



DISC Leadership 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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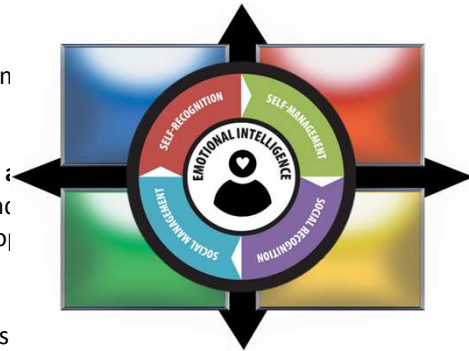
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DISCstyles™ & EIQ-2 Integration Report

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 a way of understanding 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 |

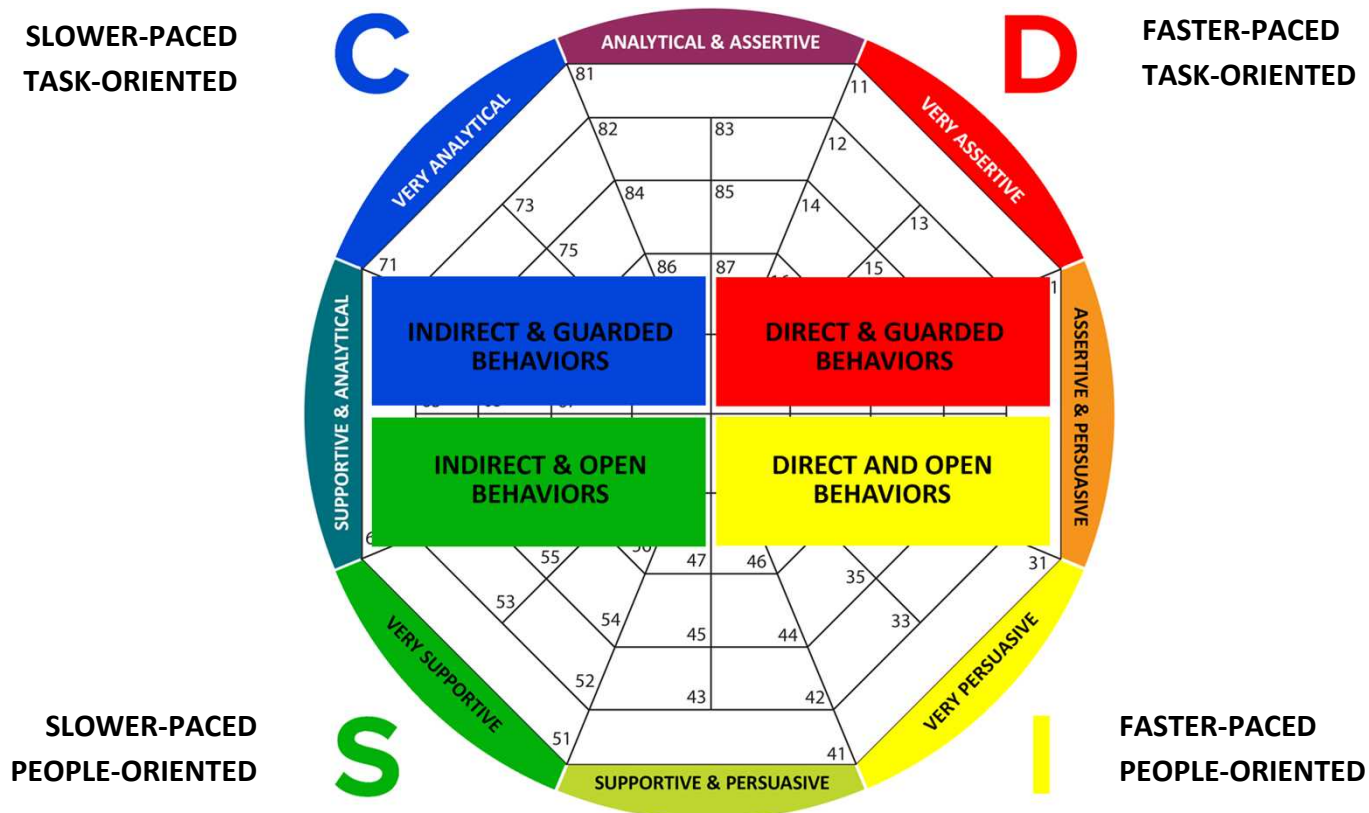
DIRECTNESS AND OPENNESS OF EACH STYLE

| 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

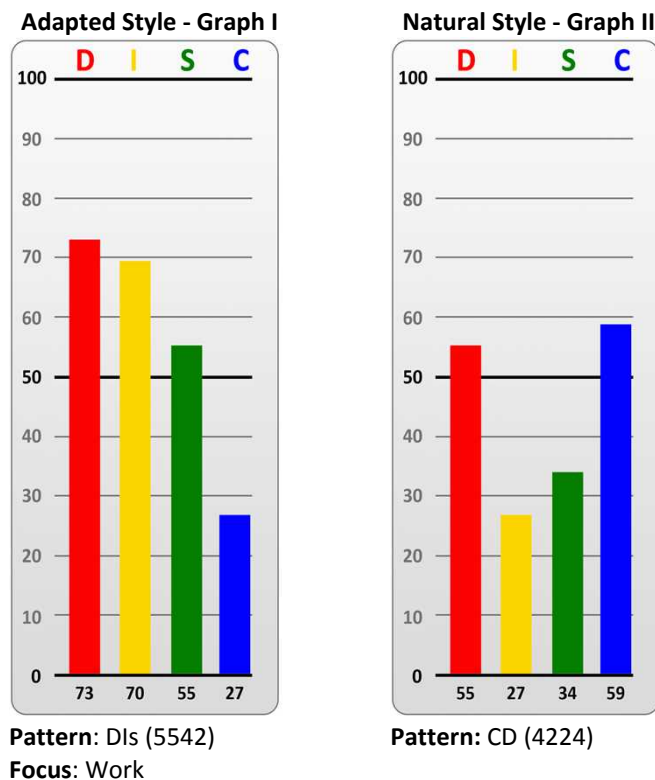
DISC is an observable “needs-motivated” instrument based on the idea that emotions and behaviors are neither “good” nor “bad.” Rather, behaviors reveal the needs that motivate our behavior. Therefore, once we can accurately observe one’s actions, it’s easier to “read” and anticipate their likely motivators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

