



DISC Leadership and Emotional Intelligence EIQ-2

A Dual Evaluation of Behavioral & Emotional Intelligence Styles

Report For: **Sample Report**

Focus: **Work**

Date: **1/19/2019**

Your Company
LOGO
Appears Here

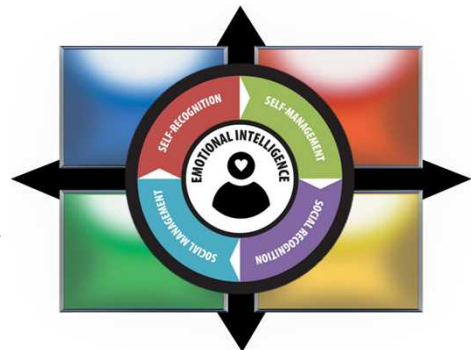
Table of Contents

Introduction to the Report	3
Understanding DISC	
Behavioral Styles Overview	4
Pace and Priority of Each Style	5
A Deeper Look at the Four DISCStyles.....	6
Communicating with the DISCStyles	7
Understanding Yourself	
General Characteristics	9
Your Style Overview	10
Word Sketch: Adapted Style	11
Word Sketch: Natural Style	12
Your Personalized eGraphs	13
Your Behavioral Pattern View	14
Communication Tips for Others	15
Your Motivations: Wants and Needs	16
What You Bring to the Organization	17
Your Behavior and Needs Under Stress	18
Potential Areas for Improvement	19
The 12 Behavioral Tendencies	20
Summary of Your Style	25
Understanding Others and Adaptability	
Introduction	26
What is Adaptability?	27
Recognizing Another Person's Behavioral Style	28
Communicating with Each Style	29
Tension Among the Styles	29
To Modify Directness and Openness.....	30
To Modify Pace and Priority	31
Adapting in Different Situations.....	32
Application Activities.....	36
Create a DISC POWER TEAM	38
Building and Maintaining Rapport Throughout The Leadership Process	39
EIQ & DISC Integration	
EIQ Overview	53
Emotional Intelligence Report & DISC/EIQ Integration.....	54
EIQ Benefits & Overall Score	55
The Emotional Intelligence (EIQ) Quotients	57
Quotient 1: Self Recognition (SeR)	58
Quotient 2: Social Recognition (SoR)	65
Quotient 3: Self Management (SeM)	72
Quotient 4: Social Management (SoM).....	79
Additional Ideas for Improvement	86

DISCstyles™ & EIQ-2 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 and what we learn; it allows us to set priorities and determines the majority of our daily actions and interactions. Research suggests it is responsible for as much as 80% of the "success" in our lives, both personally and professionally.

The EIQ-2 report introduces the EIQ model and provides personalized and comprehensive development 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 factors contributing to each of the quotients in greater detail and be given deeper insight into what characteristic factors make up each quotient.

Additionally, you may evaluate your own scores in each quotient, identify ways to improve your score in each, examine ways recognize a need for growth, 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, so likewise expression of both intrapersonal and interpersonal recognition and management may be a blend 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 DISCstyles™ assessment examines external and easily observable behaviors and measures tendencies using scales of **directness** and **openness** that each style exhibits.

BEHAVIOR DESCRIPTORS OF EACH

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

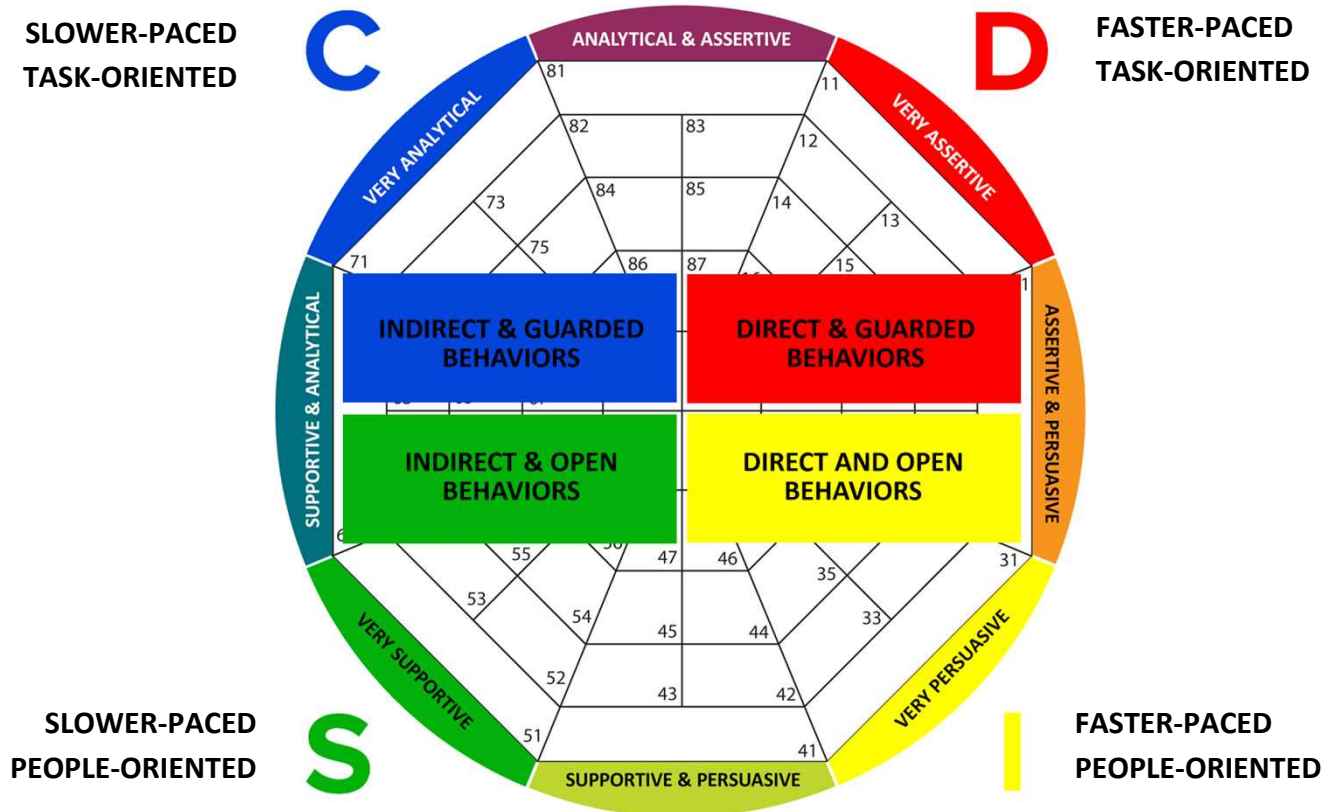
DIRECTNESS AND OPENNESS OF EACH STYLE

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 DISCStyles™

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

COMMUNICATING WITH THE DISCStyles™

Communicating with the **DOMINANT** Style

D CHARACTERISTICS:	SO YOU SHOULD...
Concerned with being #1	Show them how to win, new opportunities
Think logically	Display reasoning
Want facts and highlights	Provide concise data
Strive for results	Agree on goal and boundaries, the 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

I CHARACTERISTICS:	SO YOU SHOULD...
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 your other genuine appreciation

Communicating with the **STEADY** Style

S CHARACTERISTICS:	SO YOU SHOULD...
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 one-two-three 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

C CHARACTERISTICS:	SO YOU SHOULD...
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 report which follows, and provides a framework for understanding and reflecting on your results. We've occasionally provided some coaching ideas so that you can leverage your strengths whenever possible to maximize your personal success.

Sample, you score like those who love challenges and competition. You tend to take risks that others would not attempt, and you usually find those gambits successful. As a leader, your competitive spirit allows you to take your team to new heights. You enjoy a good challenge and appreciate that trait in your peers, likewise.

You tend to rely more heavily on your own opinions than on the evaluations of others. This is a symptom of your independence and can potentially lead to some problems, especially where rules, details, or minutiae are concerned. This may result in cut corners or overlooked details. You may balance this by striving to seek input from those who might have more expertise in a particular area.

You have many ideas and opinions of your own and a high degree of confidence in those ideas. It might be said that people who score like you tend to have a rather visible ego presence. However, those who are able to manage this can nevertheless thrive in a more people-friendly work climate.

You score like those who speak their minds, and may be blunt, or even sarcastic. While this gets results, it can also alienate those who are integrally important to the outcome. Our coaching suggests adopting a more people-friendly approach.

You tend to be more of a doer than a dreamer. Some people dream of making things happen, but you prefer to work hard to effect change. If something needs to be done, you'll roll up your sleeves and do it.

You frequently look for new, better, and more efficient ways of getting things done. Sample, you score like those who have a multi-tasking mind. You tend to have high urgency and little aversion to risk, often seeking ways to reduce costs (both money and time), and make systems more streamlined and efficient.

You are an excellent problem solver who can think quickly on your feet to solve problems that arise. You are able to do this due to your rapid decisiveness, ability to multi-task, and your tendency to "blaze your own trail" rather than follow the beaten path. Be certain to involve others in the decision-making process, as an independent problem solver can sometimes be perceived as a problem creator.

You are very direct and straightforward in communicating with others. You score like those who speak their minds, tell it like it is, and prefer bottom-line closure to ambiguity. You like to get things done quickly, and that includes conversations. You tend not to "sugar-coat" the message with unnecessary fluff.

Style Overview

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

Through this report you have an opportunity to 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: Producer

Producers follow their own path and will seek new projects and challenges. They are self reliant and like to solve their issues without asking for help. This independence fosters innovation that is strongly advocated to others. Being in control is important to them and they can push back if challenged. They have high expectations of others and can be quite critical if expected results lag. They can be seen as uncaring and, at times, difficult to work with.

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

- **Emotional characteristic:** Will strive to meet their own needs in their own way.
- **Goals:** Finding new opportunities they can tackle and goals to achieve.
- **How others are valued:** Based upon ability to create workable solutions that meet the Producer's standards.
- **Influences group:** Will influence by setting a competitive fast-paced agenda aimed at accomplishing results and by projecting personal power.
- **Value to the organization:** Will avoid the "blame game" and will offer new and innovative solutions towards making progress.
- **Cautions:** Can appear overly controlling of others and outcomes in order to support and meet their own personal agendas.
- **Under Pressure:** Can become isolated and will push back hard if they are challenged or threatened or if they are denied new opportunities.
- **Fears:** Losing control or being without meaningful challenges.

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 allows us to predict what will and will not please them which makes for better relationships and a more harmonious and productive workplace! 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 other People, (S)teadiness of Pace, or (C)onscientiousness to Procedures and Rules. Share more about the specific needs (now maybe habits) that drive you in each area of FOCUS. Is your DISC point at levels 1 and 2? Then your emotions and needs are the opposite of those with graphs at Levels 5 and 6 in that area.

