

Surgery Faculty Retreat

Communicating Across Styles and Mastering Emotional Intelligence

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Workshop Purpose and Objectives

- Develop individual and team communication skills
- Develop and grow the team's effectiveness and ability to work together



Participants will be able to....

- Be aware of their behavioral tendencies and primary style.
- Recognize how their own behaviors impact interactions and results on the team.
- Recognize the value of diversity on a team.
- Identify what they can do to improve teamwork and their emotional quotient.

Ground Rules for Today's Session

1. Confidentiality
2. Respect differences
3. Focus
4. Ask questions
5. Participate
6. ELMO
7. Rule of 7
8. Others you'd like to add?



Introductions & personal history check in

- Setting the Context
- Introductions



Personal Histories Exercise – At Your Tables

Three Questions:

1. Where did you grow up?
2. How many kids were in your family?
3. What was the most difficult or important challenge of your childhood?

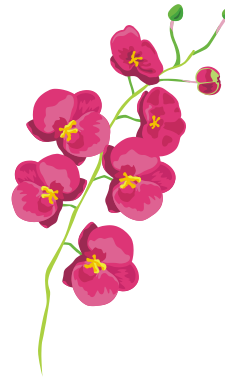
Dynamic Communication for Leadership

Using DISC Behavioral Information to
help you lead and manage yourself
and others

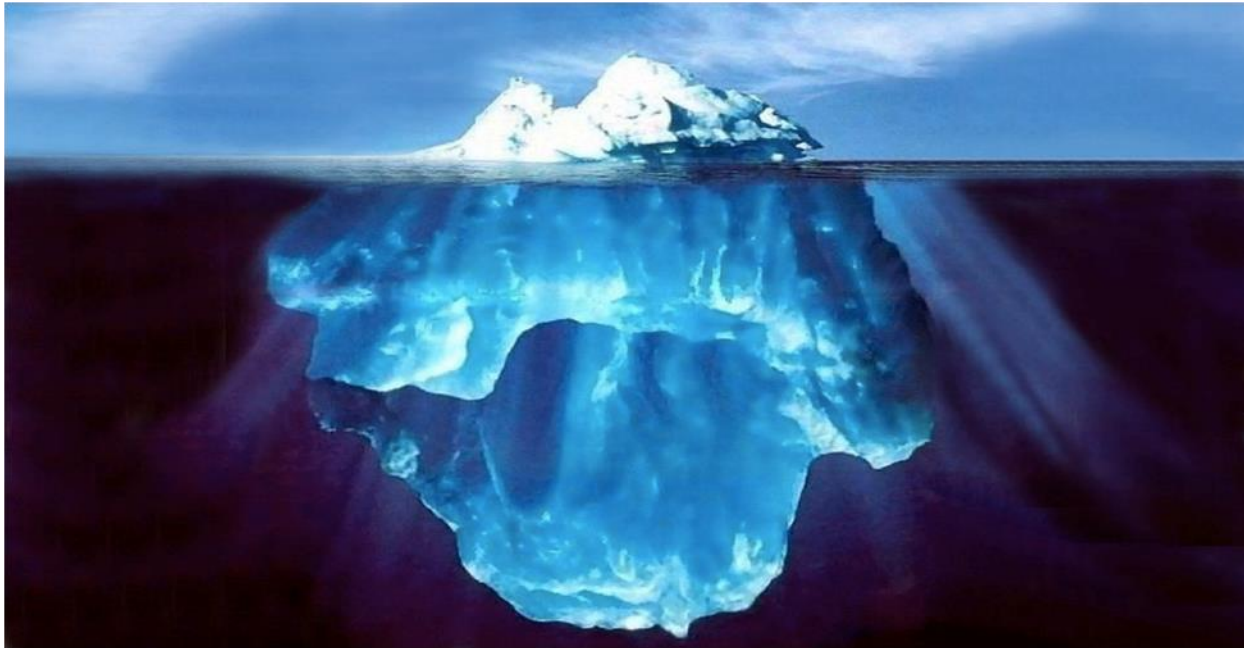
DISC Behavioral Style Assessment

Identifies dimensions of normal behavior

- How we respond: what we do
- What others see and hear



What do people see?



Task-Oriented Challenging

**Introverted
Slower-Paced**



**Extroverted
Fast-Paced**

People-Oriented Cooperative

DISC Behaviors – What Do They Measure?

Dominance How you respond to **PROBLEMS** and challenges (18%)

Influence How you influence **PEOPLE** to your point of view (34%)

Steadiness How you respond to change and **PACE** yourself (32%)

Compliance How you respond to rules and **PROCEDURES** set by others (14%)

Percentages are updated primary style 2017 US English updated norms

What It Is...

- Observable Behavior
- Emotions
- Tone Of Voice
- Body Language
- Pace

What It Isn't...

- Intelligence
- Values
- Skills and Education
- Training or Experience
- “Your Personality”



“D” Dominance or Challenge



How you
respond to
problems
and
challenges

STRENGTHS

**Problem-solver
Innovative
Results-oriented
Task-focused
Takes charge
Confident
Time efficient**



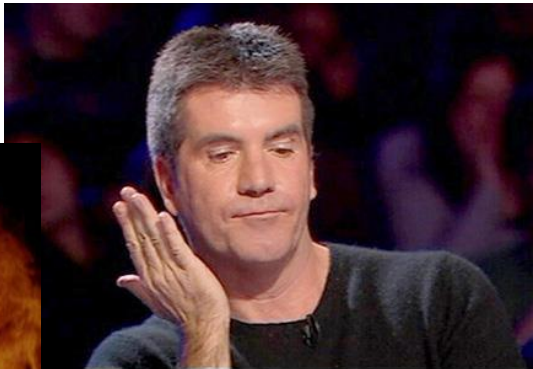
**Urgent
Straightforward
Direct
Competitive
Aggressive
Risk taker
Decisive**

LIMITATIONS

Arrogant
Impatient
Critical and blunt
Need to win/Be right
Argumentative
Lack follow-through
Have a short fuse



High D Examples





**How you
influence
people to
your point
of view**

STRENGTHS

Charming
Poised
Enthusiastic
Optimistic
Trusting
Connective
Popular



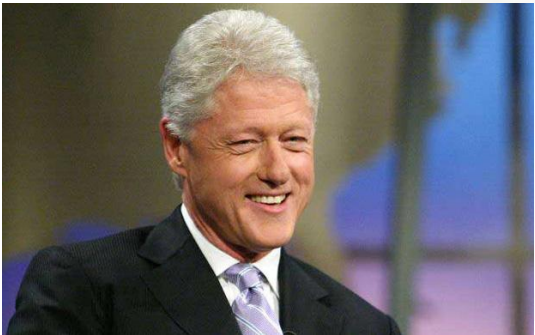
Outgoing
Spontaneous
Sense of humor
Persuasive
Convincing
Motivational
Inspiring

LIMITATIONS

- Impulsive
- Emotional
- Talks too much
- Situational listener
- High need to be liked
- Unrealistic
- Self-promoting
- Too trusting



High I Examples



“S” Steadiness - Consistency



**How you
respond
to change
and **pace**
yourself**

“S” Steadiness - Consistency

STRENGTHS

Sincere
Great listener
Loyal
Dependable
Steady
Predictable
Patient



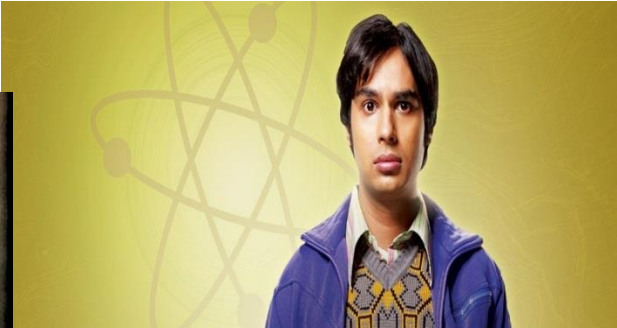
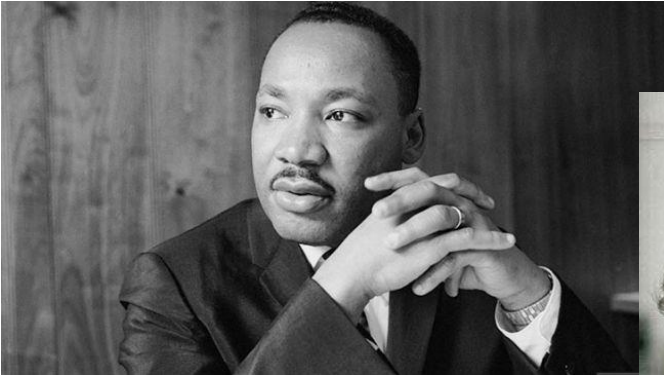
Empathetic
Relaxed
Calming
Humble
Modest
Systematic
Methodical

LIMITATIONS

- Avoids conflict
- Resistant to change
- Non-demonstrative
- Holds grudges
- Gets overwhelmed
- Hesitant, not urgent



High S Examples



“C” Compliance - Constraints



How you respond
to rules and
procedures set by
others

STRENGTHS

Accurate
Conscientious
Analytical
Fact-finder
Cautious
Careful
Objective



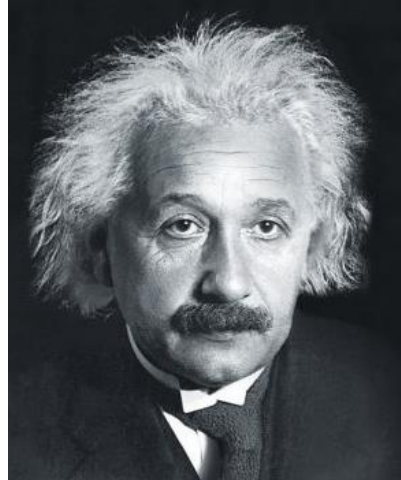
Logical
Detail-oriented
Prepared
Perfectionist
Precise
High standards
Meticulous

LIMITATIONS

- Skeptical, critical
- Afraid to make mistakes
- Defensive if criticized
- Bound by procedures
- Fearful, not a risk taker
- Analysis paralysis
- Reluctant to verbalize feelings



High C Examples



Which Style...

