DISC Leadership

An Evaluation of Behavioral Styles

Report For: **John Doe**

Style: **CS/SC**

Focus: **Work**

Date: **1/21/2013**

ZERO frequency by Mabel Katz

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Why is Independently Tested Accuracy of this Assessment Important?

A recent review revealed **a significant majority of assessments available today were absent the studies & reporting to confirm their accuracy**. Of the small minority which claimed reporting, the significant majority of those were conducted privately; oftentimes by the assessment provider itself, rather than an objective and scientifically qualified third party. However, we are leading by example in this otherwise unregulated industry. How are we doing this? By submitting our assessments to an objective, independently conducted battery of tests: Construct Validity, Reliability, and Disparate Impact - all by a qualified scientific authority (*Assessment Standards Institute*). Our goal? Ensuring the trust and confidence of our users by producing the industry's most accurate and class protected assessments. Please turn to the last page of this report to learn more on this topic, and the steps we've taken to safeguard the scientific accuracy of this assessment.

Introduction to the DISCstyles™ Online Report

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

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

BEHAVIORAL STYLE TENDENCIES

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

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

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

HOW TO GET THE MOST FROM THIS REPORT

Use this report to fine-tune your observations and predictions: Use the ***Word Sketch*** pages (14-15) to understand the different human emotions that make up each style. All patterns of behavior are so different because of the Needs, Emotions, and Fears that underlie each. The information in ***"Overview of the Four DISCstyles Types***" on page 19 puts that all into perspective.

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

In Part II you learn about the importance of adaptability - how to get the most out of every interaction. DISC is a life-energy model and by the position of each point on your graph, you can literally "see" the energy you put out and the focus you take in each of these areas of life: *Problems (D), People (I), Pace (S),* and *Procedures (C).* By seeing and "owning" (or customizing) what it says automatically makes you adaptable and aware. Choose the results you want by putting more or less energy into what you do. It is as important an aspect of your "emotional" or "social" intelligence (EQ) as it is your IQ! There is a lot more in the ***What is Behavioral Adaptability?*** section starting on page 22.

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Part I Understanding Yourself

General Characteristics

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

John, people who score like you may tend to get bogged down in details during the decision-making process, thinking that there may be more information forthcoming that might impact the choice. It's true that there will almost always be more information available if we continue to wait; however, there is also a time at which the collection of data must stop and the decision must be made. Be aware of this when facing a series of data-driven decisions.

John, your motto could be, "There is a right way and a wrong way to complete all projects. Let's complete it the right way." You score like those who read instructions on new appliances and computers. Whether at home or at the office, you like to do things correctly. When writing, rarely do you have the need for spell-checking or proofreading for grammar.

You take calculated, educated risks only after a thoughtful analysis of the facts and data, and after you have examined all options and potential outcomes. This is a strength. However, when the team has a deadline, you could be perceived as a bottleneck to the process. Not maliciously, but because you want to analyze the facts and data and determine all possible outcomes as a result of a decision. Be aware of this, and be prepared to abbreviate the analysis a bit when the clock is ticking.

Your response pattern indicates that you tend to hide your emotions. You are generally quiet in a group unless asked for input, or if the topic is one of high importance to you. Our advice is to move out of that comfort zone and be a bit more verbal. It will benefit the team, because many will not have considered the issues as deeply as you have. Your input will raise the quality of the conversation. And you will benefit by being perceived as a more open and interactive person.

You demonstrate extremely high attention to detail as you strive for perfection. You strive to make things as high-quality as possible and may be disappointed when things turn out just "pretty good." Few people on the team have the ability to attend to details and to follow through the way you do.

Your response pattern on the instrument indicates that you persuade others by careful attention to detail, and through facts, data, and logic, rather than emotion. People can depend on you to present a case that is logical and supportable. This is the primary strength that you bring to a team or organization when at the decision-making table.

Your score pattern indicates that you tend to maintain a keen awareness of time. You tend to be on time or early for appointments, and expect the same consideration of your time from others. It annoys you when certain people are perpetually late, or when meetings drag on with no assigned time to end.

You tend to evaluate others by how well they implement and execute procedures, standards, and quality action. You hold others accountable to the same high standards that you maintain for yourself. Those who demonstrate these high standards (as you know, they are somewhat rare) are individuals that you will tend to hold in esteem.

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YOUR STRENGTHS What You Bring to the Organization

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

*Choose the two you feel are your most valuable strengths and work style tendencies you see in yourself and add them to the **Summary of Your Style** chart on page 13.*

Your Strengths:

- You provide an objective, reality-focused view of systems, procedures, and organizational operations.
- You are especially careful that there are no loose ends on a project that may have been overlooked by others.
- You take your responsibilities seriously and exercise your authority in a sincere and conscientious manner.
- You maintain a high degree of accuracy while keeping an eye toward project deadlines.
- You may be sought after by other members of the team because of your complete knowledge of processes and procedures.
- You have an excellent, considerate, analytical listening style.
- You demonstrate a high degree of technical specialty and skill in your area of expertise.

