

DISC Leadership and Motivators Combined Report

Report For: **Sample Report**

Focus: **Work**

Date: **2/9/2015**



Table of Contents

Introduction to the DISC Leadership and Motivators Online Report 3

PART I Understanding Yourself

General Characteristics.....	4
Your Strengths: What You Bring to the Organization.....	6
Your Motivations (Wants) and Needs	7
Your Motivations: Ideal Work Environment.....	8
Your Behavior and Needs Under Stress.....	9
Communication Plans.....	10
Potential Areas for Improvement.....	13
Summary of Your Style	14
Word Sketch: Adapted Style	15
Word Sketch: Natural Style.....	16
Your Personalized eGraphs.....	17
The 12 Integrated DISC Styles Relationships	18
Your Behavioral Pattern View.....	22

PART II Application of DISC Styles

Application, Application, Application	23
Overview of the Four Basic DISCstyles	24
How to Identify Another Person's Behavioral Style	25
What is Behavioral Adaptability?	27
How to Modify Your Directness and Openness	28
Tension Among the Styles	29
How to Adapt to the Different Behavioral Styles	32
Building and Maintaining Rapport Throughout The Leadership Process	36

PART III Seven Dimensions of Motivation

Seven Dimensions of Motivation.....	48
Executive Summary	49
Your Aesthetic Drive	50
Your Economic Drive.....	52
Your Individualistic Drive	54
Your Political Drive	56
Your Altruistic Drive.....	58
Your Regulatory Drive.....	60
Your Theoretical Drive	62
Relevance Section.....	64
Success Connection	65
So Now What?	66
Disclaimer	67

Introduction to the DISC and Motivators Combined Report

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

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

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

DISC STYLES

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

STYLE	TENDENCIES
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

MOTIVATORS

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

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

ADAPTABILITY

In addition to understanding your DISC style, Part II (Application of DISC Styles) covers behavioral adaptability - ways you can apply your style strengths or modify your style weaknesses in order to meet the needs of a particular situation or individual. Social scientists call it ***social intelligence*** (EIQ) which may be just as important, or even more important, as your Intelligence Quotient (IQ) in being successful in today's world.

PART I Understanding Yourself

General Characteristics

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

You tend to have a long fuse and seldom become visibly angry or agitated. You may harbor internal anger, but you tend not to vocalize it to those involved, instead perhaps "venting" to others not involved in the project. Overall, you tend not to seek direct confrontation about what is making you upset, which is a good thing as long as you don't let such conflicts boil to the surface.

You show a rare ability to get along with a wide variety of people. This comes from both your sincere interest in people and from your inherent patience in working with others. You may be able to bring various individuals together who might not otherwise cooperate.

You have the ability to persuade others, not with hype, but rather with warmth, sincerity, and understanding. These are perhaps considered "soft sell" tools, but they can make a big impact. This skill comes from the merging of your "people skills," along with the fact that you tend to be more modest when dealing with people.

You score like those who prefer to establish long-term relationships, rather than brief, superficial ones. This perhaps comes from your preference toward stability in your lifespace, and longer-term relationships may bring that stability. Friendships and acquaintanceships you have made in the past are important to you, even now.

General Characteristics (continued)

Sample, your score pattern suggests a high degree of persistence and patience in working on projects. This can be especially important when the assignments are long, detailed, and involve a multitude of personal or complex tasks. Where others may lose patience and perhaps allow overall quality to lapse, you bring a unique pulse and tempo that can serve as a model for others.

Sample, the responses you gave indicate that you tend to be unselfish and sensitive to the needs of others. This is a rare type of generosity that comes with no strings attached, hidden agendas, or ulterior motives. People who score like you get a genuine "rush" when they are helping others. That's the up-side. The flipside is that you may need to monitor yourself closely to make sure you are not spreading yourself too thin in your efforts to please everybody.

Others may tend to seek you out for assistance or advice. This is because they perceive you as being sensitive to their needs, and because you provide a stable and consistent point of view for them. You may be seen as a coach or counselor that they can count on to listen to ideas and input. That's good, as long as it doesn't hamper your ability to complete your own tasks.

Your responses indicate that you tend not to force your own ideas on others with edicts, but rather by offering carefully considered suggestions. This can be a key point of success in a variety of areas. It helps build both rapport and credibility with others and is a strength that you can affirm in a genuine way. The combination of your listening skills, people skills, and innate sincerity allow you to influence others and thus affect the results.

Your Strengths

What You Bring to the Organization

You are likely to display your strength characteristics rather consistently. For the most part, these qualities tend to enhance your effectiveness within your organization. Work Style Preferences provide useful insights as you work in a job or as you work together on a team or family project. They are the talents and tendencies you bring to your job. Check the two most important strengths and the two most important work style tendencies and transfer them to the Summary of Your Style page.

Your Strengths:

- You are able to negotiate conflicts into win-win situations.
- You are very people-oriented and, as a result, are able to talk with new people very easily in small groups or in large audiences.
- You bring a high "sincerity factor" to the team climate.
- You are a good listener.
- You work hard to achieve the team's goals and objectives.
- You demonstrate a high degree of patience in working with others.
- You are able to build positive relationships with internal and external stakeholders.

Your Work Style Tendencies That You Bring to the Job:

- You are optimistic and motivated to be an excellent team player, able to defer your ego when working with others who may prefer having more control of the situation.
- You tend to be an excellent "teacher" to peers on the team, at all levels of the organization.
- You show a high degree of persistence in working on projects, especially over the long haul.
- On the job, you tend to say "yes" more often than "no," when asked to help out with a colleague's project or problem.
- On the job, you have a strong need to be patient, polite, and create an environment of good-will for internal and external stakeholders.
- Your empathetic nature and sensitivity toward people may lead others to seek you out as a coach or counselor, or ask to assist them with a personal or team problem.
- You tend not to force your own ideas on others with edicts, but rather by offering considered suggestions.

Your Motivations (Wants) and Needs

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

You Tend to Be Motivated By:

- Acceptance as a positive and supportive member of the organization and team.
- Identification with the organization, team, and others with whom a spirit of work responsibility has been established.
- Evidence that a new process has been successful in similar applications.
- Projects and assignments that provide interpersonal contact, and an opportunity to help both internal and external stakeholders.
- A work culture that is supportive of family activities and commitments.
- Flexibility to circulate and talk with a variety of people.
- A supervisor, manager, or board who practices a democratic leadership process.

People With Patterns Like You Tend to Need:

- To learn to say "no" more often in order to avoid spreading yourself too thin.
- A sense of belonging to the team or organization as a whole.
- To be kept in the information loop regarding projects and initiatives within the organization.
- Increased urgency in decision making.
- To be more realistic and ambitious in setting deadlines for team projects.
- More direction toward work tasks, and less focus on chatting and socializing.
- Encouragement to keep the positive spirit and optimism when the pressure is on.

YOUR MOTIVATIONS Ideal Work Environment

Everybody is motivated...however; they are motivated for their own reasons, not somebody else's reasons. By understanding your motivations, you can create an environment where you are most likely to be self-motivated. Check the two most important environment factors and transfer them to the Summary of Your Style page.

You Tend to Be Most Effective In Environments That Provide:

- Support and appreciation of your individual efforts.
- A work culture that takes pride in the systems, processes, and people working behind the scenes.
- A favorable working climate containing positive attitudes and optimistic spirit.
- Clear responsibility and lines of authority to avoid confusion or overlapping initiatives.
- A balance between some stable, predictable work activities and some variety and change on a regular basis.
- A work culture that allows for your natural interest in helping others learn and grow professionally.
- A job culture where there is little hostility, confrontation, anger, or pressure.

The I Style

Behavior and Needs Under Stress

Under Stress You May Appear:

- Impulsive
- Manipulative
- Overeager
- Inconsistent
- Unrealistic

Under Stress You Need:

- A quick pace for stimulation and excitement
- To get credit
- Action and interaction

Your Typical Behaviors in Conflict:

- When you experience a moment of misery, you may appear overeager, impulsive, sarcastic and demanding and disregard the facts or anything you say.
- If a conflict persists or your anger increases, you are likely to lash out with a strong verbal attack on the other person. This may have a startling effect on others since it is so unlike your normal behavior.
- Your anger is generally a response to a personal attack or, possibly, the failure of someone to support you when you were really counting on that person's support. Of course you may interpret a comment intended to refer to a task-related problem as a personal attack, especially if it concerns your contribution to the problem.

Strategies to Reduce Conflict and Increase Harmony:

- You have a tendency to "think out loud." Others make take these "brainstorming" ideas as actual commitments and become upset when those "commitments" are not completed. So, let others know in advance when you are only exploring ideas and options and not committing to actions.
- Avoid giving others a false impression of the level of support you will give them. When promising your support, make clear precisely what it is that you will do.
- Be sure to fulfill all of your commitments. If you will be unable to keep a commitment or meet a deadline, inform the people involved as soon as possible. Do not assume that others will automatically step in to cover for you.

