DISC 360°

How Others View Your Behavioral Style

Report For: **Sample Report**

Self Style**: SCi/Cs**

Observer Style: **CS**

Date: **8/19/2021**

Center for Internal Change

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Why is Independently Tested Accuracy of this Assessment Important?

A recent review revealed **a significant majority of assessments available today were absent the studies & reporting to confirm their accuracy**. Of the small minority which claimed reporting, the significant majority of those were conducted privately; oftentimes by the assessment provider itself, rather than an objective and scientifically qualified third party. However, we are leading by example in this otherwise unregulated industry. How are we doing this? By submitting our assessments to an objective, independently conducted battery of tests: Construct Validity, Reliability, and Disparate Impact - all by a qualified scientific authority (*Assessment Standards Institute*). Our goal? Ensuring the trust and confidence of our users by producing the industry's most accurate and class protected assessments. Please turn to the last page of this report to learn more on this topic, and the steps we've taken to safeguard the scientific accuracy of this assessment.

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	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

RECOGNIZING THE DIRECTNESS, OPENNESS, PACE AND PRIORITY OF EACH STYLE

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

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	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- goals over people	Speaking without thinking	Procrastination in addressing change	Overanalyzing 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	Struggle to make decisions without overanalyzing
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

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Communicating with the STEADY Style

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

Communicating with the CONSCIENTIOUS Style

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

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

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.

Some people who score like you tend to equate neatness with quality. You like organization and may perceive a person with a messy desk or office as a producer of lower-quality work. While this may be true in some cases, it's not true all the time. Our coaching here is meant to help you maintain an open mind and focus on the result as opposed to organizational methods.

Your response pattern indicates that you tend to be less talkative in larger groups, and as a result, perhaps somewhat difficult to get to know on a personal level. This doesn't necessarily have to be a negative trait. As a piece of coaching, we suggest that you attempt to warm up to people more quickly to help put them at ease. Engage in supportive conversation as a way to break the ice. This may pull you out of your comfort zone, but it will help others get to know who you are, even as you learn more about them.

Though you understand the need to move quickly, you place heavy significance on analysis of facts and data prior to a decision. This is a strength that has no doubt provided success in the past; however, as a bit of coaching, you should be cautious to avoid the pitfall of "analysis-paralysis," in which no decision is made because one is always waiting for more information.

You are skeptical of making changes just for the sake of change, especially when the alternative is unfamiliar or unproven. Newer doesn't always mean better, as you have learned on many occasions. This skepticism, Sample, comes primarily from your strong sense of quality control, and tendency toward analysis-based decision making. You prefer to be certain that the correct decision is made and, as a result, won't jump to a conclusion without careful deliberation.

You may hesitate to trust new or unfamiliar people until they have established their credibility. Your scores indicate a high interest in quality control and a strong preference for hard facts and analysis, over hype and emotion. When a presenter delivers a hyped-up message, people who score like you tend to stop listening. When a presenter provides facts, data, and evidence cited from credible and respected sources, you tend to listen and accept the message.

You like to be aware of rules, procedures, and protocol so that you can adhere rigidly to them. You may express disappointment when others don't meet the same standards. Rules were meant to be followed, not bent or broken. If all members of the team understood that, there would be fewer snags in the midst of projects. When things are written down, they are clear for all to understand and act upon. Mistakes happen when corners are cut, when things move in a rapid or careless way, or when members invent their own rules and make arbitrary, situational changes to them.

You may tend to align with others who show a talent for quality control. You feel a certain "safety in numbers" when you find others of a similar style, especially those with similar behavioral traits. This helps serve two purposes simultaneously. Firstly, you are able to compare notes and ideas and reinforce those ideas with a cadre of like-minded people. Secondly, since you tend to avoid confrontation with others, you allow yourself security in the knowledge that others who share a similar opinion may be able to speak more forcefully as a group than as individuals.

Others may seek you out to answer complex procedural questions, because they know you will have the answer or where to find it. If a procedural memo emerges in your e-mail, you read it, whereas others may delete it and then come to you looking for an explanation.

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 graph scores.

You tend to make decisions slowly and carefully, only after consideration of all variables and input from others. Of the many patterns of behavioral styles, your scores put you among a minority of the population (a positive minority) who show the trait of careful and deliberate decision making when it comes to important decisions. We specify "important," because you may make routine decisions rather rapidly.

You demonstrate extremely high attention to detail as you strive for perfection. You strive to make things as high-quality as possible and may be disappointed when things turn out just "pretty good." Few people on the team have the ability to attend to details and to follow through the way you do.

You tend to judge others by objective standards, and prefer to be evaluated by specific criteria, preferably provided in writing. For you, things are more clear and well-defined when written down. When evaluation time comes, your preference is a list of specific criteria, or a performance measure that is specific and unambiguous.

