

Cover Page

[Student's Guide]

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Course Information:

Length: 4 hours
Objective(s): Human Performance Improvement Strategies
Emotional Quotient Competencies: Self-Awareness, Self-Regulation
Class Size: 15-20
Worksheets: Yes
Discussion Group(s): Yes

Pre-requisite: Lesson 001

Learning Key:



Lesson Objectives – Human Performance Applications



Education: Communication Skills

- Learning Objective(s): Identify the 3 channels
- Field Tool:
- Models: 3 V's (Visual Verbal and Vocal)



Education: Behavior Patterns History & Study

- Identification: Four common patterns
- Applications: Self-Knowledge and Empathy (Social interactions)



Skills Development: Critical Advisors Model

- Identification: On Board Navigational System
- Applications: Self Checking & Peer2Peer Tool
- Field Tool:



Skills Development: Personality Styles

- Identification: Communication
- Applications: Self Checking & Peer2Peer Tool
- Field Tool: DISC (Colors)

Course Description:

Human performance strategies continue to improve the more we learn about the brain's emotional centers and ability to synchronize the body for any given task. The Internal **Critical Advisor Model** is another critical decision-making tool that promotes corrective actions and recovery techniques based on real-time mental and emotional criteria. When practiced daily, the critical advisors enable an individual to perform consistently at high levels while maintaining a healthy work-life balance.



CRITICAL ADVISORS

Critical Advisor Model

This model is best used as a daily process and can be used as an effective problem-solving technique. The critical advisors are similar to the _____ in a moving vehicle—all the gauges are constantly changing based on speed, fuel levels, etc. When used as a step-by-step thought process for assessing internal states, the model enables an individual to be in the moment and make on-demand corrective actions for self-checking and peer-to-peer evaluations.

The word *critical* or *hypercritical*, sometimes referred to as *faultfinding*, is defined as a means to look for and point out faults and defects. Humans tend to be self-critical by nature. As it pertains to self, the individual learns to make fair judgments and focus attention on using each of the four criteria, changing as needed to achieve the end result. In a case of immediate cares or concerns, an individual learns first to be self-aware of their own attitude and seeks to align the optimal thoughts or chatter to support the immediate need leading to the desired result.



Personality styles

Personality can be defined as a dynamic and organized set of personal traits and patterns of behavior. "_____ includes attitudes, modes of thought, feelings, impulses, strivings, actions, responses to opportunity and stress and everyday modes of interacting with others." Personality style is apparent "when these elements of personality are expressed in a characteristically repeated and dynamic combination."

An individual's personality style represents the _____ of all one's attributes, thoughts, feelings, attitudes, behaviors, and coping mechanisms. It is the distinctive pattern of one's psychological functioning—the way one thinks, feels, and behaves, all according to _____.

As it pertains to human performance improvement, learning one's own personality style, the personality style of others and how to adapt to other styles has become the cornerstone for improved communications across all generational gaps, technical gaps and skill gaps.

Section 1



On Board Navigational System

[Critical Decision-Making Model]



Internal Critical Advisors

This critical decision-making model is based on monitoring and regulating three internal states: one's attitude (_____ habits), one's philosophy (_____ states and motive), and one's self-discipline (specific behavior, _____, or lack thereof).

_____ refers to self and _____ refers to clarity and defects, whereas _____ refer to guidance or recommendations offered about prudence—the act of showing care and thought for future results.

1. Attitude

- a. Habit of _____
- b. Learn to examine one's own attitude towards: _____, _____ and _____
- c. Law of _____ – humans always move in the direction of their dominant thought
- d. People can actually see, hear and feel (_____, _____ and _____ channels)
- e. _____ Mode vs. _____ Mode

2. Philosophy

- a. Study of _____ (reflecting), your definition of _____ you do what you do, a good life
- b. Always check your motive; left unchecked and it will become _____ (nature)
- c. _____ (motive or reason why) is stronger than object
- d. What constitutes a good lifestyle?
- e. Look at each cylinder of the six and begin thinking, defining, debating major issues

3. Self-Discipline

- a. We must all **suffer** one of two **pains**; the pain of **self-discipline** or the pain of _____
- b. Nature - path of least resistance, root, water, ants – Human Nature is the same
- c. _____ – thought for the future, translates to action now
- d. Instant Gratification - most have little regard or thought to _____
- e. Learn to monitor the _____-moments, chatter (MEF), expressions of others (TEA)

The (skill) ability to make myself do what I need to do, when I need it, whether I want to or not, advancing closer to the end goal.

