



TTI
SUCCESS
INSIGHTS®

TriMetrix® EQ

Sales

Sally Sample
Apex Corporation
11-4-2015



Introduction Where Opportunity Meets Talent®

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

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

Behaviors

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

Driving Forces

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

Integrating Behaviors And Driving Forces

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

Emotional Intelligence Section

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

Blending Behaviors, Driving Forces And EQ

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



Introduction Behaviors Section

Behavioral research suggests that the most effective people are those who understand themselves, both their strengths and weaknesses, so they can develop strategies to meet the demands of their environment.

A person's behavior is a necessary and integral part of who they are. In other words, much of our behavior comes from "nature" (inherent), and much comes from "nurture" (our upbringing). It is the universal language of "how we act," or our observable human behavior.

In this report we are measuring four dimensions of normal behavior. They are:

- How you respond to problems and challenges.
- How you influence others to your point of view.
- How you respond to the pace of the environment.
- How you respond to rules and procedures set by others.

This report analyzes behavioral style; that is, a person's manner of doing things. Is the report 100% true? Yes, no and maybe. We are only measuring behavior. We only report statements from areas of behavior in which tendencies are shown. To improve accuracy, feel free to make notes or edit the report regarding any statement from the report that may or may not apply, but only after checking with friends or colleagues to see if they agree.

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



Sales Characteristics

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

Sally prefers to sell a new client on herself first rather than her product or service. This reflects her natural approach. When she buys, she also prefers to be sold in this manner. Inclined to talk smoothly, readily and at length, she loves the opportunity to verbalize. Sales presents an opportunity for her to use this great attribute. She consistently meets the challenge of persuading people to her point of view. Some buyers may desire less talk and more facts. She prefers to sell new, innovative products or services. In fact, she often uses creative ways to sell her products or services. Sally is optimistic about her great ability to influence people to buy her products or services. She can sell both tangible and intangible products successfully. Her ability to paint word pictures can be a distinct advantage when she is called upon to explain an intangible. Socially and verbally aggressive, she loves to meet strangers and begin conversations. This is a great attribute when new territory is opened, or new accounts are dictated by business conditions.

Sally may not answer objections completely. She often treats them lightly and may "tap dance" around the objections or use sales puffery to answer them. She welcomes the objections that prospects raise. This provides an opportunity to meet a challenge and share more of her knowledge. If she gets into one of her "oversell" modes, she may cause the objections to be raised. However, she will welcome the objections and answer them to the best of her ability. Some see her as a natural born salesperson but what they really see is her ability to talk smoothly and readily on most subjects. She quickly shares her opinion on most topics. Sally has probably been known to answer objections even if she has never heard the objection before. She will rely on her quick thinking and verbal skills to meet the challenge. She succeeds in projecting self-confidence in her sales presentations. This self-confidence evolves from her belief in herself and her products or services. This may cause her to become frustrated if a prospect attacks either her or her product.



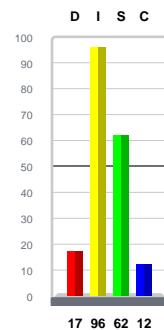


Sales Characteristics Continued

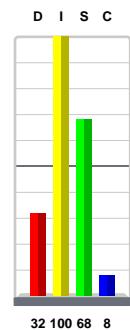
Sally would rather make a social visit instead of a service visit. The social visit meets her need to be friendly and outgoing, while the service visit requires special effort if customers don't buy more products or services. She may promise more than she can deliver to close a sale. She does intend to deliver what she says, but she has difficulty finding the time to provide what she promises. Her optimism makes her believe she can deliver. Sometimes she tries too hard to accommodate the buyer with service. She will resent her effort if the account doesn't live up to its potential. She can be seen as a good closer. However, she may postpone the close until giving the complete sales pitch. Observers have actually seen her sell the product and then buy it back. She should guard against excessive talking and close at the appropriate time. Sally probably has several favorite closes. She needs to evaluate the way she is using them and if they are appropriate to the sales situation. Sally's listening skills may cause her to miss some closing opportunities. She may be thinking about what she is going to say next and miss the buying signal.



Adapted Style



Natural Style



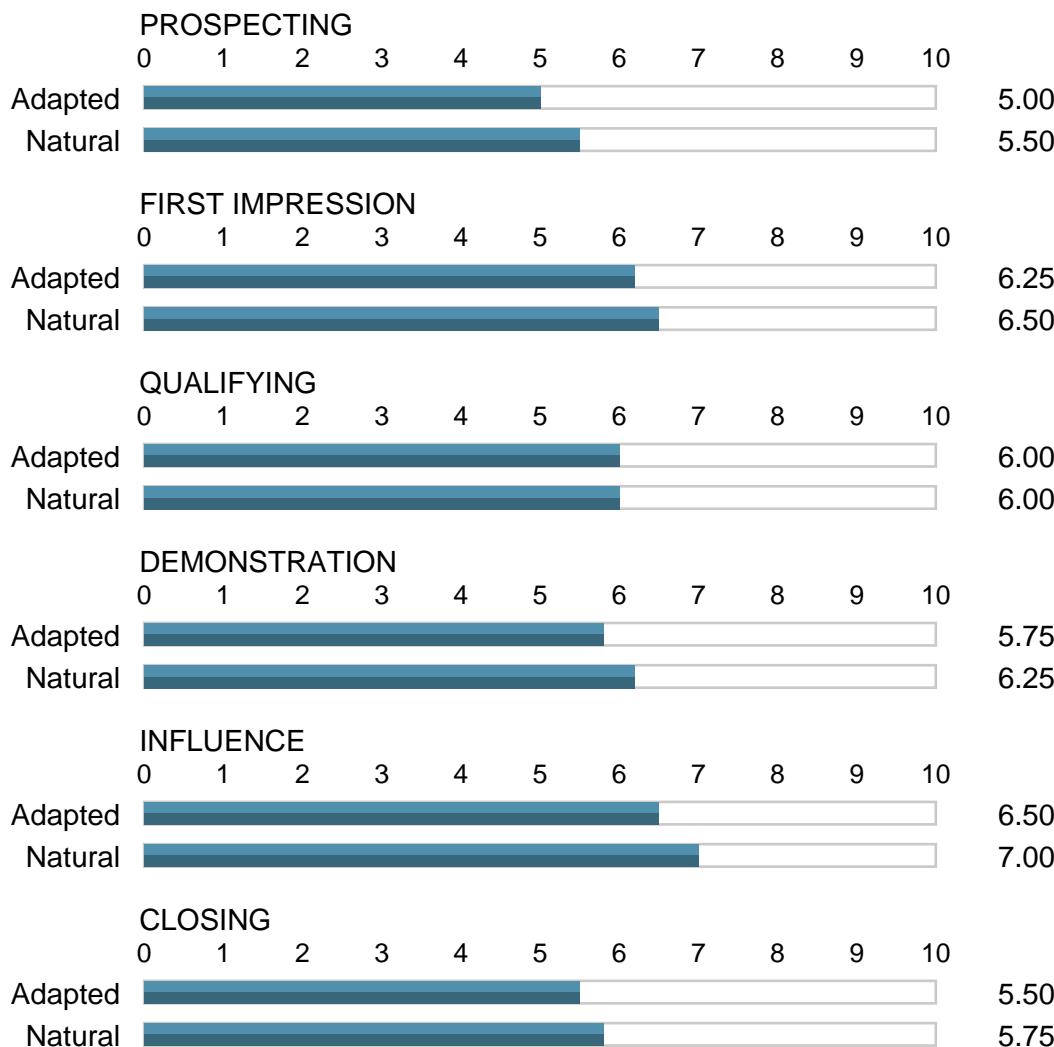


Behavioral Selling Overview

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

The level of effectiveness that Sally either possesses naturally or is able to modify or "mask" is also shown. The higher the score, the more effective Sally is at that phase of the sale. The lower the score, the greater challenge Sally 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.



0-5.0=POOR 5.1-6.6=FAIR 6.7-7.6=GOOD 7.7-8.8=VG 8.9-10=EX



Potential Strengths or Obstacles to Behavioral Selling Success

The Behavioral Selling Model is a scientific, professional selling process. The Behavioral Selling Overview outlines Sally'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, Sally MAY have a TENDENCY to:

- Have difficulty planning and controlling her use of time.
 - Be erratic in her prospecting efforts.
 - Rely very heavily on the strength of personal relationships to serve as door openers.
 - Not take the time to plan efficient, cost effective, travel itineraries or agendas.

First Impression: The first face-to-face interaction between a prospect and the salesperson, this phase is designed to enable the salesperson to display his or her 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, Sally MAY have a TENDENCY to:

- Constantly seek approval of the buyer...sometimes even at the expense of selling.
 - Overuse body language during the First Impression Phase.
 - Prefer to sell a new account over servicing an old account. This is especially true if the old account has little potential or requires an ongoing supply of detail facts and data to support their continued purchase decisions.
 - Be very optimistic and enthusiastic and is good at generating the same enthusiasm in others. Sometimes her exuberance is what sells her product or services. Occasionally, however, buyers may be offended by her overuse of energized optimism.





Potential Strengths or Obstacles to Behavioral Selling Success

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, Sally MAY have a TENDENCY to:

- Let her mind wander to her own mental agenda. Although this is not apparent to the buyer, it can become very obvious later as she is unable to accurately apply her solutions to problems that she never heard.
 - Prematurely jump to the Demonstration Phase, thereby violating the first rule of behavioral selling. May also make her entire presentation in a non-sequential, random order.
 - Tune out others and to tune in only to herself.
 - Paraphrase in her jargon what the prospect has said, and, to potentially misunderstand what the prospect has really said.

