



TTI Success Insights®
Workplace Motivators™

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

Tina Tramino
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Assessments For You
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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.

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



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.



TRADITIONAL/REGULATORY

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

General Characteristics

- Is very highly organized on projects.
- Is very structured, orderly and precise.
- Follows procedures and processes accurately.
- Documents activities in a consistent manner.
- Likes to know how she is going to do something before doing it so that it gets done correctly the first time.
- Likes freedom and independence within an ordered atmosphere.
- Has carefully developed and tested her own methods and will maintain those methods unless a strong case for change is established.
- Will support organizations that stand for beliefs held in common.
- Will be very helpful to others who share the same beliefs.

Value to the Organization

- Stays focused on the aspects important to the completion of the project.
- Can organize tasks very effectively.
- Helps bring structure to any project, task, or assignment.
- Produces accurate, detailed results.
- Stays on top of projects and makes certain they keep moving.

Keys to Managing and Motivating

- Maintain routine to maintain accuracy.
- Provide information and the tools and resources to succeed.
- Listen to Tina when she wants to alter the rules or procedures. It may be of benefit to the project at large.
- If an error is made, correct it in an appropriate way.
- Put it in writing. If Tina has something to refer to, she will stay on track and focused. She won't miss anything.

Training, Professional Development and Learning Insights

- Prefers individual activities, or those with high structure, detail or protocol.
- Tends to be very well disciplined in learning and professional development situations.
- Likes to know why a learning project is being initiated and why she needs to be involved.



TRADITIONAL/REGULATORY

Continuous Quality Improvements

- If rules are set as "must follow," be certain they are enforced for all.
- Needs to look more at the big picture when trying to solve problems.
- Perceived by some as overly rigid.



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

- Tina has a strong desire to be her own person.
- This very high individualism may be demonstrated in a variety of observable ways; In creative problem-solving, in risk-taking attitude, etc.
- She surprises others with spontaneous ideas or responses.
- Enjoys work and assignments which give her stature in the eyes of others and evoke respect.
- Independent.
- Likes to have her own niche; the place where she can excel.
- Comfortable being in the limelight and enjoys demonstrating her uniqueness or creativity.
- Enjoys maintaining the image of being a maverick.
- May have strong feelings about the legacy she leaves behind and will have both permanency and beauty.

Value to the Organization

- Brings creative ideas.
- Not afraid to take calculated risks.
- Desires to be an individual and to celebrate differences.
- Brings a variety of different and energetic ideas to the workplace.
- Enjoys making presentations to small or large groups, and is generally perceived as an engaging presenter by her audience.

Keys to Managing and Motivating

- Allow freedom to make her own decisions about how an assignment should be completed.
- Remember that she likes to work apart from the team and independently.
- Allow bandwidth to grow and experiment with new projects, ideas and responsibilities.
- Create an environment that provides security while it encourages taking appropriate risks.
- She will appreciate "air-time" at meetings to share ideas with others on the team.



INDIVIDUALISTIC/POLITICAL

Training, Professional Development and Learning Insights

- Learning and professional development activities should be flexible, having a wide variety of options.
- Attempt to provide enough creative space for her to express her uniqueness.
- Link some of the benefits of the learning activity to enhancing ability to make a special and unique contribution to the team.

Continuous Quality Improvements

- Unique approaches do not always result in complete success, and may cause conflict with others if sensitivity is not used.
- Some values clashes may be reduced if awareness of the needs of others and awareness of the job parameters and protocol are used to govern her high Individualistic behavior.
- Needs to listen more to others and speak less.



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.

Keys to Managing and Motivating

- Remember that Tina 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.
- Tina 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.



SOCIAL/ALTRUISTIC

Training, Professional Development and Learning Insights

- 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 occasionally feel conflict as to whether or not to participate in certain service or "giving" activities.
- Tina should allow space for those who differ on this Social/Altruistic scale, and remember that all Values positions are positions deserving respect.



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 an appropriate and realistic approach to Aesthetic appreciation without being an extremist.
- The need for and appreciation of beauty is determined on an individual basis and is not generalized in terms of the total work around her.
- Has an interest in form and harmony, but also understands there may be more important factors when making decisions.
- Can support and understand the positions of individuals with either higher or lower Aesthetic scores.
- Brings a sense of balance and stability to a variety of job-related Aesthetic issues that might emerge.

