



ONLINE
DISC
PROFILE



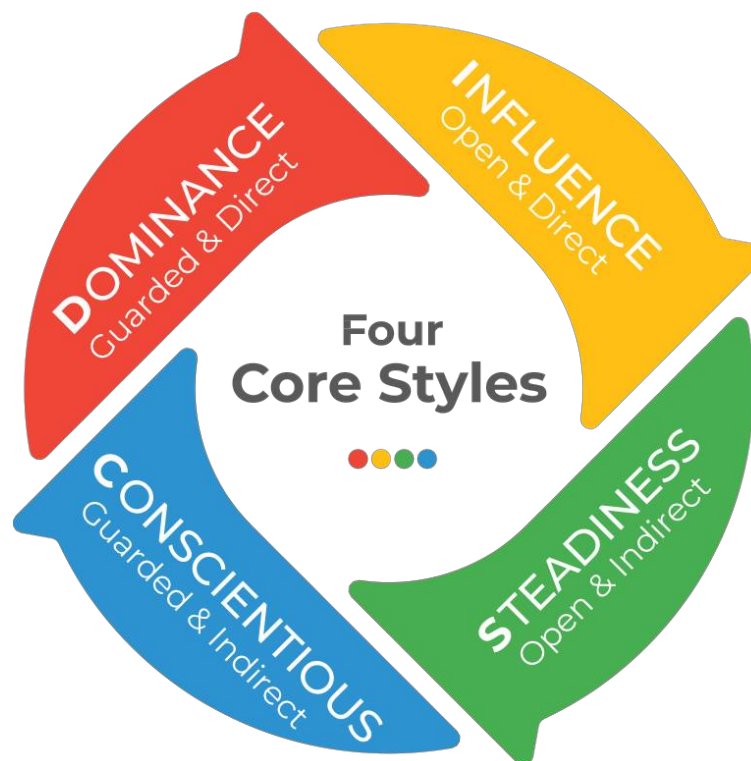
DISC BASIC™ FOR LEADERSHIP

An Evaluation of Behavioral Styles

Sample Report

Style: Sc

Date: 3/20/2024



WHAT CAN YOU GET FROM THIS REPORT?

STEP 1

Learn about yourself. The DISC Model of behaviors helps us understand our stressors, motivations, and priorities. It's a simple tool with powerful personal insights.

STEP 2

Learn about others. What if you had a way to decode the needs of your peers, colleagues, or anyone in your life? DISC Provides you that ability so you can learn how to improve any relationship.

STEP 3

Learn how to adapt. With your knowledge of the DISC Model and your profile, you will also learn how to adapt your communication style and behaviors to meet the needs of others.

INDEPENDENTLY TESTED FOR ACCURACY

Did you know that most assessments available today don't report the studies & research to confirm their accuracy? Of the small minority that did report assessment research, most of those were conducted privately, often by the assessment provider itself, rather than an objective and scientifically qualified third party.

This assessment was submitted to an objective third-party researcher ([Assessment Standards Institute](#)) who independently reviewed Construct Validity, Reliability, and Disparate Impact to ensure this assessment was reliable and accurate.



WELCOME TO THE DISC BASIC™ LEADERSHIP

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 styles: Dominance, Influence, Steadiness, and Conscientious.

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
- **Part III** examines and explores adaptability and offers actionable recommendations

APPLY WHAT YOU LEARN:

- ☐ As you review your results, reflect on how others may see you showing up. Challenge yourself to research the things you may disagree with in this report. Get feedback from your team. See if you have a blind spot.
- ☐ Make a plan. Consider your natural limitations (and we all have them) think about how you can offset these.
- ☐ Use the DISC model. In this report, you will learn how to read the styles of others and learn how you can develop trust and communicate more effectively with all the styles. Apply the tips and strategies to your relationships and see your ability to collaborate grow.

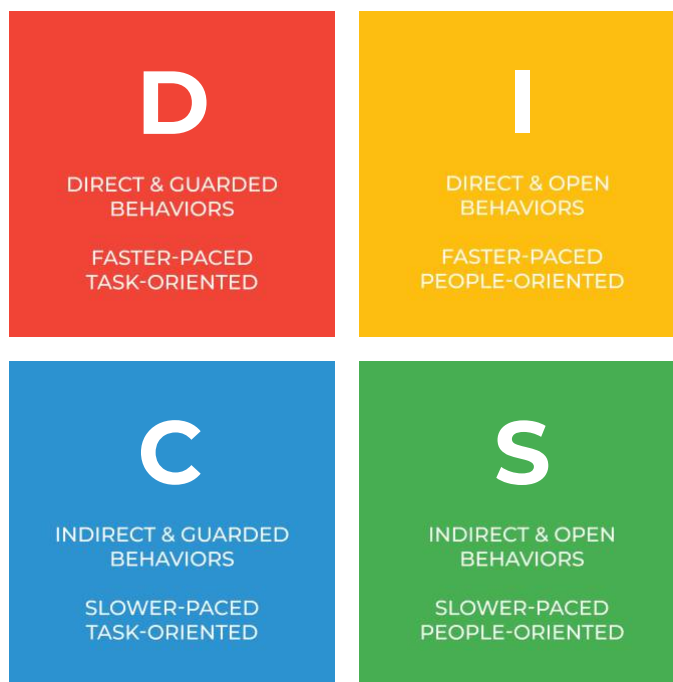
Please Note: Any behavioral descriptions mentioned in this report are only **tendencies** for your style group and may or may not specifically apply to you personally.



