



# **DISCovering My Leadership Style**

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An Evaluation of Behavioral Styles

Report For: **Sample Report**

Style: **D/Cd**

Focus: **Work**

Date: **4/27/2017**

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# Welcome to the DISCovering My Leadership Style Report

## Introduction

Leadership requires developing competencies – specific capabilities and skills, however knowing your character (the strengths, and qualities of your personality), is critical to becoming a successful leader. If you are a leader with impeccable character, you will lead, inspire and win wherever you go. When you know the strengths and qualities of your style and can observe these in others, you will be well on the way to becoming a great leader, for dealing with conflict or motivating others to succeed.

DISC is a simple, practical, easy to remember and universally applicable observable behavior model. It focuses on individual patterns of external, observable behaviors and measures the intensity of characteristics using scales of directness and openness for each of the four styles: **Dominance, Influence, Steadiness, and Conscientious**.

Using the DISC model, it is easy to identify and understand our own style, recognize and adapt to different styles, and develop a process to communicate more effectively with others.

## How to use this Report

The DISC report is divided into 3 parts introducing the DISC model, helping you understand your own style, and identifying ways that you can apply your style strengths or modify your style weaknesses in order to meet the needs of others, when in a leadership role.

- **Part I** focuses on understanding each of the DISC styles and identifying characteristics, including the tendencies of each behavioral style
- **Part II** is about understanding yourself and will reveal information about the tendencies that make you unique
- **Part III** examines and explores adaptability and offers actionable recommendations for you and others who interact with you

With this personalized and comprehensive report, DISC gives you tools to help you become a better you - to develop and use more of your natural strengths while recognizing, improving upon, and modifying your limitations. Then, because we can easily see and hear these behaviors, we can quickly and accurately "read" other people and use our knowledge to enhance communication and grow our relationships.

**Please Note:** Any behavioral descriptions mentioned in this report are only **tendencies** for your style group and may or may not specifically apply to you personally.

## Part I Understanding DISC

### 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, Influence, Steadiness, and Conscientious**. There is no “best” style. Each style has its unique strengths and opportunities for continuing improvement and growth.

The DISCovering My Leadership assessment examines external and easily observable behaviors and measures tendencies using scales of **directness** and **openness** that each style exhibits.

#### Behavior Descriptors of each Style

| DOMINANCE        | INFLUENCE    | 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        | Detailed      |
| Problem Solver   | Sociable     | Steady        | Fact Finder   |
| Results Oriented | Trusting     | Team Player   | Objective     |

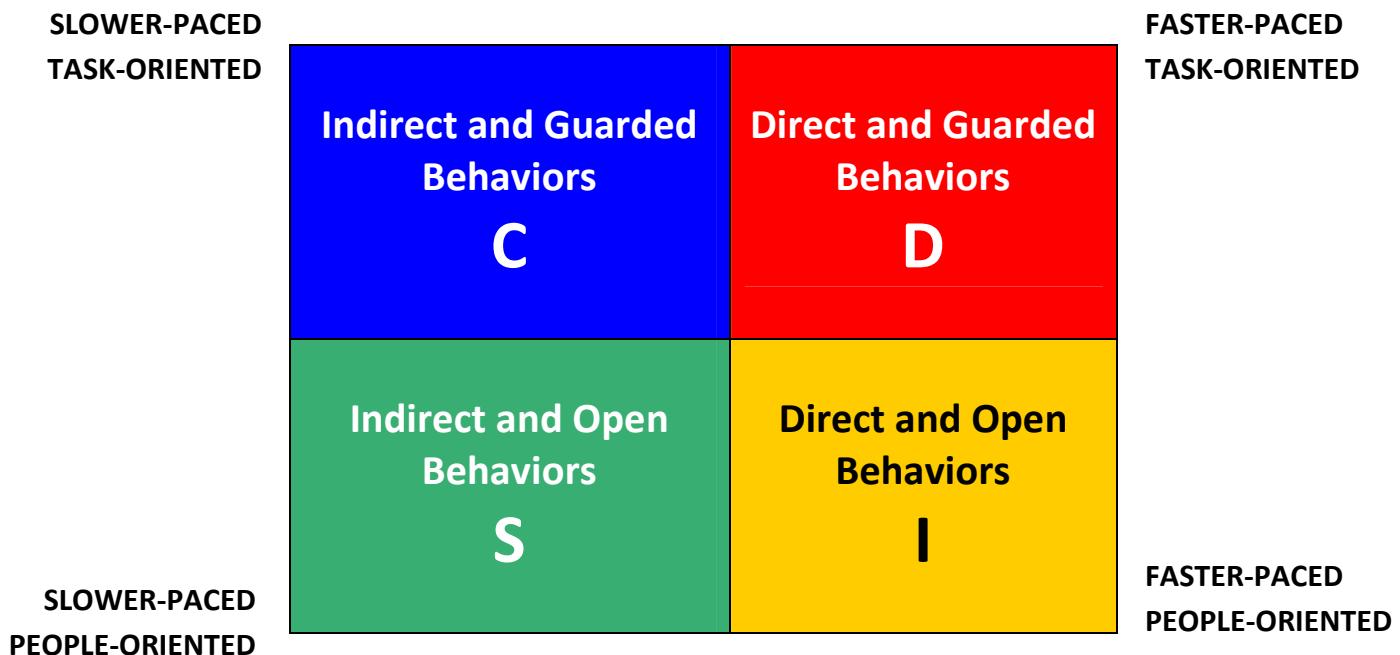
#### Directness and Openness of each Style

| 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 |

## Pace and Priority of Each Style

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

- D and C and, I and S have different **PACES**:
  - D and I are FASTER - PACED, and S and C are SLOWER - PACED.
- D and I and, S and C have different **PRIORITIES**:
  - D and C are TASK ORIENTATED, and I and S are PEOPLE ORIENTATED.
- D and S and, I and C have **BOTH PACE AND PRIORITY DIFFERENCES**.



Observe the behavior of these style combinations and notice the focus and intensity of energy being used.

## Modifying Your Directness and Openness

When you are in some interpersonal situations, it is sometimes easier to identify another person's directness OR openness, but not both. In these situations, learn how to practice adaptability, one behavioral dimension at a time. With that in mind, let's look at what you can do to modify YOUR level of Directness or Openness.

### DIRECTNESS...

| TO INCREASE:   | TO DECREASE:  |
|--|---|
| <ul style="list-style-type: none"> <li>• Speak, move and make decisions at a faster space.</li> <li>• Initiate conversation and decisions.</li> <li>• Give recommendations.</li> <li>• Use direct statements rather than roundabout questions.</li> <li>• Use a strong and confident voice.</li> <li>• Increase your eye contact.</li> <li>• Challenge and tactfully disagree when appropriate.</li> <li>• Face conflict openly, but don't clash with the person.</li> </ul> | <ul style="list-style-type: none"> <li>• Talk, walk and make decisions slowly.</li> <li>• Ask for and acknowledge other's opinions.</li> <li>• Share decision-making.</li> <li>• Do not interrupt.</li> <li>• When talking, provide pauses to give others a chance to speak.</li> <li>• When disagreeing choose words carefully.</li> <li>• Refrain from criticizing, challenging or acting too pushy.</li> </ul> |

### OPENNESS...

| TO INCREASE:  | TO DECREASE:   |
|---|--|
| <ul style="list-style-type: none"> <li>• Share feelings; show more emotion.</li> <li>• Respond to the expression of other's feelings.</li> <li>• Give others personal compliments.</li> <li>• Use friendly language.</li> <li>• Take time to develop the relationship.</li> <li>• Communicate more; loosen up and stand closer when appropriate.</li> <li>• Be willing to digress from the topic being spoken about.</li> </ul> | <ul style="list-style-type: none"> <li>• Get right to the task - give the bottom line.</li> <li>• Maintain more of a logical, factual orientation.</li> <li>• Do not waste the other person's time.</li> <li>• Stay on track.</li> <li>• Be respectful of the other person's personal space.</li> <li>• Downplay your enthusiasm and body movement.</li> </ul> |

