



TTI  
SUCCESS  
INSIGHTS®

**Talent Insights**®  
Behavioural Intelligence®

John Doe  
ABC Company  
9/3/2017



# Introduction Where Opportunity Meets Talent

The Behavioural Intelligence® report was designed to increase the understanding of an individual's talents. The report provides insight to two distinct areas: behaviours and emotional intelligence. Understanding strengths and weaknesses in both of these 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 two main sections:**

## Behaviours

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.

## Emotional Intelligence (EQ)

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.

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.



## Introduction Behaviours Section

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

**In this report we are measuring four dimensions of normal behaviour. 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.













# 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 with whom 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.*

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

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

### **Factors that will create tension or dissatisfaction:**

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

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

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

### **Factors that will create tension or dissatisfaction:**

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

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

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

### **Factors that will create tension or dissatisfaction:**

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

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

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

### **Factors that will create tension or dissatisfaction:**

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







# Descriptors

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

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



# Natural and Adapted Style

*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	
<p><b>Natural</b></p> <p>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.</p>	<p><b>Adapted</b></p> <p>John sees no need to change his approach to solving problems or dealing with challenges in his present environment.</p>

People - Contacts	
<p><b>Natural</b></p> <p>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.</p>	<p><b>Adapted</b></p> <p>John projects a positive and enthusiastic attitude toward influencing others. He sees the need to be trusting and wants to be trusted.</p>

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# Action Plan

The following are examples of areas in which John may want to improve. Circle 1 to 3 areas and develop action plan(s) to bring about the desired results. Look over the report for possible areas that need improvement.

- Communicating (Listening)
- Delegating
- Decision Making
- Disciplining
- Evaluating Performance
- Education
- Time Management
- Career Goals
- Personal Goals
- Motivating Others
- Developing People
- Family

Area: \_\_\_\_\_

- 1.
- 2.
- 3.

Area: \_\_\_\_\_

- 1.
- 2.
- 3.

Area: \_\_\_\_\_

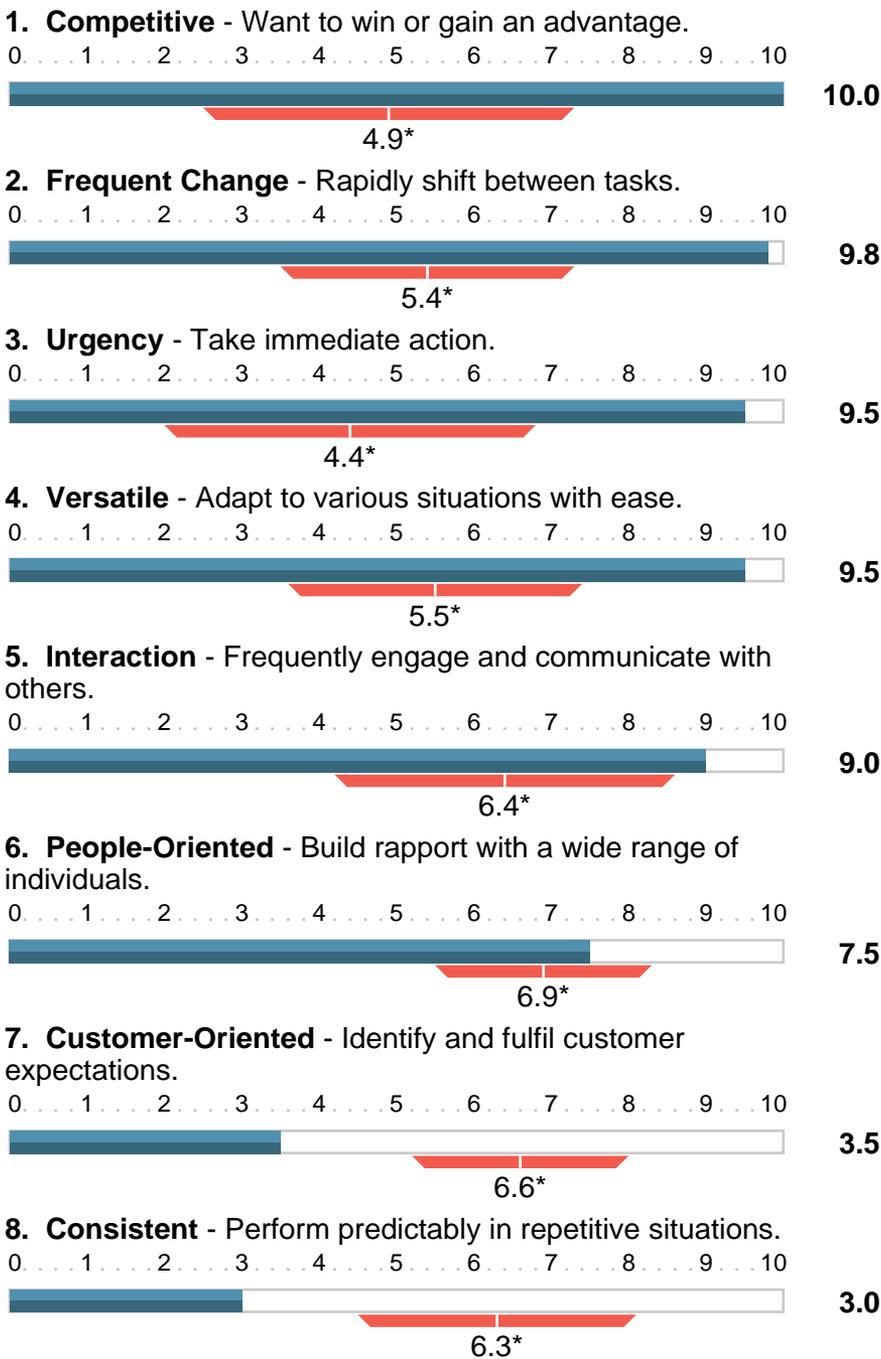
- 1.
- 2.
- 3.

