

The DISCstyles™ Leadership Report

Personalized Report For:
 Sample Report
 Focus: Work
 7/16/2010



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Congratulations on taking the DISCStyles Leadership Assessment™. Mastering the leadership adaptability techniques outlined in this report may be one of the most important leadership skills you ever learn.

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 sell by seemed to be what Dr. Tony Alessandra calls **The Platinum Rule**®: *Treat others the way they want to be treated*.

Here is the most valuable feature of this report: Although the first part of this report focuses on *your* behavioral style, the true value is contained in the second section called “Application.” Leadership mastery of The Platinum Rule only consists of three simple steps: 1) Know your natural behavioral tendencies, 2) Pick up on your customer’s observable behaviors while leading, and 3) Adapt your leadership style to fit the employee’s work style. That’s it!

Now, here’s the “Aha!” moment for you: *You don’t even need to understand your own style to be able to read another person and adapt to their work style!*

This report is every bit as much **prescriptive** (remedies for connecting with others... today!) as it is **descriptive** (getting you to understand your own DISC behavioral style).

Has your leadership process ever succeeded with one person, then “bombed out” with the very next employee? We all have experienced this and shrugged it off thinking, “That’s just the way it is.” However, things do not have to be that way. Nearly every leadership interaction with each employee can be a success - if you know how to make it happen!

If you are interested in improving your leadership results, we recommend that you start reading the section on “Application” *first*, practice the proven techniques, then return to this report and read the first section about the strengths and weaknesses of *your* behavioral style. Your ability to recognize the “style mode” being displayed by another person, and making small adaptations in the pace and focus of the conversation is the quickest, surest path to leadership mastery!

BEHAVIORAL STYLES

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

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

HOW TO USE THIS REPORT

This DISC report is divided into two parts. **Part I** focuses on understanding your DISC style characteristics. Please note that there is no “best” style. Each style has its unique strengths and opportunities for continuing improvement and growth. Any behavioral descriptions mentioned in this report are only tendencies for your style group and may or may not specifically apply to you personally. **Part II** discusses the concept of adaptability and offers several action plans for you and others who interact with you.

ADAPTABILITY

In addition to understanding your style, this report identifies ways you can apply your style strengths or modify your style weaknesses to meet the needs of a co-worker or employee. This is called adaptability. Social scientists call it “social intelligence.” There has been a lot written lately on how your social intelligence is just as important as your Intelligence Quotient (IQ) in being successful in today’s world. In some cases, social intelligence is even more important than IQ.

Often, when we do what comes naturally to us, we alienate others without realizing it because that same behavior may not be natural for them. It is essential that we become aware of our natural tendencies and their natural preferences! Then we can defuse extreme behaviors before we sabotage ourselves. We do this by quickly identifying the individual needs of others based on the behavioral signals they will send to us, and then adapting our own behavior to make them feel comfortable. Your ideas do not change, but you can change the way you present those ideas.

Adaptability is the key to building all successful business relationships. Adaptable people realize there is a difference between their *self* (who they are) and their *behavior* (how they choose to act). They consciously decide whether and how to respond to a person, a situation, or an event.

You should commit to learn to be more adaptable; your relationship success depends on it.

Adaptability is discussed in detail in the ***What is Behavioral Adaptability?*** section of this report.

How to actually practice adaptability on a day to day basis with others is covered in these sections of your report:

- ***How to Modify Your Directness and Openness***
- ***Tension Among the Styles***
- ***Action Plans With All Four Styles***
- ***How to Adapt to the Different Behavioral Styles***
- ***Building And Maintaining Rapport Throughout The Leadership Process***

General Characteristics



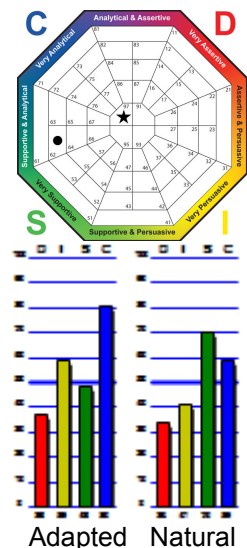
The narration below serves as a general overview of your behavioral tendencies. It sets the stage for the report which follows, and provides a framework for understanding and reflecting on your results. We've occasionally provided some coaching ideas so that you can leverage your strengths whenever possible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

Your response pattern shows that you are an excellent team player. This is a great strength to the organization as a whole. Others on the team know that you are ready, willing, and able to assist on any part of a project that requires your expertise and mindshare. Sometimes, those who score like you worry that they've said "Yes" to too many things, and may have overcommitted themselves. However, they work extra hard in order to meet the commitments they've made.

'You respect operating protocol as it is: "If it isn't broken, don't try to fix it." Many people who score like you are frustrated by new people coming into an organization and making changes before they have had a chance to evaluate the systems already in place. This frustration increases when the new systems prove to be no better than the older, established procedures. You show remarkable patience in these situations, perhaps complaining only at home or to a small group of friends.

Sample, you score like those who may be somewhat hesitant to jump into something new until convinced that it is of high value. This is linked to your comfort zone, which hinges on adherence to the status quo. You feel a safety and security to that which is known, and an uncertainty toward that which is unknown. While some on the team may desire instant change, you prefer a controlled change, which may take a bit longer, but will be more stable and secure.

Due to your high degree of patience, some may see you as a generous teacher, mentor, or coach when it comes to dealing with complex projects or problems. They likely do this because you have established a reputation for being patient and helpful in bringing someone up to speed on a procedure. People aren't afraid to ask you questions, because they know you'll treat them with respect. After a discussion or training, they will have learned something that they didn't know before.



General Characteristics Continued

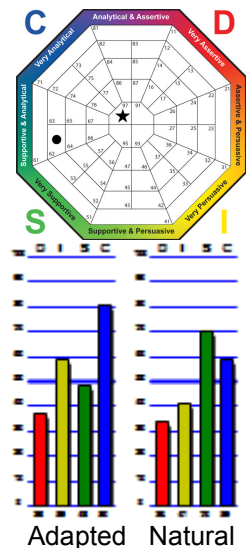


Sample, your responses indicate that you tend to be friendly and easygoing in both work and social environments. This allows you to get along well with a wide variety of people, and for people to feel very much at ease when they meet you. Newer people on the team might seek you out with questions, because they perceive that you will be polite and thorough with your answers and explanations. They're correct in their perceptions.

