TriMetrix® EQ

Management-Staff

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20/5/2013

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Introduction

Where Opportunity Meets Talent

The TriMetrix® EQ Coaching Report was designed to increase the understanding of an individual's talents. The report provides insight to three distinct areas: behaviours, motivators and emotional intelligence. Understanding strengths and weaknesses in each of the three 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 five main sections:

Behaviours

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.

Integrating Behaviours And Motivators

This section of the report will help you blend the how and the why of your actions. Once you can understand how your behaviours and motivators blend together, your performance will be enhanced and you will experience an increase in satisfaction.

Emotional Intelligence Section

This section of the report provides information on your emotional intelligence, which with application and coaching, can impact the way you respond to emotionally charged situations. In turn you will increase your performance and decision making.

Blending Behaviours, Motivators And EQ

This section will illustrate the impact your Emotional Intelligence has on your core behavioural style as well as your top two motivators.

Introduction

Behaviours

Behavioural research suggests that the most effective people are those who understand their strengths and weaknesses, because they can best develop strategies to meet the demands of their environment.

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

In this report we are measuring four dimensions of normal behaviour. 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 analyses behavioural style; that is, a person's manner of doing things. Is the report 100% true? Yes, no, and maybe. We are only measuring behaviour. We only report statements which are true and areas of behaviour in which tendencies are shown. Feel free to delete any statement from the report that may not apply, but only after checking with friends or colleagues to see if they agree.

All people exhibit all four behavioural factors to varying degrees of intensity.
–W.M. Marston

Behavioural Characteristics

Based on John's responses, the report has selected general statements to provide a broad understanding of his work style. These statements identify the basic natural behaviour that he brings to the job. That is, if left on his own, these statements identify HOW HE WOULD CHOOSE TO DO THE JOB. Use the general characteristics to gain a better understanding of John's natural behaviour.

John prefers an environment with variety and change. He is at his best when many projects are underway at once. He wants to be viewed as self-reliant and willing to pay the price for success. He has high ego strengths and may be viewed by some as egotistical. He displays a high energy factor and is optimistic about the results he can achieve. The word "cannot" is not in his vocabulary. John is often considered daring, bold, and gutsy. He is a risk taker who likes to be seen as an individual. Many people see him as a self-starter dedicated to achieving results. He needs to learn to relax and pace himself. He may expend too much energy trying to control himself and others. He is forward-looking, aggressive, and competitive. His vision for results is one of his positive strengths. John is a self-starter who likes new projects and is most comfortable when involved in a wide scope of activities. He is a goal-oriented individual who believes in harnessing people to achieve goals. He needs people with other strengths on his team.

John should realise that at times he needs to think a project through, beginning to end, before starting the project. When faced with a tough decision, he will try to sell you on his ideas. He finds it easy to share his opinions on solving work-related problems. Sometimes he may be so opinionated about a particular problem that he has difficulty letting others participate in the process. Many people see his decisions as high-risk decisions. However, after the decision is made, he tends to work hard for a successful outcome. Sometimes he becomes emotionally involved in the decision-making process. He is decisive and prefers to work for a decisive manager. He can experience stress if his manager does not possess similar traits. He is a good problem solver and troubleshooter, always seeking new ways to solve old problems.

John may sometimes mask his feelings in friendly terms. If pressured, John's true feelings may emerge. He tends to be intolerant of people who seem ambiguous or think too slowly. He may lose interest in what others are saying if they ramble and fail to speak to the point. His active mind is already moving ahead. He may lack the patience to listen and communicate with slower acting people. John likes people who present their case effectively. When they do, he can then make a quicker assessment or

decision. His creative and active mind may hinder his ability to communicate to others effectively. He may present the information in a form that cannot be easily understood by some people. He challenges people who volunteer their opinions. He tends to influence people by being direct, friendly, and results-oriented.

Value to the Organisation

This section of the report identifies the specific talents and behaviour John brings to the job. By looking at these statements, one can identify his role in the organisation. The organisation can then develop a system to capitalise on his particular value, making him an integral part of the team.

1. Self-starter.

2. Creative in his approach to solving problems.

3. Challenge-oriented.

4. Negotiates conflicts.

5. Innovative.

6. Tenacious.

7. Positive sense of humour.

8. Thinks big.

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 John. 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 John most frequently.

Ways to Communicate

1. Offer special, immediate, and continuing incentives for his willingness to take risks.

2. Provide questions, alternatives, and choices for making his own decisions.

3. Ask for his opinions/ideas regarding people.

4. Provide a warm and friendly environment.

5. Read the body language for approval or disapproval.

6. Provide testimonials from people he sees as important.

7. Stick to business—let him decide if he wants to talk socially.

8. Read the body language—look for impatience or disapproval.

9. Come prepared with all requirements, objectives, and support material in a well-organised "package."

10. Support and maintain an environment where he can be efficient.

11. Use enough time to be stimulating, fun-loving, and fast-moving.

12. Deal with details in writing, have him commit to modes of action.

Checklist for Communicating
Continued

This section of the report is a list of things NOT to do while communicating with John. Review each statement with John 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 <u>NOT</u> to Communicate

🚫 1. Be curt, cold, or tight-lipped.

🚫 2. Legislate or muffle—do not overcontrol the conversation.

🚫 3. Leave decisions hanging in the air.

🚫 4. Let disagreement reflect on him personally.

🚫 5. Ask rhetorical questions or useless ones.

🚫 6. Reinforce agreement with "I am with you."

🚫 7. Come with a ready-made decision or make it for him.

🚫 8. Try to convince by "personal" means.

🚫 9. Be dictatorial.

🚫 10. Direct or order.

🚫 11. Ramble or waste his time.

🚫 12. Waste time trying to be impersonal, judgmental, or too task-oriented.

🚫 13. Talk down to him.

Communication Tips

This section provides suggestions for methods which will improve John's communications with others. The tips include a brief description of typical people with whom he may interact. By adapting to the communication style desired by other people, John 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 communicator.

Compliance

When communicating with a person who is dependent, neat, conservative, perfectionist, careful, and compliant:

- ✔ Prepare your "case" in advance.
- ✔ Stick to business.
- ✔ Be accurate and realistic.
- 🚫 Being giddy, casual, informal, or loud.
- 🚫 Pushing too hard or being unrealistic with deadlines.
- 🚫 Being disorganised or messy.

Dominance

When communicating with a person who is ambitious, forceful, decisive, strong-willed, independent, and goal-oriented:

- ✔ Be clear, specific, brief, and to the point.
- ✔ Stick to business.
- ✔ Be prepared with support material in a well-organised "package."
- 🚫 Talking about things that are not relevant to the issue.
- 🚫 Leaving loopholes or cloudy issues.
- 🚫 Appearing disorganised.

Steadiness

When communicating with a person who is patient, predictable, reliable, steady, relaxed, and modest:

- ✔ Begin with a personal comment—break the ice.
- ✔ Present your case softly, non-threateningly.
- ✔ Ask "how?" questions to draw their opinions.
- 🚫 Rushing headlong into business.
- 🚫 Being domineering or demanding.
- 🚫 Forcing them to respond quickly to your objectives.

Influence

When communicating with a person who is magnetic, enthusiastic, friendly, demonstrative, and political:

- ✔ Provide a warm and friendly environment.
- ✔ Do not deal with a lot of details (put them in writing).
- ✔ Ask "feeling" questions to draw their opinions or comments.
- 🚫 Being curt, cold, or tight-lipped.
- 🚫 Controlling the conversation.
- 🚫 Driving on facts and figures or alternatives and abstractions.

John Doe

Perceptions

See Yourself As Others See You

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

John usually sees himself as being:

- ✔ Pioneering
- ✔ Confident
- ✔ Assertive
- ✔ Positive
- ✔ Competitive
- ✔ Winner

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

- ✔ Demanding
- ✔ Egotistical
- ✔ Nervy
- ✔ Aggressive

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

- ✔ Abrasive
- ✔ Arbitrary
- ✔ Controlling
- ✔ Opinionated

The Absence of a Behavioural Factor

The absence of a behavioural factor may provide insight into situations or environments that may cause tension or stress. Based on research, we are able to identify situations that should be avoided or minimised in a person's day-to-day environment. By understanding the contribution of a low behavioural style, we are able to better articulate a person's talents and create environments where people can be more effective.

Situations and circumstances to avoid or aspects needed within the environment in order to minimise behavioural stress.

- Avoid working environments where risk taking is not rewarded or encouraged.

- Avoid work environments requiring constant diplomacy as they may cause stress.

- Avoid environments where micromanagement is the way of the organisation.

Understanding that the need to adapt is unavoidable at times. Below are tips for adapting to those with C above the energy line and/or tips for seeking environments that will be conducive to the low C.

- Breaking rules that others must follow will be seen as reckless and haphazard.

- The desire to be seen as a unique person may detract from the ideal outcome.

- Extremely formal and structured interactions may cause stress.

Descriptors

Based on John's responses, the report has marked those words that describe his personal behaviour. 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.

Driving	Inspiring	Relaxed	Cautious
Ambitious	Magnetic	Passive	Careful
Pioneering	Enthusiastic	Patient	Exacting
Strong-Willed	Persuasive	Possessive	Systematic
Determined	Convincing	Predictable	Accurate
Competitive	Poised	Consistent	Open-minded
Decisive	Optimistic	Steady	Balanced Judgment
Venturesome	Trusting	Stable	Diplomatic
Dominance	**Influence**	**Steadiness**	**Compliance**
Calculating	Reflective	Mobile	Firm
Cooperative	Factual	Active	Independent
Hesitant	Calculating	Restless	Self-willed
Cautious	Sceptical	Impatient	Obstinate
Agreeable	Logical	Pressure-oriented	Unsystematic
Modest	Suspicious	Eager	Uninhibited
Peaceful	Matter-of-Fact	Flexible	Arbitrary
Unobtrusive	Incisive	Impulsive	Unbending

John Doe

Natural & Adapted Style

John's natural style of dealing with problems, people, pace of events, and procedures may not always fit what the environment needs. This section will provide valuable information related to stress and the pressure to adapt to the environment.

