



TTI SUCCESS INSIGHTS®



TTI Talent Insights®

SELF-DEBRIEFING GUIDE

“We’re in the business of helping people identify their true talent.”

–Bill J. Bonnstetter



GUIDE OVERVIEW

The following guide is intended to help you THINK about the results your TTI Talent Insights Report provides. The guide will also challenge you to APPLY the discoveries you make.

Your talents are split into the three main sections:

SECTION ONE: Behaviors

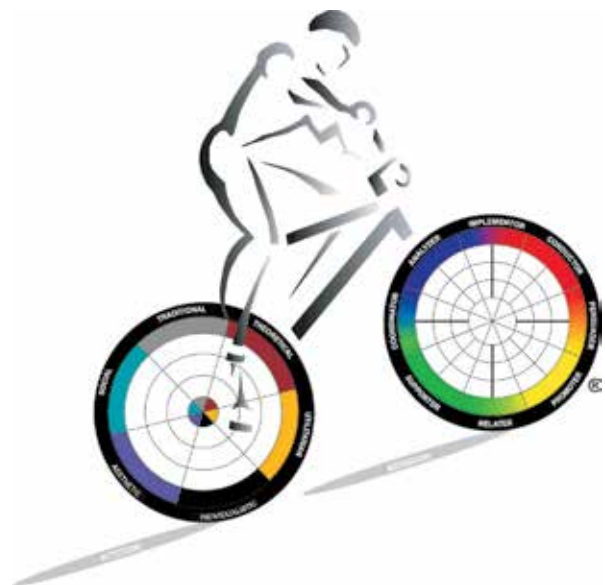
Work through how you communicate and consider how your style affects you, others and your job.

SECTION TWO: Motivators

Work through what motivates you and consider how this is reflected in your personal and professional life.

SECTION THREE: Integrating Behaviors and Motivators

Think about the blending of the how and why of your actions will enhance your performance and increase your overall satisfaction.





SECTION ONE:

Behaviors Introduction

Read the Introduction to your Behaviors Section.

Please keep in mind BEHAVIORS (DISC) are how a person prefers to give and receive information. **It does NOT tell us how intelligent a person is, their background, experience, etc.** With an understanding of behaviors, we can make informed assumptions about how a person will behaviorally respond to different situations.

Remember there are no good or bad behavioral styles. We all behave differently for different reasons. There are situations when certain behaviors are more effective and situations when certain behaviors are more of a hindrance. **Regardless, our behavioral style should never be used as an excuse for our actions.**

The three objectives of Behaviors are:

1. Identify and appreciate your own behavioral style.
2. Identify and appreciate the behavioral style of others.
3. Learn to adapt your behaviors to create superior performance.

SECTION CONTENT

Characteristics

- Value to the Organization
- Checklist for Communicating
- Don'ts on Communicating
- Communication Tips
- Perceptions
- Descriptors
- Natural & Adapted Style
- Adapted Style
- Time Wasters
- Areas for Improvement
- Behavioral Hierarchy, Style Insights® Graphs, Success Insights® Wheel



GENERAL CHARACTERISTICS

Please read the “General Characteristics” section of your report.

From paragraph 1, list/highlight three statements that describe talents you would like others to know about you.

1. _____
2. _____
3. _____

From paragraph 2, list/highlight three statements that describe problem solving and decision-making talents you would like others to know about you.

1. _____
2. _____
3. _____

From paragraph 3, list/highlight three statements that describe communication talents you would like others to know about you.

1. _____
2. _____
3. _____



Overall are you using these talents to achieve success?

Are you using these talents more in your personal or professional life?

With whom would you like to share this information?

Example: Improved relationships, promotion, mentor

Person: _____ Benefits: _____

Person: _____ Benefits: _____

Person: _____ Benefits: _____



YOUR VALUE TO THE ORGANIZATION

Please read the “Value to the Organization” section of your report.

Read and list/highlight 3 statements that describe your talents from this section.

1. _____
2. _____
3. _____

Who in your current environment is aware of your talents?

What talents would be better utilized in your professional life as opposed to your personal life?

What talents would be better utilized in your personal life as opposed to your professional life?

Is your current job using your talents?



CHECKLIST FOR COMMUNICATING

Please read the “Checklist for Communicating” section of your report.

List/highlight 3 statements that describe the best ways to communicate with you.

1. _____
2. _____
3. _____

Identify and list some of the people with whom you would like to share this information.

1. _____
2. _____
3. _____
4. _____
5. _____

What are the benefits you will receive by sharing this information?



