



# **TTI MOTIVATORS MANUAL™**

## **REFERENCE GUIDE**

**Target Training International, Ltd.**

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# **ABOUT TTI**

Target Training International, Ltd. was founded in 1984 by Bill J. Bonnstetter and his son, Dave Bonnstetter. TTI, Ltd. is a leader in the assessment industry. With extensive research, the Bonnstetters continue to enhance, develop and validate assessment-based solutions that drive results.

Bill has been doing research on what makes normal people unique since 1979. His brother, Ron Bonnstetter, professor emeritus at University of Nebraska Lincoln, has recently joined TTI to expand its research endeavors. TTI's research is concentrated in the field rather than in the library and has discovered the importance of understanding the HOW and WHY of people as they relate to performance.

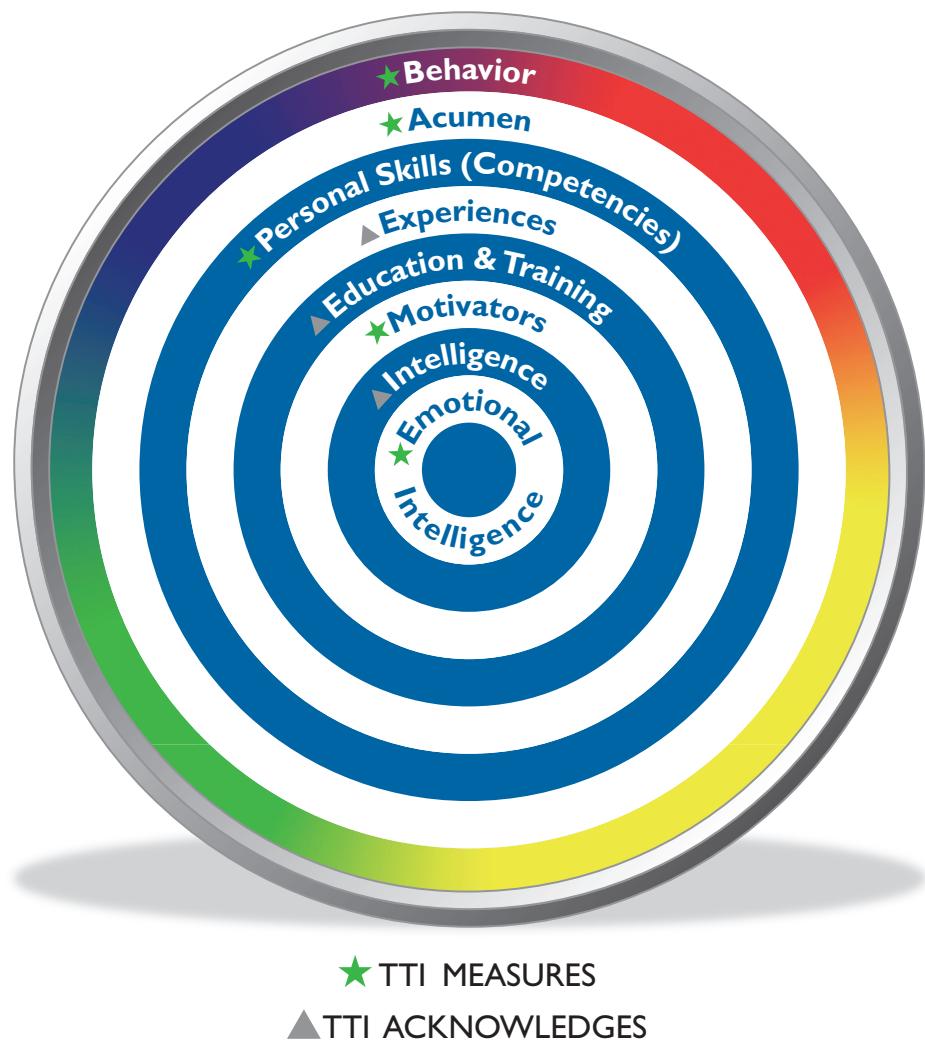
**This manual is designed to be utilized with the TTI Motivation Insights® assessments.**



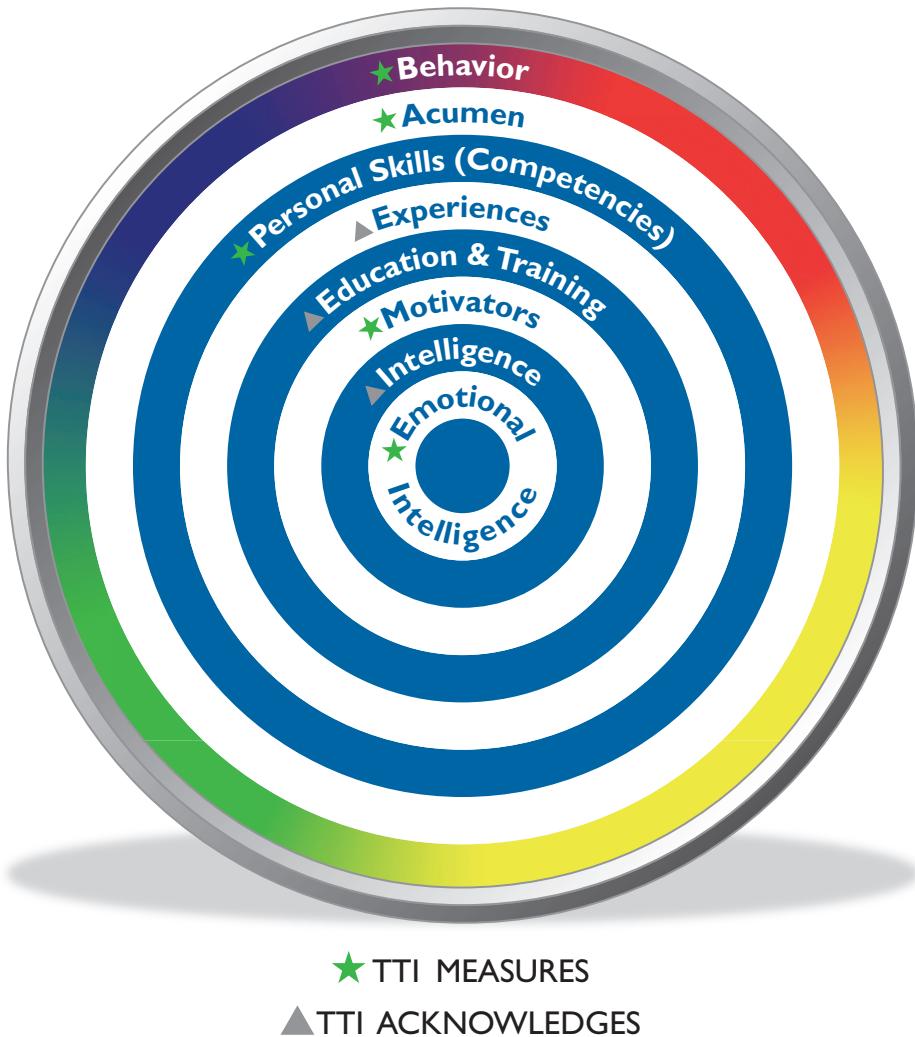
# INTRODUCTION TO MOTIVATORS

This manual contains information on why people do what they do. We will be exploring what motivates people and what drives them to action. In addition, by recognizing areas that can be de-motivating, one can prepare responses to manage potential conflict. The method of valuing and de-valuing leads to what motivates or drives us, the “why” of what we do. Motivation leads to engagement and satisfaction in both our personal and professional lives when our motivators are satisfied.

## DIMENSIONS OF SUPERIOR PERFORMANCE



However, before we launch into discovering people's motivators and passions, let's take a brief look at some of the dimensions that people bring with them to all environments as depicted in the Dimensions of Superior Performance model below. The more you can understand about yourself and others, the more successful you can be.



The Dimensions of Superior Performance is not meant to be representative of all human facets, but only those aspects that can be discussed openly without delving into deep psychological characteristics. People are a very complex blend of all of their unique experiences and personal makeup. Learning more about some of the various facets of people can make life's interactions more satisfying.

**Emotional Intelligence (EQ) is the center core of all people.** This manual will not go into the areas of emotional intelligence; however, we must be aware of our emotions, as sometimes they keep us from achieving those things that we are seeking. Understanding the emotional makeup of others is also a key indicator of potential success.

**Next to the core comes Intelligence (IQ) – key to all humans, yet hard to define, it is commonly accepted that intelligence is a key component of success.** However, defining intelligence singularly can be difficult. We have all heard about the genius scientist who struggles with more mundane situations, such as budgets or cooking. Does that mean he is more or less intelligent than others?

**The next ring is Motivators, which is still close to our central core.** These are personal drivers or the “why” of what we do. In fact, some people live their whole lives and are never asked to identify the things that truly motivate them. You can live with a person for 50 years and not be able to identify her true motivators. Why? Because our true motivators are tucked away in a part of our brain, we have difficulty accessing them.

Motivators can be referred to as things you are passionate about, things that you perceive as important, or the thoughts that provide you with purpose and direction in life. Some people refer to them as values; however, the term “values” doesn’t explain how they are played out in our every-day lives.

**The next ring in the Dimensions wheel addresses Education and Training.** It is clear that a person’s education and training contributes to his or her overall success. Would you be comfortable seeing a brain surgeon if he did not have the appropriate education and training? However, while education can expand one’s understanding, it can also create filters that bias or limit our ability to see potential. If you were taught that the world was flat, how would that impact your willingness to invest in a boat that was being built to take a journey to prove that the world was not flat? How would you feel about being on board that boat? Education and training is just a portion of an individual’s potential for success.

**Our Experiences certainly have an impact on our motivators.** Experiences can be positive, negative or indifferent. Our experiences are tied to emotional responses and are stored in our brain, thus becoming part of the equation in the development of our motivators. These experiences once again serve as filters, blocking or accepting new situations. Experiences are everything you see, smell, touch or hear that is processed and stored in your brain. These experiences often influence our motivators.

**The Personal Skills we master tend to come from experiences, while others are more based on our cognitive ability, or acumen.** Personal skills can become some of the things that help people develop and refine their motivators. For example, if you enjoy helping people, you may be more prone to focus on developing interpersonal skills. Personal skills are developed slowly over time and become part of a person's total talent. Personal skills can play an important role in satisfying what motivates you.

**Our Acumen plays a role in determining our motivators.** Acumen is defined as keenness and depth of perception and discernment. Seeing the world and ourselves from the intrinsic, extrinsic or systemic views can impact our decisions and become a part of our motivators.

**On the outside of this graphic is a person's Behaviors, which is the "how" a person goes about fulfilling his or her motivators.** Behaviors are easily observable. We can go to the airport and spend the day observing people's behavior and possibly classify them into specific styles; however, by observation alone can we rarely discover their true motivators.

Many of these wheel factors can be assessed and will provide insight into a person's strengths. When all of an individual's strengths are aligned with the needs of a job, this is the potential for superior performance. The wide variety of facets that TTI can measure in both individuals as well as jobs allows organizations and individuals to make better talent decisions.

The focus of this manual is on one of the aspects measured in the TTI Dimensions of Superior Performance, Motivators. Motivators, or the "why" behind a person's actions, are a key indicator in engagement, superior performance, and feelings of fulfillment.

Motivators are measured in a variety of report tools provided by TTI, from stand-alone motivators assessments (Personal Motivators and Engagement) to a variety of combination reports including TTI Talent Insights® (an integrated report blending behaviors and motivators), TriMetrix® HD (combining behaviors, motivators, acumen and personal skills), and the TriMetrix® EQ (integrating behaviors, motivators and emotional intelligence) as well as many other combinations/versions.

It is essential to understand the finer details of motivators and how they impact an individual in order to best utilize the reports mentioned above. The content of this manual is designed to be a primary reference for you to understand and apply the theory of motivators to the real world.

# THE VALUE OF LEARNING MOTIVATORS

More and more research verifies that our motivators are part of our mindset, our way of perceiving value, our filters and biases, ultimately influencing our decisions. Understanding “why” we do what we do is one of the major reasons we need to look closely at our motivators.

When you truly see yourself clearly and understand your personal motivators, you will begin to understand the subtleties of situations. When you understand both your likes and dislikes, or what you find motivating and de-motivating, you will begin to understand your feelings towards other people and situations that were both positive or negative in nature. You can then apply this newfound awareness in the future to avoid potential conflict and achieve your goals.

Behavioral analysis alone will not provide deep insight into an individual. While behaviors, or DISC, are the doorway of communication, without understanding the reasons why people do what they do, your interactions can still not be as effective as possible. Can you think of a time when, no matter how much you were trying to adapt to the other person’s communication style, you were just not able to influence him to your way of thinking?

Motivators are the preferences in your mind and impel you into action. Think about a time when your communication was unsuccessful. Even if you are communicating with another person in the manner that he or she prefers, when unaware of that person’s motivators, you may still have conflict. Motivators will influence what a person responds positively or negatively toward; therefore, if you communicate against a motivator, you have greater potential for unsuccessful agreement and possibly conflict.

Behaviors and motivators assessments measure two distinct, yet related aspects of a person, as displayed in our Dimensions of Superior Performance model. Behaviors are the doorway of communication. They define how individuals tend to send information and how they desire to receive information. Meanwhile, motivators are the arena for communication. They will indicate what will elicit positive, negative or indifferent reactions from people. They will expose why people do what they do, what gets them excited and up out of bed in the morning, and what keeps them engaged.

## WHAT'S THE DIFFERENCE BETWEEN BEHAVIOR AND MOTIVATORS?



**Behavior is a doorway to understanding.**

**Motivators are an arena of communication.**



Behaviors and motivators are two distinct aspects of individuals. They work in conjunction, yet provide more specific insight into individuals—both the “why” and “how” of what they do. As you become more familiar with both of these aspects of an individual, you will start to understand how these two dimensions work together. Using the assessments together will provide you with a deeper understanding of people and positions. Consequently, you will have a better understanding of even your own mindset.

Our mindset is influenced by our filters, which affect what we hear and what we understand. When confronted with things that differ from our mindset, we may not be receptive. For example, if you believe that you are one of the best managers in the world, how would you be impacted with feedback about your abilities as a manager? Would you welcome a need to change? Providing feedback in a quantitative and descriptive format facilitates the development process.

Computerized assessments provide feedback so people can see their real self, and this is one of the best tools to help people change. The use of a motivators assessment has multiple benefits. Because motivators are closer to a person's core, they are harder to identify without in-depth conversations focused on areas like a person's interests, what they fill their free time with, how they may spend discretionary income, etc. Using assessments is a faster and more effective way to identify motivators.

There are many advantages to applying your knowledge of your own motivators as well as those of the people around you. From a purely personal perspective, when you understand what drives or motivates you, you can then take measures to ensure you are getting the most fulfillment out of life by making more informed decisions. This can lead to less stress and improved personal relationships.

From a professional perspective, motivators are a huge indicator of job and organizational engagement. When the leaders of an organization understand the unique rewards of each job, they can make better hiring decisions. When you hire people who are naturally rewarded by the type of work they perform, they will be more engaged and, therefore, more productive. When managers understand what motivates each unique employee, they can tailor their management style and re-frame concepts in ways that will be more appealing to each employee. Understanding how each individual approaches situations, changes or initiatives in the workplace will reduce the potential for conflict in the workplace.

While the concept of motivation may seem simple, the benefits of improved role clarity, job engagement, reduced stress, enhanced interpersonal relationships and improved performance are invaluable. Once organizations and individuals begin to apply motivational concepts, the world of opportunity, potential and satisfaction opens.



# **HOW MOTIVATORS ARE FORMED**

Motivators are formed in large part from the outside world through our senses—seeing, hearing, touching, tasting and smelling. It is also thought that we were born with a certain amount of data already in our brain.

What part of your makeup is due to heredity and genetics and what part is the result of your environment? Many believe nature (heredity) and nurture (environment) “dance together” to design a person’s uniqueness and anchor his or her motivators. The purpose of this manual is not to settle arguments between nurture or nature. We are only looking at the fact that all people are motivated. In fact they are motivated to do their thing not yours. Your hair will grow without motivation. However, getting your hair cut can be the result of internal or external motivation.

When we experience something through our senses, we can sort the experience into one of three categories: positive, negative or indifferent. Those that fall into the positive or negative categories start us on the way to defining our motivators as well as those things we do not appreciate.

Multiple experiences lead to perceptions or beliefs that eventually develop our motivators. The passion or intensity of each motivator is directly related back to the experiences.

***Let's say I have no information about dogs. I am, for this example, a very little boy.***

My mother takes me to my Grandma's house. I like going to my Grandma's house. When I get there, this warm and furry thing licks me and plays with me. It's like the stuffed animal on my bed, but it moves. I can pick it up and squeeze it. It makes noises. I like it. My mother tells me it's a doggy. I like doggy.

What happened? I experienced, through my five senses, a dog. This positive experience sends data to my subconscious in a category called "dog".

**What might I believe now about "dog"?**

- Dog is furry
- Dog smells funny
- Dog likes me
- I like dog
- Dog is warm and licks my face
- Dog is nice
- When I pull dog's tail, it barks

I could make a universal statement here. There is only one dog in the world, and he lives at my Grandma's house. We do that, don't we? We have one experience and turn it into a universal truth for all humanity.

***Let's continue with my story.***

Now as my mother pushes me in my stroller, back toward home, she runs into a friend of hers. He's got furry stuff on his face. It tickles when he kisses me. He's not a dog, though. He didn't lick me either. As he holds me, I see this big furry thing next to him that looks a lot like my Grandma's dog. Oh my! There is another dog besides my Grandma's. This one is bigger, a lot bigger. He has wet stuff running all down his mouth. He's not the same color as my Grandma's. His hair is longer too. I like him. His name is St. Bernard. He licked me, but that wet stuff from his mouth doesn't taste very good. He plays with me, but it hurts because he is so big, and I'm so little. I cried, but I like him.

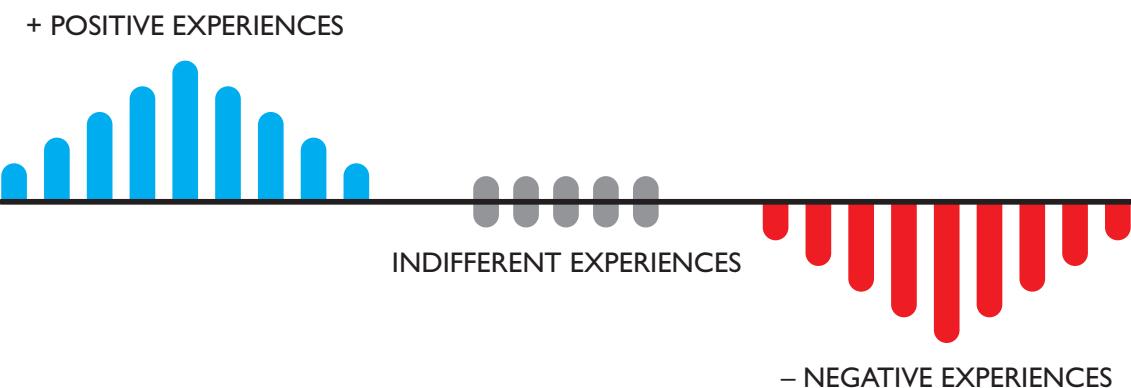
Now I am getting really wise. I have more experience with dogs. Even though I'm little, I'm becoming a dog expert. **What, with my new information, might I believe about dogs?**

- There are two dogs
- One is big. The other is little
- Both lick my face but one has water running out of his mouth, but it doesn't taste like water
- I like my Grandma's dog better. He doesn't hurt me
- I like dogs
- People can grow hair on their face, but it's not as soft as the dog's hair

Any subsequent experience I have with dogs adds more data to my subconscious, altering my beliefs about dogs. In this case, my experience with dogs is positive. I value dogs. I will probably want to own a dog my entire life. When I see dogs that are the same breed as my Grandma's, it will trigger a positive response. Stated simply: "I value dogs."

The experiences I had with dogs will lead to a positive valuing of dogs. When I see a dog, it will instantly trigger a positive response. If I see a dog like my Grandma's it will instantly trigger a response of higher intensity because of the higher intensity of the experience with Grandma's dog and the frequency of that positive experience (assuming I went to Grandma's house often).

The above scenario demonstrates how experiences lead to motivations. When we have multiple experiences we form positive or negative evaluations, which lead toward our attitudes—what we view positively or negatively. These positive and negative viewpoints combine into what become our motivators.



Based on the frequency and intensity of your experiences, you will have a multitude of beliefs that are classified into categories within your subconscious. Researchers tend to agree that similar beliefs cluster together. In other words, “Beliefs of a feather—flock together.” When you consider these categories, you will associate a perceived value to the category, whether positive, negative or indifferent.

We experience something by seeing, smelling, touching or hearing. This experience is processed and stored in your brain.

Multiple experiences that are similar could lend to a belief about the experiences. The experience is positive, negative or indifferent. Research by TTI using EEG brain equipment has verified the brains categories on very specific issues as being positive, negative (avoidance) or indifferent (both positive and negative).

This EEG research has also proven that when people identify what they are not and things they want to avoid there is almost 100% agreement with the brain. This proves that people are better at what they want to avoid than what they want out of life.

In other words our decisions are directly influenced by what is stored in our subconscious. To illustrate this, the next time you are in a restaurant look at the complete menu. Make two lists: a list of the items you would eat and another list of items you would never eat. The shorter list will be those you will not eat.

The decision to not eat something is usually done in less than a second. Trying to select a meal from the choices you will eat can take much longer.

We can say that our decisions are influenced by past experiences. For example, some people have a hate for certain foods based on an experience. Sometimes they change their view on that particular food based on a good experience. Usually they have to be talked into tasting the food they hate, or they eat it not knowing it and discover that they like it.

The experiences stored in our brain have a direct impact on our decisions. Many decisions are made to make your brain feel good. Our passions and motivators come from a simple premise. We need and want to enjoy things, and the brain is the final authority on what makes it happy. When our brain is happy, we are happy.

Our subconscious is full of information, which in turn influences our motivators. They are immensely powerful and affect our actions, often without us even knowing it. As mentioned earlier, some people struggle to define what their passions are. This may explain why some people are so firm in what they believe and who have true life and job satisfaction. Likewise, it may explain why some people lack satisfaction and direction. The use of a motivators assessment can be very powerful in helping individuals realize direction and find satisfaction in their personal and professional lives.



# THE HISTORY OF MOTIVATORS

Since the beginning of time, every human has developed motivators. The earliest human motivators were probably focused on surviving or fulfilling primary needs, as described by Maslow.

There is not much literature supporting motivators during ancient times. The philosophers of that era laid the background for the whole field of psychology, which is less than 200 years old. So much of the study of motivation is fairly recent, and we really didn't start talking about motivators until Eduard Spranger wrote the book, "Types of Men" in 1928.

Prior to Spranger's work, motivators had not been clearly defined, researched or studied. TTI's motivators are based on Spranger's model. Spranger defined motivators (values) as a compilation of likes, dislikes, viewpoints, shoulds, inner inclinations, rational and irrational judgments, prejudices and patterns that determine a person's view of the world. Once all these things are merged, they become consciously or subconsciously a standard or criterion for guiding one's actions.

## EDUARD SPRANGER 1882 - 1963

Eduard Spranger was a German psychologist, teacher and philosopher. He received his Ph.D. in Philosophy from the University of Berlin in 1909. He wrote the book that we attribute the Motivators theory to, "Types of Men" in 1928, coincidentally the same year that Marston wrote "Emotions of Normal People" about the DISC behavioral theory.

Spranger identified six motivators that could be found in life as described in his book, "Types of Men." It was originally published in German and remains in use at several universities in Germany as a textbook. TTI has reissued "Types of Men" and has made it available to anyone who would like additional insight into Spranger's theory. Spranger believed that the motivators were hierarchical, with the top two coloring the other four. The top two motivators dictate what a person perceives to value positively and is passionate about—that which will move a person into action.

Spranger also believed that motivators were predetermined at birth, one of the few concepts of his theory that is rejected by most. Spranger did not develop an assessment to measure his motivators; he was purely interested in the philosophical classifications of human passions, defining the why of a person's actions.

