DISC Self 360°

How Others View Your Behavioral Style

Report For: **Sample Report**

Self Style: **Si/S**

Observer Style: **Cd**

Date: **11/21/2017**

Table of Contents

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2

Welcome to the DISC Self 360° Online Report

INTRODUCTION

DISC is a simple, practical, easy to remember and universally applicable model. It focuses on individual patterns of external, observable behaviors and measures the intensity of characteristics using scales of directness and openness for each of the four DISC styles.

DISC is an acronym for the four primary behavioral drivers: dominance, influence, steadiness and conscientiousness. Dominant (High 'D' Styles) styles are decisive risk-takers who speak boldly and confidently. Those styles driven by influence (High 'I' Styles) are apt to intertwine emotion with work, and they are interested in forming social bonds. Steady (High 'S' Styles) styles are cooperative and composed, and approach their work consistently and methodically. Styles with a bent towards conscientiousness (High 'C' Styles) prioritize accuracy and precision, and tend to me more guarded and tactful in their expression.

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.

HOW TO USE THIS REPORT

The DISC report is divided into 3 parts introducing the DISC model, helping you understand your own style, and identifying ways that you can apply your style strengths or modify your style weaknesses in order to meet the needs of others.

- **Part I** focuses on understanding each of the DISC styles and identifying characteristics, including the tendencies of each behavioral style.

- **Part II** is about understanding yourself and will reveal information about the tendencies that make you unique. The best part of this section is that much of the information about your behavior is from the composite feedback of your observers. Now you get to see your behavior through the eyes of others. What a gift!

- **Part III** examines and explores adaptability and offers actionable recommendations for you and others who interact with you.

With this personalized and comprehensive report, DISC gives you tools to help you become a better you - to develop and use more of your natural strengths while recognizing, improving upon, and modifying your limitations. Then, because you can easily see and hear these behaviors, you can quickly and accurately "read" other people and use your knowledge to enhance interpersonal communication and grow your relationships.

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

PART I - Understanding DISC

BEHAVIORAL STYLES

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

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

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

BEHAVIOR DESCRIPTORS OF EACH

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

DIRECTNESS AND OPENNESS OF EACH STYLE

STYLE	TENDENCIES
Dominance	**Tends to be direct and guarded**
Influence	**Tends to be direct and open**
Steadiness	**Tends to be indirect and open**
Conscientious	**Tends to be indirect and guarded**

PACE AND PRIORITY OF EACH STYLE

STYLE	TENDENCIES
Dominance	**Fast-paced and task-oriented**
Influence	**Fast-paced and people-oriented**
Steadiness	**Slow-paced and people-oriented**
Conscientious	**Slow-paced and task-oriented**

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

- D and C / I and S have different *PACES*: D and I are faster-paced / S and C are slower-paced.

- D and I / S and C have different *PRIORITIES*: D and C are task-oriented / I and S are people-oriented.

- D&S and I&C have *BOTH PACE AND PRIORITY DIFFERENCES*.

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

COMMUNICATING WITH THE DISCStyles™

Communicating with the DOMINANT Style

D CHARACTERISTICS:	SO YOU SHOULD…
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

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

PART II - Understanding Yourself

General Characteristics

The narration below serves as a general overview of your behavioral tendencies as you see yourself, based on your responses to the assessment.

Sample, your pattern of responses to the instrument indicates that you tend to resist impulses toward "fad" solutions, and prefer to establish your own processes. Newer doesn't always mean better, and you've learned that from past experience. You score like people who remember those experiences and have learned to avoid making hasty decisions regarding new procedures.

You score like those who show a deliberate, dispassionate, and serious approach to solving problems. You have an inherent ability to persevere through a problem until there is a resolution. This trait is of enormous value to the team and organization. Where some may give up on an item, you continue to explore options until the problem is solved.

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.

You probably wouldn't consider yourself a risk-taker or immediate innovator, as you prefer a more thoughtful and deliberate process toward such goals. You have the ability to push the gas pedal on a project and expedite certain aspects of it, but also to put your foot on the brake in order to slow the project down and avoid a disaster.

Sample, your scores on this instrument indicate that you tend to say "yes" more than "no" when asked to help out on various projects. That's a strength to the team because they know they can depend on you. That's a strength for individuals on the team who may have had part of a project fall through the cracks and require your help to bail them out. It may become a bit of a bother to you to always be the one who's overextended. Our coaching is aimed at learning to say "no" occasionally, so as not to spread yourself too thin in bailing others out of problems and snags.

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.

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.

How Others Perceive and Describe You

General Characteristics

The narration below serves as a general overview of your behavioral tendencies as your observers see you. This is a result of how your observers responded to the assessments and uses the average of the adapted graph scores.

