



## Workplace Motivators™

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

**John Doe**

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# UNDERSTANDING YOUR REPORT

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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 Workplace Motivators report 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.

<u>Value</u>	<u>the Drive for</u>
<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

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## 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.



## 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 American business person. A person with a high score is likely to have a high need to surpass others in wealth.*

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### General Characteristics

- Goal driven, especially financial goals.
- Interested in what is practical and useful in meeting goals (usually economic ones).
- Motivated by money and bonuses as recognition for a job well done.
- May want to surpass others in wealth or materials.
- John tends to like rewards based on the results achieved rather than on the method used to obtain the results.
- Sales, technical, or management training programs must demonstrate a bottom-line financial gain as a result of their participation.
- Needs for education and training to be practical and useful, with a profit or economic motive.
- John tends to be hard working, competitive, and motivated mostly by financial rewards and challenging compensation plans.

### Value to the Organization

- Is profit driven and bottom-line oriented.
- Is highly responsive to competition, challenges, and economic incentives.
- Makes decisions with practicality and bottom-line dollars in mind.
- Pays attention to R.O.I. (return on investment) in business or team activity.
- Highly productive.



## UTILITARIAN/ECONOMIC

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### Keys to Managing and Motivating

- Realize that it's not just money that motivates, but also personal payback from the job.
- Assure that economic rewards are fair, clearly communicated, and provide a high-end return for those willing to work for them.
- Be aware that for those who score in this very high range there is a potential for low company loyalty. Be certain to reward performance, and encourage participation as an important member of the team.
- Remember that John has a keen ear to the revenue-clock. This may give him a keen economic awareness in projects and decision-making with the team.
- Provide coaching to help John appreciate that not everybody is highly-motivated by wealth, return-on-investment and gain like he is.

### Training, Professional Development and Learning Insights

- If possible, build in some group competition as a part of the training activities.
- Link learning outcomes to the ability to become more effective in increasing earnings for both himself and the organization.
- Provide rewards and incentives for participation in additional training and professional development.

### Continuous Quality Improvements

- Needs to learn to appreciate that not everybody is highly-motivated by wealth, return-on-investment or gain so as not to alienate a prospect, customer or client.
- Needs to have an increased sensitivity to the needs of others, and less demonstration of potential selfishness.
- Needs to work on balancing other Values scales and appreciating the strengths that others bring, even those who may not share this very strong 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.*

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### General Characteristics

- High degree of curiosity in a variety of areas.
- Others on the team may seek John to answer questions about projects or procedures.
- Prefers learning-based events or conferences over a small economic incentive.
- A strong personal belief in life-long learning.
- Strong desire to learn and go beyond the required knowledge base.
- Willing to take risks to learn something new.
- 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

- He is an active problem-solver, seeking solutions.
- Will work long, hard hours on the complex solution to a problem.
- Stable, knowledge-driven ethic.
- At a team meeting John will come prepared, with pre-work completed.
- Possesses strong and consistent analytical skills and ability.

### Keys to Managing and Motivating

- Include John in future development projects and draw on his expertise.
- If there is a learning-based event to be planned, be certain he is involved. If there is an external learning-based event on the calendar, be certain he has the opportunity to attend.
- He will provide technical credibility when dealing with customers or internal stakeholders who need detailed information for decision-making.
- Classes, courses, conferences: Send John and let him learn.
- Provide opportunities for him to teach as well as learn.



## THEORETICAL

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### **Training, Professional Development and Learning Insights**

- He enjoys learning even for its own sake, and will be supportive of most training and development endeavors.
- John can be depended upon to do his 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 John assigns to the issue.
- May need coaching on time management.



## 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.*

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### General Characteristics

- Shows moderate social flexibility. John would be considered as one who is socially appropriate and supportive of others on the team.
- Generally not considered an extremist on ideas, methods, or issues in the workplace.
- Has the ability to take a stand on an issue when necessary, to yield position when necessary, and to do both with equal sincerity.
- Has the ability to take or leave the limelight and attention given for special contributions.
- Shows the ability to take a leadership role when asked, and also to be supportive team member when asked.
- John would not be considered controversial in his workplace ideas or transactions.

### Value to the Organization

- Seen as a stabilizing force in organizational operations and transactions.
- Considered flexible and versatile without being an extremist.
- Able to see both sides of the position from those with higher and lower Individualistic scores.
- Able to mediate between the needs of the higher and lower Individualistic members of the team.
- Able to take a stand with emphasis, or to be a more quiet member supporting a position.
- Able to lead or follow as asked.



