



DISC Sales and Emotional Intelligence EIQ-2

A Dual Evaluation of Behavioral & Emotional Intelligence Styles

Report For: **Sample Report**

Focus: **Work**

Date: **10/24/2019**

blind spots
DEVELOPING LEADERS

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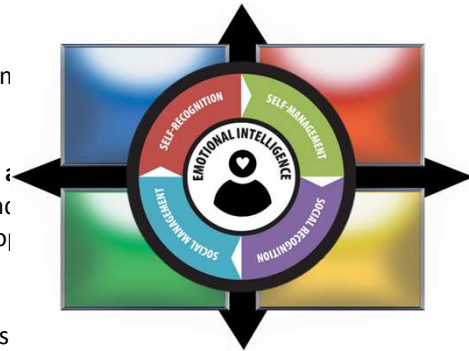
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DISCstyles™ & EIQ-2 Integration Report

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 your 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 our responses. It is the 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 to 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 |

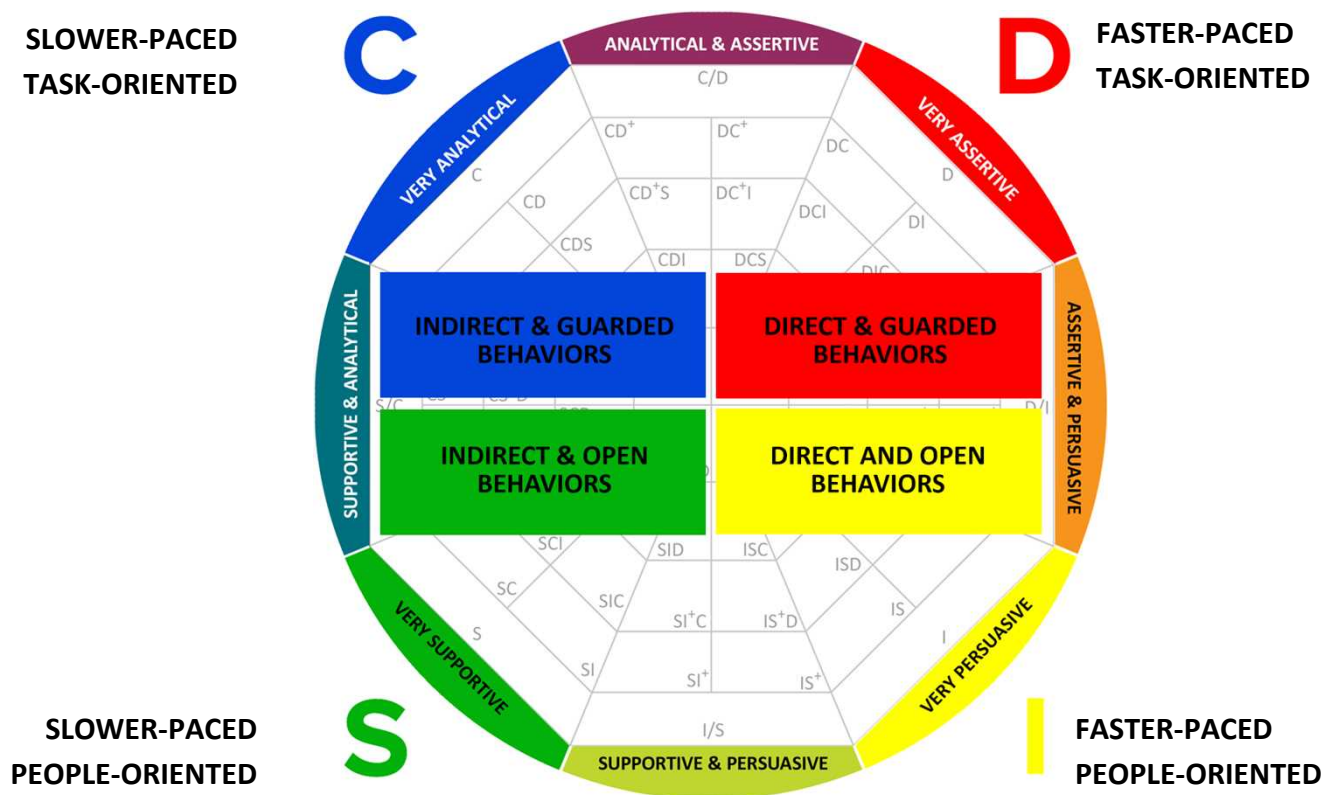
DIRECTNESS AND OPENNESS OF EACH STYLE

| 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 maintain a high sense of urgency in most things they do. You are always thinking about more efficient or effective ways of getting things done. This urgent tempo can help propel you and your team to new successes, but may sometimes cause frustration on your part when faced with setbacks.

You tend to be assertive and responsive to creative ideas and solutions. When in creative mode, you may tend to withdraw a bit and process information internally. Once the decision has been made, or the solution created, you emerge as a more assertive and mission-focused leader. Sample, you score like those who push the envelope of their own creativity, and tend to lead their teams to optimal performance. To get the most out of this trait, be certain to display a more people-oriented side at times, so that others on the team can see this side of you as well.

You make day-to-day operational decisions very quickly and easily. You put substantially more time, effort, and caution into larger decisions. You score like some who tend to be worriers, in a good sense, because of the level of detail and quality of thought behind the important decisions you make. At times, you may present yourself with "double-bind" situations: "damned if you do, and damned if you don't." You may reduce stress in these types of situations by seeking input from trusted advisors.

Careful analysis of your response pattern indicates that you may tend to have dichotomous ambitions: On one hand, you are driven to achieve quick, visible results, but you are equally motivated by strong quality control and perfection. In an ideal world, these drives could work in harmony, but in reality, they might well prove detrimental to the result. You may sometimes seek quick results at the expense of quality, or vice versa.

Your decisiveness and reaction time may suffer due to a desire to investigate all facets of a problem and all potential solutions before making a final decision. Your detail-oriented nature may work against you by creating an internal bottleneck.

You tend to handle assertive and aggressive people in a blunt and critical way. If someone is "dishing it out," you can take it and also dish it right back to them. This may be somewhat intimidating to those in the workplace who prefer a softer approach, so be careful not to overreact. In your communication with others, you tend to provide just the facts and information needed to get the job done, or the question answered. Sometimes, however, it may be necessary to tolerate some off-topic discussion in order to build a rapport with others on the team.

When in high thought-processing gear, you may be somewhat restrained in sharing ideas or expressing feelings. You score like those who may be perceived by others as somewhat cool or aloof. This is especially true when you are faced with decisions of very high importance. You tend to internalize the thought processes and not share them with others as you are evaluating the possibilities. By opening up a bit, you might reduce the potential for internal stress, and also be perceived as more of a collaborative decision maker.

You like to be perceived as a pacesetter -- one who comes up with new ideas and creative solutions. This theme will emerge in other parts of this report due to its importance. You bring a creative spin to the way you solve problems and find solutions. You have the ability to evaluate the whole range of possibilities, and provide deep mindshare on the decisions you make. This comes from both your decision-making ability and your deep concern for details.

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: Explorer

Explorers display opposing directions in their behaviors. There is a desire for results and goal achievement AND a competing desire for those results to be perfect. Explorers shift between aggression and sensitivity, the desire for immediate results vs. consideration of alternatives. They often make routine decisions quickly but may need to exercise caution for bigger ones. They are change agents who will want the space and flexibility to explore by retesting and revisiting their conclusions over time. They can be seen as emotionally distant and sometimes surprisingly direct.

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

- **Emotional characteristic:** May shift between being aggressive or restrained.
- **Goals:** Achieving dominance and reaching unique goals.
- **How others are valued:** Do others meet their standards? Can others present unique ideas that move things forward both effectively and accurately?
- **Influences group:** Will establish an observable focus on building structures to help the group achieve objectives and accomplish goals.
- **Value to the organization:** Will initiate or adjust tactics and plans.
- **Cautions:** Can become overly critical, blunt with others and sometime look down at other peoples ideas.
- **Under Pressure:** Can become bored with routine tasks. Does not respond well to micro-management. Can attempt to dominate situations and trailblaze.
- **Fears:** Situations without personal influence; will struggle with personal poor performance.

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 |
| Emotions | Anger, Impatience | Optimism, Trust | Patience, Non-Expression | Fear, Concern |
| 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

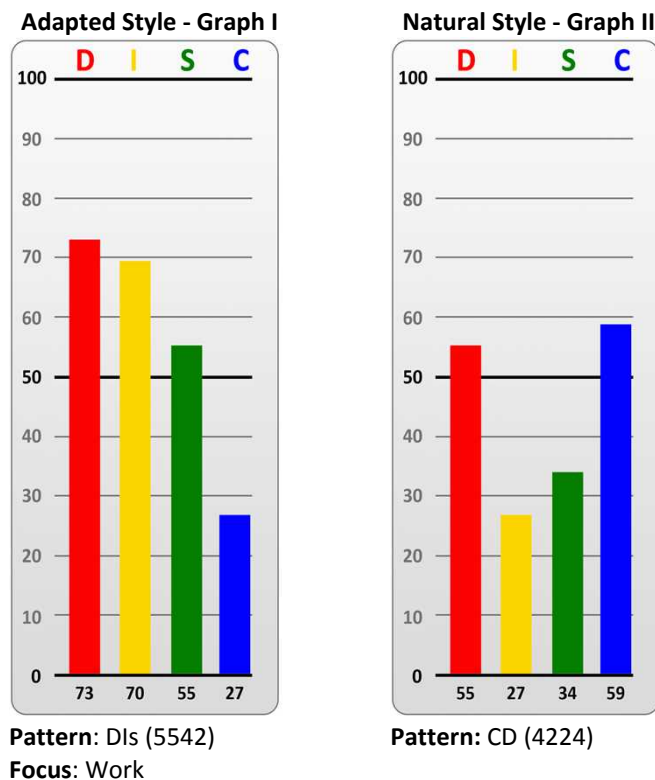
DISC is an observable “needs-motivated” instrument based on the idea that emotions and behaviors are neither “good” nor “bad.” Rather, behaviors reveal the needs that motivate our behavior. Therefore, once we can accurately observe one’s actions, it’s easier to “read” and anticipate their likely motivators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

