Executive Summary Leadership

An Evaluation for Employability

Report For: **Sample Report**

Date: **6/12/2015**

COMPANYNAME

Slogan / Tag Line If Required

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The Integrated Performance Measurement Report for Making Great People Decisions

The Executive Summary will prove extremely valuable as you seek to make your great people decisions. It describes the strength of the three performance multipliers that have the unique capacity to amplify a person's credentials, e.g. *the combination of hard skills and track record of success.*

Leverage our 30 years of non-stop research and use what you will discover here to add a scientific performance component to your people processes. This tool can be used for employee selection and development as well as improving teamwork and interpersonal dynamics. It will assist you in dramatically reducing and even avoiding making poor people choices that are so costly, disruptive and frustrating.

Summary of the Three Performance Multipliers

The Critical Thinking Decision Making Measurement

Critical Thinking **is the first and most important performance multiplier.** It has the unique ability to calculate decision speed, the capacity to work effectively with others and make the right decisions while operating within the established framework of an organization.

The critical thinking measure is based upon the Nobel nominated research into human decision theory and is comprised of three sophisticated algorithms that calculate an individual's capacity to make the correct choices when faced with the problems, challenges and opportunities they encounter when applied to their areas of expertise.

The critical thinking decision measure reports on the capacity to:
1. Identify the core issues that are driving a problem, challenge or opportunity.
2. Create a workable solution for the identified core issue(s) needing attention.
3. Implement the workable solution that respects the guidelines of the organization and within the scope of the resources that are currently available to affect the solution.

The Internal Motivator/Driver Measurement

The Internal Motivators/Drivers **are the second performance multiplier.** Based upon the Harvard research into human motivation, it measures the hierarchy and the relative strength of each of the seven universal human motivators and how they uniquely combine to form the ACTION STEPS an individual will WANT to take as they translate their critical thinking decisions into concrete plans and results. It indicates how an individual will overtly or covertly want to influence the results that reflect their most influential motivators.

The DISC Behavioral or Communication Style Measurement

The Behavioral or Communication Style **is the third performance multiplier.** Fostered by 65 years of research into human interactive dynamics, this multiplier identifies the behavioral STYLE someone will use to communicate their motivated, critical thinking decisions to other people. Unlike other DISC tools that measure just four primary behaviors, we report the 12 integrated behavioral and communication factors that comprise the 15 most common behavioral and communication styles. These styles show how an individual's level of assertiveness, extroversion, patience and precision *uniquely combine* to form the overall behavioral display they'll most often use when sharing and communicating their ideas, beliefs, recommendations and fears with others.

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Integrated Performance Analysis for Sample Report

How Critical Thinking, Internal Motivators and Behavior or Communication Style amplify this individual's credentials

Sample's Critical Thinking Decision Making Capacity

Critical thinking is the first and most important performance multiplier. It is presented as a function of risk (the probability for errors in judgment). The "Z score Risk factor" is also shown as an academic A, B, C or D score.

CRITICAL THINKING RISK LEVEL			
D	**- C +**	**- B +**	**A**
		✔	
Cautionary REAL Risk *Marginal Critical Thinking and Judgment*	Average Conditional Risk *Average Critical Thinking and Judgment*	Good Situational Risk *Good Critical Thinking and Judgment*	Strong Low Risk *Strong Critical Thinking and Judgment*

Sample's Critical Thinking "Z score" earns good (B level) tactical or "practical next step" critical thinking and good (B level) "strategic or conceptual" critical thinking as he faces the typical management problems, challenges and opportunities supported by his specific areas of expertise.

View Sample's management strengths that support his ability to make effective decisions that achieve his targeted results. The *management performance blockers* are factors that can interfere with his ability to optimize these natural strengths are also shown.

Sample's Prioritized Critical Thinking Strengths

Persistence: (Getting Things Done)-Low Risk
Strong personal commitment to stay on track and complete goals and tasks regardless of what happens.

Using Common Sense: (Managing Problems)-Low Risk
Excellent ability to see and understand how to get things done in a practical, common sense way.

Short Range Planning: (Planning And Organizing)-Low Risk
The ability to see and understand planning in novel, unconventional, and individualistic ways.

Concrete Organization: (Planning And Organizing)-Low Risk
Individualistic, unconventional thinking gives you the ability to organize things in novel, innovative ways.

Seeing Potential Problems: (Managing Problems)-Low Risk
Excellent capacity for identifying crucial issues in complex and confusing situations.

Insight Into Others: (Managing Others)-Low Risk
Keen insight into others combined with a positive attitude builds a realistically optimistic evaluation of others.

Attention To Concrete Detail: (Managing Activities)-Low Risk
Good practical common sense and a compulsion for doing things right creates immediate awareness and balance.

Intuitive Insight: (Managing Problems)-Low Risk
Very Good ability for relying on intuitive insight and inner 'gut' feelings for identifying and solving problems.

Strength Scoring Legend:
Low Risk = A Level
Situational Risk = B Level
Conditional Risk = C Level
Real Risk = D Level
(Risk is the Probability of Judgmental Errors)

Sample's Prioritized Critical Thinking Blockers

Health/Tension Index: (Managing Self)-Real Risk/MGT-35B
Imbalance in their thinking can generate anxiety, frustration, and despair as they seek to match expectations to actions.

Self Esteem: (Managing Self)-Real Risk/MGT-30B
Self-depreciation, tend to be too tough on and critical of themselves and to expect too much from themselves.

Sensitivity To Others: (Managing Others)-Conditional Risk/MGT-4A
Excessive sensitivity to what others think or say potentially making it hard to address difficult issues.

Self Assessment: (Managing Self)-Conditional Risk/MGT-31
Difficulty realistically assessing personal potential and maintaining consistent confidence.

Blocker Strength Scoring Legend:
Real Risk = D Level
Conditional Risk = C Level
Situational Risk = B Level
Low Risk = A Level
(Risk is the Probability of Judgmental Errors)

Sample Report's Top 10 Leadership and Managerial Blockers
(With Access to Specific Interviewing Questions)

Everyone has blockers! They are the factors that INTERFERE with one's ability to optimize their strengths. Here you will find this person's top 10 Ldr & Management blockers. The blockers are prioritized with the greatest interference first. (See Scoring Legend) Each blocker has a reference number shown in parenthesis. Use that number to gain powerful insights into each blocker (See bottom of page).

Prioritized Leadership and Management Blockers

> **Consider The Blocker Strength (Equals the Interference with the Strengths)**
> Real Risk = D Level   Conditional Risk = C Level   Situational Risk = B Level   Low Risk = A Level

Health/Tension Index: (Managing Self)-Real Risk/MGT-35B
Imbalance in their thinking can generate anxiety, frustration, and despair as they seek to match expectations to actions.

Self Esteem: (Managing Self)-Real Risk/MGT-30B
Self-depreciation, tend to be too tough on and critical of themselves and to expect too much from themselves.

Sensitivity To Others: (Managing Others)-Conditional Risk/MGT-4A
Excessive sensitivity to what others think or say potentially making it hard to address difficult issues.

Self Assessment: (Managing Self)-Conditional Risk/MGT-31
Difficulty realistically assessing personal potential and maintaining consistent confidence.

Self Control: (Managing Self)-Conditional Risk/MGT-32
Tendency to react impulsively in stressful situations can lead to difficulty maintaining control in the process.

Doing Things Right: (Managing Activities)-Conditional Risk/MGT-8C
Individualistic thinking can lead them to disregard even the need for order, structure, and doing things by standards.

Attention To Policies & Procedures: (Managing Activities)-Conditional Risk/MGT-9E
Individualistic, skeptical thinking leads them to disregard policies and procedures that do not meet their needs.

Attitude Toward Authority: (Managing Activities)-Conditional Risk/MGT-11C
Strong individualism will lead them to covertly or overtly challenge or disregard existing rules and authority.

Proactive/Conceptual Thinking: (Managing Problems)-Conditional Risk/MGT-17C
Attention to being individualistic and inventive creates a lack of attention to consequence of decisions and actions.

Long Range Planning: (Planning And Organizing)-Conditional Risk/MGT-20B
A tendency to be naturally skeptical about the value of spending time and energy on long range planning.

Want more detail about each of the above Leadership and Management Interfering Blockers?

1. Go to the online resource page: **http://www.axiometrics.us**
2. Enter the following Log In and Password
   Log In: **UNDERSTANDING**
   Password: **BLOCKERS**
3. Select **Management Reference Manual Tab** from the top of the page.
4. Select the corresponding blocker number [**example (MGT-14-B)**]. Clicking on that link will provide you with relevant information about the strength of the blocker, how it will likely impact the individuals and it also *provides you with specific interview questions and tactics to explore the blocker*. These insights will prove very helpful for selection and as a foundation for development and training efforts.

Sample Report's Management Core Competency Scores

Below are the scores of the *35 management competencies* that will direct, guide and focus Sample's credentials toward successful management results. **View definitions: http://www.mauianalysis.com/competencies**

Supporting Management Competencies Inventory	A Level Low Risk *Strong Access to this Strength*	B Level Situational Risk *Good Access to this Strength*	C Level Conditional Risk *Average Access to this Strength*	D Level Real Risk *Poor Access to this Strength*
Working With Others				
Insight Into Others	✓			
Attitude Toward Others	✓			
Prejudice/Bias Index		✓		
Sensitivity to Others			✓	
Listening to Others		✓		
Talking At the Right Time	✓			
Managing Activities				
Meeting Established Standards		✓		
Doing Things Right			✓	
Attention to Policies/Procedures			✓	
Meeting Schedules & Deadlines		✓		
Attitude Toward Authority			✓	
Attention to Concrete Detail	✓			
Problem Solving				
Evaluating What To Do	✓			
Using Common Sense	✓			
Intuitive Insight	✓			
Seeing Potential Problems	✓			
Proactive Conceptual Thinking			✓	
Planning & Organizing				
Realistic Goal Setting	✓			
Short Range Planning	✓			
Long Range Planning			✓	
Concrete Organization	✓			
Conceptual Organization	✓			
Attention to Planning	✓			
Getting Things Done				
Self Confidence		✓		
Goal Directedness	✓			
Results Oriented			✓	
Ambition	✓			
Persistence	✓			
Consistency	✓			
Managing Self				
Self Esteem				✓
Self-Assessment			✓	
Self-Control			✓	
Role Satisfaction			✓	
Flexibility and Adaptability	✓			
Health Tension Index*				✓

Note: The health tension index is a powerful measure that calculates the degree of frustration, disappointment and even anger that a person will feel when their ideas, recommendations and beliefs are not accepted by their manager, peers or co-workers. It is also a measure of the willingness to consider and accept alternative ideas and beliefs that differ from your own.