4. Results

- a. The _____ of the game.
- b. The reality is, without the _____ (work) no body eats
- c. Cathcart: "Knowing the person I want to be, how do I see myself handling this situation"



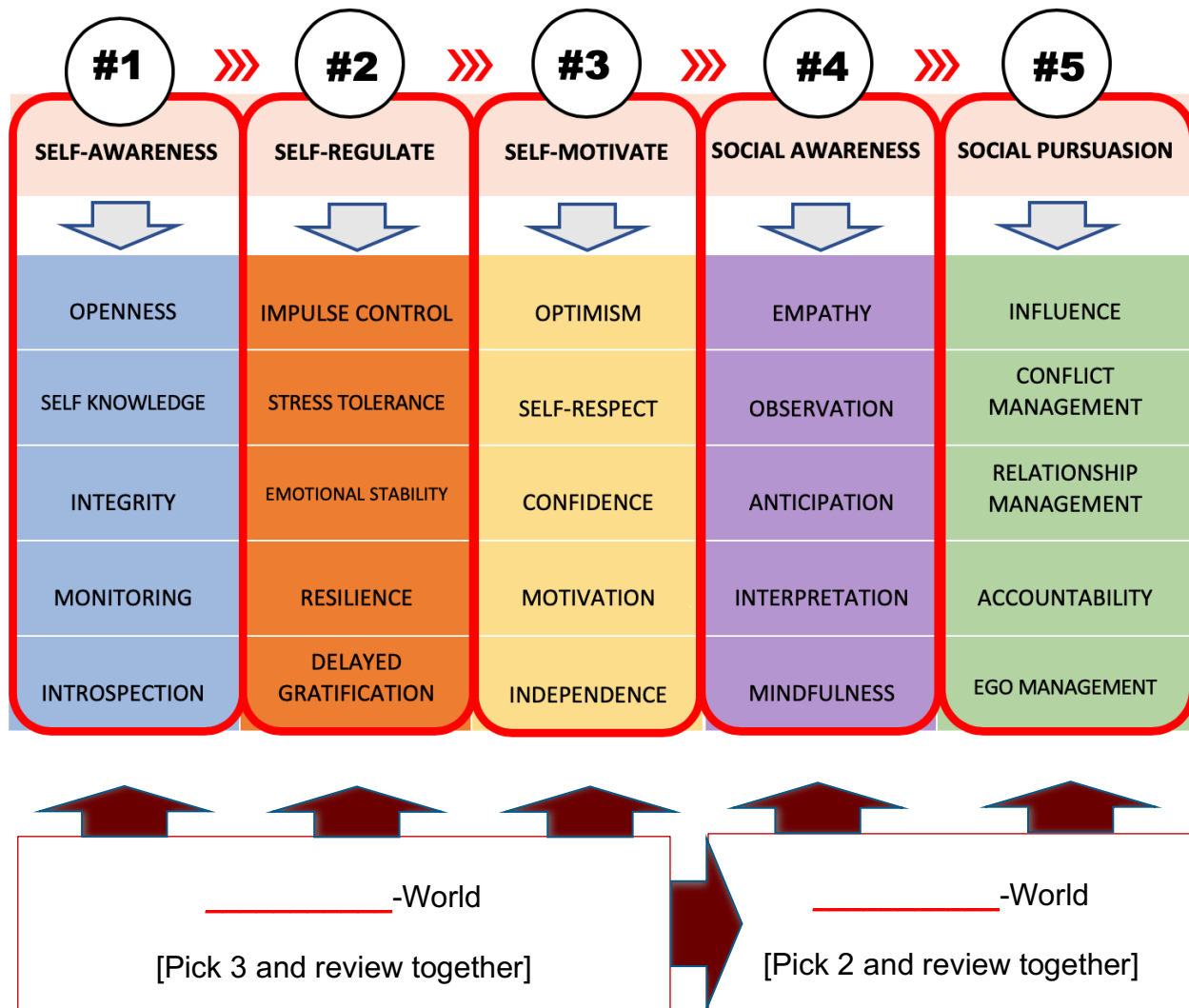
Emotional Intelligence Skill Development (Map 5)

REFRESH: Lesson 001

Occupations requiring the need to quickly adapt to change, creatively solve problems, or effectively resolve conflicts benefit from emotional intelligence training.