Communication Tips and Plans for Others

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

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

When Communicating with Sample, DO:

- Put the details in writing, but don't plan on discussing them too much.
- Ask for his input regarding people and specific assignments.
- Be candid, open, and patient.
- Be certain to conclude the communication with some modes of action and specific next steps for all involved.
- Provide assurances about his input and decisions.
- Join in with some name-dropping and talk positively about people and their goals.
- Plan to talk about things that support his dreams and goals.

When Communicating with Sample, DON'T:

- Offer assurances and guarantees you can't fulfill.
- Be impersonal or judgmental.
- Be rude or abrupt in your delivery.
- Be vague or ambiguous.
- Talk down to him.
- Be overly task-oriented.
- Let the discussion with him get caught in dreams too much, otherwise you'll lose time.

Communication Plan with the **DOMINANT** Style

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

Communication Plan with the **INFLUENCING** Style

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

Communication Plan with the STEADY Style

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

Communication Plan with the CONSCIENTIOUS Style

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

Potential Areas for Improvement

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

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

Potential Areas for Improvement:

- You may be rather indirect in providing instructions, because you don't want to impose your will on others.
- You may have difficulty with quick decision making because of your need to consider the "people side" of all issues.
- You may show less emphasis on productivity and more emphasis on the "people side" of a project.
- You may be a bit of a grudge-holder toward those who offer criticism.
- You may tend to take constructive criticism personally, possibly losing focus as to how it relates to the task.
- You may hesitate to correct or discipline those who report to you, for fear of offending someone.
- You may need some coaching in time management; for instance, in setting more ambitious deadlines.

Summary of Sample Report's Style

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

YOUR STRENGTHS: WHAT YOU BRING TO THE ORGANIZATION

1. _____
2. _____

YOUR WORK STYLE TENDENCIES

1. _____
2. _____

YOUR MOTIVATIONS (WANTS)

1. _____
2. _____

YOUR NEEDS

1. _____
2. _____

YOUR MOTIVATIONS: IDEAL WORK ENVIRONMENT

1. _____
2. _____

COMMUNICATION DO'S & DON'TS

1. _____
2. _____

POTENTIAL AREAS FOR IMPROVEMENT

1. _____
2. _____

WORD SKETCH Adapted Style

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

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

WORD SKETCH Natural Style

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

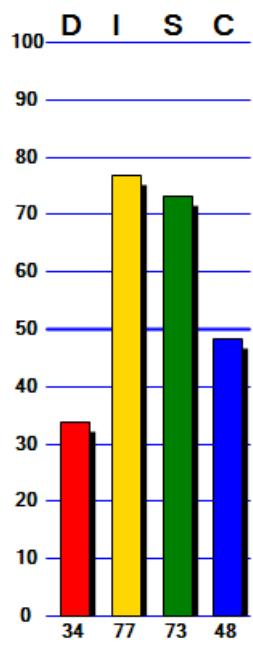
		D	I	S	C
DISC Focus		Problems / Tasks	People	Pace (or Environment)	Procedures
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze	
Emotion	Decisive, risk-taker	Optimistic, trust others	Patience, stabilizer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

DISCstyles eGraphs for Sample Report

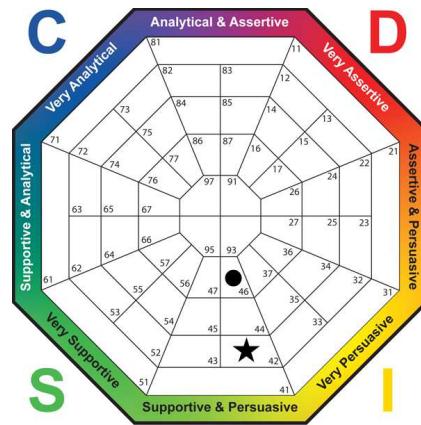
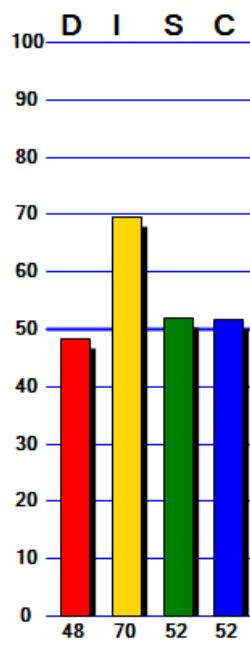
Your Adapted Style indicates you tend to use the behavioral traits of the IS style(s) in your selected Work focus. Your Natural Style indicates that you naturally tend to use the behavioral traits of the ISc style(s).

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

Adapted Style - Graph I



Natural Style - Graph II



● = Natural Behavioral Style

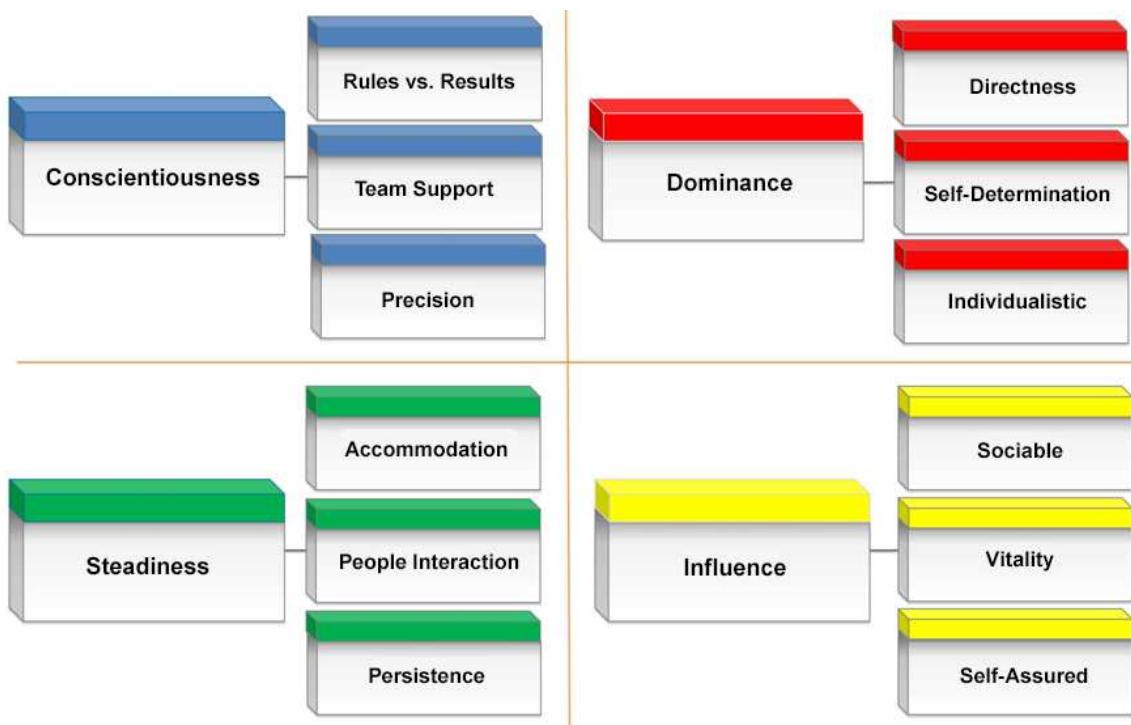
★ = Adapted Behavioral Style

If the two bars are similar, it means that you tend to use your same natural behaviors in that environment. If your Adapted Style is different from your Natural Style, this may cause stress if done over a long period 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 graphs, the greater or lesser your needs-motivated behavior impacts your results at work and others around you. Once aware, you can adapt your style. Can you change? Of course! You do it every day depending on your situations. However, permanent behavioral change comes only with awareness and practice. Study and practice using the Behavioral Adaptability Charts in this report to gain behavioral flexibility. For further questions or personal coaching, contact your consultant.

The 12 Integrated DISC Style Relationships



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

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

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

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

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

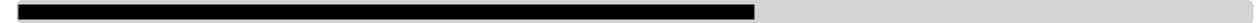
We recommend you add this powerful new view to your tool kit and use it to assist you in understanding why and how people shape their communications and connections with the other people in their life.

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

The **blue box** identifies the Range of all scores in the General Population for each integrated behavior. Half score below the median score (vertical link) and half above. Unlike an AVERAGE...the median score will not always be shown with equal space on both sides.

1. The Sociable Behavior (I/D) [High Moderate Intensity]

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



"How this individual's need for social interaction is impacted by their assertiveness and desire for immediate results." The Sociable behavior measures HOW the strength of this individual's preference for cordial social interaction and people connection is influenced by their need for immediate results. Higher intensity scores reflect an emphasis on seeking, building and sustaining personal relationships while Lower intensity scores reflect a much stronger competitive "result now" focus with less effort on accommodation and building relationships.

