TTI SUCCESS INSIGHTS®

TriMetrix® EQ

Executive

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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.

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Introduction

Behaviors

Behavioral research suggests that the most effective people are those who understand their strengths and weaknesses, because they can best 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 which are true and areas of behavior in which tendencies are shown. Feel free to delete any statement from the report that may not apply, but only after checking with friends or colleagues to see if they agree.

All people exhibit all four behavioral factors to varying degrees of intensity.

–W.M. Marston

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Behavioral Characteristics

Based on John'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 John's natural behavior.

John embraces visions not always seen by others. John's creative mind allows him to see the "big picture." He is goal-oriented and driven by results. He is the team member who will try to keep the others on task. Most people see him as a high risk-taker. His view is, "nothing ventured, nothing gained." He prefers an environment with variety and change. He is at his best when many projects are underway at once. John is extremely results-oriented, feeling a sense of urgency to complete projects quickly. He is deadline conscious and becomes irritated if deadlines are delayed or missed. Many people see him as a self-starter dedicated to achieving results. He needs to learn to relax and pace himself. He may expend too much energy trying to control himself and others. John seeks his own solutions to problems. In this way, his independent nature comes into play. He is a goal-oriented manager who believes in harnessing people to help him achieve his goals.

John will work long hours until a tough problem is solved. After it is solved, John may become bored with any routine work that follows. He likes to make decisions quickly. He is a good problem solver and troubleshooter, always seeking new ways to solve old problems. He prefers authority equal to his responsibility. John is decisive and prefers to work for a decisive manager. He can experience stress if his manager does not possess similar traits. He should realize that at times he needs to think a project through, beginning to end, before starting the project. Sometimes he may be so opinionated about a particular problem that he has difficulty letting others participate in the process. He has the unique ability of tackling tough problems and following them through to a satisfactory conclusion.

John tends to be intolerant of people who seem ambiguous or think too slowly. He challenges people who volunteer their opinions. His creative and active mind may hinder his ability to communicate to others effectively. He may present the information in a form that cannot be easily understood by some people. He may sometimes mask his feelings in friendly terms. If pressured, John's true feelings may emerge. John may lack the patience to listen and communicate

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Behavioral Characteristics

Continued

with slower acting people. He should exhibit more patience and ask questions to make sure that others have understood what he has said. He may lose interest in what others are saying if they ramble and fail to speak to the point. His active mind is already moving ahead. He tends to influence people by being direct, friendly, and results-oriented.

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Value to the Organization

This section of the report identifies the specific talents and behavior John 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, making him an integral part of the team.

1. Thinks big.
2. Self-starter.
3. Forward-looking and future-oriented.
4. Positive sense of humor.
5. Optimistic and enthusiastic.
6. Usually makes decisions with the bottom line in mind.
7. Will join organizations to represent the company.
8. Team player.

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Checklist for Communicating

Most people are aware of and sensitive to the ways with which they prefer to be communicated. Many people find this section to be extremely accurate and important for enhanced interpersonal communication. This page provides other people with a list of things to DO when communicating with John. 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 John most frequently.

Ways to Communicate:

1. Plan interaction that supports his dreams and intentions.
2. Offer special, immediate, and continuing incentives for his willingness to take risks.
3. Ask for his opinions/ideas regarding people.
4. Support the results, not the person, if you agree.
5. Support and maintain an environment where he can be efficient.
6. Present the facts logically; plan your presentation efficiently.
7. Use enough time to be stimulating, fun-loving, and fast-moving.
8. Read the body language—look for impatience or disapproval.
9. Deal with details in writing, have him commit to modes of action.
10. Come prepared with all requirements, objectives, and support material in a well-organized "package."
11. Read the body language for approval or disapproval.

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Checklist for Communicating

Continued

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

1. Ramble or waste his time.
2. Be dictatorial.
3. Come with a ready-made decision or make it for him.
4. Forget or lose things, be disorganized or messy, confuse or distract his mind from business.
5. Let disagreement reflect on him personally.
6. Talk down to him.
7. Direct or order.
8. Take credit for his ideas.
9. Drive on to facts, figures, alternatives, or abstractions.
10. Be curt, cold, or tight-lipped.
11. Reinforce agreement with "I'm with you."

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Communication Tips

This section provides suggestions on methods which will improve John's communications with others. The tips include a brief description of typical people in which he may interact. By adapting to the communication style desired by other people, John 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, or 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 or alternatives and abstractions.

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

John usually sees himself as being:

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

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

- Demanding
- Nervy
- Egotistical
- Aggressive

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

- Abrasive
- Controlling
- Arbitrary
- Opinionated

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The Absence of a Behavioral Factor

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

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

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

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

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

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Descriptors

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

Driving	Inspiring	Relaxed	Cautious
Ambitious	Magnetic	Passive	Careful
Pioneering	Enthusiastic	Patient	Exacting
Strong-Willed	Persuasive	Possessive	Systematic
Determined	Convincing	Predictable	Accurate
Competitive	Poised	Consistent	Open-minded
Decisive	Optimistic	Steady	Balanced Judgment
Venturesome	Trusting	Stable	Diplomatic
Dominance	**Influence**	**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

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Natural & Adapted Style

John'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

John tends to deal with problems and challenges in a demanding, driving, and self-willed manner. He is individualistic in his approach and actively seeks goals. John will attack problems and likes a position with authority and work that will constantly challenge him to perform up to his ability.

Adapted

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

People & Contacts

Natural

John'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

John 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.

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Natural & Adapted Style

Pace & Consistency

Natural	Adapted
John is comfortable in an environment that is constantly changing. He seeks a wide scope of tasks and duties. Even when the environment is frantic, he can still maintain a sense of equilibrium. He is capable of taking inconsistency to a new height and to initiate change at the drop of the hat.	John sees his natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency.

Procedures & Constraints

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

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Adapted Style

John 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.

1. Being creative and unconventional in making a point.
2. Meeting deadlines.
3. Questioning the status quo and seeking more effective ways of accomplishment.
4. Dedicated to "going it alone" when necessary.
5. Willing to take risks when others may be hesitant.
6. Possessing a strong sense of urgency toward results.
7. Responding well to challenges: "You say I can't do it? Just watch me!"
8. A firm commitment to accomplishments.
9. Coping with rapid changes in the work arena.
10. Working without close supervision.
11. Being independent and innovative.
12. Acting independently and without precedent.

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Time Wasters

This section of your report is designed to identify time wasters that may impact your overall time use effectiveness. Possible causes and solutions will serve as a basis for creating an effective plan for maximizing your use of TIME and increasing your PERFORMANCE.

Poor Delegation

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

Possible Causes:

1. Do not want to give up control
2. Do not trust the abilities of others
3. Do not understand the abilities of others
4. Fear the talents of others
5. Do not want to overload others

Possible Solutions:

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

Firefighting

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

Possible Causes:

1. Desire to solve problems quickly and sometimes without adequate information
2. Lack of delegation
3. Lack of standard operating procedures
4. Poor/wrong priorities
5. Failure to fit intensity to the situation

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Time Wasters
Continued

Possible Solutions:

1. Establish a plan
2. Create operational procedures for tasks and known problems
3. Establish a "management by objectives" approach

Lack of a Written Plan

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

Possible Causes:

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

Possible Solutions:

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

Crisis Management

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

Possible Causes:

1. Lack planning
2. Place unrealistic time requirements on people and tasks
3. Always looking for problems to solve

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Time Wasters

Continued

Possible Solutions:

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

Snap Decisions

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

Possible Causes:

1. Impatience overrides need to wait for more information
2. Try to do too much
3. Failure to plan in advance
4. Lack specific goals

Possible Solutions:

1. Ask for recommendations
2. Establish process for decisions prior to situation occurring
3. Establish standard operating procedures and alternative procedures for possible problems

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Areas for Improvement

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

John has a tendency to:

1. Be impulsive and seek change for change's sake. May change priorities daily.
2. Set standards for himself and others so high that impossibility of the situation is commonplace.
3. Fail to complete what he starts because of adding more and more projects.
4. Be explosive by nature and lack the patience to negotiate.
5. Be so concerned with the big picture that he forgets to see the details.
6. Have trouble delegating—can't wait, so does it himself.
7. Have no concept of the problems that slower-moving people may have with his style.
8. Dislike routine work or routine people—unless he sees the need to further his goals.

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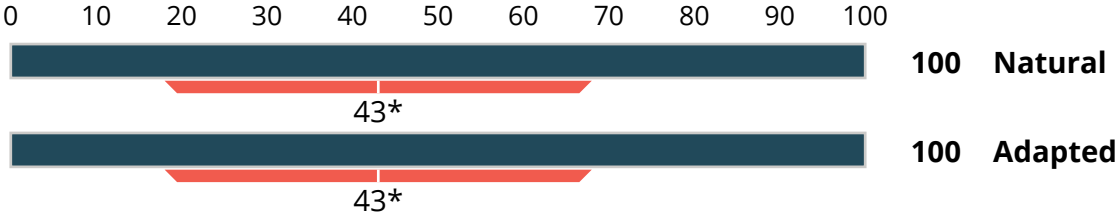
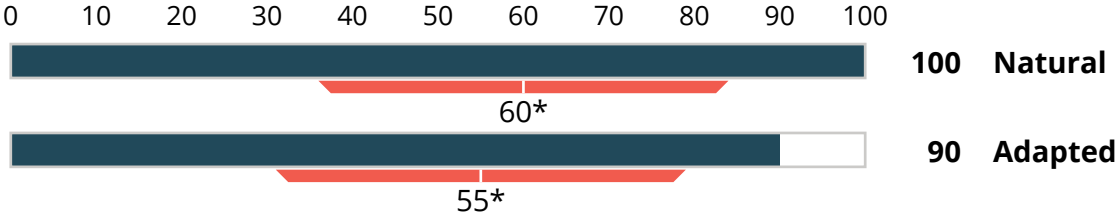
Behavioral Hierarchy

The Behavioral Hierarchy graph will display a ranking of your natural behavioral style within a total of twelve (12) areas commonly encountered in the workplace. It will help you understand in which of these areas you will naturally be most effective.

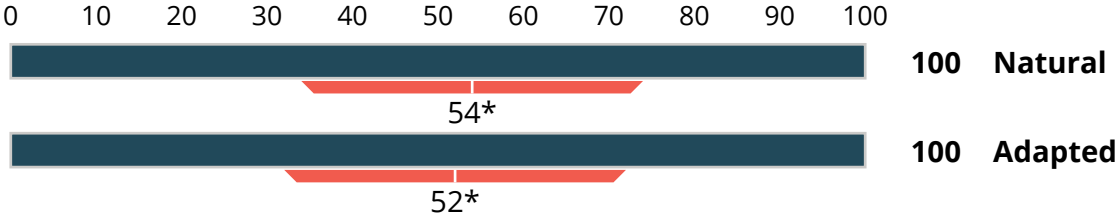
1. Urgency - Take immediate action.



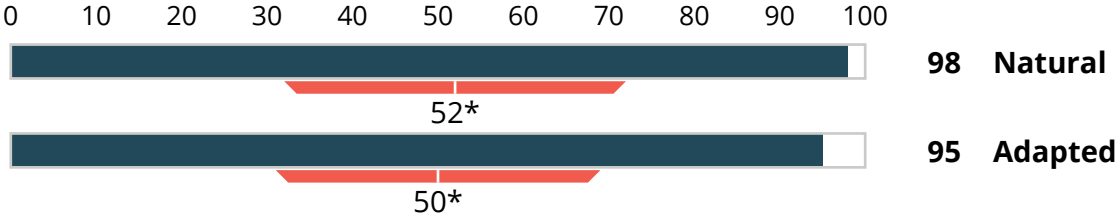
2. Interaction - Frequently engage and communicate with others.



