



TTI  
SUCCESS  
INSIGHTS®

**Talent Insights®**

**Behavioural Intelligence®**

**Samantha Sample**

**VP of Samples**

**TTI**

**30/9/2021**



# Table of Contents



Introduction - <i>Where Opportunity Meets Talent</i> .....	4
Introduction - <i>Behaviours Section</i> .....	5
Behavioural Characteristics .....	6
Value to the Organisation .....	8
Checklist for Communicating .....	9
Checklist for Communicating - <i>Continued</i> .....	10
Communication Tips .....	11
Ideal Environment .....	12
Perceptions - <i>See Yourself as Others See You</i> .....	13
Descriptors .....	14
Natural & Adapted Style .....	15
Adapted Style .....	17
Keys to Motivating .....	18
Keys to Managing .....	19
Time Wasters .....	20
Areas for Improvement .....	23
Action Plan .....	24
Behavioural Hierarchy .....	25
Style Insights® Graphs .....	28
Behavioural Continuum .....	29
The Success Insights® Wheel .....	30
Introduction - <i>Emotional Intelligence Section</i> .....	32
Emotional Characteristics .....	34
Emotional Quotient Assessment Results .....	36
Emotional Quotient Scoring Information .....	37
Self-Awareness .....	38
Self-Regulation .....	39
Motivation .....	40
Social Awareness .....	41
Social Regulation .....	42
Emotional Quotient™ Wheel .....	43

# 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.

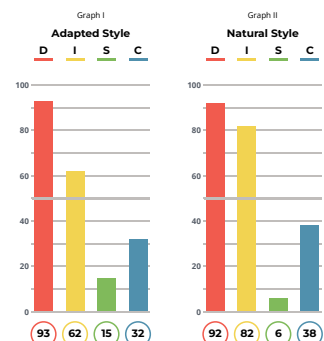
# Behavioural Characteristics



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

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

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



# Behavioural Characteristics

## Continued



Samantha tends to be intolerant of people who seem ambiguous or think too slowly. She challenges people who volunteer their opinions. Her creative and active mind may hinder her ability to communicate to others effectively. She may present the information in a form that cannot be easily understood by some people. She may sometimes mask her feelings in friendly terms. If pressured, Samantha's true feelings may emerge. Samantha may lack the patience to listen and communicate with slower acting people. She should exhibit more patience and ask questions to make sure that others have understood what she has said. She may lose interest in what others are saying if they ramble or do not speak to the point. Her active mind is already moving ahead. She tends to influence people by being direct, friendly and results-oriented.



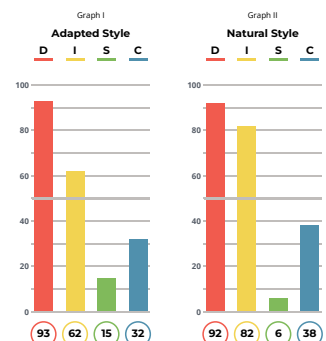
**Samantha Sample**

# Value to the Organisation



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

- ✓ Thinks big.
- ✓ Self-starter.
- ✓ Forward-looking and future-oriented.
- ✓ Ability to change gears fast and often.
- ✓ Accomplishes goals through people.
- ✓ Usually makes decisions with the bottom line in mind.
- ✓ Will join organisations to represent the company.
- ✓ Sense of urgency.



**Samantha Sample**

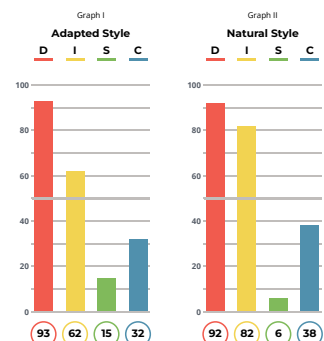
# Checklist for Communicating



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

## Ways to Communicate

- ✓ Give strokes for her involvement.
- ✓ Understand her sporadic listening skills.
- ✓ Put projects in writing with deadlines.
- ✓ Support the results, not the person, if you agree.
- ✓ Support and maintain an environment where she can be efficient.
- ✓ Present the facts logically; plan your presentation efficiently.
- ✓ Be specific and leave nothing to chance.
- ✓ Read the body language—look for impatience or disapproval.
- ✓ Verify that the message was heard.
- ✓ Come prepared with all requirements, objectives and support material in a well-organised "package."
- ✓ Provide time for fun and relaxing.
- ✓ Ask specific (preferably "what?") questions.





# Checklist for Communicating

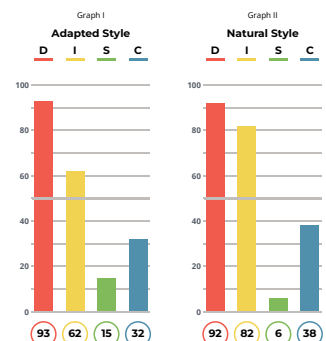
## Continued



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

- ❌ Ramble on, or waste her time.
- ❌ Assume she heard what you said.
- ❌ Ask rhetorical questions or useless ones.
- ❌ Try to build personal relationships.
- ❌ Come with a ready-made decision or make it for her.
- ❌ Let her change the topic until you are finished.
- ❌ Reinforce agreement with "I am with you."
- ❌ Forget to follow-up.
- ❌ Use a paternalistic approach.
- ❌ Try to convince by "personal" means.
- ❌ Be redundant.
- ❌ Let disagreement reflect on her personally.



# Communication Tips



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

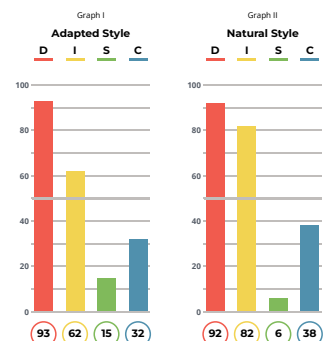
- ✓ Provide a warm and friendly environment.
- ✓ Do not deal with a lot of details (put them in writing).
- ✓ Ask "feeling" questions to draw their opinions or comments.
- ⊗ Being curt, cold or tight-lipped.
- ⊗ Controlling the conversation.
- ⊗ Driving on facts and figures, alternatives, abstractions.

