



DISC Coaching

An Evaluation of Behavioral Styles

Report For: **Sample Report**

Style: **IS/IsC**

Focus: **Work**

Date: **7/21/2015**

Your Company
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Introduction to the DISCstyles™ Online Report

Congratulations on your decision to take the DISC Online Assessment.

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

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

Our DISC Online System focuses on patterns of external, observable behaviors using scales of directness and openness that each style exhibits. Because we can see and hear these external behaviors, it becomes much easier to “read” people. This model is simple, practical, easy to remember and use. See The Four Basic DISCstyles Overview Chart section of this report for a summary of each of the styles.

BEHAVIORAL STYLES

Historical, as well as contemporary, research reveals more than a dozen various models of our behavioral differences, but many share one common thread: the grouping of behavior into four basic categories. The DISCstyles System focuses on patterns of external, observable behaviors using scales of directness and openness that each style exhibits. See the table below. Because we can see and hear these external behaviors, it becomes much easier to “read” people. This model is simple, practical, and easy to remember and use. See page 24 of this report for a summary of each of the styles.

STYLE	TENDENCIES
Dominance	Tends to be direct and guarded
Influence	Tends to be direct and open
Steadiness	Tends to be indirect and open
Conscientious	Tends to be indirect and guarded

HOW TO USE THIS REPORT

This DISC report is divided into two parts. Part I focuses on understanding your DISC style characteristics. Please note that there is no “best” style. Each style has its unique strengths and opportunities for continuing improvement and growth. 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 II discusses the concept of adaptability and offers several action plans for you and others who interact with you.

ADAPTABILITY

In addition to understanding your style, the report will identify ways that you can apply your style strengths or modify your style weaknesses in order to meet the needs of a particular prospect or customer. This is called adaptability. Social scientists call it “social intelligence.” There has been a lot written lately on how your social intelligence is just as important as your Intelligence Quotient (IQ) in being successful in today’s world. In some cases, social intelligence is even more important than IQ. The concept of adaptability is discussed in detail in the What is Behavioral Adaptability? section of this report.

Part I 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.

Sample, the responses you gave indicate that you tend to be unselfish and sensitive to the needs of others. This is a rare type of generosity that comes with no strings attached, hidden agendas, or ulterior motives. People who score like you get a genuine "rush" when they are helping others. That's the up-side. The flipside is that you may need to monitor yourself closely to make sure you are not spreading yourself too thin in your efforts to please everybody.

You tend to have a long fuse and seldom become visibly angry or agitated. You may harbor internal anger, but you tend not to vocalize it to those involved, instead perhaps "venting" to others not involved in the project. Overall, you tend not to seek direct confrontation about what is making you upset, which is a good thing as long as you don't let such conflicts boil to the surface.

You show a rare ability to get along with a wide variety of people. This comes from both your sincere interest in people and from your inherent patience in working with others. You may be able to bring various individuals together who might not otherwise cooperate.

You score like those who prefer to establish long-term relationships, rather than brief, superficial ones. This perhaps comes from your preference toward stability in your lifespace, and longer-term relationships may bring that stability. Friendships and acquaintanceships you have made in the past are important to you, even now.

Part I Understanding Yourself

General Characteristics (continued)

You have the ability to persuade others, not with hype, but rather with warmth, sincerity, and understanding. These are perhaps considered "soft sell" tools, but they can make a big impact. This skill comes from the merging of your "people skills," along with the fact that you tend to be more modest when dealing with people.

You score like those who are socially poised without being overly controlling. You have the ability to project confidence and poise that is perceived as sincere and genuine. Others are likely to notice this, allowing you to develop trust and credibility with them easily.

Sample, your score pattern suggests a high degree of persistence and patience in working on projects. This can be especially important when the assignments are long, detailed, and involve a multitude of personal or complex tasks. Where others may lose patience and perhaps allow overall quality to lapse, you bring a unique pulse and tempo that can serve as a model for others.

Your responses indicate that you tend not to force your own ideas on others with edicts, but rather by offering carefully considered suggestions. This can be a key point of success in a variety of areas. It helps build both rapport and credibility with others and is a strength that you can affirm in a genuine way. The combination of your listening skills, people skills, and innate sincerity allow you to influence others and thus affect the results.

Your Strengths

What You Bring to the Organization

You are likely to display your strength characteristics rather consistently. For the most part, these qualities tend to enhance your effectiveness within your organization. Work Style Preferences provide useful insights as you work in a job or as you work together on a team or family project. They are the talents and tendencies you bring to your job. Check the two most important strengths and the two most important work style tendencies and transfer them to the Summary of Your Style page.

Your Strengths:

- You work hard to achieve the team's goals and objectives.
- You demonstrate a high degree of patience in working with others.
- You are very people-oriented and, as a result, are able to talk with new people very easily in small groups or in large audiences.
- You are a good listener.
- You are able to reach goals by working with and supporting the efforts of others on the team.
- Your strong optimism helps motivate the team toward their goals.
- You are able to build positive relationships with internal and external stakeholders.

Your Work Style Tendencies That You Bring to the Job:

- You are perceived by others on the team as a good listener.
- On the job, you tend to say "yes" more often than "no," when asked to help out with a colleague's project or problem.
- You meet new people easily and prefer networking with others rather than working in solitary conditions.
- On the job, you have a strong need to be patient, polite, and create an environment of good-will for internal and external stakeholders.
- At work, you tend to have a "long fuse," and are not easily angered, although you may take some of the anger home to vent.
- You show a high degree of persistence in working on projects, especially over the long haul.
- You tend not to force your own ideas on others with edicts, but rather by offering considered suggestions.

Your Motivations (Wants) and Needs

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

You Tend to Be Motivated By:

- A supervisor, manager, or board who practices a democratic leadership process.
- Flexibility to circulate and talk with a variety of people.
- A work culture that is supportive of family activities and commitments.
- Identification with the organization, team, and others with whom a spirit of work responsibility has been established.
- Evidence that a new process has been successful in similar applications.
- Acceptance as a positive and supportive member of the organization and team.
- Projects and assignments that provide interpersonal contact, and an opportunity to help both internal and external stakeholders.

People With Patterns Like You Tend to Need:

- Encouragement to keep the positive spirit and optimism when the pressure is on.
- To learn to say "no" more often in order to avoid spreading yourself too thin.
- Detailed delegation of responsibilities, to reduce ambiguity and confusion.
- To get better control of files and record keeping.
- More direction toward work tasks, and less focus on chatting and socializing.
- To be more realistic and ambitious in setting deadlines for team projects.
- Increased urgency in decision making.

YOUR MOTIVATIONS Ideal Work Environment

Everybody is motivated...however; they are motivated for their own reasons, not somebody else's reasons. By understanding your motivations, you can create an environment where you are most likely to be self-motivated. Check the two most important environment factors and transfer them to the Summary of Your Style page.

You Tend to Be Most Effective In Environments That Provide:

- Specialized assignments that also involve working and communicating with a variety of people.
- A work culture that allows for your natural interest in helping others learn and grow professionally.
- Support and appreciation of your individual efforts.
- A favorable working climate containing positive attitudes and optimistic spirit.
- A work culture that takes pride in the systems, processes, and people working behind the scenes.
- A job culture where there is little hostility, confrontation, anger, or pressure.
- Clear responsibility and lines of authority to avoid confusion or overlapping initiatives.

The I Style

Behavior and Needs Under Stress

Under Stress You May Appear:

- Superficial
- Unrealistic
- Impulsive
- Manipulative
- Overeager

Under Stress You Need:

- A quick pace for stimulation and excitement
- Action and interaction
- Prestige

Your Typical Behaviors in Conflict:

- You may experience a desire to get even if someone thwarts a major component of your personal agenda; however, you are not very likely to follow through. You may choose to overlook the matter in order to preserve the relationship or you may simply lash out in anger.
- When you experience a moment of misery, you may appear overeager, impulsive, sarcastic and demanding and disregard the facts or anything you say.
- Your anger is generally a response to a personal attack or, possibly, the failure of someone to support you when you were really counting on that person's support. Of course you may interpret a comment intended to refer to a task-related problem as a personal attack, especially if it concerns your contribution to the problem.

Strategies to Reduce Conflict and Increase Harmony:

- Recognize that you can never resolve a conflict by avoiding it. Risk damaging a relationship or losing someone's approval by stating your feelings and clarifying your expectations. Be sure, of course, to listen attentively to the responses of others.
- Take time to clarify the commitments and expectations of others. Do not make any assumptions about what others will do. Always get a specific commitment.
- Avoid giving others a false impression of the level of support you will give them. When promising your support, make clear precisely what it is that you will do.

