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# *Motivation Questionnaire*

## Retain Report

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**Name**

John Example

**Date:**

16 May 2012

## > Retain Report

### Introduction

This report describes the factors that are likely to have an impact on John's motivation at work.

It provides a high level summary of John's motivators and demotivators followed by more detailed information on what is likely to motivate and demotivate John at work including tips and suggestions on how to keep him motivated.

This report is based on John's responses to the Motivation Questionnaire (MQ). The accuracy of this report depends on the frankness with which he answered the questions as well as his self-awareness.

This report has a shelf-life of 18-24 months and should be treated confidentially. If there are major changes in John's life or work he should complete the MQ again.

### Summary

John's key motivators and demotivators are summarised below in priority order. Typically, focusing on areas that are highly motivating or demotivating is most effective.

To maximise the value of this information it is important to confirm with John what motivates him, and to discuss with him the impact of this in his current or future role.

<b>Highly Motivating</b>	<b>Highly Demotivating</b>
<b>Moderately Motivating</b>	<b>Moderately Demotivating</b>
Competition Autonomy Immersion Personal Growth Personal Principles	Achievement Material Reward

## **Highly Motivating**

John has indicated that he has no highly motivating areas.

## > Moderately Motivating

The following are likely to moderately motivate John:

<b>Competition</b>	Motivated by being benchmarked and compared favourably with others.	
<b>Likely Positives</b>	<b>Likely Negatives</b>	
<ul style="list-style-type: none"> <li>• Doing better than others is likely to energise</li> <li>• Beating targets could be quite motivating</li> <li>• Likely to enjoy an environment that encourages competition</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of a competitive culture could be frustrating</li> <li>• A lack of comparison with others may demotivate</li> </ul>	
<p><b>Tips and suggestions on how to motivate John:</b></p> <ul style="list-style-type: none"> <li>• Check what constitutes a competitive environment for John</li> <li>• Consider how you could provide John with an objective benchmark to enable him to compare his performance to that of other people</li> <li>• Look to incorporate John's need to compete into any objectives you set for him, possibly as competition with himself if competing with others would be inappropriate</li> <li>• Ask John how he would measure his performance in relation to others. Explore who he regards as his benchmark group and who he aspires to be like</li> <li>• Ask John to identify anything that might prevent him being the best. Explore if he will positively tackle any blockages identified</li> <li>• Consider ways of positively channelling John's competitive drive to motivate the rest of the team</li> </ul>		

<b>Autonomy</b>	Motivated by being given scope to organise own approach to work.	
<b>Likely Positives</b>	<b>Likely Negatives</b>	
<ul style="list-style-type: none"> <li>• Having opportunities to work independently is a likely source of motivation</li> <li>• Being allowed to use initiative is likely to motivate</li> </ul>	<ul style="list-style-type: none"> <li>• Regular close supervision is likely to demotivate</li> <li>• A lack of autonomy is likely to demotivate</li> </ul>	
<p><b>Tips and suggestions on how to motivate John:</b></p> <ul style="list-style-type: none"> <li>• Check what constitutes autonomy for John</li> <li>• Try to take a relatively "hands off" approach to managing him</li> <li>• Set John's objectives and measures and then let him decide how to achieve them, as long as they meet the measures agreed</li> <li>• As far as practical, ensure that you allow John to structure his own approach to work</li> <li>• Be sensitive to John's need for empowerment and do not impose too many constraints</li> <li>• Ensure that John has the support, materials and means of communication to work independently. Jointly agree communication methods, styles and frequency</li> </ul>		

