



TTI  
SUCCESS  
INSIGHTS®

## Workplace Motivators®

### Michael Example

For more information contact:  
Select, Assess & Train  
Tel: 919-787-8395  
Email: [info@selectassesstrain.com](mailto:info@selectassesstrain.com)



# 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.



# Individualistic/Political

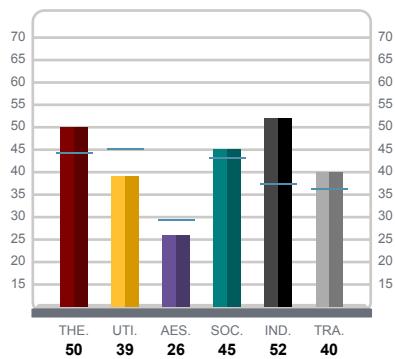
The primary interest for this value is POWER. Research studies indicate that leaders in most fields have a high power value. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however,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

- This high individualism may be demonstrated in a variety of observable ways; In creative problem solving, in a risk-taking attitude, etc.
- He surprises others with spontaneous ideas or responses.
- Enjoys working in his own way and own methods.
- 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.
- 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.



Provided by:

Select, Assess & Train

Tel: 919-787-8395

Email: info@selectassessstrain.co

Copyright © 1989-2013. Use by Target Training International, Ltd. permitted under license agreement. All rights reserved.

Michael Example



# Individualistic/Political

## Keys to Managing and Motivating

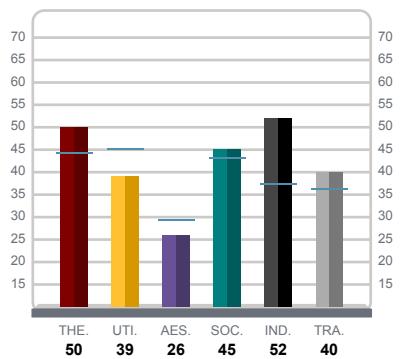
- Remember to build in a continuous opportunity to learn and progress.
- Be patient in allowing for expression of his uniqueness and sense of humor.
- Michael brings a variety of strengths to the team that may not have been utilized. Explore the possibilities of expanding these opportunities.
- Michael enjoys making presentations to small or large groups. Explore this possibility.
- Remember that even as attention from others is important, he also desires some independence from team organization and protocol at times.

## 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

- 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.
- Needs to listen more and speak less.





# Theoretical

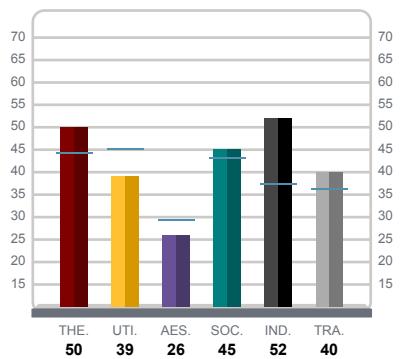
*The primary drivers with this value are the discovery of KNOWLEDGE and appetite for LEARNING. In pursuit of this value, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests 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 degree of curiosity in a variety of areas.
- Enjoys learning even for its own sake.
- High knowledge base and credibility base in contributions to team efforts.
- Others on the team may seek Michael to answer questions about projects or procedures.
- Likes to visit bookstores and may make some unexpected purchases.
- Stays mentally alert and likes mental challenges.
- Interested in new methods and how they can be applied to existing structures.
- Others may consider Michael a strong intellectual.
- Likes to go to trade shows and conventions in his area of interest and expertise to find new ideas and tools for the team and organization at large.

## Value to the Organization

- Stable, knowledge-driven ethic.
- Possesses strong and consistent analytical skills and ability.
- Can usually answer new questions that hit the team or knows where to find answers.
- When others (internal or external) have a question, even if Michael isn't very familiar with it, he can usually create solutions.
- Has a strong ability to read, study and learn independently.



