



# DISC Leadership Summary

An Evaluation of Behavioral Styles

Report For: **Sample Report**

Style: **Dis/CD**

Focus: **Work**

Date: **9/29/2020**

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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.

## Introduction to the DISCstyles™ Online Report

### Congratulations on your decision to take the DISC Online Assessment.

Many of us grew up believing the wisdom of treating others the way you would like to be treated — the Golden Rule. We soon realized that another practical rule to live by seemed to be what Dr. Tony Alessandra calls The Platinum Rule® — Treat others the way THEY want to be treated.

With this personalized and comprehensive DISC report, you have the tools to help you become a better you and help you behave more maturely and productively. Then you can develop and use more of your natural strengths, while recognizing, improving upon and modifying your limitations. This report does not deal with values or judgments. Instead, it concentrates on your natural tendencies that influence your behavior.

Our DISC Online System 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, easy to remember and use. See The Four Basic DISCstyles Overview Chart section of this report for a summary of each of the styles.

### BEHAVIORAL STYLES

Historical, as well as contemporary, research reveals 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 DISCstyles System focuses on patterns of external, observable behaviors using scales of directness and openness that each style exhibits. See the table below. 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.

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



## Understanding Yourself

### General Characteristics

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

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

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

Sample, your response pattern on the instrument indicates that you evaluate others by their ability to bring about change and accomplish a task quickly and accurately. That is, you hold others to the same standards to which you hold yourself. There may be some peers and team members that struggle to meet that standard. It's important that you provide others on the team with the resources and tools to assist them in prioritizing tasks, making decisions, and practicing good quality control.

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

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

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

You like to be perceived as a pacesetter -- one who comes up with new ideas and creative solutions. This theme will emerge in other parts of this report due to its importance. You bring a creative spin to the way you solve problems and find solutions. You have the ability to evaluate the whole range of possibilities, and provide deep mindshare on the decisions you make. This comes from both your decision-making ability and your deep concern for details.

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



## Your Strengths

### What You Bring to the Organization

*You are likely to display your strength characteristics rather consistently. For the most part, these qualities tend to enhance your effectiveness within your organization. Work Style Preferences provide useful insights as you work in a job or as you work together on a team or family project. They are the talents and tendencies you bring to your job.*

#### **Your Strengths:**

- You consider many alternatives, theories, and possibilities in your problem-solving approach.
- You are a very creative thinker and innovator.
- You put hard work and heavy effort into finding the best possible answers to questions or problems.
- You have the ability to use your imagination and take calculated risks in developing new solutions to problems.
- You are able to find solutions quickly, with a high degree of quality control.
- You tend to be a strong agent of change.
- You are able to make decisions having the bottom-line in mind.

#### **Your Work Style Tendencies That You Bring to the Job:**

- You are motivated by a freedom and flexibility to re-examine results and conclusions.
- You are motivated to be creative and tend to become bored with routine work.
- You are motivated to be an initiator of creative new ideas, and may be seen as an agent of change within an organization.
- You sometimes hesitate in making decisions due to a desire to investigate all facets of a problem, and all potential solutions.
- You may tend to vacillate on some decisions, wanting to make the highest-quality choice possible, and may keep the "data gate" open too long. As a result, you may later be forced to make a decision under crisis.
- You are able to look at a project from a "big picture" perspective, while keeping track of the details and minutiae that contribute to each step.
- You seek authority equal to your responsibility.



## Your Motivations (Wants) and Needs

*What motivates you? People are motivated by what they want. What do you really want? Our behaviors are also driven by our needs. Each style has different needs. If one person is stressed out, they may need quiet time alone; another may need social time around a lot of people. Each is different and simply meeting their needs. The more fully our needs are met, the easier it is to perform at an optimal level.*

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

- Time to react to sudden changes, and to analyze the impact on overall quality.
- Things being done correctly the first time, so that later corrections aren't necessary.
- Efficient methods which get things done faster, without sacrificing quality.
- Immediate results for the high quality effort provided on any project.
- Authority equal to the responsibility you have been given.
- Direct, factual answers to questions, supported by accurate data.
- Time to analyze facts and data prior to making a final decision.

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

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

## Communication Tips and Plans for Others

*The following suggestions can help others who interact with you understand and be aware of your communication preferences. To use this information effectively, share it with others and also discuss their preferences.*

*Check the two most important ideas when others communicate with you (do's & don'ts) and transfer them to the Summary of Your Style page.*

### **When Communicating with Sample, DO:**

- Be efficient: Hit the major points first.
- When you disagree, take issue with the methods or procedures, not with the person.
- Beware of indecision, and be sure to keep the "data gate" open for more information.
- Be specific about what's needed, and who is going to do it.
- Stick to business matters only -- small talk or charm won't be appreciated.
- Be prepared to handle some objections.
- Give Sample the opportunity to express opinions and make some of the decisions.

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

- Try to develop "too close" a relationship, especially too quickly.
- Whine about all of the work you have to do.
- Leave things up in the air, or decide by chance.
- Fail to follow through. If you say you're going to do something, do it.
- Confuse or distract Sample from the issues at hand.
- Forget or lose things necessary for the meeting or project.
- Engage in rambling discussion, and waste Sample's time.



## The C Style

### Under Stress - Perceptions, Behavior and Needs for the C

*Stress is unavoidable. The perceptions of our behavior may have a significant impact on our effectiveness - both in how we perceive ourselves and how others perceive us. The way we behave under stress can create a perception that is not what we intend. The descriptions below of perceptions by others may seem somewhat extreme at times (especially if our behavior is an over-extended strength that becomes a weakness or limitation). As you understand these perceptions more clearly, you are able to modify your behavior to maximize your own effectiveness and ensure that others see you as you intend.*

#### **Potential Self Perception:**

- Both visionary and practical
- Quality control driven
- Results-driven
- Wants clear, quick answers

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

- Creates double-bind situations
- Uncaring
- Plays favorites
- Vacillates

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

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

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

- You tend to hold conflicts or conflicting views in your mind, looking for proof that you are right or a new valid way of looking at things that accommodates both points of view.
- Although you generally avoid overt conflict, you may speak out on a matter of principle in order to protect your high standards.
- You are quite uncomfortable with overt conflict, aggression and anger. You will do whatever you can to avoid these situations and to avoid individuals with whom you have a disagreement.