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

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

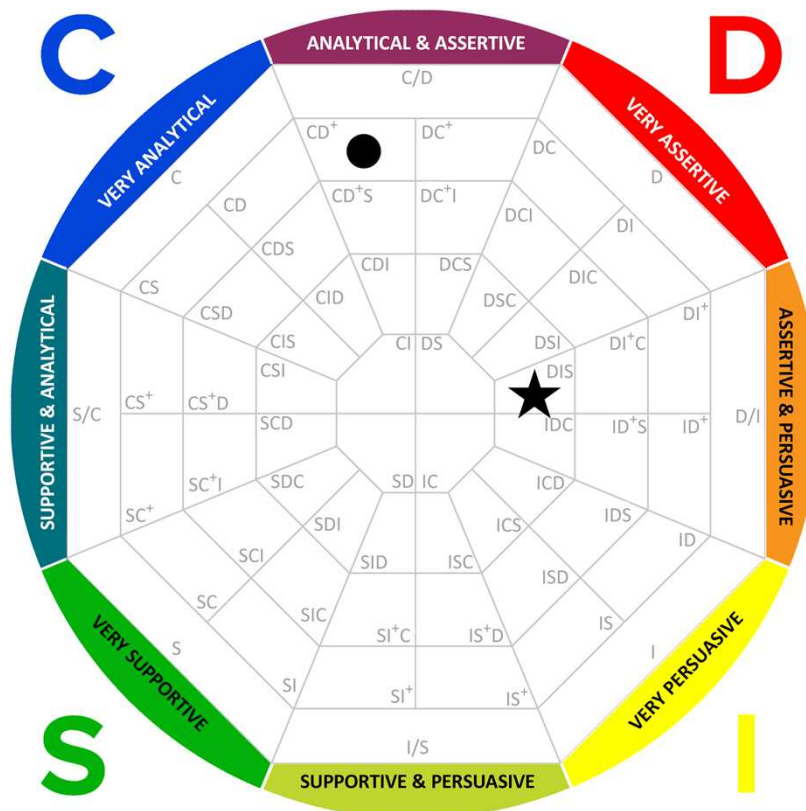
Data, Fact & Analysis
Based. Precise & Accurate
Trusts in the Value of
Structure, Standards &
Order. Sees the value of
"Rules".

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

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

● = Natural Behavioral Style

★ = Adapted Behavioral Style



Assertive, Results Focused,
Rapid Decisions, Will Seek
Challenges, Can be Aggressive
and Impatient, Desires to Lead.

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

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

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

Communication Tips for Others

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

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

When Communicating with Sample, DO:

- Motivate and persuade Sample by pointing out objectives and expected results.
- Be specific about what's needed, and who is going to do it.
- Stick to business matters only -- small talk or charm won't be appreciated.
- Give Sample time to verify the issues and potential outcomes.
- Do your homework, because Sample's homework will already be done.
- Beware of indecision, and be sure to keep the "data gate" open for more information.
- Give Sample the opportunity to express opinions and make some of the decisions.

When Communicating with Sample, DON'T:

- Whine about all of the work you have to do.
- Provide incomplete or unclear directions or instructions.
- Use unreliable evidence or testimonials.
- Try to develop "too close" a relationship, especially too quickly.
- Forget or lose things necessary for the meeting or project.
- Fail to follow through. If you say you're going to do something, do it.
- Leave things up in the air, or decide by chance.

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:

- Freedom from control and close scrutiny. A lack of freedom implies a lack of trust.
- High standards of quality that all members of the team honor and support.
- Direct, factual answers to questions, supported by accurate data.
- Time to analyze facts and data prior to making a final decision.
- Time to react to sudden changes, and to analyze the impact on overall quality.
- Efficient methods which get things done faster, without sacrificing quality.
- New experiences, and new challenges to meet.

People With Patterns Like You Tend to Need:

- A minimum of oversight, interference, and organizational politics getting in the way of the creative processes.
- To seek more input from others for a more effective team cooperation.
- To verbalize more of your reasons for decisions, and to include others in the decision-making process.
- Opportunities to use your professional expertise to solve problems by finding creative solutions.
- To be able to trust the competence and high standards of others on the team.
- Fewer daily critical decisions, as you may hesitate when under too much pressure due to the desire for a high-quality result.
- To focus on reaching closure on projects, as you tend to resist finalizing because there is always something that could be improved.

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 able to find solutions quickly, with a high degree of quality control.
- You are able to make decisions having the bottom-line in mind.
- You put hard work and heavy effort into finding the best possible answers to questions or problems.
- You maintain a strong, businesslike focus on problems, ideas, and solutions.
- You tend to be a strong agent of change.
- You consider many alternatives, theories, and possibilities in your problem-solving approach.
- You are a very creative thinker and innovator.

Your Work Style Tendencies:

- You enjoy developing new systems and procedures to increase efficiency or quality control.
- You motivate others on the team with a sense of competition and urgency.
- You are motivated to be creative and tend to become bored with routine work.
- You are able to look at a project from a "big picture" perspective, while keeping track of the details and minutiae that contribute to each step.
- You want to be seen as assertive, and at the vanguard of leadership regarding new ideas and solutions.
- You sometimes hesitate in making decisions due to a desire to investigate all facets of a problem, and all potential solutions.
- You are motivated to be an initiator of creative new ideas, and may be seen as an agent of change within an organization.

You Tend to Be Most Effective In Environments That Provide:

- Freedom from external pressure, while allowing for self-imposed pressure and urgency.
- Challenging assignments that are both detailed and wide in scope.
- Power and authority to make decisions and create change.
- Freedom to create in new and different ways.
- Support of some occasional vacillation in decisions or ideas.
- Opportunities for one to work alone, and to think things through.
- Support which allows you to focus maximum effort on the job tasks, and not to be concerned with social protocol.

The C Style

Under Stress - Perceptions, Behavior and Needs for the C

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:

- Quality control driven
- Cautious agent of change
- Creative solutions to problems
- Results-driven

Under Stress, May be Perceived by Others:

- Condescending
- Aloof and blunt
- Creates double-bind situations
- Vacillates

Under Stress You Need:

- Understanding of principles and details
- Guarantees that you are right
- A slow pace for "processing" information

Your Typical Behaviors in Conflict:

- Since you tend to focus on quality and your own high standards, you may become demanding in order to ensure compliance.
- You often resort to various indirect techniques to manipulate the environment to make it more favorable to your position. You may resort to little known rules and procedures, the literal meaning of regulations, the use of committees, and other indirect approaches.
- You appear to acquiesce to the demands of others and, thus, avoid conflict. In reality, however, you are often just withdrawing to prepare for a future, probably covert, attempt to reestablish your position.

Strategies to Reduce Conflict and Increase Harmony:

- Include all the people involved with a project in your decision-making process. Ask for their suggestions as well as their data.
- Be sure to share the reasoning behind your decisions. Failure to do so makes them seem arbitrary.
- Be more open with your friends and coworkers, sharing your feelings, needs and concerns with them.

Potential Areas for Improvement

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

As you consider ways to 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 have a strong need for perfection and may not be satisfied until it has been reached.
- You may tend to work in rapid bursts, followed by periods of quiet reflection. This style may be confusing to others who might prefer a more consistent approach.
- You may like to work under pressure, and thus you put others under unwelcome pressure sometimes.
- You tend to be unconcerned about social poise and may appear somewhat abrupt or aloof toward others without being aware of this. You could build more bridges by showing more sensitivity to their feelings.
- Others may have difficulty keeping up with your opposing desires for quick, yet perfect results.
- You may need some improvement on your communication skills. It is important to share ideas with others on the team, allowing them to be a "sounding board" for your thoughts.
- You may appear indecisive to some because of the need to re-examine evidence, or even wait for new evidence prior to making decisions.

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.

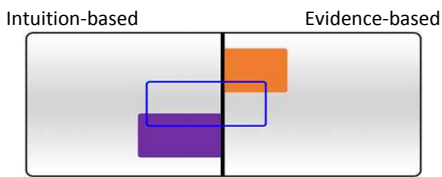
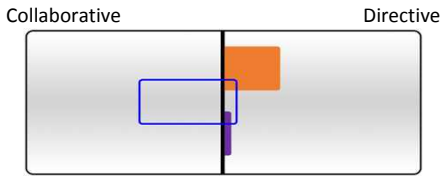
| Behaviors | Natural | Adapted |
|--|------------------------|-----------------------------------|
| Reasoning <i>How this individual uses evidence to think through and solve problems.</i> | Evidence-based | Intuition-based |
| Self-Reliance <i>How this individual works within a team.</i> | Directive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

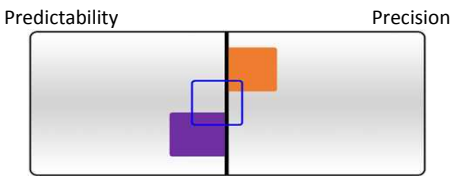
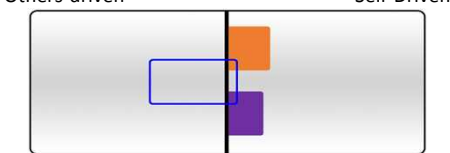
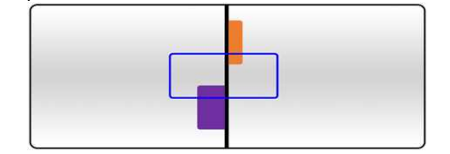
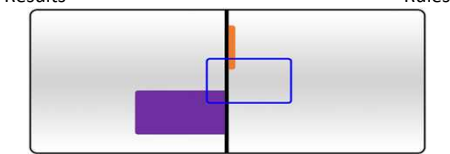
12 Behavioral Tendencies – Details & Graphs

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:

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

| | Situational |
|---|--|
| <p>Reasoning</p> <p>Natural (HM): You often rely on data and evidence to ensure decisions reflect the right thing to do, and will seek verification to make complete and accurate judgments. You are likely think through things with careful and thoughtful consideration, often weighing risks and examining the proof and data to make decisions. Remember, the brain and the heart together make a great team.</p> <p>Adapted (LM): You often rely on your feelings and interactions with others to make decisions, choosing what is likely to be social acceptable. You are likely to think things through based on emotions over logic, trusting your gut. Be aware that balanced thinking looks at both the emotions and the logic.</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 directly. 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 (MOD): You balance results and interaction, getting things done efficiently, but also involving others to get this accomplished as effectively as possible. You are likely to be productive and efficient whether working independently or in collaboration with others, depending on the circumstances and variables of the work.</p> |  |

