



TTI Success Insights®

TriMetrix® EQ - Management-Staff Coaching



Sally Sample
Manager
ABC Co.
2-1-2013



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The TriMetrix® EQ Coaching Report was designed to increase the understanding of an individual's talents. The report provides insight to three distinct areas: behaviors, 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 three main sections:

BEHAVIORS SECTION

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 SECTION

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 BEHAVIORS 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 behaviors 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 BEHAVIORS, MOTIVATORS AND EQ

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



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

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

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

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

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

*"All people exhibit all four behavioral factors in varying degrees of intensity."
—W.M. Marston*



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 behavior 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 behavior.

Sally is comfortable in an environment that may be characterized by high pressure and is variety-oriented. She is extremely results-oriented, with a sense of urgency to complete projects quickly. She is often considered daring, bold and gutsy. She is a risk taker who likes to be seen as an individualist. Under pressure, Sally has a tendency to actively seek opportunities which test and develop her abilities to accomplish results. Sally 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. She can be aggressive and direct, but still be considerate of people. Other people realize that directness is one of her great strengths. She wants to be seen as a winner and has an inherent dislike for losing or failing. She tends to work hard and long to be successful. She needs to learn to relax and pace herself. She may expend too much energy trying to control herself and others. Sally prefers an environment with variety and change. She is at her best when many projects are underway at once. She is goal-oriented and driven by results. She is the team member who will try to keep the others on task.

Sally should realize that at times she needs to think a project through, beginning to end, before starting the project. She is decisive and prefers to work for a decisive manager. She can experience stress if her manager does not possess similar traits. Sometimes she may be so opinionated about a particular problem that she has difficulty letting others participate in the process. When faced with a

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tough decision, she will try to sell you on her ideas. Sally will work long hours until a tough problem is solved. After it is solved, Sally may become bored with any routine work that follows. She prefers authority equal to her responsibility. She finds it easy to share her opinions on solving work-related problems. Many people see her decisions as high-risk decisions. However, after the decision is made, she tends to work hard for a successful outcome.

Sally tends to be intolerant of people who seem ambiguous or think too slowly. 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 likes people who present their case effectively. When they do, she can then make a quicker assessment or decision. Sally likes people who give her options as compared to their opinions. The options may help her make decisions, and she values her own opinion over that of others! She may lack the patience to listen and communicate with slower acting people. She tends to influence people by being direct, friendly and results-oriented. She may sometimes mask her feelings in friendly terms. If pressured, Sally's true feelings may emerge.

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VALUE TO THE ORGANIZATION

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

- Challenge-oriented.
- Negotiates conflicts.
- Creative in her approach to solving problems.
- People-oriented.
- Positive sense of humor.
- Challenges the status quo.
- Verbalizes her feelings.
- Optimistic and enthusiastic.
- Change agent--looks for faster and better ways.

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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.

Do:

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- Read the body language for approval or disapproval.
- Support the results, not the person, if you agree.
- Ask for her opinions/ideas regarding people.
- Present the facts logically; plan your presentation efficiently.
- Be clear, specific, brief and to the point.
- Stick to business--let her decide if she wants to talk socially.
- Read the body language--look for impatience or disapproval.
- Leave time for relating, socializing.
- Plan interaction that supports her dreams and intentions.
- Provide a warm and friendly environment.
- Deal with details in writing, have her commit to modes of action.
- Support and maintain an environment where she can be efficient.



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.

Don't:

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- Let disagreement reflect on her personally.
- Legislate or muffle--don't overcontrol the conversation.
- Ramble on, or waste her time.
- Be curt, cold or tight-lipped.
- Direct or order.
- Ask rhetorical questions, or useless ones.
- Try to convince by "personal" means.
- Waste time trying to be impersonal, judgmental or too task-oriented.
- Come with a ready-made decision, or make it for her.
- Leave decisions hanging in the air.
- Be dictatorial.
- Drive on to facts, figures, alternatives or abstractions.
- Reinforce agreement with "I'm with you."



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.

<p>When communicating with a person who is dependent, neat, conservative, perfectionist, careful and compliant:</p> <ul style="list-style-type: none"> ● Prepare your "case" in advance. ● Stick to business. ● Be accurate and realistic. <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> ● Being giddy, casual, informal, loud. ● Pushing too hard or being unrealistic with deadlines. ● Being disorganized or messy. 	<p>When communicating with a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented:</p> <ul style="list-style-type: none"> ● Be clear, specific, brief and to the point. ● Stick to business. ● Be prepared with support material in a well-organized "package." <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> ● Talking about things that are not relevant to the issue. ● Leaving loopholes or cloudy issues. ● Appearing disorganized.
<p>When communicating with a person who is patient, predictable, reliable, steady, relaxed and modest:</p> <ul style="list-style-type: none"> ● Begin with a personal comment--break the ice. ● Present your case softly, nonthreateningly. ● Ask "how?" questions to draw their opinions. <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> ● Rushing headlong into business. ● Being domineering or demanding. ● Forcing them to respond quickly to your objectives. 	<p>When communicating with a person who is magnetic, enthusiastic, friendly, demonstrative and political:</p> <ul style="list-style-type: none"> ● Provide a warm and friendly environment. ● Don't deal with a lot of details (put them in writing). ● Ask "feeling" questions to draw their opinions or comments. <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> ● Being curt, cold or tight-lipped. ● Controlling the conversation. ● Driving on facts and figures, alternatives, abstractions.