Questions too much

C

Talks too much

I

Directs too much

D

Agrees too much

S

Value and Overextensions

Care more than others think is wise

S

Risk more than others think is safe

D

Dream more than others think is practical

I

Expect more than others think is possible

C

Perceptions

If YOU see yourself as

But OTHERS might see you as

Then you are probably a

Quiet

Disengaged

S

Conscientious

Fussy

C

In charge

Dominating

D

Convincing

Con artist

I

Perceptions

If YOU see yourself as

Confident

Organized

Socially Skilled

Thoughtful

But OTHERS might see you as

Opinionated

Stickler

Long-winded

Slow

Then you are probably a

D

C

I

S



Refer to your DISC Name Tent

Intensity

- The farther the factor is from the midline (high or low), the more intense the behaviors will be and the more difficult that factor will be to change or adapt

Combination

- How the 4 factors combine to determine our behavioral style; each of the factors influence the other



Natural Style

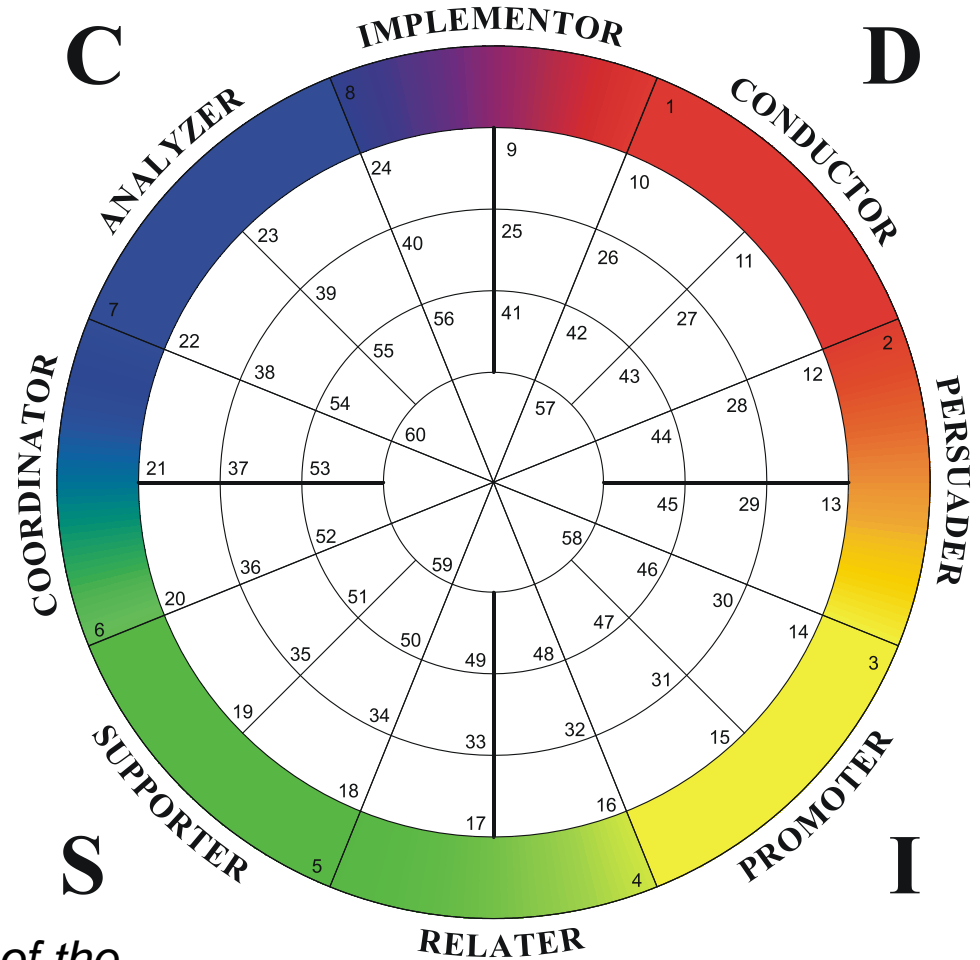
- Our preferred behavioral style before we adjust to outside rules, conditions, and personalities
 - > For 99.5% of us, the style we exhibit at home
 - > Experiences slow or little change

Adapted Style

- Our behavioral style exhibited to survive or excel
 - > For 99.5% of us, the style we exhibit at work
 - > Changes when we feel it necessary to make adjustments

Utilizing the Insights Wheel

Natural = ●
Adapted = ★



See page 23 or the last page of the DISC section of your report

Reading the Profile – highlights

- **Value to the Organization (p. 4) (p.5)**
- Checklist for Communicating (pp. 5-6) (pp. 6-7)
- Communication Tips (p. 7) (p. 8)
- Ideal environment (p. 8) (p. 9)
- Perceptions (p. 9) (p. 10)
- **Areas for Improvement (p. 16) (p. 20)**
- Action plans (p. 17 – 18) (p. 20-22)
- Graphs (p. 21) (p. 25)
- Success Insights Wheel (p. 23) (p. 27)

(Pages are for the Talent Insights “Dual” report)

“The person who is truly effective values the differences because those differences add to his knowledge, to his understanding of reality. When we’re left to our own experiences, we constantly suffer from a shortage of data.”

- Stephen Covey

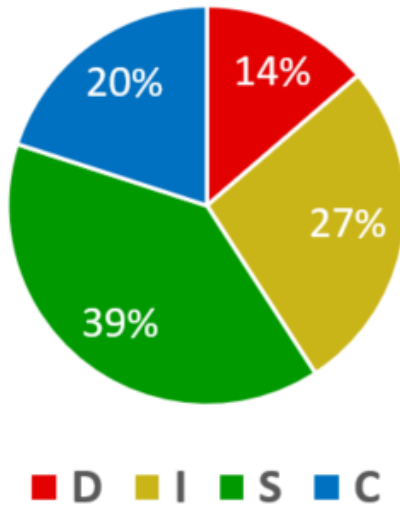
- Positively flexing your behavior to enable positive interaction with others
- How to flex:
 - ◆ Identify other's styles
 - ◆ Suspend judgment
 - ◆ Shift your style
- When to shift your style
 - ◆ When the environment or situation demands it:
 - ◆ When there is a “gap” on the team
 - ◆ When you *perceive* that others are under stress



