



# DISC Leadership & Emotional Intelligence EIQ

A Dual Evaluation of Behavioral & Emotional Intelligence Styles

Report For: **Sample Report**

Focus: **Work**

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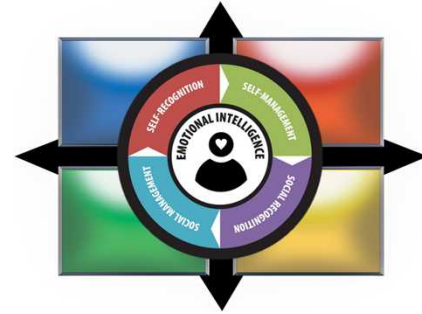
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# DISC & EIQ Integration Report

## INTRODUCTION

**DISC** is a simple, practical, easy to remember, and universally applicable model. It focuses on individual patterns of external, observable behaviors and measures the intensity of characteristics using scales of directness and openness for each of the four styles: **Dominance, Influence, Steadiness, and Conscientious**. Using the DISC model, it is easy to identify and understand our own style, recognize and cognitively adapt to different styles, and develop a process to communicate more effectively with others.



**Emotional Intelligence** is a way of recognizing, understanding, and choosing how we think, feel, and act. It shapes our understanding of ourselves and our interactions with others. It defines how we grow and what we learn about ourselves and those around us; it allows us to set the right priorities and determines the majority of our daily actions and interactions.

The Emotional Intelligence (EIQ) portion of the report introduces the EIQ model and provides personalized and comprehensive development information in each of the four quotients: **Self-Recognition (SeR), Social Recognition (SoR), Self-Management (SeM), Social Management (SoM)**. With this report, you will learn about the characteristics and factors that make up each of the measured quotients in greater detail and receive deeper insight to recognize and manage your own EIQ.

Additionally, you can evaluate your own scores in each quotient, identify ways to improve your score in each, and explore developmental suggestions specific to each quotient to help you be your very best you. You'll also be given an opportunity to reflect on some important considerations for each quotient to help you find ways to bring your learning to life and incorporate it into your own growth for maximum effect.

Finally, bringing the **DISC Styles and Emotional Intelligence Quotients** together allows an examination of how each style embraces and expresses EIQ. All factors of EIQ are present for every DISC style; however, how they are each expressed and managed is specific to the D, I, S, and C characteristics. *Remember, people are a blend of D, I, S, and C; likewise, expression of both intrapersonal and interpersonal recognition and management may be blended as well.*

## HOW TO USE THIS REPORT

With this personalized and comprehensive report, you have tools to help you become a better you - to develop and use more of your natural strengths while recognizing, improving upon, and modifying your limitations. We can quickly and accurately "read" other people and use our knowledge to enhance communication and grow our relationships.

With the integration information, you can determine your most likely behavioral tendencies, create clearer awareness of your own EIQ tendencies, and begin to understand the behavioral tendencies and EIQ tendencies for others.

**Please Note:** Any behavioral descriptions mentioned in this report are only **tendencies** for your style group and may or may not specifically apply to you personally.

# Understanding DISC

## BEHAVIORAL STYLES

Historical and contemporary research reveal more than a dozen various models of our behavioral differences, but many share one common thread: the grouping of behavior into **four basic categories**.

The DISC styles are **Dominance, Influence, Steadiness, and Conscientious**. There is no “best” style. Each style has its unique strengths and opportunities for continuing improvement and growth.

The DISC and EIQ assessment examines external and easily observable behaviors and measures tendencies using scales of **directness** and **openness** that each style exhibits.

## BEHAVIOR DESCRIPTORS OF EACH STYLE

DOMINANCE	INFLUENCE	STEADINESS	CONSCIENTIOUS
Decisive	Charming	Understanding	Accurate
Competitive	Confident	Friendly	Precise
Daring	Convincing	Good Listener	Analytical
Direct	Enthusiastic	Patient	Compliant
Innovative	Inspiring	Relaxed	Courteous
Persistent	Optimistic	Sincere	Diplomatic
Adventurous	Persuasive	Stable	Detailed
Problem-Solver	Sociable	Steady	Fact-Finder
Results-Oriented	Trusting	Team Player	Objective

### DIRECTNESS AND OPENNESS OF EACH STYLE

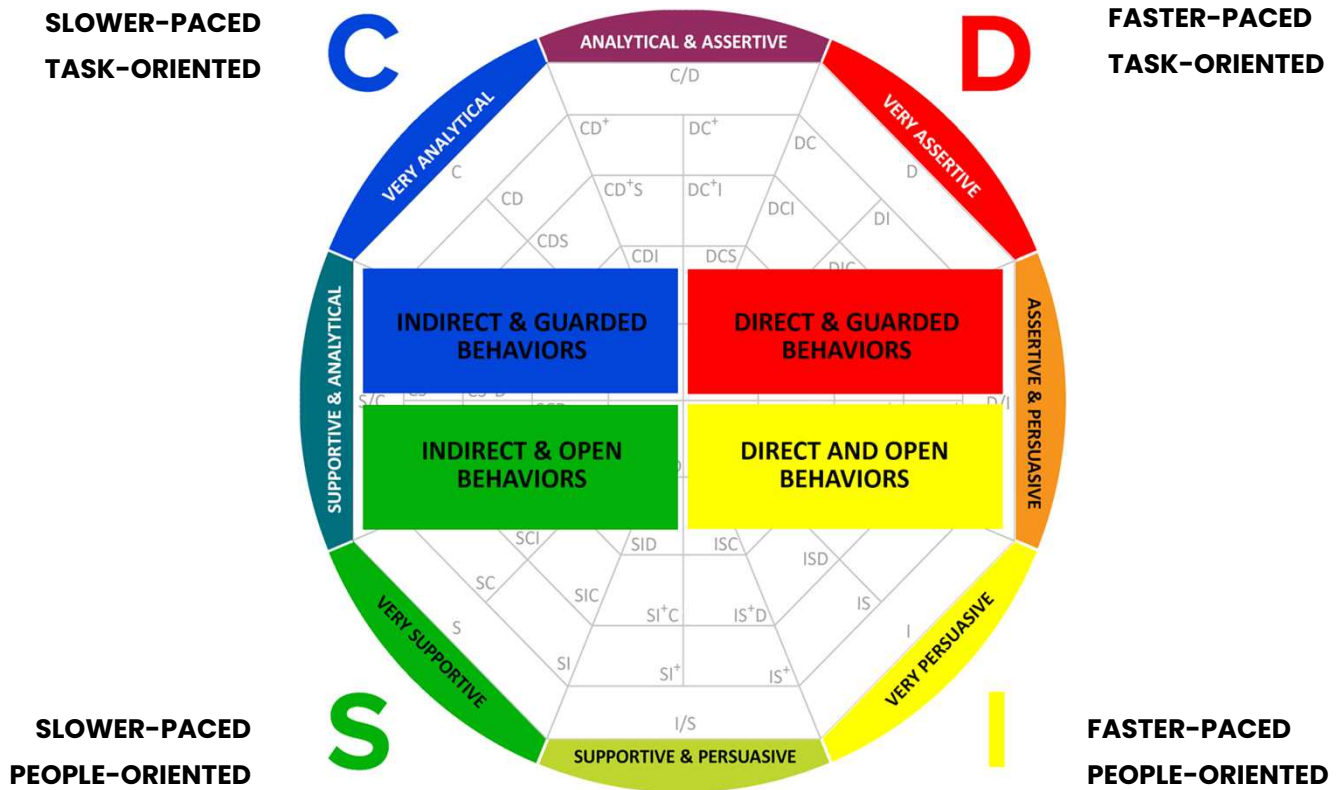
STYLE	TENDENCIES
DOMINANCE	Tends to be direct and guarded
INFLUENCE	Tends to be direct and open
STEADINESS	Tends to be indirect and open
CONSCIENTIOUS	Tends to be indirect and guarded

### PACE AND PRIORITY OF EACH STYLE

STYLE	TENDENCIES
DOMINANCE	Fast-paced and task-oriented
INFLUENCE	Fast-paced and people-oriented
STEADINESS	Slow-paced and people-oriented
CONSCIENTIOUS	Slow-paced and task-oriented



## PACE AND PRIORITY OF EACH STYLE



**PACE AND PRIORITY** represent two of the main sources of tension between the styles.

- D&C and I&S have different **PACES**: D and I are faster-paced, and S and C are slower-paced.
- D&I and S&C have different **PRIORITIES**: D and C are task-oriented, and I and S are people oriented.
- D&S and I&C have **BOTH PACE AND PRIORITY DIFFERENCES**.

## A DEEPER LOOK AT THE FOUR DISC Styles

Below is a chart to help you understand some characteristics of each of the Four Basic DISC Styles so you can interact with each style more effectively. Although the behavioral style is only a partial description of personality, it is quite useful in describing how a person behaves, and is perceived, in personal, social and work situations.

	HIGH DOMINANT STYLE	HIGH INFLUENCING STYLE	HIGH STEADY STYLE	HIGH CONSCIENTIOUS STYLE
<b>Tends to Act</b>	Assertive	Persuasive	Patient	Contemplative
<b>When in Conflict, this Style</b>	Demands	Attacks	Complies	Avoids
<b>Needs</b>	Control	Approval	Routine	Standards
<b>Primary Drive</b>	Independence	Interaction	Stability	Correctness
<b>Preferred Tasks</b>	Challenging	People related	Scheduled	Structured
<b>Comfortable with</b>	Being decisive	Social friendliness	Being part of a team	Order and planning
<b>Personal Strength</b>	Problem-solver	Encourager	Supporter	Organizer
<b>Strength Overextended</b>	Preoccupation-goals over people	Speaking without thinking	Procrastination in addressing change	Overanalyzing everything
<b>Personal Limitation</b>	Too direct and intense	Too disorganized and nontraditional	Too indecisive and indirect	Too detailed and impersonal
<b>Personal Wants</b>	Control, Variety	Approval, Less Structure	Routine, Harmony	Standards, Logic
<b>Personal Fear</b>	Losing	Rejection	Sudden Change	Being Wrong
<b>Blind Spots</b>	Being held accountable	Follow-through on commitments	Embracing need for change	Struggle to make decisions without overanalyzing
<b>Needs to Work on</b>	Empathy, Patience	Controlling emotions, Follow-through	Being assertive when pressured	Worrying less about everything
<b>Measuring Maturity</b>	Giving up control	Objectively handling rejection	Standing up for self when confronted	Not being defensive when criticized
<b>Under Stress May Become</b>	Dictatorial, Critical	Sarcastic, Superficial	Submissive, Indecisive	Withdrawn, Headstrong
<b>Measures Worth by</b>	Impact or results, Track record	Acknowledgments, Compliments	Compatibility, Contributions	Precision, Accuracy, Quality of results



# COMMUNICATING WITH THE DISC Styles

## Communicating with the **DOMINANT** Style

<b>D CHARACTERISTICS:</b>	<b>SO YOU SHOULD...</b>
Concerned with being #1	Show them how to win, provide new opportunities
Think logically	Display reasoning
Want facts and highlights	Provide concise data
Strive for results	Agree on goals and boundaries, then support or get out of their way
Like personal choices	Allow them to “do their thing,” within limits
Like changes	Vary routine
Prefer to delegate	Look for opportunities to modify their workload focus
Want others to notice accomplishments	Compliment them on what they’ve done
Need to be in charge	Let them take the lead, when appropriate, but give them parameters
Tendency towards conflict	If necessary, argue with conviction on points of disagreement, backed up with facts; don’t argue on a “personality” basis

## Communicating with the **INFLUENCING** Style

<b>I CHARACTERISTICS:</b>	<b>SO YOU SHOULD...</b>
Concerned with approval and appearances	Show them that you admire and like them
Seek enthusiastic people and situations	Behave optimistically and provide upbeat setting
Think emotionally	Support their feelings when possible
Want to know the general expectations	Avoid involved details, focus on the “big picture”
Need involvement and people contact	Interact and participate with them
Like changes and innovations	Vary the routine; avoid requiring long-term repetition by them
Want others to notice THEM	Compliment them personally and often
Often need help getting organized	Do it together
Look for action and stimulation	Keep up a fast, lively pace
Surround themselves with optimism	Support their ideas and don’t poke holes in their dreams; show them your positive side
Want feedback that they “look good”	Mention their accomplishments, progress, and other genuine appreciation



## Communicating with the **STEADY** Style

<b>S CHARACTERISTICS:</b>	<b>SO YOU SHOULD...</b>
Concerned with stability	Show how your idea minimizes risk
Think logically	Show reasoning
Want documentation and facts	Provide data and proof
Like personal involvement	Demonstrate your interest in them
Need to know step-by-step sequence	Provide outline and/or step-by-step instructions as you personally "walk them through"
Want others to notice their patient perseverance	Compliment them for their steady follow-through
Avoid risks and changes	Give them personal assurances
Dislike conflict	Act non-aggressively, focus on common interest or needed support
Accommodate others	Allow them to provide service or support for others
Look for calmness and peace	Provide a relaxing, friendly atmosphere
Enjoy teamwork	Provide them with a cooperative group
Want sincere feedback that they're appreciated	Acknowledge their easygoing manner and helpful efforts, when appropriate

## Communicating with the **CONSCIENTIOUS** Style

<b>C CHARACTERISTICS:</b>	<b>SO YOU SHOULD...</b>
Concerned with aggressive approaches	Approach them in an indirect, nonthreatening way
Think logically	Show your reasoning
Seek data	Give data to them in writing
Need to know the process	Provide explanations and rationale
Utilize caution	Allow them to think, inquire, and check before they make decisions
Prefer to do things themselves	When delegating, let them check procedures and other progress and performance before they make decisions
Want others to notice their accuracy	Compliment them on their thoroughness and correctness when appropriate
Gravitate toward quality control	Let them assess and be involved in the process when possible
Avoid conflict	Tactfully ask for clarification and assistance you may need
Need to be right	Allow them time to find the best or "correct" answer, within available limits
Like to contemplate	Tell them "why" and "how"

**The first step to building stronger communication is awareness. By identifying how we are similar and different, we can make cognitive choices when interacting to create stronger, more engaged relationships.**



# Understanding Yourself

## General Characteristics

*The narration below serves as a general overview of your behavioral tendencies. It sets the stage for the following report, and provides a framework for understanding and reflecting on your results. To maximize your success, you will periodically find coaching ideas so that you can leverage your strengths whenever possible.*

Sample, you score like those who have a high degree of self-discipline. This comes from three primary traits: your somewhat strong tendency toward risk avoidance, your high degree of patience, and your overall detail orientation. These three traits in combination are somewhat rare, but they converge in ways that provide a versatile strength for you. This strength can be used in both personal and business ventures.

You show excellent emotional control, even during tense situations. In some cases/circumstances you tend to be more quiet than talkative, and more reflective than spontaneous. This allows you to take the emotions down a notch or two, and let others vent while you analyze the situation internally. This also gives you an analytical edge over others who may be reacting only from an emotional level.

You are persistent and tenacious when it comes to solving complex problems. Along with your competitive spirit comes a high degree of patience when dealing with detailed problems and situations. Your high attention to quality control also motivates you to solve problems accurately.

You tend to provide an objective and vocal opinion when you feel strongly about an issue or procedure. The interesting point here, Sample, is that while you may remain somewhat quiet through much of the team's deliberation, you have the ability to present your case with vigor when you have an idea. This may sometimes take team members by surprise.

You persuade others with patience and persistence rather than emotion and coercion. Logic, facts, data, examples, and supporting evidence are the tools of your persuasion toolkit. This gives you a remarkable ability to persuade others without "jumping on the desk" and shouting enthusiastically. Your internal enthusiasm is fueled when you deliver the message in a direct, patient and factual manner.

You tend to make decisions through logic, rather than emotion. This can be very important in negotiation situations. When others may get emotionally involved, you tend to remain factual, deliberate, and objective.

You tend to be less talkative in work or social situations. This is not a reflection on ability or interest, just that you allow others be the more vocal participants. Even though they share your risk-taking attitude, those who score like you will frequently admit to feeling a bit introverted. They analyze situations internally rather than "thinking out loud," as others may do. When they arrive at a solution, they have a sound plan, a carefully thought-out design, and a pathway to achievement.

You possess a sense of urgency that is sometimes not readily visible to others. Your sense of urgency is masked a bit by your high level of patience and detail orientation. This subjects others to the illusion that they can be more laid back on a project you're working on or are in charge of. It may come as a surprise to them that, in reality, you expect them to proceed full-speed ahead.

## Style Overview

DISC describes you based on your observable behavior. It can provide insights for others regarding your communication preferences and how you will likely interact with and respond to them.

Through this report you will discover (observe and evaluate) your behavioral responses in various environments. You can explore your reactions to a variety of situations and contexts, including the actions and reactions of others, to determine the most effective communication strategy or course of action.

### Your Behavioral Style: Examiner

Examiners are steady, objective and analytical. They are successful due to their strong persistence in pursuing their objectives. They can excel in complex and/or technical projects. They rely upon logic rather than emotion. They like working alone and do not feel the need to engage or be involved with others. They can sometimes be viewed as lacking tact and/or warmth.

Below are some key behavioral insights to keep in mind and share with others to strengthen your relationships.

- **Emotional characteristic:** May appear disinterested and behaviorally restrained.
- **Goals:** To gain the authority from identified organization structures and positions.
- **How others are valued:** Other's ability to effectively use logic and data.
- **Influences group:** Through persistence, tenacity and steady focus.
- **Value to the organization:** Brings a fact-based grounding to a team combined with the ability to work individually or with others effectively.
- **Cautions:** Can become undiplomatic and question other motives.
- **Under Pressure:** Can internalize stress, be slow to let go of mistakes and become non-communicative.
- **Fears:** Loss of ability to focus individually on the facts and supporting theoretical rather than practical concepts

## WORD SKETCH - Adapted Style

DISC is an observable, “needs-motivated” instrument based on the idea that emotions and behaviors are neither “good” nor “bad.” Rather, behaviors reveal the needs that motivate that behavior. Therefore, once we can accurately observe one’s actions, it is easier to “read” and anticipate their likely motivators and needs.

This chart shows your ADAPTED DISC Graph as a “Word Sketch.” Use it with examples to describe why you do what you do and what’s important to you when it comes to (D)ominance of Problems, (I)nfluence of People, (S)teadiness of Pace, or (C)onscientiousness of Procedures. Share more about the specific needs that drive you in each area of FOCUS. If your DISC intensity scores at levels 1 and 2, your emotions and needs are the opposite of those at Levels 5 and 6 in that area.

DISC	<b>D</b>	<b>I</b>	<b>S</b>	<b>C</b>
FOCUS	Problems/Challenges	People/Contacts	Pace/Consistency	Procedures/Constraints
<b>Needs</b>	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
<b>Emotions</b>	Anger, Impatience	Optimism, Trust	Patience, Non-Expression	Fear, Concern
<b>Fears</b>	Being taken advantage of/lack of control	Being left out/loss of social approval	Sudden change/loss of stability and security	Being criticized/loss of accuracy and quality
<b>6</b>	argumentative daring demanding decisive domineering egocentric	emotional enthusiastic gregarious impulsive optimistic persuasive	calming loyal patient peaceful serene team person	accurate conservative exacting fact-finder precise systematic
<b>5</b>	adventurous risk-taker direct forceful	charming influential sociable trusting	consistent cooperative possessive relaxed	conscientious courteous focused high standards
<b>4</b>	assertive competitive determined self-reliant	confident friendly generous poised	composed deliberate stable steady	analytical diplomatic sensitive tactful
<b>3</b>	calculated risk moderate questioning unassuming	controlled discriminating rational reflective	alert eager flexible mobile	own person self-assured opinionated persistent
<b>2</b>	mild seeks consensus unobtrusive weighs pro/con	contemplative factual logical retiring	discontented energetic fidgety impetuous	autonomous independent firm stubborn
<b>1</b>	agreeing cautious conservative contemplative modest restrained	introspective pessimistic quiet pensive reticent suspicious	active change-oriented fault-finding impatient restless spontaneous	arbitrary defiant fearless obstinate rebellious sarcastic



## WORD SKETCH - Natural Style

DISC is an observable, “needs-motivated” instrument based on the idea that emotions and behaviors are neither “good” nor “bad.” Rather, behaviors reveal the needs that motivate that behavior. Therefore, once we can accurately observe one’s actions, it is easier to “read” and anticipate their likely motivators and needs.

