DISC Leadership and Motivators

A Dual Evaluation of Behavioral & Motivational Styles

Report For: **Sample Report**

Focus: **Work**

Date: **10/24/2019**

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Why is Independently Tested Accuracy of this Assessment Important?

A recent review revealed **a significant majority of assessments available today were absent the studies & reporting to confirm their accuracy**. Of the small minority which claimed reporting, the significant majority of those were conducted privately; oftentimes by the assessment provider itself, rather than an objective and scientifically qualified third party. However, we are leading by example in this otherwise unregulated industry. How are we doing this? By submitting our assessments to an objective, independently conducted battery of tests: Construct Validity, Reliability, and Disparate Impact - all by a qualified scientific authority (*Assessment Standards Institute*). Our goal? Ensuring the trust and confidence of our users by producing the industry's most accurate and class protected assessments. Please turn to the last page of this report to learn more on this topic, and the steps we've taken to safeguard the scientific accuracy of this assessment.

Introduction to the DISC & Motivators Combined Report

Research shows that the most successful people share the common trait of self-awareness. They're able to more quickly recognize situations that will make them more successful. With this personalized and comprehensive DISC and Motivators combined report, you have tools to help you become a better you.

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

Remember:

- **DISC** measures **observable behavior** and **emotion**.

- **Motivators** shows the **values** that **drive** our behavior and emotion.

When our DISC and MOTIVATORS are **in alignment**, we have personal **synergy**. When our DISC and MOTIVATORS **are not in alignment,** we experience personal **conflict or tension.**

How to Use This Report

With this personalized and comprehensive DISC and Motivators combined report, you have tools to help you become a better you. The report is divided into 3 parts:

- **Part I** focuses on understanding each of the DISC styles through identifying characteristics, including the tendencies of each behavioral style. It also introduces the 7 Motivators that drive our behaviors and the definitions of each

- **Part II** reveals what makes you unique, through greater understanding of your own behavioral tendencies and blend of motivators.

- **Part III** explores adaptability and offers actionable recommendations for you and others who interact with you, helping you use this information as effectively as possible for immediate results.

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PART I - UNDERSTANDING DISC & MOTIVATORS

DISC STYLES

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

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

Using the DISC model, it is easy to identify and understand our own style, recognize and cognitively adapt to different styles, and develop a process to communicate more effectively with others. As you begin to explore the DISC styles and see them in your own life and in your relationships, keep in mind the following:

BEHAVIOR DESCRIPTORS OF EACH STYLE

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

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PACE AND PRIORITY: Two main sources of tension between the styles

SLOWER-PACED
TASK-ORIENTED

FASTER-PACED
TASK-ORIENTED

SLOWER-PACED
PEOPLE-ORIENTED

FASTER-PACED
PEOPLE-ORIENTED
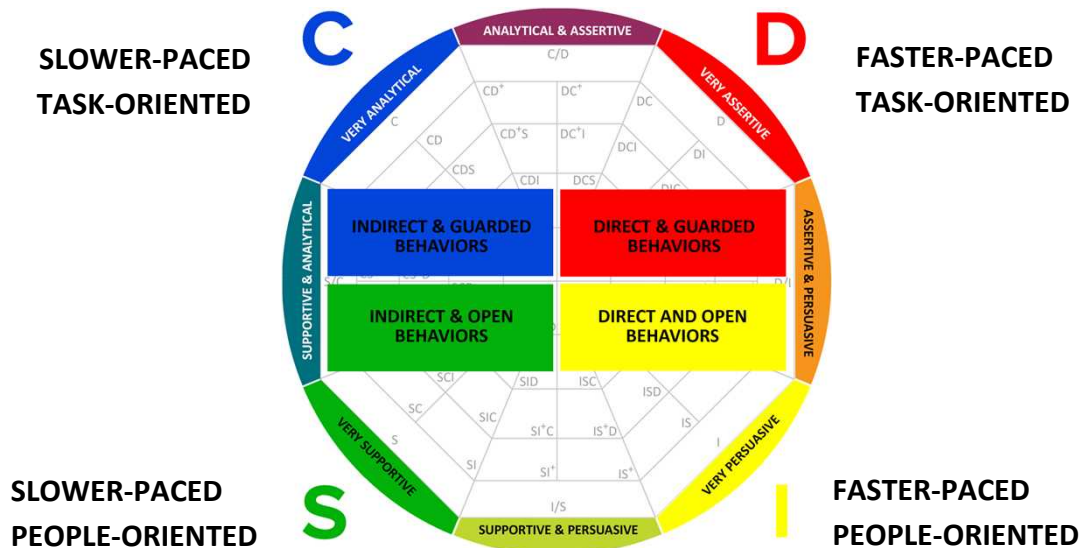
PACE	PRIORITY	PACE & PRIORITY
Direct, Fast-Paced *vs.* *Indirect, Slower-Paced*	*Guarded, Task-Oriented* *vs.* *Open, People-Oriented*	*Direct, Fast-Paced, Guarded, Task-Oriented* *vs.* *Indirect, Slower-Paced, Open, People-Oriented*
High S + High I *(Lower Left vs. Lower Right Quadrant).*	**High D + High I** *(Upper Right vs. Lower Right Quadrant)*	**High S + High D** *(Lower Left vs. Upper Right Quadrant)*
High C + High D *(Upper Left vs. Upper Right Quadrant)*	**High C + High S** *(Upper Left vs. Lower Left Quadrant)*	**High C + High I** *(Upper Left vs. Lower Right Quadrant)*

MOTIVATORS

Research shows that the most successful people share the common trait of self-awareness. They're able to more quickly recognize situations that will make them more successful. As such, it's easier for them **to find ways of achieving objectives that resonate and align with their motivations**. 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.

Motivation helps influence behavior and action. It is vital for superior performance to ensure that your motivations are satisfied by what you do to drive your passion, reduce fatigue, and inspire you.

The Motivators assessment is the result of Dr. Eduard Spranger's and Gordon Allport's combined research into what drives and motivates an individual. **The dimensions of value discovered between these two researchers identify the reasons that drive an individual to utilize their talents in the unique way they do.** These pages will help you understand your motivations and drivers, providing a clear course on how to maximize your performance by achieving better alignment with your passion for what you do and your behavior.

The Elements of the Motivation Index

This Motivation Index is unique to 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 Power into one dimension. This assessment 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 drivers.

The Seven Dimensions of Motivation measured in this report are:

Aesthetic - A drive for balance, harmony and form.

Economic - A drive for a return on investment.

Individualistic - A drive to stand out as independent and unique.

Power - A drive to be in control or have influence.

Altruistic - A drive to help others at the expense of self.

Regulatory - A drive to establish order, routine and structure.

Theoretical - A drive for knowledge, learning and understanding.

PART II - UNDERSTANDING YOURSELF

Adapted Style

D	I	S	C
73	70	55	27

Natural Style

D	I	S	C
55	27	34	59

Values	Score/Ranking		Percentile Score
Aesthetic	46	5	
Economic	48	2	
Individualistic	46	4	
Power	71	1	
Altruistic	38	3	
Regulatory	45	7	
Theoretical	53	6	
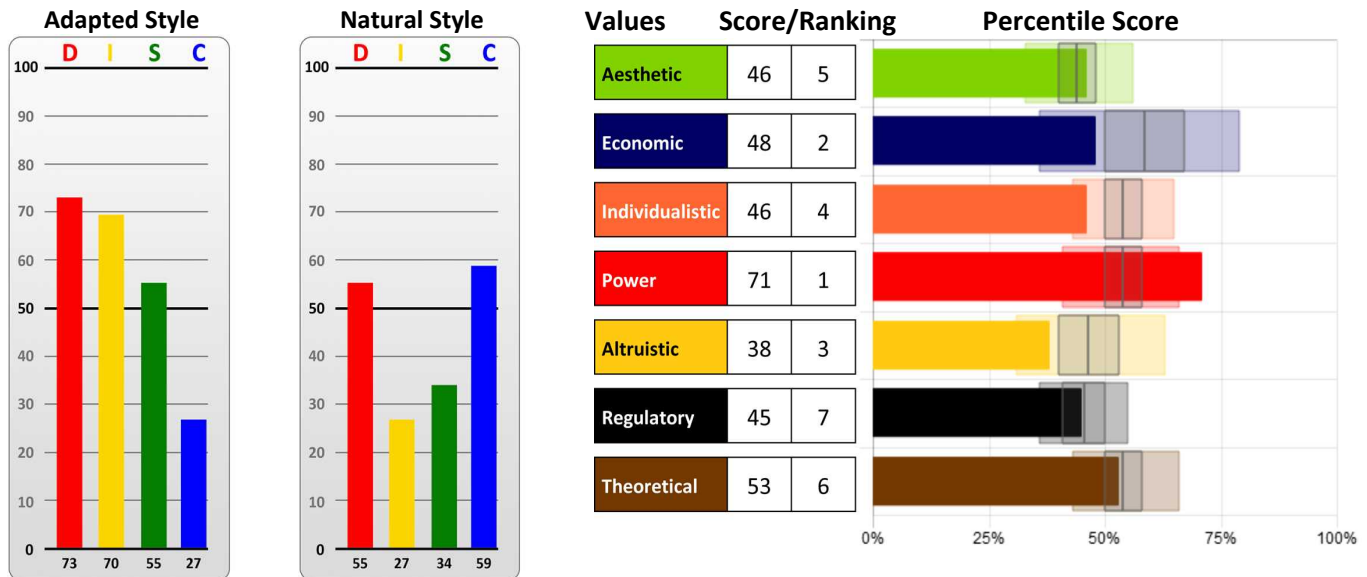
DISC describes you based on your observable behavior which can provide insights for others regarding your communication preferences and how you will likely interact with and respond to them.

MOTIVATORS describe you based on your values and beliefs. Understanding motivation helps reveal your preferences and why you do what you do. It is vital for aligned, superior performance that our motivators are satisfied by what we do.

Through this report you have an opportunity to discover (observe and evaluate) your behavioral responses in various environments and examine your unique values and what drives you to behave in the ways you do. You can explore your actions and reactions (and the actions and reactions of others) in a variety of situations and contexts to determine the most effective communication strategy or course of action to be sure you are living in alignment and able to express your best self.

DISC General Characteristics

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

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

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

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

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

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

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

When in high thought-processing gear, you may be somewhat restrained in sharing ideas or expressing feelings. You score like those who may be perceived by others as somewhat cool or aloof. This is especially true when you are faced with decisions of very high importance. You tend to internalize the thought processes and not share them with others as you are evaluating the possibilities. By opening up a bit, you might reduce the potential for internal stress, and also be perceived as more of a collaborative decision maker.

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

Your Behavioral Style: Explorer

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

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

- **Emotional characteristic:** May shift between being aggressive or restrained.

- **Goals:** Achieving dominance and reaching unique goals.

- **How others are valued:** Do others meet their standards? Can others present unique ideas that move things forward both effectively and accurately?

