



TTI
SUCCESS
INSIGHTS®

Talent Insights®

Behavioral Intelligence®

John Doe

TTI

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THE DISC AGENCY

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John Doe

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COMPLIMENTARY TRIAL REPORT - NOT FOR SALE OR SEMINAR USE

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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 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.

John Doe

Introduction

Behaviors



Behavioral research suggests that the most effective people are those who understand their strengths and weaknesses, because they can best 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 to varying degrees of intensity.
—W.M. Marston

Behavioral Characteristics



Based on John'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 John's natural behavior.

John embraces visions not always seen by others. John's creative mind allows him to see the "big picture." He is goal-oriented and driven by results. He is the team member who will try to keep the others on task. Most people see him as a high risk-taker. His view is, "nothing ventured, nothing gained." He prefers an environment with variety and change. He is at his best when many projects are underway at once. John is extremely results-oriented, feeling a sense of urgency to complete projects quickly. He is deadline conscious and becomes irritated if deadlines are delayed or missed. Many people see him as a self-starter dedicated to achieving results. He needs to learn to relax and pace himself. He may expend too much energy trying to control himself and others. John seeks his own solutions to problems. In this way, his independent nature comes into play. He is a goal-oriented individual who believes in harnessing people to achieve goals. He needs people with other strengths on his team.

John will work long hours until a tough problem is solved. After it is solved, John may become bored with any routine work that follows. He likes to make decisions quickly. He is a good problem solver and troubleshooter, always seeking new ways to solve old problems. He prefers authority equal to his responsibility. John is decisive and prefers to work for a decisive manager. He can experience stress if his manager does not possess similar traits. He should realize that at times he needs to think a project through, beginning to end, before starting the project. Sometimes he may be so opinionated about a particular problem that he has difficulty letting others participate in the process. He has the unique ability of tackling tough problems and following them through to a satisfactory conclusion.

John tends to be intolerant of people who seem ambiguous or think too slowly. He challenges people who volunteer their opinions. His creative and active mind may hinder his ability to communicate to others effectively. He may present the information in a form that cannot be easily understood by some people. He may sometimes

Behavioral Characteristics

Continued



mask his feelings in friendly terms. If pressured, John's true feelings may emerge. John may lack the patience to listen and communicate with slower acting people. He should exhibit more patience and ask questions to make sure that others have understood what he has said. He may lose interest in what others are saying if they ramble and fail to speak to the point. His active mind is already moving ahead. He tends to influence people by being direct, friendly, and results-oriented.

Value to the Organization



This section of the report identifies the specific talents and behavior John 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, making him an integral part of the team.

- ✓ 1. Thinks big.
- ✓ 2. Self-starter.
- ✓ 3. Forward-looking and future-oriented.
- ✓ 4. Positive sense of humor.
- ✓ 5. Optimistic and enthusiastic.
- ✓ 6. Usually makes decisions with the bottom line in mind.
- ✓ 7. Will join organizations to represent the company.
- ✓ 8. Team player.



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 John. 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 John most frequently.

Ways to Communicate

- ✓ 1. Plan interaction that supports his dreams and intentions.
- ✓ 2. Offer special, immediate, and continuing incentives for his willingness to take risks.
- ✓ 3. Ask for his opinions/ideas regarding people.
- ✓ 4. Support the results, not the person, if you agree.
- ✓ 5. Support and maintain an environment where he can be efficient.
- ✓ 6. Present the facts logically; plan your presentation efficiently.
- ✓ 7. Use enough time to be stimulating, fun-loving, and fast-moving.
- ✓ 8. Read the body language—look for impatience or disapproval.
- ✓ 9. Deal with details in writing, have him commit to modes of action.
- ✓ 10. Come prepared with all requirements, objectives, and support material in a well-organized "package."
- ✓ 11. Read the body language for approval or disapproval.



Checklist for Communicating

Continued

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

- ❌ 1. Ramble or waste his time.
- ❌ 2. Be dictatorial.
- ❌ 3. Come with a ready-made decision or make it for him.
- ❌ 4. Forget or lose things, be disorganized or messy, confuse or distract his mind from business.
- ❌ 5. Let disagreement reflect on him personally.
- ❌ 6. Talk down to him.
- ❌ 7. Direct or order.
- ❌ 8. Take credit for his ideas.
- ❌ 9. Drive on to facts, figures, alternatives, or abstractions.
- ❌ 10. Be curt, cold, or tight-lipped.
- ❌ 11. Reinforce agreement with "I'm with you."

Communication Tips



This section provides suggestions for methods which will improve John'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, John 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.

Compliance

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

Dominance

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

Steadiness

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, non-threateningly.
- ✓ Ask "how?" questions to draw their opinions.
- ✗ Rushing headlong into business.
- ✗ Being domineering or demanding.
- ✗ Forcing them to respond quickly to your objectives.

Influence

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

Ideal Environment



This section identifies the ideal work environment based on John'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 John enjoys and also those that create frustration.

- ✓ 1. Freedom of movement.
- ✓ 2. Personable supervisor with whom he can associate.
- ✓ 3. Evaluation based on results, not the process.
- ✓ 4. Tasks involving motivated groups and establishing a network of contacts.
- ✓ 5. Freedom from controls, supervision, and details.
- ✓ 6. Assignments with a high degree of people contacts.
- ✓ 7. Forum to express ideas and viewpoints.
- ✓ 8. An innovative and futuristic-oriented environment.

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 John's self-perception and how, under certain conditions, others may perceive his behavior. Understanding this section will empower John to project the image that will allow him to control the situation.



John usually sees himself as being:

- ✓ Pioneering
- ✓ Assertive
- ✓ Competitive
- ✓ Confident
- ✓ Positive
- ✓ Winner



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

- ✓ Demanding
- ✓ Nervy
- ✓ Egotistical
- ✓ Aggressive



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

- ✓ Abrasive
- ✓ Controlling
- ✓ Arbitrary
- ✓ Opinionated

Descriptors



Based on John'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	Influence	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 & Adapted Style



John'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

John tends to deal with problems and challenges in a demanding, driving, and self-willed manner. He is individualistic in his approach and actively seeks goals. John will attack problems and likes a position with authority and work that will constantly challenge him to perform up to his ability.

Adapted

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



People & Contacts

Natural

John's natural style is to use persuasion and emotion to the extreme. He is positive and seeks to win by the virtues of his personality and verbal skills. He will convince you that what he is saying is not only right, but is exactly what is needed. He displays enthusiasm for almost any project.

Adapted

John 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.

Natural & Adapted Style



Pace & Consistency

Natural

John is comfortable in an environment that is constantly changing. He seeks a wide scope of tasks and duties. Even when the environment is frantic, he can still maintain a sense of equilibrium. He is capable of taking inconsistency to a new height and to initiate change at the drop of the hat.

Adapted

John sees his natural activity style to be just what the environment needs. What you see is what you get for activity level and consistency.