## INDIVIDUALISTIC/POLITICAL

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### Keys to Managing and Motivating

- John is socially flexible. He can assume an appropriate leadership role for a team; or, be a supportive team member as the situation requires.
- Remember that John shows the ability to get along with a wide variety of others without alienating those with opinions in extreme positions on the spectrum.
- John is able to be a balancing or stabilizing agent in a variety of team-related issues without being an extremist on either side.
- John brings an Individualistic drive typical of many professionals.
- Seek his input to gain a center-lane perspective on an organizational issue related to this Values scale.

### Training, Professional Development and Learning Insights

- Able to be a flexible participant in training and development programs.
- Tends to enjoy both team-oriented and individual/independent learning activities.
- Please check other higher and lower Values areas to obtain additional insight into learning preferences.

### Continuous Quality Improvements

- To gain additional insight, examine other Values drives to determine the importance of this Individualistic drive factor.
- Allow space for those with higher Individualistic drives to express themselves in appropriate ways.
- Avoid criticizing those with higher or lower Individualistic drives since all Values positions are positions deserving respect.



## 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 religion, conservatism or any authority that has defined rules, regulations and principles for living.*

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### 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.
- 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.
- A stabilizing force on the team.
- Able to appreciate the needs of both the higher and lower Traditional/Regulatory individuals on the team.
- Shows respect for protocol and standard operating procedure without becoming overly rigid.



## TRADITIONAL/REGULATORY

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### Keys to Managing and Motivating

- Remember that John has the flexibility to follow procedures when necessary, and to set new procedures when necessary.
- Support the strength that John 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 John has the ability to be a balancing and stabilizing agent on operations, procedures, and protocol issues, without being an extremist toward either side.
- John 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.



## 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.*

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### General Characteristics

- Other values take a higher motivational priority than this Aesthetic scale.
- Shows a bottom-line practicality regarding Aesthetic environment and organizational resources: there must be a set of mutual wins.
- 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.
- Looks at those scoring higher as types who may need to be a bit more practical.
- Intellectually, John can see the need for beauty and artistic forms, but may not seek them for his own environment.
- Is motivated and driven in areas other than the Aesthetic.
- The utility of something is more important than its beauty, form and harmony.

### 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.
- Provide sincere recognition for contributions.



## AESTHETIC

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### **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.



## 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.*

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### General Characteristics

- Places a business "guard" on his trust level, perhaps as a result of being burned in the past and attempting not to let it happen again.
- May keep an ear to the revenue-clock of an organization, and maintain a business sense in people transactions.
- Has a tendency to have a strong work ethic that is projected to others. "I've worked hard and have been persistent, and others should be able to do that for themselves."
- Has learned to say "No" when asked to do things that may not contribute to the bottom line (either his own or the organization's).
- May look at those scoring higher as selfless types who are giving their security away.
- May be generous to charities outside of the job, but may balk at displaying that same generosity in the workplace.
- Motivated and driven in Values areas other than the Social/Altruistic.

### Value to the Organization

- Bottom-line practicality regarding business and transactions.
- Survivor in the business arena, even in the midst of heavy competition.
- Not easily swayed in terms of emotional issues.
- Good business sense.

### Keys to Managing and Motivating

- Be careful not to overload assignments with too many coaching or counseling activities since he may not perceive an immediate business gain from those activities.
- Stay bottom-line oriented.
- Don't get lofty and theoretical with lots of rhetoric.
- Don't be emotional or paternal.
- Have your idea or approach make "business sense."



## SOCIAL/ALTRUISTIC

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### **Training, Professional Development and Learning Insights**

- Link learning and professional development to other items of greater self-interest.
- Find areas of the training that relate to increased business opportunity or advancement.
- Connect learning and training goals to bottom-line increases and successes.

### **Continuous Quality Improvements**

- Some perceive a "selfishness-factor" on certain projects or when sharing information resources with the team.
- Seen as overly "guarded" by some, especially those who tend to be more open and sharing in a business sense.
- Needs to be more sensitive to the needs of 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 2003		
John Doe		
THEORETICAL		Mainstream
UTILITARIAN		Passionate
AESTHETIC		Mainstream
SOCIAL		Indifferent
INDIVIDUALISTIC		Mainstream
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



## MOTIVATORS - NORMS & COMPARISONS

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

- You strive for efficiency and practicality in all areas of your life, seeking to gain a return on your investment of time, talent and resources. Others may feel you always have a string attached and are always trying to gain a personal advantage. They may feel you should give just for the sake of giving.

