

Order Online at www.ResourcesUnlimited.com

ROGER E. WENSCHLAG'S

We Hug
in the **Hallways**
Here

ROGER E. WENSCHLAG'S

We Hug in the Hallways Here



DISCOVER CAREERS THAT FIT YOUR STYLE



WE HUG IN THE HALLWAYS HERE © copyright 2008 by Roger E. Wenschlag.
All rights reserved. No part of this book may be reproduced in any form whatsoever, by photography or xerography or by any other means, by broadcast or transmission, by translation into any kind of language, nor by recording electronically or otherwise, without permission in writing from the author, except by a reviewer, who may quote brief passages in critical articles or reviews.

All references to DiSC® and DiSC Classical Profile Graphs are used with the permission of Inscape Publishing, Inc. DiSC is a registered trademark of Inscape Publishing, Inc. Copyright 2001. All rights reserved.

ISBN 10: 1-59298-262-X
ISBN 13: 978-1-59298-262-2

Library of Congress Catalog Number: 2008939299

Printed in the United States of America

First Printing: 2009

13 12 11 10 09 5 4 3 2 1

Cover and interior design by James Monroe Design, LLC.



Beaver's Pond Press, Inc.
7104 Ohms Lane, Suite 101
Edina, MN 55439-2129
(952) 829-8818
www.BeaversPondPress.com

to order, visit www.BookHouseFulfillment.com
or call 1-800-901-3480. Reseller discounts available.



To Diane, my wife of forty-four years,
and my children and grandchildren
for their love and commitment to family.



Note: Throughout the book, I use the generic term *behavioral style* and I use the generic DISC model to explain style. In Chapters 3–6, however, I specifically use Inscape Publishing’s trademarked name DiSC®, with the lower-case i. This is because I have used, with their permission, the content and assumptions of their *DiSC® Classical Profile Graphs* in those chapters.

There is an ongoing debate in the DISC-user community about which is better, DISC or DiSC®. Both of these models are similar in their look and terminology, and both have their roots in the same research and practice of the early years. However, over the years, various publishers have made unique changes to and interpretations of the model based on their research and practice.



Contents

Foreword	<i>vii</i>
Acknowledgments	<i>ix</i>
Introduction	<i>1</i>
<i>About the Author</i>	<i>3</i>
<i>Obtain Your Own DISC Behavioral Report</i>	<i>7</i>
<i>Chapter Summaries</i>	<i>7</i>
ONE <i>A Near Perfect Fit: Working in a Job Where There Is Some Hope for Joy</i>	<i>11</i>
TWO <i>DISC Behavioral Styles: Everyone Has One, So What?</i>	<i>23</i>
THREE <i>The High D: “Give me a challenge and get out of the way!”</i>	<i>35</i>
FOUR <i>The High I: “No matter what, I’ve got to work with people who are enthusiastic and interactive!”</i>	<i>55</i>
FIVE <i>The High S: “Let’s work together and get this done in a calm and effective manner!”</i>	<i>75</i>
SIX <i>The High C: “Before we take action on this, I want to assess the pros and cons to be sure we make the right decision!”</i>	<i>97</i>
SEVEN <i>Practicing Adaptability: “To be or not to be? That is the question—and the opportunity.”</i>	<i>119</i>
A Final Thought	<i>148</i>
Appendix A: <i>Resources for More Reading about Behavioral Style and Career-Related Topics</i>	<i>151</i>
Appendix B: <i>Distribution of DiSC® Classical Profile Patterns in the General Population</i>	<i>155</i>

Foreword



Every now and then, a book comes along and I ask myself, “Why didn’t I write that?” Roger Wenschlag’s book *We Hug in the Hallways Here* is one of those. It is about behavioral style—how we express ourselves and deal with others—and how we can use that knowledge to select a career or job and a company in which we fit, and can be at our best. Roger also gives some useful techniques for how to identify the behavioral style of others, and for how to get out of our behavioral comfort zone when necessary, and successfully adapt to people and situations.

