



# **DISC TriView**

An Evaluation of Behavioral Styles

Report For: **Sample Report**

Style: **IC**

Date: **7/9/2025**



# Table of Contents

<b>Introduction to DISC .....</b>	<b>3</b>
<b>Part I: Understanding DISC .....</b>	<b>4</b>
Behavioral Styles.....	4
Pace and Priority of Each Style.....	5
A Deeper Look at the Four DISC Styles .....	6
Communicating with the DISC Styles.....	7
<b>Part II: Understanding Yourself .....</b>	<b>9</b>
General Characteristics.....	9
Style Overview .....	10
Word Sketch .....	11
DISC Graphs for Sample Report .....	12
Behavioral Pattern View.....	13
Communication Tips for Others .....	14
Your Motivators: Wants and Needs .....	15
What you Bring to the Organization.....	16
The I Style .....	17
Potential Areas for Improvement.....	18
12 Behavioral Tendencies .....	19
12 Behavioral Tendencies – Details & Graphs.....	20
Summary of Sample Report’s Style.....	24
<b>Part III: Understanding Others and Adaptability .....</b>	<b>25</b>
Adaptability .....	25
What is Adaptability? .....	26
Recognizing Another Person’s Behavioral Style.....	27
Communicating with Each Style.....	28
To Modify Directness and Openness.....	29
To Modify Pace and Priority .....	30
Adapting in Different Situations .....	31
Application Activities.....	35
So Now What? .....	38
How to Assure Assessment Accuracy? .....	39

# Introduction to DISC

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.

## How to Use This Report

**This DISC TriView report shares information using Graph III, the Combination graph, which is derived from the mathematical, algorithmic combined average of Graphs I and II. The average is calculated with a proprietary algorithm used for all our DISC reports.**

This 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 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

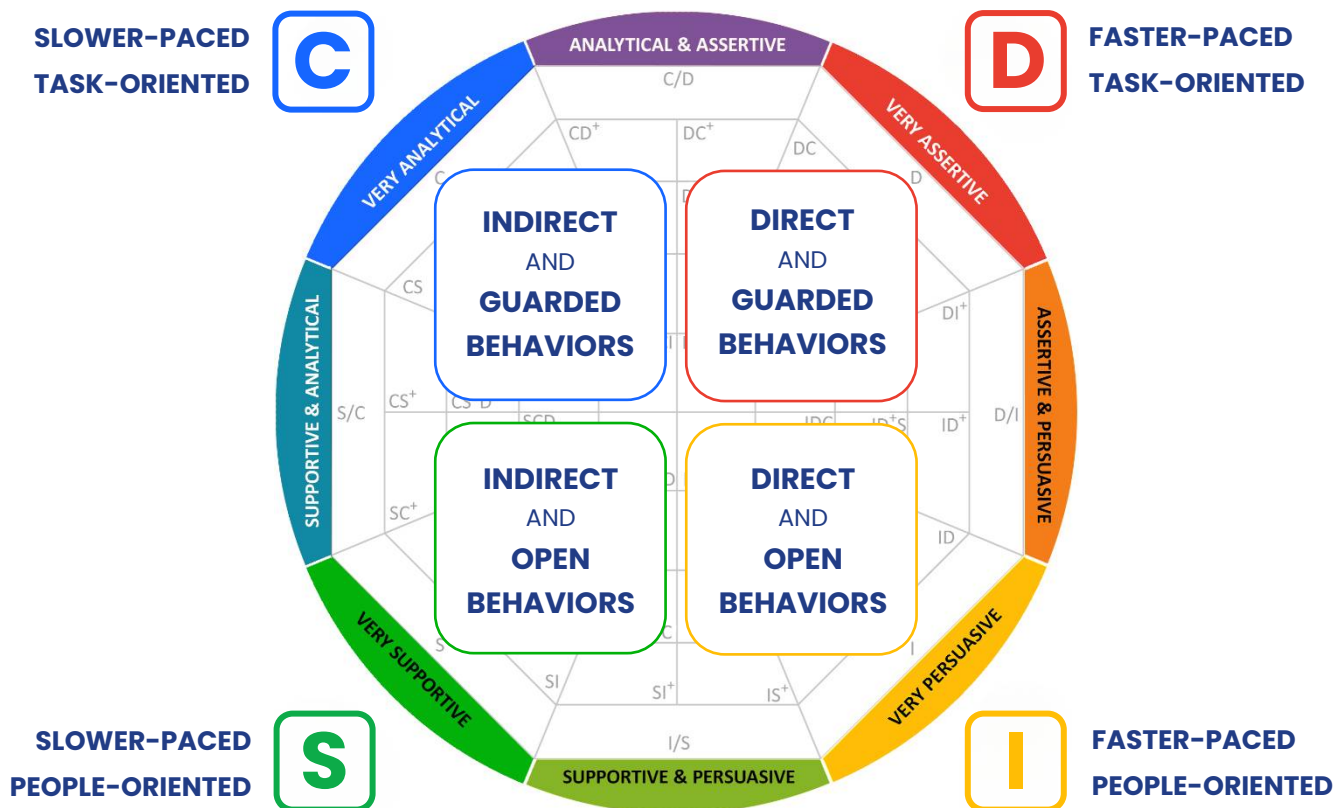
### Directness and Openness of Each Style

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



**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. 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.

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

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

Your responses indicate that you are optimistic, with a strong desire to win. This spirit can be contagious, and thus positively influence the team. You score like those who are outgoing, with a keen sense of detail and goal orientation. You may sometimes surprise others with your specific knowledge of a project or initiative.

