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# TriMetrix® EQ

## Management-Staff

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Director of People

ABC

10.14.2019

**Career Blindspot**

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# Introduction



## Where Opportunity Meets Talent

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

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

### Behaviors

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

### Driving Forces

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

### Integrating Behaviors & Driving Forces

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

### Emotional Intelligence Section

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

### Blending Behaviors, Driving Forces & EQ

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

# Introduction

## Behaviors



**Behavioral research suggests that the most effective people are those who understand 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.

# Behavioral Characteristics



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

Jamie seeks popularity and social recognition. He likes to deal with people in a favorable social environment. He likes feedback from his manager on how he is doing. He influences most people with his warmth. He likes to develop people and build organizations. Jamie is optimistic and usually has a positive sense of humor. He is good at creating enthusiasm in others. He likes freedom from many controls. He can be friendly with others in many situations, but primarily with groups of established friends and associates. He is sociable and enjoys the uniqueness of each human being. Jamie likes public recognition for his achievements. One of his motivating factors is recognition and praise. He prefers working for a participative manager. He does his best work in this kind of environment.

Jamie is good at giving verbal and nonverbal feedback that serves to encourage people to be open, to trust him and to see him as receptive and helpful. Because of his trust and willing acceptance of people, he may misjudge the abilities of others. When he has strong feelings about a particular problem, you should expect to hear these feelings, and they will probably be expressed in an emotional manner. He may leap to a favorable conclusion without considering all the facts. Jamie is good at solving problems that deal with people. He likes working for managers who make quick decisions.

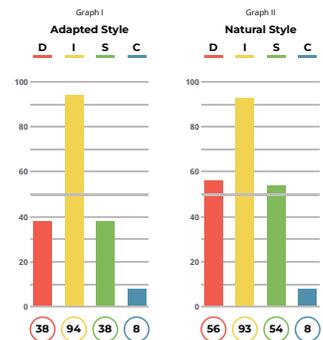


# Behavioral Characteristics

## Continued



Jamie has the ability to look at the whole problem; for example, thinking about relationships, being concerned about the feelings of others and focusing on the real impact of his decisions and actions. He usually uses many gestures when talking. He is comfortable with most people and can be quite informal and relaxed with them. Even when dealing with strangers, Jamie will attempt to put them at ease. It is important for Jamie to use his people skills to "facilitate" agreement between people. He tends to look at all the things the group has in common, rather than key in on the differences. Communication can extend from friendly to argumentative discourse. He is people-oriented and verbally fluent. He tends to influence people to his way of thinking by using verbiage as compared with others who like to use reports. He will optimistically interact with people in an assured, diplomatic and poised manner.



# Value to the Organization



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

- ✓ People-oriented.
- ✓ Positive sense of humor.
- ✓ Verbalizes his feelings.
- ✓ Inner-directed rather than tradition-directed—brings fresh ideas for solving problems.
- ✓ Has the confidence to do the difficult assignments.
- ✓ Team player.
- ✓ Dedicated to his own ideas.
- ✓ Creative problem solving.
- ✓ Big thinker.



# 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 Jamie. 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 Jamie most frequently.

## Ways to Communicate

- ✓ Use a motivating approach, when appropriate.
- ✓ Leave time for relating, socializing.
- ✓ Understand his defiant nature.
- ✓ Offer special, immediate and continuing incentives for his willingness to take risks.
- ✓ Define the problem in writing.
- ✓ Provide solutions—not opinions.
- ✓ Use enough time to be stimulating, fun-loving, fast-moving.
- ✓ Talk about him, his goals and the opinions he finds stimulating.
- ✓ Use a balanced, objective and emotional approach.
- ✓ Look for his oversights.
- ✓ Read the body language for approval or disapproval.
- ✓ Expect him to return to fight another day when he has received a "no" answer.



# Checklist for Communicating

## Continued



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

- ❌ Be paternalistic.
- ❌ Legislate or muffle—don't overcontrol the conversation.
- ❌ Drive on to facts, figures, alternatives or abstractions.
- ❌ Talk down to him.
- ❌ Ramble.
- ❌ Leave decisions hanging in the air.
- ❌ Be dictatorial.
- ❌ Let him overpower you with verbiage.
- ❌ "Dream" with him or you'll lose time.
- ❌ Be curt, cold or tight-lipped.
- ❌ Give him your opinion unless asked.



# Communication Tips



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

## Compliance

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

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

## Dominance

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

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

## Steadiness

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

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

## Influence

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

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



### Jamie usually sees himself as being:

- ✓ Enthusiastic
- ✓ Inspiring
- ✓ Outgoing
- ✓ Persuasive
- ✓ Charming
- ✓ Optimistic



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

- ✓ Self-Promoting
- ✓ Overly Optimistic
- ✓ Glib
- ✓ Unrealistic



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

- ✓ Overly Confident
- ✓ Poor Listener
- ✓ Talkative
- ✓ Self-Promoter

# The Absence of a Behavioral Factor



*The absence of a behavioral factor may provide insight into situations or environments that may cause tension or stress. Based on research, we are able to identify situations that should be avoided or minimized in a person's day-to-day environment. By understanding the contribution of a low behavioral style, we are able to better articulate a person's talents and create environments where people can be more effective.*

## Situations and circumstances to avoid or aspects needed within the environment in order to minimize behavioral stress.

- Avoid work environments requiring constant diplomacy, as they may cause stress.
- Avoid situations where critical analysis is required and move toward an out-of-the-box brainstorming environment.
- Avoid environments where micromanagement is the way of the organization.

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

- The desire to be seen as a unique person may detract from the ideal outcome.
- Understand the need for detail in delegation practices, as this may cause unnecessary stress for others, and the desired result will be more difficult to achieve.
- Extremely formal and structured interactions may cause stress.



# Descriptors



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

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

# Natural & Adapted Style



Jamie'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

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

### Adapted

Jamie sees the need to be somewhat conservative in his approach to solving problems. He wants to accept challenges but will be calculated in his response.

## People & Contacts

### Natural

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

### Adapted

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

# Natural & Adapted Style



## Pace & Consistency

### Natural

Jamie is deliberate and steady. He is willing to change if the new direction is meaningful and consistent with the past. He will resist change for change's sake.

### Adapted

Jamie feels the need for mobility and the absence of routine. He feels comfortable juggling several projects at one time and can move from one project to another fairly easily.



## Procedures & Constraints

### Natural

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

### Adapted

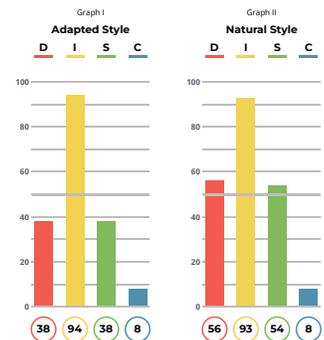
Jamie shows little discomfort when comparing his basic (natural) style to his response to the environment (adapted) style. The difference is not significant, and Jamie sees little or no need to change his response to the environment.

# Adapted Style



Jamie 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.

- ✓ Making tactful decisions.
- ✓ Acting independently and without precedent.
- ✓ Dedicated to "going it alone" when necessary.
- ✓ Optimistic, future-oriented outlook.
- ✓ Flexibility.
- ✓ Contacting people using a variety of modes.
- ✓ Motivating people to take action by using persuasive skills.
- ✓ Maintaining an ever-changing, friendly, work environment.
- ✓ Using a direct, forthright and honest approach in his communications.
- ✓ Being independent and innovative.
- ✓ Responding well to challenges: "You say I can't do it? Just watch me!"
- ✓ Firm commitment to accomplishments.





# 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.

## Cluttered Desk

A cluttered desk is one that is overloaded by papers, supplies and equipment to the point of impacting the ability to be productive.

### Possible Causes:

- See organizing and filing activities as a waste of time
- Want everything at fingertips
- Do not conceptualize a system for grouping information and materials
- Have not established a timeline for tasks or projects

### Possible Solutions:

- Handle each piece of mail only once, i.e. pitch it, file it or delegate it
- Set up (or have someone else set up) an information storage and retrieval system
- Get off mailing lists that are of no interest to you
- Remind yourself that the time it takes to open "junk" mail robs you of time for more important tasks
- Establish a time limit for certain projects and only have current project material on your desk

## Procrastination

Procrastination is the process of delaying action. It is also the inability to begin action.

