



TTI
SUCCESS
INSIGHTS®

TriMetrix® EQ
Sales

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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: behaviors, 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:

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.

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 Behaviors And Driving Forces

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

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



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.



Sales Characteristics

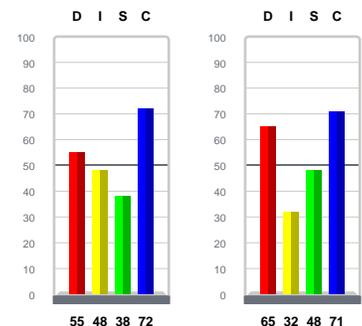
Based on Adam's responses, the report has selected general statements to provide a broad understanding of his sales style. This section highlights how he deals with preparation, presentation, handling objections, closing, and servicing. The statements identify the natural sales style he brings to the job. Eliminate or modify any statement that is not true based on sales training or experience.

Adam is sensitive to criticism of his sales effort. His sales approach is to be prepared and organized, and any criticism of his efforts usually attacks the very things that he values. He will approach sales in a very systematic way. He tries to build future success on the methods and procedures that have brought sales success in the past. He feels the need for the professional approach to sales; that is, he will probably use a businesslike approach and leave idle chitchat for the social occasions. He tends to be his own worst critic constantly reminding himself that he could have done better if given more time. Adam prefers the company providing sales leads. He tends to be precise and attentive to the detail work required of a sales position. In fact, he will work long and hard to maintain accurate detail work. He wants to be seen as a responsible salesperson and will avoid behavior that could be seen by others as irresponsible.

Adam may take some objections personally, especially if they refer to the benefits he values most. The aggressive-style buyer may force him to yield to the buyer's way of thinking. He may be reluctant to argue about it, preferring to avoid confrontation or conflict. Basically a traditionalist, he resists new sales approaches until they are proven effective. Rarely will he make a sales call without the proper sales aids. Many times he succeeds through his organization and persistence. He is prone to tell the complete story with every sales presentation. He is detailed and thorough, preferring an orderly and systematic approach. Adam may lean on management for assistance with his sales presentation. He wants to do it properly the first time, possibly requiring assistance from his manager. He prefers the soft-sell approach. He will sell using little emotion and provide ample facts and data.



Adapted Style Natural Style



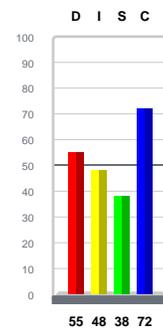


Sales Characteristics *Continued*

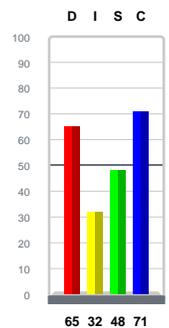
Adam can be seen as thinker whose intuitive talents can bring divergent solutions to the forefront. He may be reluctant to seek the order, usually caused by fear of failure. If he doesn't ask for the order, he hasn't failed. He likes to know what is expected of him in a servicing relationship and have the duties and responsibilities of others who will be involved explained. Communication is accomplished best by well-defined avenues. He will never promise service he cannot deliver, being a perfectionist when it comes to servicing. Adam takes pride in his competence or his ability to understand all the facts of a situation. He is good at concentrating on data while looking for the best method of solving the customer's problem. He often overservices. He has high standards for servicing and will want to be assured that each customer is happy.



Adapted Style



Natural Style



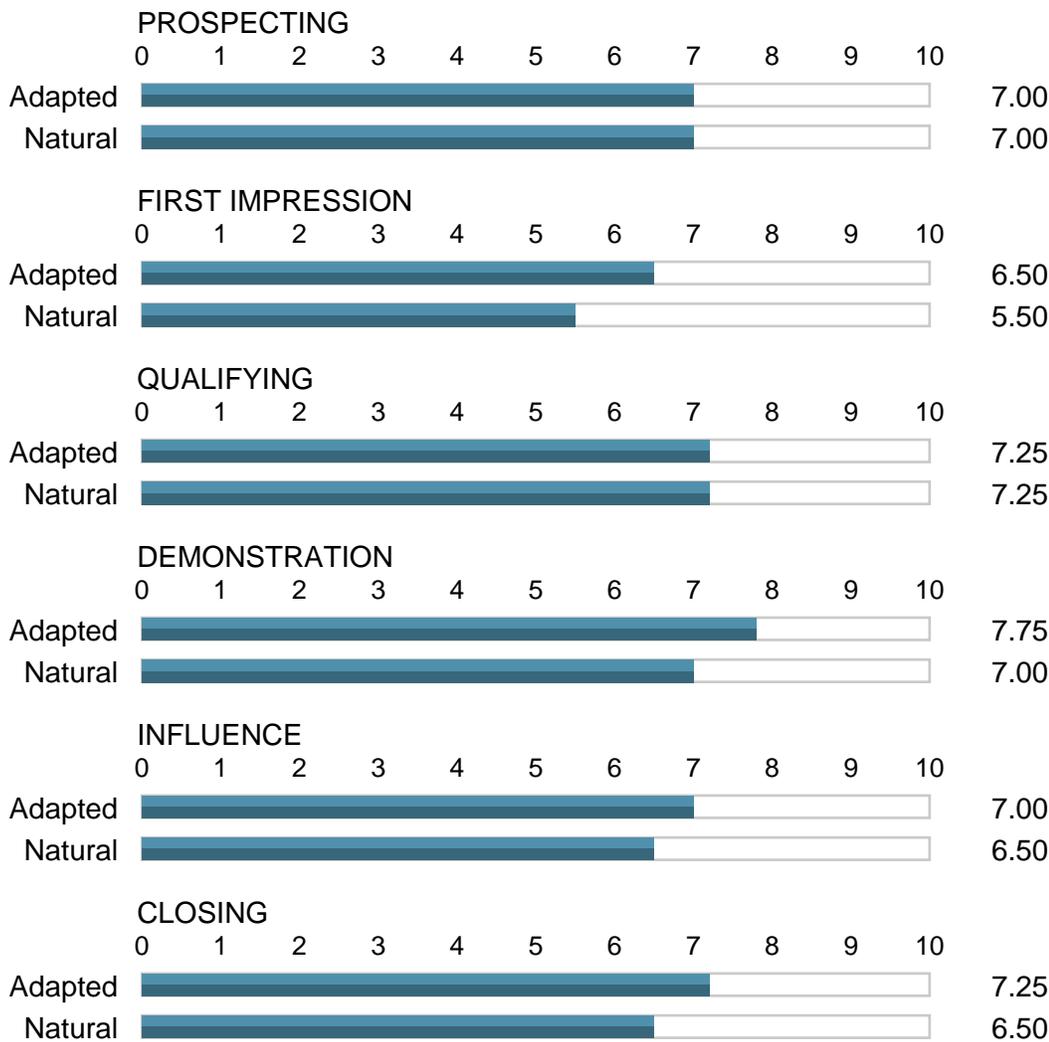


Behavioral Selling Overview

The Behavioral Selling Overview reflects Adam's natural and adapted styles within each phase of the Behavioral Selling Model. Adam's natural style reflects his native, intuitive selling behavior. Adam's adapted scores reflect the behavior that Adam believes necessary in each phase of behavioral selling.

The level of effectiveness that Adam either possesses naturally or is able to modify or "mask" is also shown. The higher the score, the more effective Adam is at that phase of the sale. The lower the score, the greater challenge Adam has in terms of delivering specific behavior required for success within that phase.

The amount of difference between a salesperson's adapted and natural styles is also key. The greater the difference, the greater potential for stress.



0-5.0=POOR 5.1-6.6=FAIR 6.7-7.6=GOOD 7.7-8.8=VG 8.9-10=EX



Potential Strengths or Obstacles to Behavioral Selling Success

The Behavioral Selling Model is a scientific, professional selling process. The Behavioral Selling Overview outlines Adam's performance tendencies within each specific phase of the Behavioral Selling Model.

Prospecting: The first phase of the Behavioral Selling Model. It is the phase of the sale where prospects are identified, detailed background information is gathered, the physical activity of traditional prospecting is coordinated and an overall strategy for face-to-face selling is developed.

In the Prospecting Phase, Adam MAY have a TENDENCY to:

- Over prepare himself for meeting a prospect and subsequently destroy any spontaneity that he may have. The consequence of this is to lock himself into a set of predetermined dispositions.
- Expend excessive amounts of time gathering data about a prospect in order to eliminate the possibility of anything unexpected coming up in the sales relationship.
- Approach new prospects with the perspective of why they won't buy rather than why they will buy.
- Be overly prepared and to come equipped with too many facts and figures for some buyers.

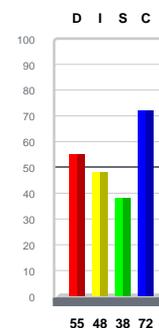
First Impression: The first face-to-face interaction between a prospect and the salesperson, this phase is designed to enable the salesperson to display his or her sincere interest in the prospect...to gain positive acceptance and to develop a sense of mutual respect and rapport. It is the first phase of face-to-face trust building and sets the face-to-face selling process in motion.

In the First Impression Phase, Adam MAY have a TENDENCY to:

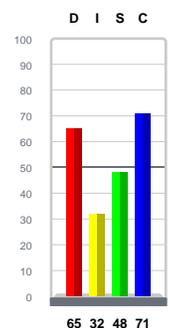
- Be uncomfortable in making small talk that may appear to be irrelevant to the situation at hand.
- Be uncomfortable in an emotionally charged environment.
- Have trouble reorganizing himself if his predetermined agenda for the sales process is upset by timing or circumstances.
- Appear cool, distant, removed and aloof to some potential customers.



Adapted Style



Natural Style





Potential Strengths or Obstacles to Behavioral Selling Success

Qualifying: The questioning and detailed needs analysis phase of the face-to-face sale, this phase of the Behavioral Selling Model enables the salesperson to discover what the prospect will buy, when they will buy and under what conditions they will buy. It is allowing the prospect to identify and verbalize their level of interest, specific wants and detailed needs in the product or service the salesperson is offering.

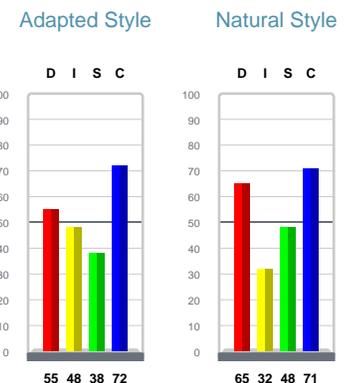
In the Qualifying Phase, Adam MAY have a TENDENCY to:

- Have difficulty engaging the prospect in such a way that they will feel open to answering questions of a personal or self disclosing nature.
- Move to technically detailed questions too soon.
- Display a sincere, but distant interest in the problems and challenges that the prospect faces.
- Ask questions in sometimes blunt, insensitive, and cold ways.