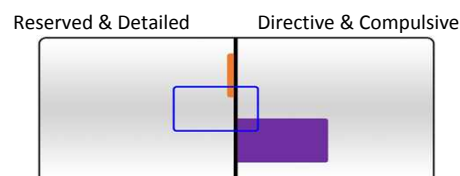
| | Situational |
|--|--|
| <p style="text-align: center;">Accuracy</p> <p>Natural (HM): You frequently focus on carefully and deliberately ensuring high-quality outcomes with great importance on accuracy, structure, order and precision in all you do. You are likely to focus on being and doing things 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>Adapted (LM): Your planning often focuses on keeping processes and systems as predictable and steady as possible to support others in understanding and reaching the best outcome. You are likely to focus on risk-aversion when planning. Predictability and consistency are incredibly important when taking things from start to finish, but remember correctness is important too.</p> |  |
| <p style="text-align: center;">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 style="text-align: center;">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 (MOD): Consistent with natural style</p> |  |
| <p style="text-align: center;">Prioritizing</p> <p>Natural (MOD): You are attentive to established guidelines to ensure high-quality results now and are focused on actions that target immediate accomplishment. You likely balance both rules and results when prioritizing, recognizing that both have significance in a successful experience and outcome.</p> <p>Adapted (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> |  |

Situational

Providing Instruction

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

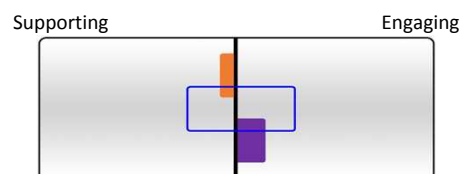
Adapted (HM): You are somewhat direct and results-focused, and may prefer to set the course and direct others, rather than following the set expectations. Engaging with others for additional thoughts and perspectives can lead to better outcomes.



Customer & Team Interaction

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.

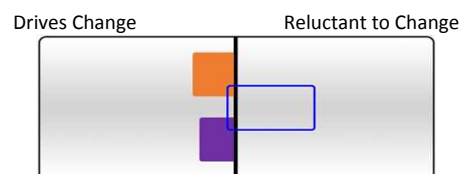
Adapted (MOD): Consistent with natural style



Change Resistance

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.

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.

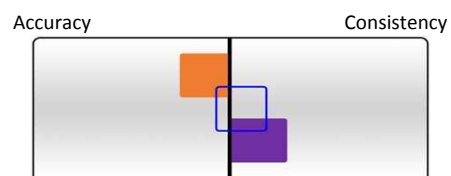


Situational

Work Process Alignment

Natural (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.

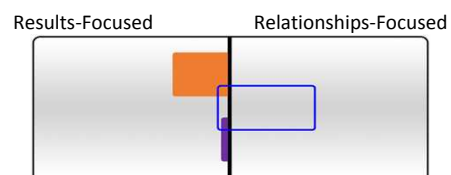
Adapted (HM): Your process and follow through is often driven by a desire to keep things consistent and moving forward at a methodical, steady pace. You are likely to process information and follow through with consistency and predictability as your focus. Don't forget that accuracy is an important part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



Building Rapport

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.

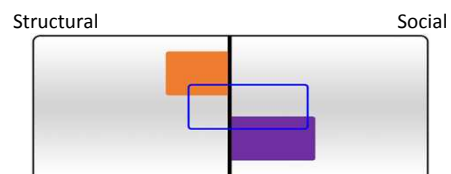
Adapted (MOD): Your interactions are driven by both a desire to connect with others socially, and to get the work done and reach results. If you can do both at once, that's great!



Expressing Openness

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

Adapted (HM): You are somewhat comfortable when interacting with others, quick paced and focused on personal connections, and may tend to elaborate to engage with others. You are likely to be most confident and comfortable when interacting with others, and are likely to trust information passed along through people you trust. Remember, sometimes having the support documentation is important too.



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.

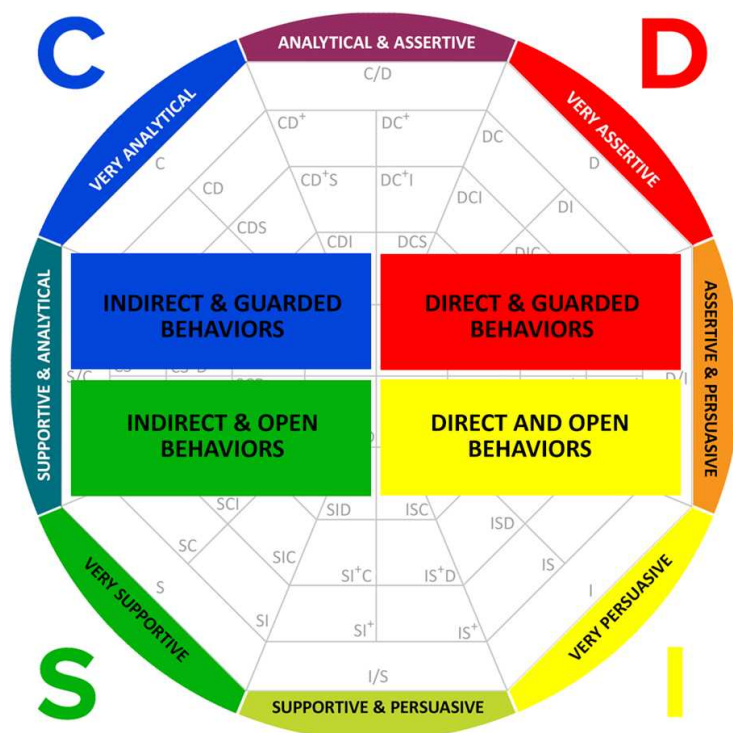
Words of Advice:

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 Styles | With I Styles | With S Styles | With C Styles |
|--|--|--|--|
| <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 C + High D (Upper Left vs. Upper Right Quadrant)</p> |  <p>High D + High I (Upper Right vs. Lower Right Quadrant)</p>  <p>High C + High S (Upper Left vs. Lower Left Quadrant)</p> |  <p>High S + High D (Lower Left vs. Upper Right Quadrant)</p>  <p>High C + High I (Upper Left vs. Lower Right Quadrant)</p> |

To Modify Directness and Openness

DIRECT/INDIRECT

| With D Styles DIRECT | With I Styles DIRECT | With S Styles INDIRECT | With C Styles INDIRECT |
|--|---|---|--|
| <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 Styles GUARDED | With I Styles OPEN | With S Styles OPEN | With C Styles GUARDED |
|---|---|--|--|
| <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 Styles FASTER | With I Styles FASTER | With S Styles SLOWER | With C Styles SLOWER |
|--|--|--|---|
| <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 Styles TASK | With I Styles PEOPLE | With S Styles PEOPLE | With C Styles TASK |
|---|--|---|--|
| <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 style="border: 1px dashed black; padding: 10px;"><p>RELATIONSHIP</p><p>Name: <i>John Doe</i></p><p>Style: <i>High I</i></p><p>Pace: <i>Faster-paced</i></p><p>Priority: <i>People-oriented</i></p><p>Difference: <i>Pace and Priority</i></p><p>Strategy: <i>Be more personable, social, upbeat, and faster-paced with John</i></p></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 Throughout the Selling Cycle

There are five definable stages to most every buying cycle. Successfully guiding prospects through each phase will lead to positive outcomes for both of you.

1. Connecting: Understanding DISC styles will have an impact on the impression you make in the first few minutes of a meeting. In that short, precious time, you make or break the sale. In that time, your prospect sizes you up and determines if you are the type of person he or she would like to do business with.

The purpose of making contact with your prospect is to begin opening up lines of communication. Great listeners make the best salespeople... period. Master the skill of effective listening and every other aspect of your relationships will improve.

2. Exploring: The purpose of Exploring is to get an accurate picture of the customer's needs and what it will take to provide an effective solution. To do so, you need to listen to what the customer says as well as know how to ask the right questions to get the information you need.

Asking intelligent questions is a critical sales skill. It does not require asking many questions - just the right ones. Asking questions is similar to painting a picture. You start with a blank canvas and begin to fill in the background and rough in the picture with broad-brush strokes. Then you fill in the details using finer and finer strokes.

3. Collaborating: During this phase, you and your prospect collaborate to find a solution that meets the prospect's needs. It is a process of taking your prospect's ideas and combining them with your own ideas to arrive at a solution that makes sense to both of you.

The give-and-take exchange can be thought of as an opportunity to "switch heads" with your prospect. Imagine saying this to your customer: "If you and I could switch heads, that is, if you could know what I know about my product and if I could know what you know about your business, we would both know exactly how to give you the best possible solution for your needs."

That's your goal - to come as close as possible to the perfect knowledge that would allow you to develop the ideal solution for your prospect. To achieve that goal, you need to exchange enough information to fully understand your client's business, industry, trends and challenges; and they have to know as much as possible about your products and services and how they can help them. As you propose a solution, relate it to the prospect's needs discovered in the Explore phase and explain how it will work in your prospect's environment.

4. Confirming: Gaining commitment flows naturally out of the Exploring and Collaborating stages for the DISC salesperson. If you did a thorough job during the first three stages of selling: Contacting, Exploring and Collaborating, the prospect should close.

The Confirming stage is a critical point in building a customer partnership. DISC salespeople do not use fancy closing techniques. You cannot work through all the stages of the sale and then, at the end, try to use a manipulative closing technique to clinch the deal. It doesn't make sense... and it most certainly doesn't work when you're trying to build long-term customer relationships rather than simply closing one-shot sales.

5. Assuring: A great weakness of most salespeople is the way they handle the Assuring phase of the sales process. Most salespeople stop with getting the sales commitment; they disappear from the customer's life, leaving service, installation, training and follow-up to others.

One "old-school" method of selling has an adage that the sale begins when the customer says "no." In direct contrast, the real job of selling starts when the customer says "yes."

Assuring customer satisfaction is a secret ingredient of extraordinary sales success. You will benefit two ways by assuring each customer. First, this assures repeat business. Almost all products have a life cycle and will be replaced or upgraded. Customers have a tendency to return to the salesperson who previously matched them with a product that met their needs and then provided excellent service and follow-up.

