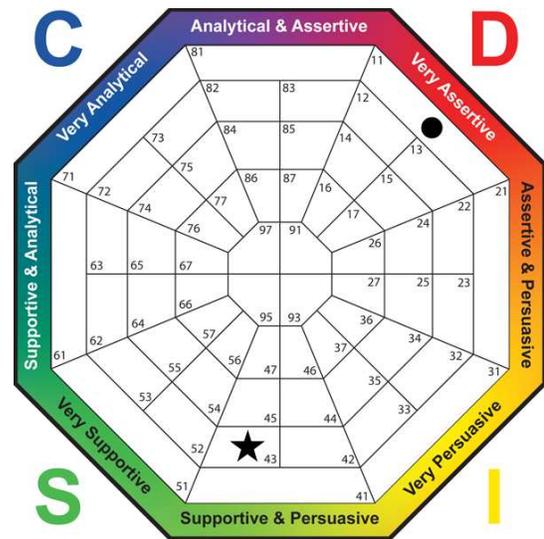


# ProfileU...

*Know Yourself & Others*



## The DISCstyles™ Leadership Report

Personalized Report For:

Sample Report

Focus: Work

1/28/2014



# Table of Contents

Introduction to the DISCstyles Online Report ..... 3

**PART I UNDERSTANDING YOURSELF**

General Characteristics.....4

Your Strengths: What You Bring to the Organization .....6

Your Motivations (Wants) and Needs.....7

Your Motivations: Ideal Work Environment.....8

Your Behavior and Needs Under Stress.....9

Communication Plans ..... 10

Potential Areas for Improvement..... 13

Summary of Your Style ..... 14

Word Sketch: Adapted Style ..... 15

Word Sketch: Natural Style ..... 16

Your Personalized eGraphs ..... 17

The 12 Integrated DISC Styles Relationships ..... 18

Your Behavioral Pattern View .....22

**PART II APPLICATION OF DISC STYLES**

Application, Application, Application.....23

Overview of the Four Basic DISCstyles.....24

How to Identify Another Person’s Behavioral Style.....25

What is Behavioral Adaptability?.....27

How to Modify Your Directness and Openness .....28

Tension Among the Styles .....29

How to Adapt to the Different Behavioral Styles .....32

Building and Maintaining Rapport Throughout The Leadership Process .....36

Taking Ownership Of Your Destiny .....48

So Now What?.....49

Additional DISC Resources.....50

Disclaimer .....51

## Introduction to the DISCstyles™ Online Report

**Congratulations! Here is your DISCstyles™ Personal Profile Report** including your keys to self-and-other-understanding! With your comprehensive and personalized report comes tools that can mean a life filled with productive, harmonious relationships. It will allow you to see your strengths and give you a way to improve upon those minor limitations. This report does not deal with values or judgments but instead, concentrates on those natural tendencies you have that influence your behavior.

You may have grown up being taught the wisdom of the **“Golden Rule - “Do unto others as you would have them do unto you”** - what works even better in relationships is what Dr. Tony Alessandra calls the **“Platinum Rule® - “Treat others the way THEY want to be treated”**. This report will teach you just that.

### BEHAVIORAL STYLE TENDENCIES

Both historical and current research notes there are many four-quadrant models created to describe major differences in styles. This DISCstyles™ report uses DISC because of its popularity and simple nature that make it easy to name and remember each of the four very different observable behavioral patterns.

While yours may include more than one primary style, it is easy to see how each fits clearly onto a scale based on its **directness** and **openness**. People-reading comes from knowing the tendencies that define each style.

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

### HOW TO GET THE MOST FROM THIS REPORT

Use this report to fine-tune your observations and predictions: Use the **Word Sketch** pages (17-18) to understand the different human emotions that make up each style. All patterns of behavior are so different because of the Needs, Emotions, and Fears that underlie each. The information in **“Overview of the Four DISCstyles Types”** on page 24 puts that all into perspective.

**Part I of this report is all about YOU.** It came out of your answers (even though you didn't know you were self-reporting on it) - your strengths, motivators, and communication preferences. Since there's never a “best” style to be, use this report to see the gift that others already know are in you to develop your success even further. If you don't think you gave the “right answers”, you can always “edit” or further customize your report by writing in and “correcting” anything you feel is wrong, mis-stated, or just plain missing. (But we suggest you get confirmation from a friend.)

**In Part II you learn about the importance of adaptability** - how to get the most out of every interaction. DISC is a life-energy model and by the position of each point on your graph, you can literally “see” the energy you put out and the focus you take in each of these areas of life: **Problems (D), People (I), Pace (S), and Procedures (C)**. By seeing and “owning” (or customizing) what it says automatically makes you adaptable and aware. Choose the results you want by putting more or less energy into what you do. It is as important an aspect of your “emotional” or “social” intelligence (EQ) as it is your IQ! There is a lot more in the **What is Behavioral Adaptability?** section starting on page 27.

# Part I Understanding Yourself

## General Characteristics

*The narration below is 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 how you get your results. We've occasionally provided some coaching ideas so that you can leverage your strengths and minimize weaker traits, whenever possible, in order to maximize your personal success.*

You tend to be more of a doer than a dreamer. Some people dream of making things happen, but you prefer to work hard to effect change. If something needs to be done, you'll roll up your sleeves and do it.

You are a strong self-starter who shows a high sense of urgency to get things done... now. This is a prominent theme in your response pattern. Of all the behavioral styles, your response pattern tops the list for high urgency. The good news is that you're usually the first to get service, to offer an idea, and usually the first to cross the finish line on projects. The flipside is that some of those who helped you along the way might feel as if they are forgotten. Don't forget to acknowledge those who assisted, as you may require their assistance in the future.

You tend to rely more heavily on your own opinions than on the evaluations of others. This is a symptom of your independence and can potentially lead to some problems, especially where rules, details, or minutiae are concerned. This may result in cut corners or overlooked details. You may balance this by striving to seek input from those who might have more expertise in a particular area.

Sample, you prefer a change-oriented environment and may become bored when the pace slows. You score like those who tend to have an appetite for new ideas and are attracted to challenges like a magnet. However, once the project is successfully launched, your attention may wander to new ventures.

## General Characteristics (continued)

You are very direct and straightforward in communicating with others. You score like those who speak their minds, tell it like it is, and prefer bottom-line closure to ambiguity. You like to get things done quickly, and that includes conversations. You tend not to "sugar-coat" the message with unnecessary fluff.

Sample, your response pattern on the instrument shows that you set high goals for yourself and others, and expect to meet those goals. This trait comes from your high degree of decisiveness, your sense of urgency, and your risk-taking ability. This combination is somewhat rare, descriptive of someone with high expectations. If someone says it can't be done, your response may be, "Just watch me."

You are an excellent problem solver who can think quickly on your feet to solve problems that arise. You are able to do this due to your rapid decisiveness, ability to multi-task, and your tendency to "blaze your own trail" rather than follow the beaten path. Be certain to involve others in the decision-making process, as an independent problem solver can sometimes be perceived as a problem creator.

You frequently look for new, better, and more efficient ways of getting things done. Sample, you score like those who have a multi-tasking mind. You tend to have high urgency and little aversion to risk, often seeking ways to reduce costs (both money and time), and make systems more streamlined and efficient.

