TriMetrix® EQ
Executive

John Sample
Executive
Sample Co.

Communication Works, Inc.
Mindy@communicationworksinc.com
(858) 395-7814

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

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

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.

Motivators

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

Integrating 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.

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

General Characteristics

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

John can be sensitive about any comments regarding the quality of his work. He strives forward constantly to improvement in everything he does. He likes to work behind the scene and be seen as someone who is organized and has his life in order. He resists change if he feels the change will lower the quality of his work. If change is inevitable, he may need reassurances that his standards will continue to be met. Because of high expectations of his own job performance, John may sometimes feel that subordinates cannot perform up to his standards. Safety and security are important to him. John prefers to work in an environment that is both economically and physically sound. He can be a real "stickler" for quality systems and orderly procedures. He has a need to achieve in an environment in which the quality is controlled. He can become frustrated when put in a situation that is nothing more than a rambling discussion. He wants the safety features on his equipment to be in good working order. John is alert and sensitive to his errors and mistakes. He constantly seeks to avoid errors in his work. He can be characterized by his creativity and attention to quality and detail.

John is good at analyzing situations that can be felt, touched, seen, heard, personally observed or experienced. His motto is, "facts are facts." He gets frustrated when well-established rules are not observed by others. He prefers to have everyone adhere to the same rules and regulations. He takes pride in his competence or his ability to understand all the facts of a situation. He is good at concentrating on data while looking for the best method of solving the problem. He tends to make his decisions after deliberation and gives weight to all the pros and cons. John follows company policy, if aware of it. He feels tension when forced to make major decisions quickly. He, capable of making daily decisions routinely, usually becomes cautious about the bigger decisions; he wants to be absolutely certain his decision is correct. He can be seen as a thinker whose intuitive talents can bring divergent ideas to the forefront.

Adapted Style

D I S C

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38 56 47 67

Natural Style

D I S C

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John is patient and persistent in his approach to achieving goals. He responds to challenges in a cooperative manner and wants the "team" to win without the need of a perceived "shining star." He can be outgoing at times. Basically introverted, he will engage in social conversation when the occasion warrants. Whenever possible, John avoids face-to-face conflict. John's work represents his true self and he will take issue when people attack the quality of his work. John is usually slow to anger, but when "enough is enough" he may tend to explode. People will then have no doubt about his feelings. He enjoys analyzing the motives of others. This allows him to develop his intuitive skills. He does not like to work for a manager who uses a confrontational management style. He tends to withdraw and not express himself, and may become unproductive if he feels threatened. Because John wants to be certain he is performing his work assignments correctly, he enjoys working for a manager who explains what is expected of him.

Adapted Style

Natural Style

D I S C

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D I S C

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Value to the Organization

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

- Always concerned about quality work.

- Proficient and skilled in his technical specialty.

- Adaptable.

- Cooperative member of the management team.

- Maintains standards.

- Flexible.

- Turns confrontation into positives.

- Will gather data for decision making.

- Respect for authority and organizational structure.

Adapted Style

D I S C

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Natural Style

D I S C

42 54 55 59

Checklist for Communicating

Most people are aware of and sensitive to the ways with which they prefer to be communicated. Many people find this section to be extremely accurate and important for enhanced interpersonal communication. This page provides other people with a list of things to DO when communicating with John. Read each statement and identify the 3 or 4 statements which are most important to him. We recommend highlighting the most important "DO's" and provide a listing to those who communicate with John most frequently.

Ways to Communicate:

☐ Make an organized contribution to his efforts, present specifics and do what you say you can do.

☐ Give him time to verify reliability of your actions; be accurate, realistic.

☐ Support his principles; use a thoughtful approach; build your credibility by listing pros and cons to any suggestion you make.

☐ Make an organized presentation of your position, if you disagree.

☐ Give him time to verify reliability of your comments--be accurate and realistic.

☐ Be sincere and use a tone of voice that shows sincerity.

☐ Follow through, if you agree.

☐ Support your communications with correct facts and data.

☐ Give him time to ask questions.

☐ Give him time to be thorough, when appropriate.

☐ Draw up a scheduled approach to implementing action with a step-by-step timetable; assure him that there won't be surprises.

☐ Take time to be sure that he is in agreement and understands what you said.

☐ Prepare your "case" in advance.

Adapted Style

Natural Style

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D I S C

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Checklist for Communicating Continued

This section of the report is a list of things NOT to do while communicating with John. Review each statement with John and identify those methods of communication that result in frustration or reduced performance. By sharing this information, both parties can negotiate a communication system that is mutually agreeable.

Ways **NOT** to Communicate:

☐ Threaten, cajole, wheedle, coax or whimper.

☐ Dillydally, or waste time.

☐ Make conflicting statements.

☐ Don't be haphazard.

☐ Make promises you cannot deliver.

☐ Rush the decision-making process.

☐ Push too hard, or be unrealistic with deadlines.

☐ Use testimonies of unreliable sources; don't be haphazard.

☐ Use gimmicks or clever, quick manipulations.

☐ Talk to him when you're extremely angry.

☐ Talk in a loud voice or use confrontation.

Adapted Style

D I S C

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Natural Style

D I S C

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Communication Tips

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

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

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

Factors that will create tension or dissatisfaction:

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

Perceptions
See Yourself as Others See You

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

Self-Perception

John usually sees himself as being:

- Precise
- Moderate
- Knowledgeable
- Thorough
- Diplomatic
- Analytical

Others' Perception - Moderate

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

- Pessimistic
- Worrisome
- Picky
- Fussy

Others' Perception - Extreme

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

- Perfectionistic
- Strict
- Hard-to-Please
- Defensive

Adapted Style

D I S C

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Natural Style

D I S C

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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.

- Needs meeting and planning sessions with pre-disclosed agenda items in order to feel prepared.

- Avoid situations where competition is a primary factor.

- Needs the flexibility and time to collect data before having to make decisions.

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

- Seek partnership when forced to make decisions that do not have a procedure or set precedence.

- Seek an environment that allows for a humoristic approach to conflict situations.

- Remove from short term, multifaceted projects and focus on long-term single objectives.

Adapted Style   Natural Style

Adapted Style	Natural Style
D I S C	D I S C
38 56 47 67	42 54 55 59

Descriptors

Based on John'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.

