



TTI
SUCCESS
INSIGHTS®

TriMetrix® EQ

Management-Staff

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INSIGHTS MDI®

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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.

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.



Behavioural Characteristics

Based on Mia'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 Mia's natural behaviour.

Mia wants to be seen as a winner and has an inherent dislike for losing or failing. She tends to work hard and long to be successful. Most people see her as a high risk-taker. Her view is, "nothing ventured, nothing gained." She may lose interest in a project once the challenge ceases. She may then be ready for another challenging project. She is deadline conscious and becomes irritated if deadlines are delayed or missed. Mia wants to be viewed as self-reliant and willing to pay the price for success. She is a self-starter who likes new projects and is most comfortable when involved with a wide scope of activities. She prefers an environment with variety and change. She is at her best when many projects are underway at once. She displays a high energy factor and is optimistic about the results she can achieve. The word "cannot" is not in her vocabulary. Mia seeks her own solutions to problems. In this way, her independent nature comes into play. She is often frustrated when working with others who do not share the same sense of urgency.

Mia will work long hours until a tough problem is solved. After it is solved, Mia may become bored with any routine work that follows. Sometimes she becomes emotionally involved in the decision-making process. Sometimes she may be so opinionated about a particular problem that she has difficulty letting others participate in the process. She is decisive and prefers to work for a decisive manager. She can experience stress if her manager does not possess similar traits. Mia likes to make decisions quickly. She finds it easy to share her opinions on solving work-related problems. Many people see her decisions as high-risk decisions. However, after the decision is made, she tends to work hard for a successful outcome. When faced with a tough decision, she will try to sell you on her ideas.



Behavioural Characteristics

Continued



Mia likes people who give her options as compared to their opinions. The options may help her make decisions, and she values her own opinion over that of others! She may sometimes mask her feelings in friendly terms. If pressured, Mia's true feelings may emerge. 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 likes people who present their case effectively. When they do, she can then make a quicker assessment or decision. Mia should exhibit more patience and ask questions to make sure that others have understood what she has said. She tends to be intolerant of people who seem ambiguous or think too slowly. She tends to influence people by being direct, friendly and results-oriented. 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.



Value to the Organisation



This section of the report identifies the specific talents and behaviour Mia 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.

- ✓ Innovative.
- ✓ Sense of urgency.
- ✓ Thinks big.
- ✓ Challenge-oriented.
- ✓ Will join organisations to represent the company.
- ✓ Accomplishes goals through people.
- ✓ Spontaneity.
- ✓ Forward-looking and future-oriented.



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 Mia. 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 Mia most frequently.

Ways to Communicate

- ✓ Understand her sporadic listening skills.
- ✓ Provide questions, alternatives and choices for making her own decisions.
- ✓ Expect acceptance without a lot of questions.
- ✓ Read the body language—look for impatience or disapproval.
- ✓ Provide systems to follow.
- ✓ Support the results, not the person, if you agree.
- ✓ 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.
- ✓ Be open, honest and informal.
- ✓ Be clear, specific, brief and to the point.
- ✓ Motivate and persuade by referring to objectives and results.



Checklist for Communicating

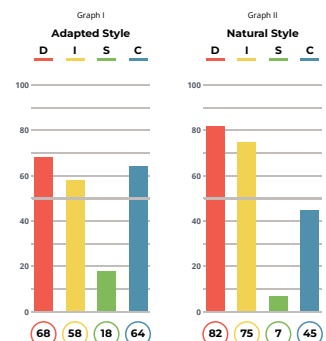
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This section of the report is a list of things NOT to do while communicating with Mia. Review each statement with Mia and identify those methods of communication that result in frustration or reduced performance. By sharing this information, both parties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

Ways NOT to Communicate

- ❌ Direct or order.
- ❌ Be redundant.
- ❌ Be put off by her "cockiness."
- ❌ Ramble on, or waste her time.
- ❌ Ask rhetorical questions or useless ones.
- ❌ Use a paternalistic approach.
- ❌ Reinforce agreement with "I am with you."
- ❌ Forget or lose things, be disorganised or messy, confuse or distract her mind from business.
- ❌ Dictate to her.
- ❌ Come with a ready-made decision or make it for her.
- ❌ Let her change the topic until you are finished.
- ❌ Assume she heard what you said.



Communication Tips



This section provides suggestions for methods which will improve Mia'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, Mia 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.



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 Mia's self-perception and how, under certain conditions, others may perceive her behaviour. Understanding this section will empower Mia to project the image that will allow her to control the situation.



Mia 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

The Absence of a Behavioural Factor



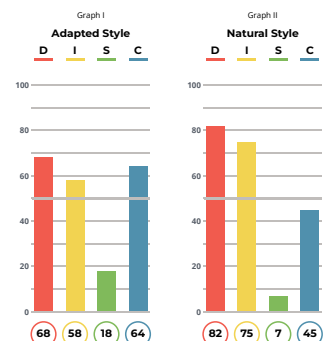
The absence of a behavioural factor may provide insight into situations or environments that may cause tension or stress. Based on research, we are able to identify situations that should be avoided or minimised in a person's day-to-day environment. By understanding the contribution of a low behavioural 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.

- Avoid emotionally charged situations unless prepared to adapt and control the emotional output.
- The need for juggling many tasks at once may jeopardise quality.
- 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.

- Situations requiring active listening need to have a conscious effort.
- Seek environments where change is rewarded versus discouraged.
- Be mindful of the signals body language sends and how they affect relationships.



Descriptors



Based on Mia'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.

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



Mia'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

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

Adapted

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



People & Contacts

Natural

Mia 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. Mia is trusting and also wants to be trusted.

Adapted

Mia feels the environment calls for her to be sociable and optimistic. She will trust others and wants a positive environment in which to relate.

Natural & Adapted Style



Pace & Consistency

Natural

Mia 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.

Adapted

Mia wants an environment that is variety-oriented. She feels a great sense of urgency to get things completed quickly. She is eager to accept change and work on many activities.



Procedures & Constraints

Natural

Mia 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.

Adapted

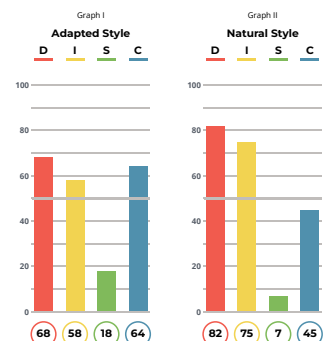
Mia sees the need to be open-minded about rules. However, she is aware and sensitive to the implications of not following rules and procedures.

Adapted Style



Mia 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.

- ✓ Having the ability to see the "big picture" as well as the small pieces of the puzzle.
- ✓ Exhibiting an active and creative sense of humour.
- ✓ Persistence in job completion.
- ✓ Being sensitive to, but not necessarily controlled by, rules and procedures.
- ✓ Anticipating and solving problems.
- ✓ Acting without precedent and able to respond to change in daily work.
- ✓ Quickly responding to crisis and change with a strong desire for immediate results.
- ✓ Dealing with a wide variety of work activities.
- ✓ Moving quickly from one activity to another.
- ✓ Working without close supervision.
- ✓ Skilful use of vocabulary for persuasive situations.
- ✓ Handling a variety of activities.
- ✓ Meeting deadlines.



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.

Crisis Management

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

Possible Causes:

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

Possible Solutions:

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

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





Time Wasters

Continued

- 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

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



Time Wasters

Continued



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

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



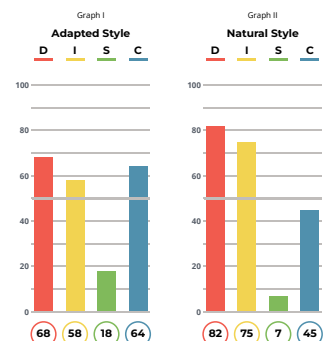
Areas for Improvement



In this area is a listing of possible limitations without regard to a specific job. Review with Mia 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.

Mia has a tendency to:

- ✓ Fail to complete what she starts because of adding more and more projects.
- ✓ Have trouble delegating—cannot wait, so does it herself.
- ✓ Keep too many balls in the air; if her support is weak, she will have a tendency to drop some of those balls.
- ✓ Be inconsistent because of many stops, starts and ever-changing direction.
- ✓ Be explosive by nature and lack the patience to negotiate.
- ✓ Be crisis-oriented.
- ✓ Have difficulty finding balance between family and work.
- ✓ Have no concept of the problems that slower-moving people may have with her style.
- ✓ Be so concerned with the big picture that she forgets to see the little pieces.

