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SUCCESS  
INSIGHTS®

# TriMetrix® EQ

## Management-Staff

**Sam Sample**

Sales Leader

10.25.2023

**Cindy Valliere**

Personal Development Coach

704-998-9126

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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 & 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 & 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



**Behavioral research suggests that the most effective people are those who understand their strengths and weaknesses, because they can best 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 which are true and areas of behavior in which tendencies are shown. Feel free to delete any statement from the report that may not apply, but only after checking with friends or colleagues to see if they agree.

*All people exhibit all four behavioral factors to varying degrees of intensity.*

–W.M. Marston

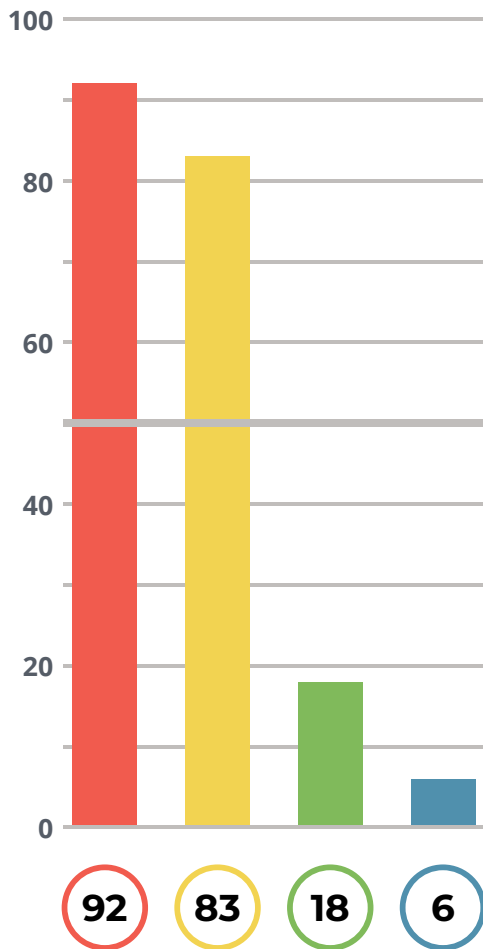
# Style Insights® Graphs



Graph I

## Adapted Style

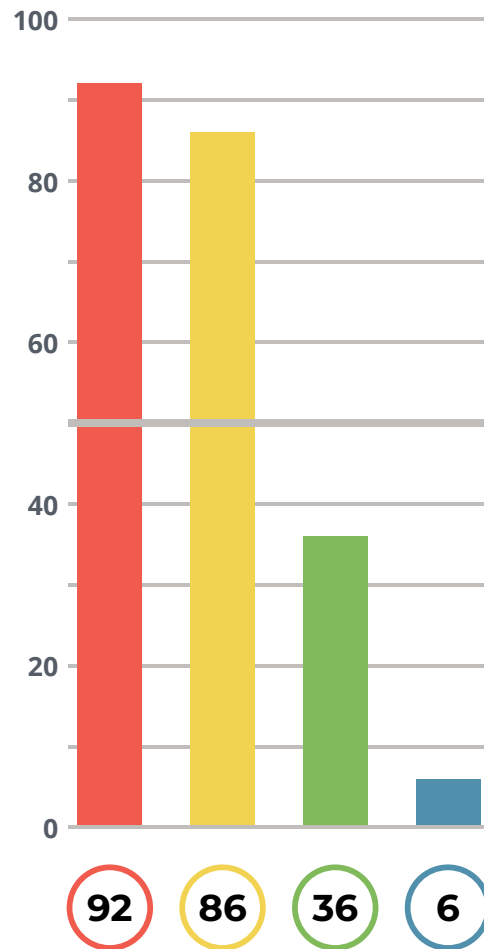
**D**   **I**   **S**   **C**



Graph II

## Natural Style

**D**   **I**   **S**   **C**



Norm 2021 R4  
10-25-2023  
T: 8:55

Sam Sample

# Behavioral Characteristics



*Based on Sam's responses, the report has selected general statements to provide a broad understanding of his work style. These statements identify the basic natural behavior that he brings to the job. That is, if left on his own, these statements identify HOW HE WOULD CHOOSE TO DO THE JOB. Use the general characteristics to gain a better understanding of Sam's natural behavior.*

Sam may lose interest in a project once the challenge ceases. He may then be ready for another challenging project. He seeks his own solutions to problems. In this way, his independent nature comes into play. He has high ego strengths and may be viewed by some as egotistical. He is deadline conscious and becomes irritated if deadlines are delayed or missed. Sam is often frustrated when working with others who do not share the same sense of urgency. He is a goal-oriented individual who believes in harnessing people to achieve goals. He needs people with other strengths on his team. He is forward-looking, aggressive, and competitive. His vision for results is one of his positive strengths. He is goal-oriented and driven by results. He is the team member who will try to keep the others on task. Sam displays a high energy factor and is optimistic about the results he can achieve. The word "cannot" is not in his vocabulary. He prefers an environment with variety and change. He is at his best when many projects are underway at once.

Sam will work long hours until a tough problem is solved. After it is solved, Sam may become bored with any routine work that follows. Sometimes he may be so opinionated about a particular problem that he has difficulty letting others participate in the process. Many people see his decisions as high-risk decisions. However, after the decision is made, he tends to work hard for a successful outcome. When faced with a tough decision, he will try to sell you on his ideas. Sam should realize that at times he needs to think a project through, beginning to end, before starting the project. He is decisive and prefers to work for a decisive manager. He can experience stress if his manager does not possess similar traits. He prefers authority equal to his responsibility. He has the unique ability of tackling tough problems and following them through to a satisfactory conclusion.

Sam tends to be intolerant of people who seem ambiguous or think too slowly. He may lack the patience to listen and communicate with slower acting people. He should exhibit more patience and ask questions to make sure that others have understood what he has said. He may sometimes mask his feelings in friendly terms. If



# Behavioral Characteristics

## Continued



pressured, Sam's true feelings may emerge. His creative and active mind may hinder his ability to communicate to others effectively. He may present the information in a form that cannot be easily understood by some people. He likes people who give him options as compared to their opinions. The options may help him make decisions, and he values his own opinion over that of others! He likes people who present their case effectively. When they do, he can then make a quicker assessment or decision. He challenges people who volunteer their opinions.





# Value to the Organization



*This section of the report identifies the specific talents and behavior Sam 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, making him an integral part of the team.*

- ✓ 1. Can support or oppose strongly.
- ✓ 2. Thinks big.
- ✓ 3. Competitive.
- ✓ 4. Accomplishes goals through people.
- ✓ 5. Will join organizations to represent the company.
- ✓ 6. Forward-looking and future-oriented.
- ✓ 7. Usually makes decisions with the bottom line in mind.
- ✓ 8. Inner-directed rather than tradition-directed—brings fresh ideas to solving problems.
- ✓ 9. Tenacious.



# 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 Sam. 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 Sam most frequently.

## Ways to Communicate

- ✓ 1. Confront when in disagreement.
- ✓ 2. Provide facts and figures about probability of success or effectiveness of options.
- ✓ 3. Stick to business—let him decide if he wants to talk socially.
- ✓ 4. Clarify any parameters in writing.
- ✓ 5. Present the facts logically; plan your presentation efficiently.
- ✓ 6. Provide "yes" or "no" answers—not maybe.
- ✓ 7. Use a balanced, objective, and emotional approach.
- ✓ 8. Be brief—be bright—be gone.
- ✓ 9. Expect him to return to fight another day when he has received a "no" answer.
- ✓ 10. Define the problem in writing.
- ✓ 11. Speak at a rapid pace.



