



**ASSESSMENTS 24x7**

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# **“Making Great People Decisions”**



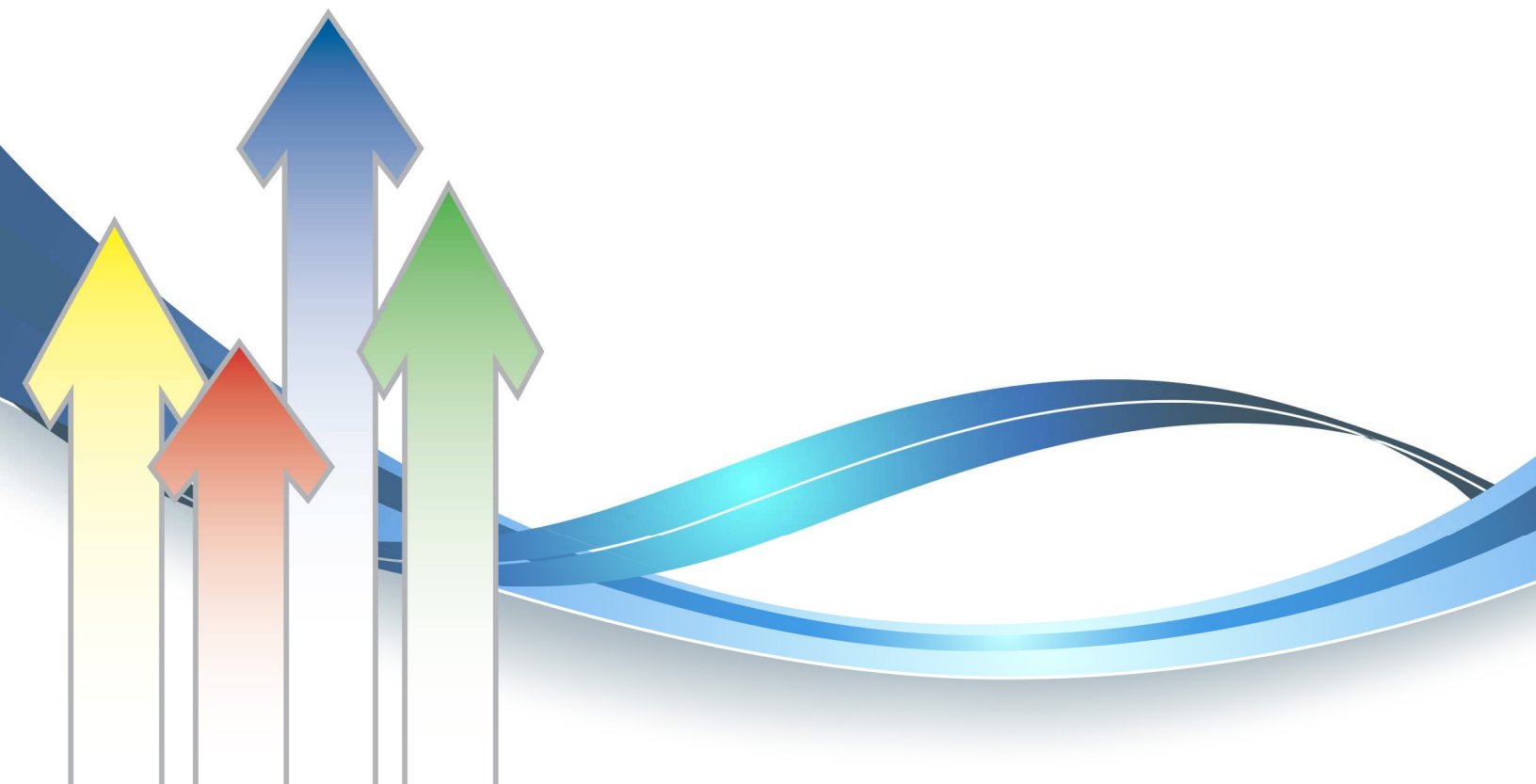
**Reliable Employee Performance Answers**

## **The Leadership & Management Executive Summary**

For

**Sample Report**

7/9/2010



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# The Integrated Performance Measurement Report for Making Great People Decisions



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

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

## Summary of the Three Performance Multipliers

### The Critical Thinking Measurement

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

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

The critical thinking measure reports on the capacity to:

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

### The Internal Motivator/Driver Measurement

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

### The DISC Behavioral or Communication Style Measurement

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

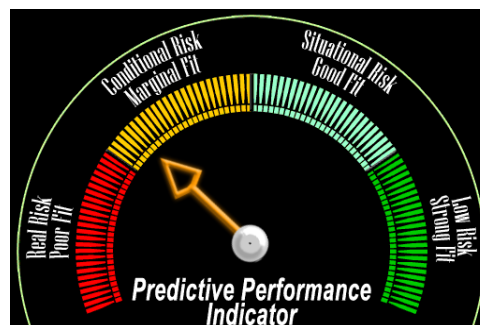
## Integrated Performance Analysis for Sample Report

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

### Sample's Critical Thinking Capacity

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

CRITICAL THINKING RISK LEVEL			
D	- C +	- B +	A
	✓		
Cautionary REAL Risk <i>Marginal Critical Thinking and Judgment</i>	Average Conditional Risk <i>Average Critical Thinking and Judgment</i>	Good Situational Risk <i>Good Critical Thinking and Judgment</i>	Strong Low Risk <i>Strong Critical Thinking and Judgment</i>



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

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

## **Sample's Prioritized Critical Thinking Strengths**

### **Attention To Concrete Detail: (Managing Activities)-Low Risk**

Excellent practical, common sense ability to see and pay attention to things, situations, and practical thinking.

### **Attitude Toward Others: (Managing Others)-Low Risk**

Positive, open attitude toward others generates genuine concern about the needs and interests of others.

### **Using Common Sense: (Managing Problems)-Low Risk**

Excellent focus and ability to see and understand how to get things done in a practical, common sense way.

### **Seeing Potential Problems: (Managing Problems)-Low Risk**

Excellent capacity for identifying crucial issues in complex and confusing situations.

### **Concrete Organization: (Planning And Organizing)-Low Risk**

The ability to concretely plan and organize and to see to it that things happen in an effective manner.

### **Results Oriented: (Getting Things Done)-Low Risk**

Extremely results and 'now' oriented focusing time and energy on decisions that have an immediate result.

### **Insight Into Others: (Managing Others)-Low Risk**

Keen insight into others combined with a positive attitude builds a realistically optimistic evaluation of others.

## **Sample's Prioritized Critical Thinking Blockers**

### **Self Esteem: (Managing Self)-Real Risk/MGT-30B**

Self-depreciation, too demanding on and critical of themselves, tend to expect too much from themselves.

### **Self Assessment: (Managing Self)-Real Risk/MGT-31**

Difficulty realistically assessing personal potential and maintaining consistent confidence.

### **Role Satisfaction: (Managing Self)-Real Risk/MGT-33B**

Social or role uncertainty can lead them to feel frustrated or dissatisfied in their current circumstances.

### **Sensitivity To Others: (Managing Others)-Real Risk/MGT-4A**

Excessive sensitivity to what others think or say, has difficulty addressing hard or controversial issues.

### **Self Control: (Managing Self)-Real Risk/MGT-32**

Tendency to react impulsively in stressful situations can lead to difficulty maintaining control in the process.

#### **Strength Scoring Legend:**

Low Risk = A Level  
Situational Risk = B Level  
Conditional Risk = C Level  
Real Risk = D Level

*(Risk is the Probability of Judgmental Errors)*

#### **Blocker Strength Scoring Legend:**

Real Risk = D Level  
Conditional Risk = C Level  
Situational Risk = B Level  
Low Risk = A Level

*(Risk is the Probability of Judgmental Errors)*

## **Sample Report's Top 10 Leadership and Managerial Blockers**

*(With Access to Specific Interviewing Questions)*

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

### **Prioritized Leadership and Management Blockers**

#### **Blocker Strength (Equals the Interference with the Strengths)**

Real Risk = D Level    Conditional Risk = C Level    Situational Risk = B Level    Low Risk = A Level

#### **Self Esteem: (Managing Self)-Real Risk/MGT-30B**

Self-depreciation, too demanding on and critical of themselves, tend to expect too much from themselves.

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Excessive sensitivity to what others think or say, has difficulty addressing hard or controversial issues.