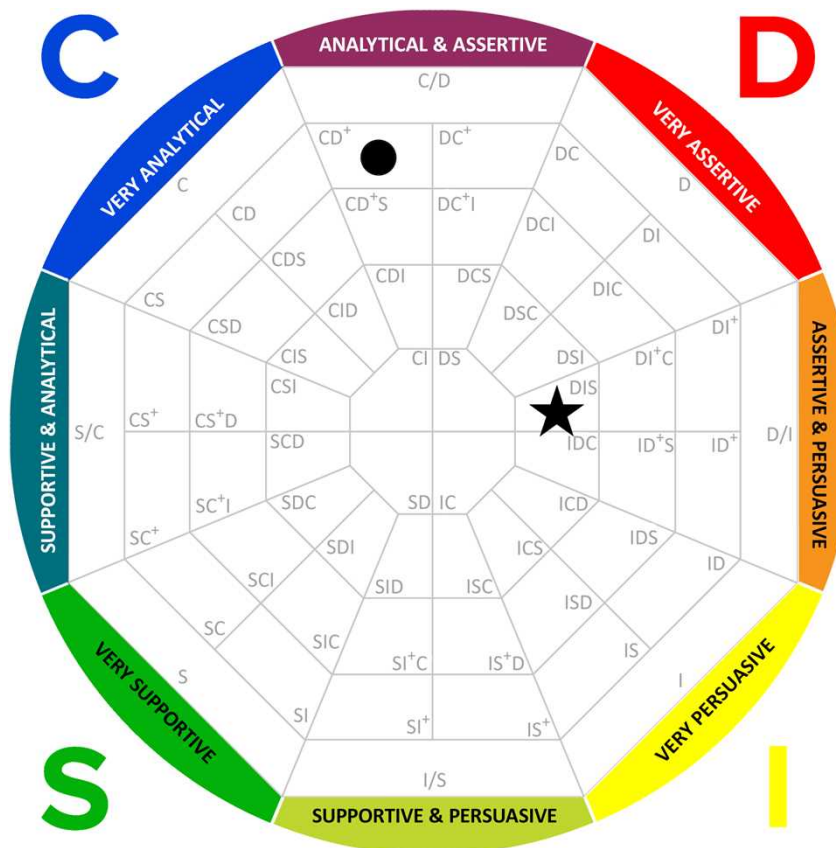
Data, Fact & Analysis
Based. Precise & Accurate
Trusts in the Value of
Structure, Standards &
Order. Sees the value of
"Rules".

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'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.

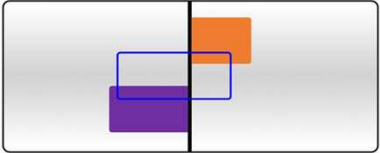
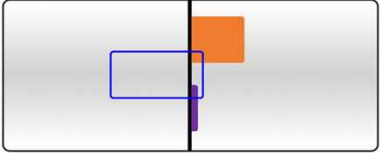
| Behaviors | Natural | Adapted |
|--------------------------------------------------------------------------------------------------------------------------------------------------|------------------------|-----------------------------------|
| Reasoning <i>How this individual uses evidence to think 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 |

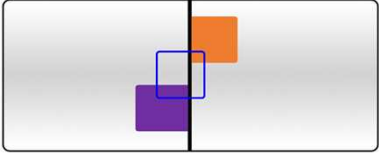
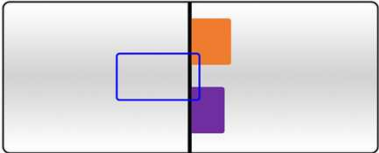
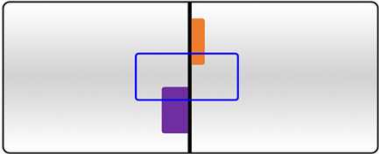
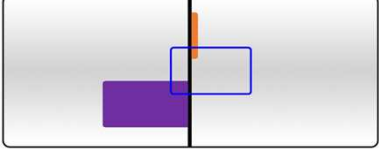
12 Behavioral Tendencies – Details & Graphs

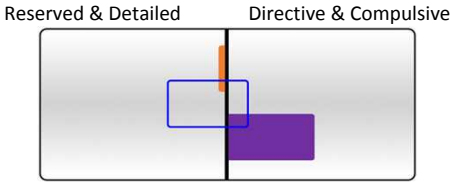
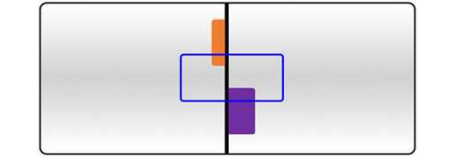
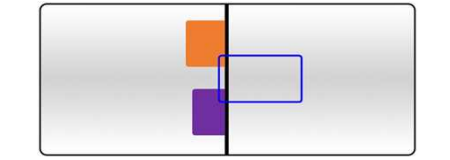
For each of the 12, you will see a graph and personalized statement for your Natural and Adapted style. These scores and statements reveal which of your style combinations are most observable and describe how you express that tendency based on your DISC blend.

Interpretation Notes:

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

| | Situational |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|
| <p>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>Intuition-based Evidence-based</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 directively. 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> | <p>Collaborative Directive</p>  |

| | |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <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;">Situational</p> <div style="text-align: center;"> <p>Predictability Precision</p>  </div> |
| <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> | <div style="text-align: center;"> <p>Others-driven Self-Driven</p>  </div> |
| <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> | <div style="text-align: center;"> <p>Impulsive Cautious</p>  </div> |
| <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> | <div style="text-align: center;"> <p>Results Rules</p>  </div> |

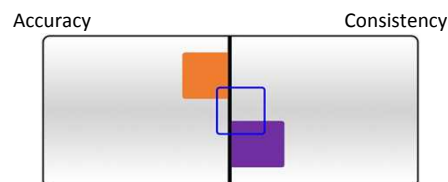
| | Situational |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|
| <p>Providing Instruction</p> <p>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.</p> <p>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.</p> |  |
| <p>Customer & Team Interaction</p> <p>Natural (MOD): You can be engaging and persuasive while providing support and stability in your interactions with others. You are likely to balance the needs of others, creating a relationship and ensuring their needs are met. This can effectively create loyal and trusting relationships.</p> <p>Adapted (MOD): Consistent with natural style</p> |  |
| <p>Change Resistance</p> <p>Natural (LM): You are likely to be more firm in times of change, preferring to lead and direct activities focused on results and solutions. You are likely to respond/interact in change by driving action and facing it head on as it comes. You may even want to change things just to see how it can be different. Sometimes keeping things consistent is good too.</p> <p>Adapted (MOD): You can be slow to accept or embrace change or more committed to your own thoughts and ideas during times of change, depending on the level of risk and expected outcome. There may be times when you actively accept and engage in change and other times you feel like more information and planning would be beneficial. You are likely to be on board, as long as things make sense.</p> |  |

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.