### Possible Causes:

- Priorities have not been set
- Do not see projects or tasks clearly
- Overwhelmed with commitments
- Hope that time will solve or eliminate the problem





# Time Wasters

## Continued

- Fear of failure

### Possible Solutions:

- Set goals and establish priorities
- Break large projects into small steps and do one at a time
- Agree to follow established priorities
- Consider consequences if it doesn't get done
- Remind yourself that you will avoid the stress of putting something off until the last minute

## Desire To Be Involved With Too Many People

*The desire to be involved with too many people is involvement that extends beyond business interactions to the point of interfering with work. Beyond being friendly, it is excessive socializing.*

### Possible Causes:

- Have many interests
- Want to be seen as one of the gang
- Need praise and approval from others

### Possible Solutions:

- Recognize your time constraints
- Be selective in getting involved in activities
- Monitor energy level
- Keep personal and job related priorities in view





# Time Wasters

## Continued

### Long Lunches

*Long lunches are those that extend beyond the normal time for eating. They could be kept within a specific time frame but are not.*

#### Possible Causes:

- Get involved in the excitement of conversation and forget about time
- See long lunches as a networking opportunity
- Like doing business in a social, non-threatening environment
- Use long lunches as a way to avoid unpleasant tasks, people or the work environment

#### Possible Solutions:

- Set a specific time for lunch and STICK TO IT
- Have meetings in the office
- Set meetings right after lunch
- Have working lunches

### Inability To Say No

*The inability to say no is when you are unable to or feel powerless to refuse any request.*

#### Possible Causes:

- Have many interests and want to be involved
- Confuse priorities
- Fail to set priorities
- Do not want to hurt others' feelings
- Do not want to refuse a superior's request
- Do not feel comfortable giving "real" reason and doesn't want to lie

#### Possible Solutions:

- Realistically evaluate how much time is available





# Time Wasters

## Continued

- Understand limitations and what can be done well
- Set daily and long-term priorities
- Learn to say no to those people and tasks that do not support daily and long-term priorities

## Open Door Policy

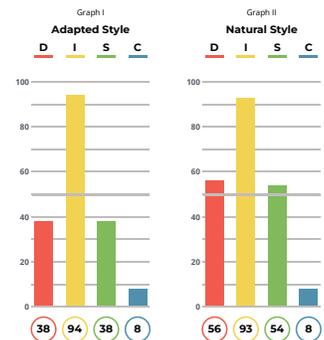
*An open door policy in this context refers to giving unlimited and unmonitored access to anyone who wishes to see you.*

### Possible Causes:

- Want to be seen as supportive and available
- Want the social interaction of people dropping by
- Have a difficult time saying "no"
- Use people interruptions as a way of procrastinating or justifying missed deadlines

### Possible Solutions:

- Set aside time to "close your door" and work on projects
- Set aside time to interact with co-workers
- Learn to prioritize activities and say "no" to low priorities
- Place your desk so that it is not always in "view" of those who pass by
- Avoid eye contact with people who walk by your desk or office



# Areas for Improvement



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

## Jamie has a tendency to:

- ✓ Make decisions based on surface analysis.
- ✓ Act impulsively—heart over mind, especially if his security is not perceived to be threatened.
- ✓ Be optimistic regarding possible results of his projects or the potential of his people.
- ✓ Be overly enthusiastic about his own shortcomings (weaknesses) and the shortcomings of others.
- ✓ Be inattentive to details—only attentive to results: "Don't ask how I did it, just if I succeeded."
- ✓ Be unrealistic in appraising people—especially if the person is a "friend."
- ✓ Be so enthusiastic that he can be seen as superficial.
- ✓ Be inattentive to detail unless that detail is important to him or if detail work is of a short duration.

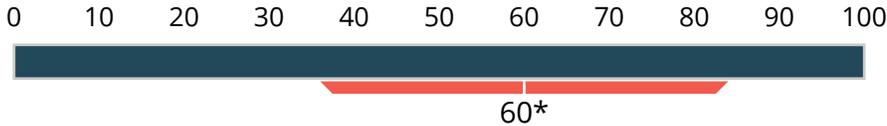


# Behavioral Hierarchy

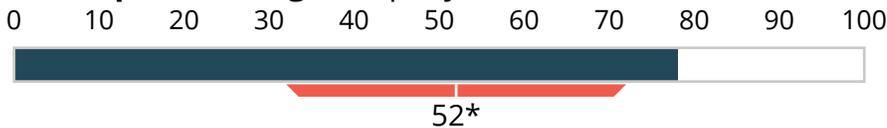


Your observable behavior and related emotions contribute to your success on the job. When matched to the job, they play a large role in enhancing your performance. The list below ranks your behavioral traits from the strongest to the weakest.

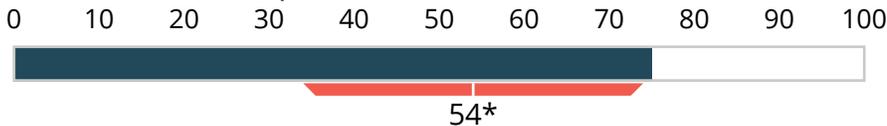
**1. Interaction** - Frequently engage and communicate with others.



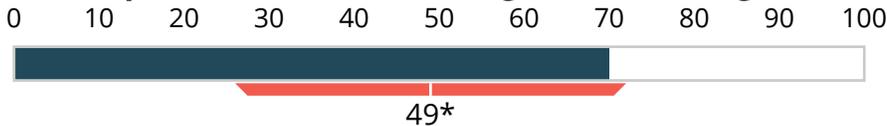
**2. Frequent Change** - Rapidly shift between tasks.



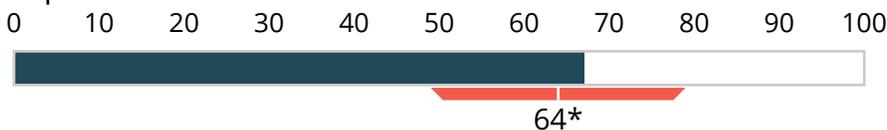
**3. Versatile** - Adapt to various situations with ease.



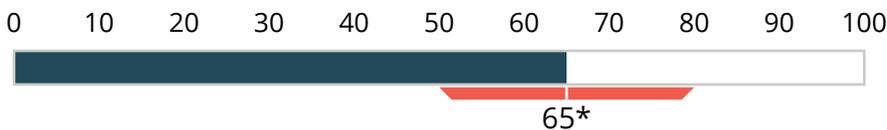
**4. Competitive** - Want to win or gain an advantage.



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



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

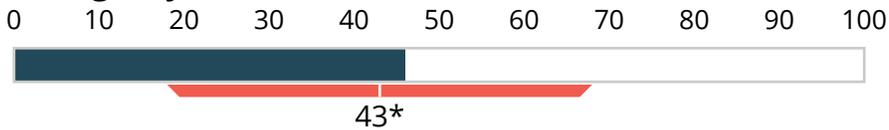


\* 68% of the population falls within the shaded area.

# Behavioral Hierarchy

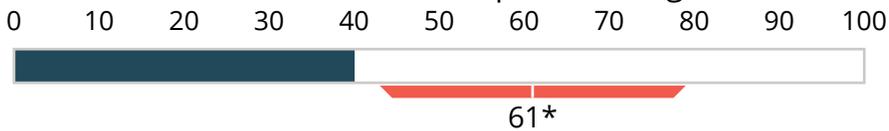


**7. Urgency** - Take immediate action.



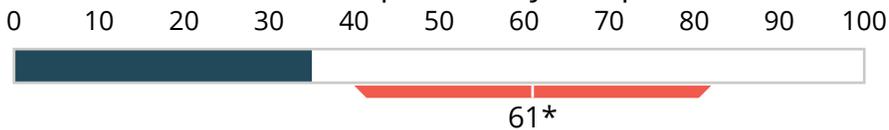
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**8. Persistence** - Finish tasks despite challenges or resistance.



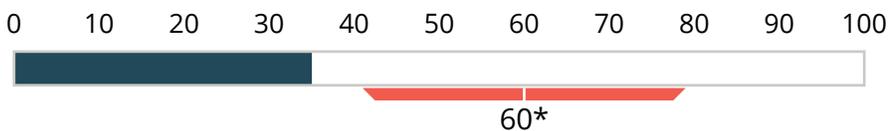
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**9. Consistent** - Perform predictably in repetitive situations.



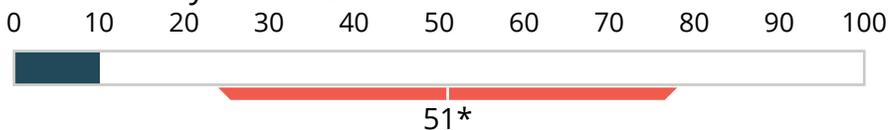
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**10. Following Policy** - Adhere to rules, regulations, or existing methods.



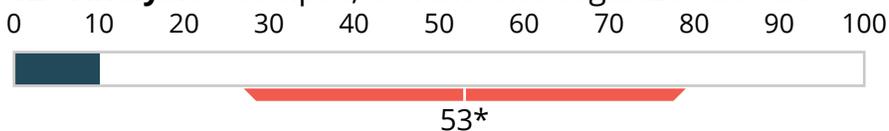
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**11. Organized Workplace** - Establish and maintain specific order in daily activities.



