TTI Success Insights®

Workplace Motivators™

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

John Smith

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McCormac

ASSESSMENT | COMPETENCIES | LEADERSHIP

"Developing Dynamic Communication Skills"

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UNDERSTANDING YOUR REPORT

Knowledge of an individual's values help to tell us WHY they do things. A review of an individual's experiences, references, education and training help to tell us WHAT they can do. Behavioural 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 behaviour 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 behavioural 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
- John has a strong desire to be his own person.
- This high individualism may be demonstrated in a variety of observable ways; In creative problem solving, in a risk-taking attitude, etc.
- Thrives in a team environment.
- Enjoys work and assignments which give him stature in the eyes of others and evokes respect.
- Likes freedom in his own work area.
- 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
- Brings creative ideas.
- Not afraid to take calculated risks.
- Desires to be an individual and celebrate differences.
- 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.

Keys to Managing and Motivating
- Provide an environment where John has space to demonstrate his unique contributions to the team.
- Be patient in allowing for expression of his uniqueness and sense of humour.
- John enjoys making presentations to small or large groups. Explore this possibility.
- Be open to new ideas John may offer, and realize that he may do things a bit differently than standard operating procedure.
- Remember that even as attention from others is important, he also desires some independence from team organization and protocol at times.

INDIVIDUALISTIC/POLITICAL

Training, Professional Development and Learning Insights
- Learning and professional development activities should be flexible, having a wide variety of options.
- Attempt to provide enough creative space for him to express his uniqueness.
- 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
- May spend excess time telling (or selling) an audience on his uniqueness, rather than discussing the topic at hand.
- Needs to remember that his good ideas are not the only good ideas.
- Needs to listen more and speak less.

SOCIAL/ALTRUISTIC

Those who score very high in this value have an inherent love of people. The Social/Altruistic person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic values cold and inhuman. Compared to the Individualistic value, the Social/Altruistic person regards helping others as the only suitable form for human relationships. Research into this value indicates that in its purest form, the Social/Altruistic interest is selfless.

General Characteristics
- Demonstrates a high need to help others achieve and win.
- Exhibits a strong drive to help others grow professionally.
- Exhibits a high sincerity factor in his tone of voice in communicating with others.
- Feels a win in coaching others to support the team, not just from a paycheck.
- Agrees that "it is better to give than to receive," even in an organizational setting.
- Possesses a high service ethic toward helping others.
- Likes to connect people with others who have things in common.
- Cares about the feelings of others on the team.

Value to the Organization
- Demonstrates high personal and professional regard for others on the team.
- Is enthusiastic and willing to work and contribute to the team efforts.
- Is a very good team player.
- Shows a high degree of willingness to give time to help, teach, and coach others.
- Provides a calming influence during stressful situations.
- Proactive in helping the team progress. Sees things that need to be done, then does them.

Keys to Managing and Motivating
- Show a genuine interest in what he wants to give to the job.
- Explore the possibilities of having him bring new participants up-to-speed on a project or team effort.
- Support his willingness to share time and talent with others.
- Allow for participation with interests and activities outside the team or work environment.
- Remember that he brings a high sincerity factor to the things that he does. Remember also that he appreciates high sincerity from others in return.

SOCIAL/ALTRUISTIC

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

- Needs to learn to say "no" more often.
- May try to help too much and ends up getting in the way of some who may not want the help.
- May get taken advantage of by 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

- Sales, technical, or management training programs should demonstrate a bottom-line financial benefit as a result of the training effort.
- Is interested in what is useful and practical in meeting goals (usually economic ones).
- Responds best when education and training are practical and useful, with a profit or economic objective that is clearly attached to the training.
- John likes rewards based on the results he achieves rather than on the method used to obtain the results.
- John is hard-working, competitive, and motivated by financial rewards and challenging compensation plans.
- When profit or project cost/benefits are examined, he takes the position that the ends justify the means.
- Goal driven, especially financial goals.
- Wants to surpass others in wealth or possessions.
- 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.
- 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 his own.