- **Influences group:** Will establish an observable focus on building structures to help the group achieve objectives and accomplish goals.

- **Value to the organization:** Will initiate or adjust tactics and plans.

- **Cautions:** Can become overly critical, blunt with others and sometime look down at other peoples ideas.

- **Under Pressure:** Can become bored with routine tasks. Does not respond well to micro-management. Can attempt to dominate situations and trailblaze.

- **Fears:** Situations without personal influence; will struggle with personal poor performance.

WORD SKETCH - Adapted Style

DISC is an observable "needs-motivated" instrument based on the idea that emotions and behaviors are neither "good" nor "bad." Rather, behaviors reveal the needs that motivate that behavior. Therefore, once we can accurately observe one's actions, it is easier to "read" and anticipate their likely motivators and needs.

This 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 People, (S)teadiness of Pace, or (C)onscientiousness of Procedures. Share more about the specific needs that drive you in each area of FOCUS. If your DISC intensity scores at levels 1 and 2, your emotions and needs are the opposite of those 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
Emotions	Anger, Impatience	Optimism, Trust	Patience, Non-Expression	Fear, Concern
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

	D	I	S	C
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 diplomatic sensitive tactful
3	calculated risk moderate questioning unassuming	controlled discriminating rational reflective	alert eager flexible mobile	own person self-assured opinionated persistent
2	mild seeks consensus unobtrusive weighs pro/con	contemplative factual logical retiring	discontented energetic fidgety impetuous	autonomous independent firm stubborn
1	agreeing cautious conservative contemplative modest restrained	introspective pessimistic quiet pensive reticent suspicious	active change-oriented fault-finding impatient restless spontaneous	arbitrary defiant fearless obstinate rebellious sarcastic

WORD SKETCH - Natural Style

DISC is an observable "needs-motivated" instrument based on the idea that emotions and behaviors are neither "good" nor "bad." Rather, behaviors reveal the needs that motivate that behavior. Therefore, once we can accurately observe one's actions, it is easier to "read" and anticipate their likely motivators and needs.

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 People, (S)teadiness of Pace, or (C)onscientiousness of Procedures. Share more about the specific needs that drive you in each area of FOCUS. If your DISC intensity scores at levels 1 and 2, your emotions and needs are the opposite of those 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
Emotions	Anger, Impatience	Optimism, Trust	Patience, Non-Expression	Fear, Concern
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

|	D	I	S	C
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 / diplomatic / sensitive / tactful
3	calculated risk / moderate / questioning / unassuming	controlled / discriminating / rational / reflective	alert / eager / flexible / mobile	own person / self-assured / opinionated / persistent
2	mild / seeks consensus / unobtrusive / weighs pro/con	contemplative / factual / logical / retiring	discontented / energetic / fidgety / impetuous	autonomous / independent / firm / stubborn
1	agreeing / cautious / conservative / contemplative / modest / restrained	introspective / pessimistic / quiet / pensive / reticent / suspicious	active / change-oriented / fault-finding / impatient / restless / spontaneous	arbitrary / defiant / fearless / obstinate / rebellious / sarcastic

DISCstyles Graphs for Sample Report

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

Your Adapted Style is your graph displayed on the left. It **is your perception of the behavioral tendencies you think you need to display to be successful in your focus situation.** 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.** It is often a better indicator of the "real you" and your "knee jerk", inherent behaviors. This is how you would choose to behave when you are most comfortable and there are no additional considerations or influences on your behavior. 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
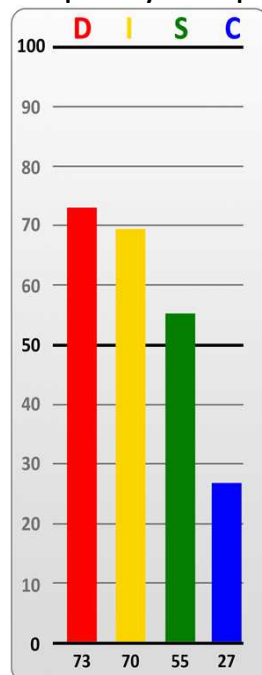
Pattern: DIs (5542)
Focus: Work
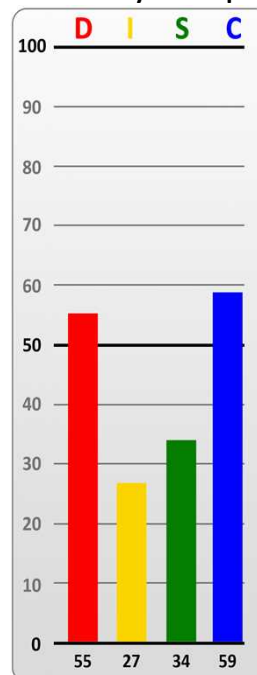
Pattern: CD (4224)

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

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

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 BPV identify that one factor (DISC) of your style will dominate the other three. As you move towards the center of the BPV, two and eventually three traits combine to moderate the intensity of your style descriptors within a specific behavioral zone. +The plus sign indicates that the preceding style score is higher, moving you closer to that style zone (i.e. CD+S: The D score is stronger than in CDS so it plots closer to the D behavioral zone).
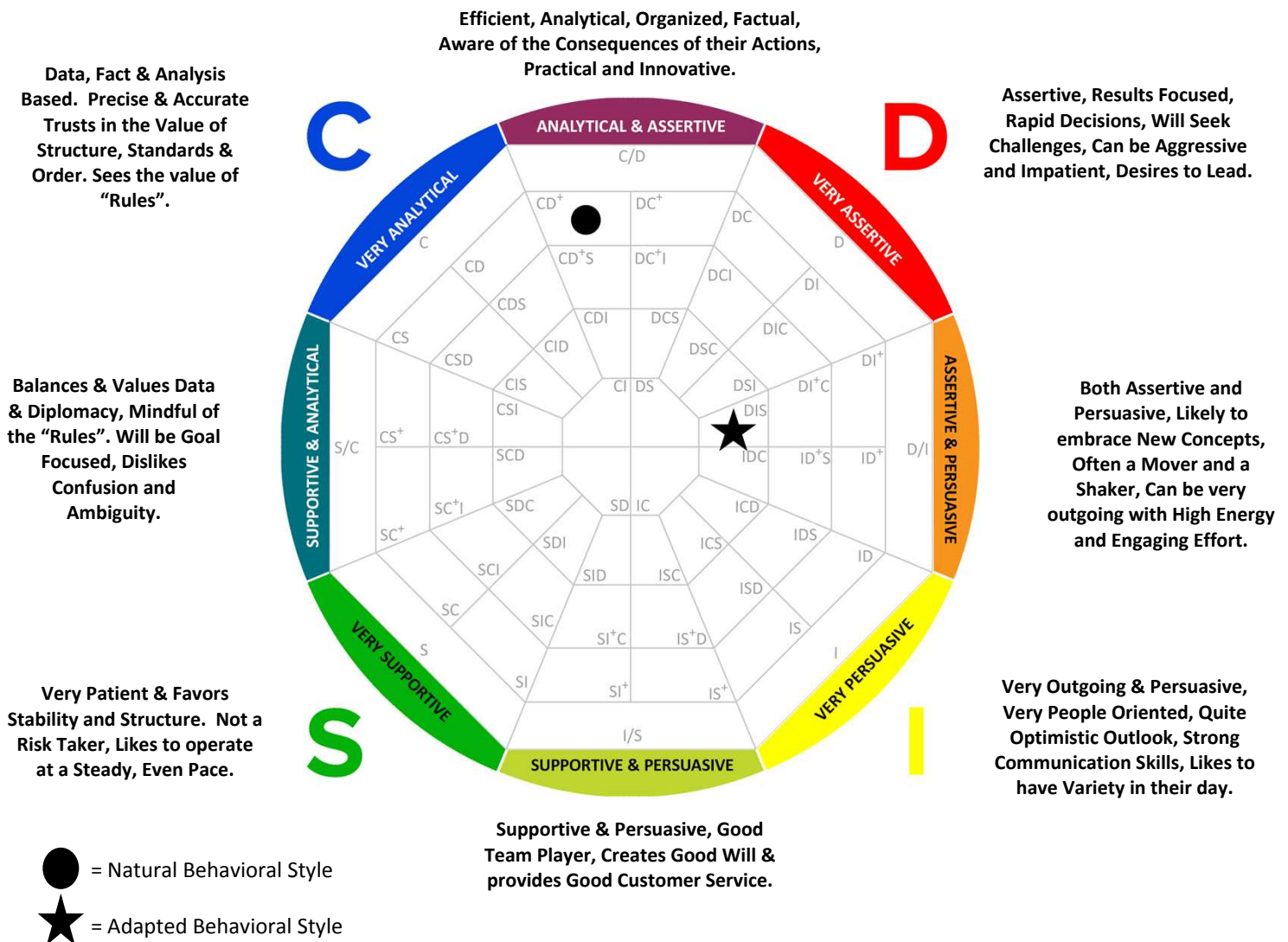
THE SCORING LEGEND

D = Dominance: How you deal with Problems and Challenges
I = Influence: How you deal with People and Contacts
S = Steadiness: How you deal with Pace and Consistency
C = Conscientious/Compliance/Structure: How you deal with Procedure and Constraints

Efficient, Analytical, Organized, Factual, Aware of the Consequences of their Actions, Practical and Innovative.

Data, Fact & Analysis Based. Precise & Accurate Trusts in the Value of Structure, Standards & Order. Sees the value of "Rules".

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

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

Both Assertive and Persuasive, Likely to embrace New Concepts, Often a Mover and a Shaker, Can be very outgoing with High Energy and Engaging Effort.

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

Very Outgoing & Persuasive, Very People Oriented, Quite Optimistic Outlook, Strong Communication Skills, Likes to have Variety in their day.

Supportive & Persuasive, Good Team Player, Creates Good Will & provides Good Customer Service.

● = Natural Behavioral Style

★ = Adapted Behavioral Style

MORE ABOUT YOUR DISC STYLE

In this portion of the report, you'll learn more about your DISC style behavioral tendencies and emotions. This information can be useful in helping you understanding your own behavior, and also support you in learning about and understanding others more effectively.

Communication Tips for Others

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

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

When Communicating with Sample, DO:
- Motivate and persuade Sample by pointing out objectives and expected results.
- Be specific about what's needed, and who is going to do it.
- Stick to business matters only -- small talk or charm won't be appreciated.
- Give Sample time to verify the issues and potential outcomes.
- Do your homework, because Sample's homework will already be done.
- Beware of indecision, and be sure to keep the "data gate" open for more information.
- Give Sample the opportunity to express opinions and make some of the decisions.

When Communicating with Sample, DON'T:
- Whine about all of the work you have to do.
- Provide incomplete or unclear directions or instructions.
- Use unreliable evidence or testimonials.
- Try to develop "too close" a relationship, especially too quickly.
- Forget or lose things necessary for the meeting or project.
- Fail to follow through. If you say you're going to do something, do it.
- Leave things up in the air, or decide by chance.

