



DISC & Emotional Intelligence EIQ

A Dual Evaluation of Behavioral & Emotional Intelligence Styles

Report For: **Sample Report**

Focus: **Work**

Date: **10/25/2023**



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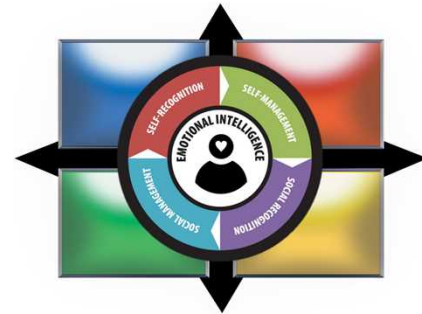
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DISC & EIQ Integration Report

INTRODUCTION

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



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

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

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

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

HOW TO USE THIS REPORT

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

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

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

Understanding DISC

BEHAVIORAL STYLES

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

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

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

BEHAVIOR DESCRIPTORS OF EACH STYLE

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

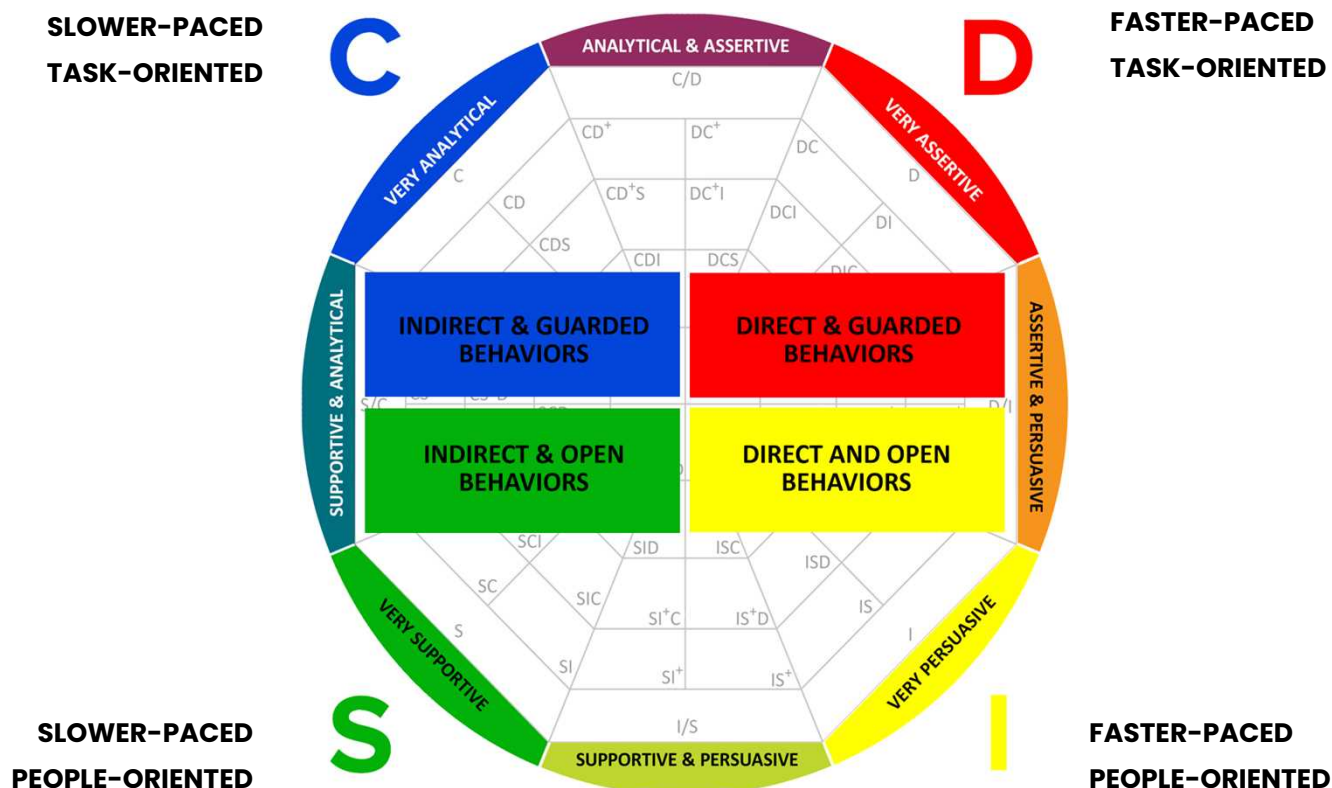
DIRECTNESS AND OPENNESS OF EACH STYLE

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

PACE AND PRIORITY OF EACH STYLE

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

PACE AND PRIORITY OF EACH STYLE



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

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

A DEEPER LOOK AT THE FOUR DISC Styles

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

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

COMMUNICATING WITH THE DISC Styles

Communicating with the **DOMINANT** Style

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

Communicating with the **INFLUENCING** Style

| 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 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 step-by-step instructions as you personally "walk them through" |
| Want others to notice their patient perseverance | Compliment them for their steady follow-through |
| Avoid risks and changes | Give them personal assurances |
| Dislike conflict | Act non-aggressively, focus on common interest or needed support |
| Accommodate others | Allow them to provide service or support for others |
| Look for calmness and peace | Provide a relaxing, friendly atmosphere |
| Enjoy teamwork | Provide them with a cooperative group |
| Want sincere feedback that they're appreciated | Acknowledge their easygoing manner and helpful efforts, when appropriate |

Communicating with the **CONSCIENTIOUS** Style

| 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 following report, and provides a framework for understanding and reflecting on your results. To maximize your success, you will periodically find coaching ideas so that you can leverage your strengths whenever possible.

You may be somewhat suspicious of new ideas or innovations, until you have an opportunity to do your own investigation and research. This may be a bit of a two-edged sword: you are a bit of a risk-taker, but you prefer those risks to be calculated. That is, once you're convinced that the risk is worth taking, you'll jump in and give it a try. Until that time, the suspicion flag flies high.

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

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

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

Sample, your response pattern to the instrument indicates that you may tend to be most productive when working alone and undisturbed, or in rather self-contained small groups or teams. In some ways, you may become your own best ally on a project. Your risk-taking nature tends to allow you to function somewhat independently from the group, and your attention to detail is best amplified in an undisturbed climate. Letting others know, in a polite way, that you need some personal space in getting the job done can lead to a win-win situation for both you and the team.

You display a high degree of tenacity and follow-through in addressing complex and detailed activities. This trait emerges from your perseverance, attention to quality, and strong desire to win and achieve. This can be a great strength in a variety of technical climates, or anywhere there is a complexity of interconnected issues and activities.

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

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

Style Overview

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

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

Your Behavioral Style: Examiner

Examiners demonstrate a high degree of follow-through on their projects. They also bring an awareness of quality control and a need to focus on direction. This combination drives a high level of persistence, especially in complex and technical environments. Examiners prefer factual data presented in logical ways when they are in decision mode. They are good at working in solitary ways and don't have a need for high engagement with others. As a result, they may need to be encouraged to share their ideas with the team.