Your Work Style Tendencies That You Bring to the Job:

- Naturally time-sensitive, you keep a careful eye on the organizational clock and maintain a keen awareness of timelines.
- You will take calculated, educated risks only after a thoughtful analysis of the facts and data, and after you have examined all options and potential outcomes.
- You like your workspace to be neat, well organized, and tidy, with everything in its place.
- You are highly conscientious and can be relied on to follow through on detailed projects and complex assignments.
- You set high performance standards for yourself and others, and expect everybody to meet those standards.
- You need to feel well-informed regarding specific details related to your area of authority and responsibility.
- You demonstrate a strong need for perfection and detail orientation.

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Your Motivations (Wants) and Needs

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

Note your two most important motivators and the two most important needs and write them on your ***Summary of Your Style*** *on page 13.*

You Tend to Be Motivated By:

- The assurance that changes are made thoughtfully, carefully, and only when proven to be necessary.
- The knowledge that the products and services offered are of the highest quality.
- Tasks which are completed the right way the first time, so that errors don't have to be corrected later.
- Work projects of a highly specialized nature that support your natural curiosity and detail orientation, as well as allow you to demonstrate your skill and competence.
- Having sufficient time to adjust to change, so as not to disrupt systems or processes.
- A home life that is supportive of work demands.
- Appreciation for the competence and work ethic demonstrated over the long haul.

People With Patterns Like You Tend to Need:

- Job descriptions which are presented clearly (preferably in writing), with no ambiguities.
- Options for increasing the efficiency of certain methods or procedures.
- Reassurance for taking appropriate and calculated risks.
- Increased authority to delegate routine tasks and procedures to a reliable and trustworthy support staff, especially when the work culture is under pressure.
- Reassurance that your contributions are significant to the success of the team.
- Increased urgency in making decisions. To be able to shut the data gate and make a decision based on the information currently available.
- Reassurance that the long hours you dedicate to projects are worthwhile for building a successful outcome.

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YOUR MOTIVATIONS Ideal Work Environment

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

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

You Tend to Be Most Effective In Environments That Provide:

- Established practices, procedures, and protocols.
- Clear lines of authority and areas of responsibility, with minimal ambiguities.
- Few sudden shocks, unexpected problems, or crises.
- A workplace relatively free of interpersonal conflict and hostility.
- Activities that can be monitored from beginning to end.
- Support for your critical thinking skills, and encouragement to make decisions based on logic over emotion.
- Sufficient time to adjust to changes in workplace procedures.

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The S's Behavior and Needs Under Stress

Under Stress You May Appear:

- Passive
- Dependent
- Hesitant
- Indecisive
- Submissive

Under Stress You Need:

- Relationships
- Reassurances that they are liked
- Personal assurance

Your Typical Behaviors in Conflict:

- S's seldom express their own feelings of anger or dissatisfaction, fearing that doing so would damage relationships and destabilize the situation. S's tend to go along with what others want in order to avoid any controversy.
- S's tend to do things to help and benefit others with the expectation that they will reciprocate in some appropriate way. However S's rarely share these expectations. As a result the other person fails to meet their expectations; leading to more repressed anger or hurt feelings on their part.
- S's may also feel that their feelings, needs and desires are not as important as those of others, which can encourage others to take advantage of them which, in turn, results in more repressed anger.

Strategies to Reduce Conflict and Increase Harmony:

- Share your needs, feelings and expectations with your friends and coworkers.
- Ask for what you need from your supervisor, friends and coworkers. Do not expect them to know what you want or what you are thinking. This will avoid many misunderstandings and increase your effectiveness and efficiency.
- Be open to considering new ways of doing things and undertaking new tasks. Ask your supervisor, friends and coworkers to support you in approaching any significant change

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Communication Tips and Plans for Others

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

*Check the two most important ideas when others communicate with you (Do's & Don'ts) and transfer them to the **Summary of Your Style** on page 13.*

When Communicating with John, DO:

- Provide assurances about John's input and decisions.
- Present your ideas and opinions in a non-threatening way.
- Show sincere interest in John as a person.
- Be candid, open, and patient.
- Approach issues in a logical, straightforward, and factual way.
- Give John time to verify the issues and potential outcomes.
- Outline individual tasks and responsibilities in writing.

When Communicating with John, DON'T:

- Make decisions for John.
- Offer promises that you can't keep.
- Leave things up in the air, or decide by chance.
- Offer assurances and guarantees that you can't fulfill.
- Be vague about what's expected of the group.
- Be rude, abrupt, or too fast-paced in your delivery.
- Leave an idea or plan without backup support.

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

Check the two most important areas you are committed to improve upon and transfer them to the ***Summary of Your Style*** *page 13.*

Potential Areas for Improvement:

- You could benefit from a greater degree of self-confidence and an increased sense of urgency to accomplish activities on a tighter timeline.
- You may be overly dependent on a few people who share a similar focus, leading to the exclusion of others on the team who could provide valuable input.
- You may be perceived by others as private, guarded, shy, and undemonstrative.
- You may be perceived by some as rigid, inflexible, and overly strict regarding procedures and options.
- You may sometimes use facts, figures, and details as a "security blanket" to avoid confrontation or hostility.
- You may tend to spend more time than necessary on certain details, for fear of being seen as underprepared.
- You may sometimes overthink or overexert yourself on standard or routine procedures.