**Spranger's original names for the six motivators were:**

- THEORETICAL
- ECONOMIC
- AESTHETIC
- SOCIAL
- POLITICAL
- RELIGIOUS

While TTI has changed the title or name of some of these motivators, we have not changed the intent behind each title. Therefore, Economic becomes Utilitarian, Political becomes Individualistic and Religious became Regulatory and is now referred to as Traditional. We will learn more about what each of these motivators represents in the sections that follow.

## **GORDON W. ALLPORT 1897 - 1967**

Based on Spranger's model, Gordon Allport developed "Study of Values," the first paper instrument, in conjunction with P.E. Vernon and G. Lindzey in 1931. Allport believed that the Self in each of us is constantly striving to achieve its maximum potential, and that the Self is very active and progressive. The Study of Values assessment has been revised multiple times, and it is still in use today. The "Study of Values" is what TTI and Bill J. Bonnstetter based their research on while developing the TTI motivators assessments.

## **BILL J. BONNSTETTER**

Bill J. Bonnstetter's contributions focus on the application of others' theories (Spranger's Motivators and Marston's Behaviors, for example) to the business community. Using what were typically viewed as psychological theories, Bonnstetter developed products to benefit the business community in creating greater success both organizationally and individually. Bonnstetter excels at finding new and creative ways to apply time-tested theories for better organizational results. As an example of his drive to apply these theories in new ways, Bonnstetter designed and validated his own assessments for both behaviors and motivators. As he ran into problems or gaps with application of

assessments designed by others, he surrounded himself with researchers and developed and validated new assessment instruments, in areas such as personal skills and selling ability.

As part of his work with motivators, he validated a very low correlation between motivators (why we act) and behaviors (how we act), indicating two separate, valuable instruments. This significant study proves that behaviors and motivators are very separate and distinct measurements of people. If there were a high correlation between the two theories, this would indicate that they were virtually the same measurement of an individual using different titles.

In the late 1980s TTI and Bonnstetter originally developed the Business Values and Personal Interests and Values assessments. Throughout its history, TTI has always reviewed and revised its assessments to improve clarity and sensitivity.

Additional updates include revising the questionnaire to deliver higher validity, language and cultural translations, refining the scoring models, and continuing to improve the report content and application to personal and professional development.

Bonnstetter's in-depth understanding and observations led him to write "If I Knew Then," a short paperback that provides insight into motivators and their significance in life and work.

In addition to all of the research and application conducted by Bonnstetter and his team, he also made strides in the technological and intellectual property arenas. Besides being the first to computerize both the behaviors and motivators assessments, he also holds a patent on the Internet Delivery System, the system making reports available on the Internet. He received another patent for developing personalized reports integrating behaviors and motivators together, as well as a patent for the job benchmarking process, a bias-free process to assess multiple aspects a job would require for superior performance. Even today, Bonnstetter continues to further his research into these sciences and their application.



# MOTIVATORS DEFINED

**All motivators have a unique impact on both a person's career and personal life.**

A motivator is a way of looking at life, a mindset, and an influence on every decision we make. Our motivators, according to Spranger, determine what we perceive positively or negatively in life. We see the world through the window of our motivators, and our top two color our perception.

Spranger defined six motivators found in the world. While our understanding of these motivators has improved, the same six continue to play a major role in identifying the personal motivation people need satisfied on the job and in their personal lives.

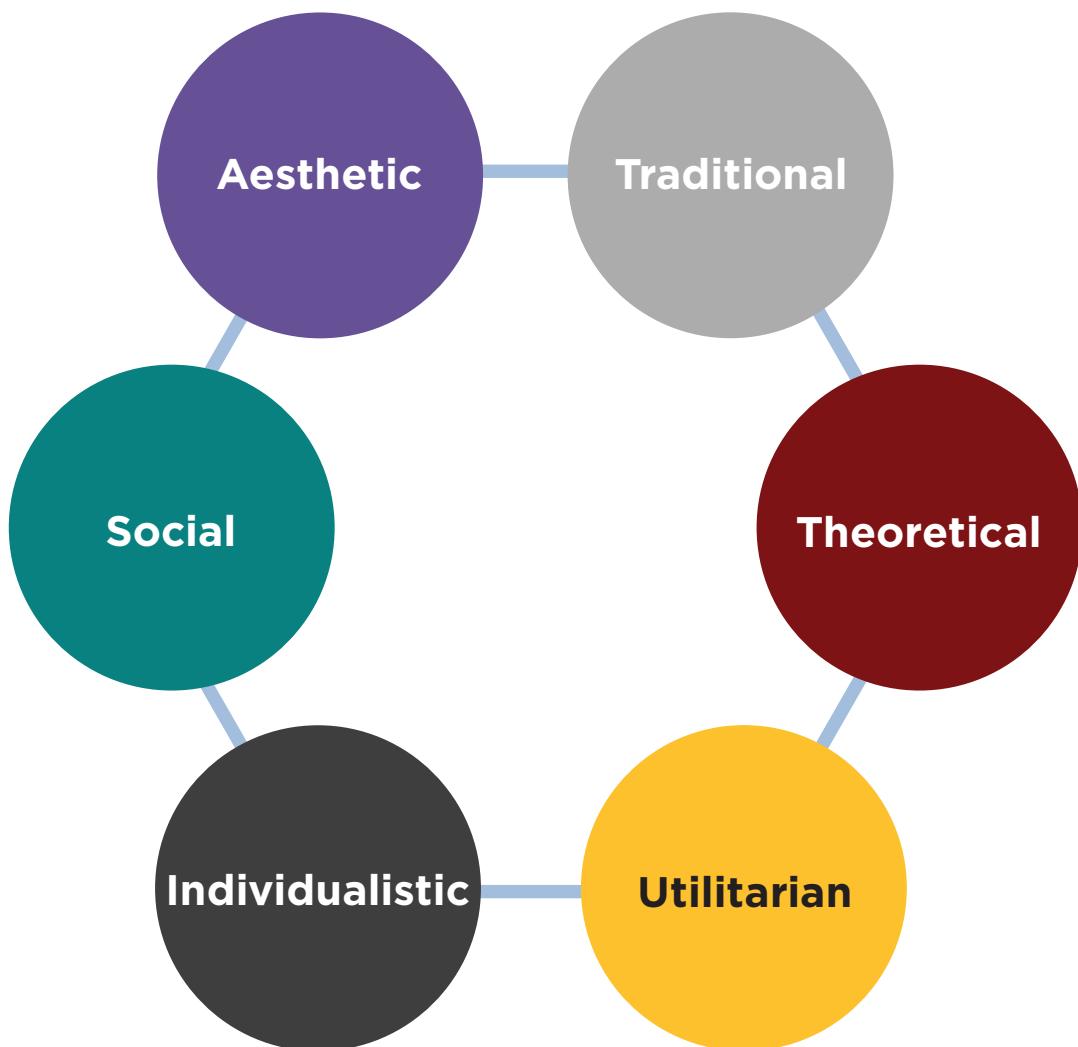
Our motivators help us define WHY we do what we do and help us discover our purpose and direction in life. Much of our uniqueness comes from our motivators.

Life is full of choices, and your motivators usually guide the decisions you make. **For example, your strongest motivator will influence your decisions and will have a major effect on the following decisions:**

1. Your specific area of study in school
2. Who you choose as your significant other
3. The type of retail purchases you make
4. The level of advancement you seek in life
5. Your opinions of other people
6. What you do with your free time
7. Your career choices

Your second or third strongest motivator can also influence your career choices. A person's unique combination of those top two or three motivators will guide decisions and choices, leading to the tremendous variety and individuality seen in people. An important consideration when looking at the motivators is that a strong low motivator can result in an extreme aversion or avoidance. That is, someone who has a strong low motivator can seek to satisfy it by avoiding things that might engage and satisfy someone with a high motivator. All of the impact motivators have individually and when combined will be explored in more detail as we move through each section of this manual, with each section building on the information provided in previous sections.

Before exploring all of the possible combinations that influence or direct our decisions, we must learn about each individual motivator.



**THEORETICAL**

- A passion to discover, systematize and analyze; a search for knowledge

**UTILITARIAN**

- A passion to gain return on all investments of time, talent and resources

**AESTHETIC**

- A passion to add balance and harmony in one's own life and protect our natural resources

**SOCIAL**

- A passion to eliminate hate and conflict in the world and to assist others

**INDIVIDUALISTIC**

- A passion to achieve position and to use that position to influence others

**TRADITIONAL**

- A passion to pursue the higher meaning in life through a defined system for living

As we discuss each motivator in the following section, consider that motivator is in a vacuum, without any impact from an individual's second or third motivators. It is important to first understand the motivators individually. Then you can start to experience and understand how as motivators combine, the outcomes will change.

As your understanding continues to grow, you will see how different behavioral styles will further change and influence motivators of individuals. This influence extends to all of the various dimensions measured by TTI, such as Emotional Intelligence (EQ). An individual with a higher level of Emotional Intelligence will react much differently than another with lower EQ, even if the same motivational hierarchies are shared. As you begin to use motivators with the other dimensions measured with TTI assessments, you will learn how the dimensions combine and contribute to the uniqueness of individuals.



## THE THEORETICAL MOTIVATOR

**Spranger Definition:** (excerpt from “Types of Men”) The attitude which identifies and differentiates, generalizes and individualizes, conjoins and separates, reasons and systematizes, whenever this attitude becomes dominant, it is self-evident that all subjective relations such as: feeling and desiring, attraction and repulsion, fearing and hoping must sink into the background. He can have only one passion, that for objective knowledge; only one kind of longing, to solve a problem, explain a question or formulate a theory. He despairs when ignorant and rejoices over a purely theoretic discovery even if it should be an insight, which would mean his death. He exhausts himself as a physical being to give birth to a purely intellectual world based on reason. He has a feeling for the purity of the cognitive process, a feeling that cares for nothing but truth.

**TTI Definition:** The primary drivers for this motivator are the discovery of knowledge/truth and an appetite for learning. In pursuit of this motivator, an individual takes a *cognitive* drive. 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. They tend to be generalists and have a positive drive toward education.

Today with so many jobs requiring continuous learning, those with a high Theoretical are kept engaged by staying abreast in their field. Those with a low Theoretical can be very selective in what they want to read or study. For example, they could be very knowledgeable only in a specific field or subject.

**Example:**

There was a literature professor at a university with a particular reputation and most students knew to sit several rows back from the front of the class. The reason was that this professor was known to have an unpleasant body odor. One of the faculty once visited this professor's home and was amazed at the amount of books and papers stacked on every surface of the house. In fact, the professor's bathtub was completely overflowing with books. He was so passionate about learning, that his own personal hygiene was neglected.

**Facts about Theoretical:**

- A sales person with very high Theoretical tends to spend too much time in the office preparing to make a sales call. He doesn't feel comfortable until he knows everything about the products or services. Over prepared can be just as bad as unprepared in some situations.
- 70%-80% of freshmen engineering students have Theoretical above the mean. Low Theoreticals may have difficulty achieving a degree in engineering, especially if their dominant behaviors are High Influence.
- Theoretical scores above the mean are especially good for insurance sales, managers, engineers, intellectual property lawyers and accountants because they all require continuous learning.
- Our research studying salespeople in Germany proved that to be successful they need a lot of product knowledge, and the high Theoretical motivation for knowledge supports their sales effort.
- Most people with doctorates have above average Theoretical.
- Low Theoreticals are challenged in a job that requires continuous improvement or continuous learning.

**Driving Force:** To utilize cognitive ability to understand, discover and systemize the truth.

**Goal:** Discovery of truth and knowledge.

**Passions** – These will drive a person to action:

- Understanding all aspects of problems or mysteries
- Identifying, differentiating, generalizing, systematizing
- Intellectual process
- Pursuit of knowledge, identifying truth and untruth
- Discovery and inquiry

**Characteristics of a Person with Theoretical as #1 or #2:**

- Objectivity in all areas of life
- Little emphasis on the subjective; always focused on the objective
- Values ideas that can be rationally explained
- Judges and rejects concepts that are subjective or based on faith
- The unknown can be known by applying our cognitive abilities

**Overextensions** – Occurs when a person is completely lost in one's passion, becoming oblivious to potential personal danger and/or the effects of one's actions on those around them:

- Pursuit of knowledge or truth can be so primary that practical matters (home, family, money) are neglected or ignored
- Discovery of truth may be placed higher than personal safety

**Stress Factors/Dissatisfiers** – Caused when the passion of that motivator is not fulfilled:

- An inability to know or discover
- Irrational, subjective experiences
- Career with no room for intellectual growth
- Lack of encouragement to continue to learn

**Powerful Communication Will Focus On:**

- Rational, objective fact and experience
- Solving mysteries and problems
- Presenting research and drawing conclusions

A person with a Theoretical drive is usually not concerned with application of the facts, only with discovery. Discovery is the end of the road, the end of the journey. Many great truths, discovered and searched out are hidden on library shelves waiting for application. The Theoretical dispassion for application often explains the division between academic institutions and the business world. To the pure Theoretical, truth does not have a price tag. Other motivators will color this information. If the Utilitarian motivator is in the top three of the hierarchy, past knowledge will be applied to solve future problems.

**Passionate Careers/Activities** – A person whose Theoretical score ranks in the #1 or #2 position will require careers and activities that contain the following ingredients:

- Continuing education
- Lifelong learning
- Seminars
- Ability to advance knowledge
- Analyzing, clarifying, systemizing
- Research and discovery questions
- Continuous improvement

Careers and activities that are in line with a person's motivators will arouse a passion in the person impelling him or her to action. Add additional careers in the blank spaces that would benefit from a High Theoretical.

- Researcher
- Professor
- Scientist
- \_\_\_\_\_
- \_\_\_\_\_

It is important to remember that a person's first and second motivators drive him or her to action. We call these primary motivators. The third and fourth motivator may drive a person to action on a situational basis. We call the third and fourth motivators situational motivators. The fifth and sixth motivators are not drivers for an individual; in fact they may evoke a negative reaction, in extreme cases. At best the fifth and sixth motivators are simply things the person is not interested in, and are therefore referred to as indifferent motivators. These can also be areas to avoid and things that can become demotivating.

**Primary Theoretical Motivator:** Theoretical is your first or second motivator. You have a passion for knowledge and the discovery of the truth. Your natural curiosity about the world is limitless. You find yourself asking questions about a variety of topics, even if the question may be completely off topic from the situation at hand. You are always interested to learn more about topics you are not familiar with.

**Situational Theoretical Motivator:** Theoretical is either your third or fourth motivator. Your drive for knowledge and the discovery of truth tends to be situational. You learn everything about specific topics usually related to one of your top two motivators. One or two of the other five motivators will be your primary motivator.

**Indifferent Theoretical Motivator:** Theoretical is either your fifth or sixth motivator. You will either be negative or indifferent to knowledge for knowledge sake and discovery of truth. When you hear someone laying out the facts, you may lose interest and tune out the discussion. Your desire to learn and know will be highly situational.

## THE UTILITARIAN MOTIVATOR

**Spranger Definition:** (excerpt from “Types of Men”) He who in all the relations of life prefers utility to all other values. He sees everything as a means for self-preservation, an aid in the natural struggle for existence and a possibility to render life pleasant. He economizes goods and forces, time and space in order to gain the maximum of useful effect for himself. As moderns we might call this the *practical* type, partly because (as we shall later see) the entire technical field is included in the economic point of view. But the value of practical activity lies not in the depths of a value-determining disposition but in the wholly external useful result.

**TTI Definition:** The primary drivers for this motivator are return on investment of time, talent and resources and what is useful. This means that an individual wants to have the security that money brings not only for himself or herself but also his or her family, for the present and future. This motivator includes the practical aspects of life, including 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 performs well in a capitalistic environment. People with high Utilitarian scores are likely to have a strong drive for high ROI in everything they do.

Utilitarian as a motivator creates a mindset to solve problems by improving performance, efficiency, usefulness, creating value or just thinking about making things bigger, faster and better. People with high Utilitarian motivators tend to have *self* as a part of the agenda. Even those who are working on a project to enhance the quality of life may expect to be rewarded for their solution.

People with Utilitarian as a motivator can satisfy this motivator in any career that generates rewards based on effort invested, such as, commissions or bonuses based on results. Sales, higher management or owning your own business can be the most common career choices to satisfy this motivator.

**Example:**

Sometimes motivators can be developed even at a younger age. After a mom had poured out the Halloween candy purchased to give out to the trick-or-treaters, she asked her seven year old son what he wanted to be for Halloween. Her son thought for a moment and then decided, "Mom, this year I would like to stay behind. Can we sell the candy this year instead of giving it away?"

The boy's mother brought him to work a few months later. The boy was seen collecting rocks in the front landscaping. He then took the rocks around the office, trying to sell them as paperweights. The boy was clearly developing a drive for return on investment and capitalism.

**Facts about Utilitarian:**

- The mindset of a high Utilitarian is one that is looking for improvement in productivity, time management, allocation of resources and solving problems that will enhance the bottom line.
- Research continually validates the importance of the Utilitarian mindset as it relates to sales, higher management and business ownership.
- People who use money as a scorecard many times offend Low Utilitarians.
- A research study found that top performing sales people in both Germany and the United States had Utilitarian as their top motivators 71% and 72% respectively.

**Driving Force:** Every investment made needs to have a greater return in time talent and/or resources.

**Goal:** Utility and what is useful.

**Passions** – These will drive a person to action:

- Utilizing all available resources to accomplish results
- Gaining a measurable return on all investments
- Creative application of resources
- Capitalism

**Characteristics of a Person with Utilitarian as #1 or #2:**

- Practicality in all areas of life, especially time, talent and resources
- Surpassing others in attainment of wealth or conservation of wealth
- Tremendous will/drive to maximize resources
- Judges and rejects that which is a waste of resources
- Very aware of return on investment of personal time, talent and resources
- Efficient
- Sensitive to wastefulness of time, talent and resources

**Overextensions** – Occurs when a person is completely lost in one's passion, becoming oblivious to potential personal danger and/or the effects of one's actions on others:

- Willing to give but always keeping an eye on ROI
- May be a workaholic
- May use money and possessions as a scorecard

**Stress Factors/Dissatisfiers** – Caused when the passion of that motivator is not fulfilled:

- Wasted resources, time and material
- Investments with inadequate or no return
- No reward for significant achievements

**Powerful Communication Will Focus On:**

- Return of investment
- Prove return on investment of time and resources
- Make sure return on investment promised is of value to the person
- Show how something can be bigger, faster or better

**Passionate Careers/Activities** – A person whose Utilitarian score ranks in the #1 or #2 position will require careers and activities that contain the following ingredients:

- Efficiency
- Practicality
- Pay for individual performance
- Pay proportionate to effort
- Bonuses and incentives
- Ability to gain a rewarding return on investment of their time, talent and resources

Careers and activities that are in line with a person's motivators will arouse a passion in the person impelling him or her to action. Add additional careers in the blank spaces that would benefit from a High Utilitarian.

- Sales
- Business Owner
- Financial Advisor
- \_\_\_\_\_
- \_\_\_\_\_

It is important to remember that it is a person's first and second motivators that drive him or her to action. We call these primary motivators. The third and fourth motivator may drive a person to action on a situational basis. We call the third and fourth motivators situational motivators. The fifth and sixth motivators are not drivers for an individual; in fact, they may evoke a negative reaction in extreme cases. At best the fifth and sixth motivators are simply things the person is not interested in, and are therefore referred to as indifferent motivators. These can also be areas to avoid and things that can become demotivating.

**Primary Utilitarian Motivator:** Whether you realize it or not, many of your actions will be driven by investment and return of your time, talent or resources. There is almost always a little voice in the back of your mind asking, is the smartest way to utilize my time, talent or resources?

**Situational Utilitarian Motivator:** You may be practical in certain situations, looking for return on investment only in specific arenas, but the Utilitarian motivator is not your driving passion.

**Indifferent Utilitarian Motivator:** You may react negatively when someone seeks return on investment, or you may be indifferent and not care. You may view people who are always focused on the bottom line to be selfish, or uncaring.

## THE AESTHETIC MOTIVATOR

**Spranger Definition:** (excerpt from “Types of Men”) If we wished to summarize the essence of aestheticism we should say: ‘it is the formed expression of an impression.’ Herein are contained three stages; (1) there is the impression, a sensuous concrete objective picture given in reality or created by the imagination, and which is psychically experienced in its emotional significance; (2) the expression, a sensuous-concrete presentation of my psychological content enlarged by imagination in a physical or imagined material; (3) this form as the product of the mutual interfusion of impression and expression which is achieved in its most pronounced sense if a condition of equilibrium or harmony is established between the objective and subjective factors.

**TTI Definition:** The primary driver for this motivator is an interest in form and harmony. Each experience is judged from the standpoint of grace, symmetry or tranquility. Life may be regarded as a procession of events, and each is enjoyed for its own sake. Life is more about the experience than the end result. A high score here does not necessarily mean that the person has talents in creative artistry. It indicates a primary interest in the artistic episodes of life.

Those that are motivated by their passion for Aesthetic tend to be sensitive. The focus of high Aesthetic is on the subjective experience and allowing these experiences to lead to self-realization, self-fulfillment and self-actualization. Anyone with a low Aesthetic drive can upset the high Aesthetic and not even know it. A high versus low drive is a recipe for conflict. This is true for all motivators; however the Aesthetic motivator, by its subjective nature, is more sensitive to chaos and conflict.

High Aesthetics have a unique view of the world based on form and harmony. Even two high Aesthetics can disagree about their meaning for beauty and harmony.

**Example:**

There was an employee at a call center who had Aesthetic as her number two motivator. Her supervisor considered her to be an average employee—not stellar, but not a problem employee. Her cubicle was in the middle of a huge call center floor, featuring all modular furniture and florescent lighting. When a cubicle opened up next to a window, the consultant working with the firm suggested they move her to this cubicle. Her supervisor originally pushed back, fearing she would waste more time staring out the window than getting her work done, since she was already average at best. Eventually, the supervisor agreed to move her to the window cubicle.

A few months later when asked about her performance, the supervisor was so excited to report her productivity had gone up about 30% since the move. When she was asked, she said she was so much happier to be able to look out at the trees and the squirrels while she was on the phone, that she enjoyed being there and didn't really notice the time passing. By simply reframing her work so that she could fulfill her motivator, she was more engaged and productive on the job.

**Facts about Aesthetic:**

- Students attending an environmental studies program tend to have their aesthetic above the population mean.
- High Aesthetics may not take a job handling hazardous material.
- Most high Aesthetics can relate to the green movement.
- The passion for fine art, jewelry or anything that would beautify the surroundings of a high Aesthetic can be seen as similar to the Utilitarian, if the high Aesthetic needs money to fulfill their Aesthetic passion.
- People with high Aesthetic many times surround themselves with nature and natural things such as pets or plants.

**Driving Force:** To enjoy and experience the beauty around oneself and allow it to mold oneself into all one can be.

**Goal:** Appreciation of the subjective experience and self-actualization.

**Passions** – These will move a person to action.

- Appreciation, enjoyment and striving for form, harmony, beauty and balance
- Subjective experience
- Appreciates the feelings of self and others
- Appreciation of impressions and experiences

**Characteristics of a Person with Aesthetic as #1 or #2:**

- Creative expression
- Appreciates impression and experiences
- Notices the uniqueness of experiences often missed by others
- Tends to reject and avoid that which causes personal pain and disharmony
- Focuses more on the subjective
- Necessity of and striving for balance in all areas of life (the entire painting must be in focus; an unfocused area, personal or professional, affects the whole picture)

**Overextensions** – Occurs when a person is completely lost in one's passion, becoming oblivious to potential personal danger and/or the effects of one's actions on others:

- Subjective feeling will conflict with objective reality
- May struggle with the realities of every day life and see an unrealistic picture

**Stress Factors/Dissatisfiers** – Caused when the passion of that motivator is not fulfilled.

- Disturbance of form, harmony and beauty in self, others and the environment
- Objective truth
- Pain and obstacles in life can affect the whole person
- Inability to personally grow
- An environment that doesn't allow for personal growth and development
- Disarrayed surroundings or a chaotic environment

**Powerful Communication Will Focus On:**

- Subjective experience of self and others
- Achievement of form and harmony
- Removal of pain and discomfort
- Personal growth and development
- Identify areas that are out of balance and focus on achieving or restoring form, harmony and beauty

**Passionate Careers/Activities** – A person whose Aesthetic score ranks in the #1 or #2 position will require careers and activities that contain the following ingredients:

- Personal growth and development: physical, mental and spiritual
- Self-help training and seminars
- Ability to freely express thoughts and opinions
- Movement toward form, beauty and harmony
- Opportunity to continually experience new things
- Ability to achieve a balance in all areas of life

Careers and activities that are in line with a person's motivators will arouse a passion in the person impelling him or her to action. Add additional careers in the blank spaces that would benefit from a High Aesthetic.