Demonstration: Much different from traditional "demonstration" or "product presentation," this phase allows the salesperson to demonstrate his or her product knowledge in such a way that it fulfills the stated or implied wants, needs, or intentions of the prospect as identified and verbalized in the Qualifying Phase.

In the Demonstration Phase, Adam MAY have a TENDENCY to:

- Be overly prepared and to have too many facts and figures for some buyers.
- Not be able to get buyer emotionally involved.
- Not get the prospect involved in the presentations and to carry the entire show himself.
- Sell his product or service from his perspective only (i.e. technical superiority, factual data, specifications, etc.).





Potential Strengths or Obstacles to Behavioral Selling Success

Influence: What people believe enough, they act upon. This phase is designed to enable the salesperson to build value and overcome the tendency that many prospects have to place little belief or trust in what is told to them. It is this phase of the sale that solidifies the prospect's belief in the supplier, product or service and salesperson.

In the Influence Phase, Adam MAY have a TENDENCY to:

- Overuse the things that would influence him personally to make the purchase decision.
- Believe that a thoroughly objective presentation of the product or service and its technical strength is enough to make the sale.
- Be resistant to keeping the prospect emotionally involved in the process.
- Not realize that prospects must be convinced through means beyond data, knowledge, facts, specifications and price.

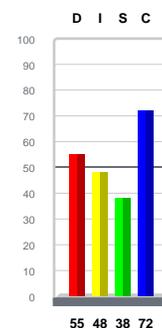
Closing: The final phase of the Behavioral Selling Model. This phase is asking the prospect to buy, dealing with objections, handling any necessary negotiation and completing the transaction to mutual satisfaction.

In the Closing Phase, Adam MAY have a TENDENCY to:

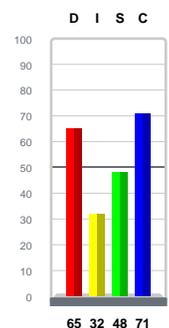
- Be hesitant to close if all the facts are not on the table to his satisfaction.
- Ignore early buying signals.
- Fail to ask the prospect to buy at the appropriate time.
- Allow minor distractions to keep him from closing.



Adapted Style



Natural Style





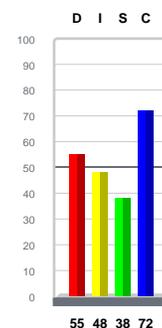
Value to the Organization

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

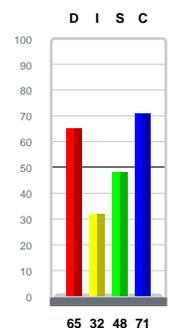
- Suspicious of people with shallow ideas.
- Conscientious and steady.
- Accurate and intuitive.
- Objective--"The anchor of reality."
- Comprehensive worker.
- Tough-minded.
- Presents the facts without emotion.
- Always concerned about quality work.



Adapted Style



Natural Style





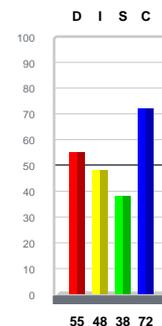
Checklist for Communicating

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 Adam. Read each statement and identify the 3 or 4 statements which are most important to him. We recommend highlighting the most important "DO's" and provide a listing to those who communicate with Adam most frequently.

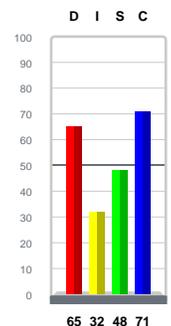
Ways to Communicate:

- Listen to him.
- Be prepared with the facts and figures.
- Provide solid, tangible, practical evidence.
- Use expert testimonials.
- Respect his quiet demeanor.
- Provide details in writing.
- Prepare your "case" in advance.
- Give him time to be thorough, when appropriate.
- Make an organized presentation of your position, if you disagree.
- Make an organized contribution to his efforts; present specifics, and do what you say you can do.
- Keep at least three feet away from him.
- Show him a sincere demeanor.

Adapted Style



Natural Style





Ineffective Communication

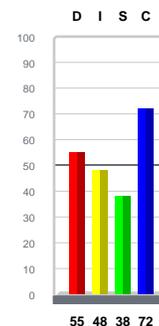
This section of the report is a list of things NOT to do while communicating with Adam. Review each statement with Adam and identify those methods of communication that result in frustration or reduced performance. By sharing this information, both parties can negotiate a communication system that is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

Ways NOT to Communicate:

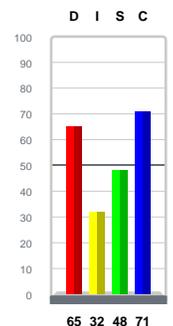
- Pretend to be an expert if you are not.
- Be vague about what's expected of either of you; don't fail to follow through.
- Leave things to chance or luck.
- Threaten, cajole, wheedle, coax or whimper.
- Say "trust me"--prove it.
- Use inappropriate buzz words.
- Be giddy, casual, informal or loud.
- Make statements you cannot prove.
- Make statements about the quality of his work unless you can prove it.
- Use testimonies of unreliable sources; don't be haphazard.
- Be redundant.



Adapted Style



Natural Style





Selling Tips

This section provides suggestions on methods which will improve Adam's communications when selling to different styles. The tips include a brief description of typical people in which he may interact. By adapting to the communication style desired by other people, Adam will become more effective in his communications with them. He may have to practice some flexibility in varying his communication style with others who may be different from himself. This flexibility and the ability to interpret the needs of others is the mark of a superior salesperson.

When selling to a person who is dependent, neat, conservative, perfectionist, careful and compliant:

- Prepare your "presentation" in advance.
- Stick to business--provide fact to support your presentation.
- Be accurate and realistic--don't exaggerate.

Factors that will create tension:

- Being giddy, casual, informal, loud.
- Wasting time with small talk.
- Being disorganized or messy.

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

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

Factors that will create tension:

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

When selling to a person who is patient, predictable, reliable, steady, relaxed and modest:

- Begin with a personal comment--break the ice.
- Present yourself softly, nonthreateningly and logically.
- Earn their trust--provide proven products.

Factors that will create tension:

- Rushing headlong into the interview.
- Being domineering or demanding.
- Forcing them to respond quickly to your questions.

When selling to a person who is magnetic, enthusiastic, friendly, demonstrative and political:

- Provide a warm and friendly environment.
- Don't deal with a lot of details, unless they want them.
- Provide testimonials from people they see as important.

Factors that will create tension:

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

Self-Perception

Adam usually sees himself as being:

- Precise
- Thorough
- Moderate
- Diplomatic
- Knowledgeable
- Analytical

Others' Perception - Moderate

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

- Pessimistic
- Picky
- Worrisome
- Fussy

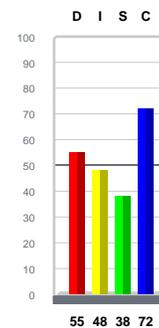
Others' Perception - Extreme

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

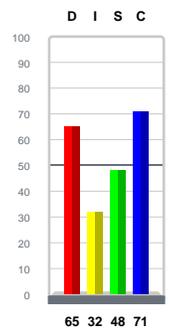
- Perfectionistic
- Hard-to-Please
- Strict
- Defensive



Adapted Style



Natural Style





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.

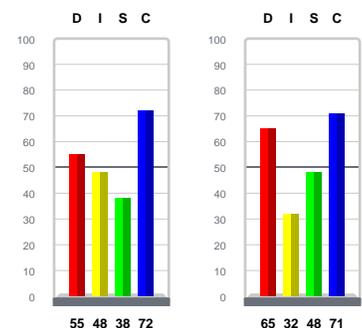
- Avoid situations where forced to trust without supporting data.
- Avoid working environments that see a realistic nature as purely pessimistic.
- Avoid groups where trust has not been previously established.

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

- Understand when an analytical perspective is needed and valued.
- Daily and repetitive team meetings will detract from productivity and add to stress.
- Not verbalizing feelings and perspectives may delay desired outcomes.



Adapted Style Natural Style





Descriptors

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

Driving	Inspiring	Relaxed	Cautious
Ambitious	Magnetic	Passive	Careful
Pioneering	Enthusiastic	Patient	Exacting
Strong-Willed	Persuasive	Possessive	Systematic
Determined	Convincing	Predictable	Accurate
Competitive	Poised	Consistent	Open-Minded
Decisive	Optimistic	Steady	Balanced Judgment
Venturesome	Trusting	Stable	Diplomatic
Dominance	Influencing	Steadiness	Compliance
Calculating	Reflective	Mobile	Firm
Cooperative	Factual	Active	Independent
Hesitant	Calculating	Restless	Self-Willed
Cautious	Skeptical	Impatient	Obstinate
Agreeable	Logical	Pressure-Oriented	Unsystematic
Modest	Suspicious	Eager	Uninhibited
Peaceful	Matter-of-Fact	Flexible	Arbitrary
Unobtrusive	Incisive	Impulsive	Unbending



Natural and Adapted Selling Style

Adam's natural selling style of dealing with problems, people, pace and procedures may not always fit the sales environment. This section is extremely important as it will identify if a salesperson's natural style or adapted style is correct for the current sales environment.

PROBLEMS - CHALLENGES

Natural

Adam is quite inquisitive and wants to be seen as an outwardly competitive person. He is results-oriented and likes to be innovative in his sales approach. He is not necessarily confrontational by nature, but will not turn down the opportunity for confrontation if the opportunity exists.

Adapted

Adam sees no need to change his sales approach from his basic style as it is related to solving problems and challenges.

PEOPLE - CONTACTS

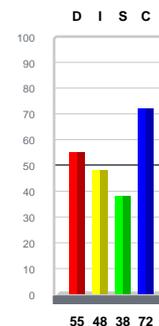
Natural

Adam is undemonstrative in his approach to influencing others and likes to let facts and figures stand for themselves. He feels persuasion needs to be objective and straightforward. His trust level is based on each interaction, the past is the past. He presents facts without embellishments.