This chart shows your NATURAL DISC Graph as a “Word Sketch.” Use it with examples to describe why you do what you do and what’s important to you when it comes to (D)ominance of Problems, (I)nfluence of People, (S)teadiness of Pace, or (C)onscientiousness of Procedures. Share more about the specific needs that drive you in each area of FOCUS. If your DISC intensity scores at levels 1 and 2, your emotions and needs are the opposite of those at Levels 5 and 6 in that area.

DISC	<b>D</b>	<b>I</b>	<b>S</b>	<b>C</b>
FOCUS	Problems/Challenges	People/Contacts	Pace/Consistency	Procedures/Constraints
<b>Needs</b>	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
<b>Emotions</b>	Anger, Impatience	Optimism, Trust	Patience, Non-Expression	Fear, Concern
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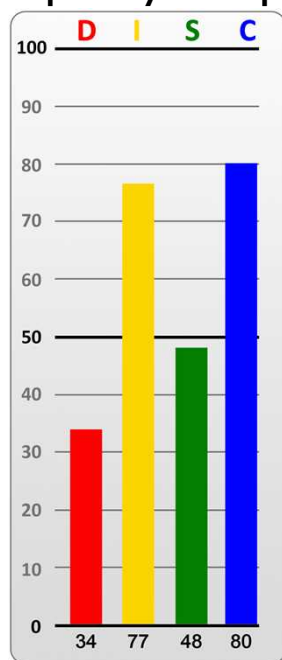


## DISC Graphs for Sample Report

Your Adapted Style indicates you tend to use the behavioral traits of the CI style(s) in your selected Work focus. Your Natural Style indicates that you naturally tend to use the behavioral traits of the Sc style(s).

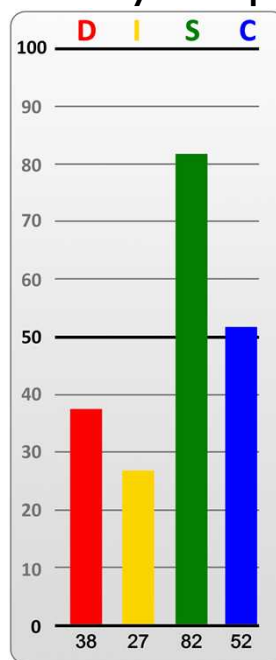
Your Adapted Style is the graph displayed on the left. It **is your perception of the behavioral tendencies you think you should use in your selected focus** (work, social, or family). This graph may change when you change roles or situations. The graph on the right is your Natural Style **and indicates the intensity of your instinctive behaviors and motivators**. It is often a better indicator of the “real you” and your knee-jerk, instinctive behaviors. This is how you act when you feel comfortable in your home environment and are not attempting to impress. It is also what shows up in stressful situations. The Natural graph tends to be fairly consistent, even in different environments.

**Adapted Style - Graph I**



**Pattern: CI**  
**Focus: Work**

**Natural Style - Graph II**



**Pattern: Sc**

If you have scores under 10 or over 90, these are extended scores where the behavior becomes a **need**. If expressing that behavior isn't possible, you'll likely create situations where that *behavioral need* can be met.

If the bars of the same style are similar in both graphs, it means that you tend to use your same natural behaviors in either environment. If your Adapted Style is different from your Natural Style, you may experience increased stress if adapting over a long period of time. You are then using behaviors that are not as comfortable or natural for you which takes extra energy.

The higher or lower each D, I, S, C point is on your graph, the greater or lesser your behavior impacts your results at work and with others around you. Once aware, you can adapt your style to be more effective. Can you change? Of course! You do it every day depending on your situations. However, permanent behavioral change comes only with awareness and practice.

# Behavioral Pattern View (BPV)

The BPV has eight behavioral zones. Each zone identifies a different combination of behavioral traits. The peripheral descriptors describe how others typically see individuals with your style. Plots on the outer edges of the BPV identify that one factor (DISC) of your style will dominate the other three. As you move towards the center of the BPV, two, and eventually three traits combine to moderate the intensity of your style descriptors within a specific behavioral zone. The plus sign + indicates that the preceding style score is higher, moving you closer to that style zone (i.e. CD+S: The D score is stronger than in CDS so it plots closer to the D behavioral zone).

## THE SCORING LEGEND

- D = Dominance:** How you deal with Problems and Challenges
- I = Influence:** How you deal with People and Contacts
- S = Steadiness:** How you deal with Pace and Consistency
- C = Conscientious/Compliance/Structure:** How you deal with Procedure and Constraints

Efficient, Analytical, Organized, Factual,  
Aware of the Consequences of their Actions,  
Practical and Innovative.

Data, Fact, & Analysis Based. Precise & Accurate  
Trusts in the Value of Structure, Standards & Order. Sees the value of "Rules".

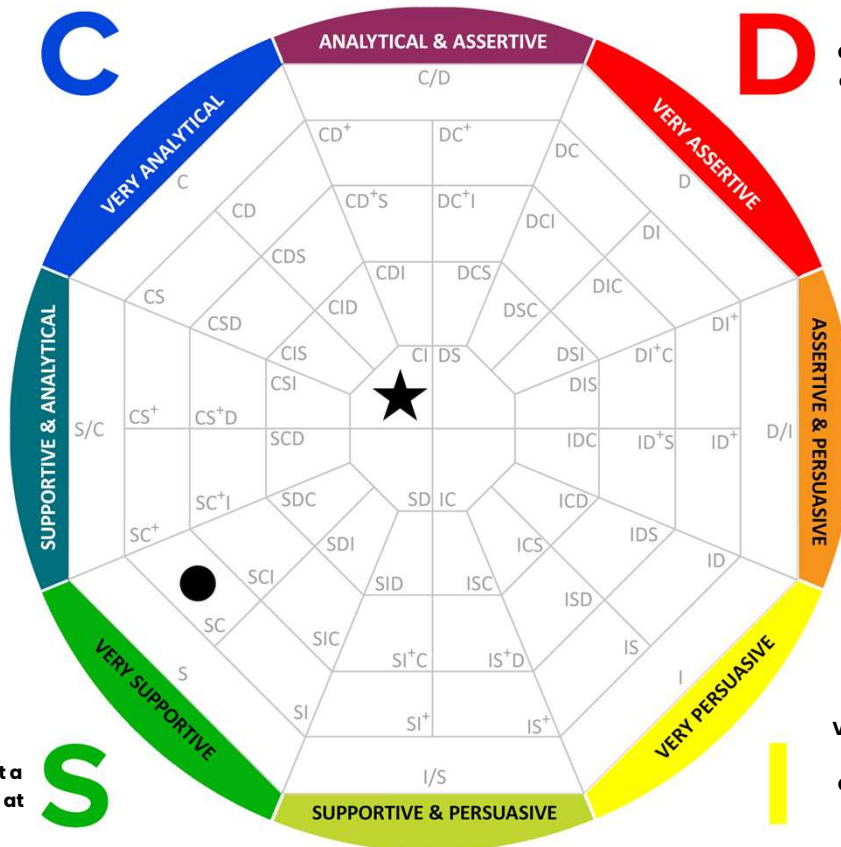
Assertive, Results-Focused, Rapid Decision-maker, Seeks Challenges, Can be Aggressive and Impatient, Desires to Lead.

Balances & Values Data & Diplomacy, Mindful of the "Rules". Will be Goal-Focused, Dislikes Confusion and Ambiguity.

Both Assertive and Persuasive, Likely to embrace New Concepts, Often a Mover and a Shaker, Can be very outgoing with High Energy and Engaging Effort.

Very Patient & Favors Stability and Structure. Not a Risk Taker, Likes to operate at a Steady, Even Pace.

Very Outgoing & Persuasive, Very People-Oriented, Optimistic Outlook, Strong Communication Skills, Likes to have Variety in their day.



- = Natural Behavioral Style
- ★ = Adapted Behavioral Style

Supportive & Persuasive, Good Team Player, Creates Good Will & provides Good Customer Service.



## Communication Tips for Others

*The following suggestions can help others who interact with you understand and be aware of your communication preferences. To use this information effectively, share it with others and also discuss their preferences.*

*Check the two most important ideas when others communicate with you (dos & don'ts), and transfer them to the Summary of Your Style page.*

### **When Communicating with Sample, DO:**

- Ask 'how' oriented questions to draw out Sample's opinions.
- Do your homework, because Sample's homework will already be done.
- Be candid, open, logical, and patient.
- Be certain that individual responsibilities are clear, and that there are no ambiguities.
- Give Sample the opportunity to express opinions and make some of the decisions.
- Sample will follow through, so be certain to follow through on your part.
- Give Sample time to verify the issues and assess potential outcomes.

### **When Communicating with Sample, DON'T:**

- Be rude, abrupt, or too fast-paced in your delivery.
- Be domineering or demanding.
- Be sloppy or disorganized.
- Threaten with position or power.
- Manipulate or bully Sample into agreement.
- Engage in rambling discussion, and waste Sample's time.
- Forget or lose things necessary for the meeting or project.



## Your Motivators: Wants and Needs

*Motivation is the enthusiasm or willingness to do something. Everybody is motivated; however, all people are motivated for their own reasons, not somebody else's. Simply, people are motivated by what they want.*

*Our behaviors are also driven by our needs. Each style has different needs. If one person is stressed, they may need quiet time alone; another may need social time around a lot of people. Each has different ways to meet their needs. The more fully our needs are met, the easier it is to perform at an optimal level.*

*Choose your two most important wants and two most important needs and transfer them to the Summary of Your Style page.*

### **You Tend to Be Motivated By:**

- Procedures that support a quality initiative and have the flexibility to be changed when necessary.
- A strong, visible group or organization to identify with.
- A supportive and encouraging working environment.
- Social recognition for success on a project, or in achieving a goal.
- Having sufficient time to consider all options before making a final decision.
- Awards that recognize ability, competence, or achievements.
- A variety of activities involving interpersonal contact, both on and off the job.

### **People With Patterns Like You Tend to Need:**

- Streamlining of some systems and procedures to allow additional time for complex analysis.
- A supervisor who delegates by using specifics, not ambiguities.
- Minimal hostility or conflict within the team or organization.
- A supportive team that is tolerant of the occasional blunt or critical remark.
- An occasional revalidation of your contribution to the team or organization at large.
- A support system to eliminate some of the repetitive or routine parts of the job or project.
- Sufficient opportunity for beta-testing of a project or idea, before it is actually deployed.



## What You Bring to the Organization

*The following listed talents and tendencies provide insight on what you bring to a job, or when working on a team or family project. When used in environments where you are most effective, you are likely to be self-motivated to accomplish great things. It is possible that you may not always be in an environment that allows you to be your best. We recommend you speak with your leader to see what can be incorporated into your current environment to help maintain your motivation. Check your two most important strengths, two most important work style tendencies, and two most important environmental factors; transfer them to the Summary of Your Style page.*

### **Your Strengths:**

- You excel at solving technical or abstract problems and are at your best when dealing with multi-faceted processes.
- You bring a high degree of objectivity to the organization's systems and projects.
- You utilize a very deliberate and systematic approach in analyzing answers and creating solutions.
- You always follow through, with a strong emphasis on completeness.
- You are able to provide factual, authoritative, and objective communication on topics to which you have given proper intellectual consideration.
- You provide excellent support and expertise to challenging problems and assignments.
- You demonstrate a high degree of expertise in the operations which you choose to perform.

### **Your Work Style Tendencies:**

- You have the ability to carry out detailed action plans, and verbalize the steps in an articulate manner.
- You make job-related decisions by gathering facts and considering the needs of the people involved.
- You may tend to overuse your power in order to get your way.
- You may be overly afraid of losing on a project or proposal.
- You have the ability to contribute to a pleasant and efficient work environment, due to your attention to people and knack for quality control.
- You have the ability to handle both the "people side" and the detail side of a project with equal skill and confidence.
- When urgency reaches a high point, you can work with the team to restore comfort, while also obtaining good results.

### **You Tend to Be Most Effective In Environments That Provide:**

- Complete explanations of areas of responsibility and control.
- Variety in work tasks and projects.
- A democratic environment with participatory management.
- Public recognition for accomplishments.
- An environment that supports your critical thinking skills.
- Projects requiring you to motivate and persuade people.
- Activities including many opportunities for interaction with people.

## The S Style

### Under Stress – Perceptions, Behavior, and Needs for the S

*Stress is unavoidable. The perceptions of our behavior may have a significant impact on our effectiveness – both in how we perceive ourselves and how others perceive us. The way we behave under stress can create a perception that is not what we intend. The descriptions below of perceptions by others may seem somewhat extreme at times (especially if our behavior is an over-extended strength that becomes a weakness or limitation). As you understand these perceptions more clearly, you are able to modify your behavior to maximize your own effectiveness and ensure that others see you as you intend.*

#### **Potential Self-Perception:**

- High degree of focus
- Patient with others
- High level of determination toward goals
- Tenacious on follow-through

#### **Under Stress, May be Perceived by Others:**

- Possessive with own domain
- Backs down to pressure situations
- Resists ideas of others
- Grudge-holder

#### **Under Stress You Need:**

- Relationships
- A slower pace for comfort and security
- Reassurances that you are liked

#### **Your Typical Behaviors in Conflict:**

- You seldom express your own feelings of anger or dissatisfaction, fearing that doing so would damage relationships and destabilize the situation. You tend to go along with what others want in order to avoid any controversy.
- You are quite uncomfortable with conflict, aggression and anger. You will do whatever you can to avoid such situations. If you are not able to physically avoid a situation involving conflict or anger, you will probably attempt to ignore it, functioning as best you can without interacting -- or interacting very superficially -- with others.
- The anger and dissatisfaction that you have been repressing builds up inside of you and eventually some (often, trivial) event will trigger an explosion, releasing a torrent of angry words and a litany of past offenses -- often in considerable detail. Once you have vented this built up emotion, you return to your normal behavior.

#### **Strategies to Reduce Conflict and Increase Harmony:**

- Ask for what you need from your supervisor, friends and coworkers. Do not expect them to know what you want or what you are thinking. This will avoid many misunderstandings and increase your effectiveness and efficiency.
- Recognize that others may be more comfortable dealing with conflict, anger, and aggression. Expressions of anger or somewhat aggressive behavior by others are not necessarily personal attacks on you.
- Share your needs, feelings and expectations with your friends and coworkers.

## Potential Areas for Improvement

*Everyone has struggles, limitations, or weaknesses. Oftentimes, it's simply an overextension of our strengths which may become a weakness. For example, a High D style's directness may be a strength in certain environments, but when overextended they may tend to become bossy.*

*As you consider ways to improve your communication, we recommend you focus on no more than two at a time, practice, and strengthen them, and then choose another area to focus on and improve.*

*Check the two most important areas you are committed to improving and transfer them to the Summary of Your Style page.*

### **Potential Areas for Improvement:**

- You may become rather stubborn once your mind is made up on a decision.
- You tend to be a selective listener, hearing only what you want to hear.
- You may be indecisive at times and need help learning to set priorities.
- You may dispense strong criticism, and even sarcasm, when others don't measure up to your standards.
- You could use better "people skills" when it comes to motivating and managing others.
- You may take some criticism personally, even if it was directed at a work process and not you.
- You may provide a false sense of buy-in to others on the team, then sometimes resist passive-aggressively.

## 12 Behavioral Tendencies – Summary

The primary styles – **D, I, S, and C** – are each influenced by the other three styles in our behavioral expression. You are not just **one** of these styles; you are the result of all four combining and affecting each other. The following behavioral tendencies are scored based on the way your DISC styles combine and influence one another. On this page you'll see all 12 Behavioral Tendencies in Summary, and the following pages deliver more detail about each of these measurements.

Behaviors	Natural	Adapted
<b>Careful Decision Making</b> <i>How this individual approaches decisions and actions.</i>	Cautious (S)	Impulsive (I)
<b>Change Resistance</b> <i>How this individual resists engaging with change.</i>	Reluctant to Change (S)	Situational
<b>Work Process Alignment</b> <i>How this individual focuses on process to follow through on work.</i>	Consistency (S)	Accuracy (C)
<b>Reasoning</b> <i>How this individual uses evidence to think through and solve problems.</i>	Evidence-based (C)	Situational
<b>Prioritizing</b> <i>How this individual determines the order for dealing with items or tasks based on established rules and structure.</i>	Situational	Rules (C)
<b>Self-Reliance</b> <i>How this individual works within a team.</i>	Situational	Collaborative (I)
<b>Building Rapport</b> <i>How this individual focuses when interacting with others.</i>	Situational	Relationships-Focused (I)
<b>Providing Instruction</b> <i>How this individual dictates directions and expectations.</i>	Situational	Reserved & Detailed (C)
<b>Expressing Openness</b> <i>How this individual is most comfortable expressing themselves.</i>	Structural (C)	Situational
<b>Accuracy</b> <i>How this individual focuses on correctness and exactness.</i>	Predictability (S)	Precision (C)
<b>Personal Drive</b> <i>How this individual's own goals move things forward.</i>	Others-driven (S)	Situational
<b>Customer &amp; Team Interaction</b> <i>How this individual engages with customers and stakeholders, internal and external.</i>	Supporting (S)	Engaging (I)



## 12 Behavioral Tendencies – Details & Graphs

For each of the 12 behavioral tendencies, you will see a graph and personalized statement for your Natural and Adapted styles. These scores and statements reveal which of your style combinations are most observable and describe how you express that tendency based on your DISC blend.

**Interpretation Notes:**

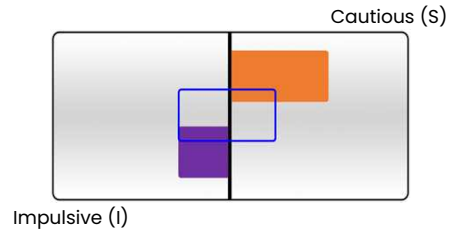
- Frequency Observed:** The behavioral tendencies are presented in the order from Most Frequently Observed to Least Frequently Observed.

  - HI** – Clearly observed in most situations, seen more often
  - HM** – Frequently observed in many situations
  - MOD** – May or may not be observed depending on the situation
  - LM** – Sometimes observed in some situations
  - LOW** – Absence of the behavior in most situations
- Direction of your score** – As the graph **moves to the right or left**, it shows how you will likely express the behavior. If the graphs are near the center, the result is a balancing behavioral effect that will depend on the situation.
- General Population Comparison** – The **blue box** represents the general population in this behavioral tendency. Approximately 68% of people score in this range.

### Careful Decision Making

**Natural (HM):** You often carefully and cautiously consider the risks and benefits, while weighing the pros and cons to prepare for the outcome. You are likely to approach decisions with thoughtfulness before moving forward. There are times when it can be appropriate to do what feels right. Don't let logic be the only ruler.

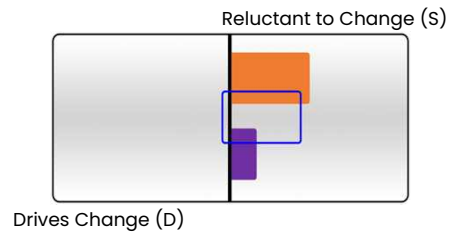
**Adapted (LM):** You are somewhat impulsive based on feelings rather than taking the time to consider the risks and consequences. You are likely to make decisions spontaneously and emotionally, trusting your gut and going with what feels right. Sometimes it is important to see if it makes sense too, not just feels good.



### Change Resistance

**Natural (HM):** You are somewhat change oriented as long as you can prepare for it and understand the expectations associated as well as the reasons for the needed adjustments. You are likely to respond/interact in change by building understanding first, and then planning how to successfully navigate what may come. You won't always have time to fully prepare so flexibility and openness can be a benefit

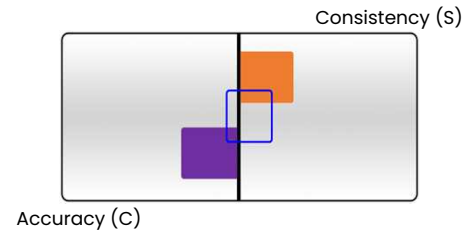
**Adapted (MOD):** You can be slow to accept or embrace change or more committed to your own thoughts and ideas during times of change, depending on the level of risk and expected outcome. There may be times when you actively accept and engage in change and other times you feel like more information and planning would be beneficial. You are likely to be on board, as long as things make sense.