You are able to accomplish complex tasks by working enthusiastically with people. Even when faced with very complex requirements, you have the ability to both harness the emotional capacity of your team, as well as deal with the details and minutiae of the project.

You score like those who may become somewhat impatient or aggressive when under pressure. As long as you realize this, you can potentially harness this urgency to achieve optimal success on a task. Use your natural optimism to maintain a positive climate, even when under pressure. You'll get better results and keep more people on board with the project. Your potential to be aggressive may sometimes lead to conflict. Attempt to minimize this conflict by taking a more positive, team-oriented approach.

You have the ability to take the seed of an idea and make it develop into a successful solution. This is a strength that you should utilize whenever possible, due to its high potential benefit to the team. You have an innate optimism and creativity and are able to think both quickly and analytically about ideas. Your positive spirit has the potential to be a catalyst for positive change within an organization or team.

Some people don't always "get it" right away. To that point, you show a special skill in helping others visualize the activities necessary for success. You do this by creating mental pictures for your audience in communicating what the vision is all about. Using those mental pictures, you are able to illuminate a variety of pathways to success. Be certain to use this skill when working with team members who are having trouble articulating the vision.

You score like those who bring an appropriate balance between logic and emotion when communicating to others. Your "people skills" and natural ability as a communicator enable you to respond quickly on your feet, and maintain a positive climate of communication.

Your results indicate that you are able to help initiate complex processes and activity. This comes from two specific traits: people orientation, and detail orientation. Your "people skills" can be used to engage others in an idea or process, while your attention to detail can help maintain a level of quality control. The latter is a skill that few people share and is something that you should attempt to leverage and maximize.

Your score pattern matches those whose decisions are made primarily by gathering facts and considering the needs of all people involved. This highlights the theme of balancing both the people side and the detail side of projects. This balance translates to win-win situations for both the organization and the people involved. This is a rare skill, and one that is valued in the workplace.

## Style Overview

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

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

## Your Behavioral Style: Assessor

Assessors show a great ability to balance both the people side and the quality control side of various projects. Their people skills include being assertive without becoming aggressive, and this is engaging to the others they interact with. They are able to verbalize the necessity of maintaining standards. They excel at explaining strategy and the steps necessary to reach goals. They may become verbally critical when they see quality slipping, or when others are not as engaged.

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

- **Personal direction:** Able to see both the big picture and the details
- **Strengths offered:** Dealing with people, maintaining urgency, and staying on the success pathway
- **General characteristics:** High orientation toward both people and quality control
- **Contributions to others:** Supports innovative ideas from others
- **Getting along with others:** Engages with people and keeps an eye on the correct procedures
- **When stressed:** May become fault-finding and impatient with others
- **Keep in mind:** May make assumptions and overstep their empowerment boundaries
- **Additional notes:** Good people skills and detail awareness, but may complain if things aren't going their way