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

- **Personal direction:** Focuses on specific goals and the details necessary to reach them
- **Strengths offered:** Can work in a solitary way or with others of equal quality alignment
- **General characteristics:** Ability to handle complex roles that require follow-through and detailed attention
- **Contributions to others:** High degree of follow-through and focus on progressing toward goals
- **Getting along with others:** Appreciates data, logic, and clear information from others
- **When stressed:** May be non-demonstrative with others, but retain thoughts and feelings of disappointment
- **Keep in mind:** Can become undiplomatic and question others' motives
- **Additional notes:** High goal orientation and direction, but may need to increase interaction with others to find greatest effectiveness

WORD SKETCH - Adapted Style

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

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

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

WORD SKETCH – Natural Style

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

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

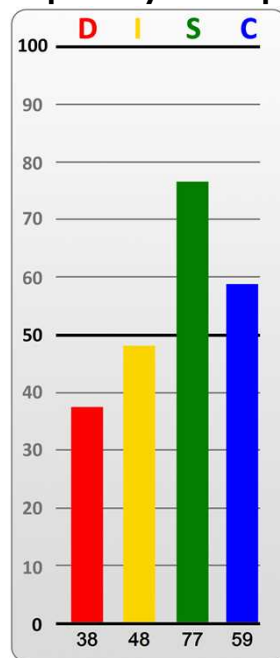
| DISC | D | I | S | C |
|-----------------|---|--|--|--|
| Focus | Problems/Challenges | People/Contacts | Pace/Consistency | Procedures/Constraints |
| Needs | Challenges to solve, Authority | Social relationships, Friendly environment | Systems, Teams, Stable environment | Rules to follow, Data to analyze |
| Emotions | Anger, Impatience | Optimism, Trust | Patience, Non-Expression | Fear, Concern |
| Fears | Being taken advantage of/lack of control | Being left out/loss of social approval | Sudden change/loss of stability and security | Being criticized/loss of accuracy and quality |
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| 4 | assertive competitive determined self-reliant | confident friendly generous poised | composed deliberate stable steady | analytical diplomatic sensitive tactful |
| 3 | calculated risk moderate questioning unassuming | controlled discriminating rational reflective | alert eager flexible mobile | own person self-assured opinionated persistent |
| 2 | mild seeks consensus unobtrusive weighs pro/con | contemplative factual logical retiring | discontented energetic fidgety impetuous | autonomous independent firm stubborn |
| 1 | agreeing cautious conservative contemplative modest restrained | introspective pessimistic quiet pensive reticent suspicious | active change-oriented fault-finding impatient restless spontaneous | arbitrary defiant fearless obstinate rebellious sarcastic |

DISC Graphs for Sample Report

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

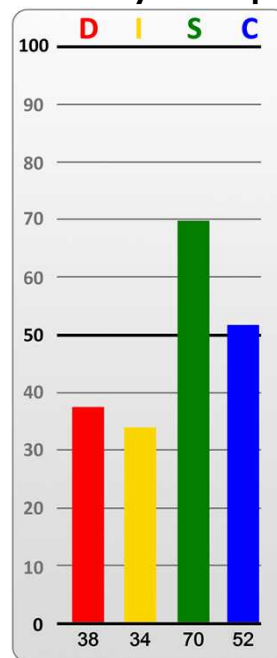
Your Adapted Style is the graph displayed on the left. It **is your perception of the behavioral tendencies you think you should use in your selected focus** (work, social, or family). This graph may change when you change roles or situations. The graph on the right is your Natural Style **and indicates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

Adapted Style – Graph I



Pattern: Sc
Focus: Work

Natural Style – Graph II



Pattern: Sc

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

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

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

Behavioral Pattern View (BPV)

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

THE SCORING LEGEND

D = Dominance: How you deal with Problems and Challenges

I = Influence: How you deal with People and Contacts

S = Steadiness: How you deal with Pace and Consistency

C = Conscientious/Compliance/Structure: How you deal with Procedure and Constraints

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

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

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

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

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

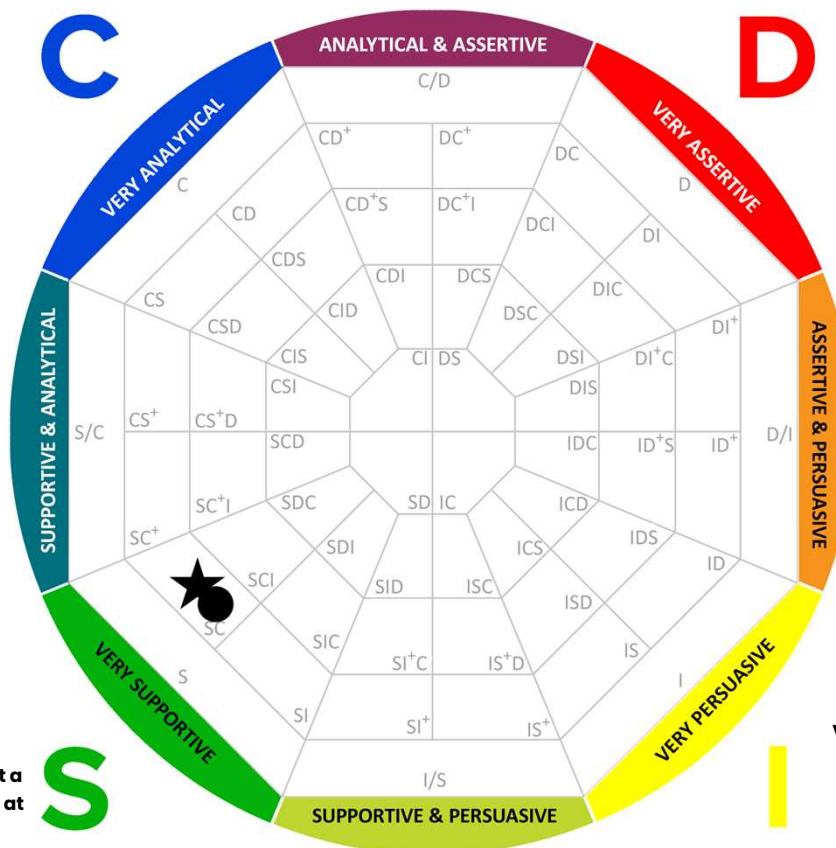
Very Patient & Favors
Stability and Structure. Not a
Risk Taker, Likes to operate at
a Steady, Even Pace.

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

● = Natural Behavioral Style

★ = Adapted Behavioral Style

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



Communication Tips for Others

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

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

When Communicating with Sample, *DO*:

- Take your time; be precise and thorough.
- Ask 'how' oriented questions to draw out Sample's opinions.
- List pros and cons to suggestions you make.
- Motivate and persuade Sample by pointing out objectives and expected results.
- Give Sample time to verify the issues and assess potential outcomes.
- Be certain that individual responsibilities are clear, and that there are no ambiguities.
- Do your homework, because Sample's homework will already be done.

When Communicating with Sample, *DON'T*:

- Be domineering or demanding.
- Try to develop "too close" a relationship, especially too quickly.
- Engage in rambling discussion, and waste Sample's time.
- Forget or lose things necessary for the meeting or project.
- Manipulate or bully Sample into agreement.
- Be sloppy or disorganized.
- Threaten with position or power.

Your Motivators: Wants and Needs

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

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

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

You Tend to Be Motivated By:

- Identification with a team and organization which you respect.
- Clear lines of communication and responsibility.
- The existence of as few barriers, bottlenecks, and snags in the system as possible.
- Up-to-date facts and figures for use in analysis and critical thinking.
- Opportunities to work independently, or as a member of a small team.
- Having the ability to take calculated risks in developing new solutions, processes, or utilities.
- Established and efficient procedures for completing projects of a detailed and complex nature.

People With Patterns Like You Tend to Need:

- Freedom from responsibility for the quality control of other stakeholders.
- A supportive team that is tolerant of the occasional blunt or critical remark.
- An occasional revalidation of your contribution to the team or organization at large.
- Minimal hostility or conflict within the team or organization.
- A supervisor who delegates by using specifics, not ambiguities.
- Appreciation for your skills, and freedom to do the job with few interruptions.
- Sufficient opportunity for beta-testing of a project or idea, before it is actually deployed.

