



Workplace Motivators™

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

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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 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.

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.

The feedback you will receive in each section will reflect one of five intensity levels for each of the six values.

- **VERY HIGH** - Very strong drives and motivators that you will satisfy either on or off the job.
- **HIGH** - Strong drives and motivators that you need to satisfy either on or off the job.
- **SITUATIONAL** - Your feelings may range from positive to indifferent based on other priorities at the time. These values tend to become more important as your top values are satisfied.
- **LOW** - Lower motivators in this area are due to indifference relative to the other values; or, the value may already be satisfied.
- **VERY LOW** - Very low motivators in this area are due to indifference relative to the other values; or, the value may already be satisfied.



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.

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.

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.

General Characteristics

- Goal driven, especially financial goals.
- Interested in what is practical and useful in meeting goals (usually economic ones).
- Knowledge for the sake of knowledge may be viewed as a waste of time, talent, energy and creativity.
- Fits the stereotype of the highly driven American businessperson, motivated by economic incentives.
- When profit or project cost/benefits are examined, Susan may take the position that the ends justify the means.
- 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.
- Susan tends to be hard working, competitive, and motivated most by financial rewards and challenging compensation plans.

Value to the Organization

- Able to multi-task in a variety of areas and keep important projects moving.
- Profit driven and bottom-line oriented.
- Highly driven by competition, challenges, and economic incentives.
- Decisions made with practicality and bottom-line dollars in mind.
- High motivation to achieve and win in a variety of areas.
- Highly productive.



UTILITARIAN/ECONOMIC

Keys to Managing and Motivating

- Make certain that economic rewards are fair, clearly communicated, and provide a high-end return for those willing to work for it.
- Link training and meeting events to potential gains in business share or future income.
- 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.
- Provide coaching to help Susan appreciate that not everybody is highly-motivated by wealth and gain like she is.
- Provide recognition and rewards (e.g. bonuses) as soon as possible, not just at the end of the quarter or year.

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 herself and the organization.
- Scores like those who want information that will help them increase bottom-line activity and effectiveness.

Continuous Quality Improvements

- Needs to establish the most appropriate rapport with others by considering their Values
- 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.

General Characteristics

- High degree or curiosity in a variety of areas.
- Enjoys learning even for its own sake.
- Others on the team may seek Susan 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.
- Interested in new methods and how they can be applied to existing structures.
- Others may consider Susan a strong intellectual.
- Believes that continuous learning is healthy for the mind and body.
- Willing to take risks to learn something new.

Value to the Organization

- She is an active problem-solver, seeking solutions.
- She brings a strong knowledge-driven ethic.
- At a team meeting Susan will come prepared, with pre-work completed.
- Gathers the maximum amount of information on an issue because she asks the necessary questions.
- Can usually answer new questions that hit the team or knows where to find answers.

Keys to Managing and Motivating

- Be certain to provide knowledge-based incentives, such as new training courses, books, subscriptions, and journals.
- Call upon her knowledge and expertise whenever possible at team meetings, and when in problem-solving mode.
- Needs opportunity to explore a variety of knowledge-based areas and to act on them.
- Find out her interests and channel related information to Susan. Topical mail, brochures and info-sheets...don't throw them into the recycle bin--send them to her.
- Provide opportunities for her to teach as well as learn.



THEORETICAL

Training, Professional Development and Learning Insights

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

Continuous Quality Improvements

- Somewhat selfish in sharing ideas with others, until others have established their own technical credibility.
- Needs to bring a balance between the strong desire to acquire new knowledge, and the reality of the practical applications, if any.
- Don't rush from one learning experience to another. Make certain there are some practical applications.



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

- Shows moderate social flexibility. Susan 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.
- Those who score like Susan 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 see both sides of the positions 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

Keys to Managing and Motivating

- Susan 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 Susan shows the ability to get along with a wide variety of others without alienating those with opinions in extreme positions on the spectrum.
- Susan is able to be a balancing or stabilizing agent in a variety of team-related issues without being an extremist on either side.
- Susan brings an Individualistic drive typical of many professionals, i.e., near the national mean.
- Seek her input to gain a center-lane perspective on an organizational issue related to this Values scale.