	D	I	S	C
DISC Focus	Problems / Tasks	People	Pace (or Environment)	Procedures
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
Observable	Decisive, risk-taker	Optimistic, trust others	Patience, stabilizer	Cautious, careful decisions
Fears	... 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
6	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
5	adventurous risk-taker direct forceful	charming influential sociable trusting	consistent cooperative possessive relaxed	conscientious courteous focused high standards
4	assertive competitive determined self-reliant	confident friendly generous poised	composed deliberate stable steady	analytical diplomatic sensitive tactful
3	calculated risk moderate questioning unassuming	controlled discriminating rational reflective	alert eager flexible mobile	own person self-assured opinionated persistent
2	mild seeks consensus unobtrusive weighs pro/con	contemplative factual logical retiring	discontented energetic fidgety impetuous	autonomous independent firm stubborn
1	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

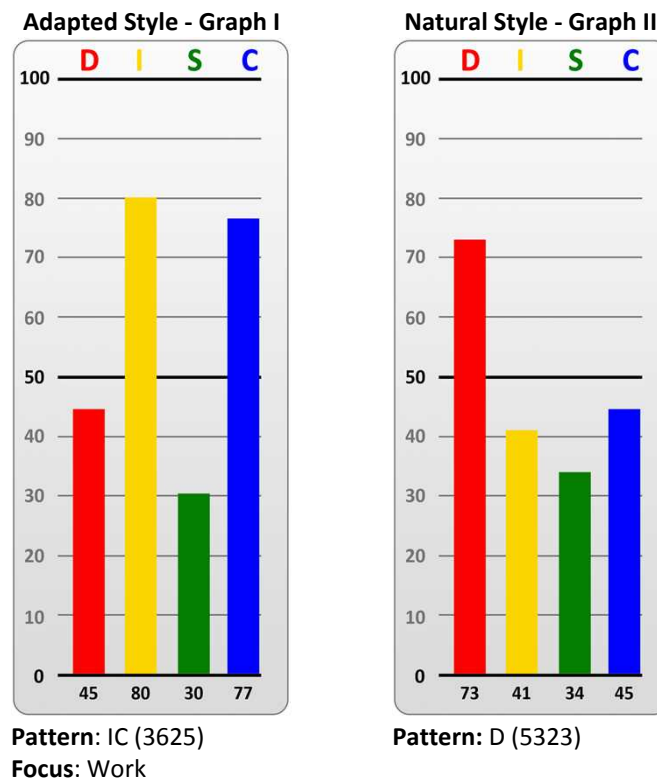
DISC is an observable “needs-motivated” instrument based on the idea that emotions and behaviors are neither “good” nor “bad.” Rather, behaviors reveal the needs that motivate our behavior. Therefore, once we can accurately observe one’s actions, it’s easier to “read” and anticipate their likely motivators and needs. This allows us to predict what will and will not please them, which makes for better relationships and a more harmonious and productive workplace! 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 other People, (S)teadiness of Pace, or (C)onscientiousness to Procedures and Rules. Share more about the specific needs (now maybe habits) that drive you in each area of FOCUS. Is your DISC point at levels 1 and 2? Then your emotions and needs are the opposite of those with graphs at Levels 5 and 6 in that area.

	D	I	S	C
DISC Focus	Problems / Tasks	People	Pace (or Environment)	Procedures
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
Observable	Decisive, risk-taker	Optimistic, trust others	Patience, stabilizer	Cautious, careful decisions
Fears	... 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
6	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
5	adventurous risk-taker direct forceful	charming influential sociable trusting	consistent cooperative possessive relaxed	conscientious courteous focused high standards
4	assertive competitive determined self-reliant	confident friendly generous poised	composed deliberate stable steady	analytical diplomatic sensitive tactful
3	calculated risk moderate questioning unassuming	controlled discriminating rational reflective	alert eager flexible mobile	own person self-assured opinionated persistent
2	mild seeks consensus unobtrusive weighs pro/con	contemplative factual logical retiring	discontented energetic fidgety impetuous	autonomous independent firm stubborn
1	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

DISCstyles eGraphs for Sample Report

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

Your Adapted Style is your 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. This graph tends to be fairly consistent, even in different environments.



If the bars are similar, it means that you tend to use your same natural behaviors in either environment. If your Adapted Style is different from your Natural Style, this may cause stress if over a long period of time. You are then using behaviors that are not as comfortable or natural for you.

The four-digit numbers (under the graphs) represent your segment numbers in DISC order and dictate the adjectives highlighted on the Word Sketch pages.

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

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).

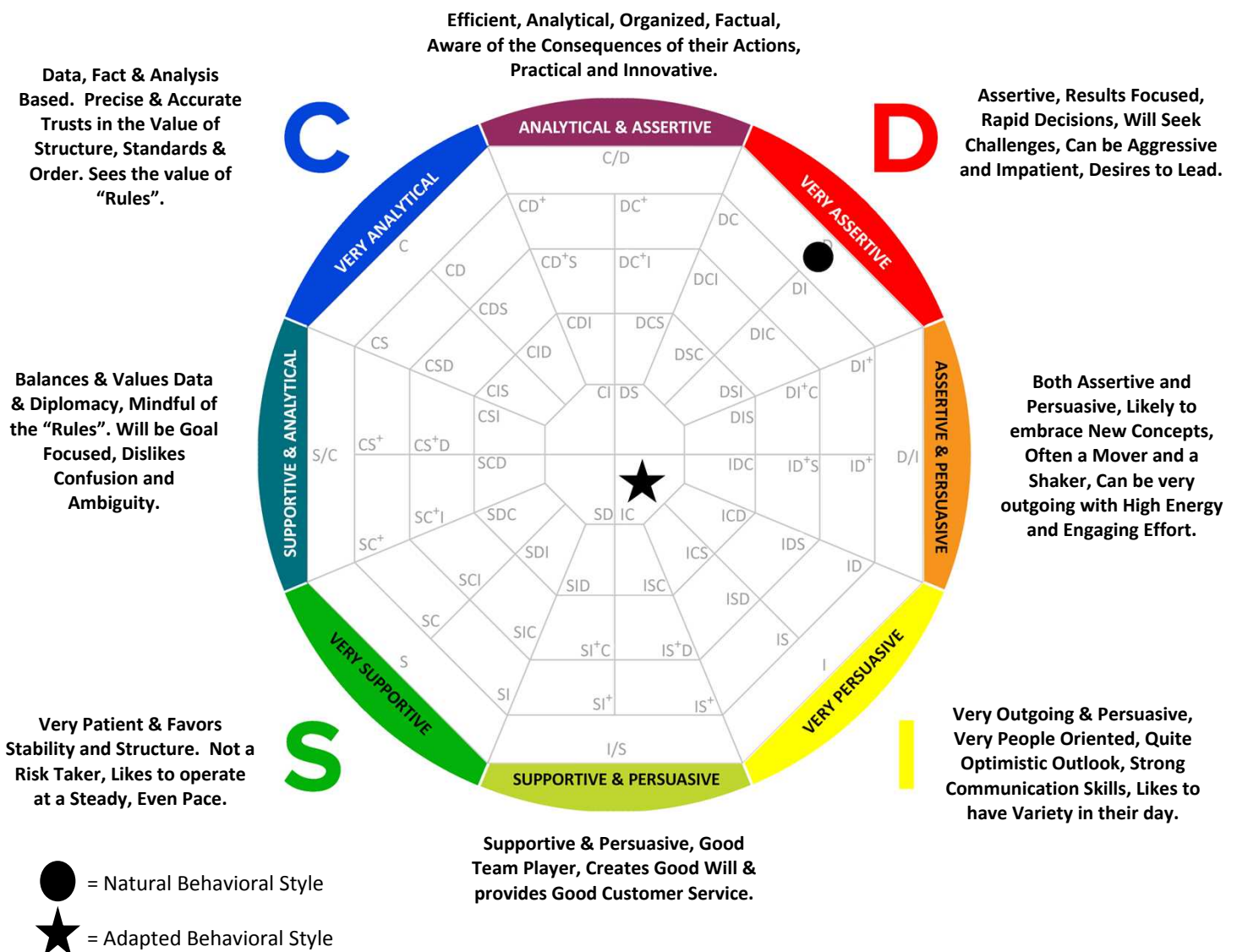
THE SCORING LEGEND

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



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*:

- Be prepared to handle some objections.
- Stick to business matters only.
- Ask "what"-oriented questions that close the issue or topic.
- Do your homework and be prepared with goals, objectives, support materials, etc., but don't plan on using all of them. Have the material with you as support.
- When you disagree, take issue with the methods or procedures, not with the person.
- Offer specific evidence about the probability of success or effectiveness of options.
- Be clear in your explanations.

When Communicating with Sample, *DON'T*:

- Forget or lose things necessary for the meeting or project.
- Make guarantees and assurances when there is a risk in meeting them.
- Be sloppy or disorganized.
- Let it reflect on Sample personally when in disagreement.
- Engage in rambling discussion, and waste Sample's time.
- Make decisions for Sample.
- Leave loopholes or vague issues hanging in the air.

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 the two most important wants and the 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.
- Receiving complete explanations of systems and processes that impact the work environment.
- Environments in which changes are made in a controlled way, and only when necessary.
- Awards that recognize ability, competence, or achievements.
- Security in knowing that the products and services are of the highest quality.
- A supportive and encouraging working environment.
- Assignments that allow for a variety of interpersonal contact and mobility.

People With Patterns Like You Tend to Need:

- To understand the results that are expected of you, and to be judged on the results, rather than the methods used to achieve the results.
- Straight-forward, direct communication.
- To win people over by displaying a greater empathy for others.
- To negotiate commitments on a face-to-face basis. This helps maintain clarity and mutual responsibility.
- To curb intensity in less urgent situations.
- To delegate routine or detailed tasks after you have mastered them in order to increase efficiency.
- To engage in a proactive confrontation when someone disagrees with your methods or ideas. This is preferable to sowing seeds of discontent behind one's back.

What You Bring to the Organization

This page provides useful insights for a job or as you work together on a team or family project. These are the talents and tendencies you bring. When used in environments that you are most effective in, 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 the two most important strengths, the two most important work style tendencies and the two most important environmental factors and transfer them to the Summary of Your Style page.

Your Strengths:

- You are a competitive player, on and off the job.
- You are a quick and efficient problem solver.
- You bring innovative ideas and solutions.
- You are motivated to challenge yourself and others.
- You are self-reliant, with the ability and innovation to blaze new trails.
- You ask questions that challenge tradition.
- You deal directly, with an eye on the bottom-line.

Your Work Style Tendencies:

- When urgency reaches a high point, you can work with the team to restore comfort, while also obtaining good results.
- On difficult projects, you may become somewhat impatient or aggressive under pressure.
- On the job, you bring a high degree of optimism and a strong desire to win.
- You want to be perceived as someone with the ability to take the seed of an idea and develop it into a successful solution.
- You tend to be considerate of others on the team and are persuasive without being demanding.
- You have the ability to handle both the "people side" and the detail side of a project with equal skill and confidence.
- You show a special ability to help others on the team visualize the activities necessary to obtain success in a complex project.

You Tend to Be Most Effective In Environments That Provide:

- Highly specialized assignments and technical areas of responsibility.
- Public recognition for accomplishments.
- A democratic environment with participatory management.
- Complete explanations of areas of responsibility and control.
- Contact with groups, and opportunities to build a network of people.
- Projects requiring you to motivate and persuade people.
- An environment that supports your critical thinking skills.

The D Style

Under Stress - Perceptions, Behavior and Needs for the D

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:

- Resourceful
- Independent
- Confident
- Assertive

Under Stress, May be Perceived by Others:

- Controlling
- Belligerent
- Manipulative
- Self-centered

Under Stress You Need:

- Control of the situation and yourself
- A fast pace for moving toward goals
- Tangible evidence of progress

Your Typical Behaviors in Conflict:

- You generally do not hold a grudge. Once an incident is over, it is generally forgotten on a personal level, although the factors that produced a lack of satisfactory results will be considered and evaluated.
- Your passion to win may result in win/lose situations, making it difficult for others to work with you.
- Your anger is directed at the situation and the lack of desired results, not at anyone, personally. However, your outbursts and behaviors may appear to be a personal attack. You tend to react quickly and often may fail to choose your words appropriately.

Strategies to Reduce Conflict and Increase Harmony:

- You need to take time to express your ideas and instructions fully and clearly; asking questions to ensure that everyone understands. Time spent clarifying your message up front will result in more efficient operations later.
- Be sure to share the reasoning behind your decisions. Failure to do so makes them seem arbitrary. When using someone's suggestion, acknowledge that person
- Avoid creating controversy or "stirring up the pot" just to keep things interesting. This may increase your own energy for the task; however, it is likely to have a serious negative effect on many others.

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's directness may be a strength in certain environments, but when overextended they may tend to become bossy.

As you consider ways to continue to improve to be a better communicator, 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 improve upon and transfer them to the Summary of Your Style page.

Potential Areas for Improvement:

- You could use better "people skills" when it comes to motivating and managing others.
- You may make unnecessary changes simply to avoid routine.
- You may take on too much because you prefer to work in a pressure situation.
- You may overuse threats to persuade or motivate others.
- You can be a selective listener, hearing only what you want to hear.
- You tend to be a one-way communicator.
- You may be very critical and even sarcastic when others don't measure up to your standards.