DON'TS ON COMMUNICATING

Please read the “Don'ts on Communicating” section of your report.

List/highlight 3 statements that describe communication problems that prevent effective communication with you.

1. _____
2. _____
3. _____

Identify and list some of the people with whom you would like to share this information.

1. _____
2. _____
3. _____
4. _____
5. _____

What are the benefits you will receive by sharing this information?



COMMUNICATION TIPS

Please read the “Communication Tips” section of your report.

For each description, list 3 people you know. Then list the things you will DO and NOT DO when communicating with each person.

Referring to the TOP RIGHT BOX, identify and list some of the people in your life who can be described as ambitious, forceful, decisive, strong-willed, independent and goal-oriented.

1. _____
2. _____
3. _____

Communication Dos:

Communication Don'ts:

Referring to the BOTTOM RIGHT BOX, identify and list some of the people in your life who can be described as magnetic, enthusiastic, friendly, demonstrative and political.

1. _____
2. _____
3. _____

Communication Dos:

Communication Don'ts:



Referring to the BOTTOM LEFT BOX, identify and list some of the people in your life who can be described as patient, predictable, reliable, steady, relaxed and modest.

1. _____
2. _____
3. _____

Communication Dos:

Communication Don'ts:

Referring the TOP LEFT BOX, identify and list some of the people in your life who can be described as dependent, neat, conservative, perfectionist, careful and compliant.

1. _____
2. _____
3. _____

Communication Dos:

Communication Don'ts:



PERCEPTIONS

Please read the “Perceptions” section of your report.

Look at the words used to describe you in “others’ perception:”

Which perception do you already know?

Which perception(s) surprise you?

Most people cannot identify with “under extreme pressure”. Do you agree or disagree?

Write down 3 friends/colleagues you trust to give you an honest opinion and get their perspective on how you may be perceived.

1. _____
2. _____
3. _____



ABSENCE OF A BEHAVIORAL FACTOR

Please read “The Absence of a Behavioral Factor” section of your report.

By understanding your low behavioral style, you can identify situations and circumstances within your environment to avoid, minimizing behavioral stress.

How do the top three bullet statements on this page align with your current work environment?

Who should know this about you?

List possible adjustments you can make in your environment to minimize behavioral stress:

The need to adapt is unavoidable at times. Referring to the bottom three bullet statements, how can making these adaptations positively impact your personal or professional life?



DESCRIPTORS

Please read the “Descriptors” section of your report.

Look at the highlighted words:

Do you feel this accurately describes your personal behavioral style?

Do you feel this accurately describes your professional behavioral style?



NATURAL & ADAPTED STYLE

Please read the “Natural and Adapted Style” section of your report.

Is your adapted style different from your natural style? If yes, why? Compare each of your D I S C scores:

What situations in your life may be causing you to adapt your style? Are they job related?



TIME WASTERS

Please read the “Time Wasters” section of your report.

Time wasters are determined by your behavioral style. Through your life experience you may have already employed methodologies for managing one or more of these. Please select the time wasters that still need to be managed or that you need assistance with.

Which Time Wasters are impacting your performance the most? Choose 2.

1. _____
2. _____

Give a real life example of each.

What would the value be for you in overcoming each time waster?

How could your manager help you overcome these time wasters?



AREAS FOR IMPROVEMENT

Please read the “Areas For Improvement” section of your report.

List 2 areas for improvement that may be keeping you from getting what you want. Under each limitation, list actions you intend to take to minimize these areas.

Some of these areas of improvement/limitations may already be known to you. If so, feel free to list ways you have overcome them.

Identify 2 or 3 job-related areas and the benefits you will receive once you have improved.

Area: _____ Benefit: _____

Area: _____ Benefit: _____

Area: _____ Benefit: _____

List some people who can help you to improve these areas? How can they help?

