TriMetrix® EQ
Management-Staff

Adam Sample
Customer Support
TTISI
3-2-2018

Sample Comany
1234 Main Street
Scottsdale, AZ
1-234-5678
global@ttisi.com

RedRock
LEADERSHIP®

813-885-5097
RedRockLeadership.com

company

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.
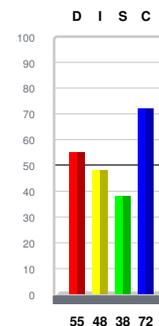
General Characteristics

Based on Adam'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 Adam's natural behavior.

Adam prefers that things be orderly and he will approach work in a systematic manner. In the long run, he prefers quality over quantity. Because Adam has such high standards, sometimes he feels that only he can perform a particular task. He tends to be precise about his use of time and can become frustrated when others interrupt him when in the middle of a task. Accuracy is important to him. Following procedures is his way of ensuring quality and orderly work. Adam can be depended upon to follow set procedures of work activity. He judges others by the quality of their work. He has such high personal standards that he expects others to have the same dedication. He may be overly sensitive to criticism of his work. If you do comment on his work you had better be right, since he may not take criticism lightly. Adam is alert and sensitive to his errors and mistakes. He constantly seeks to avoid errors in his work. He doesn't appreciate a dirty or messy work station, since he equates dirt and disorganization with lower quality work.
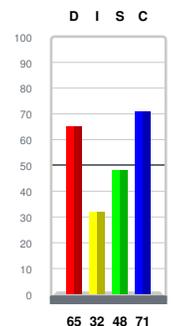
Adam tends to become bogged down in details. He may accumulate so much data that the details overwhelm him. He is a critical and systematic thinker, and this strength may not be easily recognized by others. He likes to assemble facts and data before making decisions. This allows him time to review the facts and think about the decision to be made. He, capable of making daily decisions routinely, usually becomes cautious about the bigger decisions; he wants to be absolutely certain his decision is correct. Adam follows company policy, if aware of it. He is skilled at observing and collecting data on different subjects. If he has a real passion for a given subject, he will read and listen to all the available information on the subject. He tends to delay making decisions until he has all the facts. He wants to be certain that his decision is correct. He is good at analyzing situations that can be felt, touched, seen, heard, personally observed or experienced. His motto is, "facts are facts."

Adapted Style

Natural Style

D I S C

100
90
80
70
60
50
40
30
20
10
0

55 48 38 72

D I S C

100
90
80
70
60
50
40
30
20
10
0

65 32 48 71

Adam is intuitive and is able to ask good questions in order to get the critical, complete information he seeks. He enjoys analyzing the motives of others. This allows him to develop his intuitive skills. He can be outgoing at times. Basically introverted, he will engage in social conversation when the occasion warrants. Adam's work represents his true self and he will take issue when people attack the quality of his work. Adam has a low trust level with strangers. This becomes apparent when he asks specific and perhaps blunt questions. He prefers meetings that start and finish on time. He may get upset with people who do not adhere to rules and how things "should be done." He likes to ask questions to clarify the communications. He gathers data in order to be certain he is correct in his work, communications or decision making. Because Adam wants to be certain he is performing his work assignments correctly, he enjoys working for a manager who explains what is expected of him.

Adapted Style   Natural Style

D I S C   D I S C

55 48 38 72   65 32 48 71
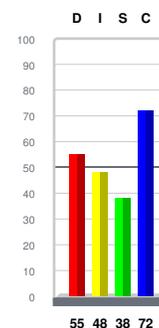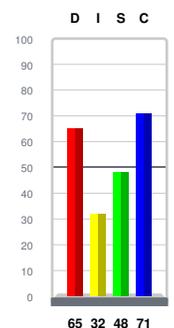
Value to the Organization

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.

- Objective--"The anchor of reality."

- Comprehensive in problem solving.

- Suspicious of people with shallow ideas.

- Always concerned about quality work.

- Conscientious and steady.

- Tough-minded.

- Accurate and intuitive.

- Presents the facts without emotion.

Adapted Style   Natural Style

D I S C   D I S C

55 48 38 72   65 32 48 71
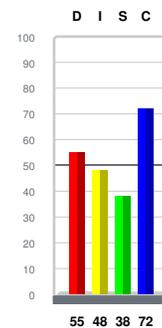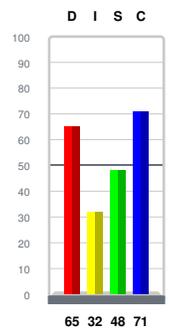
Checklist for Communicating

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

☐ Use expert testimonials.

☐ Show him a sincere demeanor by careful attention to his point of view.

☐ Provide details in writing.

☐ Follow through, if you agree.

☐ Minimize risk by providing guarantees over a period of time.

☐ Give him time to verify reliability of your actions; be accurate, realistic.

☐ Use the proper buzz words that are appropriate to his expertise.

☐ Be prepared with the facts and figures.

☐ Prepare your "case" in advance.

☐ Listen to him.

☐ Make an organized contribution to his efforts, present specifics and do what you say you can do.

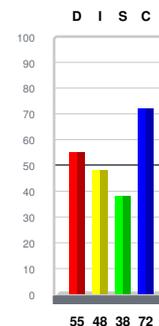| Adapted Style				Natural Style			
D	**I**	**S**	**C**	**D**	**I**	**S**	**C**
55	48	38	72	65	32	48	71
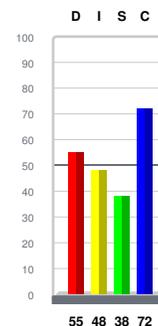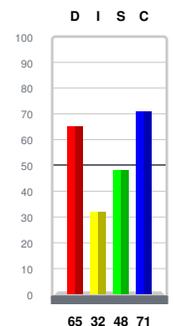
Ineffective Communication

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

☐ Leave things open to interpretation.

☐ Use testimonies of unreliable sources; don't be haphazard.

☐ Make statements you cannot prove.

☐ Be superficial.

☐ Make conflicting statements.

☐ Touch his body when talking to him.

☐ Use inappropriate buzz words.

☐ Be redundant.

☐ Say "trust me"--you must prove it.

☐ Be disorganized or messy.

☐ Provide special, personal incentives.

☐ Be giddy, casual, informal or loud.

Adapted Style   Natural Style

D I S C   **D I S C**

55 48 38 72   65 32 48 71
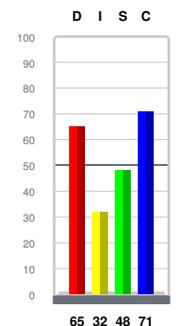
Communication Tips

This section provides suggestions on methods which will improve Adam'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, 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 communicator.