Your response pattern on the instrument indicates that you persuade others by careful attention to detail, and through facts, data, and logic, rather than emotion. People can depend on you to present a case that is logical and supportable. This is the primary strength that you bring to a team or organization when at the decision-making table.

Sample, people who score like you may tend to get bogged down in details during the decision-making process, thinking that there may be more information forthcoming that might impact the choice. It's true that there will almost always be more information available if we continue to wait; however, there is also a time at which the collection of data must stop and the decision must be made. Be aware of this when facing a series of data-driven decisions.

Your response pattern on the instrument indicates that you appreciate the security of efficient systems and procedures, and strive to maintain or improve them to the highest possible standards. This also might mean that you spend more time thinking about various processes and procedures than others on the team, and as a result, may act as an oracle for those who are uncertain. They ask you because they know you'll have the correct answer, but you may wonder why they didn't learn the correct procedure in the first place.

Your score pattern indicates that you tend to maintain a keen awareness of time. You tend to be on time or early for appointments, and expect the same consideration of your time from others. It annoys you when certain people are perpetually late, or when meetings drag on with no assigned time to end.

You set high performance standards for yourself and others and expect everybody to meet those standards. You have remarkably good quality control skills and a high degree of patience. These traits combine to allow you to aim your sights higher than some others on the team. You lead by setting the example yourself, rather than delegating to others and walking away.

Style Overview Comparison

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

Your Behavioral Style (Self): Technician

Technicians will seek projects in their area(s) of expertise. They constantly challenge their own work and results. They are likely knowledgeable in many areas. They are easy to work with unless their expertise is challenged. They are quality oriented and expect strong results from themselves and others. They can become critical of others if they achieve poor results. At times, they can become too insistent on doing things a "certain way."

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

- **Emotional characteristic:** Need to be current and keep pace with others.

- **Goals:** High expectations for their own growth and advancement.

- **How others are valued:** Through demonstrated self-discipline, position and authority.

- **Influences group:** Projecting confidence in ability to create, implement and expand the correct activities and actions.

- **Value to the organization:** Skilled problem-solvers and experts in identifying solutions for their own area(s) of experience.

- **Cautions:** Over-focus on personal goals and may expect too much from others.

- **Under Pressure:** Can become inhibited and overly sensitive to critical feedback.

- **Fears:** Being too predictable or being unrecognized for their contributions.

Your Behavioral Style (Observers): Formalist

Formalists rely upon procedure and structure in all aspects of life. They are detailed oriented and seek perfection. They need to know the expectations and the timetable for their work. They can get bogged down in detail and will not rush important decisions. They will take a risk if they have the facts to support it. They may be initially suspicious of personal compliments, praise or flattery.

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

- **Emotional characteristic:** Internally focuses energy on holding themselves to exacting standards and doing things right; may appear reserved and restrained.

- **Goals:** To achieve stable and reliable accomplishments.

- **How others are valued:** The consistent ability to be precise and accurate.

- **Influences group:** Through detailed and accurate input to team efforts.

- **Value to the organization:** Will embrace and support high quality and expected standards.

- **Cautions:** Rely too much on past procedures; can become rule bound.

- **Under Pressure:** May revert to too much diplomacy and overly careful maneuvering.

- **Fears:** Aggressive, risky and confronting interactions; superficial personal relationships.

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WORD SKETCH - As your observers see you

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 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/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
Emotions	Anger, Impatience	Optimism, Trust	Patience, Non-Expression	Fear, Concern
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

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| DISC Focus	**D** Problems/Challenges	**I** People/Contacts	**S** Pace/Consistency	**C** Procedures/Constraints
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DISCstyles Graphs for Sample Report

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

D	I	S	C
30 38	59 48	73 66	70 70
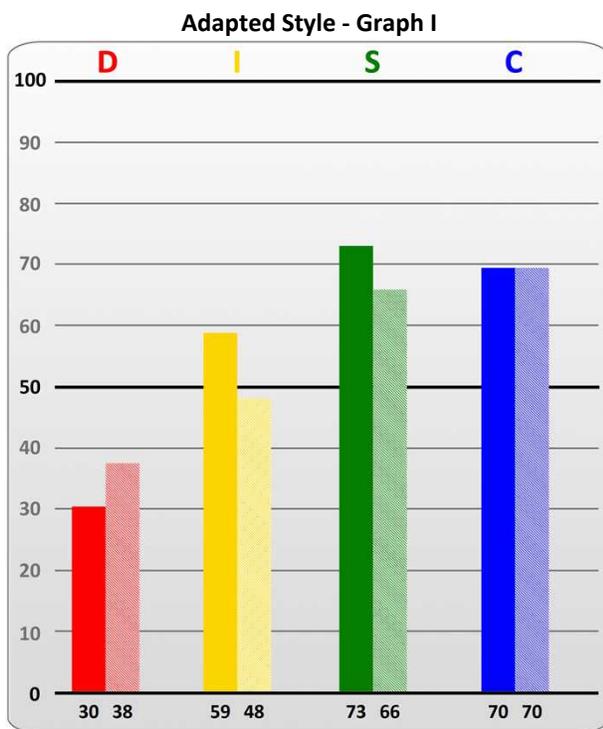
Self Pattern: SCi
Observer Pattern: CS

