



TTI  
SUCCESS  
INSIGHTS®

# TriMetrix® EQ

## Sales

**Samuel Sample**

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# Introduction



## Where Opportunity Meets Talent

The TriMetrix® EQ Coaching Report was designed to increase the understanding of an individual's talents. The report provides insight to three distinct areas: behaviors, driving forces and emotional intelligence. Understanding strengths and weaknesses in each of the three areas will lead to personal and professional development and a higher level of satisfaction.

**The following is an in-depth look at your personal talents in the five main sections:**

### Behaviors

This section of the report is designed to help you attain a greater knowledge of yourself as well as others. The ability to interact effectively with people may be the difference between success and failure in your work and personal life. Effective interaction starts with an accurate perception of oneself.

### Driving Forces

This section of the report provides information on the why of your actions, which with application and coaching, can tremendously impact your valuing of life. Once you know the motivations that drive your actions, you will immediately be able to understand the causes of conflict.

### Integrating Behaviors & Driving Forces

This section of the report will help you blend the how and the why of your actions. Once you can understand how your behaviors and driving forces blend together, your performance will be enhanced and you will experience an increase in satisfaction.

### Emotional Intelligence Section

This section of the report provides information on your emotional intelligence, which with application and coaching, can impact the way you respond to emotionally charged situations. In turn you will increase your performance and decision making.

### Blending Behaviors, Driving Forces 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



# Sales Characteristics

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

Samuel wants the authority and responsibility to achieve his sales goals. He may at times tend to overstep his authority if it will help him achieve his goals. He is a self-starter, generally resourceful and readily adaptable to many sales situations. He finds the actual sales process much more rewarding than completing all the paperwork involved. Although Samuel is good at selling to people who have similar behavioral characteristics, he may be too impatient to sell to the methodical buyer. He loves the challenge presented by sales. He sees it as a great opportunity to compete with himself and others. Samuel sets high sales goals for himself. He sees the benefit of joining organizations as a way to meet his sales goals. He usually enjoys the challenge presented by cold calls. They allow him to use what he considers to be one of his real talents--the ability to sell to anyone at anytime! He prefers to win, respecting winners and those who show persistence.

Samuel may fail to listen to the true objection. In his haste to make a response, the real objection may never be answered. Some buyers are intimidated by Samuel's sales approach. He doesn't intentionally intimidate people, but he may be too blunt and direct for them. He usually dominates the sales presentation. He prefers a fast and to-the-point approach, which may be too fast and blunt for some buyers. He may display his impatience if the buyer raises too many objections. He wants to close the sale and get on to the next challenge. Samuel may become defensive if he hears objections to a service or product he helped to develop. Samuel's body language may sometimes get him into trouble. He projects a great sense of urgency, which some buyers may interpret as an unwillingness to listen to their needs.

# Sales Characteristics

## Continued



Samuel's natural closing style works extremely well with fast-acting buyers. These buyers appreciate a salesperson who uses the direct approach. Samuel prefers to service his accounts using one of two methods: excellent service for those accounts he likes, or those with potential; adequate or poor service for those accounts he doesn't like, or with little potential. He usually closes soon and often. He will close many sales the competition has sold but failed to close. He may lose interest in a client once the sale has been completed. His further interest may be based on the client's ability to buy additional products or services. Samuel usually has his favorite close, and he might, therefore, resist using all the closes he knows. He can close so hard that he causes the buyer to think of objections, which may be excuses rather than real objections.

# Behavioral Selling

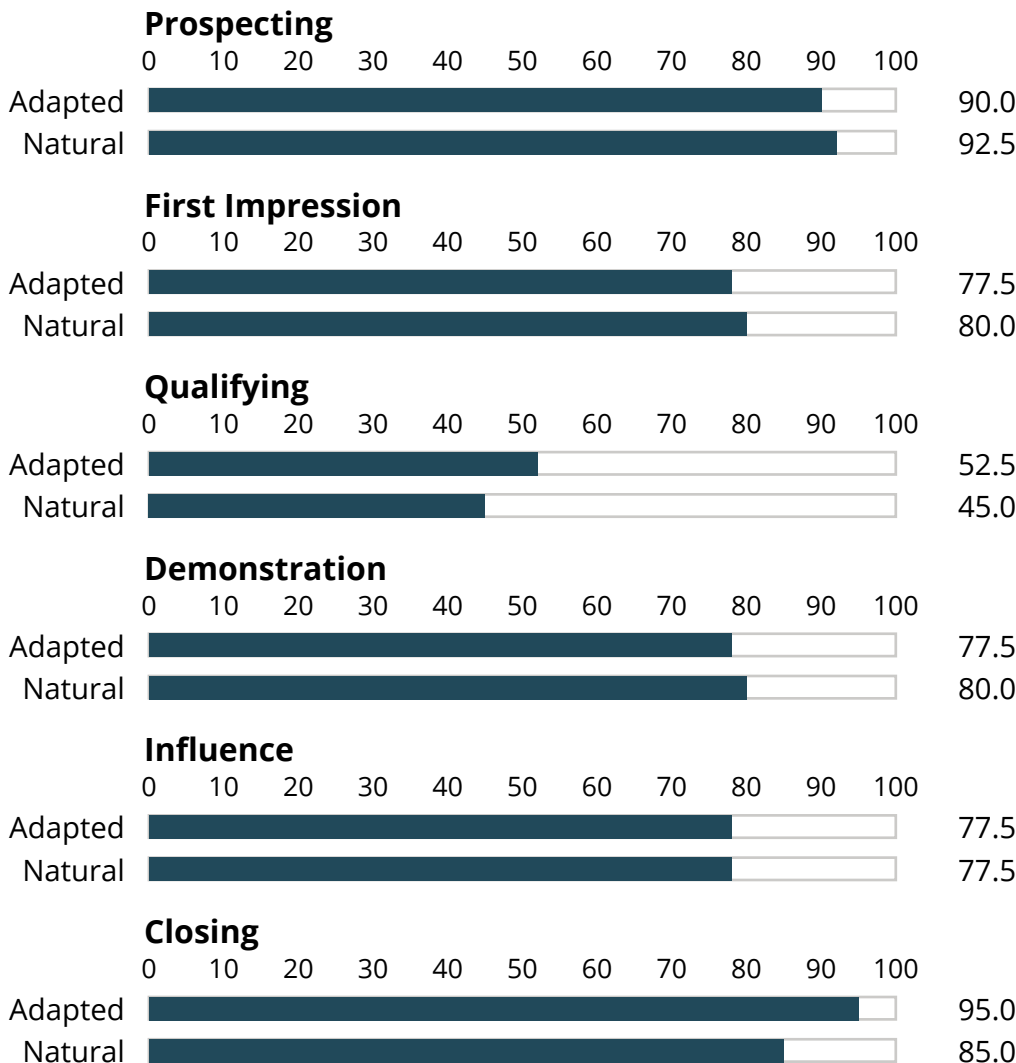
## Overview



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

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

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



0-50=POOR 51-66=FAIR 67-76=GOOD 77-88=VG 89-100=EX



# Behavioral Selling Success

## Potential Strengths Or Obstacles



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

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

### **In the Prospecting Phase, Samuel MAY have a TENDENCY to:**

- Not keep detailed records while gathering information on prospects unless he sees it as leading directly to the sale.
- Be premature in judging the value of a prospect, either good or bad. Sometimes this is based strictly upon a pure surface evaluation.
- Be motivated by a varied range of interests and prefers an ever changing work environment with a variety of people in it.
- Seize the opportunity to make new contacts. He also enjoys competing against himself as well as against others.

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

### **In the First Impression Phase, Samuel MAY have a TENDENCY to:**

- Be reluctant to ask the prospect for permission to ask questions. Instead, prefers to forge ahead with his own agenda.
- Be impatient when selling to the methodical buyer, although he may be very good at selling prospects who have similar behavioral characteristics to his own.
- Launch into a traditional, yet outdated, demonstration of his product or service rather than wait for the appropriate time to make an appropriate application oriented behavioral selling presentation.

# Behavioral Selling Success

## Potential Strengths Or Obstacles



- Open with a close.

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

### **In the Qualifying Phase, Samuel MAY have a TENDENCY to:**

- Not have the presentation in logical order.
- Not continue a line of questioning that will allow the prospect to discuss and verbalize their secondary needs and true buying motives.
- Not take the time to actively listen to what the prospect is saying in order to determine what they really need. In addition, is likely to jump too quickly to a recommendation before processing everything that the prospect has to say.
- Want to get things done immediately while correctly at a level that may be too intense for some buyers.

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

### **In the Demonstration Phase, Samuel MAY have a TENDENCY to:**

- Develop highly creative solutions to the prospect's problems. However, these solutions may tend to be too aggressive for some buyers. Needs to stay alert to buying signals and maintain focus on the buyer rather than on himself or his product or service.
- Not devote sufficient time to present his products and/or services adequately.

# Behavioral Selling Success

## Potential Strengths Or Obstacles



- To try to close the sale prematurely before the prospect is truly convinced. May believe in the outdated "close early and close often" school of selling. In today's world of selling, this can lead to more trouble than to more sales.
- Present the products or services that satisfy his own needs rather than really answering the prospect's true buying motives, time frame for buying and terms of purchase.

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

### **In the Influence Phase, Samuel MAY have a TENDENCY to:**

- Make claims that are beyond the belief of certain types of buyers. Warning: Make no claims unless they can be backed by fact.
- Not take the time to prepare, pack or check for all materials that are needed to influence the prospect.
- Not allow prospect time to think through what the information really means and how the product or service will solve his problems.
- Loosely "toss around" testimonials of others without providing the facts to support statements.

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

### **In the Closing Phase, Samuel MAY have a TENDENCY to:**

- Resist participation as part of the team, rather, prefers to be seen as the leader of the team.
- Take on a large number of outside activities.
- Close soon and sometimes too often. However, he will also be able to close many sales that his competitors are too weak to close.