Training, Professional Development and Learning Insights

- 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.
- Because this score is near the national mean, please check other higher and lower Values areas to obtain additional insight into learning preferences.

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.



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.
- Ability to balance own needs against the needs of others, and work in ways that both achieve and succeed.
- A score near the mean indicates that this score is near the typical professional person's score on this scale.
- Can support and understand the positions of individuals with either a higher or lower Altruistic score.
- Can bring a sense of stability to issues around this Altruistic dimension.

Value to the Organization

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



SOCIAL/ALTRUISTIC

Keys to Managing and Motivating

- Remember that Susan shows a practicality and realism regarding helping others.
- This middle ground between the extremes of selfishness and selflessness may be an appropriate stabilizing force.
- Susan brings a balance between the extremes of giving and taking with regard to team efforts and organizational competition.
- Remember that her score is at the national mean. Therefore, the score set here is much like that of the typical professional.
- Support the strength that she brings in being a middle ground between those who may give too much away, versus those who may not give enough.

Training, Professional Development and Learning Insights

- Since this score is near the national mean, explore the professional development insights from some of the other Values scales to determine more specific preferences.
- She shows flexibility in preferences of training activities to include both team-oriented as well as independent work.
- Tends to be supportive of the training efforts as well as supportive of the trainer(s).

Continuous Quality Improvements

- On some service-related issues within this organization, she may need to take a more visible position with the team.
- May be occasionally conflicted as to whether or not to participate in certain service or "giving" activities.
- Allow space for those who differ on this Altruistic scale, and remember that 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.

General Characteristics

- Able to make creative decisions and set new precedent when necessary.
- Perceived by some as a rule-bender.
- May believe in supremacy of the individual over the group.
- Places lesser importance on conformity to group patterns.
- May challenge existing structures, rules and standards by asking, "Why?"
- Active agent in team projects and conversations.
- Shows good judgment in her ability to self-manage on tasks and projects.
- Questions authority.
- May occasionally break the rules with the rationale: The end justifies the means.

Value to the Organization

- Always looking for efficient and logical solutions.
- Creative problem-solver.
- Creates solutions, sometimes more through personal attempts, calculated risks, and creativity, than by-the-book or established protocol.
- Asks lots of questions.
- Able to make decisions quickly in solving problems.
- Creative solutions to problems.

Keys to Managing and Motivating

- Prefers being allowed to make her own decisions about how the work will be done within her own authority or empowerment boundaries.
- Interested in evaluating and improving inefficient procedures.
- Wants to be informed about events and changes within the organization.
- Allow as much freedom from detail (and sometimes paperwork) as possible, perhaps through support staff to assist in the necessary detail functions.
- 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.



TRADITIONAL/REGULATORY

Continuous Quality Improvements

- Don't ignore the important details.
- Needs to increase patience when interacting with more rules-oriented individuals.
- Guard facial expression and comments when in disagreement with those showing a different point of view.



AESTHETIC

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

General Characteristics

- 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.
- Keeps an ear to the revenue-clock of an organization, and doesn't want to waste time or money on ambience issues if it doesn't affect productivity.
- Not necessarily worried about form and beauty in her work environment.
- What Susan defines as her passion in life will be found in higher values scales in this report.
- Looks at those scoring higher as the type who may need to be a bit more practical.
- Intellectually, Susan can see the need for beauty and artistic forms, but may not seek them for her own environment.
- Susan prefers to take a practical approach to workplace events.

Value to the Organization

- Bottom-line practicality regarding business and transactions.
- Survivors in the business arena, even in the midst of heavy competition.
- Not easily swayed in terms of business issues.
- Good business-sense and a good eye for that which is practical.

Keys to Managing and Motivating

- Susan likes to set her own goals. Use those goals as primary motivators.
- Stay bottom-line oriented and focused on the results of the project.
- Don't get lofty and theoretical with lots of rhetoric.
- Have your idea or approach make "business-sense."
- Link learning and professional development to other items of greater self-interest.