Understanding Sample's Critical Thinking Decision Pattern

"Measuring what was thought to be unmeasurable!"

The Critical Thinking scores in this report are built on the Nobel Nominated research of Dr. Robert S. Hartman which discovered that humans have a consistent decision making pattern which can be measured. Because decisions or choices precede action and action translates into results, this decision making measurement allows us to predict a person's probable performance with a great deal of precision.

View the components that empower Sample's unique decision making pattern. The human mind evaluates and organizes *EVERYTHING* via 6 separate but integrated views – 3 are workplace focused (empathy, practical thinking and systems judgment) and 3 are internally focused *(*self-esteem, role awareness and self-direction). Each view has an element of *CLARITY or UNDERSTANDING* and an element of *BIAS/ATTENTION or IMPORTANCE*. These 12 bi-modal views (6 dimensions X 2 views each) combine to form the strength, i.e., clarity and bias/attention that form this person's critical thinking and their evaluative judgment. The integrated descriptors reflecting this person's pattern are shown in red.

> **Want more? View a short tutorial**
> **http://www.mauianalysis.com/think**

Here is Sample's decision making pattern:

Empathy *– Knowing how your decisions impact others* Clarity of understanding and the importance assigned to how his choices will be received by other people.	Sample's Empathy score is CRYSTAL CLEAR with a positive, overattentive bias. View how his concern for other people's reactions will influence his decisions: **KEENLY PERCEPTIVE, CAUTIOUSLY OPTIMISTIC, AVAILABLE.**
Practical Thinking *– Knowing how your decisions impact results* Clarity of understanding and the importance assigned to how his choices and solutions will influence the targeted results.	Sample's Practical Thinking score is CRYSTAL CLEAR with a negative, inattentive bias. View Sample's valuation of how his alternative choices will impact his results: **KEENLY PERCEPTIVE, CAUTIOUSLY DISCRETE, PRAGMATIC.**
System Judgment *– Knowing how your decisions will impact rules* Clarity of understanding and the importance assigned to how his choices will work with the established structure, rules and standards	Sample's System Judgment score is CRYSTAL CLEAR with a negative, cautious bias. View how the "rules", structure and policy will influence his decisions: **KEENLY PERCEPTIVE, INDIVIDUALISTIC, INVENTIVE, INTEGRATIVE.**
Self-Esteem *– Knowing how your decisions will impact you* Clarity of understanding and the importance applied to how his choices will impact how he values himself	Sample's Self-Esteem score is CLEAR with a negative, inattentive bias. View how he believe his self-esteem will be impacted by here expected results: **INATTENTIVE TO INNER SELF, TOO DEMANDING ON AND CRITICAL OF THEMSELVES.**
Role Awareness *– Knowing how your decisions impact your role* Clarity of understanding and the importance applied to how his choices will impact his valuation of his current role.	Sample's Role Awareness score is CLEAR with a negative, cautious bias. View how Sample believes his current role will be impacted by the expected results: **SOCIAL/ROLE TRANSITION, QUESTIONING, DISSATISFIED, INDECISIVE.**
Self-Direction *– Knowing how your decisions impact your future* Clarity of understanding and the importance applied to how his choices will contribute to how his future OUGHT to be.	Sample's Self-Direction score is CLEAR with a positive, overattentive bias. View how Sample believes the expected results will square with his view of how things OUGHT to be: **PERCEPTIVE, PERFECTIONISTIC, IDEALISTIC, PERSISTENT, INSISTENT.**

Critical Thinking Scoring Legends

"How one's clarity and bias combine to form every decision!"

Clarity = Understanding

1. Crystal Clear – Excellent understanding of the capacity.

2. Clear Clarity - Good understanding.

3. Unconventional Clear Clarity – Good understanding that has a creative "out of the box" perspective.

4. Visible Clarity – Some aspects ARE visible and some aspects are invisible – subject to errors in judgment**.**

5. Transition Clarity – Poor understanding with questions and confusion.

Bias/Attention = Importance of the clarity

Inattentive [Double Negative (- -)] bias = Little importance

Cautious [Single Negative (-)] bias = May not rely upon this view as a strength when making decisions**.**

Attentive [Single Positive (+)] bias = Considered important without losing balanced perspective.

Over Attentive [Double Positive] bias = Likely pay too much attention to this view. It will be considered VERY important

Sample's Internal Motivators/Drivers

More ►http://www.talent-survey.com/motivators

View the hierarchy and strength of the MOST INFLUENTIAL internal motivators or drivers that identify Sample's 'personal agenda.' These motivators uniquely combine to identify the 'ACTION STEPS' that will shape and influence his priorities and decision tactics.

1. **Economic** (+) Prioritize solutions that achieve a high economic focus on ROI, $$$, efficiency and effective results.

2. **Regulatory** (+) Prioritize solutions that embrace and/or create structure, rules, policy and procedures.

3. **Political** (+) Prioritize solutions that enable Influence and control over projects & the activities of others.

4. **Altruistic** (+) Prioritize solutions that bring value, assistance and support to others without expectation of personal gain.
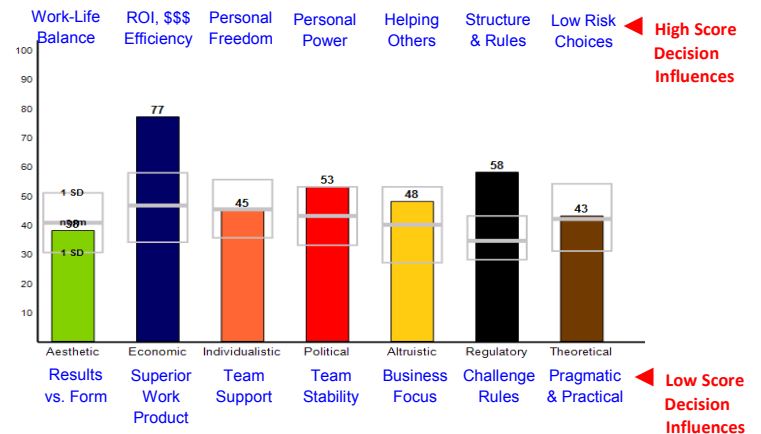

Note: *Scores MOST above (+) OR below (-) the mean identify the motivators that will have the greatest influence on decision making.*

Sample's Behavior and Communication Style
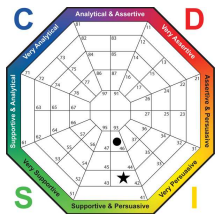
Primary Behavioral Style Overview: Sample's style is adept at solving "people problems." These persons are seen as warm, empathetic and insightful. They like to form extended personal relationships and often develop a reputation for unobtrusive, contributory efforts when working with others. They can sometimes become too lenient with marginal contributors and tend to be too mild when issuing corrections, directions and expectations.
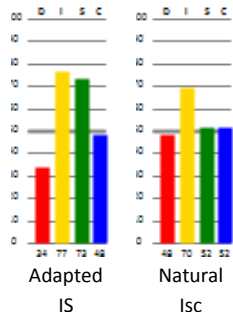
Primary Communication Style Overview: **Sample communicates his Situational Risk good (B level) critical thinking in an overall DIRECT and OPEN style.** The DIRECT style is *emphatic, competitive and results oriented*. The OPEN style is *warm, capable of expressing emotion and seeks to build relationships*. Sample delivers his communication style in an overall cordially Social and reliably balanced manner. Others will likely view him as someone who seeks to build relationships with others.

Adapted
IS

Natural
Isc

Sample's Key Behavioral Insights

Emotional characteristic: Wants to be seen as warm and open by others.

Goals: Building personal relationships and network of positive alliances.

How others are valued: Openness toward others and basic goodness.

Influences group: Via personal relationships and being open to others ideas, problems and needs.

Value to the organization: Will bring stability to group efforts with predictable actions and will possess good listening skills.

Warning: Can become too tolerant and may avoid needed direct confrontations.

When under pressure: Can become too accommodating, trusting and willing to share too much with others.

Fears: Having to pressure others or being seen or blamed as the source of pain or problems by others.

Sample's Primary Communication Strengths:

Note: Your scores indicate:

- You are able to negotiate conflicts into win-win situations.
- You are very people-oriented and, as a result, are able to talk with new people very easily in small groups or in large audiences.
- You bring a high "sincerity factor" to the team climate.
- You are a good listener.
- You work hard to achieve the team's goals and objectives.
- You demonstrate a high degree of patience in working with others.
- You are able to build positive relationships with internal and external stakeholders.

Sample's Performance Overview and Recommendations

General Performance: Ability to perform within the areas of expertise

Within his area of expertise, Sample is an individual who can call upon good (B level) critical thinking to resolve the management problems, challenges and opportunities he encounters. His action steps are based upon achieving a strong ROI via highly effective tactics, support for structure, rules, and procedures, creating influence and control over projects & others, helping and supporting others, a flexible, no frills approach to results, low risk choices supported by past successes and contributing team support in group efforts. Sample delivers his motivated critical thinking pattern in an overall Emphatic and People Oriented manner. Be aware that the following attitudes will typically be reflected in his decisions: Individualist, does things their own way, Optimistic about self and world, Optimistic, positive attitude toward others and Cautious, hesitant attitude toward getting things done.

Screening and Hiring: Ability to perform in a specific management role

As you consider the impact that the three reliable performance multipliers summarized above will have on Sample's credentials, **we would view him as a good individual who can be expected to deliver good results in this role providing it is supported by his specific knowledge, industry experience and track record of past success.** Based upon Sample's survey results, he believes his natural talents and abilities are a workable fit but out of synch for his current role. Factor in this *current role satisfaction as you consider new, expanded or alternative assignments for him*.

Training & Development: Areas where Sample may need support

Note: Your scores indicate:

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

Teamwork: Sample should thrive in teaming opportunities that provide

- Support and appreciation of your individual efforts.
- A work culture that takes pride in the systems, processes, and people working behind the scenes.
- A favorable working climate containing positive attitudes and optimistic spirit.
- Clear responsibility and lines of authority to avoid confusion or overlapping initiatives.
- A balance between some stable, predictable work activities and some variety and change on a regular basis.
- A work culture that allows for your natural interest in helping others learn and grow professionally.
- A job culture where there is little hostility, confrontation, anger, or pressure.

The Executive Summary Measures and reports the key universal success multipliers that are very difficult, if not impossible to gather via the face to face interview. It is designed to be used in alliance with your typical evaluation of any individual's credentials, job stability, references and track record of documentable past successes.

The first eleven (11) pages of this document comprise our unique, stand alone "Show me the Performance ANSWERS" Executive Summary report that identifies, measures and integrates the three (3) essential human performance factors that AMPLIFY or MULTIPLY the strength of any individual's credentials, hard skills or what they know how to do.

