TriMetrix® EQ
Management-Staff

Sarah Sample
3-8-2019

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.

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

General Characteristics

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

Sarah is task-oriented; however, she can still maintain good working relationships with others as long as they share her concern for excellence. Safety and security are important to her. Sarah prefers to work in an environment that is both economically and physically sound. She keeps her equipment in good working order and likes others who also use the equipment to share the same concern. Once Sarah has started a project, she dislikes interruptions. Sarah is alert and sensitive to her errors and mistakes. She constantly seeks to avoid errors in her work. She doesn't appreciate a dirty or messy work station, since she equates dirt and disorganization with lower quality work. She prefers that things be orderly and she will approach work in a systematic manner. She wants the safety features on her equipment to be in good working order. Sarah wants to be seen as a responsible person and will avoid behavior that could be seen by others as irresponsible. Becoming acquainted with her can be difficult since she tends to withhold her emotions. She may appear to be cool and distant.

Sarah feels tension when forced to make major decisions quickly. She takes pride in her competence or her ability to understand all the facts of a situation. She is good at concentrating on data while looking for the best method of solving the problem. She gets frustrated when well-established rules are not observed by others. She prefers to have everyone adhere to the same rules and regulations. She places an emphasis on the cognitive process and logic when making decisions. Sarah tends to become bogged down in details. She may accumulate so much data that the details overwhelm her. She tends to postpone the decision-making process until she has all the facts. She tends to make her decisions after deliberation and gives weight to all the pros and cons. She can be seen as a thinker whose intuitive talents can bring divergent ideas to the forefront.

Adapted Style   Natural Style

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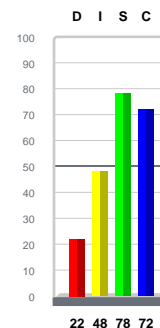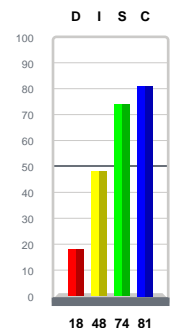
Sarah is usually soft-spoken, but her demeanor may be deceptive to those who work with her. She may possess strong and unwavering convictions that are not always apparent to others. She likes to ask questions to clarify the communications. She gathers data in order to be certain she is correct in her work, communications or decision making. Because Sarah wants to be certain she is performing her work assignments correctly, she enjoys working for a manager who explains what is expected of her. Sarah's logical, methodical way of gathering data is demonstrated by her ability to ask the right questions at the right time. Sarah is patient and persistent in her approach to achieving goals. She responds to challenges in a cooperative manner and wants the "team" to win without the need of a perceived "shining star." She has a low trust level with strangers. This becomes apparent when she asks specific and perhaps blunt questions. She does not like to work for a manager who uses a confrontational management style. She tends to withdraw and not express herself, and may become unproductive if she feels threatened. When Sarah is deeply involved in thinking through a project, she may appear to be cool and distant.

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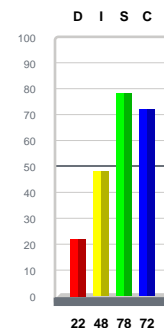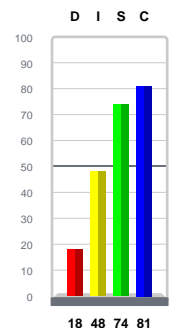
Value to the Organization

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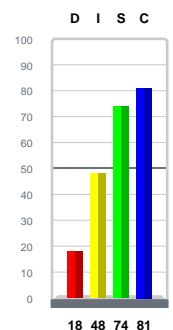
- Turns confrontation into positives.

- Will gather data for decision making.

- Always looks for the practical solutions.

- Proficient and skilled in her technical specialty.

- Comprehensive in problem solving.

- Adaptable.

- Defines, clarifies, gets information, criticizes and tests.

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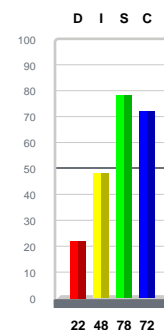
Checklist for Communicating

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

Ways to Communicate

☐ Prepare your "case" in advance.

☐ Give her time to verify reliability of your comments--be accurate and realistic.

☐ Give her time to ask questions.

☐ Support your communications with correct facts and data.

☐ Follow through, if you agree.

☐ Make an organized presentation of your position, if you disagree.

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

☐ Provide solid, tangible, practical evidence.

☐ Draw up a scheduled approach to implementing action with a step-by-step timetable; assure her that there won't be surprises.

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

☐ Give her time to be thorough, when appropriate.

☐ Support her principles; use a thoughtful approach; build your credibility by listing pros and cons to any suggestion you make.

☐ Limit your use of gestures.

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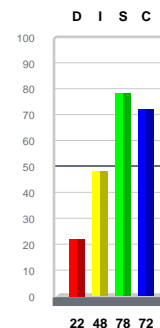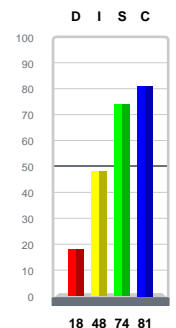
# Checklist for Communicating Continued

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

☐ Use gimmicks or clever, quick manipulations.

☐ Talk in a loud voice or use confrontation.

☐ Be vague about what's expected of either of you; don't fail to follow through.

☐ Make promises you cannot deliver.

☐ Give your presentation in random order.

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

☐ Say "trust me"--you must prove it.

☐ Overuse emotions.

☐ Make statements about the quality of her work unless you can prove it.

☐ Push too hard, or be unrealistic with deadlines.

☐ Be haphazard.

☐ Threaten, cajole, wheedle, coax or whimper.

☐ Leave things to chance or luck.

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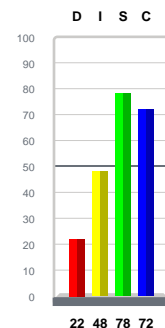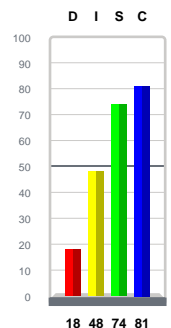
Communication Tips

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

Perceptions
See Yourself as Others See You

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

Self-Perception

Sarah usually sees herself as being:

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

Others' Perception - Moderate

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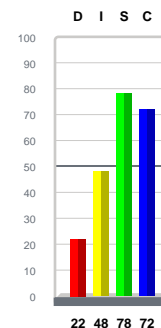
- Pessimistic
- Picky
- Worrisome
- Fussy

Others' Perception - Extreme

Under extreme pressure, stress or fatigue, others may see her as being:
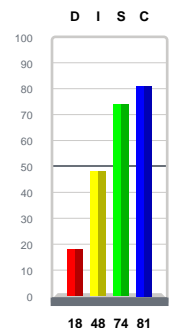
- Perfectionistic
- Hard-to-Please
- Strict
- Defensive

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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.

- Needs a manager or work-team that has the ability to extract information as opposed to being required to volunteer information.

- Avoid environments that focus on constant innovation.

- Needs the flexibility and time to collect data before having to make decisions.

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

- Share feelings faster and more often.

- Focus on one task at a time to assure quality in problem solving.

- Remove from short term, multifaceted projects and focus on long-term single objectives.

Adapted Style   Natural Style

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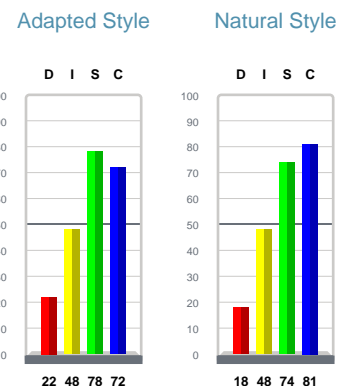
Descriptors

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

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

Sarah'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.
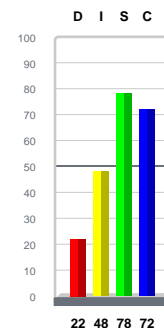
Problems - Challenges

Natural

Sarah is cautious in her approach to problem solving and does not attempt to demand that her view, or opinion, be accepted at face value. Sarah likes to solve problems within the framework of a team environment. She will look for a compromise as opposed to a win-lose situation.

