



TTI
SUCCESS
INSIGHTS®

TriMetrix® EQ
Executive

Megan Nice
Owner
Sample Co.
7-14-2014





Introduction Where Opportunity Meets Talent®

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

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

Behaviors

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

Motivators

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

Integrating Behaviors And Motivators

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

Emotional Intelligence Section

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

Blending Behaviors, Motivators And EQ

This section will illustrate the impact your Emotional Intelligence has on your core behavioral style as well as your top two motivators.



Introduction Behaviors Section

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

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

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

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

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

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



General Characteristics

Based on Megan's responses, the report has selected general statements to provide a broad understanding of her work style. These statements identify the basic natural behavior 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 Megan's natural behavior.

Megan is driven toward goals completion and wants to be in a position to set policy that will allow her to meet those goals. She is extremely results-oriented, with a sense of urgency to complete projects quickly. She exudes self-confidence and exemplifies a manager who is not afraid to state her case or present new and creative ideas. She may lose interest in a project once the challenge ceases. She may then be ready for another challenging project. Megan may have difficulty dealing with others who are slower in thought and action. She has the ability to question people's basic assumptions about things. She prides herself on her creativity, incisiveness and cleverness. She is a self-starter who likes new projects and is most comfortable when involved with a wide scope of activities. She may be so self-confident that others see her as arrogant. This confidence may be something others wish they had. Megan prefers an environment with variety and change. She is at her best when many projects are underway at once. She wants to be seen as a manager who is totally keyed to results. She wants to get things done in a manner that is consistent with her perception of the "right way" of doing things.

Megan finds it easy to share her opinions on solving work-related problems. Sometimes she may be so opinionated about a particular problem that she has difficulty letting others participate in the process. When faced with a tough decision, she will try to sell you on her ideas. Sometimes she becomes emotionally involved in the decision-making process. Megan should realize that at times she needs to think a project through, beginning to end, before starting the project. She will work long hours until a tough problem is solved. After it is solved, Megan may become bored with any routine work that follows. She is a good problem solver and troubleshooter, always seeking new ways to solve old problems. She likes to make decisions quickly.



General Characteristics *Continued*

Megan may lack the patience to listen and communicate with slower acting people. She challenges people who volunteer their opinions. She tends to be intolerant of people who seem ambiguous or think too slowly. She likes people who present their case effectively. When they do, she can then make a quicker assessment or decision. Megan should exhibit more patience and ask questions to make sure that others have understood what she has said. She tends to influence people by being direct, friendly and results-oriented. She 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, Megan's true feelings may emerge.





Value to the Organization

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

- Forward-looking and future-oriented.
- Verbalizes her feelings.
- Will join organizations to represent the company.
- Change agent--looks for faster and better ways.
- Self-starter.
- Initiates activity.
- Negotiates conflicts.



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 Megan. 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 Megan most frequently.

Ways to Communicate:

- Read the body language--look for impatience or disapproval.
- Support and maintain an environment where she can be efficient.
- Present the facts logically; plan your presentation efficiently.
- Talk about her, her goals and the opinions she finds stimulating.
- Provide ideas for implementing action.
- Support the results, not the person, if you agree.
- Stick to business--let her decide if she wants to talk socially.
- Plan interaction that supports her dreams and intentions.
- Provide questions, alternatives and choices for making her own decisions.
- Read the body language for approval or disapproval.
- Ask specific (preferably "what?") questions.
- Leave time for relating, socializing.





Checklist for Communicating Continued

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

Ways NOT to Communicate:

- Ramble on, or waste her time.
- Be dictatorial.
- Forget or lose things, be disorganized or messy, confuse or distract her mind from business.
- Ask rhetorical questions, or useless ones.
- Take credit for her ideas.
- Legislate or muffle--don't overcontrol the conversation.
- Waste time trying to be impersonal, judgmental or too task-oriented.
- Reinforce agreement with "I'm with you."
- "Dream" with her or you'll lose time.
- Let disagreement reflect on her personally.
- Try to build personal relationships.
- Direct or order.



Communication Tips

This section provides suggestions on methods which will improve Megan's communications with others. The tips include a brief description of typical people in which she may interact. By adapting to the communication style desired by other people, Megan 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.

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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



Perceptions

See Yourself as Others See You

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

Self-Perception

Megan usually sees herself as being:

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

Others' Perception - Moderate

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

- Demanding
- Egotistical
- Nervy
- Aggressive

Others' Perception - Extreme

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

- Abrasive
- Arbitrary
- Controlling
- Opinionated





The Absence of a Behavioral Factor

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

Situations and circumstances to avoid or aspects needed within the environment in order to minimize behavioral stress.

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

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.

- Be mindful of the signals body language send and how they affect relationships.
- Recognize the constant need for change causes fear in others.
- Recognize that others may move at a slower pace.



Descriptors

Based on Megan's responses, the report has marked those words that describe her personal behavior. 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.

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



Natural and Adapted Style

Megan'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

Megan tends to deal with problems and challenges in a demanding, driving and self-willed manner. She is individualistic in her approach and actively seeks goals. Megan will attack problems and likes a position with authority and work that will constantly challenge her to perform up to her ability.

Adapted

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

People - Contacts

Natural

Megan's natural style is to use persuasion and emotion to the extreme. She is positive and seeks to win by the virtues of her personality and verbal skills. She will convince you that what she is saying is not only right, but is exactly what is needed. She displays enthusiasm for almost any project.

Adapted

Megan projects a positive and enthusiastic attitude toward influencing others. She sees the need to be trusting and wants to be trusted.



Natural and Adapted Style Continued



Pace - Consistency

Natural

Megan 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

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

Procedures - Constraints

Natural

Megan does not like constraints, at times she can be somewhat defiant and rebellious. She has a tendency to lack social tact and diplomacy when confronted with too many or unreasonable constraints. She seeks adventure and excitement and wants to be seen as her own person.

Adapted

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



Adapted Style

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

- Using a creative approach in decision making.
- Being creative and unconventional in making a point.
- Exhibiting an active and creative sense of humor.
- Moving quickly from one activity to another.
- Using a direct, forthright and honest approach in her communications.
- Responding well to challenges: "You say I can't do it? Just watch me!"
- Dedicated to "going it alone" when necessary.
- Coping with rapid changes in the work arena.
- Possessing a strong sense of urgency toward results.
- Firm commitment to accomplishments.
- Flaunting independence.
- Working without close supervision.





