TTI Success Insights®

Behavioral Intelligence™ Version

Sample From:
Effectiveness, Inc

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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 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.

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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

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GENERAL CHARACTERISTICS

Based on Ester's responses, the report has selected general statements to provide a broad understanding of her work style. These statements identify the basic natural behavior 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 Ester's natural behavior.

Ester is a team player but can also exhibit a desire for independence. Outwardly, she may appear to be totally accepting of others. She may, however, have deep convictions that are not apparent to others. She is family-oriented. She may go to great lengths to ensure the "happiness" of her personal or work family. Once Ester has come to a decision, others may find it difficult to change her mind. If changes are inevitable, and she sees enough benefits, they will be made. Ester likes to win through persistence. She uses her strong, steady tendencies to accomplish her goals. She can be spontaneous and casual in familiar circumstances. The familiar atmosphere allows spontaneity when she is in her comfort zone. She likes to set her own pace. When others try to rush her, she feels threatened and may balk. She usually develops strong attachments for her work group and family. Ester doesn't resist change as much as she resists being changed. She needs to be an active participant in situations that will impact her work. When challenged, she becomes more objective.

Ester prefers to plan her work and work her plan. Others may find it refreshing to have her on their team. Once she has arrived at a decision, she can be tough-minded and unbending. She has made her decision after gathering much data, and she probably won't want to repeat the process. When challenged she can become objective, searching hard for facts and figures. This may be her way of defending her decisions. She is persistent and persevering in her approach to

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GENERAL CHARACTERISTICS

achieving goals. Ester is good at analyzing situations that can be felt, touched, seen, heard, personally observed or experienced. Her motto is, "facts are facts." She uses logic to assist her in decision making. This tendency is helpful to others in her group. She finds making decisions easier when she knows that others she respects are doing the same thing; she then has a feeling of stability and "family." Logic is important when trying to influence her. She pays more attention to logic than emotional "hype."

Ester remains aloof from active participation in unfamiliar groups. She will talk more, however, in a group of people she trusts and has known for a long time. Sometimes she will withdraw from a verbal battle. If she feels strong about an issue, she may retreat to gather her resources and then return to take a stand! She likes to know what is expected of her 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. She tends to be possessive of information; that is, she doesn't voluntarily share information with others outside of her team. This may be a blessing, or a curse, to her superiors. Rarely does she display her emotions; that is, she projects a good poker face. Others may get the feeling that she is unfriendly, when in reality she is not. She usually is considerate, compassionate and accepting of others; however, on some occasions can become stubborn. Stubbornness surfaces when her ideals and beliefs are confronted. She is more motivated by logic than emotion. To her, logic represents tangible research. She is somewhat reserved with those she doesn't trust or know. After trust has been established, she may be open and candid.

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VALUE TO THE ORGANIZATION

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

- Suspicious of people with shallow ideas.
- Always looking for the logical solutions.
- Tough-minded.
- Builds good relationships.
- Excellent troubleshooter.
- Objective and realistic.
- Good listener.
- Patient and empathetic.

NOTES

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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:

- 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.

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DON'TS ON COMMUNICATING

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

Don't:

- Use high speed, intense inputs.
- Keep deciding for her, or she'll lose initiative. Don't leave her without backup support.
- Pretend to be an expert, if you are not.
- Stick coldly or harshly to business; on the other hand, don't lose sight of goals by being too personal.
- Leave things open to interpretation.
- Be redundant.
- Offer assurance and guarantees you can't fulfill.
- Be vague; don't offer opinions and probabilities.
- Patronize or demean her by using subtlety or incentive.
- Be superficial.
- Use inappropriate buzz words.
- Rush headlong into business or the agenda.
- Make statements you cannot prove.

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COMMUNICATION TIPS

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.

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.

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IDEAL ENVIRONMENT

This section identifies the ideal work environment based on Ester'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 behavior and can be comfortable in many environments. Use this section to identify specific duties and responsibilities that Ester enjoys and also those that create frustration.

- Private office or work area.
- Data to analyze.
- Little conflict between people.
- Projects that produce tangible results.
- Environment where she can be a part of the team, but removed from office politics.

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PERCEPTIONS

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

"See Yourself As Others See You"

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SELF-PERCEPTION

Ester usually sees herself as being:

Considerate	Thoughtful
Good-Natured	Dependable
Team player	Good listener

OTHERS' PERCEPTION

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

Nondemonstrative	Hesitant
Unconcerned	Inflexible

And, under extreme pressure, stress or fatigue, others may see her as being:

Possessive	Stubborn
Detached	Insensitive

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DESCRIPTORS

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

NATURAL AND ADAPTED STYLE

Ester'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.