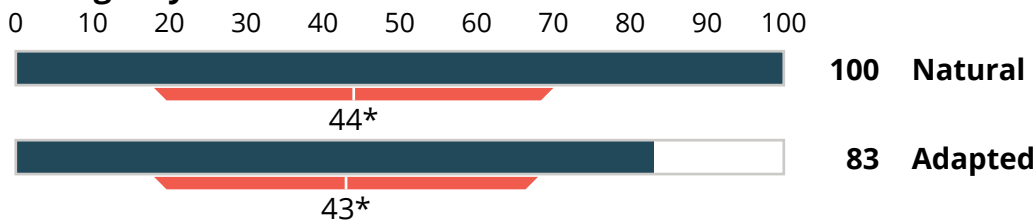




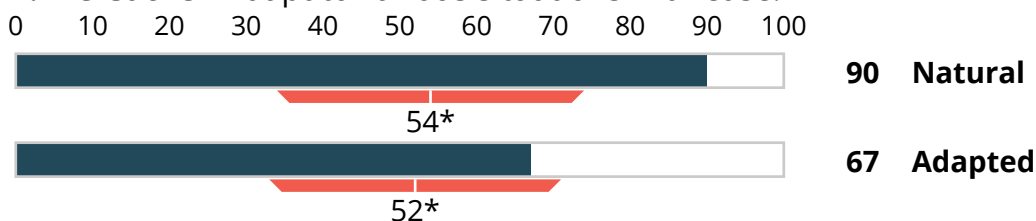
Behavioural Hierarchy

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.

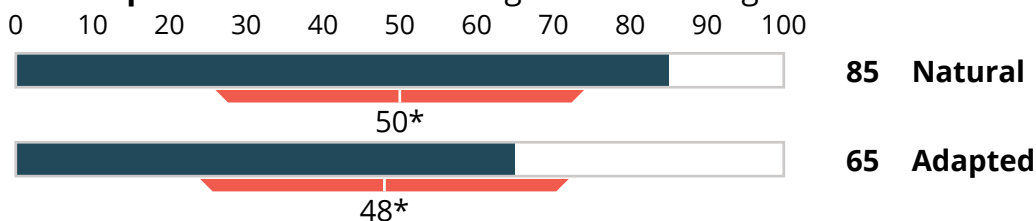
1. Urgency - Take immediate action.



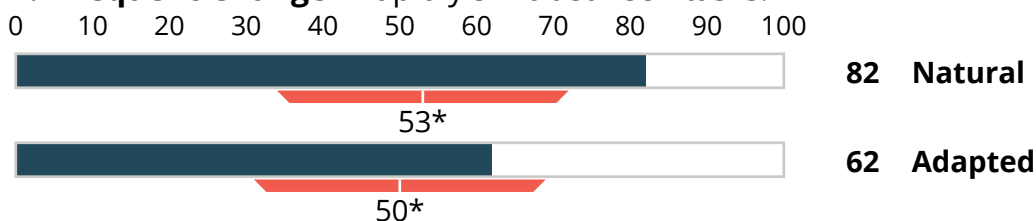
2. Versatile - Adapt to various situations with ease.



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



4. Frequent Change - Rapidly shift between tasks.



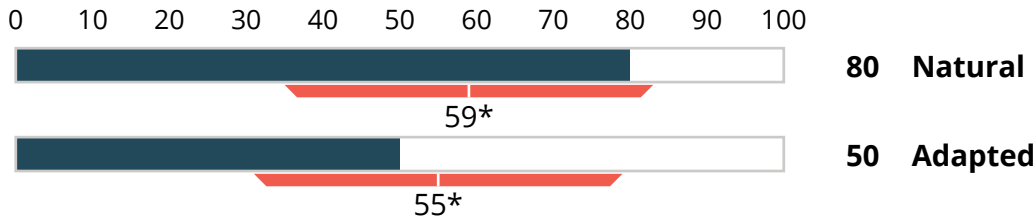
* 68% of the population falls within the shaded area.

Behavioural Hierarchy

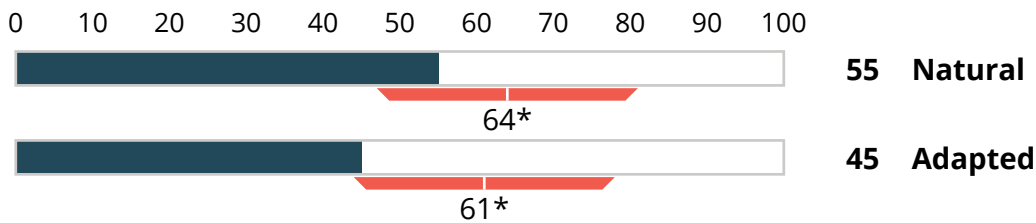
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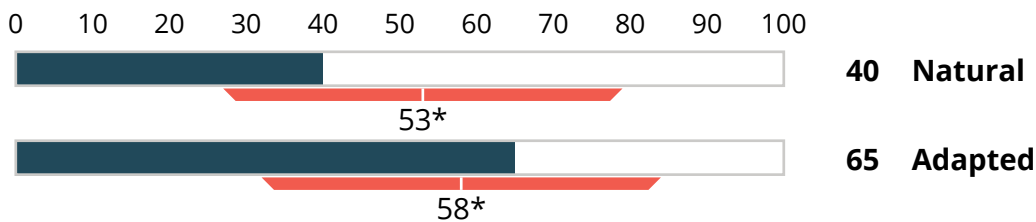
5. Interaction - Frequently engage and communicate with others.



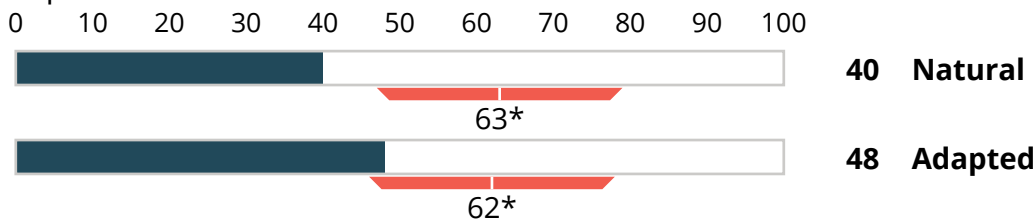
6. People-Oriented - Build rapport with a wide range of individuals.



7. Analysis - Compile, confirm and organise information.



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



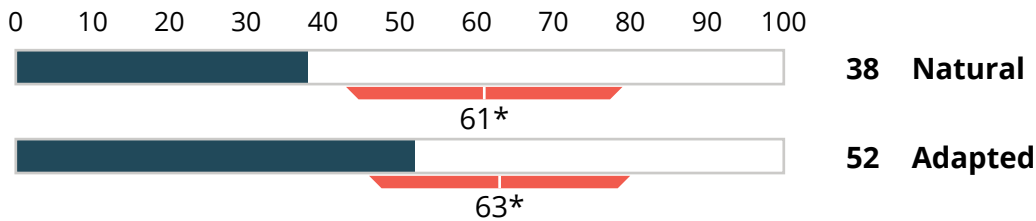
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Behavioural Hierarchy

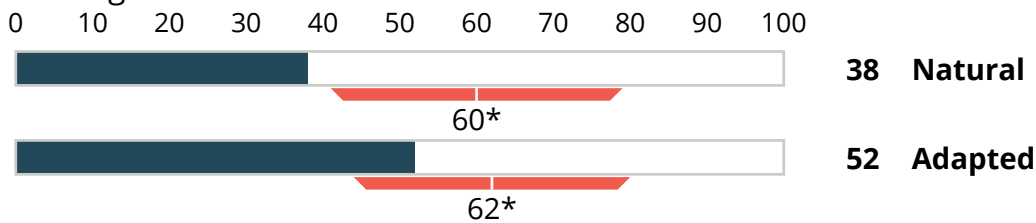
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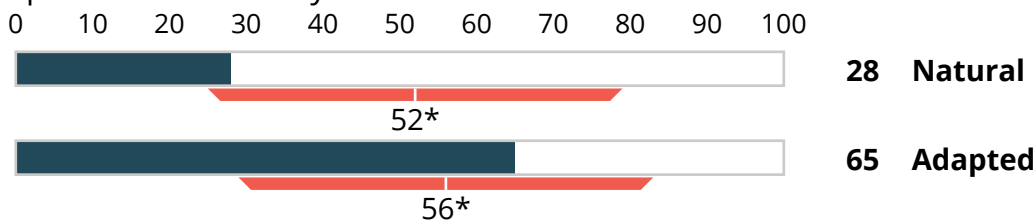
9. Persistence - Finish tasks despite challenges or resistance.



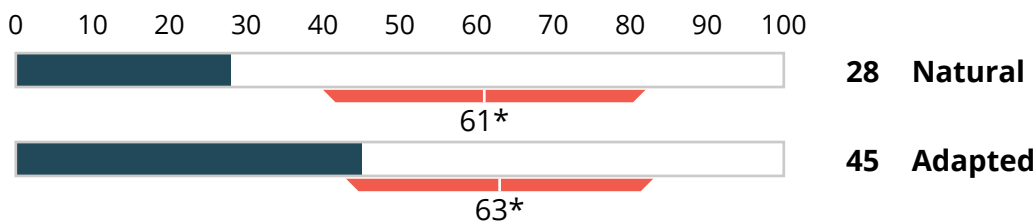
10. Following Policy - Adhere to rules, regulations, or existing methods.