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

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



"How this individual's people oriented extroversion is impacted by their need for accuracy and structure." The Self-Assured behavior measures HOW the strength of this individual's extroversion and desire for personal connection with others is influenced by their need for structure, detail, and accurate evidence prior to taking action. Higher intensity scores can sometimes lead to overconfidence with a willingness to improvise and to take spontaneous actions vs. thorough planning while Lower intensity scores reflect a cautious and conscientious approach that seeks to take actions that are supported by reliable tactics, trusted data and past successes.

3. The Vitality Behavior (I/S) [Moderate Intensity]

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



"How this individual's people focused extroversion is impacted by their preferred pace and activity level." The Vitality behavior measures HOW the strength of this individual's desire for interpersonal connections is influenced by their degree of urgency, preferred pace and activity level. Higher intensity scores reflect a high energy, freewheeling, confident and engaging style that will likely embrace new ideas and concepts while Lower intensity scores reflect thoughtfulness and care when crafting both words and deeds as one moves steadily toward the identified goal and objective.

4. The Accommodation Behavior (S/D) [Moderate Intensity]

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



"How this individual's need to operate at a steady pace and innate degree of patience is impacted by their need for immediate results." The accommodation behavior measures HOW the strength of this individual's level of patience and activity level are influenced by the strength of their desire to lead, command and direct activities focused on immediate results and solutions. Higher intensity scores reflect a willingness to consider, accommodate and support alternative solutions and ideas while Lower intensity scores reflect a propensity to make difficult decisions, remain firm in supporting and defending them sustained by a strong focus on achieving immediate results and accomplishing assigned goals.

5. The Rules vs. Results Behavior (C/D) [Moderate Intensity]

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



"How this individual's need for accuracy, precision and guidelines is impacted by their need for immediate results." The Rules vs. Results behavior measures HOW the strength of this individual's need to precisely follow established structural and procedural guidelines, standards and codes is influenced by their need for direct "results now" actions that target immediate accomplishments. Higher intensity scores identify a strong need to pursue objectives with guidance and reliance upon established structure, rules, organizational protocols and policies while Lower intensity scores suggest a more direct, immediate "result now" focus that will not likely be restrained by established protocols, procedures and policies.

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

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



"How this individual's need for pace and patience is impacted by their need for accuracy, precision and planning." The Persistence behavior measures HOW the strength of this individual's patience, activity level and team support is influenced by their need for accuracy, precision and structure. Higher intensity scores reflect an emphasis on supporting planned group and team efforts while Lower intensity scores reflect a need to follow established policies and procedures even if it requires running counter to the team's direction that may be advocating alternative or even potentially risky actions.

7. The Precision Behavior (C/S) [Moderate Intensity]

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



"How this individual's need for accuracy, precision and planning is impacted by their desire for team support and accommodation." The Precision behavior measures HOW the strength of this individual's need for structure, accuracy, order and precision is influenced by their pace, patience and level of team accommodation. Higher intensity scores reflect a desire to operate in a "fail-safe" environment supported by accurate data and through preparation while Lower intensity scores suggest steady paced progress, strong support, consideration and accommodation for the team's overall direction.

8. The Individualistic Behavior (D/C) [Moderate Intensity]

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



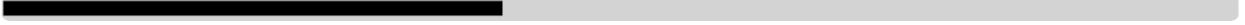
"How this individual's "results now" assertiveness is impacted by their desire to be accurate, analytical and structured." The Individualistic behavior measures HOW the strength of this individual's direct, assertive and "results now focus" is influenced by their need to precisely follow established structural and procedural guidelines while pursuing objectives. Higher intensity scores will not likely be deterred by potential restraints or established policies especially if they are perceived to impede immediate results while Lower intensity scores will favor strong and precise compliance and adherence to established structure, rules, policy and procedures.

9. The Self-Determination Behavior (D/S) [Moderate Intensity]

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



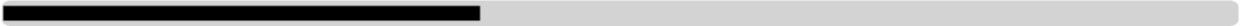
"How this individual's degree of assertive "results now" focus is impacted by their level of patience." The Self-Determination behavior measures HOW the strength of this individual's direct, assertive and "results now" oriented behaviors are influenced by their degree of patience and preferred pace. Higher intensity scores identify a preference toward a more "now oriented pace" that is keyed toward taking actions that achieve immediate results and goals while Lower intensity scores identify a steadier, less urgent pace that embraces planning and careful consideration of consequences prior to taking action.

10. The People Interaction Behavior (S/I) [Moderate Intensity]0.....10.....20.....30.....40.....50.....60.....70.....80.....90.....100


"How this individual's need for a steady pace and exercise of patience is impacted by their desire to connect and engage in social interaction." The People Interaction behavior measures HOW the strength of this individual's degree of patience and preferred activity level are influenced by the strength of their extroversion and a desire to socially interact and accommodate others. Higher intensity scores will display a great deal of care and consideration when crafting the words and deeds that impact others while Lower intensity scores will reflect a freewheeling and confident belief that most if not all interactive social situations can be handled "on the fly."

11. The Team Support Behavior (C/I) [Moderate Intensity]0.....10.....20.....30.....40.....50.....60.....70.....80.....90.....100


"How this individual's need for accuracy, precision and following procedure is impacted by their desire for social connection and interaction." The Team Support behavior measures HOW the strength of this individual's desire for accuracy, structure, rules and standards is influenced by the strength of their desire to interact, engage and accommodate other people. Higher intensity scores display reliance upon structure, logic, facts and established data, procedures and protocols while Lower intensity scores display a more cordially social, engaging and accommodating communication style with a less focus on established protocols.

12. The Directness Behavior (D/I) [Low Moderate Intensity]0.....10.....20.....30.....40.....50.....60.....70.....80.....90.....100


"How this individual's dominance and 'results now focus' is impacted by their desire to interact, connect and relate to others." The Directness behavior measures HOW the strength of this individual's direct, assertive and results oriented communication style is influenced by their desire to build relationships and connect with others. Higher intensity scores identify a willingness to make and defend tough and even unpopular decisions while Lower intensity scores will identify an inclination to search for a more socially interactive, popular and accommodating solution.

Intensity Scoring Legend – DISC Style intensity is a measure of how you will likely display the specific behavior when interacting and communicating with others in most situations.

- **Low Intensity** - Low Intensity scores indicate the ABSENCE of this behavior in MOST situations.
- **Low Moderate** - Low Moderate Intensity scores are only SOMETIMES observable in SOME situations.
- **Moderate Intensity** - Moderate Intensity scores do not mean "mild." Moderate means the behavior is flexible and may or may not become observable based upon the requirements of the specific situation.
- **High Moderate** - High Moderate Intensity scores are frequently observable in many situations.
- **High Intensity** - High Intensity scores will be clearly observable, displayed more often and seen in most situations.