Provided by:

Select, Assess & Train

Tel: 919-787-8395

Email: info@selectassessstrain.co

Copyright © 1989-2013. Use by Target Training International, Ltd. permitted under license agreement. All rights reserved. 5



# Theoretical

## Keys to Managing and Motivating

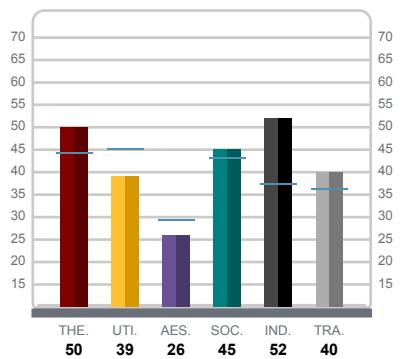
- Be certain to provide knowledge-based incentives, such as new training courses, books, subscriptions, and journals.
- Realize that as much as he has learned, Michael still wants to learn more.
- Classes, courses, conferences: Send Michael and let him learn.
- Needs opportunity to explore a variety of knowledge-based areas and to act on them.
- Provide opportunities for him to teach as well as learn.

## Training, Professional Development and Learning Insights

- He enjoys learning even for its own sake, and will be supportive of most training and development endeavors.
- Michael can be depended upon to do his 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 Michael 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.



Provided by:

Select, Assess & Train

Tel: 919-787-8395

Email: info@selectassessstrain.co

Copyright © 1989-2013. Use by Target Training International, Ltd. permitted under license agreement. All rights reserved.

Michael Example



# Social/Altruistic

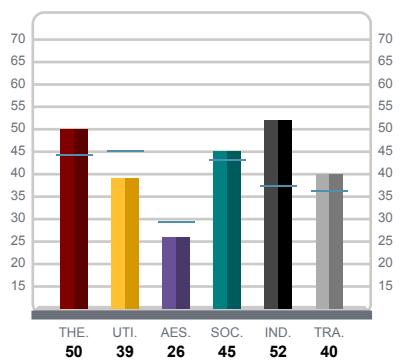
Those who score very high in this value have an inherent love of people. The Social/Altruistic person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic values cold and inhuman. Compared to the Individualistic value,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



Provided by:

Select, Assess & Train

Tel: 919-787-8395

Email: info@selectassesstrain.co

Copyright © 1989-2013. Use by Target Training International, Ltd. permitted under license agreement. All rights reserved.

Michael Example



# Social/Altruistic

## Keys to Managing and Motivating

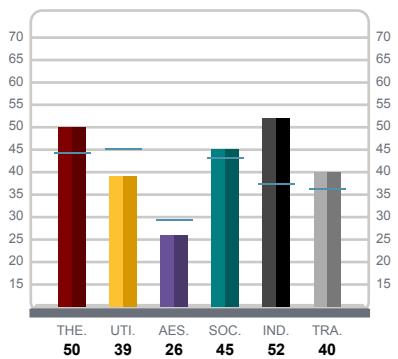
- Remember that Michael shows a practicality and realism regarding helping others.
- Recognize that this middle ground between the extremes of selfishness and selflessness may be an appropriate stabilizing force.
- Michael brings a balance between the extremes of giving and taking with regard to team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

- Explore the professional development insights from some of the other Values scales to determine more specific preferences.
- He shows flexibility in preferences of training activities to include both team-oriented as well as independent work.
- 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.
- May occasionally feel conflict as to whether or not to participate in certain service or "giving" activities.
- Michael should allow space for those who differ on this Social/Altruistic scale, and remember that all Values positions are positions deserving respect.



Provided by:

Select, Assess & Train

Tel: 919-787-8395

Email: info@selectassesstrain.co

Copyright © 1989-2013. Use by Target Training International, Ltd. permitted under license agreement. All rights reserved.

