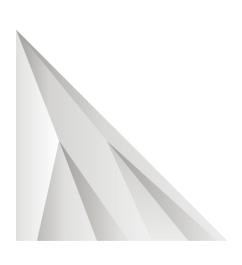


### **Behaviors and Motivators**

Sales Version

Samuel Sample VP of Samples TTI 8-19-2021





# Introduction Where Opportunity Meets Talent

The TTI Success Insights® Behaviors and Motivators Report was designed to increase the understanding of an individual's talents. The report provides insight to two distinct areas: behaviors and motivators. Understanding strengths and weaknesses in both of these areas will lead to personal and professional development and a higher level of satisfaction.

The following is an in-depth look at your personal talents in the two main sections:

#### **Behaviors**

This section of the report is designed to help you attain a greater knowledge of yourself as well as others. The ability to interact effectively with people may be the difference between success and failure in your work and personal life. Effective interaction starts with an accurate perception of oneself.

#### **Motivators**

This section of the report provides information on the why of your actions, which with application and coaching, can tremendously impact your valuing of life. Once you know the motivations that drive your actions, you will immediately be able to understand the causes of conflict.



### Introduction Behaviors Section

Behavioral research suggests that the most effective people are those who understand themselves, both their strengths and weaknesses, so they can develop strategies to meet the demands of their environment.

A person's behavior is a necessary and integral part of who they are. In other words, much of our behavior comes from "nature" (inherent), and much comes from "nurture" (our upbringing). It is the universal language of "how we act," or our observable human behavior.

#### In this report we are measuring four dimensions of normal behavior. They are:

- How you respond to problems and challenges.
- How you influence others to your point of view.
- How you respond to the pace of the environment.
- How you respond to rules and procedures set by others.

This report analyzes behavioral style; that is, a person's manner of doing things. Is the report 100% true? Yes, no and maybe. We are only measuring behavior. We only report statements from areas of behavior in which tendencies are shown. To improve accuracy, feel free to make notes or edit the report regarding any statement from the report that may or may not apply, but only after checking with friends or colleagues to see if they agree.

> "All people exhibit all four behavioral factors in varying degrees of intensity."



### Sales Characteristics

Based on Samuel's responses, the report has selected general statements to provide a broad understanding of his sales style. This section highlights how he deals with preparation, presentation, handling objections, closing, and servicing. The statements identify the natural sales style he brings to the job. Eliminate or modify any statement that is not true based on sales training or experience.

Samuel wants the authority and responsibility to achieve his sales goals. He may at times tend to overstep his authority if it will help him achieve his goals. He is a self-starter, generally resourceful and readily adaptable to many sales situations. He finds the actual sales process much more rewarding than completing all the paperwork involved. Although Samuel is good at selling to people who have similar behavioral characteristics, he may be too impatient to sell to the methodical buyer. He loves the challenge presented by sales. He sees it as a great opportunity to compete with himself and others. Samuel sets high sales goals for himself. He sees the benefit of joining organizations as a way to meet his sales goals. He usually enjoys the challenge presented by cold calls. They allow him to use what he considers to be one of his real talents--the ability to sell to anyone at anytime! He prefers to win, respecting winners and those who show persistence.

Samuel may fail to listen to the true objection. In his haste to make a response, the real objection may never be answered. Some buyers are intimidated by Samuel's sales approach. He doesn't intentionally intimidate people, but he may be too blunt and direct for them. He usually dominates the sales presentation. He prefers a fast and to-the-point approach, which may be too fast and blunt for some buyers. He may display his impatience if the buyer raises too many objections. He wants to close the sale and get on to the next challenge. Samuel may become defensive if he hears objections to a service or product he helped to develop. Samuel's body language may sometimes get him into trouble. He projects a great sense of urgency, which some buyers may interpret as an unwillingness to listen to their needs.







### Sales Characteristics Continued

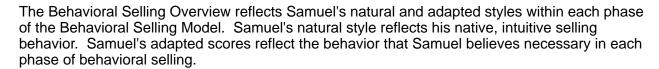
Samuel's natural closing style works extremely well with fast-acting buyers. These buyers appreciate a salesperson who uses the direct approach. Samuel prefers to service his accounts using one of two methods: excellent service for those accounts he likes, or those with potential; adequate or poor service for those accounts he doesn't like, or with little potential. He usually closes soon and often. He will close many sales the competition has sold but failed to close. He may lose interest in a client once the sale has been completed. His further interest may be based on the client's ability to buy additional products or services. Samuel usually has his favorite close, and he might, therefore, resist using all the closes he knows. He can close so hard that he causes the buyer to think of objections, which may be excuses rather than real objections.





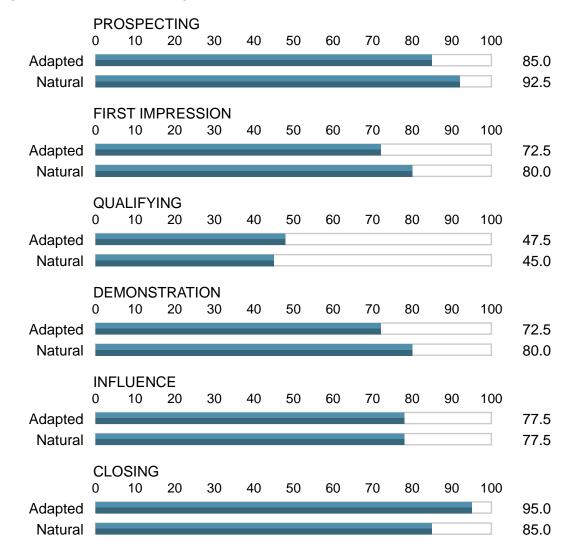


### **Behavioral Selling** Overview



The level of effectiveness that Samuel either possesses naturally or is able to modify or "mask" is also shown. The higher the score, the more effective Samuel is at that phase of the sale. The lower the score, the greater challenge Samuel has in terms of delivering specific behavior required for success within that phase.

The amount of difference between a salesperson's adapted and natural styles is also key. The greater the difference, the greater potential for stress.



0-50=POOR 51-66=FAIR 67-76=GOOD 77-88=VG 89-100=EX



# Potential Strengths or Obstacles to Behavioral Selling Success

The Behavioral Selling Model is a scientific, professional selling process. The Behavioral Selling Overview outlines Samuel's performance tendencies within each specific phase of the Behavioral Selling Model.

Prospecting: The first phase of the Behavioral Selling Model. It is the phase of the sale where prospects are identified, detailed background information is gathered, the physical activity of traditional prospecting is coordinated and an overall strategy for face-to-face selling is developed.

#### In the Prospecting Phase, Samuel MAY have a TENDENCY to:

- Not keep detailed records while gathering information on prospects unless he sees it as leading directly to the sale.
- Be premature in judging the value of a prospect, either good or bad. Sometimes this is based strictly upon a pure surface evaluation.
- Be motivated by a varied range of interests and prefers an ever changing work environment with a variety of people in it.
- Seize the opportunity to make new contacts. He also enjoys competing against himself as well as against others.

First Impression: The first face-to-face interaction between a prospect and the salesperson, this phase is designed to enable the salesperson to display their sincere interest in the prospect...to gain positive acceptance and to develop a sense of mutual respect and rapport. It is the first phase of face-to-face trust building and sets the face-to-face selling process in motion.

#### In the First Impression Phase, Samuel MAY have a TENDENCY to:

- Be reluctant to ask the prospect for permission to ask questions. Instead, prefers to forge ahead with his own agenda.
- Be impatient when selling to the methodical buyer, although he may be very good at selling prospects who have similar behavioral characteristics to his own.
- Launch into a traditional, yet outdated, demonstration of his product or service rather than wait for the appropriate time to make an appropriate application oriented behavioral selling presentation.
- Open with a close.



