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SUCCESS
INSIGHTS®

Talent Insights®

Behavioural Intelligence®

John Doe

ABC Company

9/3/2017

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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



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.

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

Behavioural 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 behaviour 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 behaviour.

John prefers an environment with variety and change. He is at his best when many projects are underway at once. He wants to be viewed as self-reliant and willing to pay the price for success. He has high ego strengths and may be viewed by some as egotistical. He displays a high energy factor and is optimistic about the results he can achieve. The word "cannot" is not in his vocabulary. John is often considered daring, bold and gutsy. He is a risk taker who likes to be seen as an individualist. 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. He is forward-looking, aggressive and competitive. His vision for results is one of his positive strengths. John is a self-starter who likes new projects and is most comfortable when involved with a wide scope of activities. He is a goal-oriented individual who believes in harnessing people to achieve goals. He needs people with other strengths on his team.

John should realise that at times he needs to think a project through, beginning to end, before starting the project. When faced with a tough decision, he will try to sell you on his ideas. He finds it easy to share his opinions on solving work-related problems. Sometimes he may be so opinionated about a particular problem that he has difficulty letting others participate in the process. Many people see his decisions as high-risk decisions. However, after the decision is made, he tends to work hard for a successful outcome. Sometimes he becomes emotionally involved in the decision-making process. He is decisive and prefers to work for a decisive manager. He can experience stress if his manager does not possess similar traits. He is a good problem solver and troubleshooter, always seeking new ways to solve old problems.

Behavioural Characteristics

Continued



John may sometimes mask his feelings in friendly terms. If pressured, John's true feelings may emerge. He tends to be intolerant of people who seem ambiguous or think too slowly. He may lose interest in what others are saying if they ramble or do not speak to the point. His active mind is already moving ahead. He may lack the patience to listen and communicate with slower acting people. John likes people who present their case effectively. When they do, he can then make a quicker assessment or decision. 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 challenges people who volunteer their opinions. He tends to influence people by being direct, friendly and results-oriented.

Value to the Organisation



This section of the report identifies the specific talents and behaviour John brings to the job. By looking at these statements, one can identify his role in the organisation. The organisation can then develop a system to capitalise on his particular value and make him an integral part of the team.

- ✓ Self-starter.
- ✓ Creative in his approach to solving problems.
- ✓ Challenge-oriented.
- ✓ Negotiates conflicts.
- ✓ Innovative.
- ✓ Tenacious.
- ✓ Positive sense of humour.
- ✓ Thinks big.

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

- ✓ Offer special, immediate and continuing incentives for his willingness to take risks.
- ✓ Provide questions, alternatives and choices for making his own decisions.
- ✓ Ask for his opinions/ideas regarding people.
- ✓ Provide a warm and friendly environment.
- ✓ Read the body language for approval or disapproval.
- ✓ Provide testimonials from people he sees as important.
- ✓ Stick to business—let him decide if he wants to talk socially.
- ✓ Read the body language—look for impatience or disapproval.
- ✓ Come prepared with all requirements, objectives and support material in a well-organised "package."
- ✓ Support and maintain an environment where he can be efficient.
- ✓ Use enough time to be stimulating, fun-loving, fast-moving.
- ✓ Deal with details in writing, have him commit to modes of action.

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

- ❌ Be curt, cold or tight-lipped.
- ❌ Legislate or muffle—do not overcontrol the conversation.
- ❌ Leave decisions hanging in the air.
- ❌ Let disagreement reflect on him personally.
- ❌ Ask rhetorical questions or useless ones.
- ❌ Reinforce agreement with "I am with you."
- ❌ Come with a ready-made decision or make it for him.
- ❌ Try to convince by "personal" means.
- ❌ Be dictatorial.
- ❌ Direct or order.
- ❌ Ramble on, or waste his time.
- ❌ Waste time trying to be impersonal, judgmental or too task-oriented.
- ❌ Talk down to him.

Communication Tips



This section provides suggestions for 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.

Compliance

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

- ✓ Prepare your "case" in advance.
- ✓ Stick to business.
- ✓ Be accurate and realistic.
- ✗ Being giddy, casual, informal, loud.
- ✗ Pushing too hard or being unrealistic with deadlines.
- ✗ Being disorganised 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-organised "package."
- ✗ Talking about things that are not relevant to the issue.
- ✗ Leaving loopholes or cloudy issues.
- ✗ Appearing disorganised.

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.
- ✓ Do not deal with a lot of details (put them in writing).
- ✓ Ask "feeling" questions to draw their opinions or comments.
- ✗ Being curt, cold or tight-lipped.
- ✗ Controlling the conversation.
- ✗ Driving on facts and figures, alternatives, abstractions.



Ideal Environment

This section identifies the ideal work environment based on John's basic style. People with limited flexibility will find themselves uncomfortable working in any job not described in this section. People with flexibility use intelligence to modify their behaviour and can be comfortable in many environments. Use this section to identify specific duties and responsibilities that John enjoys and also those that create frustration.

