



**TTI Success 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.



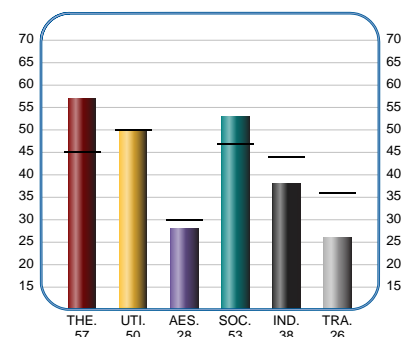
*The primary drivers with this value are the discovery of KNOWLEDGE and appetite for LEARNING. In pursuit of this value, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests of the theoretical person are empirical, critical and rational, the person appears to be an intellectual. The chief aim in life is to order and systematize knowledge: knowledge for the sake of knowledge.*

## General Characteristics

- High degree of curiosity in a variety of areas.
- Enjoys learning even for its own sake.
- Others on the team may seek Jennifer to answer questions about projects or procedures.
- Provides a high interest level on new initiatives or projects.
- Attracted to new and cutting-edge ideas and concepts.
- Others may consider Jennifer a strong intellectual.
- Has many interests outside the workplace.

## Value to the Organization

- She is an active problem-solver, seeking solutions.
- Others on the team may seek out Jennifer to answer their questions because they know of her strong knowledge base.
- Gathers the maximum amount of information on an issue because she asks the necessary questions.
- Has a strong ability to read, study and learn independently.
- Knows a little about most everything, and is conversant about it.
- Has an open-minded approach that comes from broad-based research.





## Keys to Managing and Motivating

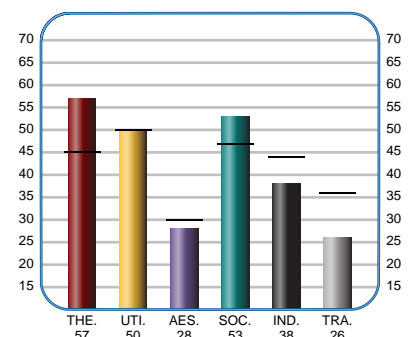
- Call upon her knowledge and expertise whenever possible at team meetings, and when in problem-solving mode.
- Include Jennifer in future development projects and draw on her expertise.
- If there is a learning-based event to be planned, be certain she is involved. If there is an external learning-based event on the calendar, be certain she has the opportunity to attend.
- She will provide technical credibility when dealing with customers or internal stakeholders who need detailed information for decision-making.
- Classes, courses, conferences: Send Jennifer and let her learn.

## Training, Professional Development and Learning Insights

- Jennifer 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.
- Jennifer can be depended upon to do her homework thoroughly and accurately.

## Continuous Quality Improvements

- Has a tendency to demonstrate a bit of aloofness, especially to those not as intellectually driven.
- May need coaching on time management.
- Don't rush from one learning experience to another. Make certain there are some practical applications.





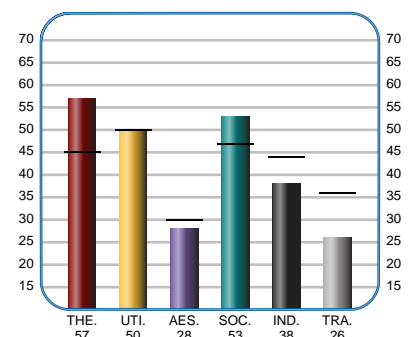
Those who score very high in this value have an inherent love of people. The Social/Altruistic person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic values cold and inhuman. Compared to the Individualistic value, 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 high sincerity factor in her tone of voice in communicating with others.
- Freely gives of her time, talent, and energy to others, even without being asked.
- Feels a win in coaching others to support the team, not just from a paycheck.
- Seeks to contribute to the welfare of others.
- Possesses a high service ethic toward helping others.
- Shows an Altruistic love for helping people.
- 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.
- Shows a high degree of interpersonal empathy when dealing with team or individual concerns.
- Shows a high degree of willingness to give time to help, teach, and coach others.
- Has a desire to go beyond required job description to help make things easier for others.
- Proactive in helping the team progress. Sees things that need to be done, then does them.





