



TTI  
SUCCESS  
INSIGHTS®

**TriMetrix® EQ**  
Management-Staff

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23/7/2014

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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, 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:**

### 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.

### 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 Behaviours 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 behaviours 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 Behaviours, Motivators And EQ

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



## Introduction Behaviours Section

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

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

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

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

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













# Communication Tips

*This section provides suggestions on methods which will improve Shelley'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, Shelley 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 disorganised or messy.

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

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

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

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

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

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

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

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

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

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

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

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







# Descriptors

Based on Shelley'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
<b>Dominance</b>	<b>Influencing</b>	<b>Steadiness</b>	<b>Compliance</b>
Calculating	Reflective	Mobile	Firm
Cooperative	Factual	Active	Independent
Hesitant	Calculating	Restless	Self-Willed
Cautious	Sceptical	Impatient	Obstinate
Agreeable	Logical	Pressure-Oriented	Unsystematic
Modest	Suspicious	Eager	Uninhibited
Peaceful	Matter-of-Fact	Flexible	Arbitrary
Unobtrusive	Incisive	Impulsive	Unbending



# Natural and Adapted Style

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

## Problems - Challenges

Natural	Adapted
<p>Shelley 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. Shelley will attack problems and likes a position with authority and work that will constantly challenge her to perform up to her ability.</p>	<p>Shelley sees no need to change her approach to solving problems or dealing with challenges in her present environment.</p>

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## People - Contacts

Natural	Adapted
<p>Shelley'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.</p>	<p>Shelley sees no need to change her approach to influencing others to her way of thinking. She sees her natural style to be what the environment is calling for.</p>











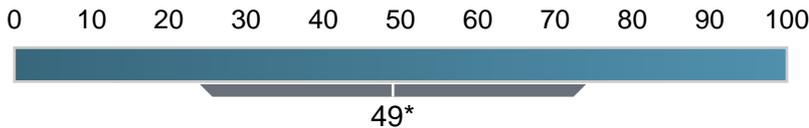




# Behavioural Hierarchy

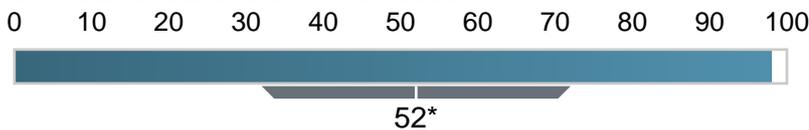
Your observable behaviour and related emotions contribute to your success on the job. When matched to the job, they play a large role in enhancing your performance. The list below ranks your behavioural traits from the strongest to the weakest.

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



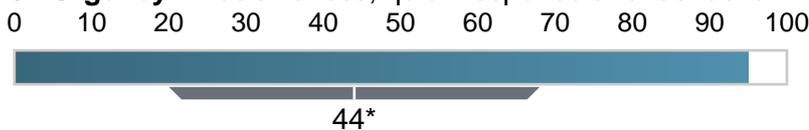
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**2. Frequent Change** - Moving easily from task to task or being asked to leave several tasks unfinished and easily move on to the new task with little or no notice.