What You Bring to the Organization

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

Your Strengths:

- You demonstrate a high degree of expertise in the operations which you choose to perform.
- You tend to be patient in working with others.
- You always follow through, with a strong emphasis on completeness.
- You bring a high degree of objectivity to the organization's systems and projects.
- You provide excellent support and expertise to challenging problems and assignments.
- You are able to provide factual, authoritative, and objective communication on topics to which you have given proper intellectual consideration.
- You utilize a very deliberate and systematic approach in analyzing answers and creating solutions.

Your Work Style Tendencies:

- You demonstrate patience in working with people, but also maintain a bit of an emotional distance from others on the team.
- You demonstrate a tireless work ethic in solving complex problems.
- You may tend to be most productive when working alone and undisturbed.
- You show a high degree of tenacity and follow-through in complex and detailed activities.
- You are able to research into a variety of complexities and emerge with new facts that can be of value in future decision making.
- You tend to be more quiet, letting others be the more vocal participants in meetings or groups.
- You persuade others on the team through perseverance and determination to get the project completed.

You Tend to Be Most Effective In Environments That Provide:

- A culture that encourages open expression and dialogue of ideas and creativity.
- Freedom from constraints, direct supervision, and process bottlenecks.
- A job culture in which your critical thinking skills can be maximized.
- An organizational culture that keeps an eye out for future trends and issues.
- A work culture that provides opportunity for challenges and complex problem solving.
- A direct, detailed approach to what needs to be done on a project.
- The ability to work independently with no interruptions.

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:

- Patient with others
- High self-discipline
- Tenacious on follow-through
- High level of determination toward goals

Under Stress, May be Perceived by Others:

- Overly blunt toward others
- Low level of empathy
- Resists ideas of others
- Possessive with own domain

Under Stress You Need:

- Relationships
- Reassurances that you are liked
- Personal assurance

Your Typical Behaviors in Conflict:

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

Strategies to Reduce Conflict and Increase Harmony:

- Share your needs, feelings and expectations with your friends and coworkers.
- 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.
- 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.

Potential Areas for Improvement

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

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

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

Potential Areas for Improvement:

- You could use better "people skills" when it comes to motivating and managing others.
- You can sometimes be blunt, opinionated and inflexible when asked to make sudden changes without prior warning or consideration.
- You may take some criticism personally, even if it was directed at a work process and not you.
- You could project a bit more enthusiasm at times. This is necessary for building team spirit and morale.
- You may tend to hang on too much to current or past procedures, especially when faced with impending change.
- You may affect morale with your tendency to focus on results over attention to team members. You may need to take a softer approach at times.
- You may become rather stubborn once your mind is made up on a decision.

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

12 Behavioral Tendencies – Details & Graphs

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

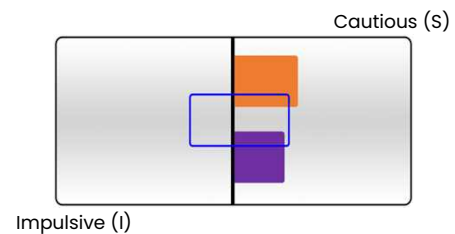
Interpretation Notes:

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

Careful Decision Making

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

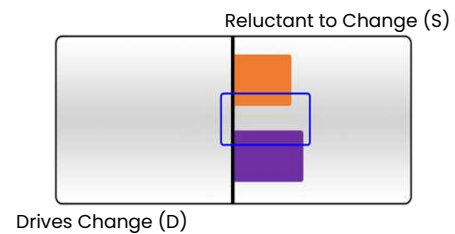
Adapted (HM): Consistent with natural style



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

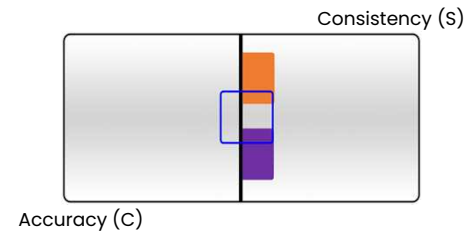
Adapted (HM): Consistent with natural style



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.

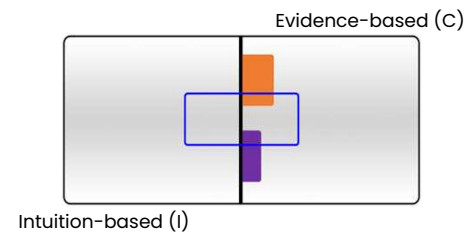
Adapted (MOD): Consistent with natural style



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.

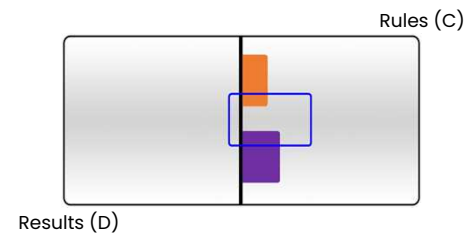
Adapted (MOD): Consistent with natural style



Prioritizing

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

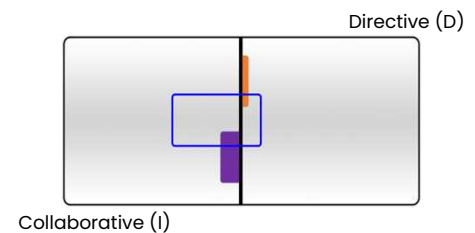
Adapted (HM): You often focus on following established structural and procedural guidelines to ensure high-quality outcomes with great importance on accuracy, order and precision. You are likely to prioritize the rules rather than the results. While the rules and procedures are a key component to success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



Self-Reliance

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

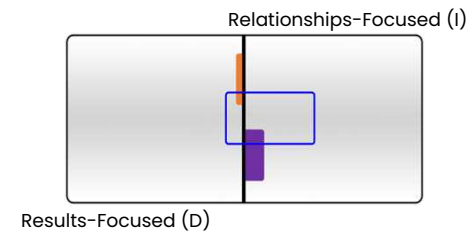
Adapted (MOD): Consistent with natural style



Building Rapport

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

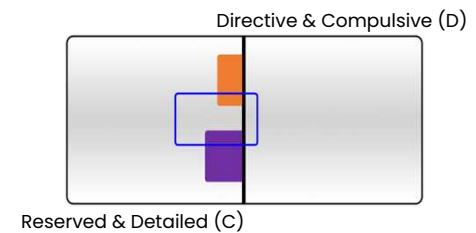
Adapted (MOD): Consistent with natural style



Providing Instruction

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

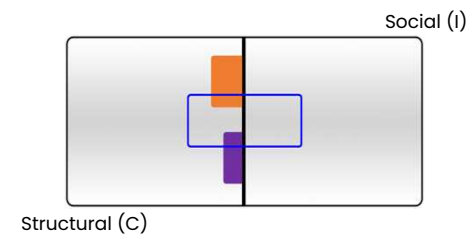
Adapted (LM): You are more likely to precisely follow established structural and procedural guidelines, and are aware of the need for accuracy and compliance to certain guidelines and protocol. Sometimes, bending the rules slightly is important to getting the best results.



Expressing Openness

Natural (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.

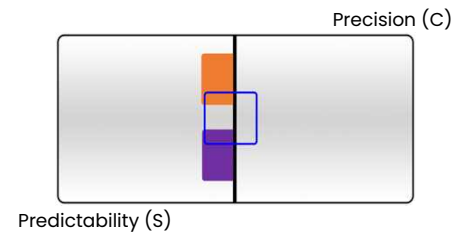
Adapted (MOD): Consistent with natural style



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.

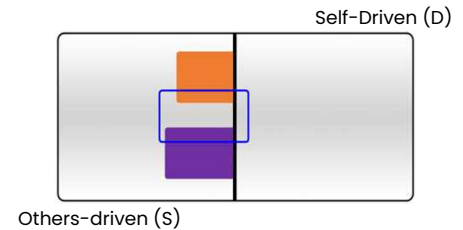
Adapted (MOD): Consistent with natural style



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.