#### **Self Control: (Managing Self)-Real Risk/MGT-32**

Tendency to react impulsively in stressful situations can lead to difficulty maintaining control in the process.

#### **Realistic Goal Setting: (Planning and Organizing)-Real Risk/MGT-18C**

Perfectionistic, demanding and challenging thinking can lead you to set goals which are unrealistic or unrewarding.

#### **Ambition: (Getting Things Done)-Real Risk/MGT-27A**

Perfectionistic, idealistic self-image can create delays in decisions as one waits for everything to be just right.

#### **Consistency: (Getting Things Done)-Real Risk/MGT-29A**

Inconsistent feelings about social/role image can lead one to shift from demanding too much to demanding too little.

#### **Doing Things Right: (Managing Activities)-Conditional Risk/MGT-8C**

Individualistic thinking can lead them to disregard even the need for order, structure, and doing things by standards.

#### **Self Confidence: (Getting Things Done)-Conditional Risk/MGT-24C**

Social/Role insecurity, frustration and dissatisfaction with current situation.

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

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

## Sample Report's Management Core Competency Scores

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

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

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

## Understanding Sample's Critical Thinking Decision Pattern

*"Measuring what was thought to be unmeasurable!"*

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

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

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

### Here is Sample's decision making pattern:

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

## Critical Thinking Scoring Legends

*“How one’s clarity and bias combine to form every decision!”*

### Clarity = Understanding

1. **Crystal Clear** – Excellent understanding of the capacity.
2. **Clear Clarity** - Good understanding.
3. **Unconventional Clear Clarity** – Good understanding that has a creative “out of the box” perspective.
4. **Visible Clarity** – Some aspects ARE visible and some aspects are invisible – subject to errors in judgment.
5. **Transition Clarity** – Poor understanding with questions and confusion.

### Bias/Attention = Importance of the clarity

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

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

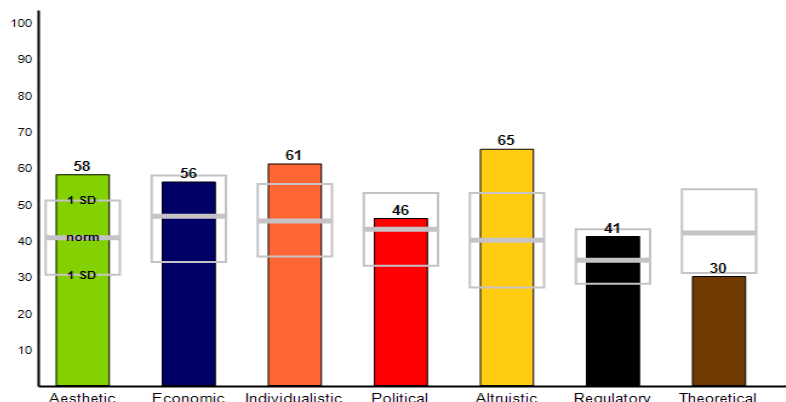
**Attentive [Single Positive ( + )] bias** = Considered important without losing balanced perspective.

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

## Sample's Internal Motivators/Drivers

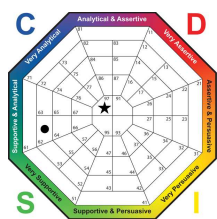
View the hierarchy and strength of the **MOST INFLUENTIAL** internal motivators or drivers that identify Sample's 'personal agenda.' These motivators uniquely combine to identify the 'action steps' that shape and influence his priorities and tactics.

1. **Altruistic (+)** Prioritize solutions that bring value, assistance and support to others without expectation of personal gain.
2. **Aesthetic (+)** Prioritize solutions that support and sustain an acceptable ratio for the "work-life balance."
3. **Individualistic (+)** Prioritize solutions that achieve a high level of personal freedom, autonomy & uniqueness.
4. **Theoretical (-)** Prioritize solutions that support a pragmatic, mainstream and "results now" approach.



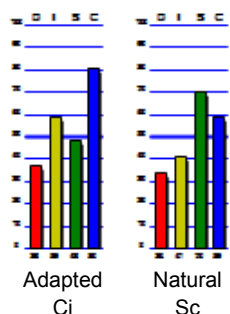
**Note: Note:** 68% of the General Population plots somewhere inside the grey boxes above. **Scores MOST above (+) OR below (-) the mean identify the motivators that will have the greatest influence on decision making.**

## Sample's Behavior and Communication Style



**Primary Behavioral Style Overview:** Sample's style blends well with most others.

Typically moderate behaviors with unobtrusive intensities define this pattern. They will likely be considerate, helpful and patient. They will build a solid relationship with a limited number of associates and will be most effective in specialized areas of expertise. They will be well planned and deliver consistent performance. They do not like "fire drills" and will be good at contributing to projects and activities.



**Primary Communication Style Overview:** Sample communicates his **Conditional Risk average (C level) critical thinking in an overall INDIRECT and OPEN style.** The INDIRECT style is *reserved, cooperative and patient*. The OPEN style is *warm, capable of expressing emotion and seeks to build relationships*. Sample delivers his communication style in an overall reliably balanced and considered manner. Others will likely view him as someone who will reflect a willingness to consider alternative ideas and solutions, who takes a great deal of care in their choice of words and deeds and who seeks to accurately comply with established structure, policy and procedure.

**Emotional characteristic:** Will often find the cooperative middle way

**Goals:** Consistency and retain the status quo with a minimum of disruptive change.

**How others are valued:** Via quality of relationships and demonstrated competency.

**Influences group:** Reliable and consistent performance that can be counted on.

**Value to the organization:** Good short term planner with a steady, stable and consistent activity level.

**Warning:** Reluctant to take risks and may even passively resist change.

**When under pressure:** Likely to adapt to a power figure or group direction

**Fears:** Rapid changes and disorganized activities

## Sample's Primary Communication Strengths:

**Note: Your scores indicate:**

- You can be depended upon to do what you say you will do.
- You maintain a stable and predictable pace to complete complex projects, and demonstrate a tireless work ethic.
- You have the ability to get along well with a wide variety of behavioral styles.
- You are able to reconcile various factions within a group, and you do so in a sincere and stable manner.
- You are people-oriented in a stable and sincere way.
- You are willing to work hard for a mission, cause, project, or purpose.
- You manage to build good team relationships without being an extremist.

## Sample's Performance Overview and Recommendations

### General Performance: Ability to perform within the areas of expertise

Within his area of expertise, Sample is an individual who can call upon average (C level) critical thinking to resolve the management problems, challenges and opportunities he encounters. His action steps are based upon helping and supporting others, an acceptable ratio for the "work-life balance", sustaining a high level of personal freedom and autonomy, pragmatic and mainstream approaches, achieving a strong ROI via highly effective tactics, support for structure, rules, and procedures and creating influence and control over projects & others. Sample delivers his motivated critical thinking pattern in an overall Patient and People Oriented manner. Be aware that the following attitudes will typically be reflected in his decisions: Individualist, does things their own way, Optimistic about self and world, Optimistic, positive attitude toward others and Results, 'now' oriented attitude toward getting things done.

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

As you consider the impact that the three reliable performance multipliers summarized above will have on Sample's credentials, **we would view him as a marginal individual suggesting a careful review of credentials and the track record of past performance who may struggle to deliver average or better results in this role unless supported by his specific knowledge, industry experience and proven track record of past success.** Based upon Sample's survey results, he believes his natural talents and abilities are a marginal fit but out of synch for his current role. Factor in this *current role satisfaction as you consider new, expanded or alternative assignments for him.*

### Training & Development: Areas where Sample may need support

**Note: Your scores indicate:**

- You may sometimes provide a false sense of buy-in to others on the team, then later resist passive-aggressively.
- You may tend to hold back and wait for others to initiate ideas and processes.
- You have a long memory for wrongs committed, and thus may be considered by some to be a grudge-holder.
- You may tend to adhere too tightly to past tradition in procedures and processes.
- You may need help prioritizing tasks when under pressure or facing deadlines.
- 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.

### Teamwork: Sample should thrive in teaming opportunities that provide

- A democratic environment with participatory management.
- Public recognition for accomplishments.
- Complete explanations of areas of responsibility and control.
- Activities including many opportunities for interaction with people.
- An environment that supports your critical thinking skills.
- Projects requiring you to motivate and persuade people.
- Contact with groups, and opportunities to build a network of people.