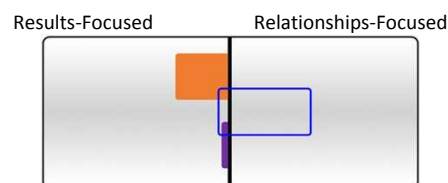
Adapted (HM): Your process and follow through is often driven by a desire to keep things consistent and moving forward at a methodical, steady pace. You are likely to process information and follow through with consistency and predictability as your focus. Don't forget that accuracy is an important part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

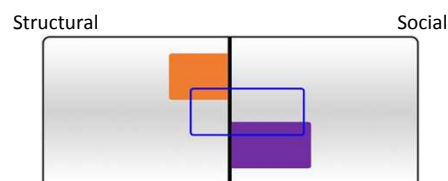
Adapted (MOD): Your interactions are driven by both a desire to connect with others socially, and to get the work done and reach results. If you can do both at once, that's great!



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.

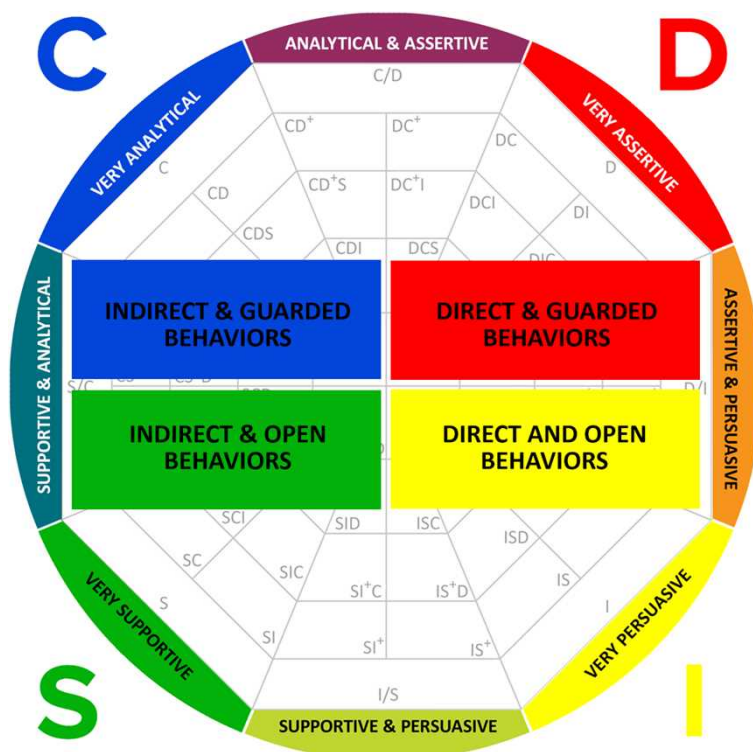
Words of Advice:

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.





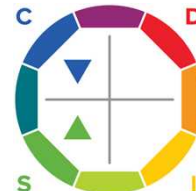

C = Individuals who exhibit *indirect & guarded behaviors* define the **Conscientious Style**.

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

To Modify Directness and Openness

DIRECT/INDIRECT

| With D 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/Productivity

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

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

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

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

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

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

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

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

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

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

Developing Your People

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

Adapt Your Communication Style

| Communicating with the C Style | Communicating with the D Style |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Be well organized and clear in your communications. • They search for logical conclusions. • Ask your questions in a more discreet, non-judgmental manner to elicit the points, objectives, or assurances C styles want: "Lenny, I'm not trying to pressure you, but are you not interested in the auditor's position, or in any position?" | <ul style="list-style-type: none"> • Listen to their suggestions, their course of action and the results they are considering. • Find areas where you already agree. • Work backwards toward gaining agreement on the results you both want—and are willing to either mutually or independently allow the other to achieve: "Sarah, this format will give you the freedom to develop your branch your way and still allow Vern and Ellen to structure theirs another way... without sacrificing time or morale." |
| Communicating with the S Style | Communicating with the I Style |
| <ul style="list-style-type: none"> • Be ready to do more talking than listening; they don't feel comfortable when the limelight is focused on them. • Clarify any key agenda items with them. • Stay organized and move forward steadily (but slowly) as you check to make sure they understand and accept what is being said: "Did you want me to stick around the office at a particular time each day in case you need to telephone me for emergency questions on this account, or do you want me to call you?" | <ul style="list-style-type: none"> • Listen to their personal feelings and experiences. • Their style requires open and responsive interaction with others, preferably in a manner of congenial and unhurried conversation (like that between long-time friends): "Just between you and me, Chris, I feel very uneasy about Jill and Howard handling this account by themselves." |