I’ve spent most of my adult life helping people in organizations reach their full potential and achieve higher levels of performance. For all of us, unleashing that potential depends, to a large extent, on how well we know ourselves—our goals, our talents, our values, and our personalities—and can apply that knowledge to maximize our strengths and minimize our limitations. If I’ve learned anything along the way, one thing is clear: Most of us want to do our best. We want to be in a job and in companies where we experience joy and feel satisfied that we contribute value. This book will help you do that.

The thing I appreciate most about Roger’s book is its informal, practical tone. Roger takes a potentially complex subject and makes sense out of it through clear prose, concrete examples, and stories. And there are many opportunities to pause for reflection in the book by answering

We Hug in the Hallways Here

questions pertaining to your needs and experiences. This makes it easy to read and so useful for job and career search applications. You'll relate well to many of the passages. In fact, throughout the chapter about my style, I found myself saying, "That's me alright!" The book strongly validates what I have known for a long time: When it comes to deciding on a job or career and a place to work, your style does matter!

Roger's book features the DISC model of behavior, a reliable and practical method of describing and understanding human behavior. One of the most interesting parts of the book is the stories of people of the different DISC patterns, in their favorite jobs, telling how they approach their work, and the motivators and demotivators they experience in those jobs. Their thoughts and feelings are brutally honest and insightful. The cases allow us a rare opportunity to peek into their world, and then reflect on how we might feel in similar work.

I hope you enjoy the experience of reading *We Hug in the Hallways Here* as much as I did. Moreover, if you can apply the lessons learned in the book, you can attempt to be in a job within an organization that fits for you. Then you'll have the chance to reach your full potential and experience the joy of work that fits. Good luck.

—**Larry Wilson**, CEO, The Wilson Connection,
founder/past CEO of Wilson Learning Company
and Pecos River Learning Center



Acknowledgements

Through my work as a product manager, consultant, and trainer, I have been a student of behavioral styles and DISC for nearly 30 years. I owe a large debt of gratitude to the hundreds of people I have trained and associated with in this work. Their questions, our discussions, and my observations of their behaviors have provided a rich base of behavioral knowledge that contributed to the book.

I am particularly grateful to my professional colleagues at Inscape Publishing in Minneapolis, Minnesota, for their continuing commitment to produce high-quality assessment materials and training programs, as well as for their gracious permission to use elements of their DiSC® technology in this book.

I am also thankful for my colleagues in the Inscape Publishing distributor network who are daily practitioners of the DiSC® technology. We willingly share ideas, knowledge, and experiences. I have learned a lot from them.

I also want to express my thanks to the many people who participated in the “my favorite job” survey research and interviews that are reflected in the behavioral style case examples in Chapters 3–6. I cannot name them because I agreed to keep them anonymous, but they

We Hug in the Hallways Here

know who they are. Their real-world testimony of behaviors used in their favorite jobs and their openness about their chief motivators and demotivators are the core of this book. Due to space limitations, I was only able to use 16 of the cases, but all of the participants contributed greatly to my thinking.

In writing this book, I asked 12 people of differing ages and occupations to review a prepublication draft of the book for content and clarity. I want to thank them for their feedback; their comments and suggestions made a big difference in the book's readability and usefulness.

Publishing a book cannot be done without expert help. I owe big thanks to the folks at Beaver's Pond Press—and especially my project manager Dara Moore—for their publishing guidance and support. Also, even though I thought I did a pretty good job of writing, my editor April Michele Davis managed to smooth out several rough edges of the manuscript to make it more readable. I am also indebted to my proofreader, Michele Bassett, for her incredible eye for detail. She made connections and found stuff I didn't even know existed—a wonderful High C! Lastly, I am grateful for having worked with graphic designer Jay Monroe. Through his interpretation of my needs, and his artistry, he took a plain-script manuscript and transformed it into a work of art.