Procedures & Constraints

Natural

John does not like constraints; at times he can be somewhat defiant and rebellious. He has a tendency to lack social tact and diplomacy when confronted with too many or unreasonable constraints. He seeks adventure and excitement and wants to be seen as his own person.

Adapted

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



Adapted Style

John 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.

- ✓ 1. Questioning the status quo and seeking more effective ways of accomplishment.
- ✓ 2. A competitive environment combined with a high degree of people skills.
- ✓ 3. Quickly responding to crisis and change with a strong desire for immediate results.
- ✓ 4. Exhibiting an active and creative sense of humor.
- ✓ 5. Moving quickly from one activity to another.
- ✓ 6. Having the ability to see the "big picture" as well as the small pieces of the puzzle.
- ✓ 7. A good support team to handle paperwork.
- ✓ 8. Dealing with a wide variety of work activities.
- ✓ 9. Skillful use of vocabulary for persuasive situations.
- ✓ 10. Working without close supervision.
- ✓ 11. Handling a variety of activities.

Keys to Motivating



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

John wants:

- ✓ 1. More time in the day.
- ✓ 2. Changing environments in which to work and play.
- ✓ 3. Travel or changing work stations.
- ✓ 4. Big picture approaches.
- ✓ 5. A wide scope of activities.
- ✓ 6. Opportunity for rapid advancement.
- ✓ 7. Prestige, position, and titles so he can control the destiny of others.
- ✓ 8. Opportunity to verbalize his ideas and demonstrate his skills.
- ✓ 9. New challenges and problems to solve.
- ✓ 10. Outside activities so there is never a dull moment.
- ✓ 11. Support system to help with details and follow through.
- ✓ 12. A variety of work activities.
- ✓ 13. To be seen as a leader.

Keys to Managing



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

John needs:

- ✓ 1. To mask emotions when appropriate.
- ✓ 2. To be confronted when in disagreement, or when he breaks the rules.
- ✓ 3. To handle routine paperwork only once.
- ✓ 4. To display empathy for people who approach life differently than he does.
- ✓ 5. To understand his role on the team—either a team player or the leader.
- ✓ 6. Participatory management.
- ✓ 7. To negotiate commitment face-to-face.
- ✓ 8. People to work and associate with.
- ✓ 9. More control of body language.
- ✓ 10. To be informed of things which affect him.
- ✓ 11. An awareness of the parameters or rules in writing.
- ✓ 12. To maintain focus on results and not sacrifice productivity just to make everyone happy.



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.

Poor Delegation

Poor delegation usually means the inability to discriminate between tasks needing your time and attention, and those others are capable of accomplishing.

Possible Causes:

1. Do not want to give up control
2. Do not trust the abilities of others
3. Do not understand the abilities of others
4. Fear the talents of others
5. Do not want to overload others

Possible Solutions:

1. Train and mentor others
2. Develop a support team
3. Give people the opportunity to help
4. Recognize the time spent training others on routine tasks will result in gained cumulative time for higher priority tasks

Firefighting

Firefighting is often defined as being pulled away from priority tasks to answer questions, offer solutions, delegate or solve problem-related minor issues. These issues usually "flare up" quickly and are "put out" quickly.

Possible Causes:

1. Desire to solve problems quickly and sometimes without adequate information
2. Lack of delegation
3. Lack of standard operating procedures
4. Poor/wrong priorities



Time Wasters

Continued

5. Failure to fit intensity to the situation

Possible Solutions:

1. Establish a plan
2. Create operational procedures for tasks and known problems
3. Establish a "management by objectives" approach

Lack of a Written Plan

A plan in this context may be an overall business plan including mission, goals, objectives, task requirements and utilization of resources. It may also simply mean written priorities and a written daily plan of action.

Possible Causes:

1. Action oriented, want to get things done now
2. Priorities keep changing (self- or other-imposed)
3. Have been successful without a plan in the past
4. Want to "go with the flow" and not be stifled by a written daily agenda

Possible Solutions:

1. Write down personal and job-related values and prioritize them
2. Write out a long-term plan that will support those values
3. Recognize that by having priorities clearly in mind, constant change will be replaced with change-by-design

Crisis Management

Crisis Management is defined as a management style that is consistently driven by uncontrolled external issues as the preferred method of managing. This style allows crises to precipitate rather than anticipating them and being pro-active.

Possible Causes:

1. Lack planning
2. Place unrealistic time requirements on people and tasks



Time Wasters

Continued

3. Always looking for problems to solve

Possible Solutions:

1. Have a well defined operational plan
2. Target key individuals to handle specific problems
3. Ask for recommendations from key people
4. Delegate authority and responsibility when possible

Snap Decisions

Snap decisions in this context are those decisions that are made too quickly without having all the necessary information.

Possible Causes:

1. Impatience overrides need to wait for more information
2. Try to do too much
3. Failure to plan in advance
4. Lack specific goals

Possible Solutions:

1. Ask for recommendations
2. Establish process for decisions prior to situation occurring
3. Establish standard operating procedures and alternative procedures for possible problems



Areas for Improvement

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

John has a tendency to:

- ✓ 1. Dislike routine work or routine people—unless he sees the need to further his goals.
- ✓ 2. Keep too many balls in the air; if his support is weak, he will have a tendency to drop some of those balls.
- ✓ 3. Have no concept of the problems that slower-moving people may have with his style.
- ✓ 4. Have trouble delegating—can't wait, so does it himself.
- ✓ 5. Be so concerned with the big picture that he forgets to see the details.
- ✓ 6. Blame, deny, and defend his position—even if it is not needed.
- ✓ 7. Resist participation as part of the team, unless seen as a leader.
- ✓ 8. Make "off the cuff" remarks that are often seen as personal prods.
- ✓ 9. Be disruptive because of his innate restlessness and disdain for sameness.

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:

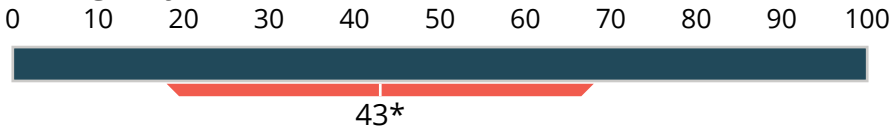
4. I will make the following changes to my behavior, and I will implement them by _____:

Behavioral Hierarchy



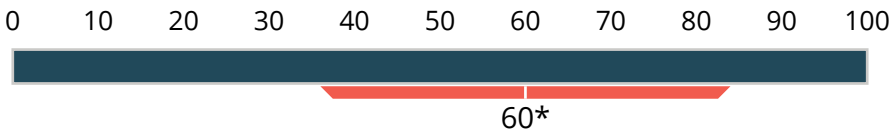
The Behavioral Hierarchy graph will display a ranking of your natural behavioral style within a total of twelve (12) areas commonly encountered in the workplace. It will help you understand in which of these areas you will naturally be most effective.

