TTI SUCCESS INSIGHTS®

TriMetrix® EQ

Management-Staff

Samantha Sample
VP of Samples
TTI
3/1/2022

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Introduction

Where Opportunity Meets Talent

The TriMetrix® EQ Coaching Report was designed to increase the understanding of an individual's talents. The report provides insight to three distinct areas: behaviours, driving forces and emotional intelligence. Understanding strengths and weaknesses in each of the three areas will lead to personal and professional development and a higher level of satisfaction.

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

Behaviours

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

Driving Forces

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

Integrating Behaviours & Driving Forces

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

Emotional Intelligence Section

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

Blending Behaviours, Driving Forces & EQ

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

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Introduction

Behaviours

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

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

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

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

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

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Behavioural Characteristics

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

Samantha embraces visions not always seen by others. Samantha's creative mind allows her to see the "big picture." She is goal-oriented and driven by results. She is the team member who will try to keep the others on task. Most people see her as a high risk-taker. Her view is, "nothing ventured, nothing gained." She prefers an environment with variety and change. She is at her best when many projects are underway at once. Samantha is extremely results-oriented, with a sense of urgency to complete projects quickly. She is deadline conscious and becomes irritated if deadlines are delayed or missed. Many people see her as a self-starter dedicated to achieving results. She needs to learn to relax and pace herself. She may expend too much energy trying to control herself and others. Samantha seeks her own solutions to problems. In this way, her independent nature comes into play. She is a goal-oriented individual who believes in harnessing people to achieve goals. She needs people with other strengths on her team.

Samantha will work long hours until a tough problem is solved. After it is solved, Samantha may become bored with any routine work that follows. She likes to make decisions quickly. She is a good problem solver and troubleshooter, always seeking new ways to solve old problems. She prefers authority equal to her responsibility. Samantha is decisive and prefers to work for a decisive manager. She can experience stress if her manager does not possess similar traits. She should realise that at times she needs to think a project through, beginning to end, before starting the project. Sometimes she may be so opinionated about a particular problem that she has difficulty letting others participate in the process. She has the unique ability of tackling tough problems and following them through to a satisfactory conclusion.

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Behavioural Characteristics

Continued

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

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Value to the Organisation

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

- Thinks big.
- Self-starter.
- Forward-looking and future-oriented.
- Ability to change gears fast and often.
- Accomplishes goals through people.
- Usually makes decisions with the bottom line in mind.
- Will join organisations to represent the company.
- Sense of urgency.

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Checklist for Communicating

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

Ways to Communicate

- ✔ Give strokes for her involvement.
- ✔ Understand her sporadic listening skills.
- ✔ Put projects in writing with deadlines.
- ✔ Support the results, not the person, if you agree.
- ✔ Support and maintain an environment where she can be efficient.
- ✔ Present the facts logically; plan your presentation efficiently.
- ✔ Be specific and leave nothing to chance.
- ✔ Read the body language—look for impatience or disapproval.
- ✔ Verify that the message was heard.
- ✔ Come prepared with all requirements, objectives and support material in a well-organised "package."
- ✔ Provide time for fun and relaxing.
- ✔ Ask specific (preferably "what?") questions.

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Checklist for Communicating

Continued

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

- Ramble on, or waste her time.
- Assume she heard what you said.
- Ask rhetorical questions or useless ones.
- Try to build personal relationships.
- Come with a ready-made decision or make it for her.
- Let her change the topic until you are finished.
- Reinforce agreement with "I am with you."
- Forget to follow-up.
- Use a paternalistic approach.
- Try to convince by "personal" means.
- Be redundant.
- Let disagreement reflect on her personally.

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Communication Tips

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

Compliance

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

Dominance

When communicating with a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented:

- ✔ Be clear, specific, brief and to the point.
- ✔ Stick to business.
- ✔ Be prepared with support material in a well-organised "package."
- ⊘ Talking about things that are not relevant to the issue.
- ⊘ Leaving loopholes or cloudy issues.
- ⊘ Appearing disorganised.

Steadiness

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, non-threateningly.
- ✔ Ask "how?" questions to draw their opinions.
- ⊘ Rushing headlong into business.
- ⊘ Being domineering or demanding.
- ⊘ Forcing them to respond quickly to your objectives.

Influence

When communicating with a person who is magnetic, enthusiastic, friendly, demonstrative and political:

- ✔ Provide a warm and friendly environment.
- ✔ Do not deal with a lot of details (put them in writing).
- ✔ Ask "feeling" questions to draw their opinions or comments.
- ⊘ Being curt, cold or tight-lipped.
- ⊘ Controlling the conversation.
- ⊘ Driving on facts and figures, alternatives, abstractions.

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Perceptions

See Yourself As Others See You

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

Samantha usually sees herself as being:

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

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

- ✔ Demanding
- ✔ Daring
- ✔ Egotistical
- ✔ Aggressive

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

- ✔ Abrasive
- ✔ Controlling
- ✔ Arbitrary
- ✔ Opinionated

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The Absence of a Behavioural Factor

The absence of a behavioural factor may provide insight into situations or environments that may cause tension or stress. Based on research, we are able to identify situations that should be avoided or minimised in a person's day-to-day environment. By understanding the contribution of a low behavioural style, we are able to better articulate a person's talents and create environments where people can be more effective.

Situations and circumstances to avoid or aspects needed within the environment in order to minimise behavioural stress.

- The need for juggling many tasks at once may jeopardise quality.
- Avoid emotionally charged situations unless prepared to adapt and control the emotional output.
- Avoid projects that require constant focus without any room for variance in task.

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

- Recognise that others may move at a slower pace.
- Rambling, written or verbal, will be avoided to the point of missing a deadline.
- Seek environments where change is rewarded versus discouraged.

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Descriptors

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

Dominance	Influence	Steadiness	Compliance
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
Calculating	Reflective	Mobile	Firm
Cooperative	Factual	Active	Independent
Hesitant	Calculating	Restless	Self-Willed
Cautious	Sceptical	Impatient	Obstinate
Agreeable	Logical	Pressure-Oriented	Unsystematic
Modest	Suspicious	Eager	Uninhibited
Peaceful	Matter-of-Fact	Flexible	Arbitrary
Unobtrusive	Incisive	Impulsive	Unbending

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Natural & Adapted Style

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

Problems & Challenges

Natural	Adapted
Samantha tends to deal with problems and challenges in a demanding, driving and self-willed manner. She is individualistic in her approach and actively seeks goals. Samantha will attack problems and likes a position with authority and work that will constantly challenge her to perform up to her ability.	Samantha sees no need to change her approach to solving problems or dealing with challenges in her present environment.

People & Contacts

Natural	Adapted
Samantha is enthusiastic about her ability to influence others. She prefers an environment in which she has the opportunity to deal with different types of individuals. Samantha is trusting and also wants to be trusted.	Samantha feels the environment calls for her to be sociable and optimistic. She will trust others and wants a positive environment in which to relate.

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Natural & Adapted Style

Pace & Consistency

Natural	Adapted
Samantha is comfortable in an environment that is constantly changing. She seeks a wide scope of tasks and duties. Even when the environment is frantic, she can still maintain a sense of equilibrium. She is capable of taking inconsistency to a new height and to initiate change at the drop of the hat.	Samantha sees her natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency. Sometimes she would like the world to slow down.

Procedures & Constraints

Natural	Adapted
Samantha is independent by nature and somewhat self-willed. She is open to new suggestions and can, at times, be seen as somewhat freewheeling. She is most comfortable in an environment where the constraints can be "loosened" for certain situations.	Samantha shows little discomfort when comparing her basic (natural) style to her response to the environment (adapted) style. The difference is not significant, and Samantha sees little or no need to change her response to the environment.

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Adapted Style

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

- ✔ Questioning the status quo and seeking more effective ways of accomplishment.
- ✔ A competitive environment combined with a high degree of people skills.
- ✔ Quickly responding to crisis and change with a strong desire for immediate results.
- ✔ Exhibiting an active and creative sense of humour.
- ✔ Moving quickly from one activity to another.
- ✔ Having the ability to see the "big picture" as well as the small pieces of the puzzle.
- ✔ A good support team to handle paperwork.
- ✔ Dealing with a wide variety of work activities.
- ✔ Skilful use of vocabulary for persuasive situations.
- ✔ Working without close supervision.
- ✔ Handling a variety of activities.

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Time Wasters

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

Poor Delegation

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

Possible Causes:

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

Possible Solutions:

- Train and mentor others
- Develop a support team
- Give people the opportunity to help
- Recognise the time spent training others on routine tasks will result in gained cumulative time for higher priority tasks

Firefighting

Firefighting is often defined as being pulled away from priority tasks to answer questions, offer solutions, delegate or solve problem-related minor issues. These issues usually "flare up" quickly and are "put out" quickly.

Possible Causes:

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

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Time Wasters

Continued

Possible Solutions:

- Establish a plan
- Create operational procedures for tasks and known problems
- Establish a "management by objectives" approach

Lack of a Written Plan

A plan in this context may be an overall business plan including mission, goals, objectives, task requirements and utilisation of resources. It may also simply mean written priorities and a written daily plan of action.

Possible Causes:

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

Possible Solutions:

- Write down personal and job-related values and prioritise them
- Write out a long-term plan that will support those values
- Recognise that by having priorities clearly in mind, constant change will be replaced with change-by-design

Crisis Management

Crisis Management is defined as a management style that is consistently driven by uncontrolled external issues as the preferred method of managing. This style allows crises to precipitate rather than anticipating them and being pro-active.

Possible Causes:

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

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Time Wasters
Continued

Possible Solutions:

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

Snap Decisions

Snap decisions in this context are those decisions that are made too quickly without having all the necessary information.

Possible Causes:

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

Possible Solutions:

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

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Areas for Improvement

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

Samantha has a tendency to:

- Dislike routine work or routine people—unless she sees the need to further her goals.
- Keep too many balls in the air; if her support is weak, she will have a tendency to drop some of those balls.
- Have no concept of the problems that slower-moving people may have with her style.
- Have trouble delegating—cannot wait, so does it herself.
- Be so concerned with the big picture that she forgets to see the little pieces.
- Blame, deny and defend her position—even if it is not needed.
- Resist participation as part of the team, unless seen as a leader.
- Make "off the cuff" remarks that are often seen as personal prods.
- Be disruptive because of her innate restlessness and disdain for sameness.

