



TTI
SUCCESS
INSIGHTS®

TriMetrix® EQ
Management-Staff

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2-12-2016



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: behaviors, driving forces and emotional intelligence. Understanding strengths and weaknesses in each of the three areas will lead to personal and professional development and a higher level of satisfaction.

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

Behaviors

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

Driving Forces

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

Integrating Behaviors And Driving Forces

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

Emotional Intelligence Section

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

Blending Behaviors, Driving Forces And EQ

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



Introduction Behaviors Section

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

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

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

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

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

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



Communication Tips

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

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

- Prepare your "case" in advance.
- Stick to business.
- Be accurate and realistic.

Factors that will create tension or dissatisfaction:

- Being giddy, casual, informal, loud.
- Pushing too hard or being unrealistic with deadlines.
- Being disorganized 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-organized "package."

Factors that will create tension or dissatisfaction:

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

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.
- Don't 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.



Descriptors

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

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



Time Wasters

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

Long Lunches

Long lunches are those that extend beyond the normal time for eating. They could be kept within a specific time frame but are not.

Possible Causes:

- Get involved in the excitement of conversation and forget about time
- See long lunches as a networking opportunity
- Like doing business in a social, non-threatening environment
- Use long lunches as a way to avoid unpleasant tasks, people or the work environment

Possible Solutions:

- Set a specific time for lunch and STICK TO IT
- Have meetings in the office
- Set meetings right after lunch
- Have working lunches

Open Door Policy

An open door policy in this context refers to giving unlimited and unmonitored access to anyone who wishes to see you.

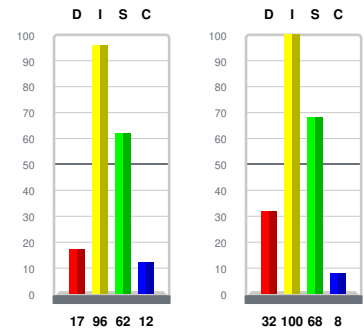
Possible Causes:

- Want to be seen as supportive and available
- Want the social interaction of people dropping by
- Have a difficult time saying "no"
- Use people interruptions as a way of procrastinating or justifying missed deadlines



Adapted Style

Natural Style

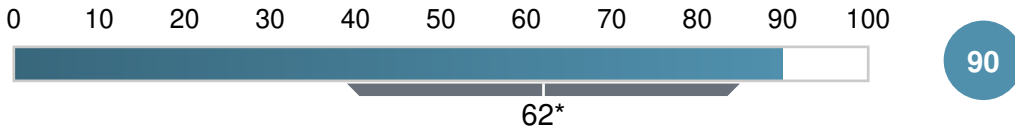




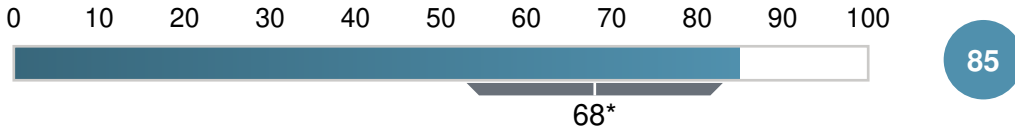
Behavioral Hierarchy

Your observable behavior 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 behavioral traits from the strongest to the weakest.

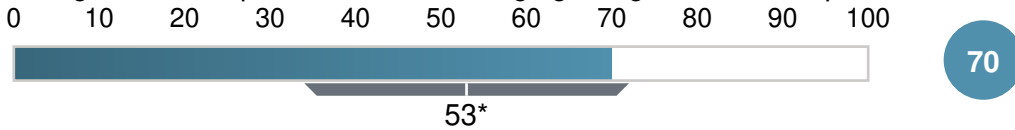
1. Frequent Interaction with Others - Dealing with multiple interruptions on a continual basis, always maintaining a friendly interface with others.



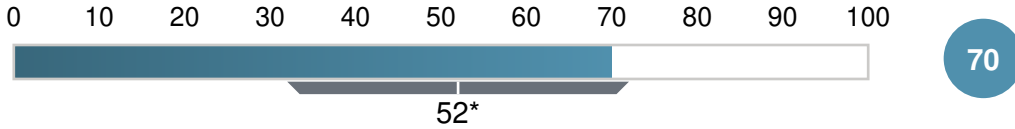
2. People Oriented - Spending a high percentage of time successfully working with a wide range of people from diverse backgrounds to achieve "win-win" outcomes.



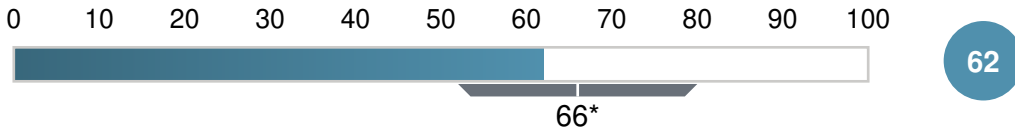
3. Versatility - Bringing together a multitude of talents and a willingness to adapt the talents to changing assignments as required.



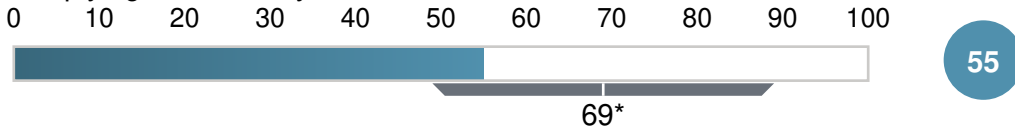
4. Frequent Change - Moving easily from task to task or being asked to leave several tasks unfinished and easily move on to the new task with little or no notice.



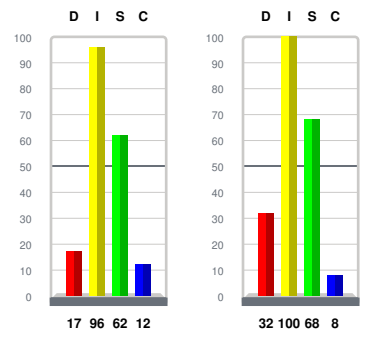
5. Customer Relations - A desire to convey your sincere interest in them.



6. Following Policy - Complying with the policy or if no policy, complying with the way it has been done.



Adapted Style Natural Style

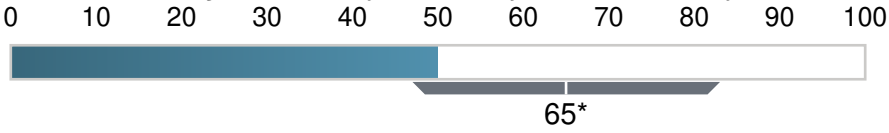


* 68% of the population falls within the shaded area.



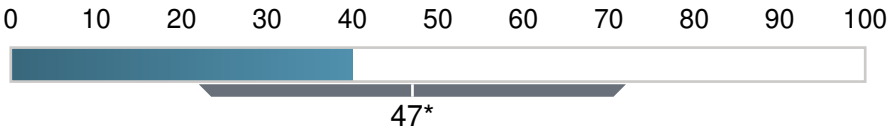
Behavioral Hierarchy

7. Consistency - The ability to do the job the same way.



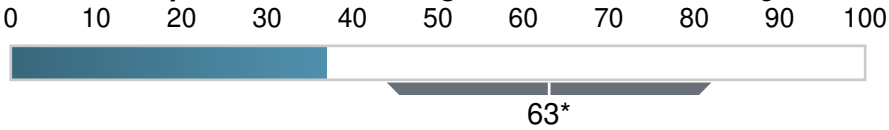
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8. Competitiveness - Tenacity, boldness, assertiveness and a "will to win" in all situations.