## Word Sketch

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

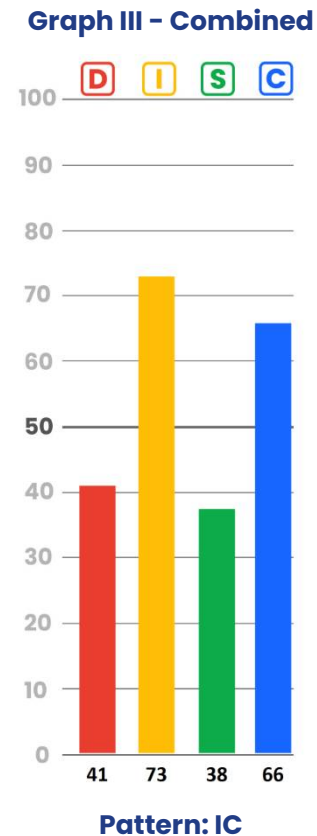
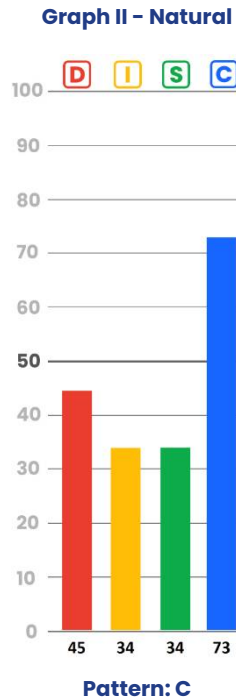
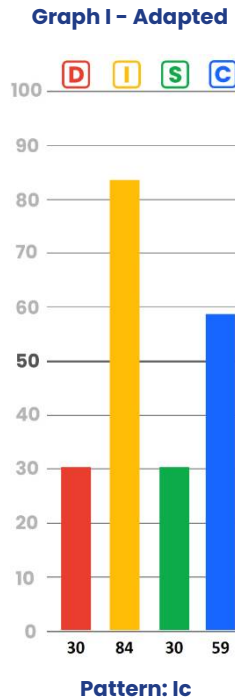
This chart shows your DISC Graph as a “Word Sketch.” Use it with examples to describe why you do what you do and what’s important to you when it comes **Dominance** of Problems, **Influence** of People, **Steadiness** of Pace, or **Conscientiousness** of Procedures. Share more about the specific needs 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	<b>D</b> Problems/Challenges	<b>I</b> People/Contacts	<b>S</b> Pace/Consistency	<b>C</b> Procedures/Constraints
<b>Needs</b>	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
<b>Emotions</b>	Anger, Impatience	Optimism, Trust	Patience, Non-Expression	Fear, Concern
<b>Fears</b>	Being taken advantage of/lack of control	Being left out/loss of social approval	Sudden change/loss of stability and security	Being criticized/loss of accuracy and quality
6	argumentative daring demanding decisive domineering egocentric	emotional enthusiastic gregarious impulsive optimistic persuasive	calming loyal patient peaceful serene team person	accurate conservative exacting fact-finder precise systematic
5	adventurous risk-taker direct forceful	charming influential sociable trusting	consistent cooperative possessive relaxed	conscientious courteous focused high standards
4	assertive competitive determined self-reliant	confident friendly generous poised	composed deliberate stable steady	analytical diplomatic sensitive tactful
3	calculated risk moderate questioning unassuming	controlled discerning rational reflective	alert eager flexible mobile	own person self-assured opinionated persistent
2	mild seeks consensus unobtrusive weighs pro/con	contemplative factual logical retiring	discontented energetic fidgety impetuous	autonomous independent firm stubborn
1	agreeing cautious conservative contemplative modest restrained	introspective pessimistic quiet pensive reticent suspicious	active change-oriented fault-finding impatient restless spontaneous	arbitrary defiant fearless obstinate rebellious sarcastic

## DISC Graphs for Sample Report

Your **Adapted Style** indicates you tend to use the behavioral traits of the **Ic 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 **C style(s)**. Your **Combined Style** indicates that you tend to use the behavioral traits of the **IC style(s)** most frequently, despite the circumstance.

Your Adapted Style is the graph displayed on the left. It 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 graph in the middle is your Natural Style **and indicates the intensity of your instinctive behaviors and motivators**. It is often an indicator of the “real you” and your instinctive behavior. This is likely how you act when not under the influence or expectations of others and typically, in stressful situations. This graph tends to be fairly consistent, even in different environments. The graph on the right is your Combined Style. This graph is an algorithmic average combining the natural and adapted, providing **a preferred baseline of your most likely and commonly observed behaviors**.



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

As you review your DISC graph, notice the higher and lower scores. When a bar is above the midrange (50), we consider that this is a style in which you are invested. It will be easy for others to notice this behavior when interacting with you. The higher the bar, the more invested you are in that style. Behaviors associated with your scores can be found on the Word Sketch page. You'll see descriptors for all four styles that correspond to your scores. See how strongly these resonate with you.