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.

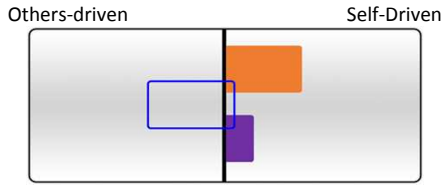
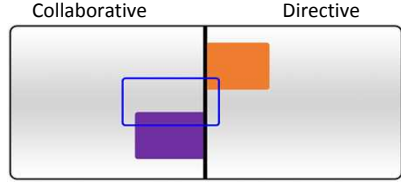
Behaviors	Natural	Adapted
Personal Drive <i>How this individual's own goals move things forward.</i>	Self-Driven	Situational
Self-Reliance <i>How this individual works within a team.</i>	Directive	Collaborative
Providing Instruction <i>How this individual dictates directions and expectations.</i>	Directive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

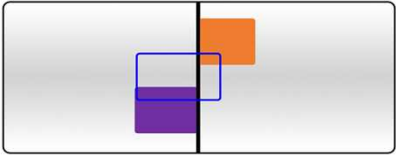
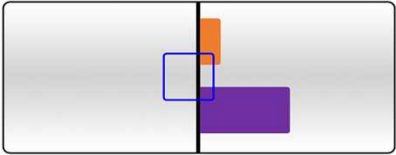
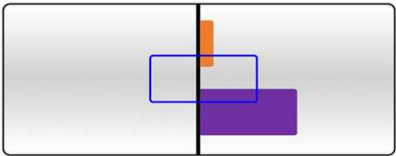
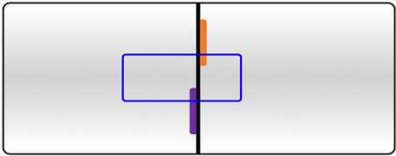
12 Behavioral Tendencies – Details & Graphs

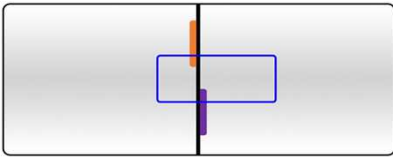
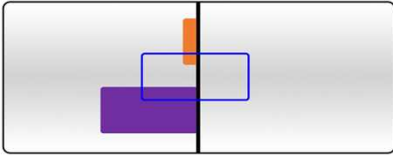
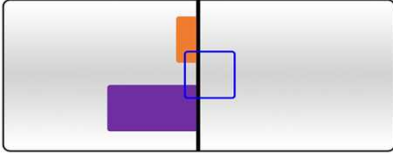
For each of the 12, you will see a graph and personalized statement for your Natural and Adapted style. These scores and statements reveal which of your style combinations are most observable and describe how you express that tendency based on your DISC blend.

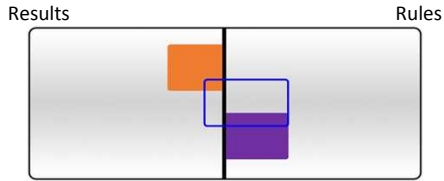
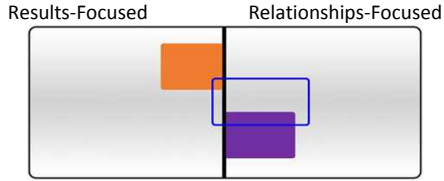
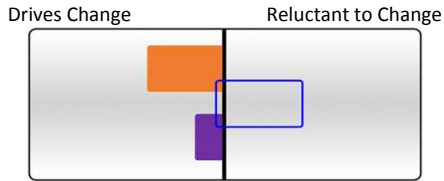
Interpretation Notes:

1. **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
2. **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.
3. **General Population Comparison** – The **blue box** represents the general population in this behavioral tendency. Approximately 68% of people score in this range.

	Situational
<p>Personal Drive</p> <p>Natural (HM): You are somewhat self-determined, often focused on taking actions that achieve results and goals. You will likely be driven to action based on your own needs and motivations and are likely a self-starter. Be aware that it can be appropriate to support and help others as well.</p> <p>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.</p>	
<p>Self-Reliance</p> <p>Natural (HM): You are quite results driven, focused on accomplishing things quickly and efficiently and are likely to do so mostly independently and directionally. You will likely do your best work independently when you can manage your productivity and efficiency autonomously. Be sure you are not distancing yourself too much.</p> <p>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.</p>	

	Situational
<p>Providing Instruction</p> <p>Natural (HM): You are somewhat direct and results-focused, and may prefer to set the course and direct others, rather than following the set expectations.</p> <p>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.</p>	<p>Reserved & Detailed Directive & Compulsive</p> 
<p>Accuracy</p> <p>Natural (MOD): Your plans are a combination of careful deliberations to ensure quality outcomes, and systems and processes that allow forward movement in a steady environment. You are likely aware of both predictability and precision when making plans. You will like have more positive outcomes when using balanced planning.</p> <p>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.</p>	<p>Predictability Precision</p> 
<p>Customer & Team Interaction</p> <p>Natural (MOD): You can be engaging and persuasive while providing support and stability in your interactions with others. You are likely to balance the needs of others, creating a relationship and ensuring their needs are met. This can effectively create loyal and trusting relationships.</p> <p>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.</p>	<p>Supporting Engaging</p> 
<p>Reasoning</p> <p>Natural (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.</p> <p>Adapted (MOD): Consistent with natural style</p>	<p>Intuition-based Evidence-based</p> 

	Situational
<p>Expressing Openness</p> <p>Natural (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.</p> <p>Adapted (MOD): Consistent with natural style</p>	<p>Structural Social</p> 
<p>Careful Decision Making</p> <p>Natural (MOD): You balance careful attention and consideration of risks, but may also act more impulsively, going with your gut and intuition. Your decisions can be based on a balanced approach of logic and emotion where you will do what feels right and also what makes sense while being attentive to risks.</p> <p>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.</p>	<p>Impulsive Cautious</p> 
<p>Work Process Alignment</p> <p>Natural (MOD): Your process and follow through is balanced between keeping things methodical and steady and upholding quality standards to be sure what you are doing is accurate and precise. There may be times when you process information and then follow through based on an equal emphasis on accuracy and consistency. These two, when balanced, will ensure great outcomes.</p> <p>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.</p>	<p>Accuracy Consistency</p> 

	Situational
<p>Prioritizing</p> <p>Natural (LM): You often focus specifically and directly on results now and take actions that target immediate accomplishment, and are less concerned with the established guidelines. You will likely prioritize and focus on the results and the bottom line. While the end result is certainly a key component of what should take priority, be sure you are also aware of the rules and constraints of your situation.</p> <p>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.</p>	
<p>Building Rapport</p> <p>Natural (LM): You are somewhat results driven in your interactions, preferring not to connect socially unless there is a specific outcome or purpose. You are more likely to focus on results with a desire to reach a goal or complete a task, rather than connecting or building relationship. Remember, others may like to get to know you more when working together.</p> <p>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.</p>	
<p>Change Resistance</p> <p>Natural (LM): You are likely to be more firm in times of change, preferring to lead and direct activities focused on results and solutions. You are likely to respond/interact in change by driving action and facing it head on as it comes. You may even want to change things just to see how it can be different. Sometimes keeping things consistent is good too.</p> <p>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.</p>	

Summary of Sample Report's Style

Communication is a two-way process. Encourage others to complete their own DISCstyles 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 these relationships and turn what might have been a stressful relationship into a more effective one just by understanding and applying the DISCstyles information. Complete the worksheet below from 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 really begin to use the power of behavioral styles, you also need to know how to apply the information to other people and in other 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 and the situation 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 APPLICATION 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.

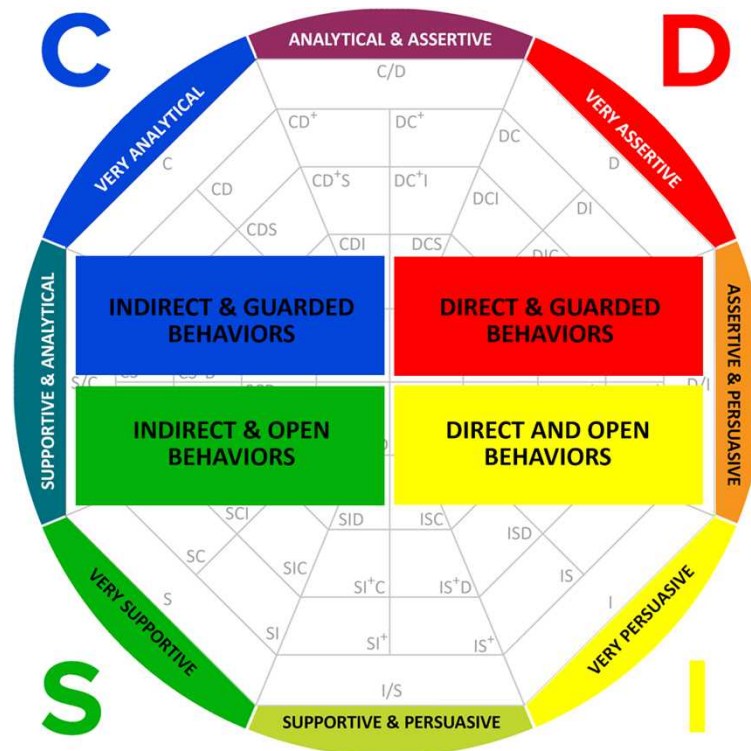
Words of Advice:

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

2 Power Questions:

1. Are they **DIRECT** or **INDIRECT** in their communications?
(Directness is the 1st predictor of Style. Direct plots on the right, Indirect on the Left).
2. Are they **GUARDED** or **OPEN** in their communications?
(Openness is the 2nd 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:

D = Individuals who typically exhibit *direct & guarded behaviors* define the **Dominant Style**.

I = Individuals who exhibit *direct & open behaviors* define the **Influence Style**.

S = Individuals who exhibit *indirect & open behaviors* define the **Steadiness Style**.







C = Individuals who exhibit *indirect & guarded behaviors* define the **Conscientious Style**.

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

Tension Among the Styles

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

To Modify Directness and Openness

DIRECT/INDIRECT

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

GUARDED/OPEN

With D's GUARDED	With I's OPEN	With S's OPEN	With C's GUARDED
Maintain Openness	Increase Openness	Increase Openness	Maintain Openness
<ul style="list-style-type: none"> • Get Right to the Task, address bottom line • Keep to the Agenda • Don't waste time • Use businesslike language • Convey Acceptance • Listen to their suggestions 	<ul style="list-style-type: none"> • Share feelings, show more emotion • Respond to expression of their feelings • Pay Personal compliments • Be willing to digress from the agenda 	<ul style="list-style-type: none"> • Take time to develop the relationship • Communicate more, loose up and stand closer • Use friendly language • Show interest in them • Offer private acknowledgements 	<ul style="list-style-type: none"> • Maintain logical, factual orientation • Acknowledge their thinking • Down play enthusiasm and body movement • Respond formally and politely

To Modify Pace and Priority

PACE

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

PRIORITY

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

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 on-line
- 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 and 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 2 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>	<div><div>RELATIONSHIP Name: <i>John Doe</i> Style: <i>High I</i> Pace: <i>Faster-paced</i> Priority: <i>People-oriented</i> Difference: <i>Pace and Priority</i> Strategy: <i>Be more personable, social, upbeat, and faster-paced with John</i></div><div style="position: absolute; top: 20px; right: 20px; font-size: 48px; opacity: 0.3; transform: rotate(-10deg);">SAMPLE</div></div>
--	---

RELATIONSHIP 1	RELATIONSHIP 2
<p>Name: _____</p> <p>Style: _____</p> <p>Pace: _____</p> <p>Priority: _____</p> <p>Difference: _____</p> <p>Strategy: _____</p> <p>_____</p> <p>_____</p>	<p>Name: _____</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	Direction 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 C's	Developing D's
<ul style="list-style-type: none"> Point out the most important things to remember first. Demonstrate in an efficient, logical manner, stressing the purpose of each step. Proceed slowly, stopping at key places to check for their understanding. Ask for possible input, especially regarding potential refinements. Build up to the big picture. 	<ul style="list-style-type: none"> Focus on the big picture. Cover basic steps/ high points quickly. Show them the simplest, fastest route to get them to their stated destination. Tell them what is to be done by when. Help them find shortcuts Connect concept with their highest value.
Developing S's	Developing I's
<ul style="list-style-type: none"> Use one-on-one, hands-on instruction. Start at the beginning & end at the end. Let them observe others before trying. Provide a step-by-step list of procedures or a working timetable/ schedule. Allow plenty of repetition for their actions to become second nature and more routine. Use a pleasant and patient approach in small group settings. 	<ul style="list-style-type: none"> Release information in chunks. Skip details and boring material. Get them involved kinesthetically. Let them show you what they are learning. Be slow to criticize and quick to praise. Let them teach concept to others.