Date to Begin: \_\_\_\_\_ Date to Review: \_\_\_\_\_



# Behavioural Hierarchy

The Behavioural Hierarchy graph will display a ranking of your natural behavioural 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.



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



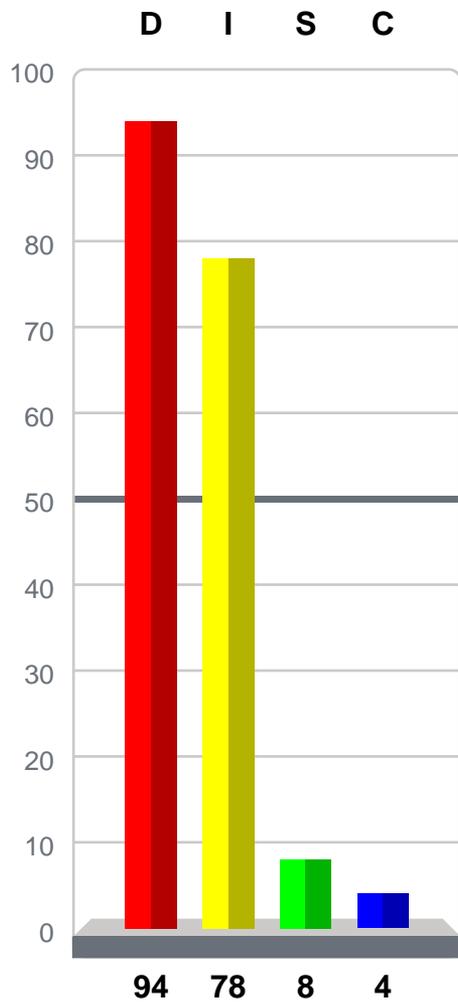


# Style Insights® Graphs

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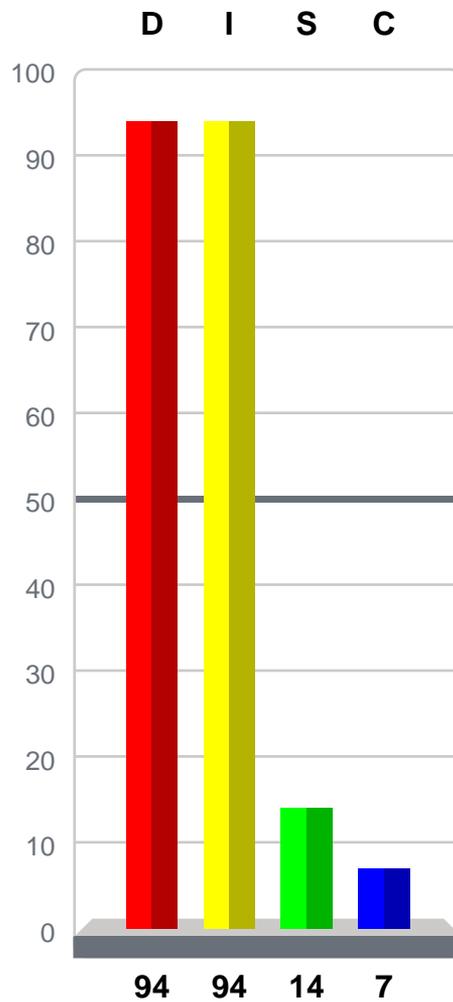
## Adapted Style