A person's behavior 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 behavior. Understanding this section will empower Sally to project the image that will allow her to control the situation.

"See Yourself As Others See You"

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SELF-PERCEPTION

Sally usually sees herself as being:

Pioneering
Competitive
Positive

Assertive
Confident
Winner

OTHERS' PERCEPTION

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

Demanding
Egotistical

Nervy
Aggressive

And, under extreme pressure, stress or fatigue, others may see her as being:

Abrasive
Arbitrary

Controlling
Opinionated

Horizontal lines for notes on the right side of the page.



THE ABSENCE OF A BEHAVIORAL FACTOR

The absence of a behavioral 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 minimized in a person's day-to-day environment. By understanding the contribution of a low behavioral 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 minimize behavioral stress.

- Avoid situations that require strict adherence to standards without any flexibility.
- Avoid environments where micro-management is the way of the organization.
- Avoid work environments requiring constant diplomacy, as they may cause stress.

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.

- The lack of caution exhibited may lead to unnecessary high-risk decisions being made.
- Extremely formal and structured interactions may cause stress.
- The desire to be seen as an unique person may detract from the ideal outcome.

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Based on Sally's responses, the report has marked those words that describe her personal behavior. 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.

Dominance	Influencing	Steadiness	Compliance
Demanding Egocentric Driving Ambitious Pioneering Strong-Willed Forceful Determined Aggressive Competitive Decisive Venturesome	Effusive Inspiring Magnetic Political Enthusiastic Demonstrative Persuasive Warm Convincing Polished Poised Optimistic	Phlegmatic Relaxed Resistant to Change Nondemonstrative Passive Patient Possessive Predictable Consistent Deliberate Steady Stable	Evasive Worrisome Careful Dependent Cautious Conventional Exacting Neat Systematic Diplomatic Accurate Tactful
Inquisitive Responsible	Trusting Sociable	Mobile Active Restless Alert Variety-Oriented Demonstrative Impatient Pressure-Oriented Eager Flexible	Firm Independent Self-Willed Stubborn Obstinate Opinionated Unsystematic Self-Righteous Uninhibited
Conservative Calculating Cooperative Hesitant Low-Keyed Unsure Undemanding Cautious Mild Agreeable Modest Peaceful Unobtrusive	Reflective Factual Calculating Skeptical Logical Undemonstrative Suspicious Matter-of-Fact Incisive Pessimistic Moody Critical	Impulsive Impetuous Hypertense	Open-Minded Balanced Judgment Independent Self-Willed Stubborn Obstinate Opinionated Unsystematic Self-Righteous Uninhibited Arbitrary Unbending Careless with Details



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

- Persistence in job completion.
- Exhibiting an active and creative sense of humor.
- Questioning the status quo, and seeking more effective ways of accomplishment.
- Working without close supervision.
- A good support team to handle paperwork.
- Moving quickly from one activity to another.
- Acting without precedent, and able to respond to change in daily work.
- A competitive environment, combined with a high degree of people skills.
- Quickly responding to crisis and change, with a strong desire for immediate results.
- Meeting deadlines.
- Handling a variety of activities.
- Anticipating and solving problems.

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- Recognize that by having priorities clearly in mind, constant change will be replaced with change-by-design

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3. 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

4. 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



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.

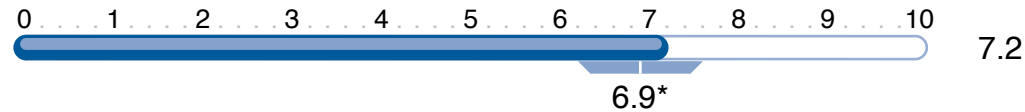
Sally has a tendency to:

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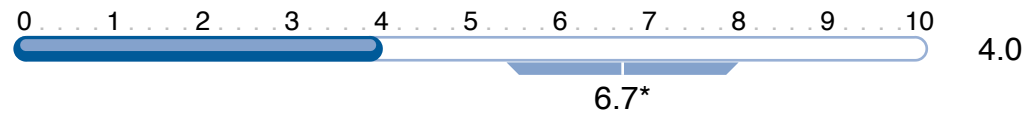
- Blame, deny and defend her position--even if it is not needed.
- Take on too much, too soon, too fast.
- Be so concerned with big picture; she forgets to see the little pieces.
- Keep too many balls in the air, and if her support is weak she will have a tendency to drop some of those balls.
- Resist participation as part of the team, unless seen as a leader.
- Fail to complete what she starts because of adding more and more projects.
- Be explosive by nature and lack the patience to negotiate.



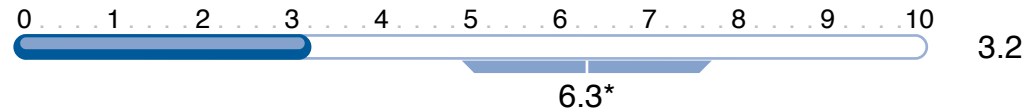
7. CUSTOMER RELATIONS - A desire to convey your sincere interest in them.