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

Perceptions
See Yourself as Others See You

A person's behavior and feelings may be quickly telegraphed to others. This section provides additional information on 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
- Moderate
- Knowledgeable
- Thorough
- Diplomatic
- Analytical

Others' Perception - Moderate

Under moderate pressure, tension, stress or fatigue, others may see him as being:
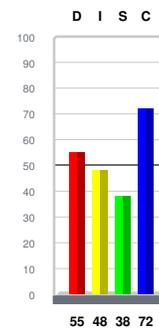
- Pessimistic
- Worrisome
- Picky
- Fussy

Others' Perception - Extreme

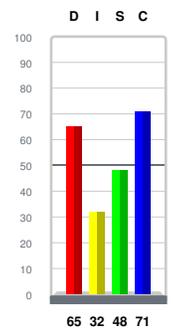*Under extreme pressure, stress or fatigue, others may see him as being:*

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

Adapted Style	Natural Style
D I S C	D I S C
55 48 38 72	65 32 48 71

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 groups where trust has not been previously established.

- Avoid working environments that see a realistic nature as purely pessimistic.

- Avoid environments that are about quantity over quality.

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.

- Not verbalizing feelings and perspectives may delay desired outcomes.

- Understand when an analytical perspective is needed and valued.

- Daily and repetitive team meetings will detract from productivity and add to stress.

Adapted Style   Natural Style

D I S C   D I S C

55 48 38 72   65 32 48 71
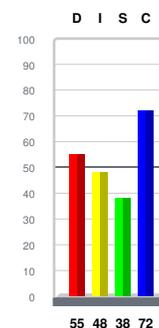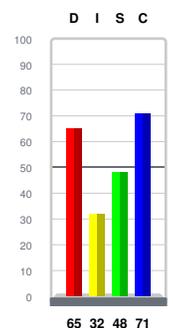
Descriptors

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 Style

Adam'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

Adam is quite inquisitive and wants to be seen as an outwardly competitive person who is adventuresome by nature. He is results-oriented and likes to be innovative in his approach to problem solving. Adam is not necessarily confrontational by nature, but if a problem does exist he will not turn down the opportunity for confrontation.

Adapted

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

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.
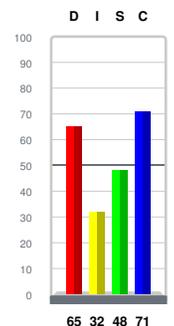
Adapted

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

D I S C   D I S C

55 48 38 72   65 32 48 71
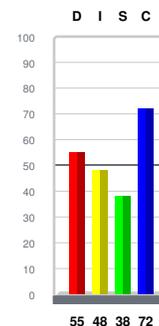
Pace - Consistency

Natural

Adam 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

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

Procedures - Constraints

Natural

Adam naturally is cautious and concerned for quality. He likes to be on a team that takes responsibility for the final product. He enjoys knowing the rules and can become upset when others fail to comply with the rules.
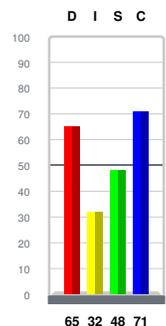
Adapted

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

Adapted Style

Natural Style

D I S C
55 48 38 72

D I S C
65 32 48 71
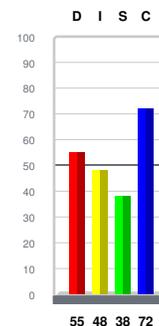
Adapted Style

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.

- Sensitivity to existing rules and regulations.

- Limited contact with people.

- Handling a variety of activities.

- Calculation of risks before taking action.

- Moving quickly from one activity to another.

- Coping with rapid changes in the work arena.

- Traditional, quality-oriented work model to follow.

- Precise, analytical approach to work tasks.

- Working without close supervision.

- Maintaining a clean and organized work station.

- Accurate adherence to high quality standards.

- Meeting deadlines.

- Disciplined, meticulous attention to order.

Adapted Style	Natural Style
D I S C	D I S C
55 48 38 72	65 32 48 71
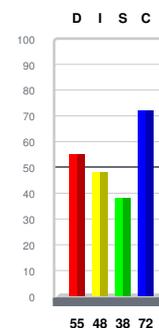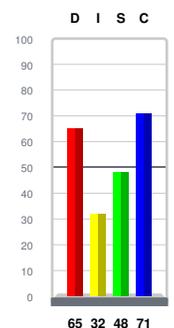
Time Wasters

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.

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

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

Adapted Style   Natural Style

D I S C   D I S C

55 48 38 72   65 32 48 71

- Communicate feelings with peers and supervisors

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

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:

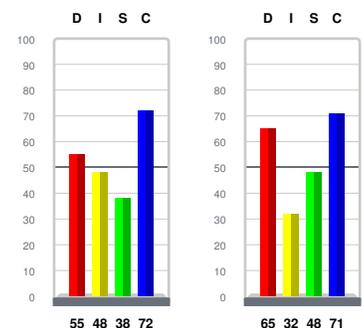- Want to be certain/prepared
- Want to avoid mistakes
- Want extended time for getting tasks done

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

| Adapted Style	Natural Style
D I S C	**D I S C**
55 48 38 72	65 32 48 71

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:

- Tell ideas as opposed to sell ideas.

- Want full explanation before changes are made to ensure his understanding.

- Fail to tell others where he stands on an issue.

- Be suspicious and pessimistic of any new project. Wants more support than is necessary.

- Select people much like himself.

- Lean on supervisors if information and direction is not clear.

- Appear somewhat aloof and cool to the emotional appeal of others.

- Hesitate to act without precedent.

Adapted Style   Natural Style

D	I	S	C
55	48	38	72

D	I	S	C
65	32	48	71
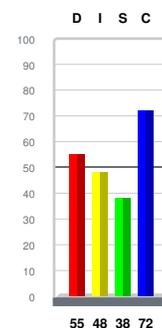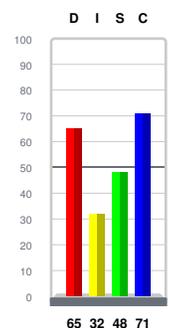
Behavioral Hierarchy

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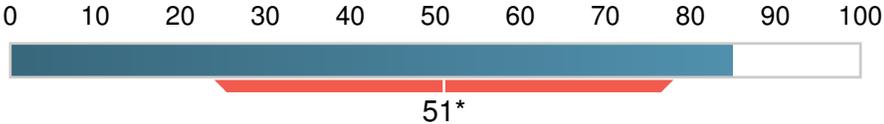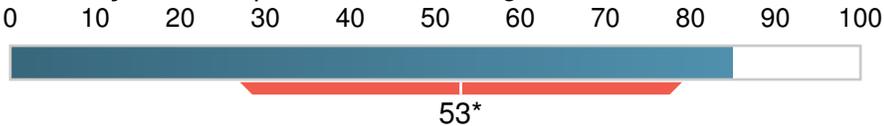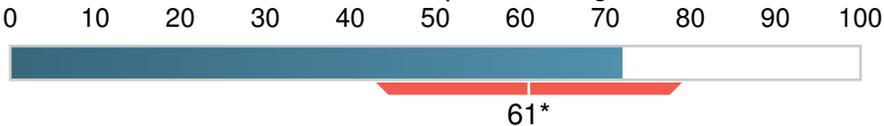
1. Organized Workplace - Establish and maintain specific order in daily activities.