Demonstration: Much different from traditional "demonstration" or "product presentation," this phase allows the salesperson to demonstrate his or her 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, Sally MAY have a TENDENCY to:

- Not have all the necessary brochures and collateral sales tools available.
 - Demonstrate things that her product or service will do that may not have anything to do with the prospect's real needs.
 - Rely too heavily on her prospect to trust her judgment in recommending her products and services. However, not all prospects are overly trusting by nature and some will need facts and data to support the salesperson's judgment.
 - Be careless and ramble in the sales presentation.





Potential Strengths or Obstacles to Behavioral Selling Success

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, Sally MAY have a TENDENCY to:

- Use selling tools with her presentation. However, her level of usage sometimes depends on her ability or inability to be organized. Specifically, she occasionally forgets to update or replenish her supply of collateral materials.
- Stress benefits that are important to her, rather than identifying those that are important to the prospect.
- Overly rely on friendship to make the sale.
- Overlook asking satisfied customers to help in securing new prospects or to ask for positive letters of satisfaction.

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, Sally MAY have a TENDENCY to:

- Give away products or services to make customer happy.
- Be more concerned with popularity than tangible results if that popularity is rewarded.
- Not clarify what she thinks she hears when an objection is raised. She needs to follow all objections with a question to clarify what she actually heard and to determine what the prospect is really saying.
- Not answer objections completely. May treat them lightly and tap dance around objections or use her own personal jargon to answer them.

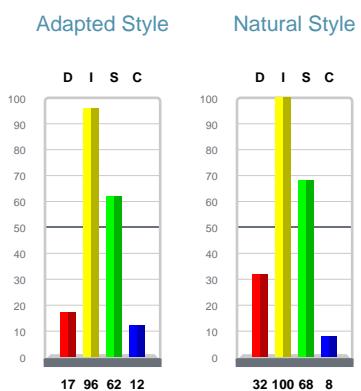




Value to the Organization

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

- Big thinker.
 - Inner-directed rather than tradition-directed--brings fresh ideas for solving problems.
 - Optimistic and enthusiastic.
 - Positive sense of humor.
 - People-oriented.
 - Bottom line-oriented.
 - Verbalizes her feelings.
 - Motivates others towards goals.
 - Self-reliant.





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

Ways to Communicate:

- Look for her oversights.
 - Offer special, immediate and extra incentives for her willingness to take risks.
 - Use the carrot approach when appropriate.
 - Use a balanced, objective and emotional approach.
 - Define the problem in writing.
 - Provide ideas for implementing action.
 - Provide solutions--not opinions.
 - Provide a warm and friendly environment.
 - Clarify any parameters in writing.
 - Appeal to how she will benefit or be admired.
 - Read the body language for approval or disapproval.
 - Ask for her opinions/ideas regarding people.
 - Provide testimonials from people she sees as important.



Adapted Style

Natural Style

Sally Sample

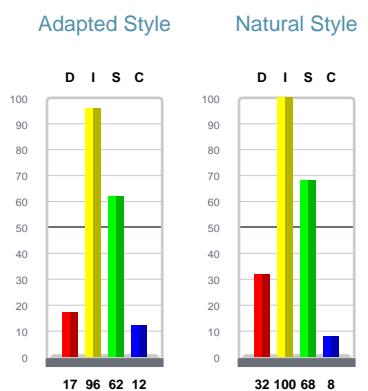


Checklist for Communicating Continued

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

- Talk down to her.
 - Legislate or muffle--don't overcontrol the conversation.
 - Kid around too much, or "stick to the agenda" too much
 - Ramble.
 - Be curt, cold or tight-lipped.
 - Be dogmatic.
 - Let her overpower you with verbiage.
 - Leave decisions hanging in the air.
 - Drive on to facts, figures, alternatives or abstractions.
 - "Dream" with her or you'll lose time.





Selling Tips

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

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.

Factors that will create tension:

- Being giddy, casual, informal, loud.
- Wasting time with small talk.
- Being disorganized or messy.

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."

Factors that will create tension:

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

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, nonthreateningly and logically.
- Earn their trust--provide proven products.

Factors that will create tension:

- Rushing headlong into the interview.
- Being domineering or demanding.
- Forcing them to respond quickly to your questions.

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.

Factors that will create tension:

- 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 Sally's self-perception and how, under certain conditions, others may perceive her behavior. Understanding this section will empower Sally to project the image that will allow her to control the situation.

Self-Perception

Sally usually sees herself as being:

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

Others' Perception - Moderate

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

- Self-Promoting
 - Overly Optimistic
 - Glib
 - Unrealistic

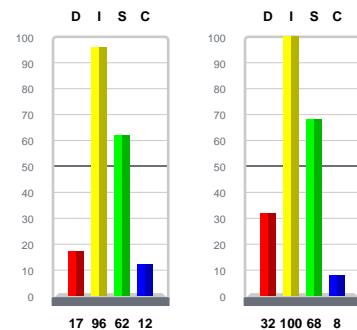
Others' Perception - Extreme

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

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

Adapted Style

Natural Style





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 working environments where risk taking is not rewarded or encouraged.
 - Avoid situations that require strict adherence to standards without any flexibility.
 - Avoid situations where the lack of fear is the driving force versus the return for 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.

- Breaking rules that others must follow, will be seen as reckless and haphazard.
 - The lack of caution exhibited may lead to unnecessary high-risk decisions being made.
 - Stress is demonstrated through body language; be sure to send the same message verbally and physically.





Descriptors

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

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



Natural and Adapted Selling Style

Sally'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.

PROBLEMS - CHALLENGES

Natural

Sally is cautious in her approach to selling and does not attempt to demand that her view, or opinion, be accepted at face value. She likes to help the prospect solve their problems within the framework of a cooperative environment. She will look for a compromise.

Adapted

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

PEOPLE - CONTACTS

Natural

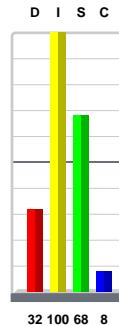
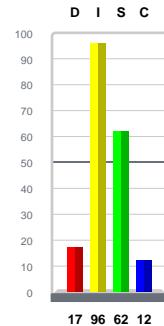
Sally's natural style is to use persuasion and emotion to the extreme. She is positive and seeks to win by the virtue of her oral skills. She will try to convince you that what she is saying is not only right, but is exactly what is needed. She displays enthusiasm for almost everything with every prospect.

Adapted

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

Adapted Style

Natural Style



Sally Sample

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Natural and Adapted Selling Style Continued



PACE - CONSISTENCY

Natural

Sally's natural style prefers a sales environment that can take advantage of her relaxed demeanor, and patience is looked at as a requirement to win. She enjoys follow-up and follow-through. She resists selling new products until proven to her standards.

Adapted

Sally feels that the sales environment doesn't require her to alter the way she deals with activity level and consistency.

PROCEDURES - CONSTRAINTS

Natural

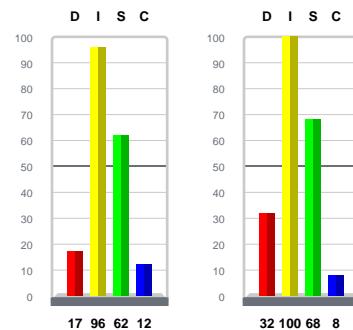
Sally wants to be seen as her own person who is willing and capable of interpreting the company policies to ensure the best results and allow her creative and innovative methods of selling. She wants to be measured on her sales results, not how she achieved the results.

Adapted

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

Adapted Style

Natural Style



Sally Sample



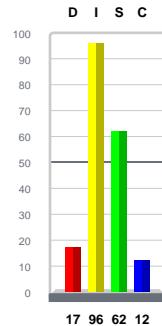
Adapted Style

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

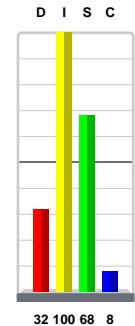
- Seeking challenges presented by competition.
- Using a creative approach in selling new and innovative services or products.
- Skillfully using humor to persuade her clients or customers.
- Uninhibited in making a creative sales presentation.
- Verbally stressing the benefits of her product or service.
- Using persuasive skills.
- Firm, unbending dedication to completing sales projects.
- Setting her own agenda for results.
- Speaking smoothly and emotionally with her customers or clients.
- Independent in approaching customers or clients.
- Unafraid to overstep authority when necessary to make a sale.
- Using great social strengths in approaching new prospects.
- Adaptable in meeting the needs of clients or customers.



Adapted Style



Natural Style



Sally Sample



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.

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:

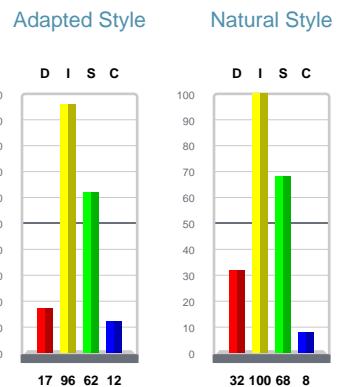
- Set a specific time for lunch and STICK TO IT
- Have meetings in the office
- Set meetings right after lunch
- Have working lunches

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





Time Wasters Continued

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

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
- 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

Daydreaming

Daydreaming is being preoccupied with non-task or non-work related thoughts. It is being easily distracted from at-hand tasks and focusing on past or future events for prolonged periods of time.

