



TTI
SUCCESS
INSIGHTS®

Talent Insights®
Behavioral Intelligence®

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Manager
ABC Inc
7-10-2018



Introduction Where Opportunity Meets Talent

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 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 Behaviors Section

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*



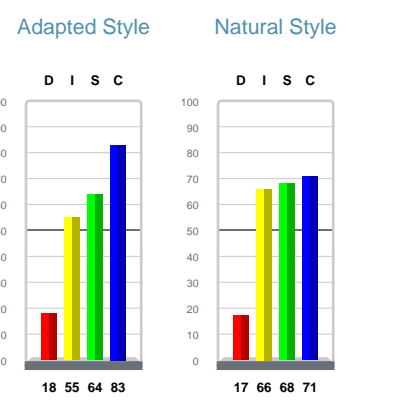
General Characteristics

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

Buck is alert and sensitive to his errors and mistakes. He constantly seeks to avoid errors in his work. He is adaptable. He has a need to achieve in an environment in which the quality is controlled. He can become frustrated when put in a situation that is nothing more than a rambling discussion. Rules and procedures provide security for his job performance. Buck can devote all his energy to the job, and that offers security to his work situation. When Buck sees something that is wrong he wants to fix it. He is oriented toward achieving practical results. He tends to be his own worst critic constantly reminding himself that he could have done better if given more time. He can be a real "stickler" for quality systems and orderly procedures. Safety and security are important to him. Buck prefers to work in an environment that is both economically and physically sound. Buck can overanalyze a problem which tends to slow down the decision-making process. He can be sensitive about any comments regarding the quality of his work. He strives forward constantly to improvement in everything he does.

Buck usually judges others by the quality of their work. He may find it difficult to recognize others' strengths, if their work does not meet his high standards. He takes pride in his competence or his ability to understand all the facts of a situation. He is good at concentrating on data while looking for the best method of solving the problem. He gets frustrated when well-established rules are not observed by others. He prefers to have everyone adhere to the same rules and regulations. He uses data and facts to support the big decisions, because it makes him feel more confident that his decisions are correct. Buck, capable of making daily decisions routinely, usually becomes cautious about the bigger decisions; he wants to be absolutely certain his decision is correct. He has an acute awareness of social, economic and political implications of his decisions. He tends to base decisions on the quality of work--not on efficiency. He sees himself as factual, and "down-to-earth." He is more than casually interested in "theory." When confronted with a problem he will look for a method, a formula, a procedure or a system to solve it.





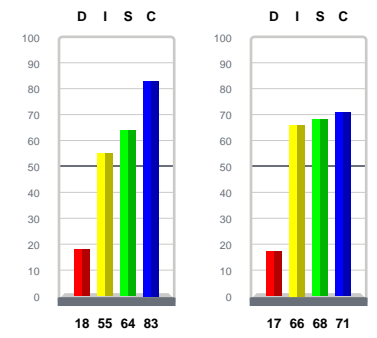


General Characteristics Continued

Buck is patient and persistent in his approach to achieving goals. He responds to challenges in a cooperative manner and wants the "team" to win without the need of a perceived "shining star." Buck's work represents his true self and he will take issue when people attack the quality of his work. He likes to know what is expected of him in a working relationship, and have the duties and responsibilities of others who will be involved explained. Communication is accomplished best by well-defined avenues. He is usually soft-spoken, but his demeanor may be deceptive to those who work with him. He may possess strong and unwavering convictions that are not always apparent to others. Buck wants to establish good will with others and to influence them in a friendly and sociable manner. He is usually slow to anger, but when "enough is enough" he may tend to explode. People will then have no doubt about his feelings. He is intuitive and is able to ask good questions in order to get the critical, complete information he seeks. Whenever possible, Buck avoids face-to-face conflict.



Adapted Style Natural Style





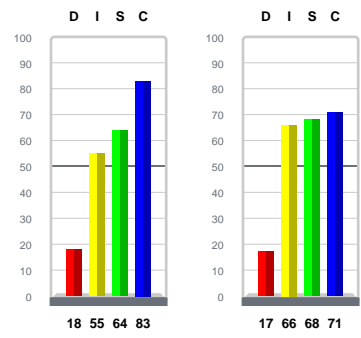
Value to the Organization

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

- Respect for authority and organizational structure.
- Defines, clarifies, gets information, criticizes and tests.
- Maintains standards.
- Comprehensive in problem solving.
- Conscientious and steady.
- Adaptable.
- Turns confrontation into positives.



Adapted Style Natural Style





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 Buck. 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 Buck most frequently.

