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INSIGHTS®

## Workplace Motivators®

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# Understanding Your Report

Knowledge of an individual's values help to tell us WHY they do things. A review of an individual's experiences, references, education and training help to tell us WHAT they can do. Behavioral assessments help to tell us HOW a person behaves and performs in the work environment. The Motivation Insights® measures the relative prominence of six basic interests or values (a way of valuing life): Theoretical, Utilitarian/Economic, Aesthetic, Social/Altruistic, Individualistic/Political and Traditional/Regulatory.

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

Values help to initiate one's behavior and are sometimes called the hidden motivators because they are not always readily observed. It is the purpose of this report to help illuminate and amplify some of those motivating factors and to build on the strengths that each person brings to the work environment.

Based on your choices, this report ranks your relative passion for each of the six values. A knowledge of an individual's values help to tell us why they do what they do. By measuring values, we uncover some of these motivators and can identify strengths that make each person unique within an organization. Values initiate or drive our behavioral style.

## Workplace Motivators Report

This document has been prepared based on careful statistical analysis of the response pattern on the Motivation Insights® instrument. Norms have been developed for this instrument from thousands of professionals. This report uses the latest information available about human cognition and memory. Content is arranged in easy-to-remember categories using an interactive page layout.



# Understanding Your Report

## How to get the most from this report

1. Add, delete, and write comments in this document and consider it a work-in-progress handbook or personal tool. Consult, review, revise, and update this document periodically.
2. Review the report and select items of primary importance to current projects. Determine the best steps ahead based on what the report reveals and current experiences.
3. As appropriate, share the information on the Team Building Summary with peers and managers at whatever level of disclosure feels comfortable. As communication is a two-way process, peers and managers are encouraged to share similar information from their own Team Building Summary sheets.
4. Use the information in the report to serve as a "self-management handbook" or "empowerment manual" to help clarify workplace values issues, and to assist in maintaining optimal performance.
5. Other steps and processes may emerge through team meetings.

## This report includes

- A section for each of the six Values dimensions in these categories: General Characteristics; Value to the Organization; Keys to Managing and Motivating; Training, Professional Development and Learning Insights; Continuous Quality Improvement.
- A Norms and Comparisons section that reveals where your values are compared to the national mean.
- A Values Graph
- A Values Wheel
- A Values Action Plan for affirming strengths and encouraging growth and development.
- A Team Building Summary to facilitate sharing selected information with others.



# Theoretical

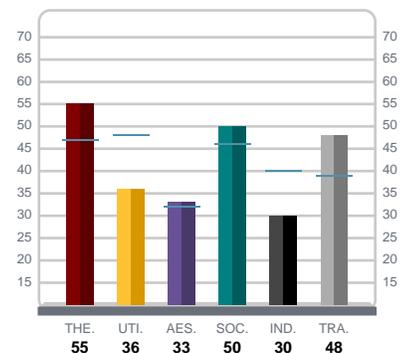
*The primary drivers with this value are the discovery of KNOWLEDGE and appetite for LEARNING. In pursuit of this value, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests 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

- Enjoys learning even for its own sake.
- Provides a high interest level on new initiatives or projects.
- Prefers learning-based events or conferences over a small economic incentive.
- Stays mentally alert and likes mental challenges.
- A strong personal belief in life-long learning.
- Interested in new methods and how they can be applied to existing structures.
- Believes that continuous learning is healthy for the mind and body.

## Value to the Organization

- She is an active problem-solver, seeking solutions.
- Will work long, hard hours on the complex solution to a problem.
- At a team meeting Jane will come prepared, with pre-work completed.
- Gathers the maximum amount of information on an issue because she asks the necessary questions.
- Demonstrates a logical approach to problem solving and patience to analyze all of the options for solutions.
- Has a strong ability to read, study and learn independently.





# Theoretical

## Keys to Managing and Motivating

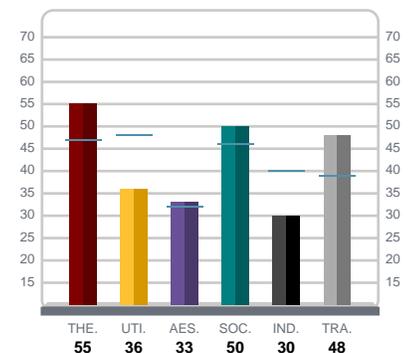
- Involve Jane as a constructive critic for new ideas or when evaluating existing projects and protocol.
- She will provide technical credibility when dealing with customers or internal stakeholders who need detailed information for decision-making.
- Realize that as much as she has learned, Jane still wants to learn more.
- Needs opportunity to explore a variety of knowledge-based areas and to act on them.
- Provide opportunities for her to teach as well as learn.