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Wants and Needs

Motivation is the enthusiasm or willingness to do something. Everybody is motivated; however, all people are motivated for their own reasons, not somebody else's. Simply, people are motivated by what they want.

Our behaviors are also driven by our needs. Each style has different needs. If one person is stressed, they may need quiet time alone; another may need social time around a lot of people. Each has different ways to meet their needs. The more fully our needs are met, the easier it is to perform at an optimal level.

Choose the two most important wants and the two most important needs and transfer them to the Summary of Your Style page.

You Tend to Be Motivated By:

- Freedom from control and close scrutiny. A lack of freedom implies a lack of trust.
- High standards of quality that all members of the team honor and support.
- Direct, factual answers to questions, supported by accurate data.
- Time to analyze facts and data prior to making a final decision.
- Time to react to sudden changes, and to analyze the impact on overall quality.
- Efficient methods which get things done faster, without sacrificing quality.
- New experiences, and new challenges to meet.

People With Patterns Like You Tend to Need:

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

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What You Bring to the Organization

This page provides useful insights for a job or as you work together on a team or family project. These are the talents and tendencies you bring. When used in environments that you are most effective in, you are likely to be self-motivated to accomplish great things. It is possible that you may not always be in an environment that allows you to be your best. We recommend you speak with your leader to see what can be incorporated into your current environment to help maintain your motivation. Check the two most important strengths, the two most important work style tendencies and the two most important environmental factors and transfer them to the Summary of Your Style page.

Your Strengths:

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

Your Work Style Tendencies:

- You enjoy developing new systems and procedures to increase efficiency or quality control.
- You motivate others on the team with a sense of competition and urgency.
- You are motivated to be creative and tend to become bored with routine work.
- You are able to look at a project from a "big picture" perspective, while keeping track of the details and minutiae that contribute to each step.
- You want to be seen as assertive, and at the vanguard of leadership regarding new ideas and solutions.
- You sometimes hesitate in making decisions due to a desire to investigate all facets of a problem, and all potential solutions.
- You are motivated to be an initiator of creative new ideas, and may be seen as an agent of change within an organization.

You Tend to Be Most Effective In Environments That Provide:

- Freedom from external pressure, while allowing for self-imposed pressure and urgency.
- Challenging assignments that are both detailed and wide in scope.
- Power and authority to make decisions and create change.
- Freedom to create in new and different ways.
- Support of some occasional vacillation in decisions or ideas.
- Opportunities for one to work alone, and to think things through.
- Support which allows you to focus maximum effort on the job tasks, and not to be concerned with social protocol.

The C Style

Under Stress - Perceptions, Behavior and Needs for the C

Stress is unavoidable. The perceptions of our behavior may have a significant impact on our effectiveness - both in how we perceive ourselves and how others perceive us. The way we behave under stress can create a perception that is not what we intend. The descriptions below of perceptions by others may seem somewhat extreme at times (especially if our behavior is an over-extended strength that becomes a weakness or limitation). As you understand these perceptions more clearly, you are able to modify your behavior to maximize your own effectiveness and ensure that others see you as you intend.

Potential Self Perception:
- Quality control driven
- Cautious agent of change
- Creative solutions to problems
- Results-driven

Under Stress, May be Perceived by Others:
- Condescending
- Aloof and blunt
- Creates double-bind situations
- Vacillates

Under Stress You Need:
- Understanding of principles and details
- Guarantees that you are right
- A slow pace for "processing" information

Your Typical Behaviors in Conflict:
- Since you tend to focus on quality and your own high standards, you may become demanding in order to ensure compliance.
- You often resort to various indirect techniques to manipulate the environment to make it more favorable to your position. You may resort to little known rules and procedures, the literal meaning of regulations, the use of committees, and other indirect approaches.
- You appear to acquiesce to the demands of others and, thus, avoid conflict. In reality, however, you are often just withdrawing to prepare for a future, probably covert, attempt to reestablish your position.

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

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Potential Areas for Improvement

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

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

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

Potential Areas for Improvement:

- You have a strong need for perfection and may not be satisfied until it has been reached.
- You may tend to work in rapid bursts, followed by periods of quiet reflection. This style may be confusing to others who might prefer a more consistent approach.
- You may like to work under pressure, and thus you put others under unwelcome pressure sometimes.
- You tend to be unconcerned about social poise and may appear somewhat abrupt or aloof toward others without being aware of this. You could build more bridges by showing more sensitivity to their feelings.
- Others may have difficulty keeping up with your opposing desires for quick, yet perfect results.
- You may need some improvement on your communication skills. It is important to share ideas with others on the team, allowing them to be a "sounding board" for your thoughts.
- You may appear indecisive to some because of the need to re-examine evidence, or even wait for new evidence prior to making decisions.

12 Behavioral Tendencies - Summary

The primary styles - **D, I, S, and C** - are each influenced by the other three styles in our behavioral expression. You are not just **one** of these styles; you are the result of all four combining and affecting each other. The following behavioral tendencies are scored based on the way your DISC styles combine and influence one another. On this page you'll see all 12 Behavioral Tendencies in Summary, and the following pages deliver more detail about each of these measurements.
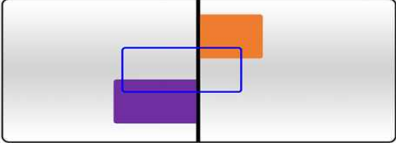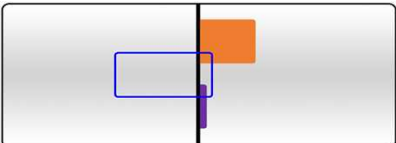
Behaviors	Natural	Adapted
Reasoning *How this individual uses evidence to think through and solve problems.*	**Evidence-based**	**Intuition-based**
Self-Reliance *How this individual works within a team.*	**Directive**	**Situational**
Accuracy *How this individual focuses on correctness and exactness.*	**Precision**	**Predictability**
Personal Drive *How this individual's own goals move things forward.*	**Self-Driven**	**Situational**
Careful Decision Making *How this individual approaches decisions and actions.*	**Situational**	**Situational**
Prioritizing *How this individual determines the order for dealing with items or tasks based on established rules and structure.*	**Situational**	**Results**
Providing Instruction *How this individual dictates directions and expectations.*	**Situational**	**Directive & Compulsive**
Customer & Team Interaction *How this individual engages with customers and stakeholders, internal and external.*	**Situational**	**Situational**
Change Resistance *How this individual resists engaging with change.*	**Drives Change**	**Situational**
Work Process Alignment *How this individual focuses on process to follow through on work.*	**Accuracy**	**Consistency**
Building Rapport *How this individual focuses when interacting with others.*	**Results-Focused**	**Situational**
Expressing Openness *How this individual is most comfortable expressing themselves.*	**Structural**	**Social**

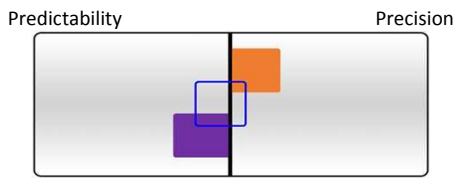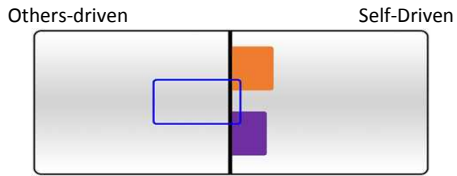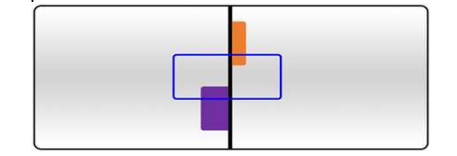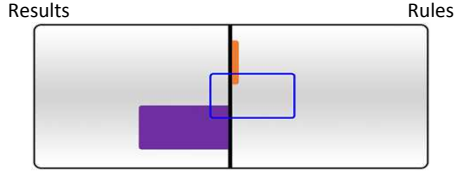# 12 Behavioral Tendencies – Details & Graphs

**For each of the 12, you will see a graph and personalized statement for your Natural and Adapted style.
These scores and statements reveal which of your style combinations are most observable and describe how you express that tendency based on your DISC blend.**
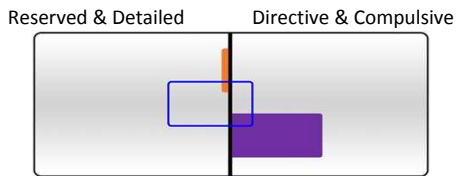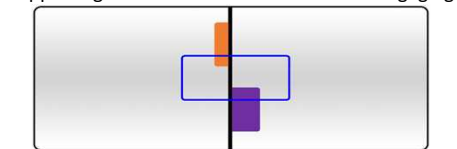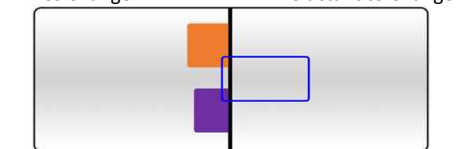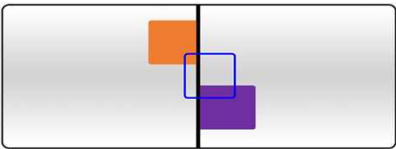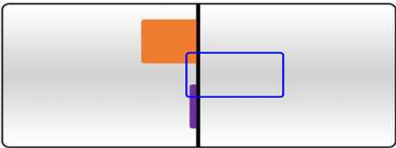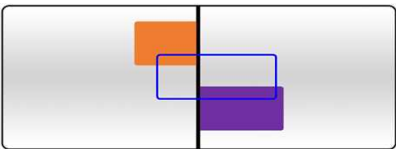
Interpretation Notes:
1. **Frequency Observed**: The behavioral tendencies are presented in the order from Most Frequently Observed to Least Frequently Observed.
   o **HI** – Clearly observed in most situations, seen more often
   o **HM** – Frequently observed in many situations
   o **MOD** – May or may not be observed depending on the situation
   o **LM** – Sometimes observed in some situations
   o **LOW** – Absence of the behavior in most situations
2. **Direction of your score** – As the graph **moves to the right or left**, it shows how you will likely express the behavior. If the graphs are near the center, the result is a balancing behavioral effect that will depend on the situation.
3. **General Population Comparison** – The **blue box** represents the general population in this behavioral tendency. Approximately 68% of people score in this range.