0	10	20	30	40	50	60	70	80	90	100

85

51*

2. Analysis - Compile, confirm and organize information.

0	10	20	30	40	50	60	70	80	90	100

85

53*

3. Persistence - Finish tasks despite challenges or resistance.

0	10	20	30	40	50	60	70	80	90	100

72

61*

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

0	10	20	30	40	50	60	70	80	90	100

70

60*
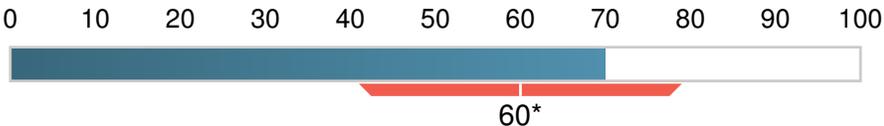
5. Competitive - Want to win or gain an advantage.

0	10	20	30	40	50	60	70	80	90	100

65

49*
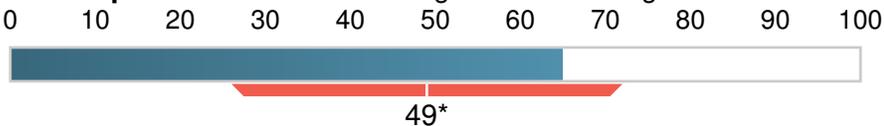
6. Consistent - Perform predictably in repetitive situations.

0	10	20	30	40	50	60	70	80	90	100

65

61*
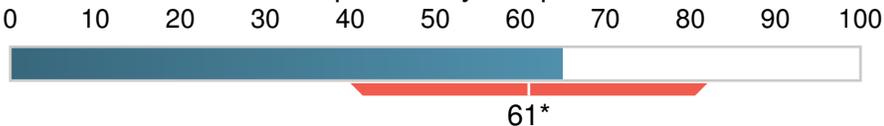
7. Urgency - Take immediate action.
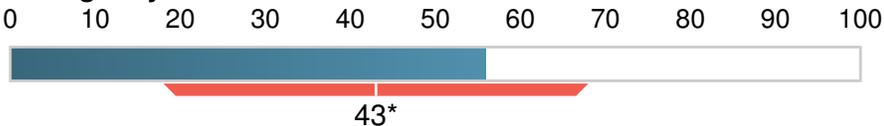
0	10	20	30	40	50	60	70	80	90	100

56

43*

Adapted Style

Natural Style

D I S C

D I S C

55 48 38 72

65 32 48 71

* 68% of the population falls within the shaded area.
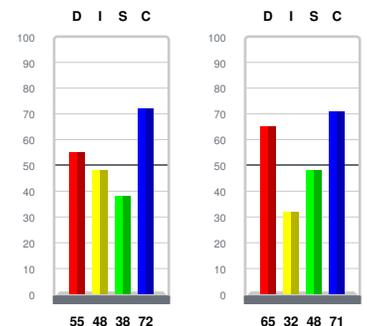
8. Frequent Change - Rapidly shift between tasks.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

48

52*
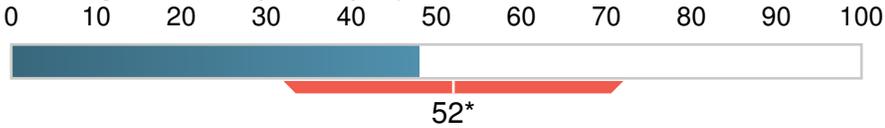
9. Customer-Oriented - Identify and fulfill customer expectations.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

45

64*
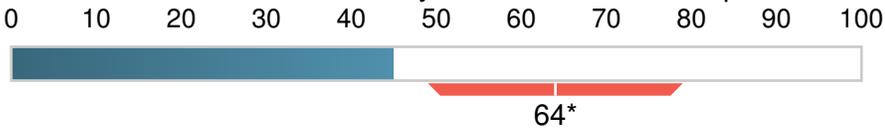
10. Versatile - Adapt to various situations with ease.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

43

54*
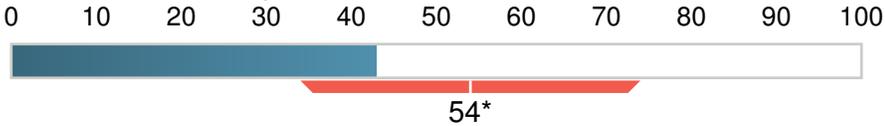
11. People-Oriented - Build rapport with a wide range of individuals.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

40

65*

12. Interaction - Frequently engage and communicate with others.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

35

60*

Adapted Style   Natural Style

D I S C   D I S C
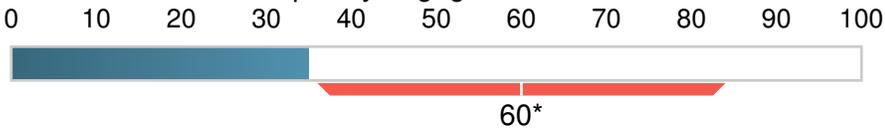
55 48 38 72   65 32 48 71

SIA: 55-48-38-72 (23)   SIN: 65-32-48-71 (24)
* 68% of the population falls within the shaded area.
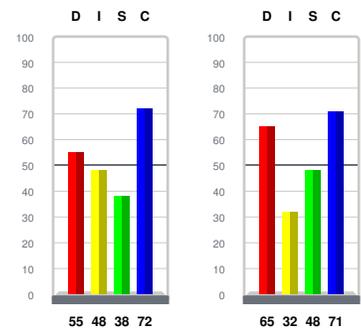
Style Insights® Graphs
3-2-2018