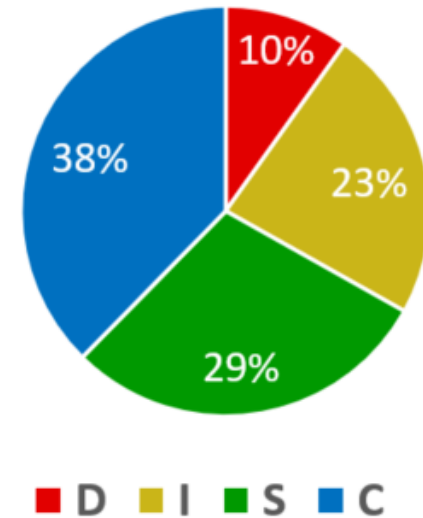
NORMS APPENDIX

% Respondents Primary DISC Style – Natural and Adapted

Primary Style
NATURAL

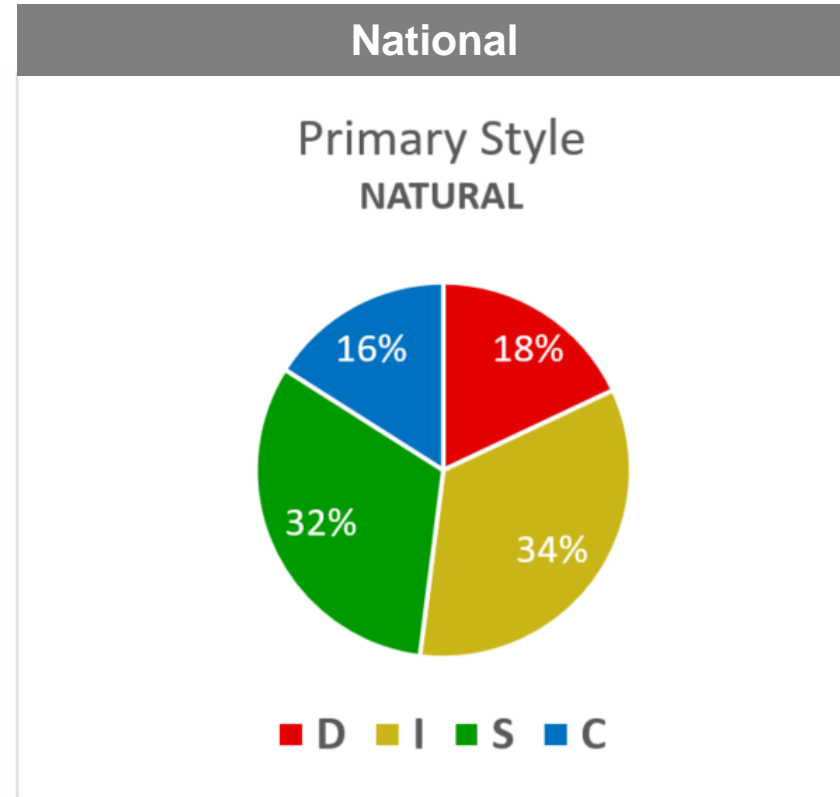
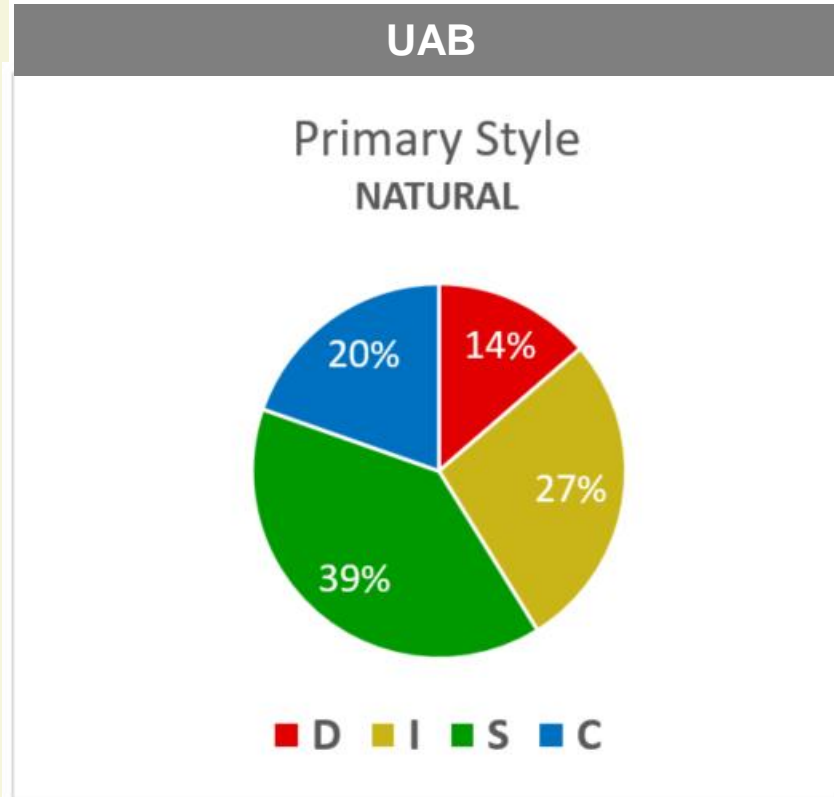


Primary Style
ADAPTED



UALB = 718 Respondents
UAB Medicine = 479
Respondents
April 2016 – April 2018

UAB % Primary Natural DISC Style – Compared to National %



US % Natural Primary Style | N = 353,180 | 50:50
Male:Female | 2017

UALB = 718 Respondents
UAB Medicine = 479 Respondents
April 2016 – April 2018

Pause

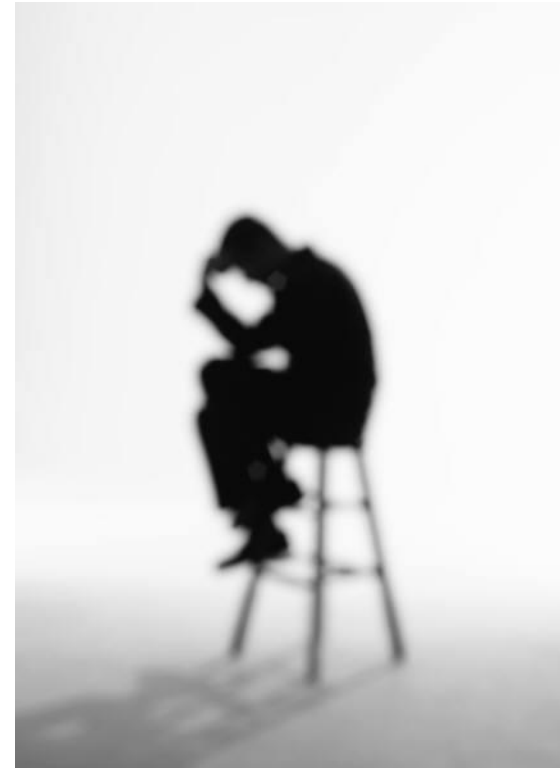


Do Mentimeter for DISC

Mastering Your EQ – Using Emotional Intelligence to Manage Yourself and Lead Others

What if you had a tool or method to help you:

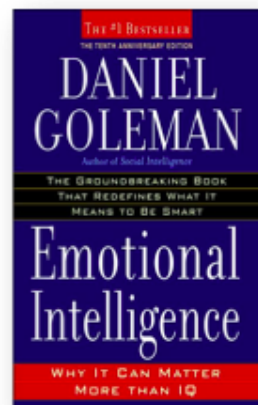
- navigate interpersonal differences
- manage change effectively, and
- build strong relationships?





90%

of the difference between star performers and average performers in senior leadership positions is EQ.



TIME WARNER & TURNER: THE INSIDE STORY

TIME

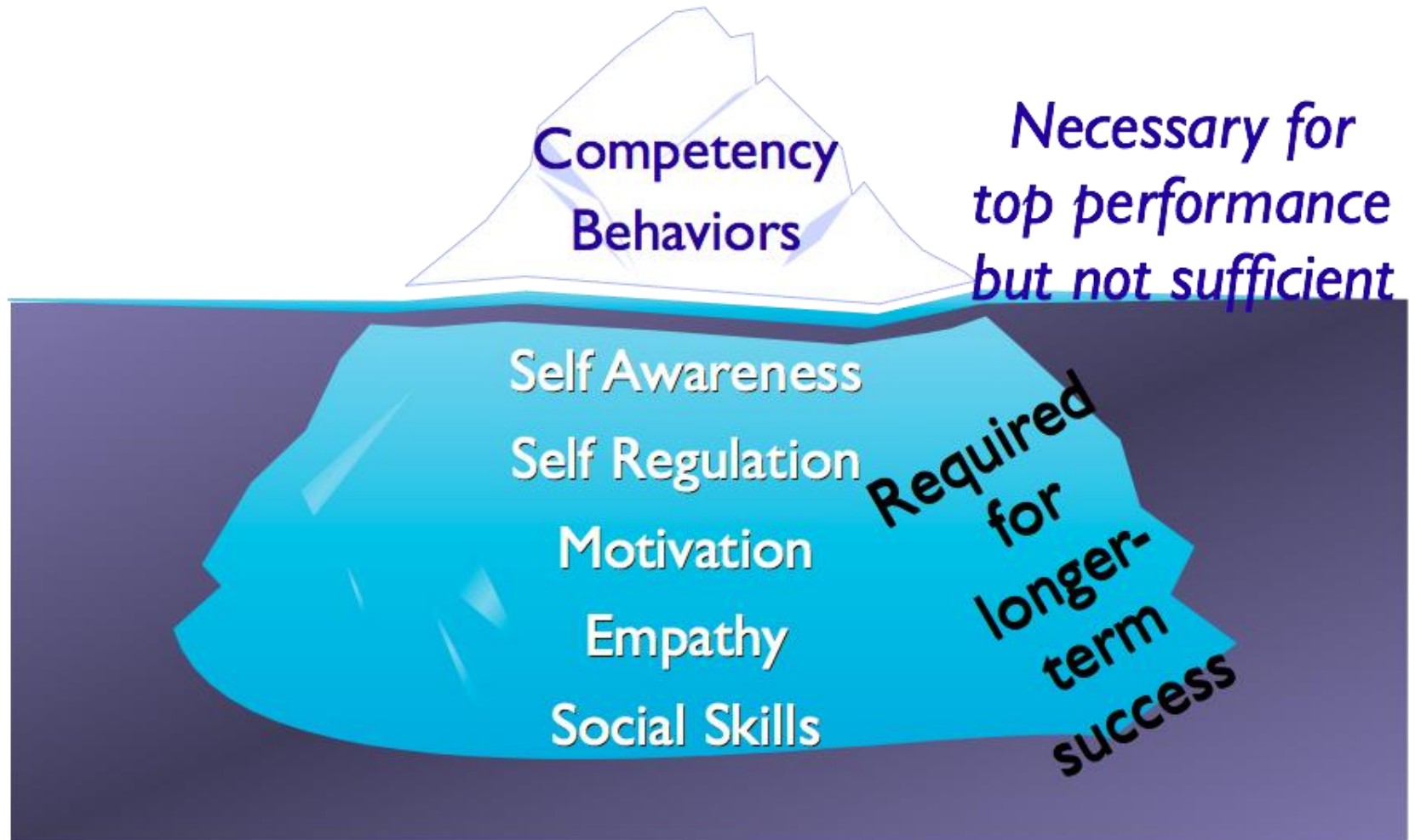
WHAT'S YOUR

EQ?