3. Versatile - Adapt to various situations with ease.



4. Frequent Change - Rapidly shift between tasks.



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

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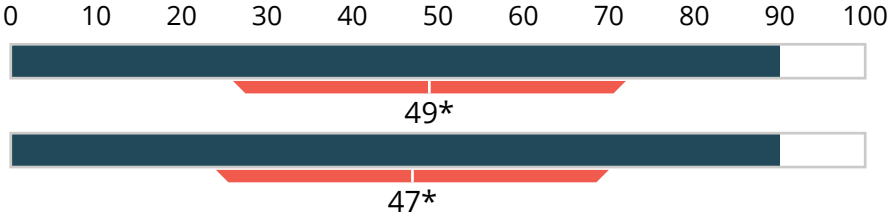
Behavioral Hierarchy

Continued

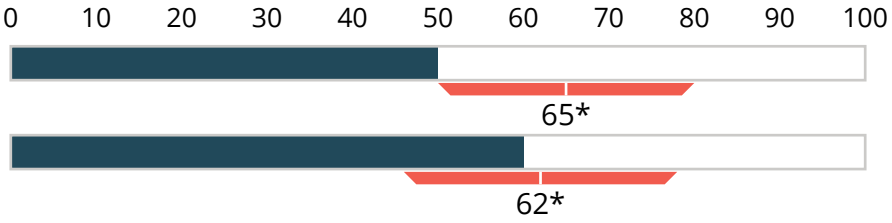
5. Competitive - Want to win or gain an advantage.



90 Natural

90 Adapted

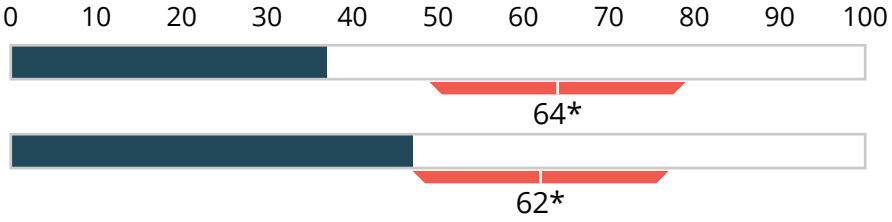
6. People-Oriented - Build rapport with a wide range of individuals.



50 Natural

60 Adapted

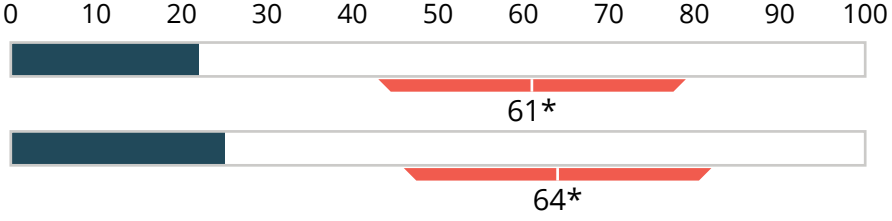
7. Customer-Oriented - Identify and fulfill customer expectations.



37 Natural

47 Adapted

8. Persistence - Finish tasks despite challenges or resistance.



22 Natural

25 Adapted

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

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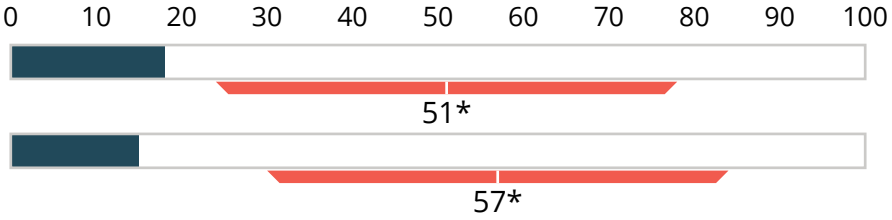
Behavioral Hierarchy

Continued

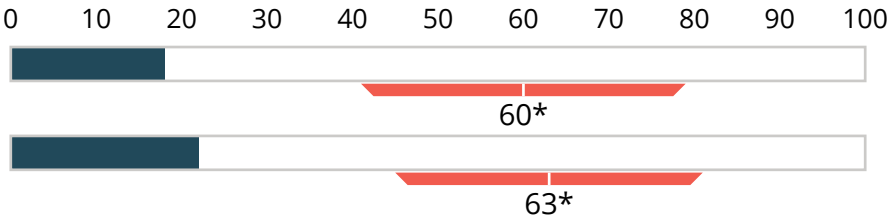
9. Organized Workplace - Establish and maintain specific order in daily activities.



18 Natural

15 Adapted

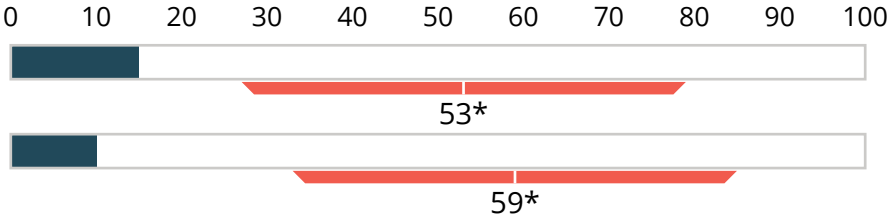
10. Following Policy - Adhere to rules, regulations, or existing methods.



18 Natural

22 Adapted

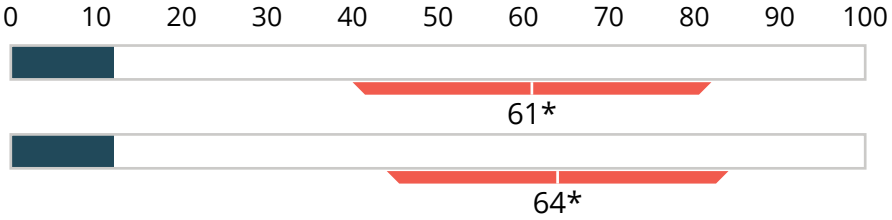
11. Analysis - Compile, confirm and organize information.



15 Natural

10 Adapted

12. Consistent - Perform predictably in repetitive situations.



12 Natural

12 Adapted

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

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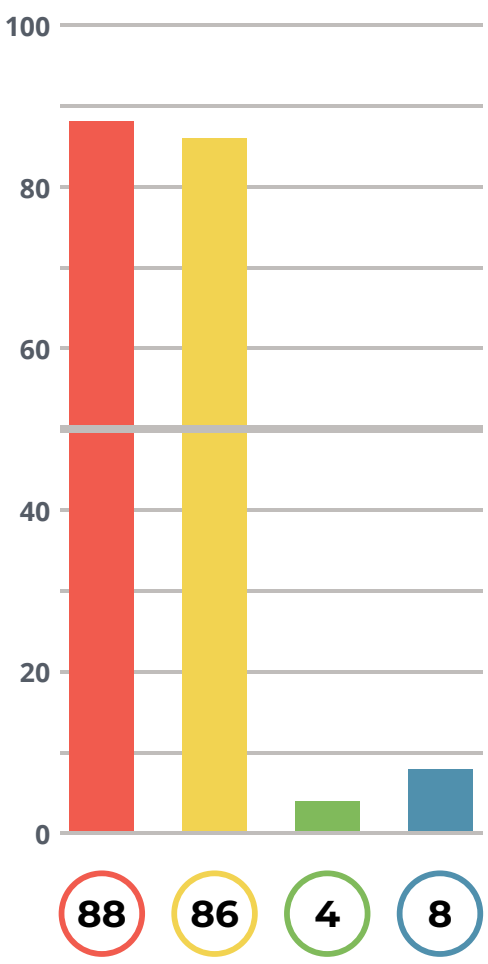
Style Insights® Graphs

