



# DISC BEHAVIORAL ASSESSMENT

Report For: Sample Report  
Provided By: Your DISC Practitioner  
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## Introduction to the DISC Behavioral Assessment Report

Congratulations on taking the DISC Behavioral Assessment™. This is a useful tool to gain new insights into your behavior and the behavior of others with whom you interact. Reading this report, working through some of the exercises, and applying the principles you learn will lead to enhanced relationships and results. Mastering adaptability techniques outlined in this report may be one of the most important skills you ever learn.

### DISC Behavioral Styles

The DISC model of human behavior provides a common language to help people understand themselves and others. For many decades, research has shown that human behavior can be categorized into four basic categories, with multiple patterns emerging from these four styles.

This report uses **DISC**: Dominance, Influencing, Steadiness and Conscientious to describe these four categories of behavior. The DISC Behavioral Assessment™ focuses on patterns of external, observable behaviors that each style exhibits. The model is simple, practical, and easy to remember and use.



### How to Use This Report

This DISC report is divided into two parts, and includes **Application** exercises on many pages.

**Part I** of the report focuses on your behavioral style, helping you recognize and develop more of your natural strengths while modifying your inherent limitations.

**Part II** focuses on the application of the DISC model in your everyday life, both personally and professionally. You will discover how to "read" the behavioral styles of others and then modify or adapt your behavior to get the best results while relating with them. This part consists of three simple steps:

- 1) Know your natural behavioral tendencies,
- 2) Pick up on the observable behaviors of the person with whom you are interacting, and
- 3) Adapt your style to fit the other person's style.

The report is prescriptive (remedies for connecting with others) as well as descriptive (understanding your style).

### Key Principles of the DISC Model

- There is no "best style" - all styles have value, and everyone is a blend of the four styles.
- Your behavioral style is influenced by other factors such as your values, your life experiences, and your maturity.
- The first key to being more effective is understanding yourself and your behavioral style.
- Discovering the style of others helps you understand their motivations and priorities and is a second key to success.
- The final key to being more effective with others is learning to flex or adapt your behavior to meet their needs when involved in interactions with them.

As you read through this report, take the time to respond to the **Application** exercises where they appear. Each exercise is designed to help you reflect on the principles covered, consider how they apply to your relationships and/or work life, and then write down ideas on how to apply the principles for better results.

## Understanding the DISC Behavioral Model

### BEHAVIORAL STYLES

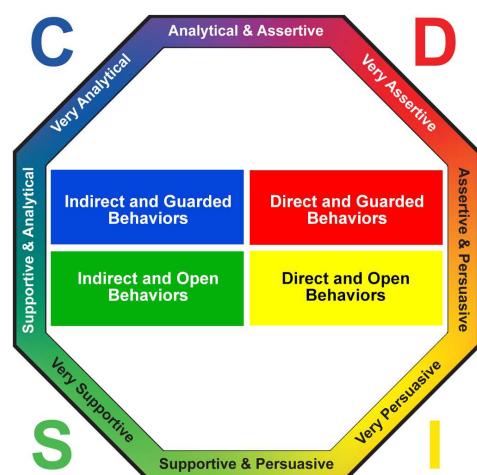
Historical and contemporary research reveals more than a dozen various models of our behavioral differences, but many share one common thread: the grouping of behavior into **four basic categories**. The DISC styles are **Dominance, Influencing, Steadiness, and Conscientious**. There is no “best” style. Each style has its unique strengths and opportunities for continuing improvement and growth. The DISC Behavioral Assessment examines external and easily observable behaviors and measures tendencies using scales of **directness** and **openness** that each style exhibits.

### Listed Below are Behavioral Descriptors of Each Style

DOMINANCE	INFLUENCING	STEADINESS	CONSCIENTIOUS
Decisive	Charming	Understanding	Accurate
Competitive	Confident	Friendly	Precise
Daring	Convincing	Good Listener	Analytical
Direct	Enthusiastic	Patient	Compliant
Innovative	Inspiring	Relaxed	Courteous
Persistent	Optimistic	Sincere	Diplomatic
Adventurous	Persuasive	Stable	Precise
Problem Solver	Sociable	Steady	Fact Finder
Results Oriented	Trusting	Team Player	Objective

### Recognizing the Directness and Openness of Each Style

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

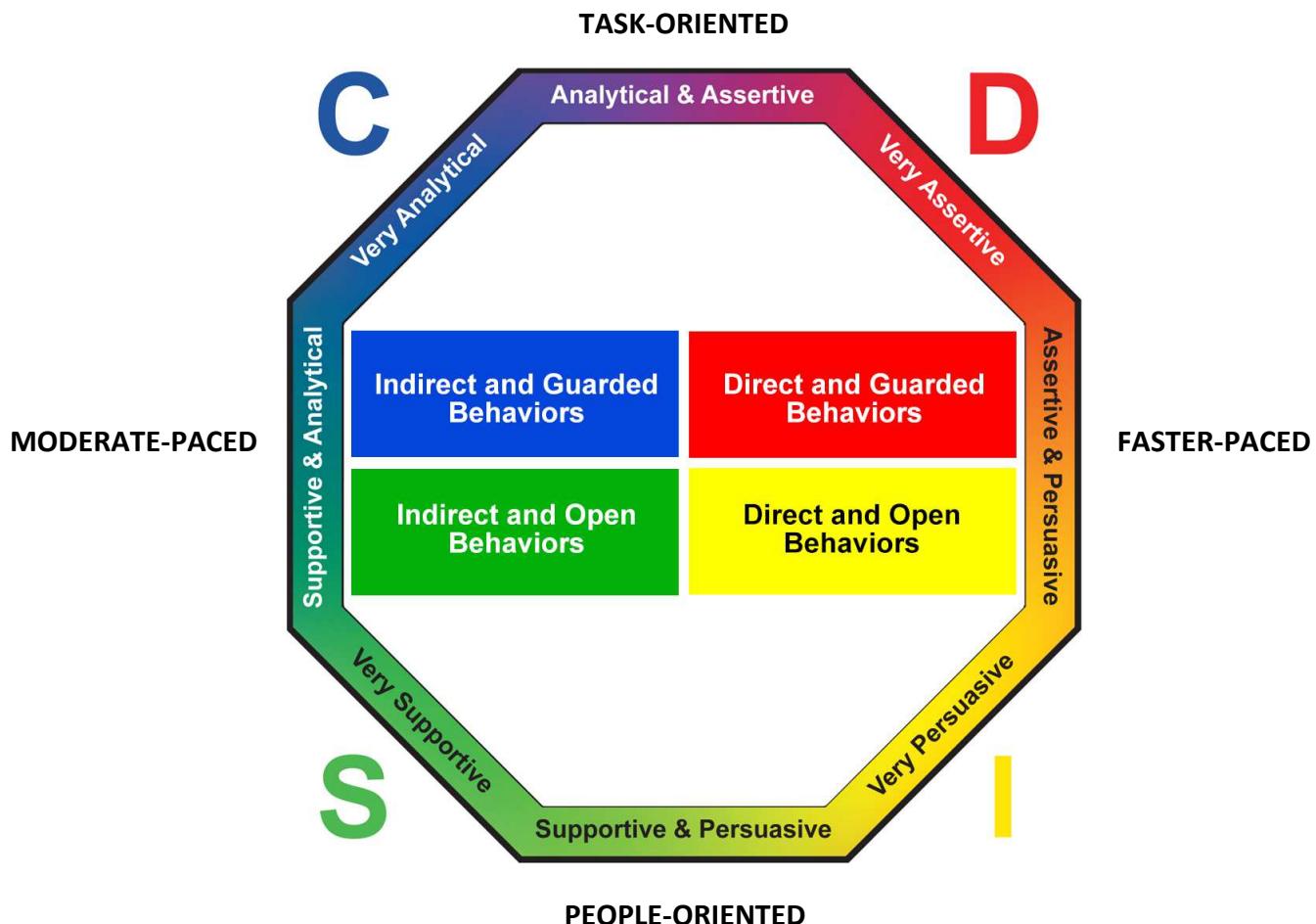


## Recognizing the Pace and Priority of Each Style

In addition to examining the directness and openness of each style, the DISC model helps people recognize differences in pace and priority. The octagonal “wheel” below illustrates this difference in pace (more moderate-paced vs. faster-paced) and priority (task-oriented vs. people-oriented), as noted around the outside of the diagram.