Time Wasters

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

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

Lack of a Written Plan

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

Possible Causes:

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

Possible Solutions:

- Write down personal and job-related values and prioritize them



Time Wasters Continued

- Write out a long-term plan that will support those values
- Recognize that by having priorities clearly in mind, constant change will be replaced with change-by-design

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
- Recognize the time spent training others on routine tasks will result in gained cumulative time for higher priority tasks

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





Time Wasters Continued

Possible Solutions:

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

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





Areas for Improvement

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

Megan has a tendency to:

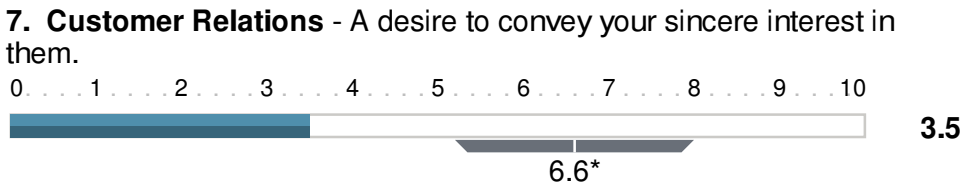
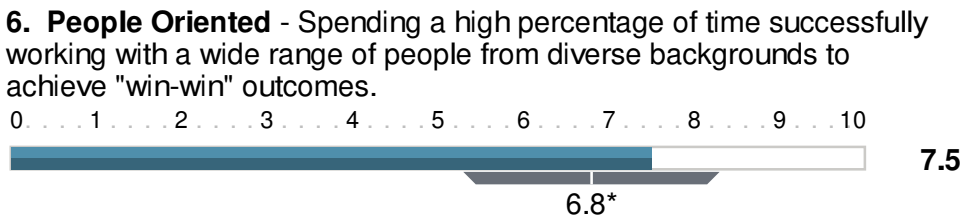
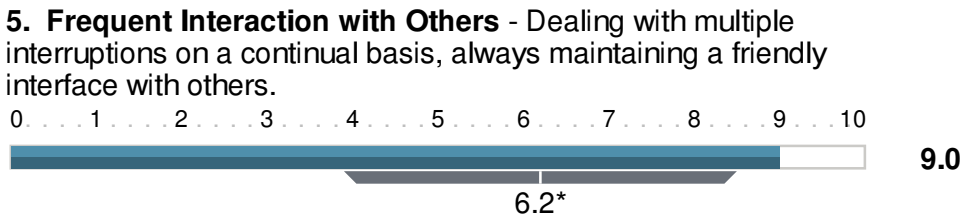
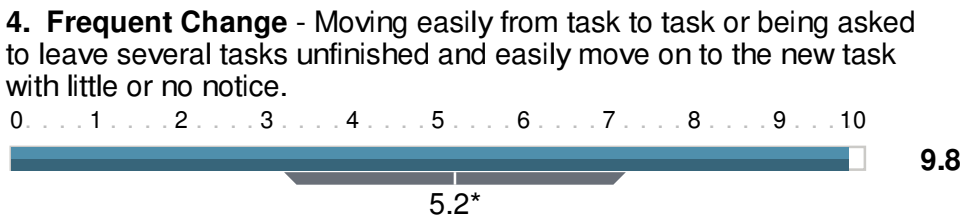
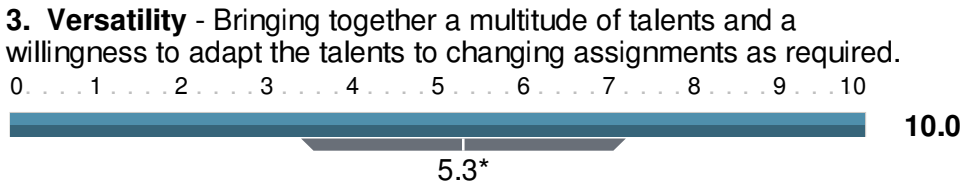
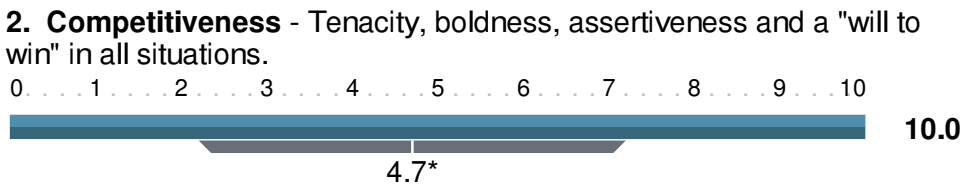
- Keep too many balls in the air, and if her support is weak she will have a tendency to drop some of those balls.
- Have no concept of the problems that slower-moving people may have with her style.
- Be so concerned with big picture; she forgets to see the little pieces.
- Dislike routine work or routine people--unless she sees the need to further her goals.
- Be disruptive because of her innate restlessness and disdain for sameness.
- Be crisis-oriented.
- Be a one-way communicator--doesn't listen to the total story before introducing her opinion.
- Make "off the cuff" remarks that are often seen as personal prods.
- Overstep authority and prerogatives--will override others.