94 62 12 25



# Potential Strengths or Obstacles to **Behavioral Selling Success**

Qualifying: The questioning and detailed needs analysis phase of the face-to-face sale, this phase of the Behavioral Selling Model enables the salesperson to discover what the prospect will buy, when they will buy and under what conditions they will buy. It is allowing the prospect to identify and verbalize their level of interest, specific wants and detailed needs in the product or service the salesperson is offering.

#### In the Qualifying Phase, Samuel MAY have a TENDENCY to:

- Not have the presentation in logical order.
- Not continue a line of questioning that will allow the prospect to discuss and verbalize their secondary needs and true buying motives.
- Not take the time to actively listen to what the prospect is saying in order to determine what they really need. In addition, is likely to jump too quickly to a recommendation before processing everything that the prospect has to say.
- Want to get things done immediately while correctly at a level that may be too intense for some buyers.

Demonstration: Much different from traditional "demonstration" or "product presentation," this phase allows the salesperson to demonstrate their product knowledge in such a way that it fulfills the stated or implied wants, needs, or intentions of the prospect as identified and verbalized in the Qualifying Phase.

#### In the Demonstration Phase, Samuel MAY have a TENDENCY to:

- Develop highly creative solutions to the prospect's problems. However, these solutions may tend to be too aggressive for some buyers. Needs to stay alert to buying signals and maintain focus on the buyer rather than on himself or his product or service.
- Not devote sufficient time to present his products and/or services adequately.
- To try to close the sale prematurely before the prospect is truly convinced. May believe in the outdated "close early and close often" school of selling. In today's world of selling, this can lead to more trouble than to more sales.





# Potential Strengths or Obstacles to **Behavioral Selling Success**

Present the products or services that satisfy his own needs rather than really answering the prospect's true buying motives, time frame for buying and terms of purchase.

Influence: What people believe enough, they act upon. This phase is designed to enable the salesperson to build value and overcome the tendency that many prospects have to place little belief or trust in what is told to them. It is this phase of the sale that solidifies the prospect's belief in the supplier, product or service and salesperson.

#### In the Influence Phase, Samuel MAY have a TENDENCY to:

- Make claims that are beyond the belief of certain types of buyers. Warning: Make no claims unless they can be backed by fact.
- Not take the time to prepare, pack or check for all materials that are needed to influence the prospect.
- Not allow prospect time to think through what the information really means and how the product or service will solve his problems.
- Loosely "toss around" testimonials of others without providing the facts to support statements.

Closing: The final phase of the Behavioral Selling Model. This phase is asking the prospect to buy, dealing with objections, handling any necessary negotiation and completing the transaction to mutual satisfaction.

#### In the Closing Phase, Samuel MAY have a TENDENCY to:

- Resist participation as part of the team, rather, prefers to be seen as the leader of the team.
- Take on a large number of outside activities.
- Close soon and sometimes too often. However, he will also be able to close many sales that his competitors are too weak to close.
- Use fear as a motive for buying.





# Value to the Organization

This section of the report identifies the specific talents and behavior Samuel brings to the job. By looking at these statements, one can identify his role in the organization. The organization can then develop a system to capitalize on his particular value and make him an integral part of the team.

- Thinks big.
- Self-starter.
- Forward-looking and future-oriented.
- Ability to change gears fast and often.
- Ability to handle many activities and customers at one time.
- Usually makes decisions with the bottom line in mind.
- Creative in his approach to solving problems and selling.







# **Checklist for Communicating**

Most people are aware of and sensitive to the ways with which they prefer to be communicated. Many people find this section to be extremely accurate and important for enhanced interpersonal communication. This page provides other people with a list of things to DO when communicating with Samuel. Read each statement and identify the 3 or 4 statements which are most important to him. We recommend highlighting the most important "DO's" and provide a listing to those who communicate with Samuel most frequently.

### Ways to Communicate:

well-organized "package."

Give strokes for his involvement.
☐ Understand his sporadic listening skills.
☐ Verify that the message was heard.
☐ Put projects in writing with deadlines.
$\hfill\Box$ Take issue with facts, not the person, if you disagree.
$\hfill \square$ Support and maintain an environment where he can be efficient.
☐ Present the facts logically; plan your presentation efficiently.
$\hfill\Box$ Be open, honest and informal.
$\hfill \square$ Support the results, not the person, if you agree.
☐ Read the body languagelook for impatience or disapproval.
☐ Come prepared with all requirements, objectives and support material in a

# Adapted Style Natural Style 94 62 12 25 93 82 6 38



# Checklist for Communicating Continued

This section of the report is a list of things NOT to do while communicating with Samuel. Review each statement with Samuel and identify those methods of communication that result in frustration or reduced performance. By sharing this information, both parties can negotiate a communication system that is mutually agreeable.

### Ways **NOT** to Communicate:

Ramble on, or waste his time.

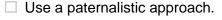
Assume he heard what you said.
Ask rhetorical questions, or useless ones
Try to build personal relationships.

Come with a	ready-made	decision.	and	don't	make	it fo	r him
Como with a	roday made	400101011,	ana	aont	mano		

Let him	change	the to	opic (	until	you	are	finished	١.
					,			

Reinforce agreement with	"I'm	with	you.	"
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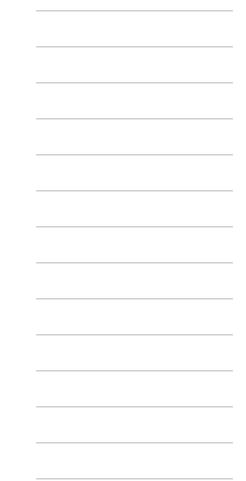
☐ Forget	to	follo	ow-up.
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Try to	convince	them	hν	"personal"	means
Try to	CONVINCE	uieiii	IJУ	personai	means.

□ Be	red	und	lant.
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Let	disag	reement	t reflec	t on	him	personal	I۷.



Adapted Style Natural Style 94 62 12 25 93 82 6 38



# Selling Tips

This section provides suggestions on methods which will improve Samuel's communications when selling to different styles. The tips include a brief description of typical people in which he may interact. By adapting to the communication style desired by other people, Samuel will become more effective in his communications with them. He may have to practice some flexibility in varying his communication style with others who may be different from himself. This flexibility and the ability to interpret the needs of others is the mark of a superior salesperson.

#### When selling to a person who is dependent, neat, conservative, perfectionist, careful and compliant:

- Prepare your "presentation" in advance.
- Stick to business--provide fact to support your presentation.
- Be accurate and realistic--don't exaggerate.

#### Factors that will create tension:

- Being giddy, casual, informal, loud.
- Wasting time with small talk.
- Being disorganized or messy.

#### When selling to a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented:

- Be clear, specific, brief and to the point.
- Stick to business. Give an effective presentation.
- Come prepared with support material in a well-organized "package."

#### Factors that will create tension:

- Talking about things that are not relevant to the
- Leaving loopholes or cloudy issues.
- Appearing disorganized.

#### When selling to a person who is patient, predictable, reliable, steady, relaxed and modest:

- Begin with a personal comment--break the ice.
- Present yourself softly, non-threateningly and logically.
- Earn their trust--provide proven products.

#### Factors that will create tension:

- Rushing headlong into the interview.
- Being domineering or demanding.
- Forcing them to respond quickly to your questions.