Possible Causes:

- Being a creative thinker and always thinking of new ideas





Time Wasters Continued

- Being more excited about the future than the here and now
 - Bring personal problems to work
 - See work as routine and unexciting
 - Experience stress from working on something too long
 - Focus on past pleasant experiences as a way of coping with routine and stress

Possible Solutions:

- Learn to read body signals for fatigue
 - Change routine
 - Remind yourself that worrying about personal problems interferes with your productivity
 - Set tasks/objectives

Desire To Be Involved With Too Many People

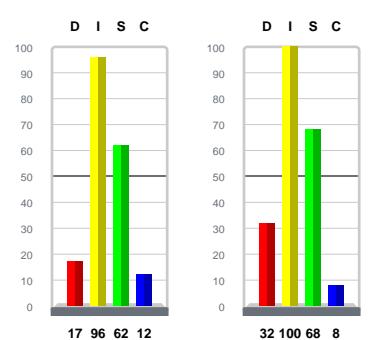
The desire to be involved with too many people is involvement that extends beyond business interactions to the point of interfering with work. Beyond being friendly, it is excessive socializing.

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

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.

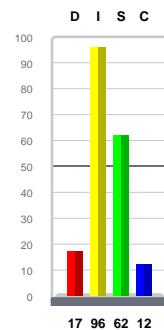
Possible Causes:

- 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

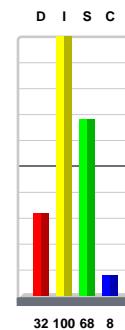
Possible Solutions:

- 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

Adapted Style



Natural Style





Areas for Improvement

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

Sally has a tendency to:

- Not have all the necessary brochures and sales aids.
 - Be more concerned with popularity than tangible results, if popularity is rewarded.
 - Tell the complete story and miss closing opportunities.
 - Make promises she can't keep.
 - Need to be more factually-oriented and talk a bit slower.
 - Dislike call reports, etc.
 - "Oversell" or talk her way out of a sale by focusing on irrelevant things.
 - Be unrealistic in appraising a client's credit.
 - Give away products or services to make client happy.

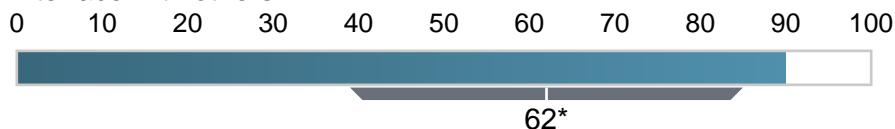




Behavioral Hierarchy

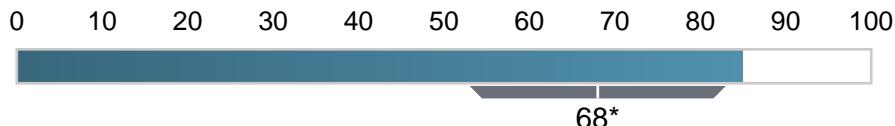
Your observable behavior and related emotions contribute to your success on the job. When matched to the job, they play a large role in enhancing your performance. The list below ranks your behavioral traits from the strongest to the weakest.

- 1. Frequent Interaction with Others** - Dealing with multiple interruptions on a continual basis, always maintaining a friendly interface with others.



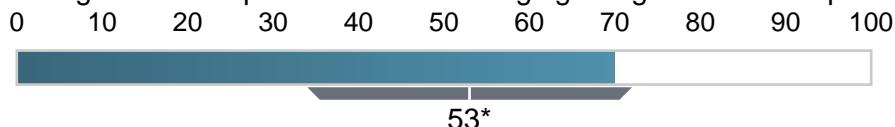
90

- 2. People Oriented** - Spending a high percentage of time successfully working with a wide range of people from diverse backgrounds to achieve "win-win" outcomes.



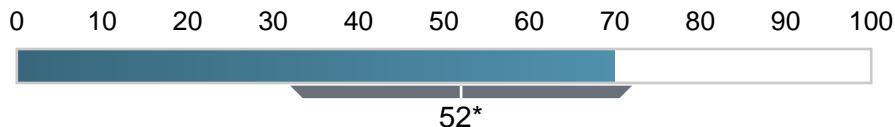
85

- 3. Versatility** - Bringing together a multitude of talents and a willingness to adapt the talents to changing assignments as required.



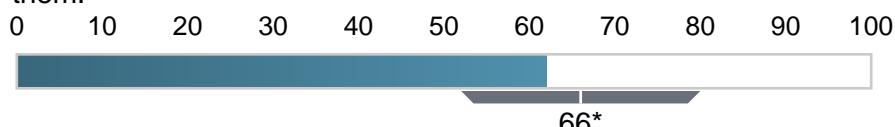
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- 4. Frequent Change** - Moving easily from task to task or being asked to leave several tasks unfinished and easily move on to the new task with little or no notice.



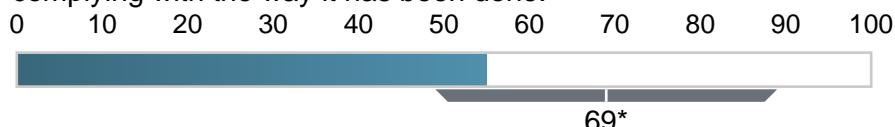
70

- 5. Customer Relations** - A desire to convey your sincere interest in them.



62

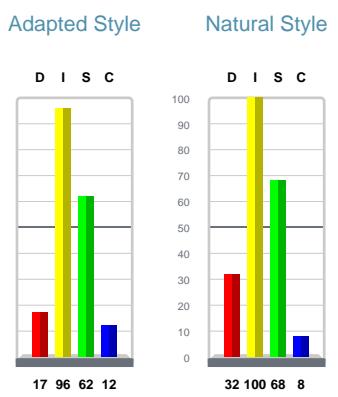
- 6. Following Policy** - Complying with the policy or if no policy, complying with the way it has been done.



55



Handwriting practice lines for the name Sally Sample.

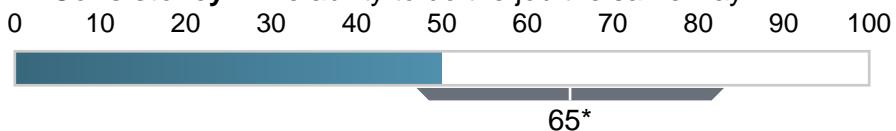


* 68% of the population falls within the shaded area.



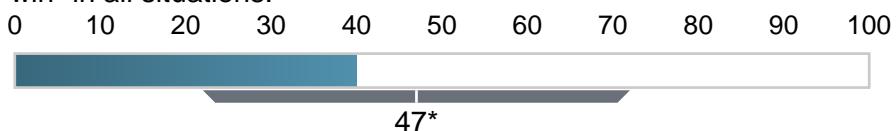
Behavioral Hierarchy

7. Consistency - The ability to do the job the same way.



50

8. Competitiveness - Tenacity, boldness, assertiveness and a "will to win" in all situations.



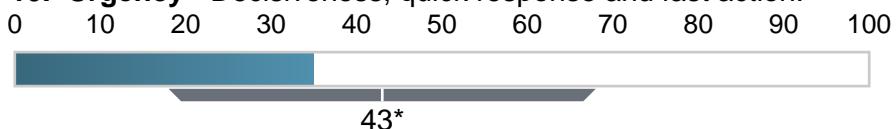
40

9. Follow Up and Follow Through - A need to be thorough.



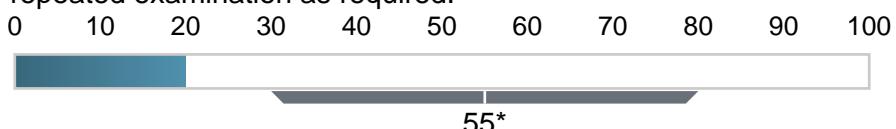
37

10. Urgency - Decisiveness, quick response and fast action.



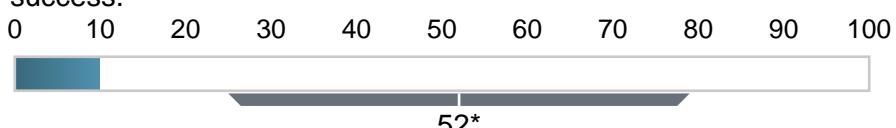
35

11. Analysis of Data - Information is maintained accurately for repeated examination as required.



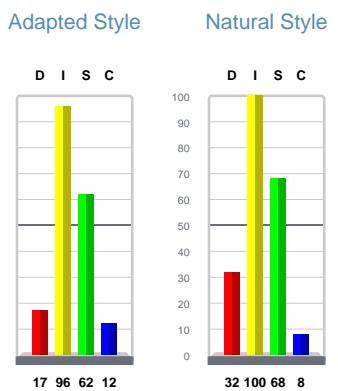
20

12. Organized Workplace - Systems and procedures followed for success.



10

SIA: 17-96-62-12 (15) SIN: 32-100-68-08 (15)
* 68% of the population falls within the shaded area.



