



# Executive Summary General

---

An Evaluation for Employability

Report For: **Sample Report**

Date: **11/21/2017**



## Table of Contents

### PART I Executive Summary

Introduction to the Executive Summary.....	3
Integrated Performance Analysis .....	4
Top 10 Blockers .....	6
Core Competency Scores.....	8
Critical Thinking Decision Pattern.....	9
Internal Motivators/Drivers.....	10
Behavior and Communication Style .....	10
Performance Overview and Hiring Recommendations .....	11

### PART II Understanding DISC & MOTIVATORS

DISC.....	15
Motivators .....	17

### PART III Understanding Yourself

DISC & Motivators Graphs.....	18
DISC General Characteristics & Combined Behavioral Style.....	19
Word Sketch: Adapted & Natural Style .....	21
Your Personalized Graphs.....	23
Your Behavioral Pattern View.....	24
Communication Tips for Others .....	25
Wants and Needs.....	26
What You Bring to the Organization.....	27
Your Behavior and Needs Under Stress.....	28
Potential Areas for Improvement.....	29
The 12 Integrated DISC Styles Relationships .....	30
Summary of Your DISC Style .....	34
Your Motivators.....	35
Motivators Dimensions.....	36
Summary of Your Motivators .....	43

### PART IV Understanding Others and Adaptability

DISC Adaptability .....	44
Motivators Adaptability.....	45
Communicating with the DISCStyles.....	46
To Modify Directness and Openness, Pace and Priority.....	48
Adapting in Different Situations .....	50
A Deeper Look at the Four DISCStyles .....	54
DISC Application Activities.....	55
Motivators Application Activities .....	58
So Now What? .....	60

# The Integrated Performance Measurement Report for Making Great People Decisions



The Executive Summary will prove extremely valuable as you seek to make your great people decisions. It describes the strength of the three performance multipliers that have the unique capacity to amplify a person's credentials, e.g. *the combination of hard skills and track record of success*.

Leverage our 30 years of non-stop research and use what you will discover here to add a scientific performance component to your people processes. This tool can be used for employee selection and development as well as improving teamwork and interpersonal dynamics. It will assist you in dramatically reducing and even avoiding making poor people choices that are so costly, disruptive and frustrating.

## Summary of the Three Performance Multipliers

### The Critical Thinking Decision Making Measurement

**Critical Thinking is the first and most important performance multiplier.** It has the unique ability to calculate decision speed, the capacity to work effectively with others and make the right decisions while operating within the established framework of an organization.

The critical thinking measure is based upon the Nobel nominated research into human decision theory and is comprised of three sophisticated algorithms that calculate an individual's capacity to make the correct choices when faced with the problems, challenges and opportunities they encounter when applied to their areas of expertise.

The critical thinking decision measure reports on the capacity to:

1. Identify the core issues that are driving a problem, challenge or opportunity.
2. Create a workable solution for the identified core issue(s) needing attention.
3. Implement the workable solution that respects the guidelines of the organization and within the scope of the resources that are currently available to affect the solution.

### The Internal Motivator/Driver Measurement

**The Internal Motivators/Drivers are the second performance multiplier.** Based upon the Harvard research into human motivation, it measures the hierarchy and the relative strength of each of the seven universal human motivators and how they uniquely combine to form the ACTION STEPS an individual will WANT to take as they translate their critical thinking decisions into concrete plans and results. It indicates how an individual will overtly or covertly want to influence the results that reflect their most influential motivators.

### The DISC Behavioral or Communication Style Measurement

**The Behavioral or Communication Style is the third performance multiplier.** Fostered by 65 years of research into human interactive dynamics, this multiplier identifies the behavioral STYLE someone will use to communicate their motivated, critical thinking decisions to other people. Unlike other DISC tools that measure just four primary behaviors, we report the 12 integrated behavioral and communication factors that comprise the 15 most common behavioral and communication styles. These styles show how an individual's level of assertiveness, extroversion, patience and precision *uniquely combine* to form the overall behavioral display they'll most often use when sharing and communicating their ideas, beliefs, recommendations and fears with others.

## Integrated Performance Analysis for Sample Report

*How Critical Thinking, Internal Motivators and Behavior or Communication Style amplify this individual's credentials*

### Sample's Critical Thinking Decision Making Capacity

**Critical thinking is the first and most important performance multiplier.** It is presented as a function of risk (the probability for errors in judgment). The "Z score Risk factor" is also shown as an academic A, B, C or D score.

CRITICAL THINKING RISK LEVEL			
D	- C +	- B +	A
✓			
Cautionary REAL Risk Marginal Critical Thinking and Judgment	Average Conditional Risk Average Critical Thinking and Judgment	Good Situational Risk Good Critical Thinking and Judgment	Strong Low Risk Strong Critical Thinking and Judgment



**Sample's Critical Thinking "Z score" earns cautionary (D level) tactical or "practical next step" critical thinking and cautionary (D level) "strategic or conceptual" critical thinking** as she faces the typical administrative problems, challenges and opportunities supported by her specific areas of expertise.

View Sample's administrative strengths that support her ability to make effective decisions that achieve her targeted results. The *administrative performance blockers* are factors that can interfere with her ability to optimize these natural strengths are also shown.

## Sample's Prioritized Critical Thinking Strengths

### Persistence: (Getting Things Done)-Low Risk

Strong personal commitment to stay on track and complete goals and tasks regardless of what happens.

### Self Confidence: (Getting Things Done)-Low Risk

Awareness of social and role image combined with anxiety and uncertainty about which role is best.

### Responsibility/Accountability: (Job Related Attitudes)-Low Risk

A strong focus and attention on the consequences of decisions and actions generates responsibility and accountability

### Doing Things Right: (Job Related Attitudes)-Situational Risk

A strong sense of perfectionism generates focus and attention on making certain that things are done right.

### Insight Into Others: (Working With Others)-Situational Risk

Keen insight into others combined with cautiously discrete attitudes generates cautious optimism about others.

### Intuitive Insight: (Knowing What To Do)-Situational Risk

Very Good ability for relying on intuitive insight and inner 'gut' feelings for identifying and solving problems.

#### Strength Scoring Legend:

Low Risk = A Level  
Situational Risk = B Level  
Conditional Risk = C Level  
Real Risk = D Level

*(Risk is the Probability of  
Judgmental Errors)*

## Sample's Prioritized Critical Thinking Blockers

### Attitude Toward Authority: (Job Related Attitudes)-Real Risk/GEN-15B

Strong individualism can lead one to covertly or overtly disregard existing authority, standards or rules.

### Proactive/Conceptual Thinking: (Knowing What To Do)-Real Risk/GEN-8C

A compulsion with doing things in new and inventive ways causes them to overlook consequences of their actions.

### Results Oriented: (Getting Things Done)-Real Risk/GEN-9B

Lack of attention to results will lead to delays in decisions and can interfere with getting things done.

### Attention To Concrete Detail: (Knowing What To Do)-Real Risk/GEN-6C

Lack of attention to immediate circumstances, bumps into the world, susceptible to sloppiness, messiness.

### Willingness To Follow Directions: (Job Related Attitudes)-Real Risk/GEN-14B

An individualist who will overtly or covertly do things their own way challenging existing rules and ways of doing things.

### Sensitivity To Others: (Working With Others)-Real Risk/GEN-4B

Indifferent to the needs and concerns of others, tends to treat others in a cool, competitive and uncaring manner.

#### Blocker Strength Scoring Legend:

Real Risk = D Level  
Conditional Risk = C Level  
Situational Risk = B Level  
Low Risk = A Level

*(Risk is the Probability of  
Judgmental Errors)*

## Sample Report's Top 10 General Applicant/Admin Blockers

(With Access to Specific Interviewing Questions)

Everyone has blockers! They are the factors that INTERFERE with one's ability to optimize their strengths. Here you will find this person's top 10 Gen'l & Admin. blockers. The blockers are presented in prioritized order with the strongest first. (See Scoring Legend) Each blocker has a reference number shown in parenthesis. Use that number to gain powerful insights into each blocker. (See bottom of page).

### Prioritized General Applicant/Admin Blockers

**Consider The Blocker Strength (Equals the Interference with the Strengths)**

Real Risk = D Level    Conditional Risk = C Level    Situational Risk = B Level    Low Risk = A Level

**Attitude Toward Authority: (Job Related Attitudes)-Real Risk/GEN-15B**

Strong individualism can lead one to covertly or overtly disregard existing authority, standards or rules.

**Proactive/Conceptual Thinking: (Knowing What To Do)-Real Risk/GEN-8C**

A compulsion with doing things in new and inventive ways causes them to overlook consequences of their actions.

**Results Oriented: (Getting Things Done)-Real Risk/GEN-9B**

Lack of attention to results will lead to delays in decisions and can interfere with getting things done.

**Attention To Concrete Detail: (Knowing What To Do)-Real Risk/GEN-6C**

Lack of attention to immediate circumstances, bumps into the world, susceptible to sloppiness, messiness.

**Willingness To Follow Directions: (Job Related Attitudes)-Real Risk/GEN-14B**

An individualist who will overtly or covertly do things their own way challenging existing rules and ways of doing things.

**Sensitivity To Others: (Working With Others)-Real Risk/GEN-4B**

Indifferent to the needs and concerns of others, tends to treat others in a cool, competitive and uncaring manner.

**Common Sense Thinking: (Knowing What To Do)-Real Risk/GEN-5B**

Does not see the important issues, what is happening in their immediate environment, bumps into the world.

**Prejudice/Bias Index: (Working With Others)-Real Risk/GEN-3B**

Skeptical, cynical, critical, demanding and impatient with others, focuses on the negative.

**Attitude Toward Others: (Working With Others)-Conditional Risk/GEN-2B**

Skeptical and cautious, impatient with others, may not pay attention to needs and concerns of others.

**Consistency: (Getting Things Done)-Conditional Risk/GEN-11A**

Inconsistent feelings about social/role image can lead one to shift from demanding too much to demanding too little.

### Want more detail about each of the Gen'l Applicant & Admin. Interfering Blockers?

1. Go to the online resource page: <http://www.axiometrics.us>
2. Enter the following Log In and Password  
Log In: **UNDERSTANDING**  
Password: **BLOCKERS**
3. Select **General/Applicant Reference Manual Tab** from the top of the page.
4. Select the corresponding blocker number [example (GEN-5A)]. Clicking on that link will provide you with relevant information about the strength of the blocker, how it will likely impact the individuals and it also **provides you with specific interview questions and tactics to explore the blocker**. These insights will prove very helpful for selection and as a foundation for development and training efforts.

### Sample Report's Administrative Core Competency Scores

Below are the scores of the 16 General Employment & Administrative competencies that will direct, guide and focus Sample's credentials toward successful administrative results.

View definitions: <http://www.mauianalysis.com/competencies>

Supporting General Employee/Administrative Competency Inventory	A Level Low Risk <i>Strong Access to this Strength</i>	B Level Situational Risk <i>Good Access to this Strength</i>	C Level Conditional Risk <i>Average Access to this Strength</i>	D Level Real Risk <i>Poor Access to this Strength</i>
<b>Working with Others</b>				
Insight Into Others		✓		
Attitude Toward Others			✓	
Prejudice/Bias Index			✓	
Sensitivity To Others				✓
<b>Getting Things Done</b>				
Results Oriented				✓
Persistence	✓			
Consistency and Reliability			✓	
Self Confidence	✓			
<b>Knowing What To Do</b>				
Common Sense Thinking				✓
Paying Attention to What Needs to Be Done				✓
Intuitive Insight		✓		
Ability To Be Proactive				✓
<b>Job Related Attitudes</b>				
Doing Things Right		✓		
Willingness To Follow Directions				✓
Attitude Toward Authority				✓
Sense of Responsibility and Accountability	✓			



## Understanding Sample's Critical Thinking Decision Pattern

*"Measuring what was thought to be unmeasurable!"*

The Critical Thinking scores in this report are built on the Nobel Nominated research of Dr. Robert S. Hartman which discovered that humans have a consistent decision making pattern which can be measured. Because decisions or choices precede action and action translates into results, this decision making measurement allows us to predict a person's probable performance with a great deal of precision.

