TTI Success Insights®
Workplace Motivators®

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

Tammy Test Taker
10-31-2011

YOURCOMPANY

Chart Your Course International
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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.

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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.

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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

- Exhibits a very high appreciation factor in her tone of voice and support towards the creative ideas of others on the team.
- Shows an appreciation of some solitary time for personal reflection and rebalancing.
- Seeks self-realization and fulfillment in both work and personal settings.
- Likes to connect people with others who have things in common.
- Looking good and feeling good are two of her goals.
- Tammy needs a sense of harmony and balance in her surroundings and relationships.
- Being recognized for creativity is the highest form of achievement for Tammy.

Value to the Organization

- Demonstrates a very high regard for the feelings and emotions of others on the team.
- Creativity is only limited by external, not internal boundaries.
- Can bring new and innovative ideas to the table and amplify her creativity.
- A desire to go beyond required job description to address things that others may not see.
- Willingness to give time, talent, and creativity to the solutions of tough problems facing the organization.

THE.	UTI.	AES.	SOC.	IND.	TRA.
49	44	61	40	26	32

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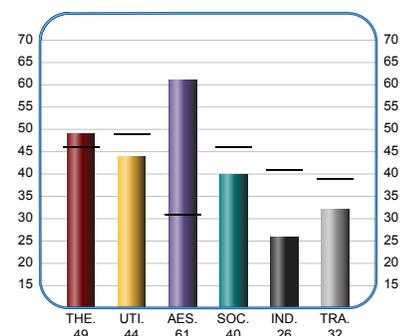
Keys to Managing and Motivating

- Provide an environment in which there is opportunity for individual creativity and self-expression.
- Allow Tammy to have some space for individual contemplation, sometimes away from the immediate work area.
- Monitor that she is not being overly involved to the point that her own work suffers.
- Tammy needs a sense of harmony and balance in her surroundings.
- Support her interest in preserving our natural resources.

Training, Professional Development and Learning Insights

- Learning and professional development should be linked to the potential of being more effective in developing creative solutions to problems.
- Courses and training will help amplify the need to understand the expanse of human imagination and inventiveness.
- Learning successes can be linked to increasing her personal understanding of form, harmony and the big picture.

Continuous Quality Improvements

- Ends up with her own tasks needing to be done, even as she is expressing the need for urgency to others.
- Goes into creative or artistic mode too often.
- Tries to be too much of a non-conformist.

| THE.	UTI.	AES.	SOC.	IND.	TRA.
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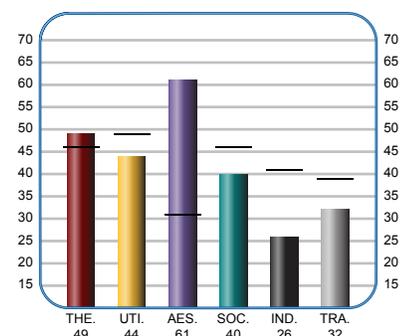
The primary drivers with this value are the discovery of KNOWLEDGE and appetite for LEARNING. In pursuit of this value, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests 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.
- High knowledge base and credibility base in contributions to team efforts.
- Others on the team may seek Tammy to answer questions about projects or procedures.
- Stays mentally alert and likes mental challenges.
- A strong personal belief in life-long learning.
- Strong desire to learn and go beyond the required knowledge base.
- Has a "cognitive" attitude. Looks for deeper meaning in things.
- Believes that continuous learning is healthy for the mind and body.
- Likes to go to trade shows and conventions in her area of interest and expertise to find new ideas and tools for the team and organization at large.

Value to the Organization

- She brings a strong knowledge-driven ethic.
- Others on the team may seek out Tammy to answer their questions because they know of her strong knowledge base.
- Stable, knowledge-driven ethic.
- 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.
- Knows a little about most everything, and is conversant about it.