### Graph I



## Natural Style

### Graph II



Norm 2012 R4



## The Success Insights® Wheel

The Success Insights® Wheel is a powerful tool popularised in Europe. In addition to the text you have received about your behavioural style, the Wheel adds a visual representation that allows you to:

- View your natural behavioural style (circle).
- View your adapted behavioural style (star).
- Note the degree you are adapting your behaviour.

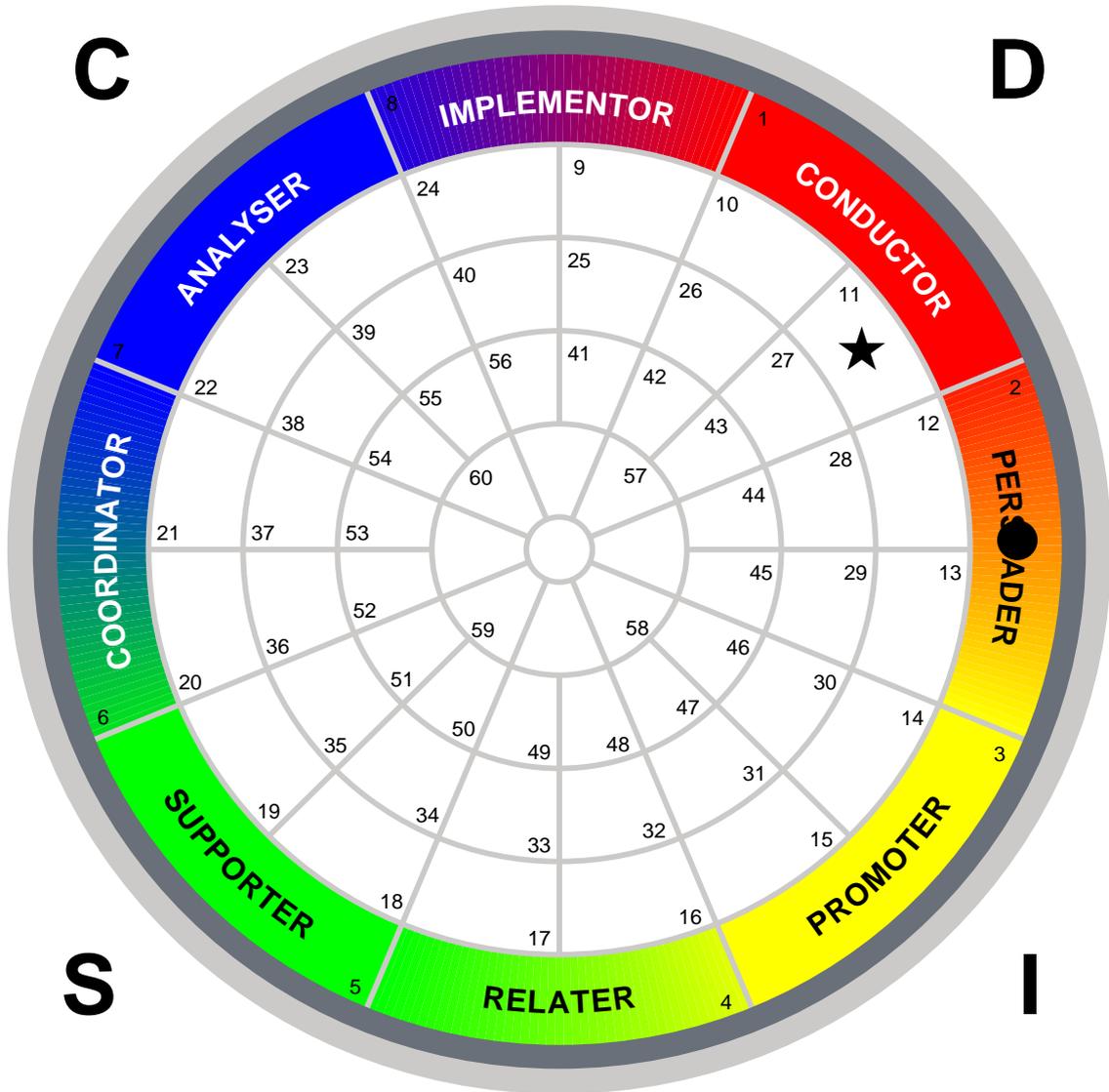
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behaviour. The further the two plotting points are from each other, the more you are adapting your behaviour.