#### When selling to a person who is magnetic, enthusiastic, friendly, demonstrative and political:

- Provide a warm and friendly environment.
- Don't deal with a lot of details, unless they want
- Provide testimonials from people they see as important.

#### Factors that will create tension:

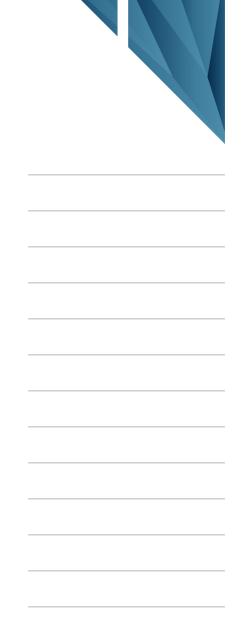
- Being curt, cold or tight-lipped.
- Controlling the conversation.
- Driving on facts and figures, alternatives, abstractions.



### **Ideal Environment**

This section identifies the ideal work environment based on Samuel's basic style. People with limited flexibility will find themselves uncomfortable working in any job not described in this section. People with flexibility use intelligence to modify their behavior and can be comfortable in many environments. Use this section to identify specific duties and responsibilities that Samuel enjoys and also those that create frustration.

- Works for a manager who makes quick decisions.
- Freedom from long, detailed reports.
- Evaluation based on results, not the process.
- Support team with a sense of urgency.
- Freedom from controls, supervision and details.
- Activities, and more activities.
- Forum to express ideas and viewpoints.
- An innovative and futuristic-oriented environment.







# **Perceptions**

### See Yourself as Others See You

A person's behavior and feelings may be quickly telegraphed to others. This section provides additional information on Samuel's self-perception and how, under certain conditions, others may perceive his behavior. Understanding this section will empower Samuel to project the image that will allow him to control the situation.

### Self-Perception

Samuel usually sees himself as being:

Pioneering

Assertive

Competitive

Confident

Positive

Winner

### Others' Perception - Moderate

Under moderate pressure, tension, stress or fatigue, others may see him as being:

Demanding

Nervy

Egotistical

Aggressive

### Others' Perception - Extreme

Under extreme pressure, stress or fatigue, others may see him as being:

Abrasive

Controlling

Arbitrary

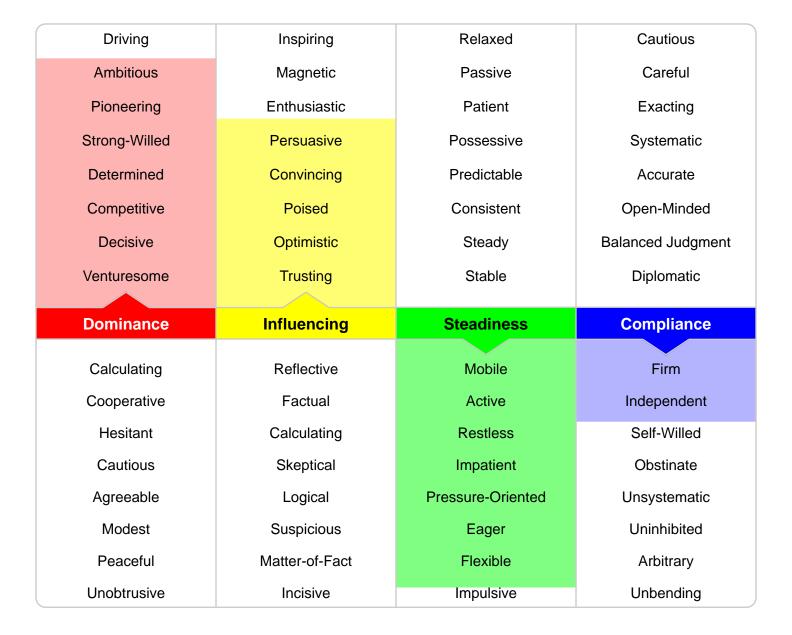
Opinionated





# **Descriptors**

Based on Samuel's responses, the report has marked those words that describe his personal behavior. They describe how he solves problems and meets challenges, influences people, responds to the pace of the environment and how he responds to rules and procedures set by others.





# Natural and Adapted Selling Style

Samuel's natural selling style of dealing with problems, people, pace and procedures may not always fit the sales environment. This section is extremely important as it will identify if a salesperson's natural style or adapted style is correct for the current sales environment.

### **PROBLEMS - CHALLENGES**

#### **Natural**

Samuel tends to attack sales challenges in a demanding, driving and self-willed manner. He is individualistic in his approach and will actively seek to achieve sales goals. He likes authority along with his responsibility and a territory that will constantly challenge him to perform up to his ability.

#### **Adapted**

Samuel sees no need to change his sales approach from his basic style as it is related to solving problems and challenges.

### **PEOPLE - CONTACTS**

#### **Natural**

Samuel is enthusiastic about his ability to influence others. He prefers an environment in which he has the opportunity to deal with different types of individuals. He is trusting and also wants to be trusted.

#### **Adapted**

Samuel feels the environment calls for him to be sociable and optimistic. He will trust others and wants a positive environment in which to sell.





# Natural and Adapted Selling Style Continued



### PACE - CONSISTENCY

#### Natural

Samuel maintains his sense of equilibrium even in the face of extreme time constraints and ever-changing schedules. He is comfortable dealing with a wide variety of customers. His need for a high activity level can lead to meeting many new prospects.

#### **Adapted**

Samuel feels that the sales environment doesn't require him to alter the way he deals with activity level and consistency.

### **PROCEDURES - CONSTRAINTS**

#### Natural

Samuel is striving to be independent and self-directed. He is most comfortable in a sales environment where rules and procedures can be interpreted to meet the needs of his customer in certain situations.

#### **Adapted**

Samuel sees the need to be his own person and may attempt to sidestep rules to achieve results. He feels a need to personalize his sales presentation to allow for creative selling techniques.





# Adapted Style

Samuel sees his present work environment requiring him to exhibit the behavior listed on this page. If the following statements DO NOT sound job related, explore the reasons why he is adapting this behavior.

- Using sales aids in presentation, when he remembers to take them with him.
- Positive response to a client's objections.
- Anticipating and using creative ways to assist clients in problem solving.
- Using an informal sales presentation.
- Adapting easily to changing sales territory.
- Dealing with customers and clients efficiently.
- Challenging the status-quo.
- Impatient to overcome competition.
- Using authority and responsibility for completing the sale.
- Telling clients or customers about the "big picture."
- Handling a variety of products or services.







### **Keys to Motivating**

This section of the report was produced by analyzing Samuel's wants. People are motivated by the things they want; thus, wants that are satisfied no longer motivate. Review each statement produced in this section with Samuel and highlight those that are present "wants."

#### Samuel wants:

- More time in the day.
- Changing environments in which to work/play.
- Travel or changing territory.
- A sales manager who presents the big picture.
- A wide scope of activities.
- Opportunity for rapid advancement.
- Prestige, position and titles so he can control the destiny of others.
- Opportunity to verbalize his ideas and demonstrate his skills.
- New challenges and problems to solve.
- Outside activities so there is never a dull moment.
- Support troops to follow through with his part or detail work.
- A variety of products to sell.
- To be seen as a leader.



93 82 6 38

94 62 12 25



# Keys to Managing

In this section are some needs which must be met in order for Samuel to perform at an optimum level. Some needs can be met by himself, while management must provide for others. It is difficult for a person to enter a motivational environment when that person's basic management needs have not been fulfilled. Review the list with Samuel and identify 3 or 4 statements that are most important to him. This allows Samuel to participate in forming his own personal management plan.