Sally Sample

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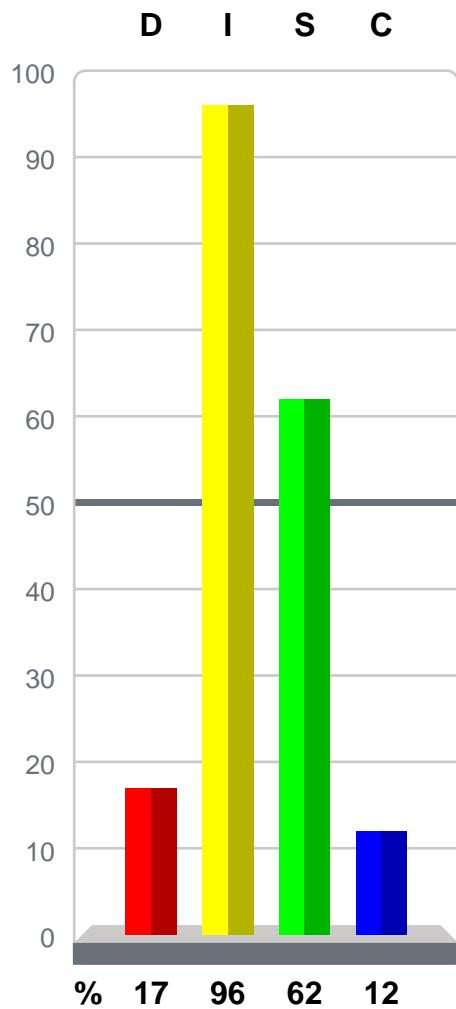


Style Insights® Graphs

11-4-2015

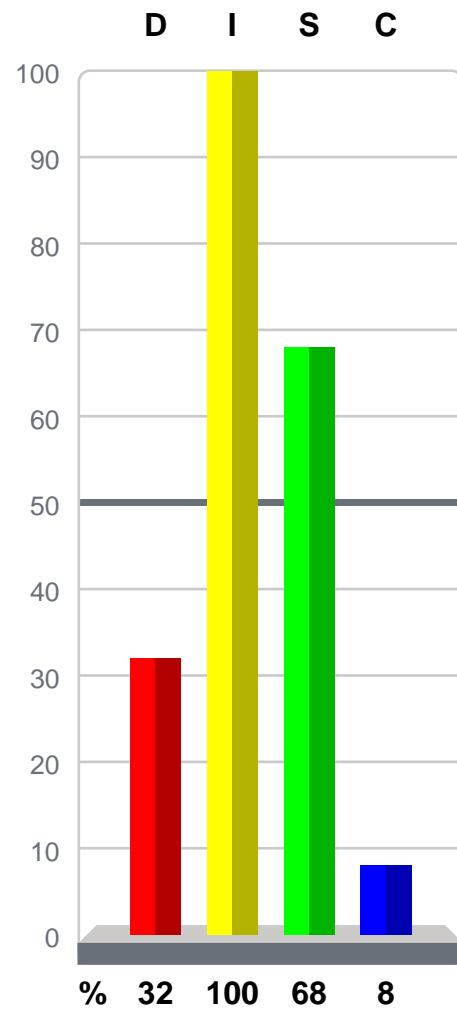
Adapted Style

Graph I



Natural Style

Graph II



Norm 2015 R4



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.
- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

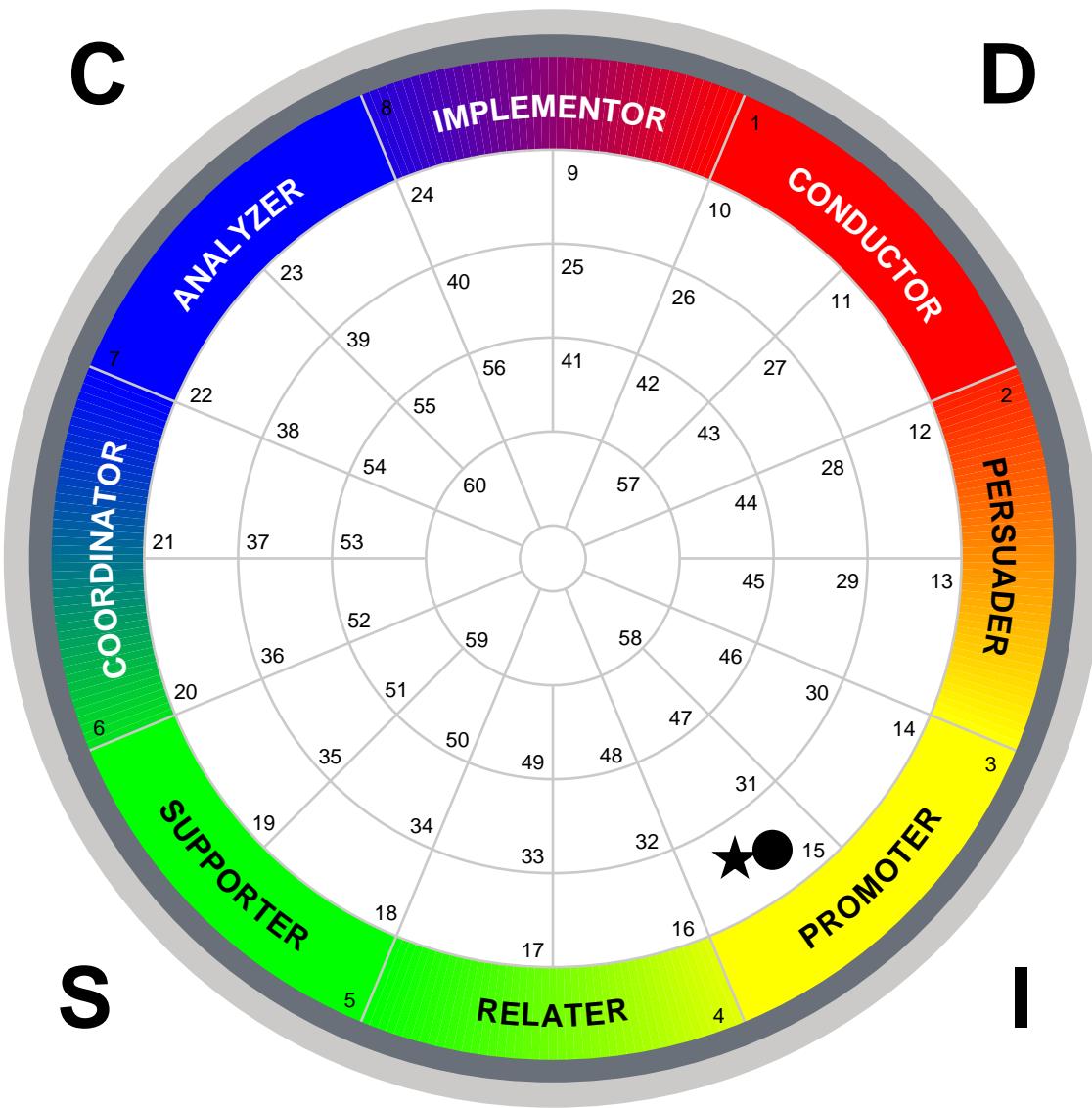
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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

11-4-2015



Adapted: ★ (15) RELATING PROMOTER
Natural: ● (15) RELATING PROMOTER

Norm 2015 R4

T: 5:44

Sally Sample

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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 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:

- Understand how your driving forces are at play in your career and relationships
- Be able to apply your understanding of your driving forces to your relationships and job-related performance
- Have a clearer impression of your purpose and direction in life, which can lead to greater satisfaction in work and life



General Characteristics

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

Sally has a keen interest in formulating theories and asking questions to assist in problem solving. She sees herself as an intellectual and will seek opportunities to bring new information to the organization. She sees documentation of the process as important as the results. She is always looking for new ways to accomplish routine tasks. Sally can be an out-of-the-box thinker. She is creative when interpreting systems and will adopt aspects of them if she sees a benefit. She is willing to help others if they are working to achieve their goals. She will struggle if helping others is in conflict with her own self-interest. Sally will thrive in a role where she can experience self-realization and gratification. She is most comfortable working in an aesthetically pleasing environment. She evaluates situations and may not feel the need for a return on investment. She will evaluate each situation to determine how much control to apply.

Adding to the body of knowledge is more important than the application of knowledge. She will continue researching until all information is discovered. She is looking for new methods and ways to expand her future opportunities. Given the choice, Sally would choose to experience new opportunities. Sally may question the amount of time individuals spend helping other people. She tends to believe hard work and persistence is within everyone's reach. She aspires to create unity and balance in her work environment. She will focus on the totality of a situation to ensure a rewarding interaction. Sally may see money as a necessary tool versus a measurement of success. She may evaluate situations based on the desired outcome with little regard for utility and economic return. If Sally does not have strong feelings about a situation she does not see the need to exert control. She may strive to maintain individuality in certain group settings.



General Characteristics

Sally will be energized in any position in which advancement is based on continuous learning. She sees value in consuming current information from many sources. She likes to set her own plan to guide and direct her actions. She is seeking opportunities to enhance her ever changing system for living. Sally may be firm in her decisions and not be swayed by unfortunate circumstances. She is able to see the overall situation and strive for harmony. She tends to give freely of time, talent and resources, but may still value a return on her investment. In certain situations Sally may go to extremes to win or control the outcome.

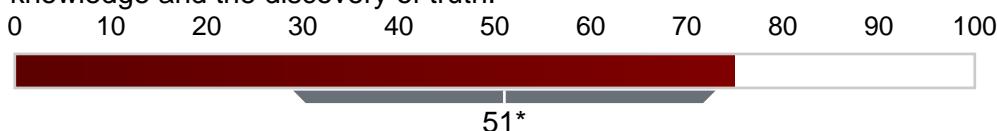




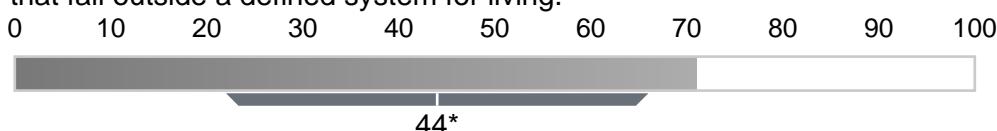
Primary Driving Forces Cluster

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.