Behavioral Hierarchy

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



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



Behavioral Hierarchy

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

0 1 2 3 4 5 6 7 8 9 10



3.0

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

0 1 2 3 4 5 6 7 8 9 10



2.5

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

0 1 2 3 4 5 6 7 8 9 10



2.0

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

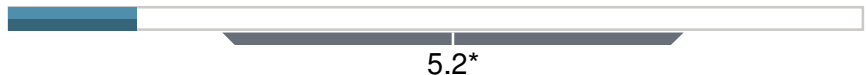
0 1 2 3 4 5 6 7 8 9 10



2.0

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

0 1 2 3 4 5 6 7 8 9 10



1.5



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

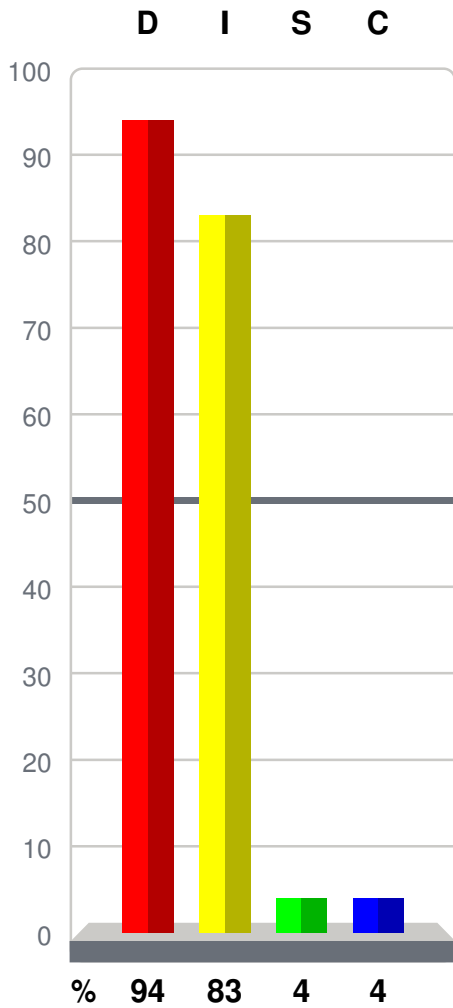


Style Insights® Graphs

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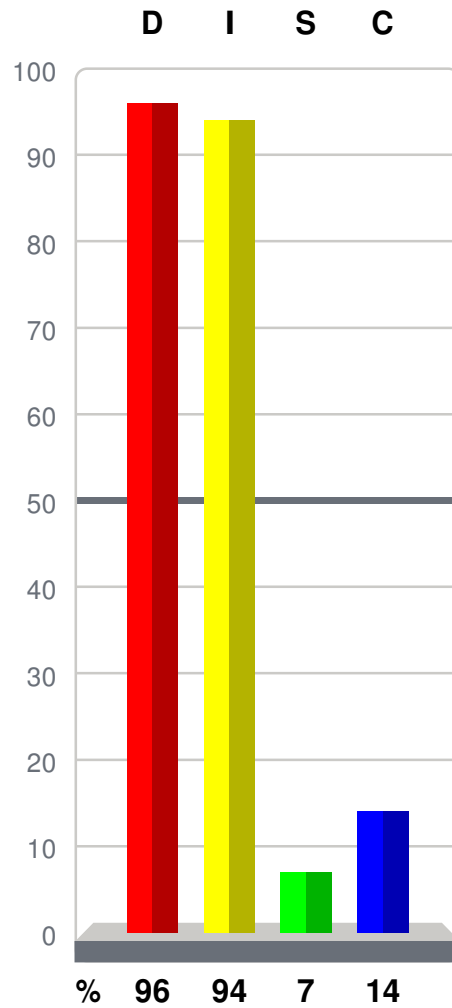
Adapted Style

Graph I



Natural Style

Graph II



Norm 2014 R4



The Success Insights® Wheel

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

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

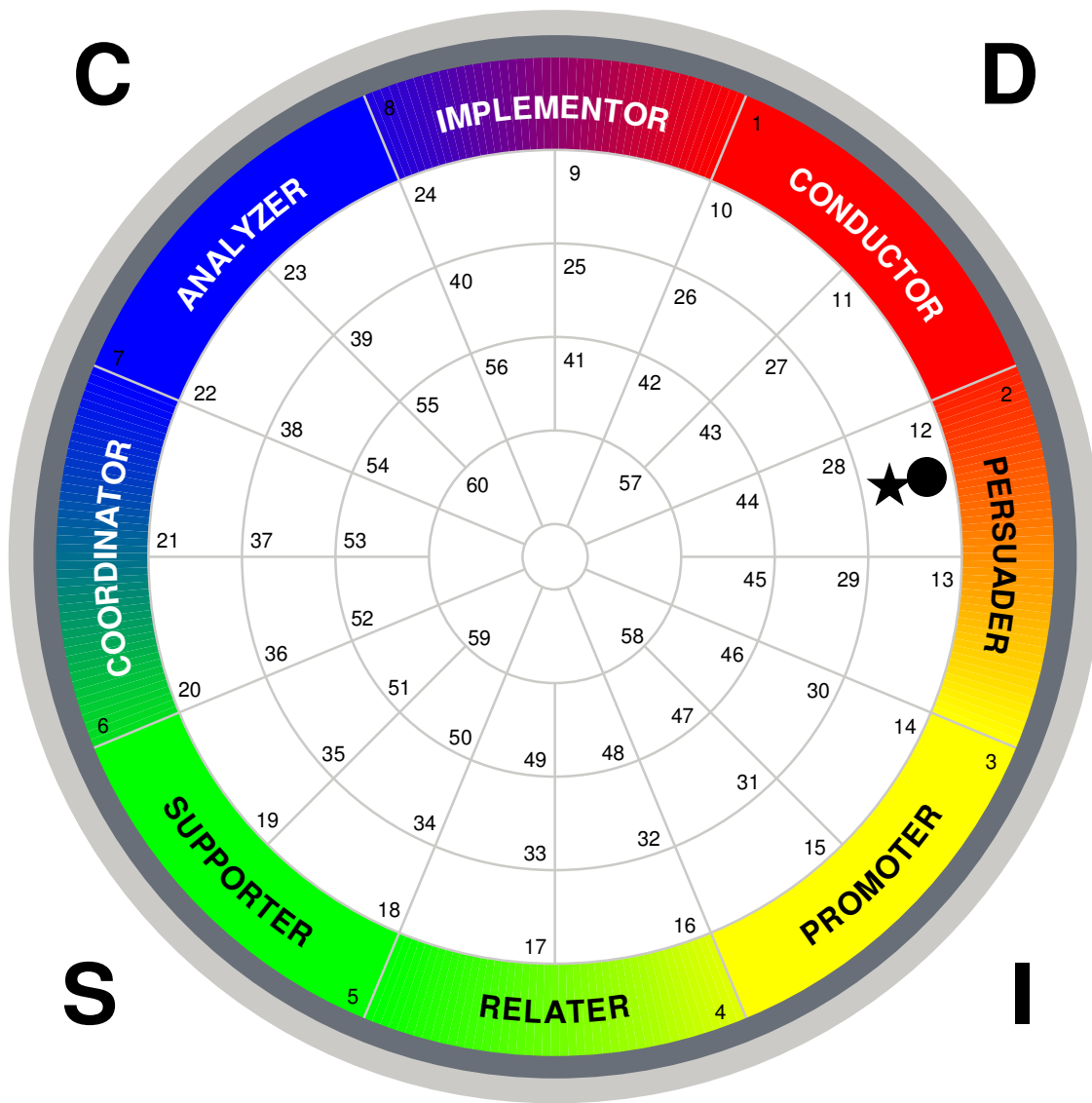
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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



The Success Insights® Wheel

7-14-2014



Adapted: ★ (12) CONDUCTING PERSUADER
 Natural: ● (12) CONDUCTING PERSUADER

Norm 2014 R4



Introduction Motivators Section

Knowledge of an individual's motivators help to tell us WHY they do things. A review of an individual's experiences, references, education and training help to tell us WHAT they can do. Behavioral assessments help to tell us HOW a person behaves and performs in the work environment. The Personal Motivators & Engagement report measures the relative prominence of six basic interests or motivators (a way of valuing life): Theoretical, Utilitarian, Aesthetic, Social, Individualistic and Traditional.

Motivators help to initiate one's behavior and are sometimes called the hidden motivators because they are not always readily observed. It is the purpose of this report to help illuminate and amplify some of those motivating factors and to build on the strengths that each person brings to the work environment.

Based on your choices, this report ranks your relative passion for each of the six motivators. Your top two and sometimes three motivators cause you to move into action. You will feel positive when talking, listening or doing activities that satisfy your top motivators.

The feedback you will receive in this section will reflect one of three intensity levels for each of the six motivators.

- **Strong** - positive feelings that you need to satisfy either on or off the job.
- **Situational** - where your feelings will range from positive to indifferent based on other priorities in your life at the time. These motivators tend to become more important as your top motivators are satisfied.
- **Indifferent** - your feelings will be indifferent when related to your 5th or 6th motivator.