Adapt Your Communication Style

Communicating with C's	Communicating with D's
<ul style="list-style-type: none"> • 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's want: "Lenny, I'm not trying to pressure you, but are you not interested in the auditor's position, or in any position?" 	<ul style="list-style-type: none"> • 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 S's	Communicating with I's
<ul style="list-style-type: none"> • 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?" 	<ul style="list-style-type: none"> • 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 C's Decide	Helping D's Decide
<ul style="list-style-type: none"> • Confirm they are open to discussing the problem or decision. • 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. • Give them time and space to think clearly. • 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?" 	<ul style="list-style-type: none"> • D's tend to make autonomous, no-nonsense decisions. • If the decision will help them meet their goals, they go for it; if not, they say no. • 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. • Prevent this procrastination by simply providing a brief analysis for each option.
Helping S's Decide	Helping I's Decide
<ul style="list-style-type: none"> • Deal with only one subject or situation at a time, one step at a time. • Before moving on to other items, make sure they are ready, willing, and able to do so. • Remain calm and relaxed. • 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?" 	<ul style="list-style-type: none"> • They want to avoid discussions of complex, negative-sounding, messy problems. • Frame suggestions in a positive light. • 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."

Motivating Your People

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

Complimenting Your People

Complimenting C's	Complimenting D's
<ul style="list-style-type: none"> • Mention their efficiency, thought processes, organization, persistence and accuracy. • Don't mix personal and professional comments unless you know them very well. • One C told us: "Compliments don't mean much to me. But I do like genuine, heartfelt appreciation once in awhile." • Keep praise simple and concise. 	<ul style="list-style-type: none"> • Mention their achievements, upward mobility and leadership potential. • 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."
Complimenting S's	Complimenting I's
<ul style="list-style-type: none"> • Mention their teamwork and dependability. • 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. • Effusiveness can arouse their suspicions, so stick to praising what they've done rather than personal attribute. 	<ul style="list-style-type: none"> • Pay direct personal compliments to them when legitimately deserved. • Mention their charm, friendliness, creative ideas, persuasiveness, and/or appearance (or better yet, all of the above). • They willingly accept "general praise": "We are so lucky to have you with us, Dee. You're a real gem."

Counseling Your People

Counseling C's	Counseling D's
<ul style="list-style-type: none"> • Draw them out by asking, "How would you...?" questions about problems. • They express thoughts indirectly, so persist in your attempts to get them to talk. • They need to plan for change so they can identify and bring under control any key considerations that have to be addressed. • When possible, allow them to investigate possible repercussions, especially at the beginning stages. That way they'll become more comfortable with possible changes. 	<ul style="list-style-type: none"> • Stick to the facts. • Draw them out by talking about the desired results; then discuss their concerns. • Focus on tasks more than feelings. • 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?"
Counseling S's	Counseling I's
<ul style="list-style-type: none"> • Understand the emotional side of their situation by drawing them out through questioning and listening • They are disrupted by change and the unknown. • 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." 	<ul style="list-style-type: none"> • Give them ample opportunity to talk about whatever may be bothering them. • Pay attention to both facts and feelings, but put your primary emphasis on their feelings. • Involve them by asking how they could solve a challenge or problem. • Sometimes, just airing their feelings and thoughts relieves tension for I's. • 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.

Correcting Your People

Correcting C's	Correcting D's
<ul style="list-style-type: none"> • Show them how to get a job done and they'll master and modify it to suit their needs. • Specify the exact behavior that is indicated and how you would like to see it changed. • Mutually agree on checkpoints and timeframes. • 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..." 	<ul style="list-style-type: none"> • Describe what results are desired. • Show the gap between actual and desired. • 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."
Correcting S's	Correcting I's
<ul style="list-style-type: none"> • Reassure them that you only want to correct a specific behavior, not them personally • They tend to take things personally, so remove the "something is wrong with you barrier" as quickly as possible • 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..." 	<ul style="list-style-type: none"> • They avoid facing problems and if pressure persists, may walk away from the problem. • Sometimes stress manifests itself in animated panic. "I can't talk now, Hal. It's really hit the fan this time!" • Let them specifically know the challenge and define the behaviors to solve the problem. • Confirm the mutually agreeable action plan (in writing) to prevent future problems. • Use positive, optimistic questions and phrases: "How'd you like to increase your sales to your normal range and beyond?"

Delegating to Your People

Delegating to C's	Delegating to D's
<ul style="list-style-type: none"> • 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. • Be sure to establish deadlines. • “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?” 	<ul style="list-style-type: none"> • Give them the bottom line and then let them do their thing. • So that they can be more efficient, give them parameters, guidelines, and deadlines. • “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.”
Delegating to S's	Delegating to I's
<ul style="list-style-type: none"> • S's 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. • “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.” 	<ul style="list-style-type: none"> • Receive clear agreements; set up check points/times to avoid long stretches with no progress reports. • I's 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. • “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.”

Acknowledging Your People

Acknowledging C's	Acknowledging D's
<ul style="list-style-type: none">• Focus on your realization of how difficult it can be for them to attempt to meet the high personal standards they set for themselves.• Cite specific and appropriate examples which prove this point.	<ul style="list-style-type: none">• When it's appropriate to reward or reinforce their behavior, focus on how pleased you are with their results.• 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.
Acknowledging S's	Acknowledging I's
<ul style="list-style-type: none">• Focus on how you sincerely appreciate their willingness to make things good for everyone• Approach matters in a systematic, low-keyed, and understanding manner, and reinforce the importance of them sharing their ideas.	<ul style="list-style-type: none">• Focus on how glad you are they have succeeded in finding a pleasant solution to their concern or objective.• 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.

Adapting Your Leadership Style

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

Adapting Your Leadership Style

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

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:

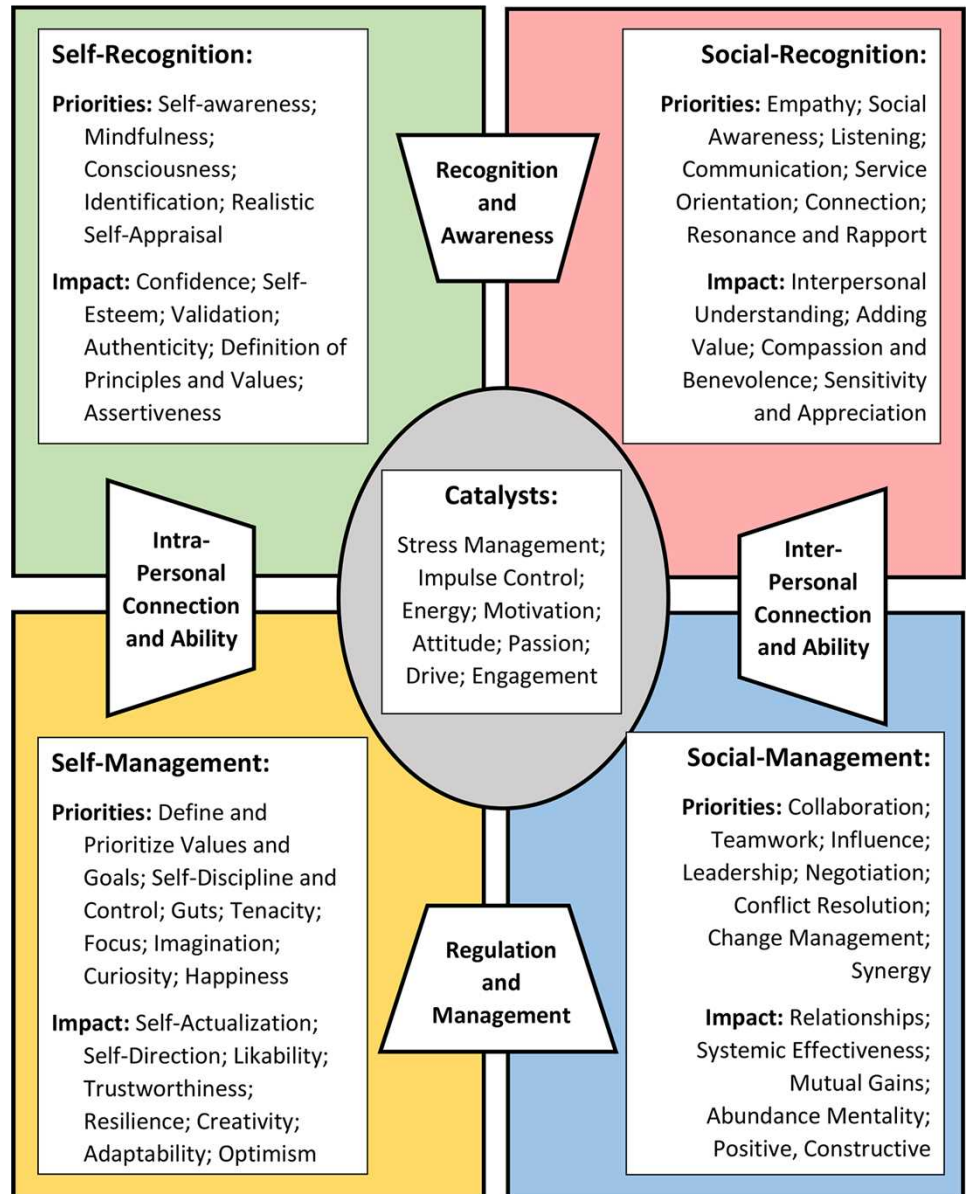
	With D's	With I's	With S's	With C's
Develop	<ul style="list-style-type: none"> Focus on the big picture Cover basic steps/ high points quickly Show them the simplest, fastest route to get them to the destination Tell them what is to be done by when Help them find shortcuts 	<ul style="list-style-type: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

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

EIQ-2 Overview

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 and what we learn; it allows us to set priorities and determines the majority of our daily actions and interactions.



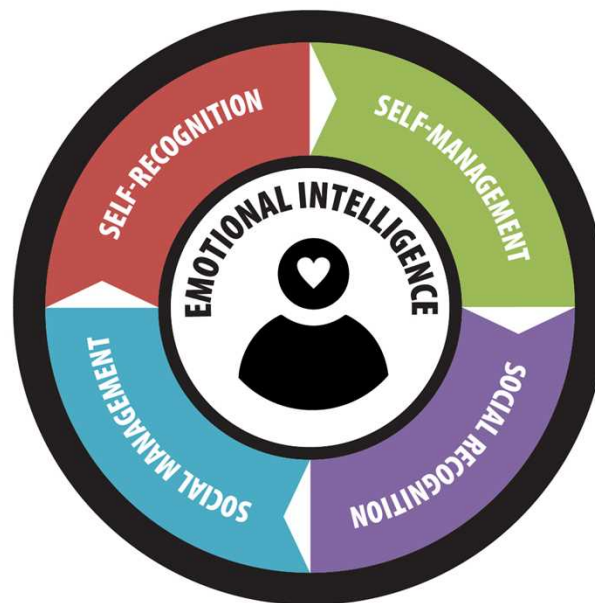
Emotional Intelligence Report & DISC/EIQ-2 Integration

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

Research indicates that emotional intelligence can be learned and can be 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 various areas of emotional intelligence
- Indicate relative strengths and weaknesses
- 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, focused way. These abilities heighten personal performance, empower relationships, and direct teamwork in a more results-oriented manner.