- ✓ Evaluation based on results, not the process.
- ✓ Freedom of movement.
- ✓ Work tasks that change from time to time.
- ✓ Assignments with a high degree of people contacts.
- ✓ Forum to express ideas and viewpoints.
- ✓ Nonroutine work with challenge and opportunity.
- ✓ Democratic supervisor with whom he can associate.



Perceptions

See Yourself As Others See You

A person's behaviour 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 behaviour. 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
- ✓ Daring
- ✓ Egotistical
- ✓ Aggressive



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

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

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
Dominance	Influence	Steadiness	Compliance
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 & 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 projects a positive and enthusiastic attitude toward influencing others. He sees the need to be trusting and wants to be trusted.

Natural & Adapted Style



Pace & Consistency

Natural

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.

Adapted

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. Sometimes he would like the world to slow down.



Procedures & Constraints

Natural

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.

Adapted

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.

Adapted Style



John sees his present work environment requiring him to exhibit the behaviour listed on this page. If the following statements DO NOT sound job related, explore the reasons why he is adapting this behaviour.

- ✓ Persistence in job completion.
- ✓ Being independent and innovative.
- ✓ Dealing with a wide variety of work activities.
- ✓ Using a direct, forthright and honest approach in his communications.
- ✓ Being creative and unconventional in making a point.
- ✓ A competitive environment combined with a high degree of people skills.
- ✓ Acting without precedent and able to respond to change in daily work.
- ✓ A good support team to handle paperwork.
- ✓ Willing to take risks when others may be hesitant.
- ✓ Using a creative approach in decision making.
- ✓ Quickly responding to crisis and change with a strong desire for immediate results.
- ✓ Firm commitment to accomplishments.

Keys to Motivating



This section of the report was produced by analysing John's wants. People are motivated by the things they want; thus wants that are satisfied no longer motivate. Review each statement produced in this section with John and highlight those that are present "wants."

John wants:

- ✓ Prestige, position and titles so he can control the destiny of others.
- ✓ Independence.
- ✓ No close supervision.
- ✓ Unusual, new or difficult assignments.
- ✓ New challenges and problems to solve.
- ✓ The chance to have fun (play hard—work hard).
- ✓ To be seen as a leader.
- ✓ Power and authority to take the risks to achieve results.
- ✓ Opportunity for rapid advancement.
- ✓ Exposure to those who appreciate his results.
- ✓ Control of his own destiny.
- ✓ Excitement.



Keys to Managing

In this section are some 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:

- ✓ Better organisation of record keeping.
- ✓ To mask emotions when appropriate.
- ✓ An awareness of the parameters or rules in writing.
- ✓ To adjust his intensity to match the situation.
- ✓ To be confronted when in disagreement, or when he breaks the rules.
- ✓ To maintain focus on results and not sacrifice productivity just to make everyone happy.
- ✓ To focus conversations on work activities—less socialising.
- ✓ A program for pacing work and relaxing.
- ✓ More logical presentations—less emotional.
- ✓ To know results expected and to be evaluated on the results.
- ✓ To negotiate commitment face-to-face.
- ✓ To handle routine paperwork only once.

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 maximising your use of TIME and increasing your PERFORMANCE.

Lack of a Written Plan

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

Possible Causes:

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

Possible Solutions:

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

Firefighting

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

Possible Causes:

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



Time Wasters

Continued

Possible Solutions:

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

Crisis Management

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

Possible Causes:

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

Possible Solutions:

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

Poor Delegation

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

Possible Causes:

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



Time Wasters

Continued

Possible Solutions:

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

Snap Decisions

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

Possible Causes:

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

Possible Solutions:

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

Areas for Improvement



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

- ✓ Set standards for himself and others so high that impossibility of the situation is commonplace.
- ✓ Make "off the cuff" remarks that are often seen as personal prods.
- ✓ Be crisis-oriented.
- ✓ Be a one-way communicator—does not listen to the total story before introducing his opinion.
- ✓ Blame, deny and defend his position—even if it is not needed.
- ✓ Overstep authority and prerogatives—will override others.
- ✓ Be impulsive and seek change for change's sake. May change priorities daily.

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.

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

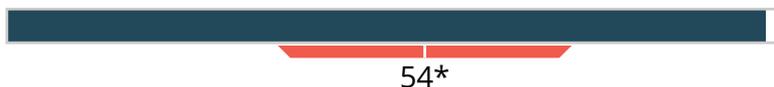
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100

2. Frequent Change - Rapidly shift between tasks.

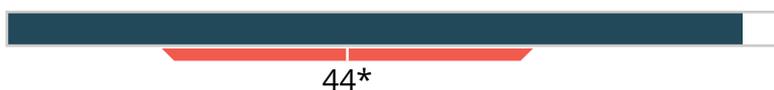
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3. Urgency - Take immediate action.