It's not your IQ. It's not even a number. But emotional intelligence may be the best predictor of success in life, redefining what it means to be smart.



Traditional Focus



Take YOUR Emotional Temperature

Take your emotional temperature as you view the images. (Number a sheet of paper from 1-15.)





1



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UAB HEALTH SYSTEM

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UAB SCHOOL OF
MEDICINE



6



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What is Emotional Intelligence?

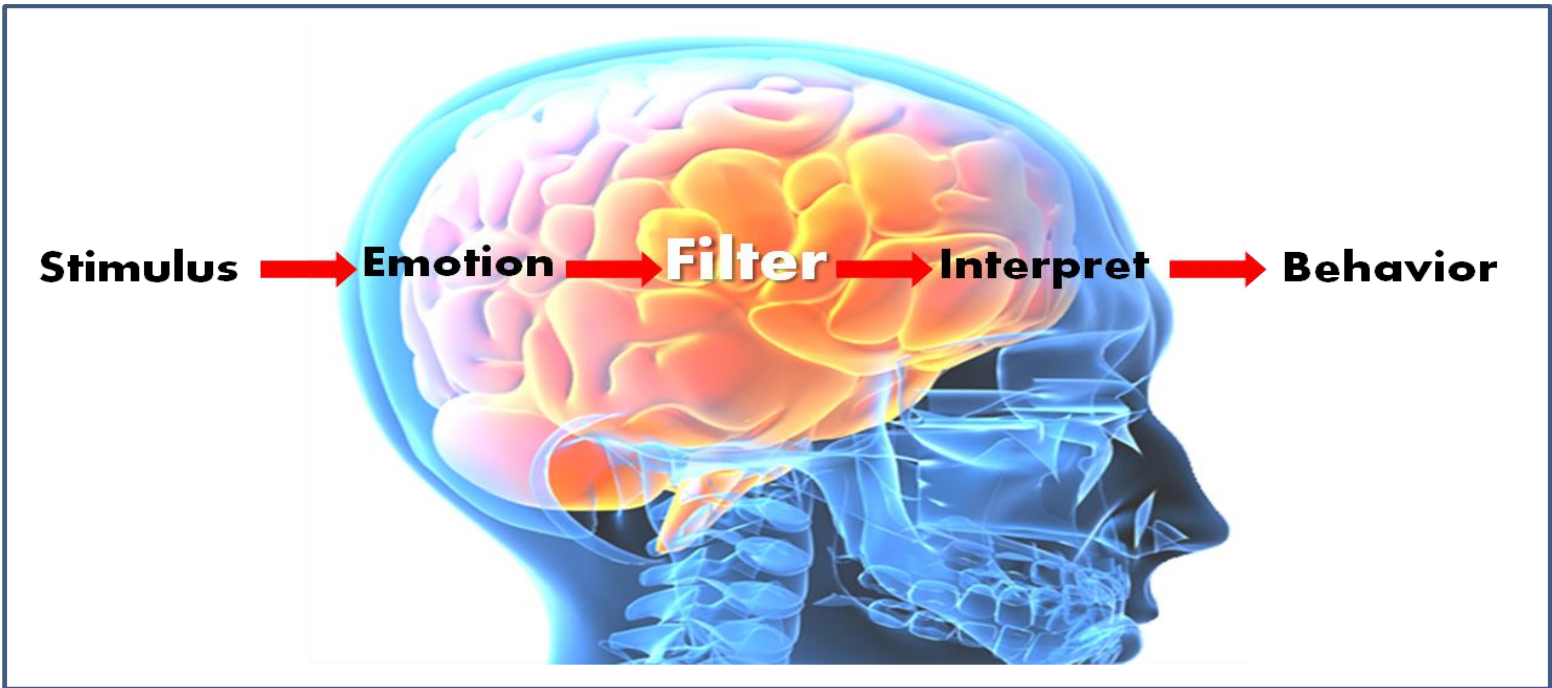
"Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth."

- Mayer & Salovey, 1997

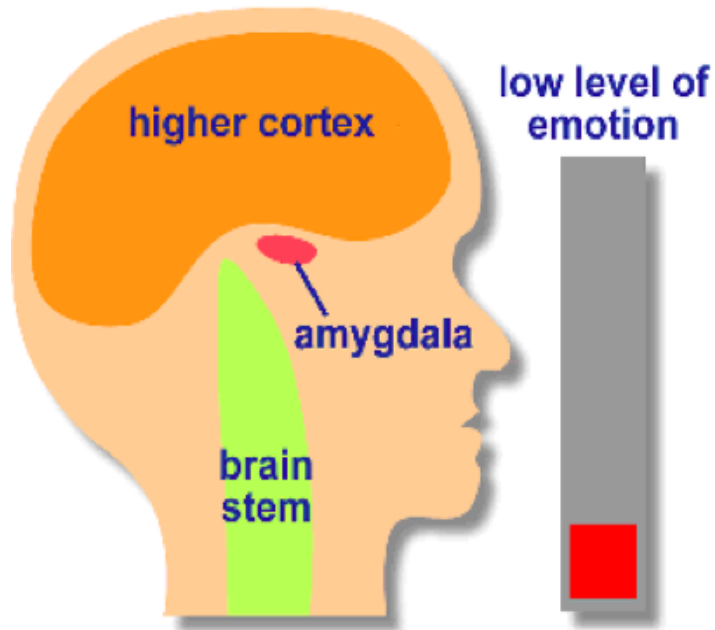
Emotional intelligence (EI) is the ability to *understand and manage your own emotions, and those of the people around you*. People with a high degree of emotional intelligence know what they're feeling, what their emotions mean, and how these emotions can affect other people.

– Source: Mindtools

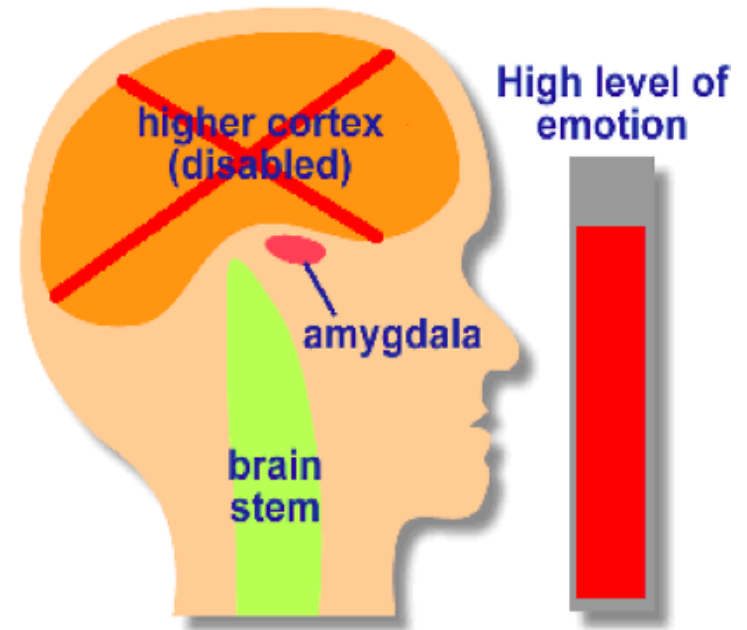
So how does EQ work?



Your Brain Under Stress



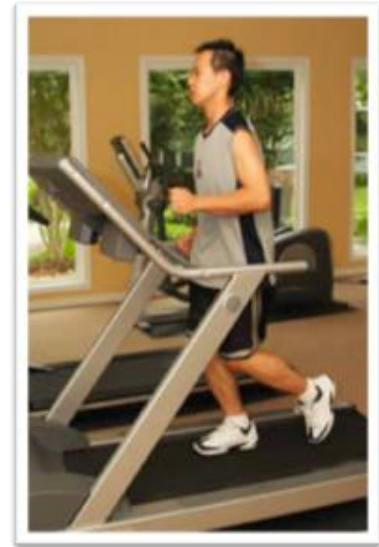
Low emotion
(calm, relaxed)



