

**Great leaders know themselves and the  
people they serve**



## **DISC and Emotional Intelligence EIQ-2**

A Dual Evaluation of Behavioral & Emotional Intelligence Styles

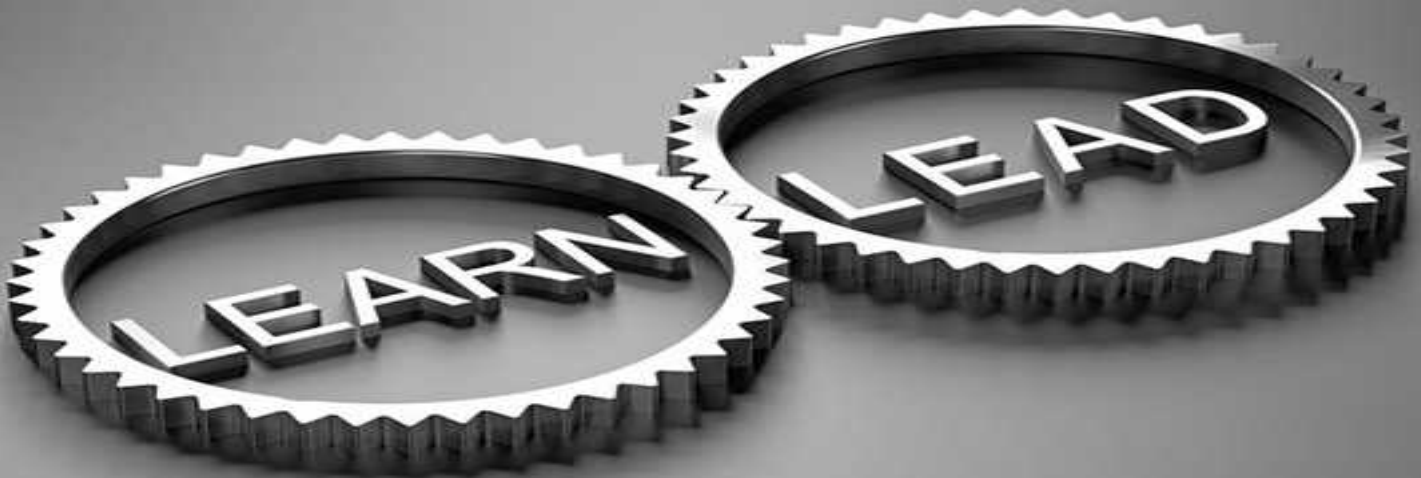


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Report For: **A H**

Focus: **Work**

Date: **9/14/2022**



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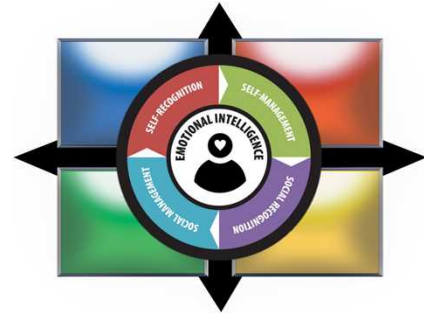
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## DISCstyles™ & EIQ-2 Integration Report

### 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 our own style, recognize and cognitively adapt to different styles, and develop a process to communicate more effectively with others.



**Emotional Intelligence** is a way of recognizing, understanding, and choosing how we think, feel, and act. It shapes our understanding of ourselves and our interactions with others. It defines how and what we learn; it allows us to set priorities and determines the majority of our daily actions and interactions. Research suggests it is responsible for as much as 80% of the "success" in our lives, both personally and professionally.

The EIQ-2 report introduces the EIQ model and provides personalized and comprehensive development in each of the four quotients: **Self Recognition (SeR), Social Recognition (SoR), Self Management (SeM), Social Management (SoM)**. With this report, you will learn about the factors contributing to each of the quotients in greater detail and be given deeper insight into what characteristic factors make up each quotient.

Additionally, you may evaluate your own scores in each quotient, identify ways to improve your score in each, examine ways 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	Charming	Understanding	Accurate
Competitive	Confident	Friendly	Precise
Daring	Convincing	Good Listener	Analytical
Direct	Enthusiastic	Patient	Compliant
Innovative	Inspiring	Relaxed	Courteous
Persistent	Optimistic	Sincere	Diplomatic
Adventurous	Persuasive	Stable	Detailed
Problem-Solver	Sociable	Steady	Fact-Finder
Results-Oriented	Trusting	Team Player	Objective

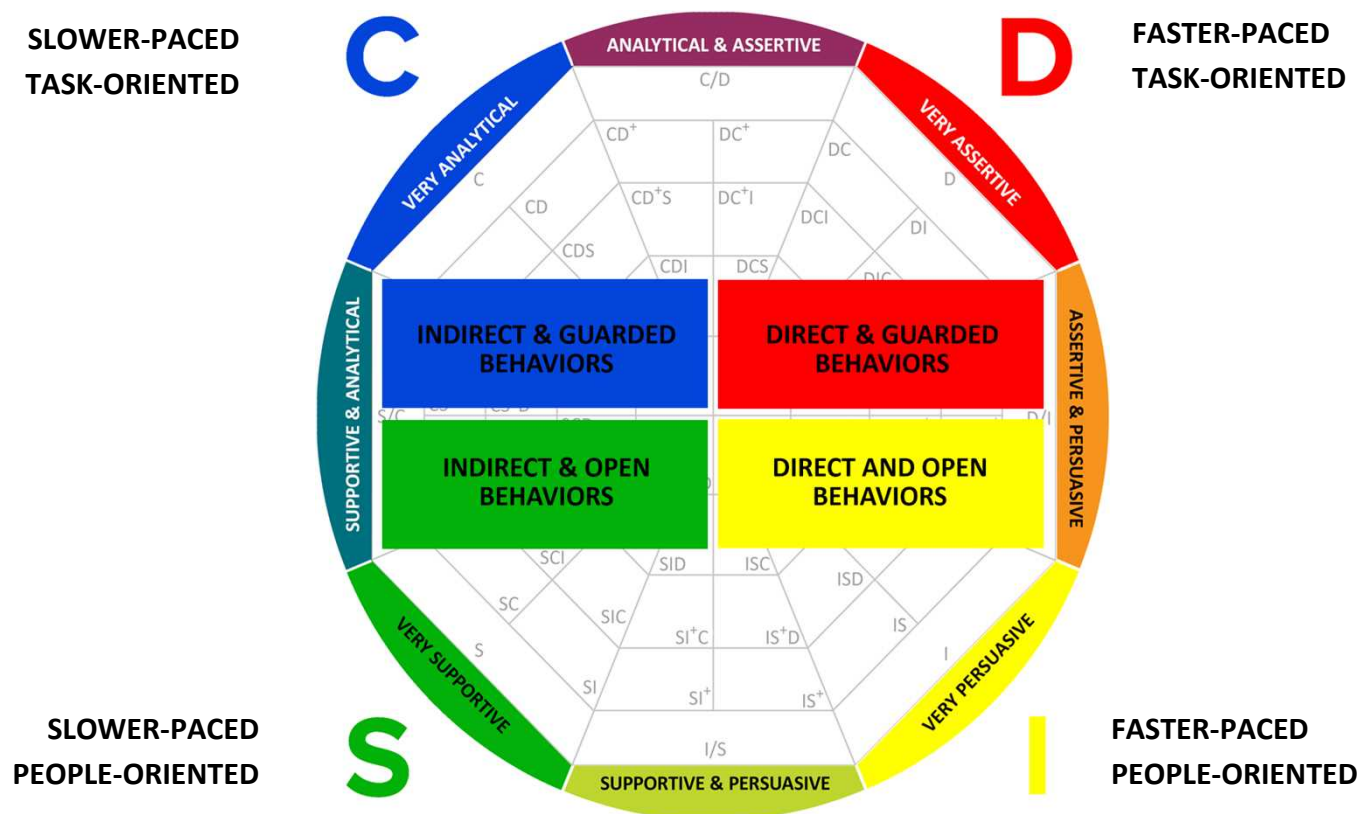
### DIRECTNESS AND OPENNESS OF EACH STYLE

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

### PACE AND PRIORITY OF EACH STYLE

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

## PACE AND PRIORITY OF EACH STYLE



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

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

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

## COMMUNICATING WITH THE 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.*

Your responses indicate that you tend not to force your own ideas on others with edicts, but rather by offering carefully considered suggestions. This can be a key point of success in a variety of areas. It helps build both rapport and credibility with others and is a strength that you can affirm in a genuine way. The combination of your listening skills, people skills, and innate sincerity allow you to influence others and thus affect the results.

You have the ability to persuade others, not with hype, but rather with warmth, sincerity, and understanding. These are perhaps considered "soft sell" tools, but they can make a big impact. This skill comes from the merging of your "people skills," along with the fact that you tend to be more modest when dealing with people.