Some of the areas effected by Emotional Intelligence include:

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

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

- | | |
|---|--|
| <ul style="list-style-type: none">• 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• Collaboration and Synergy• Improved Work Climate and Culture• Better Interpersonal Connection and Effectiveness• Greater Initiative and Commitment | <ul style="list-style-type: none">• Reduced Stress• Lower Levels of Bias and Mistrust• 70% Reduction in Absenteeism (3 years)• Up to 94% Decrease in Turnover• Decreased Burnout• Minimized Negative Emotions• Decreased Negatives Due to Stress• Fewer Aggression and Hostility Issues• Less Safety-Related Violations• Fewer On-the-Job Accidents• Lower Workers Compensation• Fewer Disengaged Workers• Less Turnover |
|---|--|

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

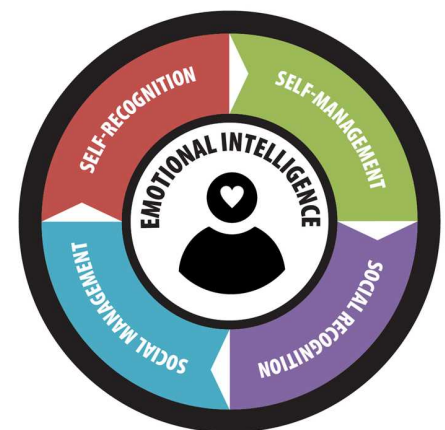
- It shapes our interactions with others and our understanding of ourselves
- It defines how and what we learn
- It allows us to set priorities
- It determines the majority of our daily actions

How It Works:

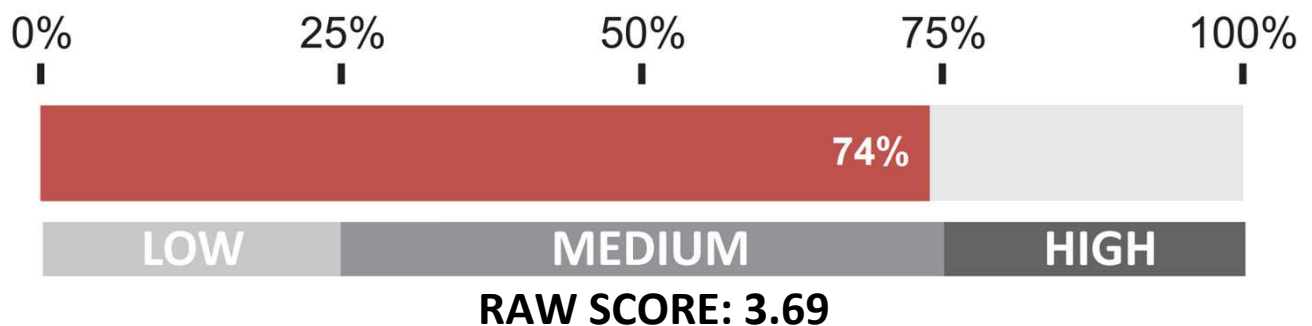
EQ is based on an internal loop. It begins with **awareness** of emotions and temperament. It continues on through **understanding** and moves towards **discipline** and **management**. After the initial personal cycle, it **connects** to the emotions of others.

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

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



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

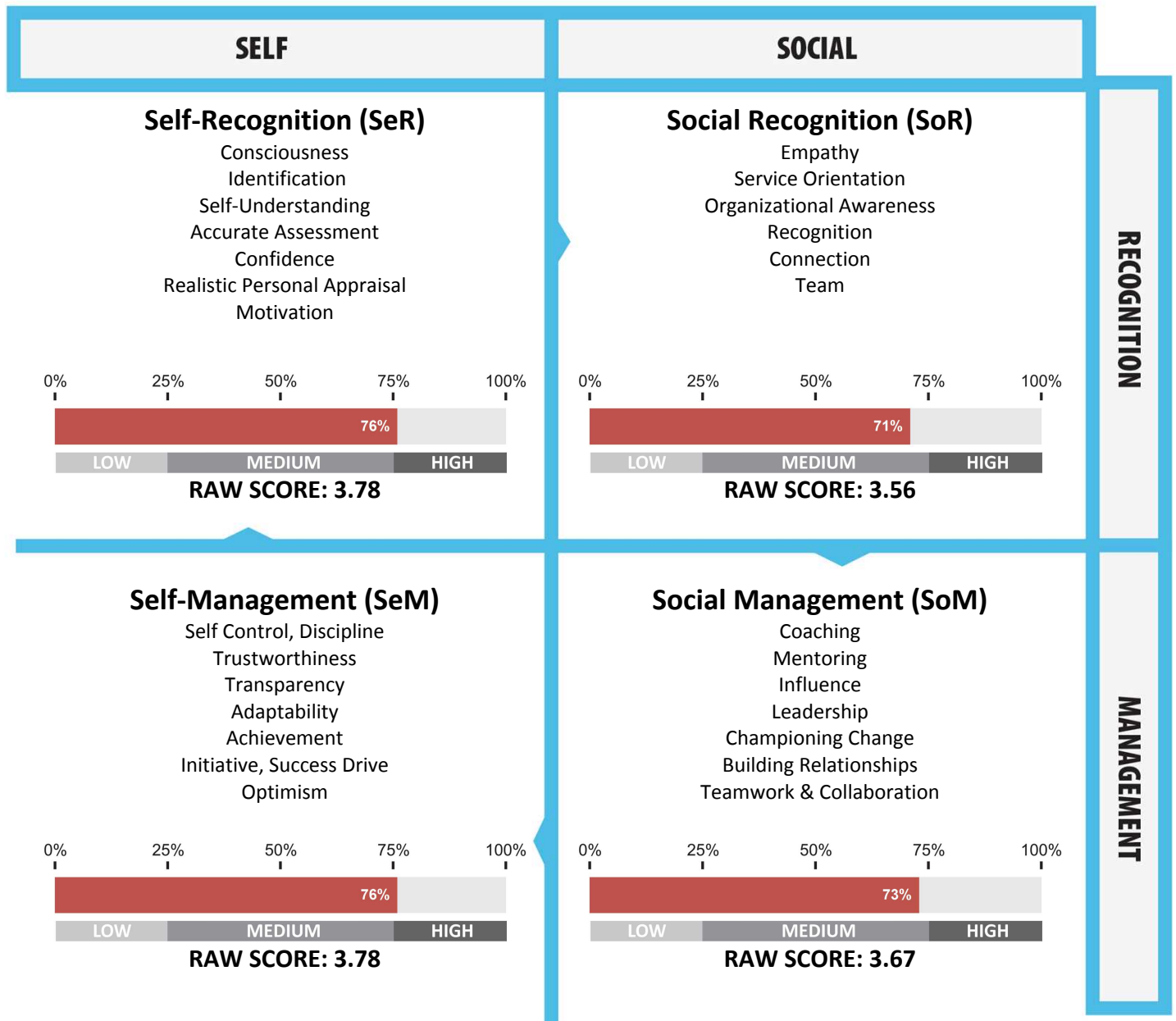


Note: The Raw Score gives an average based on a scoring range from 1-5.

The Emotional Intelligence (EIQ) Quotients

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**)



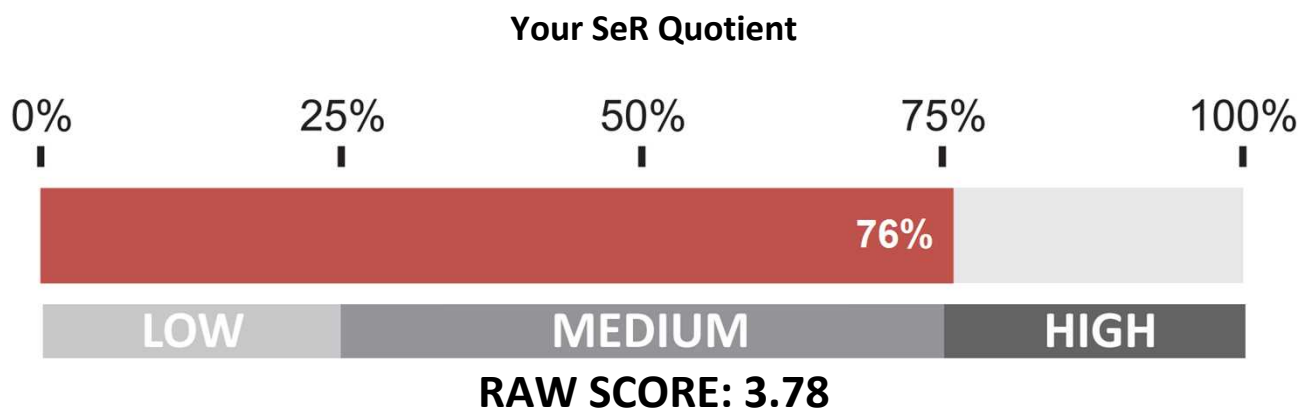
Quotient 1: Self-Recognition (SeR)

The self-recognition quotient reflects self-awareness and understanding, personal acceptance and an overall understanding of personal psychology. Self-awareness is foundational to social awareness and self-management.

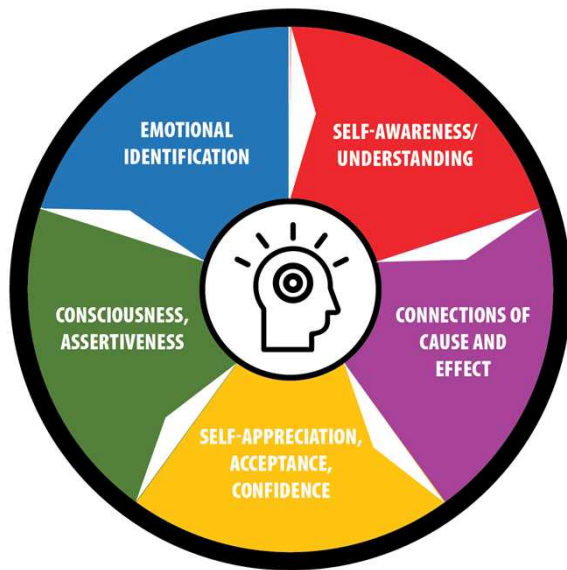
Factors Include:

- Personality elements
- Learning styles
- Mental state/Attitude
- Comfort and discomfort
- Strengths and weaknesses
- Biofeedback
- Self-acceptance
- Self esteem
- Temperament
- Tension/stress levels
- Spirituality
- Conscience
- Emotional well-being
- Assertiveness
- Authenticity
- Character
- Confidence
- Internal empathy
- Self-perception
- Mindfulness

- **A percentage score lower than 25%** shows a strong opportunity to develop greater self awareness and reduce inner tensions.
- **A percentage score between 25% and 75%** indicates a general understanding of self and transitions in thought/emotion.
- **A percentage score greater than 75%** shows a high level of self awareness and esteem. This indicates someone who understands well who they are.



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/Understanding:** a conscious, deliberate reflection on personal identity, image, feelings, motives, desires and how these are associated with perceptions of self in the context of various situations. Empathy and understanding of self. Knowing why emotions occur.
- **Connections of Cause and Effect:** recognition of the impact and consequence of behaviors on feelings and moods; separating external and internal factors effecting emotions. Knowing how feelings relate to performance.
- **Self Appreciation, Acceptance and Confidence:** development of self esteem; personal worth and value; and coming to grips with personal attributes. Recognizing personal strengths, weaknesses, and limitations. Operating with realistic self assurance.
- **Consciousness, Assertiveness:** intentional establishment of personal boundaries and appropriate limits; choosing a path that expresses self worth through personal care and outward presentation (presence).
- **Emotional Identification:** ability to identify and name personal feelings; vocabulary and definition of emotions allowing choices, responses and performance; effective reflection on intrapersonal information.

Details of Your Self-Recognition Scores

Self-Awareness/Understanding: 80%

You have reasonably good self-understanding. You maintain an active, regular understanding of your feelings. You are at ease with your emotional patterns. Be aware that even the emotionally competent have off days. Do what you need to do to minimize down time and stay on track. Invest in yourself to expand possibilities and enhance self-actualization.

