



TTI Success Insights®
Behavioral Intelligence™ Version



Ester Emotional
2-4-2011



TTI Performance Systems, Ltd.
Scottsdale, Arizona
800.869.6908
jnesta@ttitld.com



The Behavioral Intelligence™ report was designed to increase the understanding of an individual's talents. The report provides insight to two distinct areas: behaviors 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:

BEHAVIORS

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

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 behaviors and 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.



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

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

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

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

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



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 Ester. 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 Ester most frequently.

Do:

NOTES

- Define clearly (preferably in writing) individual contributions.
- Respect her quiet demeanor.
- Use expert testimonials.
- Provide details in writing.
- Listen to her.
- Watch carefully for possible areas of early disagreement or dissatisfaction.
- Present your case softly, nonthreateningly with a sincere tone of voice.
- Be prepared with the facts and figures.
- Have the facts in logical order.
- Be patient and persistent.
- Start, however briefly, with a personal comment. Break the ice.
- Provide a friendly environment.
- Keep at least three feet away from her.



This section provides suggestions on methods which will improve Ester'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, Ester 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.

<p>When communicating with a person who is dependent, neat, conservative, perfectionist, careful and compliant:</p> <ul style="list-style-type: none"> ● Prepare your "case" in advance. ● Stick to business. ● Be accurate and realistic. <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> ● Being giddy, casual, informal, loud. ● Pushing too hard or being unrealistic with deadlines. ● Being disorganized or messy. 	<p>When communicating with a person who is ambitious, forceful, decisive, strong-willed, independent and goal-oriented:</p> <ul style="list-style-type: none"> ● Be clear, specific, brief and to the point. ● Stick to business. ● Be prepared with support material in a well-organized "package." <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> ● Talking about things that are not relevant to the issue. ● Leaving loopholes or cloudy issues. ● Appearing disorganized.
<p>When communicating with a person who is patient, predictable, reliable, steady, relaxed and modest:</p> <ul style="list-style-type: none"> ● Begin with a personal comment--break the ice. ● Present your case softly, nonthreateningly. ● Ask "how?" questions to draw their opinions. <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> ● Rushing headlong into business. ● Being domineering or demanding. ● Forcing them to respond quickly to your objectives. 	<p>When communicating with a person who is magnetic, enthusiastic, friendly, demonstrative and political:</p> <ul style="list-style-type: none"> ● Provide a warm and friendly environment. ● Don't deal with a lot of details (put them in writing). ● Ask "feeling" questions to draw their opinions or comments. <p>Factors that will create tension or dissatisfaction:</p> <ul style="list-style-type: none"> ● Being curt, cold or tight-lipped. ● Controlling the conversation. ● Driving on facts and figures, alternatives, abstractions.



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

Dominance	Influencing	Steadiness	Compliance
Demanding Egocentric Driving Ambitious Pioneering Strong-Willed Forceful Determined Aggressive Competitive Decisive Venturesome	Effusive Inspiring Magnetic Political Enthusiastic Demonstrative Persuasive Warm Convincing Polished Poised Optimistic	Phlegmatic Relaxed Resistant to Change Nondemonstrative Passive Patient	Evasive Worrisome Careful Dependent Cautious Conventional Exacting Neat
Inquisitive Responsible	Trusting Sociable	Possessive Predictable Consistent Deliberate Steady Stable	Systematic Diplomatic Accurate Tactful
Conservative Calculating Cooperative Hesitant Low-Keyed Unsure Undemanding Cautious Mild Agreeable Modest Peaceful Unobtrusive	Reflective Factual Calculating Skeptical Logical Undemonstrative	Mobile Active Restless Alert Variety-Oriented Demonstrative Impatient Pressure-Oriented Eager Flexible Impulsive Impetuous Hypertense	Firm Independent Self-Willed Stubborn Obstinate Opinionated Unsystematic Self-Righteous Uninhibited Arbitrary Unbending Careless with Details
	Suspicious Matter-of-Fact Incisive Pessimistic Moody Critical		



This section of the report was produced by analyzing Ester'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 Ester and highlight those that are present "wants."

Ester wants:

NOTES

- Participation in meetings on future planning.
- A friendly work environment.
- Identification with fellow workers.
- Rewards to support her dreams.
- A support system to do the detail work.
- Flattery, praise, popularity and strokes.
- A manager who practices participative management.
- Activities that don't infringe on family life.
- Constant appreciation, and a feeling of security on the team.
- Recognition for loyalty and long service.
- To be trusted.