# Behavioral Selling Success

## Potential Strengths Or Obstacles



- Use fear as a motive for buying.



# Value to the Organization

*This section of the report identifies the specific talents and behavior Samuel 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.*

- ✓ Thinks big.
- ✓ Self-starter.
- ✓ Forward-looking and future-oriented.
- ✓ Ability to change gears fast and often.
- ✓ Ability to handle many activities and customers at one time.
- ✓ Usually makes decisions with the bottom line in mind.
- ✓ Creative in his approach to solving problems and selling.

# 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 Samuel. 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 Samuel most frequently.*

## Ways to Communicate:

- ✓ Give strokes for his involvement.
- ✓ Understand his sporadic listening skills.
- ✓ Verify that the message was heard.
- ✓ Put projects in writing with deadlines.
- ✓ Take issue with facts, not the person, if you disagree.
- ✓ Support and maintain an environment where he can be efficient.
- ✓ Present the facts logically; plan your presentation efficiently.
- ✓ Be open, honest and informal.
- ✓ Support the results, not the person, if you agree.
- ✓ Read the body language--look for impatience or disapproval.
- ✓ Come prepared with all requirements, objectives and support material in a well-organized "package."

# Checklist for Communicating

## Continued



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

- ❌ Ramble on, or waste his time.
- ❌ Assume he heard what you said.
- ❌ Ask rhetorical questions, or useless ones.
- ❌ Try to build personal relationships.
- ❌ Come with a ready-made decision, and don't make it for him.
- ❌ Let him change the topic until you are finished.
- ❌ Reinforce agreement with "I'm with you."
- ❌ Forget to follow-up.
- ❌ Use a paternalistic approach.
- ❌ Try to convince them by "personal" means.
- ❌ Be redundant.
- ❌ Let disagreement reflect on him personally.

# Selling Tips



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

## Compliance

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

- ✓ Prepare your "presentation" in advance.
- ✓ Stick to business--provide fact to support your presentation.
- ✓ Be accurate and realistic--don't exaggerate.
- ✗ Being giddy, casual, informal, loud.
- ✗ Wasting time with small talk.
- ✗ Being disorganized or messy.

## Dominance

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

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

## Steadiness

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

- ✓ Begin with a personal comment--break the ice.
- ✓ Present yourself softly, non-threateningly and logically.
- ✓ Earn their trust--provide proven products.
- ✗ Rushing headlong into the interview.
- ✗ Being domineering or demanding.
- ✗ Forcing them to respond quickly to your questions.

## Influence

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

- ✓ Provide a warm and friendly environment.
- ✓ Don't deal with a lot of details, unless they want them.
- ✓ Provide testimonials from people they see as important.
- ✗ 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 Samuel's self-perception and how, under certain conditions, others may perceive his behavior. Understanding this section will empower Samuel to project the image that will allow him to control the situation.



### Samuel usually sees himself as being:

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



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

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



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

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

# 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.**

- The need for juggling many tasks at once may jeopardize quality.
- Avoid emotionally charged situations unless prepared to adapt and control the emotional output.
- Avoid projects that require constant focus without any room for variance in task.

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

- Recognize that others may move at a slower pace.
- Rambling, written or verbal, will be avoided to the point of missing a deadline.
- Seek environments where change is rewarded versus discouraged.

# Descriptors



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

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

# Natural and Adapted

## Selling Style



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

### **D** PROBLEMS - CHALLENGES

#### **Natural**

Samuel tends to attack sales challenges in a demanding, driving and self-willed manner. He is individualistic in his approach and will actively seek to achieve sales goals. He likes authority along with his responsibility and a territory that will constantly challenge him to perform up to his ability.

#### **Adapted**

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

### **P** PEOPLE - CONTACTS

#### **Natural**

Samuel is enthusiastic about his ability to influence others. He prefers an environment in which he has the opportunity to deal with different types of individuals. He is trusting and also wants to be trusted.

#### **Adapted**

Samuel feels the environment calls for him to be sociable and optimistic. He will trust others and wants a positive environment in which to sell.

# Natural and Adapted

## Selling Style



### PACE - CONSISTENCY

#### Natural

Samuel maintains his sense of equilibrium even in the face of extreme time constraints and ever-changing schedules. He is comfortable dealing with a wide variety of customers. His need for a high activity level can lead to meeting many new prospects.

#### Adapted

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



### PROCEDURES - CONSTRAINTS

#### Natural

Samuel is striving to be independent and self-directed. He is most comfortable in a sales environment where rules and procedures can be interpreted to meet the needs of his customer in certain situations.

#### Adapted

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

# Adapted Style



*Samuel 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.*

- ✓ Using sales aids in presentation, when he remembers to take them with him.
- ✓ Positive response to a client's objections.
- ✓ Anticipating and using creative ways to assist clients in problem solving.
- ✓ Using an informal sales presentation.
- ✓ Adapting easily to changing sales territory.
- ✓ Dealing with customers and clients efficiently.
- ✓ Challenging the status-quo.
- ✓ Impatient to overcome competition.
- ✓ Using authority and responsibility for completing the sale.
- ✓ Telling clients or customers about the "big picture."
- ✓ Handling a variety of products or services.



# 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.*

## Poor Delegation

*Poor delegation usually means the inability to discriminate between tasks needing your time and attention, and those others are capable of accomplishing.*

### Possible Causes:

- Do not want to give up control
- Do not trust the abilities of others
- Do not understand the abilities of others
- Fear the talents of others
- Do not want to overload others

### Possible Solutions:

- Train and mentor others
- Develop a support team
- Give people the opportunity to help
- Recognize the time spent training others on routine tasks will result in gained cumulative time for higher priority tasks

## Firefighting

*Firefighting is often defined as being pulled away from priority tasks to answer questions, offer solutions, delegate or solve problem-related minor issues. These issues usually "flare up" quickly and are "put out" quickly.*

### Possible Causes:

- Desire to solve problems quickly and sometimes without adequate information
- Lack of delegation
- Lack of standard operating procedures
- Poor/wrong priorities
- Failure to fit intensity to the situation



# Time Wasters

## Continued

### Possible Solutions:

- Establish a plan
- Create operational procedures for tasks and known problems
- Establish a "management by objectives" approach

## Lack of a Written Plan

*A plan in this context may be an overall business plan including mission, goals, objectives, task requirements and utilization of resources. It may also simply mean written priorities and a written daily plan of action.*

### Possible Causes:

- Action oriented, want to get things done now
- Priorities keep changing (self- or other-imposed)
- Have been successful without a plan in the past
- Want to "go with the flow" and not be stifled by a written daily agenda

### Possible Solutions:

- Write down personal and job-related values and prioritize them
- Write out a long-term plan that will support those values
- Recognize that by having priorities clearly in mind, constant change will be replaced with change-by-design

## Crisis Management

*Crisis Management is defined as a management style that is consistently driven by uncontrolled external issues as the preferred method of managing. This style allows crises to precipitate rather than anticipating them and being pro-active.*

### Possible Causes:

- Lack planning
- Place unrealistic time requirements on people and tasks
- Always looking for problems to solve





# Time Wasters

## Continued

### Possible Solutions:

- Have a well defined operational plan
- Target key individuals to handle specific problems
- Ask for recommendations from key people
- Delegate authority and responsibility when possible

## Snap Decisions

*Snap decisions in this context are those decisions that are made too quickly without having all the necessary information.*

### Possible Causes:

- Impatience overrides need to wait for more information
- Try to do too much
- Failure to plan in advance
- Lack specific goals

### Possible Solutions:

- Ask for recommendations
- Establish process for decisions prior to situation occurring
- Establish standard operating procedures and alternative procedures for possible problems

# Areas for Improvement



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

## Samuel has a tendency to:

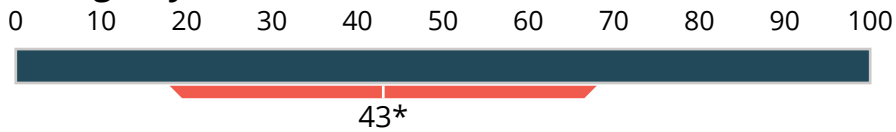
- ✓ Not answer objections to buyer's satisfaction.
- ✓ Take on too many outside activities.
- ✓ Resist participation as part of the team, unless seen as a leader.
- ✓ Not have his presentation in a logical order.
- ✓ Dislike routine work--call reports, etc.
- ✓ Be a situational listener--hears only what he wants to hear.
- ✓ Be weak at providing follow-up service if a client has little potential for future sales.
- ✓ Represent himself with more authority than he may have.
- ✓ Take objections lightly.

# Behavioral Hierarchy

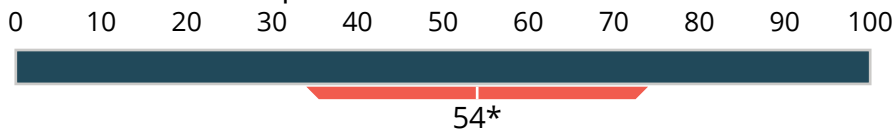


Your observable behavior and related emotions contribute to your success on the job. When matched to the job, they play a large role in enhancing your performance. The list below ranks your behavioral traits from the strongest to the weakest.

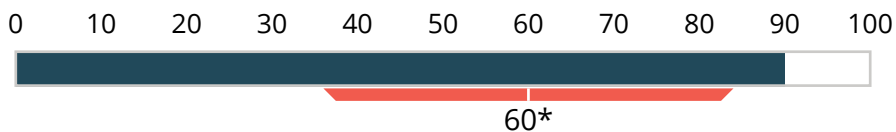
## 1. Urgency - Take immediate action.



