DISC Leadership

An Evaluation of Behavioral Styles for Effective Leadership

Report For: **Sample Report**

Style: **CI/CS**

Date: **3/21/2025**

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Introduction to DISC Leadership

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

D **Dominance**   **I** **Influence**   **S** **Steadiness**   **C** **Conscientiousness**

Using the DISC model, it is easy to identify and understand our own style, recognize and cognitively adapt to different styles, and develop a process to communicate more effectively with others. This will lead to individual growth and stronger leadership skills

How to Use This Report

With this personalized and comprehensive report, DISC Leadership gives you tools to:

- help you become a better you and a more effective leader
- develop and use more of your natural strengths while recognizing, improving upon, and modifying your limitations

Then, because these behaviors are easily observed, we can quickly and accurately "read" other people and use our knowledge to enhance communication and grow mutually-beneficial relationships.

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

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

- **Part II** is about understanding yourself and will reveal information about the tendencies that make you unique

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

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

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

Part I: Understanding DISC

Behavioral Styles

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

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

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

Behavior Descriptors of Each

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

Directness and Openness of Each Style

D	Tends to be direct and guarded
I	Tends to be direct and open
S	Tends to be indirect and open
C	Tends to be indirect and guarded

Pace and Priority of Each Style

D	Fast-paced and task-oriented
I	Fast-paced and people-oriented
S	Slow-paced and people-oriented
C	Slow-paced and task-oriented

Pace and Priority of Each Style

**SLOWER-PACED
TASK-ORIENTED** C

**FASTER-PACED
TASK-ORIENTED** D

**SLOWER-PACED
PEOPLE-ORIENTED** S

**FASTER-PACED
PEOPLE-ORIENTED** I
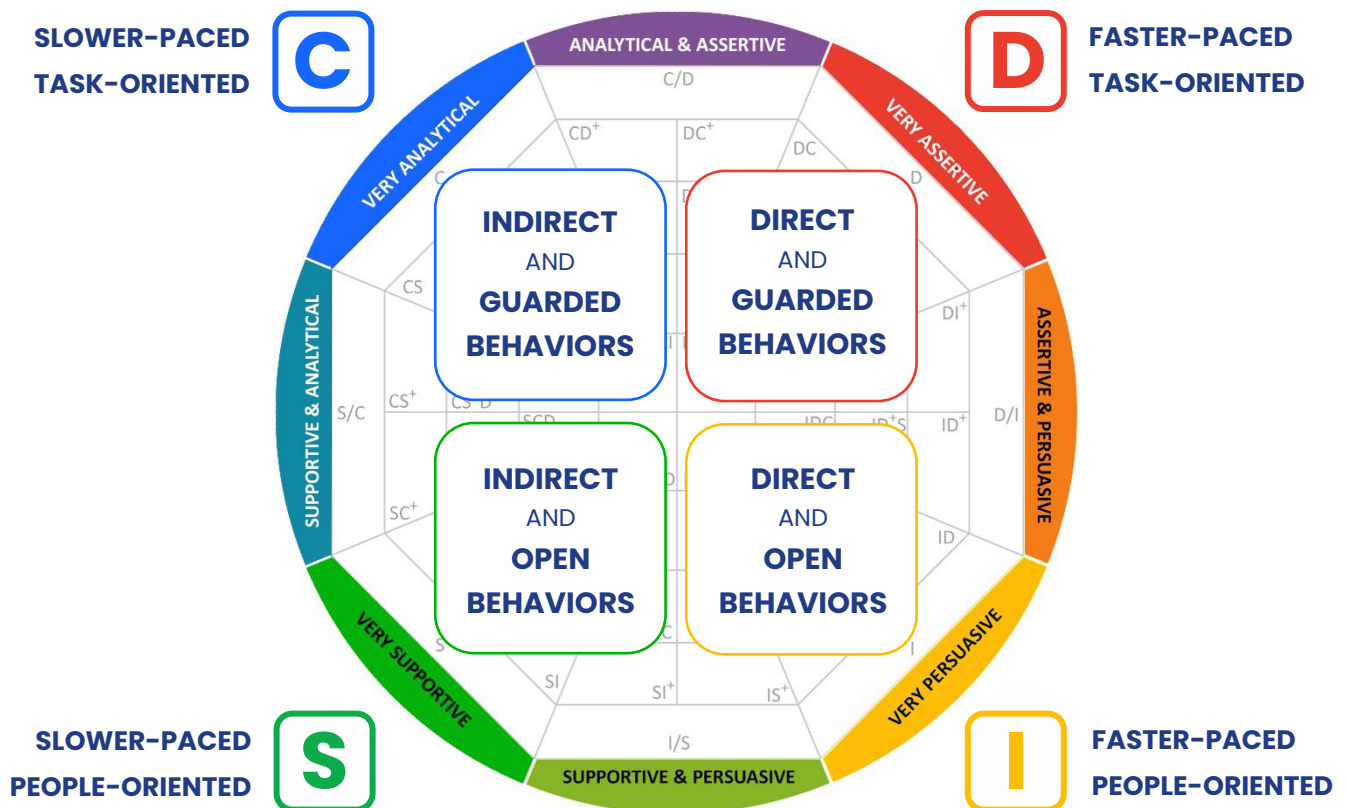
PACE AND PRIORITY represent two of the main sources of tension between the styles.

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

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

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

A Deeper Look at the Four DISC Styles

Below is a chart to help you understand some of the characteristics of each of the Four Basic DISC Styles, so you can interact with each style more effectively, to enhance your capabilities as a leader. Although behavioral style is only a partial description of personality, it is quite useful in describing how a person behaves, and is perceived, in personal, social and work situations.

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

Communicating with the DISC Styles

Communicating with the D style

CHARACTERISTICS:	SO YOU SHOULD…
Concerned with being #1	Show them how to win, new opportunities
Think logically	Display reasoning
Want facts and highlights	Provide concise data
Strive for results	Agree on goal and boundaries, the support or get out of their way
Like personal choices	Allow them to "do their thing," within limits
Like changes	Vary routine
Prefer to delegate	Look for opportunities to modify their workload focus
Want others to notice accomplishments	Compliment them on what they've done
Need to be in charge	Let them take the lead, when appropriate, but give them parameters
Tendency towards conflict	If necessary, argue with conviction on points of disagreement, backed up with facts; don't argue on a "personality" basis

Communicating with the I style

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

Communicating with the S style

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 C style

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

Part II: Understanding Yourself

General Leadership Characteristics

The narration below serves as a general overview of your behavioral tendencies both as an individual and as applied to your leadership style. This information provides a framework for understanding and reflecting on your results. We've occasionally provided some coaching ideas that you can leverage to engage your strengths whenever possible, maximizing your leadership potential.

You like your space to be neat and well-organized. When the workspace is clean and clutter-free, you are more able to focus clearly on the project at hand.

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

Sample, your motto could be, "There is a right way and a wrong way to complete all projects, so let's do it the right way." Whether at home or at the office, you like to do things correctly. You score like those who read instructions and do their research before making decisions. Because of your dedication to precision and accuracy, you are more attentive to ensuring everything is done right when communicating, making a decision, or taking action.

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

You tend to evaluate others by how well they implement and execute procedures, standards, and quality action. You hold others accountable to the same high standards that you maintain for yourself. Those who demonstrate these high standards (as you know, they are somewhat rare) are individuals that you will tend to hold in esteem.

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

You take calculated, educated risks only after a thoughtful analysis of the facts and data, and after you have examined all options and potential outcomes. This is a strength. However, when the team has a deadline, you could be perceived as a bottleneck to the process. Not maliciously, but because you want to analyze the facts and data and determine all possible outcomes as a result of a decision. Be aware of this, and be prepared to abbreviate the analysis a bit when the clock is ticking.

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

Leadership Style Overview

DISC describes you based on your observable behavior which can provide insights for others regarding your communication preferences and how you will likely interact with and respond to them.

