



**SUCCESS INSIGHTS®**  
Behavioral Intelligence™ Version

**Anna Deber**  
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ABC Company  
11-5-2012



**SuccessInsights**  
CENTRAL & EASTERN EUROPE

SI® The World Leader of Online Behavior and Attitude Assessments  
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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 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.

This report analyzes behavioral style; that is, a person's manner of doing things. Is the report 100% true? Yes, no and maybe. We are only measuring behavior. We only report statements which are true and areas of behavior in which tendencies are shown. Feel free to delete any statement from the report that may not apply, but only after checking with friends or colleagues to see if they agree.





Anna may use her time imprecisely because she likes to talk to people. She has the ability to sense what people want to hear. She then tends to tell people what she thinks they want to hear. It is important for Anna to use her people skills to "facilitate" agreement between people. She tends to look at all the things the group has in common, rather than key in on the differences. She has the ability to look at the whole problem; for example, thinking about relationships, being concerned about the feelings of others and focusing on the real impact of her decisions and actions. Anna tends to mask some of her directness in friendly terms and is usually recognized as a friendly and trusting person. She is good at negotiating conflict between others. Anna feels that "if everyone would just talk it out, everything would be okay!" She is people-oriented and verbally fluent. She is both a good talker and a good listener.

### NOTES

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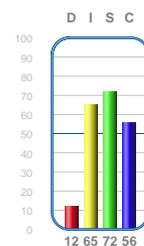


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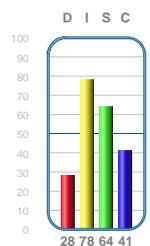


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Adapted Style



Natural Style











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



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

## "See Yourself As Others See You"

### NOTES

### SELF-PERCEPTION

Anna usually sees herself as being:

Enthusiastic  
Charming  
Persuasive

Outgoing  
Inspiring  
Optimistic

### OTHERS' PERCEPTION

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

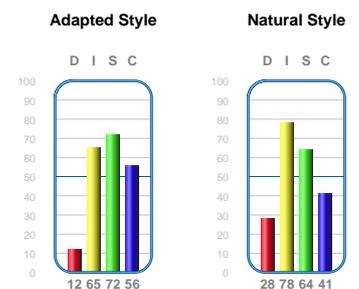
Self-Promoting  
Overly Optimistic

Glib  
Unrealistic

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

Overly Confident  
Poor Listener

Talkative  
Self-Promoter



Based on Anna'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.

<b>Dominance</b> Demanding Egocentric Driving Ambitious Pioneering Strong-Willed Forceful Determined Aggressive Competitive Decisive Venturesome Inquisitive Responsible	<b>Influencing</b> Effusive Inspiring Magnetic Political Enthusiastic <b>Demonstrative</b> <b>Persuasive</b> <b>Warm</b> <b>Convincing</b> <b>Polished</b> <b>Poised</b> <b>Optimistic</b> <b>Trusting</b> <b>Sociable</b>	<b>Steadiness</b> Phlegmatic Relaxed Resistant to Change Nondemonstrative Passive Patient Possessive <b>Predictable</b> <b>Consistent</b> <b>Deliberate</b> <b>Steady</b> <b>Stable</b>	<b>Compliance</b> Evasive Worrisome Careful Dependent Cautious Conventional Exacting Neat Systematic Diplomatic Accurate Tactful Open-Minded Balanced Judgment
<b>Conservative</b> <b>Calculating</b> <b>Cooperative</b> <b>Hesitant</b> <b>Low-Keyed</b> <b>Unsure</b> 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	<b>Firm</b> <b>Independent</b> Self-Willed Stubborn Obstinate Opinionated Unsystematic Self-Righteous Uninhibited Arbitrary Unbending Careless with Details























The following are examples of areas in which Anna may want to improve. Circle 1 to 3 areas and develop action plan(s) to bring about the desired results. Look over the report for possible areas that need improvement.

- Communicating (Listening)
- Delegating
- Decision Making
- Disciplining
- Evaluating Performance
- Education
- Time Management
- Career Goals
- Personal Goals
- Motivating Others
- Developing People
- Family

Area: \_\_\_\_\_

- 1.
- 2.
- 3.