# Ideal Environment



*This section identifies the ideal work environment based on Samantha'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 Samantha enjoys and also those that create frustration.*

- ✓ Work for a manager who makes quick decisions.
- ✓ Freedom from long, detailed reports.
- ✓ Evaluation based on results, not the process.
- ✓ Support team with a sense of urgency.
- ✓ Freedom from controls, supervision and details.
- ✓ Activities and more activities.
- ✓ Forum to express ideas and viewpoints.
- ✓ An innovative and futuristic-oriented environment.





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



### Samantha usually sees herself as being:

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



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

- ✓ Demanding
- ✓ Daring
- ✓ Egotistical
- ✓ Aggressive



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

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

# Descriptors



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

Driving	Inspiring	Relaxed	Cautious
Ambitious	Magnetic	Passive	Careful
Pioneering	Enthusiastic	Patient	Exacting
Strong-Willed	Persuasive	Possessive	Systematic
Determined	Convincing	Predictable	Accurate
Competitive	Poised	Consistent	Open-Minded
Decisive	Optimistic	Steady	Balanced Judgment
Venturesome	Trusting	Stable	Diplomatic
<b>Dominance</b>	<b>Influence</b>	<b>Steadiness</b>	<b>Compliance</b>
Calculating	Reflective	Mobile	Firm
Cooperative	Factual	Active	Independent
Hesitant	Calculating	Restless	Self-Willed
Cautious	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

*Samantha'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

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

### Adapted

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



## People & Contacts

### Natural

Samantha is enthusiastic about her ability to influence others. She prefers an environment in which she has the opportunity to deal with different types of individuals. Samantha is trusting and also wants to be trusted.

### Adapted

Samantha feels the environment calls for her to be sociable and optimistic. She will trust others and wants a positive environment in which to relate.

# Natural & Adapted Style



## Pace & Consistency

### Natural

Samantha is comfortable in an environment that is constantly changing. She seeks a wide scope of tasks and duties. Even when the environment is frantic, she can still maintain a sense of equilibrium. She is capable of taking inconsistency to a new height and to initiate change at the drop of the hat.

### Adapted

Samantha sees her natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency. Sometimes she would like the world to slow down.



## Procedures & Constraints

### Natural

Samantha is independent by nature and somewhat self-willed. She is open to new suggestions and can, at times, be seen as somewhat freewheeling. She is most comfortable in an environment where the constraints can be "loosened" for certain situations.

### Adapted

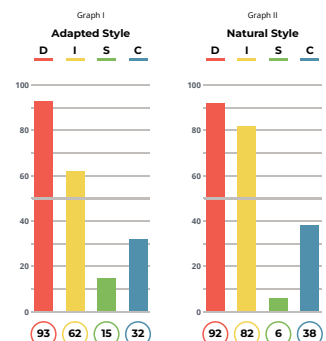
Samantha shows little discomfort when comparing her basic (natural) style to her response to the environment (adapted) style. The difference is not significant, and Samantha sees little or no need to change her response to the environment.

# Adapted Style



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

- ✓ Questioning the status quo and seeking more effective ways of accomplishment.
- ✓ A competitive environment combined with a high degree of people skills.
- ✓ Quickly responding to crisis and change with a strong desire for immediate results.
- ✓ Exhibiting an active and creative sense of humour.
- ✓ Moving quickly from one activity to another.
- ✓ Having the ability to see the "big picture" as well as the small pieces of the puzzle.
- ✓ A good support team to handle paperwork.
- ✓ Dealing with a wide variety of work activities.
- ✓ Skilful use of vocabulary for persuasive situations.
- ✓ Working without close supervision.
- ✓ Handling a variety of activities.



**Samantha Sample**



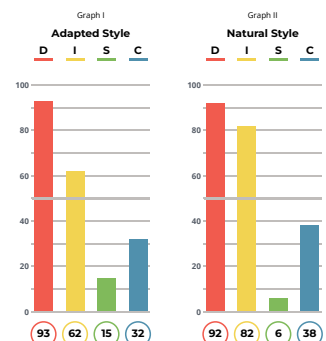
# Keys to Motivating



*This section of the report was produced by analysing Samantha'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 Samantha and highlight those that are present "wants."*

## Samantha wants:

- ✓ More time in the day.
- ✓ Changing environments in which to work/play.
- ✓ Travel or changing work stations.
- ✓ Big picture approaches.
- ✓ A wide scope of activities.
- ✓ Opportunity for rapid advancement.
- ✓ Prestige, position and titles so she can control the destiny of others.
- ✓ Opportunity to verbalise her ideas and demonstrate her skills.
- ✓ New challenges and problems to solve.
- ✓ Outside activities so there is never a dull moment.
- ✓ Support system to help with details and follow through.
- ✓ A variety of work activities.
- ✓ To be seen as a leader.



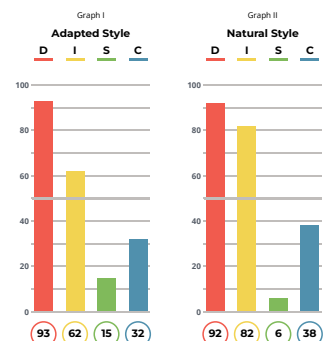
# Keys to Managing



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

## Samantha needs:

- ✓ To display empathy for people who approach life differently than she does.
- ✓ An awareness of the parameters or rules in writing.
- ✓ Budgets to help prioritise her purchases.
- ✓ A work environment with many activities.
- ✓ Systems to follow.
- ✓ To adjust her intensity to match the situation.
- ✓ Appreciation of slower-moving people.
- ✓ Consistency.
- ✓ time out or periods of reduced activity level.
- ✓ Deadlines for completion of work.
- ✓ To pace herself.