# Checklist for Communicating

## Continued



This section of the report is a list of things NOT to do while communicating with Sam. Review each statement with Sam 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

- 1. Forget or lose things, be disorganized or messy, confuse or distract his mind from business.
- 2. Reinforce agreement with "I'm with you."
- 3. Be redundant.
- 4. Ramble or waste his time.
- 5. Come with a ready-made decision or make it for him.
- 6. Try to convince by "personal" means.
- 7. Try to build personal relationships.
- 8. Take credit for his accomplishments.
- 9. Let him overpower you with verbiage.
- 10. Hesitate when confronted.
- 11. Muffle or overcontrol.
- 12. Direct or order.



# Communication Tips



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

## Compliance

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

- ✓ Prepare your "case" in advance.
- ✓ Stick to business.
- ✓ Be accurate and realistic.
- ✗ Being giddy, casual, informal, or loud.
- ✗ Pushing too hard or being unrealistic with deadlines.
- ✗ Being disorganized or messy.

## Dominance

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

- ✓ Be clear, specific, brief, and to the point.
- ✓ Stick to business.
- ✓ Be prepared with support material in a well-organized "package."
- ✗ Talking about things that are not relevant to the issue.
- ✗ Leaving loopholes or cloudy issues.
- ✗ Appearing disorganized.

## Steadiness

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

- ✓ Begin with a personal comment—break the ice.
- ✓ Present your case softly, non-threateningly.
- ✓ Ask "how?" questions to draw their opinions.
- ✗ Rushing headlong into business.
- ✗ Being domineering or demanding.
- ✗ Forcing them to respond quickly to your objectives.

## Influence

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

- ✓ Provide a warm and friendly environment.
- ✓ Don't deal with a lot of details (put them in writing).
- ✓ Ask "feeling" questions to draw their opinions or comments.
- ✗ Being curt, cold, or tight-lipped.
- ✗ Controlling the conversation.
- ✗ Driving on facts and figures or alternatives and 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 Sam's self-perception and how, under certain conditions, others may perceive his behavior. Understanding this section will empower Sam to project the image that will allow him to control the situation.



### Sam usually sees himself as being:

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



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

- ✓ Demanding
- ✓ Nervy
- ✓ Egotistical
- ✓ Aggressive



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

- ✓ Abrasive
- ✓ Controlling
- ✓ Arbitrary
- ✓ Opinionated

# Descriptors



Based on Sam'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
<b>Dominance</b>	<b>Influence</b>	<b>Steadiness</b>	<b>Compliance</b>
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 & Adapted Style



Sam'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

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

### Adapted

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

## People & Contacts

### Natural

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

### Adapted

Sam sees no need to change his approach to influencing others to his way of thinking. He sees his natural style to be what the environment is calling for.

# Natural & Adapted Style



## Pace & Consistency

### Natural

Sam likes mobility, and the absence of routine does not traumatize him. He feels comfortable juggling different projects and is able to move from one project to another fairly easily.

### Adapted

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



## Procedures & Constraints

### Natural

Sam does not like constraints; at times he can be somewhat defiant and rebellious. He has a tendency to lack social tact and diplomacy when confronted with too many or unreasonable constraints. He seeks adventure and excitement and wants to be seen as his own person.

### Adapted

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



# Areas for Improvement



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

## Sam has a tendency to:

- ✓ 1. Fail to complete what he starts because of adding more and more projects.
- ✓ 2. Blame, deny, and defend his position—even if it is not needed.
- ✓ 3. Be inconsistent because of many stops, starts, and ever-changing direction.
- ✓ 4. Have no concept of the problems that slower-moving people may have with his style.
- ✓ 5. Have trouble delegating—can't wait, so does it himself.
- ✓ 6. Be explosive by nature and lack the patience to negotiate.
- ✓ 7. Make "off the cuff" remarks that are often seen as personal prods.
- ✓ 8. Be impulsive and seek change for change's sake. May change priorities daily.



# 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 TTI'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 both work and life. You will learn how your passions from the 12 Driving Forces® frame your perspectives, providing 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 how they have a strong pull on 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.

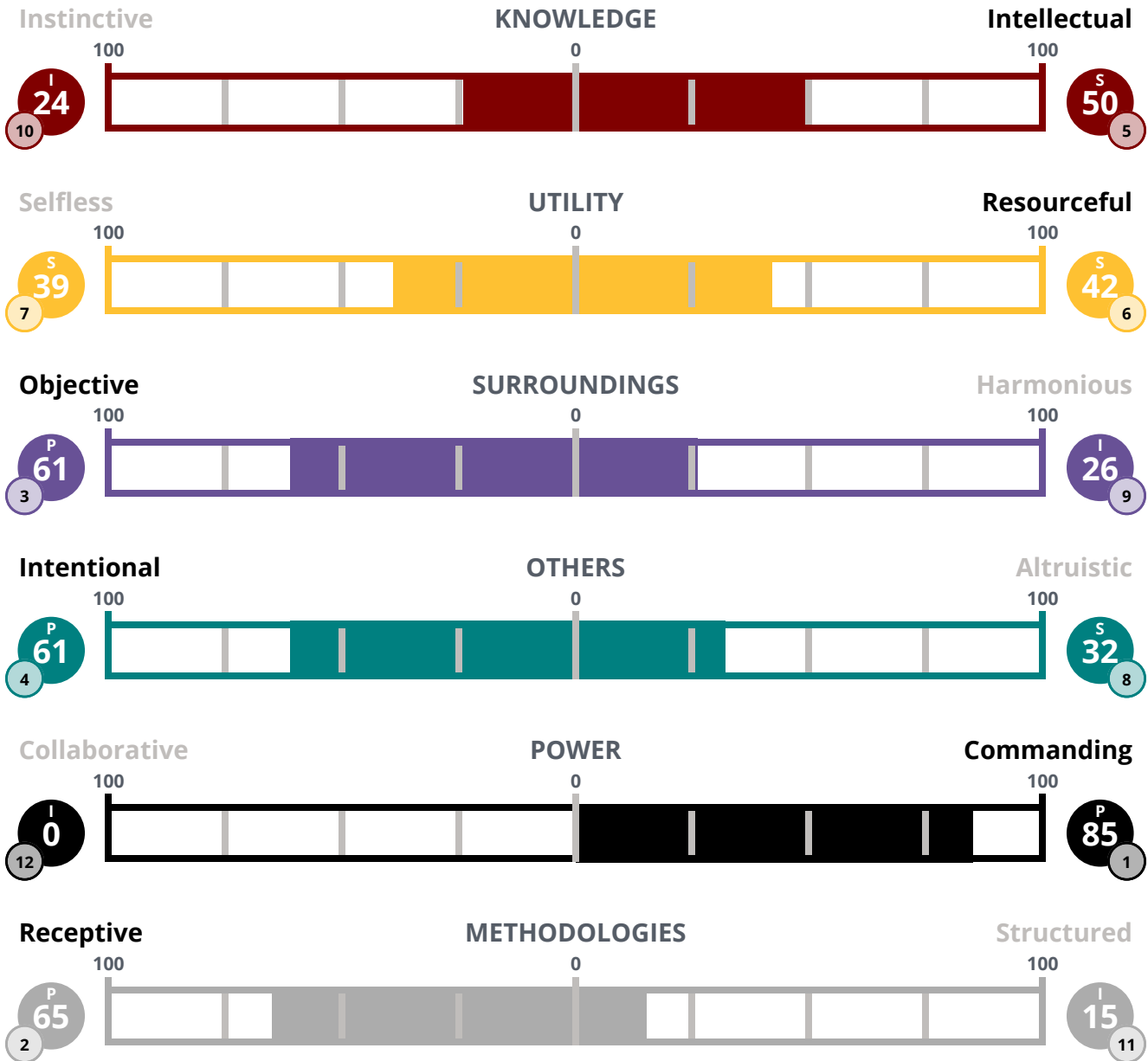
Once you have reviewed this report, you will have a better grasp of one of the key areas in the Science of Self™ and will:

- 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 such that communication can be improved

# Driving Forces Graph



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



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

**Norm 2021**  
 10-25-2023  
 T: 7:38

**Sam Sample**

# Driving Characteristics



*Based on your responses, the report has generated statements to provide a broad understanding of WHY YOU DO WHAT YOU DO. These statements identify the motivation that you bring to the job. However, you could have a potential Me-Me conflict when two driving forces seem to conflict with each other. Use the general characteristics to gain a better understanding of your driving forces.*

Sam can go to extremes to win or control the situation. When Sam feels strongly about a situation, he will argue that the "end justifies the means.". He wants to control his own destiny and impact the destiny of others. He tends to seek new methods and ways to expand his future opportunities. Sam tends to overlook traditions or boundaries to complete a task. In many cases, Sam would prefer to set his own plan of action. He tends to have an objective view of the task at hand. He is able to isolate personal issues and focus on professional productivity. Sam may question the amount of time individuals spend helping other people. He is willing to help others if they are working to achieve his goals. If Sam is truly interested in a specific subject, or if knowledge of specific subject matter is required for success, then he will take the initiative to learn about that subject in great depth. He may see money as less important than what it will buy.

Sam has the desire to create a winning strategy. He is passionate about creating something that leads to an enduring legacy. He won't get hung up on a specific approach and will keep momentum moving forward. He may be open to new ideas because he is not tied to a defined philosophy or system. Sam tends to focus on the task at hand regardless of his surroundings. In general, unpleasant surroundings will not impact his productivity. He will struggle if helping others is in conflict with his own self-interest. He may see the world as a toolset to accomplish his own self-interest. Sam will seek knowledge based on his needs in individual situations. In those areas where Sam has a special interest, he will be good at integrating past knowledge to solve current problems. He evaluates situations and may look for the potential return on investment. He may evaluate situations based on their utility and economic return.

# Driving Characteristics



Sam may be interested in increasing productivity and efficiency. He may have the data to support his convictions. He tends to believe people should learn to do things themselves rather than relying on others. He is capable of functioning in an environment filled with chaos. Sam tends to be an out-of-the-box thinker. He tends to interpret and dissect other systems and/or traditions and is creative when applying them. He will work long and hard to advance his position. He strives to achieve leadership roles.

# Strengths & Weaknesses



The following section will give you a general understanding of the strengths and weaknesses of Sam's top four Driving Forces, otherwise known as the Primary Driving Forces Cluster. Remember, an overextension of a strength can be perceived as a weakness to others.



## Potential Strengths

- ✓ 1. Sam strives to set himself apart.
- ✓ 2. He strives to advance his position.
- ✓ 3. He values status and public recognition.
- ✓ 4. He might consider himself an independent thinker.
- ✓ 5. Sam may adopt aspects of systems if he sees a benefit.
- ✓ 6. He may emphasize the destination not the journey.
- ✓ 7. He might choose who, when, and how much to help based on the desired outcome.



## Potential Weaknesses

- ✗ 1. Sam may use the “ends to justify the means” concept in tough situations.
- ✗ 2. He can be driven by the desire to achieve status and recognition.
- ✗ 3. He may not consider people when seeking personal advancement.
- ✗ 4. He may be seen as overly adamant to try something new.
- ✗ 5. Sam resists overly structured ways of thinking and approaches.
- ✗ 6. He may create chaos by focusing on individual segments of a project.
- ✗ 7. He may be seen as self serving.

# Energizers & Stressors



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

## Potential Energizers

- ✓ 1. Sam is energized by working to create a personal legacy
- ✓ 2. He likes to create and control his destiny.
- ✓ 3. He is energized by the pursuit of advancement opportunities.
- ✓ 4. He enjoys gathering new ideas.
- ✓ 5. Sam likes to question unnecessary protocols.
- ✓ 6. He is energized by specific, measurable outcomes.
- ✓ 7. He is energized by advancing his personal interest through others.

## Potential Stressors

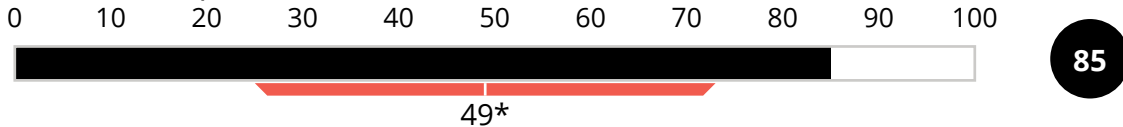
- ✗ 1. Sam is stressed by a lack of respect.
- ✗ 2. He does not like a small workspace.
- ✗ 3. He gets stressed when he lacks authority.
- ✗ 4. He gets frustrated by a "this is the way we have always done it" attitude.
- ✗ 5. Sam is stressed when he must support the status quo.
- ✗ 6. He is frustrated when too much focus is on the experience.
- ✗ 7. He is frustrated when people assist others for no apparent reason.

# Primary Driving Forces Cluster

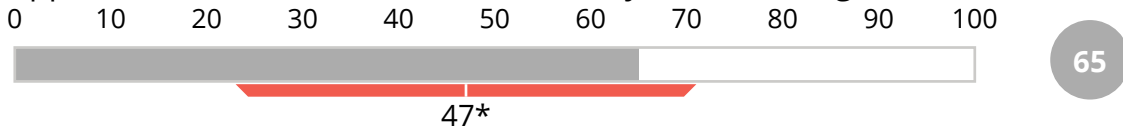


Your top driving forces create a cluster of drivers that move you to action. If you focus on the cluster rather than a single driver you can create combinations of factors that are very specific to you. The closer the scores are to each other the more you can pull from each driver. Think about the driver that you can relate to most and then see how your other primary drivers can support or complement it to create your unique driving force.

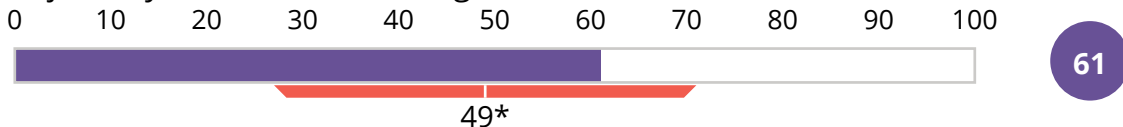
**1. Commanding** - People who are driven by status, recognition, and control over personal freedom.



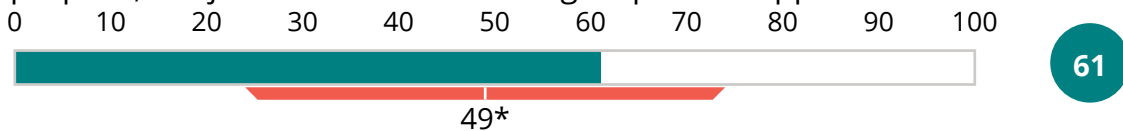
**2. Receptive** - People who are driven by new ideas, methods, and opportunities that fall outside a defined system for living.



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



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



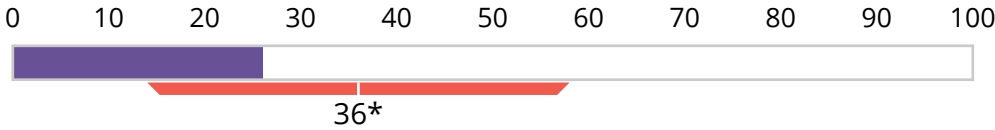


# Indifferent Driving Forces Cluster

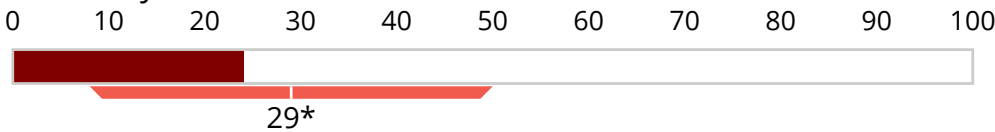


You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.