Problems & Challenges

Natural

John tends to deal with problems and challenges in a demanding, driving, and self-willed manner. He is individualistic in his approach and actively seeks goals. John will attack problems and likes a position with authority and work that will constantly challenge him to perform up to his ability.

Adapted

John sees no need to change his approach to solving problems or dealing with challenges in his present environment.

People & Contacts

Natural

John's natural style is to use persuasion and emotion to the extreme. He is positive and seeks to win by the virtues of his personality and verbal skills. He will convince you that what he is saying is not only right, but is exactly what is needed. He displays enthusiasm for almost any project.

Adapted

John projects a positive and enthusiastic attitude toward influencing others. He sees the need to be trusting and wants to be trusted.

John Doe

Natural & Adapted Style

Pace & Consistency

Natural

John is comfortable in an environment that is constantly changing. He seeks a wide scope of tasks and duties. Even when the environment is frantic, he can still maintain a sense of equilibrium. He is capable of taking inconsistency to a new height and to initiate change at the drop of the hat.

Adapted

John sees his natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency. Sometimes he would like the world to slow down.

Procedures & Constraints

Natural

John does not like constraints; at times he can be somewhat defiant and rebellious. He has a tendency to lack social tact and diplomacy when confronted with too many or unreasonable constraints. He seeks adventure and excitement and wants to be seen as his own person.

Adapted

John shows little discomfort when comparing his basic (natural) style to his response to the environment (adapted) style. The difference is not significant, and John sees little or no need to change his response to the environment.

Adapted Style

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

✓ 1. Persistence in job completion.

✓ 2. Being independent and innovative.

✓ 3. Dealing with a wide variety of work activities.

✓ 4. Using a direct, forthright, and honest approach in his communications.

✓ 5. Being creative and unconventional in making a point.

✓ 6. A competitive environment combined with a high degree of people skills.

✓ 7. Acting without precedent and able to respond to change in daily work.

✓ 8. A good support team to handle paperwork.

✓ 9. Willing to take risks when others may be hesitant.

✓ 10. Using a creative approach in decision making.

✓ 11. Quickly responding to crisis and change with a strong desire for immediate results.

✓ 12. A firm commitment to accomplishments.

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 maximising your use of TIME and increasing your PERFORMANCE.

Lack of a Written Plan

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

Possible Causes:

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

Possible Solutions:

1. Write down personal and job-related values and prioritise them
2. Write out a long-term plan that will support those values
3. Recognise that by having priorities clearly in mind, constant change will be replaced with change-by-design

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:

1. Desire to solve problems quickly and sometimes without adequate information
2. Lack of delegation
3. Lack of standard operating procedures
4. Poor or the wrong priorities
5. Failure to scale intensity to the situation

Possible Solutions:

1. Establish a plan

2. Create operational procedures for tasks and known problems

3. Establish a "management by objectives" approach

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 them being anticipating and for the employee to be pro-active.

Possible Causes:

1. Lack planning

2. Place unrealistic time requirements on people and tasks

3. Always looking for problems to solve

Possible Solutions:

1. Have a well defined operational plan

2. Target key individuals to handle specific problems

3. Ask for recommendations from key people

4. Delegate authority and responsibility when possible

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:

1. Do not want to give up control

2. Do not trust the abilities of others

3. Do not understand the abilities of others

4. Fear the talents of others

5. Do not want to overload others

Possible Solutions:

1. Train and mentor others

2. Develop a support team

3. Give people the opportunity to help

Time Wasters
Continued

4. Recognise the time spent training others on routine tasks will result in gained cumulative time for higher priority tasks

Snap Decisions

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

Possible Causes:

1. Impatience overrides need to wait for more information
2. Try to do too much
3. Failure to plan in advance
4. Lack specific goals

Possible Solutions:

1. Ask for recommendations
2. Establish process for decisions prior to situation occurring
3. 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 John 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.
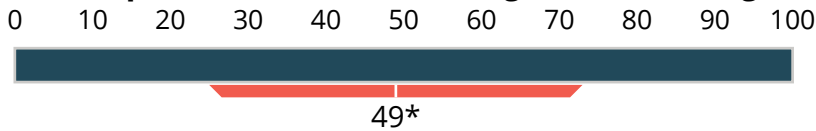
John has a tendency to:

✓ 1. Set standards for himself and others so high that impossibility of the situation is commonplace.

✓ 2. Make "off the cuff" remarks that are often seen as personal prods.

✓ 3. Be crisis-oriented.

✓ 4. Be a one-way communicator—does not listen to the total story before introducing his opinion.

✓ 5. Blame, deny, and defend his position—even if it is not needed.

✓ 6. Overstep authority and prerogatives—will override others.

✓ 7. Be impulsive and seek change for change's sake. May change priorities daily.

Behavioural Hierarchy

The Behavioural Hierarchy graph will display a ranking of your natural behavioural 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.

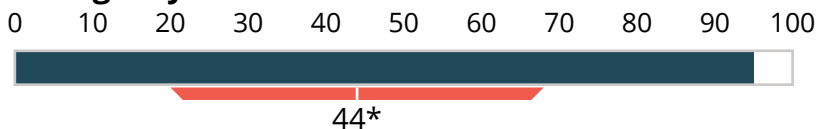**1. Competitive** - Want to win or gain an advantage.

0 10 20 30 40 50 60 70 80 90 100

100

49*

2. Frequent Change - Rapidly shift between tasks.

0 10 20 30 40 50 60 70 80 90 100

98

54*
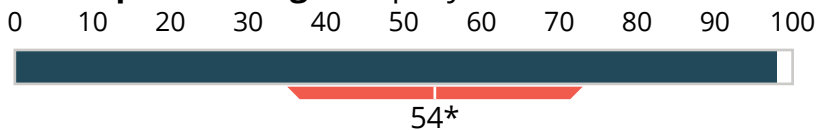
3. Urgency - Take immediate action.

0 10 20 30 40 50 60 70 80 90 100

95

44*

4. Versatile - Adapt to various situations with ease.

0 10 20 30 40 50 60 70 80 90 100

95
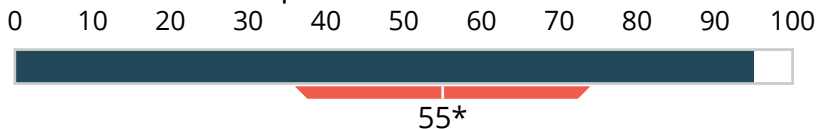
55*

5. Interaction - Frequently engage and communicate with others.

0 10 20 30 40 50 60 70 80 90 100

90

64*
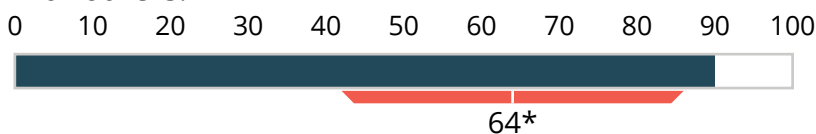
6. People-Oriented - Build rapport with a wide range of individuals.

0 10 20 30 40 50 60 70 80 90 100

75

69*
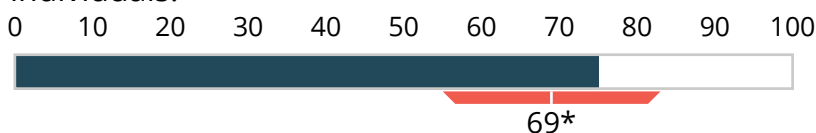
7. Customer-Oriented - Identify and fulfil customer expectations.

0 10 20 30 40 50 60 70 80 90 100

35

66*
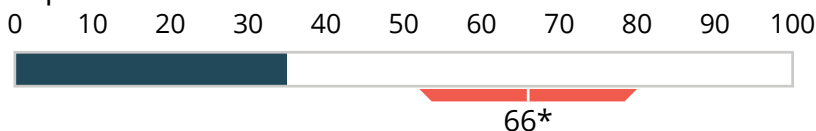
8. Consistent - Perform predictably in repetitive situations.

0 10 20 30 40 50 60 70 80 90 100

30

63*
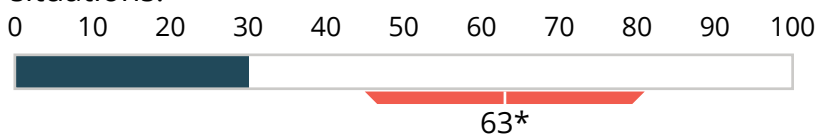
* 68% of the population falls within the shaded area.