PART 1 - UNDERSTANDING DISC BASIC LEADERSHIP

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.

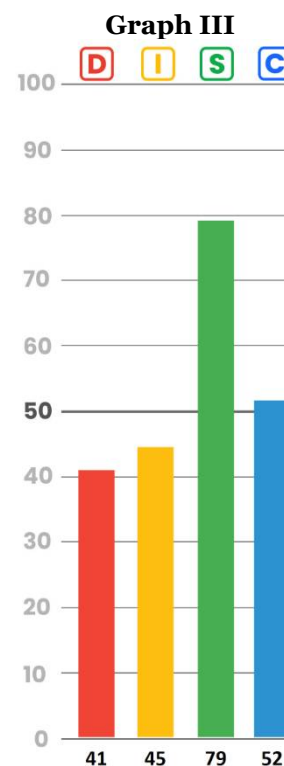
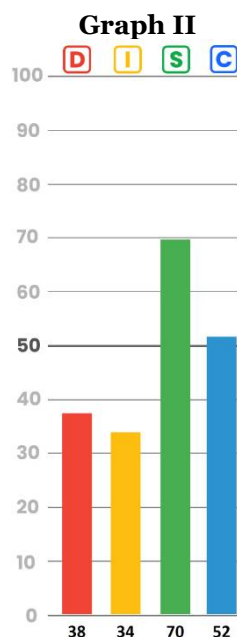
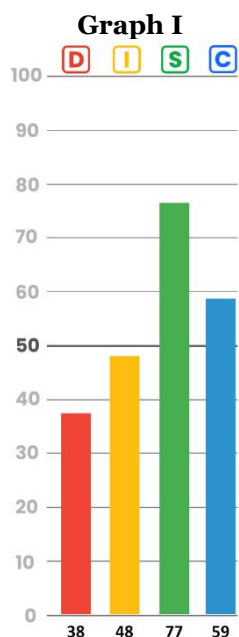
The DISC BASIC™ assessment examines external and easily observable behaviors and measures tendencies using scales of **directness** and **openness** that each style exhibits.



BEHAVIORS ASSOCIATED WITH EACH STYLE

DOMINANCE	INFLUENCE	STEADINESS	CONSCIENTIOUS
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

PART 2 - UNDERSTANDING YOURSELF



During the assessment, you answered which words described you most and least. The first two graphs show your answers. Graph three shows your combined results which is the focus of this report.

DISC BASIC COMPOSITE GRAPH FOR Sample Report

If you have scores under 10 or over 90, these are extended scores where the behavior becomes a need. If expressing that behavior isn't possible, you'll likely create situations where that behavioral need can be met.

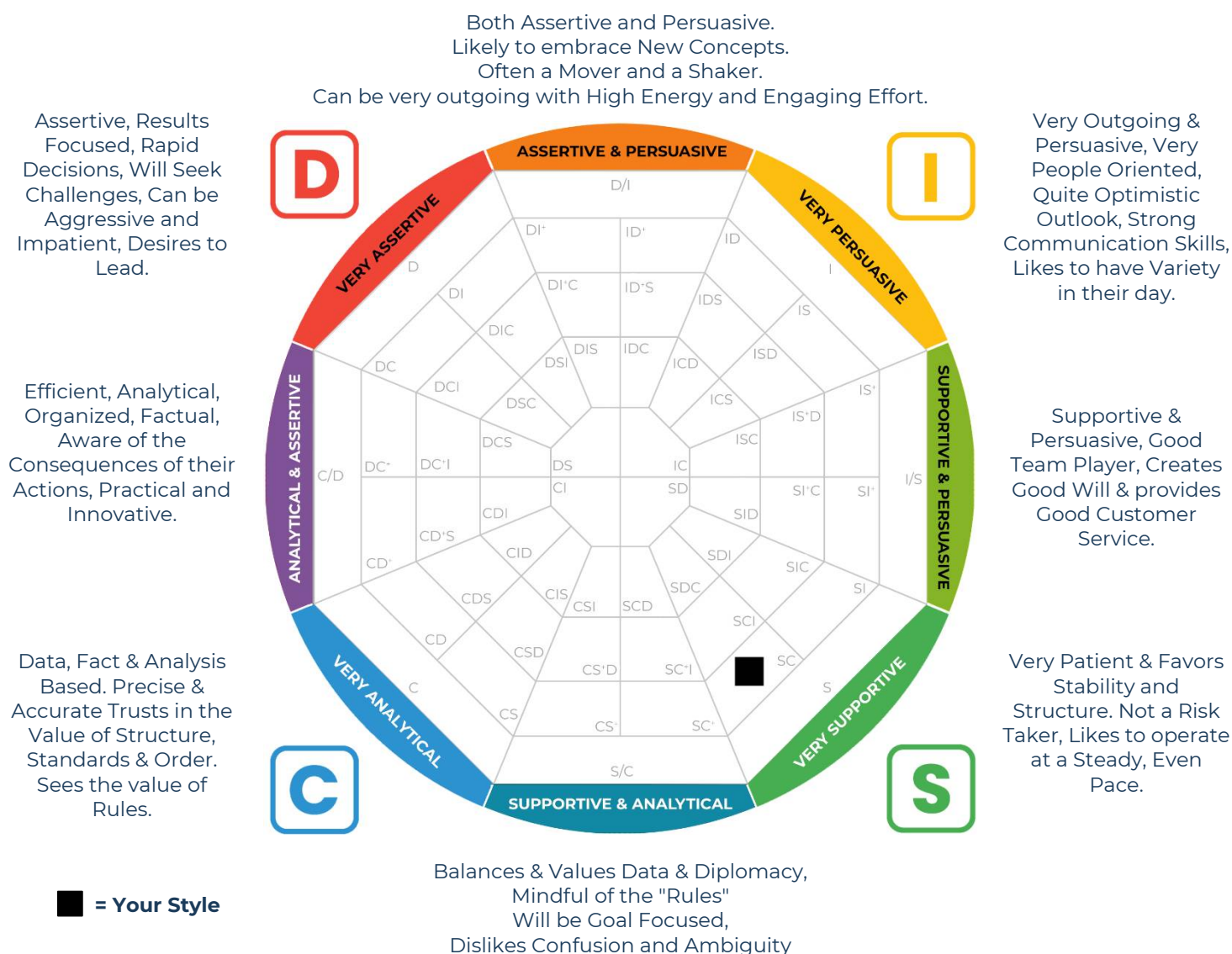
As you review your DISC graph, notice the higher and lower bars. When a bar is above the midrange (50), we consider that this is a style in which you are somewhat invested. It will be easy for others to notice this behavior when interacting with you. The higher the bar, the more invested you are in that style.