Natural Style - Graph II

D	I	S	C
45	23	58	80
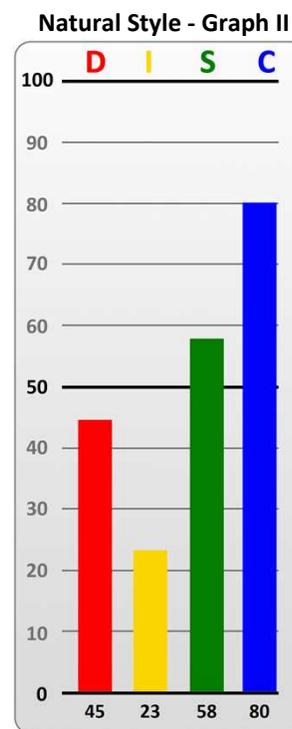
Self Pattern: Cs

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.

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

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

Behavioral Pattern View

The BPV has eight behavioral zones. Each zone identifies a different combination of behavioral traits. The peripheral descriptors describe how others typically see individuals with your style. Plots on the outer edges of the BPV identify that one factor (DISC) of your style will dominate the other three. As you move towards the center of the BPV, two and even three traits combine to moderate the intensity of your style descriptors. +The plus sign indicates that the preceding style score is higher, moving you closer to that style zone (i.e. CD+S: The D score is stronger than in CDS so it plots closer to the D behavioral zone).

THE SCORING LEGEND

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

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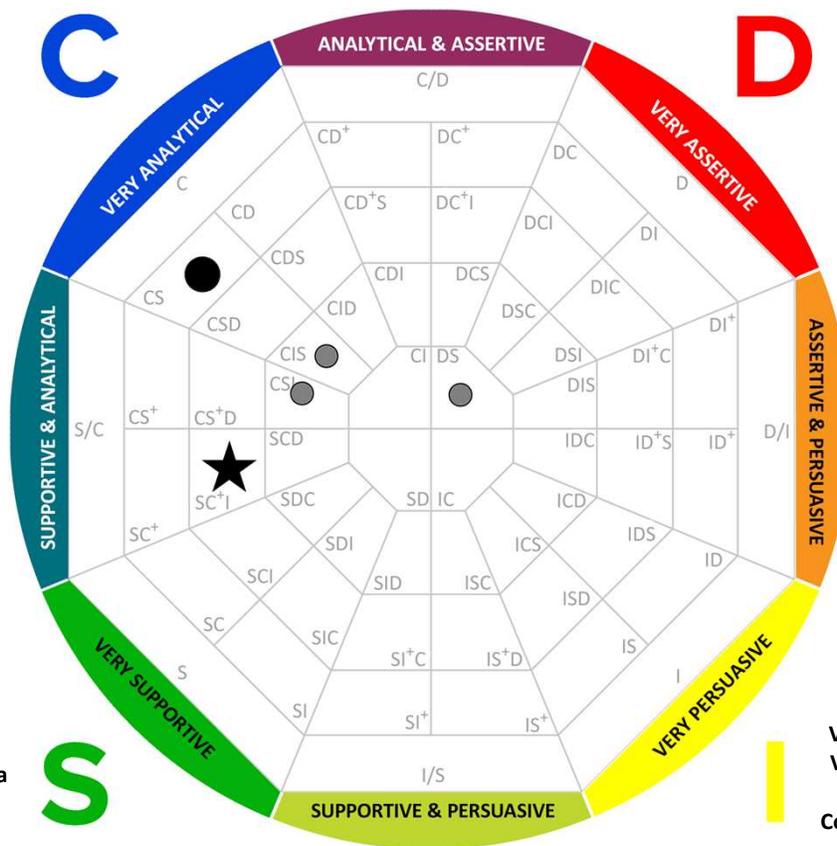
Supportive & Persuasive, Good Team Player, Creates Good Will & provides Good Customer Service.

● = Natural Style seen by you

★ = Adapted Style seen by you

⬤ = 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:

- Do your homework, because Sample's homework will already be done.
- Present your ideas and opinions in a non-threatening way.
- Give Sample time to verify the issues and potential outcomes.
- Be certain that the information you have is credible.
- Make an organized appeal for Sample's support and contributions.
- List pros and cons to suggestions you make.
- Outline individual tasks and responsibilities in writing.

When Communicating with Sample, DON'T:

- Leave an idea or plan without backup support.
- Leave things up in the air, or decide by chance.
- Make decisions for Sample.
- Be rude, abrupt, or too fast-paced in your delivery.
- Rush the issues or the decision-making process.
- Fail to follow through. If you say you're going to do something, do it.
- Offer promises that you can't keep.