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

Your Behavioral Style: Formalist

Formalists bring a remarkable sense of attention to detail, precision, and maintaining stability within their empowerment boundaries. Given clear expectations, a timeline, and quality resources, Formalists will deliver quality results. They are cautious risk-takers and will move forward only when facts, details, and logic point the way. While they may not be outwardly verbal, they provide deep critical thinking behind their decisions. They should be encouraged to contribute their ideas and analysis to others more openly.

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

- **Personal direction:** Focus on reaching goals in a steady, reliable way

- **Strengths offered:** Will embrace and support high-quality results, including the important details, to reach goals

- **General characteristics:** Driven by high degree of detail awareness and follow-through on tasks and projects

- **Contributions to others:** Thorough, detailed, and accurate input to others' efforts and goals

- **Getting along with others:** Focuses on stability and accuracy of tasks completed

- **When stressed:** May engage in overly-cautious maneuvering and revert to too many negotiations

- **Keep in mind:** May rely too much on old ways of doing things and be hesitant to accept new methods

- **Additional notes:** High degree of accuracy and follow-through, but may bog down in details as a safety blanket

Word Sketch – Adapted Style

DISC is an observable, "needs-motivated" instrument based on the idea that emotions and behaviors are neither "good" nor "bad." Rather, behaviors reveal the needs that motivate that behavior. Therefore, once we can accurately observe one's actions, it is easier to "read" and anticipate their likely motivators and needs.

This chart shows your ADAPTED DISC Graph as a "Word Sketch." Use it with examples to describe why you do what you do and what's important to you when it comes **Dominance** of Problems, **Influence** of People, **Steadiness** of Pace, or **Conscientiousness** of Procedures. Share more about the specific needs that drive you in each area of FOCUS. If your DISC intensity scores at levels 1 and 2, your emotions and needs are the opposite of those at Levels 5 and 6 in that area.

Focus	**D** Problems/Challenges	**I** People/Contacts	**S** Pace/Consistency	**C** Procedures/Constraints
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
Emotions	Anger, Impatience	Optimism, Trust	Patience, Non-Expression	Fear, Concern
Fears	Being taken advantage of/lack of control	Being left out/loss of social approval	Sudden change/loss of stability and security	Being criticized/loss of accuracy and quality

	D	I	S	C
6	argumentative daring demanding decisive domineering egocentric	emotional enthusiastic gregarious impulsive optimistic persuasive	calming loyal patient peaceful serene team person	accurate conservative exacting fact-finder precise systematic
5	adventurous risk-taker direct forceful	charming influential sociable trusting	consistent cooperative possessive relaxed	conscientious courteous focused high standards
4	assertive competitive determined self-reliant	confident friendly generous poised	composed deliberate stable steady	analytical diplomatic sensitive tactful
3	calculated risk moderate questioning unassuming	controlled discerning rational reflective	alert eager flexible mobile	own person self-assured opinionated persistent
2	mild seeks consensus unobtrusive weighs pro/con	contemplative factual logical retiring	discontented energetic fidgety impetuous	autonomous independent firm stubborn
1	agreeing cautious conservative contemplative modest restrained	introspective pessimistic quiet pensive reticent suspicious	active change-oriented fault-finding impatient restless spontaneous	arbitrary defiant fearless obstinate rebellious sarcastic

Word Sketch – Natural Style

DISC is an observable, "needs-motivated" instrument based on the idea that emotions and behaviors are neither "good" nor "bad." Rather, behaviors reveal the needs that motivate that behavior. Therefore, once we can accurately observe one's actions, it is easier to "read" and anticipate their likely motivators and needs.

This chart shows your NATURAL DISC Graph as a "Word Sketch." Use it with examples to describe why you do what you do and what's important to you when it comes **Dominance** of Problems, **Influence** of People, **Steadiness** of Pace, or **Conscientiousness** of Procedures. Share more about the specific needs that drive you in each area of FOCUS. If your DISC intensity scores at levels 1 and 2, your emotions and needs are the opposite of those at Levels 5 and 6 in that area.
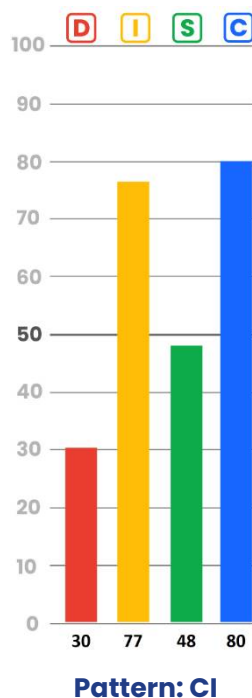
	D	**I**	**S**	**C**
Focus	**Problems/Challenges**	**People/Contacts**	**Pace/Consistency**	**Procedures/Constraints**
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
Emotions	Anger, Impatience	Optimism, Trust	Patience, Non-Expression	Fear, Concern
Fears	Being taken advantage of/lack of control	Being left out/loss of social approval	Sudden change/loss of stability and security	Being criticized/loss of accuracy and quality

|	Problems/Challenges	People/Contacts	Pace/Consistency	Procedures/Constraints
6	argumentative daring demanding decisive domineering egocentric	emotional enthusiastic gregarious impulsive optimistic persuasive	calming loyal patient peaceful serene team person	accurate conservative exacting fact-finder precise systematic
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4	assertive competitive determined self-reliant	confident friendly generous poised	composed deliberate stable steady	analytical diplomatic sensitive tactful
3	calculated risk moderate questioning unassuming	controlled discerning rational reflective	alert eager flexible mobile	own person self-assured opinionated persistent
2	mild seeks consensus unobtrusive weighs pro/con	contemplative factual logical retiring	discontented energetic fidgety impetuous	autonomous independent firm stubborn
1	agreeing cautious conservative contemplative modest restrained	introspective pessimistic quiet pensive reticent suspicious	active change-oriented fault-finding impatient restless spontaneous	arbitrary defiant fearless obstinate rebellious sarcastic

DISC Graphs for Sample Report

Your Adapted Style indicates you tend to use the behavioral traits of the **CI style(s)** in the focus area you had in mind when completing the assessment. Your Natural Style indicates that you naturally tend to use the behavioral traits of the **CS style(s).**

The Adapted Style (Graph II) displayed on the left is **your perception of the behavioral tendencies you think you should use in your current environment, situation, or relationship.** This graph may change when you change roles or circumstances. The Natural Style (Graph I) **indicates the intensity of your instinctive behavior**. It is often an indicator of the "real you" when you are not influenced by any other factors and typically shows up in stressful situations. This graph tends to be stay fairly consistent, even in different environments.

Adapted Style – Graph I

D	I	S	C
30	77	48	80

Pattern: CI

Natural Style – Graph II

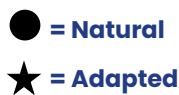| D	I	S	C
34	34	58	59

Pattern: CS
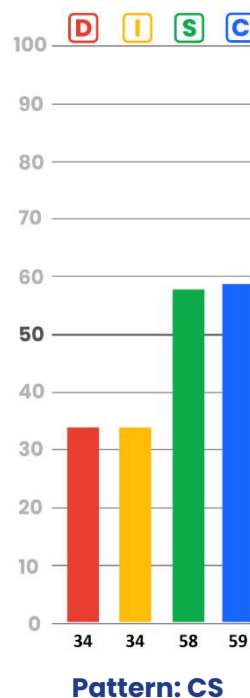
The higher or lower each **D**, **I**, **S**, **C** point is on your graph, the greater or lesser your behavior impacts your results at work and with others around you. Once aware, you can adapt your style to be more effective.

If the bars are similar, it means that you tend to use consistent behaviors in various environments. If your Adapted Style is different from your Natural Style, you are likely shifting behavior, which may cause stress or depleted energy if done for a significant amount of time.

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

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 (**D**, **I**, **S**, or **C**) 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
Dominance: How you deal with Problems and Challenges
Influence: How you deal with People and Contacts
Steadiness: How you deal with Pace and Consistency
Conscientiousness: How you deal with Procedures and Constraints

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

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

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

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

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

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

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

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

● = Natural

★ = Adapted

Communication Tips 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 (dos & don'ts) and transfer them to the Summary of Your Style page.