Natural	PROBLEMS - CHALLENGES	Adapted
Ester is quite inquisitive and wants to be seen as an outwardly competitive person who is adventuresome by nature. She is results-oriented and likes to be innovative in her approach to problem solving. Ester is not necessarily confrontational by nature, but if a problem does exist she will not turn down the opportunity for confrontation.		Ester sees the need to be somewhat conservative in her approach to solving problems. She wants to accept challenges but will be calculated in her response.

Natural	PEOPLE - CONTACTS	Adapted
Ester is undemonstrative in her approach to influencing others and likes to let facts and figures stand for themselves. She feels persuasion needs to be objective and straightforward. Her trust level is based on each interaction--the past is the past. She presents facts without embellishments.		Ester projects a positive and enthusiastic attitude toward influencing others. She sees the need to be trusting and wants to be trusted.

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NATURAL AND ADAPTED STYLE

Natural	PACE - CONSISTENCY	Adapted
Ester is comfortable in an environment in which there is a relaxed demeanor, or one in which patience is looked at as a virtue. She prefers to complete one task before starting the next and prefers an environment that is predictable.		Ester 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.

Natural	PROCEDURES - CONSTRAINTS	Adapted
Ester 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.		Ester shows little discomfort when comparing her basic (natural) style to her response to the environment (adapted) style. The difference is not significant and Ester sees little or no need to change her response to the environment.

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ADAPTED STYLE

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

- Adherence to established guidelines and procedures.
- Obtaining results through people.
- Logical solutions.
- Contacting people using a variety of modes.
- Freedom from confrontation.
- Flexibility.
- Participative decision making.
- Diplomatic cooperation in team interaction.
- Optimistic, future-oriented outlook.
- Exhibiting patience and good listening skills.
- Positive, outgoing, friendly behavior.
- Limited or prepared changes in routine.
- Consistency of task performance.

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KEYS TO MOTIVATING

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:

- 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.

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KEYS TO MANAGING

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:

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- 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.

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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.

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1. HABITS

A habit is a specific thought, behavior or way of doing something that was acquired by repetition or by reinforcement from self and/or others.

POSSIBLE CAUSES:
- Have established routines that are comfortable
- Routine creates a feeling of security
- Resist change for change's sake
- Have been praised repeatedly for a specific behavior

POSSIBLE SOLUTIONS:
- Evaluate habits and decide which contribute to your accomplishments and which deter you from success
- Try new ways of performing a certain task
- Ask others for recommendations on different approaches
- Consciously practice changing your routine

2. FAILURE TO SHARE INFORMATION

The failure to share information is the inability or unwillingness to discuss with others.

POSSIBLE CAUSES:
- Don't think others want to know the information
- Unclear of the way the information will be used/received
- Wait until asked before sharing information

POSSIBLE SOLUTIONS:
- Let others know that they need to ask for information
- Share with those whose opinions you trust

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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:

- 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.

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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 _____:

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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 _____:

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BEHAVIORAL HIERARCHY

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

0 1 2 3 4 5 6 7 8 9 10

7.0

2. ANALYSIS OF DATA

0 1 2 3 4 5 6 7 8 9 10

7.0

3. COMPETITIVENESS

0 1 2 3 4 5 6 7 8 9 10

5.0

4. CUSTOMER ORIENTED

0 1 2 3 4 5 6 7 8 9 10

4.5

5. FREQUENT CHANGE

0 1 2 3 4 5 6 7 8 9 10

4.2

6. URGENCY

0 1 2 3 4 5 6 7 8 9 10

4.0

7. VERSATILITY

0 1 2 3 4 5 6 7 8 9 10

3.5

8. FREQUENT INTERACTION WITH OTHERS

0 1 2 3 4 5 6 7 8 9 10

3.0

SIA: 34-78-61-41 (15) SIN: 55-25-70-49 (59)