Behaviors are associated with the highs and the lows for each bar on the graph. To see these, check out the **Word Sketch** on page 8 of this report. On that page, you'll find four descriptors in each column corresponding to your results chart for each style. See how strongly these resonate with you.

Sample's BEHAVIORAL PATTERN VIEW

The DISC model measures two dimensions that create four core styles and 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 map identify that one factor (DISC) of your style will dominate the other three. As you move towards the center of the map, two and eventually three traits combine to moderate the intensity of your style descriptors within a specific behavioral zone.



STYLE OVERVIEW

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.

Through this report you have an opportunity to discover (observe and evaluate) your behavioral responses in various environments. You can explore your reactions to a variety of situations and contexts, including the actions and reactions of others, to determine the most effective communication strategy or course of action.

YOUR BEHAVIORAL STYLE: Planner

Planners bring a high degree of follow-through to their role. They do what they say they will do and rarely under-deliver. Planners are not extremists in a behavioral sense, and as a result, have the ability to assimilate with a wide variety of people. They prefer areas of specialized expertise and skill, and they will demonstrate consistent performance. They are sometimes seen as the 'glue' that holds a group together successfully. They may be slower to adapt to change, until they adjust to the idea and see the change as positive.

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

- ☐ **Personal direction:** Likes to maintain stability with a minimum of disruptive change
- ☐ **Strengths offered:** Stable, steady, quality performance on all tasks with a willingness to assist anyone on any project
- ☐ **General characteristics:** Excellent listener and stabilizer who brings composure to all interactions
- ☐ **Contributions to others:** Reliable and consistent performance, and a consistent readiness to help others
- ☐ **Getting along with others:** Prefers sincere, quality relationships and demonstrated competency by those around them
- ☐ **When stressed:** May defer to a power figure or group direction and prefer to avoid sudden change
- ☐ **Keep in mind:** Unlikely to take risks and will quietly resist change, especially if it is abrupt or unclear
- ☐ **Additional notes:** Excellent stabilizing presence for the team, but may resist change quietly when they could be more expressive with concerns

GENERAL CHARACTERISTICS: Planner

The narration below serves as a general overview of your behavioral tendencies. We're going to explore how you see yourself. As you read the narrative, make note of the things you agree with and the things you disagree with.

It's important to be open to feedback, even if it seems off at first. Before you dismiss anything you disagree with, talk to someone who knows you well. Share the information with them and see if their perspective sheds any new light on the things you initially disagree with.

You persuade others with patience and persistence rather than emotion and coercion. Logic, facts, data, examples, and supporting evidence are the tools of your persuasion toolkit. This gives you a remarkable ability to persuade others without "jumping on the desk" and shouting enthusiastically. Your internal enthusiasm is fueled when you deliver the message in a direct, patient and factual manner.

You tend to provide an objective and vocal opinion when you feel strongly about an issue or procedure. The interesting point here, Sample, is that while you may remain somewhat quiet through much of the team's deliberation, you have the ability to present your case with vigor when you have an idea. This may sometimes take team members by surprise.

Sample, you score like those who have a high degree of self-discipline. This comes from three primary traits: your somewhat strong tendency toward risk avoidance, your high degree of patience, and your overall detail orientation. These three traits in combination are somewhat rare, but they converge in ways that provide a versatile strength for you. This strength can be used in both personal and business ventures.

You tend to be less talkative in work or social situations. This is not a reflection on ability or interest, just that you allow others be the more vocal participants. Even though they share your risk-taking attitude, those who score like you will frequently admit to feeling a bit introverted. They analyze situations internally rather than "thinking out loud," as others may do. When they arrive at a solution, they have a sound plan, a carefully thought-out design, and a pathway to achievement.

You tend to make decisions through logic, rather than emotion. This can be very important in negotiation situations. When others may get emotionally involved, you tend to remain factual, deliberate, and objective.