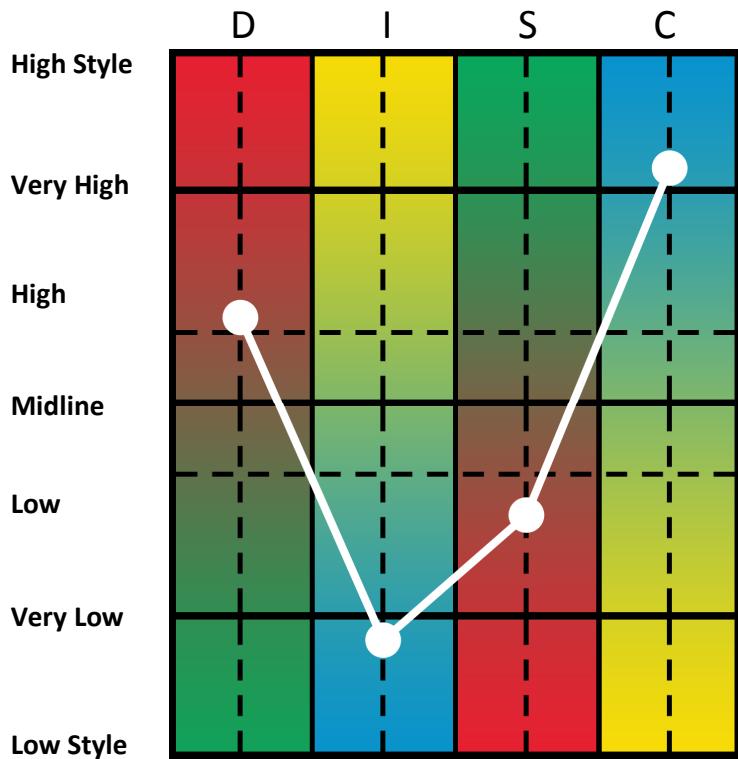
**PACE AND PRIORITY represent two of the main sources of tension between the styles.**

- D and I styles have different **PACES** than S and C styles. D and I are faster-paced, while S and C are more moderate-paced.
- D and C styles have different **PRIORITIES** than I and S styles. D and C are task-oriented, while I and S are people-oriented.
- D and S styles have **BOTH PACE AND PRIORITY DIFFERENCES** from I and C styles.



This model is more fully explained on page 17.

## Part I: Understanding Yourself - Your Natural DISC Style



### Identifying Your DISC Behavioral Style

Your highest plotting point on your graph represents your strongest DISC behavioral style.

The higher the point, the more intensity you bring to this behavior. Circle any plotting points above the mid-line.

Your highest plotting point is \_\_\_\_\_

Other plotting points above the midline are:

Everyone has some of the four behavioral tendencies. The position of the four plotting points on your graph creates a pattern which gives you information about your behavior.\*

### Defining Your DISC Styles

**D - Dominance Styles:** Work toward achieving goals and results; they function best in an active and challenging environment.

**I - Influencing Styles:** Work toward relating to people through verbal persuasion; they function best in a friendly and favorable environment.

**S - Steadiness Styles:** Work toward supporting and cooperating with others; they function best in a supportive and harmonious environment.

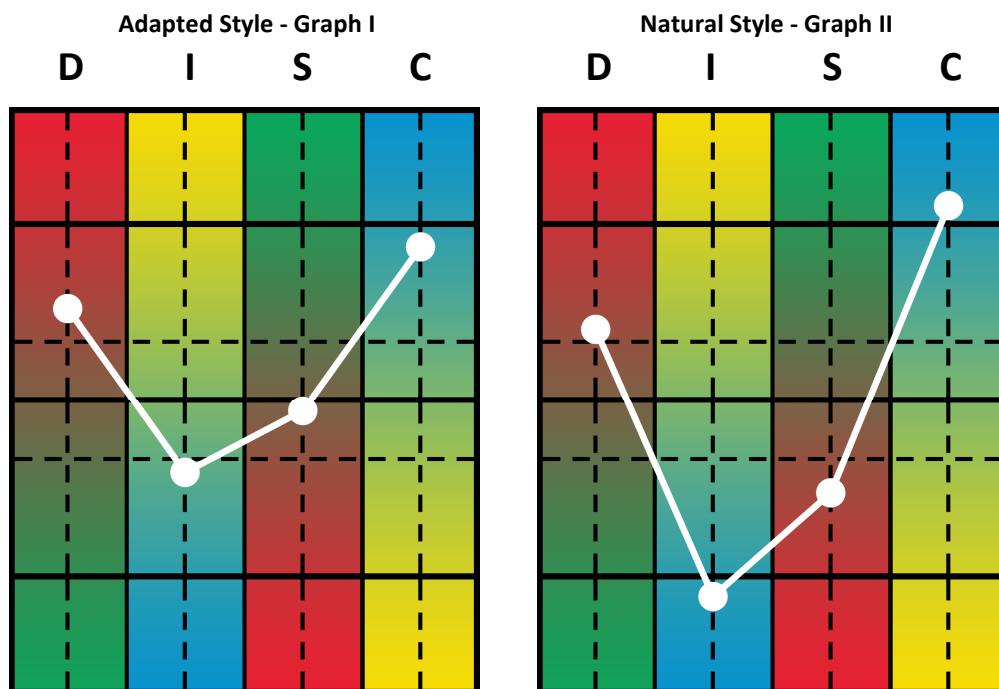
**C - Conscientious Styles:** Work toward doing things right and focus on details; they function best in a structured and orderly environment.

**Application:** Make note of your highest plotting point on the graph above, and then turn to the Overview of the Four Basic Styles on page 8. Find the column (D, I, S or C) that matches your highest plotting point. Read through the characteristics in that column, and put a plus sign (+) by every word you agree with that describes your behavior, a minus sign (-) by words you disagree with, and a question mark (?) by words you are unsure about.

\*“The DISC research evidence supports the conclusion that the most effective people are those who know themselves, recognize the demands of the situation and adjust or change their behavior so as to have the best chance to meet the needs of any given opportunity.”

## Understanding Your Adapted and Natural Styles

Your **Adapted Style (Graph I)** is the graph shown on the left. This is your perception of the behavior that best fit your focus when you took the assessment. It can change when you refocus on a new role or relationship. The graph to the right is your **Natural Style (Graph II)** and measures your instinctive style. It tends to identify the most "true and accurate" you. This graph tends to describe how you respond when you are most comfortable and also tends to define how and why you predictably react to expectations, fear and confrontation. Graph II tends to be the more stable of the two.



If the plotting points in both graphs are similar, it suggests that you tend to use the same behaviors in your chosen role or situation as you use in your natural environment. If they are different, this may cause stress over time and result in you using greater degrees of energy to function in the specific role you focused on when taking this assessment. Differences can also cause greater degrees of fatigue.

The plotting points also can identify clusters of behavioral traits. On pages 18 and 19, these traits are color coded on the four D,I,S and C continuums. You are encouraged to validate the accuracy of the traits in describing what is happening in your Adapted Style and your Natural Style. Once you are aware of the differences between the graphs and the validity of the traits, you can better apply stress management strategies in coping with challenges. It can also help you in knowing who you might need on your team or in your life to function in roles that are your greatest stretches of behavior.

**Application:** Compare your two graphs, and look for discrepancies of two or more segments on the graphs in any of your D-I-S-C dimensions. Consider what might be the cause of those discrepancies, and if this causes stress in your life. Determine ways to ease this stress. (Contact your DISC practitioner who gave you this assessment if you'd like to have a coach help you understand this information more fully.)

## Overview of the Four Basic DISC Styles

Below is a list of characteristics of each of the four basic DISC styles. Understanding more about each style's strengths, limitations, blind spots, fears and growth areas will lead to greater success in life.

	HIGH D DOMINANCE STYLE	HIGH I INFLUENCING STYLE	HIGH S STEADINESS STYLE	HIGH C CONSCIENTIOUS STYLE
<b>Primary Drive</b>	Independence	Interaction	Stability	Correctness
<b>Preferred tasks</b>	Challenging	People related	Scheduled	Structured
<b>Comfortable with</b>	Being decisive	Social friendliness	Being part of a team	Order and planning
<b>Personal strength</b>	Problem solver	Encourager	Supporter	Organizer
<b>Strength out of control</b>	Preoccupation on goals over people	Speaking without thinking	Procrastination in addressing change	Over analyzing everything
<b>Personal limitation</b>	Too direct and intense	Too disorganized and nontraditional	Too indecisive and indirect	Too detailed and impersonal
<b>Personal wants</b>	Control, Variety	Approval, Non-structure	Routine, Harmony	Standards, Logic
<b>Personal Fears</b>	Losing, Being taken advantage of	Rejection, Rigid structure	Change, Confrontation	Criticism, Illogical thinking
<b>Blind spots</b>	Being held accountable	Follow through on commitments	Embracing need for change	Making decisions without analysis
<b>Needs to work on</b>	Empathy, Patience	Controlling emotions	Being assertive when pressured	Worrying less about everything
<b>Measuring Maturity</b>	Giving up control	Objectively handling rejection	Standing up for self when confronted	Not being defensive when criticized

**Application:** Read through the column of information of your highest DISC style from your graph on page 6. Put a plus sign (+) by every word you agree with, a minus (-) by words you disagree with, and a question mark (?) by words you are unsure about.

Share your results with someone and see if they agree or disagree with your assessment. Also look at the qualities in any additional column(s) which are above the midline on page 6, and personalize that information with a +, - or ? to add to your self-understanding.

## 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. Coaching ideas are occasionally provided so that you can leverage your strengths whenever possible to maximize your personal success.*

You tend to be assertive and responsive to creative ideas and solutions. When in creative mode, you may tend to withdraw a bit and process information internally. Once the decision has been made, or the solution created, you emerge as a more assertive and mission-focused leader. Sample, you score like those who push the envelope of their own creativity, and tend to lead their teams to optimal performance. To get the most out of this trait, be certain to display a more people-oriented side at times, so that others on the team can see this side of you as well.

You make day-to-day operational decisions very quickly and easily. You put substantially more time, effort, and caution into larger decisions. You score like some who tend to be worriers, in a good sense, because of the level of detail and quality of thought behind the important decisions you make. At times, you may present yourself with "double-bind" situations: "damned if you do, and damned if you don't." You may reduce stress in these types of situations by seeking input from trusted advisors.