UTILITARIAN/ECONOMIC

Keys to Managing and Motivating
- Remember that John has an ear to the revenue-clock. This may give him a keen economic awareness in projects and decision-making with the team.
- Reward high performance in tangible and monetary ways with individual and team recognition.
- 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.
- Be certain John is balancing his professional and personal life.

Training, Professional Development and Learning Insights
- Link learning outcomes to the ability to become more effective in increasing earnings for both himself and the organization.
- Scores like those who want information that will help them increase bottom-line activity and effectiveness.
- Provide some rewards and incentives for participation in additional training and professional development.

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 hide the dollar signs in his eyes in order to establish the most appropriate rapport with others.
- Needs to work on balancing other Values scales and appreciating the strengths that others bring, even those who may not share this high Utilitarian/Economic drive.

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
- His Theoretical need is not the most important or primary driving values factor.
- John 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.
- John typically will not get bogged down in minutia, nor will he ignore the details when decision-making.

Value to the Organization
- John 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.

Keys to Managing and Motivating
- Remember that he has the ability to be a balancing and stabilizing agent on high knowledge-driven tasks/assignments/projects.
- John brings a knowledge-drive typical of many business professionals.
- Include the perspective he 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.

THEORETICAL

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.

10

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
- Is perceived by some as a rule-bender.
- Is a very flexible problem-solver.
- Will change job roles when it is important to express or develop himself.
- May challenge existing structures, rules and standards by asking, "Why?"
- Dislikes lists of rules and regulations.
- Questions authority.
- May occasionally break the rules with the rationale: the end justifies the means.

Value to the Organization
- Generates new ideas.
- Tends to be a quick-study on new projects and procedures.
- Asks lots of questions.
- Desires to learn new methods and strategies.
- Looks for creative solutions to problems.

Keys to Managing and Motivating
- Prefers being allowed to make his own decisions about how the work will be done within his own authority or empowerment boundaries.
- Wants to be informed about events and changes within the organization.
- Maximize use of his adaptability to new projects and ideas.
- Use his great strength of being a flexible problem-solver.
- If new precedent needs to be set, involve him 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 his own learning path or activities in a creative manner.

Continuous Quality Improvements
- Do not 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
- Check the full results and graph of the inventory to determine those values that were ranked in a higher field than this Aesthetic area.
- Able to allow others on the team a greater voice and expression of their creativity. May not need a high-visibility profile.
- Keeps an ear to the revenue-clock of an organization, and does not want to waste time or money on ambience issues if it does not affect productivity.
- Not necessarily worried about form and beauty in his work environment.
- What John defines as his passion in life will be found in higher values scales in this report.
- Looks at those scoring higher as types who may need to be a bit more practical.
- John is a very practical person who can take or leave the Aesthetics or ambience of the work environment.
- John prefers to take a practical approach to workplace events.

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

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.
- Remember that practical talent is just as important as highly creative talent when supporting team efforts.
- Check areas for higher Values drives to determine a blend of other management or motivational insights.

AESTHETIC

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 aware of others who may have a stronger Aesthetic drive, and respect the differences.

13

MOTIVATORS - NORMS & COMPARISONS

For years you have heard statements like, "Different strokes for different folks," "to each his own," and "people do things for their own reasons, not yours." When you are surrounded by people who share similar values, you will fit in with the group and be energized. However, when surrounded by people whose values are significantly different from yours, you may be perceived as out of the mainstream. If the differences are understood, each brings strengths to the equation. If not understood, these differences can induce stress or conflict. When confronted with this type of situation you can:

- Change the situation.
- Change your perception of the situation.
- Leave the situation.
- Cope with the situation.

This section reveals areas where your values may be outside the mainstream and could lead to conflict. The further away you are from the mainstream on the high side, the more people will notice your passion about that value. The further away from the mainstream on the low side, the more people will view you as indifferent and possibly negative about that value. The shaded area for each value represents 68 percent of the population or scores that fall within one standard deviation above or below the national mean.

