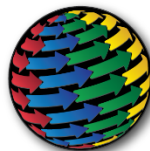




Motivators Workshop – 4 hours

Facilitator Training Guide

Version 6.16



ASSESSMENTS 24x7

A Global Leader in Online Assessments

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Motivators Workshop

You will need the following educational resources for the workshop, which include the following:

Materials	Equipment
<ul style="list-style-type: none"> ▪ Facilitator Guide ▪ PowerPoint® Slideshow ▪ Participant Assessment Reports 	<ul style="list-style-type: none"> ▪ Computer ▪ Projector and screen

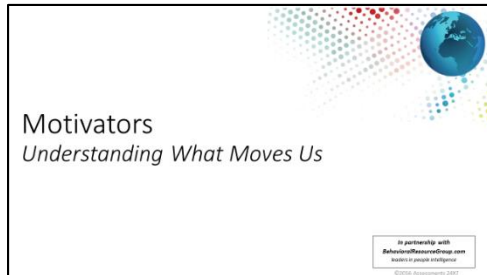
Agenda

Motivators Presentation

Introduction	10 minutes	
Behaviors, Values, Axiology	5 minutes	
Motivation Overview	10 minutes	
The Seven Dimensions of Motivation	10 minutes	
Scoring the Motivators	10 minutes	
Discussion: Different Motivators	5 minutes	
Individual Motivators	40 minutes	Total – 90 mins
Break	15 minutes	
The Passion Palette	10 minutes	
Activity: Describe the Dimension	30 minutes	
Strengths & Limitations	15 minutes	
Activity: Motivators Patterns	15 minutes	Total – 70 mins
Motivators Report Debrief	50 minutes	
Application: Relevance/Success Pages	10 minutes	
Closing Thoughts	5 minutes	Total – 65 mins
Total Training Time		4 hours

Motivators Workshop Presentation

POWERPOINT REFERENCES



Slide 1: Motivators

FACILITATOR INSTRUCTIONS

SAY:

Welcome to the Motivators Workshop! My name is _____.



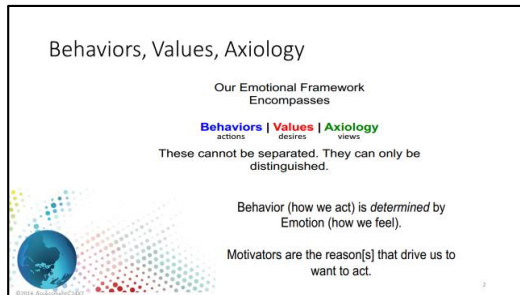
FACILITATOR NOTE: Insert your personal introduction here and any additional introductory information. Be sure to share your name and contact information and encourage them to write it down.

Research shows that the most successful people share the common trait of self-awareness. They're able to more quickly recognize situations that will make them more successful. As such, it's easier for them to find ways of achieving objectives that resonate and align with their motivations. They understand their limitations and where those situations in which they're not as effective. They're able to anticipate what will not inspire them or motivate them to succeed. Those who understand their natural motivators better are far more likely to pursue the right opportunities, for the right reasons, and get the results they desire.

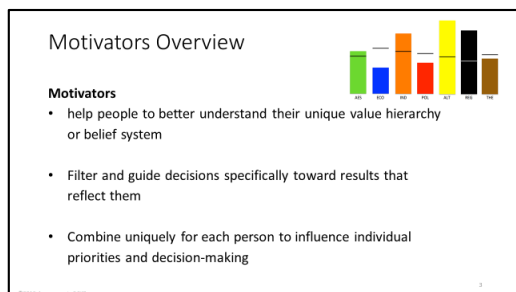
Our hope is that at the end of our time today, you'll have a more comprehensive knowledge of your preferences, your motivations, and your drivers to determine how to effectively reach for your own satisfaction and success.

Let's take a few minutes to introduce ourselves to one another.

POWERPOINT REFERENCES



Slide 2: Behaviors, Values, Axiology



Slide 3: Motivators Overview

FACILITATOR INSTRUCTIONS

Behaviors, Values, Axiology



SAY:

People see the world differently; we all have our own biases. We all have our own desires, and we all express those views and desires through our actions.

Behavior is how we act.

It is determined by our emotions – how we feel.

