



TTI  
SUCCESS  
INSIGHTS®

**TriMetrix® EQ**  
Management-Staff

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INSIGHTS MDI®  
21/6/2017

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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 And Driving Forces

This section of the report will help you blend the how and the why of your actions. Once you can understand how your 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 And EQ

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



## Introduction Behaviours Section

**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.













# Communication Tips

*This section provides suggestions on methods which will improve Max's communications with others. The tips include a brief description of typical people with whom he may interact. By adapting to the communication style desired by other people, Max 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 disorganised or messy.

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

- Be clear, specific, brief and to the point.
- Stick to business.
- Be prepared with support material in a well-organised "package."

### **Factors that will create tension or dissatisfaction:**

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

## **When communicating with a person who is patient, predictable, reliable, steady, relaxed and modest:**

- Begin with a personal comment--break the ice.
- Present your case softly, nonthreateningly.
- Ask "how?" questions to draw their opinions.

### **Factors that will create tension or dissatisfaction:**

- Rushing headlong into business.
- Being domineering or demanding.
- Forcing them to respond quickly to your objectives.

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

- Provide a warm and friendly environment.
- Do not deal with a lot of details (put them in writing).
- Ask "feeling" questions to draw their opinions or comments.

### **Factors that will create tension or dissatisfaction:**

- Being curt, cold or tight-lipped.
- Controlling the conversation.
- Driving on facts and figures, alternatives, abstractions.







# Descriptors

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

Driving	Inspiring	Relaxed	Cautious
Ambitious	Magnetic	Passive	Careful
Pioneering	Enthusiastic	Patient	Exacting
Strong-Willed	Persuasive	Possessive	Systematic
Determined	Convincing	Predictable	Accurate
Competitive	Poised	Consistent	Open-Minded
Decisive	Optimistic	Steady	Balanced Judgment
Venturesome	Trusting	Stable	Diplomatic
<b>Dominance</b>	<b>Influencing</b>	<b>Steadiness</b>	<b>Compliance</b>
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



# Natural and Adapted Style

Max'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

Max is ambitious in his approach to problem solving, displaying a strong will and a need to win against all obstacles. Max has a tendency to make decisions with little or no hesitation.

### Adapted

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

## People - Contacts

### Natural

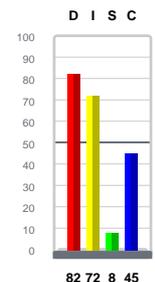
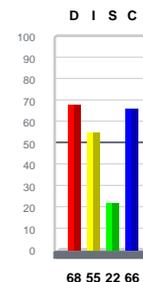
Max is enthusiastic about his ability to influence others. He prefers an environment in which he has the opportunity to deal with different types of individuals. Max is trusting and also wants to be trusted.

### Adapted

Max feels the environment calls for him to be sociable and optimistic. He will trust others and wants a positive environment in which to relate.

Adapted Style

Natural Style

















# 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.

0 10 20 30 40 50 60 70 80 90 100

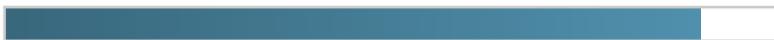


100

42\*

## 2. Versatile - Adapt to various situations with ease.

0 10 20 30 40 50 60 70 80 90 100



90

52\*

## 3. Competitive - Want to win or gain an advantage.

0 10 20 30 40 50 60 70 80 90 100



85

51\*

## 4. Frequent Change - Rapidly shift between tasks.

0 10 20 30 40 50 60 70 80 90 100



82

52\*

## 5. Interaction - Frequently engage and communicate with others.

0 10 20 30 40 50 60 70 80 90 100



80

60\*

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

0 10 20 30 40 50 60 70 80 90 100



55

66\*

## 7. Analysis - Compile, confirm and organise information.

0 10 20 30 40 50 60 70 80 90 100



40

52\*

## 8. Customer-Oriented - Identify and fulfil customer expectations.

0 10 20 30 40 50 60 70 80 90 100



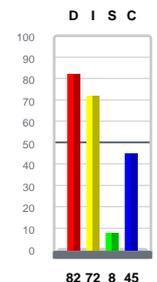
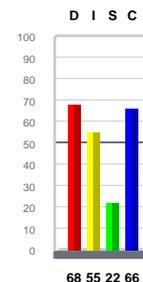
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64\*