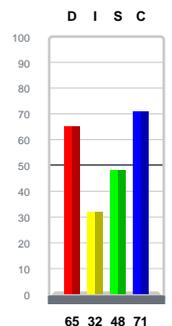
Adapted

Adam sees a need to be factual and logical while attempting to influence others. He feels a direct and straightforward approach is really what others want before they can be influenced.

Adapted Style



Natural Style





Natural and Adapted Selling Style Continued



PACE - CONSISTENCY

Natural

Adam is comfortable in a sales environment that allows him mobility and movement. He feels comfortable with several proposals in the mill at the same time. He can move from one prospect to another with ease.

Adapted

Adam feels that the sales environment doesn't require him to alter the way he deals with activity level and consistency.

PROCEDURES - CONSTRAINTS

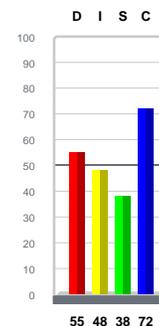
Natural

Adam is comfortable on a sales team that sells high quality, desirable products. He will not exaggerate on the facts and data and wants his prospects to hear all the facts and figures in the sales process. He will follow company policy even if others fail to do so.

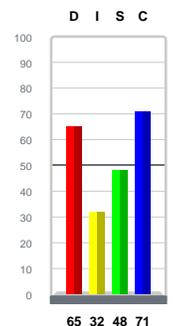
Adapted

The difference between Adam's basic and adapted sales style is not significant and he sees no need to change on this factor.

Adapted Style



Natural Style



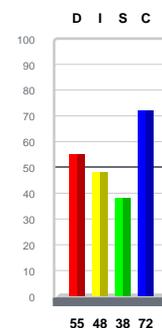


Adapted Style

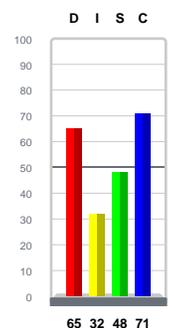
Adam sees his present work environment requiring him to exhibit the behavior listed on this page. If the following statements DO NOT sound job related, explore the reasons why he is adapting this behavior.

- A variety of sales activity.
- Using persistence and patience to achieve his goals.
- Adapting easily to changing sales territory.
- Depending on a proven method to sell his service or product.
- Attentive to the details that are involved with selling.
- Alert, active attention to customers or clients.
- Reacting quickly to changes in the sales process or product line.
- Using an informal sales presentation.
- Impatient to overcome competition.
- Careful adherence to company rules.
- Using sales aids in presentation, when he remembers to take them with him.
- Using a systematic approach in the sales process.

Adapted Style



Natural Style





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.

Looking For "Hidden Meaning"

The habitual practice of looking for hidden meanings demonstrates the inability to take messages, information and people-signals at face value. It may indicate that issues and people are suspect or have potential negative impact on you and your work.

Possible Causes:

- Critical listening ability may cause you to read more into a situation
- Want to look beyond the obvious
- Have a need for additional information
- Do not have a high level of trust in others

Possible Solutions:

- Ask questions
- Share initial evaluation/opinion with others

Overreacting To Constructive Criticism

Overreacting to constructive criticism is the inappropriate overt or covert response to feedback and recommendations.

Possible Causes:

- Have a high comfort level with past methods
- Have high standards for work performance
- Think that your way is the correct way
- Don't see the benefit of doing things differently

Possible Solutions:

- Practice listening without evaluating comments from others
- Begin responding mentally with "that's interesting" or "that's a possibility" as a way of controlling immediate negative response





Time Wasters *Continued*

- Communicate feelings with peers and supervisors

Seeking "All" of The Facts

Seeking "all" of the facts is thought and action of continually gathering new information and re-evaluating current information.

Possible Causes:

- Want to be certain/prepared
- Want to avoid mistakes
- Want extended time for getting tasks done

Possible Solutions:

- Set a timeline for gathering new information or evaluating old information and then take action
- Evaluate importance or risk factors to how much information is actually needed

Fear of Mistakes

Fearing mistakes is the mental process of focusing on negative outcomes and is often a preoccupation with past mistakes.

Possible Causes:

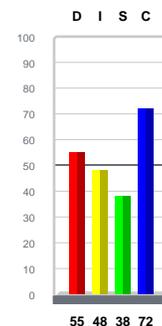
- Want to avoid criticism
- Take criticism personally
- Want to be seen as efficient and competent

Possible Solutions:

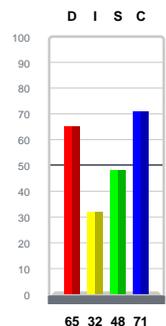
- Practice focusing on past successes
- For every mistake that you think might happen, write down two positive possible outcomes for a completed task
- Focus on several possible future outcomes



Adapted Style



Natural Style





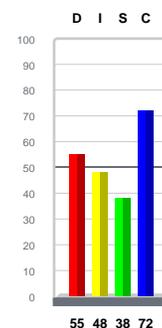
Areas for Improvement

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

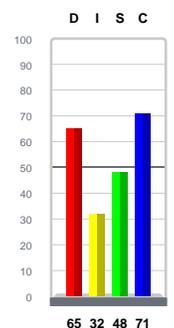
Adam has a tendency to:

- Not get buyer emotionally involved.
- Be overly prepared--too many facts and figures for some buyers.
- Agree with buyers who want to think it over.
- Get bogged down in details and use details to protect his position.
- Spend too much time servicing and not enough time selling new accounts.
- Be self-depreciating (puts self down)--doesn't project self-confidence.
- Use too many or unnecessary sales aids.
- Rarely change his style to meet buyer's style.
- Spend too much time in office preparing facts and figures for sales calls.

Adapted Style



Natural Style

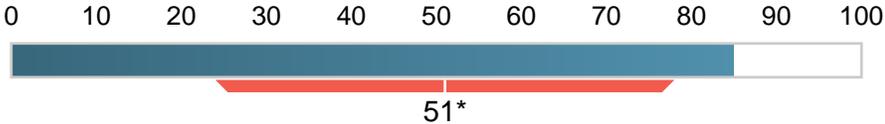




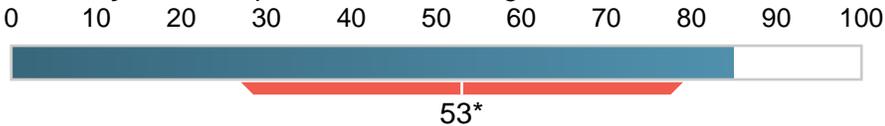
Behavioral Hierarchy

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.

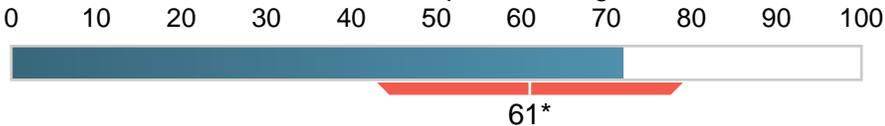
1. Organized Workplace - Establish and maintain specific order in daily activities.



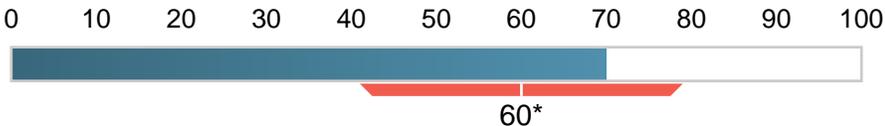
2. Analysis - Compile, confirm and organize information.



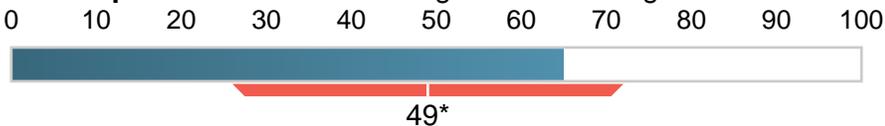
3. Persistence - Finish tasks despite challenges or resistance.



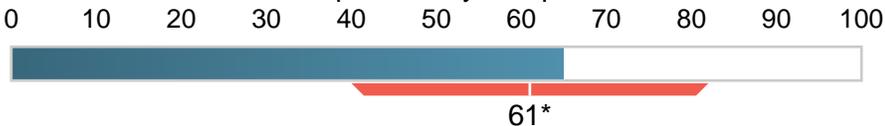
4. Following Policy - Adhere to rules, regulations, or existing methods.



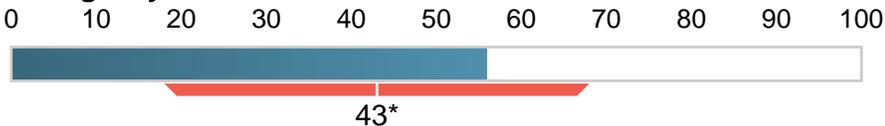
5. Competitive - Want to win or gain an advantage.



6. Consistent - Perform predictably in repetitive situations.



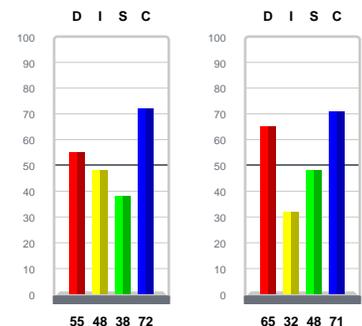
7. Urgency - Take immediate action.