Built upon solid performance science, this is the "How to make Great People Decisions" human performance assessment that measures, melds and integrates any individual's Critical Thinking Decision Making Capacity, their unique hierarchy and strength of internal motivation and their DISC behavior/communication style that measures HOW the individual will deliver or share their motivated critical thinking decisions (supported by their credentials and track record) with others…AND MORPHS THOSE MEASUREMENTS INTO A RELIABLE PERFORMANCE ANSWER.

While others provide you with lots of disconnected data points that YOU have to decode and decipher, the eleven (11) page Executive Summary provides you with easy to read and easy to understand ANSWERS!

Pages 13 – 60 (Supporting Documents)

The remaining pages provide you with the supporting documents that present the expanded details of the Harvard based research into Human Motivation or Drivers as well as the powerful communication insights available via the DISC style report. This includes the integrated 12 factor analysis that presents how each of the PRIMARY D I S C factors is impacted by the other three.
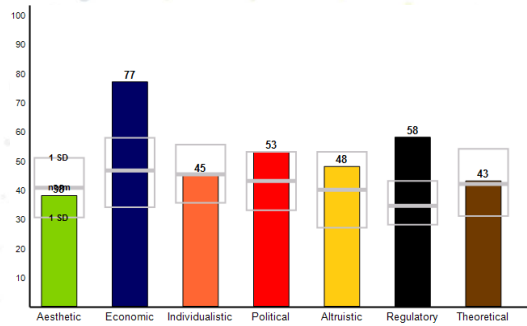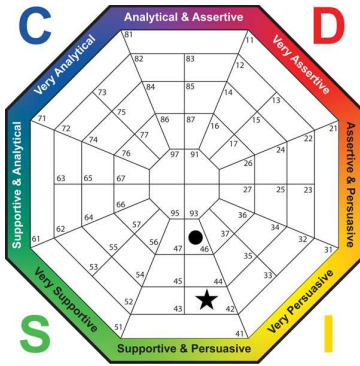
DISC Self and Motivators

A Dual Evaluation of Behavioral & Motivational Styles

Report For: **Sample Report**

Focus: **Work**

Date: **6/12/2015**

COMPANYNAME

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Introduction to the DISC and Motivators Combined Report

Congratulations on your decision to take the DISC and Motivators Combined Assessment.

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

With this personalized and comprehensive DISC and Motivators Combined report, you have the tools to help you become a better you and help you behave more maturely and productively. Then you can develop and use more of your natural strengths, while recognizing and improving your limitations. This report concentrates on your natural tendencies that influence your behavior and values/motivations.

DISC STYLES

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

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

MOTIVATORS

Research shows that the most successful people share the common trait of self-awareness. They recognize the situations that will make them successful, and this makes it easy for them to find ways of achieving objectives that resonate with their motivations. They also understand their limitations and where they are not effective and this helps them understand what does not inspire them or what will not motivate them to succeed. Those who understand their natural motivators better are far more likely to pursue the right opportunities, for the right reasons, and get the results they desire. This report measures seven dimensions of motivation. They are:

- **Aesthetic** - a drive for balance, harmony and form.
- **Economic** - a drive for economic or practical returns.
- **Individualistic** - a drive to stand out as independent and unique.
- **Political** - a drive to be in control or have influence.
- **Altruistic** - a drive for humanitarian efforts or to help others altruistically.
- **Regulatory** - a drive to establish order, routine and structure.
- **Theoretical** - a drive for knowledge, learning and understanding.

ADAPTABILITY

In addition to understanding your DISC style, Part II (Application of DISC Styles) covers behavioral adaptability - ways you can apply your style strengths or modify your style weaknesses in order to meet the needs of a particular situation or individual. Social scientists call it *social intelligence* (EIQ) which may be just as important, or even more important, as your Intelligence Quotient (IQ) in being successful in today's world.

PART I Understanding Yourself

General Characteristics

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

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

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

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

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

General Characteristics (continued)

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

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

Others may tend to seek you out for assistance or advice. This is because they perceive you as being sensitive to their needs, and because you provide a stable and consistent point of view for them. You may be seen as a coach or counselor that they can count on to listen to ideas and input. That's good, as long as it doesn't hamper your ability to complete your own tasks.

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

Your Strengths

What You Bring to the Organization

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

Your Strengths:
- You are able to negotiate conflicts into win-win situations.
- You are very people-oriented and, as a result, are able to talk with new people very easily in small groups or in large audiences.
- You bring a high "sincerity factor" to the team climate.
- You are a good listener.
- You work hard to achieve the team's goals and objectives.
- You demonstrate a high degree of patience in working with others.
- You are able to build positive relationships with internal and external stakeholders.

Your Work Style Tendencies That You Bring to the Job:
- 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.
- You tend to be an excellent "teacher" to peers on the team, at all levels of the organization.
- You show a high degree of persistence in working on projects, especially over the long haul.
- On the job, you tend to say "yes" more often than "no," when asked to help out with a colleague's project or problem.
- On the job, you have a strong need to be patient, polite, and create an environment of good-will for internal and external stakeholders.
- 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 tend not to force your own ideas on others with edicts, but rather by offering considered suggestions.

Your Motivations (Wants) and Needs

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

You Tend to Be Motivated By:

- 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.
- Evidence that a new process has been successful in similar applications.
- Projects and assignments that provide interpersonal contact, and an opportunity to help both internal and external stakeholders.
- 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.

People With Patterns Like You Tend to Need:

- To learn to say "no" more often in order to avoid spreading yourself too thin.
- A sense of belonging to the team or organization as a whole.
- To be kept in the information loop regarding projects and initiatives within the organization.
- Increased urgency in decision making.
- To be more realistic and ambitious in setting deadlines for team projects.
- More direction toward work tasks, and less focus on chatting and socializing.
- Encouragement to keep the positive spirit and optimism when the pressure is on.

YOUR MOTIVATIONS Ideal Work Environment

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

You Tend to Be Most Effective In Environments That Provide:

- Support and appreciation of your individual efforts.
- A work culture that takes pride in the systems, processes, and people working behind the scenes.
- A favorable working climate containing positive attitudes and optimistic spirit.
- Clear responsibility and lines of authority to avoid confusion or overlapping initiatives.
- A balance between some stable, predictable work activities and some variety and change on a regular basis.
- A work culture that allows for your natural interest in helping others learn and grow professionally.
- A job culture where there is little hostility, confrontation, anger, or pressure.

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The I Style

Behavior and Needs Under Stress

Under Stress You May Appear:
- Impulsive
- Manipulative
- Overeager
- Inconsistent
- Unrealistic

Under Stress You Need:
- A quick pace for stimulation and excitement
- To get credit
- Action and interaction

Your Typical Behaviors in Conflict:
- When you experience a moment of misery, you may appear overeager, impulsive, sarcastic and demanding and disregard the facts or anything you say.
- If a conflict persists or your anger increases, you are likely to lash out with a strong verbal attack on the other person. This may have a startling effect on others since it is so unlike your normal behavior.
- Your anger is generally a response to a personal attack or, possibly, the failure of someone to support you when you were really counting on that person's support. Of course you may interpret a comment intended to refer to a task-related problem as a personal attack, especially if it concerns your contribution to the problem.

Strategies to Reduce Conflict and Increase Harmony:
- You have a tendency to "think out loud." Others may take these "brainstorming" ideas as actual commitments and become upset when those "commitments" are not completed. So, let others know in advance when you are only exploring ideas and options and not committing to actions.
- Avoid giving others a false impression of the level of support you will give them. When promising your support, make clear precisely what it is that you will do.
- Be sure to fulfill all of your commitments. If you will be unable to keep a commitment or meet a deadline, inform the people involved as soon as possible. Do not assume that others will automatically step in to cover for you.

Communication Tips and Plans for Others

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

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

When Communicating with Sample, DO:

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

When Communicating with Sample, DON'T:

- Offer assurances and guarantees you can't fulfill.
- Be impersonal or judgmental.
- Be rude or abrupt in your delivery.
- Be vague or ambiguous.
- Talk down to him.
- Be overly task-oriented.
- Let the discussion with him get caught in dreams too much, otherwise you'll lose time.

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

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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

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Potential Areas for Improvement

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

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

Potential Areas for Improvement:

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

Summary of Sample Report's Style

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

YOUR STRENGTHS: WHAT YOU BRING TO THE ORGANIZATION

1._____

2._____

YOUR WORK STYLE TENDENCIES

1._____

2._____

YOUR MOTIVATIONS (WANTS)

1._____

2._____

YOUR NEEDS

1._____

2._____

YOUR MOTIVATIONS: IDEAL WORK ENVIRONMENT

1._____

2._____

COMMUNICATION DO'S & DON'TS

1._____

2._____

POTENTIAL AREAS FOR IMPROVEMENT

1._____

2._____

WORD SKETCH Adapted Style

DISC is an observable "needs-motivated" instrument based on the idea that emotions and behaviors are neither "good" nor "bad." Rather, behaviors reveal the needs that motivate that behavior. Therefore, once we can accurately observe one's actions, it is easier to "read" and anticipate their likely motivators and needs. This allows us to predict what will and will not please them which makes for better relationships and a more harmonious and productive workplace! This chart shows your ADAPTED DISC Graph as a "Word Sketch." Use it with examples to describe why you do what you do and what's important to you when it comes to (D)ominance of Problems, (I)nfluence of other People, (S)teadiness of Pace, or (C)ompliance to Procedures and Rules. Share more about the specific needs (now maybe habits) that drive you in each area of FOCUS. Is your DISC point at levels 1 and 2? Then your emotions and needs are the opposite of those whose graph is at Levels 5 and 6 in that area.

	D	**I**	**S**	**C**
DISC Focus	Problems / Tasks	People	Pace (or Environment)	Procedures
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
Observable	Decisive, risk-taker	Optimistic, trust others	Patience, stabilizer	Cautious, careful decisions
Fears	... being taken advantage of/lack of control	... being left out, loss of social approval	... sudden change/loss of stability and security	... being criticized/loss of accuracy and quality

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

WORD SKETCH Natural Style

DISC is an observable "needs-motivated" instrument based on the idea that emotions and behaviors are neither "good" nor "bad." Rather, behaviors reveal the needs that motivate our behavior. Therefore, once we can accurately observe one's actions, it's easier to "read" and anticipate their likely motivators and needs. This allows us to predict what will and will not please them, which makes for better relationships and a more harmonious and productive workplace! This chart shows your NATURAL DISC Graph as a "Word Sketch." Use it with examples to describe why you do what you do and what's important to you when it comes to (D)ominance of Problems, (I)nfluence of other People, (S)teadiness of Pace, or (C)ompliance to Procedures and Rules. Share more about the specific needs (now maybe habits) that drive you in each area of FOCUS. Is your DISC point at levels 1 and 2? Then your emotions and needs are the opposite of those whose graph is at Levels 5 and 6 in that area.