A, the responses you gave indicate that you tend to be unselfish and sensitive to the needs of others. This is a rare type of generosity that comes with no strings attached, hidden agendas, or ulterior motives. People who score like you get a genuine "rush" when they are helping others. That's the up-side. The flipside is that you may need to monitor yourself closely to make sure you are not spreading yourself too thin in your efforts to please everybody.

You score like those who prefer to establish long-term relationships, rather than brief, superficial ones. This perhaps comes from your preference toward stability in your lifespace, and longer-term relationships may bring that stability. Friendships and acquaintanceships you have made in the past are important to you, even now.

You score like those who are socially poised without being overly controlling. You have the ability to project confidence and poise that is perceived as sincere and genuine. Others are likely to notice this, allowing you to develop trust and credibility with them easily.

Your response pattern to the instrument indicates that you have an empathetic listening style. As you know, this is a rare gift. Some listening skills can be taught, but the inherent, sincere listening that you demonstrate is something innate.

You tend to have a long fuse and seldom become visibly angry or agitated. You may harbor internal anger, but you tend not to vocalize it to those involved, instead perhaps "venting" to others not involved in the project. Overall, you tend not to seek direct confrontation about what is making you upset, which is a good thing as long as you don't let such conflicts boil to the surface.

Others may tend to seek you out for assistance or advice. This is because they perceive you as being sensitive to their needs, and because you provide a stable and consistent point of view for them. You may be seen as a coach or counselor that they can count on to listen to ideas and input. That's good, as long as it doesn't hamper your ability to complete your own tasks.

## 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: Coach

Coaches are adept at solving "people problems." They are seen as warm, empathetic and insightful. They like to form extended personal relationships and often develop a reputation for unobtrusive, contributory efforts when working with others. They can become too lenient with marginal contributors and tend to be too mild when issuing corrections, directions and expectations.

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

- **Emotional characteristic:** Wants to be seen as warm and open by others.
- **Goals:** Building personal connections and positive feelings.
- **How others are valued:** Favorable recognition of others; finds the basic decency in them.
- **Influences group:** Through personal relationships and being open to others' ideas, problems and needs.
- **Value to the organization:** Will bring stability to group efforts with predictable actions and will possess good listening skills.
- **Cautions:** Can become too tolerant and may avoid needed direct confrontations.
- **Under Pressure:** Can become too accommodating, trusting and sharing too much with others.
- **Fears:** Having to pressure others or being seen or blamed as the source of pain or problems by others.

## WORD SKETCH - Adapted Style

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

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

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

## WORD SKETCH - Natural Style

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

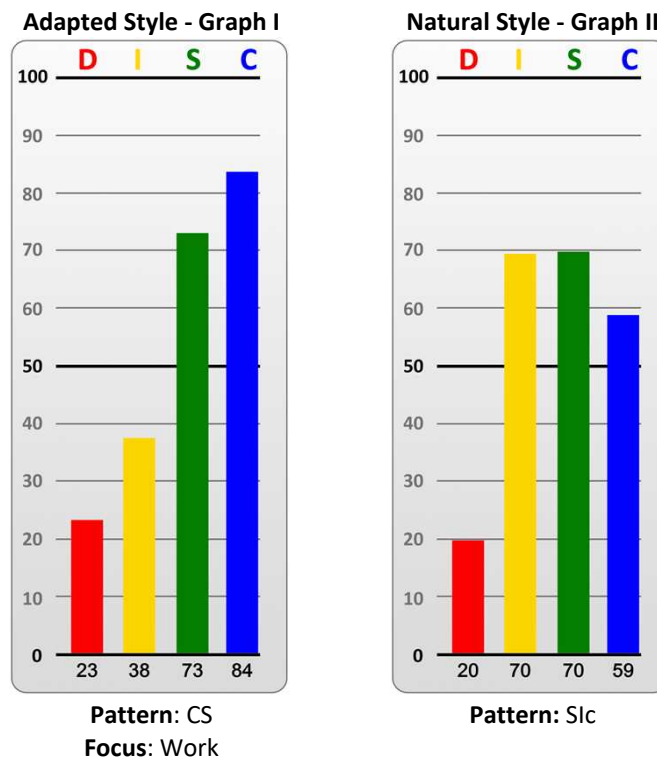
This chart shows your NATURAL DISC Graph as a “Word Sketch.” Use it with examples to describe why you do what you do and what’s important to you when it comes to (D)ominance of Problems, (I)nfluence of People, (S)teadiness of Pace, or (C)onscientiousness of Procedures. Share more about the specific needs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

	<b>D</b>	<b>I</b>	<b>S</b>	<b>C</b>
DISC Focus	Problems/Challenges	People/Contacts	Pace/Consistency	Procedures/Constraints
<b>Needs</b>	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
<b>Emotions</b>	Anger, Impatience	Optimism, Trust	Patience, Non-Expression	Fear, Concern
<b>Fears</b>	Being taken advantage of/lack of control	Being left out/loss of social approval	Sudden change/loss of stability and security	Being criticized/loss of accuracy and quality
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<b>1</b>	agreeing cautious conservative contemplative modest restrained	introspective pessimistic quiet pensive reticent suspicious	active change-oriented fault-finding impatient restless spontaneous	arbitrary defiant fearless obstinate rebellious sarcastic

## DISCstyles Graphs for A H

Your Adapted Style indicates you tend to use the behavioral traits of the CS style(s) in your selected Work focus. Your Natural Style indicates that you naturally tend to use the behavioral traits of the SIc 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 you have scores under 10 or over 90, these are extended scores where the behavior becomes a **need**. If expressing that behavior isn't possible, you'll likely create situations where that *behavioral need* can be met.

If the bars 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 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.

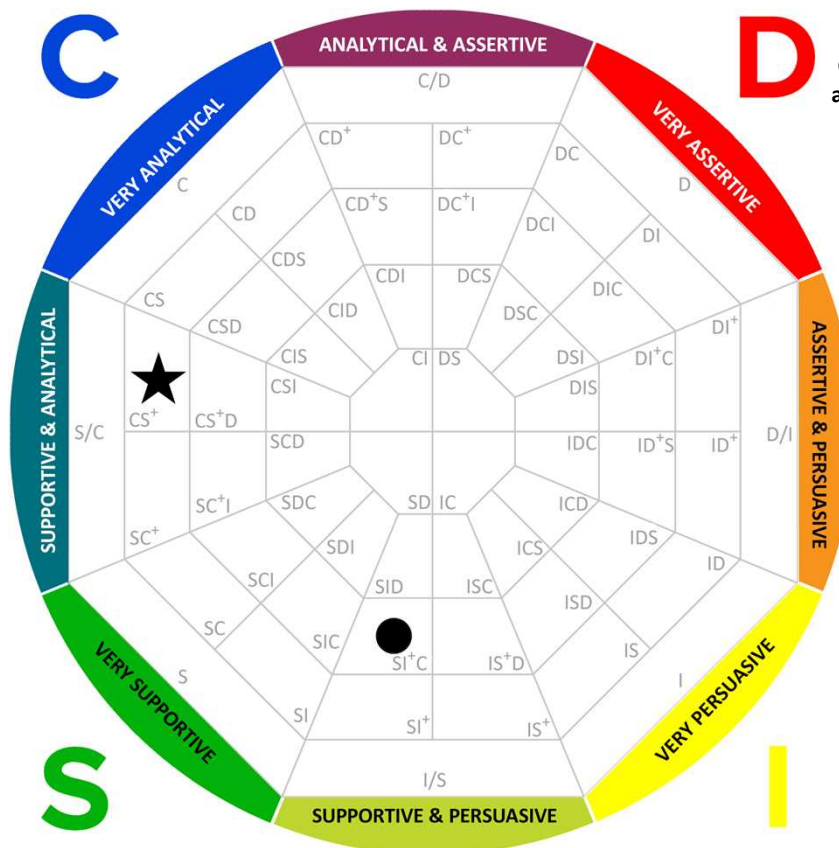
Data, Fact & Analysis  
Based. Precise & Accurate  
Trusts in the Value of  
Structure, Standards &  
Order. Sees the value of  
"Rules".

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 A, *DO*:**

- Present your ideas and opinions in a non-threatening way.
- Join in with some name-dropping and talk positively about people and their goals.
- Ask for A's input regarding people and specific assignments.
- Put the details in writing, but don't plan on discussing them too much.
- Show sincere interest in A as a person.
- Break the ice with a brief personal comment.
- Plan some extra time in your schedule for talking, relating, and socializing.

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

- Be vague or ambiguous.
- Manipulate or bully A into agreeing.
- Leave decisions hanging in the air. Be certain all decision points have reached closure and result in plans for action.
- Be impersonal or judgmental.
- Talk down to A.
- Be overly task-oriented.
- Let the discussion with A get caught in dreams too much, otherwise you'll lose time.