Communication Tips and Plans for Others

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

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

When Communicating with Sample, DO:

- Be candid, open, and patient.
- Put the details in writing, but don't plan on discussing them too much.
- Show sincere interest in him as a person.
- Provide assurances about his input and decisions.
- Be certain to conclude the communication with some modes of action and specific next steps for all involved.
- Ask for his input regarding people and specific assignments.
- Plan to talk about things that support his dreams and goals.

When Communicating with Sample, DON'T:

- Manipulate or bully him into agreeing.
- Be rude or abrupt in your delivery.
- Be vague or ambiguous.
- Leave the idea or plan without backup support.
- Let the discussion with him get caught in dreams too much, otherwise you'll lose time.
- Be impersonal or judgmental.
- Be overly task-oriented.

Communication Plan with the **DOMINANT** Style

CHARACTERISTICS:	SO YOU...
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

Communication Plan with the **INFLUENCING** Style

CHARACTERISTICS	SO YOU...
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

Communication Plan with the **STEADY** Style

CHARACTERISTICS	SO YOU...
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

Communication Plan with the **CONSCIENTIOUS** Style

CHARACTERISTICS	SO YOU...
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"

Potential Areas for Improvement

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

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

Potential Areas for Improvement:

- You may need some coaching in time management; for instance, in setting more ambitious deadlines.
- You may have difficulty with quick decision making because of your need to consider the "people side" of all issues.
- You may tend to take constructive criticism personally, possibly losing focus as to how it relates to the task.
- You may be a bit of a grudge-holder toward those who offer criticism.
- You may be rather indirect in providing instructions, because you don't want to impose your will on others.
- You may show less emphasis on productivity and more emphasis on the "people side" of a project.
- You may hesitate to correct or discipline those who report to you, for fear of offending someone.

Summary of Sample Report's Style

Communication is a two-way process. Encourage others to complete their own DISCstyles Online 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 DISCstyles information. Complete the worksheet below from the previous pages of this report.

YOUR STRENGTHS: WHAT YOU BRING TO THE ORGANIZATION

1. _____
2. _____

YOUR WORK STYLE TENDENCIES

1. _____
2. _____

YOUR MOTIVATIONS (WANTS)

1. _____
2. _____

YOUR NEEDS

1. _____
2. _____

YOUR MOTIVATIONS: IDEAL WORK ENVIRONMENT

1. _____
2. _____

COMMUNICATION DO'S & DON'TS

1. _____
2. _____

POTENTIAL AREAS FOR IMPROVEMENT

1. _____
2. _____

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 allows us to predict what will and will not please them which makes for better relationships and a more harmonious and productive workplace! 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 to (D)ominance of Problems, (I)nfluence of other People, (S)teadiness of Pace, or (C)ompliance to Procedures and Rules. Share more about the specific needs (now maybe habits) that drive you in each area of FOCUS. Is your DISC point at levels 1 and 2? Then your emotions and needs are the opposite of those whose graph is at Levels 5 and 6 in that area.

	D	I	S	C
DISC Focus	Problems / Tasks	People	Pace (or Environment)	Procedures
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
Observable	Decisive, risk-taker	Optimistic, trust others	Patience, stabilizer	Cautious, careful decisions
Fears	... being taken advantage of/lack of control	... being left out, loss of social approval	... sudden change/loss of stability and security	... being criticized/loss of accuracy and quality
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 neat sensitive tactful
3	calculated risk moderate questioning unassuming	controlled discriminating 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 our behavior. Therefore, once we can accurately observe one’s actions, it’s easier to “read” and anticipate their likely motivators and needs. This allows us to predict what will and will not please them, which makes for better relationships and a more harmonious and productive workplace! 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 to (D)ominance of Problems, (I)nfluence of other People, (S)teadiness of Pace, or (C)ompliance to Procedures and Rules. Share more about the specific needs (now maybe habits) that drive you in each area of FOCUS. Is your DISC point at levels 1 and 2? Then your emotions and needs are the opposite of those whose graph is at Levels 5 and 6 in that area.

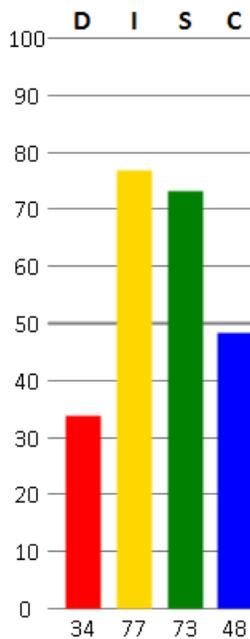
	D	I	S	C
DISC Focus	Problems / Tasks	People	Pace (or Environment)	Procedures
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
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Fears	... being taken advantage of/lack of control	... being left out, loss of social approval	... sudden change/loss of stability and security	... being criticized/loss of accuracy and quality
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 neat sensitive tactful
3	calculated risk moderate questioning unassuming	controlled discriminating 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

DISCstyles eGraphs for Sample Report

Your Adapted Style indicates you tend to use the behavioral traits of the IS style(s) in your selected Work focus. Your Natural Style indicates that you naturally tend to use the behavioral traits of the Isc style(s).

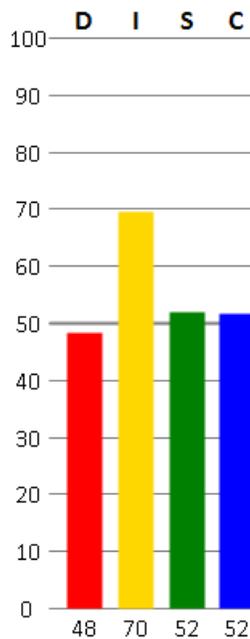
Your Adapted Style is your graph displayed on the left. It is your perception of the behavioral tendencies you think you should use in your selected focus (work, social or family). This graph may change when you change roles or situations. The graph on the right is your Natural Style and indicates the intensity of your instinctive behaviors and motivators. It is often a better indicator of the “real you” and your “knee jerk”, instinctive behaviors. This is how you act when you feel comfortable in your home environment and are not attempting to impress. It is also what shows up in stressful situations. This graph tends to be fairly consistent, even in different environments.

Adapted Style - Graph I

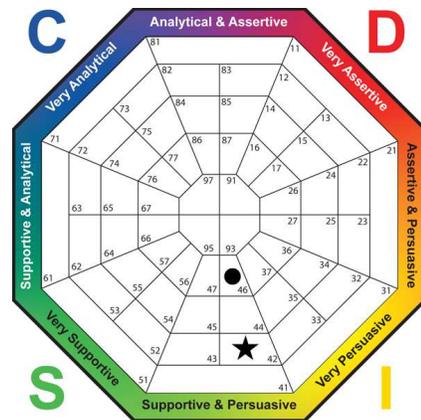


Pattern: IS (2553)
Focus: Work

Natural Style - Graph II



Pattern: Isc (3544)



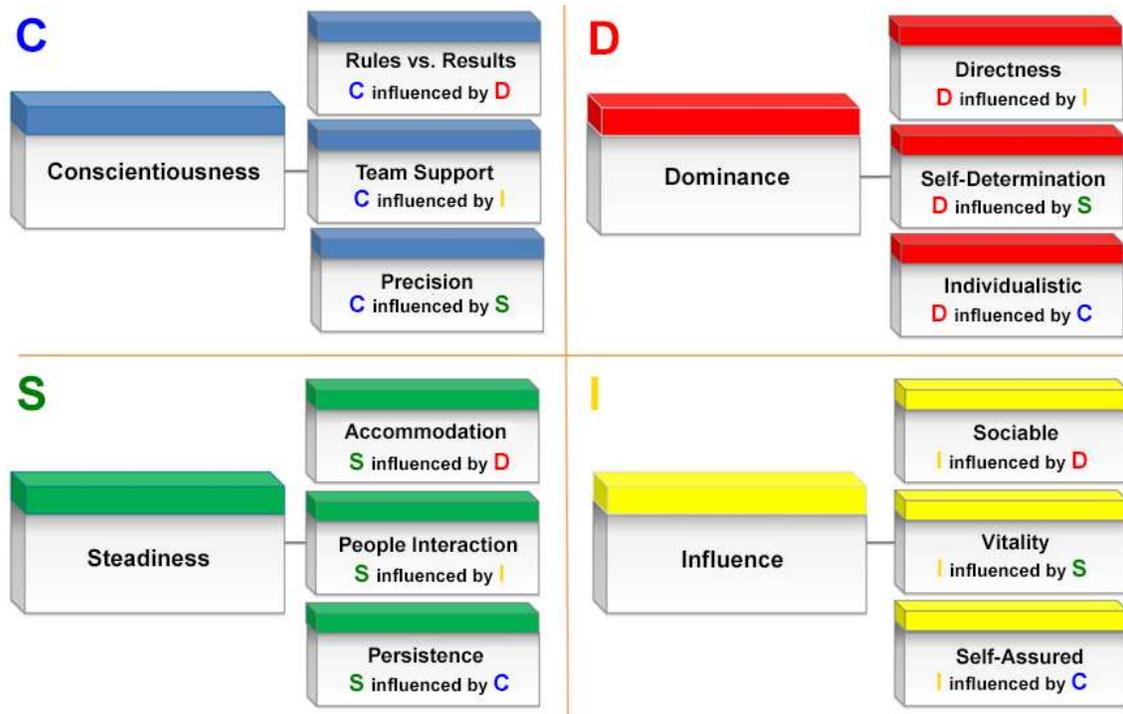
● = Natural Behavioral Style
 ★ = Adapted Behavioral Style

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

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

The higher or lower each D, I, S, C point is on your graphs, the greater or lesser your needs-motivated behavior impacts your results at work and others around you. Once aware, you can adapt your style. Can you change? Of course! You do it every day depending on your situations. However, permanent behavioral change comes only with awareness and practice. Study and practice using the Behavioral Adaptability Charts in this report to gain behavioral flexibility. For further questions or personal coaching, contact your consultant.