	Situational
Reasoning **Natural (HM):** You often rely on data and evidence to ensure decisions reflect the right thing to do, and will seek verification to make complete and accurate judgments. You are likely think through things with careful and thoughtful consideration, often weighing risks and examining the proof and data to make decisions. Remember, the brain and the heart together make a great team. **Adapted (LM):** You often rely on your feelings and interactions with others to make decisions, choosing what is likely to be social acceptable. You are likely to think things through based on emotions over logic, trusting your gut. Be aware that balanced thinking looks at both the emotions and the logic.	Intuition-based Evidence-based
Self-Reliance **Natural (HM):** You are quite results driven, focused on accomplishing things quickly and efficiently and are likely to do so mostly independently and directively. You will likely do your best work independently when you can manage your productivity and efficiency autonomously. Be sure you are not distancing yourself too much. **Adapted (MOD):** You balance results and interaction, getting things done efficiently, but also involving others to get this accomplished as effectively as possible. You are likely to be productive and efficient whether working independently or in collaboration with others, depending on the circumstances and variables of the work.	Collaborative Directive

	Situational

Accuracy

Natural (HM): You frequently focus on carefully and deliberately ensuring high-quality outcomes with great importance on accuracy, structure, order and precision in all you do. You are likely to focus on being and doing things right. While doing it the right way can impact success dramatically, it is also helpful to have dependability and uniformity in planning processes.

Adapted (LM): Your planning often focuses on keeping processes and systems as predictable and steady as possible to support others in understanding and reaching the best outcome. You are likely to focus on risk-aversion when planning. Predictability and consistency are incredibly important when taking things from start to finish, but remember correctness is important too.

Predictability — Precision

Personal Drive

Natural (HM): You are somewhat self-determined, often focused on taking actions that achieve results and goals. You will likely be driven to action based on your own needs and motivations and are likely a self-starter. Be aware that it can be appropriate to support and help others as well.

Adapted (MOD): Your determination is balanced between a self-driven and others-driven approach, focusing on actions to achieve results with awareness of risks and consequences of actions. You are likely driven by both a desire to meet your own needs and motivations, and support and help others in the process.

Others-driven — Self-Driven

Careful Decision Making

Natural (MOD): You balance careful attention and consideration of risks, but may also act more impulsively, going with your gut and intuition. Your decisions can be based on a balanced approach of logic and emotion where you will do what feels right and also what makes sense while being attentive to risks.

Adapted (MOD): Consistent with natural style

Impulsive — Cautious

Prioritizing

Natural (MOD): You are attentive to established guidelines to ensure high-quality results now and are focused on actions that target immediate accomplishment. You likely balance both rules and results when prioritizing, recognizing that both have significance in a successful experience and outcome.

Adapted (LM): You often focus specifically and directly on results now and take actions that target immediate accomplishment, and are less concerned with the established guidelines. You will likely prioritize and focus on the results and the bottom line. While the end result is certainly a key component of what should take priority, be sure you are also aware of the rules and constraints of your situation.

Results — Rules

	Situational
Providing Instruction

Natural (MOD): You are able to balance the desire to set the expectations or uphold the protocol based on the situation and what is most relevant. You may follow the established structural and procedural guideline if they support the objectives. Keep in mind that sometimes this may come through as difficult for styles that are less focused on tasks and more focused on relationship.

Adapted (HM): You are somewhat direct and results-focused, and may prefer to set the course and direct others, rather than following the set expectations. Engaging with others for additional thoughts and perspectives can lead to better outcomes. | Reserved & Detailed   Directive & Compulsive |
| **Customer & Team Interaction**

Natural (MOD): You can be engaging and persuasive while providing support and stability in your interactions with others. You are likely to balance the needs of others, creating a relationship and ensuring their needs are met. This can effectively create loyal and trusting relationships.

Adapted (MOD): Consistent with natural style | Supporting   Engaging |
| **Change Resistance**

Natural (LM): You are likely to be more firm in times of change, preferring to lead and direct activities focused on results and solutions. You are likely to respond/interact in change by driving action and facing it head on as it comes. You may even want to change things just to see how it can be different. Sometimes keeping things consistent is good too.

Adapted (MOD): You can be slow to accept or embrace change or more committed to your own thoughts and ideas during times of change, depending on the level of risk and expected outcome. There may be times when you actively accept and engage in change and other times you feel like more information and planning would be beneficial. You are likely to be on board, as long as things make sense. | Drives Change   Reluctant to Change |

	Situational

Work Process Alignment

Natural (LM): Your process and follow through is often driven by upholding quality standards to be sure what you are doing is accurate and precise. You are likely to process information and follow through with exactness and precision as a focus. There are times when consistency is as important as accuracy. Don't forget to balance them.

Adapted (HM): Your process and follow through is often driven by a desire to keep things consistent and moving forward at a methodical, steady pace. You are likely to process information and follow through with consistency and predictability as your focus. Don't forget that accuracy is an important part of reliability and stability.

Accuracy — Consistency

Building Rapport

Natural (LM): You are somewhat results driven in your interactions, preferring not to connect socially unless there is a specific outcome or purpose. You are more likely to focus on results with a desire to reach a goal or complete a task, rather than connecting or building relationship. Remember, others may like to get to know you more when working together.

Adapted (MOD): Your interactions are driven by both a desire to connect with others socially, and to get the work done and reach results. If you can do both at once, that's great!

Results-Focused — Relationships-Focused

Expressing Openness

Natural (LM): You are somewhat comfortable when focused on the structure, detail and accuracy preferring some time for planning and consideration of consequences before acting. You are likely to be more confident with data, information and procedures that ensure accuracy and precision. Remember, there are times when creating connection with others can boost you up as well.

Adapted (HM): You are somewhat comfortable when interacting with others, quick paced and focused on personal connections, and may tend to elaborate to engage with others. You are likely to be most confident and comfortable when interacting with others, and are likely to trust information passed along through people you trust. Remember, sometimes having the support documentation is important too.

Structural — Social

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Summary of Sample Report's DISC 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.

COMMUNICATION DOS & DON'TS

1._____
2._____

YOUR MOTIVATIONS: WANTS

1._____
2._____

YOUR MOTIVATIONS: NEEDS

1._____
2._____

YOUR STRENGTHS

1._____
2._____

YOUR WORK STYLE TENDENCIES

1._____
2._____

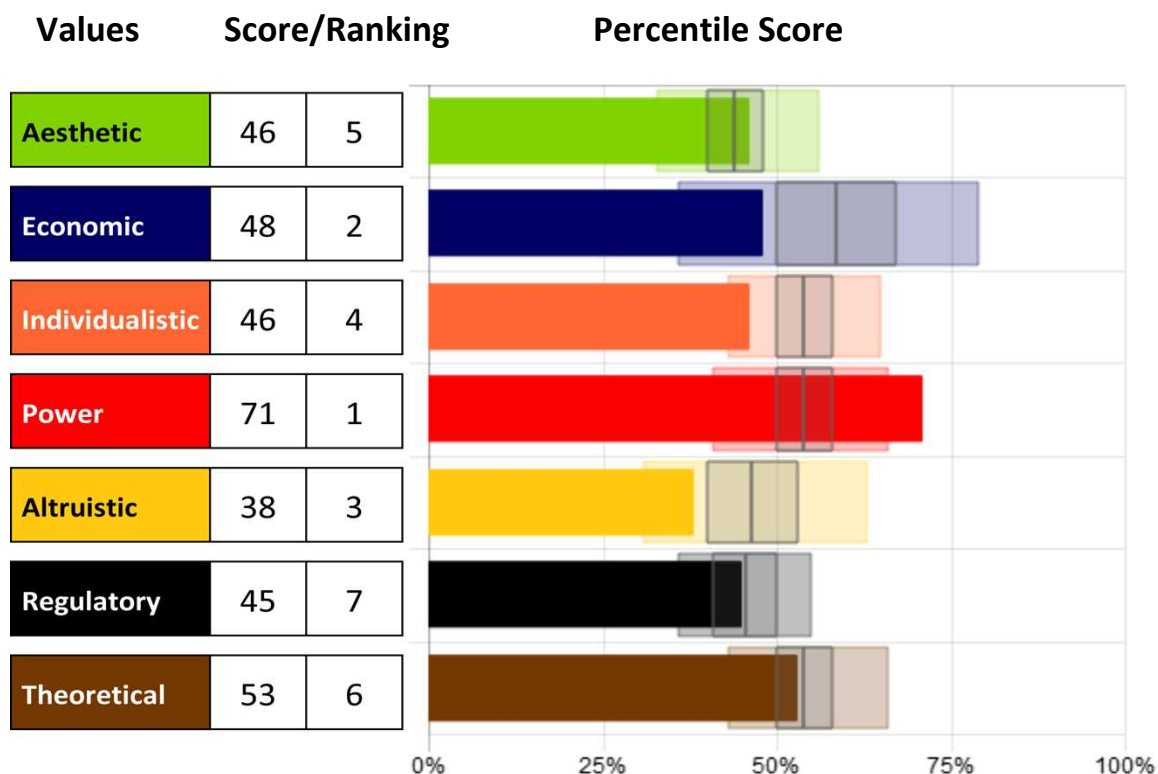## EFFECTIVE ENVIRONMENTAL FACTORS

1._____
2._____

POTENTIAL AREAS FOR IMPROVEMENT

1._____
2._____

Summary of Sample's Motivation

Values	Score/Ranking		Percentile Score
Aesthetic	46	5	
Economic	48	2	
Individualistic	46	4	
Power	71	1	
Altruistic	38	3	
Regulatory	45	7	
Theoretical	53	6	

0% 25% 50% 75% 100%

1. The **lightly colored**, **shaded area** for each Motivator highlights **the majority of the population's scores**. This means that if you took a normal sample of motivator scores and ranked the scores from 1 – 100, you can expect that a majority of the scores would fall inside the shaded area. This indicates if most of the population scores higher or lower in the dimension. Are you similarly driven in your Motivators as most others are?

2. The **norm box** (small box plot) represents the **AVERAGE** scoring range. The scores inside this box represent the scores of people who are **more like everyone else** (therefore, it is considered **normal**). When your score falls inside the norm box, it is **situational**; you consistently ranked the statements of that dimension **both high and low.**

3. The **line in the center** of the box plot represents the **median score**. Like the median in a road, the median divides the range of scores into equal halves. 50% of the scores are above the median line and 50% of the scores fall below the median line.

4. The **colored bar is aligned to your score from 1-100.** These reveal the **level of importance** of that motivator to you. Higher numbers mean you consistently ranked the motivator as **more important** & lower numbers mean the motivator was consistently ranked **less important**. The number also reveals placement in *Very Low, Low, Average, High and Very High*. The people who score within each group share common traits and descriptions (i.e. those who have *Very Low* scores will share common values with one another).

5. Your **ranking** reveals **how influential the Motivators are to your behavior and decisions in order from 1-7.** Keep in mind that some Motivators have relationships with other Motivators that strengthen them, but this is a true 1 through 7 ranking based on which are individually most impactful.

A Closer Look at the Seven Motivator Dimension Scores

Each descriptor below reveals your preference for shaping behavior and indicates what energizes you.