## A Deeper look at the Four DISC Styles

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

|                                     | HIGH DOMINANT<br>STYLE             |  | HIGH INFLUENCING<br>STYLE           |  | HIGH STEADY<br>STYLE                 |  | HIGH CONSCIENTIOUS<br>STYLE            |
|-------------------------------------|------------------------------------|--|-------------------------------------|--|--------------------------------------|--|--|
| <b>Tends to Act</b>                 | Assertive                          |  | Persuasive                          |  | Patient                              |  | Contemplative                          |
| <b>When in Conflict, this Style</b> | Demands Action                     |  | Attacks                             |  | Complies                             |  | Avoids                                 |
| <b>Needs</b>                        | Control                            |  | Approval                            |  | Routine                              |  | Standards                              |
| <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 Overextended</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, Less Structure            |  | Routine, Harmony                     |  | Standards, Logic                       |
| <b>Personal Fear</b>                | Losing                             |  | Rejection                           |  | Sudden Change                        |  | Being Wrong                            |
| <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 Follow through |  | 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    |
| <b>Under Stress May Become</b>      | Dictatorial Critical               |  | Sarcastic Superficial               |  | Submissive Indecisive                |  | Withdrawn Headstrong                   |
| <b>Measures Worth by</b>            | Impact or results Track record     |  | Acknowledgments Compliments         |  | Compatibility Contributions          |  | Precision, Accuracy Quality of results |

## DISC Styles Communication Preferences

### Communicating with the **DOMINANT** Style

| D CHARACTERISTICS:                    | SO YOU SHOULD...  |
|---------------------------------------|---|
| 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 |

### Communicating with the **INFLUENCING** Style

| I CHARACTERISTICS:                      | SO YOU SHOULD...   |
|---|--|
| 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            |

## Communicating with the **STEADY** Style

| S CHARACTERISTICS:                               | SO YOU SHOULD...  |
|--|---|
| 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                |

## Communicating with the **CONSCIENTIOUS** Style

| C CHARACTERISTICS:                   | SO YOU SHOULD...  |
|--------------------------------------|---|
| 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”   |

**KEY DISTINCTION:** The first step to building stronger communication is awareness. By identifying how we are similar and different, we can make cognitive choices when interacting to create stronger, more engaged relationships.

## Part II Understanding Yourself

### General Characteristics

**Sample**, let the narration below serve as an overview of how others might describe your overall general style or tendencies – also known as your personal DISC style. Use this report to help you see the behaviors you have found work for you to get the results you get. Look for the key ideas it reveals which would help you maximize your personal success while providing your greatest career satisfaction.

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.

You tend to handle assertive and aggressive people in a blunt and critical way. If someone is "dishing it out," you can take it and also dish it right back to them. This may be somewhat intimidating to those in the workplace who prefer a softer approach, so be careful not to overreact. In your communication with others, you tend to provide just the facts and information needed to get the job done, or the question answered. Sometimes, however, it may be necessary to tolerate some off-topic discussion in order to build a rapport with others on the team.

Your decisiveness and reaction time may suffer due to a desire to investigate all facets of a problem and all potential solutions before making a final decision. Your detail-oriented nature may work against you by creating an internal bottleneck.

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.

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 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.

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.

Sample, your response pattern on the instrument indicates that you evaluate others by their ability to bring about change and accomplish a task quickly and accurately. That is, you hold others to the same standards to which you hold yourself. There may be some peers and team members that struggle to meet that standard. It's important that you provide others on the team with the resources and tools to assist them in prioritizing tasks, making decisions, and practicing good quality control.

## Your Style Overview

DISC describes you based on your observable behavior which can provide insights for others regarding your communication preferences and how you will likely interact with and respond to them.

Through this report you have an opportunity to discover (observe and evaluate) your behavioral responses in various environments. You can explore your reactions to a variety of situations and contexts, including the actions and reactions of others, to determine the most effective communication strategy or course of action.

## Your Combined Behavioral Style: Explorer

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.

Below are some key behavioral insights to keep in mind and share with others to strengthen your relationships.

- **Emotional characteristic:** May shift between being aggressive or restrained.
- **Goals:** Achieving dominance and reaching unique goals.
- **How others are valued:** Do others meet their standards? Can others present unique ideas that move things forward both effectively and accurately?
- **Influences group:** Will establish an observable focus on building structures to help the group achieve objectives and accomplish goals.
- **Value to the organization:** Will initiate or adjust tactics and plans.
- **Cautions:** Can become overly critical, blunt with others and sometime look down at other peoples ideas.
- **Under Pressure:** Can become bored with routine tasks. Does not respond well to micro-management. Can attempt to dominate situations and trailblaze.
- **Fears:** Situations without personal influence; will struggle with personal poor performance.

## WORD SKETCH - Adapted Style

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

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

## WORD SKETCH - Natural Style

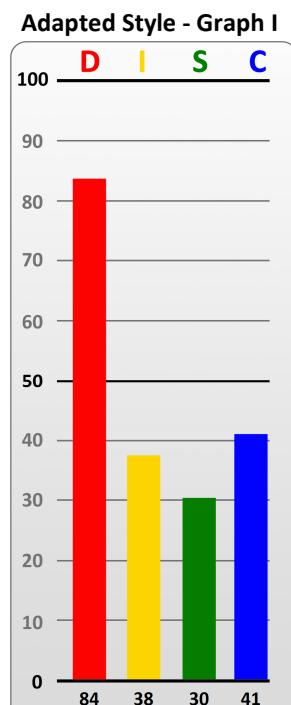
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|            |   | D  | I   | S  | C |
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| Needs      | Challenges to solve, Authority  | Social relationships, Friendly environment                                       | Systems, Teams, Stable environment                                      | Rules to follow, Data to analyze   |   |
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| Fears      | ... being taken advantage of/lack of control                                  | ... being disapproved of/left out  | ... sudden change/loss of stability and security                        | ... being criticized for making mistakes                                     |   |
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| 6          | argumentative<br>daring<br>demanding<br>decisive<br>domineering<br>egocentric | emotional<br>enthusiastic<br>gregarious<br>impulsive<br>optimistic<br>persuasive | calming<br>loyal<br>patient<br>peaceful<br>serene<br>team person        | accurate<br>conservative<br>exacting<br>fact-finder<br>precise<br>systematic |   |
| 5          | adventurous<br>risk-taker<br>direct<br>forceful                               | charming<br>influential<br>sociable<br>trusting                                  | consistent<br>cooperative<br>possessive<br>relaxed                      | conscientious<br>courteous<br>focused<br>high standards                      |   |
| 4          | assertive<br>competitive<br>determined<br>self-reliant                        | confident<br>friendly<br>generous<br>poised                                      | composed<br>deliberate<br>stable<br>steady                              | analytical<br>diplomatic<br>sensitive<br>tactful                             |   |
| 3          | calculated risk<br>moderate<br>questioning<br>unassuming                      | controlled<br>discriminating<br>rational<br>reflective                           | alert<br>eager<br>flexible<br>mobile                                    | own person<br>self-assured<br>opinionated<br>persistent                      |   |
| 2          | mild<br>seeks consensus<br>unobtrusive<br>weighs pro/con                      | contemplative<br>factual<br>logical<br>retiring                                  | discontented<br>energetic<br>fidgety<br>impetuous                       | autonomous<br>independent<br>firm<br>stubborn                                |   |
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## Your Personalized DISC eGraphs for Sample Report

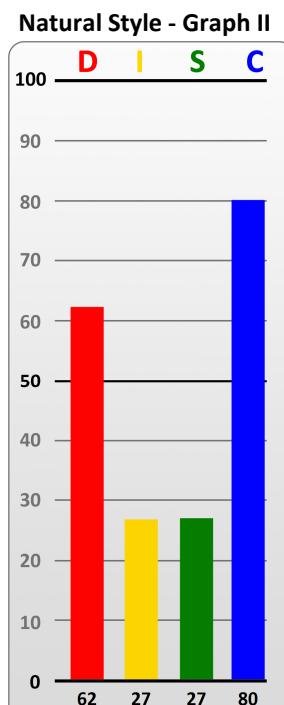
Your Adapted Style indicates you tend to use the behavioral traits of the D style(s) in your selected Work focus. Your Natural Style indicates that you naturally tend to use the behavioral traits of the Cd style(s).