The 12 Integrated DISC Style Relationships



For a more complete understanding of a person's overall behavior style, you can view how each of the primary (4) four DISC factors interact to produce (12) twelve integrated behaviors.

When comparing each of the (4) four basic DISC factors with the others, a group of (12) twelve factors of individual behaviors can be identified. Each person will display some of these factors more strongly than the others.

Each of the (12) twelve factors has been assigned a specific descriptor(s) to help you naturally associate the factor to a specific behavior. The ability to identify and measure the relative interaction of the (12) twelve factors represents a dramatic improvement in the use and application of DISC to better understand human workplace behavior.

We can measure the strength of a factor in a person's overall behavioral style by viewing the intensity score. Intensity is a measurement of the relative contribution of a specific factor to a person's observable natural behaviors that are most often displayed in most situations.

The (5) five intensity levels range from Low (absent in most situations) thru High (clearly displayed in most situations). This integrated behavioral view represents an improvement that contributes to the overall understanding of human behavior. Behaviors define how we deliver our thinking into the world.

We recommend you add this powerful new view to your tool kit and use it to assist you in understanding why and how people shape their communications and connections with the other people in their life.

This list of (12) twelve Integrated DISC relationships reveals how the (4) four Primary DISC behaviors combine and work together to create the socialized behaviors others see and experience. The Length of the black bar shows the relative influence of the DISC factors in someone’s overall observable behavioral style.

The **blue box** identifies 68% of all scores in the general population for each integrated behavior. One standard deviation (34%) below the median score (vertical link) and one standard deviation (34%) above the median score (vertical link). Unlike an AVERAGE, the median score will not always be shown with equal space on both sides.

1. The Sociable Behavior (I/D) [High Moderate Intensity]



“How this individual's need for social interaction is impacted by their assertiveness and desire for immediate results.” The Sociable behavior measures HOW the strength of this individual's preference for cordial social interaction and people connection is influenced by their need for immediate results. Higher intensity scores reflect an emphasis on seeking, building and sustaining personal relationships while Lower intensity scores reflect a much stronger competitive “result now” focus with less effort on accommodation and building relationships.

2. The Self-Assured Behavior (I/C) [Moderate Intensity]



“How this individual's people oriented extroversion is impacted by their need for accuracy and structure.” The Self-Assured behavior measures HOW the strength of this individual's extroversion and desire for personal connection with others is influenced by their need for structure, detail, and accurate evidence prior to taking action. Higher intensity scores can sometimes lead to overconfidence with a willingness to improvise and to take spontaneous actions vs. thorough planning while Lower intensity scores reflect a cautious and conscientious approach that seeks to take actions that are supported by reliable tactics, trusted data and past successes.

3. The Vitality Behavior (I/S) [Moderate Intensity]



“How this individual's people focused extroversion is impacted by their preferred pace and activity level.” The Vitality behavior measures HOW the strength of this individual's desire for interpersonal connections is influenced by their degree of urgency, preferred pace and activity level. Higher intensity scores reflect a high energy, freewheeling, confident and engaging style that will likely embrace new ideas and concepts while Lower intensity scores reflect thoughtfulness and care when crafting both words and deeds as one moves steadily toward the identified goal and objective.

4. The Accommodation Behavior (S/D) [Moderate Intensity]



“How this individual's need to operate at a steady pace and innate degree of patience is impacted by their need for immediate results.” The accommodation behavior measures HOW the strength of this individual's level of patience and activity level are influenced by the strength of their desire to lead, command and direct activities focused on immediate results and solutions. Higher intensity scores reflect a willingness to consider, accommodate and support alternative solutions and ideas while Lower intensity scores reflect a propensity to make difficult decisions, remain firm in supporting and defending them sustained by a strong focus on achieving immediate results and accomplishing assigned goals.

5. The Rules vs. Results Behavior (C/D) [Moderate Intensity]



“How this individual's need for accuracy, precision and guidelines is impacted by their need for immediate results.” The Rules vs. Results behavior measures HOW the strength of this individual's need to precisely follow established structural and procedural guidelines, standards and codes is influenced by their need for direct “results now” actions that target immediate accomplishments. Higher intensity scores identify a strong need to pursue objectives with guidance and reliance upon established structure, rules, organizational protocols and policies while Lower intensity scores suggest a more direct, immediate “result now” focus that will not likely be restrained by established protocols, procedures and policies.

6. The Persistence Behavior (S/C) [Moderate Intensity]



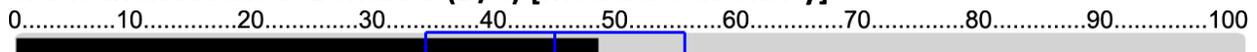
“How this individual's need for pace and patience is impacted by their need for accuracy, precision and planning.” The Persistence behavior measures HOW the strength of this individual's patience, activity level and team support is influenced by their need for accuracy, precision and structure. Higher intensity scores reflect an emphasis on supporting planned group and team efforts while Lower intensity scores reflect a need to follow established policies and procedures even if it requires running counter to the team's direction that may be advocating alternative or even potentially risky actions.

7. The Precision Behavior (C/S) [Moderate Intensity]



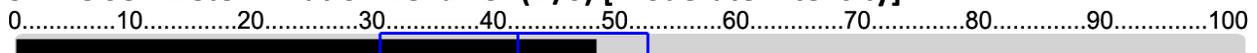
“How this individual's need for accuracy, precision and planning is impacted by their desire for team support and accommodation.” The Precision behavior measures HOW the strength of this individual's need for structure, accuracy, order and precision is influenced by their pace, patience and level of team accommodation. Higher intensity scores reflect a desire to operate in a “fail-safe” environment supported by accurate data and through preparation while Lower intensity scores suggest steady paced progress, strong support, consideration and accommodation for the team's overall direction.

8. The Individualistic Behavior (D/C) [Moderate Intensity]



“How this individual's “results now” assertiveness is impacted by their desire to be accurate, analytical and structured.” The Individualistic behavior measures HOW the strength of this individual's direct, assertive and “results now focus” is influenced by their need to precisely follow established structural and procedural guidelines while pursuing objectives. Higher intensity scores will not likely be deterred by potential restraints or established policies especially if they are perceived to impede immediate results while Lower intensity scores will favor strong and precise compliance and adherence to established structure, rules, policy and procedures.

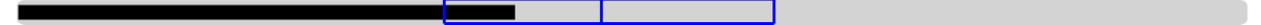
9. The Self-Determination Behavior (D/S) [Moderate Intensity]



“How this individual's degree of assertive “results now” focus is impacted by their level of patience.” The Self-Determination behavior measures HOW the strength of this individual's direct, assertive and “results now” oriented behaviors are influenced by their degree of patience and preferred pace. Higher intensity scores identify a preference toward a more “now oriented pace” that is keyed toward taking actions that achieve immediate results and goals while Lower intensity scores identify a steadier, less urgent pace that embraces planning and careful consideration of consequences prior to taking action.

10. The People Interaction Behavior (S/I) [Moderate Intensity]

0.....10.....20.....30.....40.....50.....60.....70.....80.....90.....100



“How this individual's need for a steady pace and exercise of patience is impacted by their desire to connect and engage in social interaction.” The People Interaction behavior measures HOW the strength of this individual’s degree of patience and preferred activity level are influenced by the strength of their extroversion and a desire to socially interact and accommodate others. Higher intensity scores will display a great deal of care and consideration when crafting the words and deeds that impact others while Lower intensity scores will reflect a freewheeling and confident belief that most if not all interactive social situations can be handled “on the fly.”

