



# **DISC Self** and **Motivators Summary**

A Dual Evaluation of Behavioral & Motivational Styles

Report For: **Sample Report**

Style: **Dis/CD**

Date: **6/13/2025**



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# Understanding DISC & Motivators

## DISC Styles

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:

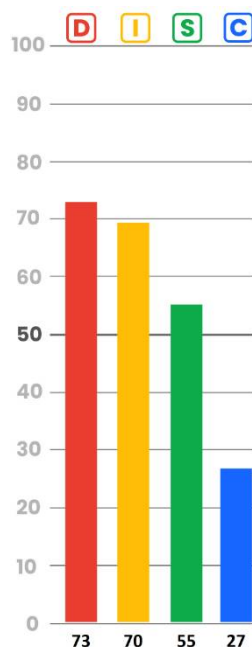
**D** Dominance

**I** Influence

**S** Steadiness

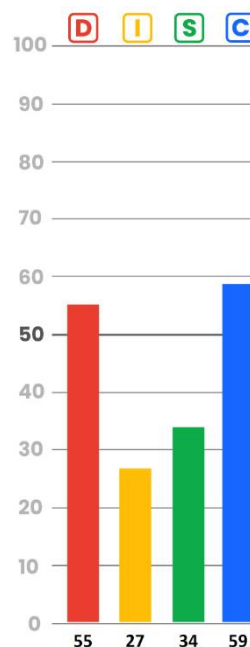
**C** Conscientiousness

Adapted Style – Graph I



Pattern: Dis

Natural Style – Graph II



Pattern: CD

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

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

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



## 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	<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





## 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.

Focus	<b>D</b> Problems/Challenges	<b>I</b> People/Contacts	<b>S</b> Pace/Consistency	<b>C</b> Procedures/Constraints
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## Your Behavioral Style: Explorer

Explorers are creative change agents. They bring decisiveness, a sense of urgency, and an eye on quality control to their projects. Explorers can spin many plates and projects simultaneously. There are two goals on their radar: quick results and high quality. When they achieve both, it's great; but sometimes these two goals may be an either/or situation. Explorers make routine decisions very quickly, but become more cautious on bigger, riskier ones. Explorers appreciate a wide berth of authority to carry out their responsibilities.

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

- **Personal direction:** Creatively solving difficult and complex problems
- **Strengths offered:** Creativity in generating new ideas and solutions after doing the homework
- **General characteristics:** Brings a sense of firm direction and an awareness of quality control
- **Contributions to others:** Creative problem-solving and bringing focus on direction and solutions
- **Getting along with others:** Strong ideas and opinions, but may vacillate between focus on direction and focus on quality issues
- **When stressed:** May withdraw from others or become indecisive
- **Keep in mind:** May become overly critical and sometimes distant when in disagreement
- **Additional notes:** Creates unique ideas for projects, but may vacillate at times about direction or quality focus



