# TriMetrix® EQ
## Management-Staff

## Sally Sample
General Manager
ABC Company
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.

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# Introduction <span>Behaviours Section</span>

**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.

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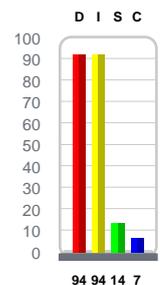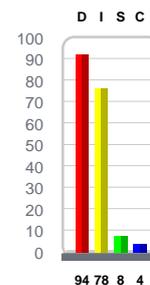
# General Characteristics

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

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

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

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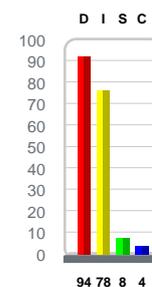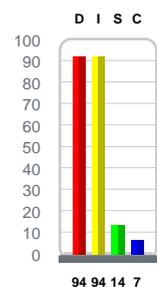
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Sally may sometimes mask her feelings in friendly terms. If pressured, Sally's true feelings may emerge. She tends to be intolerant of people who seem ambiguous or think too slowly. She may lose interest in what others are saying if they ramble or do not speak to the point. Her active mind is already moving ahead. She may lack the patience to listen and communicate with slower acting people. Sally likes people who present their case effectively. When they do, she can then make a quicker assessment or decision. Her creative and active mind may hinder her ability to communicate to others effectively. She may present the information in a form that cannot be easily understood by some people. She challenges people who volunteer their opinions. She tends to influence people by being direct, friendly and results-oriented.

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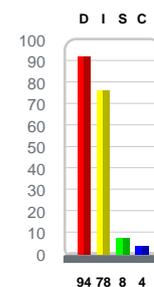Copyright © 1984-2013. Target Training International Ltd.   4
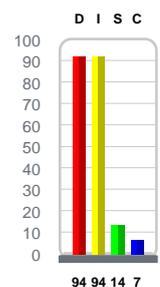
# Value to the Organisation

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

- Self-starter.

- Creative in her approach to solving problems.

- Challenge-oriented.

- Negotiates conflicts.

- Innovative.

- Tenacious.

- Positive sense of humour.

- Thinks big.

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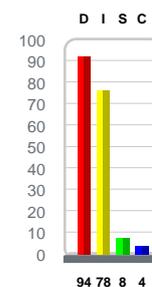Copyright © 1984-2013. Target Training International Ltd.   5

# 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 Sally. Read each statement and identify the 3 or 4 statements which are most important to her. We recommend highlighting the most important "DO's" and provide a listing to those who communicate with Sally most frequently.*
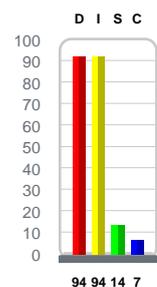
## Ways to Communicate

☐ Offer special, immediate and continuing incentives for her willingness to take risks.

☐ Provide questions, alternatives and choices for making her own decisions.

☐ Ask for her opinions/ideas regarding people.

☐ Provide a warm and friendly environment.

☐ Read the body language for approval or disapproval.

☐ Provide testimonials from people she sees as important.

☐ Stick to business--let her decide if she wants to talk socially.

☐ Read the body language--look for impatience or disapproval.

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

☐ Support and maintain an environment where she can be efficient.

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

☐ Deal with details in writing, have her commit to modes of action.

☐ Present the facts logically; plan your presentation efficiently.

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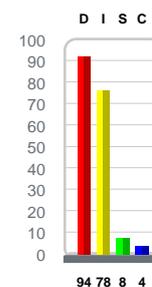Copyright © 1984-2013. Target Training International Ltd.   6

# Ineffective Communication

*This section of the report is a list of things NOT to do while communicating with Sally. Review each statement with Sally 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

☐ Be curt, cold or tight-lipped.

☐ Legislate or muffle--do not overcontrol the conversation.

☐ Leave decisions hanging in the air.

☐ Let disagreement reflect on her personally.

☐ Ask rhetorical questions, or useless ones.

☐ Reinforce agreement with "I am with you."

☐ Come with a ready-made decision, or make it for her.

☐ Try to convince by "personal" means.

☐ Be dictatorial.

☐ Direct or order.

☐ Ramble on, or waste her time.

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

☐ Talk down to her.

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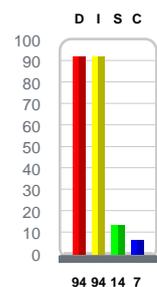
# Communication Tips

*This section provides suggestions on methods which will improve Sally's communications with others. The tips include a brief description of typical people with whom she may interact. By adapting to the communication style desired by other people, Sally will become more effective in her communications with them. She may have to practice some flexibility in varying her communication style with others who may be different from herself. 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.

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# 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 Sally's self-perception and how, under certain conditions, others may perceive her behaviour. Understanding this section will empower Sally to project the image that will allow her to control the situation.*

## Self-Perception

*Sally usually sees herself as being:*

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

## Others' Perception - Moderate

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

- Demanding
- Daring
- Egotistical
- Aggressive

## Others' Perception - Extreme
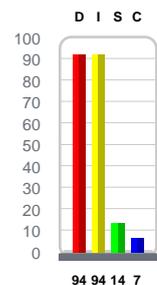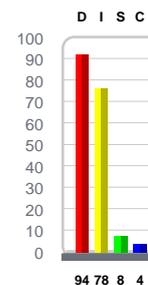
*Under extreme pressure, stress or fatigue, others may see her as being:*

- Abrasive
- Controlling
- Arbitrary
- Opinionated

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# 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 micro-management 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.

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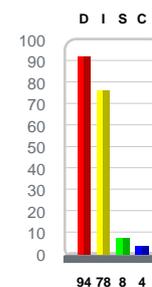
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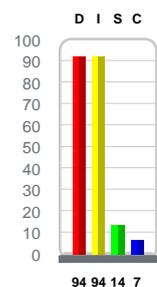
# Descriptors

*Based on Sally's responses, the report has marked those words that describe her personal behaviour. They describe how she solves problems and meets challenges, influences people, responds to the pace of the environment and how she responds to rules and procedures set by others.*

| Demanding | Effusive | Phlegmatic | Evasive |
|---|---|---|---|
| Egocentric | Inspiring | Relaxed | Worrisome |
| | | Resistant to Change | Careful |
| Driving | Magnetic | Nondemonstrative | Dependent |
| Ambitious | Political | | Cautious |
| Pioneering | Enthusiastic | Passive | Conventional |
| Strong-Willed | Demonstrative | | Exacting |
| Forceful | Persuasive | Patient | Neat |
| Determined | Warm | | |
| Aggressive | Convincing | Possessive | Systematic |
| Competitive | Polished | | Diplomatic |
| Decisive | Poised | Predictable | Accurate |
| Venturesome | Optimistic | Consistent | Tactful |
| | | Deliberate | |
| Inquisitive | Trusting | Steady | Open-Minded |
| Responsible | Sociable | Stable | Balanced Judgment |

| **Dominance** | **Influencing** | **Steadiness** | **Compliance** |
|---|---|---|---|
| Conservative | Reflective | Mobile | Firm |
| Calculating | Factual | Active | Independent |
| Cooperative | Calculating | Restless | Self-Willed |
| Hesitant | Sceptical | Alert | Stubborn |
| Low-Keyed | | Variety-Oriented | |
| Unsure | Logical | Demonstrative | Obstinate |
| Undemanding | Undemonstrative | | |
| Cautious | Suspicious | Impatient | Opinionated |
| | Matter-of-Fact | Pressure-Oriented | Unsystematic |
| Mild | Incisive | Eager | Self-Righteous |
| Agreeable | | Flexible | Uninhibited |
| Modest | Pessimistic | Impulsive | Arbitrary |
| Peaceful | Moody | Impetuous | Unbending |
| Unobtrusive | Critical | Hypertense | Careless with Details |

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# Natural and Adapted Style

*Sally'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**

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

**Adapted**

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

## People - Contacts

**Natural**

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

**Adapted**

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

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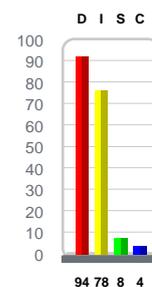
## Pace - Consistency

**Natural**

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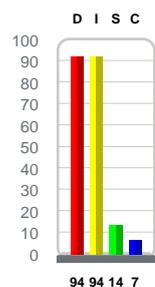
**Adapted**

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

## Procedures - Constraints

**Natural**

Sally does not like constraints, at times she can be somewhat defiant and rebellious. She has a tendency to lack social tact and diplomacy when confronted with too many or unreasonable constraints. She seeks adventure and excitement and wants to be seen as her own person.