## Training, Professional Development and Learning Insights

- Jane may have her own on-going personal development program already in progress.
- She enjoys learning even for its own sake, and will be supportive of most training and development endeavors.
- Actively engaged in learning both on and off the job.

## Continuous Quality Improvements

- May bog down in details and minutia when needing to see the big picture.
- Has a tendency to demonstrate a bit of aloofness, especially to those not as intellectually driven.
- Don't rush from one learning experience to another. Make certain there are some practical applications.





## Social/Altruistic

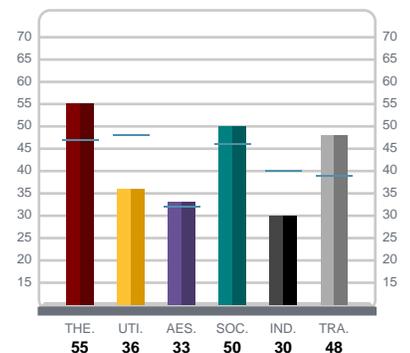
*Those who score very high in this value have an inherent love of people. The Social/Altruistic person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic values cold and inhuman. Compared to the Individualistic value, 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.
- Possesses a high sincerity factor and helping attitude, as demonstrated in the things she does.
- Freely gives of her time, talent, and energy to others, even without being asked.
- Agrees that "it is better to give than to receive," even in an organizational setting.
- Seeks to contribute to the welfare of others.
- Shows an Altruistic love for helping people.
- Likes to connect people with others who have things in common.

### 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.
- Likes to network with others in helpful ways.
- Has a good memory for helping others. Able to keep a mental list of needs for others on the team and helps them obtain links and resources in an on-going way.
- Is a very good team player.





# Social/Altruistic

## Keys to Managing and Motivating

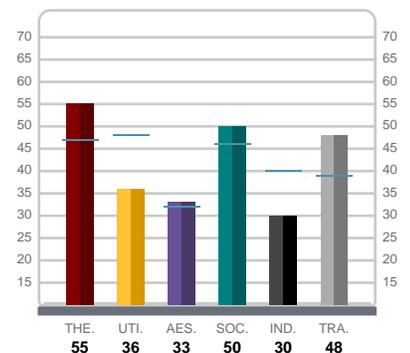
- Recognize that Jane tends to be a very "giving" person, and enjoys helping others.
- Provide flexibility to allow for helping others on the team.
- Show a genuine interest in what she wants to give to the job.
- Monitor that she is not being overly giving to the point that her own work suffers.
- Jane gets a high degree of motivation from helping others achieve, grow, and solve problems, both as internal team members and as external customers and clients. Provide an outlet for this strength.

## Training, Professional Development and Learning Insights

- Learning and professional development should be linked to her 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.
- 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.





# Traditional/Regulatory

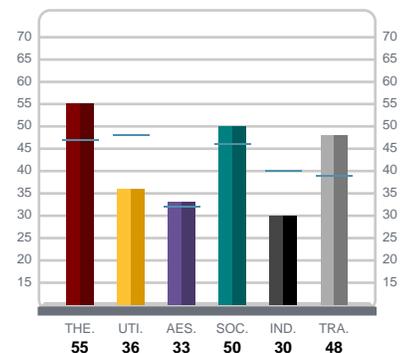
*The highest interest for this value may be called "unity," "order," or "tradition." Individuals with high scores in this value seek a system for living. This system can be found in such things as conservatism or any authority that has defined rules, regulations and principles for living.*

## General Characteristics

- Believes it is important to have collegial relationships with both higher and lower Traditional/Regulatory types.
- Can support and understand the position of 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 she ignore details when decision-making.
- This value needs to be compared against other higher- and lower-scoring values to determine her 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.
- Jane is able to walk the line between following the rules and bending the rules, and knowing the difference.
- A stabilizing force on the team.
- Shows respect for protocol and standard operating procedure without becoming overly rigid.
- 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.