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Summary of John Doe's Style

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

YOUR STRENGTHS: WHAT YOU BRING TO THE ORGANIZATION

1._____

2._____

YOUR WORK STYLE TENDENCIES

1._____

2._____

YOUR MOTIVATIONS (WANTS)

1._____

2._____

YOUR NEEDS

1._____

2._____

YOUR MOTIVATIONS: IDEAL WORK ENVIRONMENT

1._____

2._____

COMMUNICATION DO'S & DON'TS

1._____

2._____

POTENTIAL AREAS FOR IMPROVEMENT

1._____

2._____

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WORD SKETCH **Adapted Style**

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

	D	I	S	C
DISC Focus	**Problems / Tasks**	**People**	**Pace (of Environment)**	**Procedures**
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
Emotion	QUICK to anger	QUICK to trust	SLOW to express emotion	SLOW when making decisions
Fears	... being taken advantage of/lack of control	... being disapproved of/left out	... sudden change/loss of stability and security	... being criticized for making mistakes
6	argumentative daring demanding decisive domineering egocentric	emotional enthusiastic gregarious impulsive optimistic persuasive	calming loyal patient peaceful serene team person	accurate conservative exacting fact-finder precise systematic
5	adventurous risk-taker direct forceful	charming influential sociable trusting	consistent cooperative possessive relaxed	conscientious courteous focused high standards
4	assertive competitive determined self-reliant	confident friendly generous poised	composed deliberate stable steady	analytical diplomatic sensitive tactful
3	calculated risk moderate questioning unassuming	controlled 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

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WORD SKETCH **Natural Style**

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

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

	D	I	S	C
DISC Focus	**Problems / Tasks**	**People**	**Pace (of Environment)**	**Procedures**
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
Emotion	QUICK to anger	QUICK to trust	SLOW to express emotion	SLOW when making decisions
Fears	... being taken advantage of/lack of control	... being disapproved of/left out	... sudden change/loss of stability and security	... being criticized for making mistakes
6	argumentative daring demanding decisive domineering egocentric	emotional enthusiastic gregarious impulsive optimistic persuasive	calming loyal patient peaceful serene team person	accurate conservative exacting fact-finder precise systematic
5	adventurous risk-taker direct forceful	charming influential sociable trusting	consistent cooperative possessive relaxed	conscientious courteous focused high standards
4	assertive competitive determined self-reliant	confident friendly generous poised	composed deliberate stable steady	analytical diplomatic sensitive tactful
3	calculated risk moderate questioning unassuming	controlled 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

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DISCstyles eGraphs for John Doe

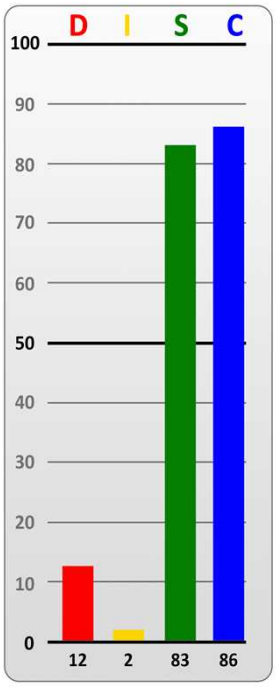
Your Adapted Style indicates that you are known using more of the behavioral traits of the CS style(s) in your selected Work focus. Your **Natural** Style graph indicates that you instinctively tend to use more of the behavioral traits of the SC style(s).

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

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

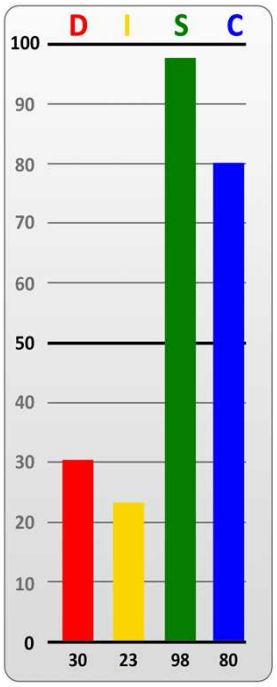
SIMILAR PATTERNS: When these two graphs look similar, it is a WYSIWYG - "*What You See Is What You Get*" and your style tends to be very consistent. If one or more of your DISC graph points is more than 30% higher or lower than your Natural graph points and your feels in constant stress (especially in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

Adapted Style - Graph I

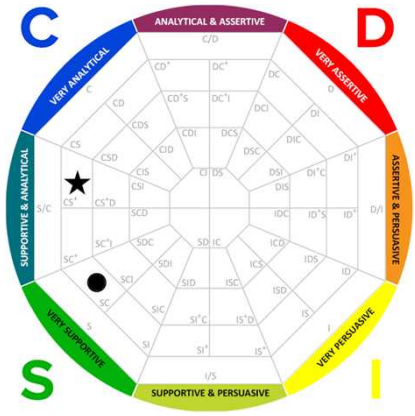


Pattern: CS (1166)
Focus: Work

Natural Style - Graph II



Pattern: SC (2266)



● = Natural Behavioral Style

★ = Adapted Behavioral Style

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

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Behavioral Pattern View

The BPV has eight behavioral zones. Each zone identifies a different combination of behavioral traits. The descriptors outside the circle show how others typically see individuals with your styles. Plots on the outer edges of the diamond identify the one primary DISC factor that dominates the other three. As you move towards the center of the diamond, two traits and eventually three traits combine which moderates the intensity of your style descriptors within a specific behavioral zone. +The plus sign indicates that the preceding style score is higher, moving you closer to that style zone (i.e. CD+S: The D score is stronger than in CDS so it plots closer to the D behavioral zone).