1. Urgency - Take immediate action.



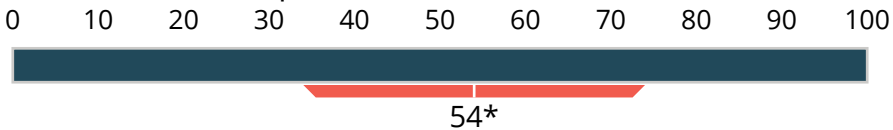
100

2. Interaction - Frequently engage and communicate with others.



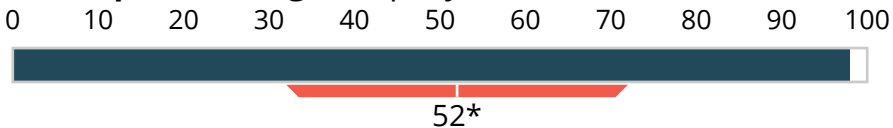
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3. Versatile - Adapt to various situations with ease.



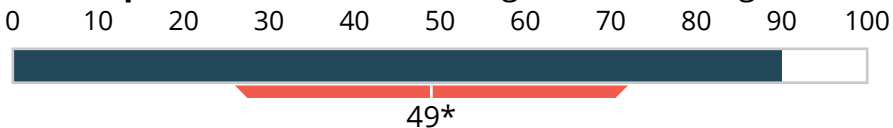
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4. Frequent Change - Rapidly shift between tasks.