Adapted

Sarah sees no need to change her approach to solving problems or dealing with challenges in her present environment.
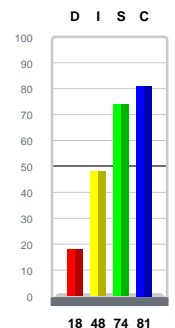
People - Contacts

Natural

Sarah is factual and logical in her attempt to persuade others. She looks at things in a rather direct and straightforward manner. Her approach can be analytical and objective when attempting to influence others.

Adapted

Sarah sees no need to change her approach to influencing others to her way of thinking. She sees her natural style to be what the environment is calling for.

Adapted Style

Natural Style

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Pace - Consistency

Natural

Sarah is comfortable in an environment in which there is a relaxed demeanor, or one in which patience is looked at as a virtue. She prefers to complete one task before starting the next and prefers an environment that is predictable.

Adapted

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

Procedures - Constraints

Natural

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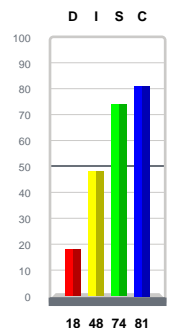
Adapted

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

Adapted Style

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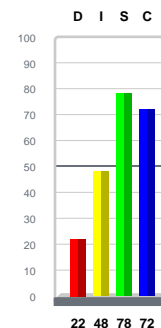
Sarah Sample

Adapted Style

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

- Being cordial and helpful when dealing with new clients or customers.

- Task focus over people focus.

- Being a good "team player."

- Logical solutions.

- Diplomatic cooperation in team interaction.

- Solving problems thoughtfully, in an analytical style.

- Freedom from confrontation.

- Consistency of task performance.

- Being conservative, not competitive, in nature.

- Using a disciplined approach.

- Being cooperative and supportive.

- Limited or prepared changes in routine.

Adapted Style | Natural Style

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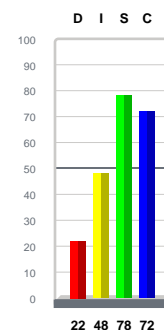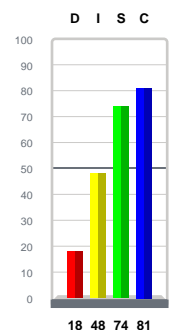
Time Wasters

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.

Seeking "All" of The Facts

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

Possible Causes:

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

Possible Solutions:

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

Fear of Mistakes

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

Possible Causes:

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

Possible Solutions:

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

Adapted Style   Natural Style

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Sarah Sample
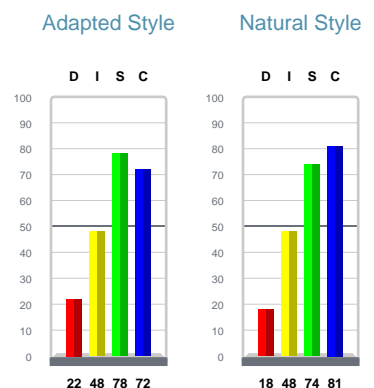
Time Wasters Continued

Prolong Events In Order To Gain Improved Results

Prolonging events in order to gain improved results is the process of doing and redoing, evaluating and re-evaluating and changing to and changing back as a way of "testing" the best possible outcome.

Possible Causes:

- Want to ensure that success is always achieved
- Feel that if rushed, the results will not be satisfactory
- Hope situations will work out themselves

Possible Solutions:

- Set realistic schedule and timeline
- Follow the schedule
- Seek advice or assistance from others

Tendency To Be Overly Neat and Orderly

The tendency to be overly neat and orderly is usually a compulsive behavior that overrides the need to accomplish a task. More importance may be placed on cleaning off your desk than completing the actions required (out of sight, out of mind).
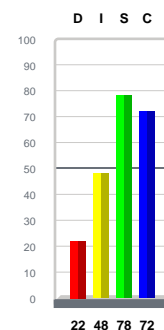
Possible Causes:

- Easily distracted by non-related materials in view
- Need a systematic method of working
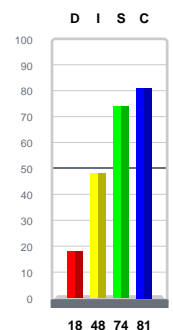- Catalog information for later retrieval

Possible Solutions:

- Recognize that this is a strength as long as it is not over extended

Adapted Style   Natural Style

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Time Wasters Continued

Waiting For Events To Happen

Although patience may be a virtue, being pro-active allows the decision-maker to be in better control of events within their scope of influence.

Possible Causes:

- Want to affect the here and now
- Fear rushing into something will show unpreparedness
- Need for high standards inhibits getting started

Possible Solutions:

- Plan alternative solutions
- Determine most likely scenarios
- Implement a plan that best meets those needs without jeopardizing other scenarios

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
- Communicate feelings with peers and supervisors

Adapted Style   Natural Style

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Sarah Sample

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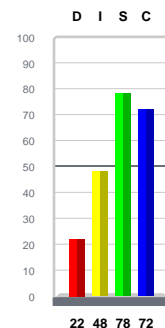
Areas for Improvement

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

Sarah has a tendency to:

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

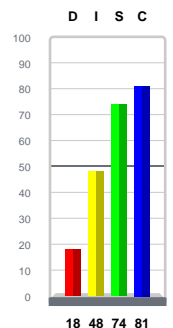- Have difficulty making decisions because she's mostly concerned about the "right" decision. If precedent does not give direction, her tendency is to wait for directions.

- Prefer not to verbalize feelings unless in a cooperative and noncompetitive environment.

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

- Be overly intense for the situation.

- Prefer things to people--things don't show emotion or need restraint.

- Be self-deprecating--doesn't project self-confidence.

Adapted Style   Natural Style

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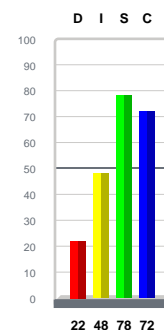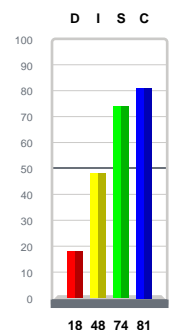
Behavioral Hierarchy

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. Consistent - Perform predictably in repetitive situations.

0   10   20   30   40   50   60   70   80   90   100

88   Natural

61*

82   Adapted

64*
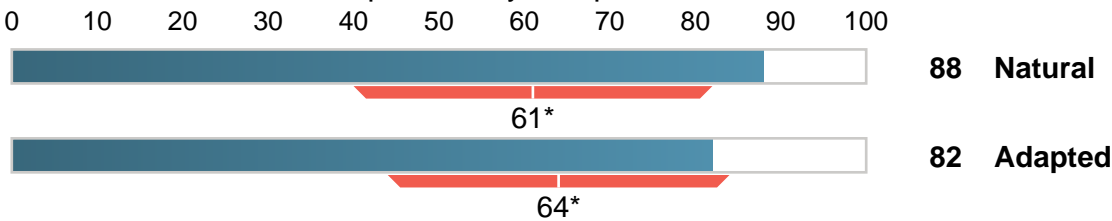
2. Organized Workplace - Establish and maintain specific order in daily activities.

0   10   20   30   40   50   60   70   80   90   100

85   Natural

51*

80   Adapted

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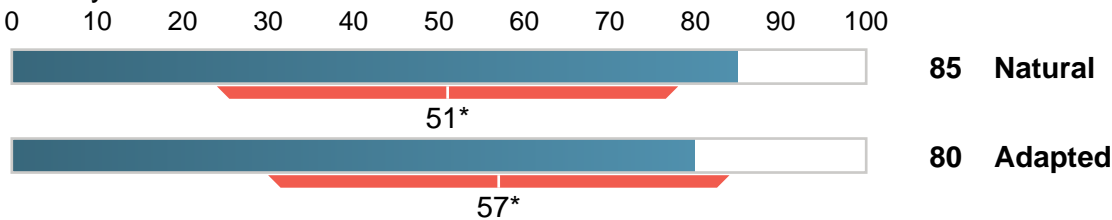
3. Following Policy - Adhere to rules, regulations, or existing methods.