## Keys to Managing and Motivating

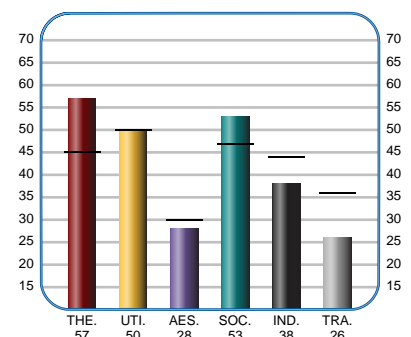
- Remember also that Jennifer may be taken advantage of by others with fewer scruples.
- Do not over-use or abuse her giving nature. Allow Jennifer to share it as she chooses to offer.
- Show a genuine interest in what she wants to give to the job.
- Explore the possibilities of having her bring new participants up-to-speed on a project or team effort.
- Remember that she brings a high sincerity factor to the things that she does. Remember also that she appreciates high sincerity from others in return.

## 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

- Ends up with her own tasks needing to be done, even as she is helping others complete their tasks.
- May try to help too much and ends up getting in the way of some who may not want the help.
- May get into teaching/helping mode too often.





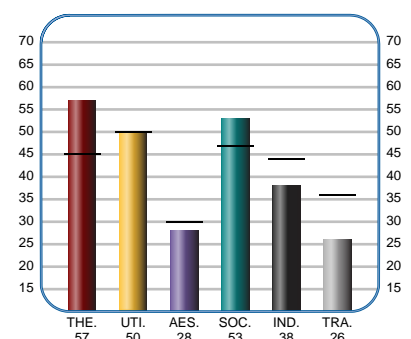
*The Utilitarian/Economic score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This value includes the practical affairs of the business world - the 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).
- Jennifer likes rewards based on the results she achieves rather than on the method used to obtain the results.
- Jennifer 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.
- 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.
- Is highly productive.
- 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 her own.





## Keys to Managing and Motivating

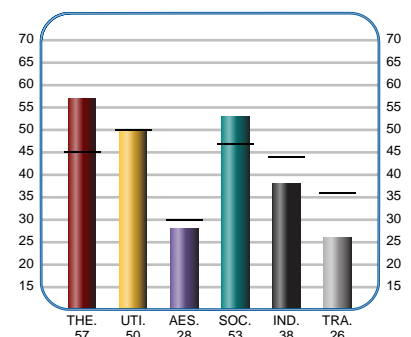
- Realize that for those who score in this high economic range there may be low company loyalty. Be certain to reward performance, and encourage participation as an important member of the team.
- Realize that it's not just money that motivates, but also personal payback from the job.
- Provide recognition and rewards (e.g. bonuses) as soon as possible, not just at the end of the quarter or year.
- Provide coaching to help Jennifer 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.

## 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

- Needs to learn to appreciate that not everybody is motivated by wealth or gain so as not to alienate a prospect, customer or client.
- Needs to hide the dollar signs in her 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.





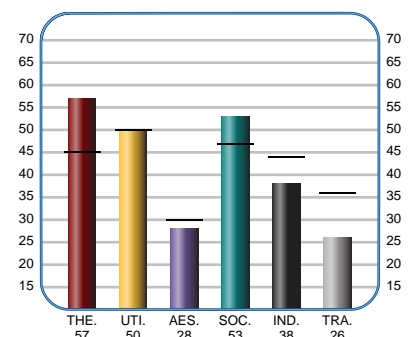
The primary interest for this value is POWER. Research studies indicate that leaders in most fields have a high power value. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however,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

- Shows moderate social flexibility. Jennifer 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.
- Jennifer would not be considered controversial in her 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 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.