## 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).

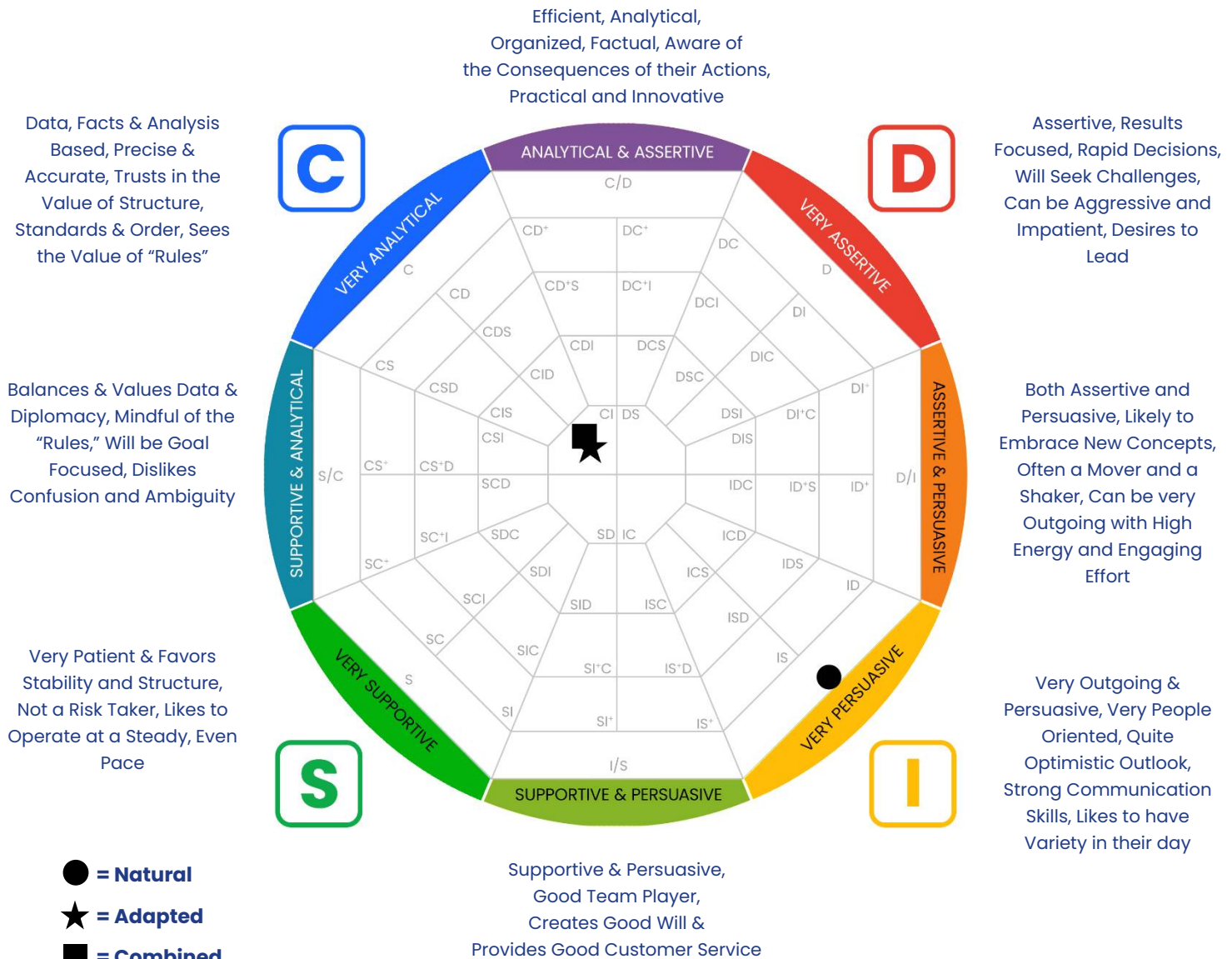
### THE SCORING LEGEND

**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



## 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**:

- Provide testimonials from people Sample sees as important and prominent.
- Be certain that your ideas and information are credible and realistic.
- Be engaging, stimulating, and fast-paced.
- Ask for Sample's input regarding people and specific assignments.
- Plan to talk about things that support Sample's dreams and goals.
- List pros and cons to the suggestions you make.
- Do your homework, because Sample's homework will already be done.

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

- Be dogmatic.
- Rush the issues or the decision-making process until you have buy-in.
- Get in the habit of manipulating ideas quickly.
- Leave decisions hanging in the air. Be certain all decision points have reached closure and result in plans for action.
- Be unrealistic with deadlines.
- Use someone else's opinions as evidence.
- Be impersonal or judgmental.

## 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.

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:

- A strong, visible group or organization to identify with.
- Procedures that support a quality initiative and have the flexibility to be changed when necessary.
- Work tasks of a specialized nature to support your natural curiosity and detail orientation.
- Awards that recognize ability, competence, or achievements.
- A variety of activities involving interpersonal contact, both on and off the job.
- Social recognition for success on a project, or in achieving a goal.
- A system of support to assist with the details and follow-through.

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

- Work assignments requiring precision and accuracy to capitalize on attention to detail, as well as sufficient interpersonal contact.
- A wider scope of perspective and operations.
- Sufficient time for effective planning.
- To maintain communication on work tasks or projects, and to reduce the amount of off-the-subject comments and socializing.
- Complete explanations of the nature of a process, and systems used.
- Increased authority to delegate routine tasks and procedures.
- To have confidence in the project, product, goals, and leadership.

## What you Bring to the Organization

This page provides useful insights for a job or as you work together on a team or family project. These are the talents and tendencies you bring. When used in environments that you are most effective in, you are likely to be self-motivated to accomplish great things. It is possible that you may not always be in an environment that allows you to be your best. We recommend you speak with your leader to see what can be incorporated into your current environment to help maintain your motivation. 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 are able to negotiate conflicts between people and teams in a win-win manner.
- You tend to demonstrate technical competence, as well as skill in dealing with people.
- An optimistic team player, you are able to motivate others toward their goals.
- In meetings, you will communicate your opinions in a positive and solution-oriented way.
- You bring a positive sense of humor and know how to break the ice or combat hostility tactfully.
- You show a high level of respect for established systems and organizational protocol.
- You are deadline-savvy and able to juggle many issues simultaneously.

### Your Work Style Tendencies:

- On the job, you bring a high degree of optimism and a strong desire to win.
- You make job-related decisions by gathering facts and considering the needs of the people involved.
- On difficult projects, you may become somewhat impatient or aggressive under pressure.
- You have the ability to carry out detailed action plans, and verbalize the steps in an articulate manner.
- You tend to be considerate of others on the team and are persuasive without being demanding.
- You have the ability to contribute to a pleasant and efficient work environment, due to your attention to people and knack for quality control.
- You have the ability to handle both the "people side" and the detail side of a project with equal skill and confidence.