Secondly, satisfied customers are excellent sources of referrals. Customers talk. They talk about poor service and they talk about extraordinary service. When they get super service, they refer others to the salesperson who delivered on his or her promises.

Without repeat business and referrals, a salesperson must constantly prospect and cold-call new accounts. That is not the way most salespeople want to spend their lives... and it certainly is not the best way to be successful!

When you start the sales process, you have a chance to begin building a good customer relationship. However, it is only after the sale, when you make sure your customer is satisfied (preferably delighted!), that you really cement the relationship.

Phase 1: Building Rapport During Initial Contact

| Connecting with the C Style | Connecting with the D Style |
|---|--|
| <ul style="list-style-type: none"> • C styles don't care much about social interaction (beyond common courtesy and standard pleasantries), so get to the point. • Avoid making small talk, except to initially establish your credibility. • Speak slowly, calmly and economize on words. • C styles are precision-oriented people who want to do their jobs in the best possible manner. • Build your credibility by thinking with your head, not your emotions. • Before meeting, provide them with a brief overview of the agenda and length of meeting, so they know what to expect. • Show them logical proof from reliable sources that accurately document your quality, record of accomplishment, and value. | <ul style="list-style-type: none"> • D styles want to know the bottom line. • Just give them enough information to satisfy their need to know about overall performance. • They do not want you to waste their time giving them a bolt-by-bolt description of your product, presenting a long list of testimonials from satisfied clients, or getting too chummy with them – always remember that they are Direct and Guarded. • When you write, call, or meet a "D", do it in a formal, businesslike manner. Get right to the point. Focus quickly on the task. • Refer to bottom line results, increased efficiency, saved time, return on investment, profits, and so on. In other words, tell him what's in it for him. • If you plan to sell something or present a proposal to a "D", take care to be well organized, time-conscious, efficient, and businesslike. • They do not want to make friends with you; they want to get something out of you if they think you have something of value to offer. |
| Connecting with the S Style | Connecting with the I Style |
| <ul style="list-style-type: none"> • S styles are Indirect and Open. However, keep the relationship businesslike until they warm up to you. • They are concerned with maintaining stability; they want to know step-by-step procedures that are likely to meet their need for details and logical action plans. • Organize your presentation: list specifics, show sequences, and provide data. • Treat them with honesty, sincerity, and personal attentiveness. • Listen patiently to their stories, ideas and answers. • Express your appreciation for their steadiness, dependability, and cooperativeness. • Present yourself to be non-threatening, pleasant, friendly, but still professional. • Develop trust, credibility, and friendship at a relatively slow, informal pace. • Communicate with them in a consistent manner on a regular basis... especially at the outset. | <ul style="list-style-type: none"> • Remember that they are Direct and Open. • When you meet an "I", shake hands firmly, introduce yourself with confidence, and immediately show personal interest. • Let him set the pace and direction of the conversation. • Be an especially attentive listener with the I style. • Give them positive feedback to let them know that you understand and can relate to their visions, ideas and feelings. • Tell humorous or unusual stories about yourself, to win their heart. • Allow them to feel comfortable by listening to their stories, even to the point of talking about topics that may stray from the subject. • Since I styles typically enjoy talking about themselves, ask questions about them, but be prepared for lengthy answers. Plan to have as many meetings as necessary to build the relationship and gather information. |

Phase 2: Maintaining Rapport in the Assessing Needs & Wants Stage

| Exploring with the C Style | Exploring with the D Style |
|---|---|
| <ul style="list-style-type: none"> C styles don't care much about social interaction (beyond common courtesy and standard pleasantries), so get to the point. C styles often like to answer questions that reveal their expertise, so they can be very good interviewees. As long as you ask logical, fact-oriented, relevant questions, they will enjoy speaking with you. Phrase your questions to help them give you the right information. Ask open and closed questions that investigate their knowledge, systems, objectives and objections. Make your own answers short and crisp. If you do not know the answer to something, do not fake it. Tell them you'll get the answer for them by a certain time, and then do it. | <ul style="list-style-type: none"> To head off the D styles impatience before it surfaces, keep your conversations interesting by alternately asking questions and offering relevant information. D styles need to view the meeting as purposeful, so they want to understand where your questions are leading. When asking a "D" question, make them as practical and logical as possible. Aim questions at the heart of the issue and ask them in a straightforward manner. Only request information that is unavailable elsewhere. When gathering information, ask questions showing you have done your homework about their desired results and current efforts. Be sure to make queries that allow him to talk about his business goals. Gear your exploring toward saving the D style time and energy. |
| Exploring with the S Style | Exploring with the I Style |
| <ul style="list-style-type: none"> S styles can be excellent interviewees, so talk warmly and informally and ask gentle, open questions that draw them out (especially around sensitive areas). Show tact and sincerity in exploring their needs. If they do not have a good feeling about your product, company, or even you, they are not likely to take the chance of hurting your feelings by telling you so. They want to avoid confrontations, even minor ones. So S styles may tell you what they think you want to hear, rather than what they really think. They may not tell you about their dissatisfaction with your competitors. Even though this is exactly what you want to hear, the "S" may be hesitant about saying anything negative about them. Allow for plenty of time (possibly multiple meetings) for the S style to open up to you and reveal their innermost desires and pains. The more time you spend with an "S" exploring, the higher the odds you'll be landing them as a customer. | <ul style="list-style-type: none"> I styles get bored quickly when they're not talking about themselves. Strike a balance between listening to their life's stories and gathering the information you need to be an effective sales consultant. When asking business questions, keep them brief. If you can, work these exploratory questions in with social questions. The better your relationship with an "I" is, the more willing he'll be to cooperate and talk about the task at hand. I styles can be so open they may tell you their fondest hopes and aspirations. If you can demonstrate how your product or service can get them closer to their dreams, they may become so excited about your product—and you—that they're likely to sell you and your products and services to everyone else in their organization. |

Phase 3: Maintaining Rapport in the Solving & Collaborating Stage

| Collaborating with the C Style | Collaborating with the D Style |
|--|---|
| <ul style="list-style-type: none"> • Emphasize accuracy, value, quality and reliability. • They dislike talk not backed up by evidence. • Describe a process will produce the results they seek. • Elicit specific feedback by asking, "So far, what are your reactions?" or "Do you have any questions that you'd like me to clear up?" • Present your solution that shows them they'll be correct in making the purchase. • Base your claims on facts, specifications and data that relate specifically to their needs. • C styles are cost-conscious; increase their perceived value with facts and ROI data. • C styles are the likely to see the drawbacks, so point out the obvious negatives before they do. Let them assess the relative trade-offs when choosing between competing (yet imperfect) products or services | <ul style="list-style-type: none"> • Your presentation must be geared toward the D styles priorities. • Gear your presentation toward how they can become more successful, save time, generate results, and make life easier and more efficient; you'll get their attention. • Zero in on the bottom line with quick benefit statements. • They want you to do the analysis and lay it out for them to approve or reject. • D styles like rapid, concise analyses of their needs and your solutions. • D styles like being in control, so give them choices backed with enough data and analysis to allow them to make an intelligent decision. • Then, be quiet and let them make their decision. If you speak or interrupt while they are buying, you will dramatically decrease the odds of making this sale |
| Collaborating with the S Style | Collaborating with the I Style |
| <ul style="list-style-type: none"> • Show how your product or service will stabilize, simplify, or support the S styles procedures and relationships. • Clearly define their roles and goals in your suggestions, and include specific expectations of them in your plan. • Present new ideas in a non-threatening way. • Provide them time to adjust to changes in operating procedures and relationships. • When change becomes necessary, tell them why. Explain how long the changes will take and any interim alterations of the current conditions. • Design your message to impart a sense of stability and security. • S styles like to be shown the appropriate steps to follow, so share those with them. • Involve them by asking their opinions and encourage them to give you feedback. | <ul style="list-style-type: none"> • Show how your product would increase the I styles prestige, image, or recognition. • Talk about the favorable impact or consequences your suggestions will have in making their working relationships more enjoyable. • Give them incentives for completing tasks by stressing how their contribution will benefit others and evoke positive responses from them. • Presentations need impact for people with short attention spans, so involve as many senses as possible. • Show them how your solution will save them effort and make them look good. • Back up your claims with testimonials from well-known people or high-profile corporations. • Name satisfied acquaintances they know and admire. • Sprinkle in "visualizing future ownership" questions, such as: "If you were already running this software, how would you use it?" |

Phase 4: Maintaining Rapport in the Confirming Stage

| Confirming with the C Style | Confirming with the D Style |
|---|--|
| <ul style="list-style-type: none"> • Emphasize accuracy, value, quality and reliability. • Provide logical options with appropriate documentation and time to analyze their options. • They're uncomfortable with snap decisions and when they say they will think about it, they mean it! • If pressured by people or excessive demands, they may use "I'll think about it," as a stalling tactic. • C styles are educated, logical, comparative "shoppers." Know your competition so you can point out your advantages relative to the competition in a factual, professional way. Mention your company's strengths as you suggest questions they may want to ask your competitors that allows them to do a comparative cost-benefit analysis of the options and solutions. • Be willing to explore the subject of a conditional, "pilot program" as a way of reducing their risk. | <ul style="list-style-type: none"> • With the D style, you come right out and ask if they are interested. A "D" will tell you "yes" or "no". • You can easily lose the attention and/or interest of a "D" by presenting your information too slowly or by spending too much time discussing minute details. • When you draw up a commitment letter, don't spend too much time on points the "D" may not care about. • Present them with options and probable outcomes. D styles like to balance quality with cost considerations, so offer options with supporting evidence and leave the final decision to them. • We have found that it is effective to present a "D" with two or three options. Provide a short summation of each option, along with your recommendation of each. • While the "D" is reviewing your proposal, don't interrupt them. The odds are high that they will find an option that appeals to them and closing the deal themselves. |
| Confirming with the S Style | Confirming with the I Style |
| <ul style="list-style-type: none"> • S styles are slower, deductive decision makers who listen to the opinions of others and take the time to solicit those opinions before deciding. So, make a specific action plan and provide personal guidance, direction or assurance as required for pursuing the safest, most practical course to follow. Arm them with literature, case studies and any documentation available, because they'll be "selling" your proposal to others within their organization. • When you do reach agreement, carefully explore any potential areas of misunderstanding or dissatisfaction. • S styles like guarantees that new actions will involve a minimum risk, so offer assurances and support. • Try not to rush them, but do provide gentle, helpful nudges to help them decide (when needed). • Involve them by personalizing the plan and showing how it will benefit them and others. • When asking for a commitment, guide them toward a choice if they seem indecisive. | <ul style="list-style-type: none"> • Show how your product would increase the I styles prestige, image, or recognition. • Be open and ask, "Where do we go from here?" or "What's our next step?" • If they like something, they buy it on the spot (all other things being equal). • You may have to slow them down because they also tend to overbuy and/or buy before weighing all the ramifications; behaviors that both of you may live to regret. • I styles dislike paperwork and details so they are likely to hesitate, and even procrastinate, when it comes to spending the time required on a contract. • Have a written agreement prepared due to their tendency to be unclear about procedures, responsibilities and expectations. • Make sure that you agree on the specifics in writing or, later on, you can almost bet on some degree of misunderstanding and/or disappointment. |