**Adapted**

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

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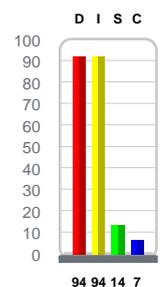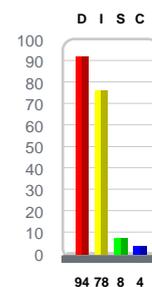
# Adapted Style

*Sally sees her present work environment requiring her to exhibit the behaviour listed on this page. If the following statements DO NOT sound job related, explore the reasons why she is adapting this behaviour.*

- Persistence in job completion.

- Being independent and innovative.

- Dealing with a wide variety of work activities.

- Using a direct, forthright and honest approach in her communications.

- Being creative and unconventional in making a point.

- A competitive environment, combined with a high degree of people skills.

- Acting without precedent, and able to respond to change in daily work.

- A good support team to handle paperwork.

- Willing to take risks when others may be hesitant.

- Using a creative approach in decision making.

- Quickly responding to crisis and change, with a strong desire for immediate results.

- Firm commitment to accomplishments.

| Adapted Style | Natural Style |
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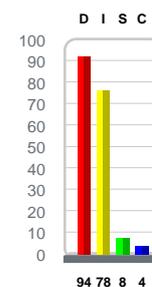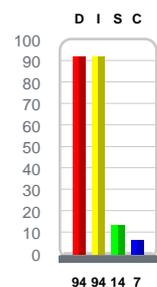
# Time Wasters

*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:**

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

**Possible Solutions:**

- Write down personal and job-related values and prioritise them
- Write out a long-term plan that will support those values
- 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:**

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

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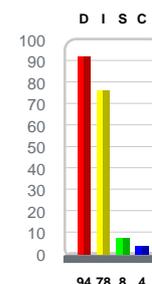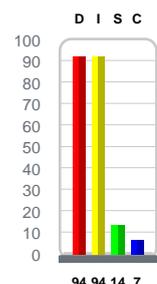
# Time Wasters <span>Continued</span>

**Possible Solutions:**

- Establish a plan
- Create operational procedures for tasks and known problems
- 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 anticipating them and being pro-active.*

**Possible Causes:**

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

**Possible Solutions:**

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

## Poor Delegation

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

**Possible Causes:**

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

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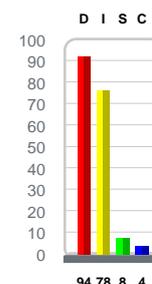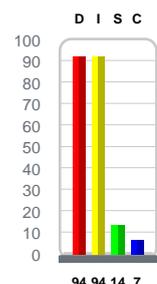
# Time Wasters Continued

**Possible Solutions:**

- Train and mentor others
- Develop a support team
- Give people the opportunity to help
- 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:**

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

**Possible Solutions:**

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

Adapted Style          Natural Style

| D I S C | | D I S C |
| 94 78 8 4 | | 94 94 14 7 |

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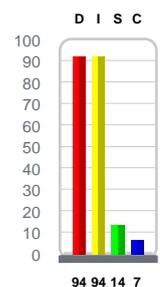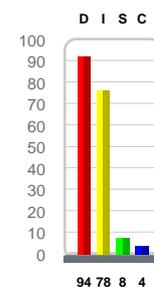
# Areas for Improvement

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

## Sally has a tendency to:

- Set standards for herself and others so high that impossibility of the situation is common place.

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

- Be crisis-oriented.

- Be a one-way communicator--does not listen to the total story before introducing her opinion.

- Blame, deny and defend her position--even if it is not needed.

- Overstep authority and prerogatives--will override others.

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

Adapted Style    Natural Style

**D I S C**        **D I S C**

94 78 8 4          94 94 14 7

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18
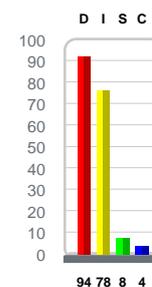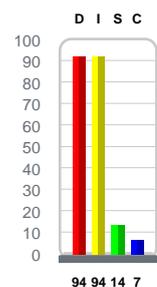
# Behavioural Hierarchy

*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. Competitiveness** - Tenacity, boldness, assertiveness and a "will to win" in all situations.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

**10.0**

**4.9\***

**2. Frequent Change** - Moving easily from task to task or being asked to leave several tasks unfinished and easily move on to the new task with little or no notice.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

**9.8**

**5.4\***

**3. Urgency** - Decisiveness, quick response and fast action.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

**9.5**

**4.4\***

**4. Versatility** - Bringing together a multitude of talents and a willingness to adapt the talents to changing assignments as required.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

**9.5**

**5.5\***

**5. Frequent Interaction with Others** - Dealing with multiple interruptions on a continual basis, always maintaining a friendly interface with others.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

**9.0**

**6.4\***

**6. People Oriented** - Spending a high percentage of time successfully working with a wide range of people from diverse backgrounds to achieve "win-win" outcomes.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

**7.5**

**6.9\***

**7. Customer Relations** - A desire to convey your sincere interest in them.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

**3.5**

**6.6\***

Adapted Style

Natural Style

D I S C

D I S C

94 78 8 4

94 94 14 7

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# Behavioural Hierarchy

**8. Consistency** - The ability to do the job the same way.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

3.0

**6.3\***
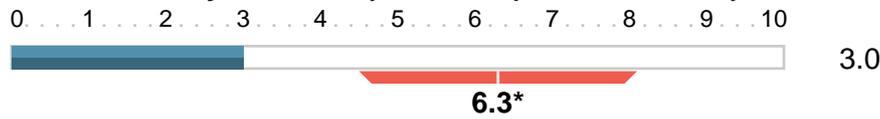
**9. Following Policy** - Complying with the policy or if no policy, complying with the way it has been done.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

2.2

**6.7\***

**10. Analysis of Data** - Information is maintained accurately for repeated examination as required.

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2.0

**5.3\***
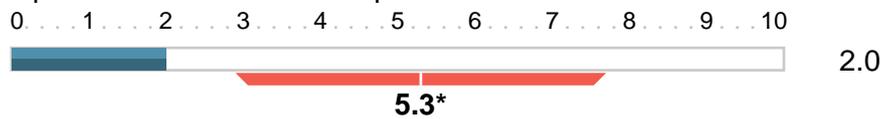
**11. Follow Up and Follow Through** - A need to be thorough.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

2.0

**6.1\***
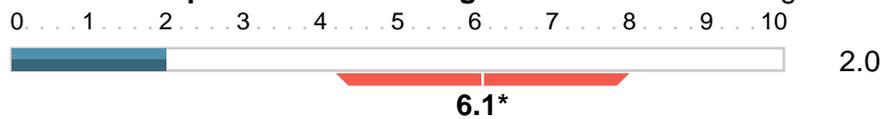
**12. Organised Workplace** - Systems and procedures followed for success.