When Communicating with Sample, DO:

- List pros and cons to suggestions you make.
- Be certain that individual responsibilities are clear, and that there are no ambiguities.
- Be certain that the information you have is credible.
- Provide assurances about Sample's input and decisions.
- Approach issues in a logical, straightforward, and factual way.
- Be candid, open, and patient.
- Give Sample time to verify the issues and potential outcomes.

When Communicating with Sample, DON'T:

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

Your Motivators: Wants and Needs

Motivation is the enthusiasm or willingness to do something. Everybody is motivated; however, all people are motivated for their own reasons, not somebody else's. Simply, people are motivated by what they want.

Our behaviors are also driven by our needs. Each style has different needs. If one person is stressed, they may need quiet time alone; another may need social time around a lot of people. Each has different ways to meet their needs. The more fully our needs are met, the easier it is to perform at an optimal level.

Remember, what we WANT and what we NEED are not always the same. Our wants bring SATISFACTION, while our needs bring EFFECTIVENESS. As an individual, it is useful to know what brings us both. As a leader, it is essential to understand how to balance both the wants and needs of others to help them reach satisfaction and effectiveness with your guidance.

Choose the two most important wants and the two most important needs and transfer them to the Summary of Your Style page.

You Tend to Be Motivated By:

- The assurance that changes are made thoughtfully, carefully, and only when proven to be necessary.
- Inclusion as a part of the group in social functions.
- Complete explanations of systems and processes that impact the work environment.
- A home life that is supportive of work demands.
- Sincerity from peers and colleagues.
- High quality control standards that are respected by all members of the organization, not just by a few people.
- Appreciation for the competence and work ethic demonstrated over the long haul.

People With Patterns Like You Tend to Need:

- Options for increasing the efficiency of certain methods or procedures.
- Work assignments requiring high degrees of precision and accuracy, to capitalize on your high detail orientation.
- Reassurance that the long hours you dedicate to projects are worthwhile for building a successful outcome.
- An increased urgency to take advantage of opportunities.
- Reassurance for taking appropriate and calculated risks.
- Job descriptions which are presented clearly (preferably in writing), with no ambiguities.
- Reassurance that your contributions are significant to the success of the team.

What you Bring to the Organization – Your Leadership Strengths

This page reveals talents and tendencies you naturally bring to any job or as you work together on a team or project. When used consistently in environments that support your goals, you are likely to be self-motivated to accomplish great things. Remember, it is possible that you may not always be in an environment that allows you to be your best. We recommend you speak with your leader to see what can be incorporated into your current environment to help maintain your motivation. Furthermore, as the leader, be mindful of how you are creating an environment for others to leverage their strengths. Check the two most important strengths, the two most important work style tendencies and the two most important environmental factors and transfer them to the Summary of Your Style page.

Your Strengths:

- You provide valuable input on projects by considering possible pitfalls that others on the team may have overlooked.
- You are a strong guardian of quality-control standards and procedures.
- You are patient in working with others on the team and demonstrating detailed methods for completing a project.
- You take your responsibilities seriously and exercise your authority in a sincere and conscientious manner.
- You are tactful in explaining ideas that may impact others on the team.
- You demonstrate a high degree of technical specialty and skill in your area of expertise.
- You provide an objective, reality-focused view of systems, procedures, and organizational operations.

Your Work Style Tendencies:

- You will take calculated, educated risks only after a thoughtful analysis of the facts and data, and after you have examined all options and potential outcomes.
- You give careful consideration to all variables and input on a project. This process may take a bit more time, but it will yield a quality outcome.
- You demonstrate a strong need for perfection and detail orientation.
- You set high performance standards for yourself and others, and expect everybody to meet those standards.
- You persuade others on the team by careful attention to detail, and through facts, data, and logic.
- On work-related projects, you tend to be restrained and reticent with your emotions. You may not be openly verbal at a team or organizational meeting unless asked for input, or if the topic is of high personal importance.
- You like your workspace to be neat, well organized, and tidy, with everything in its place.

You Tend to Be Most Effective In Environments That Provide:

- Activities that can be monitored from beginning to end.
- A close-knit group of people with whom you have developed mutual trust, rapport, and credibility.
- A work culture that demonstrates sincere care for the people involved.
- Support for your critical thinking skills, and encouragement to make decisions based on logic over emotion.
- Sufficient time to adjust to changes in workplace procedures.
- Highly specialized assignments and technical areas of responsibility.
- A workplace relatively free of interpersonal conflict and hostility.

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:

- Modest and conscientious about work
- Does the necessary homework
- High detail orientation
- Does it right the first time and always

Under Stress, May be Perceived by Others:

- Inflexible
- Overly sensitive to criticism
- Not open to new ideas
- Takes on too much, doesn't share the work

Under Stress You Need:

- Guarantees that you are right
- Accuracy
- A slow pace for "processing" information

Your Typical Behaviors in Conflict:

- Although you generally avoid overt conflict, you may speak out on a matter of principle in order to protect your high standards.
- Since you tend to focus on quality and your own high standards, you may become demanding in order to ensure compliance.
- You are quite uncomfortable with overt conflict, aggression and anger. You will do whatever you can to avoid these situations and to avoid individuals with whom you have a disagreement.

Strategies to Reduce Conflict and Increase Harmony:

- Stand up for yourself with supervisors, friends, and coworkers rather than avoiding them or pretending to go along with them.
- Be 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.

Continual Growth for Leadership Effectiveness

Everyone has struggles, limitations, or weaknesses. Oftentimes, it's simply an overextension of our strengths which may become a weakness. For example, the directness of a High D may be a strength in certain environments, but when overextended they may tend to become bossy.

As you consider ways to continue to improve to be a better communicator, we recommend you focus on no more than two at a time, practice and strengthen them, and then choose another area to focus on and improve. Note that some areas below may be more relevant at times, and others may appear in different circumstances. Be mindful of what potential opportunities exist for you to engage in your own development.

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 could benefit from a greater degree of self-confidence and an increased sense of urgency to accomplish activities on a tighter timeline.
- You may sometimes overthink or overexert yourself on standard or routine procedures.
- You may sometimes use facts, figures, and details as a "security blanket" to avoid confrontation or hostility.
- You could demonstrate more flexibility regarding new ideas and innovations.
- You may be perceived by others as private, guarded, shy, and undemonstrative.
- You may be too tightly bound to established procedures and tradition, even as more efficient and effective methods become available.
- You could demonstrate a bit more spontaneity and take yourself a bit less seriously.

12 Behavioral Tendencies

The primary styles - **D**, **I**, **S**, and **C** - are each influenced by the other three styles in our behavioral expression. You are not just **one** of these styles; you are the result of all four combining and affecting each other. On this page you'll see all 12 Behavioral Tendencies in Summary, and the following pages deliver more detail about each of these measurements. Remember that these behaviors may show up differently when you are leading others, and those you are leading will likely have differences in their styles and tendencies as well.

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

12 Behavioral Tendencies – Details & Graphs

For each of the 12, you will see a graph and personalized statement for your Natural and Adapted style. These scores and statements reveal which of your style combinations are most observable and describe how you express that tendency based on your **D**, **I**, **S**, and **C** blend.

Interpretation Notes:

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

As a leader, be sure to examine how your behavioral tendencies are similar to or different from those you lead. It is important to know how those around you prioritize and take action, individually and as a group, and also how you may be aligned or misaligned with their tendencies. Awareness is the first step to understanding and adapting for effectively leading others.

Prioritizing

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

Adapted (HM): Consistent with natural style

Rules (C)

Results (D)
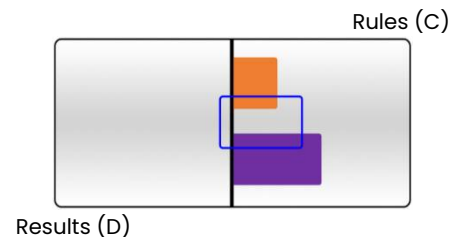
Reasoning

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

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

Evidence-based (C)

Intuition-based (I)
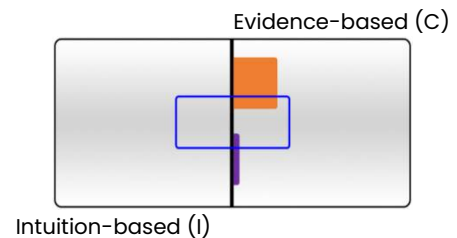
Change Resistance

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

Adapted (MOD): You can be slow to accept or embrace change or more committed to your own thoughts and ideas during times of change, depending on the level of risk and expected outcome. There may be times when you actively accept and engage in change and other times you feel like more information and planning would be beneficial. You are likely to be on board, as long as things make sense.