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.



**Pattern:** D (6323)

**Focus:** Work



**Pattern:** Cd (4226)

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

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

The higher or lower each D, I, S, C point is on your graph, the greater or lesser your behavior impacts your results at work and with others around you. Once aware, you can adapt your style to be more effective. Can you change? Of course! You do it every day depending on your situations. However, permanent behavioral change comes only with awareness and practice.

## PeopleSmart Communication Tips

The following suggestions can help others who interact with you understand and become aware of your communication preferences. To use this information effectively, talk about your preferences with others and invite them to share theirs with you.

From the list below choose the two most important Do's and Don'ts when others communicate with you and transfer them to the **Summary of Your Style** page 20.

### When Communicating with Sample, DO:

- Give Sample the opportunity to express opinions and make some of the decisions.
- Be efficient: Hit the major points first.
- Give Sample time to verify the issues and potential outcomes.
- When you disagree, take issue with the methods or procedures, not with the person.
- Motivate and persuade Sample by pointing out objectives and expected results.
- Remember these three rules: Be brief, be bright, and be gone.
- Beware of indecision, and be sure to keep the "data gate" open for more information.

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

- Confuse or distract Sample from the issues at hand.
- Provide incomplete or unclear directions or instructions.
- Use unreliable evidence or testimonials.
- Engage in rambling discussion, and waste Sample's time.
- Leave things up in the air, or decide by chance.
- Fail to follow through. If you say you're going to do something, do it.
- Forget or lose things necessary for the meeting or project.

## Your Motivators: Wants and Needs

**If motivators drive behavior, what motivates you?** People are motivated by what they *want* or *need* in order to avoid those things they fear. Each of the four main style types have very different emotions, fears, wants, and needs, so those behavioral wants and needs you identified by your answers are compiled in this report.

The more fully your behavioral needs are met, the easier it will be for you to do your best with minimal effort. Knowing these points will help you understand yourself better. And, when you are not getting those met, it allows you to tell others what is important to you, and why.

This section lists your wants and needs which, once provided by your work environment will help you perform at your best.

Choose two of those most important motivators and needs and transfer these to the **Summary of Your Style** list on page 20.

### You Tend to Be Motivated By:

- Independence to be able to act on ideas, and to express creativity in solving problems.
- Having authority equal to your responsibility.
- Opportunities to express your ideas and opinions.
- People around you who are efficient in getting things done, and effective in working with people.
- A variety of experiences and new challenges.
- Recognition for achievements and competence.
- Having control over your own destiny and career path.

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

- To verbalize more of your reasons for decisions, and to include others in the decision-making process.
- To be able to trust the competence and high standards of others on the team.
- 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 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.
- To focus on reaching closure on projects, as you tend to resist finalizing because there is always something that could be improved.

## What You Bring to the Organization

**Sample**, what are referred to as your “natural” strengths and style traits are those things other people instinctively see and value about you. They are identified below in this list. Once you can recognize these qualities in yourself, you can confidently enhance your effectiveness. Think of these qualities or strengths as part of the *gift* you are to others. When you are expressing them fully, you are happiest because they are “automatic” for you. Consider career choices that will allow you to regularly use these talents and preferences most often, and you’ll be happier in the roles you have to carry out.

There is **Summary of Your Style page** on page 20, which is where you can make as a “quick reference sheet” of key things about you that you’d like others to know about you. (It’s our job to ‘teach others how to treat us’ – which means putting us in roles we know we can excel in. For if we don’t know and tell them, who is going to do it?) Use words from that page for resumes or to use in writing up bios or in career planning. Put at least two of your **Strengths** and two **Style Traits** you notice show up when you are enjoying success of any kind.

### Your Strengths:

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

### Your Work Style Tendencies:

- A very resourceful individual, you can adapt to many different environments quickly.
- You show interest in many areas of the organization.
- You set high goals for yourself and others.
- You may be critical of established procedures and methods.
- You tend to rely more heavily on your own evaluations and decisions, than on the input of others.
- You like to generate new ideas, allowing others work on the details of a project.
- You want to be perceived as one who loves challenges, competition, and difficult assignments.

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

- Few, if any controls or limitations on your authority.
- Removal from routine or repetitive work.
- Freedom from details and minutiae.
- Performance appraisals based on the results achieved, not the means or process used.
- A cutting-edge, innovative, entrepreneurial atmosphere with lots of latitude to express your ideas.
- An audience to hear your ideas and solutions.
- A wide sphere of influence and responsibility.

## The C Style

**Your behavior and needs under stress:** Stress is unavoidable. The way you behave under stress can create a perception that is not what you intend which can influence your effectiveness and your interaction with others. You may need additional support during periods of stress. By knowing "how you show up" and what support could be helpful, and preparing yourself for how you behave in conflict as well as identifying strategies to reduce conflict, you can be much more successful in stressful circumstances.

### Under Stress You May Appear:

- Slow to begin work
- Slow to act
- Unimaginative
- Unable to meet deadlines
- Withdrawn

### Under Stress You Need:

- Understanding of principles and details
- A slow pace for "processing" information
- Accuracy

### Your Typical Behaviors in Conflict:

- C's appear to acquiesce to the demands of others and, thus, avoid conflict. In reality, however, C's are often just withdrawing to enable them to prepare for a future, probably covert, attempt to reestablish their position.
- Since C's tend to focus on quality and their own high standards, they may become demanding in order to ensure compliance.
- Although C's generally avoid overt conflict, they may speak out on a matter of principle in order to protect their high standards.

### Strategies to Reduce Conflict and Increase Harmony:

- Recognize that others may be more comfortable dealing with conflict, anger, and aggression. Expressions of anger or somewhat aggressive behavior by others are not necessarily personal attacks on you.
- Stand up for yourself with supervisors, friends, and coworkers rather than avoiding them or pretending to go along with them.
- Be more open with your friends and coworkers, sharing your feelings, needs and concerns with them.

## Potential Areas for Improvement

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

As you consider ways to continue to improve to be a better communicator, we recommend you focus on no more than two at a time, practice and strengthen them, and then choose another area to focus on and improve.

Check the two most important areas you are committed to improve upon and transfer them to the Summary of Your Style page 20.

### Potential Areas for Improvement:

- 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.
- You may sulk or withdraw if not given attention and/or credit for ideas submitted.
- You may appear indecisive to some because of the need to re-examine evidence, or even wait for new evidence prior to making decisions.
- 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 could use some assistance in prioritizing issues.
- You may like to work under pressure, and thus you put others under unwelcome pressure sometimes.

## **Summary of Sample Report's Style**

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

### **COMMUNICATION DOS & DON'TS**

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

### **YOUR MOTIVATIONS: WANTS**

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

### **YOUR MOTIVATIONS: NEEDS**

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

### **YOUR STRENGTHS**

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

### **YOUR WORK STYLE TENDENCIES**

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

### **EFFECTIVE ENVIRONMENTAL FACTORS**

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

### **POTENTIAL AREAS FOR IMPROVEMENT**

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

## PART III Understanding Others and Adaptability

**Introduction:** Understanding your own behavioral style is just the first step to enhancing relationships. To really begin to use the power of behavioral styles, you also need to know how to apply the information to other people and in other situations. Good relationships can get better and challenging relationships may become good.

**People want to be treated according to their behavioral style, not yours.**

People generally make the mistake of assuming that others interact and think the same way they do, and many of us grew up believing in The Golden Rule: treating others the way you would like to be treated. Instead, we encourage another practical rule to live by - what Dr. Tony Alessandra calls **The Platinum Rule®: to treat others the way THEY want to be treated**. This practice requires strategic adjustment made on a case-by-case basis, and adjusting your own behavior to make people feel more at ease with you and the situation is known as **Adaptability**.