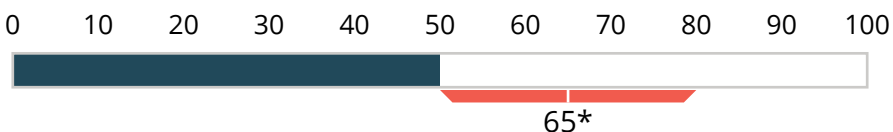
98

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



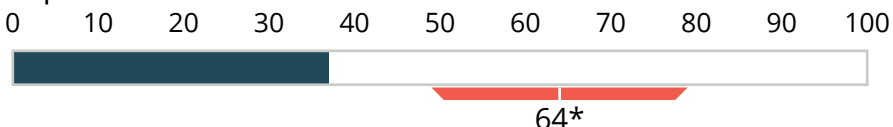
90

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



50

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



37

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

John Doe

Behavioral Hierarchy



8. Persistence - Finish tasks despite challenges or resistance.

0 10 20 30 40 50 60 70 80 90 100



22

61*

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

0 10 20 30 40 50 60 70 80 90 100



18

51*

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

0 10 20 30 40 50 60 70 80 90 100



18

60*

11. Analysis - Compile, confirm and organize information.

0 10 20 30 40 50 60 70 80 90 100



15

53*

12. Consistent - Perform predictably in repetitive situations.

0 10 20 30 40 50 60 70 80 90 100



12

61*

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

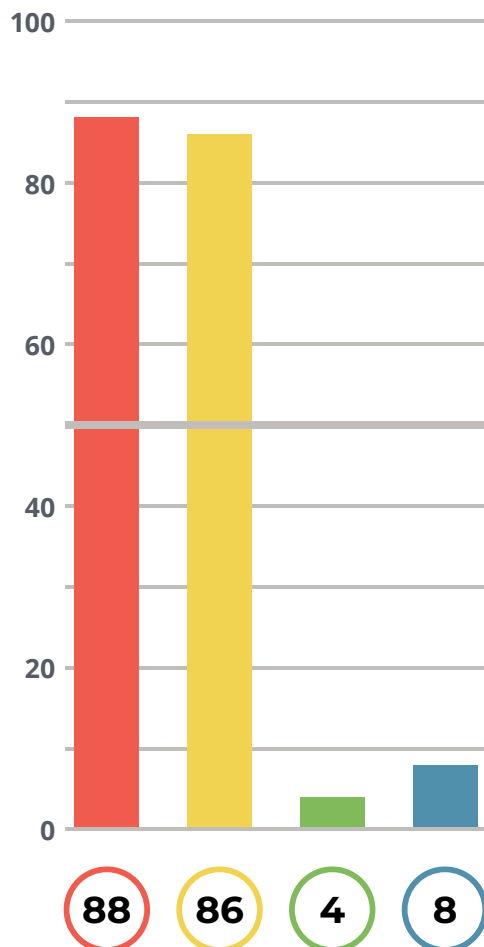
Style Insights® Graphs



Graph I

Adapted Style

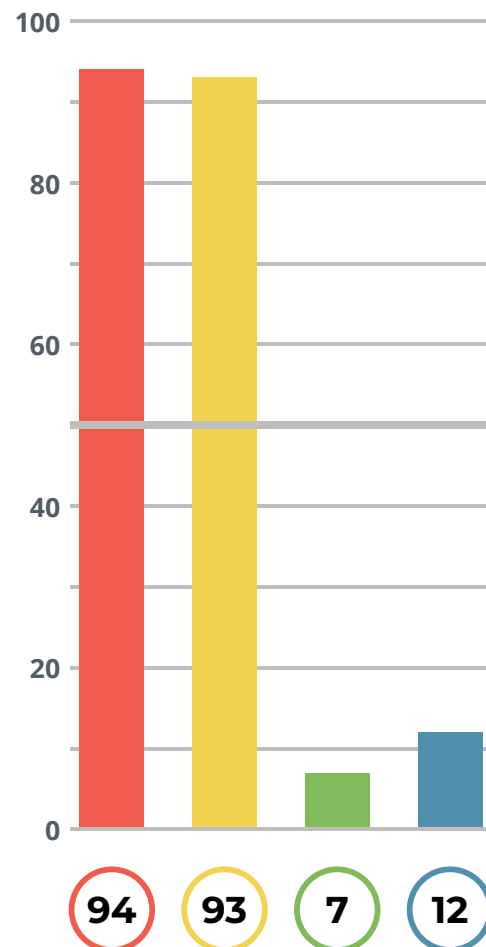
D **I** **S** **C**



Graph II

Natural Style

D **I** **S** **C**



Norm 2017 R4

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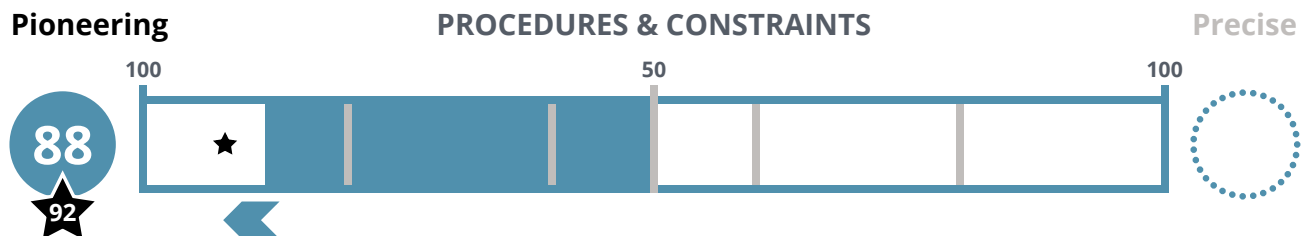
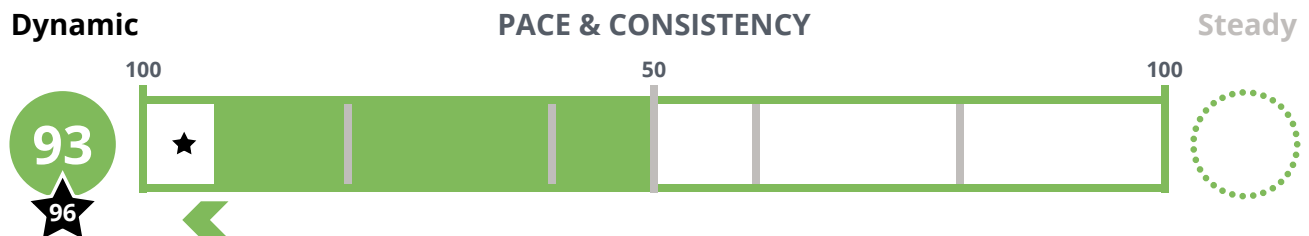
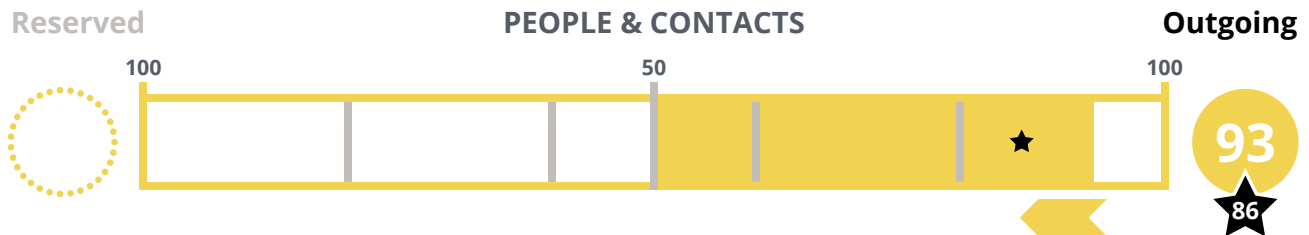
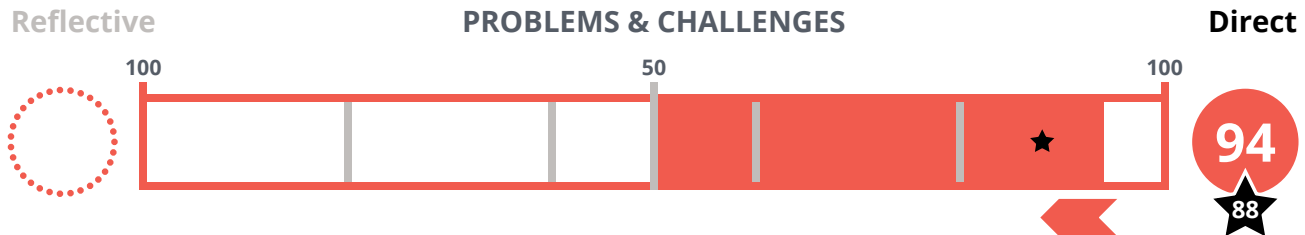
T: 3:47

John Doe

Behavioral Continuum



Everyone has a varying level of the four main behavioral factors that create their own personal style. Each side of those factors lives on a continuum, and the combination influences individuals' levels of engagement in different situations. The graph below is a visual representation of where John falls within each continuum.



★ Adapted Position
➡ Adapted Movement

Norm 2017 R4
7-28-2025
T: 3:47

John Doe

The TTI Success Insights® Wheel



The TTI Success Insights® Wheel is a powerful tool first 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 to which 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.

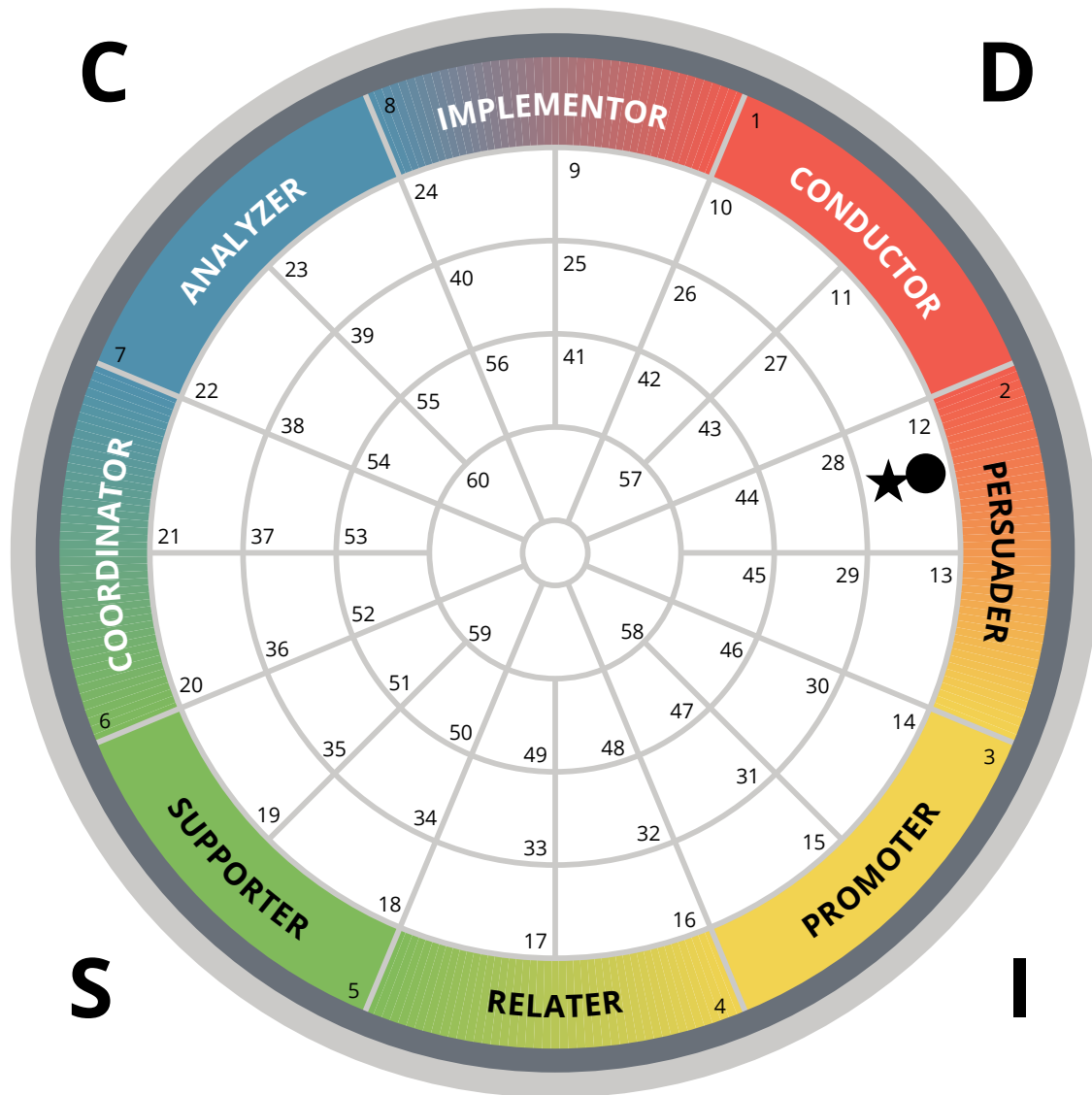
If you are part of a group or team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style. This allows you to quickly see where conflict can occur. You will also be able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