## 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



## A Deeper Look at the Four DISC Styles

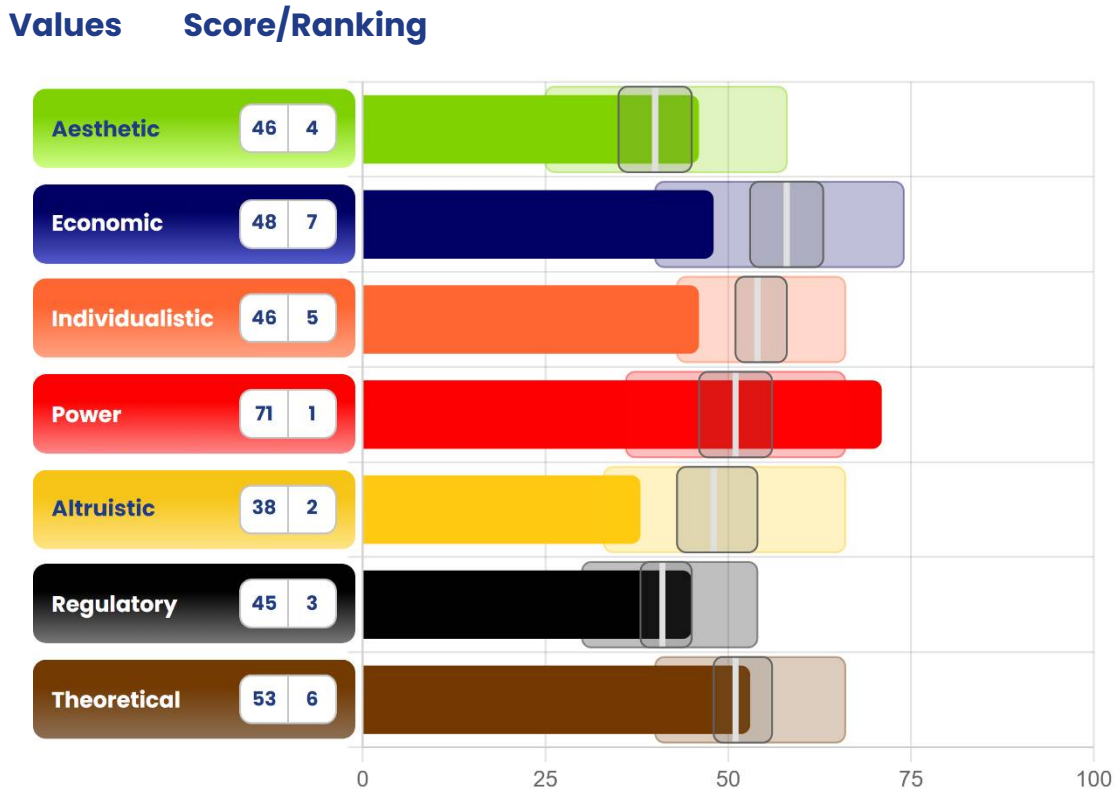
Below is a chart to help you understand some of the characteristics of each of the Four Basic DISC Styles, so you can interact with each style more effectively. Although behavioral style is only a partial description of personality, it is quite useful in describing how a person behaves, and is perceived,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



# Motivational Styles

## Summary of Sample's Motivation



## Personal Scores

### Importance & Impact

- Importance: The score number & solid bar**  
Individual Score – shows how much passion you have for that dimension, and reveals how you'll likely express that Motivator
- Impact: Ranking**  
Distance from 50 (whether high or low) – indicates the order of influence that the motivator has on your decisions, from 1-7

## Population Scores

### Comparison

- The median line**  
Half of the population scores above and half scores below the median
- The grey box**  
AVERAGE scores fall in this range, based on comparison to population
- The shaded area**  
LOW & HIGH scores fall in this range, based on comparison to population

**NOTE:** If your score falls outside of the shaded area, you are driven differently than most of the population, whether your score is VERY LOW or VERY HIGH.



## Details of Sample's Motivation



### **Aesthetic** – Divergent

You will likely possess an “inner awareness” and will desire to understand the moods, affections, and values of yourself and others.



### **Economic** – Relaxed

You are not driven by monetary rewards or being “first” and may lack the emotional initiative necessary to compete with those around you.



### **Individualistic** – Supportive

You are able and willing to support someone else’s ideas without having to interject your own.



### **Power** – Forceful

You will seek to achieve positions of authority and will be drawn to roles that allow you to direct and control.



### **Altruistic** – Suspicious

You will make sure you position yourself, so you don’t get burned when working closely with others.



### **Regulatory** – Disciplined

You believe there’s only one way to solve a problem and will endeavor to work within established boundaries.



### **Theoretical** – Inquisitive

You can rely on both new information and what has worked in the past when making decisions.





