



ONLINE
DISC
PROFILE

DISC BASIC™ TEAM DYNAMICS

An Evaluation of Behavioral Styles

Sample Report
3/20/2026



INTRODUCTION TO THE TEAM DYNAMICS REPORT

This Team Dynamics Report assists you to better understand and develop how well your team functions and performs. It provides an overview of the combination of different behavioral styles within the team and has been created from the individual DISC Behavioral Profiles. These profiles measure tendencies of observable behavior and emotion, based on the DISC model of directness/indirectness and guarded/openness.

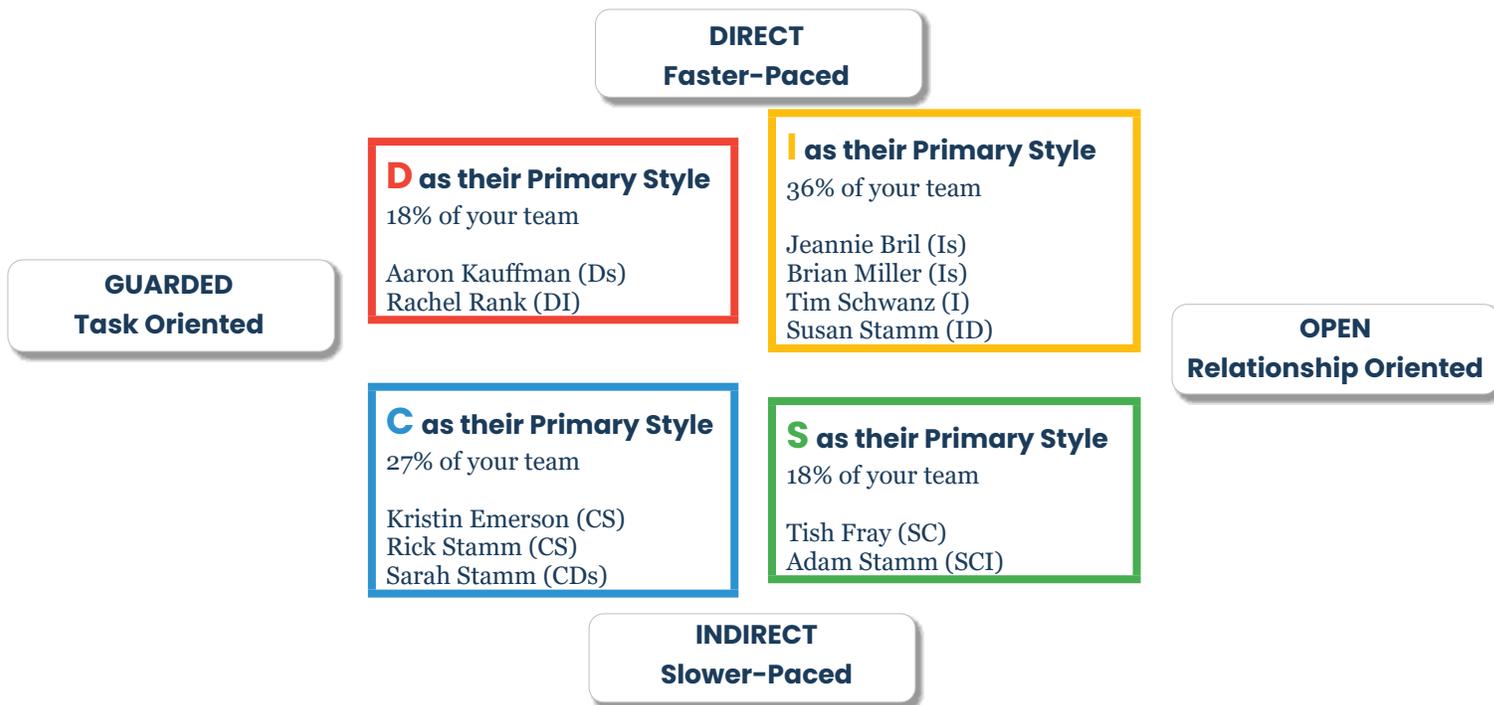
THE FOUR DISC BEHAVIORAL STYLES

Historical and contemporary research reveals more than a dozen models of our behavioral differences. However, many share one common thread: behavior grouping into four basic categories. The DISC model focuses on patterns of external, observable behaviors using scales of directness and openness that each style exhibits. Because we can see and hear these external behaviors, it becomes much easier to “read” people. This model is simple, practical, and easy to remember and use.