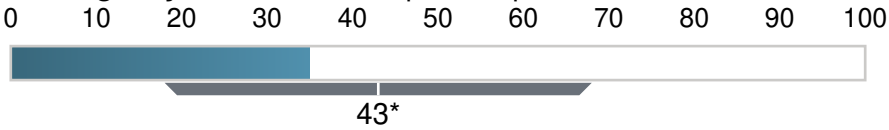
40

9. Follow Up and Follow Through - A need to be thorough.



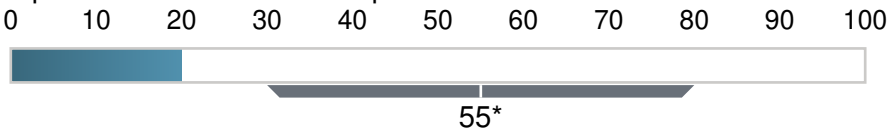
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10. Urgency - Decisiveness, quick response and fast action.



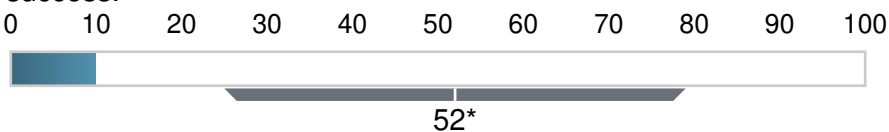
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11. Analysis of Data - Information is maintained accurately for repeated examination as required.



20

12. Organized Workplace - Systems and procedures followed for success.

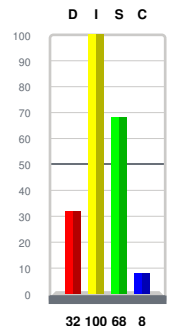
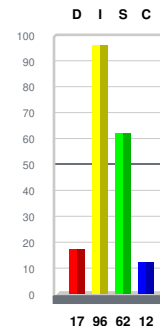