11. The Team Support Behavior (C/I) [Moderate Intensity]

0.....10.....20.....30.....40.....50.....60.....70.....80.....90.....100



“How this individual's need for accuracy, precision and following procedure is impacted by their desire for social connection and interaction.” The Team Support behavior measures HOW the strength of this individual’s desire for accuracy, structure, rules and standards is influenced by the strength of their desire to interact, engage and accommodate other people. Higher intensity scores display reliance upon structure, logic, facts and established data, procedures and protocols while Lower intensity scores display a more cordially social, engaging and accommodating communication style with a less focus on established protocols.

12. The Directness Behavior (D/I) [Low Moderate Intensity]

0.....10.....20.....30.....40.....50.....60.....70.....80.....90.....100



“How this individual's dominance and 'results now focus' is impacted by their desire to interact, connect and relate to others.” The Directness behavior measures HOW the strength of this individual's direct, assertive and results oriented communication style is influenced by their desire to build relationships and connect with others. Higher intensity scores identify a willingness to make and defend tough and even unpopular decisions while Lower intensity scores will identify an inclination to search for a more socially interactive, popular and accommodating solution.

Intensity Scoring Legend – DISC Style intensity is a measure of how you will likely display the specific behavior when interacting and communicating with others in most situations.

- **Low Intensity** - Low Intensity scores indicate the ABSENCE of this behavior in MOST situations.
- **Low Moderate** - Low Moderate Intensity scores are only SOMETIMES observable in SOME situations.
- **Moderate Intensity** - Moderate Intensity scores do not mean “mild.” Moderate means the behavior is flexible and may or may not become observable based upon the requirements of the specific situation.
- **High Moderate** - High Moderate Intensity scores are frequently observable in many situations.
- **High Intensity** - High Intensity scores will be clearly observable, displayed more often and seen in most situations.

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 diamond identify that one factor (DISC) of your style will dominate the other three. As you move towards the center of the diamond two and eventually three traits combine to moderate the intensity of your style descriptors within a specific behavioral zone.

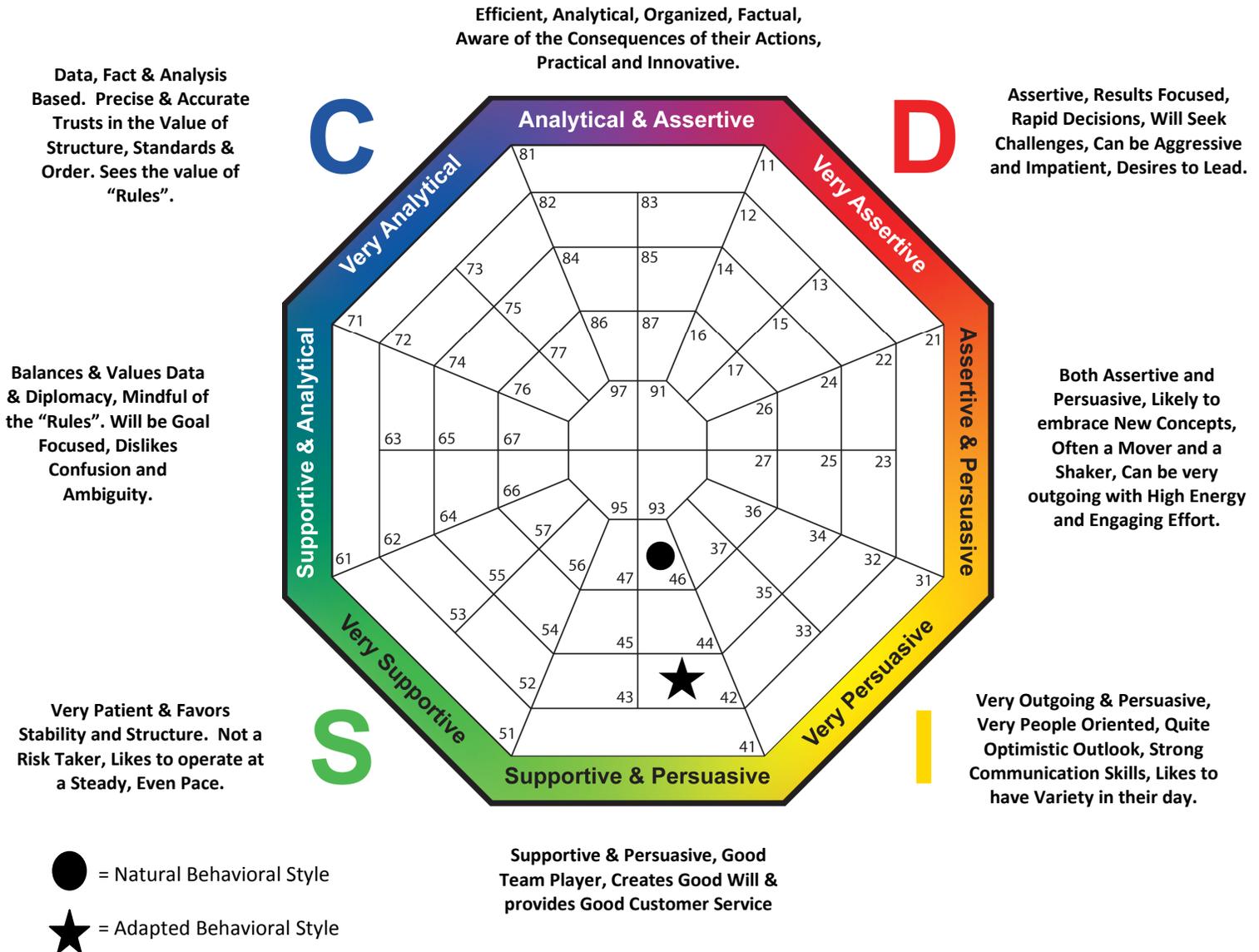
THE SCORING LEGEND

D = Dominance: How you deal with Problems

I = Influence/Extroversion: How you deal with Other People

S = Steadiness/Patience: How you deal with your Activity Level

C = Conscientious/Compliance/Structure: How you deal with the "Organization's Rules" as well as the focus on details, accuracy and precision



PART II Application of DISC Styles

Understanding your own behavioral style is just the first step to enhancing relationships. All the knowledge in the world doesn't mean much if you don't know how to apply it in real life situations. That's what the rest of this report is all about.

To really begin to use the power of behavioral styles, you also need to know how to apply the information to people and situations. Remember, people want to be treated according to their behavioral style, not yours!

THIS APPLICATION SECTION INCLUDES:

- Overview of the Four Basic DISCstyles
- How to Identify Another Person's Behavioral Style
- What is Behavioral Adaptability
- How to Modify Your Style
- Tension Among the Styles
- How to Adapt to the Different Behavioral Styles

This section will help you understand how to be more effective in relationships and situations. Good relationships can get better and challenging relationships may become good.

After reviewing the information, select a relationship in which things have not gone as smoothly as you would like. Make a commitment to at least 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. Here's how to do it:

- 1** Identify the behavioral style of the other person using the How to Identify Another Person's Behavioral Style section. You can read about their style in Overview of the Four Basic DISCstyles. The section on What Is Behavioral Adaptability gives you an in-depth insight into what adaptability is, what it is not, and why it's so important to all your interpersonal relationships.
- 2** Once you know their style and preferences for directness and/or openness, you can use the How to Modify Your Directness and Openness section to adjust these areas when relating to this person. You will be amazed at the difference.
- 3** To further understand the tension that may exist in the relationship, you can refer to the Tension Among the Styles section and complete the Tension Among the Styles Worksheet. Being aware of the differences in preference in pace and priority, and modifying accordingly, can make a big difference in those tension-filled relationships.
- 4** And finally, the last section, How to Adapt to the Different Behavioral Styles, will give you suggestions when dealing with each of the four basic styles.

Overview of the Four Basic DISCstyles

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.

