



TTI
SUCCESS
INSIGHTS®

TriMetrix® EQ
Executive

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ABC Company
30/8/2017

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TTI SUCCESS INSIGHTS®
AUSTRALIA & NEW ZEALAND





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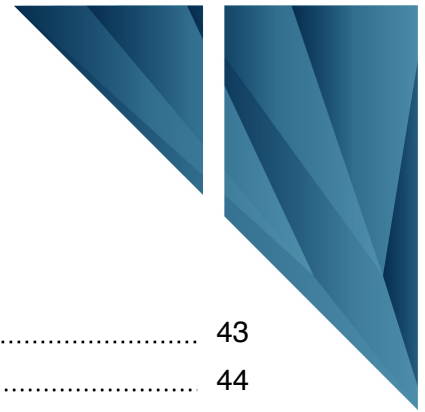


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Introduction Where Opportunity Meets Talent

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, driving forces 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.

Driving Forces

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 Driving Forces

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 driving forces 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, Driving Forces And EQ

This section will illustrate the impact your Emotional Intelligence has on your core behavioural style as well as your top four driving forces.



Introduction Behaviours Section

Behavioural 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 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 from areas of behaviour 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.



General 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 can be friendly with others in many situations, but primarily with groups of established friends and associates. He is sociable and enjoys the uniqueness of each human being. He requires many good reasons, as well as the benefits involved, before agreeing to making changes. He likes to develop a routine in both his personal and professional life and will function best when this routine is maintained. He does not resist change as much as he resists being changed. He needs to be an active participant in situations that will impact his work. Others see him as a good neighbour, since he is always willing to help those he considers to be his friends. He likes to win through persistence. He uses his strong, steady tendencies to accomplish his goals. He is usually steady, easygoing and relaxed. He can be open, patient and tolerant of differences. His natural quality of being nonjudgmental is a great strength. Because he is receptive and listens well, he excels in gathering information. John likes to start and finish activities. Others who work with him know they can depend on him. He wants to be seen as a responsible person, and will avoid behaviour that could be seen by others as irresponsible.

John may want to think over major decisions before acting. He must be convinced that actions will produce the desired result. He adheres to company policy and does not break the rules just for the sake of breaking them. Logic is important when trying to influence him. He pays more attention to logic than emotional "hype." He is good at analysing situations that can be felt, touched, seen, heard, personally observed or experienced. His motto is, "facts are facts." John finds making decisions easier when he knows that others he respects are doing the same thing; he then has a feeling of stability and "family." He needs to gather data and facts in a logical fashion. He tries to use balanced judgment. He is the person who brings stability to the entire team. He prefers to plan his work and work his plan. Subordinates may find it refreshing to be on his team.



General Characteristics Continued

John tends to be possessive of information; that is, he does not voluntarily share information with others outside of his team. He remains aloof from active participation in unfamiliar groups. He will talk more, however, in a group of people he trusts and has known for a long time. Sometimes he will withdraw from a verbal battle. If he feels strongly about an issue, he may retreat to gather his resources and then return to take a stand! He usually is considerate, compassionate and accepting of others; however, on some occasions can become stubborn. Stubbornness surfaces when his ideals and beliefs are confronted. John likes having others initiate the conversation. He can then assess the situation and respond accordingly. Most people see him as being a considerate and modest manager. He is somewhat reserved with those he does not trust or know. After trust has been established, he may be open and candid. He is more motivated by logic than emotion. To him, logic represents tangible research.



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 and make him an integral part of the team.

- Adaptable.
- Flexible.
- Respect for authority and organisational structure.
- Dependable manager.
- Will gather data for decision making.
- Concerned about quality.
- Builds good relationships.
- Turns confrontation into positives.
- Works for a leader and a cause.





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:

- Look for hurt feelings or personal reasons if you disagree.
- Keep conversation at discussion level.
- Be sincere and use a tone of voice that shows sincerity.
- Provide personal assurances, clear, specific solutions with maximum guarantees.
- Use scheduled timetable when implementing new action.
- Limit your use of gestures.
- Give him time to ask questions.
- Take time to be sure that he is in agreement and understands what you said.
- Take your time and be persistent.
- Show sincere interest in him as a person. Find areas of common involvement and be candid and open.
- Provide solid, tangible, practical evidence.





Ineffective Communication

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 NOT to Communicate:

- Overuse emotions.
- Be haphazard.
- Keep deciding for him, or he will lose initiative. Do not leave him without backup support.
- Use testimonies from unreliable sources.
- Stick coldly or harshly to business; on the other hand, do not lose sight of goals by being too personal.
- Force him to respond quickly to your objectives. Do not say "Here is how I see it."
- Give your presentation in random order.
- Be domineering or demanding; do not threaten with position power.
- Rush him in the decision-making process.
- Debate about facts and figures.
- Talk to him when you are extremely angry.
- Manipulate or push him into agreeing because he probably will not fight back.
- Push too hard, or be unrealistic with deadlines.



Communication Tips

This section provides suggestions on methods which will improve John's communications with others. The tips include a brief description of typical people in which 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.

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.

Factors that will create tension or dissatisfaction:

- Being giddy, casual, informal, loud.
- Pushing too hard or being unrealistic with deadlines.
- Being disorganised or messy.

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."

Factors that will create tension or dissatisfaction:

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

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, nonthreateningly.
- Ask "how?" questions to draw their opinions.

Factors that will create tension or dissatisfaction:

- Rushing headlong into business.
- Being domineering or demanding.
- Forcing them to respond quickly to your objectives.

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.

Factors that will create tension or dissatisfaction:

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



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.

Self-Perception

John usually sees himself as being:

- | | |
|----------------|-----------------|
| ● Considerate | ● Thoughtful |
| ● Good-Natured | ● Dependable |
| ● Team player | ● Good listener |

Others' Perception - Moderate

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

- | | |
|--------------------|--------------|
| ● Nondemonstrative | ● Hesitant |
| ● Unconcerned | ● Inflexible |

Others' Perception - Extreme

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

- | | |
|--------------|---------------|
| ● Possessive | ● Stubborn |
| ● Detached | ● Insensitive |



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.

- Needs meeting and planning sessions with pre-disclosed agenda items in order to feel prepared.
- Avoid situations where competition is a primary factor.
- Avoid environments that focus on constant innovation.

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

- Seek partnership when forced to make decisions that do not have a procedure or set precedence.
- Seek an environment that allows for a humoristic approach to conflict situations.
- Remove from short term, multifaceted projects and focus on long-term single objectives.



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	Influencing	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



Natural and 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	Adapted
<p>John uses a laid-back and peaceful approach to problem solving. He tends to solve problems in a reactive and team-oriented manner. John tends to be unobtrusive and avoids confrontation so he can be seen as a true team player.</p>	<p>John sees no need to change his approach to solving problems or dealing with challenges in his present environment.</p>

People - Contacts

Natural	Adapted
<p>John is undemonstrative in his approach to influencing others and likes to let facts and figures stand for themselves. He feels persuasion needs to be objective and straightforward. His trust level is based on each interaction--the past is the past. He presents facts without embellishments.</p>	<p>John feels that convincing people can only be done within the framework of logical facts presented by a totally objective person. He rarely displays emotion when attempting to influence others.</p>



Natural and Adapted Style Continued



Pace - Consistency

Natural	Adapted
<p>John is comfortable in an environment in which there are few projects going on concurrently. He is appreciative of the team concept and feels quite secure in an environment where the need to move from one activity to another quite quickly is held to a minimum.</p>	<p>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.</p>

Procedures - Constraints

Natural	Adapted
<p>John is concerned with doing things right. He can be quite worrisome and possibly fearful that mistakes will crop into the procedure. He will follow rules and procedures to the letter and feels comfortable in a situation in which exact standards and written procedures are the rule of the day.</p>	<p>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.</p>



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.

- Sensitivity to existing rules and regulations.
- Careful, thoughtful approach to decision making.
- Maintaining a clean and organised work station.
- Compliance to high standards.
- Using a proven, procedure-oriented method when implementing change.
- Precise, analytical approach to work tasks.
- Gathering data in a logical, systematic way.
- Projecting a limited display of emotion.
- Critical appraisal of data.
- Disciplined, meticulous attention to order.
- Working in a systematic, nondemonstrative manner.
- Limited contact with people.



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.

Resisting Change

Resisting change is the process of consciously or subconsciously not participating in the change process. Measures of resistance may be active or passive, not doing things the new way, or making excuses for not having tasks accomplished.