Careful analysis of your response pattern indicates that you may tend to have dichotomous ambitions: On one hand, you are driven to achieve quick, visible results, but you are equally motivated by strong quality control and perfection. In an ideal world, these drives could work in harmony, but in reality, they might well prove detrimental to the result. You may sometimes seek quick results at the expense of quality, or vice versa.

Your decisiveness and reaction time may suffer due to a desire to investigate all facets of a problem and all potential solutions before making a final decision. Your detail-oriented nature may work against you by creating an internal bottleneck.

Sample, you score like those who maintain a high sense of urgency in most things they do. You are always thinking about more efficient or effective ways of getting things done. This urgent tempo can help propel you and your team to new successes, but may sometimes cause frustration on your part when faced with setbacks.

You make day-to-day operational decisions very quickly and easily. You put substantially more time, effort, and caution into larger decisions. You score like some who tend to be worriers, in a good sense, because of the level of detail and quality of thought behind the important decisions you make. At times, you may present yourself with "double-bind" situations: "damned if you do, and damned if you don't." You may reduce stress in these types of situations by seeking input from trusted advisors.

You tend to handle assertive and aggressive people in a blunt and critical way. If someone is "dishing it out," you can take it and also dish it right back to them. This may be somewhat intimidating to those in the workplace who prefer a softer approach, so be careful not to overreact. In your communication with others, you tend to provide just the facts and information needed to get the job done, or the question answered. Sometimes, however, it may be necessary to tolerate some off-topic discussion in order to build a rapport with others on the team.

Your responses to the instrument show that you tend to be non-aggressive with your input, in order to avoid making waves. You tend to be brief and concerned with the bottom-line, and thus may be perceived as abrupt.

When in high thought-processing gear, you may be somewhat restrained in sharing ideas or expressing feelings. You score like those who may be perceived by others as somewhat cool or aloof. This is especially true when you are faced with decisions of very high importance. You tend to internalize the thought processes and not share them with others as you are evaluating the possibilities. By opening up a bit, you might reduce the potential for internal stress, and also be perceived as more of a collaborative decision maker.

You tend to be assertive and responsive to creative ideas and solutions. When in creative mode, you may tend to withdraw a bit and process information internally. Once the decision has been made, or the solution created, you emerge as a more assertive and mission-focused leader. Sample, you score like those who push the envelope of their own creativity, and tend to lead their teams to optimal performance. To get the most out of this trait, be certain to display a more people-oriented side at times, so that others on the team can see this side of you as well.

Style Overview Comparison

Compare your self-perception (left column) with your observers' perception (right column).

Your Behavioral Style (Self): Planner

Planners blend well with most others. Moderate behaviors with unobtrusive behavior defines this pattern. Will likely be considerate, helpful and patient. Will build a solid relationship with a limited number of associates. Most effective in specialized areas of expertise. Will be well planned and consistent in performance. Does not like "fire drills." 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 bring balance, temperance and composure to interactions.

- **Goals:** Consistency and retention of the status quo with a minimum of disruptive change.

- **How others are valued:** Through quality of relationships and demonstrated competency.

- **Influences group:** Reliable and consistent performance that can be counted on.

- **Value to the organization:** Reliable and consistent efforts that can be counted on.

- **Cautions:** Unlikely to take risks; will quietly resist change.

- **Under Pressure:** Likely to adapt to a power figure or group direction; avoid "first to try" actions.

- **Fears:** Rapid changes; chaotic and haphazard activities.

Your Behavioral Style (Observers): Explorer

Explorers display opposing directions in their behaviors. There is a desire for results and goal achievement AND a competing desire for those results to be perfect. Explorers shift between aggression and sensitivity, the desire for immediate results vs. consideration of alternatives. They often make routine decisions quickly but may need to exercise caution for bigger ones. They are change agents who will want the space and flexibility to explore by retesting and revisiting their conclusions over time. They can be seen as emotionally distant and sometimes surprisingly direct.

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

- **Emotional characteristic:** May shift between being aggressive or restrained.

- **Goals:** Achieving dominance and reaching unique goals.

- **How others are valued:** Do others meet their standards? Can others present unique ideas that are move things forward both effectively and accurately?

- **Influences group:** Will establish an observable focus on building structures to help the group achieve objectives and accomplish goals.

- **Value to the organization:** Will initiate or adjust tactics and plans.

- **Cautions:** Can become overly critical, blunt with others and sometime look down at other peoples ideas.

- **Under Pressure:** Can become bored with routine tasks. Does not respond well to micro-management. Can attempt to dominate situations and trailblaze.

- **Fears:** Situations without personal influence; will struggle with personal poor performance.