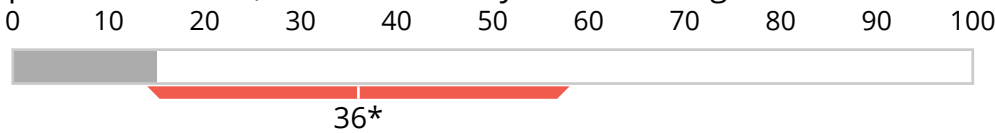
**9. Harmonious** - People who are driven by experience, subjective viewpoints, and balance in their surroundings.



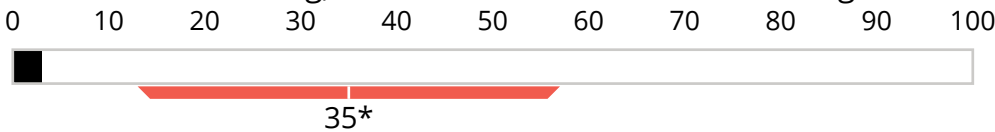
**10. Instinctive** - People who are driven by utilizing past experiences and their intuition and are seeking specific knowledge when necessary.



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



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



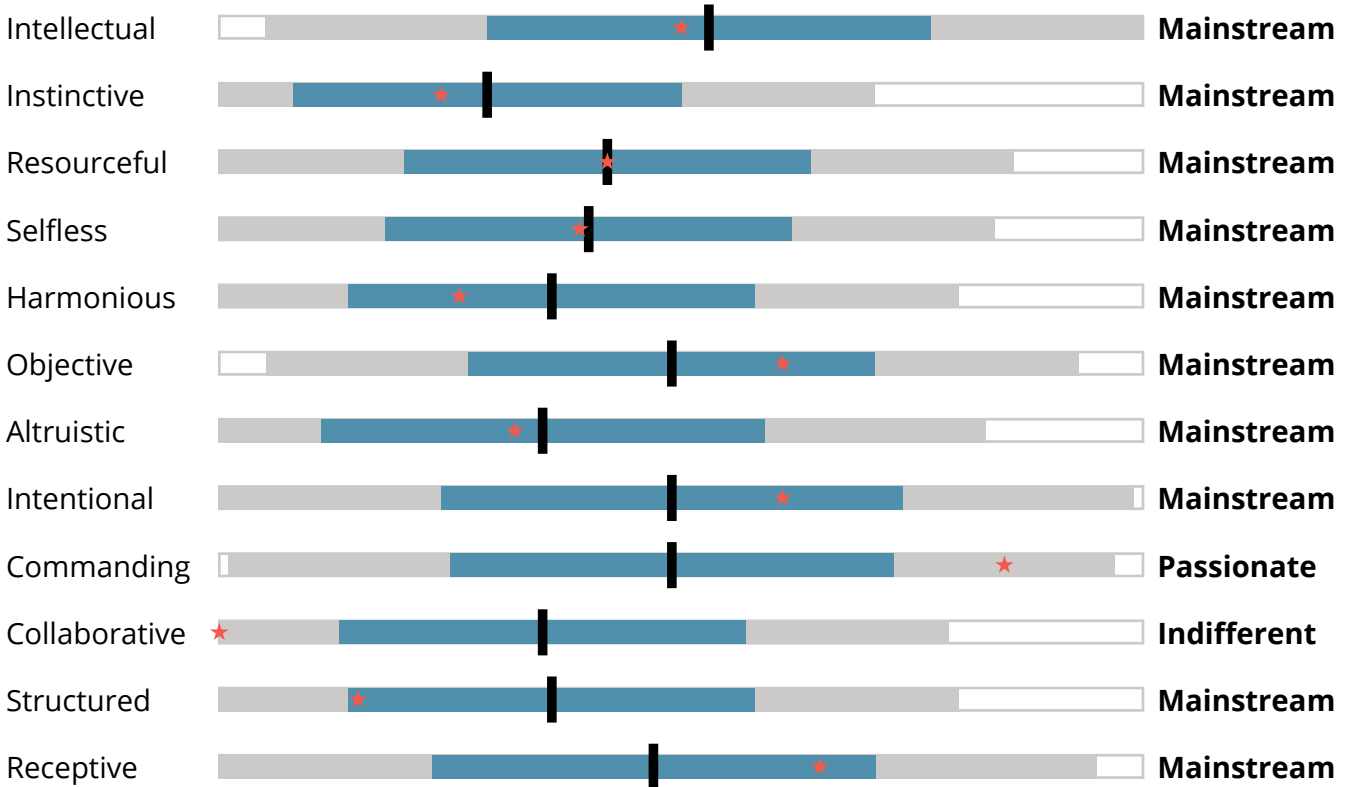
# Areas for Awareness



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 of the mainstream you are, the more people will notice your passion about that driving force. The further below the mean and outside of 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.

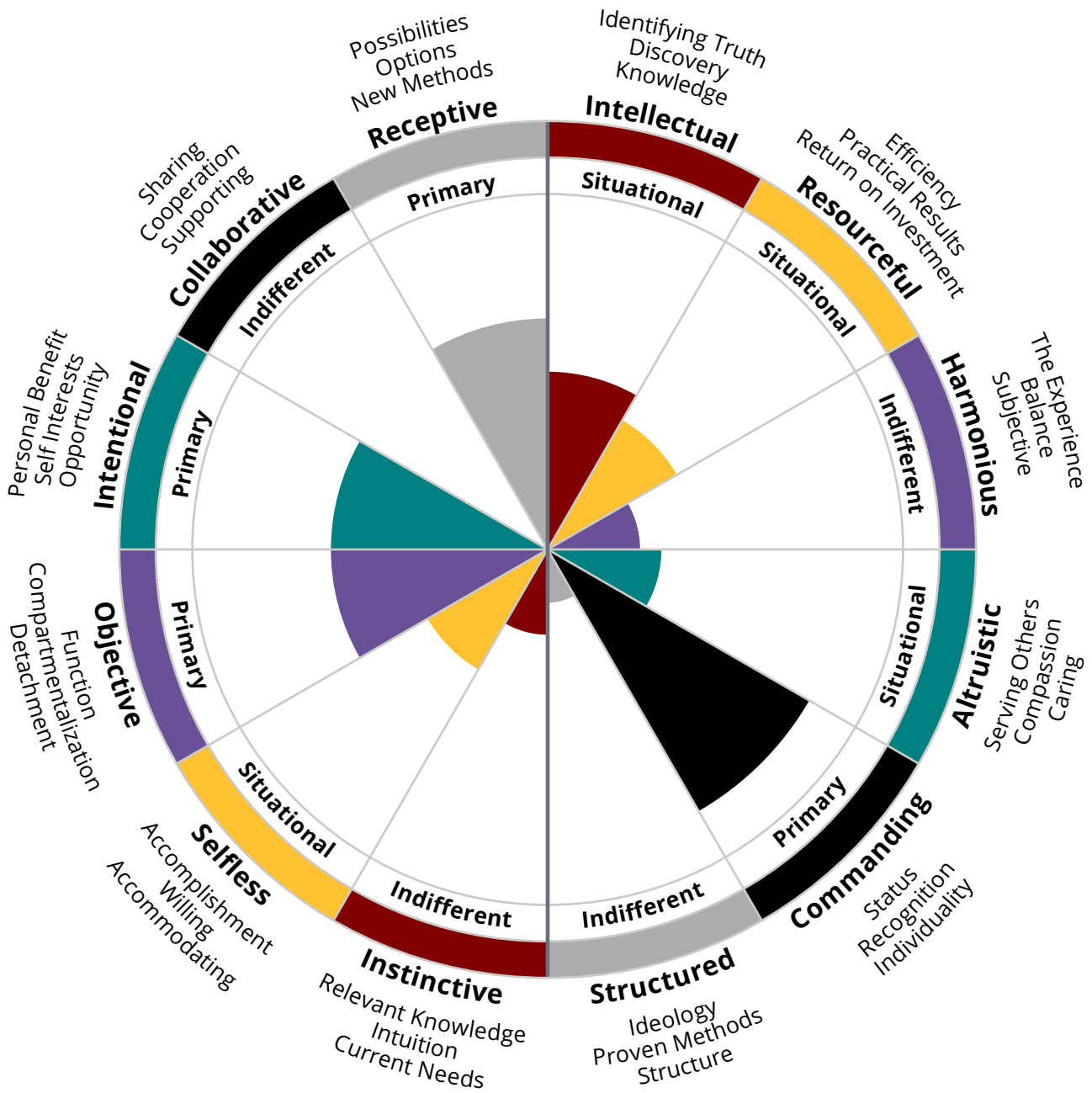
## Norms & Comparisons Table - Norm 2021