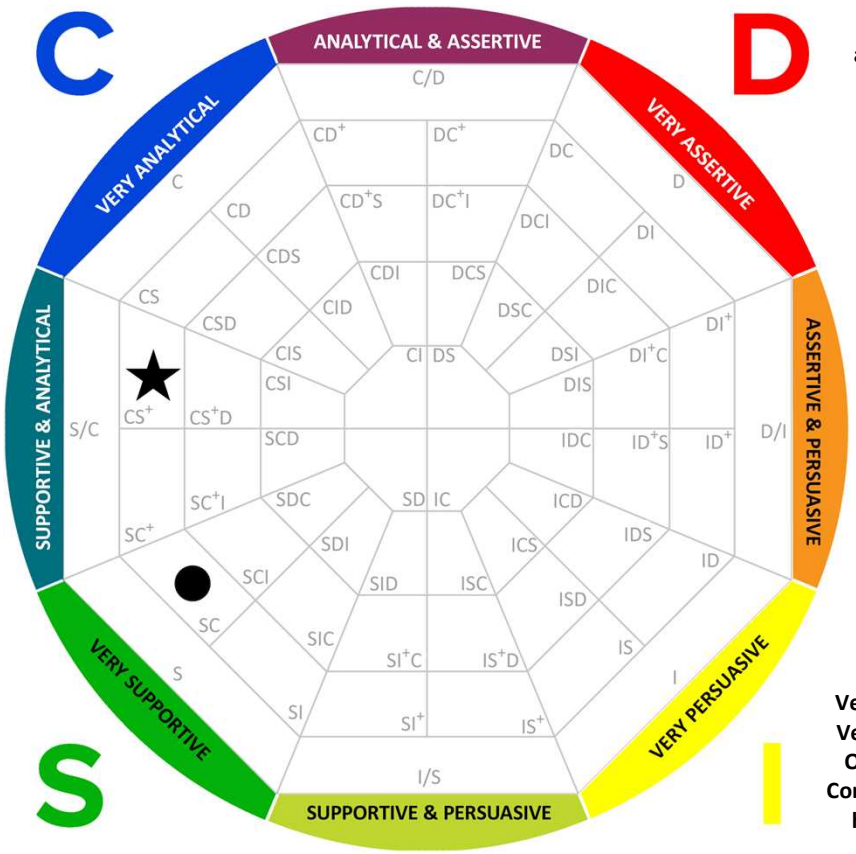
THE SCORING LEGEND

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

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

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

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



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

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

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

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

● = **Natural Behavioral Style**

★ = **Adapted Behavioral Style**

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

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PART II Application of DISC Styles

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

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

THIS APPLICATION SECTION INCLUDES:

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

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

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

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

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

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

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

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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

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How to Identify Another Person's Behavioral Style

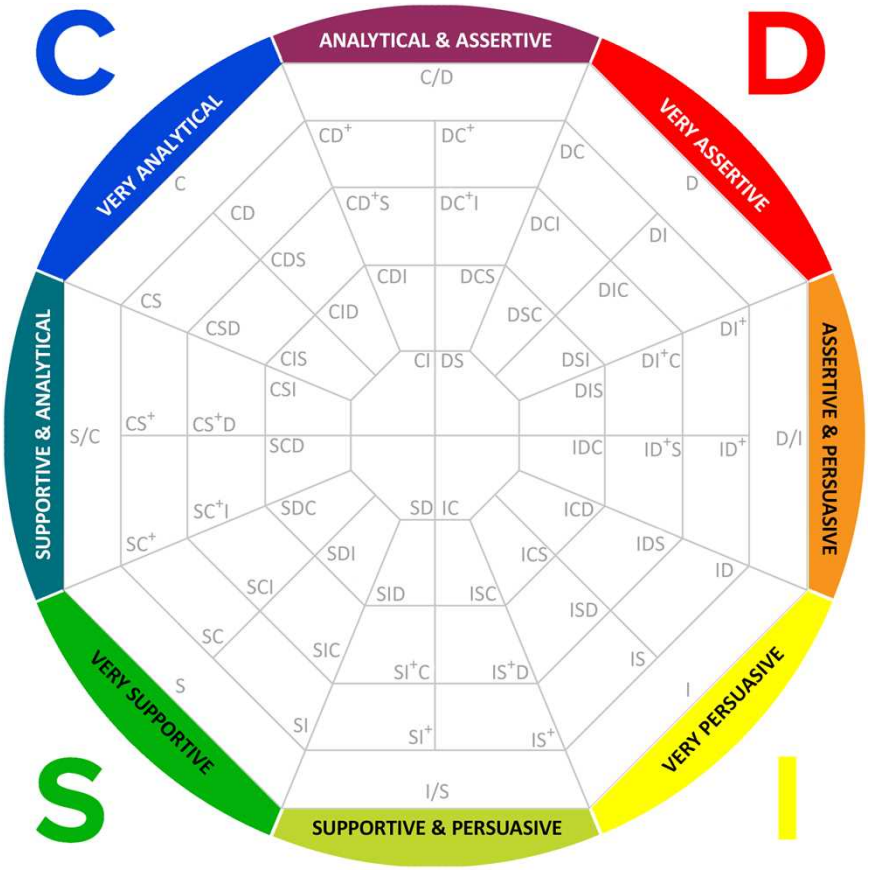
How do you quickly and accurately identify each of the four behavioral styles in order to practice adaptability? You do this by focusing on two areas of behavior — DIRECTNESS and OPENNESS. So, to quickly identify the styles of other people ask the questions on the following page.