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Adapted Style

Natural Style



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

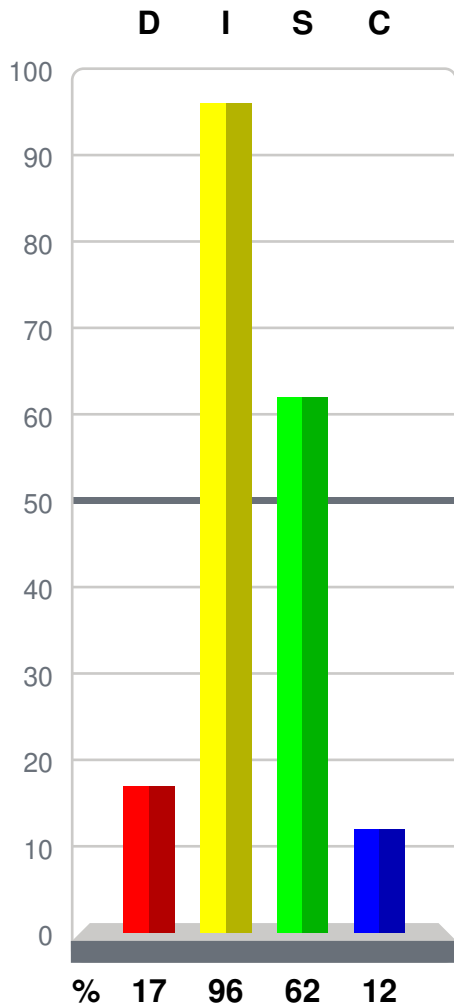


Style Insights® Graphs

2-12-2016

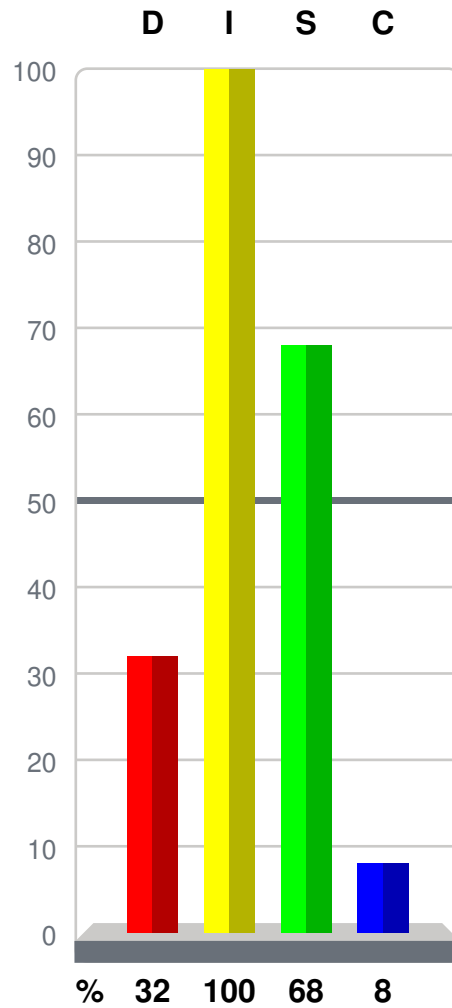
Adapted Style

Graph I



Natural Style

Graph II



Norm 2015 R4



The Success Insights® Wheel

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

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

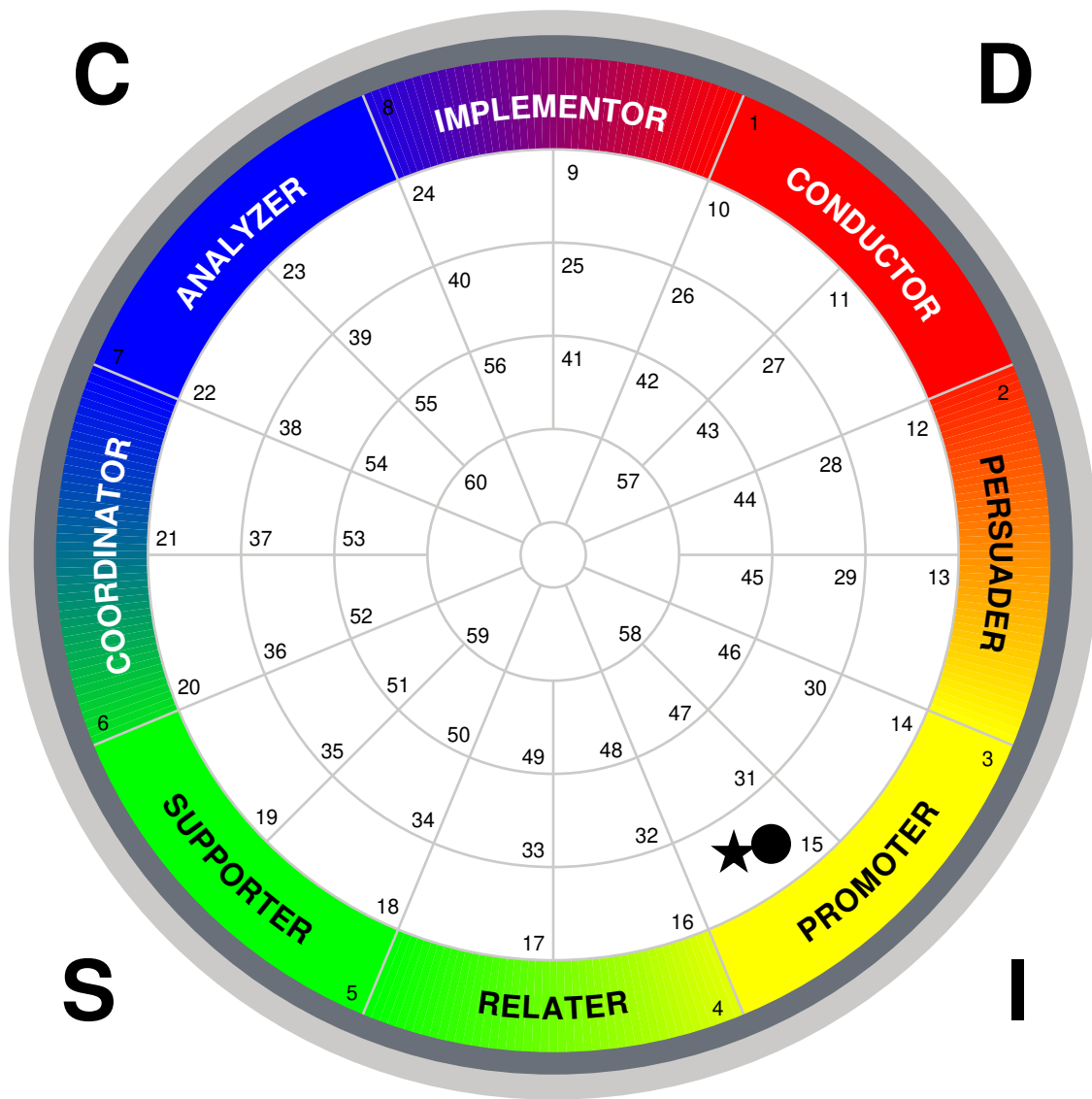
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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.



The Success Insights® Wheel

2-12-2016



Adapted: ★ (15) RELATING PROMOTER
 Natural: ● (15) RELATING PROMOTER

Norm 2015 R4



Understanding Your Driving Forces

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

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

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

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

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

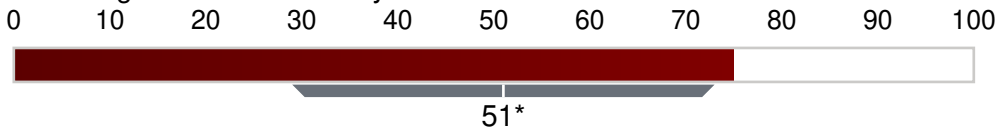
- Understand how your driving forces are at play in your career and relationships
- Be able to apply your understanding of your driving forces to your relationships and job-related performance
- Have a clearer impression of your purpose and direction in life, which can lead to greater satisfaction in work and life



Primary Driving Forces Cluster

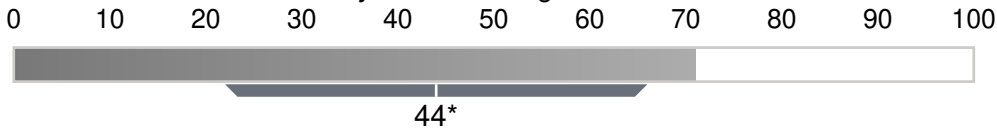
Your top driving forces create a cluster of drivers that move you to action. If you focus on the cluster rather than a single driver you can create combinations of factors that are very specific to you. The closer the scores are to each other the more you can pull from each driver. Think about the driver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

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



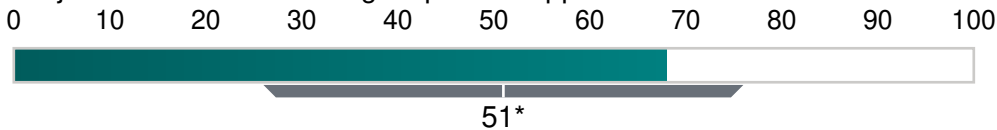
75

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



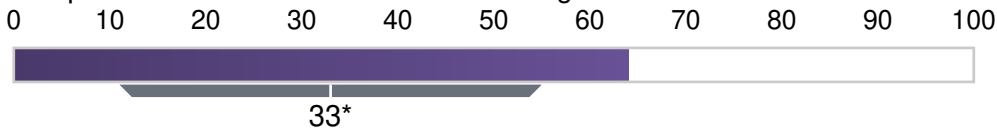
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3. Intentional - People who are driven to assist others for a specific purpose, not just for the sake of being helpful or supportive.



68

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



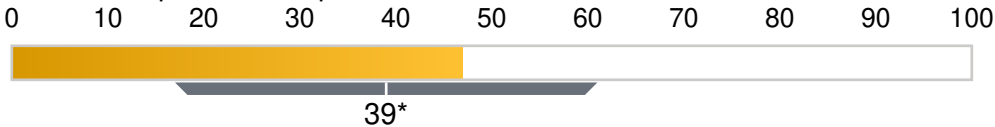
64



Situational Driving Forces Cluster

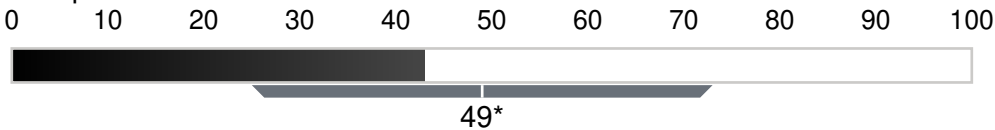
Your middle driving forces create a cluster of drivers that come in to play on a situational basis. While not as significant as your primary drivers, they can influence your actions in certain scenarios.

5. Selfless - People who are driven by completing tasks for the greater good, with little expectation of personal return.



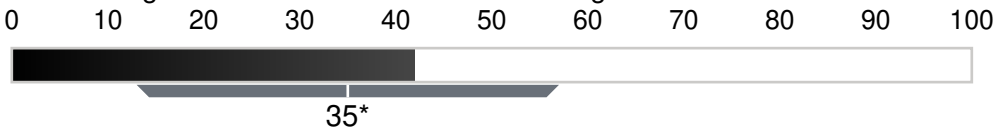
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6. Commanding - People who are driven by status, recognition and control over personal freedom.



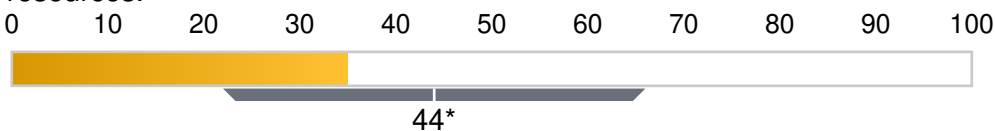
43

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



42

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



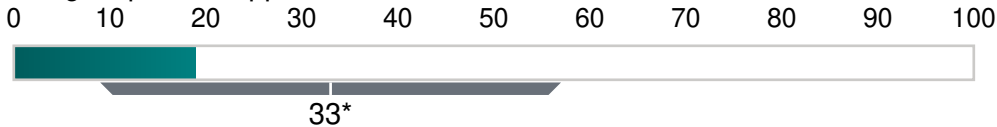
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Indifferent Driving Forces Cluster

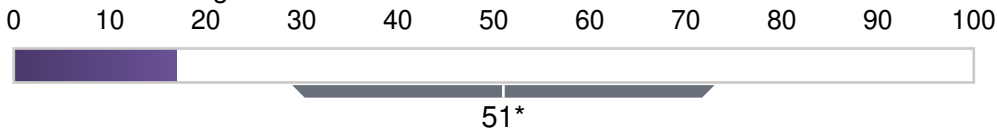
You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.