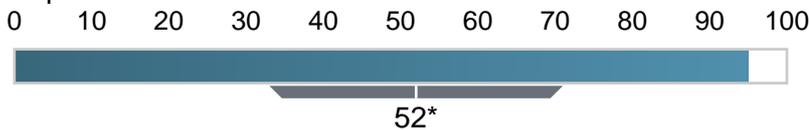
98

**3. Urgency** - Decisiveness, quick response and fast action.



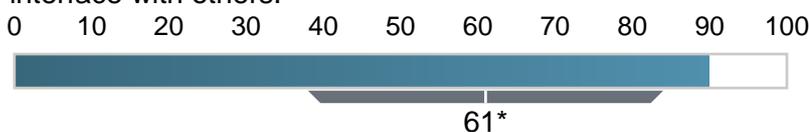
95

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



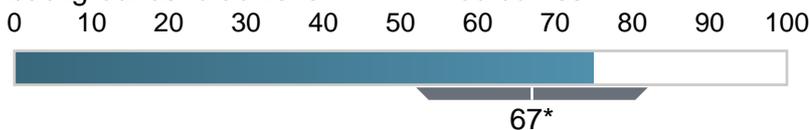
95

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



90

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



75

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



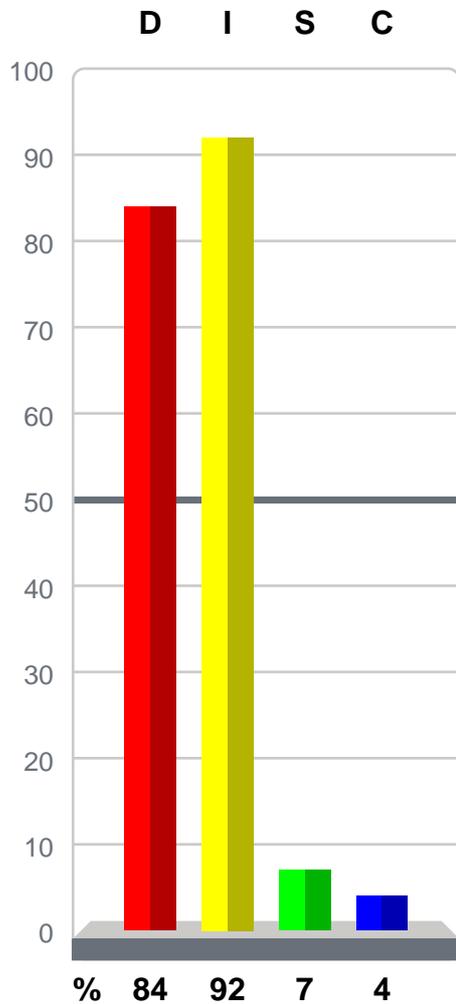


# Style Insights® Graphs

23/7/2014

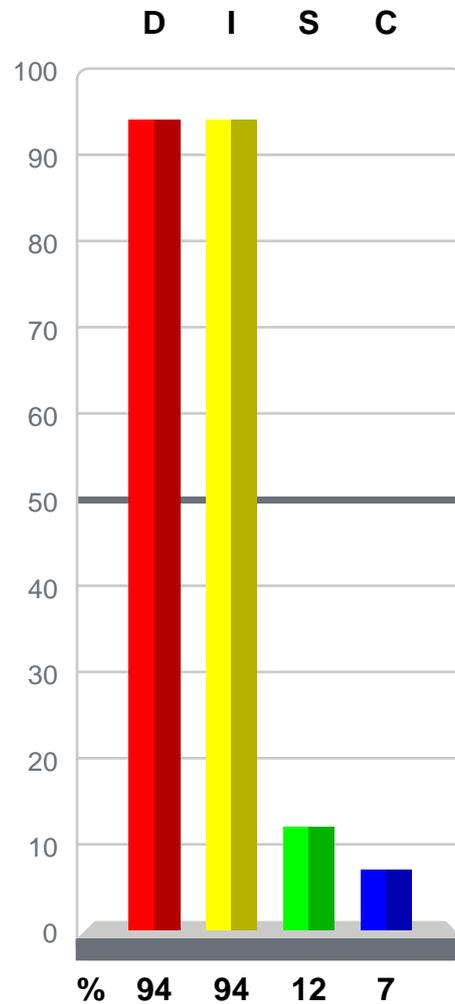
## Adapted Style

### Graph I



## Natural Style

### Graph II



AU/NZ Norm 2014 R4



## 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.
- If you filled out the Work Environment Analysis, view the relationship of your behaviour to your job.

