



TTI Success Insights®
Behavioral Intelligence™ Version



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The Behavioral Intelligence™ report was designed to increase the understanding of an individual's talents. The report provides insight to two distinct areas: behaviors and emotional intelligence. Understanding strengths and weaknesses in both of these areas will lead to personal and professional development and a higher level of satisfaction.

The following is an in-depth look at your personal talents in the two main sections:

BEHAVIORS

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

EMOTIONAL INTELLIGENCE (EQ)

This section of the report provides information on your emotional intelligence, which with application and coaching, can impact the way you respond to emotionally charged situations. In turn you will increase your performance and decision making.

Is the report 100% true? Yes, no and maybe. We are only measuring behaviors and emotional intelligence. We only report statements from areas in which tendencies are shown. To improve accuracy, feel free to make notes or edit the report regarding any statement from the report that may or may not apply, but only after checking with friends or colleagues to see if they agree.



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

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

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

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

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



CHECKLIST FOR COMMUNICATING

Most people are aware of and sensitive to the ways with which they prefer to be communicated. Many people find this section to be extremely accurate and important for enhanced interpersonal communication. This page provides other people with a list of things to DO when communicating with Rae. 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 Rae most frequently.

Do:

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- Provide personal assurances, clear, specific solutions with maximum guarantees.
- Prepare your "case" in advance.
- Present your case softly, nonthreateningly with a sincere tone of voice.
- Support her principles; use a thoughtful approach; build your credibility by listing pros and cons to any suggestion you make.
- Define clearly (preferably in writing) individual contributions.
- Draw up a scheduled approach to implementing action with a step-by-step timetable; assure her that there won't be surprises.
- Patiently draw out personal goals and work with her to help her achieve those goals; listen and be responsive.
- Provide solid, tangible, practical evidence.
- Look for hurt feelings or personal reasons if you disagree.
- Show sincere interest in her as a person. Find areas of common involvement and be candid and open.
- Provide guarantees that her decision will minimize risks; give assurance that provides her with benefits.
- Give her time to be thorough, when appropriate.



DON'TS ON COMMUNICATING

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

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- Rush the decision-making process.
- Debate about facts and figures.
- Offer assurance and guarantees you can't fulfill.
- Make conflicting statements.
- Push too hard, or be unrealistic with deadlines.
- Be vague about what's expected of either of you; don't fail to follow through.
- Stick coldly or harshly to business; on the other hand, don't lose sight of goals by being too personal.
- Leave things to chance or luck.
- Keep deciding for her, or she'll lose initiative. Don't leave her without backup support.
- Use gimmicks or clever, quick manipulations.
- Make statements about the quality of her work unless you can prove it.



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

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



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

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



Rae 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.

- Being precise in the collection of data.
- Projecting a limited display of emotion.
- Being attentive and dependable with detailed work activities.
- Adherence to established guidelines and procedures.
- Accomplishing tasks without many people contacts.
- Logical solutions.
- Diplomatic cooperation in team interaction.
- Using a proven, procedure-oriented method when implementing change.
- Using a disciplined approach.
- Limited or prepared changes in routine.
- Task focus over people focus.
- Making decisions in an objective, unemotional manner.
- Gathering data in a logical, systematic way.

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

Rae needs:

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- A feeling of belonging--to know how important she is to the team.
- A manager who prefers quality over quantity.
- A warm and friendly work environment.
- Capable associates with which to work.
- Recognition for what she accomplished.
- More confidence in her ability to perform new activities.
- Tangible work.
- Complete instructions on her assignments.
- A quality product in which to believe.
- Support in making high-risk decisions.
- Performance appraisals on a regular basis.
- The facts in a logical sequence.
- Reassurances that she is doing the job right.