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

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

# Descriptors Wheel





# Introduction

## Integrating Behaviors and Driving Forces

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 & Motivational Strengths



*This section describes the potential area of overlap between Sam'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.*

1. Forward-looking to improve himself or a situation.
2. Bottom-line focused when leading others.
3. A strong influencer.
4. Will champion change and focus on out-of-the-box results
5. A leader to those who question traditions.
6. Lives by an open system and will do anything to enhance it.
7. An independent self-starter who will focus on function over appearance.
8. Will do what he commits to in order to ensure function.
9. Will initiate action even during chaos.
10. Calculated with their time, talent, and resources.
11. Will champion a worthy cause, as a challenge, if they see a potential return.
12. Goal focused when assessing how others can help.

# Potential Behavioral & Motivational Conflict



*This section describes the potential areas of conflict between Sam'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.*

1. May always want to display his superiority through solving problems or challenges.
2. Can set personal standards too high.
3. Takes on too much, too soon, and too fast to maintain control.
4. A desire for better results may be prohibited by his need for something new.
5. By challenging the status quo he may miss the desired results.
6. Unwilling to listen to outside viewpoints to build a creative solution.
7. May struggle with bonding with peers while constantly focusing on outcomes.
8. The need for function and results could overpower the balance in the organization.
9. May over focus on productivity over appearance.
10. Has a direct method of developing others if he sees a future return.
11. May try to utilize many people to obtain results.
12. May over focus on results and overlook others.

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

1. Continual opportunity to challenge and win.
2. Opportunity to assertively express his desire to control his own destiny and potentially that of others.
3. Management that appreciates and rewards powerful risk-taking.
4. Opportunity to alter existing systems to make them bigger, better, and faster.
5. The ability to achieve results by challenging the status quo.
6. A forum to champion new ways in which to improve existing methods.
7. The freedom to focus on the functionality over the appearance.
8. An objective, results-driven environment.
9. Fast-paced chaotic based situations.
10. Rewards based on group "wins", as well as individual contributions.
11. A forum to champion the needs and desires of others who are willing to work for common results.
12. The ability to utilize their own strengths to achieve results.

# Keys To Motivating



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

## Sam wants:

1. New and difficult challenges that lead to prestige and status.
2. Ability to create, share, and control the vision.
3. Power and control over outcomes and goals.
4. All systems and structures to be current and moving toward the desired result.
5. The ability to solve problems by examining many new approaches.
6. Goals and results that stem from a creative and open approach.
7. Things done quickly and to the highest level of functionality.
8. Focus on the functionality more than physical attributes as an indicator of success.
9. The understanding from management that working and focusing on tangible results is the desired outcome.
10. To be seen as a person who helps others, if they are willing to work hard for the desired results.
11. Opportunities to accomplish solutions to problems that relate to his vision.
12. To get results by incorporating the abilities of others.



# Keys To Managing



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

## Sam needs:

1. Assistance in staying on task when he is not the leader of the project.
2. To understand that not all problems are a nail, therefore all solutions cannot be a hammer.
3. Help understanding the effect on his image when he disengages from uncontrolled projects.
4. A manager that understands his potentially explosive nature is from the desire to achieve and win in new and different ways.
5. A manager that understands his need to explore many systems to capture all possibilities.
6. To understand that there is a time and a place for arguing his point of view.
7. To set clear expectations for the team in order to obtain tangible results.
8. Challenges that utilize his objectivity and drive.
9. To compartmentalize activities in order to accomplish objectives.
10. Awareness of how his drive can inspire others to accomplish mutual goals.
11. To be given power and authority to achieve results through people.
12. To understand the desire to win or achieve may cause people to be seen as tools.

# Introduction

## Emotional Intelligence



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 a clear glass as your ideal state of clarity, or when you're emotionally "in the zone." You may experience emotions such as happiness, joy, peace or excitement. Most of the time you are somewhere in between. You may not be able to place an exact descriptor on how you feel, but you're relatively clear-headed and free from distractions. Remember, the higher your EQ scores, the easier it will be to apply this model to you and to those around you.

# Introduction

## Emotional Intelligence



*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 judgment and think before acting. In practice, it is your ability to influence your emotional clarity from red to clear when the situation requires.

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

### Emotional Intelligence - Others

What goes on between you and others.

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

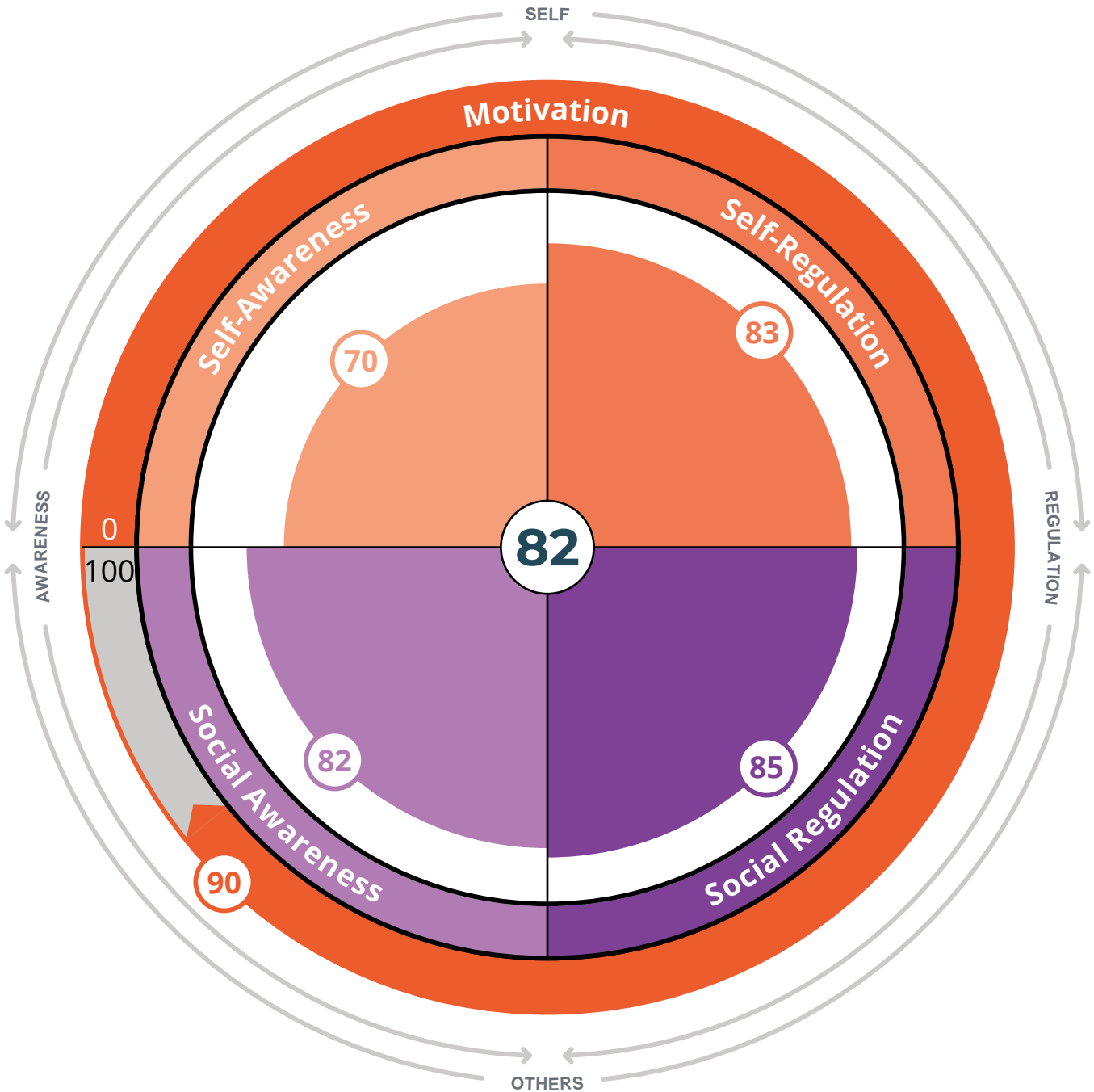
**Social Regulation** is your ability to influence the emotional clarity of others through a proficiency in managing relationships and building networks.