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

Natural and Adapted Style

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

Problems - Challenges

Natural

John is somewhat conservative in his approach to solving problems. He will accept challenges by being quite calculating in his response to the problem or challenge. John will be quite cooperative by nature and attempt to avoid confrontation as he wants to be seen as a person who is "easy" to work with.

Adapted

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

People - Contacts

Natural

John is sociable and optimistic. He is able to use an emotional appeal to convince others of a certain direction. He likes to be on a team and may be the spokesman for the team. He will trust others and likes a positive environment in which to relate.

Adapted

John sees no need to change his approach to influencing others to his way of thinking. He sees his natural style to be what the environment is calling for.

Adapted Style

Natural Style

D I S C

D I S C

38 56 47 67

42 54 55 59

Natural and Adapted Style Continued

Pace - Consistency

Natural

John is deliberate and steady. He is willing to change, if the new direction is meaningful and consistent with the past. He will resist change for change's sake.

Adapted

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

Procedures - Constraints

Natural

John is somewhat open-minded, but aware and sensitive to the implications of not following the rules. He can display balanced judgment in reviewing procedures. Knowing he is doing things well is a key reinforcement for him.

Adapted

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

Adapted Style   Natural Style

D I S C   D I S C

38 56 47 67   42 54 55 59

Adapted Style

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

- Precedence of quality over efficiency.

- Sensitivity to existing rules and regulations.

- Considerate of others' time and attention.

- Compliance to high standards.

- Being conservative, not competitive, in nature.

- Being a good "team player."

- Careful, thoughtful approach to decision making.

- Presenting a practical, proven approach to decision making.

- Being cooperative and supportive.

- Precise, analytical approach to work tasks.

- Calculation of risks before taking action.

Adapted Style | Natural Style

D I S C | D I S C

38 56 47 67 | 42 54 55 59

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.

Fear of Mistakes

Fearing mistakes is the mental process of focusing on negative outcomes and is often a preoccupation with past mistakes.

Possible Causes:

- Want to avoid criticism
- Take criticism personally
- Want to be seen as efficient and competent

Possible Solutions:

- Practice focusing on past successes
- For every mistake that you think might happen, write down two positive possible outcomes for a completed task
- Focus on several possible future outcomes

Seeking "All" of The Facts

Seeking "all" of the facts is thought and action of continually gathering new information and re-evaluating current information.

Possible Causes:

- Want to be certain/prepared
- Want to avoid mistakes
- Want extended time for getting tasks done

Possible Solutions:

- Set a timeline for gathering new information or evaluating old information and then take action
- Evaluate importance or risk factors to how much information is actually needed

Adapted Style   Natural Style

D I S C   D I S C

38 56 47 67   42 54 55 59

Time Wasters Continued

Waiting For Events To Happen

Although patience may be a virtue, being pro-active allows the decision-maker to be in better control of events within their scope of influence.

Possible Causes:

- Want to affect the here and now
- Fear rushing into something will show unpreparedness
- Need for high standards inhibits getting started

Possible Solutions:

- Plan alternative solutions
- Determine most likely scenarios
- Implement a plan that best meets those needs without jeopardizing other scenarios

Overreacting To Constructive Criticism

Overreacting to constructive criticism is the inappropriate overt or covert response to feedback and recommendations.

Possible Causes:

- Have a high comfort level with past methods
- Have high standards for work performance
- Think that your way is the correct way
- Don't see the benefit of doing things differently

Possible Solutions:

- Practice listening without evaluating comments from others
- Begin responding mentally with "that's interesting" or "that's a possibility" as a way of controlling immediate negative response
- Communicate feelings with peers and supervisors

Adapted Style

D I S C

Natural Style

D I S C

38 56 47 67

42 54 55 59

Time Wasters Continued

Prolong Events In Order To Gain Improved Results

Prolonging events in order to gain improved results is the process of doing and redoing, evaluating and re-evaluating and changing to and changing back as a way of "testing" the best possible outcome.

Possible Causes:

- Want to insure that success is always achieved
- Feel that if rushed, the results will not be satisfactory
- Hope situations will work out themselves

Possible Solutions:

- Set realistic schedule and timeline
- Follow the schedule
- Seek advice or assistance from others

Seeking The Best, But Not Necessarily Workable Solutions

Always seeking the best solution may prohibit getting the task accomplished. Something better is always on the horizon.

Possible Causes:

- Want to do things right the first time
- Want personal approval for preciseness of work
- Fear criticism if solution doesn't work

Possible Solutions:

- Establish required standards
- Determine the solution that meets or exceeds those standards
- Set a timeline for making a decision or completing a task

Adapted Style

Natural Style

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Areas for Improvement

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

John has a tendency to:

- Select people much like himself.

- Want full explanation before changes are made to ensure his understanding.

- Have difficulty making decisions because he's mostly concerned about the "right" decision. If precedent does not give direction, his tendency is to wait for directions.

- Be defensive when threatened and use the errors and mistakes of others to defend his position.

- Be self-deprecating--doesn't project self-confidence.

- Be bound by procedures and methods--especially if he has been rewarded for following these procedures.

- Get bogged down in details and use details to protect his position.

- Prefer not to verbalize feelings unless in a cooperative and noncompetitive environment.

Adapted Style	Natural Style
D I S C	D I S C
38 56 47 67	42 54 55 59

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

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

7.0

6.8*

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

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

6.5

6.6*

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

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

6.2

6.2*

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

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

6.2

6.9*

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

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

5.5

5.1*

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

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

5.5

6.4*

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

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

5.0

4.6*

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

Adapted Style   Natural Style

D I S C   D I S C

38 56 47 67   42 54 55 59

Behavioral Hierarchy

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

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

5.0

5.9*

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

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

5.0

5.2*

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

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

5.0

5.0*

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

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

5.0

5.2*

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

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

5.0

5.3*

Adapted Style

Natural Style

D I S C

D I S C

38 56 47 67

42 54 55 59

SIA: 38-56-47-67 (60)   SIN: 42-54-55-59 (53)
* 68% of the population falls within the shaded area.