Helping People Reach Decisions

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

Motivating Your People

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

Complimenting Your People

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

Counseling Your People

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

Correcting Your People

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

Delegating to Your People

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

Acknowledging Your People

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

Adapting Your Leadership Style

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

Adapting Your Leadership Style

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

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

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

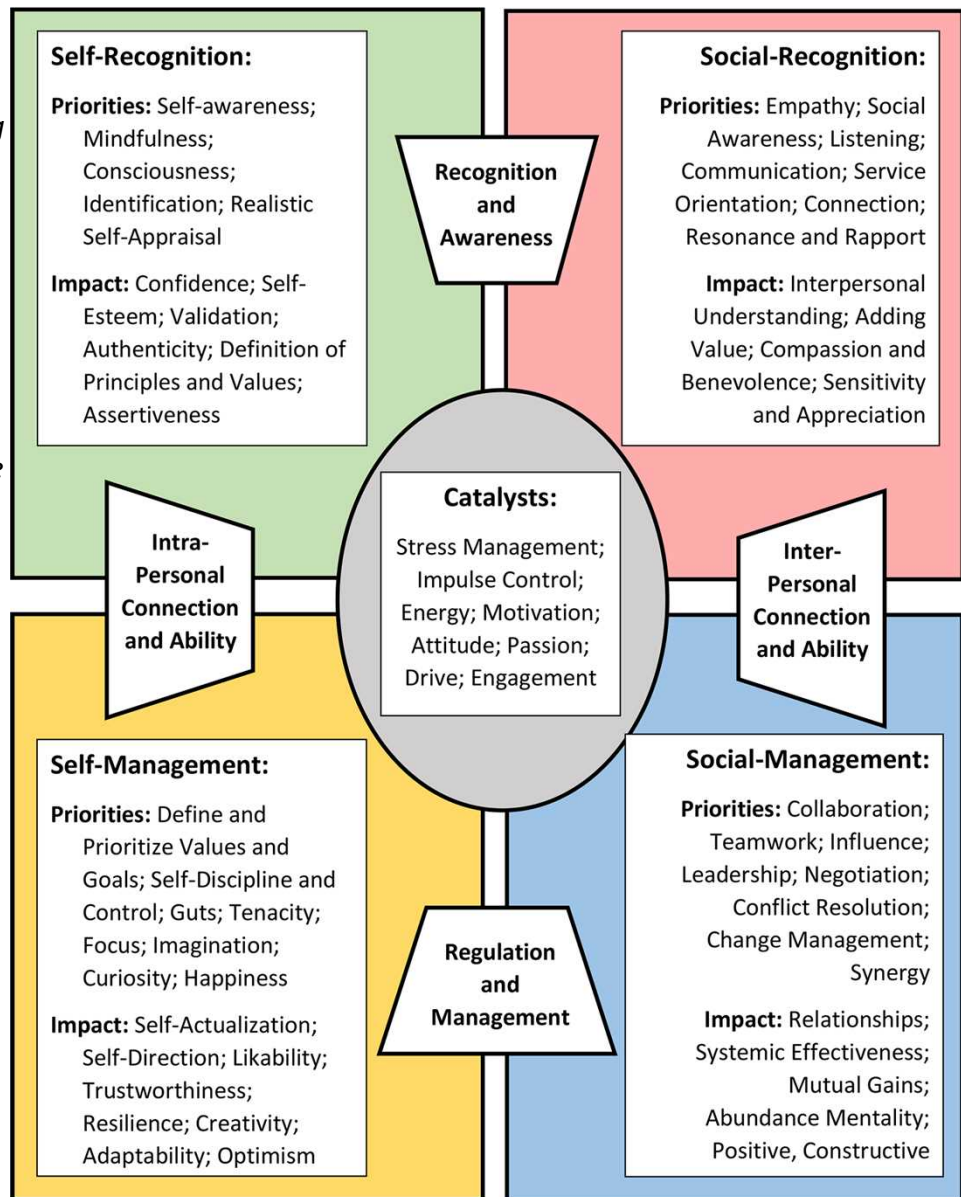
| | With the D Style | With the I Style | With the S Style | With the C Style |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------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

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

EIQ-2 Overview

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

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



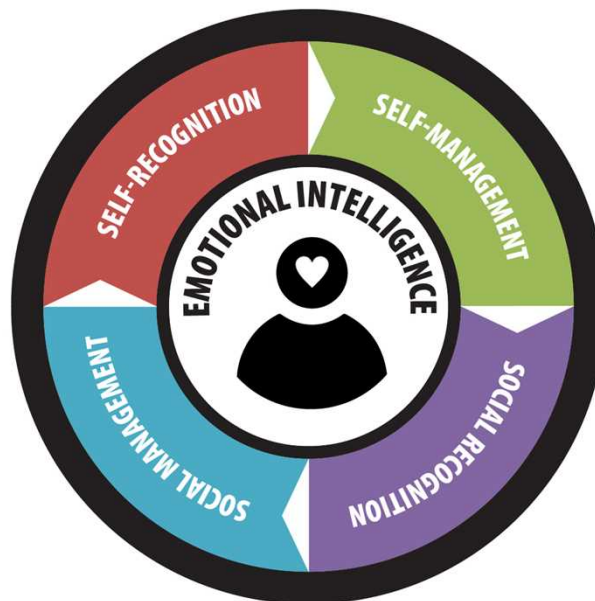
Emotional Intelligence Report & DISC/EIQ-2 Integration

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

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

This assessment serves to:

- Heighten awareness of the various areas of emotional intelligence
- Indicate relative strengths and weaknesses
- Provide a framework for personal and professional improvement



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

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

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

EIQ Benefits

Emotional intelligence recognizes feelings and responds in an appropriate, focused way. These abilities heighten personal performance, empower relationships, and direct teamwork in a more results-oriented manner.

Some of the areas effected by Emotional Intelligence include:

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

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

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Enhanced Employer/Employee Relations• Improved Performance/Productivity• Higher Attention to Task/Focus• Greater Motivation and Satisfaction• Improved Confidence and Self Efficacy• Better Problem Solving and Creativity• Enhanced Leadership, Influence and Team Performance• Collaboration and Synergy• Improved Work Climate and Culture• Better Interpersonal Connection and Effectiveness• Greater Initiative and Commitment | <ul style="list-style-type: none">• Reduced Stress• Lower Levels of Bias and Mistrust• 70% Reduction in Absenteeism (3 years)• Up to 94% Decrease in Turnover• Decreased Burnout• Minimized Negative Emotions• Decreased Negatives Due to Stress• Fewer Aggression and Hostility Issues• Less Safety-Related Violations• Fewer On-the-Job Accidents• Lower Workers Compensation• Fewer Disengaged Workers• Less Turnover |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