Area: \_\_\_\_\_

- 1.
- 2.
- 3.

Area: \_\_\_\_\_

- 1.
- 2.
- 3.

Date to Begin: \_\_\_\_\_ Date to Review: \_\_\_\_\_



Classifying management behavior is not an easy undertaking, largely because there are so many variables on which classifications could be based. The classifications in this report are purely behavioral. Behavioral measurement can be classified as how a person will do a job. No consideration has been given to age, experience, training or values.

Your report will graphically display your behavioral skills in 12 specific factors. Each factor was carefully selected allowing anyone to be successful if they meet the behavioral demands of the job.

The Natural graph represents your natural behavior - the behavior you bring to the job. The Adapted graph measures your response to the environment - the behavior you think is necessary to succeed at a job. If your Adapted graph is significantly different from your Natural, you are under pressure to change or "mask" your behavior.

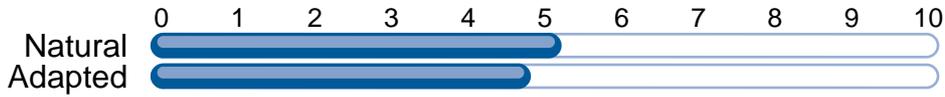
Read and compare your graphs. Look at each factor and the importance of that factor to the successful performance of your job. Your Adapted graph will identify the factors you see as important and shows you where you are focusing your energy.

Knowledge of your behavior will allow you to develop strategies to win in any environment you choose.