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



12. Consistent - Perform predictably in repetitive situations.

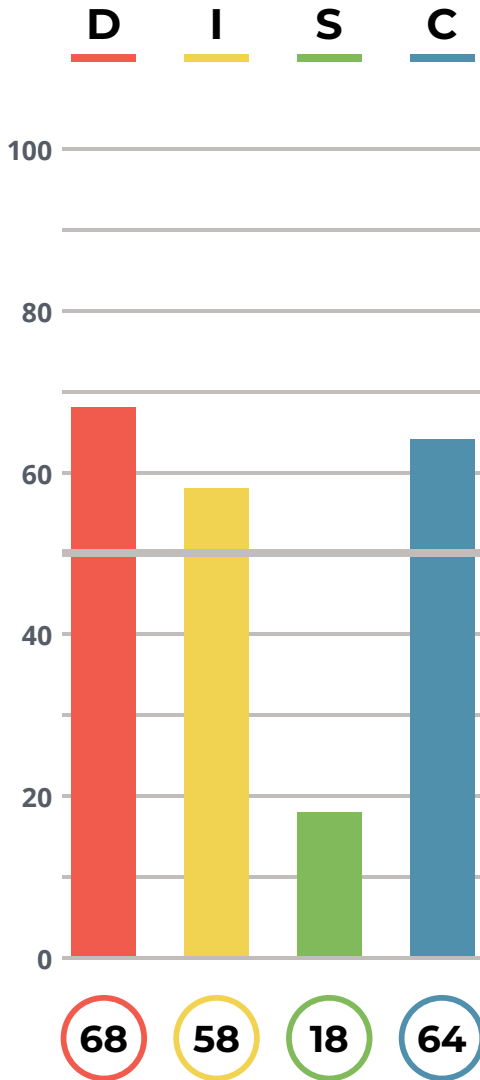


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* 68% of the population falls within the shaded area.



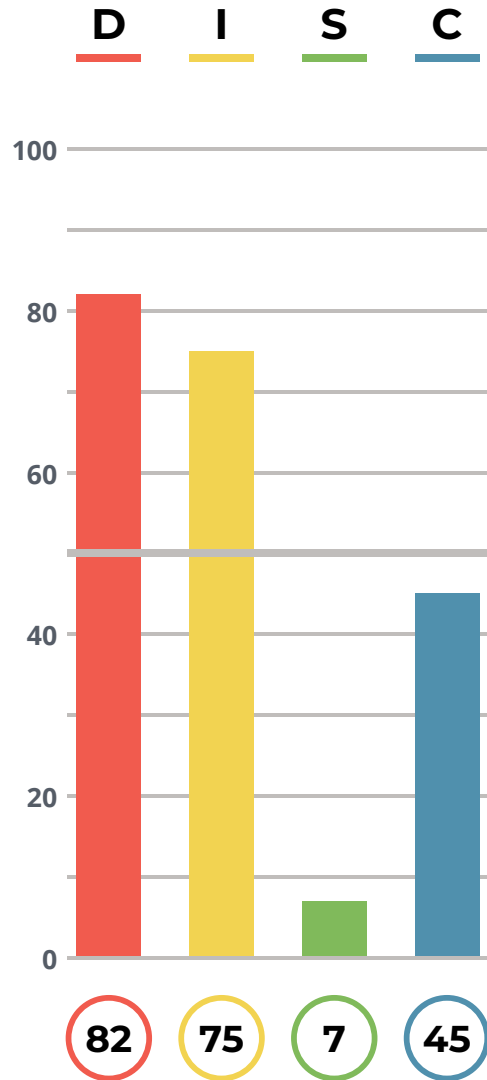
Graph I

Adapted Style



Graph II

Natural Style



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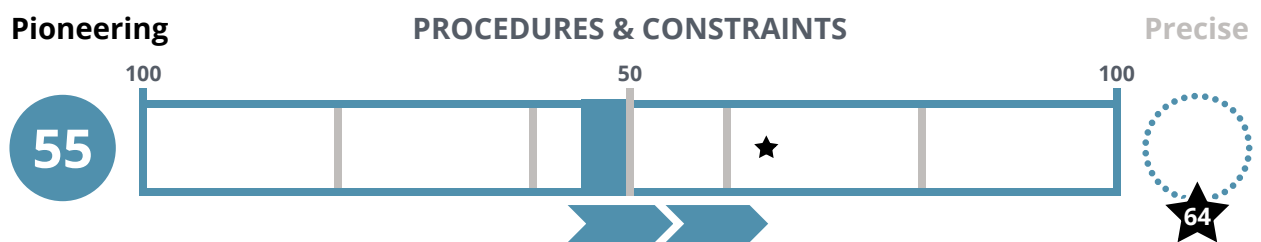
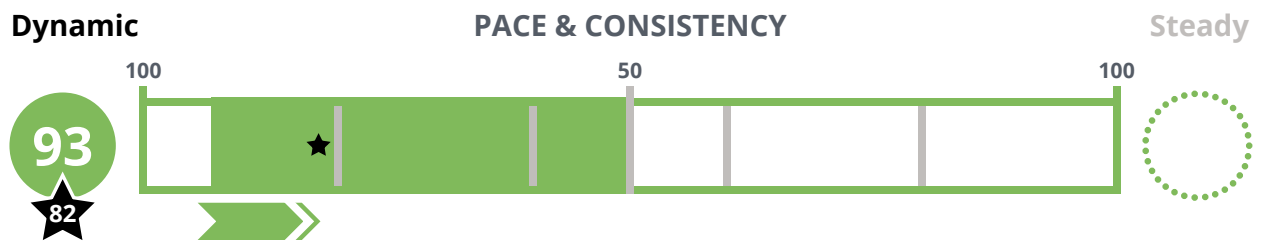
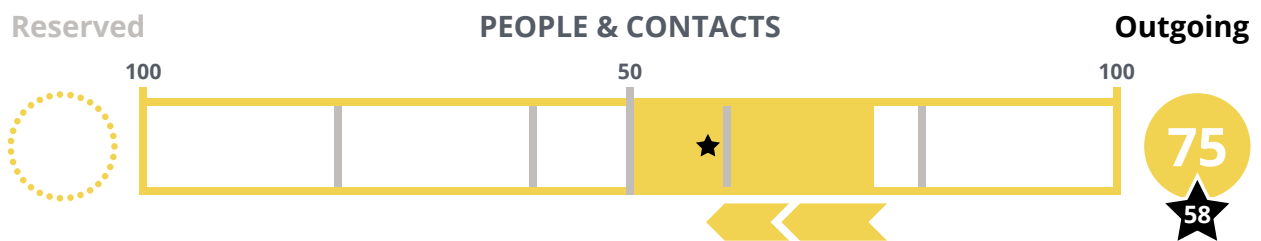
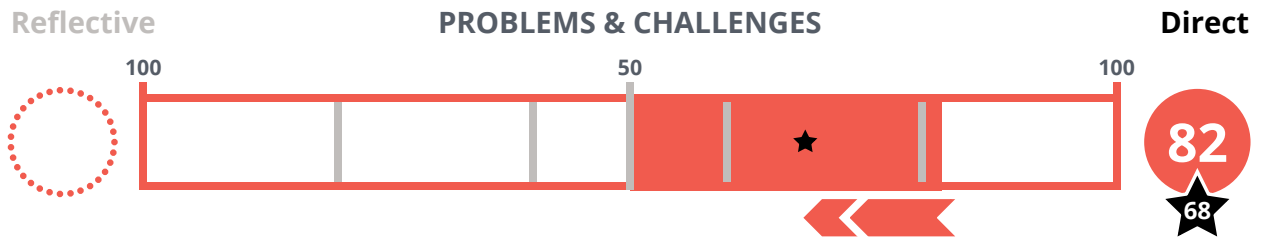
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Behavioural Continuum

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 Mia falls within each continuum.



- ★ Adapted Position
- ◀ Adapted Movement

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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.