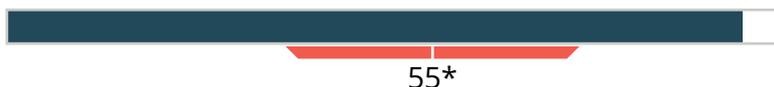
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95

4. Versatile - Adapt to various situations with ease.

0 10 20 30 40 50 60 70 80 90 100



95

5. Interaction - Frequently engage and communicate with others.

0 10 20 30 40 50 60 70 80 90 100



90

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

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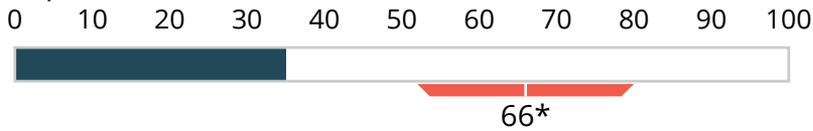
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* 68% of the population falls within the shaded area.

Behavioural Hierarchy

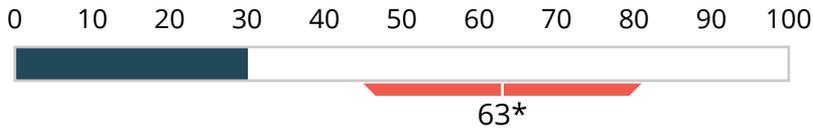


7. Customer-Oriented - Identify and fulfil customer expectations.



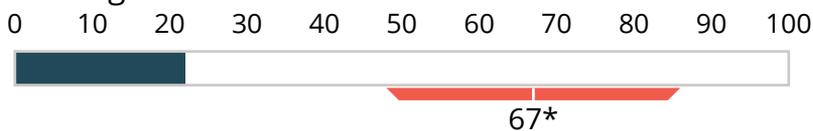
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8. Consistent - Perform predictably in repetitive situations.



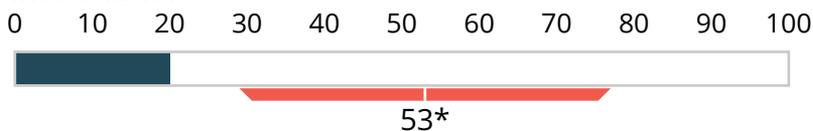
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9. Following Policy - Adhere to rules, regulations, or existing methods.



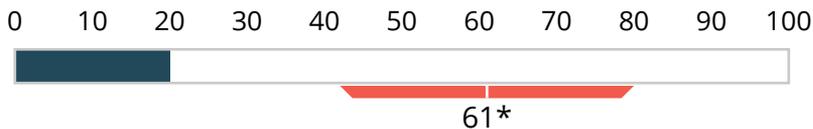
22

10. Analysis - Compile, confirm and organise information.



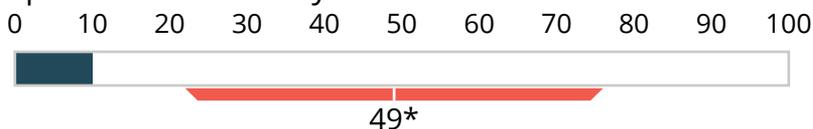
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11. Persistence - Finish tasks despite challenges or resistance.