THE. 49	UTI. 44	AES. 61	SOC. 40	IND. 26	TRA. 32

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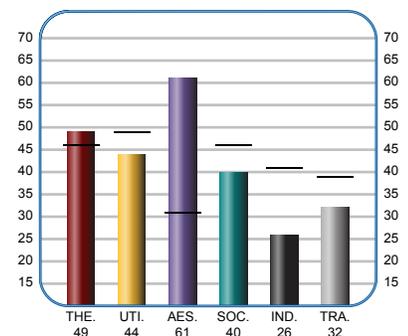
Keys to Managing and Motivating

- Be certain to provide knowledge-based incentives, such as new training courses, books, subscriptions, and journals.
- Include Tammy in future development projects and draw on her expertise.
- Classes, courses, conferences: Send Tammy and let her learn.
- Needs opportunity to explore a variety of knowledge-based areas and to act on them.
- Find out her interests and channel related information to Tammy. Send topical mail, brochures and info-sheets to her.

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

- Somewhat selfish in sharing ideas with others, until others have established their own technical credibility.
- The sense of urgency may vacillate, depending on the intellectual importance Tammy assigns to the issue.
- Has a tendency to demonstrate a bit of aloofness, especially to those not as intellectually driven.

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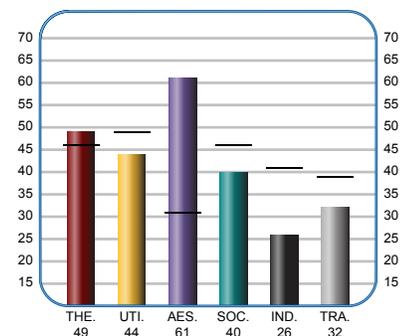
The Utilitarian/Economic score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This value includes the practical affairs of the business world - the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

- Is interested in what is useful and practical in meeting goals (usually economic ones).
- Tammy 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.
- Goal driven, especially financial goals.
- Interested in what is practical and useful in achieving her vision of success.
- 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.

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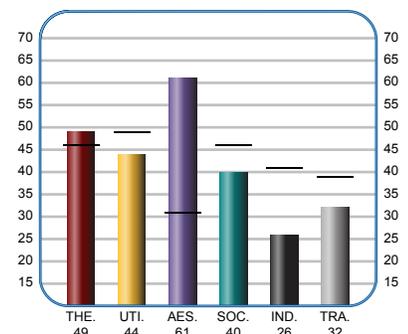
Keys to Managing and Motivating

- Realize that for those who score in this high economic range there may be low company loyalty. Be certain to reward performance, and encourage participation as an important member of the team.
- Remember that Tammy has an ear to the revenue-clock. This may give her a keen economic awareness in projects and decision-making with the team.
- Provide coaching to help Tammy appreciate that not everybody is as motivated by wealth, return-on-investment and gain as she is.
- Provide opportunity for financial rewards for excellent performance.
- Be certain Tammy is balancing her 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 herself 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 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.

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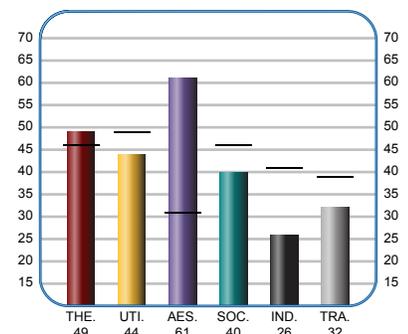
SOCIAL/ALTRUISTIC

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

- Shows an appropriate and realistic approach to helping others, without being an extremist.
- Has the ability to balance decisions about whether or not to share with and help others.
- Able to balance own needs against the needs of others, and work in ways that both achieve and succeed.
- Can support and understand the positions of individuals with either a higher or lower Social/Altruistic score.
- Can bring a sense of stability to issues around this Social/Altruistic dimension.

Value to the Organization

- Brings flexibility to the team regarding this Social/Altruistic area. She is able to say "yes," but also knows where to draw the line and say "no," when appropriate.
- Projects a stabilizing and realistic influence on the team.
- Able to appreciate the needs of individuals with either a higher or lower Social/Altruistic score.
- Demonstrates the ability to help and go the extra mile without a negative impact on her own responsibility and work load.
- Is not an extremist, and therefore is able to bring balance to the team when Social/Altruistic issues emerge.