Style Insights® Graphs
2-1-2013

Adapted Style
Graph I
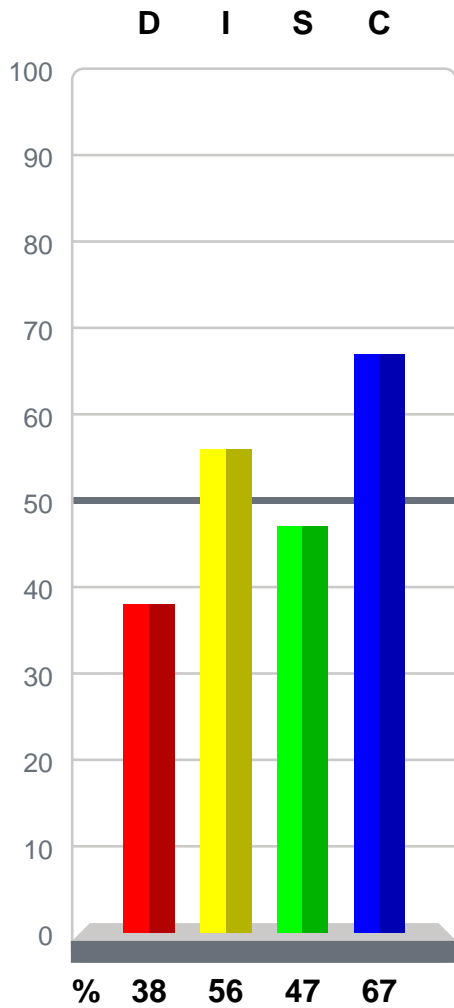
Natural Style
Graph II
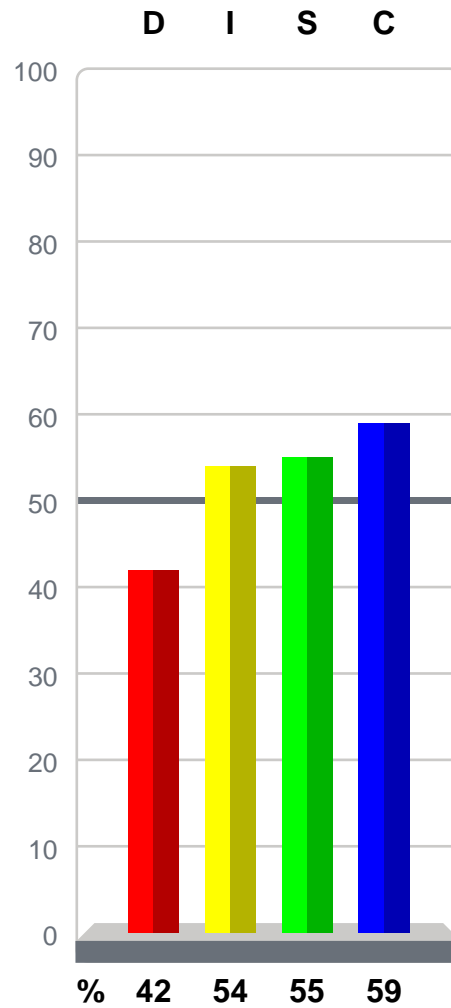
Norm 2012 R4

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
2-1-2013
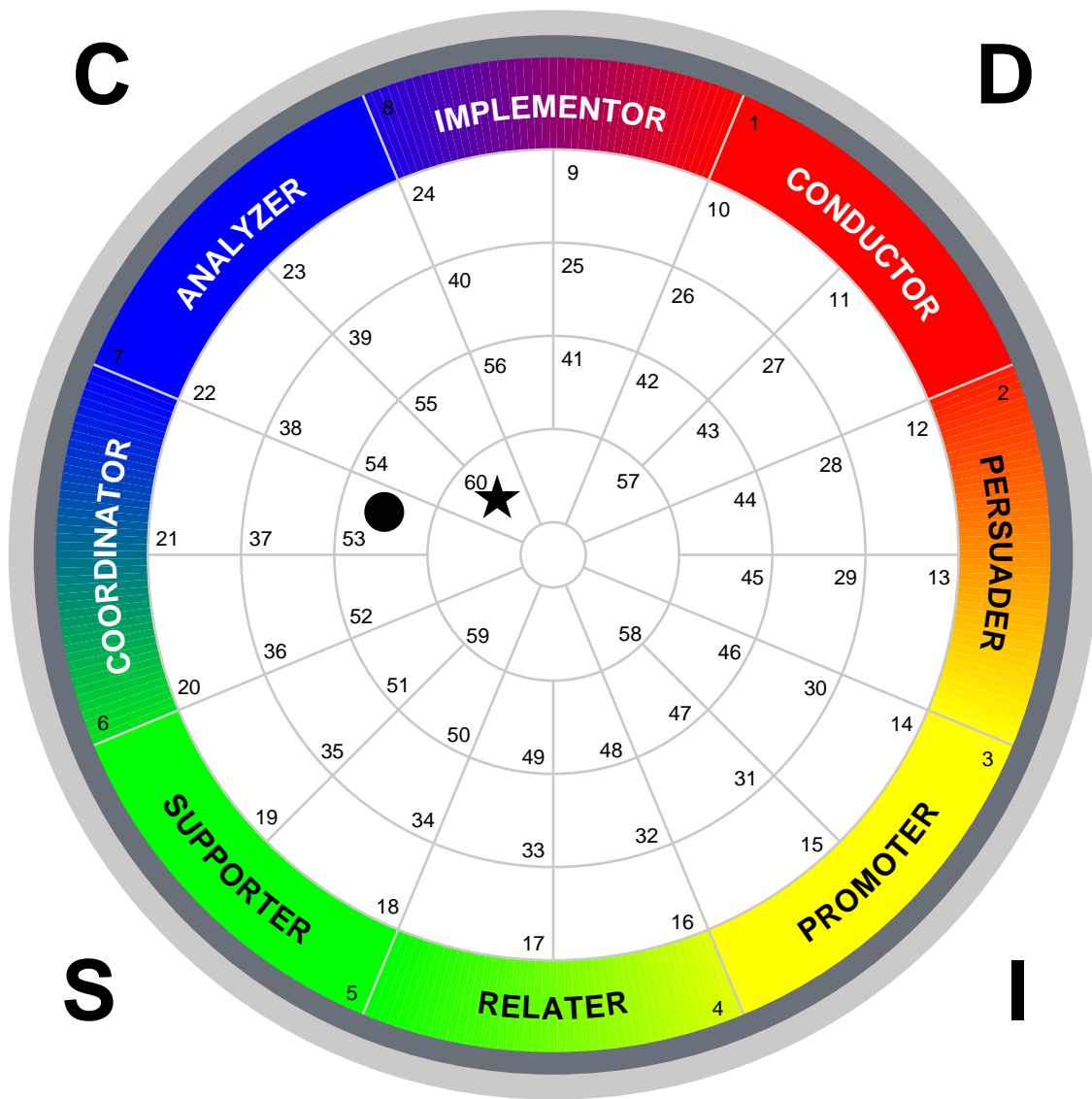
Adapted: ★ (60) PROMOTING ANALYZER (ACROSS)