Last, I want to thank my family and close friends who have been my living laboratory to observe and understand behavior. Nearly all of them are in jobs and work cultures that fit for them, so I have been able to talk with them about the purpose and details of the book. They have only confirmed what we all know anyway: Being in a job and work culture that fits one's style is something for which we should try to strive.



Introduction

The idea for this book came from participants in the behavioral style workshops I have taught over the past 20 years. Invariably, not long into the learning, people would ask, “So, what kind of a job would be best for a person with my behavioral style?” or “Where would I fit best?” The short answer is, “You can be effective and satisfied in any job for which you’re qualified, BUT....”

This book is about the *but*. It is about the fit between your behavioral style and the requirements of your job. If it is a good fit, chances are you will be both satisfied and happy in your work. If the fit is not so good, you will have to adapt. If that adaptation requires that you get out of your behavioral comfort zone too far and too often, you will likely experience high stress and be ineffective. Let me share an example from my own experience.

Several years ago, while leaving the human resources manager’s office on my first day in a new company, she said, “Oh yes, one more thing. We hug in the hallways here.” I suppose she saw this as a necessary warning. Actually, I saw it as good news! I like people and enjoy relating to them—even hugging them now and then.

By contrast, I had just left a job in a company where hugging in the hallways would have earned you a spot on the short list of company

We Hug in the Hallways Here

characters. The culture there was impersonal, formal, and analytical. I am normally an enthusiastic, optimistic, expressive person. My job as a training manager there had its positive moments, where I could be myself, but if I wanted to be taken seriously I had to perform my job in a manner that was quite unnatural for me. Long term, this adaptation took its toll—I had lost touch with myself and was unhappy. Finally, I quit. In the new job (after a few hugs in the hallways), I quickly recovered and got in touch with the real me.

As implied in my example, there are two aspects of one's work associated with behavioral style and job satisfaction and effectiveness: workgroup culture and job-role requirements. If you are in a workgroup culture that fits your style, chances are you will be happy. For example, if you are an active, assertive, hard-driving person and your coworkers are the same way, you will feel at home. However, if you are a more deliberate, methodical, analytical person, you will likely feel some level of stress in a culture like this.

In addition to work culture, the other aspect of work linked to job satisfaction and effectiveness is job-role requirements. If your various job roles require behaviors from you that are natural and comfortable, chances are you will be satisfied and productive. Conversely, if you have to constantly stretch and redirect your behavior to meet the role requirements of your job, you will probably feel some level of stress and not be as productive.

This book is about the fit between your behavioral style and the requirements of your job, and it is about how to use that knowledge to select a career or find a job where you can be the most satisfied and productive. Put yourself into the situations I have written about, and apply what you learned to your own situation. By doing so, I hope that you too can find an increased level of job satisfaction and effectiveness.

Ultimately, if I can help you make a good decision, or help you avoid making a bad one, I will have succeeded in my goal. In addition, if you are in a job that is a bad fit you may understand your situation better and work to improve things. I also think this book could help you improve your working relationships with others by helping you understand, appreciate, and value them regardless of your differences.

About the Author

Since I am giving information and advice about making job and career choices in this book, I thought it would be helpful for you to know more about me as a person. Therefore, I will give you a brief autobiography, with emphasis on my own jobs and career development over the years. As you read about my preferences and experiences, see if you can detect the connection between my behavioral pattern and needs, and the kind of work I have performed over the years.