# 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.

## 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

### Possible Solutions:

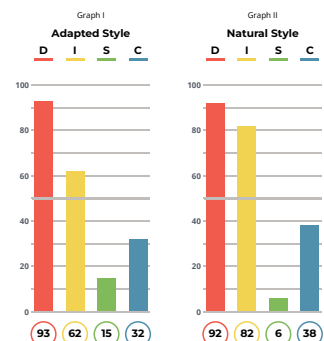
- Train and mentor others
- Develop a support team
- Give people the opportunity to help
- Recognise the time spent training others on routine tasks will result in gained cumulative time for higher priority tasks

## 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

## 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:

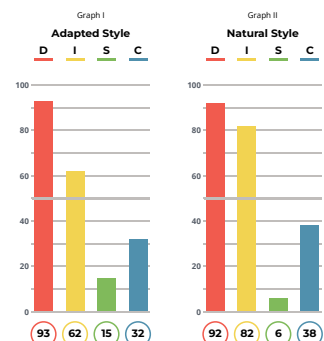
- Write down personal and job-related values and prioritise them
- Write out a long-term plan that will support those values
- Recognise that by having priorities clearly in mind, constant change will be replaced with change-by-design

## 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





# Time Wasters

## Continued

### 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

## Snap Decisions

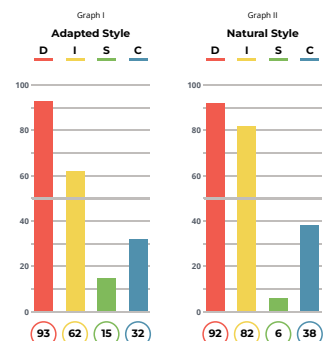
*Snap decisions in this context are those decisions that are made too quickly without having all the necessary information.*

### 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



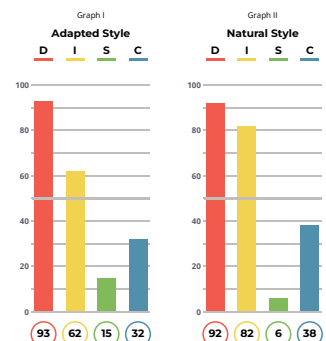
# Areas for Improvement



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

## Samantha has a tendency to:

- ✓ Dislike routine work or routine people—unless she sees the need to further her goals.
- ✓ Keep too many balls in the air; if her support is weak, she will have a tendency to drop some of those balls.
- ✓ Have no concept of the problems that slower-moving people may have with her style.
- ✓ Have trouble delegating—cannot wait, so does it herself.
- ✓ Be so concerned with the big picture that she forgets to see the little pieces.
- ✓ Blame, deny and defend her position—even if it is not needed.
- ✓ Resist participation as part of the team, unless seen as a leader.
- ✓ Make "off the cuff" remarks that are often seen as personal prods.
- ✓ Be disruptive because of her innate restlessness and disdain for sameness.



# Action Plan



The following are examples of areas in which Samantha 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.

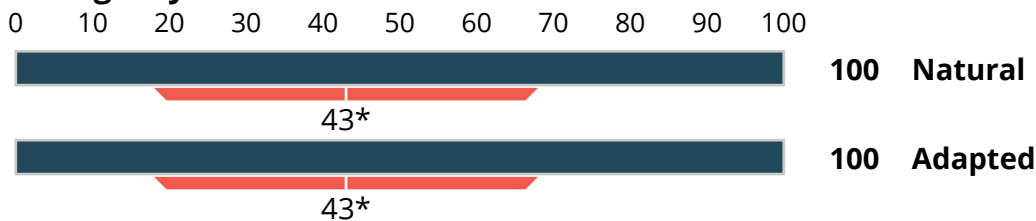
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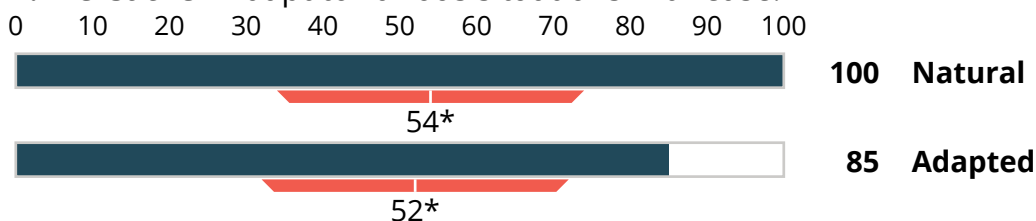
# Behavioural Hierarchy

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.

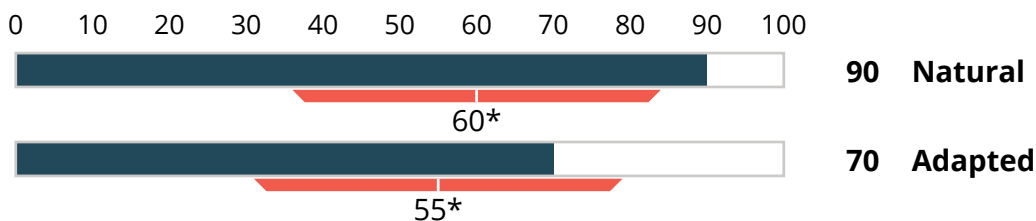
## 1. Urgency - Take immediate action.



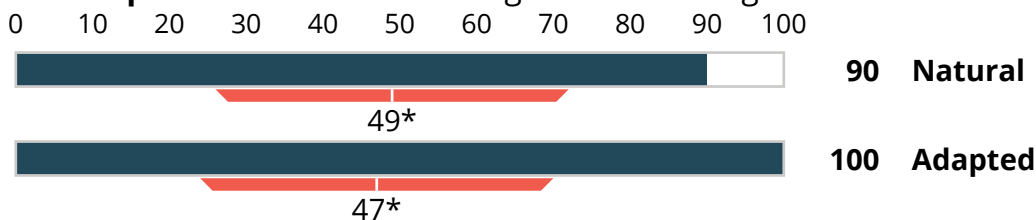
## 2. Versatile - Adapt to various situations with ease.