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



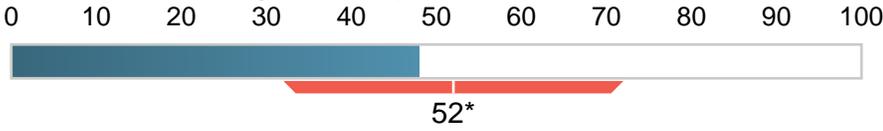
Adapted Style Natural Style





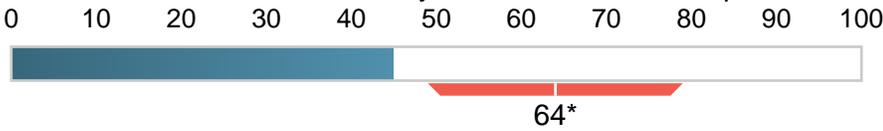
Behavioral Hierarchy

8. Frequent Change - Rapidly shift between tasks.



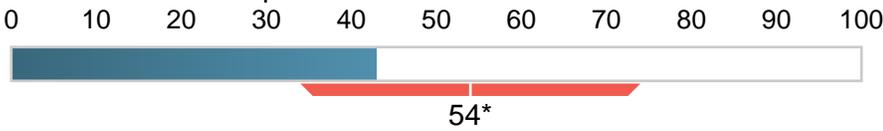
48

9. Customer-Oriented - Identify and fulfill customer expectations.



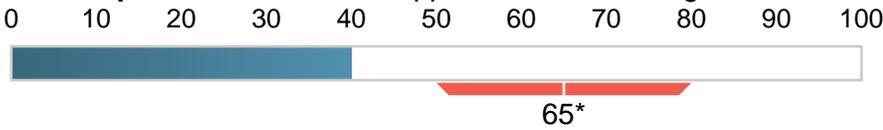
45

10. Versatile - Adapt to various situations with ease.



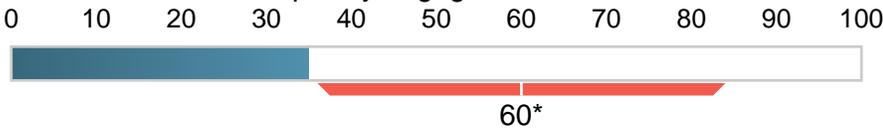
43

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



40

12. Interaction - Frequently engage and communicate with others.

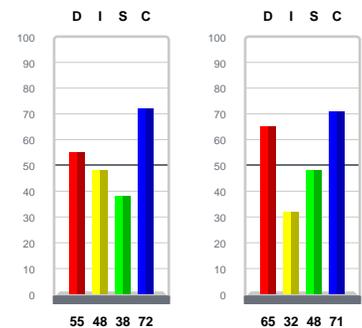


35



Adapted Style

Natural Style



SIA: 55-48-38-72 (23) SIN: 65-32-48-71 (24)
* 68% of the population falls within the shaded area.

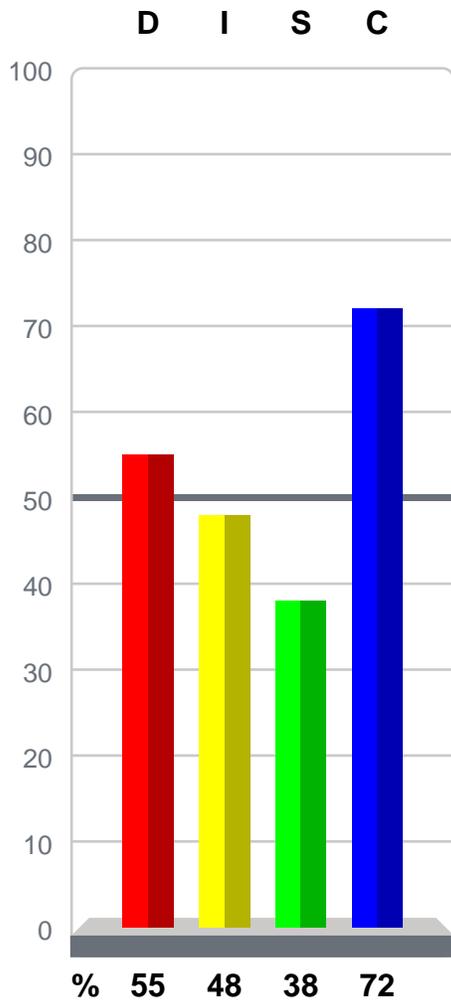


Style Insights® Graphs

3-2-2018

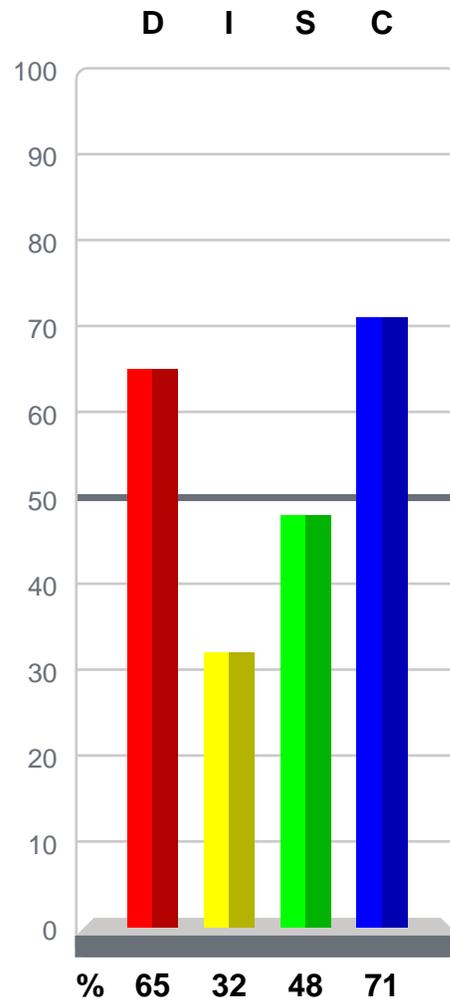
Adapted Style

Graph I



Natural Style

Graph II



Norm 2017 R4

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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:

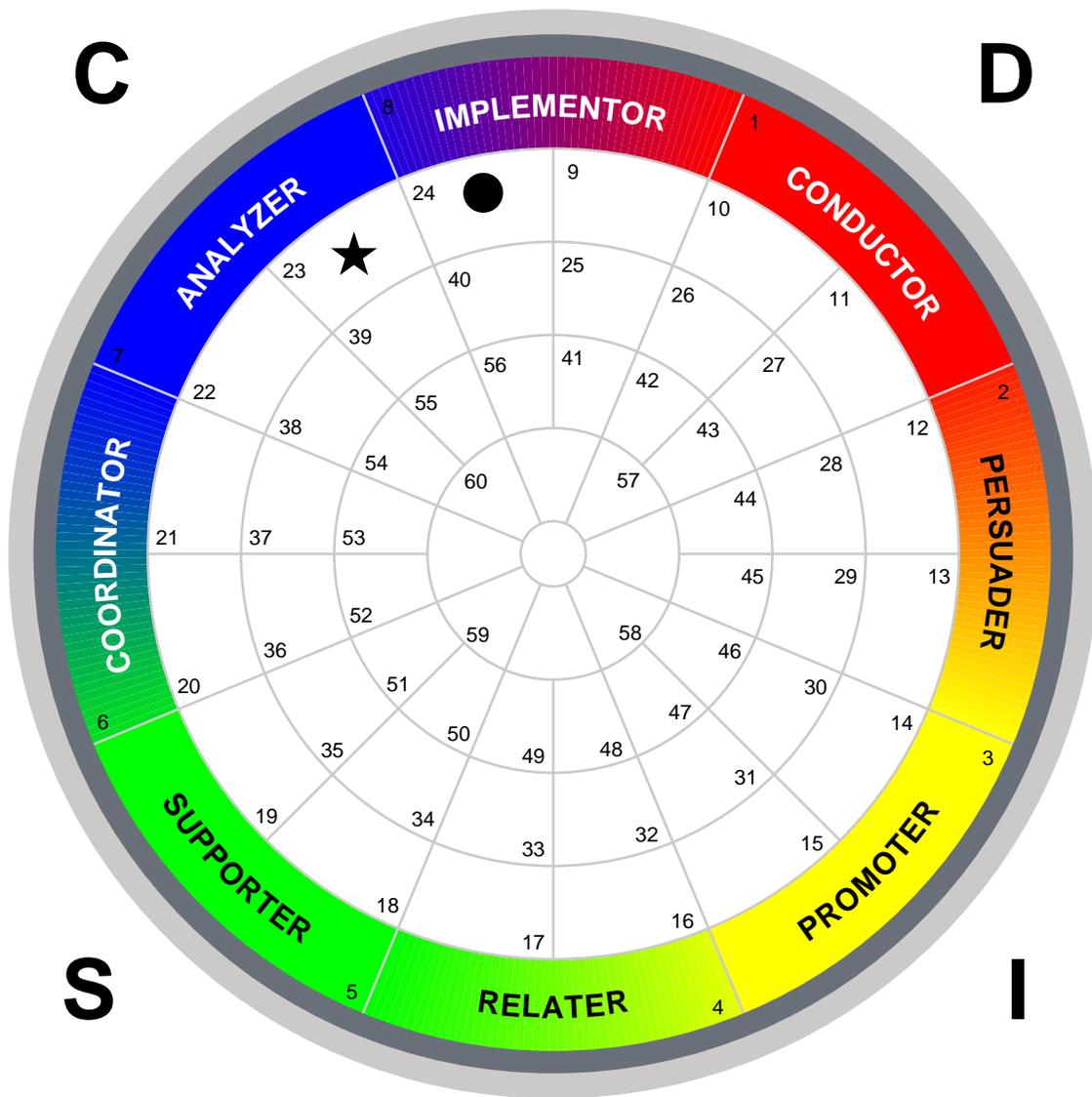
- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then 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

3-2-2018



Adapted: ★ (23) IMPLEMENTING ANALYZER
Natural: ● (24) ANALYZING IMPLEMENTOR

Norm 2017 R4

T: 0:41



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'll recognize they may have strong pull for you, but only in certain situations. Finally, when reviewing the bottom four driving forces, you will identify your varying levels of indifference or total avoidance.

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

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



General 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.

Adam is a natural fit playing the supporting role. He prefers to be part of a work group or team. He will complete tasks and projects without the need for public recognition. He aspires to create unity and balance in his work environment. Adam will focus on the totality of a situation to ensure a rewarding interaction. He will flourish in an environment where he has the opportunity to create harmony and balance in his surroundings and relationships. Saying "no" may be difficult when others need his time or talent. He is generous with his time, talent and resources for those who need help. Adam is willing to start a project before gathering all the necessary information. When required, Adam will seek knowledge to better understand a particular situation. He evaluates situations and may look for the potential return on investment. He will seek knowledge based on his needs in individual situations.

Adam focuses on the greater good versus advancing his position. He will relinquish control as long as the task at hand is completed to his standards. He will thrive in a role where he can experience self-realization and gratification. He is able to see the overall situation and strive for harmony. Adam may look at the process for faults before blaming an individual. He may have an interest in improving the working conditions for others. He will have a tendency to only read articles that appeal to his interests. He can be turned off by people who talk about things in detail if he has no interest in the subject. Adam tends to give freely of time, talent and resources, but may want a return on his investment. He may use productivity as a measure of his success with activities and tasks. If knowledge of a specific subject is not of interest, or is not required for success, Adam will have a tendency to rely on his intuition or practical information in this area. A job that challenges Adam's own knowledge may increase his job satisfaction.