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

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

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

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

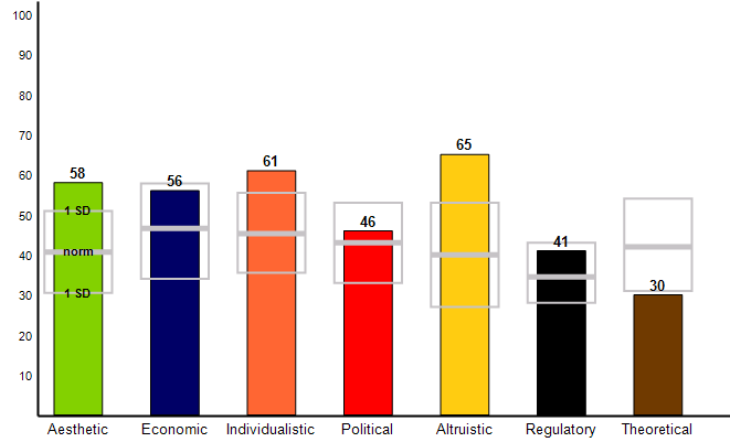
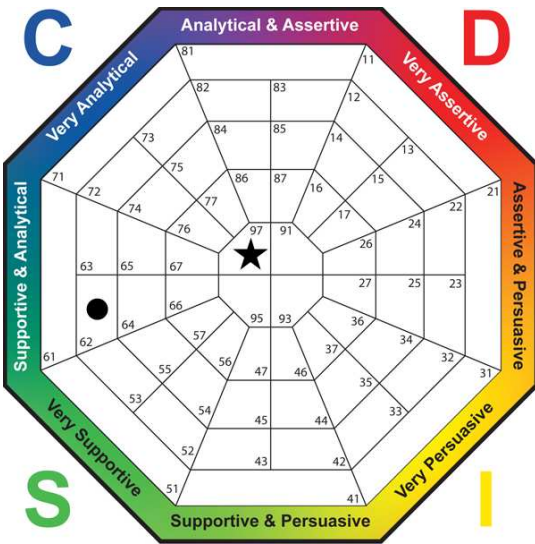
### **Pages 11 – 54 (Supporting Documents)**

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



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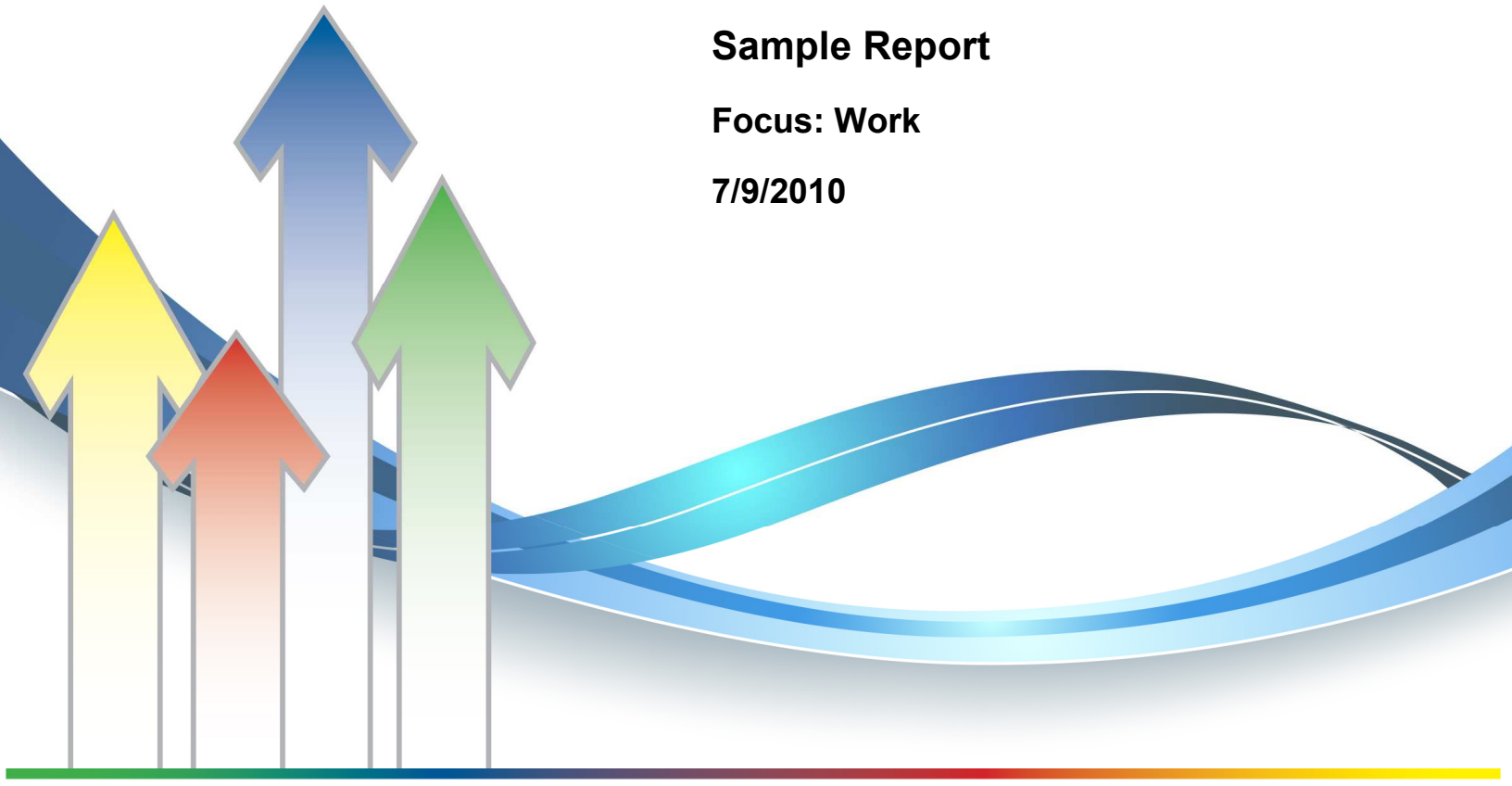
## DISC and Motivators

Personalized Report For:

Sample Report

Focus: Work

7/9/2010



## Introduction to the DISC and Motivators

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

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

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

### DISC STYLES

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

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

### MOTIVATORS

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

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

### ADAPTABILITY

In addition to understanding your style, you can download a free PDF DISC workbook that identifies ways that you can apply your style strengths and modify your style weaknesses in order to meet the needs of others. This is called adaptability. Social scientists call it “social intelligence,” which can be 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. Download both your complimentary **DISC eWorkbook** at <http://www.assessmentdownloads.com/DISCeWorkbook> and your **People Smart in Business eBook** at <http://www.assessmentdownloads.com/PeopleSmart>.

# Understanding Yourself

## General Characteristics

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

You score like those who show a high degree of internal loyalty to people, projects, and ideals. This is linked to your patience, high level of sincerity in working with others, and your support of systems as they exist. It may take you a bit more time to warm up to newer team members and ideas, until you have an opportunity to learn more about them.

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.

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.

Sample, your scores on this instrument indicate that you tend to say "yes" more than "no" when asked to help out on various projects. That's a strength to the team because they know they can depend on you. That's a strength for individuals on the team who may have had part of a project fall through the cracks and require your help to bail them out. It may become a bit of a bother to you to always be the one who's overextended. Our coaching is aimed at learning to say "no" occasionally, so as not to spread yourself too thin in bailing others out of problems and snags.

## General Characteristics (continued)

'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, 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.

You score like some who prefer to maintain the status quo, rather than make changes just for the sake of change. This is a recurring theme in the report due to its importance. Though change is a given, it is important to realize that some changes will be positive and appropriate, while some will prove unnecessary. In serving as a coach to some of the change agents, you may be able to help determine the necessity of such changes.

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.

## 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 can be depended upon to do what you say you will do.
- You maintain a stable and predictable pace to complete complex projects, and demonstrate a tireless work ethic.
- You have the ability to get along well with a wide variety of behavioral styles.
- You are able to reconcile various factions within a group, and you do so in a sincere and stable manner.
- You are people-oriented in a stable and sincere way.
- You are willing to work hard for a mission, cause, project, or purpose.
- You manage to build good team relationships without being an extremist.