## 3. Interaction - Frequently engage and communicate with others.



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



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

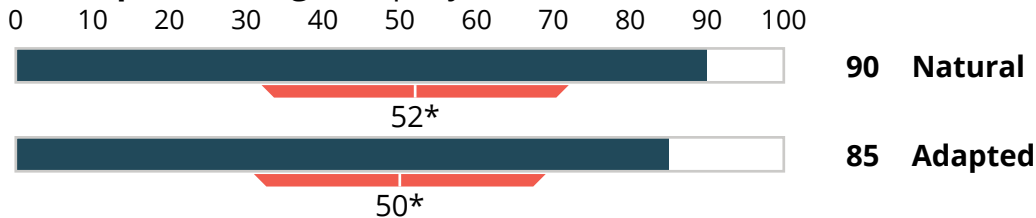




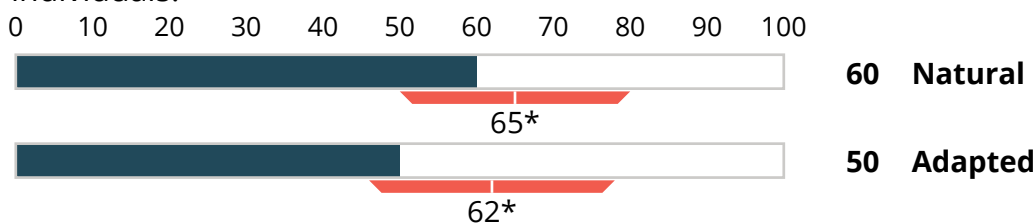
# Behavioural Hierarchy

## Continued

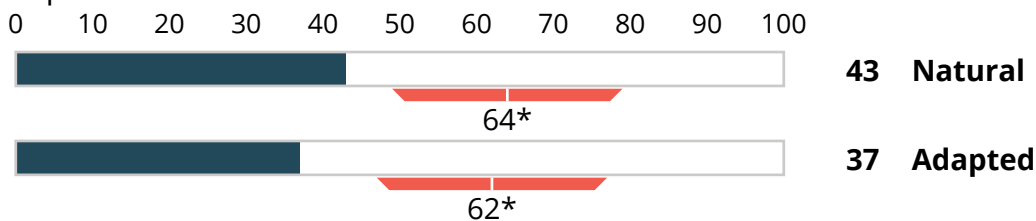
### 5. Frequent Change - Rapidly shift between tasks.



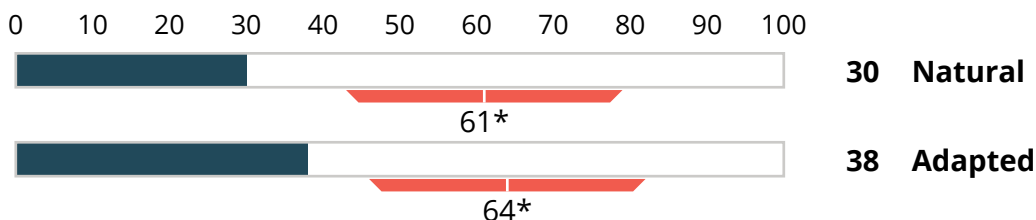
### 6. People-Oriented - Build rapport with a wide range of individuals.



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



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



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

# Behavioural Hierarchy

## Continued



**9. Analysis** - Compile, confirm and organise information.

0 10 20 30 40 50 60 70 80 90 100



**25 Natural**

53\*



**40 Adapted**

59\*

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

0 10 20 30 40 50 60 70 80 90 100



**25 Natural**

60\*



**30 Adapted**

63\*

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

0 10 20 30 40 50 60 70 80 90 100



**22 Natural**

51\*



**28 Adapted**

57\*

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

0 10 20 30 40 50 60 70 80 90 100



**20 Natural**

61\*



**28 Adapted**

64\*

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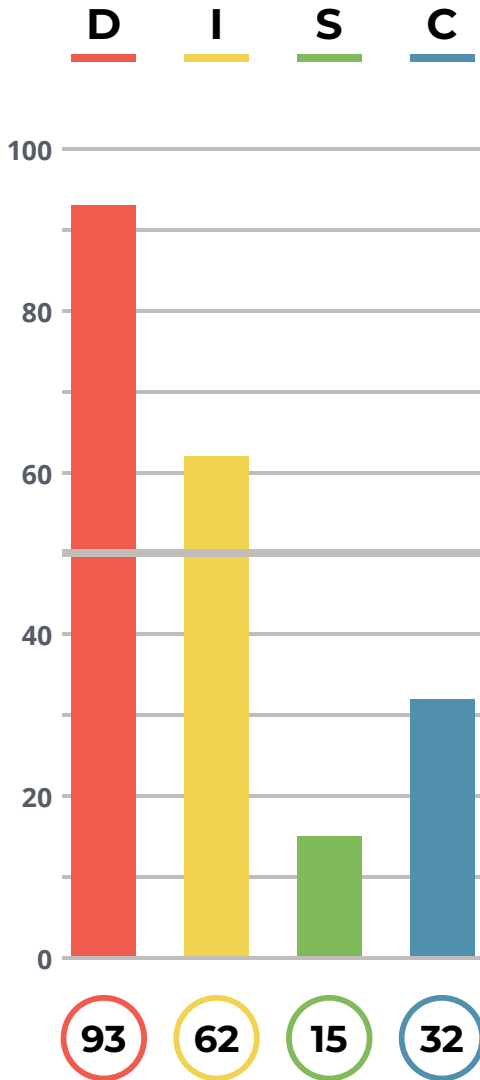
\* 68% of the population falls within the shaded area.