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

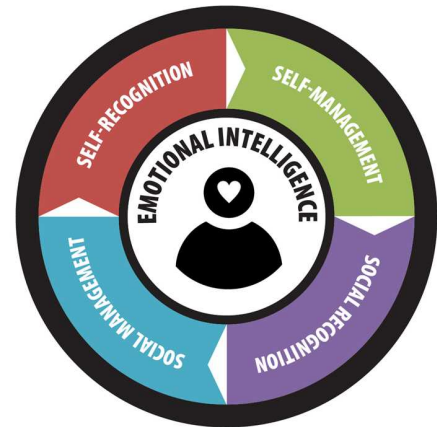
- It shapes our interactions with others and our understanding of ourselves
- It defines how and what we learn
- It allows us to set priorities
- It determines the majority of our daily actions

How It Works:

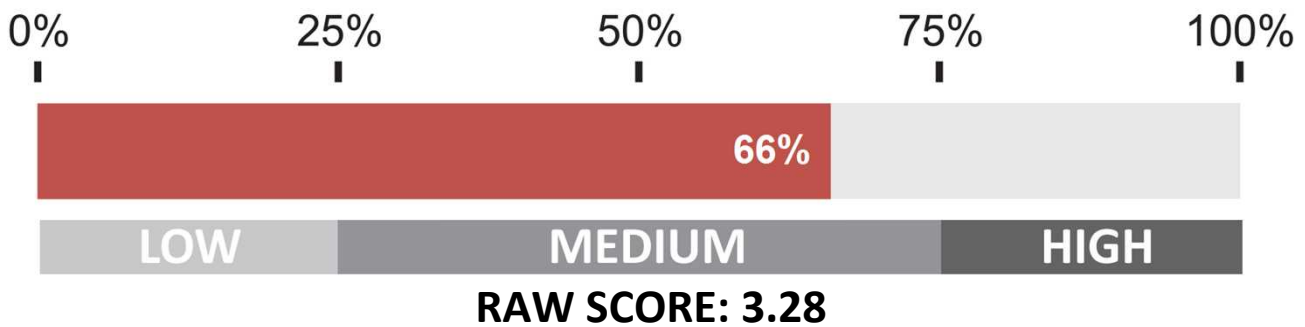
EQ is based on an internal loop. It begins with **awareness** of emotions and temperament. It continues on through **understanding** and moves towards **discipline** and **management**. After the initial personal cycle, it **connects** to the emotions of others.

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

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



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

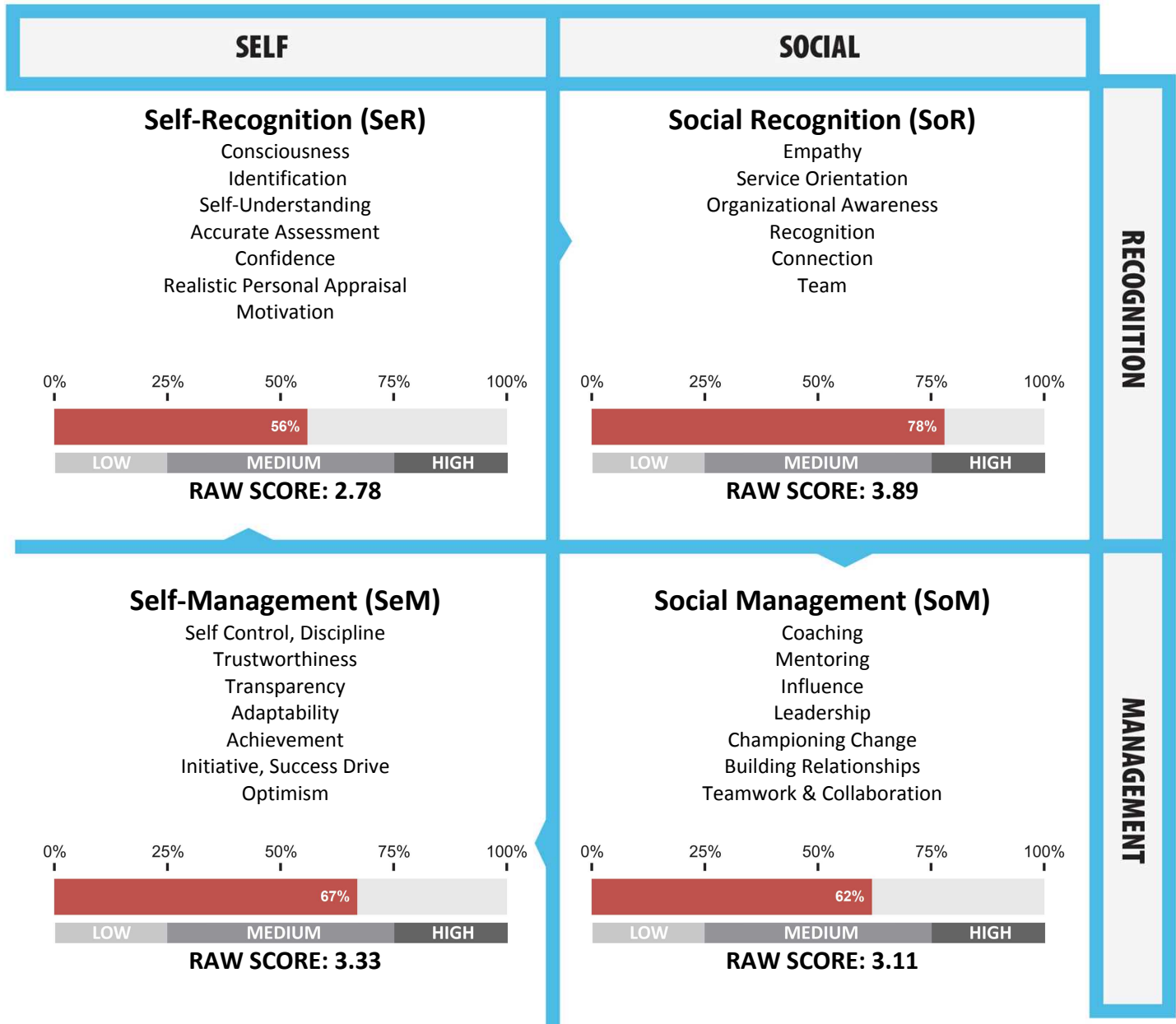


Note: The Raw Score gives an average based on a scoring range from 1-5.