TEAM DYNAMICS RESULTS

STYLES WITHIN THE FOUR QUADRANT DISC MODEL – PLOT OF PRIMARY RESULTS



Note the various percentages of your team in each quadrant to:

- Identify potential collaboration benefits and challenges associated with this team's style breakdown.
- Identify the behavioral culture of this team. What is the most dominant style? What behavioral norms has your team adopted that support this culture?
- If there is a style on the team that is unrepresented, what is the team losing without that style's representation? If there are styles that only have a few people compared to the other styles, how are those individuals affected?
- If your team is fairly balanced, how has that affected your team?

Initial	Name	Pattern	Style
JeBr	Jeannie Brill	Coach	Is
KrEm	Kristin Emerson	Formalist	CS
TiFr	Tish Fray	Formalist	SC
AaKa	Aaron Kauffman	Finisher	Ds
BrMi	Brian Miller	Coach	Is
RaRa	Rachel Rank	Results-Driven	DI
TiSc	Tim Schwanz	Networker	I
AdSt	Adam Stamm	Formalist	SCI
RiSt	Rick Stamm	Formalist	CS
SaSt	Sarah Stamm	Explorer	CDs
SuSt	Susan Stamm	Dynamo	ID



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.

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

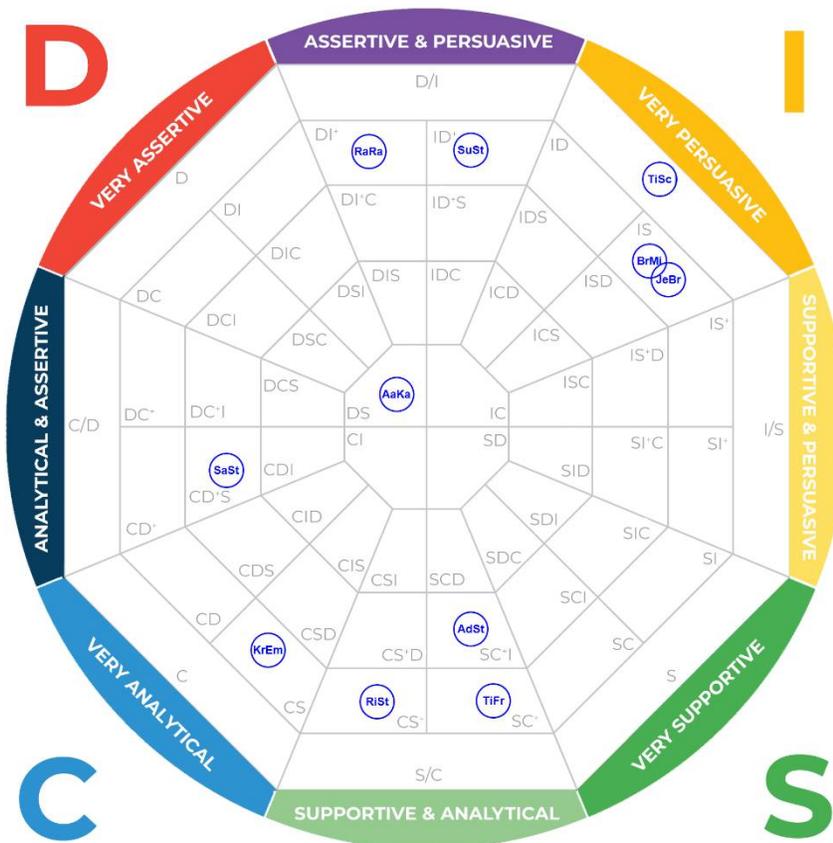
Efficient, Analytical, Organized, Factual, Aware of the Consequences of their Actions, Practical and Innovative.

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

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.

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



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

D – VERY ASSERTIVE

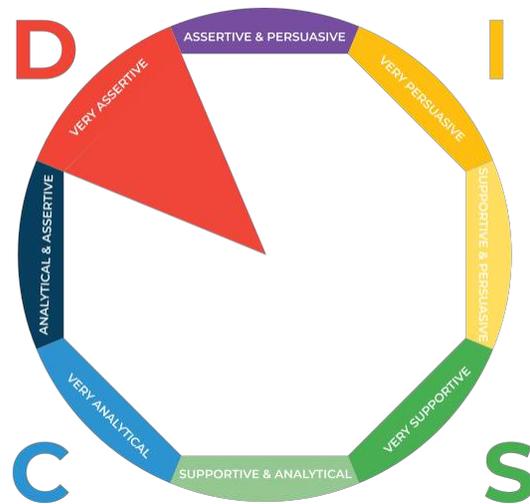
1 Team Members, 9% of the Team

STRENGTHS:

- Be forward-looking and competitive
- Look for problems to solve
- Be positive and like confrontation
- Like power and authority
- Be motivated by direct answers
- Like challenging assignments
- Have a strong drive for results

LIMITATIONS:

- Overstep authority within the team
- Use fear as a motivator
- Overextend their ego
- Be poor or selective listeners
- Lack tact and diplomacy
- Dislike routine work
- Over delegate and under instruct
- Make decisions without all of the facts



USE THESE WORDS AND PHRASES:

- Advancement
- Take advantage of opportunities
- Be in a high visibility position
- Challenging
- Keep getting results
- Your opinion counts
- Get people to start listening
- No interruptions
- Be involved in all big decisions

DI – ASSERTIVE & PERSUASIVE

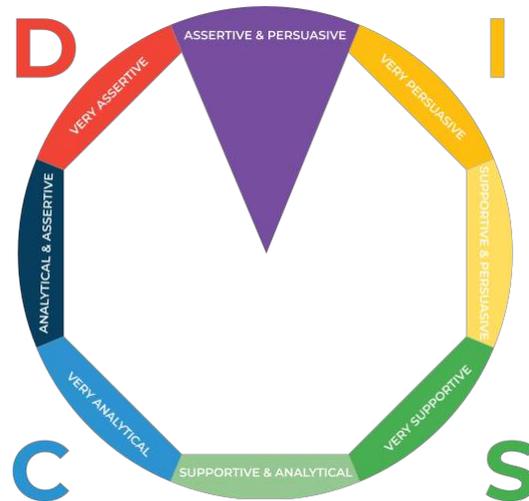
2 Team Members, 18% of the Team

STRENGTHS:

- Results obtained through other people
- Change is good – promotes to others
- Intuitive – consults their gut
- Challenges make them aggressive and decisive
- Does not initiate alone, convinces others to initiate
- Optimistic about team's expectations and achievements
- Can be very independent

LIMITATIONS:

- Emotions influence decisions
- Little tolerance for intra-team conflict
- Cannot manage own time or others
- Can be contagiously over enthusiastic
- Rarely finishes things they start
- Poor follow up and follow through
- May take advantage of their position within the team
- Deadlines poorly managed
- Will take on too many responsibilities, and tasks; then confuses priorities



USE THESE WORDS AND PHRASES:

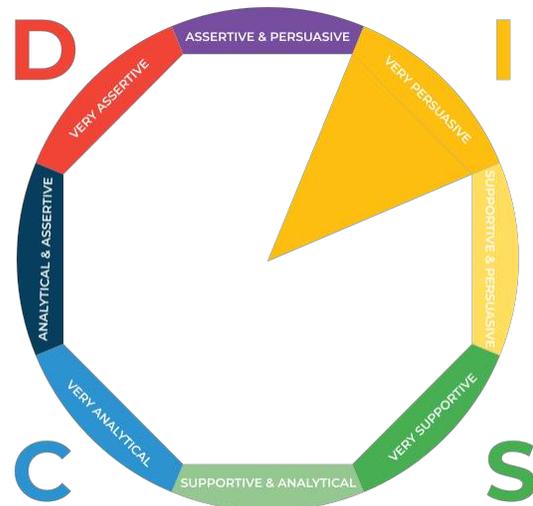
- Let's take advantage of this opportunity
- Our company's success depends on you
- We accept who you are and what you do
- Run the business your own way
- Call your own shots
- You are respected for what you bring to the team
- You produce important work
- We respect you for being your own person
- Change has worked well for you
- People need frequent rewards

I – VERY PERSUASIVE

3 Team Members, 27% of the Team

STRENGTHS:

- Utilize social and verbal skills
- Bring cohesiveness to the team
- Utilize both verbal and social skills to promote the team
- Gets behind new concepts, processes & products
- Diffuse tension with the team
- See the big picture and then good at promoting it



LIMITATIONS:

- Disorganized and messy
- Emotional and acts on impulse
- Unrealistically optimistic about the team
- Inefficient
- Overemphasizes fun
- Doesn't gather all the facts before acting
- Listens to only some of the team members

USE THESE WORDS AND PHRASES:

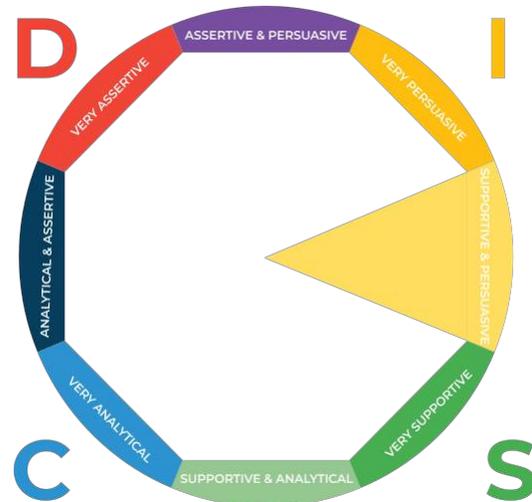
- New, unique, garner respect
- Recognition
- Creating the right image
- Don't get stuck in the middle
- Adapt it to your purpose
- Get your main point across
- Goals and tasks are reasonable
- We are all committed to a team approach
- People need frequent rewards

IS – SUPPORTIVE & PERSUASIVE

0 Team Members, 0% of the Team

STRENGTHS:

- Empathetic and understanding to help others
- Loyal to the team, team player
- Creates an environment where people feel significant
- Promoter and implementer of team ideas
- Helps others achieve goals
- Values people as well as things.
- Sensitive to feelings of others
- Is understanding and friendly
- Good listener and communicates well
- Sensitive to feelings



LIMITATIONS:

- Will avoid confrontations within the team
- Lacks a sense of urgency
- Does not challenge the status quo
- Sometimes passive, indecisive
- Never draws the line with team players
- Holds grudges
- Withdraws under stress
- May be too kind, compassionate, and easy going

USE THESE WORDS AND PHRASES:

- Relationship
- Gaining consensus
- No disruption while integrating
- Solid foundation
- Security of knowing
- Things are on track
- Proven reliability
- No dependence on the “human factor”
- It is better to know than to guessing
- There’ll be no radical change
- Quantify and test everything

S – VERY SUPPORTIVE

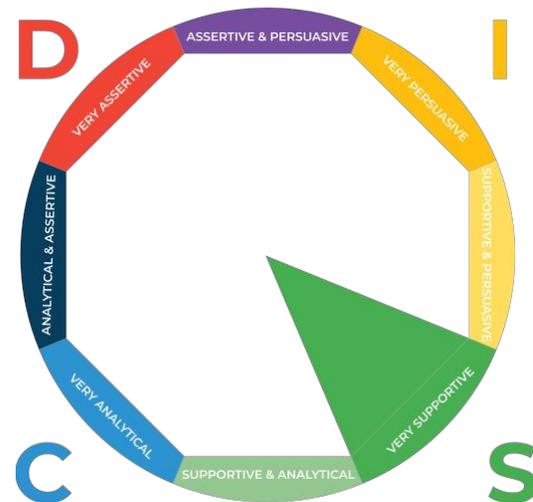
0 Team Members, 0% of the Team

STRENGTHS:

- Enjoys the team environment, its members, and is loyal
- Excellent listener
- Understanding
- Patient and comforting
- Focus is on team activities
- Loyal to a team they identify with
- Motivated to follow procedures

LIMITATIONS:

- Can be passive and indecisive
- Resists changes
- May do the work themselves, instead of delegating
- May hesitate instead of moving forward
- Lacks urgency
- Wants to maintain status quo
- Withdraws and becomes possessive under stress
- Holds grudges



USE THESE WORDS AND PHRASES:

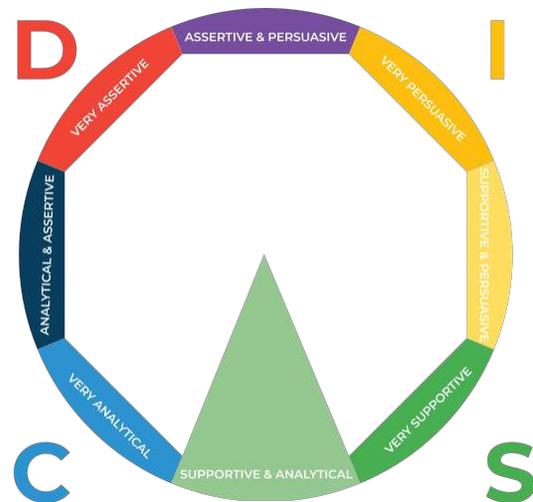
- No controversy
- Consistent with the industry standard
- Keep people off your back
- Predictability in operations
- Widely-accepted protocols
- Keeping with the industry standard
- You don't get credit for all you do
- Address every team member's concern
- Great team players