I was born in 1941 and raised in a working-class family in south Minneapolis, Minnesota. My father was a heavy machinery mover, and my mother was a homemaker, taking care of us three kids. As far back as I can remember, I was always a social kid, with an independent streak. I had many friends and enjoyed being around people, both children and adults. I was ambitious and had many early jobs such as shoveling snow, mowing lawns, and delivering newspapers. I learned early the value and importance of doing good work. For fun, I enjoyed taking long bike rides to explore the city and its many parks and lakes. In the fifth and sixth grades, I ran the film projector for various teachers in the school. In the sixth grade, I served as our school patrol captain, responsible for the proper performance of our student street-crossing guards. *Can you see a behavior pattern forming here?*

We Hug in the Hallways Here

As a 14-year-old, my first real part-time job was working for my dad as a service station attendant. I pumped gas; fixed tires; and greased, oiled, and washed cars. My favorite part of the job was talking to customers. I enjoyed the interaction and learning more about them. Later, during my high school years, I worked in a car wash. I was the greeter at the back door, where people drove in and left their cars to be washed. After awhile I knew most of our customers. Again, I enjoyed this work because it involved connecting with people and serving them.

In high school, I was popular, but not because of sports or any particular talent. I guess I stood out because of my height (6' 5") and my efforts to be friendly and get along with others. As a tenth grader, I read Dale Carnegie's *How to Win Friends and Influence People*, the classic book about leadership and influence. It was a revelation to me because up until then I had unknowingly applied many of Carnegie's principles in my own young life. I felt validated! As a high schooler, I was capable of doing good academic work, but chose easy courses just to get by. I was demotivated and bored with most of my classes, but enjoyed the social side of school. From the greasers, to the jocks, to the bookworms, I prided myself in having a foothold and friends in all of those camps. As a result, I was elected to many student leadership posts, such as student council representative and senior executive board. I enjoyed the exposure, responsibilities, and relationships of those activities. *Do you see a behavior pattern here?*

From a development perspective, one of the most changing events of my life occurred in the twelfth grade when I joined the U.S. Naval Reserve. I saw purpose, direction, and an opportunity to get involved in something important and exciting. Immediately after high school graduation, I participated in a 90-day recruit boot camp and aviation apprentice-training program. Because, by then, I had been in the Navy longer than most of the other recruits, the Command CPO selected me to be the recruit chief petty officer, responsible for leading 40 other

sailors in my section. I was also in the recruit color guard and the recruit choir. We participated in several community parades and festivals. It was a busy and fulfilling summer. I enjoyed the formal leadership role, the varied activities, and the chance to build relationships. These opportunities were consistent with my need for responsibility, variety, influence, and exposure.

For the next eight years, I served in the U.S. Navy as an aircraft mechanic, leadership instructor, and shop supervisor. The common theme throughout this time was hard work, responsibility, and leadership by example. I received regular promotions and recognition for various achievements along the way. My favorite part of being a Navy petty officer was directing things, leading sailors, and influencing them to do their best. The most difficult part of leadership for me was standing firm on some issue or getting tough with chronic non-performers. After all, I wanted positive relationships and to be liked by others. Upon discharge from active service, I joined the Naval Reserve again and continued with the Navy until I retired after 26 years of service. One of the highlights of my reserve service was serving as a full-time Navy recruiter during two summers. The job required meeting people, influencing them positively about the Navy, and persuading them to sign up. *Do you see a behavior pattern here?*

After my discharge from active naval service, I attended college at the University of Minnesota where I earned a BS in sales and marketing education, and then eventually an MS in vocational education, with an emphasis on career development. I wanted to be a teacher because I liked business and I enjoyed my teaching experience from my Navy days. In addition, I liked young people; I thought I could make a difference for them. Throughout college, I was involved in many student leadership activities. I enjoyed being in charge and influencing others in a positive way.