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



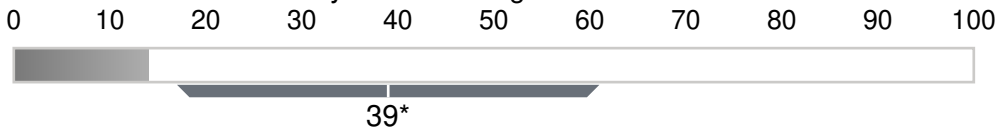
19

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



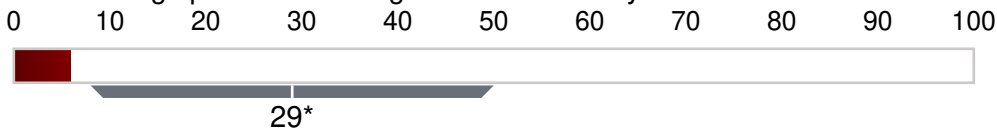
17

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



14

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



6

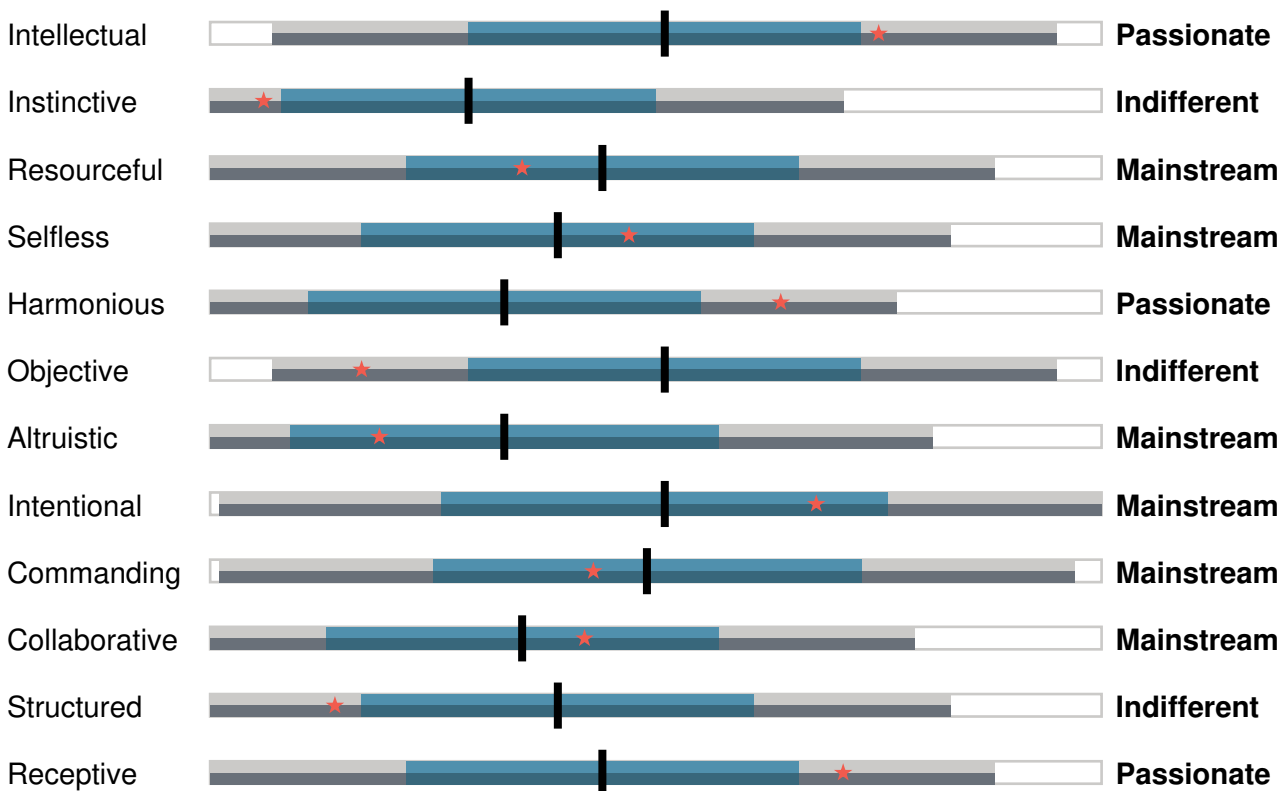


Areas for Awareness

For years you have heard statements like, "Different strokes for different folks," "to each his own," and "people do things for their own reasons, not yours." When you are surrounded by people who share similar driving forces, you will fit in with the group and be energized. However, when surrounded by people whose driving forces are significantly different from yours, you may be perceived as out of the mainstream. These differences can induce stress or conflict.