Possible Causes:

- Need a high degree of security
- Like to maintain the status quo
- Routine/procedures have worked in the past
- One specific aspect of a proposed change violates sense of values
- A specific change is not seen as contributing to successful accomplishments

Possible Solutions:

- Acknowledge that change is a natural part of any job
- Develop the habit of writing down all of the pros and cons of a specific change
- Evaluate each objection to a change
- If there is one specific objection that is overriding the ability to change, share the specific concern with those involved and seek advice or input from others

Failure To Clarify Precise Responsibilities With Manager

The failure to clarify precise responsibilities with your manager assumes that you have a full understanding of his/her expectations. It infers that your manager understands your job and concurs with your assessment of requirements.



Time Wasters *Continued*

Habits

A habit is a specific thought, behaviour or way of doing something that was acquired by repetition or by reinforcement from self and/or others.

Possible Causes:

- Have established routines that are comfortable
- Routine creates a feeling of security
- Resist change for change's sake
- Have been praised repeatedly for a specific behaviour

Possible Solutions:

- Evaluate habits and decide which contribute to your accomplishments and which deter you from success
- Try new ways of performing a certain task
- Ask others for recommendations on different approaches
- Consciously practice changing your routine

Failure To Share Information

The failure to share information is the inability or unwillingness to discuss with others.

Possible Causes:

- Do not think others want to know the information
- Unclear of the way the information will be used/received
- Wait until asked before sharing information

Possible Solutions:

- Let others know that they need to ask for information
- Share with those whose opinions you trust





Time Wasters Continued

Failure To Anticipate

Failure to anticipate is the lack of focusing on possible outcomes or requirements.

Possible Causes:

- Expect only the best to happen
- Expect everyone else to do their best
- Trust the system to run well
- Focus on the here and now rather than the future
- Resist change

Possible Solutions:

- Set aside a specific amount of time each day to consider outcome possibilities
- Talk with others who may have prior experience with a specific task or person



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:

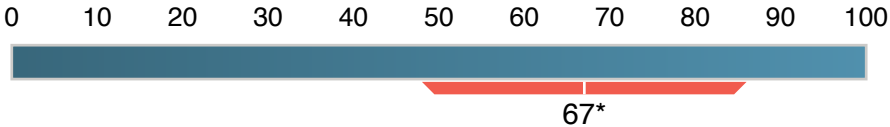
- Not take action against those who challenge or break the rules or guidelines.
- Hold a grudge if his personal beliefs are attacked.
- Yield to avoid controversy--attempt to avoid the antagonistic environment.
- Avoid accountability by overstating the complexity of the situation.
- Dislike change if he feels the change is unwarranted.
- Not let others know where he stands on an issue.
- Be dependent on others for decisions, even if he knows he is right.
- Not project a sense of urgency--others may not feel the pressure to help immediately.



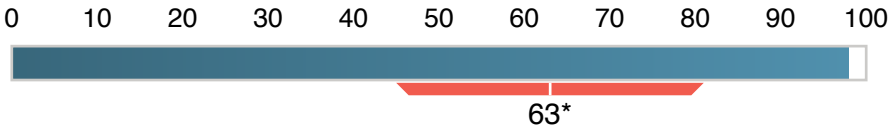
Behavioural Hierarchy

Your observable behaviour and related emotions contribute to your success on the job. When matched to the job, they play a large role in enhancing your performance. The list below ranks your behavioural traits from the strongest to the weakest.

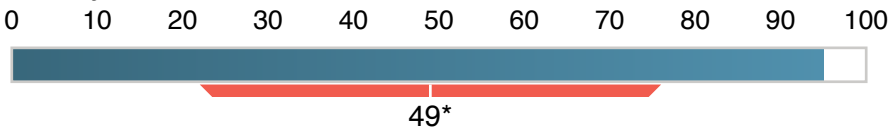
1. Following Policy - Adhere to rules, regulations, or existing methods.



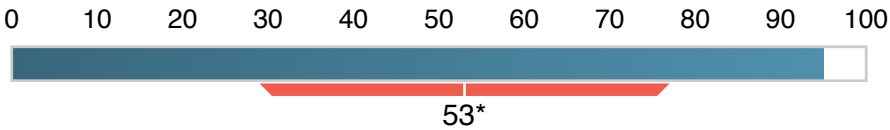
2. Consistent - Perform predictably in repetitive situations.



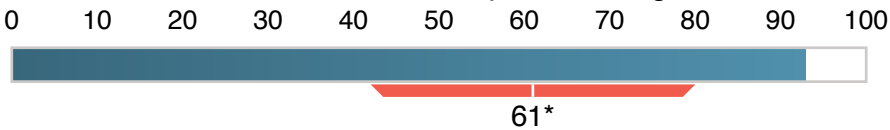
3. Organised Workplace - Establish and maintain specific order in daily activities.



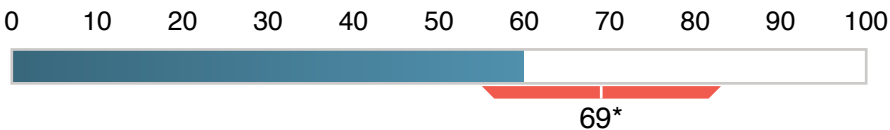
4. Analysis - Compile, confirm and organise information.



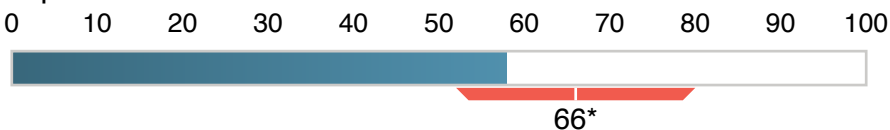
5. Persistence - Finish tasks despite challenges or resistance.



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



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



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

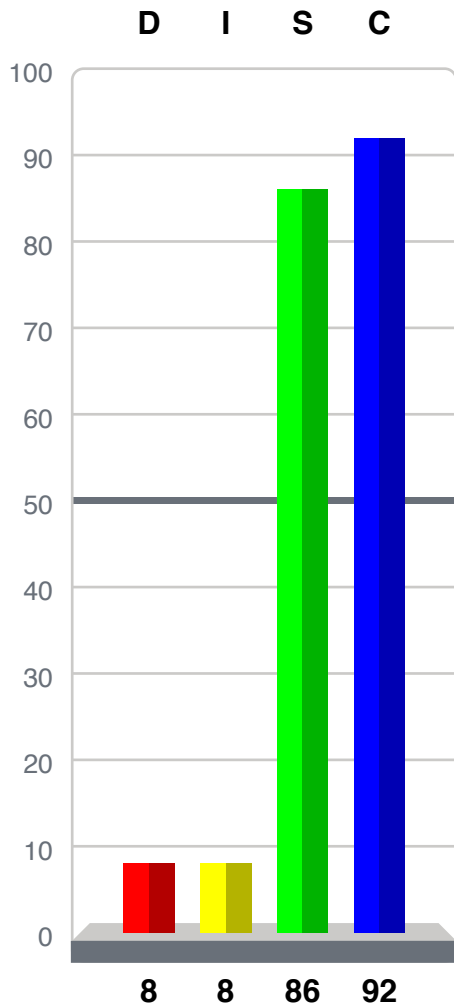


Style Insights® Graphs

30/8/2017

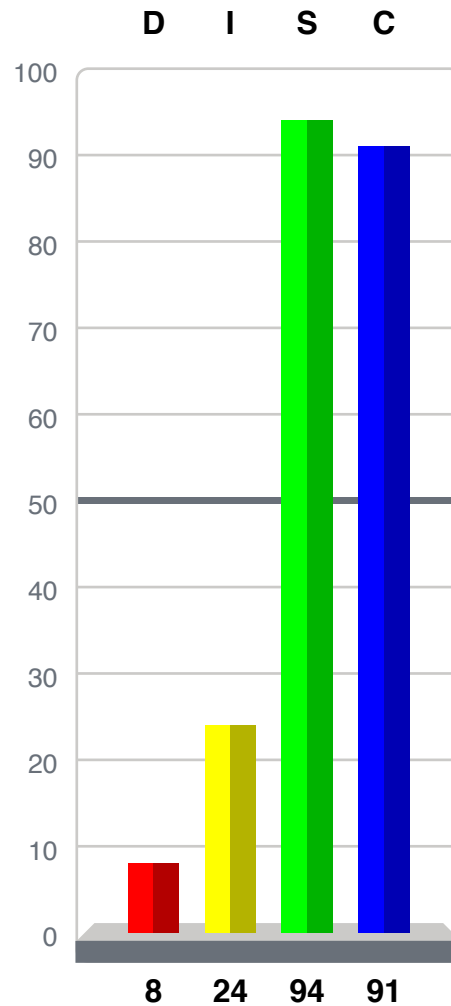
Adapted Style

Graph I



Natural Style

Graph II



Norm 2012 R4



The Success Insights® Wheel

The Success Insights® Wheel is a powerful tool 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 you are adapting your behaviour.