10

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



10



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

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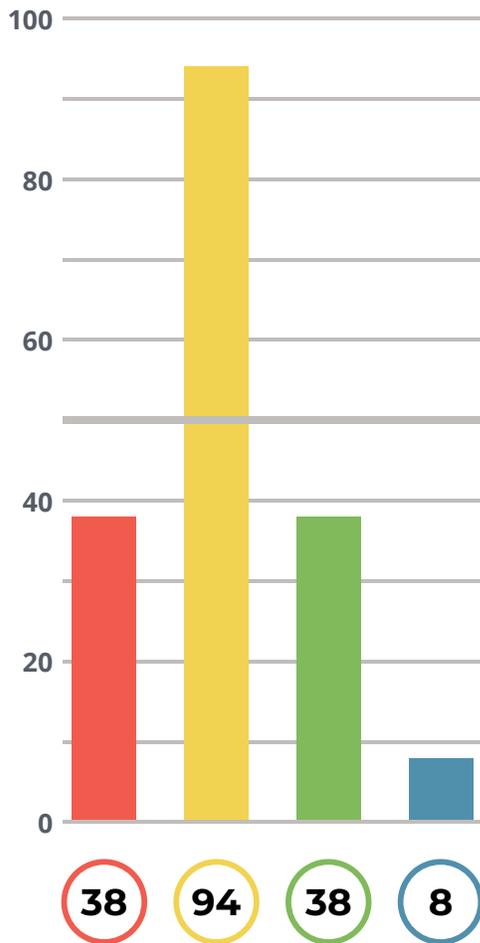
# Style Insights® Graphs



Graph I

## Adapted Style

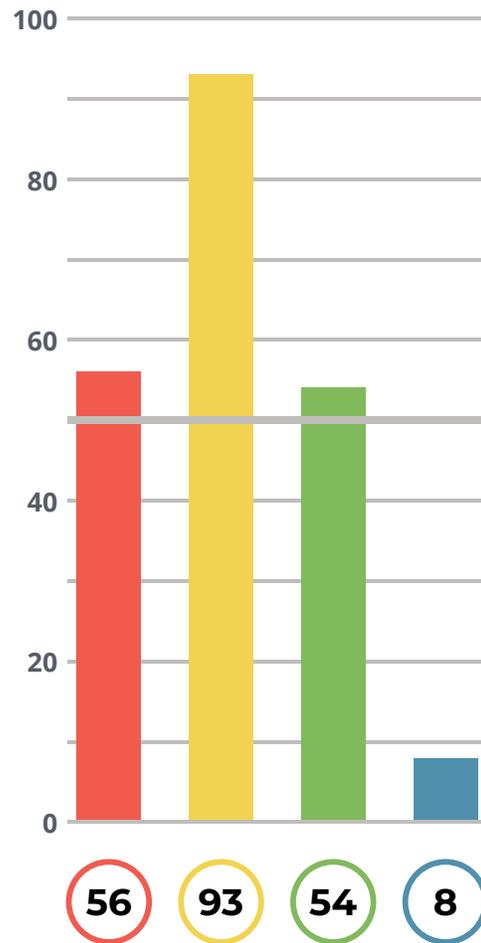
**D**   **I**   **S**   **C**



Graph II

## Natural Style

**D**   **I**   **S**   **C**



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# The TTI Success Insights® Wheel



The TTI 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.

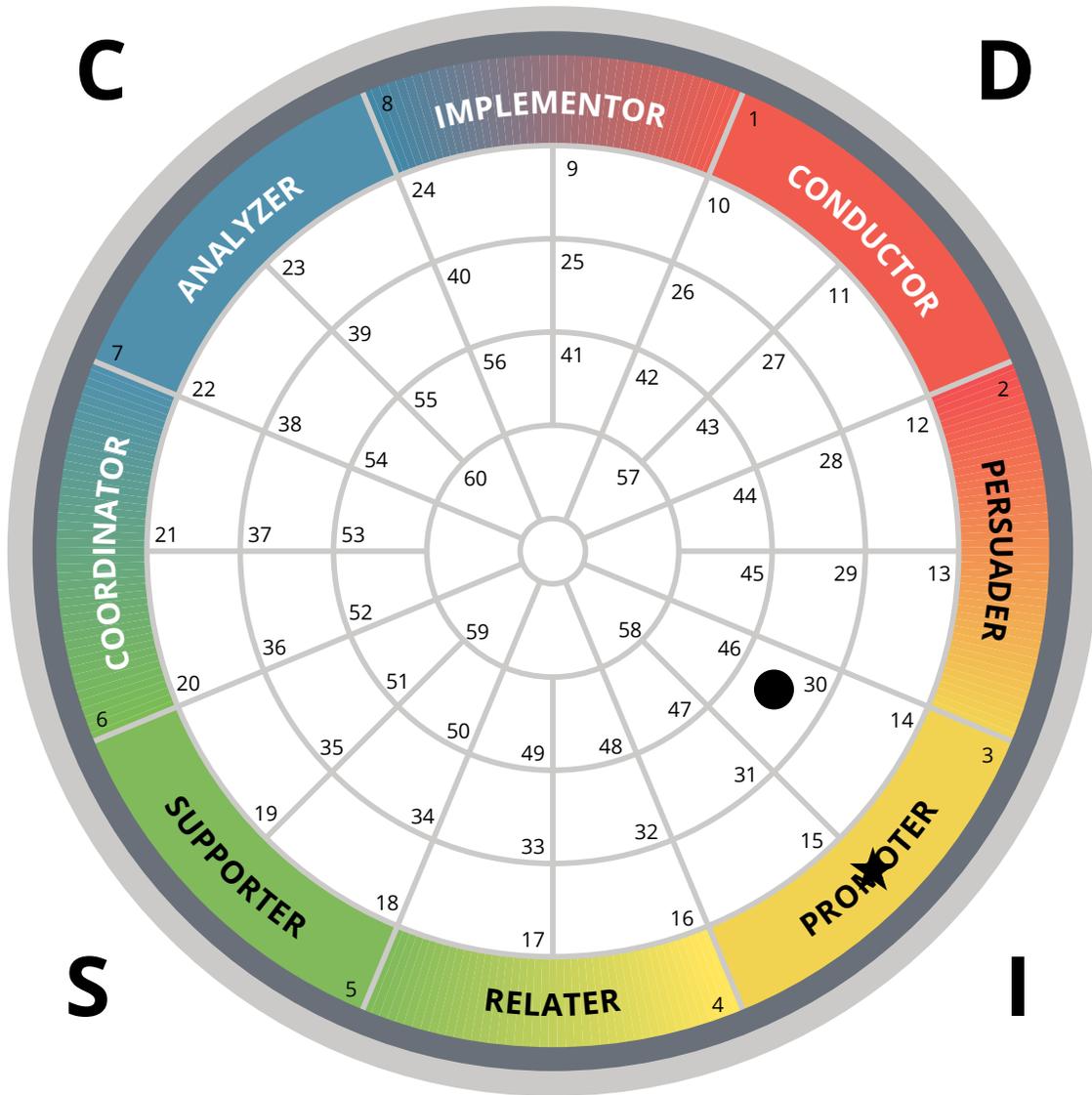
# The TTI Success Insights® Wheel



**Jamie Sample**

ABC

10-14-2019



Adapted: ★ (3) PROMOTER  
 Natural: ● (30) PERSUADING PROMOTER (FLEXIBLE)  
 Norm 2017 R4

T: 6:34

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# 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.*

Jamie prioritizes his work responsibilities over social causes. He sees the world as a toolset to accomplish his goals. He views people as a resource to achieve results. He will use knowledge as a benchmark for success. Jamie sees himself as an intellectual and will seek opportunities to bring new information to the organization. He will be a great resource to help with identifying valuable and informational resources. He is passionate about creating something that leads to an enduring legacy. He can go to extremes to win or control the situation. Jamie tends to interpret and dissect other systems and/or traditions and is creative when applying them. He tends to seek new methods and ways to expand his future opportunities. He may be able to mask personal issues and focus on professional productivity. He may see money as less important than what it will buy.

Jamie believes it's important to keep emotions out of business decisions. He questions the amount of time individuals spend assisting other people. He sees value in consuming current information from many sources. He will gather as much information as possible before starting a project. When Jamie feels strongly about a situation, he will apply the "end justifies the means" concept. He is driven to acquire the very best that life has to offer. He won't get hung up on a specific approach and will keep momentum moving forward. He may prefer to set his own plan to guide his actions. Jamie will focus on the objective before the harmony of a situation. He may be able to compartmentalize the situation to ensure a rewarding interaction. He evaluates situations and may look for the potential return on investment. He may evaluate situations based on his utility and economic return.

# Driving Characteristics



Jamie may use productivity as a measure of his success with activities and tasks. In general, unpleasant surroundings may not impact Jamie's productivity. He may be open to new ideas because he is not tied to a defined philosophy or system. He is driven by building a team that is recognized as a winner. Jamie will be energized in any position in which advancement is based on continuous learning. Adding to the body of knowledge is more important than the application of knowledge. He will help develop an individual if he sees opportunities for future return. He feels things must be earned, not given, because he believes all are capable of hard work and persistence.