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

1.0

**4.9\***

Adapted Style

D I S C

Natural Style

D I S C

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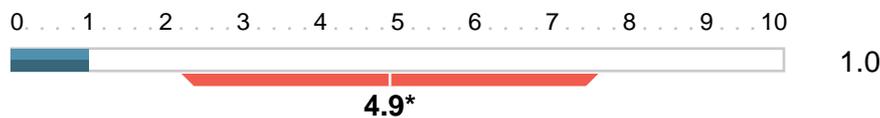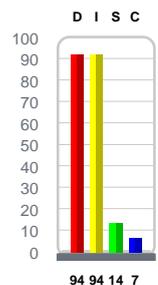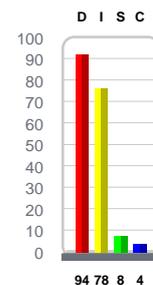
94 94 14 7

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

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# Style Insights® Graphs

## Adapted Style

### Graph I

D    I    S    C



| % | 94 | 78 | 8 | 4 |

## Natural Style

### Graph II

D    I    S    C



| % | 94 | 94 | 14 | 7 |

Norm 2012 R4

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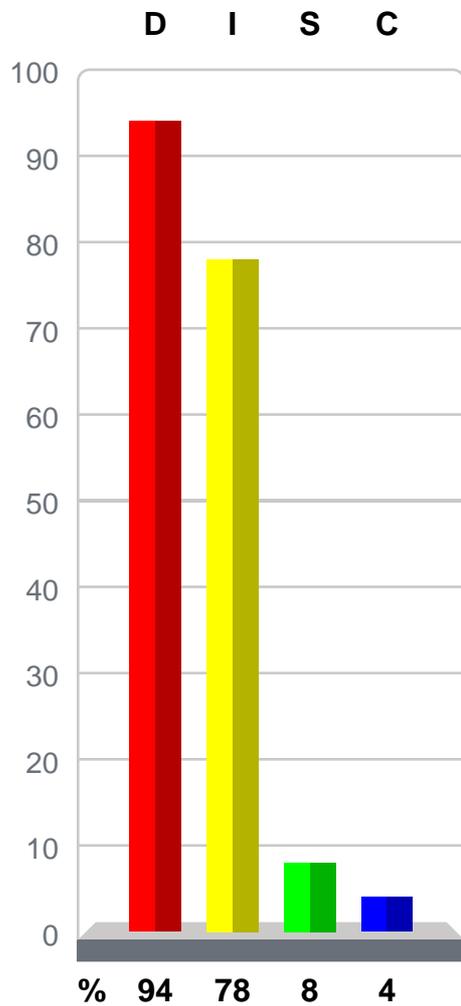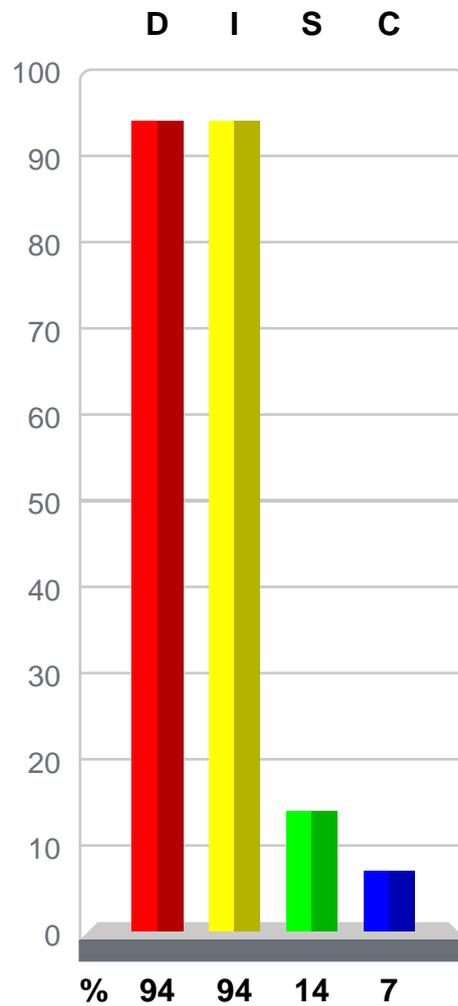
# The Success Insights® Wheel

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.

- If you filled out the Work Environment Analysis, view the relationship of your behaviour to your job.

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.

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# The Success Insights® Wheel
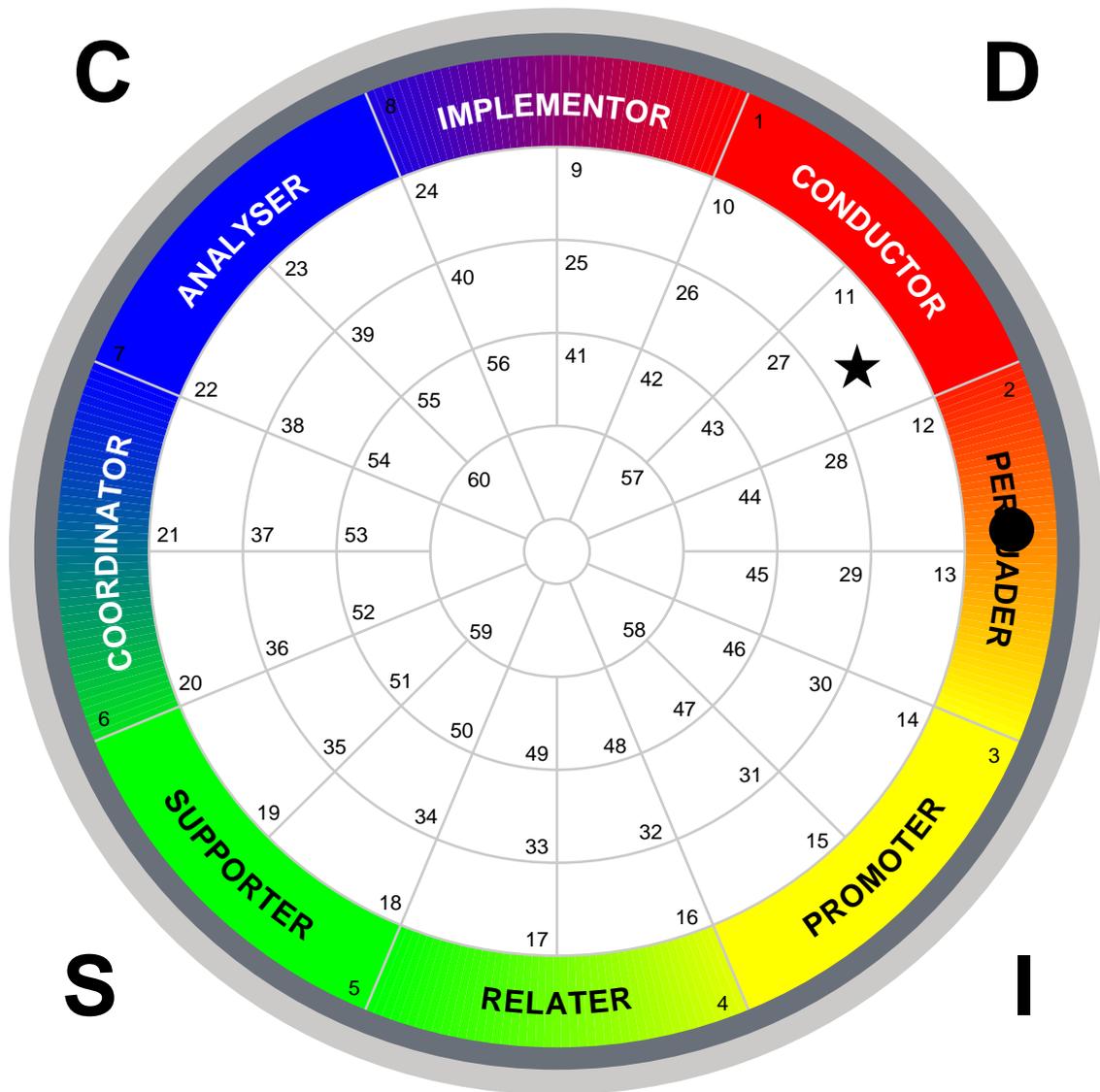