- Environmentalist
- Architect
- Interior Decorator
- \_\_\_\_\_
- \_\_\_\_\_

It is important to remember that a person's first and second motivators that drive him or her to action. We call these primary motivators. The third and fourth motivator may drive a person to action on a situational basis. We call the third and fourth motivators situational motivators. The fifth and sixth motivators are not drivers for an individual; in fact, they may evoke a negative reaction in extreme cases. At best the fifth and sixth motivators are simply things the person is not interested in, and are therefore referred to as indifferent motivators. These can also be areas to avoid and things that can become demotivating.

**Primary Aesthetic Motivator:** Your actions will be driven by a passion for form, harmony and beauty within and without, extending to your clothes, possessions, surroundings and experiences. Concerns about the environment may be very important to you.

**Situational Aesthetic Motivator:** Your passion for form, harmony and beauty will only be situational, not extending to the totality of your life. There may be instances where you may be more sensitive to form, harmony, balance and beauty, and there will be other times where these will not be a concern to you.

**Indifferent Aesthetic Motivator:** You will tend to be negative or indifferent toward people who focus on the subjective. You struggle to understand those who are focused on balance, form and harmony, as you feel that another focus is more important. You may struggle to understand why their heads are always in the clouds.

## THE SOCIAL MOTIVATOR

**Spranger Definition:** (excerpt from “Types of Men”) The specific social type is founded only when the sympathetic spirit becomes the original impulse of the soul and its immediate direction of life. The social quality in its highest development is called love. The social type has only an indirect attitude toward life. He does not live immediately through himself but in others. This may be carried to the point where he sees his own value only as it is reflected in other people. Purely social motives exist only when the value of the other soul per se... is placed above all other values. Whoever acts thus really lives in the other person.

**TTI Definition:** The primary drivers for this motivator are an inherent love of people. The Social person prizes other people and is, therefore, caring, sympathetic and unselfish. Research into this motivator indicates that in its purest form, the Social driver is selfless.

The high Social person is very giving of himself or herself to help others or to improve the well being of society. The high Social's outward focus on other people helps recognize the potential of others, exhibiting a drive to want to help them achieve their potential. This selfless drive can either be focused on a larger cause, such as ending global hunger, or it can be more individually driven, such as a drive to help a fellow co-worker who is struggling. The high Social is very generous with time, talents and resources.

**Example:**

For those organizations that have a Corporate Social Responsibility and/or an Employee Relations program, enlisting the high Socials on those teams to lead or facilitate these programs is highly recommended. Even though their particular positions may not fulfill their Social motivators, asking them to take a role in these programs can feed into their Social drive and make them feel excited and energized to come to work. This excitement will spill over to daily performance and will not only cause more engagement, but by having people so excited to be involved with these programs, that energy will spread throughout the organization and community.

**Facts about Social:**

- A high Social sales person who has the ability to adjust pricing will lower the price to complete the sale.
- High Socials excel at selling when the price is fixed.
- As managers or parents, high Socials have trouble disciplining others. They actually feel bad when they are forced to reprimand others and tend to back off.
- Low Socials many times do a better job of raising funds for a non-profit than high Socials.
- High Socials fulfill their passions in occupations where they can help others.
- High Socials are not good at negotiating their own salaries.
- High Socials make wonderful volunteers for non-profits.

**Driving Force:** To invest one's talent, time and resources in helping others to achieve their potential.

**Goal:** To eliminate hate and conflict in the world and improve the well being of others.

**Passions** – These will move a person to action.

- Opportunities to develop potential in others
- Championing worthy causes
- Bettering society and elimination of conflict and pain
- Needs and struggles of persons they come in contact with

**Characteristics of a Person with Social as #1 or #2:**

- Selflessness
- Investment of time and resources in others expecting no return
- Generosity, with little or no expectation of return
- Energy expended in the elimination of the pain and suffering of others

**Overextensions** – Occurs when a person is completely lost in her passion, becoming oblivious to potential personal danger and/or the effects of her actions on those around her:

- Primary focus on others can be injurious to self
- Overzealousness for a cause may lead to harmful behavior to self
- Prone to lose/win relationships, focusing only on the benefit to others

**Stress Factors/Dissatisfiers** – Caused when the passion of that motivator is not fulfilled.

- Too much emphasis on bottom-line results
- Decisions or actions which are insensitive to people
- Disengaged or unhappy co-workers

**Powerful Communication Will Focus On:**

- How others will benefit
- How pain and conflict will be decreased
- How potential of people will be maximized

**Passionate Careers/Activities** – A person whose Social score ranks in the #1 or #2 position will require careers and activities that contain the following ingredients:

- Ability to help others
- Opportunities to eliminate the pain and conflict
- Opportunities to better society and humanity
- Worthy global causes

Careers and activities that are in line with a person's motivators will arouse a passion in the person impelling him or her to action. Add additional careers in the blank spaces that would benefit from a High Social.

- Nurse
- Non-profit
- Therapist

- \_\_\_\_\_
- \_\_\_\_\_

Many times people with the Social motivator in #1 or #2 may throw themselves into a cause that cannot be won, focusing their entire passion and effort into making a bit of a difference in a few lives.

It is important to remember that a person's first and second motivators drive him or her to action. We call these primary motivators. The third and fourth motivator may drive a person to action on a situational basis. We call the third and fourth motivators situational motivators. The fifth and sixth motivators are not drivers for an individual; in fact, they may evoke a negative reaction in extreme cases. At best the fifth and sixth motivators are simply things the person is not interested in, and are therefore referred to as indifferent motivators. These can also be areas to avoid and things that can become demotivating.

**Primary Social Motivator:** You have a passion to better humanity, to invest your time, talents and resources in helping the world become a better place. You will find a tremendous fulfillment and valuing of life as you pursue social type activities and careers. You may not understand others who are not as giving.

**Situational Social Motivator:** You will have a passion to assist others only situationally, under given conditions and circumstances, such as family needs or specific causes, but not a passion for the whole world.

**Indifferent Social Motivator:** You may react negatively to social causes believing them to be a waste of resources and time. You may feel like a person who is always focused on others may be neglecting their own interests. You may become frustrated in the amount of time of effort others may put into helping those who aren't helping themselves.

## THE INDIVIDUALISTIC MOTIVATOR

**Spranger Definition:** (excerpt from “Types of Men”) The imprinting of one’s own will to value upon the inner world and the external behavior of another person. We have chosen the general term ‘power’ for the mental phenomena, which found the relations of domination. And doubtless it is open to being misunderstood and above all open to the danger of being mistaken for force and constraint which are only the ultimate physical consequences of power. But we must emphasize the fact that relations of power and dependency belong to the elementary facts of existence, which can be uprooted only with human nature itself. Anyone who wishes to extirpate them would suddenly realize the fact that he needs power to do this, or even that he is already using power. Power is thus the capacity and (usually) the will, to posit one’s own value direction in the other, either as a permanent or a transitory motive.

**TTI Definition:** The primary driver for this motivator is power, control and recognition. Research studies indicate that leaders in most fields have a high drive for power. Many philosophers have seen power as the most universal and most fundamental of motives; it is survival of the fittest. Yet, there are some individuals that feel this drive on a much higher level. For those individuals the drive for personal power, influence and renown comes above all other drives.

Often we refer to the Individualistic motivator as a desire to control one’s own destiny and/or the destiny of others. Individualistic is unique in the fact that it is almost always linked to another motivator; a drive for power and control through knowledge, helping others, practicality, etc.

The Individualistic motivator has been considered to be self-centered. You will find many people will downplay this motivator. Therefore, the Individualistic motivator is typically expressed through another motivator. For example, a high Individualistic with a high Utilitarian motivator will use his own control, position and power to achieve the highest level of ROI.

**Example:**

Whether she's in a personal or professional situation, Jami will almost always assert herself in a leadership role. Family gatherings, neighborhood events, sales strategy meetings and brainstorming sessions feature Jami at the helm. Driving the group to achieve their goals, Jami is motivated by the desire to succeed and be recognized as the one who led the team to victory. Due to her desire for independence and her competitive nature, Jami has little trust that others can deliver as effectively as she can. As a result, she's become the "go-to" person for those around her, often regardless of the problem at hand.

**Facts about Individualistic:**

- Most successful sales people are good at controlling their own destiny.
- Many times a successful employee will fail after being promoted to a management position because he or she doesn't have a desire to control the destiny of others, which is a requirement of a manager.
- Managers who tend to micro-manage may have an inherent desire to control the destiny of others.
- Individualistic is related to a "find a way to win" attitude.

**Driving Force:** To advance to the highest position in life and gain the greatest power; to lead and direct others.

**Goal:** To assert self and be victorious.

**Passions** – These will move a person to action:

- Achieving position
- Advancing position (forming strategic alliances)
- Planning and carrying out a winning strategy
- Leading others
- Working in and respecting authority and the chain of command

**Characteristics of a person with Individualistic #1 or #2:**

- Attaining and using power to accomplish purpose
- Advancing of personal position
- Strategic in approach to life
- Forms personal relationships to advance position
- Respects the chain of command and demands respect for personal position gained
- Willingness to direct and control self, others and resources to accomplish success
- Individual advancement may be more important than people
- Power can control the person

**Stress Factors/Dissatisfiers** – Caused when the passion of that motivator is not fulfilled:

- Actual or perceived threat; diminishing or loss of position and power
- Inability or lack of opportunity to advance
- Lack of respect given to personal position gained
- Lack of respect for the chain of command
- Small or poorly located workspace

**Powerful Communication Will Focus On:**

- How position will be advanced
- How position and power can be used to help others
- Opportunities for leadership

**Passionate Careers/Activities** – When the Individualistic motivator scores as #1 or #2, the following ingredients are necessary in the person's activities and careers:

- Opportunities to advance quickly
- Authority equal to responsibility
- Ability to lead, direct and control self and others
- The rewards of position and recognition for position attained
- Career pathing

Careers and activities that are in line with a person's motivators will arouse a passion in the person impelling him or her to action. Add additional careers in the blank spaces that would benefit from a High Individualistic.

- Politician

- Celebrity

- CEO

- \_\_\_\_\_

- \_\_\_\_\_

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**Primary Individualistic Motivator:** Life is a chess game to you.

Advancing your career and moving you into leadership positions will put you on a positive course. You will have a passion to control your personal life and direct the lives of others.

**Situational Individualistic Motivator:** You may have a desire to be a leader in a specific situation and avoid leadership positions in others. Your situational preference for power and control will only be visible in situations that may involve other, more primary, motivators.

**Indifferent Individualistic Motivator:** You may react negatively to those who seek to advance their position. You struggle to understand people with strong ego and strong drive for control. You may distrust those in power. Your indifference or negativity towards power and control may influence you to avoid leadership positions and to stay out of the spotlight.

## THE TRADITIONAL MOTIVATOR

**Spranger Definition:** (excerpt from “Types of Men”) We can now define religiosity as the condition, instinctive or rational, in which a single experience is either positively or negatively related to the total value of life. I call religious objects the objective contexts in which these deepest value experiences are created; and religion that inclusive concept of objective-mental forms in which these value relations are expressed as dogmas or cults. This personal totality can, of course, only be acquired by the most comprehensive and far-reaching contact with the entire world context. The typical basic character of religiosity may appear even when the value of life is only measured in regard to actual value experiences. We see from these definitions that nothing is outside the realm of religion, although, according to its importance in the total mental life of the person, it may be significant in different degrees.

**TTI Definition:** The primary drivers for this motivator may be called unity, order, or tradition. Individuals with high scores in this motivator 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. This system guides all decisions and interactions in a high Traditional's life.

Many organizations have been founded on principles and have passed these principles down over the years. These principles could be defined as rules and regulations or a system of living. When these exist, they may inhibit the organization from making changes, especially if these changes are against their system.

**Example:**

Over the years, a consultant has worked with a highly Traditional organization. It is a manufacturing company that is multi-generational, privately-held and family-run. The organization has a faith-based system that provides guidelines for how the company operates, and the company encourages its employees to have a similar faith-based belief system. In a strategic conversation with the managers, it was reinforced how much each employee loves working there and how proud each one is to be a part of the company. They all feel fulfilled that they are rewarded and reinforced for having such a strong faith and that their beliefs are in alignment with the entire company. It provides cohesiveness and a sense of pride for the employees.

However, the management team did also recognize that for employees who do not have such a strong faith-based belief system, it could be a struggle to fit in. Employees who do not fit into the Traditional system of the organization either have learned to accept and be open to the beliefs of the organization, or they have chosen to find other employment because they have struggled with working for a company that openly expresses a faith-based belief system.

**Facts About Traditional:**

- People with a high Traditional motivator usually are slower to change on things that are principle based.
- When their commitment to their belief is so strong, they will actually champion their cause.
- Traditionalists are dedicated to walking their talk and making sure others walk with them.
- Traditionalists provide stability for our society.
- Our research indicates that most people who re-enlist in any branch of the US armed forces have Traditional above the mean.

**Driving Force:** To pursue the highest meaning in life.

**Goal:** To search for and find the highest value in life or the greatest system for living.

**Passions** – These will move a person to action:

- Pursuit of the divine in life
- Converting others to their system
- A worthy cause or to create a cause
- Understanding the totality of life
- Living and applying their principles to all situations

**Characteristics of a person with Traditional #1 or #2:**

- Living according to a closed book system; a system of principles
- Following, to the death, a worthy cause
- May not be open-minded to new ideas or changes
- All decisions will emanate from the principles held

**Overextensions** – Occurs when a person is completely lost in one's passion, becoming oblivious to potential personal danger and/or the effects of one's actions on those around them:

- May break the law believing their book is higher
- Sacrifice of self for beliefs or cause
- Closed-minded and judgmental toward other viewpoints

**Stress Factors/Dissatisfiers** – Caused when the passion of that motivator is not fulfilled:

- Opposition to their cause or beliefs
- Change simply for the sake of change, especially if it is in conflict with their belief system

**Powerful Communication Will Focus On:**

- The meaning and totality of life
- Bringing spiritual elements into the conversation
- How your plans will move us toward the ideal
- How their system improves the world

**Passionate Careers/Activities** – A person whose Traditional score ranks in the #1 or #2 position will require careers and activities that contain the following ingredients:

- Rules to live by
- Rules for others to live by
- Systems, beliefs and principles
- Causes
- A historical past

Careers and activities that are in line with a person's motivators will arouse a passion in the person impelling him or her to action. Add additional careers in the blank spaces that would benefit from a high Traditional.

- Reformer
- Law Enforcement
- CFO
- \_\_\_\_\_
- \_\_\_\_\_

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**Primary Traditional Motivator:** You believe you have found a system for living, or even a rule book that will lead you and others to the highest meaning in life. You will tend to reject beliefs that do not fit in your system.

**Situational Traditional Motivator:** You probably do not have a set system for living and may be in the process of investigating several systems, adopting and rejecting beliefs from each.

**Indifferent Traditional Motivator:** You may react negatively to someone who believes he/she has found a system to live by. Your opinion may be, "Just don't force your beliefs on me!" You may not believe that one way is the only way, and be willing to consider all different methodologies for living.

# READING THE MOTIVATORS GRAPH

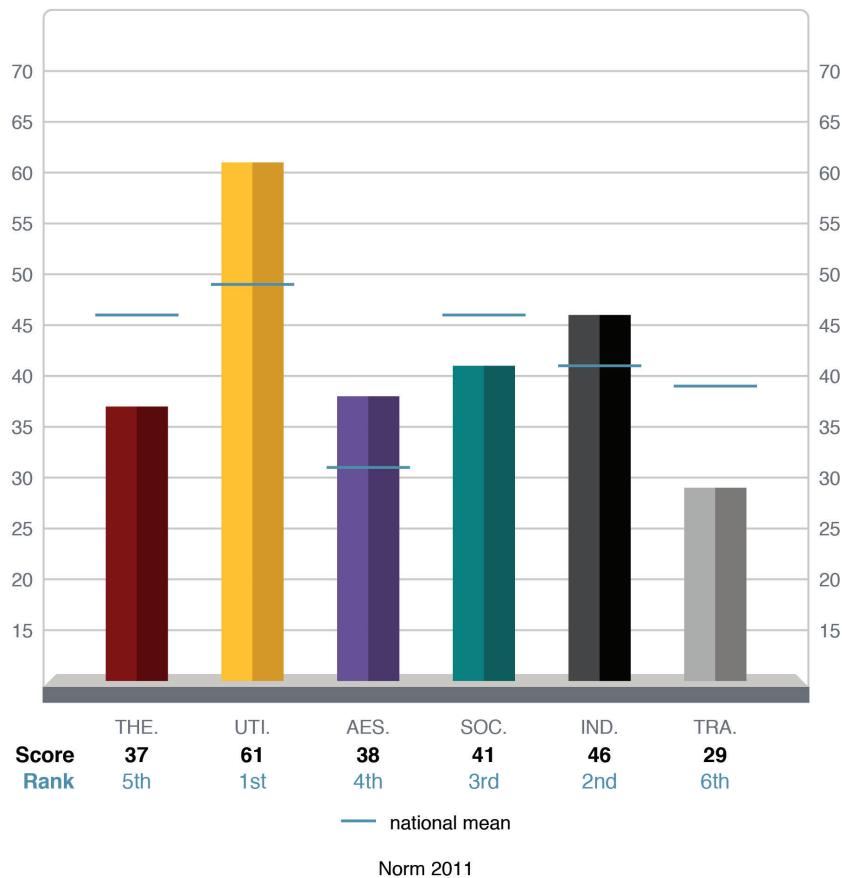
## TTI MOTIVATION INSIGHTS® ASSESSMENT

The TTI Motivation Insights® assessment forces a comparison of each of the six motivators to the others 12 times. The survey consists of 12 questions with six options per question and the respondent ranks his or her preference of each of the six options from highest to lowest for each question. Based on our research, this new approach made the assessment more solid. Under the direction of Bill J. Bonnstetter and Dave Bonnstetter, TTI was the first in the world to computerize the Spranger model. **Below is an example of the type of questions asked in the assessment:**

**My personal improvement plan includes:**

- Exploring my beliefs
- Helping others
- Leadership roles
- Security for retirement
- Additional education
- Beautification of personal surroundings

## MOTIVATORS GRAPH



**The horizontal axis lists each of the six motivators:**

The – Theoretical

Uti – Utilitarian

Aes – Aesthetic

Soc – Social

Ind – Individualistic

Tra – Traditional

The black horizontal line in each of the six bar graphs indicates the Population Mean for that particular motivator. Note the Population Mean varies for each of the six motivators. Each motivator's score can then be seen at the bottom of the graph, with its ranking beneath it.

**When looking at a motivators graph there are three things we need to consider:**

1. The Hierarchy Order (Rank)
2. The Height of the Bars (Score)
3. The Relationship to Other People (Norms and Comparisons)

## THE HIERARCHY ORDER (RANK)

Each person who takes the assessment, based on his or her responses is assigned a “Rank” which indicates the order in which each of the six motivators are valued from highest to lowest.

- **Primary Motivators** – The first two motivators are the primary drivers for the respondent. Activities and situations that reward these Primary Motivators will tend to motivate this person to action all of the time.
- **Situational Motivators** – The middle two motivators are situational for the respondent. That is, in the right time and right place, these motivators may in fact move the person to action. In order for this to occur the person will usually need to be somehow also satisfying a primary driver. For example, a situationally Theoretical motivated person might only find the pursuit of knowledge rewarding when the pursuit leads to a return on investment, when the Utilitarian is a primary motivator.
- **Indifferent Motivators** – The bottom two motivators in the hierarchy will either evoke an indifferent or perhaps even negative reaction from the respondent. That is, depending on how low the score is, a person’s lowest two motivators can cause them to not be too concerned either way or it can even lead to them trying to avoid things in that area.

When looking at each motivator in isolation, it is important to also consider how the primary motivators will influence each other as well as how the situational and indifferent motivators will manifest.

The rank of a motivator is most vital to understanding an individual’s motivators. In the event of a tie, the assessment’s programming will default to a tiebreaker to rank the correct hierarchy. A person’s motivational hierarchy is difficult to change, and while a hierarchy may change due to a significant life event, in general motivators remain constant and unchanging.

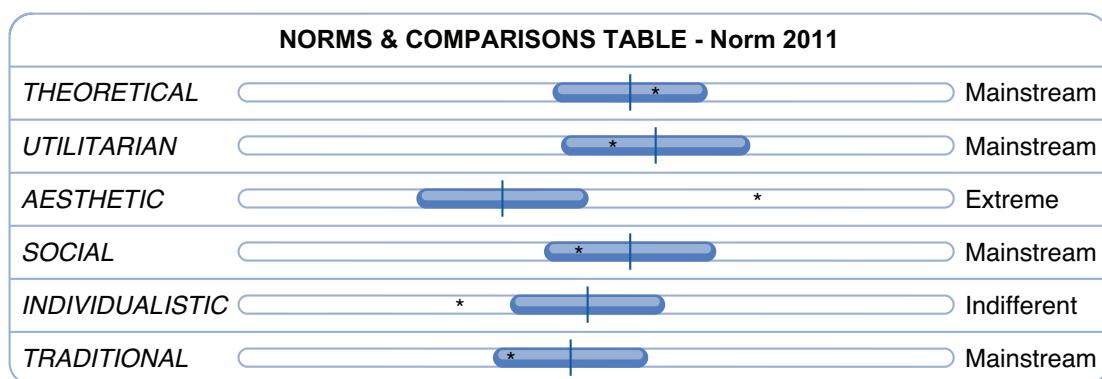
## THE HEIGHT OF THE BARS (SCORE)

Each motivator's score can be seen at the bottom of the graph. When interpreting a Motivators graph think of the height of the graph (Score) as the intensity and the Rank as the preference. The Motivators graph indicates the intensity to which a person is drawn to (higher score) or tends to avoid (lower score) a particular area.

While the Rank and Score are vital to understanding an individual's motivators, it is important to consider how the score compares to the population mean, represented by the floating black bars for each motivator. You can see that the population mean varies from motivator to motivator. It is also to consider the third aspect of the motivators assessment, the relationship to others (Norms and Comparisons).

## THE RELATIONSHIP TO OTHER PEOPLE (NORMS AND COMPARISONS)

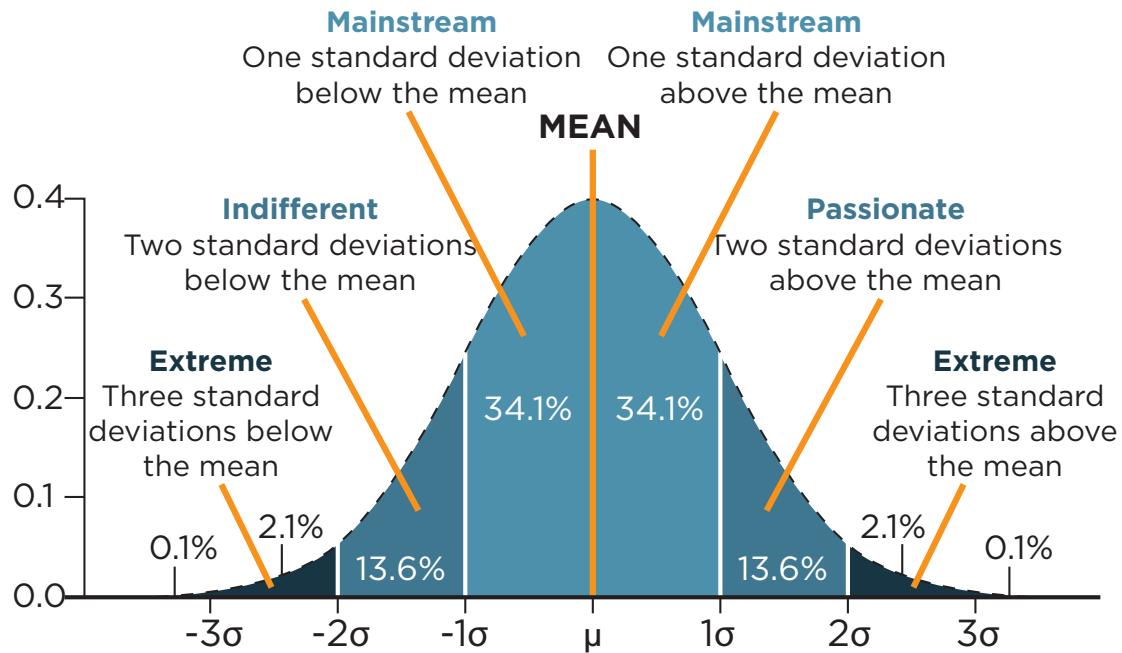
The Norms and Comparisons Table offers a similar and slightly different look at an individual's motivators. This table will issue a label for each motivator; mainstream, passionate, indifferent or extreme. These labels are based on how a person compares to the population averages.