0   10   20   30   40   50   60   70   80   90   100

85   Natural

60*

82   Adapted

63*
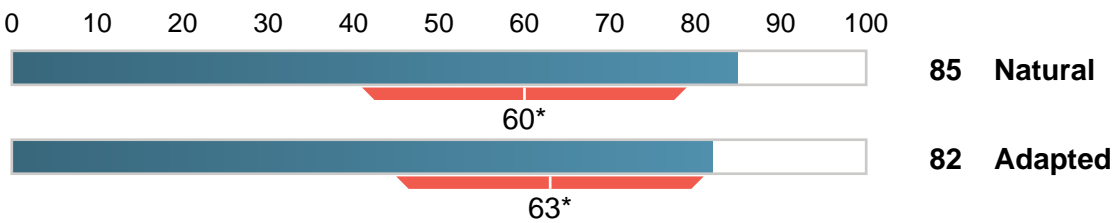
4. Analysis - Compile, confirm and organize information.
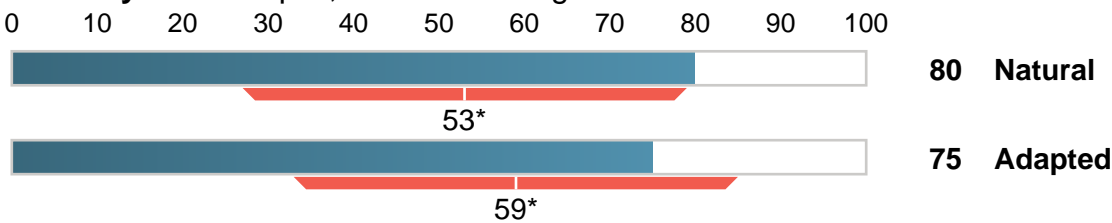
0   10   20   30   40   50   60   70   80   90   100

80   Natural

53*

75   Adapted

59*

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

5. Persistence - Finish tasks despite challenges or resistance.

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

61*

80 Natural

64*

83 Adapted

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

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

65*

70 Natural

62*

70 Adapted

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

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

64*

62 Natural

62*

70 Adapted

8. Interaction - Frequently engage and communicate with others.

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

60*

35 Natural

55*

40 Adapted

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

9. Versatile - Adapt to various situations with ease.

0 10 20 30 40 50 60 70 80 90 100

33 Natural

54*

37 Adapted

52*
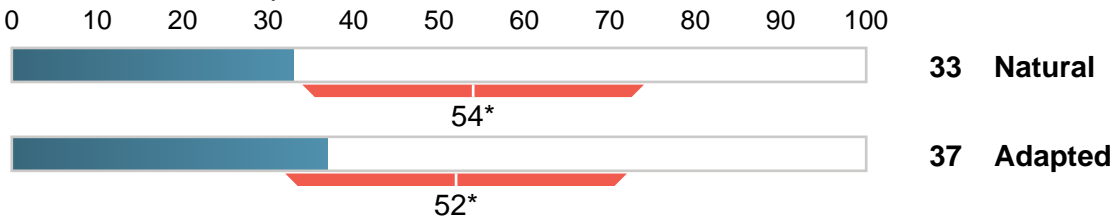
10. Frequent Change - Rapidly shift between tasks.

0 10 20 30 40 50 60 70 80 90 100

28 Natural

52*

35 Adapted

50*
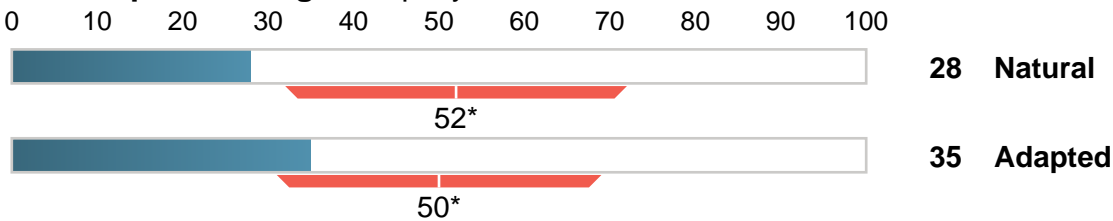
11. Urgency - Take immediate action.

0 10 20 30 40 50 60 70 80 90 100

21 Natural

43*

21 Adapted

43*
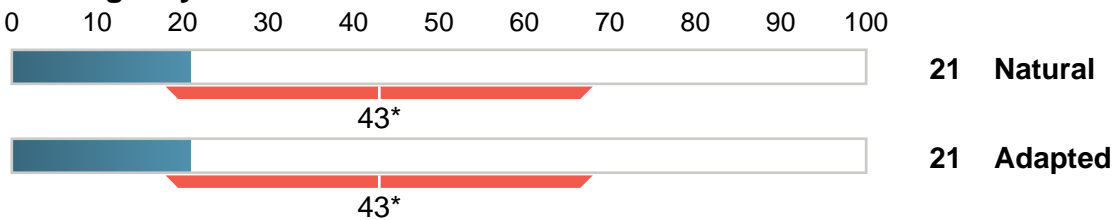
12. Competitive - Want to win or gain an advantage.

0 10 20 30 40 50 60 70 80 90 100

20 Natural

49*

30 Adapted

47*
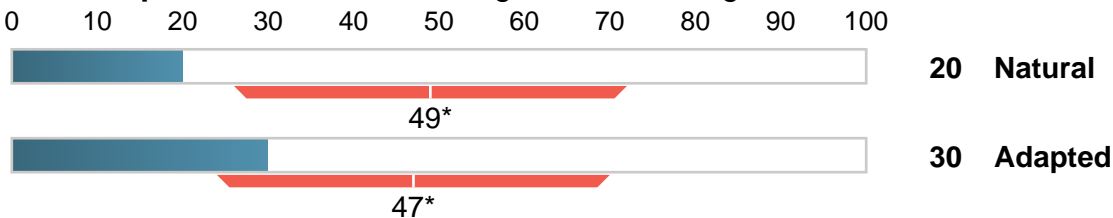
SIA: 22-48-78-72 (20)   SIN: 18-48-74-81 (21)
* 68% of the population falls within the shaded area.