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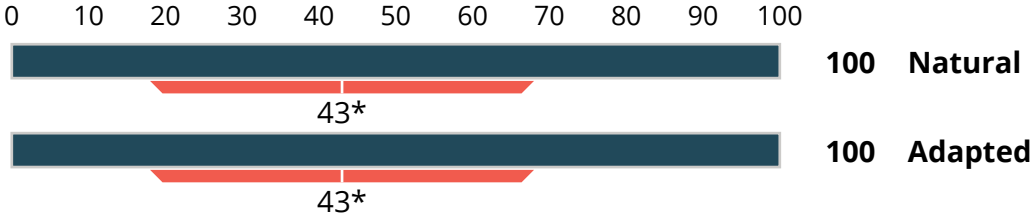
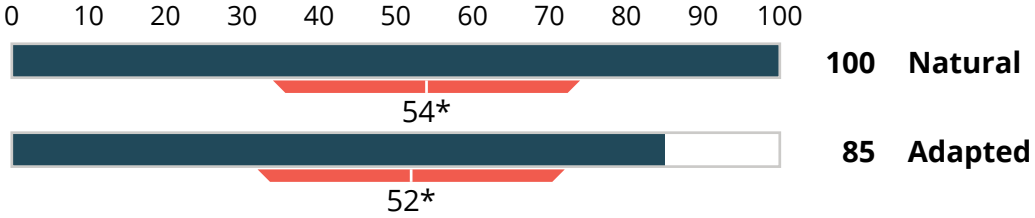
Behavioural Hierarchy

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

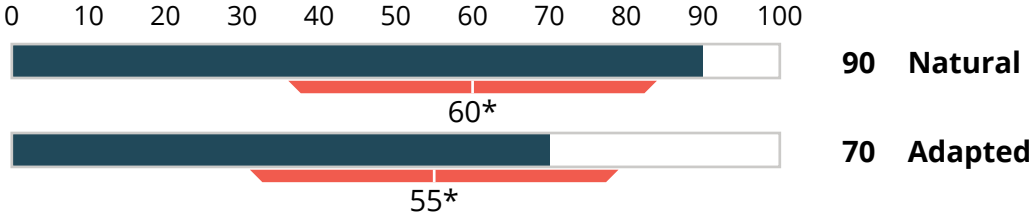
1. Urgency - Take immediate action.



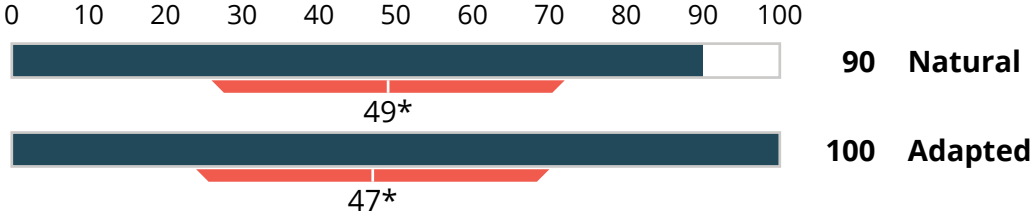
2. Versatile - Adapt to various situations with ease.



3. Interaction - Frequently engage and communicate with others.



4. Competitive - Want to win or gain an advantage.



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

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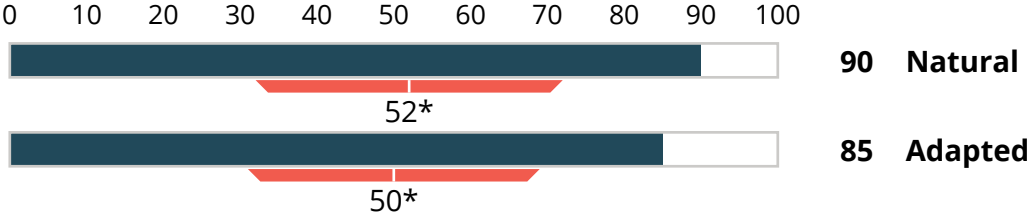
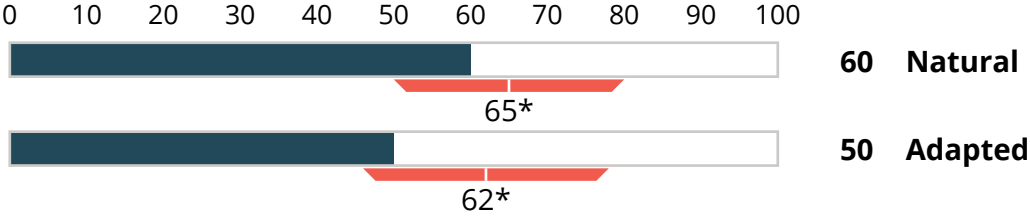
Behavioural Hierarchy

Continued

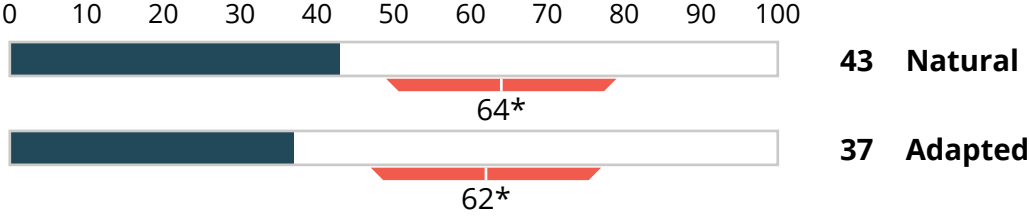
5. Frequent Change - Rapidly shift between tasks.



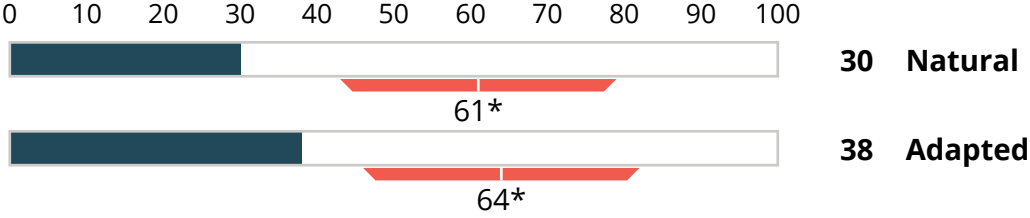
6. People-Oriented - Build rapport with a wide range of individuals.



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



8. Persistence - Finish tasks despite challenges or resistance.



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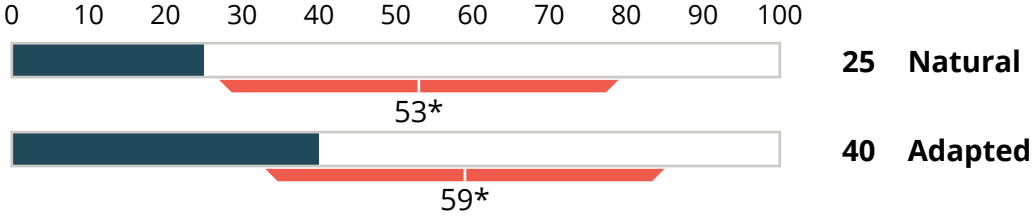
Behavioural Hierarchy

Continued

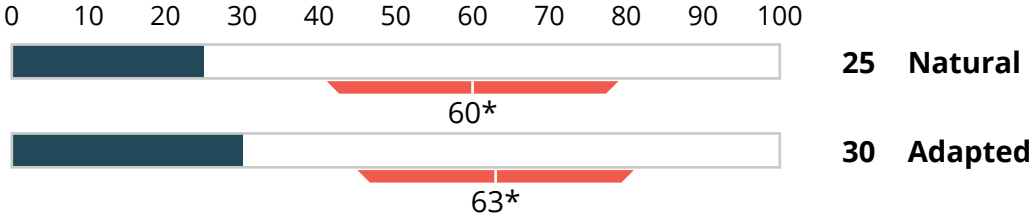
9. Analysis - Compile, confirm and organise information.



25 Natural

40 Adapted

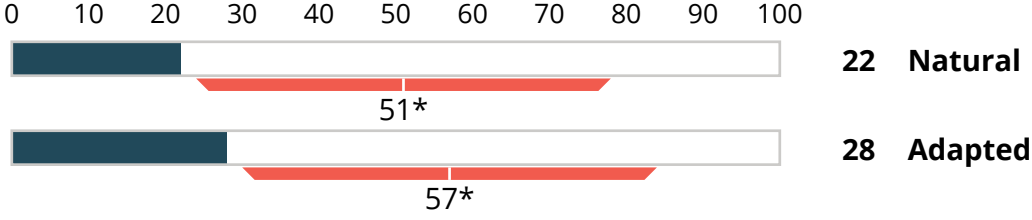
10. Following Policy - Adhere to rules, regulations, or existing methods.



25 Natural

30 Adapted

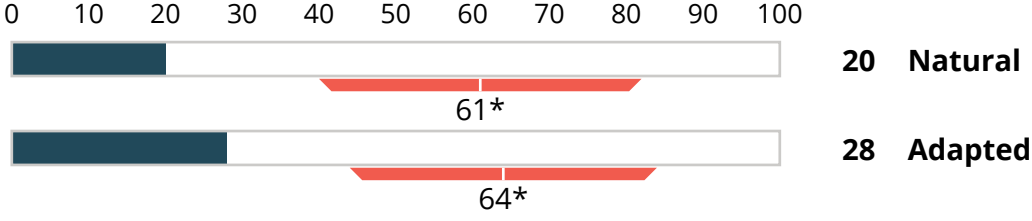
11. Organised Workplace - Establish and maintain specific order in daily activities.