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

- Be sure to share the reasoning behind your decisions. Failure to do so makes them seem arbitrary.
- Include all the people involved with a project in your decision-making process. Ask for their suggestions as well as their data.
- Be more open with your friends and coworkers, sharing your feelings, needs and concerns with them.





## Potential Areas for Improvement

*Everyone has some possible struggles, limitations or weaknesses. Oftentimes, it's simply an overextension of your 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.*

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

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

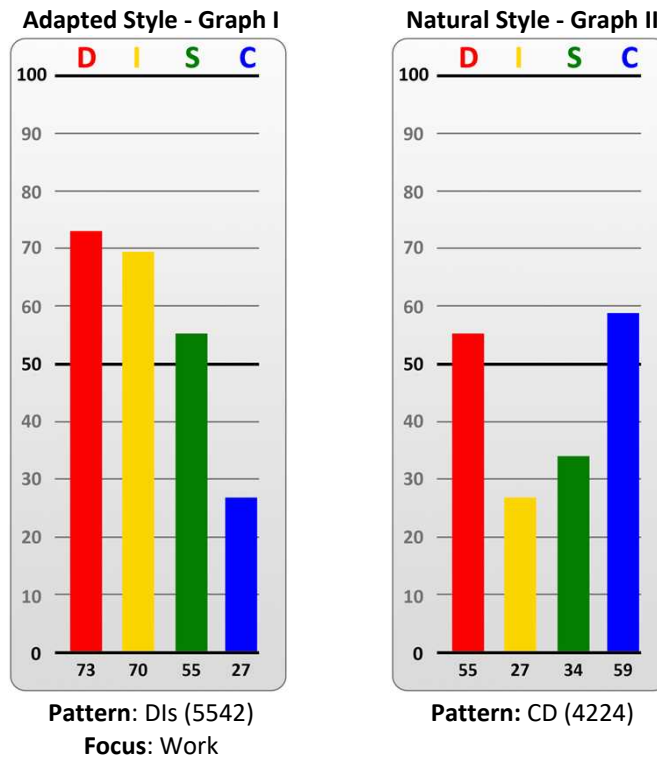
- You tend to be unconcerned about social poise and may appear somewhat abrupt or aloof toward others without being aware of this. You could build more bridges by showing more sensitivity to their feelings.
- You may appear indecisive to some because of the need to re-examine evidence, or even wait for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



## DISCstyles eGraphs for Sample Report

Your Adapted Style indicates you tend to use the behavioral traits of the DIs style(s) in your selected Work focus. Your Natural Style indicates that you naturally tend to use the behavioral traits of the CD 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 selected focus** (work, social or family). 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” and your “knee jerk”, instinctive behaviors. This is how you act when you feel comfortable in your home environment and are not attempting to impress. It is also what shows up in stressful situations. This graph tends to be fairly consistent, even in different environments.



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

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

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 eventually three traits combine to moderate the intensity of your style descriptors within a specific behavioral zone.

+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).