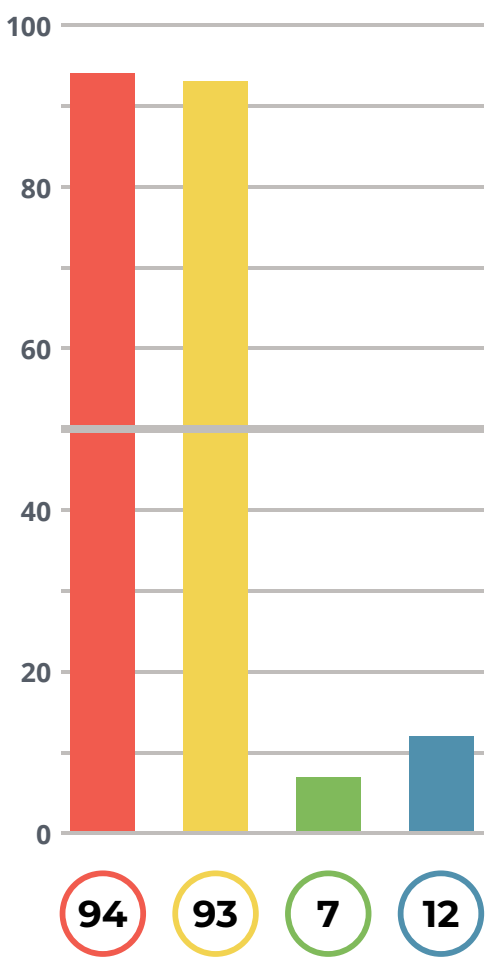
Graph I

Adapted Style



Graph II

Natural Style



Norm 2017 R4
7-10-2025
T: 3:47

John Doe

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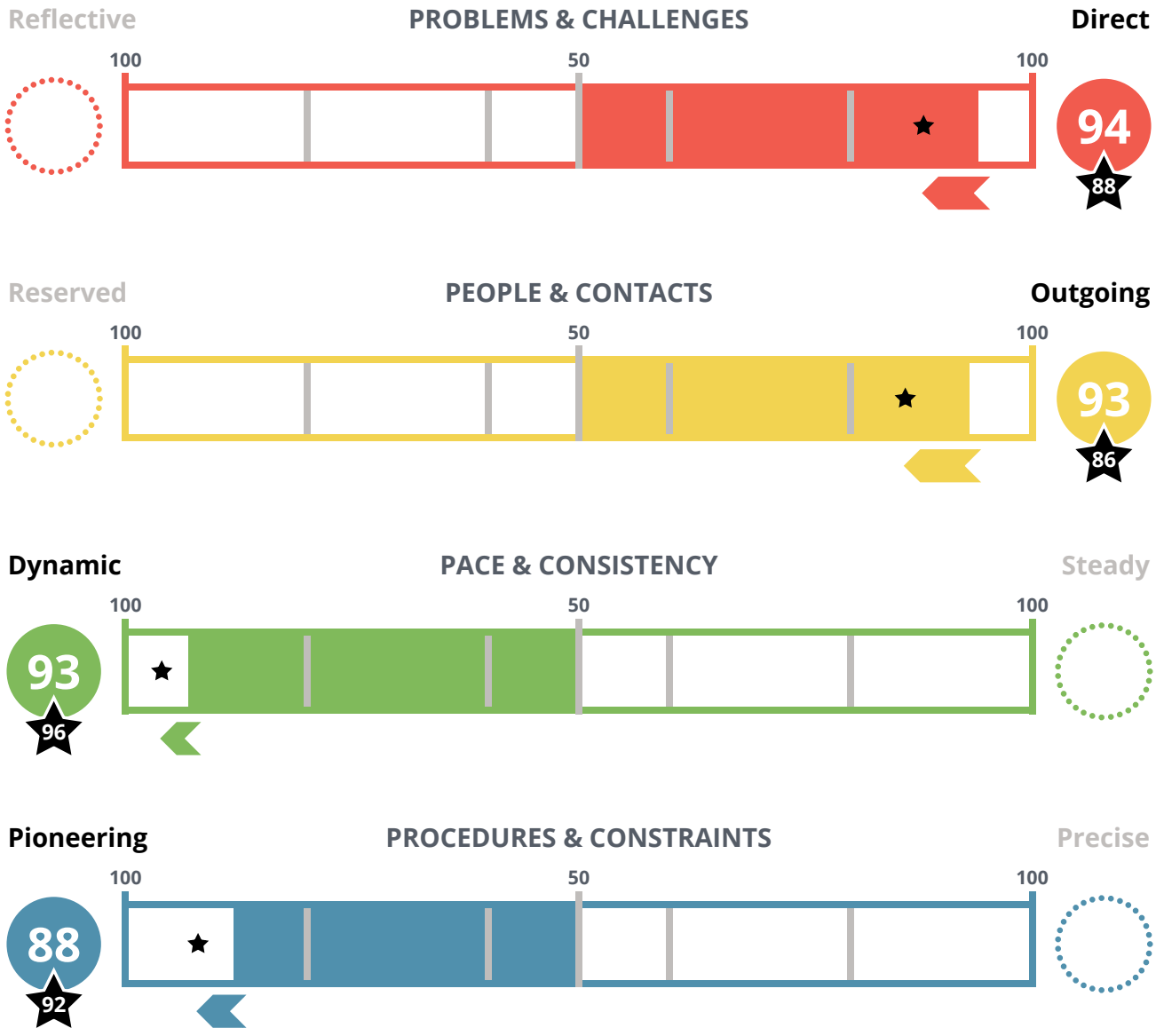
Behavioral Continuum

Everyone has a varying level of the four main behavioral factors that create their own personal style. Each side of those factors lives on a continuum, and the combination influences individuals' levels of engagement in different situations. The graph below is a visual representation of where John falls within each continuum.



Adapted Position
Adapted Movement

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7-10-2025
T: 3:47

John Doe

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The TTI Success Insights® Wheel

The TTI Success Insights® Wheel is a powerful tool first 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 to which 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.

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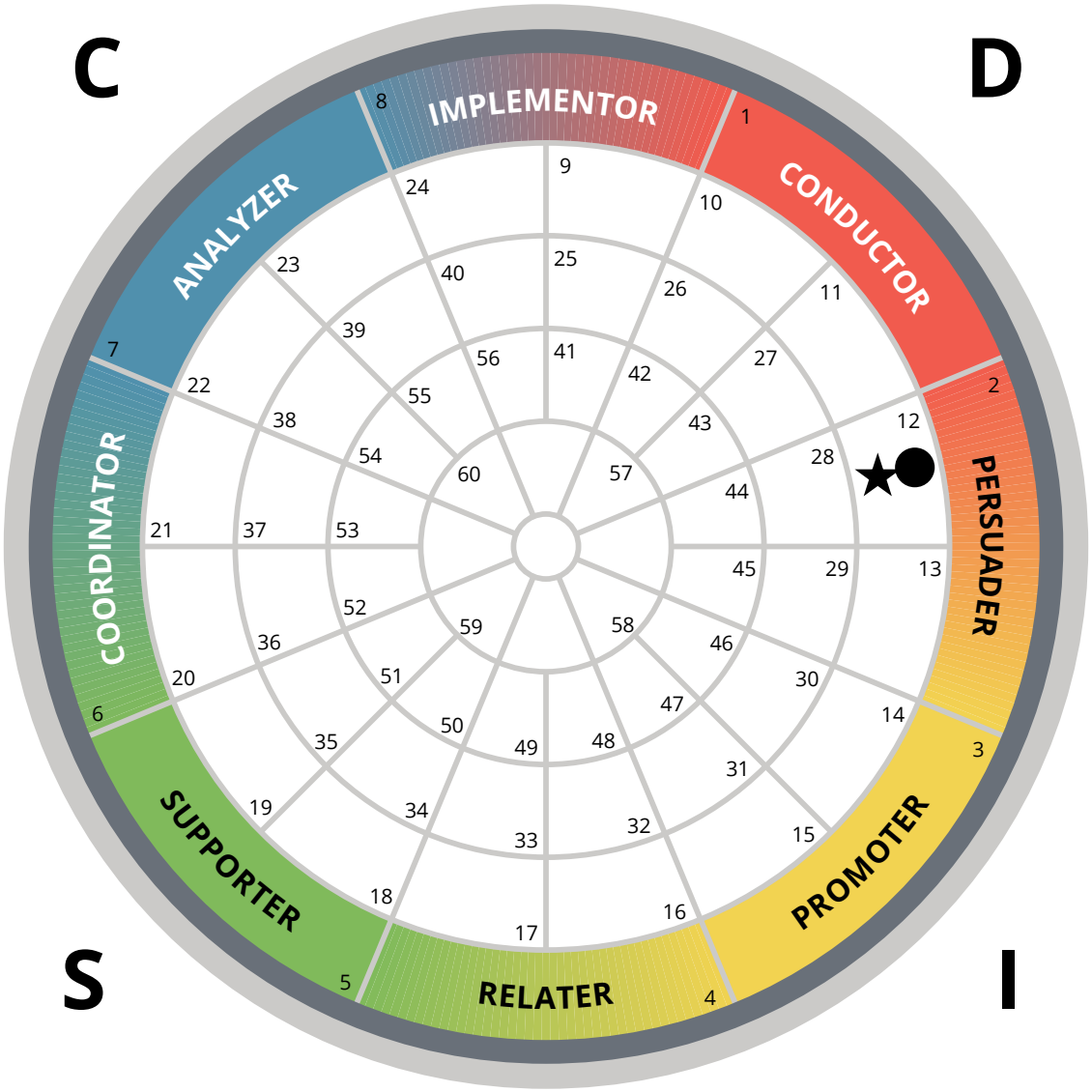
The TTI Success Insights® Wheel

John Doe



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

T: 3:47

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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 both work and life. You will learn how your passions from the 12 Driving Forces® frame your perspectives, providing 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 how they have a strong pull on 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 such that communication can be improved

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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.

John views people as a resource to achieve results. He can buffer the feelings of others to drive business. He sees the world as a toolset with which to accomplish his goals. He can separate the personal and professional dynamics within relationships. John will thrive in an environment filled with chaos. He will compartmentalize issues to keep the momentum moving forward. He sees the importance of following a system and how he can apply it in business situations. He looks for proven methods to accomplish everyday objectives. John likes to be behind the scenes and get things done. He focuses on the greater good versus advancing his position. If knowledge of a specific subject is not of interest, or is not required for success, John will have the tendency to rely on his intuition or practical information in this area. In those areas where John has a special interest, he will be good at integrating past knowledge to solve current problems.

John follows a philosophy of "it's not personal, it's just business." He will help develop an individual if he sees opportunities for future return. He won't get distracted by the form and beauty in his environment. He can focus on the task at hand regardless of his surroundings. When John believes in a cause, he will work diligently to advance it. He is driven by the security and consistency of a system within the organization. He can set aside his own agenda for the good of the company. He will relinquish control as long as the task at hand is completed to his standards. If John is truly interested in a specific subject, or if knowledge of specific subject matter is required for success, then he will take the initiative to learn about that subject in great depth. He will seek knowledge based on his needs in individual situations. He will incorporate knowledge as well as experience when making decisions. A job that challenges John's own knowledge may increase his job satisfaction.

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Driving Characteristics

John has the potential to become an expert in his chosen field. He may have the data to support his convictions. He excels when working for a powerful leader. He insists rules and regulations must be followed by all. John tends to see things in pieces. He tends to concentrate on what is tangible as opposed to subjective feelings. He believes it's important to keep emotions out of business decisions. He will not normally allow himself to be directed by others unless it will enhance his own self-interest.

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Strengths & Weaknesses

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

1. John will help others when others are willing to work hard.
2. He will seek to develop or help others when he can see future opportunities.
3. He will downplay emotions when making decisions concerning people.
4. He focuses on the function and not on the appearance.
5. John will isolate personal challenges and remain focused on the task.
6. He protects and promotes principles and beliefs.
7. He works behind the scenes to accomplish outcomes.

Potential Weaknesses

1. John may create scenarios that benefit himself more than others.
2. He may expect something in return each time he helps or serves others.
3. He tends to value people as an opportunity or resource rather than as an individual.
4. He may ignore environments that are potentially distracting for others.
5. John can over compartmentalize and miss the issues of the whole picture.
6. He may place personal ideology before that of the organization.
7. He tends to back down on issues important to him to not "rock the boat".

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Energizers & Stressors

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

1. John is energized by purposeful people.
2. He likes to develop internal advocates.
3. He relies on himself.
4. He is able to compartmentalize.
5. John is energized by chaos.
6. He enjoys fitting within a structure.
7. He joins supportive environments.

Potential Stressors

1. John does not act without personal benefit.
2. He does not like to make emotion-based decisions.
3. He gets frustrated when his contribution is disregarded.
4. He does not enjoy subjectivity.
5. John does not like the pursuit of intangible ideas.
6. He does not like the redesigning of existing systems.
7. He gets frustrated when he is chosen to lead involuntarily.

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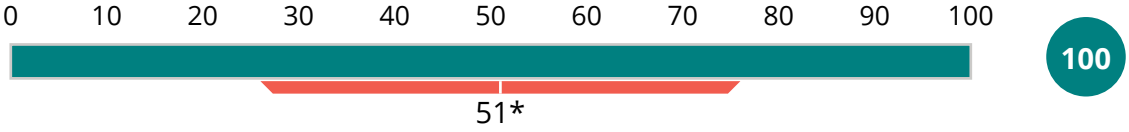
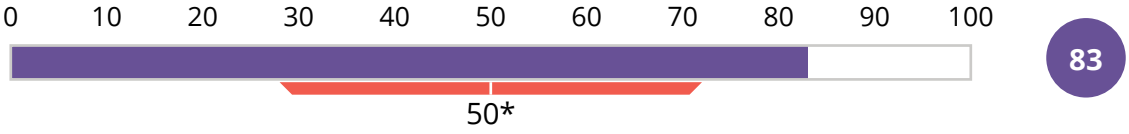
Primary Driving Forces Cluster

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 it to create your unique driving force.

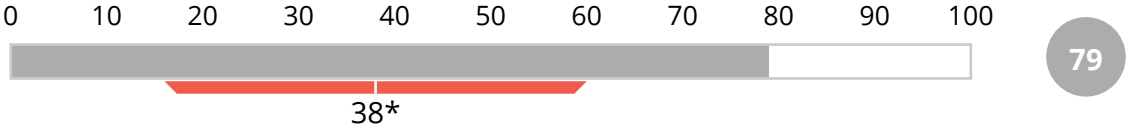
1. Intentional - People who are driven to assist others for a specific purpose, not just for the sake of being helpful or supportive.