Natural: ● (53) ANALYZING COORDINATOR (ACROSS)

Norm 2012 R4

Knowledge of an individual's motivators help to tell us WHY they do things. A review of an individual's experiences, references, education and training help to tell us WHAT they can do. 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	Aesthetic	**Strong**
3rd	Social	**Situational**
4th	Utilitarian	**Situational**
5th	Individualistic	**Indifferent**
6th	Traditional	**Indifferent**

Theoretical

The primary drive with this motivator is the discovery of TRUTH. In pursuit of this drive, an individual takes a "cognitive" attitude. Such an individual is nonjudgmental regarding the beauty or utility of objects and seeks only to observe and to reason. Since the interests of the theoretical person are empirical, critical and rational, the person appears to be an intellectual. The chief aim in life is to order and systematize knowledge: knowledge for the sake of knowledge.

- He will usually have the data to support his convictions.

- John is very good at integrating past knowledge to solve present problems.

- He may have difficulty putting down a good book.

- John is comfortable around people who share his interest for knowledge and especially those people with similar convictions.

- A comfortable job for John is one that challenges his knowledge.

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

THE.	UTI.	AES.	SOC.	IND.	TRA.
51	44	46	45	37	29

John Sample

Aesthetic

A higher Aesthetic score indicates a relative interest in "form and harmony." Each experience is judged from the standpoint of grace, symmetry or fitness. Life may be regarded as a procession of events, and each is enjoyed for its own sake. A high score here does not necessarily mean that the incumbent has talents in creative artistry. It indicates a primary interest in the artistic episodes of life.

- John will evaluate things based on artistic beauty and usefulness.

- Decorating his surroundings so they are visually pleasing is enjoyable for John.

- Dressing for success comes naturally to John. He enjoys the latest designer clothes when he has the funds to purchase them.

- Form and harmony provide him with an experience to remember.

- John looks for and appreciates the beauty in things.

- John uses his aesthetic talent to impress others.

	THE.	UTI.	AES.	SOC.	IND.	TRA.
	51	44	46	45	37	29

John Sample

Social

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

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

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

THE.	UTI.	AES.	SOC.	IND.	TRA.
51	44	46	45	37	29

Utilitarian

The Utilitarian score shows a characteristic interest in money and what is useful. This means that an individual wants to have the security that money brings not only for themselves, but for their present and future family. This motivator includes the practical affairs of the business world - the production, marketing and consumption of goods, the use of credit, and the accumulation of tangible wealth. This type of individual is thoroughly practical and conforms well to the stereotype of the average business person. A person with a high score is likely to have a high need to surpass others in wealth.

- John can give freely of time and resources to certain causes and feel this investment will result in a future return on his investment.

- He will evaluate some decisions but not necessarily all based on their utility and economic return.

- He will use wealth as a yardstick to measure his work effort with certain activities.

- John will become money motivated when he wants to satisfy one of the other motivators mentioned in this report.

- Money itself is not as important as what it will buy.

- John will not alter his lifestyle in order to acquire something unless there is an immediate need (or the situation is critical).

	THE.	UTI.	AES.	SOC.	IND.	TRA.
	51	44	46	45	37	29

John Sample

Individualistic

The primary interest for this motivator is POWER, not necessarily politics. Research studies indicate that leaders in most fields have a high power drive. Since competition and struggle play a large part in all areas of life, many philosophers have seen power as the most universal and most fundamental of motives. There are, however, certain personalities in whom the desire for direct expression of this motive is uppermost; who wish, above all, for personal power, influence and renown.

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

- John will be less concerned about his ego than others may be.

- Being in total control of a situation is not a primary motivating factor.

- Stability is a primary concern. Patience and fortitude will win in the long run.

- John feels that struggles should be the burden of the team, not just the individuals.

- As long as John's belief systems are not threatened, he will allow others to set the tone and direction of his work.

- He will not attempt to overpower others' points of view or change their thinking.

THE.	UTI.	AES.	SOC.	IND.	TRA.
51	44	46	45	37	29

John Sample

Traditional

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

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

- Traditions will not place limits or boundaries on John.

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

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

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

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

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

THE.	UTI.	AES.	SOC.	IND.	TRA.
51	44	46	45	37	29

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 Traditional" utilizing your Theoretical.

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

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

> *How do Traditionals contribute to the world, your professional life and your personal life?*

A high Traditional seeks a system for living and wants others to follow the system of his or her choice.

- *Look at this as a discovery and research opportunity. Ask questions to learn more, and this will position you as someone that is open to the Traditional's way of living.*

- *Approach questioning from an area of learning, not educating from past research. When a difference in views occurs, agreeing to disagree may be the best option.*

Once a Traditional has made up his or her mind on an issue, he or she will rarely change this opinion even if logic indicates he or she is wrong.

- *It's important to understand personal biases of both parties. If a conversation is being addressed dealing purely with a bias, finding some level of commonalities will have to happen in order to maintain a positive relationship.*

- *Be careful when the primary tool of influence is knowledge and information, because no amount of information or logic will solve a belief conflict. Look for other areas to connect in an attempt to build trust before attempting to change the thoughts.*

THE.	UTI.	AES.	SOC.	IND.	TRA.
51	44	46	45	37	29

Navigating Situations Outside Your Comfort Zone

At times a high Traditional can be overly rigid in evaluating others against his or her standard.

- Provide information as to how the team can be of assistance to the mission. Present this information in a way that connects specifically with the beliefs of the Traditional.