In this section are some needs which must be met in order for Ester 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 Ester and identify 3 or 4 statements that are most important to her. This allows Ester to participate in forming her own personal management plan.

Ester needs:

NOTES

- Skills to come across warm and close, when appropriate.
- A manager who delegates in detail.
- A program to encourage creativity and self-worth.
- To be introduced to the new employees.
- To set professional and family goals.
- The complete proposal and time to adjust prior to change.
- Rewards in terms of tangible things, not just flattery and praise.
- Sincere feedback from others.
- Time to warm up to people.
- Logical answers in logical order.
- Capable associates with which to work.
- To sell her ideas--not just tell them.
- A feeling of belonging--to know how important she is to the team.



AREAS FOR IMPROVEMENT

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

Ester has a tendency to:

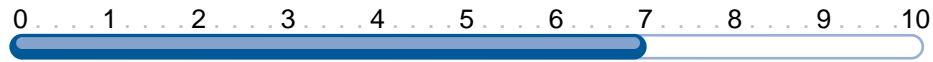
NOTES

- Hold a grudge if her personal beliefs are attacked.
- Take criticism of her work as a personal affront.
- Become resistive and indecisive when forced to act quickly. Without proper information she will resist in a passive-aggressive manner.
- Tendency to underestimate her abilities.
- Not take action against those who challenge or break the rules or guidelines.
- Have difficulty establishing priorities. Have a tendency to make all things a number one priority--may have trouble meeting deadlines.
- Need help in prioritizing new assignments.
- Not let others know where she stands on an issue.



The Behavioral Hierarchy graph will display a ranking of your natural behavioral style within a total of eight (8) areas commonly encountered in the workplace. It will help you understand in which of these areas you will naturally be most effective.