Sample, your response pattern to the instrument indicates that you may tend to be most productive when working alone and undisturbed, or in rather self-contained small groups or teams. In some ways, you may become your own best ally on a project. Your risk-taking nature tends to allow you to function somewhat independently from the group, and your attention to detail is best amplified in an undisturbed climate. Letting others know, in a polite way, that you need some personal space in getting the job done can lead to a win-win situation for both you and the team.

You show excellent emotional control, even during tense situations. In some cases/circumstances you tend to be more quiet than talkative, and more reflective than spontaneous. This allows you to take the emotions down a notch or two, and let others vent while you analyze the situation internally. This also gives you an analytical edge over others who may be reacting only from an emotional level.

You may be somewhat suspicious of new ideas or innovations, until you have an opportunity to do your own investigation and research. This may be a bit of a two-edged sword: you are a bit of a risk-taker, but you prefer those risks to be calculated. That is, once you're convinced that the risk is worth taking, you'll jump in and give it a try. Until that time, the suspicion flag flies high.

WORD SKETCH: Planner

This chart shows your Style 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/Challenges	People/Contacts	Pace/Consistency	Procedures/Constraints
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
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 discerning 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

YOUR MOTIVATORS: 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.

YOU TEND TO BE MOTIVATED BY:

- ☐ A minimum presence of unnecessary change, and sufficient time to modify procedures when change does occur.
- ☐ The existence of as few barriers, bottlenecks, and snags in the system as possible.
- ☐ Clear lines of communication and responsibility.
- ☐ Identification with a team and organization which you respect.
- ☐ Colleagues with whom you can identify and share information of a complex and important nature.
- ☐ Opportunities to work independently, or as a member of a small team.
- ☐ Established and efficient procedures for completing projects of a detailed and complex nature.

PEOPLE WITH PATTERNS LIKE YOU TEND TO NEED:

- ☐ Sufficient opportunity for beta-testing of a project or idea, before it is actually deployed.
- ☐ Streamlining of some systems and procedures to allow additional time for complex analysis.
- ☐ A supervisor who delegates by using specifics, not ambiguities.
- ☐ A supportive team that is tolerant of the occasional blunt or critical remark.
- ☐ Freedom from responsibility for the quality control of other stakeholders.
- ☐ Appreciation for your skills, and freedom to do the job with few interruptions.
- ☐ Minimal hostility or conflict within the team or organization.

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.

YOUR STRENGTHS:

- ☐ You utilize a very deliberate and systematic approach in analyzing answers and creating solutions.
- ☐ You excel at solving technical or abstract problems and are at your best when dealing with multi-faceted processes.
- ☐ You are able to assimilate complex information and develop conclusions based on data, rather than emotions.
- ☐ You bring a high degree of objectivity to the organization's systems and projects.
- ☐ You tend to be patient in working with others.
- ☐ You demonstrate a high degree of expertise in the operations which you choose to perform.
- ☐ You are able to provide factual, authoritative, and objective communication on topics to which you have given proper intellectual consideration.

YOUR WORK STYLE TENDENCIES:

- ☐ You demonstrate patience in working with people, but also maintain a bit of an emotional distance from others on the team.
- ☐ You tend to be more quiet, letting others be the more vocal participants in meetings or groups.
- ☐ You have a need to see projects reach completion and closure and will work hard to ensure success along the way.
- ☐ You show a high degree of tenacity and follow-through in complex and detailed activities.
- ☐ You are able to demonstrate independence from the team and take your own path, based on analysis of the facts and data.
- ☐ You persuade others on the team through perseverance and determination to get the project completed.
- ☐ You provide a very realistic approach to projects and ideas.

YOU TEND TO BE MOST EFFECTIVE IN ENVIRONMENTS THAT PROVIDE:

- ☐ Freedom from constraints, direct supervision, and process bottlenecks.
- ☐ A minimum of conflict, hostility, pressure, or sudden change.
- ☐ A job culture in which your critical thinking skills can be maximized.
- ☐ A direct, detailed approach to what needs to be done on a project.
- ☐ A work culture that provides opportunity for challenges and complex problem solving.
- ☐ An organizational culture that keeps an eye out for future trends and issues.
- ☐ The ability to work independently with no interruptions.

THE Sc STYLE

UNDER STRESS - PERCEPTIONS, BEHAVIOR AND NEEDS FOR THE Sc

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:

- ☐ Tenacious on follow-through
- ☐ High self-discipline
- ☐ Patient with others
- ☐ Well organized

UNDER STRESS, MAY BE PERCEIVED BY OTHERS:

- ☐ Resists ideas of others
- ☐ Backs down to pressure situations
- ☐ Low level of empathy
- ☐ Overly blunt toward others

UNDER STRESS YOU NEED:

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

YOUR TYPICAL BEHAVIORS IN CONFLICT:

- ☐ 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.
- ☐ 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 are quite uncomfortable with conflict, aggression and anger. You will do whatever you can to avoid such situations. If you are not able to physically avoid a situation involving conflict or anger, you will probably attempt to ignore it, functioning as best you can without interacting -- or interacting very superficially -- with others.

STRATEGIES TO REDUCE CONFLICT AND INCREASE HARMONY:

- ☐ 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.
- ☐ 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.
- ☐ Be sure to clarify any instructions or communications that you do not fully understand, no matter how busy the other person may appear to be. Pay particular attention to the desired results and timeframes.

Sample Report's PLAN FOR IMPROVEMENT

Everyone has struggles, limitations, or weaknesses. Oftentimes, it's simply an overextension of our strengths which may become a weakness. For example, the directness of a High D 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.