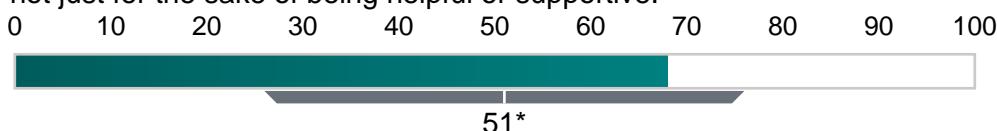
- 1. Intellectual** - People who are driven by opportunities to learn, acquire knowledge and the discovery of truth.



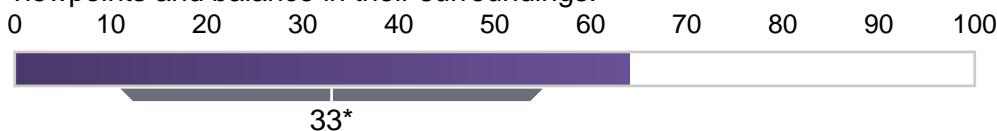
- 2. Receptive** - People who are driven by new ideas, methods and opportunities that fall outside a defined system for living.



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



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

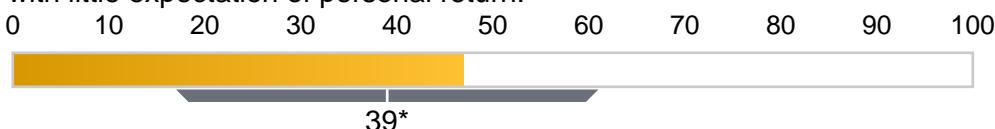




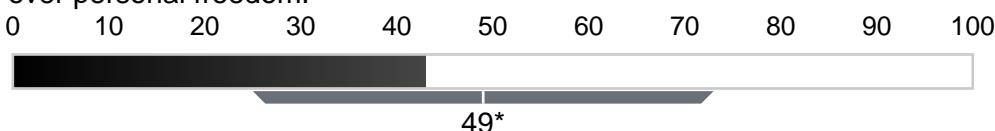
Situational Driving Forces Cluster

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. Selfless - People who are driven by completing tasks for the greater good, with little expectation of personal return.



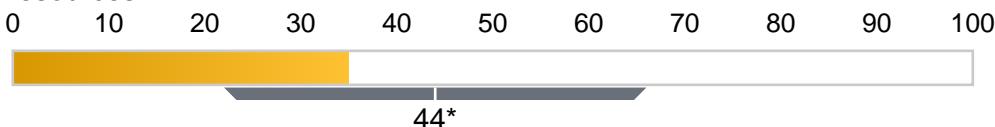
6. Commanding - People who are driven by status, recognition and control over personal freedom.



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



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

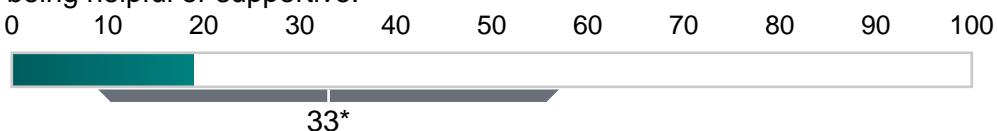




Indifferent Driving Forces Cluster

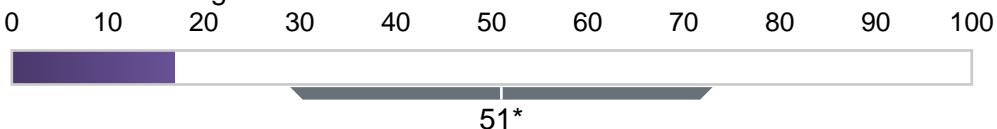
You may feel indifferent toward some or all of the drivers in this cluster. However, the remaining factors may cause an adverse reaction when interacting with people who have one or more of these as a primary driving force.

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



19

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



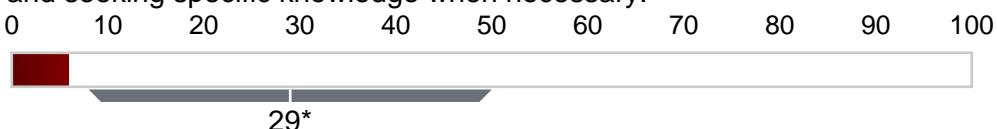
17

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



14

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



6

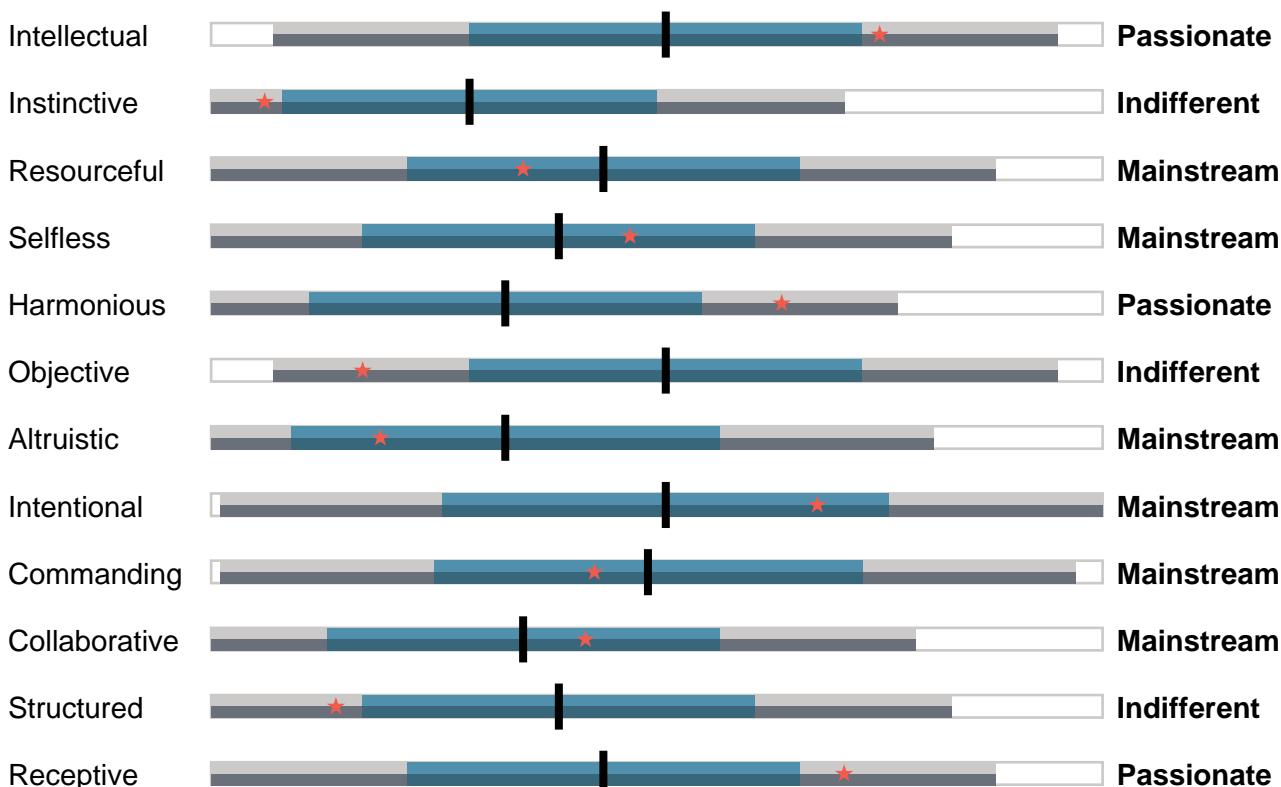


Areas for Awareness

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 2015



■ - 1st Standard Deviation - * 68% of the population falls within the shaded area. ■ - national mean ■ - your score

■ - 2nd Standard Deviation

■ - 3rd Standard Deviation

Mainstream - one standard deviation of the national mean

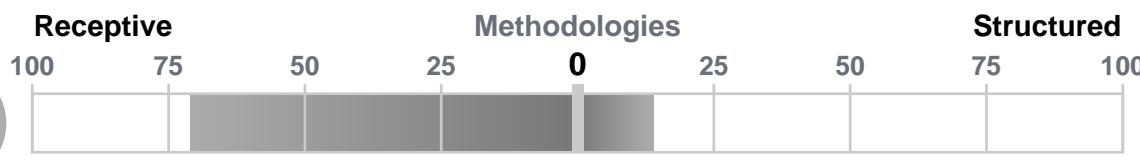
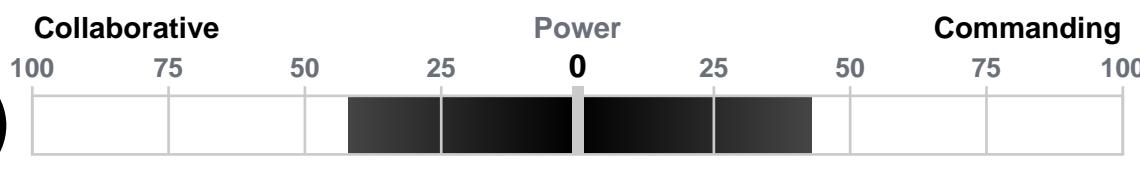
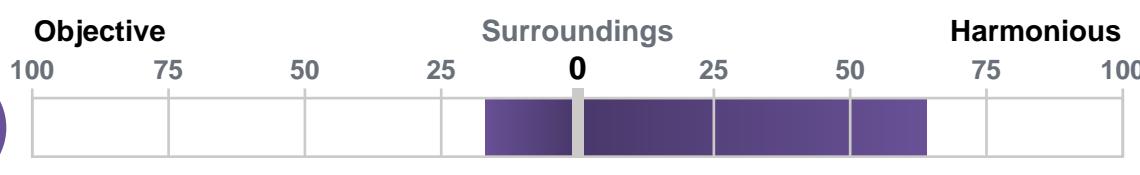
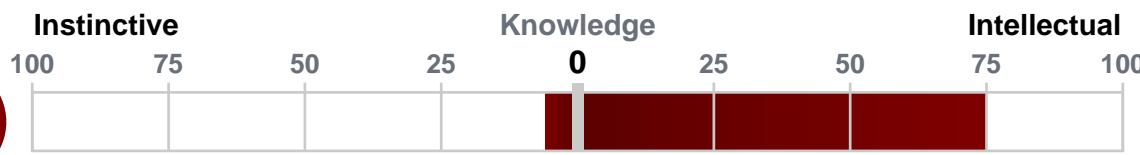
Passionate - two standard deviations above the national mean