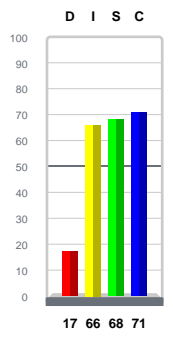
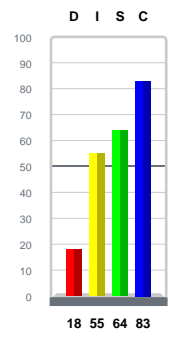
Ways to Communicate

- Give him time to ask questions.
- Follow through, if you agree.
- Be sincere and use a tone of voice that shows sincerity.
- Take time to be sure that he is in agreement and understands what you said.
- Give him time to be thorough, when appropriate.
- Provide solid, tangible, practical evidence.
- Give him time to verify reliability of your comments--be accurate and realistic.
- Give him time to verify reliability of your actions; be accurate, realistic.
- Support your communications with correct facts and data.
- Make an organized contribution to his efforts, present specifics and do what you say you can do.
- Support his principles; use a thoughtful approach; build your credibility by listing pros and cons to any suggestion you make.



Adapted Style

Natural Style





Checklist for Communicating Continued

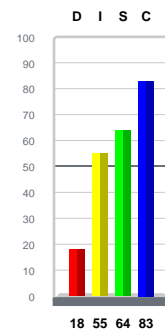
This section of the report is a list of things NOT to do while communicating with Buck. Review each statement with Buck and identify those methods of communication that result in frustration or reduced performance. By sharing this information, both parties can negotiate a communication system that is mutually agreeable.

Ways NOT to Communicate

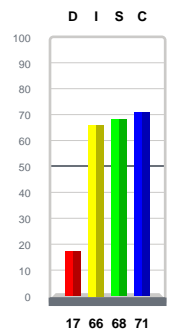
- Say "trust me"--you must prove it.
- Talk in a loud voice or use confrontation.
- Rush the decision-making process.
- Make conflicting statements.
- Make promises you cannot deliver.
- Talk to him when you're extremely angry.
- Be haphazard.
- Make statements about the quality of his work unless you can prove it.
- Use gimmicks or clever, quick manipulations.
- Use testimonies of unreliable sources; don't be haphazard.
- Give your presentation in random order.
- Push too hard, or be unrealistic with deadlines.
- Leave things to chance or luck.



Adapted Style



Natural Style





Communication Tips

This section provides suggestions on methods which will improve Buck'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, Buck will become more effective in his communications with them. He may have to practice some flexibility in varying his communication style with others who may be different from himself. This flexibility and the ability to interpret the needs of others is the mark of a superior communicator.

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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

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

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

Factors that will create tension or dissatisfaction:

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



Perceptions

See Yourself as Others See You

A person's behavior and feelings may be quickly telegraphed to others. This section provides additional information on Buck's self-perception and how, under certain conditions, others may perceive his behavior. Understanding this section will empower Buck to project the image that will allow him to control the situation.

Self-Perception

Buck usually sees himself as being:

- Precise
- Moderate
- Knowledgeable
- Thorough
- Diplomatic
- Analytical

Others' Perception - Moderate

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

- Pessimistic
- Worrisome
- Picky
- Fussy

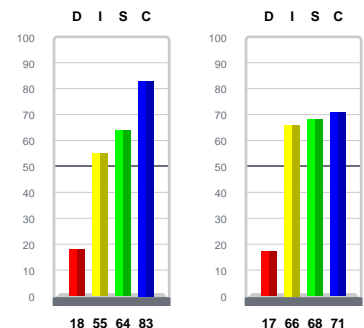
Others' Perception - Extreme

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

- Perfectionistic
- Strict
- Hard-to-Please
- Defensive



Adapted Style Natural Style





Descriptors

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

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



Natural and Adapted Style

Buck'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

Buck is cautious in his approach to problem solving and does not attempt to demand that his view, or opinion, be accepted at face value. Buck likes to solve problems within the framework of a team environment. He will look for a compromise as opposed to a win-lose situation.

Adapted

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

People - Contacts

Natural

Buck is sociable and optimistic. He is able to use an emotional appeal to convince others of a certain direction. He likes to be on a team and may be the spokesman for the team. He will trust others and likes a positive environment in which to relate.

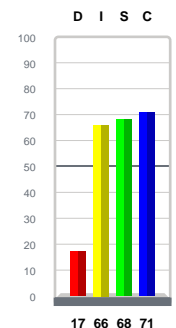
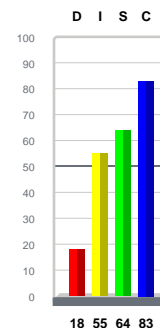
Adapted

Buck sees no need to change his approach to influencing others to his way of thinking. He sees his natural style to be what the environment is calling for.



Adapted Style

Natural Style



Natural and Adapted Style Continued

Pace - Consistency

Natural

Buck is comfortable in an environment in which there is a relaxed demeanor, or one in which patience is looked at as a virtue. He prefers to complete one task before starting the next and prefers an environment that is predictable.