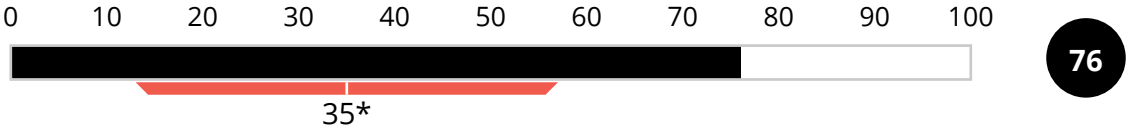
2. Objective - People who are driven by the functionality and objectivity of their surroundings.



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



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



Norm 2017

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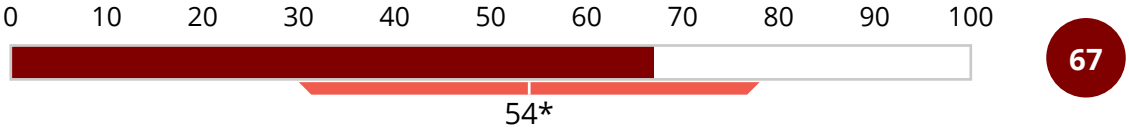
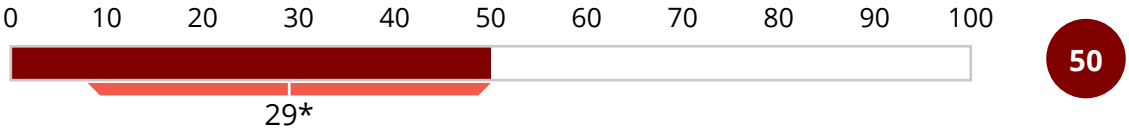
Situational Driving Forces Cluster

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.

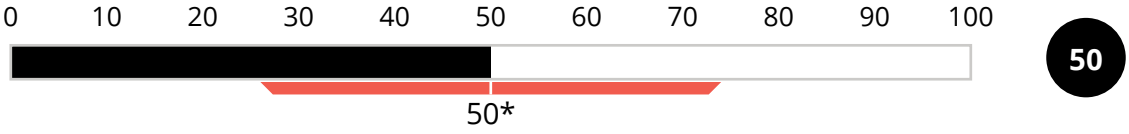
5. Intellectual - People who are driven by opportunities to learn, acquire knowledge and the discovery of truth.



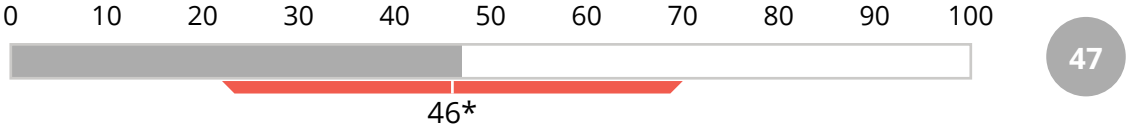
6. Instinctive - People who are driven by utilizing past experiences and their intuition and are seeking specific knowledge when necessary.



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



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



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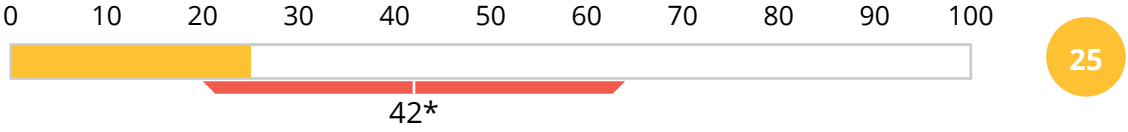
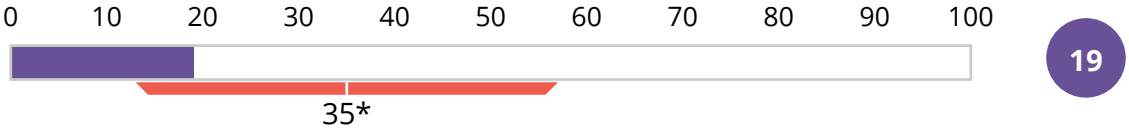
Indifferent Driving Forces Cluster

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.

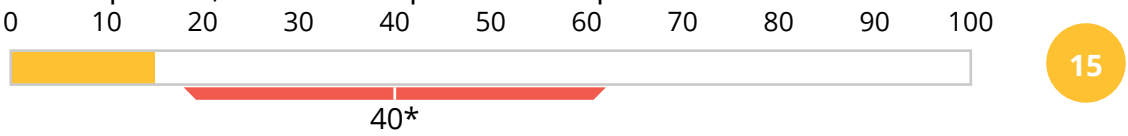
9. Resourceful - People who are driven by practical results, maximizing both efficiency and returns for their investments of time, talent, energy, and resources.



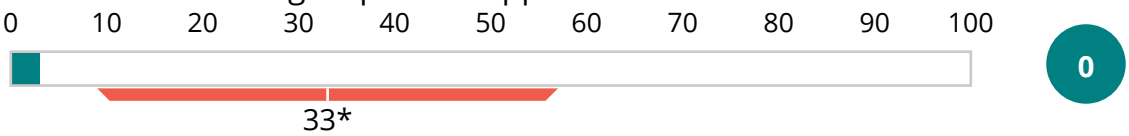
10. Harmonious - People who are driven by experience, subjective viewpoints, and balance in their surroundings.



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



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



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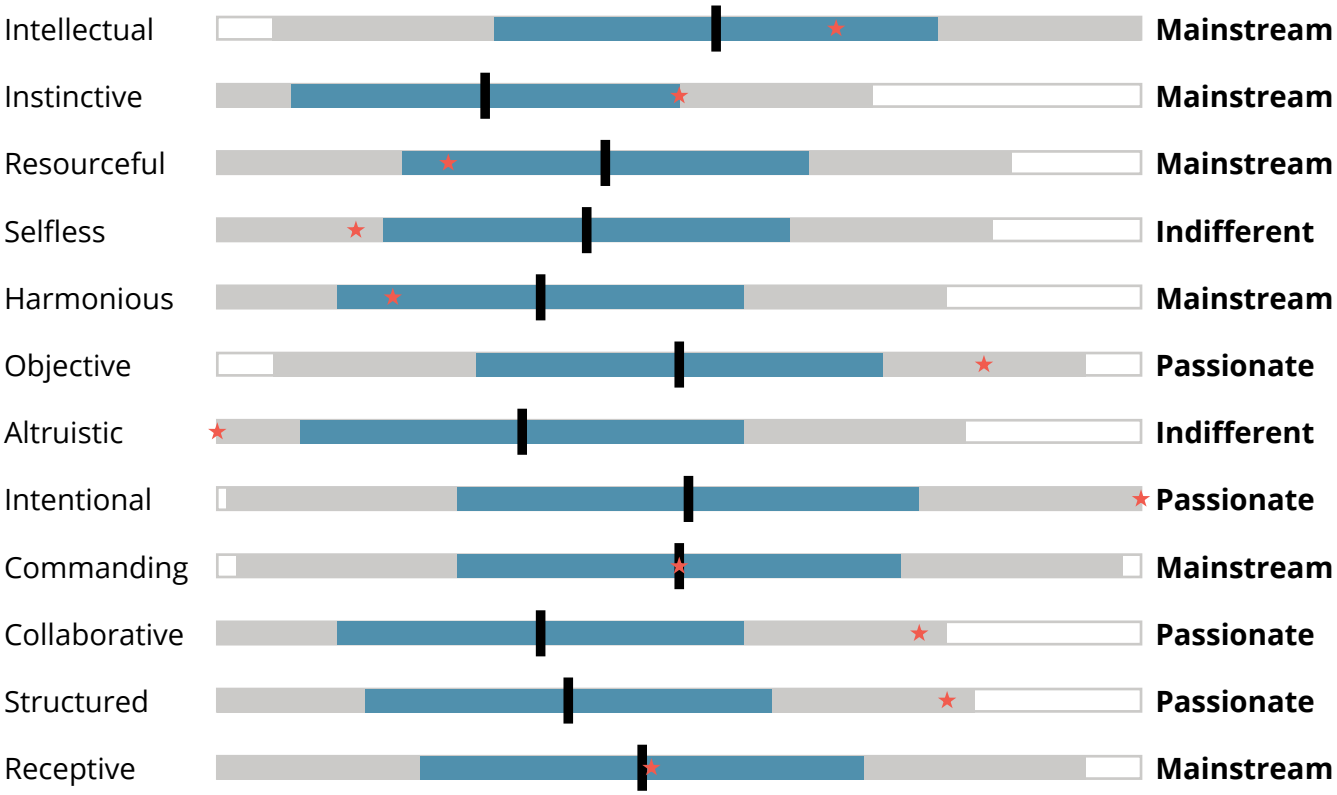
Areas for Awareness

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 of the mainstream you are, the more people will notice your passion about that driving force. The further below the mean and outside of the mainstream you are, the more people will notice your avoidance or indifference regarding that driving force. The shaded area for each driving force represents 68 percent of the population or scores that fall within one standard deviation above or below the national mean.

Norms & Comparisons Table - Norm 2017



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

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

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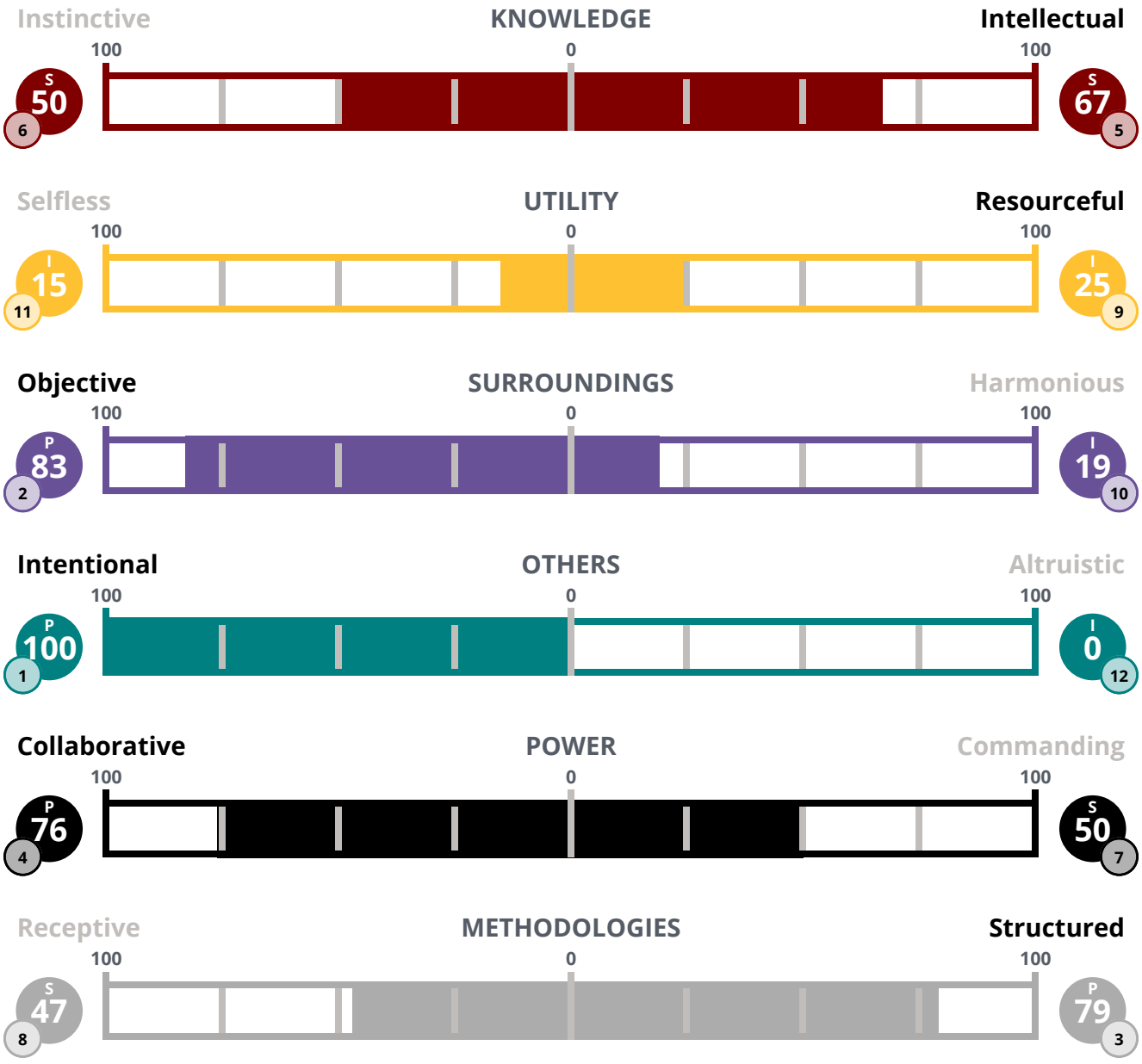
Driving Forces Graph