It is important to remember that adapting our styles is not always easy! It may take some time, feel very difficult, or seem especially foreign in certain situations. Give it time, practice, patience and diligence and you will see relationship benefits.

## ADAPTABILITY

**Adaptability section includes:**

- What is Adaptability?
- How to Identify Another Person's Behavioral Style
- Communicating with Each Style
- How to Adapt to the Different Behavioral Styles
  - Modifying Directness/Indirectness
  - Modifying Openness/Guardedness
  - Modifying Pace & Priority
- Adapting in Different Situations
  - At Work
  - In Sales and Service
  - In Social Settings
  - In Learning Environments
- Application Activities

## What is Adaptability?

Adaptability is based on two elements: **Flexibility and Aptitude**. **Flexibility** is your **Willingness** and **Aptitude** is your **Capability** to adjust your approach or strategy based on the particular needs of the situation or relationship at a particular time. It's something you must **cognitively choose to apply** to yourself (to your patterns, attitudes and habits), not expect from others.

We practice adaptability each time we slow down for a **C** or **S** style; or when we move a bit faster for the **D** or **I** style. It also 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** style focuses on facts or gets right to the point with **D** or **C** styles.

Adaptability does not mean an “imitation” of the other person’s style. It does mean adjusting your openness, directness, pace, and priority in the direction of the other person’s preference, while maintaining your own identity. Adaptable people know how to negotiate relationships in a way that allows everyone to win.

Your adaptability level influences how others judge their relationship with you. Raising your adaptability will increase trust and credibility; if you lower your adaptability, trust and credibility will decrease. Being more adaptable enables you to interact more productively with difficult people and helps you to avoid or manage tense situations.

### Important Considerations:

- Adaptability is important to **all** successful relationships.
- No one style is naturally more adaptable than another.
- Adaptability is a choice:
  - You can choose to be adaptable with one person, and not so with others.
  - You can choose to be quite adaptable with one person today and less adaptable with that same individual tomorrow.
- 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 with people we know less.
  - We tend to be less adaptable at home and with people we know better.

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

## Tips for Adapting Your Style

**Adaptability is important to all successful relationships.** People often adopt a different style in their social and personal lives. We tend to be more adaptable with people we know less. We tend to be less adaptable at home and with people we know better. Here are some tips and reflection questions to help you adapt your style:

### Tips

1. Notice when and with whom you would like to be different.
2. Remember that you have developed your behavioral patterns over a long period of time based on the interpretation you have made up for yourself. Without really changing the way you think, (often called your *Blueprint*) you will no doubt revert back to your natural style.
3. Ask for feedback from others and give yourself time.
4. Use the Word Sketch page to choose behaviors that you would like to use and practice these in environments that you feel safe and comfortable in at first.

### Reflection Questions

1. What new practice or strategy could you use?

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2. What observable behavior and attitude could you use to get your desired result?

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3. Who could you team up with that you would like to learn from and imitate, that naturally demonstrates the behavior – what do you see them doing and what do you hear them saying? Notice their energy.

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4. What perspectives are you seeing things from?

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5. What judgments do you have about yourself and others?

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6. Which behaviors do you find the most difficult to use? What limiting belief do you have about yourself? Or about others?

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7. What results do you want?

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**Remember...** For things to change first I must change... You can CHOOSE to change!

## Practicing Adaptability

Spend some time with people at home and at work that you know and trust who are different styles than you. Explore ways to communicate more effectively with them. Ask for support and feedback as you try new ways to communicate. Remember- tell them this is a skill you are building so they aren't surprised when you are behaving differently and can provide helpful feedback!

- **Practice Identifying their style based** on observable behavior
- **Practice Modifying your Directness and Openness** in conversation with them
- **Practice Modifying your Pace and Priority**
- **Ask for feedback** on your effectiveness in communicating with them
- **Take some time to reflect on your experience** and what worked or didn't work for you and for them
- **Consider** what you should repeat, and what you need to modify further to communicate as effectively as possible.

**As you begin feeling more comfortable with adaptability and the needs of each style, try it with others!**

### Adaptability Activity

Select a relationship in which things have not gone as smoothly as you would like. Make a commitment to take the time to gain an understanding of the other person's behavioral style and take a few steps to adapt your behavior to improve the relationship.

- 1** Identify the behavioral style of the other person using the 2 Power Questions:
  - Are they DIRECT or INDIRECT in their communication?
  - Are they GUARDED or OPEN in their communication?
- 2** Brush up on their style and look at ways to adapt your Directness and Openness when working with them.
- 3** To further understand the tension that may exist in the relationship, notice the difference in preference in pace and priority and modify accordingly.
- 4** Practice approaching them in the way you think **THEY want to be treated**. Remember, it may feel uncomfortable at first, but with practice and dedication to adapting, you will be amazed at the difference.

## 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: 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: 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: 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

## Collaborating with the DISC Styles

When you are working in a collaborative way you are working together for a common purpose. It is about taking responsibility for supporting others to learn and grow and about the sharing of ideas, information and opinions through formal/informal discussions. Collaboration is NOT the outcome or goal. Collaboration is a process that, when successful, align people's actions to accomplish a goal or solve a problem.

So communication effectiveness is critical when working in a collaborative way.

Use the following tips to help you to adapt your communication style with others – for leading and inspiring and for working more collaboratively together.

### Adapt Your Communication Style

|  |   |
|--|---|
| <p><b>Communicating with C's</b></p> <ul style="list-style-type: none"> <li>• Be well organized and clear in your communications.</li> <li>• Understand that C styles search for logical conclusions.</li> <li>• Ask them for their opinion, as they often stay quiet in a group discussion.</li> <li>• Ask your questions in a more discreet, non-judgmental manner to elicit the points, objectives, or assurances C's want: <i>"Peter, I'm not trying to pressure you, but are you not interested in joining this team?"</i></li> </ul> | <p><b>Communicating with D's</b></p> <ul style="list-style-type: none"> <li>• Listen to their suggestions, their course of action and the results they are considering.</li> <li>• Find areas where you already agree.</li> <li>• Work backwards toward gaining agreement on the results you both want— and are willing to either mutually or independently allow the other to achieve: <i>"Sarah, this format will give you the freedom to develop this project your way and still allow John and Ellen to structure theirs another way... without sacrificing time or morale."</i></li> </ul> |
| <p><b>Communicating with S's</b></p> <ul style="list-style-type: none"> <li>• Be ready to do more talking than listening; they don't feel comfortable when the limelight is focused on them.</li> <li>• Stay organized and move forward steadily (but slowly) as you check to make sure they understand and accept what is being said:<br/> <input type="checkbox"/> <i>"Do you want me to leave my cell phone on in case you have any important questions about this project Jodie, or do you want me to call you later?"</i></li> </ul>  | <p><b>Communicating with I's</b></p> <ul style="list-style-type: none"> <li>• Listen to their personal feelings and experiences.</li> <li>• Their style requires open and responsive interaction with others, preferably in a manner that is friendly and unhurried (like that between long-time friends): <i>"Just between you and me, Chris, I feel very uneasy about Jill and Howard presenting our team project by themselves."</i></li> </ul>  |

## Developing Character Virtues

Your Primary DISC style is actually a pattern of behaviors that comes so easily to you that you don't even realize everyone else doesn't have them as well! Your unique strengths make it easy for you to excel in certain activities more than others such as **Problems or People or Pace or Procedures**.

Here are some examples:

- **High D people** love telling others what to do when they are in charge of the big picture tasks or *Problems* to solve.
- **High I people** seldom take on detailed tasks like their High C friends thrive in.
- **High S people** do NOT like telling others what to do. They prefer setting up the systems that make life steady, more appealing and easier to function in.
- **High C people** seem awed by how easily High I's can even talk to strangers and quickly make new friends!