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

GUARDED
TASK-ORIENTED

INDIRECT
SLOWER-PACED



DIRECT
FASTER-PACED

OPEN
PEOPLE-ORIENTED

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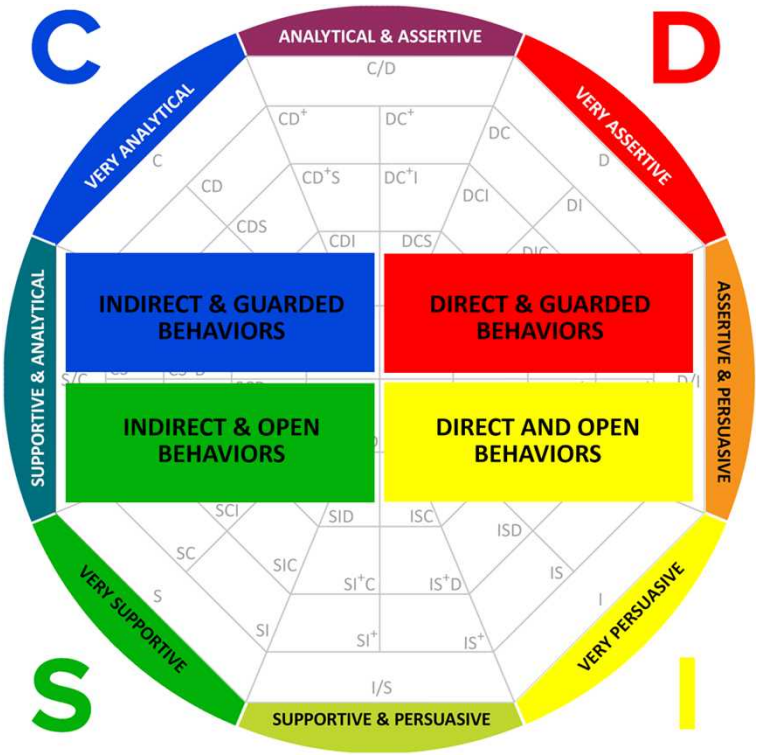
Recognizing another person's Behavioral Style - 2 Power Questions:

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

2. **Are they <u>GUARDED or OPEN</u> 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 <u>directness or indirectness and being open or guarded</u> 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.

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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.

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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

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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)*

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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)*

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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:_____ _____
_____
_____
_____
_____

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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

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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

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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

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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

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Building and Maintaining Rapport/Productivity

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

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

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

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

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

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

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

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

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

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

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Developing Your People

Developing C's	Developing D's
• Point out the most important things to remember first. • Demonstrate in an efficient, logical manner, stressing the purpose of each step. • Proceed slowly, stopping at key places to check for their understanding. • Ask for possible input, especially regarding potential refinements. • Build up to the big picture.	• Focus on the big picture. • Cover basic steps/ high points quickly. • Show them the simplest, fastest route to get them to their stated destination. • Tell them what is to be done by when. • Help them find shortcuts Connect concept with their highest value.
Developing S's	**Developing I's**
• Use one-on-one, hands-on instruction. • Start at the beginning & end at the end. • Let them observe others before trying. • Provide a step-by-step list of procedures or a working timetable/ schedule. • Allow plenty of repetition for their actions to become second nature and more routine. • Use a pleasant and patient approach in small group settings.	• Release information in chunks. • Skip details and boring material. • Get them involved kinesthetically. • Let them show you what they are learning. • Be slow to criticize and quick to praise. • Let them teach concept to others.

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Adapt Your Communication Style

Communicating with C's	Communicating with D's
• Be well organized and clear in your communications. • They search for logical conclusions. • Ask your questions in a more discreet, non-judgmental manner to elicit the points, objectives, or assurances C's want: "Lenny, I'm not trying to pressure you, but are you not interested in the auditor's position, or in any position?"	• Listen to their suggestions, their course of action and the results they are considering. • Find areas where you already agree. • Work backwards toward gaining agreement on the results you both want—and are willing to either mutually or independently allow the other to achieve: "Sarah, this format will give you the freedom to develop your branch your way and still allow Vern and Ellen to structure theirs another way... without sacrificing time or morale."
Communicating with S's	**Communicating with I's**
• Be ready to do more talking than listening; they don't feel comfortable when the limelight is focused on them. • Clarify any key agenda items with them. • Stay organized and move forward steadily (but slowly) as you check to make sure they understand and accept what is being said: "Did you want me to stick around the office at a particular time each day in case you need to telephone me for emergency questions on this account, or do you want me to call you?"	• Listen to their personal feelings and experiences. • Their style requires open and responsive interaction with others, preferably in a manner of congenial and unhurried conversation (like that between long-time friends): "Just between you and me, Chris, I feel very uneasy about Jill and Howard handling this account by themselves."