## Keys to Managing and Motivating

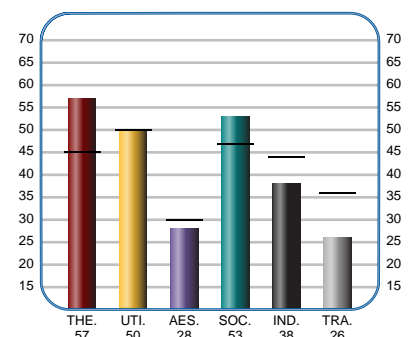
- Jennifer is socially flexible. She can assume an appropriate leadership role for a team; or, be a supportive team member as the situation requires.
- Remember that Jennifer shows the ability to get along with a wide variety of others without alienating those with opinions in extreme positions on the spectrum.
- Jennifer is able to be a balancing or stabilizing agent in a variety of team-related issues without being an extremist on either side.
- Jennifer brings an Individualistic drive typical of many professionals.
- Seek her 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.
- Will be a supportive member of the training experience from the viewpoint of this Values dimension.

## Continuous Quality Improvements

- Without necessarily picking sides, she may need to take a stand on some issues related to individual agendas.
- 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.





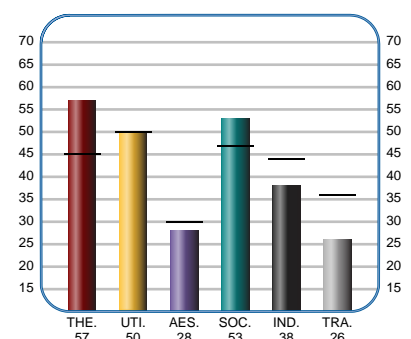
*A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent has talents in creative artistry. It indicates a primary interest in the artistic episodes of life.*

## General Characteristics

- Shows a bottom-line practicality regarding Aesthetic environment and organizational resources: there must be a set of mutual wins.
- 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.
- Not necessarily worried about form and beauty in her work environment.
- What Jennifer 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, Jennifer can see the need for beauty and artistic forms, but may not seek them for her own environment.
- Surroundings lacking aesthetics will not stifle her creativity.
- Jennifer 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.





## Keys to Managing and Motivating

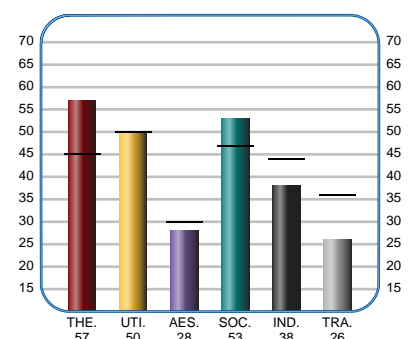
- Be careful not to overload with assignments that require significant individual creativity and self-expression.
- Appeal to the practical side that she shows in projects and leadership.
- Notice other higher plotting points on the Values graph and structure an environment that amplifies those peaks.
- Remember that practical talent is just as important as highly creative talent when supporting team efforts.
- Provide sincere recognition for contributions.

## 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 sensitive to others need for an aesthetically pleasant workplace.
- Needs to be aware of others who may have a stronger Aesthetic drive, and respect the differences.





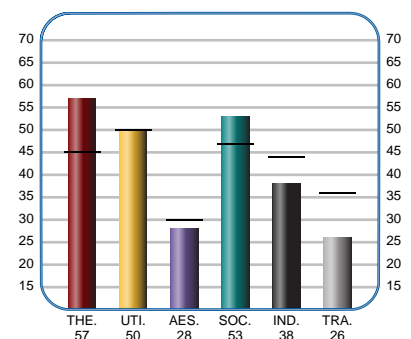
*The highest interest for this value may be called "unity," "order," or "tradition." Individuals with high scores in this value seek a system for living. This system can be found in such things as conservatism or any authority that has defined rules, regulations and principles for living.*

## General Characteristics

- Able to make creative decisions and set new precedent when necessary.
- Change-oriented and readily adaptable to new projects.
- Has the desire for quick results. This may include expediting certain procedures.
- May challenge existing structures, rules and standards by asking, "Why?"
- Believes in experimentation and trying new things.
- Is an active agent in team projects and conversations.
- Adjusts quickly to change and is flexible.
- Dislikes lists of rules and regulations.
- 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 always looking for efficient and logical solutions.
- Generates new ideas.
- Asks lots of questions.
- Is able to make decisions quickly in solving problems.
- Looks for creative solutions to problems.