Adapted: ★ (11) PERSUADING CONDUCTOR
Natural: ● (2) PERSUADER

Norm 2012 R4

**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** |

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# 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.*

- Sally has a long list of wants and will work hard to achieve them.

- Sally faces the future confidently.

- Having more wealth than others is a high priority for Sally.

- With economic security comes the freedom to advance her ideas or beliefs.

- Sally will protect her assets to ensure the future of her economic security.

- Sally will be motivated by her accomplishments.

- All attempts are made to protect future security to ensure that her legacy is protected.

- She uses money as a scorecard.

- A high sense of satisfaction is gained by earning and sharing her wealth.

- Sally is future-oriented.

- Sally will attempt to structure her economic dealings.

- She can be very practical.

| THE. | UTI. | AES. | SOC. | IND. | TRA. |
|------|------|------|------|------|------|
| 48   | 72   | 17   | 40   | 54   | 21   |

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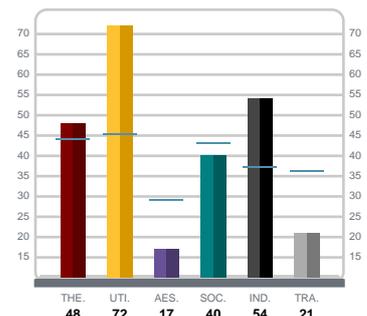
# Individualistic

*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.*

- She believes "if at first you do not succeed try, try again."

- She wants to control her own destiny and display her independence.

- Sally believes "when the going gets tough, the tough get going."

- Sally likes to be in situations that allow her the freedom to control her destiny and the destiny of others. Her team's strategy is to attempt to dilute outsiders' influence on the results of their goals.

- Sally takes responsibility for her actions.

- Sally has the desire to assert herself and to be recognised for her accomplishments.

- Maintaining individuality is strived for in relationships.

- If necessary, Sally will be assertive in meeting her own needs.

- People who are determined and competitive are liked by Sally.

| THE. | UTI. | AES. | SOC. | IND. | TRA. |
|------|------|------|------|------|------|
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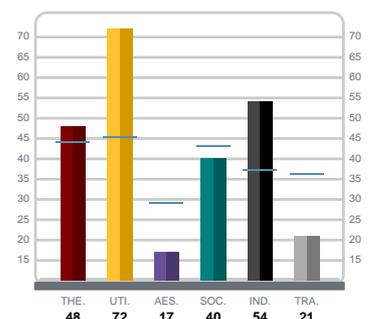
# Theoretical

*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.*

- Sally will seek knowledge based on her needs in individual situations.

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

- In those areas where Sally has a special interest she will be good at integrating past knowledge to solve current problems.

- Sally has the potential to become an expert in her chosen field.

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

- Sally will usually have the data to support her convictions.

- A job that challenges the knowledge will increase her job satisfaction.

| THE. | UTI. | AES. | SOC. | IND. | TRA. |
|------|------|------|------|------|------|
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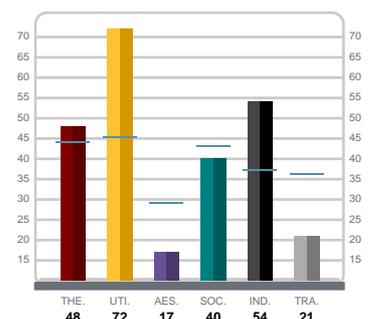
# Social

*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.*

- Sally's desire to help others (even to her own detriment) or decision not to help others, is reviewed on an individual basis.

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

| THE. | UTI. | AES. | SOC. | IND. | TRA. |
|------|------|------|------|------|------|
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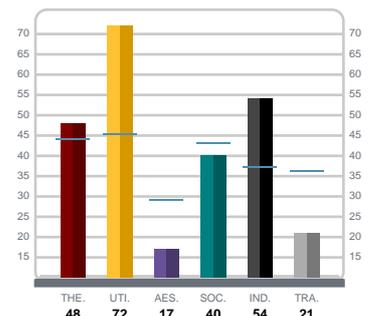
# Traditional

*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.*

- She will not be afraid to explore new and different ways of interpreting her own belief system.

- She will work within a broadly defined set of beliefs.

- In many cases, Sally will want to set her own rules which will allow her own intuition to guide and direct her actions.

- Traditions will not place limits or boundaries on Sally.

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

- It may be hard to manipulate Sally because she has not defined a philosophy or system that can provide immediate answers to every situation.

- Sally can be creative in interpreting other systems or traditions and selective in applying those traditions.

| THE. | UTI. | AES. | SOC. | IND. | TRA. |
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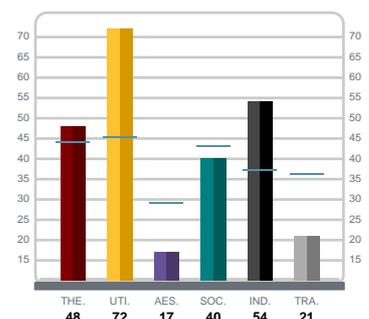
# Aesthetic

*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.*

- Unpleasant surroundings will not stifle her creativity.

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

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

- She is a very practical person who is not sensitive to being in harmony with her surroundings.

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

- She wants to take a practical approach to events.

- Sally is not necessarily worried about form and beauty in her environment.

| THE. | UTI. | AES. | SOC. | IND. | TRA. |
|------|------|------|------|------|------|
| 48 | 72 | 17 | 40 | 54 | 21 |

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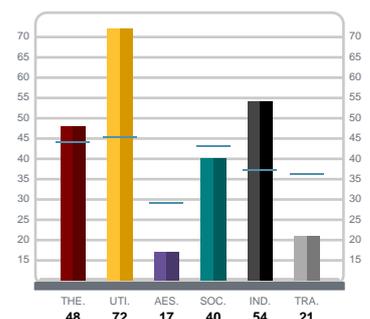
# Navigating Situations Outside Your Comfort Zone

*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:

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

*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 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.*

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| 48 | 72 | 17 | 40 | 54 | 21 |

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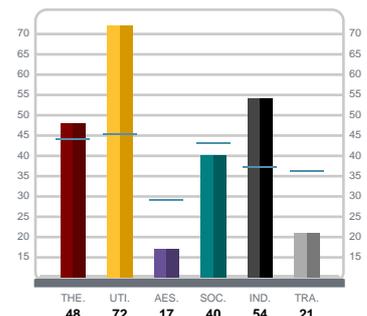
# Navigating Situations Outside Your Comfort Zone

A person with a high Aesthetic is in tune with his or her 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.