Careful analysis of your response pattern indicates that you may tend to have dichotomous ambitions: On one hand, you are driven to achieve quick, visible results, but you are equally motivated by strong quality control and perfection. In an ideal world, these drives could work in harmony, but in reality, they might well prove detrimental to the result. You may sometimes seek quick results at the expense of quality, or vice versa.

You like to be perceived as a pacesetter -- one who comes up with new ideas and creative solutions. This theme will emerge in other parts of this report due to its importance. You bring a creative spin to the way you solve problems and find solutions. You have the ability to evaluate the whole range of possibilities, and provide deep mindshare on the decisions you make. This comes from both your decision-making ability and your deep concern for details.

Your responses to the instrument show that you tend to be non-aggressive with your input, in order to avoid making waves. You tend to be brief and concerned with the bottom-line, and thus may be perceived as abrupt.

Sample, you score like those who maintain a high sense of urgency in most things they do. You are always thinking about more efficient or effective ways of getting things done. This urgent tempo can help propel you and your team to new successes, but may sometimes cause frustration on your part when faced with setbacks.

## 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.*

**Application:** Check the two most important strengths and the two most important work style tendencies and transfer them to the **Summary of Your Style** on page 16.

#### **Your Strengths:**

- You put hard work and heavy effort into finding the best possible answers to questions or problems.
- You consider many alternatives, theories, and possibilities in your problem-solving approach.
- You are able to make decisions having the bottom-line in mind.
- You have the ability to use your imagination and take calculated risks in developing new solutions to problems.
- You maintain a strong, businesslike focus on problems, ideas, and solutions.
- You are able to find solutions quickly, with a high degree of quality control.
- You tend to be a strong agent of change.

#### **Your Work Style Tendencies That You Bring to the Job:**

- You are motivated by a freedom and flexibility to re-examine results and conclusions.
- You may tend to vacillate on some decisions, wanting to make the highest-quality choice possible, and may keep the "data gate" open too long. As a result, you may later be forced to make a decision under crisis.
- You are able to look at a project from a "big picture" perspective, while keeping track of the details and minutiae that contribute to each step.
- You tend to make day-to-day operational decisions very quickly and easily. You devote substantially more time, effort, and caution to larger decisions.
- You are motivated to be creative and tend to become bored with routine work.
- Your ability to quickly analyze the facts allows you to show dominance in many new situations.
- You are motivated to be an initiator of creative new ideas, and may be seen as an agent of change within an organization.

## Your Motivations (Wants) and Needs

*What motivates you? People are motivated by what they want. What do you really want? Our behaviors are also driven by our needs. Each style has different needs. If one person is stressed out, they may need quiet time alone; another may need social time around a lot of people. Each person's style is different and is simply meeting its own needs. The more fully our needs are met, the easier it is to perform at an optimal level.*

**Application:** Check the two most important motivators (wants) and the two most important needs and transfer them to the **Summary of Your Style** on page 16.

### You Tend to Be Motivated By:

- New experiences, and new challenges to meet.
- Authority equal to the responsibility you have been given.
- Freedom from control and close scrutiny. A lack of freedom implies a lack of trust.
- Time to react to sudden changes, and to analyze the impact on overall quality.
- High standards of quality that all members of the team honor and support.
- Direct, factual answers to questions, supported by accurate data.
- Things being done correctly the first time, so that later corrections aren't necessary.

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

- To be able to trust the competence and high standards of others on the team.
- To verbalize more of your reasons for decisions, and to include others in the decision-making process.
- Opportunities to use your professional expertise to solve problems by finding creative solutions.
- Fewer daily critical decisions, as you may hesitate when under too much pressure due to the desire for a high-quality result.
- To focus on reaching closure on projects, as you tend to resist finalizing because there is always something that could be improved.
- To seek more input from others for a more effective team cooperation.
- A minimum of oversight, interference, and organizational politics getting in the way of the creative processes.

## Your 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 a work environment where you are most likely to be self-motivated.*

**Application:** Check the two most important environmental factors and transfer them to the **Summary of Your Style** on page 16.

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

- Support of some occasional vacillation in decisions or ideas.
- Freedom from external pressure, while allowing for self-imposed pressure and urgency.
- Opportunity for advancement to positions allowing for creativity.
- Opportunities for one to work alone, and to think things through.
- Freedom to create in new and different ways.
- Power and authority to make decisions and create change.
- Time to react to alternatives, but also support for the fact that the clock is ticking.

## The C Style

### Your Behavior and Needs Under Stress

*The narration below describes possible actions you may take when experiencing stress. Also described is a range of behaviors you might use in conflict situations, and strategies that will help you reduce conflict and increase harmony in your life.*

**Application:** Check the two most important strategies to reduce conflict and transfer them to the **Summary of Your Style** on page 16.

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

- Unable to meet deadlines
- Over-reliant on data and documentation
- Resentful
- Slow to begin work
- Slow to act

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

- Accuracy
- Understanding of principles and details
- Guarantees that you are right

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

- You are quite uncomfortable with overt conflict, aggression and anger. You will do whatever you can to avoid these situations and to avoid individuals with whom you have a disagreement.
- You tend to hold conflicts or conflicting views in your mind, looking for proof that you are right or a new valid way of looking at things that accommodates both points of view.
- Since you tend to focus on quality and your own high standards, you may become demanding in order to ensure compliance.

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

- Be sure to share the reasoning behind your decisions. Failure to do so makes them seem arbitrary
- Be more open with your friends and coworkers, sharing your feelings, needs and concerns with them.
- Include all the people involved with a project in your decision-making process. Ask for their suggestions as well as their data.

## Communication Tips and Plans for Others

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

**Application:** Check the two most important ideas when others communicate with you (do's & don'ts) and transfer them to the **Summary of Your Style** on page 16.

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

- Motivate and persuade Sample by pointing out objectives and expected results.
- Stick to business matters only -- small talk or charm won't be appreciated.
- Give him time to verify the issues and potential outcomes.
- Remember these three rules: Be brief, be bright, and be gone.
- Be efficient: Hit the major points first.
- Be specific about what's needed, and who is going to do it.
- When you agree, support the ideas and potential results, rather than supporting the person responsible for the results.

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

- Use unreliable evidence or testimonials.
- Forget or lose things necessary for the meeting or project.
- Leave things up in the air, or decide by chance.
- Provide incomplete or unclear directions or instructions.
- Whine about all of the work you have to do.
- Confuse or distract him from the issues at hand.
- Fail to follow through. If you say you're going to do something, do it.

## Potential Areas for Improvement

*Everyone has some possible struggles, limitations or weaknesses. Oftentimes, these are 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.*

**Application:** Check the two most important areas you are committed to improve upon and transfer them to the **Summary of Your Style** on page 16.

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

- You may need some improvement on your communication skills. It is important to share ideas with others on the team, allowing them to be a "sounding board" for your thoughts.
- You may sulk or withdraw if not given attention and/or credit for ideas submitted.
- You may like to work under pressure, and thus you put others under unwelcome pressure sometimes.
- Others may have difficulty keeping up with your opposing desires for quick, yet perfect results.
- You have a strong need for perfection and may not be satisfied until it has been reached.
- You may appear indecisive to some because of the need to re-examine evidence, or even wait for new evidence prior to making decisions.
- You may tend to work in rapid bursts, followed by periods of quiet reflection. This style may be confusing to others who might prefer a more consistent approach.

## Summary of Sample Report's Style

*Communication is a two-way process. Encourage others to complete their own Biblical Behavioral Assessment and then share the Summary Sheet below with each other. By discussing the preferences, needs and wants of the people with whom you work, minister, socialize and live, 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 Biblical Behavioral Assessment information.*

**Application:** Complete the worksheet below by referring to the information on the previous pages of this report.

### YOUR STRENGTHS (p. 10)

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### YOUR MOTIVATIONS and IDEAL WORK ENVIRONMENT (pp. 11 and 12)

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### STRATEGIES TO REDUCE CONFLICT AND INCREASE HARMONY (p. 13)

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### COMMUNICATION TIPS AND PLANS FOR OTHERS (p. 14)

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### POTENTIAL AREAS FOR IMPROVEMENT (p. 15)