Style Insights® Graphs
3-8-2018

Adapted Style

Graph I

	D	I	S	C
%	22	48	78	72
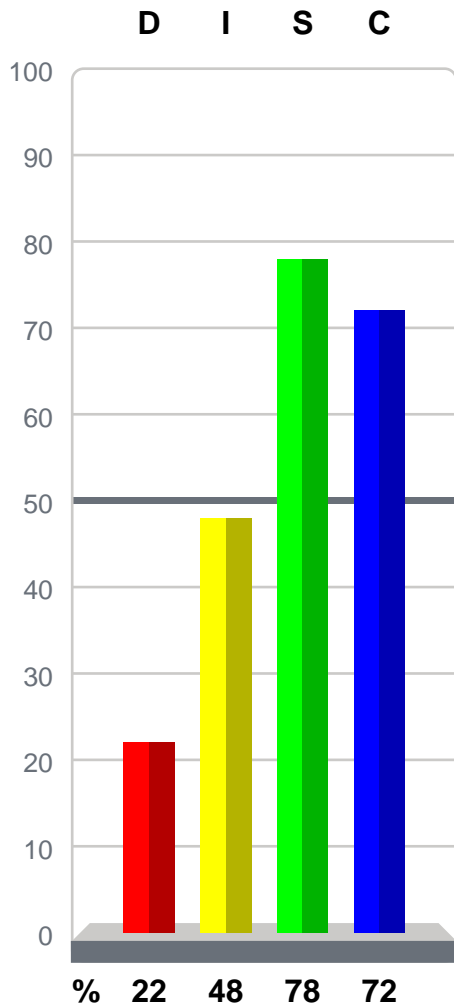
Natural Style

Graph II

	D	I	S	C
%	18	48	74	81

Norm 2017 R4

T: 7:52
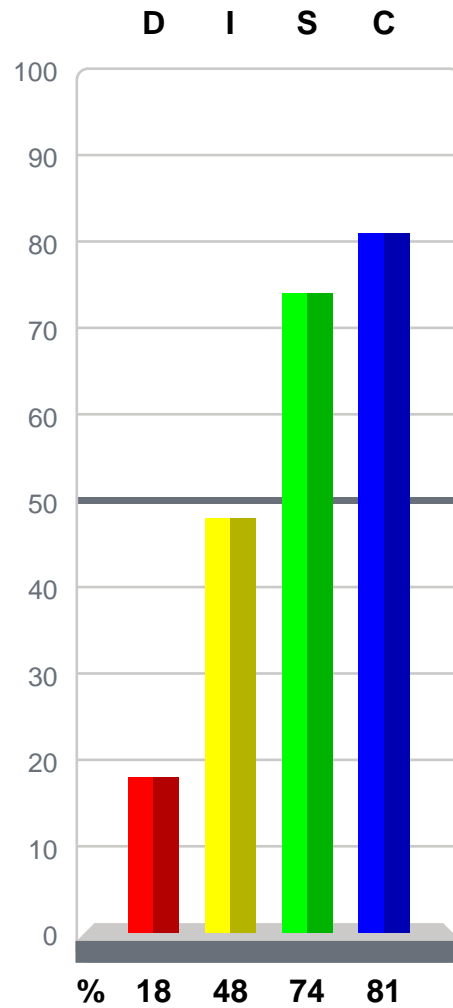
The Success Insights® Wheel

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
3-8-2018
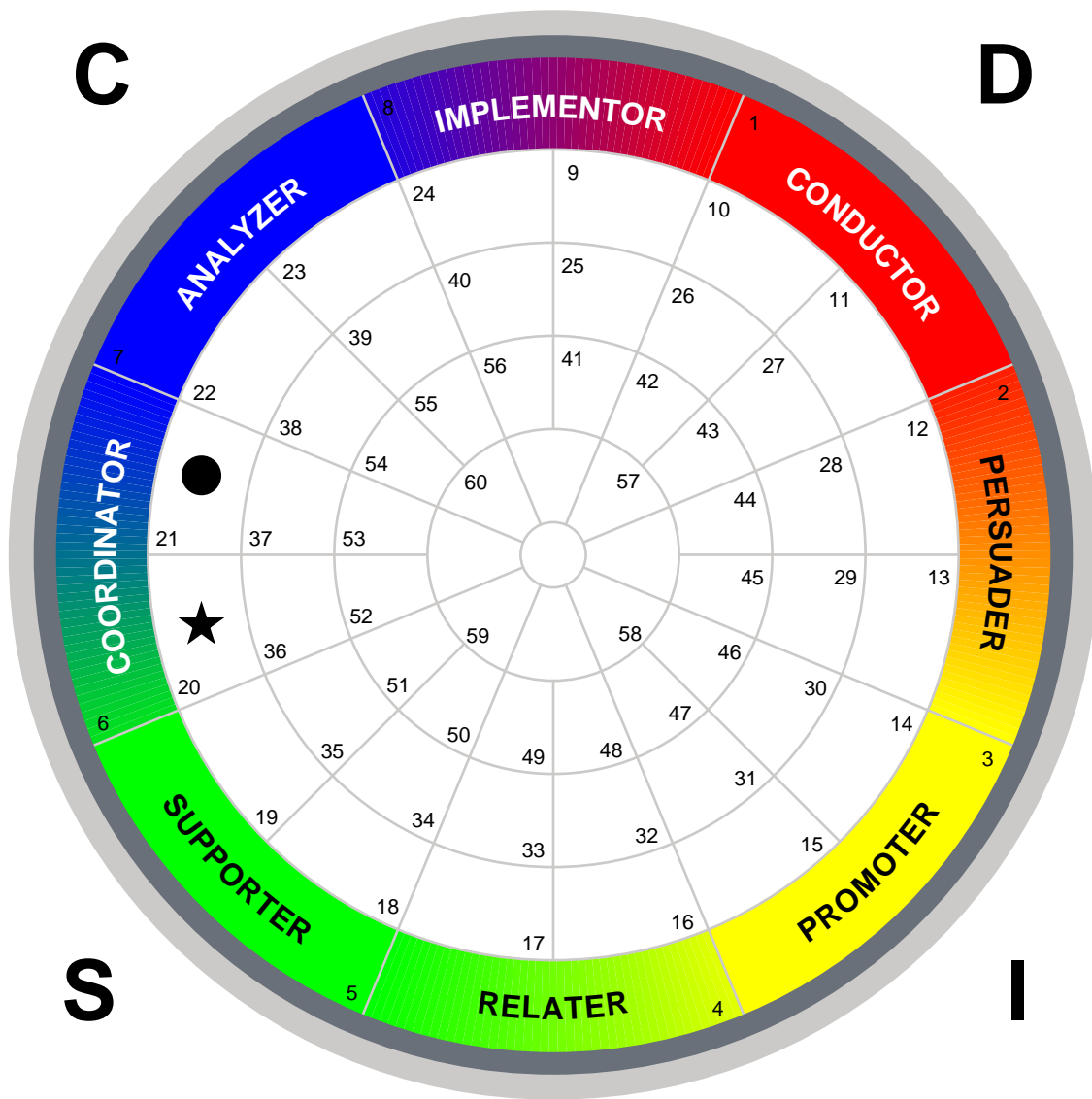
Adapted: ★ (20)   SUPPORTING COORDINATOR
Natural: ● (21)   ANALYZING COORDINATOR

Norm 2017 R4

T: 7:52

24

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.

Sarah may question the amount of time individuals spend helping other people. She will struggle if helping others is in conflict with her own self-interest. She may see the world as a toolset to accomplish her own self-interest. She is able to see the overall situation and strive for harmony. Sarah is most comfortable working in an aesthetically pleasing environment. She aspires to create unity and balance in her work environment. She tends to seek new methods and ways to expand her future opportunities. In many cases, Sarah would prefer to set her own plan of action. Sarah may give freely of time, talent and resources, but will want and expect a return on her investment. She may focus on efficiency to minimize the squandering of resources. In most situations Sarah may look for ways to create collaboration. If Sarah is truly interested in a specific subject, or if knowledge of specific subject matter is required for success, then she will take the initiative to learn about that subject in great depth.

Sarah may be firm in her decisions and not be swayed by unfortunate circumstances. She will tend to follow others if it will enhance her goals. She will flourish in an environment where she has the opportunity to create harmony and balance in her surroundings and relationships. She will thrive in a role where she can experience self-realization and gratification. Sarah won't get hung up on a specific approach and will keep momentum moving forward. She will not be afraid to explore new and different ways of interpreting her own belief system. She will create opportunities for others if she sees a potential return in the future. Sarah's enterprising tendencies may cause her to be sensitive to wasting time, resources and/or opportunities. As long as Sarah's beliefs are not threatened, she may allow others to influence the direction of her work. She may focus on the greater good more than personal advancement. A job that challenges Sarah's own knowledge may increase her job satisfaction. In those areas where Sarah has a special interest she will be good at integrating past knowledge to solve current problems.

General Characteristics

Sarah has the potential to become an expert in her chosen field. She may strive to maintain collaboration in group settings. She may use wealth as a way to measure her success. She tends to interpret and dissect other systems and/or traditions and is creative when applying them. Sarah will continuously look for ways to create a positive customer experience. She will focus on the totality of a situation to ensure a rewarding interaction. She tends to believe people should learn to do things themselves versus relying on others. She tries to keep personal emotions out of business decisions.

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. 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

75

51*
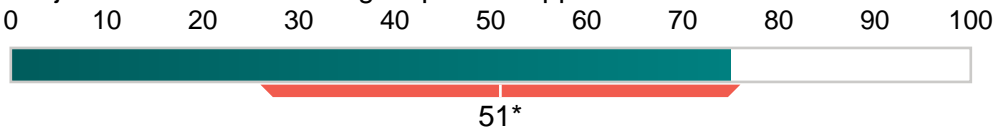
2. Harmonious - People who are driven by the experience, subjective viewpoints and balance in their surroundings.

0 10 20 30 40 50 60 70 80 90 100

74

35*
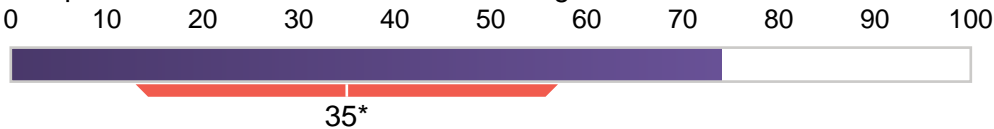
3. Receptive - People who are driven by new ideas, methods and opportunities that fall outside a defined system for living.