Yet there are times when each of the styles secretly WISH they could be just like someone else. Do you? It is natural to think like this and everyone does sometimes! It just takes one more step in the process of SELF-DISCOVERY, called identifying and practicing the Character Virtues that will give you the results you seek!

**You see your DISC *behavioral style* is how you *DO* things** – those behavioral habits you do automatically – without thinking. And they are observable by others. But if you think about the people you really admire, you'll find that what makes someone popular, successful, and self-confident are the qualities they are BEING – assertive, friendly, patient or diligent.

Initially, these qualities come from what you are taught as your family values and what defines the culture you belong to. But in every culture there are universal Character Virtues that everyone has the capacity to exercise - no matter what behavioral style you now find yourself using most often!

You only need to identify them to practice and strengthen these Virtues in you.

Firstly it is about having the desire to get a different result, then gaining awareness of which virtue you seek, then knowing what language and behaviors to use that relate to it. VOILA! You've just shifted your style – and it no longer "has" you!

**IMPORTANT DISTINCTION:** Bottom line, we all have qualities or character virtues within us. They are universal – valued by all cultures. Virtues can be developed with coaching or an awareness and desire to generate more positive responses from others.

## The Four DISC Styles Strength Virtues

The following chart shows some of the strength Character Virtues naturally used by the four DISC primary styles. Use it to identify how you would like to behave more often and in which situation, especially when in a leadership role.

If you are a High D and would like to become more patient then choose the virtue of patience and practice its behavioral definitions found on the following page. If you are a High I and would like to become more diligent then choose this virtue and practice its behavioral definitions.

**Find your highest point in your DISC graph – D, I, S or C.** Which Character Virtues would your friends and family say you express naturally? Which do you have to work at expressing? To shift or change a behavior, just choose the virtue's definition and practice it!

| DISC Style                 | D<br>Dominance | I<br>Influence | S<br>Steadiness | C<br>Compliance |
|----------------------------|----------------|----------------|-----------------|-----------------|
|                            | Courage        | Enthusiasm     | Loyalty         | Diligence       |
| Strength<br>Characteristic | Assertiveness  | Optimism       | Patience        | Perseverance    |
|                            | Determination  | Trust          | Peacefulness    | Righteousness   |
|                            | Confidence     | Friendliness   | Tolerance       | Perceptiveness  |
|                            | Independence   | Generosity     | Consideration   | Integrity       |
|                            | Idealism       | Cheerfulness   | Cooperation     | Conscientious   |

### Developing Your Character Virtues Exercise:

1. The highest point on my DISC Natural Graph is: \_\_\_\_\_
2. From the list of my DISC strength characteristics others would say that I naturally express these two character virtues:  
\_\_\_\_\_
3. From the list of the other DISC styles these are the two character virtues that I would like to practice and develop when leading and inspiring others:  
\_\_\_\_\_

## Virtue Definitions

### As seen in the High “Dominance” Style:

- **Courage** is embracing life fully without holding back, doing what must be done even when it's difficult or risky.
- **Assertiveness** is telling the truth about what is just, setting clear boundaries.
- **Determination** is persevering until we meet our goals and the power of intent that drives our dreams.
- **Confidence** is a sense of assurance that comes from having faith in ourselves and in life.
- **Independence** is making our own choices confidently without undue influence from others.
- **Idealism** is daring to have big dreams and then acting as if they are possible.

### As seen in the High “Influence” Style:

- **Enthusiasm** is acting wholeheartedly with eagerness without holding back.
- **Optimism** is having a positive and cheerful outlook.
- **Trust** is positive expectation that all will be well.
- **Friendliness** is reaching out to others with warmth and caring.
- **Generosity** is giving and sharing fully and trusting that there is plenty for everyone.
- **Cheerfulness** is looking for the good in what ever happens and seeing the bright side to life.

### As seen in the High “Steadiness” Style:

- **Loyalty** is unwavering faithfulness and commitment to those that we care about, through good and bad times.
- **Patience** is waiting peacefully with quiet hope and faith that things will turn out all right.
- **Peacefulness** is resolving conflict in a just and gentle way. An inner calm and tranquility.
- **Tolerance** is being open to differences and refraining from judgements.
- **Consideration** is giving careful thought to the needs of others.
- **Cooperation** is the willingness to seek common goals in service of a unified vision.

### As seen in the High Compliance Style:

- **Diligence** is doing what needs to be done with care, concentration and single-pointed attention, giving our best.
- **Perseverance** is staying the course for however long it takes.
- **Righteousness** is impeccable integrity to what we know is right.
- **Perceptiveness** is Clarity of insight and an understanding that is intuitive, insightful and accurate.
- **Integrity** is keeping faith with our ideals (principles) and our agreements.
- **Conscientious** is doing one's work or duty thoroughly.

## Developing Your Leadership Virtues

Leadership is not only about learning and applying the right skills, it is also about developing leadership qualities (character virtues), and being able to adapt to situations and other people's styles. Being a leader means you will have certain responsibilities; you must know right from wrong and stand up for what you believe in. Sometimes, being a leader, you will need to have the ability to "go against the crowd" - speaking up when you believe that something is wrong.

An outstanding leader is able to demonstrate the virtues of *Trust*, *Diligence*, *Assertiveness* and *Confidence*. They can handle conflict situations, have the ability to confidently influence others in a positive way and can apply reasoning skills for making the right decision at the right time.

Use the following table to identify your limiting behaviors and for developing the Leadership virtue that relates to your DISC style.

| Style  | Limiting Behavior  | Quality (virtue) | Quality Definition  |
|--------|--|------------------|---|
| High D | <ul style="list-style-type: none"> <li>At times you do not exercise caution and deliberation before you make decisions.</li> <li>You often choose not to tell others the reasons for your decisions.</li> <li>At times you have difficulty expressing or responding to emotions.</li> <li>At times you do not recognize or solicit other's contributions.</li> </ul> | Trust            | <b>Trust</b> – <i>Is positive expectation that all will be well. It is having confidence that the right thing will happen without having to control it or make it happen.</i> |
| High I | <ul style="list-style-type: none"> <li>Not viewing people and tasks more objectively.</li> <li>Not seeing tasks through to the end.</li> <li>Being sarcastic and superficial when you are under stress.</li> <li>Not following through on your agreements.</li> </ul>  | Diligence        | <b>Diligence</b> – <i>Doing what needs to be done with care, concentration and single-pointed attention, giving our absolute best.</i>  |
| High S | <ul style="list-style-type: none"> <li>You do not speak up and voice your thoughts and feelings at times.</li> <li>At times you automatically do what others tell you to do.</li> <li>You can become irritated when others are insensitive and impatient.</li> <li>You tend to not be open to some risks and changes.</li> </ul>                                     | Assertiveness    | <b>Assertiveness</b> – <i>Telling the truth about what is just, setting clear boundaries. You have the self-confidence to tell the truth about what is just.</i>              |
| High C | <ul style="list-style-type: none"> <li>You become withdrawn and headstrong when you are under stress.</li> <li>You view people and tasks too seriously and critically sometimes.</li> <li>Sometimes you do not shoot for realistic deadlines and parameters.</li> <li>You can become irritated when things are disorganized.</li> </ul>                              | Friendliness     | <b>Friendliness</b> – <i>Is reaching out to others with warmth and caring and caring is about listening with compassion.</i>  |

## Create a DISC POWER TEAM

Wouldn't it be amazing to have a DISC POWER TEAM where all members brought their best strengths to the table, and each of our challenges could be supported by someone who was skilled in the areas we struggle?