- People will often feel judged by the high Traditional. How can information be utilized to depersonalize the judgment and bring the conversation back to the facts?

For a high Traditional, following proven procedures is more important than quick fixes.

- Partner with the high Traditional to discover the information to determine if the proven procedure is the right way to go, or if there is a better way. Understand that the high Traditional will not easily be convinced to change the procedure.

- The agreement will come from not wanting a quick fix. However, the Traditional will rely on the past traditions for solving the problem whereas the Theoretical will tend to look for new solutions.

THE.	UTI.	AES.	SOC.	IND.	TRA.
51	44	46	45	37	29

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.

Norms & Comparisons Table - Norm 2012

Theoretical		**Mainstream**
Utilitarian		**Mainstream**
Aesthetic		**Passionate**
Social		**Mainstream**
Individualistic		**Mainstream**
Traditional		**Indifferent**
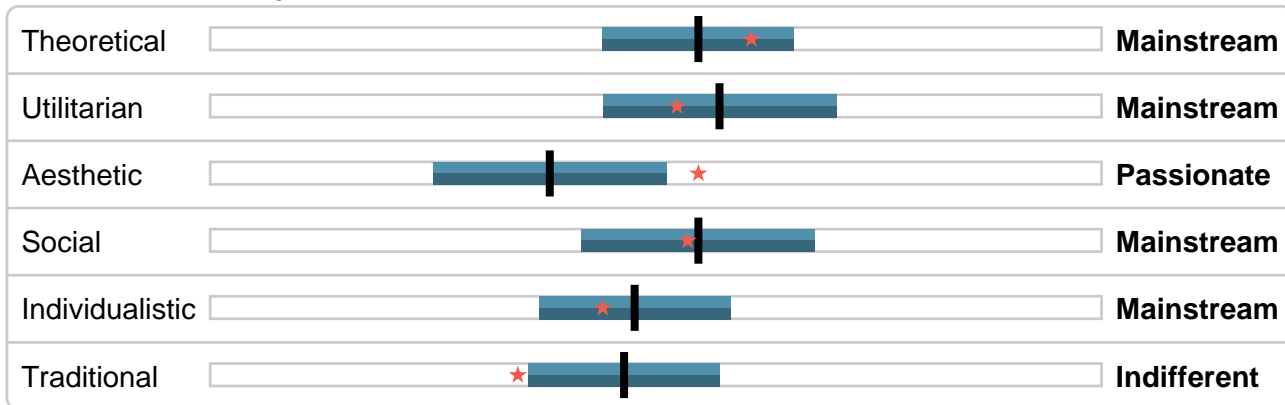
- 68 percent of the population   ┃ - national mean   ★ - your score

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

Motivators - Norms & Comparisons

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

- You have a strong desire to become all you can be (self actualization). You will tend to strive for balance, form and harmony in all areas of your life. Others may not understand your subjective way of reasoning and may feel you are somewhat unrealistic. Your appreciation of the world around you and the environment may appear extreme to them.
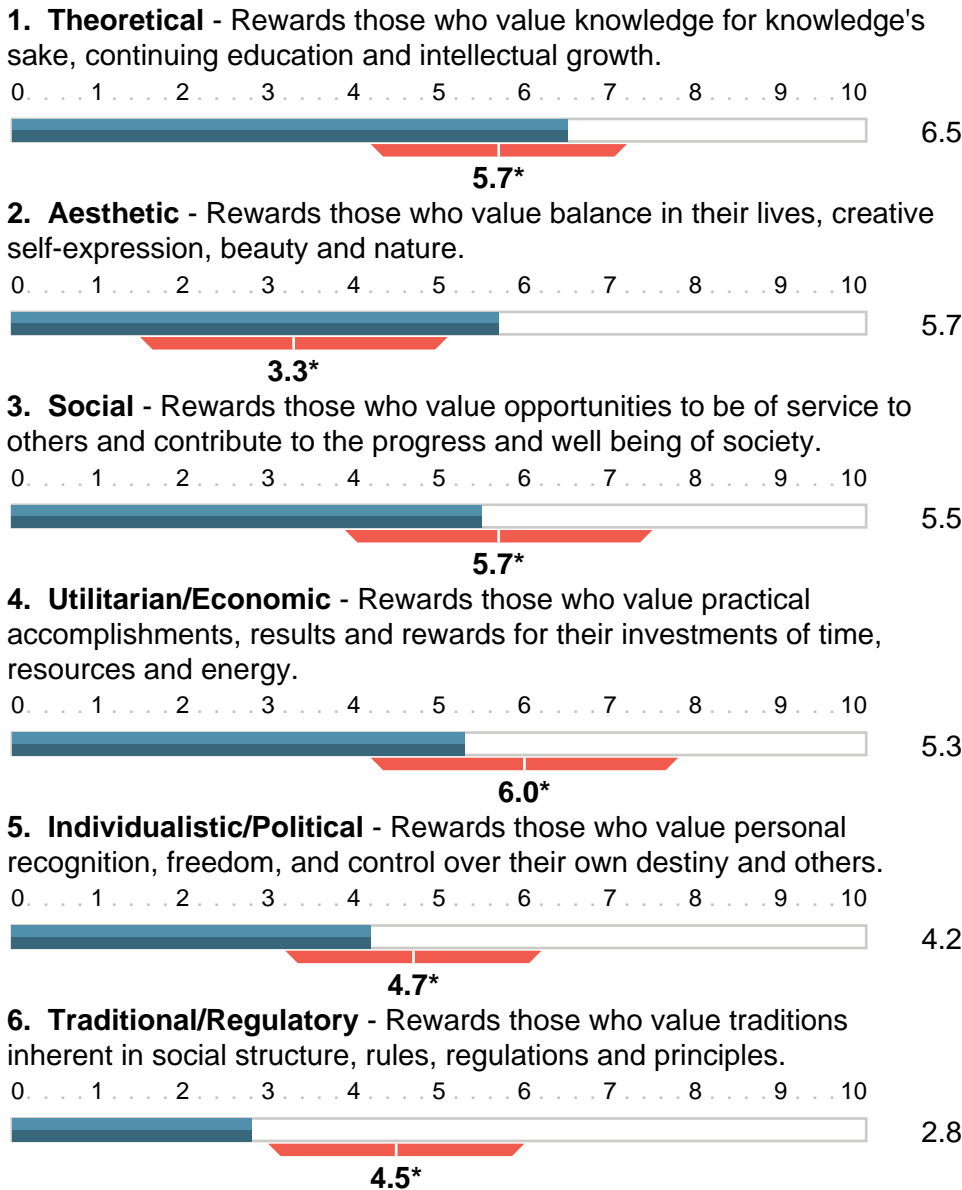
Areas where others' strong feelings may frustrate you as you do not share their same passion:

- 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

6.5

5.7*

2. 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

5.7

3.3*

3. 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

5.5

5.7*

4. 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

5.3

6.0*

5. 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

4.2

4.7*

6. 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

2.8

4.5*

MI: 51-44-46-45-37-29 (THE.-UTI.-AES.-SOC.-IND.-TRA.)
* 68% of the population falls within the shaded area.