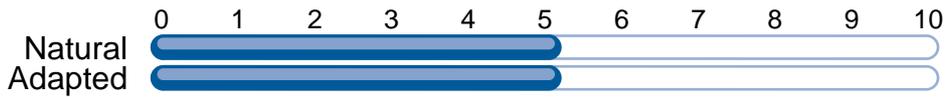


## DECISIVENESS/RESULTS ORIENTED

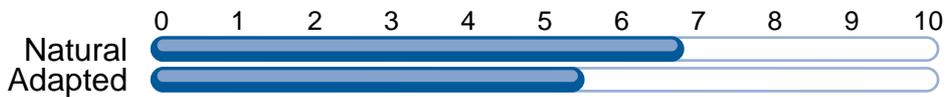
### NOTES



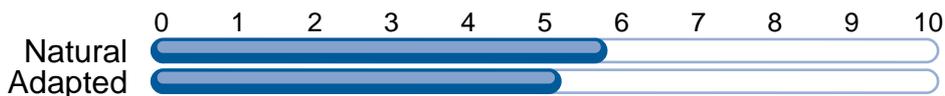
## SENSE OF URGENCY



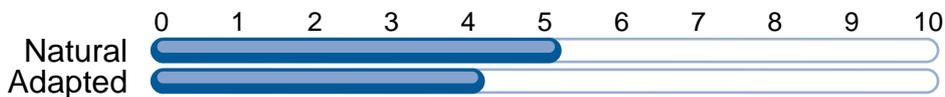
## VISION FOR THE FUTURE



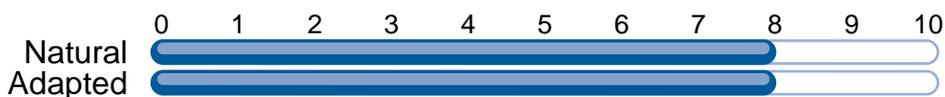
## MOTIVATING OTHERS



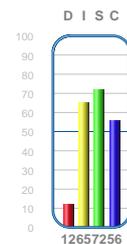
## SELF-CONFIDENCE



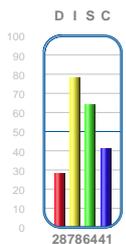
## CUSTOMER/EMPLOYEE INTERFACE



Adapted Style

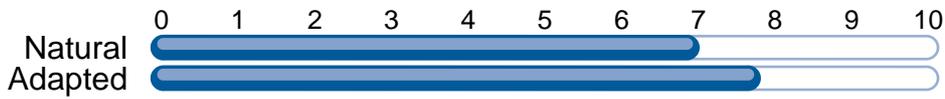


Natural Style





## LISTENING

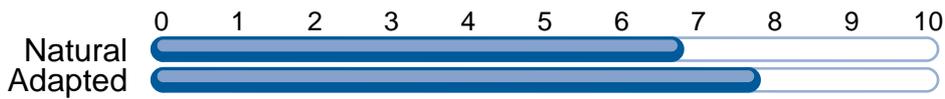


7.00

7.75

### NOTES

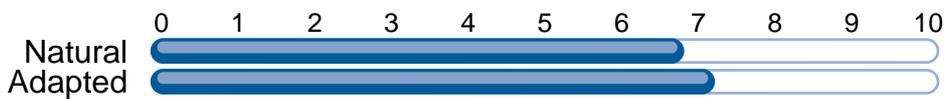
## FOLLOW-UP AND FOLLOW-THROUGH



6.75

7.75

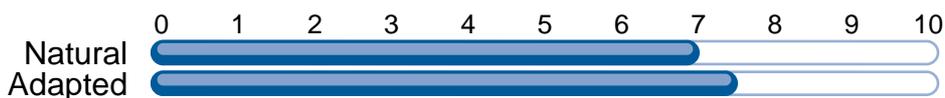
## CONSISTENCY



6.75

7.25

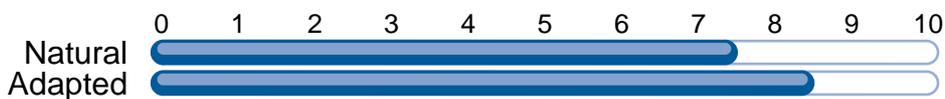