Adapted

Buck 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

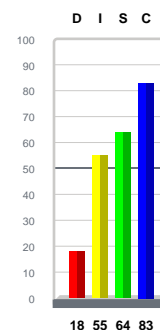
Natural

Buck naturally is cautious and concerned for quality. He likes to be on a team that takes responsibility for the final product. He enjoys knowing the rules and can become upset when others fail to comply with the rules.

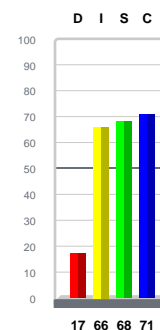
Adapted

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

Adapted Style



Natural Style





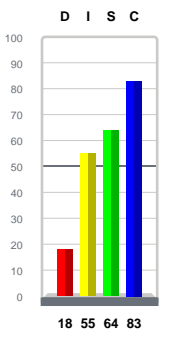
Adapted Style

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

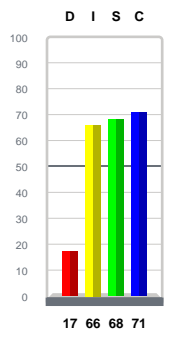
- Careful, thoughtful approach to decision making.
- Precedence of quality over efficiency.
- Using restraint when confrontation occurs.
- Compliance to high standards.
- Presenting a practical, proven approach to decision making.
- Sensitivity to existing rules and regulations.
- Critical appraisal of data.
- Precise, analytical approach to work tasks.
- Being a good "team player."
- Calculation of risks before taking action.
- Undemanding of others' time and attention.



Adapted Style



Natural Style





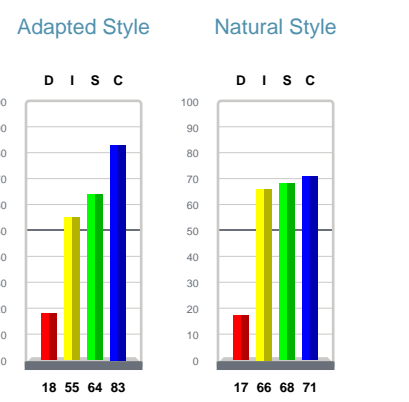
Keys to Motivating

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

Buck wants:

- Time to adjust to change.
- To be recognized for his continuance of quality work.
- Instructions so he can do the job right the first time.
- Safety procedures.
- To be part of a quality-oriented work group.
- People who understand his reasons for not wanting to argue.
- A predictable environment.
- Peace and harmony.
- To work with people who he can trust.
- Complete directions for work to be completed.
- Advancement when he is ready.







Keys to Managing

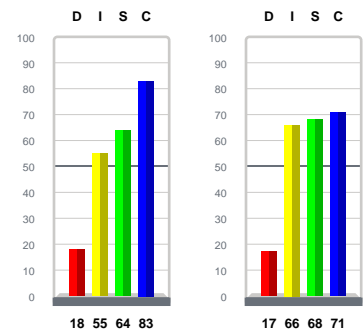
In this section are some needs which must be met in order for Buck to perform at an optimum level. Some needs can be met by himself, while management must provide for others. It is difficult for a person to enter a motivational environment when that person's basic management needs have not been fulfilled.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

Buck needs:

- Support in making high-risk decisions.
- Appreciation from the boss for the "price" paid to perform.
- A manager who prefers quality over quantity.
- Time to see and test if the plan will work.
- To be encouraged to be more independent.
- A work environment without much conflict.
- Complete instructions on his assignments.
- Support when under pressure to perform many activities quickly.
- A way to say "no" when he feels "no."
- Equipment that will allow him to perform up to his high standards.
- Assistance in new or difficult assignments.



Adapted Style Natural Style





Time Wasters

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

Prolong Events In Order To Gain Improved Results

Prolonging events in order to gain improved results is the process of doing and redoing, evaluating and re-evaluating and changing to and changing back as a way of "testing" the best possible outcome.

Possible Causes:

- Want to ensure that success is always achieved
- Feel that if rushed, the results will not be satisfactory
- Hope situations will work out themselves

Possible Solutions:

- Set realistic schedule and timeline
- Follow the schedule
- Seek advice or assistance from others

Waiting For Events To Happen

Although patience may be a virtue, being pro-active allows the decision-maker to be in better control of events within their scope of influence.

Possible Causes:

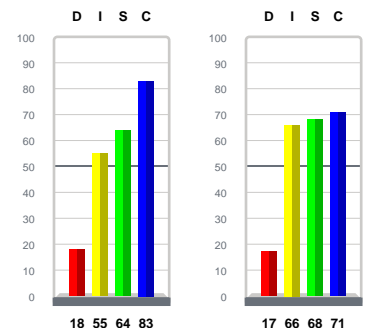
- Want to affect the here and now
- Fear rushing into something will show unpreparedness
- Need for high standards inhibits getting started

Possible Solutions:

- Plan alternative solutions
- Determine most likely scenarios
- Implement a plan that best meets those needs without jeopardizing other scenarios



Adapted Style Natural Style





Time Wasters *Continued*

Overreacting To Constructive Criticism

Overreacting to constructive criticism is the inappropriate overt or covert response to feedback and recommendations.