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 style.

You Tend to Be Motivated By:

- The knowledge that the products and services offered are of the highest quality.
- A link to some of the traditions that have built success in the past.
- The assurance that changes are made thoughtfully, carefully, and only when proven to be necessary.
- Having sufficient time to adjust to change, so as not to disrupt systems or processes.
- Inclusion as a part of the group in social functions.
- Tasks which are completed the right way the first time, so that errors don't have to be corrected later.
- High quality control standards that are respected by all members of the organization, not just by a few people.

People with Patterns Like You Tend to Need:

- Reassurance that the long hours you dedicate to projects are worthwhile for building a successful outcome.
- Options for increasing the efficiency of certain methods or procedures.
- A method to be introduced to new groups of people or business associations.
- Reassurance for taking appropriate and calculated risks.
- Increased authority to delegate routine tasks and procedures to a reliable and trustworthy support staff, especially when the work culture is under pressure.
- Job descriptions which are presented clearly (preferably in writing), with no ambiguities.
- Sufficient time for effective planning, especially prior to change.

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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 maintain a high degree of accuracy while keeping an eye toward project deadlines.
- You may be sought after by other members of the team because of your complete knowledge of processes and procedures.
- You are patient in working with others on the team and demonstrating detailed methods for completing a project.
- You are tactful in explaining ideas that may impact others on the team.
- You are a strong guardian of quality-control standards and procedures.
- You demonstrate a high degree of technical specialty and skill in your area of expertise.
- You are not an extremist and tend to be supportive of team efforts.

Your Work Style Tendencies:

- You persuade others on the team by careful attention to detail, and through facts, data, and logic.
- You tend to judge others on the job by objective standards and prefer to be evaluated yourself in the same way.
- You are highly conscientious and can be relied on to follow through on detailed projects and complex assignments.
- You like your workspace to be neat, well organized, and tidy, with everything in its place.
- On work-related projects, you tend to be restrained and reticent with your emotions. You may not be openly verbal at a team or organizational meeting unless asked for input, or if the topic is of high personal importance.
- You may get bogged down in details due to your tendency to keep the "data gate" open too long. You always worry that there may be more information forthcoming that can impact the direction of the decision.
- You need to feel well-informed regarding specific details related to your area of authority and responsibility.

You Tend to Be Most Effective in Environments That Provide:

- Activities that can be monitored from beginning to end.
- A secure work situation.
- Established practices, procedures, and protocols.
- Identification with the team or greater organization.
- Freedom from intensely pressured decisions.
- Sufficient time to adjust to changes in workplace procedures.
- Clear lines of authority and areas of responsibility, with minimal ambiguities.

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 style.

Under Stress You May Appear:

- Unable to meet deadlines
- Unimaginative
- Slow to begin work
- Resentful
- Resistant to change

Under Stress You Need:

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

Your Typical Behaviors in Conflict:

- Although you generally avoid overt conflict, you may speak out on a matter of principle in order to protect your high standards.
- You appear to acquiesce to the demands of others and, thus, avoid conflict. In reality, however, you are often just withdrawing to prepare for a future, probably covert, attempt to reestablish your position.
- Since you tend to focus on quality and your own high standards, you may become demanding in order to ensure compliance.

Strategies to Reduce Conflict and Increase Harmony:

- Include all the people involved with a project in your decision-making process. Ask for their suggestions as well as their data.
- 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.
- Be sure to share the reasoning behind your decisions. Failure to do so makes them seem arbitrary.

18

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 style.

Potential Areas for Improvement:

- You may be too tightly bound to established procedures and tradition, even as more efficient and effective methods become available.
- You could broaden your perspective by interacting with a wider variety of people.
- You may be perceived by some as rigid, inflexible, and overly strict regarding procedures and options.
- You could demonstrate more flexibility regarding new ideas and innovations.
- You may sometimes use facts, figures, and details as a "security blanket" to avoid confrontation or hostility.
- You may tend to spend more time than necessary on certain details, for fear of being seen as underprepared.
- You may be overly dependent on a few people who share a similar focus, leading to the exclusion of others on the team who could provide valuable input.

12 Behavioral Tendencies - Summary

The primary styles - **D, I, S, and C** - are each influenced by the other three styles in our behavioral expression. You are not just **one** of these styles; you are the result of all four combining and affecting each other. The following behavioral tendencies are scored based on the way your DISC styles combine and influence one another. On this page, you'll see all 12 Behavioral Tendencies in Summary, and the following pages deliver more detail about each of these measurements. You can see both your Self and your Observers information for comparison.