Once you've established a work routine or pattern, you have a remarkable ability to follow that pattern or procedure with enduring patience. This is a great strength. You tend to hone and polish a process until it is smooth and seamless in operation. This takes time, and you have invested the time and mindshare in establishing it as a best practice exemplar. However, sometimes those focused only on the "big picture" may miss nuances that you helped to craft. As a piece of coaching, we recommend sharing the what and why of some of your processes with your superiors so that they are cognizant of the mindshare you have provided.

You show extremely high levels of patience with others -- something from which others on the team could stand to learn. You also score like those who have a (rare) ability to calm angry people, especially in a customer service environment. Most of your style-peers say that this is something that can't be taught to others. Rather, it's an inherent ability to sense someone's emotions, and to respond in the precise way to remove the anger and move toward a productive discussion to resolve the problem.

You probably wouldn't consider yourself a risk-taker or immediate innovator, as you prefer a more thoughtful and deliberate process toward such goals. You have the ability to push the gas pedal on a project and expedite certain aspects of it, but also to put your foot on the brake in order to slow the project down and avoid a disaster.



Your Strengths: What You Bring to the Organization



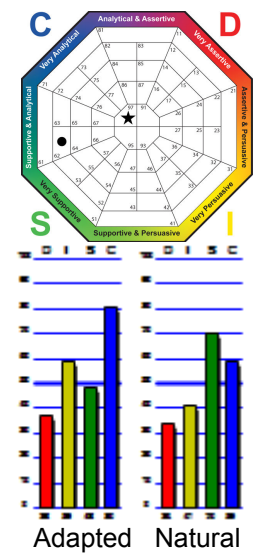
You are likely to display your strength characteristics rather consistently. For the most part, these qualities tend to enhance your effectiveness within your organization. Work Style Preferences provide useful insights as you work in a job or as you work together on a team or family project. They are 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 maintain a stable and predictable pace to complete complex projects, and demonstrate a tireless work ethic.
- You have a rare ability to calm people who are angry or upset.
- You are willing to work hard for a mission, cause, project, or purpose.
- You manage to build good team relationships without being an extremist.
- You are considerate of others on the team; reflective and cool-headed under pressure.
- You're a reflective, critical thinker. You are able to comprehend complex or abstract systems, and assist with solutions.
- You are able to reconcile various factions within a group, and you do so in a sincere and stable manner.

Your Work Style Tendencies That You Bring to the Job:

- When urgency reaches a high point, you can work with the team to restore comfort, while also obtaining good results.
- You want to be perceived as someone with the ability to take the seed of an idea and develop it into a successful solution.
- You tend to be considerate of others on the team and are persuasive without being demanding.
- You have the ability to contribute to a pleasant and efficient work environment, due to your attention to people and knack for quality control.
- You have the ability to handle both the "people side" and the detail side of a project with equal skill and confidence.
- You show a special ability to help others on the team visualize the activities necessary to obtain success in a complex project.
- On the job, you bring a high degree of optimism and a strong desire to win.



Communication Tips for Others



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

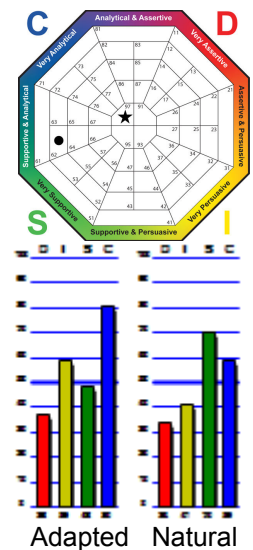
Check the two most important ideas when others communicate with you (do's & don'ts) and transfer them to the **Summary of Your Style** page.

When Communicating with Sample, DO:

- Be candid, open, and patient.
- Ask "how"-oriented questions to draw her opinions.
- Provide clear, specific solutions.
- Break the ice with a brief personal comment.
- Find some areas of common interest and involvement.
- Provide assurances about her input and decisions.
- Show sincere interest in her as a person.

When Communicating with Sample, DON'T:

- Force her to agree quickly with your objectives and position. Instead, provide some time for her to warm up to the ideas and for mutual ownership.
- Rush into business or the agenda. Instead, provide some time to break the ice.
- Leave an idea or plan without backup support.
- Say, "Listen to me, here's how I think we should do it."
- Let it reflect on her personally, when you disagree, and don't let disagreements affect the relationship.
- Be rude, abrupt, or too fast-paced in your delivery.
- Stick coldly to the business agenda.





Communication Plan with the **DOMINANT** Style

CHARACTERISTICS:	SO YOU...
Concerned with being #1	Show them how to win, new opportunities
Think logically	Display reasoning
Want facts and highlights	Provide concise data
Strive for results	Agree on goal and boundaries, the support or get out of their way
Like personal choices	Allow them to “do their thing,” within limits
Like changes	Vary routine
Prefer to delegate	Look for opportunities to modify their workload focus
Want others to notice accomplishments	Compliment them on what they’ve done
Need to be in charge	Let them take the lead, when appropriate, but give them parameters
Tendency towards conflict	If necessary, argue with conviction on points of disagreement, backed up with facts; don’t argue on a “personality” basis

Communication Plan with the **INFLUENCING** Style

CHARACTERISTICS	SO YOU...
Concerned with approval and appearances	Show them that you admire and like them
Seek enthusiastic people and situations	Behave optimistically and provide upbeat setting
Think emotionally	Support their feelings when possible
Want to know the general expectations	Avoid involved details, focus on the “big picture”
Need involvement and people contact	Interact and participate with them
Like changes and innovations	Vary the routine; avoid requiring long-term repetition by them
Want others to notice THEM	Compliment them personally and often
Often need help getting organized	Do it together
Look for action and stimulation	Keep up a fast, lively, pace
Surround themselves with optimism	Support their ideas and don’t poke holes in their dreams; show them your positive side
Want feedback that they “look good”	Mention their accomplishments, progress and your other genuine appreciation