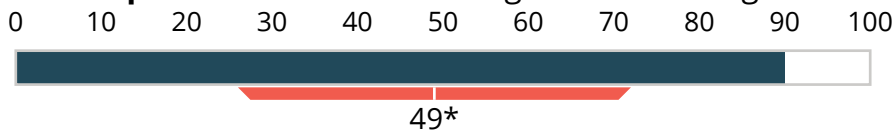
## 2. Versatile - Adapt to various situations with ease.



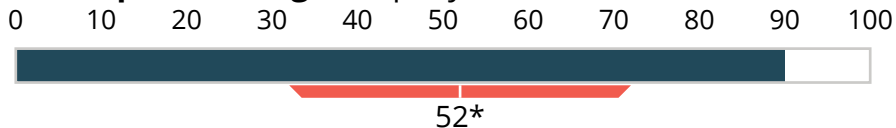
## 3. Interaction - Frequently engage and communicate with others.



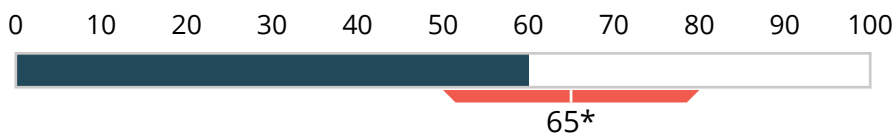
## 4. Competitive - Want to win or gain an advantage.



## 5. Frequent Change - Rapidly shift between tasks.



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

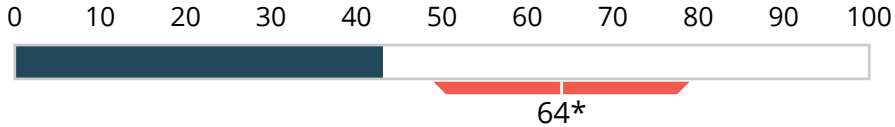


\* 68% of the population falls within the shaded area.

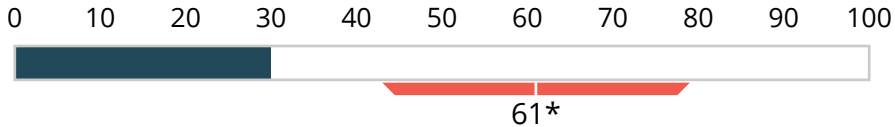
# Behavioral Hierarchy



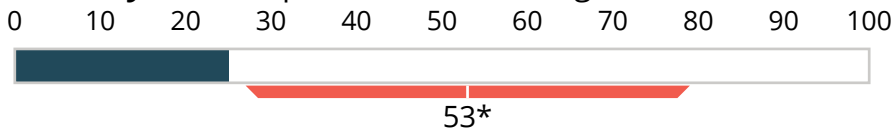
**7. Customer-Oriented** - Identify and fulfill customer expectations.



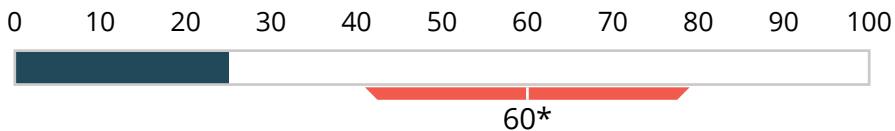
**8. Persistence** - Finish tasks despite challenges or resistance.



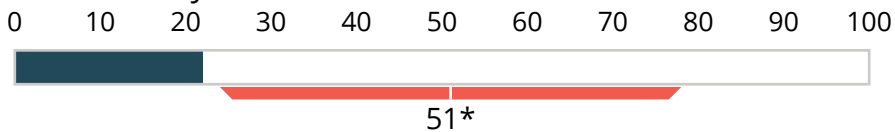
**9. Analysis** - Compile, confirm and organize information.



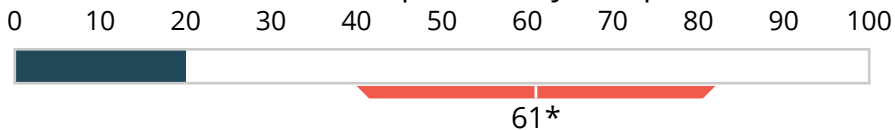
**10. Following Policy** - Adhere to rules, regulations, or existing methods.



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



**12. Consistent** - Perform predictably in repetitive situations.



SIA: 93-62-15-32 (11) SIN: 92-82-06-38 (12)

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

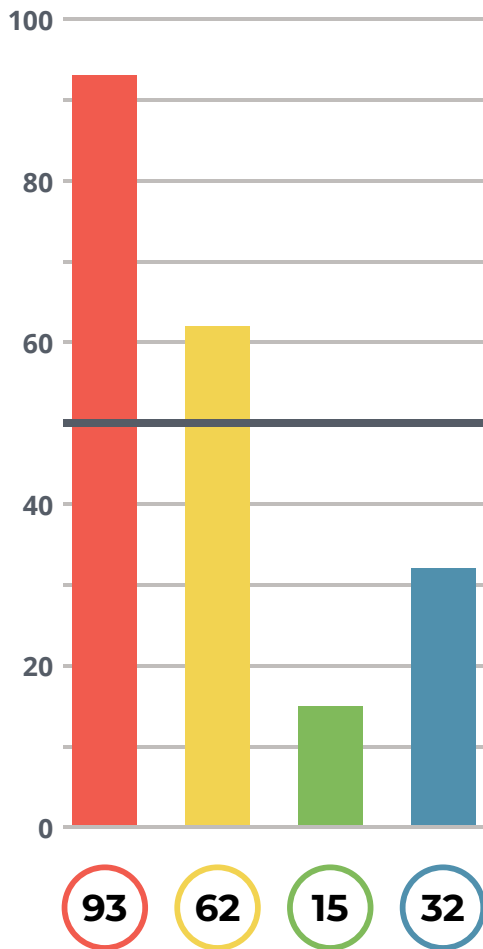
# Style Insights® Graphs



Graph I

## Adapted Style

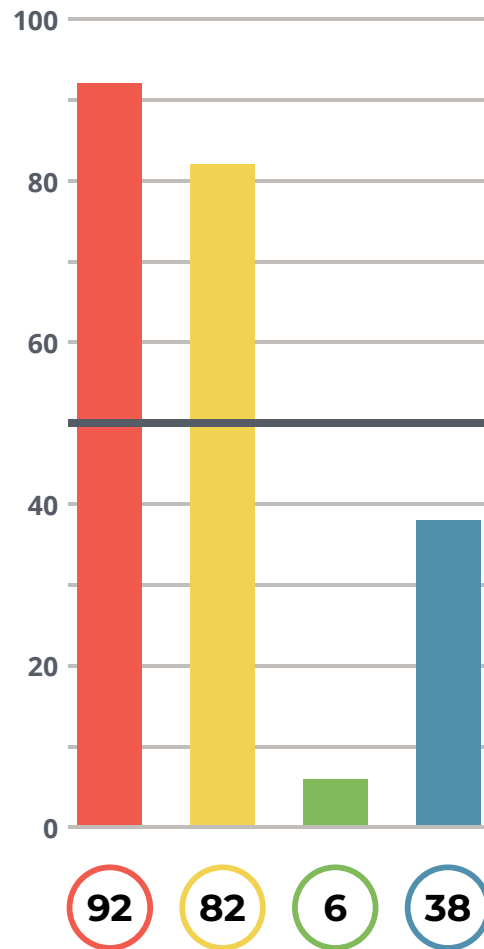
**D**   **I**   **S**   **C**



Graph II

## Natural Style

**D**   **I**   **S**   **C**



Norm 2017 R4  
3-12-2021  
T: 7:12

**Samuel Sample**

# 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.

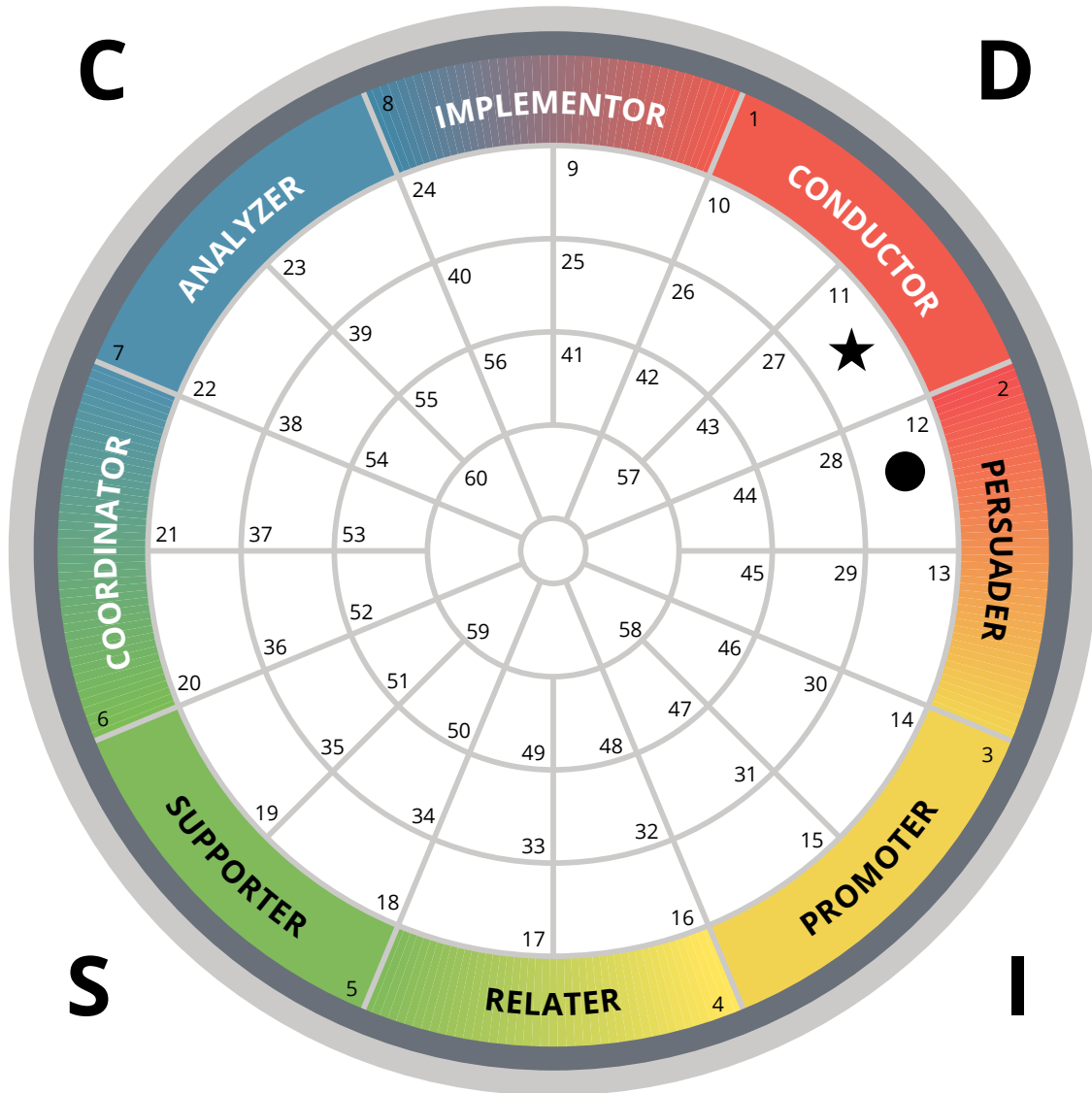
If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able to identify where communication, understanding and appreciation can be increased.