Training, Professional Development and Learning Insights

- Find areas of the training that relate to increased business opportunity or advancement.
- Connect learning and training goals to bottom-line increases and successes.



AESTHETIC

Continuous Quality Improvements

- Some perceive a "selfishness-factor" on certain projects or when sharing information resources with the team.
- 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.



MOTIVATORS - NORMS & COMPARISONS

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:

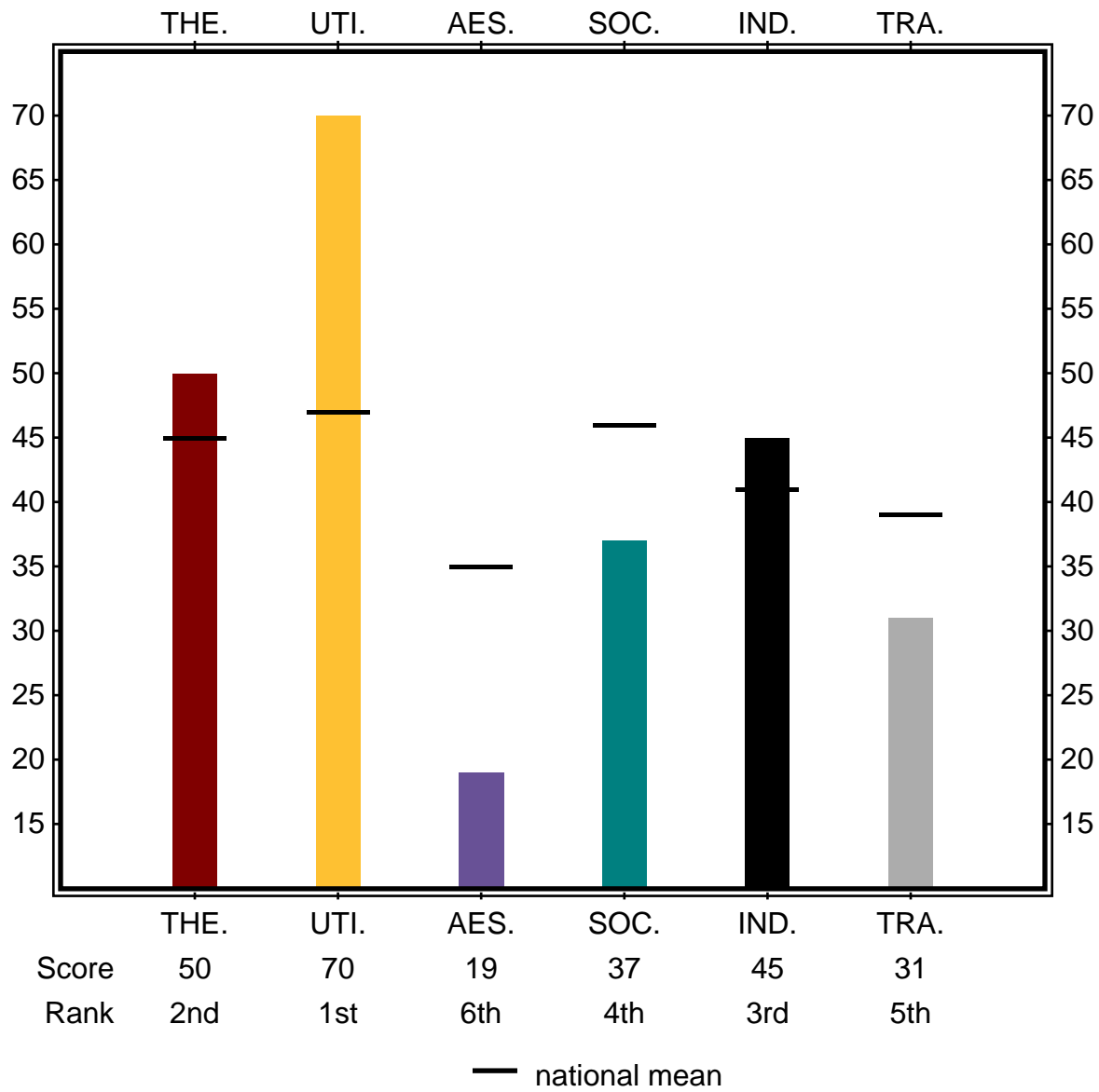
- People who emphasize the need for beauty, form and harmony in all aspects of their life may frustrate you. You have other priorities.