Communication Plan with the **STEADY** Style

CHARACTERISTICS	SO YOU...
Concerned with stability	Show how your idea minimizes risk
Think logically	Show reasoning
Want documentation and facts	Provide data and proof
Like personal involvement	Demonstrate your interest in them
Need to know step-by-step sequence	Provide outline and/or one-two-three instructions as you personally “walk them through”
Want others to notice their patient perseverance	Compliment them for their steady follow-through
Avoid risks and changes	Give them personal assurances
Dislike conflict	Act non-aggressively, focus on common interest or needed support
Accommodate others	Allow them to provide service or support for others
Look for calmness and peace	Provide a relaxing, friendly atmosphere
Enjoy teamwork	Provide them with a cooperative group
Want sincere feedback that they’re appreciated	Acknowledge their easygoing manner and helpful efforts, when appropriate

Communication Plan with the **CONSCIENTIOUS** Style

CHARACTERISTICS	SO YOU...
Concerned with aggressive approaches	Approach them in an indirect, nonthreatening way
Think logically	Show your reasoning
Seek data	Give data to them in writing
Need to know the process	Provide explanations and rationale
Utilize caution	Allow them to think, inquire and check before they make decisions
Prefer to do things themselves	When delegating, let them check procedures, and other progress and performance before they make decisions
Want others to notice their accuracy	Compliment them on their thoroughness and correctness when appropriate
Gravitate toward quality control	Let them assess and be involved in the process when possible
Avoid conflict	Tactfully ask for clarification and assistance you may need
Need to be right	Allow them time to find the best or “correct” answer, within available limits
Like to contemplate	Tell them “why” and “how

Your Motivations: Ideal Work Environment

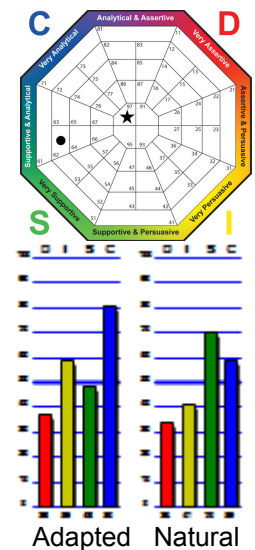


Everybody is motivated...however; they are motivated for their own reasons, not somebody else's reasons. By understanding your motivations, you can create an environment where you are most likely to be self-motivated.

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:

- Activities including many opportunities for interaction with people.
- Public recognition for accomplishments.
- Variety in work tasks and projects.
- Projects requiring you to motivate and persuade people.
- Contact with groups, and opportunities to build a network of people.
- A democratic environment with participatory management.
- Time to reflect and think about pros and cons to solutions.



The S's Behavior and Needs Under Stress



Under Stress You May Appear:

- Wishy Washy
- Hesitant
- Dependent
- Defensive
- Passive

Under Stress You Need:

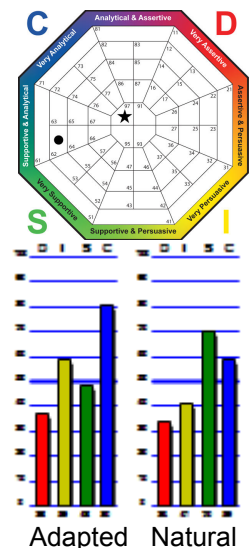
- Relationships
- Reassurances that they are liked
- A slower pace for comfort and security

Your Typical Behaviors in Conflict:

- The anger and dissatisfaction that S's have been repressing builds up inside of them and eventually some (often, trivial) event will trigger an explosion, releasing a torrent of angry words and a litany of past offenses -- often in considerable detail. Once S's have vented this built up emotion, they return to their normal behavior.
- 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:

- 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
- Be sure to clarify any instructions or communications that you do not fully understand, no matter how busy the other person may appear to be. Pay particular attention to the desired results and timeframes.
- 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.



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 (of environment)	PROCEDURES
Needs →	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, teams, stable environment	Rules to follow Data to analyze
Emotions →	Decisive, risk-taker Being taken advantage of / lack of control	Optimistic, trusts others Being left out / loss of social approval	Patience, non-expressive Sudden change / loss of stability and security	Cautious, careful decisions Being criticized / loss of accuracy and quality
Fears →				

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 (of environment)	PROCEDURES
Needs →	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, teams, stable environment	Rules to follow Data to analyze
Emotions →	Decisive, risk-taker	Optimistic, trusts others	Patience, non-expressive	Cautious, careful decisions
Fears →	Being taken advantage of / lack of control	Being left out / loss of social approval	Sudden change / loss of stability and security	Being criticized / loss of accuracy and quality

6	argumentative 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
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Your Motivations (Wants) and Needs



What motivates you? People are motivated by what they want. What do you really want? Behaviors are 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 style has different ways they meet their own needs. The more fully our needs are met, the easier it is for us to perform at our optimal level.

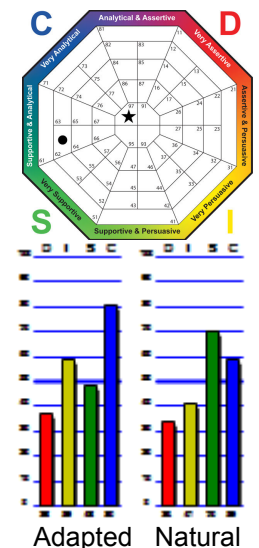
*Check the two most important motivators (wants) and the two most important needs and transfer them to the **Summary of Your Style** page.*

You Tend to Be Motivated By:

- A system of support to assist with the details and follow-through.
- Awards that recognize ability, competence, or achievements.
- Work tasks of a specialized nature to support your natural curiosity and detail orientation.
- Environments in which changes are made in a controlled way, and only when necessary.
- Procedures that support a quality initiative and have the flexibility to be changed when necessary.
- A supportive and encouraging working environment.
- Social recognition for success on a project, or in achieving a goal.