Behavioral Pattern View

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

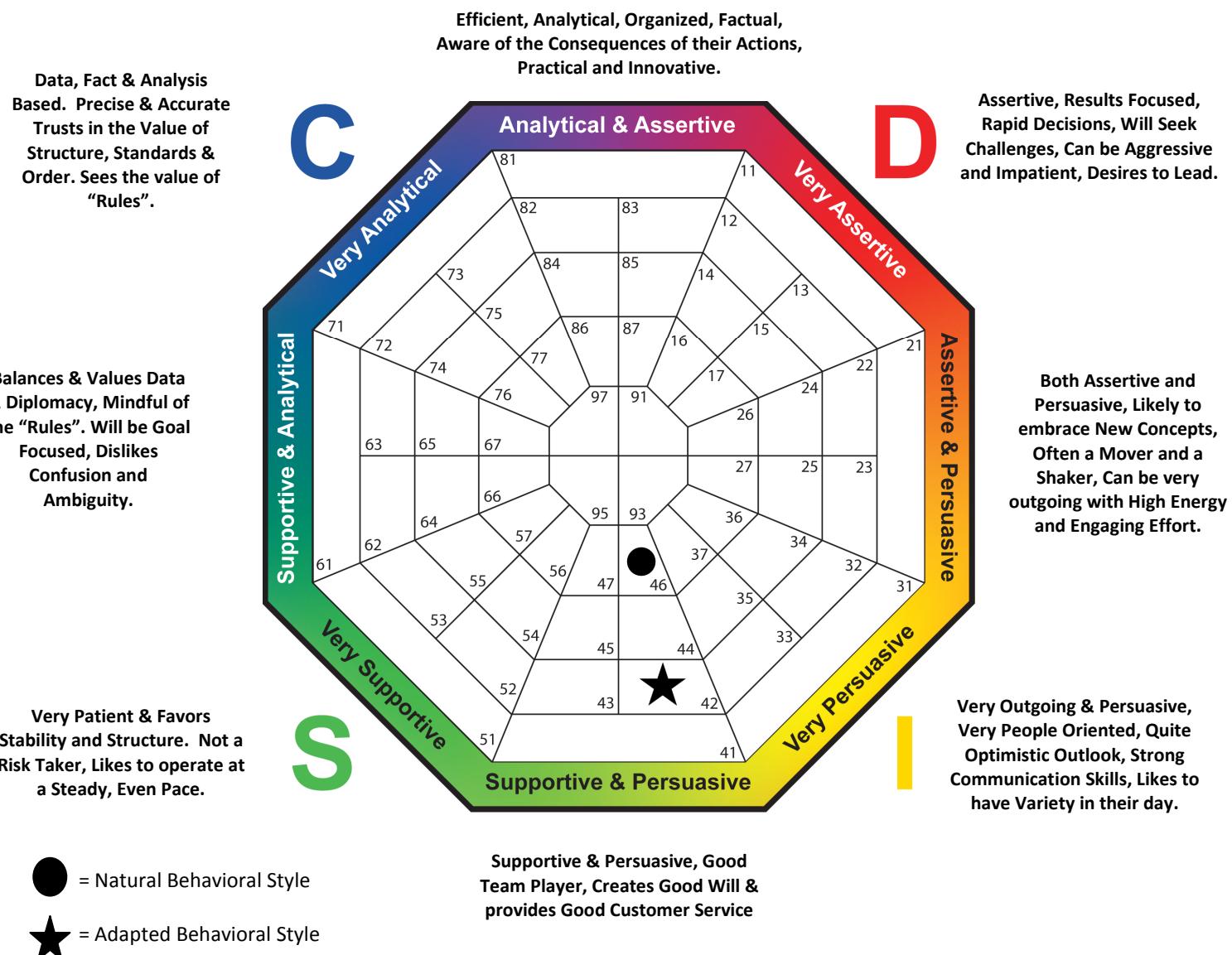
THE SCORING LEGEND

D = Dominance: How you deal with Problems

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

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

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



PART II Application of DISC Styles

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

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

THIS APPLICATION SECTION INCLUDES:

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

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

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

- 1** Identify the behavioral style of the other person using the How to Identify Another Person's Behavioral Style section. You can read about their style in Overview of the Four Basic DISCstyles. The section on What Is Behavioral Adaptability gives you an in-depth insight into what adaptability is, what it is not, and why it's so important to all your interpersonal relationships.
- 2** Once you know their style and preferences for directness and/or openness, you can use the How to Modify Your Directness and Openness section to adjust these areas when relating to this person. You will be amazed at the difference.
- 3** To further understand the tension that may exist in the relationship, you can refer to the Tension Among the Styles section and complete the Tension Among the Styles Worksheet. Being aware of the differences in preference in pace and priority, and modifying accordingly, can make a big difference in those tension-filled relationships.
- 4** And finally, the last section, How to Adapt to the Different Behavioral Styles, will give you suggestions when dealing with each of the four basic styles.

Overview of the Four Basic DISCstyles

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

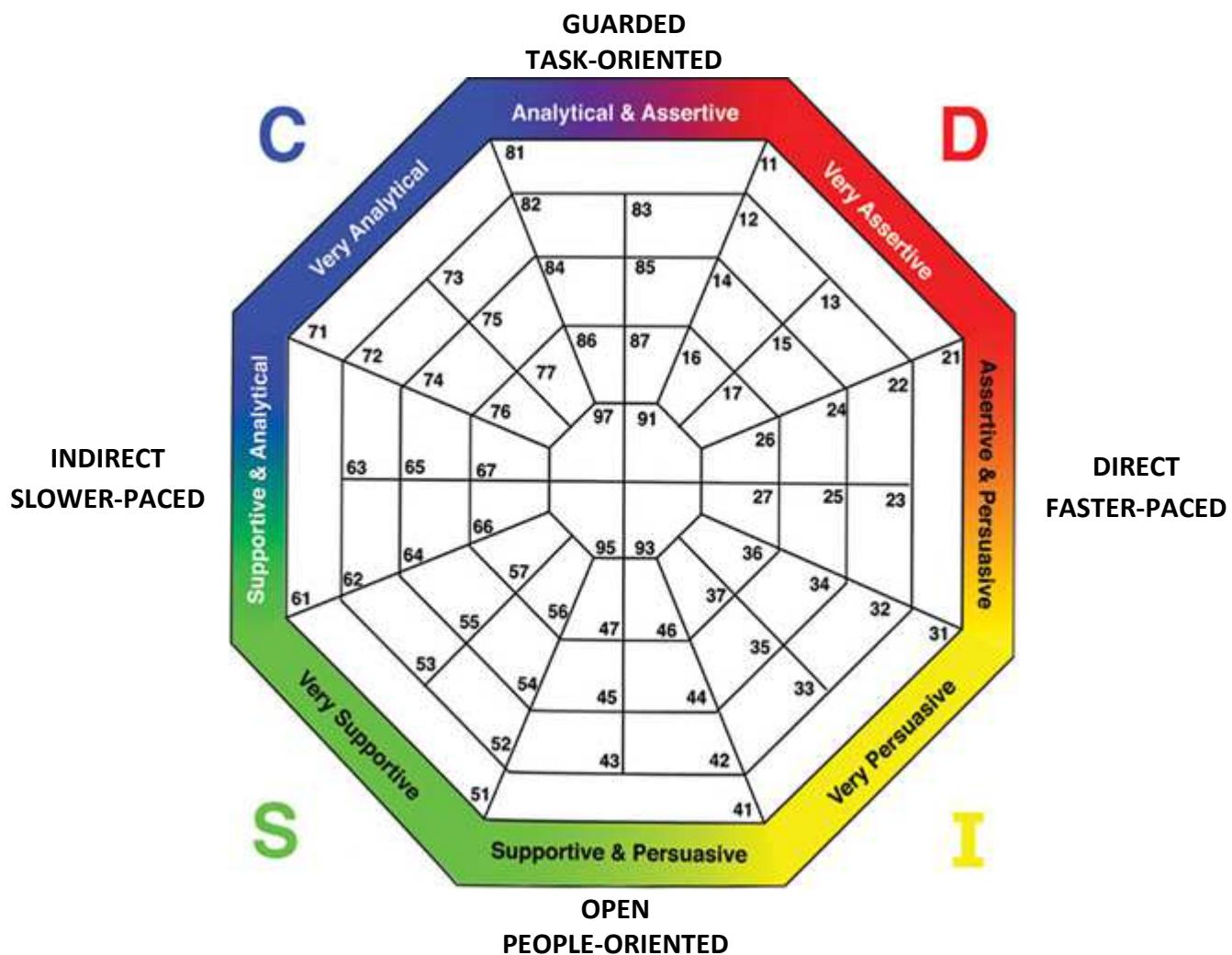
	HIGH DOMINANT STYLE		HIGH INFLUENCING STYLE		HIGH STEADY STYLE		HIGH CONSCIENTIOUS STYLE
PACE	Fast/Decisive		Fast/spontaneous		Slower/Relaxed		Slower/Systematic
PRIORITY	Goal		People		Relationship		Task
SEEKS	Productivity Control		Participation Applause		Acceptance		Accuracy Precision
STRENGTHS	Administration Leadership Pioneering		Persuading Motivating Entertaining		Listening Teamwork Follow-through		Planning Systemizing Orchestration
GROWTH AREAS	Impatient Insensitive to others Poor listener		Inattentive to detail Short attention span Low follow-through		Oversensitive Slows to begin action Lacks global perspective		Perfectionist Critical Unresponsive
FEARS	Being taken advantage of		Loss of social recognition		Sudden changes Instability		Personal criticism of their work efforts
IRRITATIONS	Inefficiency Indecision		Routines Complexity		Insensitivity Impatience		Disorganization Impropriety
UNDER STRESS MAY BECOME	Dictatorial Critical		Sarcastic Superficial		Submissive Indecisive		Withdrawn Headstrong
GAINS SECURITY THROUGH	Control Leadership		Playfulness Others' approval		Friendship Cooperation		Preparation Thoroughness
MEASURES PERSONAL WORTH BY	Impact or results Track records and products		Acknowledgments Applause Compliments		Compatibility with others Depth of contribution		Precision Accuracy Quality of results
WORKPLACE	Efficient Busy Structured		Interacting Busy Personal		Friendly Functional Personal		Formal Functional Structured