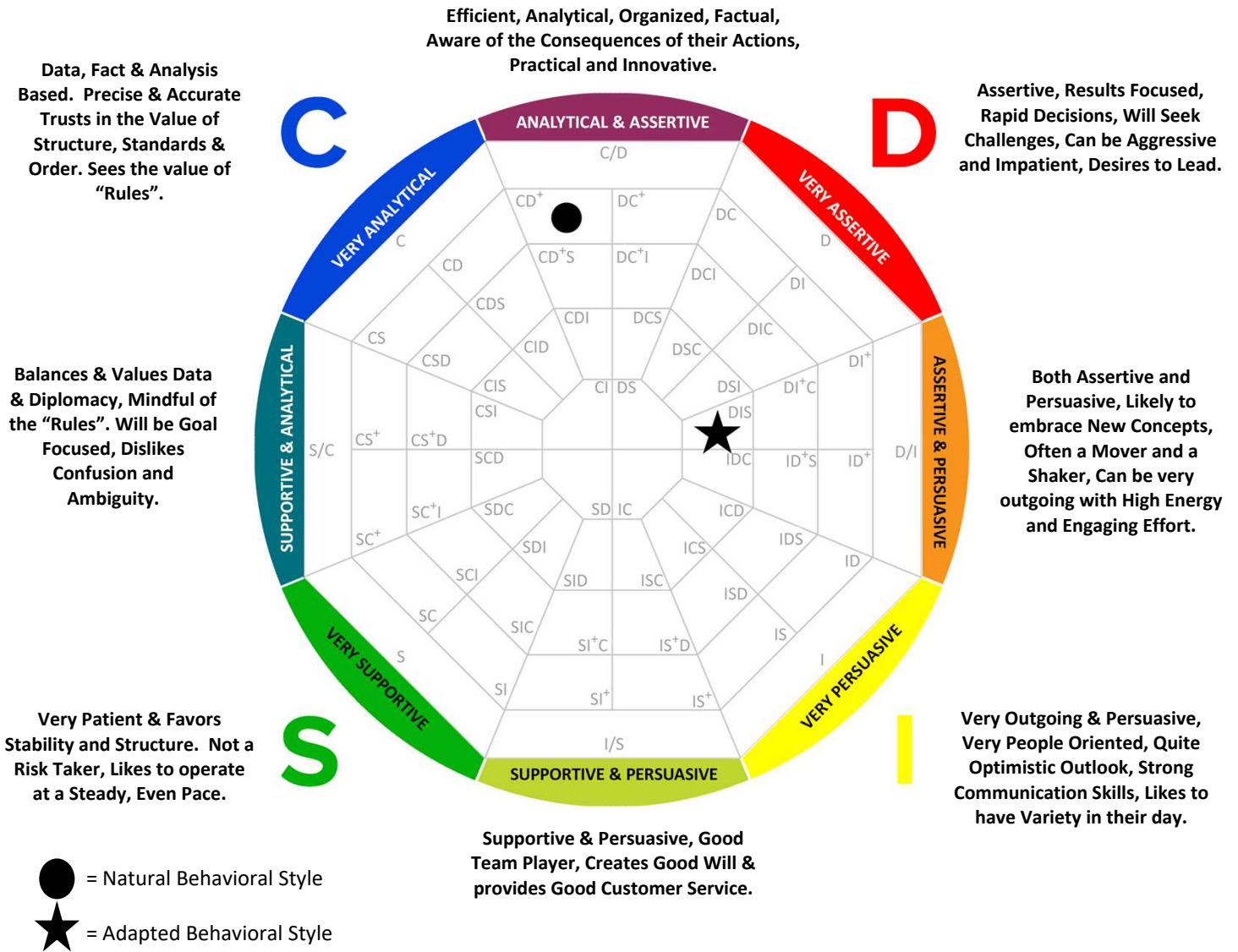
### THE SCORING LEGEND

**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



## Building and Maintaining Rapport/Productivity

### BUILDING AND MAINTAINING RAPPORT AND PRODUCTIVITY THROUGHOUT THE MANAGEMENT/LEADERSHIP PROCESS

The Platinum Rule (*Do Unto Others as They Would Have You Do Unto Them*) can have a positive effect on almost every aspect of managing/leading others. With each of the four DISC behavioral types, for example, there's a different way to communicate and delegate tasks to them; compliment and correct them; and motivate and counsel them.

Learning these methods can quickly make you a more sensitive, effective leader of people. Sensitivity and tact are constantly demanded of leaders. If, as someone once said, tact is the radar of the mind, The Platinum Rule can be a valuable tune-up of your antenna.

By now, you know your primary DISC behavioral style along with growth opportunities to help you deal better with tasks and people. Keep those thoughts in mind.

Meanwhile, recognize that your power to influence employees springs from two sources. First, there's "position power." That's just what it sounds like, you're the CEO, the department head, the regional manager, and a certain amount of power comes with that title.

But ask any CEO what happens when he tries to get a brand of ketchup changed in the employee cafeteria. Ask the department head what happens when she decides to cut back on overtime. Ask the regional manager what happens when he asks all the store managers to upgrade the signs in their windows. Sometimes the bosses get their way and sometimes they don't.

So even if you have a title, you can't rely on position power alone to get you what you want. You also need "personal power." In fact, it's now generally believed that a leader can't really lead until he or she is genuinely accepted by those who are to be led.

If the CEO, department head, or regional manager gets the cooperation he or she asks for, it's not just because that person has a title. It's because he or she has also gained the confidence and trust of the average employee. It's because he or she has attained personal power.

So position power comes from being anointed by the hierarchy. But personal power comes from earning it, from developing it. Position power is a starting point for influencing people. But it's personal power that turns mere compliance into real cooperation.

The Platinum Rule provides that extra ingredient that leaders and managers can use in endless ways for their firm and for themselves. Being adaptable can help supervisors, managers and leaders build bridges to their employees and make them feel valued. By learning how best to respond to their interests and concerns, their strengths and weaknesses, you can get the most from your people as well as leave them more personally satisfied.



## Developing Your People

Developing the C Style	Developing the D Style
<ul style="list-style-type: none"> <li>• Point out the most important things to remember first.</li> <li>• Demonstrate in an efficient, logical manner, stressing the purpose of each step.</li> <li>• Proceed slowly, stopping at key places to check for their understanding.</li> <li>• Ask for possible input, especially regarding potential refinements.</li> <li>• Build up to the big picture.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on the big picture.</li> <li>• Cover basic steps/ high points quickly.</li> <li>• Show them the simplest, fastest route to get them to their stated destination.</li> <li>• Tell them what is to be done by when.</li> <li>• Help them find shortcuts Connect concept with their highest value.</li> </ul>
Developing the S Style	Developing the I Style
<ul style="list-style-type: none"> <li>• Use one-on-one, hands-on instruction.</li> <li>• Start at the beginning &amp; end at the end.</li> <li>• Let them observe others before trying.</li> <li>• Provide a step-by-step list of procedures or a working timetable/ schedule.</li> <li>• Allow plenty of repetition for their actions to become second nature and more routine.</li> <li>• Use a pleasant and patient approach in small group settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Release information in chunks.</li> <li>• Skip details and boring material.</li> <li>• Get them involved kinesthetically.</li> <li>• Let them show you what they are learning.</li> <li>• Be slow to criticize and quick to praise.</li> <li>• Let them teach concept to others.</li> </ul>