Map5 – Emotional Quotient Competency Map

1. Based on your current **ATTITUDE** which category is your strength / improvement opportunity?
2. Based on your current **PHILOSOPHY**, what are your top 3 Skills (pick from any color)?
3. Which 3 skills require your intentional **SELF-DISCIPLINE** (abilities you need to work on)?



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Notes:



Three (3) V's of Communication

When you communicate face-to-face, people receive information through what you say _____, how you sound _____, and how it appears _____. The entire package must be synchronized for maximum benefit. In a study at UCLA in 1967, Dr. Albert Mehrabian found that when there are conflicts of trust and believability between the verbal (what is said), the vocal (how the voice says it) and the visual (what is seen of the speaker) the visual is overwhelmingly dominant. Research in his book *Silent Messages* shows the verbal is believed 7% of the time, the vocal 38%, and the visual 55% of the time.

1. _____ - Your body language is the most important communication factor when communicating face-to-face. You can use your stance, posture, facial expressions, hand gestures and other movements to connect. (Smile, Silent Nod, Eyes – window to the soul)
2. _____ - Inflection and tone, volume, clarity with pronunciation, pace and speed.
3. _____ - Word selection, vocabulary

Words

The English language contains hundreds of thousands of words, so it is important to use the right words for the right people. Your communication objective is to select the right words that assist you in communicating your ideas clearly, effectively and vividly.

Utilizing the right words is an important step in building rapport with people. The most persuasive word in the English language is our _____; using a person's name in communication is the most influential thing you can do. The most persuasive phrase is “_____”. Other persuasive words and phrases include:

“What do you think?”

Results

“Would you please...?”

Proven

Section 2



Personality Styles

[Critical Decision-Making Model]



Personality Styles

No matter when or where the human race has lived, what language was spoken, what culture they had, human beings have always had more in common with each other than the differences that separated them. Human personality is no different.

The truth is that the patterns of human personality can be explained across our various cultures. And, this understanding of what we value and why we act in a certain way is not new information. In fact, for over 25 centuries, human beings have observed that there are four basic personality styles.

Egyptian, Persian, and Greek civilizations _____ into elements of water, earth, air, and fire. The Greek philosopher Hippocrates described _____ temperaments that are labeled as choleric, phlegmatic, sanguine, and melancholic. A summary description of these historic four personality styles is as follows:

1. an _____ task-oriented personality that is quick to act (choleric)
2. an outgoing _____-oriented personality that is quick to act (sanguine)
3. a _____ people-oriented personality that is slow to act (phlegmatic)
4. a reserved _____-oriented personality that is slow to act (melancholic)

Regarding organizational development and human performance improvement, understanding one's own personality style, the personality styles of others and how to adapt to different styles becomes the educational lesson objectives.

Regarding training or education terms a personality profile is a _____ or learning tool. Taking a personality profile is a good starting point for learning emotional intelligence skills such as self-knowledge and self-motivation (EQ competencies). Profiles are used in a variety of business applications such as:

- Management development
- Communication
- Stress management
- Workplace diversity
- Time management
- Conflict resolution
- Team building
- Personal growth development
- Change management
- Hiring & job interviewing process
- Relationship counseling

(Circle 3 you deal with in your Career-Cylinder)



Personality Styles: Guiding Principles

There are several different types of valid and reliable personality profiles. For simple instructions and easy _____ to enable _____-learning and _____ application – the DiSC Classic is our profile of choice in this lesson.

DISC Classic is based on William Moulton Marston's two-axis, four-dimensional model. Described in his 1928 book, Emotions of Normal People, Marston's Model was the basis for the original DISC Classic, which was developed by researchers at the University of Minnesota in 1972.