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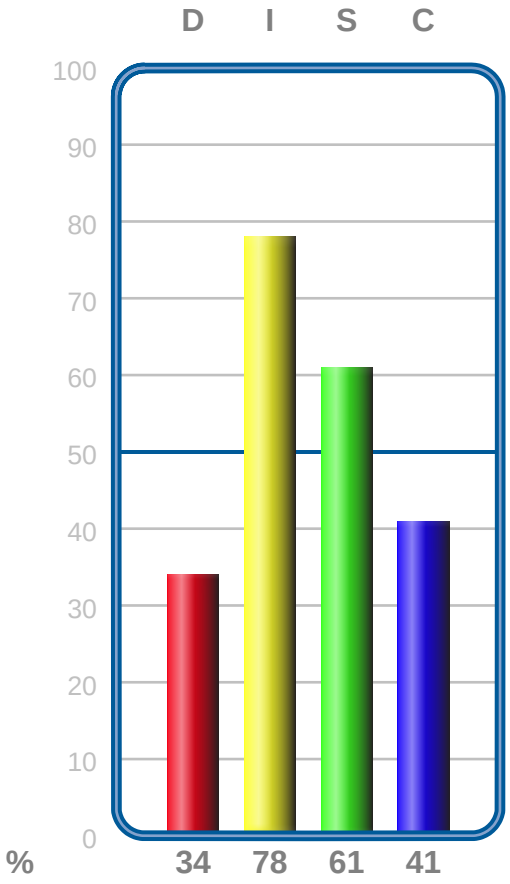
Ester Emotional

2-4-2011

MOST

Graph I

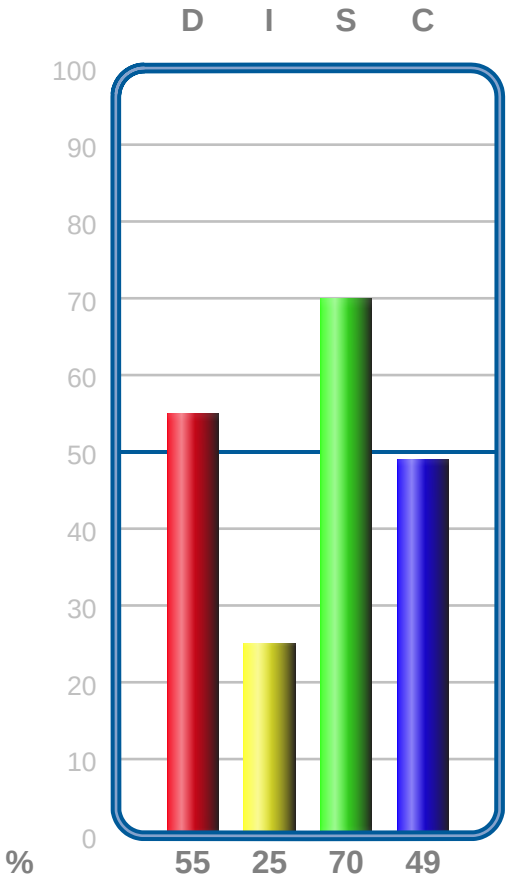
Adapted Style



LEAST

Graph II

Natural Style



Norm 2009

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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.
- 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.