	THE.	UTI.	AES.	SOC.	IND.	TRA.
	51	44	46	45	37	29

John Sample
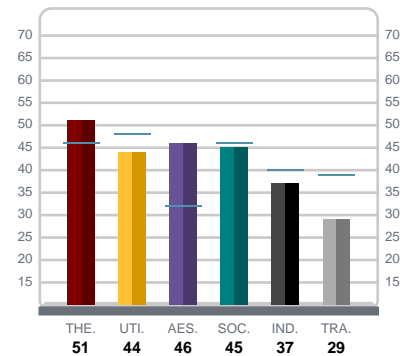
Motivation Insights® Graph
2-1-2013

	THE.	UTI.	AES.	SOC.	IND.	TRA.
Score	**51**	**44**	**46**	**45**	**37**	**29**
Rank	1st	4th	2nd	3rd	5th	6th

—— national mean

Norm 2012
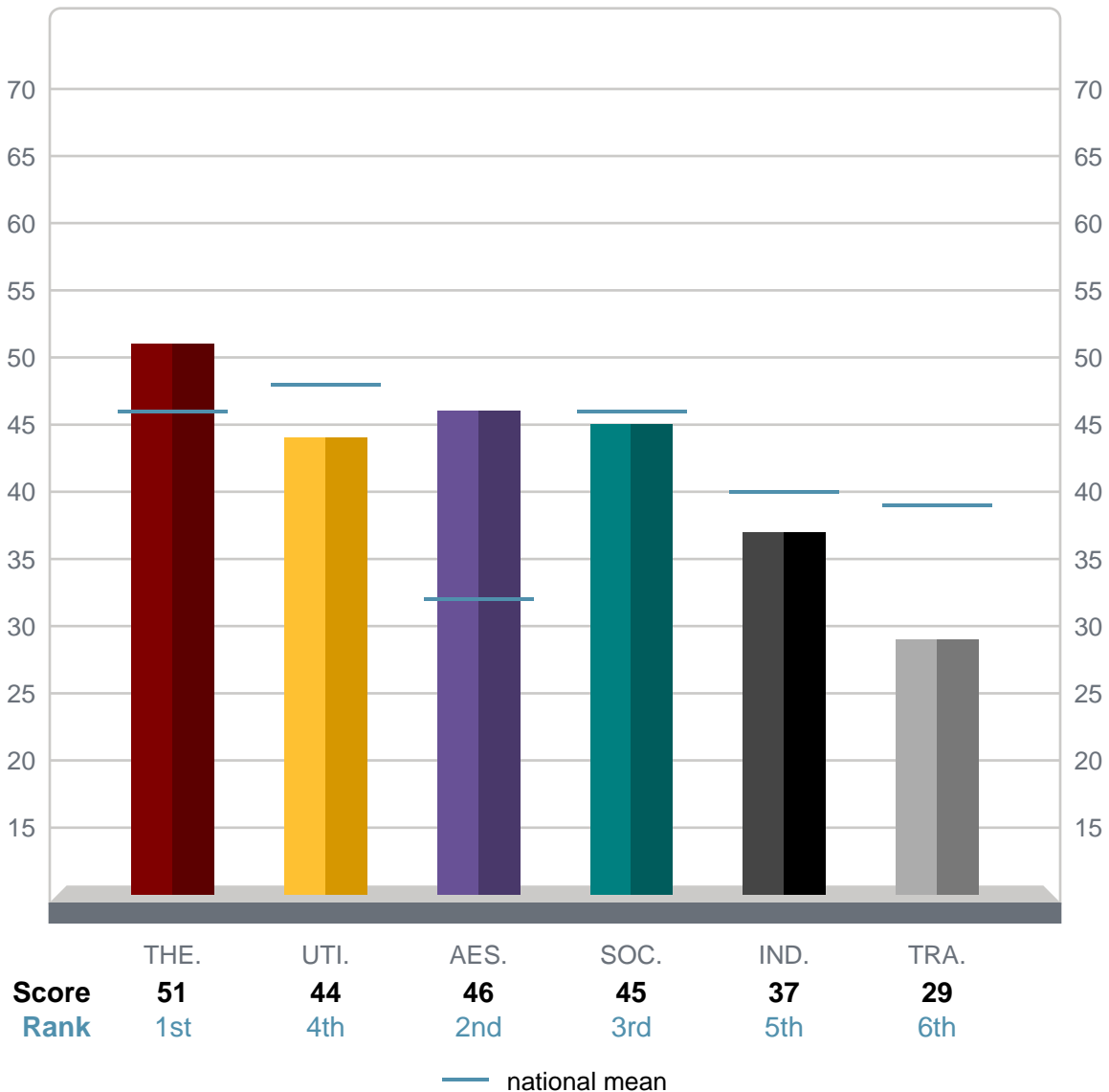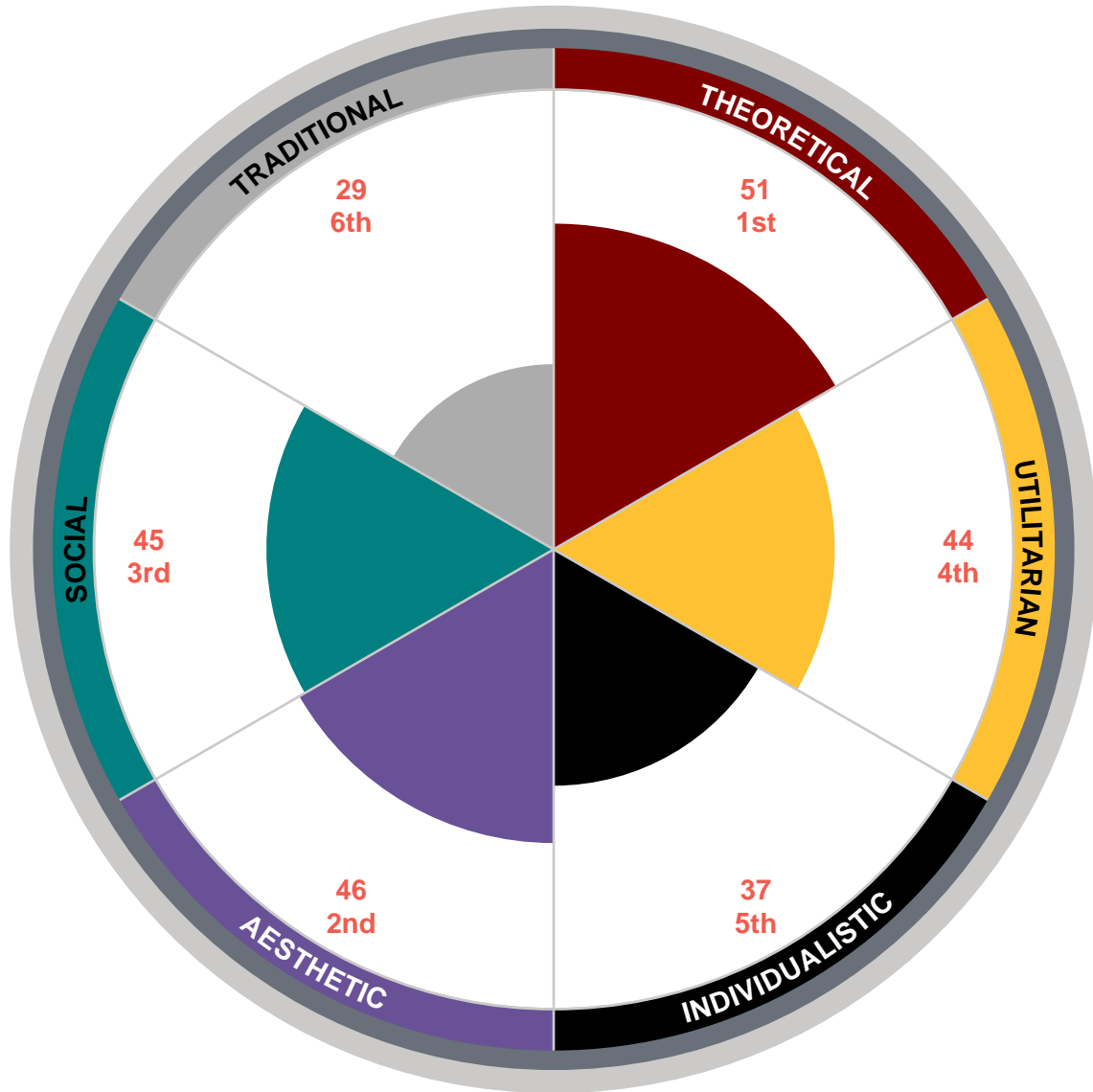
Introduction Integrating Behaviors and Motivators Section