DISC Classic Personality Profile

- The model divides behavior into four dimensions
 - **D** _____
 - **I** _____
 - **S** _____
 - **C** _____
- You cannot " _____ " or " _____ ". There are no " _____ " answers.
- The DISC profile _____ employee job fit for success.
- Profile results describe one's work & private _____
- Provides insight into _____ behavior as well as the behavior of _____.

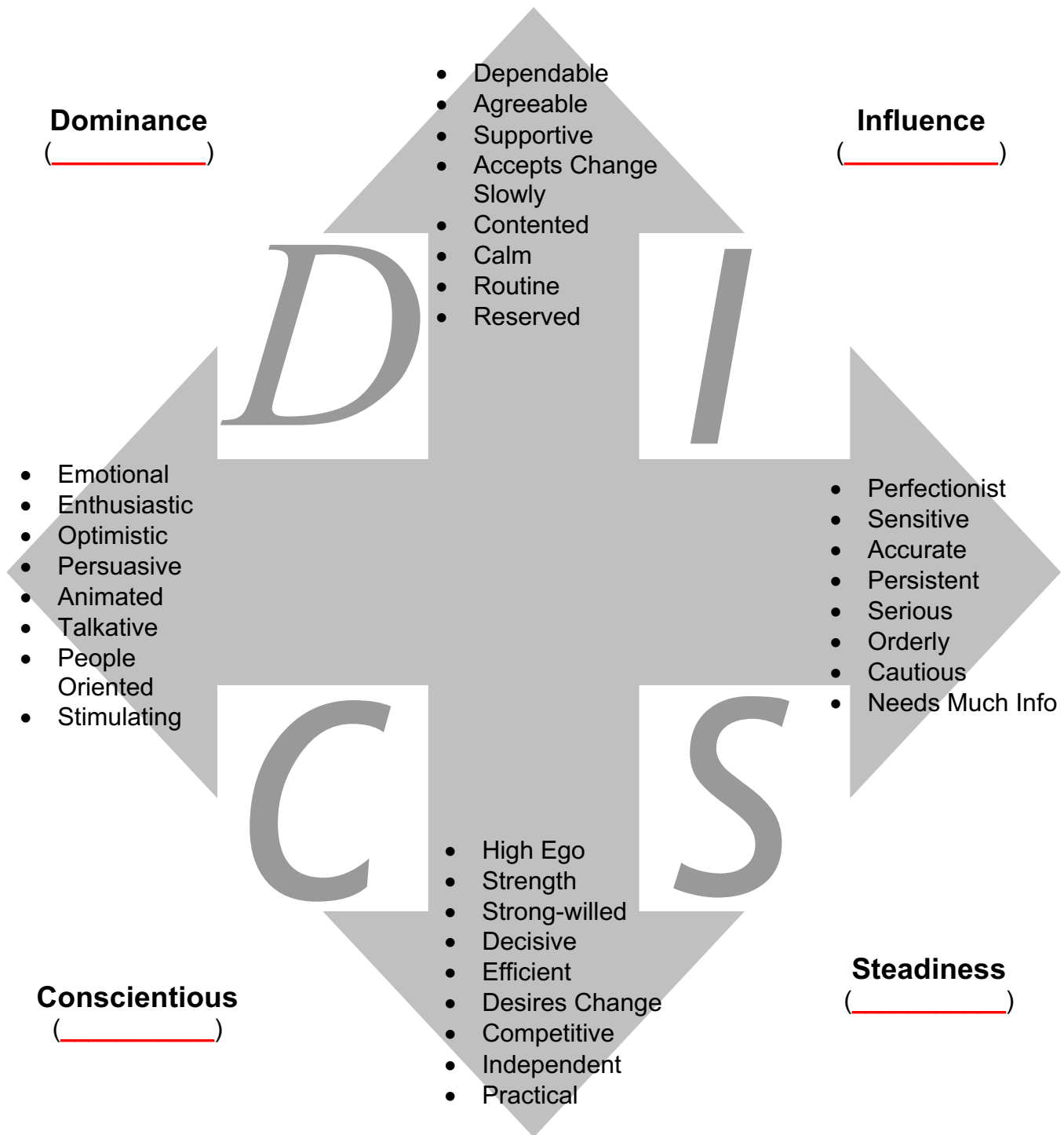
Golden Rule:

- "Do unto others as you would have them do unto you"
- Creates more _____ than connections
- _____ Rule: Tony Alessandra
- 'Do unto others as they wish to be done unto'