### Samuel needs:

- To pace himself and set priorities.
- To be confronted when in disagreement or when he breaks the rules.
- Budgets to help prioritize his expenses.
- A work environment with many activities.
- Systems to follow.
- To display empathy for people who approach life differently than he does.
- Annual physicals because of his activity level and work intensity.
- Consistency.
- An awareness of the parameters or rules in writing.
- Vacations or periods of reduced activity level.
- To adjust his intensity to match the situation.
- Deadlines for completion of work.



93 82 6 38

94 62 12 25



### Time Wasters

This section of your report is designed to identify time wasters that may impact your overall time use effectiveness. Possible causes and solutions will serve as a basis for creating an effective plan for maximizing your use of TIME and increasing your PERFÖRMANCE.

### **Poor Delegation**

Poor delegation usually means the inability to discriminate between tasks needing your time and attention, and those others are capable of accomplishing.

#### **Possible Causes:**

- Do not want to give up control
- Do not trust the abilities of others
- Do not understand the abilities of others
- Fear the talents of others
- Do not want to overload others

#### **Possible Solutions:**

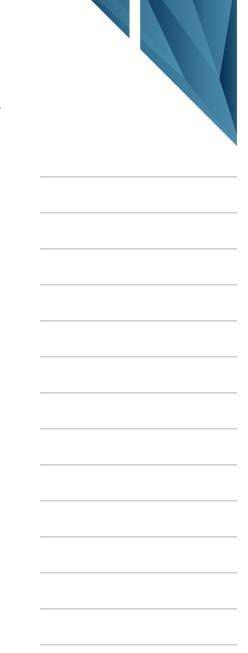
- Train and mentor others
- Develop a support team
- Give people the opportunity to help
- Recognize the time spent training others on routine tasks will result in gained cumulative time for higher priority tasks

### Firefighting

Firefighting is often defined as being pulled away from priority tasks to answer questions, offer solutions, delegate or solve problem-related minor issues. These issues usually "flare up" quickly and are "put out" quickly.

#### **Possible Causes:**

- Desire to solve problems quickly and sometimes without adequate information
- Lack of delegation
- Lack of standard operating procedures
- Poor/wrong priorities







### Time Wasters Continued

Failure to fit intensity to the situation

#### **Possible Solutions:**

- Establish a plan
- Create operational procedures for tasks and known problems
- Establish a "management by objectives" approach

#### Lack of a Written Plan

A plan in this context may be an overall business plan including mission, goals, objectives, task requirements and utilization of resources. It may also simply mean written priorities and a written daily plan of action.

#### **Possible Causes:**

- Action oriented, want to get things done now
- Priorities keep changing (self- or other-imposed)
- Have been successful without a plan in the past
- Want to "go with the flow" and not be stifled by a written daily agenda

#### **Possible Solutions:**

- Write down personal and job-related values and prioritize them
- Write out a long-term plan that will support those values
- Recognize that by having priorities clearly in mind, constant change will be replaced with change-by-design

### Crisis Management

Crisis Management is defined as a management style that is consistently driven by uncontrolled external issues as the preferred method of managing. This style allows crises to precipitate rather than anticipating them and being pro-active.

#### **Possible Causes:**

- Lack planning
- Place unrealistic time requirements on people and tasks
- Always looking for problems to solve





# Time Wasters Continued

#### **Possible Solutions:**

- Have a well defined operational plan
- Target key individuals to handle specific problems
- Ask for recommendations from key people
- Delegate authority and responsibility when possible

### **Snap Decisions**

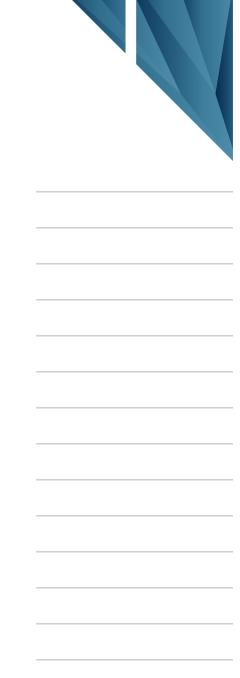
Snap decisions in this context are those decisions that are made too quickly without having all the necessary information.

#### **Possible Causes:**

- Impatience overrides need to wait for more information
- Try to do too much
- Failure to plan in advance
- Lack specific goals

#### Possible Solutions:

- Ask for recommendations
- Establish process for decisions prior to situation occurring
- Establish standard operating procedures and alternative procedures for possible problems





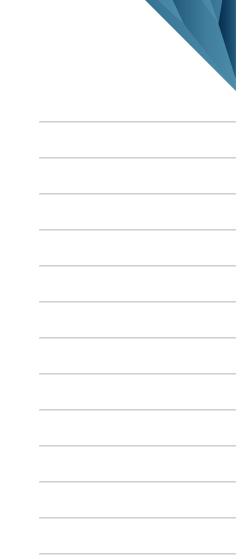


# Areas for Improvement

In this area is a listing of possible limitations without regard to a specific job. Review with Samuel and cross out those limitations that do not apply. Highlight 1 to 3 limitations that are hindering his performance and develop an action plan to eliminate or reduce this hindrance.

### Samuel has a tendency to:

- Not answer objections to buyer's satisfaction.
- Take on too many outside activities.
- Resist participation as part of the team, unless seen as a leader.
- Not have his presentation in a logical order.
- Dislike routine work--call reports, etc.
- Be a situational listener--hears only what he wants to hear.
- Be weak at providing follow-up service if a client has little potential for future sales.
- Represent himself with more authority than he may have.
- Take objections lightly.







# **Action Plan**

### **Professional Development**

1.	I learned the following behaviors contribute positively to increasing my professional effectiveness: (list 1-3)
2.	My report uncovered the following behaviors I need to modify or adjust to make me more effective in my career: (list 1-3)
3.	When I make changes to these behaviors, they will have the following impact on my career:
4.	I will make the following changes to my behavior, and I will implement them by:



# **Action Plan**

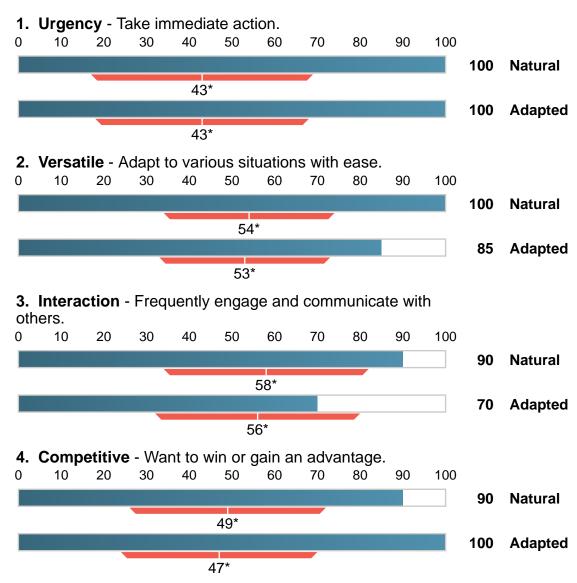
### **Personal Development**

1.	When reviewing my report for personal development, I learned the following key behaviors contribute to reaching my goals and the quality of life I desire: (list 1-3)
2.	The following behaviors were revealed, which show room for improvement to enhance the quality of my life: (list 1-3)
3.	When I make changes to these behaviors, I will experience the following benefits in my quality of life:
4.	I will make the following changes to my behavior, and I will implement them by:



# Behavioral Hierarchy

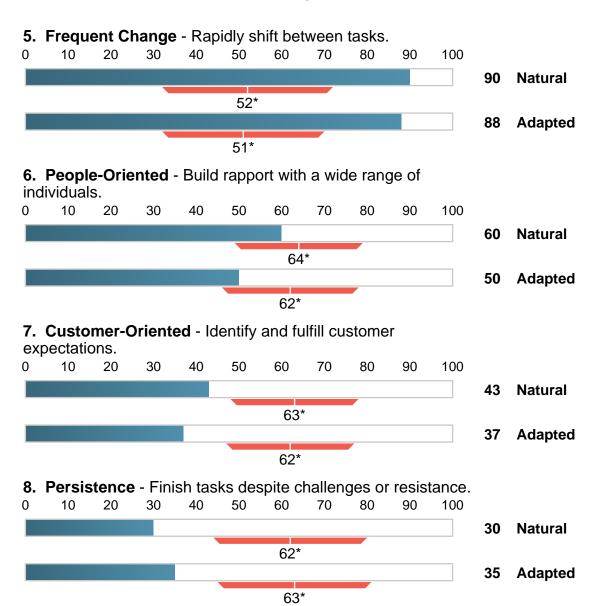
The Behavioral Hierarchy graph will display a ranking of your natural behavioral style within a total of twelve (12) areas commonly encountered in the workplace. It will help you understand in which of these areas you will naturally be most effective.



<sup>\* 68%</sup> of the population falls within the shaded area.



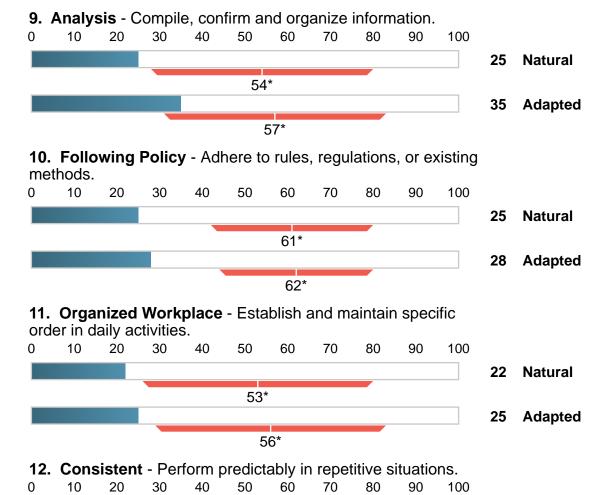
# Behavioral Hierarchy Continued



<sup>\* 68%</sup> of the population falls within the shaded area.



# Behavioral Hierarchy Continued



62\*

63\*

20

25

**Natural** 

**Adapted** 

SIA: 94-62-12-25 (11) SIN: 93-82-06-38 (12) \* 68% of the population falls within the shaded area.



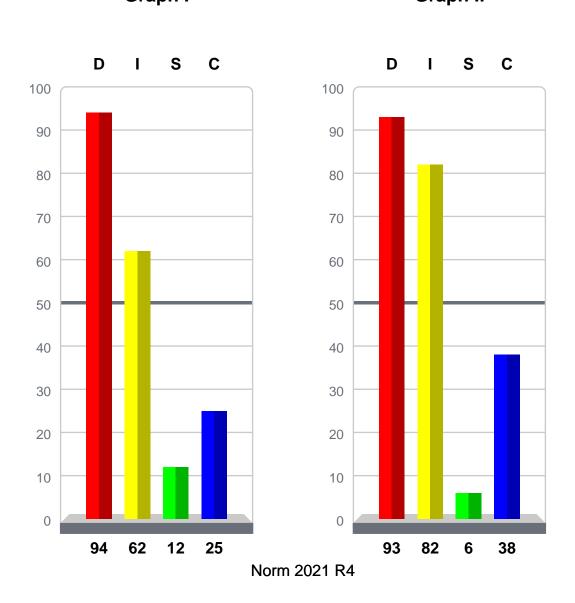
# Style Insights® Graphs 8-19-2021





Natural Style

Graph II





# The Success Insights® Wheel

The Success Insights® Wheel is a powerful tool popularized in Europe. In addition to the text you have received about your behavioral style, the Wheel adds a visual representation that allows you to:

- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.

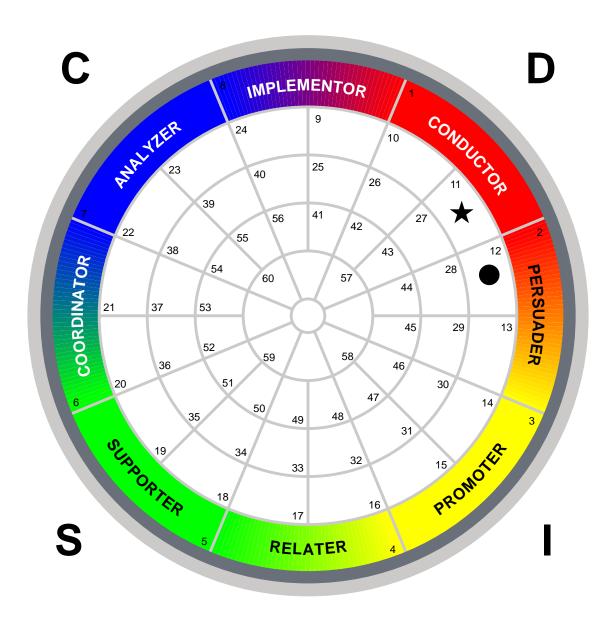
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able to identify where communication, understanding and appreciation can be increased.



# The Success Insights® Wheel

8-19-2021



Adapted: (11) PERSUADING CONDUCTOR

Natural: (12) CONDUCTING PERSUADER

Norm 2021 R4



### Introduction Motivators Section

Knowledge of an individual's motivators and attitudes helps to tell us WHY they do things. A review of an individual's experiences, references, education and training help to tell us WHAT they can do. Behavioral assessments help to tell us HOW a person behaves and performs in the work environment. This report measures the relative prominence of six basic interests or motivators (a way of valuing life): Theoretical, Utilitarian, Aesthetic, Social, Individualistic and Traditional.

Motivators help to initiate one's behavior and are sometimes called the hidden motivators because they are not always readily observed. It is the purpose of this report to help illuminate and amplify some of those motivating factors and to build on the strengths that each person brings to the work environment.

Based on your choices, this report ranks your relative passion for each of the six motivators. Your top two and sometimes three motivators cause you to move into action. You will feel positive when talking, listening or doing activities that satisfy your top motivators.

The feedback you will receive in this section will reflect one of three intensity levels for each of the six motivators.

- Strong positive feelings that you need to satisfy either on or off the job.
- Situational where your feelings will range from positive to indifferent based on other priorities in your life at the time. These motivators tend to become more important as your top motivators are satisfied.
- Indifferent your feelings will be indifferent when related to your 5th or 6th motivator.

Your Personal Motivators Ranking				
1st	Utilitarian	Strong		
2nd	Individualistic	Strong		
3rd	Aesthetic	Situational		
4th	Theoretical	Situational		
5th	Traditional	Indifferent		
6th	Social	Indifferent		



### Utilitarian/Economic

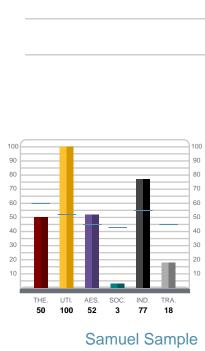
The Utilitarian/Economic score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves but for their present and future family. This value includes the practical affairs of the business world - the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

#### **General Characteristics**

- Interested in what is practical and useful in achieving his vision of
- Goal-driven, especially financial goals.
- Interested in what is practical and useful in meeting goals (usually economic ones).
- Knowledge for the sake of knowledge may be viewed as a waste of time, talent, energy and creativity.
- When profit or project cost/benefits are examined, Samuel may take the position that the ends justify the means.
- May want to surpass others in wealth or materials.
- Needs for education and training to be practical and useful, with a profit or economic motive.