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

Adapted Style

Natural Style





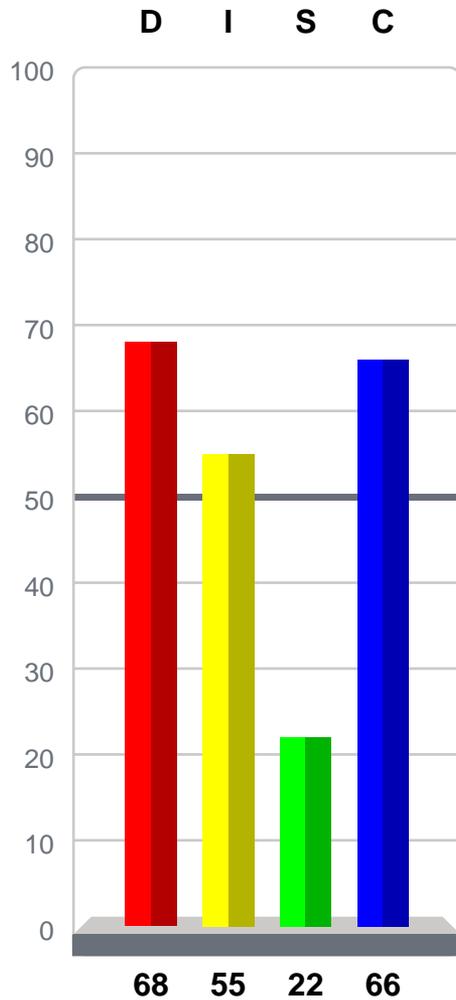


# Style Insights® Graphs

21/6/2017

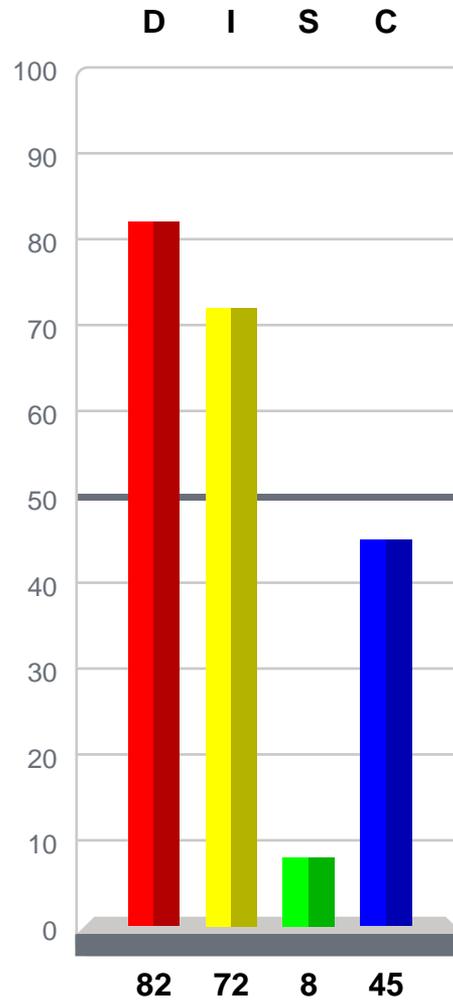
## Adapted Style

**Graph I**



## Natural Style

**Graph II**



German Norm 2017 R4

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## The Success Insights® Wheel

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

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

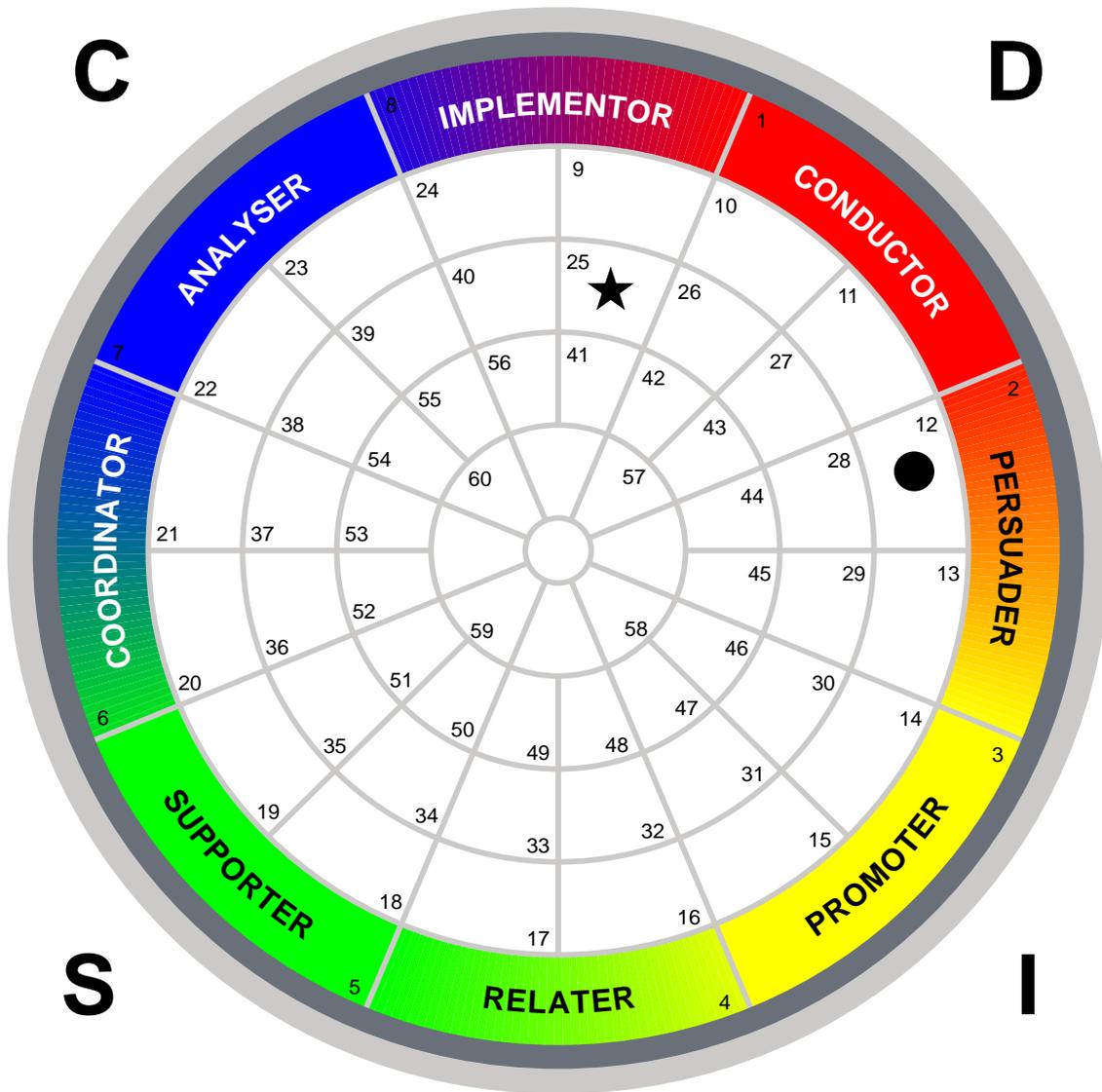
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behaviour. The further the two plotting points are from each other, the more you are adapting your behaviour.