Notes:



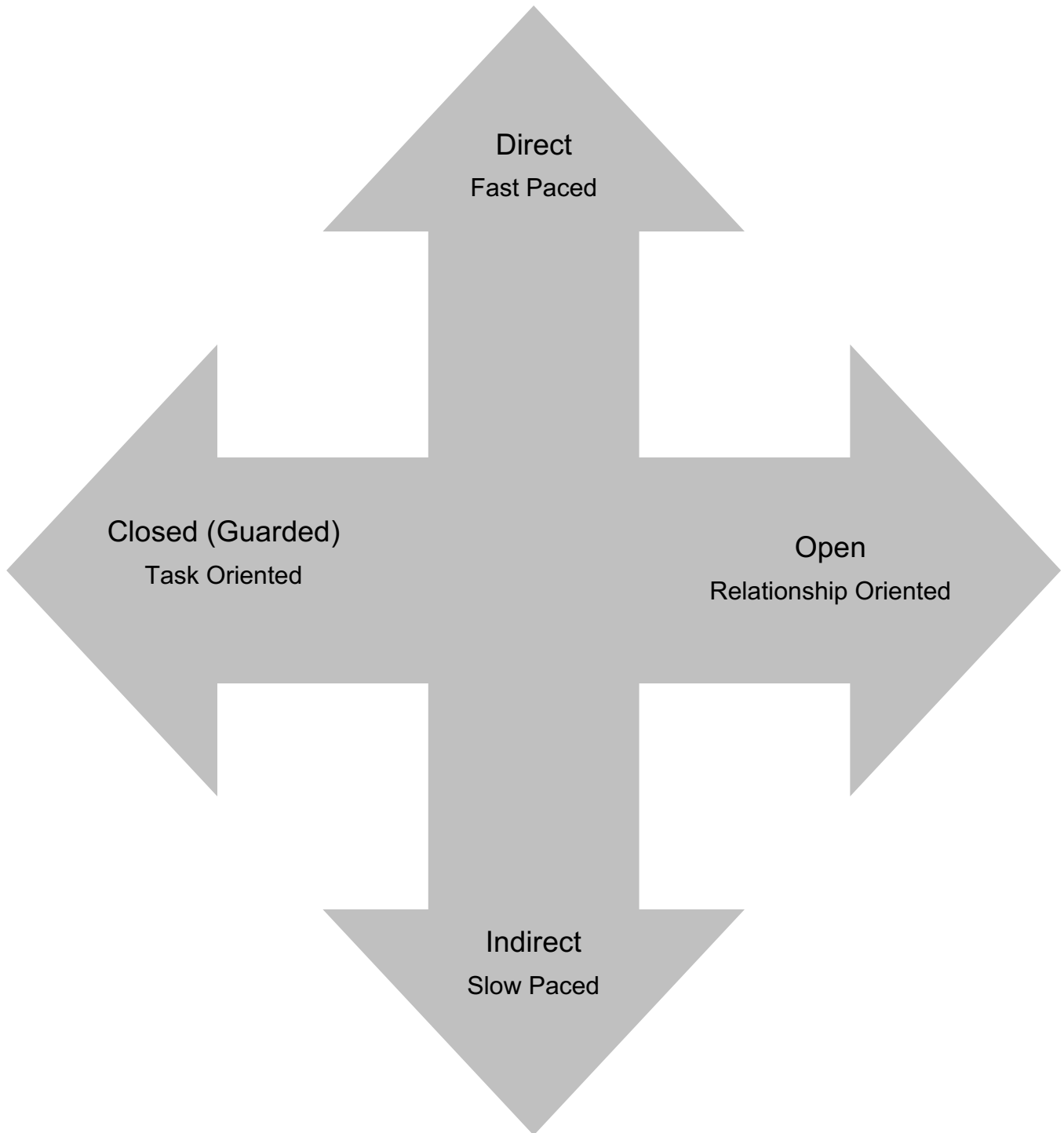
Personality Styles: Step 1 Understanding My Style