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.
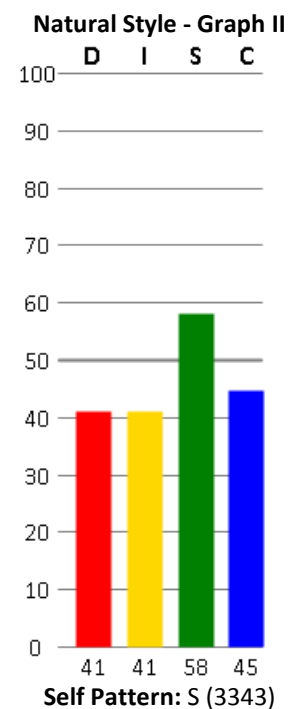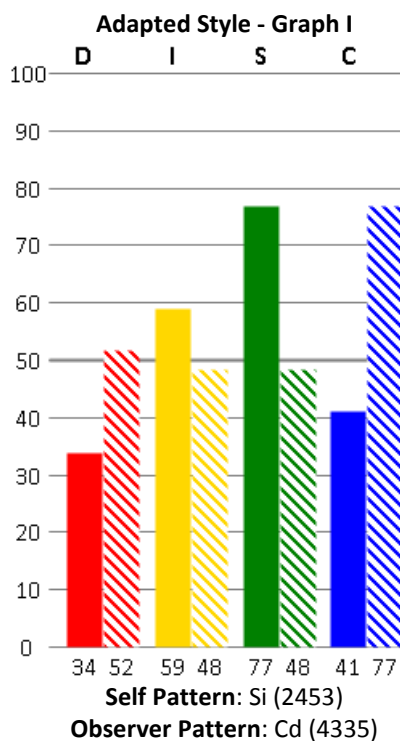
	D	I	S	C
DISC Focus	Problems / Tasks	People	Pace (or Environment)	Procedures
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
Observable	Decisive, risk-taker	Optimistic, trust others	Patience, stabilizer	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 eGraphs 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 should use in your environment.** This graph may change when you change roles or situations.
The graph on the right is your Natural Style **and indicates the intensity of your instinctive behaviors and motivators**. It is often a better indicator of the "real you". This is how you act when you feel comfortable in your environment and are not attempting to mask your behaviors. It is also what shows up in stressful situations. This graph tends to be consistent, even in different environments.

The solid bar graphs are your self-perception and the striped bar graphs are the average observer scores.

Adapted Style - Graph I

Self Pattern: Si (2453)
Observer Pattern: Cd (4335)

Natural Style - Graph II

Self Pattern: S (3343)

If the solid bars are similar in Graph I and Graph II, you tend to use your same natural behaviors in either environment. When Graph I (Your Adapted) Style is different from Graph II (Your Natural) Style, you are using behaviors that are not as comfortable or natural for you. This may cause stress, especially in a long-term situation.

Your Observers' (striped) Graphs show the perception others have of you.

The four-digit numbers (under the graphs) represent your segment numbers in DISC order and dictate the adjectives highlighted on the Word Sketch pages.