The TTI Success Insights® Wheel



John Doe

TTI
7-28-2025



Adapted: ★ (12) CONDUCTING PERSUADER
Natural: ● (12) CONDUCTING PERSUADER
Norm 2017 R4

T: 3:47

John Doe

Introduction

TTI Emotional Quotient™



The TTI Emotional Quotient Report is designed to help individuals build awareness of five interrelated areas of emotional intelligence. It provides insights into current levels of activity across these areas, highlights how each may influence actions, and offers practical ideas for development. This report does not label, judge, or prescribe; it supports growth by helping individuals reflect on how they show up and interact with the world around them.

Emotional Intelligence (EQ) describes how individuals perceive, understand, and manage emotional information, both their own and that of others. It is not fixed or static; rather, it represents a set of internal and interpersonal capabilities that can be strengthened over time through increased awareness, intentional practice, and reflection.

Use this report to:

- Understand the emotional patterns that shape thinking, decisions, and actions.
- Recognize how different dimensions of EQ influence personal and professional performance.
- Identify development opportunities tailored to individual strengths and blind spots.

This report is intended to support deeper self-awareness, encourage meaningful self-reflection, and offer accessible ways to translate insight into everyday impact.

Introduction

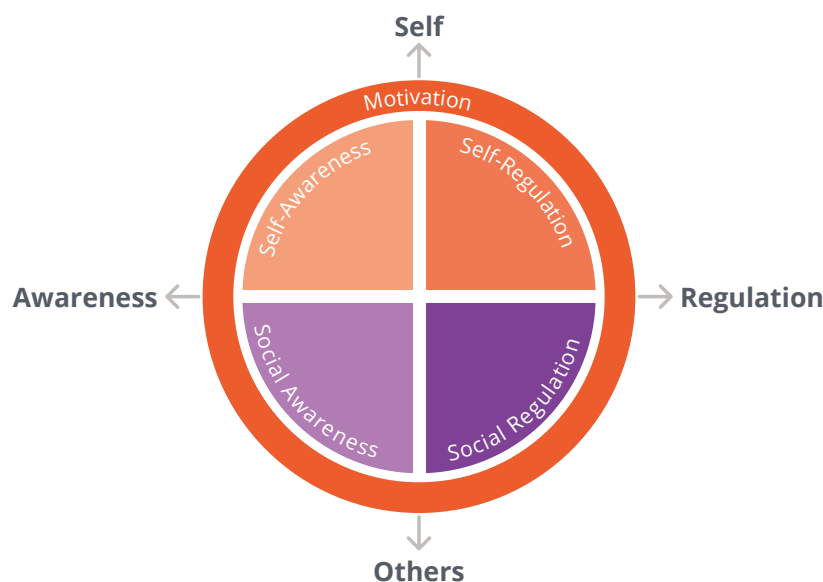


A Framework of Emotional Intelligence

This report is structured around five core dimensions of Emotional Intelligence. Each dimension reflects a distinct, yet interconnected, aspect of how emotions are perceived, processed, and applied. Together, they provide a comprehensive picture of how emotional patterns influence performance, relationships, and well-being.

- **Self-Awareness** is the ability to recognize and understand your moods, emotions, and drives. This dimension explores how actively a person notices and reflects on their emotions and the effect those emotions may have.
- **Self-Regulation** is the ability to control or redirect disruptive impulses and moods, and the tendency to suspend judgment and think before acting. This dimension explores how consistently emotional responses are managed and redirected to maintain balance and focus.
- **Motivation** is the passion to work for reasons that go beyond external drives such as knowledge, utility, surroundings, others, power, or methodology, and is based on an internal drive or tendency to pursue goals with energy and persistence. This dimension explores how purposeful emotional energy is channeled into meaningful goals and sustained effort.
- **Social Awareness** is the ability to understand the emotional makeup of other people and how your words and actions affect them. This dimension explores how attentively emotional cues in others are recognized and interpreted in social situations.
- **Social Regulation** is the ability to influence the emotional clarity of others through skill in managing relationships and building networks. This dimension explores how intentionally emotional dynamics are managed to guide interactions and support positive outcomes.

This report uses this framework to highlight current levels of activity, offer practical development strategies, and explore how each area may influence day-to-day outcomes.



General Characteristics

Self Dimension



This section provides insight into how John typically engages with internal emotional experiences. It explores general patterns in how he notices, manages, and channels emotional energy. The feedback reflects current levels of activity across the Self-Awareness, Self-Regulation, and Motivation dimensions. Use this section to gain a clearer understanding of how John's personal focus may influence his actions, decision-making, and individual performance.

John shows strong confidence in personal identity, values, and internal direction. Intuition plays a key role in how he navigates decisions, especially in complex settings. He reflects on patterns across time, recognizing emotional cycles and triggers. He consistently tracks how different environments affect his feelings and responses. John actively monitors how his emotional state is shaping judgment and decision outcomes. When feedback triggers an emotional response, he notices the shift and reflects before drawing conclusions.

John is generally able to resist short-term urges in favor of important goals. He typically recognizes emotional triggers early and redirects responses to stay constructive. When challenged, he generally manages frustration in constructive ways. He tends to pause when tension is high and reassesses before finalizing decisions. John may take a short time to reflect on stressors, but does not allow them to linger. He usually maintains focus and balance, even when experiencing frustration or disappointment.

John actively reflects on how emotions shape motivation and addresses them when needed. Even under pressure, he typically continues forward momentum with purpose. During difficulty, he often draws on personal values to reignite purpose. He frequently leverages known strengths to maintain emotional energy and commitment. John channels emotional energy into steady, productive effort toward goals. He generally sets goals that feel meaningful and reflective of personal values.

Self-Awareness



Self-Regulation



Motivation



John Doe

General Characteristics

Others Dimension



This section provides insight into how John typically engages with the emotions of others. It explores general patterns in how he interprets emotional cues and manages interpersonal dynamics. The feedback reflects current levels of activity across the Social Awareness and Social Regulation dimensions. Use this section to gain a clearer understanding of how John's interpersonal awareness and relationship style may influence his communication, collaboration, and interactions with others.