## YOUR STRENGTHS What You Bring to the Organization

*The strengths and talents identified here are those you are likely to display at work to enhance your effectiveness within your organization. These Work Style Preferences are those you tend to use anytime you participate on a work team or family project.*

*Choose the two you feel are your most valuable strengths and work style tendencies you see in yourself and add them to the **Summary of Your Style** chart on page 14.*

### **Your Strengths:**

- You value perseverance and rarely give up.
- You are a competitive player, on and off the job.
- You are self-reliant, with the ability and innovation to blaze new trails.
- You are able to analyze situations quickly and reach a decision.
- You ask questions that challenge tradition.
- You bring innovative ideas and solutions.
- You are motivated to challenge yourself and others.

### **The Work Style Tendencies You Bring to the Job:**

- Your empathetic nature and sensitivity toward people may lead others to seek you out as a coach or counselor, or ask to assist them with a personal or team problem.
- You are optimistic and motivated to be an excellent team player, able to defer your ego when working with others who may prefer having more control of the situation.
- 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.
- 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.
- On the job, you have a strong need to be patient, polite, and create an environment of good-will for internal and external stakeholders.
- You tend to be an excellent "teacher" to peers on the team, at all levels of the organization.

## Your Motivations (Wants) and Needs

*What motivates you? People are motivated by what they want, so what types of things do you want? Behaviors are driven by needs and each style often has very different needs. Some styles need quiet time alone when under stress. Another may need more social time and people to interact with. Know what you instinctively needs and the more fully your needs are met, the easier it is to perform at your optimal level.*

*Note your two most important motivators and the two most important needs and write them on your **Summary of Your Style** on page 14.*

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

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

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

- An understanding of your boundaries to keep from overstepping your authority.
- To soften your approach a bit, and take it down a notch, so as not to be so blunt and critical.
- To curb intensity in less urgent situations.
- To engage in a proactive confrontation when someone disagrees with your methods or ideas. This is preferable to sowing seeds of discontent behind one's back.
- To be involved and active in making things happen, so as not to become bored with massive amounts of routine work.
- Environments with challenging assignments.
- To be reminded to pace yourself, and to occasionally slow down to relax and rebalance.

## YOUR MOTIVATIONS Ideal Work Environment

*Everybody is motivated... for **their** reasons, and maybe not yours! By understanding your own motivations, you can design the types of activities and surroundings you want to live and work in - where you will be inspired, and thus, self-motivated.*

*Which are your two most important environment factors on this page? Make a note of them on the **Summary of Your Style** page.*

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

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

# The D's Behavior and Needs Under Stress

## ***Under Stress You May Appear:***

- Irritable
- Intrusive
- Aggressive
- Restless
- Pushy

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

- Accomplishments
- A fast pace for moving toward goals
- Tangible evidence of progress

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

- D's are quite comfortable with conflict, aggression and anger. Many times they may not realize the impact their behavior has on others. In other instances, however, they may consciously choose anger and aggression as a tactical weapon. In any case, they are likely to increase the level of aggression.
- Since D's tend to focus on their own results, they may tend to become autocratic in order to get their way.
- Their anger is directed at the situation and the lack of desired results, not at anyone, personally. However, their outbursts and behaviors may appear to be a personal attack. They tend to react quickly and often may fail to choose their words appropriately.

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

- Recognize that others may not be comfortable dealing with conflict, anger, and aggression. Therefore, reacting with the D's normal behavior may be counterproductive, resulting in interference with their desired results.
- D's need to include all the people involved with a project in their decision-making process. Ask for their input on a regular basis and take it into consideration. D's can still make the final decision; however, it is likely to be a more informed decision and the others are more likely to buy into it.
- Be sure to share the reasoning behind decisions. Failure to do so makes them seem arbitrary. When using someone's suggestion, acknowledge that person

## 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** on page 14.*

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

- Be specific about what's needed, and who is going to do it.
- Do your homework and be prepared with goals, objectives, support materials, etc., but don't plan on using all of them. Have the material with you as support.
- Be prepared to handle some objections.
- Ask "what"-oriented questions that close the issue or topic.
- When you agree, support the ideas and potential results, rather than supporting the person responsible for the results.
- When you disagree, take issue with the methods or procedures, not with the person.
- Present your items in a logical way.

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

- Let it reflect on her personally when in disagreement.
- Make decisions for her.
- Try to develop "too close" a relationship, especially too quickly.
- Forget or lose things necessary for the meeting or project.
- Leave loopholes or vague issues hanging in the air.
- Engage in rambling discussion, and waste her time.
- Be sloppy or disorganized.

## 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 struggles, limitations or weaknesses. Oftentimes, a weakness is simply an over or under use of your strengths! For example, a High D's directness may be a strength in certain environments, but when overextended they tend to become bossy and they drive away others who prefer a non-confrontational environment.

Check the two most important areas you are committed to improve upon and transfer them to the **Summary of Your Style** page 14.

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

- You may make unnecessary changes simply to avoid routine.
- Your approach may be too strong for some who don't appreciate your strong ego position.
- You may be very critical and even sarcastic when others don't measure up to your standards.
- You want control, so you may hesitate to delegate tasks to others.
- You can be a selective listener, hearing only what you want to hear.
- You may become verbally impatient when things don't go as expected.
- You may become impatient if you are not the hub of a project or event.

## Summary of Sample Report's Style

Communication is a two-way process. Encourage others to complete their own DISCstyles Online Assessment and then share their Summary Sheets and insights with you! By discussing the preferences, needs and wants of the people you work or live with, you can enhance each relationship and turn any potential stressful relationship or conflict into a more effective one, simply by understanding and applying your DISCstyles™ report and discussing it.

### 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

Because DISC is an observable “needs-motivated” instrument, people can use it to describe behavior without the normal social biases or prejudices. This DISC Word Sketch page represents your ADAPTED Graph I on pg. 17 with highlighted colored squares which you can use to describe the way you (D)ominate Problems, (I)nfluence People, (S)teady the Pace, and (C)omply to Procedures. The solid color squares at the top summarize the Needs, Emotions and Fears when a person’s graph points are high - Segments 6 or 5 vs.1 or 2.) When your graph points are in the middle you find it easier to move up or down in emotional intensity. Again, there are no “bad” words on this page. They only describe behaviors. So the question is, “How do yours work for you?”