Behavioural Hierarchy

9. Following Policy - Adhere to rules, regulations, or existing methods.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

67*

22

10. Analysis - Compile, confirm and organise information.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

53*

20

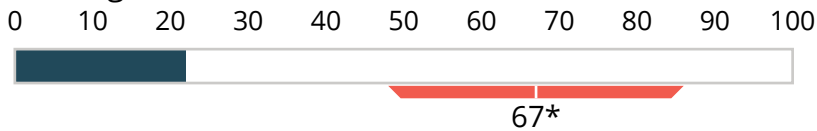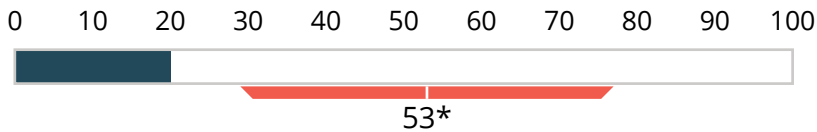**11. Persistence** - Finish tasks despite challenges or resistance.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

61*

20
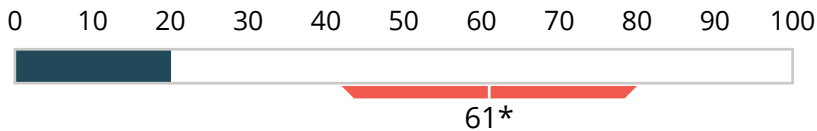
12. Organised Workplace - Establish and maintain specific order in daily activities.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

49*

10
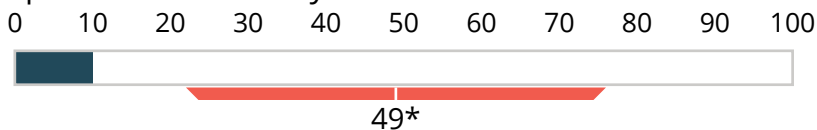
SIA: 94-78-08-04 (11)   SIN: 94-94-14-07 (02)
* 68% of the population falls within the shaded area.

Style Insights® Graphs

Graph I
Adapted Style

D	I	S	C

94	78	8	4
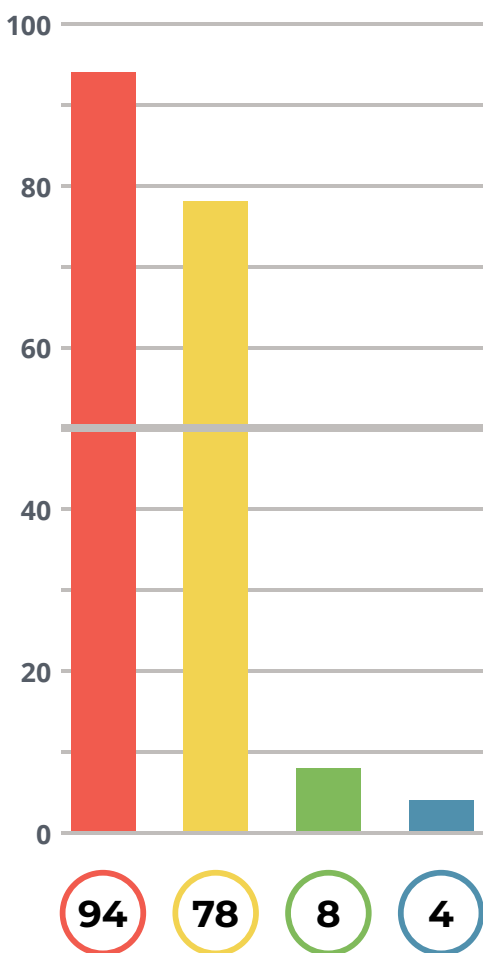
Graph II
Natural Style

D	I	S	C

94	94	14	7

John Doe
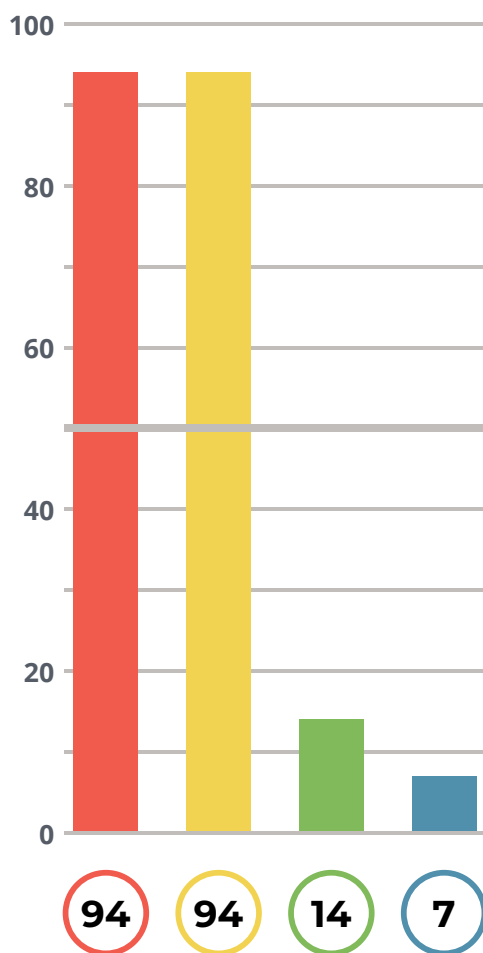
The TTI Success Insights® Wheel

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

- View your natural behavioural style (circle).

- View your adapted behavioural style (star).

- Note the degree to which you are adapting your behaviour.

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 behaviour. The further the two plotting points are from each other, the more you are adapting your behaviour.

If you are part of a group or team who also took the behavioural 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 TTI Success Insights® Wheel

John Doe
ABC Company
20/5/2013
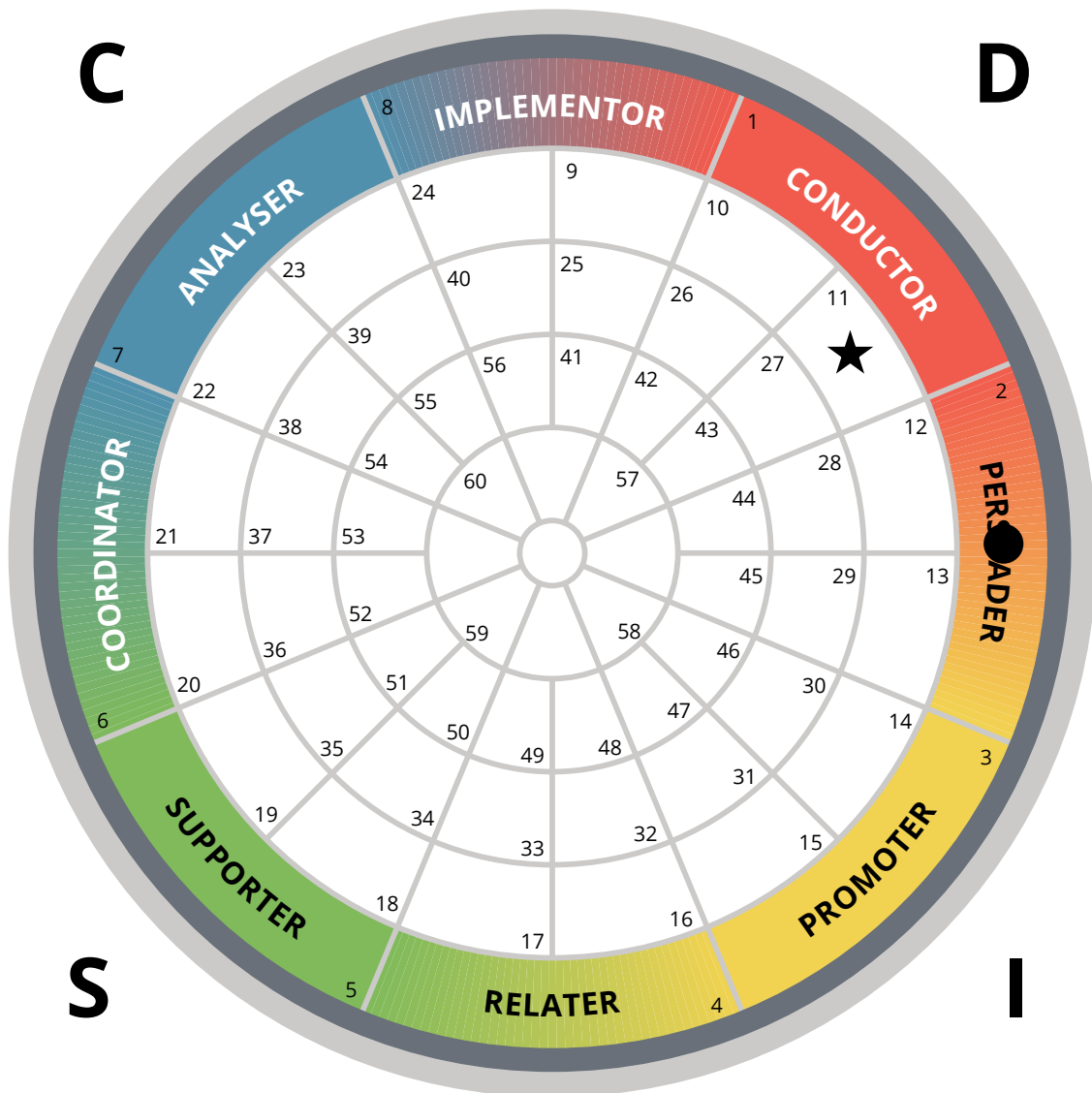
Adapted: ★ (11) PERSUADING CONDUCTOR
Natural: ● (2) PERSUADER

Norm 2012 R4

T: 6:10

Introduction

Motivators

Knowledge of an individual's motivators help to tell us WHY they do things. A review of an individual's experiences, references, education, and training help to tell us WHAT they can do. Behavioural assessments help to tell us HOW a person behaves and performs in the work environment. The Personal Motivators & Engagement 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 behaviour 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	Theoretical	**Situational**
4th	Social	**Situational**
5th	Traditional	**Indifferent**
6th	Aesthetic	**Indifferent**

John Doe

Utilitarian

The Utilitarian 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 motivator 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 business person. A person with a high score is likely to have a high need to surpass others in wealth.