Indifferent - two standard deviations below the national mean

Extreme - three standard deviations from the national mean



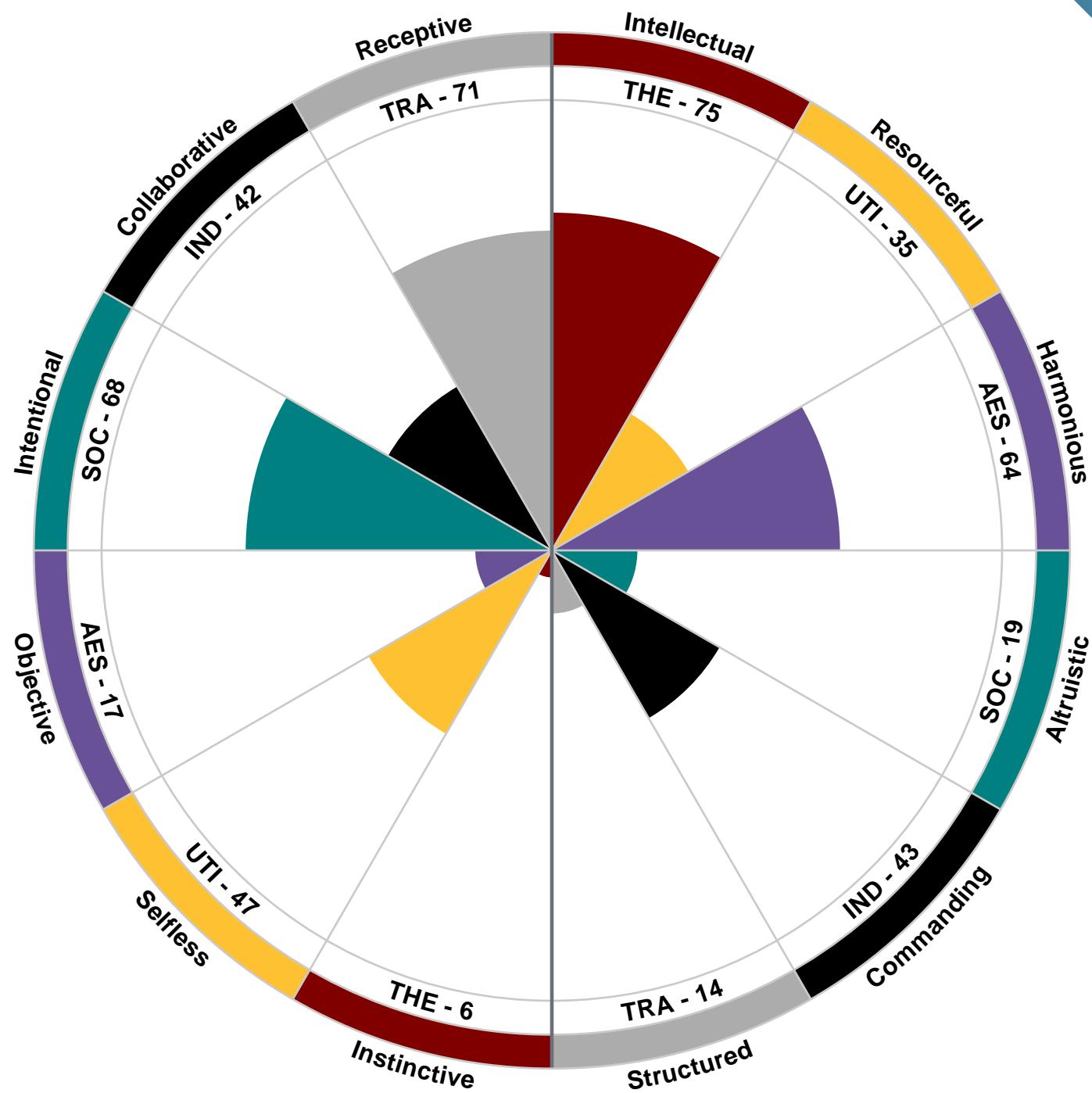
Driving Forces Graph



◇ - Denotes Primary Driving Force

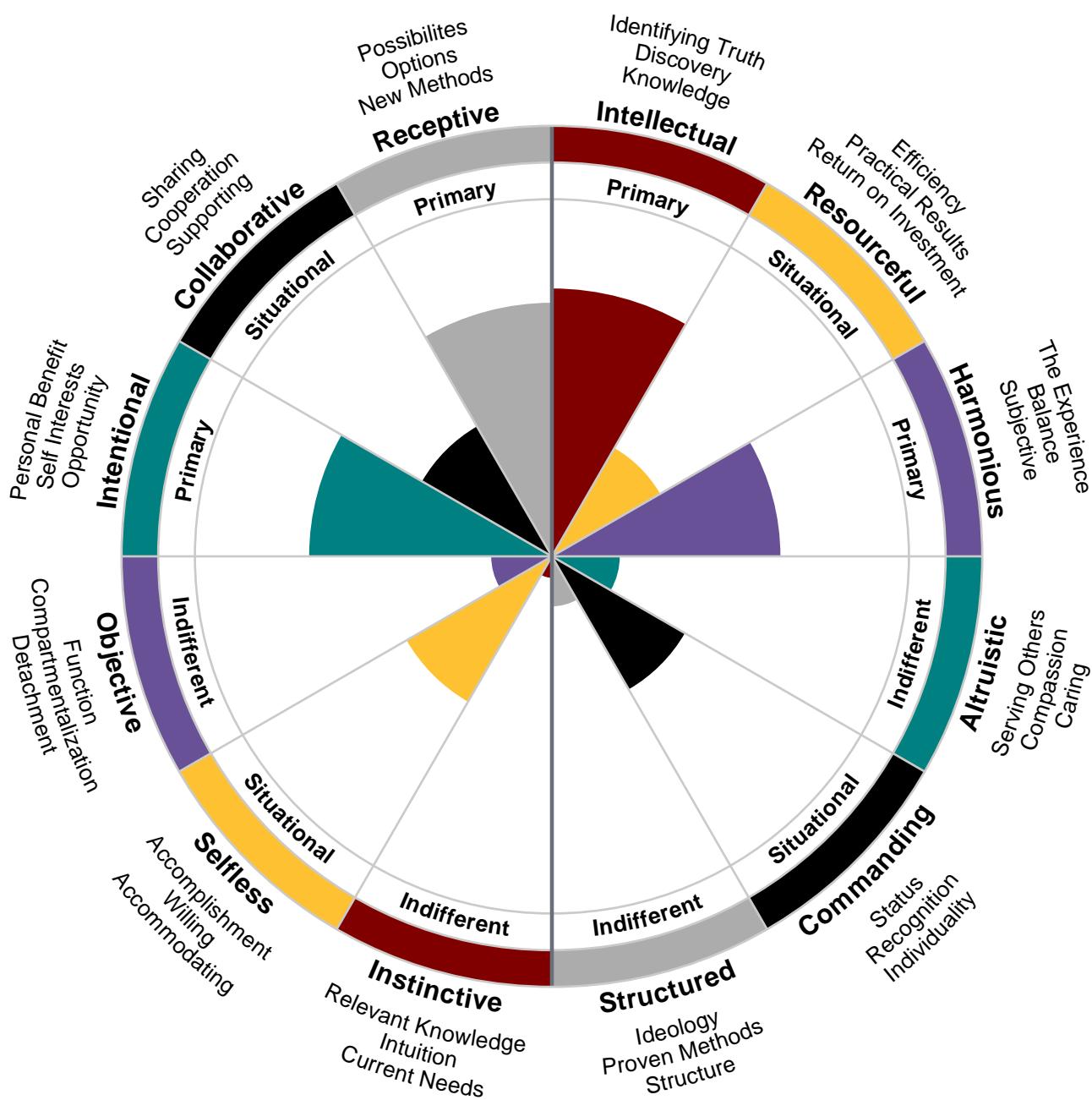


Driving Forces Wheel





Descriptors Wheel





Introduction Integrating Behaviors and Driving Forces Section

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

In this section you will find:

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



Potential Behavioral and Motivational Strengths

This section describes the potential areas of strengths between Sally'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.

- Volunteers her knowledge on many subjects.
- Willing to share knowledge to benefit the team or organization.
- Looks for the positive side of every situation.
- Tends to promote new ideas in the organization.
- Always looking to do new and different things.
- Good at recruiting membership in organizations she enjoys.
- Willing to offer time and perspective when she sees others focused on a common goal.
- Wants to be seen as a leader in maximizing the production of people.
- Good at promoting causes that show potential return.
- Brings balance to the organization in a positive and friendly way.
- Expresses and strives for a balanced team.
- Always willing to share her ideas on how to enhance the surroundings.