0 10 20 30 40 50 60 70 80 90 100

68

46*
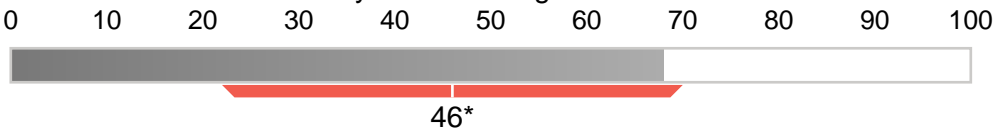
4. Resourceful - People who are driven by practical results, maximizing both efficiency and returns for their investments of time, talent, energy and resources.

0 10 20 30 40 50 60 70 80 90 100

61

42*

Norm 2017
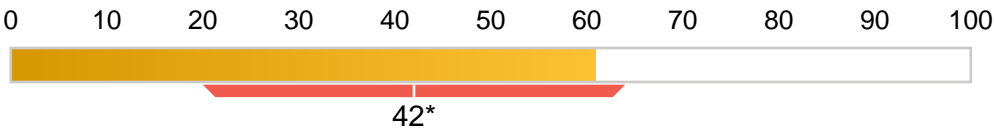
Situational Driving Forces Cluster

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. 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

47

35*
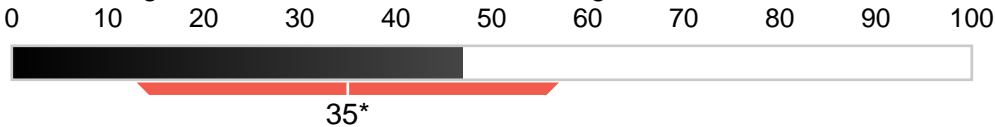
6. Intellectual - People who are driven by opportunities to learn, acquire knowledge and the discovery of truth.

0	10	20	30	40	50	60	70	80	90	100

47

54*
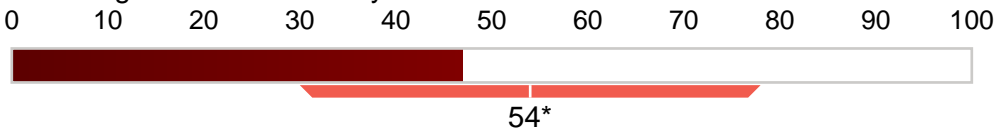
7. Commanding - People who are driven by status, recognition and control over personal freedom.

0	10	20	30	40	50	60	70	80	90	100

42

50*
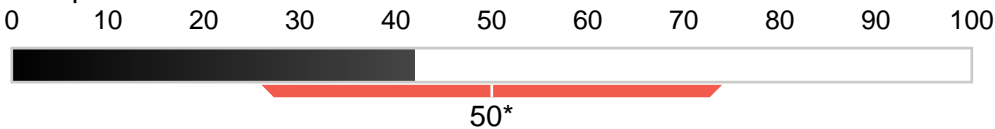
8. Instinctive - People who are driven by utilizing past experiences, intuition and seeking specific knowledge when necessary.

0	10	20	30	40	50	60	70	80	90	100

28

29*

Norm 2017
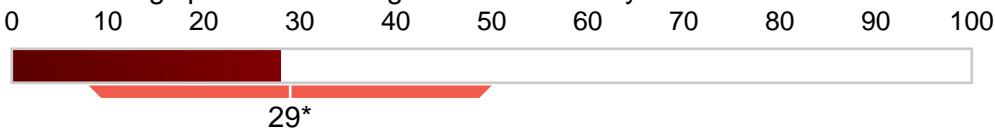
Indifferent Driving Forces Cluster

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. 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 |

21

40*
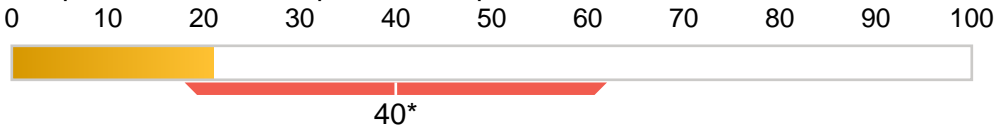
10. Structured - People who are driven by traditional approaches, proven methods and a defined system for living.

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

19

38*
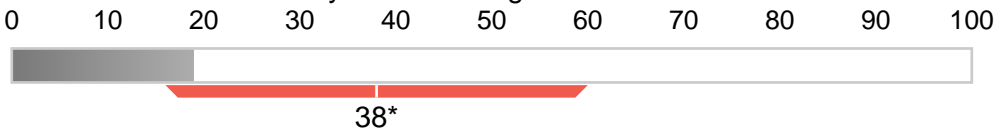
11. Objective - People who are driven by the functionality and objectivity of their surroundings.

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

11

50*
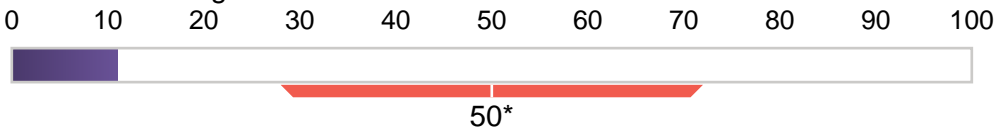
12. Altruistic - People who are driven to assist others for the satisfaction of being helpful or supportive.

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

7

33*
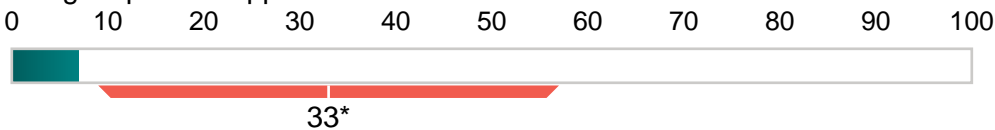
Norm 2017

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		**Indifferent**
Intentional		**Mainstream**
Commanding		**Mainstream**
Collaborative		**Mainstream**
Structured		**Mainstream**
Receptive		**Mainstream**
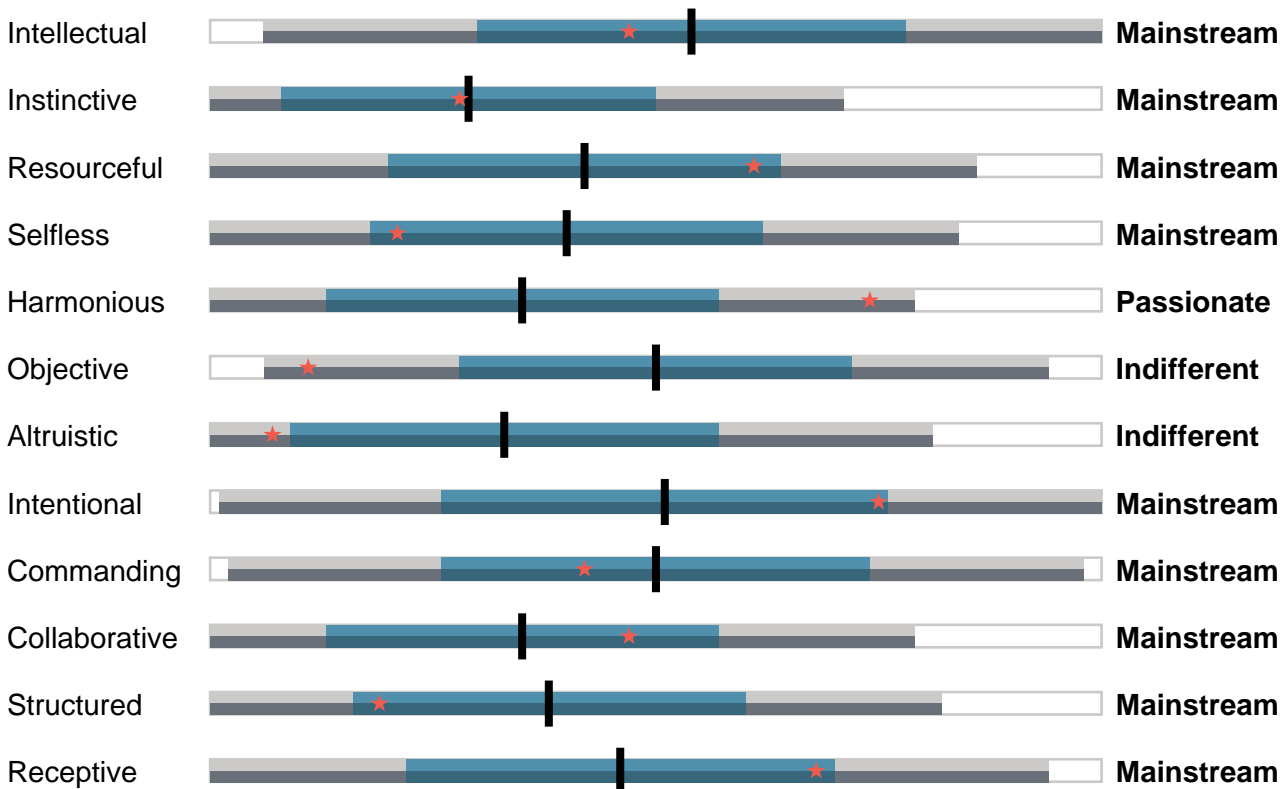
- 1st Standard Deviation - * 68% of the population falls within the shaded area.   █ - national mean   ★ - your score
- 2nd Standard Deviation
- 3rd Standard Deviation