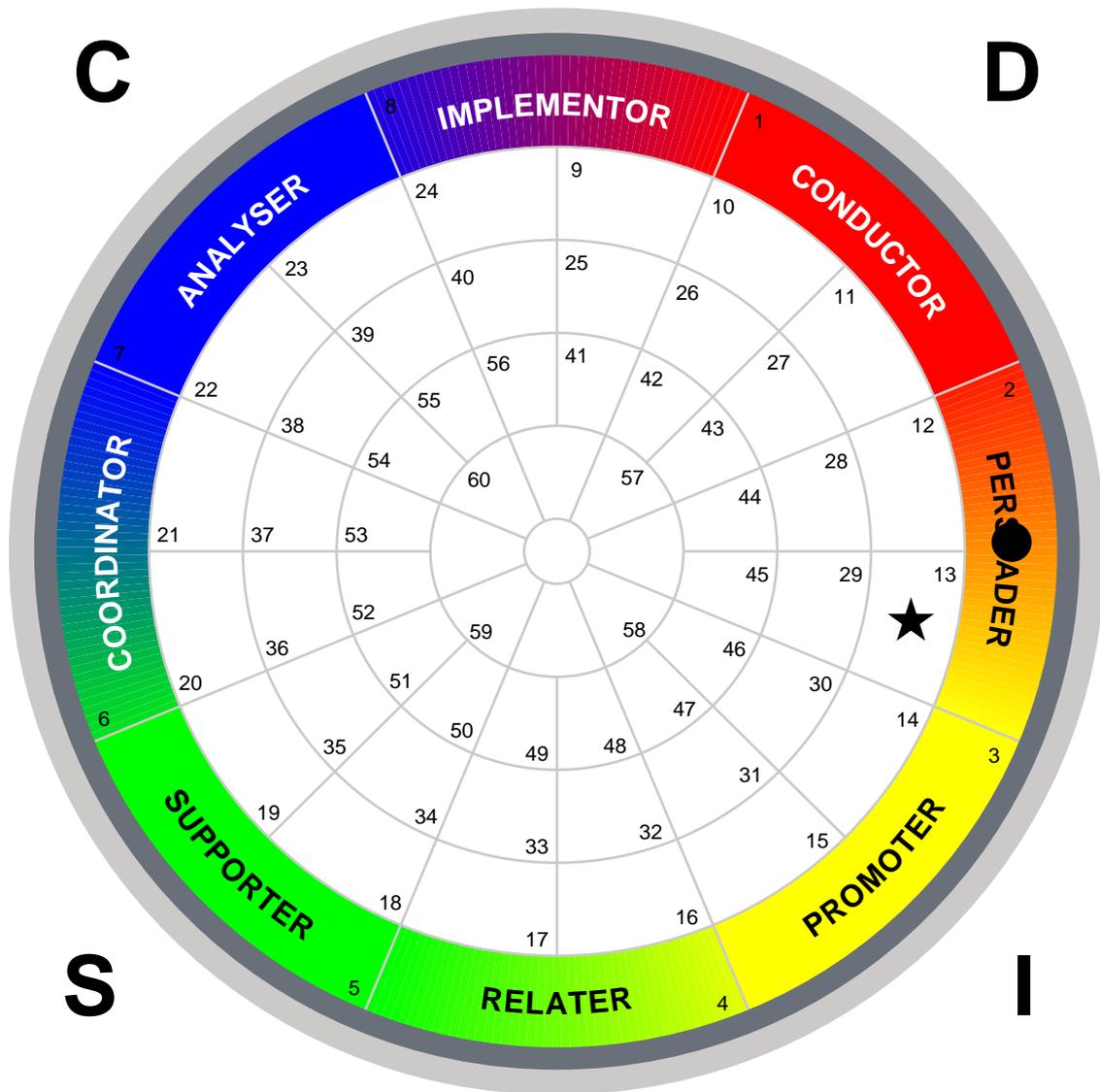
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behaviour. The further the two plotting points are from each other, the more you are adapting your behaviour.

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

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Adapted: ★ (13) PROMOTING PERSUADER  
 Natural: ● (2) PERSUADER

AU/NZ Norm 2014 R4



# Understanding Your Driving Forces

This report is based on six basic interests, or motivators in your life: Theoretical, Utilitarian, Aesthetic, Social, Individualistic and Traditional. 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 core 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'll recognise they may have strong pull for you, but only in certain situations. Finally, when reviewing the bottom four driving forces, you will identify your varying levels of indifference or total avoidance.

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

- Understand how your driving forces are at play in your career and relationships
- Be able to apply your understanding of your driving forces to your relationships and job-related performance
- Have a clearer impression of your purpose and direction in life, which can lead to greater satisfaction in work and life







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



69

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



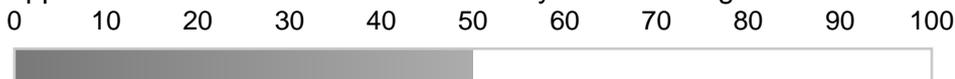
68

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



56

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



50



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



46

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



43

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



43

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



40



# 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. Altruistic** - People who are driven by the benefits they provide others.