### Work Process Alignment

**Natural (HM):** Your process and follow through is often driven by a desire to keep things consistent and moving forward at a methodical, steady pace. You are likely to process information and follow through with consistency and predictability as your focus. Don't forget that accuracy is an important part of reliability and stability.

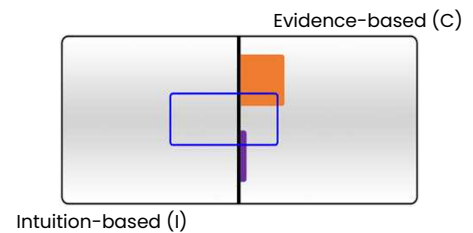
**Adapted (LM):** Your process and follow through is often driven by upholding quality standards to be sure what you are doing is accurate and precise. You are likely to process information and follow through with exactness and precision as a focus. There are times when consistency is as important as accuracy. Don't forget to balance them.



### Reasoning

**Natural (HM):** You often rely on data and evidence to ensure decisions reflect the right thing to do, and will seek verification to make complete and accurate judgments. You are likely think through things with careful and thoughtful consideration, often weighing risks and examining the proof and data to make decisions. Remember, the brain and the heart together make a great team.

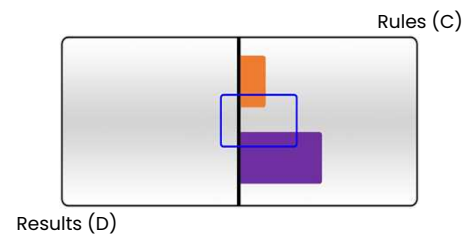
**Adapted (MOD):** You may rely somewhat on your feelings and interactions with others to make decisions, and choose what is likely to be considered acceptable but will seek to back up judgments with evidence and verification. When reasoning, you likely rely on a balanced approach of logic and emotion, and look at the circumstances with a logical perspective and also paying attention to what feels right.



### Prioritizing

**Natural (MOD):** You are attentive to established guidelines to ensure high-quality results now and are focused on actions that target immediate accomplishment. You likely balance both rules and results when prioritizing, recognizing that both have significance in a successful experience and outcome.

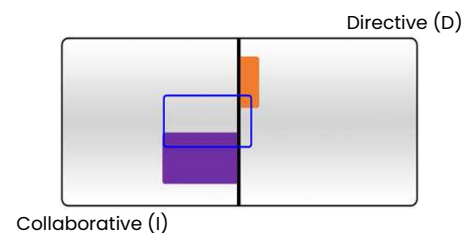
**Adapted (HM):** You often focus on following established structural and procedural guidelines to ensure high-quality outcomes with great importance on accuracy, order and precision. You are likely to prioritize the rules rather than the results. While the rules and procedures are a key component to success and what should take precedence, be sure you know what the end result should be.



### Self-Reliance

**Natural (MOD):** You balance results and interaction, getting things done efficiently, but also involving others to get this accomplished as effectively as possible. You are likely to be productive and efficient whether working independently or in collaboration with others, depending on the circumstances and variables of the work.

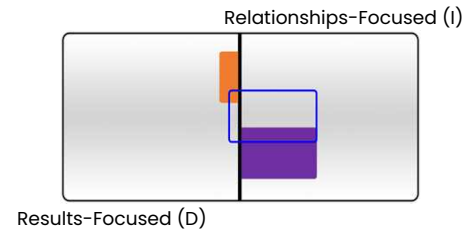
**Adapted (LM):** You are quite attentive to involving others, preferring to reach results together, which may impact efficiency. You will likely do your best work in collaboration with others. Be aware that too much interaction may cause some delays in productivity or efficiency.



### Building Rapport

**Natural (MOD):** Your interactions are driven by both a desire to connect with others socially, and to get the work done and reach results. If you can do both at once, that's great!

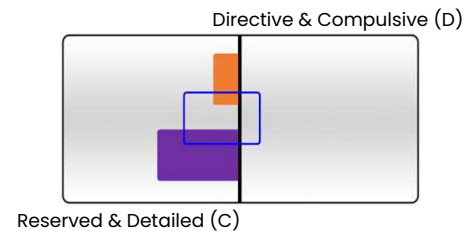
**Adapted (HM):** You are somewhat social and more likely to focus on building relationship and making connections, rather than accomplishing a goal or completing a task. Don't forget that sometimes there are things to be done.



### Providing Instruction

**Natural (MOD):** You are able to balance the desire to set the expectations or uphold the protocol based on the situation and what is most relevant. You may follow the established structural and procedural guideline if they support the objectives. Keep in mind that sometimes this may come through as difficult for styles that are less focused on tasks and more focused on relationship.

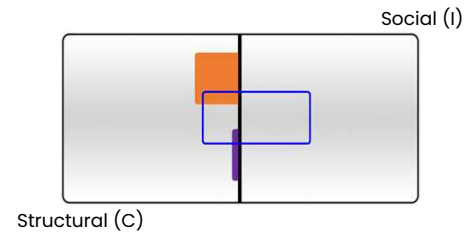
**Adapted (LM):** You are more likely to precisely follow established structural and procedural guidelines, and are aware of the need for accuracy and compliance to certain guidelines and protocol. Sometimes, bending the rules slightly is important to getting the best results.



### Expressing Openness

**Natural (LM):** You are somewhat comfortable when focused on the structure, detail and accuracy preferring some time for planning and consideration of consequences before acting. You are likely to be more confident with data, information and procedures that ensure accuracy and precision. Remember, there are times when creating connection with others can boost you up as well.

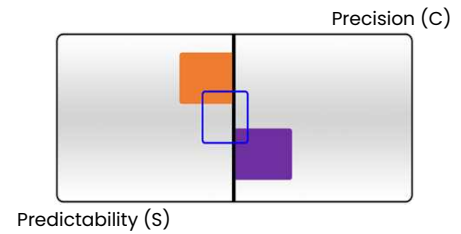
**Adapted (MOD):** Your comfort is balanced between your ability to interact with others and build personal connections, while still maintaining a focus on structure, detail and accuracy, and you may struggle with maintaining a consistent pace or focus. You can be confident with both social interactions and information to support your perspective.



### Accuracy

**Natural (LM):** Your planning often focuses on keeping processes and systems as predictable and steady as possible to support others in understanding and reaching the best outcome. You are likely to focus on risk-aversion when planning. Predictability and consistency are incredibly important when taking things from start to finish, but remember correctness is important too.

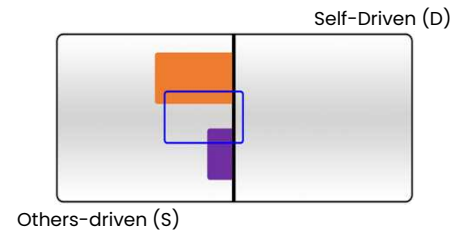
**Adapted (HM):** You frequently focus on carefully and deliberately ensuring high-quality outcomes with great importance on accuracy, structure, order and precision in all you do. You are likely to focus on being and doing things right. While doing it the right way can impact success dramatically, it is also helpful to have dependability and uniformity in planning processes.



### Personal Drive

**Natural (LM):** Your determination is somewhat steady, supportive and less urgent, considering relationship consequences before acting. You will likely be driven to action based on the expectations of others which may mean you take on more than your fair share or stretch yourself too thin when you make commitments.

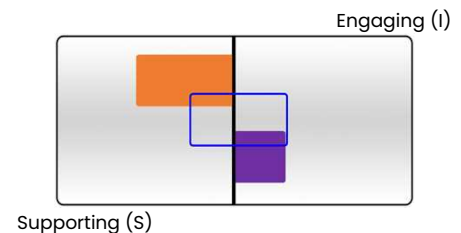
**Adapted (MOD):** Your determination is balanced between a self-driven and others-driven approach, focusing on actions to achieve results with awareness of risks and consequences of actions. You are likely driven by both a desire to meet your own needs and motivations, and support and help others in the process.



### Customer & Team Interaction

**Natural (LM):** You are likely to focus on providing support and a calming presence to others, often caring for their needs in a way that builds trust and confidence in your service. You are more likely to do whatever you can to make sure others are taken care of and get what they require. It is important to also be attentive to the needs of the business too.

**Adapted (HM):** You are somewhat engaging, charming, persuasive, and influential, often connecting with others in a way that builds trust and confidence. You are more likely to focus on engaging with the others to create a relationship, interacting with them to build a friendship to ensure they will come back to work with you directly. Sometimes business should be just business.





## Summary of Sample Report's Style

*Communication is a two-way process. Encourage others to complete their own DISC Online Assessment and then share the Summary Sheet with each other. By discussing preferences, needs, and wants of the people you work with, socialize with, and live with, you can enhance relationships and turn what might have been a stressful relationship into a more effective one. This can be done just by understanding and applying the DISC information. Complete the worksheet below using the previous pages of this report.*

**COMMUNICATION DOS & DON'TS**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

**YOUR MOTIVATIONS: WANTS**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

**YOUR MOTIVATIONS: NEEDS**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

**YOUR STRENGTHS**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

**YOUR WORK STYLE TENDENCIES**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

**EFFECTIVE ENVIRONMENTAL FACTORS**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

**POTENTIAL AREAS FOR IMPROVEMENT**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_



## Understanding Others and Adaptability

Understanding your own behavioral style is just the first step to enhancing relationships. To fully use the power of behavioral styles, you also need to know how to apply the information to other people and situations. Good relationships can get better and challenging relationships may become good.

**People want to be treated according to their behavioral style, not yours.**

People generally make the mistake of assuming that others interact and think the same way they do, and many of us grew up believing in The Golden Rule: treating others the way you would like to be treated. Instead, we encourage another practical rule to live by – what Dr. Tony Alessandra calls **The Platinum Rule®: to treat others the way THEY want to be treated**. This practice requires strategic adjustment made on a case-by-case basis, and adjusting your own behavior to make people feel more at ease with you. This is known as **Adaptability**.

It is important to remember that adapting our styles is not always easy! It may take some time, feel very difficult, or seem especially foreign in certain situations. Give it time, practice, patience, and diligence, and you will see relationship benefits.

# ADAPTABILITY

## ***THE SECTION INCLUDES:***

- What is Adaptability?
- How to Identify Another Person's Behavioral Style
- Communicating with Each Style
- How to Adapt to the Different Behavioral Styles
  - Modifying Directness/Indirectness
  - Modifying Openness/Guardedness
  - Modifying Pace & Priority
- Adapting in Different Situations
  - At Work
  - In Sales and Service
  - In Social Settings
  - In Learning Environments
- Application Activities

## What is Adaptability?

Adaptability is based on two elements: **Flexibility and Aptitude**. **Flexibility** is your **Willingness**, and **Aptitude** is your **Capability** to adjust your approach or strategy based on the particular needs of the situation or relationship at a particular time. It's something you must **cognitively choose to apply** to yourself (to your patterns, attitudes, and habits), not expect from others.

***We practice adaptability each time we slow down for a C or S style; or when we move a bit faster for the D or I style. It also occurs when the D or C styles take the time to build the relationship with an S or I style, or when the I or S style focuses on facts or gets right to the point with D or C styles.***

Adaptability does not mean an "imitation" of the other person's style. It does mean adjusting your openness, directness, pace, and priority in the direction of the other person's preference, while maintaining your own identity. Adaptable people know how to negotiate relationships in a way that allows everyone to win.

Your adaptability level influences how others judge their relationship with you. Raising your adaptability will increase trust and credibility; if you lower your adaptability, trust and credibility will decrease. Being more adaptable enables you to interact more productively with difficult people and helps you to avoid or manage tense situations.

### Important Considerations:

- Adaptability is important to **all** successful relationships.
- No one style is naturally more adaptable than another.
- Adaptability is a choice:
  - You can choose to be adaptable with one person, and not so with others.
  - You can choose to be quite adaptable with one person today and less adaptable with that same individual tomorrow.
- People often adopt a different style in their professional lives than they do in their social and personal lives.
  - We tend to be more adaptable at work and with people we know less.
  - We tend to be less adaptable at home and with people we know better.

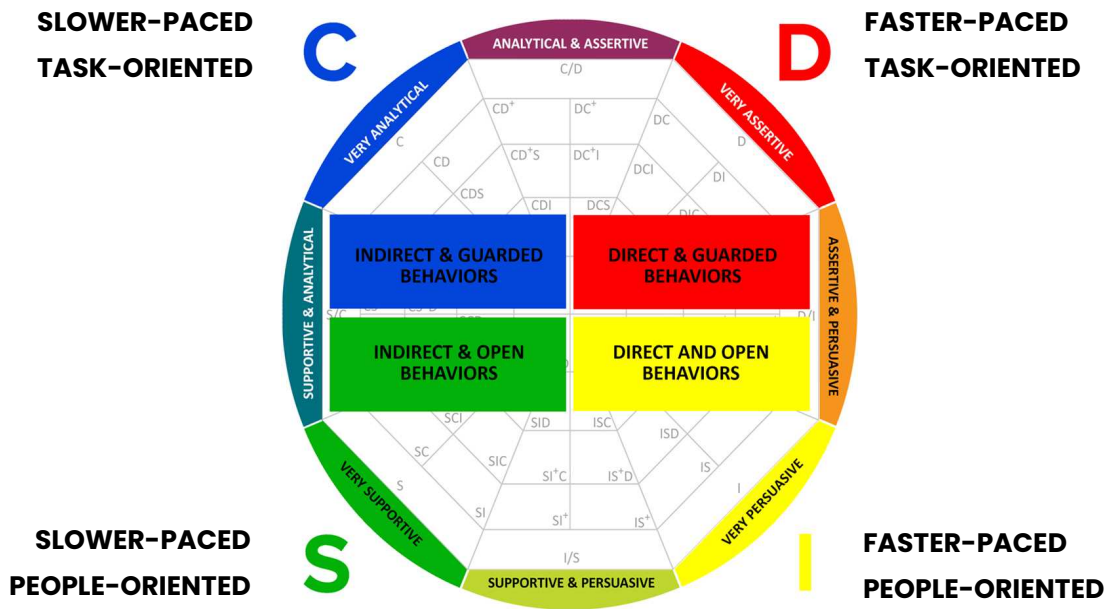
### Words of Advice:

Adaptability at its extreme could appear wishy-washy and two-faced. A person who maintains high adaptability in all situations may not be able to avoid stress and inefficiency. There is also the danger of developing tension from the stress of behaving in a "foreign" style. Usually, this is temporary and may be worth it if you gain rapport with others. At the other end of the continuum, no adaptability would cause others to view someone as rigid and uncompromising because they insist on behaving according to their own natural pace and priority.

# Recognizing Another Person’s Behavioral Style

## The Two Power Questions:

1. Are they **DIRECT/FAST-PACED** or **INDIRECT/SLOWER-PACED** in their communications?  
*(Directness is the 1<sup>st</sup> predictor of Style. Direct plots on the right, Indirect on the Left).*
2. Are they **GUARDED/TASK-ORIENTED** or **OPEN/PEOPLE-ORIENTED** in their communications?  
*(Openness is the 2<sup>nd</sup> predictor of Style. Open plots on the Bottom, Guarded on the Top).*



When we integrate both the natural tendency to be either **DIRECT** or **INDIRECT** with the natural tendency to be either **GUARDED** or **OPEN**, it forms the foundation and the basis for plotting each of the four different behavioral styles:







<b>Directness &amp; Openness</b>	<b>Pace &amp; Priority</b>
<b>D</b> Tends to be <b>direct</b> and <b>guarded</b>	<b>Fast</b> -paced and <b>task</b> -oriented
<b>I</b> Tends to be <b>direct</b> and <b>open</b>	<b>Fast</b> -paced and <b>people</b> -oriented
<b>S</b> Tends to be <b>indirect</b> and <b>open</b>	<b>Slow</b> -paced and <b>people</b> -oriented
<b>C</b> Tends to be <b>indirect</b> and <b>guarded</b>	<b>Slow</b> -paced and <b>task</b> -oriented

The behavioral intensity of directness or indirectness and being open or guarded is shown in the quadrant you plot. The plots towards the edge of the BPV reflect **MORE INTENSITY** and those plotting closer to the center reflect **MODERATE INTENSITY** of both characteristics.

## Communicating with each Style

With D Styles	With I Styles	With S Styles	With C Styles
<ul style="list-style-type: none"> <li>• Show them how to win</li> <li>• Display reasoning</li> <li>• Provide concise data</li> <li>• Agree on goals and boundaries</li> <li>• Vary routine</li> <li>• Compliment them on what they have done</li> <li>• Provide opportunities for them to lead, impact results</li> </ul>	<ul style="list-style-type: none"> <li>• Show them that you admire and like them</li> <li>• Be optimistic</li> <li>• Support their feelings and ideas</li> <li>• Avoid involved details</li> <li>• Focus on the big picture</li> <li>• Interact and participate with them - do it together</li> <li>• Provide acknowledgements, accolades, and compliments</li> </ul>	<ul style="list-style-type: none"> <li>• Show how your idea minimizes risk</li> <li>• Demonstrate interest in them</li> <li>• Compliment them on follow-through</li> <li>• Give personal assurances</li> <li>• Provide a relaxing, friendly, stable atmosphere</li> <li>• Act non-aggressively, focus on common interests</li> <li>• Provide opportunities for deep contribution and teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• Approach indirectly, non-threatening</li> <li>• Show your reasoning, logic, give data in writing</li> <li>• Allow them to think, inquire, and check before they make decisions</li> <li>• Tell them “why” and “how”</li> <li>• Provide opportunities for precision, accuracy, and planning for quality results</li> </ul>

## Tension Among the Styles

<b>PACE</b> <i>Direct, Fast-Paced</i> vs. <i>Indirect, Slower-Paced</i>	<b>PRIORITY</b> <i>Guarded, Task-Oriented</i> vs. <i>Open, People-Oriented</i>	<b>PACE &amp; PRIORITY</b> <i>Direct, Fast-Paced, Guarded, Task-Oriented</i> vs. <i>Indirect, Slower-Paced, Open, People-Oriented</i>
 <p><b>High S + High I</b>                      (Lower Left vs. Lower Right Quadrant).</p>	 <p><b>High D + High I</b>                      (Upper Right vs. Lower Right Quadrant)</p>	 <p><b>High S + High D</b>                      (Lower Left vs. Upper Right Quadrant)</p>
 <p><b>High C + High D</b>                      (Upper Left vs. Upper Right Quadrant)</p>	 <p><b>High C + High S</b>                      (Upper Left vs. Lower Left Quadrant)</p>	 <p><b>High C + High I</b>                      (Upper Left vs. Lower Right Quadrant)</p>

## To Modify Directness and Openness

### DIRECT/INDIRECT

With D Styles <b>DIRECT</b>	With I Styles <b>DIRECT</b>	With S Styles <b>INDIRECT</b>	With C Styles <b>INDIRECT</b>
<ul style="list-style-type: none"> <li>• Use a strong, confident voice</li> <li>• Use direct statements rather than roundabout questions</li> <li>• Face conflict openly, challenge and disagree when appropriate</li> <li>• Give undivided attention</li> </ul>	<ul style="list-style-type: none"> <li>• Make decisions at a faster pace</li> <li>• Be upbeat, positive, warm</li> <li>• Initiate conversations</li> <li>• Give recommendations</li> <li>• Don't clash with the person, but face conflict openly</li> </ul>	<ul style="list-style-type: none"> <li>• Make decisions more slowly</li> <li>• Avoid arguments and conflict</li> <li>• Share decision-making</li> <li>• Be pleasant and steady</li> <li>• Respond sensitively and sensibly</li> </ul>	<ul style="list-style-type: none"> <li>• Do not interrupt</li> <li>• Seek and acknowledge their opinions</li> <li>• Refrain from criticizing, challenging, or acting pushy – especially personally</li> </ul>