We Hug in the Hallways Here

After graduating from college, I joined the staff of a new high school where I taught a sales and marketing cooperative education program. My students worked part-time in the local community and took related classes in school. The job required building strong relationships with the business community, the students' parents, the students, and the school staff. Most of all, I enjoyed leading and influencing the kids to succeed. My favorite part of the work was mentoring, coaching, and supporting individuals. After teaching for two years, I moved into vocational school administration where I served briefly as department head, and then as a school director for nine years. I led a staff of 21 teachers. I was also active in our state vocational directors' association professional activities, serving as state president for a term. These administrative jobs required a high level of involvement, influence, and leadership. I enjoyed them because of the personal relationships, the independence of the work, and the chance to make a difference for others. *Do you see a behavioral pattern here?*

During the next stage of my career, I left vocational education for the world of training and development in the business sector. I served as the training director in two companies, and then as a product manager and a sales training director for a global training company. All these jobs required a strong people orientation, good communications, and the ability to get things done. I thrived in this kind of work. Eventually, in 1989 I started a small training and consulting firm. Being self-employed served my need for service to others, variety, independence, and adequate financial rewards.

So, after reading about my career, what behavioral pattern(s) did you see in me? What do you think I liked about my work? If you saw in me a high degree of people and results orientation, you are right. In fact, my measured style is Persuader, a combination of a High I and D, and a moderately High S. I have no C! You will soon learn about these behavioral patterns in Chapters 3–6.

Regarding my own career, I have been lucky to be in jobs that brought out the best of my skills and abilities and that allowed me to capitalize on my behavioral style strengths. Most of my jobs were a good fit. I hope the same for you.

Obtain Your Own DISC Behavioral Style Report

This book will be most interesting and relevant if you have your own behavioral style report. It will give you a reliable and useful perspective of your own style as you read and apply the chapters in the book. To get your own behavioral style report, go to www.WeHugintheHallwaysHere.com, where you will find a full description of the DISC behavioral style report. You can complete it online and download it in about half an hour. You will find the tool to be fun, interesting, and revealing. Most importantly, the style report will help you understand your style well enough to be able to apply that information in your career choices and in your current job.

Chapter Summaries

Let us look at a summary of each chapter in the book to see where this learning journey will take you.

ONE: A Near Perfect Fit

Working in a Job Where There Is Some Hope for Joy

In this chapter, you will learn the general framework of making a good job choice, i.e., skills, abilities, values, and the role that your personal style plays in that mix. Then, we will dig a little deeper into job culture, job-role requirements, and job fit.

TWO: DISC Behavioral Styles

Everyone Has One, So What?

This chapter features the background and fundamentals of behavioral style and outlines specifics of the DISC behavioral style model, which consists of four distinctly different style tendencies—Dominance, Influence, Steadiness, and Conscientiousness. You will learn about the origins of these DISC behaviors and the characteristics of each.

In the following chapter summaries and throughout the book, I use the terms “High D,” “High I,” “High S,” and “High C.” This is simply a shorthand way of saying that if we gave someone the DISC assessment, and they came out very high in one of the DISC behavioral tendencies compared to the other dimensions, we would refer to them as a “High X.” This is not to say that people have only a limited behavioral range, i.e., that of a single high dimension. On the contrary, we apply a full range of behaviors in expressing our distinctive personalities.

Note: Chapters 3–6 cover each of the DISC behavioral dimensions in depth, including the subtleties of what motivates and demotivates people of each style and how they typically affect others. You will also learn about specific jobs (and cultures) that are a good match for each style, and we will cover the jobs and situations that would be demotivating. This knowledge will help you make better choices about what kind of work you might want to do and where you might be happiest working. In addition, you will find some good tips about how to deal more effectively with people of each of these respective styles if their style is different from yours.

THREE: The High D:

“Give me a challenge and get out of the way!”

This chapter will give you insights about people who have the High D, Dominance, style. These kinds of people thrive on producing results through control over their environments.

FOUR: The High I:

“No matter what, I’ve got to work with people who are enthusiastic and interactive!”

Here you will learn about people who have the High I, Influence, style. High Is thrive on relationships formed through their persuading and influencing skills.

FIVE: The High S:

“Let’s work together and get this done in a calm and effective manner!”

This chapter will give you information about people who have the High S, Steadiness, style. They are happiest when they are able to achieve stable and predictable work environments.

SIX: The High C:

“Before we take action on this I want to assess the pros and cons to be sure I make the right decision!”