### You Tend to Be Most Effective In Environments That Provide:

- Contact with groups, and opportunities to build a network of people.
- Complete explanations of areas of responsibility and control.
- Activities including many opportunities for interaction with people.
- Variety in work tasks and projects.
- An environment that supports your critical thinking skills.
- Public recognition for accomplishments.
- Time to reflect and think about pros and cons to solutions.

## The I Style

### Under Stress – Perceptions, Behavior and Needs for the I

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:

- Cautious
- Careful
- Quality control
- Respectful

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

- Worrier
- Perfectionistic
- Analysis-paralysis
- Anxious

#### Under Stress You Need:

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

#### Your Typical Behaviors in Conflict:

- Your tendency to be something of a loner may make it more difficult for other people to trust you, although your demonstrated reliability tends to offset this.
- You often resort to various indirect techniques to manipulate the environment to make it more favorable to your position. You may resort to little known rules and procedures, the literal meaning of regulations, the use of committees, and other indirect approaches.
- Although you generally avoid overt conflict, you may speak out on a matter of principle in order to protect your high standards.

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

- Include all the people involved with a project in your decision-making process. Ask for their suggestions as well as their data.
- Be sure to share the reasoning behind your decisions. Failure to do so makes them seem arbitrary.
- Stand up for yourself with supervisors, friends, and coworkers rather than avoiding them or pretending to go along with them.

## Potential Areas for Improvement

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

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 may tend to oversell your ideas.
- You may tend to promise a bit more than you can deliver, then enlist the help of others to ensure timely delivery.
- You may be overly optimistic in your ability to persuade or manage others.
- You may be overly defensive about your position, especially when faced with change or threats.
- You may get bogged down in details, like a security blanket in a high-pressure climate.
- You may withdraw ideas in order to keep from making waves or creating controversy.
- Your high level of enthusiasm may be seen by some as shallow or self-absorbed.

## 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.

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

## 12 Behavioral Tendencies – Details & Graphs

Below are twelve behavioral tendencies. Your score is represented by a ●

### Interpretation Notes:

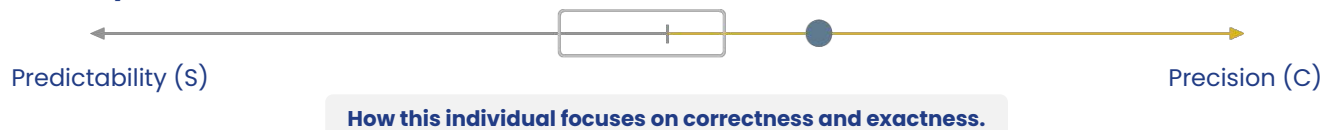
- **Frequency Observed:** The behavioral tendencies are presented in order from Most Frequently Observed to Least Frequently Observed.
  - HI – Clearly observed in most situations, seen more often
  - HM – Frequently observed in many situations
  - MOD – May or may not be observed depending on the situation
  - LM – Sometimes observed in some situations
  - LOW – Absence of the behavior in most situations
- **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.
- **General Population Comparison** – The box on each continuum represents the general population in the behavioral tendency. Approximately 68% of people score in this range. Review each behavioral tendency to see how you compare to the general population.

### Reasoning



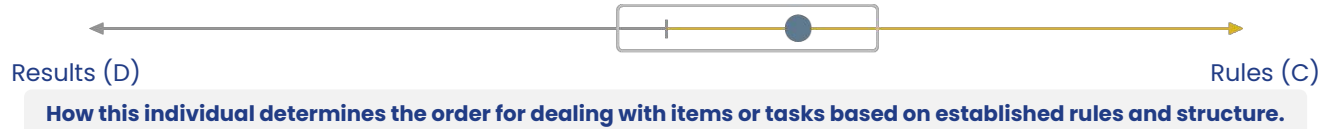
**(MOD)** You may rely somewhat on your feelings and interactions with others to make decisions, and choose what is likely to be considered acceptable but will seek to back up judgments with evidence and verification. When reasoning, you likely rely on a balanced approach of logic and emotion, and look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

### Accuracy



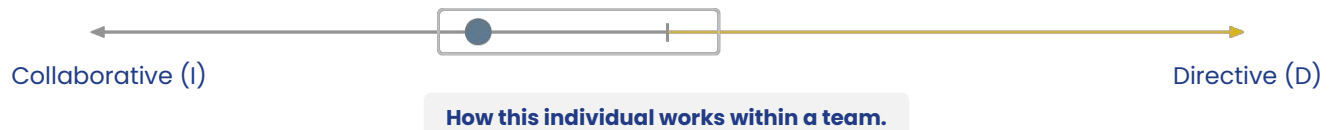
**(HM)** You frequently focus on carefully and deliberately ensuring high-quality outcomes with great importance on accuracy, structure, order and precision in all you do. You are likely to focus on being and doing things right. While doing it the right way can impact success dramatically, it is also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