Phase 5: Maintaining Rapport in the Assuring Stage

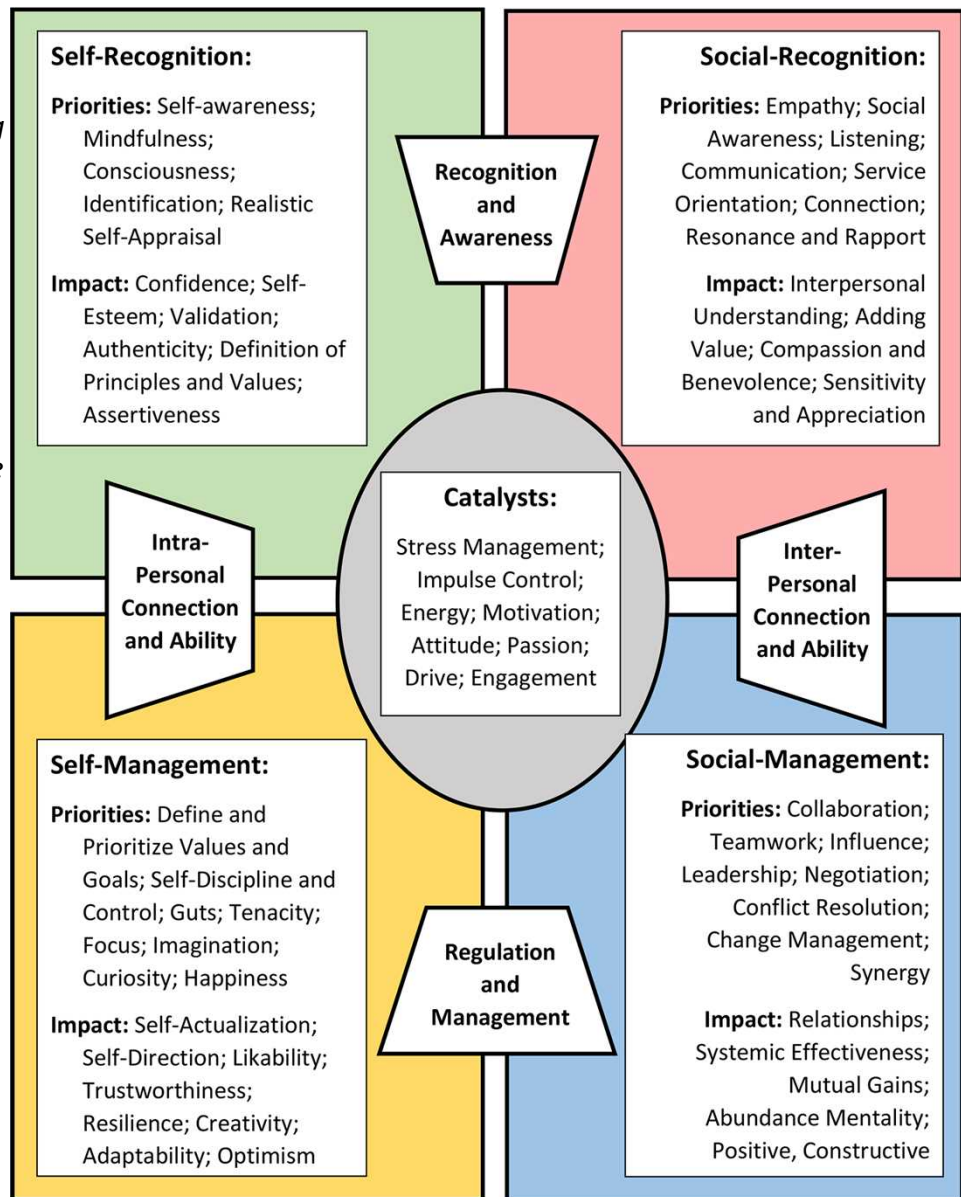
| Assuring the C Style | Assuring the D Style |
|--|--|
| <ul style="list-style-type: none"> • Set a specific timetable for when and how you will measure success with the “C”. Continue proving your reliability, quality and value. • Make yourself available for follow-up on customer satisfaction and ask for specific feedback on the product or service performance record. • If you have tips for improved usage or user shortcuts, email them to your “C” customers. • You should also ask for their ideas and opinions for how to improve your products and/or services. • When they offer you their suggestions, get back to them about how your company is incorporating their ideas into upgrades into future upgrades, revisions or new products. | <ul style="list-style-type: none"> • D styles usually do not look for personal relationships at work due to their focus on accomplishing tasks. • With the D style, do not rely on past sales to ensure future purchases. Follow up to find out if they have any complaints or problems with your product. If they do have complaints, address them immediately. • Impress upon your customer your intent to stand behind your product or service. • Stress that you will follow-up without taking much of their time. • You may also want to offer a money-back guarantee. • Whatever the promise, make sure you deliver everything you offer! |
| Assuring the S Style | Assuring the I Style |
| <ul style="list-style-type: none"> • Follow-up consistently with an “S”. • Give them your personal guarantee that you will remain in touch, keep things running smoothly, and be available on an “as needed” basis. • S styles like to think they have a special relationship with you; that you are more than just another business acquaintance; they prefer a continuing, predictable relationship. • Give them your cell number, along with an invitation to call you any time with any concern. They will rarely use it, but will feel secure knowing it’s available to them. • They dislike one-time deals, so follow up to maintain your relationship. • Impersonal, computerized follow-up is not very appealing to the S style, so continue building your relationship with low-key, personalized attention and assistance. | <ul style="list-style-type: none"> • I styles frequently buy before they’re sold which may lead to buyers’ remorse. • I styles can benefit from ongoing reminders that they have made the right decision. • Reinforce their decision by giving plenty of assistance immediately after the sale. • Be certain they actually use your product or they may get frustrated from incorrect usage and either put it away or return it for a refund. • Since they mingle with so many people, you can even ask the I style if they’d be willing to share their glowing testimonials about you and your product with others. • If they are feeling smart for using your product or service, most I styles will give you more referrals than the other three styles combined! |

| Phase | With the D Style | With the I Style | With the S Style | With the C Style |
|-------------------|---|---|--|---|
| Connecting | <ul style="list-style-type: none"> • Skip small talk • Lead with the main point • Show up fully prepared | <ul style="list-style-type: none"> • Allow for time and stories before turning focus to business at hand • Let them set the pace of the conversation | <ul style="list-style-type: none"> • Stick to business until they warm up to you • Don't rush into agenda first • Take an active interest in them | <ul style="list-style-type: none"> • Skip small talk • Bring an agenda • Remain cool, calm and professional |
| Assessing | <ul style="list-style-type: none"> • Let him/her know where the questions are headed • Only ask for information that's unavailable elsewhere • Answer their questions directly | <ul style="list-style-type: none"> • Alternate questions between them personally and business • Gently guide them back to the topic • Keep the focus on their vision and goals | <ul style="list-style-type: none"> • Be sincerely interested in their answers • Never interrupt them • Ask nonthreatening questions to draw them out over time | <ul style="list-style-type: none"> • Ask questions that reveal their expertise • Keep the questions focused on the topic • Alternate open and closed-ended questions |
| Solving | <ul style="list-style-type: none"> • Make any presentation brief • Focus on the bottom line and/or time savings • Provide concise analysis of needs along with your professional recommendations | <ul style="list-style-type: none"> • Involve as many senses as possible • Ask for their ideas often • Sprinkle in testimonials • Provide incentives for making decisions • Show how the solution enhances their image and/or saves them effort | <ul style="list-style-type: none"> • Show how solution will simplify, add stability or support their goals • Present new ideas in a non-threatening way • Never rush them, but provide gentle, helpful nudges toward a decision | <ul style="list-style-type: none"> • Emphasize value, accuracy, precision, quality and reliability • Stick to facts and logic; attempt to reduce risks when possible • Never pressure for any decision • Remain cool and emotionally detached |
| Confirming | <ul style="list-style-type: none"> • Flat out ask if they are interested • Present two or three options with recommendations and summaries • Be quiet while they review and decide | <ul style="list-style-type: none"> • Openly ask, "Where do you see us going next?" • Be ready to take their order • Slow them down if they're buying too quickly • Do the paperwork for them | <ul style="list-style-type: none"> • They are slow decision makers and like to consult opinions of others • Don't press for a decision • Focus on a guarantee if relevant | <ul style="list-style-type: none"> • Provide logical options with documentation • Give them both time and space to make their decisions • Point out any glaring downside to deal if one exists • Suggest a pilot program or warranty to reduce risk |
| Assuring | <ul style="list-style-type: none"> • Follow-up to ensure they're 100% satisfied with solution • Keep the relationship all business • Make certain you deliver on every small promise | <ul style="list-style-type: none"> • Reinforce their decision by providing ample assistance after the sale • Make sure they don't get frustrated (they don't read instructions) • Help them use the product/service to reduce anxiety | <ul style="list-style-type: none"> • Provide consistent follow-up along with personal assurances • Give them private phone number to reach you • Remind them that you also desire a long-term business relationship | <ul style="list-style-type: none"> • Share your process and/or timetable for your follow-up • Double-check their method for measuring satisfaction • Email them ideas and shortcuts • Reinforce value, quality and reliability. |

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.