### GUARDED/OPEN

With D Styles <b>GUARDED</b>	With I Styles <b>OPEN</b>	With S Styles <b>OPEN</b>	With C Styles <b>GUARDED</b>
<ul style="list-style-type: none"> <li>• Get right to the task, address bottom line</li> <li>• Keep to the agenda</li> <li>• Don't waste time</li> <li>• Use businesslike language</li> <li>• Convey acceptance</li> <li>• Listen to their suggestions</li> </ul>	<ul style="list-style-type: none"> <li>• Share feelings, show more emotion</li> <li>• Respond to expression of their feelings</li> <li>• Pay personal compliments</li> <li>• Be willing to digress from the agenda</li> </ul>	<ul style="list-style-type: none"> <li>• Take time to develop the relationship</li> <li>• Communicate more, loosen up, and stand closer</li> <li>• Use friendly language</li> <li>• Show interest in them</li> <li>• Offer private acknowledgements</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain logical, factual orientation</li> <li>• Acknowledge their thinking</li> <li>• Downplay enthusiasm and body movement</li> <li>• Respond formally and politely</li> </ul>

## To Modify Pace and Priority

### PACE

With D Styles <b>FASTER</b>	With I Styles <b>FASTER</b>	With S Styles <b>SLOWER</b>	With C Styles <b>SLOWER</b>
<ul style="list-style-type: none"> <li>• Be prepared, organized</li> <li>• Get to the point quickly</li> <li>• Speak and move at a faster pace</li> <li>• Don't waste time</li> <li>• Give undivided time and attention</li> <li>• Watch for shifts in attention and vary presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Don't rush into tasks</li> <li>• Get excited with them</li> <li>• Speak and move at a faster pace</li> <li>• Change up conversation frequently</li> <li>• Summarize details clearly</li> <li>• Be upbeat, positive</li> <li>• Give them attention</li> </ul>	<ul style="list-style-type: none"> <li>• Develop trust and credibility over time, don't force</li> <li>• Speak and move at a slower pace</li> <li>• Focus on a steady approach</li> <li>• Allow time for follow through on tasks</li> <li>• Give them step-by-step procedures/ instructions</li> <li>• Be patient, avoid rushing them</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared to answer questions</li> <li>• Speak and move at a slower pace</li> <li>• Greet cordially, and proceed immediately to the task (no social talk)</li> <li>• Give them time to think, don't push for hasty decisions</li> </ul>

### PRIORITY

With D Styles <b>TASK</b>	With I Styles <b>PEOPLE</b>	With S Styles <b>PEOPLE</b>	With C Styles <b>TASK</b>
<ul style="list-style-type: none"> <li>• Get right to the task</li> <li>• Provide options and let them decide</li> <li>• Allow them to define goals and objectives</li> <li>• Provide high-level follow-up</li> </ul>	<ul style="list-style-type: none"> <li>• Make time to socialize</li> <li>• Take initiative to introduce yourself or start conversation</li> <li>• Be open and friendly, and allow enthusiasm and animation</li> <li>• Let them talk</li> <li>• Make suggestions that allow them to look good</li> <li>• Don't require much follow-up, details, or long-term commitments</li> </ul>	<ul style="list-style-type: none"> <li>• Get to know them personally</li> <li>• Approach them in a friendly, but professional way</li> <li>• Involve them by focusing on how their work affects them and their relationships</li> <li>• Help them prioritize tasks</li> <li>• Be careful not to criticize personally, keep it specific and focused</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared with logic and practicality</li> <li>• Follow rules, regulations, and procedures</li> <li>• Help them set realistic deadlines and parameters</li> <li>• Provide pros and cons and the complete story</li> <li>• Allow time for sharing of details and data</li> <li>• Be open to thorough analysis</li> </ul>



# Adapting in Different Situations: AT WORK

## DOMINANT STYLE

### HELP THEM TO:

- More realistically gauge risks
- Exercise more caution and deliberation before making decisions
- Follow pertinent rules, regulations, and expectations
- Recognize and solicit others' contributions
- Tell others the reasons for decisions
- Cultivate more attention/responsiveness to emotions

## INFLUENCING STYLE

### HELP THEM TO:

- Prioritize and organize
- See tasks through to completion
- View people and tasks more objectively
- Avoid overuse of giving and taking advice
- Write things down

## STEADY STYLE

### HELP THEM TO:

- Utilize shortcuts and discard unnecessary steps
- Track their growth
- Avoid doing things the same way
- Realize there is more than one approach to tasks
- Become more open to some risks and changes
- Feel sincerely appreciated
- Speak up and voice their thoughts and feelings

## CONSCIENTIOUS STYLE

### HELP THEM TO:

- Share their knowledge and expertise with others
- Stand up for themselves with the people they prefer to avoid
- Shoot for realistic deadlines and parameters
- View people and tasks less seriously and critically
- Balance their lives with both interaction and tasks
- Keep on course with tasks, less checking
- Maintain high expectations for high priority items, not everything





# Adapting in Different Situations: IN SALES AND SERVICE

## DOMINANT STYLE

- Plan to be prepared, organized, fast-paced, and always to the point
- Meet them in a professional and businesslike manner
- Learn and study their goals and objectives – what they want to accomplish, how they currently are motivated to do things, and what they would like to change
- Suggest solutions with clearly defined and agreed upon consequences, as well as rewards that relate specifically to their goals
- Get to the point
- Provide options and let them make the decision, when possible

## INFLUENCING STYLE

- Take the initiative by introducing yourself in a friendly and informal manner and be open to new topics that seem to interest them
- Support their dreams and goals
- Illustrate your ideas with stories and emotional descriptions that they can relate to their goals or interests
- Clearly summarize details and direct these toward mutually agreeable objectives and action steps
- Provide incentives to encourage quicker decisions
- Give them testimonials

## STEADY STYLE

- Get to know them more personally and approach them in a non-threatening, pleasant, and friendly, but professional way
- Develop trust, friendship, and credibility at a relatively slow pace
- Ask them to identify their own emotional needs as well as their task or business expectations
- Get them involved by focusing on the human element... that is, how something affects them and their relationships with others
- Avoid rushing them and give them personal, concrete assurances, when appropriate
- Communicate with them in a consistent manner on a regular basis

## CONSCIENTIOUS STYLE

- Prepare so that you can answer as many of their questions as soon as possible
- Greet them cordially, but proceed quickly to the task; don't start with personal or social talk
- Hone your skills in practicality and logic
- Ask questions that reveal a clear direction and that fit into the overall scheme of things
- Document how and why something applies
- Give them time to think; avoid pushing them into a hasty decision
- Tell them both the pros and cons and the complete story
- Follow through and deliver what you promise



## Adapting in Different Situations: IN SOCIAL SETTINGS

### DOMINANT STYLE

- Let them know that you don't intend to waste their time
- Convey openness and acceptance of them
- Listen to their suggestions
- Summarize their achievements and accomplishments
- Give them your time and undivided attention
- Appreciate and acknowledge them when possible

### INFLUENCING STYLE

- Focus on a positive, upbeat, warm approach
- Listen to their personal feelings and experiences
- Respond openly and congenially
- Avoid negative or messy problem discussions
- Make suggestions that allow them to look good
- Don't require much follow-up, detail, or long-term commitments
- Give them your attention, time, and presence

### STEADY STYLE

- Focus on a slower-paced, steady approach
- Avoid arguments and conflict
- Respond sensitively and sensibly
- Privately acknowledge them with specific, believable compliments
- Allow them to follow through on concrete tasks
- Show them step-by-step procedures
- Behave pleasantly and optimistically
- Give them stability and minimum of change

### CONSCIENTIOUS STYLE

- Use a logical approach
- Listen to their concerns, reasoning, and suggestions
- Respond formally and politely
- Negative discussions are OK, so long as they aren't personally directed
- Privately acknowledge them about their thinking
- Focus on how pleased you are with their procedures
- Solicit their insights and suggestions
- Show them by what you do, not what you say

# Adapting in Different Situations: IN LEARNING ENVIRONMENTS

## DOMINANT STYLE

- Likes to learn quickly; may be frustrated with a slower pace
- Has own internal motivation-clock, learns for their own reasons, not for anyone else's reasons
- May like to structure their own learning design
- Does okay with independent self-study
- Defines own goals
- May have a short attention span

## INFLUENCING STYLE

- Likes learning in groups
- Interacts frequently with others
- Responds to extrinsic motivation, praise, and encouragement
- Needs structure from the facilitator; may lose track of time
- Needs "what to do" and "when to do it"
- May exceed deadlines if left on their own and learning may be completed late

## STEADY STYLE

- Accepts a balance between individual and group work
- Shows patience with detailed or technical processes
- Likes journaling and follow-through
- Prefers explicit instructions
- Wants to know the performance outcomes and expectations
- May need help in prioritizing tasks if a long assignment; may take criticism personally

## CONSCIENTIOUS STYLE

- Prefers individual work over group interaction
- Accepts more impersonal training, such as remote or online
- Has high expectations of their own performance
- Will structure their own activities only with explicit goals and outcomes established
- Emphasizes details, deep thinking, and theoretical bases for the learning
- May get overly bogged down in details, especially if the learning climate is pressured

# DISC Application Activities

## Adaptability Practice

Spend some time with people at home and at work that you know and trust who are different styles than you. Explore ways to communicate more effectively with them. Ask for support and feedback as you try new ways to communicate. Remember- tell them this is a skill you are building so they aren't surprised when you are behaving differently. They can provide helpful feedback!

- **Practice Identifying their style** based on observable behavior
- **Practice Modifying your Directness and Openness** in conversation with them
- **Practice Modifying your Pace and Priority**
- **Ask for feedback** on your effectiveness in communicating with them
- **Take some time to reflect on your experience** and what worked or didn't work for you and for them
- **Consider** what you should repeat, and what you need to modify further to communicate as effectively as possible.

**As you begin feeling more comfortable with adaptability and the needs of each style, try it with others!**

## Adaptability Activity

Select a relationship in which things have not gone as smoothly as you would like. Make a commitment to take the time to gain an understanding of the other person's behavioral style and take a few steps to adapt your behavior to improve the relationship.

- 1 Identify the behavioral style of the other person using The Two Power Questions:
  - Are they DIRECT or INDIRECT in their communication?
  - Are they GUARDED or OPEN in their communication?
- 2 Brush up on their style and look at ways to adapt your Directness and Openness when working with them.
- 3 To further understand the tension that may exist in the relationship, notice the difference in preference in pace and priority, and modify accordingly.
- 4 Practice approaching them in the way you think **THEY want to be treated**. Remember, it may feel uncomfortable at first, but with practice and dedication to adapting, you will be amazed at the difference.

## Tension Among the Styles Exercise

Even if you have the highest regard toward a person, tension can exist in a relationship where styles are different. If this is behavior related, applying The Platinum Rule® - Treat others the way THEY want to be treated - may be helpful. Complete this exercise to gain insights on how to improve tense relationships. If you feel comfortable, you may discuss with the other person things you can do to ease the tension.

<p>My Style: _____</p> <p>My Pace: _____</p> <p>My Priority: _____</p>	<p><b>RELATIONSHIP</b></p> <p><b>Name:</b> <i>John Doe</i></p> <p><b>Style:</b> <i>High I</i></p> <p><b>Pace:</b> <i>Faster-paced</i></p> <p><b>Priority:</b> <i>People-oriented</i></p> <p><b>Difference:</b> <i>Pace and Priority</i></p> <p><b>Strategy:</b> <i>Be more personable, social, upbeat, and faster-paced with John</i></p> <p style="font-size: 2em; opacity: 0.5; transform: rotate(-10deg); position: absolute; top: 20px; right: 20px;">SAMPLE</p>
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RELATIONSHIP 1	RELATIONSHIP 2
<p><b>Name:</b> _____</p> <p>Style: _____</p> <p>Pace: _____</p> <p>Priority: _____</p> <p>Difference: _____</p> <p>Strategy: _____</p> <p>_____</p> <p>_____</p>	<p><b>Name:</b> _____</p> <p>Style: _____</p> <p>Pace: _____</p> <p>Priority: _____</p> <p>Difference: _____</p> <p>Strategy: _____</p> <p>_____</p> <p>_____</p>



## Create a DISC POWER TEAM

Wouldn't it be amazing to have a DISC POWER TEAM where all members brought their best strengths to the table, and each of our challenges could be supported by someone who was skilled in the areas we struggle?

Considering the strengths and workplace behaviors for each style, who would be an ideal DISC POWER TEAM Member?

	DOMINANT STYLE	INFLUENCING STYLE	STEADY STYLE	CONSCIENTIOUS STYLE
STRENGTHS	Supervising Leadership Pioneering	Persuading Motivating Entertaining	Listening Teamwork Follow-through	Planning Systemizing Orchestration
WORKPLACE BEHAVIORS	Efficient Busy Structured	Interacting Busy Personal	Friendly Functional Personal	Formal Functional Structured
TEAM MEMBER				

For an upcoming project, consider how your DISC POWER TEAM could accomplish greatness!

- Assign responsibilities based on strengths
- Determine what opportunities or challenges exist or may come up
- Give each Team Member the opportunity to showcase their skills and experience
- Check in regularly and discuss as a team how it's going
- Provide feedback regarding roles, strengths, needs, and any additional support required



## Building and Maintaining Rapport/Productivity

### BUILDING AND MAINTAINING RAPPORT AND PRODUCTIVITY THROUGHOUT THE MANAGEMENT/LEADERSHIP PROCESS

The Platinum Rule (*Do Unto Others as They Would Have You Do Unto Them*) can have a positive effect on almost every aspect of managing/leading others. With each of the four DISC behavioral types, for example, there's a different way to communicate and delegate tasks to them; compliment and correct them; and motivate and counsel them.

Learning these methods can quickly make you a more sensitive, effective leader of people. Sensitivity and tact are constantly demanded of leaders. If, as someone once said, tact is the radar of the mind, The Platinum Rule can be a valuable tune-up of your antenna.

By now, you know your primary DISC behavioral style along with growth opportunities to help you deal better with tasks and people. Keep those thoughts in mind.

Meanwhile, recognize that your power to influence employees springs from two sources. First, there's "position power." That's just what it sounds like, you're the CEO, the department head, the regional manager, and a certain amount of power comes with that title.

But ask any CEO what happens when he tries to get a brand of ketchup changed in the employee cafeteria. Ask the department head what happens when she decides to cut back on overtime. Ask the regional manager what happens when he asks all the store managers to upgrade the signs in their windows. Sometimes the bosses get their way and sometimes they don't.

So even if you have a title, you can't rely on position power alone to get you what you want. You also need "personal power." In fact, it's now generally believed that a leader can't really lead until he or she is genuinely accepted by those who are to be led.

If the CEO, department head, or regional manager gets the cooperation he or she asks for, it's not just because that person has a title. It's because he or she has also gained the confidence and trust of the average employee. It's because he or she has attained personal power.

So position power comes from being anointed by the hierarchy. But personal power comes from earning it, from developing it. Position power is a starting point for influencing people. But it's personal power that turns mere compliance into real cooperation.

The Platinum Rule provides that extra ingredient that leaders and managers can use in endless ways for their firm and for themselves. Being adaptable can help supervisors, managers and leaders build bridges to their employees and make them feel valued. By learning how best to respond to their interests and concerns, their strengths and weaknesses, you can get the most from your people as well as leave them more personally satisfied.

## Developing Your People

Developing the C Style	Developing the D Style
<ul style="list-style-type: none"> <li>Point out the most important things to remember first.</li> <li>Demonstrate in an efficient, logical manner, stressing the purpose of each step.</li> <li>Proceed slowly, stopping at key places to check for their understanding.</li> <li>Ask for possible input, especially regarding potential refinements.</li> <li>Build up to the big picture.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on the big picture.</li> <li>Cover basic steps/ high points quickly.</li> <li>Show them the simplest, fastest route to get them to their stated destination.</li> <li>Tell them what is to be done by when.</li> <li>Help them find shortcuts Connect concept with their highest value.</li> </ul>
Developing the S Style	Developing the I Style
<ul style="list-style-type: none"> <li>Use one-on-one, hands-on instruction.</li> <li>Start at the beginning &amp; end at the end.</li> <li>Let them observe others before trying.</li> <li>Provide a step-by-step list of procedures or a working timetable/ schedule.</li> <li>Allow plenty of repetition for their actions to become second nature and more routine.</li> <li>Use a pleasant and patient approach in small group settings.</li> </ul>	<ul style="list-style-type: none"> <li>Release information in chunks.</li> <li>Skip details and boring material.</li> <li>Get them involved kinesthetically.</li> <li>Let them show you what they are learning.</li> <li>Be slow to criticize and quick to praise.</li> <li>Let them teach concept to others.</li> </ul>





## Adapt Your Communication Style

### Communicating with the C Style

- Be well organized and clear in your communications.
- They search for logical conclusions.
- Ask your questions in a more discreet, non-judgmental manner to elicit the points, objectives, or assurances C styles want: "Lenny, I'm not trying to pressure you, but are you not interested in the auditor's position, or in any position?"

### Communicating with the D Style

- Listen to their suggestions, their course of action and the results they are considering.
- Find areas where you already agree.
- Work backwards toward gaining agreement on the results you both want—and are willing to either mutually or independently allow the other to achieve: "Sarah, this format will give you the freedom to develop your branch your way and still allow Vern and Ellen to structure theirs another way... without sacrificing time or morale."

### Communicating with the S Style

- Be ready to do more talking than listening; they don't feel comfortable when the limelight is focused on them.
- Clarify any key agenda items with them.
- Stay organized and move forward steadily (but slowly) as you check to make sure they understand and accept what is being said:  
"Did you want me to stick around the office at a particular time each day in case you need to telephone me for emergency questions on this account, or do you want me to call you?"

### Communicating with the I Style

- Listen to their personal feelings and experiences.
- Their style requires open and responsive interaction with others, preferably in a manner of congenial and unhurried conversation (like that between long-time friends): "Just between you and me, Chris, I feel very uneasy about Jill and Howard handling this account by themselves."