## Adapt Your Communication Style

Communicating with the C Style	Communicating with the D Style
<ul style="list-style-type: none"> <li>• Be well organized and clear in your communications.</li> <li>• They search for logical conclusions.</li> <li>• Ask your questions in a more discreet, non-judgmental manner to elicit the points, objectives, or assurances C styles want: “Lenny, I'm not trying to pressure you, but are you not interested in the auditor's position, or in any position?”</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to their suggestions, their course of action and the results they are considering.</li> <li>• Find areas where you already agree.</li> <li>• Work backwards toward gaining agreement on the results you both want—and are willing to either mutually or independently allow the other to achieve: “Sarah, this format will give you the freedom to develop your branch your way and still allow Vern and Ellen to structure theirs another way... without sacrificing time or morale.”</li> </ul>
Communicating with the S Style	Communicating with the I Style
<ul style="list-style-type: none"> <li>• Be ready to do more talking than listening; they don't feel comfortable when the limelight is focused on them.</li> <li>• Clarify any key agenda items with them.</li> <li>• Stay organized and move forward steadily (but slowly) as you check to make sure they understand and accept what is being said: “Did you want me to stick around the office at a particular time each day in case you need to telephone me for emergency questions on this account, or do you want me to call you?”</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to their personal feelings and experiences.</li> <li>• Their style requires open and responsive interaction with others, preferably in a manner of congenial and unhurried conversation (like that between long-time friends): “Just between you and me, Chris, I feel very uneasy about Jill and Howard handling this account by themselves.”</li> </ul>



## Helping People Reach Decisions

Helping the C Style Decide	Helping the D Style Decide
<ul style="list-style-type: none"> <li>• Confirm they are open to discussing the problem or decision.</li> <li>• If they aren't ready, either set a definite time that's better for both of you or explore their concern in even pursuing this subject.</li> <li>• Give them time and space to think clearly.</li> <li>• When the situation is being explored, review your impression of the process: "My understanding is you'd like to think it over and figure out what time commitment you'd be able to make to the group. When may I call you about your decision?"</li> </ul>	<ul style="list-style-type: none"> <li>• D styles tend to make autonomous, no-nonsense decisions.</li> <li>• If the decision will help them meet their goals, they go for it; if not, they say no.</li> <li>• One of the few times they put off reaching a conclusion is when it takes too much time/effort doing the homework to determine the best alternative.</li> <li>• Prevent this procrastination by simply providing a brief analysis for each option.</li> </ul>
Helping the S Style Decide	Helping the I Style Decide
<ul style="list-style-type: none"> <li>• Deal with only one subject or situation at a time, one step at a time.</li> <li>• Before moving on to other items, make sure they are ready, willing, and able to do so.</li> <li>• Remain calm and relaxed.</li> <li>• Encourage them to share their suggestions as to how the decision might be made in a way that is likely to add even more stability to the current conditions: "Would you mind writing down a schedule of your office's activities so I can write my proposal without missing anything?"</li> </ul>	<ul style="list-style-type: none"> <li>• They want to avoid discussions of complex, negative-sounding, messy problems.</li> <li>• Frame suggestions in a positive light.</li> <li>• They are open to your suggestions—as long as they allow them to look and feel good—and not require a lot of difficult, follow-up, detail work or long-term commitments. "You know just about everybody, George. Since we need to get \$350 in pledges by the end of February, why not go ahead and wrap up all your calls by Friday? Then you can relax a lot more next week."</li> </ul>



## Motivating Your People

Motivating the C Style	Motivating the D Style
<ul style="list-style-type: none"> <li>• Appeal to their need for accuracy and logic.</li> <li>• Keep your approach clear, clean and procedural.</li> <li>• Better yet, provide illustration and documentation.</li> <li>• Avoid exaggeration and vagueness.</li> <li>• Show them how this is the best available current option.</li> </ul>	<ul style="list-style-type: none"> <li>• Lead with the big picture.</li> <li>• Provide them with options and clearly describe the probabilities of success in achieving goals.</li> <li>• Allow them the opportunity to make choices.</li> <li>• Set boundaries, but let them take charge.</li> </ul>
Motivating the S Style	Motivating the I Style
<ul style="list-style-type: none"> <li>• Show how their work benefits others.</li> <li>• Show how the outcome will provide security for their family.</li> <li>• Connect their individual work to the benefit of the whole team.</li> <li>• Get them to see how their follow-through links to a greater good.</li> <li>• Show how it can strengthen their relationships with others.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide “special” incentives to inspire them to go the whole nine yards.</li> <li>• Show them how they can look good in the eyes of others.</li> <li>• Create short-term contests that don’t require long-term commitment.</li> <li>• Reward them in front of others.</li> <li>• Let them speak about their achievements.</li> </ul>





## Complimenting Your People

Complimenting the C Style	Complimenting the D Style
<ul style="list-style-type: none"> <li>• Mention their efficiency, thought processes, organization, persistence and accuracy.</li> <li>• Don't mix personal and professional comments unless you know them very well.</li> <li>• One C told us: "Compliments don't mean much to me. But I do like genuine, heartfelt appreciation once in awhile."</li> <li>• Keep praise simple and concise.</li> </ul>	<ul style="list-style-type: none"> <li>• Mention their achievements, upward mobility and leadership potential.</li> <li>• Omit personal comments and focus on their track record: "Jones, you've exceeded our company goals every month for the past year and have put in more hours than anybody but the top officials here. The CEO has his eye on you for an upcoming VP slot."</li> </ul>
Complimenting the S Style	Complimenting the I Style
<ul style="list-style-type: none"> <li>• Mention their teamwork and dependability.</li> <li>• Remark about how others regard them, how well they get along with co-workers, and how important their relationship-building efforts have been to the company.</li> <li>• Effusiveness can arouse their suspicions, so stick to praising what they've done rather than personal attribute.</li> </ul>	<ul style="list-style-type: none"> <li>• Pay direct personal compliments to them when legitimately deserved.</li> <li>• Mention their charm, friendliness, creative ideas, persuasiveness, and/or appearance (or better yet, all of the above).</li> <li>• They willingly accept "general praise": "We are so lucky to have you with us, Dee. You're a real gem."</li> </ul>