Connections of Cause and Effect: 70%

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

Self Appreciation, Acceptance and Confidence: 70%

You may experience some self-doubt which limits possibilities. Success at the highest levels requires boldness. Negativity and questions happen when losses are magnified and victories are minimized. Action creates higher self-assurance. Cultivate internal and external environments that encourage and support you. Look to facilitate success. Inaction, procrastination, doubt and perfectionism are the big opponents of top level winning.

Consciousness, Assertiveness: 70%

Depending on the situation and relationships, your assertiveness may shift or flow. It's easy to differentiate relationships and varying circumstances. There may even be appropriate adjustments required. Assertiveness requires that you become comfortable with yourself regardless.

Emotional Identification: 90%

You have an excellent grasp of what you are feeling and why. Take emotional experience and energy to new places. Use emotional energy for expanding possibilities. Let it open pathways to creativity and new vehicles of self-actualization.

Suggestions to Improve Self-Recognition

Self-Awareness/Understanding: 80%

- Take some time for yourself. Listen to yourself. Expand possibilities. Go on new adventures. Exercise your creativity. Explore. Discover. Let your mind play. Recognize that time for refreshment and renewal serves to energize and excite your efforts.
- Enjoy your internal and external processes. Nurture the qualities you like. Congratulate yourself on accomplishments and growth. Celebrate. Validate who you are. You know you're special. Enjoy your story. Resonate with how your emotions and thoughts entwine to create long-term satisfaction and happiness.
- Look to improve life balance concerns to better enjoy the here and now. Focus on making each moment special and meaningful. Get the most out of the present. Recognize that there are no limits to your potential for greatness.

Connections of Cause and Effect: 70%

- Recognize impact. Emotions have consequences. Positive emotions have constructive outcomes. High energy feelings initiate momentum and powerful performance. Nurture and celebrate what you want to increase in your life.
- Assume responsibility. 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 initiative. Thoughts, feelings and plans give way to performance. Anticipate success. Compete with yourself. Outperform yesterday and be the change you want to see.

Self Appreciation, Acceptance and Confidence: 70%

- Validate feelings. Be authentic. Appreciate and value 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 yourself. The permission and approval of others is not necessary. Recover from setbacks and disappointments with grace and self-forgiveness. Be resilient.
- Become 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: 70%

- Create standards, values and principles. Ethics and values are not 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.
- Maintain 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 adjust accordingly.

Emotional Identification: 90%

- Transform feelings into development. Recognize specific feelings that lead to unrecognized potential. Revel in learning and growth.
- Catch up on breadth and depth. Expand emotional experience. Recognize the full impact of specific feelings.
- Let feelings create connections with new experiences that stimulate emotions. Enjoy the journey as an adventure. Explore and discover.

Self-Recognition (SeR) Quotient Worksheet

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

Can you name your different emotions? How many of them can you identify?

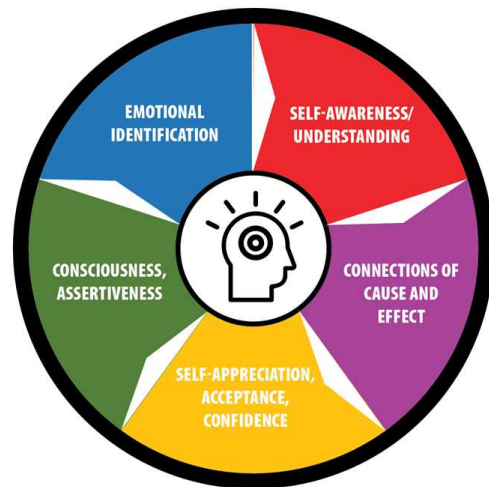
How do your emotions, moods and temperament affect your personal life and professional performance?

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

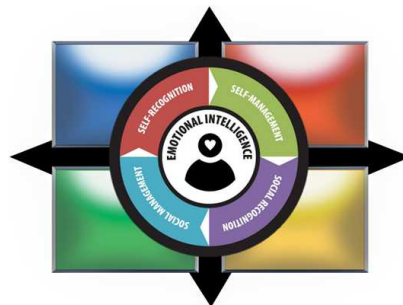
Are you aware of the effects your feelings have? Are there ways to choose positive emotions and minimize negative ones?

Self Recognition

- Comfort and discomfort
- Strengths and challenges
- Self acceptance
- Tension and stress levels
- Biofeedback
- Spirituality
- Conscience



	<i>Self-Awareness & Understanding</i>	<i>Connections of Cause & Effect</i>	<i>Self-Esteem & Confidence</i>	<i>Assertiveness & Aggression</i>	<i>Emotional Identification</i>
Dominance	Low	Low	Task: High Interpersonal: Low	High	Low
Influence	Moderate	Low	Task: Low Interpersonal: High	Moderate	Low to Moderate
Steadiness	High	High	Task: Moderate Interpersonal: Moderate	Low	Moderate
Conscientious	Low	Moderate	Task: Moderate Interpersonal: Low	Low	Low

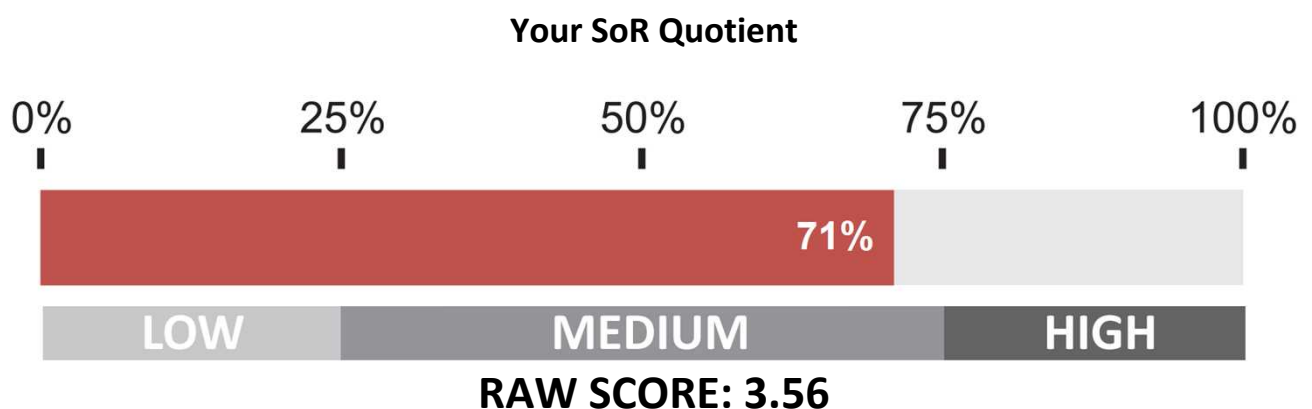


Quotient 2: Social Recognition (SoR)

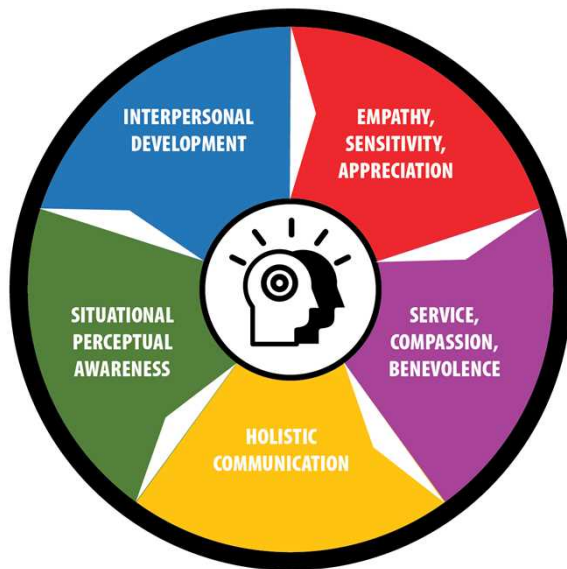
The social recognition scale reflects awareness and consideration of the feelings and responses of others. The ability to empathize and maintain sensitivity to the moods and emotions of others allows for superior intuition and connection.

Factors include:

- Empathy/Understanding
 - Sensitivity/Thoughtfulness
 - Appreciation
 - Holistic communication
 - Rapport
 - Service
 - Connection
 - Relationships
 - Compassion
 - Diversity/Tolerance
 - Constructive Interaction
 - Listening
 - Manners & Etiquette
 - Organizational Savvy
 - Respect/Kindness
 - Warmth
 - Adding Value
- **A percentage score lower than 25%** suggests that listening and communication skills could generate better interpersonal connections.
 - **A percentage score between 25% and 75%** indicates a general attentiveness and recognition of the emotional states of others.
 - **A percentage score greater than 75%** is generally indicative of superior listening and rapport-building skills. Individuals with this heightened sensitivity tend to recognize others' feelings, nonverbal signals and interpersonal dynamics. They recognize transitions and shifts. They readily 'read between the lines.'



Social Recognition (SoR) Scores



Empathy, Sensitivity, Appreciation



Service, Compassion, Benevolence



Holistic Communication



Situational Perceptual Awareness



Interpersonal Development



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; operating constructively to contribute to the emotional states and benefits of others; 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; listening; engaging and connecting with others; sending and receiving verbal and nonverbal signals constructively.
- **Situational Perceptual Awareness:** recognizing and processing dynamic, shifting emotional data; communicating attention, focus, awareness and connection; adapting to situational variables and changes; understanding which factors count, how much and 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 relations; having resonance and rapport.

Details of Your Social Recognition Scores

Empathy, Sensitivity, Appreciation: 80%

You're the person others want to engage with and talk to. Make the impossible - possible. Be the person who translates thoughts and feelings into results. Be active, proactive and responsive. Let your influence flow and become the master of synergy. Focus on developing passion with purpose. Nurture the achievement of others.

Service, Compassion, Benevolence: 20%

You may not focus on serving or adding value to others. Adding value sets the tone for contribution and personal success. Seek first to understand others. Help them and contribute genuine service. Treat them as they would like to be treated. This requires empathy and quality, both in time and connection.

Holistic Communication: 80%

You understand others well and are understood. Resonance and rapport are developed through quality, customized empathy and communication. Communication is an action. It has a wide array of agendas. It serves best when it accomplishes what it was intended to, so be sure the message is received as you want it to be.

Situational Perceptual Awareness: 90%

You can anticipate change and adjust accordingly. Expand potential. 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.

Interpersonal Development: 60%

You've had success but you have not yet established a track record. Move from success to success. Set priorities and a pattern of positive achievement. Invest in continuous improvement with an awareness that patterns of achievement create the habits of success.

Suggestions to Improve Social Recognition

Empathy, Sensitivity, Appreciation: 80%

- 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 and add value. Be sensitive to what they consider important and deliver accordingly.

Service, Compassion, Benevolence: 20%

- You cannot care for others until you care for yourself. Practice internal empathy and listen to your inner dialogue. Move from this to external connection. Listen and connect both cognitively and emotionally.
- Compassion and benevolence show emotional involvement. Invest yourself in concern and service. Give first; then you will experience the power of reciprocity. Compassion and benevolence create relationships.
- Focus on being kind. Look for adding value both personally and professionally. Real value creates connection and facilitates mutual achievement.

Holistic Communication: 80%

- Communication energizes connection, enlivens motivation and engagement, and creates high level, high value interaction. Communication is at the core of synergy and high achievement. Tap the power of conversations.
- Do something to let other people know they are special and important. Use what you have learned in conversations to enhance value.
- Work with others to create opportunities. Through connections, possibilities emerge and problems can be solved.

Situational Perceptual Awareness: 90%

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

Interpersonal Development: 60%

- Define situations and look for both internal and external confirmation. Use relationships to leverage development leaving behind patterns that have become less successful and constructing habits that lead to achievement.
- Develop an optimistic, constructive mindset. Avoid sarcasm, cynicism and verbal signals that limit engagement. Leverage relationships with positive feelings.
- Be the spark plug. Let others look to you for strength, toughness, grit and positive emotions.

Social Recognition (SoR) Quotient Worksheet

How do others reveal their feelings to you?

What range or variety of feelings you aware of in others? Do you notice differences in emotions?