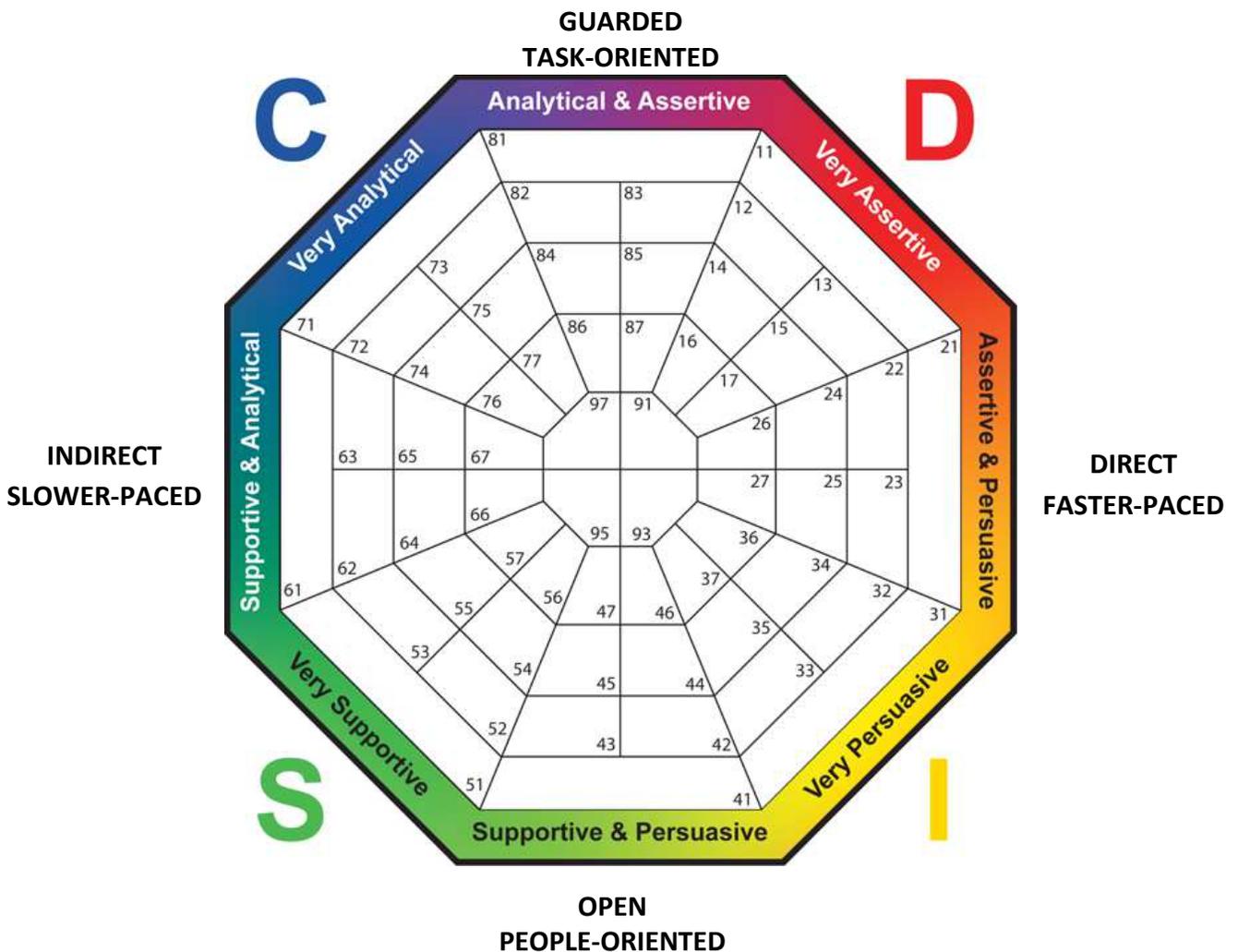
	HIGH DOMINANT STYLE	HIGH INFLUENCING STYLE	HIGH STEADY STYLE	HIGH CONSCIENTIOUS STYLE
PACE	Fast/Decisive	Fast/spontaneous	Slower/Relaxed	Slower/Systematic
PRIORITY	Goal	People	Relationship	Task
SEEKS	Productivity Control	Participation Applause	Acceptance	Accuracy Precision
STRENGTHS	Administration Leadership Pioneering	Persuading Motivating Entertaining	Listening Teamwork Follow-through	Planning Systemizing Orchestration
GROWTH AREAS	Impatient Insensitive to others Poor listener	Inattentive to detail Short attention span Low follow-through	Oversensitive Slows to begin action Lacks global perspective	Perfectionist Critical Unresponsive
FEARS	Being taken advantage of	Loss of social recognition	Sudden changes Instability	Personal criticism of their work efforts
IRRITATIONS	Inefficiency Indecision	Routines Complexity	Insensitivity Impatience	Disorganization Impropriety
UNDER STRESS MAY BECOME	Dictatorial Critical	Sarcastic Superficial	Submissive Indecisive	Withdrawn Headstrong
GAINS SECURITY THROUGH	Control Leadership	Playfulness Others' approval	Friendship Cooperation	Preparation Thoroughness
MEASURES PERSONAL WORTH BY	Impact or results Track records and products	Acknowledgments Applause Compliments	Compatibility with others Depth of contribution	Precision Accuracy Quality of results
WORKPLACE	Efficient Busy Structured	Interacting Busy Personal	Friendly Functional Personal	Formal Functional Structured

How to Identify Another Person’s Behavioral Style

How do you quickly and accurately identify each of the four behavioral styles in order to practice adaptability? You do this by focusing on two areas of behavior — DIRECTNESS and OPENNESS. So, to quickly identify the styles of other people ask the questions on the following page.

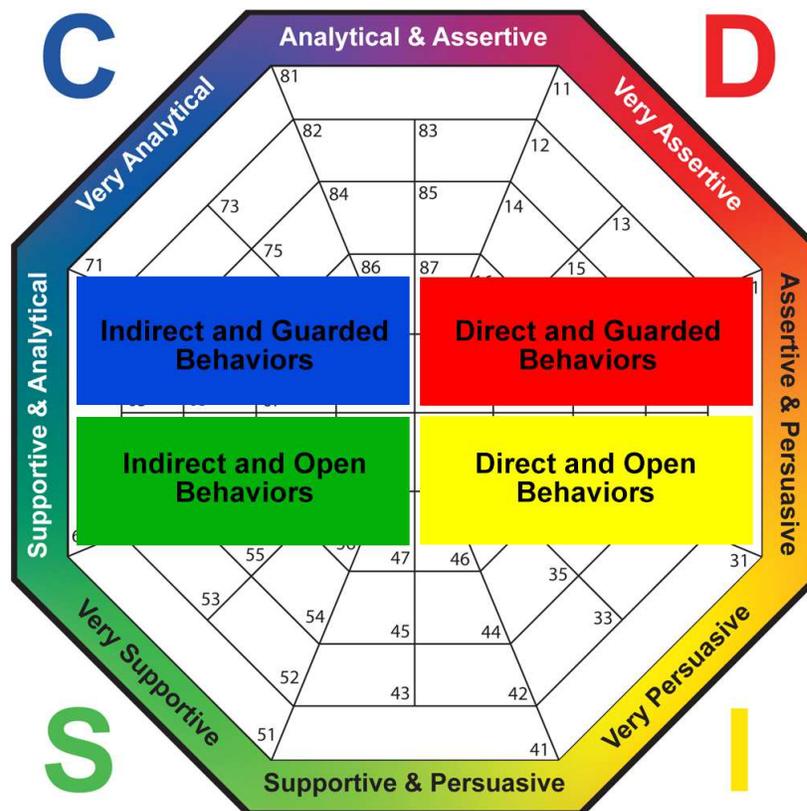
When you combine both scales, you create each of the four different behavioral styles. Individuals who exhibit guarded and direct behaviors are Dominance Styles; direct and open behaviors are Influence Styles; open and indirect behaviors are Steadiness Styles; and indirect and guarded behaviors are Conscientious Styles.

The Whole Picture



Recognizing another person's Behavioral Style - 2 Power Questions:

1. Are they **DIRECT** or **INDIRECT** in their communications?
 (Directness is the 1st. Predictor of Style. Direct plot on the right, Indirect on the Left).
2. Are they **GUARDED** or **OPEN** in their communications?
 (Openness is the 2nd. Predictor of Style. Open plot on the Bottom, Guarded on the Top).



When we integrate both the natural tendency to be either **DIRECT** or **INDIRECT** with the natural tendency to be either **GUARDED** or **OPEN** it forms the foundation and the basis for plotting each of the four different behavioral styles:

D = Individuals who typically exhibit *direct & guarded behaviors* define the **Dominant Styles**

I = Individuals who exhibit *direct & open behaviors* define the **Influence/Extroverted Styles**.

S = Individuals who exhibit *indirect & open behaviors* define the **Steadiness/Patient Styles**.

C = Individuals who exhibit *indirect & guarded behaviors* define the **Conscientious/Compliant Styles**.

The behavioral intensity of directness or indirectness and being open or guarded is shown in the quadrant you plot. The plots towards the edge of the diamond reflect **MORE INTENSITY** and those plotting closer to the center reflect a **MORE MODERATE INTENSITY** of both characteristics.

What is Behavioral Adaptability?

Adaptability is your willingness and ability to adjust your approach or strategy based on the particular needs of the situation or relationship at a particular time. It's something applied more to yourself (to your patterns, attitudes and habits) than to others.

No one style is naturally more adaptable than another. For any situation, the strategic adjustments that each style needs to make will vary. The decision to employ specific adaptability techniques is made on a case-by-case basis: 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. Adaptability concerns the way you manage your own behaviors.

You practice adaptability each time you slow down for a **C** or **S** style; or when you move a bit faster for the **D** or **I** styles. It 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** styles focus on facts or get right to the point with **D** or **C** styles. It means adjusting your own behavior to make other people feel more at ease with you and the situation

Adaptability does not mean "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.