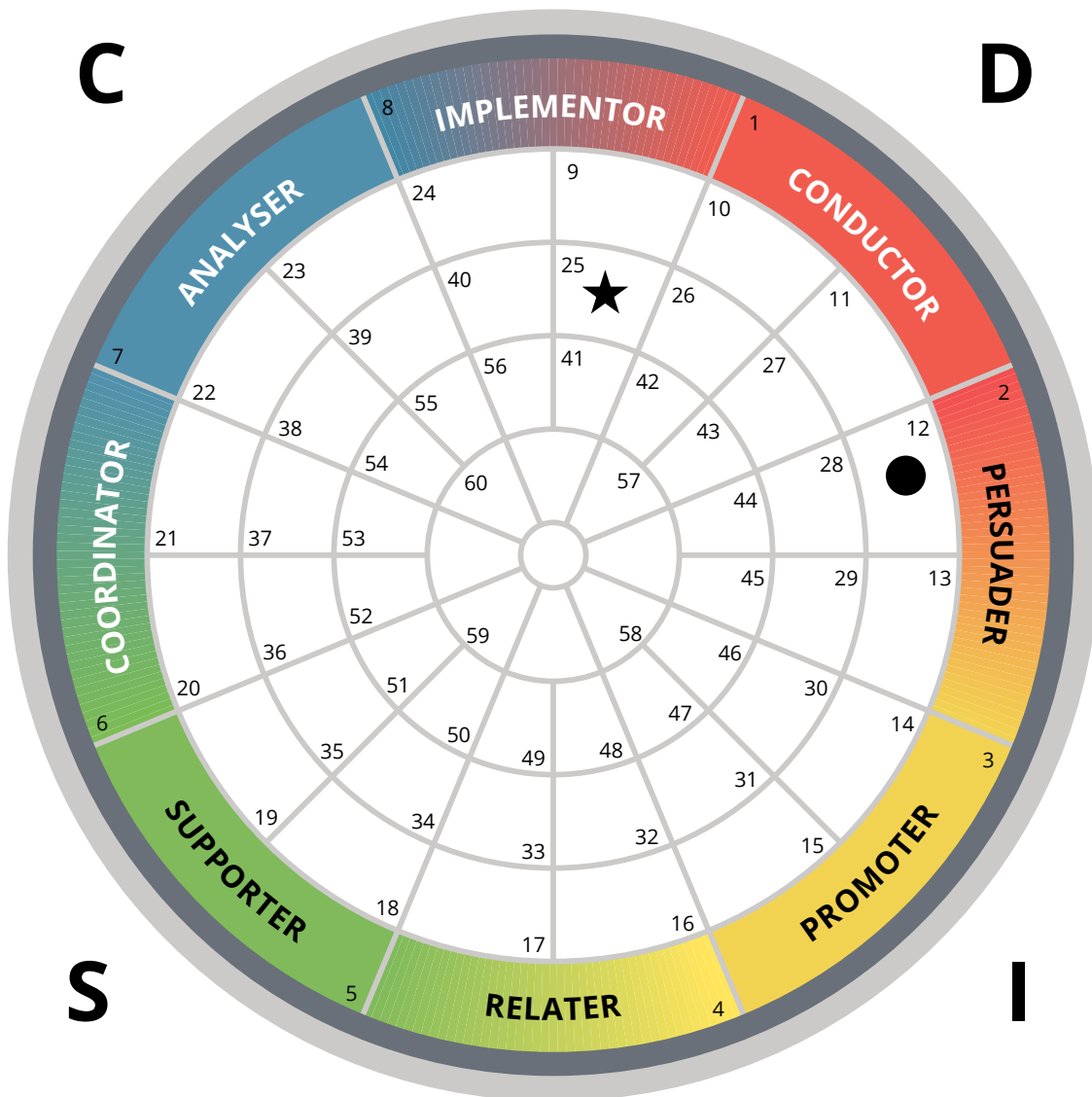
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behaviour. The further the two plotting points are from each other, the more you are adapting your behaviour.

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



Mia Muster
 INSIGHTS MDI®
 1/5/2021



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

German Norm 2021 R4

T: 1:21

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

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.

Mia will compartmentalise issues to keep the momentum moving forward. She will thrive in an environment filled with chaos. She tends to see things in pieces. In many cases, Mia would prefer to set her own plan of action. Mia will not get hung up on a specific approach and will keep momentum moving forward. She seeks new ways to accomplish routine tasks. She is comfortable around people who share her interest for knowledge and especially comfortable among people with similar convictions. She will tend to seek new methods or information rather than relying on past experiences. Mia wants to control her own destiny and display her independence. She is passionate about creating something that leaves a lasting impact. She is generous with her time, talent and resources for those who need help. She may see money as a necessary tool versus a measurement of success.

Mia will not get distracted by the form and beauty in her environment. She can focus on the task at hand regardless of her surroundings. She will not be afraid to explore new and different ways of interpreting her own belief system. She tends to overlook traditions or boundaries to complete a task. Mia will benefit from a role that allows her to gain new knowledge. She may have the desire to expand her knowledge to be considered an expert in her chosen field. She tends to work long and hard to advance her position. She will strive to maintain individuality in group settings. Mia may intuitively notice and respond to people in need. In certain situations, Mia may default to the people side of policies. She tends to give freely of time, talent and resources, but may still value a return on her investment. She may evaluate situations based on the desired outcome with little regard for utility and economic return.

Driving Characteristics



Mia evaluates situations and may not feel the need for a return on investment. She may look at the process for faults before blaming an individual. She has the desire to be recognised for her accomplishments. She is very good at integrating past knowledge to solve present problems. Mia tends to interpret and dissect other systems and/or traditions and is creative when applying them. She may prefer to set her own plan to guide her actions. She can divide the personal and professional relationships within the same person. She tends to have a realistic view of everyday life.

Strengths & Weaknesses



The following section will give you a general understanding of the strengths and weaknesses of Mia'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

- ✓ Mia emphasises the destination not the journey.
- ✓ She will compartmentalise and focus only on the situation.
- ✓ She focuses on the function not the appearance.
- ✓ She might consider herself an independent thinker.
- ✓ Mia might be open to new ideas, methods and opportunities.
- ✓ She may seek to make the unknown known.
- ✓ She potentially strives to set herself apart.



Potential Weaknesses

- ✗ Mia may create chaos by focusing on individual segments of a project.
- ✗ She may overemphasise the function with disregard for appearance.
- ✗ She may ignore environments that are potentially distracting for others.
- ✗ She may be seen as overly adamant to try something new.
- ✗ Mia seeks change for the sake of change.
- ✗ She may have difficulty when it comes time to apply the knowledge she has gained.
- ✗ She may use the "ends to justify the means" concept in tough situations.



Energizers & Stressors

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

Potential Energizers

- ✓ Mia is energised by specific, measurable outcomes.
- ✓ She likes to provide tangible outcomes.
- ✓ She is able to compartmentalise.
- ✓ She enjoys gathering new ideas.
- ✓ Mia is energised by thinking out-of-the-box.
- ✓ She is energised by discovering new information.
- ✓ She is energised by working to create a personal legacy

Potential Stressors

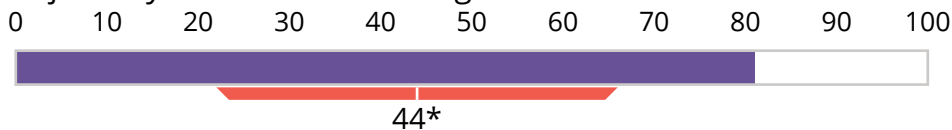
- ✗ Mia is frustrated when too much focus is on the experience.
- ✗ She gets frustrated when appearance is placed over function.
- ✗ She does not enjoy subjectivity.
- ✗ She gets frustrated by a "this is the way we have always done it" attitude.
- ✗ Mia is frustrated by repetitive acts.
- ✗ She is stressed by an environment with no opportunity for intellectual growth.
- ✗ She is stressed by a lack of respect.



Primary Driving Forces Cluster

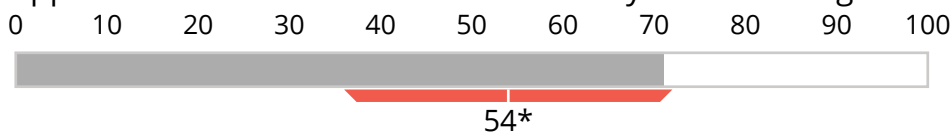
Your top driving forces create a cluster of drivers that move you to action. If you focus on the cluster rather than a single driver you can create combinations of factors that are very specific to you. The closer the scores are to each other the more you can pull from each driver. Think about the driver 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.



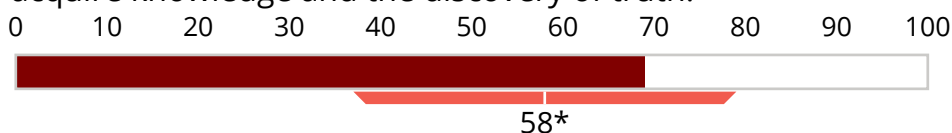
81

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



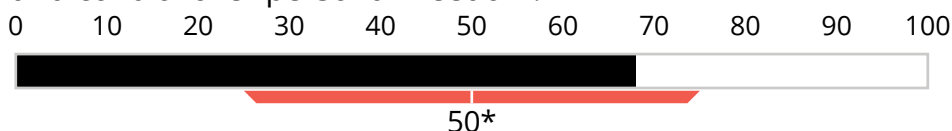
71

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.



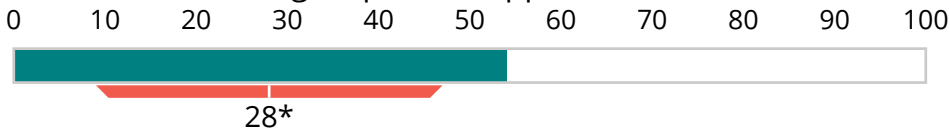
68

Situational Driving Forces Cluster



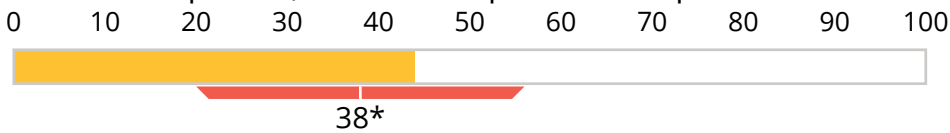
Your middle driving forces create a cluster of drivers that come in to play on a situational basis. While not as significant as your primary drivers, they can influence your actions in certain scenarios.

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



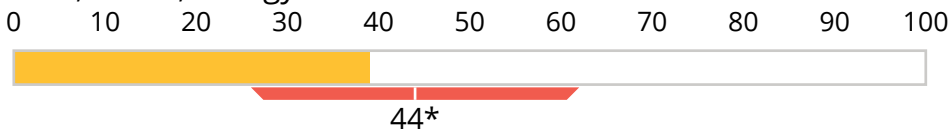
54

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



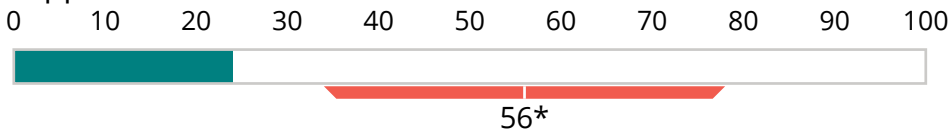
44

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.