If you are part of a group or team who also took the behavioural 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

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Adapted: ★ (11) PERSUADING CONDUCTOR  
Natural: ● (2) PERSUADER

Norm 2012 R4



## Introduction EQ Section

The Emotional Quotient™ (EQ) report looks at a person's emotional intelligence, which is the ability to sense, understand and effectively apply the power and acumen of emotions to facilitate higher levels of collaboration and productivity. The report was designed to provide insight into two broad areas: Self and Others.

Research shows that successful leaders and superior performers have well-developed emotional intelligence skills. This makes it possible for them to work well with a wide variety of people and to respond effectively to the rapidly changing conditions in the business world. In fact, a person's EQ may be a better predictor of success performance than intelligence (IQ).

Emotional intelligence is an area you can focus on and develop regardless of your current score in each dimension. One model to help you assess your emotional levels throughout the day is to check your emotional clarity. Think of red as poor emotional clarity or an inability to utilise all skills and resources because of your emotional cloudiness. When you're identifying yourself as having a red glass, you may be experiencing emotions such as fear, anger, sadness or loss. Think of clear glass as your ideal state of clarity, or when you're emotionally "in the zone." You may experience emotions such as happiness, joy, peace or excitement. Most of the time you are somewhere in between. You may not be able to place an exact descriptor on how you feel, but you're relatively clear headed and free from distractions. Remember, the higher your EQ scores, the easier it will be to apply this model to you and to those around you.



## Introduction EQ Section

*This report measures five dimensions of emotional intelligence:*

### Emotional Intelligence - Self

What goes on inside of you as you experience day-to-day events.

**Self-Awareness** is the ability to recognise and understand your moods, emotions and drives, as well as their effect on others. In practice, it is your ability to recognise when you are red, clear or somewhere in-between.

**Self-Regulation** is the ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting. In practice, it is your ability to influence your emotional clarity from red to clear when the situation requires.

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

### Emotional Intelligence - Others

What goes on between you and others.

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

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

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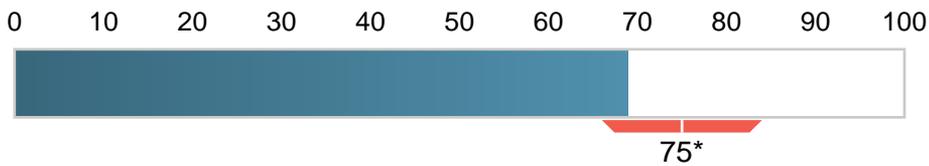




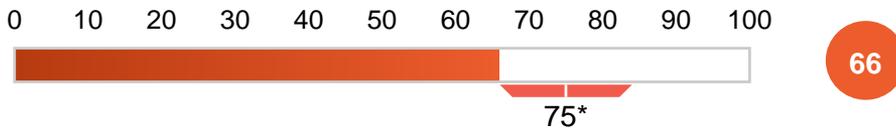
# Emotional Quotient Scoring Information

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

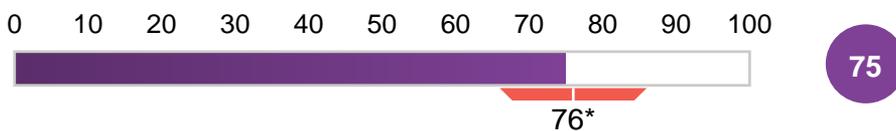
**TOTAL EMOTIONAL QUOTIENT** - Your total level of emotional intelligence, formed by averaging your Others and Self scores.