0 10 20 30 40 50 60 70 80 90 100



31

**10. Selfless** - People who are driven by completing tasks for the greater good, with little expectation of personal return.

0 10 20 30 40 50 60 70 80 90 100



28

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

0 10 20 30 40 50 60 70 80 90 100



15

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

0 10 20 30 40 50 60 70 80 90 100



11

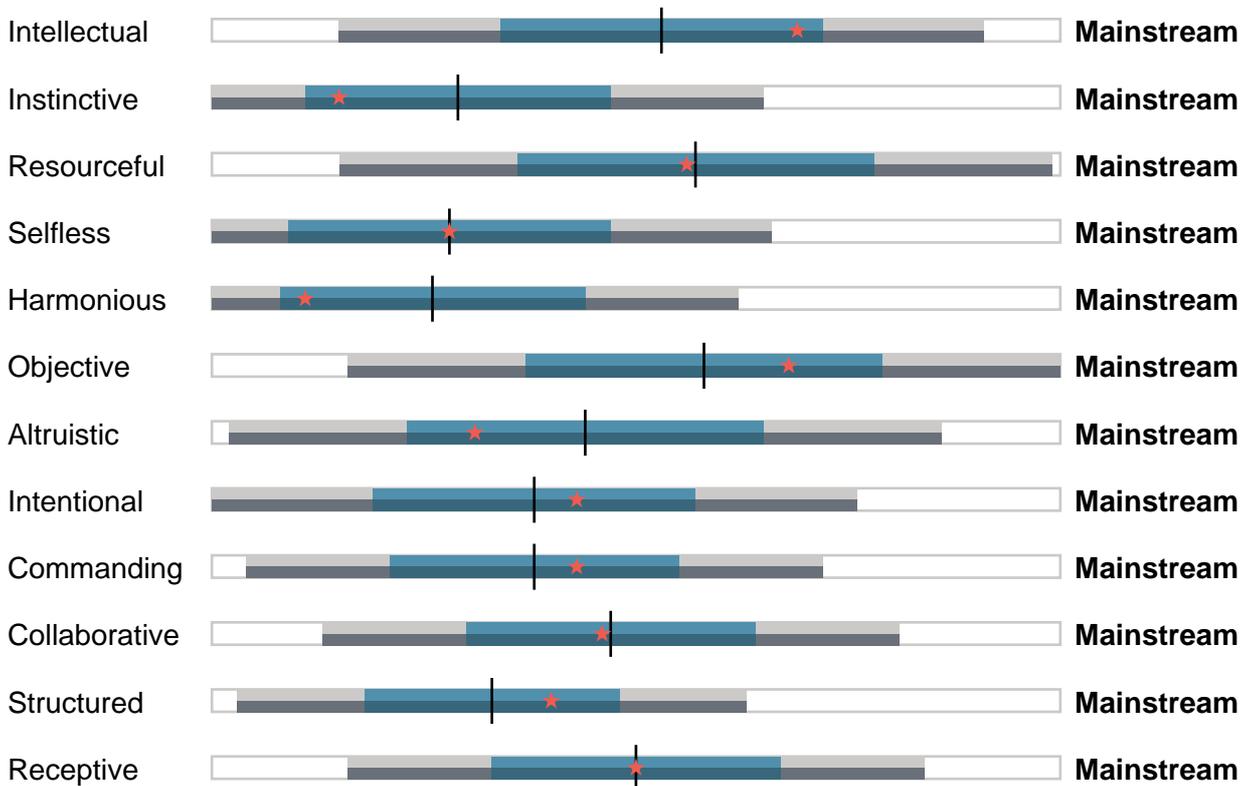


## Areas for Awareness

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 away you are from the mainstream on the high side, the more people will notice your passion about that driving force. The further away from the mainstream on the low side, the more people will view you as indifferent and possibly negative about 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 - Intl Norm 2014