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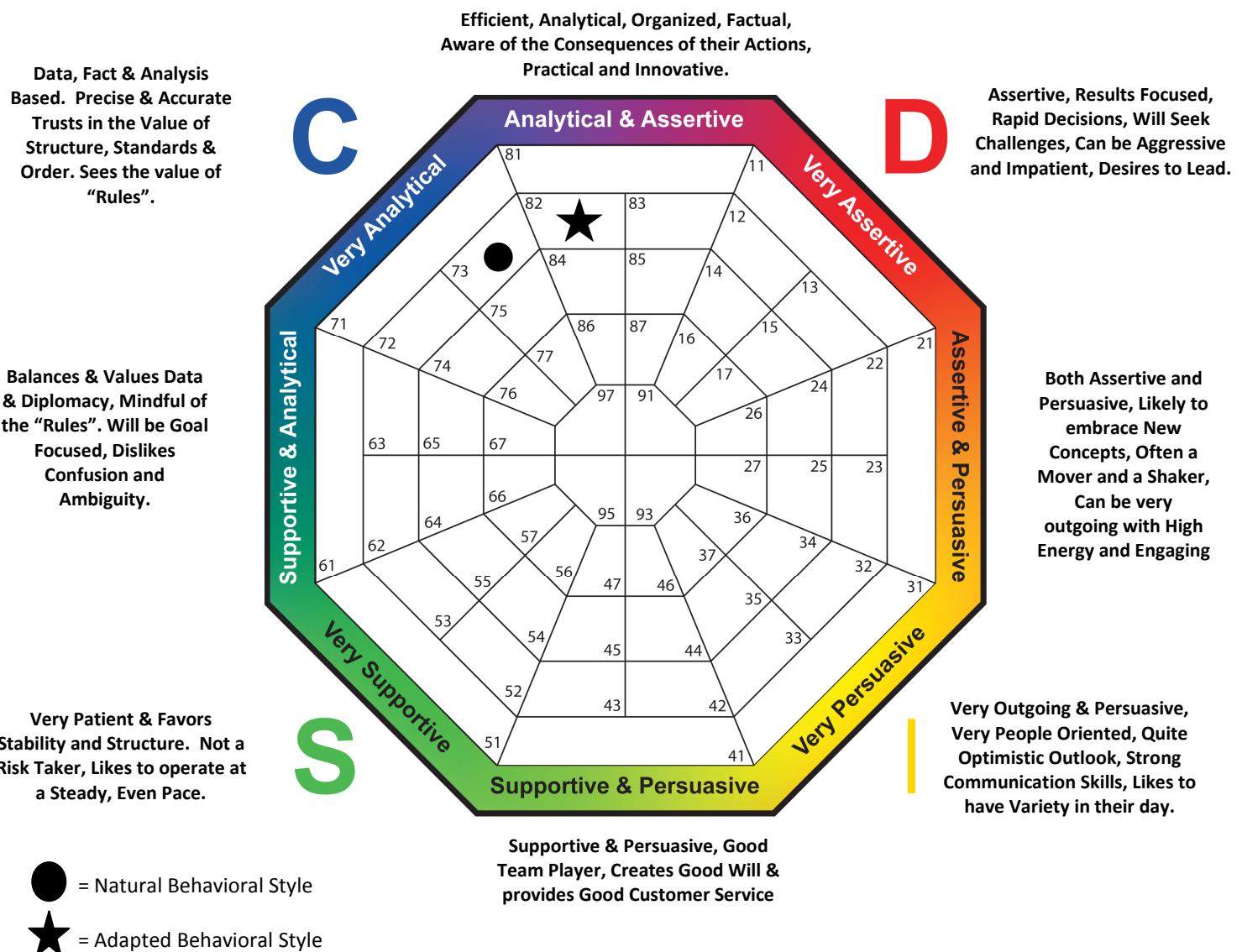
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## A Deeper Look at Your Behavior: The Behavioral Pattern View

The Behavioral Pattern View (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

- |                           |   |
|---------------------------|---|
| <b>D = Dominance:</b>     | How you deal with Problems and Challenges   |
| <b>I = Influencing:</b>   | How you deal with People and Contacts       |
| <b>S = Steadiness:</b>    | How you deal with Pace and Consistency      |
| <b>C = Conscientious:</b> | How you deal with Procedure and Constraints |



## Adapted Style Continuum

The words in the bracketed areas below reflect the intensity of the adapted or expected behaviors you portray in each DISC segment. **Application:** Increase self-awareness of your behavioral style by identifying traits that best define your behavior. Put a plus (+) mark by words in the bracketed areas that best describe you.

	D	I	S	C
DISC Focus	Problems / Tasks	People	Pace (or Environment)	Procedures
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
Observable	Decisive, risk-taker	Optimistic, trust others	Patience, stabilizer	Cautious, careful decisions
Fears	... being taken advantage of/lack of control	... being left out, loss of social approval	... sudden change/loss of stability and security	... being criticized/loss of accuracy and quality
6	dominant belligerent dictatorial demanding pioneering decisive	interactive persuasive spontaneous emotional impulsive overly optimistic	patient loyal steady team player indifferent remaining still	compliant perfectionist precise systematic diplomatic worrisome
5	risk taker takes chances curious self assured	enthusiastic cheerful influential sociable	too lenient kind at ease good listener	restrained conscientious analytical conforms to rules
4	hasty competitive confident positive	optimistic charitable pleasant agreeable	non-emotional deliberate amiable dependable	analytical critical of self sensitive too compliant
3	hesitant calculates risks self-critical unassuming	convincing prefers harmony adaptable reflective	mobile alert restless responsive	self-confident "own person" expresses opinion firm
2	discounts self non-demanding conservative willing	reserved factual suspicious non-emotional	ready and willing critical of others flexible impatient	persistent independent unconventional strong-willed
1	shy humble peaceful fearful meek submissive	aloof pessimistic withdrawn logical probing detached	active intense confrontational spontaneous hyperactive aggressive action	determined fearless free-spirited rebellious sarcastic defiant

## Natural Style Continuum

The words in the bracketed areas below reflect the intensity of the adapted or expected behaviors you portray in each segment. **Application:** Increase self-awareness of your behavioral style by identifying traits that best define your behavior. Put a plus (+) mark by words in the bracketed areas that best describe you.

		D	I	S	C
DISC Focus		Problems / Tasks	People	Pace (or Environment)	Procedures
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze	
Observable	Decisive, risk-taker	Optimistic, trust others	Patience, stabilizer	Cautious, careful decisions	
Fears	... being taken advantage of/lack of control	... being left out, loss of social approval	... sudden change/loss of stability and security	... being criticized/loss of accuracy and quality	
6	dominant belligerent dictatorial demanding pioneering decisive	interactive persuasive spontaneous emotional impulsive overly optimistic	patient loyal steady team player indifferent remaining still	compliant perfectionist precise systematic diplomatic worrisome	
5	risk taker takes chances curious self assured	enthusiastic cheerful influential sociable	too lenient kind at ease good listener	restrained conscientious analytical conforms to rules	
4	hasty competitive confident positive	optimistic charitable pleasant agreeable	non-emotional deliberate amiable dependable	analytical critical of self sensitive too compliant	
3	hesitant calculates risks self-critical unassuming	convincing prefers harmony adaptable reflective	mobile alert restless responsive	self-confident "own person" expresses opinion firm	
2	discounts self non-demanding conservative willing	reserved factual suspicious non-emotional	ready and willing critical of others flexible impatient	persistent independent unconventional strong-willed	
1	shy humble peaceful fearful meek submissive	aloof pessimistic withdrawn logical probing detached	active intense confrontational spontaneous hyperactive aggressive action	determined fearless free-spirited rebellious sarcastic defiant	

## Understanding Your Relational Style

Circle the High and Low squares below that correspond with the High and Low plotting points on your graph on page 6. **Application:** Take a few minutes to consider the traits below and complete the blanks at the bottom of the page. Then share the information with an important person in your life.

High Style	D	I	S	C
Respond	Be Direct	Be Friendly	Be Nonthreatening	Be Specific
Relate	Briefness	Freedom to Express Feelings	Friendly Tones	Patient Answers
Reinforce	The Bottom Line	Social Recognition	Time to Process	Freedom to Validate
Help	Get out of the way	Talk to Me	Give Assurances	Leave Me Alone

----- midline -----

Respond	Allow Time to Process	Be Logical	Focus on Action	Focus on Activities
Relate	Nonverbal Assurances	Accurate Data	Variety	Non-structure
Reinforce	Time to React	Support	Control	Encouragement
Help	Give Me a Hug	Respect Privacy	Allow Spontaneity	Allow Flexibility
Low Style	D	I	S	C

## Understanding Your Relational Style

**Example:** "As a High I/S and Low D/C blend, my suggestion to others in **responding** to me is *be friendly and nonthreatening*. **Relate** to me with *freedom to express my feelings*. In **reinforcing** me give me *verbal encouragement*. When I'm under stress, you can be **helpful** to me if *you talk to me*."

Using the chart above, define your relational style by completing the statements below.

### Defining Your Relational Style

As a high \_\_\_\_\_ and low \_\_\_\_\_ blend, my suggestion to others in **responding** to me is \_\_\_\_\_

**Relate** to me with \_\_\_\_\_

In **reinforcing** me, give me \_\_\_\_\_

When I'm under stress, you can be **helpful** if you \_\_\_\_\_.

## Understanding Your Communication Style

Circle the High and Low squares below that correspond with the High and Low plotting points on your graph on page 6. **Application:** Take a few minutes to consider the traits below and complete the blanks at the bottom of the page. Then share the information with an important person in your life.

High Style	D	I	S	C
Act	Assertive	Persuasive	Patient	Contemplative
Want	Control	Approval	Routine	Standards
Fear	Losing	Rejection	Change	Being Wrong
Fear Response	Anger	Blame	Nonparticipation	Criticism

----- midline -----

Act	Cooperative	Unemotional	Responsive	Free-spirited
Want	Harmony	Logic	Variety	Non-structured
Fear	Confrontation	Illogical actions	Status Quo	Conforming
Fear Response	Indifference	Suspicion	Physical Action	Emotion
Low Style	D	I	S	C

## Understanding Your Communication Style

**Example:** "As a High D and Low I/S/C blend, I naturally **act assertive and responsive** because I **want control and logic**. If I perceive that I may face (**fear**) *losing or illogical actions*, I may **respond with anger or suspicion**."

Using the chart above, define your communication style by completing the statements below.