# Style Insights® Graphs



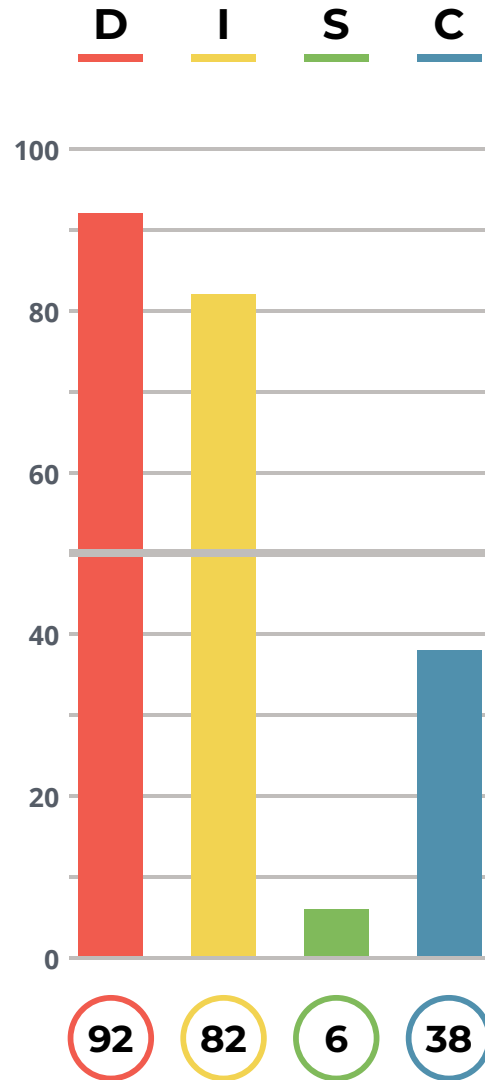
Graph I

## Adapted Style



Graph II

## Natural Style



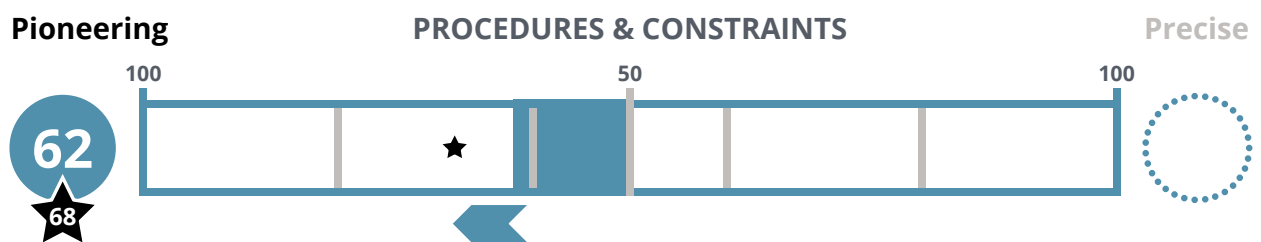
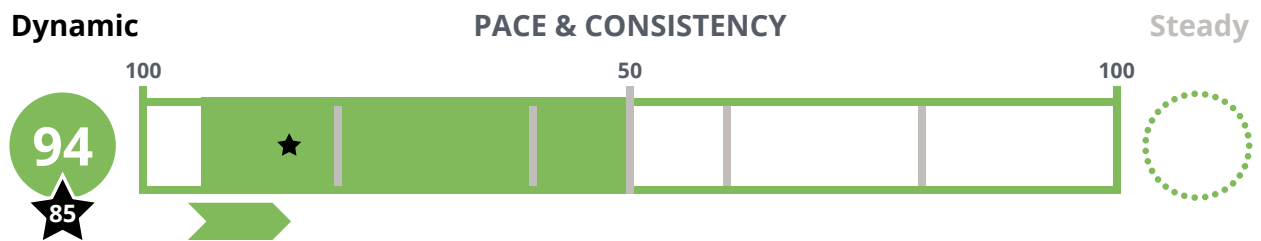
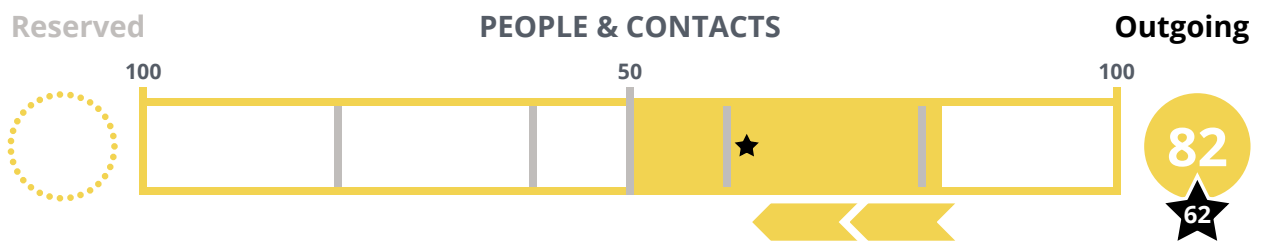
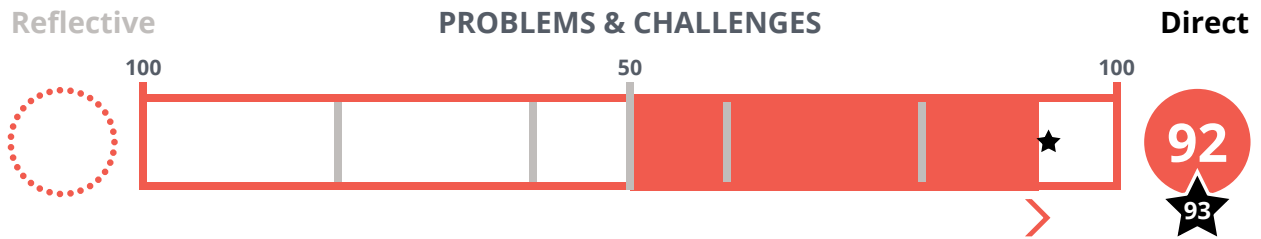
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30/9/2021  
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Samantha Sample

# 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 Samantha falls within each continuum.



★ Adapted Position  
 ◀ Adapted Movement

Norm 2017 R4  
 30/9/2021  
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**Samantha Sample**