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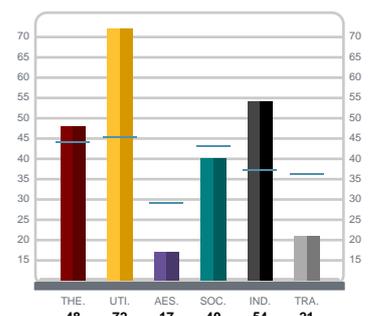
# Motivators - Norms & Comparisons

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

| Motivator | Chart | Rating |
|---|---|---|
| Theoretical | | **Mainstream** |
| Utilitarian | | **Extreme** |
| Aesthetic | | **Indifferent** |
| Social | | **Mainstream** |
| Individualistic | | **Passionate** |
| Traditional | | **Indifferent** |
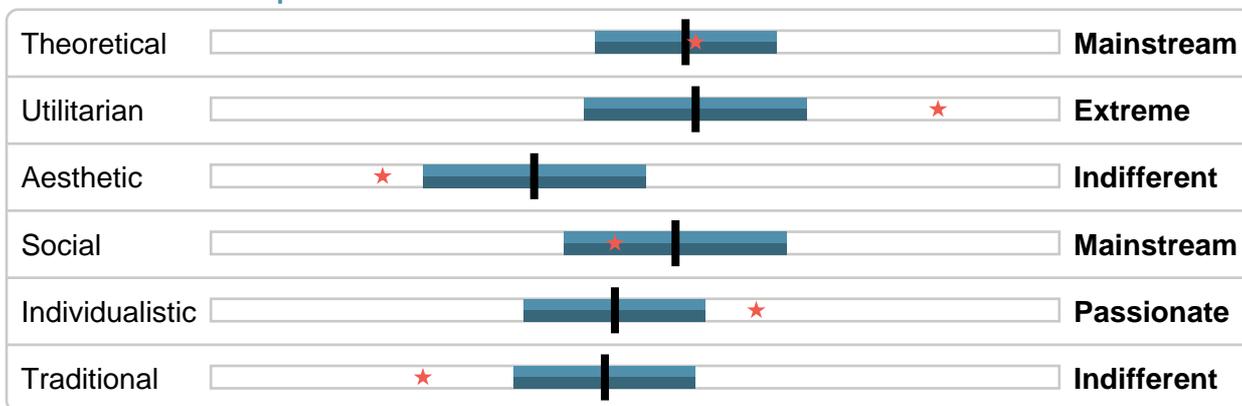
▬ - 68 percent of the population     ▮ - national mean     ★ - your score

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

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# 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.

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# Motivators Hierarchy

*Your motivation 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 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

**10.0**

**6.0***

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

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

**7.0**

**4.7***

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

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

**6.0**

**5.8***

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

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

**4.7**

**5.7***

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

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

**1.5**

**4.5***

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

0 . . . 1 . . . 2 . . . 3 . . . 4 . . . 5 . . . 6 . . . 7 . . . 8 . . . 9 . . . 10

**0.8**

**3.3***

MI: 48-72-17-40-54-21 (THE.-UTI.-AES.-SOC.-IND.-TRA.)
* 68% of the population falls within the shaded area.

| THE. | UTI. | AES. | SOC. | IND. | TRA. |
|------|------|------|------|------|------|
| **48** | **72** | **17** | **40** | **54** | **21** |

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# Motivation Insights® Graph



| | THE. | UTI. | AES. | SOC. | IND. | TRA. |
|---|---|---|---|---|---|---|
| **Score** | **48** | **72** | **17** | **40** | **54** | **21** |
| **Rank** | 3rd | 1st | 6th | 4th | 2nd | 5th |