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

TTI SUCCESS INSIGHTS®
DISCOVER • ENGAGE • ADVANCE • PERFORM

	Instinctive	Knowledge	Intellectual	
28	100 75 50 25 **0** 25 50 75 100			**47**

	Selfless	Utility	Resourceful	
21	100 75 50 25 **0** 25 50 75 100			**61** ◇

	Objective	Surroundings	Harmonious	
11	100 75 50 25 **0** 25 50 75 100			**74** ◇

	Intentional	Others	Altruistic	
◇ **75**	100 75 50 25 **0** 25 50 75 100			**7**

	Collaborative	Power	Commanding	
47	100 75 50 25 **0** 25 50 75 100			**42**

	Receptive	Methodologies	Structured	
◇ **68**	100 75 50 25 **0** 25 50 75 100			**19**

◇ - Denotes Primary Driving Force

T: 5:41

Driving Forces Wheel

Descriptors Wheel
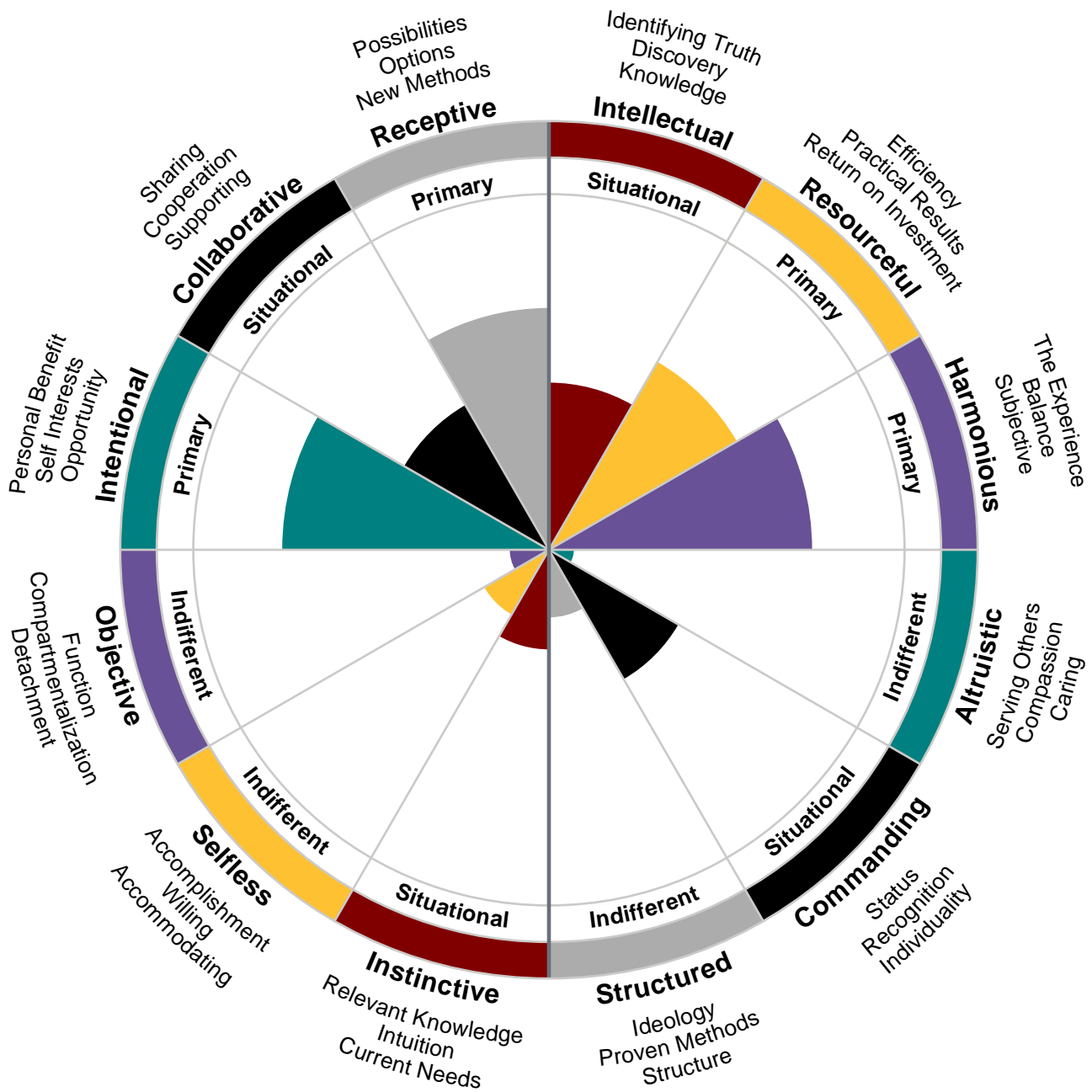
Introduction Integrating Behaviors and Driving Forces Section

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 Sarah'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.

- Brings organization for those striving for the same goal.

- Helps those who are willing to work for great results through a detailed process.

- Paints a very detailed picture for others to follow.

- Gives clear specific instructions to maintain balance.

- Lets her work demonstrate her uniqueness, rather than talking about herself.

- Builds something of form and beauty that structurally will last forever.

- Will look for new ways to accomplish tasks, while maintaining high standards.

- Asks detailed questions that protect the future of the organization.

- Will catch the mistakes of others and try to correct them with current data.

- Sees the details and resources needed to achieve desired return.

- Asks questions others overlook in regards to the bottom-line.

- Offers an objective perspective on how the goal can be obtained within the established framework.

Potential Behavioral and Motivational Conflict

This section describes the potential areas of conflict between Sarah'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.

- May micro manage and in turn, unintentionally alienate others.

- Wants to see results but also has a desire to police the happenings of the organization.

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

- Has trouble starting a new project that conflicts with the harmony of the organization.

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

- While highly in tune to the vibe of a situation, she can come across as absolute.

- May have trouble solving unorthodox issues that require conventional solutions.

- May struggle with the big picture by over-focusing on details of the need for a new system.

- Can over focus on unimportant details when reviewing new systems.

- Desires to be seen as resourceful, yet is fearful of making mistakes.

- May come off as someone who believes process is the only way to increase the bottom-line.

- Calculates every variable, which may not be the best use of her time.

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

- The opportunity to be objective and diligent in her quest to achieve a desired outcome.

- Have resources and tools in proper order to help like-minded and precise people.

- Able to apply her detail orientation to bring people who are willing to work hard to the next level.

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

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

- Opportunity to create a detailed plan to bring balance to the organization.

- An environment where adhering to strict standards is as important as new ways to achieve results.

- Recognition for creatively accomplishing tasks in the absence of a set procedure.

- Rewards based on improvements to established procedures.

- Ability to be direct and to-the-point with the appropriate return on investment data.

- Clearly defined rules, procedures and pathway to meet performance objectives.

- Documented and verifiable explanation of compensation and incentive structures.

Keys to Motivating

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

Sarah wants:

- The facts and data to ensure the intended assistance is accurate and compliant.

- The organization to maintain rules and procedures when assisting those who are willing to work toward organizational goals.

- Processes and procedures for maintaining compliance while getting results.

- 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.

- To focus on long-term stability which will lead to a lasting impact on the functionality of the organization.

- Appreciation for her high standards and ability to apply them to new endeavors.

- Time to gathering of facts and data in order to improve company standards.

- Accountability for others to follow rules and the opportunity to challenge the status quo.

- Policies to follow that have previous evidence of achieving results.