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

# Emotional 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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Norm 2019

Sam Sample

# Emotional Characteristics



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

Sam is somewhat aware of how his emotions impact his goals, motivations, strengths and key aspirations. He tends to notice and understand his emotional reactions to major events. He understands his likes and dislikes, but he may not have found his true passion in life. When Sam is faced with a difficult decision, his emotional awareness will impact how he moves forward. Sam's confidence varies with the situation based on emotional triggers or enablers. He tends to be aware of major changes in day-to-day stress levels.

Sam generally doesn't allow negative feedback or criticism from others to impact his working relationships. When conflict arises, Sam is able to effectively regulate emotions when resolving issues in most cases. Others tend to see Sam as someone with a stable temperament. He constantly thinks things through from an emotional perspective before acting. Sam does not overreact to minor stressors and is usually able to manage his emotions with more significant stressors. When Sam is feeling stressed, he usually manages his emotions so that he doesn't take it out on others.

Sam runs the risk of being seen as a workaholic if the work leads to the goal. He constantly pursues his goals with enthusiasm and energy. He challenges others when they are ready to settle for mediocre results. When things become difficult, Sam uses his Motivation to maintain perspective on the issues. Sam can be seen as either inspirational or as a threat depending on the person's own level of Motivation. He may give preference to challenging projects that lead to his specific goals at the expense of completing mundane work.

# Emotional Characteristics



Sam's ability to gauge the emotional response of others enhances his ability to work with people. Generally, Sam is able to empathize with others, even when he has not been there himself. He is good at working with people, but at times will need to seek to understand them better. Sam's ability to see things from others' viewpoints can assist him in collaborative circumstances. Sam recognizes if he has potentially offended someone and will make efforts to avoid that in the future. He is generally seen by others as being thoughtful and understanding.

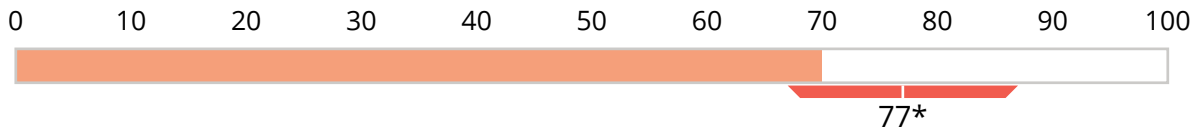
Sam quickly and easily develops relationships with others. He may occasionally focus too much on trying to settle the emotional tone of the situation. He usually prefers deep substantive conversations over superficial ones. He deciphers nonverbal clues in any interaction. Sam's networking capabilities can be an asset to his career. Sam's unique ability to identify the differences in people and the best ways to interact with them increases his effectiveness.

# Emotional Quotient Assessment Results

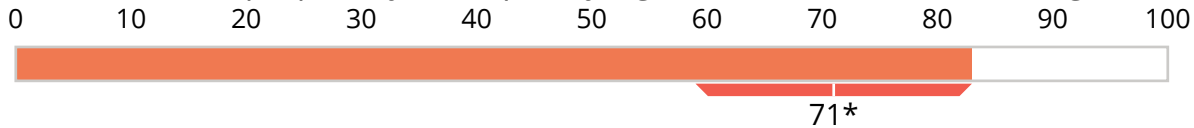


The Emotional Quotient (EQ) is a measure of your ability to sense, understand and effectively apply the power and acumen of your emotions and the emotions of others in order to facilitate high levels of collaboration and productivity. Your total score on the Emotional Quotient Assessment indicates your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

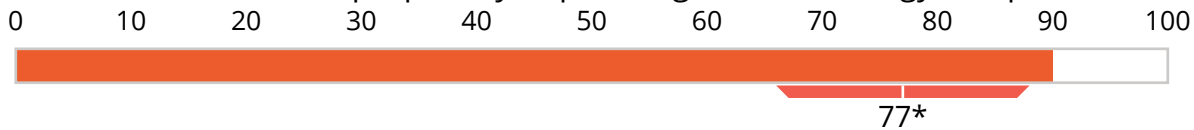
**1. Self-Awareness** - The ability to recognize and understand your moods, emotions and drives, as well as their effect on others.



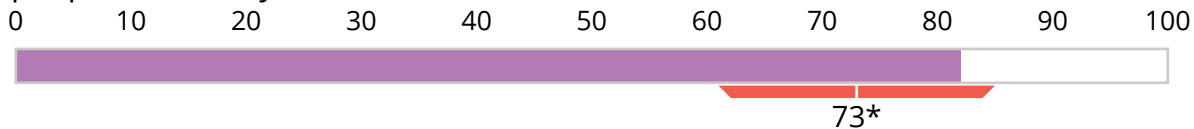
**2. Self-Regulation** - The ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting.



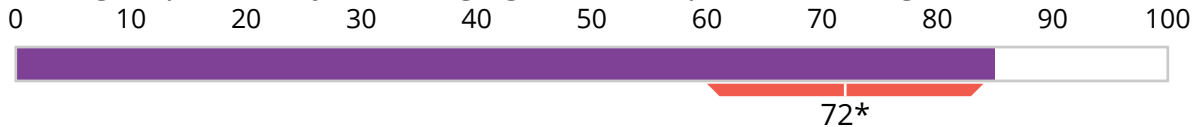
**3. Motivation** - A passion to work for reasons that go beyond the external drive for knowledge, utility, surroundings, others, power or methodology and are based on an internal drive or propensity to pursue goals with energy and persistence.