### Value to the Organization

- Able to multi-task in a variety of areas and keep important projects movina.
- Is profit-driven and bottom-line oriented.
- Is highly responsive to competition, challenges and economic incentives.
- High motivation to achieve and win in a variety of areas.
- Pays attention to R.O.I. (return on investment) in business or team activity.
- Highly productive.





### Utilitarian/Economic

### Keys to Managing and Motivating

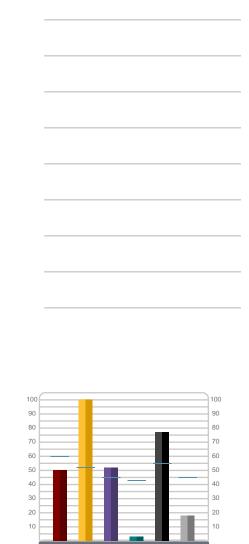
- Assure that economic rewards are fair, clearly communicated, and provide a high-end return for those willing to work for them.
- Be aware that for those who score in this very high range there is a potential for low company loyalty. Be certain to reward performance and encourage participation as an important member of the team.
- Reward high performance in tangible and monetary ways with individual and team recognition.
- Remember that Samuel has a keen ear to the revenue-clock. This may give him a keen economic awareness in projects and decision-making with the team.
- Provide recognition and rewards (e.g. bonuses) as soon as possible, not just at the end of the quarter or year.

### **Training, Professional Development and Learning Insights**

- If possible, build in some group competition as a part of the training activities.
- Link learning outcomes to the ability to become more effective in increasing earnings for both himself and the organization.
- Scores like those who want information that will help them increase bottom-line results and effectiveness.

### **Continuous Quality Improvements**

- Within this very high economic drive, there is a significant motivating factor in achieving goals. It may also become an insatiable need, especially in salespeople and others sharing this very high economic drive.
- Needs to hide the dollar signs in his eyes in order to establish the most appropriate rapport with others.
- Needs to work on balancing other Values scales and appreciating the strengths that others bring, even those who may not share this very strong Utilitarian/Economic drive.





## Individualistic/Political

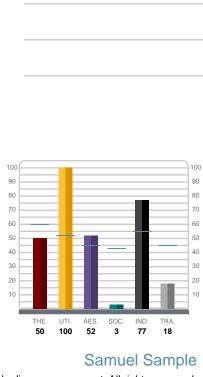
The primary interest for this value is POWER. Research studies indicate that leaders in most fields have a high power value. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for direct expression of this motive is uppermost; who wish, above all, for personal power, influence and renown.

#### **General Characteristics**

- This high individualism may be demonstrated in a variety of observable ways: In creative problem solving, in a risk-taking attitude, etc.
- He surprises others with spontaneous ideas or responses.
- He experiences a feeling of accomplishment in being recognized for completing a tough assignment in a creative way.
- Enjoys work and assignments which give him stature in the eyes of others and evokes respect.
- Likes freedom in his own work area.
- Prefers to make his own decisions about how an assignment or project is to be accomplished.
- There is a tendency to push the envelope a bit in situations where winning
- Comfortable being in the limelight and enjoys demonstrating his uniqueness or creativity.

#### Value to the Organization

- Brings creative ideas.
- Not afraid to take calculated risks.
- Desires to be an individual and celebrate differences.
- Brings a variety of different and energetic ideas to the workplace.
- Realizes that we are all individuals and have ideas to offer.
- Enjoys making presentations to small or large groups and is generally perceived as an engaging presenter by his audience.





## Individualistic/Political

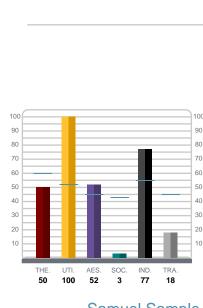
#### Keys to Managing and Motivating

- Let him work with an idea, develop it and run with it for awhile before making a judgment call.
- Remember to build in a continuous opportunity to learn and progress.
- Be patient in allowing for expression of his uniqueness and sense of humor.
- Samuel brings a variety of strengths to the team that may not have been utilized. Explore the possibilities of expanding these opportunities.
- Be open to new ideas Samuel may offer and realize that he may do things a bit differently than standard operating procedure.

#### Training, Professional Development and Learning **Insights**

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

- Unique approaches do not always result in complete success and may cause conflict with others if sensitivity is not used.
- May spend excess time telling (or selling) an audience on his uniqueness, rather than discussing the topic at hand.
- Needs to listen more and speak less.





## **Aesthetic**

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

#### **General Characteristics**

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

#### Value to the Organization

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



100



## **Aesthetic**

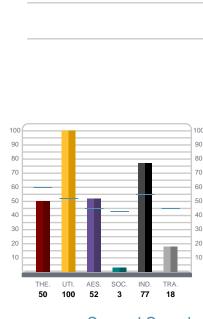
#### Keys to Managing and Motivating

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

#### Training, Professional Development and Learning **Insights**

- He is a flexible participant in training and development programs.
- Can become engaged in training activities because he sees it as a part of necessary growth and professional improvement.
- Samuel will be supportive of the training efforts as well as supportive of the trainer(s) from the viewpoint of this Aesthetic dimension.

- He may need to take a more visible position with the team on some issues within the organization.
- May feel conflict as to whether or not to participate in certain team activities unless there is some area where his creativity may be used.
- Allow space for those who differ on this Aesthetic scale, and remember that all Values positions are positions deserving of respect.





## **Theoretical**

The primary drivers with this value are the discovery of KNOWLEDGE and appetite for LEARNING. In pursuit of this value, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests of the theoretical person are empirical, critical and rational, the person appears to be an intellectual. The chief aim in life is to order and systematize knowledge: knowledge for the sake of knowledge.

#### **General Characteristics**

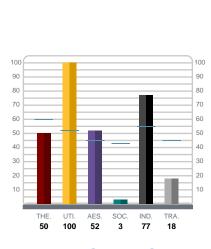
- His Theoretical need is not the most important or primary "driving values"
- Samuel may provide a balance between the very high theoretical approaches and the very low approaches and be able to communicate with each side.
- Is able to understand the needs of big picture issues and appreciate the needs of trivial or minute issues without being an extremist.
- Brings a sense of balance and stability to a variety of technical issues impacting the team.
- Samuel typically won't get bogged down in minutia, nor will he ignore the details when decision-making.

#### Value to the Organization

- Samuel demonstrates awareness of the necessary technical features and responds as needed on-the-job.
- Brings flexibility to the team; that is, being detail-oriented when necessary and being practically-oriented at other times.
- Is a stabilizing force on the team.
- Is able to appreciate the needs of both the higher and lower Theoreticals.
- Shows curiosity about technical details without getting bogged down.

#### **Keys to Managing and Motivating**

- Remember that he has the ability to be a balancing and stabilizing agent on high knowledge-driven tasks/assignments/projects.
- Samuel brings a knowledge drive typical of many business professionals.
- Include the perspective he brings in order to gain a middle-ground understanding.
- Check for other values drives that may be higher or lower than this one in order to gain a more complete picture of specific keys to managing and motivating.