# The Success Insights® Wheel



Samuel Sample

TTI  
3-12-2021



Adapted: ★ (11) PERSUADING CONDUCTOR  
Natural: ● (12) CONDUCTING PERSUADER  
Norm 2017 R4

T: 7:12

# 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 a 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



# Driving Characteristics



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

Samuel is motivated by increasing productivity and efficiency. He is driven by a long list of wants and will work hard to achieve them. He is driven to be very diligent and resourceful. He views people as a resource to achieve results. Samuel can buffer the feelings of others to drive business. He sees the world as a toolset to accomplish his goals. He will challenge the status quo to keep momentum moving. He is always looking for new ways to accomplish routine tasks. When Samuel feels strongly about a situation, he will apply the "end justifies the means" concept. He wants to control his own destiny and impact the destiny of others. If knowledge of a specific subject is not of interest, or is not required for success, Samuel will have a tendency to rely on his intuition or practical information in this area. He may prefer pleasant experiences for himself and others.

Samuel will focus on creating processes to ensure efficiency going forward. He is driven to maximize opportunities in order to create financial flexibility. He follows a philosophy of "it's not personal, it's just business." He will help develop an individual if he sees opportunities for future return. Samuel can be an out-of-the-box thinker. Given the choice, Samuel would choose to experience new opportunities. He can go to extremes to win or control the situation. He has the desire to create a winning strategy. In those areas where Samuel has a special interest he will be good at integrating past knowledge to solve current problems. If Samuel 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. At times Samuel will look for opportunities to tie beauty and harmony into the experiences of others. He may look at the totality of a situation to ensure a rewarding interaction.

# Driving Characteristics



Samuel may look for ways to create a positive customer experience. He will seek knowledge based on his needs in individual situations. He is driven by public recognition. He likes to set his own plan to guide and direct his actions. Samuel believes it's important to keep emotions out of business decisions. He will not normally allow himself to be directed by others unless it will enhance his own self-interest. He has a strong desire to build resources for the future. He will be creative when resources are scarce.

# Strengths & Weaknesses



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



## Potential Strengths

- ✓ Samuel configures resources to maximize output.
- ✓ He tends to focus on the return on investment.
- ✓ He tends to maximize efficiency and productivity.
- ✓ He will help others when others are willing to work hard.
- ✓ Samuel will seek to develop or help others when he can see future opportunities.
- ✓ He will adopt aspects of systems if he sees a benefit.
- ✓ He strives to advance his position.



## Potential Weaknesses

- ✗ Samuel tends to view people and resources as tools to achieve an outcome.
- ✗ He may view material possessions and money as a scorecard.
- ✗ He may be perceived as a workaholic.
- ✗ He may create scenarios that benefit himself more than others.
- ✗ Samuel may expect something in return each time he helps or serves others.
- ✗ He resists overly structured ways of thinking and approaches.
- ✗ He can be driven by the desire to achieve status and recognition.

# Energizers & Stressors



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

## Potential Energizers

- ✓ Samuel tries to eliminate waste.
- ✓ He strives to obtain practical results.
- ✓ He likes to be compensated based on performance.
- ✓ He is energized by purposeful people.
- ✓ Samuel likes to develop internal advocates.
- ✓ He likes to question unnecessary protocols.
- ✓ He likes to create and control his destiny.

## Potential Stressors

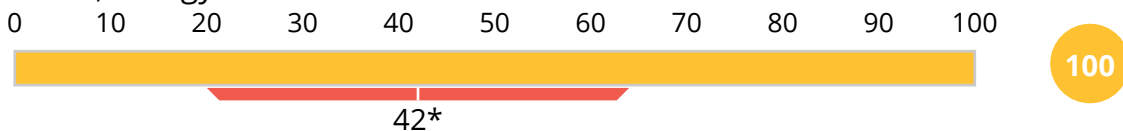
- ✗ Samuel does not like when resources are used inefficiently.
- ✗ He gets frustrated when processes are redundant.
- ✗ He is stressed when others ignore the return on investment.
- ✗ He does not act without personal benefit.
- ✗ Samuel does not like to make emotion-based decisions.
- ✗ He is stressed when he must support the status quo.
- ✗ He does not like a small workspace.

# Primary Driving Forces Cluster

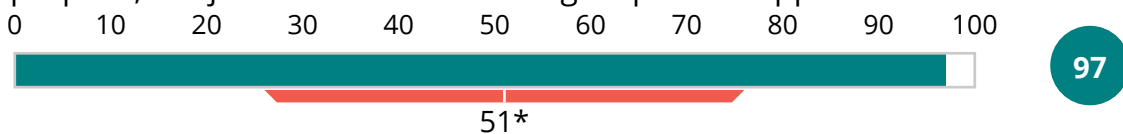


Your top driving forces create a cluster of drivers that move you to action. If you focus on the cluster rather than a single driver you can create combinations of factors that are very specific to you. The closer the scores are to each other the more you can pull from each driver. Think about the driver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

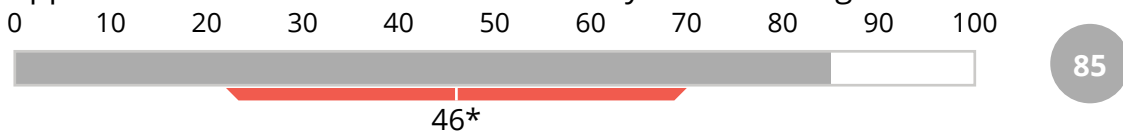
**1. Resourceful** - People who are driven by practical results, maximizing both efficiency and returns for their investments of time, talent, energy and resources.



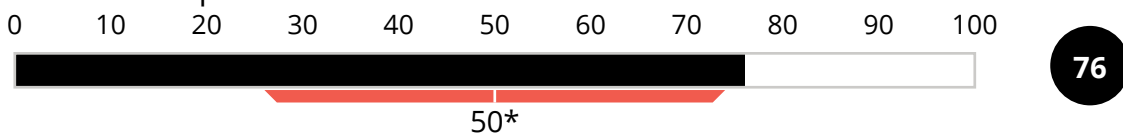
**2. Intentional** - People who are driven to assist others for a specific purpose, not just for the sake of being helpful or supportive.



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



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

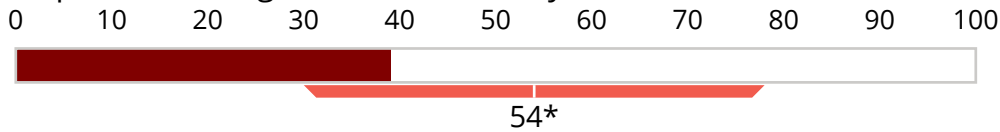


# Situational Driving Forces Cluster



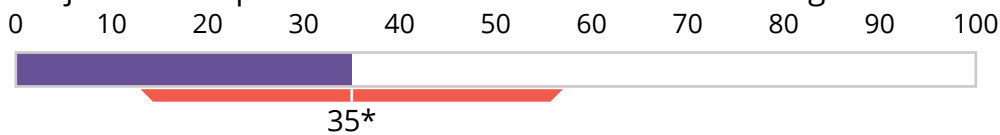
Your middle driving forces create a cluster of drivers that come in to play on a situational basis. While not as significant as your primary drivers, they can influence your actions in certain scenarios.