— national mean

Norm 2012

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36

# Motivators Wheel™



TRADITIONAL
21
5th

THEORETICAL
48
3rd

UTILITARIAN
72
1st

SOCIAL
40
4th

AESTHETIC
17
6th

INDIVIDUALISTIC
54
2nd

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37
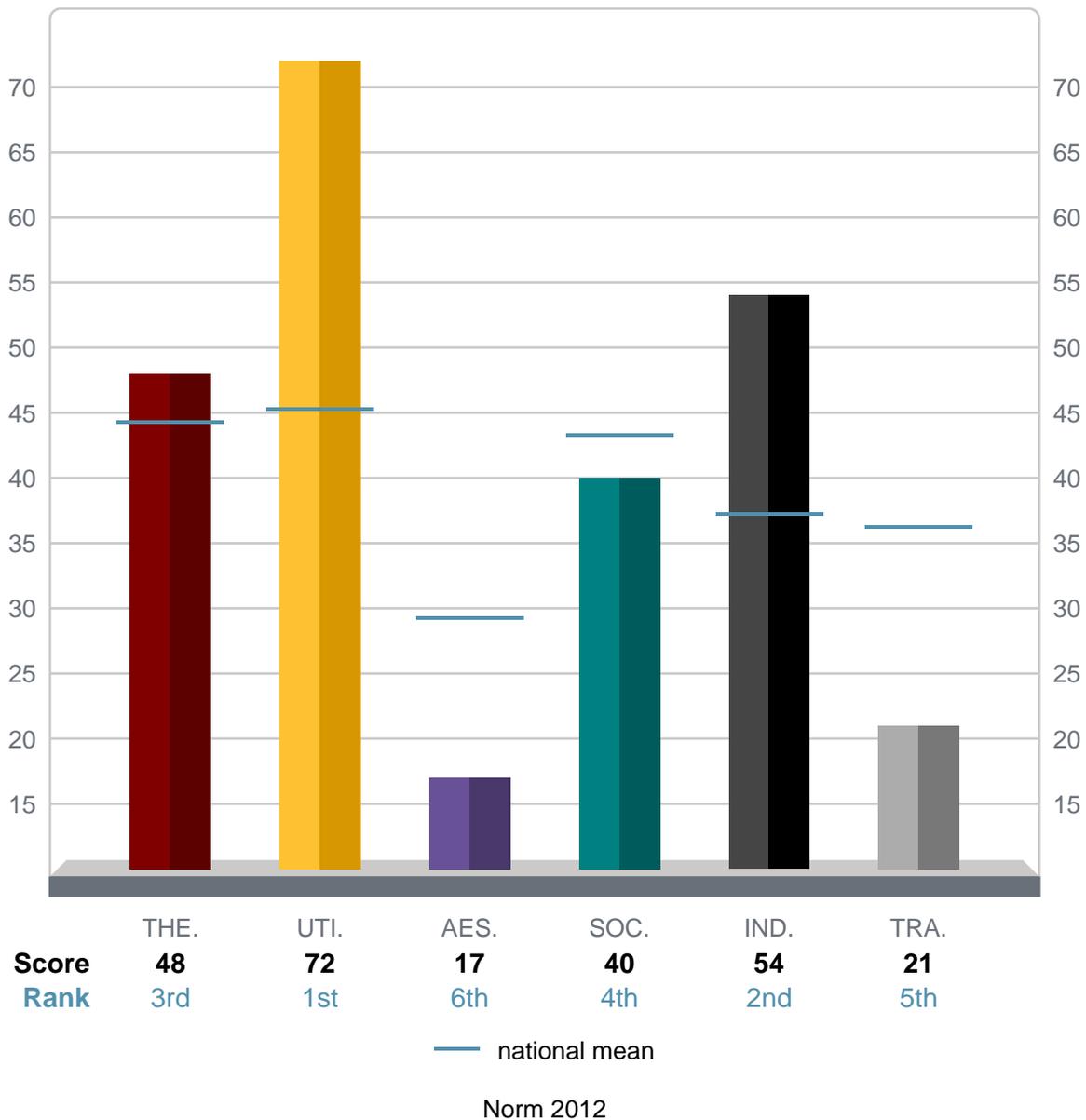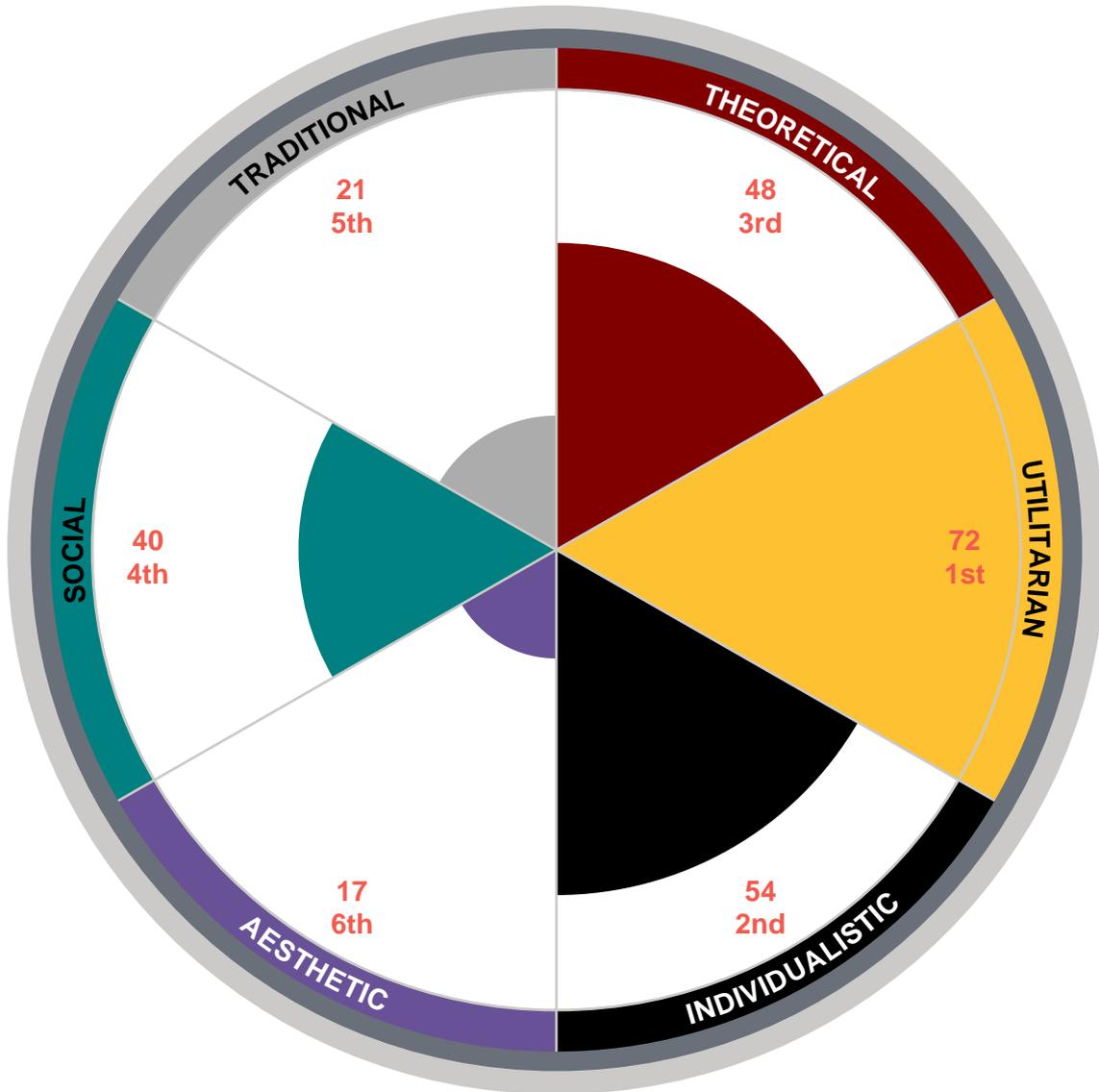
# Introduction Integrating Behaviours and Motivators Section

The ultimate power behind increasing job satisfaction and performance comes from the blending of your behaviours and motivators.  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

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# Potential Behavioural and Motivational Strengths

*This section describes the potential areas of strengths between Sally'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.*

- Very creative in solving problems.

- Has an entrepreneurial mindset.

- Not easily deterred by setbacks.

- Bottom-line focused when leading others.

- Promotes efficiency and results.

- Resourceful and influential in creating effective results.

- Motivates others to be the best they can be.

- Being an optimistic leader.

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# Potential Behavioural and Motivational Conflict

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

- May offend others with too much discussion of results.

- Tends to think bigger is always better.

- Can set personal standards too high.

- May not realise the negative consequences of her quick decisions.

- Struggles balancing financial advice with actual results.

- Overestimates what others will contribute.

- She may overestimate her authority.

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

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# Ideal Environment

*This section identifies the ideal work environment based on Sally'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 Sally enjoys and also those that create frustration.*

- Evaluation based on results, not the process.

- Freedom of movement.

- Work tasks that change from time to time.

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

- Rewards for being quicker, faster, better.

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

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

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

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

# Keys to Motivating

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

## Sally wants:

- Prestige, position and titles so she can control the destiny of others.

- New challenges and problems to solve.

- Freedom to talk and participate on the team.

- Opportunities for achieving things faster that are bigger and of more value.

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

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

- Recognition for leadership accomplishments and the results she receives.

- To lead people toward her vision.

- Ability to create, share and control the vision.

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# Keys to Managing

*In this section are some needs which must be met in order for Sally to perform at an optimum level. Some needs can be met by herself, 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 Sally and identify 3 or 4 statements that are most important to her. This allows Sally to participate in forming her own personal management plan.*

## Sally needs:

- To be confronted when in disagreement, or when she breaks the rules.

- To adjust her intensity to match the situation.

- To mask emotions when appropriate.

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

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

- The opportunity to receive rewards based on results achieved.

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

- To minimise her natural way of under informing of details when delegating or giving instruction.

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

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# Introduction Emotional Intelligence Section

The Emotional Quotient™ 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: Intrapersonal and Interpersonal emotional intelligence.

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) emotional intelligence may be a better predictor of success performance than intelligence (IQ).

This report measures five dimensions of emotional intelligence:

## Intrapersonal emotional intelligence

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.

**Self Regulation** is your ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment to think before acting.

**Motivation** is a passion to work for reasons that go beyond money or status and a propensity to pursue goals with energy and persistence.

## Interpersonal emotional intelligence

What goes on between you and others.

**Empathy** is your ability to understand the emotional makeup of other people.

**Social Skills** is a proficiency in managing relationships and building networks.
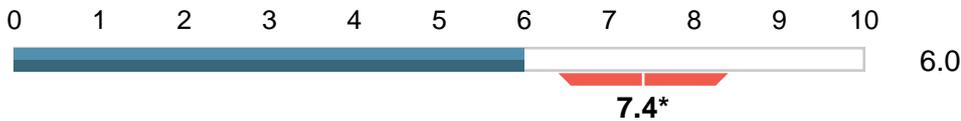
Is the report 100% true? Yes, no and maybe. We are only measuring emotional intelligence. We only report statements from areas in which tendencies are shown. To improve accuracy, feel free to make notes or edit the report regarding any statement from the report that may or may not apply, but only after checking with friends or colleagues to see if they agree.