Your Personal Motivators Ranking		
1st	Utilitarian	Strong
2nd	Individualistic	Strong
3rd	Theoretical	Situational
4th	Aesthetic	Situational
5th	Social	Indifferent
6th	Traditional	Indifferent

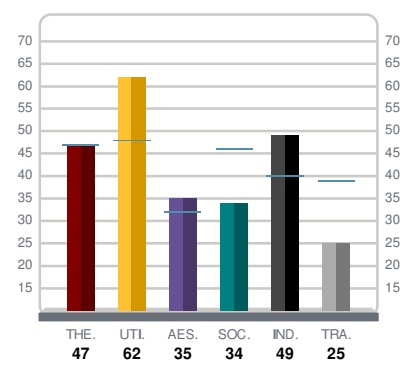


Utilitarian

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

- Megan will be motivated by her accomplishments.
- She uses money as a scorecard.
- All attempts are made to protect future security to ensure that her legacy is protected.
- Megan has a long list of wants and will work hard to achieve them.
- Megan will protect her assets to ensure the future of her economic security.
- Wealth provides the security Megan wants for herself and/or her family.
- Megan faces the future confidently.
- Megan is future-oriented.
- Having more wealth than others is a high priority for Megan.
- Megan will attempt to structure her economic dealings.
- She can be very practical.





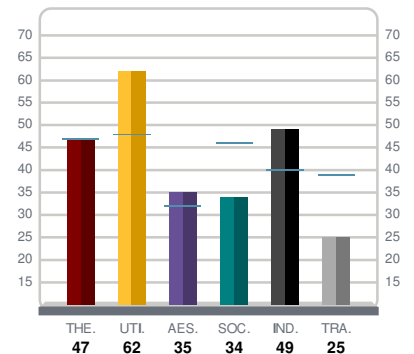
Megan Nice



Individualistic

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

- Maintaining individuality is strived for in relationships.
- Megan has the desire to assert herself and to be recognized for her accomplishments.
- If necessary, Megan will be assertive in meeting her own needs.
- Megan believes "when the going gets tough, the tough get going."
- People who are determined and competitive are liked by Megan.
- Megan takes responsibility for her actions.
- She wants to control her own destiny and display her independence.
- Megan likes to be in situations that allow her the freedom to control her destiny and the destiny of others. Her team's strategy is to attempt to dilute outsiders' influence on the results of their goals.
- She believes "if at first you don't succeed try, try again."

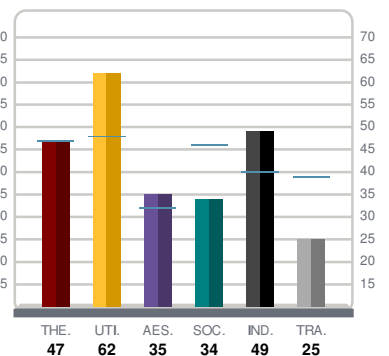




Theoretical

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

- A job that challenges the knowledge will increase her job satisfaction.
- In those areas where Megan has a special interest she will be good at integrating past knowledge to solve current problems.
- Megan will usually have the data to support her convictions.
- Megan will seek knowledge based on her needs in individual situations.
- If Megan is truly interested in a specific subject, or if knowledge of specific subject matter is required for success, then she will take the initiative to learn about that subject in great depth.
- Megan has the potential to become an expert in her chosen field.
- If knowledge of a specific subject is not of interest, or is not required for success, Megan will have a tendency to rely on her intuition or practical information in this area.

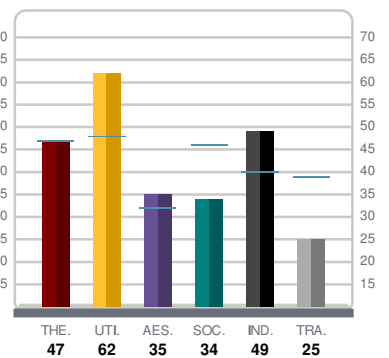




Aesthetic

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

- At times Megan will look for the beauty in all things.
- There could be a specific area that is of great interest to her. For instance, she may be appreciative of the natural beauty of mountains and streams, but may not be overly impressed by the works of Picasso or Rembrandt.
- The need for the appreciation of beauty is determined on an individual basis and is not generalized in terms of the total world around her.
- Megan may desire fine things for her spouse or family members.



Megan Nice

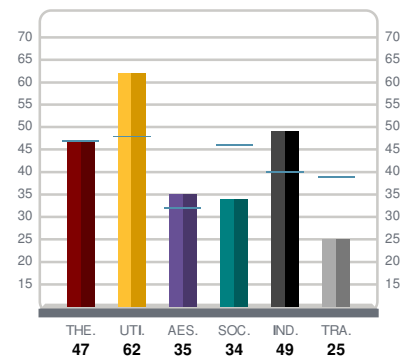


Social

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

- She will not normally allow herself to be directed by others unless it will enhance her own self-interest.
- Megan's passion in life will be found in one or two of the other dimensions discussed in this report.
- She will be firm in her decisions and not be swayed by unfortunate circumstances.
- Megan will be torn if helping others proves to be detrimental to her.
- Believing that hard work and persistence is within everyone's reach - she feels things must be earned, not given.
- Megan is willing to help others if they are working as hard as possible to achieve their goals.





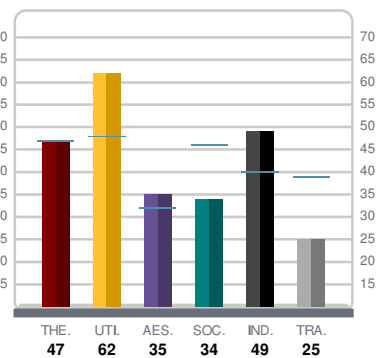
Megan Nice



Traditional

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

- It may be hard to manipulate Megan because she has not defined a philosophy or system that can provide immediate answers to every situation.
- Traditions will not place limits or boundaries on Megan.
- She will not be afraid to explore new and different ways of interpreting her own belief system.
- Megan can be creative in interpreting other systems or traditions and selective in applying those traditions.
- In many cases, Megan will want to set her own rules which will allow her own intuition to guide and direct her actions.
- Megan's passion in life will be found in one or two of the other dimensions discussed in this report.
- She will work within a broadly defined set of beliefs.



Megan Nice



Navigating Situations Outside Your Comfort Zone

The information on this page will highlight areas in which you may struggle relating to based on your lowest motivator. The information will teach you how to manage your way through discussions focusing on your number six motivator.

Tips for Communicating with "High Traditional" utilizing your Utilitarian.

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

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

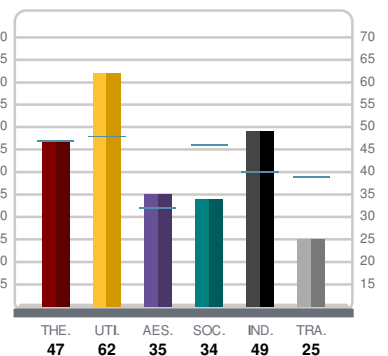
How do Traditionals contribute to the world, your professional life and your personal life?

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

- Position the Traditional in a way where people want to align with the principles of the organization, as long as these principles are providing the desired return to the bottom-line.
- If principles are being adhered to that detract from the results the organization is looking for, provide factual, data-driven information as to why and how the standards should be adjusted.