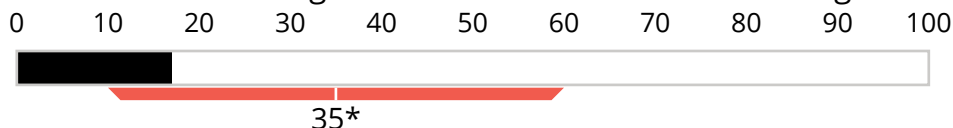
24

Indifferent Driving Forces Cluster



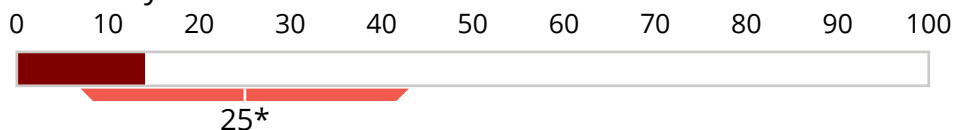
You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.

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



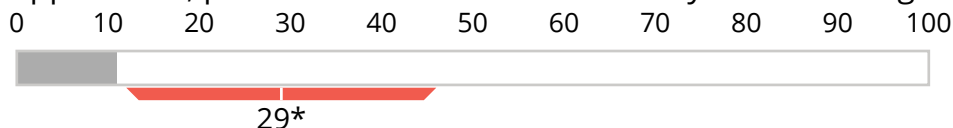
17

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



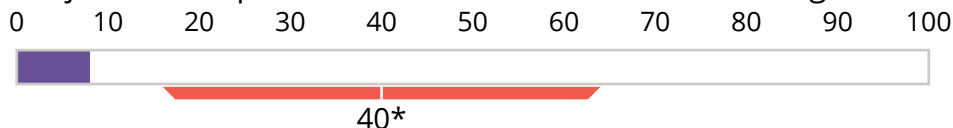
14

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

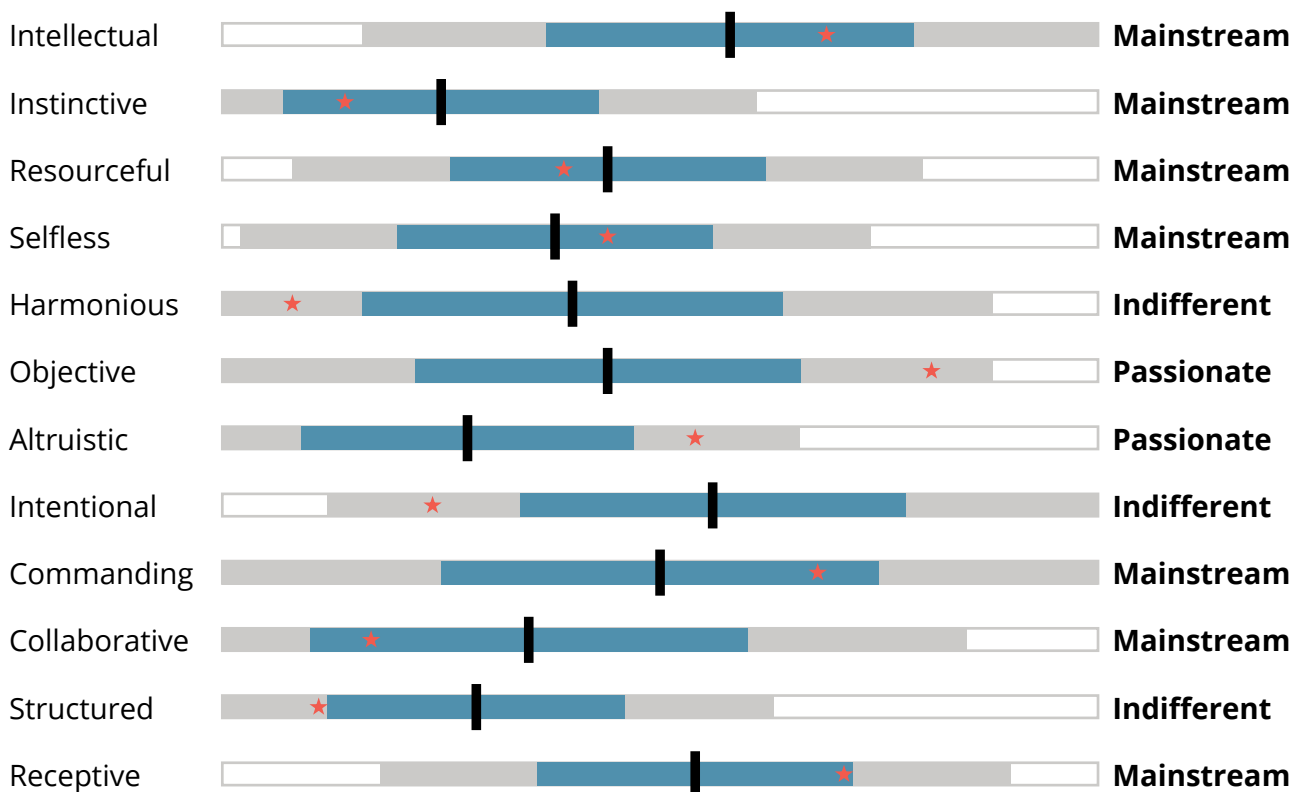
Areas for Awareness



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 2021



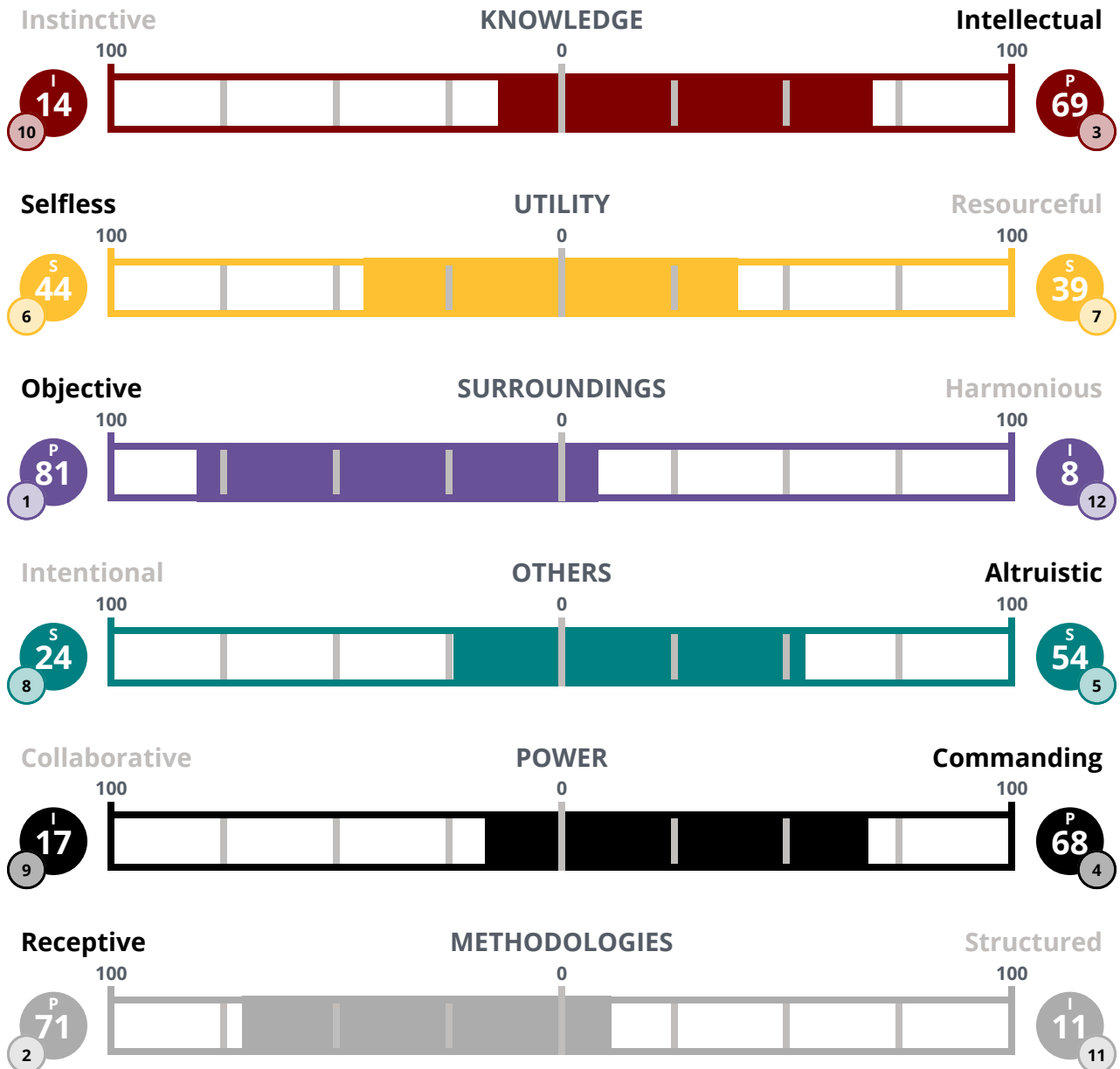
■ - 1st Standard Deviation - * 68% of the population falls within the shaded area.
 ■ - national mean
 ★ - your score
■ - 2nd Standard Deviation
■ - 3rd Standard Deviation