The Emotional Intelligence (EIQ) Quotients

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

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

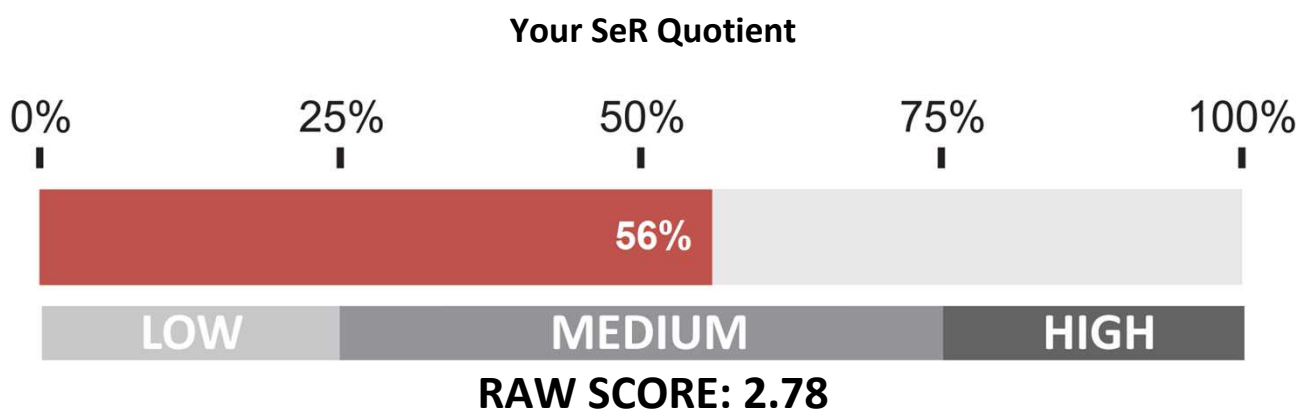


Quotient 1: Self-Recognition (SeR)

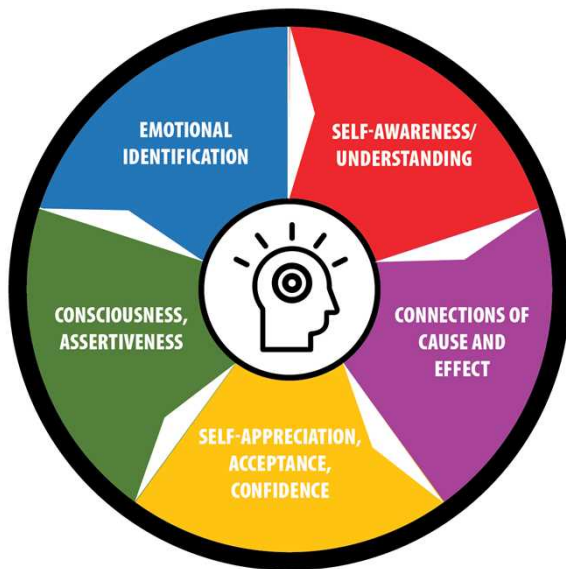
The self-recognition quotient reflects self-awareness and understanding, personal acceptance and an overall understanding of personal psychology. Self-awareness is foundational to social awareness and self-management.

Factors Include:

- Personality elements
 - Learning styles
 - Mental state/Attitude
 - Comfort and discomfort
 - Strengths and weaknesses
 - Biofeedback
 - Self-acceptance
 - Self esteem
 - Temperament
 - Tension/stress levels
 - Spirituality
 - Conscience
 - Emotional well-being
 - Assertiveness
 - Authenticity
 - Character
 - Confidence
 - Internal empathy
 - Self-perception
 - Mindfulness
- **A percentage score lower than 25%** shows a strong opportunity to develop greater self awareness and reduce inner tensions.
 - **A percentage score between 25% and 75%** indicates a general understanding of self and transitions in thought/emotion.
 - **A percentage score greater than 75%** shows a high level of self awareness and esteem. This indicates someone who understands well who they are.



Self-Recognition (SeR) Scores



Self Awareness



Cause and Effect



Self Appreciation



Consciousness & Assertiveness



Emotional Identification



Self Recognition is comprised of 5 sub-categories:

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

Details of Your Self-Recognition Scores

Self-Awareness/Understanding: 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?

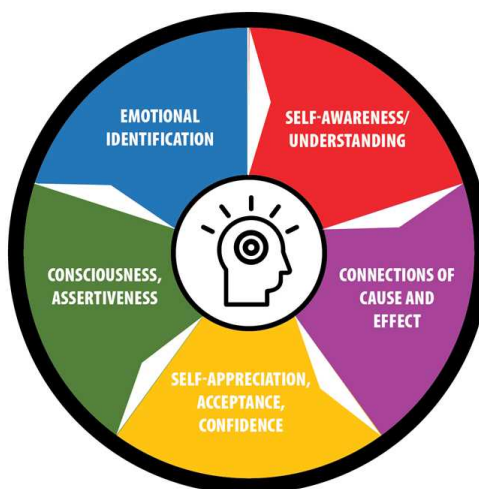
How do your emotions, moods and temperament affect your personal life and professional performance?

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

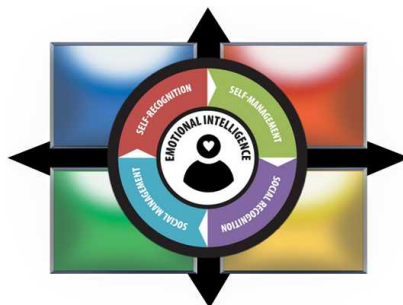
Are you aware of the effects your feelings have? Are there ways to choose positive emotions and minimize negative ones?