## Prioritizing



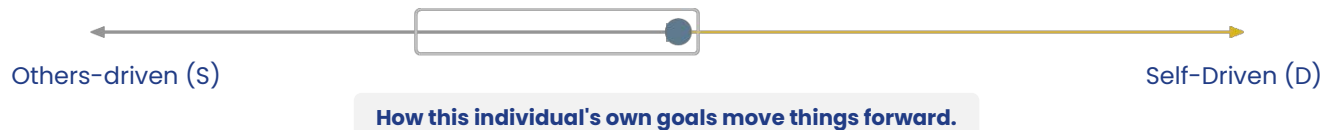
**(HM)** You often focus on following established structural and procedural guidelines to ensure high-quality outcomes with great importance on accuracy, order and precision. You are likely to prioritize the rules rather than the results. While the rules and procedures are a key component to success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

## Self-Reliance



**(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.

## Personal Drive



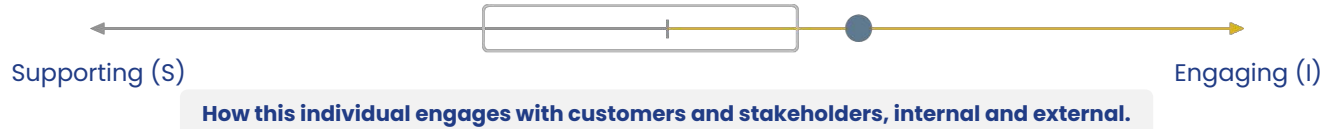
**(MOD)** Your determination is balanced between a self-driven and others-driven approach, focusing on actions to achieve results with awareness of risks and consequences of actions. You are likely driven by both a desire to meet your own needs and motivations, and support and help others in the process.

## Careful Decision Making



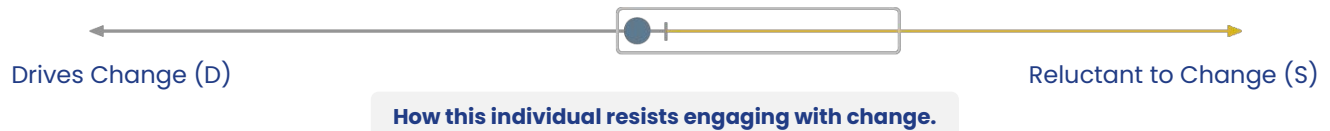
**(LM)** You are somewhat impulsive based on feelings rather than taking the time to consider the risks and consequences. You are likely to make decisions spontaneously and emotionally, trusting your gut and going with what feels right. Sometimes it is important to see if it makes sense too, not just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

## Customer & Team Interaction



**(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.

## Change Resistance



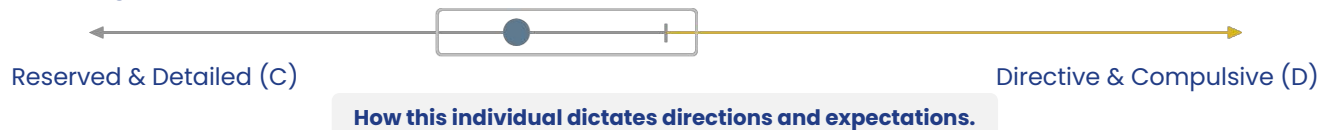
**(MOD)** You can be slow to accept or embrace change or more committed to your own thoughts and ideas during times of change, depending on the level of risk and expected outcome. There may be times when you actively accept and engage in change and other times you feel like more information and planning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

## Building Rapport



**(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.

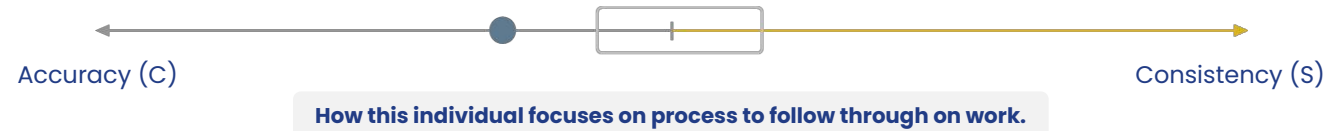
## Providing Instruction



**(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.

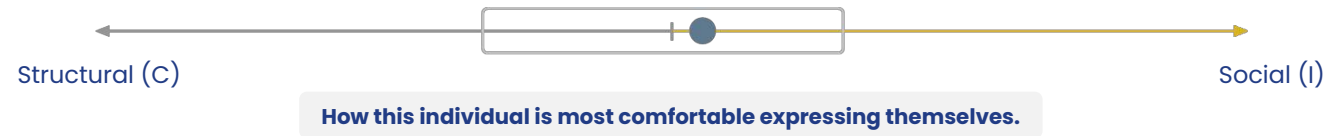


Work Process Alignment



**(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.

Expressing Openness



**(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.



## Summary of Sample Report’s Style

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

### Communication Dos & Don’ts

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

### Your Motivations: Wants

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

### Your Motivations: Needs

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

### Your Strengths

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

### Your Work Style Tendencies

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

### Effective Environmental Factors

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

### Potential Areas for Improvement

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_

## Part III: Understanding Others and Adaptability

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

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

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

It is important to remember that adapting our styles is not always easy! It may take some time, feel very difficult, or seem especially foreign in certain situations. Give it time, practice, patience and diligence and you will see relationship benefits.