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

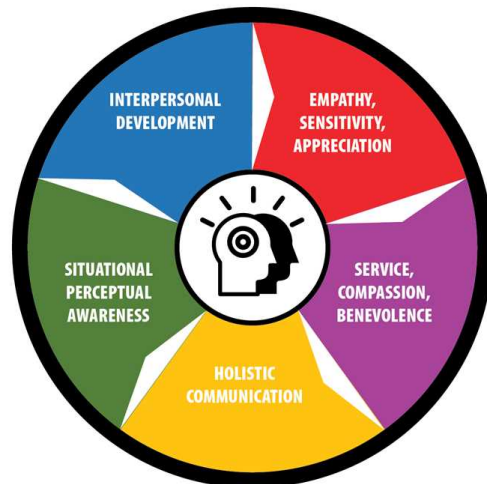
How can you deepen connections, improve performance, and expand relationships?

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

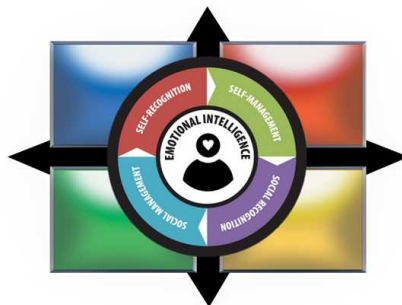
How does awareness of others' feelings impact project success and teamwork?

Social Recognition

- Understanding others
- Nurturing and helping
- Gratitude
- Connecting and engaging
- Relationships
- Adapting
- Communicating



	<i>Empathy, Sensitivity, Appreciation</i>	<i>Service, Compassion, Benevolence</i>	<i>Holistic Communication</i>	<i>Situational Perceptual Awareness</i>	<i>Interpersonal Development</i>
Dominance	Low	Low	Sending: High Receiving: Low	Verbal: High Nonverbal: Low	Low
Influence	Moderate	High	Sending: High Receiving: Low	Verbal & Nonverbal: Low to Moderate	Moderate to High
Steadiness	High	High	Sending: Low Receiving: High	Verbal: Low Nonverbal: High	Moderate
Conscientious	Low	Moderate	Sending: Low Receiving: Low	Verbal: Low Nonverbal: Low	Low



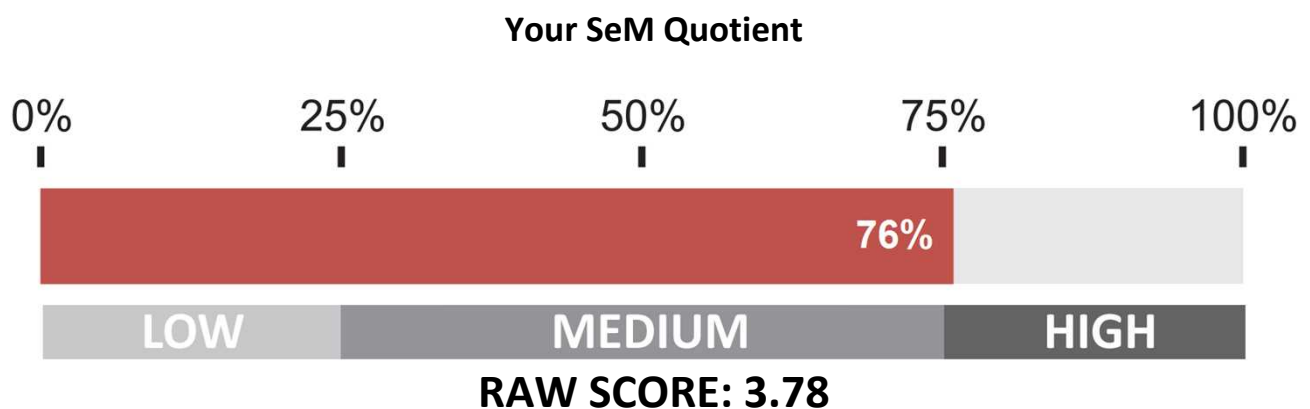
Quotient 3: Self-Management (SeM)

The self-management quotient indicates self-evaluation coupled with self-regulation. The awareness and discipline to control and harness feelings directly impacts the ability to achieve personal objectives and develop inner resolution. Satisfaction, happiness and contentment are results of self-management.

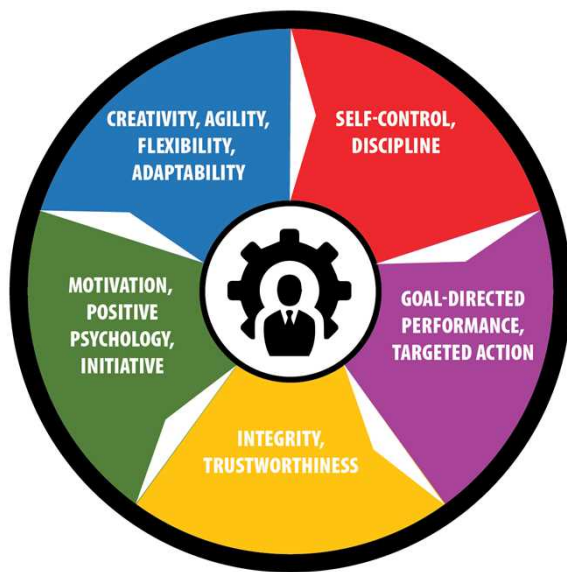
Factors include:

- Restraint
- Discipline
- Control
- Resolve
- Direction/purpose
- Emotional management
- Flexibility
- Enthusiasm/excitement
- Optimism, Happiness
- Stress Management
- Initiative
- Adaptability, Agility
- Focus
- Goal setting
- Impulse control
- Learning
- Likability
- Resilience

- **A percentage score lower than 25%** shows an opportunity for developing more personal maturity and higher levels of self control. These individuals tend to be impulsive and less able to direct their feelings.
- **A percentage score between 25% and 75%** is average. While these individuals may experience some impulsiveness and rash action, they are generally intentional and on task with their feelings and performance.
- **A percentage score greater than 75%** shows exceptional self control and discipline. This score shows people who intuitively understand how to manage themselves. These individuals are highly poised and self-assured. They are intentional, responsible and in command of themselves.



The Self Management (SeM) Wheel



Self-Control, Discipline



Goal-Directed Performance, Action



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; managing preparation and performance; actively choosing paths; self directing; the ability to emotionally persist 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 risk; staying the course to completion; resilience in the face of obstacles and setbacks; seizing opportunities.
- **Integrity, Trustworthiness:** the ability to work with conscience, ethics and integrity; operating with personal standards, principles and values; being dependable, reliable and authentic; keeping promises and assuming personal responsibility.
- **Motivation, Positive Psychology, Initiative:** self energizing; the ability to be mentally and emotionally engaged; attitude; passion; choosing cause and effect feelings; being responsible for personal success; acting and choosing feelings 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 imagination to create, discover and explore opportunities; innovation for progress; cognitive and emotional shifts to augment and manage change; the abilities to problem solve and 'think outside the box.'

Details of Your Self-Management Scores

Self Control, Discipline: 70%

You may not have clearly defined goals that fully motivate and engage your heart. Energize to stay on track, avoid multitasking, and have more fun on the journey. Targeted objectives lead to success. Still, coordinating the effort and staying on task are essential. Demanding the best and settling for nothing less leads to excellence. Develop a strong commitment, excitement and enthusiasm to stay the course, even in the face of setbacks and disappointments.

Goal-Directed Performance, Targeted Action: 60%

While you find it easy to start and finish, you likely find it difficult to remain disciplined through the long haul. Maintain passion and enthusiasm. Most projects are hardest to start and finish. It's easier to maintain momentum when things are moving along. Set a positive tone to keep up excitement, drive and motivation to get the targeted results.

Integrity, Trustworthiness: 80%

You're comfortable with who you are, your values and your calling. Character, integrity and honesty are lifelong commitments. Excellence in the journey assures quality and satisfaction in the outcomes. Your reputation, authenticity and integrity set the foundation for inner ease and positive relationships.

Motivation, Positive Psychology, Initiative: 80%

You actively take command of life and assume responsibility for your destiny. Drive and commitment are most effective as active systems. While willpower is a powerful force, directing it towards creating habits, patterns, systems and results allows for sustained, powerful achievement.

Creativity, Agility, Flexibility, Adaptability: 90%

You take the initiative to be agile, imaginative and explore new possibilities. Challenge yourself. Accept reasonable risks. Don't be afraid of failure. Discover new horizons. Make your good, better and your better, best. While you are quite good at flexibility, adaptability and change, there always new possibilities and perspectives. Dream big.

Suggestions to Improve Self-Management

Self Control, Discipline: 70%

- Find the right balance. Recognize the exchange value of time, talent and treasure. Keep the focus on outcomes. Commit to what matters. Value yourself and your time. Create a personal passion to perform. Make the results worth the effort.
- Set SMART goals that are important and meaningful. Avoid overextending. Set a few significant goals and achieve them on a regular basis. Be consistent, committed and diligent. Be 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: 60%

- Keep the goals in sight. It's easy to lose focus. Keep a lively passion for the project and the service rendered. Avoid distractions, tangents and activities not on task that drain energy and waste resources. Stay the course until the end.
- Use tools to keep on track and keep accountable. Write progress reports; have accountability partners; keep a journal. Overcome hurdles and maintain momentum. Deal with mental, physical and emotional barriers. Give yourself credit for overcoming but keep moving forward.
- Balance your emotional investment. Remember that success is not final and failure is not fatal. Develop and follow-through on your course, adjusting as needed.

Integrity, Trustworthiness: 80%

- Your reputation and attitude serve to create a model of character and excellence. Be aware of your impact.
- By being consistent - internally and externally. There is an 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.

Motivation, Positive Psychology, Initiative: 80%

- Your sustained excellence yields patterns and habits. Keep it up! These systems make it far easier to consistently contribute high quality effort. Winning and positive outlook serve best when they are second nature.
- Nurture your passion through intrinsic rewards, celebration and a positive stream of self-talk. Character and positive emotions constitute who you are; they aren't just what you do.
- Enjoy your journey and take pride in the accomplishments you've achieved. Use those feelings to fuel new possibilities and go for new successes.

Creativity, Agility, Flexibility, Adaptability: 90%

- What people do you really admire? Why? How can you emulate the qualities you like best in them? What can you do to offer service and value to others? What possibilities have you explored in giving, kindness and compassion?
- What would you like to leave as a legacy? How would you like to be remembered? Think of the special things you can do. Make that part of your mission.
- Make small, significant improvements daily. Commit to both big and small gains. Do things that will expand the possibilities of tomorrow.

Self-Management (SeM) Quotient Worksheet

How can you take command of the emotions you feel (or can you)?

What is your typical self-talk like? Can you improve it?

What visions and dreams (images) inspire you?

Do you dwell on positives or negatives? How can you make this more constructive?

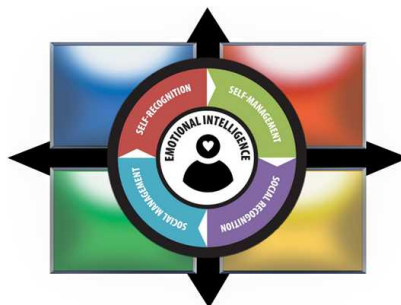
Can you actively make choices to control emotions? Do you have internal responsibility?