Adaptability is important to all successful relationships. 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 with people we know less. We tend to be less adaptable at home and with people we know better.

Adaptability at its extreme could make you 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.

Effectively adaptable people meet other people's needs and their own. Through practice, they are able to achieve a balance: strategically managing their adaptability by recognizing when a modest compromise is appropriate, or, when the nature of the situation calls for them to totally adapt to the other person's behavioral style, they do so. Adaptable people know how to negotiate relationships in a way that allows everyone to win. They are tactful, reasonable, understanding, and non-judgmental.

Your adaptability level influences how others judge their relationship with you. Raise your adaptability level and trust and credibility go up; lower your adaptability level and trust and credibility go down. Adaptability enables you to interact more productively with difficult people and helps you to avoid or manage tense situations. With adaptability you can treat other people the way THEY want to be treated.

How to Modify Your Directness and Openness

In some interpersonal situations, you will only be able to identify another person's directness or openness, but not both. In these situations, you need to know how to practice adaptability, one behavioral dimension at a time. With that in mind, let's look at what you can do to modify YOUR level of Directness or Openness before looking at specific guidelines for being more adaptable with each of the four styles.

Directness

TO INCREASE:

- Speak, move and make decisions at a faster pace
- Initiate conversation and decisions
- Give recommendations
- Use direct statements rather than roundabout questions
- Use a strong, confident voice
- Challenge and tactfully disagree, when appropriate
- Face conflict openly, but don't clash with the person
- Increase your eye contact

TO DECREASE:

- Talk, walk and make decisions more slowly
- Seek and acknowledge others' opinions
- Share decision-making
- Be more mellow
- Do not interrupt
- When talking, provide pauses to give others a chance to speak
- Refrain from criticizing, challenging or acting pushy
- When disagreeing, choose words carefully

Openness

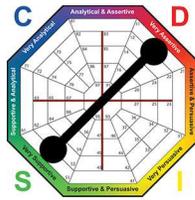
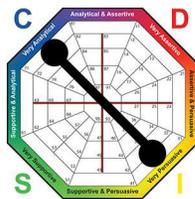
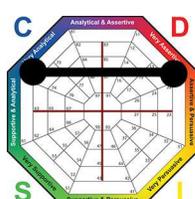
TO INCREASE:

- Share feelings; show more emotion
- Respond to the expression of others' feelings
- Pay personal compliments
- Take time to develop the relationship
- Use friendly language
- Communicate more; loosen up and stand closer
- Be willing to digress from the agenda

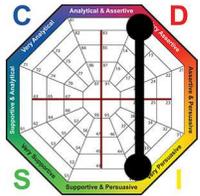
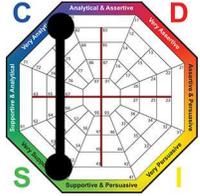
TO DECREASE:

- Get right to the task – the bottom line
- Maintain more of a logical, factual orientation
- Keep to the agenda
- Do not waste the other person's time
- Do not initiate physical contact
- Downplay your enthusiasm and body movement
- Use businesslike language

Tension Among the Styles

Potential Tensions/Disconnects	Plot Points Example
<p>Double Tensions of Patience vs. Urgency AND People versus Task</p> <p>Pattern 1: The High S's preferred Patient & Slower Pace with a Primary Focus on People rather than on results and task can conflict with the High D's Sense of Urgency and a focus on Tasks and Results and Now.</p>	 <p>High S + High D (Lower Left vs. Upper Right Quadrant)</p>
<p>Double Tensions of Patience vs. Urgency AND People versus Task</p> <p>Pattern 2: The High C's lack of Urgency with a Primary Focus on Tasks/Results can conflict with the High I's higher Urgency with a Primary Focus on People vs. Results and Tasks.</p>	 <p>High C + High I (Upper Left vs. Lower Right Quadrant)</p>
<p>Patience vs. Urgency Tensions:</p> <p>The High S's innate patience can conflict with the High I's Sense of Urgency.</p>	 <p>High S + High I (Lower Left vs. Lower Right Quadrant).</p>
<p>Patience vs. Urgency Tensions:</p> <p>The High C's focus on exercising patience to assure accuracy and avoid errors can conflict with the High D's focus on results, do it NOW solutions, and immediate action.</p>	 <p>High C + High D (Upper Left vs. Upper Right Quadrant)</p>

Tension Among the Styles, continued

Potential Tensions/Disconnects	Plot Points Example
<p>People versus Tasks Tensions:</p> <p>The High D's focus on Results, Tasks, and Action can conflict with the High I's Focus on People, Feelings and Sociable Correctness.</p>	 <p>High D + High I <i>(Upper Right vs. Lower Right Quadrant)</i></p>
<p>People versus Tasks Tensions:</p> <p>The High C's focus on Data, Analysis, Accuracy, and Precision can conflict with the High S's Focus on People, Teamwork, Personal Connection and a Feeling of Family.</p>	 <p>High C + High S <i>(Upper Left vs. Lower Left Quadrant)</i></p>

Tension Among the Styles WORKSHEET

Everybody has a few tension-filled relationships. You can have the highest regard and/or loving feelings toward the person. It seems no matter what you do, your interactions are usually stressful. If this is behavior related, applying The Platinum Rule® - Treat others the way THEY want to be treated – may be helpful. Complete this worksheet to gain insights on how to improve the relationship. If you feel comfortable, you may discuss with the other person things you can do to ease the tension.

First, refer to the section on How to Identify Another Person’s Style and determine their primary behavioral style. Then refer to the Tension Model to identify their pace and priority preferences. Next, see which preferences are different than yours and note the strategy you will take to modify your behavior. If both preferences are the same as yours, then determine where you will allow their needs to be placed above yours. For example, if you are a High I with fast-pace and people-oriented preferences and the other person is as well, you might let them have the center stage in times when it is not as important for you. A little give and take will go a long way.

JANE DOE’S INFORMATION

STYLE: C

PACE: Slower-paced

PRIORITY: Goal/Task-oriented

RELATIONSHIP

SAMPLE

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

RELATIONSHIP 1

Name: _____

Style: _____

Pace: _____

Priority: _____

Difference: _____

Strategy: _____

RELATIONSHIP 2

Name: _____

Style: _____

Pace: _____

Priority: _____

Difference: _____

Strategy: _____

How to Adapt to the **DOMINANT** Style

They are time-sensitive; so do not waste their time. Be organized and get to the point. Give them relevant information and options, with probabilities of success. Give them written details to read at their leisure — all on a single page, if possible. Appeal to their sense of accomplishment. Stroke their egos by supporting their ideas and acknowledge their power and prestige. Let them be in charge. If you disagree, argue facts, not feelings. In groups, allow them to have their say, as they will not take a back seat to others. In general, be efficient and competent.

AT WORK, 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

SALES AND SERVICE...

- 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

IN SOCIAL SETTINGS...

- 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

IN LEARNING SETTINGS...

- 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

How to Adapt to the **INFLUENCING** Style

They thrive on personal recognition, so pour it on sincerely. Support their ideas, goals, opinions, and dreams. Try not to argue with their pie-in-the-sky visions; get excited about them. They are social-butterflies, so be ready to flutter around with them. A strong presence, stimulating and entertaining conversation, jokes, and liveliness will win them over. They are people-oriented, so give them time to socialize. Avoid rushing into tasks. In general, be interested in them.

AT WORK, 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

SALES AND SERVICE...

- Show that you're interested in them, let them talk, and allow your animation and enthusiasm to emerge
- 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

IN SOCIAL SETTINGS...

- 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

IN LEARNING SETTINGS...

- 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

How to Adapt to the **STEADY** Style

They are relationship-oriented and want warm and fuzzy relationships, so take things slow, earn their trust, support their feelings, and show sincere interest. Talk in terms of feelings, not facts. The S Styles do not want to ruffle feathers. They want to be assured that everyone will approve of them and their decisions. Give them time to solicit co-workers' opinions. Never back a Steady Style into a corner. It is far more effective to apply warmth to get this chicken out of its egg than to crack the shell with a hammer. In general, be non-threatening and sincere.

AT WORK, 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

SALES AND SERVICE...

- 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

IN SOCIAL SETTINGS...

- 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

IN LEARNING SETTINGS...

- 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

How to Adapt to the **CONSCIENTIOUS** Style

Be sensitive to their schedules. They need details, so give them data. When working with them, do not expect to become their friend. Support their organized to problem solving. Be systematic, logical, well prepared and exact. Give them time to make decisions and work independently. In groups, do not expect them to be leaders or outspoken contributors, but do rely on them to conduct research, crunch numbers, and perform detailed footwork for the group. When appropriate, set guidelines and deadlines. In general, be thorough, well prepared, detailed and business-like.

AT WORK, 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

SALES AND SERVICE...