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

Norms & Comparisons Table - Norm 2015

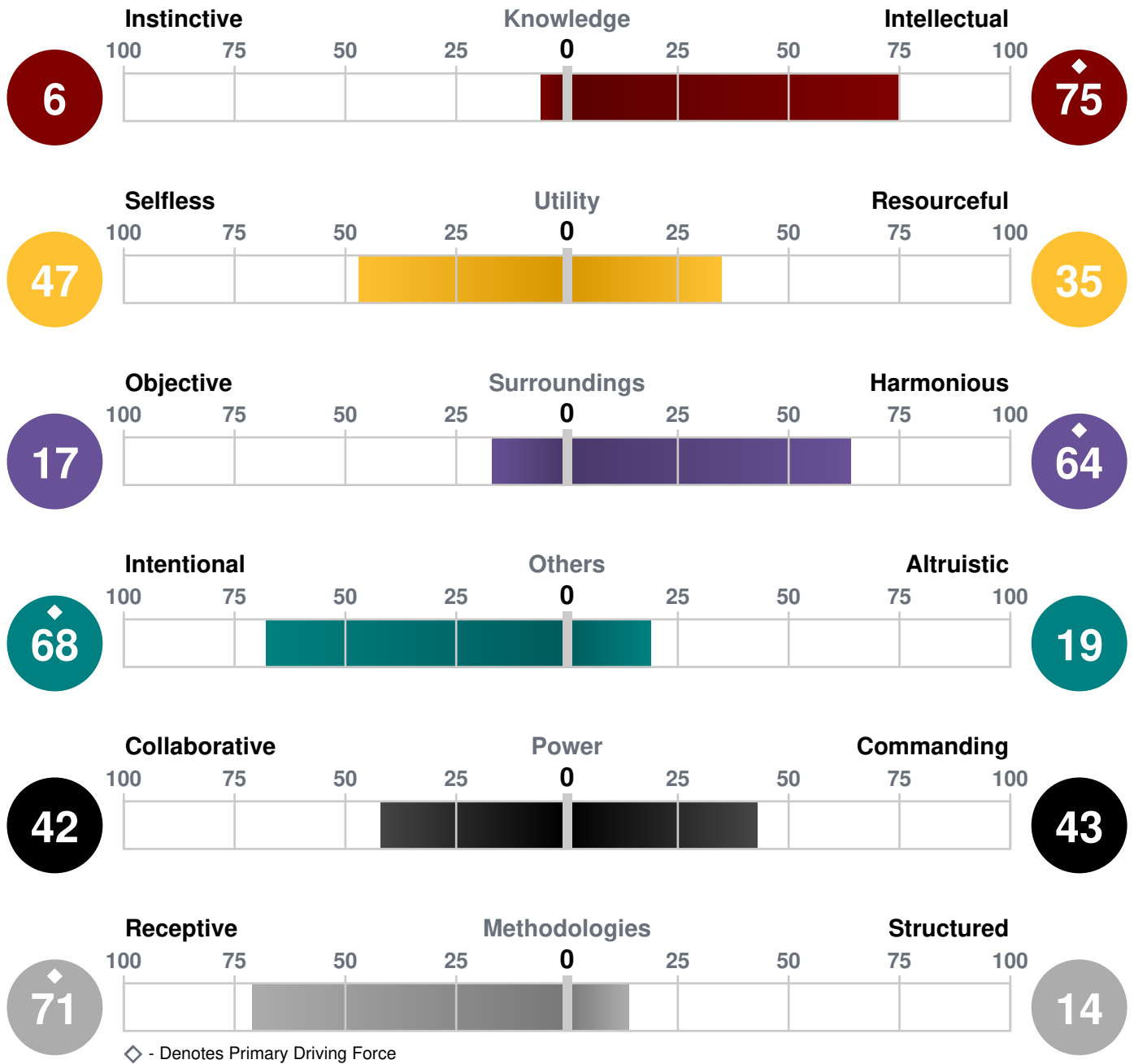


- 1st Standard Deviation - * 68% of the population falls within the shaded area.
 - 2nd Standard Deviation
 - 3rd Standard Deviation
 - national mean
 - your score