- 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

Each label is based on the person's score in relation to the standard population using a standard statistical measure called a standard deviation. Each label tells us how intensely a person (when compared to others) is motivated or not by a particular motivator. See the bell curve diagram below for more explanation.



As you can see in the diagram each label coincides with a standard deviation:

- **Mainstream** – the person's score fell within one Standard Deviation from the mean. That is one standard deviation above the mean and one standard deviation below the mean. People who fall in the first standard deviation from the mean on a motivator will share a similar level of motivation as about 34% of the population.
- **Passionate** – the person's score fell within the second standard deviation above the mean. That is, only 13% of people will be as passionate about that area as they are.
- **Indifferent** – the person's score fell within the second standard deviation below the mean. That is, only 13% of people will be as indifferent toward or even avoid that area as they are.
- **Extreme** – The “Extreme” label is reserved for people who score in the third Standard deviation above or below the mean. That is, only about 2% of people share their level of attraction (when above the mean) or avoidance (when below the mean).

**Why is this important to know?** When helping people understand their motivators it is important to help them understand where they are in relation to others. This is particularly important for people who receive the extreme, passionate or indifferent label as they will be more drawn to (or avoid) that area than most people. Helping those understand that their intense focus in one area, labeled “Extreme” may even put people off because they are so passionate about that area.

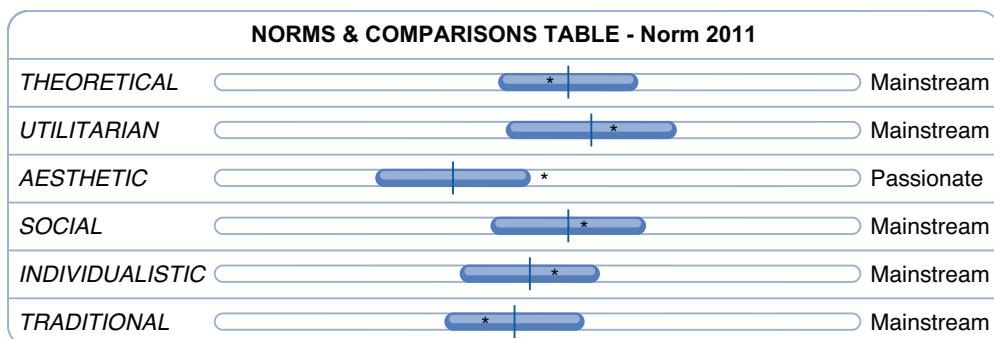
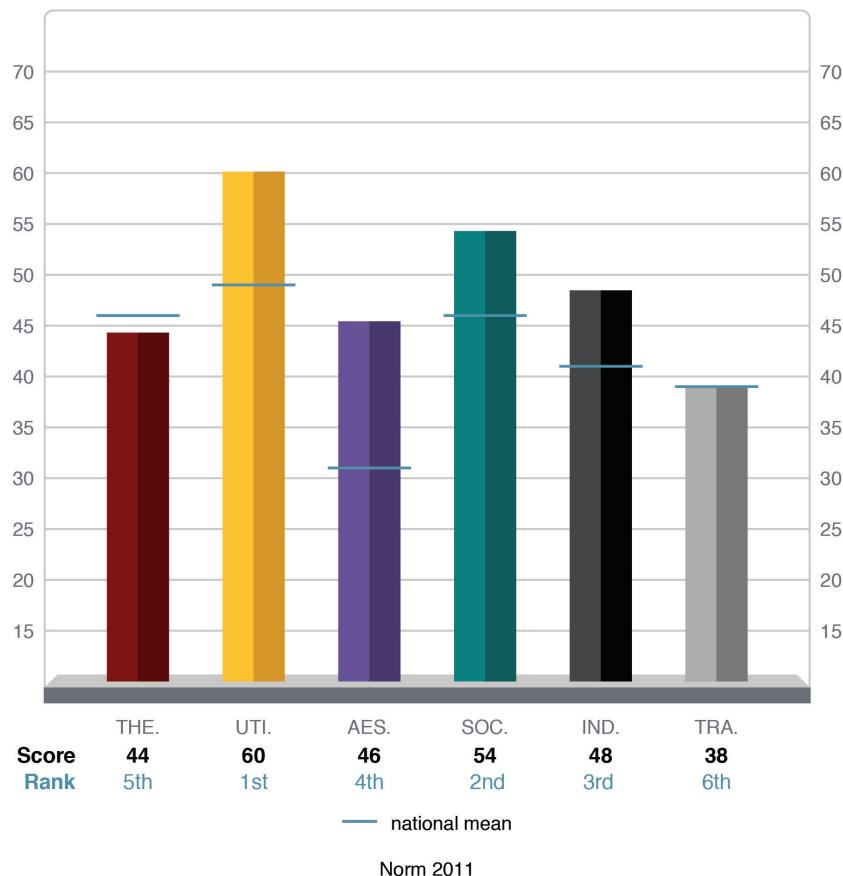
The power of the motivators report is magnified as the individual is compared to society. According to Zig Ziglar (1926-2012), those who are most successful in achieving their goals are people who have learned to communicate effectively with others. **By comparing the individual with the Population Mean, information is gained in two areas:**

1. How the individual will perceive the motivation of others.
2. How others will perceive the motivation of the individual.

This will identify areas in which the individual will have stronger feelings or passions compared to others. It will also recognize where others' strong feelings may frustrate the individual, as the same passions are not shared. By comparing the score of each motivator to the Population Mean, predictions can be made about the comparison of the individual's attitude to the world and others around them.

How will the person fit in and how will the world be seen? If a motivator is significantly higher than the Population Mean, the person's viewpoint will tend to be out of the mainstream and different, perhaps causing harsher judgment by society and of society.

## Let's consider an example. Mark's Motivators graph:



In the above example, Mark's primary motivators are Utilitarian and Social. He is driven to always achieve the highest return and to be able to help others. He is most engaged when he is helping others achieve the highest return on their investment of time, talent and resources.

Yet, if you look at the Norms and Comparisons table, you can see that he is significantly above average in his Aesthetic motivator. He is listed in the Passionate area. This should not be confused with the fact that his primary and secondary motivators are Utilitarian and Social. For Mark, he is most motivated by ROI and helping others, yet other people may see some Aesthetic tendencies in Mark. Perhaps he is more focused on the experiences or sense of balance around him, but this is not his primary motivator in fact, Aesthetic is fourth on his hierarchy.

This simply means that others may consider Mark to be more Aesthetically inclined than they themselves may be, but for Mark it is not his reason to get out of bed in the morning, his reason for staying motivated. He may understand and relate to other people who are highly motivated by Aesthetic, as he is above the average in this area, even though it is not his main driver. It is important to understand this difference, as perceptions others have of us and the perceptions we have of others are often not entirely correct. As discussed earlier, motivators are more hidden and are more difficult to discover in others.

# DEBRIEFING THE REPORT

The Motivators Insights® instrument has been shown to add immense value to a person's self-understanding. Most psychologists agree that the initial step in achieving your maximum potential is a clear understanding of who you are. The motivator's assessment provides that foundation for self-awareness. Knowledge is the biggest modifier of behavior.

The initial objective of debriefing the report is to assist an individual to understand "why" he does what he does. By understanding the "why" of his actions, he can take charge of his life and environment, thus achieving a more fulfilled life. Guiding an individual through his report and helping him apply this new knowledge, both personally and professionally, is the goal of a debriefing.

The contents of the TTI reports are designed to be easily understood and use language applicable to individuals at any level. The contents are written to help an individual facilitate growth and development. While the reports can be read and understood by the respondent alone, the best use of the tool is to have a professional guide the respondent through the results in a debriefing. You may develop your own process for debriefing a report, but TTI also provides support for the debriefing session.

## USING THE TRI-FEEDBACK AND MOTIVATORS DEBRIEFING GUIDE

TTI Tri-Feedback is a process developed to ensure respondents get the most out of their TTI reports. **Using this process to debrief reports, discussion and feedback is focused on three areas:**

1. Personal growth of the respondent through self-discovery—helping the respondent to better understand him/herself.
2. Improving relationships through enhanced communication and understanding—learning to adapt to others more effectively.
3. Professional development by aligning individuals with their jobs—understanding how potential strengths and weaknesses affect on-the-job performance. When an individual is aligned with the requirements of superior performance of a job, she will be much more engaged and more productive.

The main focus of the debriefing is to help the individual apply this information to their current lives. A debriefing goes much deeper than simply reading the report to them. During each section of the report, you should be asking open-ended questions to help guide the person's own self development. In each section ask the individual to highlight or identify two to three statements and have a conversation around why she selected those particular statements.

- Who knows this about you?
- Who should know this about you?
- Are you able to use/do this in your current role?
  - ***If not, is there a way that you can start?***
- Are you fulfilling this motivator on the job? At home?
  - ***If not, is there a way you can start?***
- How does this impact your future career decisions?
- How does this impact your future life decisions?

It is also important to remember to use the True/False/Edit technique during your debriefing. This technique allows the individual to identify statements that perhaps she may not entirely agree with. Because this assessment is only looking at her motivators alone, and we do not know everything about her past experiences, it is best to allow for possible edits to the content. If there is a word or phrase she would prefer to change to a synonym of sorts, cross it out and write in the new terms. If there is a statement that she says is False, ask her to take the statement to two to three trusted advisors before just crossing it out as False. Have her ask their advisors' opinion of the statement, as sometimes we do not always see ourselves as clearly as others do. They may get some additional insight from others that she trusts.

The debriefing is all about guiding people through their passions and drivers and helping apply them to the areas of life that would lead them to a higher level of work/life satisfaction. Please refer to the Motivators Debriefing Guide in Appendix II on Page 129 for additional insight and guidance for debriefing the TTI Motivators reports.

# BLENDING MOTIVATORS

So far we have addressed individual motivators as the “WHY” you do what you do, or unique drivers for a person. However, TTI suggests that you consider a person’s top two motivators when considering what drives that individual.



**When it comes to satisfying motivators, there are three styles that can be exhibited, a Ski Bum, a Work-a-holic and a Balanced individual.**

A Ski Bum is an individual who is getting all of his satisfaction and finding all motivational fulfillment in his personal life. He focuses all time, talents and resources on personal endeavors; whereas a Work-a-holic is getting his entire motivational fulfillment on the job. The Work-a-holic is not finding any fulfillment in his personal life, and therefore focuses all of his time, talent and resources on his professional life. The ideal goal is to be a Balanced individual. The Balanced person is fulfilling personal drivers in both her personal and professional life. The Balanced person shares fulfillment between personal and professional endeavors, while perhaps not always being fulfilled simultaneously.

Motivators can be satisfied individually or in combination. For example, John is a high Utilitarian and high Social. At work his company depends on him to utilize all resources to their highest levels and that satisfies his Utilitarian drive. Meanwhile, on the weekends he is the assistant coach on his kids’ baseball team, helping grow the fundamental skills of each player, thus satisfying his Social.

Or motivators can be satisfied conjunctionally; Sara is also a high Utilitarian and high Social. She is responsible for organizing health fairs for her school within a restricted budget. Maximizing her resources to put together an event that benefits everyone at her school satisfies both of Sara’s motivators.

With this in mind, let's spend this next chapter on combining the different motivators to become familiar with addressing motivators in a more holistic way. The top two motivators tend to act in tandem and color each other.

### **Theoretical – Utilitarian**

#### **Search for truth will employ the wisest use of resources**

A drive to learn to be efficient with one's resources  
OR  
A drive to be efficient with one's resources to learn more

### **Theoretical – Aesthetic**

#### **Beauty, form and harmony are initially appreciated, then dissected for the purpose of understanding**

A drive to learn to create or express  
OR  
A drive to create or express to learn more

### **Theoretical – Social**

#### **Use of knowledge to help others**

A drive to learn that benefits others  
OR  
A drive to help others and learn from it

### **Theoretical – Individualistic**

#### **Knowledge is power**

A drive to learn that elevates oneself  
OR  
A drive to elevate oneself to learn more

### **Theoretical – Traditional**

#### **A passionate desire to understand and explain the elements of the way to live**

A drive to learn to adhere to a system of beliefs  
OR  
A drive to adhere to a system of beliefs that promotes learning

### **Utilitarian – Aesthetic**

**Objects of beauty may be purchased for a return on their investment**

A drive to maximize resources to create or express  
OR  
A drive to create or express to be efficient with one's resources

### **Utilitarian – Social**

**Utilitarian will give but expects a return on investment in the future**

A drive to maximize resources that benefits others  
OR  
A drive to help others be efficient with their resources

### **Utilitarian – Individualistic**

**Resources are examined and alliances are formed to gain the greatest return**

A drive to maximize resources to elevate oneself  
OR  
A drive to elevate oneself to be efficient with one's resources

### **Utilitarian – Traditional**

**Resources are used to advance the person's beliefs or causes**

A drive to maximize resources to adhere to a system of beliefs  
OR  
A drive to adhere to a system of beliefs that maximizes one's resources

### **Aesthetic – Social**

**Elimination of social ills leads to a more harmonious society**

A drive to create or express that benefits others  
OR  
A drive to help others through creating or expressing

### **Aesthetic – Individualistic**

**The beautiful things in life indicate position and influence**

A drive to create or express that elevates oneself  
OR  
A drive to elevate oneself through creating or expressing

### **Aesthetic – Traditional**

**The reverence for each soul is worthy of the time and resources invested**

- A drive to create or express to adhere to a system of beliefs
- OR
- A drive to adhere to a system of beliefs through creating or expressing

### **Social – Individualistic**

**Will lead others in a worthy cause and mission**

- A drive to help others through elevating oneself
- OR
- A drive to elevate oneself through helping others

### **Social – Traditional**

**The reverence for each soul is worthy of the time and resources invested**

- A drive to help others by adhering to a system of beliefs
- OR
- A drive to adhere to a system of beliefs that helps others

### **Individualistic – Traditional**

**Will lead others in advancing a set of beliefs and a cause**

- A drive to elevate oneself by adhering to a system of beliefs
- OR
- A drive to adhere to a system of beliefs through elevating oneself

These provide an outline of how the motivators may interact with each other and manifest together. As you use the assessment with more and more individuals you will see how unique all the motivational combinations can be. In addition to the motivators influencing and interacting with each other in an individual, you will begin to see that many other factors will contribute to how a person acts on his motivators, including his behavioral style, level of emotional intelligence, personal skills, etc.

# **APPRECIATION OF MOTIVATORS**

As we learned with behaviors, there are no good nor bad, better nor worse behaviors; the same is to be said of motivators. Therefore, an important aspect of understanding and applying motivators is to appreciate each one and recognize the value each brings.

Building on motivators, we can then take the insight they bring and describe HOW the motivator may be demonstrated through an individual's behaviors (Dominance, Influence, Steadiness and Compliance). We will explore each of the six motivators and consider how the different behavioral styles will act on that driver.

## THEORETICAL

### **Strengths:**

- Solving problems
- Objectivity in all areas
- Identifying, differentiating, generalizing, systemizing
- Pursuit of knowledge, identifying truth and untruth
- Knowledge for the sake of knowledge

Those with high Theoretical bring a focus on discovering the truth, solving a problem and cold hard facts and research. The different behavioral styles will demonstrate this drive:

- D - Direct and factual with information
- I - Offer big picture ideas based on researched theories
- S - Will share information only when asked
- C - Precise with information findings

## UTILITARIAN

### **Strengths:**

- Practicality in all areas of life
- Utilizing resources to accomplish results
- Gaining a measurable return on all investments
- Creative application of resources
- Producing goods, materials and services and marketing them for economic gain
- Capitalism

- D - Decisive when maximizing resources
- I - Wants to take big risk for big reward
- S - Methodical with investments
- C - Calculated moves with resources

## AESTHETIC

### **Strengths:**

- Appreciation and enjoyment of form, harmony and beauty
- Enjoyment of all senses
- Subjective experiences
- Understanding feelings of self and others
- Self-realization, self-fulfillment and self-actualization
- Creative expression
- Appreciation of all impressions

D - Offers their subjective opinions

I - Quick to share their feelings

S - Will not share when their experience is not enjoyable

C - A perfectionist

## SOCIAL

### **Strengths:**

- Investing self in others
- Selflessness
- Generosity of time, talents and resources
- Seeing and developing potential in others
- Champion of a worthy cause

D - Leads others for their benefit

I - Asks others if they need help

S - Wants to help others if asked

C - Helps others in a detailed way

## INDIVIDUALISTIC

### **Strengths:**

- Leading others
- Achieving position
- Advancing position (forming strategic alliances)
- Attaining and using power to accomplish purpose
- Planning and carrying out a winning strategy
- Tactics and positioning

D - Focused on the outcome of their strategy

I - Tells others of their accomplishments

S - Does not share accomplishments with others

C - Precise in their plan to move up

## TRADITIONAL

### **Strengths:**

- Understanding the totality of life
- Finding the meaning of life in a system
- Pursuit of the divine in life
- Following and dying for a cause
- Living consistently according to a “closed” book
- Converting others to their system

D - Tells others that their system is the right one

I - Converses with others about why their system is good

S - Keeps their beliefs to themselves

C - Has a very strict way of living

# POTENTIAL CONFLICTS

Each person that completes the motivators survey will learn her motivational hierarchy; her top two, middle two, and bottom two. As discussed in the Norms and Comparisons section of the Reading the Motivators Graph chapter on Page 62, we learned it's possible for individuals to be extreme or even indifferent to specific motivators, and these extremes can lead to potential conflicts. It is important to note that potential conflict is not limited to just passionate or extreme scores in motivators; conflict can arise even in more moderate scores.

## **Let's now address where potential conflicts may come from and the different types of potential conflict.**

There are three types of conflict that can occur in the world—Me/Me, Me/You, Me/Job.

**Me/Me Conflict:** A conflict within oneself whereby the individual demonstrates two or more traits that have the potential to pull him/her in different directions.

**Me/You Conflict:** A conflict between the individual and others whereby the respondent demonstrates traits that potentially oppose the traits of others, causing tension in relationships.

**Me/Job Conflict:** A conflict between the individual and his/her job whereby the respondent demonstrates or lacks traits that can potentially cause performance-related issues.

These three areas of conflict are possible within the same motivator as well as between different motivators. We will explore each of the different potentials for conflict both within and between the six motivators.

## **MOTIVATORS MAY HAVE CONFLICT IN FIVE DIFFERENT WAYS**

- 1. Me/Me Conflict** – A primary motivator for an individual may cause internal conflict if the person is unable to fulfill, or if a bottom motivator is unable to avoid the motivator.
- 2. Me/Me Conflict** – The top two motivators of a person may be in conflict with one another, where the drive of one motivator hampers or conflicts with the drive of the other motivator.

3. **Me/You Conflict and or Me/Job Conflict** – The top two motivators of a person conflict with the dominant motivators of another person, job or environment they are interacting with.
4. **Me/You Conflict and or Me/Job Conflict** – The top two motivators of a person create conflict with the fifth and sixth motivators of another person, job or environment.
5. **Me/You Conflict and or Me/Job Conflict** – The fifth and sixth attitudes of a person are negative toward the dominant attitudes of another person, job or environment.

Below are commonly occurring potentials for conflict with motivators, but this does not mean that conflict must always happen. This list is also not meant to say that there may not be other types of conflict with motivators; these are simply the ones that occur the most often.

## POTENTIAL CONFLICT WITHIN MOTIVATORS

### High Theoretical

- Will be frustrated when not given enough information
- View those who do not continually learn as lazy
- Think those who make uninformed decision show poor judgment

### Low Theoretical

- Will see continuous learning as a chore
- Will see high Theoreticals as people who are always questioning
- Will see high Theoreticals as being hung up on the unimportant

### High Utilitarian

- Will be bothered by those they perceive as wasting time or resources
- Will not respect those who they feel are unproductive
- Sees those who are carefree as inconsiderate

### Low Utilitarian

- Will see efficiency as unimportant compared to other things
- Will see high Utilitarian as only caring about money or resources
- Will not see the fault in wasting time/resources

### High Aesthetic

- Will be bothered by those who show no interest in beauty or balance
- Will not understand why others overlook natural beauty
- Will be frustrated by those who do not understand the time it takes to create something

**Low Aesthetic**

- Will see creating or expressing as “too sensitive”
- Will not understand why creating something takes so much time or effort
- Will feel they understand what it takes to design something

**High Social**

- Will feel those who do not always consider others as inconsiderate
- Will see those who do not help others as cold or insensitive
- Will view those who do not help others as selfish

**Low Social**

- Will see helping others as enabling those in need to not help themselves
- Will not understand why those who help others routinely continue to do so
- Will be frustrated by those who only consider others and not more pressing variables

**High Individualistic**

- Will feel those who do not improve themselves are weak
- Will see those who do not promote themselves as insecure
- Will see those who do not promote their own opinions as unimportant

**Low Individualistic**

- Will see those who promote themselves as egocentric
- Will not understand why those who try to move up do so
- Will see those who seek to move up as self-promoting

**High Traditional**

- Will feel those who do not have a system for living have no structure
- Will see those who do not share their system for living as wrong
- Will have difficulty seeing others' points of view

**Low Traditional**

- Will see those who have a system for living as close-minded
- Will see those with a system for living as flawed
- Will see those who have a system for living as uncooperative

## POTENTIAL CONFLICT BETWEEN MOTIVATORS

### Theoretical – Utilitarian

Conflict: Occasionally regarding the decision of which is primary—the search for truth or the utilization of resources.

### Theoretical – Aesthetic

Conflict: The subjective nature of the Aesthetic will clash with the objective nature of the Theoretical attitude.

### Theoretical – Social

Conflict: The Social attitude focuses on the good of others while the Theoretical search for truth is focused on personal understanding. Could others be damaged in the process of searching for truth? Truth at what price?

### Theoretical – Traditional

Conflict: The unexplainable issues of many systems for living and experiences often defy explanation and rationalization.

### Utilitarian – Aesthetic

Conflict: The useful is often hurtful to the beautiful. Example: A scenic view is often permanently damaged by the number of tourists who visit.

### Utilitarian – Social

Conflict: Any investment in others requires a return at some point in the future. Will give but wants a future benefit.

### Aesthetic – Social

Conflict: The other, self-denial focus of the Social attitude opposes the personal appreciation needed by the Aesthetic attitude. The pain of relationships may be problematic for the Aesthetic.

### Aesthetic – Traditional

Conflict: The painful, suffering, self-denial aspect of many religious systems will be rejected. Acceptance of a good deity who has the power to stop evil, yet allows it may create internal conflict.

### Social – Individualistic

Conflict: The advancement of self may conflict with concern for others. Both drives require satisfaction.

## RECOGNIZING OTHERS' MOTIVATORS

Motivators are close to a person's core, as indicated in the Dimensions of Superior Performance model, and can be difficult even for individuals to recognize in themselves. However, with close observation and discussions, it may be possible to start to identify the motivators of other people. Through dialogue with another person, you can recognize the hierarchy of Spranger's motivators and identify his dominant motivators. Communication will be enhanced and conflict diffused by seeing the world through the eyes of the other person.

There are three keys to recognizing another person's motivators: listening, questioning and being open-minded with a desire to understand. Motivators are categorized into the "why" of behavior. Why do we do what we do? To recognize a person's motivators, dialogue is required with the person or with someone who knows the person well. However, instead of assuming everyone is like you, understanding the other person's viewpoint is the key to attitude recognition, meaning you have to ask questions and listen. Steven Covey's fifth principle, "Seek to understand before you are understood," applies.