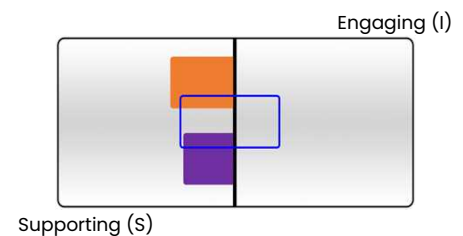
Adapted (LM): Consistent with natural style



Customer & Team Interaction

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

Adapted (LM): Consistent with natural style



Summary of Sample Report's Style

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

COMMUNICATION DOS & DON'TS

1. _____
2. _____

YOUR MOTIVATIONS: WANTS

1. _____
2. _____

YOUR MOTIVATIONS: NEEDS

1. _____
2. _____

YOUR STRENGTHS

1. _____
2. _____

YOUR WORK STYLE TENDENCIES

1. _____
2. _____

EFFECTIVE ENVIRONMENTAL FACTORS

1. _____
2. _____

POTENTIAL AREAS FOR IMPROVEMENT

1. _____
2. _____

Understanding Others and Adaptability

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

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

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

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

ADAPTABILITY

THE SECTION INCLUDES:

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

What is Adaptability?

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

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

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

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

Important Considerations:

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

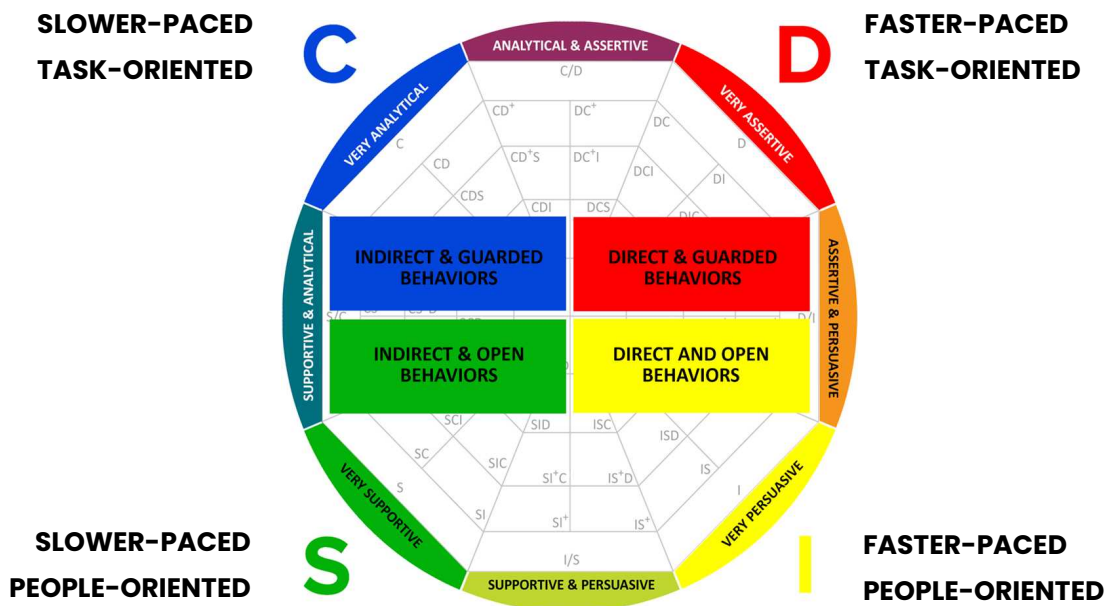
Words of Advice:

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

Recognizing Another Person's Behavioral Style

The Two Power Questions:

1. Are they **DIRECT/FAST-PACED** or **INDIRECT/SLOWER-PACED** in their communications?
(Directness is the 1st 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 2nd predictor of Style. Open plots on the Bottom, Guarded on the Top).



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

Directness & Openness

- D** Tends to be **direct** and **guarded**
- I** Tends to be **direct** and **open**
- S** Tends to be **indirect** and **open**
- C** Tends to be **indirect** and **guarded**

Pace & Priority







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

Tension Among the Styles

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

To Modify Directness and Openness

DIRECT/INDIRECT

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

GUARDED/OPEN

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

To Modify Pace and Priority

PACE

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

PRIORITY

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

Adapting in Different Situations: AT WORK

DOMINANT STYLE

HELP THEM TO:

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

INFLUENCING STYLE

HELP THEM TO:

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

STEADY STYLE

HELP THEM TO:

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

CONSCIENTIOUS STYLE

HELP THEM TO:

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

Adapting in Different Situations: IN SALES AND SERVICE

DOMINANT STYLE

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

INFLUENCING STYLE

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

STEADY STYLE

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

CONSCIENTIOUS STYLE

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

Adapting in Different Situations: IN SOCIAL SETTINGS

DOMINANT STYLE

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

INFLUENCING STYLE

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

STEADY STYLE

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

CONSCIENTIOUS STYLE

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

Adapting in Different Situations: IN LEARNING ENVIRONMENTS

DOMINANT STYLE

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

INFLUENCING STYLE

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

STEADY STYLE

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

CONSCIENTIOUS STYLE

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

DISC Application Activities

Adaptability Practice

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

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

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

Adaptability Activity

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

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

Tension Among the Styles Exercise

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

| | |
|---|---|
| My Style: _____ My Pace: _____ My Priority: _____ | <div style="border: 1px dashed black; padding: 10px;"> <p>RELATIONSHIP</p> <p>Name: John Doe</p> <p>Style: High I</p> <p>Pace: Faster-paced</p> <p>Priority: People-oriented</p> <p>Difference: Pace and Priority</p> <p>Strategy: Be more personable, social, upbeat, and faster-paced with John</p> </div> |
|---|---|

| RELATIONSHIP 1 | RELATIONSHIP 2 |
|--|--|
| Name: _____ Style: _____ Pace: _____ Priority: _____ Difference: _____ Strategy: _____ _____ _____ | Name: _____ Style: _____ Pace: _____ Priority: _____ Difference: _____ Strategy: _____ _____ _____ |

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

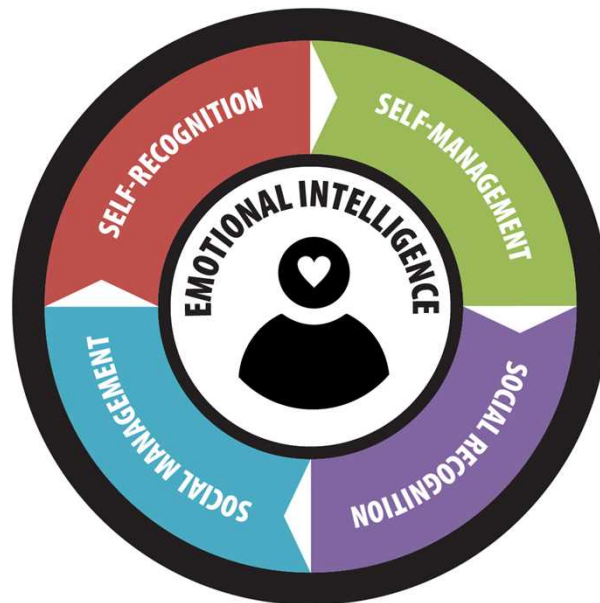
Emotional Intelligence Report & DISC/EIQ Integration

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

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

This assessment serves to:

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



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

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

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

EIQ Benefits

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

Some of the areas influenced by Emotional Intelligence include:

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

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

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

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

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

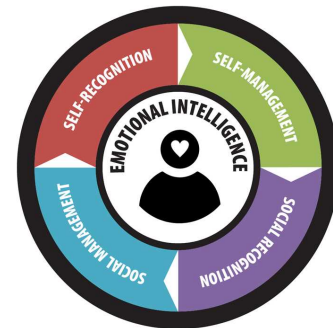
- It shapes our understanding of ourselves and our connections with others
- It defines how we grow and what we learn about ourselves and those around us
- It allows us to set the right priorities
- It determines the majority of our daily actions and interactions