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 |

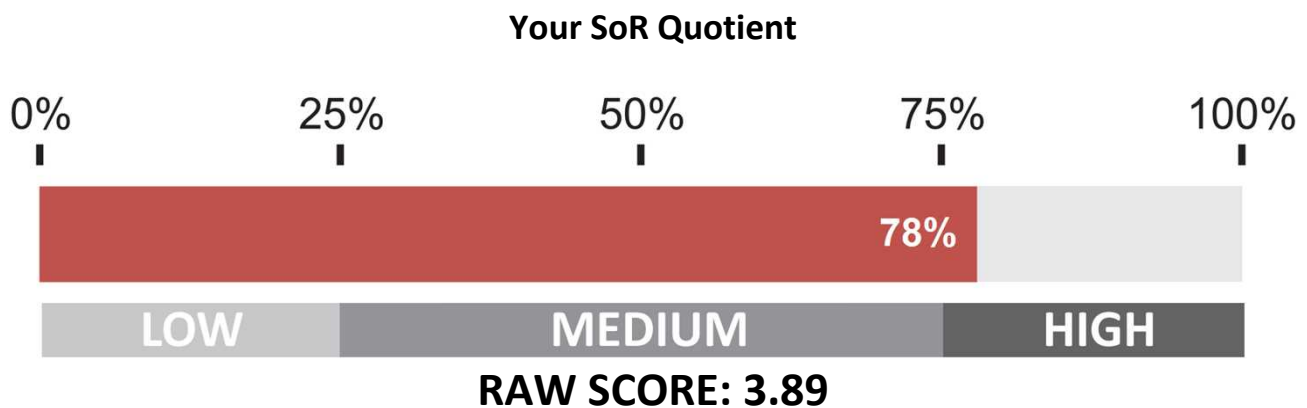


Quotient 2: Social Recognition (SoR)

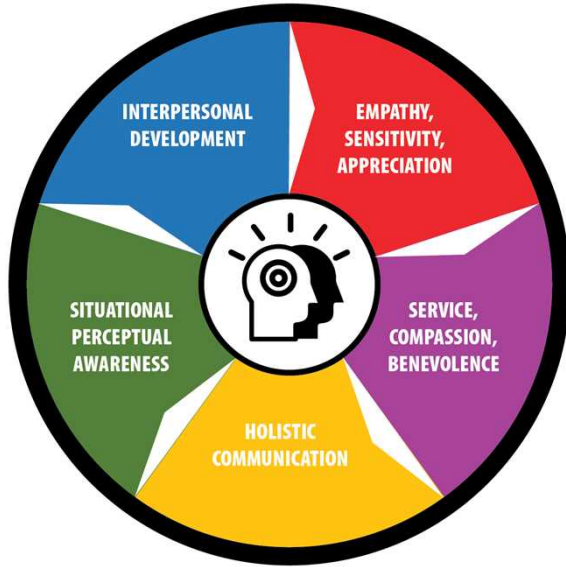
The social recognition scale reflects awareness and consideration of the feelings and responses of others. The ability to empathize and maintain sensitivity to the moods and emotions of others allows for superior intuition and connection.

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?

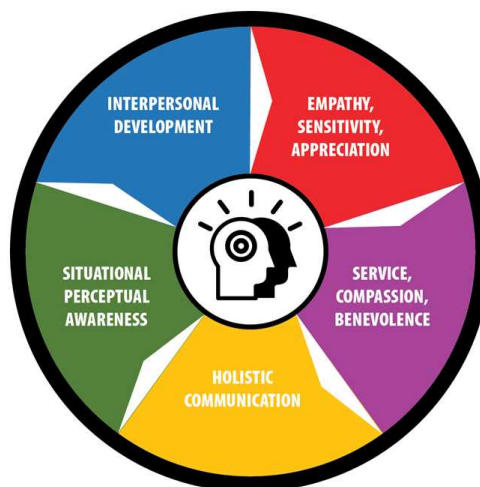
How can you deepen connections, improve performance, and expand relationships?

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

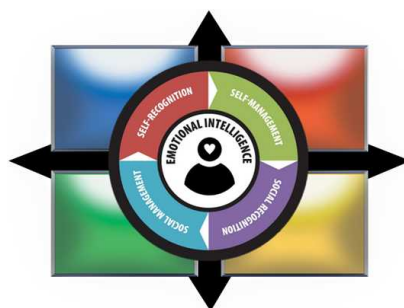
How does awareness of others' feelings impact project success and teamwork?

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 |

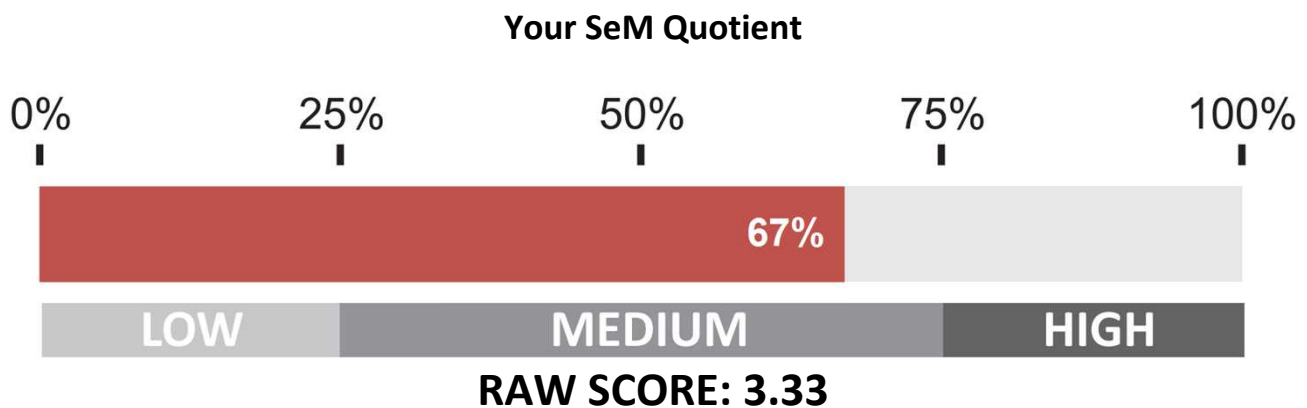


Quotient 3: Self-Management (SeM)

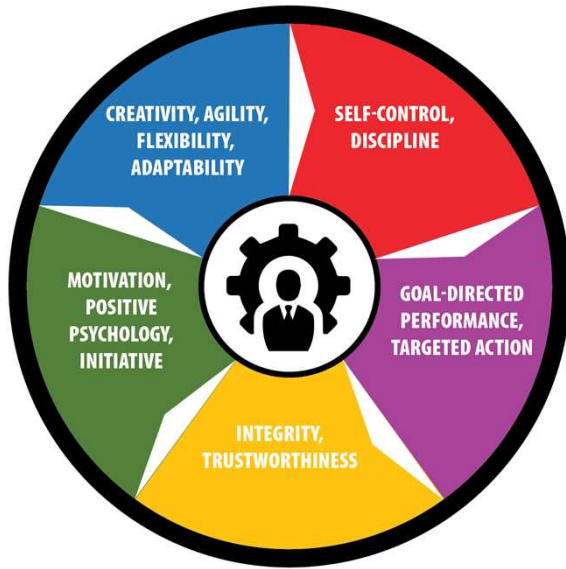
The self-management quotient indicates self-evaluation coupled with self-regulation. The awareness and discipline to control and harness feelings directly impacts the ability to achieve personal objectives and develop inner resolution. Satisfaction, happiness and contentment are results of self-management.