Michael Example



# Traditional/Regulatory

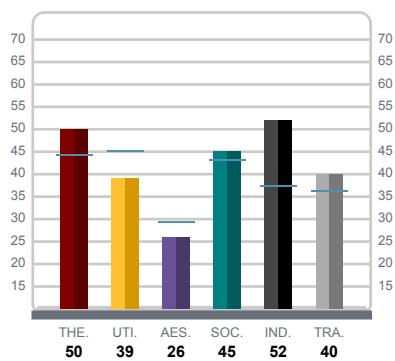
The highest interest for this value may be called "unity," "order," or "tradition." Individuals with high scores in this value seek a system for living. This system can be found in such things as conservatism or any authority that has defined rules, regulations and principles for living.

## General Characteristics

- Believes it is important to have collegial relationships with both higher and lower Traditional/Regulatory types.
- Believes in the importance of group or team efforts, but also feels that individual rights should be honored.
- Accepts authority, but also feels that personal opinions should be honored in making decisions.
- May challenge the rules within safe boundaries to express individual ideas.
- Brings a sense of balance and stability to a variety of job-related issues that might emerge.
- May be able to serve as a bridge between those on the team with higher Regulatory drives and those with lower Regulatory drives.
- Typically won't get bogged down in minutia, nor will he ignore details when decision-making.
- This value needs to be compared against other higher- and lower-scoring values to determine his driving factors.

## Value to the Organization

- Demonstrates an awareness of the necessary protocol and an appreciation of working in creative problem-solving ways that might challenge that protocol.
- Brings flexibility to the team. Follows precedent when necessary and able to set new precedent when necessary.
- Michael is able to walk the line between following the rules and bending the rules, and knowing the difference.
- A stabilizing force on the team.
- Able to appreciate the needs of both the higher and lower Traditional/Regulatory individuals on the team.
- May be perceived by others on the team as neither rigid nor undisciplined, but rather as one who is responsible and mature in approach to corporate and organizational protocol.



Provided by:

Select, Assess & Train

Tel: 919-787-8395

Email: info@selectassesstrain.co

Copyright © 1989-2013. Use by Target Training International, Ltd. permitted under license agreement. All rights reserved. 9



# Traditional/Regulatory

## Keys to Managing and Motivating

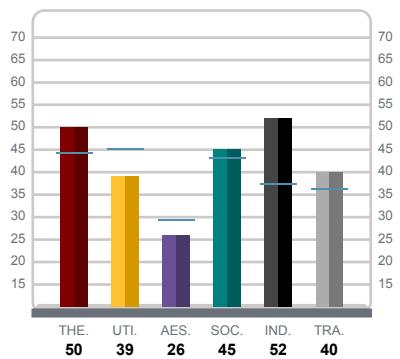
- Remember that Michael has the flexibility to follow procedures when necessary, and to set new procedures when necessary.
- Support the strength that Michael brings to the team in being a stabilizing force between those who want to follow protocol and those who want to challenge the protocol.
- Remember that Michael has the ability to be a balancing and stabilizing agent on operations, procedures, and protocol issues, without being an extremist toward either side.
- Michael brings a procedure-drive typical of many business professionals.
- Include his perspective in order to gain a middle-ground understanding of issues.

## Training, Professional Development and Learning Insights

- May show flexibility in preference of professional development activities to include both individual structured activities, as well as activities of a more creative and unstructured design.
- Tends to be participatory in learning and professional development situations without trying to re-write the curriculum.
- Is able to engage in professional development activities as a supportive member of the team.

## Continuous Quality Improvements

- May need to state opinions or take a visible position on some procedural or protocol issues.
- May need to take a firmer stand or position on some team issues.
- May need to examine other Values drives to determine the importance of this Traditional/Regulatory drive factor.