22 Natural

28 Adapted

12. Consistent - Perform predictably in repetitive situations.



20 Natural

28 Adapted

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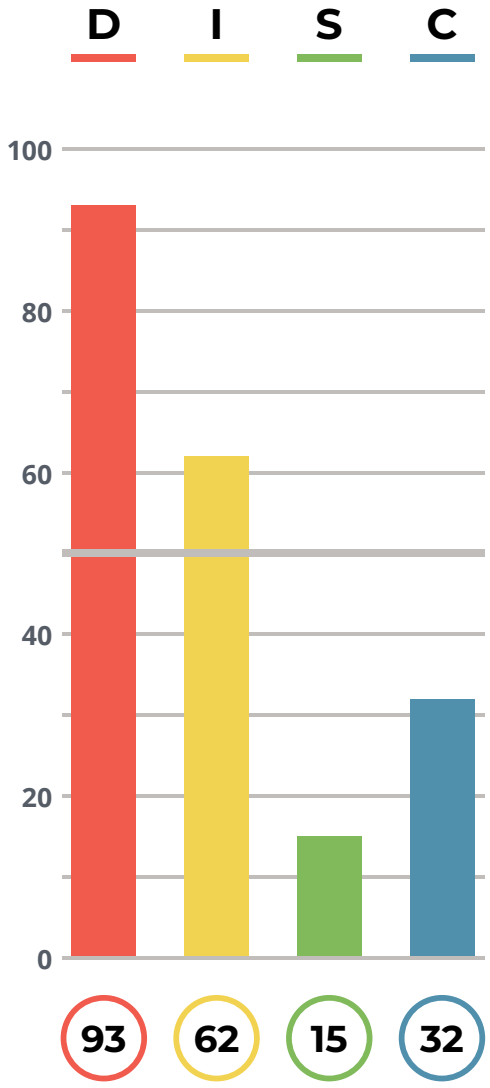
Style Insights® Graphs

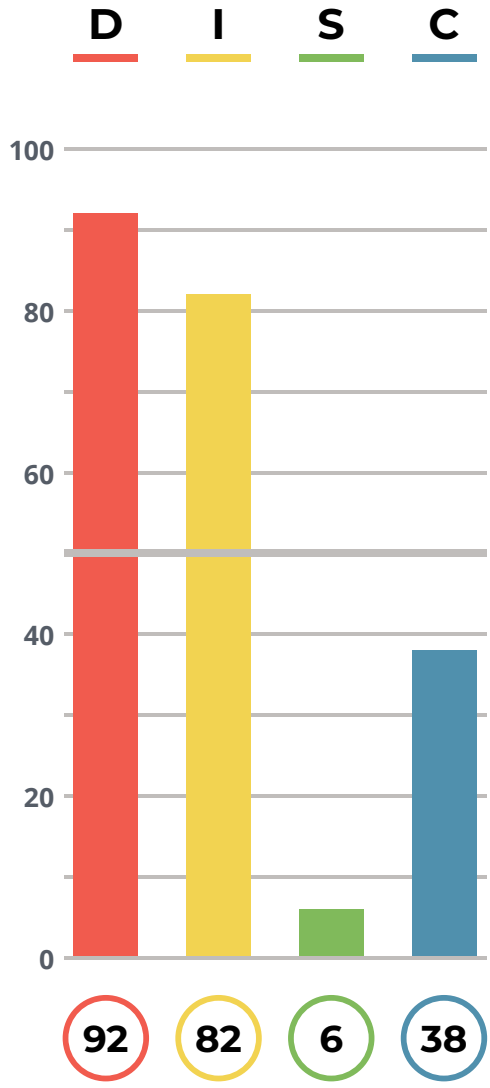
Graph I

Adapted Style



Graph II

Natural Style



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3/1/2022
T: 7:12

Samantha Sample

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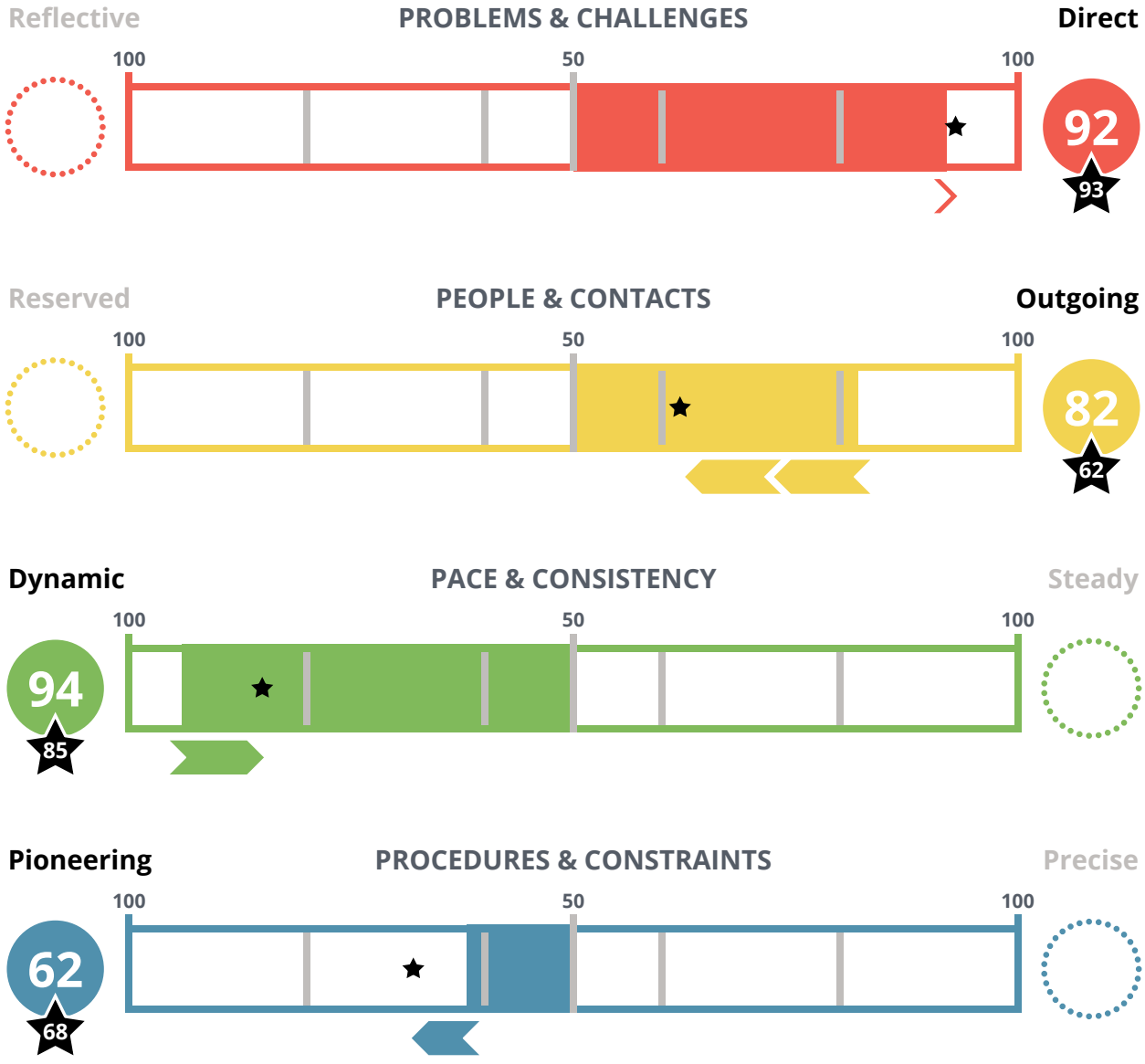
Behavioural Continuum

Everyone has a varying level of the four main behavioural factors that create their own, personal style. Each side of those factors lives on a continuum, and the combination influences individuals' level of engagement in different situations. The graph below is a visual representation of where Samantha falls within each continuum.



★ **Adapted Position**

Adapted Movement

Norm 2017 R4
3/1/2022
T: 7:12

Samantha Sample

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The TTI Success Insights® Wheel

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

- View your natural behavioural style (circle).
- View your adapted behavioural style (star).
- Note the degree you are adapting your behaviour.

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

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

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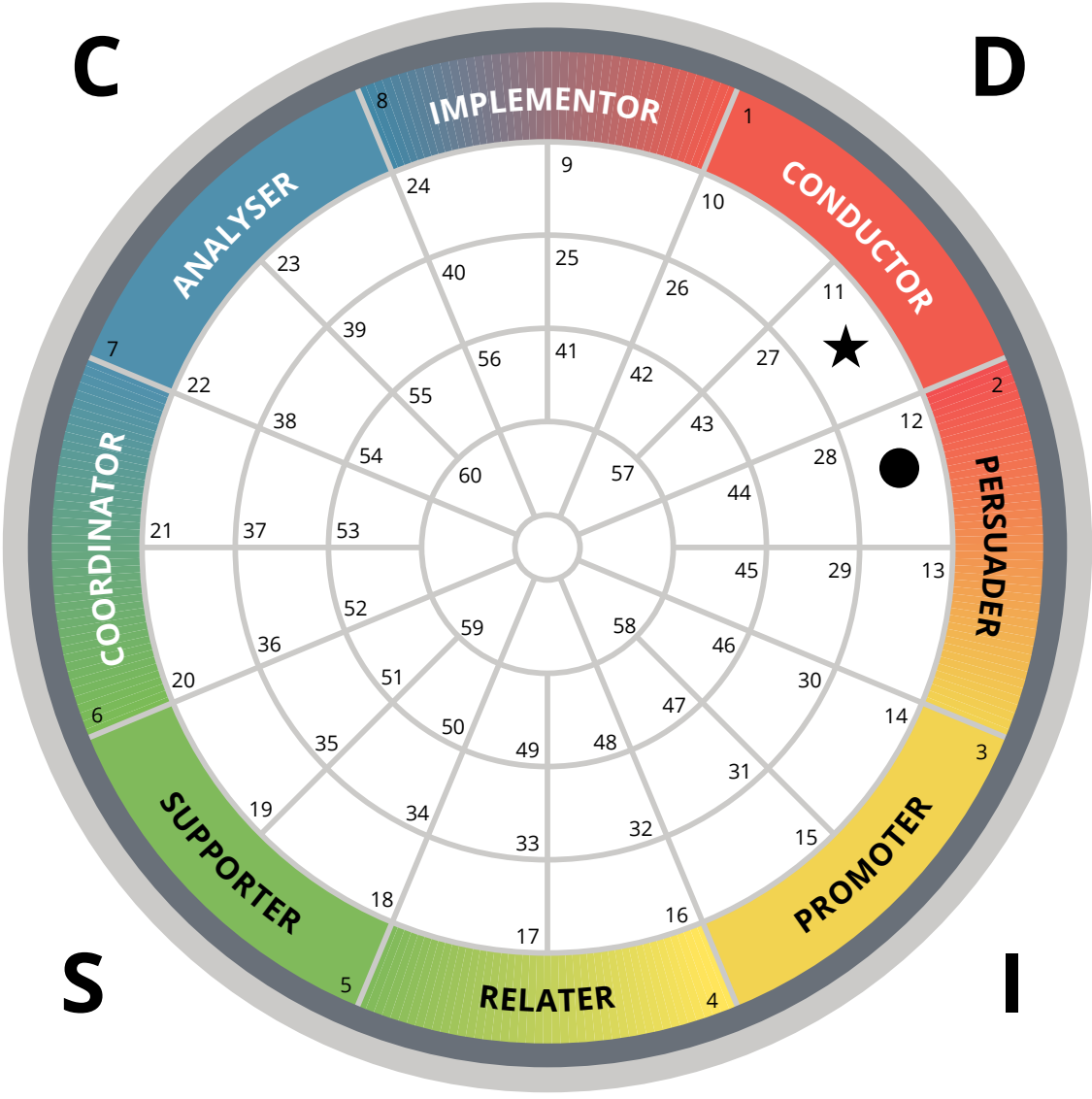
The TTI Success Insights® Wheel