It can help to remember that the one who asks the questions is the one who controls the conversation. In order to understand other's viewpoints, that person has to do most of the talking. To facilitate the conversation, two types of questions can be randomly utilized: Open or closed-ended questions. Open-ended questions ask for feelings or opinions, encouraging a person to verbalize. How do you like your new job? What concerns do you have regarding our company's direction? Closed-ended questions ask for a yes, no or a fact response. What is your education level? Did you want red or green? Closed-ended questions can be excessively confrontational and are best used after several open-ended questions to nail down a fact. Open-ended questions are friendlier, allowing for broader, indirect feedback.

As you dialogue with others, rather than immediately judge them as wrong, attempt to understand why they think the way they do. How did they arrive at that viewpoint? If you think you have the answer to a question, rather than give your answer, explore what their answer might be. In your exploration process of understanding their viewpoint, you will find you appreciate, in many cases, how they arrived at their world view and how they can defend it. Roger Dawson, in "Secrets of Power Negotiating" said "Smart is dumb. Dumb is smart!" Play dumb, listen and ask questions to understand.

**If you want to know a person's motivators, look where he or she spends the most time, money and energy; actions speak louder than words.**

**Step One:** Focus on a person you wish to better understand.

- A. What is his or her occupation?
- B. Does he or she enjoy that occupation?

**Step Two:** List the activities where the selected person invests time, money and energy (this information can be obtained through dialogue with the person or someone who knows the person).

**Step Three:** Review data obtained from steps one and two. Does the data give insight into the dominant motivator? Which motivator(s) seems to be driving the person's actions?

**Step Four:** Focus your communication and/or presentation on the arena of that person's dominant motivator.

If you communicate with people in the arena of their dominant motivators, they will move into action because you are valuing that which they value. If you communicate with people against their motivator(s), they will be negative or indifferent to your conversation or actions. Motivator recognition is primarily based on dialogue, as opposed to observation alone.

Remember, a person may have two, three or sometimes four attitudes above the population mean! Therefore, assumptions you make about initial observations of a person may be incorrect. Use the process above and really focus on the individual's main drivers, not just what you see on the surface. The top two motivators impel to action. As Sun Tzu states, "The ability to recognize, change and adapt to the enemy to obtain victory is called... GENIUS."

# MOTIVATORS AND AVOIDANCE

Understanding your motivational hierarchy will play a key part in your overall satisfaction in both your personal and professional lives. Understanding what drives you and where you feel the most fulfilled will help ensure you are making decisions that will have the most favorable outcomes. But, what about those times when you cannot avoid situations that involve your bottom motivators?

Our research has found that understanding what you feel negatively or indifferently about can be just as important as understanding what drives your passions. By recognizing areas that can be de-motivating for you, you can prepare your responses to manage around potential negativity. It is true that people will intentionally avoid topics or situations that would involve their bottom fifth or sixth motivators; however, especially in the business world there will be instances where avoidance is impossible, and you will have to participate. This section will provide some insight on how to manage your way through situations that involve your bottom motivator, which may be outside your comfort zone.

You will learn how to use your primary motivator to communicate with someone whose primary motivator happens to be your sixth. **Two of the most important questions to ask yourself during this type of interaction are:**

1. What would the world be like if there was no one who was motivated by my number six motivator?
2. How do people motivated by my bottom motivator contribute to the world and my professional and personal lives?

## AVOIDANCE – THEORETICAL

***Theoretical is my bottom (sixth) motivator. How can I use my primary motivator (first) to best communicate with someone who is a high Theoretical?***

A high Theoretical person may use his or her specialized knowledge of a topic to control the situation.

**I can use my primary Utilitarian to communicate with a high Theoretical:**

- Create a dialogue that positions the other team member in a place that requires a disclosure of current or potential return on investment in order to appropriately apply the knowledge.
- Recognize the knowledge for what it is and how it can increase the utilization of resources across the organization.

**I can use my primary Aesthetic to communicate with a high Theoretical:**

- Utilize the ability to sense the feelings of the organization in a way that allows information to be shared without leaving others feeling as if they have been talked down to.
- Encourage an experience where a high Theoretical can paint a picture of the information in order to creatively apply the knowledge.

**I can use my primary Social to communicate with a high Theoretical:**

- Approach the conversation from an information-gathering perspective to determine if support can be given to the decisions being made and how the decisions impact people.
- Look to the high Theoretical team member to add to the knowledge base to support the causes the organization desires to help.

**I can use my primary Individualistic to communicate with a high Theoretical:**

- Be careful in discussions where the information necessary to control the conversation is not available. How can questions be asked or information be leveraged to drive toward goals?
- Create a dialogue that allows the ability to determine if the high Theoretical team member is utilizing the information to move the company forward or to hold it back. Understand this may not be an intentional act but an instinctive one.

**I can use my primary Traditional to communicate with a high Theoretical:**

- Create a dialogue that allows the ability to determine if the high Theoretical team member is utilizing the information to further align initiatives with the founding principles of the organization, or if it's to change the culture of the organization.
- Approach the conversation with an open mind in order to fully vet the information and its alignment with the organization's mission and to further enhance the loyalty of the employment population.

## AVOIDANCE – UTILITARIAN

***Utilitarian is my bottom (sixth) motivator. How can I use my primary motivator (first) to best communicate with someone who is a high Utilitarian?***

The high Utilitarian will protect his or her assets to ensure the future of his or her economic security.

**I can use my primary Theoretical to communicate with a high Utilitarian:**

- Communicate the data that indicates the level of return for the organization as a way of creating evidence of economic security and potential growth.
- Position information as a way to make decisions while protecting the organization from risk. Present the analysis in a way that demonstrates how the decision will protect the economic future of the organization.

**I can use my primary Aesthetic to communicate with a high Utilitarian:**

- Understand the connection between a balanced organization and an economically secure organization. Corporate image is key for long-term success. Present aesthetic improvements in ways to enhance the organization's image. Communicate the importance and advantages of updating corporate collateral.
- Create a synergy with the high Utilitarian team member around the protection of assets. People are assets of an organization and are critical to its success. Keeping harmony and balance throughout the organization is a way to protect the human assets.

**I can use my primary Social to communicate with a high Utilitarian:**

- Economic security for the organization can lead to security for the employees and the overall ability to get involved in the community. Be sure to express how decisions solely based on the organization will negatively impact retention and engagement.
- Be careful that too much focus on the smaller social matter can detract from the ability to provide a return in order to solve the larger social issues.

**I can use my primary Individualistic to communicate with a high Utilitarian:**

- Creating a win-win with the high Utilitarian around future security and goals will open appreciation for each other's viewpoints. If taken too far, this could jeopardize the economic security of the organization and eventually the individuals involved.
- Understand the need for security is coming from the desire for recognition, whereas the Utilitarian's need for security is coming from economics. How can a partnership be formed in order to achieve everyone's goals?

**I can use my primary Traditional to communicate with a high Utilitarian:**

- The high Utilitarian team member also has a drive for security. Achieving the security comes from different places. Champion systems and traditions that provide evidence of creating financial security today and in the future.
- At times systems need to be revisited and modified in order to maintain business requirements based on changes in the market place. Start a discussion around how to keep the integrity and traditions alive while moving the company forward.

## AVOIDANCE – AESTHETIC

***Aesthetic is my bottom (sixth) motivator. How can I use my primary motivator (first) to best communicate with someone who is a high Aesthetic?***

A person with a high Aesthetic is in tune with his or her inner feelings and likes surroundings that compliment these feelings.

**I can use my primary Theoretical to communicate with a high Aesthetic:**

- Maximize the Aesthetic's ability to beautify educational components, training facilities and other aspects of the continuous learning initiatives of the organization in order to make people feel at ease and open to learning.
- Work with the Aesthetics to present ideas, data and information in a way that people can not only hear what's being said, but visualize it and relate to it. This will help ideas move forward faster.

**I can use my primary Utilitarian to communicate with a high Aesthetic:**

- Understanding that while efficiency is compelling to some, others need it to look good in addition to operating well. Ask the high Aesthetic questions in order to make them a part of the big picture. Doing so will increase the amount of people moving a project forward.
- Investing in the beautification of the organizational surroundings can increase productivity and retention. Understand this doesn't have to be costly, but can be about self-expression being allowed in the workplace.

**I can use my primary Social to communicate with a high Aesthetic:**

- Recognize the allowance of self-expression can be therapeutic for people going through a hard time. Partner with the Aesthetic to make a warm and inviting atmosphere where people feel safe.
- Ask questions of the Aesthetic as to how the surroundings and overall work environment can be improved in a way that benefits the people of the organization. Understand the Aesthetic is about harmony and balance of the world, which will in turn help the people in it.

**I can use my primary Individualistic to communicate with a high Aesthetic:**

- Partner with the high Aesthetic to assist in making sure surroundings portray the desired image. His or her ability to sense how others will feel as they approach a workspace will allow for the exercise of power and control.
- Assist the Aesthetic in being heard and understood, through partnership level feedback about their surroundings. Provide the Aesthetic with the perspective from an objective versus subjective viewpoint.

**I can use my primary Traditional to communicate with a high Aesthetic:**

- Communicate the importance of maintaining a traditional space, while adding beautification in order to not appear outdated. Be sure to speak to the need for maintaining the founding aspects of the space, product or service.
- Adding a level of sophistication to a tried and true process, system or service will potentially attract new believers for the mission and purpose.

## AVOIDANCE – SOCIAL

***Social is my bottom (sixth) motivator. How can I use my primary motivator (first) to best communicate with someone who is a high Social?***

A person with a high Social will blame the system more than the individual and will work diligently to change the system.

**I can use my primary Theoretical to communicate with a high Social:**

- Appropriate problem diagnosis and research will help determine if the challenge is with the system or the people. In order to avoid recurrence, research can be conducted to determine the best solution.
- When the problem lies with an individual, attempt to discover and plan an appropriate journey toward solving the problem.

**I can use my primary Utilitarian to communicate with a high Social:**

- It's important to the organization's bottom line for both systems and people to be performing at 100%. How can both operate more effectively, at a faster rate and with higher success?
- Every challenge should be looked at as an opportunity to improve results. Strive to eliminate blame in the discussions and focus on how the organization can advance.

**I can use my primary Aesthetic to communicate with a high Social:**

- Changing of systems can disrupt the overall balance of the organization. Utilize intuition and the ability to understand the harmonious aspects of the organization to determine if systems need to be changed, or if it is a people problem.
- It's important to the balance of the organization to have systems that support the desired experience of the team.

**I can use my primary Individualistic to communicate with a high Social:**

- Organizational systems have to be changed from time to time. Take the position of the change agent that will also help the employees.
- Be seen as a leader that looks at all aspects of the problem, systems and people alike in order to support the vision of the organization.

**I can use my primary Traditional to communicate with a high Social:**

- Be open to analyzing whether the system needs adjustment, and don't be too quick to blame people, or communication will shut down with the high Social.
- A good question that can preserve the systems could be, "Do our current systems have improvement opportunities in order to keep people engaged with the beliefs of the organization?"

## AVOIDANCE – INDIVIDUALISTIC

***Individualistic is my bottom (sixth) motivator. How can I use my primary motivator (first) to best communicate with someone who is a high Individualistic?***

Controlling the situation is important to a high Individualistic, but he or she also wants to have the public recognition.

**I can use my primary Theoretical to communicate with a high Individualistic:**

- Utilize the possessed data to help the high Individualistic not only control the conversation through information, but to get recognized as the person who knows how to solve the problem.
- The desire to have control of information and knowledge is similar to the pure desire for control. However, it does not necessarily mean they have the knowledge to do so. When in agreement, the information can be leveraged to move things in a positive direction.

**I can use my primary Utilitarian to communicate with a high Individualistic:**

- When the Individualistic sees the drive for return on investment as a way to gain control and to be recognized, he or she will leverage the information to organizational leaders. Remember, the goal is about return; allow the Individualistic to take the recognition.
- How can creating recognition programs within the organization achieve a greater return on resources? Partner with the Individualistic to create the programs.

**I can use my primary Aesthetic to communicate with a high Individualistic:**

- Attempt to work with the Individualistic to create a balance in the ways people are recognized in the organization. Some prefer the spotlight, and some do not. Collaborate with those who need recognition to feel appreciated in order to achieve the desired outcome.
- Utilize the need for being recognized in the Individualistic and leverage this to create an expressive and harmonious environment for the organization. Allow the Individualistic to take credit for leading the organization to this place.

**I can use my primary Social to communicate with a high Individualistic:**

- Allow the Individualistic in the organization to be the spokesperson for initiatives. Having this person be the champion will achieve goals of helping others and allow the Individualistic to take his or her place in the spotlight.
- Remember, the motivation is to help people just for the sake of helping people. In order to receive buy-in from an Individualistic, the idea of helping people must relay how doing so will lead to control and recognition. Find ways to promote the efforts made by the individualistic.

**I can use my primary Traditional to communicate with a high Individualistic:**

- Work together to create something people want to follow that's based on the founding organizational principles, and put the Individualistic in charge of moving the group toward the common mission.
- Persuade the high Individualistic to become a member of the cause with a quick path toward leading the team. Be sure both parties have commonalities in philosophies and that they align with the organization.

## AVOIDANCE – TRADITIONAL

***Traditional is my bottom (sixth) motivator. How can I use my primary motivator (first) to best communicate with someone who is a high Traditional?***

At times a high Traditional can be overly rigid in evaluating others against his or her standard.

**I can use my primary Theoretical to communicate with a high Traditional:**

- Provide information as to how the team can be of assistance to the mission. Present this information in a way that connects specifically with the beliefs of the Traditional.
- People will often feel judged by the high Traditional. How can information be utilized to depersonalize the judgment and bring the conversation back to the facts?

**I can use my primary Utilitarian to communicate with a high Traditional:**

- The preferred standard is based on the size of the return. However, the Traditional looks at the system as the standard. Ask questions as to how to achieve the desired return and meet the standards.
- People will often feel judged by the high Traditional. How can the amount of return generated be utilized to depersonalize the judgment and bring the conversation back to the bottom-line?

**I can use my primary Aesthetic to communicate with a high Traditional:**

- Utilize the ability to sense organizational balance in order to understand the standards in which people are evaluated and how it impacts the organization. How can the experience be as smooth as possible for people as they strive to meet the standard?
- People will often feel judged by the high Traditional. How can the ability to create balance and harmony be utilized to depersonalize the judgment and bring the conversation back to the people within the organization?

**I can use my primary Social to communicate with a high Traditional:**

- Utilize the ability to show empathy for others in order to understand the standards in which people are evaluated. Then, help people achieve the standard.
- People will often feel judged by the high Traditional. How can the ability to help others succeed be utilized to depersonalize the judgment and bring the conversation back to the people within the organization?

**I can use my primary Individualistic to communicate with a high Traditional:**

- If alignment between the desired achievement and what the high Traditional wants to adhere to can occur, everyone can excel. If alignment does not exist on the standards, people will struggle to follow either person.
- People will often feel judged by the high Traditional. How can the desire to be seen as a leader be utilized to depersonalize the judgment and bring the conversation back to how the organization is going to achieve the goals set before them?



# CONCLUSION

Companies with a focus on the success of each individual employee outperform companies who have more of a task orientation. Modern corporations are looking to develop the potential of each individual, realizing that a healthy, motivated work force leads to a healthy, profitable company. Special attention has to be focused on the fit of the person with the job. Each individual is unique, just as each career is unique. If the individual is matched to the appropriate career, success should follow.

Studies suggest that over 50% of the workforce may be in jobs that are not suited to who they are and what they value. A study from California suggests the number is as high as 90%. If your career is an extension of who you are, you will love to go to work on Monday morning because your environment will be providing the value you need in order to achieve your maximum potential.

Ethics demand that we assist others in achieving their potential, and we strive toward mutually beneficial win/win scenarios. The cost of hiring a person who is a misfit to the job can be as high as ten times his or her annual salary. Companies all over the world are realizing that an investment on pre-selection assessments can facilitate a win/win scenario for the employee and the company, moving both toward their goals and redirecting others to a position where a win/win is achievable.

Every day we are faced with real situations that call for thought, decision, opinion and action. Consciously or subconsciously, every decision, reaction and course of action arises from our beliefs, our perceived values and our motivators. By assessing both the motivational rewards of a job and the personal motivators of an individual, we can make better hiring and management decisions, to ensure employees are engaged and excited to come to work.



# **ADDITIONAL RESOURCES**

## **APPENDICES**

TTI Motivators Technical Guide (Full version in Appendix I)

TTI Motivators Debriefing Guide (Full version in Appendix II)

“Information That Adds to the Art of Selection for the Financial Industry”  
White Paper – Bill J. Bonnstetter (Full version in Appendix III)

“What’s Inside Top Sales Performers in the United States and Europe?”

– Bill J. Bonnstetter (Full version in Appendix IV)

## **ADDITIONAL RESOURCES**

“If I Knew Then...

How to Take Control of Your Career & Build the Lifestyle You Deserve”

– Bill J. Bonnstetter

“Types of Men” – Eduard Spranger

TTI Professional Development Series – Motivators Version

Your Attitude is Showing Seminar

TTI Motivators Revealed Game

Certified Professional Motivators Analyst (CPMA)



# APPENDIX I

# **MOTIVATORS**

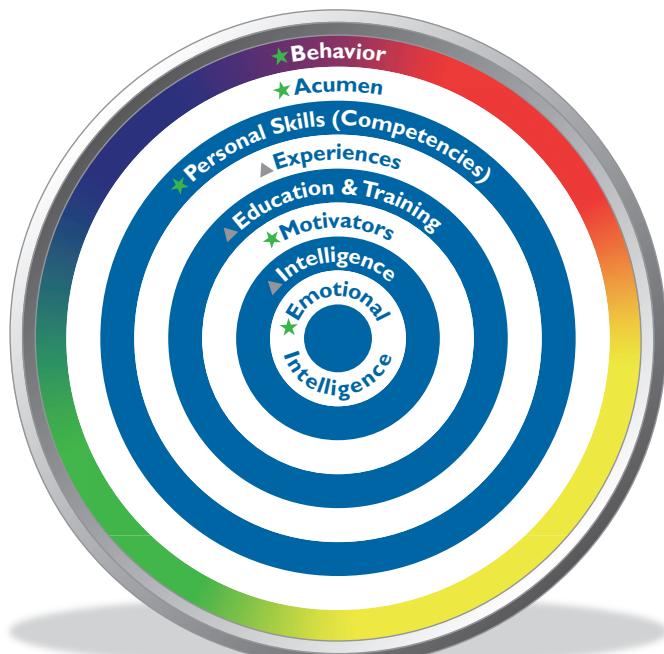
# **TECHNICAL GUIDE**

## INTRODUCTION

Target Training International, Ltd. was founded in 1984 by Bill J. Bonnstetter and his son, Dave Bonnstetter. TTI is the worldwide leader in the assessment industry. With extensive research, the Bonnstetters continue to enhance, develop and validate assessment-based solutions that drive results.

Bill has been doing research on what makes normal people unique since 1979. His brother, Dr. Ron Bonnstetter, professor emeritus University of Nebraska Lincoln, has recently joined TTI to expand its research endeavors. TTI's research has discovered the importance of identifying the HOW and WHY of people as they relate to performance.

**To better understand what people bring to the workplace, take a look at TTI's Dimensions of Superior Performance™.**



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### ★ TTI MEASURES:

- Behavior
- World View
- Personal Skills (Competencies)
- Motivators
- Emotional Intelligence

### ▲ TTI ACKNOWLEDGES:

- Experiences
- Education & Training
- Intelligence

## EXECUTIVE SUMMARY

**The following pages will provide detailed information on TTI's Motivation Insights® assessment, its validity and how TTI is free of adverse impact.** Below is an executive summary of these findings.

### VALIDITY

These assessments of the Motivational Insights® instrument utilize 38,314 responses. These responses were collected during 2010, 2011. These data contained responses from 57.8% males and 42.2% female.

Results from these assessments indicate trustworthy reliability for all six scales with Cronbach's  $\alpha$  ranging from .7 to .8.

Correlations among the six scales indicate that they are substantially independent as measurements. Scores on the scales are distributed across the scales leading to meaningful comparisons and interpretation.

The Motivation Insights® instrument is a strong, reliable instrument applicable across a variety of populations. The continual quality improvement efforts anchors this instrument in the motivations, attitudes and values of the 21<sup>st</sup> century.

### ADVERSE IMPACT

Overall TTI assessments are not pass/fail assessments. While on the surface some of the assessments appear to have ten as the best score this is not the case. Each factor of measurement can be a strength on either end of the scale (a zero all the way to a ten). This is because of our job-related process. TTI does not recommend using assessments in hiring unless you have completed our job benchmarking process.

The job benchmarking process is designed to provide clarity as to the position requirements, key accountabilities, skills, behaviors and motivators for each position within an organization. While TTI has over 10,000 job benchmarks available, it is recommended to complete the process within each organization for each position.

Because the TTI assessments are not pass/fail, the 80 percent rule has to be applied differently. In order to illustrate TTI's compliance with this standard, we look at the mean of the measured factors for the general population as well as male/female, veteran status, disability status and ethnicity. The Adverse Impact section of this report will demonstrate that the TTI assessments do not have more than a 20 percent difference in how protected groups score versus the general population.

## HISTORY

Since the beginning of time, every human has developed motivators. The earliest human motivators were probably focused on surviving or providing primary needs as described by Maslow.

Your brain tells you when you are hungry. However, it takes action or motivation to satisfy this hunger. The motivation may be based on survival rather than on eating to become an Olympic weight lifting champion.

There is not much literature supporting motivators during ancient times. The philosophers of that era laid the background for the whole field of psychology, which is less than 200 years old. So much of the study of motivation is fairly recent, and we really didn't start talking about motivators until Eduard Spranger wrote the book, "Types of Men" in 1928.

Prior to Spranger's work, motivators had not been clearly defined, researched or studied. TTI's motivators are based on Spranger's model. Spranger was an influential writer who defined motivators (values) as a compilation of likes, dislikes, viewpoints, shoulds, inner inclinations, rational and irrational judgments, prejudices and patterns that determine a person's view of the world. Once all these things are merged, they become consciously or subconsciously a standard or criterion for guiding one's actions.

## ADDITIONAL RESEARCHERS

In addition to Spranger, there were a number of authors in the early 20th century (primarily from Europe) writing about people. Some of these authors are Robert Hartman, Carl Jung, Sigmund Freud and Gordon Allport.

Target Training International (TTI), under the direction of Bill J. Bonnstetter, has continued to research, validate and improve the use of motivational assessments, reports and training materials. Bill and his son, Dave, founded Target Training International in 1984. Their initial idea was to develop the world's leading computerized behavioral, motivators and personal skills assessments to enhance, develop and validate assessment-based hiring and personnel development.

Relentlessly driven to set the industry standard, Bonnstetter and his team have worked over the last 25 years to continue to research and develop assessments to provide unique solutions for his clients. TTI's ground breaking work and thought leadership have given way to three U.S. patents.

## THE WORK OF SPRANGER

**Spranger identified six values or motivators that could be found in the workplace.** Today we find these six motivators also influencing personal lives as well. “Types of Men” was originally published in German and remains in use at several universities in Germany as a textbook.

**Spranger’s original names for the six motivators are:**

- THEORETICAL
- ECONOMIC
- AESTHETIC
- SOCIAL
- POLITICAL
- RELIGIOUS

Based on Spranger’s model, Gordon Allport developed “Study of Values”, the first paper instrument.

Each motivator was compared to another motivator twice. The instrument had 30 plus questions. Bill J. Bonnstetter used this instrument as a part of his consulting business in the early 1980s. Soon after Allport’s death, it was deemed sexist and obsolete. **Bonnstetter established Target Training International (TTI) and then developed an assessment based on Spranger’s model, changing the descriptions to:**

- THEORETICAL
- UTILITARIAN
- AESTHETIC
- SOCIAL
- INDIVIDUALISTIC
- TRADITIONAL

The TTI assessment forces a comparison of each of these motivators to the others 12 times. This new approach made the assessment more solid, based on our research.

Under the direction of Bill and Dave Bonnstetter, TTI was the first in the world to computerize the Spranger model and named it Personal Interests, Attitudes and Values (PIAV). In 2003, the questionnaire was updated to Motivation Insights<sup>\*</sup>.