Provided by:

Select, Assess & Train

Tel: 919-787-8395

Email: info@selectassesstrain.com Copyright © 1989-2013. Use by Target Training International, Ltd. permitted under license agreement. All rights reserved. 10

Michael Example



# Utilitarian/Economic

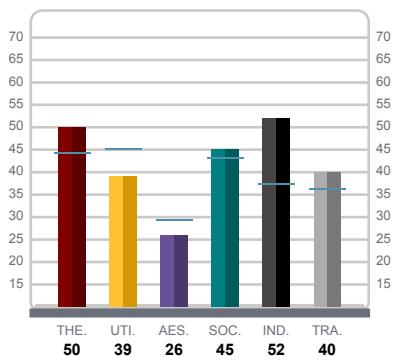
The Utilitarian/Economic score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This value includes the practical affairs of the business world - the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

- The lower Utilitarian/Economic drive here indicates that he may not be solely motivated by competitive financial incentives such as accelerated commissions in the compensation plan.
- Since this value's area may help to determine one's money-motivation, the results indicate that Michael may be motivated more by things other than a high paycheck (although that may still be important.)
- Check the full results and graph to determine those values that were ranked in a higher field than the Utilitarian/Economic area.
- The lower score here also indicates that he may have already begun to reach his own level of financial security, to the extent that things other than money may now become motivating drives.
- Michael's score indicates a lower interest in materialistic things, or that he has already achieved a level of material security.
- Using money or materials as a yardstick to measure or impress others is not important.
- Tends to be easy-going and supportive of others on the team.
- Motivated by money to have needs met, but money itself is not a primary driving factor.

## Value to the Organization

- Sees a wider spectrum of the picture, not just the economic view.
- Has a high want, desire, and need to help people. (Internal or external to the organization.)
- Enjoys monetary compensation, but especially enjoys a different type of paycheck: perhaps that of someone saying, "Thank you very much for helping me."
- Excellent team player and team member.
- Has an attitude of "We're all in this together, so let's work together."



Provided by:

Select, Assess & Train

Tel: 919-787-8395

Email: info@selectassesstrain.com Copyright © 1989-2013. Use by Target Training International, Ltd. permitted under license agreement. All rights reserved.

Michael Example



# Utilitarian/Economic

## Keys to Managing and Motivating

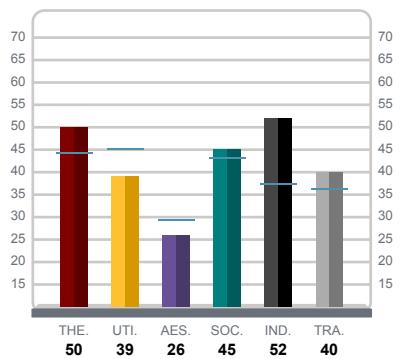
- Avoid measuring his performance by an economic incentive only.
- Structure job enrichment strategies into the reward system, not just economic rewards.
- Needs recognition for innovative, creative work, not just for doing his assigned responsibilities.
- Provide a variety of work projects or tasks.
- Provide sincere recognition for contributions.

## Training, Professional Development and Learning Insights

- May prefer team-oriented activities to work and share ideas with others.
- He may enjoy a more cooperative learning style.
- Prefers less competition between learning groups.

## Continuous Quality Improvements

- Avoid spreading self too thin by taking on responsibilities that could be delegated to others.
- Tends to over commit both on and off the job, such as with community organizations, etc.
- Needs training on tools to help him do the job more effectively.



Provided by:

Select, Assess & Train

Tel: 919-787-8395

Email: info@selectassesstrain.co

Copyright © 1989-2013. Use by Target Training International, Ltd. permitted under license agreement. All rights reserved.

Michael Example



# Aesthetic

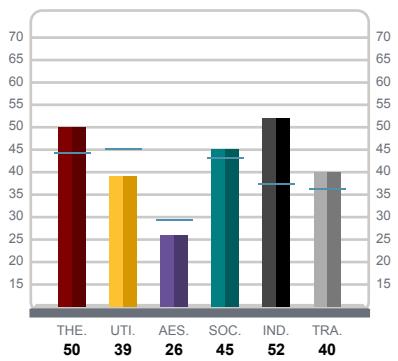
A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent 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.
- Able to allow others on the team a greater voice and expression of their creativity. May not need a high-visibility profile.
- Not necessarily worried about form and beauty in his work environment.
- What Michael defines as his passion in life will be found in higher values scales in this report.
- Intellectually, Michael can see the need for beauty and artistic forms, but may not seek them for his own environment.
- Michael is a very practical person who can take or leave the Aesthetics or ambience of the work environment.
- Is motivated and driven in areas other than the Aesthetic.
- The utility of something is more important than its beauty, form and harmony.
- Surroundings lacking aesthetics will not stifle his creativity.