Motivators are the why behind those emotions – Understanding our motivation reveals why we prefer to do what we do.



ASK:

Why is it important to know what motivates us?



SAY:

Motivators reveal our viewpoint, our mindset, our paradigm of thought, our way of judging and valuing life. They are the reasons that drive us to WANT to act.

*Keep in mind, we may act differently than we want to for a variety of reasons.

Motivators Overview

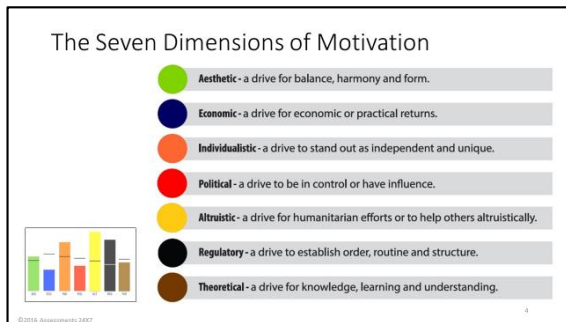


SAY:

Motivators help people to better understand their unique value hierarchy or belief system pertaining to what motivates them, what they are most drawn to and where their passions lie.

FACILITATOR NOTE: Read the PowerPoint slide

POWERPOINT REFERENCES



Slide 4: Seven Dimensions

Scoring the Motivators

Very Low **Low** **Average** **High** **Very High**
**Teens and Below* **Above 85*

- Both low and high scores can have an influence on the choices we make. Average scores (in the mid-range noted by a grey box plot) create a **normal degree** of influence which is typically not noticeable.
- The very high and very low are "red zones" or danger zones.
- Whether scores are high or low, the motivators with the **furthest distance above or below the mean** (or norm - the line in the center of the box plot) will be the **highest influencers** leading to the greatest impact on the decisions being made.

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Slide 5: Scoring the Motivators

FACILITATOR INSTRUCTIONS



The Seven Dimensions of Motivation

SAY:

While it's important to explore each motivator and what they mean, it is critical to remember that they cannot be separated. They can only be distinguished. Through an understanding of the motivators, we can begin to see how to maximize performance by achieving stronger alignment between our motivators, our choices, and our actions

The 7 Motivators:

Aesthetic - a drive for balance, harmony, and form

Economic - a drive for economic or practical returns

Individualistic - a drive to stand out as independent and unique

Political - a drive to be in control or have influence

Altruistic - a drive for humanitarian efforts or to help others selflessly

Regulatory - a drive to establish order, routine, and structure

Theoretical - a drive for knowledge, learning, and understanding

Now let's look at how these areas are scored.

Scoring the Motivators

FACILITATOR NOTE: Click through points.

Say: There are five score options for Motivators:

Very Low, Low, Average, High, Very High

Both low and high scores can have an influence on the choices we make. Average scores (in the mid-range noted by a grey box plot in the report) create a **normal degree** of influence which is typically not noticeable.

POWERPOINT REFERENCES

Scoring the Motivators

Very Low **Low** **Average** **High** **Very High**
**Teens and Below* **Above 85*

- Both low and high scores can have an influence on the choices we make. Average scores (in the mid-range noted by a grey box plot) create a **normal degree** of influence which is typically not noticeable.
- The very high and very low are "red zones" or danger zones.
- Whether scores are high or low, the motivators with the **furthest distance above or below the mean** (or norm - the line in the center of the box plot) will be the **highest influencers** leading to the greatest impact on the decisions being made.

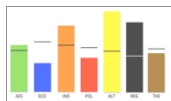


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Slide 5: Scoring the Motivators

Different Motivators

- Why is it important to know if someone has different motivators than you do?



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Slide 6: Different Motivators

FACILITATOR INSTRUCTIONS

Scoring the Motivators (cont.)

SAY:

Whether scores are high or low, the motivators with the **furthest distance above or below the mean** (or norm - the grey line in the center of the box plot) will be the highest influencers leading to the greatest impact on the decisions being made. The impact will be specific to the score (high means different than low) but the influence will be as powerful whether the score is above the line or below.

The very high and very low are "red zones" or danger zones. These are areas outside of what most of the population will understand as normal. If you score in a risk area, that means you have a strong **need** in that area. For example, if you are high AES, you have a strong need, much more than a want, to be alternative and to create balance and harmony in your world. If you are low AES, you have a strong need, much more than a want, to be practical.