## Helping People Reach Decisions

Helping the C Style Decide	Helping the D Style Decide
<ul style="list-style-type: none"> <li>• Confirm they are open to discussing the problem or decision.</li> <li>• If they aren't ready, either set a definite time that's better for both of you or explore their concern in even pursuing this subject.</li> <li>• Give them time and space to think clearly.</li> <li>• When the situation is being explored, review your impression of the process: "My understanding is you'd like to think it over and figure out what time commitment you'd be able to make to the group. When may I call you about your decision?"</li> </ul>	<ul style="list-style-type: none"> <li>• D styles tend to make autonomous, no-nonsense decisions.</li> <li>• If the decision will help them meet their goals, they go for it; if not, they say no.</li> <li>• One of the few times they put off reaching a conclusion is when it takes too much time/ effort doing the homework to determine the best alternative.</li> <li>• Prevent this procrastination by simply providing a brief analysis for each option.</li> </ul>
Helping the S Style Decide	Helping the I Style Decide
<ul style="list-style-type: none"> <li>• Deal with only one subject or situation at a time, one step at a time.</li> <li>• Before moving on to other items, make sure they are ready, willing, and able to do so.</li> <li>• Remain calm and relaxed.</li> <li>• Encourage them to share their suggestions as to how the decision might be made in a way that is likely to add even more stability to the current conditions: "Would you mind writing down a schedule of your office's activities so I can write my proposal without missing anything?"</li> </ul>	<ul style="list-style-type: none"> <li>• They want to avoid discussions of complex, negative-sounding, messy problems.</li> <li>• Frame suggestions in a positive light.</li> <li>• They are open to your suggestions—as long as they allow them to look and feel good—and not require a lot of difficult, follow-up, detail work or long-term commitments. "You know just about everybody, George. Since we need to get \$350 in pledges by the end of February, why not go ahead and wrap up all your calls by Friday? Then you can relax a lot more next week."</li> </ul>



## Motivating Your People

Motivating the C Style	Motivating the D Style
<ul style="list-style-type: none"> <li>• Appeal to their need for accuracy and logic.</li> <li>• Keep your approach clear, clean and procedural.</li> <li>• Better yet, provide illustration and documentation.</li> <li>• Avoid exaggeration and vagueness.</li> <li>• Show them how this is the best available current option.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead with the big picture.</li> <li>• Provide them with options and clearly describe the probabilities of success in achieving goals.</li> <li>• Allow them the opportunity to make choices.</li> <li>• Set boundaries, but let them take charge.</li> </ul>
Motivating the S Style	Motivating the I Style
<ul style="list-style-type: none"> <li>• Show how their work benefits others.</li> <li>• Show how the outcome will provide security for their family.</li> <li>• Connect their individual work to the benefit of the whole team.</li> <li>• Get them to see how their follow-through links to a greater good.</li> <li>• Show how it can strengthen their relationships with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide “special” incentives to inspire them to go the whole nine yards.</li> <li>• Show them how they can look good in the eyes of others.</li> <li>• Create short-term contests that don’t require long-term commitment.</li> <li>• Reward them in front of others.</li> <li>• Let them speak about their achievements.</li> </ul>



## Complimenting Your People

Complimenting the C Style	Complimenting the D Style
<ul style="list-style-type: none"> <li>• Mention their efficiency, thought processes, organization, persistence and accuracy.</li> <li>• Don't mix personal and professional comments unless you know them very well.</li> <li>• One C told us: "Compliments don't mean much to me. But I do like genuine, heartfelt appreciation once in a while."</li> <li>• Keep praise simple and concise.</li> </ul>	<ul style="list-style-type: none"> <li>• Mention their achievements, upward mobility and leadership potential.</li> <li>• Omit personal comments and focus on their track record: "Jones, you've exceeded our company goals every month for the past year and have put in more hours than anybody but the top officials here. The CEO has his eye on you for an upcoming VP slot."</li> </ul>
Complimenting the S Style	Complimenting the I Style
<ul style="list-style-type: none"> <li>• Mention their teamwork and dependability.</li> <li>• Remark about how others regard them, how well they get along with co-workers, and how important their relationship-building efforts have been to the company.</li> <li>• Effusiveness can arouse their suspicions, so stick to praising what they've done rather than personal attribute.</li> </ul>	<ul style="list-style-type: none"> <li>• Pay direct personal compliments to them when legitimately deserved.</li> <li>• Mention their charm, friendliness, creative ideas, persuasiveness, and/or appearance (or better yet, all of the above).</li> <li>• They willingly accept "general praise": "We are so lucky to have you with us, Dee. You're a real gem."</li> </ul>



## Counseling Your People

Counseling the C Style	Counseling the D Style
<ul style="list-style-type: none"> <li>• Draw them out by asking, "How would you...?" questions about problems.</li> <li>• They express thoughts indirectly, so persist in your attempts to get them to talk.</li> <li>• They need to plan for change so they can identify and bring under control any key considerations that have to be addressed.</li> <li>• When possible, allow them to investigate possible repercussions, especially at the beginning stages. That way they'll become more comfortable with possible changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Stick to the facts.</li> <li>• Draw them out by talking about the desired results; then discuss their concerns.</li> <li>• Focus on tasks more than feelings.</li> <li>• Ask them how they would solve problems: "Anne, we've heard comments that need to be addressed. It seems some of your employees don't feel appreciated for the extra hours they've been putting in for you. They've worked 14-hour days to beat your deadline. How do you think we can bolster their morale?"</li> </ul>
Counseling the S Style	Counseling the I Style
<ul style="list-style-type: none"> <li>• Understand the emotional side of their situation by drawing them out through questioning and listening</li> <li>• They are disrupted by change and the unknown.</li> <li>• Reduce their fears by showing how specific changes will benefit them and others: "Barbara, moving to Dallas will be an adjustment for all of us at first, but 80% of our staff has agreed to go. The company will move you and your family, sell your house, and give you a 10% bonus for loyal service."</li> </ul>	<ul style="list-style-type: none"> <li>• Give them ample opportunity to talk about whatever may be bothering them.</li> <li>• Pay attention to both facts and feelings, but put your primary emphasis on their feelings.</li> <li>• Involve them by asking how they could solve a challenge or problem.</li> <li>• Sometimes, just airing their feelings and thoughts relieves tension for the I style.</li> <li>• Talking allows them to get something off their chests and can even become an end in itself, since their energy is largely influenced by the quality of their relationships.</li> </ul>



## Correcting Your People

Correcting the C Style	Correcting the D Style
<ul style="list-style-type: none"> <li>• Show them how to get a job done and they'll master and modify it to suit their needs.</li> <li>• Specify the exact behavior that is indicated and how you would like to see it changed.</li> <li>• Mutually agree on checkpoints and timeframes.</li> <li>• Allow them to save face, as they fear being wrong. "Nelson, your work here is typically done neatly and on time. Now that we're switching to computers, you'll be able to turn out the same quality of work faster. I'd like you to take this computer class..."</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what results are desired.</li> <li>• Show the gap between actual and desired.</li> <li>• Clearly suggest the needed improvement and establish a time to get back to you: "We need to streamline communication so that one hand knows what the other is doing. Last month, we had two separate divisions calling on the same CEO for corporate donations. I want you to work up a plan to keep everybody informed of who's working on what so we don't duplicate our efforts. Get back to me by the end of the week."</li> </ul>
Correcting the S Style	Correcting the I Style
<ul style="list-style-type: none"> <li>• Reassure them that you only want to correct a specific behavior, not them personally</li> <li>• They tend to take things personally, so remove the "something is wrong with you barrier" as quickly as possible</li> <li>• Point out in a non-threatening way what they're already doing right while also emphasizing what needs changing: "Norma, I admire your persistence, but we have to add more details to the proposal before we send it out. For example..."</li> </ul>	<ul style="list-style-type: none"> <li>• They avoid facing problems and if pressure persists, may walk away from the problem.</li> <li>• Sometimes stress manifests itself in animated panic. "I can't talk now, Hal. It's really hit the fan this time!"</li> <li>• Let them specifically know the challenge and define the behaviors to solve the problem.</li> <li>• Confirm the mutually agreeable action plan (in writing) to prevent future problems.</li> <li>• Use positive, optimistic questions and phrases: "How'd you like to increase your sales to your normal range and beyond?"</li> </ul>



## Delegating to Your People

Delegating to the C Style	Delegating to the D Style
<ul style="list-style-type: none"> <li>Take time to answer their most critical questions about structure and/or guidance they require in a specific situation. The more they understand the details, the more likely they will be to complete the task properly.</li> <li>Be sure to establish deadlines.</li> <li>“Angela, the court date on the Mortimer case has been moved up to Monday, so we have to respond by speeding things up a bit. It will proceed almost as efficiently as if you researched everything by yourself if we enlist two associates to help you work, under your direction, on tasks you delegate to them and then review. Before getting started, do you have any preferences on the who’s or how to’s of this process that you think are essential to check with me at this time?”</li> </ul>	<ul style="list-style-type: none"> <li>Give them the bottom line and then let them do their thing.</li> <li>So that they can be more efficient, give them parameters, guidelines, and deadlines.</li> <li>“We need to get that mall built a month sooner or we’ll lose our shirts. Fourteen tenants are threatening to bail out of their contracts if we don’t open in time for the holidays. Don’t spend more than another \$30,000, keep everything legal and out of the newspapers, and get back to me by Monday morning.”</li> </ul>
Delegating to S Style	Delegating to the I Style
<ul style="list-style-type: none"> <li>S styles may be reluctant to ask others to do their own share of the work, so make a personal appeal to their loyalty and sense of sportsmanship.</li> <li>“Al, you’re an example for this company of genuine cooperative spirit. Your staff wants to please you, so by giving everyone in your department just 10 of those names to call, you can all reach the goal together by noon tomorrow. Otherwise, you’ll probably have a lot more difficulty reaching all those people by the target date.” Give them the task, state the deadlines that need to be met, and explain why it’s important to do it that way. “I’ll need 500 copies of these summaries typed and collated by 5 p.m. today. Mr. Jeffries is getting back from New York two days early and he wants them by tomorrow morning.”</li> </ul>	<ul style="list-style-type: none"> <li>Receive clear agreements; set up check points/times to avoid long stretches with no progress reports.</li> <li>I styles are often concept people who come up with plenty of ideas, but not necessarily the means of carrying them out, so steer them toward ways of assuring the implementation of those ideas.</li> <li>“Olivia, this proposal for the King Company looks good so far, but how about including more direct benefits for each employee. Marian has surveys filled out by each employee. Get together with her, bounce some ideas around, and then include more essential information about the eight or so key people in your proposal. Add some extra plus points on the others...12 pages in all. In this manner, you should do the job very well. And, Olivia, thanks for making the extra effort on this project. It’s really important to all of us.”</li> </ul>



## Acknowledging Your People

Acknowledging the C Style	Acknowledging the D Style
<ul style="list-style-type: none"> <li>• Focus on your realization of how difficult it can be for them to attempt to meet the high personal standards they set for themselves.</li> <li>• Cite specific and appropriate examples which prove this point.</li> <li>• Approach matters with logic in an organized way.</li> <li>• Mention how grateful you are to be working with someone so accurate, systematic and structured.</li> </ul>	<ul style="list-style-type: none"> <li>• When it's appropriate to reward or reinforce their behavior, focus on how pleased you are with their results.</li> <li>• Mention how glad you are to be a part of the process working with them to make things better for both of you through cooperation.</li> <li>• Cite specific results you've seen accomplished.</li> <li>• Mention how grateful you are working with someone so action-oriented, efficient and pioneering.</li> </ul>
Acknowledging the S Style	Acknowledging the I Style
<ul style="list-style-type: none"> <li>• Focus on how you sincerely appreciate their willingness to make things good for everyone</li> <li>• Approach matters in a systematic, low-keyed, and understanding manner, and reinforce the importance of them sharing their ideas.</li> <li>• Cite specific and appropriate examples of how their contributions made an impact or difference.</li> <li>• Express how grateful you are to be working with someone so supportive, purposeful and sincere.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on how glad you are they have succeeded in finding a pleasant solution to their concern or objective.</li> <li>• Show you appreciate them for their openness and willingness to respond to you in a way that allows everyone to end up feeling good about the results.</li> <li>• Cite specific and appropriate examples of how their actions improved connection and inclusion of others.</li> <li>• Express how delighted you are to be working with someone so engaging, interactive and personal.</li> </ul>



## Adapting Your Leadership Style

When You are the C Style	When You are the D Style
<ul style="list-style-type: none"> <li>• Modify criticism (whether spoken or unspoken) of others' work.</li> <li>• Check less often, or only check the critical things (as opposed to everything), allowing the flow of the process to continue.</li> <li>• Ease up on controlling emotions; engage in more water cooler interaction.</li> <li>• Accept the fact that you can have high standards without expecting perfection.</li> <li>• Occasionally confront a colleague (or boss) with whom you disagree, instead of avoiding or ignoring them (and doing what you want to do, anyway).</li> <li>• Tone down the tendency to OVER-prepare.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow others to do things without excessive or untimely interference.</li> <li>• Participate in the group without expecting always to be in command.</li> <li>• Modify your tendency to give orders.</li> <li>• Enlist others' input and support through participative, collaborative actions.</li> <li>• Praise and give credit for jobs well done.</li> <li>• Let colleagues and employees know that you realize it's only natural that you and others will make mistakes.</li> <li>• When delegating, give some authority along with the responsibility.</li> </ul>
When You are the S Style	When You are the I Style
<ul style="list-style-type: none"> <li>• Stretch by taking on a bit more (or different) duties beyond your comfort level.</li> <li>• Increase verbalization of your thoughts and feelings.</li> <li>• Speed up your actions by getting into some projects more quickly.</li> <li>• Desensitize yourselves somewhat, so that you aren't negatively affected by your colleagues' feelings to the point of affecting your own performance.</li> <li>• Learn to adapt more quickly to either changes or refinements of existing practices.</li> <li>• Bolster your assertiveness techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve your follow-through efforts.</li> <li>• Monitor socializing to keep it in balance with other aspects of business and life.</li> <li>• Write things down and work from a list, so you'll know what to do and when to do it.</li> <li>• Prioritize activities and focus on tasks in their order of importance.</li> <li>• Become more organized and orderly in the way you do things.</li> <li>• Get the less appealing tasks of the day over with early in the day.</li> <li>• Pay attention to your time management.</li> <li>• Check to make sure you're on course with known tasks or goals.</li> </ul>



## Adapting Your Leadership Style

When they are the C Style, Help Them...	When they are the D Style, Help Them...
<ul style="list-style-type: none"> <li>• Share their knowledge and expertise.</li> <li>• Stand up for themselves with the people they prefer to avoid.</li> <li>• Shoot for realistic deadlines.</li> <li>• View people and tasks less seriously and critically.</li> <li>• Balance their lives with both interaction and tasks.</li> <li>• Keep on course with tasks, with less checking.</li> <li>• Maintain high expectations for high priority items, not necessarily everything.</li> </ul>	<ul style="list-style-type: none"> <li>• More realistically gauge risks.</li> <li>• Exercise more caution and deliberation before making decisions and coming to conclusions.</li> <li>• Follow pertinent rules, regulations and expectations</li> <li>• Recognize and solicit others' contributions, both as individuals and within a group.</li> <li>• Tell others the reasons for decisions.</li> <li>• Cultivate more attention and responsiveness to emotions.</li> </ul>
When they are the S Style, Help Them...	When they are the I Style, Help Them...
<ul style="list-style-type: none"> <li>• Utilize shortcuts; discard unnecessary steps.</li> <li>• Track their growth.</li> <li>• Avoid doing things the same way.</li> <li>• Focus on the goal without attending to other thoughts or feelings.</li> <li>• Realize tasks have more than one approach.</li> <li>• Become more open to risks and changes.</li> <li>• Feel sincerely appreciated.</li> <li>• Speak up; voice their thoughts and feelings.</li> <li>• Modify the tendency to do what others tell them.</li> <li>• Get and accept credit and praise, when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritize and organize.</li> <li>• See tasks through to completion.</li> <li>• View people and tasks more objectively.</li> <li>• Avoid overuse of giving and taking advice (which can result in lack of focus on tasks).</li> <li>• Write things down.</li> <li>• Do the unpleasant, as well as the fun things.</li> <li>• Focus on what's important now.</li> <li>• Avoid procrastination and/or hoping others will do things for them.</li> <li>• Practice and perfect, when appropriate.</li> </ul>



There are different ways to interact and lead the different DISC Styles. Being adaptable to the needs of others can build rapport with employees and help them feel valued. By learning how best to respond to others, you can encourage the best results and support personal satisfaction as an effective leader.

The table below provides an overview of suggestions to interact with those you lead/manage:

	With D's	With I's	With S's	With C's
<b>Develop</b>	<ul style="list-style-type: none"> <li>Focus on the big picture</li> <li>Cover basic steps/ high points quickly</li> <li>Show them the simplest, fastest route to get them to the destination</li> <li>Tell them what is to be done by when</li> <li>Help them find shortcuts</li> </ul>	<ul style="list-style-type: none"> <li>Release information in chunks</li> <li>Skip details</li> <li>Involve them kinesthetically</li> <li>Let them share what they learn</li> <li>Be slow to criticize and quick to praise</li> <li>Let them teach concept to others</li> </ul>	<ul style="list-style-type: none"> <li>Use one-on-one, hands-on instruction</li> <li>Start at the beginning &amp; end at the end</li> <li>Let them observe others before trying</li> <li>Provide a step-by-step procedure &amp; working schedule</li> <li>Allow repetition for creating routine</li> </ul>	<ul style="list-style-type: none"> <li>Point out most important things first</li> <li>Demonstrate efficiently, logically – stress purpose of each step</li> <li>Proceed slowly, stopping to check understanding</li> <li>Ask for input, especially potential refinements</li> <li>Build up to the big picture</li> </ul>
<b>Communicate</b>	<ul style="list-style-type: none"> <li>Listen to their suggestions, and their plans for actions/results</li> <li>Acknowledge where you already agree</li> <li>Work backwards toward agreement on the results you both want</li> </ul>	<ul style="list-style-type: none"> <li>Listen to their personal feelings and experiences</li> <li>Be open and responsive, preferably through congenial and leisurely conversation (like good friends)</li> <li>Allow time to socialize</li> </ul>	<ul style="list-style-type: none"> <li>Be patient, ready to do more talking than listening</li> <li>Clarify any key agenda items with them</li> <li>Stay organized and move forward steadily (but slowly) checking to make sure they understand and accept what is being said</li> </ul>	<ul style="list-style-type: none"> <li>Be well organized and clear in your communication</li> <li>Provide logical conclusions</li> <li>Ask questions nonjudgmentally to clarify objectives or elicit agreement</li> </ul>
<b>Help Decide</b>	<ul style="list-style-type: none"> <li>Expect autonomous, no-nonsense decisions</li> <li>If the decision will help meet goals, they go for it; if not, they say no</li> <li>May put off reaching a conclusion when it takes too much time or effort to do the work determining the best choice</li> <li>Provide a simple, brief analysis for each option</li> </ul>	<ul style="list-style-type: none"> <li>Avoid discussions of complex, negative-sounding, messy problems</li> <li>Frame suggestions in a positive light</li> <li>Provide suggestions that allow them to look and feel good</li> <li>Do not require a lot of difficult, follow-up, detail work or long-term commitment</li> </ul>	<ul style="list-style-type: none"> <li>Deal with only one subject or situation at a time, one step at a time</li> <li>Before moving on to other items, make sure they are ready, willing, and able to do so</li> <li>Remain calm and relaxed</li> <li>Encourage them to share their suggestions of how the decision might be made in a way that is likely to add more stability</li> </ul>	<ul style="list-style-type: none"> <li>Confirm they are open to discussing the problem or decision</li> <li>If they aren't ready, either set a definite time that's better for both of you or explore their concern in pursuing this subject</li> <li>Give time and space to think clearly before providing responses</li> </ul>
<b>Motivate</b>	<ul style="list-style-type: none"> <li>Lead with the big picture</li> <li>Provide options and clearly describe the probability of success</li> <li>Allow the opportunity to make choices</li> <li>Set boundaries, but let them take charge</li> </ul>	<ul style="list-style-type: none"> <li>Provide "special" incentives or short term contests to inspire follow through</li> <li>Show them how they can look good to others</li> <li>Reward them in front of others, let them share achievements</li> </ul>	<ul style="list-style-type: none"> <li>Show how their work benefits others/team</li> <li>Show how the outcome will provide security</li> <li>Show them how their follow-through links to greater good</li> <li>Show how work strengthens relationships</li> </ul>	<ul style="list-style-type: none"> <li>Appeal to the need for accuracy and logic</li> <li>Keep approach clear, clean and procedural, with illustrations and documentation</li> <li>Avoid exaggeration and vagueness</li> <li>Show them how this is the best available option</li> </ul>