### Adaptability

#### The Application Section Includes:

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

## What is Adaptability?

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

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

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

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

## Important Considerations:

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

## Words of Advice

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

# Recognizing Another Person's Behavioral Style

## 2 Power Questions:

1. Are they **DIRECT/FAST-PACED** or **INDIRECT/SLOWER-PACED** in their communications?  
(Directness is the 1<sup>st</sup> predictor of Style. Direct plots on the right, Indirect on the Left).
2. Are they **GUARDED/TASK-ORIENTED** or **OPEN/PEOPLE-ORIENTED** in their communications?  
(Openness is the 2<sup>nd</sup> predictor of Style. Open plots on the Bottom, Guarded on the Top).









When we integrate both the tendency to be either **DIRECT** or **INDIRECT** with the 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	
<b>D</b>	Tends to be <b>direct</b> and <b>guarded</b>	<b>Fast</b> -paced and <b>task</b> -oriented	
<b>I</b>	Tends to be <b>direct</b> and <b>open</b>	<b>Fast</b> -paced and <b>people</b> -oriented	
<b>S</b>	Tends to be <b>indirect</b> and <b>open</b>	<b>Slow</b> -paced and <b>people</b> -oriented	
<b>C</b>	Tends to be <b>indirect</b> and <b>guarded</b>	<b>Slow</b> -paced and <b>task</b> -oriented	

## Communicating with Each Style

With <b>D</b> Styles	With <b>I</b> Styles	With <b>S</b> Styles	With <b>C</b> Styles
<ul style="list-style-type: none"> <li>• Show them how to win</li> <li>• Display reasoning</li> <li>• Provide concise data</li> <li>• Agree on goals and boundaries</li> <li>• Vary routine</li> <li>• Compliment them on what they have done</li> <li>• Provide opportunities for them to lead, impact results</li> </ul>	<ul style="list-style-type: none"> <li>• Show them that you admire and like them</li> <li>• Be optimistic</li> <li>• Support their feelings and ideas</li> <li>• Avoid involved details</li> <li>• Focus on the big picture</li> <li>• Interact and participate with them – do it together</li> <li>• Provide acknowledgements, accolades, and compliments</li> </ul>	<ul style="list-style-type: none"> <li>• Show how your idea minimizes risk</li> <li>• Demonstrate interest in them</li> <li>• Compliment them on follow through</li> <li>• Give personal assurances</li> <li>• Provide a relaxing, friendly, stable atmosphere</li> <li>• Act non-aggressively, focus on common interests</li> <li>• Provide opportunities for deep contribution and teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• Approach indirectly, non-threatening</li> <li>• Show your reasoning, logic, give data in writing</li> <li>• Allow them to think, inquire, and check before they make decisions</li> <li>• Tell them “why” and “how”</li> <li>• Provide opportunities for precision, accuracy, and planning for quality results</li> </ul>

## Tension Among the Styles

<b>PACE</b> <i>Direct, Fast-Paced</i> vs. <i>Indirect, Slower-Paced</i>	<b>PRIORITY</b> <i>Guarded, Task-Oriented</i> vs. <i>Open, People-Oriented</i>	<b>PACE &amp; PRIORITY</b> <i>Direct, Fast-Paced, Guarded, Task-Oriented</i> vs. <i>Indirect, Slower-Paced, Open, People-Oriented</i>
 <p><b>High S + High I</b> (Lower Left vs. Lower Right Quadrant)</p>	 <p><b>High D + High I</b> (Upper Right vs. Lower Right Quadrant)</p>	 <p><b>High S + High D</b> (Lower Left vs. Upper Right Quadrant)</p>
 <p><b>High C + High D</b> (Upper Left vs. Upper Right Quadrant)</p>	 <p><b>High C + High S</b> (Upper Left vs. Lower Left Quadrant)</p>	 <p><b>High C + High I</b> (Upper Left vs. Lower Right Quadrant)</p>

## To Modify Directness and Openness

### Direct/Indirect

With <b>D</b> Styles <b>DIRECT</b>	With <b>I</b> Styles <b>DIRECT</b>	With <b>S</b> Styles <b>INDIRECT</b>	With <b>C</b> Styles <b>INDIRECT</b>
<ul style="list-style-type: none"> <li>Use a strong, confident voice</li> <li>Use direct statements rather than roundabout questions</li> <li>Face conflict openly, challenge and disagree when appropriate</li> <li>Give undivided attention</li> </ul>	<ul style="list-style-type: none"> <li>Make decisions at a faster pace</li> <li>Be upbeat, positive, warm</li> <li>Initiate conversations</li> <li>Give recommendations</li> <li>Don't clash with the person, but face conflict openly</li> </ul>	<ul style="list-style-type: none"> <li>Make decisions more slowly</li> <li>Avoid arguments and conflict</li> <li>Share decision-making</li> <li>Be pleasant and steady</li> <li>Respond sensitively and sensibly</li> </ul>	<ul style="list-style-type: none"> <li>Do not interrupt</li> <li>Seek and acknowledge their opinions</li> <li>Refrain from criticizing, challenging, or acting pushy – especially personally</li> </ul>