Motivator	Low Score Energized by…	High Score Energized by…
Aesthetic	**Grounded** Pragmatic and tangible approaches that bring concrete and reliable results.	**Eccentric** Achieving equilibrium and harmony between the world around you and yourself.
Economic	**Satisfied** Less competitive approaches and being more satisfied with what you already have.	**Self-Mastered** Self-interest, economic gains, and achieving real-world returns on efforts.
Individualistic	**Secure** Not seeking the limelight, keeping ideas to yourself, and less likelihood of self-promotion.	**Unrestricted** Expressing your autonomy and freedom from others' ideas and protocols.
Power	**Submissive** Supporting other people's efforts and a less focused approach to owning your own personal space.	**Domineering** Directing and controlling people, environments, and personal spaces.
Altruistic	**Self-Focused** Focusing on personal wants and needs and taking a more suspicious stance towards the moves of others.	**Pushover** Helping and eliminating pain and suffering of others at personal cost.
Regulatory	**Defiant** Remaining independent of as opposed to depending on the restrictive ideas of others.	**Black & White** Establishing routine, order, and setting boundaries for yourself and others.
Theoretical	**Dis-Interested** A more dismissive view of gathering new information and discovery while relying more on your natural instincts and past experiences for answers.	**Scholarly** Activities towards knowing everything that can be known about what you believe to be important and truthful.

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Details of Sample's Motivation

Aesthetic - Average
You will balance yourself between creative alternatives and practical approaches without being extreme in either dimension.

Economic - Low
You are not driven by monetary rewards or being "first" and may lack the emotional initiative necessary to compete with those around you.

Individualistic - Low
You are able and willing to support someone else's ideas without having to interject your own.

Power - Very High
You will seek to achieve positions of authority and will be drawn to roles that allow you to direct and control.

Altruistic - Low
You will make sure you position yourself, so you don't get burned when working closely with others.

Regulatory - Average
You understand structure but will not be bound by another's idea if it does not work for you.

Theoretical - Average
You can rely on both new information and what has worked in the past when making decisions.
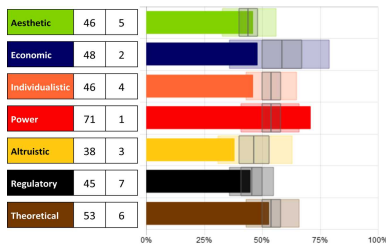
Sample's Motivator Word Matrix

AES	ECO	IND	POW	ALT	REG	THE
Eccentric	Self-Mastered	Unrestricted	Domineering	Pushover	Black & White	Scholarly
Impractical	Maximized	Independent	**Forceful**	Sacrificial	Fixed	Fact-Finder
Unconventional	Competitive	Self-Reliant	Authoritative	Accommodating	Systemic	Studious
Divergent	Incentivized	Creative	Controlling	Obliging	Orderly	Investigative
Imaginative	**Practical**	Balanced	Directive	Supportive	**Disciplined**	**Inquisitive**
Sensible	Judicious	Cooperative	Influential	Helpful	Open-Minded	Reflective
Realistic	Relaxed	**Accommodating**	Supportive	**Self-Protective**	Flexible	Street Smart
Practical	Aloof	Supportive	Yielding	Suspicious	Independent	Intuitive
Real World	Apathetic	Apprehensive	Passive	Distrusting	Spontaneous	Surface Analyzer
Grounded	Satisfied	Secure	Submissive	Self-Focused	Defiant	Dis-interested

This charting of your descriptors provides a better sense of what drives your motivation.

The motivator word matrix translates your numeric score into a one-word description and places each word in a relative position to other descriptors.

By labeling your numeric score with one word you can better understand, describe and locate your motivator orientation.

Your Aesthetic Motivator - Average

Aesthetic	46	5
Economic	48	2
Individualistic	46	4
Power	71	1
Altruistic	38	3
Regulatory	45	7
Theoretical	53	6

0%   25%   50%   75%   100%

The Aesthetic Motivator: Strong desire and need to achieve equilibrium between the world around us and ourselves (within) while creating a sustainable work/life balance between the two. Creative, imaginative, arty, mystical and expressive, this style may redefine or resist real world approaches to current challenges.

Universal Assets:
• You keep impractical and creative/mystical types grounded.
• You possess a healthy balance between style, purpose, and function.
• You can work well with others to create and transform.
• You work equally well with practical and imaginative, self-expressive types.

Driving Intuitions:
• You can appreciate the world around you including natural wonders, good art, and solitude.
• You believe offsetting work and play is important for emotional balance and health.
• You possess a level of artistic appreciation.
• You will equalize team efforts between doing it right and enjoying being innovative.

Critical Advantages:
• You desire a sense of balance between work and life, but are not crippled without it.
• You enjoy certain creative expressions, but you are not overly committed to creativity.
• You are willing to help others especially if you appreciate their uniqueness.
• You appreciate nature and its beauty and will likely protect what is important to you.
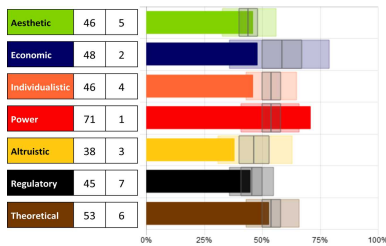
Growth Opportunities:
• You may benefit by taking a more visible position on teams.
• You can mediate between those who do and do not see the value in unconventional approaches.
• You could benefit by ensuring your life is well balanced between personal and professional worlds.
• You may benefit by being a bit more realistic at times.

Learning Paths:
• You will participate in a variety of training and professional development efforts.
• You can develop both your soft skills and hard skills.
• You appreciate developing your soft skills and will care about emotional health.
• Your development should be equal parts method and meaning, not just a job.

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Your Economic Motivator - Low

Aesthetic	46	5	
Economic	48	2	
Individualistic	46	4	
Power	71	1	
Altruistic	38	3	
Regulatory	45	7	
Theoretical	53	6	

0%   25%   50%   75%   100%

The Economic Motivator: The motivation for security from self-interest, economic gains, and achieving real-world returns on personal ventures, personal resources, and focused energy. The preferred approach of this motivator is both a personal and a professional one with a focus on ultimate outcomes.

Universal Assets:
- You are not driven by monetary rewards and competitive frameworks.
- You may believe money is for spending on things you want.
- You score in a range that indicates a lower interest in gaining material wealth.
- You may be sensitive to inequities and injustices and will not want to be a victim to others demands.

Driving Intuitions:
- You should provide a variety of work projects or tasks for others to work on.
- Avoid measuring your performance by your love for it only.
- Remember to praise others for their continued contributions.
- You should remember that people with vast amounts of money have feelings too.

Critical Advantages:
- You are sensitive and responsive to the "people-side" of work related activities.
- You see a much wider spectrum of the picture, not just your own needs.
- To you, monetary compensation is a basic function, you may look elsewhere for higher levels of value.
- You do not act selfishly but will be responsive to others needs.
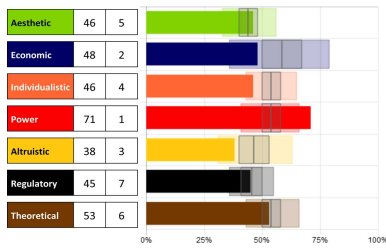
Growth Opportunities:
- You may avoid potential conflicts that may negatively impact others on the team.
- You should avoid spreading yourself too thin by taking on responsibilities that could be done by someone else.
- You may over-commit both on and off the job.
- You may mistake "I can't" for "I won't" and will fear saying "no" to people because it looks bad.

Learning Paths:
- You may prefer just hanging out and enjoying others rather than having to compete with them.
- You score like those who appreciate cooperation over competition.
- You may prefer team-oriented activities as opposed to the lone wolf approach.
- You come to a training or development function typically without a 'What's in it for me?' attitude.

Your Individualistic Motivator - Low

Aesthetic	46	5
Economic	48	2
Individualistic	46	4
Power	71	1
Altruistic	38	3
Regulatory	45	7
Theoretical	53	6

0%   25%   50%   75%   100%

The Individualistic Motivator: Need to be seen as autonomous, 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 apart from being told what to do.

Universal Assets:
- You likely won't "hog the ball" when working with others.
- You'll likely prefer to be seen and not heard.
- You are not one to steal the spotlight or gain excessive recognition.
- You appreciate a team mentality and will think in terms of "we" as opposed to "me."

Driving Intuitions:
- You'll likely prefer helping others as opposed to doing it all.
- You'll want to make your own decision about being highly visible within group settings.
- You do your best work when cooperating with others to reach shared goals.
- You'll prefer being the man or woman behind the curtain as opposed to the one up front.

Critical Advantages:
- You'll respect other people's ideas and uniqueness.
- You are able to help others shine.
- You don't need to be seen as the leader.
- You will likely stabilize the group rather than de-stabilize it.
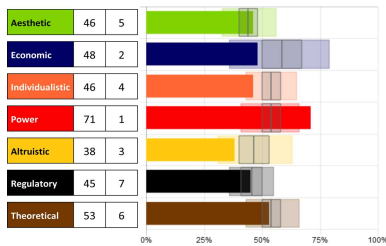
Growth Opportunities:
- You may fear looking egotistical when promoting your own agenda.
- You should think out loud more.
- You may think you are not capable of being creative in any way.
- If you think it twice, say it once.

Learning Paths:
- You'll want to have self-time as opposed to always being in the forefront.
- You'll likely be self-disciplined when working with others and not easily distracted.
- You prefer group efforts as opposed to star roles.
- You'll prefer a group involvement to individual recognition.

Your Power Motivator - Very High

Aesthetic	46	5
Economic	48	2
Individualistic	46	4
Power	71	1
Altruistic	38	3
Regulatory	45	7
Theoretical	53	6

The Power Motivator: Being seen as a leader, while having influence and control over one's environment and success. Competitiveness and control is often associated with those scoring higher in this motivational dimension.

Universal Assets:
• You believe the skies the limit.
• You don't turn back: there's typically no Plan B with you.
• You may be looking for rewards and recognition for a job well done.
• You need signs of personal authority such as your name on your parking space.

Driving Intuitions:
• You should allow others the same freedom to make decisions that you want.
• It's important to empower others with the same power you want to have.
• You should be willing to share victories and not keep them all for yourself.
• You should understand that you might come across stronger than you think.

Critical Advantages:
• You are likely going to accept responsibility for both successes and failures.
• You will likely advance quickly within your area of expertise.
• You will own your roles within the workplace and handle everything associated with it.
• You may get angry or agitated quickly with slow moving people and will nudge them forward.

Growth Opportunities:
• You will benefit from approaching situations with an open mindset of greater humility.
• You may get caught up in selling yourself instead of your idea.
• You need to be aware of the fact that being in charge may be too important to you and may turn certain people types off.
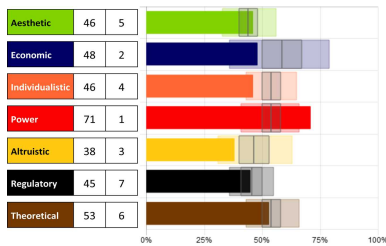• You will have no time for slower moving people and may be annoyed by them.