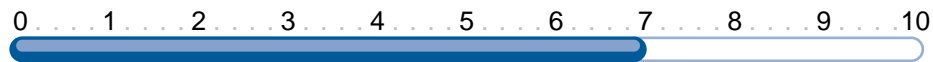
1. ORGANIZED WORKPLACE



7.0

NOTES

2. ANALYSIS OF DATA



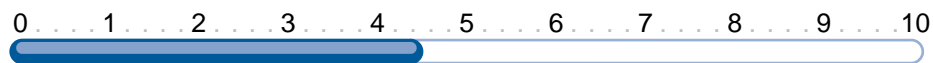
7.0

3. COMPETITIVENESS



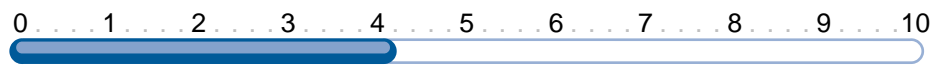
5.0

4. CUSTOMER ORIENTED



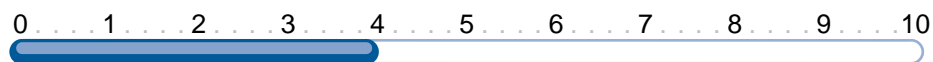
4.5

5. FREQUENT CHANGE



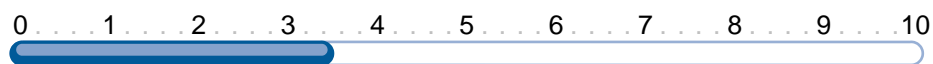
4.2

6. URGENCY



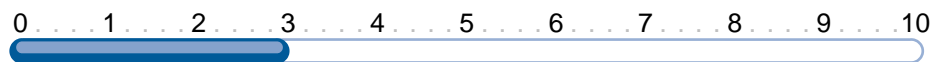
4.0

7. VERSATILITY



3.5

8. FREQUENT INTERACTION WITH OTHERS



3.0



Ester Emotional

2-4-2011

MOST

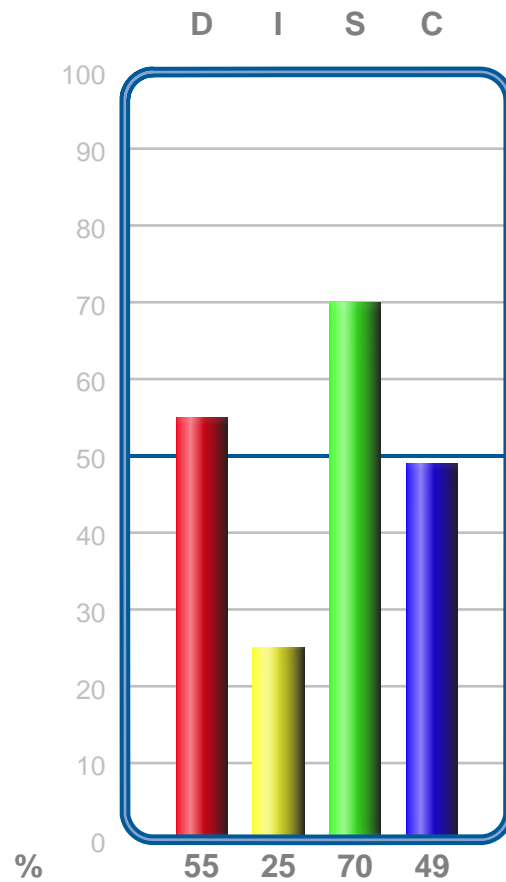
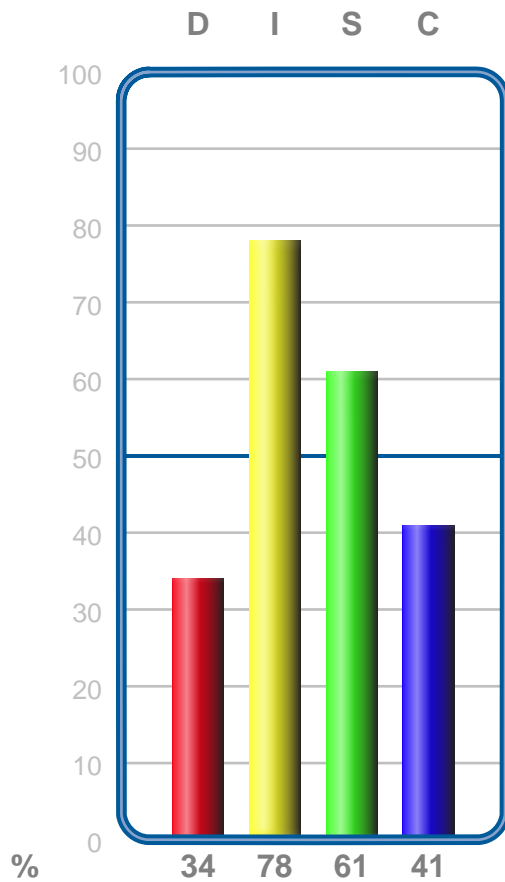
Graph I

Adapted Style

LEAST

Graph II

Natural Style



Norm 2009



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

- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

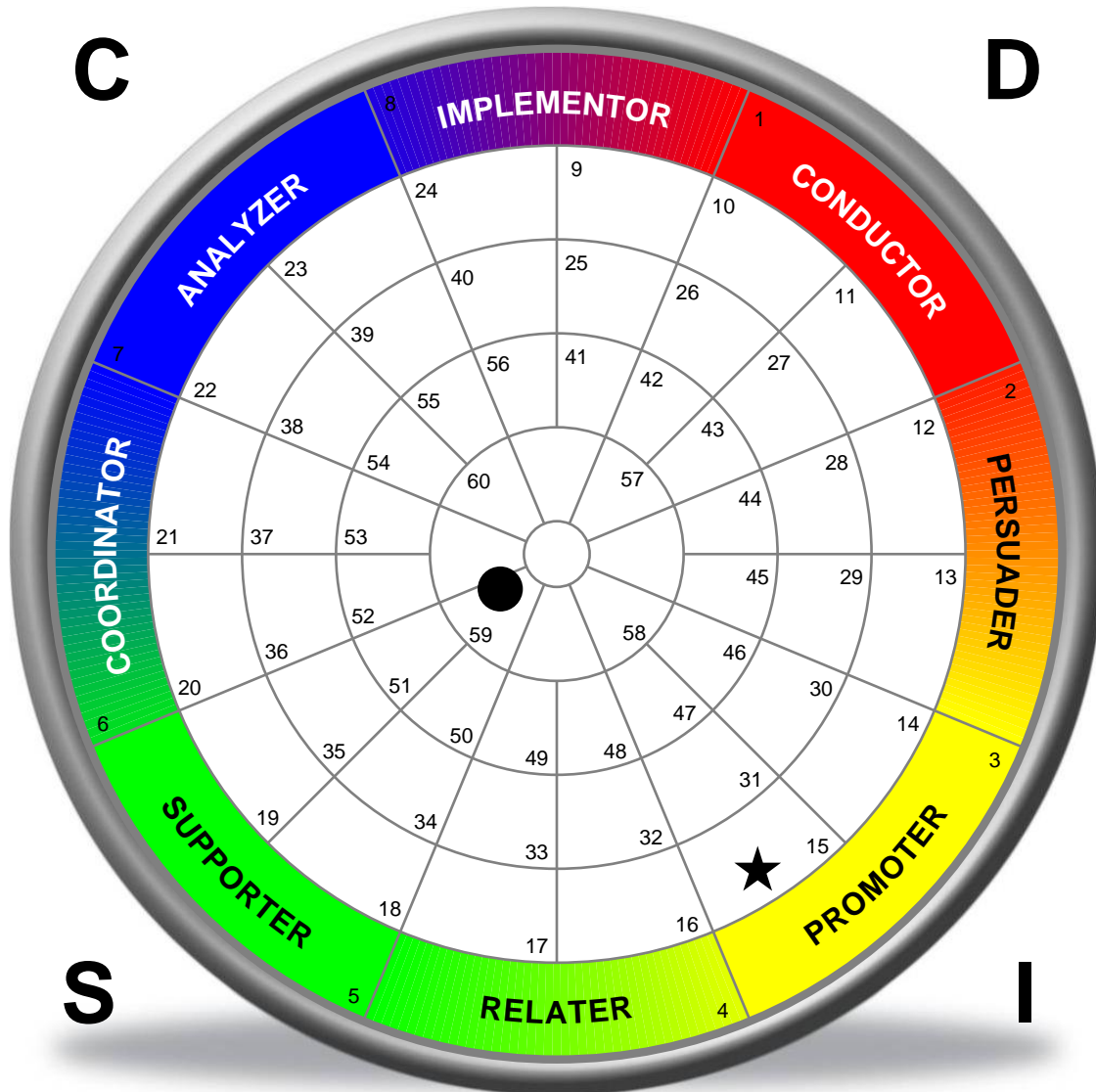
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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