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Helping People Reach Decisions

Helping C's Decide	Helping D's Decide
• Confirm they are open to discussing the problem or decision. • If they aren't ready, either set a definite time that's better for both of you or explore their concern in even pursuing this subject. • Give them time and space to think clearly. • When the situation is being explored, review your impression of the process: "My understanding is you'd like to think it over and figure out what time commitment you'd be able to make to the group. When may I call you about your decision?"	• D's tend to make autonomous, no-nonsense decisions. • If the decision will help them meet their goals, they go for it; if not, they say no. • One of the few times they put off reaching a conclusion is when it takes too much time/ effort doing the homework to determine the best alternative. • Prevent this procrastination by simply providing a brief analysis for each option.
Helping S's Decide	**Helping I's Decide**
• Deal with only one subject or situation at a time, one step at a time. • Before moving on to other items, make sure they are ready, willing, and able to do so. • Remain calm and relaxed. • Encourage them to share their suggestions as to how the decision might be made in a way that is likely to add even more stability to the current conditions: "Would you mind writing down a schedule of your office's activities so I can write my proposal without missing anything?"	• They want to avoid discussions of complex, negative-sounding, messy problems. • Frame suggestions in a positive light. • They are open to your suggestions—as long as they allow them to look and feel good—and not require a lot of difficult, follow-up, detail work or long-term commitments. "You know just about everybody, George. Since we need to get $350 in pledges by the end of February, why not go ahead and wrap up all your calls by Friday? Then you can relax a lot more next week."

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Motivating Your People

Motivating C's	Motivating D's
• Appeal to their need for accuracy and logic. • Keep your approach clear, clean and procedural. • Better yet, provide illustration and documentation. • Avoid exaggeration and vagueness. • Show them how this is the best available current option.	• Lead with the big picture. • Provide them with options and clearly describe the probabilities of success in achieving goals. • Allow them the opportunity to make choices. • Set boundaries, but let them take charge.
Motivating S's	**Motivating I's**
• Show how their work benefits others. • Show how the outcome will provide security for their family. • Connect their individual work to the benefit of the whole team. • Get them to see how their follow-through links to a greater good. • Show how it can strengthen their relationships with others.	• Provide "special" incentives to inspire them to go the whole nine yards. • Show them how they can look good in the eyes of others. • Create short-term contests that don't require long-term commitment. • Reward them in front of others. • Let them speak about their achievements.

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Complimenting Your People

Complimenting C's	Complimenting D's
• Mention their efficiency, thought processes, organization, persistence and accuracy. • Don't mix personal and professional comments unless you know them very well. • One C told us: "Compliments don't mean much to me. But I do like genuine, heartfelt appreciation once in awhile." • Keep praise simple and concise.	• Mention their achievements, upward mobility and leadership potential. • Omit personal comments and focus on their track record: "Jones, you've exceeded our company goals every month for the past year and have put in more hours than anybody but the top officials here. The CEO has his eye on you for an upcoming VP slot."
Complimenting S's	**Complimenting I's**
• Mention their teamwork and dependability. • Remark about how others regard them, how well they get along with co-workers, and how important their relationship-building efforts have been to the company. • Effusiveness can arouse their suspicions, so stick to praising what they've done rather than personal attribute.	• Pay direct personal compliments to them when legitimately deserved. • Mention their charm, friendliness, creative ideas, persuasiveness, and/or appearance (or better yet, all of the above). • They willingly accept "general praise": "We are so lucky to have you with us, Dee. You're a real gem."

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Counseling Your People

Counseling C's	Counseling D's
• Draw them out by asking, "How would you…?" questions about problems. • They express thoughts indirectly, so persist in your attempts to get them to talk. • They need to plan for change so they can identify and bring under control any key considerations that have to be addressed. • When possible, allow them to investigate possible repercussions, especially at the beginning stages. That way they'll become more comfortable with possible changes.	• Stick to the facts. • Draw them out by talking about the desired results; then discuss their concerns. • Focus on tasks more than feelings. • Ask them how they would solve problems: "Anne, we've heard comments that need to be addressed. It seems some of your employees don't feel appreciated for the extra hours they've been putting in for you. They've worked 14-hour days to beat your deadline. How do you think we can bolster their morale?"
Counseling S's	**Counseling I's**
• Understand the emotional side of their situation by drawing them out through questioning and listening • They are disrupted by change and the unknown. • Reduce their fears by showing how specific changes will benefit them and others: "Barbara, moving to Dallas will be an adjustment for all of us at first, but 80% of our staff has agreed to go. The company will move you and your family, sell your house, and give you a 10% bonus for loyal service."	• Give them ample opportunity to talk about whatever may be bothering them. • Pay attention to both facts and feelings, but put your primary emphasis on their feelings. • Involve them by asking how they could solve a challenge or problem. • Sometimes, just airing their feelings and thoughts relieves tension for I's. • Talking allows them to get something off their chests and can even become an end in itself, since their energy is largely influenced by the quality of their relationships.