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



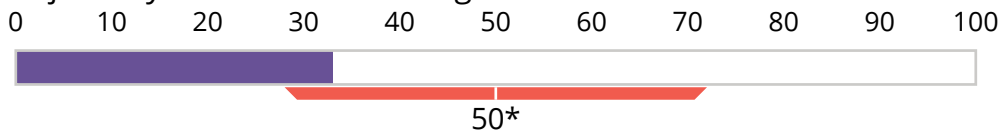
39

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



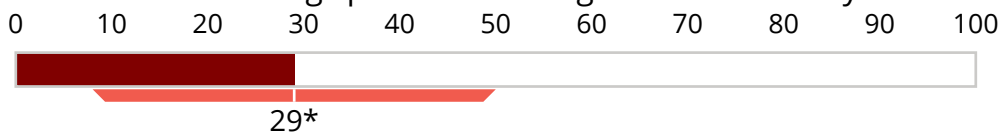
35

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



33

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



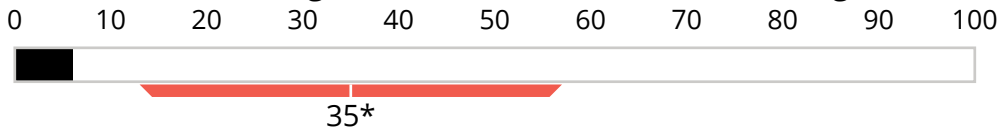
29

# Indifferent Driving Forces Cluster

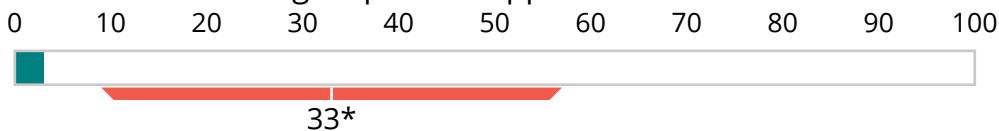


You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.

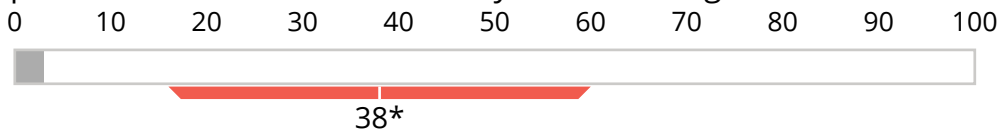
**9. Collaborative** - People who are driven by being in a supporting role and contributing with little need for individual recognition.



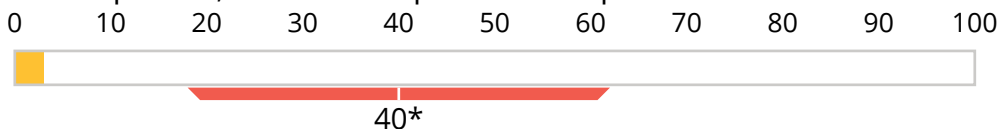
**10. Altruistic** - People who are driven to assist others for the satisfaction of being helpful or supportive.



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



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



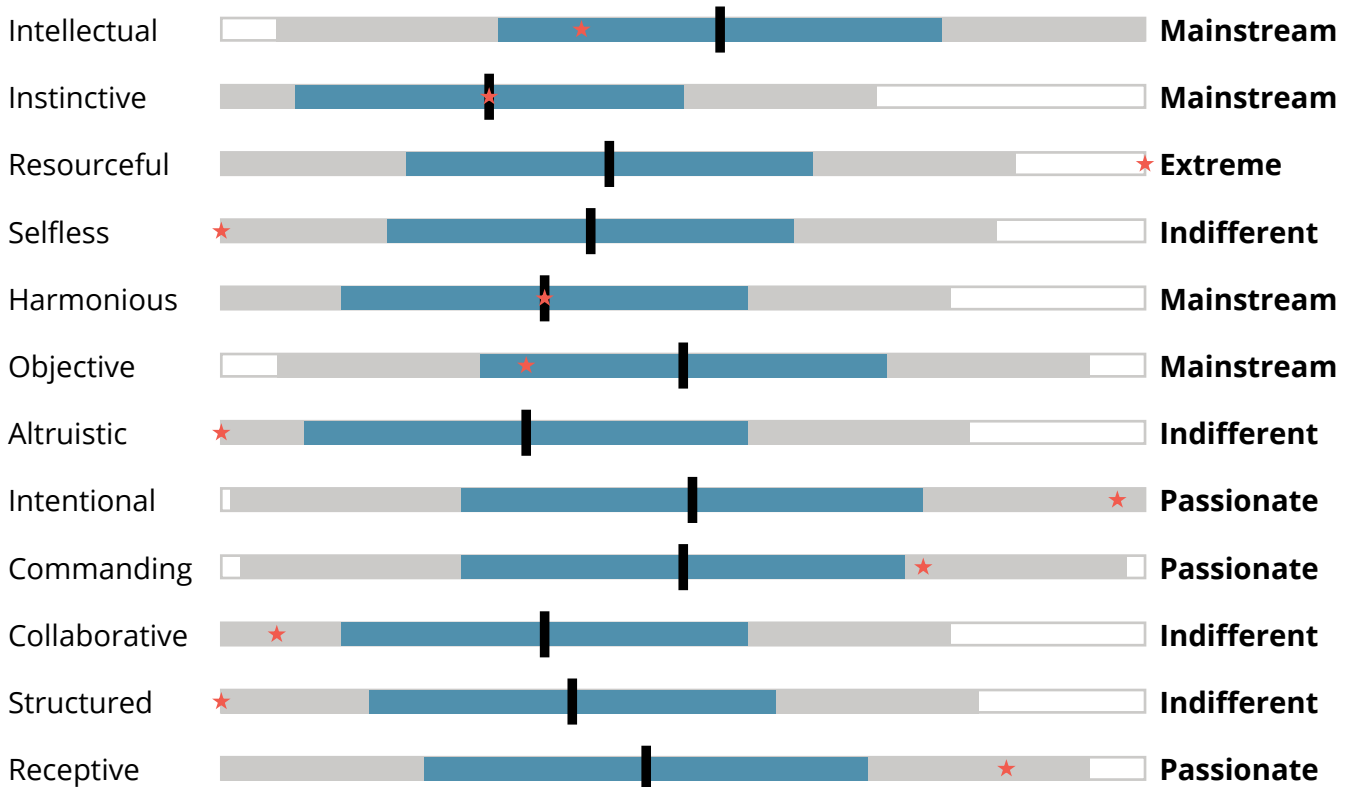
# Areas for Awareness



For years you have heard statements like, "Different strokes for different folks," "to each his own," and "people do things for their own reasons, not yours." When you are surrounded by people who share similar driving forces, you will fit in with the group and be energized. However, when surrounded by people whose driving forces are significantly different from yours, you may be perceived as out of the mainstream. These differences can induce stress or conflict.

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

## Norms & Comparisons Table - Norm 2017



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

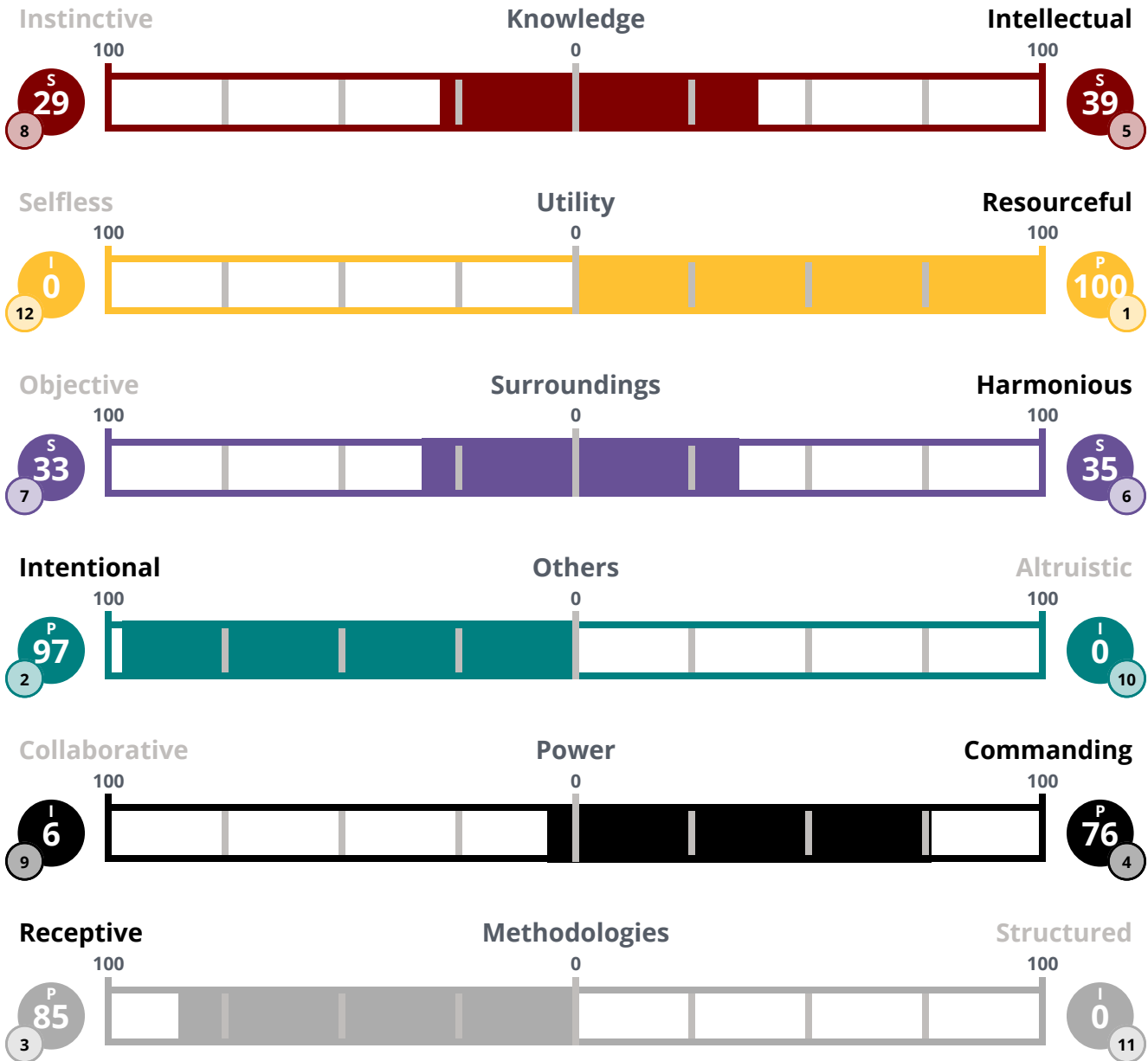
**Mainstream** - one standard deviation of the national mean  
**Passionate** - two standard deviations above the national mean  
**Indifferent** - two standard deviations below the national mean  
**Extreme** - three standard deviations from the national mean