# Traditional/Regulatory

## Keys to Managing and Motivating

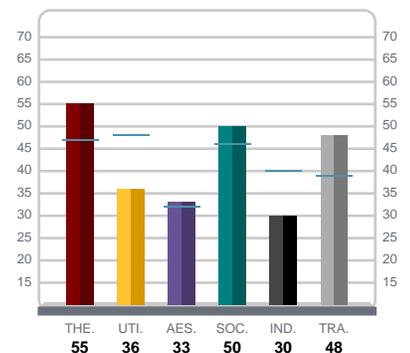
- Remember that Jane has the flexibility to follow procedures when necessary, and to set new procedures when necessary.
- Support the strength that Jane brings to the team in being a stabilizing force between those who want to follow protocol and those who want to challenge the protocol.
- Remember that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





## Utilitarian/Economic

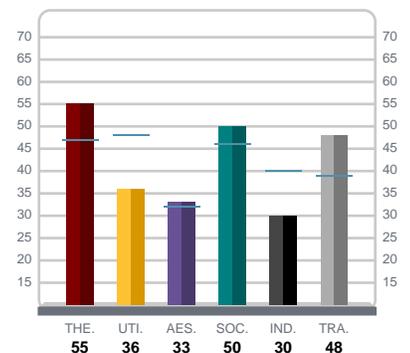
The Utilitarian/Economic score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This value includes the practical affairs of the business world - the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

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

### Value to the Organization

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





# Utilitarian/Economic

## Keys to Managing and Motivating

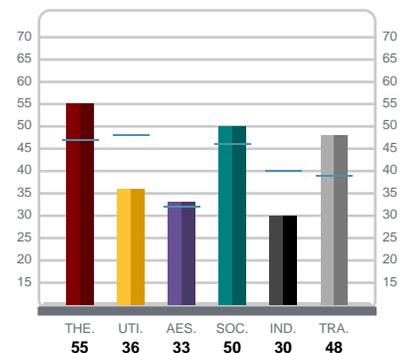
- Utilize the perspective that she brings to the team in being able to balance the viewpoints of the higher and lower Utilitarian/Economic drives.
- Remember that Jane may be motivated by other things in addition to the paycheck. Be certain to recognize some of these other motivational areas within the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

## Training, Professional Development and Learning Insights

- Typically doesn't come to the training session asking, "How much more am I going to earn as a result of this course?"
- May be somewhat flexible in preferences. Enjoys both cooperative and competitive learning activities.
- She engages in training and development activities in a supportive manner.

## Continuous Quality Improvements

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





# Aesthetic

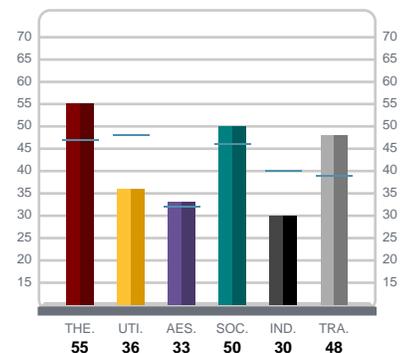
*A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent 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.
- Check the full results and graph of the inventory to determine those values that were ranked in a higher field than this Aesthetic area.
- What Jane defines as her 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.
- Intellectually, Jane can see the need for beauty and artistic forms, but may not seek them for her own environment.
- The utility of something is more important than its beauty, form and harmony.
- Surroundings lacking aesthetics will not stifle her creativity.
- Jane prefers to take a practical approach to workplace events.

## Value to the Organization

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





# Aesthetic

## Keys to Managing and Motivating

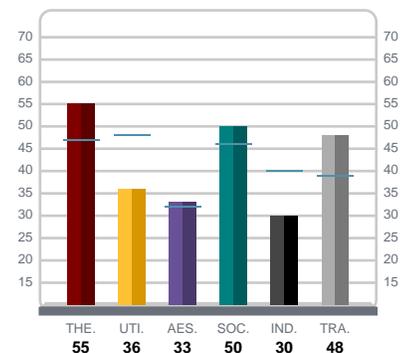
- Be careful not to overload with assignments that require significant individual creativity and self-expression.
- Remember that practical talent is just as important as highly creative talent when supporting team efforts.
- Provide sincere recognition for contributions.
- Check areas for higher Values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

## Training, Professional Development and Learning Insights

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

## Continuous Quality Improvements

- There may be an avoidance of creative or self-expressive details.
- Needs to be more open and receptive to the creative ideas of others.
- Needs to be aware of others who may have a stronger Aesthetic drive, and respect the differences.