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

Motivational Continuum



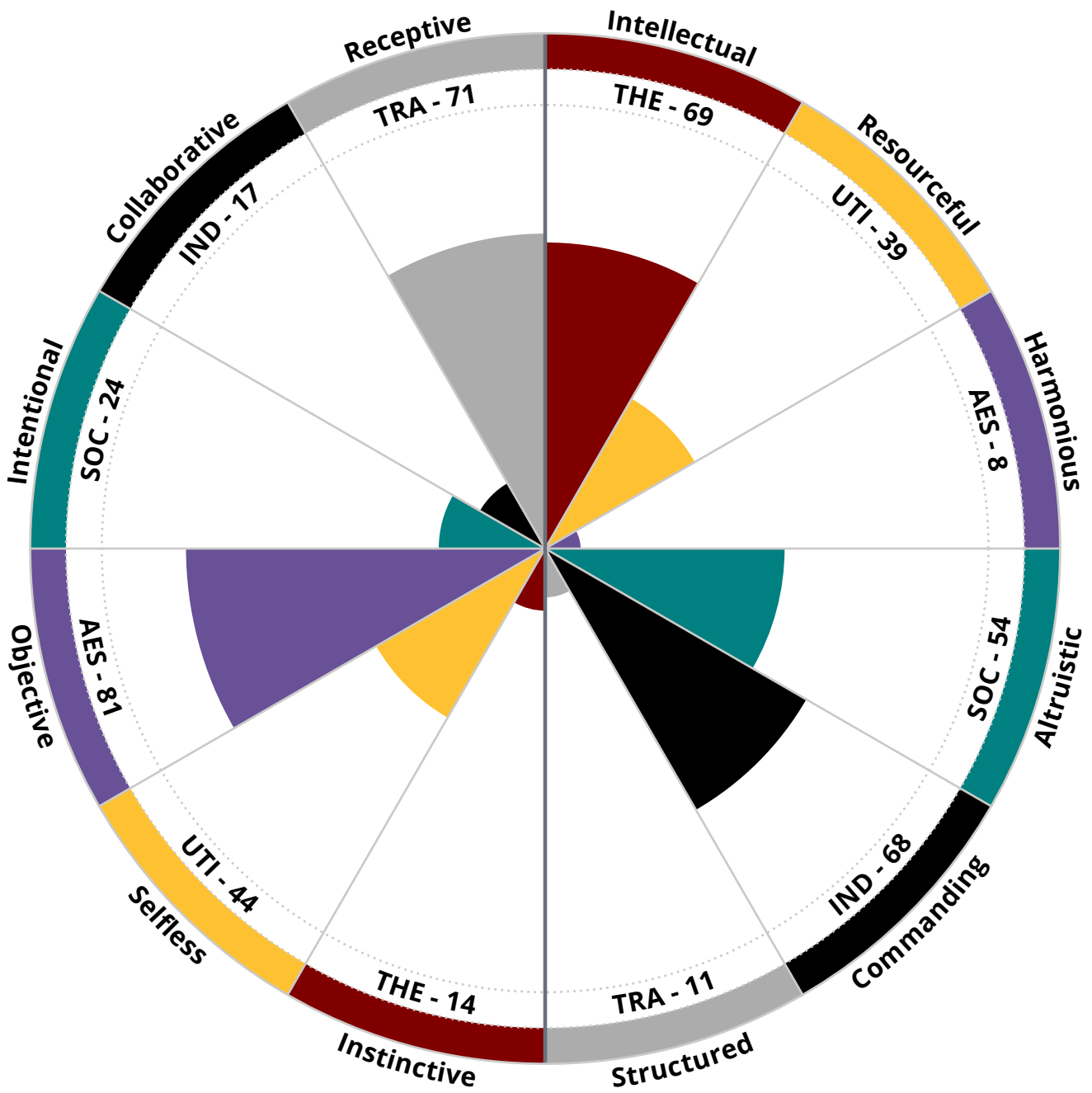
The 12 Driving Forces® Continuum is a visual representation of what motivates Mia and the level of intensity for each category. The letter "P" indicates an individual's primary cluster. These four factors are critical to Mia's motivation and engagement regardless of the situation.



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

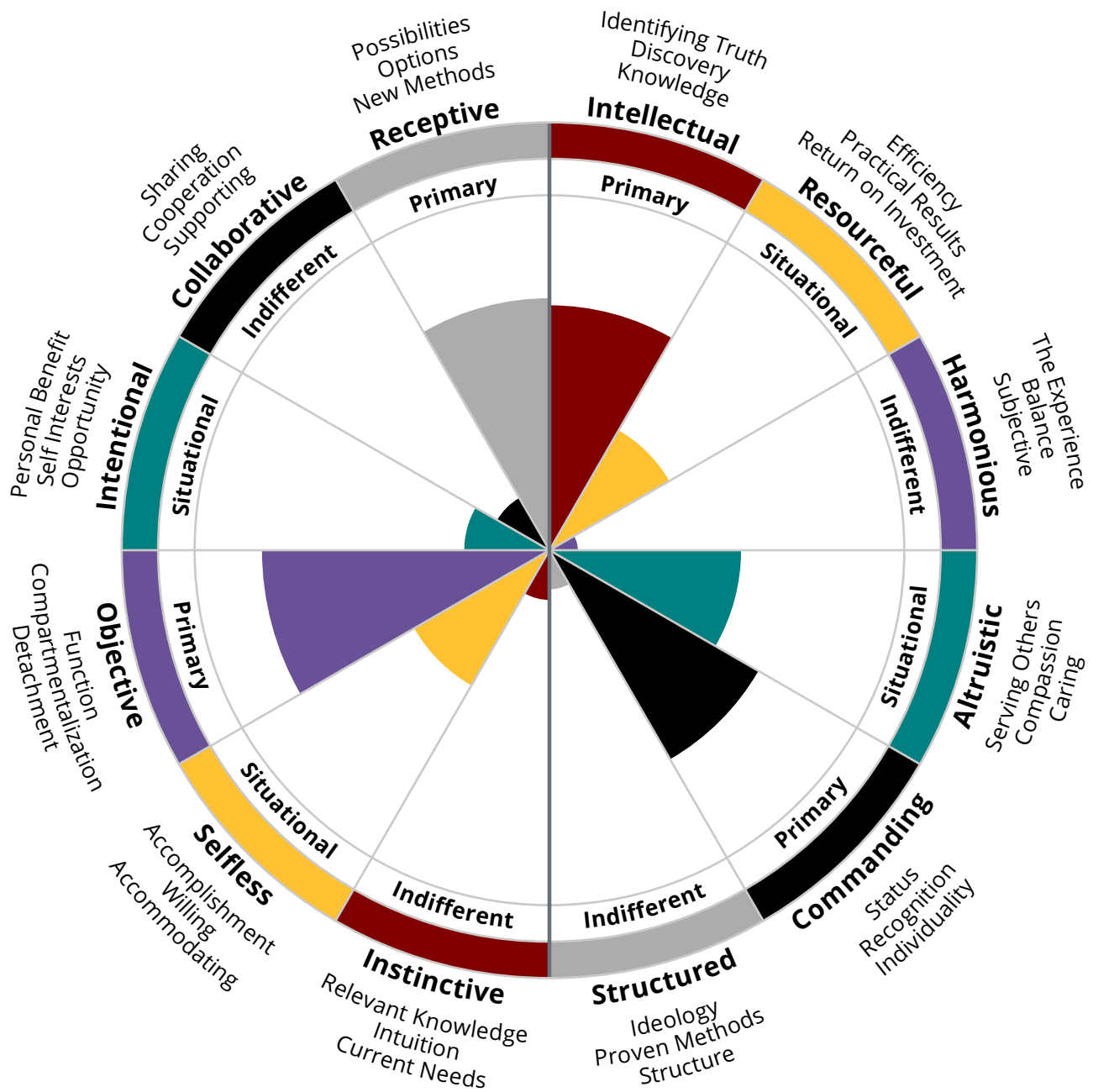
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Driving Forces Wheel



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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

Potential Behavioural & Motivational Strengths



This section describes the potential areas of strengths between Mia'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.

- Will initiate action even during chaos.
- Initiates action to stir up activity.
- May take a leadership position to focus on specific aspects of the organisation.
- Will champion change and focus on out of the box results
- Assertively champions causes she is interested in.
- Puts everything she has into looking for new opportunities.
- Thrives on the challenge of solving problems.
- Will be decisive and make fact-based decisions.
- Offers informed opinions on a variety of topics.
- Willing to make high-risk decisions.
- A strong influencer.
- Forward-looking to improve herself or a situation.