## 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:**

- Flexibility to circulate and talk with a variety of people.
- A work culture that is supportive of family activities and commitments.
- Projects and assignments that provide interpersonal contact, and an opportunity to help both internal and external stakeholders.
- Evidence that a new process has been successful in similar applications.
- Acceptance as a positive and supportive member of the organization and team.
- Identification with the organization, team, and others with whom a spirit of work responsibility has been established.
- A supervisor, manager, or board who practices a democratic leadership process.

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

- To be more realistic and ambitious in setting deadlines for team projects.
- Increased urgency in decision making.
- To learn to say "no" more often in order to avoid spreading yourself too thin.
- More direction toward work tasks, and less focus on chatting and socializing.
- A sense of belonging to the team or organization as a whole.
- Detailed delegation of responsibilities, to reduce ambiguity and confusion.
- Encouragement to keep the positive spirit and optimism when the pressure is on.

## 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:**

- Your excellent listening style stands as a model for others to observe and follow.
- You demonstrate a high degree of patience in working with others.
- You bring a high "sincerity factor" to the team climate.
- You work hard to achieve the team's goals and objectives.
- You are able to reach goals by working with and supporting the efforts of others on the team.
- You are able to negotiate conflicts into win-win situations.
- You are able to build positive relationships with internal and external stakeholders.

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

- You show a high degree of persistence in working on projects, especially over the long haul.
- You meet new people easily and prefer networking with others rather than working in solitary conditions.
- You tend not to force your own ideas on others with edicts, but rather by offering considered suggestions.
- You are optimistic and motivated to be an excellent team player, able to defer your ego when working with others who may prefer having more control of the situation.
- Your empathetic nature and sensitivity toward people may lead others to seek you out as a coach or counselor, or ask to assist them with a personal or team problem.
- You are perceived by others on the team as a good listener.
- On the job, you tend to say "yes" more often than "no," when asked to help out with a colleague's project or problem.

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

- Specialized assignments that also involve working and communicating with a variety of people.
- A balance between some stable, predictable work activities and some variety and change on a regular basis.
- A favorable working climate containing positive attitudes and optimistic spirit.
- A participatory manager or board with whom a democratic relationship has been established.
- A job culture where there is little hostility, confrontation, anger, or pressure.
- A work culture that allows for your natural interest in helping others learn and grow professionally.
- Support and appreciation of your individual efforts.

## The S Style

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

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

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

- Easy to make friends
- Accepting of others
- Not an extremist
- Modest

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

- Uncertain
- Doesn't accept responsibility
- Low sense of urgency
- Overly tolerant with non-producers

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

- Relationships
- Personal assurance
- Reassurances that you are liked

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

- You tend to do things to help and benefit others with the expectation that they will reciprocate in some appropriate way. However you rarely share these expectations. As a result, the other person fails to meet your expectations; leading to more repressed anger or hurt feelings on your part.
- The anger and dissatisfaction that you have been repressing builds up inside of you and eventually some (often, trivial) event will trigger an explosion, releasing a torrent of angry words and a litany of past offenses -- often in considerable detail. Once you have vented this built up emotion, you return to your normal behavior.
- You are quite uncomfortable with conflict, aggression and anger. You will do whatever you can to avoid such situations. If you are not able to physically avoid a situation involving conflict or anger, you will probably attempt to ignore it, functioning as best you can without interacting -- or interacting very superficially -- with others.

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

- Be sure to clarify any instructions or communications that you do not fully understand, no matter how busy the other person may appear to be. Pay particular attention to the desired results and timeframes.
- Ask for what you need from your supervisor, friends and coworkers. Do not expect them to know what you want or what you are thinking. This will avoid many misunderstandings and increase your effectiveness and efficiency.
- Share your needs, feelings and expectations with your friends and coworkers.

## Potential Areas for Improvement

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

*As you consider ways to 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 may hesitate to correct or discipline those who report to you, for fear of offending someone.
- You may need some coaching in time management; for instance, in setting more ambitious deadlines.
- You may tend to take constructive criticism personally, possibly losing focus as to how it relates to the task.
- You may show less emphasis on productivity and more emphasis on the "people side" of a project.
- You may be a bit of a grudge-holder toward those who offer criticism.
- You may have difficulty with quick decision making because of your need to consider the "people side" of all issues.
- You may be rather indirect in providing instructions, because you don't want to impose your will on others.

## 12 Behavioral Tendencies - Summary

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

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

## 12 Behavioral Tendencies – Details & Graphs

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

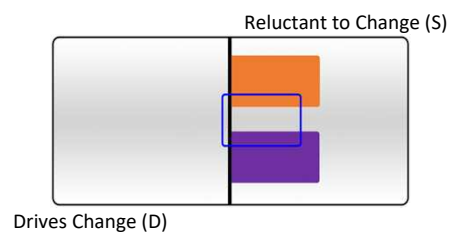
### Interpretation Notes:

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

### Change Resistance

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

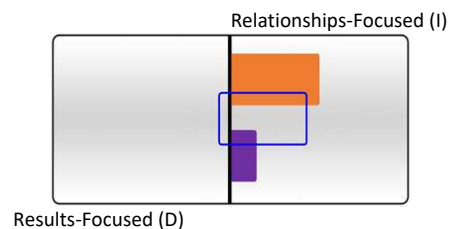
**Adapted (HM):** Consistent with natural style



### Building Rapport

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

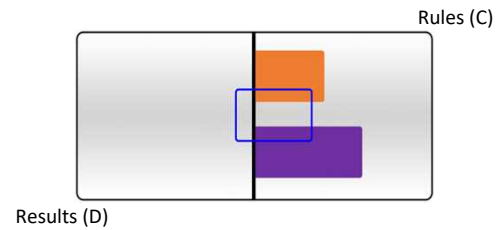
**Adapted (MOD):** Your interactions are driven by both a desire to connect with others socially, and to get the work done and reach results. If you can do both at once, that's great!



### Prioritizing

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

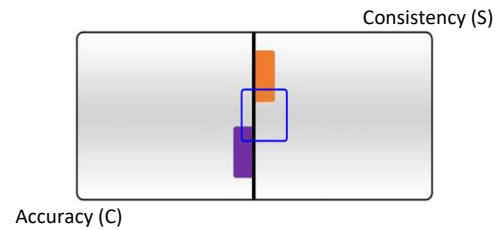
**Adapted (HI):** Consistent with natural style



### Work Process Alignment

**Natural (MOD):** Your process and follow through is balanced between keeping things methodical and steady and upholding quality standards to be sure what you are doing is accurate and precise. There may be times when you process information and then follow through based on an equal emphasis on accuracy and consistency. These two, when balanced, will ensure great outcomes.

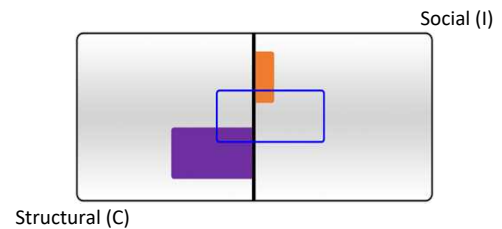
**Adapted (MOD):** Consistent with natural style



### Expressing Openness

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

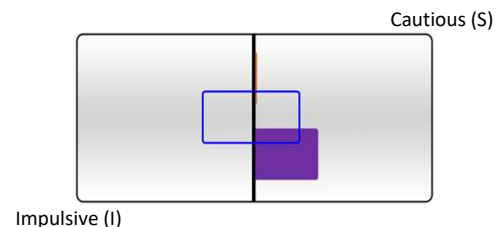
**Adapted (LM):** You are somewhat comfortable when focused on the structure, detail and accuracy preferring some time for planning and consideration of consequences before acting. You are likely to be more confident with data, information and procedures that ensure accuracy and precision. Remember,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



### Careful Decision Making

**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.

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

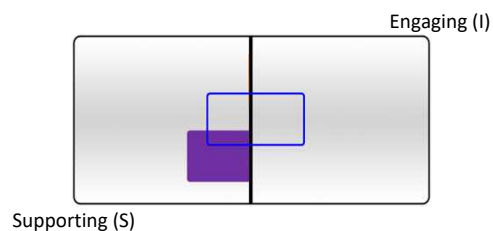




### Customer & Team Interaction

**Natural (MOD):** You can be engaging and persuasive while providing support and stability in your interactions with others. You are likely to balance the needs of others, creating a relationship and ensuring their needs are met. This can effectively create loyal and trusting relationships.