## PAPERWORK



7.00

7.50

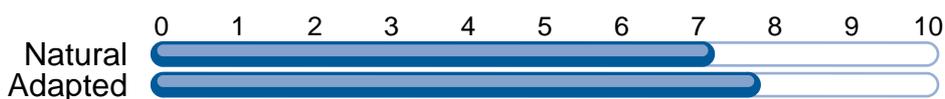
## ATTENTION TO DETAIL



7.50

8.50

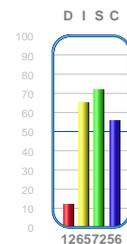
## FOLLOWING POLICY



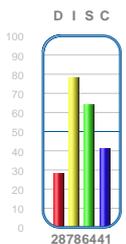
7.25

7.75

Adapted Style

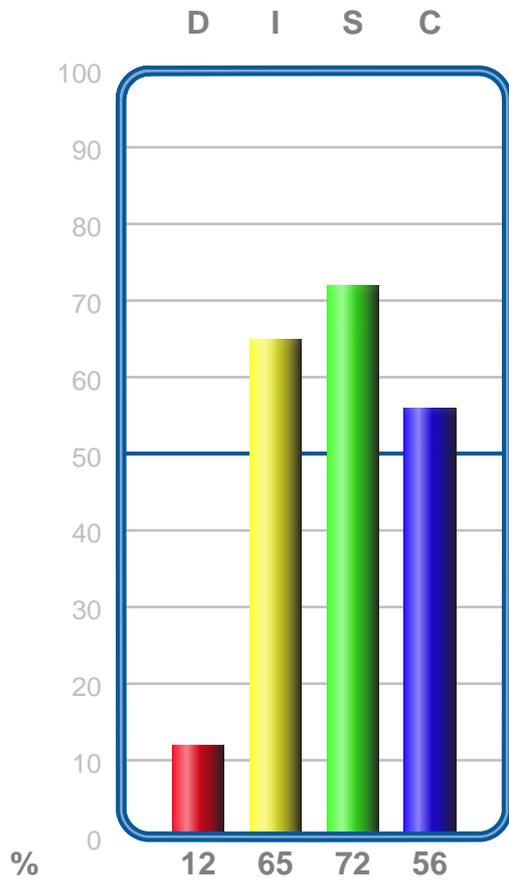


Natural Style

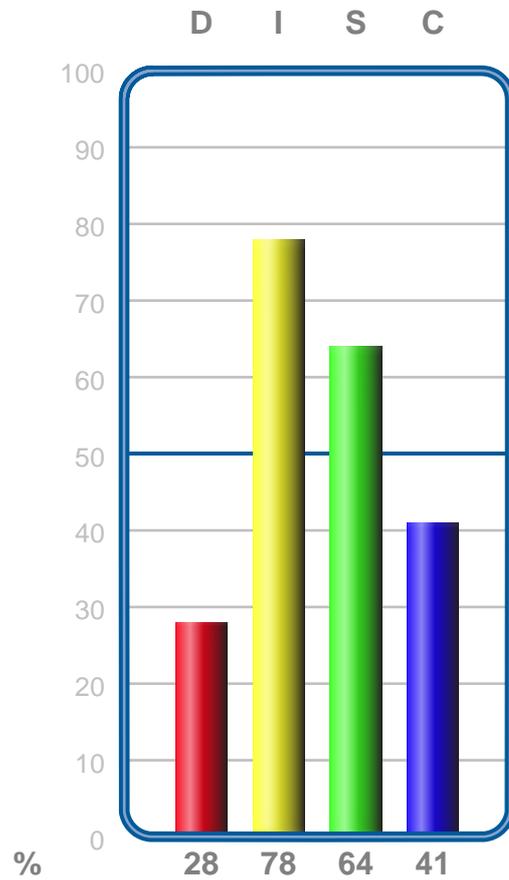


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**MOST**  
 Graph I  
**Adapted Style**



**LEAST**  
 Graph II  
**Natural Style**



Norm 2012 R4



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:

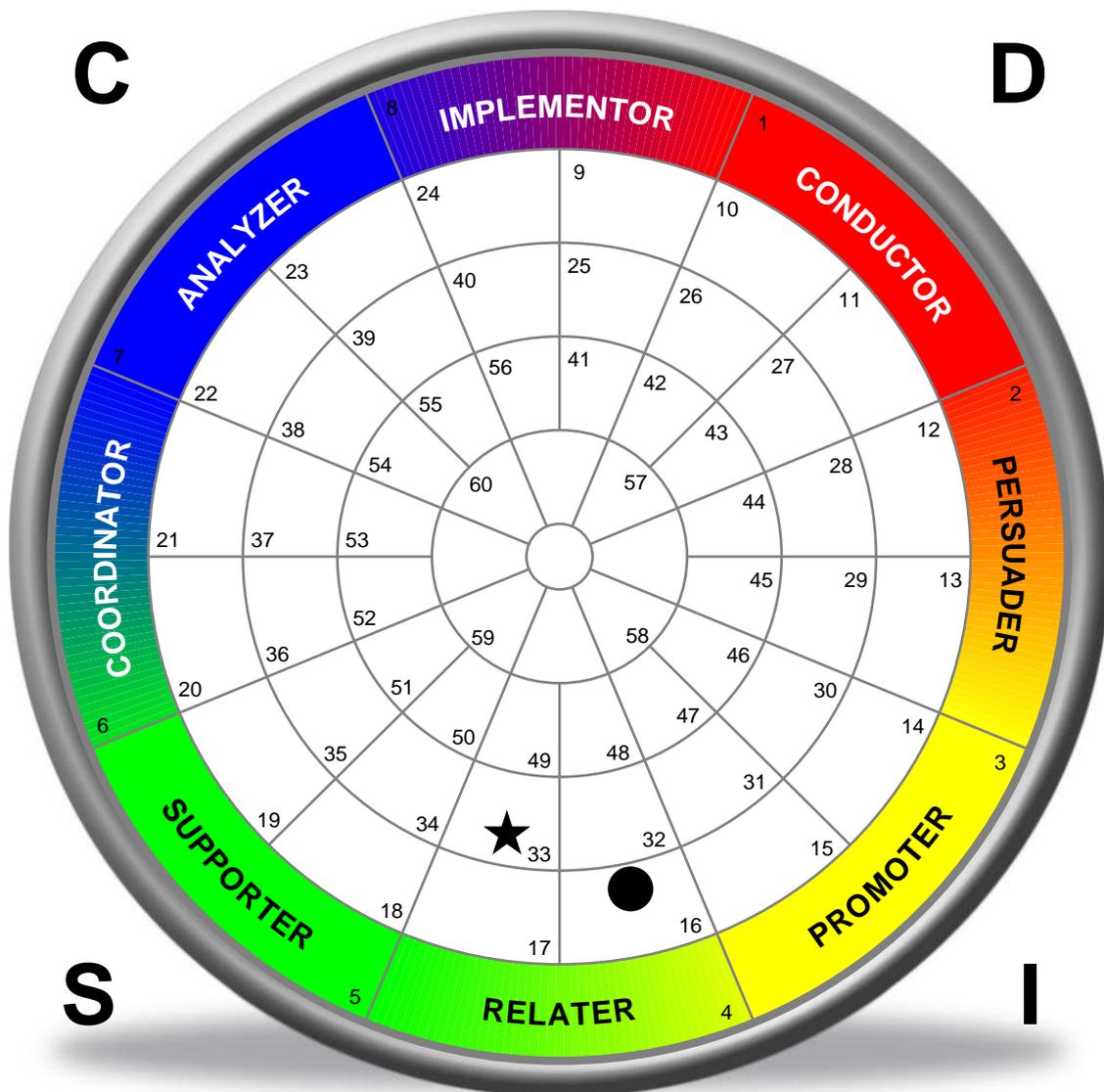
- View your natural behavioral style (circle).
- View your adapted behavioral style (star).
- Note the degree you are adapting your behavior.
- If you filled out the Work Environment Analysis, view the relationship of your behavior to your job.