Considering the behavioral strengths, workplace behaviors and strength virtues for each style, who would be an ideal DISC POWER TEAM Member?

|                             | <b>DOMINANT<br/>STYLE</b>   |  | <b>INFLUENCING<br/>STYLE</b>  |  | <b>STEADY<br/>STYLE</b>  |  | <b>CONSCIENTIOUS<br/>STYLE</b>   |
|-----------------------------|---|--|---|--|--|--|--|
| <b>BEHAVIORAL STRENGTHS</b> | Administration<br>Leadership<br>Pioneering  |  | Persuading<br>Motivating<br>Entertaining                                      |  | Listening<br>Teamwork<br>Follow-through  |  | Planning<br>Systemizing<br>Orchestration   |
| <b>WORKPLACE BEHAVIORS</b>  | Efficient<br>Busy<br>Structured   |  | Interacting<br>Busy<br>Personal   |  | Friendly<br>Functional<br>Personal   |  | Formal<br>Functional<br>Structured   |
| <b>STRENGTH VIRTUES</b>     | Determination<br>Courage<br>Assertiveness<br>Confidence<br>Independence<br>Idealism |  | Enthusiasm<br>Optimism<br>Trust<br>Friendliness<br>Generosity<br>Cheerfulness |  | Loyalty<br>Patience<br>Peacefulness<br>Tolerance<br>Consideration<br>Cooperation |  | Diligence<br>Perseverance<br>Righteousness<br>Perceptiveness<br>Integrity<br>Conscientious |
| <b>TEAM MEMBER</b>          |   |  |   |  |  |  |  |

For an upcoming project, consider how your DISC POWER TEAM could accomplish greatness!

- Assign responsibilities based on strengths
- Determine what opportunities or challenges exist or may come up
- Give each Team Member the opportunity to showcase their skills and experience
- Check in regularly and discuss as a team how it's going
- Provide feedback regarding roles, strengths, needs, and any additional support required

## Building and Maintaining Rapport/Productivity

What does it take to build and maintain rapport and productivity throughout the leadership process?

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

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

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

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

So even if you have a title, you can't rely on position power alone to get you what you want. You also need "personal power." In fact it's now generally believed that a leader can't really lead others until those they are leading genuinely accept them.

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

The following section introduces you to ways that you can create authentic cooperation and collaboration when leading others:

- Developing people as a leader
- Adapting your communication style
- Supporting people to reach decisions
- Motivating people
- Complimenting people
- Coaching people
- Correcting people
- Delegating to people
- Acknowledging people

## Developing People as a Leader

| Developing C's   | Developing D's  |
|--|---|
| <ul style="list-style-type: none"> <li>Point out the most important things to remember first.</li> <li>Demonstrate in an efficient, logical manner, stressing the purpose of each step.</li> <li>Proceed slowly, stopping at key places to check for their understanding.</li> <li>Ask for possible input, especially regarding potential refinements.</li> <li>Build up to the big picture.</li> </ul>  | <ul style="list-style-type: none"> <li>Focus on the big picture.</li> <li>Cover basic steps/ high points quickly.</li> <li>Show them the simplest, fastest route to get them to their stated destination.</li> <li>Tell them what is to be done by when.</li> <li>Help them find shortcuts Connect concept with their highest value.</li> </ul> |
| Developing S's   | Developing I's  |
| <ul style="list-style-type: none"> <li>Use one-on-one, hands-on instruction.</li> <li>Start at the beginning &amp; end at the end.</li> <li>Let them observe others before trying.</li> <li>Provide a step-by-step list of procedures or a working timetable/ schedule.</li> <li>Allow plenty of repetition for their actions to become second nature and more routine.</li> <li>Use a pleasant and patient approach in small group settings.</li> </ul> | <ul style="list-style-type: none"> <li>Release information in chunks.</li> <li>Skip details and boring material.</li> <li>Get them involved kinesthetically.</li> <li>Let them show you what they are learning.</li> <li>Be slow to criticize and quick to praise.</li> <li>Let them teach concept to others.</li> </ul>                        |

## Adapting Your Communication Style

| Communicating with C's  | Communicating with D's  |
|---|---|
| <ul style="list-style-type: none"> <li>• Be well organized and clear in your communications.</li> <li>• They search for logical conclusions.</li> <li>• Ask your questions in a more discreet, non-judgmental manner to elicit the points, objectives, or assurances C's want: "Lenny, I'm not trying to pressure you, but are you not interested in the auditor's position, or in any position?"</li> </ul>  | <ul style="list-style-type: none"> <li>• Listen to their suggestions, their course of action and the results they are considering.</li> <li>• Find areas where you already agree.</li> <li>• Work backwards toward gaining agreement on the results you both want—and are willing to either mutually or independently allow the other to achieve: "Sarah, this format will give you the freedom to develop your branch your way and still allow Vern and Ellen to structure theirs another way... without sacrificing time or morale."</li> </ul> |
| Communicating with S's  | Communicating with I's  |
| <ul style="list-style-type: none"> <li>• Be ready to do more talking than listening; they don't feel comfortable when the limelight is focused on them.</li> <li>• Clarify any key agenda items with them.</li> <li>• Stay organized and move forward steadily (but slowly) as you check to make sure they understand and accept what is being said: "Did you want me to stick around the office at a particular time each day in case you need to telephone me for emergency questions on this account, or do you want me to call you?"</li> </ul> | <ul style="list-style-type: none"> <li>• Listen to their personal feelings and experiences.</li> <li>• Their style requires open and responsive interaction with others, preferably in a manner of congenial and unhurried conversation (like that between long-time friends): "Just between you and me, Chris, I feel very uneasy about Jill and Howard handling this account by themselves."</li> </ul>   |

## Supporting People to Reach Decisions

| Helping C's Decide  | Helping D's Decide  |
|---|---|
| <ul style="list-style-type: none"> <li>Confirm they are open to discussing the problem or decision.</li> <li>If they aren't ready, either set a definite time that's better for both of you or explore their concern in even pursuing this subject.</li> <li>Give them time and space to think clearly.</li> <li>When the situation is being explored, review your impression of the process: "My understanding is you'd like to think it over and figure out what time commitment you'd be able to make to the group. When may I call you about your decision?"</li> </ul> | <ul style="list-style-type: none"> <li>D's tend to make autonomous, no-nonsense decisions.</li> <li>If the decision will help them meet their goals, they go for it; if not, they say no.</li> <li>One of the few times they put off reaching a conclusion is when it takes too much time/effort doing the homework to determine the best alternative.</li> <li>Prevent this procrastination by simply providing a brief analysis for each option.</li> </ul>   |
| Helping S's Decide  | Helping I's Decide  |
| <ul style="list-style-type: none"> <li>Deal with only one subject or situation at a time, one step at a time.</li> <li>Before moving on to other items, make sure they are ready, willing, and able to do so.</li> <li>Remain calm and relaxed.</li> <li>Encourage them to share their suggestions as to how the decision might be made in a way that is likely to add even more stability to the current conditions: "Would you mind writing down a schedule of your office's activities so I can write my proposal without missing anything?"</li> </ul>                  | <ul style="list-style-type: none"> <li>They want to avoid discussions of complex, negative-sounding, messy problems.</li> <li>Frame suggestions in a positive light.</li> <li>They are open to your suggestions—as long as they allow them to look and feel good—and not require a lot of difficult, follow-up, detail work or long-term commitments.<br/>"You know just about everybody, George. Since we need to get \$350 in pledges by the end of February, why not go ahead and wrap up all your calls by Friday? Then you can relax a lot more next week."</li> </ul> |

## Complimenting People

| Complimenting C's  | Complimenting D's   |
|--|---|
| <ul style="list-style-type: none"> <li>Mention their efficiency, thought processes, organization, persistence and accuracy.</li> <li>Don't mix personal and professional comments unless you know them very well.</li> <li>One C told us: "Compliments don't mean much to me. But I do like genuine, heartfelt appreciation once in awhile."</li> <li>Keep praise simple and concise.</li> </ul> | <ul style="list-style-type: none"> <li>Mention their achievements, upward mobility and leadership potential.</li> <li>Omit personal comments and focus on their track record: "Jones, you've exceeded our company goals every month for the past year and have put in more hours than anybody but the top officials here. The CEO has his eye on you for an upcoming VP slot."</li> </ul> |
| Complimenting S's  | Complimenting I's   |
| <ul style="list-style-type: none"> <li>Mention their teamwork and dependability.</li> <li>Remark about how others regard them, how well they get along with co-workers, and how important their relationship-building efforts have been to the company.</li> <li>Effusiveness can arouse their suspicions, so stick to praising what they've done rather than personal attribute.</li> </ul>     | <ul style="list-style-type: none"> <li>Pay direct personal compliments to them when legitimately deserved.</li> <li>Mention their charm, friendliness, creative ideas, persuasiveness, and/or appearance (or better yet, all of the above).</li> <li>They willingly accept "general praise": "We are so lucky to have you with us, Dee. You're a real gem."</li> </ul>                    |