### Defining Your Communication Style

As a high \_\_\_\_\_ and low \_\_\_\_\_ blend, I naturally **act** \_\_\_\_\_

because I **want** \_\_\_\_\_

If I perceive that I may face (**fear**) \_\_\_\_\_

I may **respond** with \_\_\_\_\_

## Understanding Your Negotiating Style in Resolving Conflict

Circle the High and Low squares below that correspond with the High and Low plotting points on your graph on page 6. **Application:** Take a few minutes to consider the traits below and complete the blanks at the bottom of the page. Then share the information with an important person in your life.

High Style	D	I	S	C
Comfortable	Decisive	Enthusiastic	Supportive	Structured
Fears	Losing	Rejection	Change	Being Wrong
Tension	Demand Action	Attack	Comply	Avoid Disagreeing
Conflict	Avoid Contact	Comply	Attack	Demand Details

----- midline -----

Comfortable	A Team Player	Detached	Spontaneous	Unstructured
Fears	Confrontation	Illogical Actions	Status Quo	Conforming
Tension	Become Quiet	Remain Calm	Challenge Others	Become Arbitrary
Conflict	Stuff Feelings	React Covertly	Assess Blame	Become Sarcastic
Low Style	D	I	S	C

### Understanding Your Negotiating Style in Conflict

**Example:** "As a High I/S and Low D/C blend facing conflict, I am most **comfortable** being *enthusiastic and supportive*. When I feel **fears** of *confrontation and rejection* it causes tension for me. Under **tension**, I may *become quiet and comply*. If this intensifies the **conflict**, I may *attack or become sarcastic*."

Using the chart above, define your negotiating style in resolving conflict by completing the statements below.

#### Defining Your Negotiating Style in Resolving Conflict

As a high \_\_\_\_\_ and low \_\_\_\_\_ blend, I am most **comfortable** being \_\_\_\_\_

When I feel **fears** of \_\_\_\_\_ it causes tension for me.

Under **tension**, I may \_\_\_\_\_

If this intensifies the **conflict**, I may \_\_\_\_\_.

## Understanding Your Work Style

Circle the High and Low squares below that correspond with the High and Low plotting points on your graph on page 6. **Application:** Take a few minutes to consider the traits below and complete the blanks at the bottom of the page. Then share the information with an important person in your life.

High Style	D	I	S	C
Preferred Tasks	Challenging	People Related	Scheduled	Detailed
Work Style	Decisive	Interactive	Cooperative	Traditional
Strength	Problem Solver	Encourager	Supporter	Organizer
Limitation	Too Direct	Too Disorganized	Too Indecisive	Too Detailed

----- midline -----

Preferred Tasks	Routine	Technical	Diverse	Unorthodox
Work Style	Participative	Structured	Reactive	Instinctive
Strength	Team Player	Logical Thinker	Energy Source	Risk Taker
Limitation	Too Indirect	Too Impersonal	Too Intense	Too Nontraditional
Low Style	D	I	S	C

## Understanding Your Work Style

**Example:** "As a High D/C and Low I/S blend, I prefer tasks that are challenging, detailed and diverse. My work style tends to be decisive and structured. My strengths are being a problem solver, organizer and logical thinker. Regarding my limitations, I tend to be too direct, impersonal and intense; therefore, I need a High I, Low D on my team."

Using the chart above, define your work style by completing the statements below.

### Defining Your Work Style

As a high \_\_\_\_\_ and low \_\_\_\_\_ blend, I prefer tasks that are \_\_\_\_\_.

My work style tends to be \_\_\_\_\_.

My strengths are being a \_\_\_\_\_. Regarding my limitations, I tend to be

too \_\_\_\_\_, therefore I need a High \_\_\_\_\_,

(opposite) Low \_\_\_\_\_ (opposite) on my team or in my life."

Three R's of DISC Relationships	
CONSCIENTIOUS (C)	DOMINANCE (D)
<p><b>HOW TO RESPOND TO A HIGH C</b></p> <ul style="list-style-type: none"> <li>• Be specific and accurate</li> <li>• Make allowance for initial responses to be cautious and/or negative</li> <li>• Allow freedom to ask questions</li> </ul> <p><b>HOW TO RELATE TO A HIGH C</b></p> <ul style="list-style-type: none"> <li>• Answer questions in a patient and persistent manner</li> <li>• Mix accurate data with assurances</li> <li>• Allow time to validate information</li> </ul> <p><b>HOW TO REINFORCE THE HIGH C</b></p> <ul style="list-style-type: none"> <li>• Provide a step-by-step approach</li> <li>• Provide reassurances of support</li> <li>• Give permission to validate information with third party</li> </ul>	<p><b>HOW TO RESPOND TO A HIGH D</b></p> <ul style="list-style-type: none"> <li>• Be firm and direct</li> <li>• Focus on actions and goals</li> <li>• Confront to get his/her attention</li> </ul> <p><b>HOW TO RELATE TO A HIGH D</b></p> <ul style="list-style-type: none"> <li>• Be brief and to the point</li> <li>• Explain "How to achieve goals" using logic with an action plan</li> <li>• Allow time to consider your ideas</li> </ul> <p><b>HOW TO REINFORCE THE HIGH D</b></p> <ul style="list-style-type: none"> <li>• Repeat the plan of action, focusing on goals, objectives, and results</li> <li>• Give bottom line instructions</li> <li>• Get out of his/her way</li> </ul>
<p><b>STEADINESS (S)</b></p> <p><b>HOW TO RESPOND TO A HIGH S</b></p> <ul style="list-style-type: none"> <li>• Be non-threatening and patient</li> <li>• Allow time to process and adjust to change</li> <li>• Make allowances for family or team</li> </ul> <p><b>HOW TO RELATE TO A HIGH S</b></p> <ul style="list-style-type: none"> <li>• Use friendly tones when instructing</li> <li>• Give personal, nonverbal acceptance and assurances</li> <li>• Allow time to process information</li> </ul> <p><b>HOW TO REINFORCE THE HIGH S</b></p> <ul style="list-style-type: none"> <li>• Repeat any instructions</li> <li>• Provide hands-on reinforcement</li> <li>• Be patient in allowing time to take ownership</li> </ul>	<p><b>INFLUENCING (I)</b></p> <p><b>HOW TO RESPOND TO A HIGH I</b></p> <ul style="list-style-type: none"> <li>• Be friendly and positive</li> <li>• Allow for informal dialogue</li> <li>• Allow time for stimulating and fun activities</li> </ul> <p><b>HOW TO RELATE TO A HIGH I</b></p> <ul style="list-style-type: none"> <li>• Use friendly voice tones</li> <li>• Allow time for them to verbalize their feelings</li> <li>• Help them transfer talk to an action plan</li> </ul> <p><b>HOW TO REINFORCE THE HIGH I</b></p> <ul style="list-style-type: none"> <li>• Offer positive encouragement and incentives for taking on tasks</li> <li>• Help them organize an action plan</li> <li>• Communicate positive recognition</li> </ul>

## Your Combined DISC Style Pattern

Up to this point, you have examined your DISC behavior largely by isolating the high and low plotting points and identifying which behaviors you display based on those points. While these descriptions are often quite accurate, they do not give you the full picture of your behavior. On the next four pages you will begin to see how the D, I, S, and C plotting points combine to make you the unique person you are in terms of behavioral characteristics.

The descriptions of the 16 most common behavioral patterns (DISC combinations) associated with each pattern are listed on pages 26-29. Find the graphs on these pages that look most like the shapes of your Graph I and Graph II found on page 7. Typically, each pattern will have one or two – and sometimes three – of the DISC plotting points that are prominently displayed, plotted above the midline.

Look for the graph that has the same general shape as yours, even though some plotting points may be slightly higher or lower. Circle the two graphs that correspond with your Graph I and Graph II. If your Graph I and Graph II are identical or fairly similar, you will only need to circle one.

### Application

If your Graph I and Graph II are fairly similar, you only need to complete one graph assignment below. If they are different in their shape, you will get insights into your behavior by completing the assignment for both graphs. Note that each pattern or style is also given a descriptive title, such as Producer, Networker, Planner, Fact Finder, etc. List the title that is associated with your behavioral pattern(s) for

Graph I: \_\_\_\_\_

Graph II: \_\_\_\_\_

Read the descriptive information about the behavioral pattern(s) on the following four pages. Personalize the information by placing a plus (+) sign next to those phrases you agree with, a minus sign (-) by those you disagree with, and a question mark (?) by phrases you are unsure about. Pay special attention to the information about your instinctive fears and blind spots/pride – areas which can block high performance. Discuss this information with a person who knows you well to gain further insights into your behavior.

What did you learn about yourself in reading through this information? How do you see that behavior exhibited in your own life? Is this behavior getting you the results you want from your life? If not, what can you do differently to get better results?