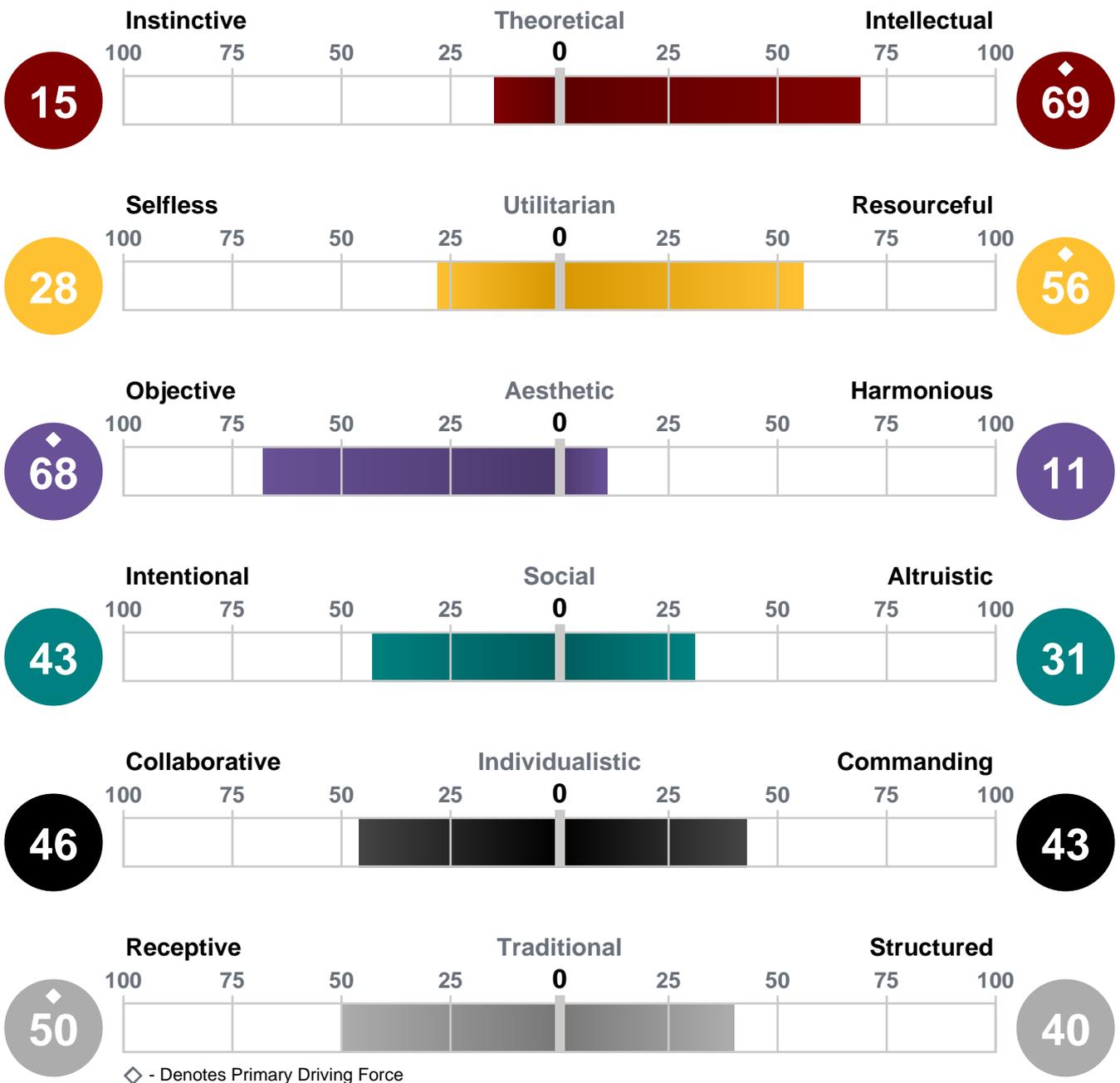


■ - 1st Standard Deviation - \* 68% of the population falls within the shaded area. | - national mean ★ - your score  
■ - 2nd Standard Deviation  
□ - 3rd Standard Deviation