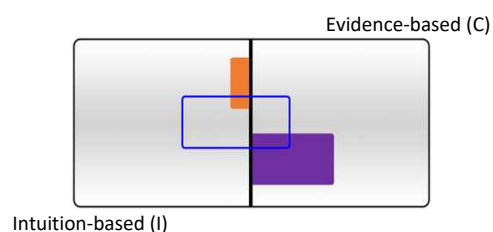
**Adapted (LM):** You are likely to focus on providing support and a calming presence to others, often caring for their needs in a way that builds trust and confidence in your service. You are more likely to do whatever you can to make sure others are taken care of and get what they require. It is important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



### Reasoning

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

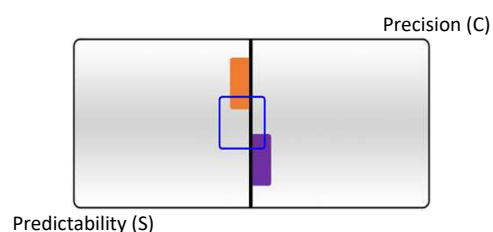
**Adapted (HM):** You often rely on data and evidence to ensure decisions reflect the right thing to do, and will seek verification to make complete and accurate judgments. You are likely think through things with careful and thoughtful consideration, often weighing risks and examining the proof and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



### Accuracy

**Natural (MOD):** Your plans are a combination of careful deliberations to ensure quality outcomes, and systems and processes that allow forward movement in a steady environment. You are likely aware of both predictability and precision when making plans. You will have more positive outcomes when using balanced planning.

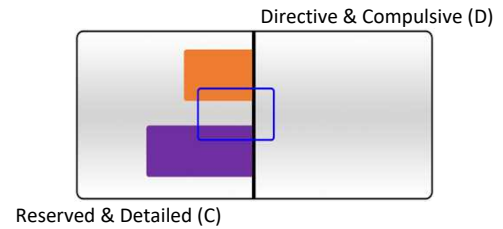
**Adapted (MOD):** Consistent with natural style



### Providing Instruction

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

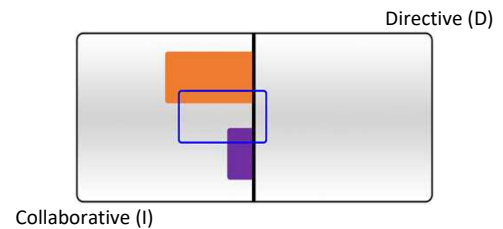
**Adapted (LOW):** You are very likely to precisely follow established structural and procedural guidelines, enforcing the need for accuracy and compliance to most guidelines and protocol. Keep in mind that a strict adherence to the rules may be difficult for others who are more flexible.



### Self-Reliance

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

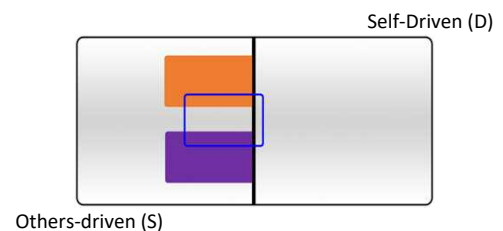
**Adapted (MOD):** You balance results and interaction, getting things done efficiently, but also involving others to get this accomplished as effectively as possible. You are likely to be productive and efficient whether working independently or in collaboration with others, depending on the circumstances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



### Personal Drive

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

**Adapted (LM):** Consistent with natural style



## Summary of A H'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.

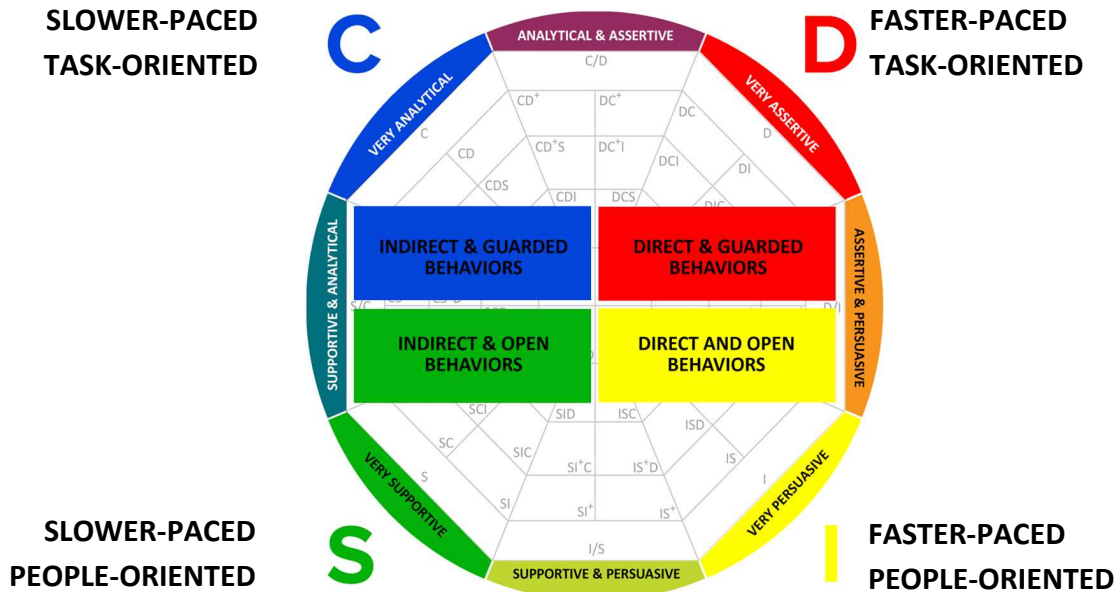
### Words of Advice:

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



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



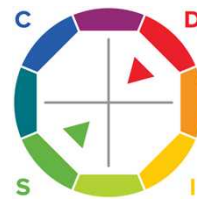



Directness & Openness		Pace & Priority	
<b>D</b>	Tends to be <b>direct</b> and <b>guarded</b>	<b>Fast</b> -paced and <b>task</b> -oriented	
<b>I</b>	Tends to be <b>direct</b> and <b>open</b>	<b>Fast</b> -paced and <b>people</b> -oriented	
<b>S</b>	Tends to be <b>indirect</b> and <b>open</b>	<b>Slow</b>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

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

## Communicating with each Style

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

## Tension Among the Styles

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



## To Modify Directness and Openness

### DIRECT/INDIRECT

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

### GUARDED/OPEN

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

## To Modify Pace and Priority

### PACE

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

### PRIORITY

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

## Adapting in Different Situations: AT WORK

### DOMINANT STYLE

#### HELP THEM TO:

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

### INFLUENCING STYLE

#### HELP THEM TO:

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

### STEADY STYLE

#### HELP THEM TO:

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

### CONSCIENTIOUS STYLE

#### HELP THEM TO:

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

## Adapting in Different Situations: IN SALES AND SERVICE

### DOMINANT STYLE

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

### INFLUENCING STYLE

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

### STEADY STYLE

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

### CONSCIENTIOUS STYLE

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

## Adapting in Different Situations: IN SOCIAL SETTINGS

### DOMINANT STYLE

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

### INFLUENCING STYLE

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

### STEADY STYLE

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

### CONSCIENTIOUS STYLE

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

## Adapting in Different Situations: IN LEARNING ENVIRONMENTS

### DOMINANT STYLE

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

### INFLUENCING STYLE

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

### STEADY STYLE

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

### CONSCIENTIOUS STYLE

- Prefers individual work over group interaction
- Accepts more impersonal training, such as remote or 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 gray; padding: 10px;"><p><b>RELATIONSHIP</b></p><p><b>Name:</b> <i>John Doe</i></p><p><b>Style:</b> <i>High I</i></p><p><b>Pace:</b> <i>Faster-paced</i></p><p><b>Priority:</b> <i>People-oriented</i></p><p><b>Difference:</b> <i>Pace and Priority</i></p><p><b>Strategy:</b> <i>Be more personable, social, upbeat, and faster-paced with John</i></p></div>
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RELATIONSHIP 1	RELATIONSHIP 2
<p><b>Name:</b> _____</p> <p>Style: _____</p> <p>Pace: _____</p> <p>Priority: _____</p> <p>Difference: _____</p> <p>Strategy: _____</p> <p>_____</p> <p>_____</p>	<p><b>Name:</b> _____</p> <p>Style: _____</p> <p>Pace: _____</p> <p>Priority: _____</p> <p>Difference: _____</p> <p>Strategy: _____</p> <p>_____</p> <p>_____</p>