# Strengths & Weaknesses

The following section will give you a general understanding of the strengths and weaknesses of Jamie'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

- ✓ Jamie will seek to develop or help others when he can see future opportunities.
- ✓ He will downplay emotions when making decisions concerning people.
- ✓ He chooses who, when, and how much to help based on the desired outcome.
- ✓ He tends to research much more thoroughly compared to others.
- ✓ Jamie focuses on information and facts.
- ✓ He creates winning strategies and outcomes.
- ✓ He can draw from many systems and ways of thinking to create something new.



## Potential Weaknesses

- ✗ Jamie may expect something in return each time he helps or serves others.
- ✗ He tends to value people as an opportunity or resource rather than as an individual.
- ✗ He may be seen as self serving.
- ✗ He may make decisions without subjective or emotional considerations.
- ✗ Jamie can value discovery over other priorities.
- ✗ He tends to have a "me" versus "we" attitude.
- ✗ He may resist systems or structures being forced on him.

# Energizers & Stressors



The following section will give you a general understanding of the energizers and stressors of Jamie'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

- ✓ Jamie likes to develop internal advocates.
- ✓ He relies on himself.
- ✓ He is energized by advancing his personal interest through others.
- ✓ He will devote time to learn.
- ✓ Jamie is energized by the opportunity to objectively analyze ideas.
- ✓ He enjoys leading a group.
- ✓ He is energized by creating new systems.

## Potential Stressors

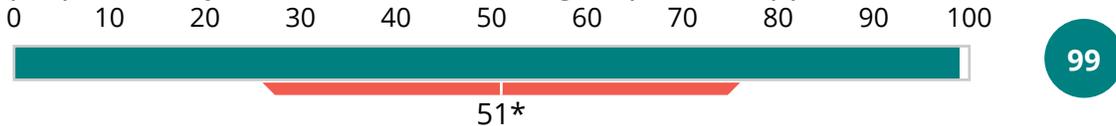
- ✗ Jamie does not like to make emotion-based decisions.
- ✗ He gets frustrated when his contribution is disregarded.
- ✗ He is frustrated when people assist others for no apparent reason.
- ✗ He will not simply make educated guesses.
- ✗ Jamie is turned off when people approach ideas subjectively.
- ✗ He gets frustrated when working behind the scenes.
- ✗ He does not like to follow outdated processes.

# Primary Driving Forces Cluster

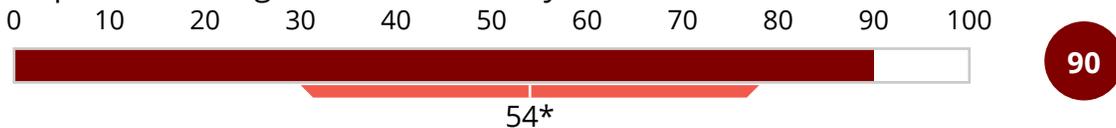


Your top driving forces create a cluster of drivers that move you to action. If you focus on the cluster rather than a single driver you can create combinations of factors that are very specific to you. The closer the scores are to each other the more you can pull from each driver. Think about the driver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

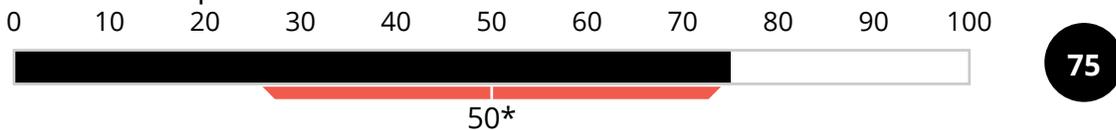
**1. Intentional** - People who are driven to assist others for a specific purpose, not just for the sake of being helpful or supportive.



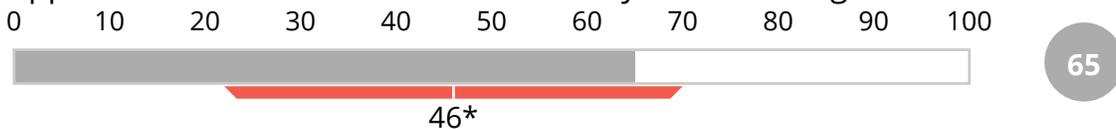
**2. Intellectual** - People who are driven by opportunities to learn, acquire knowledge and the discovery of truth.



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



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



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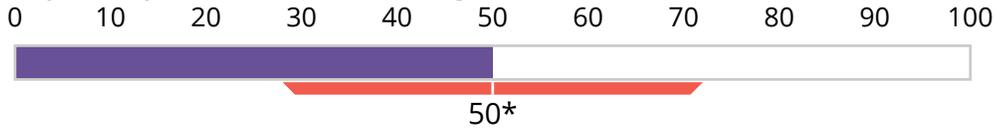
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# Situational Driving Forces Cluster

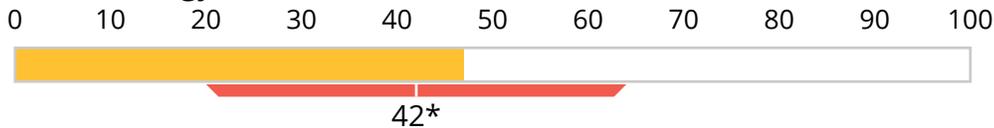


Your middle driving forces create a cluster of drivers that come in to play on a situational basis. While not as significant as your primary drivers, they can influence your actions in certain scenarios.

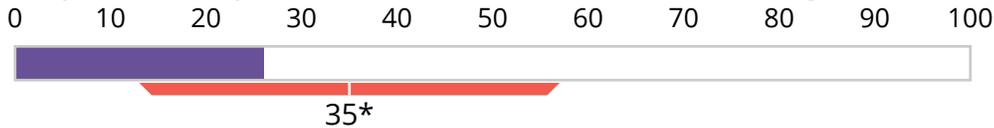
**5. Objective** - People who are driven by the functionality and objectivity of their surroundings.



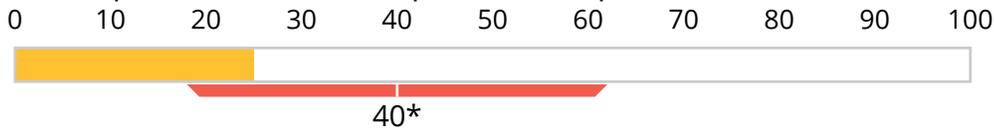
**6. Resourceful** - People who are driven by practical results, maximizing both efficiency and returns for their investments of time, talent, energy and resources.



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



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



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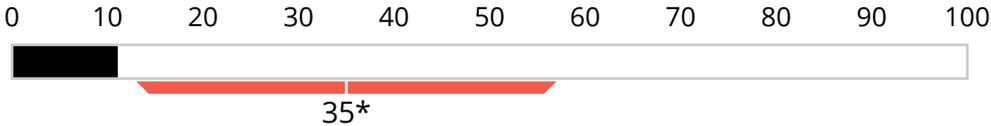
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# Indifferent Driving Forces Cluster

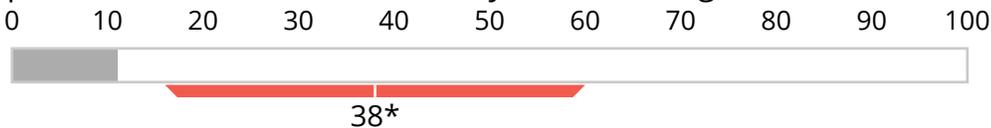


You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.

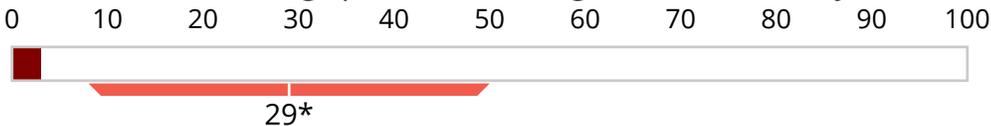
**9. Collaborative** - People who are driven by being in a supporting role and contributing with little need for individual recognition.



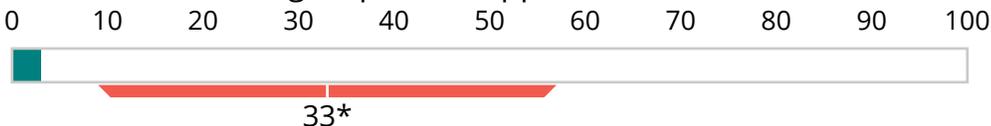
**10. Structured** - People who are driven by traditional approaches, proven methods and a defined system for living.