# Individualistic/Political

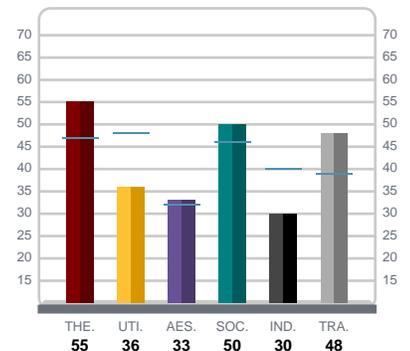
The primary interest for this value is **POWER**. Research studies indicate that leaders in most fields have a high power value. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however,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

- Assists others in problem solving and trouble-shooting.
- Doesn't need to be the "star" of a project.
- Prefers to be more of a team player than a team leader.
- May spend great effort on a project without requiring public credit or recognition for her work.
- May prefer a team member position on various projects.
- While not requiring lots of attention for efforts, there is still a need for sincere appreciation for contributions made.
- May not require lots of "air-time" at meetings, and may need to be encouraged to provide ideas verbally.

## Value to the Organization

- A stabilizing influence on the team.
- Ability to support team efforts without requiring a lot of recognition.
- May be seen by others as a stabilizing influence especially when the heated differences of extreme positions emerge when the team is under pressure.
- Is able to maintain work ethic even under pressure so the project is met successfully and interpersonal stressors have been minimized.
- May be considered the unsung hero of a successful project or initiative.





# Individualistic/Political

## Keys to Managing and Motivating

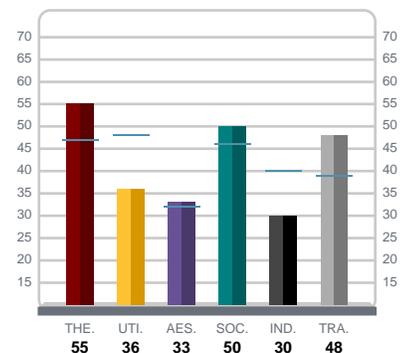
- Provide a supportive environment where her talents may be encouraged and appreciated.
- Allow for choices as to extent and visibility of team membership or leadership that she might desire.
- Jane tends to demonstrate a high degree of teamwork and support for team efforts over the long haul. Take this into account when planning team projects.
- Don't force leadership roles or increased authority unless mutually agreed upon.
- Remember behind-the-scenes efforts and contributions, and recognize those with sincere appreciation.

## Training, Professional Development and Learning Insights

- Enjoys more team-oriented professional development activities.
- Jane prefers more traditional types of learning, courses, and professional development.
- Tends to show a high degree of self-discipline in training courses.

## Continuous Quality Improvements

- May need to take a stronger stand on team issues that impact her workload or the parameters of her job responsibilities.
- Jane may not be heard the first time by the team. She may need to speak up a second or third time if necessary in order to be acknowledged.
- As opinion is formed after careful consideration, she may need to be more willing to share that opinion with others.