## Create a DISC POWER TEAM

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

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

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

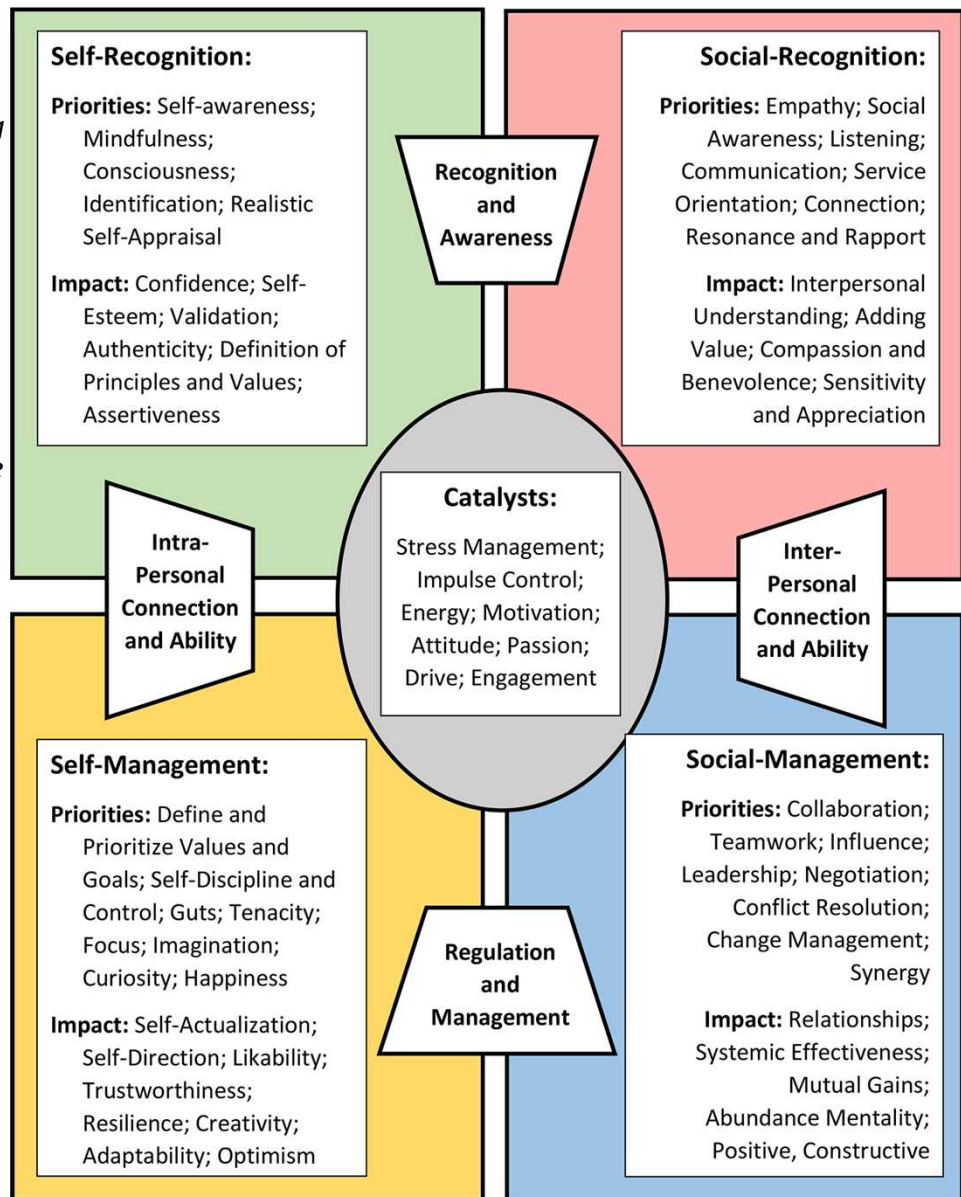
For an upcoming project, consider how your DISC POWER TEAM could accomplish greatness!

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

## 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.*



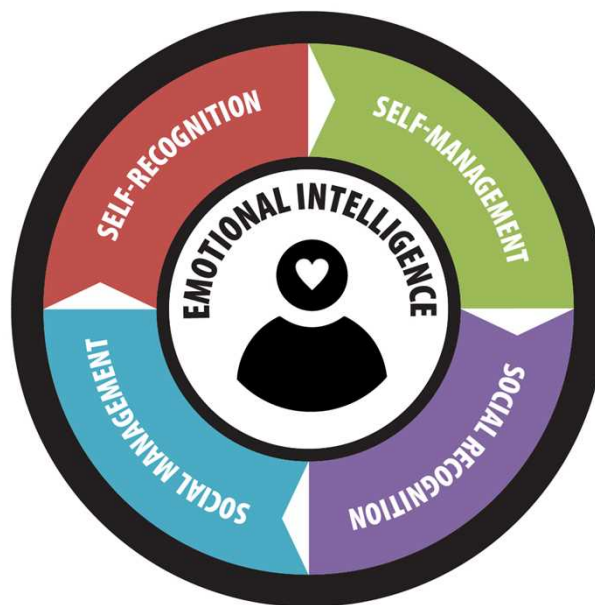
## Emotional Intelligence Report & DISC/EIQ-2 Integration

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

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

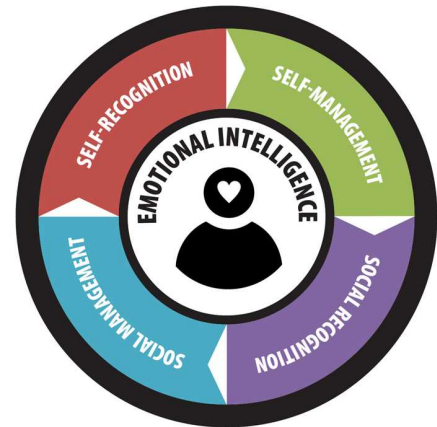
- It shapes our interactions with others and our understanding of ourselves
- It defines how and what we learn
- It allows us to set priorities
- It determines the majority of our daily actions

#### How It Works:

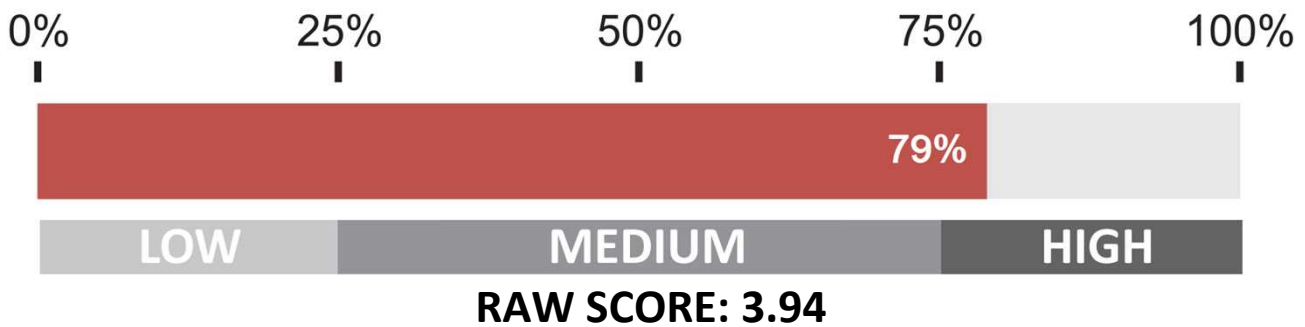
EQ is based on an internal loop. It begins with **awareness** of emotions and temperament. It continues on through **understanding** and moves towards **discipline** and **management**. After the initial personal cycle, it **connects** to the emotions of others.