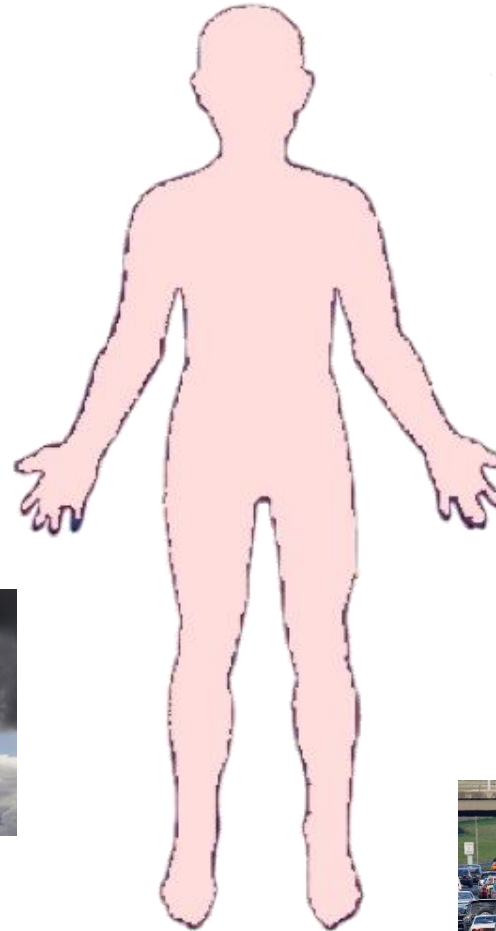
High emotion
(anger, fear, excitement, love,
hate, disgust, frustration)

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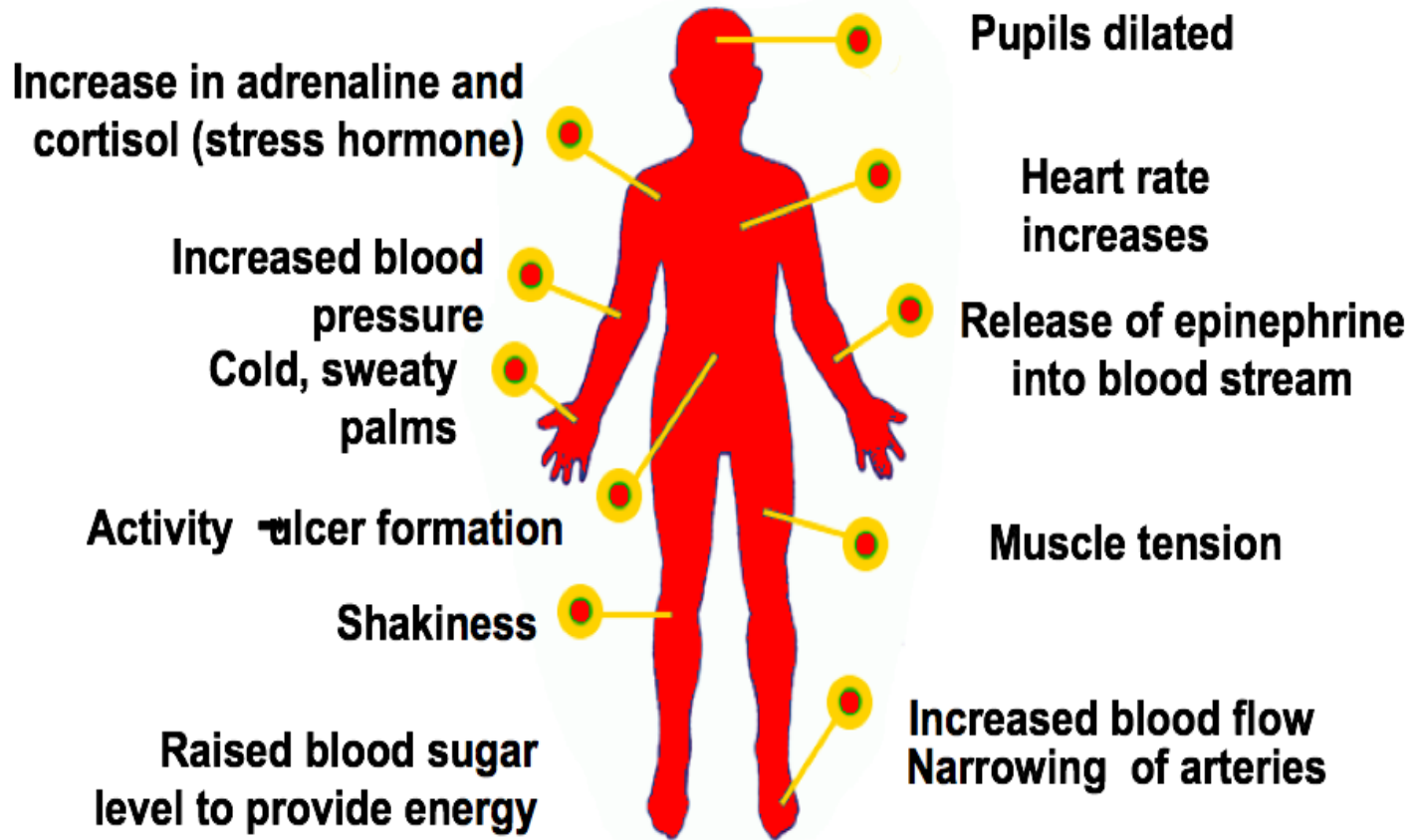
How Does Stress Affect You?



Negative Events and Interactions



Stress Response



<http://www.thinkbody.co.uk/papers/autonomic-nervous-system.htm>

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Stressed State

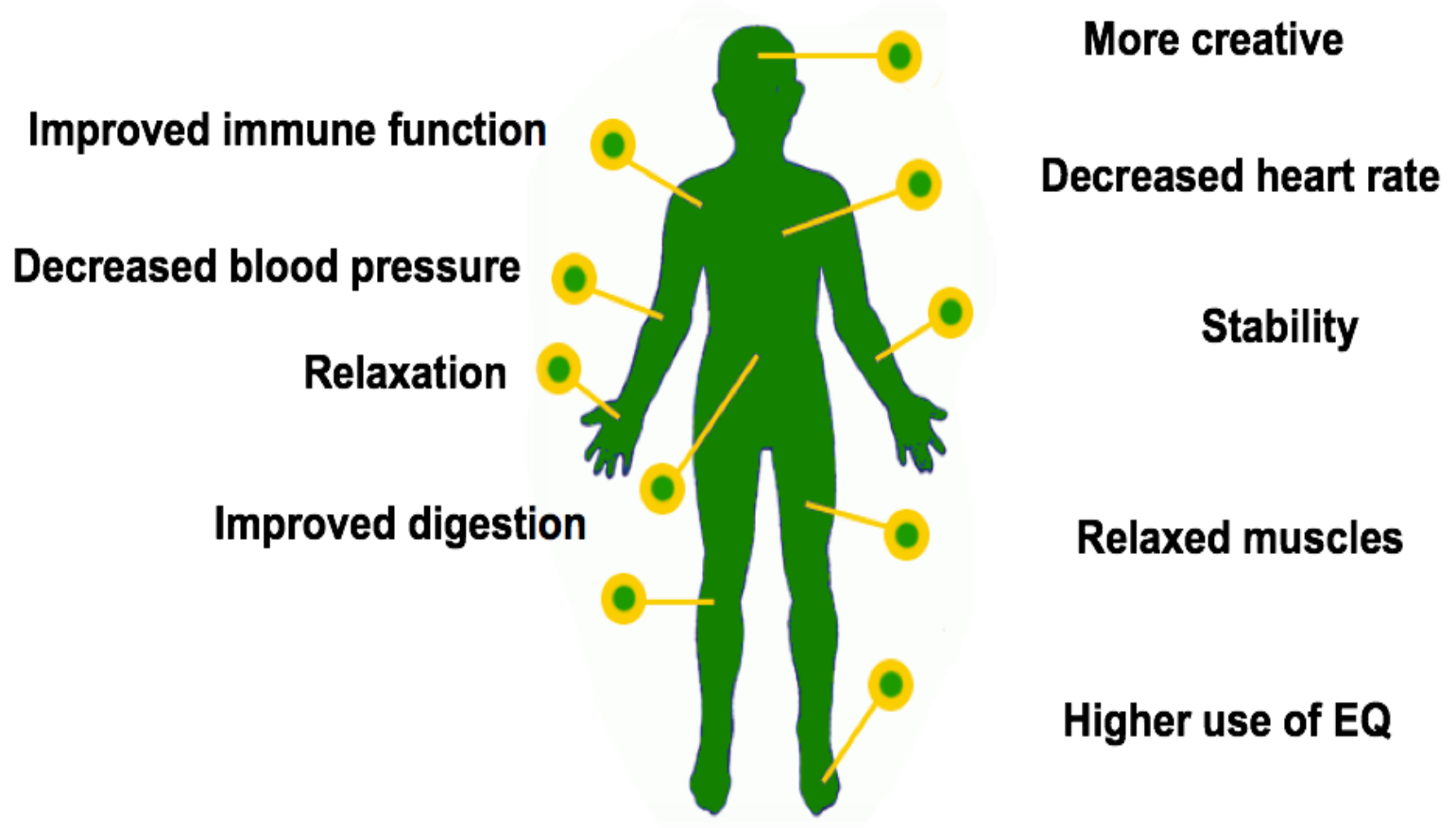
- Have decreased cognitive performance
- Have less oxygen available for critical brain functions
- Tend to over generalize
- Respond with defensive action
- Perceive small stressors as worse than they actually are
- Are easily aggravated
- Will struggle to get along with other co-workers
- Cannot perform at your best



Positive Events and Interactions



Relaxation Response



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Non-stressed/Relaxation State