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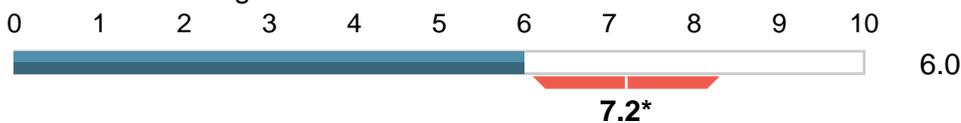
# Emotional Quotient Assessment Results

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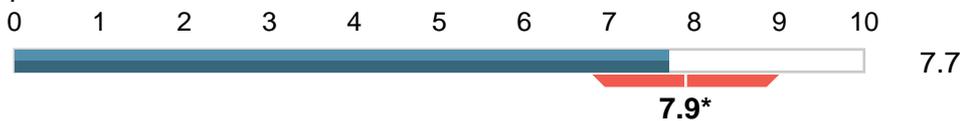
**1. SELF-AWARENESS** - The ability to recognise and understand your moods, emotions and drives, as well as their effect on others.

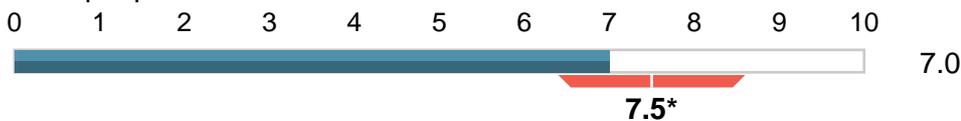| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

6.0

7.4*

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

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

6.0

7.2*

**3. MOTIVATION** - A passion to work for reasons that go beyond money or status, and a propensity to pursue goals with energy and persistence.

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

7.7

7.9*

**4. EMPATHY** - The ability to understand the emotional makeup of other people.

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

7.0

7.5*

**5. SOCIAL SKILLS** - A proficiency in managing relationships and building networks.

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

8.0

7.6*

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

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# Emotional Quotient Scoring Information

The sum of the Self-Regulation, Self-Awareness, and Motivation subscales add up to represent your Intrapersonal Emotional Quotient.  The sum of the Empathy and Social Skills subscales add up to represent your Interpersonal Emotional Quotient.  Your total level of Emotional Quotient was calculated by summing the Intrapersonal and Interpersonal scores.

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

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

6.6

**7.5***
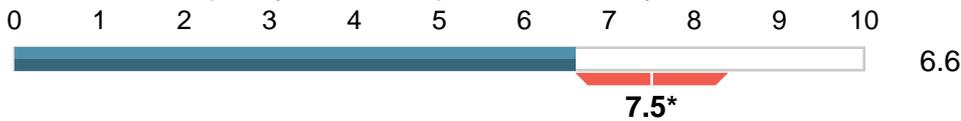
**INTERPERSONAL** - The ability to understand other people, what motivates others, how they work and how to work cooperatively with them.

| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

7.5

**7.6***
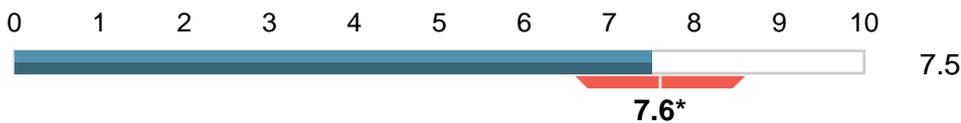
**TOTAL EMOTIONAL QUOTIENT** - Your total level of emotional intelligence, formed by combining your intrapersonal and interpersonal scores.
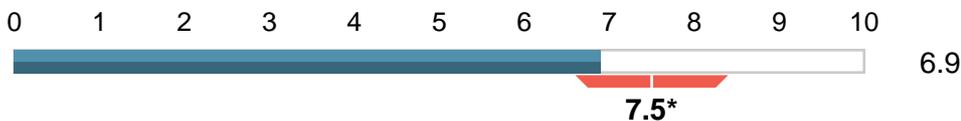
| 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

6.9

**7.5***

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# General Characteristics

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

## Self-Awareness

- May have trouble maintaining composure during a stressful time.
- May be seen as indecisive by others.
- May find it difficult to anticipate her own emotional reactions to events.

## Self-Regulation

- She does not overreact to minor stressors, but she may have trouble controlling her emotions with more significant stressors.
- She is good at weighing the pros and cons of a situation, but she may have trouble deciding on the spot.
- Sometimes she acts before she fully thinks things through.

## Motivation

- People consider her a doer as opposed to an achiever.
- She enjoys learning, but she does not go out of her way to develop her skills.
- May give up when faced with excessive challenge or resistance.

## Empathy

- Others do not always feel that she is compassionate towards them.
- May have difficulty empathising when she has not been there herself.
- Would benefit from working on her active listening skills.

## Social Skills

- Places value on a few true friendships over many casual acquaintances.
- Persuasive when she has had enough preparation in advance.
- Collaborates well with her co-workers.

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# Intrapersonal Self-awareness

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

## You scored a 6.0.

You may find it hard to make decisions or express emotions.  Because of your level of self-awareness, you may not have a realistic assessment of yourself.

## What you can do:

- Practice self-reflection by identifying and naming your current emotional state.

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

- Reflect on how your emotions influence your behaviour.

- Identify how negative or hurtful behaviour triggers your emotions.

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

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

- Make note of your introspective discoveries and discuss them with a trusted friend or family member.

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

- Develop self-awareness goals and revisit them at least twice each year.  (Make sure your goals and action items are SMART - specific, measurable, actionable, realistic and time lined.)

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# Intrapersonal Self-regulation

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

## You scored a 6.0.

You have a moderate level of self-regulation. You are good at regulating negative emotions and allowing yourself to experience positive emotions. You work well under pressure.

## What you can do:

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

- When becoming frustrated, identify what brought on that emotion.

- Create effective responses to stressful situations by finding strategies for altering a negative mood.

- Discuss 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 positive emotions.

- Choose a family member, friend or trusted advisor to discuss how you deal with change and how you can practice self-restraint.

- Ask yourself, "What is the worst thing that can happen?" in order to consider the reality of the situation.

- Journal occurrences during which you were able to regulate your responses or emotions.

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

- There is a strong mind-body connection. Take control of your body through meditation or yoga to learn to self-regulate your emotions over time.

- Begin regular exercise to increase your ability to manage your emotions and relax both body and mind. Exercise regulates your emotions by releasing endorphins, adrenaline, serotonin and dopamine.

# Intrapersonal Motivation

*A passion to work for reasons that go beyond money or status, and a propensity to pursue goals with energy and persistence.*

## You scored a 7.7.

You have an average amount of motivation; procrastination can be an issue. You have the ability to seek out creative challenges.

## What you can do:

- Set specific goals with dates for achievement.

- Clarify why these goals 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 achievement of your goals.

- 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.

- Question the status quo and make suggestions for improvement.

- Find inspiration from others who use internal motivation to overcome obstacles to reach their dreams.

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# Interpersonal Empathy

*The ability to understand the emotional makeup of other people.*

## You scored a 7.0.

You have an average amount of empathy.  While nobody would call you cold, you also do not allow others' problems to affect your emotions.

## What you can do:

- Attempt to understand others before communicating your point of view.

- Observe nonverbal behaviour to evaluate the negative or positive emotions of others.

- Practice empathetic communication in response to your family members and co-workers.

- Watch interactions of other people that you determine to be empathetic.  What can you do to model that behaviour?

- Break bad interpersonal habits, such as interrupting others.

- Observe body language for nonverbal messages being expressed.

- Seek clarification from others when attempting to read emotional responses.

- Be nonjudgmental in your interactions with others.