Reluctant to Change (S)

Drives Change (D)
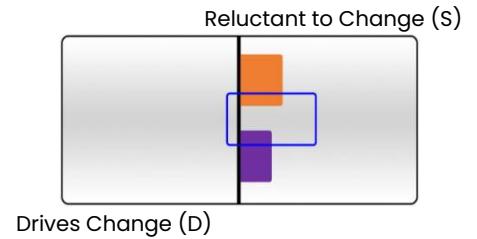
Careful Decision Making

Natural (HM): You often carefully and cautiously consider the risks and benefits, while weighing the pros and cons to prepare for the outcome. You are likely to approach decisions with thoughtfulness before moving forward. There are times when it can be appropriate to do what feels right. Don't let logic be the only ruler.

Adapted (LM): You are somewhat impulsive based on feelings rather than taking the time to consider the risks and consequences. You are likely to make decisions spontaneously and emotionally, trusting your gut and going with what feels right. Sometimes it is important to see if it makes sense too, not just feels good.

Cautious (S)

Impulsive (I)
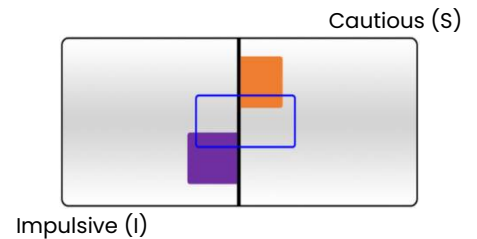
Accuracy

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

Adapted (HM): You frequently focus on carefully and deliberately ensuring high-quality outcomes with great importance on accuracy, structure, order and precision in all you do. You are likely to focus on being and doing things right. While doing it the right way can impact success dramatically, it is also helpful to have dependability and uniformity in planning processes.

Precision (C)

Predictability (S)
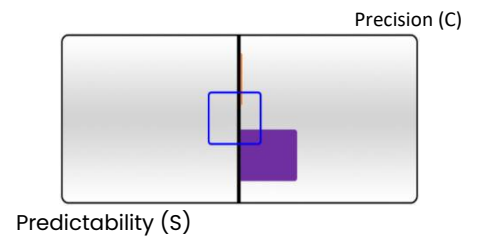
Self-Reliance

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

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

Directive (D)

Collaborative (I)
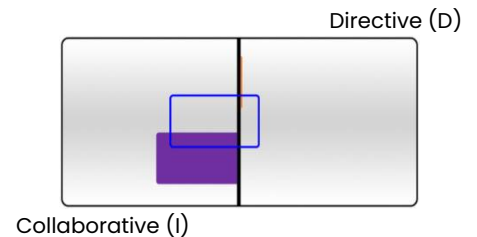
Building Rapport

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

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

Relationships-Focused (I)

Results-Focused (D)
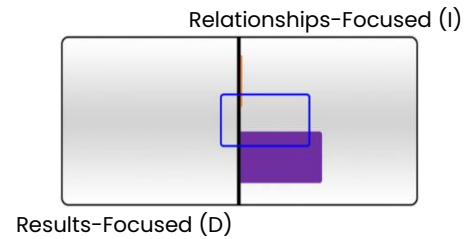
Work Process Alignment

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

Adapted (LM): Your process and follow through is often driven by upholding quality standards to be sure what you are doing is accurate and precise. You are likely to process information and follow through with exactness and precision as a focus. There are times when consistency is as important as accuracy. Don't forget to balance them.

Consistency (S)

Accuracy (C)
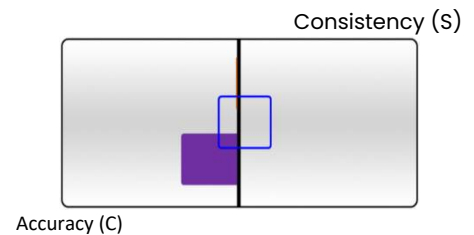
Personal Drive

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

Adapted (MOD): Your determination is balanced between a self-driven and others-driven approach, focusing on actions to achieve results with awareness of risks and consequences of actions. You are likely driven by both a desire to meet your own needs and motivations, and support and help others in the process.

Self-Driven (D)

Others-driven (S)
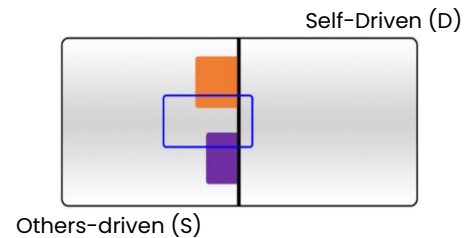
Customer & Team Interaction

Natural (LM): You are likely to focus on providing support and a calming presence to others, often caring for their needs in a way that builds trust and confidence in your service. You are more likely to do whatever you can to make sure others are taken care of and get what they require. It is important to also be attentive to the needs of the business too.

Adapted (HM): You are somewhat engaging, charming, persuasive, and influential, often connecting with others in a way that builds trust and confidence. You are more likely to focus on engaging with the others to create a relationship, interacting with them to build a friendship to ensure they will come back to work with you directly. Sometimes business should be just business.

Engaging (I)

Supporting (S)
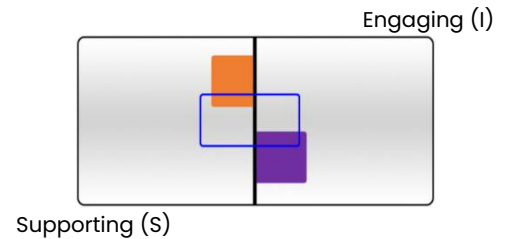
Providing Instruction

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

Adapted (LM): Consistent with natural style

Directive & Compulsive (D)

Reserved & Detailed (C)
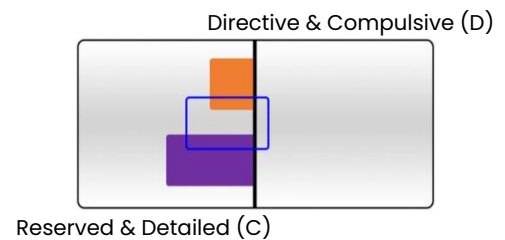
Expressing Openness

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

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

Social (I)

Structural (C)
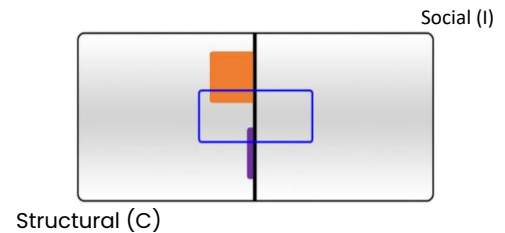
Summary of Sample Report's Style

Communication is a two-way process. Encourage others to complete their own DISC Assessment and share the Summary Sheet with each other. By discussing preferences, needs, and wants of the people you lead, and inviting them to share with those around them, you can support improved relationships and turn what might have been a stressful relationship into a more effective one, just by applying the DISC information. Complete the worksheet below from the previous pages of this report.

Communication Dos & Don'ts

1._____
2._____

Your Motivations: Wants

1._____
2._____

Your Motivations: Needs

1._____
2._____

Your Strengths

1._____
2._____

Your Work Style Tendencies

1._____
2._____

Effective Environmental Factors

1._____
2._____

Potential Areas for Improvement

1._____
2._____

Part III: Understanding Others and Adaptability

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

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

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

It is important to remember that adapting our styles is not always easy! It may take some time, feel very difficult, or seem especially foreign in certain situations. Give it time, practice, patience and diligence, and you will see how this can transform your ability to communicate more effectively and become a world-class leader.