- Assign decision reporting to the deputy/assistant
- Appoint a strong deputy or assistant
- Have a "Good Guy/Bad Guy" image agreement with deputy/assistant

NOTES

3. 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

4. FAILURE TO CLARIFY PRECISE RESPONSIBILITIES WITH MANAGER

The failure to clarify precise responsibilities with your manager assumes that you have a full understanding of his/her expectations. It infers that your manager understands your job and concurs with your assessment of requirements.

POSSIBLE CAUSES:

- Unsure of how you will be perceived
- Don't want to overstep authority
- Want to be a team player
- Want to help everyone so you don't object to the manager when requests are being made that are not your responsibility

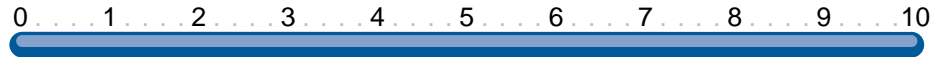
POSSIBLE SOLUTIONS:

- Have informal conversations with the manager about his/her expectations



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.

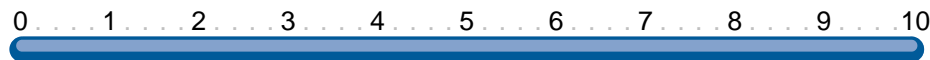
1. ORGANIZED WORKPLACE



10.0

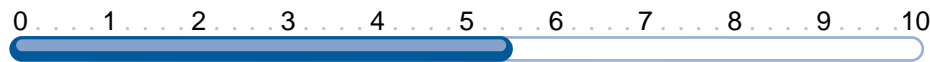
NOTES

2. ANALYSIS OF DATA



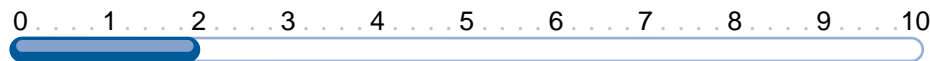
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3. CUSTOMER ORIENTED



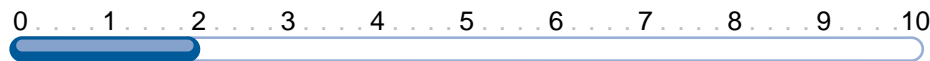
5.5

4. FREQUENT INTERACTION WITH OTHERS



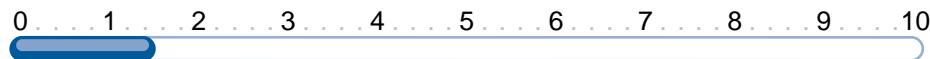
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5. COMPETITIVENESS



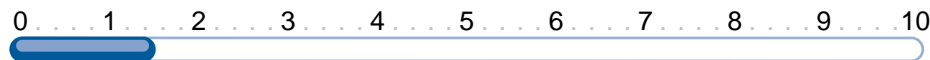
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6. URGENCY