Samantha Sample
TTI
3/1/2022



Adapted: ★ (11) PERSUADING CONDUCTOR
Natural: ● (12) CONDUCTING PERSUADER

Norm 2017 R4

T: 7:12

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Understanding Your Driving Forces

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

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

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

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

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

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

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Driving Characteristics

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

Samantha is motivated by increasing productivity and efficiency. She is driven by a long list of wants and will work hard to achieve them. She is driven to be very diligent and resourceful. She views people as a resource to achieve results. Samantha can buffer the feelings of others to drive business. She sees the world as a toolset to accomplish her goals. She will challenge the status quo to keep momentum moving. She is always looking for new ways to accomplish routine tasks. When Samantha feels strongly about a situation, she will apply the "end justifies the means" concept. She wants to control her own destiny and impact the destiny of others. If knowledge of a specific subject is not of interest, or is not required for success, Samantha will have a tendency to rely on her intuition or practical information in this area. She may prefer pleasant experiences for herself and others.

Samantha will focus on creating processes to ensure efficiency going forward. She is driven to maximise opportunities in order to create financial flexibility. She follows a philosophy of "it is not personal, it is just business." She will help develop an individual if she sees opportunities for future return. Samantha can be an out-of-the-box thinker. Given the choice, Samantha would choose to experience new opportunities. She can go to extremes to win or control the situation. She has the desire to create a winning strategy. In those areas where Samantha has a special interest she will be good at integrating past knowledge to solve current problems. If Samantha is truly interested in a specific subject, or if knowledge of specific subject matter is required for success, then she will take the initiative to learn about that subject in great depth. At times Samantha will look for opportunities to tie beauty and harmony into the experiences of others. She may look at the totality of a situation to ensure a rewarding interaction.

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Driving Characteristics

Samantha may look for ways to create a positive customer experience. She will seek knowledge based on her needs in individual situations. She is driven by public recognition. She likes to set her own plan to guide and direct her actions. Samantha believes it is important to keep emotions out of business decisions. She will not normally allow herself to be directed by others unless it will enhance her own self-interest. She has a strong desire to build resources for the future. She will be creative when resources are scarce.

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Strengths & Weaknesses

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

Potential Strengths

- Samantha configures resources to maximise output.
- She tends to focus on the return on investment.
- She tends to maximise efficiency and productivity.
- She will help others when others are willing to work hard.
- Samantha will seek to develop or help others when she can see future opportunities.
- She will adopt aspects of systems if she sees a benefit.
- She strives to advance her position.

Potential Weaknesses

- Samantha tends to view people and resources as tools to achieve an outcome.
- She may view material possessions and money as a scorecard.
- She may be perceived as a workaholic.
- She may create scenarios that benefit herself more than others.
- Samantha may expect something in return each time she helps or serves others.
- She resists overly structured ways of thinking and approaches.
- She can be driven by the desire to achieve status and recognition.

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Energisers & Stressors

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

Potential Energisers

- Samantha tries to eliminate waste.
- She strives to obtain practical results.
- She likes to be compensated based on performance.
- She is energised by purposeful people.
- Samantha likes to develop internal advocates.
- She likes to question unnecessary protocols.
- She likes to create and control her destiny.

Potential Stressors

- Samantha does not like when resources are used inefficiently.
- She gets frustrated when processes are redundant.
- She is stressed when others ignore the return on investment.
- She does not act without personal benefit.
- Samantha does not like to make emotion-based decisions.
- She is stressed when she must support the status quo.
- She does not like a small workspace.

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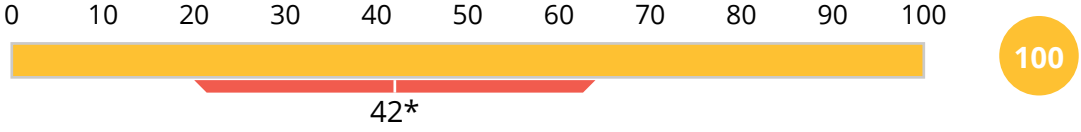
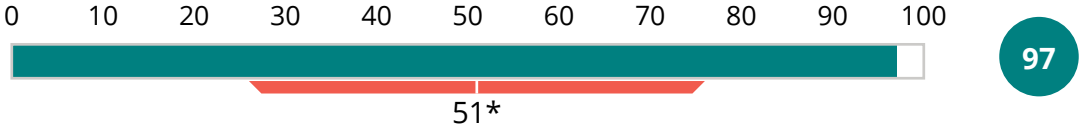
Primary Driving Forces Cluster

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.

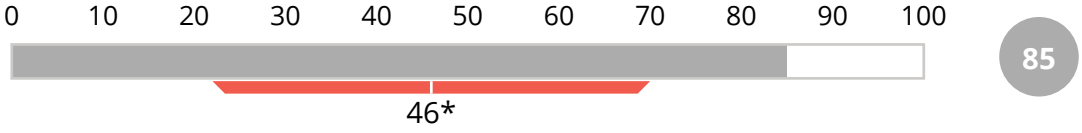
1. Resourceful - People who are driven by practical results, maximising both efficiency and returns for their investments of time, talent, energy and resources.



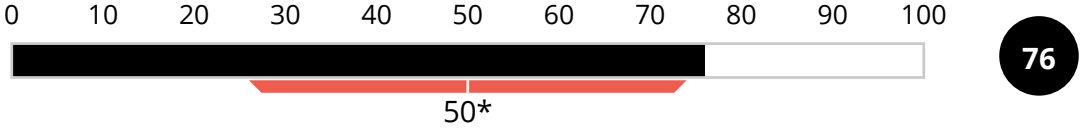
2. Intentional - People who are driven to assist others for a specific purpose, not just for the sake of being helpful or supportive.



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



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



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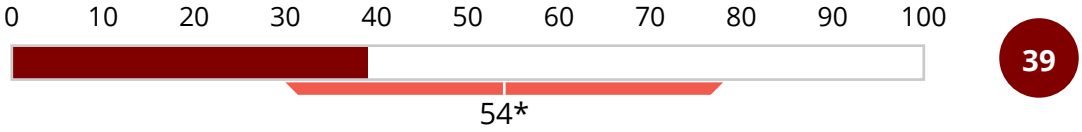
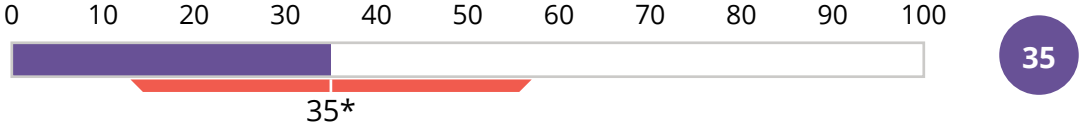
Situational Driving Forces Cluster

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

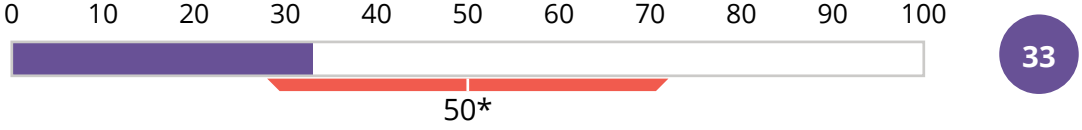
5. Intellectual - People who are driven by opportunities to learn, acquire knowledge and the discovery of truth.



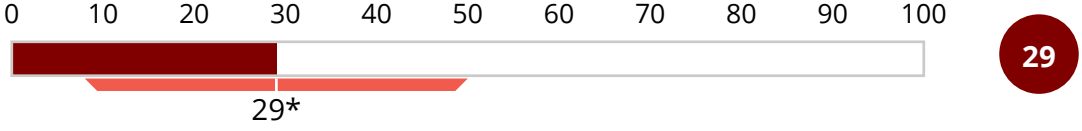
6. Harmonious - People who are driven by the experience, subjective viewpoints and balance in their surroundings.



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



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



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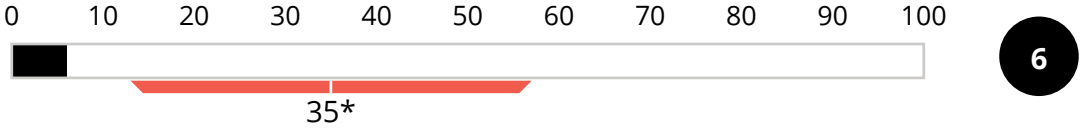
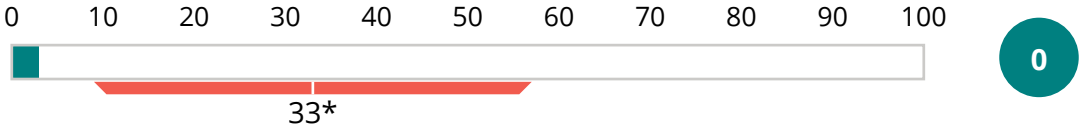
Indifferent Driving Forces Cluster

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.

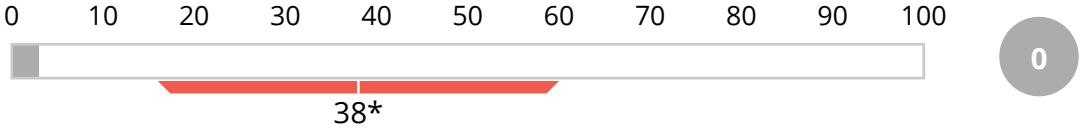
9. Collaborative - People who are driven by being in a supporting role and contributing with little need for individual recognition.



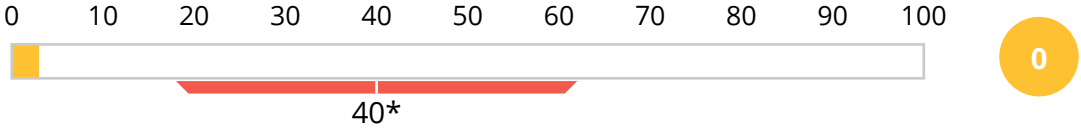
10. Altruistic - People who are driven to assist others for the satisfaction of being helpful or supportive.