Adaptability

The Application Section Includes:

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

What is Adaptability?

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

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

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

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

Important Considerations:

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

Words of Advice

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

Remember, adaptability is a vital attribute in leadership. You will be far more likely to be effective in leading others when you understand your own style and theirs, and you can approach them in the ways that work best to build a mutually-beneficial relationship of trust and credibility.

Recognizing Another Person's Behavioral Style

2 Power Questions:

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

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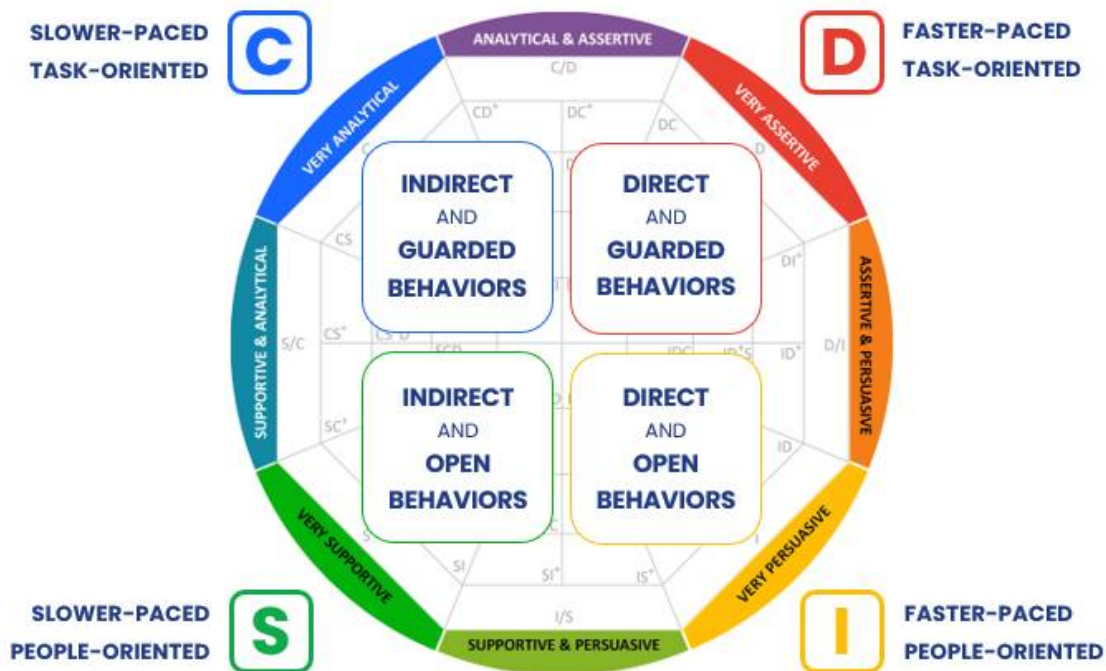
When we integrate both the natural tendency to be either **DIRECT** or **INDIRECT** with the natural tendency to be either **GUARDED** or **OPEN**, it forms the foundation and the basis for plotting each of the four different behavioral styles:

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

Communicating with Each Style

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

Tension Among the Styles

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

To Modify Directness and Openness

Direct/Indirect

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

Guarded/Open

With D Styles **GUARDED**	**With I Styles** **OPEN**	**With S Styles** **OPEN**	**With C Styles** **GUARDED**
• Get right to the task, address bottom line • Keep to the agenda • Don't waste time • Use businesslike language • Convey acceptance • Listen to their suggestions	• Share feelings, show more emotion • Respond to expression of their feelings • Pay personal compliments • Be willing to digress from the agenda	• Take time to develop the relationship • Communicate more, loosen up, and stand closer • Use friendly language • Show interest in them • Offer private acknowledgements	• Maintain logical, factual orientation • Acknowledge their thinking • Downplay enthusiasm and body movement • Respond formally and politely

To Modify Pace and Priority

Pace

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

Priority

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

Adapting in Different Situations

Adapting at Work and in Leadership

D DOMINANCE 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

I INFLUENCE 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

S STEADINESS 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

C CONSCIENTIOUSNESS 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 Sales and Service

D DOMINANCE 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

I INFLUENCE 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

S STEADINESS 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

C CONSCIENTIOUSNESS 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 Social Settings

D DOMINANCE 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

I INFLUENCE 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

S STEADINESS 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

C CONSCIENTIOUSNESS STYLE

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

Adapting in Learning Environments

D DOMINANCE 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

I INFLUENCE 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

S STEADINESS 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

C CONSCIENTIOUSNESS STYLE

- Prefers individual work over group interaction
- Accepts more impersonal training, such as remote or on-line
- Has high expectations of their own performance
- Will structure their own activities only with explicit goals and outcomes established
- Emphasizes details, deep thinking, and theoretical bases for the learning
- May get overly bogged down in details, especially if the learning climate is pressured

Application Activities

Adaptability Practice

Spend some time with people at home and at work that you know and trust who are different styles than you. Explore ways to communicate more effectively with them. Ask for support and feedback as you try new ways to communicate. Remember– tell them this is a skill you are building so they aren't surprised when you are behaving differently and can provide helpful feedback!

- **Practice Identifying their style based** on observable behavior
- **Practice Modifying your Directness and Openness** in conversation with them
- **Practice Modifying your Pace and Priority**
- **Ask for feedback** on your effectiveness in communicating with them
- **Take some time to reflect on your experience** and what worked or didn't work for you and for them
- **Consider** what you should repeat, and what you need to modify further to communicate as effectively as possible.

As you begin feeling more comfortable with adaptability and the needs of each style, try it with others!

Adaptability Activity

Select a relationship in which things have not gone as smoothly as you would like. Make a commitment to take the time to gain an understanding of the other person's behavioral style and take a few steps to adapt your behavior to improve the relationship.

1. Identify the behavioral style of the other person using the 2 Power Questions:
   a. Are they <u>DIRECT or INDIRECT</u> in their communication?
   b. Are they <u>GUARDED or OPEN</u> in their communication?

2. Brush up on their style and look at ways to adapt your Directness and Openness when working with them.

3. To further understand the tension that may exist in the relationship, notice the difference in preference in pace and priority and modify accordingly.

4. Practice approaching them in the way you think ***THEY want to be treated***. Remember, it may feel uncomfortable at first, but with practice and dedication to adapting, you will be amazed at the difference.

Tension Among the Styles Exercise

Even if you have the highest regard toward a person, tension can exist in a relationship where styles are different. If this is behavior related, applying The Platinum Rule® – Treat others the way THEY want to be treated – may be helpful. Complete this exercise to gain insights on how to improve tense relationships. If you feel comfortable, you may discuss with the other person things you can do to ease the tension.

My Style:_____

My Pace:_____

My Priority:_____

RELATIONSHIP

Name: *John Doe*

Style: *High I*

Pace: *Faster-paced*

Priority: *People-oriented*

Difference: *Pace and Priority*

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

SAMPLE

Relationship 1

Name:_____

Style:_____
Pace:_____
Priority:_____
Difference:_____

Strategy:_____

_____

_____

Relationship 2

Name:_____

Style:_____
Pace:_____
Priority:_____
Difference:_____

Strategy:_____

_____

_____

Create a DISC Power Team

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

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

	D	**I**	**S**	**C**
Strengths	Supervising Leadership Pioneering	Persuading Motivating Entertaining	Listening Teamwork Follow-through	Planning Systemizing Orchestration
Workplace Behaviors	Efficient Busy Structured	Interacting Busy Personal	Friendly Functional Personal	Formal Functional Structured
Team Member				

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

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

Leadership and Management Application

Building and Maintaining rapport and productivity throughout the leadership and management 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 and 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 aware and 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 opportunities to help you interact better with both tasks and people. Keep those thoughts in mind as you continue to develop your leadership capabilities.

The Power to Influence Others

Recognize that your power to influence others 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, etc. and a certain amount of power comes with the 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 they ask all the store managers to upgrade the signs in their windows. Sometimes the bosses get their way and sometimes they don't.

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 they are genuinely accepted by those who are to be led.