Possible Causes:

- Have a high comfort level with past methods
- Have high standards for work performance
- Think that your way is the correct way
- Don't see the benefit of doing things differently

Possible Solutions:

- Practice listening without evaluating comments from others
- Begin responding mentally with "that's interesting" or "that's a possibility" as a way of controlling immediate negative response
- Communicate feelings with peers and supervisors

Seeking The Best, But Not Necessarily Workable Solutions

Always seeking the best solution may prohibit getting the task accomplished. Something better is always on the horizon.

Possible Causes:

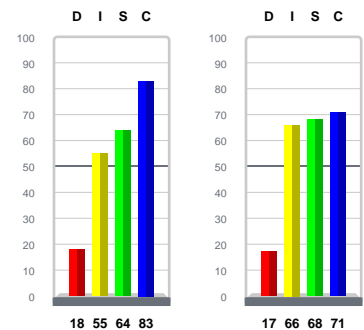
- Want to do things right the first time
- Want personal approval for preciseness of work
- Fear criticism if solution doesn't work

Possible Solutions:

- Establish required standards
- Determine the solution that meets or exceeds those standards
- Set a timeline for making a decision or completing a task



Adapted Style Natural Style





Time Wasters Continued

Fear of Mistakes

Fearing mistakes is the mental process of focusing on negative outcomes and is often a preoccupation with past mistakes.

Possible Causes:

- Want to avoid criticism
- Take criticism personally
- Want to be seen as efficient and competent

Possible Solutions:

- Practice focusing on past successes
- For every mistake that you think might happen, write down two positive possible outcomes for a completed task
- Focus on several possible future outcomes



Seeking "All" of The Facts

Seeking "all" of the facts is thought and action of continually gathering new information and re-evaluating current information.

Possible Causes:

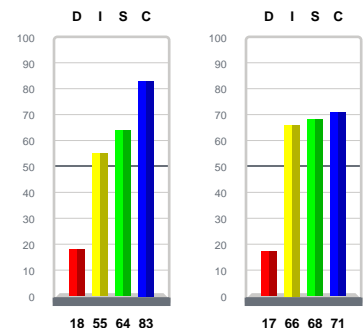
- Want to be certain/prepared
- Want to avoid mistakes
- Want extended time for getting tasks done

Possible Solutions:

- Set a timeline for gathering new information or evaluating old information and then take action
- Evaluate importance or risk factors to how much information is actually needed

Adapted Style

Natural Style





Areas for Improvement

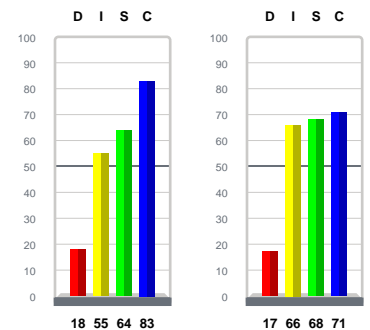
In this area is a listing of possible limitations without regard to a specific job. Review with Buck and cross out those limitations that do not apply. Highlight 1 to 3 limitations that are hindering his performance and develop an action plan to eliminate or reduce this hindrance.

Buck has a tendency to:

- Be self-deprecating--doesn't project self-confidence.
- Prefer not to verbalize feelings unless in a cooperative and noncompetitive environment.
- Yield his position to avoid controversy.
- Want full explanation before changes are made to ensure his understanding.
- Be defensive when threatened and use the errors and mistakes of others to defend his position.
- Lean on supervisors if information and direction is not clear.
- Fail to tell others where he stands on an issue.
- Have difficulty making decisions because he's mostly concerned about the "right" decision. If precedent does not give direction, his tendency is to wait for directions.
- Be bound by procedures and methods--especially if he has been rewarded for following these procedures.



Adapted Style Natural Style





Action Plan

Professional Development

1. I learned the following behaviors contribute positively to increasing my professional effectiveness: (list 1-3)

2. My report uncovered the following behaviors I need to modify or adjust to make me more effective in my career: (list 1-3)

3. When I make changes to these behaviors, they will have the following impact on my career:

4. I will make the following changes to my behavior, and I will implement them by _____:



Action Plan

Personal Development

1. When reviewing my report for personal development, I learned the following key behaviors contribute to reaching my goals and the quality of life I desire: (list 1-3)