Learning Paths:
• You'll create an environment that encourages others to follow you.
• You need a wide variety of powerful options available to you.
• You need hyper flexibility and freedom to create when learning new things.
• You could use a small group to lead and work with when in training.

Your Altruistic Motivator - Low

Aesthetic	46	5
Economic	48	2
Individualistic	46	4
Power	71	1
Altruistic	38	3
Regulatory	45	7
Theoretical	53	6

The Altruistic Motivator: An expression of the need or energy to benefit others at the expense of self. At times, there's genuine sincerity in this dimension to help others, but not always. Oftentimes an intense level within this dimension is more associated with low self-worth.

Universal Assets:
- You'll likely see certain people as a means to any given end.
- You may think in terms of you first and others last.
- You will protect your own turf at times and want to qualify people you don't know.
- You may survive, as opposed to thrive, in certain life and business situations.

Driving Intuitions:
- Remember that there will be a decent amount of people that may believe you don't like them.
- Because you will gravitate towards independence when working, schedule time for independent activities.
- You connect all outcomes to practical needs as opposed to people needs.
- You respond better to logic and reason and will likely rebuff touchy-feely approaches.

Critical Advantages:
- You will likely not shy away from difficult decisions.
- You will have a no-nonsense approach to common sense.
- You will likely avoid what you think are "stupid" people if you're highly cognitive.
- You will likely be able to separate your emotions from necessary actions.
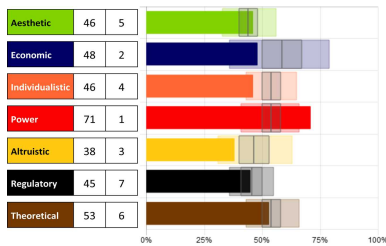
Growth Opportunities:
- You might be avoided by emotional "feeler" types especially if you're not a people person.
- Remember that some people simply take longer to learn.
- Remember that helping others helps you as well.
- Even though you may care about people, some will think you have a funny way of showing it.

Learning Paths:
- You may not enjoy cooperative learning activities as opposed to activities that require directing and controlling.
- You may likely be quiet and in the background when involved in training activities.
- Being forceful isn't bad, but sometimes it scares people if it's too strong.
- You may need to step back and realize your strength when working with passive types.

Your Regulatory Motivator - Average

Aesthetic	46	5	
Economic	48	2	
Individualistic	46	4	
Power	71	1	
Altruistic	38	3	
Regulatory	45	7	
Theoretical	53	6	

0%   25%   50%   75%   100%

The Regulatory Motivator: A need to establish order, routine and structure. This motivation is to promote a black and white mindset and a traditional approach to problems and challenges through standards, rules, and protocols to color within the lines.

Universal Assets:
• You are generally in the middle when it comes to instructions, protocols, and having to do things a certain way.
• You can appreciate details to a point, but will likely not depend on them.
• You can challenge rules that do not make any sense to you.
• You may desire a more stable atmosphere with some structure and uniformity.

Driving Intuitions:
• You can be a breath of fresh air within routine environments.
• You bring continuity and structure to untidy situations when necessary.
• You can create acceptable policies and procedures that speak to most minds.
• You can bring stability when opinions vary and emotions run strong.

Critical Advantages:
• You are not so closed that you can't see things in multiple dimensions.
• You can moderate those who may challenge established authorities while understanding both sides.
• You can be both judgmental and merciful, depending on the situation.
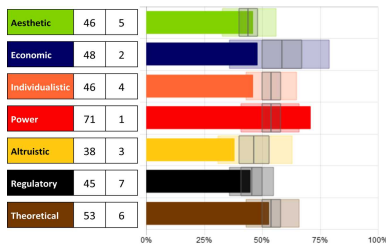• You may have both open and narrow views on many things.

Growth Opportunities:
• You could benefit from refusing to give into pressure from those who want change when it's not warranted.
• You may need to take more risks.
• You could likely benefit from being more independent.
• It might be a good idea to explore more options when facing challenges.

Learning Paths:
• You're open to new ideas and creative solutions that work as long as there are no extremes.
• You will typically settle upon ways that have been established and proven effective.
• You will likely get behind programs that have been proven to work well when dealing with people and training initiatives.
• You will likely support established doctrine.

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Your Theoretical Motivator - Average

Aesthetic	46	5
Economic	48	2
Individualistic	46	4
Power	71	1
Altruistic	38	3
Regulatory	45	7
Theoretical	53	6

0%   25%   50%   75%   100%

The Theoretical Motivator: The desire to uncover, discover, and recover the "truth." This need to gain knowledge for knowledge sake is the result of an "itchy" brain. Rational thinking (frontal lobe), reasoning and problem solving are important to this dimension. This is all about the "need" to know why.

Universal Assets:
• Your technical prowess will be limited to the things you love.
• You want to know why, but won't let it get in your way of getting things done.
• You are more of a broad-minded person and less a detailed person when it comes to finding out why.
• You will likely learn what you need to learn in order to get to the next step.

Driving Intuitions:
• You have an even perspective, able to weigh both sides of an issue equally.
• You have a balanced view of technical issues and won't want to get too deeply involved in things outside of your expertise.
• Your curiosity can be peaked if something interests you.
• You bring continuity and structure to groups where thinking is necessary without getting too distracted.

Critical Advantages:
• You bring stabilization to over-thinkers.
• You are curious to a point.
• You will be versed in a variety of subjects that you care about.
• You will not likely get hung up in analysis paralysis.

Growth Opportunities:
• You may remain neutral on subjects outside of your scope of understanding.
• You may need to take time to get to the bottom of complex issues.
• You may be done with your continuing education and will learn through experience.
• You may need to become more versed is certain subjects in order to increase value.

Learning Paths:
• You're open to new ideas and creative solutions that work as long as there are no extremely difficult assignments.
• You will likely get behind programs that are enjoyable and speak to what you already know.
• You will typically settle upon ways that have been established and proven effective.
• You will likely support ideas that make sense.

Summary of Sample Report's Motivators

Encourage others to complete their own Motivators 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 this information. Complete the worksheet below from the previous pages of this report.

MOST INFLUENTIAL ORDER OF MOTIVATORS

1._____
2._____
3._____
4._____
5._____
6._____
7._____

MOTIVATOR NEEDS (Scores over 85)

1._____
2._____

MOTIVATOR RISKS (Scores below low teens)

1._____
2._____

MOST IMPORTANT TO KNOW ABOUT MY MOTIVATORS COMBINATION

1._____
2._____
3._____

PART III UNDERSTANDING OTHERS AND ADAPTABILITY

People generally make the mistake of assuming that others interact and think the same way they do, and many of us grew up believing in The Golden Rule: treating others the way you would like to be treated. Instead, we encourage another practical rule to live by - what Dr. Tony Alessandra calls **The Platinum Rule®: to treat others the way THEY want to be treated**.

DISC ADAPTABILITY

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

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

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

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

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

Adaptability is dependent on recognizing another's person's behavioral style.
To quickly determine someone's style, ask these 2 questions & based on the answers, adapt accordingly:

1. Are they <u>DIRECT or INDIRECT</u> in their communication?

2. Are they <u>GUARDED or OPEN</u> in their communication?

Direct Style: D or I *Enthusiastic, competitive and results focus, fast paced*	*Guarded Style: D or C* *More private, specific, logical and analytical, task focus*
Indirect Style: C or S *Reserved, cooperative & patient, slower/deliberate*	*Open Style: I or S* *Desire to build a connection with others, relationship focus*

MOTIVATORS ADAPTABILITY

Adapting to another's Motivational preference can be quite difficult! Sometimes Motivations are not readily observable, or may be disguised in behavior that doesn't align to them. A key way to understand another's Motivations is to pay attention to the things they value, the way they speak, and where they spend their time and attention (or other resources). What do you see that drives them? You can use some of these questions to guide your discovery; you may ask them or just observe. Once you know someone's Motivators, you can interact with them in a more effective way.

Aesthetic	• What is beautiful to you? • How important is it for you that you can express yourself creatively? • Are form and aesthetics more important, or is functionality more important? • How important is work/life balance? • Do you find that you are more "head in the clouds" or more practical?
Economic	• How important is winning for you? • What is a reasonable return on investment? • Do you generally think people have an agenda or want/need something from you? • Would you consider starting your own business or being an entrepreneur? • When you are faced with a situation do you first consider how it will affect you, or how it will affect others?
Individualistic	• How important is it for you to be independent and autonomous? • If you could do anything you wanted today, what would it be? • Do you think people generally see the world the same way you do? • How do you feel about teamwork and collaboration? • What does "freedom" mean to you?
Power	• What role do you typically take in a group? • How important is it for you to be in charge? • How would you motivate others to take action? • What kinds of things do you like to have control over? • Do you take initiative, or do you prefer direction before acting?
Altruistic	• Do you have a hard time saying no, or feel overwhelmed and spread too thin? • What is considered a reasonable amount of assistance or help for others? • Would you more likely give to anyone who needs it, or only to those who deserve it? • Do you tend to sacrifice your needs for the needs of others? • Do you feel like you need to do things for others to be valuable or loved?
Regulatory	• Is there a right way and a wrong way, or many ways to accomplish something? • How important is it for you to be right? • Are rules and regulations important to you? • How important is structure and process to you? • When you solve problems, do you prefer the tried and true approach or are you more flexible and open to options?
Theoretical	• How important is it to understand all perspectives and details of a project/problem? • Do you consider yourself to be an expert in any field? • Would you rather spend time studying and reading, or just learn as you go? • What do you love about learning new things? • What do you think is most important – action or knowledge?