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

- Look for the value of the belief system the Traditional team member possesses. Is there a way to yield a return based on the belief system and how it applies to business goals?
- It's important to understand the biases the Traditional has and determine if it's worth the return of trying to change the belief. When dealing purely with a bias, the discovery of other commonalities is necessary in order to maintain a positive relationship.





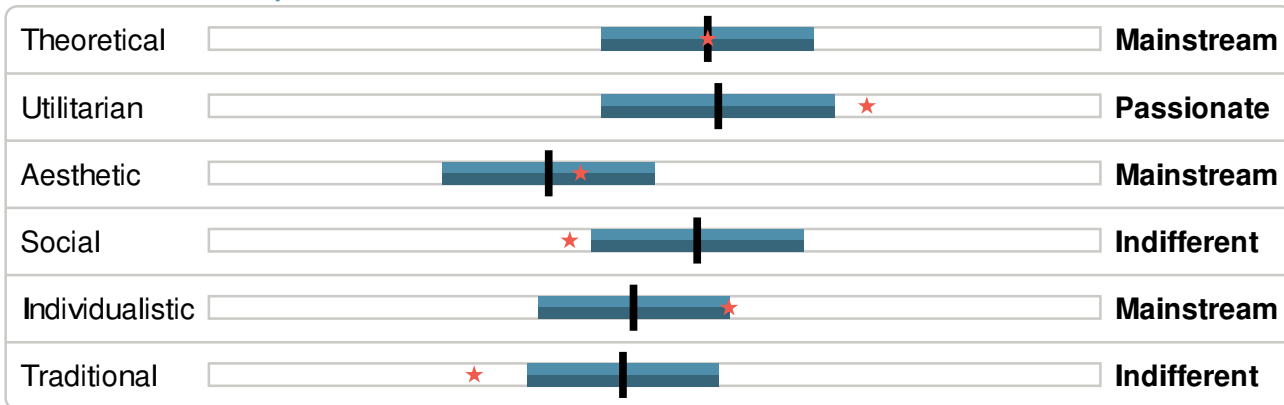
Motivators - Norms & Comparisons

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

- Change the situation.
- Change your perception of the situation.
- Leave the situation.
- Cope with the situation.

This section reveals areas where your motivators may be outside the mainstream and could lead to conflict. The further away you are from the mainstream on the high side, the more people will notice your passion about that motivator. The further away from the mainstream on the low side, the more people will view you as indifferent and possibly negative about that motivator. The shaded area for each motivator represents 68 percent of the population or scores that fall within one standard deviation above or below the national mean.

Norms & Comparisons Table - Norm 2014



- 68 percent of the population - national mean - your score

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



Motivators - Norms & Comparisons

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

- You strive for efficiency and practicality in all areas of your life, seeking to gain a return on your investment of time, talent and resources. Others may feel you always have a string attached and are always trying to gain a personal advantage. They may feel you should give just for the sake of giving.

Areas where others' strong feelings may frustrate you as you do not share their same passion:

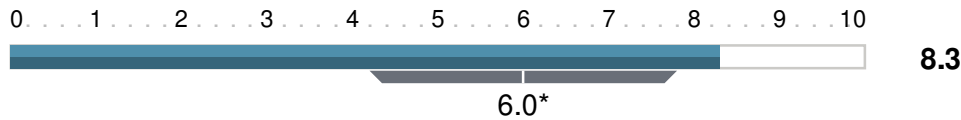
- Your self-reliance will cause you to feel uncomfortable around people who are always trying to help you or be too nice to you.
- Others who try to impose their way of living on you will frustrate you. Your ability to try new things frustrates them and they feel compelled to change you to their system.



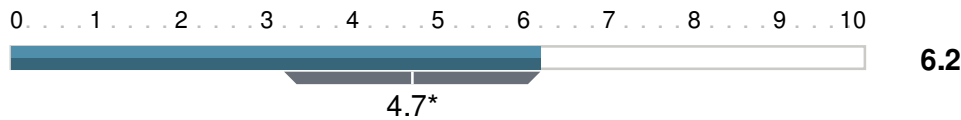
Motivators Hierarchy

Your motivation to succeed in anything you do is determined by your underlying motivators. You will feel energized and successful at work when your job supports your personal motivators. They are listed below from the highest to the lowest.

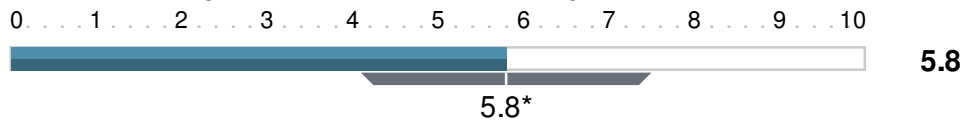
1. Utilitarian/Economic - Rewards those who value practical accomplishments, results and rewards for their investments of time, resources and energy.



2. Individualistic/Political - Rewards those who value personal recognition, freedom, and control over their own destiny and others.



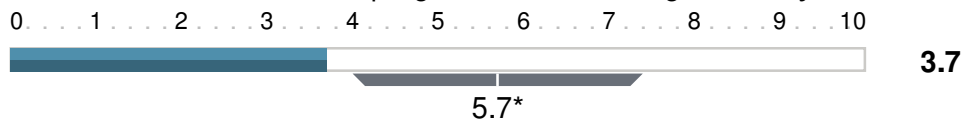
3. Theoretical - Rewards those who value knowledge for knowledge's sake, continuing education and intellectual growth.



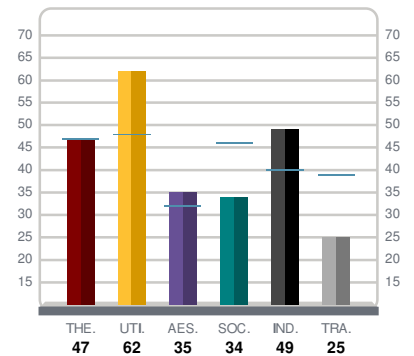
4. Aesthetic - Rewards those who value balance in their lives, creative self-expression, beauty and nature.



5. Social - Rewards those who value opportunities to be of service to others and contribute to the progress and well being of society.



6. Traditional/Regulatory - Rewards those who value traditions inherent in social structure, rules, regulations and principles.