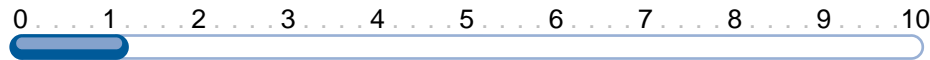
1.5

7. VERSATILITY



1.5

8. FREQUENT CHANGE



1.2



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MOST

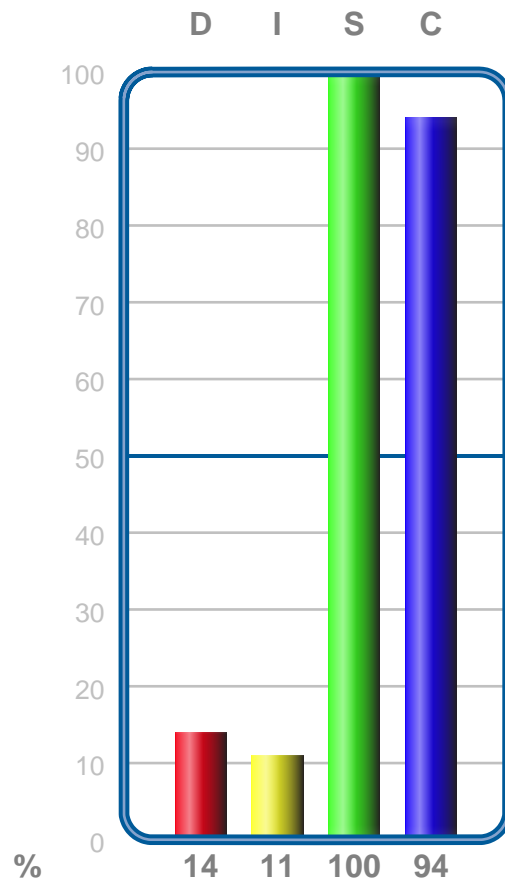
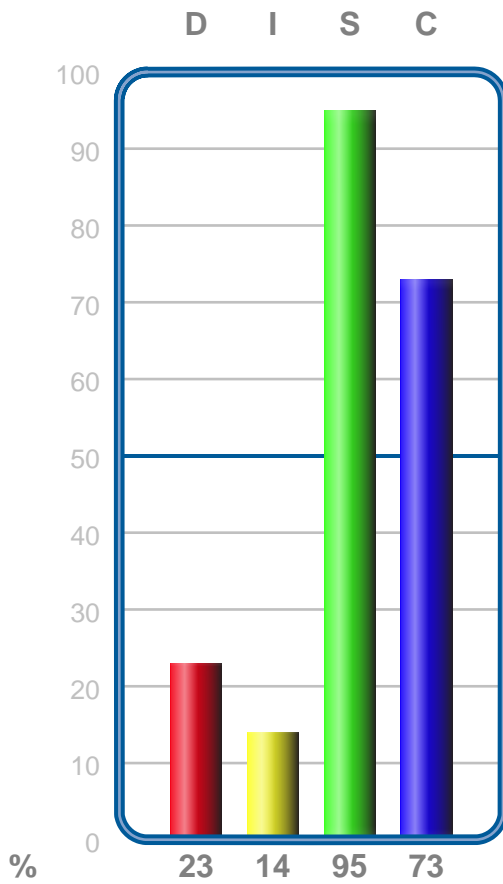
Graph I