2. The following behaviors were revealed, which show room for improvement to enhance the quality of my life: (list 1-3)

3. When I make changes to these behaviors, I will experience the following benefits in my quality of life:

4. I will make the following changes to my behavior, and I will implement them by _____:



Behavioral Hierarchy

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

1. Consistent - Perform predictably in repetitive situations.

0 1 2 3 4 5 6 7 8 9 10



7.8 Natural



8.2 Adapted

2. Persistence - Finish tasks despite challenges or resistance.

0 1 2 3 4 5 6 7 8 9 10



7.3 Natural



7.3 Adapted

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

0 1 2 3 4 5 6 7 8 9 10



7.2 Natural



7.8 Adapted

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

0 1 2 3 4 5 6 7 8 9 10



7.0 Natural



6.5 Adapted

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



Behavioral Hierarchy Continued

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

0 1 2 3 4 5 6 7 8 9 10



7.0 Natural

6.4*



6.5 Adapted

6.2*

6. Analysis - Compile, confirm and organize information.

0 1 2 3 4 5 6 7 8 9 10



6.5 Natural

5.3*



7.5 Adapted

5.9*

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

0 1 2 3 4 5 6 7 8 9 10



6.0 Natural

5.1*



7.5 Adapted

5.7*

8. Interaction - Frequently engage and communicate with others.

0 1 2 3 4 5 6 7 8 9 10



5.0 Natural

6.0*



4.0 Adapted

5.5*

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



Behavioral Hierarchy Continued

9. Versatile - Adapt to various situations with ease.

0 1 2 3 4 5 6 7 8 9 10



4.7 Natural

5.4*



4.0 Adapted

5.2*

10. Frequent Change - Rapidly shift between tasks.

0 1 2 3 4 5 6 7 8 9 10



4.0 Natural

5.2*



3.0 Adapted

5.0*

11. Urgency - Take immediate action.

0 1 2 3 4 5 6 7 8 9 10



2.3 Natural

4.3*



2.5 Adapted

4.3*

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

0 1 2 3 4 5 6 7 8 9 10



2.0 Natural

4.9*



2.0 Adapted

4.7*

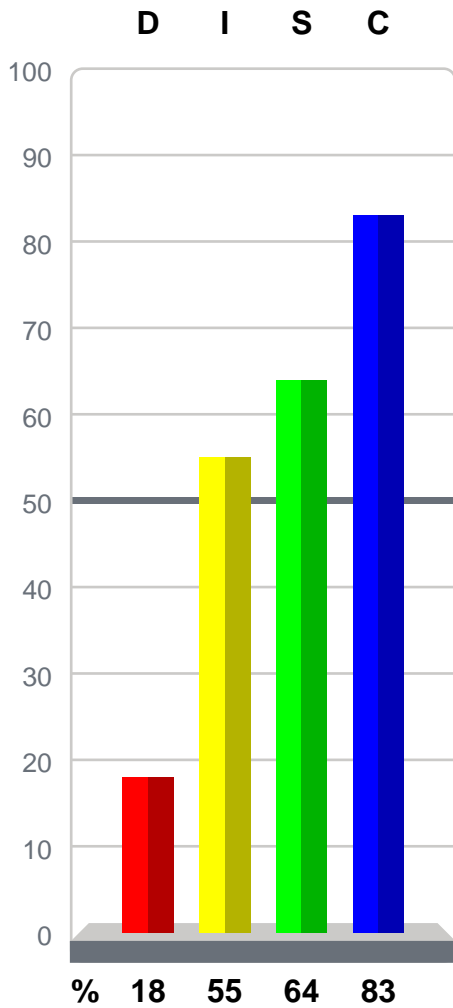


Style Insights® Graphs

7-10-2018

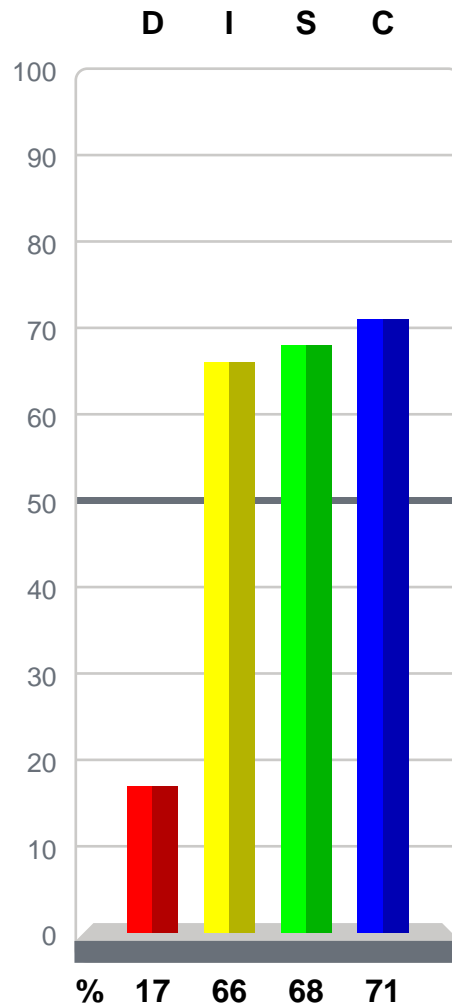
Adapted Style

Graph I



Natural Style

Graph II



Norm 2017 R4



The Success Insights® Wheel

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:

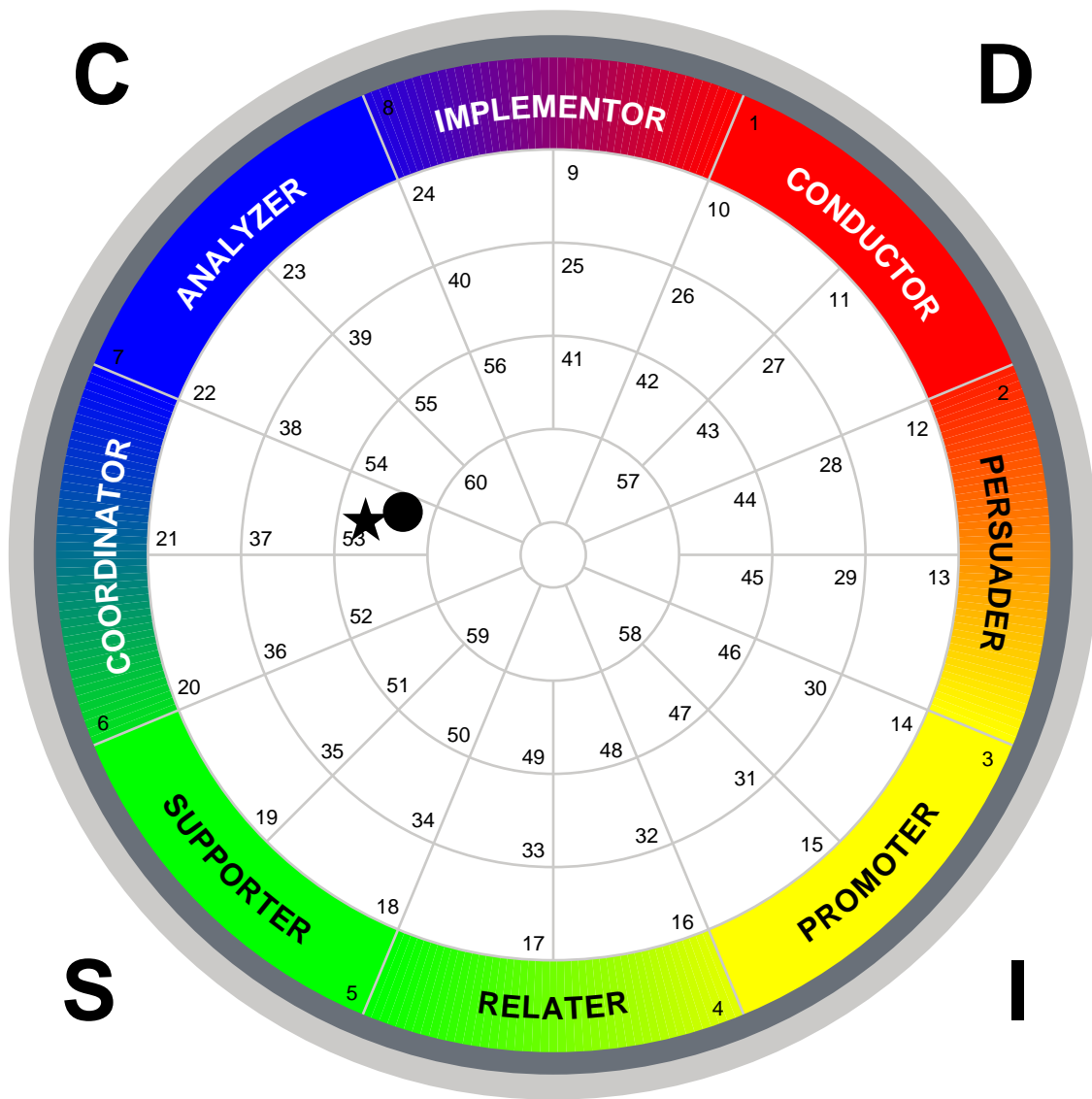
- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then 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.



The Success Insights® Wheel

7-10-2018



Adapted: ★ (53) ANALYZING COORDINATOR (ACROSS)

Natural: ● (53) ANALYZING COORDINATOR (ACROSS)

Norm 2017 R4

T: 9:38



Introduction EQ Section

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

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

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



Introduction EQ Section

This report measures five dimensions of emotional intelligence:

Emotional Intelligence - Self

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

Self-Awareness is the ability to recognize and understand your moods, emotions and drives, as well as their effect on others. In practice, it is your ability to recognize 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 judgement and think before acting. In practice, it is your ability to influence your emotional clarity from red to clear when the situation requires.

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

Emotional Intelligence - Others

What goes on between you and others.

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

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

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.



General Characteristics

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

Buck has the ability to understand his emotions and their impact on stress. When others give Buck feedback, he will be aware of how his emotions can impact the understanding of the information. He is aware of how his emotions impact his goals, motivations, strengths and key aspirations. He is consistently able to identify his emotions that will impact his ability to maintain composure during a stressful time. Buck has a solid understanding of his emotional strengths and weaknesses. When faced with a difficult decision, Buck's self awareness will assist him in moving forward.