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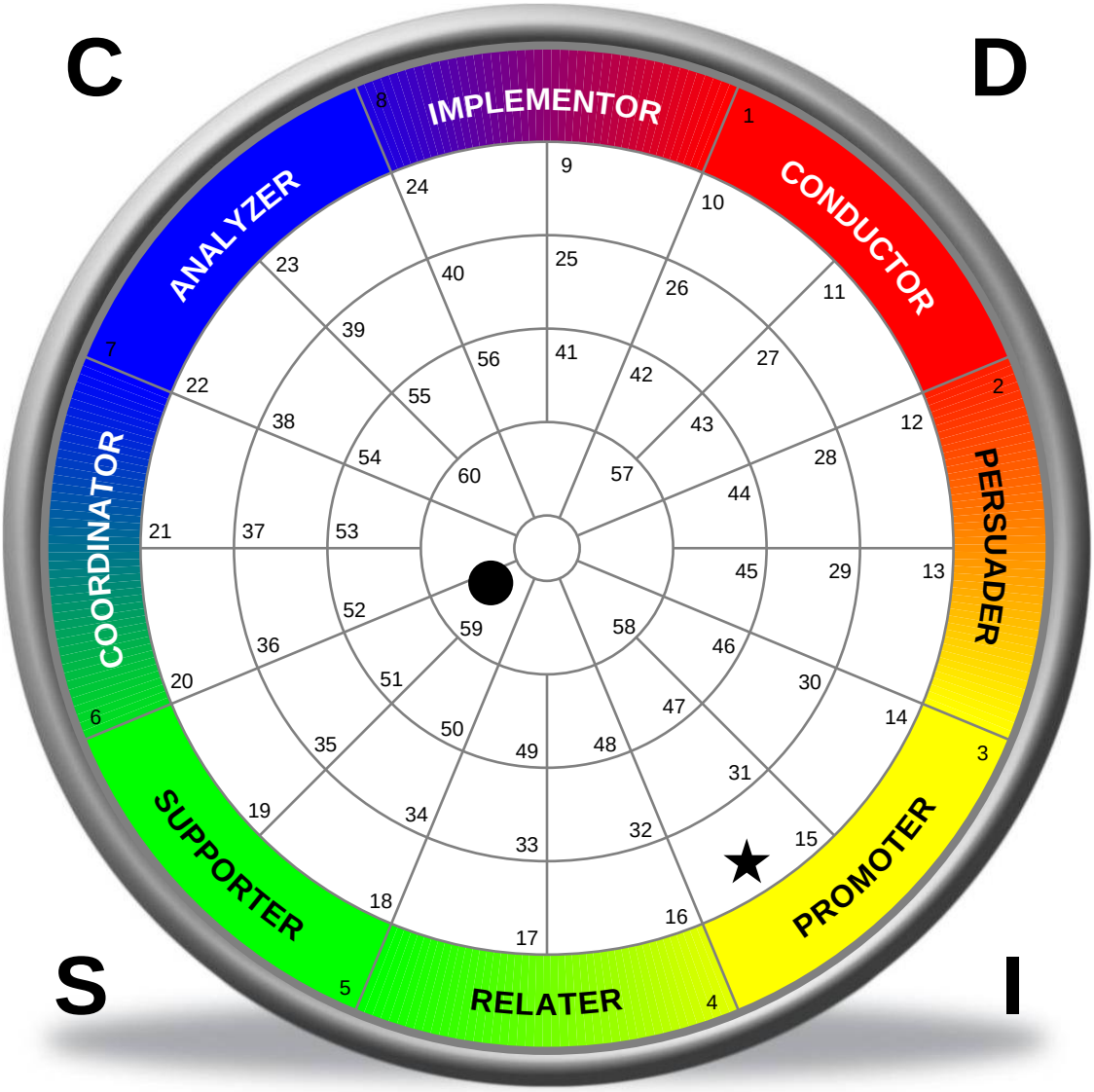
THE SUCCESS INSIGHTS® WHEEL

Ester Emotional

2-4-2011



Adapted: ★ (15) RELATING PROMOTER

Natural: ● (59) CONDUCTING SUPPORTER (ACROSS)

Norm 2009

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INTRODUCTION

EQ Section

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.

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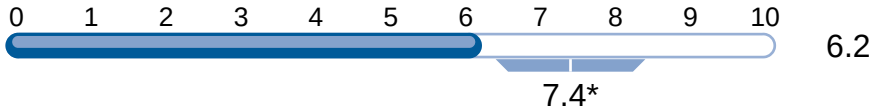
EMOTIONAL QUOTIENT ASSESSMENT RESULTS

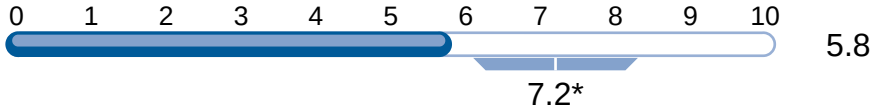
The Emotional Quotient (EQ) is a measure of your ability to sense, understand, and effectively apply the power and acumen of your emotions and the emotions of others in order to facilitate high levels of collaboration and productivity. Your overall score on the Emotional Quotient Assessment indicates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