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 even three traits combine to moderate the intensity of your style descriptors.
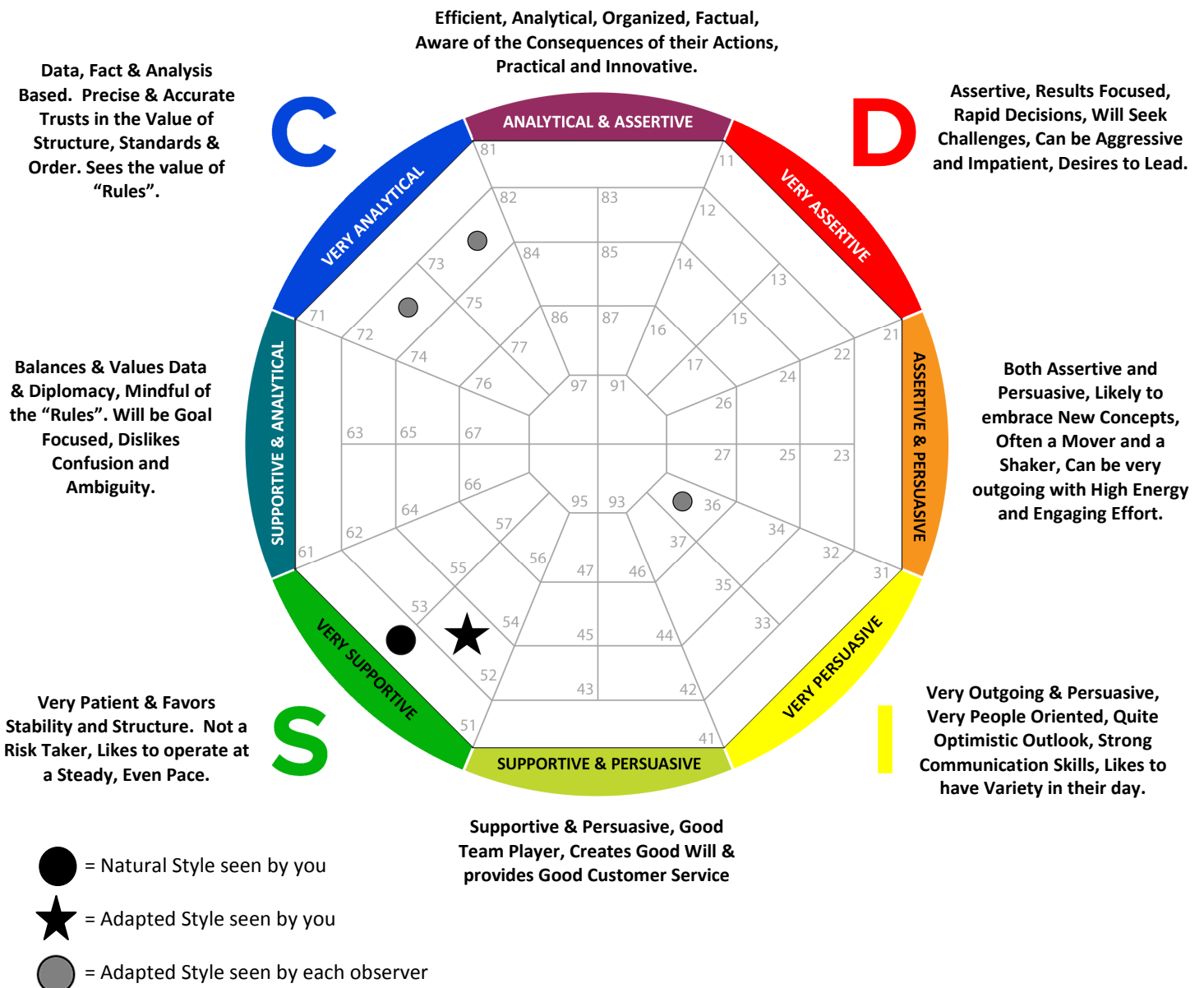
THE SCORING LEGEND

D = Dominance: How you deal with Problems and Challenges
I = Influence: How you deal with People and Contacts
S = Steadiness: How you deal with Pace and Consistency
C = Conscientious/Compliance/Structure: How you deal with Procedure and Constraints

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

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

Assertive, Results Focused, Rapid Decisions, Will Seek Challenges, Can be Aggressive and Impatient, Desires to Lead.

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

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

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

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

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

● = Natural Style seen by you

★ = Adapted Style seen by you

◯ = Adapted Style seen by each observer

Communication Tips

The following suggestions, as your observers perceive your communication preferences, can help you interact with others.

When Communicating with Sample, DO:

- Give Sample the opportunity to express her opinions and make some of the decisions.
- Be specific about what's needed, and who is going to do it.
- Be prepared to handle some objections.
- When you agree, support the ideas and potential results, rather than supporting the person responsible for the results.
- Beware of indecision, and be sure to keep the "data gate" open for more information.
- Be efficient: Hit the major points first.
- Motivate and persuade Sample by pointing out objectives and expected results.

When Communicating with Sample, DON'T:

- Forget or lose things necessary for the meeting or project.
- Leave things up in the air, or decide by chance.
- Provide incomplete or unclear directions or instructions.
- Confuse or distract her from the issues at hand.
- Whine about all of the work you have to do.
- Try to develop "too close" a relationship, especially too quickly.
- Engage in rambling discussion, and waste her time.

Your Motivators: Wants and Needs

Motivation is the enthusiasm or willingness to do something. Everybody is motivated; however, people are motivated for their own reasons, not somebody else's. 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 others. 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. The bullet points below are based on your observers' views of your adapted style.

You Tend to Be Motivated By:

- Immediate results for the high quality effort provided on any project.
- Things being done correctly the first time, so that later corrections aren't necessary.
- Freedom from control and close scrutiny. A lack of freedom implies a lack of trust.
- Authority equal to the responsibility you have been given.
- High standards of quality that all members of the team honor and support.
- Direct, factual answers to questions, supported by accurate data.
- Time to react to sudden changes, and to analyze the impact on overall quality.

People with Patterns Like You Tend to Need:

- To verbalize more of your reasons for decisions, and to include others in the decision-making process.
- To be able to trust the competence and high standards of others on the team.
- To focus on reaching closure on projects, as you tend to resist finalizing because there is always something that could be improved.
- To seek more input from others for a more effective team cooperation.
- A minimum of oversight, interference, and organizational politics getting in the way of the creative processes.
- Fewer daily critical decisions, as you may hesitate when under too much pressure due to the desire for a high-quality result.
- Opportunities to use your professional expertise to solve problems by finding creative solutions.