## Acknowledging People

| Acknowledging C's  | Acknowledging D's  |
|--|--|
| <ul style="list-style-type: none"> <li>Focus on your realization of how difficult it can be for them to attempt to meet the high personal standards they set for themselves.</li> <li>Cite specific and appropriate examples, which prove this point.</li> </ul>                     | <ul style="list-style-type: none"> <li>When it's appropriate to reward or reinforce their behavior, focus on how pleased you are with their results.</li> <li>Mention how glad you are to be a part of the process working with them to make things better for both of you through cooperation.</li> </ul>                   |
| Acknowledging S's  | Acknowledging I's  |
| <ul style="list-style-type: none"> <li>Focus on how you sincerely appreciate their willingness to make things good for everyone</li> <li>Approach matters in a systematic, low-keyed, and understanding manner, and reinforce the importance of them sharing their ideas.</li> </ul> | <ul style="list-style-type: none"> <li>Focus on how glad you are they have succeeded in finding a pleasant solution to their concern or objective.</li> <li>Show you appreciate them for their openness and willingness to respond to you in a way that allows everyone to end up feeling good about the results.</li> </ul> |

## Coaching People

| Coaching C's  | Coaching D's  |
|---|---|
| <ul style="list-style-type: none"> <li>• Draw them out by asking, "How would you...?" questions about problems.</li> <li>• They express thoughts indirectly, so persist in your attempts to get them to talk.</li> <li>• They need to plan for change so they can identify and bring under control any key considerations that have to be addressed.</li> <li>• When possible, allow them to investigate possible repercussions, especially at the beginning stages. That way they'll become more comfortable with possible changes.</li> </ul> | <ul style="list-style-type: none"> <li>• Stick to the facts.</li> <li>• Draw them out by talking about the desired results; then discuss their concerns.</li> <li>• Focus on tasks more than feelings.</li> <li>• Ask them how they would solve problems: "Anne, we've heard comments that need to be addressed. It seems some of your employees don't feel appreciated for the extra hours they've been putting in for you. They've worked 14-hour days to beat your deadline. How do you think we can bolster their morale?"</li> </ul>   |
| Coaching S's  | Coaching I's  |
| <ul style="list-style-type: none"> <li>• Understand the emotional side of their situation by drawing them out through questioning and listening</li> <li>• They are disrupted by change and the unknown.</li> <li>• Reduce their fears by showing how specific changes will benefit them and others: "Barbara, moving to Dallas will be an adjustment for all of us at first, but 80% of our staff has agreed to go. The company will move you and your family, sell your house, and give you a 10% bonus for loyal service."</li> </ul>        | <ul style="list-style-type: none"> <li>• Give them ample opportunity to talk about whatever may be bothering them.</li> <li>• Pay attention to both facts and feelings, but put your primary emphasis on their feelings.</li> <li>• Involve them by asking how they could solve a challenge or problem.</li> <li>• Sometimes, just airing their feelings and thoughts relieves tension for I's.</li> <li>• Talking allows them to get something off their chests and can even become an end in itself, since their energy is largely influenced by the quality of their relationships.</li> </ul> |

## Correcting People

| Correcting C's   | Correcting D's  |
|--|---|
| <ul style="list-style-type: none"> <li>• Show them how to get a job done and they'll master and modify it to suit their needs.</li> <li>• Specify the exact behavior that is indicated and how you would like to see it changed.</li> <li>• Mutually agree on checkpoints and timeframes.</li> <li>• Allow them to save face, as they fear being wrong. "Nelson, your work here is typically done neatly and on time. Now that we're switching to computers, you'll be able to turn out the same quality of work faster. I'd like you to take this computer class..."</li> </ul> | <ul style="list-style-type: none"> <li>• Describe what results are desired.</li> <li>• Show the gap between actual and desired.</li> <li>• Clearly suggest the needed improvement and establish a time to get back to you: "We need to streamline communication so that one hand knows what the other is doing. Last month, we had two separate divisions calling on the same CEO for corporate donations. I want you to work up a plan to keep everybody informed of who's working on what so we don't duplicate our efforts. Get back to me by the end of the week."</li> </ul>                           |
| Correcting S's   | Correcting I's  |
| <ul style="list-style-type: none"> <li>• Reassure them that you only want to correct a specific behavior, not them personally</li> <li>• They tend to take things personally, so remove the "something is wrong with you barrier" as quickly as possible</li> <li>• Point out in a non-threatening way what they're already doing right while also emphasizing what needs changing: "Norma, I admire your persistence, but we have to add more details to the proposal before we send it out. For example..."</li> </ul>   | <ul style="list-style-type: none"> <li>• They avoid facing problems and if pressure persists, may walk away from the problem.</li> <li>• Sometimes stress manifests itself in animated panic. "I can't talk now, Hal. It's really hit the fan this time!"</li> <li>• Let them specifically know the challenge and define the behaviors to solve the problem.</li> <li>• Confirm the mutually agreeable action plan (in writing) to prevent future problems.</li> <li>• Use positive, optimistic questions and phrases: "How'd you like to increase your sales to your normal range and beyond?".</li> </ul> |

## Delegating to People

| Delegating to C's  | Delegating to D's   |
|--|---|
| <ul style="list-style-type: none"> <li>Take time to answer their most critical questions about structure and/or guidance they require in a specific situation. The more they understand the details, the more likely they will be to complete the task properly.</li> <li>Be sure to establish deadlines.</li> <li>"Angela, the court date on the Mortimer case has been moved up to Monday, so we have to respond by speeding things up a bit. It will proceed almost as efficiently as if you researched everything by yourself if we enlist two associates to help you work, under your direction, on tasks you delegate to them and then review. Before getting started, do you have any preferences on the who's or how to's of this process that you think are essential to check with me at this time?"</li> </ul>                        | <ul style="list-style-type: none"> <li>Give them the bottom line and then let them do their thing.</li> <li>So that they can be more efficient, give them parameters, guidelines, and deadlines.</li> <li>"We need to get that mall built a month sooner or we'll lose our shirts. Fourteen tenants are threatening to bail out of their contracts if we don't open in time for the holidays. Don't spend more than another \$30,000, keep everything legal and out of the newspapers, and get back to me by Monday morning."</li> </ul>  |
| Delegating to S's  | Delegating to I's   |
| <ul style="list-style-type: none"> <li>S's may be reluctant to ask others to do their own share of the work, so make a personal appeal to their loyalty and sense of sportsmanship.</li> <li>"Al, you're an example for this company of genuine cooperative spirit. Your staff wants to please you, so by giving everyone in your department just 10 of those names to call, you can all reach the goal together by noon tomorrow. Otherwise, you'll probably have a lot more difficulty reaching all those people by the target date." Give them the task, state the deadlines that need to be met, and explain why it's important to do it that way. "I'll need 500 copies of these summaries typed and collated by 5 p.m. today. Mr. Jeffries is getting back from New York two days early and he wants them by tomorrow morning."</li> </ul> | <ul style="list-style-type: none"> <li>Receive clear agreements; set up check points/times to avoid long stretches with no progress reports.</li> <li>I's are often concept people who come up with plenty of ideas, but not necessarily the means of carrying them out, so steer them toward ways of assuring the implementation of those ideas.</li> <li>"Olivia, this proposal for the King Company looks good so far, but how about including more direct benefits for each employee. Marian has surveys filled out by each employee. Get together with her, bounce some ideas around, and then include more essential information about the eight or so key people in your proposal. Add some extra plus points on the others...12 pages in all. In this manner, you should do the job very well. And, Olivia, thanks for making the extra effort on this project. It's really important to all of us."</li> </ul> |