View the components that empower Sample's unique decision making pattern. The human mind evaluates and organizes **EVERYTHING** via 6 separate but integrated views – 3 are workplace focused (empathy, practical thinking and systems judgment) and 3 are internally focused (self-esteem, role awareness and self-direction). Each view has an element of **CLARITY or UNDERSTANDING** and an element of **BIAS/ATTENTION or IMPORTANCE**. These 12 bi-modal views (6 dimensions X 2 views each) combine to form the strength, i.e., clarity and bias/attention that form this person's critical thinking and their evaluative judgment. The integrated descriptors reflecting this person's pattern are shown in red.

Want more? View a short tutorial  
<http://www.mauianalysis.com/think>

### Here is Sample's decision making pattern:

<b>Empathy – Knowing how your decisions impact others</b> Clarity of understanding and the importance assigned to how her choices will be received by other people.	Sample's Empathy score is <b>CLEAR</b> with a negative, inattentive bias. View how her concern for other people's reactions will influence her decisions: <b>PERCEPTIVE, CAUTIOUSLY DISCRETE, HESITANT, SKEPTICAL.</b>
<b>Practical Thinking – Knowing how your decisions impact results</b> Clarity of understanding and the importance assigned to how her choices and solutions will influence the targeted results.	Sample's Practical Thinking score is <b>UNCONVENTIONAL</b> with a negative, inattentive bias. View Sample's valuation of how her alternative choices will impact her results: <b>INDIVIDUALISTIC, ORIGINAL, INVENTIVE, SKEPTICAL, PRAGMATIC.</b>
<b>System Judgment – Knowing how your decisions will impact rules</b> Clarity of understanding and the importance assigned to how her choices will work with the established structure, rules and standards	Sample's System Judgment score is <b>UNCONVENTIONAL</b> with a negative, inattentive bias. View how the "rules", structure and policy will influence her decisions: <b>INDIVIDUALISTIC, ORIGINAL, INVENTIVE, SKEPTICAL, REACTIVE.</b>
<b>Self-Esteem – Knowing how your decisions will impact you</b> Clarity of understanding and the importance applied to how her choices will impact how she values herself	Sample's Self-Esteem score is <b>CLEAR</b> with a positive, attentive bias. View how she believe her self-esteem will be impacted by here expected results: <b>ATTENTIVE TO SELF NEEDS, DOES NOT GET ENOUGH CREDIT AND RESPECT.</b>
<b>Role Awareness – Knowing how your decisions impact your role</b> Clarity of understanding and the importance applied to how her choices will impact her valuation of her current role.	Sample's Role Awareness score is <b>VISIBLE</b> with a negative, inattentive bias. View how Sample believes her current role will be impacted by the expected results: <b>SOCIAL/ROLE TRANSITION, QUESTIONING, DISSATISFIED, INCONSISTENT.</b>
<b>Self-Direction – Knowing how your decisions impact your future</b> Clarity of understanding and the importance applied to how her choices will contribute to how her future OUGHT to be.	Sample's Self-Direction score is <b>CLEAR</b> with a positive, attentive bias. View how Sample believes the expected results will square with her view of how things OUGHT to be: <b>PERCEPTIVE, PERFECTIONISTIC, IDEALISTIC, PERSISTENT, INSISTENT.</b>



## Critical Thinking Scoring Legends

*"How one's clarity and bias combine to form every decision!"*

### Clarity = Understanding

1. **Crystal Clear** – Excellent understanding of the capacity.
2. **Clear Clarity** - Good understanding.
3. **Unconventional Clear Clarity** – Good understanding that has a creative “out of the box” perspective.
4. **Visible Clarity** – Some aspects ARE visible and some aspects are invisible – subject to errors in judgment.
5. **Transition Clarity** – Poor understanding with questions and confusion.

### Bias/Attention = Importance of the clarity

**Inattentive [Double Negative (- -)] bias** = Little importance

**Cautious [Single Negative (-)] bias** = May not rely upon this view as a strength when making decisions.

**Attentive [Single Positive ( + )] bias** = Considered important without losing balanced perspective.

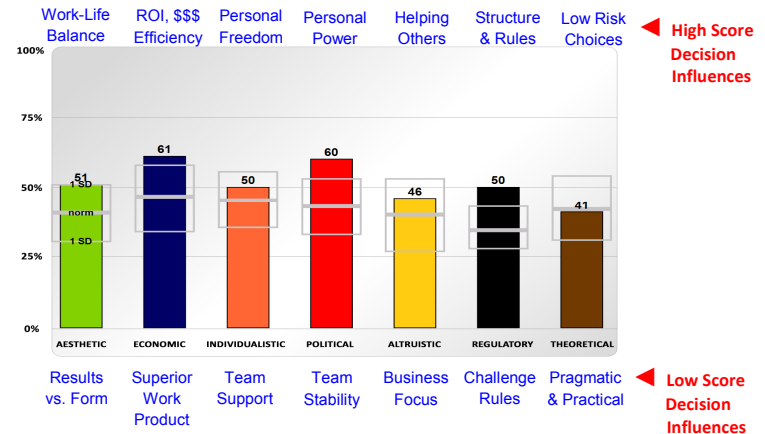
**Over Attentive [Double Positive] bias** = Likely pay too much attention to this view. It will be considered VERY important

## Sample's Internal Motivators/Drivers

View the hierarchy and strength of the **MOST INFLUENTIAL** internal motivators or drivers that identify Sample's 'personal agenda.' These motivators uniquely combine to identify the 'ACTION STEPS' that will shape and influence her priorities and decision tactics.

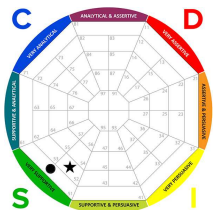
1. **Political (+)** Prioritize solutions that enable Influence and control over projects & the activities of others.
2. **Regulatory (+)** Prioritize solutions that embrace and/or create structure, rules, policy and procedures.
3. **Economic (+)** Prioritize solutions that achieve a high economic focus on ROI, \$\$\$, efficiency and effective results.
4. **Aesthetic (+)** Prioritize solutions that support and sustain an acceptable ratio for the "work-life balance."

More ► <http://www.talent-survey.com/motivators>

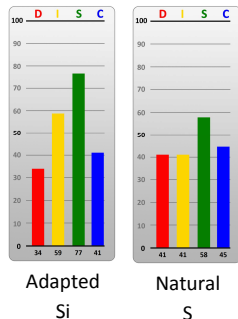


Note: Scores MOST above (+) OR below (-) the mean identify the motivators that will have the greatest influence on decision making.

## Sample's Behavior and Communication Style



**Primary Behavioral Style Overview:** Sample's style blends well with most others. Typically moderate behaviors with unobtrusive intensities define this pattern. They will likely be considerate, helpful and patient. They will build a solid relationship with a limited number of associates and will be most effective in specialized areas of expertise. They will be well planned and deliver consistent performance. They do not like "fire drills" and will be good at contributing to projects and activities.



**Primary Communication Style Overview:** Sample communicates her Real Risk cautionary (D level) critical thinking in an overall INDIRECT and OPEN style. The INDIRECT style is reserved, cooperative and patient. The OPEN style is warm, capable of expressing emotion and seeks to build relationships. Sample delivers her communication style in an overall considered and somewhat reticent and undemonstrative manner. Others will likely view her as someone who exhibits moderate behaviors in most situations. There are two exceptions, if a specific situation is unacceptable OR they feel they are losing control of an area of responsibility, they will display much stronger behaviors..

## Sample's Key Behavioral Insights

- Emotional characteristic:** Will often find the cooperative middle way
- Goals:** Consistency and retain the status quo with a minimum of disruptive change.
- How others are valued:** Via quality of relationships and demonstrated competency.
- Influences group:** Reliable and consistent performance that can be counted on.
- Value to the organization:** Good short term planner with a steady, stable and consistent activity level.
- Warning:** Reluctant to take risks and may even passively resist change.
- When under pressure:** Likely to adapt to a power figure or group direction
- Fears:** Rapid changes and disorganized activities

## Sample's Primary Communication Strengths:

Note: Your scores indicate:

- You are an excellent teacher or coach to others on the team, especially in situations requiring patience and specialized skills.
- You manage to build good team relationships without being an extremist.
- You are considerate of others on the team; reflective and cool-headed under pressure.
- You have an excellent listening style.
- You are ready, willing, and able to assist others on the team with a specialized project. All they have to do is ask.
- You're a reflective, critical thinker. You are able to comprehend complex or abstract systems, and assist with solutions.
- You are willing to work hard for a mission, cause, project, or purpose.

## Sample's Performance Overview and Recommendations

### General Performance: Ability to perform within the areas of expertise

Within her area of expertise, Sample is an individual who can call upon cautionary (D level) critical thinking to resolve the administrative problems, challenges and opportunities she encounters. Her action steps are based upon creating influence and control over projects & others, support for structure, rules, and procedures, achieving a strong ROI via highly effective tactics, an acceptable ratio for the "work-life balance", helping and supporting others, sustaining a high level of personal freedom and autonomy and pragmatic and mainstream approaches. Sample delivers her motivated critical thinking pattern in an overall Patient and People Oriented manner. Be aware that the following attitudes will typically be reflected in her decisions: Individualist, covertly does things their own way, 'Chip on the shoulder' attitude when things do not go their way, Depressive attitude toward the world, Skeptical, doubting attitude about themselves, Cautious, hesitant attitude toward others and Cautious, skeptical attitude toward getting things done.

### Screening and Hiring: Ability to perform in a specific administrative role

As you consider the impact that the three reliable performance multipliers summarized above will have on Sample's credentials, **we would view her as a cautionary individual requiring a careful review of credentials and past performance who will likely deliver potentially problematic results in this role UNLESS the role requires her specific knowledge and industry experience and is supported by a documentable track record of past successes.** Based upon Sample's survey results, she believes her natural talents and abilities are a marginal fit but out of synch for her current role. Factor in this *current role satisfaction as you consider new, expanded or alternative assignments for her.*

### Training & Development: Areas where Sample may need support

Note: Your scores indicate:

- You may sometimes provide a false sense of buy-in to others on the team, then later resist passive-aggressively.
- Your desire for completeness may cause difficulty in meeting deadlines.
- You may often require assistance in initiating new procedures for fear of making mistakes on your own.
- You have a long memory for wrongs committed, and thus may be considered by some to be a grudge-holder.
- You may tend to take criticism personally, even when directed at a work process.
- You may need help prioritizing tasks when under pressure or facing deadlines.
- In a pressured environment, you may tend to become indecisive in the face of sudden changes.

### Teamwork: Sample should thrive in teaming opportunities that provide

- An environment relatively free from interpersonal conflict and hostility.
- Clear areas of responsibility with minimal ambiguities.
- Appreciation for your long hours and work ethic on tough projects and assignments.
- Specific lines of authority and structure for reporting problems.
- A secure work situation.
- The opportunity to work with people with whom you have developed trust, rapport, and credibility.
- Identification with the team or greater organization.