- 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

IN SOCIAL SETTINGS...

- 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

IN LEARNING SETTINGS...

- 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

Definable Steps to Coaching Effectively

According to Integrity Solutions® of Nashville, TN, there are five definable steps to their coaching process – Ask, Listen, Coach, Praise and Challenge. Successfully guiding people through each step almost always leads to positive outcomes.



1. Ask: The purpose of the Ask step is to understand people’s perspective on progress towards goals and objectives. In essence, you are helping them discover the gap between their current and desired situation.

Ask closed-ended, open-ended, as well as follow-up questions to engage the individual. This will help the person share goals and challenges, while providing opportunities for professional development coaching and support that may be needed. At this stage, resist giving advice because the emphasis should be on gaining the individual’s perspective before sharing your own.

2. Listen: Effective coaching depends upon strong listening skills. Strive to listen approximately 80% of the time in the Ask and Listen steps. Develop the practice of focusing your attention completely on the other person versus multi-tasking. Maintain eye contact or if on the phone, interject words of understanding to show you are focused on them.

Practice active listening, or “tune-in” to the other person. Be aware of the individual’s tone of voice, paying attention to emotions and body language, as well as words. Don’t interrupt, and wait until breaks before speaking or asking follow-up questions.

Reflective listening involves summarizing what the person said – paraphrasing without using the exact words – and repeating back what you heard to confirm understanding and create empathy.

3. Coach: The primary purpose of the Coach step is to share your perspective, but this is not a monologue. Your goal is to begin with questions rather than giving direction. Help the individual discover any constraints and gain agreement to remove constraints.

Be prepared with specific examples to validate the potential you see in the individual, as well as areas for improvement.

When sharing your perspective, there are several considerations to keep in mind. These are:

1. Being fair and objective.
2. Backing up your perspective with details.
3. Asking for feedback.

During the Coach step, your goal is to spend 50% of the time talking and 50% listening. This is accomplished by asking feedback questions. For example, asking “How is this goal important to you?” maintains a dialogue, allowing you to assess reactions to your suggestions.

Usually during this step, there is an opportunity to provide feedback. Basically there are two types – evaluative and developmental. Evaluative feedback is a picture of past performance, focusing on what the person did or did not achieve. It is usually part of a performance rating system and is a more passive experience for the person receiving feedback. Developmental feedback is a picture of a desired future result you believe the person can achieve. This type of feedback is a process where the coach and the person being coached work together to ensure the person’s success.

It can be positive, focusing on something the person did well. It can also be constructive, addressing something the person did not do well or you would like to have done differently. In either case, be specific.

4. Praise: Sincerely personalize praise for specific skills, attitudes, and abilities. In this step, communicate your belief in the individual’s ability and express potential you see that the person may not.

Many studies have shown that the number one thing people want is praise and appreciation from others. You can show praise by recognizing a strength, acknowledging a job well done, highlighting the attainment of a goal, or complimenting the support given to a team member. However, to be effective, praise must be sincere and specific. Those same studies point out that sincere praise reduces stress, enhances relationships, increases job satisfaction, plus improves morale and performance.

5. Challenge: There is a balance between expressing belief in people and holding them accountable. When people respect and trust us, they have a compelling need to live up to our expectations. During this step, it is often your belief in people that causes them to believe they can accomplish more.

As you challenge people, you will gain commitment to specific goals, results and time frames. It is critical to explain that you will follow up and hold them accountable.

6. Prepare and Follow up: Coaches understand the importance of preparation and follow up. Preparation begins by doing your homework which relates to:

1. Reviewing commitments made during prior coaching sessions.
2. Knowing how the individual is doing with regard to work or personal goals.
3. Leveraging available resources to prepare.

Basically, there are two types of preparation – physical and mental.

Physical preparation includes referring to notes from previous coaching conversations and progress against previously established goals and actions. It may also involve identifying a topic for discussion that will achieve the greatest impact. Write notes to help guide the conversation.

Mental preparation can be visualizing a successful session and outcome for you and the person being coached. Think, “This is about the person being coached, not me.” Think in terms of ability and solutions, not problems and concerns while focusing on the individual’s strengths.

Following up is “inspecting what you expect”. After establishing agreed-upon goals or actions with the person you are coaching, follow up to ensure these goals or actions are implemented. Follow up can be done by phone, email, or in face-to-face meetings. Expressing your belief in the person’s ability to remove constraints or reach goals is an important part of effective follow up.

It is important to recognize there may be barriers to effective follow-up. Things like “time” issues, other priorities, or just plain forgetting get in the way of effective follow up. Identify the barriers that may prevent you and your team member from “touching base” and commit to taking the actions necessary to remove the barriers.

The following pages integrate The Integrity Solutions Coaching Model with The DISC Behavioral Styles Model.

Ask

Asking C's	Asking D's
<ul style="list-style-type: none"> • Ask questions that reveal their expertise and knowledge • Ask logical, fact oriented, relevant questions • Phrase questions that require specific, accurate information to be shared • Focus questions on processes and efficiency • Ask questions that reveal a clear direction • Ask questions that show you are prepared for the coaching session 	<ul style="list-style-type: none"> • Ask D's what they want to accomplish, how they are currently motivated and what they would like to change • Clarify the purpose for asking questions • Stay focused on goals and objectives • Make questions practical, logical, and straightforward • Keep questions direct and to the point • Get to the point of the coaching session
Asking S's	Asking I's
<ul style="list-style-type: none"> • Speak warmly and informally, asking open questions that draw them out • Show tact and sincerity in exploring their needs • Avoid confrontations and challenging questions • S's may tell you what they think you want to hear • Allow time for S's to open up and reveal their needs and concerns • Ask them whose assistance they may need 	<ul style="list-style-type: none"> • Get I's talking about themselves and their interests • Establish personal relationships before asking questions about business • Ask about their aspirations and recognize their need to be valued and listened to • Ask about personal needs they want filled • Support their ideas • Gently keep them on topic

Listen

Listening to C's	Listening to D's
<ul style="list-style-type: none"> • Listen for ways to compliment them for their thoroughness and correctness, when appropriate • Listen to their concerns, reasoning, and suggestions • Listen for specific facts, data and specifications that are important to them • Listen for ways they want to solve the problem and be open to their ideas • Listen for opportunities to tell them “why” and “how” • Be sensitive to their need to do things themselves • Be aware that they may not show outward emotions 	<ul style="list-style-type: none"> • Listen to what they want to accomplish, how they are motivated and what they would like to change • Convey openness and acceptance of them • Listen to their suggestions • Appreciate and acknowledge them when possible • Maintain eye contact and don't interrupt their conversation • Summarize their achievements and accomplishments
Listening to S's	Listening to I's
<ul style="list-style-type: none"> • S's need patience and reassurance • Be sensitive to their feelings and emotions • Listen to how something affects them and their relationships with others • Listen for the risk or changes they may want to avoid • Use reflective listening to summarize what they said • Listen for opportunities to provide positive feedback and appreciation 	<ul style="list-style-type: none"> • Show you are interested in them; let them talk and be enthusiastic • Listen to their dreams and goals • Listen to their personal feelings and experiences • Give them your attention, time, and presence • Be sure to maintain eye contact when listening to them • Provide positive feedback; compliment them, when appropriate • Match their energy, tone, and pace

Coach

Coaching C's	Coaching D's
<ul style="list-style-type: none"> • Provide data to them in writing • Base your claims on facts, specifications and data • Allow them to think, inquire, and check before they make decisions • Use feedback questions to assist in providing explanations and rationale • Tell them the pros and cons and the complete story • Follow-through and deliver on what you promise • Acknowledge, clarify, and respond when encountering resistance 	<ul style="list-style-type: none"> • Talk in terms of bottom line and achievement • Zero in on results with quick benefit statements • Do the analysis and present solutions for them to approve or reject • Give them choices backed with enough data and analysis to make an intelligent decision • Use feedback questions to assist in clarifying the details and time frames • Acknowledge, clarify, and respond when encountering resistance • Let them take the lead, when appropriate, but give them parameters
Coaching S's	Coaching I's
<ul style="list-style-type: none"> • Show how you will support and assist where required • Use feedback questions to assist in presenting new ideas in a non-threatening way • Clearly define their roles and goals; include specific expectations of them • Explain why change may be necessary and how long the changes may take • Show the appropriate steps to follow • Acknowledge, clarify, and respond when encountering resistance • Avoid rushing them and offer personal concrete assurances, when appropriate 	<ul style="list-style-type: none"> • Interact as you share your perspective with them; use feedback questions to engage them • Show that you are interested in them; let them talk and be enthusiastic • Illustrate your ideas and perspectives with stories and emotional descriptions that relate to their interests • Use feedback questions to assist in summarizing details and direct these toward mutually agreeable objectives and action steps • Make suggestions that allow them to increase their prestige, image, or recognition • Keep them focused on their goals and time frames for accomplishment • Acknowledge, clarify, and respond when encountering resistance