# Motivational Continuum



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

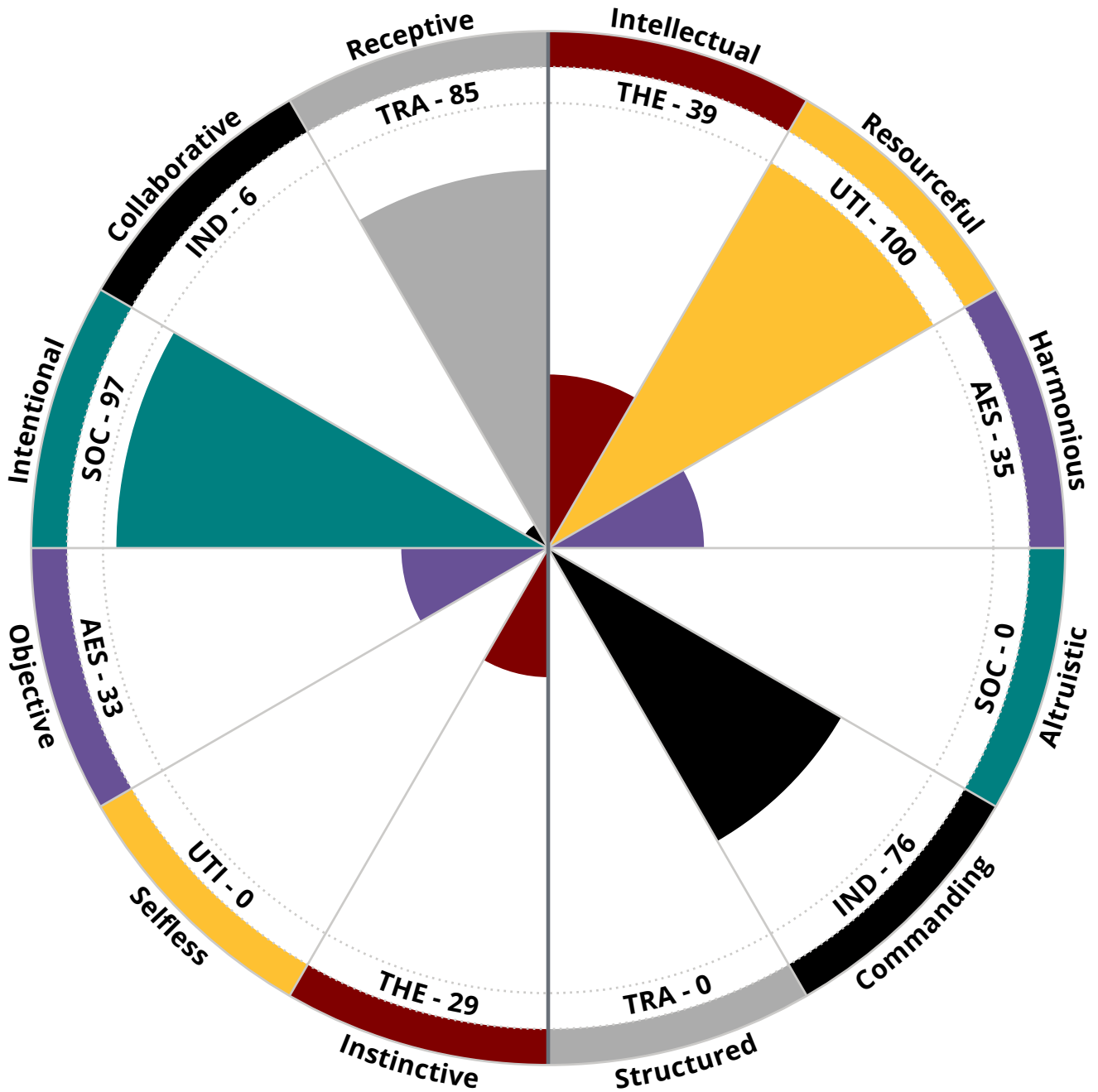


P ..... Primary, Situational, or Indifferent  
76 ..... Driving Forces Score  
3 ..... Driving Forces Rank

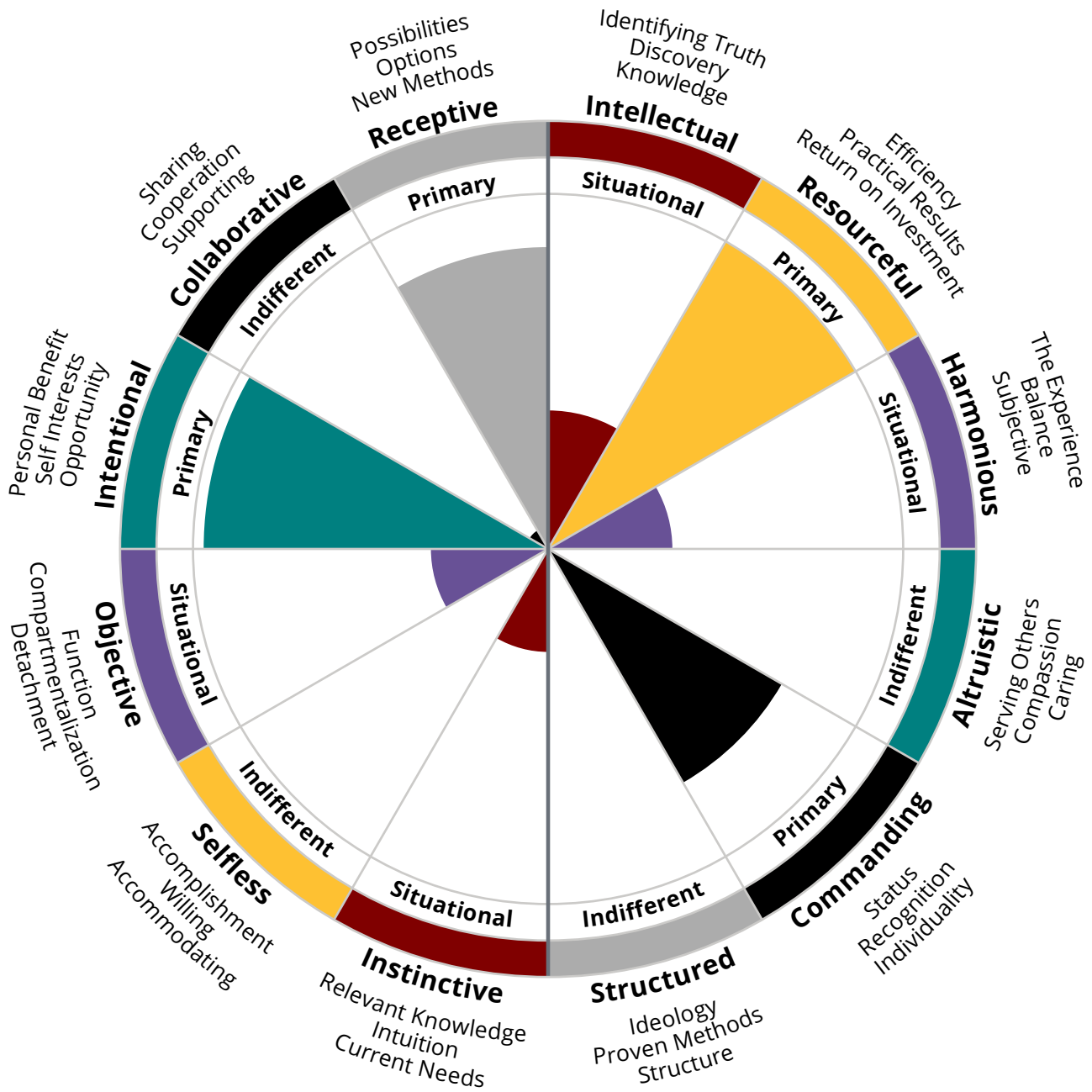
**Norm 2017**  
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**Samuel Sample**

# 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 & Motivational Strengths



*This section describes the potential areas of strengths between Samuel'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.*

- Can be resourceful to influence others to get results.
- Makes decisions based on saving time, resources and improving efficiency.
- Very resourceful in solving problems.
- Will champion a worthy cause, as a challenge, if they see a potential return.
- Initiates the activity of developing others if they are putting forth a strong effort on their own.
- Tough but fair when others are willing to work hard.
- A leader for those who question traditions.
- Will champion change and focus on out of the box results
- Puts everything he has into looking for new opportunities.
- Forward-looking to improve himself or a situation.
- Not easily deterred by setbacks.
- Seeks the challenge and opportunity to win.

# Potential Behavioral & Motivational Conflict



*This section describes the potential areas of conflict between Samuel'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 tend to flaunt success and use money as a scorecard.
- Can be a workaholic.
- May offend others with too much discussion of results.
- May try to utilize many people to obtain results.
- Needs immediate results when involving others.
- May set standards too high that causes others to fall short.
- By challenging the status quo he may miss the desired results.
- A desire for better results may be prohibited by his need for something new.
- May break others' rules to keep the momentum moving.
- May always want to display his superiority through problems or challenges.
- May not realize the negative consequences of his quick decisions.
- Takes on too much, too soon, too fast to maintain control.

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

- Rewards for being quicker, faster, better.
- Key performance measured on results and efficiency rather than people and process.
- An environment where direct, bottom-line efforts are appreciated.
- A forum to champion the needs and desires of others who are willing to work for common results.
- The opportunity to show others their potential in order to drive the desired outcomes.
- A results-driven environment where people are respected for what they can provide.
- An environment that promotes creative ideas for solving problems and making decisions.
- Opportunity to alter existing systems to make them bigger, better and faster.
- Ability to achieve results by challenging the status quo.
- Continual opportunity to challenge and win.
- Opportunity to assertively express his desire to control his own destiny and potentially that of others.
- Ability to be self-starting and forward looking as it relates to challenging the status quo.