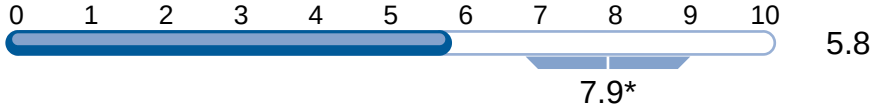
6.2

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



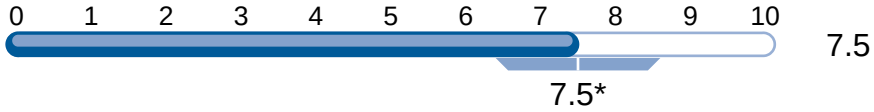
5.8

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



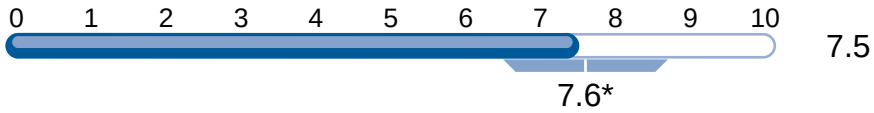
5.8

4. EMPATHY: The ability to understand the emotional makeup of other people.



7.5

5. SOCIAL SKILLS: A proficiency in managing relationships and building networks.



7.5

NOTES

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

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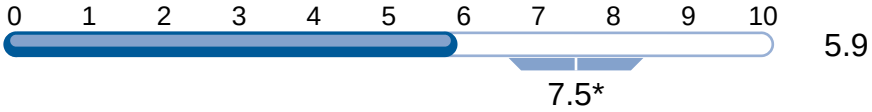
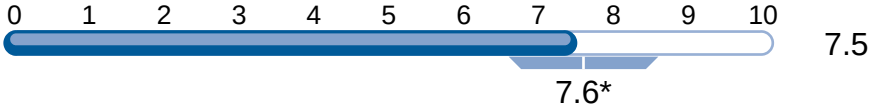
EMOTIONAL QUOTIENT SCORING INFORMATION

The sum of the Self-Regulation, Self-Awareness, and Motivation subscales add up to represent your Intrapersonal Emotional Quotient. The sum of the Empathy and Social Skills subscales add up to represent your Interpersonal Emotional Quotient. Your total level of Emotional Quotient was calculated by summing the Intrapersonal and Interpersonal scores.

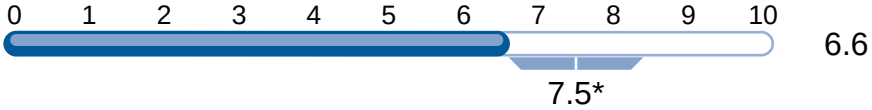
INTRAPERSONAL: The ability to understand yourself and form an accurate concept of yourself to operate effectively in life.



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



TOTAL EMOTIONAL QUOTIENT: Your total level of emotional intelligence, formed by combining your intrapersonal and interpersonal scores.



NOTES

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GENERAL CHARACTERISTICS

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

NOTES

Self-Awareness

- May have difficulty prioritizing tasks.
- May have trouble identifying her passions, resulting in a string of unfulfilling jobs.
- May be seen as indecisive by others.

Self-Regulation

- When in a bad mood, she may brood about it.
- May have fallen into a habit of using ineffective emotional-regulation strategies.
- May be impulsive in her decision-making.

Motivation

- May find it difficult to get up to go to work.
- May not actively seek out creative challenges.
- May tend to give up when faced with a challenge or resistance.

Empathy

- She gets along with most people.
- Would benefit from working on her active listening skills.
- May have difficulty empathizing when she has not been there herself.

Social Skills

- She enjoys getting to know new people more so than actually meeting them in the first place.

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INTERPERSONAL SOCIAL SKILLS

A proficiency in managing relationships and building networks.

You scored a 7.5.

Your social skills are well-developed and you relate well to others, though you may have trouble influencing others at times.

What you can do:

- Be aware of the message your body language is communicating.
- Ask those you admire to describe their experience when socializing with you.
- Remember people's names. Everyone has a hard time with it. Use memory techniques and be known as the one that remembers!
- After making a mistake, take accountability quickly 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 skills (i.e. discuss the details of a social function and what makes you uneasy).
- 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.
- Because social skills are abilities that do not come naturally to everyone, help others improve their social skills.
- 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 group or a sports team to practice building bonds.

NOTES

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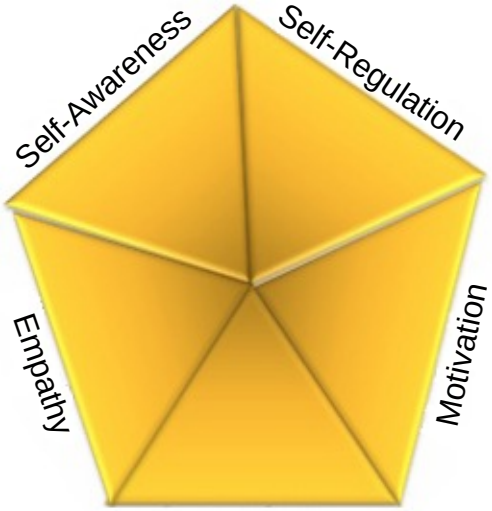
EQ DEFINED

INTRAPERSONAL INTELLIGENCE

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

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



The ability to understand the emotional makeup of other people.

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

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