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.



# The Success Insights® Wheel

21/6/2017



Adapted: ★ (25) CONDUCTING IMPLEMENTOR (FLEXIBLE)  
Natural: ● (12) CONDUCTING PERSUADER

German Norm 2017 R4

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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 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



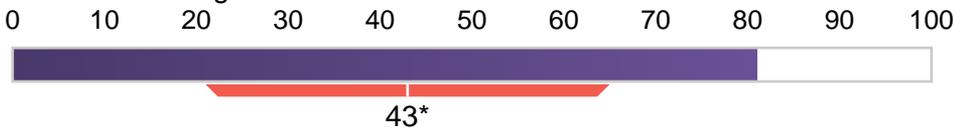




# Primary Driving Forces Cluster

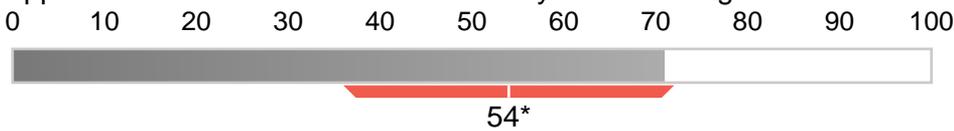
Your top driving forces create a cluster of drivers that move you to action. If you focus on the cluster rather than a single driver you can create combinations of factors that are very specific to you. The closer the scores are to each other the more you can pull from each driver. Think about the driver 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. Objective** - People who are driven by the functionality and objectivity of their surroundings.



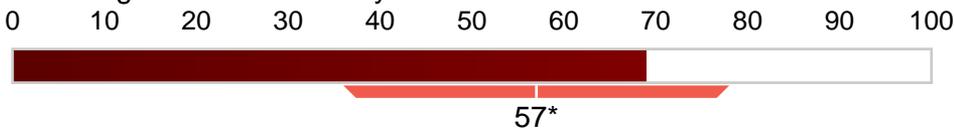
81

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



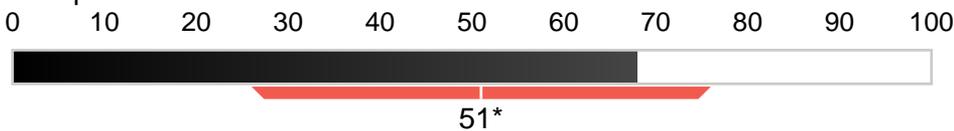
71

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



69

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



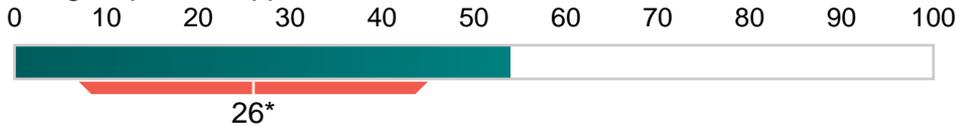
68



# Situational Driving Forces Cluster

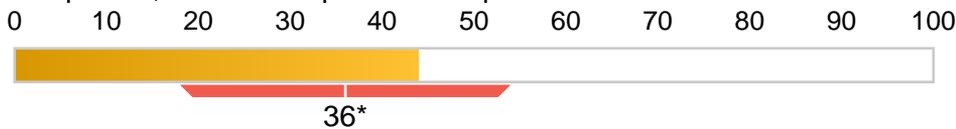
Your middle driving forces create a cluster of drivers that come in to play on a situational basis. While not as significant as your primary drivers, they can influence your actions in certain scenarios.