	D	**I**	**S**	**C**
DISC Focus	Problems / Tasks	People	Pace (or Environment)	Procedures
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
Observable	Decisive, risk-taker	Optimistic, trust others	Patience, stabilizer	Cautious, careful decisions
Fears	... being taken advantage of/lack of control	... being left out, loss of social approval	... sudden change/loss of stability and security	... being criticized/loss of accuracy and quality
6	argumentative daring demanding decisive domineering egocentric	emotional enthusiastic gregarious impulsive optimistic persuasive	calming loyal patient peaceful serene team person	accurate conservative exacting fact-finder precise systematic
5	adventurous risk-taker direct forceful	charming influential sociable trusting	consistent cooperative possessive relaxed	conscientious courteous focused high standards
4	assertive competitive determined self-reliant	confident friendly generous poised	composed deliberate stable steady	analytical neat sensitive tactful
3	calculated risks moderate questioning unassuming	controlled discriminating rational reflective	alert eager flexible mobile	own person self assured opinionated persistent
2	mild seeks consensus unobtrusive weighs pro/con	contemplative factual logical retiring	discontented energetic fidgety impetuous	autonomous independent firm stubborn
1	agreeing cautious conservative contemplative modest restrained	introspective pessimistic quiet pensive reticent suspicious	active change-oriented fault-finding impatient restless spontaneous	arbitrary defiant fearless obstinate rebellious sarcastic

DISCstyles eGraphs for Sample Report

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

Your Adapted Style is your graph displayed on the left. It is your perception of the behavioral tendencies you think you should use in your selected focus (work, social or family). This graph may change when you change roles or situations. The graph on the right is your Natural Style and indicates the intensity of your instinctive behaviors and motivators. It is often a better indicator of the "real you" and your "knee jerk", instinctive behaviors This is how you act when you feel comfortable in your home environment and are not attempting to impress. It is also what shows up in stressful situations. This graph tends to be fairly consistent, even in different environments.
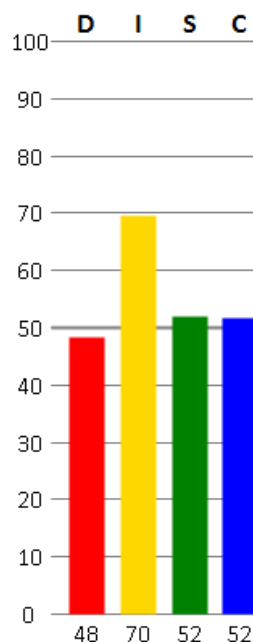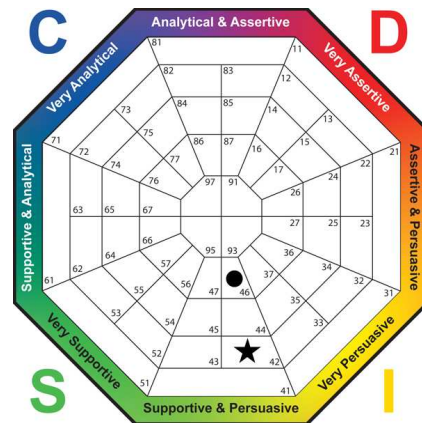
Adapted Style - Graph I   **Natural Style - Graph II**
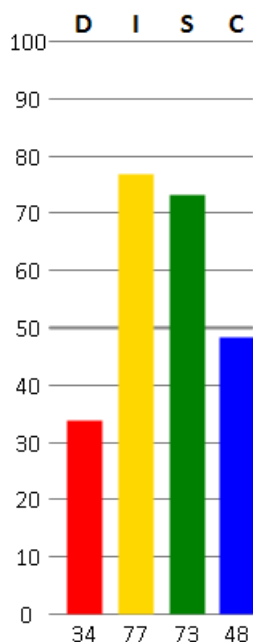
Pattern: IS (2553)
Focus: Work

Pattern: Isc (3544)

● = Natural Behavioral Style

★ = Adapted Behavioral Style

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

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

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

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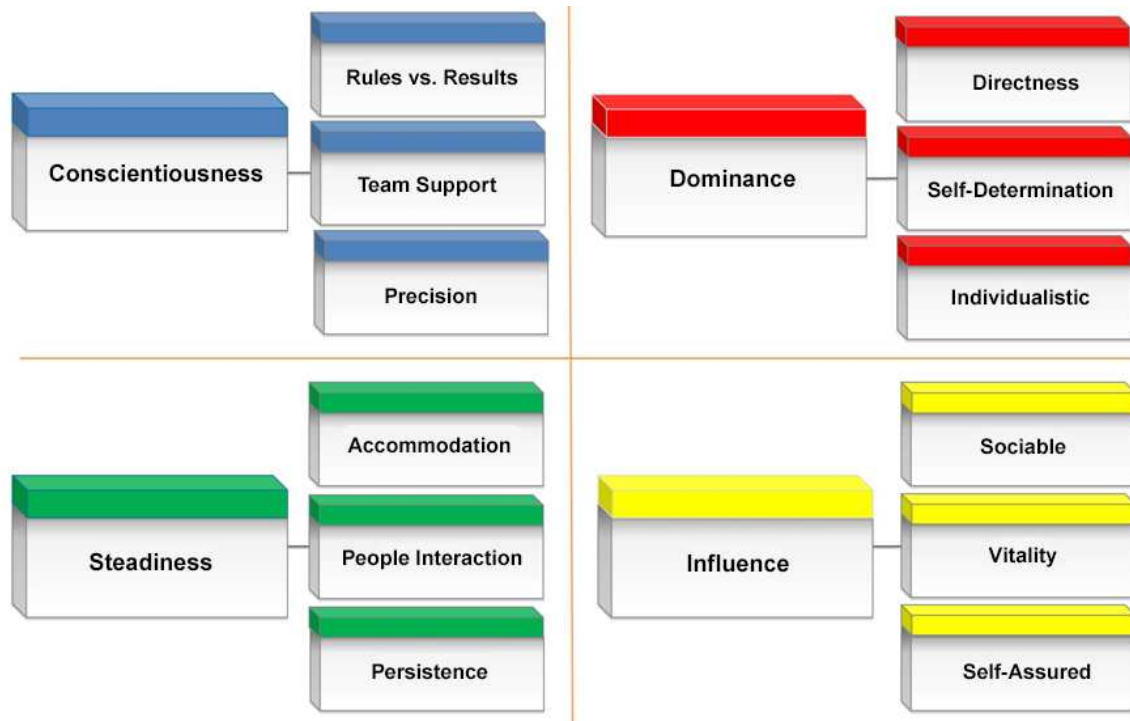
For a more complete understanding of a person's overall behavior style, you can view how each of the primary (4) four DISC factors interact to produce (12) twelve integrated behaviors.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

0.............10.............20.............30.............40.............50.............60.............70.............80.............90.............100
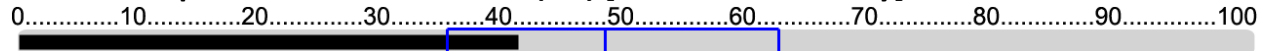
"How this individual's "results now" assertiveness is impacted by their desire to be accurate. analytical and structured." The Individualistic behavior measures HOW the strength of this individual's direct, assertive and "results now focus" is influenced by their need to precisely follow established structural and procedural guidelines while pursuing objectives. Higher intensity scores will not likely be deterred by potential restraints or established policies especially if they are perceived to impede immediate results while Lower intensity scores will favor strong and precise compliance and adherence to established structure, rules, policy and procedures.

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

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

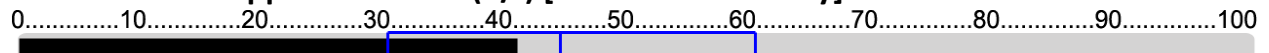"How this individual's degree of assertive "results now" focus is impacted by their level of patience." The Self-Determination behavior measures HOW the strength of this individual's direct, assertive and "results now" oriented behaviors are influenced by their degree of patience and preferred pace.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

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

0..............10..............20..............30..............40..............50..............60..............70..............80..............90..............100
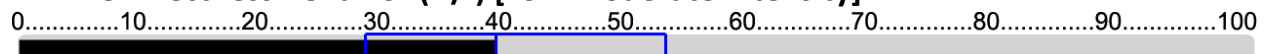
"How this individual's need for a steady pace and exercise of patience is impacted by their desire to connect and engage in social interaction." The People Interaction behavior measures HOW the strength of this individual's degree of patience and preferred activity level are influenced by the strength of their extroversion and a desire to socially interact and accommodate others. Higher intensity scores will display a great deal of care and consideration when crafting the words and deeds that impact others while Lower intensity scores will reflect a freewheeling and confident belief that most if not all interactive social situations can be handled "on the fly."