Adapted Style

Graph I

	D	I	S	C
%	55	48	38	72

Natural Style

Graph II

	D	I	S	C
%	65	32	48	71

Norm 2017 R4

T: 0:41

Adam Sample

20
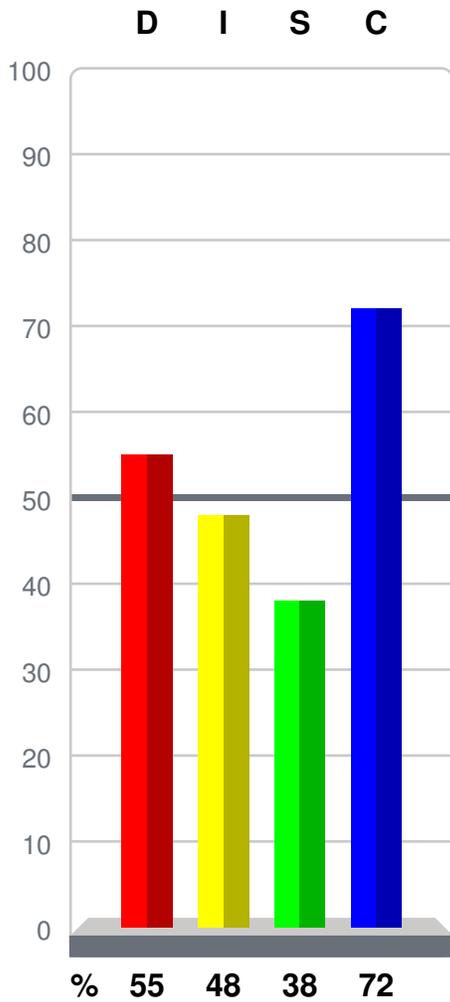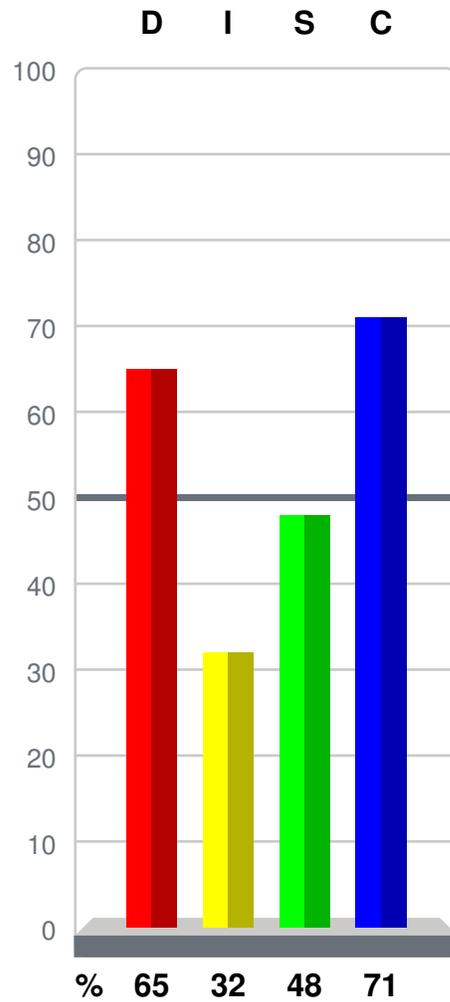
The Success Insights® Wheel

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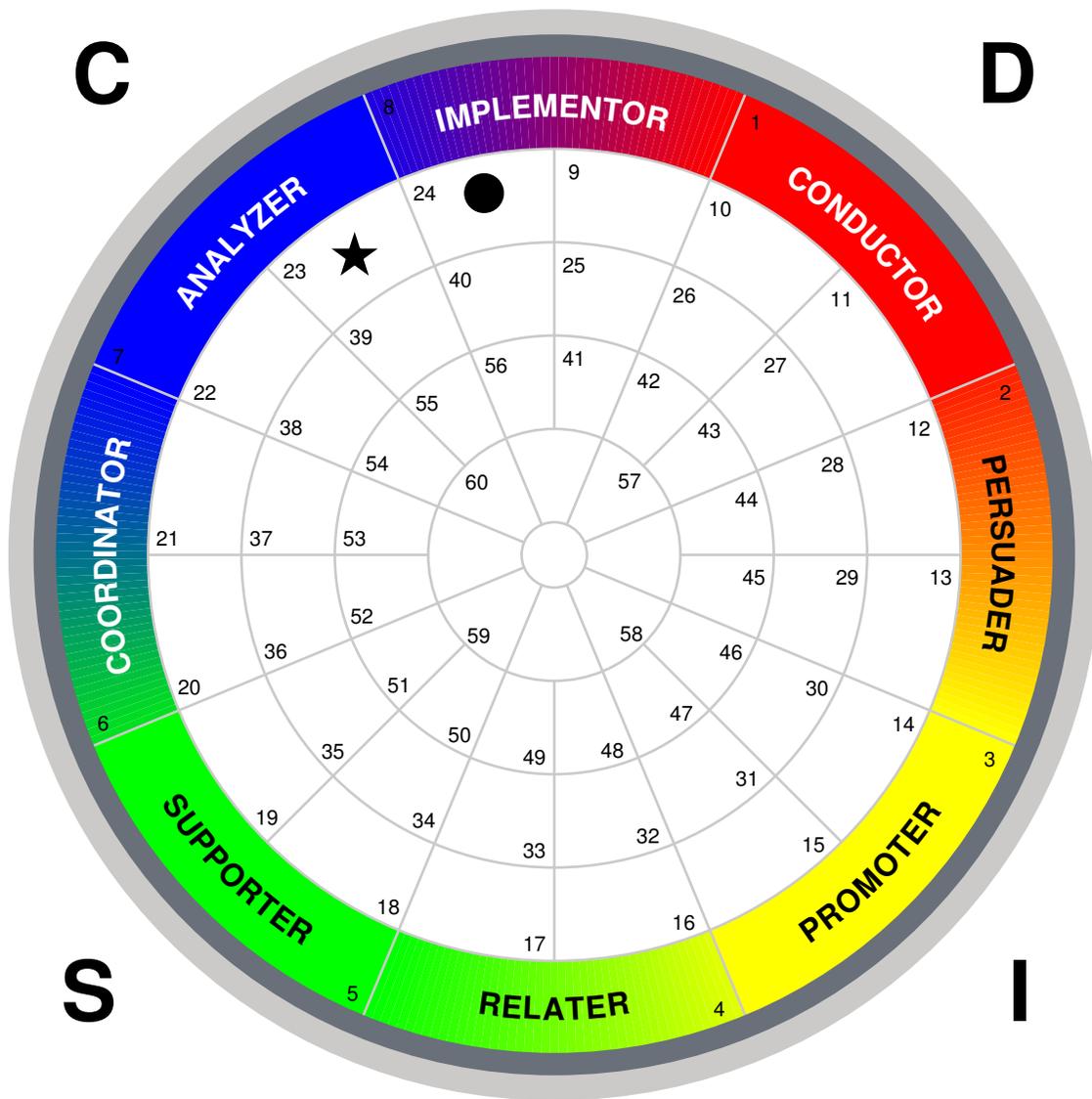
Adapted: ★ (23) IMPLEMENTING ANALYZER
Natural: ● (24) ANALYZING IMPLEMENTOR

Norm 2017 R4

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 can set aside his own agenda for the good of the company. Job security is more important to Adam than a prestigious title. He will complete tasks and projects without the need for public recognition. He is most comfortable working in an aesthetically pleasing environment. Adam will have a strong interest in creating a positive experience for all. He will flourish in an environment where he has the opportunity to create harmony and balance in his surroundings and relationships. He is generous with his time, talent and resources for those who need help. He may intuitively notice and respond to people in need. Adam is willing to start a project before gathering all the necessary information. He will Google a topic to address a current situation. He may be interested in increasing productivity and efficiency. He may have the data to support his convictions.