1. John has a long list of wants and will work hard to achieve them.

2. John faces the future confidently.

3. Having more wealth than others is a high priority for John.

4. With economic security comes the freedom to advance his ideas or beliefs.

5. John will protect his assets to ensure the future of his economic security.

6. John will be motivated by his accomplishments.

7. All attempts are made to protect future security to ensure that his legacy is protected.

8. He uses money as a scorecard.

9. A high sense of satisfaction is gained by earning and sharing his wealth.

10. John is future-oriented.

11. John will attempt to structure his economic dealings.

12. He can be very practical.

Individualistic

The primary interest for this motivator is POWER, not necessarily politics. Research studies indicate that leaders in most fields have a high power drive. 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.

1. He believes "if at first you do not succeed try, try again."

2. He wants to control his own destiny and display his independence.

3. John believes "when the going gets tough, the tough get going."

4. John likes to be in situations that allow him the freedom to control his destiny and the destiny of others. His team's strategy is to attempt to dilute outsiders' influence on the results of their goals.

5. John takes responsibility for his actions.

6. John has the desire to assert himself and to be recognised for his accomplishments.

7. Maintaining individuality is strived for in relationships.

8. If necessary, John will be assertive in meeting his own needs.

9. People who are determined and competitive are liked by John.

Theoretical

The primary drive with this motivator is the discovery of TRUTH. In pursuit of this drive, 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 systematise knowledge: knowledge for the sake of knowledge.

1. John will seek knowledge based on his needs in individual situations.

2. If John is truly interested in a specific subject, or if knowledge of specific subject matter is required for success, then he will take the initiative to learn about that subject in great depth.

3. In those areas where John has a special interest, he will be good at integrating past knowledge to solve current problems.

4. John has the potential to become an expert in his chosen field.

5. If knowledge of a specific subject is not of interest or is not required for success, John will have a tendency to rely on his intuition or practical information in this area.

6. John will usually have the data to support his convictions.

7. A job that challenges the knowledge will increase his job satisfaction.

Social

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

1. John's desire to help others (even to his own detriment) or decision not to help others, is reviewed on an individual basis.

2. John will definitely attempt to help an individual or group overcome a predicament, but only if they have "touched the right chords" within him.

John Doe

Traditional

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

1. He will not be afraid to explore new and different ways of interpreting his own belief system.

2. He will work within a broadly defined set of beliefs.

3. In many cases, John will want to set his own rules which will allow his own intuition to guide and direct his actions.

4. Traditions will not place limits or boundaries on John.

5. John's passion in life will be found in one or two of the other dimensions discussed in this report.

6. It may be hard to manipulate John because he has not defined a philosophy or system that can provide immediate answers to every situation.

7. John can be creative in interpreting other systems or traditions and selective in applying those traditions.

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.

1. Unpleasant surroundings will not stifle his creativity.

2. The utility of "something" is more important than its beauty, form and harmony.

3. John's passion in life will be found in one or two of the other motivators discussed in this report.

4. He is a very practical person who is not sensitive to being in harmony with his surroundings.

5. Intellectually, John can see the need for beauty but has difficulty buying the finer things in life.

6. He wants to take a practical approach to events.

7. John is not necessarily worried about form and beauty in his environment.

The information on this page will highlight areas in which you may struggle relating to based on your lowest motivator. The information will teach you how to manage your way through discussions focusing on your number six motivator.

Tips for Communicating with "High Aesthetic" utilising your Utilitarian.

As you read through the communication tips, think about the following questions:

1. How does the mindset of a high Aesthetic contribute to today's workforce?

2. How do Aesthetics contribute to the world, your professional life, and your personal life?

A person with a high Aesthetic is interested in studying and appreciating the totality of a situation.

- A comfort level with direct, business minded communication can be perceived as too hard and uncaring. This will shut down communication when trying to solve a problem.

- Look for clues that the Aesthetic has had the opportunity to fully absorb the situation. Once this has occurred, the parties involved will be able to move toward achieving a return out of the situation.

A person with a high Aesthetic will have a strong interest in preserving the balance and harmony of the organisation.

- Aesthetics are about balance and balance increases productivity. Approach the goal with the Aesthetic from a journey perspective. Communicate the current state and desired state. Then leverage the ability for the Aesthetic to get there without alienating the team.

- Having a partner to "check the temperature" of the team will help accomplish goals. Allow the Aesthetic to speak in feeling terms and listen to how a goal-directedness approach is impacting the team in a positive or negative way.

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

- Understanding that while efficiency is compelling to some, others need it to look good in addition to operating well. Ask the high Aesthetic questions in order to make them a part of the big picture. Doing so will increase the amount of people moving a project forward.

- Investing in the beautification of the organisational surroundings can increase productivity and retention. Understand this does not have to be costly, but can be about self-expression being allowed in the workplace.

Form and harmony are key in providing a high Aesthetic with an experience to remember.

- Seek out viewpoints from Aesthetics when presenting marketing, sales, or other influential visuals. They will be able to predict how people will feel and react to words, visuals, and colours. This can be the difference in a campaign succeeding or failing.

- Blending functionality and appearance will enhance the experience of the customer or employee. This will lead to more repeat business from a customer perspective and to more retention for employees.
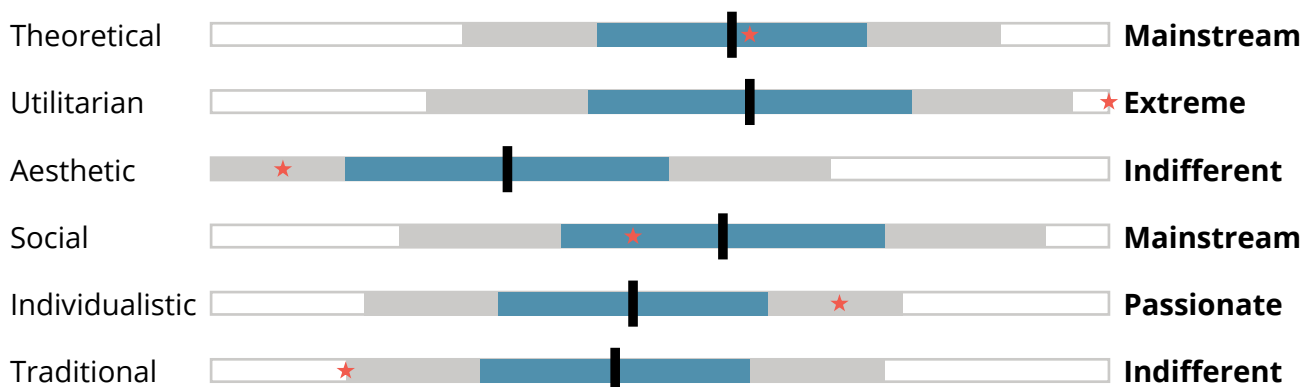
Motivators - Norms & Comparisons

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 motivators, you will fit in with the group and be energised. However, when surrounded by people whose motivators are significantly different from yours, you may be perceived as out of the mainstream. 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 motivators 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 motivator. The further away from the mainstream on the low side, the more people will view you as indifferent and possibly negative about that motivator. The shaded area for each motivator represents 68 percent of the population or scores that fall within one standard deviation above or below the national mean.

Norms & Comparisons Table - Norm 2012

Theoretical		**Mainstream**
Utilitarian		**Extreme**
Aesthetic		**Indifferent**
Social		**Mainstream**
Individualistic		**Passionate**
Traditional		**Indifferent**

- 1st Standard Deviation - * 68% of the population falls within the shaded area. | - national mean | ★ - your score
- 2nd Standard Deviation
- 3rd Standard Deviation

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:

- People who emphasise the need for beauty, form and harmony in all aspects of their life may frustrate you. You have other priorities.

- 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.

Motivators Hierarchy

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

1. Utilitarian/Economic - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.

0 10 20 30 40 50 60 70 80 90 100

100

60*
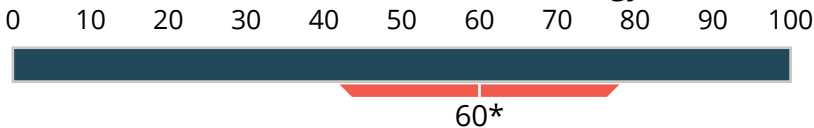
2. Individualistic/Political - Rewards those who value personal recognition, freedom, and control over their own destiny and others.

0 10 20 30 40 50 60 70 80 90 100

70

47*
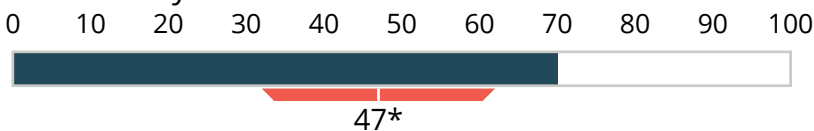
3. Theoretical - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.

0 10 20 30 40 50 60 70 80 90 100

60

58*
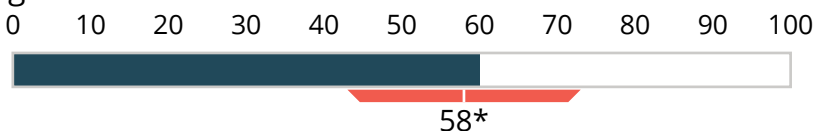
4. Social - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.

0 10 20 30 40 50 60 70 80 90 100

47

57*
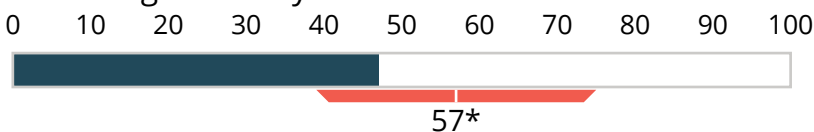
5. Traditional/Regulatory - Rewards those who value traditions inherent in social structure, rules, regulations and principles.