## Keys to Managing and Motivating

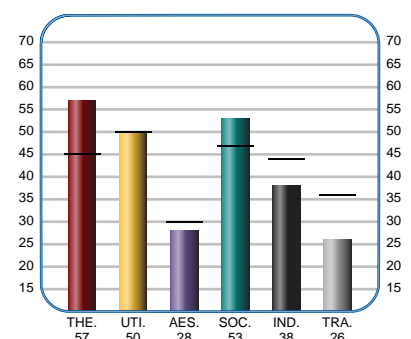
- May need to sell her ideas, not just tell them.
- Wants to be informed about events and changes within the organization.
- Maximize use of her adaptability to new projects and ideas.
- Use her great strength of being a flexible problem-solver.
- Utilize her ability to see and communicate the big picture.

## 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.



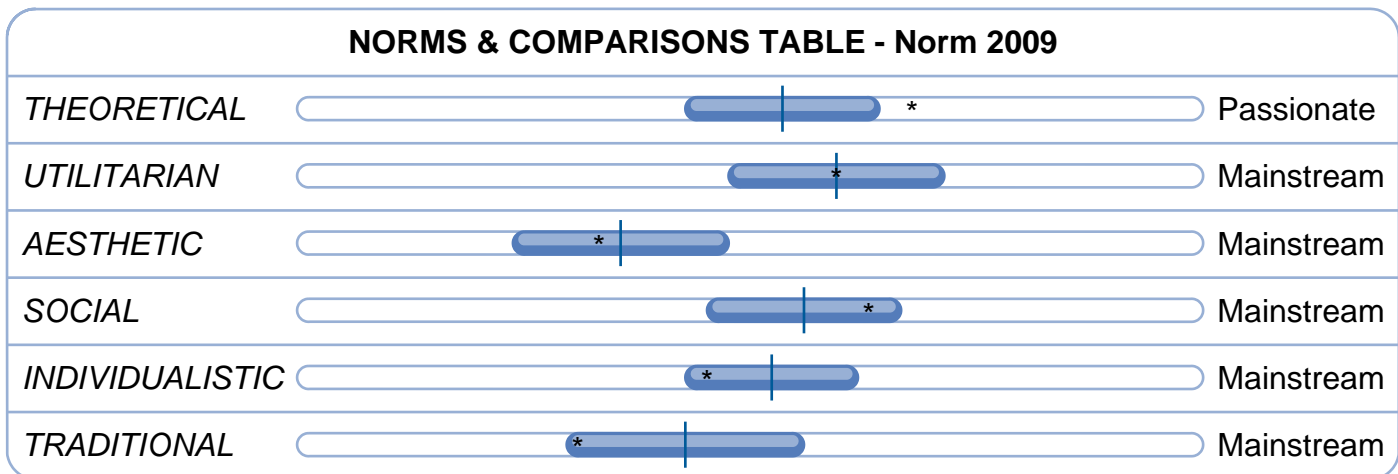


# MOTIVATORS - NORMS & COMPARISONS

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.