### **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 may be overly afraid of losing on a project or proposal.
- You have the ability to handle both the "people side" and the detail side of a project with equal skill and confidence.
- 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 have the ability to contribute to a pleasant and efficient work environment, due to your attention to people and knack for quality control.
- On difficult projects, you may become somewhat impatient or aggressive under pressure.
- You show a special ability to help others on the team visualize the activities necessary to obtain success in a complex project.

## Your Motivations (Wants) and Needs

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

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

- A variety of activities involving interpersonal contact, both on and off the job.
- Assignments that allow for a variety of interpersonal contact and mobility.
- Having sufficient time to consider all options before making a final decision.
- Social recognition for success on a project, or in achieving a goal.
- Work tasks of a specialized nature to support your natural curiosity and detail orientation.
- Security in knowing that the products and services are of the highest quality.
- Environments in which changes are made in a controlled way, and only when necessary.

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

- Options for increasing the efficiency of certain methods or procedures.
- Products and processes that you can believe in.
- Reassurance and support for taking appropriate and calculated risks.
- Reassurance that the long hours you spend on projects are worthwhile.
- Sufficient time to consider alternatives prior to making changes.
- An environment that involves minimal sudden changes and crisis situations.
- Efficient systems and utilities to handle routine work more effectively.

## 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:**

- A democratic environment with participatory management.
- Public recognition for accomplishments.
- Complete explanations of areas of responsibility and control.
- Activities including many opportunities for interaction with people.
- An environment that supports your critical thinking skills.
- Projects requiring you to motivate and persuade people.
- Contact with groups, and opportunities to build a network of people.

## **The S's Behavior and Needs Under Stress**

### ***Under Stress, You May Appear To Others:***

- Indecisive
- Dependent
- Defensive
- Passive
- Submissive

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

- Reassurances that they are liked
- Relationships
- Personal assurance

### ***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:***

- 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 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.

## 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 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:**

- Present ideas and opinions in a non-threatening way.
- Be certain that individual responsibilities are clear, and that there are no ambiguities.
- Find some areas of common interest and involvement.
- Provide assurances about his input and decisions.
- Be candid, open, and patient.
- Be casual and informal with gestures and body language.
- Outline individual tasks and responsibilities in writing.

### **When Communicating with Sample, DO NOT:**

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

## Communication Plan with the **DOMINANT** Style

### CHARACTERISTICS:

### SO YOU...

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

## Communication Plan with the **INFLUENCING** Style

### CHARACTERISTICS

### SO YOU...

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

## Communication Plan with the **STEADY** Style

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

## Communication Plan with the **CONSCIENTIOUS** Style

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

## Potential Areas for Improvement

*Everyone has some possible struggles, limitations or weaknesses. Oftentimes, it is 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 tend to hold back and wait for others to initiate ideas and processes.
- You have a long memory for wrongs committed, and thus may be considered by some to be a grudge-holder.
- You may tend to adhere too tightly to past tradition in procedures and processes.
- You may need help prioritizing tasks when under pressure or facing deadlines.
- 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.

## Summary of Sample Report's Style

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

### YOUR STRENGTHS: WHAT YOU BRING TO THE ORGANIZATION

1. \_\_\_\_\_
2. \_\_\_\_\_

### YOUR WORK STYLE TENDENCIES

1. \_\_\_\_\_
2. \_\_\_\_\_

### YOUR MOTIVATIONS (WANTS)

1. \_\_\_\_\_
2. \_\_\_\_\_

### YOUR NEEDS

1. \_\_\_\_\_
2. \_\_\_\_\_

### YOUR MOTIVATIONS: IDEAL WORK ENVIRONMENT

1. \_\_\_\_\_
2. \_\_\_\_\_

### COMMUNICATION DO'S & DON'TS

1. \_\_\_\_\_
2. \_\_\_\_\_

### POTENTIAL AREAS FOR IMPROVEMENT

1. \_\_\_\_\_
2. \_\_\_\_\_

## WORD SKETCH Adapted Style

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

	<b>D</b>	<b>I</b>	<b>S</b>	<b>C</b>
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
5	adventurous risk-taker direct forceful	charming influential sociable trusting	consistent cooperative possessive relaxed	conscientious courteous focused high standards
4	assertive competetive 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 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 **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.

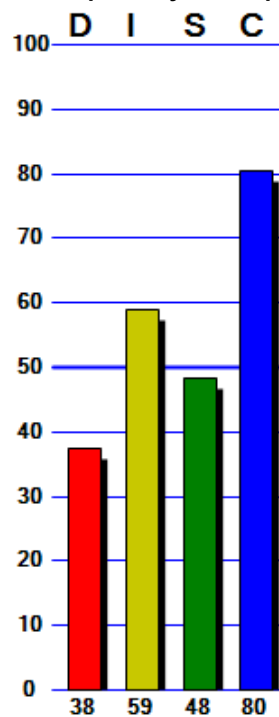
	<b>D</b>	<b>I</b>	<b>S</b>	<b>C</b>
DISC Focus →	PROBLEMS/TASKS	PEOPLE	PACE (of environment)	PROCEDURES
Needs →	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, teams, stable environment	Rules to follow Data to analyze
Emotions →	Decisive, risk-taker	Optimistic, trusts 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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## 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).

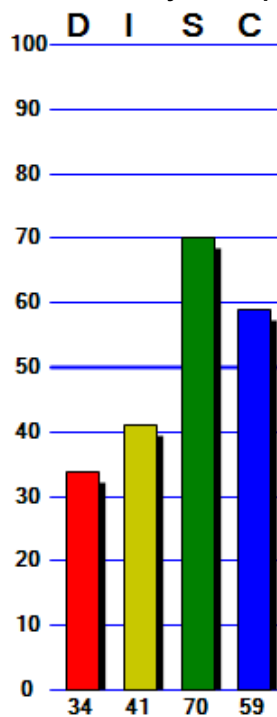
Your **Adapted Style** is your graph displayed on the left. It is your perception of the behavioral tendencies you think you should use in your selected focus (work, social or family). This graph may change when you change roles or situations. The graph on the right is your **Natural Style** and indicates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

Adapted Style - Graph I

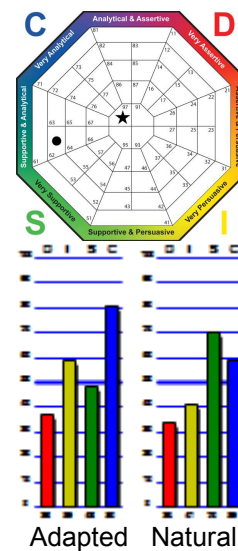


Pattern: Ci (3436)  
Focus: Work

Natural Style - Graph II



Pattern: Sc (2354)