SC – SUPPORTIVE & ANALYTICAL

3 Team Members, 27% of the Team

STRENGTHS:

- Works for a leader and a cause
- Accomplishes high standards in work and conduct
- Alert and sensitive to problems, rules, errors and procedures
- Can make the tough decisions without getting emotional
- Focus on need for quality systems
- Self-disciplined
- Can implement and fine-tune plans
- Stays focused on projects through to completion



LIMITATIONS:

- Resists change
- Show lack of confidence in team
- Under stress may become difficult
- May not discuss concerns and feelings
- May even hide true feelings
- May not promote self or the team
- Organizational procedures can be overused

USE THESE WORDS AND PHRASES:

- Spread the risk
- Know how things are supposed to be done
- Keep everything on a safe course, no hurry
- No more chaos. No conflicts
- No-nonsense down to earth
- Nothing complex about it
- Proven, tested and easy to use
- No hassle relationship
- Fighting never resolved anything
- Staying in the mainstream

C – VERY ANALYTICAL

1 Team Members, 9% of the Team

STRENGTHS:

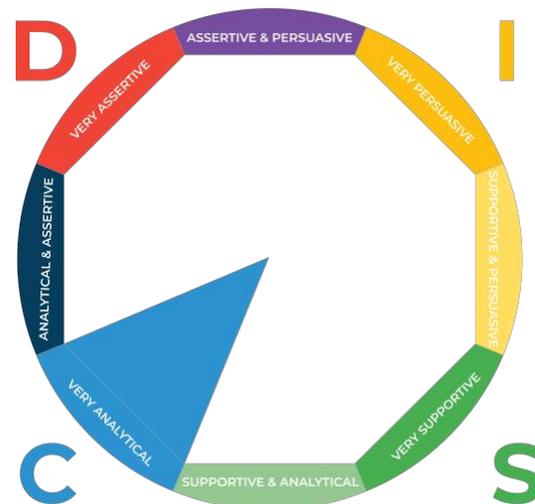
- Critical thinker
- Very accurate and precise
- Disciplined
- Demands high standards of self and direct reports
- Right way to proceed is motivating
- Use facts and data for support of opinions
- Problem solving based primarily on facts and data

LIMITATIONS:

- Lean hard on team leader
- Do not delegate, hoard the work
- Bound by procedures, never color outside the lines
- Analysis paralysis; sometimes overanalyze
- Avoids controversy by yielding
- Qualifies their own ideas
- Difficulty verbalizing feelings

USE THESE WORDS AND PHRASES:

- Proved accuracy
- Proved by researchers
- Minimize risk
- Predictable
- Well thought out
- Followed standards throughout
- Avoid human error
- We respect your privacy

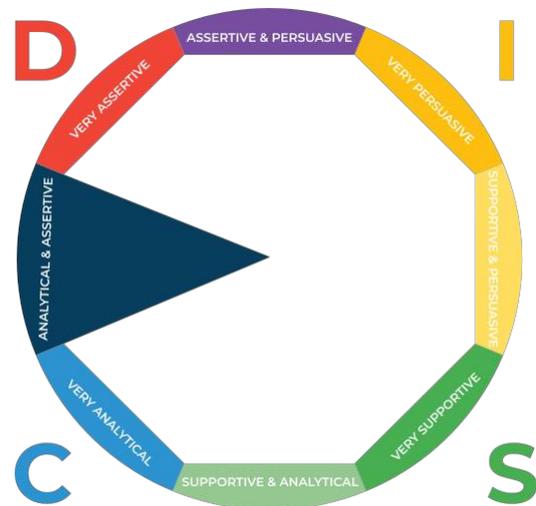


CD – ANALYTICAL & ASSERTIVE

1 Team Members, 9% of the Team

STRENGTHS:

- Bring creative ideas
- Slow start, but fast finish
- Will make the tough decisions with insight, relying on facts
- Will push hard to find correct and acceptable solution
- Will challenge the team to higher performance standards
- Aware of impact of errors on the bottom line
- Structures good use of team's time



LIMITATIONS:

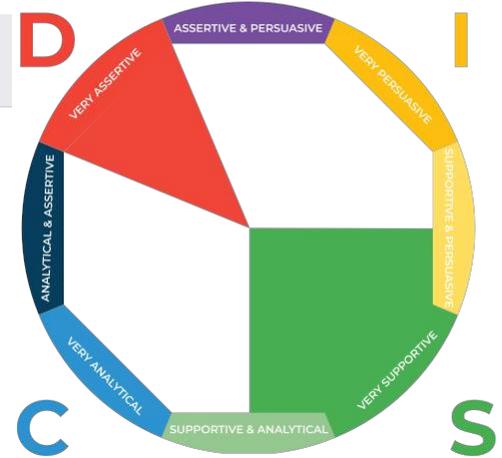
- Takes on too much
- Overuse facts and data
- May be overly blunt and critical
- Insensitive to feelings of others
- Seen as insincere
- Under stress, can be demanding
- Under appreciate contribution of other team members
- Inconsistent decisions

USE THESE WORDS AND PHRASES:

- Both finances and operations have been considered
- You will have control over the project
- You will have control over outcomes
- Keep control over what matters to you
- Use your assets to their fullest potential

BLENDING TEAM STYLES

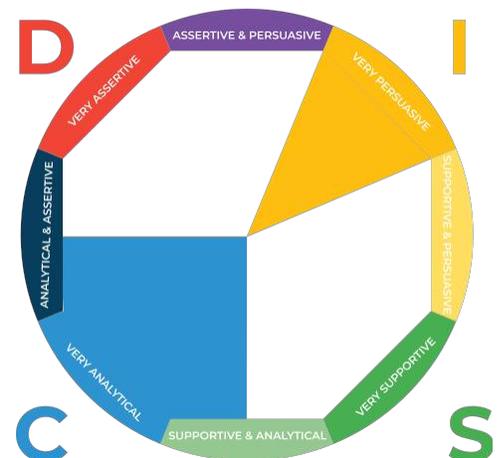
D (VERY ASSERTIVE)	CS, S, SI (SUPPORTIVE/ANALYTICAL, SUPPORTIVE, SUPPORTIVE/PERSUASIVE)
<input type="checkbox"/> Fast Paced <input type="checkbox"/> Extroverted <input type="checkbox"/> Impatient <input type="checkbox"/> Engages in Conflict <input type="checkbox"/> Responds with Anger <input type="checkbox"/> High Urgency <input type="checkbox"/> Takes Risks	<input type="checkbox"/> Slow Paced <input type="checkbox"/> Introverted <input type="checkbox"/> Patient <input type="checkbox"/> Avoids Conflict <input type="checkbox"/> Non-expressive <input type="checkbox"/> Low Urgency <input type="checkbox"/> Risk Averse



TIPS FOR THIS BLEND:

- D** should work to build a trusting relationship with **S**
- D** needs to be mindful of listening skills; invite the **S** to share
- S** should not take all criticism or conflict personally, and recognize conflict may be productive
- S** may need to increase the pace and urgency and try to remain focused on the result to support the **D**

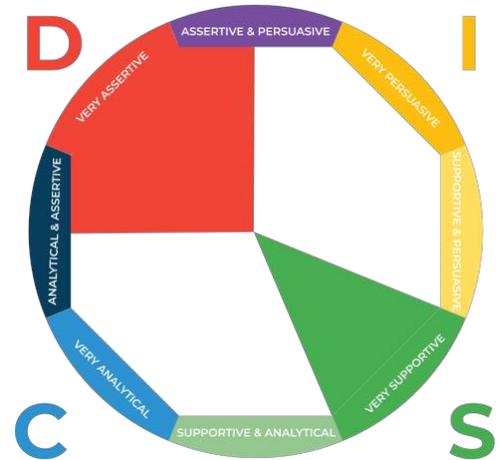
I (VERY PERSUASIVE)	C, CD, CS (ANALYTICAL, ANALYTICAL ASSERTIVE/ SUPPORTIVE)
<input type="checkbox"/> Optimistic <input type="checkbox"/> Extroverted <input type="checkbox"/> Feelings <input type="checkbox"/> People Focus <input type="checkbox"/> Needs relevant data <input type="checkbox"/> Takes Risks	<input type="checkbox"/> Pessimistic (or Realistic) <input type="checkbox"/> Introverted <input type="checkbox"/> Facts <input type="checkbox"/> Task Focus <input type="checkbox"/> Needs lots of data <input type="checkbox"/> Risk Averse



TIPS FOR THIS BLEND:

- I** will need to slow down and monitor emotional expression
- I** should reduce gesturing and be aware of personal space of **C**
- C** will need to increase pace and be more engaging
- C** and **I** have both pace and priority differences (slow/fast, task/people)

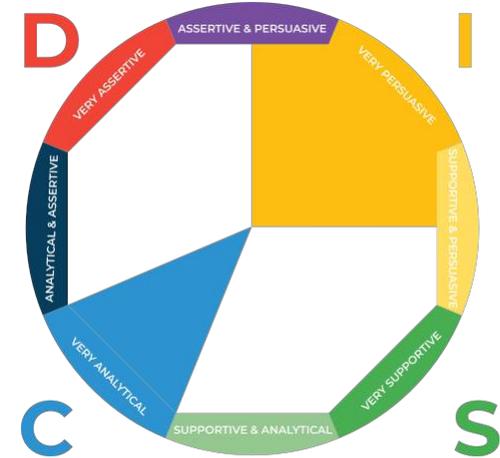
S (VERY SUPPORTIVE)	D, DC, DI (ASSERTIVE, ASSERTIVE ANALYTICAL/PERSUASIVE)
<input type="checkbox"/> Careful with Decisions <input type="checkbox"/> Slow Paced <input type="checkbox"/> Indirect <input type="checkbox"/> People Focus <input type="checkbox"/> Non-expressive <input type="checkbox"/> Patient <input type="checkbox"/> Low Urgency	<input type="checkbox"/> Rapid Decisions <input type="checkbox"/> Fast Paced <input type="checkbox"/> Direct <input type="checkbox"/> Task Focus <input type="checkbox"/> Responds in Anger <input type="checkbox"/> Impatient <input type="checkbox"/> High Urgency



TIPS FOR THIS BLEND:

- S** will need to speak up when not in agreement; they will prefer to go along to keep peace
- S** should ask questions to better understand the expectations and agenda of the **D**
- D** will need to slow down and remember to build trust before proceeding
- D** should allow time for engaging and interacting with **S** before focusing on the tasks too heavily

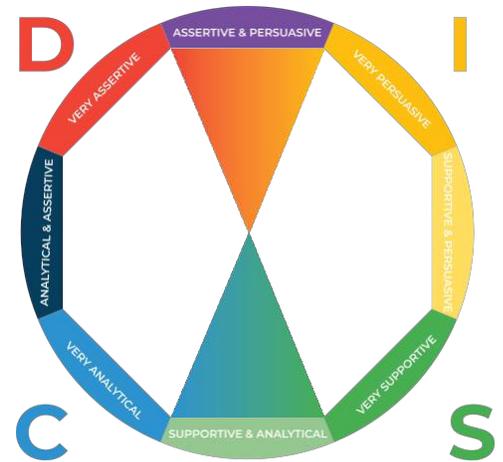
C (VERY ANALYTICAL)	I, ID, IS (PERSUASIVE, PERSUASIVE ASSERTIVE/SUPPORTIVE)
<input type="checkbox"/> Pessimistic (Realistic) <input type="checkbox"/> Careful with Decisions <input type="checkbox"/> Introvert <input type="checkbox"/> Slow Paced <input type="checkbox"/> Risk Averse <input type="checkbox"/> Task Focused	<input type="checkbox"/> Optimistic <input type="checkbox"/> Rapid Decisions <input type="checkbox"/> Extrovert <input type="checkbox"/> Fast Paced <input type="checkbox"/> Takes Risks <input type="checkbox"/> People Focused



TIPS FOR THIS BLEND:

- C** should use questions to guide the conversation to a desired conclusion
- C** will need to engage more quickly and with increased energy
- I** will need to control emotion and gestures, and limit physical contact
- I** should allow more time for processing and response, trying not to lose interest or get distracted

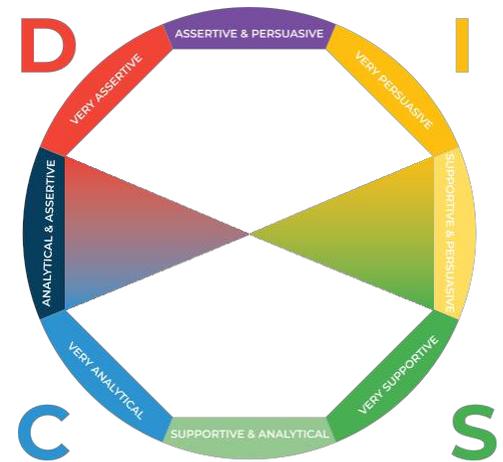
DI (ASSERTIVE AND PERSUASIVE)	SC (SUPPORTIVE AND ANALYTICAL)
<input type="checkbox"/> Embraces Change <input type="checkbox"/> Engages in Conflict <input type="checkbox"/> Extrovert <input type="checkbox"/> Animated <input type="checkbox"/> Action oriented <input type="checkbox"/> Takes Risks	<input type="checkbox"/> Avoids Hurried Change <input type="checkbox"/> Avoids Conflict <input type="checkbox"/> Introvert <input type="checkbox"/> Reserved <input type="checkbox"/> Thought oriented <input type="checkbox"/> Risk Averse



