



TTI
SUCCESS
INSIGHTS®



Talent Insights Behaviors (DISC) & Emotional Intelligence

Management-Staff

Buck Sample

Manager
ABC Inc.
7-10-2018

Accelerating your organization's talent development!
Boyer Management Group
45 Black Rock Drive
Holland PA 18955
215-942-0982
www.boyermanagement.com



Boyer Management Group



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*



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.



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



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



6.5 Adapted

6.4*

6.2*

6. Analysis - Compile, confirm and organize information.

0 1 2 3 4 5 6 7 8 9 10



6.5 Natural



7.5 Adapted

5.3*

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



7.5 Adapted

5.1*

5.7*

8. Interaction - Frequently engage and communicate with others.

0 1 2 3 4 5 6 7 8 9 10



5.0 Natural



4.0 Adapted

6.0*

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*

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

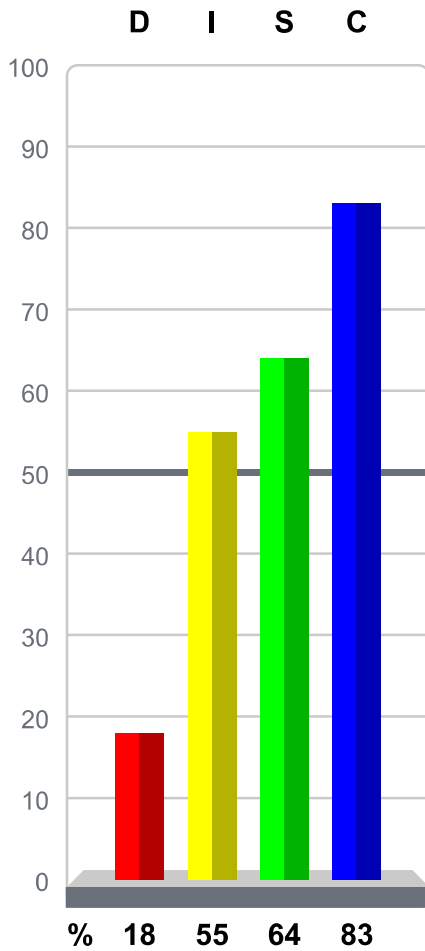


Style Insights® Graphs

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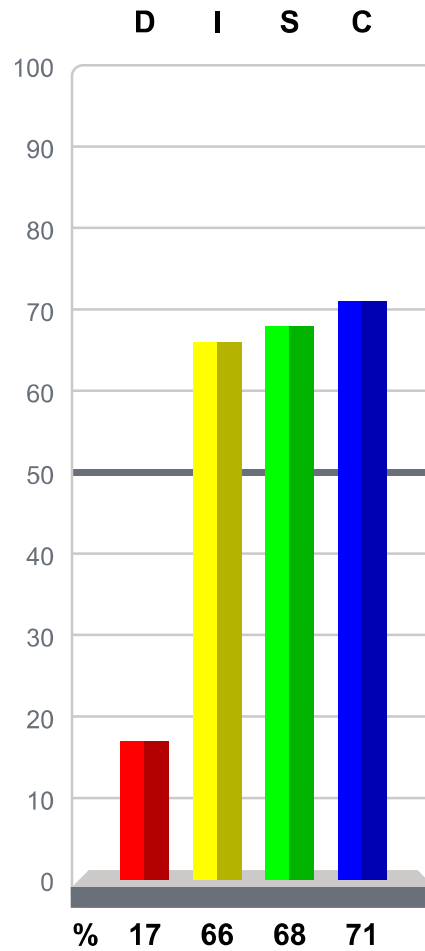
Adapted Style

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:

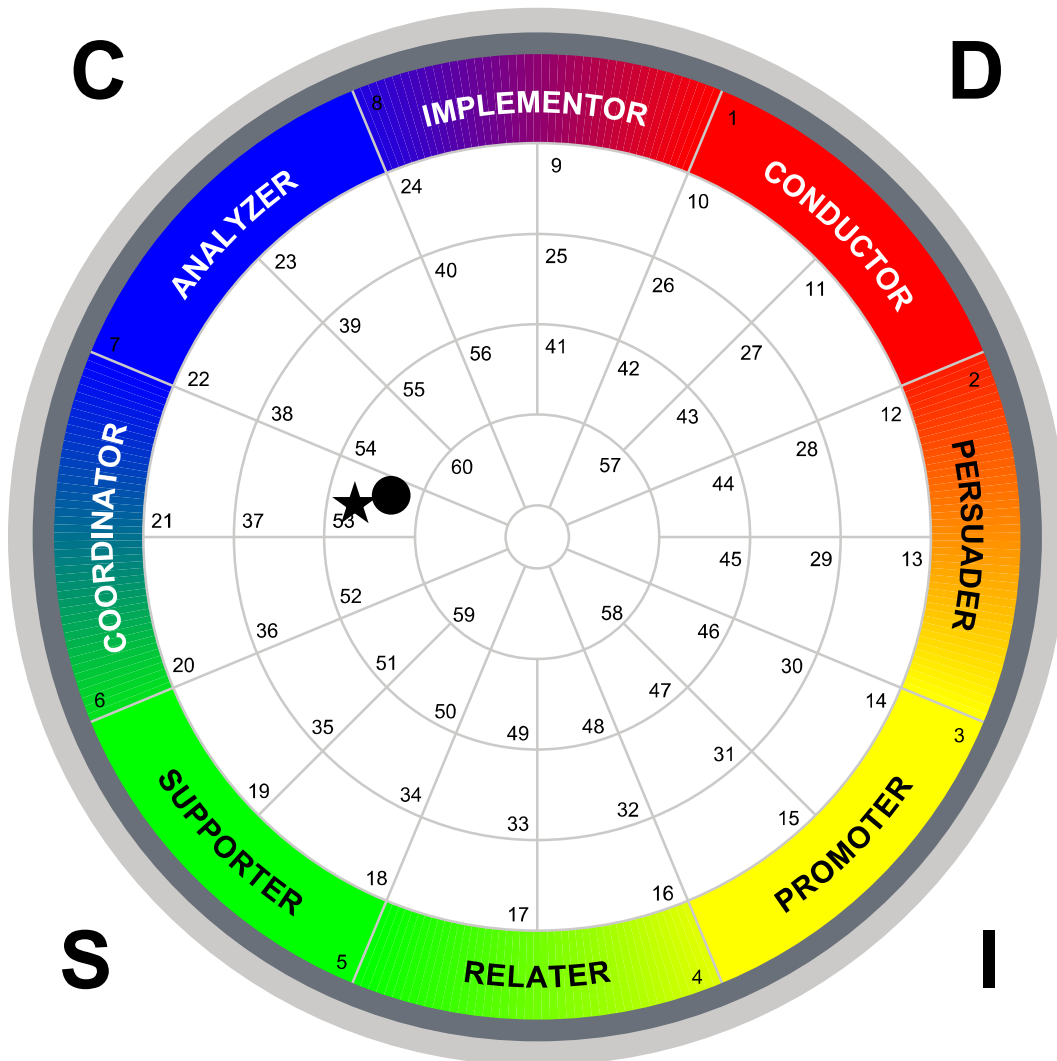
- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then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



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



82

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



88

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



78

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



72

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



71

76*

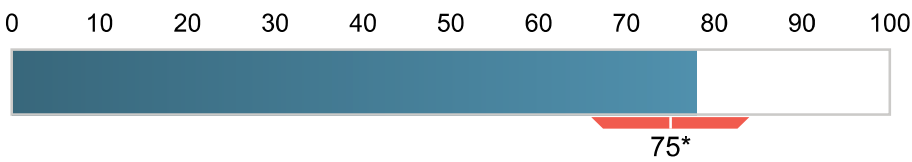
* 68% of the population falls within the shaded area.