If the leader or manager gets the cooperation they ask for, it's not just because they have a title. It's because they also gained the confidence and trust of the employees they lead and serve. It's because they have personal power.

Position power comes from being anointed by the hierarchy. But personal power comes from earning it and from developing it. Position power is a starting point for influencing people. And it is personal power that turns mere compliance into real cooperation and collaboration.

The Platinum Rule® provides that extra ingredient that leaders and managers can use in countless ways for their organization and for themselves. Being adaptable can help supervisors, managers, and leaders build bridges to their 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.

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Developing Your People

Be mindful of how you are likely to want to develop others based on your style of **CI/CS**, and examine if your style is aligned with what others prefer, using these guidelines:

Developing C Styles

- Point out the most important things to remember first.
- Demonstrate in an efficient, logical manner, stressing the purpose of each step.
- Proceed slowly, stopping at key places to check for their understanding.
- Ask for possible input, especially regarding potential refinements.
- Build up to the big picture.

Developing D Styles

- Focus on the big picture.
- Cover basic steps/ high points quickly.
- Show them the simplest, fastest route to get them to their stated destination.
- Tell them what is to be done by when.
- Help them find shortcuts Connect concept with their highest value.

Developing S Styles

- Use one-on-one, hands-on instruction.
- Start at the beginning & end at the end.
- Let them observe others before trying.
- Provide a step-by-step list of procedures or a working timetable/ schedule.
- Allow plenty of repetition for their actions to become second nature and more routine.
- Use a pleasant and patient approach in small group settings.

Developing I Styles

- Release information in chunks.
- Skip details and boring material.
- Get them involved kinesthetically.
- Let them show you what they are learning.
- Be slow to criticize and quick to praise.
- Let them teach concept to others.

Adapting Your Communication Style

Be mindful of how you are likely to want to communicate with others based on your style of **CI/CS**, and examine if your style is aligned with what others prefer, using these guidelines:

Communicating with C Styles

- Be well organized and clear in your communications.
- They search for logical conclusions.
- 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?"

Communicating With D Styles

- Listen to their suggestions, their course of action and the results they are considering.
- Find areas where you already agree.
- Work backwards toward gaining agreement on the results you both want—and are willing to either mutually or independently allow the other to achieve: "Sarah, this format will give you the freedom to develop your branch your way and still allow Vern and Ellen to structure theirs another way... without sacrificing time or morale."

Communicating With S Styles

- Be ready to do more talking than listening; they don't feel comfortable when the limelight is focused on them.
- Clarify any key agenda items with them.
- Stay organized and move forward steadily (but slowly) as you check to make sure they understand and accept what is being said:
- "Did you want me to stick around the office at a particular time each day in case you need to telephone me for emergency questions on this account, or do you want me to call you?"

Communicating With I Styles

- Listen to their personal feelings and experiences.
- Their style requires open and responsive interaction with others, preferably in a manner of congenial and unhurried conversation (like that between long-time friends): "Just between you and me, Chris, I feel very uneasy about Jill and Howard handling this account by themselves."

Helping People Reach Decisions

Be mindful of how you are likely to want to help others make decisions based on your style of **CI/CS**, and examine if your style is aligned with what others prefer, using these guidelines:

Helping C Styles Decide

- Confirm they are open to discussing the problem or decision.
- If they aren't ready, either set a definite time that's better for both of you or explore their concern in even pursuing this subject.
- Give them time and space to think clearly.
- When the situation is being explored, review your impression of the process: "My understanding is you'd like to think it over and figure out what time commitment you'd be able to make to the group. When may I call you about your decision?"

Helping D Styles Decide

- D styles tend to make autonomous, no-nonsense decisions.
- If the decision will help them meet their goals, they go for it; if not, they say no.
- One of the few times they put off reaching a conclusion is when it takes too much time/ effort doing the homework to determine the best alternative.
- Prevent this procrastination by simply providing a brief analysis for each option.

Helping S Styles Decide

- Deal with only one subject or situation at a time, one step at a time.
- Before moving on to other items, make sure they are ready, willing, and able to do so.
- Remain calm and relaxed.
- Encourage them to share their suggestions as to how the decision might be made in a way that is likely to add even more stability to the current conditions: "Would you mind writing down a schedule of your office's activities so I can write my proposal without missing anything?"

Helping I Styles Decide

- They want to avoid discussions of complex, negative-sounding, messy problems.
- Frame suggestions in a positive light.
- They are open to your suggestions—as long as they allow them to look and feel good—and not require a lot of difficult, follow-up, detail work or long-term commitments. "You know just about everybody, George. Since we need to get $350 in pledges by the end of February, why not go ahead and wrap up all your calls by Friday? Then you can relax a lot more next week."

Motivating Your People

Be mindful of how you are likely to want to motivate others based on your style of **CI/CS**, and examine if your style is aligned with what others prefer, using these guidelines:

Motivating C Styles

- Appeal to their need for accuracy and logic.
- Keep your approach clear, clean and procedural.
- Better yet, provide illustration and documentation.
- Avoid exaggeration and vagueness.
- Show them how this is the best available current option.

Motivating D Styles

- Lead with the big picture.
- Provide them with options and clearly describe the probabilities of success in achieving goals.
- Allow them the opportunity to make choices.
- Set boundaries, but let them take charge.

Motivating S Styles

- Show how their work benefits others.
- Show how the outcome will provide security for their family.
- Connect their individual work to the benefit of the whole team.
- Get them to see how their follow-through links to a greater good.
- Show how it can strengthen their relationships with others.

Motivating I Styles

- Provide "special" incentives to inspire them to go the whole nine yards.
- Show them how they can look good in the eyes of others.
- Create short-term contests that don't require long-term commitment.
- Reward them in front of others.
- Let them speak about their achievements.

Complimenting Your People

Be mindful of how you are likely to want to compliment others based on your style of **CI/CS**, and examine if your style is aligned with what others prefer, using these guidelines:

Complimenting C Styles

- Mention their efficiency, thought processes, organization, persistence and accuracy.
- Don't mix personal and professional comments unless you know them very well.
- One C told us: "Compliments don't mean much to me. But I do like genuine, heartfelt appreciation once in a while."
- Keep praise simple and concise.

Complimenting D Styles

- Mention their achievements, upward mobility and leadership potential.
- Omit personal comments and focus on their track record: "Jones, you've exceeded our company goals every month for the past year and have put in more hours than anybody but the top officials here. The CEO has his eye on you for an upcoming VP slot."

Complimenting S Styles

- Mention their teamwork and dependability.
- Remark about how others regard them, how well they get along with co-workers, and how important their relationship-building efforts have been to the company.
- Effusiveness can arouse their suspicions, so stick to praising what they've done rather than personal attribute.

Complimenting I Styles

- Pay direct personal compliments to them when legitimately deserved.
- Mention their charm, friendliness, creative ideas, persuasiveness, and/or appearance (or better yet, all of the above).
- They willingly accept "general praise":
- "We are so lucky to have you with us, Dee. You're a real gem."

Counseling Your People

Be mindful of how you are likely to want to counsel others based on your style of **CI/CS**, and examine if your style is aligned with what others prefer, using these guidelines:

Counseling C Styles

- Draw them out by asking, "How would you…?" questions about problems.
- They express thoughts indirectly, so persist in your attempts to get them to talk.
- They need to plan for change so they can identify and bring under control any key considerations that have to be addressed.
- When possible, allow them to investigate possible repercussions, especially at the beginning stages. That way they'll become more comfortable with possible changes.

Counseling D Styles

- Stick to the facts.
- Draw them out by talking about the desired results; then discuss their concerns.
- Focus on tasks more than feelings.
- Ask them how they would solve problems:
- "Anne, we've heard comments that need to be addressed. It seems some of your employees don't feel appreciated for the extra hours they've been putting in for you. They've worked 14-hour days to beat your deadline. How do you think we can bolster their morale?"