- Are intrinsically motivated
- Have improved cognitive functioning (i.e. rational, creative thought)
- Are willing to do difficult things
- Are willing to take risks
- Think deeply about issues developing creative solutions
- Collaborate productively
- Are engaged
- Perform at higher levels



Self

- Self-Awareness
- Self-Regulation
- Motivation

Others

- Social Awareness (formerly Empathy)
- Social Regulation (Social Skills)



EQ Defined

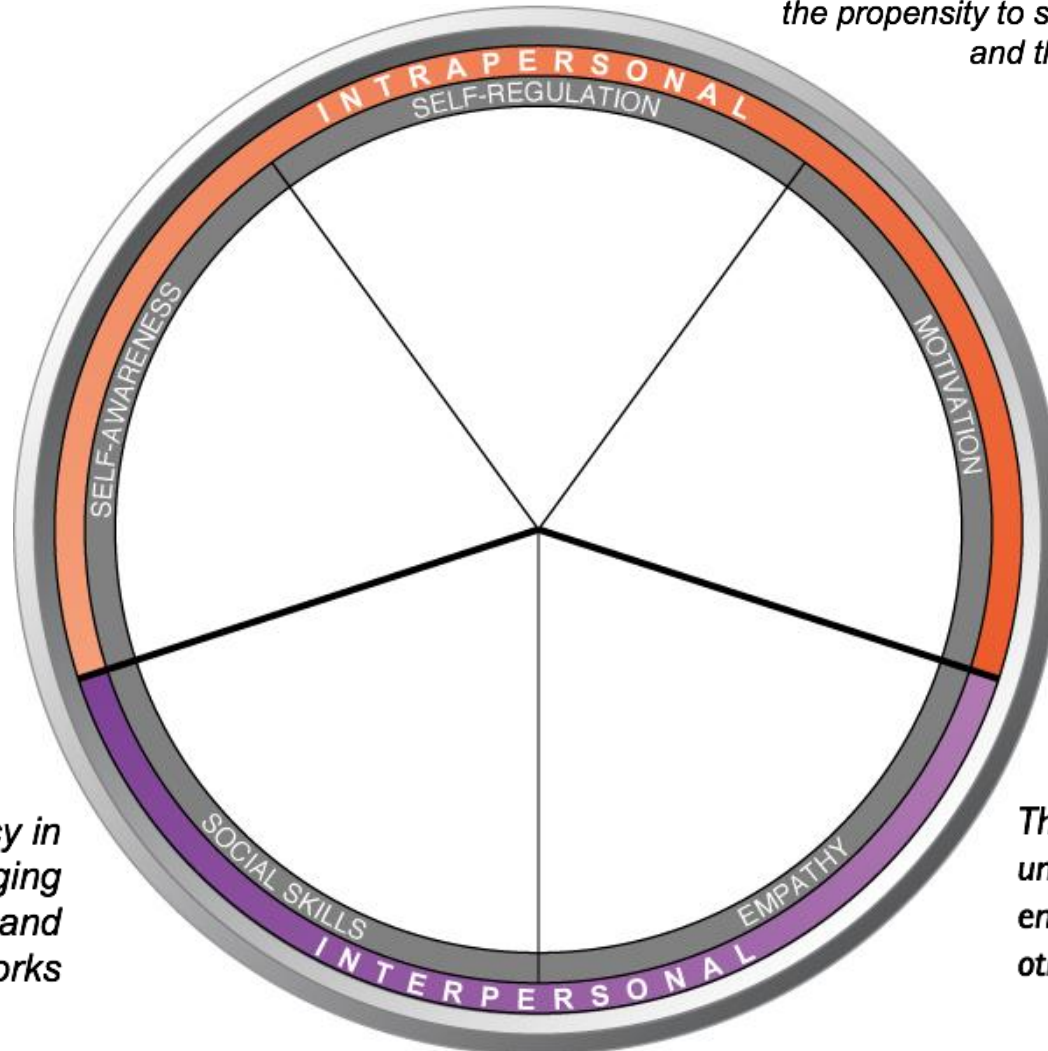
The ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting

The ability to recognize and understand your moods, emotions, and drives, as well as their effect on others

A passion to work for reasons that go beyond money or status and a propensity to pursue goals with energy and persistence

A proficiency in managing relationships and building networks

The ability to understand the emotional makeup of other people



The ability to recognize and understand your moods, emotions and drives, as well as their effect on others.

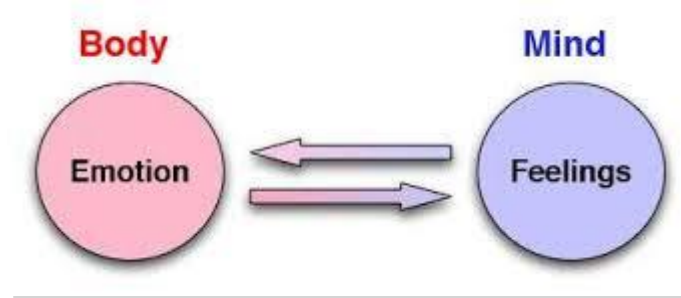
- Knowing how you're feeling and why
- Knowing your personal strengths and limits
- Having a sense of your self-worth and capabilities

Self-Awareness

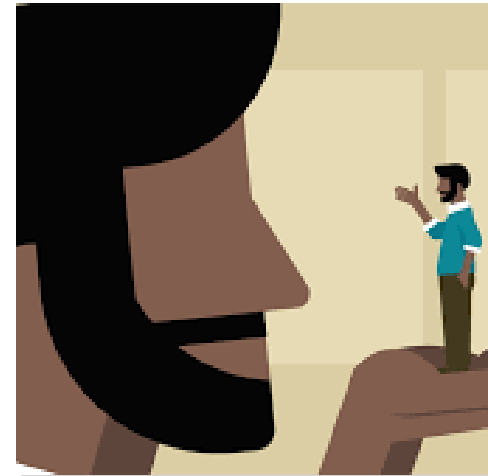
The ability to recognize and understand your moods, emotions and drives, as well as their effect on others.



Personal
strengths and
Limits



Feelings and
Emotions



Self Worth
and
Capabilities

Throughout your day, which emotion do you feel the most often?

Audience Response



Self-Regulation is the ability to control or redirect disruptive impulses and moods and the propensity to suspend judgment and think before acting.

- Keeping disruptive emotions and impulses in check.
- Maintaining standards of honesty and integrity.
- Taking responsibility for personal performance.
- Flexibility and handling change.
- Being comfortable with novel ideas, approaches and new information.

What are things that you can do to self-regulate?

Self-Regulation Poll

What do you do to regulate your emotions?

- A. Count to 10
- B. Walk away
- C. Sleep on the situation before reacting
- D. Meditate or pray
- E. Listen to music
- F. Exercise, yoga, run, etc.
- G. Others?



Audience response technology



A passion to work for reasons that go beyond money or status, and a propensity to pursue goals with energy and persistence.

- Striving to improve or meet a standard of excellence.
- Aligning with the goals of group or organization.
- Readiness to act on opportunities.
- Persistence in pursuing goals despite obstacles and setbacks.



Think about someone you've observed who seems to really love their job:

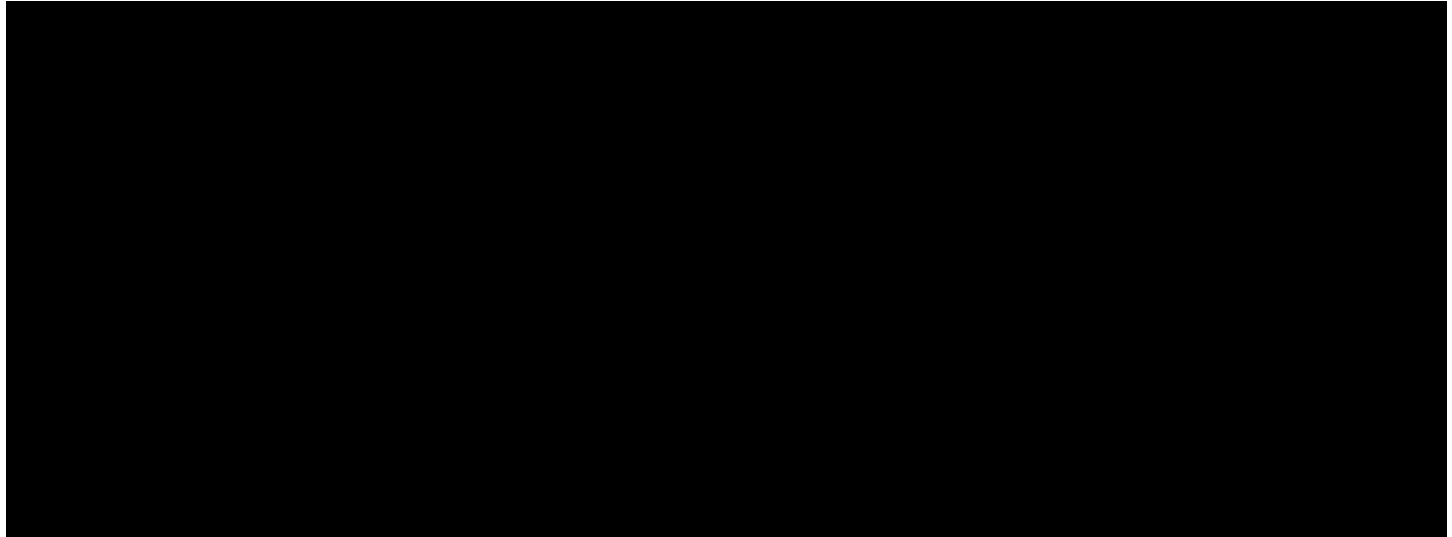
1. How can you tell someone is passionate about their job?
2. What are the characteristics you observe?
3. Now think about your feelings about your own job.
4. How do the two compare?