Value to the Organization

- Brings flexibility to the team regarding this Aesthetic area: able to see the issues and positions from a variety of sources with a sense of balance.
- Is a stabilizing and realistic influence on the team.
- Able to appreciate the needs of both the higher or lower Aesthetic individuals on the team.
- Shows ability to help and go the extra mile without a negative impact on her own responsibility and work-load.
- Not an extremist, and therefore when Aesthetic issues emerge Tina demonstrates an awareness of form and harmony and responds as needed on the job.

Keys to Managing and Motivating

- Remember that she shows a practicality and realism regarding Aesthetic values and positions.
- This middle ground between the extremes of higher and lower Aesthetic issues may be an appropriate stabilizing force.
- Check for other Values drives that may be higher or lower than this Aesthetic value in order to gain a better idea of specific keys to managing and motivating.
- Support the middle ground strength that she brings between various positions on team issues.



AESTHETIC

Training, Professional Development and Learning Insights

- Explore the professional development insights from some of the other Values scales to determine more specific preferences.
- She is a flexible participant in training and development programs.
- Can become engaged in training activities because she sees it as a part of necessary growth and professional improvement.

Continuous Quality Improvements

- To gain additional insight, it is important to review other Values drives to determine the importance of this Aesthetic drive factor.
- She may need to take a more visible position with the team on some issues within the organization.
- May feel conflict as to whether or not to participate in certain team activities, unless there is some area where her creativity may be used.



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

- Aware of job parameters and details, but prefers to learn only that which is necessary to complete the job assignment.
- May rely on intuition in making decisions, rather than getting bogged down in theory and minutia.
- May prefer to spend her time and energy on tasks other than gaining knowledge about the fine-tuned technical details of products and services.
- May learn more by doing and observing than in traditional learning situations.
- May bring a high sense of urgency to the task. Wants to learn and get the job done quickly.
- Likes brevity and concise information.
- Is aware of time management, but doesn't let time dictate.

Value to the Organization

- May bring a constant sense of efficiency to specific job tasks.
- Ability to perform many jobs and tasks with little training or assistance.
- Doesn't waste time on information that is not needed for the task.
- Focused on the task, goal or vision, and completes her responsibility on schedule.
- Resourceful; will find a way to get it done.
- Can get people on board for a cause.

Keys to Managing and Motivating

- Avoid getting Tina bogged down in minute detail whenever possible.
- Provide technical or support personnel to assist Tina when necessary.
- Avoid massive amounts of paperwork, forms, and details.
- Reduce the need for frequent supervision, unless quality control is sacrificed.
- Provide opportunity for independence in performing tasks related to the projects.

Training, Professional Development and Learning Insights

- Avoid getting bogged down in academic minutia.
- Hit only those essential items that relate to increased success or efficiency on projects.
- Link training and professional development to other areas of the Values graph where peaks occur.



THEORETICAL

Continuous Quality Improvements

- May avoid detailed information.
- May not show an interest in asking questions about those things not directly connected to the practical aspects of the job.
- Create a balance between minimum details and those details necessary to maintain quality control.



UTILITARIAN/ECONOMIC

The Utilitarian/Economic score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This value includes the practical affairs of the business world - the production, marketing and consumption of goods, the use of credit, and the accumulation of tangible wealth. This type of individual is thoroughly practical and conforms well to the stereotype of the average businessperson. A person with a high score is likely to have a high need to surpass others in wealth.

General Characteristics

- Tina has a lower interest in materialistic things; or, she has already achieved a level of material security.
- Since this value helps to determine Tina's money-motivation, she may be motivated more by things other than a high paycheck (although that may still be important).
- The lower Utilitarian/Economic drive here also indicates that she may not be solely motivated by competitive financial incentives such as accelerated commissions in the compensation plan.
- The lower score here also indicates that she may have already begun to reach her own level of financial security, to the extent that things other than money may now become motivating drives.
- While not driven by money, she may be sensitive to perceived inequities in wages and salaries, and does not want to be taken advantage of in that process.
- Using money or materials as a yardstick to measure or impress others is not important.
- Check the full results and graph of the inventory to determine those values that were ranked in a higher field than the Utilitarian/Economic area.

Value to the Organization

- Enjoys monetary compensation, but especially enjoys a different type of paycheck: perhaps that of someone saying, "Thank you very much for helping me."
- Sees a wider spectrum of the picture, not just the economic view.
- Rarely (if ever) looks at a project with a "What's in it for me?" perspective.
- Sensitive and responsive to the "people-side" of work related activities.
- A high want, desire, and need to help people (internal and external to the organization).
- Excellent team player and team member.