Potential Behavioural & Motivational



Conflict

This section describes the potential areas of conflict between Mia'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 over focus on productivity over appearance.
- The need for function and results could overpower the balance in the organisation.
- Will only see her objectives in the here and now.
- A desire for better results may be prohibited by her need for something new.
- Quick decisions may conflict with new opportunities.
- May break others' rules to keep the momentum moving.
- A focus on quick results may hinder quality of information.
- An urgency to get things done may conflict with a desire to know all there is to know about a given subject.
- The need to research everything and the corresponding need to do everything too soon and too fast.
- Can set personal standards too high.
- Takes on too much, too soon, too fast to maintain control.
- May always want to display her superiority through problems or challenges.



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

- Fast-paced chaotic activity based situations.
- Objective, results-driven environment.
- Freedom to focus on the functionality over the appearance.
- Opportunity to alter existing systems to make them bigger, better and faster.
- Forum to champion new ways in which to improve existing methods.
- Ability to achieve results by challenging the status quo.
- The ability to be direct and pointed with the discovery of all information related to the problem.
- Active problems that require researched-based solutions.
- Appreciation for a research-based approach to problem solving.
- An environment where competition and winning is viewed as the ideal.
- Ability to be self-starting and forward looking as it relates to challenging the status quo.
- Continual opportunity to challenge and win.

Keys To Motivating



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

Mia wants:

- The understanding from management that working and focusing on tangible results is the desired outcome.
- Things done quickly and to the highest level of functionality.
- The freedom to compartmentalise issues when solving problems.
- All systems and structures to be current and moving toward the desired result.
- Goals and results that stem from a creative and open approach.
- The ability to solve problems by examining many new approaches.
- Challenging problems where her knowledge and research capabilities can be maximised.
- All possible information at her fingertips in order to conquer challenges.
- Complete information in bulleted format for her own investigation.
- Ability to create, share and control the vision.
- Power and control over outcomes and goals.
- New and difficult challenges that lead to prestige and status.



Keys To Managing

This section discusses the needs which must be met in order for Mia 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 Mia and identify 3 or 4 statements that are most important to her. This allows Mia to participate in forming her own personal management plan.

Mia needs:

- To compartmentalise activities in order to accomplish the objectives.
- To set clear expectations for the team in order to obtain tangible results.
- To understand the optimal pace of each team member in order to help maintain momentum.
- A manager that understands her potentially explosive nature is from the desire to achieve and win in new and different ways.
- To understand that there is a time and a place for arguing her point of view.
- A manager that understands her need to explore many systems to capture all possibilities.
- To understand that all battles cannot be conquered through assertiveness and expression of knowledge.
- To understand that others possess information she may not.
- A manager who realises that she wants to learn new ways to solve problems and make decisions.
- To understand that not all problems are a nail, therefore all solutions cannot be a hammer.
- Help understanding the effect on her image when she disengages from uncontrolled projects.
- Assistance in staying on task when she is not the leader of the project.



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 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.

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 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.



Emotional Characteristics

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

Mia may have difficulty completing a performance self-evaluation. She may have trouble maintaining her composure during a stressful time. She may accumulate stress, which could result in health problems. Mia's lack of emotional awareness may sometimes lead to conflict with others. Mia may be seen as indecisive by others due to the lack of emotional awareness and how emotions can interrupt the decision making process. She may have trouble identifying her passions, resulting in a string of unfulfilling jobs.

Mia does not overreact to minor stressors and is usually able to manage her emotions with more significant stressors. When Mia is feeling stressed, she usually manages her emotions so that she does not take it out on others. When conflict arises, Mia is able to effectively regulate emotions when resolving issues in most cases. Others tend to see Mia as someone with a stable temperament. Mia generally does not allow negative feedback or criticism from others to impact her working relationships. She is able to effectively lift herself out of a bad mood.

Mia usually meets her goals and others' expectations, but perhaps does not always exceed them. She may give up when faced with excessive challenges or resistance. She may tend to settle for good enough, when she could have achieved the desired outcome. She is usually comfortable with the status quo, but is willing to be open to change if a change is really needed. When Mia is not interested in a project, she may procrastinate, leaving assignments to the last minute. People may consider Mia a good worker but not an overachiever.

Emotional Characteristics



Mia is able to work with others but at times will need help understanding their emotional needs. Others may not always feel that Mia understands them. She generally recognises when she has offended someone, but may not always understand why she was offensive. She may have trouble understanding the viewpoints of others who are not like her. Mia may have difficulty empathising when she has not been in the same situation herself. She would benefit from working on her active listening skills.

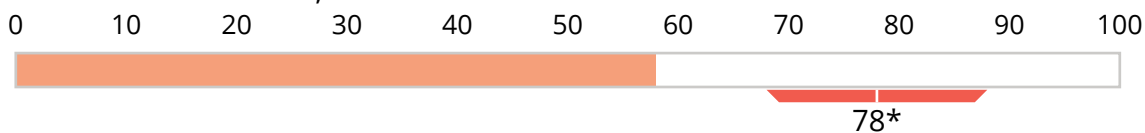
Mia can appear distant and aloof upon initial introduction to new people. Others generally view Mia as approachable. She places some value on having a few true friendships over many casual acquaintances. She occasionally engages in substantive conversations. Mia collaborates well with most of her co-workers. She is persuasive when she feels passionate about the topic to the point of potentially coming across as overbearing.

Emotional Quotient Assessment Results

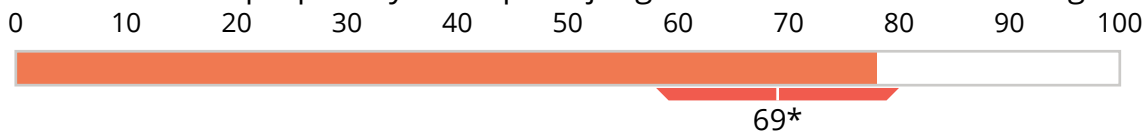


The Emotional Quotient (EQ) is a measure of your ability to sense, understand and effectively apply the power and acumen of your emotions and the emotions of others in order to facilitate high levels of collaboration and productivity. Your total score on the Emotional Quotient Assessment indicates your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

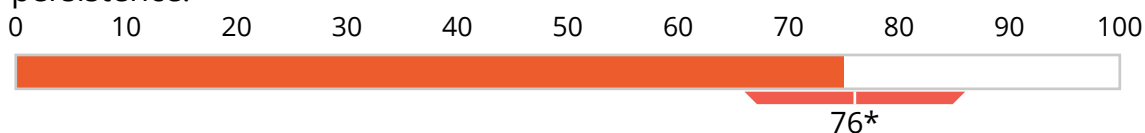
1. Self-Awareness - The ability to recognise and understand your moods, emotions and drives, as well as their effect on others.



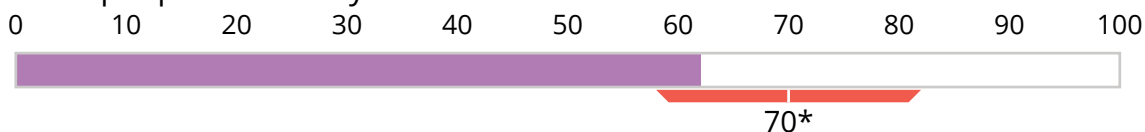
2. Self-Regulation - The ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting.



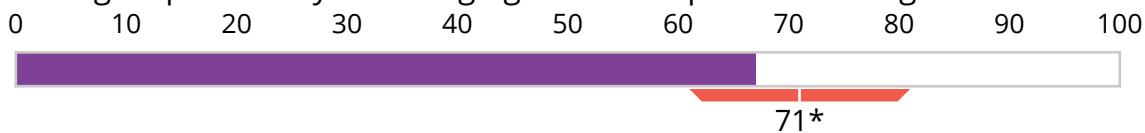
3. Motivation - A passion to work for reasons that go beyond the external drive for knowledge, utility, surroundings, others, power or methodology and are based on an internal drive or propensity to pursue goals with energy and persistence.



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.
German Norm 2019

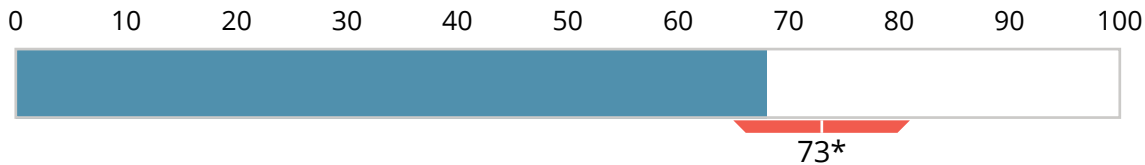
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Emotional Quotient Scoring Information

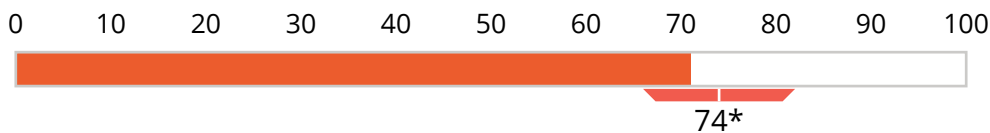


The average of the Self-Regulation, Self-Awareness and Motivation subscales represent your Self Score. The average of the Social Awareness and Social Regulation subscales represent your Others Score. Your total level of Emotional Quotient was calculated by averaging all five EQ dimensions.