# Keys To Motivating



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

## Samuel wants:

- Freedom to get desired results and improve efficiency.
- Focus on results and rewards, not the process or journey.
- Opportunities for achieving things faster and of more value.
- Opportunities to accomplish solutions to problems that relate to his vision.
- To be in charge of people, resources and surroundings.
- Recognition for driving business and being a catalyst for changing the world.
- The opportunity to expand his way of thinking.
- All systems and structures to be current and moving toward the desired result.
- The ability to solve problems by examining many new approaches.
- New and difficult challenges that lead to prestige and status.
- Space and latitude to do what it takes to get the job done.
- Power and control over outcomes and goals.



# Keys To Managing



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

## Samuel needs:

- To be an active listener instead of dominating the discussion.
- The opportunity to receive rewards based on results achieved.
- To assess the risk and rewards of each decision.
- To be given power and authority to achieve results through people.
- Needs task-oriented challenges.
- Help to understand how managing his intensity can align others to his objectives.
- Support to achieve results through his constantly evolving system for living.
- A manager that understands his potentially explosive nature is from the desire to achieve and win in new and different ways.
- A manager that understands his need to explore many systems to capture all possibilities.
- Assistance in staying on task when he is not the leader of the project.
- Freedom to determine how results should be achieved.
- Help understanding the effect on his image when he disengages from uncontrolled projects.



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

# Introduction

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

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

### Emotional Intelligence - Others

What goes on between you and others.

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

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

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

# Emotional Characteristics



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

Samuel's confidence varies with the situation based on emotional triggers or enablers. When others give Samuel feedback, he may be unaware of how emotions will impact the understanding of the feedback. He tends to be aware of major changes in day-to-day stress levels. He tends to be aware of his emotional strengths and weaknesses. Samuel understands his likes and dislikes, but he may not have found his true passion in life. He may not take notice when his stress level is escalated over a prolonged period of time.

Samuel may have fallen into a habit of using ineffective emotional regulation strategies. Samuel's negative emotions might affect performance of the team. When in a bad mood, Samuel may brood about it. When stressed, Samuel's actions may cause others to feel unnecessary stress as well. Others may be afraid to approach Samuel with bad news, criticism or potentially negative information because his reactions are unpredictable. He may have trouble remaining calm during emotionally charged situations.

Samuel is usually comfortable with the status quo, but is willing to be open to change if a change is really needed. He may not regularly go out of his way to develop his skills. He may see obstacles as opposed to opportunities when he is pursuing his goals. He may depend on multitasking, making his individual work style less efficient. Samuel tends to be motivated when he is interested in a project. People may consider Samuel a good worker but not an overachiever.

# Emotional Characteristics



Samuel is able to work with others but at times will need help understanding their emotional needs. When Samuel holds a strong opinion, he may have trouble understanding others' perspectives. Others may not always feel that Samuel understands them. He generally recognizes when he has offended someone, but may not always understand why he was offensive. Samuel may have trouble understanding the viewpoints of others who are not like him. He can be thoughtful and understanding, but may not come across this way to others.

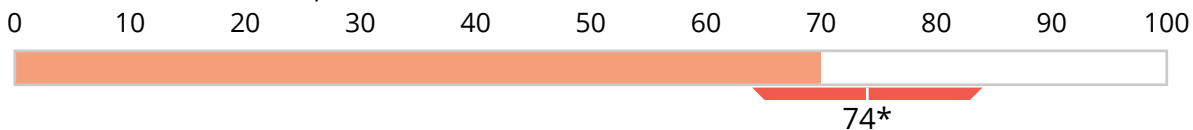
Samuel occasionally engages in substantive conversations. He may, on occasion, have trouble negotiating with others. He is persuasive when he feels passionate about the topic to the point of potentially coming across as overbearing. Others generally view Samuel as approachable. Samuel collaborates well with most of his coworkers. He can interpret nonverbal cues in some instances and may adjust to the situation.

# Emotional Quotient Assessment Results



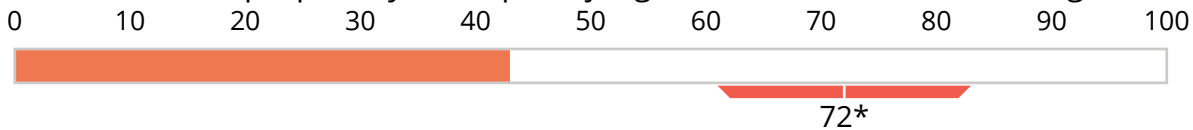
The Emotional Quotient (EQ) is a measure of your ability to sense, understand and effectively apply the power and acumen of your emotions and the emotions of others in order to facilitate high levels of collaboration and productivity. Your total score on the Emotional Quotient Assessment indicates your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



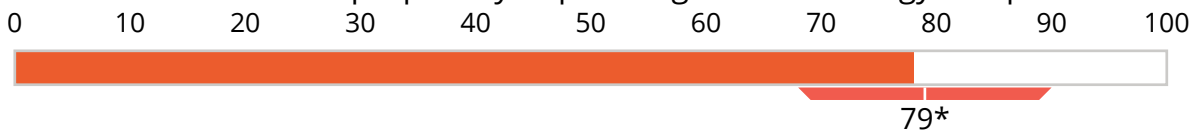
70

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



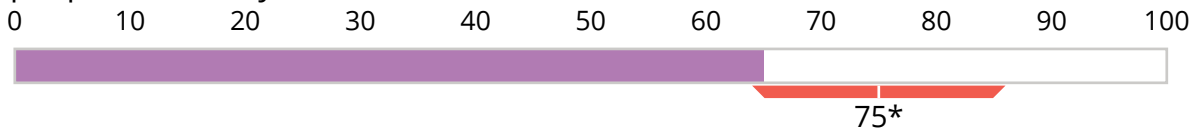
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**3. Motivation** - A passion to work for reasons that go beyond the external drive for knowledge, utility, surroundings, others, power or methodology and are based on an internal drive or propensity to pursue goals with energy and persistence.



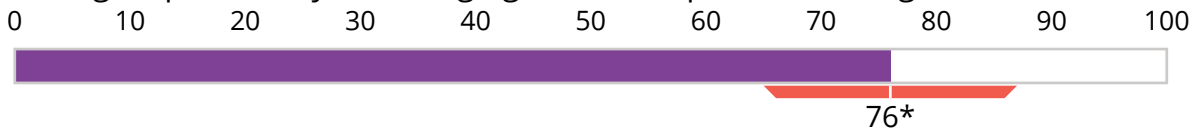
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**4. Social Awareness** - The ability to understand the emotional makeup of other people and how your words and actions affect others.



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



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

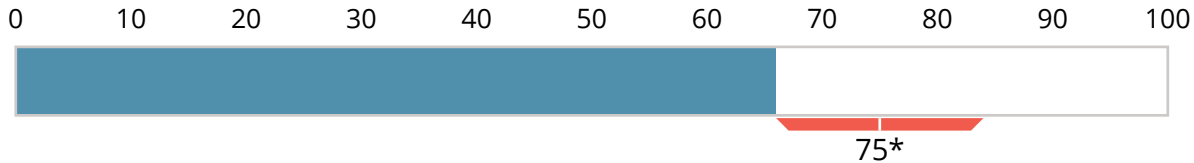
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# Emotional Quotient Scoring Information

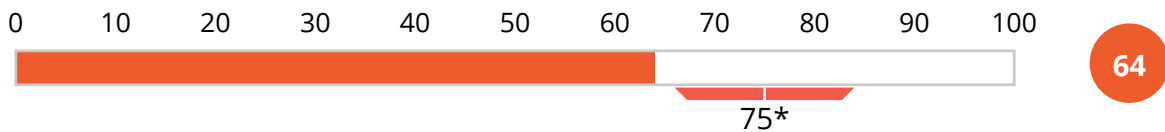


The average of the *Self-Regulation, Self-Awareness and Motivation* subscales represent your *Self Score*. The average of the *Social Awareness and Social Regulation* subscales represent your *Others Score*. Your total level of Emotional Quotient was calculated by averaging all five EQ dimensions.

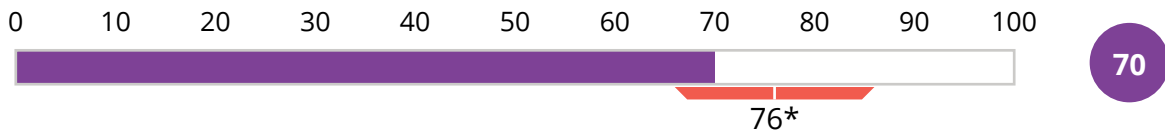
**Total Emotional Quotient** - Your total level of emotional intelligence, formed by averaging your Others and Self scores.



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



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



# Self-Awareness

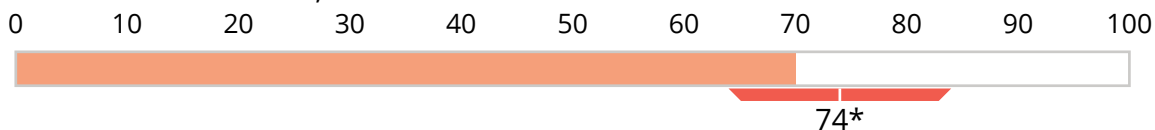


Based on Samuel's level of EQ in this dimension, he is moderately self-aware, meaning he may notice what he is feeling but is not always able to explain it.