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

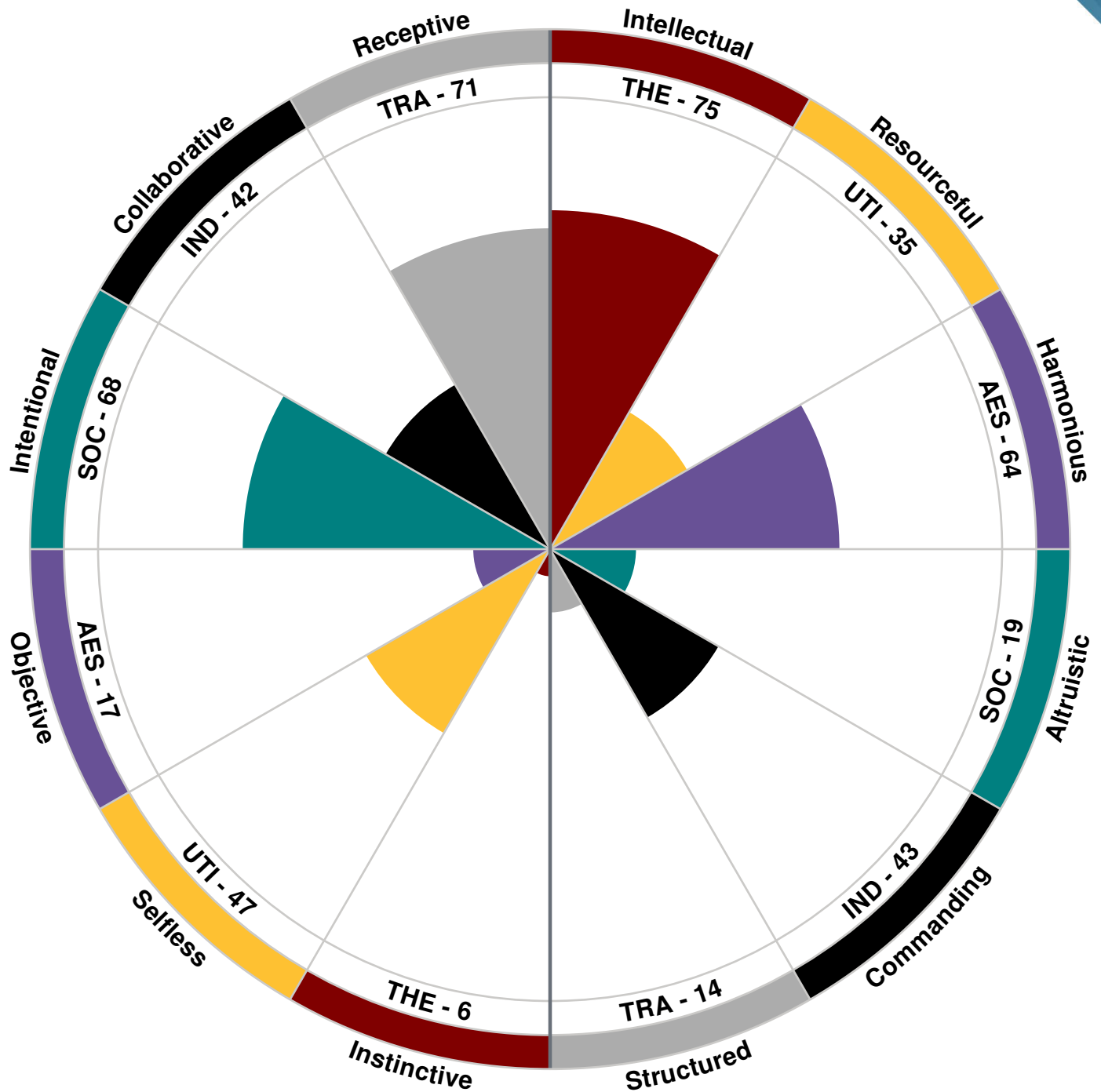


Driving Forces Graph



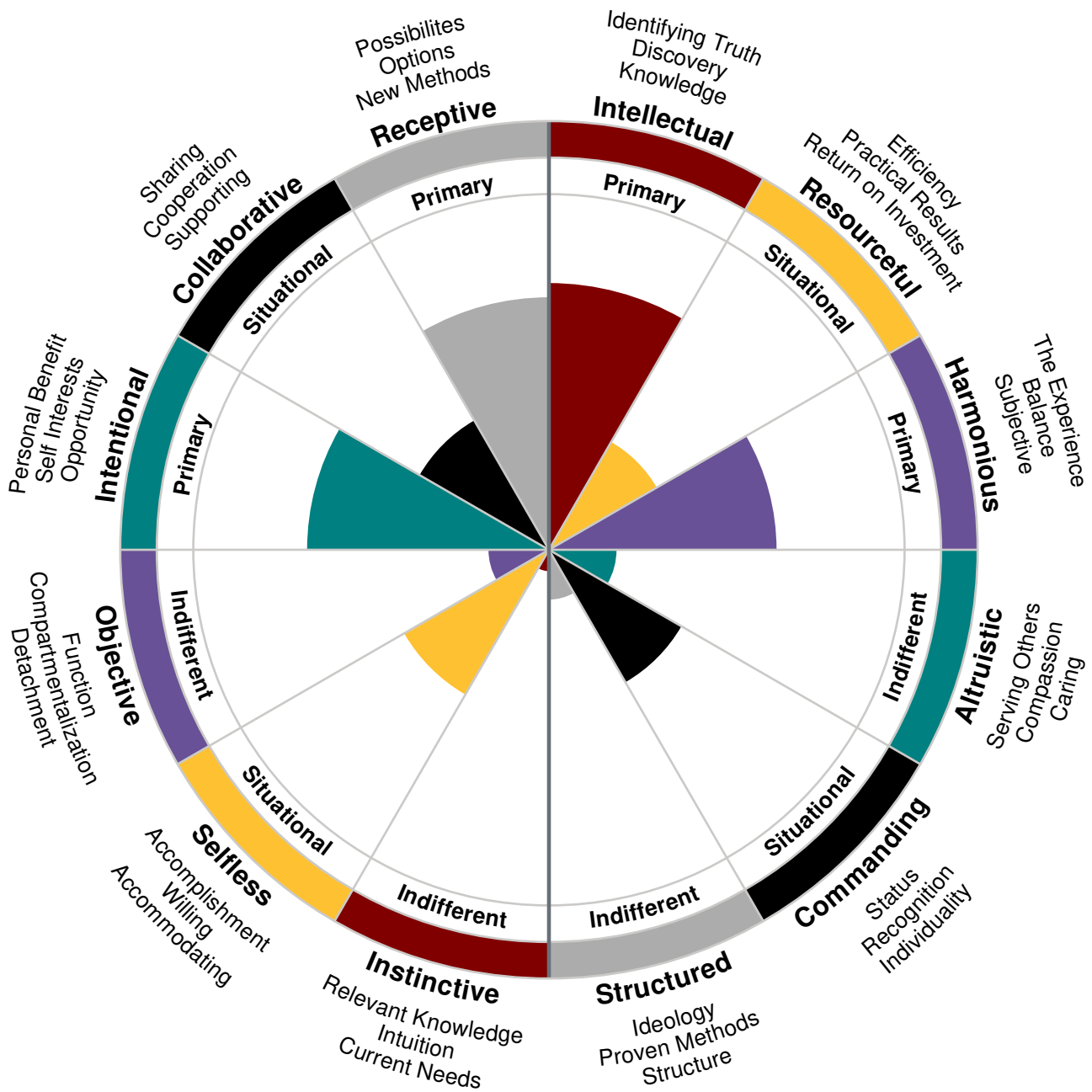


Driving Forces Wheel





Descriptors Wheel





Introduction Integrating Behaviors and Driving Forces Section

The ultimate power behind increasing job satisfaction and performance comes from the blending of your behaviors and driving forces. Each individually is powerful in order to modify your actions, but the synergy of blending the two moves you to a whole new level.

In this section you will find:

- Potential 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 Mike's behavioral style and top four driving forces. Identify two to three potential strengths that need to be maximized and rewarded in order to enhance on-the-job satisfaction.

- Volunteers his knowledge on many subjects.
- Willing to share knowledge to benefit the team or organization.
- Looks for the positive side of every situation.
- Tends to promote new ideas in the organization.
- Always looking to do new and different things.
- Good at recruiting membership in organizations he enjoys.
- Willing to offer time and perspective when he sees others focused on a common goal.
- Wants to be seen as a leader in maximizing the production of people.
- Good at promoting causes that show potential return.
- Brings balance to the organization in a positive and friendly way.
- Expresses and strives for a balanced team.
- Always willing to share his ideas on how to enhance the surroundings.



Potential Behavioral and Motivational Conflict



This section describes the potential areas of conflict between Mike's behavioral style and top four driving forces. Identify two to three potential conflicts that need to be minimized in order to enhance on-the-job performance.

- May present facts and figures with too much emotion.
- May be too trusting of people as resources.
- Will tend to elaborate on limited data.
- May be ineffective when sharing the details of new methods with others.
- Will be frustrated when new and exciting opportunities can't be incorporated with the system.
- May think his optimistic view of new ideas is flawless.
- High trust and a desire to succeed could lead to being taken advantage of.
- When utilizing skills of others, he may slow the progress by talking too much.
- Would rather move on to a new person than have a difficult conversation with a direct report.
- Spends too much time self-reflecting and not enough time following through.
- Has difficulty looking at situations objectively.
- Over emphasizes the experience compared to the results.



Ideal Environment

People are more engaged and productive when their work environment matches the statements described in this section. This section identifies the ideal work environment based on Mike's behavioral style and top four driving forces. Use this section to identify specific duties and responsibilities that Mike enjoys.

- Flexibility to attend tradeshow and seminars in order to gain information and share with others.
- A forum to be curious about the discovery of new information.
- A leadership team that is optimistic toward learning new concepts or theories.
- An environment that rewards the communication of changes in the system.
- Ability to blend his creative and optimistic problem-solving approaches.
- Ability to celebrate the success of a project being completed using an innovative approach.
- Ability to showcase desired achievements in order to get the right people involved.
- Ability to develop and interact with individuals that may lead to future opportunities.
- An environment where interacting with others in an effort to achieve results.
- The need to be liked and to feel a part of a harmonious team.
- A forum to participate in meetings with others in an inviting meeting space.
- A fun and creative working environment.



Keys to Motivating

All people are different and motivated in various ways. This section of the report was produced by analyzing Mike's driving forces. Review each statement produced in this section with Mike and highlight those that are present "wants."

Mike wants:

- The opportunity to share knowledge with others.
- To research new information in a team environment requiring people interaction.
- To be seen as an expert in a variety of areas and wants to learn from discussions about new things.
- A manager that values his optimism about the ability to explore new ways of doing business.
- To be recognized as a promoter of new opportunities within the organization.
- Recognition for his ability to recruit others to new ideas, structures or beliefs.
- The flexibility to be creative in utilizing people assets.
- An opportunity to express how he improved productivity.
- To be a part of a high performing team that contributes to corporate objectives.
- To demonstrate the ways he has worked on the beautification of surroundings, either materialistically or environmentally.
- To be involved in keeping morale high and an overall harmonious work environment.
- The experience of the people and the surroundings to be happy and balanced.



Keys to Managing

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

Mike needs:

- To understand that others do not share the same excitement for new information.
- To establish a method for bringing knowledge to the process.
- To continue his learning in an environment filled with sharing of knowledge.
- Support in being an advocate for organizational systems, as long as they are open to new options.
- Assistance in propagating his enthusiasm for modernizing systems and structures.
- To be realistic about his ability to influence people to his out-of-the-box way of thinking.
- Assistance in managing time to meet his goals while working through other people.
- Support in handling situations when others fail to do their part.
- Balance between socializing and obtaining tangible assistance from others.
- To set clear objectives of their role in a work or team dynamic.
- Assistance in setting realistic and balanced expectations with tangible outcomes that allow for creativity and expression.
- To be aware of potential personal problems that could disrupt workflow.



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 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

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

Self-Awareness

- Can experience stress because he doesn't recognize when downtime is needed.
- May have trouble maintaining composure during a stressful time.
- May have difficulty prioritizing tasks.

Self-Regulation

- May have fallen into a habit of using ineffective emotional-regulation strategies.
- His negative emotions might affect performance of the team.
- Others may be afraid to approach him with bad news, criticism or potentially negative information because his reactions are unpredictable.