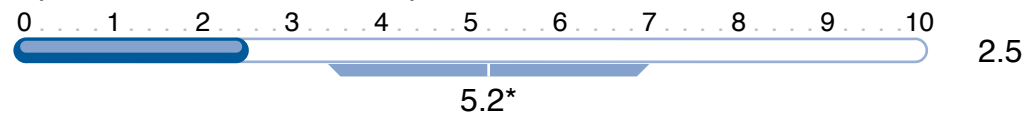
8. FOLLOW UP AND FOLLOW THROUGH - A need to be thorough.



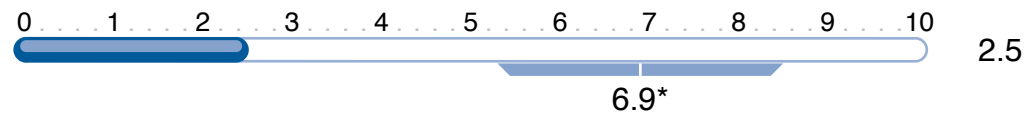
9. CONSISTENCY - The ability to do the job the same way.



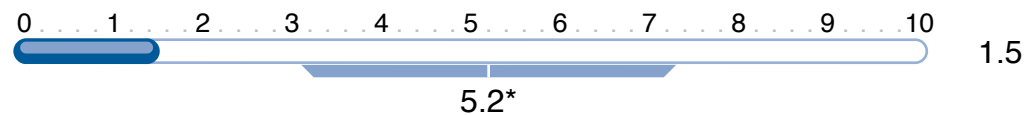
10. ANALYSIS OF DATA - Information is maintained accurately for repeated examination as required.



11. FOLLOWING POLICY - Complying with the policy or if no policy, complying with the way it has been done.



12. ORGANIZED WORKPLACE - Systems and procedures followed for success.



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SIA: 97-57-03-17 (11) SIN: 100-85-15-15 (12)
* 68% of the population falls within the shaded area.



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ABC Co.

2-1-2013

MOST

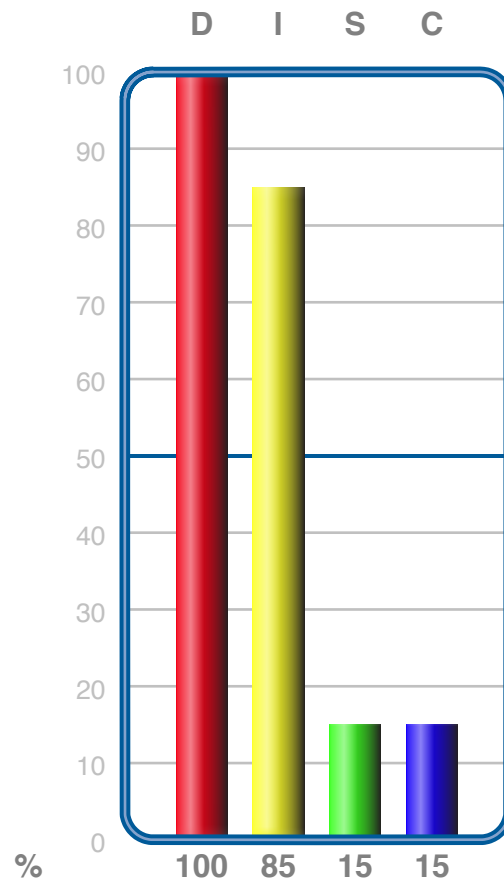
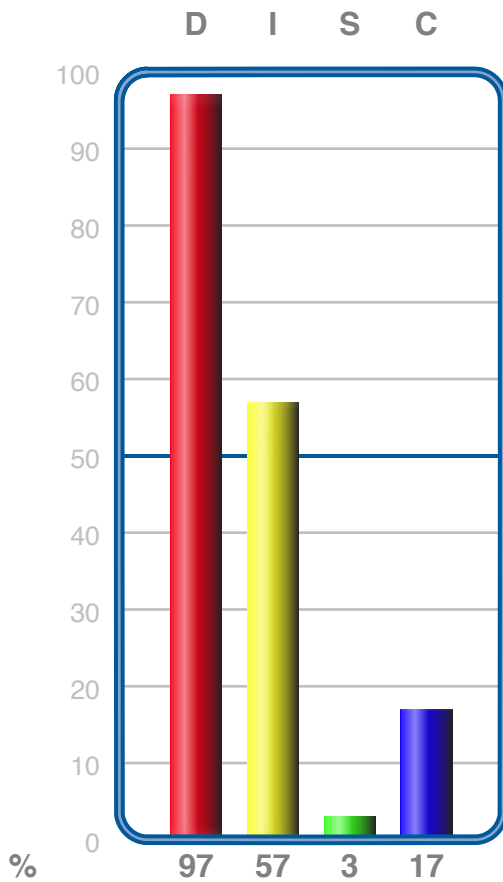
Graph I