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:*

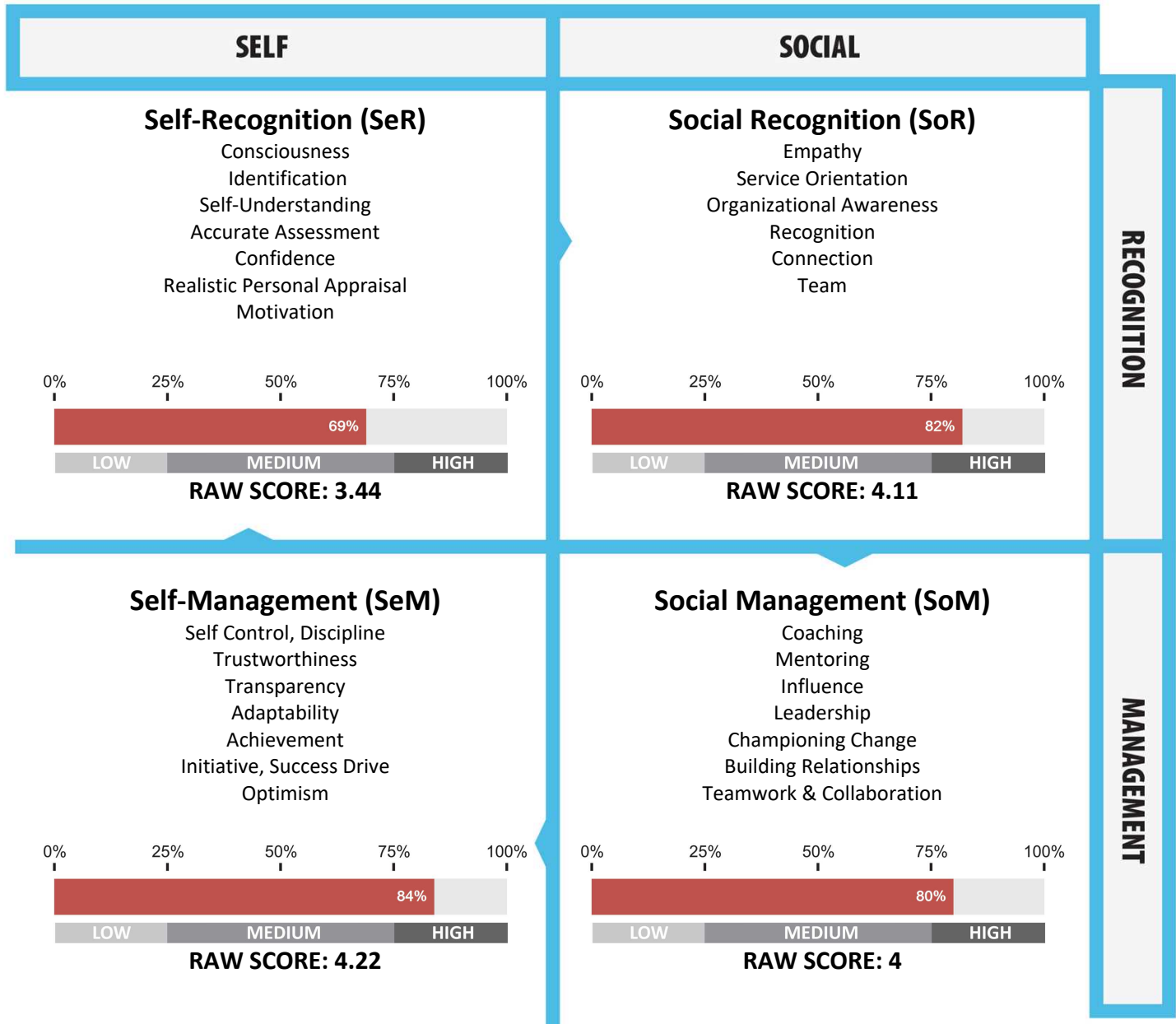


Note: The Raw Score gives an average based on a scoring range from 1-5.

## 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**)

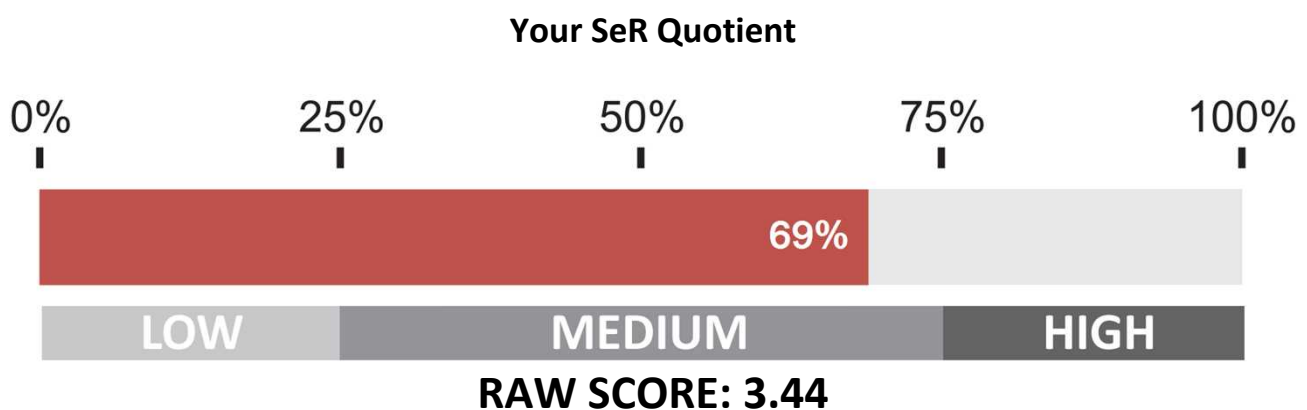


## Quotient 1: Self-Recognition (SeR)

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.

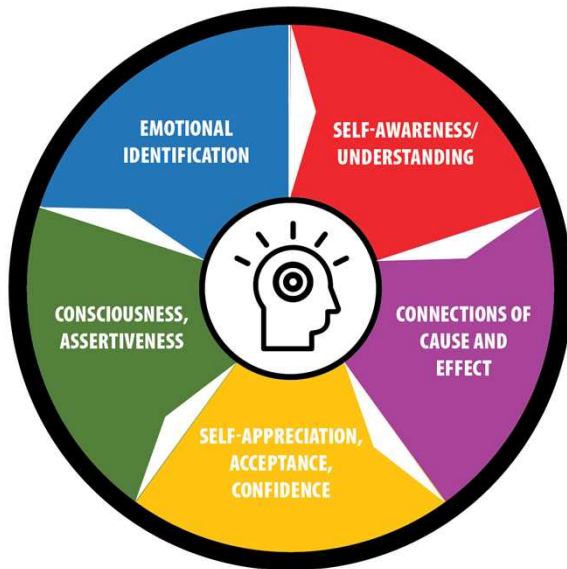
### Factors Include:

- 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: 80%

You tend to be optimistic and focused on what you really want. Use emotional flow to optimize achievement. Filter out feelings that are not productive. Focus on what counts and what it takes to achieve. Expand possibilities daily. Channel feelings into meaningful, measurable results.

### Self Appreciation, Acceptance and Confidence: 90%

You're comfortable with yourself and know what you can do. Develop and expand your horizons. Be careful not to become overconfident and complacent. Look forward to higher levels of achievement and self-actualization.

### Consciousness, Assertiveness: 50%

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: 60%

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: 80%

- Enjoy the feelings of achievement. Move from one victory to the next. Use the positives as fuel for even higher level initiatives. Cultivate the momentum of positive spirals while limiting the drain of negatives.
- Take initiative. Let your motto be "If it's going to be, it's up to me." Find yourself a theme song and anchor positive affirmations to energize and empower action. Be bold and accept challenges. Take the initiative to accept reasonable, calculated risks. Be tolerant of uncertainty and ambiguity and move forward through concerns.
- Be accountable for engagement and motivation. Look towards self-actualization. Look for new horizons and higher levels of excellence. Create a vision board and set the tools in place to sustain enthusiasm. Use internal and external tools to maintain the passion and drive to high achievement. Don't accept anything less than complete success.

### Self Appreciation, Acceptance and Confidence: 90%

- Enjoy your feelings. Savor happiness and take time to live in the moment. Let go of emotional baggage. Let people get to know you. You'll enjoy the connection and they'll respond to the level of quality and character you have.
- Build self-worth and esteem. Develop experiences. Enjoy learning and personal development. Pick out areas you think might be fun and invest time in yourself. Volunteer and give back.
- Become more self-assured and confident. Avoid being cocky or arrogant. Communicate with honesty, kindness and directness. Let others know what you're capable of and deliver the quality and excellence you know you can.

**Consciousness, Assertiveness: 50%**

- 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: 60%**

- 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?

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

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

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

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

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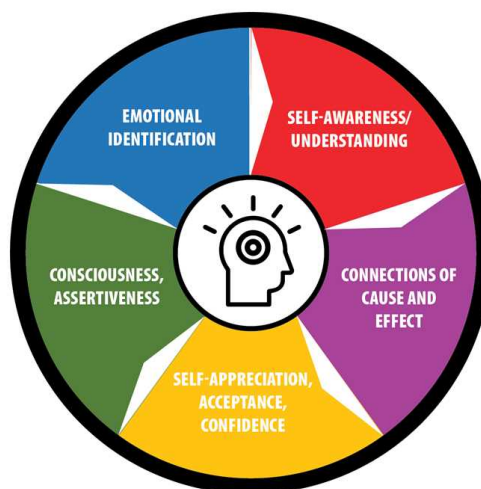
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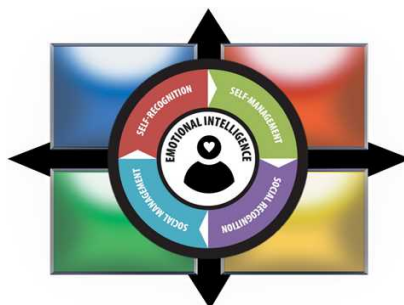
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## Self Recognition