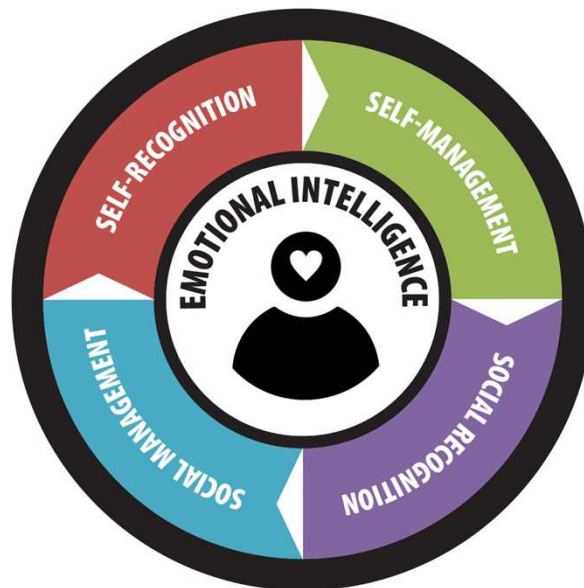
Emotional Intelligence Report & DISC/EIQ-2 Integration

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.

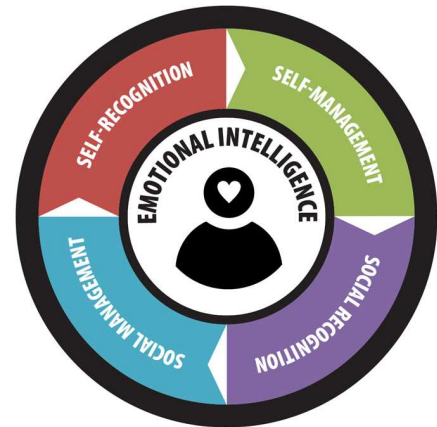
- It shapes our interactions with others and our understanding of ourselves
- It defines how and what we learn
- It allows us to set priorities
- It determines the majority of our daily actions

How It Works:

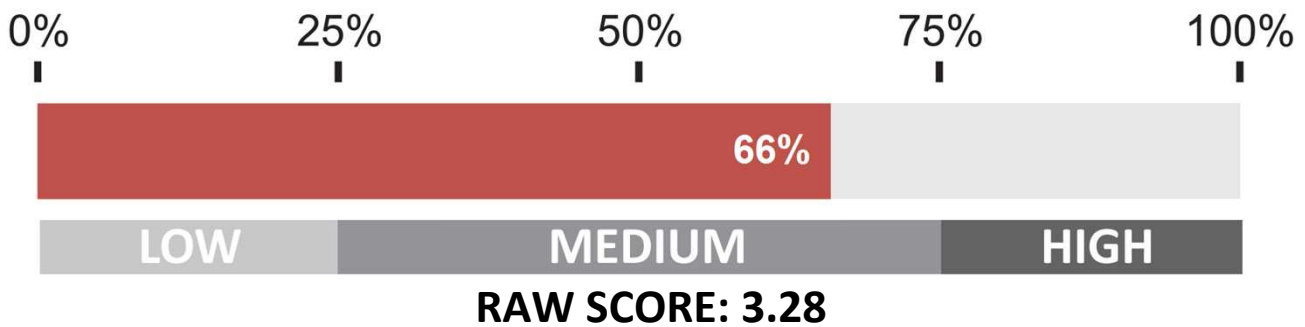
EQ is based on an internal loop. It begins with **awareness** of emotions and temperament. It continues on through **understanding** and moves towards **discipline** and **management**. After the initial personal cycle, it **connects** to the emotions of others.

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:

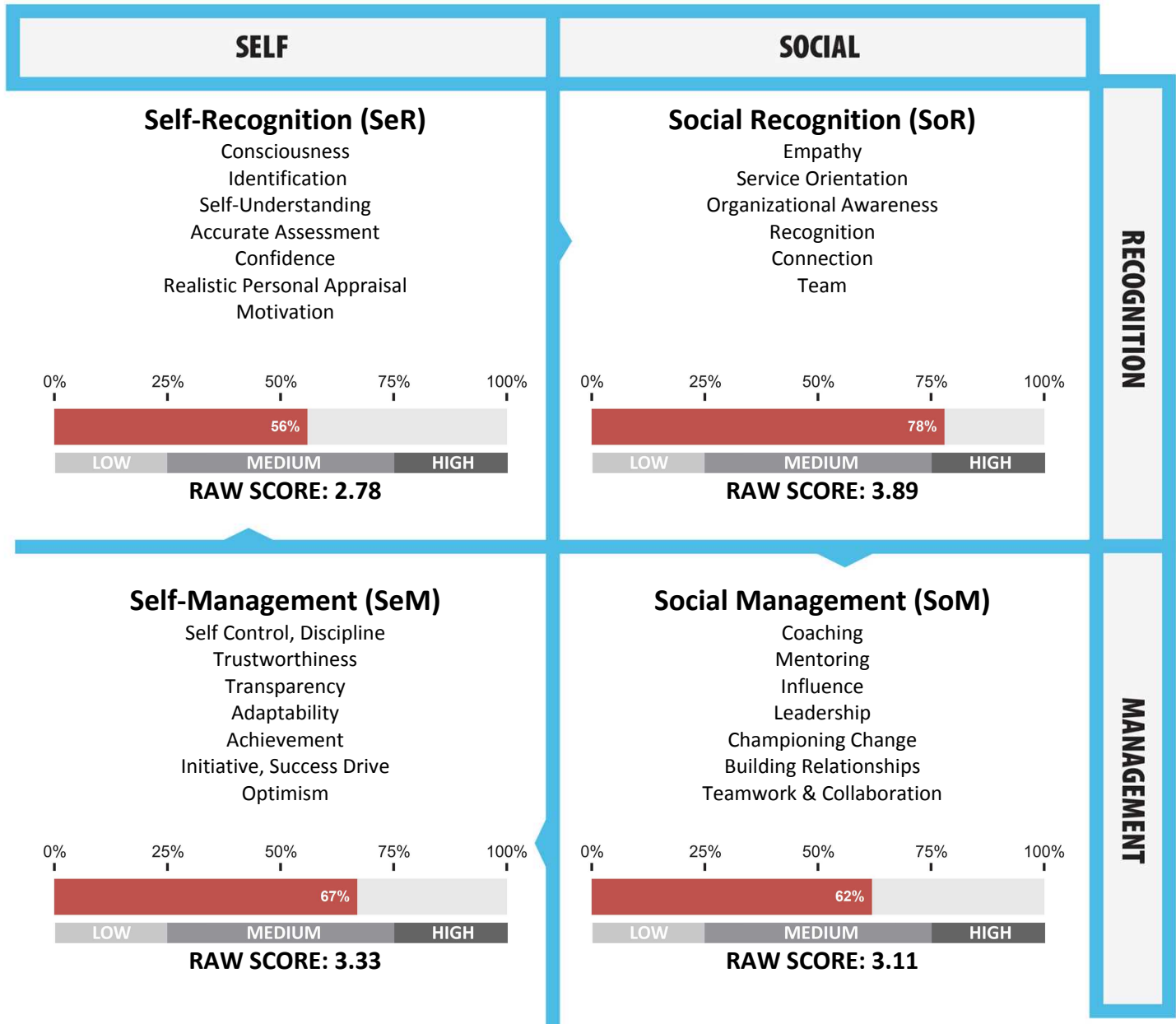


Note: The Raw Score gives an average based on a scoring range from 1-5.

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**)

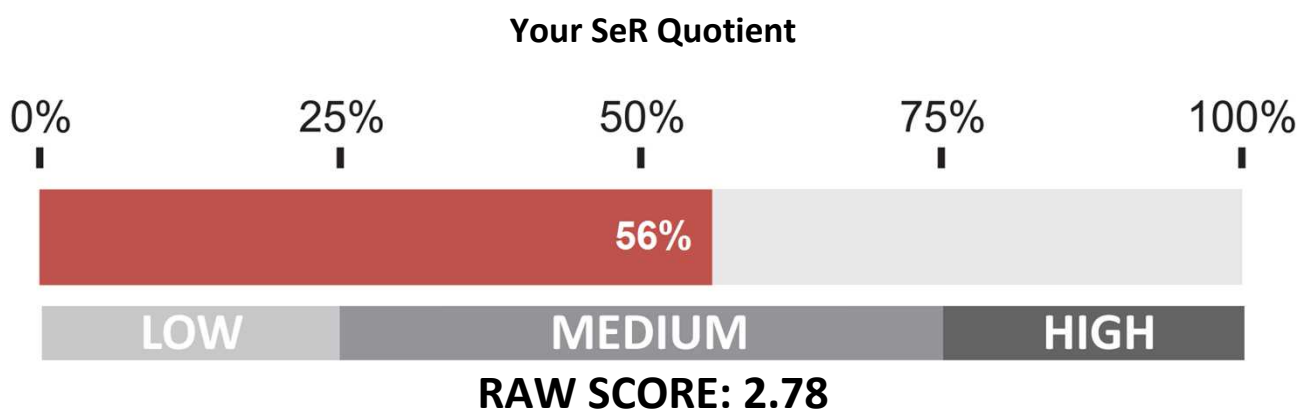


Quotient 1: Self-Recognition (SeR)

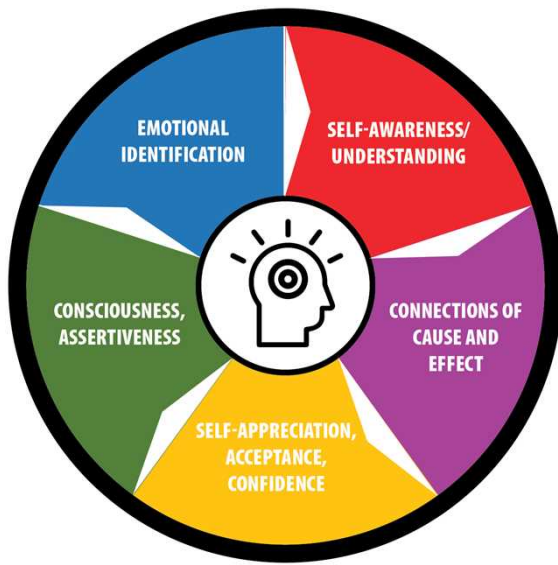
The self-recognition quotient reflects self-awareness and understanding, personal acceptance and an overall understanding of personal psychology. Self-awareness is foundational to social awareness and self-management.