TIPS FOR THIS BLEND:

- DI** should clearly outline expectations and results/goals to **SC**, in writing if possible
- DI** will need to try to provide clarity regarding steps and procedures, not just high level concepts
- SC** may become frustrated with lack of completion and closure; may need to ask for needed support from **DI**
- SC** will need to express concerns and/or disagreements directly and briefly (yet thoroughly)

CD (ANALYTICAL AND ASSERTIVE)	SI (SUPPORTIVE AND PERSUASIVE)
<input type="checkbox"/> Direct <input type="checkbox"/> Skeptical/Slow to Trust <input type="checkbox"/> Task Focused <input type="checkbox"/> Accomplishers <input type="checkbox"/> Doing and Thinking	<input type="checkbox"/> Indirect <input type="checkbox"/> Open and Trusting <input type="checkbox"/> People Focused <input type="checkbox"/> Relaters <input type="checkbox"/> Feeling



TIPS FOR THIS BLEND:

- CD** should try to be more considerate and respectful of others feelings and perspectives
- CD** should be more open with acknowledgment of individuals and their efforts, less forceful and challenging
- SI** should try to be less reserved/yielding and speak up with thought and concerns
- SI** should remember that conflict and criticism is not personal; it can be productive and necessary

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	Administration 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 NAME: _____				
TEAM MEMBER NAME: _____				
TEAM MEMBER NAME: _____				

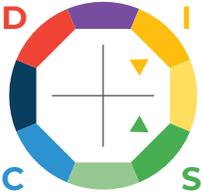
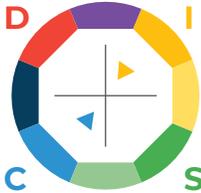
For an upcoming project, consider how your DISC POWER TEAM could accomplish greatness!

- 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

COMMUNICATING WITH EACH STYLE

With D Styles	With I Styles	With S Styles	With C Styles
<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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
<p>Direct, Fast-Paced vs. Indirect, Slower-Paced</p>	<p>Guarded, Task-Oriented vs. Open, People-Oriented</p>	<p>Direct, Fast-Paced, Guarded, Task-Oriented vs. Indirect, Slower-Paced, Open, People-Oriented</p>
 <p>High I + High S (Upper Right vs. Lower Right Quadrant)</p>	 <p>High C + High S (Lower Left vs. Lower Right Quadrant)</p>	 <p>High I + High C (Lower Left vs. Upper Right Quadrant)</p>
 <p>High D + High C (Upper Left vs. Lower Left Quadrant)</p>	 <p>High D + High I (Upper Left vs. Upper Right Quadrant)</p>	 <p>High D + High S (Upper Left vs. Lower Right Quadrant)</p>

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

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, then 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 with optimism	Support their ideas and don't poke holes in their dreams; show them your positive side
Want feedback that they "look good"	Mention their accomplishments, progress and your other genuine appreciation

COMMUNICATING WITH THE STEADY STYLE

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

COMMUNICATING WITH THE CONSCIENTIOUS STYLE

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

ADAPTING IN DIFFERENT SITUATIONS: AT WORK

DOMINANT STYLE

HELP THEM TO:

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

INFLUENCING STYLE

HELP THEM TO:

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

STEADY STYLE

HELP THEM TO:

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

CONSCIENTIOUS STYLE

HELP THEM TO:

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

ADAPTING IN DIFFERENT SITUATIONS: IN SALES AND SERVICE

DOMINANT STYLE

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

INFLUENCING STYLE

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

STEADY STYLE

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

CONSCIENTIOUS STYLE

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

ADAPTING IN DIFFERENT SITUATIONS: IN SOCIAL SETTINGS

DOMINANT STYLE

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

INFLUENCING STYLE

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

STEADY STYLE

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

CONSCIENTIOUS STYLE

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

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