General Characteristics

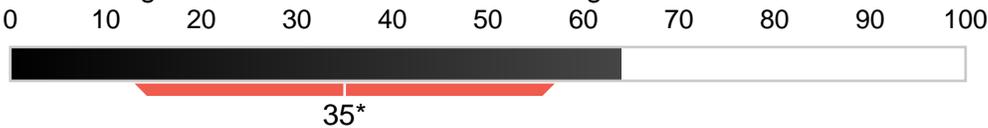
Adam has the potential to become an expert in his chosen field. He may be open to building a framework to maximize his time and talent invested in a project. For Adam, personal experiences are a key factor in decision-making. He likes to lead people toward opportunities that create positive results. Adam will have a strong interest in creating a positive experience for all. He feels a high level of satisfaction when he is able to create rapport and tranquility with others. Job security is more important to Adam than a prestigious title. He excels when working for a powerful leader.



Primary Driving Forces Cluster

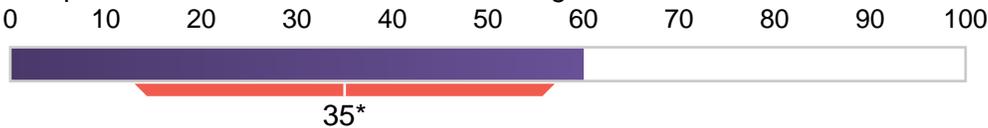
Your top driving forces create a cluster of drivers that move you to action. If you focus on the cluster rather than a single driver you can create combinations of factors that are very specific to you. The closer the scores are to each other the more you can pull from each driver. Think about the driver 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. Collaborative - People who are driven by being in a supporting role and contributing with little need for individual recognition.



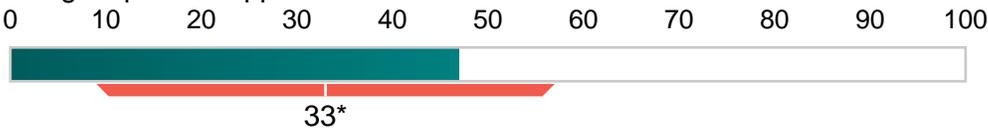
64

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



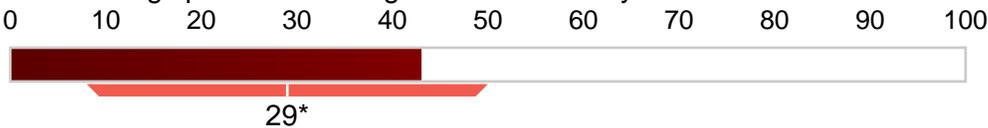
60

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



47

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



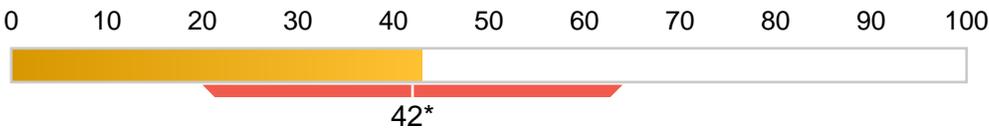
43



Situational Driving Forces Cluster

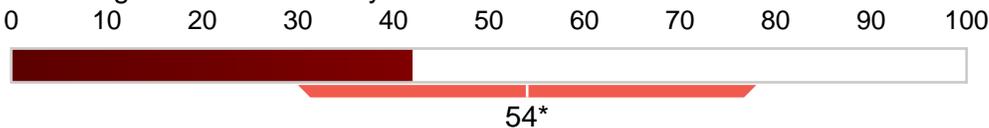
Your middle driving forces create a cluster of drivers that come in to play on a situational basis. While not as significant as your primary drivers, they can influence your actions in certain scenarios.

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



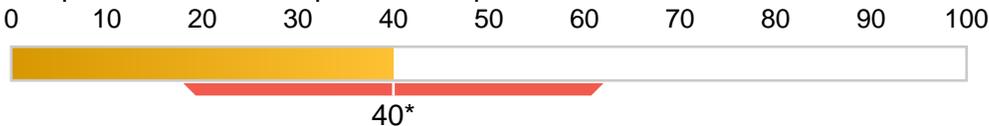
43

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



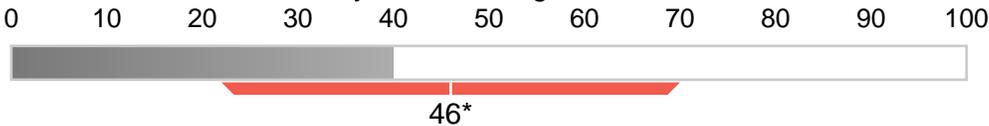
42

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



40

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



40



Indifferent Driving Forces Cluster

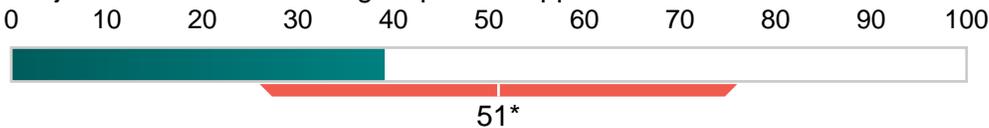
You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.

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



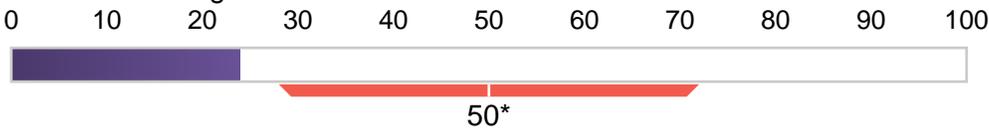
39

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



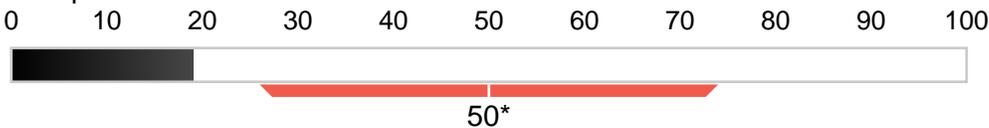
39

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



24

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



19

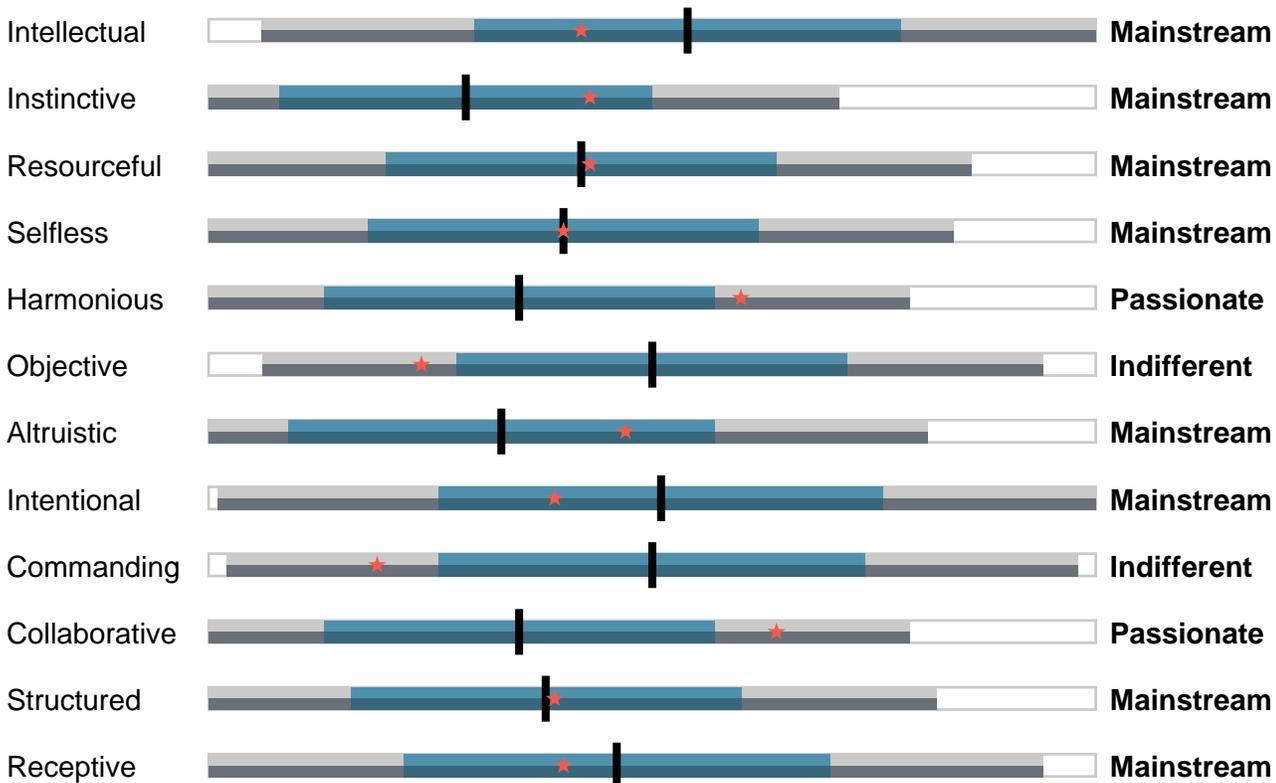


Areas for Awareness

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 energized. However, when surrounded by people whose driving forces are significantly different from yours, you may be perceived as out of the mainstream. These differences can induce stress or conflict.