Adam focuses on the greater good versus advancing his position. He prefers to be part of a work group or team. He will thrive in a role where he can experience self-realization and gratification. He will focus on the totality of a situation to ensure a rewarding interaction. Saying "no" may be difficult when others need his time or talent. He likes to lead people toward opportunities that create positive results. He can be turned off by people who talk about things in detail if he has no interest in the subject. For Adam, personal experiences are a key factor in decision-making. Adam evaluates situations and may look for the potential return on investment. He may be open to building a framework to maximize his time and talent invested in a project. He will seek knowledge based on his needs in individual situations. He has the potential to become an expert in his chosen field.

General Characteristics

   If Adam 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. He tends to learn based on his perception of what's important from the current situation. In certain situations, Adam may default to the people side of policies. Adam will focus on the importance of appearance as well as functionality. He aspires to create unity and balance in his work environment. He will form personal and professional relationships without having an agenda. He is a natural fit playing the supporting role.

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.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

64

35*
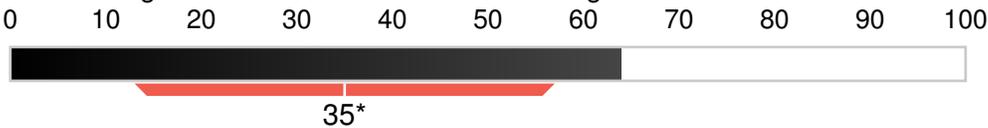
2. Harmonious - People who are driven by the experience, subjective viewpoints and balance in their surroundings.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

60

35*
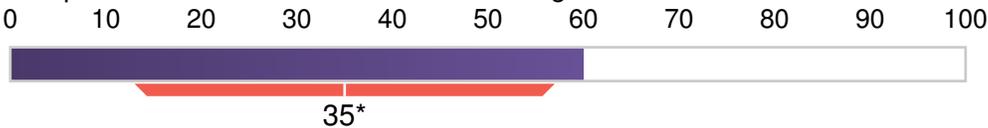
3. Altruistic - People who are driven to assist others for the satisfaction of being helpful or supportive.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

47

33*
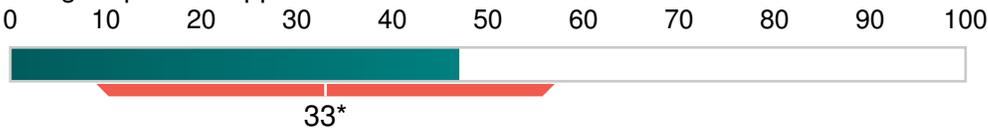
4. Instinctive - People who are driven by utilizing past experiences, intuition and seeking specific knowledge when necessary.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

43

29*

Norm 2017
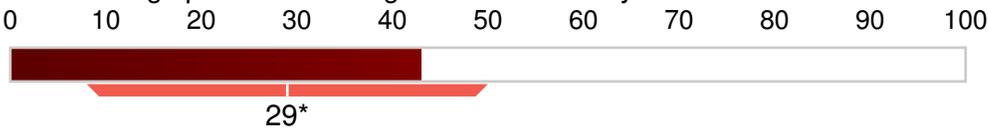
Situational Driving Forces Cluster

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.

0	10	20	30	40	50	60	70	80	90	100	

43

42*
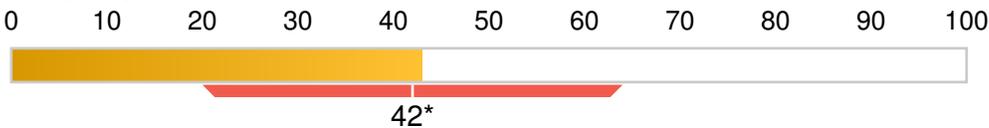
6. Intellectual - People who are driven by opportunities to learn, acquire knowledge and the discovery of truth.

0	10	20	30	40	50	60	70	80	90	100	

42

54*
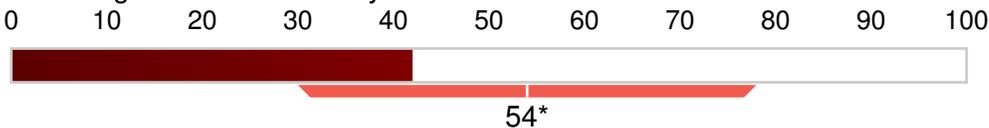
7. Selfless - People who are driven by completing tasks for the sake of completion, with little expectation of personal return.

0	10	20	30	40	50	60	70	80	90	100	

40
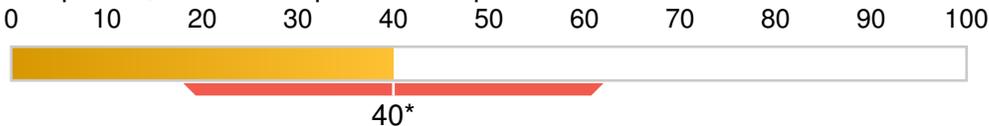
40*

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

0	10	20	30	40	50	60	70	80	90	100	

40

46*

Norm 2017

Sample Comany
1-234-5678
global@ttisi.com

Adam Sample
Copyright © 1990-2018. Target Training International, Ltd. 27
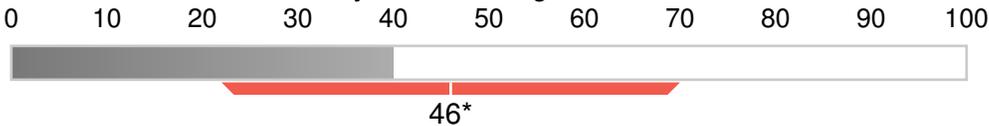
Indifferent Driving Forces Cluster

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.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

39

38*
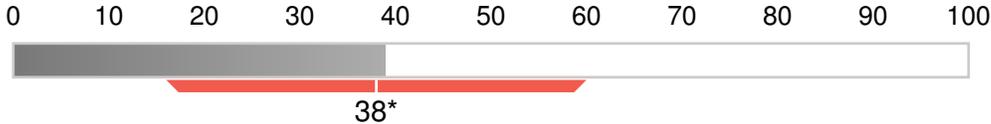
10. Intentional - People who are driven to assist others for a specific purpose, not just for the sake of being helpful or supportive.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

39

51*
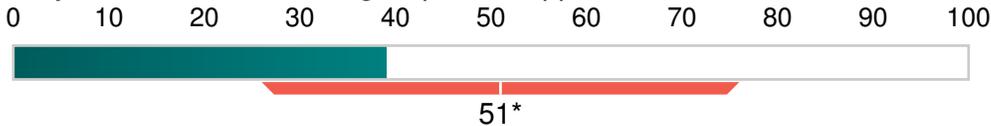
11. Objective - People who are driven by the functionality and objectivity of their surroundings.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