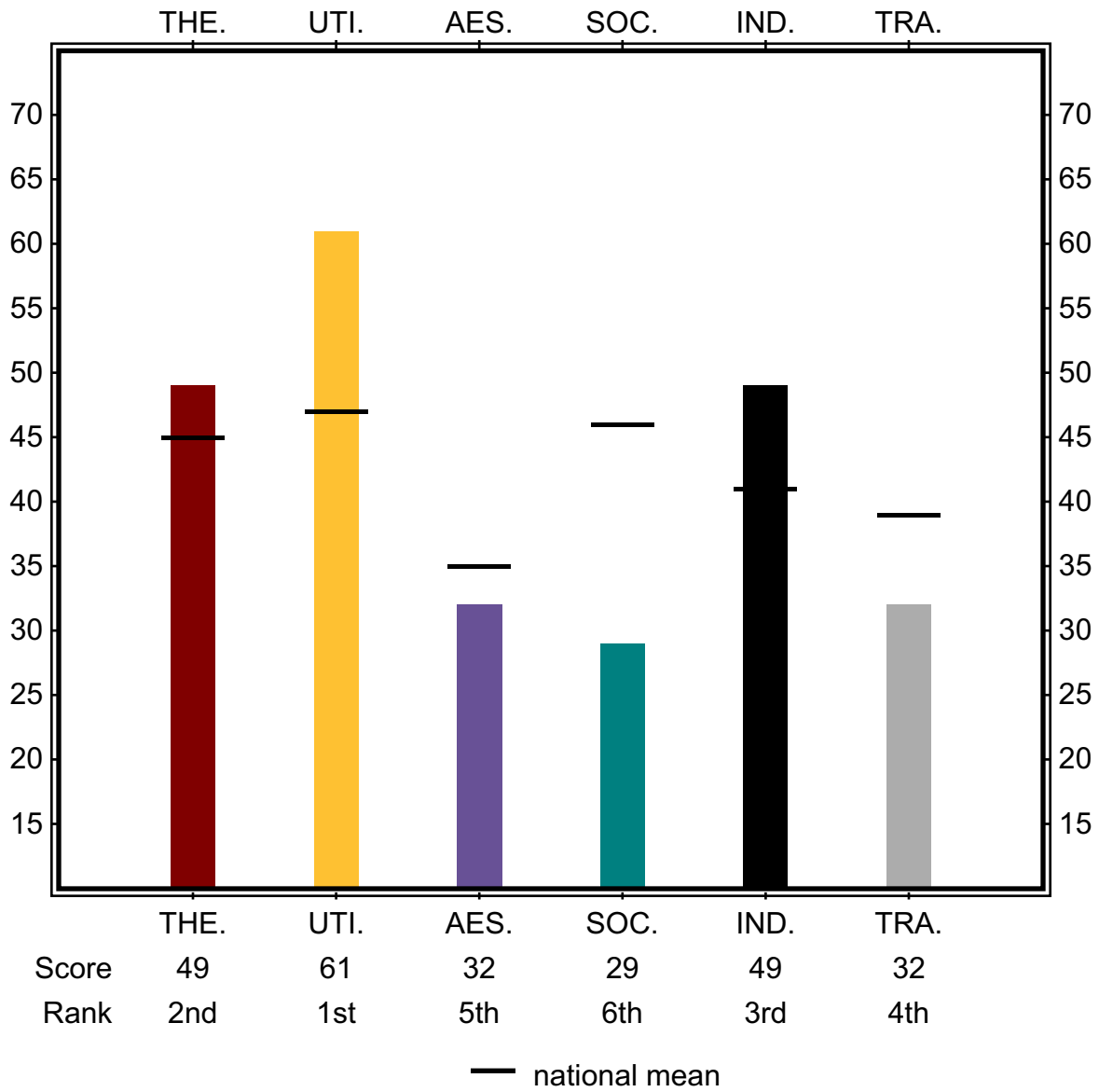
Areas where others' strong feelings may frustrate you as you do not share their same passion:

- Your self-reliance will cause you to feel uncomfortable around people who are always trying to help you or be too nice to you.