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



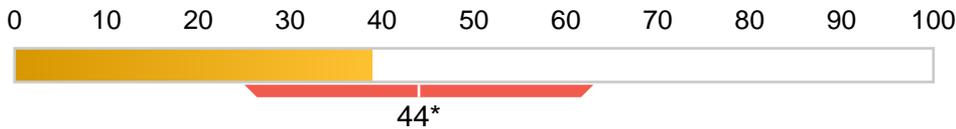
54

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



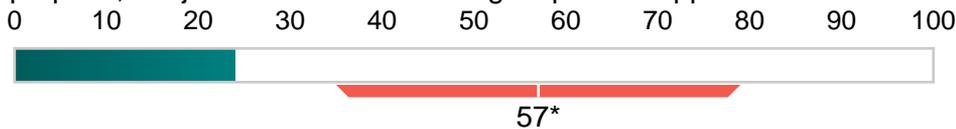
44

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



39

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



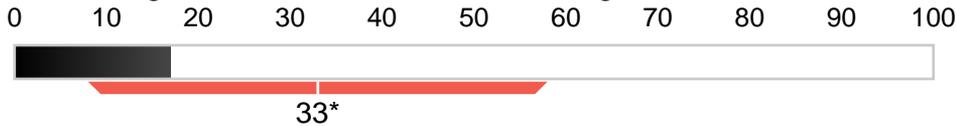
24



# 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.



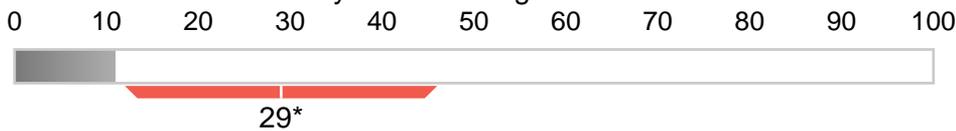
17

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