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?

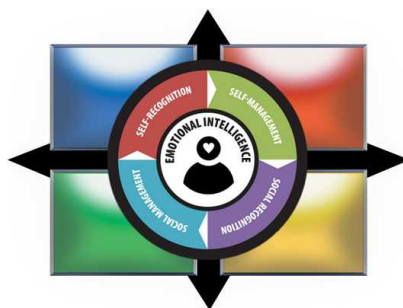
Can you actively make choices to control emotions? Do you have internal responsibility?

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 |

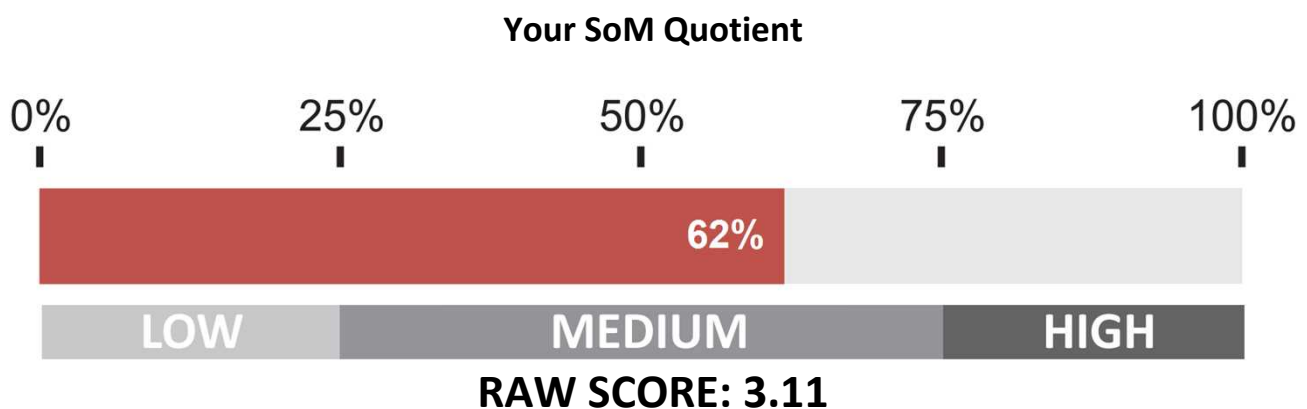


Quotient 4: Social Management (SoM)

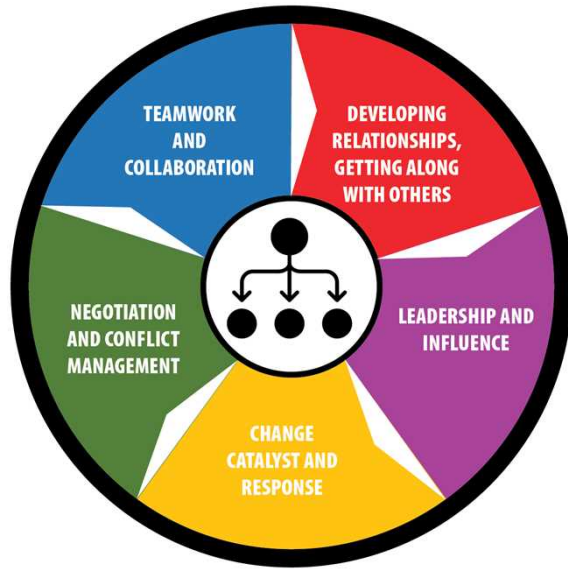
Social/Relationship management includes interpersonal skills and focuses intelligence on generating results. This social intelligence fosters collaboration and connection to tap the power of synergy.

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?

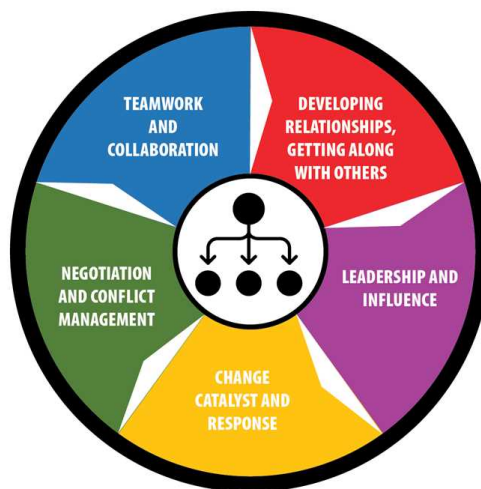
How can you read the feelings of others accurately?

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

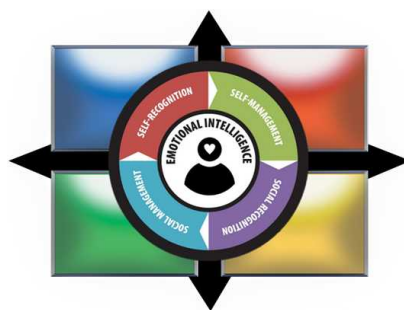
How do you separate responses from reactions? How can you choose to be more proactive?

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, negation and emotional connection.

Now What?

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

After taking this assessment and reading your report, you are probably even more interested in learning as much as possible to improve your emotional intelligence (EIQ). You might believe you can absorb the suggested improvements quickly and retain them until they become second nature, right? Wrong! You must improve your EIQ through ongoing practice. Competence breeds confidence, which leads to inner motivation.

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

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