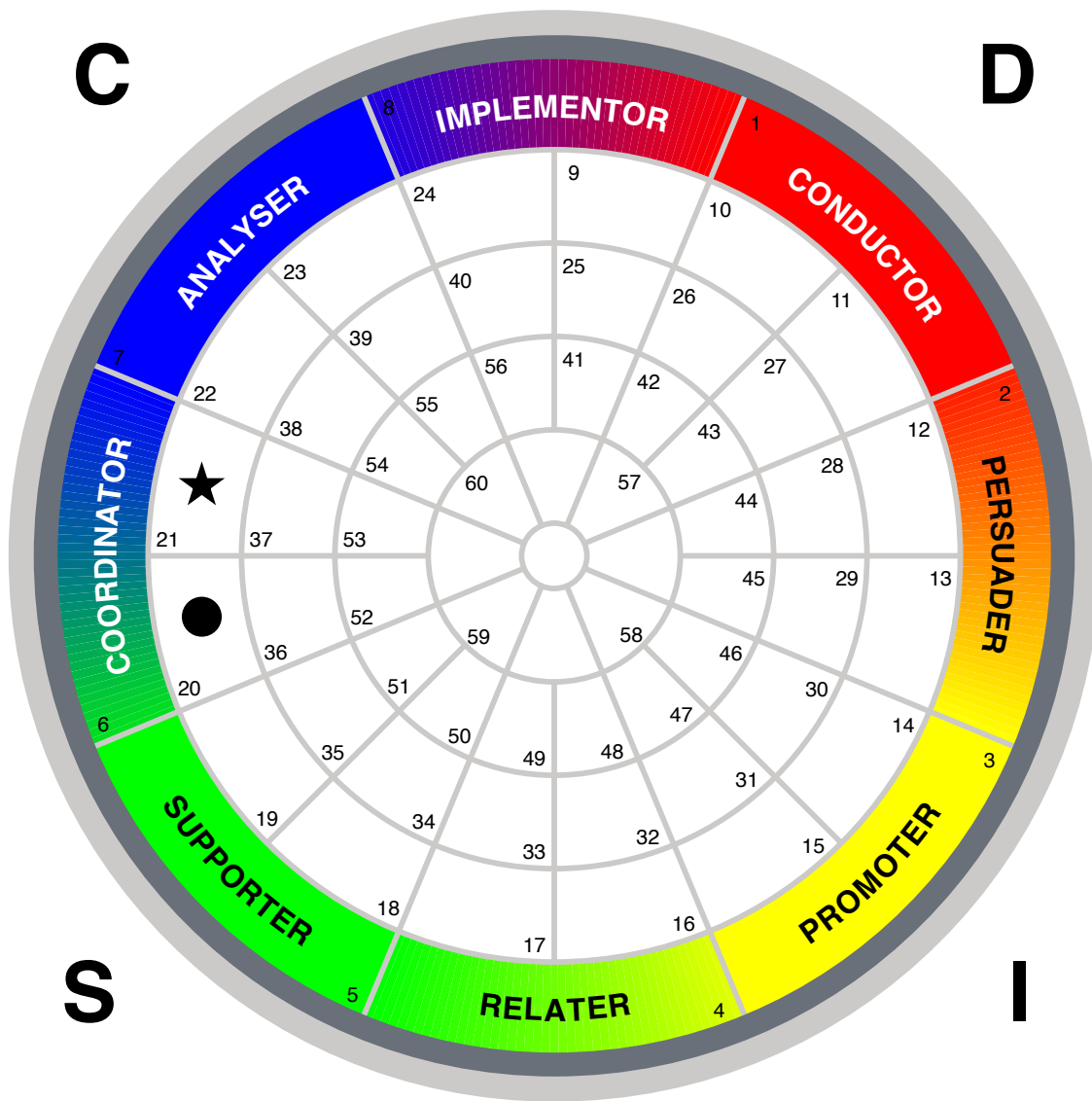
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behaviour. The further the two plotting points are from each other, the more you are adapting your behaviour.

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 Success Insights® Wheel

30/8/2017



Adapted: ★ (21) ANALYSING COORDINATOR
 Natural: ● (20) SUPPORTING COORDINATOR

Norm 2012 R4

T: 4:34



Understanding Your Driving Forces

Eduard Spranger first defined six primary types or categories to define human motivation and drive. These six types are Theoretical, Utilitarian, Aesthetic, Social, Individualistic and Traditional.

With TTISI's additional insights into Spranger's original work, the 12 Driving Forces® came to life. The 12 Driving Forces® are established by looking at each motivator on a continuum and describing both ends. All of the twelve descriptors are based on six keywords, one for each continuum. The six keywords are Knowledge, Utility, Surroundings, Others, Power and Methodologies.

You will learn how to explain, clarify and amplify some of the driving forces in your life. This report will empower you to build on your unique strengths, which you bring to work and life. You will learn how your passions from 12 Driving Forces® frame your perspectives and provide the most accurate understanding of you as a unique person.

Please pay careful attention to your top four driving forces, as they highlight what most powerfully moves you to action. As you examine the next tier of four driving forces, you will recognise they may have a strong pull for you, but only in certain situations. Finally, when reviewing the bottom four driving forces, you will identify your varying levels of indifference or total avoidance.

Once you have reviewed this report you will have a better grasp of one of the key areas in the Science of Self™ and will:

- Identify and understand your unique Driving Forces
- Understand and appreciate the Driving Forces of others
- Establish methods to recognise and understand how your Driving Forces interact with others to improve communication



General Characteristics

Based on your responses, the report has generated statements to provide a broad understanding of WHY YOU DO WHAT YOU DO. These statements identify the motivation that you bring to the job. However, you could have a potential Me-Me conflict when two driving forces seem to conflict with each other. Use the general characteristics to gain a better understanding of your driving forces.

John sees himself as an intellectual and will seek opportunities to bring new information to the organisation. He will be a great resource to help with identifying valuable and informational resources. He will be energised in any position in which advancement is based on continuous learning. He will compartmentalise issues to keep the momentum moving forward. John can divide the personal and professional relationships within the same person. He can focus on the task at hand regardless of his surroundings. He is driven to be very diligent and resourceful. He is motivated by increasing productivity and efficiency. John can be an out-of-the-box thinker. He will challenge the status quo to keep momentum moving. He may attempt to assist an individual or group to overcome adversity. If John does not have strong feelings about a situation he does not see the need to exert control.

Adding to the body of knowledge is more important than the application of knowledge. He will continue researching until all information is discovered. He will focus on the functionality over harmony of a situation. He will not get distracted by the form and beauty in his environment. John is driven to maximise opportunities in order to create financial flexibility. He is energised by building a framework that maximises his time and talent invested in a project. He likes to set his own plan to guide and direct his actions. He is looking for new methods and ways to expand his future opportunities. John's intention to help others is determined on an individual basis. He is willing to help others if they are willing to work to achieve his goals. He will evaluate each situation to determine how much control to apply. He may seek to achieve leadership roles.



General Characteristics

John may strive to maintain individuality in certain group settings. He can be patient and sensitive to others if they have a common cause. Given the choice, John would choose to experience new opportunities. He will focus on creating processes to ensure efficiency going forward. John tends to see things in pieces. He tends to concentrate on what is tangible versus subjective feelings. He sees value in consuming current information from many sources. He sees documentation of the process as important as the results.





Strengths and Weaknesses

The following section will give you a general understanding of the strengths and weaknesses of John's top four Driving Forces, otherwise known as the Primary Driving Forces Cluster. Remember, an overextension of a strength can be perceived as a weakness to others.

Potential Strengths

- John continually seeks new knowledge and information.
- He focuses on information and facts.
- He is eager to learn and discover.
- He will compartmentalise and focus only on the situation.
- John will succeed in chaotic environments.
- He focuses on achieving measurable and practical results.
- He might be open to new ideas, methods and opportunities.