People With Patterns Like You Tend to Need:

- Options for increasing the efficiency of certain methods or procedures.
- A reminder that your contributions are significant to the success of the team.
- Peers of equal ability, competence, and work ethic.
- Reassurance and support for taking appropriate and calculated risks.
- Products and processes that you can believe in.
- An environment that involves minimal sudden changes and crisis situations.
- A comfortable method for introductions to new groups of people.



Potential Areas for Improvement

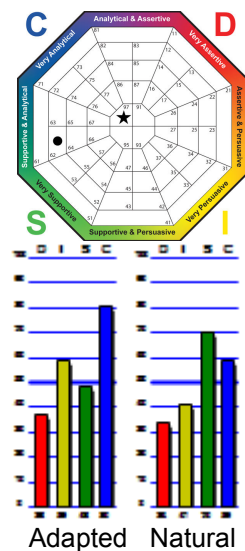


Everyone has some possible struggles, limitations or weaknesses. Oftentimes, it's simply an overextension of your strengths which may become a weakness. For example, a High D's directness may be a strength in certain environments, but when overextended they may tend to become bossy.

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 sometimes provide a false sense of buy-in to others on the team, then later resist passive-aggressively.
- You may often require assistance in initiating new procedures for fear of making mistakes on your own.
- Your desire for completeness may cause difficulty in meeting deadlines.
- In a pressured environment, you may tend to become indecisive in the face of sudden changes.
- You may tend to hold back and wait for others to initiate ideas and processes.
- You may try to hang on too much to current or past procedures, especially when faced with impending change.
- You have a long memory for wrongs committed, and thus may be considered by some to be a grudge-holder.



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. _____

COMMUNICATION DO'S & DON'TS

1. _____
2. _____

YOUR MOTIVATIONS: IDEAL WORK ENVIRONMENT

1. _____
2. _____

YOUR MOTIVATIONS (WANTS)

1. _____
2. _____

YOUR NEEDS

1. _____
2. _____

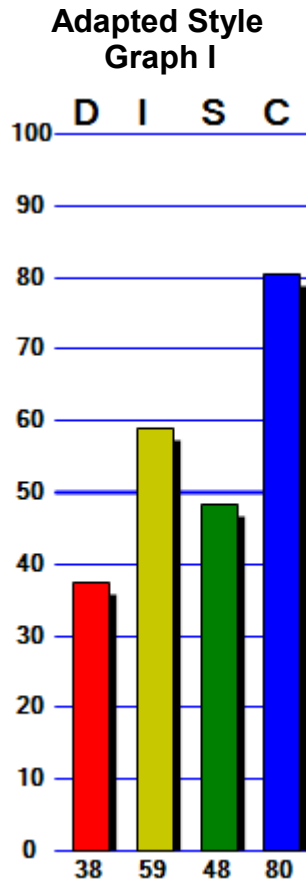
POTENTIAL AREAS FOR IMPROVEMENT

1. _____
2. _____

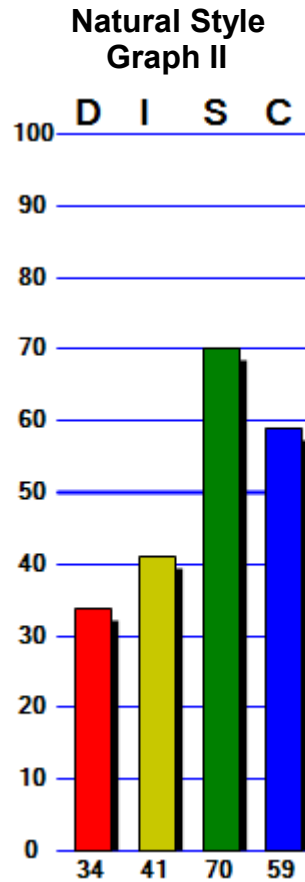
DISCstyles eGraphs for Sample Report



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



Pattern: Ci (3436)
 Focus: Work



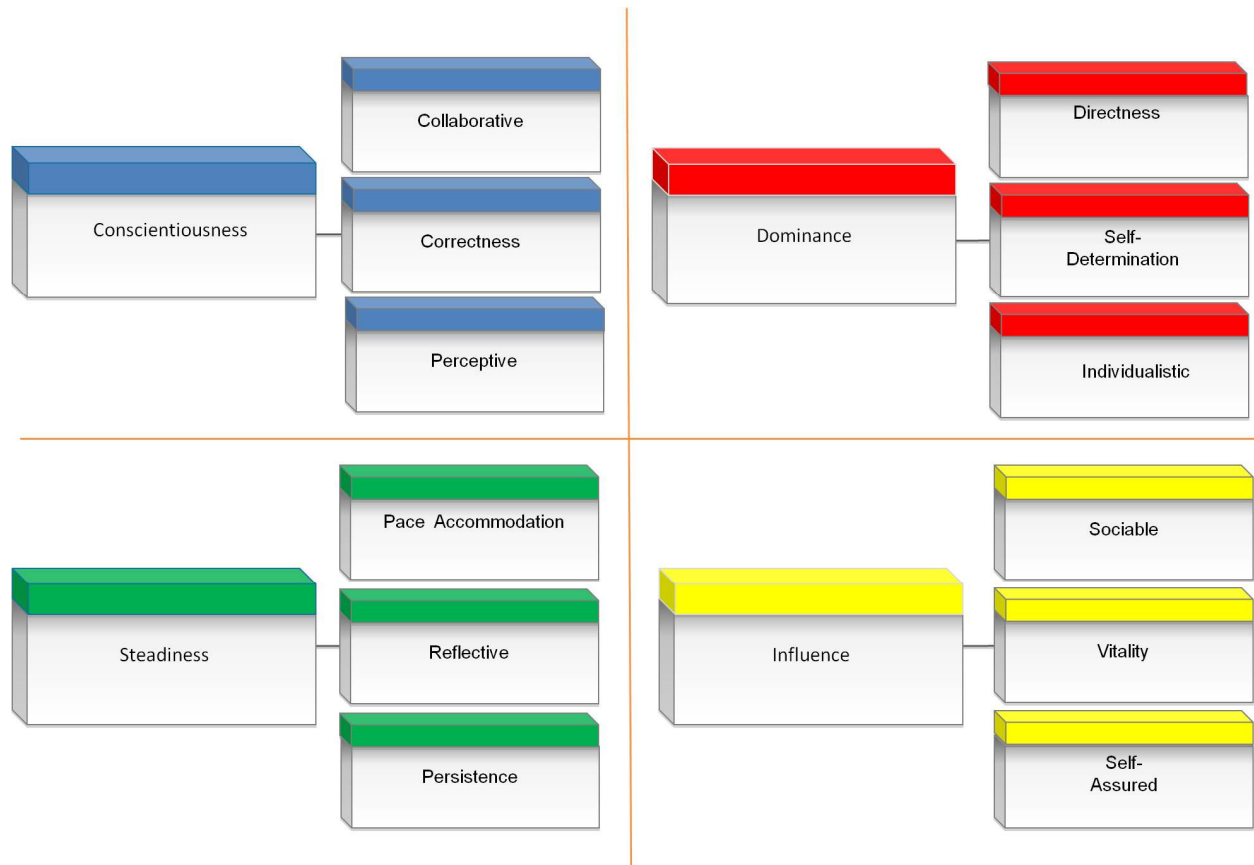
Pattern: Sc (2354)