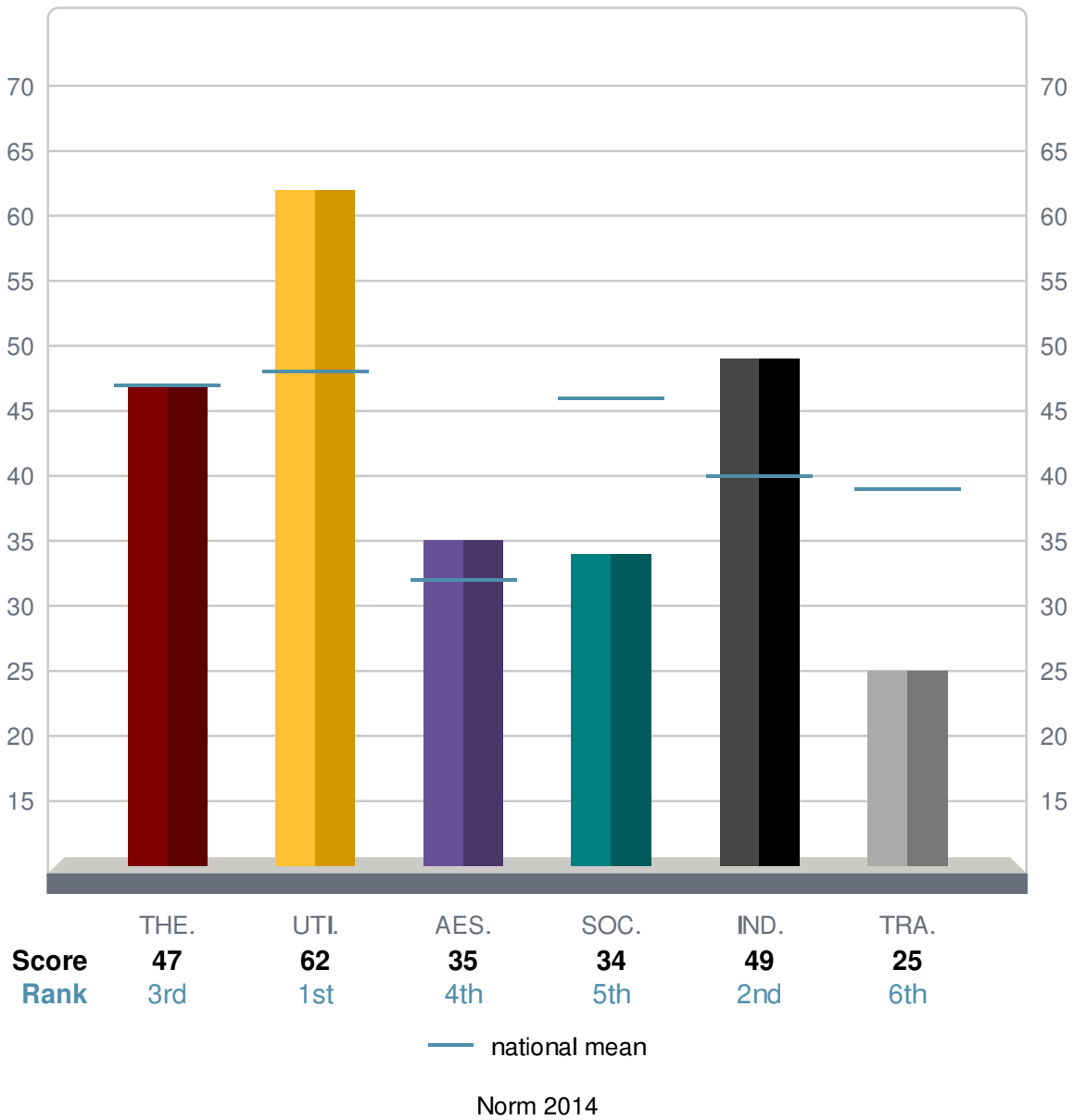
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* 68% of the population falls within the shaded area.



Motivation Insights® Graph

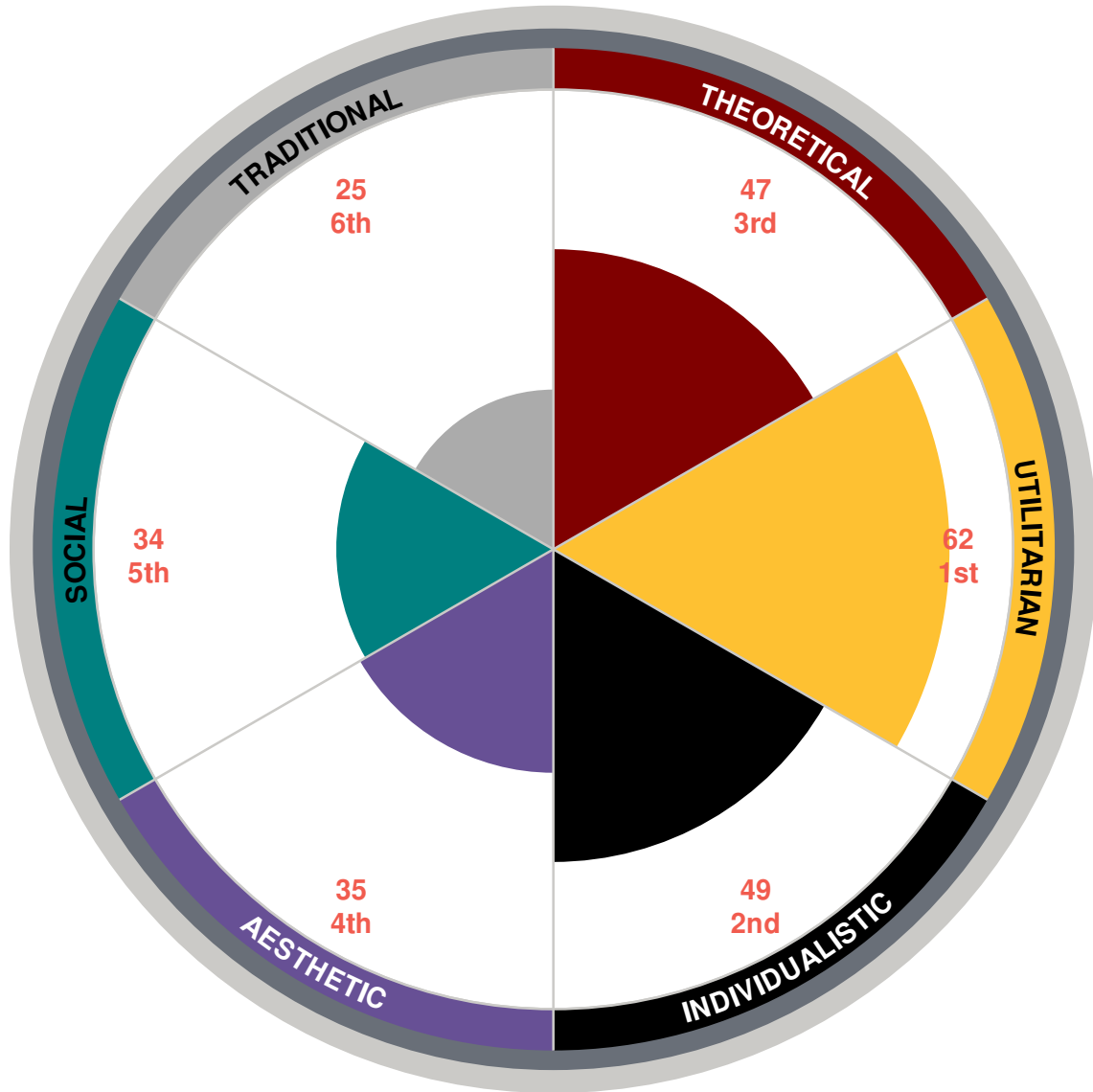
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Motivators Wheel™

7-14-2014





Introduction Integrating Behaviors and Motivators Section

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

In this section you will find:

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



Potential Behavioral and Motivational Strengths

This section describes the potential areas of strengths between Megan's behavioral style and top two motivators. Identify two to three potential strengths that need to be maximized and rewarded in order to enhance on-the-job satisfaction.