# 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.

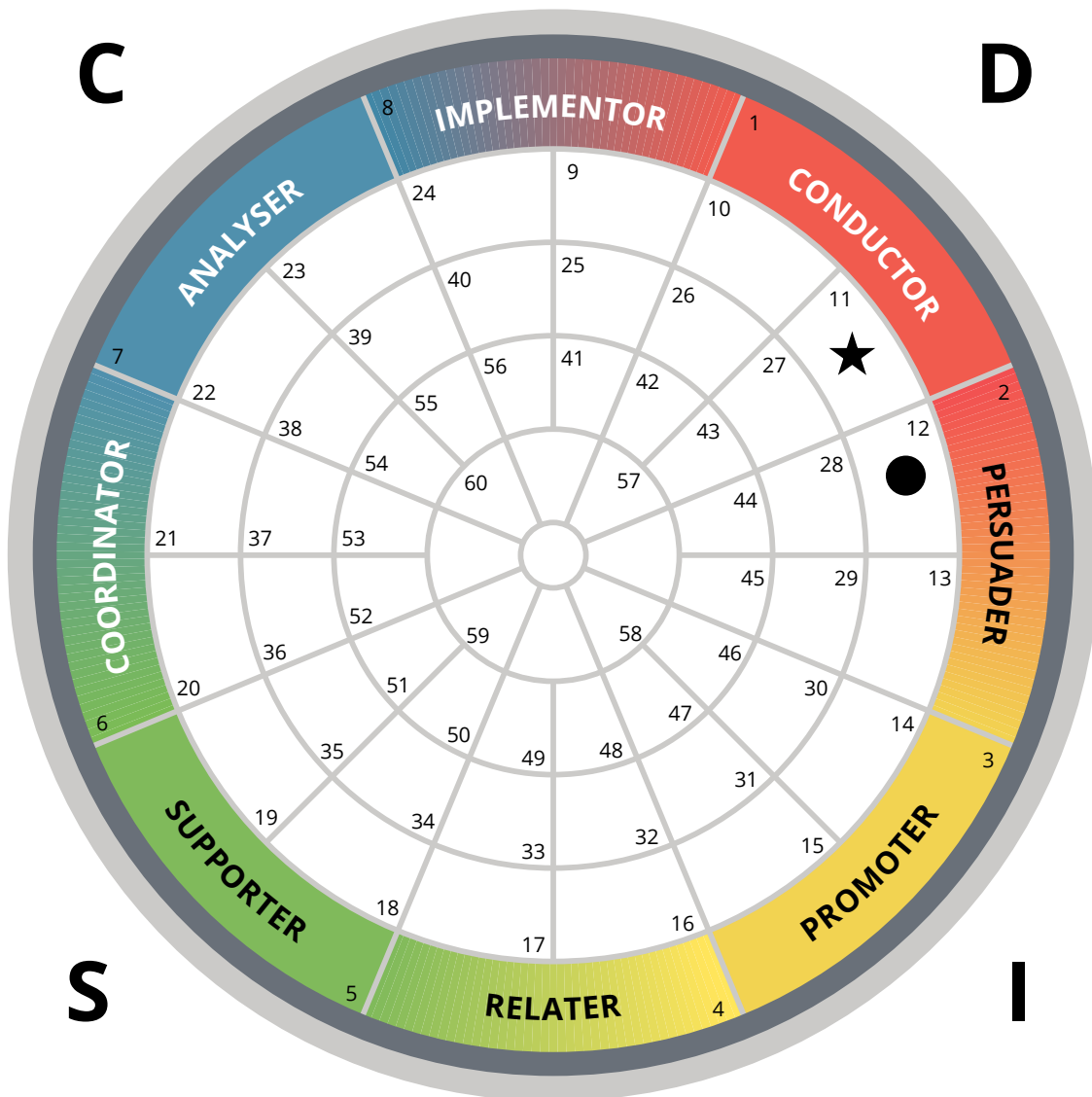
If you are part of a group or team who also took the behavioural assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able to identify where communication, understanding and appreciation can be increased.

# The Success Insights® Wheel



Samantha Sample

TTI  
30/9/2021



Adapted: ★ (11) PERSUADING CONDUCTOR

Natural: ● (12) CONDUCTING PERSUADER

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Samantha Sample



# Introduction

## Emotional Intelligence 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 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 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 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 Samantha's responses, the report has selected general statements to provide a broad understanding of her level of emotional intelligence.*

Samantha's confidence varies with the situation based on emotional triggers or enablers. When others give Samantha feedback, she may be unaware of how emotions will impact the understanding of the feedback. She tends to be aware of major changes in day-to-day stress levels. She tends to be aware of her emotional strengths and weaknesses. Samantha understands her likes and dislikes, but she may not have found her true passion in life. She may not take notice when her stress level is escalated over a prolonged period of time.

Samantha may have fallen into a habit of using ineffective emotional regulation strategies. Samantha's negative emotions might affect performance of the team. When in a bad mood, Samantha may brood about it. When stressed, Samantha's actions may cause others to feel unnecessary stress as well. Others may be afraid to approach Samantha with bad news, criticism or potentially negative information because her reactions are unpredictable. She may have trouble remaining calm during emotionally charged situations.

Samantha is usually comfortable with the status quo, but is willing to be open to change if a change is really needed. She may not regularly go out of her way to develop her skills. She may see obstacles as opposed to opportunities when she is pursuing her goals. She may depend on multitasking, making her individual work style less efficient. Samantha tends to be motivated when she is interested in a project. People may consider Samantha a good worker but not an overachiever.

# Emotional Characteristics



Samantha is able to work with others but at times will need help understanding their emotional needs. When Samantha holds a strong opinion, she may have trouble understanding others' perspectives. Others may not always feel that Samantha understands them. She generally recognises when she has offended someone, but may not always understand why she was offensive. Samantha may have trouble understanding the viewpoints of others who are not like her. She can be thoughtful and understanding, but may not come across this way to others.

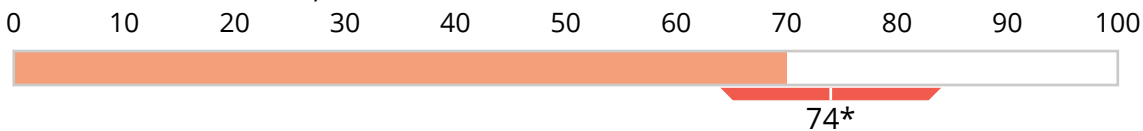
Samantha occasionally engages in substantive conversations. She may, on occasion, have trouble negotiating with others. She is persuasive when she feels passionate about the topic to the point of potentially coming across as overbearing. Others generally view Samantha as approachable. Samantha collaborates well with most of her co-workers. She can interpret nonverbal cues in some instances and may adjust to the situation.

# Emotional Quotient Assessment Results



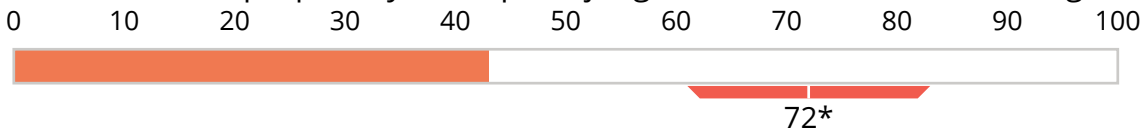
The Emotional Quotient (EQ) is a measure of your ability to sense, understand and effectively apply the power and acumen of your emotions and the emotions of others in order to facilitate high levels of collaboration and productivity. Your total score on the Emotional Quotient Assessment indicates your 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.