**D**                      **I**                      **S**                      **C**

| LIFE FOCUS->      | PROBLEMS/TASKS  | PEOPLE   | PACE (of environment)  | PROCEDURES   |
|-------------------|---|--|--|--|
| <b>NEEDS-&gt;</b> | Challenges to solve, Authority  | Social relationships, Friendly environment                                       | Systems, teams, stable environment   | Rules to follow<br>Data to analyze   |
| <b>EMOTIONS →</b> | Decisive, risk-taker  | Optimistic, trusts others  | Patience, non-expressive   | Cautious, careful decisions  |
| <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<br>daring<br>demanding<br>decisive<br>domineering<br>egocentric | emotional<br>enthusiastic<br>gregarious<br>impulsive<br>optimistic<br>persuasive | calming<br>loyal<br>patient<br>peaceful<br>serene<br>team person                   | accurate<br>conservative<br>exacting<br>fact-finder<br>precise<br>systematic |
| 5                 | adventurous<br>risk-taker<br>direct<br>forceful                               | charming<br>influential<br>sociable<br>trusting                                  | consistent<br>cooperative<br>possessive<br>relaxed                                 | conscientious<br>courteous<br>focused<br>high standards                      |
| 4                 | assertive<br>competitive<br>determined<br>self-reliant                        | confident<br>friendly<br>generous<br>poised                                      | composed<br>deliberate<br>stable<br>steady   | analytical<br>neat<br>sensitive<br>tactful                                   |
| 3                 | calculated risks<br>moderate<br>questioning<br>unassuming                     | controlled<br>discriminating<br>rational<br>reflective                           | alert<br>eager<br>flexible<br>mobile   | own person<br>self assured<br>opinionated<br>persistent                      |
| 2                 | mild<br>seeks consensus<br>unobtrusive<br>weighs pro/con                      | contemplative<br>factual<br>logical<br>retiring                                  | discontented<br>energetic<br>fidgety<br>impetuous                                  | autonomous<br>independent<br>firm<br>stubborn                                |
| 1                 | agreeing<br>cautious<br>conservative<br>contemplative<br>modest<br>restrained | introspective<br>pessimistic<br>quiet<br>pensive<br>reticent<br>suspicious       | active<br>change-oriented<br>fault-finding<br>impatient<br>restless<br>spontaneous | arbitrary<br>defiant<br>fearless<br>obstinate<br>rebellious<br>sarcastic     |

## WORD SKETCH Natural Style

This Word Sketch chart represents your Natural DISC Graph II - how you are when you are “at home” or relaxed. It also may be how you are under sudden pressure. Make note if the same graph points at work is 30% higher or lower than these on the Graph I chart. Do you know why? Is it your job?

Use words on this page to describe yourself and give examples of what’s most important to you when it comes to being in charge of (D)ominating Problems, (I)nfluencing People, (S)teadying the Pace of Activity, and (C)omplying to Procedures. Use the highlighted blocks of words and describe this style works for you. If you need or want to change something so you could get different results, which words on this chart would you use more - or less often? Behavior is always a choice. If your natural style is working for you, keep it. If not, use this chart to practice making new choices.

**D**                      **I**                      **S**                      **C**

| LIFE FOCUS→ | PROBLEMS/TASKS  | PEOPLE   | PACE (of environment)  | PROCEDURES   |
|-------------|---|--|--|--|
| NEEDS →     | Challenges to solve, Authority  | Social relationships, Friendly environment                                       | Systems, teams, stable environment   | Rules to follow<br>Data to analyze   |
| EMOTIONS →  | Decisive, risk-taker  | Optimistic, trusts others  | Patience, non-expressive   | 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<br>daring<br>demanding<br>decisive<br>domineering<br>egocentric | emotional<br>enthusiastic<br>gregarious<br>impulsive<br>optimistic<br>persuasive | calming<br>loyal<br>patient<br>peaceful<br>serene<br>team person                   | accurate<br>conservative<br>exacting<br>fact-finder<br>precise<br>systematic |
| 5           | adventurous<br>risk-taker<br>direct<br>forceful                               | charming<br>influential<br>sociable<br>trusting                                  | consistent<br>cooperative<br>possessive<br>relaxed                                 | conscientious<br>courteous<br>focused<br>high standards                      |
| 4           | assertive<br>competitive<br>determined<br>self-reliant                        | confident<br>friendly<br>generous<br>poised                                      | composed<br>deliberate<br>stable<br>steady   | analytical<br>neat<br>sensitive<br>tactful                                   |
| 3           | calculated risks<br>moderate<br>questioning<br>unassuming                     | controlled<br>discriminating<br>rational<br>reflective                           | alert<br>eager<br>flexible<br>mobile   | own person<br>self assured<br>opinionated<br>persistent                      |
| 2           | mild<br>seeks consensus<br>unobtrusive<br>weighs pro/con                      | contemplative<br>factual<br>logical<br>retiring                                  | discontented<br>energetic<br>fidgety<br>impetuous                                  | autonomous<br>independent<br>firm<br>stubborn                                |
| 1           | agreeing<br>cautious<br>conservative<br>contemplative<br>modest<br>restrained | introspective<br>pessimistic<br>quiet<br>pensive<br>reticent<br>suspicious       | active<br>change-oriented<br>fault-finding<br>impatient<br>restless<br>spontaneous | arbitrary<br>defiant<br>fearless<br>obstinate<br>rebellious<br>sarcastic     |

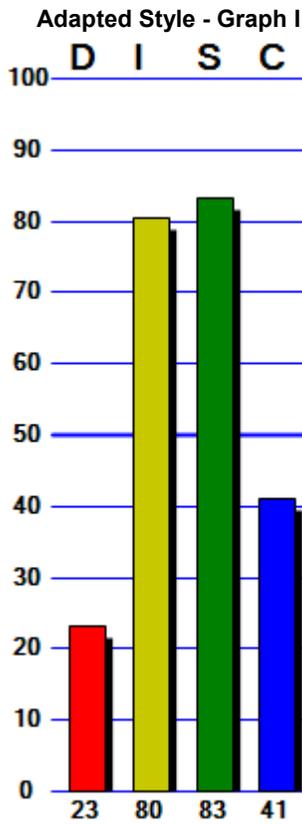
# DISCstyles eGraphs for Sample Report

Your **Adapted Style** indicates that you are known using more of the behavioral traits of the SI style(s) in your selected Work focus. Your **Natural Style** graph indicates that you instinctively tend to use more of the behavioral traits of the D style(s).

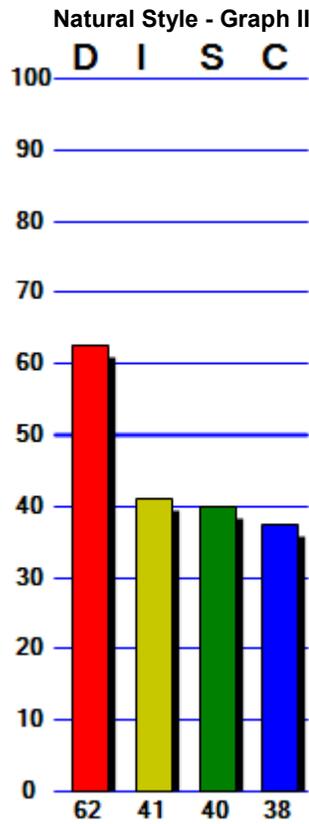
**The Adapted Style - Graph I** shows how you perceive the behaviors you think work best for you in your selected focus for this profile (work, social or family). This graph can change when you change roles or situations.

**The Natural Style - Graph II** is more consistent over time and may also show up under stress. If you question it, ask others who know you if they agree or not with your report. They may see your default” style more often that you realize – especially when at home. Your DISCstyles™ Graph II is affected by the choices you make and any *significant emotional events* in your life. Learning the DISC language gives you awareness - and more options.

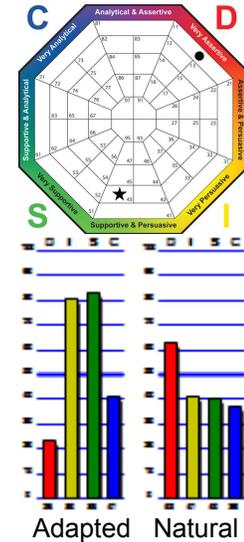
**SIMILAR PATTERNS:** When these two graphs look similar, it is a WYSIWYG - “*What You See Is What You Get*” and your style tends to be very consistent. If one or more of your DISC graph points is more than 30% higher or lower than your Natural graph points and your feels in constant stress (especially in your “I” or “S” dimensions), it means you are having to adapt you behaviors significantly at work. So make sure the others who work with you feel it is important too.