There is a difference: I can **WANT** to be a leader or I can **NEED** to be a leader; each will affect my choices and behaviors.

ASK:



Why is it important to know if someone has different motivators than you do?

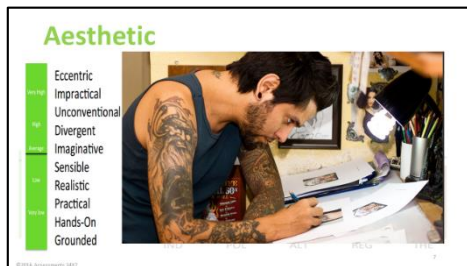
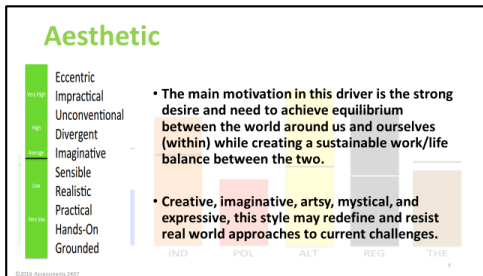
SAY:



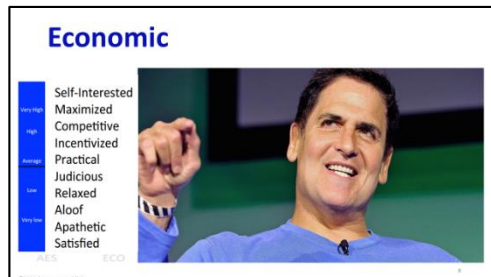
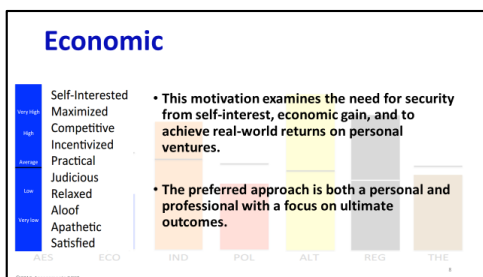
If we have different Motivators, we make different choices. Motivators are the reasons that drive us to **WANT** to act.

We all see others as **we** are, not as **they** are. We all have our own needs and desires, and we all express them differently through our actions.

POWERPOINT REFERENCES



Slide 7: Aesthetic (Tattoo Artist)



Slide 8: Economic (Mark Cuban)

FACILITATOR INSTRUCTIONS

The Individual Motivators

Facilitator Note: Review Slide, click for animations to reveal definitions behind picture. Start with scale visual, then click to share definitions. Click again to reveal picture, and click to hide picture



SAY:

Aesthetic - the main motivation in this driver is the strong desire and need to achieve equilibrium between the world around us and ourselves (within) while creating a sustainable work/life balance between the two.

Creative, imaginative, artsy, mystical, and expressive, this style may redefine and resist real world approaches to current challenges.

Notice the risk links – remember risks come with very high and very low scores as those are attributes that are so far from the normal scores they can create misunderstandings for those not like us.



ASK: Is your score indicating a want or a need?



SAY:

Economic - This motivation examines the need for security from self-interest, economic gain, and to achieve real-world returns on personal ventures.

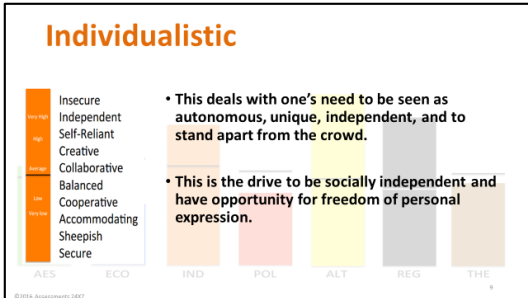
The preferred approach is both a personal and professional with a focus on ultimate outcomes.



Again, note the risk areas for Economic.

ASK: Is your score indicating a want or a need?

POWERPOINT REFERENCES



Slide 9: Individualistic (Yellow umbrella)



Slide 10: Political: (Menacing Controller)

FACILITATOR INSTRUCTIONS

SAY:

Individualistic - This deals with one's need to be seen as autonomous, unique, independent, and to stand apart from the crowd.