█ **= Self Perspective: Adapted**

█ **= Observer Perspective**

Behaviors	Self	Observer
Reasoning *How this individual uses evidence to think through and solve problems.*	**Situational**	**Evidence-based (C)**
Prioritizing *How this individual determines the order for dealing with items or tasks based on established rules and structure.*	**Rules (C)**	**Rules (C)**
Careful Decision Making *How this individual approaches decisions and actions.*	**Situational**	**Situational**
Accuracy *How this individual focuses on correctness and exactness.*	**Situational**	**Situational**
Self-Reliance *How this individual works within a team.*	**Collaborative (I)**	**Situational**
Change Resistance *How this individual resists engaging with change.*	**Reluctant to Change (S)**	**Reluctant to Change (S)**
Personal Drive *How this individual's own goals move things forward.*	**Others-driven (S)**	**Others-driven (S)**
Building Rapport *How this individual focuses when interacting with others.*	**Relationships-Focused (I)**	**Situational**
Work Process Alignment *How this individual focuses on process to follow through on work.*	**Situational**	**Situational**
Customer & Team Interaction *How this individual engages with customers and stakeholders, internal and external.*	**Situational**	**Situational**
Providing Instruction *How this individual dictates directions and expectations.*	**Reserved & Detailed (C)**	**Reserved & Detailed (C)**
Expressing Openness *How this individual is most comfortable expressing themselves.*	**Situational**	**Structural (C)**

12 Behavioral Tendencies – Details & Graphs

For each of the 12, you will see a graph and personalized statement showing your Self Style and your Observers Style. These scores and statements reveal which of your behavioral combinations are most observable and describe how you express that tendency based on your DISC blend.

Interpretation Notes:
1. **Frequency Observed**: The behavioral tendencies are presented in the order from Most Frequently Observed to Least Frequently Observed, according to your Self Style.
   - o **HI** – Clearly observed in most situations, seen more often
   - o **HM** – Frequently observed in many situations
   - o **MOD** – May or may not be observed depending on the situation
   - o **LM** – Sometimes observed in some situations
   - o **LOW** – Absence of the behavior in most situations
2. **Direction of your score** – As the graph **moves to the right or left**, it describes how you will likely express the behavior. If the graphs are near the center, the result is a balancing behavioral effect that will depend on the situation.
3. **General Population Comparison** – The **blue box** represents the general population in this behavioral tendency. Approximately 68% of people score in this range.

 = Self Perspective: Adapted

 = Observer Perspective

Reasoning

Self (MOD): You may rely somewhat on your feelings and interactions with others to make decisions, and choose what is likely to be considered acceptable but will seek to back up judgments with evidence and verification. When reasoning, you likely rely on a balanced approach of logic and emotion, and look at the circumstances with a logical perspective and also paying attention to what feels right.

Observers (HM): You often rely on data and evidence to ensure decisions reflect the right thing to do, and will seek verification to make complete and accurate judgments. You are likely think through things with careful and thoughtful consideration, often weighing risks and examining the proof and data to make decisions. Remember, the brain and the heart together make a great team.

Evidence-based (C)

Intuition-based (I)
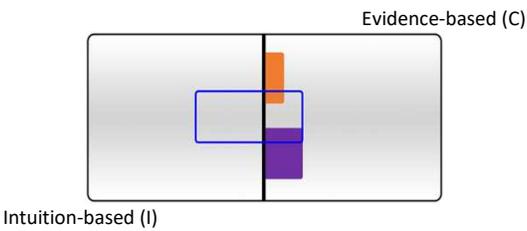
Prioritizing

Self (HM): You often focus on following established structural and procedural guidelines to ensure high-quality outcomes with great importance on accuracy, order and precision. You are likely to prioritize the rules rather than the results. While the rules and procedures are a key component to success and what should take precedence, be sure you know what the end result should be.

Observers (HM): Consistent with Self style

Rules (C)

Results (D)
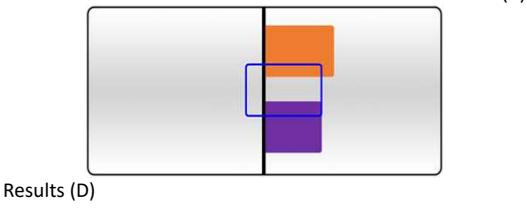
Careful Decision Making

Self (MOD): You balance careful attention and consideration of risks, but may also act more impulsively, going with your gut and intuition. Your decisions can be based on a balanced approach of logic and emotion where you will do what feels right and also what makes sense while being attentive to risks.

Observers (MOD): Consistent with Self style

Cautious (S)

Impulsive (I)
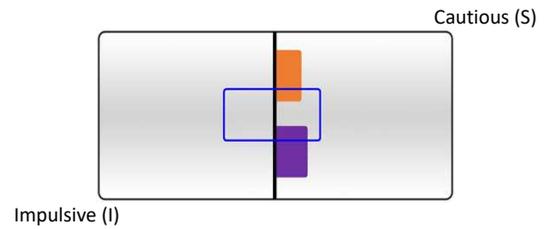
Accuracy

Self (MOD): Your plans are a combination of careful deliberations to ensure quality outcomes, and systems and processes that allow forward movement in a steady environment. You are likely aware of both predictability and precision when making plans. You will have more positive outcomes when using balanced planning.