Buck is proactive in lifting himself out of a bad mood. Others see Buck as someone with a stable temperament. Stressors, whether trivial or significant, do not cause Buck to over react. He may occasionally be seen as cold or uncaring because he may be suppressing his emotions. Buck doesn't allow negative feedback or criticism from others to impact his working relationships. He tends to have a calming effect on other people.

Buck is usually comfortable with the status quo, but is willing to be open to change if a change is really needed. He may not regularly go out of his way to develop his skills. He may be hesitant to take risks because of additional work and time they require, limiting his success. He may depend on multi-tasking, making his individual work style less efficient. People may consider Buck a good worker but not an overachiever. He tends to be motivated when he is interested in a project.





General Characteristics

Buck generally recognizes when he has offended someone, but doesn't always understand why he was offensive. When Buck holds a strong opinion, he may have trouble understanding others' perspectives. Others may not always feel that Buck understands them. He can be thoughtful and understanding, but may not come across this way to others. Buck may have trouble understanding the viewpoints of others who are not like him. He may have difficulty empathizing when he has not been in the same situation himself.

Buck is aware that he cannot please everyone all the time, and thus, may not always try. Others generally find spending time with Buck a positive experience. He places some value on having a few true friendships over many casual acquaintances. He collaborates well with most of his coworkers. Buck occasionally engages in substantive conversations. He 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 recognize and understand your moods, emotions and drives, as well as their effect on others.

0 10 20 30 40 50 60 70 80 90 100



74*

2. SELF-REGULATION - The ability to control or redirect disruptive impulses and moods and the propensity to suspend judgement and think before acting.

0 10 20 30 40 50 60 70 80 90 100



72*

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.

0 10 20 30 40 50 60 70 80 90 100



79*

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

0 10 20 30 40 50 60 70 80 90 100



75*

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

0 10 20 30 40 50 60 70 80 90 100



76*

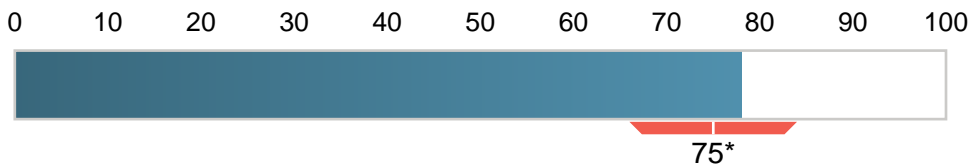
* 68% of the population falls within the shaded area.



Emotional Quotient Scoring Information

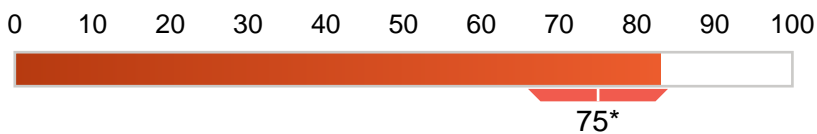
The average of the Self-Regulation, Self-Awareness and Motivation subscales represent your Self Score. The average of the Social Awareness and Social Regulation subscales represent your Others Score. Your total level of Emotional Quotient was calculated by averaging all five EQ dimensions.

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



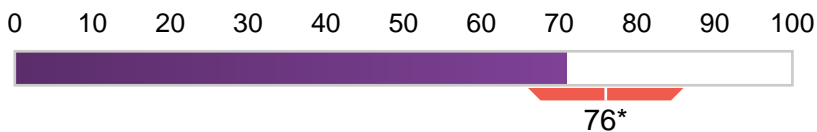
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SELF - The ability to understand yourself and form an accurate concept of yourself to operate effectively in life.



83

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



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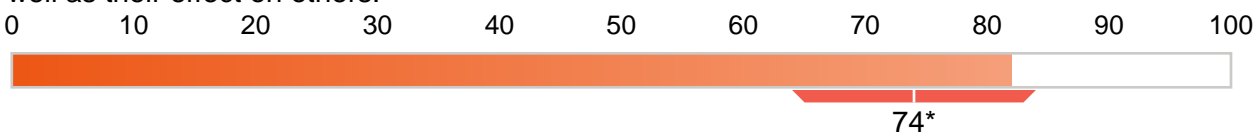
Self-Awareness

Based on Buck's current EQ level, he has a developed awareness of how he is feeling at any given time. Buck is usually able to assess his own emotions and their impact on his decisions.