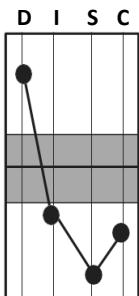
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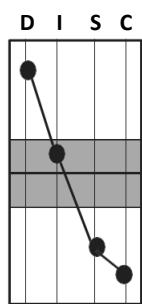
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## Understanding High D Behavioral Patterns



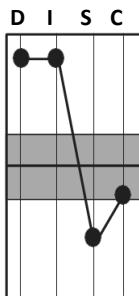
### Primary D Producer

- 1-PRIMARY DRIVE: Very independent in seeking solutions to problems
- 2-PERSONAL GIFTEDNESS: Innovative problem solver; able to directly influence others' actions
- 3-INSTINCTIVE FEARS: Loss of control
- 4-BLIND SPOTS/PRIDE: Seeing the need to be accountable to others



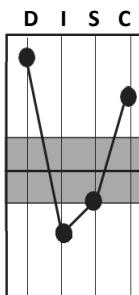
### D/I Results-Driven

- 1-PRIMARY DRIVE: Strength of character
- 2-PERSONAL GIFTEDNESS: Takes charge; acts as catalyst to carry out difficult assignments
- 3-INSTINCTIVE FEARS: Slowness, especially in seeing a task or goal accomplished
- 4-BLIND SPOTS/PRIDE: Seeing where their actions contribute to negative consequences



### D equal I Dynamo

- 1-PRIMARY DRIVE: Strong drive to control their environment by persuasion
- 2-PERSONAL GIFTEDNESS: Gifted with verbal skills; can be intimidating
- 3-INSTINCTIVE FEARS: Not having authority to control events; can misrepresent the facts
- 4-BLIND SPOTS/PRIDE: Understanding their aggressive style can cause others to resort to covert action



### D/C Explorer

- 1-PRIMARY DRIVE: Being the front-runner in developing new concepts
- 2-PERSONAL GIFTEDNESS: Being the instrument in bringing about change to make old systems better
- 3-INSTINCTIVE FEARS: Others failing to measure up to their standards
- 4-BLIND SPOTS/PRIDE: Understanding that grace is a critical factor in implementing standards and principles

### Style Overview:

Producers follow their own path and will seek new projects and challenges. They are self-reliant and like to solve their issues without asking for help. This independence fosters innovation that is strongly advocated to others. Being in control is important to them and they can push back if challenged. They have high expectations of others and can be quite critical if expected results lag. They can be seen as uncaring and, at times, difficult to work with.

### Style Overview:

The Results-Driven style displays strong self-confidence that may be viewed as arrogance. They will pursue options that challenge them to achieve goals. They like difficult tasks, unique opportunities and seek positions of authority. They avoid constraints. Rules can be viewed as loose guidelines. They act quickly and can become impatient and critical with more methodical and analytical people. In the extreme, they can appear cool and abrasive to others.

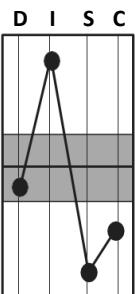
### Style Overview:

Dynamics will make an attempt to adjust or modify the thoughts and actions of others. They are good at understanding how to steer others toward a predetermined result. They will set the stage for the desired result before they verbalize that desire. Their strong persuasive skills can elicit cooperation from others but sometimes create a feeling by others of being manipulated. Dynamics can be intimidating and can seek to override the decisions of others.

### Style Overview:

Explorers display opposing directions in their behaviors. There is a desire for results and goal achievement AND a competing desire for those results to be perfect.. Explorers shift between aggression and sensitivity, the desire for immediate results vs. consideration of alternatives. They often make routine decisions quickly but may need to exercise caution for bigger ones. They are change agents who will want the space and flexibility to explore by retesting and revisiting their conclusions over time. They can be seen as emotionally distant and sometimes surprisingly direct.

## Understanding High I Behavioral Patterns

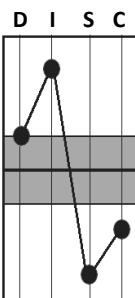


### Primary I Networker

- 1-PRIMARY DRIVE:** Creation of a favorable, friendly environment
- 2-PERSONAL GIFTEDNESS:** Quick of tongue; special ability to affirm and encourage others
- 3-INSTINCTIVE FEARS:** Having to face social rejection
- 4-BLIND SPOTS/PRIDE:** Connecting commitments to action when encountering social situations

### Style Overview:

Networkers have many personal contacts who support their efforts. They are outgoing, socially comfortable and make friends with ease. They promote with enthusiasm and draw on their contacts to help them achieve their goals. They are quite optimistic, which can lead to misjudging others. They may not spend time on considering negative consequences of their "gut feel" inclinations. They can over-talk as they pursue their objectives.

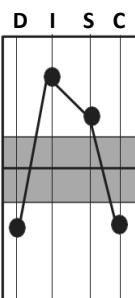


### I/D Influencer

- 1-PRIMARY DRIVE:** Reaching out to strangers, sincere desire to help people
- 2-PERSONAL GIFTEDNESS:** Influencing others with verbal persuasion; poised speaker
- 3-INSTINCTIVE FEARS:** Being rejected by friends
- 4-BLIND SPOTS/PRIDE:** Remembering past commitments in an unfavorable environment

### Style Overview:

Influencers enjoy working with others. They are viewed as friendly, even as they seek to accomplish their personal goals. They often gain the respect and support of others. They aspire to positions of authority and it is important that they "look good to others." They like variety in their day. They can be too optimistic about others and tend to believe they can influence others more than they likely can. Influencers often need analytical support to offset their tendency to proceed without all the facts.

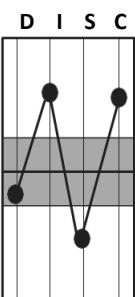


### I/S Coach

- 1-PRIMARY DRIVE:** Projecting encouragement; maintaining peace and harmony
- 2-PERSONAL GIFTEDNESS:** Sees the potential in people in spite of their flaws
- 3-INSTINCTIVE FEARS:** Disappointing friends; having to continually experience disharmony
- 4-BLIND SPOTS/PRIDE:** Knowing when an abusive situation is critical enough to confront

### Style Overview:

Coaches are adept at solving "people problems." They are seen as warm, empathetic and insightful. They like to form extended personal relationships and often develop a reputation for unobtrusive, contributory efforts when working with others. They can become too lenient with marginal contributors and tend to be too mild when issuing corrections, directions and expectations.



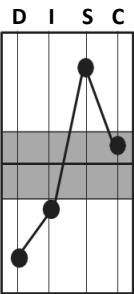
### I/C Assessor

- 1-PRIMARY DRIVE:** Being innovative with flair
- 2-PERSONAL GIFTEDNESS:** Working through people and having fun
- 3-INSTINCTIVE FEARS:** Coming under public criticism; made to look bad before peers
- 4-BLIND SPOTS/PRIDE:** Being rational when under emotional pressure

### Style Overview:

Assessors apply creative focus to practical, workable concepts and make them doable. They display competitive and results-oriented interactions but engage others with persuasion rather than through aggressive methods. They are good at explaining their ideas and the steps required to reach their goals. They are organized and often have a step by step action plan to assure a good result. They can be quite verbal in stating their dissatisfaction and in criticizing others who are not contributing.

## Understanding High S Behavioral Patterns

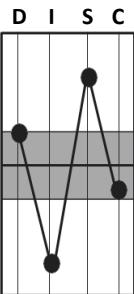


### Primary S Planner

- 1-PRIMARY DRIVE: Controlled, secure environment  
 2-PERSONAL GIFTEDNESS: Honoring those in authority  
 3-INSTINCTIVE FEARS: Being strong; confronting others  
 4-BLIND SPOTS/PRIDE: Being confident in knowing their pattern has strengths

### Style Overview:

Planners blend well with most others. Moderate behaviors with unobtrusive behavior defines this pattern. Will likely be considerate, helpful and patient. Will build a solid relationship with a limited number of associates. Most effective in specialized areas of expertise. Will be well planned and consistent in performance. Does not like "fire drills." Will be good at contributing to projects and activities.

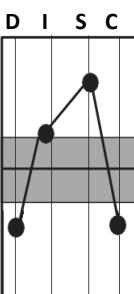


### S/D Finisher

- 1-PRIMARY DRIVE: Diligence in taking ownership of tasks; industrious  
 2-PERSONAL GIFTEDNESS: Follow-through in completing task, administrative duties  
 3-INSTINCTIVE FEARS: Non-compliance to standards  
 4-BLIND SPOTS/PRIDE: Awareness that relationships are as important as completing tasks

### Style Overview:

Finishers possess a strong sense of personal accountability and results orientation. They will likely demonstrate a keen interest in the quality of the work being done. Because Finishers have a high opinion of the quality of their own work, they can often either do a task themselves or take back a delegated task so that it's done right. Finishers operate at a high efficiency and expect acknowledgement and rewards for their efforts.

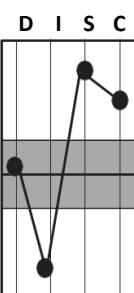


### S/I Harmonizer

- 1-PRIMARY DRIVE: Security of family, maintaining peace and harmony  
 2-PERSONAL GIFTEDNESS: Showing hospitality, being loyal to friends, expressing kindness  
 3-INSTINCTIVE FEARS: Dissension and conflict  
 4-BLIND SPOTS/PRIDE: Being able to free oneself of security blankets

### Style Overview:

Harmonizers balance both interpersonal connections and goals/objectives. They are supportive, make others feel included, and extend a hand of friendship. They tend to be well organized and deliver effective results. Being service oriented, the Harmonizer style is quite good at taking on/helping with tasks that others may struggle with themselves. They do not like conflict and may avoid connections with assertive individuals.