20

12. Organised Workplace - Establish and maintain specific order in daily activities.



10

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

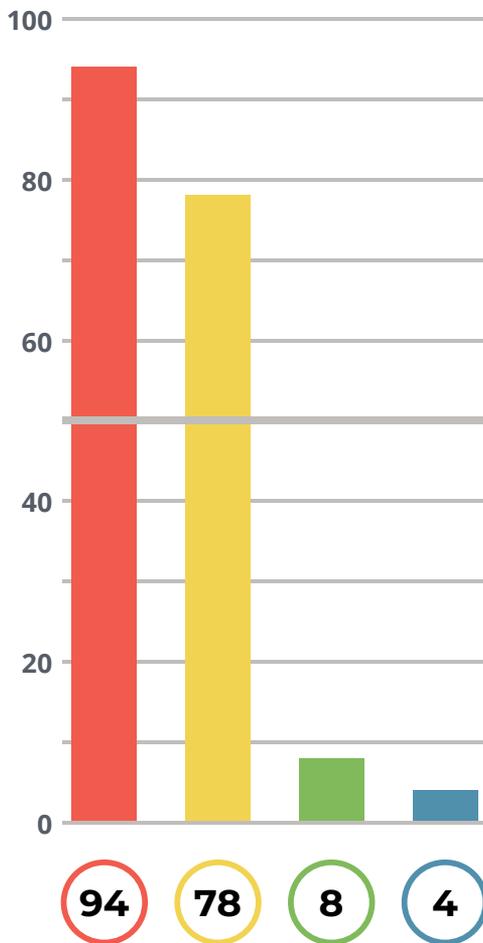
Style Insights® Graphs



Graph I

Adapted Style

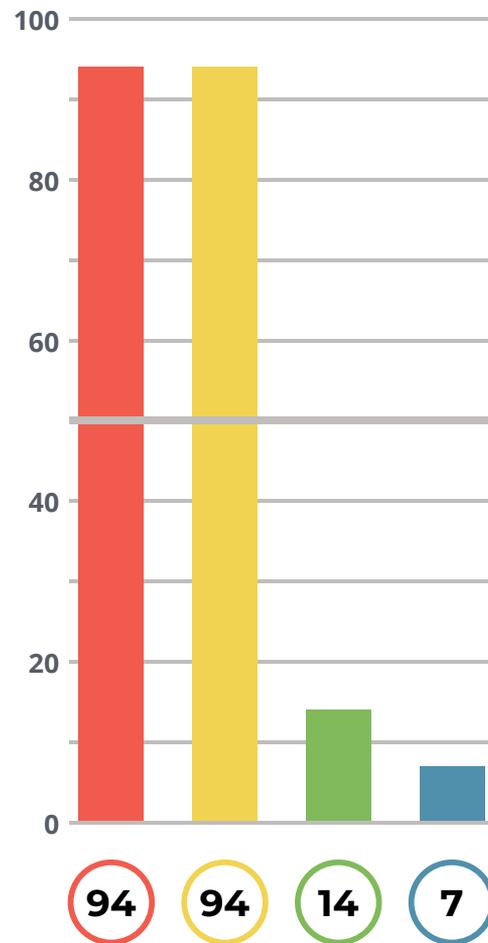
D **I** **S** **C**



Graph II

Natural Style

D **I** **S** **C**

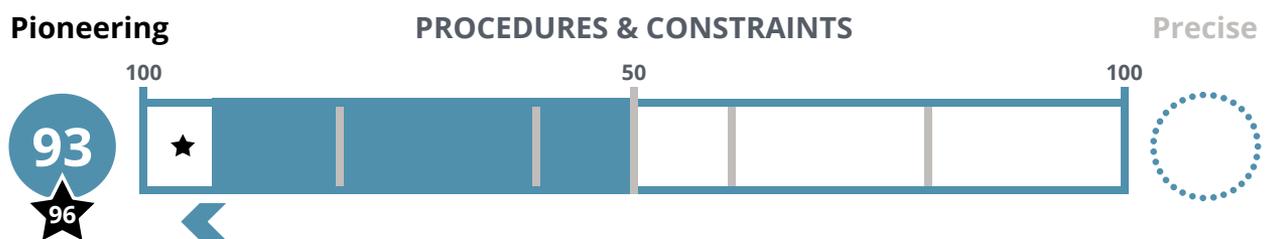
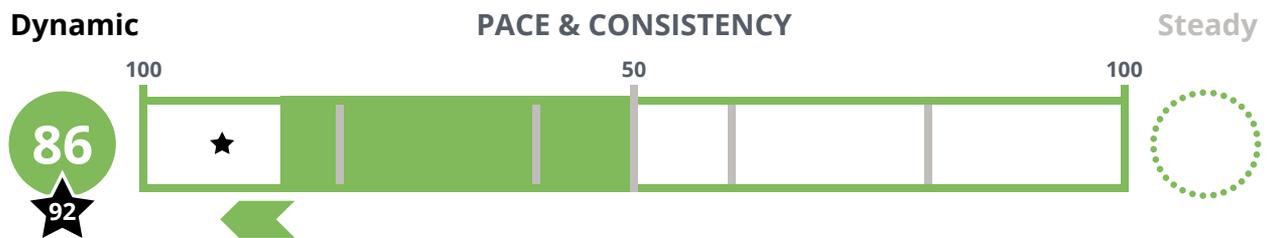
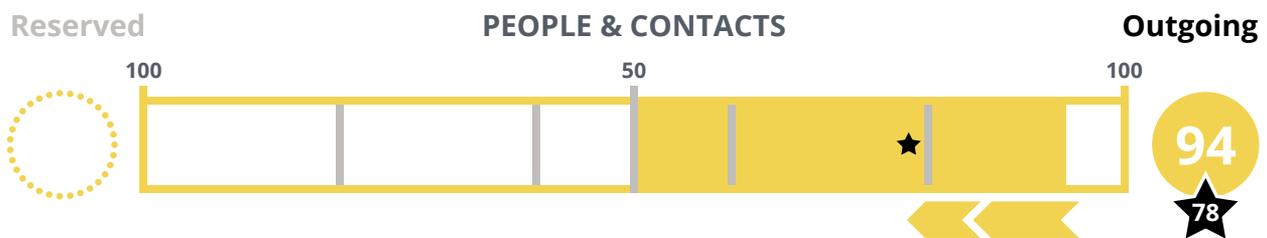
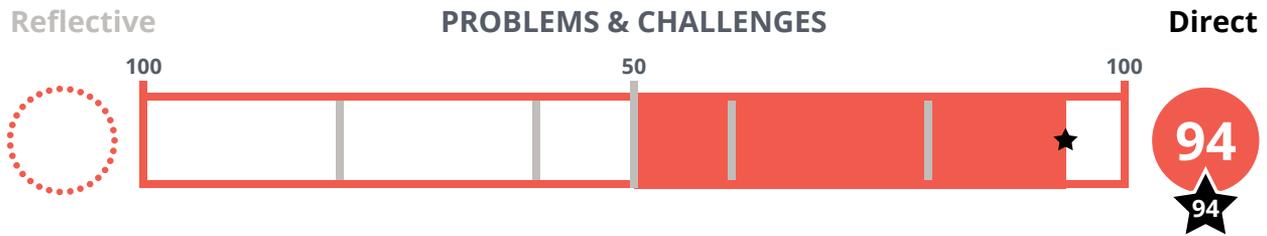