Motivation

- May be not fully appreciate the concept of risk versus reward and the work that comes with it, limiting his success.
- May not actively seek out creative challenges.
- May settle for mediocre results, when he could have potential for excellence.

Empathy

- Gives the impression that he is thoughtful and caring.
- Others feel he is compassionate towards them.
- Skilled at deciphering the emotional tone of any interaction.

Social Skills

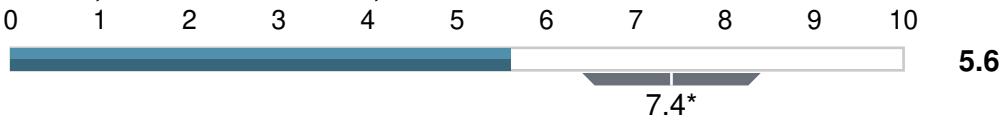
- He generally sees the connection between his actions and the impact they have on others.
- Is a good collaborator because he understands the dynamics of a team environment.
- Is able to quickly and easily develop relationships with others.



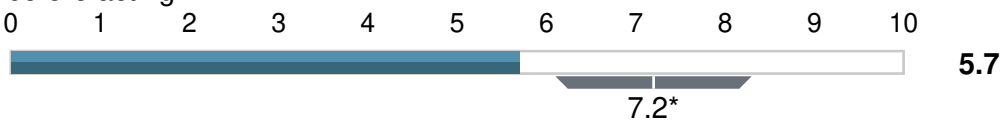
Emotional Quotient Assessment Results

The Emotional Quotient (EQ) is a measure of your ability to sense, understand, and effectively apply the power and acumen of your emotions and the emotions of others in order to facilitate high levels of collaboration and productivity. Your 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 recognize and understand your moods, emotions and drives, as well as their effect on others.



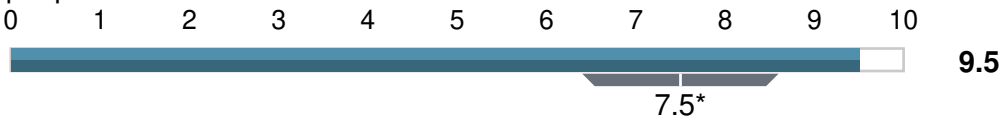
2. SELF-REGULATION - The ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting.



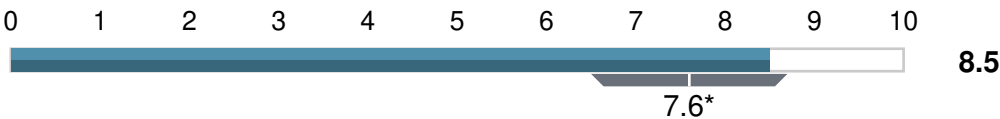
3. MOTIVATION - A passion to work for reasons that go beyond money or status, and a propensity to pursue goals with energy and persistence.



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



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



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



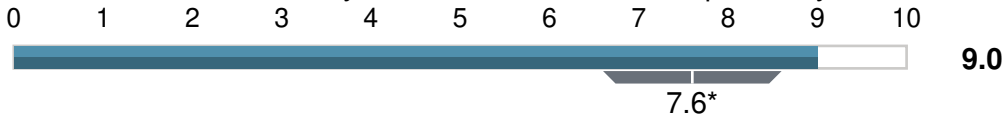
Emotional Quotient Scoring Information

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.

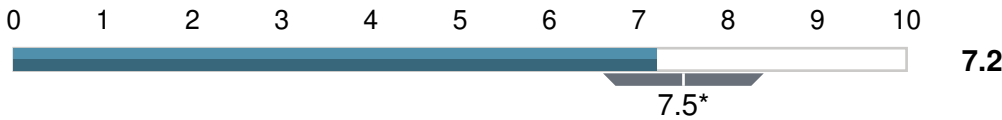
INTRAPERSONAL - The ability to understand yourself and form an accurate concept of yourself to operate effectively in life.



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



TOTAL EMOTIONAL QUOTIENT - Your total level of emotional intelligence, formed by combining your intrapersonal and interpersonal scores.





Intrapersonal Self-Awareness

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

You scored a 5.6.

You may find it hard to identify and express your emotions which may impact your decisions. 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 behavior and seek to recognize what prompts your reactions.
- Reflect on how your emotions influence your behavior.
- Identify how negative or hurtful behavior 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 a month. (Make sure your goals and action items are SMART - specific, measurable, actionable, realistic and timed.)
- Make note several times a day in a journal about your emotional responses to the current situations to help raise your emotional awareness.





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 5.7.

You would benefit from developing your level of Self-Regulation in order to regulate negative emotions and experience positive ones.

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 frustration has occurred, summarize the situation to determine triggers.
- Role-play 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 elicit positive emotions.
- Keep a log of your effective and ineffective self-management skills so you can recall them in future situations.
- Discuss ways of expressing emotions appropriately with your co-workers.
- When negative emotions take over, try to visualize a positive or calming 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?"





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 6.7.

You may occasionally have thoughts along the lines of "I failed again" or "I just don't feel like trying," and may tend to have a more pessimistic approach.

What you can do:

- Set specific goals with dates for achievement.
- Clarify why the goals you have set are important to you.
- Define what motivates you by clarifying what you are truly passionate about.
- Work with a trusted advisor or peer to document your goals and then create detailed action items to reach them.
- Set aside time to focus on your passions each day, even if it is just five minutes at a time.
- List your goals and post them where you can see them.
- Spend time visualizing the outcome of what you are trying to achieve.
- With friends and family, celebrate accomplishments that bring you closer to your goals.
- Read articles or quotes that inspire you.
- Question the status quo and make suggestions for improvement.



Interpersonal Empathy

The ability to understand the emotional makeup of other people.

You scored a 9.5.

You have a unique skill of treating people according to their emotional reactions. You have the ability to utilize this information when making decisions.

What you can do:

- Attempt to fully understand others before communicating your point of view, this helps to ensure your message is received correctly.
- Watch interactions of other people and discuss your observations with a peer to sharpen your empathy skills.
- Observe body language for nonverbal messages being expressed.
- Empathizing with others can enhance your understanding and your relationships with them.
- Work with a trusted advisor to brainstorm ways to use your empathy to help others take accountability and make tough decisions.
- Mentor co-workers on effective ways to use empathy in the workplace.
- Demonstrate to others how to be nonjudgmental, especially when negative comments are being made about others.
- Offer personal assistance to your friends, family and even strangers who may be in need.
- Evaluate the best way to help elevate the emotional state of others in the way they might best appreciate.



Interpersonal Social Skills

A proficiency in managing relationships and building networks.

You scored a 8.5.

You are able to find common ground with others and generally are able to build good rapport. You are able to help build a strong team environment.