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



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



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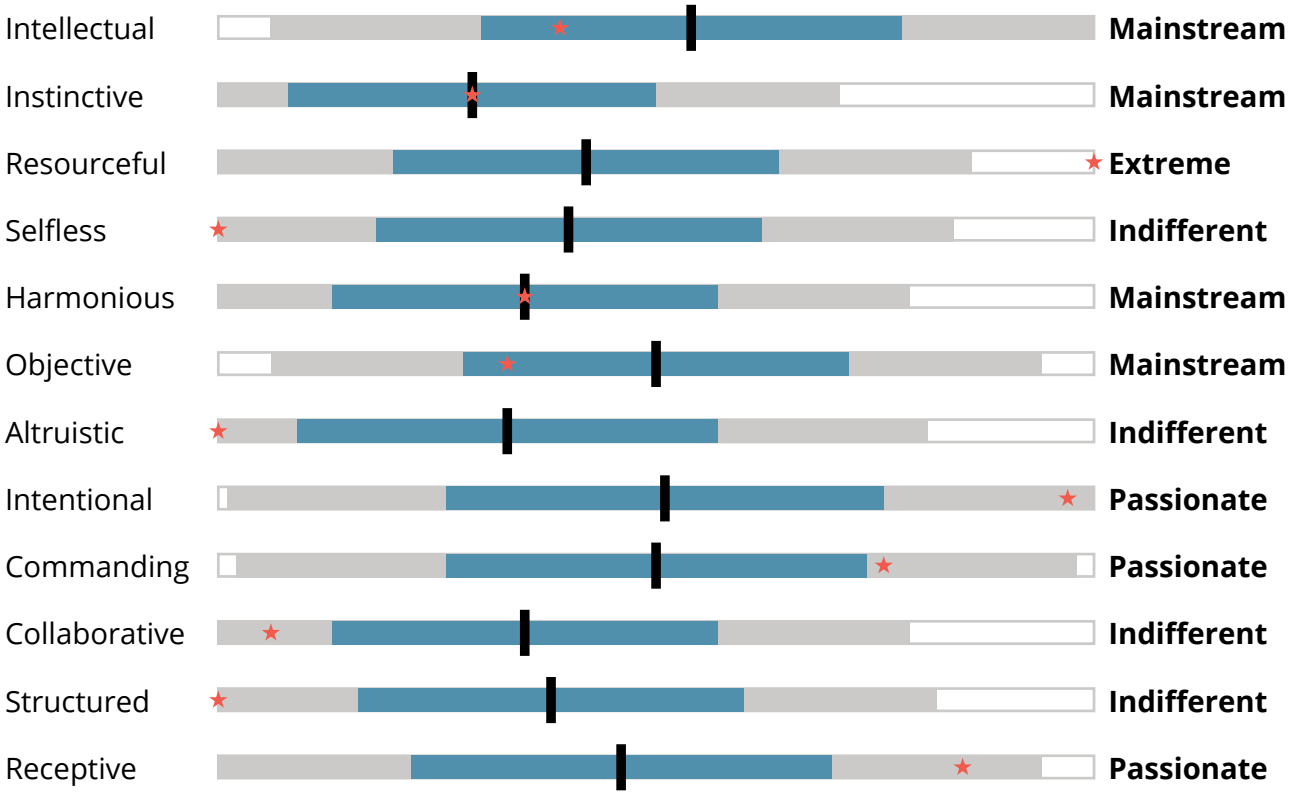
Areas for Awareness

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

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

Norms & Comparisons Table - Norm 2017



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

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

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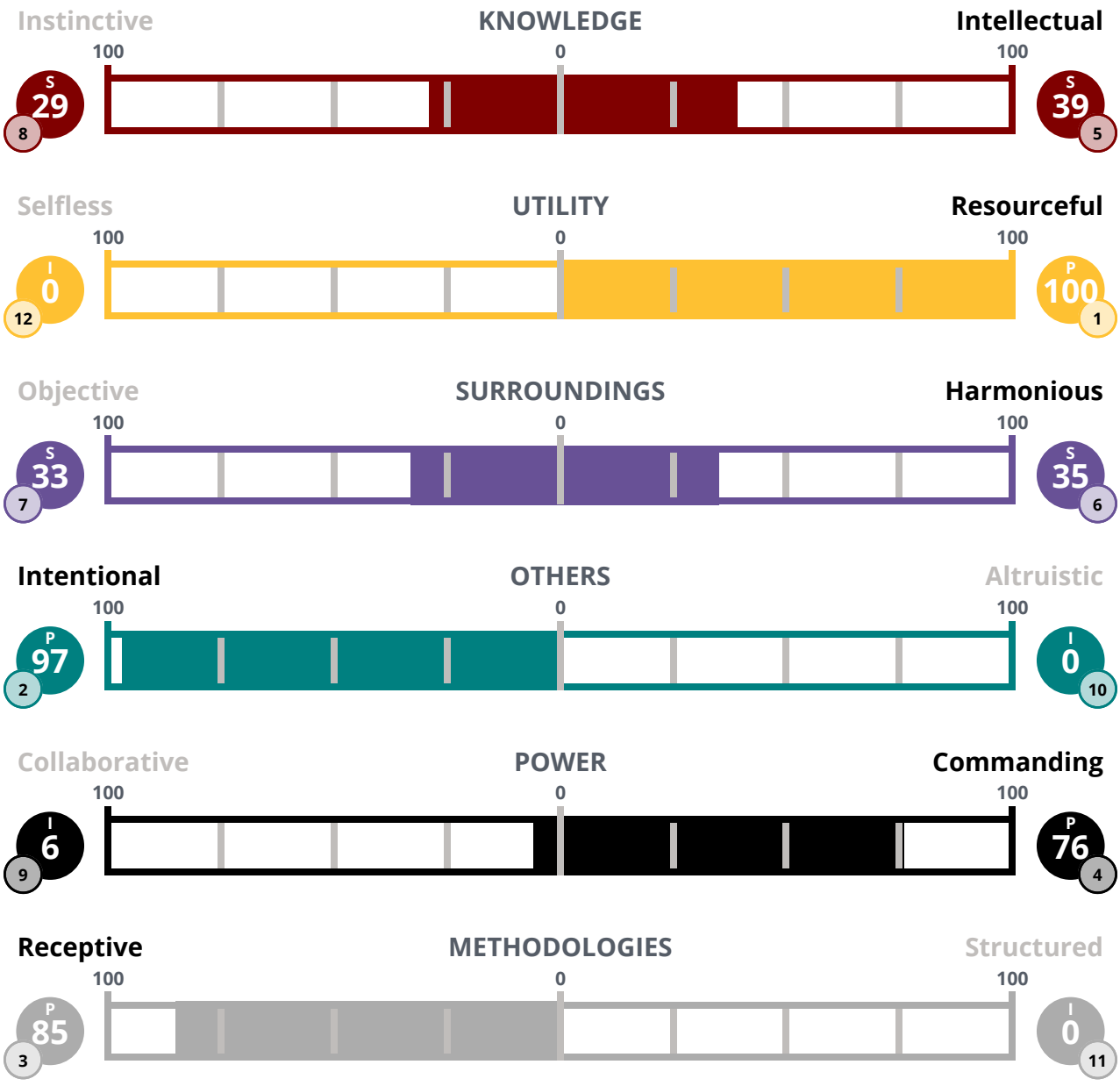
Motivational Continuum

The 12 Driving Forces® Continuum is a visual representation of what motivates Samantha and the level of intensity for each category. The letter "P" indicates an individual's primary cluster. These four factors are critical to Samantha's motivation and engagement regardless of the situation.



P 76 3
- Primary, Situational, or Indifferent
- Driving Forces Score
- Driving Forces Rank

Norm 2017
3/1/2022
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Samantha Sample

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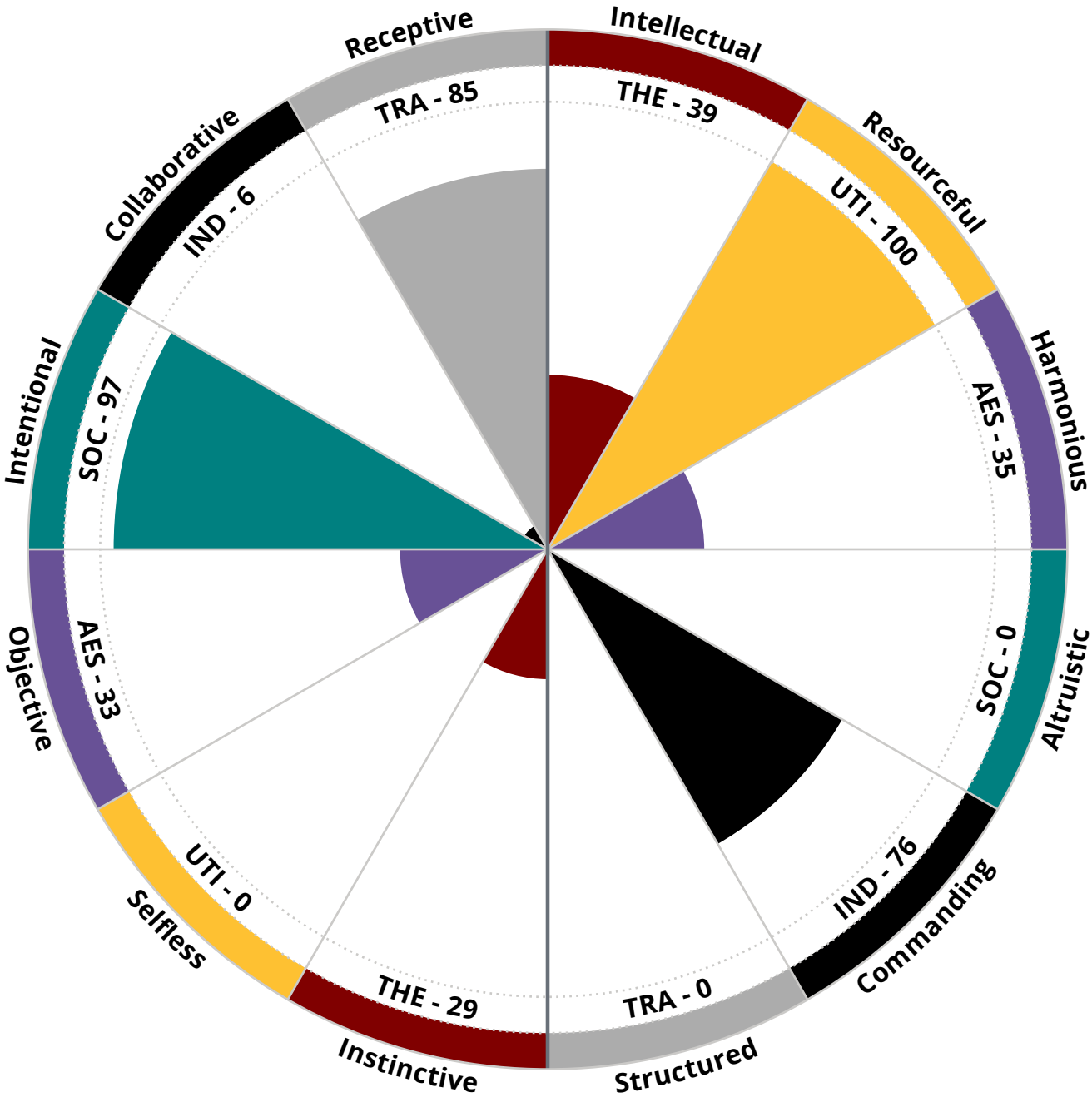
Driving Forces Wheel