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



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



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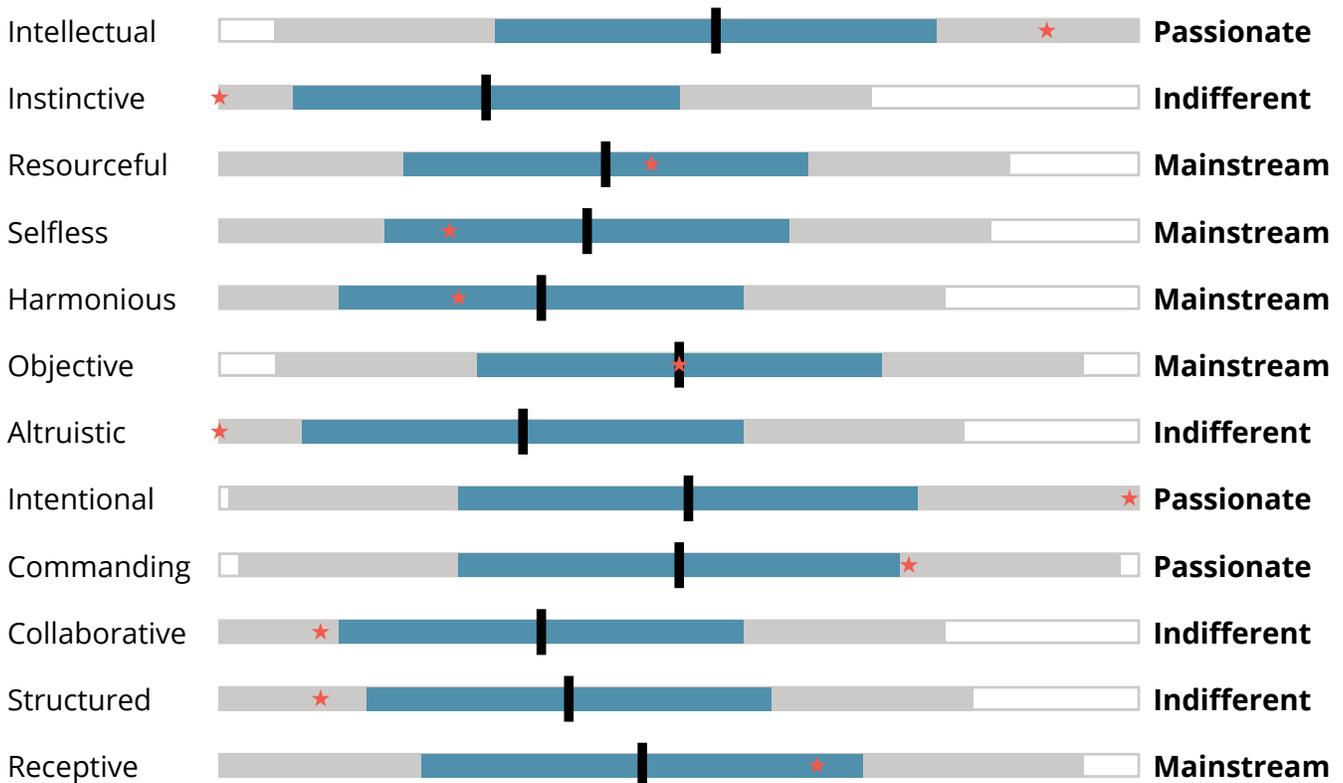
# Areas for Awareness



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

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

## Norms & Comparisons Table - Norm 2017



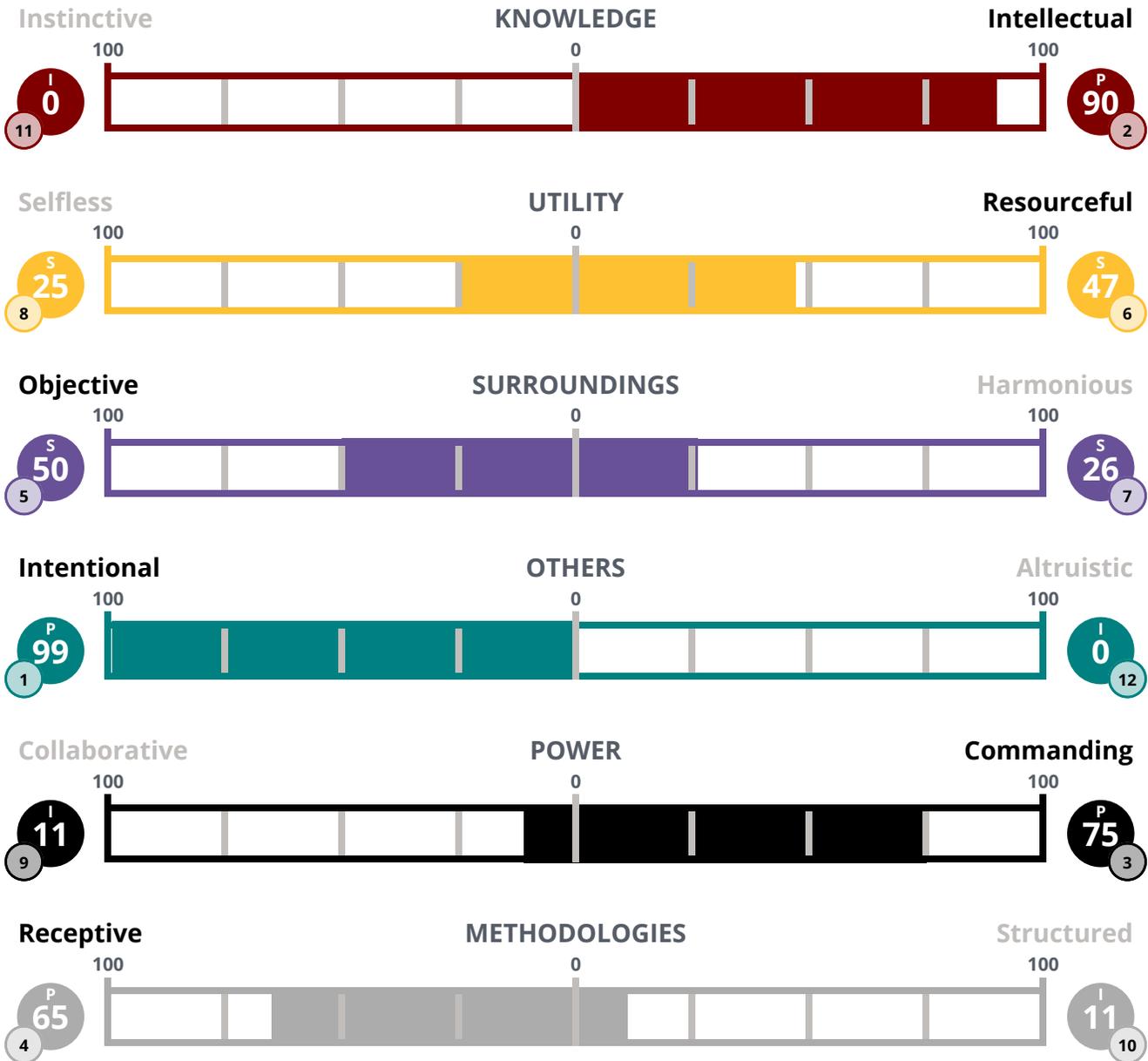
- 1st Standard Deviation - \* 68% of the population falls within the shaded area. 
  - 2nd Standard Deviation 
  - 3rd Standard Deviation 
  - national mean 
  - your score