POTENTIAL AREAS FOR IMPROVEMENT:

- ☐ You may take some criticism personally, even if it was directed at a work process and not you.
- ☐ You may affect morale with your tendency to focus on results over attention to team members. You may need to take a softer approach at times.
- ☐ You may be indecisive at times and need help learning to set priorities.
- ☐ You may dispense strong criticism, and even sarcasm, when others don't measure up to your standards.
- ☐ You may become rather stubborn once your mind is made up on a decision.
- ☐ You could use better "people skills" when it comes to motivating and managing others.
- ☐ You may provide a false sense of buy-in to others on the team, then sometimes resist passive-aggressively.

*Check the two most important ideas when others communicate with you (dos & don'ts) and transfer them to the Summary of Your Style page. Choose the two most important wants and the two most important needs and transfer them to the Summary of Your Style page. 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. Check the two most important areas you are committed to improve upon and transfer them to the Summary of Your Style page and **complete the action plan for one of the improvement areas below.***

WHICH NEED ABOVE IS YOUR TOP NEED FOR IMPROVEMENT?

IDENTIFY THE SITUATIONS IN WHICH YOU NEED TO IMPROVE YOUR APPROACH.

DESCRIBE WHAT YOU COULD DO INSTEAD:

HOW WILL YOU HOLD EACH OTHER ACCOUNTABLE?

PART III 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**.

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.

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 adaptable with one person today and less adaptable tomorrow.

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

TWO POWER QUESTIONS:

Think of a relationship in your life that could be a little better (or a lot better). This person you are thinking about can be from your personal or professional life; the process is the same.

To take the first steps to improve this relationship, first answer two questions to try and identify their DISC Style. On the pages that follow, you will learn how to adapt your communication and behavior to better relate to this individual.

Ask yourself two simple questions about this person:

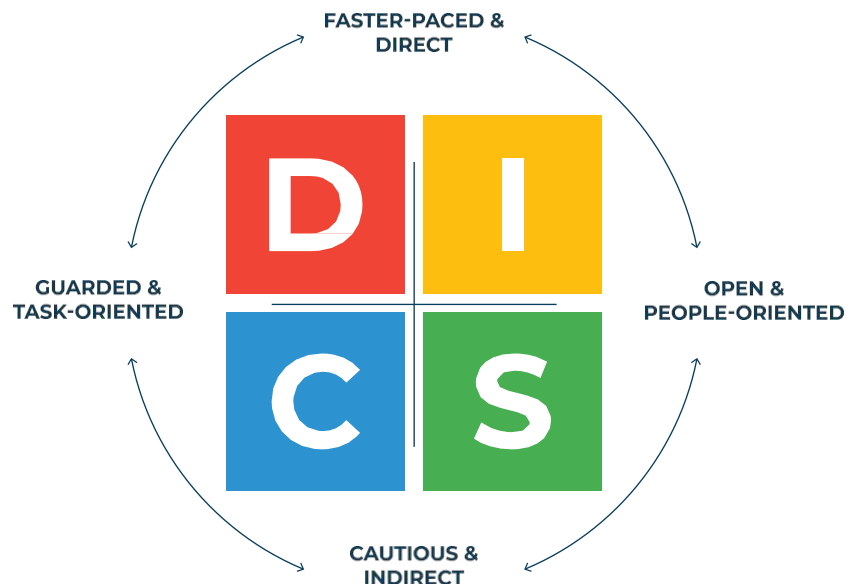
1. Is this person more **Fast-Paced and Direct** or more **Cautious and Indirect**?



2. Are they more **Guarded and Task-Oriented** or are they more **Open and People-Oriented**?



Take your answers and identify this individual's DISC Style.

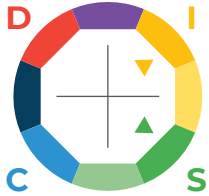
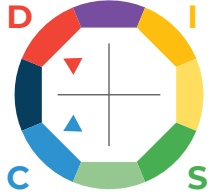
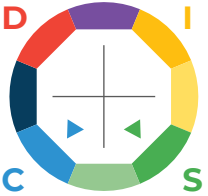
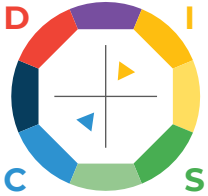
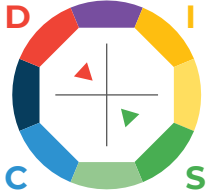


Keep in mind that a person can be a combination of two styles. Consider reviewing the tips for both styles on the following pages if you think a person could have a combination profile. As you think about someone's personality, notice what that person appreciates, behaviorally, and refine your approach.

COMMUNICATING WITH EACH STYLE

With D Styles	With I Styles	With S Styles	With C Styles
- 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, nonthreatening - 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

WHAT CREATES TENSIONS AMONG THE STYLES?

WHEN PACE IS DIFFERENT	WHEN PRIORITY IS DIFFERENT	WHEN THEY ARE BOTH DIFFERENT
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 I + High S (Upper Right vs. Lower Right Quadrant)  High D + High C (Upper Left vs. Lower Left Quadrant)	 High C + High S (Lower Left vs. Lower Right Quadrant)  High D + High I (Upper Left vs. Upper Right Quadrant)	 High I + High C (Lower Left vs. Upper Right Quadrant)  High D + High S (Upper Left vs. Lower Right Quadrant)

Next, we will show you how to adapt to successfully communicate even when these tensions exist.