How It Works:

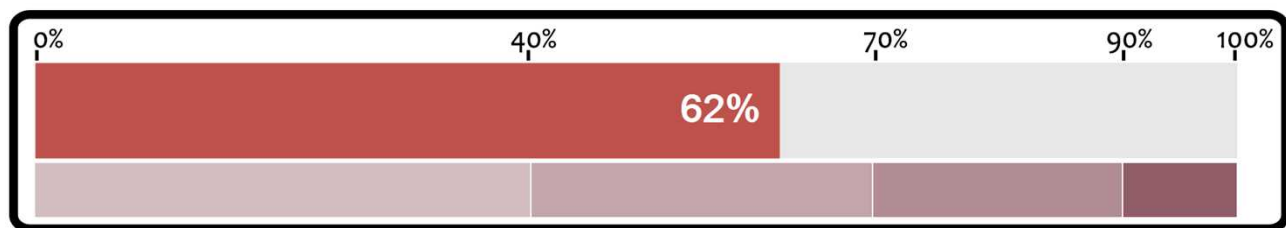
EIQ is based on an internal loop. It begins with **awareness** of emotions and temperament. It continues on through **understanding** and moves towards **discipline** and **management**. After the initial personal cycle, it **connects** to the emotions of others.

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

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



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



RAW SCORE: 3.08

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

Your Overall Score is:

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

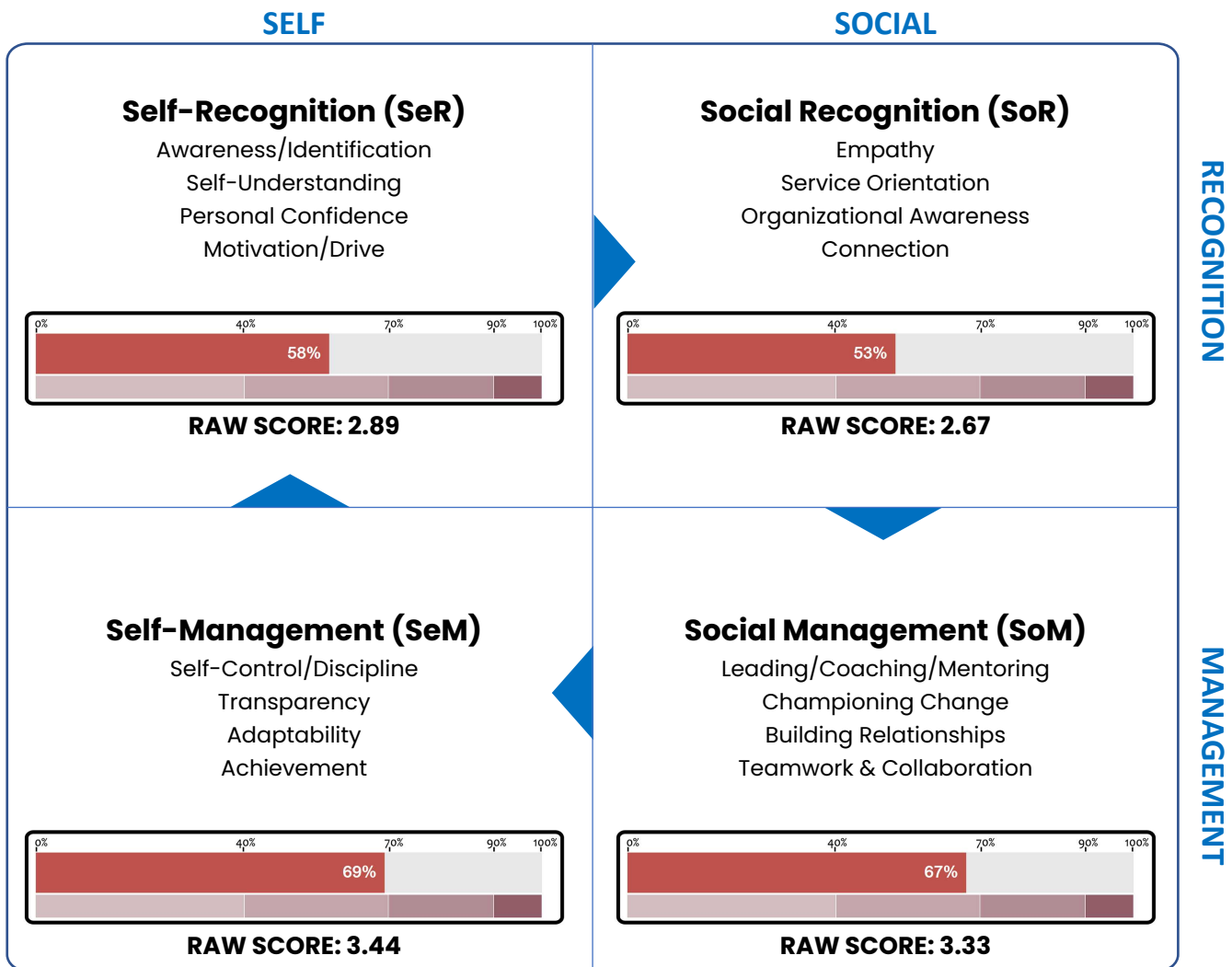
The Emotional Intelligence Quotients (EIQ)

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

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

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

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



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

Self-Recognition (SeR)

Self-Awareness



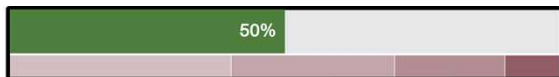
Cause and Effect



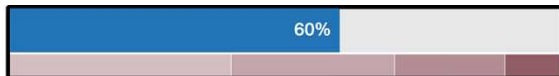
Self-Appreciation



Consciousness & Assertiveness



Emotional Identification



Social Recognition (SoR)

Empathy, Sensitivity, Appreciation



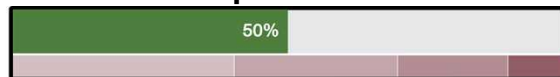
Service, Compassion, Benevolence



Holistic Communication



Situational Perceptual Awareness



Interpersonal Development



Self-Management (SeM)

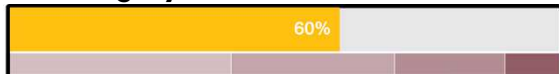
Self-Control, Discipline



Goal-Directed Performance, Action



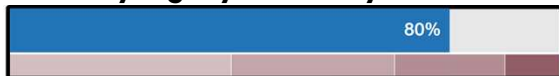
Self-Integrity, Trustworthiness



Motivation, Positive Psychology



Creativity, Agility, Flexibility



Social Management (SoM)

Developing Relationships



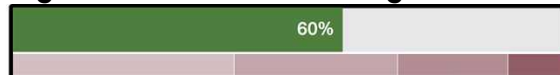
Leadership & Influence



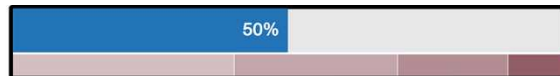
Change Catalyst & Response



Negotiation & Conflict Management



Teamwork & Collaboration



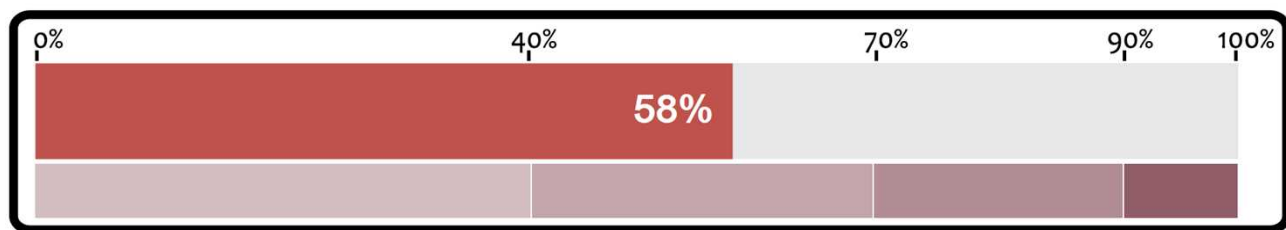
Quotient 1: Self-Recognition (SeR)