The title Motivation Insights<sup>\*</sup> was chosen because values are sometimes called the hidden motivators, not to be confused with hidden agendas. Our motivators are visible only through their manifestation in our behavior. Without observable behavior or the ability to ask why someone chose to do something, our values may remain hidden. One’s behavioral style, as expressed through the DISC model, describes how someone

does what he or she does. One's values explore why someone does what they do. **By understanding both the how and the why of one's behavior and internal motivators, we are able to explore the constellation of an individual's activity, or that of a team of people, with far greater insight than looking at only one of these facets alone.**

Since 1984, TTI, using the Spranger model, has done research on people, which led to the recommendation that the motivators assessment be included during the selection process. Hiring managers should not make selection decisions based solely on the results from a behavioral assessment (DISC).

TTI has partnered with their Value Added Associates to develop case studies using the motivators assessment. Sometimes this research is written for public knowledge but often companies prefer to keep the information private, as it can represent their competitive edge in the marketplace.

## WHY STUDY MOTIVATORS?

More and more research verifies that our motivators are part of our mindset, our way of valuing, our filters, our biases and a major influence of our decisions. Understanding why we do what we do is one of the major reasons we need to look closely at our motivators. **Only when you see yourself by clearly looking at both sides of the equation—things you like and things you dislike—will you understand your feelings toward other people and situations that expose you to your likes and dislikes.**

**Our mindset is influenced by our filters, which affect what we hear and what we understand when we read things that differ with our mindset.** For example, if you believe that you are one of the best managers in the world, how would you be impacted with feedback about your abilities as a manager? Would you welcome a need to change? Computerized assessments that provide feedback so people can see the real self is one of the best tools to help people change.

In society, we have value-based issues. Today with all the talk shows in the media, we are put into three possible positions: In favor of, against or indifferent. Once a person takes a position on these value-based issues, they are open to being challenged by others with the opposite view. Now we are into a discussion of right or wrong. But it's not about right or wrong, it's about beliefs, perceptions, experiences or knowledge points that are stored in those parts of our brain that influences our opinion.

All people are biased because our opinions come from hearing, seeing, or experiencing life. Hearing, seeing or experiencing can lend to forming a belief or perception. These help us develop our motivators.

## VALIDITY

**The Motivation Insights® model remains consistent with Spranger’s original work that contains six values themes.** Some models use seven values, others eight values, and still others up to eighteen values. If values are agreed to connect with drives and needs, then a clear range of needs/drives is recorded in the literature. At the low end, Freud (1922) has proposed two, Maslow (1954) suggests five, and Murray (1938) at the higher end, offers twenty-eight. The question emerges: Who is correct? The answer presents: There are no right and wrong theories, simply different theories. Science works by the process of ‘negativity’. That doesn’t mean that science is negative; it simply means that any theory is held up as a potentially true explanation, until it is disproven through the process of scientific investigation. Therefore, since Freud, Maslow, Murray, and Spranger’s theories have not been disproven, each stands as a potential explanation of various facets of human behavior. All science works in this manner, whether social science or physical science.

In reviewing these theories and works, it becomes difficult to merge various theories because of specific constructs within each theory. **After careful review, the decision to remain consistent with Spranger’s original model presented several advantages.**

- First, it remains historically accurate, except for some contemporary re-labeling of the names for certain values themes.
- Second, it supports one of the definitive and most widely-used theories presented in the values arena.
- Third, in exploring the broad scope of application of this model, the six values presented herein are ones that are supported in the work environment across a variety of businesses and industries. These environments include: Commercial/industrial, non-profit, religious, education, and governmental organizations.

**Therefore, the decision to maintain the integrity of Spranger’s theory provided the strongest and most flexible base on which to build this instrument.**

The text files for the reports were additionally informed by the work of Allport, Vernon, and Lindzey in *A Study of Values* (1960), and Allport's work in *Pattern and Growth in Personality* (1961), as well as the work of Milton Rokeach in *The Nature of Human Values* (1973). Bill Bonnstetter wrote text files based on the Spranger model since 1984. Dr. Russ Watson worked for over ten years with large and small focus groups from a variety of industries and locations around the country to support individual and group face validity to the text files written for the Workplace Motivators® reports. These focus groups helped to refine and direct the statements in the reports to be as specific to each score-segment as possible. In addition, they helped to fortify the strength of the text files as the instrument was finalized.

## Initial development—Theoretical validity

**The process of developing an instrument begins with ideas, concept, existing theory and knowledge.** Developers begin by targeting one or more areas of interest. These may come from identification of niches, unmet challenges, or new conceptual thinking. This targeting may result in one or related targets of interest. These initial ideas are then further developed. It is this developmental process that is the foundation of THEORETICAL VALIDITY. As design and implementation continues, developers consult existing research and experts to clarify and refine definition of these target concepts.

**The next step is to operationalize these target concepts into measurable scales.** Two agendas influence this process. One agenda takes the target concepts and brainstorms what indicators might cluster with the target concept. Parallel to this process is another agenda that examines various psychometric structures for measurement of the target concept.

**Development at this stage involves drafting items that might be used in an instrument.** Many possibilities are considered, and frequently many more items may be drafted than will be needed in the final instrument. At this stage items may be assessed for their conceptual fit with the target and theoretical concepts. However, final evaluation of fit and coherence are questions for statistical analysis of data, not developmental design.

## Consideration of Measurement Structure

**The process of establishing a measurement structure starts with consideration of the characteristics of the target concept.** Some targets may involve knowledge, where there are correct answers and realms of knowledge. Some targets may involve abilities such as capacity to learn, or problem solve. The Motivation Insights® instrument, as the title implies, focuses on differences in the driving forces held by various individuals. In this application no specific motivation is considered inherently better than another. However, within a specific setting (work/employment role) some motivations may be a more effective or consistent drive than another.

**Items to be used in an instrument can be designed to have individual items valued or items ranked relative to each other.** The first pattern might involve a Likert scale such as Strongly Agree, Agree, Disagree, Strongly Disagree. This pattern of valuing provides independence among the items, but may result in ties when items end-up equally valued.

An alternative might ask the respondent to value an item of a scale from 1 to 10. This pattern of scaling allows for some inference about relative values, and relative strengths of values since 1 and 10 can be assumed to be a greater value spread than 1 and 3.

Another alternative might ask the respondent to rank based on preferences or on attraction. This is a pattern of forced choice. The scaling focuses on order on a scale, not a quantity.

Once a draft of an instrument is designed it can move on to testing and revision.

## Construct Validation

**Validation begins with field testing.** Validation of an instrument may involve the entire text or sections. Sometimes the first field-tests have a small number of respondents read over and answer the items, followed with a debriefing. Eventually the draft needs to be administered to a large enough sample of respondents to allow for statistical testing. These respondents should be as representative as possible of the total population for whom the instrument is intended.

**Evaluation of an instrument proceeds at two levels.** Basically, responses on single items from a respondent are aggregated into scales that are hypothesized to measure the target concepts. Thus, one level is the assessment of individual items and the second level is the assessment of how well the scales function at measurement. These two levels are simultaneously active.

## Analysis without conceptual constraints— Factor analysis

**An initial statistical procedure examines responses on all of the items without structural assumptions. In other words, none of the designed scale assignments are imposed.** Output from the procedure of Factor Analysis shows patterns of common cohesion and variation among the items. That is, it tends to show patterns in which respondents who answer strongly positive also answer strongly positive (or negative) on other items. This procedure is a first test of whether the developers' ideas about what indicators cluster together around their target concept are supported in the real world application.

Factor analysis is far from a magic bullet, although it is a very mystical statistical procedure. Factors may show that there are patterns of coherence unanticipated by the developers. A single factor may show complimentary patterns of items, which are opposite. As assessment proceeds through subsequent steps, evaluation references back to these non-constrained patterns as a way to identify possible issues with specific items.

## Analysis confirming proposed structure— Scale reliability

**The process of confirming coherence among a scale's items is that of assessing or confirming an aspect of reliability.** Assessment of scale reliabilities has historically taken several forms. Since Cronbach's alpha ( $\alpha$ ) provides feedback as to how the overall reliability of a scale changes when the item is eliminated from the scale, it is possible to identify items that may require editing. Utilizing this process allows a developer to maximize the reliability of each scale.

## Analysis of the relationship among scales— Correlations among scales

Examination of correlations among scales allows a developer to judge if scales are relatively independent or strongly interconnected. Ideally, scales should be mutually exclusive and thus independent. However, that is not the case for many concepts in our real world. Examining correlations can also show if scales are opposing. This is a much more common situation. This broad relationship in a reference population provides insights into conceptual and theoretical interpretations, which may be helpful when debriefing respondents.

## **Development of scaling values & reference norms**

The preceding three processes of evaluation provide the developers with indications as to the overall quality of the instrument as well as identification of items that do not work. Developing an instrument frequently involves recycling through the preceding steps until the developers' standards are met. These findings guide developers in revising and editing items, or deciding that the instrument is ready for the next step.

Once items in an instrument are functioning the way the developers want, the scale structures can be finalized. With the scales established, the final step is to provide information on how to interpret the scale values. Frequently this means translating raw scale values into a standardized or normalized refined scale. These normalized scales imply reference to a population, not a sample.

## **Release and follow-up—Confirmatory use**

With release of an instrument, the developers' work is not finished. The process of using an instrument provides both quantitative and qualitative feedback. This feedback provides anecdotal documentation as to an instrument's effectiveness. Regular review of data from respondents allows for continual assessment of item coherence, scale reliability, and reference norms based on a much larger population (versus the field-test sample).

## **Reliability & Validity**

One frequently hears questions and comments about the validity and reliability of instruments. Fundamentally, validity refers to the question of whether an instrument or item measures what it purports to measure. There are many methods used to test and claim validity. Reliability refers to the question of whether an instrument or item measures in a consistent way. Some people get caught up in an argument as to whether an instrument can be valid if it is not reliable. We will not take on this discussion. We will present evidence indicating both validity and reliability as autonomous ideas.

## Reliability based on response processes & internal structure

The issue of instrument reliability is the initial question asked when exploring how good an instrument is, or if it is actually useful. The word reliability always means consistency when applied to instruments and tests. Validity based on context and relationships to other variables.

**There are several procedures that are commonly used for this routine statistical treatment.**

**Test-retest reliability is the consistency of scores obtained by the same persons when re-tested with the identical instrument.**

**Alternate-form reliability provides the subject with two similar forms of the instrument.** Both test-retest and alternate-form reliability documentation should express both the reliability coefficient and the length of time passed between the first and second testing events. Both of these procedures focus on the consistency of measurement. Such consistency and the learning the test advantage is a major concern with ability and knowledge measurements. Motivation Insights® is not subject to an advantage from repeated administration because it asks for self-reports. The instrument's scales are as stable as the individual's perception of situational demands and self-concept is relatively constant. We find that test-retest comparisons show some variation, but the observed variations are so slight as to not cause a major change in one's overall score pattern.

**Split-half reliability involves a single administration of the instrument, and uses the technique of splitting the instrument in half, e.g., odd and even question items, and determining a correlation between the two sets of scores.** This technique reduces some of the concerns of test-retest and alternate-form reliability by eliminating the passage of time between testing events. Kuder-Richardson reliability is also based on a single form and single administration of the instrument, and measures the consistency of responses to all items on the test. The Kuder-Richardson formula is actually the mean of all split-half coefficients based on different splitting of the test. The Spearman-Brown reliability formula is another statistical treatment that provides a reliability coefficient, and is frequently used with the split-half procedures. Spearman-Brown differs by including a method for doubling the number of items on an instrument as a part of its formula. By doubling the number of items on the instrument, reliability usually increases. Some critics of the Spearman-Brown formula say that it may artificially raise the reliability coefficient of a test. Each of the reliability coefficients discussed so far are ones that can be calculated by hand, or using a simple calculator.

Cronbach's alpha ( $\alpha$ ) (Cronbach, 1951) is considered by many to be the most robust reliability alpha to date (Anastazi, 1976; Reynolds, 1994). Coefficient  $\alpha$  is the maximum likelihood estimate of the reliability coefficient if the parallel model is assumed to be true (SPSS, p. 873). For dichotomous data, Cronbach's alpha is equivalent to the Kuder-Richardson formula 20 (KR20) (SPSS, p. 873). The alpha coefficient is the expression of an instrument's reliability and ranges from zero to +1.00. An instrument with a perfect reliability would have an alpha coefficient of +1.00, and no instrument has yielded that score to date. Additionally, there is no standard, agreed-upon levels of what makes a good or bad correlation for testing purposes. However, there is general agreement on a minimum standard for alpha equal to .6 or greater, with some experts advocating use of a .7 or higher standard. Obviously, the higher the alpha coefficient the stronger is the coherence of items.

Cronbach's alpha is used to determine all of the reliability coefficients for the Motivation Insights® instruments. The reader is encouraged to compare the reliability coefficients presented in this manual to the reliabilities of other instruments, and to ask how other vendors compute their reliability numbers.

## **Validity based on context & relationships to other variables**

Validity helps answer the question, "Does the instrument measure what it is supposed to measure?" It also asks a deeper quality-related question—"How well does the instrument make these measures?" These questions are obviously more difficult to answer and may leave room for subjectivity. With regard to any questions of validity, the critical issue is the relationship between performance on the instrument and other observable facts about the behavior being studied. When someone says, "The test wasn't fair," the comment is usually directed to the test's validity, not reliability. A more accurate way to state the same expression is, "The test wasn't valid." There are three primary forms of validity: Content, criterion-related, and construct validity.

**Content validity examines the instrument's content to determine if it covers the behavioral topic being measured.** Simple examination of items in a biology or chemistry test should indicate questions related to the topic or subject being studied. When used in the development of the Motivation Insights® themes, it is important that all six trait-categories are represented in equal proportion. Additionally, it is important to explore social desirability as an element of content validity. If there is an imbalance between words that are socially desirable versus descriptors that are less desirable, then content validity is affected. **The Motivation Insights® instrument is screened for content validity and since the initial PIAV release, some descriptors have been replaced to boost both the content validity and the reliability of the instrument.** **Criterion-related validity refers to the ability of an instrument to predict a participant's behavior in certain future situations.** One's

scores on an instrument are compared with any variety of external criteria. In the use of the Motivation Insights® instrument and reports, there are a variety of studies available from Success Insights and TTI Performance Systems that have clearly linked specific scores and patterns of scores to job success in specific, well-defined areas (Bonnstetter, et al., 1993). Criterion-related validity has two forms: concurrent validity and predictive validity. Concurrent validity examines one's scores and compares them to external criterion at the same time as taking the instrument. Predictive validity explores one's instrument scores against criterion after a specified time interval.

**Construct validity examines the ability of an instrument to measure a theoretical construct or trait.** Construct validity is built from a pattern of evidence and multiple measures across a variety of sources. Some constructs explored in behavioral trait analysis include: Developmental changes of participants responding to the instrument at different ages and stages of their lives, or under different response focus points. Correlation with other tests is a form of construct validation.

One very important technique within construct validity activity is the factor analysis. This is a technique that refines an instrument by comparing and analyzing the interrelationships of data. In this process the interrelationships are examined and distilled from all initial combinations, to a smaller number of factors or common traits. The Motivation Insights® instrument has been refined through the factor analysis process and has made subtle scoring changes that increase both the overall validity and reliability of the instrument and reports.

### **Convergent & discriminate evidence**

Two additional issues are part of examining validity. These issues basically ask the question of whether classification using an instrument appropriately identifies common individuals (convergent) and differentiates among individuals belonging to a different classifications (discriminate). Once again most of the evidence to these powers lies with the successful application experiences of consultants using the instrument.

## Cultural impacts

**Although there may be many cultures and sub-cultures present in a population, the effects of language groups are the level of differentiation implemented in the Motivation Insights® instrument's versions.** Cultures differ in how specific behaviors are defined and judged. Anyone visiting another culture may notice such differences immediately. Loud simultaneous talking may be the norm of a good friendship in one culture, and signs of a fight about to erupt in another. A description of a preference utilizing similar words in two different languages may have very different connotations. For example solidarity and compassion may carry different connotations with reference to the role of equality and sympathy in different cultures. It is important to consider these differences when using an instrument in different cultures. In response to these differences, specific versions of Motivation Insights® are developed, evaluated and tested for different language groups. The descriptions used as items in the instrument are tested for reliability and coherence with the scale concepts for each language version. If usage of the instrument is sufficient and clients conclude that it is important, specific distributions and norms can be calculated for any specific sub-population that can be defined.

## Item weights and scale construction

First, the process of summing up the frequency of responses produces a score that is a comparative measure, not a quantity measure. A score is a count of descriptions selected by the respondent. The count is compared with other people's counts among a reference population. These raw counts across several scales cannot be compared directly. That is, selecting 10 x items and 5 y items does not mean one is more x. However, if in the reference population the average is selecting 5 x items and 7 y items, then an individual selecting 10 x items can be reasonably evaluated as seeing themselves as being more motivated by x than generally expected in the population. As long as interpretation is limited to this type of comparison on order, the observation that one x may have stronger connection with a trait than another x is not an issue.

In this instrument the comparison is made by reporting individual raw scores and a reference population mean (average). Remember, it is important to note that the scales are not quantities of the characteristics.

These comparisons are based on grounding the reference population as representative of people like those who look to an instrument for feedback. In this instrument the norms for comparison are representative of current instrument users. Wherever possible, specific norms are developed for unique language/cultural groups. Each norm-distribution used as reference for a version of the instrument is clearly identified.

## Review & Revision

Target Training International (TTI), TTI Performance Systems (TTIPS), and Success Insights International (SI) initiated a review of their Personal Interests, Attitudes and Values™ (PIAV) instruments during the spring of 2002. The Motivation Insights® instrument is available in two report formats: Workplace Motivators® and PIAV™. The core issue addressed with this review was scale and item reliability for the twelve frames of six phrases each, resulting in 72 indicators used when constructing the six scales.

Scale reliabilities and item cohesion with its assigned scales were examined for samples. **The following description of the review and revision process outlines the steps taken to examine the reliability of items, and scale constructions.**

All of the cases reviewed and examined were from respondents completing the Motivation Insights® during the year prior to assessment. In most assessments the number of available cases far exceeded the appropriate number needed for statistical testing and evaluation. One or more test samples were drawn from this larger data set. Thus, test-retest processes confirmed and affirmed conclusions and parameters.

Most statistical procedures do not require use of the large numbers of cases available for examination. Therefore, for most statistical evaluations random samples were drawn from the sub-populations. The use of samples allowed for development of hypotheses that could then be tested against another sample that was independent of the first. This testing process was frequently applied to confirm recommendations for editing and revision. Such comparisons confirmed general patterns of psychological traits with significant differences in how specific indicators (words, ideas) are connected in different language and cultural groups.

Two approaches were taken in examining the coherence of the Motivation Insights® scales. One examination took a naive approach of looking for patterns of common variance (factor analysis). This addressed the question of whether responses presented a pattern of coherence that justified the theoretical construction of the scales.

A second examination applied the matrix of scale construction looking at the coherence of each item to its assigned scale, and the overall reliability of that scale construction. These examinations utilized Cronbach's alpha ( $\alpha$ ).

## **Examination of theoretical coherence**

Construction of a scale starts with implementation of theoretical constructs into operational measurement. In order to confirm the coherence of the descriptions assigned to each scale a sample of responses was examined using a Principle Component Factor Analysis. In this statistical procedure the seventy-two (72) items were examined to find patterns of similar variation. Each factor is a latent construct, an unmeasured characteristic. The procedure results in a listing of factors with a measure of covariance for each of the variables. These coefficients may be positive or negative or neutral. By selecting the items with substantial positive or negative coefficients to a factor, one identifies a constellation of items that describe a latent factor. Frequently a factor will reflect two contrasting sets of items. One characteristic can be found among the items sharing positive coefficients, and a second among the items sharing negative coefficients. If the listing of items agrees with the listing of items theoretically assigned to a scale, then one may conclude that the implementation of the theory as a scale is well founded. When an item has a strong positive coefficient with other items assigned to a scale to which it is not assigned, then the theory and/or item needs to be questioned. Most items aligned with their assigned scales. However, the most common anomaly is that an item does not have a strong positive coefficient with any scale. In this case the item is not a usable indicator of a characteristic for measurement, even if it may be a good description.

## **Norms and population parameters**

The pedigree of the current versions of Motivation Insights® is based on the culmination of multiple evaluations involving a diversity of data sources and samples. Examination of prior versions which began in 2002 involved over one-hundred thousand respondents. Current item and scale reliability is the culmination of these repeated evaluations using different samples. The instrument's pedigree is strengthened by these repeated independent evaluations. Samples have come from current users of the instrument. These users represent a full range of individuals utilizing the instrument. This process changed the reference point for comparison of style from its historic point of development up to the 21<sup>st</sup> century with recognition of changing behaviors and social expectations.

## Gender

One concern for any instrument designed to serve business and individual users in the 21st century is the effect of gender on response patterns. One issue examined in instrument review has been differences in response patterns between males and females. As one might expect, there are some differences in the average scale scores for males and females. However, these differences indicate relatively minor shifts of dominance of specific expression of behaviors. Whether these differences arise from biology, socialization, or both is not important to the effectiveness of the instrument. What is important is that the instrument measurements reflect measurement and feedback that does not induce a gender bias. In response to this challenge the samples used to establish distribution norms are evaluated. When a sample contains a representative proportional sampling of females and males, no adjustment is required. However, when the proportion of males and females is disproportional, an adjustment is applied to these data to equalize the effects of patterns of males and females.

## Language versions

Motivation Insights is available in several language versions. With the release of the current revisions many of those versions were separately evaluated and developed as independent instruments. When such development takes place the item descriptions that are initial translations from the English version are analyzed for their coherence with their assigned scale, and those scales' reliabilities appraised. This process results in further editing of items, and when necessary, revision of scales in order to develop an instrument that is reliable and appropriate to the targeted language/cultural group.

Distribution norms specific to a language version are calculated based on responses to that language version in order to provide clients with clear feedback that is relevant to the language/cultural group that uses the instrument. Technical information sheets are then released for each specific version.

## Results

The following are excerpted summaries drawn from cycles of assessments of various TTI, TTIPS and SI values instruments. These reports are organized by language and then from most recent to oldest. It is important to note that the more recent assessment utilize data collected after revisions of prior versions. It is also worth noting the small differences in reliability and other coefficients may best be considered as minor differences in sampling and not substantial changes in coefficient values.

## **Motivation Insights® US 2011.i Assessments**

### **Summary**

These assessments of the Motivational Insights® instrument utilize 38,314 responses. These responses were collected during 2010, 2011. These data contained responses from 57.8% males and 42.2% female.

Results from these assessments indicate trustworthy reliability for all six scales with Cronbach's  $\alpha$  ranging from .7 to .8.

Correlations among the six scales indicate that they are substantially independent as measurements. Scores on the scales are distributed across the scales leading to meaningful comparisons and interpretation.

The Motivation Insights® is a strong, reliable instrument applicable across a variety of populations. The continual quality improvement efforts anchor this instrument in the motivations, attitudes and values of the 21st century.

### **Background**

The Motivation Insights® instrument contains twelve frames of six phrases each. Each phrase is an indicator of one the six latent motivations.

Respondents rank order the six items from 1 to 6, with number 1 being their highest ranking of the statement, down through number 6 being their lowest ranked statement. Scales are constructed by reversing the rankings, summing up related items' ranks, and adjusting the score upward to avoid possible 0's. The scales are labeled as THEORETICAL, UTILITARIAN, AESTHETIC, SOCIAL, INDIVIDUALISTIC, and TRADITIONAL.

### **Reliability & Item Coherence**

Scale reliabilities were calculated using Cronbach's Alpha ( $\alpha$ ). Cronbach's  $\alpha$  is considered the most appropriate statistical test for reliability given the ranking of responses used to construct the scales. This statistic models internal consistency, based on the average inter-item correlation. It is a more rigorous test than a traditional split-half statistic. Cronbach's  $\alpha$  is bounded from 0 to 1. In general an  $\alpha$  equal to or greater than .6 is considered a minimum acceptable level, although some authorities argue for a stronger standard of at least .7.

Cronbach's alphas ( $\alpha$ ) for the six scales based on the US 2011.i data range from .68 to .83. Based on these findings one may conclude that the Motivation Insights<sup>®</sup> instrument is confirmed as a consistent and reliable measure of the scale constructs.