This is the drive to be socially independent and have opportunity for freedom of personal expression.

On the left you'll see the scoring relationships, and where the areas of high and low risk are shown.



ASK: Is your score indicating a want or a need?

SAY:

Political - This is about being seen as a leader, and to have influence and control over one's environment or success.



Competitiveness and control are often associated with a high score in this motivation.

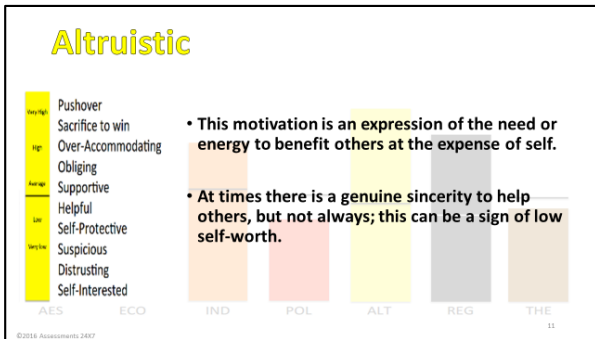
You may notice that for many of these motivators, the risk scale looks very similar. Note the risk measurements for Political.



ASK: Is your score indicating a want or a need?

POWERPOINT REFERENCES

FACILITATOR INSTRUCTIONS



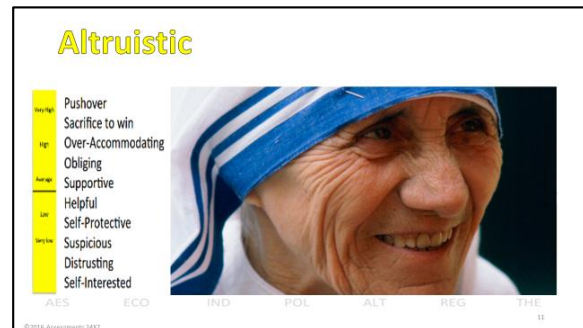
SAY:

Altruistic - This motivation is an expression of the need or energy to benefit others at the expense of self.

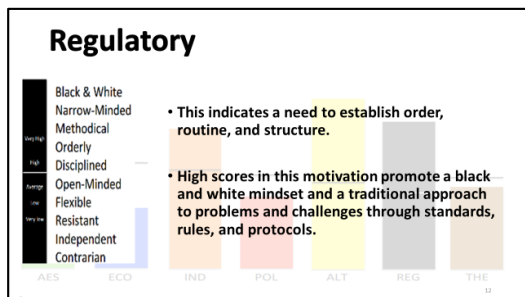
At times there is a genuine sincerity to help others, but not always; this can be a sign of low self-worth.

For this motivator, the risk scale shifts up a bit; not the very high risk as almost at the top, and the very low risk is a little higher than the other motivators.

ASK: Is your score indicating a want or a need?



Slide 11: Altruistic (Mother Theresa)



SAY:

Regulatory - This indicates a need to establish order, routine, and structure.

High scores in this motivation promote a black and white mindset and a traditional approach to problems and challenges through standards, rules, and protocols.

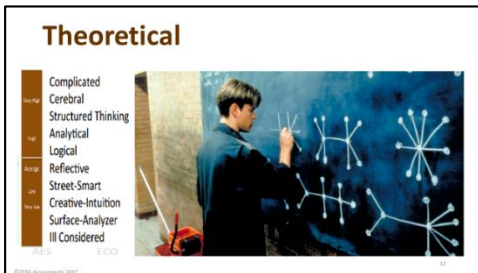
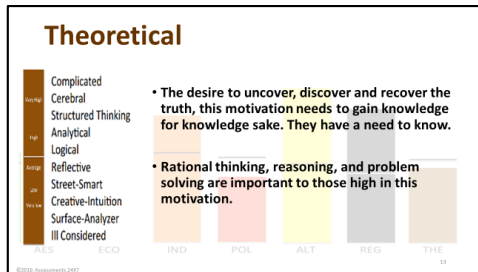
Regulatory has an unusual risk scale. Notice how it is lower on the scale – the middle of the scale is high and very high. The scale is also compressed for this motivator.

ASK: Is your score indicating a want or a need?