TO MODIFY DIRECTNESS AND OPENNESS

DIRECT/INDIRECT

With D Styles DIRECT	With I Styles DIRECT	With S Styles INDIRECT	With C Styles INDIRECT
• 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 Styles GUARDED	With I Styles OPEN	With S Styles OPEN	With C Styles GUARDED
• 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, loosen up, and stand closer • Use friendly language • Show interest in them • Offer private acknowledgements	• Maintain logical, factual orientation • Acknowledge their thinking • Downplay enthusiasm and body movement • Respond formally and politely

TO MODIFY PACE AND PRIORITY

PACE

With D Styles FASTER	With I Styles FASTER	With S Styles SLOWER	With C Styles SLOWER
• 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 Styles TASK	With I Styles PEOPLE	With S Styles PEOPLE	With C Styles TASK
• 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, regulations, and procedures • Help them set realistic deadlines and parameters • Provide pros and cons and the complete story • Allow time for sharing of details and data • Be open to thorough analysis

DEVELOPING YOUR PEOPLE

Developing D's	Developing I's
• Focus on the big picture. • Cover basic steps/ high points quickly. • Show them the simplest, fastest route to get them to their stated destination. • Tell them what is to be done by when. • Help them find shortcuts Connect concept with their highest value.	• Release information in chunks. • Skip details and boring material. • Get them involved kinesthetically. • Let them show you what they are learning. • Be slow to criticize and quick to praise. • Let them teach concept to others.
Developing C's	Developing S's
• Point out the most important things to remember first. • Demonstrate in an efficient, logical manner, stressing the purpose of each step. • Proceed slowly, stopping at key places to check for their understanding. • Ask for possible input, especially regarding potential refinements. • Build up to the big picture.	• Use one-on-one, hands-on instruction. • Start at the beginning & end at the end. • Let them observe others before trying. • Provide a step-by-step list of procedures or a working timetable/ schedule. • Allow plenty of repetition for their actions to become second nature and more routine. • Use a pleasant and patient approach in small group settings.

ADAPT YOUR COMMUNICATION STYLE

Communicating with D's	Communicating with I's
• Listen to their suggestions, their course of action and the results they are considering. • Find areas where you already agree. • Work backwards toward gaining agreement on the results you both want—and are willing to either mutually or independently allow the other to achieve: “Sarah, this format will give you the freedom to develop your branch your way and still allow Vern and Ellen to structure theirs another way... without sacrificing time or morale.”	• Listen to their personal feelings and experiences. • Their style requires open and responsive interaction with others, preferably in a manner of congenial and unhurried conversation (like that between long-time friends): “Just between you and me, Chris, I feel very uneasy about Jill and Howard handling this account by themselves.”
Communicating with C's	Communicating with S's
• Be well organized and clear in your communications. • They search for logical conclusions. • Ask your questions in a more discreet, nonjudgmental manner to elicit the points, objectives, or assurances C's want: “Lenny, I'm not trying to pressure you, but are you not interested in the auditor's position, or in any position?”	• Be ready to do more talking than listening; they don't feel comfortable when the limelight is focused on them. • Clarify any key agenda items with them. • Stay organized and move forward steadily (but slowly) as you check to make sure they understand and accept what is being said: “Did you want me to stick around the office at a particular time each day in case you need to telephone me for emergency questions on this account, or do you want me to call you?”

HELPING PEOPLE REACH DECISIONS

Helping D's Decide	Helping I's Decide
- D's tend to make autonomous, no-nonsense decisions. - If the decision will help them meet their goals, they go for it; if not, they say no. - One of the few times they put off reaching a conclusion is when it takes too much time/effort doing the homework to determine the best alternative. - Prevent this procrastination by simply providing a brief analysis for each option.	- They want to avoid discussions of complex, negative-sounding, messy problems. - Frame suggestions in a positive light. - They are open to your suggestions—as long as they allow them to look and feel good— and not require a lot of difficult, follow-up, detail work or long-term commitments. “You know just about everybody, George. Since we need to get \$350 in pledges by the end of February, why not go ahead and wrap up all your calls by Friday? Then you can relax a lot more next week.”
Helping C's Decide	Helping S's Decide
- Confirm they are open to discussing the problem or decision. - If they aren't ready, either set a definite time that's better for both of you or explore their concern in even pursuing this subject. - Give them time and space to think clearly. - When the situation is being explored, review your impression of the process: “My understanding is you'd like to think it over and figure out what time commitment you'd be able to make to the group. When may I call you about your decision?”	- Deal with only one subject or situation at a time, one step at a time. - Before moving on to other items, make sure they are ready, willing, and able to do so. - Remain calm and relaxed. - Encourage them to share their suggestions as to how the decision might be made in a way that is likely to add even more stability to the current conditions: “Would you mind writing down a schedule of your office's activities so I can write my proposal without missing anything?”

MOTIVATING YOUR PEOPLE

Motivating D's	Motivating I's
• Lead with the big picture. • Provide them with options and clearly describe the probabilities of success in achieving goals. • Allow them the opportunity to make choices. • Set boundaries, but let them take charge.	• Provide “special” incentives to inspire them to go the whole nine yards. • Show them how they can look good in the eyes of others. • Create short-term contests that don't require long-term commitment. • Reward them in front of others. • Let them speak about their achievements.
Motivating C's	Motivating S's
• Appeal to their need for accuracy and logic. • Keep your approach clear, clean and procedural. • Better yet, provide illustration and documentation. • Avoid exaggeration and vagueness. • Show them how this is the best available current option.	• Show how their work benefits others. • Show how the outcome will provide security for their family. • Connect their individual work to the benefit of the whole team. • Get them to see how their follow-through links to a greater good. • Show how it can strengthen their relationships with others.