- Fears eliminated by making the data and information available for decision making and problem solving.

- The understanding from management that the process is as important as achieving the results.

Keys to Managing

This section discusses the needs which must be met in order for Sarah to perform at an optimum level. Some needs can be met by herself, while management must provide for others. It is difficult for a person to enter a motivational environment when that person's basic management needs have not been fulfilled. Review the list with Sarah and identify 3 or 4 statements that are most important to her. This allows Sarah to participate in forming her own personal management plan.

Sarah needs:

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

- A manager that applies all rules to drive the business.

- To utilize her drive to show how people fit in the detailed plan.

- Opportunities to detail and create harmonious working conditions.

- Opportunities to express concerns regarding organizational unity.

- To see the totality of a situation before selling an idea.

- A manager who supports out-of-the-box thinking with facts and data.

- Time to clarify, ask questions and gather data to make a decision that can improve the system.

- Clearly defined roles, expectations and standards with the freedom to expand.

- A manager that understands that communication will be facts and bottom-line driven.

- The opportunity to prove that company policies and standards will protect the return on investment to the organization.

- Time provided for reviewing the procedure and/or systems behind the new project or opportunity.

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.

42

General Characteristics

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

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

Sarah may introduce unnecessary conflict when working with others. She may have fallen into a habit of using ineffective emotional regulation strategies. When stressed, Sarah's actions may cause others to feel unnecessary stress as well. Sarah's negative emotions might affect performance of the team. Sarah may let emotions overly influence her decision making. Coworkers may perceive Sarah as someone who doesn't handle feedback well, which may limit her opportunities for receiving information.

Sarah may procrastinate, leaving assignments to the last minute or unfinished. She may settle for mediocre results, when she could have potential for excellence. She may depend on multi-tasking, making her individual work style less efficient than possible. She may need frequent reminders to continue pursuing her goals. Sarah's lack of Motivation may cause her team to become frustrated during interdependent tasks. She may be overly comfortable with the status quo.

General Characteristics

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

Sarah may need an additional support network in times of stress. She may feel uncomfortable or dissatisfied when she has to rely on others' expertise. She may not notice the differences in people, thus, struggle to manage them for greater effectiveness. She may not always be seen as a team-player and may struggle to perform in a collaborative environment. Sarah may consider task-based work as more important than work that requires her to build relationships. Others may see Sarah as unapproachable, which may cause them to limit their interactions with her.

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 |

66

74*

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 |

55

72*

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

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

58

79*

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

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

75

75*

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

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

49

76*

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

Emotional Quotient Scoring Information

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

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

0   10   20   30   40   50   60   70   80   90   100

61

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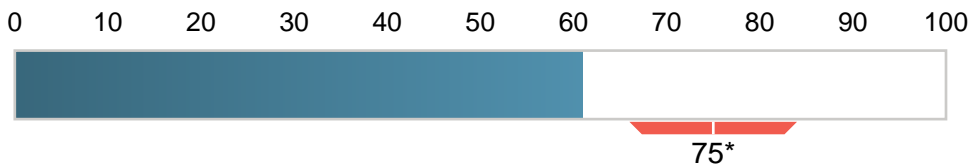
SELF - The ability to understand yourself and form an accurate concept of yourself to operate effectively in life.

0   10   20   30   40   50   60   70   80   90   100

59

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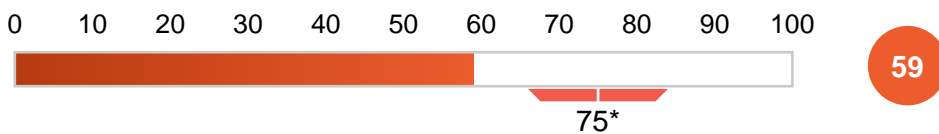
OTHERS - The ability to understand other people, what motivates others, how they work and how to work cooperatively with them.

0   10   20   30   40   50   60   70   80   90   100

63

76*
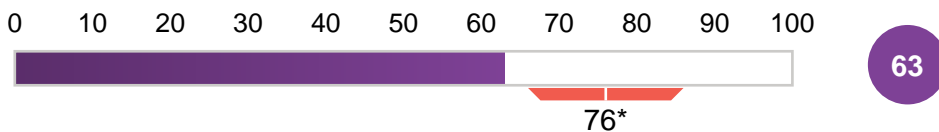
Self-Awareness

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

What Sarah 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 |

66

74*
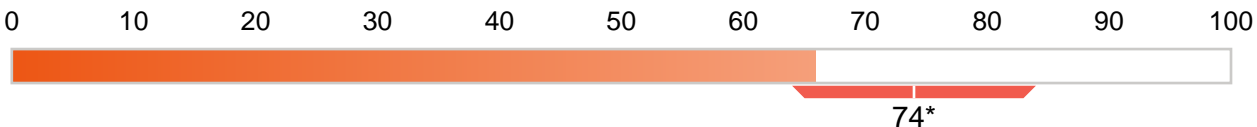
Self-Regulation

Based on Sarah's level of EQ in this dimension, she would benefit from developing her level of Self-Regulation in order to regulate actions fueled by negative or disruptive emotions.

What Sarah can do:

- Practice self-restraint by listening first, pausing and then responding.

- Learn to step away from difficult or overwhelming situations.

- Be committed to not interrupting others.

- When frustration has occurred, summarize the situation to determine triggers.

- Role-play effective responses to a stressful situation with a family member, friend or trusted co-worker (use examples of workplace circumstances).

- Determine activities that improve your mood and take action when you feel stressed or overwhelmed.

- Focus on events that provide a sense of calm or elicit positive emotions.

- Keep a log of your effective and ineffective self-management skills so you can recall them in future situations.

- Discuss ways of expressing emotions appropriately with your co-workers.

- When negative emotions take over, try to visualize a positive or calming scene.

- Put things in perspective. Ask yourself, "What is the worst that can happen?" or "How will I feel about this a week from now?"

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 |

55

72*
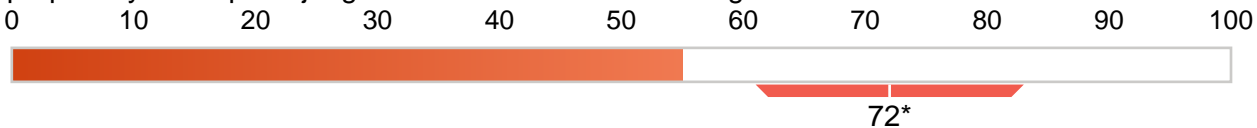
Motivation

Based on Sarah's level of EQ in this dimension, she may occasionally have thoughts along the lines of "I failed again" or "I just don't feel like trying," and may have a more pessimistic approach.

What Sarah can do:

- Set specific goals with dates for achievement.

- Clarify why the goals you have set are important to you.

- Define what motivates you by clarifying what you are truly passionate about.

- Work with a trusted advisor or peer to document your goals and then create detailed action items to reach them.

- Set aside time to focus on your passions each day, even if it is just five minutes at a time.

- List your goals and post them where you can see them.

- Spend time visualizing the outcome of what you are trying to achieve.

- With friends and family, celebrate accomplishments that bring you closer to your goals.

- Read articles or quotes that inspire you.

- Question the status quo and make suggestions for improvement.

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 |

58

79*
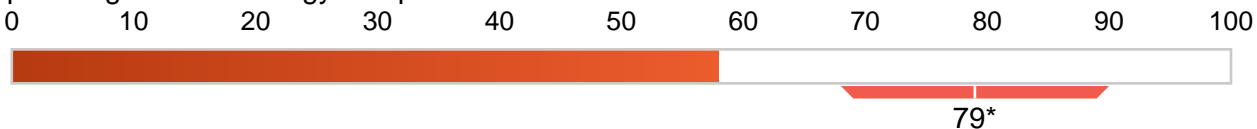
Social Awareness

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

What Sarah 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 |

75
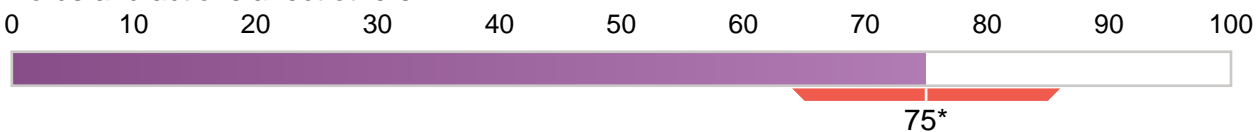
75*

Social Regulation

Based on Sarah's level of Social Regulation, she may find emotionally charged interactions with others awkward and challenging.