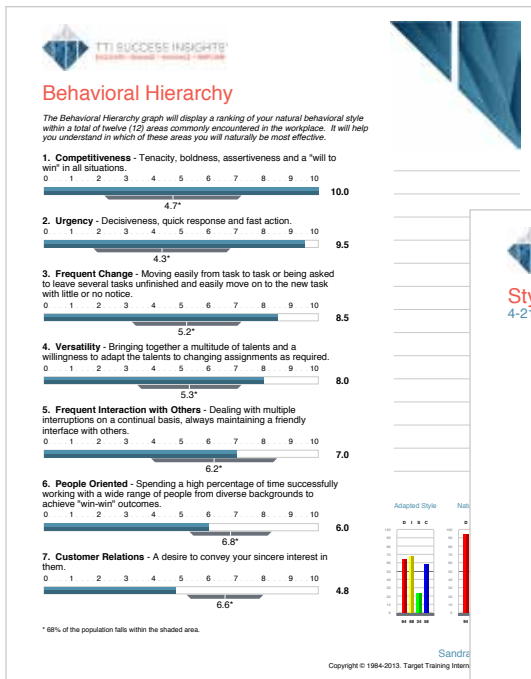
1. _____

2. _____

3. _____

BEHAVIORAL HIERARCHY, STYLE INSIGHTS GRAPHS, & SUCCESS INSIGHTS WHEEL

The pages titled Behavioral Hierarchy, Style Insights Graphs, and Success Insights Wheel are just a few more ways to view your behavioral results. Understanding these sections are not vital to understanding your own behaviors. However, if you are involved in job selection, training, group projects, or simply want to learn more, please refer to the TTI Value Added Associate who gave you your report and guide.





SECTION TWO:

Motivators Introduction

Read the Introduction to your Motivators Section.

Remember with Motivators, there is no good or bad. We all value things differently. However, if an individual is placed in an environment that satisfies their top two or three motivators, the likelihood of success greatly increases.

The 3 objectives of MOTIVATORS are:

1. Identify and appreciate which Motivators drive you and which ones about which you are indifferent.
2. Understand and manage how those Motivators in others may affect you.
3. Establish how your goals are helped or hindered by your Motivators.

SECTION CONTENT

- Your Motivators (in rank order 1-6)
- Motivator Norms & Comparisons
- Motivators Hierarchy, Motivators Insights® Graph, and Motivators Wheel



TOP MOTIVATORS

Review your top Motivator.

Highlight 3 statements from your top Motivator you agree with the most:

How are the statements you selected reflected in your personal life?

How are the statements you selected reflected in your professional life?



TOP MOTIVATORS

Review your 2nd Motivator.

Highlight 3 statements from your 2nd Motivator you agree with the most:

How are the statements you selected reflected in your personal life?

How are the statements you selected reflected in your professional life?



Are there any people/activities that hinder these motivators in your personal life?

Are there any people/activities that hinder these motivators in your professional life?

List the type of people and activities who can help you satisfy your motivators.



LAST MOTIVATOR

Review your last Motivator, #6.

Highlight/underline 3 statements you agree with the most from your lowest Motivator.

How are the statements you selected satisfied in your personal life?

How are the statements you selected satisfied in your professional life?

Are there any people/activities that impact these motivators in your personal life?

Are there any people/activities that hinder these motivators in your professional life?



MOTIVATORS NORMS & COMPARISONS

Please read the “Motivators Norms & Comparisons” section of your report.

Are there any areas in which you are Indifferent, Passionate or Extreme? If so, which areas?

If you are Indifferent, Passionate, or Extreme, the next page may provide examples that describe potential conflict situations. Describe a real life example if this occurs.



NAVIGATING SITUATIONS OUTSIDE YOUR COMFORT ZONE

Please read the “Navigating Situations Outside Your Comfort Zone” section of your report.

Identify and list individuals who might be driven by your 6th Motivator:

As you read through the communication tips, think about the people you listed above. How do these people contribute to both your professional and personal life?

Identify at least two methods to communicate effectively with people who are motivated by your opposing motivator.