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

# Motivational Continuum



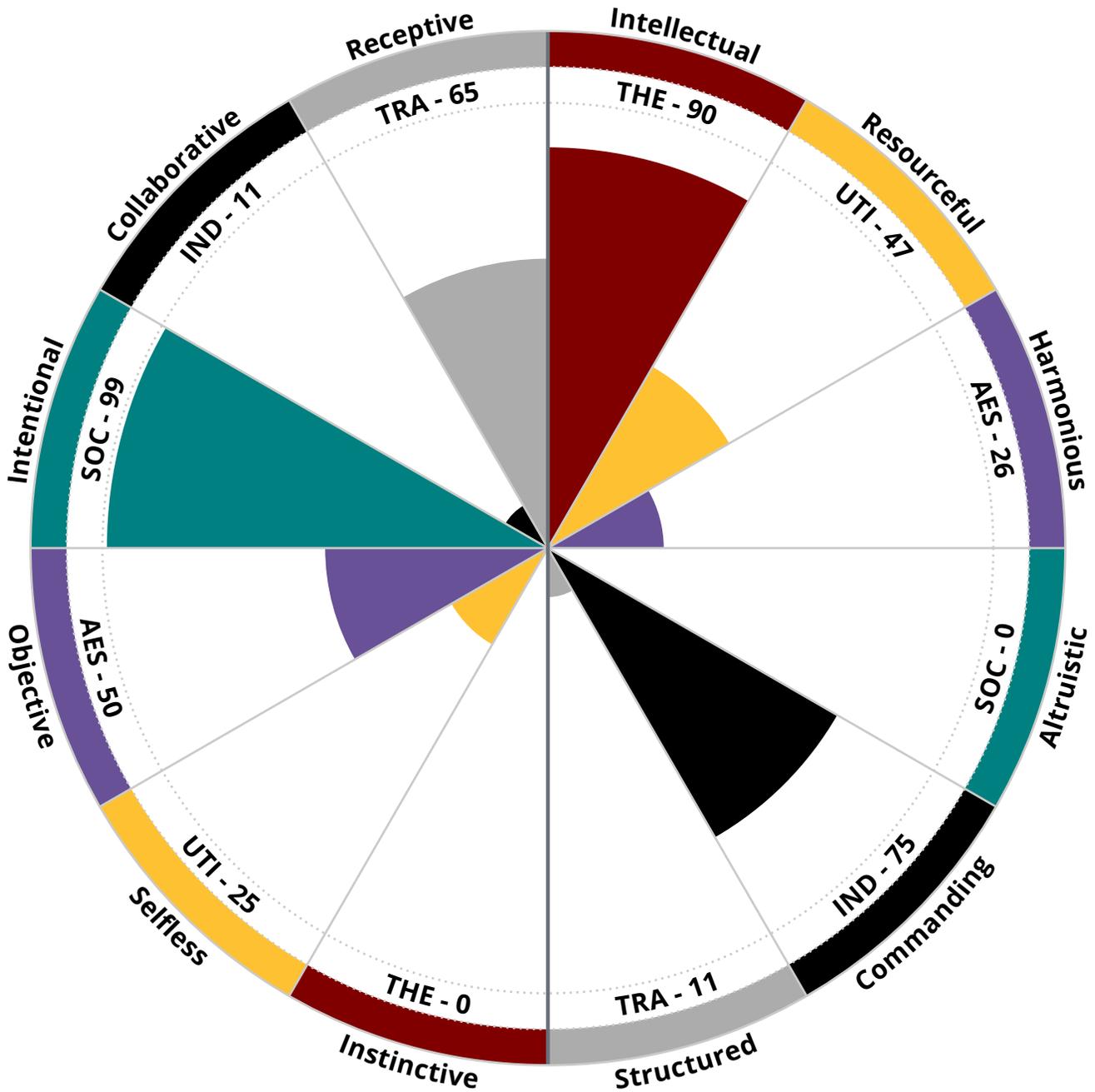
The 12 Driving Forces® Continuum is a visual representation of what motivates Jamie and the level of intensity for each category. The letter "P" indicates an individual's primary cluster. These four factors are critical to Jamie's motivation and engagement regardless of the situation.



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

**Norm 2017**  
 10-14-2019  
 T: 4:18

# Driving Forces Wheel

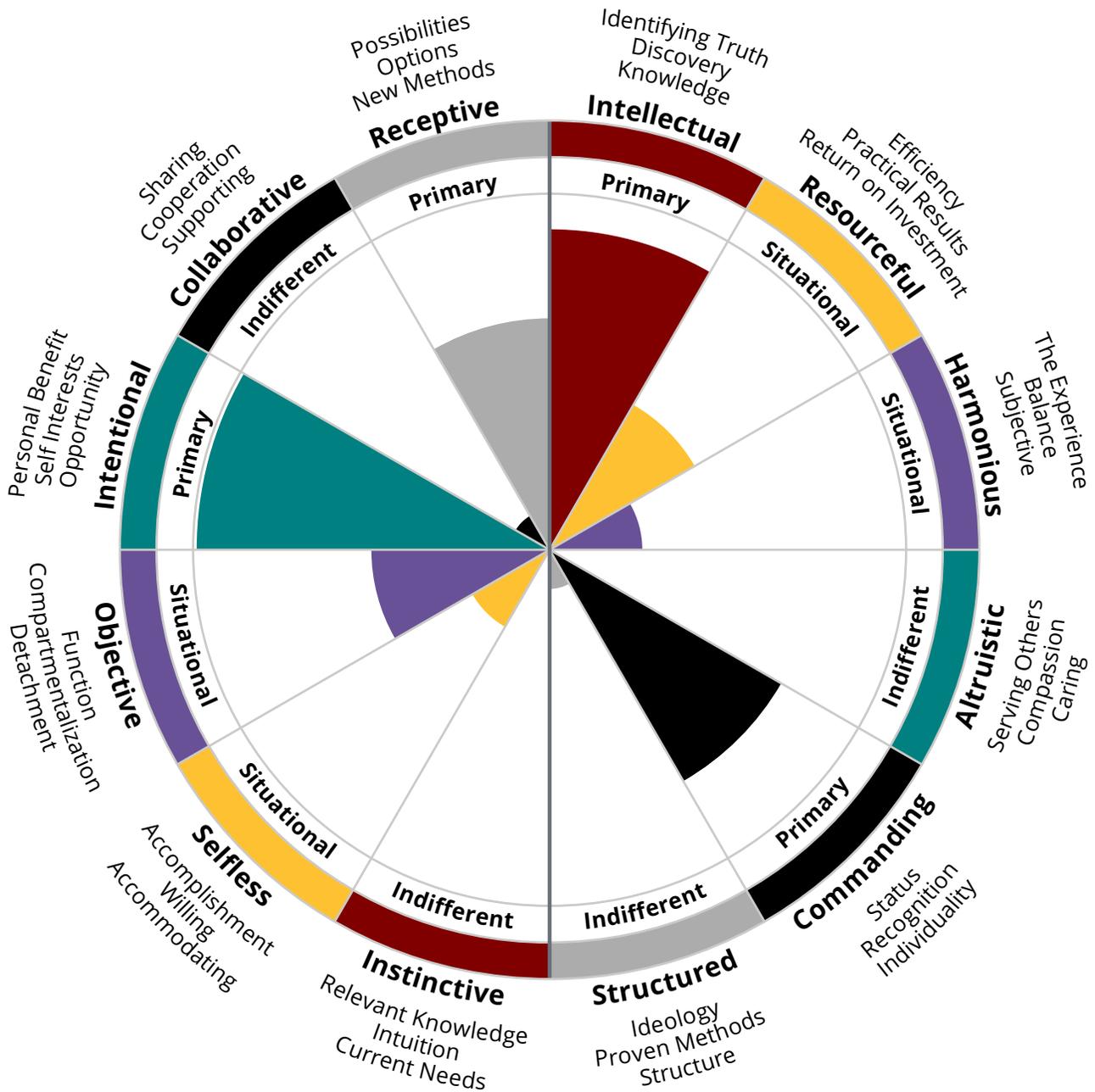


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# Descriptors Wheel



T: 4:18

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# Introduction



## Integrating Behaviors and Driving Forces

The ultimate power behind increasing job satisfaction and performance comes from the blending of your behaviors and driving forces. Each individually is powerful in order to modify your actions, but the synergy of blending the two moves you to a whole new level.

### In this section you will find:

- Potential Behavioral and Motivational Strengths
- Potential Behavioral and Motivational Conflict
- Ideal Environment
- Keys to Motivating
- Keys to Managing

# Potential Behavioral & Motivational Strengths



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

- Great at generating excitement in others when viewed as a future resource.
- Wants to be seen as a leader in maximizing the production of people.
- Demonstrates optimism when helping others if they are contributing to the organization.
- Motivates others to continue education.
- Will bring high energy and enthusiasm to the researching process.
- Looks for the positive side of every situation.
- Positively promotes the image of the organization.
- Capable of addressing conflict for a win-win scenario.
- Being an optimistic leader.
- Good at recruiting membership in organizations he enjoys.
- The "megaphone" to spread new ideas.
- Expresses all that is great about a new concept.

# Potential Behavioral & Motivational Conflict



*This section describes the potential areas of conflict between Jamie'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 have trouble making difficult people decisions that don't directly drive business.
- When utilizing skills of others, he may slow the progress by talking too much.
- Does not always listen to those he is working with.
- A desire to share information can impede his ability to listen and learn.
- Ability to learn is diminished due to his lack of focus on one thing.
- Will tend to elaborate on limited data.
- May only interact with those he feels complement his goals.
- Can disclose their agenda to the wrong people.
- May be viewed as someone who over promises and under delivers.
- May think his optimistic view of new ideas is flawless.
- Has difficulty listening to feedback, if it is something he has already tried.
- May overlook contradictions in his out-of-the-box thinking.

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

- A forum to work with people as it relates to moving the organization forward.
- An environment where interacting with others in an effort to achieve results.
- Ability to develop and interact with individuals that may lead to future opportunities.
- Continuous learning in a team atmosphere where people share openly.
- A forum to be curious about the discovery of new information.
- A leadership team that is optimistic toward learning new concepts or theories.
- A forum to celebrate successes as an individual.
- Opportunity to display excitement and fun while getting others to act.
- An environment to express ideas to influence people.
- A forum to express the experience of improving the current system or process.
- Opportunity to be a spokesperson for change in the organization.
- An environment that rewards the communication of changes in the system.