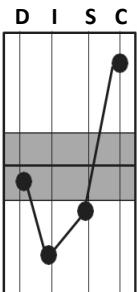
### S/C/D Examiner

- 1-PRIMARY DRIVE: Determination and tenacity  
 2-PERSONAL GIFTEDNESS: Steadily working through complex problems  
 3-INSTINCTIVE FEARS: Having to publicly match wits with strong personalities in selling ideas  
 4-BLIND SPOTS/PRIDE: Being preoccupied with worry

### Style Overview:

Examiners are steady, objective and analytical. They are successful due to their strong persistence in pursuing their objectives. They can excel in complex and/or technical projects. They rely upon logic rather than emotion. They like working alone and do not feel the need to engage or be involved with others. They can sometimes be viewed as lacking tact and/or warmth.

## Understanding High C Behavioral Patterns

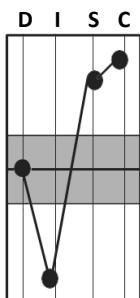


### Primary C Fact Finder

- |                        |  |
|------------------------|--|
| 1-PRIMARY DRIVE:       | Being cautious, follows instructions                                   |
| 2-PERSONAL GIFTEDNESS: | Attention to details, validation, loyal, follows the rules, diplomatic |
| 3-INSTINCTIVE FEARS:   | The unknown or undefined   |
| 4-BLIND SPOTS/PRIDE:   | Being too cautious and concerned with details                          |

### Style Overview:

Fact-finders have highly developed "quality control" and critical thinking ability. They favor logic and facts but also possess intuitive abilities that they will meld with the facts. Preparation is essential prior to action. They may appear shy but can work with others who have similar high quality focus. They avoid confrontational situations and, because they need to "get it right," can delay decisions. If they make a mistake, they will likely research additional material to support their original choice.

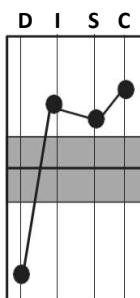


### C/S/D Formalist

- |                        |  |
|------------------------|--|
| 1-PRIMARY DRIVE:       | Doing things right, being accurate                                     |
| 2-PERSONAL GIFTEDNESS: | Steadiness in completing the assigned task                             |
| 3-INSTINCTIVE FEARS:   | Criticism directed toward them   |
| 4-BLIND SPOTS/PRIDE:   | Unrealistic expectations cause them to decline promising opportunities |

### Style Overview:

Formalists rely upon procedure and structure in all aspects of life. They are detailed oriented and seek perfection. They need to know the expectations and the timetable for their work. They can get bogged down in detail and will not rush important decisions. They will take a risk if they have the facts to support it. They may be initially suspicious of personal compliments, praise or flattery. Formalists will aggressively challenge actions or information that conflict with their point of view.

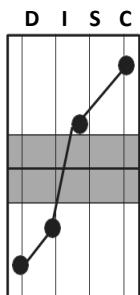


### C/S/I Technician

- |                        |   |
|------------------------|---|
| 1-PRIMARY DRIVE:       | Intense desire to maintain quality                          |
| 2-PERSONAL GIFTEDNESS: | Conscientious in communicating quality standard             |
| 3-INSTINCTIVE FEARS:   | Criticism of personal effort or work                        |
| 4-BLIND SPOTS/PRIDE:   | Incongruity of feelings, making logical thinking impossible |

### Style Overview:

Technicians will seek projects in their area(s) of expertise. They constantly challenge their own work and results. They are likely knowledgeable in many areas. They are easy to work with unless their expertise is challenged. They are quality oriented and expect strong results from themselves and others. They can become critical of others if they achieve poor results. At times, they can become too insistent on doing things a "certain way."



### C/S Diplomat

- |                        |   |
|------------------------|---|
| 1-PRIMARY DRIVE:       | Compliant, cooperative  |
| 2-PERSONAL GIFTEDNESS: | Team player, good follow-through, dependable, and conscientious     |
| 3-INSTINCTIVE FEARS:   | Surprises and illogical thinking                                    |
| 4-BLIND SPOTS/PRIDE:   | Being preoccupied with having to resolve every experience logically |

### Style Overview:

Diplomats tend to be cooperative and compliant provided they understand "why" a change in plan is necessary. They also need the freedom to ask follow-up questions and validate information from a third party they respect. Once validation is confirmed, they can be trusted to follow through with whatever task they are given. They tend to need process time to consider thinking that is illogical and full of surprises.

## PART II: Applying the DISC Model for Better Relationships and Results

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

This section will help you understand how to be more effective in relationships and situations. Good relationships can get better and challenging relationships may become good. After reviewing the information, select a relationship in which things have not gone as smoothly as you would like. Make a commitment to understand the other person's behavioral style and take a few steps to adapt your behavior.

### THIS APPLICATION SECTION INCLUDES:

- What is Behavioral Adaptability?
- Recognizing Another Person's Behavioral Style
- How to Modify Directness, Openness, Pace and Priority
- How to Adapt to the Different Behavioral Styles
- Communication Plan with the D,I,S and C Styles
- DISC Action Plan

## What is Behavioral Adaptability, and How Can I Do It?

**Adaptability** is your willingness and ability to adjust your approach or strategy based on the particular needs of the situation or relationship. Your adaptability level influences how others judge their relationship with you. Raise your adaptability level and trust and credibility go up; lower your adaptability level and trust and credibility go down. With adaptability you can treat other people the way THEY want to be treated.

**No one style is naturally more adaptable than another.** Adaptability concerns the way you manage your own behaviors. You practice adaptability each time you slow down for a **C** or **S** style; or when you move a bit faster for the **D** or **I** styles. It occurs when the **D** or **C** styles take the time to build the relationship with an **S** or **I** style; or when the **I** or **S** styles focus on facts or get right to the point with **D** or **C** styles. It means adjusting your behavior to make other people feel more at ease with you. Adaptability means adjusting your openness, directness, pace, and priority in the direction of another's preference, while maintaining your own identity.

**Adaptability is important to all successful relationships.** People often adopt a different style in their professional lives than they do in their social and personal lives. We tend to be more adaptable at work and less adaptable at home and with people we know better. Not adapting would cause others to view us as rigid and uncompromising, because we insist on behaving according to our own natural pace and priority.

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

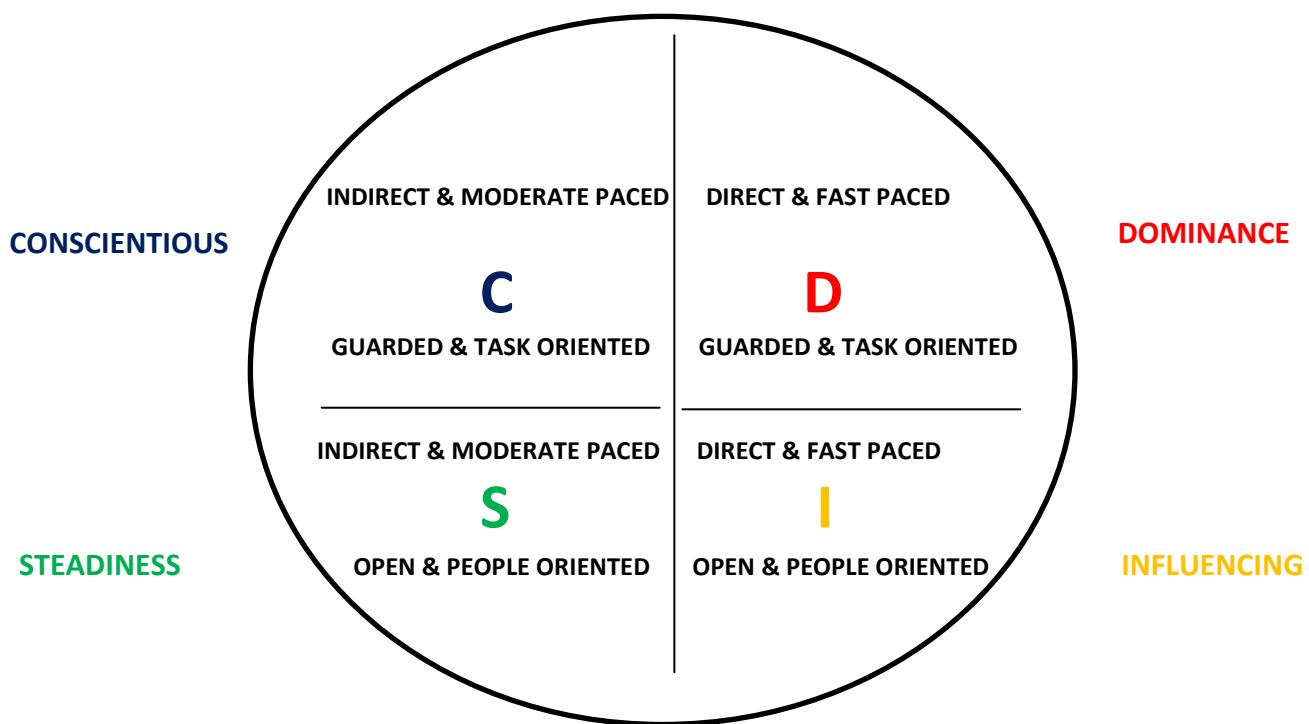
## How to Identify a Person's DISC Behavioral Style

How do you quickly and accurately identify each of the four behavioral styles in order to practice adaptability? You do this by focusing on a person's observable behaviors. To identify a person's primary behavioral style, ask the following questions and check one circle in each box:

Is this person more:       Direct & Fast Paced      or       Indirect & Moderate Paced

Is this person more:       Guarded & Task Oriented      or       Open & People Oriented

Combine the check marks above to determine the primary behavioral style of the person you identified by referencing the four quadrants in the circle below.\*



When we integrate both the natural tendency to be either **DIRECT** or **INDIRECT** with the natural tendency to be either **GUARDED** or **OPEN**, it forms the foundation for one of the four different behavioral styles:

**D** = Individuals who exhibit **direct & guarded behaviors** define the **Dominant/Directive Styles**.

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

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

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

**Application:** Write the name of someone with whom you interact on a professional or personal basis – someone with whom you'd like to develop a better relationship. Answer the questions above to determine his/her primary DISC style. Then study the next few pages to determine ways to interact more effectively.