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: ★ (33) SUPPORTING RELATER (FLEXIBLE)  
Natural: ● (16) PROMOTING RELATER

Norm 2012 R4

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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.
- **Motivation** is a passion to work for reasons that go beyond money or status and a propensity to pursue goals with energy and persistence.

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

- **Empathy** is your ability to understand the emotional makeup of other people.
- **Social Skills** is a proficiency in managing relationships and building networks.







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

## Self-Awareness

- May be seen as indecisive by others.
- May experience stress because she doesn't recognize when downtime is needed.
- May rely too heavily on feedback from others about her work or in defining who she is.

NOTES

## Self-Regulation

- When she is feeling stressed, she is able to control her emotions enough so she doesn't take it out on others.
- Others may question whether she can handle more responsibility.
- She is good at weighing the pros and cons of a situation, but she may have trouble deciding on the spot.

## Motivation

- She always meets her goals and others' expectations, but perhaps not always exceed them.
- May settle for good enough, when she could have achieved greatness.
- When she is not interested in the project, she may procrastinate, leaving assignments to the last minute.

## Empathy

- May have difficulty empathizing when she has not been there herself.
- She is thoughtful and caring, but she may not always convey that well to others.
- Generally recognizes when she has offended someone, but she may be unsure of how to avoid that in the future.





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

## You scored a 5.4.

### NOTES

You may find it hard to make decisions or express emotions. Because of your level of self-awareness, you may not have a realistic assessment of yourself.

### What you can do:

- Practice self-reflection by identifying and naming your current emotional state.
- To improve decision-making, look for trends in your behavior and seek to recognize what prompts your reactions.
- Reflect on how your emotions influence your behavior.
- Identify how negative or hurtful behavior triggers your emotions.
- To improve your ability to self-assess, ask a family member, friend or trusted advisor to describe your strengths and weaknesses.
- Make a list of your strengths and areas for improvement. Look at it daily.
- Make note of your introspective discoveries and discuss them with a trusted friend or family member.
- Create an action plan to develop your areas for improvement.
- Develop self-awareness goals and revisit them at least twice each year. (Make sure your goals and action items are SMART - specific, measurable, actionable, realistic and time lined.)