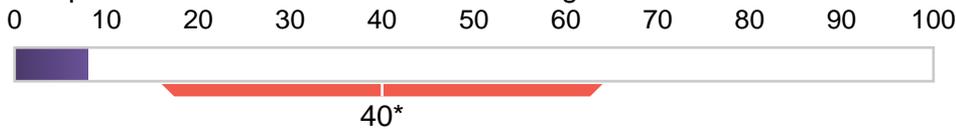
14

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



11

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



8

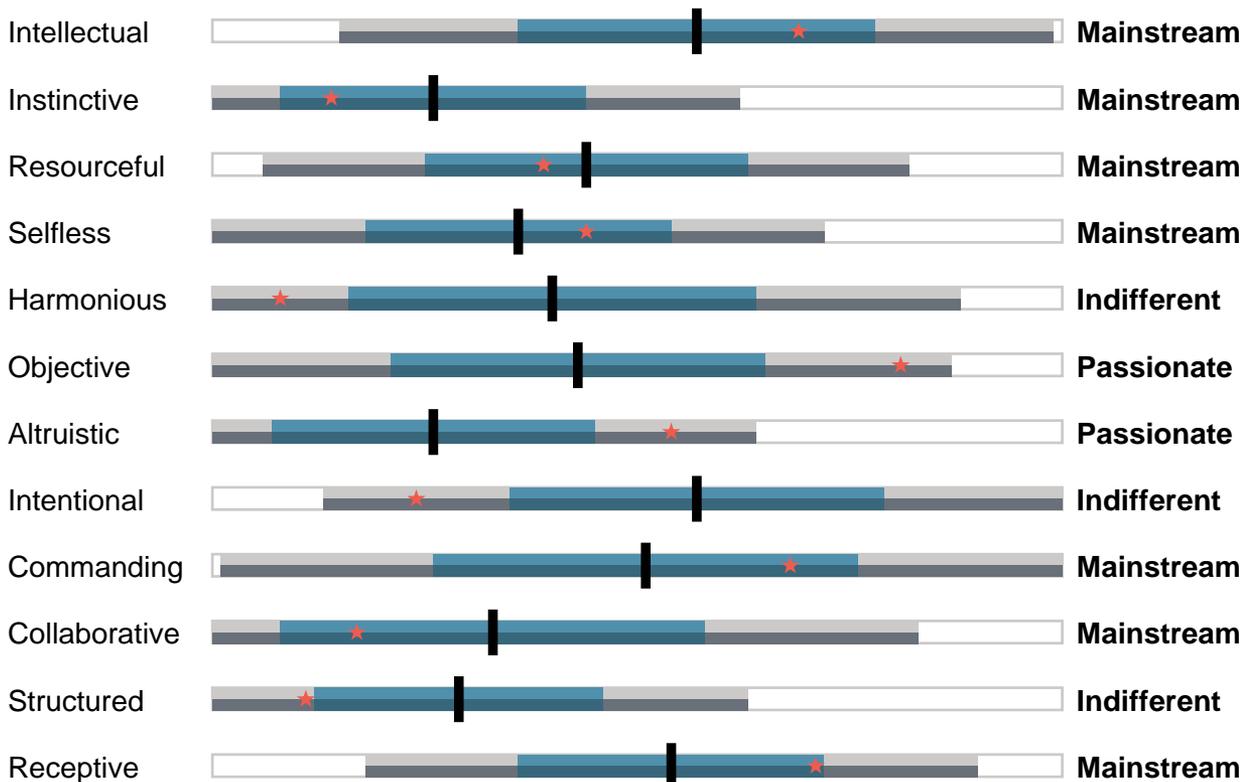


# Areas for Awareness

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 - German Norm 2017

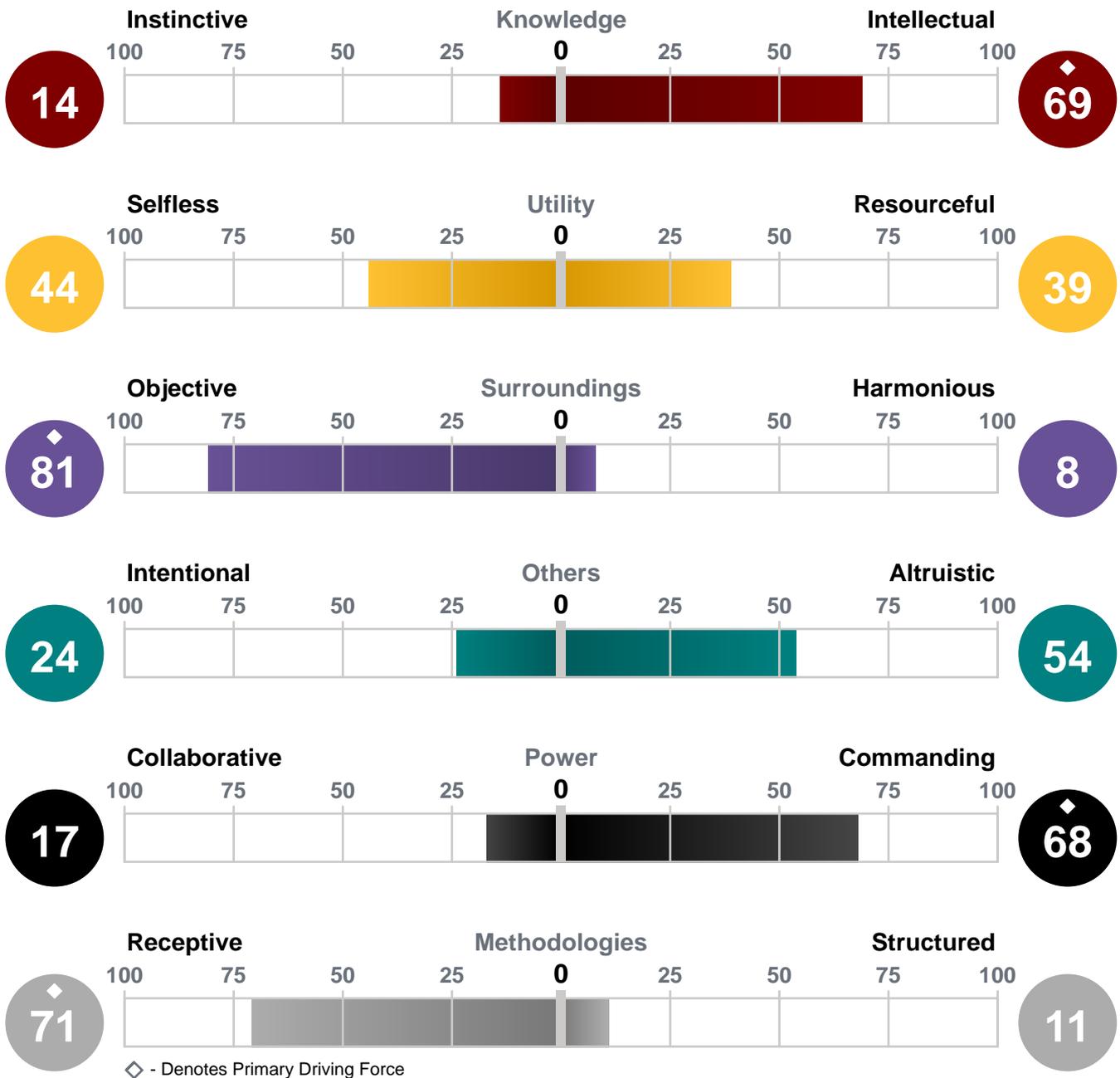


■ - 1st Standard Deviation - \* 68% of the population falls within the shaded area. ■ - national mean ★ - your score  
 ■ - 2nd Standard Deviation  
 □ - 3rd Standard Deviation