How to Identify Another Person's Behavioral Style

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

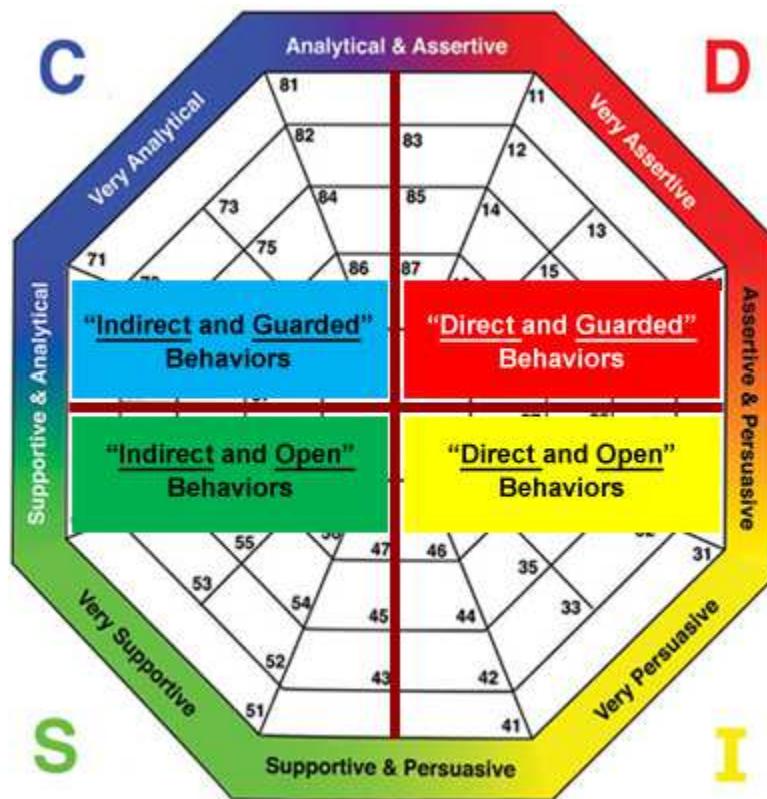
When you combine both scales, you create each of the four different behavioral styles. Individuals who exhibit guarded and direct behaviors are Dominance Styles; direct and open behaviors are Influence Styles; open and indirect behaviors are Steadiness Styles; and indirect and guarded behaviors are Conscientious Styles.

The Whole Picture



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

1. Are they **DIRECT or INDIRECT** in their communications?
(*Directness is the 1st. Predictor of Style. Direct plot on the right, Indirect on the Left.*)
2. Are they **GUARDED or OPEN** in their communications?
(*Openness is the 2nd. Predictor of Style. Open plot on the Bottom, Guarded on the Top).*



When we integrate both the natural tendency to be either DIRECT or INDIRECT with the natural tendency to be either GUARDED or OPEN it forms the foundation and the basis for plotting each of the four different behavioral styles:

D = Individuals who typically exhibit ***direct & guarded behaviors*** define the Dominant Styles

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

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

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

The behavioral intensity of directness or indirectness and being open or guarded is shown in the quadrant you plot. The plots towards the edge of the diamond reflect **MORE INTENSITY** and those plotting closer to the center reflect a **MORE MODERATE INTENSITY** of both characteristics.

What is Behavioral Adaptability?

Adaptability is your willingness and ability to adjust your approach or strategy based on the particular needs of the situation or relationship at a particular time. It's something applied more to yourself (to your patterns, attitudes and habits) than to others.

No one style is naturally more adaptable than another. For any situation, the strategic adjustments that each style needs to make will vary. The decision to employ specific adaptability techniques is made on a case-by-case basis: you can choose to be adaptable with one person, and not so with others. You can choose to be quite adaptable with one person today and less adaptable with that same individual tomorrow. Adaptability concerns the way you manage your own behaviors.

You practice adaptability each time you slow down for a **C** or **S** style; or when you move a bit faster for the **D** or **I** styles. It occurs when the **D** or **C** styles take the time to build the relationship with an **S** or **I** style; or when the **I** or **S** styles focus on facts or get right to the point with **D** or **C** styles. It means adjusting your own behavior to make other people feel more at ease with you and the situation

Adaptability does not mean "imitation" of the other person's style. It does mean adjusting your openness, directness, pace, and priority in the direction of the other person's preference, while maintaining your own identity.

Adaptability is important to all successful relationships. People often adopt a different style in their professional lives than they do in their social and personal lives. We tend to be more adaptable at work with people we know less. We tend to be less adaptable at home and with people we know better.

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

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

Your adaptability level influences how others judge their relationship with you. Raise your adaptability level and trust and credibility go up; lower your adaptability level and trust and credibility go down. Adaptability enables you to interact more productively with difficult people and helps you to avoid or manage tense situations. With adaptability you can treat other people the way THEY want to be treated.

How to Modify Your Directness and Openness

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

Directness

TO INCREASE:

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

TO DECREASE:

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

Openness

TO INCREASE:

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

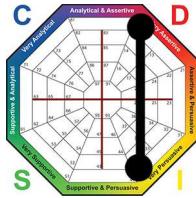
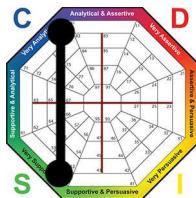
TO DECREASE:

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

Tension Among the Styles

Potential Tensions/Disconnects	Plot Points Example
<p>Double Tensions of Patience vs. Urgency AND People versus Task</p> <p>Pattern 1: The High S's preferred Patient & Slower Pace with a Primary Focus on People rather than on results and task can conflict with the High D's Sense of Urgency and a focus on Tasks and Results and Now.</p>	<p>High S + High D (Lower Left vs. Upper Right Quadrant)</p>
<p>Double Tensions of Patience vs. Urgency AND People versus Task</p> <p>Pattern 2: The High C's lack of Urgency with a Primary Focus on Tasks/Results can conflict with the High I's higher Urgency with a Primary Focus on People vs. Results and Tasks.</p>	<p>High C + High I (Upper Left vs. Lower Right Quadrant)</p>
<p>Patience vs. Urgency Tensions:</p> <p>The High S's innate patience can conflict with the High I's Sense of Urgency.</p>	<p>High S + High I (Lower Left vs. Lower Right Quadrant).</p>
<p>Patience vs. Urgency Tensions:</p> <p>The High C's focus on exercising patience to assure accuracy and avoid errors can conflict with the High D's focus on results, do it NOW solutions, and immediate action.</p>	<p>High C + High D (Upper Left vs. Upper Right Quadrant)</p>

Tension Among the Styles, continued

Potential Tensions/Disconnects	Plot Points Example
<p>People versus Tasks Tensions:</p> <p>The High D's focus on Results, Tasks, and Action can conflict with the High I's Focus on People, Feelings and Sociable Correctness.</p>	 <p>High D + High I (Upper Right vs. Lower Right Quadrant)</p>
<p>People versus Tasks Tensions:</p> <p>The High C's focus on Data, Analysis, Accuracy, and Precision can conflict with the High S's Focus on People, Teamwork, Personal Connection and a Feeling of Family.</p>	 <p>High C + High S (Upper Left vs. Lower Left Quadrant)</p>

Tension Among the Styles WORKSHEET

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

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

JANE DOE'S INFORMATION

STYLE: C

PACE: Slower-paced

PRIORITY: Goal/Task-oriented

RELATIONSHIP

Name: John Doe

Style: High I

Pace: Faster-paced

Priority: People-oriented

Difference: Pace and Priority

Strategy: Be more personable, social, upbeat,
and faster-paced with John

RELATIONSHIP 1

Name: _____

Style: _____

Pace: _____

Priority: _____

Difference: _____

Strategy: _____

RELATIONSHIP 2

Name: _____

Style: _____

Pace: _____

Priority: _____

Difference: _____

Strategy: _____

How to Adapt to the DOMINANT Style

They're time-sensitive; so don't waste their time. Be organized and get to the point. Give them relevant information and options, with probabilities of success. Give them written details to read at their leisure — all on a single page. The Dominant Styles are goal-oriented, so appeal to their sense of accomplishment. Stroke their egos by supporting their ideas and acknowledge their power and prestige. Let the D Style call the shots. If you disagree, argue with facts, not feelings. In groups, allow them to have their say because they are not the type who will take a back seat to others. With the Dominant Style, in general, be efficient and competent.

AT WORK, HELP THEM TO...

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

SALES AND SERVICE...

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

IN SOCIAL SETTINGS...

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

How to Adapt to the INFLUENCING Style

The Influencing Styles thrive on personal recognition, so pour it on sincerely. Support their ideas, goals, opinions, and dreams. Try not to argue with their pie-in-the-sky visions; get excited about them.

The I Styles are social-butterflies, so be ready to flutter around with them. A strong presence, stimulating and entertaining conversation, jokes, and liveliness will win them over. They are people-oriented, so give them time to socialize. Avoid rushing into tasks.

With the Influencing Styles, in general, be interested in them.

AT WORK, HELP THEM TO...

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

SALES AND SERVICE...

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

IN SOCIAL SETTINGS...