24

50*
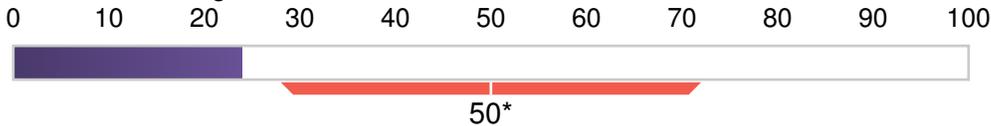
12. Commanding - People who are driven by status, recognition and control over personal freedom.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

19

50*

Norm 2017
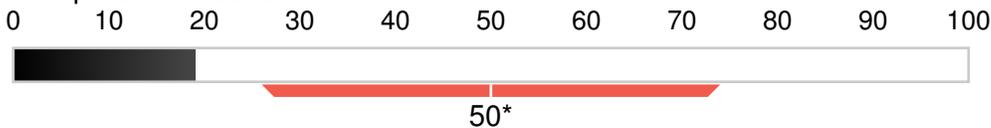
Areas for Awareness

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

Driving Force		Category
Intellectual		**Mainstream**
Instinctive		**Mainstream**
Resourceful		**Mainstream**
Selfless		**Mainstream**
Harmonious		**Passionate**
Objective		**Indifferent**
Altruistic		**Mainstream**
Intentional		**Mainstream**
Commanding		**Indifferent**
Collaborative		**Passionate**
Structured		**Mainstream**
Receptive		**Mainstream**
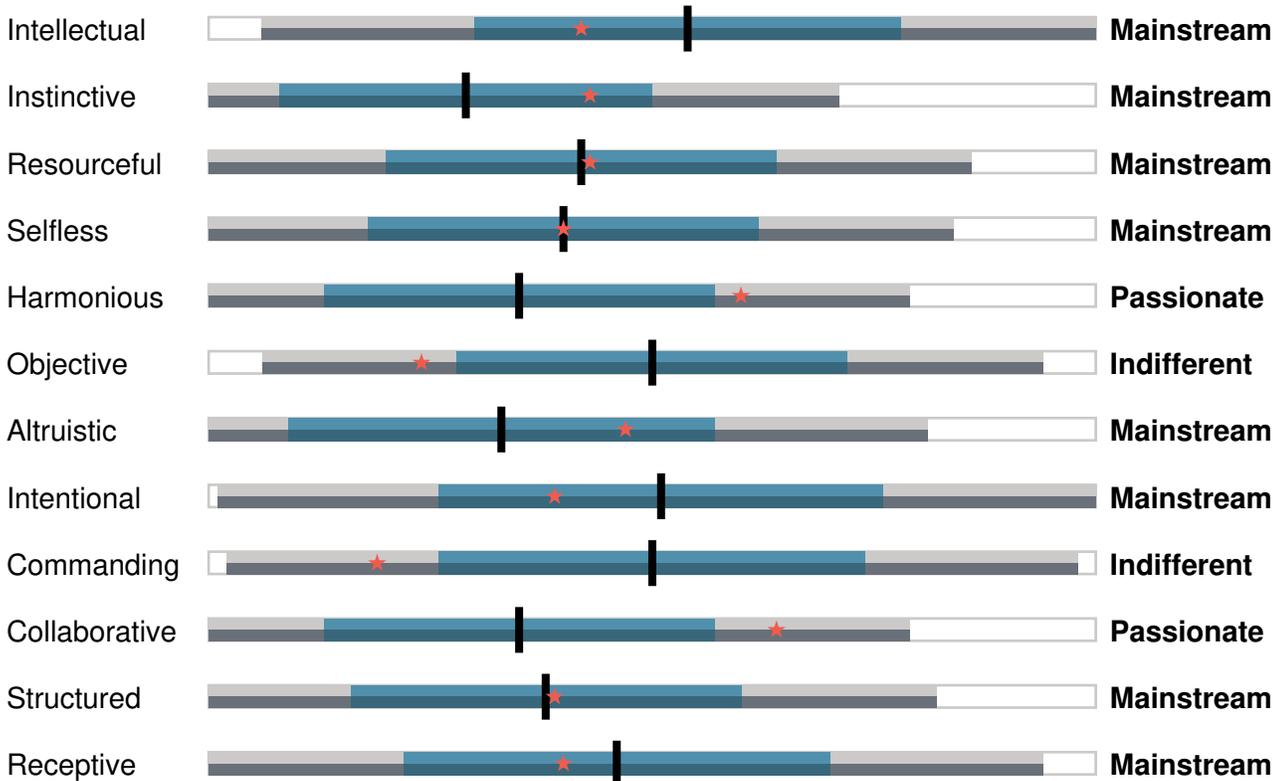
- 1st Standard Deviation - * 68% of the population falls within the shaded area. ▮ - national mean ★ - your score
- 2nd Standard Deviation
- 3rd Standard Deviation

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

Driving Forces Graph

Instinctive   **Knowledge**   **Intellectual**

100   75   50   25   0   25   50   75   100

43   **42**

Selfless   **Utility**   **Resourceful**

100   75   50   25   0   25   50   75   100

40   **43**

Objective   **Surroundings**   **Harmonious**

100   75   50   25   0   25   50   75   100

24   **60**

Intentional   **Others**   **Altruistic**

100   75   50   25   0   25   50   75   100

39   **47**

Collaborative   **Power**   **Commanding**

100   75   50   25   0   25   50   75   100

64   **19**

Receptive   **Methodologies**   **Structured**

100   75   50   25   0   25   50   75   100

40   **39**

◇ - Denotes Primary Driving Force

T: 0:26

Sample Comany
1-234-5678
global@ttisi.com

Adam Sample
Copyright © 1990-2018. Target Training International, Ltd.   30

Driving Forces Wheel

Adam Sample

31

Descriptors Wheel

T: 0:26

Sample Comany
1-234-5678
global@ttisi.com

Adam Sample
Copyright © 1990-2018. Target Training International, Ltd. 32

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.

- Contributes to refining policies and procedures.

- Will make sure the team does it right the first time.

- Can relinquish control as long as his high standards are maintained.

- He brings extreme detail and precision to the project in order to enhance the experience.

- Gives clear specific instructions to maintain balance.

- Lets his work demonstrate his uniqueness, rather than talking about himself.

- Could be a judge with a heart.

- Paints a very detailed picture for the benefit of others to follow.

- Helps others achieve great results through a detailed process.

- Intuitive about finding specific details and data.

- Will ask just enough questions and gather very specific data to reach the desired outcome.

- Defines and clarifies procedures clearly by having and providing necessary information.

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.

- Can confuse his desire to support the group with his want for enforcing rules.

- He feels most effective when he can work on the plan through structure.

- Will work toward unreachable standards to support the company's mission.

- Takes criticism personally and may need time to bounce back.

- Feels a better job could be done if more focus was on the experience of the project.

- His process may not always translate to beauty or creativity.

- Wants to help others but sometimes gets upset when others don't follow rules.

- Viewed by others as a "watchdog", but wants to be seen as trying to help the cause move in the right direction.

- Wants to help others but also has a desire to police the happenings of the organization.

- Needs specific data for comfort but may rely on intuition when finishing goals.