**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



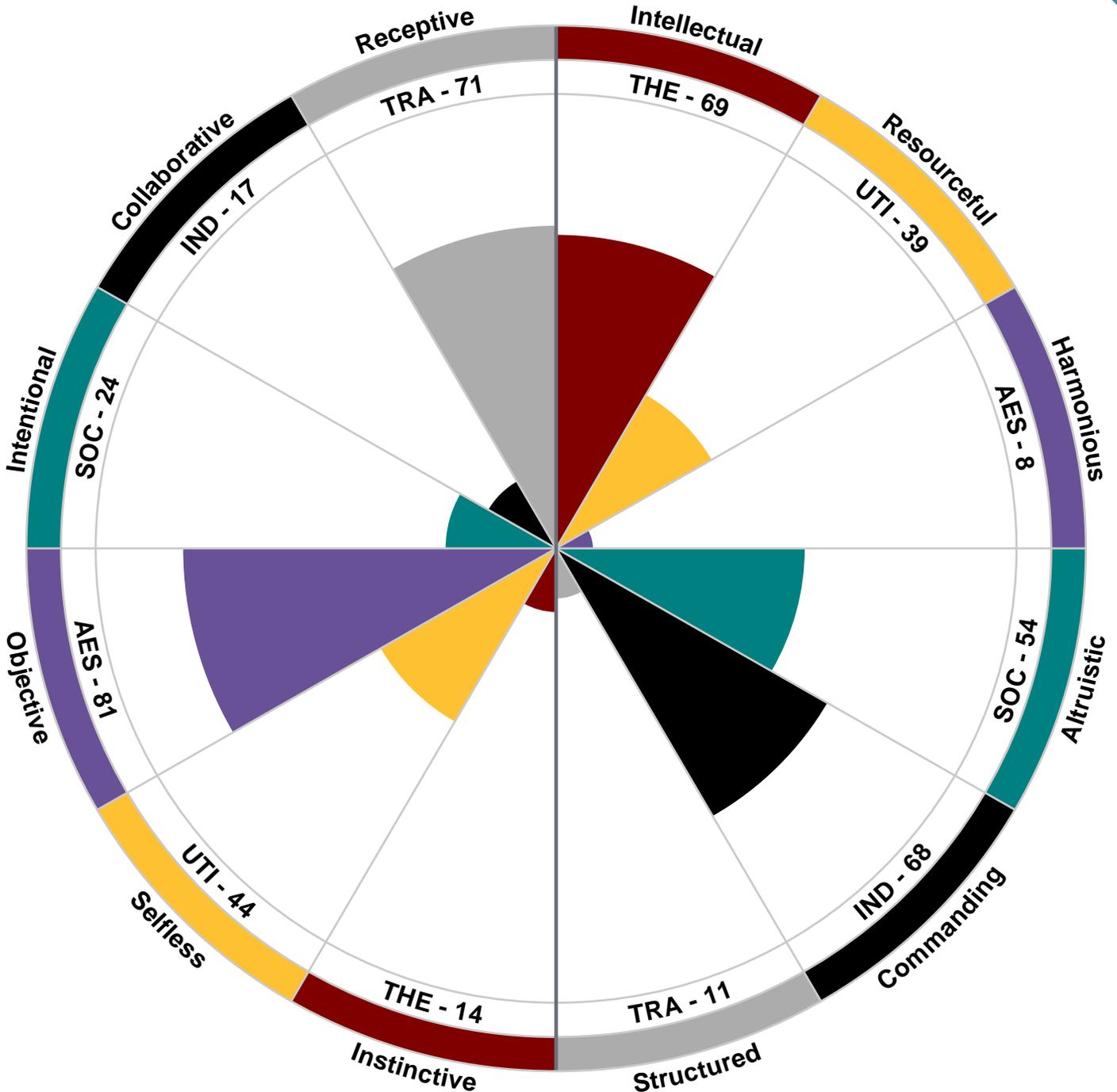
# Driving Forces Graph



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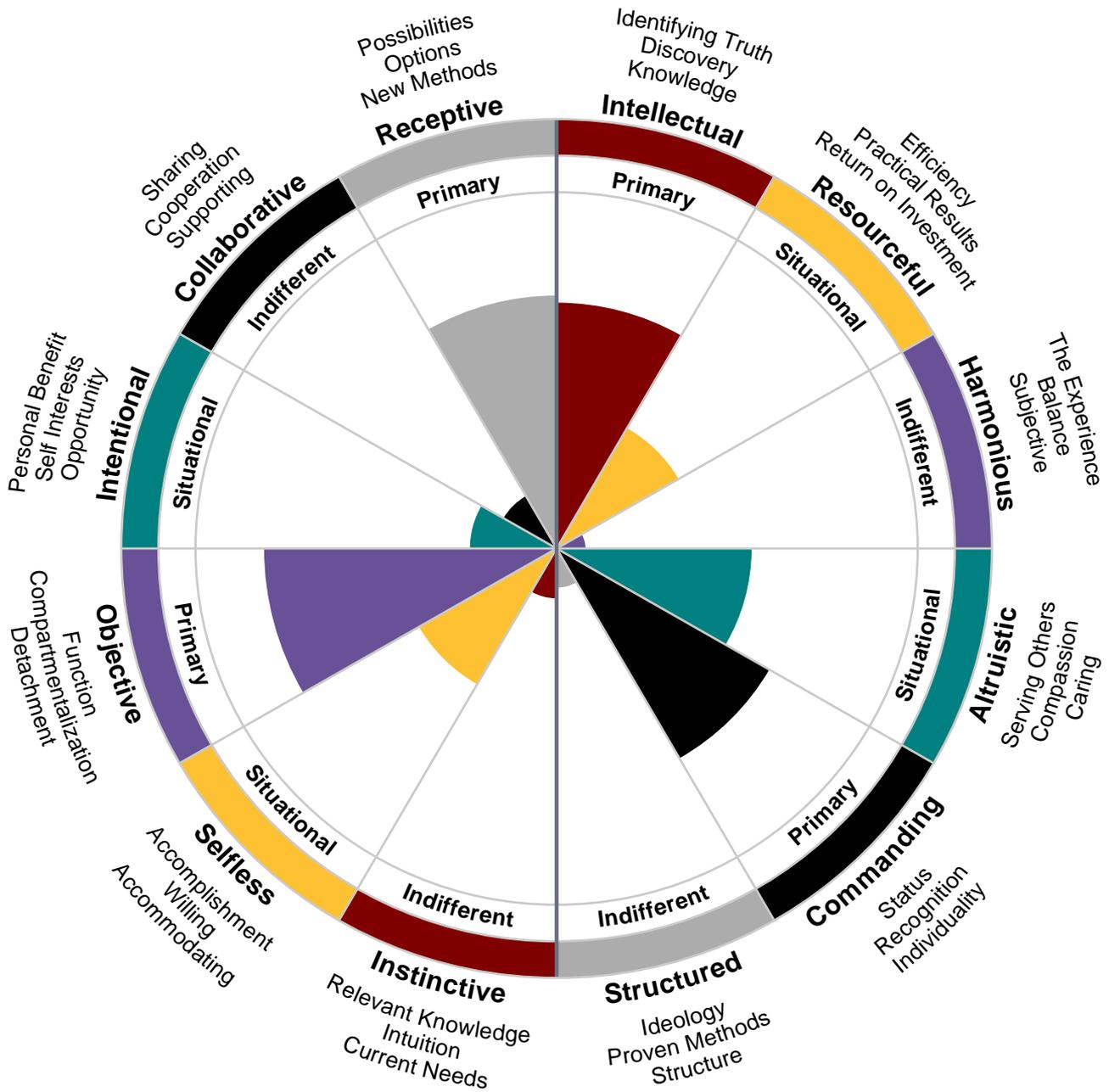
# Driving Forces Wheel



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# Descriptors Wheel



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## Introduction Integrating Behaviours and Driving Forces Section

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













## Introduction Emotional Intelligence Section

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 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.



## Introduction Emotional Intelligence Section

*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 he or she is 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.



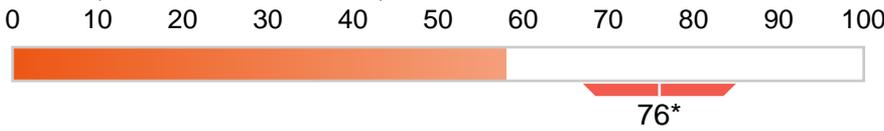




# Emotional Quotient Assessment Results

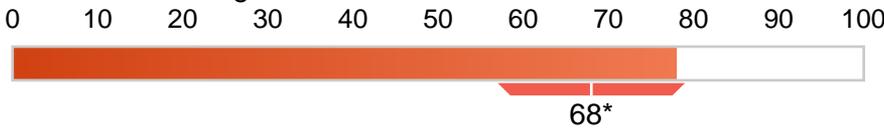
The Emotional Quotient (EQ) is a measure of your ability to sense, understand and effectively apply the power and acumen of your emotions and the emotions of others in order to facilitate high levels of collaboration and productivity. Your total score on the Emotional Quotient Assessment indicates your 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.