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Correcting Your People

Correcting C's	Correcting D's
• Show them how to get a job done and they'll master and modify it to suit their needs. • Specify the exact behavior that is indicated and how you would like to see it changed. • Mutually agree on checkpoints and timeframes. • Allow them to save face, as they fear being wrong. "Nelson, your work here is typically done neatly and on time. Now that we're switching to computers, you'll be able to turn out the same quality of work faster. I'd like you to take this computer class…"	• Describe what results are desired. • Show the gap between actual and desired. • Clearly suggest the needed improvement and establish a time to get back to you: "We need to streamline communication so that one hand knows what the other is doing. Last month, we had two separate divisions calling on the same CEO for corporate donations. I want you to work up a plan to keep everybody informed of who's working on what so we don't duplicate our efforts. Get back to me by the end of the week."
Correcting S's	**Correcting I's**
• Reassure them that you only want to correct a specific behavior, not them personally • They tend to take things personally, so remove the "something is wrong with you barrier" as quickly as possible • Point out in a non-threatening way what they're already doing right while also emphasizing what needs changing: "Norma, I admire your persistence, but we have to add more details to the proposal before we send it out. For example…"	• They avoid facing problems and if pressure persists, may walk away from the problem. • Sometimes stress manifests itself in animated panic. "I can't talk now, Hal. It's really hit the fan this time!" • Let them specifically know the challenge and define the behaviors to solve the problem. • Confirm the mutually agreeable action plan (in writing) to prevent future problems. • Use positive, optimistic questions and phrases: "How'd you like to increase your sales to your normal range and beyond?".

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Delegating to Your People

Delegating to C's	Delegating to D's
• Take time to answer their most critical questions about structure and/or guidance they require in a specific situation. The more they understand the details, the more likely they will be to complete the task properly. • Be sure to establish deadlines. • "Angela, the court date on the Mortimer case has been moved up to Monday, so we have to respond by speeding things up a bit. It will proceed almost as efficiently as if you researched everything by yourself if we enlist two associates to help you work, under your direction, on tasks you delegate to them and then review. Before getting started, do you have any preferences on the who's or how to's of this process that you think are essential to check with me at this time?"	• Give them the bottom line and then let them do their thing. • So that they can be more efficient, give them parameters, guidelines, and deadlines. • "We need to get that mall built a month sooner or we'll lose our shirts. Fourteen tenants are threatening to bail out of their contracts if we don't open in time for the holidays. Don't spend more than another $30,000, keep everything legal and out of the newspapers, and get back to me by Monday morning."
Delegating to S's	**Delegating to I's**
• S's may be reluctant to ask others to do their own share of the work, so make a personal appeal to their loyalty and sense of sportsmanship. • "Al, you're an example for this company of genuine cooperative spirit. Your staff wants to please you, so by giving everyone in your department just 10 of those names to call, you can all reach the goal together by noon tomorrow. Otherwise, you'll probably have a lot more difficulty reaching all those people by the target date." Give them the task, state the deadlines that need to be met, and explain why it's important to do it that way. "I'll need 500 copies of these summaries typed and collated by 5 p.m. today. Mr. Jeffries is getting back from New York two days early and he wants them by tomorrow morning."	• Receive clear agreements; set up check points/times to avoid long stretches with no progress reports. • I's are often concept people who come up with plenty of ideas, but not necessarily the means of carrying them out, so steer them toward ways of assuring the implementation of those ideas. • "Olivia, this proposal for the King Company looks good so far, but how about including more direct benefits for each employee. Marian has surveys filled out by each employee. Get together with her, bounce some ideas around, and then include more essential information about the eight or so key people in your proposal. Add some extra plus points on the others…12 pages in all. In this manner, you should do the job very well. And, Olivia, thanks for making the extra effort on this project. It's really important to all of us."

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Acknowledging Your People

Acknowledging C's	Acknowledging D's
• Focus on your realization of how difficult it can be for them to attempt to meet the high personal standards they set for themselves. • Cite specific and appropriate examples which prove this point.	• When it's appropriate to reward or reinforce their behavior, focus on how pleased you are with their results. • Mention how glad you are to be a part of the process working with them to make things better for both of you through cooperation.
Acknowledging S's	**Acknowledging I's**
• Focus on how you sincerely appreciate their willingness to make things good for everyone • Approach matters in a systematic, low-keyed, and understanding manner, and reinforce the importance of them sharing their ideas.	• Focus on how glad you are they have succeeded in finding a pleasant solution to their concern or objective. • Show you appreciate them for their openness and willingness to respond to you in a way that allows everyone to end up feeling good about the results.

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Adapting Your Leadership Style

When You are the C	When You are the D
• Modify criticism (whether spoken or unspoken) of others' work. • Check less often, or only check the critical things (as opposed to everything), allowing the flow of the process to continue. • Ease up on controlling emotions; engage in more water cooler interaction. • Accept the fact that you can have high standards without expecting perfection. • Occasionally confront a colleague (or boss) with whom you disagree, instead of avoiding or ignoring them (and doing what you want to do, anyway). • Tone down the tendency to OVER-prepare.	• Allow others to do things without excessive or untimely interference. • Participate in the group without expecting always to be in command. • Modify your tendency to give orders. • Enlist others' input and support through participative, collaborative actions. • Praise and give credit for jobs well done. • Let colleagues and employees know that you realize it's only natural that you and others will make mistakes. • When delegating, give some authority along with the responsibility.
When You are the S	**When You are the I**
• Stretch by taking on a bit more (or different) duties beyond your comfort level. • Increase verbalization of your thoughts and feelings. • Speed up your actions by getting into some projects more quickly. • Desensitize yourselves somewhat, so that you aren't negatively affected by your colleagues' feelings to the point of affecting your own performance. • Learn to adapt more quickly to either changes or refinements of existing practices. • Bolster your assertiveness techniques.	• Improve your follow-through efforts. • Monitor socializing to keep it in balance with other aspects of business and life. • Write things down and work from a list, so you'll know what to do and when to do it. • Prioritize activities and focus on tasks in their order of importance. • Become more organized and orderly in the way you do things. • Get the less appealing tasks of the day over with early in the day. • Pay attention to your time management. • Check to make sure you're on course with known tasks or goals.