Self Management

- Restraint and control
- Determination
- Direction and purpose
- Emotional management
- Flexibility
- Enthusiasm and excitement



	<i>Self-Control & Discipline</i>	<i>Goal Orientation</i>	<i>Integrity & Trustworthy</i>	<i>Motivation, Initiative, Optimism</i>	<i>Creativity, Agility, Adaptability</i>
Dominance	Task: High Interpersonal: Low	High	A major element of Emotional Intelligence, not related to D style	Task: High Interpersonal: Low	Task: High Interpersonal: Low
Influence	Task: Low Interpersonal: Low	Low	A major element of Emotional Intelligence, not related to I style	Task: Low Interpersonal: High	Task: Low Interpersonal: High
Steadiness	Task: High Interpersonal: High	Moderate	A major element of Emotional Intelligence, not related to S style	Task: High Interpersonal: High	Task: Low Interpersonal: Low
Conscientious	Task: High Interpersonal: High	Moderate	A major element of Emotional Intelligence, not related to C style	Task: High Interpersonal: Low	Task: Moderate Interpersonal: Moderate

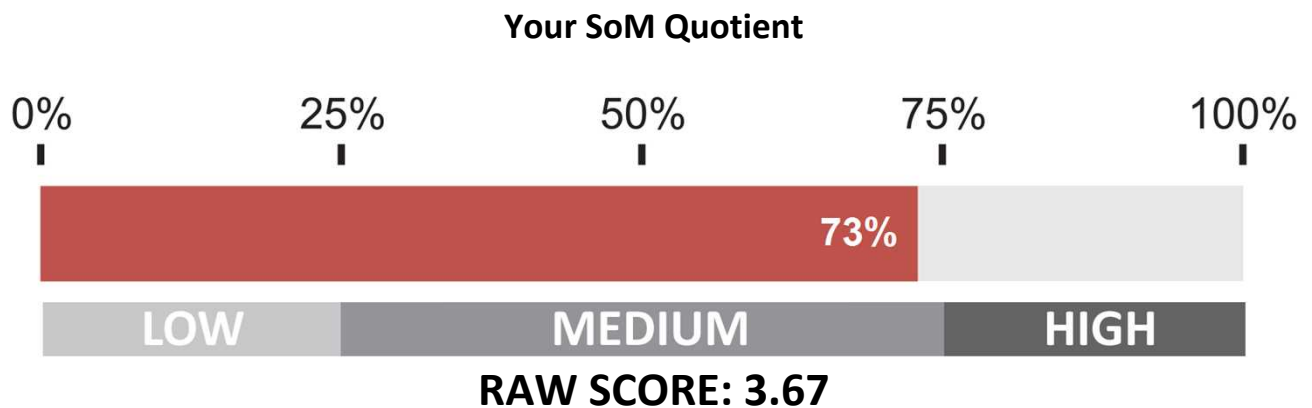


Quotient 4: Social Management (SoM)

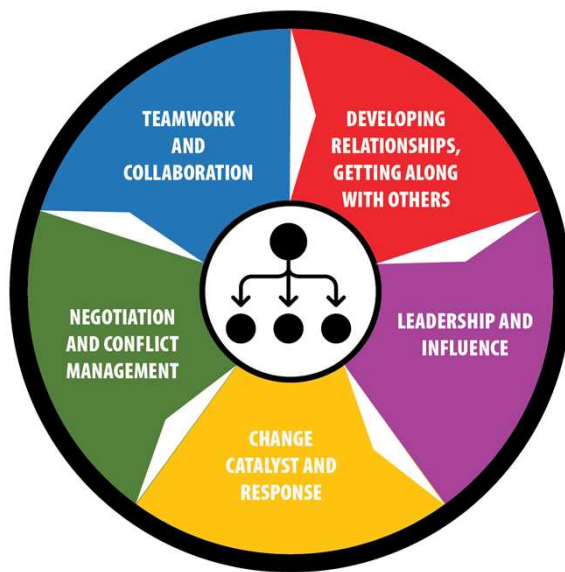
Social/Relationship management includes interpersonal skills and focuses intelligence on generating results. This social intelligence fosters collaboration and connection to tap the power of synergy.

Factors include:

- Directing
 - Encouragement
 - Building friendships
 - Supporting
 - Social poise
 - Warmth
 - Team results
 - Collaboration
 - Change Catalyst
 - Conflict Management
 - Developing Others
 - Influence
 - Leadership
 - Negotiation
 - Teamwork & Collaboration
- **A percentage score lower than 25%** presents the opportunity to develop the skills to work better on teams and within groups. These people may tend to be reclusive and avoid others. Focus development on interaction skills.
 - **A percentage score between 25% and 75%** displays average team and interpersonal skills. These individuals are usually good team players.
 - **A percentage score greater than 75%** shows poise and self-confidence. These individuals build strong relationships and teams. They tend to gravitate to leadership and coaching. Others often look to them for direction.



The Social Management (SoM) Wheel



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, likability, presence, charisma, and approachability; paying attention and focusing on results; being involved, engaging, passionate and powerful; showing deliberate persuasion; delivering solutions and success to others and to groups; partnering for targeted outcomes.
- **Change Catalyst and Response:** recognizing the need for change and championing action; develop interpersonal skills and abilities; initiating growth and progress on individual, team and organizational levels; facilitating maturity and success. Focusing on eustress and positive outcomes.
- **Negotiation and Conflict Management:** bargains with abundance thinking for mutual gains; copes with conflict through positive proactive and reactive techniques; effectively deals with difficult people and situations; creates unity, balance and gain.
- **Teamwork and Collaboration:** builds bonds; transforms groups into teams; fosters unified, engaged effort; generates collaboration, cooperation, participation and high quality results; nurtures spirit de corps and the ability to develop synergy. 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. 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.

Leadership and Influence: 40%

You don't exercise full responsibility for your influence and impact. Become the right example. Serve as a catalyst for transformation, growth and high value outcomes. Commit and dedicate to a vision and a mission.

Change Catalyst and Response: 50%

Rather than taking command and becoming the change you want, you tend to drift from the sometimes proactive to the sometimes reactive. Tomorrow hopes you've learned something from today. Development is certainly planned and structured, and can be reactive and spontaneous. Commit to creating the change that makes life better.

Negotiation and Conflict Management: 70%

You focus on immediate answers rather than on improvement and abundance. Conflict resolution is not a quick fix. It's about developing constructive answers that generate improvement for everyone. Improvement exercises creativity and creates mutual gains. Abundance has no losers. Confrontation does not need to be hostile, aggressive or negative.

Teamwork & Collaboration: 90%

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. The mission needs to expand as 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.
- Share conversations and ideas. Communication is the currency of success. Time, availability and meaningful discussion contribute to all.

Leadership and Influence: 40%

- Set the tone for team emotion, engagement, motivation and optimism by the feelings you share. Leadership and influence are about relationships. Cultivate the warmth and happiness that attracts and inspires.
- Integrate thoughts and feelings into creativity and problem solving. Generate excitement and enthusiasm in implementation and performance through use of the whole mind.
- Define the aspects of leadership. There are areas where you excel but others that merit attention and improvement. Focus on becoming the leader you would enjoy following. Leaders transform both situations and people.

Change Catalyst and Response: 50%

- What changes do you, your team and your organization face? How can you be a proactive catalyst for positive improvement? What are you doing to make everyone better? Find answers.
- Who have been your coaches and mentors? The examples you follow? How have these people made positive impact in your life? What are you doing to pay it forward? Be creative and invest in others.
- When you improve, how do you reinforce constructive transition? What changes have been the easiest? Most difficult? Most impactful? Translate the lessons of learning and development into self-actualization.

Negotiation and Conflict Management: 70%

- Listening, empathy and communication are essential in conflict management and resolution. Answers come through discussion and information sharing. Hostility and negative emotions are impediments to success. Generate a positive climate to create winning answers.
- Expectations set realities. Look for the best in everyone. The opposition is not as much against your success as they are for their needs and wants.
- Resolve conflicts at all necessary levels. Internal, team and organizational issues are often symptoms rather than the real concerns. Invest the time in quality, long-term relationships.

Teamwork and Collaboration: 90%

- 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 positive climate and culture. Contribute to success through realistic optimism and positive emotions.
- Great teams manage internally and externally. They create inner systems to support happiness and victory. External structures generate service and high value.

Social Management (SoM) Quotient Worksheet

How do the actions and feelings of others affect your emotions?

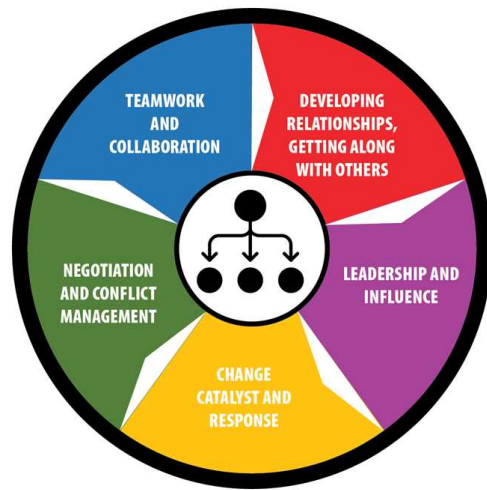
How can you read the feelings of others accurately?

How do you adapt based on your ability to empathize with others?

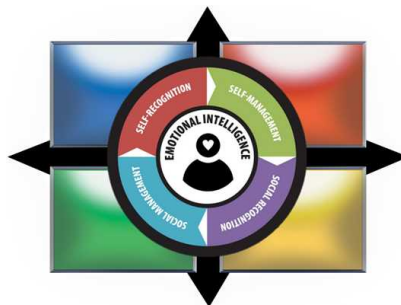
How do you separate responses from reactions? How can you choose to be more proactive?

Social Management

- Directing
- Encouraging
- Seeking team results
- Poise and warmth
- Supporting
- Collaborating



	<i>Getting Along with Others</i>	<i>Leadership and Influence</i>	<i>Change Catalyst & Response</i>	<i>Negotiation and Conflict Resolution</i>	<i>Teamwork and Collaboration</i>
Dominance	Low Emotional Rapport and Resonance	Task Oriented: High Team Development: Low	Task Oriented: High Team Development: Low	Strategy and Tactics: High Interpersonal: Low	Low
Influence	High Emotional Rapport and Resonance	Task Oriented: Low Team Development: High	Task Oriented: Low Team Development: High	Strategy and Tactics: Low Interpersonal: High	High
Steadiness	High Emotional Rapport and Resonance	Task Oriented: Low Team Development: High	Task Oriented: Moderate Team Development: Moderate	Strategy and Tactics: Moderate Interpersonal: High	Moderate
Conscientious	Low Emotional Rapport and Resonance	Task Oriented: High Team Development: Low	Task Oriented: High Team Development: Low	Strategy and Tactics: Low Interpersonal: Low	Low



Additional Ideas for Improvement

Self-Recognition:

1. Accept personal feelings as information without judgment or rejection.
2. Connect emotions and thoughts. Think about the causes and impacts of feelings.
3. Tune into the subconscious by recognizing the physical impacts of emotions.
4. Recognize both positive and negative emotions. Reinforce the positive and lessen the negative.
5. Support intrapersonal effectiveness through positive self talk; self affirmation; constructive visualization and/or journalizing.
6. Establish the practice of relaxing, refreshing and renewing through meditation and reflection.

Social Recognition:

1. Be curious and interested in other people.
2. Focus attention on others and what they are willing to share. Hear 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 communication and behaviors. Adapt to different personalities, situations and dynamics.
6. Express feelings in sensitive, appropriate, useful, honest ways. Empathize with others. Let them know and feel the connection.

Self-Management:

1. Develop habits of self-control and personal discipline.
2. Accept responsibility for behavior, communication, performance and impact.
3. Create a sense of conscience, morality and integrity and 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. Support achievement with diligence, tenacity and the personal qualities necessary to succeed.
6. Actively make and execute decisions. Think, feel and perform with the best information available. Avoid regret, anxiety and worry.

Social Management:

1. Resolve conflict judiciously through attention, focus, problem solving and seeking double wins.
2. Promote change management, learning and continuous learning to optimize effective and generate high value returns. Apply coaching and mentoring to develop and expand potential.
3. Involve others through teamwork. Generate synergy through cooperation, participation and utilization.
4. create both intrinsic and extrinsic rewards. Celebrate achievement at all levels. Encourage effort.
5. Create environments and situations that promote reasonable risk taking. Allow failure and mistakes to be learning experiences rather than disasters.
6. Get along with difficult people in tough situations through positive interaction, empathy, dialogue, negation 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? Wrong! You must improve your EIQ through ongoing practice. Competence breeds confidence, which leads to 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. Perfect one area and incorporate that information into your life before perfecting the next area. This begins a "spiral of success" where you learn something new, try it out, and experience some success which gets you charged up about learning more.

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