Graph I is your Adapted Style. 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 in different environments. Graph II is your perception of the real you - your Natural Style. These are also behaviors you are most likely to exhibit when in stressful situations. This graph tends to be fairly consistent even in different environments.

If Graphs I and II 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 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.

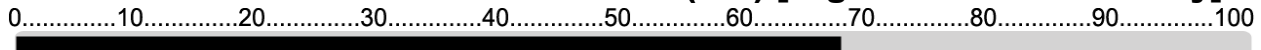
The (5) five intensity levels range from Low (absent in most situations) thru High (clearly displayed in most situations).

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.

1. Pace and Accommodation Behavior (S/D) [High Moderate Intensity]



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

2. Reflective Behavior (S/I) [High Moderate Intensity]



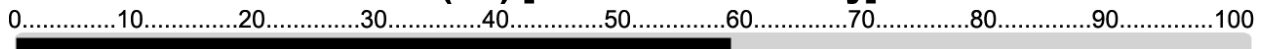
The Reflective score measures the intensity of the person's degree of care in crafting their words and actions in light of the need to expressively engage and interact with others. This behavior measures the approach to logic, data and factual analysis and it measures the desire to take some time to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

3. Collaborative Behavior (C/D) [High Moderate Intensity]



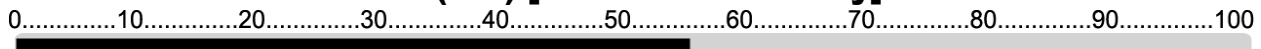
The Collaborative score reflects the intensity for using structure, established procedures, systems and rules to guide their work in light of the need to get things done, achieve results and move forward. This style seeks to avoid confrontation and will work toward finding solutions that are supported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

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



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

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



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

6. Sociable Behavior (I/D) [Moderate Intensity]

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

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

7. Directness (D/I) [Moderate Intensity]

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

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

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

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

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

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

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

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

10. Individualistic Behavior (D/C) [Low Moderate Intensity]

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

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

11. Vitality Behavior (I/S) [Low Moderate Intensity]

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

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

12. Self-Determination (D/S) [Low Moderate Intensity]

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

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

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 - BPV



The Behavioral Diamond 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:

The D = Dominance (How you deal with Problems); the I = Influence/Extroversion (How you deal with Other People); the S = Steadiness/Patience (How you deal with your Activity Level); and the 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".**

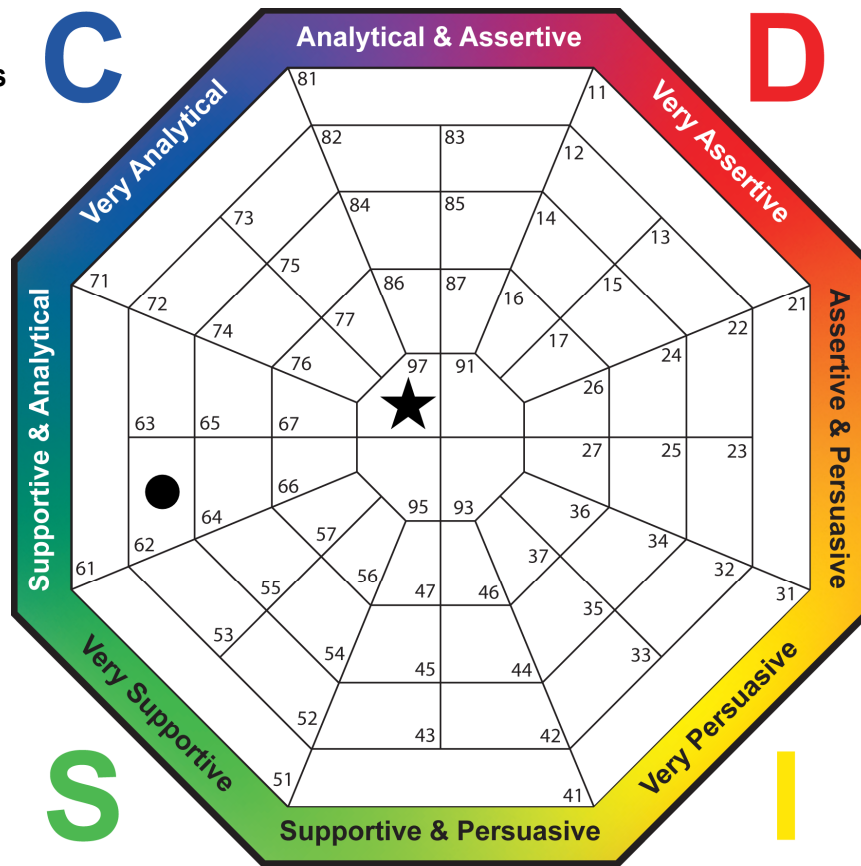
**Balances & Values
Data & Diplomacy,
Mindful of the
"Rules". Will be
Goal Focused,
Dislikes Confusion
and Ambiguity.**

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

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

**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 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



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:

- The Four Basic DISCstyles Overview
- How To Identify Another Person's Behavioral Style
- What is Behavioral Adaptability
- How to Modify Your Style
- Tension Among The Styles
- Building/Maintaining Rapport Throughout the Leadership Process

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 ***The Four Basic DISCstyles Overview***. 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, ***Building/Maintaining Rapport Throughout the Leadership Process***, will give you suggestions when leading each of the four basic styles.