### Guarded/Open

With <b>D</b> Styles <b>GUARDED</b>	With <b>I</b> Styles <b>OPEN</b>	With <b>S</b> Styles <b>OPEN</b>	With <b>C</b> Styles <b>GUARDED</b>
<ul style="list-style-type: none"> <li>Get right to the task, address bottom line</li> <li>Keep to the agenda</li> <li>Don't waste time</li> <li>Use businesslike language</li> <li>Convey acceptance</li> <li>Listen to their suggestions</li> </ul>	<ul style="list-style-type: none"> <li>Share feelings, show more emotion</li> <li>Respond to expression of their feelings</li> <li>Pay personal compliments</li> <li>Be willing to digress from the agenda</li> </ul>	<ul style="list-style-type: none"> <li>Take time to develop the relationship</li> <li>Communicate more, loosen up, and stand closer</li> <li>Use friendly language</li> <li>Show interest in them</li> <li>Offer private acknowledgements</li> </ul>	<ul style="list-style-type: none"> <li>Maintain logical, factual orientation</li> <li>Acknowledge their thinking</li> <li>Downplay enthusiasm and body movement</li> <li>Respond formally and politely</li> </ul>

## To Modify Pace and Priority

### Pace

With <b>D</b> Styles <b>FASTER</b>	With <b>I</b> Styles <b>FASTER</b>	With <b>S</b> Styles <b>SLOWER</b>	With <b>C</b> Styles <b>SLOWER</b>
<ul style="list-style-type: none"> <li>• Be prepared, organized</li> <li>• Get to the point quickly</li> <li>• Speak, move at a faster pace</li> <li>• Don't waste time</li> <li>• Give undivided time and attention</li> <li>• Watch for shifts in attention and vary presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Don't rush into tasks</li> <li>• Get excited with them</li> <li>• Speak, move at a faster pace</li> <li>• Change up conversation frequently</li> <li>• Summarize details clearly</li> <li>• Be upbeat, positive</li> <li>• Give them attention</li> </ul>	<ul style="list-style-type: none"> <li>• Develop trust and credibility over time, don't force</li> <li>• Speak, move at a slower pace</li> <li>• Focus on a steady approach</li> <li>• Allow time for follow through on tasks</li> <li>• Give them step-by-step procedures/instructions</li> <li>• Be patient, avoid rushing them</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared to answer questions</li> <li>• Speak, move at a slower pace</li> <li>• Greet cordially, and proceed immediately to the task (no social talk)</li> <li>• Give them time to think, don't push for hasty decisions</li> </ul>

### Priority

With <b>D</b> Styles <b>TASK</b>	With <b>I</b> Styles <b>PEOPLE</b>	With <b>S</b> Styles <b>PEOPLE</b>	With <b>C</b> Styles <b>TASK</b>
<ul style="list-style-type: none"> <li>• Get right to the task</li> <li>• Provide options and let them decide</li> <li>• Allow them to define goals and objectives</li> <li>• Provide high-level follow up</li> </ul>	<ul style="list-style-type: none"> <li>• Make time to socialize</li> <li>• Take initiative to introduce yourself or start conversation</li> <li>• Be open and friendly, and allow enthusiasm and animation</li> <li>• Let them talk</li> <li>• Make suggestions that allow them to look good</li> <li>• Don't require much follow-up, details, or long-term commitments</li> </ul>	<ul style="list-style-type: none"> <li>• Get to know them personally</li> <li>• Approach them in a friendly, but professional way</li> <li>• Involve them by focusing on how their work affects them and their relationships</li> <li>• Help them prioritize tasks</li> <li>• Be careful not to criticize personally, keep it specific and focused</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared with logic and practicality</li> <li>• Follow rules, regulations, and procedures</li> <li>• Help them set realistic deadlines and parameters</li> <li>• Provide pros and cons and the complete story</li> <li>• Allow time for sharing of details and data</li> <li>• Be open to thorough analysis</li> </ul>

## Adapting in Different Situations

### Adapting at Work

#### **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 DIRECT or INDIRECT in their communication?
  - b. Are they GUARDED or OPEN 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?

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

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

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

## So Now What?

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

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

## 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.

You waive any claim or rights of recourse on account of claims against THE GROUP either in your own right or on account of claims against THE GROUP by third parties. You shall indemnify and hold THE GROUP harmless against any claims, liabilities, demands or suits of third parties.

The foregoing waiver and indemnity shall apply to any claims, rights of recourse, liability, demand or suit for personal injury, property damage, or any other damage, loss or liability, directly or indirectly arising out of, resulting from or in any way connected with The DISC Assessment, or the use, application, adequacy, accuracy, interpretation, usefulness, or management of The DISC Assessment, or the results or information developed from any use or application of The DISC Assessment, and whether based on contract obligation, tort liability (including negligence) or otherwise.

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.