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Behavioural Continuum



Everyone has a varying level of the four main behavioural factors that create their own, personal style. Each side of those factors lives on a continuum, and the combination influences individuals' level 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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The TTI Success Insights® Wheel



The TTI 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.

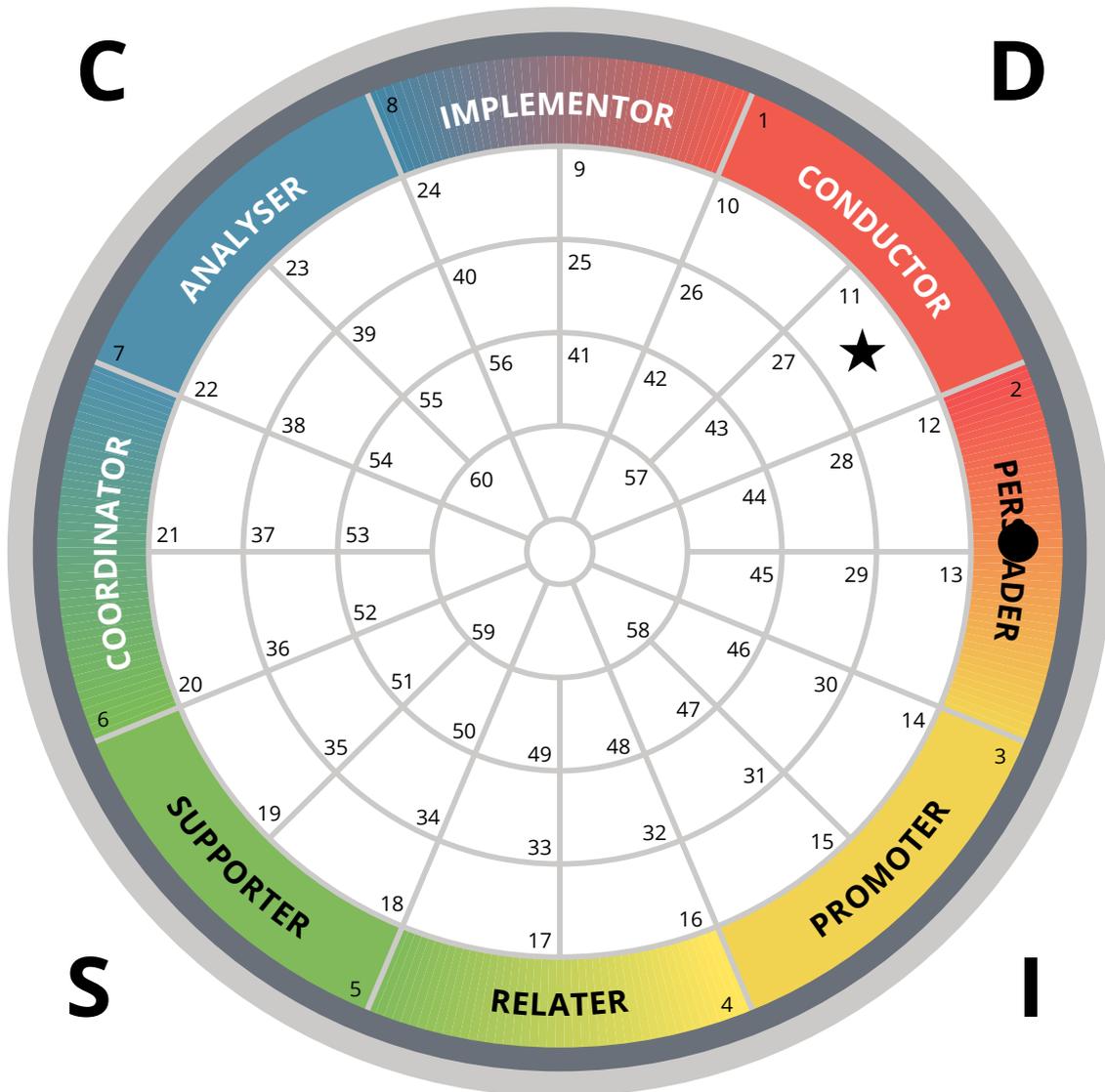
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behaviour. The further the two plotting points are from each other, the more you are adapting your behaviour.

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 TTI Success Insights® Wheel



John Doe
 ABC Company
 9/3/2017



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

Norm 2012 R4

T: 6:10

Introduction

Emotional Intelligence



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

Introduction

Emotional Intelligence



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 they are in a red, clear or somewhere in-between state.