What You Bring to the Organization

This page provides useful insights for your job or as you work with others on a team or family project. These are the talents and tendencies you bring… as your observers perceive your behavioral strengths. When used in environments in which you are most effective, you are likely to be self-motivated to accomplish great things. It is possible that you may not always be in an environment that allows you to be your best.

Your Strengths:

- You tend to be a strong agent of change.
- You are able to find solutions quickly, with a high degree of quality control.
- You have the ability to use your imagination and take calculated risks in developing new solutions to problems.
- You consider many alternatives, theories, and possibilities in your problem-solving approach.
- You are able to make decisions having the bottom-line in mind.
- You are a very creative thinker and innovator.
- You maintain a strong, businesslike focus on problems, ideas, and solutions.

Your Work Style Tendencies:

- You enjoy developing new systems and procedures to increase efficiency or quality control.
- Your ability to quickly analyze the facts allows you to show dominance in many new situations.
- You are motivated by a freedom and flexibility to re-examine results and conclusions.
- You are motivated to be an initiator of creative new ideas, and may be seen as an agent of change within an organization.
- You want to be seen as assertive, and at the vanguard of leadership regarding new ideas and solutions.
- You seek authority equal to your responsibility.
- You are motivated to be creative and tend to become bored with routine work.

You Tend to Be Most Effective in Environments That Provide:

- Support of some occasional vacillation in decisions or ideas.
- Challenging assignments that are both detailed and wide in scope.
- Power and authority to make decisions and create change.
- Freedom from external pressure, while allowing for self-imposed pressure and urgency.
- Support which allows you to focus maximum effort on the job tasks, and not to be concerned with social protocol.
- Opportunity for advancement to positions allowing for creativity.
- Security and confidence in quality control measures.

The C Style
Behavior and Needs Under Stress

Stress is unavoidable. The way we behave under stress can create a perception that is not what we intend, which can influence our effectiveness and our interaction with others. We may need additional support during periods of stress. By knowing "how we show up" and what support could be helpful. By being able to prepare ourselves for how we behave in conflict, as well as identifying strategies to reduce conflict, we can be much more successful in stressful circumstances. The bullet points below are based on your observers' views of your adapted style.

Under Stress You May Appear:

- Slow to begin work
- Resistant to change
- Unimaginative
- Resentful
- Slow to act

Under Stress You Need:

- Understanding of principles and details
- Guarantees that you are right
- A slow pace for "processing" information

Your Typical Behaviors in Conflict:

- Since you tend to focus on quality and your own high standards, you may become demanding in order to ensure compliance.
- You tend to hold conflicts or conflicting views in your mind, looking for proof that you are right or a new valid way of looking at things that accommodates both points of view.
- You are quite uncomfortable with overt conflict, aggression and anger. You will do whatever you can to avoid these situations and to avoid individuals with whom you have a disagreement.

Strategies to Reduce Conflict and Increase Harmony:

- Stand up for yourself with supervisors, friends, and coworkers rather than avoiding them or pretending to go along with them.
- Be more open with your friends and coworkers, sharing your feelings, needs and concerns with them.
- Recognize that others may be more comfortable dealing with conflict, anger, and aggression. Expressions of anger or somewhat aggressive behavior by others are not necessarily personal attacks on you.

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 potential areas of improvement at a time, practice and strengthen them, and then choose another area or two to focus on and improve. The bullet points below are based on your observers' views of your adapted style.

Potential Areas for Improvement:

- You have a strong need for perfection and may not be satisfied until it has been reached.
- You tend to be unconcerned about social poise and may appear somewhat abrupt or aloof toward others without being aware of this. You could build more bridges by showing more sensitivity to their feelings.
- You could use some assistance in prioritizing issues.
- Others may have difficulty keeping up with your opposing desires for quick, yet perfect results.
- You may tend to work in rapid bursts, followed by periods of quiet reflection. This style may be confusing to others who might prefer a more consistent approach.
- You may sulk or withdraw if not given attention and/or credit for ideas submitted.
- You may appear indecisive to some because of the need to re-examine evidence, or even wait for new evidence prior to making decisions.