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

Norms & Comparisons Table - Norm 2017

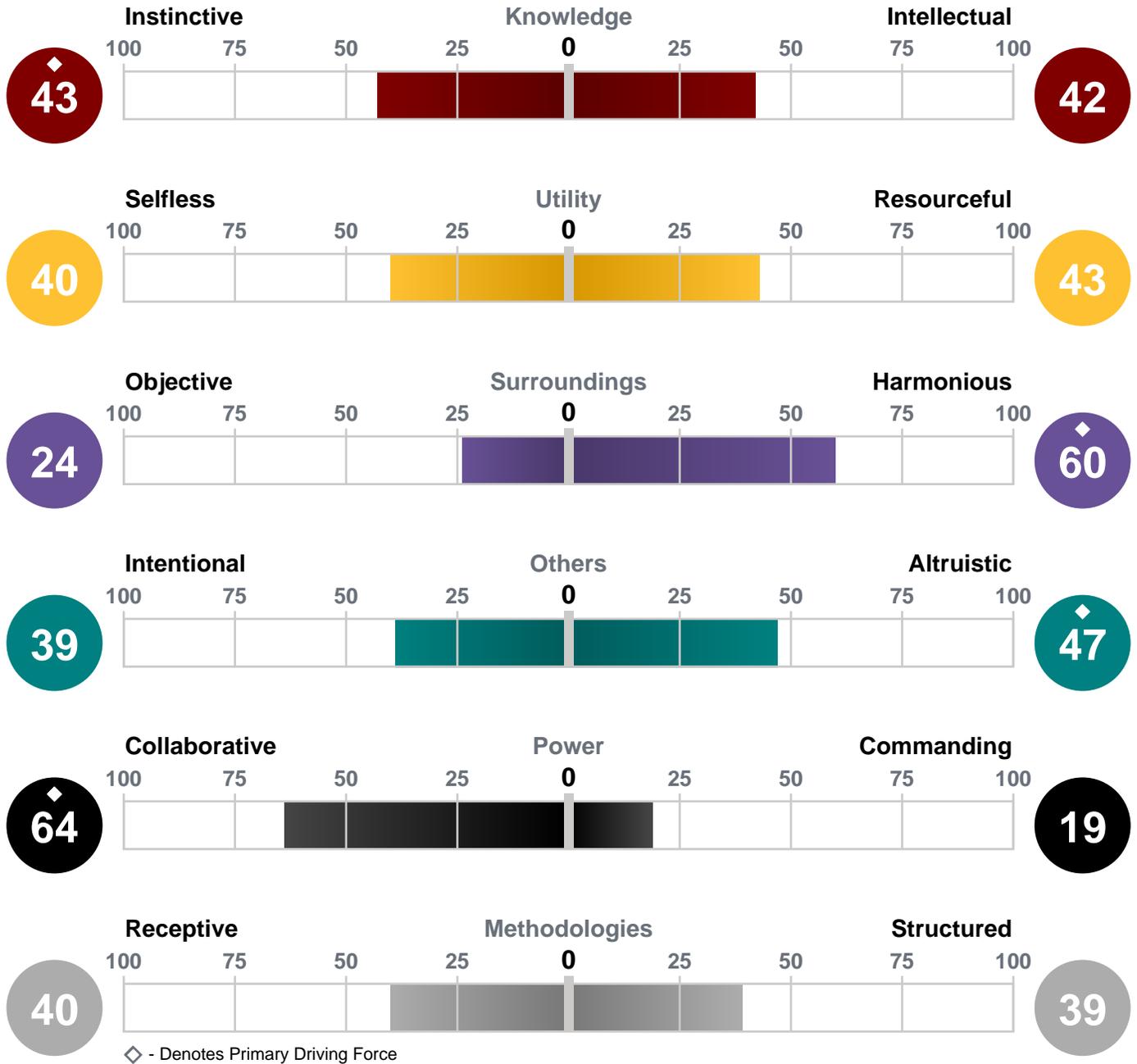


- 1st Standard Deviation - * 68% of the population falls within the shaded area.
 - 2nd Standard Deviation
 - 3rd Standard Deviation
 - national mean
 - your score

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



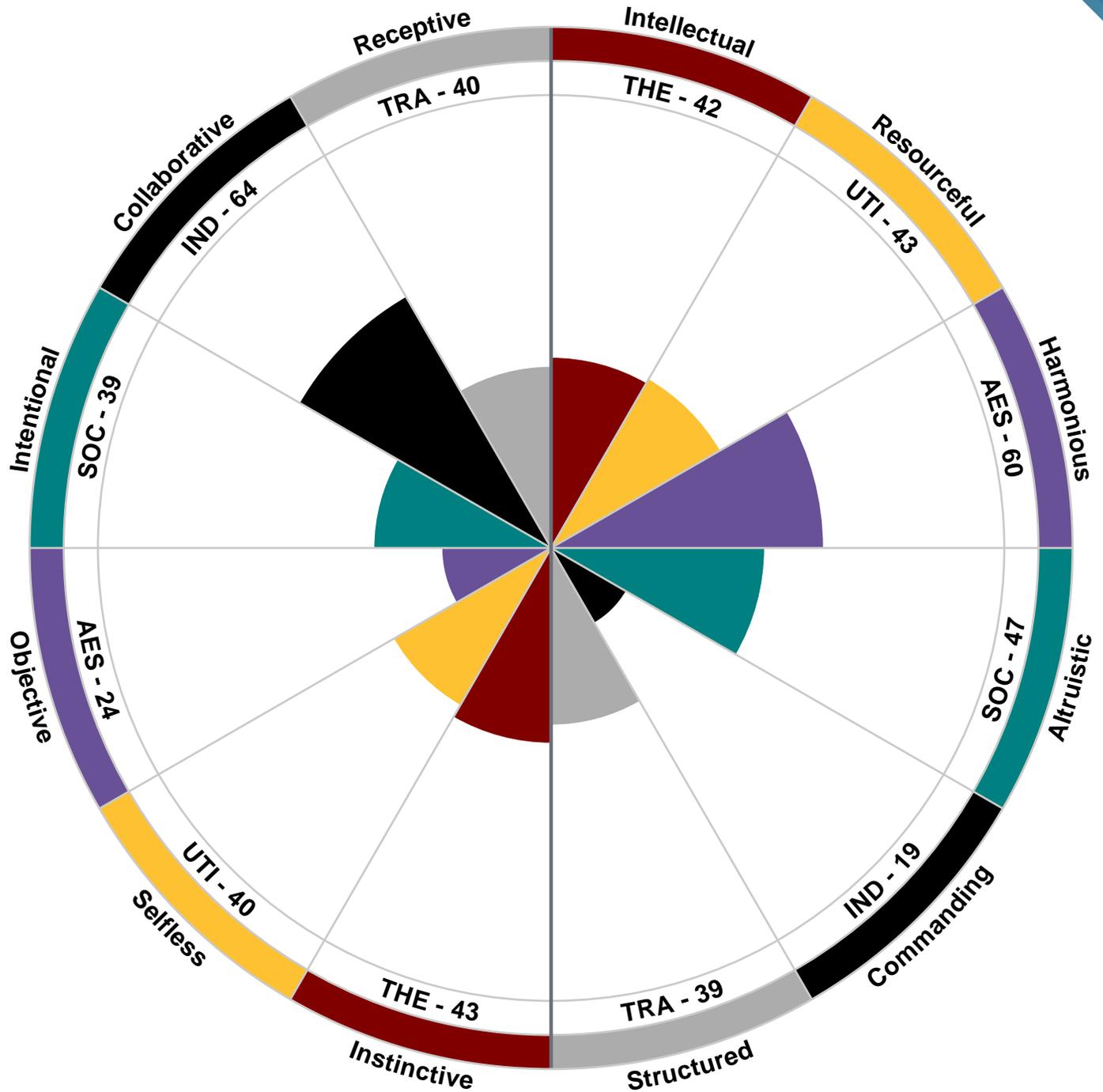
Driving Forces Graph



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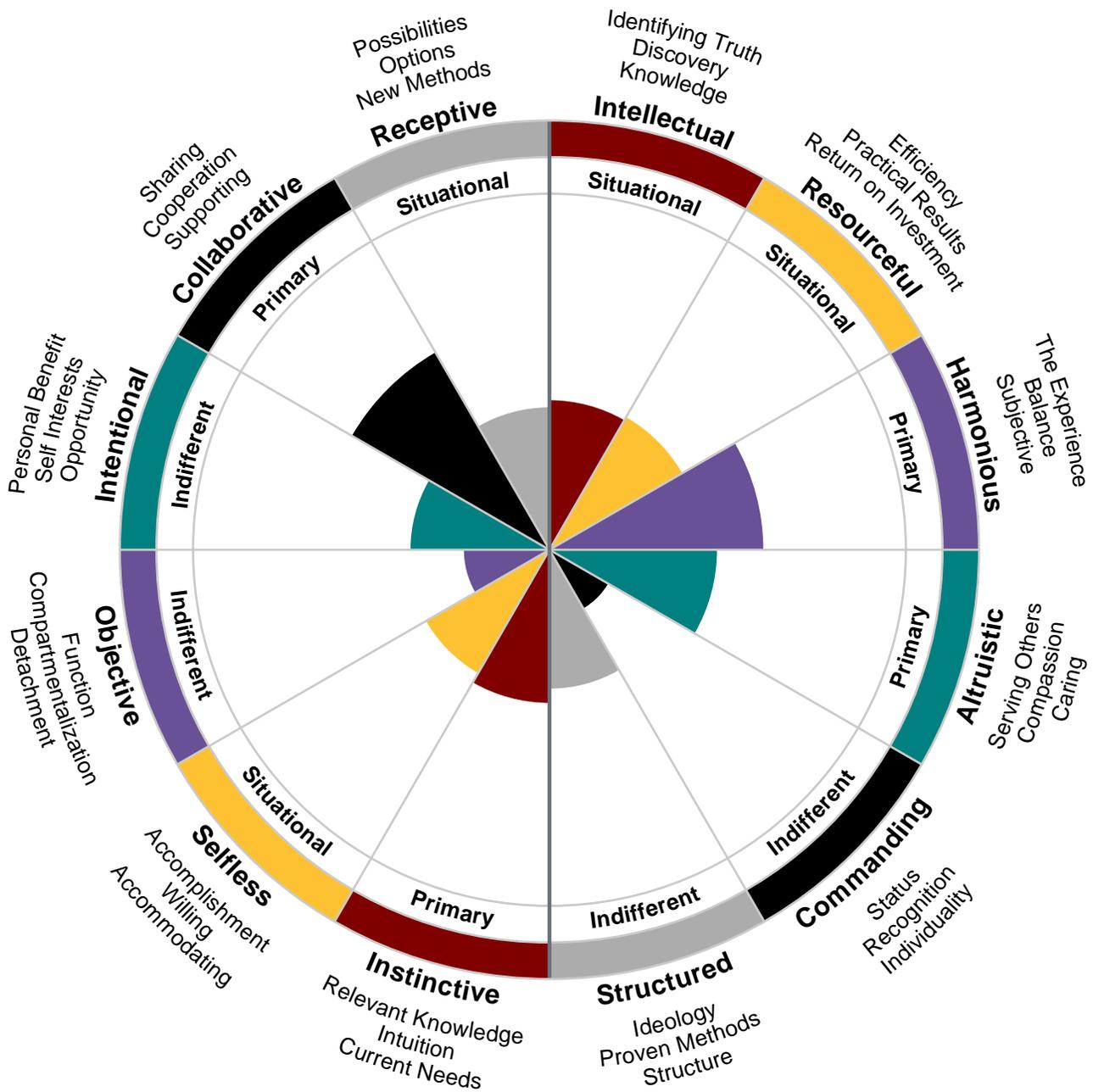
Driving Forces Wheel



T: 0:26



Descriptors Wheel



T: 0:26



Introduction Integrating Behaviors and Driving Forces Section

The ultimate power behind increasing job satisfaction and performance comes from the blending of your behaviors 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 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 Adam's behavioral style and top four driving forces. Identify two to three potential strengths that need to be maximized and rewarded in order to enhance on-the-job satisfaction.