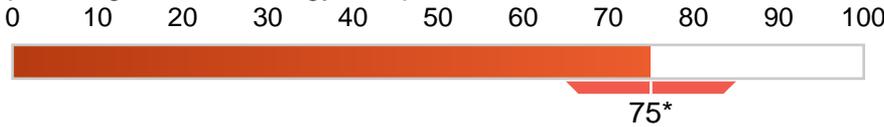
58

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



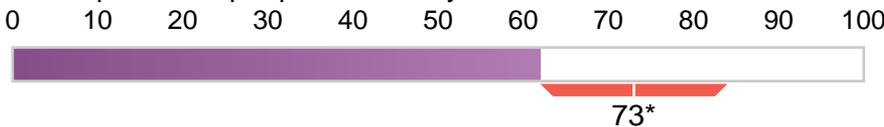
78

**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.



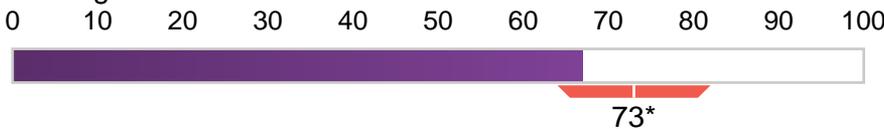
75

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



62

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



67

German Norm 2014

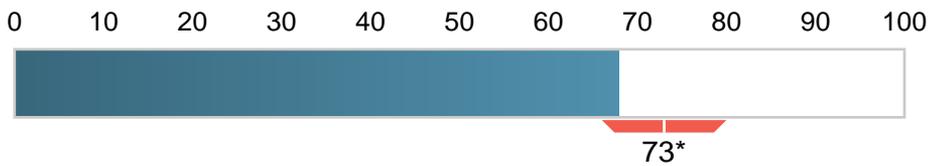
\* 68% of the population falls within the shaded area.



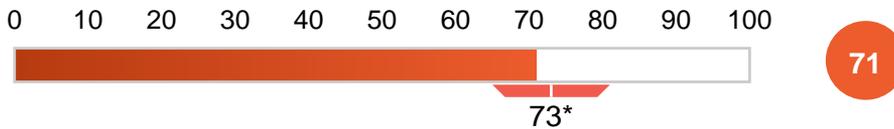
# Emotional Quotient Scoring Information

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.

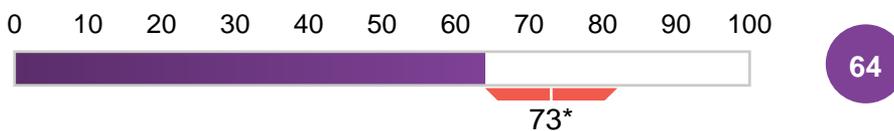
**TOTAL EMOTIONAL QUOTIENT** - Your total level of emotional intelligence, formed by averaging your Others and Self scores.



**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.





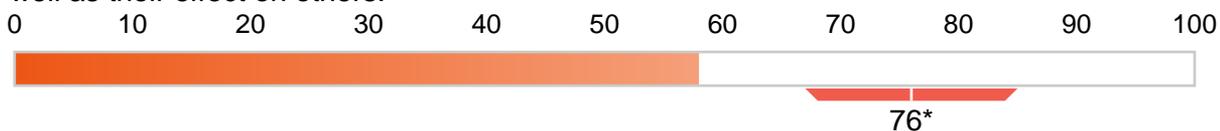
# Self-Awareness

Based on Max's level of Self-Awareness, he may find it hard to identify and express his emotions which may impact his decisions. Because of Max's level of EQ in this dimension, he may not have a realistic assessment of himself.

## What Max can do:

- Practice self-reflection, can you identify and name your current emotional state? Check your emotional clarity, what is your current state; red, clear or somewhere in-between?
- To improve decision-making, look for trends in your behaviour and seek to recognise what prompts your reactions.
- Reflect on how your emotions influence your behaviour.
- Identify how negative or hurtful behaviour triggers your emotions.
- To improve your ability to self-assess, ask a family member, friend or trusted advisor to describe your strengths and weaknesses.
- Make a list of your strengths and areas for improvement. Look at it daily.
- Make notes of your thoughts and feelings then discuss them with a trusted friend or family member.
- Create an action plan to develop your areas for improvement.
- Develop Self-Awareness goals and revisit them at least twice a month. (Make sure your goals and action items are SMART - specific, measurable, actionable, realistic and timely.)
- Make notes several times a day in a journal about your emotional responses to the current situations to help raise your emotional awareness.

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





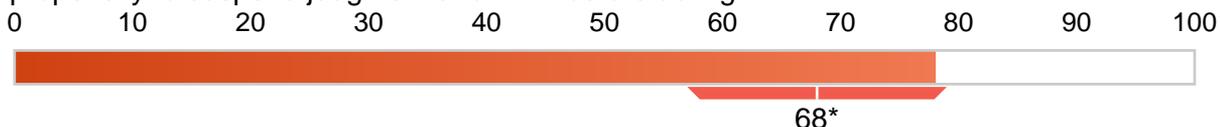
# Self-Regulation

Based on Max's current level of EQ in this dimension, he has a developed level of Self-Regulation. Max regulates negative and/or distracting emotions, allowing himself to manage his reactions to many situations.

## What Max can do:

- When experiencing negative or distracting emotions, remember to summarise the situation to determine triggers and observe your behavioural reactions.
- Partner with a co-worker to examine opportunities for practicing Self-Regulation. Ask them to help you identify ways you may improve.
- Remember to continue to build self-restraint by listening first, pausing and then responding, especially when feeling strong emotions.
- Discuss alternative ways of dealing with change and stress with family members, friends or a trusted advisor.
- Focus on events that provide a sense of calm or elicit positive emotions to change your clarity from red to clear or somewhere in-between.
- Record your effective self-regulation skills and reflect on them regularly.
- Remember that regular exercise increases your ability to manage your emotions and relax both body and mind.
- In emotionally charged moments remember to ask yourself, "What is the worst thing that can happen?" in order to consider the reality of the situation.
- Consider examples of appropriate times to relax and show emotions.
- There is a strong mind-body connection. Improve that connection through meditation, reflection or yoga to better learn to self-regulate your emotions.
- Given your behavioural preferences, brainstorm ways to express emotions more authentically.