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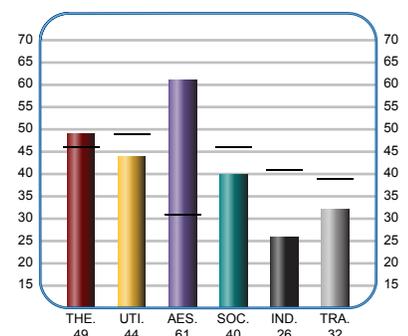
Keys to Managing and Motivating

- Remember that Tammy 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.
- Tammy brings a balance between the extremes of giving and taking with regard to team efforts and organizational competition.
- Support the strength that she brings in being a balance between those who may give too much away, versus those who may not give enough.

Training, Professional Development and Learning Insights

- She shows flexibility in preferences of training activities to include both team-oriented as well as independent work.
- Becomes engaged in training activities because she sees it as a part of necessary growth and professional improvement.
- Tends to be supportive of the training efforts as well as supportive of the trainer(s).

Continuous Quality Improvements

- It is important to review other Values drives for a more complete look at areas for quality improvement.
- On some service-related issues within this organization, she may need to take a more visible position with the team.
- May occasionally feel conflict as to whether or not to participate in certain service or "giving" activities.

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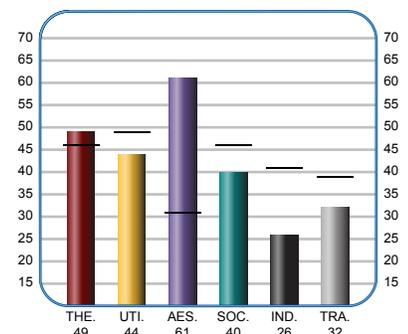
The highest interest for this value may be called "unity," "order," or "tradition." Individuals with high scores in this value seek a system for living. This system can be found in such things as conservatism or any authority that has defined rules, regulations and principles for living.

General Characteristics

- Able to make creative decisions and set new precedent when necessary.
- Believes in experimentation and trying new things.
- Is motivated by the personal right to express herself.
- Likes to work hard, especially if she can see results of the work projects.
- Questions authority.
- The rule bending is not malicious, but rather the result of creative energy and resourcefulness.
- A desire to obtain quick results with many projects, and an attempt to dispense with many items (such as rules and regulations) which might bog down the progress.

Value to the Organization

- Is able to make quick decisions without getting emotionally involved.
- Generates new ideas.
- Creates solutions, sometimes more through personal attempts, calculated risks, and creativity, than by-the-book or established protocol.
- Tends to be a quick-study on new projects and procedures.
- Desires to learn new methods and strategies.

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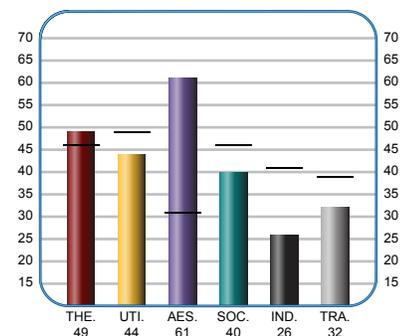
Keys to Managing and Motivating

- Provide opportunities for professional development and growth.
- Desires honest and sincere feedback from others.
- Enjoys variety in the job culture.
- Maximize use of her adaptability to new projects and ideas.
- Use her great strength of being a flexible problem-solver.

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.

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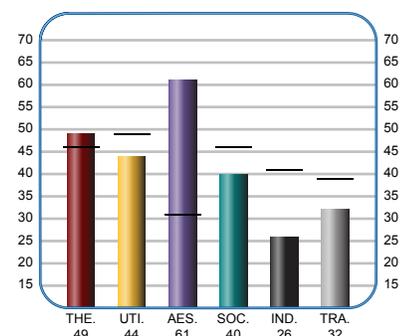
The primary interest for this value is POWER. Research studies indicate that leaders in most fields have a high power value. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however,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

- Likes helping people on the team.
- Assists others in problem solving and trouble-shooting.
- Doesn't need to be the "star" of a project.
- Doesn't seek individual recognition above the group or team.
- May not seek or choose a leadership role for herself, but may be satisfied in being an active and supportive member of a team of professionals.
- 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.

Value to the Organization

- A stabilizing influence on the team.
- Ability to support team efforts without requiring a lot of recognition.
- Able to offer her own creative ideas in a manner that is respectful of team roles.
- 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.