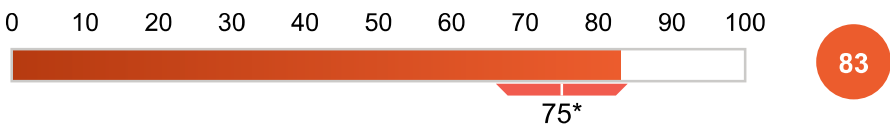
Emotional Quotient Scoring Information

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.

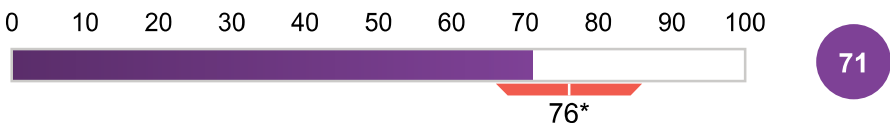
TOTAL EMOTIONAL QUOTIENT - Your total level of emotional intelligence, formed by averaging your Others and Self scores.



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



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





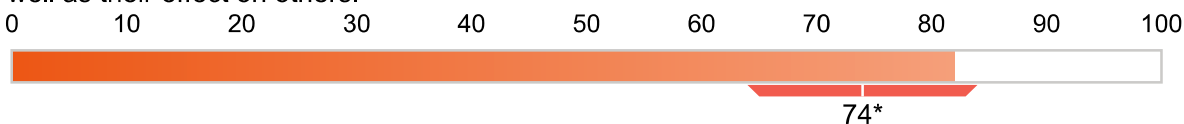
Self-Awareness

Based on 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.





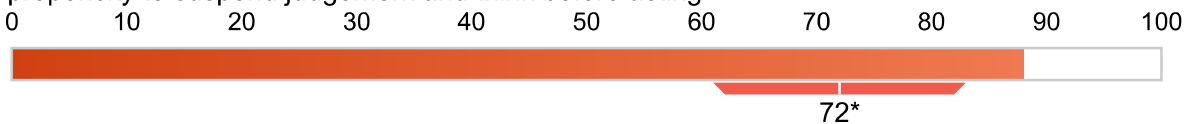
Self-Regulation

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.





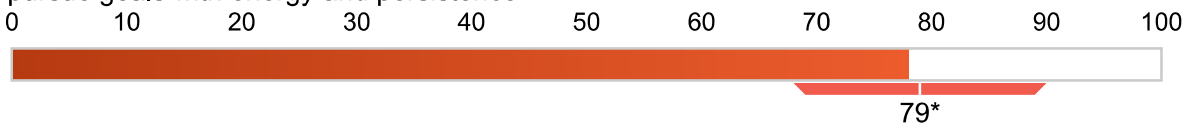
Motivation

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.





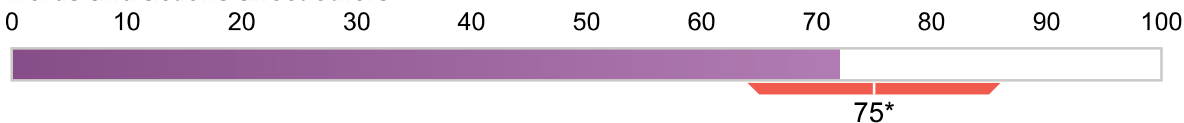
Social Awareness

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.



72



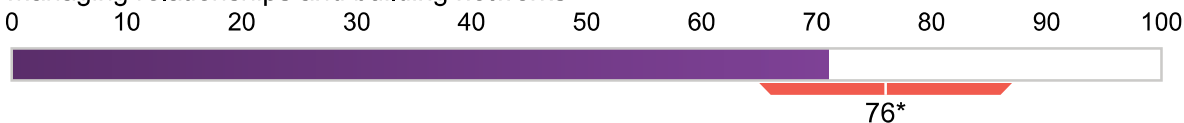
Social Regulation

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.