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



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



\* 68% of the population falls within the shaded area.  
Norm 2019

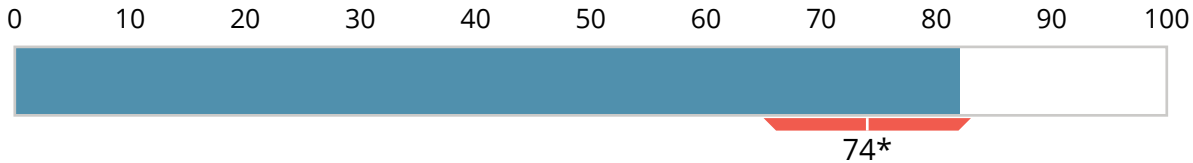
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# Emotional Quotient Scoring Information

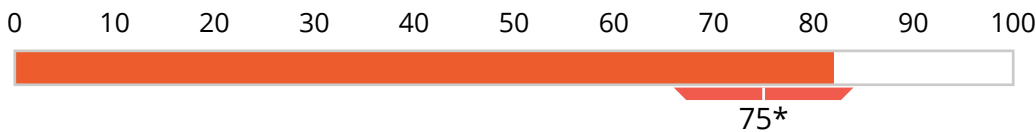


The average of the *Self-Regulation*, *Self-Awareness* and *Motivation* subscales represent your *Self Score*. The average of the *Social Awareness* and *Social Regulation* subscales represent your *Others Score*. Your total level of Emotional Quotient was calculated by averaging all five EQ dimensions.

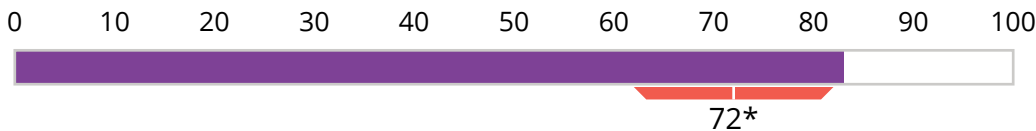
**Total Emotional Quotient** - Your total level of emotional intelligence, formed by averaging your Others and Self scores.



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



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





# Self-Awareness

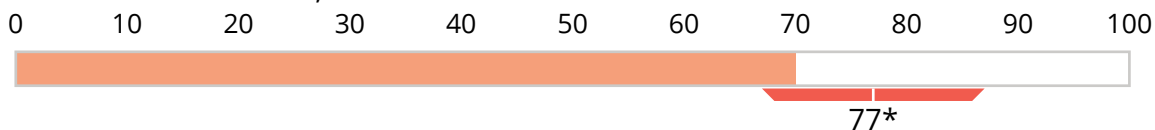


Based on Sam's level of EQ in this dimension, he is moderately self-aware, meaning he may notice what he is feeling but is not always able to explain it.

## What Sam can do:

1. 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?
2. Once you identify the emotion, describe it aloud or write it down on paper.
3. 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.
4. Pay attention to your behaviors and see if you recognize patterns throughout the day.
5. Reflect on the connection between your emotions and your behavior.
6. Write in a journal about your emotional responses to situations that were significant.
7. Share your introspective discoveries and the impact on your decisions with a family member, friend or trusted advisor.
8. Make a list of your strengths and areas for improvement. Look at it daily.
9. Create an action plan to develop the areas you want to improve.
10. Think of situations in which you made progress on an area you wish to develop, especially in the workplace.
11. Identify three specific, measurable goals for improving your Self Awareness and revisit these goals monthly.
12. 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.



# Self-Regulation

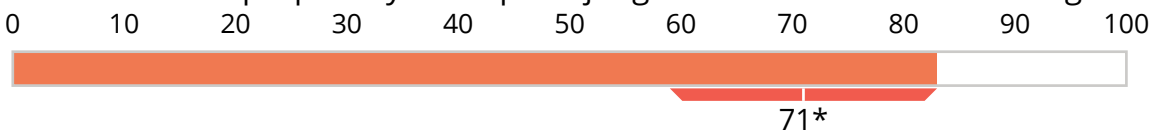


Based on Sam's current level of EQ in this dimension, he has a developed level of Self-Regulation. Sam regulates negative and/or distracting emotions, allowing himself to manage his reactions to many situations.

## What Sam can do:

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

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



# Motivation

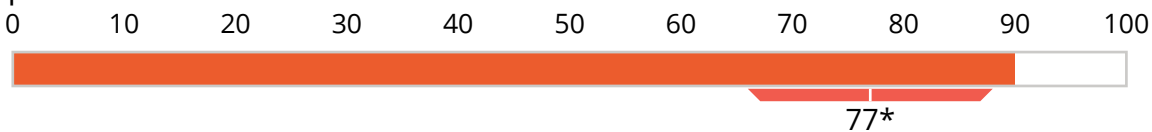


Based on Sam's well-developed level of Motivation, he has a strong drive to achieve his goals and will seek out new challenges.

## What Sam can do:

1. Continue to challenge yourself when setting goals and include dates for achievement.
2. Clarify why the goals you have are important to you. Ask yourself what happens after your current goals are achieved.
3. Continue to create detailed objectives in order to reach the overall goals.
4. List your goals and post them where you can see them each day. Make notes and track your success.
5. Spend additional time visualizing the achievement of your goals.
6. Celebrate accomplishments that bring you closer to your goals.
7. Find role models that inspire you and understand the tools they used to become successful.
8. Determine if you have qualities that could hold you back and look for ways to turn these into strengths.
9. Challenge the status quo and make plans for improvement.
10. Write an article, journal entry or blog on how Motivation has led to your success. Share this with others.

**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

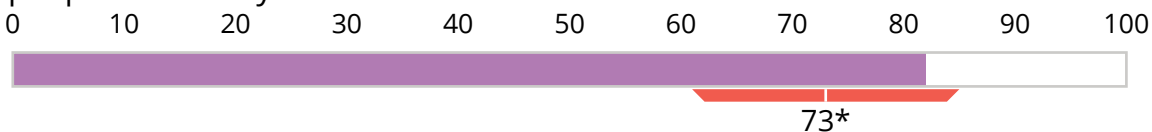


Based on Sam's level of Social Awareness, he tends to communicate with people according to their emotional cues and has the ability to be understanding of others in most instances.

## What Sam can do:

1. Attempt to understand others by assessing their emotional state before communicating your point of view; if not clear, the optimal outcome may be compromised.
2. Observe interactions of other people and how their emotional color can change. Then, share your findings with a trusted advisor, family member or friend to see if they share a similar understanding.
3. Consider ways you can use your social awareness to help others improve their emotional color.
4. Work with a mentor to further improve your ability to consider others' emotional responses in the workplace.
5. Consider ways to demonstrate a nonjudgmental attitude, especially when involved in sensitive situations.
6. Make a list of your interpersonal habits and work on further developing positive communication practices.
7. Seek clarification from others when reading their emotional responses, especially if you are not confident in your observation.
8. Offer assistance to your friends, family and even strangers who may not understand the way they are communicating is impacting what you are trying to achieve.
9. Try to find a good balance between being aware of others and considering your own emotional well-being.

**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

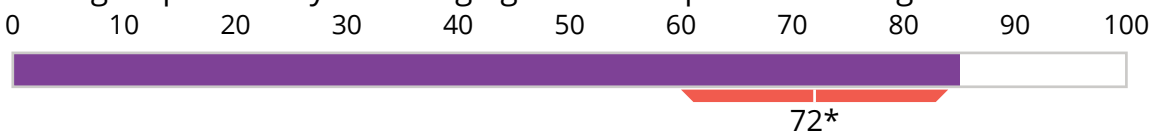


Based on Sam's well-developed level of Social Regulation, he has an ability to find common ground and build rapport with others. Sam has the emotional intelligence level to be persuasive and effective in group or team settings.

## What Sam can do:

1. Ask those you admire for feedback about your interpersonal style.
2. Seek to gain experiential knowledge on how to fine tune your level of Social Regulation to emotionally improve any situation.
3. Appeal to others' uniqueness, build on mutual interests and show a genuine curiosity for others' well-being.
4. Practice allowing others to take the lead so you can influence from a positive emotional standpoint.
5. Find additional ways to be an influence at work by helping others understand what Social Regulation can do to improve communication.
6. Give advice and feedback about effective Social Regulation techniques to coworkers.
7. Extrapolate leadership wisdom and knowledge from your mentor to continue improving your ability to change the emotional state of the situation.
8. Make an effort to stay in touch with people you meet; connect with your contacts regularly.
9. Seek quality, not quantity, in your social bonds. Converse with others on a deeper level.
10. Talk about ways to recognize and adjust the emotional state of meetings or conversations.
11. Join a professional group or affiliation to continue building your ability to enhance networking situations.
12. Remember people's name as well as a unique fact about them and refer to it during conversations. This is a great way to keep the communication going in the direction you desire.