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

How to Adapt to the STEADY Style

They are relationship-oriented and want warm and fuzzy relationships, so take things slow, earn their trust, support their feelings, and show sincere interest. Talk in terms of feelings, not facts. The S Styles don't want to ruffle feathers. They want to be assured that everyone will approve of them and their decisions. Give them time to solicit co-workers' opinions. Never back a Steady Style into a corner. It is far more effective to apply warmth to get this chicken out of its egg than to crack the shell with a hammer.

With the Steady Style, in general, be non-threatening and sincere.

AT WORK, HELP THEM TO...

- Utilize shortcuts and discard unnecessary steps
- Track their growth
- Avoid doing things the same way
- Realize there is more than one approach to tasks
- Become more open to some risks and changes
- Feel sincerely appreciated
- Speak up and voice their thoughts and feelings
- Modify their tendency to automatically do what others tell them
- Get and accept credit and praise, when appropriate

SALES AND SERVICE...

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

IN SOCIAL SETTINGS...

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

How to Adapt to the CONSCIENTIOUS Style

They are time-disciplined, so be sensitive to their schedules. They need details, so give them data. They are task-oriented; so don't expect to become their friend before working with them. Friendship may develop later, but, unlike the Influencing Styles, it is not a prerequisite.

Support the Conscientious Styles in their organized, thoughtful approach to problem solving. Be systematic, logical, well prepared and exact with them. Give them time to make decisions and work independently. Allow them to talk in detail. In work groups, do not expect the C Styles to be leaders or outspoken contributors, but do rely on them to conduct research, crunch numbers, and perform detailed footwork for the group. If appropriate, set guidelines and exact deadlines. The C Styles like to be complimented on their brainpower, so recognize their contributions accordingly.

With the C Styles, be thorough, well prepared, detail-oriented, business-like, and patient.

AT WORK, HELP THEM TO...

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

SALES AND SERVICE...

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

IN SOCIAL SETTINGS...

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

Building and Maintaining Rapport/Productivity

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

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

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

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

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

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

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

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

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

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

Developing Your People

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

Adapt Your Communication Style

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

Helping People Reach Decisions

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

Motivating Your People

Motivating C's	Motivating D's
<ul style="list-style-type: none"> • Appeal to their need for accuracy and logic. • Keep your approach clear, clean and procedural. • Better yet, provide illustration and documentation. • Avoid exaggeration and vagueness. • Show them how this is the best available current option. 	<ul style="list-style-type: none"> • Lead with the big picture. • Provide them with options and clearly describe the probabilities of success in achieving goals. • Allow them the opportunity to make choices. • Set boundaries, but let them take charge.
Motivating S's	Motivating I's
<ul style="list-style-type: none"> • Show how their work benefits others. • Show how the outcome will provide security for their family. • Connect their individual work to the benefit of the whole team. • Get them to see how their follow-through links to a greater good. • Show how it can strengthen their relationships with others. 	<ul style="list-style-type: none"> • Provide “special” incentives to inspire them to go the whole nine yards. • Show them how they can look good in the eyes of others. • Create short-term contests that don’t require long-term commitment. • Reward them in front of others. • Let them speak about their achievements.

Complimenting Your People

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

Counseling Your People

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

Correcting Your People

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

Delegating to Your People

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

Acknowledging Your People

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

Adapting Your Leadership Style

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

Adapting Your Leadership Style

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

PART III Seven Dimensions of Motivation

The Elements of the Motivation Index

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

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

A closer look at the seven dimensions

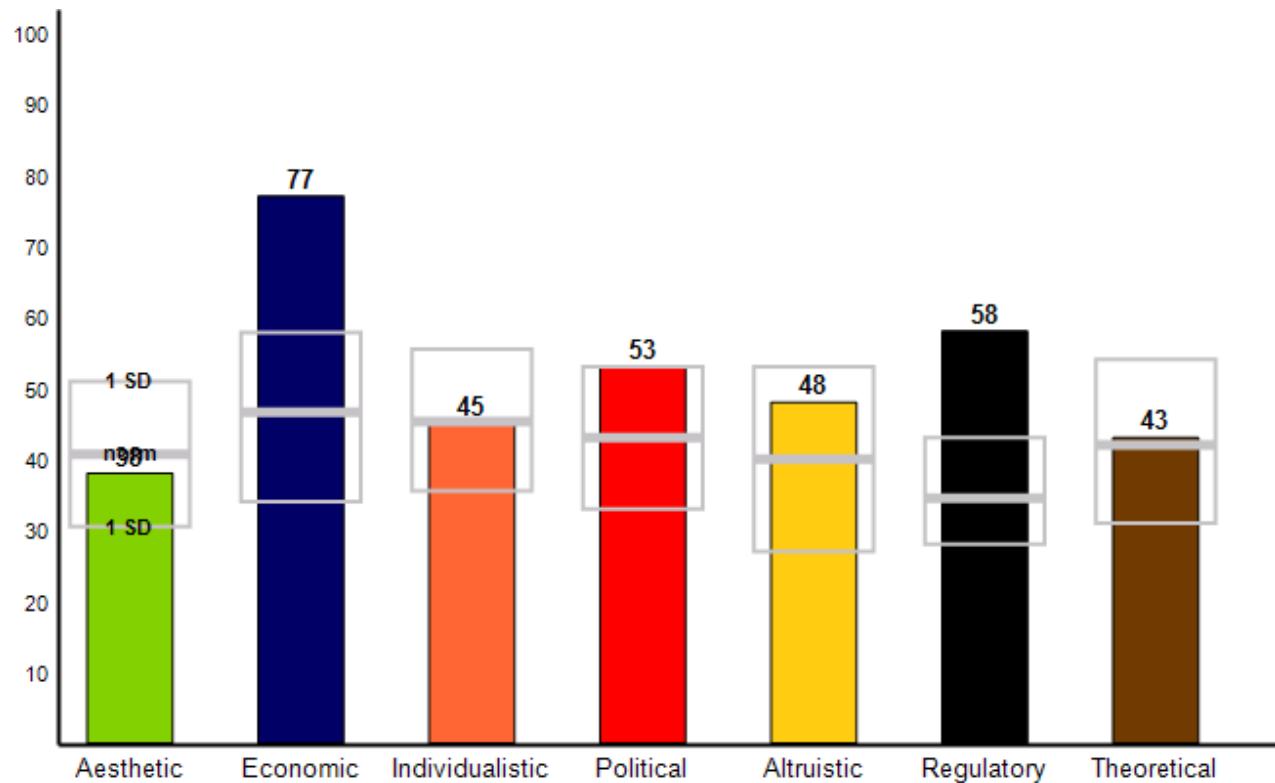
Motivation helps influence behavior and action and can be considered somewhat of a hidden motivation because they are not readily observable. Understanding your Motivation helps to tell you why you prefer to do what you do.

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

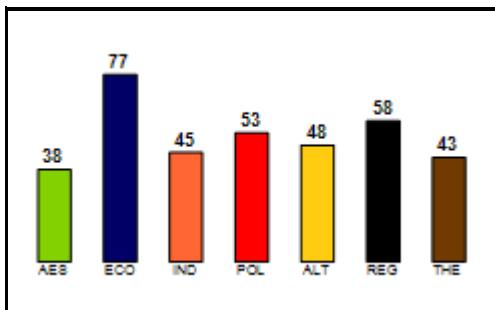
Value	The Drive For
Aesthetic	Form, Harmony, Beauty, Balance
Economic	Money, Practical results, Return
Individualistic	Independence, Uniqueness
Political	Control, Power, Influence
Altruistic	Altruism, Service, Helping others
Regulatory	Structure, Order, Routine
Theoretical	Knowledge, Understanding

Executive Summary of Sample's Motivation

Average Aesthetic	You are able to appreciate the benefit for balance and harmony without losing sight of the practical side of things.
Very High Economic	You are very competitive and bottom-line oriented.
Average Individualistic	You are not an extremist and able to balance the needs of both others and self.
High Political	You are able to accept the credit or take the blame with a 'the buck stops here' attitude.
Average Altruistic	You are concerned for others without giving everything away; a stabilizer.
High Regulatory	You have a strong preference for following established systems or creating them if none present.
Average Theoretical	You are able to balance the quest for understanding and knowledge with the practical needs of a situation.



Your Aesthetic Drive



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

General Traits:

- You work equally well with the artistic and non-artistic types.
- You can work well with others to create and innovate.
- You possess a healthy balance between form and function.
- You respect others' needs to express their creativity.
- You possess the average level of aesthetic appreciation, near the national mean.