The Executive Summary Measures and reports the key universal success multipliers that are very difficult, if not impossible to gather via the face to face interview. It is designed to be used in alliance with your typical evaluation of any individual's credentials, job stability, references and track record of documentable past successes.

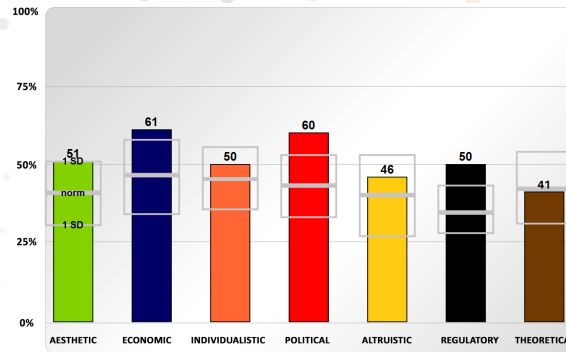
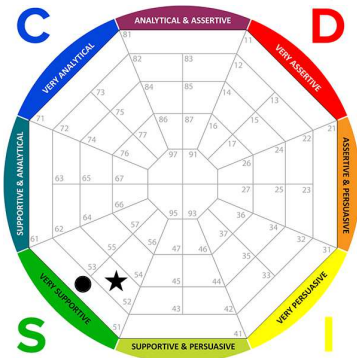
**The first eleven (11) pages of this document comprise our unique, stand alone “Show me the Performance ANSWERS” Executive Summary report that identifies, measures and integrates the three (3) essential human performance factors that AMPLIFY or MULTIPLY the strength of any individual’s credentials, hard skills or what they know how to do.**

Built upon solid performance science, this is the “How to make Great People Decisions” human performance assessment that measures, melds and integrates any individual’s Critical Thinking Decision Making Capacity, their unique hierarchy and strength of internal motivation and their DISC behavior/communication style that measures HOW the individual will deliver or share their motivated critical thinking decisions (supported by their credentials and track record) with others...AND MORPHS THOSE MEASUREMENTS INTO A RELIABLE PERFORMANCE ANSWER.

While others provide you with lots of disconnected data points that YOU have to decode and decipher, the eleven (11) page Executive Summary provides you with easy to read and easy to understand ANSWERS!

### **Pages 13 – 60 (Supporting Documents)**

The remaining pages provide you with the supporting documents that present the expanded details of the Harvard based research into Human Motivation or Drivers as well as the powerful communication insights available via the DISC style report. This includes the integrated 12 factor analysis that presents how each of the PRIMARY D I S C factors is impacted by the other three.



# DISC Self and Motivators

## A Dual Evaluation of Behavioral & Motivational Styles

Report For: **Sample Report**

Focus: **Work**

Date: **11/21/2017**



## Introduction to the DISC & Motivators Combined Report

Research shows that the most successful people share the common trait of self-awareness. They're able to more quickly recognize situations that will make them more successful. With this personalized and comprehensive DISC and Motivators combined report, you have tools to help you become a better you.

**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.

### **Remember:**

- **DISC** measures **observable behavior** and **emotion**.
- **Motivators** shows the **values** that **drive** our behavior and emotion.

When our DISC and MOTIVATORS are **in alignment**, we have personal **synergy**. When our DISC and MOTIVATORS are **not in alignment**, we experience personal **conflict or tension**.

## How to Use This Report

With this personalized and comprehensive DISC and Motivators combined report, you have tools to help you become a better you.

- **Part II** focuses on understanding each of the DISC styles through identifying characteristics, including the tendencies of each behavioral style. It also introduces the 7 Motivators that drive our behaviors and the definitions of each
- **Part III** reveals what makes you unique, through greater understanding of your own behavioral tendencies and blend of motivators.
- **Part IV** explores adaptability and offers actionable recommendations for you and others who interact with you, helping you use this information as effectively as possible for immediate results.

## PART II - UNDERSTANDING DISC & MOTIVATORS

### DISC STYLES

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**.

STYLE	TENDENCIES
<b>Dominance</b>	Tends to be direct and guarded
<b>Influence</b>	Tends to be direct and open
<b>Steadiness</b>	Tends to be indirect and open
<b>Conscientious</b>	Tends to be indirect and guarded

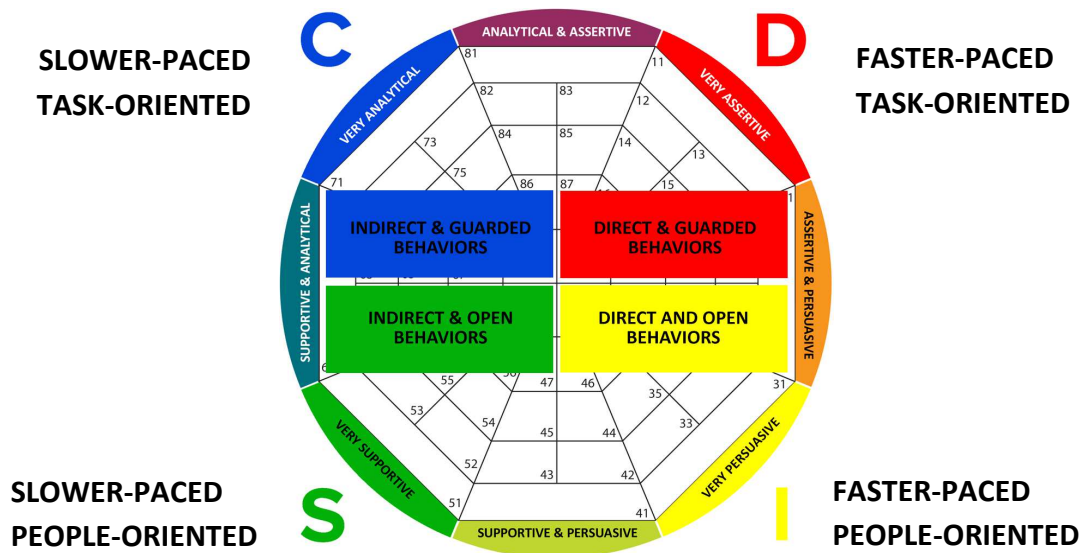
Using the DISC model, it is easy to identify and understand our own style, recognize and cognitively adapt to different styles, and develop a process to communicate more effectively with others. As you begin to explore the DISC styles and see them in your own life and in your relationships, keep in mind the following:


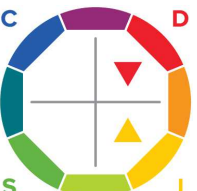

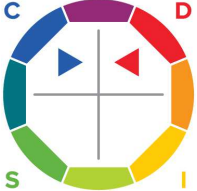
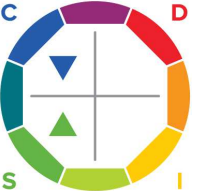

### BEHAVIOR DESCRIPTORS OF EACH STYLE

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



## PACE AND PRIORITY: Two main sources of tension between the styles







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

## MOTIVATORS

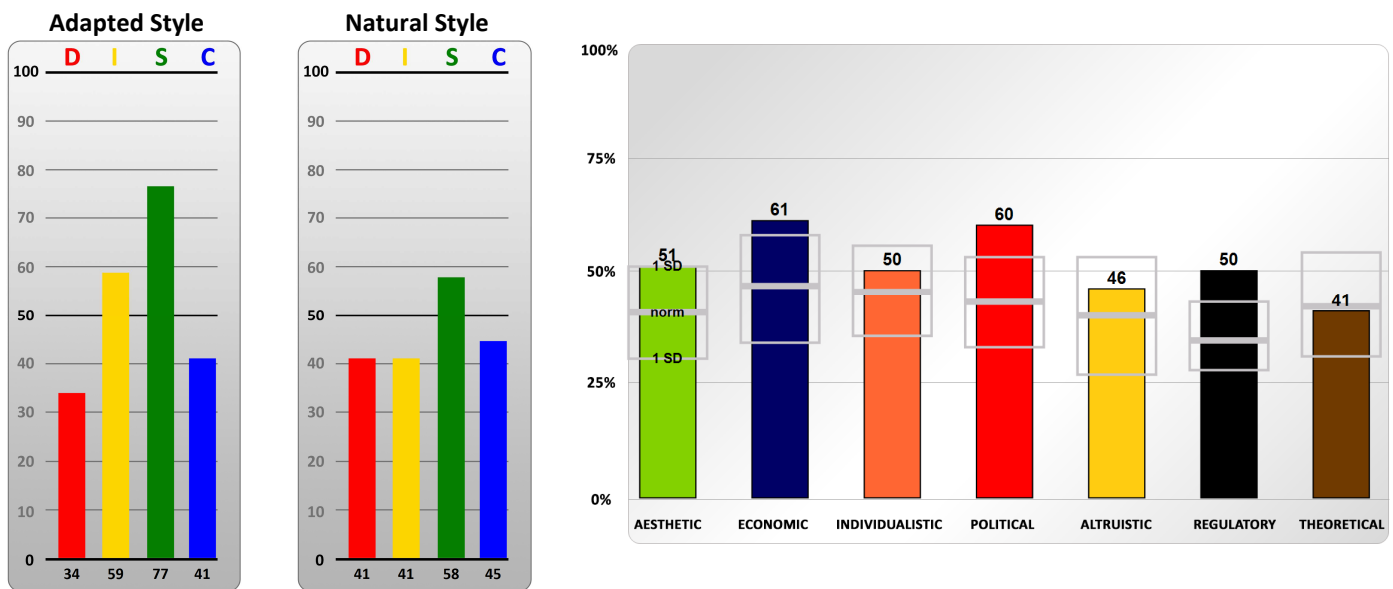
The Motivators assessment is the result of Dr. Edward Spranger's and Gordon Allport's combined research into what drives and motivates an individual. The seven dimensions of value discovered between these two researchers identify the reasons that drive an individual to utilize their talents in the unique way they do. Motivators will help you understand your own drivers, providing a clear course on how to maximize your performance by achieving better alignment with what you do.

### The 7 Dimensions of Motivation

Those who understand their natural motivators better are far more likely to pursue the right opportunities, for the right reasons, and get the results they desire. This report measures seven dimensions of motivation that filter and guide our behaviors and decisions:

-  **Aesthetic** - a drive for balance, harmony and form.
-  **Economic** - a drive for economic or practical returns.
-  **Individualistic** - a drive to stand out as independent and unique.
-  **Political** - a drive to be in control or have influence.
-  **Altruistic** - a drive for humanitarian efforts or to help others altruistically.
-  **Regulatory** - a drive to establish order, routine and structure.
-  **Theoretical** - a drive for knowledge, learning and understanding.

## PART III - UNDERSTANDING YOURSELF



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

**MOTIVATORS** describe you based on your values and beliefs. Understanding motivation helps reveal your preferences and why you do what you do. It is vital for aligned, superior performance that our motivators are satisfied by what we do.

*Through this report you have an opportunity to discover (observe and evaluate) your behavioral responses in various environments and examine your unique values and what drives you to behave in the ways you do. You can explore your actions and reactions (and the actions and reactions of others) in a variety of situations and contexts to determine the most effective communication strategy or course of action to be sure you are living in alignment and able to express your best self.*

## DISC General Characteristics

*The narration below serves as a general overview of your behavioral tendencies. It provides a framework for understanding and reflecting on your DISC results. We've occasionally provided some coaching ideas so that you can leverage your strengths whenever possible to maximize your personal success.*

You score like some who prefer to maintain the status quo, rather than make changes just for the sake of change. This is a recurring theme in the report due to its importance. Though change is a given, it is important to realize that some changes will be positive and appropriate, while some will prove unnecessary. In serving as a coach to some of the change agents, you may be able to help determine the necessity of such changes.