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



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





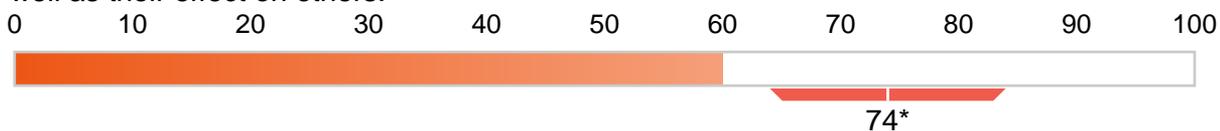
# Self-Awareness

Based on John's level of Self-Awareness, he may find it hard to identify and express his emotions which may impact his decisions. Because of John's level of EQ in this dimension, he may not have a realistic assessment of himself.

## What John can do:

- Practice self-reflection, can you identify and name your current emotional state? Check your emotional clarity, what is your current state; red, clear or somewhere in-between?
- To improve decision-making, look for trends in your behaviour and seek to recognise what prompts your reactions.
- Reflect on how your emotions influence your behaviour.
- Identify how negative or hurtful behaviour 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 notes of your thoughts and feelings then 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 timely.)
- Make notes several times a day in a journal about your emotional responses to the current situations to help raise your emotional awareness.

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





# Self-Regulation

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

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

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



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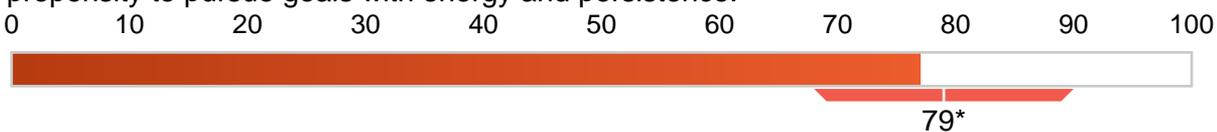
# Motivation

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

## What John can do:

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

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



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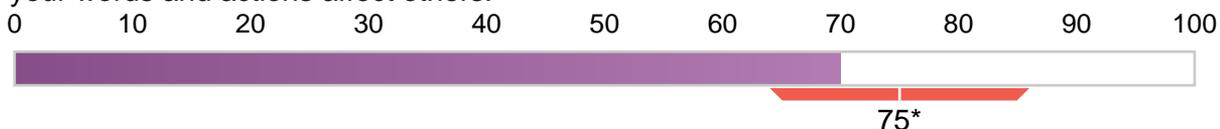
## Social Awareness

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

### What John can do:

- Attempt to predict and understand the emotional responses of others before communicating your point of view.
- Observe nonverbal behaviour to evaluate the emotional temperature of others.
- Analyse and understand things from others' perspectives before responding to your peers at work or family members.
- Think about an invisible clarity meter over people and ask yourself, "What is their emotional state: red, clear or somewhere in-between?", knowing that if it is not clear, the optimal outcome may be compromised.
- Continue to develop interpersonal habits, such as listening to others until they are finished with their thought before asking questions or making statements.
- Observe body language for nonverbal messages being expressed.
- Seek clarification from others when attempting to interpret emotional responses.
- Be nonjudgmental in your interactions with others. Ask questions before drawing conclusions.
- Offer assistance to your friends, family and even strangers on occasion. Be careful to give the assistance they are looking for versus what you think they need.

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



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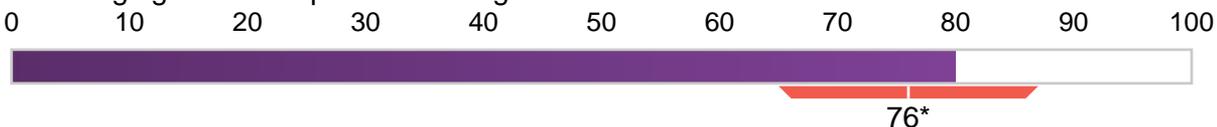
# Social Regulation

Based on John's level of Social Regulation, he is able to find common ground with others and generally is able to build good rapport. John is able to help build a strong team environment.

## What John 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. This could be the case for others as well. Understanding how to manage these interactions can make a difference in the outcomes.
- 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. This is a great way to keep the communication going in the direction you desire.
- 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 to understand their effects.
- Find ways to be a positive influence at work by helping others improve their Social Regulation skills.
- If you have a miscommunication or negative interaction, take accountability quickly and find ways to make sure the situation does not go red.
- 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.
- Join a professional association or special interest group to practice building positive emotional bonds to help manage situations.

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



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# Emotional Quotient™ Wheel

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