## Counseling Your People

Counseling the C Style	Counseling the D Style
<ul style="list-style-type: none"> <li>• Draw them out by asking, “How would you...?” questions about problems.</li> <li>• They express thoughts indirectly, so persist in your attempts to get them to talk.</li> <li>• They need to plan for change so they can identify and bring under control any key considerations that have to be addressed.</li> <li>• When possible, allow them to investigate possible repercussions, especially at the beginning stages. That way they'll become more comfortable with possible changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Stick to the facts.</li> <li>• Draw them out by talking about the desired results; then discuss their concerns.</li> <li>• Focus on tasks more than feelings.</li> <li>• Ask them how they would solve problems: “Anne, we've heard comments that need to be addressed. It seems some of your employees don't feel appreciated for the extra hours they've been putting in for you. They've worked 14-hour days to beat your deadline. How do you think we can bolster their morale?”</li> </ul>
Counseling the S Style	Counseling the I Style
<ul style="list-style-type: none"> <li>• Understand the emotional side of their situation by drawing them out through questioning and listening</li> <li>• They are disrupted by change and the unknown.</li> <li>• Reduce their fears by showing how specific changes will benefit them and others: “Barbara, moving to Dallas will be an adjustment for all of us at first, but 80% of our staff has agreed to go. The company will move you and your family, sell your house, and give you a 10% bonus for loyal service.”</li> </ul>	<ul style="list-style-type: none"> <li>• Give them ample opportunity to talk about whatever may be bothering them.</li> <li>• Pay attention to both facts and feelings, but put your primary emphasis on their feelings.</li> <li>• Involve them by asking how they could solve a challenge or problem.</li> <li>• Sometimes, just airing their feelings and thoughts relieves tension for the I style.</li> <li>• Talking allows them to get something off their chests and can even become an end in itself, since their energy is largely influenced by the quality of their relationships.</li> </ul>



## Correcting Your People

Correcting the C Style	Correcting the D Style
<ul style="list-style-type: none"> <li>• Show them how to get a job done and they'll master and modify it to suit their needs.</li> <li>• Specify the exact behavior that is indicated and how you would like to see it changed.</li> <li>• Mutually agree on checkpoints and timeframes.</li> <li>• Allow them to save face, as they fear being wrong. "Nelson, your work here is typically done neatly and on time. Now that we're switching to computers, you'll be able to turn out the same quality of work faster. I'd like you to take this computer class..."</li> </ul>	<ul style="list-style-type: none"> <li>• Describe what results are desired.</li> <li>• Show the gap between actual and desired.</li> <li>• Clearly suggest the needed improvement and establish a time to get back to you: "We need to streamline communication so that one hand knows what the other is doing. Last month, we had two separate divisions calling on the same CEO for corporate donations. I want you to work up a plan to keep everybody informed of who's working on what so we don't duplicate our efforts. Get back to me by the end of the week."</li> </ul>
Correcting the S Style	Correcting the I Style
<ul style="list-style-type: none"> <li>• Reassure them that you only want to correct a specific behavior, not them personally</li> <li>• They tend to take things personally, so remove the "something is wrong with you barrier" as quickly as possible</li> <li>• Point out in a non-threatening way what they're already doing right while also emphasizing what needs changing: "Norma, I admire your persistence, but we have to add more details to the proposal before we send it out. For example..."</li> </ul>	<ul style="list-style-type: none"> <li>• They avoid facing problems and if pressure persists, may walk away from the problem.</li> <li>• Sometimes stress manifests itself in animated panic. "I can't talk now, Hal. It's really hit the fan this time!"</li> <li>• Let them specifically know the challenge and define the behaviors to solve the problem.</li> <li>• Confirm the mutually agreeable action plan (in writing) to prevent future problems.</li> <li>• Use positive, optimistic questions and phrases: "How'd you like to increase your sales to your normal range and beyond?"</li> </ul>



## Delegating to Your People

Delegating to the C Style	Delegating to the D Style
<ul style="list-style-type: none"> <li>• Take time to answer their most critical questions about structure and/or guidance they require in a specific situation. The more they understand the details, the more likely they will be to complete the task properly.</li> <li>• Be sure to establish deadlines.</li> <li>• “Angela, the court date on the Mortimer case has been moved up to Monday, so we have to respond by speeding things up a bit. It will proceed almost as efficiently as if you researched everything by yourself if we enlist two associates to help you work, under your direction, on tasks you delegate to them and then review. Before getting started, do you have any preferences on the who's or how to's of this process that you think are essential to check with me at this time?”</li> </ul>	<ul style="list-style-type: none"> <li>• Give them the bottom line and then let them do their thing.</li> <li>• So that they can be more efficient, give them parameters, guidelines, and deadlines.</li> <li>• “We need to get that mall built a month sooner or we'll lose our shirts. Fourteen tenants are threatening to bail out of their contracts if we don't open in time for the holidays. Don't spend more than another \$30,000, keep everything legal and out of the newspapers, and get back to me by Monday morning.”</li> </ul>
Delegating to S Style	Delegating to the I Style
<ul style="list-style-type: none"> <li>• S styles may be reluctant to ask others to do their own share of the work, so make a personal appeal to their loyalty and sense of sportsmanship.</li> <li>• “Al, you're an example for this company of genuine cooperative spirit. Your staff wants to please you, so by giving everyone in your department just 10 of those names to call, you can all reach the goal together by noon tomorrow. Otherwise, you'll probably have a lot more difficulty reaching all those people by the target date.” Give them the task, state the deadlines that need to be met, and explain why it's important to do it that way. “I'll need 500 copies of these summaries typed and collated by 5 p.m. today. Mr. Jeffries is getting back from New York two days early and he wants them by tomorrow morning.”</li> </ul>	<ul style="list-style-type: none"> <li>• Receive clear agreements; set up check points/times to avoid long stretches with no progress reports.</li> <li>• I styles are often concept people who come up with plenty of ideas, but not necessarily the means of carrying them out, so steer them toward ways of assuring the implementation of those ideas.</li> <li>• “Olivia, this proposal for the King Company looks good so far, but how about including more direct benefits for each employee. Marian has surveys filled out by each employee. Get together with her, bounce some ideas around, and then include more essential information about the eight or so key people in your proposal. Add some extra plus points on the others...12 pages in all. In this manner, you should do the job very well. And, Olivia, thanks for making the extra effort on this project. It's really important to all of us.”</li> </ul>