## Adapting Your Leadership Style

| When You are the C   | When You are the D   |
|--|--|
| <ul style="list-style-type: none"> <li>• Modify criticism (whether spoken or unspoken) of others' work.</li> <li>• Check less often, or only check the critical things (as opposed to everything), allowing the flow of the process to continue.</li> <li>• Ease up on controlling emotions; engage in more water cooler interaction.</li> <li>• Accept the fact that you can have high standards without expecting perfection.</li> <li>• Occasionally confront a colleague (or boss) with whom you disagree, instead of avoiding or ignoring them (and doing what you want to do, anyway).</li> <li>• Tone down the tendency to OVER-prepare.</li> </ul> | <ul style="list-style-type: none"> <li>• Allow others to do things without excessive or untimely interference.</li> <li>• Participate in the group without expecting always to be in command.</li> <li>• Modify your tendency to give orders.</li> <li>• Enlist others' input and support through participative, collaborative actions.</li> <li>• Praise and give credit for jobs well done.</li> <li>• Let colleagues and employees know that you realize it's only natural that you and others will make mistakes.</li> <li>• When delegating, give some authority along with the responsibility.</li> </ul>  |
| When You are the S   | When You are the I   |
| <ul style="list-style-type: none"> <li>• Stretch by taking on a bit more (or different) duties beyond your comfort level.</li> <li>• Increase verbalization of your thoughts and feelings.</li> <li>• Speed up your actions by getting into some projects more quickly.</li> <li>• Desensitize yourselves somewhat, so that you aren't negatively affected by your colleagues' feelings to the point of affecting your own performance.</li> <li>• Learn to adapt more quickly to either changes or refinements of existing practices.</li> <li>• Bolster your assertiveness techniques.</li> </ul>  | <ul style="list-style-type: none"> <li>• Improve your follow-through efforts.</li> <li>• Monitor socializing to keep it in balance with other aspects of business and life.</li> <li>• Write things down and work from a list, so you'll know what to do and when to do it.</li> <li>• Prioritize activities and focus on tasks in their order of importance.</li> <li>• Become more organized and orderly in the way you do things.</li> <li>• Get the less appealing tasks of the day over with early in the day.</li> <li>• Pay attention to your time management.</li> <li>• Check to make sure you're on course with known tasks or goals.</li> </ul> |

## Adapting Your Leadership Style Continued...

| When they are C's, Help Them...  | When they are D's, Help Them...   |
|--|---|
| <ul style="list-style-type: none"> <li>Share their knowledge and expertise.</li> <li>Stand up for themselves with the people they prefer to avoid.</li> <li>Shoot for realistic deadlines.</li> <li>View people and tasks less seriously and critically.</li> <li>Balance their lives with both interaction and tasks.</li> <li>Keep on course with tasks, with less checking.</li> <li>Maintain high expectations for high priority items, not necessarily everything.</li> </ul>   | <ul style="list-style-type: none"> <li>More realistically gauge risks.</li> <li>Exercise more caution and deliberation before making decisions and coming to conclusions.</li> <li>Follow pertinent rules, regulations and expectations</li> <li>Recognize and solicit others' contributions, both as individuals and within a group.</li> <li>Tell others the reasons for decisions.</li> <li>Cultivate more attention and responsiveness to emotions.</li> </ul>  |
| When they are S's, Help Them...  | When they are I's, Help Them...   |
| <ul style="list-style-type: none"> <li>Utilize shortcuts; discard unnecessary steps.</li> <li>Track their growth.</li> <li>Avoid doing things the same way.</li> <li>Focus on the goal without attending to other thoughts or feelings.</li> <li>Realize tasks have more than one approach.</li> <li>Become more open to risks and changes.</li> <li>Feel sincerely appreciated.</li> <li>Speak up; voice their thoughts and feelings.</li> <li>Modify the tendency to do what others tell them.</li> <li>Get and accept credit and praise, when appropriate.</li> </ul> | <ul style="list-style-type: none"> <li>Prioritize and organize.</li> <li>See tasks through to completion.</li> <li>View people and tasks more objectively.</li> <li>Avoid overuse of giving and taking advice (which can result in lack of focus on tasks).</li> <li>Write things down.</li> <li>Do the unpleasant, as well as the fun things.</li> <li>Focus on what's important now.</li> <li>Avoid procrastination and/or hoping others will do things for them.</li> <li>Practice and perfect, when appropriate.</li> </ul> |

## Taking Ownership of Your Destiny

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

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

### Accept the Challenge

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

### Commit to Growth

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

**Here's wishing you continued success!**

## So Now What?

This report is filled with information about each of your four learning style categories. Now you have a learning profile that will truly help you understand your own unique learning style patterns.

There are many suggestions in each of the four sections of this report, presenting opportunities for you to apply this valuable information. Take the next action steps required to make improvements in the specific learning styles sections most important to you and your success.

Do not put this report on a shelf or in a file. You have the opportunity to use this information to open a meaningful dialogue with others and improve the way you learn new information. Use this report as a reference tool. It contains a lot of information and it hasn't been designed for digesting in a single reading session.

Have fun making the minor changes in the way you attend, translate, relate and understand new material and immediately experience improved results. You will be pleasantly surprised!

## Other Assessments?

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

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

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

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

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

## Reference Materials and Resources

### Character Virtues Definitions

The Virtues Project™ is a global grassroots initiative to inspire the practice of virtues in everyday life, sparking a global revolution of kindness, justice, and integrity in more than 100 countries through Facilitators, Master Facilitators, Champions and Virtues Connections.

The Virtues Project empowers individuals to live more authentic meaningful lives, families to raise children of compassion and integrity, educators to create safe, caring, and high performing learning communities, and leaders to encourage excellence and ethics in the work place. It has inspired and mobilized people worldwide to commit acts of service and generosity, to heal violence with virtues.

The Five Strategies™ awaken the gifts of character, through inspiring programs, books, and materials that help us to remember who we really are and to live by our highest values.

*Linda Kavelin-Popov, Dr. Dan Popov and John Kavelin founded the Virtues Project in Canada in 1991. It was honored by the United Nations during the International Year of the Family as a "model global program for families of all cultures".*

Learn more at:

<http://www.virtuesproject.com/tvp.html>

### "Learned Optimism" – a book by Martin Seligman

In this book, Martin E.P. Seligman, pioneer of Positive Psychology, outlines easy-to-follow techniques that have helped thousands rise above pessimism. Learn more on his site at:

<http://www.pursuit-of-happiness.org/history-of-happiness/martin-seligman-positive-psychology/>

### Resources

Feel free to explore the following sites for additional PeopleSmart tools and self-discovery resources:

<http://www.PeopleSmartWorld.com>

<http://www.PeopleSmartEnterprises.com>

Congratulations for taking this step towards understanding yourself and others better. This is only the tip of the iceberg in terms of the resources we have for you so, we would like to include you in occasional email invitations and newsletters. If you prefer not to receive these, or if your email changes, please email details to:

[Info@PeopleSmartEnterprises.com](mailto:Info@PeopleSmartEnterprises.com)

### Disclaimer

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The foregoing waiver and indemnity shall apply to any claims, rights of recourse, liability, demand or suit for personal injury, property damage, or any other damage, loss or liability, directly or indirectly arising out of, resulting from or in any way connected with The DISCstyles Assessment, or the use, application, adequacy, accuracy, interpretation, usefulness, or management of The DISCstyles Assessment, or the results or information developed from any use or application of The DISCstyles Assessment, and whether based on contract obligation, tort liability (including negligence) or otherwise. In no event, will THE GROUP be liable for any lost profits or other consequential damages, or for any claim against you by a third party, even if one or more of THE GROUP has been advised of the possibility of such damages.