In this chapter, you will gain valuable information about people who have the High C, Conscientiousness, style. These people thrive in situations where they can set and achieve high standards of work.

SEVEN: Practicing Adaptability:

“To be or not to be? That is the question ... and the opportunity.”

It is a fact: People who can adapt their personal style to meet the needs of others in various situations are a prized resource in organizations. In this chapter, we will make a case for leaving your comfort zone and for being more adaptive with others. We will also give you a tool for planning your adaptability strategy, as well as specific techniques for being more flexible.



A Near Perfect Fit: Working in a Job Where There Is Some Hope for Joy

The Challenge of Making the Right Job or Career Choice

“**S**o, what do you want to do when you grow up?” When posed to little children, this time-honored question usually evokes a predictable response: “a police officer,” “a fireman,” “a teacher.” Kids choose these jobs because they still live in a small world and they are most familiar with the community helpers who are featured in children’s books and on television.

We Hug in the Hallways Here

Recently I asked my five-year-old grandson the same question. Expecting to hear one of these predictable responses, I was a bit surprised when he quickly said, “I want to be a boss.” I asked, “Why?” He said, “So I can tell other people what to do.” (Oh, if career and job selection could be so easy!) What happened here? Somewhere in his intellectual and emotional framework, he sensed that being in charge would agree with him. In fact, his response was entirely consistent with the behaviors I have observed in him lately. Even at five, he seems to be developing into a dominant, assertive little person—a High D.

What will his answer be to the same question 16 or so years from now? I don’t know, but his answer probably will not come as quickly or as easily as now. That is because most young people who are about to embark on their own have considerable anguish about picking a college major, a career field, or that first job. The lucky ones have had the benefit of good counseling at home and in school, and through part-time work. Even for them the job and career choice issue is a big deal. Do you remember your own experience with this dilemma? How did you decide? With whom did you talk? What factors did you consider when you decided what to do?

Career experts suggest that we should define ourselves by *who we are*, not by *what we do*. That is a good guideline for happy living, but the work we choose is also hugely important because so much of our self-concept, happiness, and job satisfaction are rooted in what we do. A good friend of mine, who spent his entire career as a vocational/career educator, says it best: “What we do is who we are, and a good part of what we do is our career.” If you don’t believe that, ask people how painful it is when they have jobs where they are square pegs in round holes. Is it any wonder that Richard Bolles’s book for job-hunters and career-changers, *What Color Is Your Parachute?*, has been a best seller for over 35 years?

When it came to choosing my career path, I was one of the lucky ones. Throughout my teens, I had many jobs and experiences—from farm work, to retailing, to service station work, to car washing—where I could see the world of work and assess how I might fit in. In addition, I was around many adults in the workplace. It was fun and enlightening to see how they interacted with each other and dealt with their daily challenges and issues. All of these experiences were a great help for me in discovering what I liked and did not like. Then, when I joined the Navy Reserve in the twelfth grade, I had the added benefit of comprehensive testing and classification services. By that time, I knew who I was and what I wanted. As my life and career evolved over time, I continued to rely on Navy and college counseling resources and other tools to make sure I was going in the right direction. Looking back on things, I can say that, for the most part, I was fortunate to be in good-fit jobs and work cultures where I could be happy and productive.

Important Things to Consider in Job or Career Choice

What are the things that we should consider when making a decision about which career or job to pursue? The answer may vary with individuals, but there is common agreement among most career experts and writers that there are several key factors to consider. Since the scope of this book is about your behavior style and your job or career, I will only summarize those other factors here:

- *Skills*: Skills are the abilities and talents we have that allow us to perform at our best. Some skills are natural, such as cognitive memory or the ability to relate to people. You can learn other skills such as reading a blueprint or performing a delicate operation. What are your abilities and talents? What experiences have you had where you enjoyed them and

We Hug in the Hallways Here

excelled? What are you able to do? What do you like best—working with data, people, or things?