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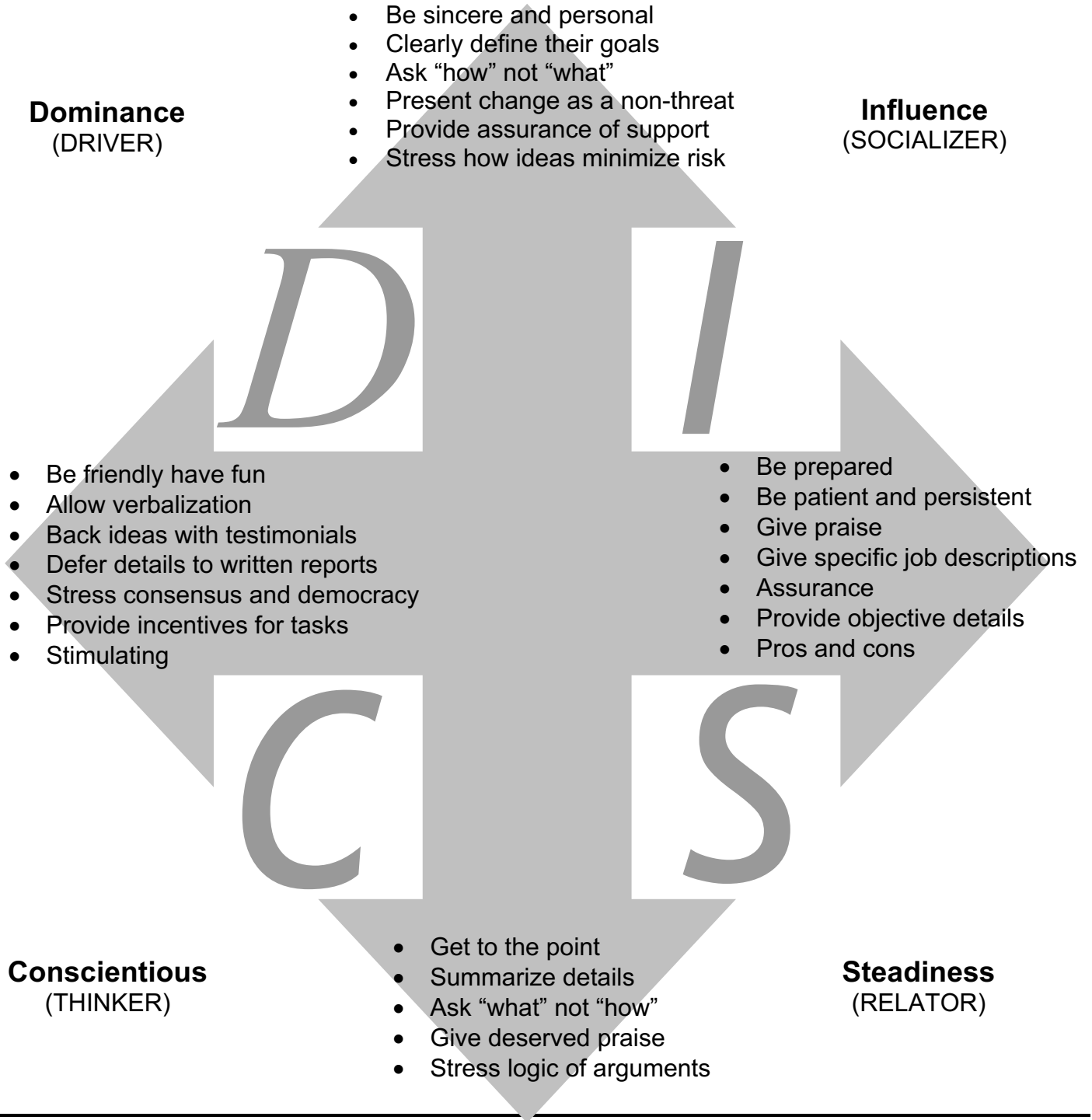
Personality Styles: Step 2 Instantly Spotting Styles



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Personality Styles: Step 3 Adapting to Other Styles