COMPLIMENTING YOUR PEOPLE

Complimenting D's	Complimenting I's
• Mention their achievements, upward mobility and leadership potential. • Omit personal comments and focus on their track record: "Jones, you've exceeded our company goals every month for the past year and have put in more hours than anybody but the top officials here. The CEO has his eye on you for an upcoming VP slot."	• Pay direct personal compliments to them when legitimately deserved. • Mention their charm, friendliness, creative ideas, persuasiveness, and/or appearance (or better yet, all of the above). • They willingly accept "general praise": "We are so lucky to have you with us, Dee. You're a real gem."
Complimenting C's	Complimenting S's
• Mention their efficiency, thought processes, organization, persistence and accuracy. • Don't mix personal and professional comments unless you know them very well. • One C told us: "Compliments don't mean much to me. But I do like genuine, heartfelt appreciation once in awhile." • Keep praise simple and concise.	• Mention their teamwork and dependability. • Remark about how others regard them, how well they get along with co-workers, and how important their relationship-building efforts have been to the company. • Effusiveness can arouse their suspicions, so stick to praising what they've done rather than personal attribute.

COUNSELING YOUR PEOPLE

Counseling D's	Counseling I's
- Stick to the facts. - Draw them out by talking about the desired results; then discuss their concerns. - Focus on tasks more than feelings. - Ask them how they would solve problems: "Anne, we've heard comments that need to be addressed. It seems some of your employees don't feel appreciated for the extra hours they've been putting in for you. They've worked 14-hour days to beat your deadline. How do you think we can bolster their morale?"	- Give them ample opportunity to talk about whatever may be bothering them. - Pay attention to both facts and feelings, but put your primary emphasis on their feelings. - Involve them by asking how they could solve a challenge or problem. - Sometimes, just airing their feelings and thoughts relieves tension for I's. - Talking allows them to get something off their chests and can even become an end in itself, since their energy is largely influenced by the quality of their relationships.
Counseling C's	Counseling S's
- Draw them out by asking, "How would you...?" questions about problems. - They express thoughts indirectly, so persist in your attempts to get them to talk. - They need to plan for change so they can identify and bring under control any key considerations that have to be addressed. - When possible, allow them to investigate possible repercussions, especially at the beginning stages. That way they'll become more comfortable with possible changes.	- Understand the emotional side of their situation by drawing them out through questioning and listening - They are disrupted by change and the unknown. - Reduce their fears by showing how specific changes will benefit them and others: "Barbara, moving to Dallas will be an adjustment for all of us at first, but 80% of our staff has agreed to go. The company will move you and your family, sell your house, and give you a 10% bonus for loyal service."

CORRECTING YOUR PEOPLE

Correcting D's	Correcting I's
- Describe what results are desired. - Show the gap between actual and desired. - Clearly suggest the needed improvement and establish a time to get back to you: "We need to streamline communication so that one hand knows what the other is doing. Last month, we had two separate divisions calling on the same CEO for corporate donations. I want you to work up a plan to keep everybody informed of who's working on what so we don't duplicate our efforts. Get back to me by the end of the week."	- They avoid facing problems and if pressure persists, may walk away from the problem. - Sometimes stress manifests itself in animated panic. "I can't talk now, Hal. It's really hit the fan this time!" - Let them specifically know the challenge and define the behaviors to solve the problem. - Confirm the mutually agreeable action plan (in writing) to prevent future problems. - Use positive, optimistic questions and phrases: "How'd you like to increase your sales to your normal range and beyond?"
Correcting C's	Correcting S's
- Show them how to get a job done and they'll master and modify it to suit their needs. - Specify the exact behavior that is indicated and how you would like to see it changed. - Mutually agree on checkpoints and timeframes. - Allow them to save face, as they fear being wrong. "Nelson, your work here is typically done neatly and on time. Now that we're switching to computers, you'll be able to turn out the same quality of work faster. I'd like you to take this computer class..."	- Reassure them that you only want to correct a specific behavior, not them personally - They tend to take things personally, so remove the "something is wrong with you barrier" as quickly as possible - Point out in a non-threatening way what they're already doing right while also emphasizing what needs changing: "Norma, I admire your persistence, but we have to add more details to the proposal before we send it out. For example..."