	With D's	With I's	With S's	With C's
<b>Compliment</b>	<ul style="list-style-type: none"> <li>Mention their achievements, upward mobility and leadership potential</li> <li>Remove personal comments and focus on their track record</li> </ul>	<ul style="list-style-type: none"> <li>Mention their charm, friendliness, creative ideas, persuasiveness</li> <li>Pay direct personal compliments to them when legitimately deserved</li> </ul>	<ul style="list-style-type: none"> <li>Mention their teamwork and dependability, what they have done</li> <li>Notice how others respect them, how well they get along, and the importance of effort in relationships</li> </ul>	<ul style="list-style-type: none"> <li>Mention efficiency, processes, organization, persistence, accuracy</li> <li>Do not mix personal and professional comments</li> <li>Keep praise simple and concise</li> </ul>
<b>Counsel</b>	<ul style="list-style-type: none"> <li>Stick to the facts</li> <li>Draw them out by talking about the desired results; then discuss their concerns</li> <li>Focus on tasks more than feelings</li> <li>Ask them how they would solve problems</li> </ul>	<ul style="list-style-type: none"> <li>Give opportunity to share what bothers them – they may need to air feelings to relieve tension</li> <li>Pay attention to both facts and feelings, but put primary emphasis on feelings</li> <li>Ask how they could solve a challenge or problem</li> </ul>	<ul style="list-style-type: none"> <li>Understand emotional side of the situation by drawing them out through questioning and listening</li> <li>Limit disruption by change, ambiguity, and the unknown</li> <li>Reduce fears by showing how specific changes will benefit them and others</li> </ul>	<ul style="list-style-type: none"> <li>Draw them out by asking, "How would you...?" questions about problems</li> <li>Persist in attempts to get them to express themselves more directly</li> <li>Allow them to investigate potential considerations and plan for change early to increase comfort</li> </ul>
<b>Correct</b>	<ul style="list-style-type: none"> <li>Describe what results are desired</li> <li>Show gaps between actual and desired result</li> <li>Listen to their suggestions, and their plans for actions/results</li> <li>Clearly suggest needed improvements and establish a time to get back to you with plan or report of new results</li> </ul>	<ul style="list-style-type: none"> <li>Specifically define challenge and behaviors to solve the problem</li> <li>Confirm a mutually agreeable action plan (in writing) to prevent misunderstanding</li> <li>Help them face, not avoid problems</li> <li>Recognize that stress may cause panic – help decompress fear and anxiety with positive questions and statements</li> </ul>	<ul style="list-style-type: none"> <li>Reassure them that you only want to correct a specific behavior, not them personally</li> <li>Help them not to take things personally by removing the "something is wrong with you" barrier quickly</li> <li>Point out in a non-threatening way what they're already doing right while also emphasizing what needs changing</li> </ul>	<ul style="list-style-type: none"> <li>Show them how to get a job done – they'll master and modify it to suit their needs</li> <li>Specify the exact behavior that is indicated and how you would like to see it changed</li> <li>Mutually agree on checkpoints and timeframes</li> <li>Allow them to avoid embarrassment and preserve dignity in mistakes</li> </ul>
<b>Delegate</b>	<ul style="list-style-type: none"> <li>Give them the bottom line and then let them take their own action</li> <li>Outline parameters, guidelines, and deadlines to help them be efficient</li> <li>Remind them to engage more with employees when delegating</li> </ul>	<ul style="list-style-type: none"> <li>Get clear agreements; set up check points to avoid long stretches with no progress reports</li> <li>Steer them toward implementation of ideas and taking action</li> <li>Encourage them to engage others in work</li> </ul>	<ul style="list-style-type: none"> <li>Monitor workload and responses when delegating</li> <li>Be sure to explain how by delegating work it is a benefit to others – reaching goals together, allowing more time for you to support others</li> <li>Give specific task/deadline, and justification of why it is important</li> </ul>	<ul style="list-style-type: none"> <li>Take time to answer the most critical questions about structure</li> <li>Give guidance they require in a specific situation. The more they understand the details, the more likely they will be to complete the task properly</li> <li>Establish deadlines</li> </ul>
<b>Acknowledge</b>	<ul style="list-style-type: none"> <li>Focus on how pleased you are with results</li> <li>Share how glad you are to be a part of working with them to make things better</li> </ul>	<ul style="list-style-type: none"> <li>Focus on success in finding solutions</li> <li>Appreciate them for their openness and willingness to help others feel good about results</li> </ul>	<ul style="list-style-type: none"> <li>Sincerely appreciate their willingness to make things good for everyone</li> <li>Reinforce gratitude at the importance of them sharing their ideas to help others</li> </ul>	<ul style="list-style-type: none"> <li>Recognize how difficult it can be for them to meet the high personal standards they set</li> <li>Cite specific and appropriate examples of excellence</li> </ul>



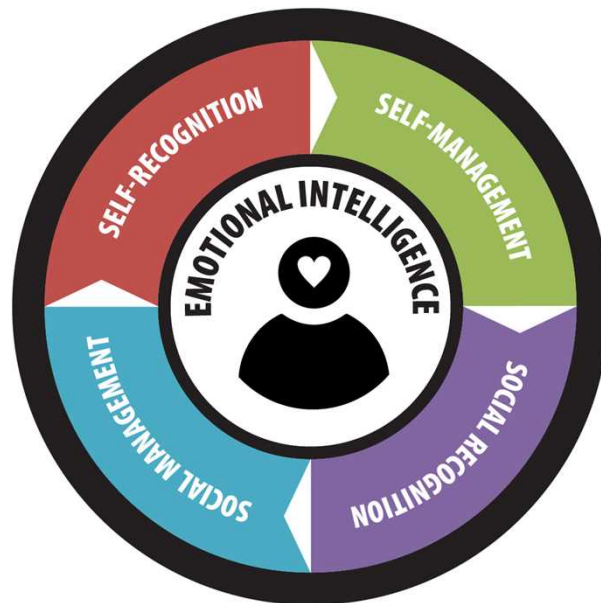
## Emotional Intelligence Report & DISC/EIQ Integration

**Emotional intelligence is the ability to perceive emotions, to access and generate emotions to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions to promote emotional and intellectual growth (Mayer & Salovey, 1997).**

Research indicates that emotional intelligence can be learned and improved, seen as measurable differences directly associated with professional and personal success. Furthermore, it may be responsible for up to 80% of the success we experience in life!

This assessment serves to:

- **Heighten awareness of the four areas of emotional intelligence**
- **Highlight relative strengths, weaknesses, and areas of focus**
- **Provide a framework for personal and professional improvement**



*"Emotional intelligence counts more than IQ or expertise for determining who excels at a job -- any job. For outstanding leadership, it counts for almost everything." - **Daniel Goleman***

*"In leadership positions, 85% of the competencies for success lie in the EI domain, rather than in technical or intellectual abilities." - **Daniel Goleman***

*"People typically attribute the lion's share of their success personally and professionally to their mental intelligence, or IQ. Research in psychology and human performance over the last twenty years indicates that mental intelligence does contribute to success BUT the far more significant intelligence that accounts for personal and professional success is emotional intelligence!" - **Michael Rock***

## EIQ Benefits

Emotional intelligence recognizes feelings and responds in an appropriate, attentive way. These skills and abilities heighten personal performance, empower relationships, and guide teamwork in a more people-centric and results-oriented manner.

Some of the areas influenced by Emotional Intelligence include:

- |                          |                                    |
|--------------------------|------------------------------------|
| ✓ <b>Communication</b>   | ✓ <b>Productivity/Performance</b>  |
| ✓ <b>Decision-Making</b> | ✓ <b>Relationship Satisfaction</b> |
| ✓ <b>Leadership</b>      | ✓ <b>Customer Service</b>          |
| ✓ <b>Sales</b>           | ✓ <b>Conflict Management</b>       |
| ✓ <b>Teamwork</b>        | ✓ <b>Overall Effectiveness</b>     |

At work, the benefits are numerous. There are both **increases and decreases** that **positively** impact performance when EIQ is strong:

- **Enhanced Employer/Employee Relations**
- **Improved Performance/Productivity**
- **Higher Attention to Task/Focus**
- **Greater Motivation and Satisfaction**
- **Improved Confidence and Self-Efficacy**
- **Better Problem Solving and Creativity**
- **Enhanced Leadership, Influence, and Team Performance**
- **Increased Collaboration and Synergy**
- **Improved Work Climate and Culture**
- **Better Interpersonal Connection and Effectiveness**
- **Greater Initiative and Commitment**

- **Reduced Stress**
- **Lower Levels of Bias and Mistrust**
- **Reduction in Absenteeism**
- **Significant Decrease in Turnover**
- **Decreased Burnout**
- **Minimized Negative Emotions**
- **Decreased Negative Interactions Due to Stress**
- **Fewer Aggression and Hostility Issues**
- **Less Safety-Related Violations**
- **Fewer On-the-Job Accidents**
- **Lower Worker's Compensation**
- **Fewer Disengaged Workers**

## Emotional Intelligence is a way of recognizing, understanding, and choosing how we think, feel, and act.

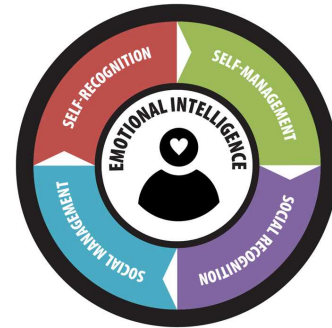
- It shapes our understanding of ourselves and our connections with others
- It defines how we grow and what we learn about ourselves and those around us
- It allows us to set the right priorities
- It determines the majority of our daily actions and interactions

### How It Works:

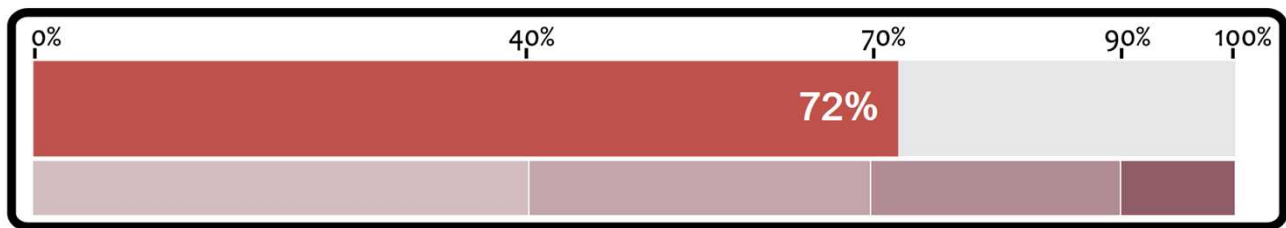
EIQ is based on an internal loop. It begins with **awareness** of emotions and temperament. It continues on through **understanding** and moves towards **discipline** and **management**. After the initial personal cycle, it **connects** to the emotions of others.

This assessment measures and provides insight into four areas of Emotional Intelligence:

- **Self-Recognition**
- **Self-Management**
- **Social Recognition**
- **Social Management**



*The below graphic uses each of these areas to provide you with a comprehensive score of Your Overall EIQ:*



**RAW SCORE: 3.61**

Note: The Raw Score gives an average based on a scoring range from 1-5

### Your Overall Score is:

Proficient: High degree of competence and depth of understanding – sees the big picture and holistically addresses complex situations with accountability and confidence



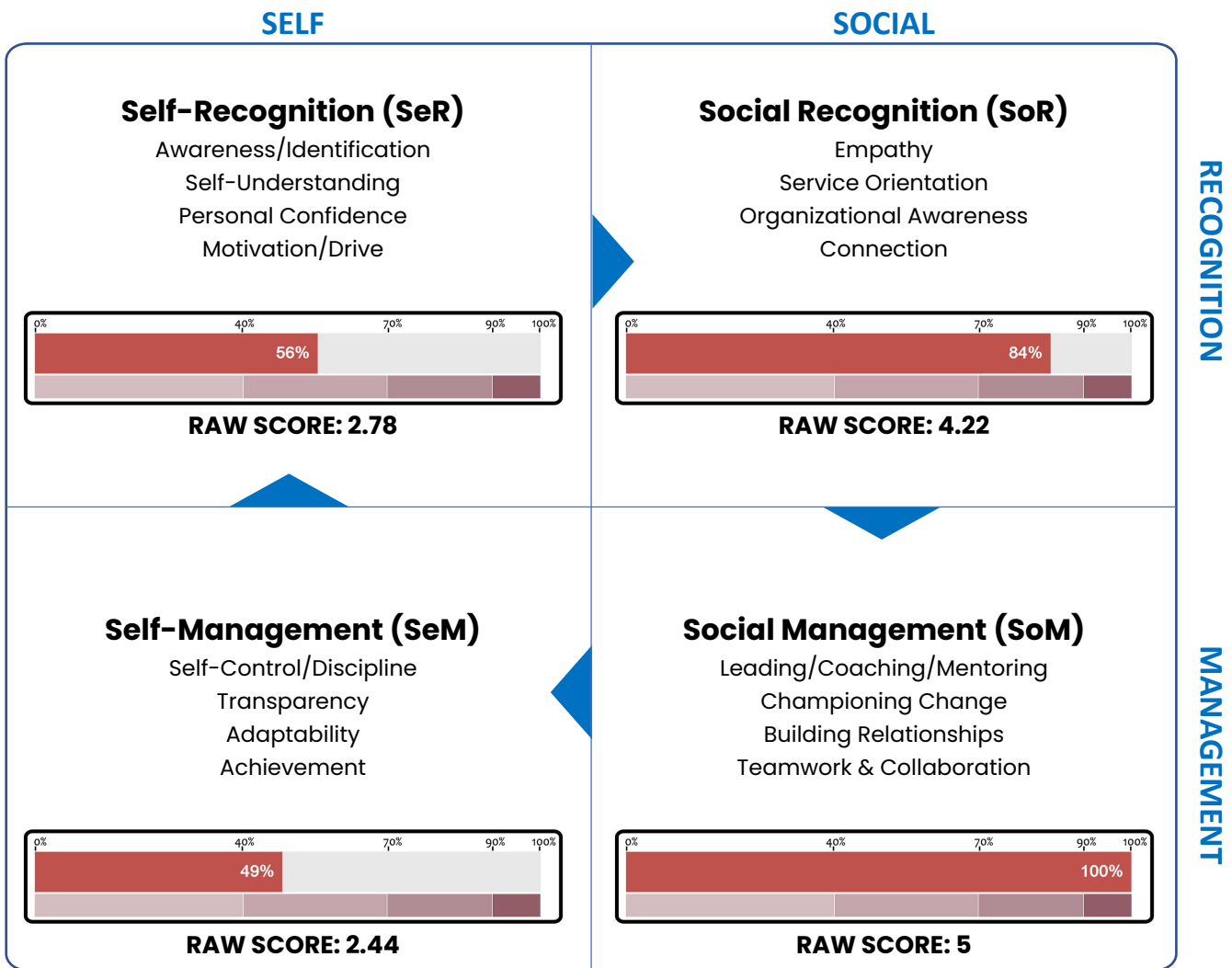
# The Emotional Intelligence Quotients (EIQ)

EIQ is based on two competencies, measured in **Recognition** and **Management**:

- The ability to recognize, understand, and manage emotions (**self or intrapersonal**)
- The ability to recognize, empathize, and relate to the emotions of others (**social or interpersonal**)

The scale descriptors on the right explain the continuum of EIQ knowledge and skill. As you read them, think of Emotional Intelligence as a skillset that can be developed. Scores are based on one's current level of understanding, competence, and focus. Unlike cognitive intelligence, emotional intelligence can be increased through willingness, insight, and application.

<b>90-100</b>	<b>Optimal:</b> Has comprehensive and extensive knowledge. Intuitively grasps the totality of the situation and responds instinctively and sensibly with ease.
<b>70-89</b>	<b>Proficient:</b> Has a high degree of competence and depth of understanding. Sees the big picture and holistically addresses complex situations with accountability and confidence.
<b>40-69</b>	<b>Vulnerable:</b> Some working knowledge, and beginning to gain a deeper understanding. Limited experience with only foundational knowledge of the key aspects.
<b>0-39</b>	<b>Novice:</b> New or inexperienced with little knowledge. Minimal conception of the complexity of these skills. Very basic understanding.





Each of the four Quotients are then broken down into individual sub-categories to further determine the strengths and challenges associated with each quotient.

### Self-Recognition (SeR)

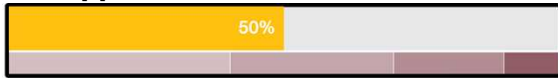
#### Self-Awareness



#### Cause and Effect



#### Self-Appreciation



#### Consciousness & Assertiveness



#### Emotional Identification



### Social Recognition (SoR)

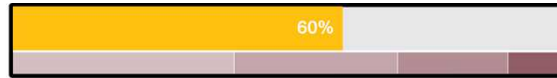
#### Empathy, Sensitivity, Appreciation



#### Service, Compassion, Benevolence



#### Holistic Communication



#### Situational Perceptual Awareness



#### Interpersonal Development



### Self-Management (SeM)

#### Self-Control, Discipline



#### Goal-Directed Performance, Action



#### Self-Integrity, Trustworthiness



#### Motivation, Positive Psychology



#### Creativity, Agility, Flexibility



### Social Management (SoM)

#### Developing Relationships



#### Leadership & Influence



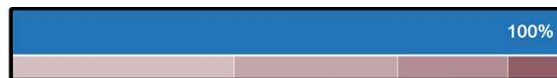
#### Change Catalyst & Response



#### Negotiation & Conflict Management



#### Teamwork & Collaboration



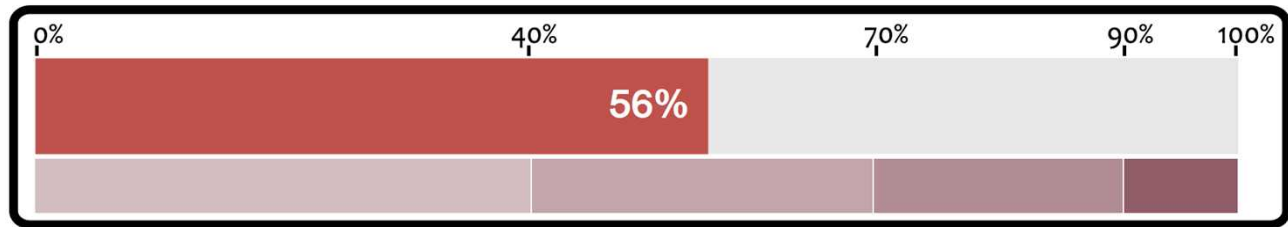
## Quotient 1: Self-Recognition (SeR)

The Self-Recognition Quotient reflects self-awareness and understanding, personal acceptance, and an overall understanding of one's attitudes and mindset. Remember, this Quotient is foundational to Social Recognition, Self-Management, and Social Management.

### Some factors included in Self-Recognition scores:

- Learning Styles
- Attitude/Outlook
- Comfort and Discomfort
- Strengths/Weaknesses
- Mindfulness
- Self-Acceptance
- Tension/Stress levels
- Spirituality
- Conscience
- Emotional Well-Being
- Assertiveness
- Authenticity
- Character
- Confidence
- Self-Perception

### Your SeR Quotient

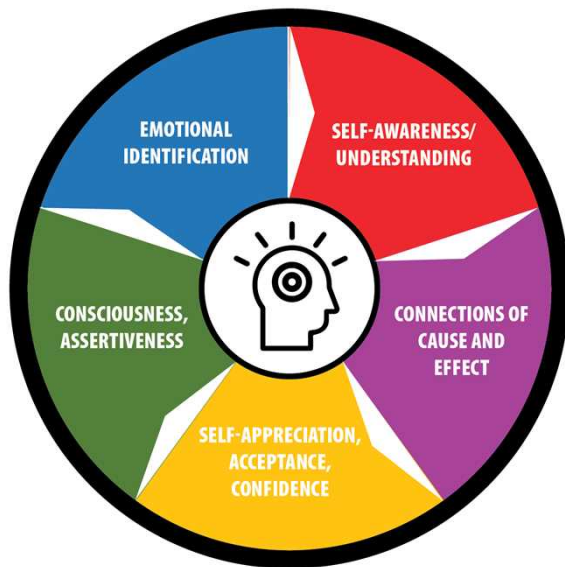


**RAW SCORE: 2.78**

### Your score in Quotient 1 is:

Vulnerable: Limited experience and some working knowledge - beginning to gain a deeper understanding with only foundational knowledge of the key aspects

## Self-Recognition (SeR) Scores



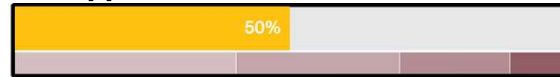
### Self-Awareness



### Cause and Effect



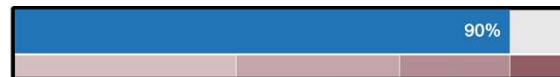
### Self-Appreciation



### Consciousness & Assertiveness



### Emotional Identification



### Self-Recognition is comprised of 5 sub-categories:

- **Self-Awareness and Understanding:** a conscious, deliberate reflection on personal identity, image, feelings, motives, desires, and how these are associated with perceptions of self in various situations; empathy and understanding of self; knowing why specific emotions occur
- **Connections of Cause and Effect:** recognition of the impact and consequences of behaviors on feelings and moods; separating external and internal factors affecting emotions; knowing how feelings affect performance
- **Self-Appreciation, Acceptance, and Confidence:** development of self-esteem, personal worth, and value; acknowledging personal attributes; recognizing personal strengths, weaknesses, and limitations; operating with realistic self-assurance
- **Consciousness and Assertiveness:** intentional establishment of personal boundaries and appropriate limits; choosing a path that expresses self-worth through personal care and outward presence
- **Emotional Identification:** ability to identify and name personal feelings; broad vocabulary and definition of emotions; purposeful choices and responses based on reflection and intrapersonal information

## Details of Your Self-Recognition Scores

### Self-Awareness/Understanding: 60%

While you are somewhat aware of your feelings and emotional patterns, you can develop better control through a deliberate investment in self-understanding. Make consistent time to become more reflective and self-aware. Be more intentional and conscious. Developing skills in this area empowers improvement in self-consciousness, inner empathy, self-leadership, and a greater ability to connect with your own feelings.

