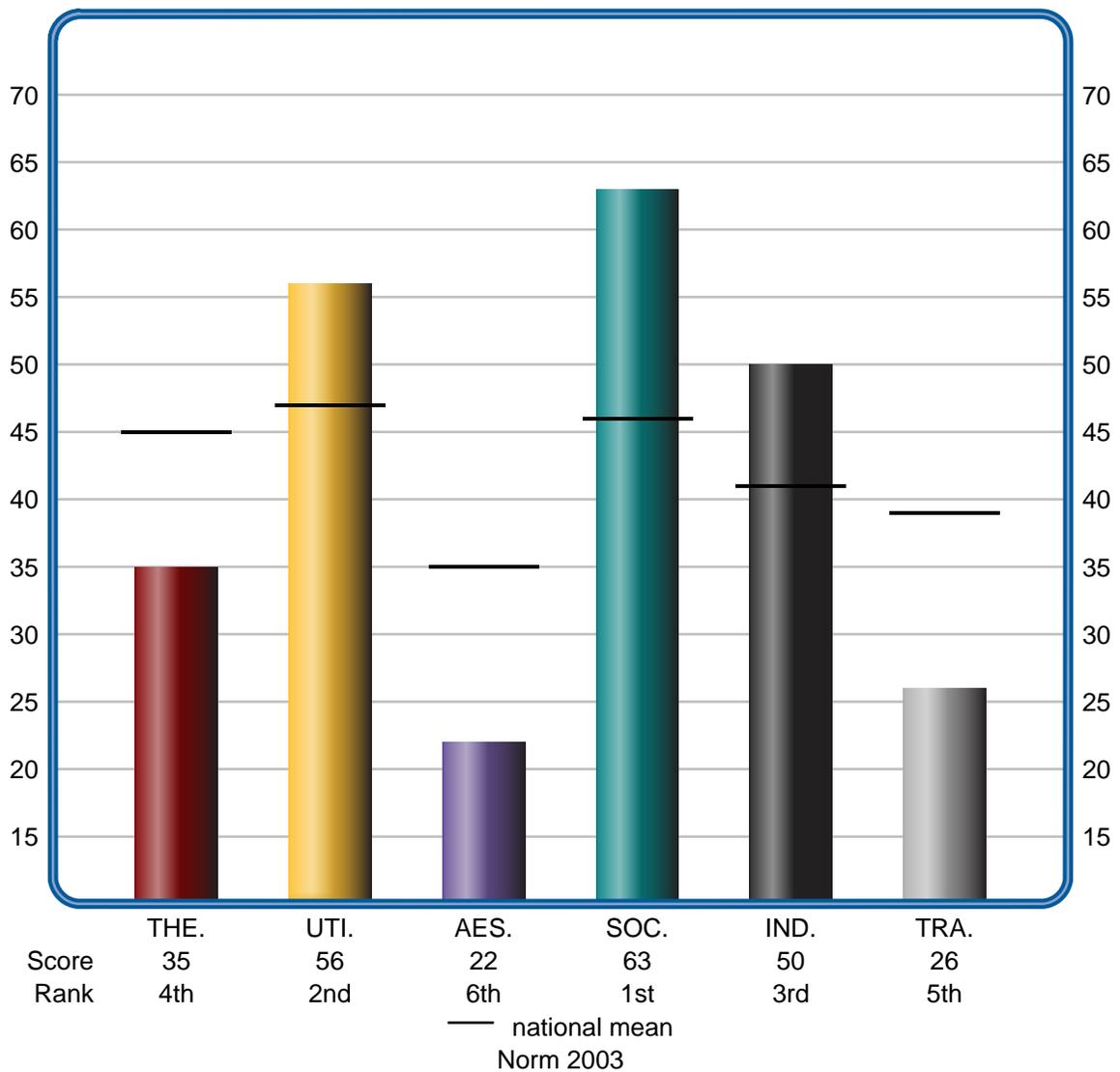
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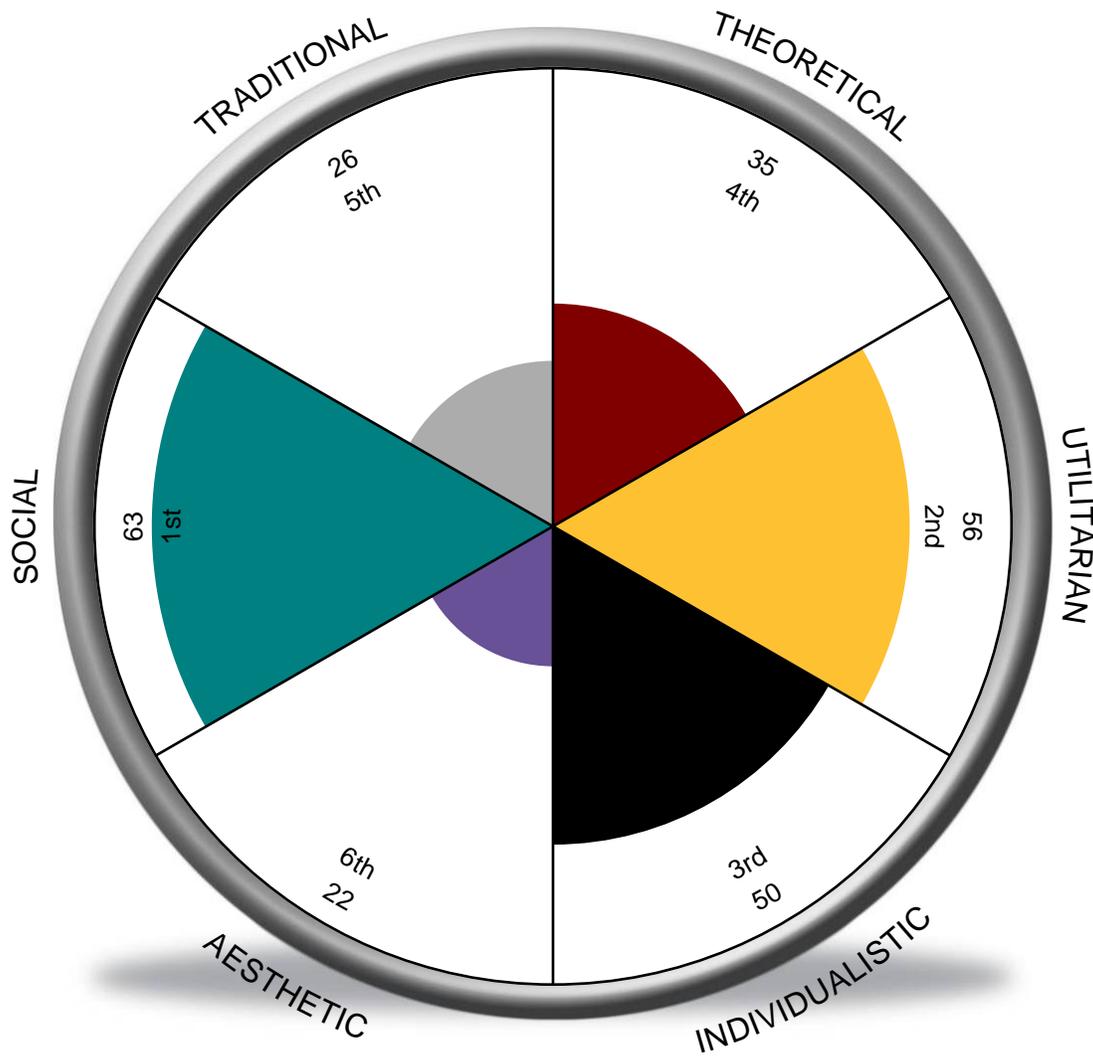Areas in which you have strong feelings or passions compared to others:

- You have a very strong desire to help eliminate pain and conflict in the world, even to the point of personally taking on the pain of others. You will tend to give freely of your time, talent and resources expecting little or nothing in return. Others may believe you are a "doormat," always giving everything away to whoever walks in the front door, unwilling to look out for yourself or your family. They may believe you are weak and easily taken advantage of...a bleeding heart.

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

- People who emphasize the need for beauty, form and harmony in all aspects of their life may frustrate you. You have other priorities.

- 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.

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MOTIVATION INSIGHTS® GRAPH

	THE.	UTI.	AES.	SOC.	IND.	TRA.
Score	35	56	22	63	50	26
Rank	4th	2nd	6th	1st	3rd	5th

—— national mean

Norm 2003

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TRADITIONAL

26
5th

THEORETICAL

35
4th

SOCIAL

63
1st

UTILITARIAN

56
2nd

6th
22

3rd
50

AESTHETIC

INDIVIDUALISTIC

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.

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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 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_____

_____

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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_____

         _____

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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. _____

_____