John often recognizes when others feel emotionally exposed, noticing signs of hesitation or vulnerability. During interaction, he usually reflects on how others might be feeling. He often detects emotional contradictions in speech and considers what these may signal. In emotionally complex conversations, he may believe he is effective and seeks to help. When others present emotional cues, John typically seeks to understand the underlying feeling and trigger. When group energy shifts are observed, he reflects on what might be influencing the emotional state.

John steps in to assist others, though may not always pause to sense what others may need or are open to. He may bring positive energy at times, though opportunities to uplift the group dynamic are not always noticed or acted on. While occasionally a reassuring presence, he is not yet seen as a steady source of emotional support. He responds to others with care in many situations, though strong emotional input can still influence his reactions at times. John contributes views from time to time, but is not always engaged in shaping group outcomes. He shows openness in some settings, though can occasionally appear detached or task-focused.

Social Awareness



Social Regulation



John Doe

Emotional Quotient Graph

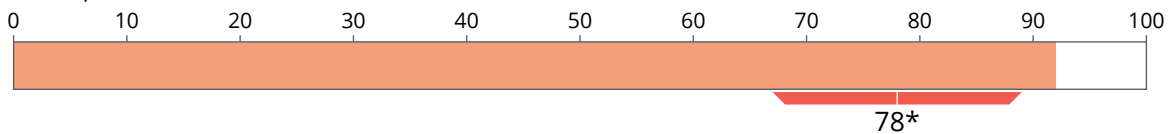


The Five Dimensions of Emotional Intelligence

This section provides a visual summary of how actively each of the five dimensions may be reflected in John's day-to-day actions, decision-making, and interaction. Rather than labeling ability, this information is designed to support reflection, highlight his natural tendencies, and identify opportunities for growth. Use this section to help him reflect on what's working, what may feel less natural, and where focused action could support greater effectiveness in different situations.

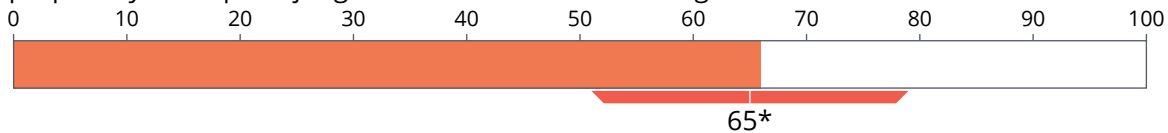
Self Dimension

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



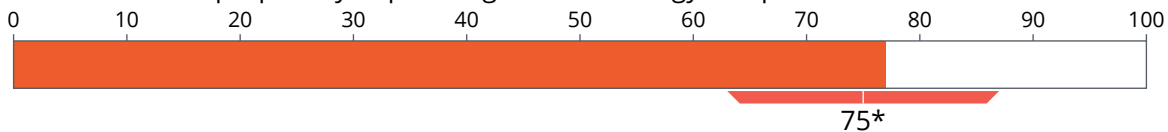
92

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



66

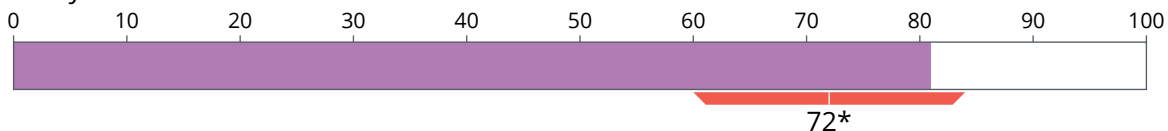
Motivation - A passion to work for reasons that go beyond the external drive for knowledge, utility, surroundings, others, power or methodology and are based on an internal drive or propensity to pursue goals with energy and persistence.



77

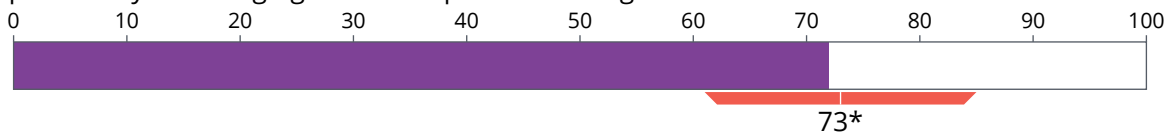
Others Dimension

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



81

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



72

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

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John Doe

Emotional Quotient Activity Snapshot

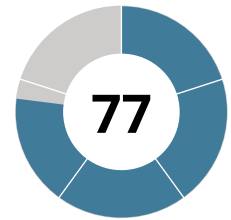


Exploring Emotional Themes & Patterns

This section provides a high-level summary of how actively the emotional dimensions explored in this report may be influencing John's actions, decision-making, and interaction. Each graph consolidates related areas of focus, offering a broader view of personal and interpersonal emotional activity. Use this section to reflect on which areas of emotional focus may come more naturally and where increased attention could support personal growth, connection, and overall effectiveness.

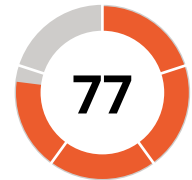
Total EQ Score

A combined view across all five dimensions, reflecting the overall level of emotional activity that may be shaping thoughts, actions, and interactions with others.



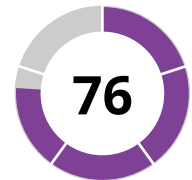
Self Dimension Score

A consolidated score drawn from Self-Awareness, Self-Regulation, and Motivation. This score reflects how consistently emotions are recognized, understood, and channeled toward meaningful outcomes.



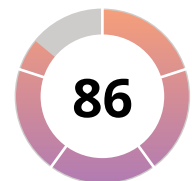
Others Dimension Score

A consolidated score based on Social Awareness and Social Regulation. This score shows how actively emotional cues are perceived in others and how relationships are managed to support effective outcomes.



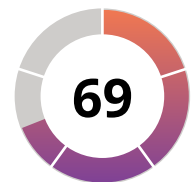
Awareness Dimension Score

A consolidated score based on Self-Awareness and Social Awareness. This score reflects how actively emotional signals are perceived, both internally and in others.



Regulation Dimension Score

A consolidated score based on Self-Regulation and Social Regulation. This score reflects how emotions are managed in both personal and interpersonal contexts to support stability, collaboration, and results.

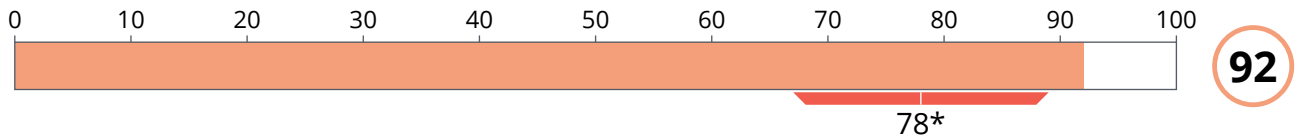


John Doe

Self-Awareness



This section explores how actively John perceives his emotional states and patterns. Self-Awareness reflects the degree to which he is able to notice, label, and understand his emotional experiences and how those states may influence his thoughts or actions. Use this section to help him reflect on how consistent internal observation may support clarity and self-understanding in his personal and professional lives.