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



P 76 3

Primary, Situational, or Indifferent
Driving Forces Score
Driving Forces Rank

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7-10-2025
T: 2:52

John Doe

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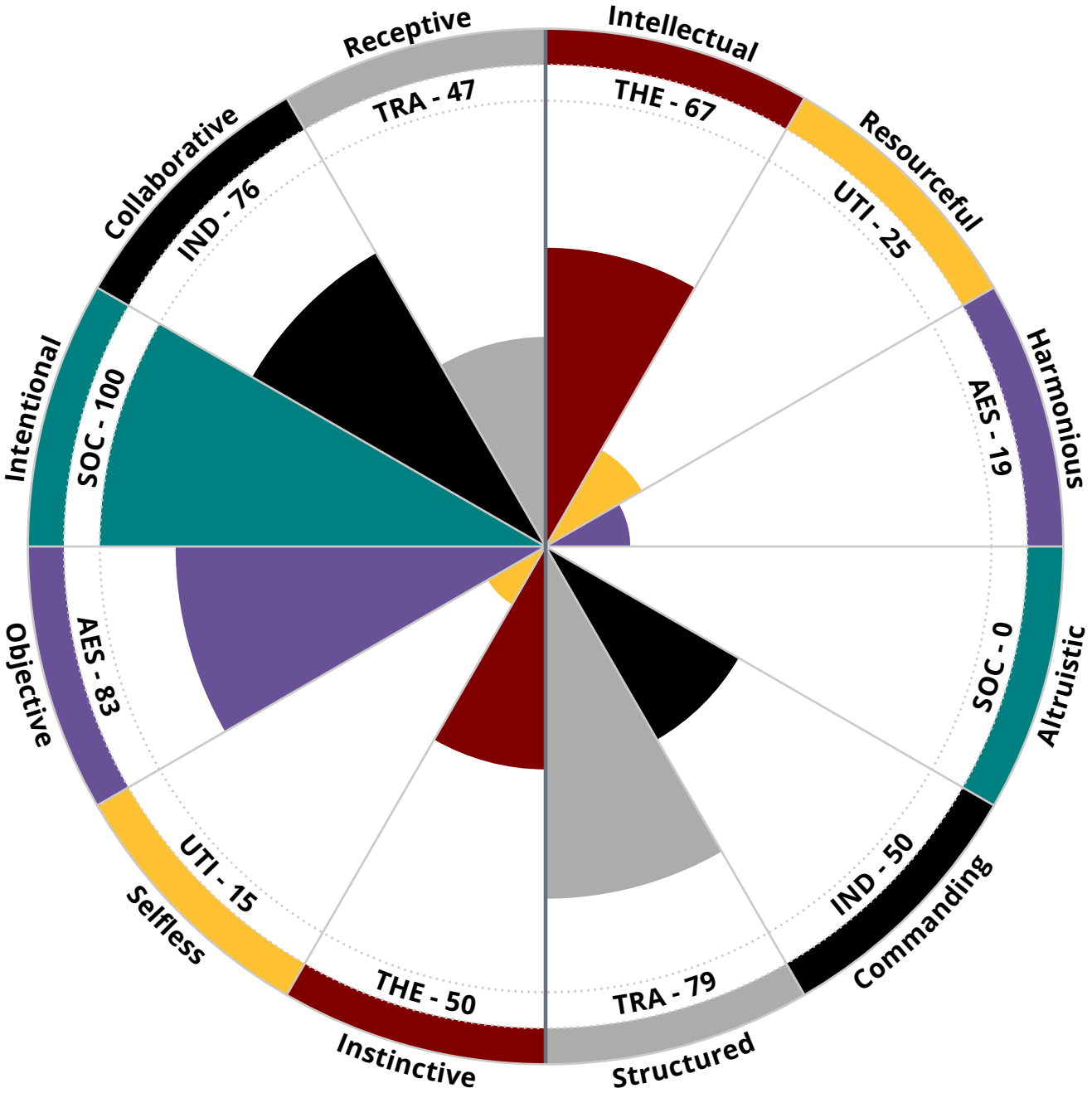
Driving Forces Wheel



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John Doe

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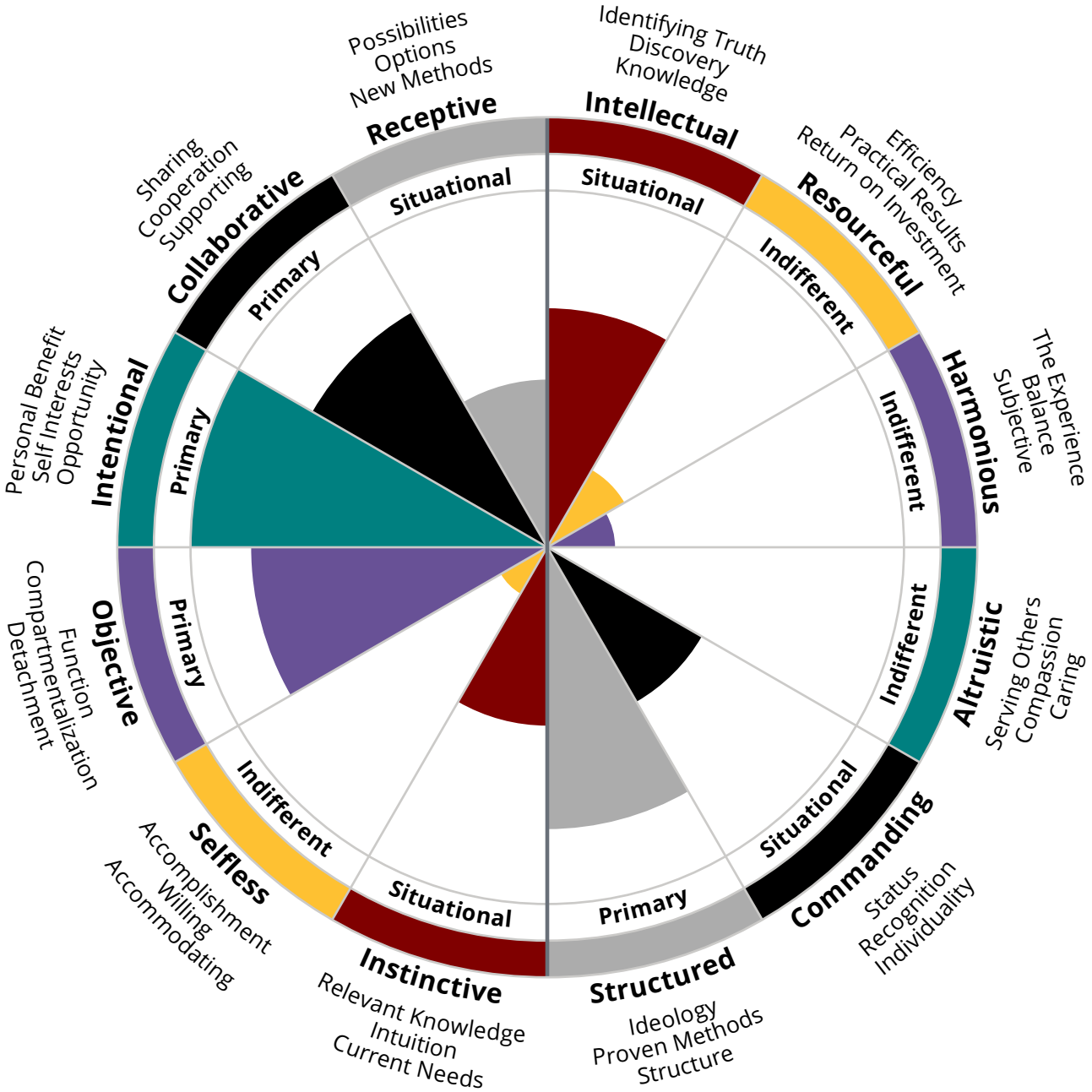
Descriptors Wheel



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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

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Potential Behavioral & Motivational

Strengths

This section describes the potential area of overlap between John'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.

1. Calculated with their time, talent, and resources.
2. Will champion a worthy cause, as a challenge, if they see a potential return.
3. Goal focused when assessing how others can help.
4. Will initiate action even during chaos.
5. Initiates action to stir up activity.
6. May take a leadership position to focus on specific aspects of the organization.
7. A leader for those who share his traditions.
8. Will champion change and be bottom-line focused for results within the system of living.
9. Puts everything he has into the cause he believes in.
10. Looks for ways to improve a situation for the good of the company.
11. Focused on supporting others to solve problems.
12. Seeks to collaborate while finding opportunities to win.

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Potential Behavioral & Motivational Conflict

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

1. Has a direct method of developing others if he sees a future return.
2. May try to utilize many people to obtain results.
3. May over focus on results and overlook others.
4. May over focus on productivity over appearance.
5. Will only see his objectives in the here and now.
6. May communicate bluntly and not fully express what he thinks and feels.
7. May contradict his beliefs to get results.
8. A desire for better results may be prohibited by his way of living.
9. May break others' rules to abide by their belief system.
10. Tends to display his support by solving problems or challenges.
11. May not realize how his quick decisions can impact co-workers.
12. Takes on too much, too soon, and too fast to best support the organization.

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

1. Rewards based on group "wins", as well as individual contributions.
2. The opportunity to show others their potential in order to achieve the desired outcomes.
3. The ability to utilize their own strengths to achieve results.
4. An environment where keeping the momentum moving is critical and rewarded.
5. Fast-paced chaotic based situations.
6. The ability to compartmentalize when facing challenges and in achieving results.
7. An environment that aligns with his system for solving problems and making decisions.
8. Opportunity to make an existing system quicker, better, and faster.
9. Ability to achieve results through conformity to traditions.
10. Opportunities to complete tasks and projects for the sake of getting things done.
11. The opportunity to assertively express his desire to collaborate within a group setting.
12. The ability to be self-starting and forward-looking as it relates to being part of a team.

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Keys To Motivating

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

John wants:

1. To be seen as a person who helps others, if they are willing to work hard for the desired results.
2. Opportunities to accomplish solutions to problems that relate to his vision.
3. To be in charge of people, resources, and surroundings.
4. The freedom to compartmentalize issues when solving problems.
5. The understanding from management that working and focusing on tangible results is the desired outcome.
6. To be seen as someone who is passionate about results even within a chaotic environment.
7. A challenge to convince others of his way of thinking.
8. All systems and structures to be efficient and move things toward the desired result.
9. The ability to solve problems with his system at the foundation of the solution.
10. New and difficult challenges that lead to quiet recognition.
11. Space and latitude to complete the given plans of action.
12. Power and control by supporting the outcomes and goals.