NORMS & COMPARISONS TABLE - Norm 2003		
John Smith		
THEORETICAL	*	Mainstream
UTILITARIAN		Mainstream
AESTHETIC	*	Mainstream
SOCIAL	*	Mainstream
INDIVIDUALISTIC	*	Passionate
TRADITIONAL	*	Mainstream

▨ - 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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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
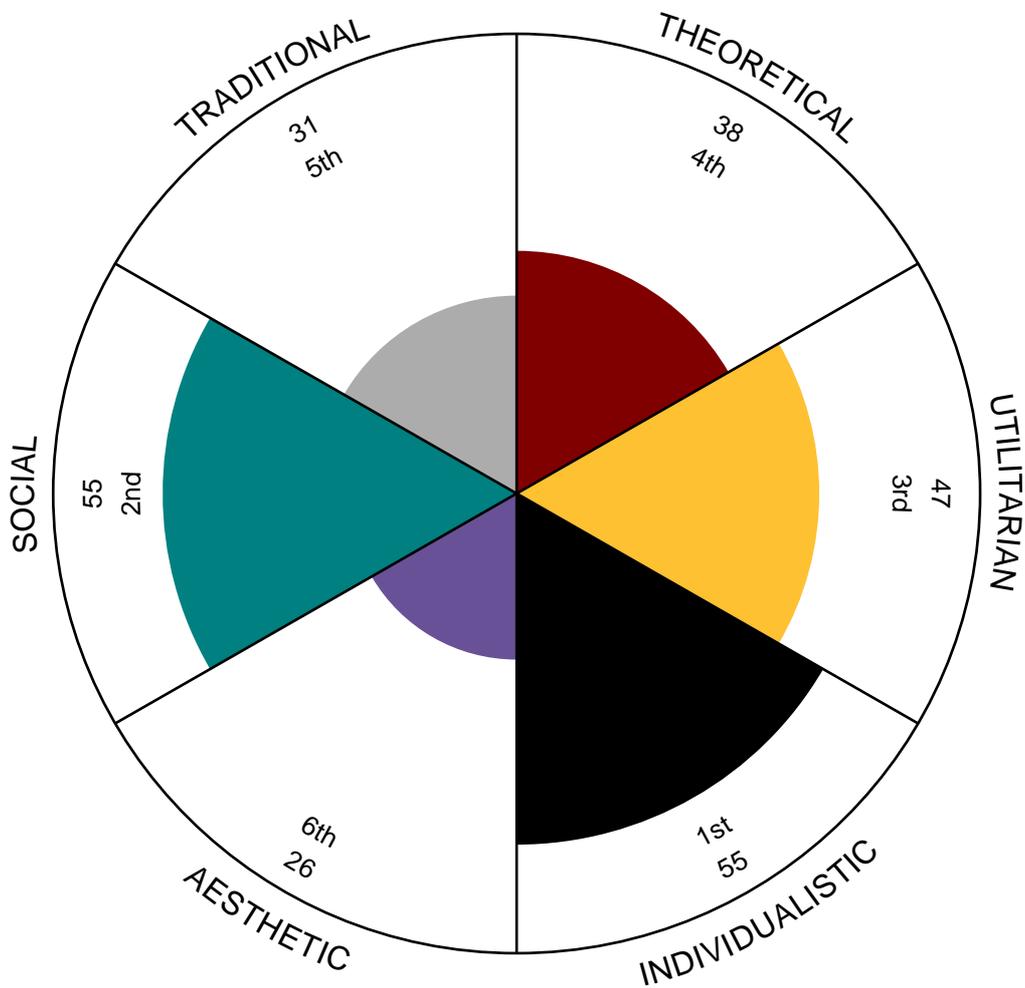
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	THE.	UTI.	AES.	SOC.	IND.	TRA.
Score	38	47	26	55	55	31
Rank	4th	3rd	6th	2nd	1st	5th
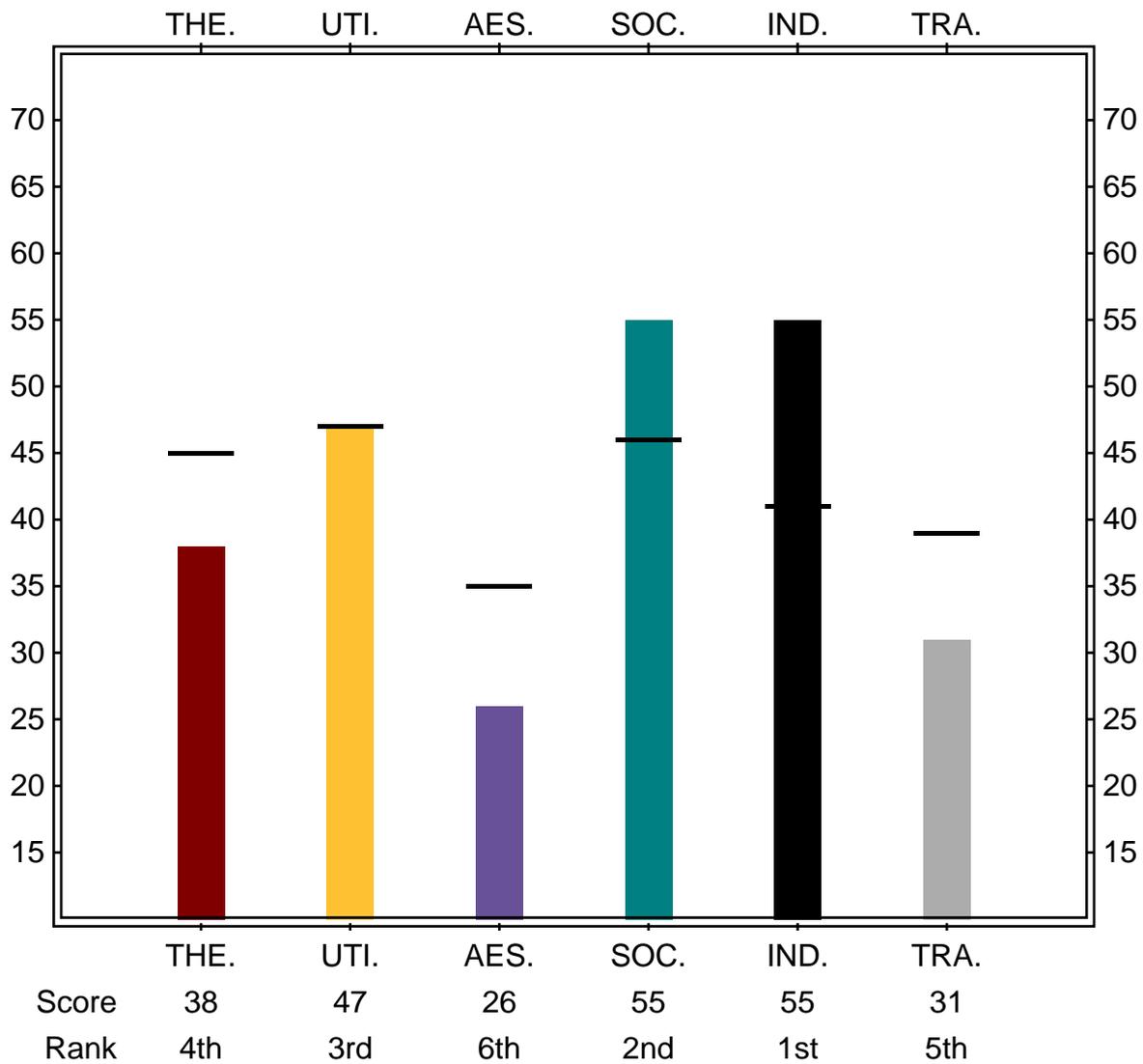
— national mean

Norm 2003

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MOTIVATORS WHEEL™

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VALUES ACTION PLAN

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

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

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

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

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

QUALITY IMPROVEMENT ACTION PLAN

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

Action Point 1: Things I will keep on doing.

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

1.

2.

3.

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

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

1.

2.

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

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

1.

Today's Date: _____   Date to review with mentor or peer:_____

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 _____
   _____

21

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. _____

    _____