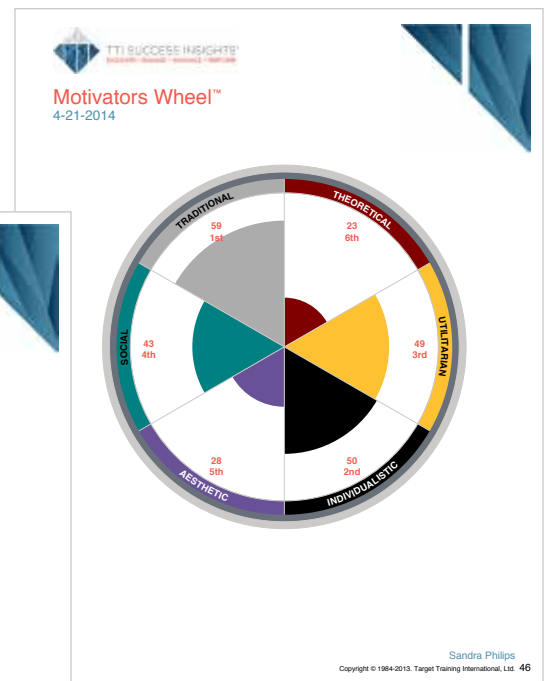
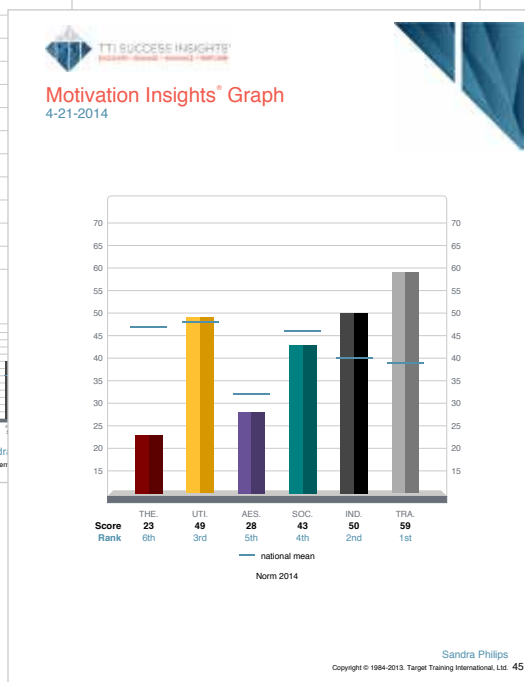
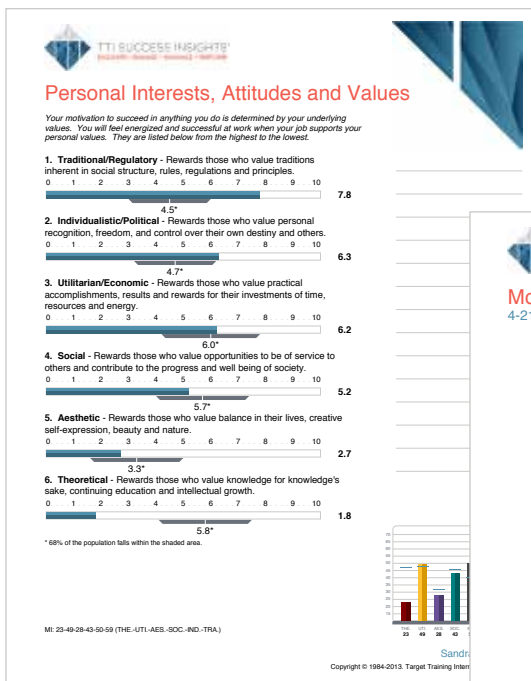
Method one:

Method two:

Consider your lowest ranking motivator. What benefit might be brought to your environment if other individuals were driven by this motivator?

MOTIVATORS HIERARCHY, MOTIVATORS INSIGHTS GRAPH, & MOTIVATORS WHEEL

The pages titled Motivators Hierarchy, Motivators Insights Graph, and Motivators Wheel are just a few more ways to view your motivator results. Understanding these sections are not vital to understanding your own motivators. However, if you are involved in job selection, training, group projects, or simply want to learn more, please refer to the TTI Value Added Associate who gave you your report and guide.





SECTION THREE: Integrated Introduction

This last section integrates your Behaviors and Motivators. Use the content of this section to answer the final overview.

SECTION CONTENT:

- Potential Behavioral and Motivational Strengths
- Potential Behavioral and Motivational Conflict
- Ideal Environment
- Keys to Motivating
- Keys to Managing



POTENTIAL BEHAVIORAL & MOTIVATIONAL STRENGTHS

Highlight the top 2 statements you agree with the most and then answer each of the following questions.

Where can you make the biggest impact?

What is the value in others knowing this about you; who should know?



POTENTIAL BEHAVIORAL & MOTIVATIONAL CONFLICT

How will your conflicts affect your goals?

What is the value in others knowing this about you; who should know?



IDEAL ENVIRONMENT

What are the most important statements, no more than three, from this section?

1. _____
2. _____
3. _____

Are these present in your current work environment? How does this impact your performance?

Where/when do you work best and with what type of people?



KEYS TO MOTIVATING

What are actual ways to keep you engaged and motivated personally or professionally.

Does your manager understand and apply these techniques with you? Explain.

If your manager started to utilize these techniques, what impact would this leave on your performance?



KEYS TO MANAGING

What are the most important statements, no more than three, from this section?

1. _____
2. _____
3. _____

Does your manager understand and apply these techniques with you? Explain.

If your manager started to utilize these techniques, what impact would this have on your performance?

What can others do to help you reach your goals personally or professionally?