Ester Emotional

2-4-2011



Adapted: ★ (15) RELATING PROMOTER
 Natural: ● (59) CONDUCTING SUPPORTER (ACROSS)

Norm 2009

TTI Performance Systems, Ltd.
 800.869.6908
 jnesta@ttitld.com



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

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

This report measures five dimensions of emotional intelligence:

Intrapersonal emotional intelligence refers to what goes on inside of you as you experience day-to-day events.

- **Self-Awareness** is the ability to recognize and understand your moods, emotions and drives, as well as their effect on others.
- **Self Regulation** is your ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment to think before acting.

Interpersonal emotional intelligence refers to what goes on between you and others.

- **Motivation** is a passion to work for reasons that go beyond money or status and a propensity to pursue goals with energy and persistence.
- **Empathy** is your ability to understand the emotional makeup of other people.
- **Social Skills** is a proficiency in managing relationships and building networks.



INTRAPERSONAL SELF-REGULATION

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

You scored a 5.8.

You have a low level of self-regulation and may experience trouble controlling emotions.

What you can do:

- Practice self-restraint by listening first, pausing and then responding.
- Learn to step away from difficult or overwhelming situations.
- Be committed to not interrupting others.
- When becoming frustrated, summarize the situation to determine triggers.
- Pre-plan 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 positive emotions.
- Keep a log of your effective self-management skills.
- Discuss ways of expressing emotions appropriately with your co-workers.
- When negative emotions take over, try to visualize a different 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?"

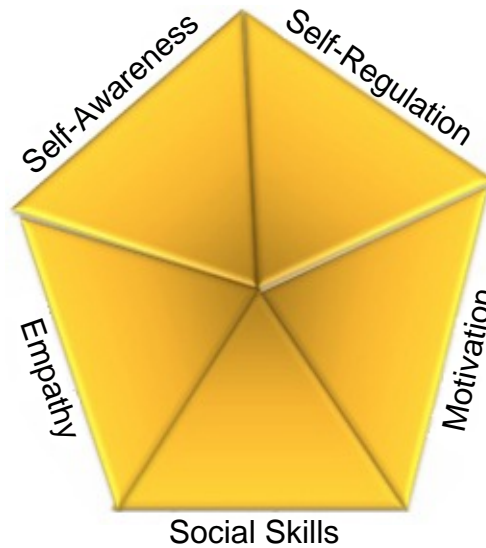
NOTES



INTRAPERSONAL INTELLIGENCE

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

The ability to understand the emotional makeup of other people.



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

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

A proficiency in managing relationships and building networks.

INTERPERSONAL INTELLIGENCE