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



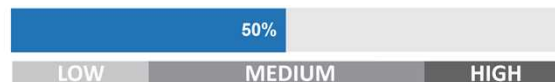
Self Appreciation



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: 60%

You have some self-understanding; still, there is room for growth and continued development. While you are somewhat aware of your feelings and emotional patterns, you can develop better control through a deliberate investment in self-understanding. Make consistent time to become more reflective and self-aware. Be more intentional and conscious. Developing skill in this area empowers improvement in self-consciousness, inner empathy, self-leadership and a greater ability to connect with personal feelings.

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: 60%

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: 40%

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: 50%

You may lose self-awareness due to the demands of the moment. Look for ways to grow from emotional experiences and enjoy the journey. Generating higher awareness of your emotions allows more meaning from them. Savor the richness and depth of your feelings; without lows, there cannot be highs.

Suggestions to Improve Self-Recognition

Self-Awareness/Understanding: 60%

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

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: 60%

- 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: 40%

- 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: 50%

- Journal about your feelings. Take the information and use it to become more effective at understanding and applying your emotions to situations. Let feelings be part of the journey.
- Take time to laugh and smile. Use positive feelings to create warmth and more fun.
- Give yourself permission to feel. Deal with emotions in a constructive, masterful way. Begin to heal emotions that are no longer productive or helpful/supportive.

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?

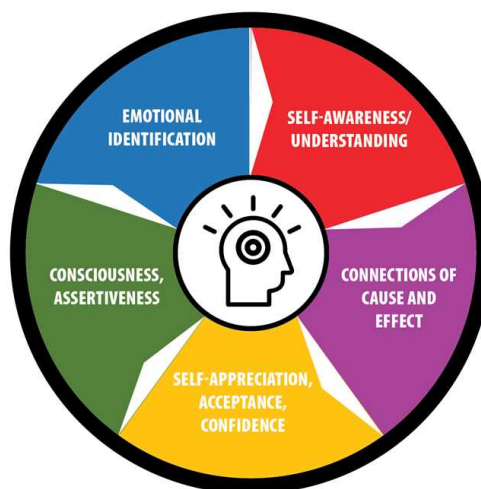
How do your emotions, moods and temperament affect your personal life and professional performance?

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

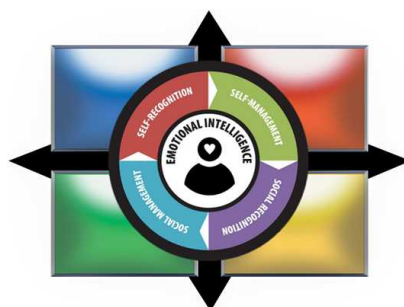
Are you aware of the effects your feelings have? Are there ways to choose positive emotions and minimize negative ones?

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 |

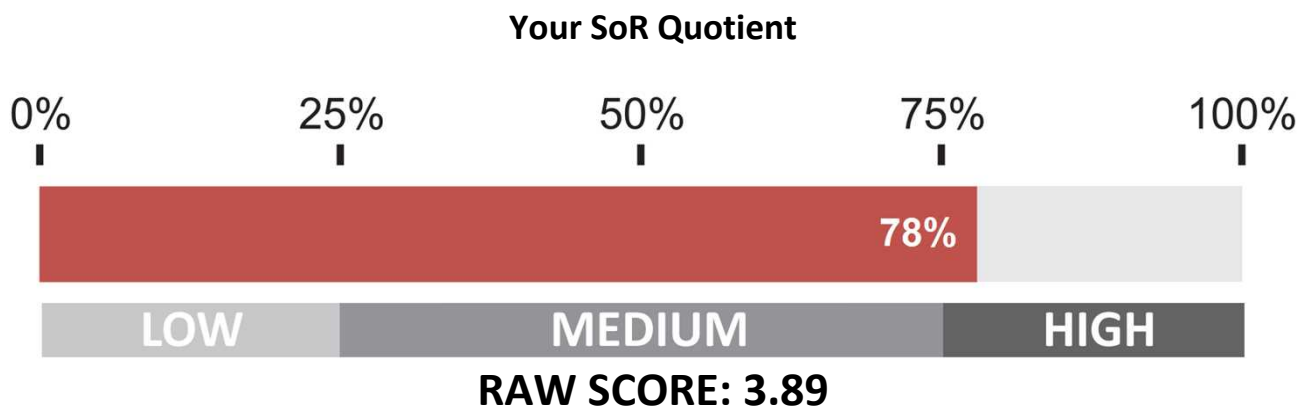


Quotient 2: Social Recognition (SoR)

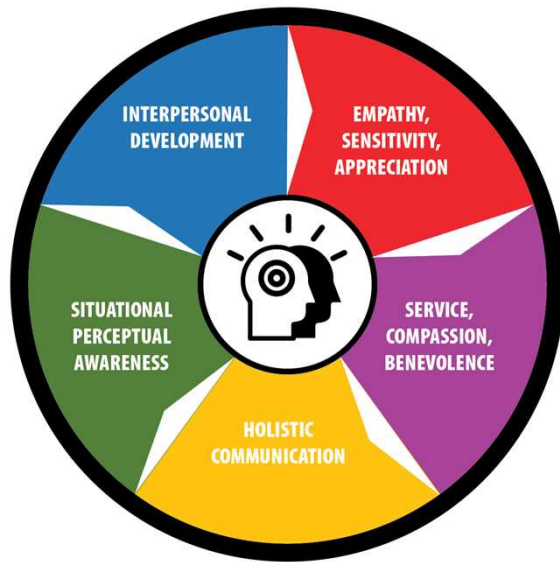
The social recognition scale reflects awareness and consideration of the feelings and responses of others. The ability to empathize and maintain sensitivity to the moods and emotions of others allows for superior intuition and connection.

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: 70%

You may seem aloof and disconnected from others. Build quality relationships. It's not about some people or under some circumstances; empathy is about connecting all the time. Elevate your game to continuously make people feel welcome. Choose to be warm, accepting and supportive. Make a point of really listening, with both your mind and heart.

Service, Compassion, Benevolence: 100%

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

Holistic Communication: 70%

You may not come across as completely approachable, interested and caring. Warmth, acceptance and approachability lead to being known, liked and trusted. In turn this leads to leadership, teamwork and opportunity. Develop a persona and presence that provides quality give and take.

Situational Perceptual Awareness: 70%

You may sometimes miss alternative perspectives and points of view. Note cause and effect in feelings to understand and anticipate performance. Listening with all the senses allows for higher levels of awareness. It empowers expectations and intuition through conscious and subconscious awareness of circumstances and shifts.

Interpersonal Development: 90%

You continuously set new objectives and you consistently achieve them. Center and leverage positive feelings. Use the past for information. Leverage the future for passion and engagement. Focus on the present to optimize performance. Use soft skills to empower synergy and abundance.

Suggestions to Improve Social Recognition

Empathy, Sensitivity, Appreciation: 70%

- Reach out in a genuine way on a regular basis. Remember special dates and interests. Connect in a way that shows you are interested in them and their well-being.
- Create a two-way flow of communication. Send messages. Ask questions. Generate dialogue. Actively listen. Validate feelings and thoughts.
- Encourage and support. Encourage movement and offer suggestions to facilitate the success of others. Offer feedback and help.

Service, Compassion, Benevolence: 100%

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

Holistic Communication: 70%

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

Situational Perceptual Awareness: 70%

- Listen more than you speak. Make others feel valued by giving the gift of your attention. Continuous learning comes through practical experience as well as formal education. Use interaction for growth.
- Expand awareness, attention and vigilance. Note subtle changes. Determine what is meaningful and how it applies.
- Allow perceptions to flow and change. Comfort and relaxation are found in the familiar but growth comes through adaptation. Challenge personal beliefs and perceptions. Know their influence on performance, well-being and happiness.

Interpersonal Development: 90%

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

Social Recognition (SoR) Quotient Worksheet

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?

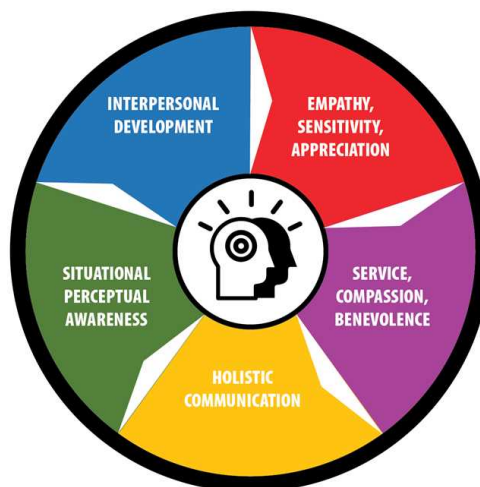
How can you deepen connections, improve performance, and expand relationships?

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

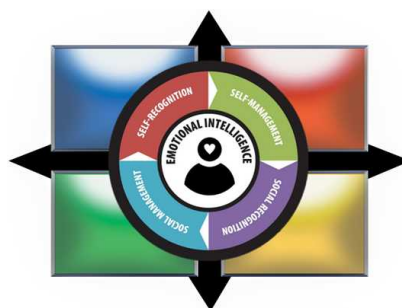
How does awareness of others' feelings impact project success and teamwork?