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



# Introduction



## Blending Behaviors, Driving Forces, & 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 to the same situations differently, especially when the situations are emotionally charged.

Why is this? The answer is often found within a person's Emotional Intelligence (EQ). 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 also help an individual to successfully navigate the workplace maze and feel a sense of accomplishment and reward from doing so.



# Blending for Success

## Behaviors, Driving Forces & EQ

*People who understand and appreciate themselves as unique individuals and can apply that same understanding and appreciation to others are more successful. This section is designed to connect an individual's 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, Sam's primary driving forces cluster includes: Commanding, Receptive, Objective, and Intentional.***

Sam 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 "Dominance" behavioral style, these feelings may be intensified and acted upon based on the emotional reaction rather than being thought out. Most high "Dominants" have a short fuse and are unaware of when their particular triggers are ignited. However, with Sam's moderate level of Self-Awareness, he is aware of the physical and emotional response connected to these triggers but is not always able to articulate them.

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



# Blending for Success

## Behaviors, Driving Forces & EQ

Sam has a high level of Motivation. He has a motivation and passion to work for reasons that go beyond the rewards of his primary driving forces cluster and a propensity to pursue goals with energy and persistence. This motivation is an internal drive to achieve the goal without external factors or a "carrot" to chase. His high Motivation score will lessen the necessity for his passions to be 100% satisfied on the job, as long as these driving forces are not described as passionate or extreme. However, in order to achieve complete engagement and superior performance, it will also be important for his primary driving forces cluster to be satisfied through his career.

Sam has a high level of Social Awareness. He is able to anticipate how others will receive information or react to a situation. The power of being high in the Social Awareness dimension is the ability to see things from someone else's perspective. Sam 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 his primary driving forces mindset is key in being able to win and maintain rapid advancement in the organization, which his "Dominant" behavioral style requires.

Sam has a high level of Social Regulation. He is able to proficiently manage relationships and build networks. He is able to inspire and guide groups through nurturing relationships and his ability to create group synergy. Sam has a unique ability to build relationships with all types of people, whereas the majority of individuals build the best relationships with people that have like drivers. His primary areas of interest originate from Commanding, Receptive, Objective or Intentional. However, he is able to set these aside in order to form relationships that don't directly lead to the satisfaction of these passions. Behaviorally, Sam prefers a more direct and to the point communication style. Based on his well-developed Social Regulation, he will be able to adapt his communication style to meet the needs of the relationship.

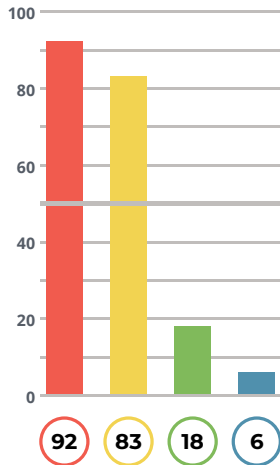




Graph I

### Adapted Style

**D I S C**

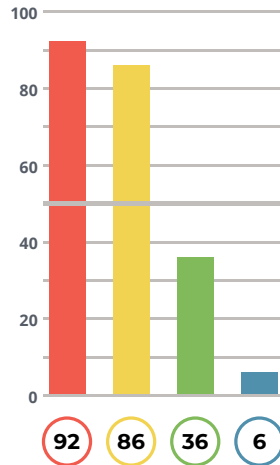


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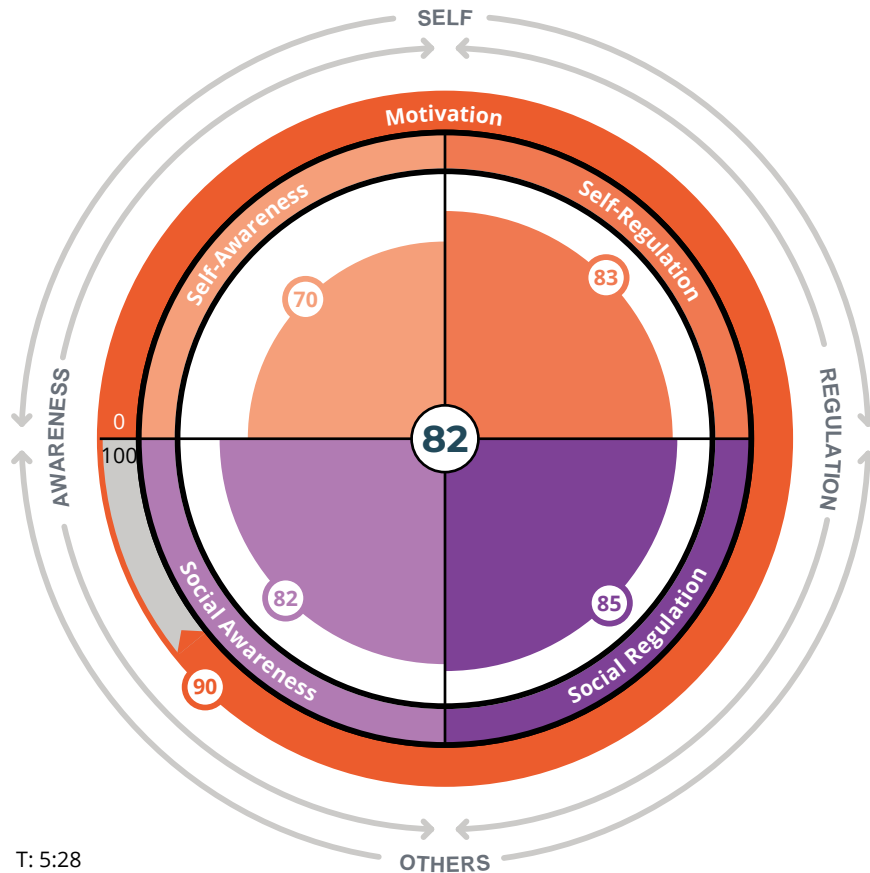
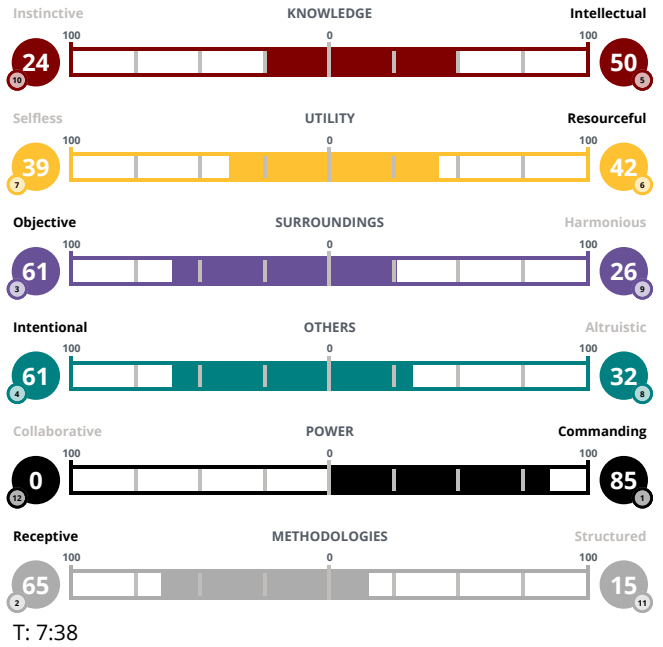
Graph II

### Natural Style

**D I S C**



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10-25-2023

**Sam Sample**