# Keys To Motivating



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

## Jamie wants:

- To promote programs that produce results by utilizing the skills of others.
- An opportunity to express how he improved productivity.
- To be seen as a resource for those who are willing to work towards a common vision.
- To research new information in a team environment requiring people interaction.
- To be able to seek out new information that will be valuable to share with others.
- To be seen as an expert in a variety of areas and wants to learn from discussions about new things.
- Opportunities for advancement and new experiences.
- Recognition for leadership accomplishments and the results he receives.
- Public recognition of power and prestige.
- To create new ideas for others by exploring the organizational vision.
- To influence everyone to consider new possibilities, but in friendly terms.
- A manager that values his optimism about the ability to explore new ways of doing business.

# Keys To Managing



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

## Jamie needs:

- To be realistic about how hard others are working before giving assistance.
- Support in handling situations when others fail to do their part.
- A manager that promotes his ability to positively influence others to work hard toward a common goal.
- To establish a method for bringing knowledge to the process.
- To seek out ways to organize thoughts in order to effectively convey all information.
- To continue his learning in an environment filled with sharing of knowledge.
- To set realistic goals that can be accomplished while improving the organizational recognition.
- To listen to others and understand different perspectives in order to meet objectives.
- To understand that others need "air-time" during meetings to share their own ideas.
- To manage time and avoid getting "bogged-down" by talking to people about new possibilities.
- To understand that there is a time and a place for influencing others to his new and creative ideas.
- Support in being an advocate for organizational systems, as long as they are open to new options.



# Introduction

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

Jamie understands his likes and dislikes, but he may not have found his true passion in life. When others give Jamie feedback, he may be unaware of how emotions will impact the understanding of the feedback. He is somewhat aware of how his emotions impact his goals, motivations, strengths and key aspirations. He tends to be aware of his emotional strengths and weaknesses. Jamie may not take notice when his stress level is escalated over a prolonged period of time. He tends to be aware of major changes in day-to-day stress levels.

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

Jamie usually meets his goals and others' expectations, but perhaps does not always exceed them. People may consider Jamie a good worker but not an overachiever. When Jamie is not interested in a project, he may procrastinate, leaving assignments to the last minute. He is usually comfortable with the status quo, but is willing to be open to change if a change is really needed. Others perceive Jamie as competent but may not think of him as an overachiever. He may see obstacles as opposed to opportunities when he is pursuing his goals.

# Emotional Characteristics



Jamie may, at times, unintentionally offend his coworkers, friends or teammates. People may hesitate to seek Jamie out for consultation. He may have trouble with active listening. He may hinder group brainstorming sessions or team meetings because he may have difficulty creating an emotionally safe environment. Jamie may have difficulty building trust and respect with others. He may be seen as unsupportive or uncaring at times.

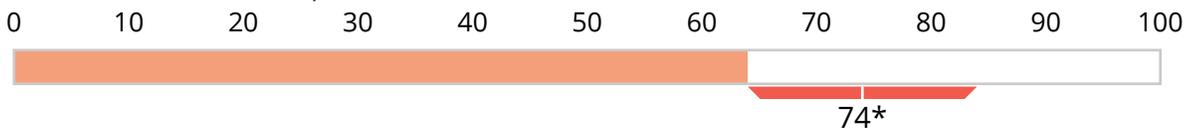
Jamie occasionally engages in substantive conversations. He is persuasive when he feels passionate about the topic to the point of potentially coming across as overbearing. He places some value on having a few true friendships over many casual acquaintances. He collaborates well with most of his coworkers. Others generally view Jamie as approachable. He may, on occasion, have trouble negotiating with others.

# Emotional Quotient Assessment Results

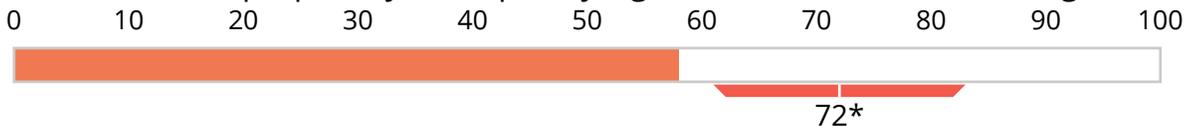


The Emotional Quotient (EQ) is a measure of your ability to sense, understand and effectively apply the power and acumen of your emotions and the emotions of others in order to facilitate high levels of collaboration and productivity. Your total score on the Emotional Quotient Assessment indicates your level of overall emotional intelligence. The higher the number, the more emotionally intelligent you are. If your goal is to raise your EQ, the components on which you have scored the lowest should be the focus of your development.

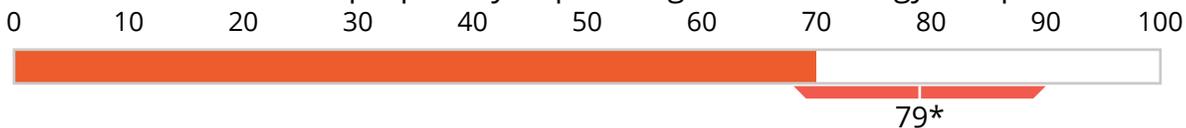
**1. Self-Awareness** - The ability to recognize and understand your moods, emotions and drives, as well as their effect on others.



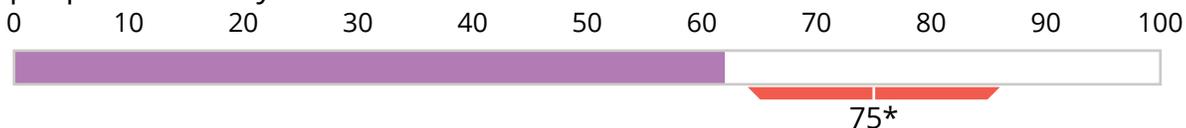
**2. Self-Regulation** - The ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting.



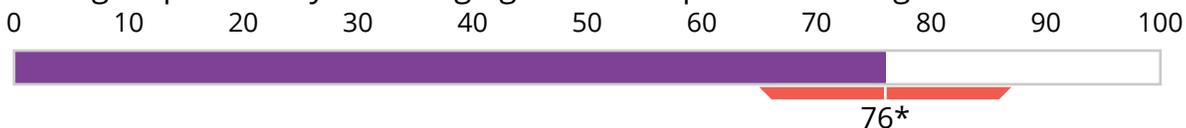
**3. Motivation** - A passion to work for reasons that go beyond the external drive for knowledge, utility, surroundings, others, power or methodology and are based on an internal drive or propensity to pursue goals with energy and persistence.



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



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



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

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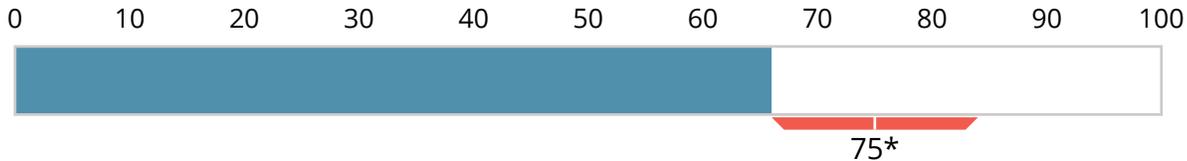
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# Emotional Quotient Scoring Information

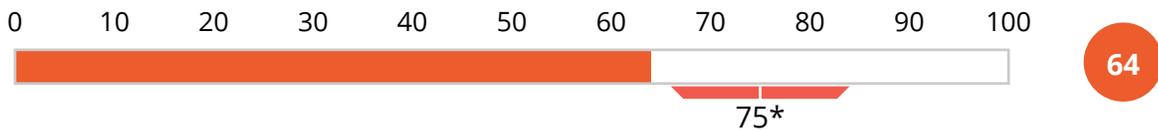


The average of the Self-Regulation, Self-Awareness and Motivation subscales represent your Self Score. The average of the Social Awareness and Social Regulation subscales represent your Others Score. Your total level of Emotional Quotient was calculated by averaging all five EQ dimensions.

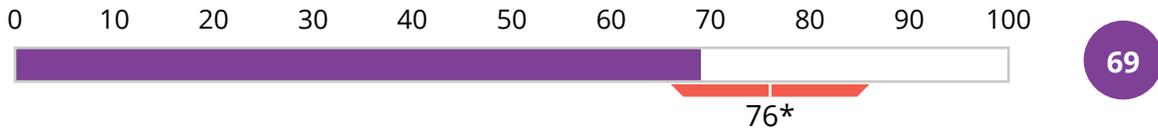
**Total Emotional Quotient** - Your total level of emotional intelligence, formed by averaging your Others and Self scores.



**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.



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**Jamie Sample**

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# Self-Awareness

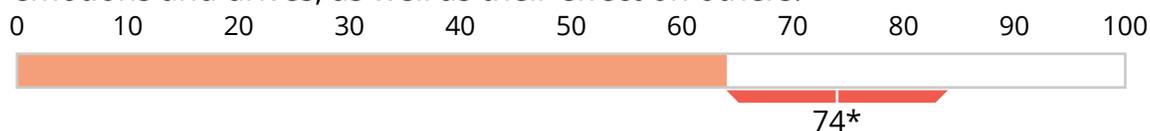


Based on Jamie's level of EQ in this dimension, he is moderately self-aware, meaning he may notice what he is feeling but is not always able to explain it.