Potential Weaknesses

- John may pursue knowledge at the expense of practical matters.
- He can value discovery over other priorities.
- He can be perceived as lacking common sense.
- He may overemphasise the function with disregard for appearance.
- John tends to miss the overall experience by focusing only on tangible components.
- He may only be willing to give if there is an opportunity for a return.
- He seeks change for the sake of change.



Energizers and Stressors

The following section will give you a general understanding of the energizers and stressors of John's top four Driving Forces, otherwise known as the Primary Driving Forces Cluster. Remember, an overextension of an energizer can be perceived as a stressor to others.

Potential Energizers

- John will learn continuously.
- He is energised by the opportunity to objectively analyse ideas.
- He enjoys increasing his knowledge.
- He likes to provide tangible outcomes.
- John appreciates functionality.
- He is energised by efficiency.
- He is energised by thinking out-of-the-box.

Potential Stressors

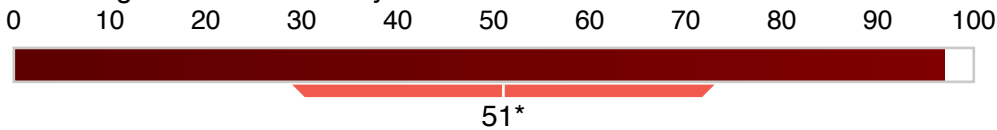
- John is stressed when knowledge is restricted.
- He is turned off when people approach ideas subjectively.
- He does not enjoy being rushed through learning.
- He gets frustrated when appearance is placed over function.
- John is stressed when the focus is on harmony.
- He will not waste time.
- He is frustrated by repetitive acts.



Primary Driving Forces Cluster

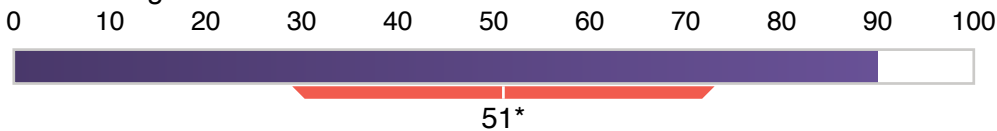
Your top driving forces create a cluster of drivers that move you to action. If you focus on the cluster rather than a single driver you can create combinations of factors that are very specific to you. The closer the scores are to each other the more you can pull from each driver. Think about the driver that you can relate to most and then see how your other primary drivers can support or complement to create your unique driving force.

1. Intellectual - People who are driven by opportunities to learn, acquire knowledge and the discovery of truth.



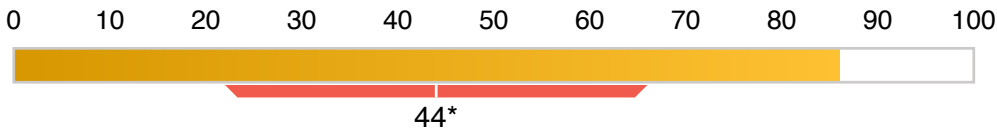
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2. Objective - People who are driven by the functionality and objectivity of their surroundings.



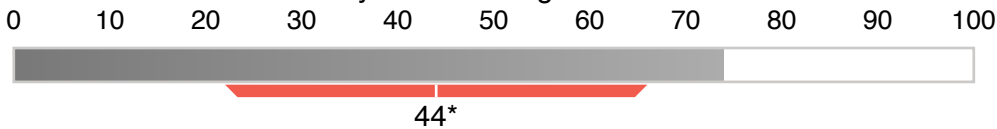
90

3. Resourceful - People who are driven by practical results, maximising both efficiency and returns for their investments of time, talent, energy and resources.



86

4. Receptive - People who are driven by new ideas, methods and opportunities that fall outside a defined system for living.



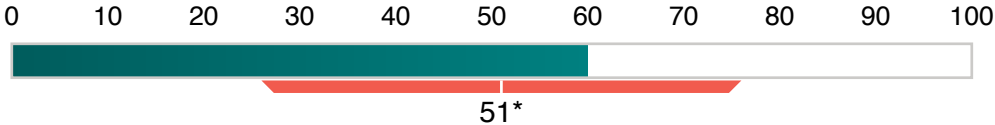
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Situational Driving Forces Cluster

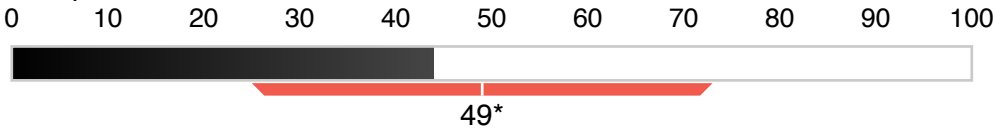
Your middle driving forces create a cluster of drivers that come in to play on a situational basis. While not as significant as your primary drivers, they can influence your actions in certain scenarios.

5. Intentional - People who are driven to assist others for a specific purpose, not just for the sake of being helpful or supportive.



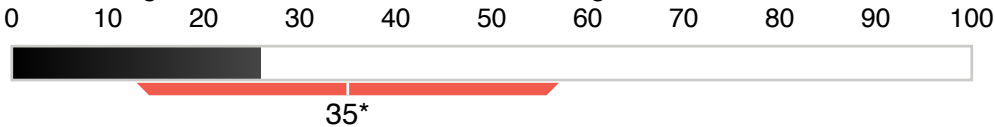
60

6. Commanding - People who are driven by status, recognition and control over personal freedom.



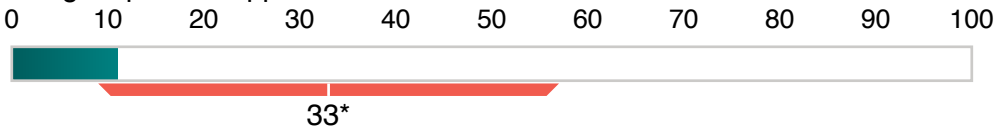
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7. Collaborative - People who are driven by being in a supporting role and contributing with little need for individual recognition.



26

8. Altruistic - People who are driven to assist others for the satisfaction of being helpful or supportive.



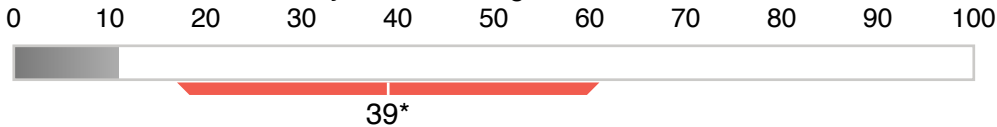
11



Indifferent Driving Forces Cluster

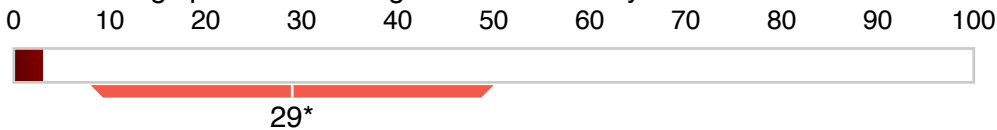
You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.

9. Structured - People who are driven by traditional approaches, proven methods and a defined system for living.



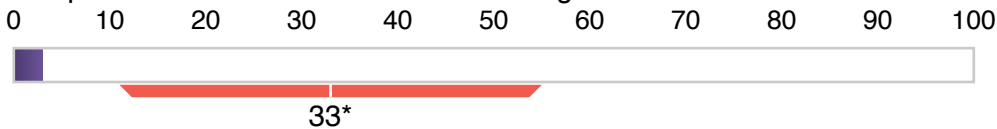
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10. Instinctive - People who are driven by utilising past experiences, intuition and seeking specific knowledge when necessary.



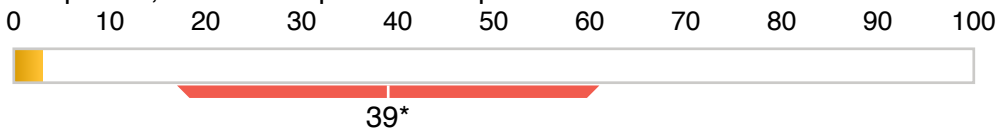
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11. Harmonious - People who are driven by the experience, subjective viewpoints and balance in their surroundings.



0

12. Selfless - People who are driven by completing tasks for the sake of completion, with little expectation of personal return.