- *Values:* Do you have a strong mission or purpose related to your job or career? What do you care about most in your work? What kind of work would be motivating to you? What do you want to do; what do you not want to do?
- *Interests:* If you did what you loved, and the money would follow, what would capture your interest? What are your hobbies? What would you do, even if you had to work for free? What kind of people or activities attract you?
- *Financial:* How much money do you want to make? What are you willing to do to prepare for this? Do you have the skills and temperament for the kind of work necessary to make the kind of money you want?
- *Behavioral Style:* How do you prefer to interact with the world around you? What is your behavioral style? What are your behavioral strengths and limitations? What kinds of work would be a good fit for your personality? What kinds of work environments (culture) would you find motivating? Where would you be demotivated and frustrated?

If you are in the personal discovery mode and looking for more in-depth information about your job skills and other career-related issues, you may wish to consult your company's human resources department or a school counselor, take a career exploration class commonly offered at community colleges, search the Internet, or read a couple of books on the subject. Two of my favorite books are the following:

- *What Color is Your Parachute?*, Ten Speed Press, by Richard Bolles. This book is a practical manual for job hunters and career changers.
- *Discover What You're Best At*, Fireside Book, Simon and Shuster, by Linda Gale. This book offers a series of aptitude

tests that will help you discover your true career abilities, and it suggests, by education level, typical careers that would fit your skills.

The Role of Behavioral Style in Your Job or Career Choice

How often have you heard someone say, “So-and-so should go into sales. She is so outgoing and such a great talker!” or “So-and-so should consider being an accountant. He is so detail-oriented and analytical.” No doubt, you’ve heard other such comments as they might apply to other job fields as well. Are these just common occupational stereotypes, or is there a grain of truth in them?

My experience and research with behavioral style says that there is more truth than fiction here. This is because every job requires certain behaviors from the jobholder if that person is to be successful in that job. Therefore, looking at the above examples, it is a fact—most sales jobs require that the salesperson be outgoing and persuasive. As well, to be a successful accountant, it helps to be detail-oriented and analytical. These, and dozens of other behavioral characteristics, can be easily recognized and understood when we put them in the framework of behavioral style. So, what is behavioral style and why is it so important?

Our behavioral style is how we prefer to interact with our environment and the people around us. Our style is a function of many factors, most notably our internal emotions—the goals and fears that motivate or demotivate us based on what is happening around us. For example:

- If you are a person with a strong need to achieve and produce results (High D goals), you would typically interact with your world in a direct and controlling manner. If you sense that you are about to lose control (a High D fear), you might even

We Hug in the Hallways Here

escalate your level of control to assure that you come out on top. This is one of my moderately high behaviors.

- If you are a person with a strong need to be involved with people and make a favorable impression (High I goals), you would likely relate to your world in an outgoing, enthusiastic manner. If you experience any social rejection, disapproval, or loss of influence (a High I fear), you might react by displaying more verbal expression and heightened emotion. You might even leave the scene to avoid looking bad. I have a high degree of this behavior pattern.
- If you have a strong need to maintain stability and harmony (High S goals) in your world, you would probably interact with your world in a cooperative and friendly way. Any threat to these goals, such as sudden change or disharmony (High S fears), would likely cause you to react initially by going along with things to avoid conflict. Eventually, because of internal pressure and resentment, you might come out and behave more aggressively. I have a moderate level of this behavior.
- If you have a strong need for clear direction, high standards, quality, and accuracy (High C goals), you would typically respond to your world in a diplomatic, precise, and analytical manner. Any threat to your goals, such as criticism by others, or a disorganized work environment (High C fears), would typically cause you to get quiet and fix things. In doing so you would probably even avoid future contacts with such people or situations until you have built a case showing how right you are. I consistently score very low in this behavioral tendency.

The emotions that drive us show up in a predictable set of surface behaviors and characteristics that we display to others, more or less consistently, as we go about our day-to-day activities. This is known