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15

45*
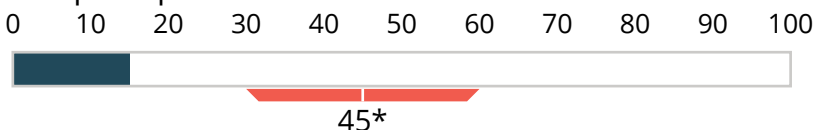
6. Aesthetic - Rewards those who value balance in their lives, creative self-expression, beauty and nature.

0 10 20 30 40 50 60 70 80 90 100

8

33*
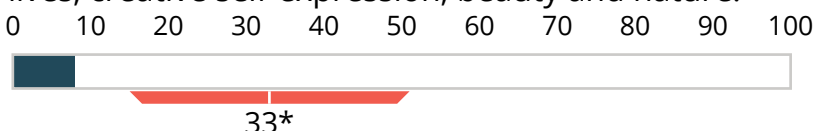
* 68% of the population falls within the shaded area.

Motivation Insights® Graph

The Motivators Graph is a visual representation of what motivates John and the level of intensity for each category. These categories include: Theoretical, Utilitarian, Aesthetic, Social, Individualistic, and Traditional.

THE.	UTI.	AES.	SOC.	IND.	TRA.
60	**100**	**8**	**47**	**70**	**15**
3rd	1st	6th	4th	2nd	5th

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John Doe
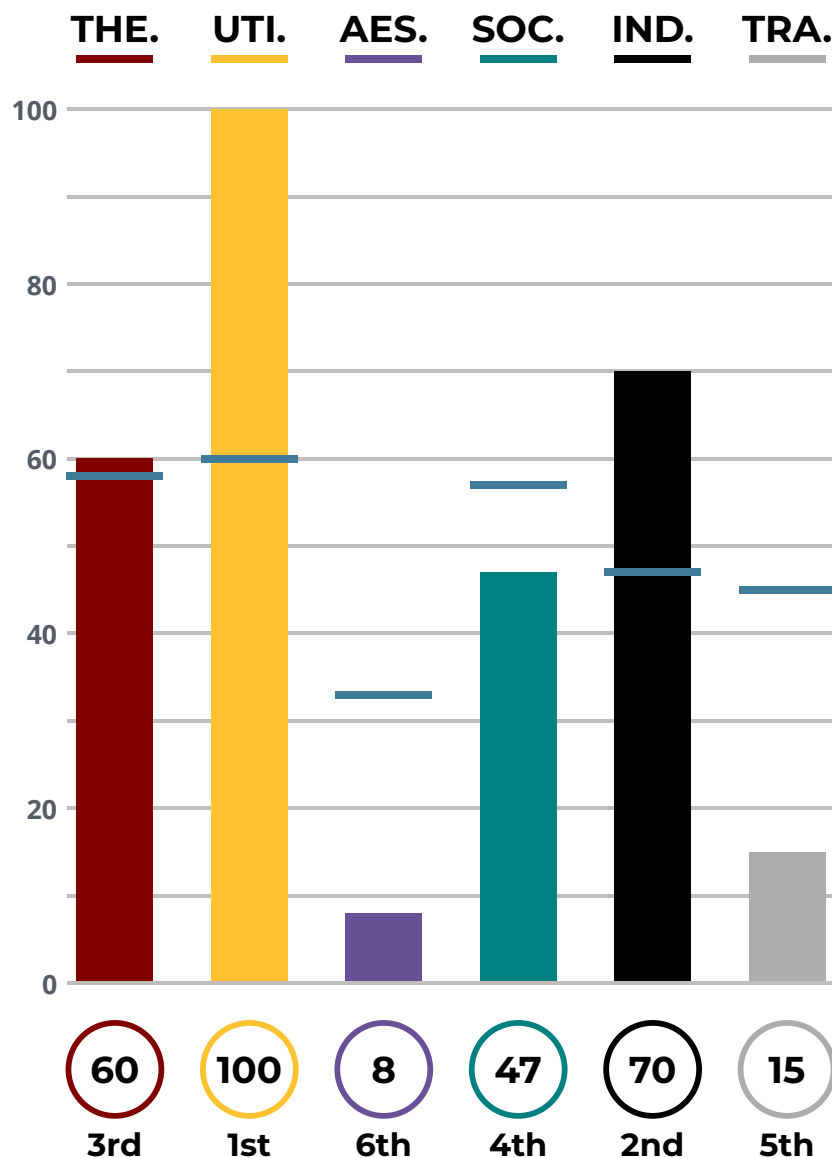
Motivators Wheel™

20/5/2013

TRADITIONAL
15
5th

THEORETICAL
60
3rd

SOCIAL
47
4th

UTILITARIAN
100
1st

AESTHETIC
8
6th

INDIVIDUALISTIC
70
2nd

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John Doe
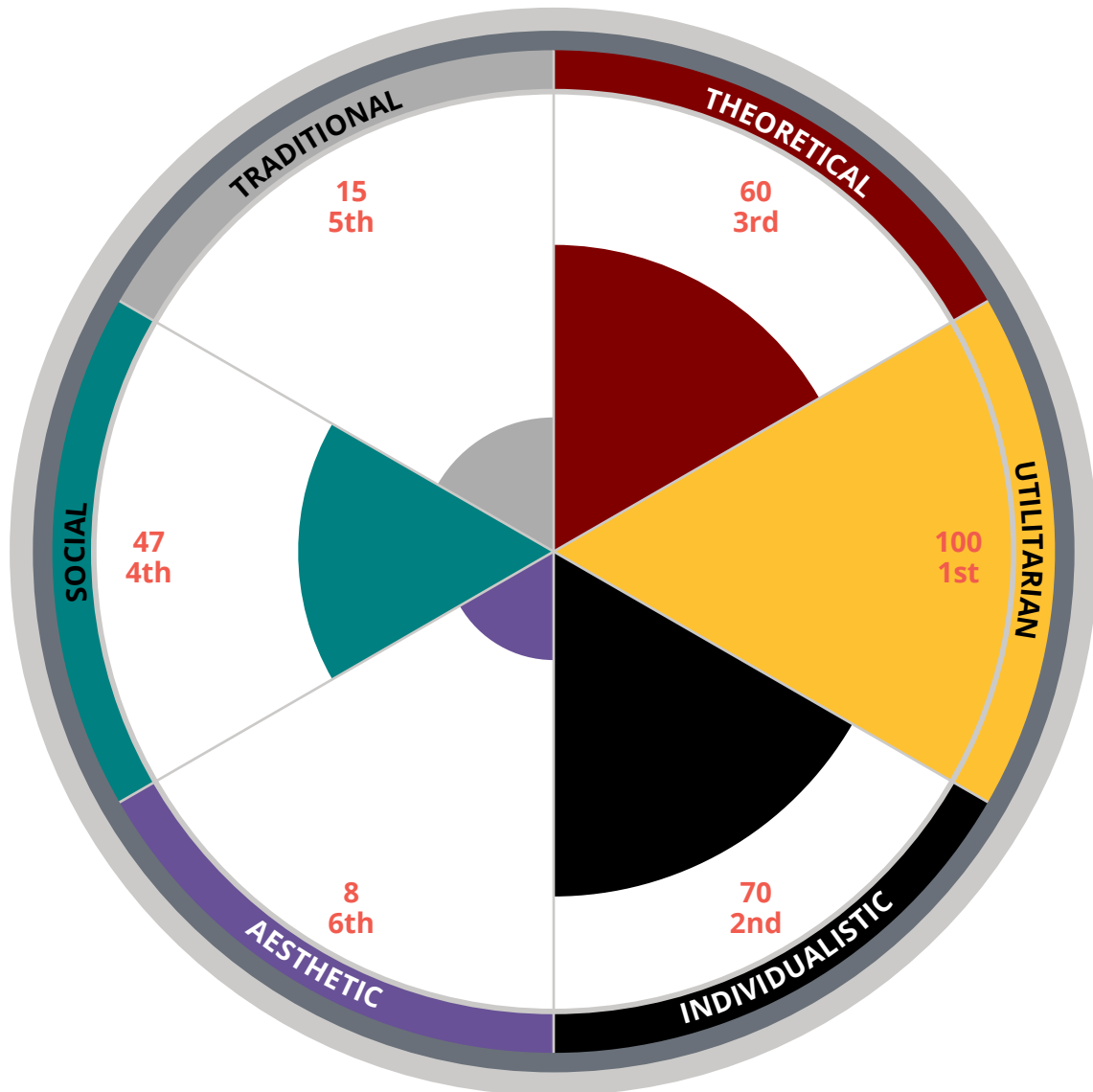
Introduction

Integrating Behaviours & Motivators

The ultimate power behind increasing job satisfaction and performance comes from the blending of your behaviours and motivators. Individually, each is powerful enough to modify your actions, but the synergy of blending the two moves you to a whole new level.

In this section you will find:

- Potential Behavioural and Motivational Strengths

- Potential Behavioural and Motivational Conflict

- Ideal Environment

- Keys to Motivating

- Keys to Managing

Potential Behavioural & Motivational
Strengths

This section describes the potential areas of strengths between John's behavioural style and top two motivators. Identify two to three potential strengths that need to be maximised and rewarded in order to enhance on-the-job satisfaction.