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### Connections of Cause and Effect: 30%

You may not channel positive feelings to their optimal effect. Let optimism and positive expectations set the tone for constructive action and nurture patterns that energize and enhance your quality of life. Generate realistic expectations of personal achievement. Anticipate good things and cultivate a mindset that makes these reasonable outcomes. Let go of doubts and seek to minimize negative thoughts.

---

### Self-Appreciation, Acceptance, and Confidence: 50%

You may experience self-doubt sometimes, which limits your possibilities. Success at the highest level requires courage and boldness. Negativity and questioning occur when losses are magnified and victories are minimized. Cultivate internal and external environments that encourage and support you. Inaction, procrastination, doubt, and perfectionism are the big opponents of top-level winning. Look to facilitate your own success.

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### Consciousness & Assertiveness: 50%

Depending on the situation and relationships, your assertiveness may shift or flow accordingly. It's generally easy for you to differentiate relationships and varying circumstances. Healthy assertiveness requires that you become comfortable with yourself regardless of adjustments that may be required.

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### Emotional Identification: 90%

You have an excellent grasp of what you are feeling and why. Use emotional experiences and emotional energy to open pathways of creativity and provide new vehicles for self-actualization.

## Suggestions to Improve Self-Recognition

### Self-Awareness/Understanding: 60%

- Find activities that are engaging physically, mentally, and emotionally. Work with your memory and problem-solving skills (puzzles) and limit/eliminate multitasking when possible. Create patterns toward achievement. Tenacity, mental toughness, and focus are the stuff of winners. Exercise dynamic creativity and decision-making.
- Make self-awareness a consistent discipline. Manage your moods and temperament. Listen to yourself. Pay attention to your inner dialogue and take active command of your self-talk. Program your language for self-worth and achievement. Apply self-imagery and affirmations to enliven your energy.
- Let go of worry and anxiety and replace them with planning and preparation. Take time for fun and happiness while building success. Take command of the present and the future. Focus self-awareness on achieving the most, right here and now.

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### Connections of Cause and Effect: 30%

- Emotional expression has consequences. Recognize how yours creates impact. Positive emotions have constructive outcomes. High-energy feelings initiate momentum and powerful performance. Nurture and celebrate what you want to increase in your life.
- Be accountable for engagement and motivation. Cultivate a high internal locus of control. Believe in yourself. Generate realistic positive expectations. Look to accountability partners, scheduling, budgeting, and greater structure to keep on track.
- Take action. Thoughts, feelings, and productive plans give way to performance. Anticipate success. Compete with yourself to outperform yesterday, and focus on being the change you want to see.

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### Self-Appreciation, Acceptance, and Confidence: 50%

- Validate your authentic feelings. Appreciate yourself. Find your passion and pursue it with zest and vigor. Choose to have fun and be happy. Personally and professionally act with enthusiasm.
- Build self-worth and esteem. Enjoy your own company. Make time to just be you. The permission and approval of others are not necessary. Recover from setbacks and disappointments with grace and self-forgiveness. Be resilient.
- Focus on your growth to be more self-assured and confident. Be deliberate and focused. Act with professionalism. Know your abilities and play to your strengths. Go after what you want.

**Consciousness & Assertiveness: 50%**

- Cultivate your standards, values, and principles. Ethics and values should not be situation dependent. Be certain to internalize your standards and not adjust to accommodate others. Integrity means being who you are regardless of the situation.
  - Adjust boundaries as you deem fit. With different people, it's appropriate to have varying boundaries. Make sure you feel comfortable and safe and speak up when you do not.
  - Honor your self-value. Treat yourself right and require that others do the same. Consider your needs and feelings. Consider what you need in terms of self-respect and leadership, and communicate it accordingly.
- 

**Emotional Identification: 90%**

- Transform feelings into development. Recognize specific feelings that lead to unrecognized potential and consider how to turn them into an opportunity. Revel in learning and growth.
- Challenge the breadth and depth of your emotions. Expand emotional experiences. Recognize the full impact of specific feelings. Honor the feelings you have, and connect to what they mean to you.
- Allow feelings to create connections with new experiences that stimulate a variety of emotions. Enjoy the journey as an adventure, exploring and discovering more about yourself as you interact with the world emotionally.

# Self-Recognition (SeR) Quotient Worksheet

**How conscious are you of your different emotions and feelings consistently?**

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**How can you better identify your different emotions based on their intensity and what causes them?**

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**How do your emotions, moods, and temperament affect your personal life and professional performance?**

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**How can you become more conscious of your feelings and more aware of their influence?**

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**What is one way you can more frequently choose positive emotions and minimize negative emotions?**

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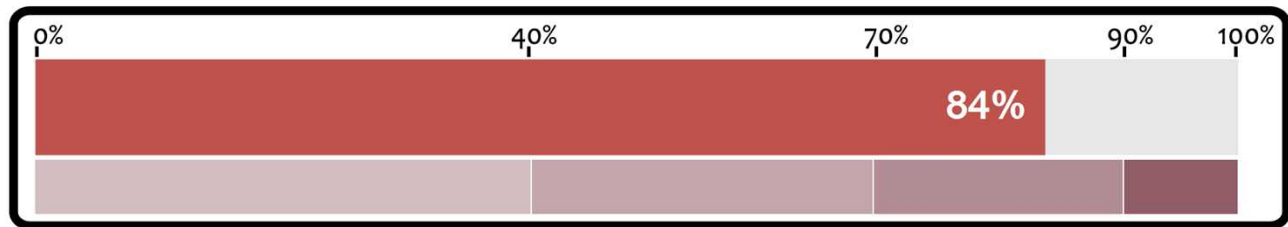
## Quotient 2: Social Recognition (SoR)

The Social Recognition Quotient reflects awareness, consideration, and response to the emotions of others. The ability to empathize and maintain sensitivity to the moods and feelings of others allows for superior engagement and connection.

**Factors include:**

- Empathy & Compassion
- Understanding
- Thoughtfulness
- Appreciation
- Holistic Communication
- Service Mindset
- Building Rapport
- Diversity/Tolerance
- Constructive Interaction
- Adding Value
- Genuine Listening
- Manners & Etiquette
- Respect
- Kindness
- Organizational Savvy

### Your SoR Quotient



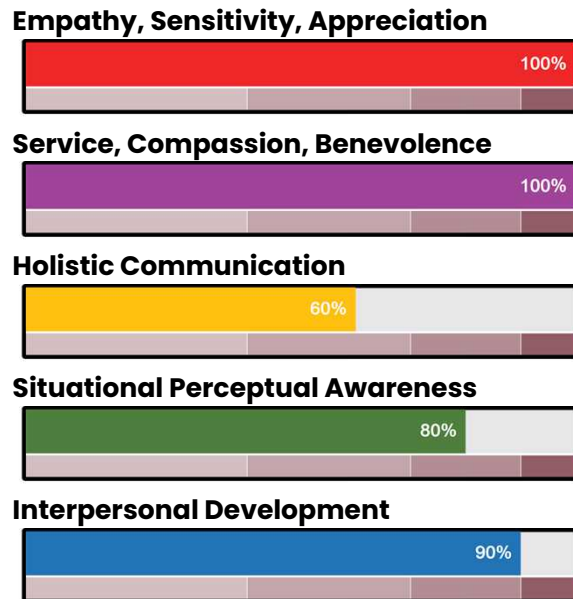
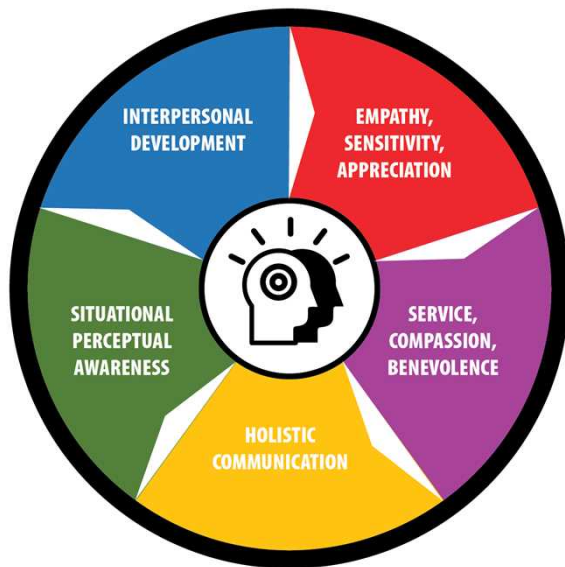
**RAW SCORE: 4.22**

**Your score in Quotient 2 is:**

Proficient: High degree of competence and depth of understanding – sees the big picture and holistically addresses complex situations with accountability and confidence



## Social Recognition (SoR) Scores



### Social Recognition is comprised of 5 sub-categories:

- Empathy, Sensitivity, Appreciation:** understanding others; accurately picking up emotional cues from communication (including words, tone, and nonverbal signals); managing direct and indirect feedback effectively; being attentive, sensitive, aware, and appreciative of the emotional signals of others
- Service, Compassion, Benevolence:** operating with a sense of contribution; aiding, helping, coaching, and developing others; giving; beneficially contributing to another’s emotional state; recognizing needs, wants, and desires; relating to alternative thoughts, perceptions, and perspectives
- Holistic Communication:** the abilities to effectively send and receive information (including emotional content); genuinely and curiously listening; engaging and connecting with others; sending and receiving verbal and nonverbal signals constructively
- Situational Perceptual Awareness:** recognizing and processing dynamic and shifting emotional data; communicating with attention, focus, and awareness; adapting to situational variables and changes; understanding which factors and influences matter and how much, and then responding with reasonable behavior
- Interpersonal Development:** growing and nurturing constructive connections; setting the tone for long-term depth and breadth in relationships; working with quality in personal and professional interactions; building and maintaining resonance and rapport

## Details of Your Social Recognition Scores

### Empathy, Sensitivity, Appreciation: 100%

You're the person others want to engage with and talk to; you are trusted and valued as a support system. You can make the impossible - possible. Continue to be the person who translates thoughts and feelings into results. Be active, proactive, and responsive. Let your influence flow and become the master of relationship synergy. Nurture the achievement of others.

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### Service, Compassion, Benevolence: 100%

You adjust and accommodate based on connecting with others, both individually and collectively. Enjoy the fruits of interaction. Accept the service and gifts of others with appreciation and grace. Show thankfulness. Allow others to help you. Let them understand what you need and what you appreciate.

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### Holistic Communication: 60%

Develop a persona and presence that provides quality and balance. You may not always come across as completely approachable, interested, or caring. Willingness to listen, despite what you are experiencing, and warm approachability lead to being respected and trusted. In turn, this leads to leadership, teamwork, and more opportunity.

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### Situational Perceptual Awareness: 80%

You can anticipate change and adjust accordingly. Heightened awareness is at the base of personal programming, mental toughness, and the skills necessary to succeed at higher levels. Commit to mastering these skills and applying them.

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### Interpersonal Development: 90%

Use your interpersonal nurturing skills to empower synergy and abundance continuously. You are adept at setting the tone for long-term depth and breadth in relationships and can identify when support needs to look different to get different results from others. Keep the commitment to growing the success of others, and you'll reap the rewards of their achievement too.

## Suggestions to Improve Social Recognition

### Empathy, Sensitivity, Appreciation: 100%

- Listen with purpose and intent. Convert thoughts and feelings to action and results.
  - Be available, accepting, and approachable. Show connection through positive emotions and optimistic feedback.
  - Make an effort to remember what you've been told and add value. Be sensitive to what they consider important and deliver accordingly.
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### Service, Compassion, Benevolence: 100%

- Work with others. Cooperate and engage in activities that generate mutual gain. Think abundance. Take joy from motivation, engagement, interaction, and involvement. Relationships enhance happiness.
  - Explore higher levels of connection. Focus on quality, not just quantity. Ask people what they'd need and like. Be involved at more than a superficial level. Make opportunities to enhance relationships.
  - Develop a reputation for offering personal, high-value care. One size does not fit all. Prepare to give personalized attention and effort.
- 

### Holistic Communication: 60%

- Quality listening involves continuous improvement and development. It builds on understanding to facilitate better connections and more empowered relationships.
- Take extra time to energize connections. Do special things to demonstrate an interest in and involvement with others. Ask questions. Restate. Paraphrase. Focus.
- Follow-up and follow-through. Take the time to make the connection more significant by delivering on promises. Make sure the connection is satisfied by reconnecting and verifying satisfaction.

**Situational Perceptual Awareness: 80%**

- Interpersonal dynamics program relationships for success or failure. Choose to be perceptive, adaptable, and effective. Don't merely have the information; apply it well when situations require it.
  - Cultivate a network that serves both today and tomorrow. Expand by finding common ground for conversations and connection. Emphasize quality interactions and learn to adjust your approach on the fly when needed.
  - Expand your repertoire of information. Generate data, connect with current events, and collect a wide array of specific knowledge to help you manage change with agility and efficiency.
- 

**Interpersonal Development: 90%**

- Recognize personal mastery as a vehicle to achieve dreams. Take the time to dream bigger and explore more. Self-actualize. Be all that you can be. Leverage mentors, trainers, and feedback to expand your potential.
- Utilize a positive perspective to create habits of winning. Determine what works and makes you happiest. Nurture constructive feelings and relationships. Listen to what valued friends and colleagues say.
- Recognize what you can control and what you cannot. Live every day to the fullest. Determine what counts and how much (and go for it). Allow synergy to expand the realm of the possible.

## Social Recognition (SoR) Quotient Worksheet

**In what ways do you notice others revealing their feelings to you?**

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**When you notice shifting or differences in emotions of those around you, how do you respond?**

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**How do the emotions and moods of others affect your interaction with them?**

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**How can you improve your awareness of other people's feelings?**

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**How does awareness of others' feelings impact collective performance, teamwork, and success?**

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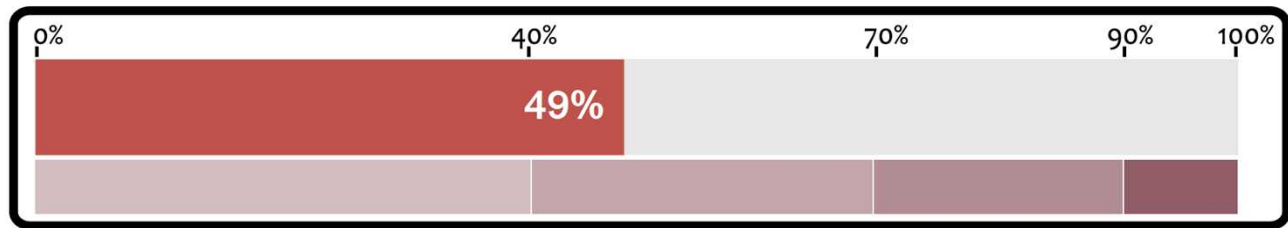
## Quotient 3: Self-Management (SeM)

The Self-Management Quotient adds to self-evaluation by coupling with self-regulation. The awareness and discipline to control and harness feelings directly impacts one’s ability to achieve personal objectives and develop determination and drive. Satisfaction, happiness, and fulfillment are known results of strong Self-Management.

**Factors include:**

- **Control/Restraint**
- **Discipline**
- **Resolve**
- **Direction/Purpose**
- **Emotional Management**
- **Flexibility/Adaptability**
- **Enthusiasm/Excitement**
- **Stress Management**
- **Initiative**
- **Agility**
- **Focus**
- **Goal Setting**
- **Impulse Control**
- **Learning**
- **Resilience**

### Your SeM Quotient

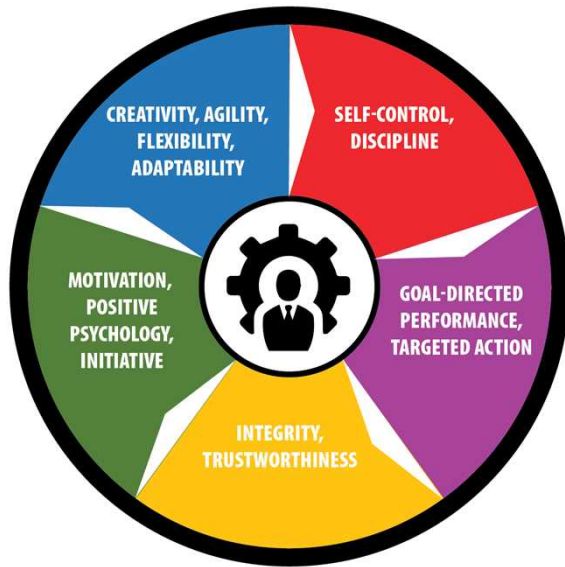


**RAW SCORE: 2.44**

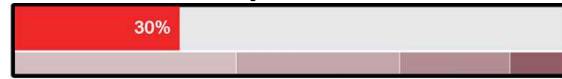
**Your score in Quotient 3 is:**

Vulnerable: Limited experience and some working knowledge - beginning to gain a deeper understanding with only foundational knowledge of the key aspects

## The Self-Management (SeM) Scores



### Self-Control, Discipline



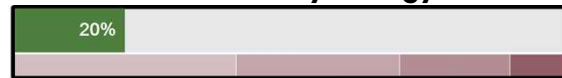
### Goal-Directed Performance, Action



### Self-Integrity, Trustworthiness



### Motivation, Positive Psychology



### Creativity, Agility, Flexibility



### Self-Management is comprised of 5 sub-categories:

- Self-Control, Discipline:** effectively handling impulses; maintaining composure while experiencing stressful, trying emotions; preparing for and managing performance; actively choosing direction and path; self-directing; emotionally persisting to achieve strategic objectives
- Goal-Directed Performance, Targeted Action:** focus to achieve long-term desired goals; emotional tenacity and persistence; drive to choose challenging objectives and assume acceptable risks; staying the course to completion; resilience in the face of obstacles and setbacks; seizing opportunities
- Self-Integrity, Trustworthiness:** the ability to work with conscience, internal ethics, and integrity; operating with personal standards, principles, and values; being dependable, reliable, and authentic while holding boundaries; keeping promises and accepting personal responsibility
- Motivation, Positive Psychology, Initiative:** Self-energizing; the ability to be mentally and emotionally engaged; attitude; passion; choosing productive and constructive feelings; being responsible for personal success; acting in accordance with positive emotions, optimism, and constructive feelings; limiting negative emotions, patterns, and spirals
- Creativity, Agility, Flexibility, Adaptability:** coping with change, transition, and development; adjusting to situations, relationships, and feelings; handling curiosity and the imagination to create, discover, and explore opportunities; innovation for progress; embracing cognitive and emotional shifts to augment and manage change; the ability to problem solve and 'think outside the box'

## Details of Your Self-Management Scores

### Self-Control, Discipline: 30%

Demanding the best and settling for nothing less leads to excellence. Be sure you have clearly defined goals that fully motivate and engage your heart. Energize yourself regularly to stay on track, avoid multitasking, and have more fun on the journey! Targeted objectives lead to success, but coordinating the effort and staying on task are essential. Develop a strong commitment, excitement, and enthusiasm to stay the course, even in the face of setbacks and disappointments.

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### Goal-Directed Performance, Targeted Action: 70%

While you may find it easy to start and finish, you likely find it difficult to remain disciplined through the long haul. Find ways to maintain passion and enthusiasm when things are challenging. Remember, most projects are hardest at the start and finish- it's easier to maintain momentum when you see evidence that things are moving along. Set a positive tone to keep up your excitement, drive, and motivation to get the targeted results.

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### Self-Integrity, Trustworthiness: 80%

You're comfortable with who you are, your values, and your purpose, and standing your ground when necessary. Character, personal integrity, and honesty are your commitments. Authenticity and personal excellence in the journey assure quality and satisfaction in the outcomes. Your reputation and integrity set the foundation for inner satisfaction and positive relationships.

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### Motivation, Positive Psychology, Initiative: 20%

You expect other people and external rewards to motivate and engage you. Expecting situations or other people to motivate you or make you happy will fail. Accept personal responsibility for energy, excitement, motivation, and engagement. Happiness and positive emotions come from within. Take initiative.

---

### Creativity, Agility, Flexibility, Adaptability: 30%

You're willing to adjust if and when the path and the rewards are well-defined. Change is the norm in life but it requires initiative to shift to improvement and a mindset of authenticity when embracing the chance. Exercise creativity and agility to be sure of progress. Don't be limited by past experience. Strive for continuous learning and development of new perspectives and options.