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Adapting Your Leadership Style

When they are C's, Help Them…	When they are D's, Help Them…
• Share their knowledge and expertise. • Stand up for themselves with the people they prefer to avoid. • Shoot for realistic deadlines. • View people and tasks less seriously and critically. • Balance their lives with both interaction and tasks. • Keep on course with tasks, with less checking. • Maintain high expectations for high priority items, not necessarily everything.	• More realistically gauge risks. • Exercise more caution and deliberation before making decisions and coming to conclusions. • Follow pertinent rules, regulations and expectations • Recognize and solicit others' contributions, both as individuals and within a group. • Tell others the reasons for decisions. • Cultivate more attention and responsiveness to emotions.
When they are S's, Help Them…	**When they are I's, Help Them…**
• Utilize shortcuts; discard unnecessary steps. • Track their growth. • Avoid doing things the same way. • Focus on the goal without attending to other thoughts or feelings. • Realize tasks have more than one approach. • Become more open to risks and changes. • Feel sincerely appreciated. • Speak up; voice their thoughts and feelings. • Modify the tendency to do what others tell them. • Get and accept credit and praise, when appropriate.	• Prioritize and organize. • See tasks through to completion. • View people and tasks more objectively. • Avoid overuse of giving and taking advice (which can result in lack of focus on tasks). • Write things down. • Do the unpleasant, as well as the fun things. • Focus on what's important now. • Avoid procrastination and/or hoping others will do things for them. • Practice and perfect, when appropriate.

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Taking Ownership of Your Destiny

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

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

Accept the Challenge

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

Commit to Growth

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

Here's wishing you continued success!

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I Have my DISC Profile. Now What…?

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

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

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

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

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

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(continued from page 2)

How to Assure Assessment Accuracy? Independent & Qualified Testing at Standards Set by the APA and EEOC

> ***"…this DISC assessment has one of the highest Cronbach scores in the DISC marketplace."***
> *- Assessment Standards Institute*

The Assessment Industry's Past and Present

Assessments have been used since the mid-20th century, initially relied upon by Fortune 500s, calculated by highly skilled PhDs and produced by only a handful of trusted developers. With the advent of the internet in the 1990s, the ability to produce, market, and sell assessments became exponentially easier and less expensive. Since then, it has developed into a kind of "global cottage industry" with hundreds of new assessment developers, producing thousands of different assessments. Each developer purporting its assessments to be scientifically accurate instruments - sold, resold and used by individuals and organizations of all kinds; including many of our largest institutions like Fortune 500s, major universities, world governments, and even military. Frighteningly, this "global cottage industry," which produces data relied upon by millions, is entirely unregulated with nothing to ensure its consumers are receiving what they are being told and sold. There are zero requirements, safeguards, laws or regulations ensuring the consumer receives a scientifically accurate instrument - or even what the developers and sellers claim.

The Solution? Independent & Verifiable Testing by a Qualified Institution

The *Assessment Standards Institute (ASI)* provides our assessments with verifiably objective testing and reporting that meet standards set by the **American Psychological Association (APA)** and the **Equal Employment Opportunity Commission (EEOC)**. This battery of tests is both voluntary and verifiably transparent. Our goal? To ensure this assessment's professional merit and scientific accuracy for you, the user. These reports are readily available upon request and include:

Construct Validity (APA Standards)

Construct validity is one of the most central concepts in psychology. It is the degree to which a test measures what it claims, or purports to be measuring. Researchers generally establish the construct validity of a measure by correlating it with a number of other measures and arguing from the pattern of correlations that the measure is associated with these variables in theoretically predictable ways.

Reliability - Cronbach's alpha (APA Standards)

This technique is regarded as one of the most robust measures of reliability and presents the highest 'bar' from which to compare. The readers should note that Cronbach's alpha is the method selected for this instrument, because of its high standards. The reader is encouraged to compare reliability coefficients presented herein to other vendors, and also to ask those vendors which reliability formulas they used to compute their reliability coefficients. Cronbach's alpha is a measure used to assess the reliability, or internal consistency, of a set of scale or test items. In other words, the reliability of any given measurement refers to the extent to which it is a consistent measure of a concept, and Cronbach's alpha is one way of measuring the strength of that consistency.

Disparate Impact (EEOC Guidelines)

Employers often use tests and other selection procedures to screen applicants for hire and employees for promotion. The use of tests and other selection procedures can be a very effective means of determining which applicants or employees are most qualified for a job. However, use of these tools can also violate the EEOC Guidelines if they disproportionately exclude people in a protected group by class, race, sex, or another covered basis. Importantly, the law does allow for selection procedures to select the best candidates based on job related requirements. If the selection procedure has a disparate impact based on race, color, religion, sex, or national origin, the employer is required to show that the selection procedure is job related and consistent with business necessity. If discrimination exists, the challenged policy or practice should therefore be associated with the skills needed to perform the job successfully.

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