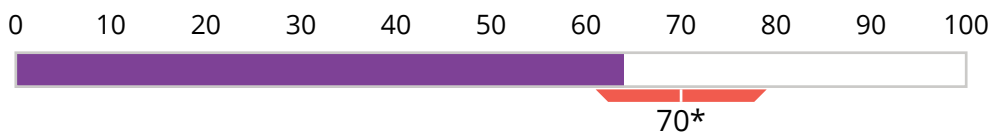
Total Emotional Quotient - Your total level of emotional intelligence, formed by averaging your Others and Self scores.



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.



Self-Awareness

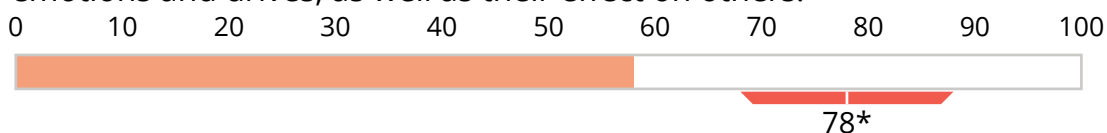


Based on Mia's level of Self-Awareness, she may find it hard to identify and express her emotions which may impact her decisions. Because of Mia's level of EQ in this dimension, she may not have a realistic assessment of herself.

What Mia 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

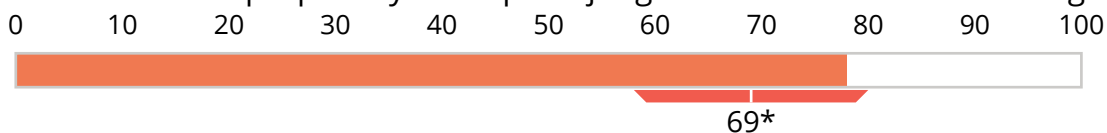


Based on Mia's current level of EQ in this dimension, she has a developed level of Self-Regulation. Mia regulates negative and/or distracting emotions, allowing herself to manage her reactions to many situations.

What Mia 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

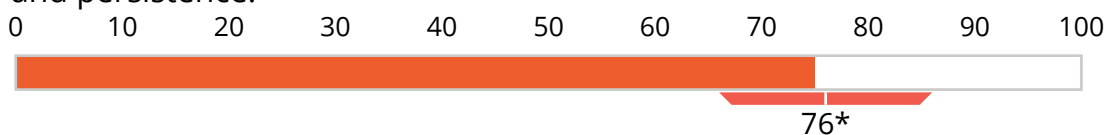


Based on Mia's current level of Motivation, procrastination could be a potential issue for Mia in achieving her goals.

What Mia 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.



Social Awareness

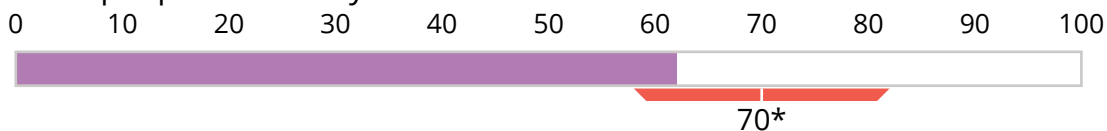


Based on Mia's level of Social Awareness, at times she may find it difficult to understand others' emotional responses to situations and may need to adapt her communication.

What Mia 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.



Social Regulation

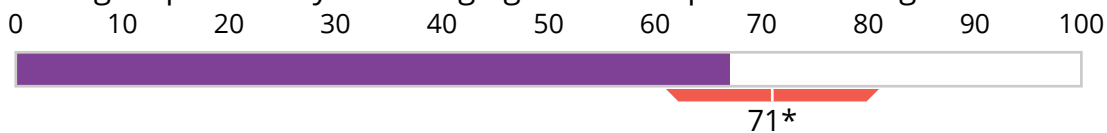


Based on Mia's level of Social Regulation, she may find relating to others challenging, especially in emotionally charged situations.

What Mia 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.

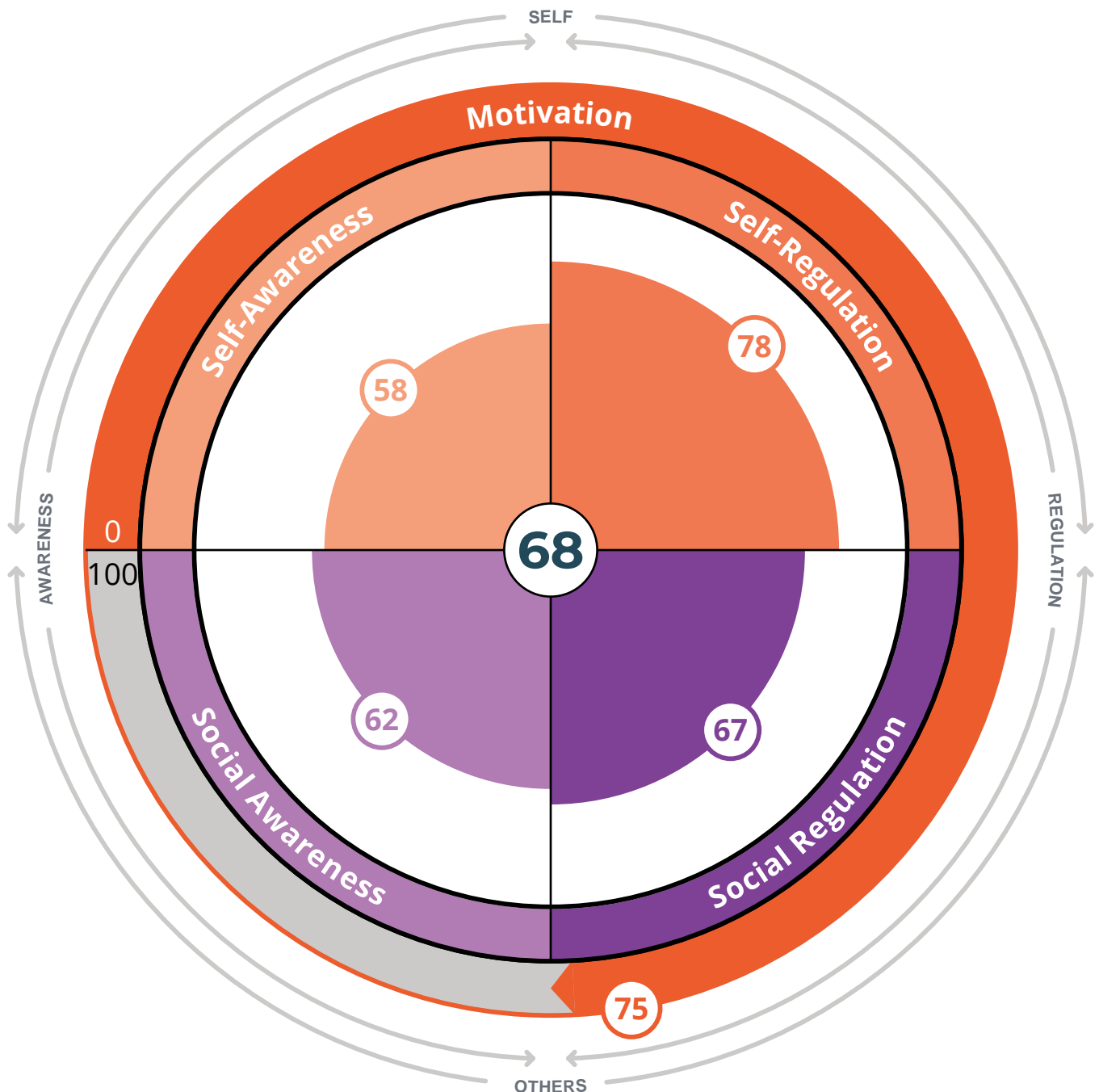
Social Regulation - The ability to influence the emotional clarity of others through a proficiency in managing relationships and building networks.



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.



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.



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, Mia's primary driving forces cluster includes: Objective, Receptive, Intellectual and Commanding.

Mia has a low level of Self-Awareness. She does not tend to recognise mental and physical changes in how she is feeling. Coupled with her high "Dominance" behavioural style, these feelings will be displayed purely on a behavioural basis. High "Dominants" have a short fuse and are unaware of when their particular triggers are ignited. This intensity and direct communication style will be intensified in emotionally charged situations, and Mia may be unaware of the increased intensity being displayed.

Mia has a high level of Self-Regulation. She is able to manage responses and reactions to emotionally charged events. Possessing a high "Dominant" behavioural style indicates that Mia would be quick to anger, make snap decisions and have a short temper. However, with high Self-Regulation, the typical behavioural characteristics will be tempered and not seen by others in such an extreme way. By utilising her dominant behaviour and her ability to manage reactions, Mia will be able to win more and be seen as a leader versus autocratic. Be careful in instances where the topic at hand directly relates to Mia's primary driving forces cluster. The ability for her to utilise her Self-Regulation skills may be hindered when a perceived threat to her drivers is present.

Mia 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.



Blending for Success

Behaviours, Driving Forces & EQ

Mia 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. Mia 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.

Mia has a moderate level of Social Regulation. She is able to manage relationships and maintain networks. Mia 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 Objective, Receptive, Intellectual or Commanding. However, she will do best in forming relationships that directly lead to the satisfaction of these passions. Behaviorally, Mia 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.