## What Jamie 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.



# Self-Regulation

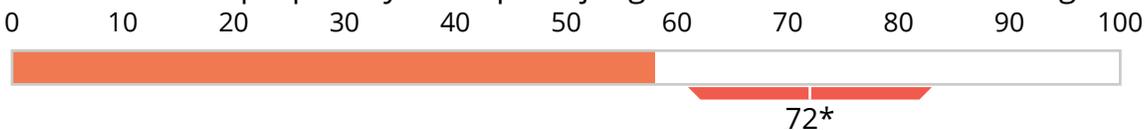


Based on Jamie's level of EQ in this dimension, he would benefit from developing his level of Self-Regulation in order to regulate actions fueled by negative or disruptive emotions.

## What Jamie 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.



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# Motivation

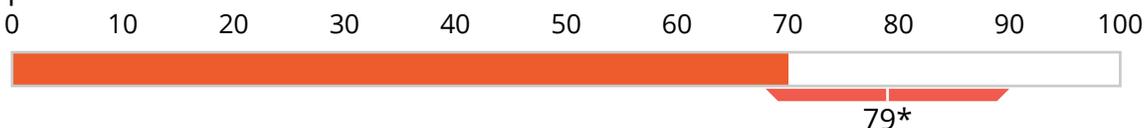


Based on Jamie's current level of Motivation, procrastination could be a potential issue for Jamie in achieving his goals.

## What Jamie 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.



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# Social Awareness

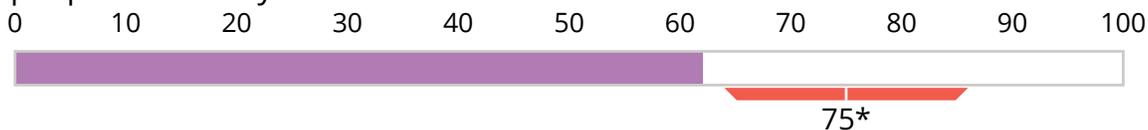


Based on Jamie's level of Social Awareness, he may find it difficult to understand others' emotional responses to situations and communication.

## What Jamie can do:

- Attempt to understand others' emotional temperature before communicating your point of view.
- Observe nonverbal behavior to evaluate the negative or positive reactions to others.
- Attempt to see things from others' perspectives before responding to your peers at work or family members.
- 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.
- Consider how others will feel as a consequence of your actions or statements. Not only what you say, but how you say it.
- Building social awareness can enhance your understanding of people and, therefore, may improve your interactions with others.
- Be genuine about expressing gratitude toward others.
- Reach out and offer assistance to others; make sure to understand what they are trying to achieve rather than trying to achieve your own objective.

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



# Social Regulation

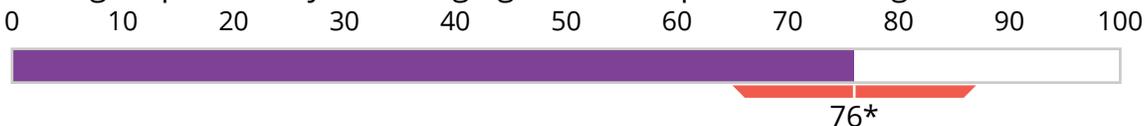


Based on Jamie's level of Social Regulation, he may find relating to others challenging, especially in emotionally charged situations.

## What Jamie 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.

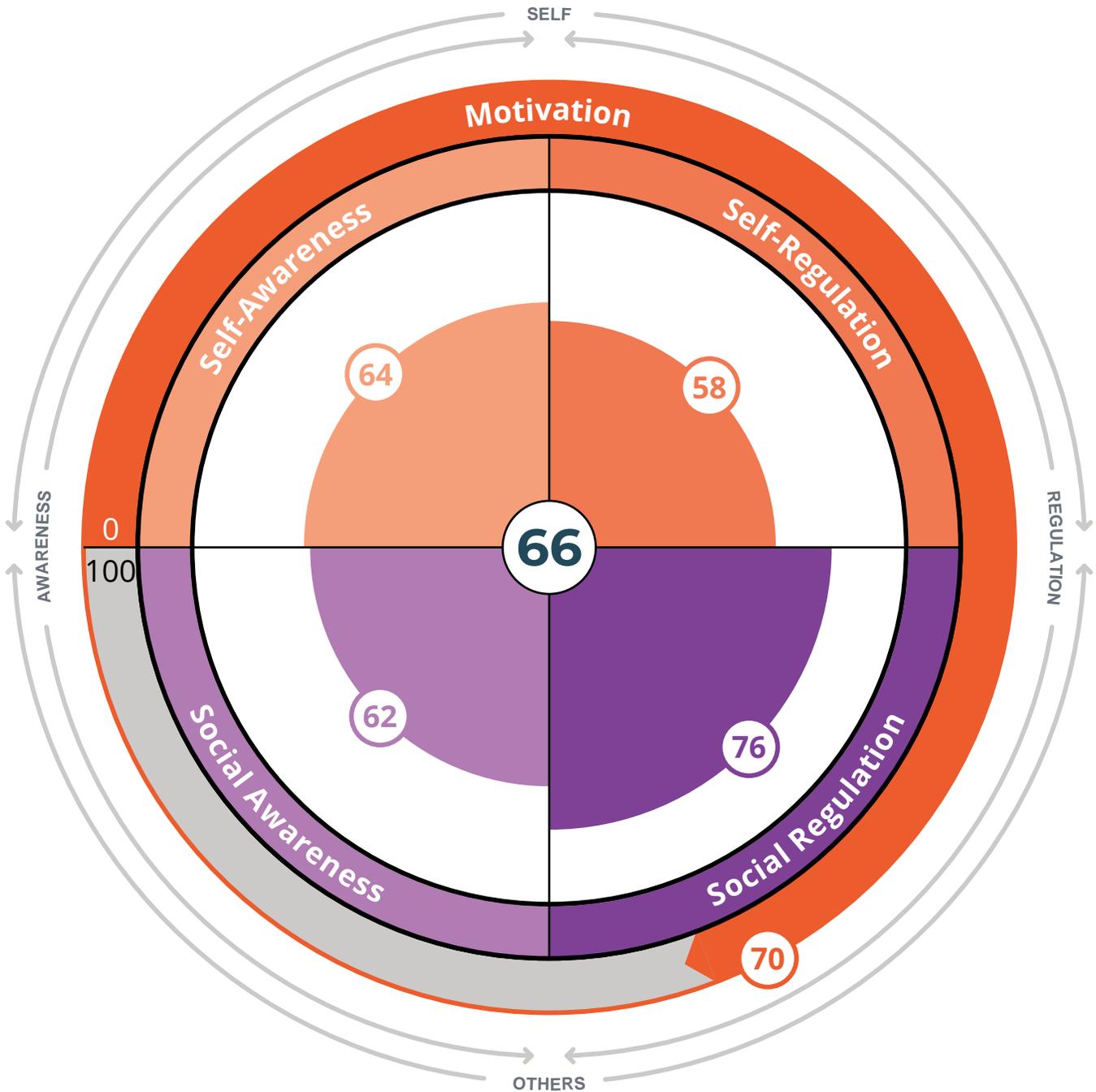


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# Emotional Quotient™ Wheel



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, Jamie's primary driving forces cluster includes: Intentional, Intellectual, Commanding and Receptive.**

Jamie has a moderate level of Self-Awareness. He is mentally and physically aware of a change in how he is feeling, but he may not be able to always anticipate or explain the change before it happens. Coupled with his high "Influence" behavioral style, these feelings may be intensified and acted upon based on the emotional reaction versus thought out. Most high "Influencers" will tend to talk their way through an uncomfortable situation without putting much thought behind what is being said. This happens because they are unaware of when their particular triggers are ignited. However, with Jamie'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.

Jamie has a low level of Self-Regulation. He may not be able to temper responses and reactions to emotionally charged events. Possessing a high "Influence" behavioral style indicates that Jamie will tend to avoid conflict. He will show physical signs of emotion through facial expressions, hand movements and overall body language. However, with low Self-Regulation, the typical behavioral characteristics may be intensified slightly, and this can have a negative impact on communication with others. By understanding his "Influence" behavior and how it impacts the communication flow with others, Jamie will 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 Jamie'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

Jamie 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.

Jamie has a low level of Social Awareness. He may not be able to anticipate how others will receive information or react to a situation. If he is able to harness this information, it will increase his ability to see things from someone else's perspective. Jamie typically views things from the perspective of his primary driving forces, whereas not all people filter information from this viewpoint. Developing the ability to step out of this mindset will be key in being able to achieve social recognition and team identification within the organization, which his "Influence" behavioral style requires.

Jamie has a moderate level of Social Regulation. He is able to manage relationships and maintain networks. Jamie 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 Intentional, Intellectual, Commanding or Receptive. However, he will do best in forming relationships that directly lead to the satisfaction of these passions. Behaviorally, Jamie prefers a more informal and friendly 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.