- Begin regular exercise to increase your ability to manage your emotions and relax both body and mind. Exercise regulates your emotions by releasing endorphins, adrenaline, serotonin and dopamine.

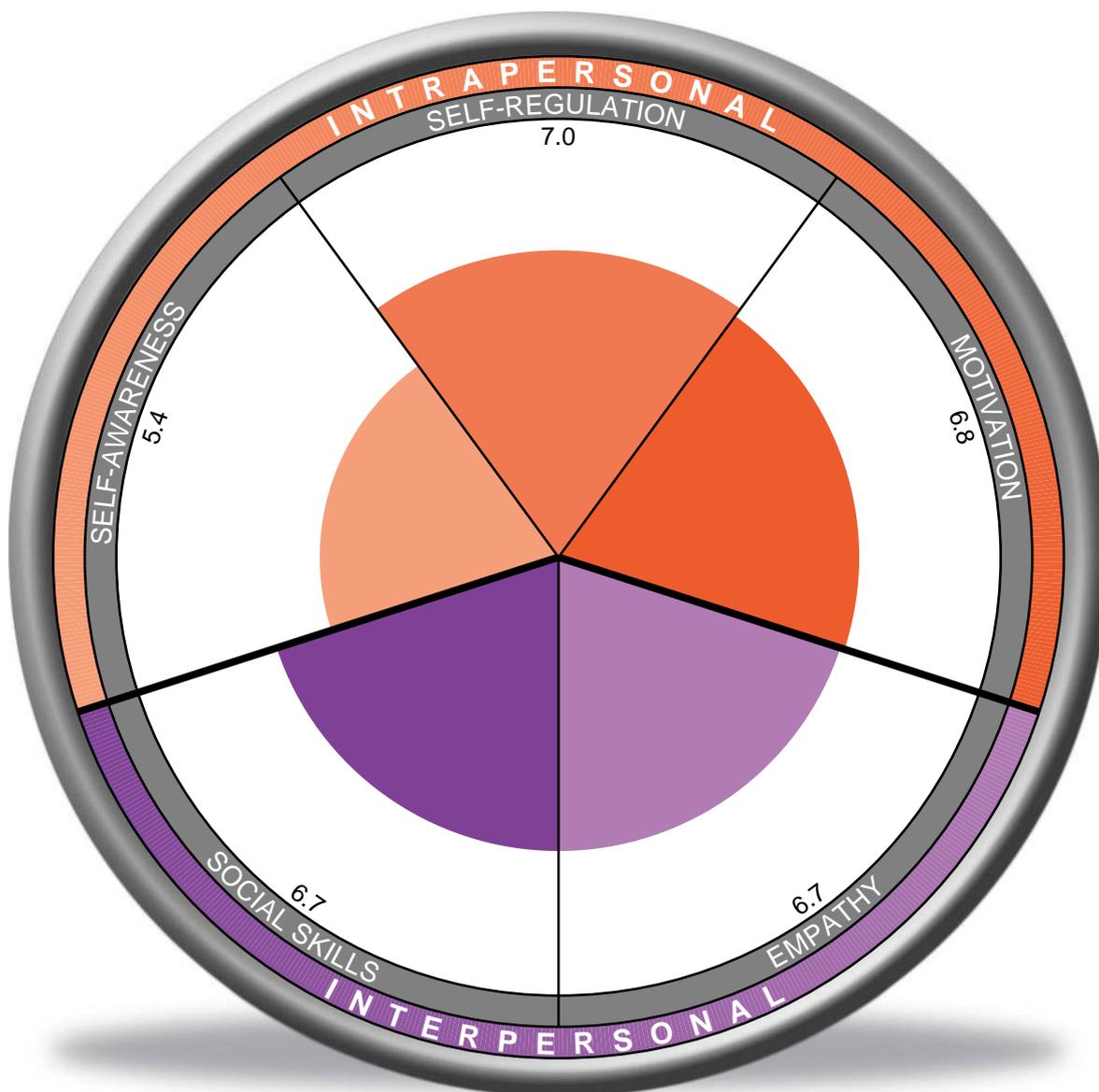








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