1. Very creative in solving problems.

2. Has an entrepreneurial mindset.

3. Not easily deterred by setbacks.

4. Bottom-line focused when leading others.

5. Promotes efficiency and results.

6. Resourceful and influential in creating effective results.

7. Motivates others to be the best they can be.

8. Being an optimistic leader.

John Doe

Potential Behavioural & Motivational
Conflict

This section describes the potential areas of conflict between John's behavioural style and his top two motivators. Identify two to three potential conflicts that need to be minimised in order to enhance on-the-job performance.

1. May offend others with too much discussion of results.

2. Tends to think bigger is always better.

3. Can set personal standards too high.

4. May not realise the negative consequences of his quick decisions.

5. Struggles balancing financial advice with actual results.

6. Overestimates what others will contribute.

7. He may overestimate his authority.

8. May be viewed as someone who over promises and under delivers.

Ideal Environment

This section identifies the ideal work environment based on John's basic style and top two motivators. 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 behaviour and can be comfortable in many environments. Use this section to identify specific duties and responsibilities that John enjoys and also those that create frustration.

1. Evaluation based on results, not the process.

2. Freedom of movement.

3. Work tasks that change from time to time.

4. An environment where direct, bottom-line efforts are appreciated.

5. Rewards for being quicker, faster, and better.

6. Rewards based on challenging the status quo, resulting in a return to the organisation.

7. Opportunity to display excitement and fun while getting others to act.

8. A "can-do" environment filled with optimistic people.

9. An environment where competition and winning is viewed as the ideal.

Keys To Motivating

This section of the report was produced by analysing John'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 John and highlight those that are present "wants."

John wants:

1. Prestige, position, and titles so he can control the destiny of others.

2. New challenges and problems to solve.

3. Freedom to talk and participate on the team.

4. Opportunities for achieving things faster and of more value.

5. The ability to express accomplishments to others at a large scale.

6. Focus on results and rewards, not the process or journey.

7. Recognition for leadership accomplishments and the results he receives.

8. To lead people toward his vision.

9. Ability to create, share, and control the vision.

Keys To Managing

In this section are some needs which must be met in order for John 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 John and identify 3 or 4 statements that are most important to him. This allows John to participate in forming his own personal management plan.

John needs:

1. To be confronted when in disagreement, or when he breaks the rules.

2. To adjust his intensity to match the situation.

3. To mask emotions when appropriate.

4. To understand that not all people are driven by return and challenges.

5. To be an active listener instead of dominating the discussion.

6. The opportunity to receive rewards based on results achieved.

7. To listen to others and understand different perspectives in order to meet objectives.

8. To minimise his natural way of under informing the details when delegating or giving instruction.

9. To understand that not all problems are a nail, therefore all solutions cannot be a hammer.

Introduction
Emotional Intelligence

The Emotional Quotient™ (EQ) report looks at a person's emotional intelligence, which is the ability to sense, understand and effectively apply the power and acumen of emotions to facilitate higher levels of collaboration and productivity. The report was designed to provide insight into two broad areas: Self and Others.

Research shows that successful leaders and superior performers have well-developed emotional intelligence skills. This makes it possible for them to work well with a wide variety of people and to respond effectively to the rapidly changing conditions in the business world. In fact, a person's EQ may be a better predictor of success performance than intelligence (IQ).

Emotional intelligence is an area you can focus on and develop regardless of your current score in each dimension. One model to help you assess your emotional levels throughout the day is to check your emotional clarity. Think of red as poor emotional clarity or an inability to utilise all skills and resources because of your emotional cloudiness. When you're identifying yourself as having a red glass, you may be experiencing emotions such as fear, anger, sadness or loss. Think of a clear glass as your ideal state of clarity, or when you're emotionally "in the zone." You may experience emotions such as happiness, joy, peace or excitement. Most of the time you are somewhere in between. You may not be able to place an exact descriptor on how you feel, but you're relatively clear-headed and free from distractions. Remember, the higher your EQ scores, the easier it will be to apply this model to you and to those around you.

Introduction
Emotional Intelligence

This report measures five dimensions of emotional intelligence:

Emotional Intelligence - Self

What goes on inside of you as you experience day-to-day events.

Self-Awareness is the ability to recognise and understand your moods, emotions and drives, as well as their effect on others. In practice, it is your ability to recognise when you are red, clear or somewhere in-between.

Self-Regulation is the ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting. In practice, it is your ability to influence your emotional clarity from red to clear when the situation requires.

Motivation is a passion to work for reasons that go beyond the external drive for knowledge, utility, surroundings, others, power or methodology and are based on an internal drive or propensity to pursue goals with energy and persistence.

Emotional Intelligence - Others

What goes on between you and others.

Social Awareness is the ability to understand the emotional makeup of other people and how your words and actions affect others. In practice, it is the ability to assess if they are in a red, clear or somewhere in-between state.

Social Regulation is your ability to influence the emotional clarity of others through a proficiency in managing relationships and building networks.

Is the report 100% true? Yes, no and maybe. We are only measuring emotional intelligence. We only report statements from areas 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.

Emotional Characteristics

Based on John's responses, the report has selected general statements to provide a broad understanding of his level of emotional intelligence.

John may have trouble maintaining his composure during a stressful time. He may be seen as indecisive by others due to the lack of emotional awareness and how emotions can interrupt the decision making process. He may find it difficult to anticipate his own emotional reactions to events. He can experience stress because he does not recognise when downtime is needed. John may have difficulty completing a performance self-evaluation. He may lack self-confidence, which could make it more difficult to express his true emotions.

John may overreact to trivial or minor situations. He may have trouble remaining calm during emotionally charged situations. He may let emotions overly influence his decision making. He may introduce unnecessary conflict when working with others. John may have fallen into a habit of using ineffective emotional regulation strategies. Co-workers may perceive John as someone who does not handle feedback well, which may limit his opportunities for receiving information.

John may not regularly go out of his way to develop his skills. He usually meets his goals and others' expectations, but perhaps does not always exceed them. He may give up when faced with excessive challenges or resistance. Others perceive John as competent but may not think of him as an overachiever. People may consider John a good worker but not an overachiever. He is usually comfortable with the status quo, but is willing to be open to change if a change is really needed.

Emotional Characteristics

John may have difficulty empathising when he has not been in the same situation himself. Others may not always feel that John understands them. He would benefit from working on his active listening skills. He can be thoughtful and understanding, but may not come across this way to others. John is able to work with others but at times will need help understanding their emotional needs. He may have trouble understanding the viewpoints of others who are not like him.
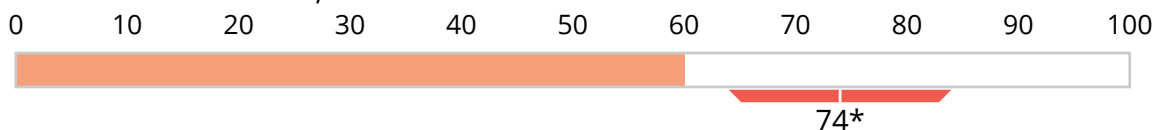
John sees the value of having a few true friendships over many casual acquaintances. He collaborates well with his co-workers. He is usually persuasive and is able to negotiate well with others. He has the ability to network, which may create future opportunities. John generally sees the connection between his actions and the impact they have on others. He is able to quickly and easily develop relationships with others.
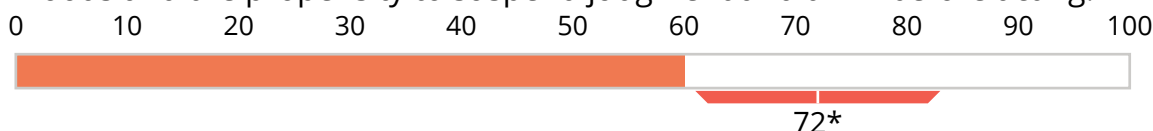
Emotional Quotient Assessment Results

The Emotional Quotient (EQ) is a measure of your ability to sense, understand and effectively apply the power and acumen of your emotions and the emotions of others in order to facilitate high levels of collaboration and productivity. Your total score on the Emotional Quotient Assessment indicates your level of overall emotional intelligence. The higher the number, the more emotionally intelligent you are. If your goal is to raise your EQ, the components on which you have scored the lowest should be the focus of your development.
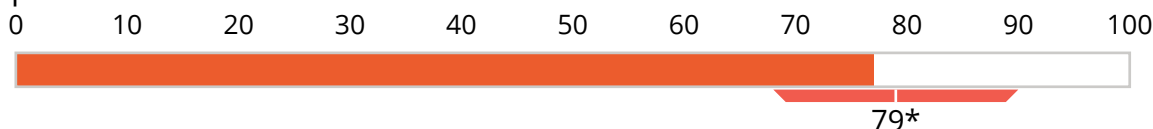
1. Self-Awareness - The ability to recognise and understand your moods, emotions and drives, as well as their effect on others.

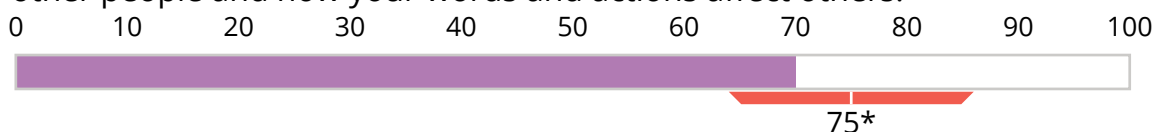| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

60

74*

2. Self-Regulation - The ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting.

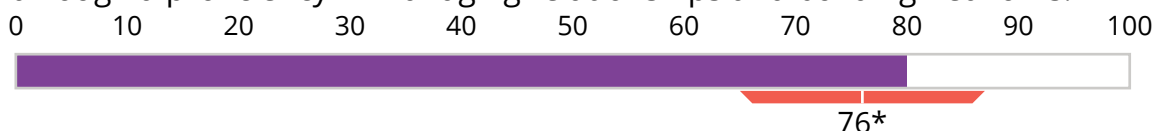| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

60

72*

3. Motivation - A passion to work for reasons that go beyond the external drive for knowledge, utility, surroundings, others, power or methodology and are based on an internal drive or propensity to pursue goals with energy and persistence.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

77

79*

4. Social Awareness - The ability to understand the emotional makeup of other people and how your words and actions affect others.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

70

75*

5. Social Regulation - The ability to influence the emotional clarity of others through a proficiency in managing relationships and building networks.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

80

76*

* 68% of the population falls within the shaded area.