The Four Basic DISCstyles Overview



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 Systematizing Orchestration
GROWTH AREAS	Impatient Insensitive to others Poor Listener	Inattentive to detail Short attention span Low follow-through	Oversensitive Slow 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 record and process	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

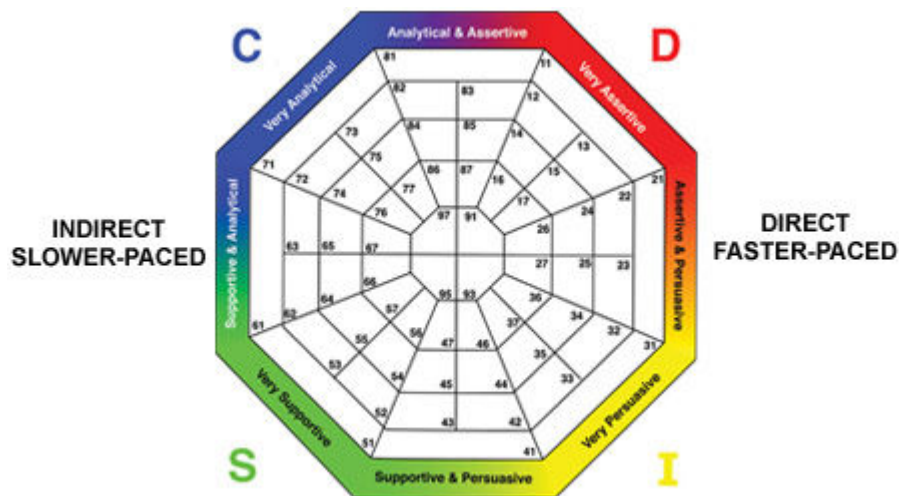


How do you quickly and accurately identify each of the four behavioral styles in order to practice adaptability? You do this by focusing on two areas of behavior – **directness and openness**.

So, to quickly identify the styles of other people ask these two questions:

1. Are they more direct and fast-paced **or** indirect and slower-paced?
2. Are they more guarded and task-oriented **or** open and people-oriented?

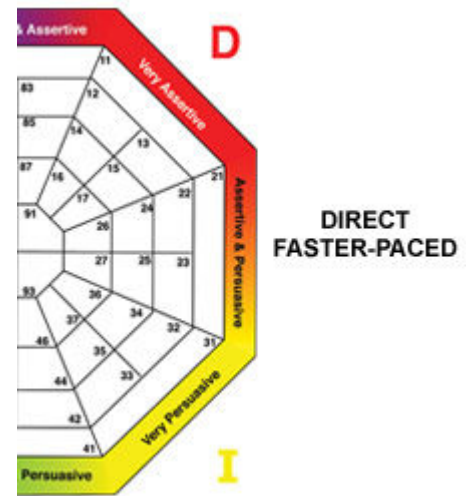
Directness



Direct/Faster-Paced People (D and I Styles right of the vertical line)

Direct Behaviors

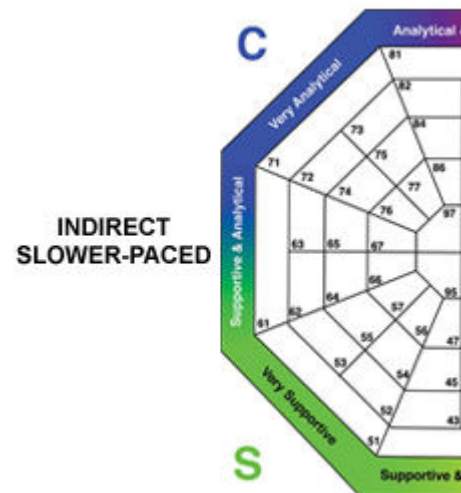
- Frequently uses gestures and voice intonation to emphasize points
- Less patient; more competitive
- Often makes emphatic statements
- Sustained eye contact
- Frequent contributor in groups
- Firm handshake
- Expresses opinions readily
- More likely to introduce self to others



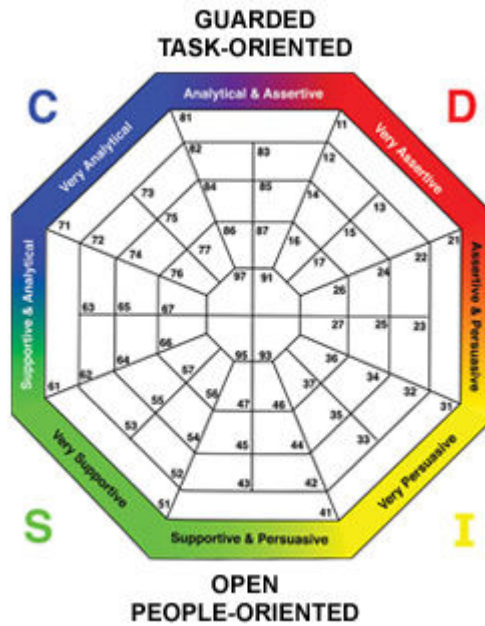
Indirect/Slower-Paced People (S and C Styles left of the vertical line)

Indirect Behaviors

- Infrequent use of gestures and voice intonation to emphasize points
- More patient and cooperative
- Often makes qualified statements
- Gentle handshake
- Infrequent contributor in groups
- More likely to wait for others to introduce themselves
- Reserves expression of opinions



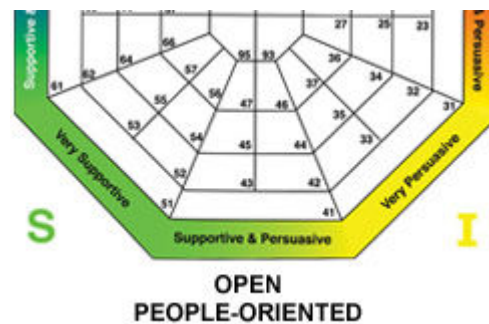
Openness



Open/People-Oriented People (I and S Styles below the horizontal line)