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

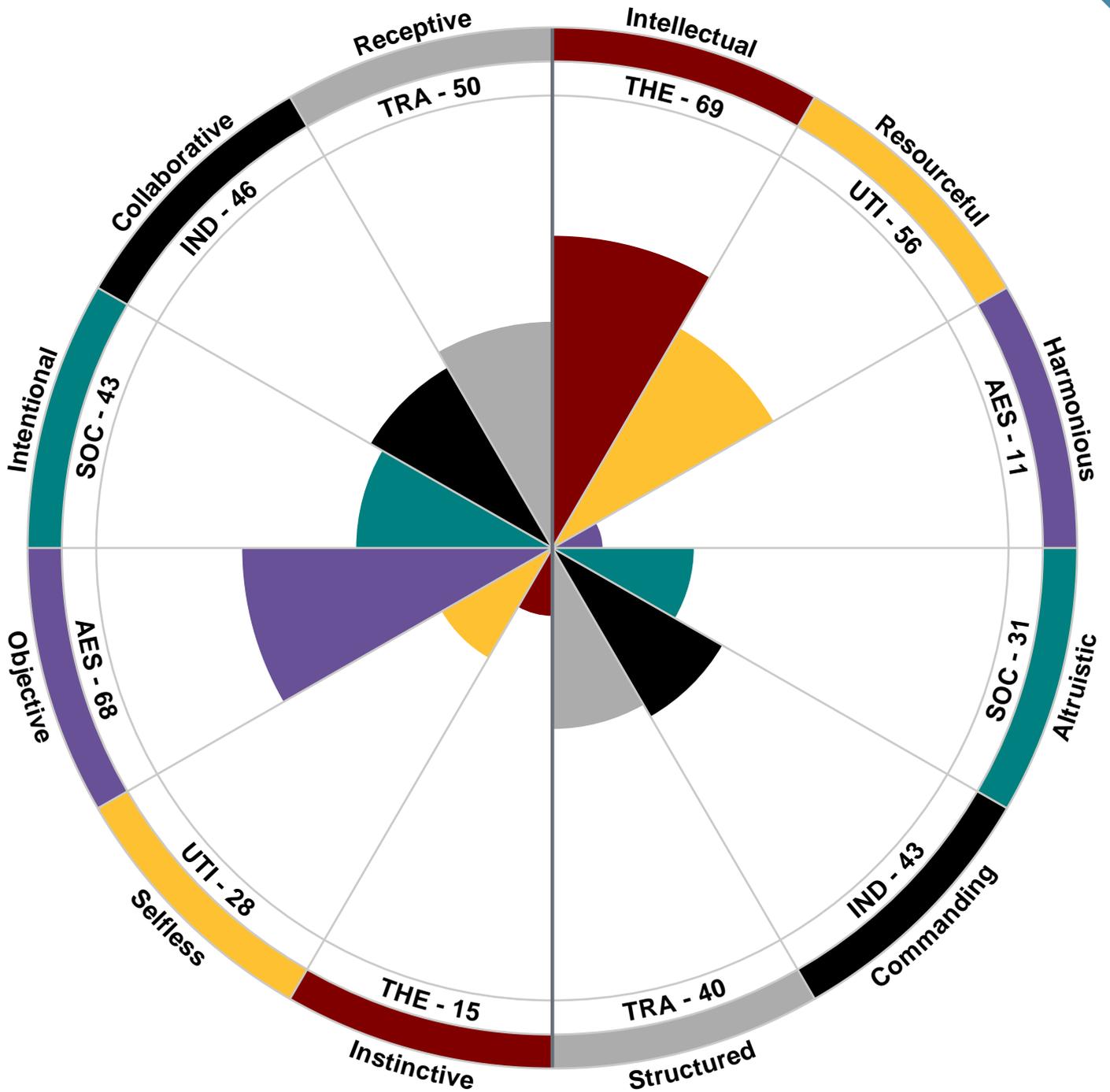


# Driving Forces Graph



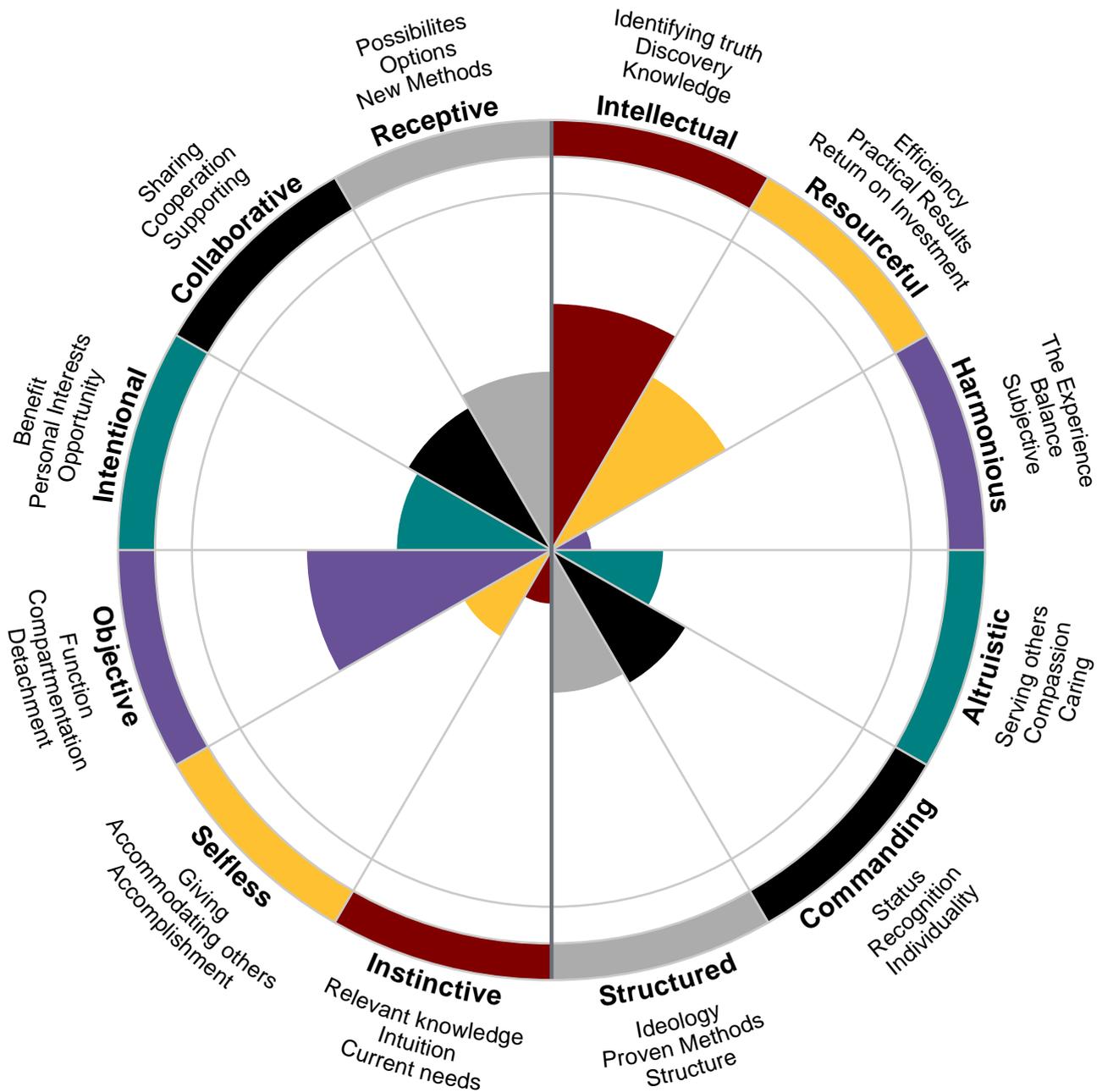


# Driving Forces Wheel





# Descriptors Wheel





## Introduction Integrating Behaviours and Motivators Section

The ultimate power behind increasing job satisfaction and performance comes from the blending of your behaviours 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 Behavioural and Motivational Strengths
- Potential Behavioural and Motivational Conflict
- Ideal Environment
- Keys to Motivating
- Keys to Managing













## 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 recognise 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.

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# Emotional Quotient Scoring Information

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

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

0 1 2 3 4 5 6 7 8 9 10



7.5

7.5\*

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

0 1 2 3 4 5 6 7 8 9 10



8.4

7.6\*

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

0 1 2 3 4 5 6 7 8 9 10



7.9

7.5\*

Series of horizontal lines for notes or additional information.