## 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.



Provided by:

Select, Assess & Train

Tel: 919-787-8395

Email: info@selectassesstrain.com Copyright © 1989-2013. Use by Target Training International, Ltd. permitted under license agreement. All rights reserved.

Michael Example



# Aesthetic

## Keys to Managing and Motivating

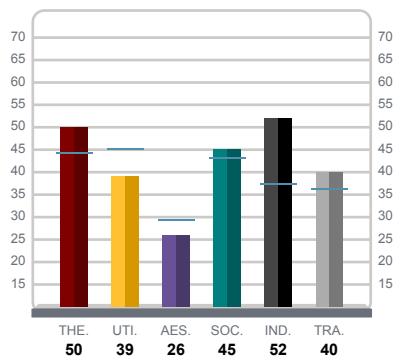
- Be careful not to overload with assignments that require significant individual creativity and self-expression.
- Appeal to the practical side that he shows in projects and leadership.
- Notice other higher plotting points on the Values graph and structure an environment that amplifies those peaks.
- 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.
- Seen as overly business-like by some, but this comes from the practical side of his workplace values.
- Needs to be more sensitive to others need for an aesthetically pleasant workplace.





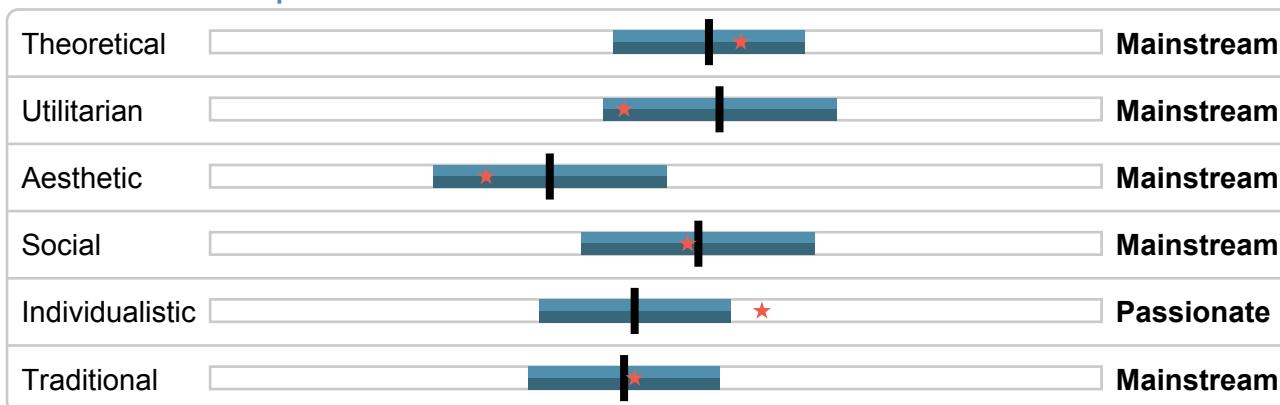
# Motivators - Norms & Comparisons

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

Provided by:

Select, Assess & Train

Tel: 919-787-8395

Email: info@selectassesstrain.com Copyright © 1989-2013. Use by Target Training International, Ltd. permitted under license agreement. All rights reserved. 15