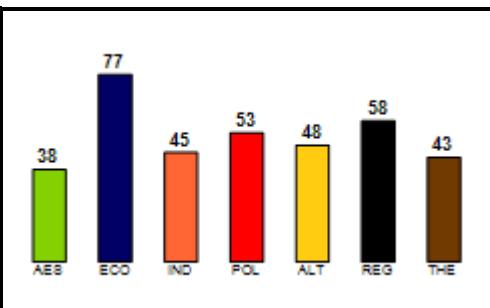
Key Strengths:

- You appreciate a sense of balance between work and life, but are not paralyzed without it.
- You appreciate renewable and environmentally friendly (green) approaches.
- You value conservation efforts as both renewing but also practical.
- You are willing to help others strictly out of support or appreciation of their efforts.
- You enjoy certain artistic aspects or ideas, but on a normal level without being extreme.

Motivational Insights:

- You appreciate the need for conservation efforts and preserving balance and harmony in the surroundings.
- You believe that art and form can be uplifting and positive, even for those with no artistic ability.
- You balance team efforts between doing it right and doing it enjoyably.
- You possess a level of artistic interest or appreciation that is right at the national mean.
- To you, balance between work and life is important.

Your Aesthetic Drive (continued)



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

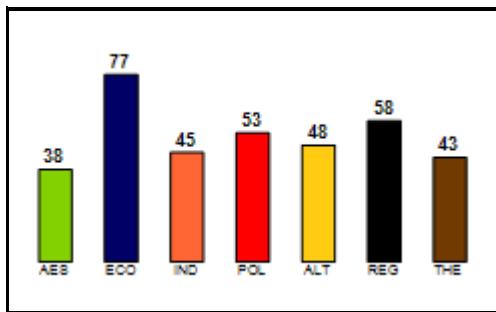
Training/Learning Insight:

- You are supportive of a variety of training and professional development efforts.
- You work fine with either team learning, or individual learning.
- You like to learn for the sake of personal development and growth.
- Your learning should be equal parts form and function, not all function.

Continual Improvement Insights:

- Since your score is at the national mean, it is important to review other Values drives for a more complete look at areas for quality improvement.
- You may benefit by taking a more visible position on teams.
- You could benefit by ensuring your life is well balanced between personal and professional worlds.
- Remember that it is OK that some don't appreciate artistry, balance or harmony and you can serve as a bridge between those who do and don't see value in such things.

Your Economic Drive



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

General Traits:

- People who score like you tend to like rewards based on the results they achieve rather than on the method used to obtain the results.
- You are motivated by high pay, and attaches importance to high earnings.
- You are goal driven, especially financial goals.
- You are interested in what is practical and useful in achieving your vision of success.
- You may fit the stereotype of the highly driven American businessperson, motivated by economic incentives.

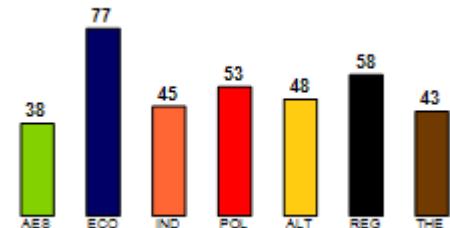
Key Strengths:

- You pay attention to return on investment in business or team activity.
- Your decisions are made with practicality and bottom-line dollars in mind.
- You will protect organizational or team finances, as well as your own.
- You are able to multi-task in a variety of areas, and keep important projects moving.
- You are highly driven by competition, challenges, and economic incentives.

Motivational Insights:

- You should reduce the potential visible "greed-factor" which may appear in your style.
- You provide substantial room for financial rewards for excellent performance.
- You make certain that economic rewards are fair, clearly communicated, and provide a high-end return for those willing to work for it.
- You realize that it's not just money that motivates, but also personal fulfillment in the job.
- You are certain to reward performance, and encourage participation as an important member of the team.

Your Economic Drive (continued)



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

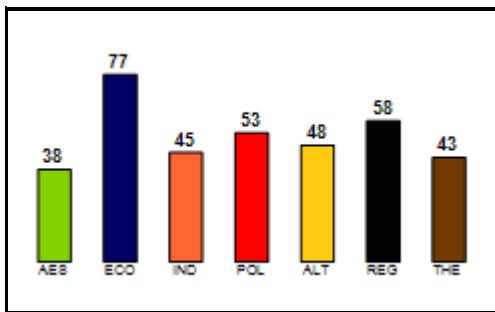
Training/Learning Insight:

- If possible, you should build in some group competition as a part of the training activities.
- You should link learning outcomes to the ability to become more effective in increasing earnings for both yourself and the organization.
- You should attempt to provide some rewards or incentives for participation in additional training and professional development.
- Your scores are like those who want information that will help them increase bottom-line activity and effectiveness.

Continual Improvement Insights:

- You may need to work on balancing other Values scales and appreciating the strengths that others bring, even those who may not share this very strong Economic drive.
- You may need to hide the dollar signs in your eyes in order to establish the most appropriate rapport with others.
- While this very high economic drive may be a significant motivating factor in achieving your goals, it may also become a visible "greed factor" especially in sales people, and others sharing this very high economic drive.
- You may need to learn how to mask that greed factor so as not to alienate a prospect, customer, or client.
- You may need to have an increased sensitivity to the needs of others, and less demonstration of potential selfishness.

Your Individualistic Drive



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

General Traits:

- You show the ability to take a leadership role when asked and also to be supportive team member when asked.
- You have the ability to take a stand on an issue when necessary, to yield position when necessary, and to do both with equal sincerity.
- You show moderate social flexibility in that you would be considered as one who is socially appropriate and supportive of others on the team.
- You are generally not considered an extremist on ideas, methods, or issues in the workplace.
- You have the ability to take or leave the limelight and attention given for special contributions.

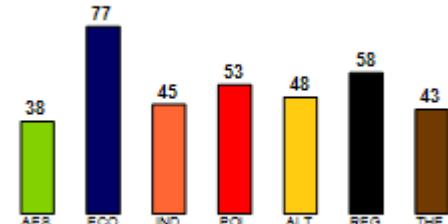
Key Strengths:

- You are able to take a stand with emphasis, or to be a more quiet member supporting a position.
- You are able to see both sides of the positions from those with higher and lower Individualistic scores.
- You may be seen as a stabilizing force in organizational operations and transactions.
- You may be considered flexible and versatile without being an extremist.
- You may be able to mediate between the needs of the higher and lower Individualistic members of the team.

Motivational Insights:

- Remember that you score like those with a high social flexibility, that is, you can assume an appropriate leadership role for a team, or be a supportive team member as the situation requires.
- Remember that you show the ability to get along with a wide variety of others, without alienating those with opinions in extreme positions on the spectrum.
- You act as a balancing or stabilizing agent in a variety of team environments.
- You bring an Individualistic drive typical of many professionals, i.e., near the national mean.
- You can provide input to gain a center-lane perspective on an organizational issue related to this Values scale.

Your Individualistic Drive (continued)



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

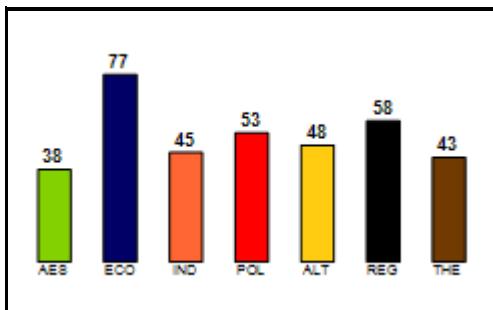
Training/Learning Insight:

- You are able to be a flexible participant in training and development programs.
- You tend to enjoy both team-oriented and individual or independent learning activities.
- You will be a supportive member of the training experience from the viewpoint of this Values dimension.
- Because this score is near the national mean, please check other higher and lower Values areas to obtain additional insight into learning preferences.

Continual Improvement Insights:

- Without necessarily picking sides, you may need to take a stand on some issues related to individual agendas.
- To gain additional insight, you should examine other values drives to determine the importance of this Individualistic drive factor.
- You should allow space for those with higher Individualistic drives to express themselves in appropriate ways.
- You should avoid criticizing those with higher or lower Individualistic drives, since all Values positions are positions deserving respect.

Your Political Drive



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

General Traits:

- You like to be your own boss and to have control over time and resources to accomplish goals.
- You have a bottom-line approach to getting things done.
- You are an active agent in tough decision-making roles.
- You are comfortable being in a leadership position and seek those roles.
- You are accountable for actions and decisions: Are ready to take the credit or the blame.

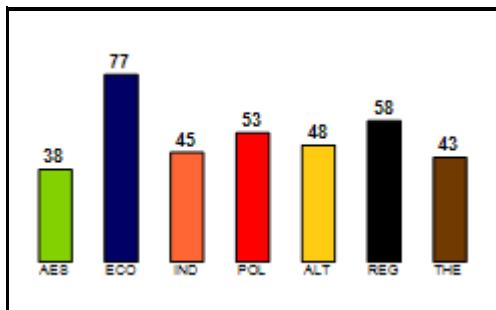
Key Strengths:

- You have a 'buck stops here' approach to business and getting things done.
- You have a high energy level to work hard at meeting goals.
- You accept struggle and hard work toward a goal.
- You are able to plan and design work projects for teams to accomplish.
- You are able to plan and control your own work tasks.