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

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

Emotional Characteristics



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

John may have trouble maintaining his composure during a stressful time. He may be seen as indecisive by others due to the lack of emotional awareness and how emotions can interrupt the decision making process. He may find it difficult to anticipate his own emotional reactions to events. He can experience stress because he does not recognise when downtime is needed. John may have difficulty completing a performance self-evaluation. He may lack self-confidence, which could make it more difficult to express his true emotions.

John may overreact to trivial or minor situations. He may have trouble remaining calm during emotionally charged situations. He may let emotions overly influence his decision making. He may introduce unnecessary conflict when working with others. John may have fallen into a habit of using ineffective emotional regulation strategies. Co-workers may perceive John as someone who does not handle feedback well, which may limit his opportunities for receiving information.

John may not regularly go out of his way to develop his skills. He usually meets his goals and others' expectations, but perhaps does not always exceed them. He may give up when faced with excessive challenges or resistance. Others perceive John as competent but may not think of him as an overachiever. People may consider John a good worker but not an overachiever. He is usually comfortable with the status quo, but is willing to be open to change if a change is really needed.

Emotional Characteristics



John may have difficulty empathising when he has not been in the same situation himself. Others may not always feel that John understands them. He would benefit from working on his active listening skills. He can be thoughtful and understanding, but may not come across this way to others. John is able to work with others but at times will need help understanding their emotional needs. He may have trouble understanding the viewpoints of others who are not like him.

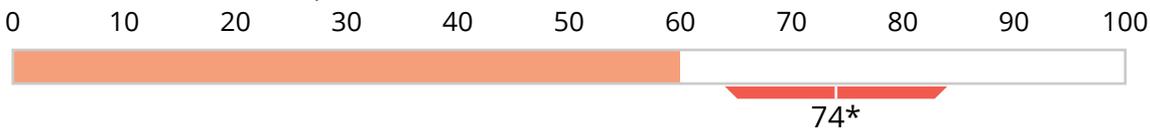
John sees the value of having a few true friendships over many casual acquaintances. He collaborates well with his co-workers. He is usually persuasive and is able to negotiate well with others. He has the ability to network, which may create future opportunities. John generally sees the connection between his actions and the impact they have on others. He is able to quickly and easily develop relationships with others.

Emotional Quotient Assessment Results

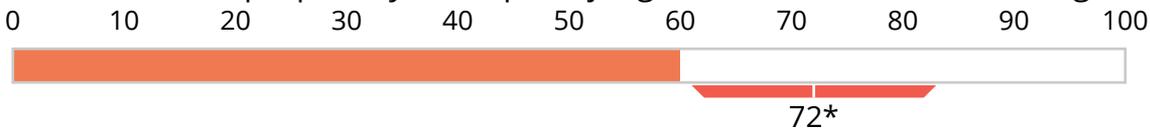


The Emotional Quotient (EQ) is a measure of your ability to sense, understand and effectively apply the power and acumen of your emotions and the emotions of others in order to facilitate high levels of collaboration and productivity. Your total score on the Emotional Quotient Assessment indicates your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

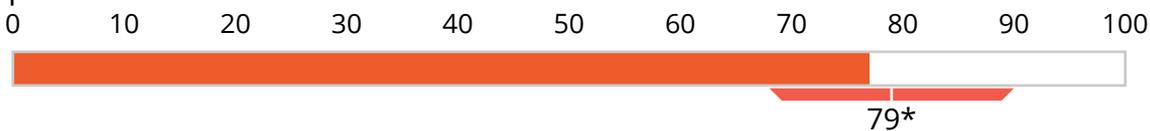
1. Self-Awareness - The ability to recognise and understand your moods, emotions and drives, as well as their effect on others.



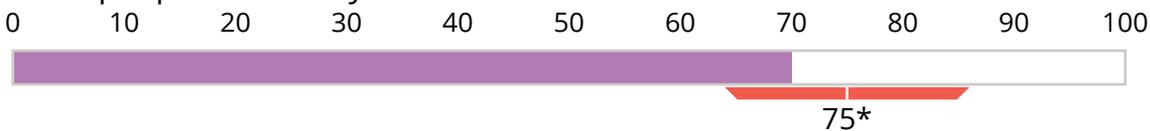
2. Self-Regulation - The ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting.



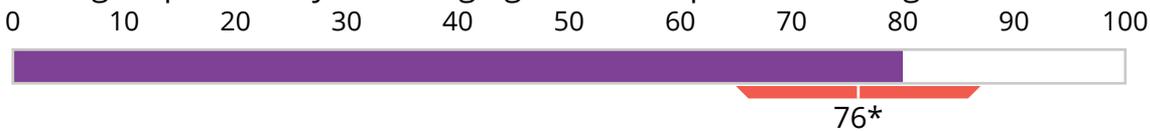
3. Motivation - A passion to work for reasons that go beyond the external drive for knowledge, utility, surroundings, others, power or methodology and are based on an internal drive or propensity to pursue goals with energy and persistence.