Adapted Style

LEAST

Graph II

Natural Style



Norm 2011 R4



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

- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

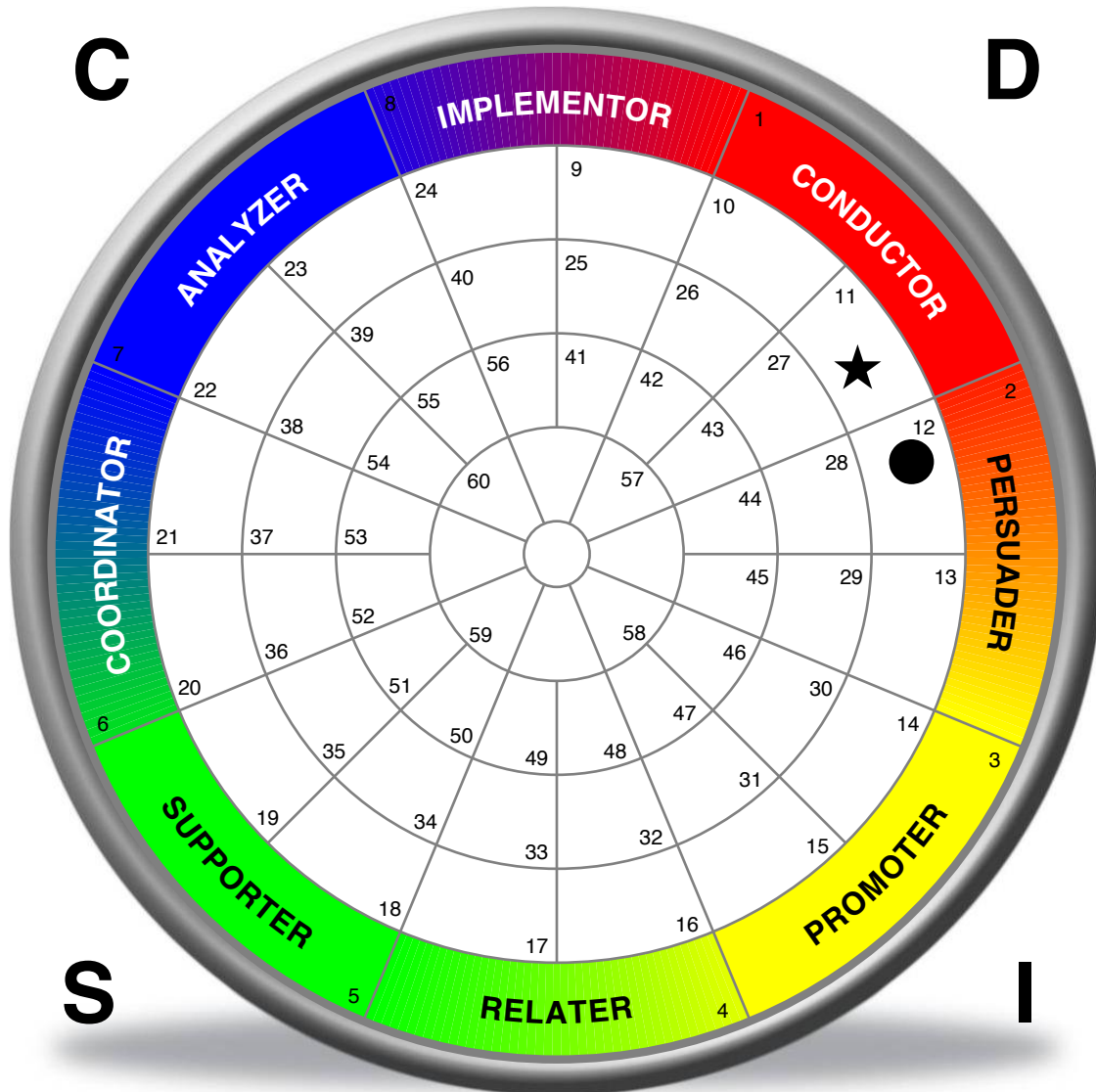
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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



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Adapted: ★ (11) PERSUADING CONDUCTOR

Natural: ● (12) CONDUCTING PERSUADER

Norm 2011 R4

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

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

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

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

YOUR PERSONAL MOTIVATORS RANKING		
1st	THEORETICAL	Strong
2nd	UTILITARIAN	Strong
3rd	INDIVIDUALISTIC	Situational
4th	SOCIAL	Situational
5th	TRADITIONAL	Indifferent
6th	AESTHETIC	Indifferent



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 systematize knowledge: knowledge for the sake of knowledge.

- She may have difficulty putting down a good book.
- The process is not as important to her as the results.
- Understanding social problems and their ramifications is one of her strengths.
- People who talk on a subject without adequate knowledge will frustrate her and cause her to lose interest in the conversation.
- She sees the value in having good libraries and bookstores in every community.
- Many may see her as an intellectual.
- Sally never walked by a bookstore or library she didn't want to visit.
- Sally is good at integrating the past, present and future.
- Sally may use her specialized knowledge of a topic to control the situation.
- Sally will seek the "truth," yet "truth" is relative and will be defined by her own standards.
- Sally will spend time and money helping people who have committed their lives to educating themselves and others.
- Sally will use her knowledge to ensure economic security.

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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.

- Sally can be assertive in meeting her needs.
- She will evaluate each situation individually and determine how much or how little control she will want to exercise.
- At times Sally can be very competitive.
- The amount of control she attempts will increase if she has strong feelings about the issues involved with the situation. If, however, she has little interest in the issues involved, she will not see the need for exercising control.

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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 will definitely attempt to help an individual or group overcome a predicament, but only if they have "touched the right chords" within her.
- Sally's desire to help others (even to her own detriment) or decision not to help others, is reviewed on an individual basis.

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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.