Open Behaviors

- Shows feelings and enthusiasm freely
- More relaxed and warm
- Emphasizes main ideas
- Goes with the flow
- Conversation includes digressions
- Opinion-oriented
- Animated facial expressions
- Easy to get to know in business
- Friendly handshake
- Initiates/accepts physical contact



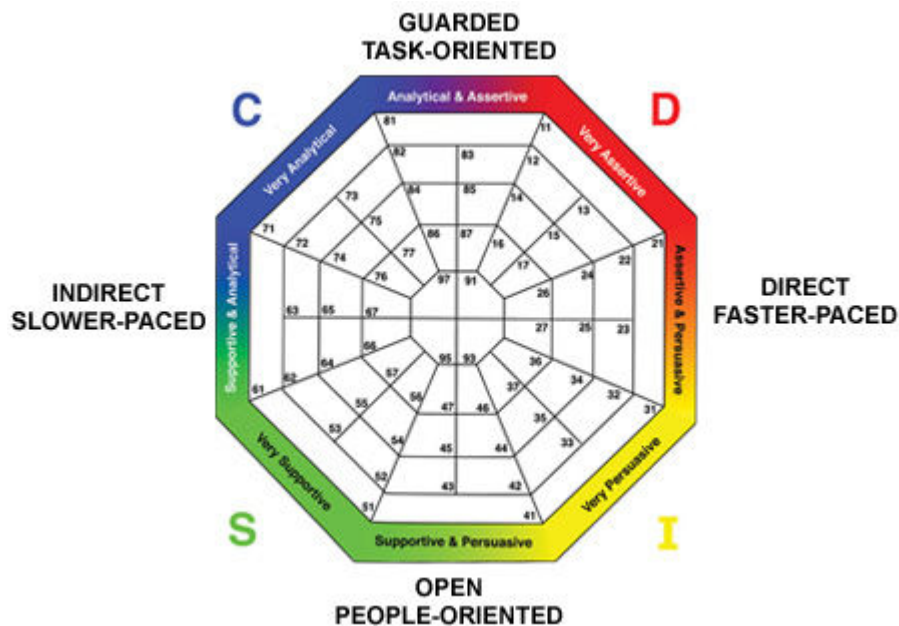
Guarded/Task-Oriented People (D and C Styles above the horizontal line)

Guarded Behaviors

- Keeps feelings private
- Limited range of facial expressions
- More formal and proper
- Avoids/minimizes physical contact
- Goes with the agenda
- Speaks in specifics; cites facts and examples
- Formal handshake
- Conversation stays on subject



The Whole Picture



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.

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.



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

DIRECTNESS

TO INCREASE

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

TO DECREASE:

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

OPENNESS

TO INCREASE

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

TO DECREASE:

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

Tension Among the Styles



Each style has a unique set of priorities as to whether the relationship or the task aspect of a situation is more important; and each has its own pace in terms of the pace in which things should be done.

The **Tension Among the Styles Model** on the next page relates pace and priority characteristics to behavioral styles. Refer to this model while reading this section.

Notice that the Dominant Style (D) and Influencing Style (I) tend to prefer a faster pace; the Steady Style (S) and Conscientious Style (C) both tend to prefer a slower pace. These style combinations will get along well as far as pace is concerned, but watch out for their priorities!

Take a relationship with a Dominant Style and an Influencing Style (D-I). Both are relatively fast-paced behavioral types. Yet the Influencing Style places more emphasis on people than on tasks, while the Dominant Style tends to pursue goals with less concern for relationships or feelings. Some degree of tension is likely to result in their interaction due to their difference in priority.

Where priorities are concerned, the Influencing Style does better with the Steady Style. These two will still be getting to know each other while the Conscientious Style and the Dominant Style are headlong into the task. However, without some awareness and accommodation for their differences in pace, tension may build as well in the Influencing-Steady interaction when these two finally do get around to the tasks at hand. The Influencing Style usually wants it yesterday, whereas the Steady Style wants to take a slower and steady approach.

Consider the goal/task-oriented team of the Dominant Style and Conscientious Style (D-C), another example of pace-based tension. The faster-paced Dominant Style likes to make quick decisions. The slower-paced Conscientious Style gets uptight when having to make decisions without an opportunity to analyze fully all the alternatives.

When dissimilar pairings occur, as they often do in many business and social encounters, one or the other of the individuals must make adjustments in his style to avoid increasing tension in the other person. This does not mean you must sacrifice your personality or become something you are not. Ideally, both people would demonstrate some adaptability and move part of the way. Depending on the circumstances however, only one of the individuals may recognize the potential problem, or be sufficiently motivated to do something about it.