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 |

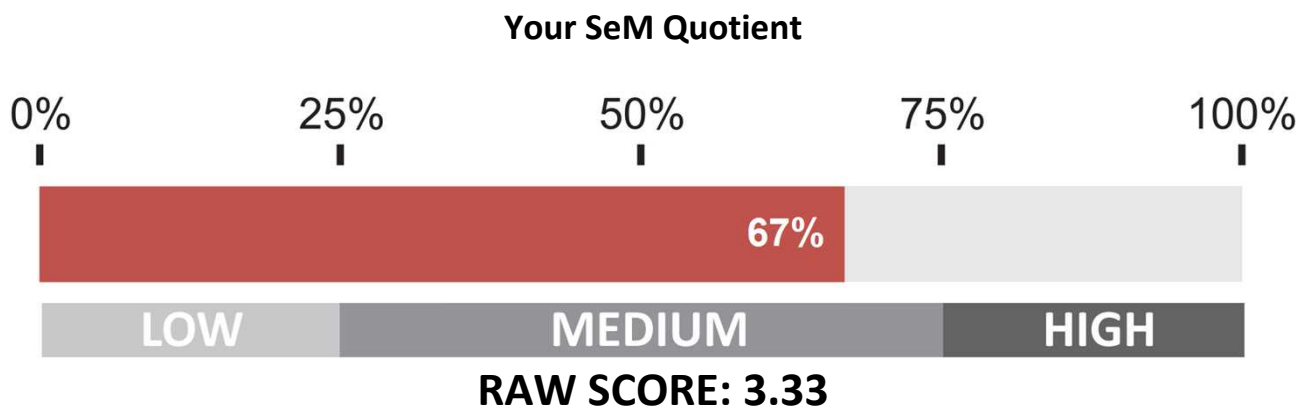


Quotient 3: Self-Management (SeM)

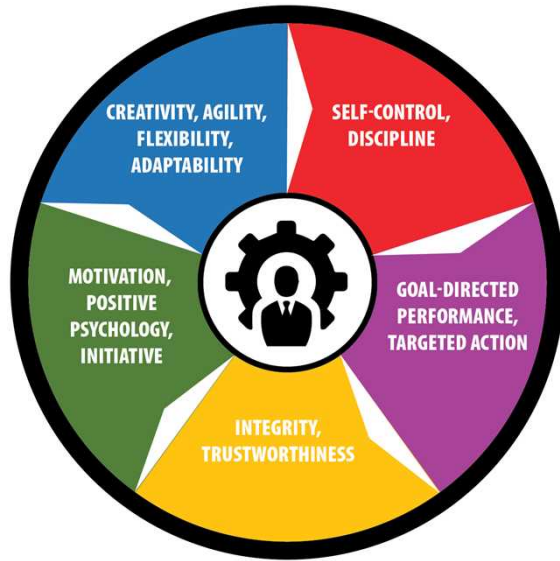
The self-management quotient indicates self-evaluation coupled with self-regulation. The awareness and discipline to control and harness feelings directly impacts the ability to achieve personal objectives and develop inner resolution. Satisfaction, happiness and contentment are results of self-management.

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: 60%

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: 60%

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

Suggestions to Improve Self-Management

Self Control, Discipline: 60%

- 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: 60%

- Generate new experiences. Try new things. Set aside the tried and true to expand possibilities. Go beyond the comfort zone.
- Think in terms of 'what if?' Ask yourself 'why' and 'why not?' Become a master of questions and listen attentively for answers. Instead of saying 'no' and something is impossible, think in terms of how and what the impact will be. Leave doubt and constraints behind.
- Learn something new. Set a schedule and commit to focus on something that has the potential to make a meaningful difference.

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?

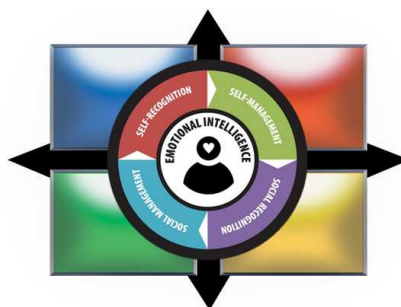
Can you actively make choices to control emotions? Do you have internal responsibility?

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 |

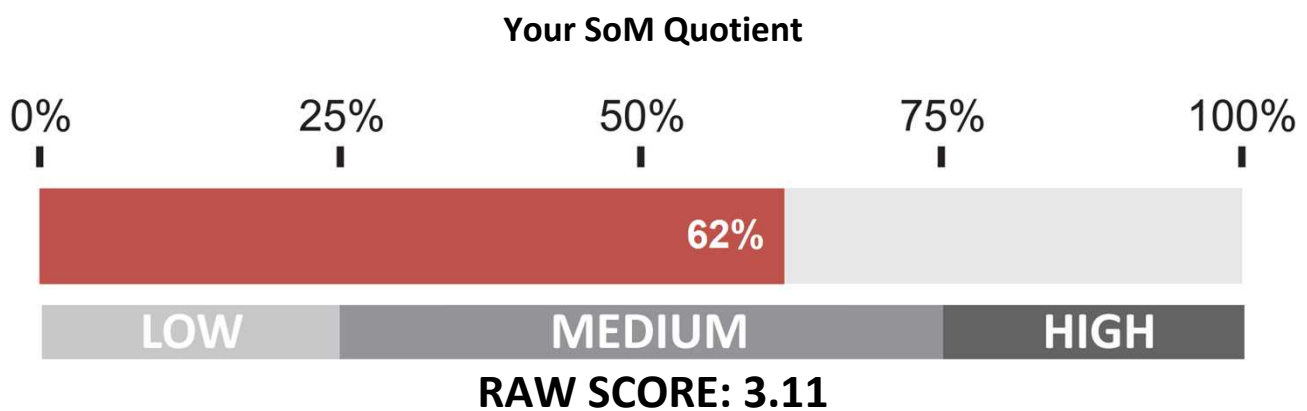


Quotient 4: Social Management (SoM)

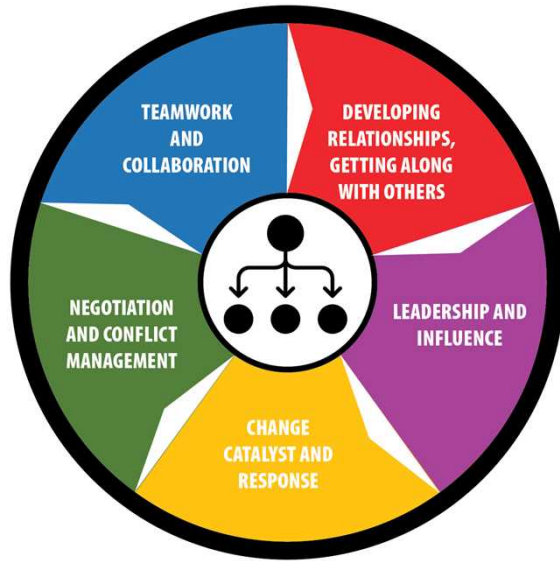
Social/Relationship management includes interpersonal skills and focuses intelligence on generating results. This social intelligence fosters collaboration and connection to tap the power of synergy.

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: 60%

You don't have a strong, well-developed network for both giving and receiving. Your level of success will be approximately the same as your five closest friends. You need to cultivate a network that can contribute to your success in all areas of life. Nurture the connections you need. Set a course to give and serve as well as to receive.

Leadership and Influence: 20%

You may struggle to self-leading and instead look for direction from others. Lead, follow and/or get out of the way. Master different roles. Learn how to contribute and influence from a wide array of positions. Develop an attitude of generating service and adding value.

Change Catalyst and Response: 70%

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, but also can be reactive and spontaneous. Commit to creating the change that makes life better.

Negotiation and Conflict Management: 90%

You apply effective conflict management skills to creatively resolve problems, improve relationships and create abundance. Interaction always involves differences. These give connections value and spice. Hostility and anger are negatives but discussion and interaction generate higher returns for all.

Teamwork & Collaboration: 50%

You may not enjoy teamwork, collaboration and interaction enough to engage often with others in optimizing returns. Great teams have an affinity and chemistry. They come together with a mission that transcends one person. The most valuable players are catalysts to everyone's success. They perform and make others perform better. Positive, constructive interaction characterizes high achievers.

Suggestions to Improve Social Management

Developing Relationships, Getting Along with Others: 60%

- Who are your closest colleagues? How are you contributing to their dreams and aspirations? How are they facilitating yours? Find common interests and experiences to create greater levels of happiness.
- Relations typically are also stress generators. Make them as constructive as possible but remember that they are investments. Expect to give to get.
- Deal assertively with toxic and difficult people. Author the story of your life with appropriate boundaries and focused objectives.

Leadership and Influence: 20%

- Be assertive and cooperative. Put the mission and success of the team above personal achievement. Find satisfaction in following and contributing. Learn to self-lead and be a great follower before looking to lead a team.
- Recognize leadership as both a formal and an informal role. Accept that there needs to be leadership at all levels. Intentionally develop the feelings and skills necessary to make real, qualitative contributions.
- Be a catalyst for optimism, positivity and results. Greater contribution leads to more and higher leadership opportunities.

Change Catalyst and Response: 70%

- 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: 90%

- Invite discussion and constructive critique. Information and real feedback generate the fuel for improvement.
- Respect others. Be assertive. Be positive and constructive. Set the tone for resonance and rapport to develop connection.
- Develop friendships and understanding through communication. Resolved conflicts may turn into strong connection.

Teamwork and Collaboration: 50%

- Figure out what teams you have enjoyed and which ones have disappointed. Determine how you define a good team. Focus on what you can bring to make performance better.
- What qualities make good teammates? Which are barriers to success? Where do you excel? Where do you need to improve? Plan to become better.
- What do people enjoy about you as a teammate? What teams and players do you admire? Why? How do you contribute to synergy?

Social Management (SoM) Quotient Worksheet

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

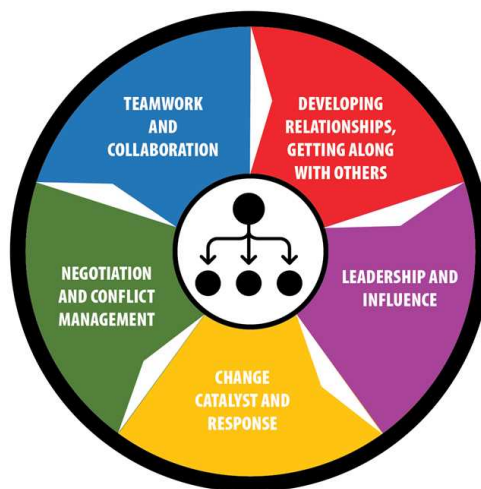
How can you read the feelings of others accurately?

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

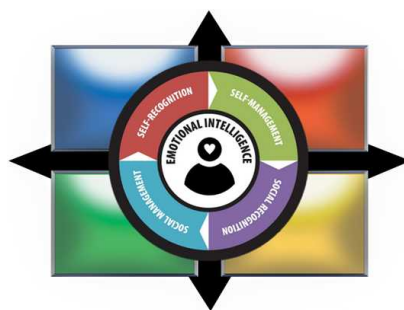
How do you separate responses from reactions? How can you choose to be more proactive?

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, negotiation and emotional connection.

Now What?

"The longest journey on earth begins with a single step." (Ben Sweetland)

After taking this assessment and reading your report, you are probably even more interested in learning as much as possible to improve your emotional intelligence (EIQ). You might believe you can absorb the suggested improvements quickly and retain them until they become second nature, right? 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.