Counseling S Styles

- Understand the emotional side of their situation by drawing them out through questioning and listening
- They are disrupted by change and the unknown.
- Reduce their fears by showing how specific changes will benefit them and others:
- "Barbara, moving to Dallas will be an adjustment for all of us at first, but 80% of our staff has agreed to go. The company will move you and your family, sell your house, and give you a 10% bonus for loyal service."

Counseling I Styles

- Give them ample opportunity to talk about whatever may be bothering them.
- Pay attention to both facts and feelings, but put your primary emphasis on their feelings.
- Involve them by asking how they could solve a challenge or problem.
- Sometimes, just airing their feelings and thoughts relieves tension for the I style.
- 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.

Correcting Your People

Be mindful of how you are likely to want to correct others based on your style of **CI/CS**, and examine if your style is aligned with what others prefer, using these guidelines:

Correcting C Styles

- Show them how to get a job done and they'll master and modify it to suit their needs.
- Specify the exact behavior that is indicated and how you would like to see it changed.
- Mutually agree on checkpoints and timeframes.
- Allow them to save face, as they fear being wrong. "Nelson, your work here is typically done neatly and on time. Now that we're switching to computers, you'll be able to turn out the same quality of work faster. I'd like you to take this computer class…"

Correcting D Styles

- Describe what results are desired.
- Show the gap between actual and desired.
- Clearly suggest the needed improvement and establish a time to get back to you:
- "We need to streamline communication so that one hand knows what the other is doing. Last month, we had two separate divisions calling on the same CEO for corporate donations. I want you to work up a plan to keep everybody informed of who's working on what so we don't duplicate our efforts. Get back to me by the end of the week."

Correcting S Styles

- Reassure them that you only want to correct a specific behavior, not them personally
- They tend to take things personally, so remove the "something is wrong with you" barrier as quickly as possible
- Point out in a non-threatening way what they're already doing right while also emphasizing what needs changing:
- "Norma, I admire your persistence, but we have to add more details to the proposal before we send it out. For example…"

Correcting I Styles

- They avoid facing problems and if pressure persists, may walk away from the problem.
- Sometimes stress manifests itself in animated panic. "I can't talk now, Hal. It's really hit the fan this time!"
- Let them specifically know the challenge and define the behaviors to solve the problem.
- Confirm the mutually agreeable action plan (in writing) to prevent future problems.
- Use positive, optimistic questions and phrases: "How'd you like to increase your sales to your normal range and beyond?".

Delegating to Your People

Be mindful of how you are likely to want to delegate to others based on your style of **CI/CS**, and examine if your style is aligned with what others prefer, using these guidelines:

Delegating to C Styles

- Take time to answer their most critical questions about structure and/or guidance they require in a specific situation. The more they understand the details, the more likely they will be to complete the task properly.
- Be sure to establish deadlines.
- "Angela, the court date on the Mortimer case has been moved up to Monday, so we have to respond by speeding things up a bit. It will proceed almost as efficiently as if you researched everything by yourself if we enlist two associates to help you work, under your direction, on tasks you delegate to them and then review. Before getting started, do you have any preferences on the "who" or "how to" of this process that you think are essential to check with me at this time?"

Delegating to D Styles

- Give them the bottom line and then let them do their thing.
- So that they can be more efficient, give them parameters, guidelines, and deadlines.
- "We need to get that mall built a month sooner or we'll lose our shirts. Fourteen tenants are threatening to bail out of their contracts if we don't open in time for the holidays. Don't spend more than another $30,000, keep everything legal and out of the newspapers, and get back to me by Monday morning."

Delegating to S Styles

- 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.
- "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."

Delegating to I Styles

- Receive clear agreements; set up check points/times to avoid long stretches with no progress reports.
- 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 the implementation of ideas.
- "Olivia, this proposal for the King Co. looks good so far, but should we include more direct benefits for each employee? Marian has surveys. Get together with her, bounce some ideas around, and then add 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. And, Olivia, thanks for making the extra effort on this project. It's really important to all of us."

Acknowledging Your People

Be mindful of how you are likely to want to acknowledge others based on your style of **CI/CS**, and examine if your style is aligned with what others prefer, using these guidelines:

Acknowledging C Styles

- Focus on your realization of how difficult it can be for them to attempt to meet the high personal standards they set for themselves.
- Cite specific and appropriate examples which prove this point.
- Approach matters with logic in an organized way.
- Mention how grateful you are to be working with someone so accurate, systematic and structured.

Acknowledging D Styles

- When it's appropriate to reward or reinforce their behavior, focus on how pleased you are with their results.
- Mention how glad you are to be a part of the process working with them to make things better for both of you through cooperation.
- Cite specific results you've seen accomplished.
- Mention how grateful you are working with someone so action-oriented, efficient and pioneering.

Acknowledging S Styles

- Focus on how you sincerely appreciate their willingness to make things good for everyone
- Approach matters in a systematic, low-keyed, and understanding manner, and reinforce the importance of them sharing their ideas.
- Cite specific and appropriate examples of how their contributions made an impact or difference.
- Express how grateful you are to be working with someone so supportive, purposeful and sincere.

Acknowledging I Styles

- Focus on how glad you are they have succeeded in finding a pleasant solution to their concern or objective.
- Show you appreciate them for their openness and willingness to respond to you in a way that allows everyone to end up feeling good about the results.
- Cite specific and appropriate examples of how their actions improved connection and inclusion of others.
- Express how delighted you are to be working with someone so engaging, interactive and personal.

Adapting Your Leadership Style

Be mindful of how you are likely to want to express leadership based on your style of **CI/CS**, and examine if your style is aligned with what others need and prefer.

When You are the C Style

- Modify criticism (whether spoken or unspoken) of others' work.
- Check less often, or only check the critical things (as opposed to everything), allowing the flow of the process to continue.
- Ease up on controlling emotions; engage in more water cooler interaction.
- Accept the fact that you can have high standards without expecting perfection.
- Occasionally confront a colleague (or boss) with whom you disagree, instead of avoiding or ignoring them (and doing what you want to do, anyway).
- Tone down the tendency to OVER-prepare.

When You are the D Style

- Allow others to do things without excessive or untimely interference.
- Participate in the group without expecting always to be in command.
- Modify your tendency to give orders.
- Enlist others' input and support through participative, collaborative actions.
- Praise and give credit for jobs well done.
- Let colleagues and employees know that you realize it's only natural that you and others will make mistakes.
- When delegating, give some authority along with the responsibility.

When You are the S Style

- Stretch by taking on a bit more (or different) duties beyond your comfort level.
- Increase verbalization of your thoughts and feelings.
- Speed up your actions by getting into some projects more quickly.
- Desensitize yourselves somewhat, so that you aren't negatively affected by your colleagues' feelings to the point of affecting your own performance.
- Learn to adapt more quickly to either changes or refinements of existing practices.
- Bolster your assertiveness techniques.

When You are the I Style

- Improve your follow-through efforts.
- Monitor socializing to keep it in balance with other aspects of business and life.
- Write things down and work from a list, so you'll know what to do and when to do it.
- Prioritize activities and focus on tasks in their order of importance.
- Become more organized and orderly in the way you do things.
- Get the less appealing tasks of the day over with early in the day.
- Pay attention to your time management.
- Check to make sure you're on course with known tasks or goals.

Adapting Your Leadership Style

Be mindful of how you are likely to want to express leadership based on your style of **CI/CS**, and examine if your style is aligned with what others need and prefer.

When They are the C Style, Help Them:

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

When They are the D Style, Help Them:

- More realistically gauge risks.
- Exercise more caution and deliberation before making decisions and coming to conclusions.
- Follow pertinent rules, regulations and expectations
- Recognize and solicit others' contributions, both as individuals and within a group.
- Tell others the reasons for decisions.
- Cultivate more attention and responsiveness to emotions.

When They are the S Style, Help Them:

- Utilize shortcuts; discard unnecessary steps.
- Track their growth.
- Avoid doing things the same way.
- Focus on the goal without attending to other thoughts or feelings.
- Realize tasks have more than one approach.
- Become more open to risks and changes.
- Feel sincerely appreciated.
- Speak up; voice their thoughts and feelings.
- Modify the tendency to do what others tell them.
- Get and accept credit and praise, when appropriate.