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



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



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

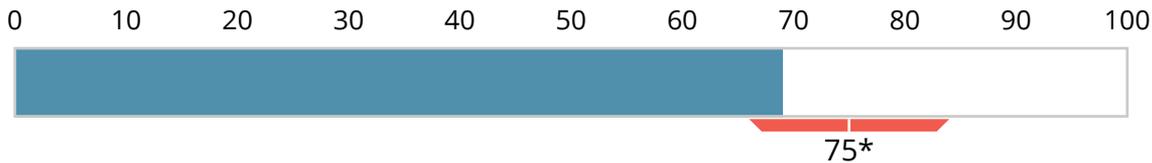
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Emotional Quotient Scoring Information

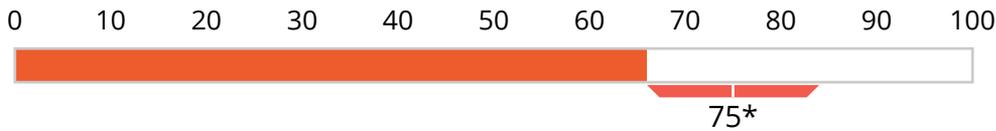


The average of the Self-Regulation, Self-Awareness and Motivation subscales represent your Self Score. The average of the Social Awareness and Social Regulation subscales represent your Others Score. Your total level of Emotional Quotient was calculated by averaging all five EQ dimensions.

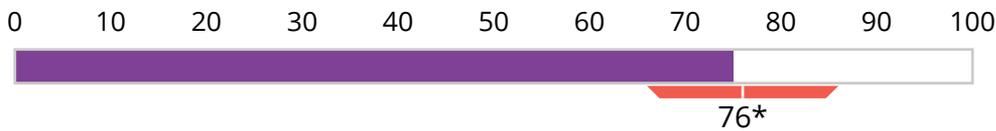
Total Emotional Quotient - Your total level of emotional intelligence, formed by averaging your Others and Self scores.



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



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



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Self-Awareness

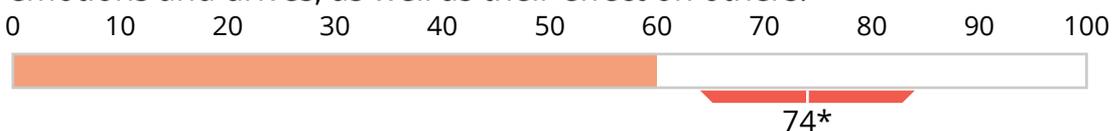


Based on John's level of Self-Awareness, he may find it hard to identify and express his emotions which may impact his decisions. Because of John's level of EQ in this dimension, he may not have a realistic assessment of himself.

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

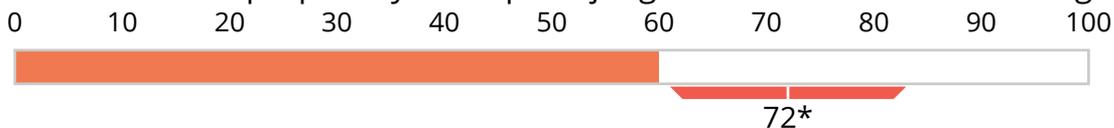


Based on John's level of EQ in this dimension, he would benefit from developing his level of Self-Regulation in order to regulate actions fuelled by negative or disruptive emotions.

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.



Motivation

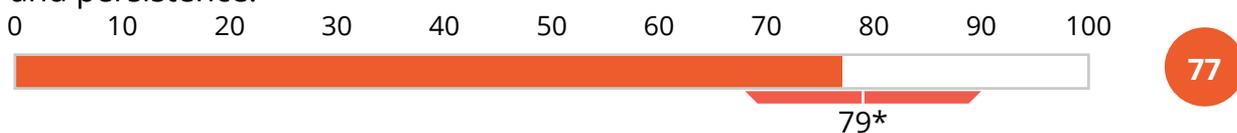


Based on John's current level of Motivation, procrastination could be a potential issue for John in achieving his goals.

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.



Social Awareness

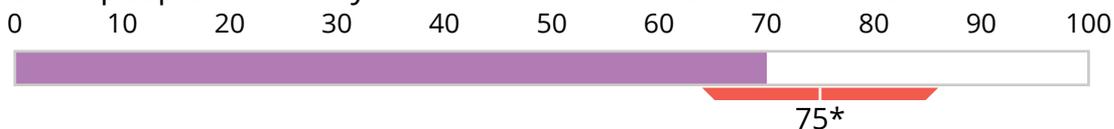


Based on John's level of Social Awareness, at times he may find it difficult to understand others' emotional responses to situations and may need to adapt his communication.