COMMUNICATING WITH THE DISCStyles™

Communicating with the DOMINANT Style

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

Communicating with the INFLUENCING Style

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

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Communicating with the STEADY Style

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

Communicating with the CONSCIENTIOUS Style

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

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

To Modify Directness and Openness

DIRECT/INDIRECT

With D Styles DIRECT	With I Styles DIRECT	With S Styles INDIRECT	With C Styles INDIRECT
● Use a strong, confident voice ● Use direct statements rather than roundabout questions ● Face conflict openly, challenge and disagree when appropriate ● Give undivided attention	● Make decisions at a faster pace ● Be upbeat, positive, warm ● Initiate Conversations ● Give Recommendations ● Don't clash with the person, but face conflict openly	● Make decisions more slowly ● Avoid arguments and conflict ● Share decision-making ● Be pleasant and steady ● Respond sensitively and sensibly	● Do not interrupt ● Seek and acknowledge their opinions ● Refrain from criticizing, challenging or acting pushy – especially personally

GUARDED/OPEN

With D Styles GUARDED	With I Styles OPEN	With S Styles OPEN	With C Styles GUARDED
● Get Right to the Task, address bottom line ● Keep to the Agenda ● Don't waste time ● Use businesslike language ● Convey Acceptance ● Listen to their suggestions	● Share feelings, show more emotion ● Respond to expression of their feelings ● Pay Personal compliments ● Be willing to digress from the agenda	● Take time to develop the relationship ● Communicate more, loose up and stand closer ● Use friendly language ● Show interest in them ● Offer private acknowledgements	● Maintain logical, factual orientation ● Acknowledge their thinking ● Down play enthusiasm and body movement ● Respond formally and politely

To Modify Pace and Priority

PACE

With D Styles FASTER	With I Styles FASTER	With S Styles SLOWER	With C Styles SLOWER
● Be prepared, organized ● Get to the point quickly ● Speak, move at a faster pace ● Don't waste time ● Give undivided time and attention ● Watch for shifts in attention and vary presentation	● Don't rush into tasks ● Get excited with them ● Speak, move at a faster pace ● Change up conversation frequently ● Summarize details clearly ● Be upbeat, positive ● Give them attention	● Develop trust and credibility over time, don't force ● Speak, move at a slower pace ● Focus on a steady approach ● Allow time for follow through on tasks ● Give them step-by-step procedures/instructions ● Be patient, avoid rushing them	● Be prepared to answer questions ● Speak, move at a slower pace ● Greet cordially, and proceed immediately to the task (no social talk) ● Give them time to think, don't push for hasty decisions

PRIORITY

With D Styles TASK	With I Styles PEOPLE	With S Styles PEOPLE	With C Styles TASK
● Get right to the task ● Provide options and let them decide ● Allow them to define goals and objectives ● Provide high-level follow up	● Make time to socialize ● Take initiative to introduce yourself or start conversation ● Be open and friendly, and allow enthusiasm and animation ● Let them talk ● Make suggestions that allow them to look good ● Don't require much follow-up, details, or long-term commitments	● Get to know them personally ● Approach them in a friendly, but professional way ● Involve them by focusing on how their work affects them and their relationships ● Help them prioritize tasks ● Be careful not to criticize personally, keep it specific and focused	● Be prepared with logic and practicality ● Follow rules, regulation and procedures ● Help them set realistic deadlines and parameters ● Provides pros and cons and the complete story ● Allow time for sharing of details and data, ● Be open to thorough analysis

Adapting in Different Situations: AT WORK

DOMINANT STYLE

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

INFLUENCING STYLE

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

STEADY STYLE

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

CONSCIENTIOUS STYLE

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

Adapting in Different Situations: IN SALES AND SERVICE

DOMINANT STYLE

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

INFLUENCING STYLE

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

STEADY STYLE

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

CONSCIENTIOUS STYLE

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

Adapting in Different Situations: IN SOCIAL SETTINGS

DOMINANT STYLE

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

INFLUENCING STYLE

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

STEADY STYLE

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

CONSCIENTIOUS STYLE

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

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Adapting in Different Situations: IN LEARNING ENVIRONMENTS

DOMINANT STYLE

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

INFLUENCING STYLE

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

STEADY STYLE

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

CONSCIENTIOUS STYLE

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

A DEEPER LOOK AT THE FOUR 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
Tends to Act	Assertive		Persuasive		Patient		Contemplative
When in Conflict, this Style	Demands Action		Attacks		Complies		Avoids
Needs	Control		Approval		Routine		Standards
Primary Drive	Independence		Interaction		Stability		Correctness
Preferred Tasks	Challenging		People related		Scheduled		Structured
Comfortable with	Being decisive		Social friendliness		Being part of a team		Order and planning
Personal Strength	Problem solver		Encourager		Supporter		Organizer
Strength Overextended	Preoccupation on goals over people		Speaking without thinking		Procrastination in addressing change		Over analyzing everything
Personal Limitation	Too direct and intense		Too disorganized and nontraditional		Too indecisive and indirect		Too detailed and impersonal
Personal Wants	Control, Variety		Approval, Less Structure		Routine, Harmony		Standards, Logic
Personal Fear	Losing		Rejection		Sudden Change		Being Wrong
Blind Spots	Being held accountable		Follow through on commitments		Embracing need for change		Struggle to make decisions without overanalyzing
Needs to Work on	Empathy, Patience		Controlling emotions Follow through		Being assertive when pressured		Worrying less about everything
Measuring Maturity	Giving up control		Objectively handling rejection		Standing up for self when confronted		Not being defensive when criticized
Under Stress May Become	Dictatorial Critical		Sarcastic Superficial		Submissive Indecisive		Withdrawn Headstrong
Measures Worth by	Impact or results Track record		Acknowledgments Compliments		Compatibility Contributions		Precision, Accuracy Quality of results

DISC Application Activities

Adaptability Practice

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

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

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

Adaptability Activity

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

1 Identify the behavioral style of the other person using the 2 Power Questions:
- Are they <u>DIRECT or INDIRECT</u> in their communication?
- Are they <u>GUARDED or OPEN</u> in their communication?

2 Brush up on their style and look at ways to adapt your Directness and Openness when working with them.

3 To further understand the tension that may exist in the relationship, notice the difference in preference in pace and priority and modify accordingly.

4 Practice approaching them in the way you think **THEY want to be treated.** Remember, it may feel uncomfortable at first, but with practice and dedication to adapting, you will be amazed at the difference.

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Tension Among the Styles Exercise

Even if you have the highest regard toward a person, tension can exist in a relationship where styles are different. If this is behavior related, applying The Platinum Rule® - Treat others the way THEY want to be treated – may be helpful. Complete this exercise to gain insights on how to improve tense relationships. If you feel comfortable, you may discuss with the other person things you can do to ease the tension.

My Style:_____

My Pace:_____

My Priority:_____

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*

SAMPLE

RELATIONSHIP 1

Name:_____

Style:_____
Pace:_____
Priority:_____
Difference:_____

Strategy:_____

_____

_____

RELATIONSHIP 2

Name:_____

Style:_____
Pace:_____
Priority:_____
Difference:_____

Strategy:_____

_____

_____

Create a DISC POWER TEAM

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

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

	DOMINANT STYLE		INFLUENCING STYLE		STEADY STYLE		CONSCIENTIOUS STYLE
STRENGTHS	Administration Leadership Pioneering		Persuading Motivating Entertaining		Listening Teamwork Follow-through		Planning Systemizing Orchestration
WORKPLACE BEHAVIORS	Efficient Busy Structured		Interacting Busy Personal		Friendly Functional Personal		Formal Functional Structured
TEAM MEMBER							

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

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

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Guidelines to help you explore and apply what is in this report.

1. The scores in this report are a snapshot in time. These scores represent your preference-pathways (desires, such as being in control or not) at the time you completed the survey. These are not lifelong motivators from which you have no choice or power to influence. Your scores are not the end of your learning they are the beginning of what you have learned.

2. There are no good or bad scores to have, but there are consequences. If you do not like the level of effort you feel toward your goals, how you are behaving toward others or how others are behaving toward you, you can influence them through intended behavior and emotions (See your DISC).

3. The key is to understand your motivational preferences so you can flex with the situation to encourage progress.

What works?

- Decide what level of effort and intensity (energy) you want to use moving forward.

- Pick one simple behavior such as how long you take to think through a problem or how you endeavor to get what you need from someone.

- Make it easier to do using your motivational orientation you have right now, rather than finding a greater or a more difficult motivational element.

- It is important for you to develop a practical understanding of your own motivational orientation so you do not trick yourself into feeling you lack motivation. We are all motivated but we may lack the "emotional energy" (your natural/concealed DISC graph) for the process of getting what we want.

What is proven not to work?

- Not starting or giving up.

- Getting more information. Information may help to change your attitude and intention but information alone does not work well to change your behaviors. Advice is hard to give and receive. When you hear advice, you may not be sure it will work for you. The way to get unstuck is not becoming extreme by exaggerating your efforts or stopping them altogether. Try doing something small and then look at the evidence.

- Wanting to get better at something is easy. Sticking with small changes is a different story.

- Avoid pursuing "ideal motivational activities or work." Instead, improve your pursuit of vital work/activities using your natural motivational orientation within this report.

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Tiny Steps, Big Results Plan

You are only a few behaviors away from making progress.

Where do I currently excel at work and what motivators are in play already?

_____

_____

_____

Which motivators don't need any additional attention?

_____

_____

_____

With which motivators am I currently struggling and need an extra boost?

_____

_____

_____

Using my understanding of my motivational orientation, which types of additional motivations would work best for me right now?

_____

_____

_____

Using my understanding of my motivational orientation, which types of additional motivations would not work for me right now?

_____

_____

_____

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Choose one harmful influence on your motivational orientation (take in small steps) to act on today. Then, practice and repeat.

_____

_____

Choose one positive influences on your motivational orientation (take in small steps) to act on today. Then, practice and repeat

_____

_____

We all are motivated to get better but we get stuck with the process we must go through to move toward what we want. How can I make the process of making progress smaller and simpler? List up to three (3).

_____

_____

_____

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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.

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Developing Your People

Developing the C Style	Developing the D Style
• 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.	• 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 the S Style	**Developing the I Style**
• 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.	• 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 the C Style	Communicating with the D Style
• 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 styles want: "Lenny, I'm not trying to pressure you, but are you not interested in the auditor's position, or in any position?"	• 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 the S Style	**Communicating with the I Style**
• 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?"	• 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 the C Style Decide	Helping the D Style Decide
• Confirm they are open to discussing the problem or decision. • If they aren't ready, either set a definite time that's better for both of you or explore their concern in even pursuing this subject. • Give them time and space to think clearly. • When the situation is being explored, review your impression of the process: "My understanding is you'd like to think it over and figure out what time commitment you'd be able to make to the group. When may I call you about your decision?"	• D styles 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 the S Style Decide	**Helping the I Style Decide**
• Deal with only one subject or situation at a time, one step at a time. • Before moving on to other items, make sure they are ready, willing, and able to do so. • Remain calm and relaxed. • Encourage them to share their suggestions as to how the decision might be made in a way that is likely to add even more stability to the current conditions: "Would you mind writing down a schedule of your office's activities so I can write my proposal without missing anything?"	• 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 the C Style	Motivating the D Style
• 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.	• 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 the S Style	**Motivating the I Style**
• 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.	• 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 the C Style	Complimenting the D Style
• 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.	• 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 the S Style	**Complimenting the I Style**
• 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.	• 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 the C Style	Counseling the D Style
• 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.	• 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 the S Style	**Counseling the I Style**
• 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."	• 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 the I style. • 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 the C Style	Correcting the D Style
• 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…"	• 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 the S Style	**Correcting the I Style**
• 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…"	• 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?".

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Delegating to Your People

Delegating to the C Style	Delegating to the D Style
• 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?"	• 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 Style	**Delegating to the I Style**
• S styles 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."	• Receive clear agreements; set up check points/times to avoid long stretches with no progress reports. • I styles 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 the C Style	Acknowledging the D Style
• 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. • Approach matters with logic in an organized way. • Mention how grateful you are to be working with someone so accurate, systematic and structured.	• 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. • Cite specific results you've seen accomplished. • Mention how grateful you are working with someone so action-oriented, efficient and pioneering.
Acknowledging the S Style	Acknowledging the I Style
• 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. • Cite specific and appropriate examples of how their contributions made an impact or difference. • Express how grateful you are to be working with someone so supportive, purposeful and sincere.	• 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. • Cite specific and appropriate examples of how their actions improved connection and inclusion of others. • Express how delighted you are to be working with someone so engaging, interactive and personal.