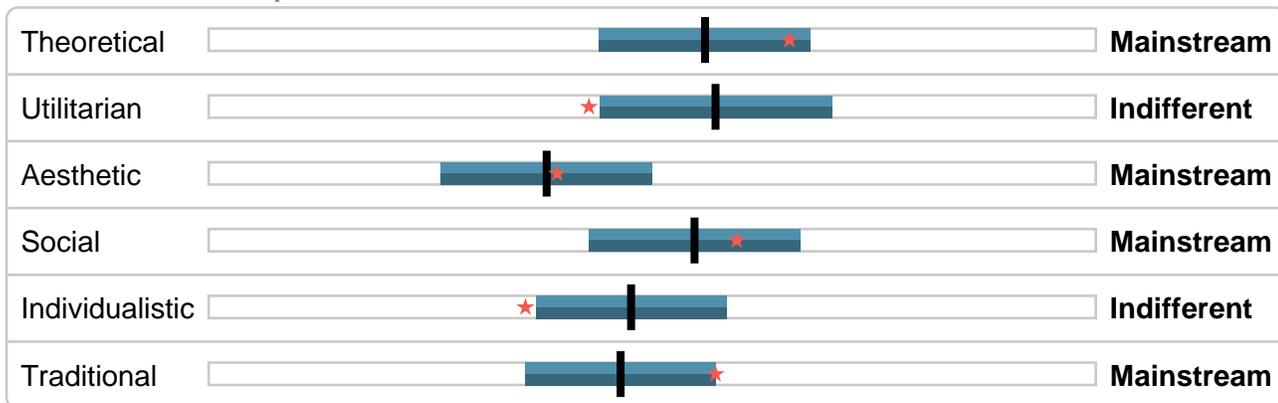
# Motivators - Norms & Comparisons

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

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

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

## Norms & Comparisons Table - Norm 2014



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

**Mainstream** - one standard deviation of the national mean

**Passionate** - two standard deviations above the national mean

**Indifferent** - two standard deviations below the national mean

**Extreme** - three standard deviations from the national mean



## Motivators - Norms & Comparisons

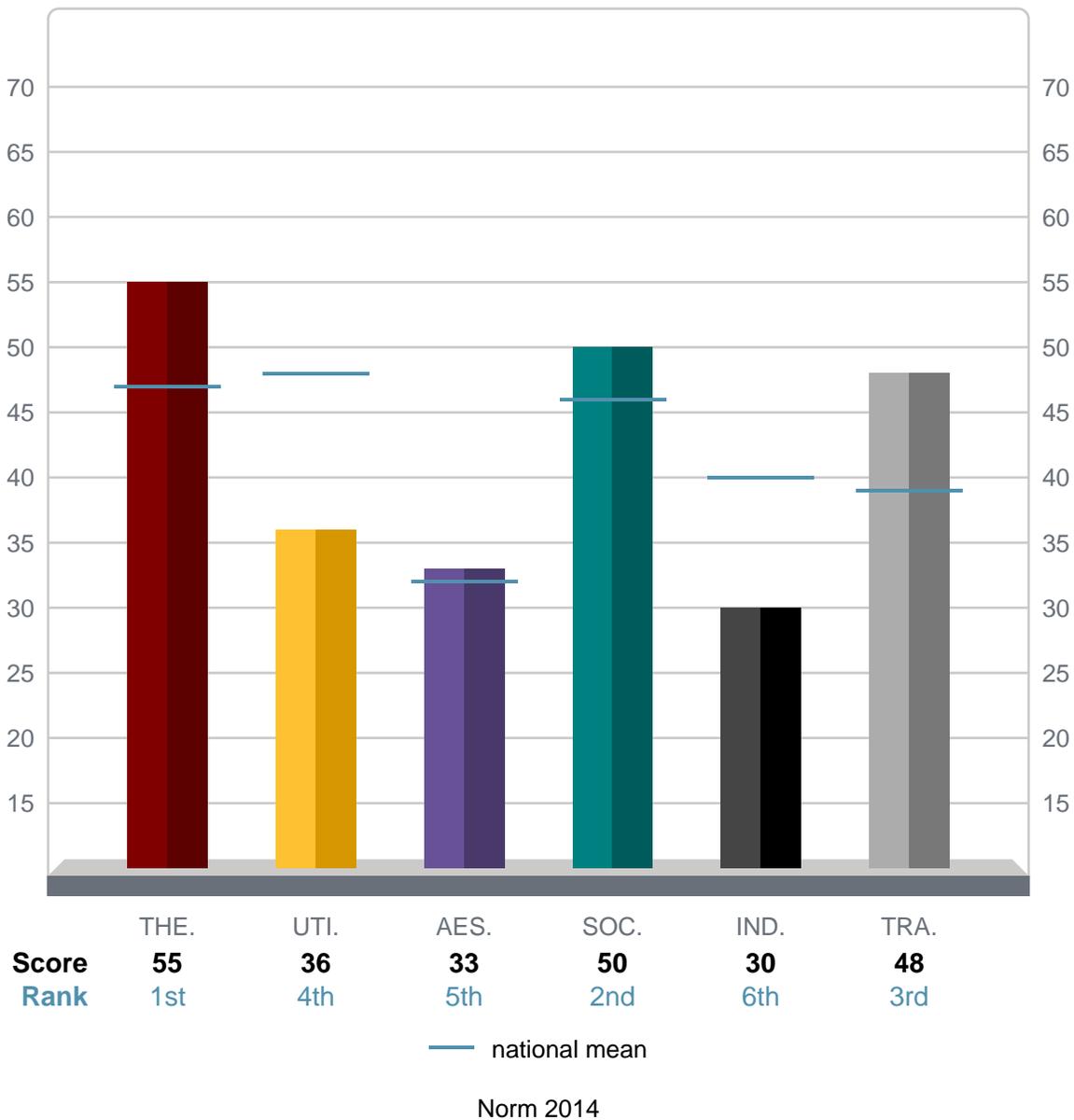
Areas where others' strong feelings may frustrate you as you do not share their same passion:

- Understanding people who view the world based on return on investment will frustrate you. Other things are more important to you.
- You can be frustrated by others who are always jockeying for position and control.