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DISC Personality Snapshot

For each of the ten, place the numbers 1-4 in each blank. “4” = Most Like Me, “1” = Least Like Me

| | | | | |
|-----|--------------------------------|--------------------------------|--------------------------------|--------------------------------|
| 1. | ___ Determined | ___ Enthusiastic | ___ Loyal | ___ Conscientious |
| 2. | ___ Outspoken | ___ Confident | ___ Good-Natured | ___ Reserved |
| 3. | ___ Demanding | ___ Outgoing | ___ Agreeable | ___ Careful |
| 4. | ___ Strong-Willed | ___ Playful | ___ Sympathetic | ___ Tactful |
| 5. | ___ Argumentative | ___ Talkative | ___ Gentle | ___ Insightful |
| 6. | ___ Competitive | ___ Good Mixer | ___ Even Temper | ___ Thorough |
| 7. | ___ Aggressive | ___ Sociable | ___ Easy-Going | ___ Logical |
| 8. | ___ Stubborn | ___ Friendly | ___ Kind | ___ Controlled |
| 9. | ___ Insistent | ___ Inspiring | ___ Amiable | ___ Accurate |
| 10. | ___ Direct | ___ Cheerful | ___ Considerate | ___ Diplomatic |
| | ___ TOTAL <input type="text"/> | ___ TOTAL <input type="text"/> | ___ TOTAL <input type="text"/> | ___ TOTAL <input type="text"/> |



DISC Personality Overview (Cheat-Sheet)

Personality styles can help you with distractions throughout the day; learning your style as well as the personality styles of those you work with (and live with) provides exceptional insight that helps regulate distractions from the human interface (personality style conflicts)



DISC Self
REPORT FOR Parrish Taylor - Id/Is STYLE

Overview of the Four Basic DISCstyles

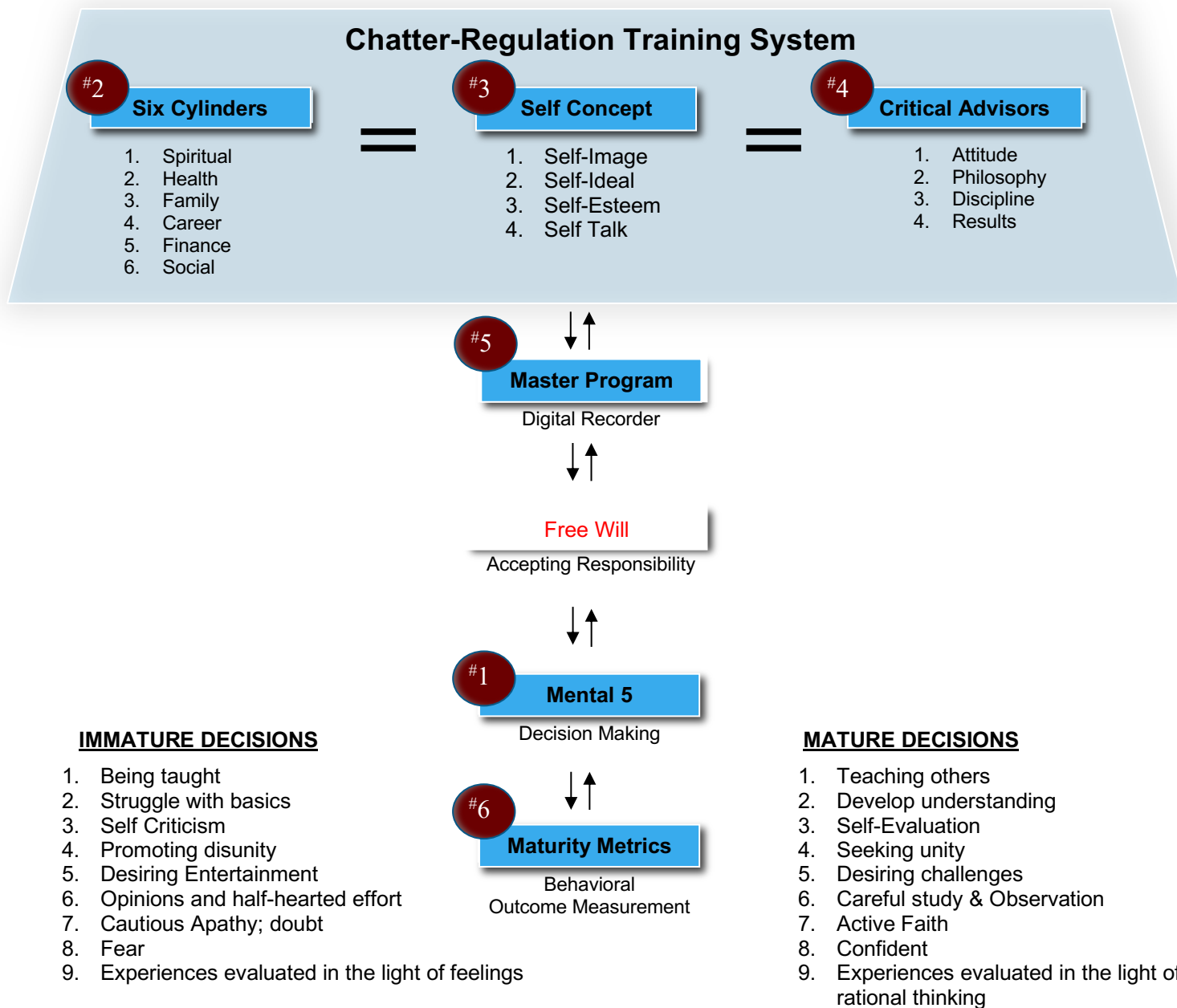
Below is a chart to help you understand some of the characteristics of each of the Four Basic DISC Styles, so you can interact with each style more effectively. Although behavioral style is only a partial description of personality, it is quite useful in describing how a person behaves, and is perceived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