<b>Immersion</b>	Motivated by work that requires commitment beyond normal working hours.	
<b>Likely Positives</b>	<b>Likely Negatives</b>	
<ul style="list-style-type: none"> <li>• Likely to feel quite motivated by investing extra hours in work</li> <li>• Probably quite happy taking work home and working outside normal working hours if necessary</li> <li>• Strongly driven by work</li> <li>• May be inclined to travel as part of the job</li> </ul>	<ul style="list-style-type: none"> <li>• Not being able to show commitment to work is highly likely to demotivate</li> </ul>	
<b>Tips and suggestions on how to motivate John:</b> <ul style="list-style-type: none"> <li>• Check what constitutes normal working hours for John</li> <li>• Explore what John would consider to be an excessive work demand, as even the most committed individual is likely to have limits</li> <li>• Try to ensure that John feels included in work matters, particularly at planning stages</li> <li>• Seek John's opinions on issues and bounce ideas off him</li> <li>• Ensure that the energy John invests in his job is focused and that he manages his time efficiently</li> <li>• Allow John to take work home with him if he wishes</li> </ul>		

<b>Personal Growth</b>	Motivated by opportunities for further training and development and the acquisition of new skills.	
<b>Likely Positives</b>	<b>Likely Negatives</b>	
<ul style="list-style-type: none"> <li>• Probably finds opportunities for learning new skills motivating</li> <li>• Personal development is likely to be important</li> <li>• Will probably be energised by opportunities to spend time with and learn from colleagues</li> </ul>	<ul style="list-style-type: none"> <li>• A lack of opportunity for self-development could frustrate</li> </ul>	
<b>Tips and suggestions on how to motivate John:</b> <ul style="list-style-type: none"> <li>• Check what constitutes genuine personal development and growth for John</li> <li>• Check what John's preferred learning styles are</li> <li>• Provide John with opportunities to acquire new skills and knowledge</li> <li>• Ensure that John is not required to rely solely on his existing skills and knowledge in all aspects of his work</li> <li>• Ensure that John's objectives include at least one where he will need to learn new skills</li> <li>• Talk to John about his career aspirations and what skills he will need to move forward</li> </ul>		

<b>Personal Principles</b>	Motivated by being able to uphold ideals and conform to high ethical and quality standards.	
<b>Likely Positives</b>	<b>Likely Negatives</b>	
<ul style="list-style-type: none"> <li>• Likely to focus on producing work that is of a high standard</li> <li>• Probably keen to see alignment between personal values and those of the organisation</li> <li>• Is likely to place a high value on the organisation working ethically</li> </ul>	<ul style="list-style-type: none"> <li>• Being asked to compromise personal ethical standards is likely to demotivate</li> </ul>	
<p><b>Tips and suggestions on how to motivate John:</b></p> <ul style="list-style-type: none"> <li>• Check which ethical and quality standards are important to John</li> <li>• Check whether these are in line with the organisation's requirements and culture</li> <li>• Explore how the organisation's vision and values affect John and his work</li> <li>• Explore how John feels if asked to compromise his standards</li> <li>• Ensure you do not set resource or time constraints that are likely to require John to compromise his standards</li> <li>• Ensure that John does not place so much emphasis on quality that it impacts too much on his productivity or timescales</li> </ul>		

## > Highly Demotivating

John has indicated that he has no highly demotivating areas.

## > Moderately Demotivating

The following are likely to moderately demotivate John:

<b>Achievement</b>	Not particularly motivated by having to overcome challenges, target setting may be demotivating.	
<b>Likely Positives</b>	<b>Likely Negatives</b>	
<ul style="list-style-type: none"> <li>Major challenges and being professionally stretched are likely to demotivate</li> <li>Likely to be more motivated by undemanding work rather than challenging targets</li> </ul>	<ul style="list-style-type: none"> <li>Targets are likely to discourage</li> <li>Having demands placed on abilities may reduce motivation</li> <li>A culture that emphasises achieving difficult targets is not likely to appeal</li> </ul>	
<b>Tips and suggestions on how to prevent John becoming demotivated:</b> <ul style="list-style-type: none"> <li>Check what constitutes a challenging target for John</li> <li>When setting tasks for John, strike a balance between how challenging they are and how easily they can be accomplished</li> <li>Ensure that any work set is not too far beyond John's proven abilities</li> <li>Support John in breaking more challenging goals down into smaller, more manageable ones</li> <li>Explore how John rates his own achievements and use this information when agreeing targets and alternatives to traditional targets</li> <li>Demonstrate that you value John's contribution beyond his set targets</li> </ul>		