## Acknowledging Your People

Acknowledging the C Style	Acknowledging the D Style
<ul style="list-style-type: none"> <li>• Focus on your realization of how difficult it can be for them to attempt to meet the high personal standards they set for themselves.</li> <li>• Cite specific and appropriate examples which prove this point.</li> <li>• Approach matters with logic in an organized way.</li> <li>• Mention how grateful you are to be working with someone so accurate, systematic and structured.</li> </ul>	<ul style="list-style-type: none"> <li>• When it's appropriate to reward or reinforce their behavior, focus on how pleased you are with their results.</li> <li>• Mention how glad you are to be a part of the process working with them to make things better for both of you through cooperation.</li> <li>• Cite specific results you've seen accomplished.</li> <li>• Mention how grateful you are working with someone so action-oriented, efficient and pioneering.</li> </ul>
Acknowledging the S Style	Acknowledging the I Style
<ul style="list-style-type: none"> <li>• Focus on how you sincerely appreciate their willingness to make things good for everyone</li> <li>• Approach matters in a systematic, low-keyed, and understanding manner, and reinforce the importance of them sharing their ideas.</li> <li>• Cite specific and appropriate examples of how their contributions made an impact or difference.</li> <li>• Express how grateful you are to be working with someone so supportive, purposeful and sincere.</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on how glad you are they have succeeded in finding a pleasant solution to their concern or objective.</li> <li>• Show you appreciate them for their openness and willingness to respond to you in a way that allows everyone to end up feeling good about the results.</li> <li>• Cite specific and appropriate examples of how their actions improved connection and inclusion of others.</li> <li>• Express how delighted you are to be working with someone so engaging, interactive and personal.</li> </ul>



## Adapting Your Leadership Style

When You are the C Style	When You are the D Style
<ul style="list-style-type: none"> <li>• Modify criticism (whether spoken or unspoken) of others' work.</li> <li>• Check less often, or only check the critical things (as opposed to everything), allowing the flow of the process to continue.</li> <li>• Ease up on controlling emotions; engage in more water cooler interaction.</li> <li>• Accept the fact that you can have high standards without expecting perfection.</li> <li>• Occasionally confront a colleague (or boss) with whom you disagree, instead of avoiding or ignoring them (and doing what you want to do, anyway).</li> <li>• Tone down the tendency to OVER-prepare.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow others to do things without excessive or untimely interference.</li> <li>• Participate in the group without expecting always to be in command.</li> <li>• Modify your tendency to give orders.</li> <li>• Enlist others' input and support through participative, collaborative actions.</li> <li>• Praise and give credit for jobs well done.</li> <li>• Let colleagues and employees know that you realize it's only natural that you and others will make mistakes.</li> <li>• When delegating, give some authority along with the responsibility.</li> </ul>
When You are the S Style	When You are the I Style
<ul style="list-style-type: none"> <li>• Stretch by taking on a bit more (or different) duties beyond your comfort level.</li> <li>• Increase verbalization of your thoughts and feelings.</li> <li>• Speed up your actions by getting into some projects more quickly.</li> <li>• Desensitize yourselves somewhat, so that you aren't negatively affected by your colleagues' feelings to the point of affecting your own performance.</li> <li>• Learn to adapt more quickly to either changes or refinements of existing practices.</li> <li>• Bolster your assertiveness techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve your follow-through efforts.</li> <li>• Monitor socializing to keep it in balance with other aspects of business and life.</li> <li>• Write things down and work from a list, so you'll know what to do and when to do it.</li> <li>• Prioritize activities and focus on tasks in their order of importance.</li> <li>• Become more organized and orderly in the way you do things.</li> <li>• Get the less appealing tasks of the day over with early in the day.</li> <li>• Pay attention to your time management.</li> <li>• Check to make sure you're on course with known tasks or goals.</li> </ul>



## Adapting Your Leadership Style

When they are the C Style, Help Them...	When they are the D Style, Help Them...
<ul style="list-style-type: none"> <li>• Share their knowledge and expertise.</li> <li>• Stand up for themselves with the people they prefer to avoid.</li> <li>• Shoot for realistic deadlines.</li> <li>• View people and tasks less seriously and critically.</li> <li>• Balance their lives with both interaction and tasks.</li> <li>• Keep on course with tasks, with less checking.</li> <li>• Maintain high expectations for high priority items, not necessarily everything.</li> </ul>	<ul style="list-style-type: none"> <li>• More realistically gauge risks.</li> <li>• Exercise more caution and deliberation before making decisions and coming to conclusions.</li> <li>• Follow pertinent rules, regulations and expectations</li> <li>• Recognize and solicit others' contributions, both as individuals and within a group.</li> <li>• Tell others the reasons for decisions.</li> <li>• Cultivate more attention and responsiveness to emotions.</li> </ul>
When they are the S Style, Help Them...	When they are the I Style, Help Them...
<ul style="list-style-type: none"> <li>• Utilize shortcuts; discard unnecessary steps.</li> <li>• Track their growth.</li> <li>• Avoid doing things the same way.</li> <li>• Focus on the goal without attending to other thoughts or feelings.</li> <li>• Realize tasks have more than one approach.</li> <li>• Become more open to risks and changes.</li> <li>• Feel sincerely appreciated.</li> <li>• Speak up; voice their thoughts and feelings.</li> <li>• Modify the tendency to do what others tell them.</li> <li>• Get and accept credit and praise, when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritize and organize.</li> <li>• See tasks through to completion.</li> <li>• View people and tasks more objectively.</li> <li>• Avoid overuse of giving and taking advice (which can result in lack of focus on tasks).</li> <li>• Write things down.</li> <li>• Do the unpleasant, as well as the fun things.</li> <li>• Focus on what's important now.</li> <li>• Avoid procrastination and/or hoping others will do things for them.</li> <li>• Practice and perfect, when appropriate.</li> </ul>



There are different ways to interact and lead the different DISC Styles. Being adaptable to the needs of others can build rapport with employees and help them feel valued. By learning how best to respond to others, you can encourage the best results and support personal satisfaction as an effective leader.