- In many cases, Sally will want to set her own rules which will allow her own intuition to guide and direct her actions.
- She will not be afraid to explore new and different ways of interpreting her own belief system.
- Sally's passion in life will be found in one or two of the other dimensions discussed in this report.
- Traditions will not place limits or boundaries on Sally.
- Sally can be creative in interpreting other systems or traditions and selective in applying those traditions.
- She will work within a broadly defined set of beliefs.
- It may be hard to manipulate Sally because she has not defined a philosophy or system that can provide immediate answers to every situation.

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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.

- She wants to take a practical approach to events.
- Intellectually, Sally can see the need for beauty, but has difficulty buying the finer things in life.
- She is a very practical person who is not sensitive to being in harmony with her surroundings.
- Sally's passion in life will be found in one or two of the other motivators discussed in this report.
- The utility of "something" is more important than its beauty, form and harmony.
- Sally is not necessarily worried about form and beauty in her environment.
- Unpleasant surroundings will not stifle her creativity.

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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" utilizing your Theoretical.

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

1. How does the mindset of a high Aesthetic contribute to today's workforce?
2. How do Aesthetics contribute to the world, your professional life and your personal life?

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

- Connect the common need to look at problems from a holistic viewpoint. Understand one viewpoint is through the objective data analysis versus that of the Aesthetic, which is from a subjective, or feeling related, standpoint.
- Ask questions to bring the Aesthetic perspective into reality, and utilize visuals in order to influence them. Partner with them in order to visually represent shared opinions.

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

- Provide the high Aesthetic with information and data to substantiate why decisions that may disrupt the balance need to be made at times. Assist with bringing the objective to the subjective
- Understand that a harmonious organization is more likely to be comfortable with the vulnerability that comes with the need for continuous learning. If fear is present in the organization, it will be less likely to get new information to spread through the company.

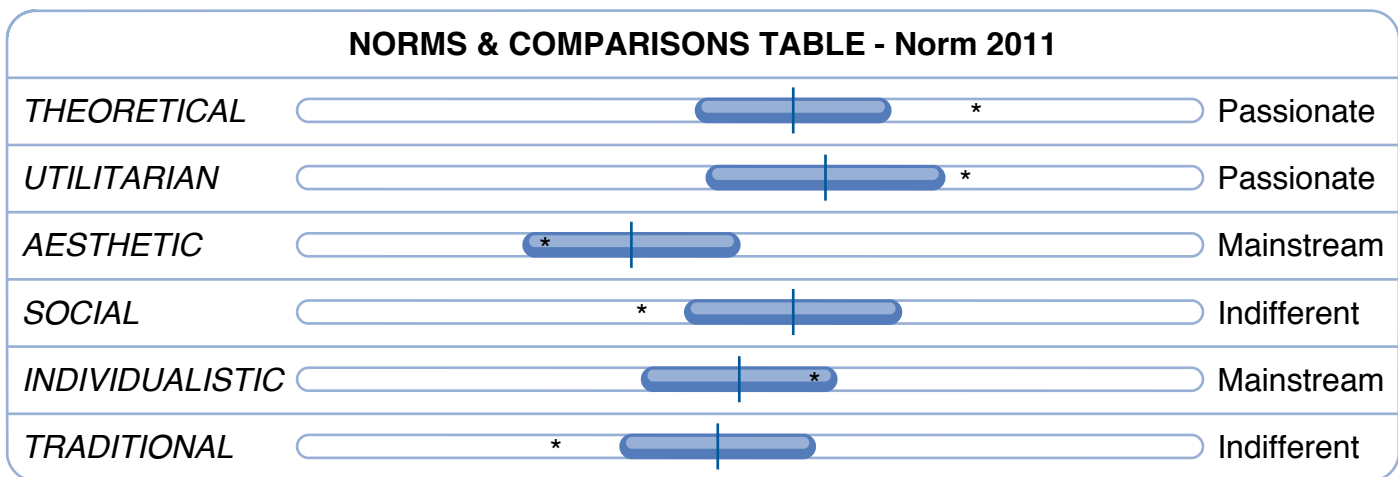


MOTIVATORS - NORMS & COMPARISONS

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 energized. 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.



- 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



MOTIVATORS - NORMS & COMPARISONS

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

- You have an intense passion for learning new things, always searching for opportunities to advance your knowledge. Others may struggle with the amount of time and resources you are willing to invest to learn new things. They might think you should stop learning and start doing.
- 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.