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 John'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.

- His desire to learn more allows processes to become more effective.

- Wants to know everything about the process, which leads to high standards and results.

- Lets his work demonstrate his uniqueness, rather than talking about himself.

- Builds something of form and beauty that structurally will last forever.

- Great at retrieving information for decision makers he trusts.

- Desire for continuous learning is one of his greatest strengths.

- Supports a leader and a cause that brings beauty or creativity.

- Steady, consistent and balanced member of the team.

Potential Behavioral and Motivational Conflict

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

- Never enough facts to prove the new theory.

- Wants a consistent process but constantly looking to make sure it is correct.

- May feel his view is the only way and not see the subjectivity in his viewpoint.

- His process may not always translate to beauty or creativity.

- Struggles in adapting to new situations without preparation.

- May have difficulty sharing subjective information.

- Dislikes unwarranted change in his environment because of the disruption of balance.

- Has difficulty in establishing priorities regarding his feelings.

Ideal Environment

This section identifies the ideal work environment based on John's basic style and top two motivators. People with limited flexibility will find themselves uncomfortable working in any job not described in this section. People with flexibility use intelligence to modify their behavior and can be comfortable in many environments. Use this section to identify specific duties and responsibilities that John enjoys and also those that create frustration.

- Little conflict between people.

- Assignments that can be followed through to completion.

- Needs personal attention from his manager and compliments for each assignment well done.

- Appreciation for the process of gathering data in order to avoid mistakes.

- Logical approach to problem solving and information-based solutions.

- The ability to return to the table with more information in order to present the case.

- An environment where attention to detail in the creative process is rewarded.

- A leader that appreciates and understands the value of team harmony and follow up and follow through.

- An environment that supports time tested, proven processes for completing tasks.

Keys to Motivating

This section of the report was produced by analyzing John's wants. People are motivated by the things they want; thus wants that are satisfied no longer motivate. Review each statement produced in this section with John and highlight those that are present "wants."

John wants:

- To be recognized for his continuance of quality work.

- To be part of a quality-oriented work group.

- A predictable work environment.

- To be on the team that creates new procedures in order to ensure minimal risk and high standards.

- Time to gather data and facts in order to work through challenges and conflicts.

- To understand why a procedure is going to change or not be followed prior to the start of that change.

- The opportunity to put systems and processes in place to support the balance and workings of the organization.

- Clearly defined start and finish points on each project or task.

- A proper work/life balance and a physical space that feels like home.

Keys to Managing

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

John needs:

- A manager who prefers quality over quantity.

- To be encouraged to be more independent.

- Rewards in terms of tangible things, not just flattery and praise.

- To make presentations on information gained in a palatable manner depending on the given audience.

- The ability to recognize when he is in "paralysis-by-analysis" mode.

- Access to appropriate resources and tools for learning new information within the organizational framework.

- Opportunities to express common sense and creativity.