Pattern: SI (2663)  
Focus: Work

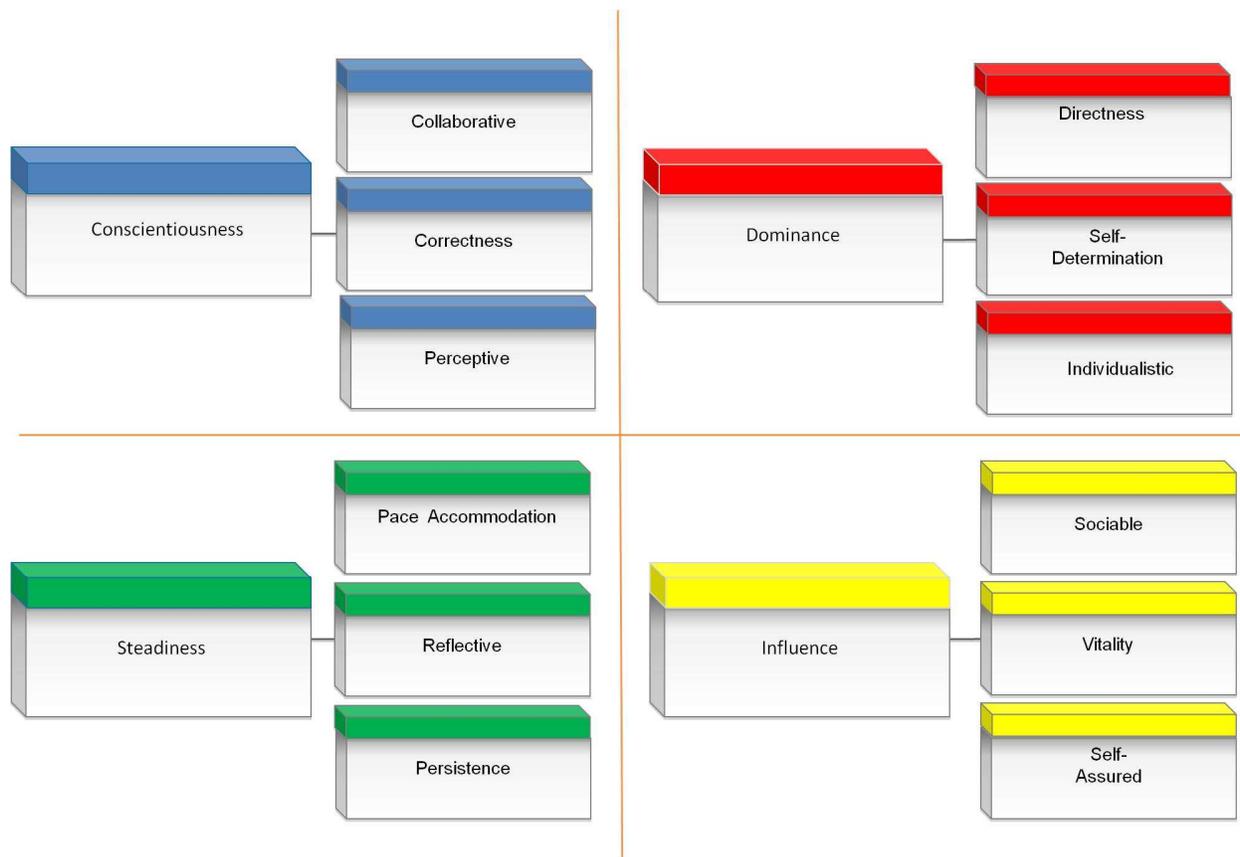


Pattern: D (4333)



**READING A DISC GRAPH:** The numbers 0-100 on the left margin and the four number sequences underneath each graph gives a numerical comparative display of how you invest your life energy and what’s most important to you. Points above 50% (the midline) show your primary and secondary priorities. The four-digit number at the bottom (e.g.: 3416) reflects the left segment numbers on the Word Sketch charts. They are useful as a quick way to describe your graph in the fewest number of words. Use and share your DISC graph with others so they know how you like being treated and what they can expect – and celebrate – with you! To gain more behavioral flexibility in your life, study and practice using the Word Sketch Charts. For further questions or personal coaching, contact your profile provider.

## 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 basic DISC factors with the others, a group of twelve individual factors of behaviors can be identified. Each person displays some factors more strongly than the others.

Each of the twelve factors has been assigned a specific descriptor to help you naturally associate that factor to a specific behavior. The ability to identify and measure the relative interactions of the 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 energy a specific factor invests in the person's natural and observable behaviors most often displayed in life situations.

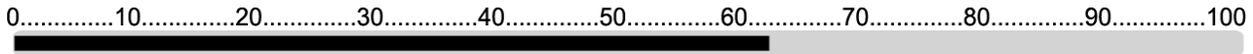
The (5) five intensity levels range from Low (absent in most situations) thru High (clearly displayed in most situations). This integrated behavioral view represents an improvement that contributes to the overall understanding of human behavior. Behaviors reflect how we interpret situation in our experience.

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 twelve Integrated DISC relationships reveals how the four Primary DISC style behaviors combine and work together to create the socialized behaviors others see and experience.

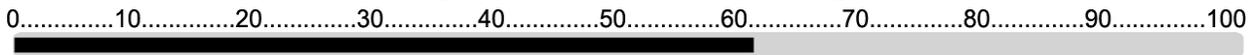
The Length of the **black bar** shows the relative influence of the DISC factors in someone’s overall observable behavioral style.

**1. Individualistic Behavior (D/C) [High Moderate Intensity]**



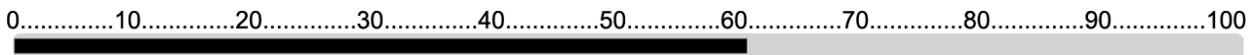
The Individualistic score reflects the intensity of the assertive and independent approach toward tackling problems, challenges and opportunities while maintaining freedom from controls. High scores will not likely be deterred by potential restraints or established procedures as they pursue their goals and objectives. Low scores favor a strong adherence to policy and conventional practices.

**2. Self-Determination (D/S) [High Moderate Intensity]**



The Self Determination score measures the intensity of the results oriented drive supported by an emphasis on urgency and action. This style combines the drive of a self-starter with a clear need to take actions that address problems, challenges and opportunities. High scores maintain consistent progress toward their goal(s) with impatience toward those who do not keep pace with their personal timetable. Low scores would not exhibit high urgency and will take time to carefully consider their plans and actions before they act.

**3. Directness (D/I) [High Moderate Intensity]**



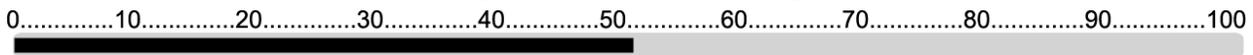
The Directness score measures the intensity for using a direct, straight line approach to accelerate the achievement of results. It reflects a capacity to prioritize tasks while subordinating a relationship focus. High scores suggest a willingness to make difficult decisions and remain firm in supporting those choices. Low scores reflect an emphasis on "humanizing" directness and energizing social interaction.