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Keys To Managing

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

John needs:

1. Awareness of how his drive can inspire others to accomplish mutual goals.
2. To be given power and authority to achieve results through people.
3. Needs task-oriented challenges.
4. To understand the optimal pace of each team member in order to help maintain momentum.
5. To compartmentalize activities in order to accomplish objectives.
6. Assistance in understanding how his emotional intensity affects the performance of the team.
7. Support his desire to achieve results through his own system for living.
8. A manager that understands his potentially explosive nature is out of the desire to achieve and win within the system.
9. A manager that understands his need to defend beliefs, potentially in an emotional manner.
10. Assistance in staying on task when he is the leader of the project.
11. Freedom to collaborate while determining how results should be achieved.
12. Help understanding the effect on a project when playing a supportive role.

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Introduction

TTI Emotional Quotient™

The TTI Emotional Quotient Report is designed to help individuals build awareness of five interrelated areas of emotional intelligence. It provides insights into current levels of activity across these areas, highlights how each may influence actions, and offers practical ideas for development. This report does not label, judge, or prescribe; it supports growth by helping individuals reflect on how they show up and interact with the world around them.

Emotional Intelligence (EQ) describes how individuals perceive, understand, and manage emotional information, both their own and that of others. It is not fixed or static; rather, it represents a set of internal and interpersonal capabilities that can be strengthened over time through increased awareness, intentional practice, and reflection.

Use this report to:

- Understand the emotional patterns that shape thinking, decisions, and actions.
- Recognize how different dimensions of EQ influence personal and professional performance.
- Identify development opportunities tailored to individual strengths and blind spots.

This report is intended to support deeper self-awareness, encourage meaningful self-reflection, and offer accessible ways to translate insight into everyday impact.

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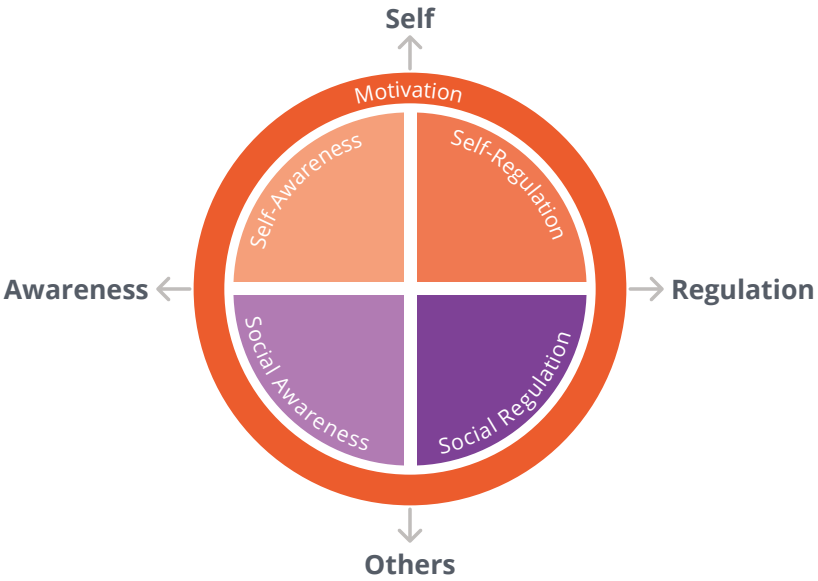
Introduction

A Framework of Emotional Intelligence

This report is structured around five core dimensions of Emotional Intelligence. Each dimension reflects a distinct, yet interconnected, aspect of how emotions are perceived, processed, and applied. Together, they provide a comprehensive picture of how emotional patterns influence performance, relationships, and well-being.

- **Self-Awareness** is the ability to recognize and understand your moods, emotions, and drives. This dimension explores how actively a person notices and reflects on their emotions and the effect those emotions may have.
- **Self-Regulation** is the ability to control or redirect disruptive impulses and moods, and the tendency to suspend judgment and think before acting. This dimension explores how consistently emotional responses are managed and redirected to maintain balance and focus.
- **Motivation** is the passion to work for reasons that go beyond external drives such as knowledge, utility, surroundings, others, power, or methodology, and is based on an internal drive or tendency to pursue goals with energy and persistence. This dimension explores how purposeful emotional energy is channeled into meaningful goals and sustained effort.
- **Social Awareness** is the ability to understand the emotional makeup of other people and how your words and actions affect them. This dimension explores how attentively emotional cues in others are recognized and interpreted in social situations.
- **Social Regulation** is the ability to influence the emotional clarity of others through skill in managing relationships and building networks. This dimension explores how intentionally emotional dynamics are managed to guide interactions and support positive outcomes.

This report uses this framework to highlight current levels of activity, offer practical development strategies, and explore how each area may influence day-to-day outcomes.



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General Characteristics

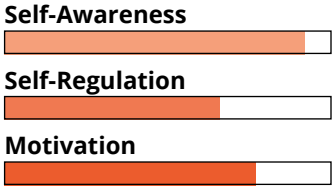
Self Dimension

This section provides insight into how John typically engages with internal emotional experiences. It explores general patterns in how he notices, manages, and channels emotional energy. The feedback reflects current levels of activity across the Self-Awareness, Self-Regulation, and Motivation dimensions. Use this section to gain a clearer understanding of how John's personal focus may influence his actions, decision-making, and individual performance.

John shows strong confidence in personal identity, values, and internal direction. Intuition plays a key role in how he navigates decisions, especially in complex settings. He reflects on patterns across time, recognizing emotional cycles and triggers. He consistently tracks how different environments affect his feelings and responses. John actively monitors how his emotional state is shaping judgment and decision outcomes. When feedback triggers an emotional response, he notices the shift and reflects before drawing conclusions.

John is generally able to resist short-term urges in favor of important goals. He typically recognizes emotional triggers early and redirects responses to stay constructive. When challenged, he generally manages frustration in constructive ways. He tends to pause when tension is high and reassesses before finalizing decisions. John may take a short time to reflect on stressors, but does not allow them to linger. He usually maintains focus and balance, even when experiencing frustration or disappointment.

John actively reflects on how emotions shape motivation and addresses them when needed. Even under pressure, he typically continues forward momentum with purpose. During difficulty, he often draws on personal values to reignite purpose. He frequently leverages known strengths to maintain emotional energy and commitment. John channels emotional energy into steady, productive effort toward goals. He generally sets goals that feel meaningful and reflective of personal values.



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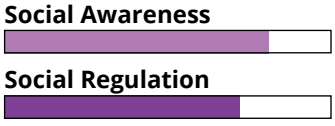
General Characteristics

Others Dimension

This section provides insight into how John typically engages with the emotions of others. It explores general patterns in how he interprets emotional cues and manages interpersonal dynamics. The feedback reflects current levels of activity across the Social Awareness and Social Regulation dimensions. Use this section to gain a clearer understanding of how John's interpersonal awareness and relationship style may influence his communication, collaboration, and interactions with others.

John often recognizes when others feel emotionally exposed, noticing signs of hesitation or vulnerability. During interaction, he usually reflects on how others might be feeling. He often detects emotional contradictions in speech and considers what these may signal. In emotionally complex conversations, he may believe he is effective and seeks to help. When others present emotional cues, John typically seeks to understand the underlying feeling and trigger. When group energy shifts are observed, he reflects on what might be influencing the emotional state.

John steps in to assist others, though may not always pause to sense what others may need or are open to. He may bring positive energy at times, though opportunities to uplift the group dynamic are not always noticed or acted on. While occasionally a reassuring presence, he is not yet seen as a steady source of emotional support. He responds to others with care in many situations, though strong emotional input can still influence his reactions at times. John contributes views from time to time, but is not always engaged in shaping group outcomes. He shows openness in some settings, though can occasionally appear detached or task-focused.



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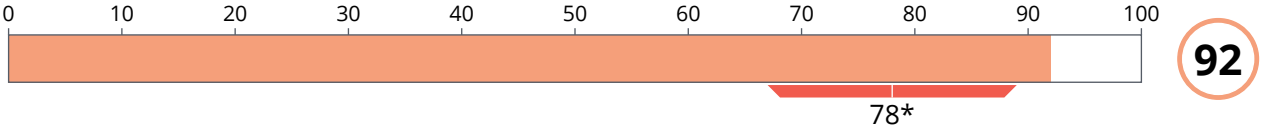
Emotional Quotient Graph

The Five Dimensions of Emotional Intelligence

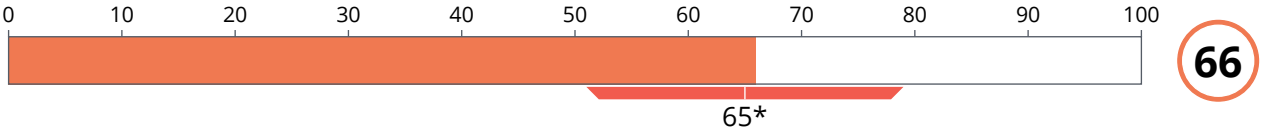
This section provides a visual summary of how actively each of the five dimensions may be reflected in John's day-to-day actions, decision-making, and interaction. Rather than labeling ability, this information is designed to support reflection, highlight his natural tendencies, and identify opportunities for growth. Use this section to help him reflect on what's working, what may feel less natural, and where focused action could support greater effectiveness in different situations.

Self Dimension

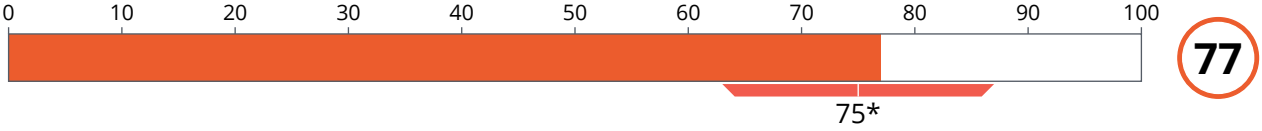
Self-Awareness - The ability to recognize and understand your moods, emotions and drives, as well as their effect on others.



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

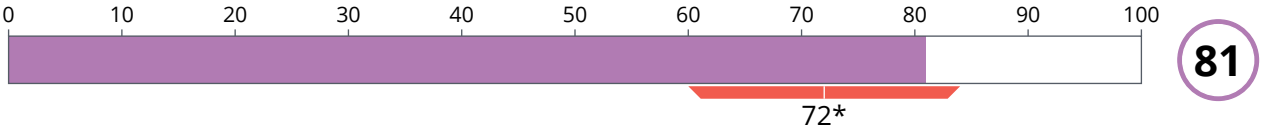


Motivation - A passion to work for reasons that go beyond the external drive for knowledge, utility, surroundings, others, power or methodology and are based on an internal drive or propensity to pursue goals with energy and persistence.