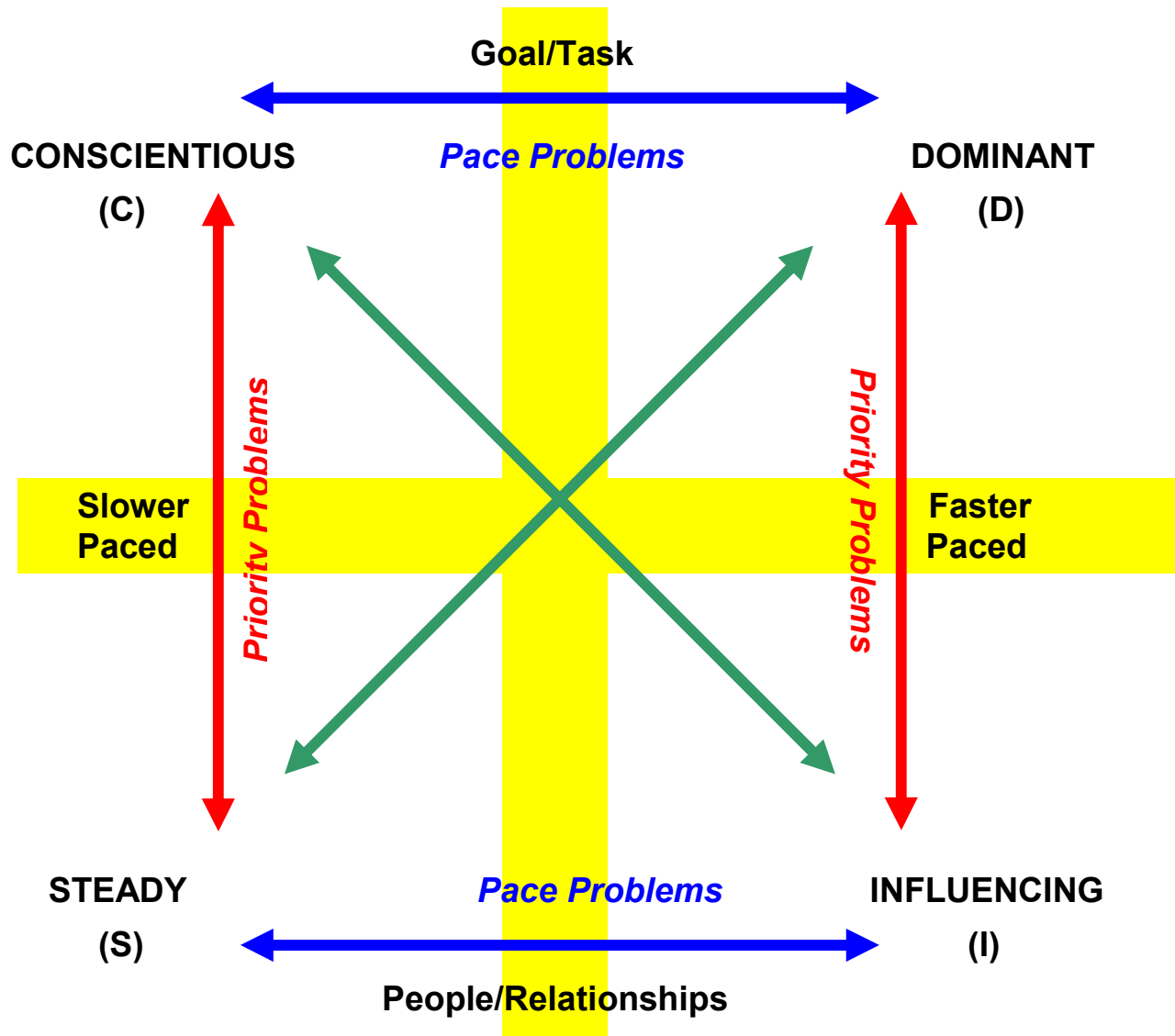
When interactions join styles that differ in **both** their pace and priority preferences (a diagonal relationship on the model graphic), things really get interesting! Here the probability of relationship tension is even greater. This occurs in the Dominant Style and Steady Style relationship, as well as in the Influencing Style and Conscientious Style relationship.

Take the case of the Dominant Style and Steady Style interaction: the Dominant Style (D) should try to show some concern for people rather than appearing to treat them only as a resource toward goal accomplishment. The Steady Style (S) should try to show more concern for task completion, even if it means putting the personal relationships aside temporarily. Both individuals should also attempt adjustments in pace, and perhaps, meet in the middle with a moderate pace.

The same applies to the Influencing Style and the Conscientious Style (I-C) relationship. Adjustments should be made in both pace and priority.

The key to managing tension is to know when to expect pace and priority problems, and have a strategy to prevent or deal with these differences.

Tension Among the Styles Model



Tension Among the Styles Worksheet



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

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

JANE DOE'S INFORMATION

STYLE: C

PACE: Slower-paced

PRIORITY: Goal/Task-oriented

RELATIONSHIP

Name: *John Doe*

Style: *High I*

Pace: *Faster-paced*

Priority: *People-oriented*

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: _____



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

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

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

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

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

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

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

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

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

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



Developing C'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

Developing D's

- 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

- 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

Developing I's

- 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



Communicating with C's

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

Communicating with D's

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

Communicating with S's

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

Communicating with I's

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



Helping C's Decide

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

Helping D's Decide

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

Helping S's Decide

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

Helping I's Decide

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



Motivating C's

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

Motivating D's

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

Motivating S's

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

Motivating I's

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



Complimenting C's

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

Complimenting D's

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

Complimenting S's

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

Complimenting I's

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



Counseling C's

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

Counseling D's

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

Counseling S's

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

Counseling I's

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



Correcting C's

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

Correcting D's

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

Correcting S's

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

Correcting I's

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



Delegating to C's

- Take time to answer their most critical questions about structure and/or guidance they require in a specific situation. The more they understand the details, the more likely they will be to complete the task properly.
- Be sure to establish deadlines.

“Angela, the court date on the Mortimer case has been moved up to Monday, so we have to respond by speeding things up a bit. It will proceed almost as efficiently as if you researched everything by yourself if we enlist two associates to help you work, under your direction, on tasks you delegate to them and then review. Before getting started, do you have any preferences on the who's or how to's of this process that you think are essential to check with me at this time?”

Delegating to D's

- Give them the bottom line and then let them do their thing
- So that they can be more efficient, give them parameters, guidelines, and deadlines

“We need to get that mall built a month sooner or we'll lose our shirts. Fourteen tenants are threatening to bail out of their contracts if we don't open in time for the holidays. Don't spend more than another \$30,000, keep everything legal and out of the newspapers, and get back to me by Monday morning.”

Delegating to S's

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

Delegating to I's

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



Acknowledging C's

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

Acknowledging D's

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

Acknowledging S's

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

Acknowledging I's

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

Adapting Your Leadership Style



When You are the C

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

When You are the D

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

When You are the S

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

When You are the I

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

Adapting Your Leadership Style



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

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

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

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

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

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

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

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

Taking Ownership of Your Destiny



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

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

Accept the Challenge

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

Commit to Growth

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

Hopefully, you may decide to use this report as a jumping-off point for a new direction in your career. We offer programs, technology, books, CD’s, DVD’s, self-paced online courses, speeches, and on-site workshops that are all specifically designed to help you apply this amazing concept in key facets of your business and your life. Please visit:

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