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Emotional Quotient Scoring Information

The average of the Self-Regulation, Self-Awareness and Motivation subscales represent your Self Score.
The average of the Social Awareness and Social Regulation subscales represent your Others Score.
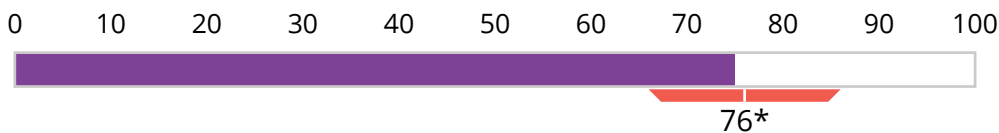*Your total level of Emotional Quotient was calculated by averaging all five EQ dimensions.*

Total Emotional Quotient - Your total level of emotional intelligence, formed by averaging your Others and Self scores.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

69

75*
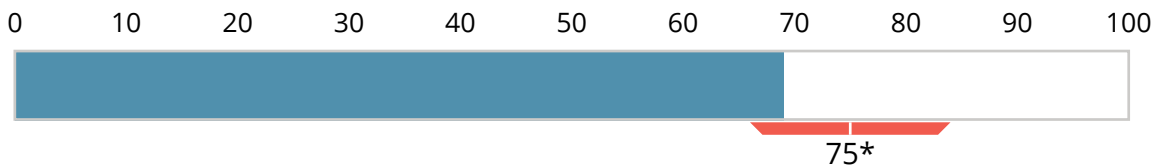
Self - The ability to understand yourself and form an accurate concept of yourself to operate effectively in life.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

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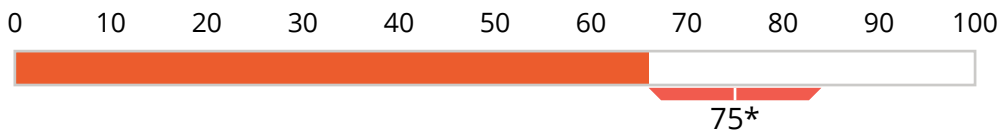
Others - The ability to understand other people, what motivates others, how they work and how to work cooperatively with them.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

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John Doe

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Self-Awareness

Based on John's level of Self-Awareness, he may find it hard to identify and express his emotions which may impact his decisions. Because of John's level of EQ in this dimension, he may not have a realistic assessment of himself.

What John can do:

1. Practice self-reflection. Can you identify and name your current emotional state? Check your emotional clarity. What is your current state: red, clear or somewhere in-between?

2. To improve decision-making, look for trends in your behaviour and seek to recognise what prompts your reactions.

3. Reflect on how your emotions influence your behaviour.

4. Identify how negative or hurtful behaviour triggers your emotions.

5. To improve your ability to self-assess, ask a family member, friend or trusted advisor to describe your strengths and weaknesses.

6. Make a list of your strengths and areas for improvement. Look at it daily.

7. Make notes of your thoughts and feelings then discuss them with a trusted friend or family member.

8. Create an action plan to develop your areas for improvement.

9. Develop Self-Awareness goals and revisit them at least twice a month. (Make sure your goals and action items are SMART - specific, measurable, actionable, realistic and timely.)

10. Make notes several times a day in a journal about your emotional responses to the current situations to help raise your emotional awareness.

Self-Awareness - The ability to recognise and understand your moods, emotions and drives, as well as their effect on others.

| 0	10	20	30	40	50	60	70	80	90	100

60

74*
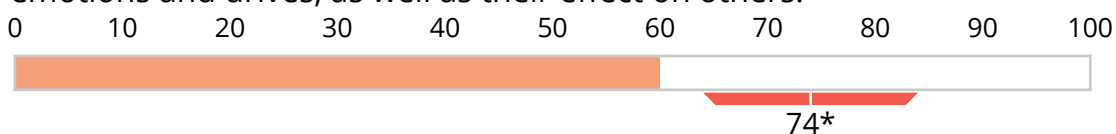
Self-Regulation

Based on John's level of EQ in this dimension, he would benefit from developing his level of Self-Regulation in order to regulate actions fuelled by negative or disruptive emotions.

What John can do:

1. Practice self-restraint by listening first, pausing and then responding.

2. Learn to step away from difficult or overwhelming situations.

3. Be committed to not interrupting others.

4. When frustration has occurred, summarise the situation to determine triggers.

5. Role-play effective responses to a stressful situation with a family member, friend or trusted co-worker (use examples of workplace circumstances).

6. Determine activities that improve your mood and take action when you feel stressed or overwhelmed.

7. Focus on events that provide a sense of calm or elicit positive emotions.

8. Keep a log of your effective and ineffective self-management skills so you can recall them in future situations.

9. Discuss ways of expressing emotions appropriately with your co-workers.

10. When negative emotions take over, try to visualise a positive or calming scene.

11. Put things in perspective. Ask yourself, "What is the worst that can happen?" or "How will I feel about this a week from now?"

Self-Regulation - The ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

60

72*
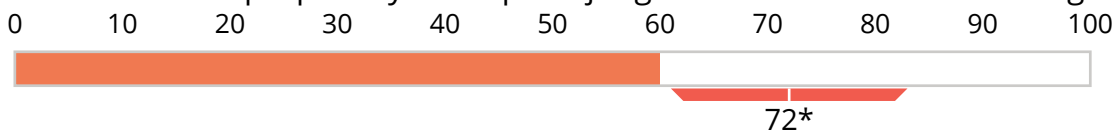
Motivation

Based on John's current level of Motivation, procrastination could be a potential issue for John in achieving his goals.

What John can do:

1. Set specific goals with milestones and dates for achievement.

2. Clarify why the goals you have set are important to you. Ask yourself not only, "What are my goals?" but also, "Why are they my goals?"

3. Work with a peer or trusted advisor to create detailed action items to work toward your overall goals.

4. Set aside time to work on your goals each day, even if it is just five minutes at a time.

5. List your goals and post them where you can see them every day.

6. Spend time visualising the outcome of accomplishing your goals. How does it look and feel?

7. Ask a close friend to help hold you accountable for reaching your goals.

8. Celebrate accomplishments, both big and small.

9. Learn from your mistakes; keep track of the lessons learned in a journal.

10. Challenge the status quo and make suggestions for improvement.

11. Find inspiration from others who use internal Motivation to overcome obstacles to reach their dreams.

Motivation - A passion to work for reasons that go beyond the external drive for knowledge, utility, surroundings, others, power or methodology and are based on an internal drive or propensity to pursue goals with energy and persistence.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

77

79*
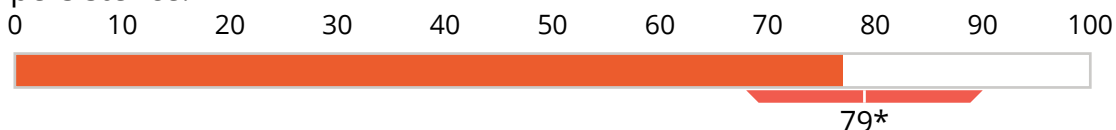
Social Awareness

Based on John's level of Social Awareness, at times he may find it difficult to understand others' emotional responses to situations and may need to adapt his communication.

What John can do:

1. Attempt to predict and understand the emotional responses of others before communicating your point of view.

2. Observe nonverbal behaviour to evaluate the emotional temperature of others.

3. Analyse and understand things from others' perspectives before responding to your peers at work or family members.

4. Think about an invisible clarity meter over people and ask yourself, "What is their emotional state: red, clear or somewhere in-between?" Know that if it is not clear, the optimal outcome may be compromised.

5. Continue to develop interpersonal habits, such as listening to others until they are finished with their thought before asking questions or making statements.

6. Observe body language for nonverbal messages being expressed.

7. Seek clarification from others when attempting to interpret emotional responses.

8. Be nonjudgmental in your interactions with others. Ask questions before drawing conclusions.

9. Offer assistance to your friends, family and even strangers on occasion. Be careful to give the assistance they are looking for versus what you think they need.

Social Awareness - The ability to understand the emotional makeup of other people and how your words and actions affect others.

0	10	20	30	40	50	60	70	80	90	100

75*

70
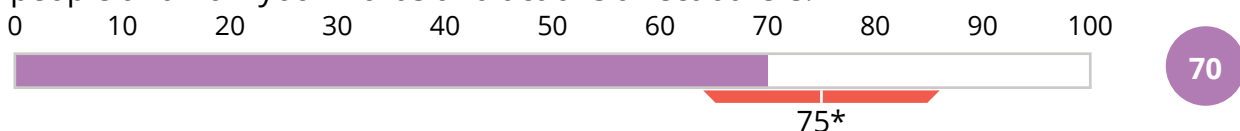
Social Regulation

Based on John's level of Social Regulation, he is able to find common ground with others and generally is able to build good rapport. John is able to help build a strong team environment.