| | HIGH DOMINANT STYLE | HIGH INFLUENCING STYLE | HIGH STEADY STYLE | HIGH CONSCIENTIOUS STYLE |
|----------------------------|---|---|--|---|
| PACE | Fast/Decisive | Fast/spontaneous | Slower/Relaxed | Slower/Systematic |
| PRIORITY | Goal | People | Relationship | Task |
| SEEKS | Productivity Control | Participation Applause | Acceptance | Accuracy Precision |
| STRENGTHS | Administration Leadership Pioneering | Persuading Motivating Entertaining | Listening Teamwork Follow-through | Planning Systemizing Orchestration |
| GROWTH AREAS | Impatient Insensitive to others Poor listener | Inattentive to detail Short attention span Low follow-through | Oversensitive Slows to begin action Lacks global perspective | Perfectionist Critical Unresponsive |
| FEARS | Being taken advantage of | Loss of social recognition | Sudden changes Instability | Personal criticism of their work efforts |
| IRRITATIONS | Inefficiency Indecision | Routines Complexity | Insensitivity Impatience | Disorganization Impropriety |
| UNDER STRESS MAY BECOME | Dictatorial Critical | Sarcastic Superficial | Submissive Indecisive | Withdrawn Headstrong |
| GAINS SECURITY THROUGH | Control Leadership | Playfulness Others' approval | Friendship Cooperation | Preparation Thoroughness |
| MEASURES PERSONAL WORTH BY | Impact or results Track records and products | Acknowledgments Applause Compliments | Compatibility with others Depth of contribution | Precision Accuracy Quality of results |
| WORKPLACE | Efficient Busy Structured | Interacting Busy Personal | Friendly Functional Personal | Formal Functional Structured |



Notes:

An illustration of the six (6) unique training modules and how each relates in the overall skill development program; each module is a standalone training unit with individual lesson plans and objectives. The Mental & Emotional Training (M.E.T.) program is a cognitive therapy approach based on the principles of human performance, team-unity and leadership effectiveness. A simple set of practical engagement-tools for personal navigation when adapting to change, problem solving or conflict resolution. This program builds upon the five (5) core competencies of emotional intelligence.





Feedback & Assessment

Date: _____ 2019

General (Optional):

Name: _____ Contact #: _____

Title: _____ Yrs. In Current Position: _____

Are you interested in: Personal or Team EQ Coaching Personal EQ Profile Assessment?

Content & Presentation: My email address is: _____

- Can you use the information presented today – is it beneficial? (If so, please explain)

- What information stands out the most – made the biggest impact on today?

- In your opinion, can others benefit from this training? (If so, who and why, please explain)

- What is one action item you will take away from today’s training?

- Please evaluate the presenter’s ability to deliver the information (examples, pace, material)

[Please tear out and complete the feedback form. Use the backside for additional comments and then personally hand to the instructor after the class, thank you.]

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