Motivational Insights:

- You prefer freedom to take risks, but also need the boundaries and limits to the risk-taking freedom.
- You score like others who may feel stifled if surrounded by many constraints.
- You appreciate occasional public recognition and praise for successes.
- You may need to be more willing to share the attention and successes for wins.
- You prefer an environment with minimal involvement with routine, detail, and paperwork.

Your Political Drive (continued)



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

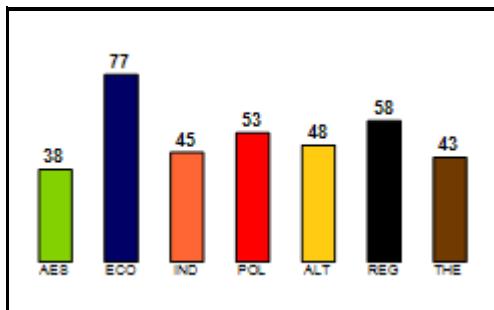
Training/Learning Insight:

- If group activities are involved, attempt to build in some competition and group leadership events.
- Some who share this score range may prefer independent study instead of group or team learning activities.
- You link learning successes with potential to increase personal credibility and motivation of teams when working with others.
- You provide for a variety of learning and professional development options.
- You provide for individual recognition for exceptional performance.

Continual Improvement Insights:

- You may need to be more sensitive to the needs of others on the team.
- You may be perceived as one who oversteps authority without cause.
- You may show impatience with others who don't see the big picture as clearly.
- You may need to soften your own agenda at times and allow for other ideas and methods to be explored.
- You may project a high sense of urgency which may also translate to some as a high intensity.

Your Altruistic Drive



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

General Traits:

- You are able to see the points of view from both the higher and lower Altruistic score locations.
- You will not create an imbalance between your own needs and those of others.
- You balance helping others with personal concerns very effectively.
- You have a good sense for when to freely help others and when to say "No."
- You are very much in line with the average level of altruism seen in business environments.

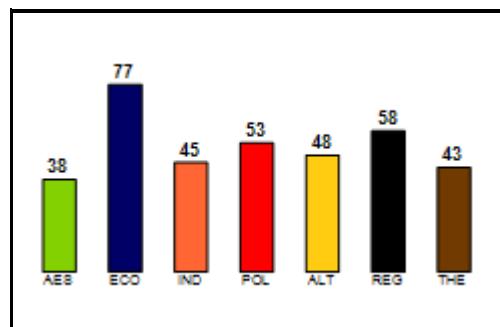
Key Strengths:

- You have a solid balanced view of helping others without doing everything for them.
- You possess a realistic and practical approach to helping others help themselves.
- You appreciate the need to help others without sacrificing one's own self too much.
- You are willing to pitch in and help others as needed.
- You see value pitch in others through personal actions.

Motivational Insights:

- You are practical in how much to help others versus other objectives.
- You possess a healthy balance between a self focus and a focus on others.
- You will strike a moderate level of giving and taking in interactions with others.
- You have a very typical level of appreciation for others relative to the general working world.
- You will be a good judge of how much to involve others versus making the command decision.

Your Altruistic Drive (continued)



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

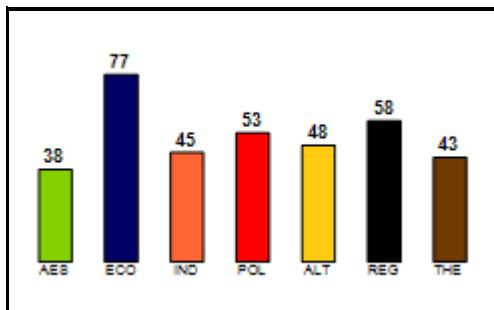
Training/Learning Insight:

- You would be more motivated by incorporating other motivators that are higher in drive and score locations.
- You are flexible between learning with a team or learning independently.
- You enjoy learning that highlights both your own personal gain and some altruistic aspect as well.
- You are likely supportive of the trainers themselves.

Continual Improvement Insights:

- You will be more influenced by other motivations in the report that are higher and when connected with, will return much more passion and drive.
- You might benefit from taking more of a lead, as opposed to waiting for others to lead.
- You need to know that efforts to help others are practical and deliver a business benefit as well.
- You should respect those who may not share your interest in understanding or benefiting others.

Your Regulatory Drive



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

General Traits:

- You see rules as a key to results.
- You prefer documenting activity and like lists.
- You are accepting of established rules and policies.
- You prefer routine and order.
- You respect tradition a lot.

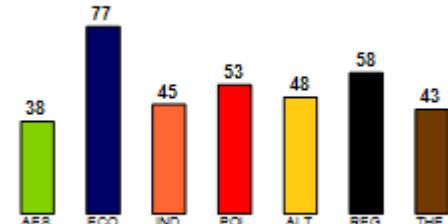
Key Strengths:

- You maintain timelines and meet deadlines.
- You provide a sound stabilizing base for dynamic situations.
- You are reliable and dependable.
- You have high attention to details.
- You are efficient and effective in organizing tasks and most work.

Motivational Insights:

- Work quickly to correct missing needs or inaccuracies to maintain productivity.
- Ensure adequate information, resources and time to complete tasks.
- You should make sure the reasons behind instructions are clearly demonstrated.
- You prefer detailed, written and specific guidelines to follow.
- You prefer a structured and routine environment to work in.

Your Regulatory Drive (continued)



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

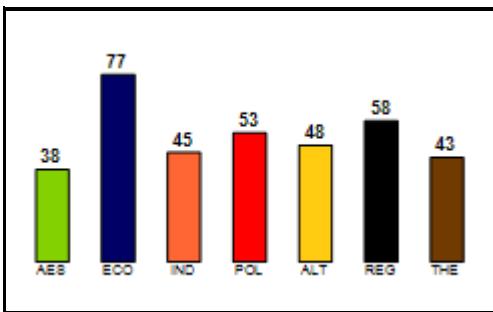
Training/Learning Insight:

- You will prefer learning activities that are structured and detailed.
- You are a well disciplined learner.
- You like to understand the why behind the what when learning new things.

Continual Improvement Insights:

- Explore a little. Discovering new ways to do things can be rewarding.
- You should be consistent in enforcing rules for everyone.
- You should try being a little more flexible.
- You should put things in writing.
- You should realize that others have their own way of doing things too and be open to that.

Your Theoretical Drive



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

General Traits:

- You typically won't get bogged down in minutia, nor will you ignore the details when decision-making.
- You are able to understand the needs of the big picture issues, and appreciate the needs of the minutia issues without being an extremist.
- Your score near the mean indicates the Theoretical need is not unimportant, yet not a primary driving factor in your motivational behavior.
- You may provide a balance between the very high theoretical approaches and the very low approaches and be able to communicate with each side.
- You bring a sense of balance and stability to a variety of technical issues and features impacting the team.

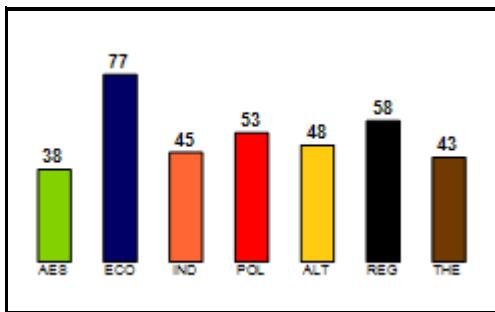
Key Strengths:

- You will demonstrate awareness of the necessary technical features and an appropriate on-the-job response as needed.
- You bring flexibility to the team, that is, being detail-oriented when necessary, and being practically-oriented other times.
- You are a stabilizing force on the team.
- You are able to appreciate the needs of both the high and lower Theoreticals.
- You show curiosity about technical details without getting bogged down.

Motivational Insights:

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

Your Theoretical Drive (continued)



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

Training/Learning Insight:

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

Continual Improvement Insights:

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

Relevance Section

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

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

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

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

Tally Your Score Here

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

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

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

Success Connection

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

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

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

So Now What?

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

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

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

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

Disclaimer

There are no warranties, express or implied, regarding the online DISCstyles assessment. You assume full responsibility, and the authors, assessment company and distributors of this DISCstyles Assessment (THE GROUP) shall not be liable for, (i) your use and application of The DISCstyles Assessment, (ii) the adequacy, accuracy, interpretation or usefulness of The DISCstyles Assessment, and (iii) the results or information developed from your use or application of The DISCstyles Assessment.

You waive any claim or rights of recourse on account of claims against THE GROUP either in your own right or on account of claims against THE GROUP by third parties. You shall indemnify and hold THE GROUP harmless against any claims, liabilities, demands or suits of third parties.

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.