- Wants to maximize time and resources now, as opposed to later.
- Tends to be futuristic.
- Bottom-line focused when leading others.
- Innovative with strategies for success.
- Promotes efficiency and results.
- Brings enthusiasm to practical situations.
- Positively promote the image of the organization.
- Motivates others to be the best they can be.





Potential Behavioral and Motivational Conflict

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

- Will override other variables for the sake of an investment.
- Can be a workaholic.
- Can set personal standards too high.
- Has to be big player if not the leader and may miss out on beneficial role-playing opportunities.
- Struggles balancing financial advice with actual results.
- May not recognize increased risk associated with bigger rewards.
- May only interact with those she feels compliment her goals.
- She may overestimate her authority.



Ideal Environment

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

- Work tasks that change from time to time.
- Freedom of movement.
- Forum to express ideas and viewpoints.
- Key performance measured on results and efficiency rather than people and process.
- A manager that brings people and excitement into the act of doing business.
- Rewards determined by return on investment based contributions to team efforts.
- A forum to celebrate successes as an individual.
- 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

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

Megan wants:

- Freedom from control and detail.
- Freedom to talk and participate on the team.
- Power and authority to take the risks to achieve results.
- Freedom to get desired results through efficiency and a "can do" attitude.
- To be the spokesperson for team and organizational accomplishments.
- Freedom to include others in the celebration of achievements.
- Opportunities for advancement and new experiences.
- Power and control over outcomes and goals.
- New and difficult challenges that lead to prestige and status.



Keys to Managing

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

Megan needs:

- A rational approach to decision making--analyze the facts.
- To mask emotions when appropriate.
- To negotiate commitment face-to-face.
- To assess the risk and rewards of each decision.
- Assistance in establishing realistic expectations of others in order to maximize contributions.
- Listen for the answer she wants in order to maximize return.
- To set realistic goals that can be accomplished without disrupting the organizational objectives.
- 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™ report looks at a person's emotional intelligence, which is the ability to sense, understand and effectively apply the power and acumen of emotions to facilitate higher levels of collaboration and productivity. The report was designed to provide insight into two broad areas: Intrapersonal and Interpersonal emotional intelligence.

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

This report measures five dimensions of emotional intelligence:

Intrapersonal emotional intelligence

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

Self-Awareness is the ability to recognize and understand your moods, emotions and drives, as well as their effect on others.

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

Motivation is a passion to work for reasons that go beyond money or status and a propensity to pursue goals with energy and persistence.

Interpersonal emotional intelligence

What goes on between you and others.

Empathy is your ability to understand the emotional makeup of other people.

Social Skills is a proficiency in managing relationships and building networks.

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



General Characteristics

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

Self-Awareness

- When faced with a difficult decision, she is usually able to avoid emotionally-based hesitation and confusion.
- Clearly identifies her emotional reactions to life situations.
- Her level of Self Awareness is seen as an ability to project confidence in most situations.

Self-Regulation

- She tends to have a calming effect on other people.
- May occasionally be seen as cold or uncaring because she may be suppressing her emotions.
- She is highly capable of minimizing the influence her emotions have on the outcome when making an important decision.

Motivation

- Runs the risk of being seen as a workaholic if the work leads to the goal.
- Views challenges as opportunities rather than obstacles.
- Leverages her motivation in order to understand and avoid the negative effects of procrastination.

Empathy

- Skilled at deciphering the emotional tone of any interaction.
- When using active listening skills, she will predict a person's emotional state and use this information to communicate more effectively.
- Her ability to see things from others' viewpoints makes her a good collaborator.

Social Skills

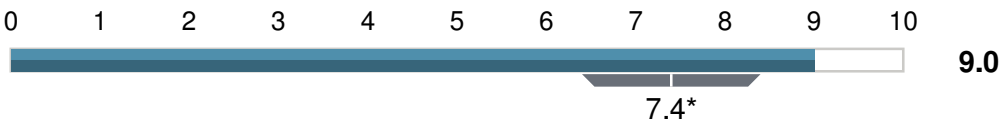
- Generally decipheres nonverbal clues in any interaction.
- Others see her as approachable, and will seek out interactions with her.
- She tends to use her relationship connections to reach outcomes.



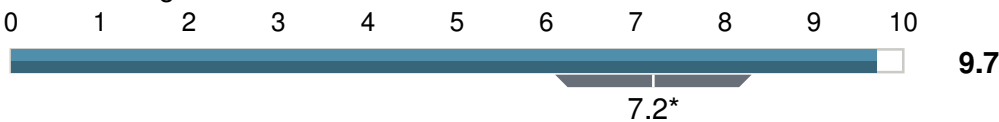
Emotional Quotient Assessment Results

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

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



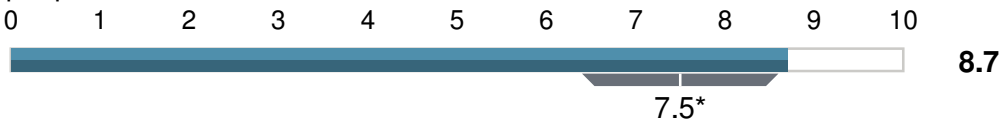
2. SELF-REGULATION - The ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting.



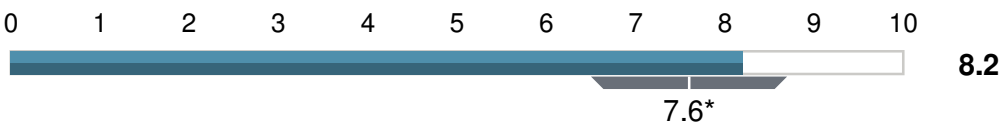
3. MOTIVATION - A passion to work for reasons that go beyond money or status, and a propensity to pursue goals with energy and persistence.



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



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



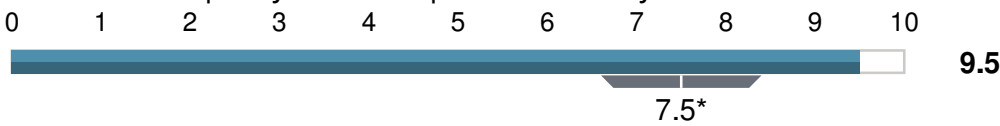
* 68% of the population falls within the shaded area.