0

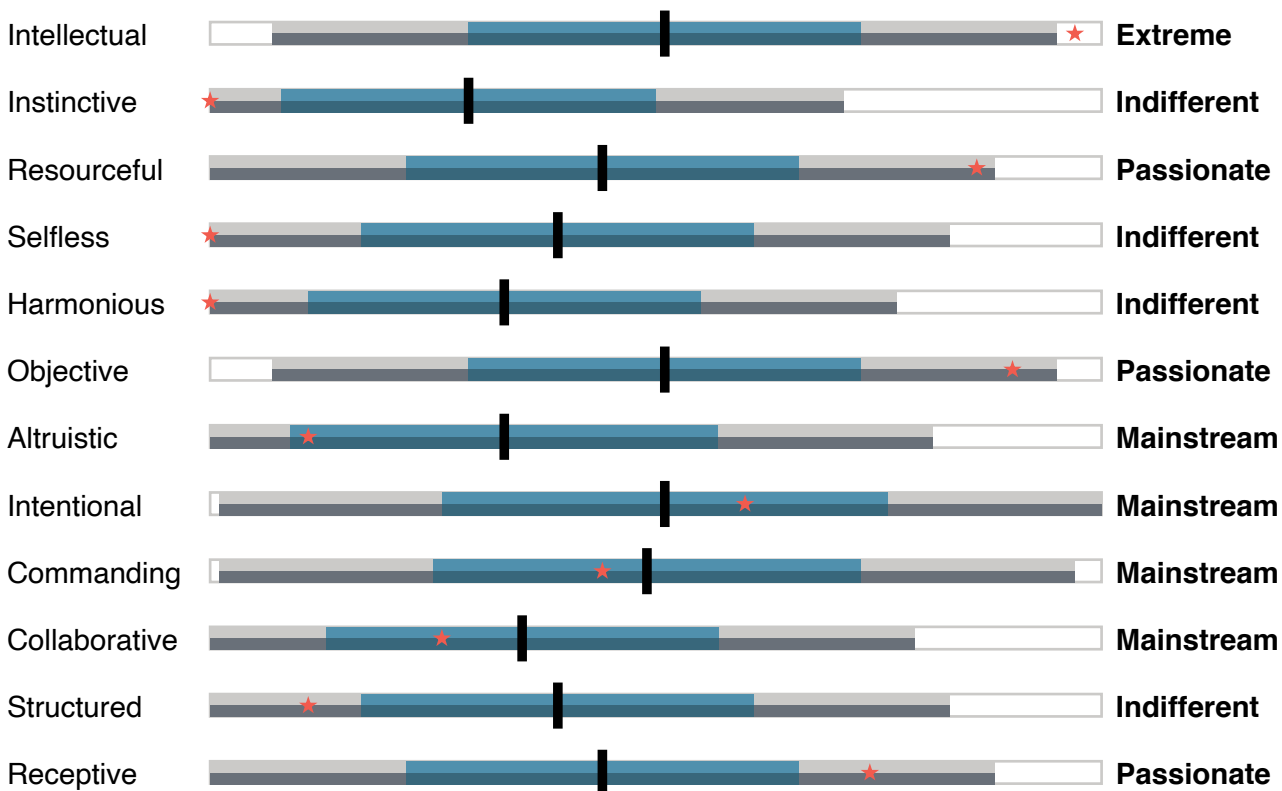


Areas for Awareness

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 driving forces, you will fit in with the group and be energised. However, when surrounded by people whose driving forces are significantly different from yours, you may be perceived as out of the mainstream. These differences can induce stress or conflict.

This section reveals areas where your driving forces may be outside the mainstream and could lead to conflict. The further above the mean and outside the mainstream you are, the more people will notice your passion about that driving force. The further below the mean and outside the mainstream you are, the more people will notice your avoidance or indifference regarding that driving force. The shaded area for each driving force represents 68 percent of the population or scores that fall within one standard deviation above or below the national mean.

Norms & Comparisons Table - Intl Norm 2015

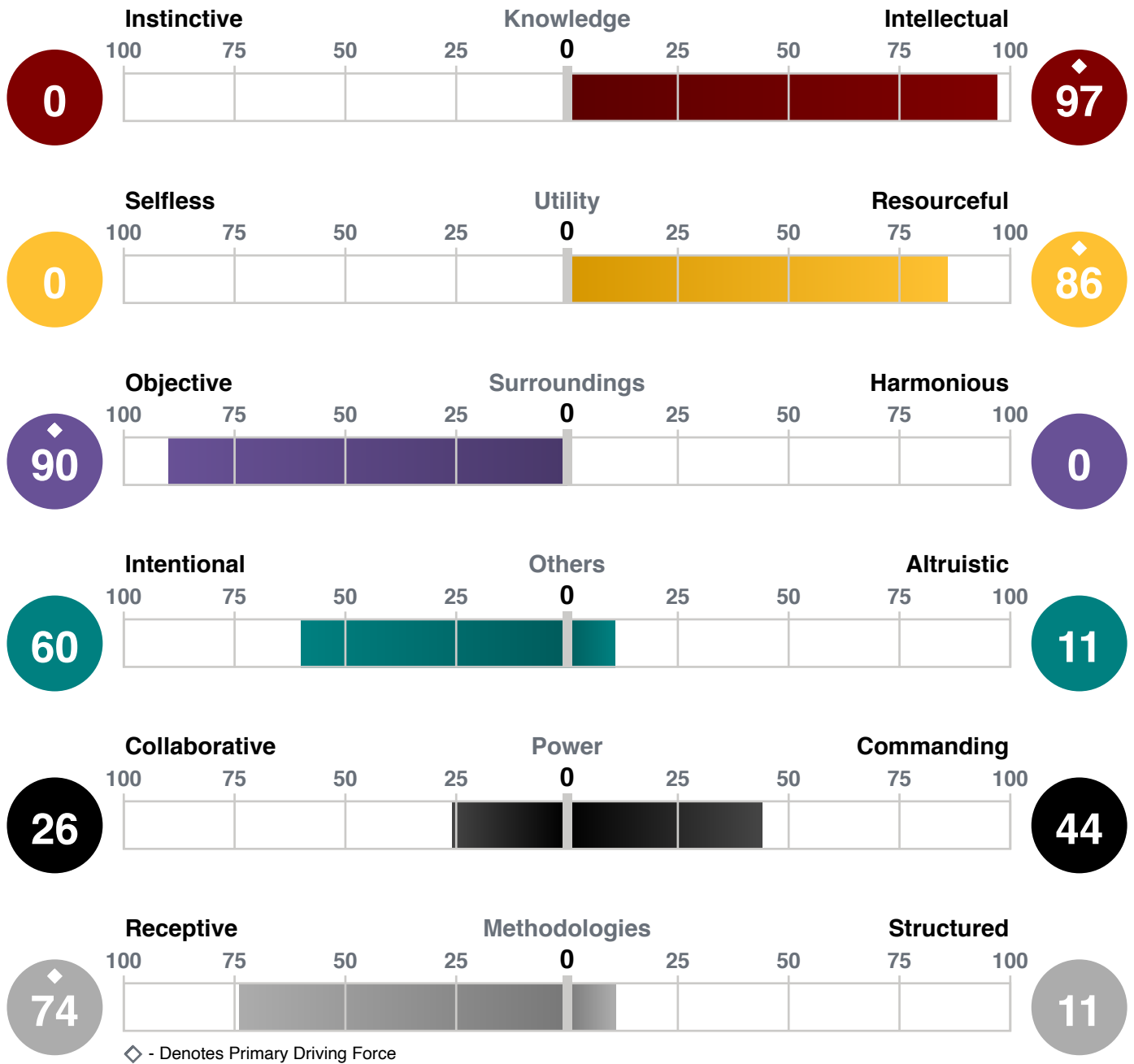


■ - 1st Standard Deviation - * 68% of the population falls within the shaded area. ■ - national mean ★ - your score
 ■ - 2nd Standard Deviation
 □ - 3rd Standard Deviation