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?" Know that if it is not clear, the optimal outcome may be compromised.
- Continue to develop interpersonal habits, such as listening to others until they are finished with their thought before asking questions or making statements.
- Observe body language for nonverbal messages being expressed.
- Seek clarification from others when attempting to interpret emotional responses.
- Be nonjudgmental in your interactions with others. Ask questions before drawing conclusions.
- Offer assistance to your friends, family and even strangers on occasion. Be careful to give the assistance they are looking for versus what you think they need.

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



Social Regulation

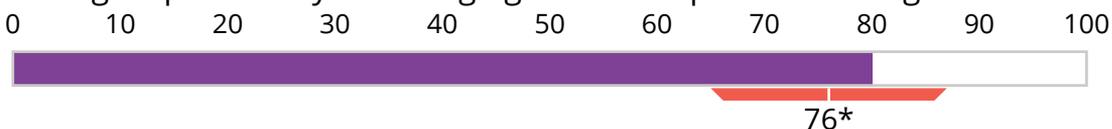


Based on John's level of Social Regulation, he is able to find common ground with others and generally is able to build good rapport. John is able to help build a strong team environment.

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.

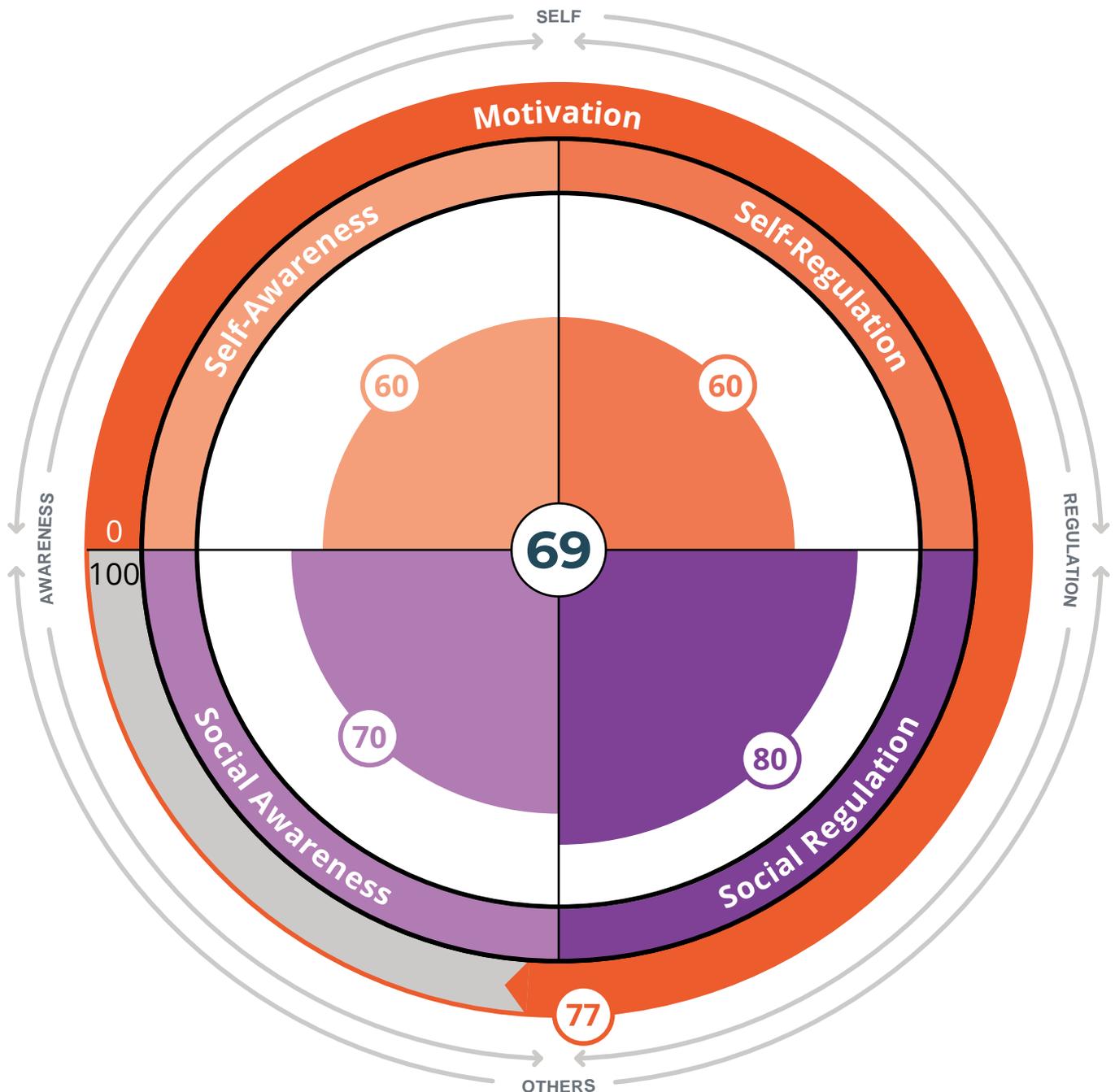
Social Regulation - The ability to influence the emotional clarity of others through a proficiency in managing relationships and building networks.



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.



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