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

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

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

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

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

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

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

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

Behavioral Pattern View

The BPV has eight behavioral zones. Each zone identifies a different combination of behavioral traits. The peripheral descriptors describe how others typically see individuals with your style. Plots on the outer edges of the diamond identify that one factor (DISC) of your style will dominate the other three. As you move towards the center of the diamond two and eventually three traits combine to moderate the intensity of your style descriptors within a specific behavioral zone.
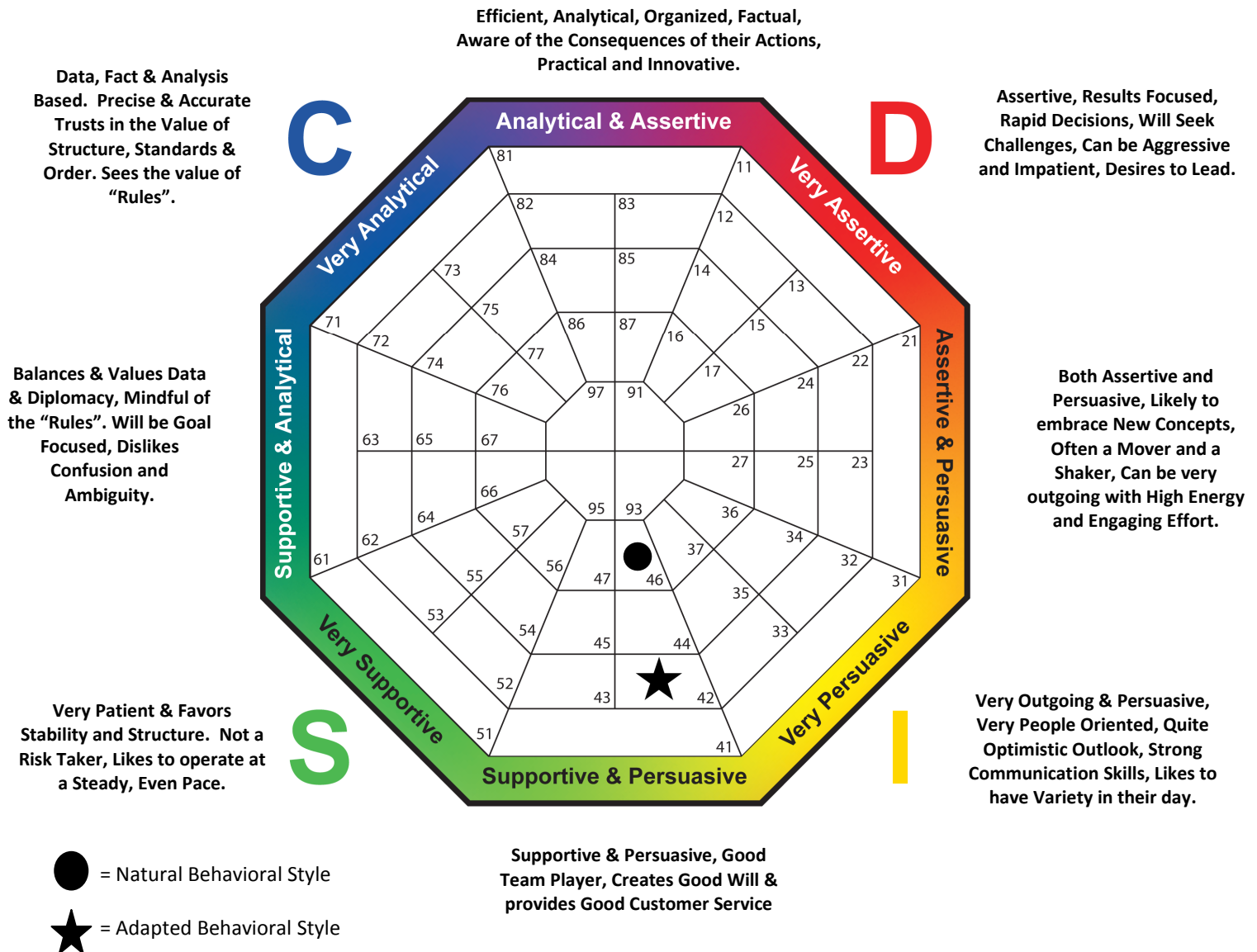
THE SCORING LEGEND

D = Dominance: How you deal with Problems
I = Influence/Extroversion: How you deal with Other People
S = Steadiness/Patience: How you deal with your Activity Level
C = Conscientious/Compliance/Structure: How you deal with the "Organization's Rules" as well as the focus on details, accuracy and precision

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.

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

● = Natural Behavioral Style

★ = Adapted Behavioral Style

PART III Application of DISC Styles

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

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

THIS APPLICATION SECTION INCLUDES:

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

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

After reviewing the information, select a relationship in which things have not gone as smoothly as you would like. Make a commitment to at least take the time to gain an understanding of the other person's behavioral style and take a few steps to adapt your behavior to improve the relationship. Here's how to do it:

1 Identify the behavioral style of the other person using the How to Identify Another Person's Behavioral Style section. You can read about their style in Overview of the Four Basic DISCstyles. The section on What Is Behavioral Adaptability gives you an in-depth insight into what adaptability is, what it is not, and why it's so important to all your interpersonal relationships.

2 Once you know their style and preferences for directness and/or openness, you can use the How to Modify Your Directness and Openness section to adjust these areas when relating to this person. You will be amazed at the difference.

3 To further understand the tension that may exist in the relationship, you can refer to the Tension Among the Styles section and complete the Tension Among the Styles Worksheet. Being aware of the differences in preference in pace and priority, and modifying accordingly, can make a big difference in those tension-filled relationships.

4 And finally, the last section, How to Adapt to the Different Behavioral Styles, will give you suggestions when dealing with each of the four basic styles.

Overview of the Four Basic DISCstyles

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

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

# How to Identify Another Person's Behavioral Style

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

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

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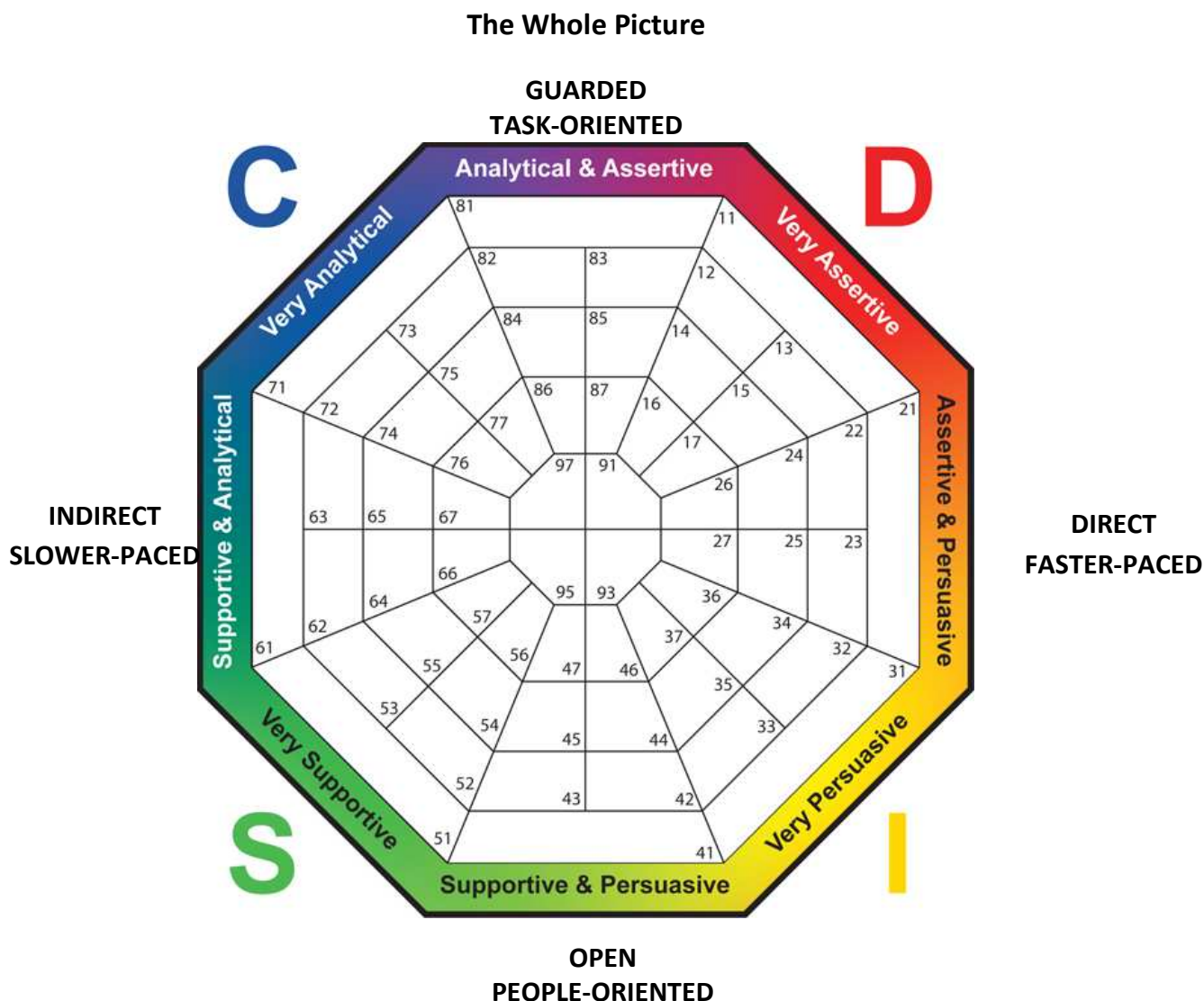
Recognizing another person's Behavioral Style - 2 Power Questions:

1. **Are they DIRECT or INDIRECT in their communications?**
   (Directness is the 1st. Predictor of Style. Direct plot on the right, Indirect on the Left).

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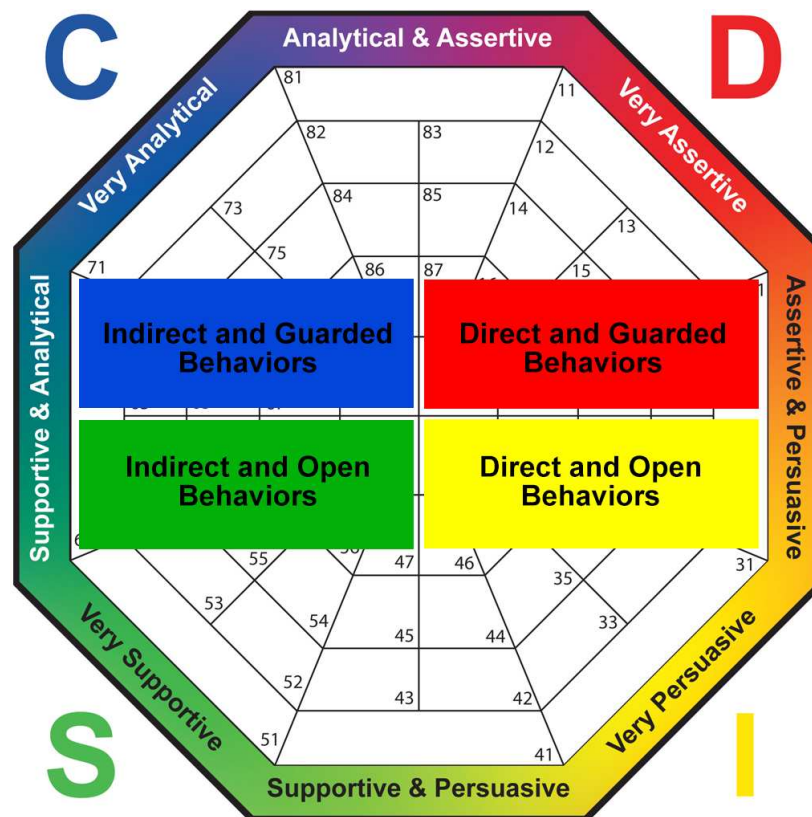
When we integrate both the natural tendency to be either DIRECT or INDIRECT with the natural tendency to be either GUARDED or OPEN it forms the foundation and the basis for plotting each of the four different behavioral styles:

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

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

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

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

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

What is Behavioral Adaptability?