Praise

Praising C's	Praising to D's
<ul style="list-style-type: none"> • Don't praise with too much enthusiasm • Ask them how they like to receive praise • Document why you are giving them praise • Don't try to impress them • Match their low emotional tone • Use coaching moments to "praise in the moment" 	<ul style="list-style-type: none"> • Provide enough facts for them to feel comfortable, but don't overwhelm • Focus praise on their accomplishments, results, and achievements • Ask them specifically how they like to receive praise • Get to the point • Give them your time and attention • Use coaching moments to "praise in the moment"
Praising to S's	Praising I's
<ul style="list-style-type: none"> • Ask them how they like to receive praise • Take into consideration their motivation to seek security and please other people • Develop trust, friendship, and credibility at a relatively slow pace • Offer personal concrete assurances • Communicate in a consistent manner on a regular basis; compliment progress • Use coaching moments to "praise in the moment" 	<ul style="list-style-type: none"> • I's are concerned about what others think about them • Give positive recognition and reinforcement • Use specific praise, including people, when appropriate • Ask them how they like to receive praise • Be excited and enthusiastic • Make suggestions that allow them to look good • Give them your attention, time, and presence • Use coaching moments to praise "in the moment"

Challenge

Challenging C's	Challenging D's
<ul style="list-style-type: none"> • Ask them to share their knowledge and expertise with others • Ask them to develop a balance between sensitivity to people and task accomplishment • Encourage them not to take themselves “too seriously and critically” • Challenge them to develop priorities and not categorize most items as “high priority” • Ask them to be transparent in sharing their plans for achieving their goals with you • Ask them to praise others, when appropriate 	<ul style="list-style-type: none"> • Challenge them to more realistically gauge risks • Ask them to use more caution and deliberate before deciding • Challenge them to more effectively follow rules and procedures • Ask them to look for ways to recognize others and to solicit opinions and contributions • Ask them to give others their reasons for decisions • Challenge them to give more attention to others and to respond to others’ emotions
Challenging S's	Challenging I's
<ul style="list-style-type: none"> • Ask them to develop shortcuts and eliminate unnecessary steps • Ask them to accept sincere praise and feel appreciated • Ask them to find more than one approach to take • Ask them to develop an acceptance to some risks and changes • Ask them to speak up and share their thoughts and feelings • Ask them to modify their inclination to always do what others tell them 	<ul style="list-style-type: none"> • Ask them to prioritize and organize • Challenge them to see tasks through to completion • Ask them to view people versus tasks more objectively • Ask them to avoid overuse of giving and taking advice • Challenge them to keep track of details

Summary of Coaching Each Style in Each Step of the Coaching Process

STEP	With D's	With I's	With S's	With C's
Ask	<ul style="list-style-type: none"> ● Get to the point of the coaching session ● Stay focused on the goals and objectives ● Keep questions direct and to the point 	<ul style="list-style-type: none"> ● Establish personal relationships before asking business questions ● Ask about personal needs they want filled ● Gently keep them on topic 	<ul style="list-style-type: none"> ● Speak warmly and informally; ask questions to draw them out ● Avoid confrontations and challenging questions ● Allow time for them to open up and reveal needs 	<ul style="list-style-type: none"> ● Ask questions that reveal their expertise and knowledge ● Focus questions on process and efficiency ● Ask questions that reveal a clear direction
Listen	<ul style="list-style-type: none"> ● Listen to what they want to accomplish ● Listen to their suggestions ● Summarize their achievements and accomplishments 	<ul style="list-style-type: none"> ● Show you are interested in them ● Listen to their personal experiences ● Provide positive feedback 	<ul style="list-style-type: none"> ● Be sensitive to their feelings and emotions ● Listen for the risk or changes they want to avoid ● Listen for fears or concerns 	<ul style="list-style-type: none"> ● Listen to their concerns, reasoning, and suggestions ● Listen for ways they want to solve problems ● Be sensitive to their need to do things themselves
Coach	<ul style="list-style-type: none"> ● Talk in terms of bottom line achievement ● Give them choices with data and analysis ● Agree on goals and boundaries 	<ul style="list-style-type: none"> ● Show you are interested in them ● Clearly summarize details ● Keep them focused on their goals and timelines 	<ul style="list-style-type: none"> ● Present new ideas in a non-threatening manner ● Explain why change may be necessary ● Avoid rushing them 	<ul style="list-style-type: none"> ● Provide data in writing ● Provide explanations and rationale ● Base your claims on facts and data
Praise	<ul style="list-style-type: none"> ● Be prepared and organized to congratulate them on their success ● Get to the point quickly ● Acknowledge the specific goals they accomplished 	<ul style="list-style-type: none"> ● Listen and don't interrupt ● Recognize their accomplishments with enthusiasm ● Be excited when acknowledging how well they did in reaching a goal 	<ul style="list-style-type: none"> ● Recognize their need to make be humble ● Be sincere in recognizing achievements ● Avoid rushing them and offer assurances; request permission to congratulate them for accomplishments 	<ul style="list-style-type: none"> ● Don't praise with too much enthusiasm ● Recognize the logic used in reaching their accomplishments ● Document their achievements and success accurately
Challenge	<ul style="list-style-type: none"> ● Use more caution and deliberation before deciding ● Look for ways to recognize others and solicit their opinions ● Give more attention to others' emotions 	<ul style="list-style-type: none"> ● Prioritize and organize ● See tasks through to completion ● Keep track of details 	<ul style="list-style-type: none"> ● Develop shortcuts and eliminate unnecessary steps ● Accept sincere praise and feel appreciated ● Accept some risks and changes 	<ul style="list-style-type: none"> ● Develop a balance between sensitivity to people and task accomplishment ● Be transparent in sharing plans ● Praise others, when appropriate

So Now What?

This report is filled with information about your style and each of the four primary behavioral styles that you will encounter in others. There are many suggestions in the application section of this report for you to apply this behavioral style information. Take the next step and DO the exercises if you skipped over them. 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 use this information to improve all of your relationships.

Continually use this report as a reference tool. It contains a lot of information and it was never meant to be digested in a single reading. Have fun with making a few minor changes in your behavior and experience the results. You might be surprised! Remember The Platinum Rule®: "Treat others the way THEY want to be treated." Use your newfound DISC insights to do this and you will experience a lot more success in all of your relationships!

Other Assessments?

There are a total of five foundational assessments which both measure and educate users on the five different, but equally important, aspects of human behavior and/or cognition. As such, they form the foundation of our catalog and we have termed them our five Core Assessments:

1. **DISC** - Our most popular assessment and the world's #1 behavioral profiling tool. DISC provides a highly detailed analysis of each individual's Natural (i.e. personal/ internal) and Adaptive (i.e. workplace/external) behavioral styles. An individual's behavior is often the strongest indicator of fit; whether that be within a particular job, as the member of a team or as the leader of an organization. In essence, DISC predicts "How?" a person will behave within a given role or situation. Likewise, it offers the prescriptive lessons necessary to maximize the outcome of any interpersonal or workplace communication.
2. **Motivators** - The perfect companion assessment to pair with DISC, Motivators measures the Seven Universal Dimensions of Motivation that drive each of us: Aesthetic, Economic, Individualistic, Political, Altruistic, Regulatory and Theoretical. Where-as DISC predicts "How?" a person will behave, Motivators explains "Why?" If you are only using DISC, you are only scratching the surface of what assessments can offer individuals and organizations.
3. **Hartman Value Profile (HVP)** - The Hartman Value Profile offers the critical third piece to the human puzzle. Based upon the research of Robert S. Hartman's formal axiology, this unique assessment measures each individual's problem solving skills and their ability to avoid the blindspots associated with situational bias. In essence, the HVP assessment measures— with uncanny accuracy— an individual's critical thinking, judgment and decision-making abilities.
4. **Emotional Intelligence (EIQ)** - The Emotional Intelligence (EIQ) assessment helps users understand the correlation between the way they apply their current EIQ and the outcome of their interactions with others. This lends itself to improved decision-making, leadership, reading the emotions in others and engaging in a greater number of mutually beneficial workplace outcomes. Here is the key: EIQ can actually be improved and coached-up over time so it makes an excellent self-improvement assessment.
5. **Learning Styles** - Our fifth and final Core Assessment, Learning Styles, does just as its name implies: it identifies each individual's best means for learning and retaining new information. Some people like to process information through text, while others need visual support and images. Some learners best assimilate information alone, while others prefer to learn in groups. There are those who can grasp information intuitively, while others prefer to follow a strong sequential path. In short, understanding learning styles offers the key to maximizing an organization's training efficiencies, enlightening its management teams and even assembling top performing teams.

Disclaimer

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