Sample, you score like those who may be somewhat hesitant to jump into something new until convinced that it is of high value. This is linked to your comfort zone, which hinges on adherence to the status quo. You feel a safety and security to that which is known, and an uncertainty toward that which is unknown. While some on the team may desire instant change, you prefer a controlled change, which may take a bit longer, but will be more stable and secure.

You show extremely high levels of patience with others -- something from which others on the team could stand to learn. You also score like those who have a (rare) ability to calm angry people, especially in a customer service environment. Most of your style-peers say that this is something that can't be taught to others. Rather, it's an inherent ability to sense someone's emotions, and to respond in the precise way to remove the anger and move toward a productive discussion to resolve the problem.

Sample, your responses indicate that you tend to be friendly and easygoing in both work and social environments. This allows you to get along well with a wide variety of people, and for people to feel very much at ease when they meet you. Newer people on the team might seek you out with questions, because they perceive that you will be polite and thorough with your answers and explanations. They're correct in their perceptions.

'You respect operating protocol as it is: "If it isn't broken, don't try to fix it." Many people who score like you are frustrated by new people coming into an organization and making changes before they have had a chance to evaluate the systems already in place. This frustration increases when the new systems prove to be no better than the older, established procedures. You show remarkable patience in these situations, perhaps complaining only at home or to a small group of friends.

On the personal side, you score like those who prefer deeper connections with fewer people, rather than shallow relationships with a wide number of people. This is a testament to your loyalty and sincerity. Meaningful relationships, both on and off the job, are important to people who score like you. Such people tend not to foster shallow relationships just for the purpose of name-dropping.

You score like those who show a high degree of internal loyalty to people, projects, and ideals. This is linked to your patience, high level of sincerity in working with others, and your support of systems as they exist. It may take you a bit more time to warm up to newer team members and ideas, until you have an opportunity to learn more about them.

Your response pattern shows that you are an excellent team player. This is a great strength to the organization as a whole. Others on the team know that you are ready, willing, and able to assist on any part of a project that requires your expertise and mindshare. Sometimes, those who score like you worry that they've said "Yes" to too many things, and may have overcommitted themselves. However, they work extra hard in order to meet the commitments they've made.

## Your Behavioral Style: Planner

Sample's style blends well with most others. Typically moderate behaviors with unobtrusive intensities define this pattern. They will likely be considerate, helpful and patient. They will build a solid relationship with a limited number of associates and will be most effective in specialized areas of expertise. They will be well planned and deliver consistent performance. They do not like "fire drills" and will be good at contributing to projects and activities.

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

- **Emotional characteristic:** Will often find the cooperative middle way
- **Goals:** Consistency and retain the status quo with a minimum of disruptive change.
- **How others are valued:** Via quality of relationships and demonstrated competency.
- **Influences group:** Reliable and consistent performance that can be counted on.
- **Value to the organization:** Good short term planner with a steady, stable and consistent activity level.
- **Cautions:** Reluctant to take risks and may even passively resist change.
- **Under Pressure:** Likely to adapt to a power figure or group direction
- **Fears:** Rapid changes and disorganized activities

## 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.

	D	I	S	C
DISC Focus	Problems / Tasks	People	Pace (or Environment)	Procedures
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
Observable	Decisive, risk-taker	Optimistic, trust others	Patience, stabilizer	Cautious, careful decisions
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.

	D	I	S	C
DISC Focus	Problems / Tasks	People	Pace (or Environment)	Procedures
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
Observable	Decisive, risk-taker	Optimistic, trust others	Patience, stabilizer	Cautious, careful decisions
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

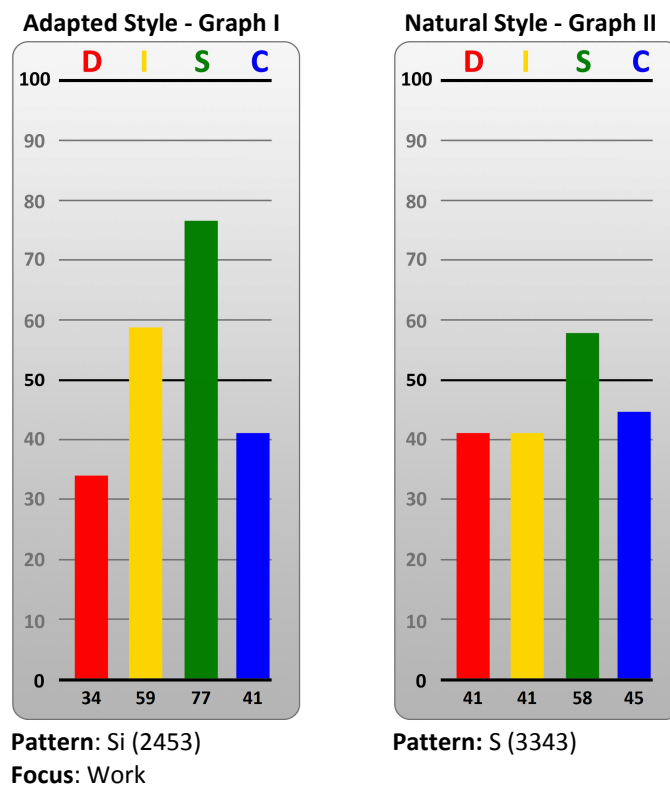


## DISCstyles Graphs for Sample Report

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

Your Adapted Style is your graph displayed on the left. It is **your perception of the behavioral tendencies you think you need to display to be successful in your focus situation**. 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**. It is often a better indicator of the “real you” and your “knee jerk”, inherent behaviors. This is how you would choose to behave when you are most comfortable and there are no additional considerations or influences on your behavior. It is also what shows up in stressful situations. This graph tends to be fairly consistent, even in different environments.



If the bars are similar, it means that you tend to use your same natural behaviors in either environment. If your Adapted Style is different from your Natural Style, this may cause stress over a long period of time because you are using behaviors that are not as comfortable or natural for you.

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

## Behavioral Pattern View

The BPV has eight behavioral zones. Each zone identifies a different combination of behavioral traits. The peripheral descriptors describe how others typically see individuals with your style. Plots on the outer edges of the diamond identify that one factor (DISC) of your style will dominate the other three. As you move towards the center of the diamond, two and eventually three traits combine to moderate the intensity of your style descriptors within a specific behavioral zone.

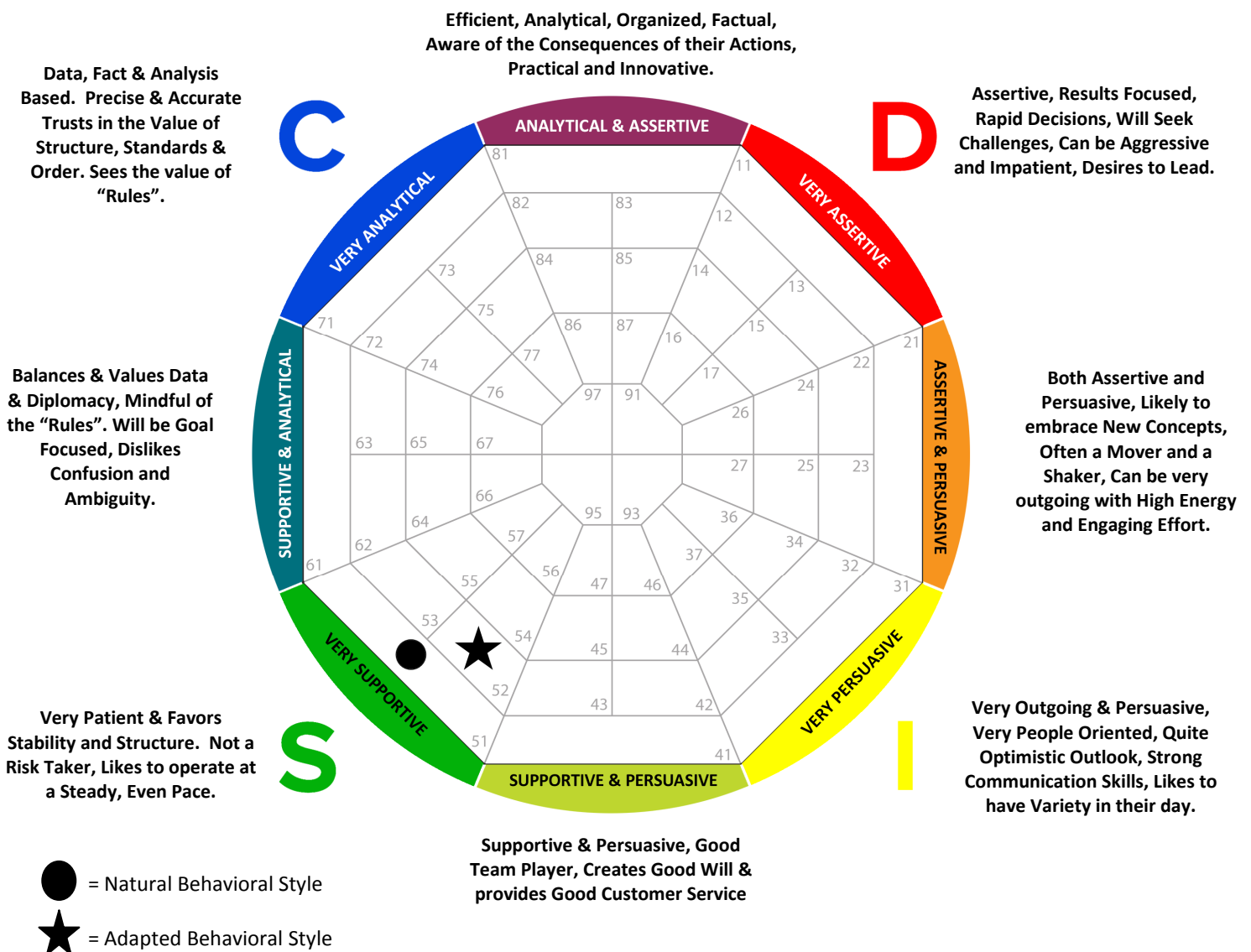
## THE SCORING LEGEND

**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



## MORE ABOUT YOUR DISC STYLE

In this portion of the report, you'll learn more about your DISC style behavioral tendencies and emotions. This information can be useful in helping you understanding your own behavior, and also support you in learning about and understanding others more effectively.

### 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*:**

- Ask "how"-oriented questions to draw her opinions.
- Observe carefully for possible areas of disagreement, as she may not be verbal about them.
- Be casual and informal with gestures and body language.
- Be candid, open, and patient.
- Present ideas and opinions in a non-threatening way.
- Show sincere interest in her as a person.
- Outline individual tasks and responsibilities in writing.

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

- Stick coldly to the business agenda.
- Be rude, abrupt, or too fast-paced in your delivery.
- Let it reflect on her personally, when you disagree, and don't let disagreements affect the relationship.
- Say, "Listen to me, here's how I think we should do it."
- Offer assurances and guarantees that you can't fulfill.
- Offer promises that you can't keep.
- Leave an idea or plan without backup support.