Potential Behavioral and Motivational Conflict

This section describes the potential areas of conflict between Sally'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 present facts and figures with too much emotion.
- May be too trusting of people as resources.
- Will tend to elaborate on limited data.
- May be ineffective when sharing the details of new methods with others.
- Will be frustrated when new and exciting opportunities can't be incorporated with the system.
- May think her optimistic view of new ideas is flawless.
- High trust and a desire to succeed could lead to being taken advantage of.
- When utilizing skills of others, she may slow the progress by talking too much.
- Would rather move on to a new person than have a difficult conversation with a direct report.
- Spends too much time self-reflecting and not enough time following through.
- Has difficulty looking at situations objectively.
- Over emphasizes the experience compared to the results.



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

- Flexibility to attend tradeshows and seminars in order to gain information and share with others.
- A forum to be curious about the discovery of new information.
- A leadership team that is optimistic toward learning new concepts or theories.
- An environment that rewards the communication of changes in the system.
- Ability to blend her creative and optimistic problem-solving approaches.
- Ability to celebrate the success of a project being completed using an innovative approach.
- Ability to showcase desired achievements in order to get the right people involved.
- Ability to develop and interact with individuals that may lead to future opportunities.
- An environment where interacting with others in an effort to achieve results.
- The need to be liked and to feel a part of a harmonious team.
- A forum to participate in meetings with others in an inviting meeting space.
- A fun and creative working environment.



Keys to Motivating

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

Sally wants:

- The opportunity to share knowledge with others.
- To research new information in a team environment requiring people interaction.
- To be seen as an expert in a variety of areas and wants to learn from discussions about new things.
- A manager that values her optimism about the ability to explore new ways of doing business.
- To be recognized as a promoter of new opportunities within the organization.
- Recognition for her ability to recruit others to new ideas, structures or beliefs.
- The flexibility to be creative in utilizing people assets.
- An opportunity to express how she improved productivity.
- To be a part of a high performing team that contributes to corporate objectives.
- To demonstrate the ways she has worked on the beautification of surroundings, either materialistically or environmentally.
- To be involved in keeping morale high and an overall harmonious work environment.
- The experience of the people and the surroundings to be happy and balanced.



Keys to Managing

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

Sally needs:

- To understand that others do not share the same excitement for new information.
- To establish a method for bringing knowledge to the process.
- To continue her learning in an environment filled with sharing of knowledge.
- Support in being an advocate for organizational systems, as long as they are open to new options.
- Assistance in propagating her enthusiasm for modernizing systems and structures.
- To be realistic about her ability to influence people to her out-of-the-box way of thinking.
- Assistance in managing time to meet her goals while working through other people.
- Support in handling situations when others fail to do their part.
- Balance between socializing and obtaining tangible assistance from others.
- To set clear objectives of their role in a work or team dynamic.
- Assistance in setting realistic and balanced expectations with tangible outcomes that allow for creativity and expression.
- To be aware of potential personal problems that could disrupt workflow.



Introduction Emotional Intelligence Section

The Emotional Quotient™ 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: Intrapersonal and Interpersonal emotional intelligence.

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) emotional intelligence may be a better predictor of success performance than intelligence (IQ).

This report measures five dimensions of emotional intelligence:

Intrapersonal emotional intelligence

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.

Self Regulation is your ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment to think before acting.

Motivation is a passion to work for reasons that go beyond money or status and a propensity to pursue goals with energy and persistence.

Interpersonal emotional intelligence

What goes on between you and others.

Empathy is your ability to understand the emotional makeup of other people.

Social Skills is a proficiency in managing relationships and building networks.

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



General Characteristics

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

Self-Awareness

- Can experience stress because she doesn't recognize when downtime is needed.
- May have trouble maintaining composure during a stressful time.
- May have difficulty prioritizing tasks.

Self-Regulation

- May have fallen into a habit of using ineffective emotional-regulation strategies.
- Her negative emotions might affect performance of the team.
- Others may be afraid to approach her with bad news, criticism or potentially negative information because her reactions are unpredictable.

Motivation

- May be not fully appreciate the concept of risk versus reward and the work that comes with it, limiting her success.
- May not actively seek out creative challenges.
- May settle for mediocre results, when she could have potential for excellence.

Empathy

- Gives the impression that she is thoughtful and caring.
- Others feel she is compassionate towards them.
- Skilled at deciphering the emotional tone of any interaction.

Social Skills

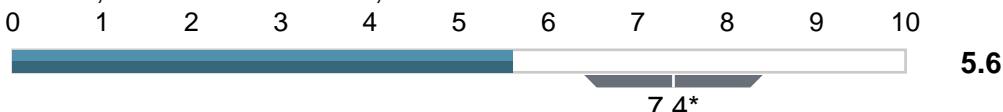
- She generally sees the connection between her actions and the impact they have on others.
- Is a good collaborator because she understands the dynamics of a team environment.
- Is able to quickly and easily develop relationships with others.



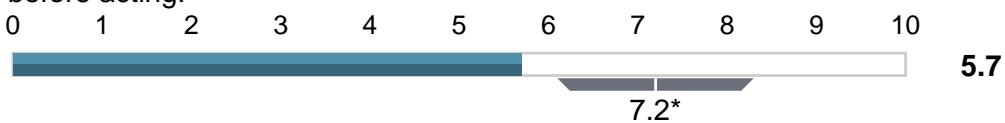
Emotional Quotient Assessment Results

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 overall 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.

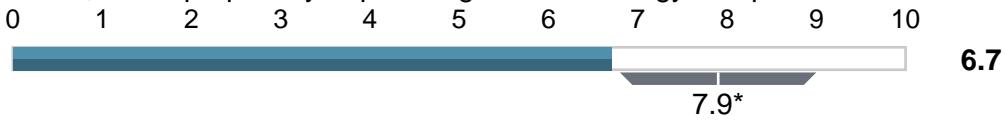
1. SELF-AWARENESS - The ability to recognize and understand your moods, emotions and drives, as well as their effect on others.



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



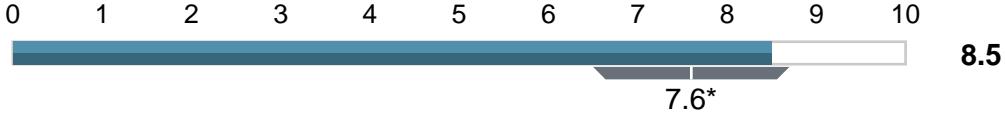
3. MOTIVATION - A passion to work for reasons that go beyond money or status, and a propensity to pursue goals with energy and persistence.



4. EMPATHY - The ability to understand the emotional makeup of other people.



5. SOCIAL SKILLS - A proficiency in managing relationships and building networks.



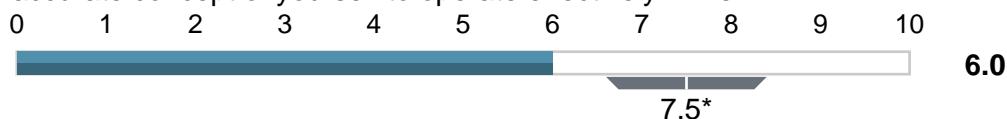
* 68% of the population falls within the shaded area.



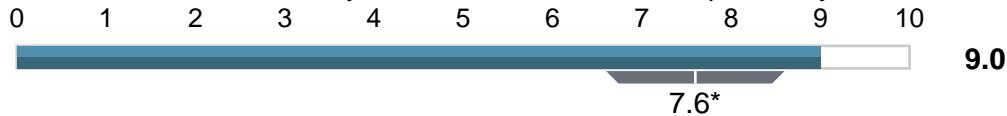
Emotional Quotient Scoring Information

The sum of the Self-Regulation, Self-Awareness, and Motivation subscales add up to represent your Intrapersonal Emotional Quotient. The sum of the Empathy and Social Skills subscales add up to represent your Interpersonal Emotional Quotient. Your total level of Emotional Quotient was calculated by summing the Intrapersonal and Interpersonal scores.

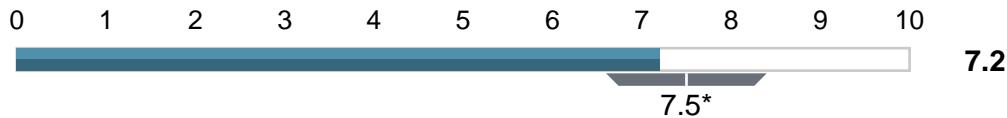
INTRAPERSONAL - The ability to understand yourself and form an accurate concept of yourself to operate effectively in life.



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



TOTAL EMOTIONAL QUOTIENT - Your total level of emotional intelligence, formed by combining your intrapersonal and interpersonal scores.





Intrapersonal Self-Awareness

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

You scored a 5.6.

You may find it hard to identify and express your emotions which may impact your decisions. Because of your level of self-awareness, you may not have a realistic assessment of yourself.

What you can do:

- Practice self-reflection by identifying and naming your current emotional state.
- To improve decision-making, look for trends in your behavior and seek to recognize what prompts your reactions.
- Reflect on how your emotions influence your behavior.
- Identify how negative or hurtful behavior triggers your emotions.
- To improve your ability to self-assess, ask a family member, friend or trusted advisor to describe your strengths and weaknesses.
- Make a list of your strengths and areas for improvement. Look at it daily.
- Make note of your introspective discoveries and discuss them with a trusted friend or family member.
- Create an action plan to develop your areas for improvement.
- Develop self-awareness goals and revisit them at least twice a month. (Make sure your goals and action items are SMART - specific, measurable, actionable, realistic and timelined.)
- Make note several times a day in a journal about your emotional responses to the current situations to help raise your emotional awareness.



Intrapersonal Self-Regulation

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

You scored a 5.7.

You would benefit from developing your level of Self-Regulation in order to regulate negative emotions and experience positive ones.

What you 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?"



Intrapersonal Motivation

A passion to work for reasons that go beyond money or status, and a propensity to pursue goals with energy and persistence.