- May appear comfortable starting a project without all the details as long as it is completed to his high standards.

- May be seen as a procrastinator due to his desire to find the right information and fear of making a mistake.

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.

- An environment that demands high standards with the opportunity to support such standards.

- Rewards for supporting and adhering to processes and procedures.

- An environment that supports analysis of facts and data.

- Rewards for the utilization of facts and data in order to determine a holistic direction.

- An environment where detail orientation and processes create organizational symmetry.

- An environment where attention to detail in the creative process is rewarded.

- Ability to help others within the organizational framework.

- The opportunity to be objective and diligent in his quest to help others.

- Able to showcase his unique ability to bring people up to speed through caring for others and detail orientation.

- An environment where bringing the right information to a meeting is rewarded.

- The ability to return to the table with definitive information to present the case.

- Appreciation for gathering the exact data needed to avoid mistakes.

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:

- Procedures and protocol to be followed for the greater good of the organization.

- The opportunity to carefully calculate risks while supporting the plan of action.

- High standards maintained throughout the group.

- The ability to base company morale initiatives on facts and data.

- Complete and precise systems and procedures that create a harmonious workplace.

- The opportunity to put systems and processes in place to support the balance and workings of the organization.

- Processes and procedures for maintaining compliance while giving back to society.

- To be assured that the organization is willing to help others and will maintain rules and procedures to ensure assistance is given.

- The facts and data to be sure all assistance is accurate and compliant with external standards in order to protect the organization.

- Background and specific detailed information on the procedures in order to ensure they are correct.

- To understand why a procedure needs to be changed even if the project is already started.

- Time to gather necessary data and facts in order to work through challenges and conflicts.

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:

- A manager that understands his strong stance on issues is from the need to protect the greater good of the organization.

- To set goals that support the organization.

- To be seen as a strong proponent of procedures and protocol.

- A manager that appreciates the balance in regards to his suggestions.

- Opportunities to detail and create harmonious working conditions.

- Opportunities to express concerns regarding organizational unity.

- To utilize his drive to help others in negotiations on the job.

- A manager that applies all rules to individuals equally.

- To understand how getting bogged down in the details can negatively affect others.

- To understand the appropriate amount of detail in order to move ideas forward.

- Access to appropriate resources and tools for learning pertinent information within the organizational framework.

- To present suitable information relevant to a given audience.

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 understands his likes and dislikes, but he may not have found his true passion in life. He 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. When others give Adam feedback, he may be unaware of how emotions will impact the understanding of the feedback. Adam's confidence varies with the situation based on emotional triggers or enablers. When Adam is faced with a difficult decision, his emotional awareness will impact how he moves forward.

Adam has the ability to lift himself out of a bad mood, but he may not always use it. 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. Adam may struggle with weighing the practical versus emotional of a situation, and this can cause confusion in the decision-making process. He might benefit from improving his emotional regulation strategies.

Adam may see obstacles as opposed to opportunities when he is pursuing his goals. When Adam is not interested in a project, he may procrastinate, leaving assignments to the last minute. He may depend on multi-tasking, making his individual work style less efficient. He may not regularly go out of his way to develop his skills. People may consider Adam a good worker but not an overachiever. Others perceive Adam as competent, but may not think of him as an overachiever.

General Characteristics

Adam may have trouble understanding the viewpoints of others who are not like him. He would benefit from working on his active listening skills. He may have difficulty empathizing when he has not been in the same situation himself. He is able to work with others, but at times will need help understanding their emotional needs. When Adam holds a strong opinion, he may have trouble understanding others' perspectives. He is able to get along with others, but may not always understand where people are coming from.

Adam is persuasive when he feels passionate about the topic to the point of potentially coming across as overbearing. He can appear distant and aloof upon initial introduction to new people. He occasionally engages in substantive conversations. Others generally find spending time with Adam a positive experience. Adam can interpret nonverbal cues in some instances and may adjust to the situation. Others generally view Adam as approachable.
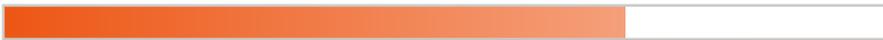
Emotional Quotient Assessment Results

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.

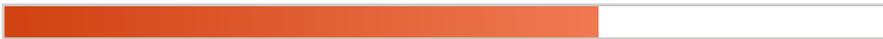| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

74*

70

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

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

72*

67

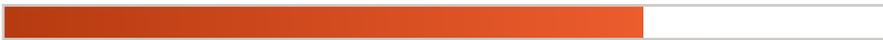**3. MOTIVATION** - A passion to work for reasons that go beyond the external drive for knowledge, utility, surroundings, others, power or methodology and are based on an internal drive or propensity to pursue goals with energy and persistence.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

79*

72

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

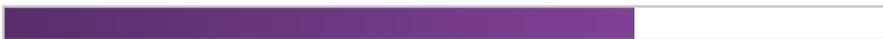| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

75*

72

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 |

76*

71

* 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.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

70

75*
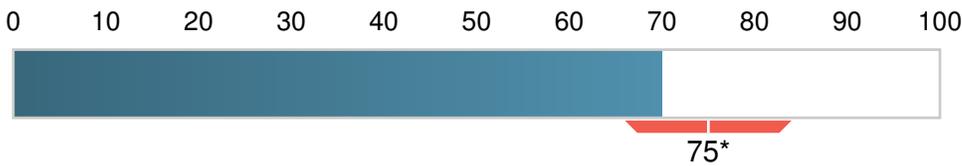
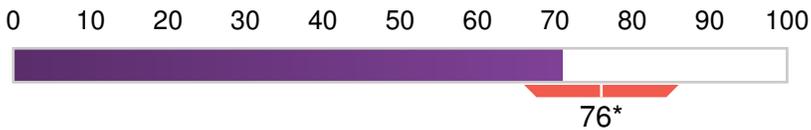**SELF** - The ability to understand yourself and form an accurate concept of yourself to operate effectively in life.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

69

75*
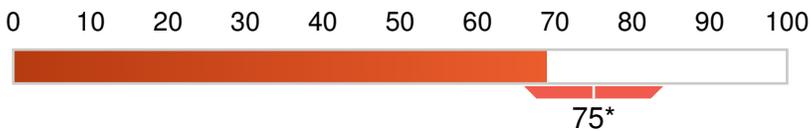
OTHERS - The ability to understand other people, what motivates others, how they work and how to work cooperatively with them.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

71

76*

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.

| 0	10	20	30	40	50	60	70	80	90	100

70

74*
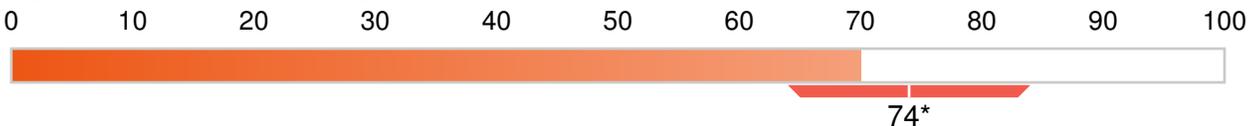
Self-Regulation

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 distractive 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.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