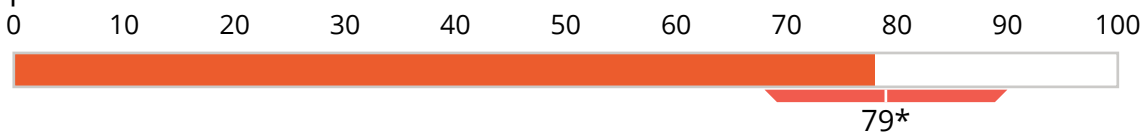
70

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



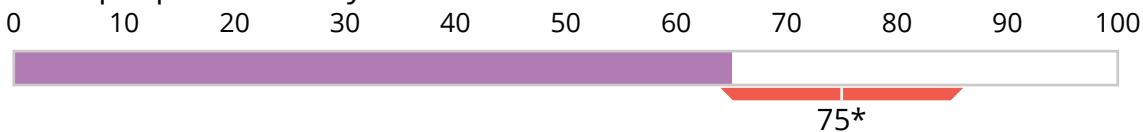
43

**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.



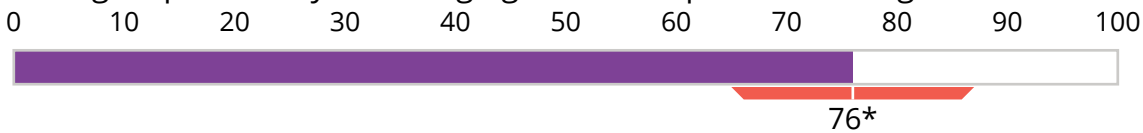
78

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



65

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



76

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

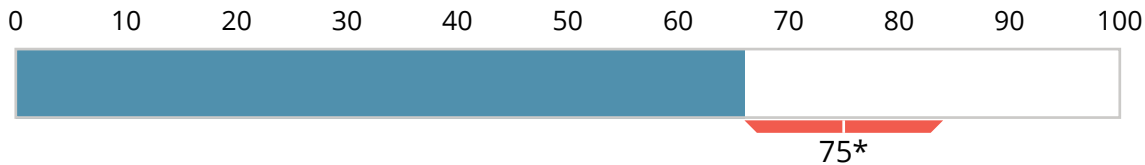
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# Emotional Quotient Scoring Information

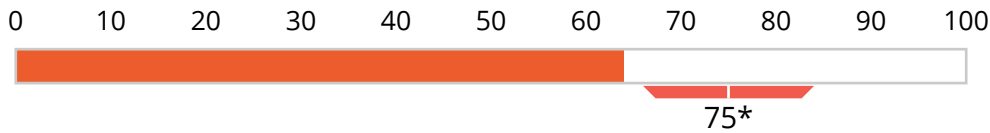


The average of the Self-Regulation, Self-Awareness and Motivation subscales represent your Self Score. The average of the Social Awareness and Social Regulation subscales represent your Others Score. Your total level of Emotional Quotient was calculated by averaging all five EQ dimensions.

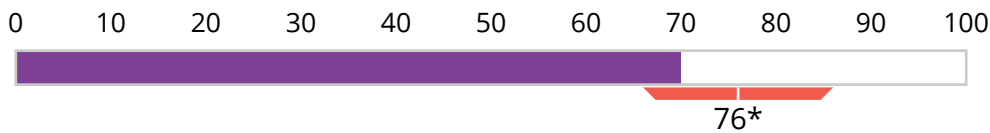
**Total Emotional Quotient** - Your total level of emotional intelligence, formed by averaging your Others and Self scores.



**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.



# Self-Awareness

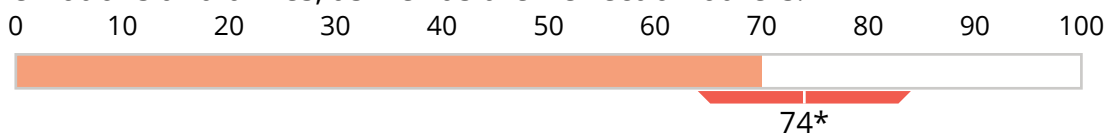


Based on Samantha's level of EQ in this dimension, she is moderately self-aware, meaning she may notice what she is feeling but is not always able to explain it.

## What Samantha can do:

- Practice self-reflection by identifying and naming your current emotional tone. Check your emotional clarity. What is your current state: red, clear or somewhere in-between?
- Once you identify the emotion, describe it aloud or write it down on paper.
- To improve your ability to self-assess, ask a family member or trusted advisor to describe your strengths and weaknesses. Compare with your own self-assessment.
- Pay attention to your behaviours and see if you recognise patterns throughout the day.
- Reflect on the connection between your emotions and your behaviour.
- Write in a journal about your emotional responses to situations that were significant.
- Share your introspective discoveries and the impact on your decisions with a family member, friend or trusted advisor.
- Make a list of your strengths and areas for improvement. Look at it daily.
- Create an action plan to develop the areas you want to improve.
- Think of situations in which you made progress on an area you wish to develop, especially in the workplace.
- Identify three specific, measurable goals for improving your Self Awareness and revisit these goals monthly.
- Continue to practice the realistic perspective you are developing.

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



# Self-Regulation

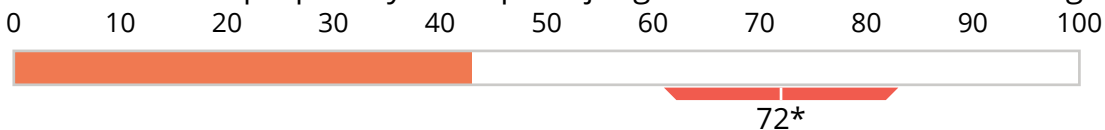


Based on Samantha's level of EQ in this dimension, she would benefit from developing her level of Self-Regulation in order to regulate actions fuelled by negative or disruptive emotions.

## What Samantha 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

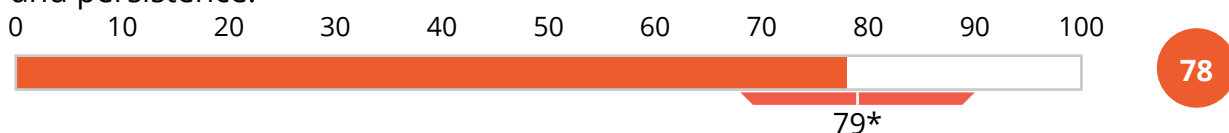


Based on Samantha's current level of Motivation, procrastination could be a potential issue for Samantha in achieving her goals.