Michael Example



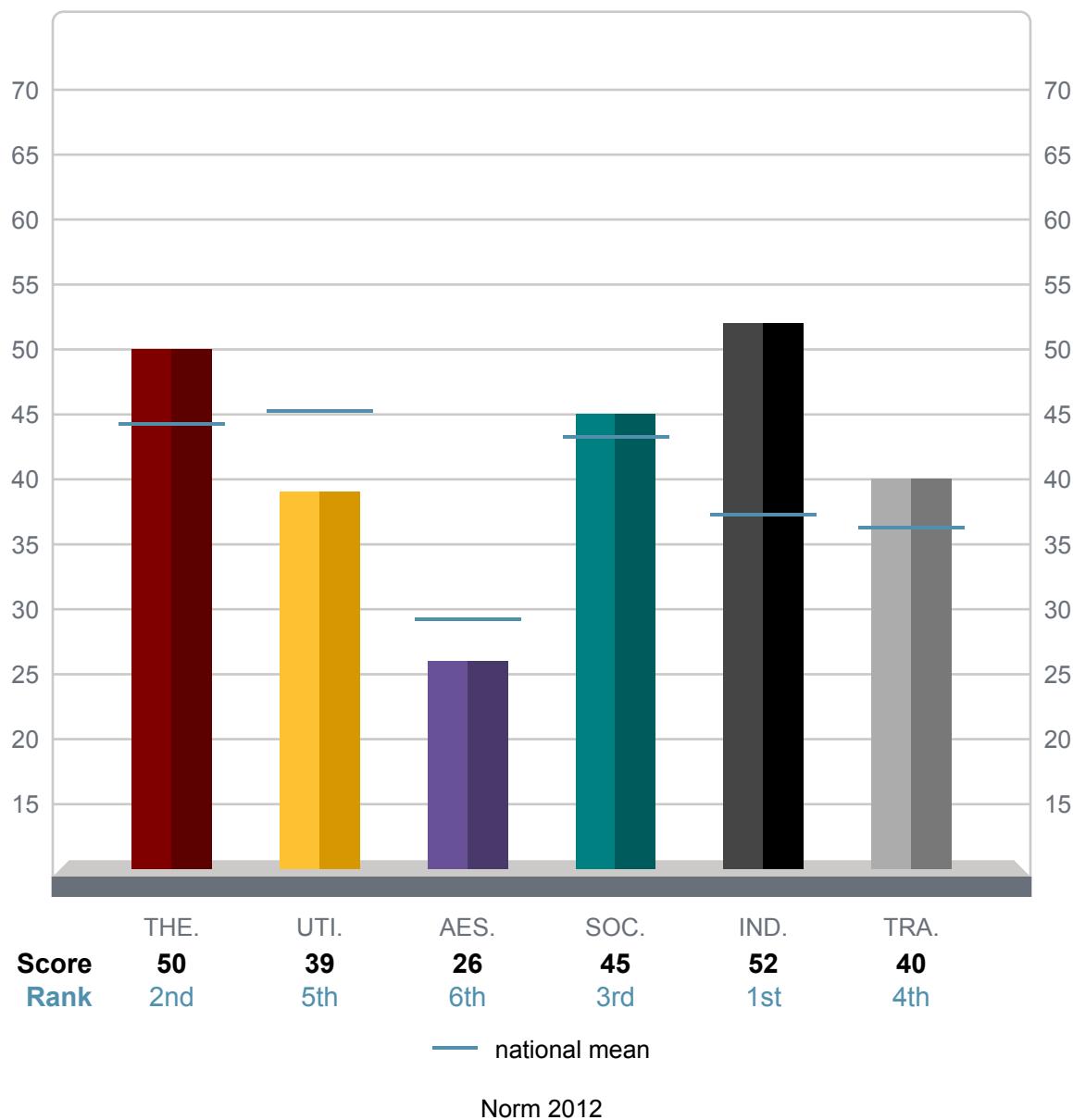
## Motivators - Norms & Comparisons

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.