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

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



MOTIVATORS HIERARCHY

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

1. 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



8.5

5.7*

2. 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



8.3

6.2*

3. 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



6.0

4.8*

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



3.3

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



2.0

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



1.8

3.2*

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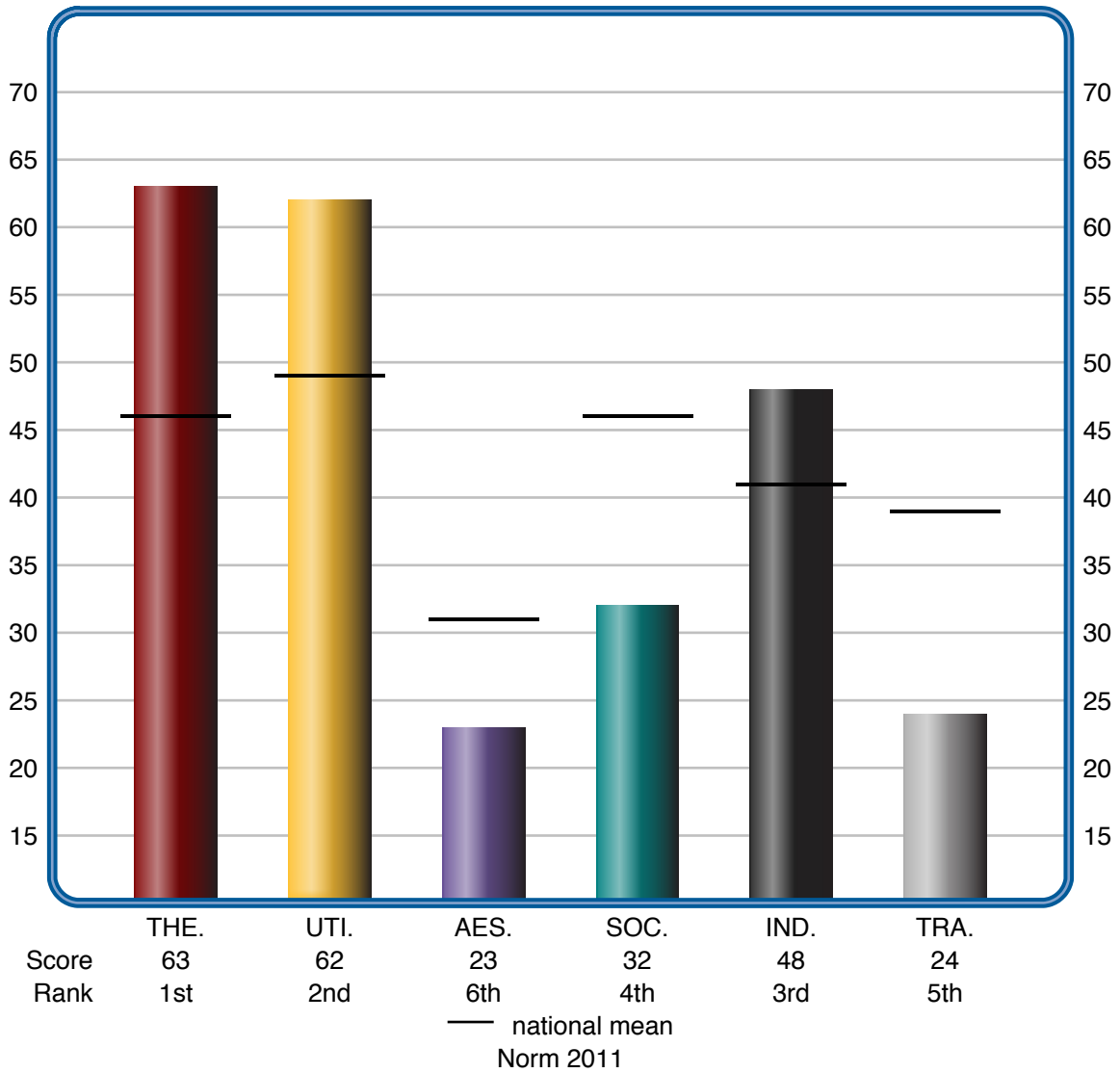
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* 68% of the population falls within the shaded area.



Sally Sample

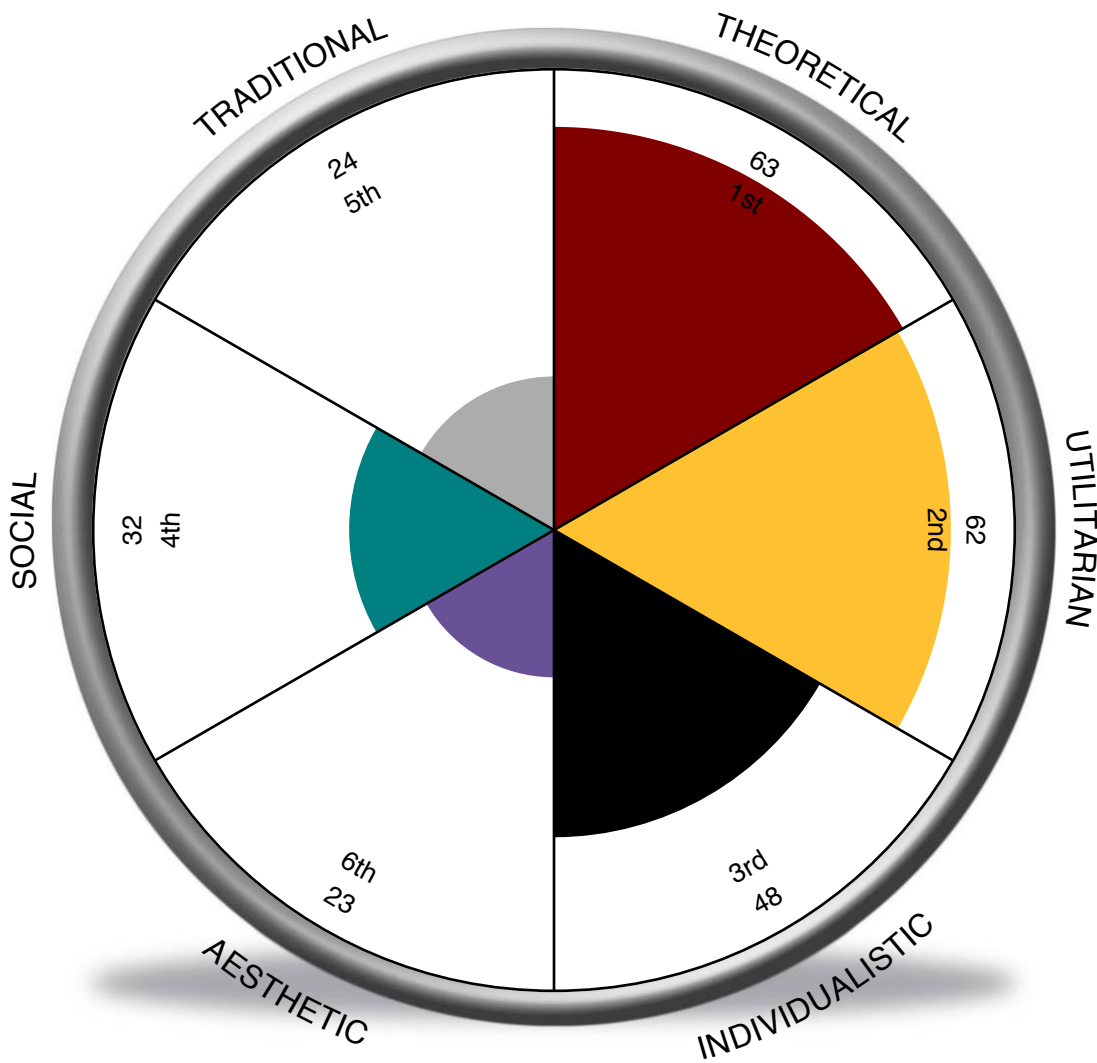
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Sally Sample