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





# Motivation

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

## What Max 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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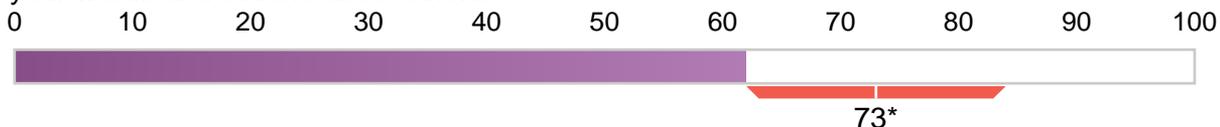
# Social Awareness

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

## What Max 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?", knowing 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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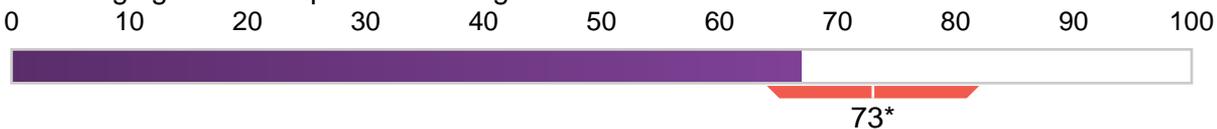
# Social Regulation

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

## What Max 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.

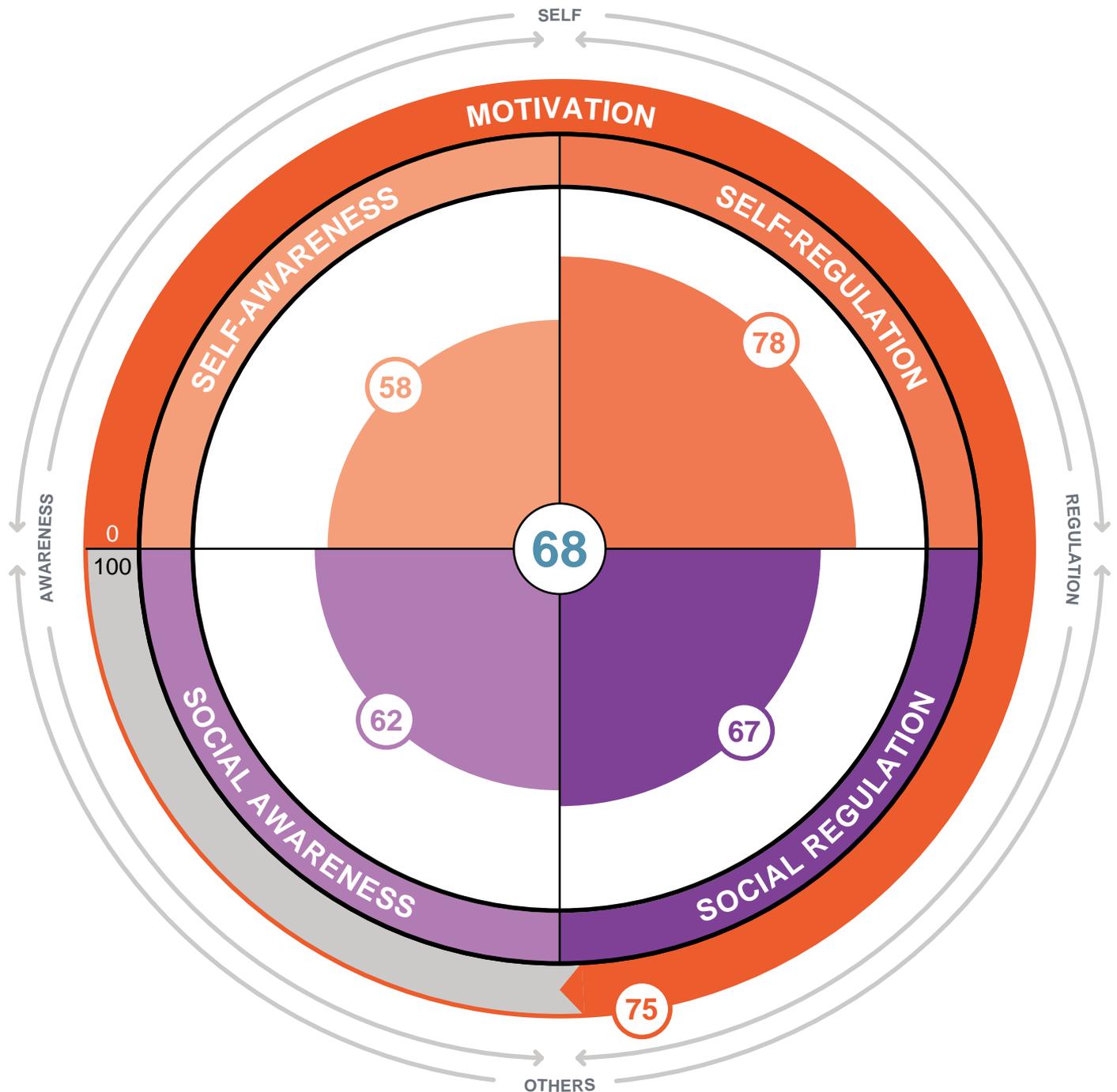


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# Emotional Quotient™ Wheel

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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# Introduction

## Blending Behaviours, Driving Forces and 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.