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

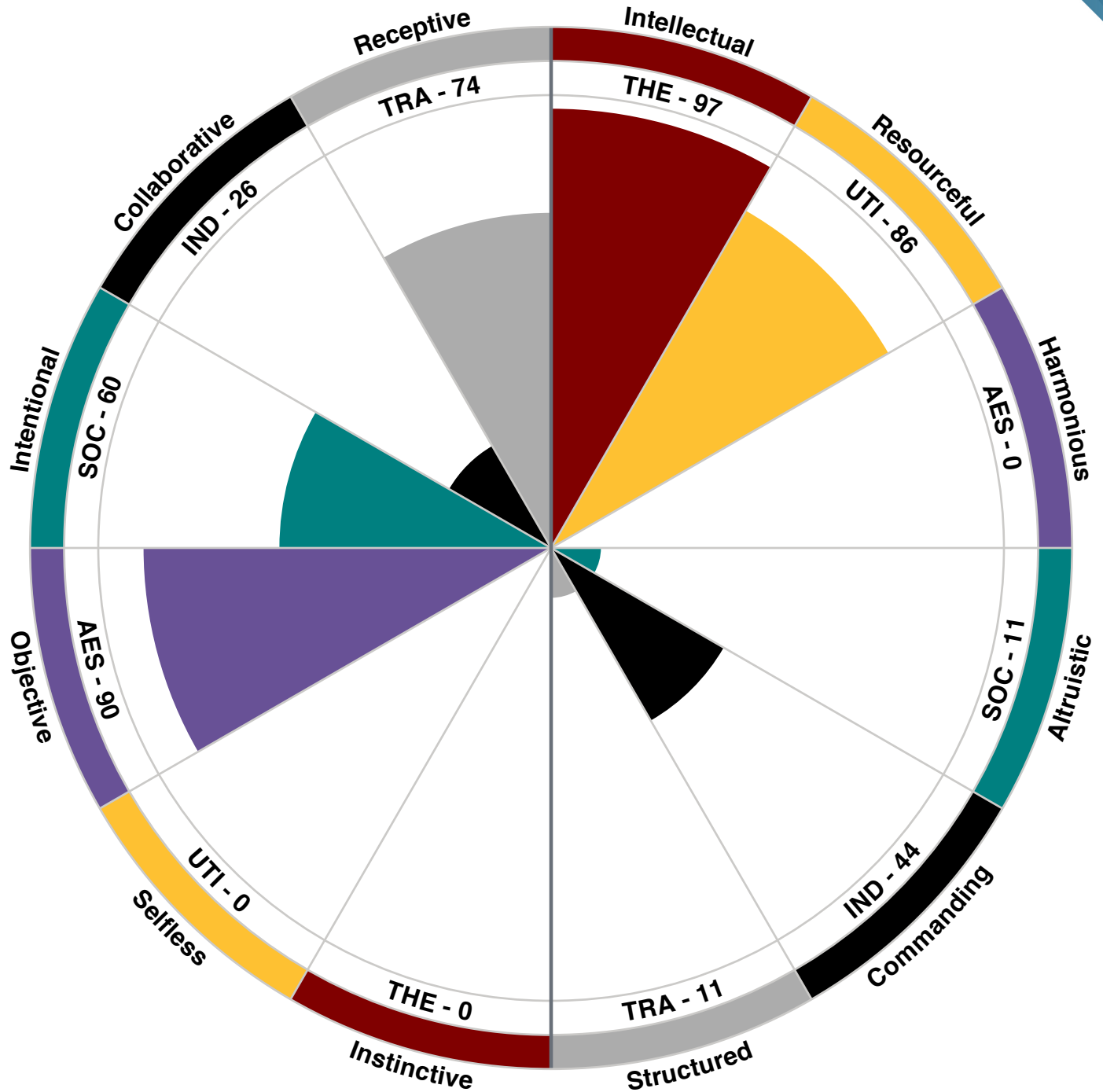


Driving Forces Graph





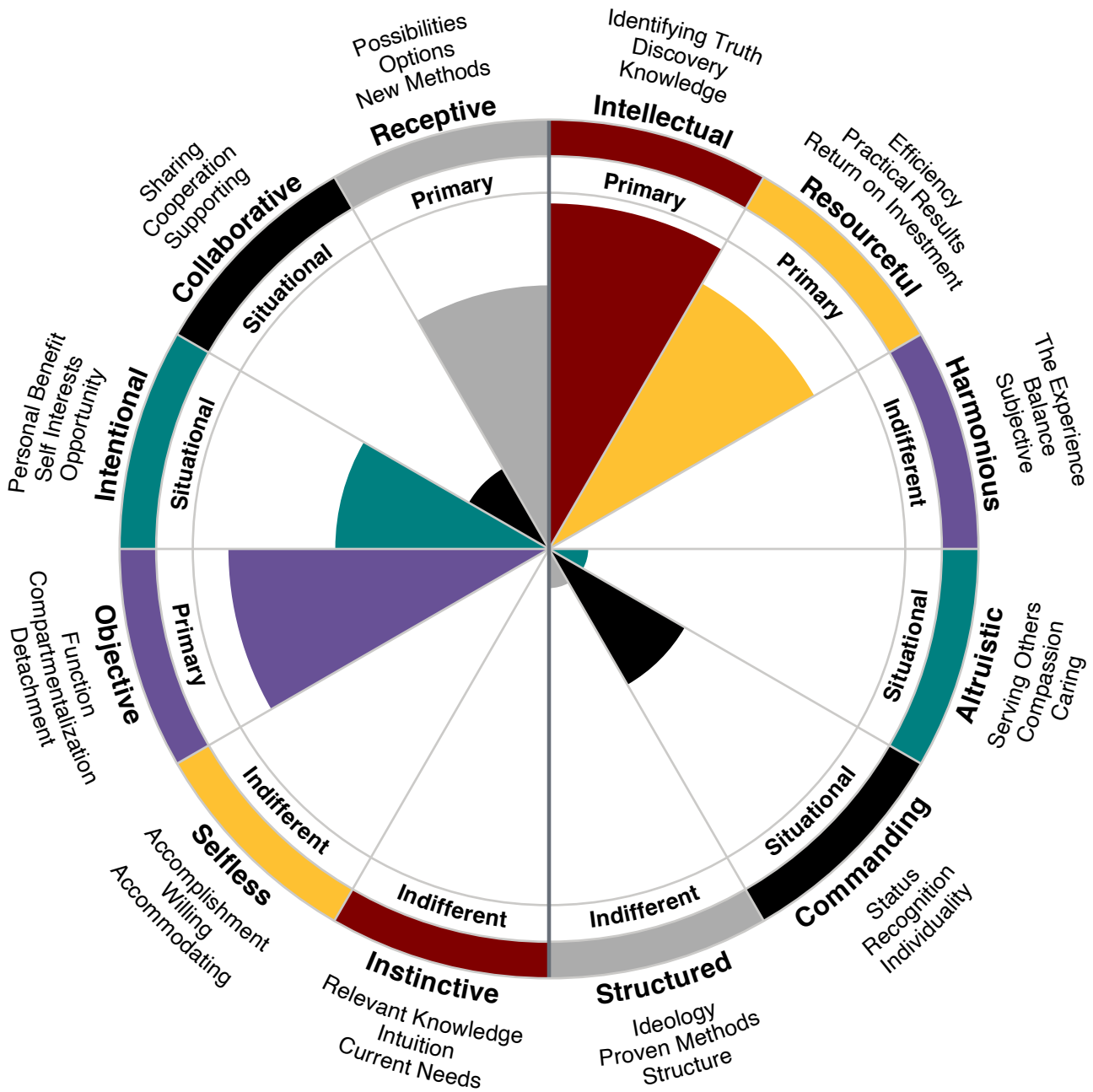
Driving Forces Wheel



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Descriptors Wheel



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Introduction Integrating Behaviours and Driving Forces Section

The ultimate power behind increasing job satisfaction and performance comes from the blending of your behaviours and driving forces. Each individually is powerful in order 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



Introduction Emotional Intelligence Section

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 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 Section

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 he or she is 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.



General Characteristics

John generally recognises when he has offended someone but does not always understand why he was offensive. He can be thoughtful and understanding, but may not come across this way to others. When John holds a strong opinion, he may have trouble understanding others' perspectives. Others may not always feel that John understands them. John may have trouble understanding the viewpoints of others who are not like him. He is able to get along with others but may not always understand where people are coming from.

John may need an additional support network in times of stress. He may have trouble with influencing others from an emotional standpoint. He may find it difficult to read another's body language. Others may see John as unapproachable, which may cause them to limit their interactions with him. John may consider task-based work as more important than work that requires him to build relationships. He may find it difficult to negotiate with others.

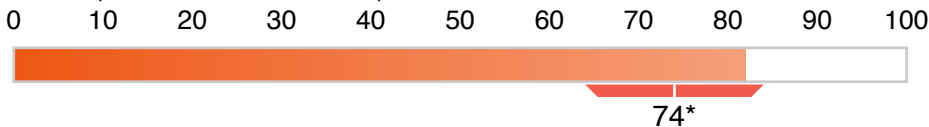




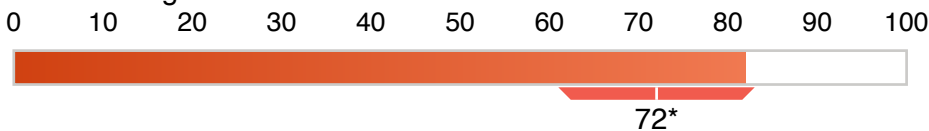
Emotional Quotient Assessment Results

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.