Adapted Style

LEAST

Graph II

Natural Style



Norm 2009



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

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

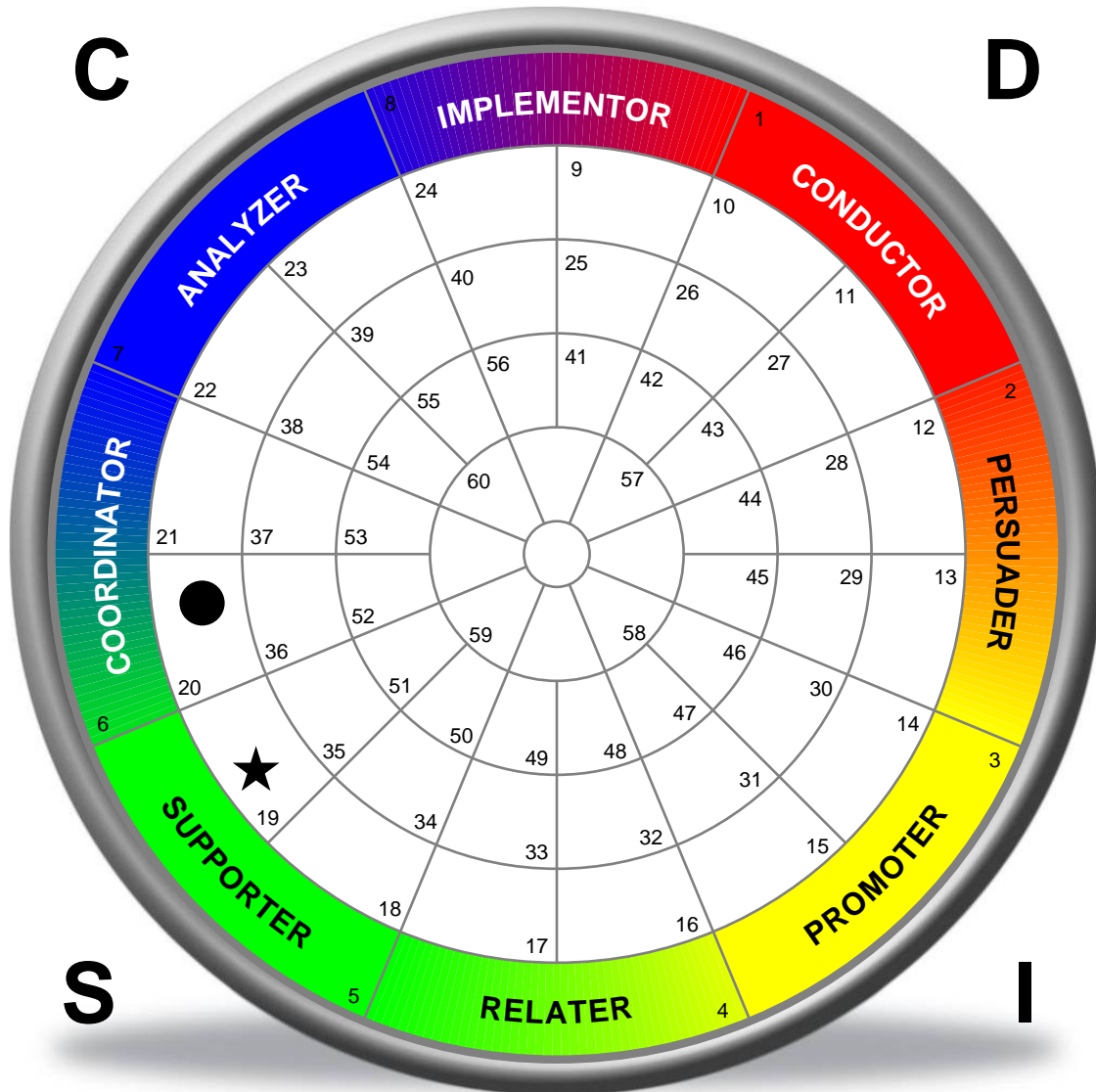
Notice on the next page that your Natural style (circle) and your Adapted style (star) are plotted on the Wheel. If they are plotted in different boxes, then you are adapting your behavior. The further the two plotting points are from each other, the more you are adapting your behavior.

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



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Adapted: ★ (19) COORDINATING SUPPORTER

Natural: ● (20) SUPPORTING COORDINATOR

Norm 2009

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

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

This report measures five dimensions of emotional intelligence:

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

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

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

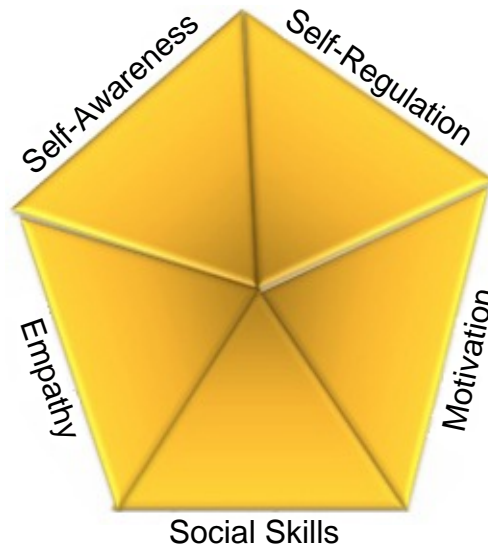
- **Motivation** is a passion to work for reasons that go beyond money or status and a propensity to pursue goals with energy and persistence.
- **Empathy** is your ability to understand the emotional makeup of other people.
- **Social Skills** is a proficiency in managing relationships and building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



INTRAPERSONAL 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