Name \_\_\_\_\_ Behavioral style \_\_\_\_\_ (D-I-S-C)

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## How To Modify Directness and Openness

Listed below are tips on how to modify your directness and openness with each of the four styles. The second line under each column is personalized to you, showing you if you need to increase, decrease or maintain your directness and openness with each of the four D, I, S and C styles.

### DIRECT/INDIRECT

With D's DIRECT	With I's DIRECT	With S's INDIRECT	With C's INDIRECT
Increase Directness	Increase Directness	Maintain Directness	Maintain Directness
<ul style="list-style-type: none"> <li>• Use a strong, confident voice</li> <li>• Use direct statements rather than roundabout questions</li> <li>• Face conflict openly, challenge and disagree when appropriate</li> <li>• Give undivided attention</li> </ul>	<ul style="list-style-type: none"> <li>• Make decisions at a faster pace</li> <li>• Be upbeat, positive, warm</li> <li>• Initiate conversations</li> <li>• Give recommendations</li> <li>• Don't clash with the person, but face conflict openly</li> </ul>	<ul style="list-style-type: none"> <li>• Make decisions more slowly</li> <li>• Avoid arguments and conflict</li> <li>• Share decision-making</li> <li>• Be pleasant and steady</li> <li>• Respond sensitively and sensibly</li> </ul>	<ul style="list-style-type: none"> <li>• Do not interrupt; give them time to process and respond</li> <li>• Seek and acknowledge their opinions</li> <li>• Refrain from criticizing, challenging or acting pushy – especially personally</li> </ul>

### GUARDED/OPEN

With D's GUARDED	With I's OPEN	With S's OPEN	With C's GUARDED
Maintain Openness	Increase Openness	Increase Openness	Maintain Openness
<ul style="list-style-type: none"> <li>• Get right to the task; address the bottom line</li> <li>• Keep to the agenda</li> <li>• Don't waste their time</li> <li>• Use business-like language</li> <li>• Convey acceptance</li> <li>• Listen to their suggestions</li> </ul>	<ul style="list-style-type: none"> <li>• Share feelings, and show more emotion</li> <li>• Respond to expression of their feelings</li> <li>• Pay personal compliments</li> <li>• Be willing to digress from the agenda</li> </ul>	<ul style="list-style-type: none"> <li>• Take time to develop the relationship</li> <li>• Communicate more, loosen up, and stand closer</li> <li>• Use friendly language</li> <li>• Show interest in them</li> <li>• Offer private acknowledgements</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a logical, factual orientation</li> <li>• Acknowledge their thinking and opinions</li> <li>• Downplay enthusiasm and body movement</li> <li>• Respond formally and politely</li> </ul>

## How To Modify Pace and Priority

Listed below are tips on how to modify your pace and priority with each of the four styles. The second line under each column is personalized to you, showing you if you need to increase, decrease or maintain your pace and priority with each of the four D, I, S and C styles.

### PACE

With D's <b>FASTER</b>	With I's <b>FASTER</b>	With S's <b>SLOWER</b>	With C's <b>SLOWER</b>
Increase Pace	Increase Pace	Maintain Pace	Maintain Pace
<ul style="list-style-type: none"> <li>• Be prepared, organized</li> <li>• Get to the point quickly</li> <li>• Speak, move at a faster pace</li> <li>• Don't waste time</li> <li>• Give your undivided time and attention</li> <li>• Watch for shifts in attention and vary your presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Don't rush into tasks</li> <li>• Get excited with them</li> <li>• Speak, move at a faster pace</li> <li>• Change up the conversation frequently</li> <li>• Summarize details clearly</li> <li>• Be upbeat, positive</li> <li>• Give them full attention</li> </ul>	<ul style="list-style-type: none"> <li>• Develop trust and credibility over time; don't force them</li> <li>• Speak, move at a slower pace</li> <li>• Focus on a steady approach</li> <li>• Allow time for follow-through on tasks</li> <li>• Give them step-by-step procedures/instructions</li> <li>• Be patient; avoid rushing them</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared to answer lots of questions</li> <li>• Speak, move at a slower pace</li> <li>• Greet cordially, but proceed immediately to the task (no social talk)</li> <li>• Give them time to think; don't force quick decisions</li> </ul>

### PRIORITY

With D's <b>TASK</b>	With I's <b>PEOPLE</b>	With S's <b>PEOPLE</b>	With C's <b>TASK</b>
Maintain Focus	Adapt Focus	Adapt Focus	Maintain Focus
<ul style="list-style-type: none"> <li>• Get right to the task</li> <li>• Provide options and let them decide</li> <li>• Allow them to define goals and objectives</li> <li>• Provide high-level follow up</li> </ul>	<ul style="list-style-type: none"> <li>• Make time to socialize</li> <li>• Take initiative to introduce yourself or start conversation</li> <li>• Be open and friendly, and allow enthusiasm/animation</li> <li>• Let them talk</li> <li>• Make suggestions that allow them to look good</li> <li>• Don't require much follow-up, details, or long-term commitments</li> </ul>	<ul style="list-style-type: none"> <li>• Get to know them personally</li> <li>• Approach them in a friendly, but professional, way</li> <li>• Involve them by focusing on how their work affects them and their relationships</li> <li>• Help them prioritize tasks</li> <li>• Be careful not to criticize personally; keep it specific and focused</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared with logic and practicality</li> <li>• Follow rules, regulation and procedures</li> <li>• Help them set realistic deadlines and parameters</li> <li>• Provide pros and cons and the complete story</li> <li>• Allow time for sharing of details and data</li> <li>• Be open to thorough analysis</li> </ul>

## Adapting in Different Situations: At Work

### DOMINANT STYLE

#### HELP THEM TO:

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

### INFLUENCING STYLE

#### HELP THEM TO:

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

### STEADY STYLE

#### HELP THEM TO:

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

### CONSCIENTIOUS STYLE

#### HELP THEM TO:

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

## Adapting in Different Situations: In Sales and Service

### DOMINANT STYLE

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

### INFLUENCING STYLE

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

### STEADY STYLE

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

### CONSCIENTIOUS STYLE

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

## Adapting in Different Situations: In Social Settings

### DOMINANT STYLE

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

### INFLUENCING STYLE

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

### STEADY STYLE

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

### CONSCIENTIOUS STYLE

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

## Adapting in Different Situations: In Learning Environments

### DOMINANT STYLE

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

### INFLUENCING STYLE

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

### STEADY STYLE

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

### CONSCIENTIOUS STYLE

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

## Communication Plan with the DOMINANCE 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

**Application:** List the name of someone with whom you'd like to better communicate, either personally or professionally: \_\_\_\_\_

Based on their behavioral style, list several strategies from the "So You ..." section above that would create better communication:

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## Communication Plan with the STEADINESS 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 making 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”

**Application:** List the name of someone with whom you'd like to better communicate, either personally or professionally: \_\_\_\_\_

Based on their behavioral style, list several strategies from the “So You ...” section above that would create better communication:

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## **DISC ACTION PLAN**

The purpose of the DISC Behavioral Assessment™ is to help you transform your relationships and results by learning to modify your behavior to meet the needs of the other person or the situation. The next step of your transformational journey is to create an action plan to keep you focused on how to adapt and modify your behavior. List ways that you will use your strengths to accomplish your mission:

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List ways you will adapt/modify your behavior to be more effective when working with/relating to a:

**High D Style**

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**High I Style**

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**High S Style**

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**High C Style**

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Toxic fear and false pride are roadblocks that get in the way of effective relationships and results. List several ways that fear and pride show up in your behavior. Then, list several strategies you will use to turn toxic fear into confidence and false pride into realism.

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Write any additional action steps you can take in your transformational journey of achieving better relationships and results.

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The DISC Behavioral Assessment, based on the popular and practical DISC model of human behavior, is the most widely used behavioral model in the world, and has helped millions of people improve communication, productivity, team building and leadership, as well as their personal and professional relationships within the workplace and home.

### **Additional Resources and Applications**

CEO or manager, teacher or trainer, coach or parent - if you desire to impact people by helping them discover and capitalize on their strengths, then continue your journey of applying the DISC style information and behavioral adaptability out into your spheres of influence.

#### **DISC STYLES COACHING**

Explore how you can become a more effective manager, parent or leader by engaging in DISC styles coaching to better understand yourself and how to maximize your style for improving relationships and getting greater results.

#### **DISC STYLES COUNSELING**

Qualified therapists and counselors can provide DISC styles counseling to improve individual performance or build stronger family/marriage relationships.

#### **DISC STYLES WORKSHOPS**

The DISC styles information lends itself well to a variety of workshops/seminars on topics such as Coaching, Communication, Conflict Management, Customer Service, Team Building, Leadership and Management.

#### **DISC STYLES CERTIFICATION**

Become certified to use the DISC styles assessments and additional resources in your own coaching, consulting, counseling or training applications.