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

Some factors included in Self-Recognition scores:

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

Your SeR Quotient

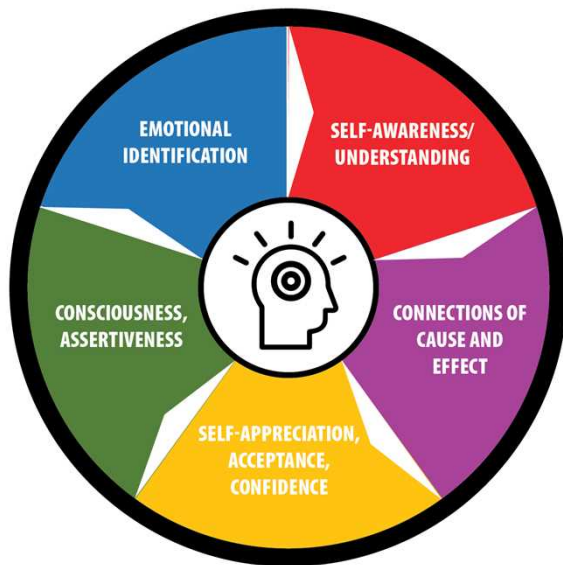


RAW SCORE: 2.89

Your score in Quotient 1 is:

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

Self-Recognition (SeR) Scores



Self-Awareness



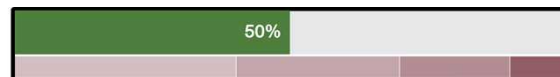
Cause and Effect



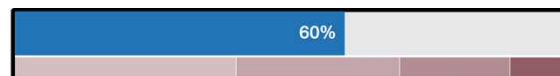
Self-Appreciation



Consciousness & Assertiveness



Emotional Identification



Self-Recognition is comprised of 5 sub-categories:

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

Details of Your Self-Recognition Scores

Self-Awareness/Understanding: 40%

You have some self-understanding; still, there is room for growth and continued development. Take time to become more reflective and self-aware, recognizing the journey of self-discovery, healing, and growth. Healing and gracefulness for self will take you far as you explore the depths of your feelings.

Connections of Cause and Effect: 40%

You may allow relationships and circumstances too much control over your feelings and expression. Examine if the cause of the emotions and your response to them make sense. While your emotional response is always valid, be sure you are aware of how your instinctual response drives your expression, and if how you respond is the best way to do so. Make space to choose your emotions and actions.

Self-Appreciation, Acceptance, and Confidence: 90%

You're comfortable with yourself, your skills, and your gifts, and you know what you can do. Develop and expand the application of your greatness in new ways. Be careful not to become overconfident and complacent. Look to higher levels of achievement and self-actualization, but always maintain humility and genuine curiosity for new growth.

Consciousness & Assertiveness: 50%

Find balance in being assertive by speaking up or taking action. Extremes in this area can be a danger. Subservience enables others and invites them to ignore your feelings. Timidity denies emotions and lowers self-esteem. Conversely, aggressiveness shows personal arrogance and a lack of consideration.

Emotional Identification: 60%

You may have some emotions you don't understand and cannot name. Examine your emotions intentionally, seeking to name and understand their depths. Continue to expand your emotional vocabulary to gain greater control of your feelings and emotional responses.

Suggestions to Improve Self-Recognition

Self-Awareness/Understanding: 40%

- Take time to relax. Be kind and compassionate with yourself. Calm your mind and breathe through and into your emotions. Continue to practice self-care; even just a few minutes here and there throughout the day can make a difference.
 - Create positive thought and action patterns that improve both mental well-being and performance. Be patient and persistent with the journey.
 - Emotions are always experienced in the present tense. Be aware of the influence of the past and the future with respect to your feelings. Choose to release emotional weight, but learn from the experiences. Choose to be present in the moment as much as possible.
-

Connections of Cause and Effect: 40%

- Be accountable for your engagement and motivation. Choose patterns that create interest, excitement, and energy. Develop personal passions and act upon them.
 - Take responsibility. Limit external blame and assume greater personal accountability. Avoid assigning too much power to situations or other people, and focus on what you can control.
 - Take command of your thoughts and feelings. Actively select constructive thinking and emotional patterns. Choose personal mastery rather than falling prey to living in a victim mindset. Even victims can choose how they will respond.
-

Self-Appreciation, Acceptance, and Confidence: 90%

- 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.
- Embrace your self-worth and esteem. Enjoy learning, enhancing who you are, and personal/professional development. Pick out new things you think might be fun and invest time in yourself. Volunteer, support others, and give back.
- Engage your self-assurance and confidence. Avoid being arrogant or egotistical. 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%

- Be brave and clearly communicate when a boundary is crossed early or consistently. If boundaries are clearly expressed, then they are easier to maintain.
 - Protect and take care of yourself. Consider your needs and feelings. Figure out what feels okay and what does not. Recognize emotional needs and the ways to attend to them.
 - Build an assertive personal presence. Integrate more assertiveness into your communication. Recognize your strengths and be comfortable with your own weaknesses/limits.
-

Emotional Identification: 60%

- Identify emotions in greater detail and more specifically. Work with a list of emotions to bring new language to your understanding of feelings. Watch for varying intensity in your emotional expression and notice when intensity changes.
- Be comfortable with yourself and how you feel. Emotions are information and energy. When you feel them, look for cause and effect rather than denying their existence. Consider how emotions serve you and if something should be expressed now, later, or not at all.
- Have a dynamic self-concept. Be ready to label and recognize how specific feelings impact you, both positively and negatively.

Self-Recognition (SeR) Quotient Worksheet

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

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

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

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

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

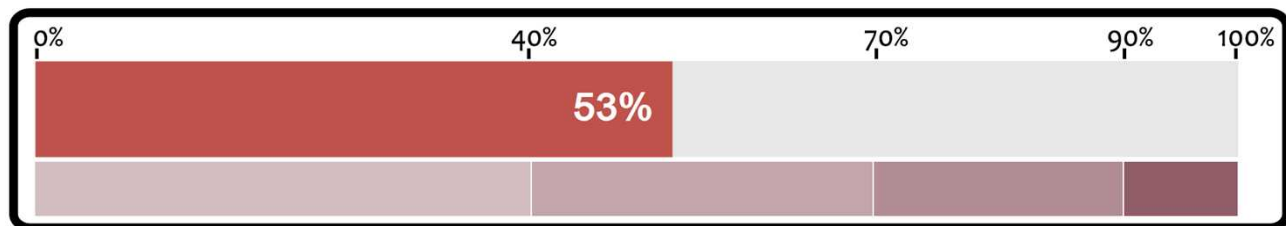
Quotient 2: Social Recognition (SoR)

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

Factors include:

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

Your SoR Quotient

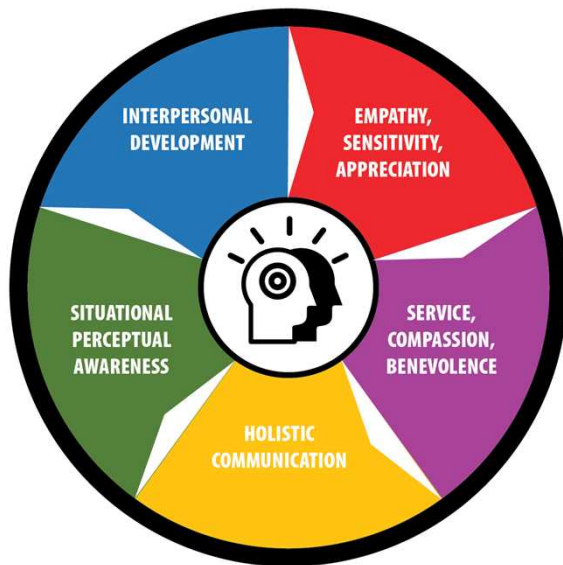


RAW SCORE: 2.67

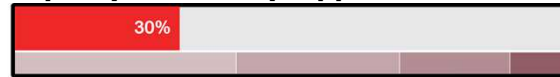
Your score in Quotient 2 is:

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

Social Recognition (SoR) Scores



Empathy, Sensitivity, Appreciation



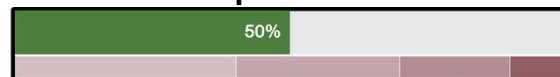
Service, Compassion, Benevolence



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; beneficially contributing to another's emotional state; recognizing needs, wants, and desires; relating to alternative thoughts, perceptions, and perspectives
- **Holistic Communication:** the abilities to effectively send and receive information (including emotional content); genuinely and curiously listening; engaging and connecting with others; sending and receiving verbal and nonverbal signals constructively
- **Situational Perceptual Awareness:** recognizing and processing dynamic and shifting emotional data; communicating with attention, focus, and awareness; adapting to situational variables and changes; understanding which factors and influences matter and how much, and then responding with reasonable behavior
- **Interpersonal Development:** growing and nurturing constructive connections; setting the tone for long-term depth and breadth in relationships; working with quality in personal and professional interactions; building and maintaining resonance and rapport

Details of Your Social Recognition Scores

Empathy, Sensitivity, Appreciation: 30%

Like control, dislike inaction

Service, Compassion, Benevolence: 80%

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: 90%

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

Situational Perceptual Awareness: 50%

Notice how attention, focus, and connection change when situations change. Take those shifts and changes into account and be sure you are paying attention to what counts at the moment. Our perception defines reality; it creates understanding, attitudes, thinking, and feelings. These, in turn, create behaviors, effort, and results. Be sure yours are in alignment with what is observable from all sides, not just your own perspective.

Interpersonal Development: 30%

Concerned with bottom line results, productivity, and goals

Suggestions to Improve Social Recognition

Empathy, Sensitivity, Appreciation: 30%

- When things happen, try to see them from the other person's perspective. Be aware of the things that are impacting them and seek to understand why they feel the way they do about what they are experiencing.
 - It's important not only to understand others but to also let them be heard, accepted, and connected. This is best done through repeating and rephrasing. Show empathy with the three c's: confirm (verify understanding), clarify (get details and amplification), and capture (remember).
 - Be sensitive to what is said in words, in tone, and through nonverbal cues. Do the words you are hearing match the tone and non-verbal cues? Is there something else being communicated?
-

Service, Compassion, Benevolence: 80%

- Be sensitive to differences with others and alternative points of view. Take an active interest in the ways others see things. Go beyond merely tolerating by seeking to understand, accept, affirm, and support.
 - Seek opportunities to give and contribute to the goals of others. Help can be offered with both intrinsic and/or extrinsic contributions. Giving not only helps the receiver but empowers the giver.
 - Anticipate the needs and wants of others and try to be proactive. Respond to the expectations of others and go even a little further when you can. Demonstrate awareness by offering support before you are asked.
-

Holistic Communication: 90%

- 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 into the power of great 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 clear communication and connections, new possibilities emerge and problems can be solved.

Situational Perceptual Awareness: 50%

- Confirm foundational understanding of one another. Be sure effective communication is really happening. Avoid assumptions and verify.
 - Avoid projecting your beliefs, feelings, and thinking onto the behavior of others. Generalizations and stereotypes are frequently misleading and disrupt connections in relationships.
 - Look for characteristic communication cues to serve as baselines and norms. When shifts occur, recognize them and look for causes. Respond thoughtfully and appropriately.
-

Interpersonal Development: 30%

- Identify the ways in which you are actively growing and developing in some relationships and those where your development may have stalled or is lacking. Seek opportunities to engage with people in those areas that could use more focus right now.
- Examine your goals for relationship development in the future and look for what will support you in building stronger depth to your current interactions.
- Look at what kind of rapport you seek to build in all of your relationships. Where and with whom are you willing to be more open and more personal versus relationships where you are more guarded and reserved? Are there people with whom you'd like to adjust that connection?

Social Recognition (SoR) Quotient Worksheet

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

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

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

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

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

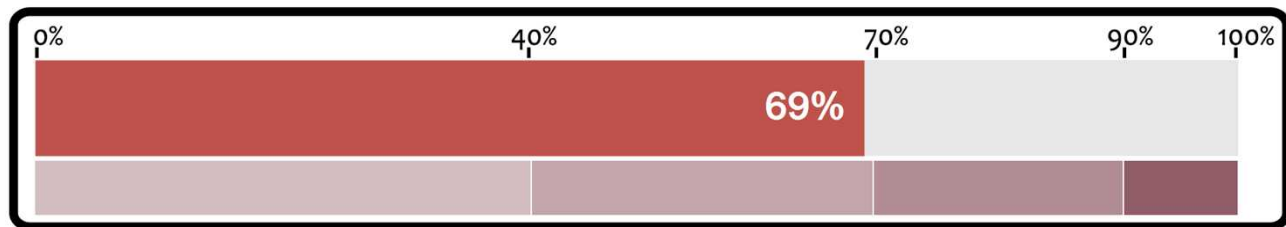
Quotient 3: Self-Management (SeM)

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

Factors include:

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

Your SeM Quotient



RAW SCORE: 3.44

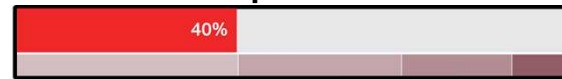
Your score in Quotient 3 is:

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

The Self-Management (SeM) Scores



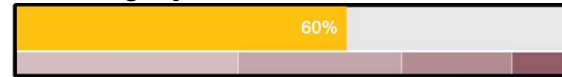
Self-Control, Discipline



Goal-Directed Performance, Action



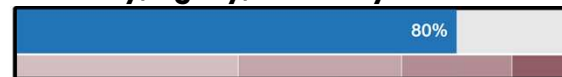
Self-Integrity, Trustworthiness



Motivation, Positive Psychology



Creativity, Agility, Flexibility



Self-Management is comprised of 5 sub-categories:

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

Details of Your Self-Management Scores

Self-Control, Discipline: 40%

Vague goals and a lack of passion can lead to apathy and half-efforts that lead to poor outcomes. To reach your highest potential, invest in something important and meaningful that you care about and get clear on your "whys." Dedicate time and energy to managing your actions, persevering despite the circumstances, and creating a solid direction and a clear path to a fulfilling journey.

Goal-Directed Performance, Targeted Action: 80%

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

Self-Integrity, Trustworthiness: 60%

While you may have some values and principles that are important to you, adopting integrity and personal standards sets the foundation for authenticity and credibility. Others' ability to trust you and believe in your starts with your own adherence to what is important. Set boundaries that support your success. Having personal convictions will build relationships where you're known, respected, and trusted.

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 toward creating habits, patterns, systems, and results allows for sustained, powerful achievement.