- Offer assistance to your friends, family and even strangers.

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# Interpersonal Social Skills

*A proficiency in managing relationships and building networks.*
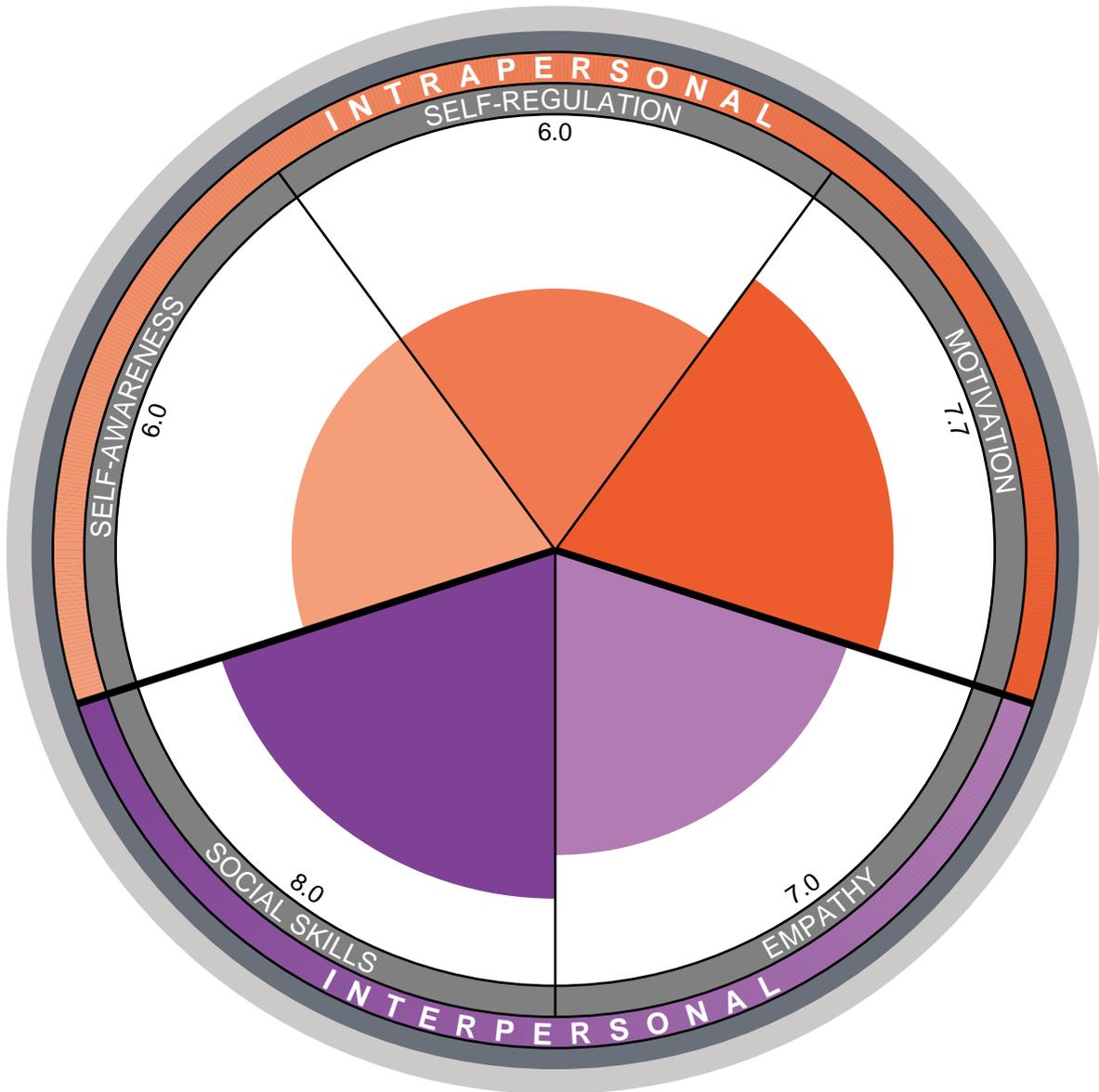
## You scored a 8.0.

Your social skills are average and you relate well to others, though you may have trouble influencing others at times.

## What you can do:

- Be aware of the message your body language is communicating.

- Ask those you admire to describe their experience when socialising with you.

- Remember people's names.  Everyone has a hard time with it.  Use memory techniques and be known as the one that remembers!

- After making a mistake, take accountability quickly and find ways to make amends.

- Describe scenarios to a trusted advisor in order to gain experiential knowledge on how to increase your level of social skills (i.e. discuss the details of a social function and what makes you uneasy).

- Take notice when emotions are taking over an interaction and then find ways to remove yourself from the situation.

- Show a genuine curiosity for others' well-being.

- Allow others to take the lead role so you can learn from their leadership style.

- Because social skills are abilities that do not come naturally to everyone, help others improve their social skills.

- Connect with people you have just met and find ways to continue to build the rapport.

- Seek quality, rather than quantity, in your social bonds.  Converse with others on a deeper level.

- Join a professional group or a sports team to practice building bonds.

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# Emotional Quotient™ Wheel

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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.

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# Blending Behaviours, Motivators 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 page is designed to connect behavioural strengths, motivational drives and a person's level of Emotional Intelligence in order to propel his or her ability to navigate the day-to-day situations of the business landscape.*

Sally has a low level of Self-Awareness.  She does not tend to recognise mental and physical changes in how she is feeling.  Coupled with her high "Influence" behavioural style, these feelings will be displayed purely on a behavioural basis.  High "Influencers" can become overly talkative in emotionally charged situations and are unaware of when their particular triggers are ignited.  This chatty and fast-paced communication style will be intensified in emotionally charged situations and Sally may be unaware of the increased intensity being displayed.

Sally has a moderate level of Self-Regulation.  She is able to temper responses and reactions to certain emotionally charged events. Possessing a high "Influence" behavioural style indicates that Sally would tend to avoid conflict.  She will tend to show physical signs of emotion through facial expressions, hand movements and overall body language. However, with moderate Self-Regulation, the typical behavioural characteristics may be tempered and perhaps not displayed to others in such an extreme way.  By utilising her influencing behavioural style, and if she is able to manage her reactions, Sally will be able to accomplish many tasks through the utilisation of people and the creation of teams that go beyond day-to-day work activities.  Be careful in instances where the topic at hand directly relates to Sally's Utilitarian and Individualistic motivators in particular.  The ability for her to utilise her Self-Regulation skills will be hindered when a perceived threat to her drivers is present.

Sally has a moderate level of Motivation.  She has an average amount of motivation and passion to work for reasons that do not satisfy her 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 her Utilitarian and Individualistic drivers to be heavily satisfied through her career.

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# Blending Behaviours, Motivators and EQ for Success

Sally has a moderate level of Empathy. At times she is able to anticipate how others will receive information or react to a situation. When she is able to harness this information, it will increase her ability to see things from someone else's perspective. Sally 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 achieve social recognition and team identification within the organisation which her "Influence" behavioural style is looking for.

Sally has a moderate level of Social Skills. She is able to manage relationships and maintain networks. Sally has the ability to maintain the strongest relationships with others that possess similar motivators, as they filter communication from the same viewpoint. Her Utilitarian and Individualistic drivers are her primary areas of interest, and she will do best in forming relationships that directly lead to the satisfaction of these passions. Behaviorally, Sally prefers a more informal and friendly communication style. Based on her moderately-developed Social Skills, she may be able to adapt her communication style to meet the needs of the relationship providing the relationship leads to the satisfaction of his Utilitarian and Individualistic drivers.