What John can do:

1. Consider traits you admire in other people you know and ask them for feedback about yourself in those areas.

2. Identify areas of social interactions that may make you uncomfortable and ask a trusted advisor to help improve in these areas. This could be the case for others as well. Understanding how to manage these interactions can make a difference in the outcomes.

3. Consider the unique capabilities of those you interact with and how you can further encourage these traits in them.

4. Pursue quality, rather than quantity, in your social bonds. Converse with others on an even deeper level.

5. Remember unique facts about others. This is a great way to keep the communication going in the direction you desire.

6. Take notice when emotions are taking over an interaction and then find ways to improve the emotional tone of the situation.

7. Talk about your feelings related to work as well as personal circumstances with a trusted advisor, family member or friend to understand their effects.

8. Find ways to be a positive influence at work by helping others improve their Social Regulation skills.

9. If you have a miscommunication or negative interaction, take accountability quickly and find ways to make sure the situation does not go red.

10. Demonstrate a curiosity about others and their well being and consider ways you may be of assistance.

11. Consider ways you may be able to provide positive feedback to help others improve.

12. Join a professional association or special interest group to practice building positive emotional bonds to help manage situations.

Social Regulation - The ability to influence the emotional clarity of others through a proficiency in managing relationships and building networks.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

80

76*
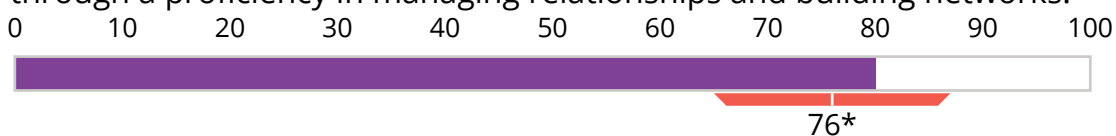
Emotional Quotient™ Wheel

The Emotional Quotient wheel is a visualisation of your scores in the report. The circle, split into quadrants, is encompassed by Motivation and divided by Self and Others. Your Motivation score starts at Self-Awareness and wraps around the wheel clockwise. This starting position is due to all EQ dimensions being influenced first by your level of Self-Awareness. The volume of colour illustrates the strength of your overall EQ score which is also noted in the centre circle.

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John Doe
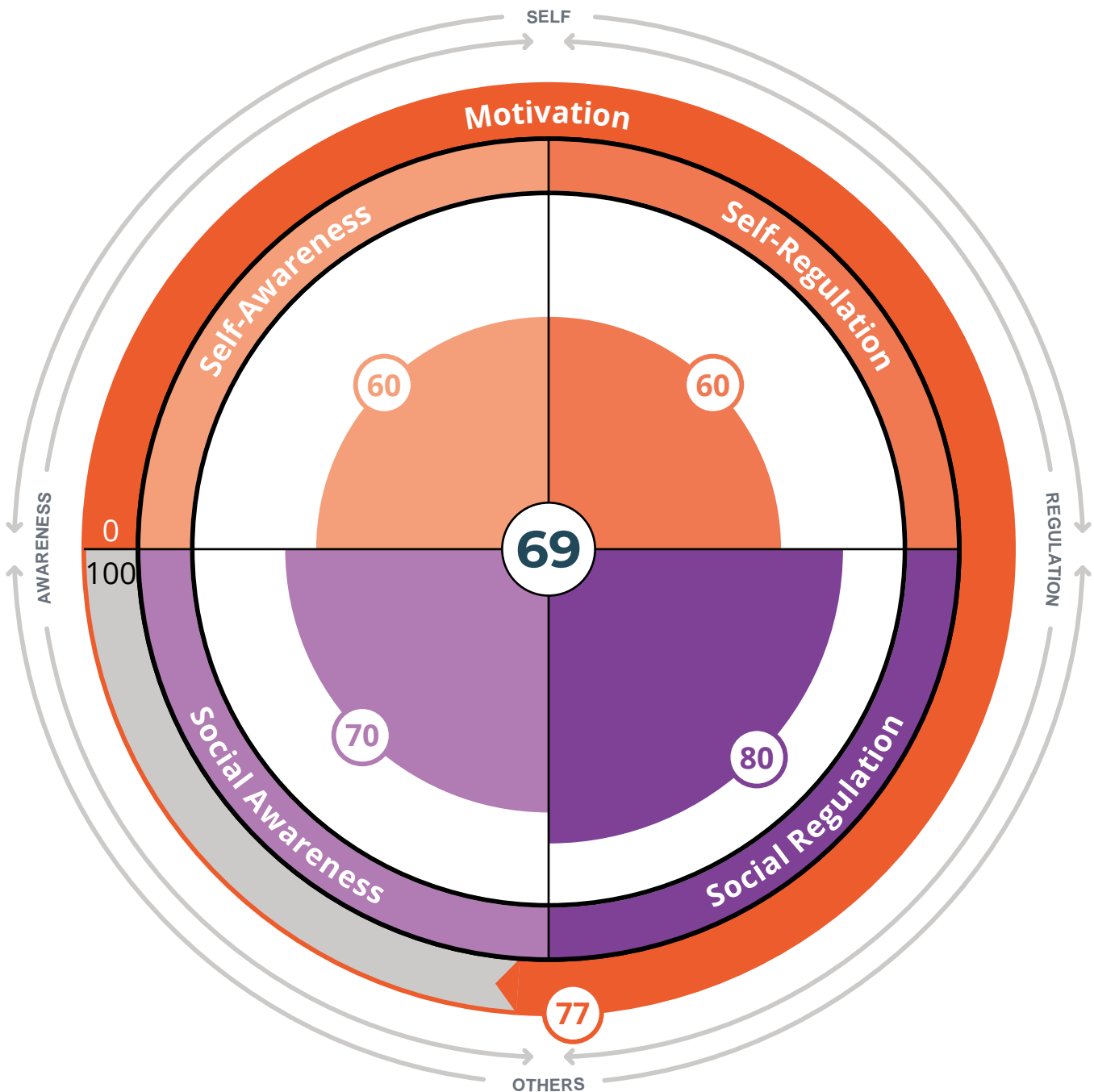
Introduction
Blending Behaviours, Motivators & EQ for Success

Maximising the effectiveness of one's behavioural style can be a difficult maze to navigate in the workplace, especially in situations where "behavioural labels" are assigned. Often a team will have multiple people with the same behavioural styles faced with the same situation, yet they come across differently.

For years, TTI has educated the corporate world on behaviours, or the "how" of people's actions; meanwhile, motivators drive those actions, or "why" they do what they do. This has explained the difference in actions for decades. However, recent research has led to the discovery of people with similar behaviours and motivators, yet they still respond differently to situations, especially when the situations are emotionally charged.

Why is this? The answer is often found within a person's Emotional Intelligence. Understanding a person's EQ and applying this information to behaviours and motivators can not only expand the working language and communication of an organisation, but can help an individual successfully navigate the workplace maze and feel a sense of accomplishment and reward from doing so.

Blending for Success
Behaviours, Motivators & EQ

People who understand and appreciate themselves as unique individuals and can apply that same understanding and appreciation to others are more successful. This page is designed to connect behavioural strengths, motivational drives and a person's level of Emotional Intelligence in order to propel their ability to navigate the day-to-day situations of the business landscape.

John has a low level of Self-Awareness. He does not tend to recognise mental and physical changes in how he is feeling. Coupled with his high "Dominance" behavioural style, these feelings will be displayed purely on a behavioural basis. High "Dominants" have a short fuse and are unaware of when their particular triggers are ignited. This intensity and direct communication style will be intensified in emotionally charged situations, and John may be unaware of the increased intensity being displayed.

John has a low level of Self-Regulation. He may not be able to temper responses and reactions to emotionally charged events. Possessing a high "Dominant" behavioural style indicates that John would be quick to anger, make snap decisions and have a short temper. However, with low Self-Regulation, the typical behavioural characteristics may be intensified slightly, and this can have a negative impact on communications with others. By understanding his dominant behaviour and how it impacts the communication flow with others, John would benefit from understanding how to adapt this communication style for a more positive outcome. Be careful in instances where the topic at hand directly relates to John's Utilitarian and Individualistic motivators in particular. The ability for him to utilise his knowledge of his behaviours will be hindered when a perceived threat to his drivers is present.

John has a moderate level of Motivation. He has an average amount of motivation and passion to work for reasons that do not satisfy his Utilitarian and Individualistic drivers. This motivation is an internal drive to achieve the goal; however, with motivation being moderately developed, it is important to utilise an external driver or "carrot" to chase. In order to achieve complete engagement and superior performance, it will be important for his Utilitarian and Individualistic drivers to be heavily satisfied through his career.

Blending for Success
Behaviours, Motivators & EQ

John has a moderate level of Social Awareness. At times he is able to anticipate how others will receive information or react to a situation. When he is able to harness this information, it will increase his ability to see things from someone else's perspective. John typically views things from a Utilitarian perspective, whereas not all people filter information from this viewpoint. Being able to step out of this Utilitarian mindset is key in being able to win and maintain rapid advancement in the organisation which his "Dominant" behavioural style is looking for.

John has a high level of Social Regulation. He is able to proficiently manage relationships and build networks. He is able to inspire and guide groups through nurturing relationships and his ability to create group synergy. John has a unique ability to build relationships with all types of people, whereas the majority of individuals build the best relationships with people that have like motivators. His Utilitarian and Individualistic drivers are still his primary areas of interest; however, he is able to set these aside in order to form relationships that do not directly lead to the satisfaction of these passions. Behaviorally, John prefers a more direct and to the point communication style. Based on his well-developed Social Regulation, he will be able to adapt his communication style to meet the needs of the relationship.