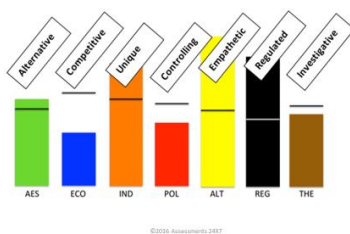
Slide 12: Regulatory (Police officer)

POWERPOINT REFERENCES



Slide 13: Theoretical (Will Hunting)

The Passion Palette



Slide 14: Passion Palette

FACILITATOR INSTRUCTIONS



Say:

Theoretical – is the desire to uncover, discover and recover the truth, this motivation needs to gain knowledge for knowledge sake. They have a need to know.

Rational thinking, reasoning, and problem solving are important to those high in this motivation.

The risk scale for this one is more like the first several motivators we looked at, however, there is a significant distance on the scale between high and very high.



ASK: Is your score indicating a want or a need?

The Passion Palette



SAY: What we are passionate about leads to our decisions, our actions and ultimately, our success.

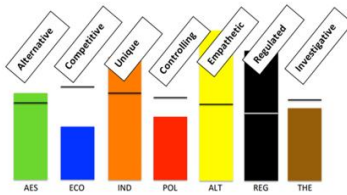
We assign a simple descriptor to each dimension – we use these to outline the most notable passion of each dimension.

Aesthetic – Alternative
 Economic – Competitive
 Individualistic – Unique
 Political – Controlling
 Altruistic – Empathetic
 Regulatory – Regulated
 Theoretical- Investigative

FACILITATOR INSTRUCTIONS

POWERPOINT REFERENCES

The Passion Palette



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Slide 14: Passion Palette

The Passion Palette (cont.)



ASK:

How does this descriptor align with the definitions of the dimensions?



SAY:

Aesthetic - a drive for balance, harmony, and form represents alternative thinking versus standardized thinking, standardized values and functionality not form and balance

Economic - a drive for economic or practical returns driven by competitiveness. Competitiveness asks what's in it for me, how do I win?

Individualistic - a drive to stand out as independent and self-express equals the desire to be unique

Political - the desire to have power and influence over environment or success, associated with controlling

Altruistic - a drive for humanitarian efforts or to help others selflessly often associated with understanding or experience the feelings of others as empathy

Regulatory - a drive to establish order, routine, and structure brings awareness to value system and structure

Theoretical - a drive for knowledge, learning, and understanding – the need to investigate, know and understand

These individual words will help us easily identify each motivator and its descriptors.

POWERPOINT REFERENCES

Activity – Describe the Dimension

- Using your assigned Dimension, create a list of characteristics for high scores and low scores in that area.
- Identify 2 potential strengths and 2 potential limitations for high and low scores.

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Slide 15: Activity: Describe the Dimension

FACILITATOR INSTRUCTIONS

Facilitator Note: Assign table groups a single motivator to complete activity.

SAY:

Using your assigned Motivator, create a list of 4-5 characteristics for high scores and low scores in that dimension.

Then, identify 2 potential strengths and 2 potential limitations for high and low scores.

Facilitator Note: Have each group share their characteristic lists, strengths and limitations, comparing with information on next several slides.

Each slide clicks open with High strengths and limitations, and with one more click will show Low strengths and limitations.

Strengths and Limitations

Aesthetic - High

Strengths	Limitations
Expression of creativity Appreciation of movement Values personal difference and uniqueness Active insight	May have aesthetic ideals Aesthetic education and goals Can be paralytic Struggle with practicality

Aesthetic - Low

Strengths	Limitations
Practical results focus Less emotional, straightforward Values practical results No need to feel and understand	May seem impersonal, too businesslike May feel too high level or sterile May be unresponsive, miss the excitement Higher sense of "working hard"

Strengths and Limitations

Economic - High

Strengths	Limitations
Focus on achievement and money Down to corporate strategies, money Efficient in resources, value their Ultimate outcome in results oriented	Practical outcomes Lack of concern for others Can be too narrowly focused Others receive something in return

Economic - Low

Strengths	Limitations
Focus on others, less self Results to others Values personal confidence over gain Quality oriented	More selfish Engagement for others, outside self Dislikes self Needs to be recognized

Strengths and Limitations

Individualistic - High

Strengths	Limitations
Independent, unique Tolerant of others' differences Achievement Values of individualism (alone)	Isolate efforts Dislikes education and authority Lacks to do things alone they may May be self-right in reflection