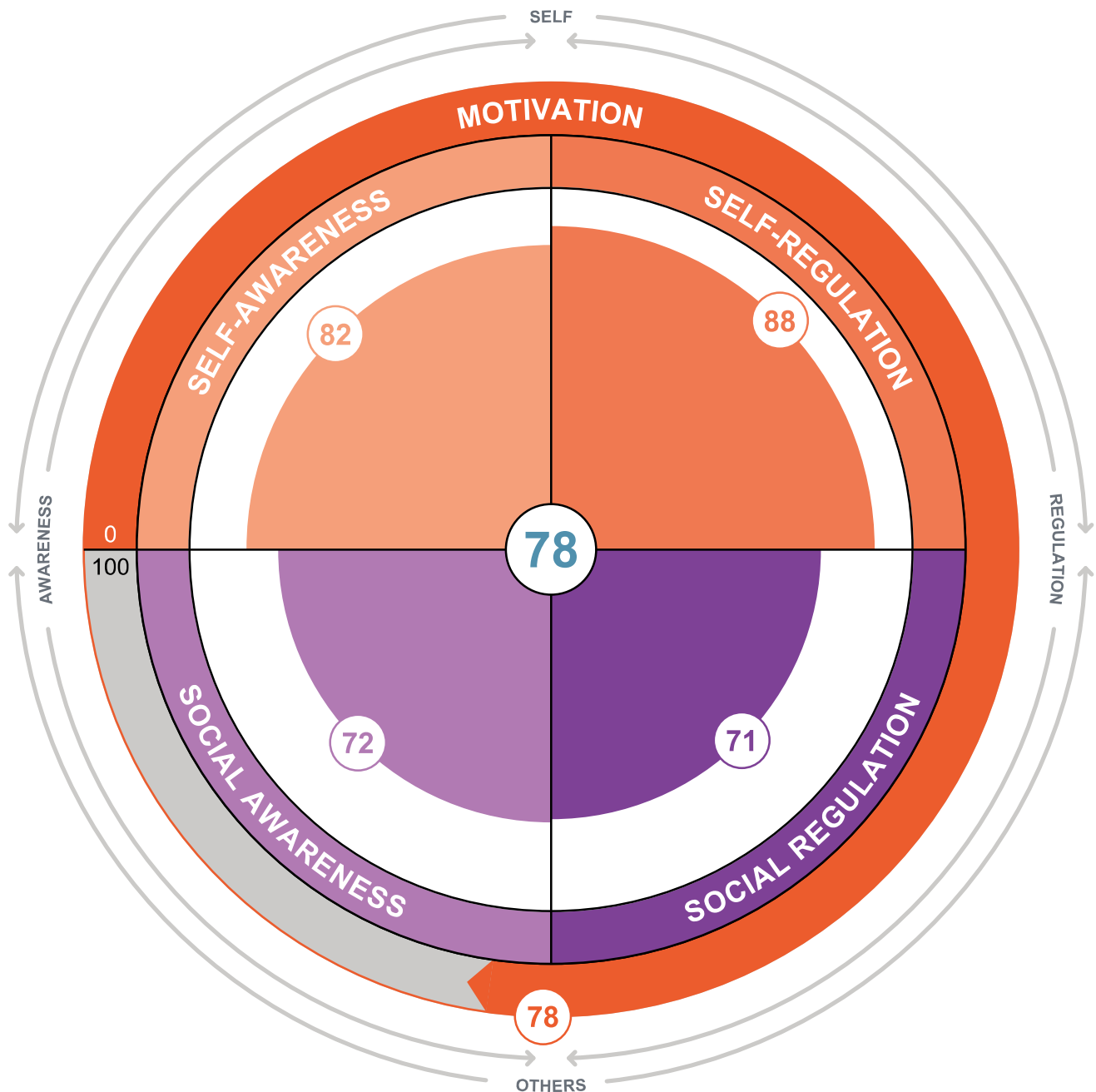


71



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.



T: 6:28