Cronbach's alpha ( $\alpha$ ) for the six Motivation Insights <sup>®</sup> Scales	
N=38,314, F=42.2%, M=57.8%	
Theoretical	0.755
Utilitarian	0.820
Aesthetic	0.822
Social	0.829
Individualistic	0.679
Traditional	0.705

### Reference Norms

Interpretation of Motivation Insights<sup>®</sup> is based on how an individual's responses compare with the reference sample used to set criterion. Setting these reference norms is impacted by two judgments.

First, statistical criterion (norms) are based on a stratified sampling, which uses gender weighted cases. This adjustment applies a weighting to each case such that the net results is a 50:50 ratio of men to women. This adjustment removes the bias introduced in the original sample of 58:42 ratio of men to women. Thus, the instrument is sex neutral, and the norms are equal in reflecting males and females. This is not to say that males and females rank the six traits in the same order.

Comparison of rank order indicate that men rank Theoretical, Utilitarian, and Individualistic scales higher than women. And women rank Aesthetic, Social, and Traditional scales higher than men. This is in line with predictions based on our sex-role understanding of American values. By equalizing the ratio of males to females in the norming sample the instrument does not reflect a male dominated rank order.

When assigning cut-points for the reports, the median and percentiles from the sex adjusted statistics are used. Once again this minimizes the bias arising from unequal participation rates for men and women in the original sample. Using the median and percentiles is also a more accurate reflection of the structural characteristics of the measurement scales. Scores on these scales are integers, not continuous.

### Correlations

The following table lists the correlations among the scales. Given the large sample size, all of these correlations are statistically significant; however, many are not substantial enough to be considered consequential. For our purposes a coefficient of .3 or greater indicates a relationship worth noting. Correlations with negative coefficients indicate that as values on one scale increase the values of the second scale decrease. The largest positive coefficient is between Social and Traditional at .145 or about 2% shared variance. This coefficient does not exceed  $\pm .3$  and is therefore judged as not consequential.

	Theoretical	Utilitarian	Aesthetic	Social	Individualistic	Traditional
Theoretical	1					
Utilitarian	-0.027	1				
Aesthetic	-0.057	-0.337	1			
Social	-0.401	-0.547	-0.056	1		
Individualistic	-0.082	0.191	-0.553	-0.298	1	
Traditional	-0.386	-0.334	-0.222	0.145	-0.127	1

Negative coefficients indicate that the scales are opposed. In this case, a higher value on one tends to be associated with a lower value on the other. The largest negative correlation is between Aesthetic and Individualistic (.553). This level of opposition indicates that around 31% of the variance on one scale can be attributed to variance on the other scale. This level of inverse relationship agrees with a generally understood relationship between these two motivations. There is still more than enough unshared variance to allow us to judge that the scales are independent and not measuring the same latent concept. The correlation between Utilitarian and Social is a close tie at -.547. Once again this inverse relationship is supported by an accepted theoretical generalization.

## CONCLUSIONS

This assessment is an important follow up and confirmation of earlier implementations of Target Training International's Motivation Insights®. Utilizing over thirty-eight thousand respondents from 2010 and 2011 it provides a solid basis for confirming the reliability of the instrument and continuing minor adjustments to the reference norms. Updating the reference norms using data adjusted for the differences in participation of males and females in this large sample makes these criterion representative of a larger population and anchors them in the 21<sup>st</sup> century.

**Submitted by:**

Peter T. Klassen, Ph.D. Principal,  
[www.DocumentingExcellence.com](http://www.DocumentingExcellence.com)  
Professor Emeritus,  
College of DuPage  
May 12<sup>th</sup>, 2011

**ADVERSE IMPACT:**  
**Motivators Findings as of February 2012**

**Random Sample N=17,801**

Measurement	Mean	Standard Deviation
Theoretical	46.93	9.37
Utilitarian	47.44	10.49
Aesthetic	32.19	9.88
Social	46.81	9.91
Individualistic	39.96	8.63
Traditional	38.66	8.39

**Males N= 10,667**

Measurement	Mean	Standard Deviation	Difference from Random Sample
Theoretical	47.67	9.44	0.74
Utilitarian	48.93	10.35	1.49
Aesthetic	30.70	9.58	-1.49
Social	44.55	9.58	-2.27
Individualistic	41.81	8.37	1.85
Traditional	38.34	8.38	-0.32

**Females N=7,134**

Measurement	Mean	Standard Deviation	Difference from Random Sample	Difference from Non-Protected Group*
Theoretical	45.82	9.13	-1.11	-1.85
Utilitarian	45.21	10.31	-2.23	-3.72
Aesthetic	34.42	9.90	2.23	3.72
Social	50.21	9.41	3.40	5.66
Individualistic	37.20	8.26	-2.76	-4.61
Traditional	39.14	8.37	0.48	0.80

## Motivators Findings as of February 2012

### Caucasians N=11,988

Measurement	Mean	Standard Deviation	Difference from Random Sample
Theoretical	46.52	9.45	-0.41
Utilitarian	47.92	10.54	0.48
Aesthetic	32.18	10.14	-0.01
Social	46.27	10.00	-0.55
Individualistic	40.53	8.72	0.56
Traditional	38.58	8.47	-0.08

### African Americans N=1,849

Measurement	Mean	Standard Deviation	Difference from Random Sample	Difference from Non-Protected Group*
Theoretical	45.59	8.03	-1.34	-0.93
Utilitarian	46.91	9.97	-0.54	-1.02
Aesthetic	29.97	8.31	-2.22	-2.21
Social	50.12	8.94	3.31	3.86
Individualistic	39.78	7.53	-0.18	-0.75
Traditional	39.62	7.92	0.97	1.04

### American Indian or Alaskan Native N=175

Measurement	Mean	Standard Deviation	Difference from Random Sample	Difference from Protected Group
Theoretical	46.30	8.53	-0.63	-0.22
Utilitarian	44.32	10.79	-3.12	-3.60
Aesthetic	33.11	9.40	0.92	0.93
Social	47.87	9.29	1.05	1.60
Individualistic	38.94	8.31	-1.02	-1.59
Traditional	41.46	8.27	2.80	2.88

## Motivators Findings as of February 2012

### Asian N=1,079

Measurement	Mean	Standard Deviation	Difference from Random Sample	Difference from Non-Protected Group*
Theoretical	52.19	8.94	5.26	5.67
Utilitarian	45.51	10.69	-1.94	-2.42
Aesthetic	33.86	8.93	1.67	1.68
Social	47.03	9.45	0.21	0.76
Individualistic	36.01	8.30	-3.96	-4.52
Traditional	37.41	7.94	-1.25	-1.17

### Hispanic or Latino N=1,078

Measurement	Mean	Standard Deviation	Difference from Random Sample	Difference from Non-Protected Group*
Theoretical	47.16	8.96	0.22	0.63
Utilitarian	46.36	10.20	-1.08	-1.56
Aesthetic	32.49	9.56	0.30	0.30
Social	47.65	9.99	0.83	1.38
Individualistic	39.15	8.55	-0.82	-1.38
Traditional	39.20	8.16	0.54	0.62

### Two or More Races N=608

Measurement	Mean	Standard Deviation	Difference from Random Sample	Difference from Protected Group
Theoretical	47.67	9.32	0.74	1.15
Utilitarian	46.78	10.48	-0.66	-1.14
Aesthetic	33.24	9.85	1.05	1.06
Social	46.65	9.85	-0.17	0.38
Individualistic	39.52	8.25	-0.45	-1.01
Traditional	38.14	8.57	-0.52	-0.44

## Motivators Findings as of February 2012

### Non-Disabled N=16,575

Measurement	Mean	Standard Deviation	Difference from Random Sample
Theoretical	46.86	9.35	-0.07
Utilitarian	47.46	10.49	0.02
Aesthetic	32.10	9.83	-0.09
Social	46.87	9.91	0.06
Individualistic	40.03	8.60	0.07
Traditional	38.67	8.38	0.02

### Disabled N=228

Measurement	Mean	Standard Deviation	Difference from Random Sample	Difference from Non-Protected Group*
Theoretical	47.92	8.90	0.99	1.05
Utilitarian	46.14	10.54	-1.30	-1.32
Aesthetic	32.74	9.67	0.55	0.64
Social	47.50	9.86	0.69	0.63
Individualistic	38.90	9.09	-1.06	-1.13
Traditional	38.80	8.68	0.14	0.12

## Motivators Findings as of February 2012

### Non-Veteran N=15,517

Measurement	Mean	Standard Deviation	Difference from Random Sample
Theoretical	46.82	9.38	-0.11
Utilitarian	47.48	10.52	0.03
Aesthetic	32.25	9.86	0.06
Social	47.03	9.91	0.21
Individualistic	39.78	8.55	-0.18
Traditional	38.64	8.40	-0.02

### Disabled Veteran N=122

Measurement	Mean	Standard Deviation	Difference from Random Sample	Difference from Non-Protected Group*
Theoretical	46.98	8.92	0.05	0.16
Utilitarian	46.57	9.87	-0.88	-0.91
Aesthetic	30.17	9.73	-2.02	-2.08
Social	46.41	8.65	-0.40	-0.62
Individualistic	43.56	8.50	3.59	3.77
Traditional	38.31	8.66	-0.34	-0.33

## Motivators Findings as of February 2012

### Other Veteran N=895

Measurement	Mean	Standard Deviation	Difference from Random Sample	Difference from Non-Protected Group*
Theoretical	47.48	9.02	0.54	0.65
Utilitarian	47.13	10.27	-0.31	-0.35
Aesthetic	29.96	9.27	-2.23	-2.29
Social	45.22	10.04	-1.59	-1.80
Individualistic	43.16	8.99	3.19	3.37
Traditional	39.05	8.06	0.39	0.41

### Vietnam Veteran N=216

Measurement	Mean	Standard Deviation	Difference from Random Sample	Difference from Non-Protected Group*
Theoretical	47.41	8.30	0.48	0.58
Utilitarian	48.28	9.92	0.83	0.80
Aesthetic	30.90	9.69	-1.29	-1.35
Social	43.47	9.36	-3.34	-3.55
Individualistic	42.43	8.29	2.46	2.64
Traditional	39.52	8.51	0.86	0.88



## APPENDIX II

# TTI MOTIVATORS DEBRIEFING GUIDE

### TTI TRI-FEEDBACK WHERE OPPORTUNITY MEETS TALENT®

*“If I could live my life over again, I’d like to be the person I could have been but never was.”*

–George Bernard Shaw



### PROFESSIONAL DEVELOPMENT

TTI Tri-Feedback is a process developed to ensure respondents get the most out of their TTI reports. **Using this process to debrief reports, discussion and feedback is focused on three areas:**

1. **Personal growth of the respondent through self discovery**—helping the respondent to better understand him/herself.
2. **Improving relationships through enhanced communication and understanding**—learning to adapt to others more effectively.
3. **Professional development by aligning individuals with their jobs**—understanding how potential strengths and weaknesses affect on-the-job performance.

## POTENTIAL CONFLICT

Within these three areas, there is also potential for conflict. **As such, when applicable, the discussion should also address and attempt to resolve the following:**

1. **Me/Me Conflict**—A conflict within oneself whereby the respondent demonstrates two or more traits that have the potential to pull him/her in different directions.
2. **You/Me Conflict**—A conflict between the respondent and others whereby the respondent demonstrates traits which potentially oppose the traits of others causing tension in relationships.
3. **Me/Job Conflict**—A conflict between the respondent and his/her job whereby the respondent demonstrates or lacks traits that can potentially cause performance-related issues.

## HELP OR HINDER?

With these areas of potential conflict in mind in debriefing a report, for each measurement or statement in a report ask the respondent to consider whether this helps or hinders him/her in achieving both personal and professional goals and in relating to others.

## TRUE/FALSE/EDIT

As a general method for debriefing any TTI assessment tools you should use the “True, False or Edit” approach to all written statements in the reports. **Ask the respondent:**

Which of these statements do you feel are most true and most important for others to understand about you? Highlight or underline applicable statements.

Is there anything here you might want to edit? (**Sometimes a specific word or phrase may not resonate with the respondent and they would prefer to change it to a synonym to make it more personalized for them.**) After editing the statement, do you now feel it is true?

Is there anything here you feel might be false? If so, please take the statement first to at least two trusted advisors, peers, friends or family who know you well to see if they, too, would also disagree with the statement, as sometimes we are not fully aware of how others view us.

Using the True, False and Edit approach to all written statements will allow you to have deeper and more meaningful conversations with the respondent.

This symbol  is used throughout the guide to indicate sections of the report in which Tri-Feedback should be given.

1. Ask, "How does this affect you?"
2. Ask, "How does this affect your relationship with \_\_\_\_\_; how does the other person affect you?"
3. Ask, "How is your job affected? How does your job affect this?"

## TRIAD DEBRIEFING

In addition to one-on-one debriefing with the respondent, debriefing can also be done in a triad (***The term “triad” is used because there are three people taking part in the debriefing, the facilitator and two respondents.***). In a triad debrief, two respondents are debriefed in tandem, sharing pertinent information from each other's reports. Debrief each respondent individually prior to a triad debrief. Triad debriefs are used commonly between managers and direct reports.

In debriefing any TTI instrument, the process should be conversational whereby you ask relevant questions, listen to the answers and show how the assessment results are illustrating and explaining the respondent's natural tendencies. The over arching goal of a debrief is to provide deeper understanding and insight into the content of the report as well as tie the assessment results to the context of the respondent's personal and professional life.

It is also important to consider the purpose and objectives of the respondent in both taking an assessment and partaking in a debrief, as this may change the process substantially.

## CHECKLIST PRIOR TO MEETING

1. Use the respondent debriefing form to organize information prior to and during the debriefing. Identify the individual's behaviors, communicating in the respondent's preferred style.
2. Identify information you may have: behaviors, motivators, skills, acumen, EQ, current job key accountabilities etc.
3. Use the focus area section to be aware of how you need to adapt to best communicate with this individual.
4. Provide a copy of his/her report with a pen/pencil so the individual may make notes.
5. Establish a purpose to the debriefing: improved leadership, increased sales, etc.\*
6. Proof the debriefing objectives on the final page of this guide.
7. Create an opportunity to follow up by having him/her weigh how much time he/she is willing to invest towards the goals. If buy-in is created, the individual should want to continue in some fashion.

**\*Note:** A debrief is most effective when the individual already has established goals and you can highlight how his/her report content can help or hinder his/her progress. However, this may be unknown to you at this point; therefore, use this debrief as an opportunity to find out what is important to the respondent to ensure time is well spent.

## RESPONDENT OVERVIEW FORM

**Date of Scheduled Debriefing:** \_\_\_\_\_

**Respondent's Name:** \_\_\_\_\_

**Respondent's Title:** \_\_\_\_\_

### **Brief Description of Responsibilities:**

**Behaviors:** \_\_\_\_\_

**Motivators:** \_\_\_\_\_

**Emotional Quotient:** \_\_\_\_\_

**Dimensional Balance:** \_\_\_\_\_

**Key Accountabilities:** \_\_\_\_\_

### **Focus Areas (as it relates to above):**

**Example:** High D, be quick and to the point, don't waste time and give opinions. High Individualistic, show the benefit to them and how it will let them rise above the rest.

### **Professional/Personal Goals:**

1. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Scheduled Follow Up:** \_\_\_\_\_

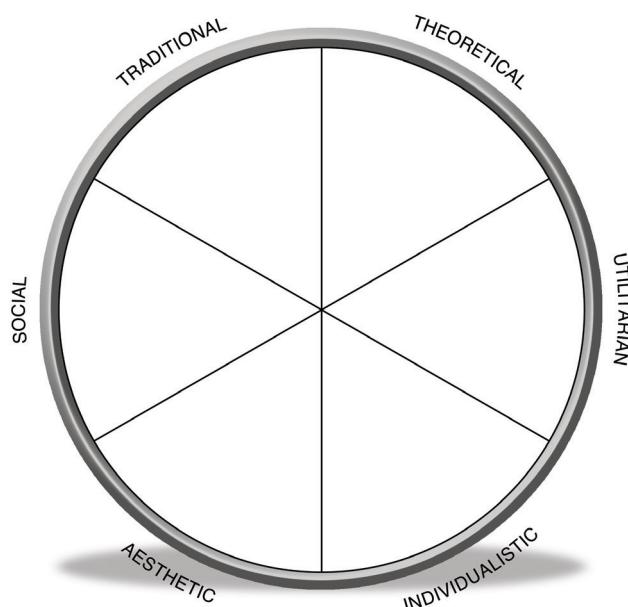
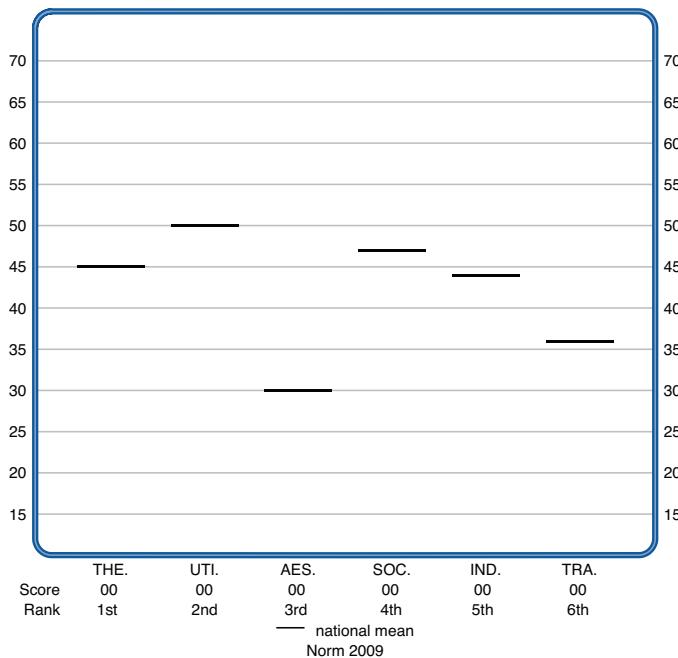
## INTRODUCTION TO MOTIVATORS

*"There's always the motivation of wanting to win. Everybody has that. But a champion needs, in their attitude, a motivation above and beyond winning."*

*-Pat Riley*

In this report, we are measuring six motivators:

- Theoretical – Seeks knowledge and information.
- Utilitarian – Seeks to maximize time and resources.
- Aesthetic – Seeks balance and harmony.
- Social – Seeks to help people and causes.
- Individualistic – Seeks to obtain authority and power.
- Traditional – Seeks a system of living.



Please keep in mind MOTIVATORS are what drives a person and conversely, motivators scores can also indicate drivers to which a person may be indifferent. It does not tell us how intelligent a person is, their background, experience, etc. With motivators, we can make informed assumptions about what a person wants to spend their time and energy on.

Remember with a person's Motivators, there is no good or bad. We all value things differently. However, if an individual is placed in an environment that satisfies their top two or three motivators, the chance for success greatly increases.

The three objectives of debriefing a MOTIVATORS report are to assist the respondent to:

1. Identify and appreciate what motivates the individual.
2. Identify and appreciate motivators the individual is indifferent to.
3. Establish how the individual's goals coincide with their motivators.

## REPORT CONTENT

The order of the report content appears in the same order the motivators rank on the individual's graph. In other words the highest motivator score will appear first, followed by the second, and so on.

Please note various reports containing motivators will change in content of the report. The motivator scores will always be available no matter which report you use.

 **Sections that will vary throughout reports (additional instructions can be found at the top of each page when available):**

- General Characteristics
- Value to Organization
- Keys to Motivating
- Training, Professional Development and Learning Insights
- Continuous Quality Improvements
- Navigating Situations Outside Your Comfort Zone
- Norms & Comparisons

**Option:** If you are experienced with motivators and/or limited on time you may skip to the Graph page toward the end of the report to perform an overall debrief of the results.

## THE TTI MOTIVATION INSIGHTS® GRAPH

**Discuss what the graph represents.** It's a good idea to have the client make notes in their own report to ensure understanding of motivators. The national means and standard deviations are displayed throughout this report so that you can humanize the respondent's results with the average person.

1. Explain that this graph shows their six motivators. Ask them to give a personal example of someone they know for each motivator and explain why.
2.  **Explain the highest two scores (or three if they are close in score) are the Motivators they value most and that drive them to action.** Refer to the goals on the Respondent Overview Form. Are their goals in line with their motivators?
3.  **Explain the lowest two scores are the motivators they will be indifferent to.** Ask them to share how they feel about others who score high in these areas. Highlight how these indifferent motivators could be useful to the individual.

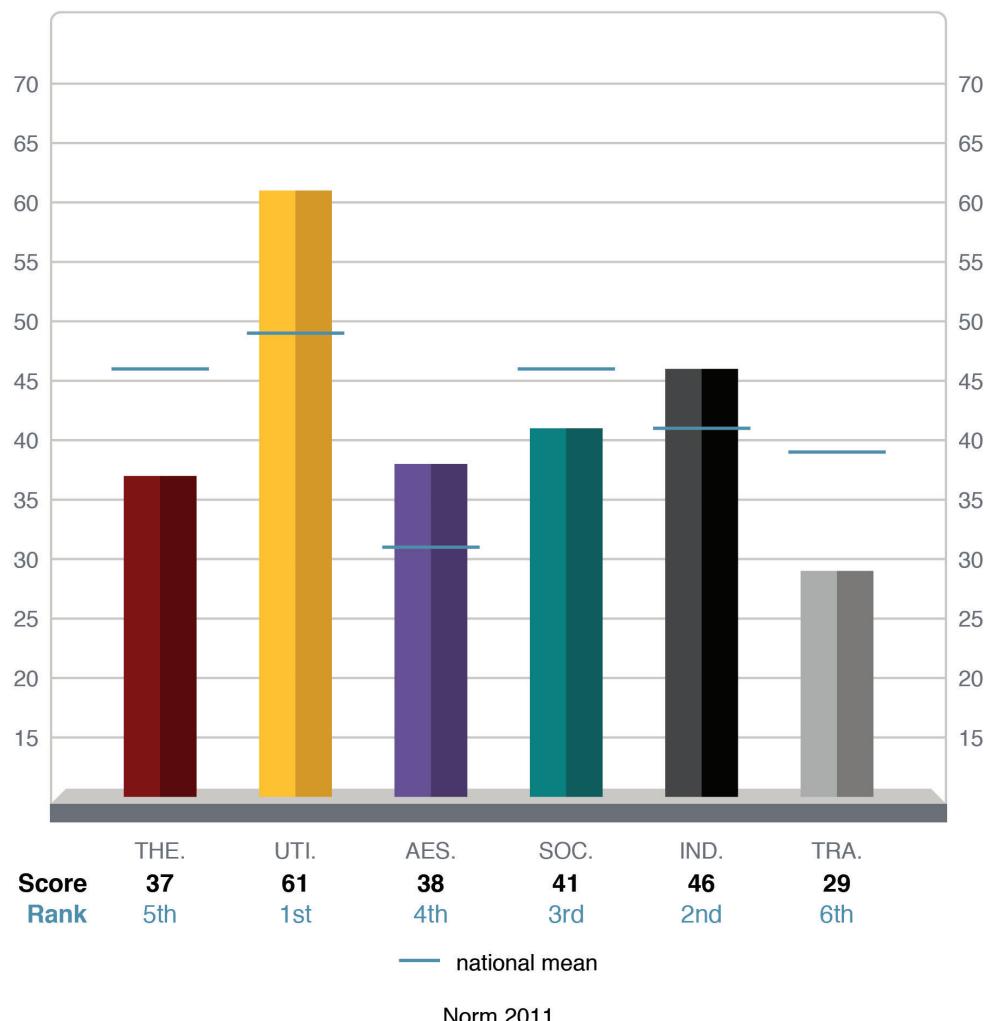
**Option:** You may explain motivators with a shopping analogy. Everyone has different habits and buying style; we could divide them into the six motivators.

- Some people buy after thorough research (THE).
- Some people buy to maximize their spending/saving (UTI).
- Some people buy because they enjoy the look or feel (AES).
- Some people buy because it will help others (SOC).
- Some people buy because it will improve their status (IND).
- Some people buy because they've always bought the same way (TRA).