**4. Self-Assured Behavior (I/C) [Moderate Intensity]**



The Self-Assured score measures the intensity of the relationship between projecting social confidence in a variety of social situations in light of the attention paid to established social boundaries, rules and guidelines. High scores in this factor can sometimes lead to over confidence, willingness to improvise and take spontaneous actions rather than preparing in advance. Low scores reflect a cautious and conscientious approach to taking action based on the evidence contained in the relevant data.

**5. Persistence Behavior (S/C) [Moderate Intensity]**



The Persistence score measures the intensity for displaying predictable patterns that stay on task and support current procedures and processes in light of the need for correctness of action, accuracy of information and thoroughness of preparation. High scores will place a greater emphasis on group and team support and reflect a style that favors careful planning. Low scores reflect a need to develop and support established guidelines and standards.

**6. Vitality Behavior (I/S) [Moderate Intensity]**

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



The Vitality score measures the intensity of the relationship between using an outwardly expressive style when interacting with people and the amount of energy expended to urgently move matters forward. High scores reflect a freewheeling, confident and engaging style that will likely be interested in new ideas and topics and the outgoing demonstration of that interest may be a source of influence on others. Low scores reflect thoughtfulness and great care in crafting words and actions to support steady progress towards a goal.

**7. Reflective Behavior (S/I) [Moderate Intensity]**

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



The Reflective score measures the intensity of the person's degree of care in crafting their words and actions in light of the need to expressively engage and interact with others. This behavior measures the approach to logic, data and factual analysis and it measures the desire to take some time to carefully consider plans and actions prior to implementation. High scores reflect great care and thoughtfulness in creating words and taking actions. Low Scores reflect a freewheeling and confident belief that most if not all social interactions can be handled on the fly.

**8. Perceptive Behavior (C/S) [Moderate Intensity]**

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



The Perceptive score measures the desire to operate within established structure, procedures, systems and rules in light of the degree of urgency required to address immediate problems, challenges and opportunities. It is a measure of a person's awareness of their current circumstances. High scores reflect a desire to strive for fail-safe environments reflecting the accuracy of your facts and thoroughness of your preparation. Low Scores suggest a greater focus on steadiness and supporting current procedures and processes.

**9. Correctness Behavior (C/I) [Moderate Intensity]**

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



The Correctness behavior measures the need to operate within established structure, procedure, systems and rules in light of the need for contact with people expressed by establishing, retaining and supporting personal relationships. High Scores suggest reliance upon logical factual and established data and protocols. Low Scores suggest following less established protocols and considering more emotional and persuasive influence from others.

**10. Sociable Behavior (I/D) [Low Moderate Intensity]**

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



The Sociable score measures the intensity of the relationship between the person's outgoing verbal and non-verbal behaviors and their lack of directness. It reflects the degree of willingness to accommodate, support and oblige others. It also identifies the interest in assisting others to succeed and achieve their goals. High scores reflect an emphasis on social interaction rather than routine tasks. Low scores reflect a willingness to make difficult decisions, remain firm in supporting those choices energized by a focus on achieving results.

**11. Pace and Accommodation Behavior (S/D) [Low Moderate Intensity]**

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

The Pace and Accommodation score measures the intensity of the capacity to work at a steady and slower pace in light of the willingness to tolerate difficult and unfamiliar circumstances. High scores will reflect the capacity to consider and support alternative solutions when working with others. Low Scores reflect far less accommodation amplified by a higher sense of urgency and "results now" focus.

**12. Collaborative Behavior (C/D) [Low Moderate Intensity]**

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

The Collaborative score reflects the intensity for using structure, established procedures, systems and rules to guide their work in light of the need to get things done, achieve results and move forward. This style seeks to avoid confrontation and will work toward finding solutions that are supported by others and work within the established guidelines. High Scores favor a strong need to comply with standards and adherence to policies and conventional practices. Low Scores suggest a need to control events in order to more freely make progress without being constrained by established guidelines and policies.

**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 descriptors outside the circle show how others typically see individuals with your styles. Plots on the outer edges of the diamond identify the one primary DISC factor that dominates the other three. As you move towards the center of the diamond, two traits and eventually three traits combine which moderates 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

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

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

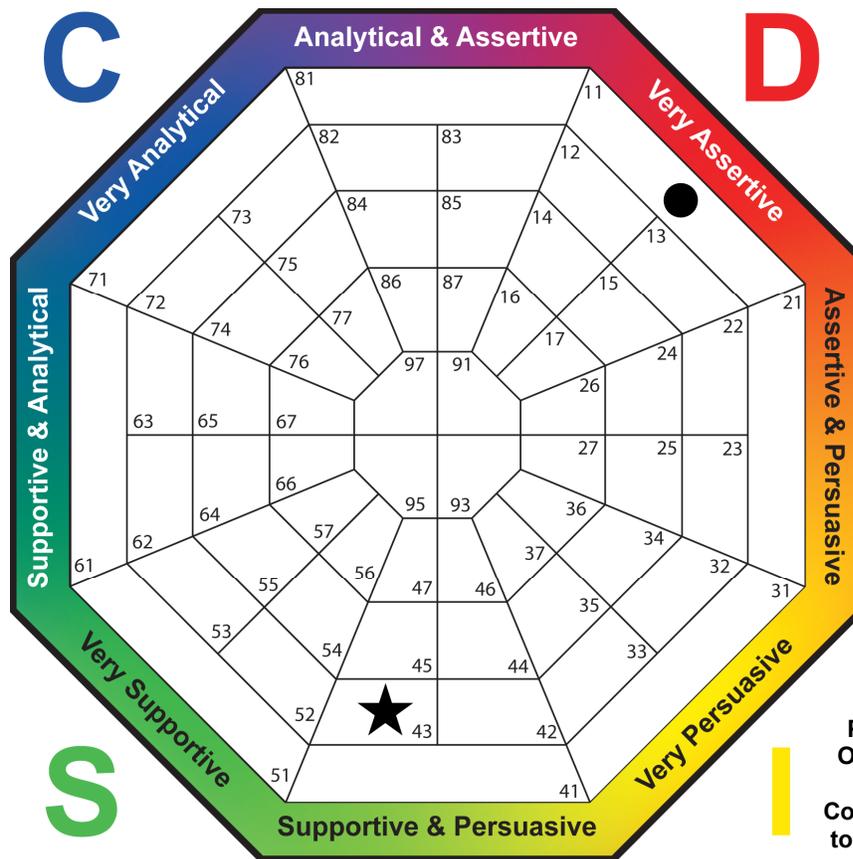
Assertive, Results  
Focused, Rapid Decisions,  
Will Seek Challenges, Can  
be Aggressive and  
Impatient, Desires to Lead.

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

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

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

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



● = Natural Behavioral Style

★ = Adapted Behavioral Style

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

## PART II Application of DISC Styles

Understanding your own behavioral style is an important first step in learning about and enhancing relationships. While some of this information is intuitive to some styles, it isn't to everyone. Therefore, the rest of this report has important tips and strategies, both for identifying the styles of the people you work and live with as well as those you meet periodically or stranger you meet for the first time

All the knowledge in the world doesn't mean much if you can't apply it in real life situations. *Application* is what the rest of this report is all about.