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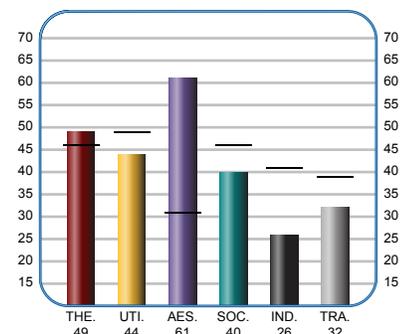
Keys to Managing and Motivating

- Notice other higher plotting points on the Values graph and structure an environment that amplifies those peaks.
- Allow for choices as to extent and visibility of team membership or leadership that she might desire.
- Provide support for complete follow-through on project tasks.
- 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.
- Tammy 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.
- Tammy 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.
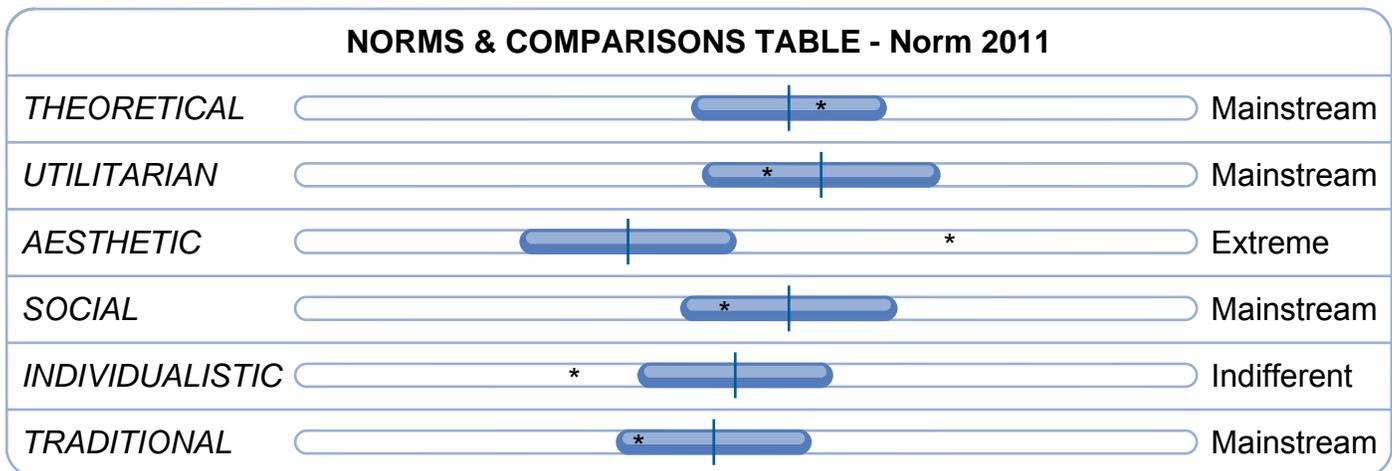

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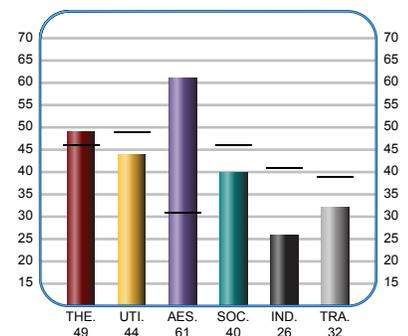
MOTIVATORS - NORMS & COMPARISONS