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



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

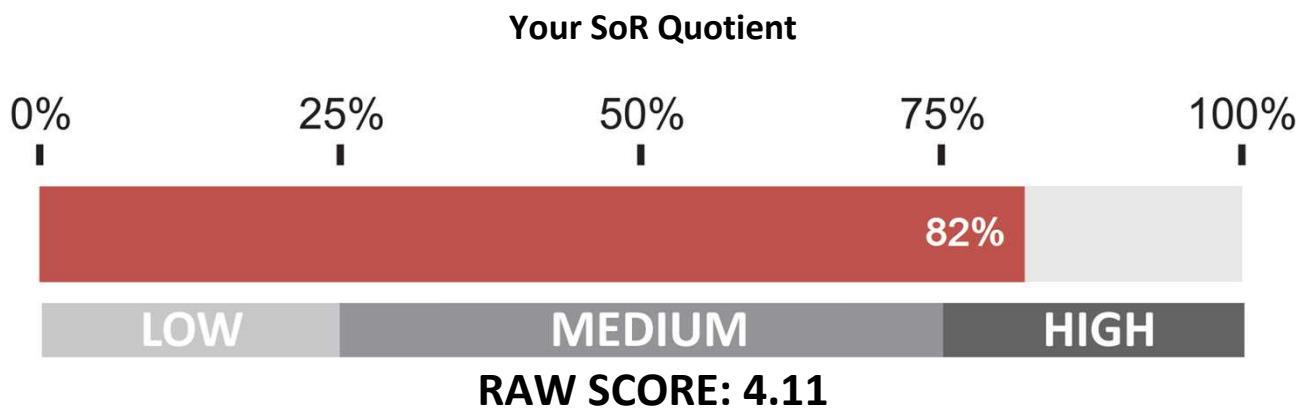


## Quotient 2: Social Recognition (SoR)

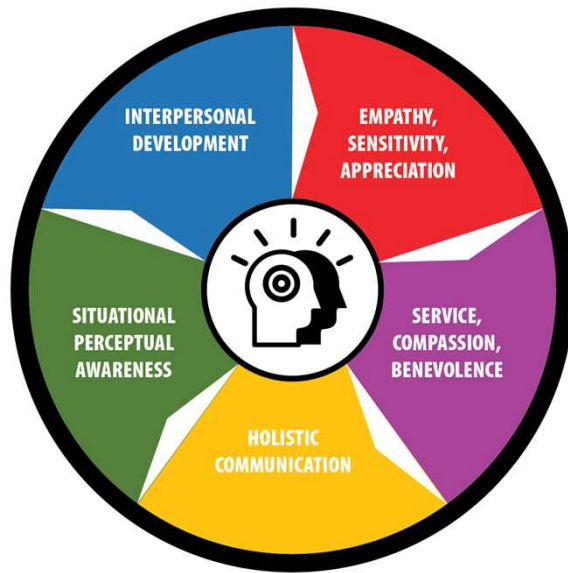
The social recognition scale reflects awareness and consideration of the feelings and responses of others. The ability to empathize and maintain sensitivity to the moods and emotions of others allows for superior intuition and connection.

Factors include:

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



## Social Recognition (SoR) Scores



### Empathy, Sensitivity, Appreciation



### Service, Compassion, Benevolence



### Holistic Communication



### Situational Perceptual Awareness



### Interpersonal Development



Social Recognition is comprised of 5 sub-categories:

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



## Details of Your Social Recognition Scores

### Empathy, Sensitivity, Appreciation: 80%

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

### Service, Compassion, Benevolence: 60%

You miss connecting with the individual and tend to generalize. See different perspectives and possibilities. Every person has a unique set of experiences. Reach out and communicate. Hear their messages. Open channels of communication. When you understand the viewpoints and expectations of others, your ability to offer value rises.

### Holistic Communication: 100%

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

### Situational Perceptual Awareness: 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: 80%

- Listen with purpose and intent. Convert thoughts and feelings to action and results.
- Be available, accepting and approachable. Show connection through positive emotions and optimistic feedback.
- Make an effort to remember and add value. Be sensitive to what they consider important and deliver accordingly.

### Service, Compassion, Benevolence: 60%

- Be sensitive to differences and alternative points of view. Take an active interest in the ways others see situations. Go beyond merely tolerating by accepting, affirming and supporting.
- Seek opportunities to give and contribute to the goals of others. Help can be offered in terms of both intrinsic and/or extrinsic contribution. Giving not only helps the receiver but empowers the give. Take advantage of the giver's dividend.
- Anticipate needs and wants. Be proactive. Respond to the expectations of others and go further. Demonstrate connection by offering before you are asked.

### Holistic Communication: 100%

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

### Situational Perceptual Awareness: 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?

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

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

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

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

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

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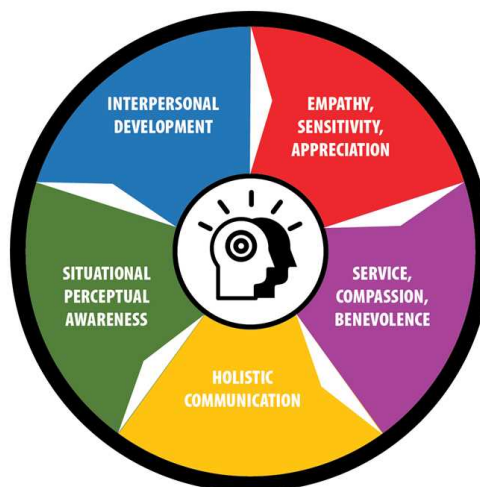
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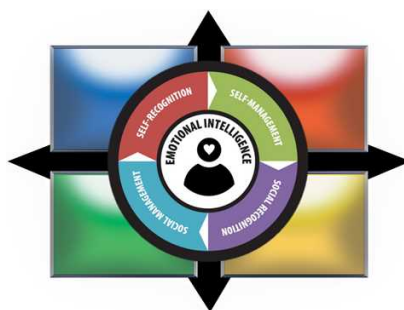
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## Social Recognition

- 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>
<b>Dominance</b>	Low	Low	Sending: High Receiving: Low	Verbal: High Nonverbal: Low	Low
<b>Influence</b>	Moderate	High	Sending: High Receiving: Low	Verbal & Nonverbal: Low to Moderate	Moderate to High
<b>Steadiness</b>	High	High	Sending: Low Receiving: High	Verbal: Low Nonverbal: High	Moderate
<b>Conscientious</b>	Low	Moderate	Sending: Low Receiving: Low	Verbal: Low Nonverbal: Low	Low

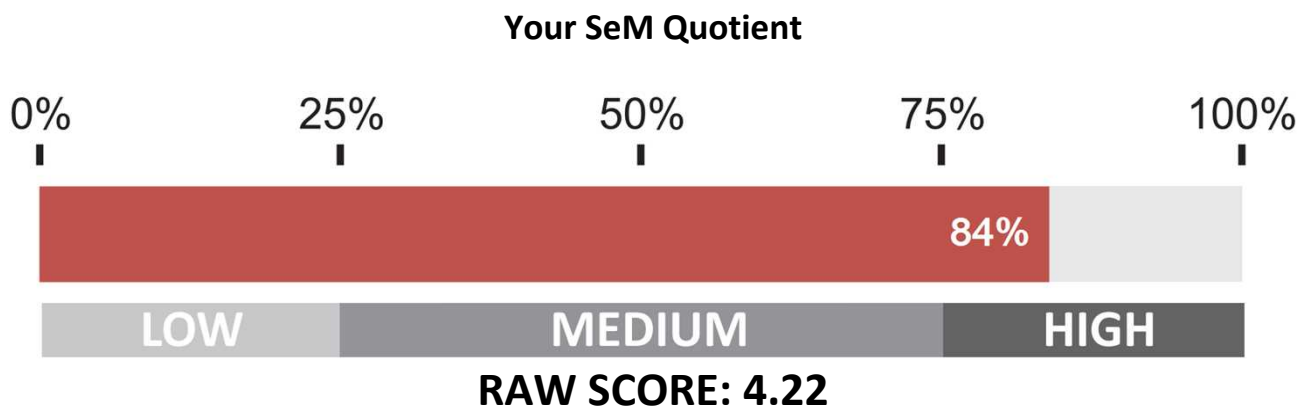


## Quotient 3: Self-Management (SeM)

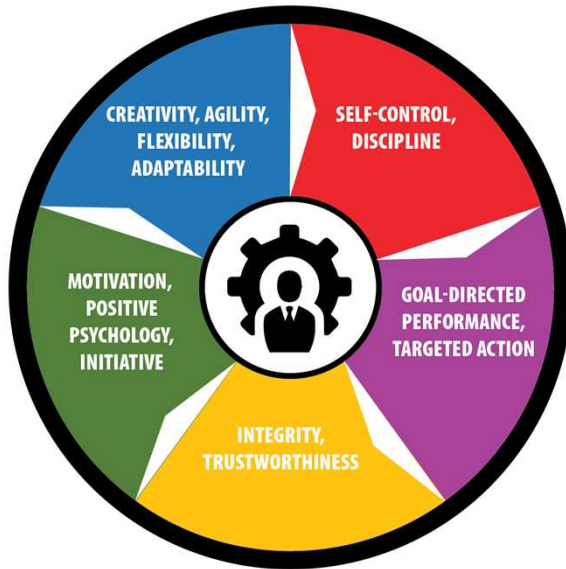
The self-management quotient indicates self-evaluation coupled with self-regulation. The awareness and discipline to control and harness feelings directly impacts the ability to achieve personal objectives and develop inner resolution. Satisfaction, happiness and contentment are results of self-management.