## Sample's Individual Motivator Dimensions Summary

### Sample's Aesthetic Motivator – High

Strong desire and need to achieve equilibrium between the world around us and ourselves (within) while creating a sustainable work/life balance between the two. Creative, imaginative, arty, mystical and expressive, this style may redefine or resist real world approaches to current challenges.



#### Universal Assets:

- You keep impractical and creative/mystical types grounded.
- You possess a healthy balance between style, purpose, and function.
- You can work well with others to create and transform.
- You work equally well with practical and imaginative, self-expressive types.

### Sample's Economic Motivator – Low

The motivation for security from self-interest, economic gains, and achieving real-world returns on personal ventures, personal resources, and focused energy. The preferred approach of this motivator is both a personal and a professional one with a focus on ultimate outcomes.



#### Universal Assets:

- You are not driven by monetary rewards and competitive frameworks.
- You may believe money is for spending on things you want.
- You score in a range that indicates a lower interest in gaining material wealth.
- You may be sensitive to inequities and injustices and will not want to be a victim to others demands.

### Sample's Individualistic Motivator – Low

Need to be seen as autonomous, unique, independent, and to stand apart from the crowd. This is the drive to be socially independent and have opportunity for freedom of personal expression apart from being told what to do.



#### Universal Assets:

- You likely won't "hog the ball" when working with others.
- You'll likely prefer to be seen and not heard.
- You are not one to steal the spotlight or gain excessive recognition.
- You appreciate a team mentality and will think in terms of "we" as opposed to "me."

### Sample's Power Motivator – Very High

Being seen as a leader, while having influence and control over one's environment and success. Competitiveness and control is often associated with those scoring higher in this motivational dimension.



#### Universal Assets:

- You believe the skies the limit.
- You don't turn back: there's typically no Plan B with you.
- You may be looking for rewards and recognition for a job well done.
- You need signs of personal authority such as your name on your parking space.



## Sample's Altruistic Motivator – Low

An expression of the need or energy to benefit others at the expense of self. At times, there's genuine sincerity in this dimension to help others, but not always. Oftentimes an intense level within this dimension is more associated with low self-worth.



### Universal Assets:

- You'll likely see certain people as a means to any given end.
- You may think in terms of you first and others last.
- You will protect your own turf at times and want to qualify people you don't know.
- You may survive, as opposed to thrive, in certain life and business situations.

## Sample's Regulatory Motivator – High

A need to establish order, routine and structure. This motivation is to promote a black and white mindset and a traditional approach to problems and challenges through standards, rules, and protocols to color within the lines.



### Universal Assets:

- You are generally in the middle when it comes to instructions, protocols, and having to do things a certain way.
- You can appreciate details to a point, but will likely not depend on them.
- You can challenge rules that do not make any sense to you.
- You may desire a more stable atmosphere with some structure and uniformity.

## Sample's Theoretical Motivator – Average

The desire to uncover, discover, and recover the "truth." This need to gain knowledge for knowledge sake is the result of an "itchy" brain. Rational thinking (frontal lobe), reasoning and problem solving are important to this dimension. This is all about the "need" to know why.



### Universal Assets:

- Your technical prowess will be limited to the things you love.
- You want to know why, but won't let it get in your way of getting things done.
- You are more of a broad-minded person and less a detailed person when it comes to finding out why.
- You will likely learn what you need to learn in order to get to the next step.



## 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."***

***"...we applaud your efforts at making Motivators reliable and valid..."***

*– 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) [DISC & Motivators]

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) [DISC]

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.

#### External Data Reliability (APA Standards) [Motivators]

The term reliability in psychological research refers to the consistency of a testing or assessment method. In this case we are measuring the reliability or consistency of assessment measures over time. External Reliability measures the extent to which assessment measure varies from one use to another. In this analysis we are measuring reliability from the use of a test at one time as compared to another time. The comparison is using a mean variance measure referred to as the mean value ratio. The mean value ratio measures the external or time consistency of an assessment.

#### Disparate Impact (EEOC Guidelines) [DISC & Motivators]

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.