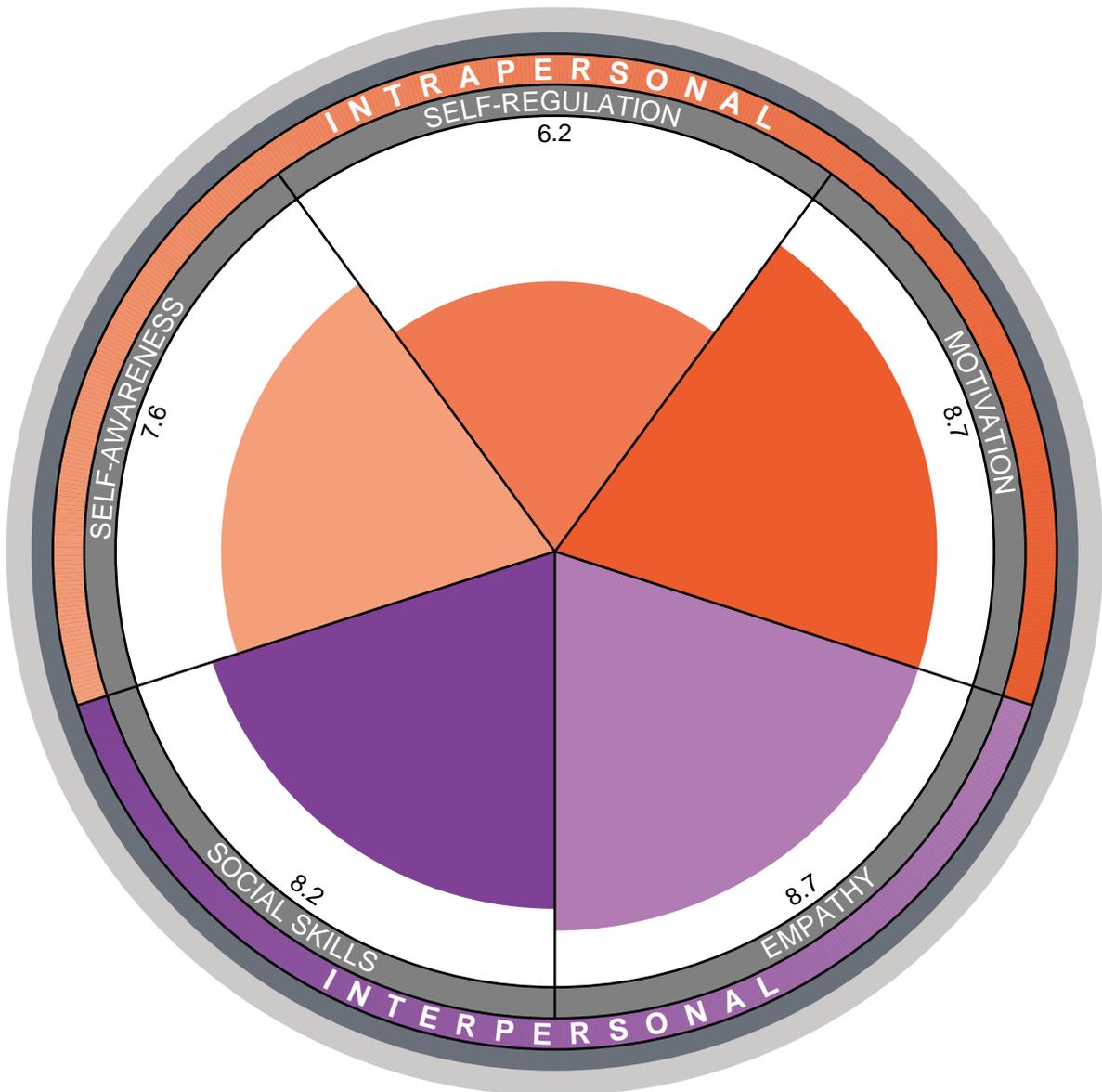






# Emotional Quotient™ Wheel

23/7/2014





## Introduction Blending Behaviours, Motivators and EQ for Success

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

For years, TTI has educated the corporate world on behaviours, or the "how" of people's actions; meanwhile, 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 behaviours 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 behaviours and motivators 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.