Individualistic - Low

Strengths	Limitations
Don't need to feel to work Take respect leadership Dislike leading others Don't like to share results	May not speak up, share ideas or needs May prefer to lead May not share knowledge with the leader May not like education, team discussion

Strengths and Limitations

Political - High

Strengths	Limitations
Command and cooperation Dislike education and authority Control leading others Implement projects and plans	Controlling Use individualism to control a problem Support selfish Values self over others

Political - Low

Strengths	Limitations
More education Higher, more respect needs Self motivated and drive values Don't need recognition and praise	Not a leader or a follower May like to lead, not like to follow May not feel confident in own abilities May prefer opportunity rather than need it

Strengths and Limitations

Altruistic - High

Strengths	Limitations
Compassion and help others need Focus on others Helpful, respect of others Gives help (care) to others	Values others over self Emotional and not realistic Help to others May be more sensitive to

Altruistic - Low

Strengths	Limitations
Compassion and help others need Focus on others Helpful, respect of others Gives help (care) to others	May not speak up, share ideas or needs May prefer to lead May not share knowledge with the leader May not like education, team discussion

Strengths and Limitations

Regulatory - High

Strengths	Limitations
Organized Follow rules Lives by set of principles Wants to be right	Not as adaptable to the times Difficult to get to levels of success May have rules and rules if Inflexible, repetitive, slow, repetitive

Regulatory - Low

Strengths	Limitations
More open to get things done Will always have an opinion and be right Wants to be right of thinking and action Very adaptable, open to change	May not be open to respect differences May be only and creative May have rules and rules if May struggle to understand and systems

Strengths and Limitations

Theoretical - High

Strengths	Limitations
Conceptual, thinking Strong logical Imaginative, creative Developing systems	Using logical ideas to solve Too slow to act Inflexible process Missing time and resources

Theoretical - Low

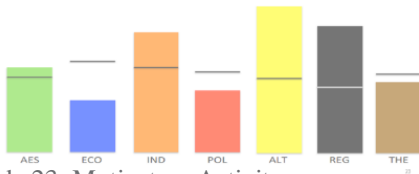
Strengths	Limitations
Good development Practical, hands-on learner Will always think things That and more learning	May not pay attention to the details May not think through projects, miss details May dislike much information overload May struggle to connect the dots

Slide 16-22: Strengths/Limitations

Motivators Report Debrief

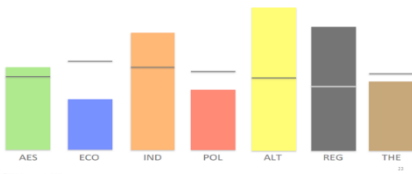
POWERPOINT REFERENCES

Motivators Activity



Slide 23: Motivators Activity

Motivators Report Debrief



Slide 24: Motivators Report Debrief

Closing Thoughts

Remember:

- Understanding one another's motivations helps us connect and build more effective relationships and reduce tensions.
- Behaviors (actions), Values (desires) and Axiology (views) cannot be separated; they can only be distinguished.
- Likewise, the Motivators do not stand alone – they influence one another to create our mindset that filters and guides our decisions.



Slide 25: Closing Thoughts

FACILITATOR INSTRUCTIONS

Activity

Assign a table or area of the room to each Motivation. Have participants hypothesize their greatest areas of influence, and move about the room according to what they anticipate as their most influential motivator, second most influential, and least influential motivator.

Have participants note if there are groupings that seem more common than others and discuss the impact of having motivations that are similar and different for people. Return to original seats.

Motivators Report Debrief

Facilitator Note: Use the Motivators Debrief Guide for the next portion of the training.

Application: Complete Relevance and Success pages.

Closing

Review each bullet point on slide.



Say:

We have explored the 7 dimensions of Motivation, the characteristics of each, and how our own scores influence, filter, and guide our decisions.

Remember, understanding our own motivations and the motivations of others helps us to build more effective relationships.

Studies show that if we do not revisit new material we learn within 72 hours, our chances of never looking at it again or implementing it go down drastically. I challenge you to take some time over the next several days to review the activities and materials, and share what you've learned as well as build a personal application plan.

If there is anything I can do to assist you further, please reach out. Thank you for your attention and participation today.