- Gives clear instruction to support the goals.
- Will make sure the team does it right the first time.
- Can relinquish control as long as his high standards are maintained.
- Lets his work demonstrate his uniqueness, rather than talking about himself.
- Builds something of form and beauty that structurally will last forever.
- Gives clear specific instructions to maintain balance.
- Will care for others while holding people accountable.
- Anticipates challenges within the process in order to help people succeed.
- Brings organization for those striving for the same cause.
- Will ask just enough questions and gather very specific data to reach the desired outcome.
- Wants to know specific details about the process, which leads to higher standards.
- Intuitive about finding specific details and data.



Potential Behavioral and Motivational Conflict

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

- Willing to relinquish control if his standards are met.
- He feels most effective when he can work on the plan through structure.
- Can confuse his desire to support the group with his want for enforcing rules.
- May feel his view is the only way and not see the subjectivity in his viewpoint.
- While highly in tune to the vibe of a situation, he can come across as absolute.
- Has trouble starting a new project that conflicts with the harmony of the organization.
- Sets unwanted rules for others, but does so for their own good.
- A desire to help is preceded with a tendency to over correct.
- May micromanage friends or family and in turn, unintentionally alienate others.
- May appear comfortable starting a project without all the details as long as it is completed to his high standards.
- Wants an intuitive process but constantly looking to make sure it is correct.
- Needs specific data for comfort but may rely on intuition when finishing goals.



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

- A familiar group to share ideas and thought processes through facts and data.
- An environment that supports analysis of facts and data.
- Rewards for supporting and adhering to processes and procedures.
- An environment where attention to detail in the creative process is rewarded.
- Opportunity to create a detailed plan to bring balance to the organization.
- An environment where detail orientation and processes create organizational symmetry.
- Provide functional and useful ways to help others achieve and win.
- Have resources and tools in proper order for efficient access to help others.
- Able to showcase his unique ability to bring people up to speed through caring for others and detail orientation.
- An environment to gather the necessary facts and information.
- An environment where bringing the right information to a meeting is rewarded.
- Logical and intuitive approach to problem solving.



Keys to Motivating

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

Adam wants:

- High standards maintained throughout the group.
- The opportunity to carefully calculate risks while supporting the plan of action.
- The understanding from management that he supports the long-term health of the business.
- The opportunity to put systems and processes in place to support the balance and workings of the organization.
- To focus on long-term stability which will lead to a lasting impact on the functionality of the organization.
- Complete and precise systems and procedures that create a harmonious workplace.
- Accountability for the desired humanitarian outcomes.
- The information and facts necessary to help others achieve their goals.
- The facts and data to be sure all assistance is accurate and compliant with external standards in order to protect the organization.
- To understand why a procedure needs to be changed even if the project is already started.
- Relevant information to eliminate the chance of making a mistake.
- Background and specific detailed information on the procedures in order to ensure they are correct.



Keys to Managing

This section discusses the needs which must be met in order for Adam to perform at an optimum level. Some needs can be met by himself, 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 Adam and identify 3 or 4 statements that are most important to him. This allows Adam to participate in forming his own personal management plan.

Adam needs:

- To be seen as a strong proponent of procedures and protocol.
- To set goals that support the organization.
- A manager that understands how a black and white worldview can support the organization.
- Opportunities to express concerns regarding organizational unity.
- To see the totality of a situation before selling an idea.
- Opportunities to detail and create harmonious working conditions.
- To be positioned as the champion on procedures and to help others understand them.
- To be involved in determining how new procedures may affect people.
- To understand how getting bogged down in the details can negatively affect others.
- To ask questions when evaluating others' instead of making judgments on the perceived lack of specific knowledge or experience.
- To understand the appropriate amount of detail in order to move ideas forward.
- The ability to recognize when he is in "paralysis-by-analysis" mode and could rely more on intuition.



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 utilize all skills and resources because of your emotional cloudiness. When you're identifying yourself as having a red glass, you may be experiencing emotions such as fear, anger, sadness or loss. Think of clear glass as your ideal state of clarity, or when you're emotionally "in the zone." You may experience emotions such as happiness, joy, peace or excitement. Most of the time you are somewhere in between. You may not be able to place an exact descriptor on how you feel, but you're relatively clear headed and free from distractions. Remember, the higher your EQ scores, the easier it will be to apply this model to you and to those around you.



Introduction Emotional Intelligence Section

This report measures five dimensions of emotional intelligence:

Emotional Intelligence - Self

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

Self-Awareness is the ability to recognize and understand your moods, emotions and drives, as well as their effect on others. In practice, it is your ability to recognize 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 judgement and think before acting. In practice, it is your ability to influence your emotional clarity from red to clear when the situation requires.

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

Emotional Intelligence - Others

What goes on between you and others.

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

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

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



General Characteristics

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

Adam may not take notice when his stress level is escalated over a prolonged period of time. He tends to be aware of major changes in day-to-day stress levels. When others give Adam feedback, he may be unaware of how emotions will impact the understanding of the feedback. He is somewhat aware of how his emotions impact his goals, motivations, strengths and key aspirations. Adam tends to notice and understand his emotional reactions to major events. He tends to be aware of his emotional strengths and weaknesses.

Adam occasionally struggles when dealing with conflict. He might benefit from improving his emotional regulation strategies. Sometimes Adam's emotions may cause him to act before he fully thinks things through. When Adam is feeling stressed, he tends to manage his emotions enough so he doesn't take it out on others. Others may say that they sometimes don't know what to expect from Adam. He does not overreact to minor stressors, but may have trouble managing his emotions with more significant stressors.

Adam usually meets his goals and others' expectations, but perhaps not always exceed them. He tends to be motivated when he is interested in a project. He may not regularly go out of his way to develop his skills. He may depend on multi-tasking, making his individual work style less efficient. People may consider Adam a good worker but not an overachiever. He may be hesitant to take risks because of additional work and time they require, limiting his success.



General Characteristics

Adam can be thoughtful and understanding, but may not come across this way to others. Others may not always feel that Adam understands them. He is able to work with others, but at times will need help understanding their emotional needs. He would benefit from working on his active listening skills. Adam may have difficulty empathizing when he has not been in the same situation himself. He generally recognizes when he has offended someone, but doesn't always understand why he was offensive.

Adam may, on occasion, have trouble negotiating with others. Others generally view Adam as approachable. He can appear distant and aloof upon initial introduction to new people. He occasionally engages in substantive conversations. Adam is persuasive when he feels passionate about the topic to the point of potentially coming across as overbearing. He places some value on having a few true friendships over many casual acquaintances.



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

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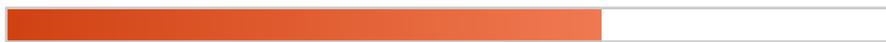


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74*

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

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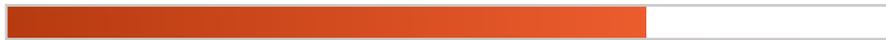


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72*

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.

0 10 20 30 40 50 60 70 80 90 100



72

79*

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

0 10 20 30 40 50 60 70 80 90 100



72

75*

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

0 10 20 30 40 50 60 70 80 90 100



71

76*

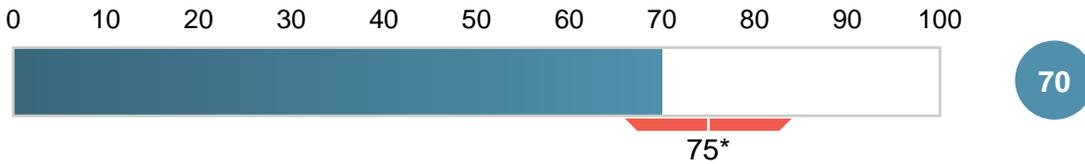
* 68% of the population falls within the shaded area.



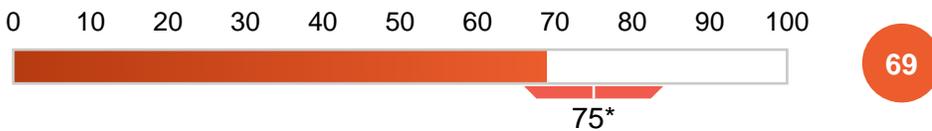
Emotional Quotient Scoring Information

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

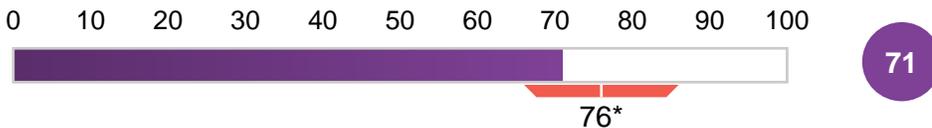
TOTAL EMOTIONAL QUOTIENT - Your total level of emotional intelligence, formed by averaging your Others and Self scores.



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



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





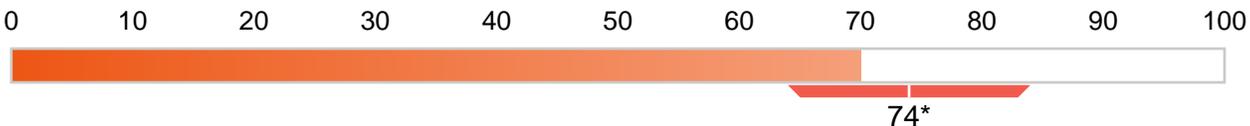
Self-Awareness

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

What Adam can do:

- Practice self-reflection by identifying and naming your current emotional tone. Check your emotional clarity, what is your current state; red, clear or somewhere in-between?
- Once you identify the emotion, describe it aloud or write it down on paper.
- To improve your ability to self-assess, ask a family member or trusted advisor to describe your strengths and weaknesses. Compare with your own self-assessment.
- Pay attention to your behaviors and see if you recognize patterns throughout the day.
- Reflect on the connection between your emotions and your behavior.
- Write in a journal about your emotional responses to situations that were significant.
- Share your introspective discoveries and the impact on your decisions with a family member, friend or trusted advisor.
- Make a list of your strengths and areas for improvement. Look at it daily.
- Create an action plan to develop the areas you want to improve.
- Think of situations in which you made progress on an area you wish to develop, especially in the workplace.
- Identify three specific, measurable goals for improving your Self Awareness and revisit these goals monthly.
- Continue to practice the realistic perspective you are developing.