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) Scores



### 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: 80%

You are a high achiever with a plan and a vision. Be sure to challenge and expand horizons. It's easy to become satisfied and complacent when things are going well when efforts are readily and appropriately rewarded. Self-discipline and control suggest expanding objectives and continuously setting new and exciting goals. Today's excellence is the standard that needs to be exceeded tomorrow.

### Goal-Directed Performance, Targeted Action: 90%

You are continuously improving and expanding your horizons. Accept challenges and calculated risks to achieve new heights. Be bold and adventurous. Break out of the patterns you know and love to expand possibilities. Embrace the excitement and possibilities that are there with a mind for exploration and discovery. Creatively learn and improve.

### 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: 100%

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: 80%

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



## Suggestions to Improve Self-Management

### Self Control, Discipline: 80%

- Take pride in your self-discipline and control. Take time to rest, relax, refresh and renew. Be careful that self-control and discipline don't cost your relationships.
- Leverage your success to achieve new levels and succeed in alternative areas. Expand your focus and take in new possibilities. Keep setting goals and plans to achieve.
- Seek possibilities where you can invest yourself and make a real contribution. Explore and discover. Make the future even better. Explore and let curiosity and imagination have a free reign. Be creative and try different things.

### Goal-Directed Performance, Targeted Action: 90%

- Create new possibilities. Set more challenging goals. Use the energy to enhance confidence and try new things. Exercise dynamic creativity and explore new types of intelligence.
- Enlist stress as an ally and energizer. Compete against yourself. Set new standards. Go beyond yesterday's expectations.
- Be a mentor and coach. Become a catalyst for excellence. Focus on bringing out the best in others; empower them to achieve. Teach and share to expand your horizons and those of your teammates. Look for colleagues who can facilitate excellence in you and take you to new heights also.

### 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: 100%**

- 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: 80%**

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

## Self-Management (SeM) Quotient Worksheet

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

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

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What visions and dreams (images) inspire you?

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

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

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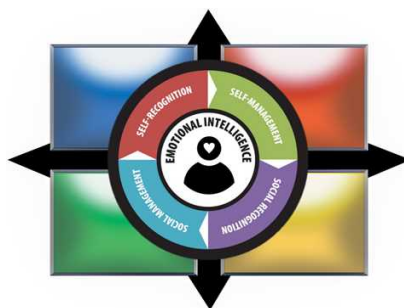
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## Self Management

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



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

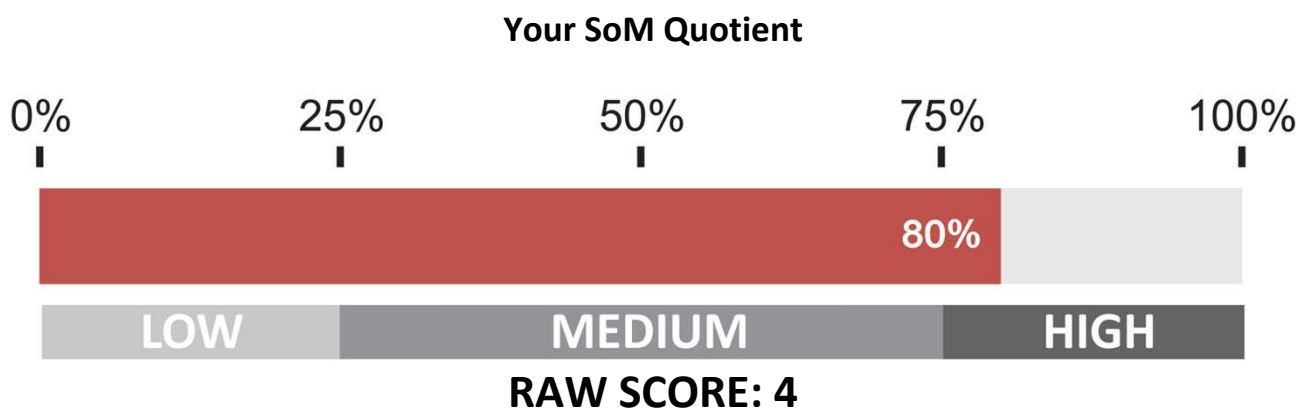


## Quotient 4: Social Management (SoM)

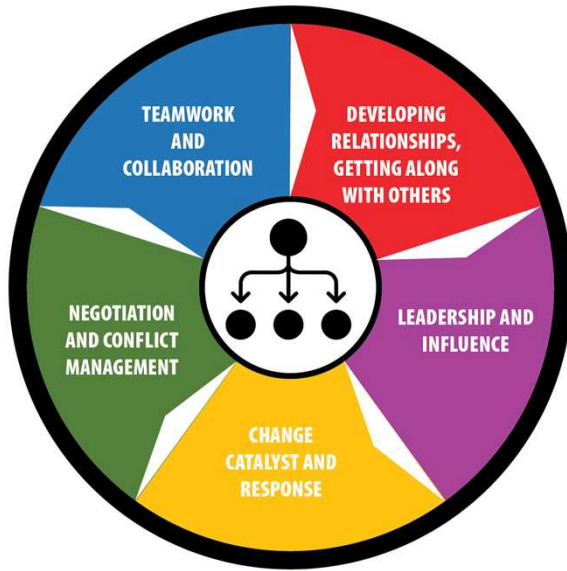
Social/Relationship management includes interpersonal skills and focuses intelligence on generating results. This social intelligence fosters collaboration and connection to tap the power of synergy.

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) Scores



### Developing Relationships



### Leadership & Influence



### Change Catalyst & Response



### Negotiation & Conflict Management



### Teamwork & Collaboration



Social Management is comprised of 5 sub-categories:

- **Developing Relationships, Getting Along with Others:** cultivating, nurturing and maintaining long term personal and professional relationships; having quality connections and friendships.
- **Leadership and Influence:** operating with warmth, 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: 80%

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

### Leadership and Influence: 60%

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

### Change Catalyst and Response: 80%

You take responsibility and have a plan for proactive, positive self-actualization. The fire must come from within, not from outside. Find causes and missions that excite a passion within you. Dedicate yourself to causes and meaningful change. Be the catalyst for the change you want. Be involved.

### 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: 80%

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

## Suggestions to Improve Social Management

### Developing Relationships, Getting Along with Others: 80%

- Relationships work best when they emphasize similar interests and experiences. Over time, quality is added through shared projects and adventures. The little details are important. Remember friends and be attentive.
- Refresh old connections. Invest the time in reconnecting. Let people know you care and that they are valued.
- Share conversations and ideas. Communication is the currency of success. Time, availability and meaningful discussion contribute to all.

### Leadership and Influence: 60%

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

### Change Catalyst and Response: 80%

- Take some time to reflect and be a futurist. What positive changes does the future hold? How can these shifts be capitalized upon for optimum positive impact? Commit to making your part of the world better.
- Change impacts thoughts, feelings and performance. Be sure to implement improvement in all areas. It is much easier to sustain.
- Develop ways to make others (personal and professional) better. Think in terms of improvement, and seek to leave all situations and relationships better than you found them.



### Negotiation and Conflict Management: 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: 80%

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

## Social Management (SoM) Quotient Worksheet

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

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How can you read the feelings of others accurately?

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

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

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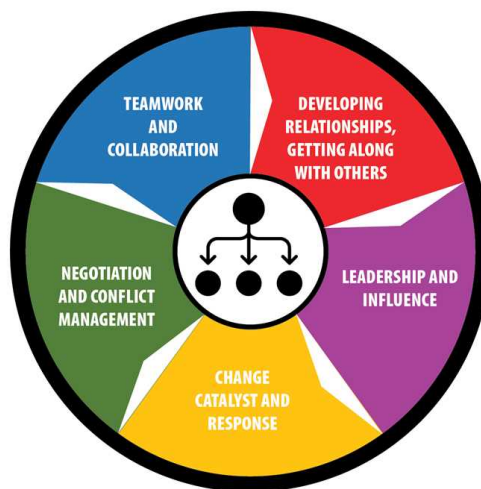
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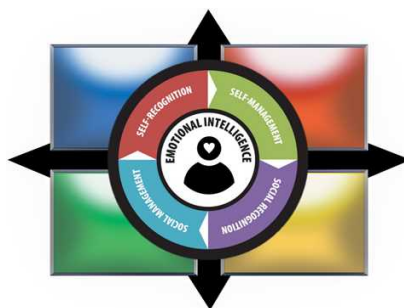
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## Social Management

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



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