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INTRODUCTION

Integrating Behaviors and Motivators Section

Sally Sample

The ultimate power behind increasing job satisfaction and performance comes from the blending of your behaviors 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 Behavioral and Motivational Strengths
- Potential Behavioral and Motivational Conflict
- Ideal Environment
- Keys to Motivating
- Keys to Managing



POTENTIAL BEHAVIORAL AND MOTIVATIONAL STRENGTHS

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

- Thrives on the challenge of solving problems.
- Uses knowledge to support her position.
- Has an entrepreneurial mindset.
- Very creative in solving problems.
- Willing to share knowledge to benefit the team or organization.
- Motivates others to continue education.
- Optimistic in process improvement.
- Resourceful and influential in creating effective results.

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This section of the report was produced by analyzing 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:

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- A friendly work environment.
- Participation in meetings on future planning.
- Public recognition of her ideas and results.
- Challenging problems where her knowledge and research capabilities can be maximized.
- Complete information in bulleted format for her own investigation.
- Praise for her knowledge base and research capabilities.
- Recognition for solid use of resources and investments.
- Freedom to include others in the celebration of achievements.
- Freedom to get desired results through efficiency and a "can do" attitude.



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:

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- Better organization of record keeping.
- To mask emotions when appropriate.
- Help on controlling time and setting priorities.
- To understand that all battles cannot be conquered through assertiveness and expression of knowledge.
- A manager that realizes that she wants to learn new ways to solve problems and make decisions.
- Seek out ways to organize thoughts in order to effectively convey the desired information.
- To manage enthusiasm in order to be an effective listener.
- To assess the risk and rewards of each decision.
- To be an active listener instead of dominating the discussion.



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

- **Self-Awareness** is the ability to recognize 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 refers to 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.



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

- She has a firm grasp of her strengths and weaknesses.
- Clearly identifies her passions in life.
- She projects confidence.

Self-Regulation

- When in a bad mood, she may brood about it.
- May introduce unnecessary conflict when working with others.
- Her negative emotions could affect performance of the team.

Motivation

- She always meets her goals and others' expectations, but perhaps not always exceed them.
- Others perceive her as competent, but nobody would call her an overachiever.
- May face frequent obstacles when she is pursuing her goals.

Empathy

- Generally recognizes when she has offended someone, but she may be unsure of how to avoid that in the future.
- Would benefit from working on her active listening skills.
- May have difficulty empathizing when she has not been there herself.

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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 5.8.

You have a low level of self-regulation and may experience trouble controlling emotions.

What you can do:

- Practice self-restraint by listening first, pausing and then responding.
- Learn to step away from difficult or overwhelming situations.
- Be committed to not interrupting others.
- When becoming frustrated, summarize the situation to determine triggers.
- Pre-plan effective responses to a stressful situation with a family member, friend or trusted co-worker (use examples of workplace circumstances).
- Determine activities that improve your mood and take action when you feel stressed or overwhelmed.
- Focus on events that provide a sense of calm or positive emotions.
- Keep a log of your effective self-management skills.
- Discuss ways of expressing emotions appropriately with your co-workers.
- When negative emotions take over, try to visualize a different scene.
- Put things in perspective. Ask yourself, "What is the worst that can happen?" or "How will I feel about this a week from now?"

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The ability to understand the emotional makeup of other people.

You scored a 8.3.

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 behavior to evaluate the negative or positive emotions of others.
- Practice empathetic communication in response to your family members and coworkers.
- Watch interactions of other people that you determine to be empathetic. What can you do to model that behavior?
- 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.