Observers (MOD): Consistent with Self style

Precision (C)

Predictability (S)
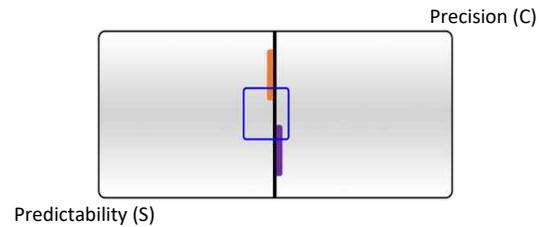
Self-Reliance

Self (LM): You are quite attentive to involving others, preferring to reach results together, which may impact efficiency. You will likely do your best work in collaboration with others. Be aware that too much interaction may cause some delays in productivity or efficiency.

Observers (MOD): You balance results and interaction, getting things done efficiently, but also involving others to get this accomplished as effectively as possible. You are likely to be productive and efficient whether working independently or in collaboration with others, depending on the circumstances and variables of the work.

Directive (D)

Collaborative (I)
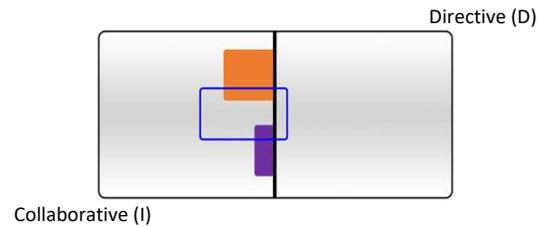
Change Resistance

Self (HM): You are somewhat change oriented as long as you can prepare for it and understand the expectations associated as well as the reasons for the needed adjustments. You are likely to respond/interact in change by building understanding first, and then planning how to successfully navigate what may come. You won't always have time to fully prepare so flexibility and openness can be a benefit

Observers (HM): Consistent with Self style

Reluctant to Change (S)

Drives Change (D)

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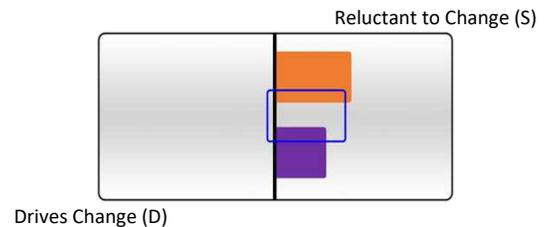
Personal Drive

Self (LM): Your determination is somewhat steady, supportive and less urgent, considering relationship consequences before acting. You will likely by driven to action based on the expectations of others which may mean you take on more than your fair share or stretch yourself too thin when you make commitments.

Observers (LM): Consistent with Self style

Self-Driven (D)

Others-driven (S)
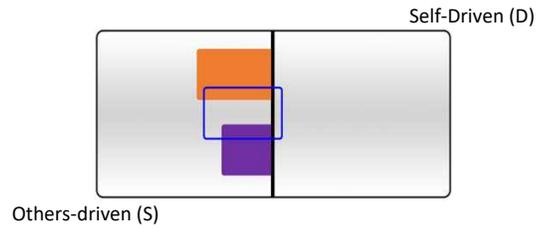
Building Rapport

Self (HM): You are somewhat social and more likely to focus on building relationship and making connections, rather than accomplishing a goal or completing a task. Don't forget that sometimes there are things to be done.

Observers (MOD): Your interactions are driven by both a desire to connect with others socially, and to get the work done and reach results. If you can do both at once, that's great!

Relationships-Focused (I)

Results-Focused (D)
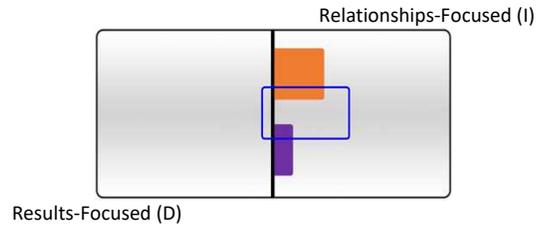
Work Process Alignment

Self (MOD): Your process and follow through is balanced between keeping things methodical and steady and upholding quality standards to be sure what you are doing is accurate and precise. There may be times when you process information and then follow through based on an equal emphasis on accuracy and consistency. These two, when balanced, will ensure great outcomes.

Observers (MOD): Consistent with Self style

Consistency (S)

Accuracy (C)
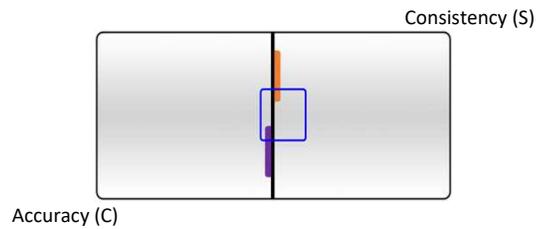
Customer & Team Interaction

Self (MOD): You can be engaging and persuasive while providing support and stability in your interactions with others. You are likely to balance the needs of others, creating a relationship and ensuring their needs are met. This can effectively create loyal and trusting relationships.