## What Samantha 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

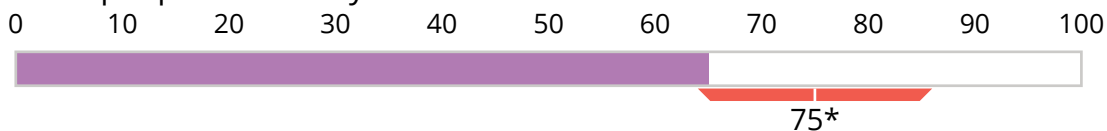


Based on Samantha's level of Social Awareness, at times she may find it difficult to understand others' emotional responses to situations and may need to adapt her communication.

## What Samantha 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.



65

75\*



# Social Regulation

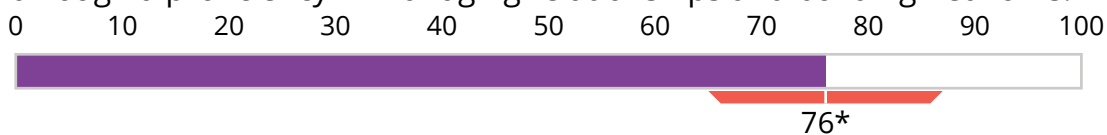


Based on Samantha's level of Social Regulation, she may find relating to others challenging, especially in emotionally charged situations.

## What Samantha can do:

- Be aware of the message your body language is communicating, try to predict how you can respond positively to the interaction.
- Ask those you admire to describe their experience when socialising with you.
- Remember people's names. Use memory techniques and be known as the one that remembers!
- After a negative interaction or misunderstanding, take accountability and find ways to make amends.
- Describe scenarios to a trusted advisor in order to gain experiential knowledge on how to increase your level of Social Regulation skills.
- Take notice when emotions are taking over an interaction and then find ways to remove yourself from the situation.
- Show a genuine curiosity for others' well-being.
- Allow others to take the lead role so you can learn from their leadership style.
- Connect with people you have just met and find ways to continue to build the rapport.
- Seek quality, rather than quantity, in your social bonds. Converse with others on a deeper level.
- Join a professional association or special interest group to practice building bonds.

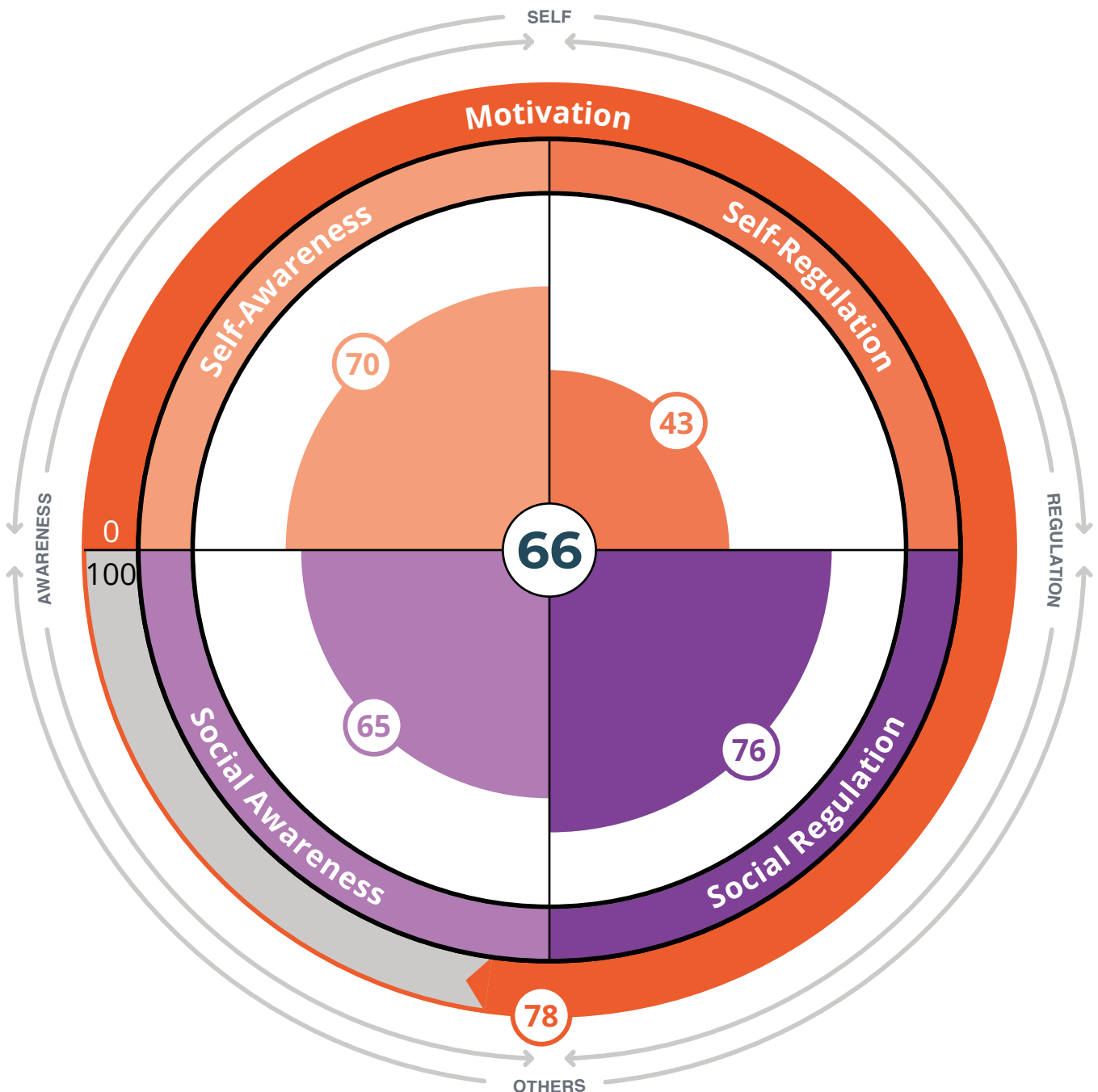
**Social Regulation** - The ability to influence the emotional clarity of others through a proficiency in managing relationships and building networks.



# 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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