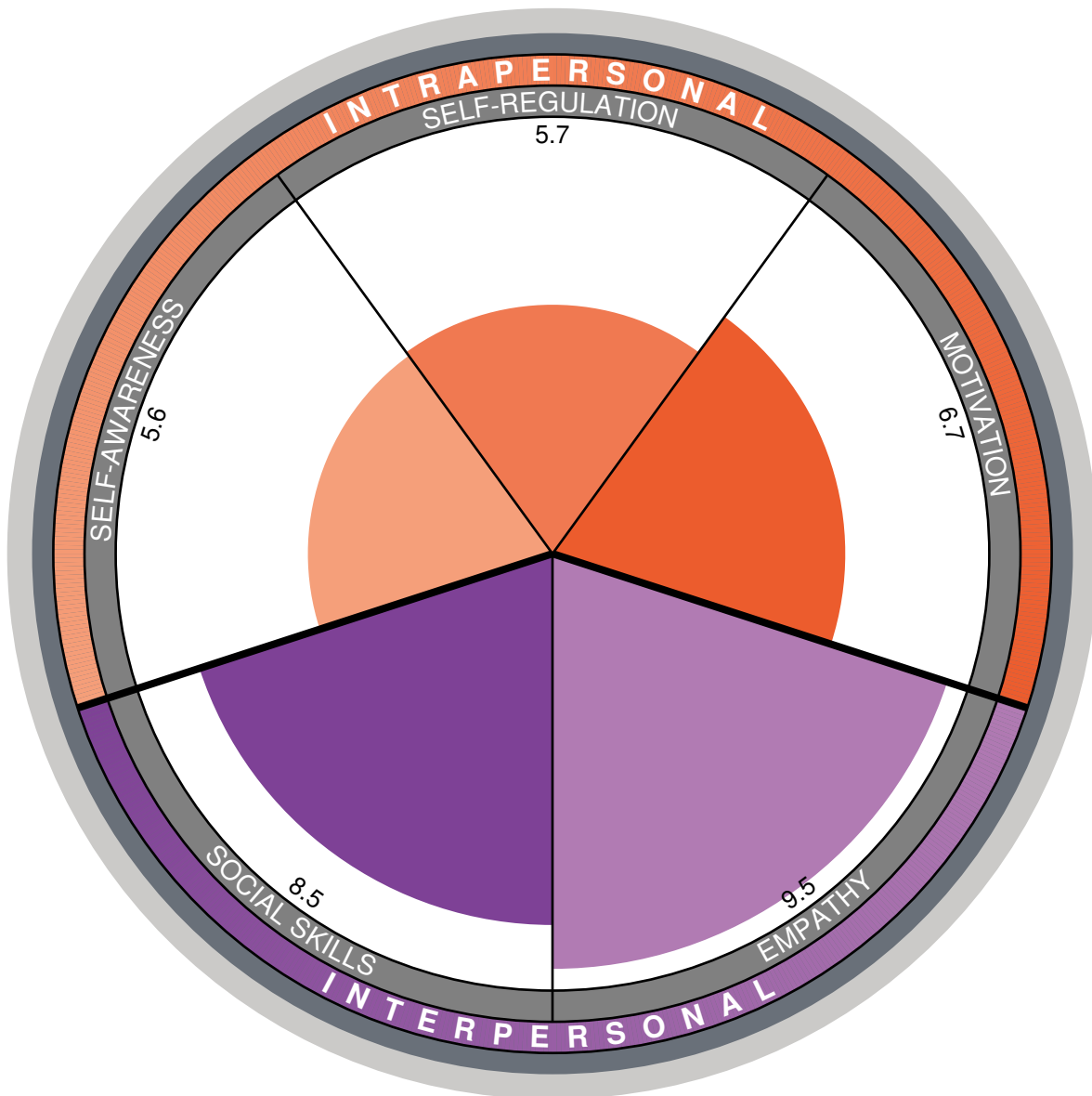
What you can do:

- Consider traits you admire in other people you know and ask them for feedback about yourself in those areas.
- Identify areas of social interactions that may make you uncomfortable and ask a trusted advisor to help improve in these areas.
- Consider the unique capabilities of those you interact with and how you can further encourage these traits in them.
- Pursue quality, rather than quantity, in your social bonds. Converse with others on an even deeper level.
- Remember unique facts about others. Use memory techniques and be fondly known as the one that remembers!
- Take notice when emotions are taking over an interaction, and then find ways to improve the emotional tone of the situation.
- Talk about your feelings related to work as well as personal circumstances with a trusted advisor, family member or friend.
- Find ways to be a positive influence at work by helping others improve their social skills.
- If you have a miscommunication or negative interaction, take accountability quickly and find ways to make amends.
- Demonstrate a curiosity about others and their well being and consider ways you may be of assistance.
- Consider ways you may be able to provide positive feedback to help others improve their social skills.
- Join a professional association or special interest group that meets regularly to practice building bonds.



Emotional Quotient™ Wheel

2-12-2016





Introduction

Blending Behaviors, Driving Forces 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, driving forces is the "why" they do what they do. This has explained the difference in actions for decades. However, recent research has led to the discovery of people with similar behaviors and driving forces, yet they still respond differently to situations, especially when the situations are emotionally charged.

Why is this? The answer is often found within a person's Emotional Intelligence. Understanding a person's EQ and applying this information to behaviors and driving forces 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, Driving Forces and EQ for Success

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

To clarify this section Mike's, primary driving forces cluster includes: Intellectual, Receptive, Intentional and Harmonious.

Mike has a low level of Self-Awareness. He doesn't tend to recognize mental and physical changes in how he is feeling. Coupled with his high "Influence" behavioral style, these feelings will be displayed purely on a behavioral 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 Mike may be unaware of the increased intensity being displayed.

Mike has a low level of Self-Regulation. He may not be able to temper responses and reactions to emotionally charged events. Possessing a high "Influence" behavioral style indicates that Mike will tend to avoid conflict. He will show physical signs of emotion through facial expressions, hand movements and overall body language. However, with low Self-Regulation, the typical behavioral characteristics may be intensified slightly, and this can have a negative impact on communication with others. By understanding his "Influence" behavior and how it impacts the communication flow with others, Mike will 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 Mike's primary driving forces cluster. The ability for him to utilize his knowledge of his behaviors will be hindered when a perceived threat to his drivers is present.

Mike has a low level of Motivation. He has a below average amount of motivation and passion to work for reasons that don't satisfy his primary driving forces cluster. This motivation is an internal drive to achieve the goal; however, with motivation being below average, it's imperative to utilize an external driver or "carrot" to chase. Engagement and superior performance may be achieved if and when his Intellectual, Receptive, Intentional and/or Harmonious have the potential to be satisfied through his career.

Mike has a high level of Empathy. He is able to anticipate how others will receive information or react to a situation. The power of being high in the Empathy dimension is the ability to see things from someone else's perspective. Mike typically views things from the perspective of his primary driving forces cluster, whereas not all people filter information from this viewpoint. Being able to step out of this mindset is key in being able to achieve social recognition and team identification within the organization which his "Influence" behavioral style requires.



Blending Behaviors, Driving Forces and EQ for Success

Mike has a high level of Social Skills. He is able to proficiently manage relationships and build networks. He is able to inspire and guide groups through nurturing relationships and his ability to create group synergy. Mike has a unique ability to build relationships with all types of people, whereas the majority of individuals build the best relationships with people that have like drivers. His primary areas of interest originate from Intellectual, Receptive, Intentional or Harmonious however, he is able to set these aside in order to form relationships that don't directly lead to the satisfaction of these passions. Behaviorally, Mike prefers a more informal and friendly communication style. Based on his well-developed Social Skills, he will be able to adapt his communication style to meet the needs of the relationship.