# Motivation Insights® Graph

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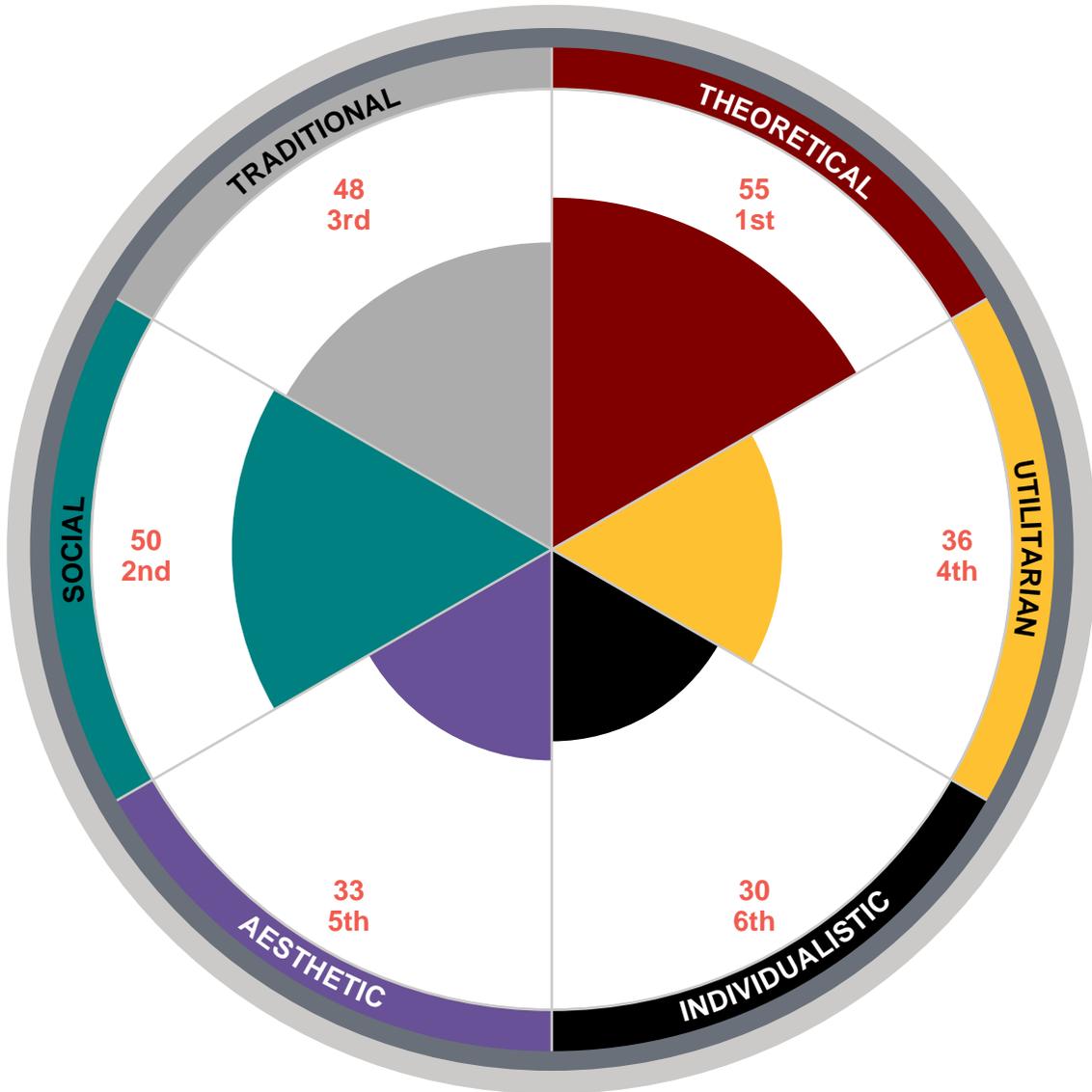


T: 5:44



# Motivators Wheel™

6-25-2014



T: 5:44



# 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 \_\_\_\_\_



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