DELEGATING TO YOUR PEOPLE

Delegating to D's	Delegating to I's
• Give them the bottom line and then let them do their thing. • So that they can be more efficient, give them parameters, guidelines, and deadlines. • “We need to get that mall built a month sooner or we'll lose our shirts. Fourteen tenants are threatening to bail out of their contracts if we don't open in time for the holidays. Don't spend more than another \$30,000, keep everything legal and out of the newspapers, and get back to me by Monday morning.”	• Receive clear agreements; set up check points/times to avoid long stretches with no progress reports. • I's are often concept people who come up with plenty of ideas, but not necessarily the means of carrying them out, so steer them toward ways of assuring the implementation of those ideas. • “Olivia, this proposal for the King Company looks good so far, but how about including more direct benefits for each employee. Marian has surveys filled out by each employee. Get together with her, bounce some ideas around, and then include more essential information about the eight or so key people in your proposal. Add some extra plus points on the others...12 pages in all. In this manner, you should do the job very well. And, Olivia, thanks for making the extra effort on this project. It's really important to all of us.”
Delegating to C's	Delegating to S's
• Take time to answer their most critical questions about structure and/or guidance they require in a specific situation. The more they understand the details, the more likely they will be to complete the task properly. • Be sure to establish deadlines. • “Angela, the court date on the Mortimer case has been moved up to Monday, so we have to respond by speeding things up a bit. It will proceed almost as efficiently as if you researched everything by yourself if we enlist two associates to help you work, under your direction, on tasks you delegate to them and then review. Before getting started, do you have any preferences on the who's or how to's of this process that you think are essential to check with me at this time?”	• S's may be reluctant to ask others to do their own share of the work, so make a personal appeal to their loyalty and sense of sportsmanship. • “Al, you're an example for this company of genuine cooperative spirit. Your staff wants to please you, so by giving everyone in your department just 10 of those names to call, you can all reach the goal together by noon tomorrow. Otherwise, you'll probably have a lot more difficulty reaching all those people by the target date.” Give them the task, state the deadlines that need to be met, and explain why it's important to do it that way. “I'll need 500 copies of these summaries typed and collated by 5 p.m. today. Mr. Jeffries is getting back from New York two days early and he wants them by tomorrow morning.”

ACKNOWLEDGING YOUR PEOPLE

Acknowledging D's	Acknowledging I's
• When it's appropriate to reward or reinforce their behavior, focus on how pleased you are with their results. • Mention how glad you are to be a part of the process working with them to make things better for both of you through cooperation.	• Focus on how glad you are they have succeeded in finding a pleasant solution to their concern or objective. • Show you appreciate them for their openness and willingness to respond to you in a way that allows everyone to end up feeling good about the results.
Acknowledging C's	Acknowledging S's
• Focus on your realization of how difficult it can be for them to attempt to meet the high personal standards they set for themselves. • Cite specific and appropriate examples which prove this point.	• Focus on how you sincerely appreciate their willingness to make things good for everyone • Approach matters in a systematic, lowkeyed, and understanding manner, and reinforce the importance of them sharing their ideas.

ADAPTING YOUR LEADERSHIP STYLE

When You are the D	When You are the I
• Allow others to do things without excessive or untimely interference. • Participate in the group without expecting always to be in command. • Modify your tendency to give orders. • Enlist others' input and support through participative, collaborative actions. • Praise and give credit for jobs well done. • Let colleagues and employees know that you realize it's only natural that you and others will make mistakes. • When delegating, give some authority along with the responsibility.	• Improve your follow-through efforts. • Monitor socializing to keep it in balance with other aspects of business and life. • Write things down and work from a list, so you'll know what to do and when to do it. • Prioritize activities and focus on tasks in their order of importance. • Become more organized and orderly in the way you do things. • Get the less appealing tasks of the day over with early in the day. • Pay attention to your time management. • Check to make sure you're on course with known tasks or goals.
When You are the C	When You are the S
• Modify criticism (whether spoken or unspoken) of others' work. • Check less often, or only check the critical things (as opposed to everything), allowing the flow of the process to continue. • Ease up on controlling emotions; engage in more water cooler interaction. • Accept the fact that you can have high standards without expecting perfection. • Occasionally confront a colleague (or boss) with whom you disagree, instead of avoiding or ignoring them (and doing what you want to do, anyway). • Tone down the tendency to OVER-prepare.	• Stretch by taking on a bit more (or different duties beyond your comfort level. • Increase verbalization of your thoughts and feelings. • Speed up your actions by getting into some projects more quickly. • Desensitize yourselves somewhat, so that you aren't negatively affected by your colleagues' feelings to the point of affecting your own performance. • Learn to adapt more quickly to either changes or refinements of existing practices. • Bolster your assertiveness techniques.

ADAPTING YOUR LEADERSHIP STYLE

When they are D's, Help Them...	When they are I's, Help Them...
• More realistically gauge risks. • Exercise more caution and deliberation before making decisions and coming to conclusions. • Follow pertinent rules, regulations and expectations • Recognize and solicit others' contributions, both as individuals and within a group. • Tell others the reasons for decisions. • Cultivate more attention and responsiveness to emotions.	• Prioritize and organize. • See tasks through to completion. • View people and tasks more objectively. • Avoid overuse of giving and taking advice (which can result in lack of focus on tasks). • Write things down. • Do the unpleasant, as well as the fun things. • Focus on what's important now. • Avoid procrastination and/or hoping others will do things for them. • Practice and perfect, when appropriate.
When they are C's, Help Them...	When they are S's, Help Them...
• Share their knowledge and expertise. • Stand up for themselves with the people they prefer to avoid. • Shoot for realistic deadlines. • View people and tasks less seriously and critically. • Balance their lives with both interaction and tasks. • Keep on course with tasks, with less checking. • Maintain high expectations for high priority items, not necessarily everything.	• Utilize shortcuts; discard unnecessary steps. • Track their growth. • Avoid doing things the same way. • Focus on the goal without attending to other thoughts or feelings. • Realize tasks have more than one approach. • Become more open to risks and changes. • Feel sincerely appreciated. • Speak up; voice their thoughts and feelings. • Modify the tendency to do what others tell them. • Get and accept credit and praise, when appropriate.

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