# MOTIVATION INSIGHTS™ GRAPH

**John Doe**  
1-16-2007

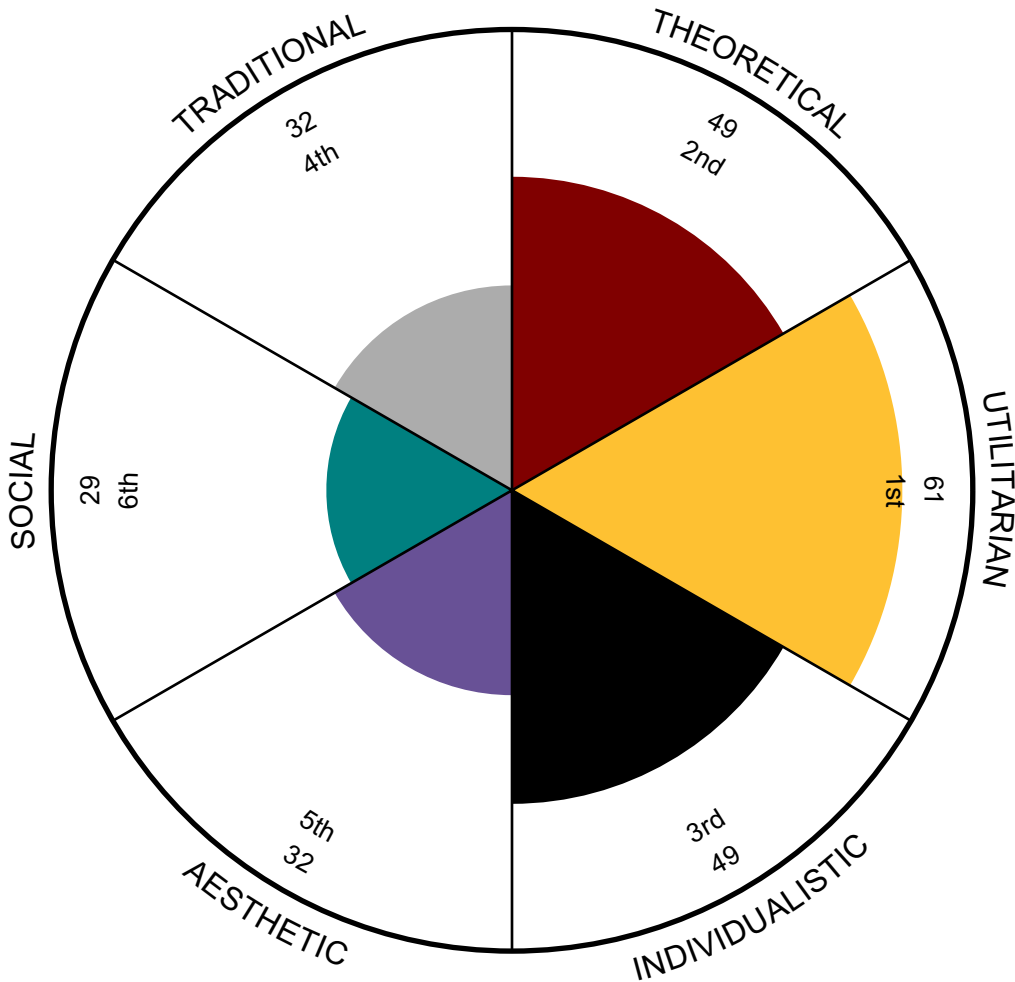


Norm 2003



# MOTIVATORS WHEEL™

**John Doe**  
1-16-2007





## 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.*

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### **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

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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 the Workplace Motivators 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

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### Keys to Managing and Motivating:

1. Theoretical \_\_\_\_\_
2. Utilitarian/Economic \_\_\_\_\_
3. Aesthetic \_\_\_\_\_
4. Social/Altruistic \_\_\_\_\_
5. Individualistic/Political \_\_\_\_\_
6. Traditional/Regulatory \_\_\_\_\_

### Training, Professional Development and Learning Insights:

1. Theoretical \_\_\_\_\_
2. Utilitarian/Economic \_\_\_\_\_
3. Aesthetic \_\_\_\_\_
4. Social/Altruistic \_\_\_\_\_
5. Individualistic/Political \_\_\_\_\_
6. Traditional/Regulatory \_\_\_\_\_



# TEAM BUILDING SUMMARY OF WORKPLACE VALUES

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**Continuous Quality Improvement:**

- 1. Theoretical \_\_\_\_\_
- 2. Utilitarian/Economic \_\_\_\_\_
- 3. Aesthetic \_\_\_\_\_
- 4. Social/Altruistic \_\_\_\_\_
- 5. Individualistic/Political \_\_\_\_\_
- 6. Traditional/Regulatory \_\_\_\_\_

**Continuous Quality Improvement: (choose two items from any values areas)**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_