## Wants and Needs

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

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

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

### **You Tend to Be Motivated By:**

- Links to some of the proven traditions that have built success in the past.
- A home life that is supportive of the work demands.
- Having sufficient time to adjust to change, so as not to disrupt systems and processes.
- Appreciation and recognition for the competence and work ethic demonstrated over the long haul.
- Established procedures on which a base of successful processes can be built.
- Projects and challenges of a specialized nature that demonstrate skill and competence.
- Sincerity from peers and colleagues.

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

- Options for increasing the efficiency of certain methods or procedures.
- An environment that involves minimal sudden changes and crisis situations.
- A reminder that your contributions are significant to the success of the team.
- Reassurance that the long hours you spend on projects are worthwhile.
- Products and processes that you can believe in.
- Reassurance and support for taking appropriate and calculated risks.
- A comfortable method for introductions to new groups of people.

## What You Bring to the Organization

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

### **Your Strengths:**

- You are an excellent teacher or coach to others on the team, especially in situations requiring patience and specialized skills.
- You manage to build good team relationships without being an extremist.
- You are considerate of others on the team; reflective and cool-headed under pressure.
- You have an excellent listening style.
- You are ready, willing, and able to assist others on the team with a specialized project. All they have to do is ask.
- You're a reflective, critical thinker. You are able to comprehend complex or abstract systems, and assist with solutions.
- You are willing to work hard for a mission, cause, project, or purpose.

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

- You possess a high degree of internal loyalty to people, projects, and ideals. As a result, you are able to model the professional stability necessary to grow within an organization.
- You tend to be more modest than egocentric, and as a result you are able to work well with a variety of other styles.
- Because of your high degree of patience, some may see you as a teacher, mentor, or coach when it comes to dealing with complex projects or problems.
- You work very effectively in specialized areas and may serve as the "glue" that holds a complex project together.
- You want to be perceived as friendly and easy-going, without being an extremist.
- You tend to have deep family connections and may hesitate to travel for extended periods of time away from your family.
- When dealing with work routine, stability is important to you.

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

- An environment relatively free from interpersonal conflict and hostility.
- Clear areas of responsibility with minimal ambiguities.
- Appreciation for your long hours and work ethic on tough projects and assignments.
- Specific lines of authority and structure for reporting problems.
- A secure work situation.
- The opportunity to work with people with whom you have developed trust, rapport, and credibility.
- Identification with the team or greater organization.

## 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:**

- Calm and collected
- Systematic with processes
- Consistent
- High follow-through

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

- Resistant to change and new ideas
- Passive
- Lethargic and unenthusiastic
- Phlegmatic and unemotional

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

- A slower pace for comfort and security
- Reassurances that you are liked
- Relationships

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

- You tend to do things to help and benefit others with the expectation that they will reciprocate in some appropriate way. However you rarely share these expectations. As a result, the other person fails to meet your expectations; leading to more repressed anger or hurt feelings on your part.
- You may also feel that your feelings, needs and desires are not as important as those of others, which can encourage others to take advantage of you which, in turn, results in more repressed anger.
- 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.

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

- Be open to considering new ways of doing things and undertaking new tasks. Ask your supervisor, friends and coworkers to support you in approaching any significant change
- Ask for what you need from your supervisor, friends and coworkers. Do not expect them to know what you want or what you are thinking. This will avoid many misunderstandings and increase your effectiveness and efficiency.
- Share your needs, feelings and expectations with your friends and coworkers.

## Potential Areas for Improvement

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

*As you consider ways to continue to improve to be a better communicator, we recommend you focus on no more than two at a time, practice and strengthen them, and then choose another area to focus on and improve.*

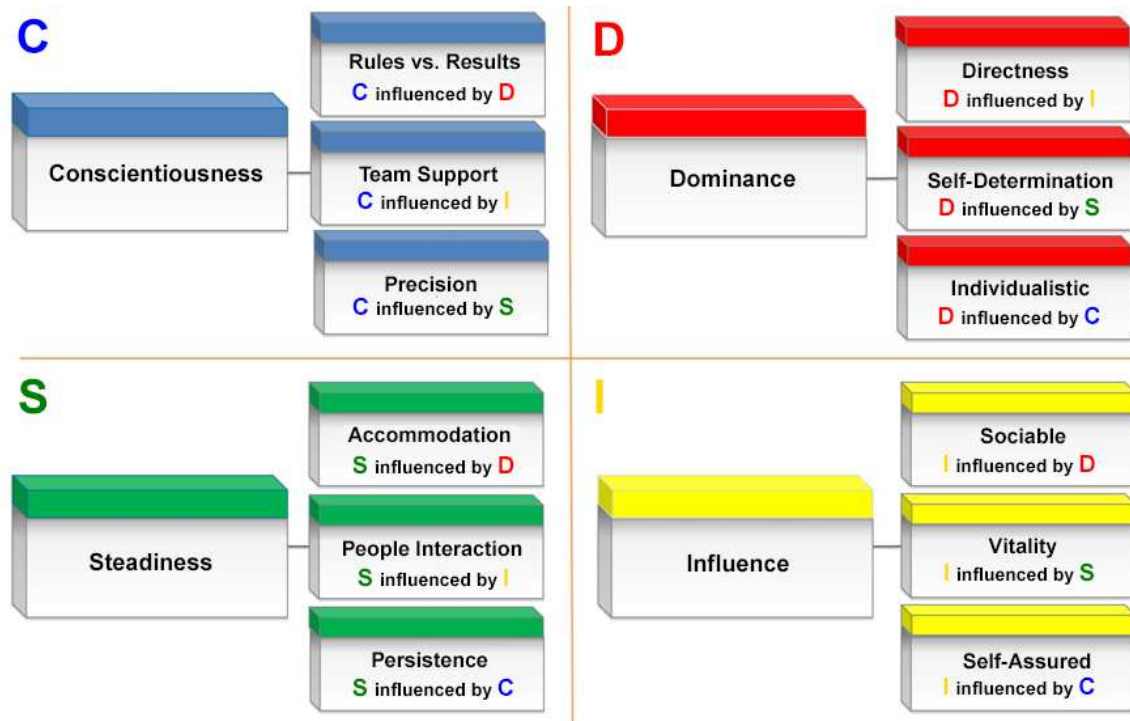
*Check the two most important areas you are committed to improve upon and transfer them to the Summary of Your Style page.*

### **Potential Areas for Improvement:**

- You may sometimes provide a false sense of buy-in to others on the team, then later resist passive-aggressively.
- Your desire for completeness may cause difficulty in meeting deadlines.
- You may often require assistance in initiating new procedures for fear of making mistakes on your own.
- You have a long memory for wrongs committed, and thus may be considered by some to be a grudge-holder.
- You may tend to take criticism personally, even when directed at a work process.
- You may need help prioritizing tasks when under pressure or facing deadlines.
- In a pressured environment, you may tend to become indecisive in the face of sudden changes.



## The 12 Integrated DISC Style Relationships



For a more complete understanding of a person's overall behavior style, you can view how each of the primary (4) four DISC factors interact to produce (12) twelve integrated behaviors, or how your individual D style is influenced by your I, S and C styles. The ability to identify and measure the interaction of the (12) twelve factors represents a dramatic improvement in the use and application of DISC to better understand human behavior. These behaviors define how we deliver our thinking into the world.

Each of the (12) twelve factors has been assigned specific descriptors to help you naturally associate the factor to a specific behavior.

Each person will display some of these factors more strongly than the others. The (5) five intensity levels range from Low (absent in most situations) through High (clearly displayed in most situations). Intensity is a measurement of the relative contribution of a specific factor to a person's observable natural behaviors that are most often displayed in most situations. We can measure the strength of a factor in a person's overall behavioral style by viewing the intensity score.

- The **length of the black bar** shows the relative influence of the DISC factors in someone's overall observable behavioral style. These are presented in order from highest to lowest influence and are specific to you.
- The **blue box** identifies 68% of all scores in the general population for each integrated behavior. One standard deviation (34%) below the median score (vertical link) and one standard deviation (34%) above the median score (vertical link). Unlike an AVERAGE, the median score will not always be shown with equal space on both sides.

## The 12 Integrated DISC Style Relationships Graphs

This list of (12) twelve Integrated DISC relationships reveals how the (4) four Primary DISC behaviors combine and work together to create the socialized behaviors others see and experience. These are presented in order from highest to lowest influence and are specific to you.

**Intensity Scoring Legend** – DISC Style intensity is a measure of how you will likely display the specific behavior when interacting and communicating with others in most situations.

- **Low Intensity** - Low Intensity scores indicate the ABSENCE of this behavior in MOST situations.
- **Low Moderate** - Low Moderate Intensity scores are only SOMETIMES observable in SOME situations.
- **Moderate Intensity** - Moderate Intensity score is flexible and may or may not become observable based upon the requirements of the specific situation.
- **High Moderate** - High Moderate Intensity scores are frequently observable in many situations.
- **High Intensity** - High Intensity scores will be clearly observable, displayed more often and seen in most situations.

### 1. The Accommodation Behavior (S/D) [Moderate Intensity]



"How this individual's need to operate at a steady pace and innate degree of patience is impacted by their need for immediate results." The accommodation behavior measures HOW the strength of this individual's level of patience and activity level are influenced by the strength of their desire to lead, command and direct activities focused on immediate results and solutions. Higher intensity scores reflect a willingness to consider, accommodate and support alternative solutions and ideas while Lower intensity scores reflect a propensity to make difficult decisions, remain firm in supporting and defending them sustained by a strong focus on achieving immediate results and accomplishing assigned goals.

### 2. The People Interaction Behavior (S/I) [Moderate Intensity]



"How this individual's need for a steady pace and exercise of patience is impacted by their desire to connect and engage in social interaction." The People Interaction behavior measures HOW the strength of this individual's degree of patience and preferred activity level are influenced by the strength of their extroversion and a desire to socially interact and accommodate others. Higher intensity scores will display a great deal of care and consideration when crafting the words and deeds that impact others while Lower intensity scores will reflect a freewheeling and confident belief that most if not all interactive social situations can be handled "on the fly."

### 3. The Persistence Behavior (S/C) [Moderate Intensity]



"How this individual's need for pace and patience is impacted by their need for accuracy, precision and planning." The Persistence behavior measures HOW the strength of this individual's patience, activity level and team support is influenced by their need for accuracy, precision and structure. Higher intensity scores reflect an emphasis on supporting planned group and team efforts while Lower intensity scores reflect a need to follow established policies and procedures even if it requires running counter to the team's direction that may be advocating alternative or even potentially risky actions.

#### 4. The Rules vs. Results Behavior (C/D) [Moderate Intensity]



"How this individual's need for accuracy, precision and guidelines is impacted by their need for immediate results." The Rules vs. Results behavior measures HOW the strength of this individual's need to precisely follow established structural and procedural guidelines, standards and codes is influenced by their need for direct "results now" actions that target immediate accomplishments. Higher intensity scores identify a strong need to pursue objectives with guidance and reliance upon established structure, rules, organizational protocols and policies while Lower intensity scores suggest a more direct, immediate "result now" focus that will not likely be restrained by established protocols, procedures and policies.

#### 5. The Team Support Behavior (C/I) [Moderate Intensity]



"How this individual's need for accuracy, precision and following procedure is impacted by their desire for social connection and interaction." The Team Support behavior measures HOW the strength of this individual's desire for accuracy, structure, rules and standards is influenced by the strength of their desire to interact, engage and accommodate other people. Higher intensity scores display reliance upon structure, logic, facts and established data, procedures and protocols while Lower intensity scores display a more cordially social, engaging and accommodating communication style with a less focus on established protocols.