Social Awareness or Empathy

The ability to understand the emotional makeup of other people.

- Sensing others' feelings and perspectives and taking an active interest in their concerns.
- Sensing others' development needs and bolstering their abilities.
- Anticipation, recognizing and meeting the needs of others.
- Cultivating opportunities through different kinds of people.
- Reading a group's emotional currents and power relationships.

Social Awareness & Empathy



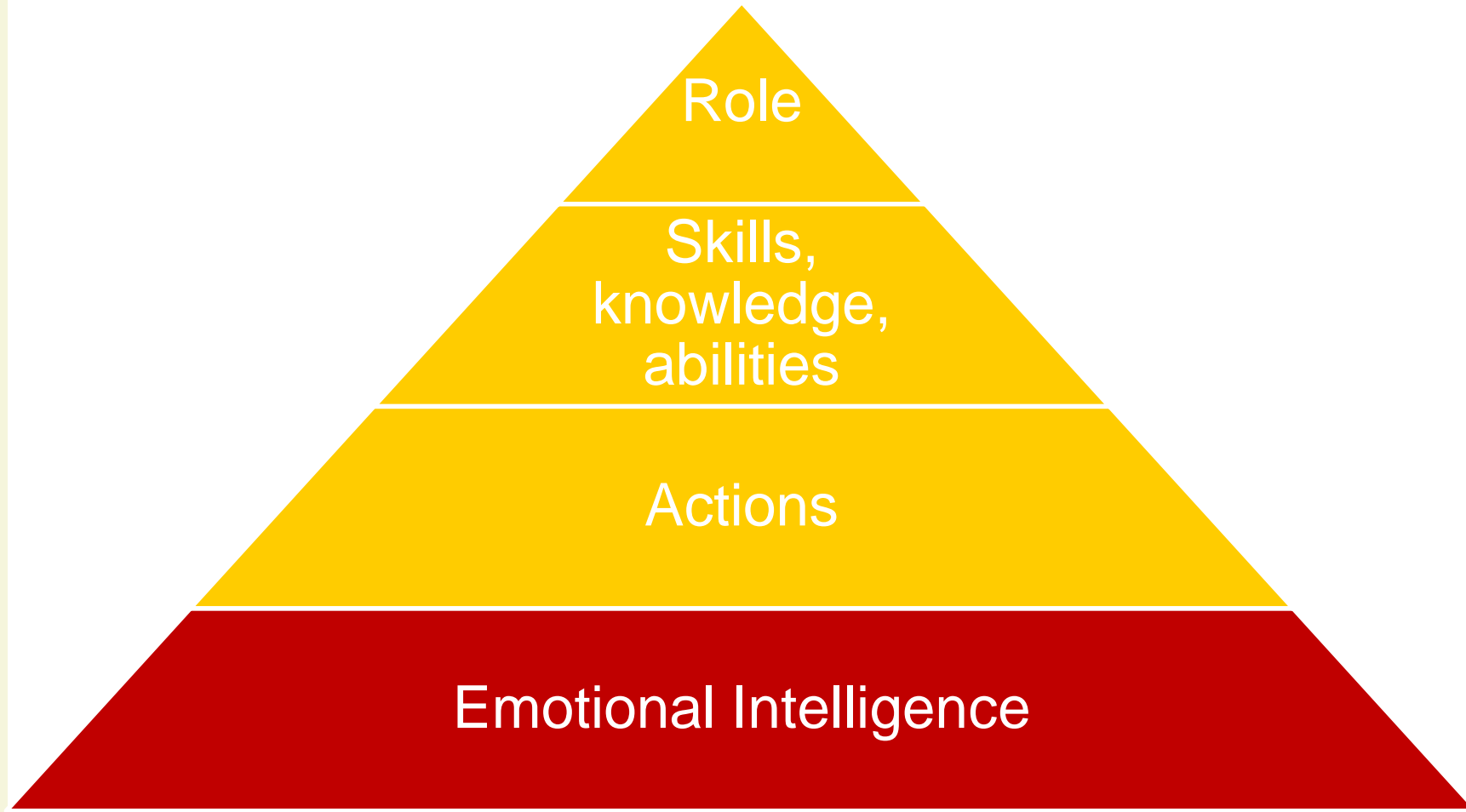
Social Regulation (Social Skills)

A proficiency in managing relationships and building networks.

- ◆ Wielding effective tactics for persuasion.
- ◆ Listening openly and sending convincing messages.
- ◆ Negotiating and dissolving disagreements.
- ◆ Inspiring and guiding individuals and groups.
- ◆ Initiating or managing change.
- ◆ Nurturing instrumental relationships for building bonds.
- ◆ Working with others toward shared goals.
- ◆ Creating group synergy in pursuing collective goals.

Applications in Business and Personal Life

Better Decision Making



In Short, EQ Helps you...

- Lead change more effectively
- Engage your team around shared goals and objectives
- Manage stress
- Make better decisions
- Create and maintain collaborative teams



What area do you feel you need to work on to improve your EQ?

1. Self-awareness
2. Self-regulation
3. Motivation
4. Social Awareness/Empathy
5. Social Regulation



Audience Response Technology

Look at your EQ profile

- What area could you improve in that would make the most positive impact in your ability to lead others?
- What one new behavior will you employ?

General Ideas for improving EQ

- **Improve your non-verbal communication**
 - Focus on the other person
 - Make eye contact
 - Pay attention to non-verbal cues
 - Smile
- **Use humor and play to deal with challenges**
 - Take hardships in stride
 - Smooth over differences
 - Simultaneously relax and energize yourself
 - Be creative
- **Resolve conflict positively and in a trust building way**
 - Stay focused in the present
 - Choose your arguments
 - Forgive
 - End conflicts that cannot be resolved



Improving Self-Awareness

- Practice self-reflection by recognizing your current emotional state – do you experience discreet feelings and emotions? Can you name them?
- Once you identify the emotion, describe it aloud or write it down on paper
- Feel your emotions physically
- To improve your ability to self-assess, ask a family member or trusted advisor to describe your strengths and weaknesses
- Compare with your own self-assessment
- Pay attention to your emotions and behaviors and see if you recognize patterns throughout the day
- Reflect on the connection between your emotions and your behavior
- Know who and what pushes your buttons
- Write in a journal about your emotional responses to situations that were significant



Improving Self-Regulation

- Practice self-restraint by listening first, pausing and then responding
- When becoming frustrated, identify what brought on that emotion
- Create effective responses to stressful situations by finding strategies for altering a negative mood
- Discuss ways of dealing with change and stress with family members, friends or a trusted advisor
- Focus on events that provide a sense of calm or positive emotions
- Ask yourself, "What is the worst thing that can happen?" in order to consider the reality of the situation
- Journal occurrences during which you were able to regulate your responses or emotions
- Begin regular exercise, yoga or meditation to increase your ability to manage your emotions and relax both body and mind. Exercise regulates your emotions by releasing endorphins, adrenaline, serotonin and dopamine

Improving Your Motivation

- Set specific goals with dates for achievement
- Clarify why these goals are important to you. Ask yourself not only, "What are my goals?" but also, "Why are they my goals?"
- Work with a peer or trusted advisor to create detailed action items to work toward your overall goals
- Set aside time to work on your goals each day, even if it is just five minutes at a time
- List your goals and post them where you can see them every day
- Spend time visualizing the achievement of your goals
- Ask a close friend to help hold you accountable for reaching your goals
- Celebrate accomplishments, both big and small
- Learn from your mistakes; keep track of the lessons learned in a journal
- Find inspiration from others who use internal motivation to overcome obstacles to reach their dreams



Improving Your Social Awareness or Empathy

- Attempt to understand others before communicating your point of view
- Observe nonverbal behavior to evaluate the negative or positive emotions of others
- Go people watching or see emotions in movie characters
- Practice empathetic communication in response to your family members and coworkers
- Watch interactions of other people that you determine to be empathetic. What can you do to model that behavior?
- Break bad interpersonal habits such as interrupting others
- Seek clarification from others when attempting to read emotional responses
- Be nonjudgmental in your interactions with others
- Offer assistance to your friends, family and even strangers



Improving Your Social Regulation

- Be aware of the message your body language is communicating
- Ask those you admire to describe their experience when socializing with you
- Remember people's names. Everyone has a hard time with it
- Use memory techniques and be known as the one that remembers!
- After making a mistake, take accountability quickly and find ways to make amends
- Describe scenarios to a trusted advisor in order to gain experiential knowledge on how to increase your level of social skills (i.e. discuss the details of a social function and what makes you uneasy)
- Take notice when emotions are taking over an interaction and then find ways to remove yourself from the situation
- Be open and curious - Show a genuine curiosity for others' well-being
- Explain your decisions, don't just make them



Development Template

New Desired Behavior, Competency or Skill	From which source, e.g. DISC, Change readiness, others?	Why do I want to employ this new behavior?	Strategies	By when?