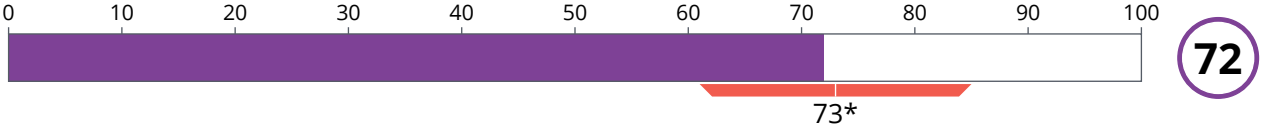


Others Dimension

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



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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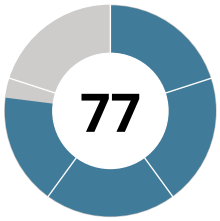
Emotional Quotient Activity Snapshot

Exploring Emotional Themes & Patterns

This section provides a high-level summary of how actively the emotional dimensions explored in this report may be influencing John's actions, decision-making, and interaction. Each graph consolidates related areas of focus, offering a broader view of personal and interpersonal emotional activity. Use this section to reflect on which areas of emotional focus may come more naturally and where increased attention could support personal growth, connection, and overall effectiveness.

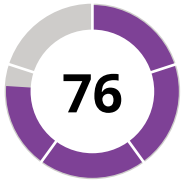
Total EQ Score

A combined view across all five dimensions, reflecting the overall level of emotional activity that may be shaping thoughts, actions, and interactions with others.

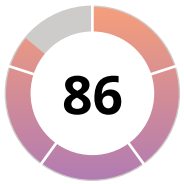


Self Dimension Score
A consolidated score drawn from Self-Awareness, Self-Regulation, and Motivation. This score reflects how consistently emotions are recognized, understood, and channeled toward meaningful outcomes.

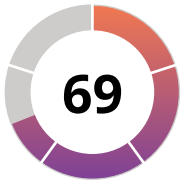
Others Dimension Score
A consolidated score based on Social Awareness and Social Regulation. This score shows how actively emotional cues are perceived in others and how relationships are managed to support effective outcomes.



Awareness Dimension Score
A consolidated score based on Self-Awareness and Social Awareness. This score reflects how actively emotional signals are perceived, both internally and in others.



Regulation Dimension Score
A consolidated score based on Self-Regulation and Social Regulation. This score reflects how emotions are managed in both personal and interpersonal contexts to support stability, collaboration, and results.



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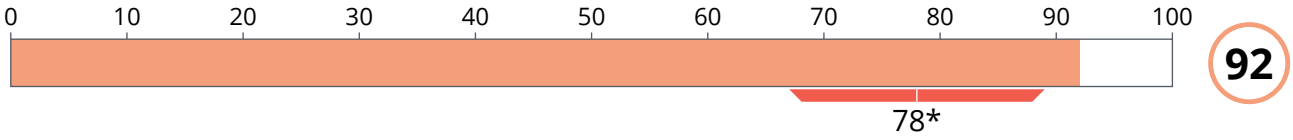
Self-Awareness

This section explores how actively John perceives his emotional states and patterns. Self-Awareness reflects the degree to which he is able to notice, label, and understand his emotional experiences and how those states may influence his thoughts or actions. Use this section to help him reflect on how consistent internal observation may support clarity and self-understanding in his personal and professional lives.



John demonstrates insight into his internal states and how those states may impact him. Continuing to fine-tune this awareness can support better decisions, especially in fast-moving or high-pressure environments. This level of self-awareness is a potential strength that helps him stay grounded and intentional.

Growth Activities

Based on John's Self-Awareness score, below is a list of potential ways for him to continue to grow and refine the ability to perceive his emotional states and patterns:

1. Revisit three decisions influenced by emotion and reflect on their outcomes.
2. Review three past decisions made under strong emotion. Reflect on how mood influenced outcomes.
3. Reflect on three shifts in progress linked to emotional state changes.
4. Write out three layered emotional responses. Identify the triggers or context behind each one.
5. Track priority changes across three days and link to emotional influence.
6. Use a journal to name the origin or source of three emotional responses each day for one month.
7. At the end of each day this week, note one task where emotional energy matched effort well, and one where it didn't.

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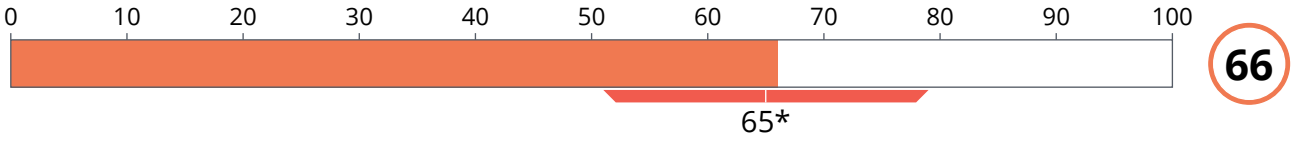
Self-Regulation

This section explores how actively John manages emotional responses in a consistent and intentional way. Self-Regulation reflects the degree to which he maintains emotional balance and redirects disruptive impulses in service of stability and focus. Use this section to help him reflect on how effectively he integrates emotions into productive routines and remains composed under pressure.



John responds thoughtfully in most moments, with reliable emotional control across many settings. Expanding strategies for recovery and tone management might help him stay grounded under greater demand. This score reflects a dependable self-management approach with room to sharpen and scale.

Growth Activities

Based on John's Self-Regulation score, below is a list of potential ways for him to enhance emotional control and reactivity in order to incorporate emotional energy into productive pursuits while managing impulses and disruptions:

1. Reflect on two difficult conversations this week, taking note of what helped and what didn't.
2. Support energy balance by using clear boundary-setting and self-talk to reframe negative thought patterns.
3. Add one breath or pause before responding in three live conversations.
4. In the next high-pressure scenario, use a centering breath to maintain tone. Reflect on what worked.
5. Journal two recurring reactions and note what tended to spark them.
6. Choose one difficult topic to discuss. Practice managing tone and word choice throughout the exchange.
7. For one charged situation this month, note how long intensity lasted and what helped shorten or prolong the response.

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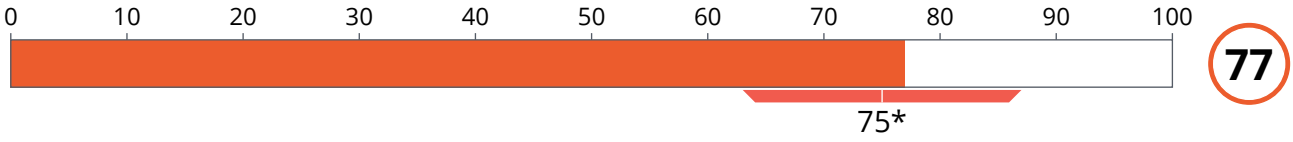
Motivation

This section explores how consistently John channels emotional energy toward personally meaningful goals. Motivation reflects the degree to which he pursues objectives with purpose, energy, and persistence. Use this section to consider how emotional commitment and values alignment help him shape direction, engagement, and progress over time.



John maintains steady energy and purpose across most tasks and challenges. Continuing to connect effort to meaningful outcomes can enhance focus and persistence. This score suggests he can effectively channel emotional energy toward meaningful, purpose-driven goals.

Growth Activities

Based on John's Motivation score, below is a list of potential ways for him to connect with his internal drive and focus in order to channel emotional energy to pursue personal objectives:

1. When ambiguity is high, focus on the purpose behind one next step.
2. For each new goal, write one emotionally meaningful reason why it matters. Use this to anchor motivation.
3. Revisit one goal this week and write two sentences on how it aligns with long-term purpose.
4. After unexpected interruptions, practice returning to task within two minutes. Build this into a daily focus reset.
5. Refine a personal mantra this week based on a core goal or value.
6. Create a 2-step recovery plan for moments of distraction. Include one emotional anchor to aid redirection.
7. Choose one affirmation or prompt as a reminder of why a goal matters before a hard task.

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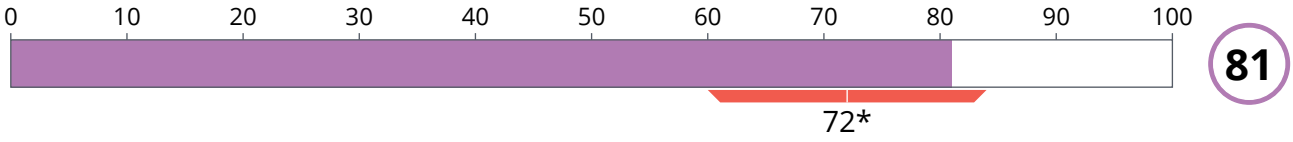
Social Awareness

This section explores how attentively John observes emotional cues in the people around him. Social Awareness reflects the degree to which he perceives the emotions, needs, and concerns of others. Use this section to help him consider how awareness of social dynamics may support stronger understanding, connection, and responsiveness in interpersonal settings.



John reads emotional dynamics and adjusts interpretation across many conversations and contexts. Continuing to tune into tone and timing can enrich group and one-to-one interactions. This score reflects a strong and reliable awareness of others.

Growth Activities

Based on John's Social Awareness score, below is a list of potential ways for him to refine interpersonal perception in order to ensure he is collecting and analyzing the emotional signals from the people around him:

1. Spot how people signal a need for space or support during two interactions.
2. In the next emotionally charged conversation, pause for two seconds before replying. Reflect on how this influenced the tone.
3. Track emotional responses in three feedback conversations and note what shaped the outcome.
4. Provide quiet, steady support in moments of visible hardship. Focus on presence more than resolution.
5. Observe when emotional safety feels low in group discussion this week.
6. After a conversation, consider where someone else's experience may have differed. Use this to build an emotional perspective.
7. Identify who typically shifts group tone in three settings this week.

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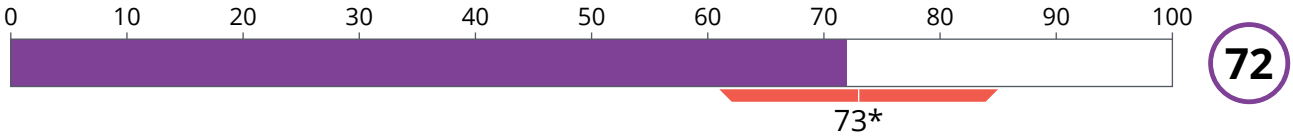
Social Regulation

This section explores how intentionally John navigates interpersonal relationships and emotional dynamics. Social Regulation reflects the degree to which he responds to the emotions of others in ways that promote collaboration, cooperation, and positive outcomes. Use this section to help him consider how consistent, intentional responses may support productive interactions and a positive team environment.



John helps steady emotional tone at times, though he may not always recognize when support is needed. Practicing small tone-setting behaviors can help him build presence and support others with more confidence. This result reflects an emerging influence on emotional dynamics that could be sharpened through repetition.

Growth Activities

Based on John's Social Regulation score, below is a list of potential ways for him to build interpersonal influence in order to positively impact each situation and leave it better than he found it:

1. Practice ending conversations in a way that uplifts or clarifies tone in two interactions this week.
2. Speak up in a low-pressure setting this week. Focus on clarity and confidence in message delivery.
3. Reflect on two recent interactions with people in different roles (e.g. peer vs. manager), and note whether the approach felt appropriate or mismatched and why.
4. In one conversation, identify a shared interest within the first five minutes to build early rapport.
5. Practice shifting style to match emotional need in two different conversations this week.
6. During an emotionally charged topic, prepare by outlining key points. Focus on pacing and clarity during delivery.
7. Guide shared energy through a positive tone when setting new goals during the week.

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Emotional Intelligence Quick Tips

This section offers practical, easy-to-apply tips aligned with John's current patterns across the five key areas of emotional intelligence. Use this section to find simple ways to help John strengthen his emotional effectiveness in daily situations, both personally and in working with others.

Self-Awareness

Recognizing internal states & understanding how they influence thoughts, decisions & actions.