MOTIVATION INSIGHTS™ GRAPH

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3-3-2004

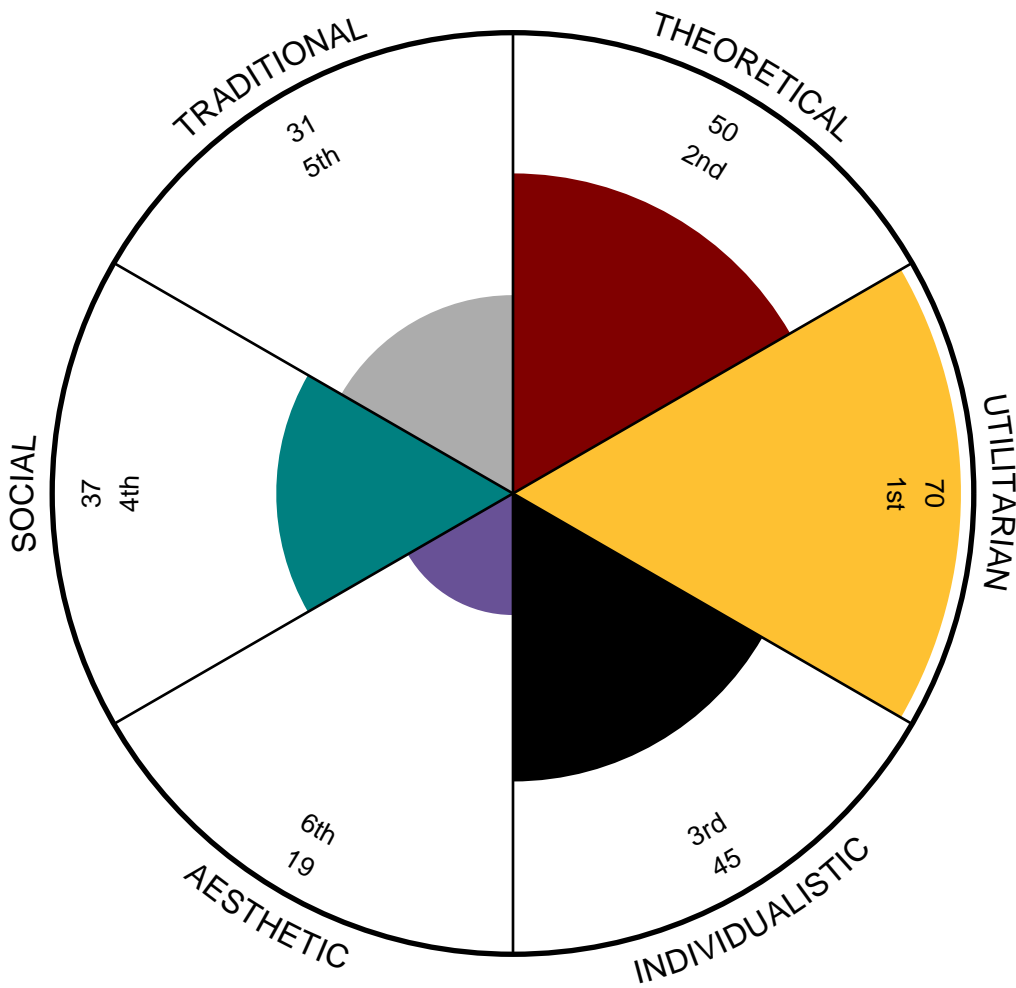


Norm 2003



MOTIVATORS WHEEL™

Susan Winner
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3-3-2004





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 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

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. _____