The table below provides an overview of suggestions to interact with those you lead/manage:

	With the D Style	With the I Style	With the S Style	With the C Style
<b>Develop</b>	<ul style="list-style-type: none"> <li>Focus on the big picture</li> <li>Cover basic steps/ high points quickly</li> <li>Show them the simplest, fastest route to get them to the destination</li> <li>Tell them what is to be done by when</li> <li>Help them find shortcuts</li> </ul>	<ul style="list-style-type: none"> <li>Release information in chunks</li> <li>Skip details</li> <li>Involve them kinesthetically</li> <li>Let them share what they learn</li> <li>Be slow to criticize and quick to praise</li> <li>Let them teach concept to others</li> </ul>	<ul style="list-style-type: none"> <li>Use one-on-one, hands-on instruction</li> <li>Start at the beginning &amp; end at the end</li> <li>Let them observe others before trying</li> <li>Provide a step-by-step procedure &amp; working schedule</li> <li>Allow repetition for creating routine</li> </ul>	<ul style="list-style-type: none"> <li>Point out most important things first</li> <li>Demonstrate efficiently, logically – stress purpose of each step</li> <li>Proceed slowly, stopping to check understanding</li> <li>Ask for input, especially potential refinements</li> <li>Build up to the big picture</li> </ul>
<b>Communicate</b>	<ul style="list-style-type: none"> <li>Listen to their suggestions, and their plans for actions/results</li> <li>Acknowledge where you already agree</li> <li>Work backwards toward agreement on the results you both want</li> </ul>	<ul style="list-style-type: none"> <li>Listen to their personal feelings and experiences</li> <li>Be open and responsive, preferably through congenial and leisurely conversation (like good friends)</li> <li>Allow time to socialize</li> </ul>	<ul style="list-style-type: none"> <li>Be patient, ready to do more talking than listening</li> <li>Clarify any key agenda items with them</li> <li>Stay organized and move forward steadily (but slowly) checking to make sure they understand and accept what is being said</li> </ul>	<ul style="list-style-type: none"> <li>Be well organized and clear in your communication</li> <li>Provide logical conclusions</li> <li>Ask questions nonjudgmentally to clarify objectives or elicit agreement</li> </ul>
<b>Help Decide</b>	<ul style="list-style-type: none"> <li>Expect autonomous, no-nonsense decisions</li> <li>If the decision will help meet goals, they go for it; if not, they say no</li> <li>May put off reaching a conclusion when it takes too much time or effort to do the work determining the best choice</li> <li>Provide a simple, brief analysis for each option</li> </ul>	<ul style="list-style-type: none"> <li>Avoid discussions of complex, negative-sounding, messy problems</li> <li>Frame suggestions in a positive light</li> <li>Provide suggestions that allow them to look and feel good</li> <li>Do not require a lot of difficult, follow-up, detail work or long-term commitment</li> </ul>	<ul style="list-style-type: none"> <li>Deal with only one subject or situation at a time, one step at a time</li> <li>Before moving on to other items, make sure they are ready, willing, and able to do so</li> <li>Remain calm and relaxed</li> <li>Encourage them to share their suggestions of how the decision might be made in a way that is likely to add more stability</li> </ul>	<ul style="list-style-type: none"> <li>Confirm they are open to discussing the problem or decision</li> <li>If they aren't ready, either set a definite time that's better for both of you or explore their concern in pursuing this subject</li> <li>Give time and space to think clearly before providing responses</li> </ul>
<b>Motivate</b>	<ul style="list-style-type: none"> <li>Lead with the big picture</li> <li>Provide options and clearly describe the probability of success</li> <li>Allow the opportunity to make choices</li> <li>Set boundaries, but let them take charge</li> </ul>	<ul style="list-style-type: none"> <li>Provide "special" incentives or short term contests to inspire follow through</li> <li>Show them how they can look good to others</li> <li>Reward them in front of others, let them share achievements</li> </ul>	<ul style="list-style-type: none"> <li>Show how their work benefits others/team</li> <li>Show how the outcome will provide security</li> <li>Show them how their follow-through links to greater good</li> <li>Show how work strengthens relationships</li> </ul>	<ul style="list-style-type: none"> <li>Appeal to the need for accuracy and logic</li> <li>Keep approach clear, clean and procedural, with illustrations and documentation</li> <li>Avoid exaggeration and vagueness</li> <li>Show them how this is the best available option</li> </ul>