What Buck can do:

- To improve decision making, keep a journal to identify behavioral trends and discuss your observations with a trusted advisor, family member or friend. Check your emotional clarity several times a day, what is your current state; red, clear or somewhere in-between?
- Continue to practice the realistic perspective you have to identify any areas you may benefit from improving.
- Consider whether you have a realistic self-perception as compared to how others may see you.
- Think of situations where you could better use each of your strengths and minimize weaknesses, especially in the workplace.
- Pay attention to your behaviors and see if you recognize patterns that occur either in the workplace or at home.
- Create an action plan to develop the areas you may want to improve, both at home and at work, and revisit it regularly.
- Document your thoughts and feelings and discuss them with a family member, friend or trusted co-worker to increase your Self-Awareness.
- Consider areas in which you made progress on an area you wish to develop, especially in the workplace.
- Reflect on the connection between your emotions and your behavior. Identify the triggers that lead to potentially negative reactions.
- Identify a few specific, measurable goals for continuing to improve your Self Awareness and revisit these goals as a part of your personal development plan.
- When involved in situations that may lead to potentially negative emotions, attempt to leverage your emotional enablers to maintain a positive emotional state.

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



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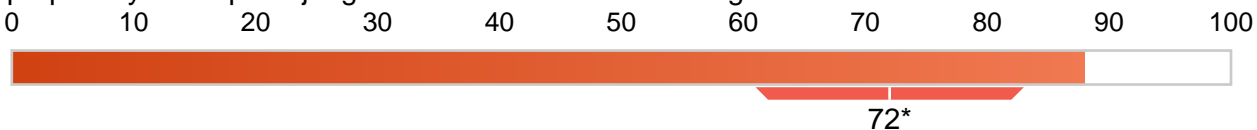
Self-Regulation

Based on Buck's current level of EQ in this dimension, he has a high level of Self-Regulation. He may at times over manage his emotions, especially in high stress situations. Buck tends to work well under pressure.

What Buck can do:

- When experiencing negative emotions, continue to summarize the situation to determine triggers and critically observe your behavioral reactions.
- Discuss additional strategies for altering a negative mood with a family member, friend or trusted advisor. Determine what works best for you.
- Choose a co-worker to discuss opportunities to further advance your Self-Regulation abilities. Ask them to help discover ways to regulate in current trigger areas.
- Keep a log of your effective self-regulation skills, as you may find yourself in situations in the future that are harder for you to regulate.
- Reflect on times you demonstrated appropriate use of relaxation and emotions; effective communication requires both.
- Discuss with a trusted advisor what may keep you from expressing emotions or trigger points for an upcoming situation.
- Put your feelings in perspective with the big picture; ask yourself, "How will I feel about this one week from now?"
- Use regular exercise to manage your emotions and relax both body and mind.
- Given your behavioral preferences, brainstorm ways to express emotions authentically.

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



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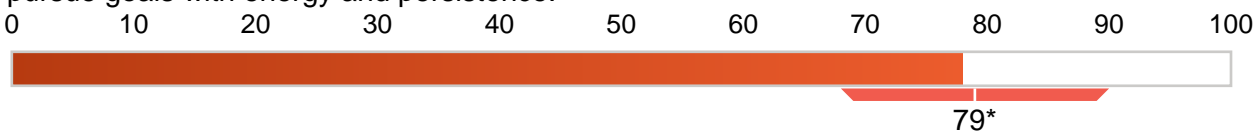
Motivation

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

What Buck 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 visualizing the outcome of accomplishing your goals. How does it look and feel?
- Ask a close friend to help hold you accountable for reaching your goals.
- Celebrate accomplishments, both big and small.
- Learn from your mistakes; keep track of the lessons learned in a journal.
- Challenge the status quo and make suggestions for improvement.
- Find inspiration from others who use internal Motivation to overcome obstacles to reach their dreams.

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



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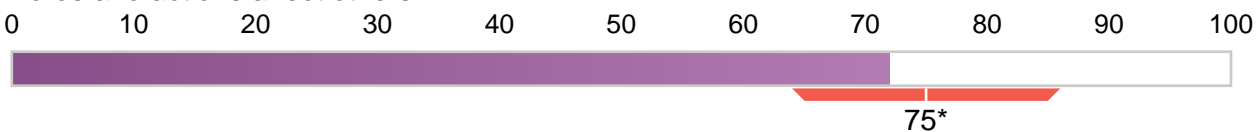
Social Awareness

Based on Buck'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 Buck can do:

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

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



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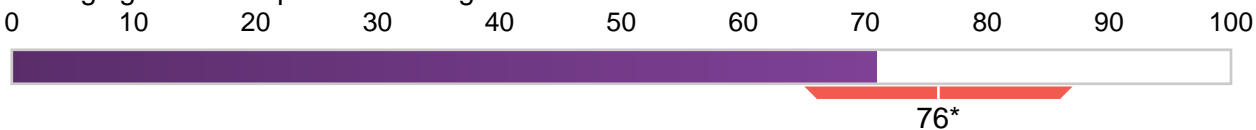
Social Regulation

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

What Buck 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 socializing 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.



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Emotional Quotient™ Wheel

The Emotional Quotient wheel is a visualization 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 color illustrates the strength of your overall EQ score which is also notated in the center circle.