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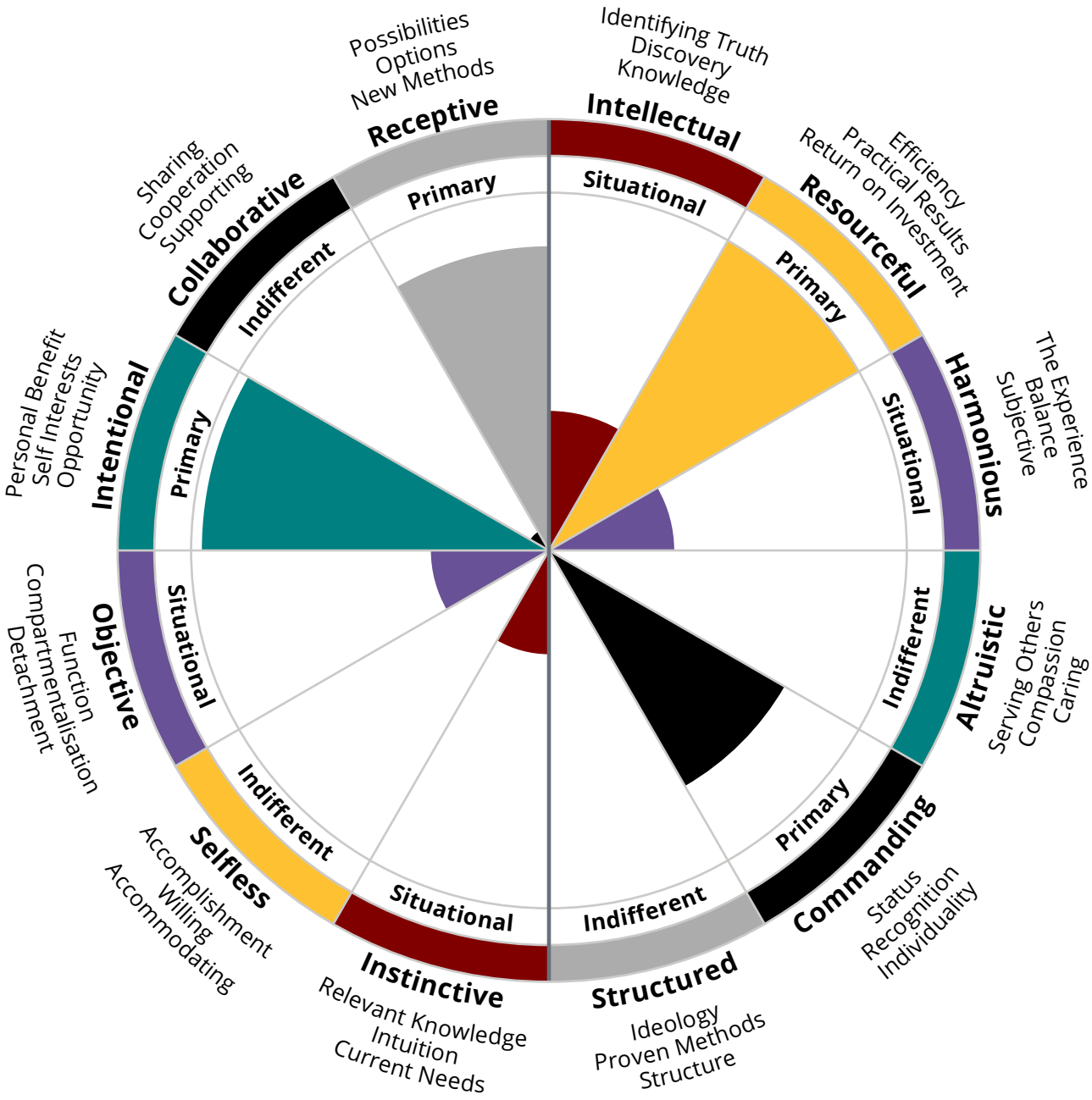
Descriptors Wheel



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Introduction

Integrating Behaviours and Driving Forces

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

In this section you will find:

- Potential Behavioural and Motivational Strengths
- Potential Behavioural and Motivational Conflict
- Ideal Environment
- Keys to Motivating
- Keys to Managing

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Potential Behavioural & Motivational

Strengths

This section describes the potential areas of strengths between Samantha's behavioural style and top four driving forces. Identify two to three potential strengths that need to be maximised and rewarded in order to enhance on-the-job satisfaction.

- Can be resourceful to influence others to get results.
- Makes decisions based on saving time, resources and improving efficiency.
- Very resourceful in solving problems.
- Will champion a worthy cause, as a challenge, if they see a potential return.
- Initiates the activity of developing others if they are putting forth a strong effort on their own.
- Tough but fair when others are willing to work hard.
- A leader for those who question traditions.
- Will champion change and focus on out of the box results
- Puts everything she has into looking for new opportunities.
- Forward-looking to improve herself or a situation.
- Not easily deterred by setbacks.
- Seeks the challenge and opportunity to win.

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Potential Behavioural & Motivational Conflict

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

- May tend to flaunt success and use money as a scorecard.
- Can be a workaholic.
- May offend others with too much discussion of results.
- May try to utilise many people to obtain results.
- Needs immediate results when involving others.
- May set standards too high that causes others to fall short.
- By challenging the status quo she may miss the desired results.
- A desire for better results may be prohibited by her need for something new.
- May break others' rules to keep the momentum moving.
- May always want to display her superiority through problems or challenges.
- May not realise the negative consequences of her quick decisions.
- Takes on too much, too soon, too fast to maintain control.

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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 Samantha's behavioural style and top four driving forces. Use this section to identify specific duties and responsibilities that Samantha enjoys.

- Rewards for being quicker, faster, better.
- Key performance measured on results and efficiency rather than people and process.
- An environment where direct, bottom-line efforts are appreciated.
- A forum to champion the needs and desires of others who are willing to work for common results.
- The opportunity to show others their potential in order to drive the desired outcomes.
- A results-driven environment where people are respected for what they can provide.
- An environment that promotes creative ideas for solving problems and making decisions.
- Opportunity to alter existing systems to make them bigger, better and faster.
- Ability to achieve results by challenging the status quo.
- Continual opportunity to challenge and win.
- Opportunity to assertively express her desire to control her own destiny and potentially that of others.
- Ability to be self-starting and forward looking as it relates to challenging the status quo.

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Keys To Motivating

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

Samantha wants:

- Freedom to get desired results and improve efficiency.
- Focus on results and rewards, not the process or journey.
- Opportunities for achieving things faster and of more value.
- Opportunities to accomplish solutions to problems that relate to her vision.
- To be in charge of people, resources and surroundings.
- Recognition for driving business and being a catalyst for changing the world.
- The opportunity to expand her way of thinking.
- All systems and structures to be current and moving toward the desired result.
- The ability to solve problems by examining many new approaches.
- New and difficult challenges that lead to prestige and status.
- Space and latitude to do what it takes to get the job done.
- Power and control over outcomes and goals.

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Keys To Managing

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

Samantha needs:

- To be an active listener instead of dominating the discussion.
- The opportunity to receive rewards based on results achieved.
- To assess the risk and rewards of each decision.
- To be given power and authority to achieve results through people.
- Needs task-oriented challenges.
- Help to understand how managing her intensity can align others to her objectives.
- Support to achieve results through her constantly evolving system for living.
- A manager that understands her potentially explosive nature is from the desire to achieve and win in new and different ways.
- A manager that understands her need to explore many systems to capture all possibilities.
- Assistance in staying on task when she is not the leader of the project.
- Freedom to determine how results should be achieved.
- Help understanding the effect on her image when she disengages from uncontrolled projects.

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Introduction

Emotional Intelligence

The Emotional Quotient™ (EQ) report looks at a person's emotional intelligence, which is the ability to sense, understand and effectively apply the power and acumen of emotions to facilitate higher levels of collaboration and productivity. The report was designed to provide insight into two broad areas: Self and Others.

Research shows that successful leaders and superior performers have well-developed emotional intelligence skills. This makes it possible for them to work well with a wide variety of people and to respond effectively to the rapidly changing conditions in the business world. In fact, a person's EQ may be a better predictor of success performance than intelligence (IQ).

Emotional intelligence is an area you can focus on and develop regardless of your current score in each dimension. One model to help you assess your emotional levels throughout the day is to check your emotional clarity. Think of red as poor emotional clarity or an inability to utilise all skills and resources because of your emotional cloudiness. When you're identifying yourself as having a red glass, you may be experiencing emotions such as fear, anger, sadness or loss. Think of a clear glass as your ideal state of clarity, or when you're emotionally "in the zone." You may experience emotions such as happiness, joy, peace or excitement. Most of the time you are somewhere in between. You may not be able to place an exact descriptor on how you feel, but you're relatively clear-headed and free from distractions. Remember, the higher your EQ scores, the easier it will be to apply this model to you and to those around you.

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Introduction

Emotional Intelligence

This report measures five dimensions of emotional intelligence:

Emotional Intelligence - Self

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

Self-Awareness is the ability to recognise and understand your moods, emotions and drives, as well as their effect on others. In practice, it is your ability to recognise when you are red, clear or somewhere in-between.