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

No one style is naturally more adaptable than another. For any situation, the strategic adjustments that each style needs to make will vary. The decision to employ specific adaptability techniques is made on a case-by-case basis: you can choose to be adaptable with one person, and not so with others. You can choose to be quite adaptable with one person today and less adaptable with that same individual tomorrow. Adaptability concerns the way you manage your own behaviors.

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

Adaptability does not mean "imitation" of the other person's style. It does mean adjusting your openness, directness, pace, and priority in the direction of the other person's preference, while maintaining your own identity.

Adaptability is important to all successful relationships. People often adopt a different style in their professional lives than they do in their social and personal lives. We tend to be more adaptable at work with people we know less. We tend to be less adaptable at home and with people we know better.

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

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

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

How to Modify Your Directness and Openness

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

Directness

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

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

Openness

TO INCREASE:
- Share feelings; show more emotion
- Respond to the expression of others' feelings
- Pay personal complements
- Take time to develop the relationship
- Use friendly language
- Communicate more; loosen up and stand closer
- Be willing to digress from the agenda
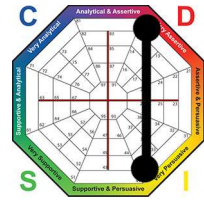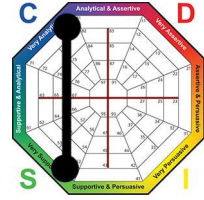
TO DECREASE:
- Get right to the task – the bottom line
- Maintain more of a logical, factual orientation
- Keep to the agenda
- Do not waste the other person's time
- Do not initiate physical contact
- Downplay your enthusiasm and body movement
- Use businesslike language

Tension Among the Styles

Potential Tensions/Disconnects	Plot Points Example
Double Tensions of Patience vs. Urgency AND People versus Task **Pattern 1:** The High S's preferred Patient & Slower Pace with a Primary Focus on People rather than on results and task can conflict with the High D's Sense of Urgency and a focus on Tasks and Results and Now.	 **High S + High D** *(Lower Left vs. Upper Right Quadrant)*
Double Tensions of Patience vs. Urgency AND People versus Task **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.	 **High C + High I** *(Upper Left vs. Lower Right Quadrant)*
Patience vs. Urgency Tensions: The High S's innate patience can conflict with the High I's Sense of Urgency.	 **High S + High I** *(Lower Left vs. Lower Right Quadrant).*
Patience vs. Urgency Tensions: 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.	 **High C + High D** *(Upper Left vs. Upper Right Quadrant)*

Tension Among the Styles, continued

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

Tension Among the Styles WORKSHEET

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

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

JANE DOE'S INFORMATION

STYLE: C

PACE: Slower-paced

PRIORITY: Goal/Task-oriented

RELATIONSHIP SAMPLE

Name: *John Doe*

Style: *High I*

Pace: *Faster-paced*

Priority: *People-oriented*

Difference: *Pace and Priority*

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

RELATIONSHIP 1
Name:_____
_____
Style:_____
_____
Pace:_____ _____
Priority:_____ _____
Difference:_____ _____
Strategy:_____
_____
_____
_____
_____

RELATIONSHIP 2
Name:_____ _____
Style:_____ _____
Pace:_____ _____
Priority:_____ _____
Difference:____ _____
Strategy:_____ _____
_____
_____
_____
_____

How to Adapt to the DOMINANT Style

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

AT WORK, HELP THEM TO…

- More realistically gauge risks
- Exercise more caution and deliberation before making decisions
- Follow pertinent rules, regulations, and expectations
- Recognize and solicit others' contributions
- Tell others the reasons for decisions
- Cultivate more attention/responsiveness to emotions

SALES AND SERVICE…

- Plan to be prepared, organized, fast-paced, and always to the point
- Meet them in a professional and businesslike manner
- Learn and study their goals and objectives – what they want to accomplish, how they currently are motivated to do things, and what they would like to change
- Suggest solutions with clearly defined and agreed upon consequences as well as rewards that relate specifically to their goals
- Get to the point
- Provide options and let them make the decision, when possible

IN SOCIAL SETTINGS…

- Let them know that you don't intend to waste their time
- Convey openness and acceptance of them
- Listen to their suggestions
- Summarize their achievements and accomplishments
- Give them your time and undivided attention
- Appreciate and acknowledge them when possible

IN LEARNING SETTINGS…

- Likes to learn quickly; may be frustrated with a slower pace
- Has own internal motivation-clock, learns for their own reasons, not for anyone else's reasons
- May like to structure their own learning design
- Does okay with independent self-study
- Defines own goals
- May have a short attention span

How to Adapt to the INFLUENCING Style

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

AT WORK, HELP THEM TO...

- Prioritize and organize
- See tasks through to completion
- View people and tasks more objectively
- Avoid overuse of giving and taking advice
- Write things down

SALES AND SERVICE...

- Show that you're interested in them, let them talk, and allow your animation and enthusiasm to emerge
- Take the initiative by introducing yourself in a friendly and informal manner and be open to new topics that seem to interest them
- Support their dreams and goals
- Illustrate your ideas with stories and emotional descriptions that they can relate to their goals or interests
- Clearly summarize details and direct these toward mutually agreeable objectives and action steps
- Provide incentives to encourage quicker decisions
- Give them testimonials

IN SOCIAL SETTINGS...

- Focus on a positive, upbeat, warm approach
- Listen to their personal feelings and experiences
- Respond openly and congenially
- Avoid negative or messy problem discussions
- Make suggestions that allow them to look good
- Don't require much follow-up, detail or long-term commitments
- Give them your attention, time and presence

IN LEARNING SETTINGS...

- Likes learning in groups
- Interacts frequently with others
- Responds to extrinsic motivation, praise, and encouragement
- Needs structure from the facilitator; may lose track of time
- Needs "what to do" and "when to do it"
- May exceed deadlines if left on their own and learning may be completed late

How to Adapt to the STEADY Style

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

AT WORK, HELP THEM TO…

- Utilize shortcuts and discard unnecessary steps
- Track their growth
- Avoid doing things the same way
- Realize there is more than one approach to tasks
- Become more open to some risks and changes
- Feel sincerely appreciated
- Speak up and voice their thoughts and feelings

SALES AND SERVICE…

- Get to know them more personally and approach them in a non-threatening, pleasant, and friendly, but professional way
- Develop trust, friendship, and credibility at a relatively slow pace
- Ask them to identify their own emotional needs as well as their task or business expectations
- Get them involved by focusing on the human element… that is, how something affects them and their relationships with others
- Avoid rushing them and give them personal, concrete assurances, when appropriate
- Communicate with them in a consistent manner on a regular basis

IN SOCIAL SETTINGS…

- Focus on a slower-paced, steady approach
- Avoid arguments and conflict
- Respond sensitively and sensibly
- Privately acknowledge them with specific, believable compliments
- Allow them to follow through on concrete tasks
- Show them step-by-step procedures
- Behave pleasantly and optimistically
- Give them stability and minimum of change

IN LEARNING SETTINGS…

- Accepts a balance between individual and group work
- Shows patience with detailed or technical processes
- Likes journaling and follow-through
- Prefers explicit instructions
- Wants to know the performance outcomes and expectations
- May need help in prioritizing tasks if a long assignment; may take criticism personally

How to Adapt to the **CONSCIENTIOUS** Style

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

AT WORK, HELP THEM TO…

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

SALES AND SERVICE…

- Prepare so that you can answer as many of their questions as soon as possible
- Greet them cordially, but proceed quickly to the task; don't start with personal or social talk
- Hone your skills in practicality and logic
- Ask questions that reveal a clear direction and that fit into the overall scheme of things
- Document how and why something applies
- Give them time to think; avoid pushing them into a hasty decision
- Tell them both the pros and cons and the complete story
- Follow through and deliver what you promise

IN SOCIAL SETTINGS…

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

IN LEARNING SETTINGS…

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

PART IV Seven Dimensions of Motivation

About This Report

Research shows that the most successful people share the common trait of self-awareness. They're able to more quickly recognize situations that will make them more successful. As such, it's easier for them to find ways of achieving objectives that resonate and align with their motivations. They also understand their limitations and where those situations in which they're not as effective. They're able to anticipate what will not inspire them or motivate them to succeed. Those who understand their natural motivators better are far more likely to pursue the right opportunities, for the right reasons, and get the results they desire.

Background

The Motivators assessment is the result of of Dr. Edward Spranger's and Gordon Allport's combined research into what drives and motivates an individual. The seven dimensions of value discovered between these two researchers identify the reasons that drive an individual to utilize their talents in the unique way they do. Motivators will help you understand your motivations and drivers, providing a clear course on how to maximize your performance by achieving better alignment and passion for what you do.

The Elements of the Motivation Index

This Motivation Index is unique to the marketplace in that it examines seven independent and unique aspects of motivation. Most similar instruments only examine six dimensions of motivation by combining the Individualistic and Political into one dimension. This assessment remains true to the original works and models of two of the most significant researchers in this field, thus delivering to you a profile that truly helps you understand your own unique motivations and drivers. In addition, the Motivation Index is the first to use a click & drag approach to ranking the various statements in the instrument, which makes taking the instrument more intuitive, natural and in the end you can actually create the order you see in your mind on the screen. Finally, the Motivation Index instrument contains the most contemporary list of statements to make your choices more relevant to your life today, which helps ensure the most accurate results possible.

A closer look at the seven dimensions

Motivation helps influence behavior and action and can be considered somewhat of a hidden motivation because they are not readily observable. Understanding your Motivation helps to tell you why you prefer to do what you do. It is vital for superior performance to ensure that your motivations are satisfied by what you do. This drives your passion, reduces fatigue, inspires you and increases drive.

The Seven Dimensions of Motivation measured in this report are:

Aesthetic - a drive for balance, harmony and form.

Economic - a drive for economic or practical returns.

Individualistic - a drive to stand out as independent and unique.

Political - a drive to be in control or have influence.

Altruistic - a drive for humanitarian efforts or to help others altruistically.

Regulatory - a drive to establish order, routine and structure.

Theoretical - a drive for knowledge, learning and understanding.