67

72*
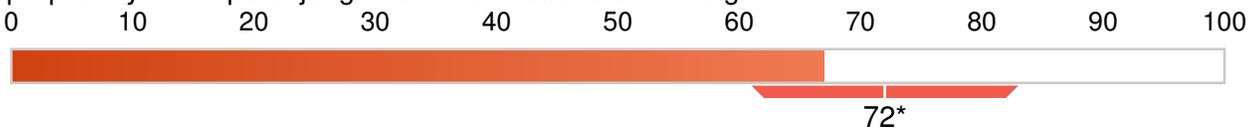
Motivation

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.

| 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 |

72

79*
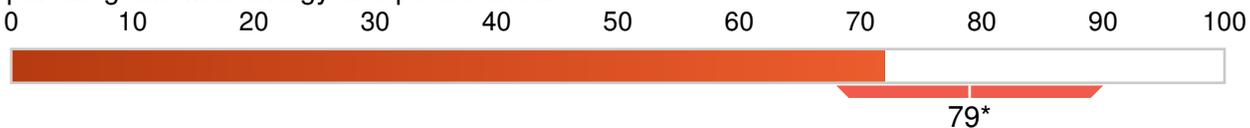
Social Awareness

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.

| 0	10	20	30	40	50	60	70	80	90	100

72

75*
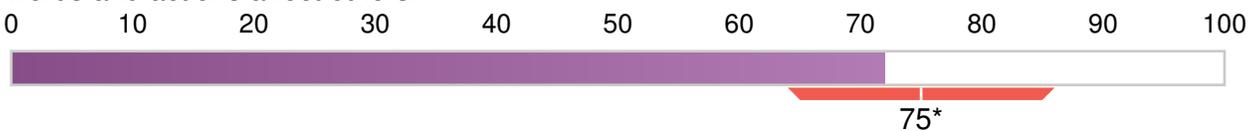
Social Regulation

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.

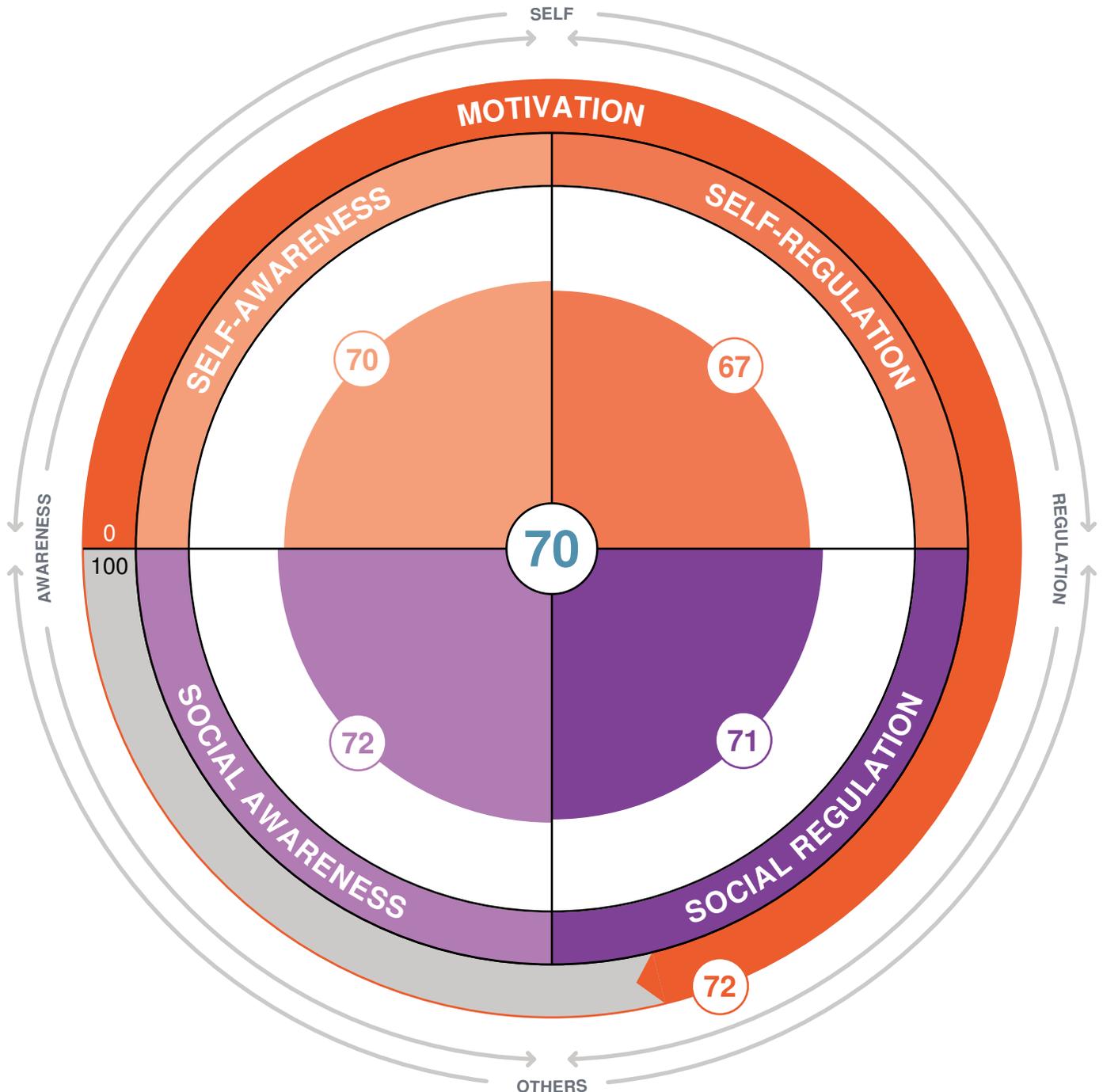| 0	10	20	30	40	50	60	70	80	90	100

71

76*
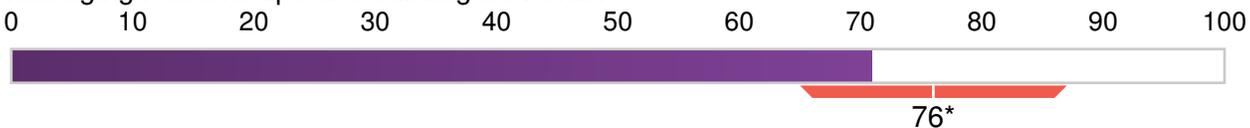
Emotional Quotient™ Wheel

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.

SELF

MOTIVATION

SELF-AWARENESS

SELF-REGULATION

70

67

100

0

70

72

71

SOCIAL AWARENESS

SOCIAL REGULATION

AWARENESS

REGULATION

72

OTHERS

T: 0:26

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.