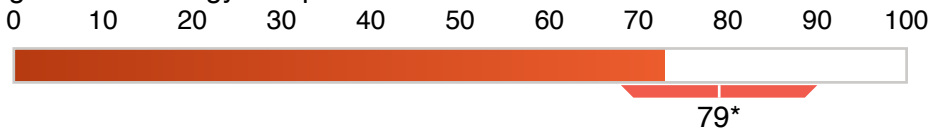
1. SELF-AWARENESS - The ability to recognise and understand your moods, emotions and drives, as well as their effect on others.



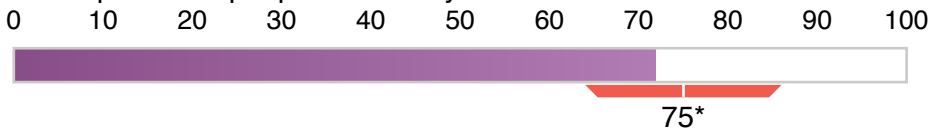
2. SELF-REGULATION - The ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting.



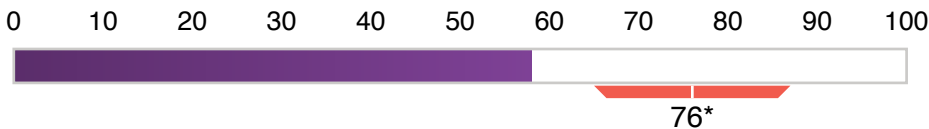
3. MOTIVATION - A passion to work for reasons that go beyond the external drive for knowledge, utility, surroundings, others, power or methodology and are based on an internal drive or propensity to pursue goals with energy and persistence.



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



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



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

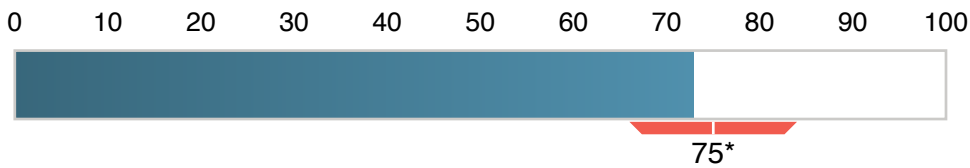
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Emotional Quotient Scoring Information

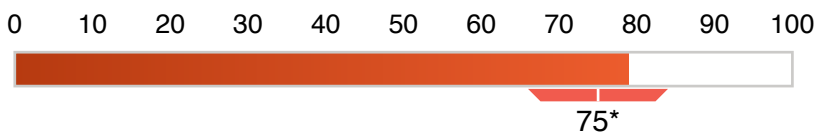
The average of the Self-Regulation, Self-Awareness and Motivation subscales represent your Self Score. The average of the Social Awareness and Social Regulation subscales represent your Others Score. Your total level of Emotional Quotient was calculated by averaging all five EQ dimensions.

TOTAL EMOTIONAL QUOTIENT - Your total level of emotional intelligence, formed by averaging your Others and Self scores.



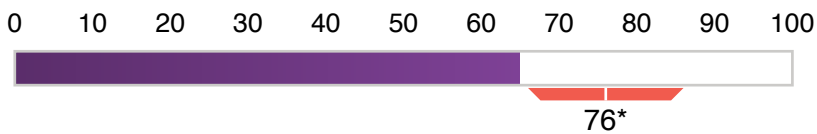
73

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



79

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



65



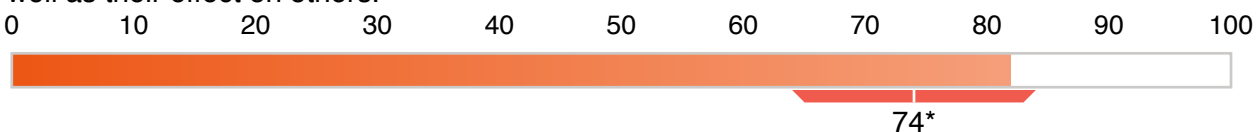
Self-Awareness

Based on John's current EQ level, he has a developed awareness of how he is feeling at any given time. John is usually able to assess his own emotions and their impact on his decisions.

What John can do:

- To improve decision making, keep a journal to identify behavioural trends and discuss your observations with a trusted advisor, family member or friend. Check your emotional clarity several times a day. What is your current state: red, clear or somewhere in-between?
- Continue to practice the realistic perspective you have to identify any areas you may benefit from improving.
- Consider whether you have a realistic self-perception as compared to how others may see you.
- Think of situations where you could better use each of your strengths and minimise weaknesses, especially in the workplace.
- Pay attention to your behaviours and see if you recognise patterns that occur either in the workplace or at home.
- Create an action plan to develop the areas you may want to improve, both at home and at work, and revisit it regularly.
- Document your thoughts and feelings and discuss them with a family member, friend or trusted co-worker to increase your Self-Awareness.
- Consider areas in which you made progress on an area you wish to develop, especially in the workplace.
- Reflect on the connection between your emotions and your behaviour. Identify the triggers that lead to potentially negative reactions.
- Identify a few specific, measurable goals for continuing to improve your Self-Awareness and revisit these goals as a part of your personal development plan.
- When involved in situations that may lead to potentially negative emotions, attempt to leverage your emotional enablers to maintain a positive emotional state.

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



82



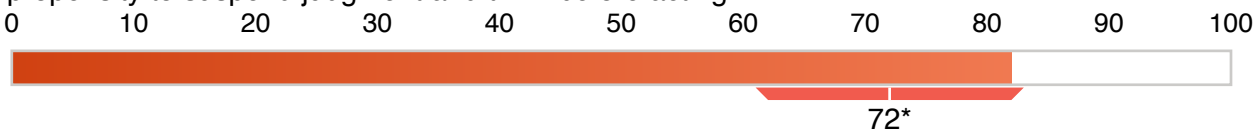
Self-Regulation

Based on John's current level of EQ in this dimension, he has a developed level of Self-Regulation. John regulates negative and/or distracting emotions, allowing himself to manage his reactions to many situations.

What John can do:

- When experiencing negative or distracting emotions, remember to summarise the situation to determine triggers and observe your behavioural reactions.
- Partner with a co-worker to examine opportunities for practicing Self-Regulation. Ask them to help you identify ways you may improve.
- Remember to continue to build self-restraint by listening first, pausing and then responding, especially when feeling strong emotions.
- Discuss alternative ways of dealing with change and stress with family members, friends or a trusted advisor.
- Focus on events that provide a sense of calm or elicit positive emotions to change your clarity from red to clear or somewhere in-between.
- Record your effective self-regulation skills and reflect on them regularly.
- Remember that regular exercise increases your ability to manage your emotions and relax both body and mind.
- In emotionally charged moments remember to ask yourself, "What is the worst thing that can happen?" in order to consider the reality of the situation.
- Consider examples of appropriate times to relax and show emotions.
- There is a strong mind-body connection. Improve that connection through meditation, reflection or yoga to better learn to self-regulate your emotions.
- Given your behavioural preferences, brainstorm ways to express emotions more authentically.

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



82



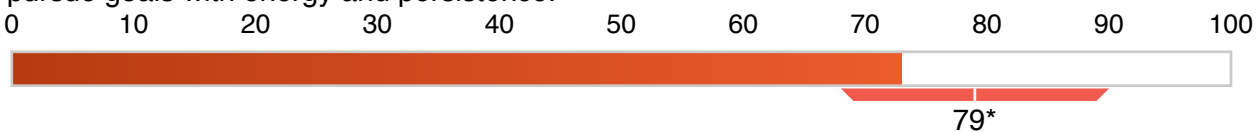
Motivation

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

What John can do:

- Set specific goals with milestones and dates for achievement.
- 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?"
- Work with a peer or trusted advisor to create detailed action items to work toward your overall goals.
- Set aside time to work on your goals each day, even if it is just five minutes at a time.
- List your goals and post them where you can see them every day.
- Spend time visualising the outcome of accomplishing your goals. How does it look and feel?
- Ask a close friend to help hold you accountable for reaching your goals.
- Celebrate accomplishments, both big and small.
- Learn from your mistakes; keep track of the lessons learned in a journal.
- Challenge the status quo and make suggestions for improvement.
- 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.