John demonstrates insight into his internal states and how those states may impact him. Continuing to fine-tune this awareness can support better decisions, especially in fast-moving or high-pressure environments. This level of self-awareness is a potential strength that helps him stay grounded and intentional.

Growth Activities

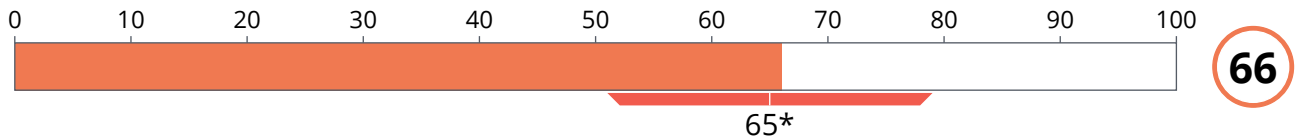
Based on John's Self-Awareness score, below is a list of potential ways for him to continue to grow and refine the ability to perceive his emotional states and patterns:

1. Revisit three decisions influenced by emotion and reflect on their outcomes.
2. Review three past decisions made under strong emotion. Reflect on how mood influenced outcomes.
3. Reflect on three shifts in progress linked to emotional state changes.
4. Write out three layered emotional responses. Identify the triggers or context behind each one.
5. Track priority changes across three days and link to emotional influence.
6. Use a journal to name the origin or source of three emotional responses each day for one month.
7. At the end of each day this week, note one task where emotional energy matched effort well, and one where it didn't.

Self-Regulation



This section explores how actively John manages emotional responses in a consistent and intentional way. Self-Regulation reflects the degree to which he maintains emotional balance and redirects disruptive impulses in service of stability and focus. Use this section to help him reflect on how effectively he integrates emotions into productive routines and remains composed under pressure.



John responds thoughtfully in most moments, with reliable emotional control across many settings. Expanding strategies for recovery and tone management might help him stay grounded under greater demand. This score reflects a dependable self-management approach with room to sharpen and scale.

Growth Activities

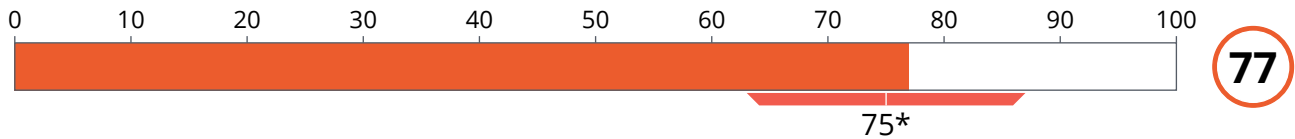
Based on John's Self-Regulation score, below is a list of potential ways for him to enhance emotional control and reactivity in order to incorporate emotional energy into productive pursuits while managing impulses and disruptions:

1. Reflect on two difficult conversations this week, taking note of what helped and what didn't.
2. Support energy balance by using clear boundary-setting and self-talk to reframe negative thought patterns.
3. Add one breath or pause before responding in three live conversations.
4. In the next high-pressure scenario, use a centering breath to maintain tone. Reflect on what worked.
5. Journal two recurring reactions and note what tended to spark them.
6. Choose one difficult topic to discuss. Practice managing tone and word choice throughout the exchange.
7. For one charged situation this month, note how long intensity lasted and what helped shorten or prolong the response.

Motivation



This section explores how consistently John channels emotional energy toward personally meaningful goals. Motivation reflects the degree to which he pursues objectives with purpose, energy, and persistence. Use this section to consider how emotional commitment and values alignment help him shape direction, engagement, and progress over time.



John maintains steady energy and purpose across most tasks and challenges. Continuing to connect effort to meaningful outcomes can enhance focus and persistence. This score suggests he can effectively channel emotional energy toward meaningful, purpose-driven goals.

Growth Activities

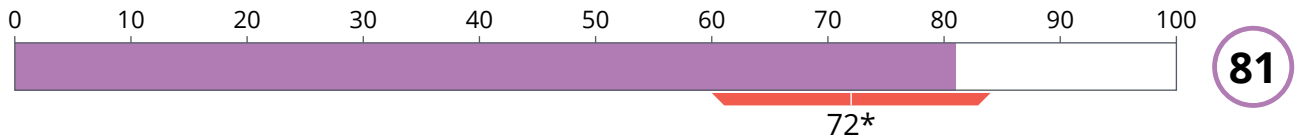
Based on John's Motivation score, below is a list of potential ways for him to connect with his internal drive and focus in order to channel emotional energy to pursue personal objectives:

1. When ambiguity is high, focus on the purpose behind one next step.
2. For each new goal, write one emotionally meaningful reason why it matters. Use this to anchor motivation.
3. Revisit one goal this week and write two sentences on how it aligns with long-term purpose.
4. After unexpected interruptions, practice returning to task within two minutes. Build this into a daily focus reset.
5. Refine a personal mantra this week based on a core goal or value.
6. Create a 2-step recovery plan for moments of distraction. Include one emotional anchor to aid redirection.
7. Choose one affirmation or prompt as a reminder of why a goal matters before a hard task.

Social Awareness



This section explores how attentively John observes emotional cues in the people around him. Social Awareness reflects the degree to which he perceives the emotions, needs, and concerns of others. Use this section to help him consider how awareness of social dynamics may support stronger understanding, connection, and responsiveness in interpersonal settings.



John reads emotional dynamics and adjusts interpretation across many conversations and contexts. Continuing to tune into tone and timing can enrich group and one-to-one interactions. This score reflects a strong and reliable awareness of others.

Growth Activities

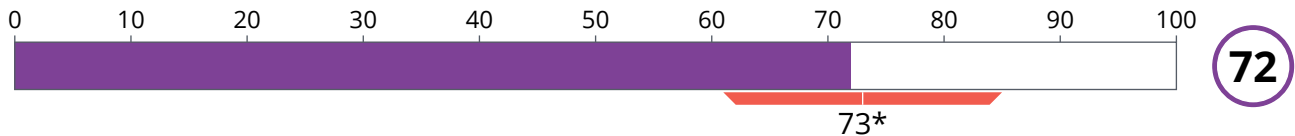
Based on John's Social Awareness score, below is a list of potential ways for him to refine interpersonal perception in order to ensure he is collecting and analyzing the emotional signals from the people around him:

1. Spot how people signal a need for space or support during two interactions.
2. In the next emotionally charged conversation, pause for two seconds before replying. Reflect on how this influenced the tone.
3. Track emotional responses in three feedback conversations and note what shaped the outcome.
4. Provide quiet, steady support in moments of visible hardship. Focus on presence more than resolution.
5. Observe when emotional safety feels low in group discussion this week.
6. After a conversation, consider where someone else's experience may have differed. Use this to build an emotional perspective.
7. Identify who typically shifts group tone in three settings this week.