#### 6. The Directness Behavior (D/I) [Moderate Intensity]



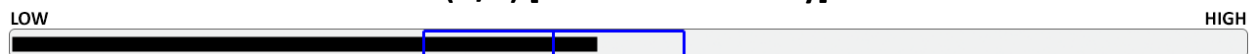
"How this individual's dominance and 'results now focus' is impacted by their desire to interact, connect and relate to others." The Directness behavior measures HOW the strength of this individual's direct, assertive and results oriented communication style is influenced by their desire to build relationships and connect with others. Higher intensity scores identify a willingness to make and defend tough and even unpopular decisions while Lower intensity scores will identify an inclination to search for a more socially interactive, popular and accommodating solution.

#### 7. The Sociable Behavior (I/D) [Moderate Intensity]



"How this individual's need for social interaction is impacted by their assertiveness and desire for immediate results." The Sociable behavior measures HOW the strength of this individual's preference for cordial social interaction and people connection is influenced by their need for immediate results. Higher intensity scores reflect an emphasis on seeking, building and sustaining personal relationships while Lower intensity scores reflect a much stronger competitive "result now" focus with less effort on accommodation and building relationships.

#### 8. The Individualistic Behavior (D/C) [Moderate Intensity]



"How this individual's "results now" assertiveness is impacted by their desire to be accurate, analytical and structured." The Individualistic behavior measures HOW the strength of this individual's direct, assertive and "results now focus" is influenced by their need to precisely follow established structural and procedural guidelines while pursuing objectives. Higher intensity scores will not likely be deterred by potential restraints or established policies especially if they are perceived to impede immediate results while Lower intensity scores will favor strong and precise compliance and adherence to established structure, rules, policy and procedures.

### 9. The Self-Assured Behavior (I/C) [Moderate Intensity]



"How this individual's people oriented extroversion is impacted by their need for accuracy and structure." The Self-Assured behavior measures HOW the strength of this individual's extroversion and desire for personal connection with others is influenced by their need for structure, detail, and accurate evidence prior to taking action. Higher intensity scores can sometimes lead to overconfidence with a willingness to improvise and to take spontaneous actions vs. thorough planning while Lower intensity scores reflect a cautious and conscientious approach that seeks to take actions that are supported by reliable tactics, trusted data and past successes.

### 10. The Precision Behavior (C/S) [Moderate Intensity]



"How this individual's need for accuracy, precision and planning is impacted by their desire for team support and accommodation." The Precision behavior measures HOW the strength of this individual's need for structure, accuracy, order and precision is influenced by their pace, patience and level of team accommodation. Higher intensity scores reflect a desire to operate in a "fail-safe" environment supported by accurate data and through preparation while Lower intensity scores suggest steady paced progress, strong support, consideration and accommodation for the team's overall direction.

### 11. The Vitality Behavior (I/S) [Moderate Intensity]



"How this individual's people focused extroversion is impacted by their preferred pace and activity level." The Vitality behavior measures HOW the strength of this individual's desire for interpersonal connections is influenced by their degree of urgency, preferred pace and activity level. Higher intensity scores reflect a high energy, freewheeling, confident and engaging style that will likely embrace new ideas and concepts while Lower intensity scores reflect thoughtfulness and care when crafting both words and deeds as one moves steadily toward the identified goal and objective.

### 12. The Self-Determination Behavior (D/S) [Moderate Intensity]



"How this individual's degree of assertive "results now" focus is impacted by their level of patience." The Self-Determination behavior measures HOW the strength of this individual's direct, assertive and "results now" oriented behaviors are influenced by their degree of patience and preferred pace. Higher intensity scores identify a preference toward a more "now oriented pace" that is keyed toward taking actions that achieve immediate results and goals while Lower intensity scores identify a steadier, less urgent pace that embraces planning and careful consideration of consequences prior to taking action.

## Summary of Sample Report's DISC Style

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

### COMMUNICATION DOS & DON'TS

1. \_\_\_\_\_
2. \_\_\_\_\_

### YOUR MOTIVATIONS: WANTS

1. \_\_\_\_\_
2. \_\_\_\_\_

### YOUR MOTIVATIONS: NEEDS

1. \_\_\_\_\_
2. \_\_\_\_\_

### YOUR STRENGTHS

1. \_\_\_\_\_
2. \_\_\_\_\_

### YOUR WORK STYLE TENDENCIES

1. \_\_\_\_\_
2. \_\_\_\_\_

### EFFECTIVE ENVIRONMENTAL FACTORS

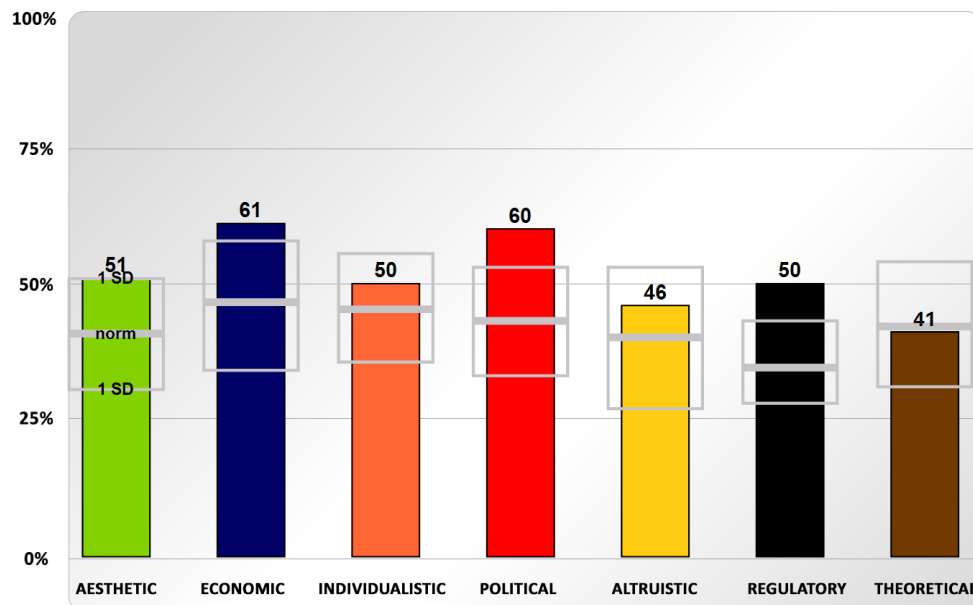
1. \_\_\_\_\_
2. \_\_\_\_\_

### POTENTIAL AREAS FOR IMPROVEMENT

1. \_\_\_\_\_
2. \_\_\_\_\_

## YOUR MOTIVATORS

Whether scores are high or low, the motivators with the furthest distance above or below the mean (or norm in the center of the box plot) will be the **highest influencers** leading to the **greatest impact** on your decisions.



### Aesthetic - High

You very much prefer form, harmony and balance. You are likely a strong advocate for green initiatives and protecting personal time and space.



### Economic - High

Your high drive for economic gain helps provide motivation through long projects and assignments.



### Individualistic - Average

You are not an extremist and able to balance the needs of both others and self.



### Political - High

You are able to accept the credit or take the blame with a 'the buck stops here' attitude.



### Altruistic - Average

You are concerned for others without giving everything away; a stabilizer.



### Regulatory - High

You have a strong preference for following established systems or creating them if none present.

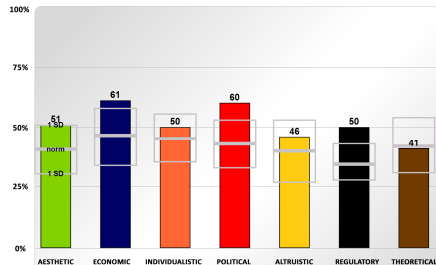


### Theoretical - Average

You are able to balance the quest for understanding and knowledge with the practical needs of a situation.

## MORE ABOUT YOUR MOTIVATORS

### Your Aesthetic Drive



**The Aesthetic Dimension:** The main motivation in this value is the drive to achieve balance, harmony and find form or beauty over function. Those high in this dimension will have a need toward self-expression.



#### General Traits:

- You are more sensitive to issues of balance and harmony than others.
- You enjoy creative expression in both work and personal settings.
- You appreciate and support efforts at conservation and preservation.
- You tend to appreciate the finer things in life (e.g., these may include design, clothes, music, art, etc.), but for their aesthetic value rather than any status reasons.
- You like to express yourself in artistic or creative ways.



#### Key Strengths:

- You take strong interest in how an objective or work can help support the environment or balance in life.
- You will be a creative problem solver.
- You tend to look for what is beautiful in any subject rather than what is ugly.
- You tend to want more than just the typical job satisfaction. You may want more work/life balance, more creativity and more aesthetically pleasing surroundings.
- You will enthusiastically get involved in supporting artistic, or environmental initiatives in the workplace.



#### Motivational Insights:

- You will be highly motivated by aesthetically pleasing activities (e.g., creativity, beautification, more balanced, green initiatives, etc.)
- You show a genuine interest in the expressed thoughts or emotions of others.
- Your open acceptance of ideas from others may also open situations that are less than optimal, and you may get 'burned' in the process.
- You support willingness to bring form or harmony to haphazard systems or workspace areas.
- You make sure the environment allows for creative expression.



#### Training/Learning Insight:

- You link new knowledge to new ways to be creative or achieve better harmony and balance in work and life.
- You have the ability to connect training and development to other's needs and interests.
- As you learn new things in training or professional development, attempt to link those to your ability to see new or creative solutions in the future.

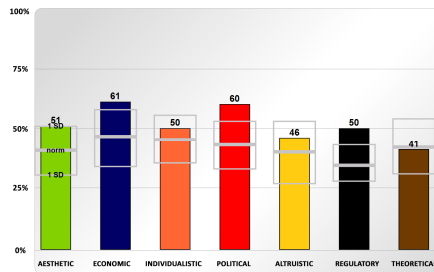


#### Continual Improvement Insights:

- You need to remember that sometimes function is all there is time for, or all that is needed (don't deliver a Cadillac when a Chevy will suffice).
- You might tend to get a little too creative or inventive sometimes, which can create unnecessary risks.
- You may need to focus on the practical or economic side of an issue more frequently.
- Remember that it is OK that some don't appreciate artistry, balance or harmony as much as you.
- You could get lost in creativity and imagination if not kept somewhat reined in and on target.



## Your Economic Drive



**The Economic Dimension:** This dimension examines the motivation for return on investment in both personal and professional life. Those high in this area will have a strong need for competition.



### General Traits:

- You are goal driven, especially financial goals.
- You may take the position that the ends justify the means.
- You respond best when education and training are useful, with a profit or economic objective that is clearly attached to the training.
- You may want to surpass others in wealth or materials.
- You are interested in what is useful and practical in meeting goals (usually economic ones).



### Key Strengths:

- You are able to multi-task in a variety of areas, and keep important projects moving.
- You are highly productive.
- You are driven by competition, challenges, and economic incentives.
- You pay attention to return on investment in business or team activity.
- You are profit driven and bottom-line oriented.



### Motivational Insights:

- You should link training and meeting events to potential gains in business share or future income.
- You should reward high performance in tangible and monetary ways with individual and team recognition.
- You should provide recognition and rewards (e.g., bonuses) as soon as possible, not just at the end of the quarter or year.
- You should provide opportunity for financial rewards for excellent performance.
- You should be certain to reward performance, and encourage participation as an important member of the team.