<b>Material Reward</b>	Not particularly motivated by financial reward.	
<b>Likely Positives</b>	<b>Likely Negatives</b>	
<ul style="list-style-type: none"> <li>A pay increase is likely to be seen as a pleasant reward rather than as a motivator</li> <li>May be looking for other aspects of the job to enhance motivation rather than just financial aspects</li> </ul>	<ul style="list-style-type: none"> <li>Lack of equity in the distribution of rewards may demotivate</li> </ul>	
<b>Tips and suggestions on how to prevent John becoming demotivated:</b> <ul style="list-style-type: none"> <li>Check what constitutes fair remuneration for John</li> <li>As far as you can, ensure that salaries, bonuses and other financial rewards are awarded equitably</li> <li>Ask John what alternatives he can suggest to financial reward and apply where it is practical to do so</li> <li>Ensure you use praise, recognition and positive reinforcement of John's successes. Do not rely on organisational mechanisms such as bonus schemes to motivate him</li> </ul>		



**> Little or no impact**

**These are the areas likely to have little or no impact on John's motivation:**

<b>Level of Activity</b>	The extent to which someone is motivated by having lots to do, working under time pressure and getting work completed.
<b>Fear of Failure</b>	Fear of failure is about the extent to which someone is motivated by the need to avoid failure, criticism and the loss of self-esteem.
<b>Power</b>	The extent to which someone is motivated by having opportunities for exercising authority, taking responsibility, negotiating and being in a position to influence others.
<b>Commercial Outlook</b>	Commercial outlook deals with the extent to which someone is motivated by revenue and profit.
<b>Affiliation</b>	Affiliation is concerned with the extent to which someone is motivated by opportunities for interaction with other people in their work.
<b>Recognition</b>	The extent to which someone is motivated by praise and other outward signs of recognition for their achievements.
<b>Ease and Security</b>	Ease and security is the extent to which someone is motivated by such things as having pleasant working conditions and job security.
<b>Interest</b>	The extent to which someone is motivated by work which provides variety, interest and stimulation.
<b>Flexibility</b>	The extent to which someone is motivated by the absence of clearly defined structures and procedures for managing tasks.
<b>Progression</b>	The extent to which someone is motivated by having good promotion prospects.
<b>Status</b>	The extent to which someone is motivated by outward signs of position and status, and recognition of rank.

## > About this Report

### ASSESSMENT METHODOLOGY

This Profile is based upon the following sources of information for John Example:

Questionnaire / Ability Test	Comparison Group	Used
MQ UK English v1 (Std Inst)	MQM5 UKE UK General Population 2000	Yes

### PERSON DETAIL SECTION

Name	John Example
Date	16 May 2012
Candidate Data	E1=22/5, E2=17/1, E3=32/8, E4=22/6, E5=21/2, E6=30/10, E7=22/3, S1=26/4, S2=26/3, S3=29/4, S4=24/2, S5=30/5, I1=27/4, I2=25/8, I3=32/7, X1=19/1, X2=23/2, X3=23/2
	15696/11/2299

### ABOUT THIS REPORT

This report was generated using SHL's Online Assessment System. It includes information from the Motivation Questionnaire (MQ). The use of this questionnaire is limited to those people who have received specialist training in its use and interpretation.

The report herein is generated from the results of a questionnaire answered by the respondent(s) and substantially reflects the answers made by them. Due consideration must be given to the subjective nature of questionnaire-based ratings in the interpretation of this data.

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The Retain Report (based on the Employee Motivation Report Version Number: 1<sup>SC</sup>)

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