## Suggestions to Improve Self-Management

### Self-Control, Discipline: 30%

- Find the right balance for you. Recognize the exchange value of time, talent, and treasure. Value yourself and your time and commit to what matters. Use your personal passion to keep things on track.
  - Set clear goals that are important and meaningful. Avoid overextending yourself. Be consistent, focused, and deliberate. Commit to learning and continuous improvement to expand potential.
  - Take time to assess and evaluate. Review your efforts and performance on a regular basis. Solicit feedback. Commemorate and recognize success with personal pride. Take pictures or make notes. Make victory tangible and memorable.
- 

### Goal-Directed Performance, Targeted Action: 70%

- Keep the goals in plain sight. It's easy to lose focus when things get tough or when new things arise. Find ways to keep your passion for a project fresh and stay committed until the end.
  - Use tools to keep on track and stay accountable (write progress reports, have accountability partners, keep a journal). Overcome hurdles and maintain momentum. Deal with mental, physical, and emotional barriers as they arise. Give yourself credit for overcoming, and keep moving forward.
  - Balance your emotional investment and commitment. Remember that success is not final and failure is not fatal. Develop and follow through on your course, adjusting as needed.
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### Self-Integrity, Trustworthiness: 80%

- Your reputation and attitude serve to create your model of character and excellence. Be aware of your impact and commit to matching your actions to your intentions.
- Be consistent - internally and externally. There is ease and peacefulness in living with integrity by doing the right thing, no matter who is or isn't watching.
- You are the master of your fate. By assuming self-responsibility, you choose your own destiny and path. Commit to your greatness and embrace your purpose. Work towards it every single day.

**Motivation, Positive Psychology, Initiative: 20%**

- Choose positive emotions, optimism, and happiness. Feelings are subject to individual focus and mindfulness. No matter the circumstances, you can always choose your attitude.
  - Make active choices about performance. Create positive patterns that continuously generate achievement. Take charge and initiative to perform with excellence by investing complete, energized effort.
  - Motivation and engagement are internal catalysts for energy and action. They come through creating the right systems, finding the right initiatives, and growing your intrapersonal skills.
- 

**Creativity, Agility, Flexibility, Adaptability: 30%**

- Generate new experiences and try new things. Set aside the tried and true to expand possibilities. Push beyond your comfort zone.
- Think in terms of 'what if.' Ask yourself 'why' and 'why not?' Become a master of questions and listen attentively for fresh answers. Instead of saying 'no' or thinking something is impossible, think in terms of how it could work and what the impact will be. Leave doubt and constraints behind.
- Make small, significant improvements daily. Commit to both big and small gains and focus on something that has the potential to make a meaningful difference. Do things that will expand your possibilities tomorrow.

## Self-Management (SeM) Quotient Worksheet

**How can you maintain control of your emotions and express them in a kind and effective way?**

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**What messages are you sending with your self-talk, and how can you make them more positive?**

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**What can you do to be more proactive and prepare for whatever may come?**

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**When you dwell on positives or negatives, how can you make this more constructive?**

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**What steps can you take to actively make choices to control your emotions?**

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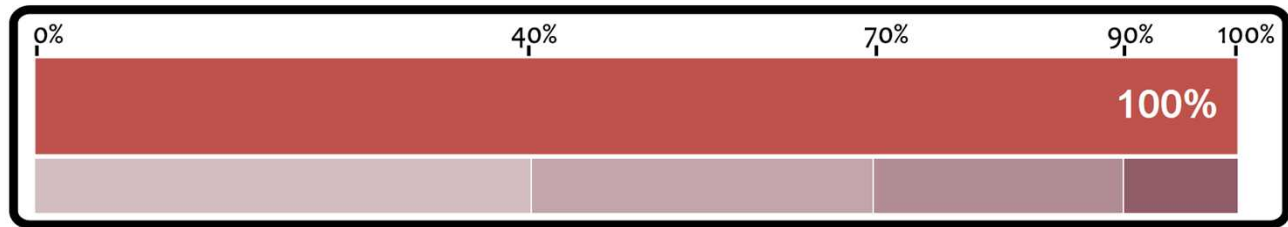
## Quotient 4: Social Management (SoM)

Social/Relationship management includes interpersonal skills and focuses intelligence on generating results. This social intelligence fosters collaboration and connection to tap the power of synergy.

**Factors include:**

- Directing
- Supporting
- Encouragement
- Building Friendships
- Social Poise
- Warmth
- Team Results
- Collaboration
- Change Catalyst
- Conflict Management
- Developing Others
- Influence
- Leadership
- Negotiation
- Teamwork & Collaboration

### Your SoM Quotient



**RAW SCORE: 5**

**Your score in Quotient 4 is:**

Optimal: Comprehensive and extensive knowledge - intuitively grasps the totality of the situation and responds instinctively and sensibly with ease

## The Social Management (SoM) Scores



### Developing Relationships



### Leadership & Influence



### Change Catalyst & Response



### Negotiation & Conflict Management



### Teamwork & Collaboration



### Social Management is comprised of 5 sub-categories:

- **Developing Relationships, Getting Along with Others:** cultivating, nurturing, and maintaining long-term personal and professional relationships; having quality connections and friendships
- **Leadership and Influence:** operating with warmth, presence, charisma, and approachability; paying attention and focusing on results and relationships; being involved, engaged, passionate, and influential; engaging in purposeful persuasion; delivering solutions when needed, or guidance when appropriate; partnering with others to reach targeted outcomes
- **Change Catalyst and Response:** recognizing the need for change and championing action and interaction; developing interpersonal skills and abilities; initiating and encouraging growth and progress on individual, team, and organizational levels; facilitating mature interaction and communication; focusing on positive results
- **Negotiation and Conflict Management:** bargaining with abundance thinking for mutual gains; coping with conflict through positive proactive and reactive techniques; effectively dealing with difficult people and situations; creating unity, balance, and mutual benefit
- **Teamwork and Collaboration:** building bonds to transform groups into teams; fostering unified, engaged effort; generating collaboration, cooperation, participation, and high-quality results; nurturing and developing synergy; fostering interpersonal emotional effectiveness

## Details of Your Social Management Scores

### Developing Relationships, Getting Along with Others: 100%

You enjoy people and find satisfaction in creating and nurturing quality relationships. You gain happiness through relationships and experiences, not things. Focus on connections where you can make the greatest contribution and receive the most significant payoffs. Invest yourself in quality relationships.

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### Leadership and Influence: 100%

You are the person others look to for guidance and direction. Be the leader who builds long-term investment in people and success. Coach, share, and transform the ordinary into the extraordinary. See potential and possibility in everyone. Set the path and tone for reaching and achieving high-level success internally and externally, and show them the way.

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### Change Catalyst and Response: 100%

You take responsibility for your role and influence in change and have a plan for proactive, positive change experiences. You know that the fire must come from within, not from outside, so continue to create environments where you and others can thrive in change, rather than struggle. Find causes and missions that excite passion and dedicate yourself to meaningful change. Be the catalyst for the change you want to see, and help others get involved.

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### Negotiation and Conflict Management: 100%

You apply effective conflict management skills to creatively resolve problems, improve relationships, and create abundance. Interaction always involves differences and you promote constructive engagement to make things better, knowing that these give connections greater value. Hostility and anger are negatives to minimize, but you encourage discussion and interaction that generates higher returns for all.

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### Teamwork & Collaboration: 100%

You are a collaborative team player who can assume various roles to generate optimal results. As teams succeed, they expand their mission and climb to new heights. You are an example that will support the mission as it expands and the team grows. Achievement creates new possibilities and horizons. Success inspires motivation, engagement, and high-quality impact.

## Suggestions to Improve Social Management

### Developing Relationships, Getting Along with Others: 100%

- Relationships work best when they emphasize similar interests and experiences. Over time, quality is added through shared projects and adventures. The little details are important. Remember friends and be attentive.
  - Refresh old connections. Invest the time in reconnecting. Let people know you care and that they are valued with no expectation of reciprocation.
  - Share conversations and ideas. Communication is the currency of all success. Time, availability, and meaningful discussion contribute to continued connections.
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### Leadership and Influence: 100%

- Invest time and effort into the aspirations of others. Be a contributor. Connect on a personal level to become a catalyst for the individual, team, and organizational achievement. How can you serve those you lead?
  - Learn how to coach and mentor with different topics and for varying audiences. Nurture and cultivate the best in others. Make praise, encouragement, and celebration a regular part of your routine.
  - Connect with a long-term vision and mission. Look to leave a legacy. Set strategies and systems in place that generate sustained patterns of excellence.
- 

### Change Catalyst and Response: 100%

- Take some time to reflect on the potential for the future focus. What positive changes does the future hold? How can these shifts be capitalized upon for optimum impact? Commit to making your part of the world better one step at a time.
- Reflect on changes you've experienced in the past. What changes have been the easiest? Most difficult? Most impactful? Translate the lessons of learning and development into continued self-actualization.
- Develop ways to make others (personal and professional) better. Think in terms of improvement, and seek to leave all situations and relationships better than you found them.

### Negotiation and Conflict Management: 100%

- Invite discussion and constructive critique. Information and real feedback generate the fuel for improvement.
  - Steer clear of initially evaluating, probing, advising, and interpreting what is being shared – just listen. Use reflective listening strategies to be sure you are understanding all perspectives. Seek first to understand, then to be understood. Watch out for language that could seem like condescension or judgment and just be present and open to hearing what is said.
  - Develop friendships and understanding through communication. Resolved conflicts may turn into strong connections when handled with dignity and grace.
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### Teamwork and Collaboration: 100%

- As the team achieves, how are investments made in improvement and growth? How is achievement recognized, celebrated, and capitalized on?
- Synergy is a dynamic process. It is sustained through a positive climate and culture. Contribute to group success through realistic optimism and positive emotions.
- Great teams manage both internally and externally. They create inner systems to support victory and satisfaction. External structures generate quality service and promote high value.



## Social Management (SoM) Quotient Worksheet

**How do you allow the actions and feelings of others to affect your emotions?**

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**How can you be sure you are reading the feelings of others accurately?**

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**How do you adapt to others' needs based on your ability to empathize with them?**

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**How can you be more purposeful by responding intentionally and deliberately, rather than with instinctive reactions?**

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## EIQ and the D Style



The following chart is based on someone with a strong **D style**. While you may have higher or lower EIQ in any area listed below, this chart represents typical EIQ for **D styles** in each area. The information is sorted into the four quotients of emotional intelligence with each of the five subcategories that make up the quotient. In each box, the name and description indicate whether the **D style** is likely to naturally exhibit high, moderate, or low EIQ in that area.

Self-Recognition	Social Recognition	Self-Management	Social Management
<b>Self-Awareness</b> Low	<b>Empathy/Appreciation</b> Low	<b>Self-Control/Discipline</b> Task: High Interpersonal: Low	<b>Getting Along w/Others</b> Low Emotional Rapport and Resonance
<b>Cause &amp; Effect</b> Low	<b>Service/Compassion</b> Low	<b>Goal Orientation</b> High	<b>Leadership/Influence</b> Task Oriented: High Team Oriented: Low
<b>Self-Esteem/Confidence</b> Task: High Interpersonal: Low	<b>Holistic Communication</b> Sending: High Receiving: Low	<b>Self-Integrity</b> Not related to Specific Style	<b>Change Catalyst</b> Task Oriented: High Team Oriented: Low
<b>Assertiveness</b> High	<b>Situational Perception</b> Verbal: High Non-Verbal: Low	<b>Motivation/Initiative</b> Task: High Interpersonal: Low	<b>Conflict Management</b> Strategy/Tactics: High Interpersonal: Low
<b>Emotional Identification</b> Low	<b>Interpersonal Development</b> Low	<b>Creativity/Adaptability</b> Task: High Interpersonal: Low	<b>Teamwork/Collaboration</b> Low

## EIQ and the I Style



The following chart is based on someone with a strong **I style**. While you may have higher or lower EIQ in any area listed below, this chart represents typical EIQ for **I styles** in each area. The information is sorted into the four quotients of emotional intelligence with each of the five subcategories that make up the quotient. In each box, the name and description indicate whether the **I style** is likely to naturally exhibit high, moderate, or low EIQ in that area.

Self-Recognition	Social Recognition	Self-Management	Social Management
<p><b>Self-Awareness</b> Moderate</p>	<p><b>Empathy/Appreciation</b> Moderate</p>	<p><b>Self-Control/Discipline</b> Task: Low Interpersonal: Low</p>	<p><b>Getting Along w/Others</b> High Emotional Rapport and Resonance</p>
<p><b>Cause &amp; Effect</b> Low</p>	<p><b>Service/Compassion</b> High</p>	<p><b>Goal Orientation</b> Low</p>	<p><b>Leadership/Influence</b> Task Oriented: Low Team Oriented: High</p>
<p><b>Self-Esteem/Confidence</b> Task: Low Interpersonal: High</p>	<p><b>Holistic Communication</b> Sending: High Receiving: Low</p>	<p><b>Self-Integrity</b> Not related to Specific Style</p>	<p><b>Change Catalyst</b> Task Oriented: Low Team Oriented: High</p>
<p><b>Assertiveness</b> Moderate</p>	<p><b>Situational Perception</b> Verbal &amp; Non-Verbal: Low to Moderate</p>	<p><b>Motivation/Initiative</b> Task: Low Interpersonal: High</p>	<p><b>Conflict Management</b> Strategy/Tactics: Low Interpersonal: High</p>
<p><b>Emotional Identification</b> Low to Moderate</p>	<p><b>Interpersonal Development</b> Moderate to High</p>	<p><b>Creativity/Adaptability</b> Task: Low Interpersonal: High</p>	<p><b>Teamwork/Collaboration</b> High</p>

## EIQ and the S Style



The following chart is based on someone with a strong **S style**. While you may have higher or lower EIQ in any area listed below, this chart represents typical EIQ for **S styles** in each area. The information is sorted into the four quotients of emotional intelligence with each of the five subcategories that make up the quotient. In each box, the name and description indicate whether the **S style** is likely to naturally exhibit high, moderate, or low EIQ in that area.

Self-Recognition	Social Recognition	Self-Management	Social Management
<b>Self-Awareness</b> High	<b>Empathy/Appreciation</b> High	<b>Self-Control/Discipline</b> Task: High Interpersonal: High	<b>Getting Along w/Others</b> High Emotional Rapport and Resonance
<b>Cause &amp; Effect</b> High	<b>Service/Compassion</b> High	<b>Goal Orientation</b> Moderate	<b>Leadership/Influence</b> Task Oriented: Low Team Oriented: High
<b>Self-Esteem/Confidence</b> Task: Moderate Interpersonal: Moderate	<b>Holistic Communication</b> Sending: Low Receiving: High	<b>Self-Integrity</b> Not related to Specific Style	<b>Change Catalyst</b> Task Oriented: Moderate Team Oriented: Moderate
<b>Assertiveness</b> Low	<b>Situational Perception</b> Verbal: High Non-Verbal: High	<b>Motivation/Initiative</b> Task: High Interpersonal: High	<b>Conflict Management</b> Strategy/Tactics: Moderate Interpersonal: High
<b>Emotional Identification</b> Moderate	<b>Interpersonal Development</b> Moderate	<b>Creativity/Adaptability</b> Task: Low Interpersonal: Low	<b>Teamwork/Collaboration</b> Moderate

## EIQ and the C Style



The following chart is based on someone with a strong **C style**. While you may have higher or lower EIQ in any area listed below, this chart represents typical EIQ for **C styles** in each area. The information is sorted into the four quotients of emotional intelligence with each of the five subcategories that make up the quotient. In each box, the name and description indicate whether the **C style** is likely to naturally exhibit high, moderate, or low EIQ in that area

Self-Recognition	Social Recognition	Self-Management	Social Management
<b>Self-Awareness</b> Low	<b>Empathy/Appreciation</b> Low	<b>Self-Control/Discipline</b> Task: High Interpersonal: High	<b>Getting Along w/Others</b> Low Emotional Rapport and Resonance
<b>Cause &amp; Effect</b> Moderate	<b>Service/Compassion</b> Moderate	<b>Goal Orientation</b> Moderate	<b>Leadership/Influence</b> Task Oriented: High Team Oriented: Low
<b>Self-Esteem/Confidence</b> Task: Moderate Interpersonal: Low	<b>Holistic Communication</b> Sending: Low Receiving: Low	<b>Self-Integrity</b> Not related to Specific Style	<b>Change Catalyst</b> Task Oriented: High Team Oriented: Low
<b>Assertiveness</b> Low	<b>Situational Perception</b> Verbal: Low Non-Verbal: Low	<b>Motivation/Initiative</b> Task: High Interpersonal: Low	<b>Conflict Management</b> Strategy/Tactics: Low Interpersonal: Low
<b>Emotional Identification</b> Low	<b>Interpersonal Development</b> Low	<b>Creativity/Adaptability</b> Task: Moderate Interpersonal: Moderate	<b>Teamwork/Collaboration</b> Low

## Additional Ideas for Improvement

### Self-Recognition:

1. Accept your personal feelings as information without judgment or rejection.
2. Connect emotions, thoughts, and actions. Think about the causes and impacts of feelings.
3. Tune into the subconscious patterns by recognizing your initial emotional responses.
4. Recognize both positive and negative emotions. Reinforce the positive and minimize the negative.
5. Support growing intrapersonal effectiveness through positive self-talk, personal affirmations, constructive visualization, and/or journaling.
6. Establish a practice of relaxing, refreshing, and renewing through daily meditation and reflection.

### Social Recognition:

1. Be curious and genuinely interested in learning about other people.
2. Focus your attention on others and what they are willing to share. Examine both verbal and nonverbal communication.
3. Be sensitive, appreciative, validating, and respectful of others. Value both the person and the message they send.
4. Show support and encouragement. Display understanding through physical and verbal communication.
5. Reflect on information to adjust your communication and behaviors. Adapt to different environments, situations, and relationship dynamics.
6. Express feelings in kind, appropriate, useful, and honest ways. Empathize with others. Seek to ensure the connection remains healthy and strong.

### Self-Management:

1. Develop active habits of self-control and personal discipline, even when it seems tough.
2. Accept responsibility for behavior, communication, performance, and impact.
3. Foster your conscience, morality, and integrity. Act consistently with personal values and principles.
4. Determine personal boundaries and act assertively (rather than passively or aggressively).
5. Actively set goals and objectives. Reach for achievement with diligence, tenacity, and personal drive.
6. Intentionally make and execute decisions. Think, feel, and perform with the best you can offer, always. Seek to avoid regret, anxiety, and worry over the things you cannot control.

### Social Management:

1. Resolve conflict judiciously through seeking double wins.
2. Promote change management and continuous learning to optimize effectiveness and generate high-value returns. Engage in coaching and mentoring to develop and expand your potential.
3. Involve others through teamwork. Generate synergy through cooperation, participation, and utilization.
4. Design both intrinsic and extrinsic reward systems to support successes. Celebrate achievement for all, at all levels, and encourage all efforts.
5. Create environments and situations that promote reasonable risk taking. Allow failure and mistakes to be learning experiences rather than disasters.
6. Strengthen interactions with difficult people in tough situations through positive interaction, empathy, dialogue, negotiation, and emotional connection.

## Now What?

*"The longest journey on earth begins with a single step." - Ben Sweetland*

After taking this assessment and reading your report, you are probably even more interested in learning as much as possible to improve your emotional intelligence (EIQ). You might believe you can absorb the suggested improvements quickly and retain them until they become second nature, right? Not necessarily! You must improve your EIQ through ongoing practice. Competence breeds confidence, which leads to increased inner motivation.

The key to making EIQ easier to master is to break the improvement suggestions into simple, bite-size pieces that can be readily digested and successfully implemented in your life. Work on one area and incorporate that into your life consistently before moving on to the next one. This will begin a "spiral of success" - you learn something new, try it out, and experience some success which gets you charged up about learning and applying even more.

The speed with which you apply your new EIQ knowledge should change your behaviors gradually, not radically, to affect your life permanently - not as quick fixes learned today and forgotten tomorrow. Training, learning, and practicing must become an "all the time" behavior.