### Training/Learning Insight:

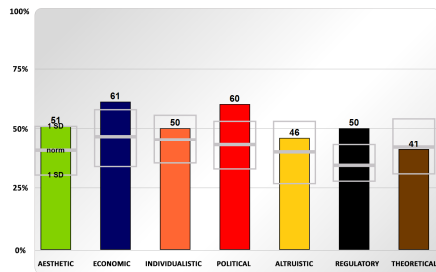
- You link learning outcomes to the ability to become more effective in increasing earnings for both yourself and the organization.
- You score like those who want information that will help them increase bottom-line activity and effectiveness.
- You attempt to provide some rewards or incentives for participation in additional training and professional development.
- If possible, build in some group competition as a part of your training activities.



### Continual Improvement Insights:

- You may need to develop an increased sensitivity to the needs of others and less demonstration of potential selfishness.
- You may need to hide the dollar signs in your eyes in order to establish the most appropriate rapport with others.
- You may need to learn how to mask that greed factor so as not to alienate a prospect, customer, client or others on the team.
- You may judge the efforts of others on the team by an economic scale only.
- While this high economic drive may be a significant motivating factor in your achieving goals, it may also become a visible "economic factor" especially in sales people, and others sharing this very economic drive.

## Your Individualistic Drive



**The Individualistic Dimension:** The Individualistic dimensions deals with one's need to be seen as unique, independent, and to stand apart from the crowd. Those high in this area need to be independent and have opportunity for freedom of personal expression.



### General Traits:

- You have the ability to take or leave the limelight and attention given for special contributions.
- You have the ability to take a stand on an issue when necessary, to yield position when necessary, and to do both with equal sincerity.
- You are generally not considered an extremist on ideas, methods, or issues in the workplace.
- Those who score like you would probably not be considered controversial in their workplace ideas or transactions.
- You show moderate social flexibility in that you would be considered as one who is socially appropriate and supportive of others on the team.



### Key Strengths:

- You may be able to mediate between the needs of the higher and lower Individualistic members of the team.
- You are able to see both sides of the positions from those with higher and lower Individualistic scores.
- You may be considered flexible and versatile without being an extremist.
- You are able to follow or lead as asked.
- You may be seen as a stabilizing force in organizational operations and transactions.



### Motivational Insights:

- Remember that you score like those with a high social flexibility, that is, you can assume an appropriate leadership role for a team, or be a supportive team member as the situation requires.
- Remember that you show the ability to get along with a wide variety of others, without alienating those with opinions in extreme positions on the spectrum.
- You act as a balancing or stabilizing agent in a variety of team environments.
- You bring an Individualistic drive typical of many professionals, i.e., near the national mean.
- You can provide input to gain a center-lane perspective on an organizational issue related to this Values scale.



### Training/Learning Insight:

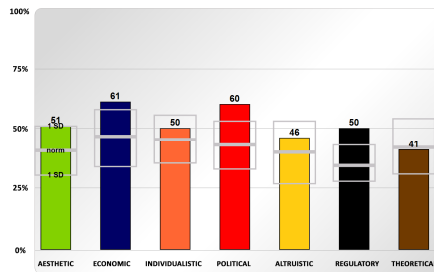
- You are able to be a flexible participant in training and development programs.
- You tend to enjoy both team-oriented and individual or independent learning activities.
- You will be a supportive member of the training experience from the viewpoint of this Values dimension.
- Because this score is near the national mean, please check other higher and lower Values areas to obtain additional insight into learning preferences.



### Continual Improvement Insights:

- Without necessarily picking sides, you may need to take a stand on some issues related to individual agendas.
- To gain additional insight, you should examine other values drives to determine the importance of this Individualistic drive factor.
- You should allow space for those with higher Individualistic drives to express themselves in appropriate ways.
- You should avoid criticizing those with higher or lower Individualistic drives, since all Values positions are positions deserving respect.

## Your Political Drive



**The Political Dimension:** This drive is to be seen as a leader, and to have influence and control over one's environment or success. Competitiveness is often associated with those scoring high in this motivation.



### General Traits:

- You enjoy a feeling of accomplishment in getting a difficult job done on your own.
- You have a bottom-line approach to getting things done.
- You use power and control effectively to keep projects moving.
- You seek competition.
- You are comfortable being in a leadership position and seek those roles.



### Key Strengths:

- You have a 'buck stops here' approach to business and getting things done.
- You have a high energy level to work hard at meeting goals.
- You accept struggle and hard work toward a goal.
- You are able to plan and design work projects for teams to accomplish.
- You are able to plan and control your own work tasks.



### Motivational Insights:

- You may like to be seen as a catalyst for change.
- You score like others who may feel stifled if surrounded by many constraints.
- You may need to be more willing to share the attention and successes for wins.
- You enjoy status and esteem in the eyes of others.
- You appreciate occasional public recognition and praise for successes.



### Training/Learning Insight:

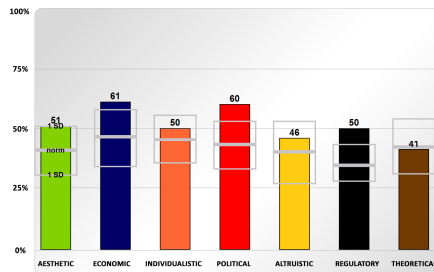
- You provide for individual recognition for exceptional performance.
- Some who share this score range may prefer independent study instead of group or team learning activities.
- You provide for a variety of learning and professional development options.
- You score like those who frequently show an interest in leading some training or professional development activities.
- You link learning successes with potential to increase personal credibility and motivation of teams when working with others.



### Continual Improvement Insights:

- You may need to be more sensitive to the needs of others on the team.
- You may be perceived as one who oversteps authority without cause.
- You may show impatience with others who don't see the big picture as clearly.
- You may need to soften your own agenda at times and allow for other ideas and methods to be explored.
- You may project a high sense of urgency which may also translate to some as a high intensity.

## Your Altruistic Drive



**The Altruistic Dimension:** This drive is an expression of benefit for others at the expense of self. There is often a genuine sincerity in this dimension to help others, giving one's time, resources and energy, though those high in this area may struggle from lower self-worth and express high empathy.



### General Traits:

- You are very much in line with the average level of altruism seen in business environments.
- You will not create an imbalance between your own needs and those of others.
- You have a good sense for when to freely help others and when to say "No."
- You can be a good mediator between those who give too much and those who don't give enough.
- You balance helping others with personal concerns very effectively.



### Key Strengths:

- You have a solid balanced view of helping others without doing everything for them.
- You possess a realistic and practical approach to helping others help themselves.
- You appreciate the need to help others without sacrificing one's own self too much.
- You are willing to pitch in and help others as needed.
- You see value pitch in others through personal actions.



### Motivational Insights:

- You are practical in how much to help others versus other objectives.
- You possess a healthy balance between a self focus and a focus on others.
- You will strike a moderate level of giving and taking in interactions with others.
- You have a very typical level of appreciation for others relative to the general working world.
- You will be a good judge of how much to involve others versus making the command decision.



### Training/Learning Insight:

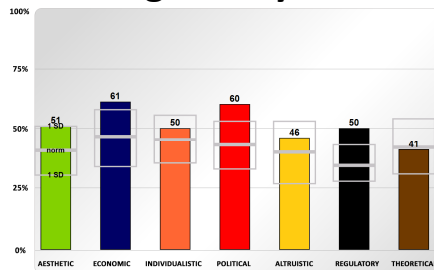
- You would be more motivated by incorporating other motivators that are higher in drive and score locations.
- You are flexible between learning with a team or learning independently.
- You enjoy learning that highlights both your own personal gain and some altruistic aspect as well.
- You are likely supportive of the trainers themselves.



### Continual Improvement Insights:

- You will be more influenced by other motivations in the report that are higher and when connected with, will return much more passion and drive.
- You might benefit from taking more of a lead, as opposed to waiting for others to lead.
- You need to know that efforts to help others are practical and deliver a business benefit as well.
- You should respect those who may not share your interest in understanding or benefiting others.

## Your Regulatory Drive



**The Regulatory Dimension:** The Regulatory drive indicates one's drive to establish order, routine and structure. This motivation is to promote rules and policies, a traditional approach and security through standards and protocols.



### General Traits:

- You believe in preparing properly before taking action.
- You are accurate, detailed and follow procedures.
- You take personal responsibilities very seriously.
- You believe quality control is a vital part of accurate work.
- You support a more traditional view of things.



### Key Strengths:

- You produce detailed and accurate work.
- You provide a sound stabilizing base for dynamic situations.
- You are reliable and dependable.
- You achieve a sense of accomplishment based on the quality of the work.
- You have high attention to details.



### Motivational Insights:

- If you recommend changing the established way of doing things, it is probably a significant need.
- Ensure adequate information, resources and time to complete tasks.
- You should make sure the reasons behind instructions are clearly demonstrated.
- You prefer to receive personal criticism in a constructive manner and in private.
- You prefer detailed, written and specific guidelines to follow.



### Training/Learning Insight:

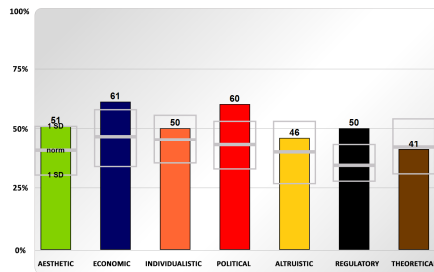
- You will prefer learning activities that are structured and detailed.
- You are a well disciplined learner.
- You like to understand the why behind the what when learning new things.



### Continual Improvement Insights:

- It might not hurt to let go sometimes and have no prescribed path to follow.
- You should realize that change can be good, productive and needed.
- You shouldn't get too hung up on the rules.
- You could possibly be perceived by some to be too structured or rigid on certain issues.
- You should put things in writing.

## Your Theoretical Drive



**The Theoretical Dimension:** This drive seeks to understand, gain knowledge, or discover the "truth". This motivation can often want knowledge for knowledge sake. Rational thinking, reasoning and problem solving are important to this dimension.



### General Traits:

- You bring a sense of balance and stability to a variety of technical issues and features impacting the team.
- You are able to understand the needs of the big picture issues, and appreciate the needs of the minutia issues without being an extremist.
- You may provide a balance between the very high theoretical approaches and the very low approaches and be able to communicate with each side.
- Your score in this range is near the typical businessperson's score.
- Your score near the mean indicates the Theoretical need is not unimportant, yet not a primary driving factor in your motivational behavior.



### Key Strengths:

- You will demonstrate awareness of the necessary technical features and an appropriate on-the-job response as needed.
- You bring flexibility to the team, that is, being detail-oriented when necessary, and being practically-oriented other times.
- You are a stabilizing force on the team.
- You are able to appreciate the needs of both the high and lower Theoreticals.
- You show curiosity about technical details without getting bogged down.



### Motivational Insights:

- Remember that you have the ability to be a balancing and stabilizing agent on high knowledge-driven issues, without being an extremist toward either side.
- You bring a knowledge-drive typical of many business professionals, i.e., near the national mean.
- Your perspective provides a middle ground understanding.
- Check for other values drives that may be higher or lower than this one in order to gain a more robust picture of specific keys to your motivation.



### Training/Learning Insight:

- You are rather flexible and accepting of most training programs offered in the organization.
- You are able to see the need for training and also realize the importance of practical information.
- You understand the needs of the high Theoreticals who want more information and the lower Theoreticals who want only the necessary information.
- Because your score range is near the national mean, please check other areas of higher or lower values drive for additional insight into professional development needs.