	With the D Style	With the I Style	With the S Style	With the C Style
<b>Compliment</b>	<ul style="list-style-type: none"> <li>• Mention their achievements, upward mobility and leadership potential</li> <li>• Remove personal comments and focus on their track record</li> </ul>	<ul style="list-style-type: none"> <li>• Mention their charm, friendliness, creative ideas, persuasiveness</li> <li>• Pay direct personal compliments to them when legitimately deserved</li> </ul>	<ul style="list-style-type: none"> <li>• Mention their teamwork and dependability, what they have done</li> <li>• Notice how others respect them, how well they get along, and the importance of effort in relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Mention efficiency, processes, organization, persistence, accuracy</li> <li>• Do not mix personal and professional comments</li> <li>• Keep praise simple and concise</li> </ul>
<b>Counsel</b>	<ul style="list-style-type: none"> <li>• Stick to the facts</li> <li>• Draw them out by talking about the desired results; then discuss their concerns</li> <li>• Focus on tasks more than feelings</li> <li>• Ask them how they would solve problems</li> </ul>	<ul style="list-style-type: none"> <li>• Give opportunity to share what bothers them – they may need to air feelings to relieve tension</li> <li>• Pay attention to both facts and feelings, but put primary emphasis on feelings</li> <li>• Ask how they could solve a challenge or problem</li> </ul>	<ul style="list-style-type: none"> <li>• Understand emotional side of the situation by drawing them out through questioning and listening</li> <li>• Limit disruption by change, ambiguity, and the unknown</li> <li>• Reduce fears by showing how specific changes will benefit them and others</li> </ul>	<ul style="list-style-type: none"> <li>• Draw them out by asking, “How would you...?” questions about problems</li> <li>• Persist in attempts to get them to express themselves more directly</li> <li>• Allow them to investigate potential considerations and plan for change early to increase comfort</li> </ul>
<b>Correct</b>	<ul style="list-style-type: none"> <li>• Describe what results are desired</li> <li>• Show gaps between actual and desired result</li> <li>• Listen to their suggestions, and their plans for actions/results</li> <li>• Clearly suggest needed improvements and establish a time to get back to you with plan or report of new results</li> </ul>	<ul style="list-style-type: none"> <li>• Specifically define challenge and behaviors to solve the problem</li> <li>• Confirm a mutually agreeable action plan (in writing) to prevent misunderstanding</li> <li>• Help them face, not avoid problems</li> <li>• Recognize that stress may cause panic - help decompress fear and anxiety with positive questions and statements</li> </ul>	<ul style="list-style-type: none"> <li>• Reassure them that you only want to correct a specific behavior, not them personally</li> <li>• Help them not to take things personally by removing the “something is wrong with you” barrier quickly</li> <li>• Point out in a non-threatening way what they’re already doing right while also emphasizing what needs changing</li> </ul>	<ul style="list-style-type: none"> <li>• Show them how to get a job done - they’ll master and modify it to suit their needs</li> <li>• Specify the exact behavior that is indicated and how you would like to see it changed</li> <li>• Mutually agree on checkpoints and timeframes</li> <li>• Allow them to avoid embarrassment and preserve dignity in mistakes</li> </ul>
<b>Delegate</b>	<ul style="list-style-type: none"> <li>• Give them the bottom line and then let them take their own action</li> <li>• Outline parameters, guidelines, and deadlines to help them be efficient</li> <li>• Remind them to engage more with employees when delegating</li> </ul>	<ul style="list-style-type: none"> <li>• Get clear agreements; set up check points to avoid long stretches with no progress reports</li> <li>• Steer them toward implementation of ideas and taking action</li> <li>• Encourage them to engage others in work</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor workload and responses when delegating</li> <li>• Be sure to explain how by delegating work it is a benefit to others - reaching goals together, allowing more time for you to support others</li> <li>• Give specific task/deadline, and justification of why it is important</li> </ul>	<ul style="list-style-type: none"> <li>• Take time to answer the most critical questions about structure</li> <li>• Give guidance they require in a specific situation. The more they understand the details, the more likely they will be to complete the task properly</li> <li>• Establish deadlines</li> </ul>
<b>Acknowledge</b>	<ul style="list-style-type: none"> <li>• Focus on how pleased you are with results</li> <li>• Share how glad you are to be a part of working with them to make things better</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on success in finding solutions</li> <li>• Appreciate them for their openness and willingness to help others feel good about results</li> </ul>	<ul style="list-style-type: none"> <li>• Sincerely appreciate their willingness to make things good for everyone</li> <li>• Reinforce gratitude at the importance of them sharing their ideas to help others</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize how difficult it can be for them to meet the high personal standards they set</li> <li>• Cite specific and appropriate examples of excellence</li> </ul>



## Taking Ownership of Your Destiny

Imagine what would have happened if you had successfully applied these principles and practices ten years ago... or even five years ago? Well, hundreds of thousands of people like you have already used these principles and experienced dramatic improvements in all their professional and personal relationships; more satisfaction in their dealings with customers and co-workers (family and friends, also!), and greater awareness of their own strengths and weaknesses. Many people report that they no longer feel like “just a boss”; they feel, behave and are treated like a *trusted advisor*. They have an increased ability to help people find solutions to their problems and are more adept at helping others grow and succeed.

For you to also share in the pleasure from experiencing these benefits, we encourage you to get started this very minute. First, think about the relationships you want to improve within the next year... the next month... the next week... even by the end of today! Develop a plan to meet those goals using **The Platinum Rule** and the other principles that make up the **DISC Leadership Strategies**.

### Accept the Challenge

This first step requires your *personal commitment* to this challenge and your *belief* in these principles and putting them to work for you. Of course, any adapting your communication style takes practice, and you cannot realistically expect to put all of these ideas into effect immediately. However, the minute you start to manage people the way *they* want and need to be managed, you’ll start to see immediate improvements.

### Commit to Growth

“Change is inevitable... growth is optional.” We love that saying because it’s true. Right now, you have the option to take this moment and make a life-changing decision. You may decide to *keep learning* about yourself, your strengths and weaknesses, how you make decisions, how you come across to other people, etc... You may decide to learn more about DISC styles and apply your new knowledge in other relationships beyond management; relationships with your peers, colleagues, children, spouse and/or family.

**Here’s wishing you continued success!**



## Disclaimer

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(continued from page 2)

## **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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