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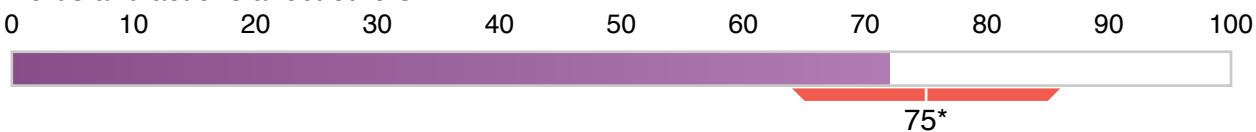
Social Awareness

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:

- Attempt to predict and understand the emotional responses of others before communicating your point of view.
- Observe nonverbal behaviour to evaluate the emotional temperature of others.
- Analyse and understand things from others' perspectives before responding to your peers at work or family members.
- Think about an invisible clarity meter over people and ask yourself, "What is their emotional state: red, clear or somewhere in-between?", knowing that if it is not clear, the optimal outcome may be compromised.
- Continue to develop interpersonal habits, such as listening to others until they are finished with their thought before asking questions or making statements.
- Observe body language for nonverbal messages being expressed.
- Seek clarification from others when attempting to interpret emotional responses.
- Be nonjudgmental in your interactions with others. Ask questions before drawing conclusions.
- 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.





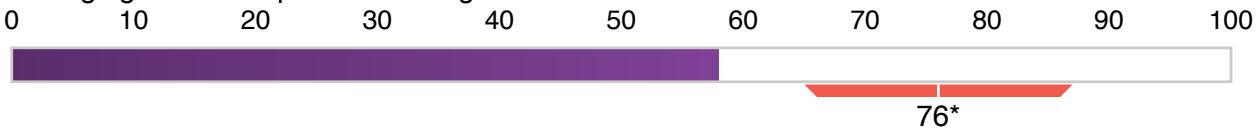
Social Regulation

Based on John's level of Social Regulation, he may find emotionally-charged interactions with others awkward and challenging.

What John can do:

- Be aware of the message your body language is communicating.
- Ask those you admire for feedback about your interpersonal style.
- Take responsibility for yourself by using "I feel" statements.
- Appeal to others' uniqueness, build on mutual interests and show a genuine curiosity for others' well-being.
- Allow others to occasionally take the lead so you can learn from their leadership style.
- Learn a person's name when you meet them and practice memory techniques to retain that information.
- Maintain eye contact and show interest in what others are saying.
- Find an area of common ground to discuss by asking questions about the other person.
- Seek quality, rather than quantity, in your social bonds.
- Realise that emotions play a strong role in our life. Understanding their effects will enable you to effectively lead and interact with others.
- Join a professional association or special interest group to practice connecting and communicating with others.

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

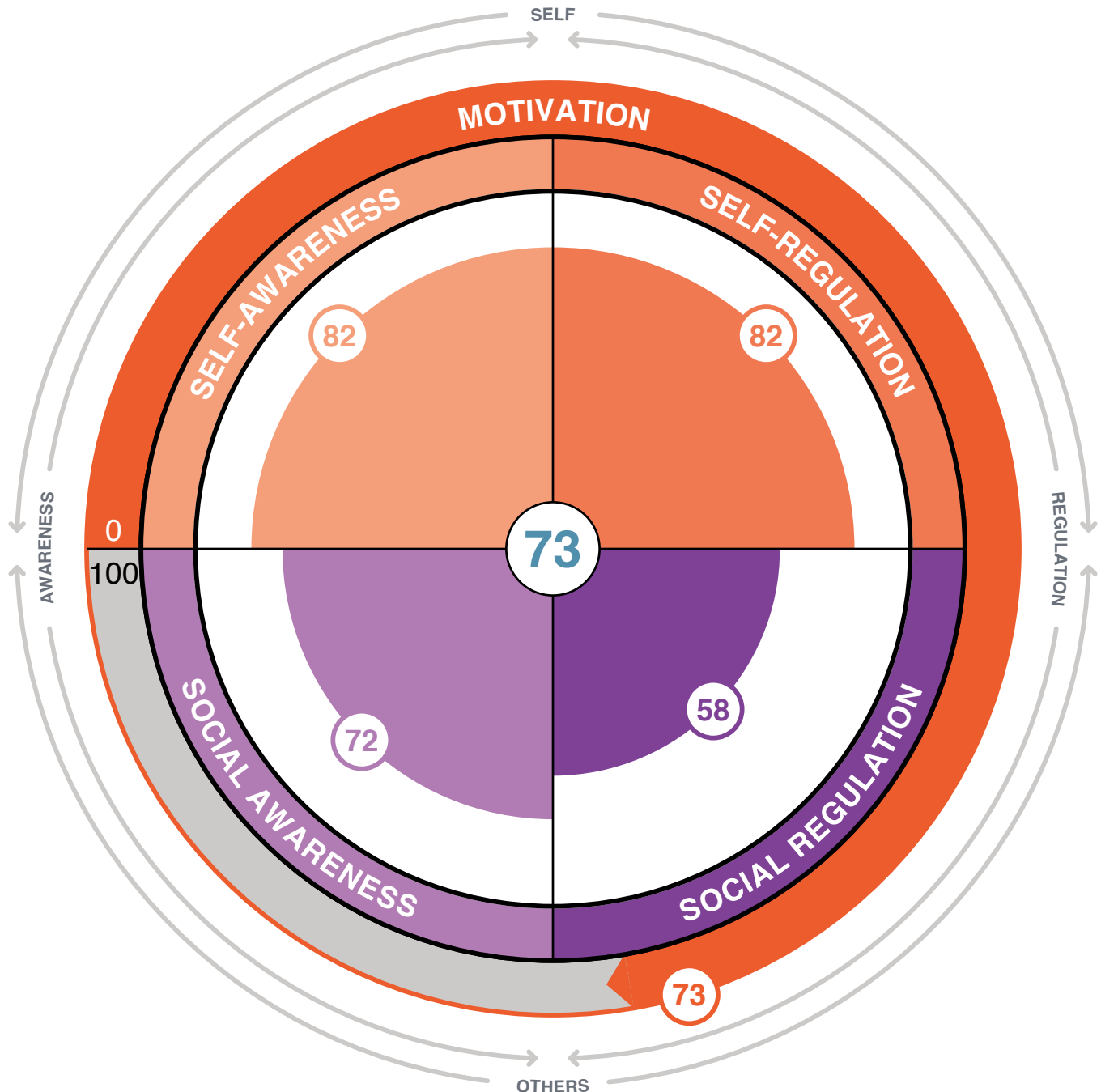


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Emotional Quotient™ Wheel

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 notated in the centre circle.



T: 2:13



Introduction

Blending Behaviours, Driving Forces and 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, driving forces is the "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 driving forces, 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 driving forces 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 Behaviours, Driving Forces and EQ for Success

People who understand and appreciate themselves as unique individuals and can apply that same understanding and appreciation to others are more successful. This section is designed to connect an individual's behavioural strengths and primary driving forces cluster with his Emotional Intelligence in order to propel and navigate the day-to-day situations of the business landscape.

To clarify this section John's, primary driving forces cluster includes: Intellectual, Objective, Resourceful and Receptive.

John has a high level of Self-Awareness. He is able to anticipate his feelings and is mentally and physically aware of a change in how he is feeling. Coupled with his high "Steadiness" behavioural style, this can be extraordinarily powerful. People with a high "Steadiness" tend to be methodical, sincere and willing to accommodate the needs of others and may suppress their feelings when particular triggers are ignited. However, with John's level of Self-Awareness, he is aware of the physical and emotional response connected to these triggers.

John has a high level of Self-Regulation. He is able to manage responses and reactions to emotionally charged events. Possessing a high "Steadiness" behavioural style indicates that John would be non-demonstrative, possessive of information and will want to avoid conflict. However, with high Self-Regulation, the typical behavioural characteristics will be tempered in a way to minimise the eventual "enough is enough" erosion that a high "Steadiness" is predicted to have. By utilising his steady behaviour and his ability to manage reactions, John will be able to more effectively contribute to team efforts and adjust to changing environments. Be careful in instances where the topic at hand directly relates to John's primary driving forces cluster. The ability for him to utilise his Self-Regulation skills may 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 primary driving forces cluster. 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 primary driving forces to be satisfied through his career.