Self-Regulation is the ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting. In practice, it is your ability to influence your emotional clarity from red to clear when the situation requires.

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

Emotional Intelligence - Others

What goes on between you and others.

Social Awareness is the ability to understand the emotional makeup of other people and how your words and actions affect others. In practice, it is the ability to assess if they are in a red, clear or somewhere in-between state.

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

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

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Emotional Characteristics

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

Samantha's confidence varies with the situation based on emotional triggers or enablers. When others give Samantha feedback, she may be unaware of how emotions will impact the understanding of the feedback. She tends to be aware of major changes in day-to-day stress levels. She tends to be aware of her emotional strengths and weaknesses. Samantha understands her likes and dislikes, but she may not have found her true passion in life. She may not take notice when her stress level is escalated over a prolonged period of time.

Samantha may have fallen into a habit of using ineffective emotional regulation strategies. Samantha's negative emotions might affect performance of the team. When in a bad mood, Samantha may brood about it. When stressed, Samantha's actions may cause others to feel unnecessary stress as well. Others may be afraid to approach Samantha with bad news, criticism or potentially negative information because her reactions are unpredictable. She may have trouble remaining calm during emotionally charged situations.

Samantha is usually comfortable with the status quo, but is willing to be open to change if a change is really needed. She may not regularly go out of her way to develop her skills. She may see obstacles as opposed to opportunities when she is pursuing her goals. She may depend on multitasking, making her individual work style less efficient. Samantha tends to be motivated when she is interested in a project. People may consider Samantha a good worker but not an overachiever.

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Emotional Characteristics

Samantha is able to work with others but at times will need help understanding their emotional needs. When Samantha holds a strong opinion, she may have trouble understanding others' perspectives. Others may not always feel that Samantha understands them. She generally recognises when she has offended someone, but may not always understand why she was offensive. Samantha may have trouble understanding the viewpoints of others who are not like her. She can be thoughtful and understanding, but may not come across this way to others.

Samantha occasionally engages in substantive conversations. She may, on occasion, have trouble negotiating with others. She is persuasive when she feels passionate about the topic to the point of potentially coming across as overbearing. Others generally view Samantha as approachable. Samantha collaborates well with most of her co-workers. She can interpret nonverbal cues in some instances and may adjust to the situation.

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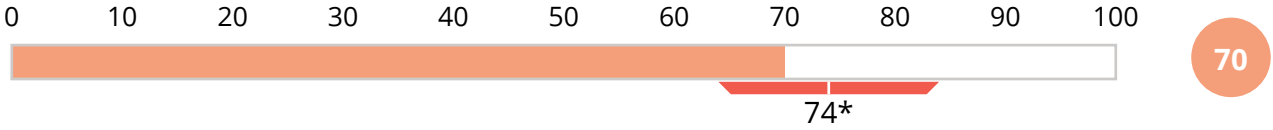
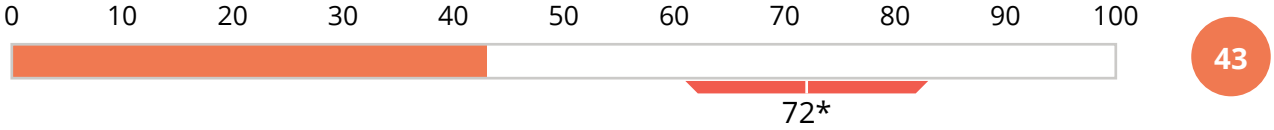
Emotional Quotient Assessment Results

The Emotional Quotient (EQ) is a measure of your ability to sense, understand and effectively apply the power and acumen of your emotions and the emotions of others in order to facilitate high levels of collaboration and productivity. Your total score on the Emotional Quotient Assessment indicates your level of overall emotional intelligence. The higher the number, the more emotionally intelligent you are. If your goal is to raise your EQ, the components on which you have scored the lowest should be the focus of your development.

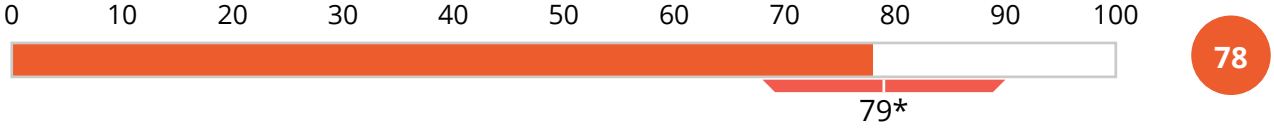
1. Self-Awareness - The ability to recognise and understand your moods, emotions and drives, as well as their effect on others.



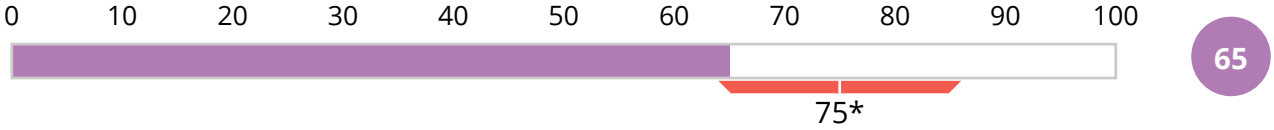
2. Self-Regulation - The ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting.



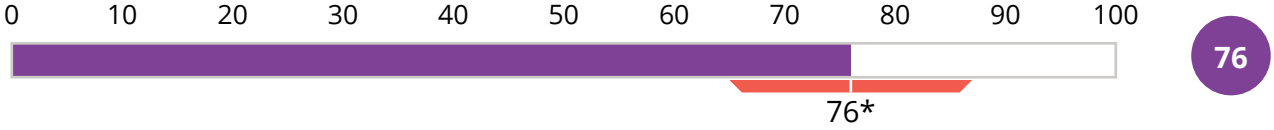
3. Motivation - A passion to work for reasons that go beyond the external drive for knowledge, utility, surroundings, others, power or methodology and are based on an internal drive or propensity to pursue goals with energy and persistence.



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



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



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

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Samantha Sample

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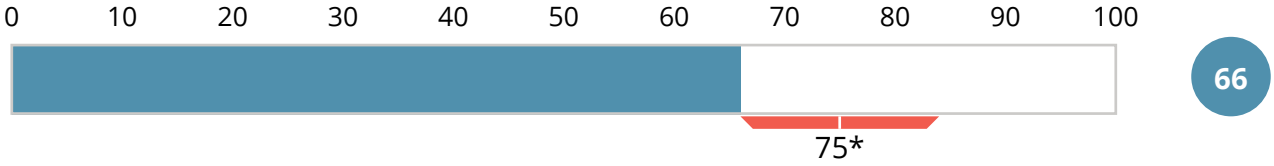
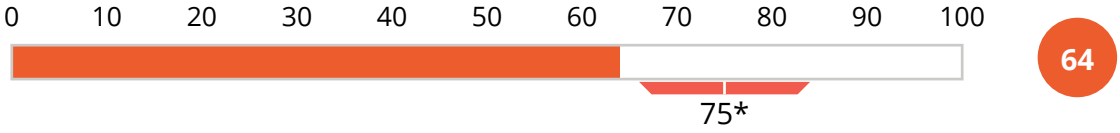
Emotional Quotient Scoring Information

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

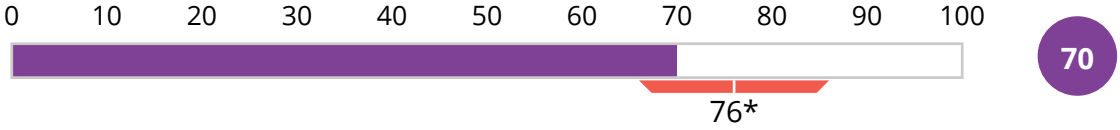
Total Emotional Quotient - Your total level of emotional intelligence, formed by averaging your Others and Self scores.



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



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



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Samantha Sample

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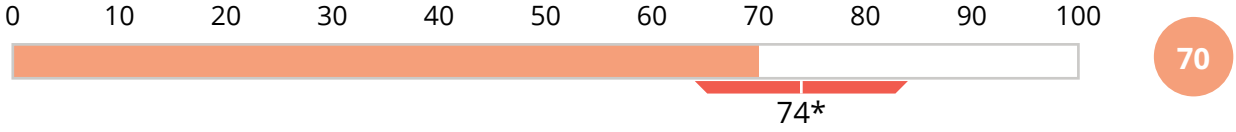
Self-Awareness

Based on Samantha's level of EQ in this dimension, she is moderately self-aware, meaning she may notice what she is feeling but is not always able to explain it.

What Samantha can do:

- Practice self-reflection by identifying and naming your current emotional tone. Check your emotional clarity. What is your current state: red, clear or somewhere in-between?
- 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 behaviours and see if you recognise patterns throughout the day.
- Reflect on the connection between your emotions and your behaviour.
- 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.

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



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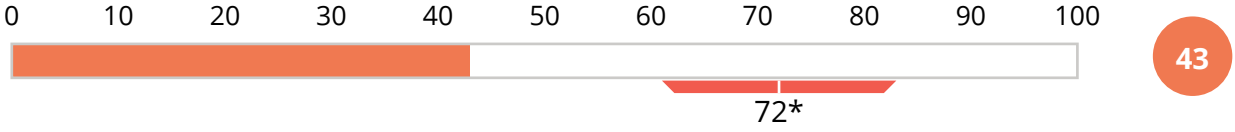
Self-Regulation

Based on Samantha's level of EQ in this dimension, she would benefit from developing her level of Self-Regulation in order to regulate actions fuelled by negative or disruptive emotions.

What Samantha 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, summarise 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 visualise 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?"

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



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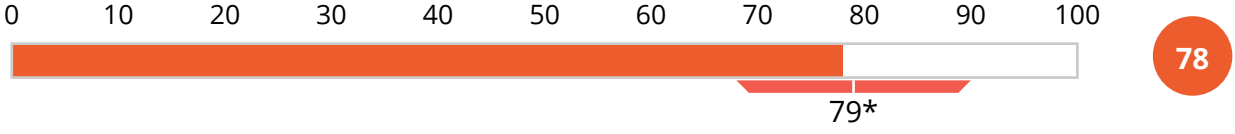
Motivation

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

What Samantha can do:

- Set specific goals with milestones and dates for achievement.
- Clarify why the goals you have set are important to you. Ask yourself not only, "What are my goals?" but also, "Why are they my goals?"
- Work with a peer or trusted advisor to create detailed action items to work toward your overall goals.
- Set aside time to work on your goals each day, even if it is just five minutes at a time.
- List your goals and post them where you can see them every day.
- Spend time visualising the outcome of accomplishing your goals. How does it look and feel?
- Ask a close friend to help hold you accountable for reaching your goals.
- Celebrate accomplishments, both big and small.
- Learn from your mistakes; keep track of the lessons learned in a journal.
- Challenge the status quo and make suggestions for improvement.
- Find inspiration from others who use internal Motivation to overcome obstacles to reach their dreams.