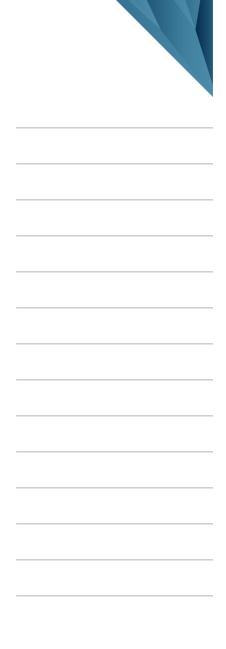


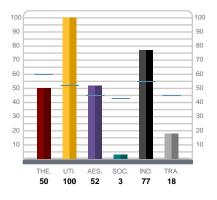
## **Theoretical**

#### **Training, Professional Development & Learning Insights**

- Is rather flexible and accepting of most training programs offered in the organization.
- Understands the needs of the high Theoreticals, who want more information, and the lower Theoreticals, who want only the necessary information.
- Please check other areas of higher or lower values drive for additional insight into professional development needs.

- May need to be a bit more demonstrative on some complex theoretical
- May be asked to take a firmer stand or position on team initiatives.
- May need to examine other values drives to determine the importance of this Theoretical drive factor.







## Traditional/Regulatory

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

#### **General Characteristics**

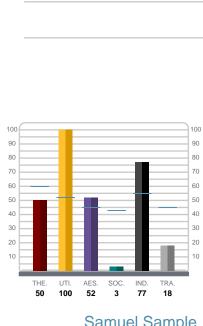
- An informal approach to rules and regulations.
- Realizes that sometimes rules need to be treated as guidelines with more flexible interpretations.
- Able to see the big picture and communicate it clearly to others.
- Is a very flexible problem-solver.
- Believes in experimentation and trying new things.
- Adjusts quickly to change and is flexible.
- Dislikes lists of rules and regulations.
- Shows good judgment in his ability to self-manage on tasks and projects.
- Questions authority.

#### Value to the Organization

- Is always looking for efficient and logical solutions.
- Asks lots of questions.
- Desires to learn new methods and strategies.
- Is able to make decisions quickly in solving problems.
- Looks for creative solutions to problems.

#### Keys to Managing and Motivating

- Prefers being allowed to make his own decisions about how the work will be done within his own authority or empowerment boundaries.
- Wants to be informed about events and changes within the organization.
- Allow as much freedom from detail (and sometimes paperwork) as possible, perhaps through support staff to assist in the necessary detail functions.
- Maximize use of his adaptability to new projects and ideas.
- Utilize his ability to see and communicate the big picture.



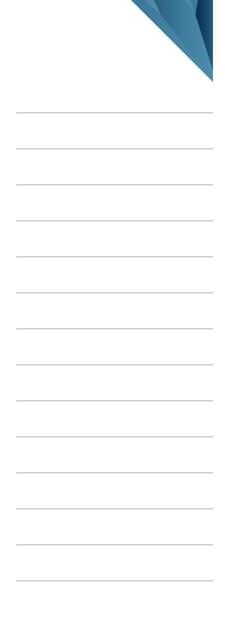


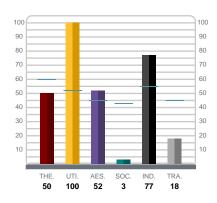
## Traditional/Regulatory

#### **Training, Professional Development and Learning Insights**

- May prefer more dynamic, spontaneous or creative learning activities.
- Tends to be more flexible and adaptable to a variety of learning activities.
- May want to create his own learning path or activities in a creative manner.

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







## Social/Altruistic

Those who score very high in this value have an inherent love of people. The Social/Altruistic person prizes other people and is, therefore, kind, sympathetic and unselfish. They are likely to find the Theoretical, Utilitarian and Aesthetic values cold and inhuman. Compared to the Individualistic value, the Social/Altruistic person regards helping others as the only suitable form for human relationships. Research into this value indicates that in its purest form, the Social/Altruistic interest is selfless.

#### **General Characteristics**

- Other values tend to take a higher motivational priority than this Social/Altruistic scale.
- Shows a bottom-line practicality regarding helping others and sharing time and resources: there must be a set of mutual wins.
- Places a business "guard" on his trust level, perhaps as a result of being burned in the past and attempting not to let it happen again.
- Has a tendency to have a strong work ethic that is projected to others. "I've worked hard and have been persistent, and others should be able to do that for themselves."
- Has learned to say "No" when asked to do things that may not contribute to the bottom line (either his own or the organization's).
- May look at those scoring higher as selfless types who are giving their security away.
- Motivated and driven in Values areas other than the Social/Altruistic.

#### Value to the Organization

- Bottom-line practicality regarding business and transactions.
- Survivor in the business arena, even in the midst of heavy competition.
- Not easily swaved in terms of emotional issues.
- Good business sense.





## Social/Altruistic

#### Keys to Managing and Motivating

- Be careful not to overload assignments with too many coaching or counseling activities since he may not perceive an immediate business gain from those activities.
- Appeal to the practical side that Samuel shows.
- Samuel scores like those who set their own goals. Use those goals as primary motivators.
- Stay bottom-line oriented.
- Don't get lofty and theoretical with lots of rhetoric.

#### Training, Professional Development and Learning Insights

- Link learning and professional development to other items of greater self-interest.
- Find areas of the training that relate to increased business opportunity or advancement.
- Connect learning and training goals to bottom-line increases and successes.

- Some perceive a "selfishness-factor" on certain projects or when sharing information resources with the team.
- Seen as overly "guarded" by some, especially those who tend to be more open and sharing in a business sense.
- Needs to be more open and receptive to others.





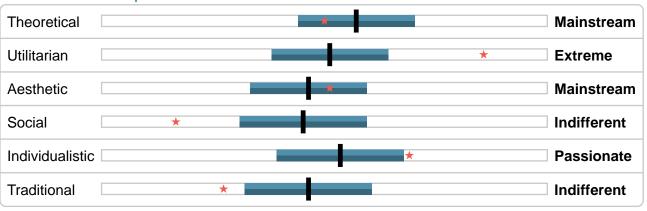
## **Motivators - Norms & Comparisons**

For years you have heard statements like, "Different strokes for different folks," "to each his own" and "people do things for their own reasons, not yours." When you are surrounded by people who share similar values, you will fit in with the group and be energized. However, when surrounded by people whose values are significantly different from yours, you may be perceived as out of the mainstream. If the differences are understood, each brings strengths to the equation. If not understood, these differences can induce stress or conflict. When confronted with this type of situation you can:

- Change the situation.
- Change your perception of the situation.
- Leave the situation.
- Cope with the situation.

This section reveals areas where your values may be outside the mainstream and could lead to conflict. The further away you are from the mainstream on the high side, the more people will notice your passion about that value. The further away from the mainstream on the low side, the more people will view you as indifferent and possibly negative about that value. The shaded area for each value represents 68 percent of the population or scores that fall within one standard deviation above or below the national mean.

#### Norms & Comparisons Table - Norm 2021



- national mean 🗼 - your score

Mainstream - one standard deviation of the national mean Passionate - two standard deviations above the national mean Indifferent - two standard deviations below the national mean **Extreme** - three standard deviations from the national mean



## Motivators - Norms & Comparisons

Areas in which you have strong feelings or passions compared to others:

- You strive for efficiency and practicality in all areas of your life, seeking to gain a return on your investment of time, talent and resources. Others may feel you always have a string attached and are always trying to gain a personal advantage. They may feel you should give just for the sake of giving.
- You have a strong desire to lead, direct and control your own destiny and the destiny of others. You have a desire to lead and are striving for opportunities to advance your position and influence. Others may believe you are jockeying for position and continually stepping "over the line." They may believe that you form relationships only to "move ahead" and gain an advantage.