Executive Summary of Sample's Motivation
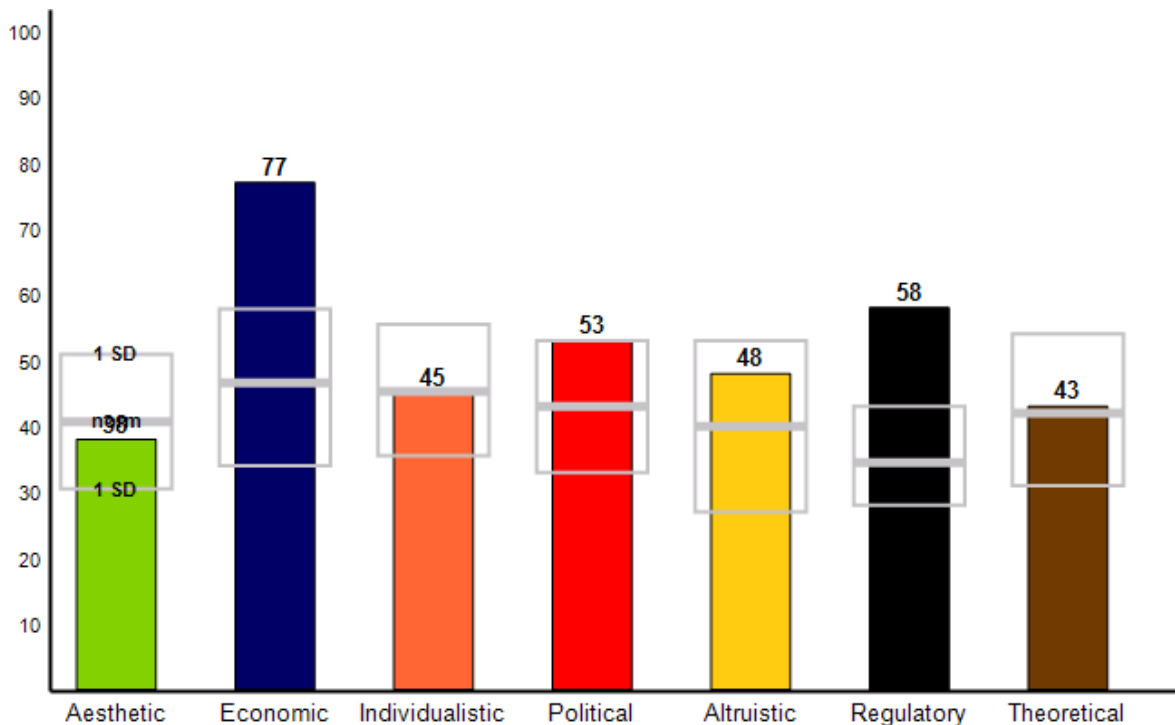
Aesthetic - Average
You are able to appreciate the benefit for balance and harmony without losing sight of the practical side of things.

Economic - Very High
You are very competitive and bottom-line oriented.

Individualistic - Average
You are not an extremist and able to balance the needs of both others and self.

Political - High
You are able to accept the credit or take the blame with a 'the buck stops here' attitude.

Altruistic - Average
You are concerned for others without giving everything away; a stabilizer.
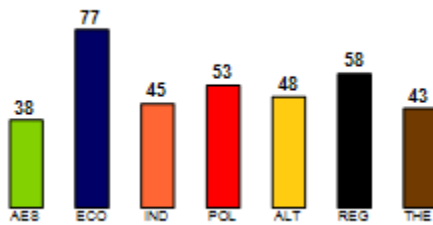
Regulatory - High
You have a strong preference for following established systems or creating them if none present.

Theoretical - Average
You are able to balance the quest for understanding and knowledge with the practical needs of a situation.

Your Aesthetic Drive

The Aesthetic Dimension: The main motivation in this value is the drive to achieve balance, harmony and find form or beauty. Environmental concerns or "green" initiatives are also typically prized by this dimension.

General Traits:
- You work equally well with the artistic and non-artistic types.
- You can work well with others to create and innovate.
- You possess a healthy balance between form and function.
- You respect others' needs to express their creativity.
- You possess the average level of aesthetic appreciation, near the national mean.

Key Strengths:
- You appreciate a sense of balance between work and life, but are not paralyzed without it.
- You appreciate renewable and environmentally friendly (green) approaches.
- You value conservation efforts as both renewing but also practical.
- You are willing to help others strictly out of support or appreciation of their efforts.
- You enjoy certain artistic aspects or ideas, but on a normal level without being extreme.

Motivational Insights:
- You appreciate the need for conservation efforts and preserving balance and harmony in the surroundings.
- You believe that art and form can be uplifting and positive, even for those with no artistic ability.
- You balance team efforts between doing it right and doing it enjoyably.
- You possess a level of artistic interest or appreciation that is right at the national mean.
- To you, balance between work and life is important.

Training/Learning Insight:
- You are supportive of a variety of training and professional development efforts.
- You work fine with either team learning, or individual learning.
- You like to learn for the sake of personal development and growth.
- Your learning should be equal parts form and function, not all function.

Continual Improvement Insights:
- Since your score is at the national mean, it is important to review other Values drives for a more complete look at areas for quality improvement.
- You may benefit by taking a more visible position on teams.
- You could benefit by ensuring your life is well balanced between personal and professional worlds.
- Remember that it is OK that some don't appreciate artistry, balance or harmony and you can serve as a bridge between those who do and don't see value in such things.

Your Economic Drive
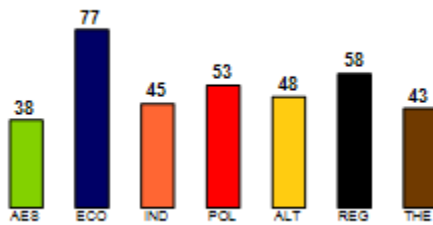
> **The Economic Dimension**: This dimension examines the motivation for security from economic gain, and to achieve practical returns. The preferred approach of this dimension is a professional one with a focus on bottom-line results.

General Traits:
- People who score like you tend to like rewards based on the results they achieve rather than on the method used to obtain the results.
- You are motivated by high pay, and attaches importance to high earnings.
- You are goal driven, especially financial goals.
- You are interested in what is practical and useful in achieving your vision of success.
- You may fit the stereotype of the highly driven American businessperson, motivated by economic incentives.

Key Strengths:
- You pay attention to return on investment in business or team activity.
- Your decisions are made with practicality and bottom-line dollars in mind.
- You will protect organizational or team finances, as well as your own.
- You are able to multi-task in a variety of areas, and keep important projects moving.
- You are highly driven by competition, challenges, and economic incentives.

Motivational Insights:
- You should reduce the potential visible "greed-factor" which may appear in your style.
- You provide substantial room for financial rewards for excellent performance.
- You make certain that economic rewards are fair, clearly communicated, and provide a high-end return for those willing to work for it.
- You realize that it's not just money that motivates, but also personal fulfillment in the job.
- You are certain to reward performance, and encourage participation as an important member of the team.

Training/Learning Insight:
- If possible, you should build in some group competition as a part of the training activities.
- You should link learning outcomes to the ability to become more effective in increasing earnings for both yourself and the organization.
- You should attempt to provide some rewards or incentives for participation in additional training and professional development.
- Your scores are like those who want information that will help them increase bottom-line activity and effectiveness.

Continual Improvement Insights:
- You may need to work on balancing other Values scales and appreciating the strengths that others bring, even those who may not share this very strong Economic drive.
- You may need to hide the dollar signs in your eyes in order to establish the most appropriate rapport with others.
- While this very high economic drive may be a significant motivating factor in achieving your goals, it may also become a visible "greed factor" especially in sales people, and others sharing this very high economic drive.
- You may need to learn how to mask that greed factor so as not to alienate a prospect, customer, or client.
- You may need to have an increased sensitivity to the needs of others, and less demonstration of potential selfishness.

Your Individualistic Drive
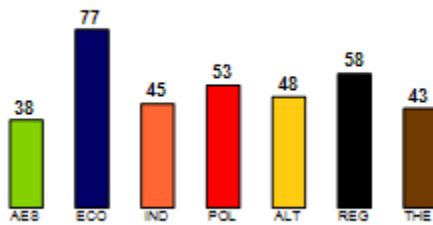
The Individualistic Dimension: The Individualistic dimensions deals with one's need to be seen as unique, independent, and to stand apart from the crowd. This is the drive to be socially independent and have opportunity for freedom of personal expression.

General Traits:
• You show the ability to take a leadership role when asked and also to be supportive team member when asked.
• You have the ability to take a stand on an issue when necessary, to yield position when necessary, and to do both with equal sincerity.
• You show moderate social flexibility in that you would be considered as one who is socially appropriate and supportive of others on the team.
• You are generally not considered an extremist on ideas, methods, or issues in the workplace.
• You have the ability to take or leave the limelight and attention given for special contributions.

Key Strengths:
• You are able to take a stand with emphasis, or to be a more quiet member supporting a position.
• You are able to see both sides of the positions from those with higher and lower Individualistic scores.
• You may be seen as a stabilizing force in organizational operations and transactions.
• You may be considered flexible and versatile without being an extremist.
• You may be able to mediate between the needs of the higher and lower Individualistic members of the team.

Motivational Insights:
• Remember that you score like those with a high social flexibility, that is, you can assume an appropriate leadership role for a team, or be a supportive team member as the situation requires.
• Remember that you show the ability to get along with a wide variety of others, without alienating those with opinions in extreme positions on the spectrum.
• You act as a balancing or stabilizing agent in a variety of team environments.
• You bring an Individualistic drive typical of many professionals, i.e., near the national mean.
• You can provide input to gain a center-lane perspective on an organizational issue related to this Values scale.

Training/Learning Insight:
• You are able to be a flexible participant in training and development programs.
• You tend to enjoy both team-oriented and individual or independent learning activities.
• You will be a supportive member of the training experience from the viewpoint of this Values dimension.
• Because this score is near the national mean, please check other higher and lower Values areas to obtain additional insight into learning preferences.

Continual Improvement Insights:
• Without necessarily picking sides, you may need to take a stand on some issues related to individual agendas.
• To gain additional insight, you should examine other values drives to determine the importance of this Individualistic drive factor.
• You should allow space for those with higher Individualistic drives to express themselves in appropriate ways.
• You should avoid criticizing those with higher or lower Individualistic drives, since all Values positions are positions deserving respect.

Your Political Drive
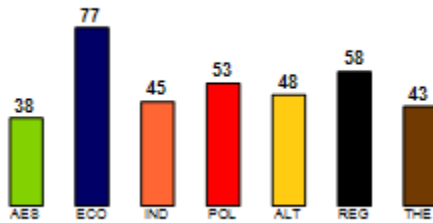
The Political Dimension: This drive is to be seen as a leader, and to have influence and control over one's environment or success. Competitiveness is often associated with those scoring high in this motivation.

General Traits:
- You like to be your own boss and to have control over time and resources to accomplish goals.
- You have a bottom-line approach to getting things done.
- You are an active agent in tough decision-making roles.
- You are comfortable being in a leadership position and seek those roles.
- You are accountable for actions and decisions: Are ready to take the credit or the blame.