UTILITARIAN/ECONOMIC

Keys to Managing and Motivating

- Avoid mundane tasks.
- Allow time in the schedule for helping others as she chooses.
- Consider the strengths of the "total person" when considering rewards and incentives. Perhaps consider intangible or environmental rewards.
- Structure job enrichment strategies into the reward system, not just economic rewards.
- Remember that "helping hands" behind the scenes are as important as the highly visible ends of a work project.

Training, Professional Development and Learning Insights

- Enjoys a more cooperative learning style.
- Prefers less competition between learning groups.
- Prefers team-oriented activities to work and share ideas with others.

Continuous Quality Improvements

- Avoid spreading self too thin by taking on responsibilities that could be delegated to others.
- Tends to over commit both on and off the job, such as with community organizations, etc.
- May not hear the "revenue clock" ticking on some projects.



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		
Tina Tramino		
THEORETICAL	* █	Extreme
UTILITARIAN	* █	Extreme
AESTHETIC	█ *	Mainstream
SOCIAL	█ *	Mainstream
INDIVIDUALISTIC	█ *	Extreme
TRADITIONAL	█ *	Extreme

█ - 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 a strong desire to lead, direct and control your own destiny and the destiny of others. You have a desire to lead and are striving for opportunities to advance your position and influence. Others may believe you are jockeying for position and continually stepping "over the line." They may believe that you form relationships only to "move ahead" and gain an advantage.
- You have chosen a system for living that you believe in. All of the decisions in your life are made according to the principles of your system. Your principles mean more to you than money or success. Others may feel you impose your standards on the rest of the world and may see you as being judgmental. They may think you exhibit a "holier than thou" mindset. They may believe you are closed-minded.

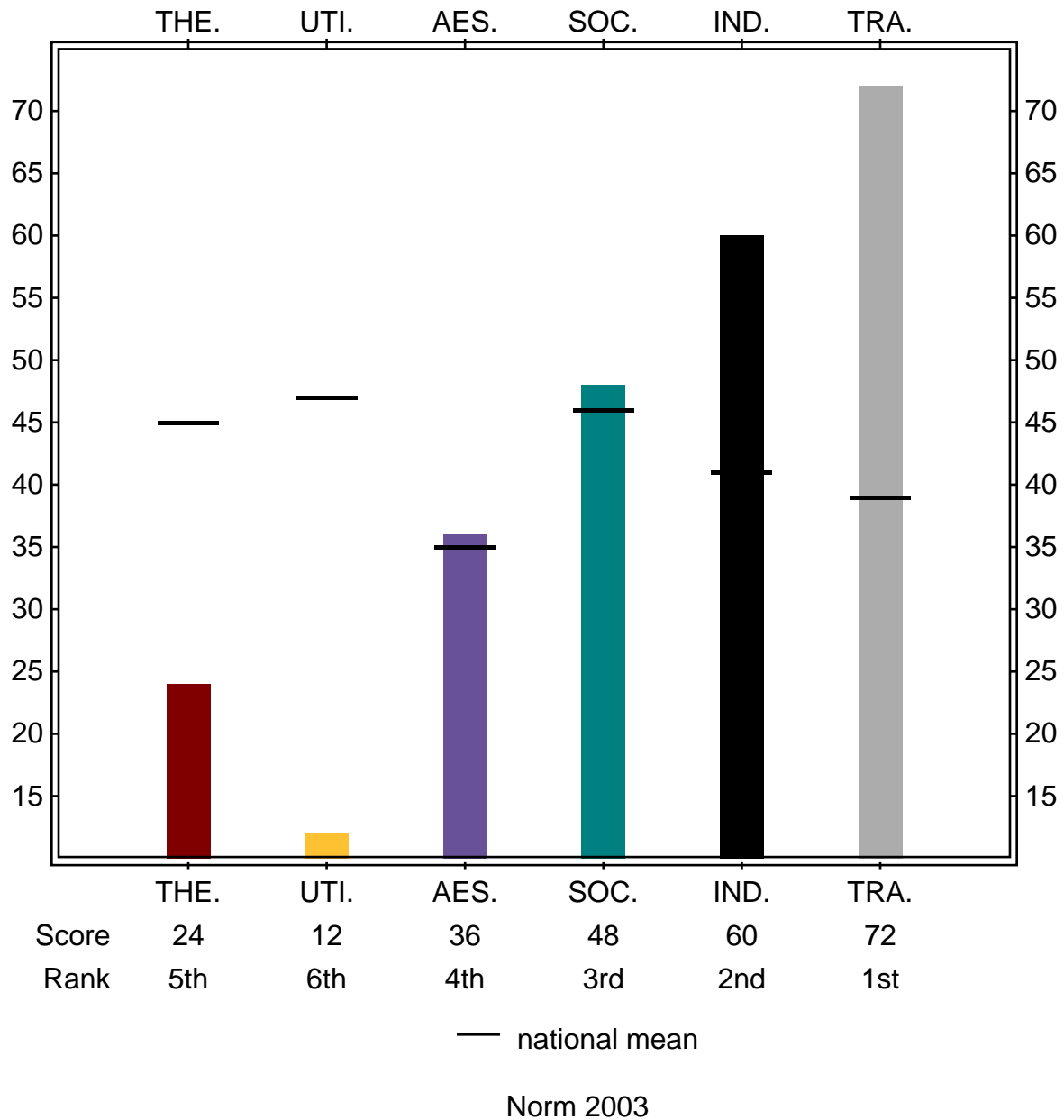
Areas where others' strong feelings may frustrate you as you do not share their same passion:

- The amount of time and resources others spend in learning new things may frustrate you.
- Understanding people who view the world based on return on investment will frustrate you. Other things are more important to you.



MOTIVATION INSIGHTS® GRAPH

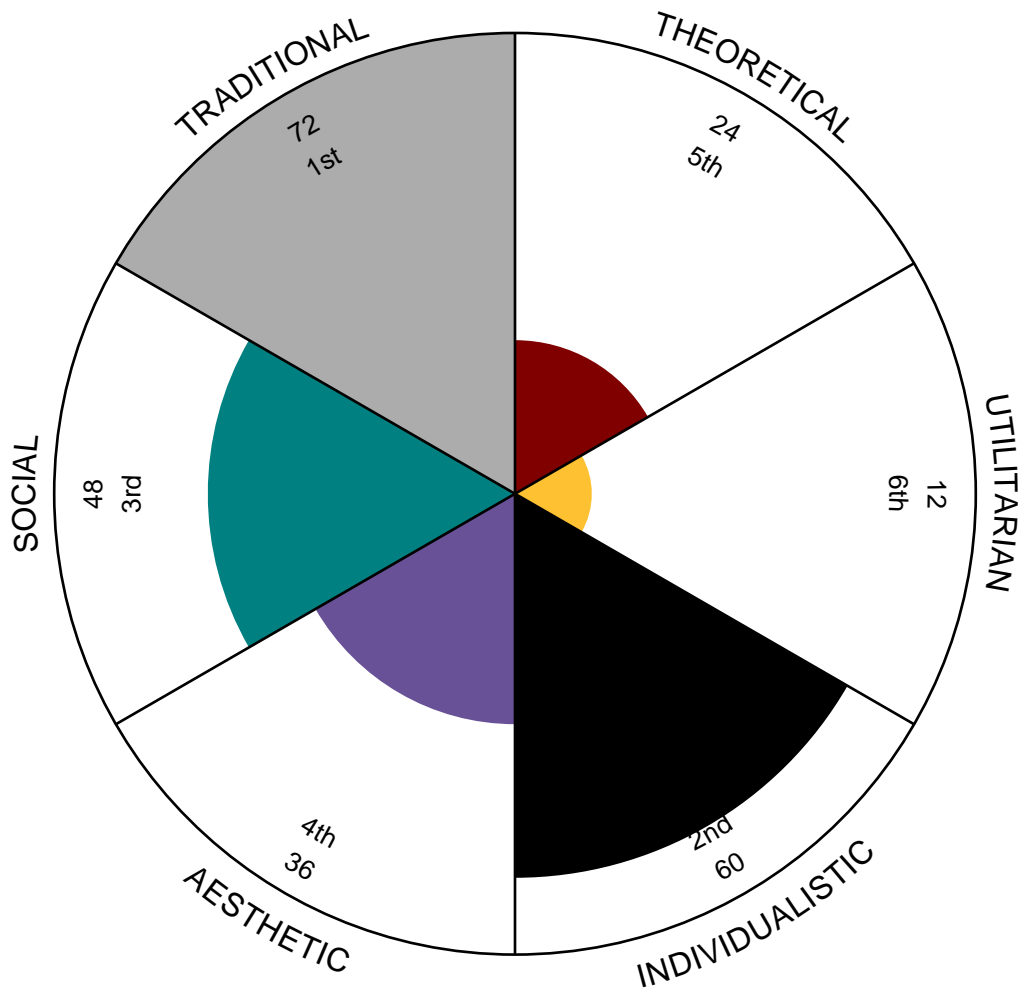
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MOTIVATORS WHEEL™

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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: _____



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. _____