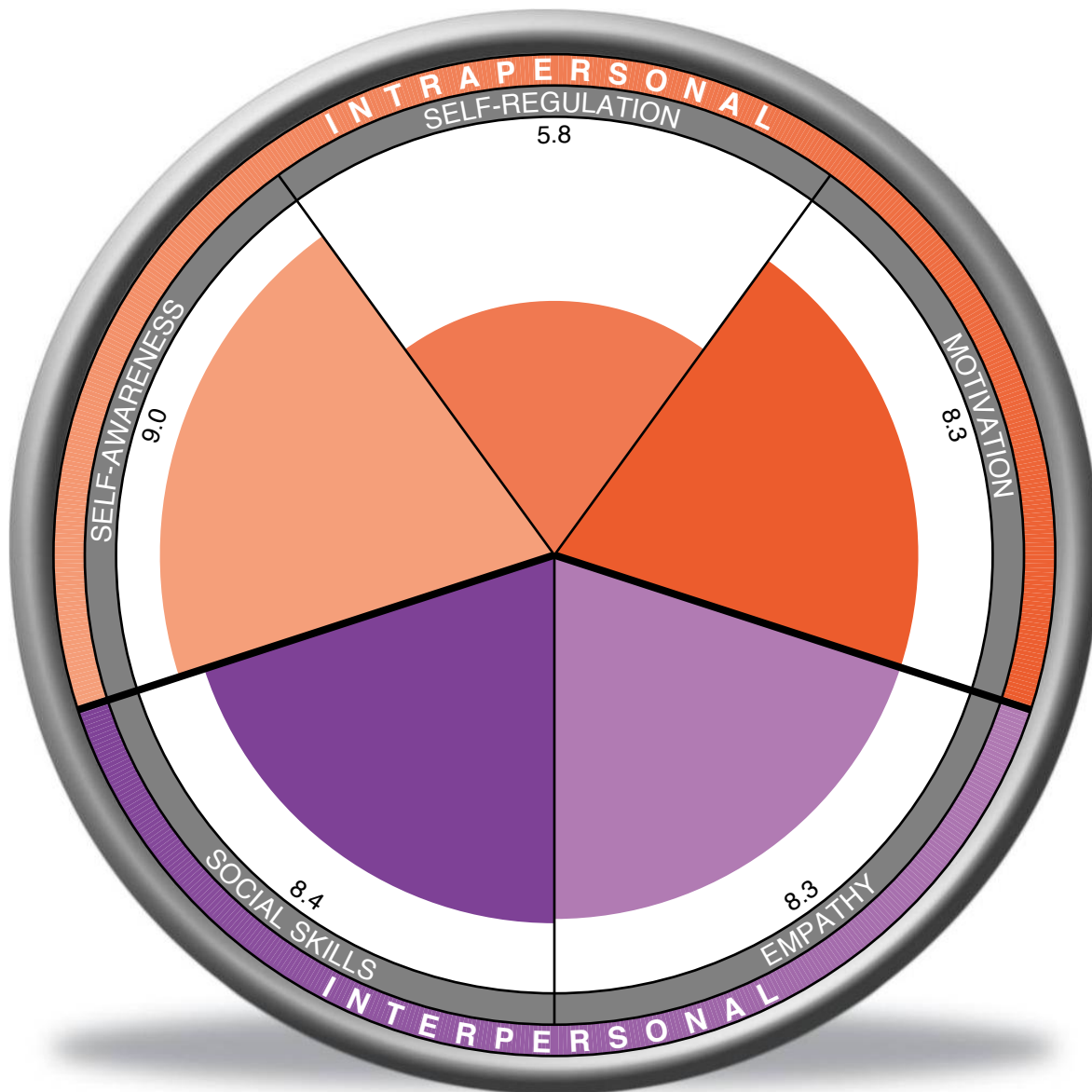
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Sally Sample

ABC Co.

2-1-2013





INTRODUCTION

Blending Behaviors, Motivators and EQ for Success

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

For years, TTI has educated the corporate world on behaviors, 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 behaviors 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 behaviors and motivators can not only expand the working language and communication of an organization, but can help an individual successfully navigate the workplace maze and feel a sense of accomplishment and reward from doing so.



BLENDING BEHAVIORS, 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 behavioral 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 high level of Self-Awareness. She is able to anticipate her feelings and is mentally and physically aware of a change in how she is feeling. Coupled with her high "Dominance" behavioral style, this can be extraordinarily powerful. Most high "Dominants" have a short fuse and are unaware of when their particular triggers are ignited. However, with Sally's level of Self-Awareness she is aware of the physical and emotional response connected to these triggers.

Sally has a low level of Self-Regulation. She may not be able to temper responses and reactions to emotionally charged events. Possessing a high "Dominant" behavioral style indicates that Sally would be quick to anger, make snap decisions and have a short temper. However, with low Self-Regulation, the typical behavioral characteristics may be intensified slightly, and this can have a negative impact on communications with others. By understanding her dominant behavior and how it impacts the communication flow with others, Sally would benefit from understanding how to adapt this communication style for a more positive outcome. Be careful in instances where the topic at hand directly relates to Sally's Theoretical and Utilitarian motivators in particular. The ability for her to utilize her knowledge of his behaviors 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 don't satisfy her Theoretical and Utilitarian drivers. This motivation is an internal drive to achieve the goal; however, with motivation being moderately developed, it's important to utilize an external driver or "carrot" to chase. In order to achieve complete engagement and superior performance, it will be important for her Theoretical and Utilitarian drivers to be heavily satisfied through her career.

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