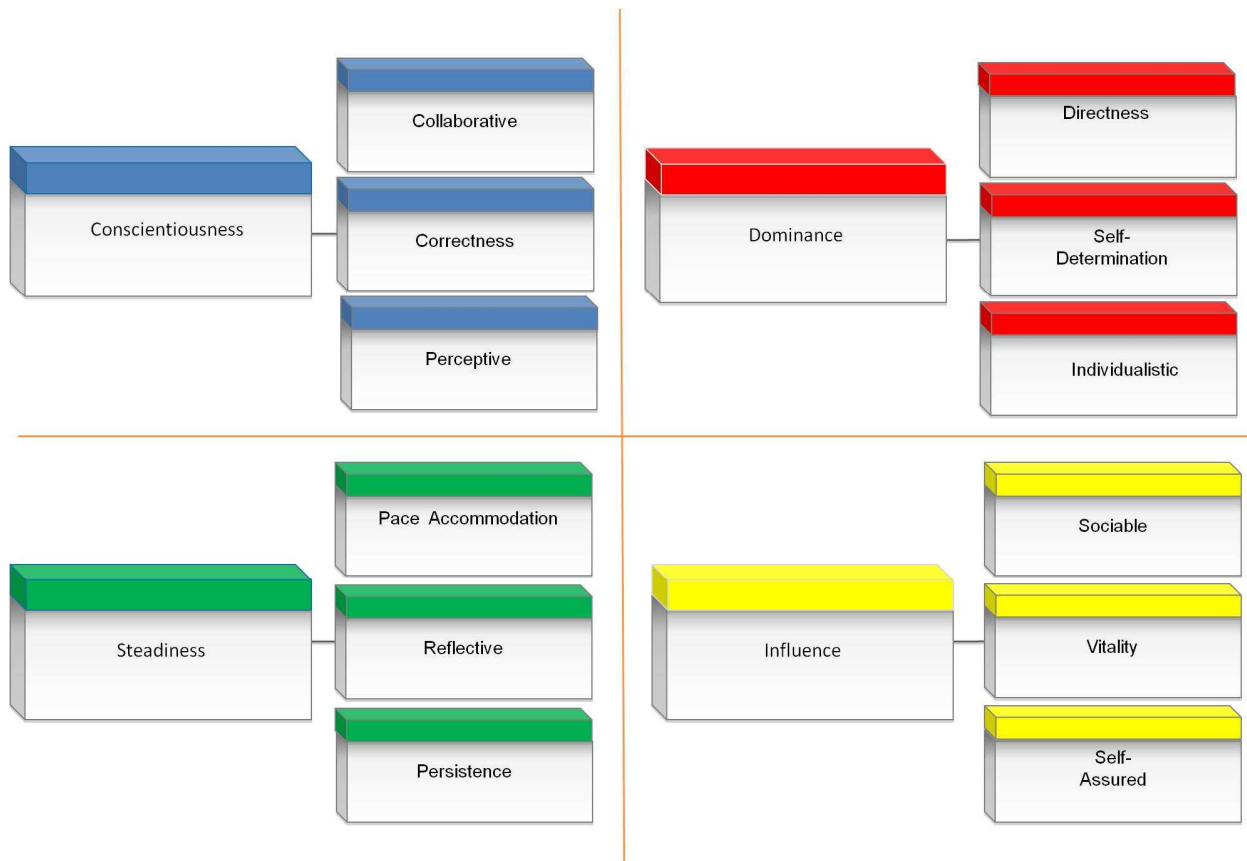


If the two bars are similar, it means that you tend to use your same natural behaviors in that environment. If your Adapted Style is different from your Natural Style, this may cause stress if done over a long period. You are then using behaviors that are not as comfortable or natural for you.

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

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

## The 12 Integrated DISC Style Relationships



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

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

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

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


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

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

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

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


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



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

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


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



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

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


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



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

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


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



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

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


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



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]**

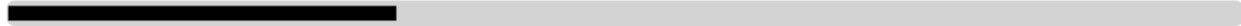
0.....10.....20.....30.....40.....50.....60.....70.....80.....90.....100



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

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

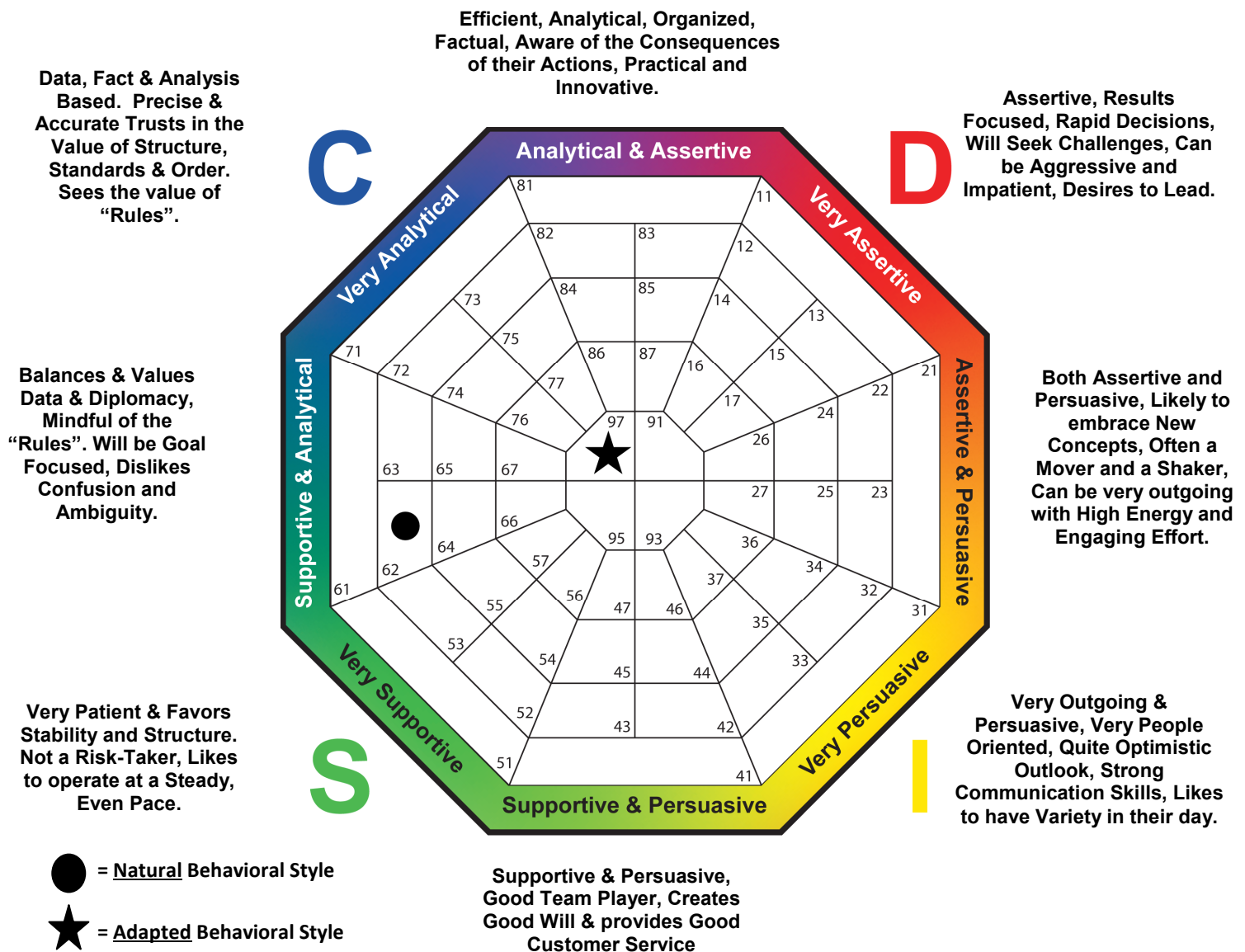
## THE SCORING LEGEND

**D = Dominance:** How you deal with Problems

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

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

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



# Application, Application, Application

The application part of this report is to download both the free **DISC eWorkbook** at <http://assessmentdownloads.com/DISCeWorkbook> and **People Smart in Business eBook** at <http://assessmentdownloads.com/PeopleSmart>. Also, download the **Motivators (PIAV) Overview** by Steven Sisler at <http://assessmentdownloads.com/MotivatorsOverview>.

- **The DISC eWorkbook** - Discover which style seeks power and which one wants results. Who loves consistency and who fears change? This knowledge shows you how to sell your ideas and win people over. Use the DISC eWorkbook to put yourself and your projects in the best position to win.
- **The PeopleSmart in Business eBook** - Discover who seeks recognition and who wants results. Who loves consistency and who fears change? This knowledge shows you how to sell your ideas and win people over. You will be able to reach the unreachable. When a job needs to be done—use your People Smarts to pick the right person for the job. In addition, put yourself and your projects in the best position to win.
- **The Motivators Overview by Steven Sisler** - What Are Beliefs, Values And Attitudes? This PDF report covers the history of Values (also called Motivators or PIAV - Personal Interests, Attitudes and Values), specifically the seven dimensions of values in the Assessments 24x7 Motivators online assessment with interpretations by Steven Sisler (who we refer to as the "Motivators Whisperer")
- **Additional Disc Resources** - <http://www.alessandra.com/tadisc.asp>

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# Seven Dimensions of Motivation

## The Elements of the Motivation Index

This Motivation Index is unique in the marketplace in that it examines seven independent and unique aspects of motivation. Most similar instruments only examine six dimensions of motivation by combining the Individualistic and Political into one dimension. This Motivation Index remains true to the original works and models of two of the most significant researchers in this field, thus delivering to you a profile that truly helps you understand your own unique motivations and drivers.

In addition, the Motivation Index is the first to use a click & drag approach to ranking the various statements in the instrument, which makes taking the instrument more intuitive, natural and in the end you can actually create the order you see in your mind on the screen. Finally, the Motivation Index instrument contains the most contemporary list of statements to make your choices more relevant to your life today, which helps ensure the most accurate results possible.