**We may do things that sound like one motivator; but if you dig deeper and ask WHY the person does something, you would see the connection to another motivator.**

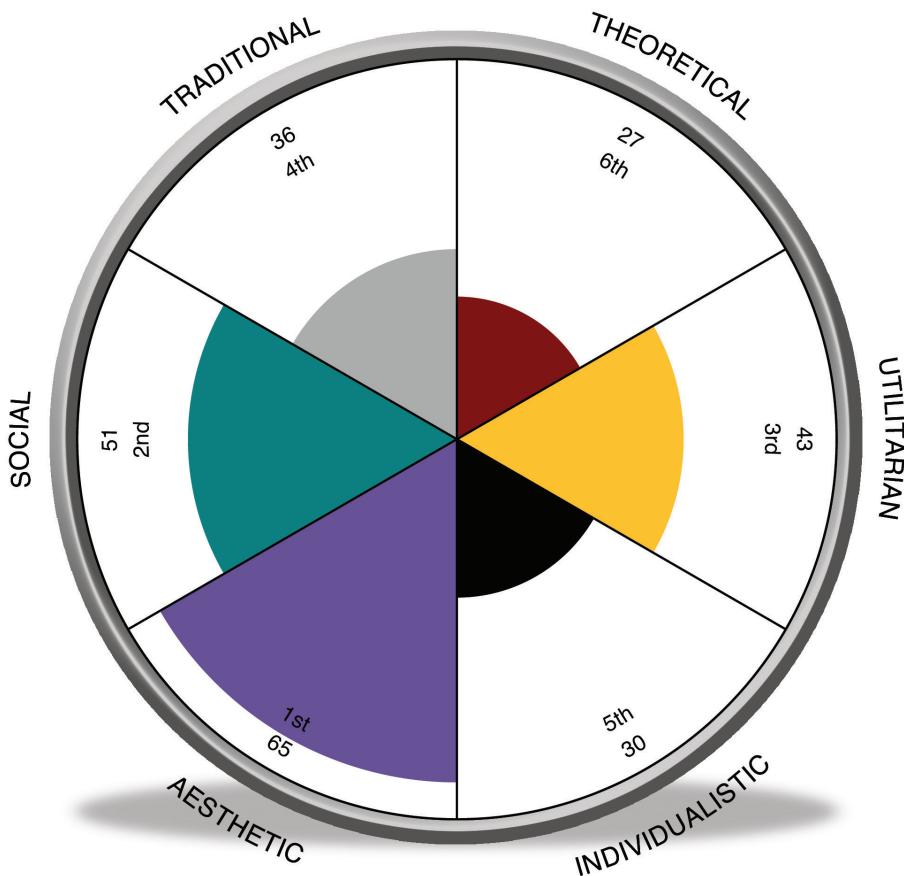
**Example:** Some people who consider themselves stylish dressers actually have low aesthetic scores. Aesthetic is a motivator that demonstrates value to the way things look/feel. However, the stylish dress could be explained because the person scores high in individualistic and dresses to impress rather than for the look/feel.

## TTI MOTIVATION INSIGHTS GRAPH



## TTI MOTIVATORS WHEEL™

- This is a second representation to view the respondent's motivators. The wheel is most effective when viewing multiple people.
- The higher the score, the more color in the slice.



**Option:** Run a Group Wheel to compare the individual to others that have taken a motivators report, or ask where they feel their spouse, boss, incumbents, etc. would appear. Ask the individual to identify issues with the people with whom they have conflict.

**Note:** Identifying motivators is different than behaviors. Behaviors you can see within seconds of meeting someone. Motivators are different in that they are not as easily identified. In many cases people are only guessing at what motivates a person. This is a good opportunity to suggest that friends, family and associates take the assessment, too.

## POST DEBRIEF CHECKLIST

1. Did the individual understand/agree with his/her results, strengths and weaknesses?
2. Does the individual understand others and their strengths and weaknesses?
3. Did the individual establish goals or opportunities to improve on superior performance? How are you going to assist him/her?
4. Does the individual plan to continue utilizing the information they learned today?
  - If yes, how?
  - If no, why not?
5. Is the individual interested in continuing this development process with this assessment?
  - Another assessment?
  - Rx eLearnings?
  - Future one-on-one coaching?
  - Triad debrief with a respected peer?
  - Benchmarking their position?



### APPENDIX III

# **INFORMATION THAT ADDS TO THE ART OF SELECTION FOR THE FINANCIAL INDUSTRY**

## **WHITE PAPER**

The whole field of psychology was based on the observation of humans. Observation still is a good method, however, it is too expensive and takes too long. Today we are blessed with validated assessments that can help us pinpoint the behaviors and action required to be a superior performer in many job classifications.

The purpose of this paper is to share what I have learned by analyzing the values, behaviors, and skills of successful financial planners. We collected the following data from 254 people: years in the business, whether they are an independent or captured agent, and their annual income. Any individual with a TriMetrix™ reliability score of 0.70 or below was disqualified.

The sample was separated by annual income, with all having more than 10 years in the financial service industry. This paper will only address what we observed from two groups: those making \$250,000 to \$500,000 and those making \$500,000 to \$1,000,000.

Each person was analyzed separately and compared to means and standard deviations from a random sample of people in the United States. Special notes were made on factors where the successful financial planners had met or exceeded the mean on 37 pre-determined factors. The 37 factors were taken directly from the TriMetrix™ System.

The art of selection starts with a basic understanding of what to look for in successful people based on their career opportunities; most have tunnel vision and do not know their talent.

## **Values Observations**

### **\$500,000 - \$1,000,000**

- 81% had Utilitarian above the mean
- 67% had Individualistic above the mean
- Of the 19% that had Utilitarian below the mean, all but one had Individualistic above the mean.
- The one person with both Utilitarian and Individualistic below the mean was a high Social with 20+ years in the business; current annual income was over \$1,000,000. When your Utilitarian needs have been met, most people lower their Utilitarian and raise their Social. My guess is that this person has done just that.
- 62% had Social above the mean
- 33% had Theoretical above the mean
- 24% had Aesthetic above the mean
- 9% had Traditional above the mean

These observations are consistent with previous research that always identified Utilitarian, Individualistic, and Social as key motivators to success in the financial planning industry. In a practical sense, they want to be in control and make money while helping others with financial solutions.

With so many successful people with low Traditional scores, we wonder if people with high Traditional scores have difficulty making over \$500,000.

High Aesthetics can be a driving force for money if the person loves to collect expensive things.

## **Values Observations**

### **\$250,000 - \$500,000**

- 80% had Utilitarian above the mean
- 80% had Individualistic above the mean
- 43% had Social above the mean
- 38% had Traditional above the mean
- 25% had Theoretical above the mean
- 23% had Aesthetic above the mean

#### **The above observations begs the following questions:**

1. Can Individualistic keep a person from making more than \$500,000?
2. Can being too Traditional get in the way of making more than \$500,000?

## Behavioral Observations

### \$500,000 - \$1,000,000

- 76% had Frequent Change above the mean
- 71% had Urgency above the mean
- 71% had Versatility above the mean
- 62% had Competitiveness above the mean
- 62% had Customer Orientated above the mean
- 57% had Frequent Interactions above the mean
- 24% had Analysis of Data above the mean
- 24% had Organized Workplace above the mean

Most of the people in this group had four to six of the specific behavioral factors above the mean, which indicates they can call upon many behavioral skills. This group averaged 4.6 behaviors above the mean.

## Behavioral Observations

### \$250,000 - \$500,000

- 57% had Analysis of Data above the mean
- 52% had Organized Workplace above the mean
- 50% had Competitiveness above the mean
- 50% had Frequent Change above the mean
- 47% had Versatility above the mean
- 40% had Customer Oriented above the mean
- 35% had Urgency above the mean
- 42% had Frequent Interactions with Others above the mean

This group averaged 4 behaviors above the mean. **The percentages are different from the other group, which raises questions such as:**

1. Can too much attention to detail and organizing your workplace keep a person from making more than \$500,000?
2. Can lack of flexibility influence income?

**Skills Observations**  
**\$250,000 - \$1,000,000**

EMPATHETIC OUTLOOK

**\$500,000 and up**

57%	Negative
38%	Balanced
05%	Positive

**National Means**

48%	Negative
42%	Balanced
15%	Positive

**\$250,000 - \$500,000**

42%	Negative
52%	Balanced
05%	Positive

**Balanced:**

- Demonstrates sincere, caring attitude
- Listens to others objectively
- High level of versatility easily adapting to different people

**Negative:**

- Prefers professional or social relationships
- Less comfortable in being personally close to others
- May be willing to use or manipulate others

## PRACTICAL THINKING

**\$500,000 and up**      33% Negative  
52% Balanced  
14% Positive

**National Means**      72% Negative  
24% Balanced  
04% Positive

**\$250,000 - \$500,000**      50% Negative  
45% Balanced  
05% Positive

### **Balanced:**

- Good practical problem-solver
- Works well with others in professional context
- High level of versatility easily adapting to changing situations

### **Negative:**

- May be more of a delegator than a doer
- May be results-focused and lack process-orientation
- Corrective: readily points out mistakes, deficiencies and omissions

## SYSTEMS JUDGMENT

**\$500,000 and up**  
10% Negative  
14% Balanced  
76% Positive

**National Means**  
18% Negative  
30% Balanced  
52% Positive

**\$250,000 - \$500,000**  
10% Negative  
32% Balanced  
58% Positive

### **Positive:**

- Enjoys and depends on structure and order
- Will try to work up to or exceed performance standards
- May be somewhat of a perfectionist and results-demanding

### **Balanced:**

- Understands need for laws, policies, rules and order
- Appreciates structure, planning and organization
- High level of versatility; easily adapting to system and policy changes, plans, or new superiors

SENSE OF SELF

**\$500,000 and up**      90% Negative  
10% Balanced  
00% Positive

**National Means**      80% Negative  
18% Balanced  
02% Positive

**\$250,000 - \$500,000**      90% Negative  
10% Balanced  
00% Positive

**Negative:**

- Strong internal motivation and initiative
- Wants to learn, do and achieve more
- Seeks avenues that could lead to higher levels of personal satisfaction and success

## ROLE AWARENESS

<b>\$500,000 and up</b>	14% Negative 33% Balanced 52% Positive
<b>National Means</b>	36% Negative 29% Balanced 35% Positive
<b>\$250,000 - \$500,000</b>	12% Negative 23% Balanced 65% Positive

### **Balanced:**

- Has capacity to maintain a harmonious, balanced integration of all their roles in life
- Has clarity with regard to their duties and responsibilities
- Understands how to manage their time

### **Positive:**

- Identifies strongly with job and takes it seriously
- Wants to make a positive contribution through their work-role
- Confident in their abilities

SELF DIRECTION

**\$500,000 and up**  
10% Negative  
47% Balanced  
43% Positive

**National Means**  
21% Negative  
25% Balanced  
54% Positive

**\$250,000 - \$500,000**  
08% Negative  
30% Balanced  
62% Positive

**Balanced:**

- May be so focused on what they are doing in the present that the future is placed in suspension
- May be leaving future open to capture best opportunity
- Likely open-minded and flexible

**Positive:**

- High level of energy, ambition and ego-drive
- Persistent and determined to achieve goals
- Self-assured and confident

In summary, the Internet allows us to gather data quickly and analyze the factors. Twenty years ago we recommended high Utilitarian, high I's and Social close to the midline for the financial planning industry. We have confirmed that that is still true today. Also we have seen that Traditional may keep you from making \$1M a year but does not keep you from being successful.

In addition, we have seen unsuccessful people having four of the 6 values above the mean. This means they can find satisfaction in four different arenas. This adds to one's personal motivation and satisfaction.

With behavior, we once again confirmed what we knew 20 years ago. However, we have better data to support why high S's and high C's are successful financial planners.

Also, the trend of more behaviors above the mean has added flexibility and versatility to the people studied. The world has changed, and successful financial planners have changed with it.

The most successful financial planners are those that possess a high level of versatility and are able to easily adapt to change. They understand people very well, but they are also very focused on attaining good results. Because of the nature of their business, they are very structured and adhere to financial systems. They understand their roles and take pride in their work. While they focus on the present, many have the drive to further advance their careers and become even more successful.

Use the information presented in this paper to observe successful and unsuccessful financial planners. Also you will find these observations will carry over into other sales fields.

The field of psychology was developed based on observation, and we hope this paper enhances your observation with the use of assessments.

## APPENDIX IV

# **WHAT'S INSIDE TOP SALES PERFORMERS IN THE UNITED STATES AND EUROPE?**

**BY BILL J. BONNSTETTER,  
PRESIDENT AND CEO  
TARGET TRAINING INTERNATIONAL, LTD.**

**Research studies of top salespeople in both the United States and Europe confirm that top sales performance can be predicted.** These findings confirm that top performing salespeople are similar in very specific ways. This research carries significant implications for people who are considering sales as a career, are currently selling or are accountable for sales performance. **The net conclusion of the research shows that top salespeople around the world place a high value on efficiency, utility and economics.**

The most successful organizations in the world already know that hiring the right sales people has the potential of becoming one of the most powerful secret weapons in their arsenal of competitive strategies. What they may not know is that hiring the right salespeople can be as simple as following a recipe based on recent findings from an international study I conducted with Frank Scheelen of Institut.

As global competition and increased customer demands require organizations to improve in key performance areas such as customer service, quality, reducing costs and customization, aggressive organizations must be ever vigilant in the identification, acquisition, development and integration of innovative technology. The type of innovative technology is now available to select top performers.

As a result of our 20 years of research, development and distribution of assessment tools to measure performance, we have been telling organizations that it is what's on the inside, not the outside that counts, especially in sales performance. **What we are fighting is the myth that hiring good looking and intelligent sounding people correlates to sales performance.**

**Much of the research conducted in the past on top salespeople has been focused on behavior.** Behavioral research has been popular because, like looking good and sounding good, behavior can be observed. Little, if any significant study has been focused on what goes on inside a top salesperson. Our ground breaking research in the United States and Europe now confirms that attitudes far outweigh looking good, sounding good or behavior in distinguishing top salespeople.

**Two of our most significant assumptions were confirmed by the two studies:**

1. Top performing salespeople around the world are similar; and
2. Motivators are more important than behavior in sales performance (Refer to Study One and Study Two on the following pages)

In both studies, only top performing salespeople responded. In the United States study and a separate German study, top salespeople responded to two assessments. One was based on internationally validated DISC behavioral model and the other was based on the Personal Interests, Attitudes and Values model.

The DISC assessment identifies eight basic patterns that define how people tend to behave. **Listed below are brief descriptions of the eight behavior patterns:**

1. **Conductor** – Direct and results-oriented.
2. **Persuader** – Optimistic and flexible.
3. **Promoter** – Verbal and trusting.
4. **Relater** – Cooperative team player.
5. **Supporter** – Accommodating and persistent.
6. **Coordinator** – Cautious and self-disciplined.
7. **Analyzer** – Precise and detail-oriented.
8. **Implementer** – Creative and indecisive.

The PIAV assessment measures six distinct attitudes that provide the context for motivation or why people act the way they do. **Listed below are the six attitudes with a brief description of the focus of each:**

1. **Utilitarian/Economic** – A focus on practicality, efficiency.
2. **Theoretical** – A focus on education, learning and truth.
3. **Aesthetic** – A focus on beauty, harmony and balance.
4. **Individualistic** – A focus on controlling one's own destiny or the destiny of others.
5. **Social** – Putting a cause or others before self.
6. **Traditional/Regulatory** – A focus on a system for living.

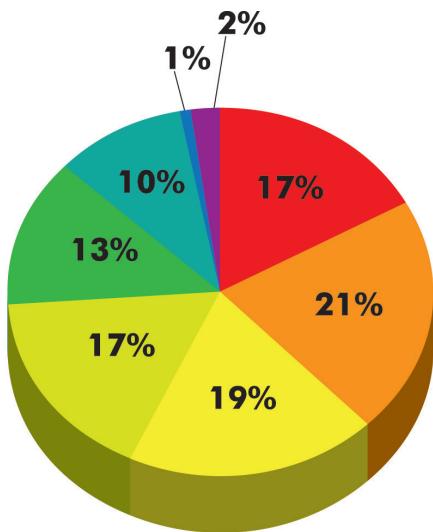
The results of the United States DISC behavior study of top salespeople in 178 firms are illustrated with pie charts. **As you can see on the next page, top sales performers tended to be spread across four behavioral patterns.** In the German study, top sales performers tended to be spread across three of the same behavioral patterns. In view of these results, it is reasonable to conclude that salespeople with most, if not all, behavioral patterns can be top performers.

**However, when it comes to what is on the inside of top performing salespeople, both the United States study as well as the German study confirm it is hands-down, a Utilitarian attitude.** The implications for the global sales community, whether they are salespeople or those who must hire, manage, develop and motivate them, are clear. The most important selection criteria when hiring salespeople is a high Utilitarian motivator. Once salespeople with a high Utilitarian attitude are hired, the job satisfaction and motivation buttons that need to be pushed are efficiency, practicality and return on investment of time, talent and resources.

**Studies of attitudes also reveal that when a person's highest attitude is fulfilled, they will begin to be motivated toward their second highest attitude.** For instance, a top performing salesperson whose highest attitude is Utilitarian and second highest attitude is Aesthetic will begin to be motivated by beauty and harmony only after they have made as much money as they want, or need for security, through the most efficient and practical methods. This provides important insight into incentives. Income and other financially related incentives will yield the best effects with high Utilitarian salespeople, unless the salesperson is completely satisfied in those areas. Although financial rewards are always a safe bet, incentives should be tailored to each salesperson's motivations.

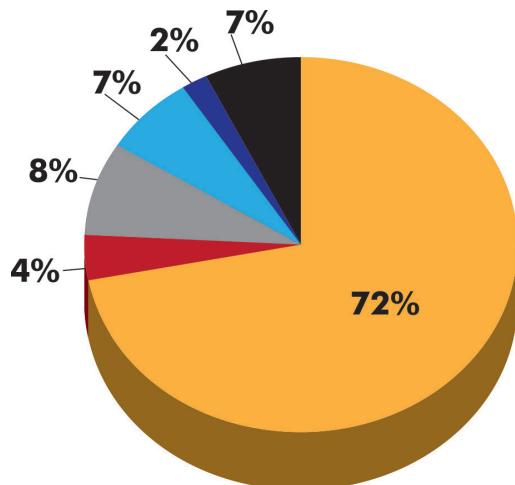
## TOP SALES LEADERS: USA VS. GERMANY

### Study One – Top Sales Leaders, USA: N = 178



#### Behavior - Top Sales Leaders: USA

Conductor - 17%	Supporter - 13%
Persuader - 21%	Coordinator - 10%
Promoter - 19%	Analyzer - 1%
Relater - 17%	Implementor - 2%

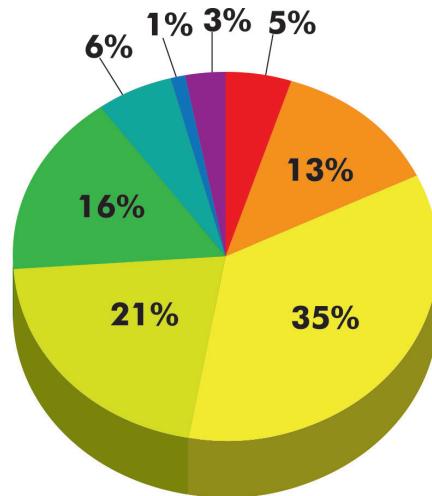


#### Attitudes - Top Sales Leaders: USA

Utilitarian - 72%	Social - 7%
Theoretical - 4%	Aesthetic - 2%
Traditional - 8%	Individualistic - 7%

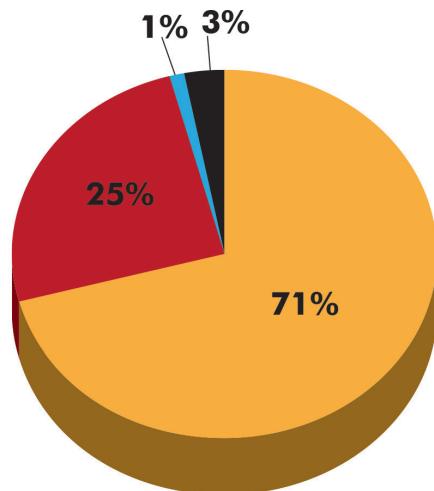
## TOP SALES LEADERS: USA VS. GERMANY

### Study Two – Top Sales Leaders, Germany: N = 492



### Behavior - Top Sales Leaders: Germany

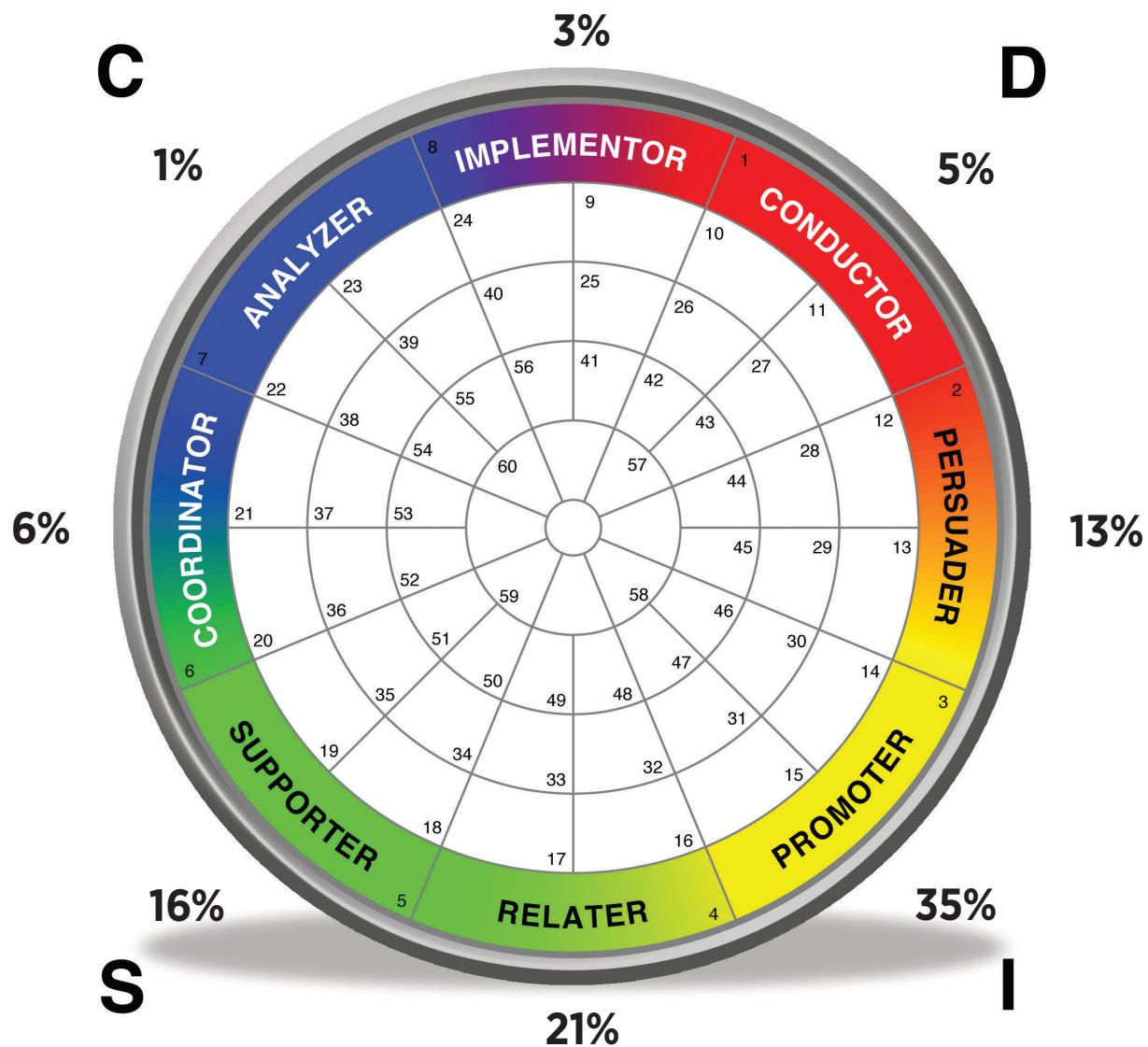
Conductor - 5%	Supporter - 16%
Persuader - 13%	Coordinator - 6%
Promoter - 35%	Analyzer - 1%
Relater - 21%	Implementor - 3%



### Attitudes - Top Sales Leaders: Germany

Utilitarian	71%
Theoretical	25%
Social	1%
Individualistic	3%
Aesthetic	0%
Traditional	0%

**GERMANY: N = 492**



**USA: N = 178**