Development Plan Ideas

New Behavior	From which assessment, e.g. DISC, DF, EQ	Why do I want to employ this new behavior	Strategies	By when?
EX: Listen without interrupting	EQ: Self-management	To be more respectful and to learn more	Allow a pause before speaking; take notes while listening; focus on the other person; get an accountability partner	Practice 3 weeks and reassess

Pause



Do Mentimeter for EQ

Closure and Next Steps



One minute essay: Answer the questions below; Then use Mentimeter to share your thoughts

- What key thoughts are you taking away from the retreat?
- How will you behave differently because of today's sessions?

Patient Style	Identifying	Communicating
"Aggressive" HIGH D	<ul style="list-style-type: none"> • Meets you at the door of the patient's room • Asks for your name, your role, and how you are supposed to be helpful to them • Takes charge of the flow of the conversation • Challenges every medical decision, appears argumentative 	<ul style="list-style-type: none"> • Be clear, specific, and brief; "tell it like it is," no need to sugar coat • Give them options, and let them choose • Don't be meek, disorganized, scattered, or repetitive • Don't waste time with details, telling stories or getting personal
"Rambling" HIGH I	<ul style="list-style-type: none"> • Tells you about every place they have lived, every job they ever had, etc. • Want you to know the names of all of their kids, grandkids, best friends, etc. • Wants to "stay positive" & "avoid all that negative talk" • Seems to want to talk about everything but the matter at hand; hard to get a word in edgewise 	<ul style="list-style-type: none"> • Take time to connect personally • Help them by putting details that were discussed in writing for later review • Don't be too blunt, too negative, cold or tight-lipped, but don't be afraid to set an agenda to cover the most important items • Don't overwhelm them with facts, figures, and data
"Guarded" HIGH S	<ul style="list-style-type: none"> • Pleasant but difficult to read • Speaks little but seems to be listening closely • Hesitant/skeptical at first but warms up by the second or third visit • Wants to know what their primary doctor thinks before making a decision 	<ul style="list-style-type: none"> • Slow down, be genuine and sincere; encourage them to speak • Take time to understand their background, speak with primary doctors to build trust • Don't be too domineering or aggressive • Don't force them to respond quickly, include family in decisions
"Engineer" HIGH C	<ul style="list-style-type: none"> • Has a notebook (or spreadsheet) of all of their blood sugars etc. over the past 4 weeks • Has an endless list of questions • Seems to doubt every plan until all of the questions have been answered to their satisfaction • Comes across as black & white, rigid, even critical 	<ul style="list-style-type: none"> • Take time to be accurate and prepared with ALL the details (as much as is possible) • Be patient & take time to answer their questions; praise them for being careful & involved • Don't guess, speculate, or "shoot from the hip" • Don't overuse humor, get too emotional, or try to get personal

Patient Style	Identifying	Communicating
"Conflict-Avoidant" LOW D	<ul style="list-style-type: none"> • Struggles to tell others what they are thinking • Tries to protect others by not talking about difficult things • Struggles to make decisions about next steps • Defers decision-making to family or physicians 	<ul style="list-style-type: none"> • Give them time, and involve others in the decision making process • Give them clear guidance and recommendations, especially when making decisions • Don't be too aggressive or confrontational • Don't mistake their silence for agreement
"Matter-of-Fact" LOW I	<ul style="list-style-type: none"> • Responds to serious news in a cold/calculated way, shows little or no emotion • Seems resigned and just wants to move on to next steps and the plan • Skeptical, poo-poo's a lot of the plan but doesn't necessarily offer an alternative • Critical of others, especially their emotional reactions 	<ul style="list-style-type: none"> • Approach the conversation in a factual, logical manner • Have a plan in mind but allow them to question it • Don't be too positive or optimistic, don't sugar coat • Don't take their cold, critical, skeptical nature personally
"Hasty" LOW S	<ul style="list-style-type: none"> • Is impatient & just wants to know what's next • Is distracted and restless, tired of waiting around in the hospital • Struggles to follow through on ideas, changes mind frequently • Doesn't want to know the details and defers those to family members 	<ul style="list-style-type: none"> • Move quickly and offer more than one option • Make sure to follow up and confirm that you still agree on the plan; help them think things through • Don't bore them with the nitty-gritty details • Don't be overwhelmed or distracted by their pace and intensity
"Entitled" LOW C	<ul style="list-style-type: none"> • Doesn't feel that the rules apply to them • Always wants to try something new, something that hasn't been done before • Struggles to think through the implications of decisions (particularly how they affect others) • Appears confident and fearless 	<ul style="list-style-type: none"> • Think outside of the box with them; encourage their independence • Help them think thru the implications of their actions/decisions • Don't be too directive or controlling; don't focus on the "can'ts" • Don't mistake their originality as arrogance



RECOGNIZING DISC STYLES

C COMPLIANCE

The C is looking for: **FACTS**

Quick Observations: Slower paced, task-oriented

Communication: Direct

Overextension: Critical

Organization: Everything in its place. Perfectly organized.

Body Language:

Stance - Arms folded, one hand on chin

Walks - Straight line

Gestures - Very reserved, little or no gestures

Communication Clue: Asks detailed questions

D DOMINANCE

The D is looking for: **RESULTS**

Quick Observations: Faster paced, task-oriented

Communication: Direct

Overextension: Impatient

Organization: Efficient, not neat.

Body Language:

Stance - Forward leaning, hand in pocket

Walks - Fast, always going somewhere

Gestures - A lot of hand movement when talking, big gestures

Communication Clue: Doesn't want others' opinions, only facts

S STEADINESS

The S is looking for: **STABILITY**

Quick Observations: Slower paced, people-oriented

Communication: Indirect

Overextension: Possessiveness

Organization: Usually some type of system. A little on the sloppy side.

Body Language:

Stance - Leaning back, hand in pocket

Walks - Steady, easy pace

Gestures - Will gesture with hands

Communication Clue: Has a "poker" face

I INFLUENCE

The I is looking for: **INTERACTION**

Quick Observations: Faster paced, people-oriented

Communication: Indirect

Overextension: Disorganized

Organization: Disorganized. A lot of piles.

Body Language:

Stance - Feet spread, two hands in pockets

Walks - Weaves, people focused, may run into things

Gestures - A lot of big gestures and facial expressions when talking

Communication Clue: Talks with hands

Low D Strengths

- Mild, calm, accommodating
- Cooperative, agreeable, undemanding
- Not argumentative or competitive
- Humble, modest, unassuming
- Patient, accepting, peaceful
- Asks clarifying questions, inquisitive, a great listener
- Cautious, deliberate, likes to specialize
- Does not need to “win”, very collaborative

Low D Limits

- Docile, meek, mild, not assertive, not a risk taker
- Avoids confrontation and disagreement
- Rarely stands up for what they believe in unless important
- May back down when challenged
- Too accommodating, low keyed, laid back
- Needs lots of time to think things through
- May take too long to make a decision

Low I Strengths

- Practical, logical, realistic, not controlled by emotion
- Objective, factual, analytical, calculating
- Not influenced by a need to fit in or be accepted
- Looks for what is missing, skeptical approach
- Evaluates people and situations well
- Well thought out, straight forward, not impulsive
- Prefers facts, figures, and data

Low I Limits

- Blunt, critical, cold, and sometimes hard to get to know
- Doesn't sugar-coat or fluff, not always diplomatic
- Non-emotional, non-expressive
- Pessimistic, negative, plays devil's advocate
- Untrusting, judgmental, introverted, more of a loner
- Little small talk, idle chatter, or personal connection
- Rarely shows enthusiasm, fun, or laughter; tends to be very serious

Low S Strengths

- Multi-tasker, can handle multiple initiatives at one time
- Versatile, flexible, adaptable
- Active, mobile, hurried
- Eager, quick, high sense of urgency
- Change agent, always in action, never bored
- Dynamic, intense, energetic
- Wears lots of hats, juggles lots of balls

Low S Limits

- Short attention span, scattered, very little follow-through
- Gets bored easily and drops the ball
- Hyperactive, can't slow down and focus
- Impatient, intense, can't keep up with their pace
- Everything is a priority, little strategic thought
- Impulsive, not well thought out, inconsistent

Low C Strengths

- Confident, self-reliant, original, autonomous
- Fearless, bold, uninhibited, thinks out of the box
- Risk-taker, mistakes are a way to learn
- Resourceful, original, quick on their feet
- Doesn't see things as black and white; big gray area
- New ways, bends the rules to fit situation
- Opinionated, seeks freedom from rules and regulations

Low C Limits

- Does not follow the rules, no consistency
- Little attention to detail, policy and procedure
- Radical, daring, reckless
- Independent, resents close supervision, not always a team player
- Does it their way, little concern for consequences
- Short term focus, in the moment, does not see big picture