## A closer look at the seven dimensions

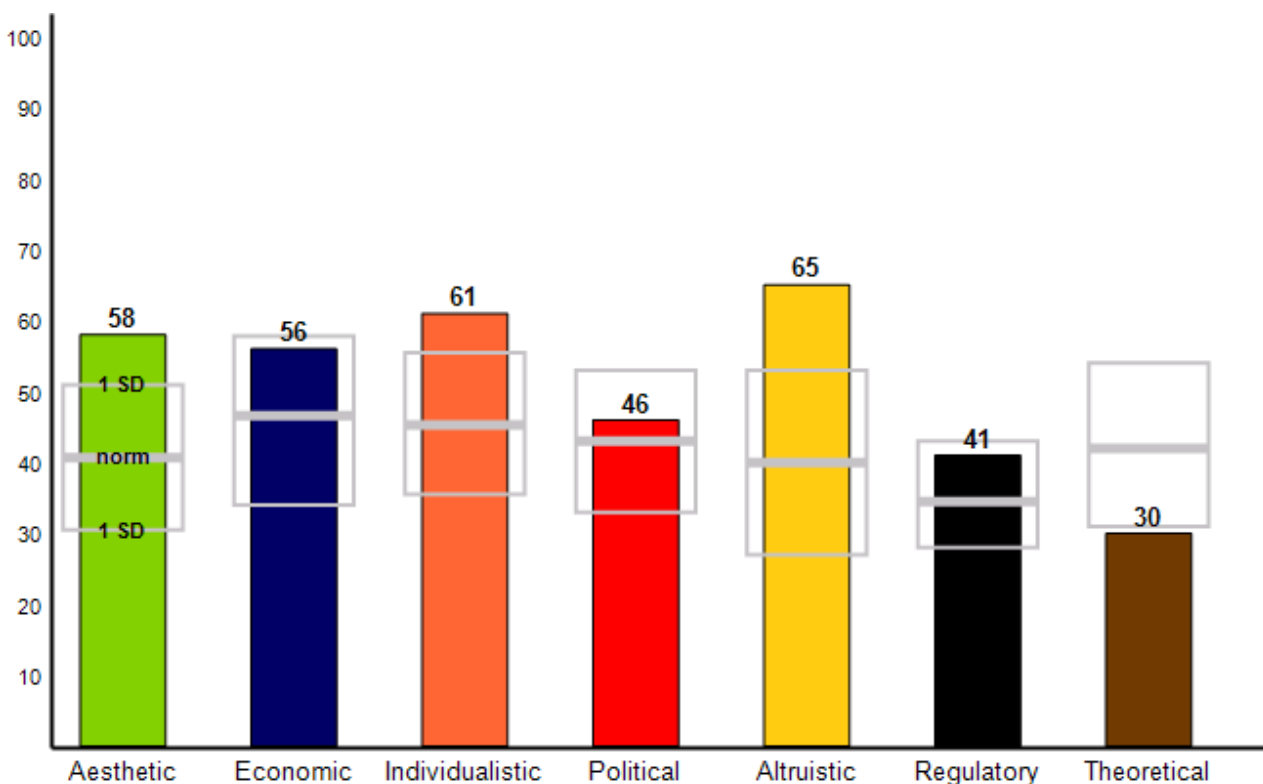
Motivation helps influence behavior and action and can be considered somewhat of a hidden motivation because they are not readily observable. Understanding your Motivation helps to tell you why you prefer to do what you do.

It is vital for superior performance to ensure that your motivations are satisfied by what you do. This drives your passion, reduces fatigue, inspires you and increases drive.

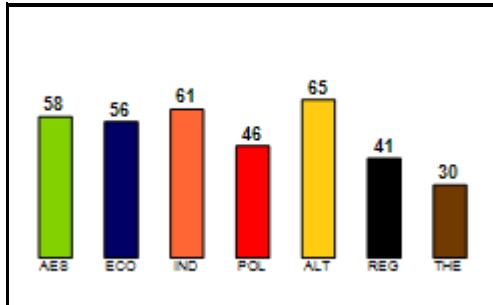
Value	The Drive For
<b>Aesthetic</b>	Form, Harmony, Beauty, Balance
<b>Economic</b>	Money, Practical results, Return
<b>Individualistic</b>	Independence, Uniqueness
<b>Political</b>	Control, Power, Influence
<b>Altruistic</b>	Altruism, Service, Helping others
<b>Regulatory</b>	Structure, Order, Routine
<b>Theoretical</b>	Knowledge, Understanding

## Executive Summary of Sample's Motivation

<b>High Aesthetic</b>	Very much prefers form, harmony, and balance. Likely a strong advocate for green initiatives and protecting personal time and space.
<b>Average Economic</b>	Able to perceive and create a balance between the need for economic return, and other needs as well.
<b>High Individualistic</b>	Has no problem standing up for own rights, and may impart this energy into others as well.
<b>Average Political</b>	Flexible, able to take or leave the power or clout that comes with the job title or assignment.
<b>High Altruistic</b>	A high desire to help others learn, grow, and develop.
<b>Average Regulatory</b>	Able to balance and understand the need to have structure and order, but not paralyzed without it.
<b>Average Theoretical</b>	Able to balance the quest for understanding and knowledge with the practical needs of a situation.



# Your Aesthetic Drive



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

## General Traits:

- Appreciates and supports efforts at conservation and preservation.
- Supports creativity in others and promotes form and harmony in the work environment.
- Finds rewards not just from pay for work, but in results that help protect the environment or achieve better balance in life or the world.
- Tends to appreciate the finer things in life (e.g., these may include design, clothes, music, art, etc.), but for their aesthetic value rather than any status reasons.
- You like to express yourself in artistic or creative ways.

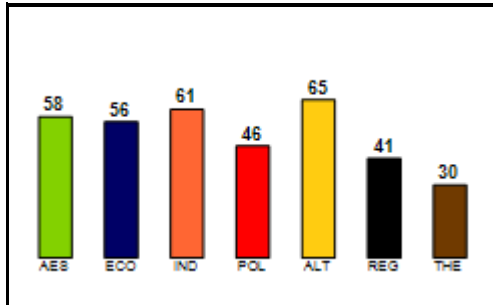
## Key Strengths:

- Tends to look for what is beautiful in any subject rather than what is ugly.
- Will bring a creative outside view to discussions.
- Often seen as one who shows interpersonal empathy in dealing with others.
- Tends to want more than just the typical job satisfaction. May want more work/life balance, more creativity and more aesthetically pleasing surroundings.
- Demonstrates high personal and professional regard for others on the team.

## Motivational Insights:

- Your open acceptance of ideas from others may also open situations that are less than optimal, and you may get 'burned' in the process.
- Support willingness to bring form or harmony to haphazard systems or workspace areas.
- Offer ample opportunity for adjustments in surroundings and approaches to getting things done.
- Allow for outside activities other than strictly work related all the time.
- Make sure the environment allows for creative expression.

## Your Aesthetic Drive (continued)



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

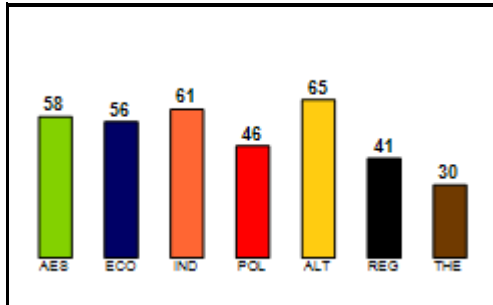
### Training/Learning Insight:

- Link new knowledge to new ways to be creative or achieve better harmony and balance in work and life.
- You have the ability to connect training and development to other's needs and interests.
- As you learn new things in training or professional development attempt to link those to your ability to see new or creative solutions in the future.

### Continual Improvement Insights:

- May need to focus on the practical or economic side of an issue more frequently.
- Could use the creative mode as a safety blanket to avoid having to be overly practical.
- Could benefit from being a little more pragmatic.
- Remember that it is OK that some don't appreciate artistry, balance or harmony as much as you.
- Could get lost in creativity and imagination if not kept somewhat reined in and on target.

# Your Economic Drive



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

## General Traits:

- The pattern of responses when compared to others in the business community indicates that there would be no visible "greed factor" in the interaction Sample has with others.
- This score should not be confused with average economic achievement. Many executives and others who score in this area may have already achieved substantial economic goals of their own. As a result, money itself may no longer motivate like it used to be.
- The drive and motivational factors which tend to lead people who score like Sample should be measured against other peaks on the Values graph.
- Since the majority of people score near the mean, this indicates an economic motivation much like that of the average American businessperson.
- Regarding the Economic score, Sample would be considered rather practical and realistic about money.