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 2011		
THEORETICAL	*	Mainstream
UTILITARIAN	*	Mainstream
AESTHETIC	*	Extreme
SOCIAL	*	Mainstream
INDIVIDUALISTIC	*	Indifferent
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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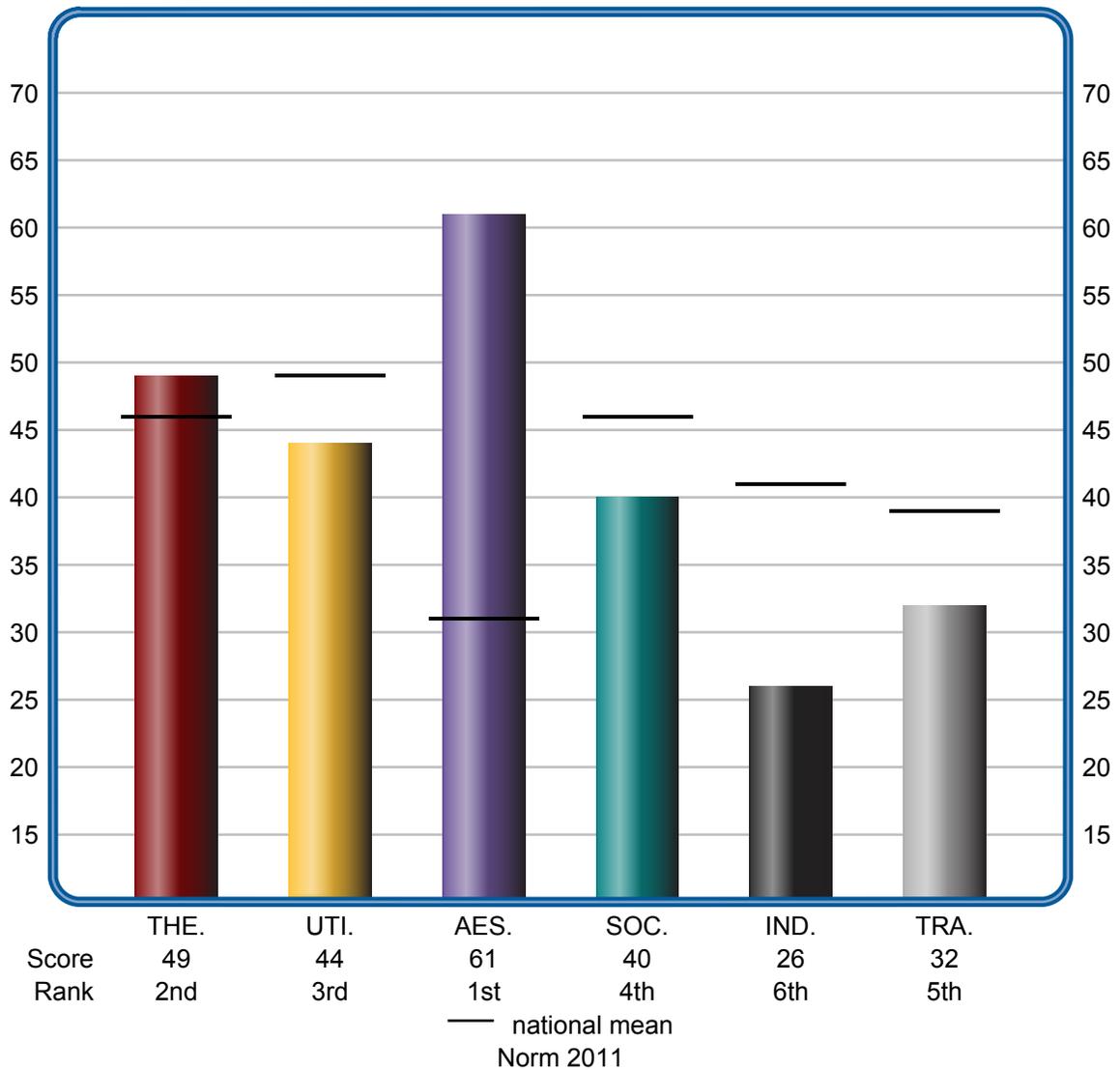Areas in which you have strong feelings or passions compared to others:

- You have a strong desire to become all you can be (self actualization). You will tend to strive for balance, form and harmony in all areas of your life. Others may not understand your subjective way of reasoning and may feel you are somewhat unrealistic. Your appreciation of the world around you and the environment may appear extreme to them.

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

- You can be frustrated by others who are always jockeying for position and control.