The 12 Integrated DISC Style Relationships
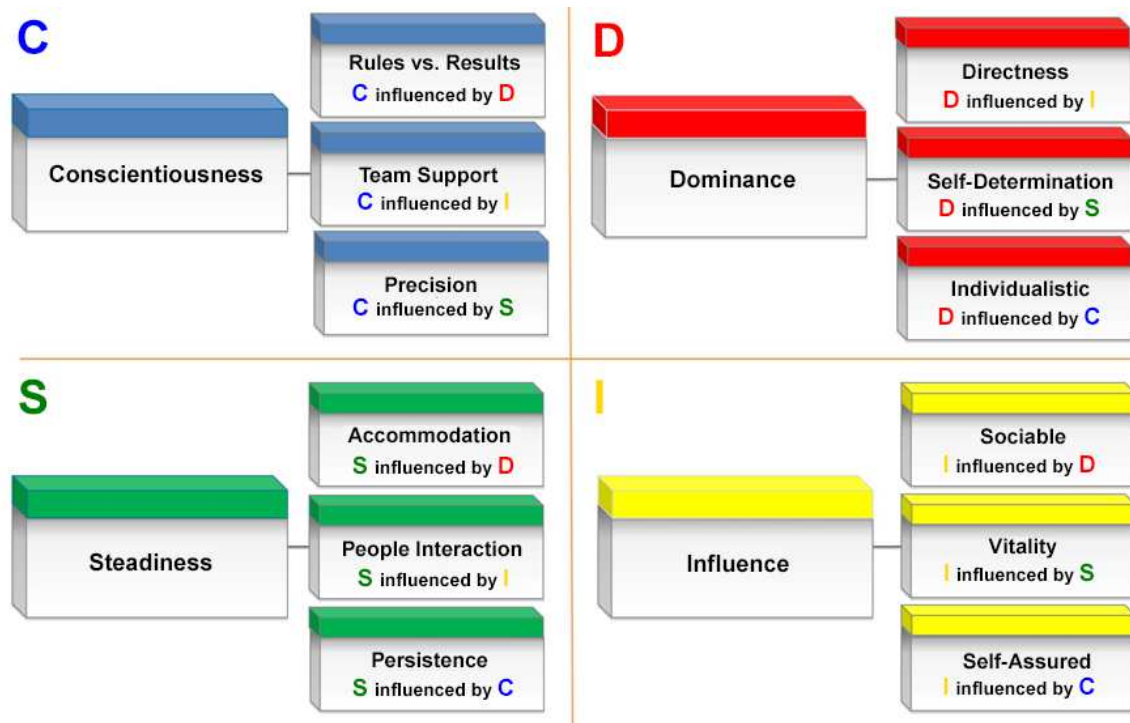
For a more complete understanding of a person's overall behavior style, you can view how each of the primary (4) four DISC factors interact to produce (12) twelve integrated behaviors, or how your individual D style is influenced by your I, S and C styles. The ability to identify and measure the interaction 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 intensity and the bar determines which of your styles (D, I, S or C) has the greatest influence on each behavior.

> *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.

■ **= Self Natural Style**

■ **= Observers Adapted Style**

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

LOW   HIGH

"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]

LOW   HIGH

"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]

LOW   HIGH
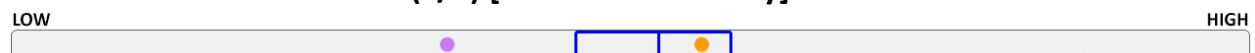
"How this individual's need for pace and patience is impacted by their need for accuracy, precision and planning." The Persistence behavior measures HOW the strength of this individual's patience, activity level and team support is influenced by their need for accuracy, precision and structure. Higher 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]

LOW   HIGH

"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]

LOW   HIGH

"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]

LOW   HIGH

"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]

LOW   HIGH

"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]

LOW   HIGH

"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]

LOW   HIGH

"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]

LOW   HIGH
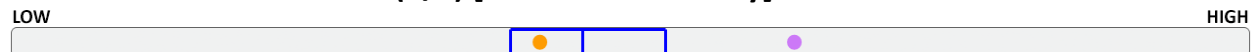
"How this individual's need for accuracy, precision and planning is impacted by their desire for team support and accommodation." The Precision behavior measures HOW the strength of this individual's need for structure, accuracy, order and precision is influenced by their pace, patience and level of 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]

LOW   HIGH

"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]

LOW   HIGH
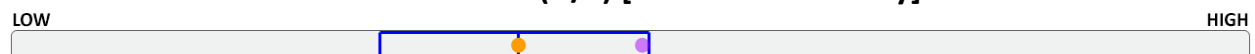
"How this individual's degree of assertive "results now" focus is impacted by their level of patience." The Self-Determination behavior measures HOW the strength of this individual's direct, assertive and "results now" oriented behaviors are influenced by their degree of patience and preferred pace. 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 Style

Communication is a two-way process. Encourage others to complete their own DISC Self 360° 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 DISC Self 360° 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._____

PART III - UNDERSTANDING OTHERS AND ADAPTABILITY

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

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

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

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

ADAPTABILITY

THE APPLICATION SECTION INCLUDES:

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

What is Adaptability?