### Continual Improvement Insights:

- You may need to be a bit more demonstrative on some complex theoretical issues.
- You may be asked to take a firmer stand or position on team initiatives.
- You may need to examine other values' drives to determine the importance of this Theoretical drive factor.

## Summary of Sample Report's Motivators

*Encourage others to complete their own Motivators Assessment and then share the Summary Sheet with each other. By discussing preferences, needs and wants of the people you work with, socialize with and live with, you can enhance these relationships and turn what might have been a stressful relationship into a more effective one just by understanding and applying this information. Complete the worksheet below from the previous pages of this report.*

### MOST INFLUENTIAL ORDER OF MOTIVATORS

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_

### MOTIVATOR NEEDS (Scores over 85)

1. \_\_\_\_\_
2. \_\_\_\_\_

### MOTIVATOR RISKS (Scores below low teens)

1. \_\_\_\_\_
2. \_\_\_\_\_

### MOST IMPORTANT TO KNOW ABOUT MY MOTIVATORS COMBINATION

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

## PART IV UNDERSTANDING OTHERS AND ADAPTABILITY

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.**

### DISC ADAPTABILITY

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

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

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.

*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.*

#### Important:

- 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.

**Adaptability is dependent on recognizing another's person's behavioral style.**

To quickly determine someone's style, ask these 2 questions & based on the answers, adapt accordingly:

**1. Are they DIRECT or INDIRECT in their communication?**

**2. Are they GUARDED or OPEN in their communication?**

<p><b><u>Direct Style: D or I</u></b> <i>Enthusiastic, competitive and results focus, fast paced</i></p> <p><b><u>Indirect Style: C or S</u></b> <i>Reserved, cooperative &amp; patient, slower/deliberate</i></p>	<p><b><u>Guarded Style: D or C</u></b> <i>More private, specific, logical and analytical, task focus</i></p> <p><b><u>Open Style: I or S</u></b> <i>Desire to build a connection with others, relationship focus</i></p>
--	--



## MOTIVATORS ADAPTABILITY

Adapting to another's Motivational preference can be quite difficult! Sometimes Motivations are not readily observable, or may be disguised in behavior that doesn't align to them. A key way to understand another's Motivations is to pay attention to the things they value, the way they speak, and where they spend their time and attention (or other resources). What do you see that drives them? You can use some of these questions to guide your discovery; you may ask them or just observe. Once you know someone's Motivators, you can interact with them in a more effective way.

<b>Aesthetic</b> 	<ul style="list-style-type: none"> <li>• What is beautiful to you?</li> <li>• How important is it for you that you can express yourself creatively?</li> <li>• Are form and aesthetics more important, or is functionality more important?</li> <li>• How important is work/life balance?</li> <li>• Do you find that you are more "head in the clouds" or more practical?</li> </ul>
<b>Economic</b> 	<ul style="list-style-type: none"> <li>• How important is winning for you?</li> <li>• What is a reasonable return on investment?</li> <li>• Do you generally think people have an agenda or want/need something from you?</li> <li>• Would you consider starting your own business or being an entrepreneur?</li> <li>• When you are faced with a situation do you first consider how it will affect you, or how it will affect others?</li> </ul>
<b>Individualistic</b> 	<ul style="list-style-type: none"> <li>• How important is it for you to be independent and autonomous?</li> <li>• If you could do anything you wanted today, what would it be?</li> <li>• Do you think people generally see the world the same way you do?</li> <li>• How do you feel about teamwork and collaboration?</li> <li>• What does "freedom" mean to you?</li> </ul>
<b>Political</b> 	<ul style="list-style-type: none"> <li>• What role do you typically take in a group?</li> <li>• How important is it for you to be in charge?</li> <li>• How would you motivate others to take action?</li> <li>• What kinds of things do you like to have control over?</li> <li>• Do you take initiative, or do you prefer direction before acting?</li> </ul>
<b>Altruistic</b> 	<ul style="list-style-type: none"> <li>• Do you have a hard time saying no, or feel overwhelmed and spread too thin?</li> <li>• What is considered a reasonable amount of assistance or help for others?</li> <li>• Would you more likely give to anyone who needs it, or only to those who deserve it?</li> <li>• Do you tend to sacrifice your needs for the needs of others?</li> <li>• Do you feel like you need to do things for others to be valuable or loved?</li> </ul>
<b>Regulatory</b> 	<ul style="list-style-type: none"> <li>• Is there a right way and a wrong way, or many ways to accomplish something?</li> <li>• How important is it for you to be right?</li> <li>• Are rules and regulations important to you?</li> <li>• How important is structure and process to you?</li> <li>• When you solve problems, do you prefer the tried and true approach or are you more flexible and open to options?</li> </ul>
<b>Theoretical</b> 	<ul style="list-style-type: none"> <li>• How important is it to understand all perspectives and details of a project/problem?</li> <li>• Do you consider yourself to be an expert in any field?</li> <li>• Would you rather spend time studying and reading, or just learn as you go?</li> <li>• What do you love about learning new things?</li> <li>• What do you think is most important – action or knowledge?</li> </ul>

## COMMUNICATING WITH THE DISCStyles™

### Communicating with the **DOMINANT** Style

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

### Communicating with the **INFLUENCING** Style

<b>I CHARACTERISTICS:</b>	<b>SO YOU SHOULD...</b>
Concerned with approval and appearances	Show them that you admire and like them
Seek enthusiastic people and situations	Behave optimistically and provide upbeat setting
Think emotionally	Support their feelings when possible
Want to know the general expectations	Avoid involved details, focus on the “big picture”
Need involvement and people contact	Interact and participate with them
Like changes and innovations	Vary the routine; avoid requiring long-term repetition by them
Want others to notice THEM	Compliment them personally and often
Often need help getting organized	Do it together
Look for action and stimulation	Keep up a fast, lively, pace
Surround themselves with optimism	Support their ideas and don’t poke holes in their dreams; show them your positive side
Want feedback that they “look good”	Mention their accomplishments, progress and your other genuine appreciation

## Communicating with the **STEADY** Style

S CHARACTERISTICS:	SO YOU SHOULD...
Concerned with stability	Show how your idea minimizes risk
Think logically	Show reasoning
Want documentation and facts	Provide data and proof
Like personal involvement	Demonstrate your interest in them
Need to know step-by-step sequence	Provide outline and/or one-two-three instructions as you personally “walk them through”
Want others to notice their patient perseverance	Compliment them for their steady follow-through
Avoid risks and changes	Give them personal assurances
Dislike conflict	Act non-aggressively, focus on common interest or needed support
Accommodate others	Allow them to provide service or support for others
Look for calmness and peace	Provide a relaxing, friendly atmosphere
Enjoy teamwork	Provide them with a cooperative group
Want sincere feedback that they’re appreciated	Acknowledge their easygoing manner and helpful efforts, when appropriate

## Communicating with the **CONSCIENTIOUS** Style

C CHARACTERISTICS:	SO YOU SHOULD...
Concerned with aggressive approaches	Approach them in an indirect, nonthreatening way
Think logically	Show your reasoning
Seek data	Give data to them in writing
Need to know the process	Provide explanations and rationale
Utilize caution	Allow them to think, inquire and check before they make decisions
Prefer to do things themselves	When delegating, let them check procedures, and other progress and performance before they make decisions
Want others to notice their accuracy	Compliment them on their thoroughness and correctness when appropriate
Gravitate toward quality control	Let them assess and be involved in the process when possible
Avoid conflict	Tactfully ask for clarification and assistance you may need
Need to be right	Allow them time to find the best or “correct” answer, within available limits
Like to contemplate	Tell them “why” and “how

**The first step to building stronger communication is awareness. By identifying how we are similar and different, we can make cognitive choices when interacting to create stronger, more engaged relationships.**

## To Modify Directness and Openness

### DIRECT/INDIRECT

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

### GUARDED/OPEN

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

## To Modify Pace and Priority

### PACE

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

### PRIORITY

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

## Adapting in Different Situations: AT WORK

### DOMINANT STYLE

#### HELP THEM TO:

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

### INFLUENCING STYLE

#### HELP THEM TO:

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

### STEADY STYLE

#### HELP THEM TO:

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

### CONSCIENTIOUS STYLE

#### HELP THEM TO:

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

## Adapting in Different Situations: IN SALES AND SERVICE

### DOMINANT STYLE

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

### INFLUENCING STYLE

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

### STEADY STYLE

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

### CONSCIENTIOUS STYLE

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

## Adapting in Different Situations: IN SOCIAL SETTINGS

### DOMINANT STYLE

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

### INFLUENCING STYLE

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

### STEADY STYLE

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

### CONSCIENTIOUS STYLE

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



## Adapting in Different Situations: IN LEARNING ENVIRONMENTS

### DOMINANT STYLE

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

### INFLUENCING STYLE

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

### STEADY STYLE

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

### CONSCIENTIOUS STYLE

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

## A DEEPER LOOK AT THE FOUR DISCStyles™

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

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

## DISC Application Activities

### Adaptability Practice

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

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

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

### Adaptability Activity

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

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

## Tension Among the Styles Exercise

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

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

RELATIONSHIP 1	RELATIONSHIP 2
<p><b>Name:</b> _____</p> <p>Style: _____</p> <p>Pace: _____</p> <p>Priority: _____</p> <p>Difference: _____</p> <p style="text-align: center;">—</p> <p>Strategy: _____</p> <p>_____</p> <p>_____</p>	<p><b>Name:</b> _____</p> <p>Style: _____</p> <p>Pace: _____</p> <p>Priority: _____</p> <p>Difference: _____</p> <p style="text-align: center;">—</p> <p>Strategy: _____</p> <p>_____</p> <p>_____</p>

## Create a DISC POWER TEAM

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

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

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

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

## Motivators Application Activities

### Aligning Motivators

Use this sheet to help you track which motivators are well aligned and which are not, and what you can do about it.

**Action Step:** Looking at your Motivation Index report, find which motivators are the most powerful for you (i.e., which ones are highest and farthest above the norm). Write down the top two in the space below, and record how well your current roles align with these motivators (i.e., how well what you do satisfies what you are passionate about).

	Alignment				
	Poorly				Highly
Motivator #1: _____	1	2	3	4	5
Motivator #2: _____	1	2	3	4	5

Legend:	
2-4 = Poor	8-9 = Excellent
4-5 = Below Average	10 = Genius
6-7 = Average	

Tally Your Score Here

--

To reach Genius levels of passion, you must increase alignment of your environment with your passions.

**Motivator #1: what aspects of your company or role can you get involved in that would satisfy this motivator?**


**Motivator #2: what aspects of your company or role can you get involved in that would satisfy this motivator?**


## Success Connection

Your final step to making sure you really benefit from the information in this report is to understand how your motivations contribute to, and perhaps hinder, your overall success.

**Supporting Success:** Overall, how well do your motivators and drivers help support your success? (cite specific examples):

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

**Limiting Success:** Overall, how do your natural drivers or motivators not support your success? (cite specific examples):

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## So Now What?

This report is filled with information about your behavioral and motivational style and the styles that you will encounter in others. There are many suggestions in the application section of this report for you to apply this information. Take the next step and DO the exercises. Don't put this report on a shelf or in a file. Knowing your own style is just the beginning— you must be able to apply this information to improve all of your relationships.

Continually use this report as a reference tool. It contains a lot of information and was never meant to be digested in a single reading. Experiment with making a few changes in your behavior and examine the results. You might be surprised!

**Remember The Platinum Rule® - "Treat others the way THEY want to be treated."**