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 where others are involved. Good relationships can get better and challenging relationships will improve.

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 *What Is Behavioral Adaptability?* Provides an in-depth insight into what adaptability is, what it is not, and why it's such an important skill to develop for all your 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 it makes for your future in that relationship
- 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, use the *How to Adapt to the Different Behavioral Styles* in the last section for valuable coaching in how to deal effectively with people in each of the four major 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.

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

## How to Identify Another Person's Behavioral Style

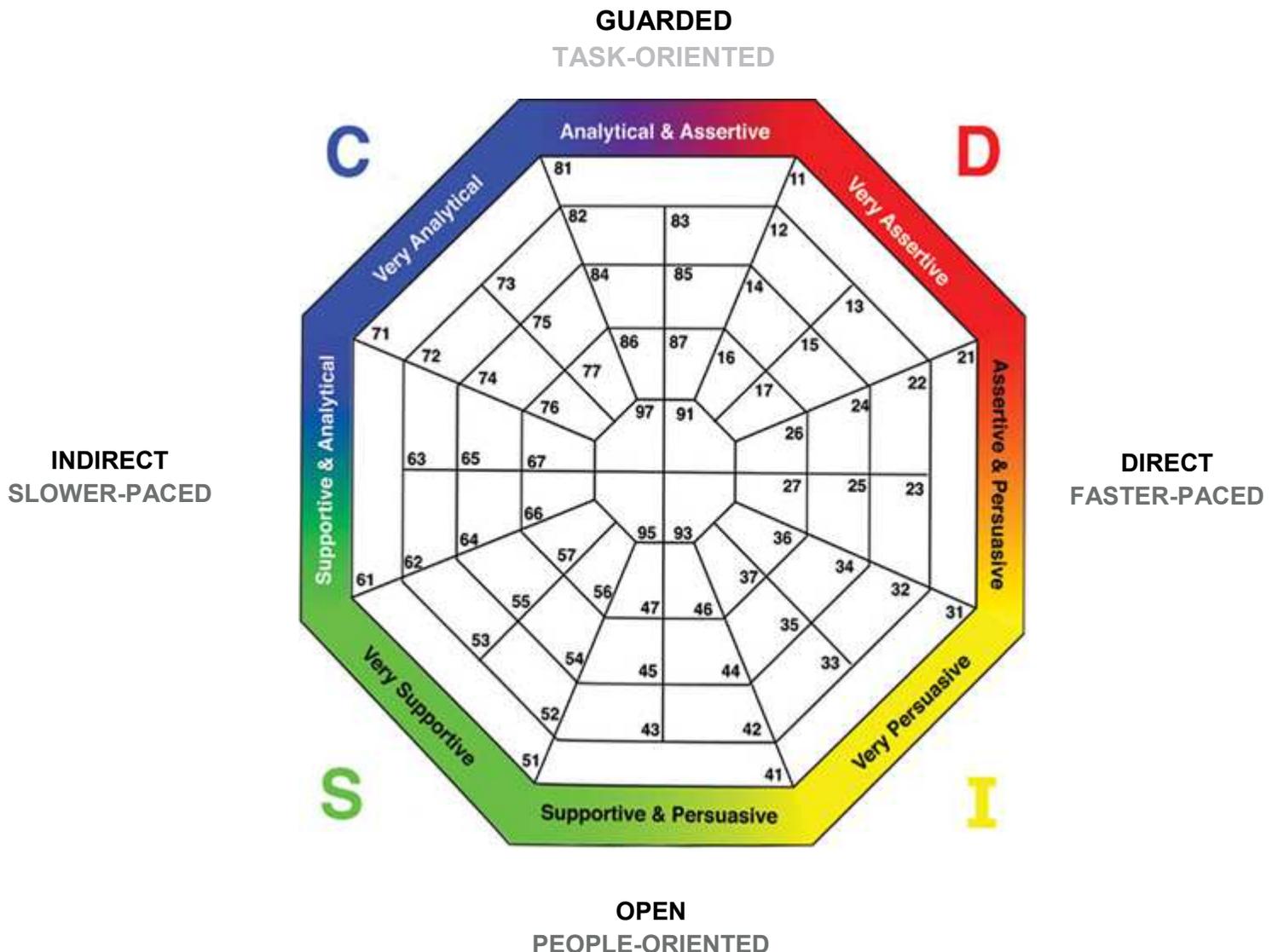
The goal of this section is to learn how to quickly and accurately identify someone's style so you can better understand and be more appropriate interacting with them. First determine the speed of their movements and speech. Are they more **DIRECT** (fast and outgoing)? Or **INDIRECT** (slower, more cautious)? Then are they more **OPEN** (to People) or **GUARDED** (and Task-focused.)

When you combine both scales, you have the following four different behavioral style categories:

*Dominant* behaviors are Guarded and Direct. *Influence* styles are more Direct and Open.

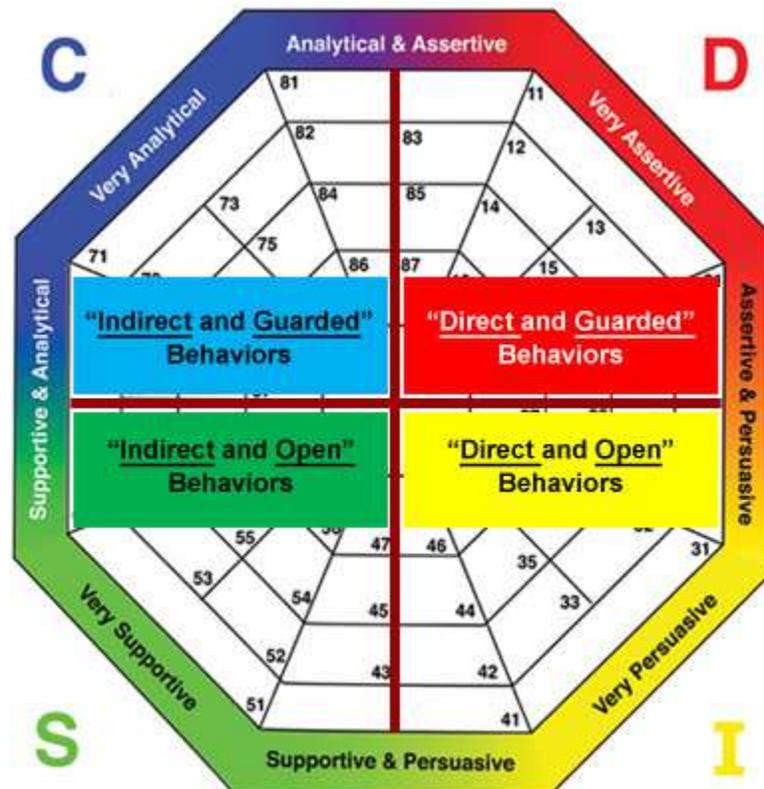
Steadiness behaviors are Open and Indirect. Compliant behaviors are Indirect and Guarded

### The Whole Picture



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

1. Are they **DIRECT** or **INDIRECT** in the speed of their communications and actions?  
(Directness is the 1<sup>st</sup>. Predictor of Style. Direct behaviors are plotted on the right in side in this chart.).
2. Are they more **GUARDED** or **OPEN** in their communications?  
(Openness is the 2<sup>nd</sup>. Predictor of Style. Open styles are plotted 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**, we've formed the foundation of and we have 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 plots towards the edge of the diamond reflect **MORE INTENSITY** and those plotting closer to the center reflect **MORE MODERATE INTENSITIES** because more than one style characteristic is above the midline on the graphs.