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

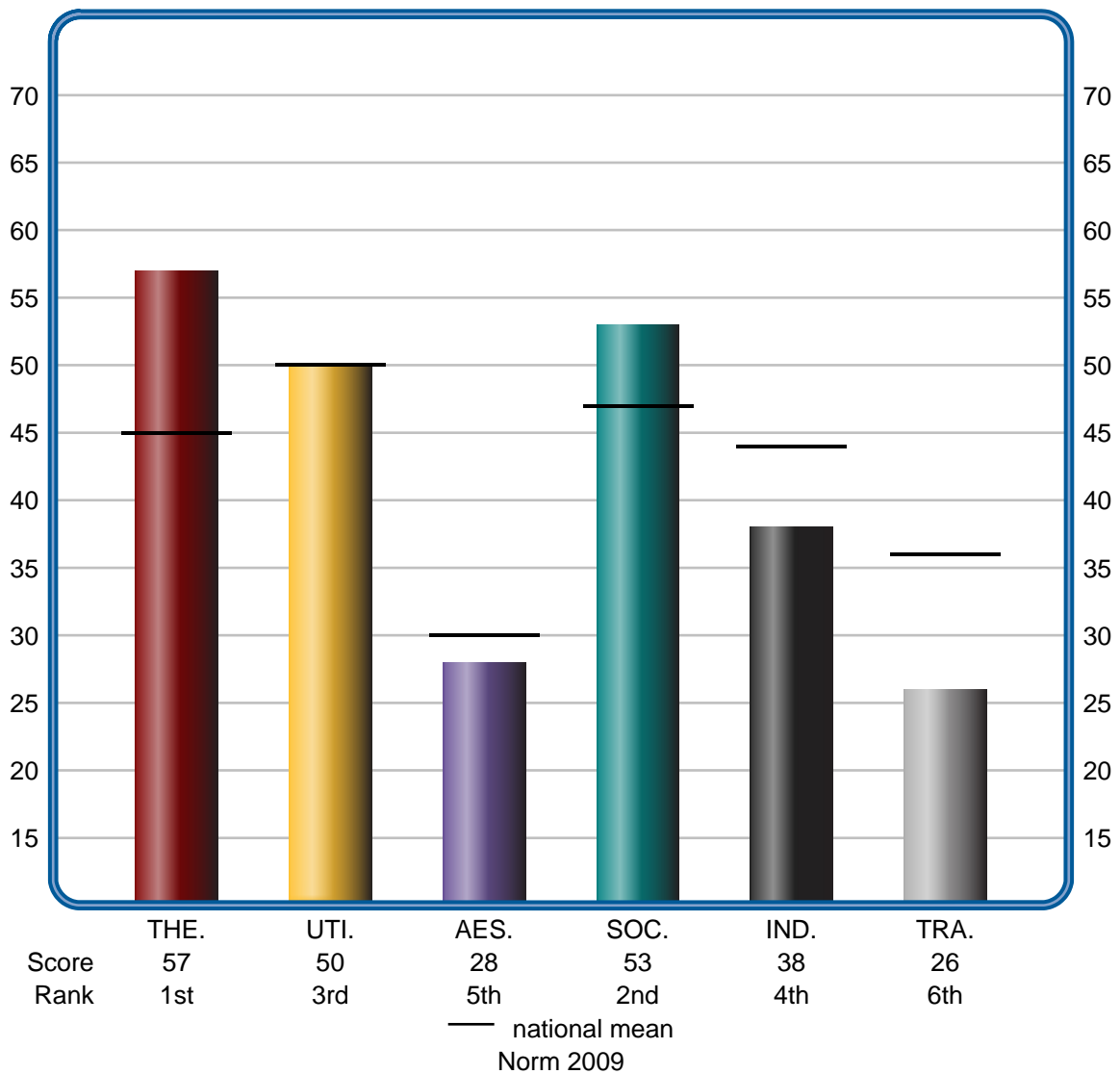
- You have an intense passion for learning new things, always searching for opportunities to advance your knowledge. Others may struggle with the amount of time and resources you are willing to invest to learn new things. They might think you should stop learning and start doing.