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



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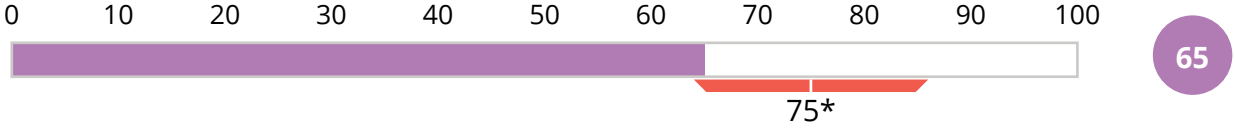
Social Awareness

Based on Samantha's level of Social Awareness, at times she may find it difficult to understand others' emotional responses to situations and may need to adapt her communication.

What Samantha can do:

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

Social Awareness - The ability to understand the emotional makeup of other people and how your words and actions affect others.



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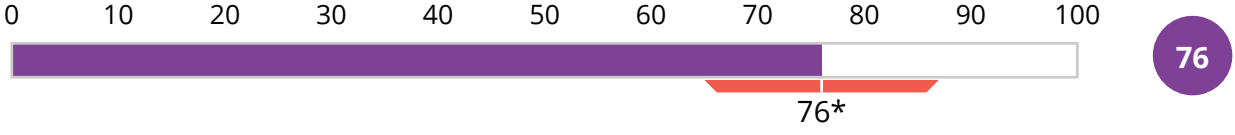
Social Regulation

Based on Samantha's level of Social Regulation, she may find relating to others challenging, especially in emotionally charged situations.

What Samantha can do:

- Be aware of the message your body language is communicating, try to predict how you can respond positively to the interaction.
- Ask those you admire to describe their experience when socialising with you.
- Remember people's names. Use memory techniques and be known as the one that remembers!
- After a negative interaction or misunderstanding, take accountability and find ways to make amends.
- Describe scenarios to a trusted advisor in order to gain experiential knowledge on how to increase your level of Social Regulation skills.
- Take notice when emotions are taking over an interaction and then find ways to remove yourself from the situation.
- Show a genuine curiosity for others' well-being.
- Allow others to take the lead role so you can learn from their leadership style.
- Connect with people you have just met and find ways to continue to build the rapport.
- Seek quality, rather than quantity, in your social bonds. Converse with others on a deeper level.
- Join a professional association or special interest group to practice building bonds.

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



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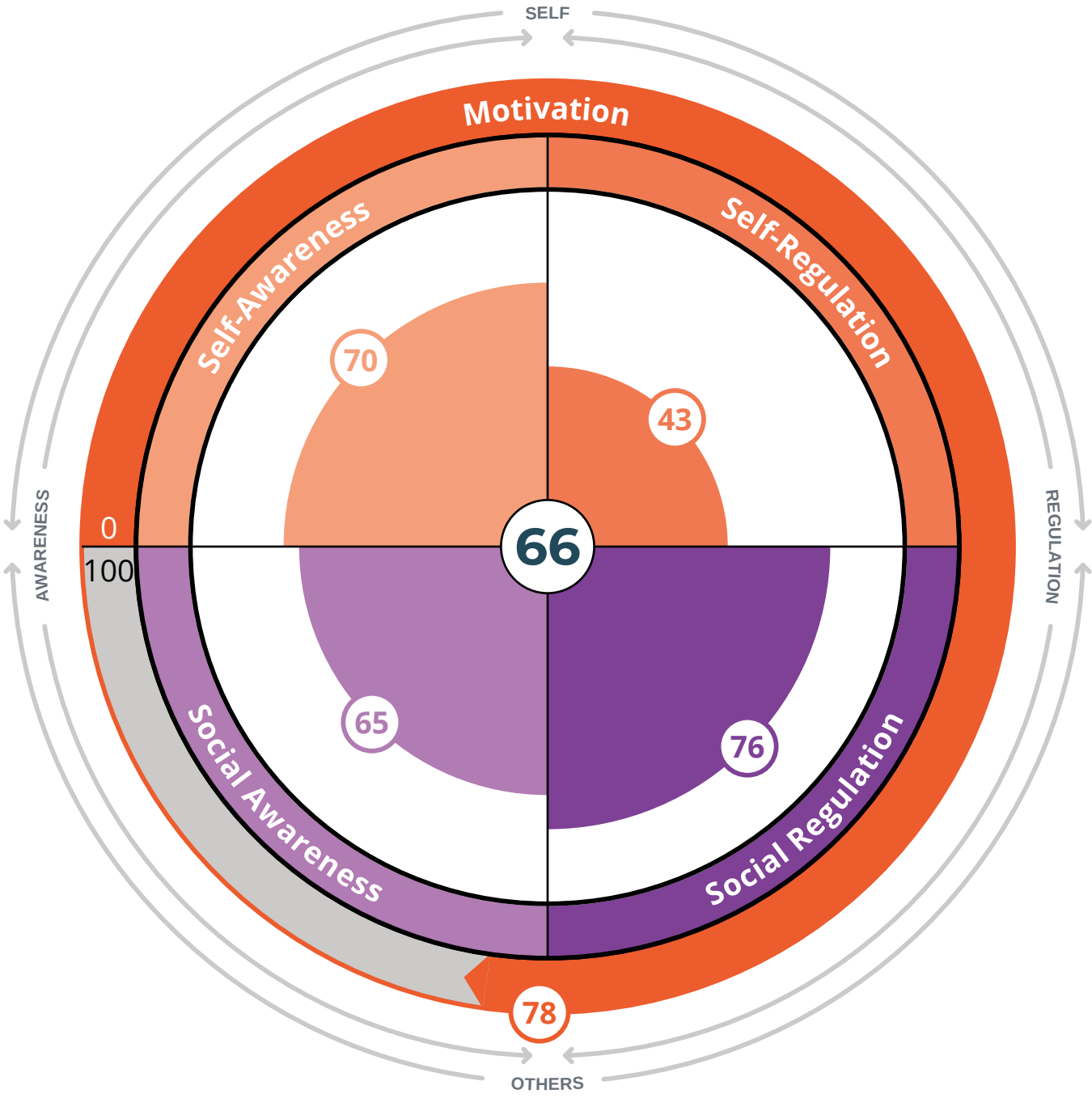
Emotional Quotient™ Wheel

The Emotional Quotient wheel is a visualisation of your scores in the report. The circle, split into quadrants, is encompassed by Motivation and divided by Self and Others. Your Motivation score starts at Self-Awareness and wraps around the wheel clockwise. This starting position is due to all EQ dimensions being influenced first by your level of Self-Awareness. The volume of colour illustrates the strength of your overall EQ score which is also notated in the centre circle.



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Samantha Sample

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Introduction

Blending Behaviours, Driving Forces & EQ for Success

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

For years, TTI has educated the corporate world on behaviours, or the "how" of people's actions; meanwhile, driving forces is the "why" they do what they do. This has explained the difference in actions for decades. However, recent research has led to the discovery of people with similar behaviours and driving forces, yet they still respond differently to situations, especially when the situations are emotionally charged.

Why is this? The answer is often found within a person's Emotional Intelligence. Understanding a person's EQ and applying this information to behaviours and driving forces can not only expand the working language and communication of an organisation, but can help an individual successfully navigate the workplace maze and feel a sense of accomplishment and reward from doing so.

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Blending for Success

Behaviours, Driving Forces & EQ

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

To clarify this section, Samantha's primary driving forces cluster includes: Resourceful, Intentional, Receptive and Commanding.

Samantha has a moderate level of Self-Awareness. She is mentally and physically aware of a change in how she is feeling but may not be able to always anticipate or explain the change before it happens. Coupled with her high "Dominance" behavioural style, these feelings may be intensified and acted upon based on the emotional reaction versus thought out. Most high "Dominants" have a short fuse and are unaware of when their particular triggers are ignited. However, with Samantha's moderate level of Self-Awareness, she is aware of the physical and emotional response connected to these triggers but is not always able to articulate them.

Samantha has a low level of Self-Regulation. She may not be able to temper responses and reactions to emotionally charged events. Possessing a high "Dominant" behavioural style indicates that Samantha would be quick to anger, make snap decisions and have a short temper. However, with low Self-Regulation, the typical behavioural characteristics may be intensified slightly, and this can have a negative impact on communications with others. By understanding her dominant behaviour and how it impacts the communication flow with others, Samantha would benefit from understanding how to adapt this communication style for a more positive outcome. Be careful in instances where the topic at hand directly relates to Samantha's primary driving forces cluster. The ability for her to utilise her knowledge of her behaviours will be hindered when a perceived threat to her drivers is present.

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Blending for Success

Behaviours, Driving Forces & EQ

Samantha has a moderate level of Motivation. She has an average amount of motivation and passion to work for reasons that do not satisfy her primary driving forces cluster. This motivation is an internal drive to achieve the goal; however, with motivation being moderately developed, it is important to utilise an external driver or "carrot" to chase. In order to achieve complete engagement and superior performance, it will be important for her primary driving forces to be satisfied through her career.

Samantha has a moderate level of Social Awareness. At times she is able to anticipate how others will receive information or react to a situation. When she is able to harness this information, it will increase her ability to see things from someone else's perspective. Samantha typically views things from the perspective of her primary driving forces cluster, whereas not all people filter information from this viewpoint. Being able to step out of her primary driving forces mindset is key in being able to win and maintain rapid advancement in the organisation, which her "Dominant" behavioural style requires.

Samantha has a moderate level of Social Regulation. She is able to manage relationships and maintain networks. Samantha has the ability to maintain the strongest relationships with others that possess similar drivers, as they filter communication from the same viewpoint. Her primary areas of interest originate from Resourceful, Intentional, Receptive or Commanding. However, she will do best in forming relationships that directly lead to the satisfaction of these passions. Behaviorally, Samantha prefers a more direct and to the point communication style. Based on her moderately developed Social Regulation, she may be able to adapt her communication style to meet the needs of the relationship, providing the relationship leads to the satisfaction of her primary drivers.

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