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

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

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

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

Important Considerations:

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

Words of Advice:

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

Recognizing another person's Behavioral Style

2 Power Questions:

1. **Are they <u>DIRECT or INDIRECT</u> in their communications?**
   (Directness is the 1st predictor of Style. Direct plots on the right, Indirect on the Left).

2. **Are they <u>GUARDED or OPEN</u> in their communications?**
   (Openness is the 2nd predictor of Style. Open plots on the Bottom, Guarded on the Top).
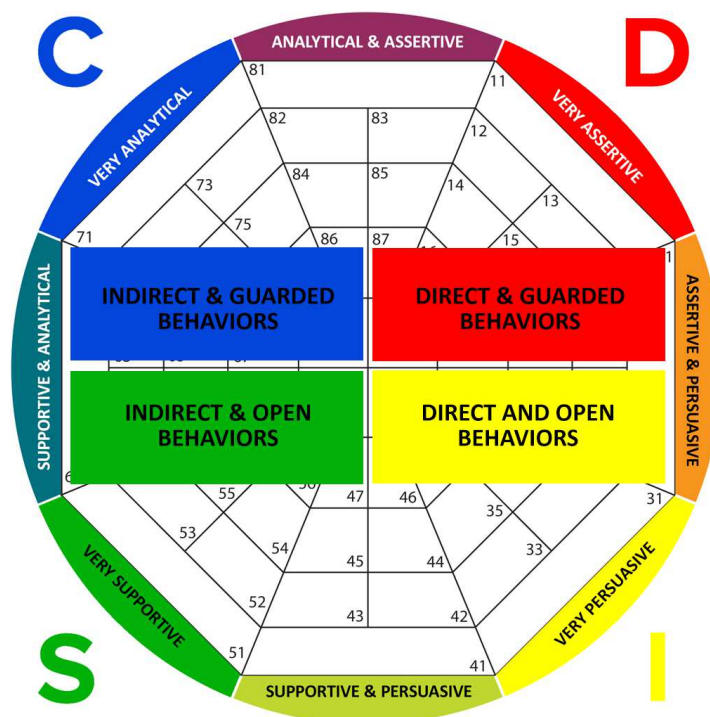
When we integrate both the natural tendency to be either DIRECT or INDIRECT with the natural tendency to be either GUARDED or OPEN, it forms the foundation and the basis for plotting each of the four different behavioral styles:

D = Individuals who typically exhibit *direct & guarded behaviors* define the Dominant Style.

I = Individuals who exhibit *direct & open behaviors* define the Influence Style.

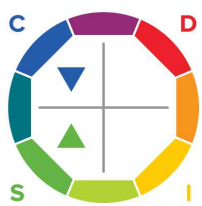**S** = Individuals who exhibit *indirect & open behaviors* define the Steadiness Style.
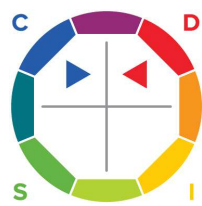
C = Individuals who exhibit *indirect & guarded behaviors* define the Conscientious Style.

The behavioral intensity of <u>directness or indirectness and being open or guarded</u> is shown in the quadrant you plot. The plots towards the edge of the diamond reflect **MORE INTENSITY** and those plotting closer to the center reflect **MODERATE INTENSITY** of both characteristics.

Communicating with each Style

With D's	With I's	With S's	With C's
● Show them how to win ● Display Reasoning ● Provide concise data ● Agree on goals and boundaries ● Vary Routine ● Compliment them on what they have done ● Provide opportunities for them to lead, impact results	● Show them that you admire and like them ● Be Optimistic ● Support their feelings and ideas ● Avoid involved details ● Focus on the Big Picture ● Interact and Participate with them - do it together ● Provide acknowledgements, accolades and compliments	● Show how your idea minimizes risk ● Demonstrate interest in them ● Compliment them on follow through ● Give personal assurances ● Provide a relaxing, friendly, stable atmosphere ● Act non-aggressively, focus on common interests ● Provide opportunities for deep contribution and teamwork	● Approach indirectly, non-threatening ● Show your reasoning, logic, give data in writing ● Allow them to think, inquire and check before they make decisions ● Tell them "why" and "how" ● Provide opportunities for precision, accuracy and planning for quality results

Tension Among the Styles

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

To Modify Directness and Openness

DIRECT/INDIRECT

With D's DIRECT	With I's DIRECT	With S's INDIRECT	With C's INDIRECT
Increase Directness	**Increase Directness**	**Maintain Directness**	**Maintain Directness**
● Use a strong, confident voice ● Use direct statements rather than roundabout questions ● Face conflict openly, challenge and disagree when appropriate ● Give undivided attention	● Make decisions at a faster pace ● Be upbeat, positive, warm ● Initiate Conversations ● Give Recommendations ● Don't clash with the person, but face conflict openly	● Make decisions more slowly ● Avoid arguments and conflict ● Share decision-making ● Be pleasant and steady ● Respond sensitively and sensibly	● Do not interrupt ● Seek and acknowledge their opinions ● Refrain from criticizing, challenging or acting pushy – especially personally