- Track how mood influences three key decisions.
- Use emotion words in daily reflection to enhance clarity.
- Link personal values to three recent choices.

Self-Regulation

Managing impulses & responses to stay balanced, focused & effective under pressure.

- Practice one "pause & breathe" moment daily.
- Try two reset moments during work hours.
- Choose a daily physical activity to reset & regulate state.

Motivation

Channeling internal drive into purposeful goals & consistent forward action.

- Write one goal alignment check-in per week.
- Track one self-motivated task each day.
- Identify one reframe moment per day.

Social Awareness

Noticing & understanding the emotional signals, needs & experiences of others.

- Track mood shifts across three team meetings.
- Match tone to energy twice daily.
- When observing reactions, ask "What else could be going on?"

Social Regulation

Shaping emotional tone & communication to support connection, clarity & shared outcomes.

- Reflect on how tone landed today.
- Ask, "Did my tone help or harm the situation?"
- Reflect on tone before beginning a conversation.

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Impact on Performance

Exploring Day-to-Day Impact

This section explores how John's current level of activity in each area may shape day-to-day actions and performance. Each insight focuses on a key theme, highlighting where emotional presence supports outcomes and where growth could unlock greater clarity, connection, or resilience. Use this section to help him reflect on what's working, what may feel less natural, and where focused effort could support greater team and personal impact.

Impact on Thought & Action

How emotional states influence decision-making, performance, and motivation.

Groups that consistently link emotion to decision-making tend to perform with greater alignment, energy, and mutual understanding.

This may shape John's performance in the following ways:

- John tracks how feelings shape actions, helping refine decisions and energy use.
- By understanding how his internal states affect outcomes, John can help influence team atmosphere and mood.

Key Takeaway: Recognizing how inner states affect choices supports thoughtful action and steadier group flow.

Impulse & Intensity Management

Pausing, moderating, and regulating reactions in the moment.

Teams that regulate intensity maintain productive conversations even under pressure, reducing emotional volatility and reactivity.

This may shape John's performance in the following ways:

- John typically pauses before reacting and redirects strong emotion.
- When situations intensify, John can assist in keeping conversations productive by moderating his reactions.

Key Takeaway: Regulating reactions in the moment helps support productive team conversations.

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Impact on Performance

Exploring Day-to-Day Impact - Continued

Clarity & Alignment

Knowing what matters, setting meaningful goals, and aligning actions with purpose or values.

Purpose-driven groups show stronger follow-through, shared clarity, and fewer misaligned efforts across projects.

This may shape John's performance in the following ways:

- John acts with general purpose and aligns goals to values in most cases.
- A clear sense of direction allows him to support group focus and maintain shared motivation.

Key Takeaway: Linking personal goals to shared direction supports more aligned, goal-focused work.

Social Sensitivity & Attunement

Comfort with the emotional states of others, and the capacity to notice what is emotionally needed.

Groups that are attuned to each other's needs can offer timely support, helping encourage psychological safety and resilience.

This may shape John's performance in the following ways:

- John recognizes when others are emotionally impacted, though the meaning or need behind it may not always be clear.
- In group settings, he often picks up on emotional shifts in others, even if the underlying need isn't always obvious.

Key Takeaway: Recognizing needs early supports a positive group environment and reduces unnecessary strain.

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Impact on Performance

Exploring Day-to-Day Impact - Continued

Adaptability & Influence

Flexibly adjusting emotional tone and communication to fit context, personality, or purpose.

Continually sharpening delivery and tone helps teams adapt more fluidly, integrate diverse perspectives, and maintain collaborative flow.

This may shape John's performance in the following ways:

- John responds to clear tone shifts, but may miss subtle changes in group energy.
- When tone or approach feels rigid, others may find it harder to connect with or relate to John's ideas and suggestions.

Key Takeaway: Practicing flexible tone improves alignment and interaction across varied relationships.

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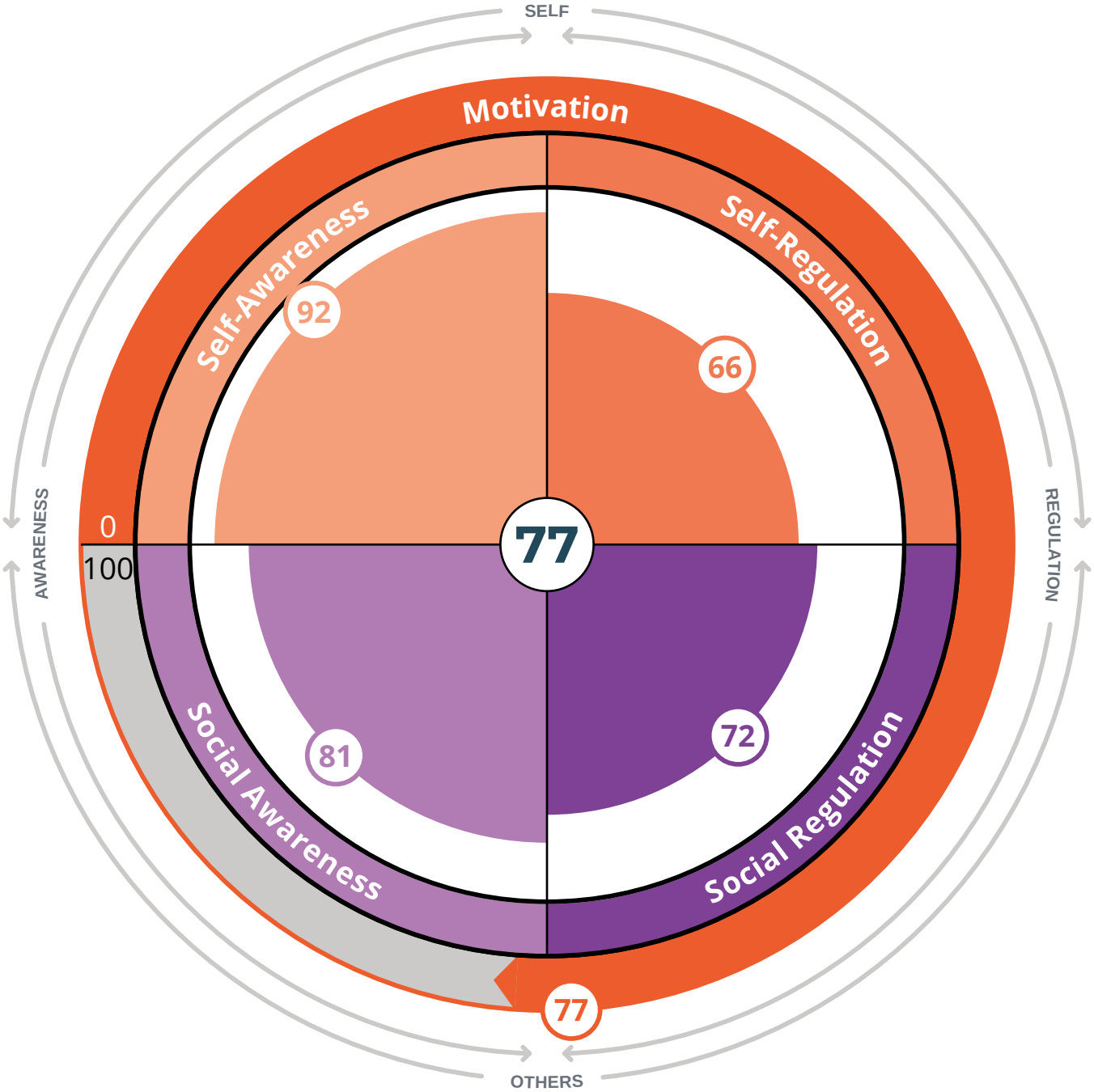
Emotional Quotient™ Wheel

Use your EQ Wheel results to identify both strengths and areas for growth in emotional intelligence. Focus on your lower-scoring dimensions as key areas for development and apply strategies on the next page to enhance these skills.



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EQ Development Plan

Turning Insight into Action

This TTI EQ Development Plan is designed to help translate report insights into meaningful action. Targeted attention and small, consistent practices in one area often spark growth across all dimensions of emotional intelligence. Use this plan to explore and build capacity in the EQ factor with the greatest potential impact.

Actionable Steps for Growth:

1. Select a Focus Area: Review the report to identify the EQ factor with the greatest relevance right now. This may be a lower-activity area or a strength worth deepening to support current goals.

2. Define a Meaningful Target: Clarify what growth in this area might look like. Focus on practical change, for example, a shift in action, response, or impact in day-to-day settings.

3. Commit to Small Practices: Refer to the Growth Activities in the report to identify small, repeatable actions that build capability over time. Keep practices realistic and consistent.

4. Reflect & Adjust: Pause regularly to notice shifts in awareness, confidence, or behavior. Use these reflections to refine direction and reinforce progress.

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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 to the same situations differently, especially when the situations are emotionally charged.

Why is this? The answer is often found within a person's Emotional Intelligence (EQ). 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 also help an individual to successfully navigate the workplace maze and feel a sense of accomplishment and reward from doing so.

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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, John's primary driving forces cluster includes: Intentional, Objective, Structured, and Collaborative.

John has a high level of Self-Awareness. He verb:is/are able to anticipate emotional shifts and verb:is/are mentally and physically aware of changes in his feelings. Coupled with his "Dominance" behavioral style, this awareness can be extraordinarily powerful. Most "Dominants" tend to react quickly and may be unaware of when their triggers are activated. However, with John's heightened Self-Awareness, he is conscious of the physical and emotional responses connected to these triggers, allowing for more intentional control over their reactions.

John has a high level of Self-Regulation. He is able to manage responses and reactions to emotionally charged events. Possessing a high "Dominant" behavioral style indicates that John may be quick to anger, make snap decisions, and be impatient to get things done. However, with high Self-Regulation, the typical behavioral characteristics will be tempered and not seen by others in such an extreme way. By utilizing his dominant behavior and his ability to manage reactions, John will be able to win more and be seen as a leader versus autocratic. Be careful in instances where the topic at hand directly relates to John's primary driving forces cluster. The ability for him to utilize his Self-Regulation skills may be hindered when a perceived threat to his drivers is present.

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Blending for Success

Behaviors, Driving Forces & EQ

John has a high level of Motivation. Emotional Intelligence Motivation is described as an internal drive to achieve goals without external factors or an incentive-based motivation. He has a motivation and passion to work for reasons that go beyond the rewards of his primary driving forces cluster and a propensity to pursue goals with energy and persistence. His high Motivation score will lessen the necessity for his passions to be 100% satisfied on the job, as long as these driving forces are not described as passionate or extreme. However, in order to achieve complete engagement and superior performance, it will also be important for his primary driving forces cluster to be fulfilled through their daily activities and lifetime pursuits.

John has a high level of Social Awareness. He is able to anticipate how others will perceive information and react to various situations. The strength of having high Social Awareness lies in the ability to see things from others' perspectives. John typically views situations through the lens of his primary driving forces cluster, whereas others may filter information through different perspectives. Developing the ability to step outside of his primary driving forces mindset is essential for achieving personal growth and effectively navigating challenges—an outcome that aligns with his 'Dominance' behavioral style.

John has a moderate level of Social Regulation. He is able to manage relationships and maintain networks. John 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, Objective, Structured, or Collaborative. However, he will do best in forming relationships that directly lead to the satisfaction of these passions. Behaviorally, John prefers a more direct and to the point communication style. Based on his moderately developed Social Regulation, he may be able to adapt his communication style to meet the needs of the relationship, providing the relationship leads to the satisfaction of his primary drivers.

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