## What is Behavioral Adaptability?

**Adaptability is your willingness and ability to adjust your approach or strategy** based on the particular needs of the situation and relationship with who you are with at that time. It's something applied more to yourself (to your own 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. Anyone can treat others the way THEY want to be treated. It takes only awareness – and a commitment to pay attention, ask intelligent questions about what’s important to them; listen, and then apply what you learn!

**When you truly “get” someone else and who they are,** you are actually honoring them in that communication that they are important to you. On the other hand, expecting others to adapt only to your style has never won friends nor influenced people. The good news is that with the information in this report, the choice – and the opportunity is yours.

## How to Modify Your Directness and Openness

In some interpersonal situations, it is sometimes easier to identify another person's **directness** OR **openness**, but not both. In these situations, learn 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. Then we'll look at some specific guidelines for being more adaptable with all 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

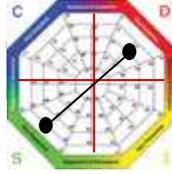
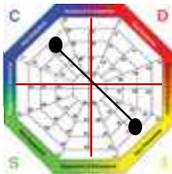
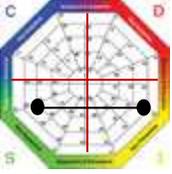
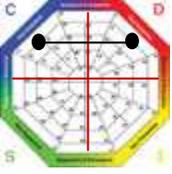
#### TO INCREASE

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

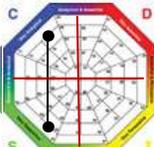
#### TO DECREASE:

- 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><b><u>Double Tensions</u> of Patience vs. Urgency AND People versus Task</b></p> <p><i>Pattern 1: The High S's preferred Patient &amp; 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.</i></p> |  <p><b>High S + High D</b><br/>(Lower Left vs. Upper Right Quadrant)</p>    |
| <p><b><u>Double Tensions</u> of Patience vs. Urgency AND People versus Task</b></p> <p><i>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.</i></p>                                    |  <p><b>High C + High I</b><br/>(Upper Left vs. Lower Right Quadrant)</p>    |
|  |  |
| <p><b>Patience vs. Urgency Tensions:</b></p> <p><i>The High S's innate patience can conflict with the High I's Sense of Urgency.</i></p>   |  <p><b>High S + High I</b><br/>(Lower Left vs. Lower Right Quadrant).</p> |
| <p><b>Patience vs. Urgency Tensions:</b></p> <p><i>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.</i></p>   |  <p><b>High C + High D</b><br/>(Upper Left vs. Upper Right Quadrant)</p>  |
|  |  |

# Tension Among the Styles (Continued)

| Potential Tension(s)/Disconnects  | Plot Points  |
|---|--|
| <p><b>People vs. Tasks Tensions</b></p> <p><i>The High D's focus on Results, Tasks and Action can conflict with the High I's focus on other people, feelings and political correctness.</i></p>                                   |  <p><b>High D + High I</b><br/>(Upper Right vs. Lower Right Quadrant)</p> |
| <p><b>People vs. Tasks Tensions</b></p> <p><i>The High C's focus on Data, Analysis, Accuracy and Precision can conflict with the High S's focus on other people, teamwork, personal connection and a feeling of 'family'.</i></p> |  <p><b>High C + High S</b><br/>(Upper Left vs. Lower Left Quadrant).</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

**Name:** John Doe

**Style:** High I

**Pace:** Faster-paced

**Priority:** People-oriented

**Differences in your styles:** 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

High D's are time-sensitive so don't waste their time. Be organized and get to the point. Give them relevant information and options that include probabilities of success. Give them written details to read at their leisure — but keep it all on a single page!

The Dominant styles are goal-oriented, so appeal to their sense of accomplishment. Stroke their egos by supporting their ideas and acknowledge their power and prestige. Let the D Style call the shots. If you disagree, argue with facts, not feelings. In groups, allow them to have their say because they are not the type who will take a back seat to others.

With the Dominant Style, 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

### IN SALES AND SERVICE...

- Plan and be prepared, organized, fast-paced, and always get quickly 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
- 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

## How to Adapt to the **INFLUENCING** Style

The Influencing High I Styles 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 with them – they will appreciate you for your trust.

Some High I's seem like social-butterflies to others who are not, but people are so important to them they will be late for meetings if someone else needs support. Support them and give them understanding if they are not always on time. They love being with people who have a strong presence, contribute to stimulating and entertaining conversation, jokes, and who are enthusiastic and a sense of aliveness. Avoid rushing them into tasks if their focus is on people. In general, when you are with people with the Influence style, 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

### IN 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 expect great follow-up, detail or long-term commitments. They are better at opening the new.
- Give them your attention, time and presence

## How to Adapt to the **STEADY** Style

High S's are relationship-oriented and value warm, genuine relationships, so take things slow, earn their trust, support their feelings, and show sincere interest in them. Talk in terms of feelings, not facts. The S styles don't want to ruffle anyone else's feathers. Give them assurance that everyone will approve of them, their input and their decisions. Give them time to get their co-workers' opinions and never rush or back a Steadiness style into a corner. It is far more effective to apply warmth and patience to get this chicken out of its egg than to crack the shell with a hammer!

With the Steady Style, in general, be non-threatening and sincere.

### AT WORK, HELP THEM TO...

- Make use of shortcuts and reduce unnecessary steps
- Track their growth and acknowledge it
- Avoid doing things in 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
- Modify their tendency to automatically do what others tell them
- Receive and accept others' credit and praise

### IN SALES AND SERVICE...

- Get to know them more personally and approach them in a non-threatening, pleasant, friendly, yet 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. Offer personal, concrete assurances and support
- 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 with a minimum of change

## How to Adapt to the **CONSCIENTIOUS** Style

They are time-disciplined, so be sensitive to their schedules. They need details, so give them data. They are task-oriented; so don't expect to become their friend before working with them. Friendship may develop later, but, unlike the Influencing Styles, it is not a prerequisite.

Support the Conscientious Styles in their organized, thoughtful approach to problem solving. Be systematic, logical, well prepared and exact with them. Give them time to make decisions and work independently. Allow them to talk in detail. In work groups, do not expect the C styles to offer to be leaders or to be outspoken contributors, but do appreciate that you can rely on them to research, crunch numbers, and do the detailed groundwork for the group. If appropriate, set guidelines and exact deadlines. The C styles like to be complimented on their brainpower, so recognize their contributions accordingly.

With Compliant, conscientious C's, be thorough, well prepared, detail-oriented, business-like - and patient.

### 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

### IN 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

## Building and Maintaining Rapport / Productivity

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

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

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

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

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

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

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

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

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

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

## Developing Your People

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

## Adapt Your Communication Style

### Communicating with C's

- Be well organized and clear in your communications
- They search for logical conclusions
- Ask your questions in a more discreet, non-judgmental manner to elicit the points, objectives, or assurances C's want: "Lenny, I'm not trying to pressure you, but are you not interested in the auditor's position, or in any position?"