Social Regulation



This section explores how intentionally John navigates interpersonal relationships and emotional dynamics. Social Regulation reflects the degree to which he responds to the emotions of others in ways that promote collaboration, cooperation, and positive outcomes. Use this section to help him consider how consistent, intentional responses may support productive interactions and a positive team environment.



John helps steady emotional tone at times, though he may not always recognize when support is needed. Practicing small tone-setting behaviors can help him build presence and support others with more confidence. This result reflects an emerging influence on emotional dynamics that could be sharpened through repetition.

Growth Activities

Based on John's Social Regulation score, below is a list of potential ways for him to build interpersonal influence in order to positively impact each situation and leave it better than he found it:

1. Practice ending conversations in a way that uplifts or clarifies tone in two interactions this week.
2. Speak up in a low-pressure setting this week. Focus on clarity and confidence in message delivery.
3. Reflect on two recent interactions with people in different roles (e.g. peer vs. manager), and note whether the approach felt appropriate or mismatched and why.
4. In one conversation, identify a shared interest within the first five minutes to build early rapport.
5. Practice shifting style to match emotional need in two different conversations this week.
6. During an emotionally charged topic, prepare by outlining key points. Focus on pacing and clarity during delivery.
7. Guide shared energy through a positive tone when setting new goals during the week.

Emotional Intelligence Quick Tips



This section offers practical, easy-to-apply tips aligned with John's current patterns across the five key areas of emotional intelligence. Use this section to find simple ways to help John strengthen his emotional effectiveness in daily situations, both personally and in working with others.



Self-Awareness

Recognizing internal states & understanding how they influence thoughts, decisions & actions.

- Track how mood influences three key decisions.
- Use emotion words in daily reflection to enhance clarity.
- Link personal values to three recent choices.



Self-Regulation

Managing impulses & responses to stay balanced, focused & effective under pressure.

- Practice one "pause & breathe" moment daily.
- Try two reset moments during work hours.
- Choose a daily physical activity to reset & regulate state.



Motivation

Channeling internal drive into purposeful goals & consistent forward action.

- Write one goal alignment check-in per week.
- Track one self-motivated task each day.
- Identify one reframe moment per day.



Social Awareness

Noticing & understanding the emotional signals, needs & experiences of others.

- Track mood shifts across three team meetings.
- Match tone to energy twice daily.
- When observing reactions, ask "What else could be going on?"



Social Regulation

Shaping emotional tone & communication to support connection, clarity & shared outcomes.

- Reflect on how tone landed today.
- Ask, "Did my tone help or harm the situation?"
- Reflect on tone before beginning a conversation.



Impact on Performance

Exploring Day-to-Day Impact

This section explores how John's current level of activity in each area may shape day-to-day actions and performance. Each insight focuses on a key theme, highlighting where emotional presence supports outcomes and where growth could unlock greater clarity, connection, or resilience. Use this section to help him reflect on what's working, what may feel less natural, and where focused effort could support greater team and personal impact.

Impact on Thought & Action

How emotional states influence decision-making, performance, and motivation.

Groups that consistently link emotion to decision-making tend to perform with greater alignment, energy, and mutual understanding.

This may shape John's performance in the following ways:

- John tracks how feelings shape actions, helping refine decisions and energy use.
- By understanding how his internal states affect outcomes, John can help influence team atmosphere and mood.

Key Takeaway: Recognizing how inner states affect choices supports thoughtful action and steadier group flow.

Impulse & Intensity Management

Pausing, moderating, and regulating reactions in the moment.

Teams that regulate intensity maintain productive conversations even under pressure, reducing emotional volatility and reactivity.

This may shape John's performance in the following ways:

- John typically pauses before reacting and redirects strong emotion.
- When situations intensify, John can assist in keeping conversations productive by moderating his reactions.

Key Takeaway: Regulating reactions in the moment helps support productive team conversations.



Impact on Performance

Exploring Day-to-Day Impact - Continued

Clarity & Alignment

Knowing what matters, setting meaningful goals, and aligning actions with purpose or values.

Purpose-driven groups show stronger follow-through, shared clarity, and fewer misaligned efforts across projects.

This may shape John's performance in the following ways:

- John acts with general purpose and aligns goals to values in most cases.
- A clear sense of direction allows him to support group focus and maintain shared motivation.

Key Takeaway: Linking personal goals to shared direction supports more aligned, goal-focused work.

Social Sensitivity & Attunement

Comfort with the emotional states of others, and the capacity to notice what is emotionally needed.

Groups that are attuned to each other's needs can offer timely support, helping encourage psychological safety and resilience.

This may shape John's performance in the following ways:

- John recognizes when others are emotionally impacted, though the meaning or need behind it may not always be clear.
- In group settings, he often picks up on emotional shifts in others, even if the underlying need isn't always obvious.

Key Takeaway: Recognizing needs early supports a positive group environment and reduces unnecessary strain.



Impact on Performance

Exploring Day-to-Day Impact - Continued

Adaptability & Influence

Flexibly adjusting emotional tone and communication to fit context, personality, or purpose.

Continually sharpening delivery and tone helps teams adapt more fluidly, integrate diverse perspectives, and maintain collaborative flow.

This may shape John's performance in the following ways:

- John responds to clear tone shifts, but may miss subtle changes in group energy.
- When tone or approach feels rigid, others may find it harder to connect with or relate to John's ideas and suggestions.

Key Takeaway: Practicing flexible tone improves alignment and interaction across varied relationships.

The diagram is a circular SST model with four quadrants and a central score. The quadrants and their scores are:

Quadrant	Score
Self-Awareness	92
Self-Regulation	66
Social Awareness	81
Social Regulation	72

The central score is 77. The outer ring is labeled 'SELF' at the top and 'OTHERS' at the bottom. The inner ring is labeled 'AWARENESS' on the left and 'REGULATION' on the right. A scale from 0 to 100 is shown on the left side of the inner ring.

Norm 2025

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EQ Development Plan

Turning Insight into Action



This TTI EQ Development Plan is designed to help translate report insights into meaningful action. Targeted attention and small, consistent practices in one area often spark growth across all dimensions of emotional intelligence. Use this plan to explore and build capacity in the EQ factor with the greatest potential impact.

Actionable Steps for Growth:

1. Select a Focus Area: Review the report to identify the EQ factor with the greatest relevance right now. This may be a lower-activity area or a strength worth deepening to support current goals.

2. Define a Meaningful Target: Clarify what growth in this area might look like. Focus on practical change, for example, a shift in action, response, or impact in day-to-day settings.

3. Commit to Small Practices: Refer to the Growth Activities in the report to identify small, repeatable actions that build capability over time. Keep practices realistic and consistent.

4. Reflect & Adjust: Pause regularly to notice shifts in awareness, confidence, or behavior. Use these reflections to refine direction and reinforce progress.