GUARDED/OPEN

With D's GUARDED	With I's OPEN	With S's OPEN	With C's GUARDED
Decrease Openness	**Maintain Openness**	**Maintain Openness**	**Decrease Openness**
● Get Right to the Task, address bottom line ● Keep to the Agenda ● Don't waste time ● Use businesslike language ● Convey Acceptance ● Listen to their suggestions	● Share feelings, show more emotion ● Respond to expression of their feelings ● Pay Personal compliments ● Be willing to digress from the agenda	● Take time to develop the relationship ● Communicate more, loose up and stand closer ● Use friendly language ● Show interest in them ● Offer private acknowledgements	● Maintain logical, factual orientation ● Acknowledge their thinking ● Down play enthusiasm and body movement ● Respond formally and politely

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**
● Be prepared, organized ● Get to the point quickly ● Speak, move at a faster pace ● Don't waste time ● Give undivided time and attention ● Watch for shifts in attention and vary presentation	● Don't rush into tasks ● Get excited with them ● Speak, move at a faster pace ● Change up conversation frequently ● Summarize details clearly ● Be upbeat, positive ● Give them attention	● Develop trust and credibility over time, don't force ● Speak, move at a slower pace ● Focus on a steady approach ● Allow time for follow through on tasks ● Give them step-by-step procedures/instructions ● Be patient, avoid rushing them	● Be prepared to answer questions ● Speak, move at a slower pace ● Greet cordially, and proceed immediately to the task (no social talk) ● Give them time to think, don't push for hasty decisions

PRIORITY

With D's TASK	With I's PEOPLE	With S's PEOPLE	With C's TASK
Adapt Focus	**Maintain Focus**	**Maintain Focus**	**Adapt Focus**
● Get right to the task ● Provide options and let them decide ● Allow them to define goals and objectives ● Provide high-level follow up	● Make time to socialize ● Take initiative to introduce yourself or start conversation ● Be open and friendly, and allow enthusiasm and animation ● Let them talk ● Make suggestions that allow them to look good ● Don't require much follow-up, details, or long-term commitments	● Get to know them personally ● Approach them in a friendly, but professional way ● Involve them by focusing on how their work affects them and their relationships ● Help them prioritize tasks ● Be careful not to criticize personally, keep it specific and focused	● Be prepared with logic and practicality ● Follow rules, regulation and procedures ● Help them set realistic deadlines and parameters ● Provides pros and cons and the complete story ● Allow time for sharing of details and data, ● Be open to thorough analysis

Adapting in Different Situations: AT WORK

DOMINANT STYLE

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

INFLUENCING STYLE

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

STEADY STYLE

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

CONSCIENTIOUS STYLE

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

Adapting in Different Situations: IN SALES AND SERVICE

DOMINANT STYLE

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

INFLUENCING STYLE

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

STEADY STYLE

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

CONSCIENTIOUS STYLE

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

Adapting in Different Situations: IN SOCIAL SETTINGS

DOMINANT STYLE

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

INFLUENCING STYLE

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

STEADY STYLE

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

CONSCIENTIOUS STYLE

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

Adapting in Different Situations: IN LEARNING ENVIRONMENTS

DOMINANT STYLE

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

INFLUENCING STYLE

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

STEADY STYLE

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

CONSCIENTIOUS STYLE

- Prefers individual work over group interaction
- Accepts more impersonal training, such as remote or 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

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.

My Style:_____

My Pace:_____

My Priority:_____

RELATIONSHIP

Name: *John Doe*

Style: *High I*

Pace: *Faster-paced*

Priority: *People-oriented*

Difference: *Pace and Priority*

Strategy: *Be more personable, social, upbeat, and faster-paced with John*

SAMPLE

RELATIONSHIP 1

Name:_____

Style:_____

Pace:_____

Priority:_____

Difference:_____

Strategy:_____

_____

_____

RELATIONSHIP 2

Name:_____

Style:_____

Pace:_____

Priority:_____

Difference:_____

Strategy:_____

_____

_____

Create a DISC POWER TEAM

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

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

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

For an upcoming project, consider how your DISC POWER TEAM could accomplish greatness!

- Assign responsibilities based on strengths
- Determine what opportunities or challenges exist or may come up
- Give each Team Member the opportunity to showcase their skills and experience
- Check in regularly and discuss as a team how it's going
- Provide feedback regarding roles, strengths, needs, and any additional support required