When They are the I Style, Help Them:

- Prioritize and organize.
- See tasks through to completion.
- View people and tasks more objectively.
- Avoid overuse of giving and taking advice (which can result in lack of focus on tasks).
- Write things down.
- Do the unpleasant, as well as the fun things.
- Focus on what's important now.
- Avoid procrastination and/or hoping others will do things for them.
- Practice and perfect, when appropriate.

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.

The table below highlights the previous pages with an overview of suggestions to interact with those you lead/manage:

	With **D** Styles	With **I** Styles	With **S** Styles	With **C** Styles
Develop	• Focus on the big picture • Cover basic steps/ high points quickly • Show them the simplest, fastest route to get them to the destination • Tell them what is to be done by when • Help them find shortcuts	• Release information in chunks • Skip details • Involve them kinesthetically • Let them share what they learn • Be slow to criticize and quick to praise • Let them teach concept to others	• Use one-on-one, hands-on instruction • Start at the beginning & end at the end • Let them observe others before trying • Provide a step-by-step procedure & working schedule • Allow repetition for creating routine	• Point out most important things first • Demonstrate efficiently, logically – stress purpose of each step • Proceed slowly, stopping to check understanding • Ask for input, especially potential refinements • Build up to the big picture
Communicate	• Listen to their suggestions, and their plans for actions/results • Acknowledge where you already agree • Work backwards toward agreement on the results you both want	• Listen to their personal feelings and experiences • Be open and responsive, preferably through congenial and leisurely conversation (like good friends) • Allow time to socialize	• Be patient, ready to do more talking than listening • Clarify any key agenda items with them • Stay organized and move forward steadily (but slowly) checking to make sure they understand and accept what is being said	• Be well organized and clear in your communication • Provide logical conclusions • Ask questions nonjudgmentally to clarify objectives or elicit agreement
Help Decide	• Expect autonomous, no-nonsense decisions • If the decision will help meet goals, they go for it; if not, they say no • May put off reaching a conclusion when it takes too much time or effort to do the work determining the best choice • Provide a simple, brief analysis for each option	• Avoid discussions of complex, negative-sounding, messy problems • Frame suggestions in a positive light • Provide suggestions that allow them to look and feel good • Do not require a lot of difficult, follow-up, detail work or long-term commitment	• Deal with only one subject or situation at a time, one step at a time • Before moving on to other items, make sure they are ready, willing, and able to do so • Remain calm and relaxed • Encourage them to share their suggestions of how the decision might be made in a way that is likely to add more stability	• Confirm they are open to discussing the problem or decision • If they aren't ready, either set a definite time that's better for both of you or explore their concern in pursuing this subject • Give time and space to think clearly before providing responses
Motivate	• Lead with the big picture • Provide options and clearly describe the probability of success • Allow the opportunity to make choices • Set boundaries, but let them take charge	• Provide "special" incentives or short-term contests to inspire follow through • Show them how they can look good to others • Reward them in front of others, let them share achievements	• Show how their work benefits others/team • Show how the outcome will provide security • Show them how their follow-through links to greater good • Show how work strengthens relationships	• Appeal to the need for accuracy and logic • Keep approach clear, clean and procedural, with illustrations and documentation • Avoid exaggeration and vagueness • Show them how this is the best available option

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	With D Styles	**With I Styles**	**With S Styles**	**With C Styles**
Compliment	• Mention their achievements, upward mobility and leadership potential • Remove personal comments and focus on their track record	• Mention their charm, friendliness, creative ideas, persuasiveness • Pay direct personal compliments to them when legitimately deserved	• Mention their teamwork and dependability, what they have done • Notice how others respect them, how well they get along, and the importance of effort in relationships	• Mention efficiency, processes, organization, persistence, accuracy • Do not mix personal and professional comments • Keep praise simple and concise
Counsel	• Stick to the facts • Draw them out by talking about the desired results; then discuss their concerns • Focus on tasks more than feelings Ask them how they would solve problems	• Give opportunity to share what bothers them – they may need to air feelings to relieve tension • Pay attention to both facts and feelings, but put primary emphasis on feelings • Ask how they could solve a challenge or problem	• Understand emotional side of the situation by drawing them out through questioning and listening • Limit disruption by change, ambiguity, and the unknown • Reduce fears by showing how specific changes will benefit them and others	• Draw them out by asking, "How would you...?" questions about problems • Persist in attempts to get them to express themselves more directly Allow them to investigate potential considerations and plan for change early to increase comfort
Correct	• Describe what results are desired • Show gaps between actual and desired result • Listen to their suggestions, and their plans for actions/results • Clearly suggest needed improvements and establish a time to get back to you with plan or report of new results	• Specifically define challenge and behaviors to solve the problem • Confirm a mutually agreeable action plan (in writing) to prevent misunderstanding • Help them face, not avoid problems Recognize that stress may cause panic - help decompress fear and anxiety with positive questions and statements	• Reassure them that you only want to correct a specific behavior, not them personally • Help them not to take things personally by removing the "something is wrong with you" barrier quickly • Point out in a non-threatening way what they're already doing right while also emphasizing what needs changing	• Show them how to get a job done - they'll master and modify it to suit their needs • Specify the exact behavior that is indicated and how you would like to see it changed • Mutually agree on checkpoints and timeframes • Allow them to avoid embarrassment and preserve dignity in mistakes
Delegate	• Give them the bottom line and then let them take their own action • Outline parameters, guidelines, and deadlines to help them be efficient • Remind them to engage more with employees when delegating	• Get clear agreements; set up check points to avoid long stretches with no progress reports • Steer them toward implementation of ideas and taking action • Encourage them to engage others in work	• Monitor workload and responses when delegating • 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 • Give specific task/deadline, and justification of why it is important	• Take time to answer the most critical questions about structure • 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 • Establish deadlines
Acknowledge	• Focus on how pleased you are with results • Share how glad you are to be a part of working with them to make things better	• Focus on success in finding solutions • Appreciate them for their openness and willingness to help others feel good about results	• Sincerely appreciate their willingness to make things good for everyone • Reinforce gratitude at the importance of them sharing their ideas to help others	• Recognize how difficult it can be for them to meet the high personal standards they set • Cite specific and appropriate examples of excellence

Taking Ownership of Your Destiny

Imagine what would have happened if you had successfully applied these principles and practices years ago! Hundreds of thousands of people like you have already used these principles and experienced dramatic improvement in their professional and personal relationships, more satisfaction in their dealings with customers and co-workers (family and friends, too!), 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 increased their ability to help people find solutions to problems and are more adept at helping others grow and succeed.

For you to also share these benefits, we encourage you to get started right now. First, think about the relationships you want to improve within the next year… the next month… the next week… even by the end of the day! Develop a plan to meet those goals using The Platinum Rule® and the other principles you've learned that make up 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 moment you start to engage with people they way they want and need to be treated, you'll start to see immediate improvement.

Commit to Growth

"Change is inevitable… growth is optional." We love that saying because it's true! You now have the option to make a decision that could change your life as a leader. 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. In whatever way you decide to move forward, big or small, we know your commitment to growth will be a valuable step in reaching your next milestone…and beyond.

Here's to Your Continued Success!

So Now What?

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

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

Disclaimer

There are no warranties, express or implied, regarding the online DISC assessment. You assume full responsibility, and the authors & assessment company and their agents, distributors, officers, employees, representatives, related or affiliated companies, and successors, and the company requesting you to complete this DISC Assessment (THE GROUP) shall not be liable for, (i) your use and application of The DISC Assessment, (ii) the adequacy, accuracy, interpretation or usefulness of The DISC Assessment, and (iii) the results or information developed from your use or application of The DISC Assessment.

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In no event, will THE GROUP be liable for any lost profits or other consequential damages, or for any claim against you by a third party, even if one or more of THE GROUP has been advised of the possibility of such damages.

ASI Validation

Why is Independently Tested Accuracy of this Assessment Important?

A recent review found that the majority of assessments available today lack reporting to verify 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.

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.

Company Name Here   555-555-5555   www.YourWebsite.com