Key Strengths:
- You have a 'buck stops here' approach to business and getting things done.
- You have a high energy level to work hard at meeting goals.
- You accept struggle and hard work toward a goal.
- You are able to plan and design work projects for teams to accomplish.
- You are able to plan and control your own work tasks.

Motivational Insights:
- You prefer freedom to take risks, but also need the boundaries and limits to the risk-taking freedom.
- You score like others who may feel stifled if surrounded by many constraints.
- You appreciate occasional public recognition and praise for successes.
- You may need to be more willing to share the attention and successes for wins.
- You prefer an environment with minimal involvement with routine, detail, and paperwork.

Training/Learning Insight:
- If group activities are involved, attempt to build in some competition and group leadership events.
- Some who share this score range may prefer independent study instead of group or team learning activities.
- You link learning successes with potential to increase personal credibility and motivation of teams when working with others.
- You provide for a variety of learning and professional development options.
- You provide for individual recognition for exceptional performance.

Continual Improvement Insights:
- You may need to be more sensitive to the needs of others on the team.
- You may be perceived as one who oversteps authority without cause.
- You may show impatience with others who don't see the big picture as clearly.
- You may need to soften your own agenda at times and allow for other ideas and methods to be explored.
- You may project a high sense of urgency which may also translate to some as a high intensity.

Your Altruistic Drive
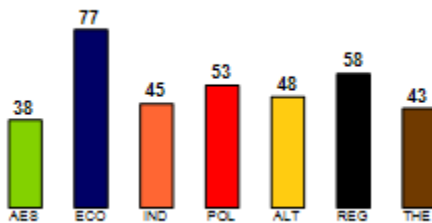
The Altruistic Dimension: This drive is an expression of the need or drive to benefit others in a humanitarian sense. There is a genuine sincerity in this dimension to help others, give of one's time, resources and energy, in aid of others.

General Traits:
- You are able to see the points of view from both the higher and lower Altruistic score locations.
- You will not create an imbalance between your own needs and those of others.
- You balance helping others with personal concerns very effectively.
- You have a good sense for when to freely help others and when to say "No."
- You are very much in line with the average level of altruism seen in business environments.

Key Strengths:
- You have a solid balanced view of helping others without doing everything for them.
- You possess a realistic and practical approach to helping others help themselves.
- You appreciate the need to help others without sacrificing one's own self too much.
- You are willing to pitch in and help others as needed.
- You see value pitch in others through personal actions.

Motivational Insights:
- You are practical in how much to help others versus other objectives.
- You possess a healthy balance between a self focus and a focus on others.
- You will strike a moderate level of giving and taking in interactions with others.
- You have a very typical level of appreciation for others relative to the general working world.
- You will be a good judge of how much to involve others versus making the command decision.

Training/Learning Insight:
- You would be more motivated by incorporating other motivators that are higher in drive and score locations.
- You are flexible between learning with a team or learning independently.
- You enjoy learning that highlights both your own personal gain and some altruistic aspect as well.
- You are likely supportive of the trainers themselves.

Continual Improvement Insights:
- You will be more influenced by other motivations in the report that are higher and when connected with, will return much more passion and drive.
- You might benefit from taking more of a lead, as opposed to waiting for others to lead.
- You need to know that efforts to help others are practical and deliver a business benefit as well.
- You should respect those who may not share your interest in understanding or benefiting others.

Your Regulatory Drive
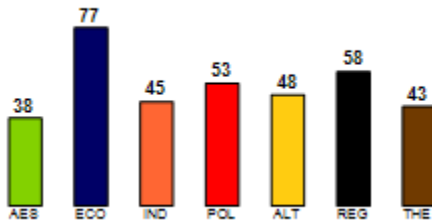
The Regulatory Dimension: The Regulatory drive indicates one's drive to establish order, routine and structure. This motivation is to promote rules and policies, a traditional approach and security through standards and protocols.

General Traits:
- You see rules as a key to results.
- You prefer documenting activity and like lists.
- You are accepting of established rules and policies.
- You prefer routine and order.
- You respect tradition a lot.

Key Strengths:
- You maintain timelines and meet deadlines.
- You provide a sound stabilizing base for dynamic situations.
- You are reliable and dependable.
- You have high attention to details.
- You are efficient and effective in organizing tasks and most work.

Motivational Insights:
- Work quickly to correct missing needs or inaccuracies to maintain productivity.
- Ensure adequate information, resources and time to complete tasks.
- You should make sure the reasons behind instructions are clearly demonstrated.
- You prefer detailed, written and specific guidelines to follow.
- You prefer a structured and routine environment to work in.

Training/Learning Insight:
- You will prefer learning activities that are structured and detailed.
- You are a well disciplined learner.
- You like to understand the why behind the what when learning new things.

Continual Improvement Insights:
- Explore a little. Discovering new ways to do things can be rewarding.
- You should be consistent in enforcing rules for everyone.
- You should try being a little more flexible.
- You should put things in writing.
- You should realize that others have their own way of doing things too and be open to that.

Your Theoretical Drive
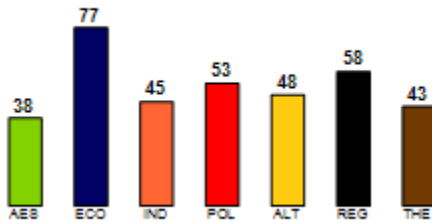
> **The Theoretical Dimension**: The drive to understand, gain knowledge, or discover the "truth". This motivation can often be to gain knowledge for knowledge sake. Rational thinking, reasoning and problem solving are important to this dimension.

General Traits:
- You typically won't get bogged down in minutia, nor will you ignore the details when decision-making.
- You are able to understand the needs of the big picture issues, and appreciate the needs of the minutia issues without being an extremist.
- Your score near the mean indicates the Theoretical need is not unimportant, yet not a primary driving factor in your motivational behavior.
- You may provide a balance between the very high theoretical approaches and the very low approaches and be able to communicate with each side.
- You bring a sense of balance and stability to a variety of technical issues and features impacting the team.

Key Strengths:
- You will demonstrate awareness of the necessary technical features and an appropriate on-the-job response as needed.
- You bring flexibility to the team, that is, being detail-oriented when necessary, and being practically-oriented other times.
- You are a stabilizing force on the team.
- You are able to appreciate the needs of both the high and lower Theoreticals.
- You show curiosity about technical details without getting bogged down.

Motivational Insights:
- Remember that you have the ability to be a balancing and stabilizing agent on high knowledge-driven issues, without being an extremist toward either side.
- You bring a knowledge-drive typical of many business professionals, i.e., near the national mean.
- Your perspective provides a middle-ground understanding.
- Check for other values drives that may be higher or lower than this one in order to gain a more robust picture of specific keys to your motivation.

Training/Learning Insight:
- You are rather flexible and accepting of most training programs offered in the organization.
- You are able to see the need for training and also realize the importance of practical information.
- You understand the needs of the high Theoreticals who want more information and the lower Theoreticals who want only the necessary information.
- Because your score range is near the national mean, please check other areas of higher or lower values drive for additional insight into professional development needs.

Continual Improvement Insights:
- You may need to be a bit more demonstrative on some complex theoretical issues.
- You may be asked to take a firmer stand or position on team initiatives.
- You may need to examine other values' drives to determine the importance of this Theoretical drive factor.

Relevance Section

Use this sheet to help you track which motivators are well aligned and which are not, and what you can do about it.

Action Step: Looking at your Motivation Index report, find which motivators are the most powerful for you (i.e., which ones are highest and farthest above the norm). Write down the top two in the space below, and record how well your current roles align with these motivators (i.e., how well what you do satisfies what you are passionate about).

		Alignment				
		Poorly				**Highly**
Motivator #1:	_____	1	2	3	4	5
Motivator #2:	_____	1	2	3	4	5

Legend:		**Tally Your Score Here**
2-4 = Poor	8-9 = Excellent	
4-5 = Below Average	10 = Genius	
6-7 = Average		

To reach Genius levels of passion, you must increase alignment of your environment with your passions.

Motivator #1: what aspects of your company or role can you get involved in that would satisfy this motivator?
_____
_____
_____
_____
_____
_____
_____

Motivator #2: what aspects of your company or role can you get involved in that would satisfy this motivator?
_____
_____
_____
_____
_____
_____
_____

Success Connection

Your final step to making sure you really benefit from the information in this report is to understand how your behavioral style contributes to, and perhaps hinders, your overall success.

Supporting Success: Overall, how well do your motivators and drivers help support your success? (cite specific examples):

_____
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Limiting Success: Overall, how do your natural drivers or motivators not support your success? (cite specific examples):

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Other Assessments?

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

1. **DISC** - Our most popular assessment and the world's #1 behavioral profiling tool. DISC provides a highly detailed analysis of each individual's Natural (i.e. personal/ internal) and Adaptive (i.e. workplace/external) behavioral styles. An individual's behavior is often the strongest indicator of fit; whether that be within a particular job, as the member of a team or as the leader of an organization. In essence, DISC predicts "How?" a person will behave within a given role or situation. Likewise, it offers the prescriptive lessons necessary to maximize the outcome of any interpersonal or workplace communication.

2. **Motivators** - The perfect companion assessment to pair with DISC, Motivators measures the Seven Universal Dimensions of Motivation that drive each of us: Aesthetic, Economic, Individualistic, Political, Altruistic, Regulatory and Theoretical. Where-as DISC predicts "How?" a person will behave, Motivators explains "Why?" If you are only using DISC, you are only scratching the surface of what assessments can offer individuals and organizations.

3. **Hartman Value Profile (HVP)** - The Hartman Value Profile offers the critical third piece to the human puzzle. Based upon the research of Robert S. Hartman's formal axiology, this unique assessment measures each individual's problem solving skills and their ability to avoid the blindspots associated with situational bias. In essence, the HVP assessment measures— with uncanny accuracy— an individual's critical thinking, judgment and decision-making abilities.

4. **Emotional Intelligence (EIQ)** - The Emotional Intelligence (EIQ) assessment helps users understand the correlation between the way they apply their current EIQ and the outcome of their interactions with others. This lends itself to improved decision-making, leadership, reading the emotions in others and engaging in a greater number of mutually beneficial workplace outcomes. Here is the key: EIQ can actually be improved and coached-up over time so it makes an excellent self-improvement assessment.

5. **Learning Styles** - Our fifth and final Core Assessment, Learning Styles, does just as its name implies: it identifies each individual's best means for learning and retaining new information. Some people like to process information through text, while others need visual support and images. Some learners best assimilate information alone, while others prefer to learn in groups. There are those who can grasp information intuitively, while others prefer to follow a strong sequential path. In short, understanding learning styles offers the key to maximizing an organization's training efficiencies, enlightening its management teams and even assembling top performing teams.

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