## What Samuel can do:

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

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



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# Self-Regulation

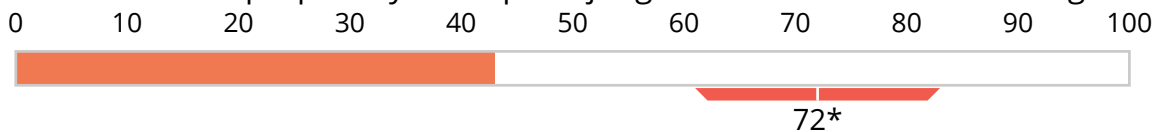


Based on Samuel's level of EQ in this dimension, he would benefit from developing his level of Self-Regulation in order to regulate actions fueled by negative or disruptive emotions.

## What Samuel 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 judgment and think before acting.



# Motivation

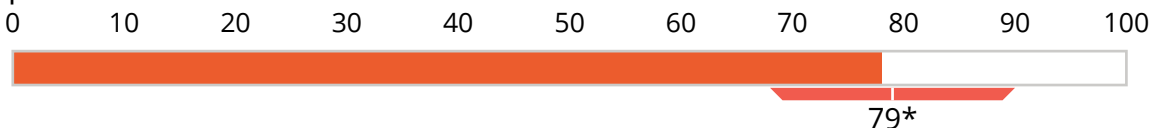


Based on Samuel's current level of Motivation, procrastination could be a potential issue for Samuel in achieving his goals.

## What Samuel can do:

- Set specific goals with milestones and dates for achievement.
- Clarify why the goals you have set are important to you. Ask yourself not only, "What are my goals?" but also, "Why are they my goals?"
- Work with a peer or trusted advisor to create detailed action items to work toward your overall goals.
- Set aside time to work on your goals each day, even if it is just five minutes at a time.
- List your goals and post them where you can see them every day.
- Spend time visualizing the outcome of accomplishing your goals. How does it look and feel?
- Ask a close friend to help hold you accountable for reaching your goals.
- Celebrate accomplishments, both big and small.
- Learn from your mistakes; keep track of the lessons learned in a journal.
- Challenge the status quo and make suggestions for improvement.
- Find inspiration from others who use internal Motivation to overcome obstacles to reach their dreams.

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



# Social Awareness

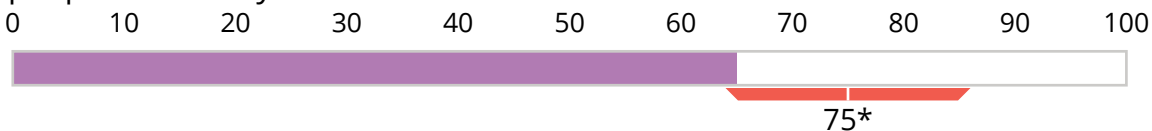


Based on Samuel's level of Social Awareness, at times he may find it difficult to understand others' emotional responses to situations and may need to adapt his communication.

## What Samuel 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?" Know that if it is 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.



# Social Regulation

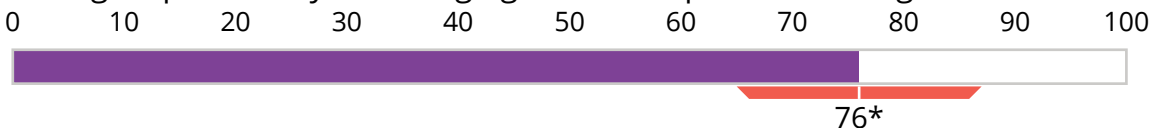


Based on Samuel's level of Social Regulation, he may find relating to others challenging, especially in emotionally charged situations.

## What Samuel can do:

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

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

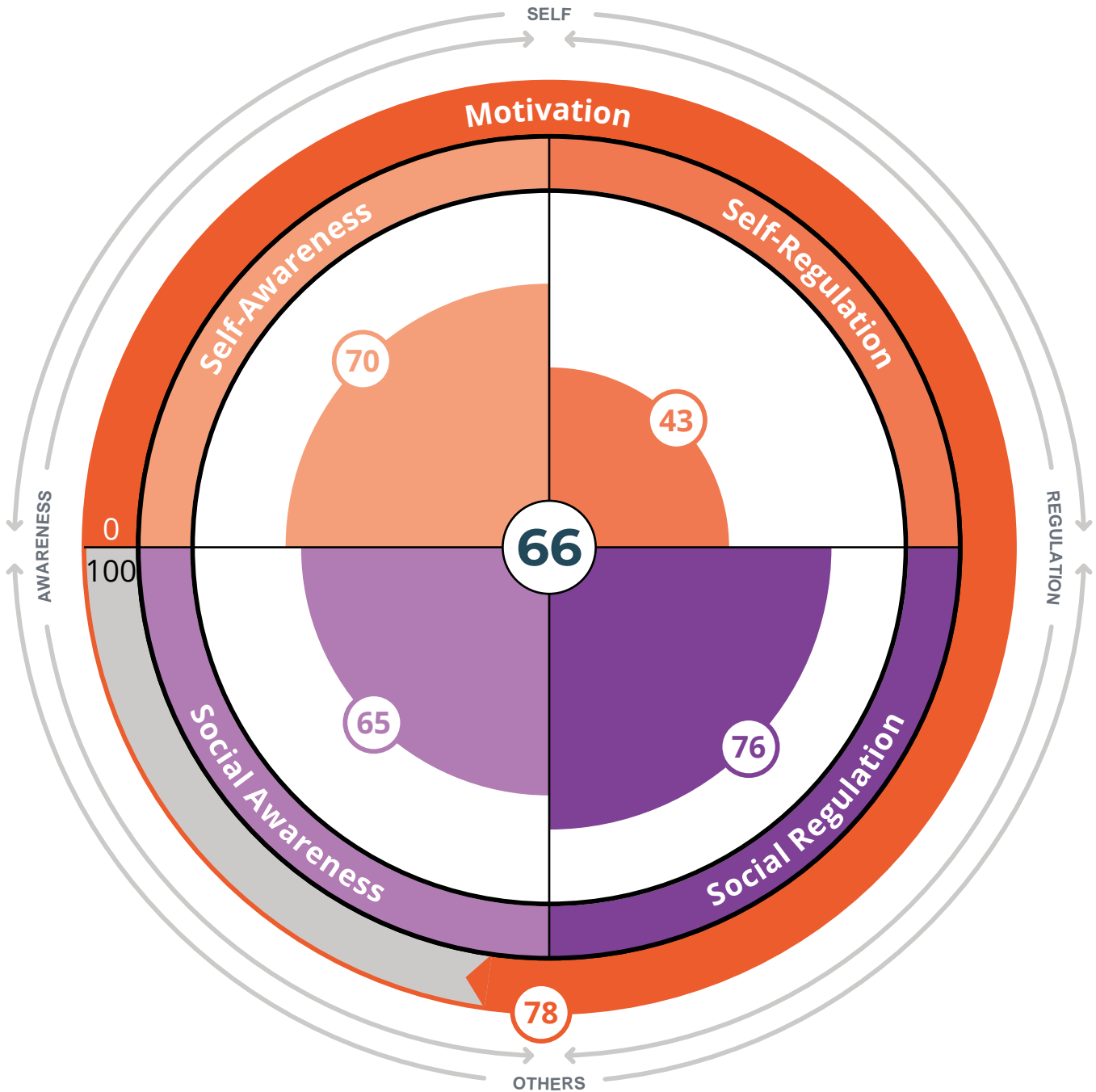


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# Emotional Quotient™ Wheel



The Emotional Quotient wheel is a visualization of your scores in the report. The circle, split into quadrants, is encompassed by Motivation and divided by Self and Others. Your Motivation score starts at Self-Awareness and wraps around the wheel clockwise. This starting position is due to all EQ dimensions being influenced first by your level of Self-Awareness. The volume of color illustrates the strength of your overall EQ score which is also notated in the center circle.



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# Introduction



## Blending Behaviors, Driving Forces & 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 for Success

## Behaviors, Driving Forces & EQ

*People who understand and appreciate themselves as unique individuals and can apply that same understanding and appreciation to others are more successful. This section is designed to connect an individual's behavioral strengths and primary driving forces cluster with his Emotional Intelligence in order to propel and navigate the day-to-day situations of the business landscape.*

***To clarify this section, Samuel's primary driving forces cluster includes: Resourceful, Intentional, Receptive and Commanding.***

Samuel has a moderate level of Self-Awareness. He is mentally and physically aware of a change in how he is feeling but may not be able to always anticipate or explain the change before it happens. Coupled with his high "Dominance" behavioral style, these feelings may be intensified and acted upon based on the emotional reaction versus thought out. Most high "Dominants" have a short fuse and are unaware of when their particular triggers are ignited. However, with Samuel's moderate level of Self-Awareness, he is aware of the physical and emotional response connected to these triggers but is not always able to articulate them.

Samuel has a low level of Self-Regulation. He may not be able to temper responses and reactions to emotionally charged events. Possessing a high "Dominant" behavioral style indicates that Samuel would be quick to anger, make snap decisions and have a short temper. 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 his dominant behavior and how it impacts the communication flow with others, Samuel 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 Samuel's primary driving forces cluster. The ability for him to utilize his knowledge of his behaviors will be hindered when a perceived threat to his drivers is present.

# Blending for Success

## Behaviors, Driving Forces & EQ



Samuel 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 to be satisfied through his career.

Samuel 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. Samuel typically views things from the perspective of his primary driving forces cluster, whereas not all people filter information from this viewpoint. Being able to step out of his primary driving forces mindset is key in being able to win and maintain rapid advancement in the organization, which his "Dominant" behavioral style requires.

Samuel has a moderate level of Social Regulation. He is able to manage relationships and maintain networks. Samuel 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 Resourceful, Intentional, Receptive or Commanding. However, he will do best in forming relationships that directly lead to the satisfaction of these passions. Behaviorally, Samuel prefers a more direct and to the point communication style. 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.