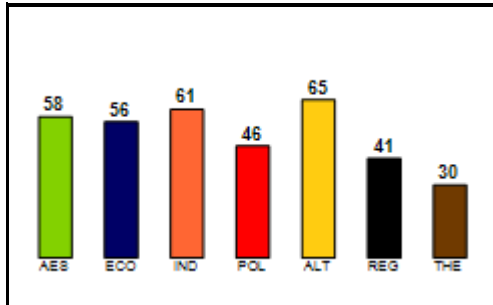
## Key Strengths:

- What motivates people who score like Sample? It's more than money alone; it's some of the other peaks that occur on the Values graph.
- Good team player in helping others with projects and initiatives without requiring an economic return of his own.
- Not an extremist and therefore a stabilizing force when economic issues emerge.
- Able to balance both needs and perspectives of those with substantially different economic drives.
- Tend to be good team players especially because they do not try to compete to the extent of creating dissension within the group, team or office.

## Motivational Insights:

- Remember that this score range is near the national mean for Economic drive, and that Sample doesn't score as an extremist on this scale.
- Utilize the perspective that Sample brings to the team in being able to balance the viewpoints of the high and lower Economic drives.
- Remember that Sample may be motivated by other things in addition to the paycheck. Be certain to recognize some of these other motivational areas within the workplace.
- Review the Values graph to determine other specific areas of higher drive factors as well as areas where drives are lower, or have already been satisfied.
- Avoid measuring Sample's performance by economic scales only.

## Your Economic Drive (continued)



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

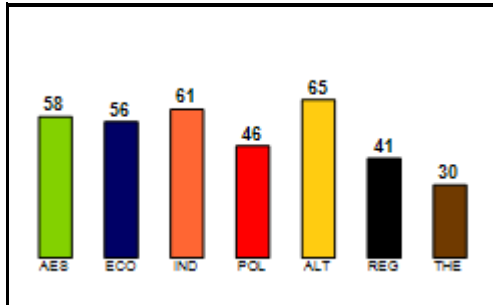
### Training/Learning Insight:

- Typically doesn't come to the training session asking, 'How much more am I going to earn as a result of this course?'
- May be somewhat flexible in preferences both cooperative and competitive learning activities.
- Because this score is near the national mean, please check other Values graph peaks and troughs to obtain additional professional development insights.
- Scores like those who engage in training and development activities in a supportive manner.

### Continual Improvement Insights:

- Assist in those areas or projects where there may be greater financial reward.
- Allow space for those with higher economic drive factors to demonstrate their strengths or voice their ideas.
- If there is already a level of economic comfort, Sample may need to allow greater voice to those who haven't yet achieved their own economic comfort zone.
- There may be times when Sample may need to take a stronger stand on some issues related to economic drives or incentives.

# Your Individualistic Drive



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

## General Traits:

- Many who score in this range like to invent new things, design new products, and develop new ideas and procedures.
- Brings a lot of energy that needs to be put to good use.
- Enjoys working in his own way and own methods.
- Likes to have his own niche; the place where he can excel.
- This high individualism may be demonstrated in creative problem solving and a higher risk-taking attitude.

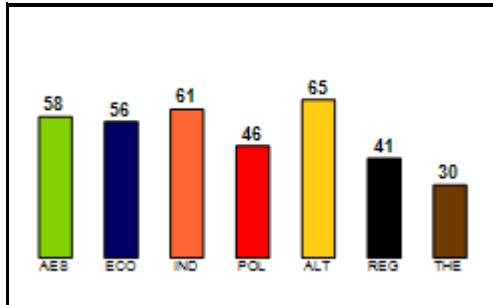
## Key Strengths:

- Brings creative ideas.
- Realizes that we are all individuals and have ideas to offer.
- Not afraid to take calculated risks.
- Some enjoy making presentations to small or large groups, and are generally perceived as engaging presenters by their audiences.
- Ability to take a stand, and not be afraid to be different in either ideas or approaches to problem solving.

## Motivational Insights:

- Allow bandwidth to grow and experiment with new projects, ideas, and responsibilities.
- Many people who score like Sample enjoy making presentations to small or large groups. Explore this possibility.
- Remember to build in a continuous opportunity to learn and progress.
- Be open to new ideas Sample may offer, and realize that he may do things a bit differently than standard operating procedure.
- Allow freedom to make his own decisions about how an assignment should be completed.

## Your Individualistic Drive (continued)



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

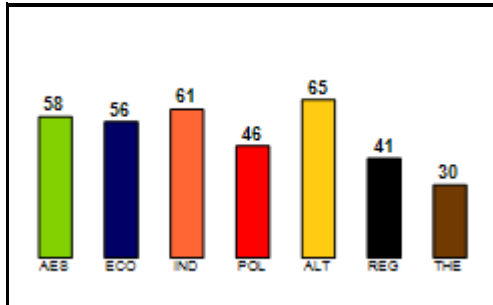
### Training/Learning Insight:

- Learning and professional development activities should be flexible, having a wide variety of options.
- Attempt to provide enough creative space for him to express his uniqueness.
- Allow for some experimental or non-routine types of options.
- Link some of the benefits of the learning activity to enhancing ability to make a special and unique contribution to the team.

### Continual Improvement Insights:

- Sometimes the very unique approaches do not always result in complete success, and may sometimes cause conflict with others if sensitivity is not used.
- Sometimes individuals with this high Individualistic score if in a presentation situation, may spend excess time telling (or selling) the audience on their own uniqueness, rather than discussing the topic of the presentation.
- Potential value clashes with others may be reduced through increased awareness and sensitivity to the needs of others.
- May need to remember that his good ideas aren't the only good ideas.
- May need to listen more to others and speak less.

# Your Political Drive



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

## General Traits:

- A score near the mean indicates that the Political (power seeking) drive is not a primary motivational factor.
- Has the ability to take or leave the control-factors of group leadership roles.
- Brings a sense of balance to some power-issues that may emerge occasionally.
- Demonstrates flexibility in being able to lead a team when necessary, and to support the team when necessary.
- Shows an appropriate balance between seeking leadership roles and supporting roles without being an extremist in either direction.

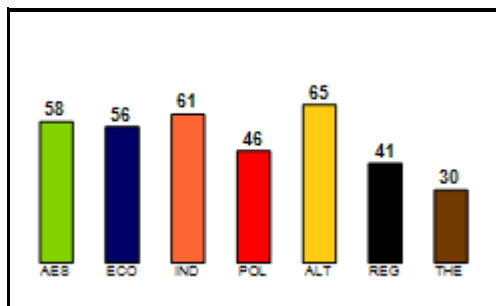
## Key Strengths:

- Brings flexibility to the team. Able to lead when asked, but able to support when asked as well.
- A stabilizing force on the team.
- Able to appreciate the needs of both the higher and lower Political individuals on the team.
- Perceived by others on the team as neither dictatorial nor dependent with regard to team projects and goals.
- Shows appropriate respect to leaders of a project, as well as ability to offer suggestions for change.

## Motivational Insights:

- Remember that Sample has the ability to be a stabilizing agent between high-control and high-support on special team functions and initiatives.
- Sample brings a power seeking drive typical of many business professionals, since his score is very near the national mean on this scale.
- Ask Sample for input in order to gain a middle-of-the-road insight and understanding of work related issues.
- Review other Values drives that might be higher or lower than the Political score in this report in order to gain a greater understanding of specific keys to managing and motivating.

## Your Political Drive (continued)



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

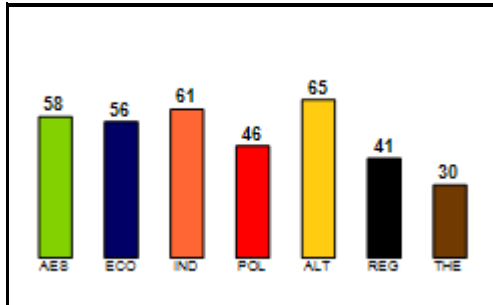
### Training/Learning Insight:

- Scores like those who are supportive of a variety of professional development activities.
- Will respond with flexibility to either cooperative or competitive team activities.
- Scores like those who participate openly in training activities without trying to dominate the event.
- Shows ability to lead a training event as well as support and participate.