You scored a 6.7.

You may occasionally have thoughts along the lines of "I failed again" or "I just don't feel like trying," and may tend to have a more pessimistic approach.

What you can do:

- Set specific goals with dates for achievement.
- Clarify why the goals you have set are important to you.
- Define what motivates you by clarifying what you are truly passionate about.
- Work with a trusted advisor or peer to document your goals and then create detailed action items to reach them.
- Set aside time to focus on your passions each day, even if it is just five minutes at a time.
- List your goals and post them where you can see them.
- Spend time visualizing the outcome of what you are trying to achieve.
- With friends and family, celebrate accomplishments that bring you closer to your goals.
- Read articles or quotes that inspire you.
- Question the status quo and make suggestions for improvement.



Interpersonal Empathy

The ability to understand the emotional makeup of other people.

You scored a 9.5.

You have a unique skill of treating people according to their emotional reactions. You have the ability to utilize this information when making decisions.

What you can do:

- Attempt to fully understand others before communicating your point of view, this helps to ensure your message is received correctly.
- Watch interactions of other people and discuss your observations with a peer to sharpen your empathy skills.
- Observe body language for nonverbal messages being expressed.
- Empathizing with others can enhance your understanding and your relationships with them.
- Work with a trusted advisor to brainstorm ways to use your empathy to help others take accountability and make tough decisions.
- Mentor co-workers on effective ways to use empathy in the workplace.
- Demonstrate to others how to be nonjudgmental, especially when negative comments are being made about others.
- Offer personal assistance to your friends, family and even strangers who may be in need.
- Evaluate the best way to help elevate the emotional state of others in the way they might best appreciate.



Interpersonal Social Skills

A proficiency in managing relationships and building networks.

You scored a 8.5.

You are able to find common ground with others and generally are able to build good rapport. You are able to help build a strong team environment.

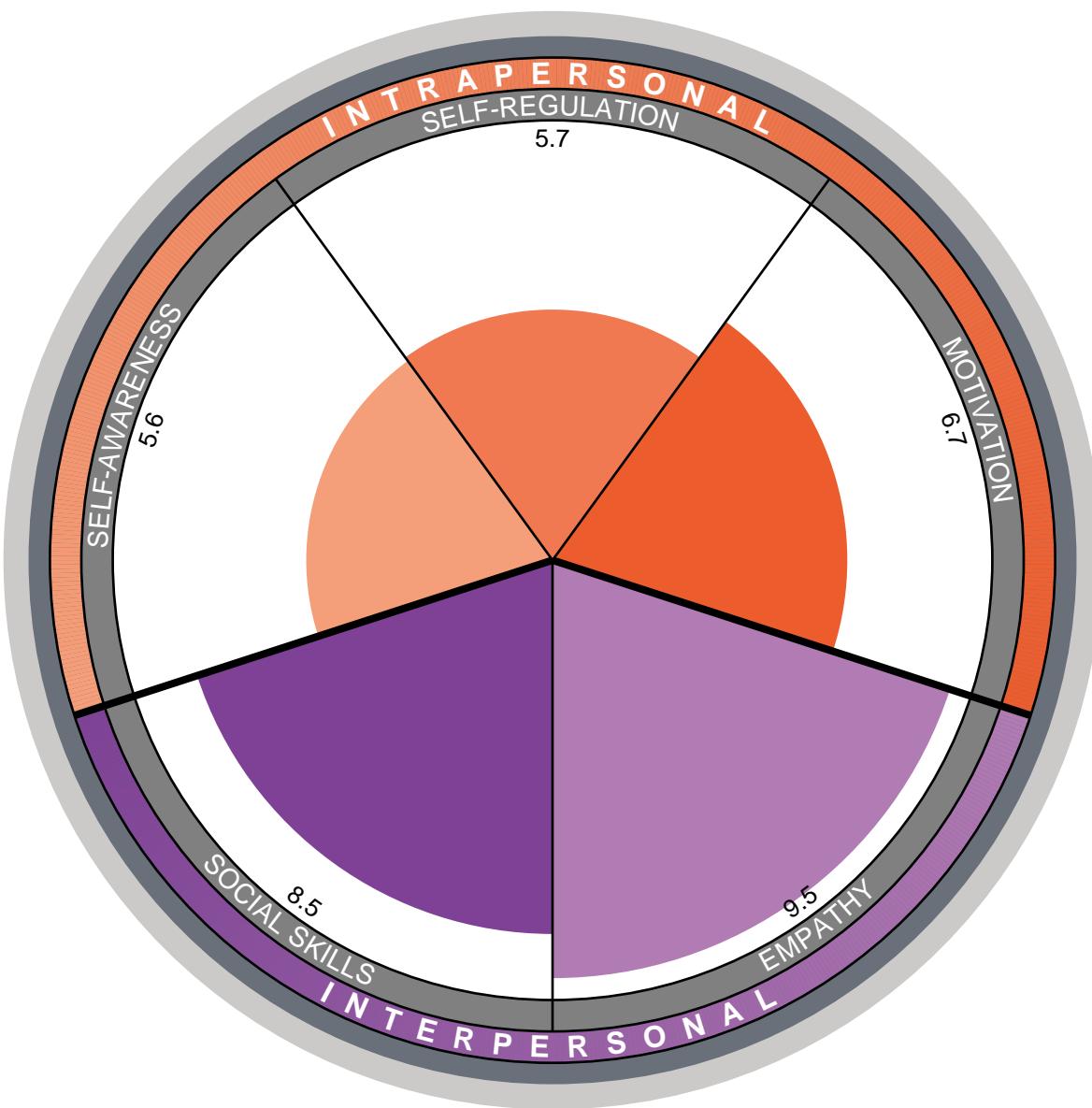
What you can do:

- Consider traits you admire in other people you know and ask them for feedback about yourself in those areas.
- Identify areas of social interactions that may make you uncomfortable and ask a trusted advisor to help improve in these areas.
- Consider the unique capabilities of those you interact with and how you can further encourage these traits in them.
- Pursue quality, rather than quantity, in your social bonds. Converse with others on an even deeper level.
- Remember unique facts about others. Use memory techniques and be fondly known as the one that remembers!
- Take notice when emotions are taking over an interaction, and then find ways to improve the emotional tone of the situation.
- Talk about your feelings related to work as well as personal circumstances with a trusted advisor, family member or friend.
- Find ways to be a positive influence at work by helping others improve their social skills.
- If you have a miscommunication or negative interaction, take accountability quickly and find ways to make amends.
- Demonstrate a curiosity about others and their well being and consider ways you may be of assistance.
- Consider ways you may be able to provide positive feedback to help others improve their social skills.
- Join a professional association or special interest group that meets regularly to practice building bonds.



Emotional Quotient™ Wheel

11-4-2015





Introduction

Blending Behaviors, Driving Forces and EQ for Success

Maximizing the effectiveness of one's behavioral style can be a difficult maze to navigate in the workplace, especially in situations where "behavioral labels" are assigned. Often a team will have multiple people with the same behavioral styles faced with the same situation, yet they come across differently.

For years, TTI has educated the corporate world on behaviors, or the "how" of people's actions; meanwhile, driving forces is the "why" they do what they do. This has explained the difference in actions for decades. However, recent research has led to the discovery of people with similar behaviors and driving forces, yet they still respond differently to situations, especially when the situations are emotionally charged.

Why is this? The answer is often found within a person's Emotional Intelligence. Understanding a person's EQ and applying this information to behaviors and driving forces can not only expand the working language and communication of an organization, but can help an individual successfully navigate the workplace maze and feel a sense of accomplishment and reward from doing so.



Blending Behaviors, Driving Forces and EQ for Success

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

**To clarify this section Sally's, primary driving forces cluster includes:
Intellectual, Receptive, Intentional and Harmonious.**

Sally has a low level of Self-Awareness. She doesn't tend to recognize mental and physical changes in how she is feeling. Coupled with her high "Influence" behavioral style, these feelings will be displayed purely on a behavioral basis. High "Influencers" can become overly talkative in emotionally charged situations and are unaware of when their particular triggers are ignited. This chatty and fast-paced communication style will be intensified in emotionally charged situations and Sally may be unaware of the increased intensity being displayed.

Sally has a low level of Self-Regulation. She may not be able to temper responses and reactions to emotionally charged events. Possessing a high "Influence" behavioral style indicates that Sally will tend to avoid conflict. She 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 her "Influence" behavior and how it impacts the communication flow with others, Sally 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 Sally's primary driving forces cluster. The ability for her to utilize her knowledge of her behaviors will be hindered when a perceived threat to her drivers is present.

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

Sally has a high level of Empathy. She is able to anticipate how others will receive information or react to a situation. The power of being high in the Empathy dimension is the ability to see things from someone else's perspective. Sally typically views things from the perspective of her primary driving forces cluster, whereas not all people filter information from this viewpoint. Being able to step out of this mindset is key in being able to achieve social recognition and team identification within the organization which her "Influence" behavioral style requires.



Blending Behaviors, Driving Forces and EQ for Success

Sally has a high level of Social Skills. She is able to proficiently manage relationships and build networks. She is able to inspire and guide groups through nurturing relationships and her ability to create group synergy. Sally has a unique ability to build relationships with all types of people, whereas the majority of individuals build the best relationships with people that have like drivers. Her primary areas of interest originate from Intellectual, Receptive, Intentional or Harmonious however, she is able to set these aside in order to form relationships that don't directly lead to the satisfaction of these passions. Behaviorally, Sally prefers a more informal and friendly communication style. Based on her well-developed Social Skills, she will be able to adapt her communication style to meet the needs of the relationship.