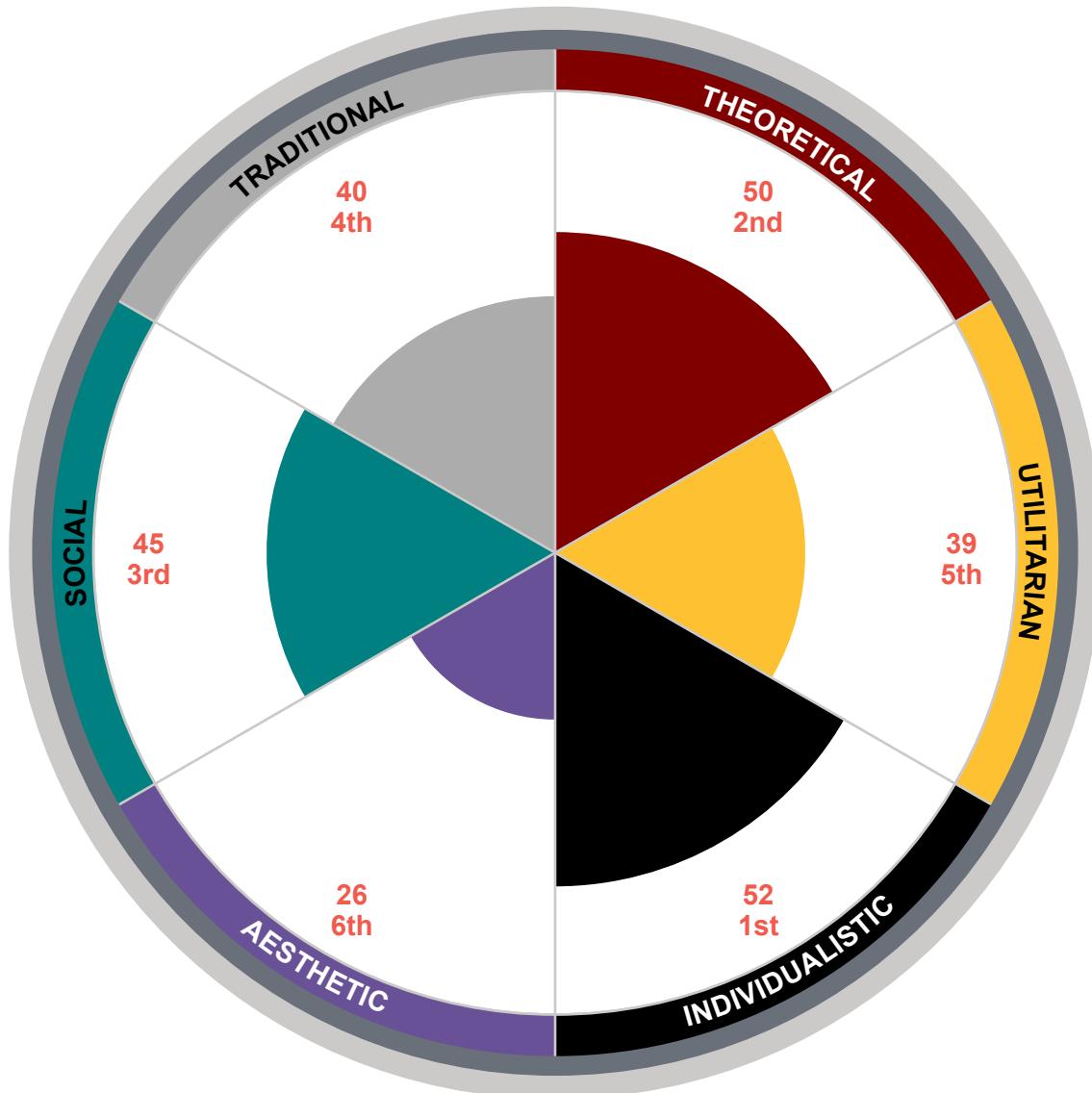


# Motivation Insights® Graph





## 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: \_\_\_\_\_

Provided by:

Select, Assess & Train

Tel: 919-787-8395

Email: info@selectassesstrain.com Copyright © 1989-2013. Use by Target Training International, Ltd. permitted under license agreement. All rights reserved.

Michael Example



# 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. \_\_\_\_\_

Provided by:

Select, Assess & Train

Tel: 919-787-8395

Email: info@selectassesstrain.com Copyright © 1989-2013. Use by Target Training International, Ltd. permitted under license agreement. All rights reserved.

Michael Example