What Sarah can do:

- Be aware of the message your body language is communicating.

- Ask those you admire for feedback about your interpersonal style.

- Take responsibility for yourself by using "I feel" statements.

- Appeal to others' uniqueness, build on mutual interests and show a genuine curiosity for others' well-being.

- Allow others to occasionally take the lead so you can learn from their leadership style.

- Learn a person's name when you meet them and practice memory techniques to retain that information.

- Maintain eye contact and show interest in what others are saying.

- Find an area of common ground to discuss by asking questions about the other person.

- Seek quality, rather than quantity, in your social bonds.

- Realize that emotions play a strong role in our life. Understanding their effects will enable you to effectively lead and interact with others.

- Join a professional association or special interest group to practice connecting and communicating with others.

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

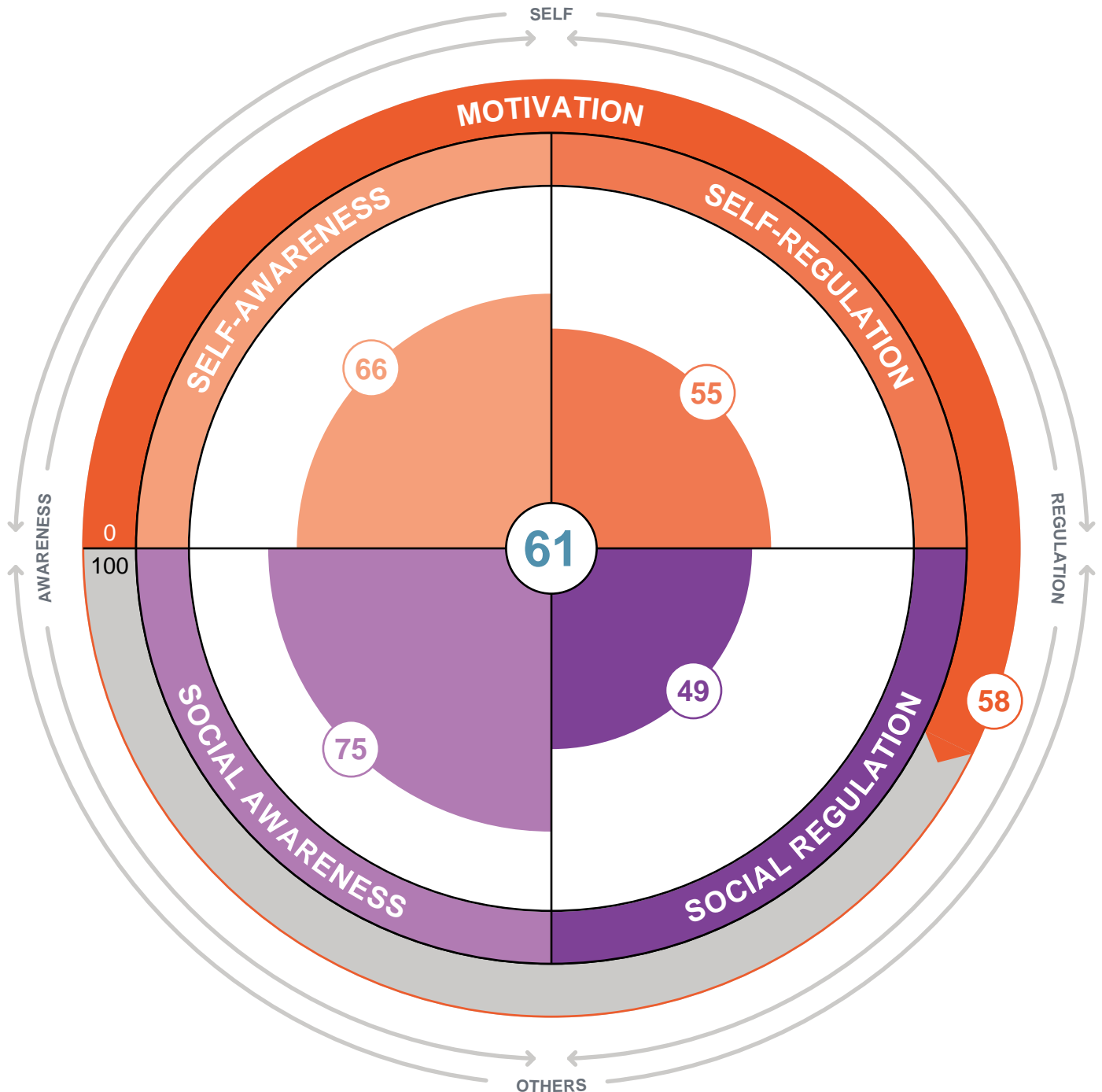| 0	10	20	30	40	50	60	70	80	90	100

49

76*
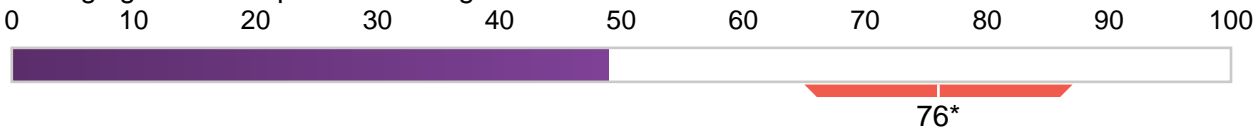
Emotional Quotient™ Wheel

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 noted in the center circle.

SELF

MOTIVATION

SELF-AWARENESS

SELF-REGULATION

66

55

AWARENESS

0
100

61

REGULATION

75

49

58

SOCIAL AWARENESS

SOCIAL REGULATION

OTHERS

T: 5:45

Sarah Sample

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 her Emotional Intelligence in order to propel and navigate the day-to-day situations of the business landscape.

To clarify this section Sarah's, primary driving forces cluster includes: Intentional, Harmonious, Receptive and Resourceful.

    Sarah has a moderate level of Self-Awareness. She is mentally and physically aware of a change in how she is feeling but may not be able to always anticipate or explain the change before it happens. Coupled with her 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 Sarah's moderate level of Self-Awareness, she is aware of the physical and emotional response connected to these triggers but is not always able or willing to articulate them.

    Sarah has a low level of Self-Regulation. She may not be able to temper responses and reactions to emotionally charged events. Possessing a high "Compliance" behavioral style indicates that Sarah would be analytical, non-verbal about feelings and can be overly sensitive when criticized. However, with low Self-Regulation, the typical behavioral characteristics may be intensified slightly, and this can have a negative impact on communications with others. By understanding her compliant behavior and how it impacts the communication flow with others, Sarah would benefit from understanding how to adapt this communication style for a more positive outcome. Be careful in instances where the topic at hand directly relates to Sarah's primary driving forces cluster. The ability for her to utilize her knowledge of her behaviors will be hindered when a perceived threat to her drivers is present.

    Sarah has a low level of Motivation. She has a below average amount of motivation and passion to work for reasons that don't satisfy her primary driving forces cluster. This motivation is an internal drive to achieve the goal; however, with motivation being below average, it's imperative to utilize an external driver or "carrot" to chase. Engagement and superior performance can be achieved if and when her Intentional, Harmonious, Receptive and/or Resourceful have the potential to be satisfied through her career.

Blending Behaviors, Driving Forces and EQ for Success

Sarah has a moderate level of Social Awareness. At times she is able to anticipate how others will receive information or react to a situation. When she is able to harness this information, it will increase her ability to see things from someone else's perspective. Sarah typically views things from the perspective of her 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 her compliant behavioral style requires.

Sarah has a low level of Social Regulation. She may have difficulty managing relationships and maintaining networks. Sarah has the ability to maintain relationships with others that possess similar drivers, as they filter communication from the same viewpoint. Sarah's primary areas of interest originate from her primary driving forces cluster and she will do best in maintaining relationships that directly lead to the satisfaction of these passions. Behaviorally, Sarah prefers a formal, straightforward approach with the ability to prepare in advance for any interaction. Based on her development level of Social Regulation, she may have difficulty adapting her communication style to meet the needs of the relationship and will have the most success with this adaptation in relationship that lead to the satisfaction of her primary drivers.