- Assistance in adjusting to change by providing information and logic about change to keep organizational balance.

- Help understanding the need to actively engage in new assignments to promote balance in the organization.

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

Self-Awareness

- His confidence varies with the situation based on emotional triggers or enablers.
- Tends to be aware of major changes in day-to-day stress levels.
- Somewhat aware of how his emotions impact his goals, motivations, strengths and key aspirations.

Self-Regulation

- He occasionally struggles when dealing with conflict.
- When he is feeling stressed, he tends to manage his emotions enough so he doesn't take it out on others.
- Might benefit from improving his emotional regulation strategies.

Motivation

- He may not regularly go out of his way to develop his skills.
- May tend to settle for good enough, when he could have achieved the desired outcome.
- May give up when faced with excessive challenges or resistance.

Empathy

- Others may occasionally confuse his understanding of their perspective with the acceptance of their position.
- Gives the impression that he is thoughtful and caring.
- When using active listening skills, he will predict a person's emotional state and use this information to communicate more effectively.

Social Skills

- He prefers to use his relationship connections to reach outcomes.
- He sees the connection between his actions and the impact they have on others.
- May occasionally fall into the trap of trying to make everyone happy.

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.

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

6.8

7.4*

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

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

7.2

7.2*

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

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

6.8

7.9*

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

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

9.3

7.5*

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

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

9.3

7.6*

* 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.

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

6.9

7.5*

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

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

9.3

7.6*

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

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

7.9

7.5*

Intrapersonal Self-Awareness

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

You scored a 6.8.

You are moderately self-aware, meaning you may notice what you are feeling but are not always able to explain it.

What you can do:

- Practice self-reflection by recognizing your current emotional state.

- Once you identify the emotion, describe it aloud or write it down on paper.

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

- Pay attention to your behaviors and see if you recognize patterns throughout the day.

- Reflect on the connection between your emotions and your behavior.

- Write in a journal about your emotional responses to situations that were significant.

- Share your introspective discoveries and the impact on your decisions with a family member, friend or trusted advisor.

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

- Create an action plan to develop the areas you want to improve.

- Think of situations in which you made progress on an area you wish to develop, especially in the workplace.

- Identify three specific, measurable goals for improving your Self Awareness and revisit these goals monthly.

- Continue to practice the realistic perspective you are developing.

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 7.2.

You have a moderate level of Self-Regulation. You are able to regulate many negative emotions and allow yourself to experience positive emotions.

What you can do:

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

- When becoming frustrated, stop and assess your emotional reaction and attempt to disrupt the negative behavior.

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

- Discuss ways of dealing with change and stress with family members, friends or a trusted advisor.

- Make note of and focus on events that provide a sense of calm or positive emotions.

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

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

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

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

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

- Begin regular exercise to increase your ability to manage your emotions and relax both body and mind.

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 6.8.

Your current level of motivation can cause procrastination to be an issue.

What you can do:

- Set specific goals with milestones and dates for achievement.

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

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

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

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

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

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

- Celebrate accomplishments, both big and small.

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

- Challenge the status quo and make suggestions for improvement.

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

Interpersonal Empathy

The ability to understand the emotional makeup of other people.

You scored a 9.3.

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 the might best appreciate.

Interpersonal Social Skills

A proficiency in managing relationships and building networks.

You scored a 9.3.

You have an ability to find common ground and build rapport with others. You are persuasive, effective in leading change and expert in building and leading teams.

What you can do:

- Ask those you admire for feedback about your interpersonal style.

- Seek to gain experiential knowledge on how to increase your level of social skills.

- Appeal to others' uniqueness, build on mutual interests and show a genuine curiosity for others' well-being.

- Practice allowing others to take the lead so you can influence from a support role.

- Find additional ways to be an influence at work by helping others improve their social skills.

- Give advice and feedback about effective social skills techniques to coworkers.

- Extrapolate leadership wisdom and knowledge from your mentor to continue improving your social skills.

- Make an effort to stay in touch with people you meet; connect with your contacts regularly.

- Seek quality, not quantity, in your social bonds. Converse with others on a deeper level.

- Talk about feelings related to work.

- Join a professional group or affiliation to continue building your network.

- Remember people's name as well as a unique fact about them, and refer to it during conversations. Be known as the one who remembers!

Emotional Quotient™ Wheel
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.

John has a moderate level of Self-Awareness. He is mentally and physically aware of a change in how he is feeling but may not be able to always anticipate or explain the change before it happens. Coupled with his high "Compliance" behavioral style, these feelings may be intensified and acted upon based on the emotional reaction versus thought out. Most high "Compliants" have a fear-based and critical reaction to emotionally charged situations. However, with John's moderate level of Self-Awareness, he is aware of the physical and emotional response connected to these triggers but is not always able or willing to articulate them.

John has a moderate level of Self-Regulation. He is able to temper responses and reactions to certain emotionally charged events. Possessing a high "Compliance" behavioral style indicates that John would be analytical, non-verbal about feelings and can be overly sensitive when criticized. However, with moderate Self-Regulation, the typical behavioral characteristics may be tempered and perhaps not seen by others in such an extreme way. By utilizing his compliant behavioral style, and if he is able to manage his reactions, John will be able to maintain procedures, apply critical thinking skills and provide reassurance that a job is being done correctly. Be careful in instances where the topic at hand directly relates to John's Theoretical and Aesthetic motivators in particular. The ability for him to utilize his Self-Regulation skills will be hindered when a perceived threat to his drivers is present.

John has a moderate level of Motivation. He has an average amount of motivation and passion to work for reasons that don't satisfy his Theoretical and Aesthetic 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 his Theoretical and Aesthetic drivers to be heavily satisfied through his career.

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John 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. John typically views things from a Theoretical perspective, whereas not all people filter information from this viewpoint. Being able to step out of this Theoretical mindset is key in being able to utilize critical data in order to solve tough problems in the organization which his compliant behavioral style is looking for.

John 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. John has a unique ability to build relationships with all types of people, whereas the majority of individuals build the best relationships with people that have like motivators. His Theoretical and Aesthetic drivers are still his primary areas of interest; 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, John prefers a formal, straightforward approach with the ability to prepare in advance for any interaction. Based on his well-developed Social Skills, he will be able to adapt his communication style to meet the needs of the relationship.