## Jennifer Doe

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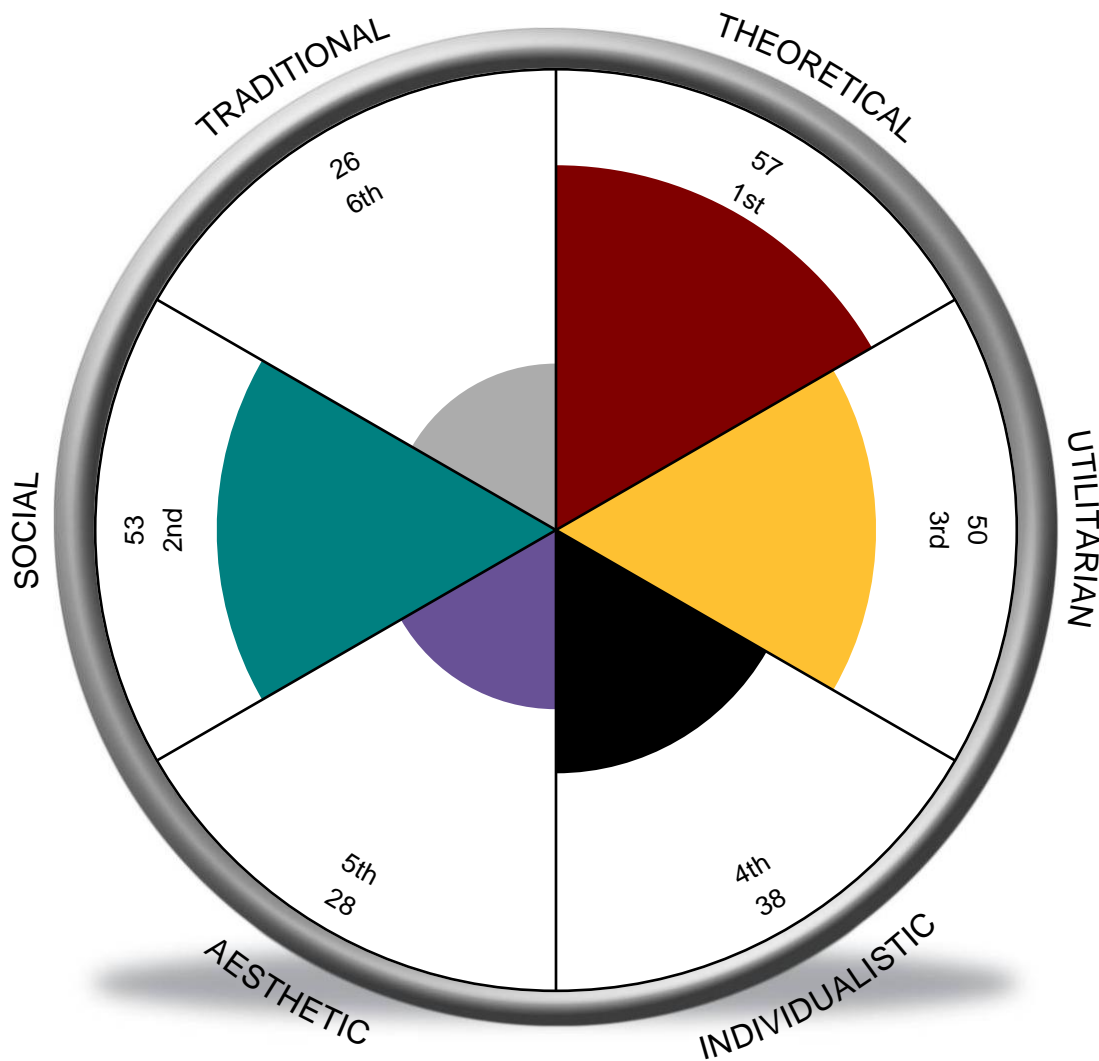
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*This Action Plan is your tool to contribute to the process of self-development and continuous improvement. As you have reviewed information in this document, please respond to the items below as they relate to your specific professional environment.*

**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. \_\_\_\_\_  
\_\_\_\_\_