### Continual Improvement Insights:

- May need to shift gears into either a more supportive role or a greater leadership role at times.
- When issues of team leadership emerge, he may need to take a more visible stand on some problem-solving situations.
- Examine other Values drives in this report in order to gain increased understanding of areas for continuous improvement.

# Your Altruistic Drive



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

## General Traits:

- A high sincerity-factor and helping attitude is demonstrated in the things you do.
- Openly shares Altruistic love or appreciation for others.
- Finds value in work, beyond just a paycheck, especially when it aids others.
- Enjoys connecting with others on a personal level rather than just a professional one.
- High need to help and support others on their own pathway to success.

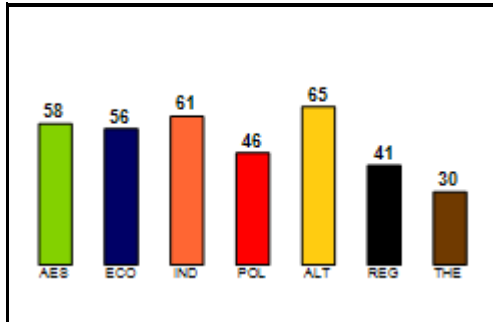
## Key Strengths:

- Is a social person more than solitary, and likes networking.
- Likely to go beyond the call to support or service others.
- Often very aware of what others need, even when not stated by them.
- Always willing to share time, talent, and energy to help the organization or the cause.
- Treats others with high personal regard and respect.

## Motivational Insights:

- Could be more easily taken advantage of by others because of your sincerity and desire to be helpful.
- Support the innate willingness to share time and talent with others in the organization.
- Provide flexibility to allow for helping others on the team.
- Allow ample personal time for whatever giving activities exist outside of work.
- Provide an environment in which there is opportunity to help others achieve and grow professionally.

## Your Altruistic Drive (continued)



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

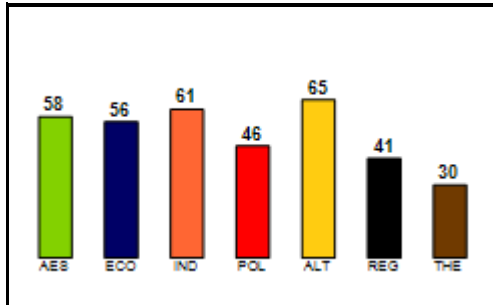
### Training/Learning Insight:

- Learning and development should be linked to the potential to help others.
- Link courses and training to the knowledge gained that may potentially be shared with others on the team, or externally.
- Training and professional development will assist in personal growth and development, and in being better at any job role.

### Continual Improvement Insights:

- May need to say "no" more often.
- Could benefit from resisting the urge to go into teaching mode unless clearly desired by others.
- Can lose focus on personal work in favor of helping others with theirs.
- Watch to ensure that your giving nature is not abused or taken advantage of.
- Can give away too much time, talent and energy.

# Your Regulatory Drive



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

## General Traits:

- Strikes a good balance between respecting individual needs, and those of the group.
- Moves freely and effectively between the rebels and the rule-follower's in a group.
- Accepting of authority, but not bound by it blindly.
- Good at seeing the details, but not likely to get lost in them.
- Appreciates some structure, but not too much.

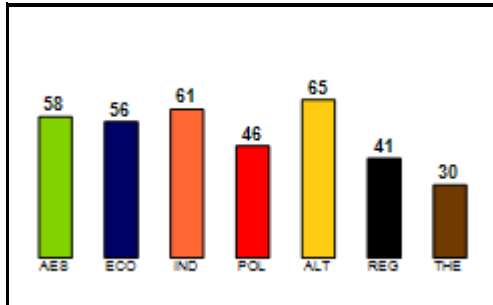
## Key Strengths:

- Is very flexible when it comes to dealing with very little or too much structure.
- Not overly rigid in the need for order and structure.
- Situationally aware of when rules must be followed and when they should not be.
- Good at providing order and structure where it is required.
- Can challenge protocol and be creative if the situation demands it enough.

## Motivational Insights:

- Utilize Sample to help bring order out of chaos without going overboard.
- Put Sample to use as the mediator between those who support the old guard and those who want revolution.
- Sample can provide a balanced view for creating new policies, procedures and protocols that are effective.
- Sample will be good at helping maintain a stable environment.
- Sample can be a valuable asset when it comes to working in routine environments.

## Your Regulatory Drive (continued)



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

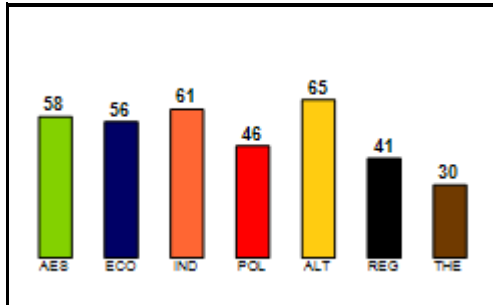
### Training/Learning Insight:

- Is open to creativity or flexibility.
- Prefers to learn in the accepted way through the existing curriculum.
- Becomes a supportive team member who gets behind the initiative.

### Continual Improvement Insights:

- Might benefit from exerting opinions freely in discussions of direction and planning.
- Could take a firmer stand on team issues involving dissenting opinions.

# Your Theoretical Drive



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

## General Traits:

- Sample may provide a balance between the very high theoretical approaches, and the very low approaches, and be able to communicate with each side.
- Sample typically won't get bogged down in minutia, nor will he ignore the details when decision-making.
- Be able to understand the needs of the big picture issues, and appreciate the needs of the minutia issues without being an extremist.
- Scores in this range are near the typical businessperson's score.
- A score near the mean indicates the Theoretical need is not unimportant, yet not a primary driving factor in the motivational behavior.

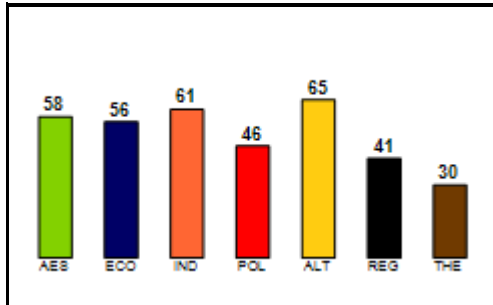
## Key Strengths:

- Sample would demonstrate awareness of the necessary technical features, and an appropriate on-the-job response as needed.
- Brings flexibility to the team, that is, being detail-oriented when necessary, and being practically-oriented other times.
- A stabilizing force on the team.
- Able to appreciate the needs of both the high and lower Theoreticals.
- Shows curiosity about technical details without getting bogged down.

## Motivational Insights:

- Remember that Sample has the ability to be a balancing and stabilizing agent on high knowledge-driven issues, without being an extremist toward either side.
- Sample brings a knowledge-drive typical of many business professionals, i.e., near the national mean.
- Include the perspective Sample brings in order to gain a middle-ground understanding.
- Check for other values drives that may be higher or lower than this one in order to gain a more robust picture of specific keys to managing and motivating.

## Your Theoretical Drive (continued)



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

### Training/Learning Insight:

- Rather flexible and accepting of most training programs offered in the organization.
- Able to see the need for training, and also realize the importance of practical information.
- Understands the needs of the high Theoreticals who want more information, and the lower Theoreticals who want only the necessary information.
- Because this score range is near the national mean, please check other areas of higher or lower values drive for additional insight into professional development needs.

### Continual Improvement Insights:

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

## Relevance Section

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

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

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

**Legend:**

2-4 = Poor	8-9 = Excellent
4-5 = Below Average	10 = Genius
6-7 = Average	

**Tally Your Score Here**

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

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

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

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# Success Connection

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

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

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

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

[illegible]

## So Now What?

This report is filled with information about your style and each of the four primary behavioral styles. So now you have an understanding and an awareness of the four different behavioral styles.

There are many suggestions in the application section of this report for you to apply this behavioral style information. Take the next step and DO the exercises if you€ skipped over them.

Do not put this report on a shelf or in a file. Your style is just not as important as having the opportunity to use this information to open up a meaningful dialogue with others to improve all your relationships. Use this report as a reference tool. There is a lot of information in it and it is not meant to be digested in just one reading.

Have fun with making a few minor changes in your behavior and experience the results. You might be surprised! **Remember The Platinum Rule®**: “Treat others the way **THEY** want to be treated.” You will have much more success in all your relationships!

## Disclaimer

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