Creativity, Agility, Flexibility, Adaptability: 80%

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

Suggestions to Improve Self-Management

Self-Control, Discipline: 40%

- Have a focus and enthusiasm to achieve whatever you desire. Visualize the impact of the results and create that picture in your mind. Prepare and plan to get closer to your goal, step by step.
- Invest in discipline and control. Set a schedule, agenda, and plan. Allocate enough resources. Prepare for success. Be consistent, committed, and diligent.
- Be responsible and hold yourself accountable for performance. Set measurable objectives. Achieve stepping-stone priorities. Celebrate and reward yourself when you reach a milestone.

Goal-Directed Performance, Targeted Action: 80%

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

Self-Integrity, Trustworthiness: 60%

- Integrity includes doing what you know you were made for. Invest time in reflection and mindfulness to determine what counts for you and to what degree. Decide what you are willing to exchange for the meaningful results you want.
- Authenticity communicates honesty regarding self-awareness. To be in alignment with your principles, determine the appropriate level of self-disclosure and exercise a willingness to share what's most important.
- Accepting personal responsibility maintains awareness of performance from an internal perspective. It provides an honest accounting of both effort and work compared to results achieved. Where might you benefit from more effort and energy being applied?

Motivation, Positive Psychology, Initiative: 100%

- Your focus on sustained excellence yields strong patterns and healthy habits. Keep it up! It will be far easier to consistently contribute high-quality effort. Winning and a 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 reach for new successes.
-

Creativity, Agility, Flexibility, Adaptability: 80%

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

Self-Management (SeM) Quotient Worksheet

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

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

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

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

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

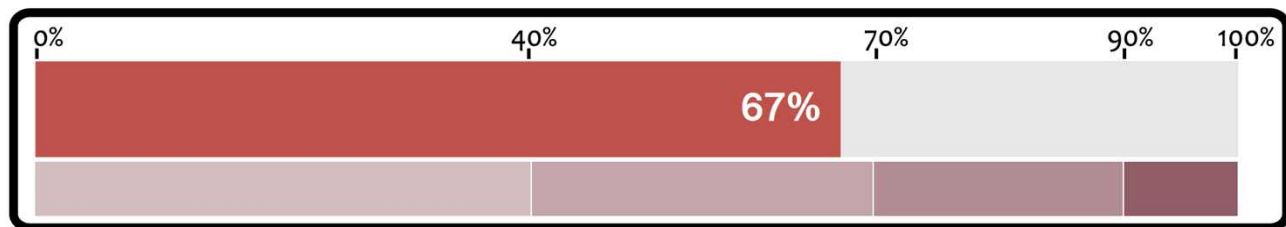
Quotient 4: Social Management (SoM)

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

Factors include:

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

Your SoM Quotient

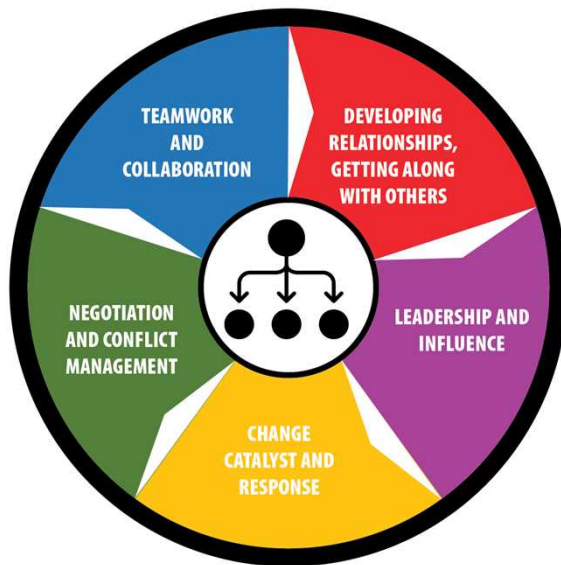


RAW SCORE: 3.33

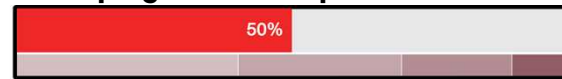
Your score in Quotient 4 is:

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

The Social Management (SoM) Scores



Developing Relationships



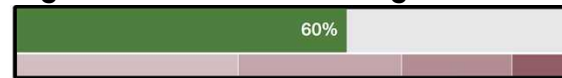
Leadership & Influence



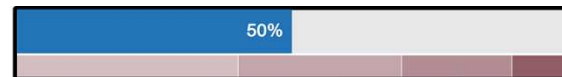
Change Catalyst & Response



Negotiation & Conflict Management



Teamwork & Collaboration



Social Management is comprised of 5 sub-categories:

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

Details of Your Social Management Scores

Developing Relationships, Getting Along with Others: 50%

You have few friends or close relationships but may lack a wide, deep support group. Quality relationships create happiness, fulfillment, connection, and success. They result in improved health and well-being as well as longer life. Find those around you each day who bring quality and support to your life and goals.

Leadership and Influence: 80%

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 and encourage and support others as they follow you.

Change Catalyst and Response: 100%

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

Negotiation and Conflict Management: 60%

You don't always see the long-term impact/benefit of negotiations and conflict resolution. Negotiation and conflict are part of healthy problem-solving and decision-making. Focus on finding a way to let all perspectives be heard and understood when working through challenges. Constructive, positive solutions generate opportunity and abundance. They emphasize mutual gain and involvement.

Teamwork & Collaboration: 50%

Though you may not enjoy teamwork, collaboration, and interaction enough to engage often with others in optimizing returns, you may be able to see the value sometimes in working together. It may take some effort and energy to build strong, team connections, but more can be done together than on your own. Find opportunities to engage with others who bring something to the table that may be different from you, but that compliments and supports your skills and talents for greater achievement.

Suggestions to Improve Social Management

Developing Relationships, Getting Along with Others: 50%

- It's estimated that the average person has about 250 connections, but only 4 to 6 close friends. Make a concerted effort to connect on a strong basis with people you enjoy (both personally and professionally). Invest time in relationships.
 - What are some things you notice that are difficult for you when meeting new people or developing relationships? Do you have any consistent places where your beliefs or fears stand in your way? What can you do to make those things easier to manage?
 - How can you leverage more elements in your relationships for increased happiness and greater levels of success? Create a plan for measurable improvement with those who are a priority, always looking at what you can contribute first.
-

Leadership and Influence: 80%

- Set the tone for team emotion, engagement, motivation, and optimism through 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 the use of your own experience. Don't be afraid to be in the trenches with those you lead; let them see you are willing to do what you ask of them.
 - Define the aspects of your personal commitment to leadership even further. 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. Define the aspects of your personal commitment to leadership even further.
-

Change Catalyst and Response: 100%

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

Negotiation and Conflict Management: 60%

- Choose to engage in negotiations with a positive mindset. Look for opportunities to connect and expand returns for all involved. Be creative with solutions and problem-solving.
 - Separate issues from people and personalities. Be warm and caring. Demonstrate a real interest in seeing all parties achieve more.
 - Be assertive and engaged. The resolution is neither surrender nor submission. Effective answers lie in improved relationships and agreements that serve all.
-

Teamwork and Collaboration: 50%

- Independent effort and work can never generate the returns that teams achieve. Get involved in structures that allow everyone to bring their best and share in the outcomes. Encourage and support team dynamics.
- There's more satisfaction and valuable diversity in relationships and working together than trying to solve everything on your own. What connections can you leverage to bring strengths to the team where there may be weaknesses?
- What qualities make good teammates? Which are the barriers to success? Where do you excel? Where do you need to improve?

Social Management (SoM) Quotient Worksheet

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

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

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

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

EIQ and the D Style

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



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

EIQ and the I Style

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



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

EIQ and the S Style

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



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

EIQ and the C Style

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



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

Additional Ideas for Improvement

Self-Recognition:

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

Social Recognition:

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

Self-Management:

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

Social Management:

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

Now What?

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

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

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

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