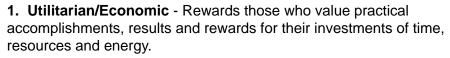
Areas where others' strong feelings may frustrate you as you do not share their same passion:

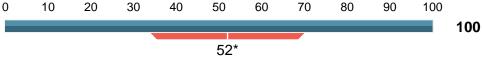
- Your self-reliance will cause you to feel uncomfortable around people who are always trying to help you or be too nice to you.
- Others who try to impose their way of living on you will frustrate you. Your ability to try new things frustrates them and they feel compelled to change you to their system.

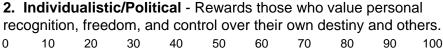


## Personal Interests, Attitudes and Values

Your motivation to succeed in anything you do is determined by your underlying values. You will feel energized and successful at work when your job supports your personal values. They are listed below from the highest to the lowest.







55\*

**3. Aesthetic** - Rewards those who value balance in their lives, creative self-expression, beauty and nature.

0 10 20 30 40 50 60 70 80 90 100 45\*

**4. Theoretical** - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.

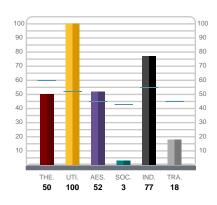
0 10 20 30 40 50 60 70 80 90 100 60\*

**5. Traditional/Regulatory** - Rewards those who value traditions inherent in social structure, rules, regulations and principles.

0 10 20 30 40 50 60 70 80 90 100 45\*

**6. Social** - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.

0 10 20 30 40 50 60 70 80 90 100 43\*



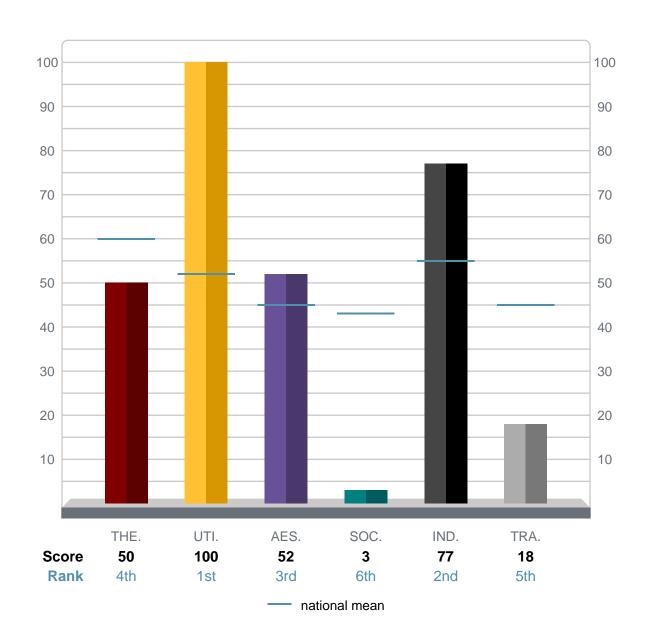
<sup>\* 68%</sup> of the population falls within the shaded area.



# Motivation Insights® Graph

8-19-2021



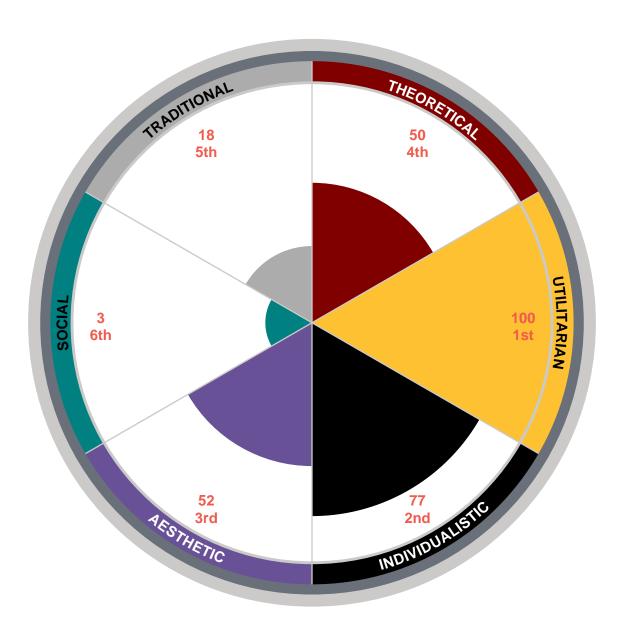


Norm 2021



# Motivators Wheel™

8-19-2021





## Values Action Plan

This Action Plan is your tool to contribute to the process of self-development and continuous improvement. As you have reviewed information in this document, please respond to the items below as they relate to your specific professional environment.

#### Area 1: The greater or global mission of the team or organization.

In the space below indicate briefly one or two areas of strength that you bring to the greater mission of the organization at large.

Area 2: An immediate or shorter-term mission, task or purpose of a smaller group of people with whom you work on day-to-day operations.

In the space below, indicate briefly one or two areas of strength (different from those above) that you bring to the shorter-term tasks or day-to-day operations.



## **Quality Improvement Action Plan**

In the area below, respond briefly as indicated. Base and results presented in this document.	your answers on some of the information
Action Point 1: Things I will keep on doing.	
Indicate three things that you are doing very well alre	eady, and that you plan to keep on doing.
1.	
2.	
3.	
Action Point 2: Things I will modify or change slig	ghtly.
Indicate 2 things that you will modify, adjust or chang effectiveness.	e slightly in order to increase personal
1.	
2.	
Action Point 3: Things I will stop doing or try to e	liminate.
Indicate one thing that you will try to stop doing in ord	der to increase personal effectiveness.
1.	
Today's Date: Date to	review with mentor or peer:



## Team Building Summary of Workplace Values

Pick the most important item in each category, from your report, in the topic areas indicated. Leave a line blank if no primary item emerges to you. This summary sheet is to be used as a primary point of dialogue between you, your peers and your manager, provided that all have copies of their own information. This communication should be a two-way process.

(Remember, these items are related to one's intrinsic drive factors, their 'hidden motivators' not readily observable. These items are of critical importance to one's long-range success. This list illuminates why we do what we do.)

Genera	l Characteristics
1.	Theoretical
_	
2.	Utilitarian/Economic
_	
3.	Aesthetic
4.	Social/Altruistic
5.	Individualistic/Political
_	
6.	Traditional/Regulatory
_	
	o the Organization
1.	Theoretical
_	Litilitarian /Faanamia
۷.	Utilitarian/Economic
3.	Aesthetic
_	
4.	Social/Altruistic
_	
5.	Individualistic/Political
_	
6.	Traditional/Regulatory



## Team Building Summary of Workplace Values

	Managing and Motivating: Theoretical
2.	Utilitarian/Economic
3.	Aesthetic
	Social/Altruistic
	Individualistic/Political
6.	Traditional/Regulatory
_ ning	Traditional/Regulatory  g, Professional Development and Learning Insights:  Theoretical
— ning 1.	g, Professional Development and Learning Insights:
	g, Professional Development and Learning Insights: Theoretical
1. 2. 3.	g, Professional Development and Learning Insights: Theoretical Utilitarian/Economic
1. 2. 3.	g, Professional Development and Learning Insights: Theoretical Utilitarian/Economic Aesthetic



# Team Building Summary of Workplace

# Values **Continuous Quality Improvement:**

/Altruistic				
lualistic/Political				
onal/Regulatory				
i	ional/Regulatory _	ional/Regulatory	ional/Regulatory	dualistic/Politicalional/Regulatory  Quality Improvement: (choose two items from any values are