### Communicating with D's

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

### Communicating with S's

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

### Communicating with I's

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

## Helping People Reach Decisions

### Helping C's Decide

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

### Helping D's Decide

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

### Helping S's Decide

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

### Helping I's Decide

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

## Motivating Your People

### Motivating C's

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

### Motivating D's

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

### Motivating S's

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

### Motivating I's

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

## Complimenting Your People

### Complimenting C's

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

### Complimenting D's

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

### Complimenting S's

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

### Complimenting I's

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

## Counseling Your People

### Counseling C's

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

### Counseling D's

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

### Counseling S's

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

### Counseling I's

- Give them ample opportunity to talk about whatever may be bothering them
- Pay attention to both facts and feelings, but put your primary emphasis on their feelings
- Involve them by asking how they could solve a challenge or problem
- Sometimes, just airing their feelings and thoughts relieves tension for I's
- Talking allows them to get something off their chests and can even become an end in itself, since their energy is largely influenced by the quality of their relationships

## Correcting Your People

### Correcting C's

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

### Correcting D's

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

### Correcting S's

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

### Correcting I's

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

## Delegating to Your People

### Delegating to C's

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

### Delegating to D's

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

### Delegating to S's

- S's may be reluctant to ask others to do their own share of the work, so make a personal appeal to their loyalty and sense of sportsmanship.
- “Al, you're an example for this company of genuine cooperative spirit. Your staff wants to please you, so by giving everyone in your department just 10 of those names to call, you can all reach the goal together by noon tomorrow. Otherwise, you'll probably have a lot more difficulty reaching all those people by the target date.” Give them the task, state the deadlines that need to be met, and explain why it's important to do it that way. “I'll need 500 copies of these summaries typed and collated by 5 p.m. today. Mr. Jeffries is getting back from New York two days early and he wants them by tomorrow morning.”

### Delegating to I's

- Receive clear agreements; set up check points/times to avoid long stretches with no progress reports.
- I's are often concept people who come up with plenty of ideas, but not necessarily the means of carrying them out, so steer them toward ways of assuring the implementation of those ideas.
- “Olivia, this proposal for the King Company looks good so far, but how about including more direct benefits for each employee. Marian has surveys filled out by each employee. Get together with her, bounce some ideas around, and then include more essential information about the eight or so key people in your proposal. Add some extra plus points on the others... 12 pages in all. In this manner, you should do the job very well. And, Olivia, thanks for making the extra effort on this project. It's really important to all of us.”

## Acknowledging Your People

### Acknowledging C's

- Focus on your realization of how difficult it can be for them to attempt to meet the high personal standards they set for themselves
- Cite specific and appropriate examples which prove this point

### Acknowledging D's

- When it's appropriate to reward or reinforce their behavior, focus on how pleased you are with their results
- Mention how glad you are to be a part of the process working with them to make things better for both of you through cooperation

### Acknowledging S's

- Focus on how you sincerely appreciate their willingness to make things good for everyone
- Approach matters in a systematic, low-keyed, and understanding manner, and reinforce the importance of them sharing their ideas

### Acknowledging I's

- Focus on how glad you are they have succeeded in finding a pleasant solution to their concern or objective
- Show you appreciate them for their openness and willingness to respond to you in a way that allows everyone to end up feeling good about the results

## Adapting Your Leadership Style

### When You are the C

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

### When You are the D

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

### When You are the S

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

### When You are the I

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

## Adapting Your Leadership Style

### When They are C's, Help Them...

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

### When They are D's, Help Them...

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

### When They are S's, Help Them...

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

### When They are I's, Help Them...

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

## Taking Ownership of Your Destiny

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

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

### Accept the Challenge

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

### Commit to Growth

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

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

## I Have my DISC Profile. Now What...?

Now that you are aware of the differences in style, you will start to see signs of style everywhere.

Take the opportunity to use this information to open up meaningful dialogues about your own and their profiles with others and see how those relationships improve.

There is a lot of information in it and it is not meant to be digested in just one reading. Your report is filled with information about your own and each of the four primary behavioral styles that will become more and more valuable the more you apply it, so keep it close at hand as a valuable reference manual.

Have fun making a few minor changes in your behavior and experiencing behavioral flexibility. Notice where you have been doing something the same way your entire life so practice moving up or down on the Word Sketch columns and experience the results.

**Remember The Platinum Rule®:** “*Treat others the way **THEY** want to be treated*” and look forward to enjoying much more success in all your relationships!

## Additional Resources on DISC

### FREE RESOURCES

- **Regular, free live 75 minute Q&A teleseminar sessions by Carol Dysart, “the DISC Guru” and DISC expert.** Open to all DISCstyles™ profile users, take advantage of learning from a DISC Master on any questions about DISC in general or on questions about what something means in your report. Learn how you can apply DISC distinctions in business situations, sales, leadership and any type of relationships. To be notified of the next calls in your time zone, **register and submit your questions at <http://AskCarol.TheDISCGuru.com>.**
- **The DISC eWorkbook** - Discover which style seeks power and which one wants results. Who loves consistency and who fears change? This knowledge shows you how to sell your ideas and win people over. Use the DISC eWorkbook to put yourself and your projects in the best position to win.  
**Download at <https://www.e-junkie.com/ecom/gb.php?c=cart&i=1248217&cl=244896&ejc=2>**
- **The PeopleSmart in Business eBook** - Discover who seeks recognition and who wants results. Who loves consistency and who fears change? This knowledge shows you how to sell your ideas and win people over. You'll be able to reach the unreachable. When a job needs to be done—use your People Smarts to pick the right person for the job. And put yourself and your projects in the best position to win.  
**Download at <https://www.e-junkie.com/ecom/gb.php?c=cart&i=1248219&cl=244896&ejc=2>**

**ADDITIONAL DISC PRODUCTS – see <http://www.alessandra.com/tadisc.asp>**

### BIBLIOGRAPHY/ADDITIONAL READING

- Alessandra, Tony, Ph.D., Michael J. O'Connor, Ph.D., and Janice Van Dyke, Ph.D. 2006. *People Smart in Business*. La Jolla, CA: Platinum Rule Press.
- Alessandra, Tony, Ph.D., Michael J. O'Connor, Ph.D., and Janice Van Dyke, Ph.D. 2006. *People Smart with Family, Friends & Significant Others*. La Jolla, CA: Platinum Rule Press.
- Alessandra, Tony, Ph.D., and Michael J. O'Connor, Ph.D. 1994. *People Smarts*. San Diego, CA: Pfeiffer & Company.
- Geier, John G., Ph.D. 1989. *Personality Analysis*. Aristos Pub. House
- Marston, William Moulton, 1928. *Emotions of Normal People*. New York: Harcourt, Brace and Company
- Mehrabian, Albert. 1971. *Silent Messages*. Belmont, CA: Wadsworth.

## Disclaimer

There are no warranties, express or implied, regarding the online DISCstyles assessment. You assume full responsibility, and Alessandra & Associates, Inc., Assessment Business Center, Platinum Rule Group, LLC and Dr. Tony Alessandra (THE GROUP) shall not be liable for, (i) your use and application of The DISCstyles Assessment, (ii) the adequacy, accuracy, interpretation or usefulness of The DISCstyles Assessment, and (iii) the results or information developed from your use or application of The DISCstyles Assessment.

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

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

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