MOTIVATION INSIGHTS® GRAPH

Tammy Test Taker
10-31-2011

	THE.	UTI.	AES.	SOC.	IND.	TRA.
Score	49	44	61	40	26	32
Rank	2nd	3rd	1st	4th	6th	5th

—— national mean
Norm 2011

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MOTIVATORS WHEEL™

Tammy Test Taker
10-31-2011

TRADITIONAL

THEORETICAL

32
5th

49
2nd

SOCIAL

UTILITARIAN

40
4th

44
3rd

1st
61

6th
26

AESTHETIC

INDIVIDUALISTIC

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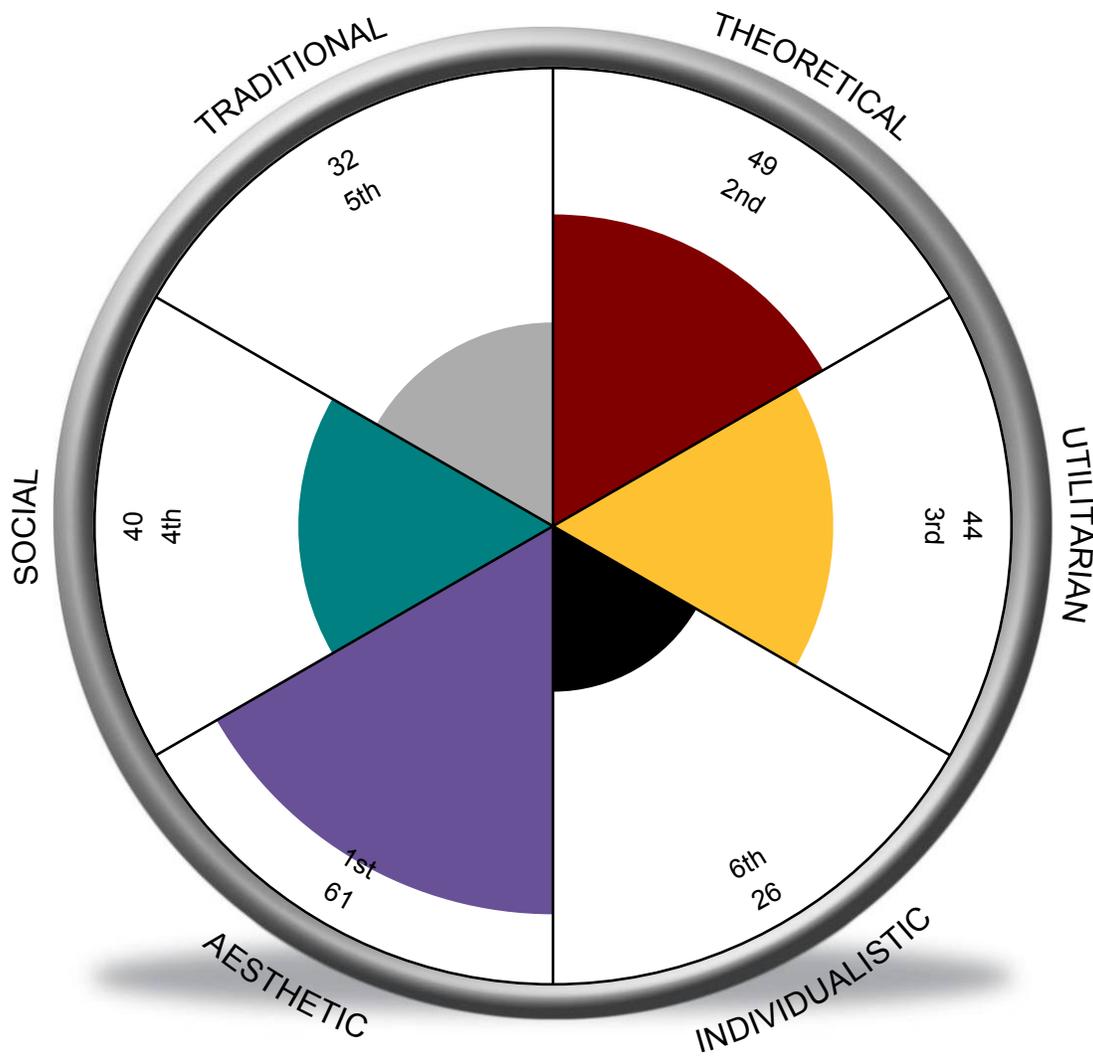
VALUES ACTION PLAN

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: _____

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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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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. _____
   _____

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