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



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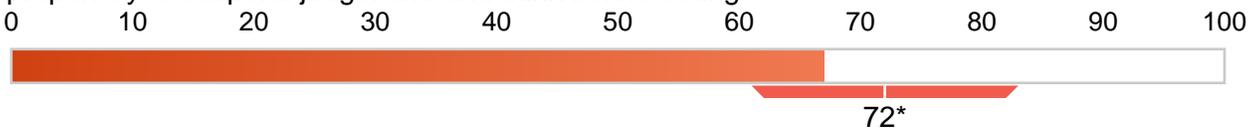
Self-Regulation

Based on Adam's current level of EQ in this dimension, he has a moderately developed level of Self-Regulation. Adam is able to regulate some negative emotions and in these cases allow himself to manage his reactions to given situations.

What Adam can do:

- Implement self-restraint by listening first, pausing and then responding.
- When becoming frustrated, stop and assess your emotional reaction and attempt to disrupt the negative behavior.
- Create effective responses to stressful situations by finding strategies for altering a negative or distracting mood.
- Discuss ways of dealing with change and stress with family members, friends or a trusted advisor.
- Make note of and focus on events that provide a sense of calm or positive emotions to change your clarity from red to clear or somewhere in-between.
- Choose a family member, friend or trusted advisor to discuss how you deal with change and how you can practice self-restraint.
- Ask yourself, "What is the worst thing that can happen?" in order to consider the reality of the situation.
- Journal occurrences during which you were able to regulate your responses or emotions.
- Discuss ways of expressing emotions appropriately with your co-workers.
- There is a strong mind-body connection. Take control of your body through meditation or yoga to learn to self-regulate your emotions over time.
- Begin regular exercise to increase your ability to manage your emotions and relax both body and mind.

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



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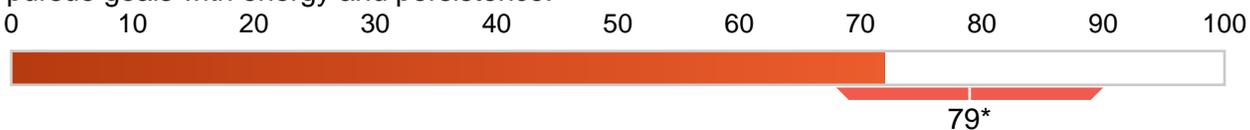
Motivation

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

What Adam 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 visualizing 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.





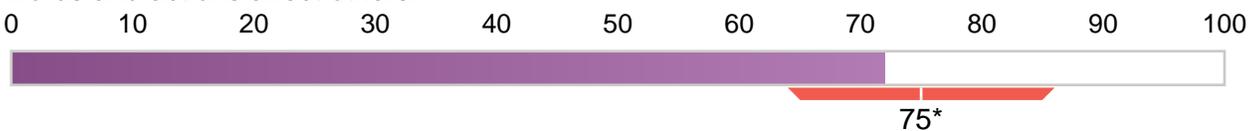
Social Awareness

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

What Adam can do:

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

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



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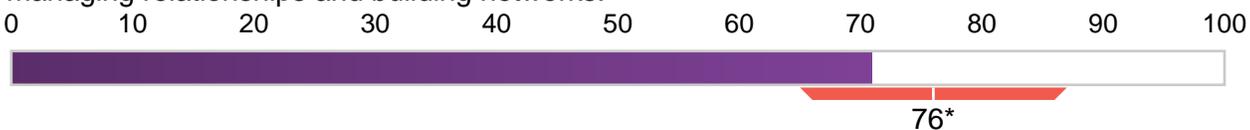
Social Regulation

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

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

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

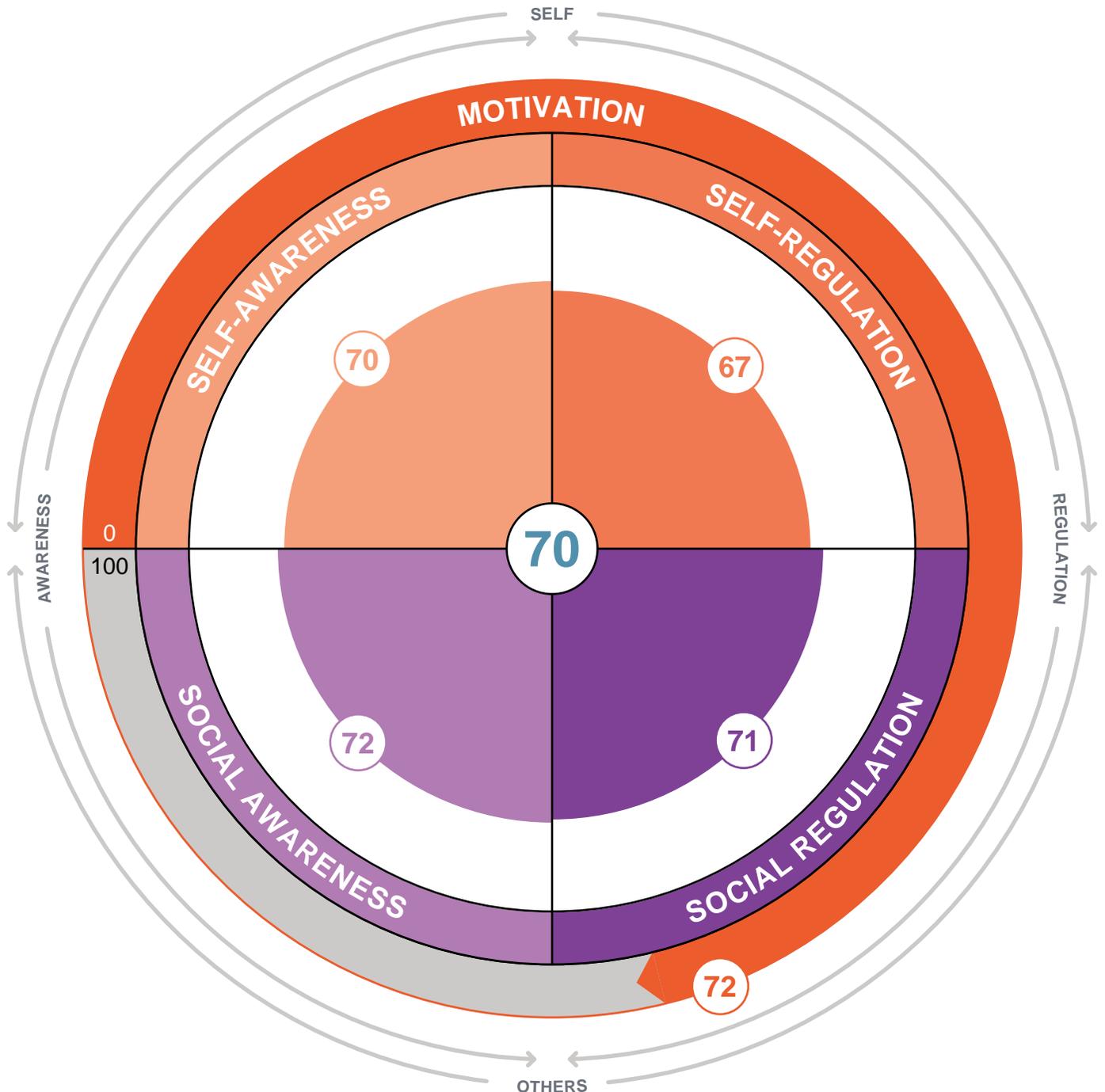


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Emotional Quotient™ Wheel

The Emotional Quotient wheel is a visualization 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 color illustrates the strength of your overall EQ score which is also notated in the center circle.



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Introduction

Blending Behaviors, Driving Forces 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, 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 behaviors 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 behaviors and driving forces 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, Driving Forces and EQ for Success

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 behavioral strengths and primary driving forces cluster with his Emotional Intelligence in order to propel and navigate the day-to-day situations of the business landscape.

To clarify this section Adam's, primary driving forces cluster includes: Collaborative, Harmonious, Altruistic and Instinctive.

Adam has a moderate level of Self-Awareness. He is mentally and physically aware of a change in how he is feeling but may not be able to always anticipate or explain the change before it happens. Coupled with his high "Compliance" behavioral style, these feelings may be intensified and acted upon based on the emotional reaction versus thought out. Most high "Compliance" have a fear-based and critical reaction to emotionally charged situations. However, with Adam's moderate level of Self-Awareness, he is aware of the physical and emotional response connected to these triggers but is not always able or willing to articulate them.

Adam has a moderate level of Self-Regulation. He is able to temper responses and reactions to certain emotionally charged events. Possessing a high "Compliance" behavioral style indicates that Adam would be analytical, non-verbal about feelings and can be overly sensitive when criticized. However, with moderate Self-Regulation, the typical behavioral characteristics may be tempered and perhaps not seen by others in such an extreme way. By utilizing his compliant behavioral style, and if he is able to manage his reactions, Adam will be able to maintain procedures, apply critical thinking skills and provide reassurance that a job is being done correctly. Be careful in instances where the topic at hand directly relates to Adam's primary driving forces cluster. The ability for him to utilize his Self-Regulation skills will be hindered when a perceived threat to his drivers is present.

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



Blending Behaviors, Driving Forces and EQ for Success

Adam has a moderate level of Social Awareness. At times he is able to anticipate how others will receive information or react to a situation. When he is able to harness this information, it will increase his ability to see things from someone else's perspective. Adam typically views things from the perspective of his primary driving forces cluster, whereas not all people filter information from this viewpoint. Being able to step out of this mindset is key in being able to utilize critical data in order to solve tough problems in the organization, which his compliant behavioral style requires.

Adam has a moderate level of Social Regulation. He is able to manage relationships and maintain networks. Adam has the ability to maintain the strongest relationships with others that possess similar drivers, as they filter communication from the same viewpoint. His primary areas of interest originate from Collaborative, Harmonious, Altruistic or Instinctive however, he will do best in forming relationships that directly lead to the satisfaction of these passions. Behaviorally, Adam prefers a formal, straightforward approach with the ability to prepare in advance for any interaction. Based on his moderately developed Social Regulation, he may be able to adapt his communication style to meet the needs of the relationship providing the relationship leads to the satisfaction of his primary drivers.