Observers (MOD): Consistent with Self style

Engaging (I)

Supporting (S)
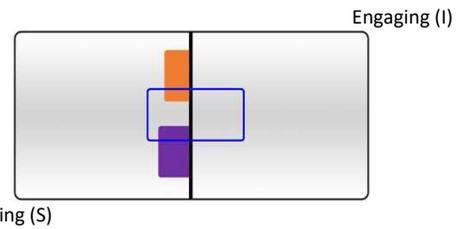
Providing Instruction

Self (LM): You are more likely to precisely follow established structural and procedural guidelines, and are aware of the need for accuracy and compliance to certain guidelines and protocol. Sometimes, bending the rules slightly is important to getting the best results.

Observers (LM): Consistent with Self style

Directive & Compulsive (D)

Reserved & Detailed (C)
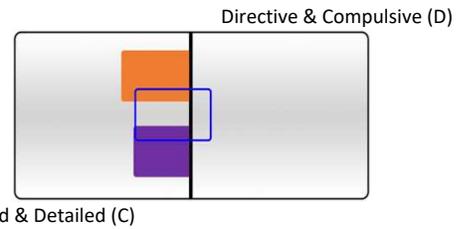
Expressing Openness

Self (MOD): Your comfort is balanced between your ability to interact with others and build personal connections, while still maintaining a focus on structure, detail and accuracy, and you may struggle with maintaining a consistent pace or focus. You can be confident with both social interactions and information to support your perspective.

Observers (LM): You are somewhat comfortable when focused on the structure, detail and accuracy preferring some time for planning and consideration of consequences before acting. You are likely to be more confident with data, information and procedures that ensure accuracy and precision. Remember, there are times when creating connection with others can boost you up as well.

Social (I)

Structural (C)
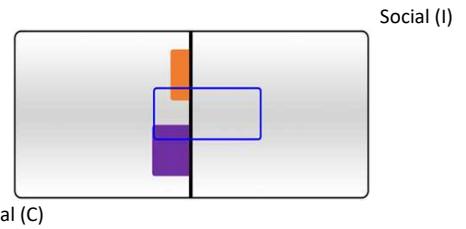
Summary of Sample Report's Style

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
    - Modifying Directness/Indirectness
    - Modifying Openness/Guardedness
    - Modifying Pace & Priority
- Adapting in Different Situations
    - At Work
    - In Sales and Service
    - In Social Settings
    - 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/FAST-PACED or INDIRECT/SLOWER-PACED</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/TASK-ORIENTED or OPEN/PEOPLE-ORIENTED</u> in their communications?
   (Openness is the 2nd predictor of Style. Open plots on the Bottom, Guarded on the Top).

SLOWER-PACED TASK-ORIENTED

FASTER-PACED TASK-ORIENTED

SLOWER-PACED PEOPLE-ORIENTED

FASTER-PACED PEOPLE-ORIENTED
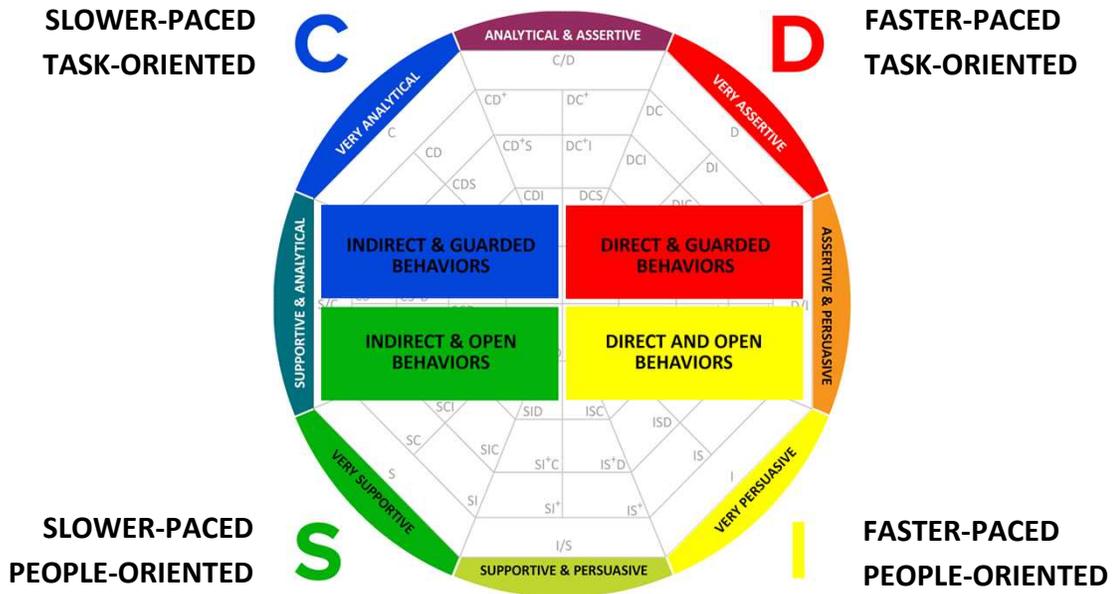
When we integrate both the natural tendency to be either DIRECT or INDIRECT with the natural tendency to be either GUARDED or OPEN, it forms the foundation and the basis for plotting each of the four different behavioral styles:

	Directness & Openness	Pace & Priority
D	Tends to be **direct** and **guarded**	**Fast**-paced and **task**-oriented
I	Tends to be **direct** and **open**	**Fast**-paced and **people**-oriented
S	Tends to be **indirect** and **open**	**Slow**-paced and **people**-oriented
C	Tends to be **indirect** and **guarded**	**Slow**-paced and **task**-oriented

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 BPV reflect **MORE INTENSITY** and those plotting closer to the center reflect **MODERATE INTENSITY** of both characteristics.

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, 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 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

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

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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

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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

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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

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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 <u>DIRECT or INDIRECT</u> in their communication?
- Are they <u>GUARDED or OPEN</u> 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.

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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	**RELATIONSHIP 2**
Name:_____	Name:_____
Style:_____	Style:_____
Pace:_____	Pace:_____
Priority:_____	Priority:_____
Difference:_____	Difference:_____
Strategy:_____	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	Supervising 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

So Now What?

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

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

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How to Assure Assessment Accuracy? Independent & Qualified Testing at Standards Set by the APA and EEOC

> *"…this DISC assessment has one of the highest Cronbach scores in the DISC marketplace."*
> *- Assessment Standards Institute*

The Assessment Industry's Past and Present

Assessments have been used since the mid-20th century, initially relied upon by Fortune 500s, calculated by highly skilled PhDs and produced by only a handful of trusted developers. With the advent of the internet in the 1990s, the ability to produce, market, and sell assessments became exponentially easier and less expensive. Since then, it has developed into a kind of "global cottage industry" with hundreds of new assessment developers, producing thousands of different assessments. Each developer purporting its assessments to be scientifically accurate instruments - sold, resold and used by individuals and organizations of all kinds; including many of our largest institutions like Fortune 500s, major universities, world governments, and even military. Frighteningly, this "global cottage industry," which produces data relied upon by millions, is entirely unregulated with nothing to ensure its consumers are receiving what they are being told and sold. There are zero requirements, safeguards, laws or regulations ensuring the consumer receives a scientifically accurate instrument - or even what the developers and sellers claim.

The Solution? Independent & Verifiable Testing by a Qualified Institution

The *Assessment Standards Institute (ASI)* provides our assessments with verifiably objective testing and reporting that meet standards set by the **American Psychological Association (APA)** and the **Equal Employment Opportunity Commission (EEOC)**. This battery of tests is both voluntary and verifiably transparent. Our goal? To ensure this assessment's professional merit and scientific accuracy for you, the user. These reports are readily available upon request and include:

Construct Validity (APA Standards)

Construct validity is one of the most central concepts in psychology. It is the degree to which a test measures what it claims, or purports to be measuring. Researchers generally establish the construct validity of a measure by correlating it with a number of other measures and arguing from the pattern of correlations that the measure is associated with these variables in theoretically predictable ways.

Reliability - Cronbach's alpha (APA Standards)

This technique is regarded as one of the most robust measures of reliability and presents the highest 'bar' from which to compare. The readers should note that Cronbach's alpha is the method selected for this instrument, because of its high standards. The reader is encouraged to compare reliability coefficients presented herein to other vendors, and also to ask those vendors which reliability formulas they used to compute their reliability coefficients. Cronbach's alpha is a measure used to assess the reliability, or internal consistency, of a set of scale or test items. In other words, the reliability of any given measurement refers to the extent to which it is a consistent measure of a concept, and Cronbach's alpha is one way of measuring the strength of that consistency.

Disparate Impact (EEOC Guidelines)

Employers often use tests and other selection procedures to screen applicants for hire and employees for promotion. The use of tests and other selection procedures can be a very effective means of determining which applicants or employees are most qualified for a job. However, use of these tools can also violate the EEOC Guidelines if they disproportionately exclude people in a protected group by class, race, sex, or another covered basis. Importantly, the law does allow for selection procedures to select the best candidates based on job related requirements. If the selection procedure has a disparate impact based on race, color, religion, sex, or national origin, the employer is required to show that the selection procedure is job related and consistent with business necessity. If discrimination exists, the challenged policy or practice should therefore be associated with the skills needed to perform the job successfully.

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