Adapting Your Leadership Style

When You are the C Style	When You are the D Style
• 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.	• 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 Style	**When You are the I Style**
• 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.	• 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 the C Style, Help Them…	When they are the D Style, Help Them…
• Share their knowledge and expertise. • Stand up for themselves with the people they prefer to avoid. • Shoot for realistic deadlines. • View people and tasks less seriously and critically. • Balance their lives with both interaction and tasks. • Keep on course with tasks, with less checking. • Maintain high expectations for high priority items, not necessarily everything.	• 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 the S Style, Help Them…	**When they are the I Style, Help Them…**
• Utilize shortcuts; discard unnecessary steps. • Track their growth. • Avoid doing things the same way. • Focus on the goal without attending to other thoughts or feelings. • Realize tasks have more than one approach. • Become more open to risks and changes. • Feel sincerely appreciated. • Speak up; voice their thoughts and feelings. • Modify the tendency to do what others tell them. • Get and accept credit and praise, when appropriate.	• 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.

There are different ways to interact and lead the different DISC Styles. Being adaptable to the needs of others can build rapport with employees and help them feel valued. By learning how best to respond to others, you can encourage the best results and support personal satisfaction as an effective leader.

The table below provides an overview of suggestions to interact with those you lead/manage:

	With the D Style	With the I Style	With the S Style	With the C Style
Develop	• Focus on the big picture • Cover basic steps/ high points quickly • Show them the simplest, fastest route to get them to the destination • Tell them what is to be done by when • Help them find shortcuts	• Release information in chunks • Skip details • Involve them kinesthetically • Let them share what they learn • Be slow to criticize and quick to praise • Let them teach concept to others	• 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 procedure & working schedule • Allow repetition for creating routine	• Point out most important things first • Demonstrate efficiently, logically – stress purpose of each step • Proceed slowly, stopping to check understanding • Ask for input, especially potential refinements • Build up to the big picture
Communicate	• Listen to their suggestions, and their plans for actions/results • Acknowledge where you already agree • Work backwards toward agreement on the results you both want	• Listen to their personal feelings and experiences • Be open and responsive, preferably through congenial and leisurely conversation (like good friends) • Allow time to socialize	• Be patient, ready to do more talking than listening • Clarify any key agenda items with them • Stay organized and move forward steadily (but slowly) checking to make sure they understand and accept what is being said	• Be well organized and clear in your communication • Provide logical conclusions • Ask questions nonjudgmentally to clarify objectives or elicit agreement
Help Decide	• Expect autonomous, no-nonsense decisions • If the decision will help meet goals, they go for it; if not, they say no • May put off reaching a conclusion when it takes too much time or effort to do the work determining the best choice • Provide a simple, brief analysis for each option	• Avoid discussions of complex, negative-sounding, messy problems • Frame suggestions in a positive light • Provide suggestions that allow them to look and feel good • Do not require a lot of difficult, follow-up, detail work or long-term commitment	• 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 of how the decision might be made in a way that is likely to add more stability	• 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 pursuing this subject • Give time and space to think clearly before providing responses
Motivate	• Lead with the big picture • Provide options and clearly describe the probability of success • Allow the opportunity to make choices • Set boundaries, but let them take charge	• Provide "special" incentives or short term contests to inspire follow through • Show them how they can look good to others • Reward them in front of others, let them share achievements	• Show how their work benefits others/team • Show how the outcome will provide security • Show them how their follow-through links to greater good • Show how work strengthens relationships	• Appeal to the need for accuracy and logic • Keep approach clear, clean and procedural, with illustrations and documentation • Avoid exaggeration and vagueness • Show them how this is the best available option

	With the D Style	With the I Style	With the S Style	With the C Style
Compliment	• Mention their achievements, upward mobility and leadership potential • Remove personal comments and focus on their track record	• Mention their charm, friendliness, creative ideas, persuasiveness • Pay direct personal compliments to them when legitimately deserved	• Mention their teamwork and dependability, what they have done • Notice how others respect them, how well they get along, and the importance of effort in relationships	• Mention efficiency, processes, organization, persistence, accuracy • Do not mix personal and professional comments • Keep praise simple and concise
Counsel	• 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	• Give opportunity to share what bothers them – they may need to air feelings to relieve tension • Pay attention to both facts and feelings, but put primary emphasis on feelings • Ask how they could solve a challenge or problem	• Understand emotional side of the situation by drawing them out through questioning and listening • Limit disruption by change, ambiguity, and the unknown • Reduce fears by showing how specific changes will benefit them and others	• Draw them out by asking, "How would you…?" questions about problems • Persist in attempts to get them to express themselves more directly • Allow them to investigate potential considerations and plan for change early to increase comfort
Correct	• Describe what results are desired • Show gaps between actual and desired result • Listen to their suggestions, and their plans for actions/results • Clearly suggest needed improvements and establish a time to get back to you with plan or report of new results	• Specifically define challenge and behaviors to solve the problem • Confirm a mutually agreeable action plan (in writing) to prevent misunderstanding • Help them face, not avoid problems • Recognize that stress may cause panic - help decompress fear and anxiety with positive questions and statements	• Reassure them that you only want to correct a specific behavior, not them personally • Help them not to take things personally by removing the "something is wrong with you" barrier quickly • Point out in a non-threatening way what they're already doing right while also emphasizing what needs changing	• Show them how to get a job done - 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 avoid embarrassment and preserve dignity in mistakes
Delegate	• Give them the bottom line and then let them take their own action • Outline parameters, guidelines, and deadlines to help them be efficient • Remind them to engage more with employees when delegating	• Get clear agreements; set up check points to avoid long stretches with no progress reports • Steer them toward implementation of ideas and taking action • Encourage them to engage others in work	• Monitor workload and responses when delegating • Be sure to explain how by delegating work it is a benefit to others - reaching goals together, allowing more time for you to support others • Give specific task/deadline, and justification of why it is important	• Take time to answer the most critical questions about structure • Give guidance they require in a specific situation. The more they understand the details, the more likely they will be to complete the task properly • Establish deadlines
Acknowledge	• Focus on how pleased you are with results • Share how glad you are to be a part of working with them to make things better	• Focus on success in finding solutions • Appreciate them for their openness and willingness to help others feel good about results	• Sincerely appreciate their willingness to make things good for everyone • Reinforce gratitude at the importance of them sharing their ideas to help others	• Recognize how difficult it can be for them to meet the high personal standards they set • Cite specific and appropriate examples of excellence

So Now What?

This report is filled with information about your behavioral and motivational style and the styles that you will encounter in others. There are many suggestions in the application section of this report for you to apply this information. Take the next step and DO the exercises. Don't put this report on a shelf or in a file. Knowing your own style is just the beginning— you must be able to apply this information to improve all of your relationships.

Continually use this report as a reference tool. It contains a lot of information and was never meant to be digested in a single reading. Experiment with making a few changes in your behavior and examine the results. You might be surprised!

Remember The Platinum Rule® - "Treat others the way THEY want to be treated."

(continued from page 2)

How to Assure Assessment Accuracy? Independent & Qualified Testing at Standards Set by the APA and EEOC.

"…this DISC assessment has one of the highest Cronbach scores in the DISC marketplace."
"...we applaud your efforts at making Motivators reliable and valid.."
- Assessment Standards Institute

The Assessment Industry's Past and Present

Assessments have been used since the mid-20th century, initially relied upon by Fortune 500s, calculated by highly skilled PhDs and produced by only a handful of trusted developers. With the advent of the internet in the 1990s, the ability to produce, market, and sell assessments became exponentially easier and less expensive. Since then, it has developed into a kind of "global cottage industry" with hundreds of new assessment developers, producing thousands of different assessments. Each developer purporting its assessments to be scientifically accurate instruments - sold, resold and used by individuals and organizations of all kinds; including many of our largest institutions like Fortune 500s, major universities, world governments, and even military. Frighteningly, this "global cottage industry," which produces data relied upon by millions, is entirely unregulated with nothing to ensure its consumers are receiving what they are being told and sold. There are zero requirements, safeguards, laws or regulations ensuring the consumer receives a scientifically accurate instrument - or even what the developers and sellers claim.

The Solution? Independent & Verifiable Testing by a Qualified Institution

The *Assessment Standards Institute (ASI)* provides our assessments with verifiably objective testing and reporting that meet standards set by the **American Psychological Association (APA)** and the **Equal Employment Opportunity Commission (EEOC)**. This battery of tests is both voluntary and verifiably transparent. Our goal? To ensure this assessment's professional merit and scientific accuracy for you, the user. These reports are readily available upon request and include:

Construct Validity (APA Standards) [DISC & Motivators]

Construct validity is one of the most central concepts in psychology. It is the degree to which a test measures what it claims, or purports to be measuring. Researchers generally establish the construct validity of a measure by correlating it with a number of other measures and arguing from the pattern of correlations that the measure is associated with these variables in theoretically predictable ways.

Reliability - Cronbach's alpha (APA Standards) [DISC]

This technique is regarded as one of the most robust measures of reliability and presents the highest 'bar' from which to compare. The readers should note that Cronbach's alpha is the method selected for this instrument, because of its high standards. The reader is encouraged to compare reliability coefficients presented herein to other vendors, and also to ask those vendors which reliability formulas they used to compute their reliability coefficients. Cronbach's alpha is a measure used to assess the reliability, or internal consistency, of a set of scale or test items. In other words, the reliability of any given measurement refers to the extent to which it is a consistent measure of a concept, and Cronbach's alpha is one way of measuring the strength of that consistency.

External Data Reliability (APA Standards) [Motivators]

The term reliability in psychological research refers to the consistency of a testing or assessment method. In this case we are measuring the reliability or consistency of assessment measures over time. External Reliability measures the extent to which assessment measure varies from one use to another. In this analysis we are measuring reliability from the use of a test at one time as compared to another time. The comparison is using a mean variance measure referred to as the mean value ratio. The mean value ratio measures the external or time consistency of an assessment.

Disparate Impact (EEOC Guidelines) [DISC & Motivators]

Employers often use tests and other selection procedures to screen applicants for hire and employees for promotion. The use of tests and other selection procedures can be a very effective means of determining which applicants or employees are most qualified for a job. However, use of these tools can also violate the EEOC Guidelines if they disproportionately exclude people in a protected group by class, race, sex, or another covered basis. Importantly, the law does allow for selection procedures to select the best candidates based on job related requirements. If the selection procedure has a disparate impact based on race, color, religion, sex, or national origin, the employer is required to show that the selection procedure is job related and consistent with business necessity. If discrimination exists, the challenged policy or practice should therefore be associated with the skills needed to perform the job successfully.

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