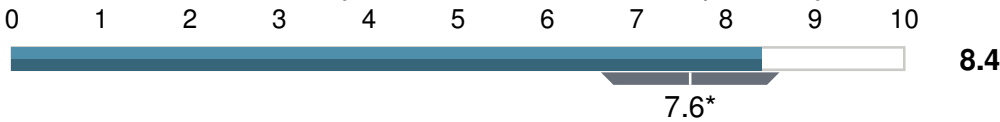
Emotional Quotient Scoring Information

The sum of the Self-Regulation, Self-Awareness, and Motivation subscales add up to represent your **Intrapersonal Emotional Quotient**. The sum of the Empathy and Social Skills subscales add up to represent your **Interpersonal Emotional Quotient**. Your total level of Emotional Quotient was calculated by summing the **Intrapersonal** and **Interpersonal** scores.

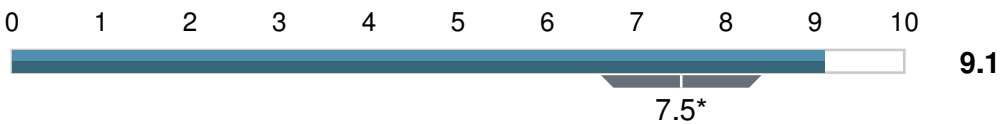
INTRAPERSONAL - The ability to understand yourself and form an accurate concept of yourself to operate effectively in life.



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



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





Intrapersonal Self-Awareness

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

You scored a 9.0.

Your level of Self-Awareness is well developed, meaning you notice and understand what you are feeling and why.

What you can do:

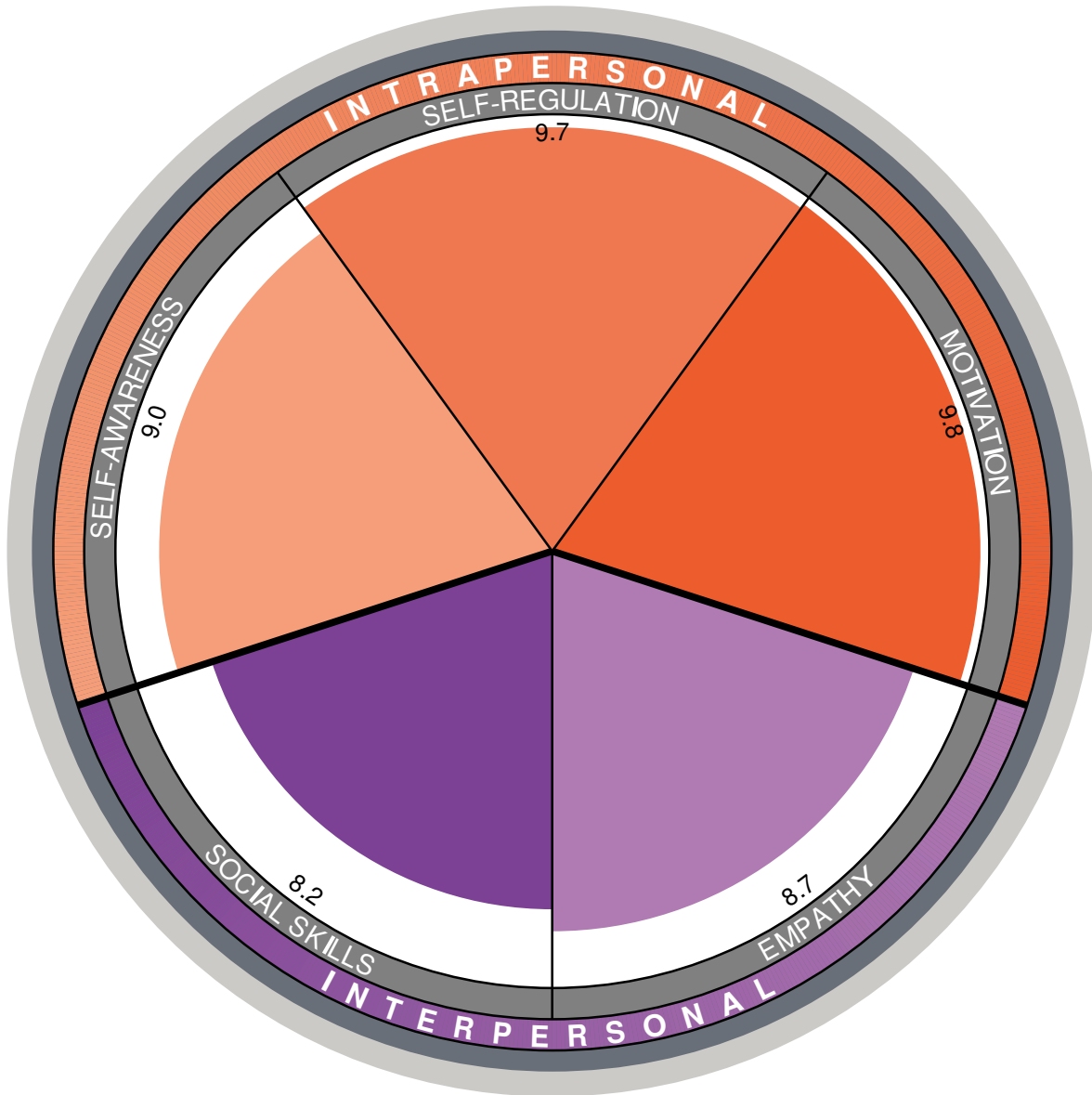
- Describe your emotional triggers to a family member, friend or trusted co-worker in order to polish your ability to self-assess.
- Compare the feedback you receive from others with your own self-assessment.
- To further improve decision making, look for behavioral trends and discuss your observations with a trusted advisor, family member or friend.
- You may want to pause occasionally to consider whether you have a realistic self perception.
- Reflect on the connection between your emotions and your behavior. Identify the triggers that lead to potentially negative reactions.
- Sharpen your Self-Awareness by writing in a journal about your emotional responses to situations that were significant.
- Note your introspective discoveries and discuss them with a family member, friend or trusted co-worker to gain further enlightenment.
- Think about situations that create an emotional charge for you. Keep a list of these and possible solutions to bringing your emotions back to a normal state.
- Think of situations where you use each of your strengths and weaknesses, especially in the workplace.
- Utilizing your high level of Self Awareness, create an action plan of areas you wish to improve. How can your Self Awareness assist you in this journey?
- Reflect on emotionally charged situations from your past, especially in the workplace. How would you feel about the situation today?





Emotional Quotient™ Wheel

7-14-2014





Introduction Blending Behaviors, Motivators and EQ for Success

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

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

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



Blending Behaviors, Motivators and EQ for Success

Megan has a high level of Social Skills. She is able to proficiently manage relationships and build networks. She is able to inspire and guide groups through nurturing relationships and her ability to create group synergy. Megan has a unique ability to build relationships with all types of people, whereas the majority of individuals build the best relationships with people that have like motivators. Her Utilitarian and Individualistic drivers are still her primary areas of interest; however, she is able to set these aside in order to form relationships that don't directly lead to the satisfaction of these passions. Behaviorally, Megan prefers a more direct and to the point communication style. Based on her well-developed Social Skills, she will be able to adapt her communication style to meet the needs of the relationship.

