Executive Summary Leadership

A Comprehensive Evaluation

Report For: **Sample Report**

Date: **10/23/2019**

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Table of Contents

PART I Executive Summary

PART II Understanding DISC & MOTIVATORS

PART III Understanding Yourself

PART IV Understanding Others and Adaptability

2

The Integrated Performance Measurement Report for Making Great People Decisions

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

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

Summary of the Three Performance Multipliers

The Critical Thinking Decision Making Measurement

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

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

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

The Internal Motivator/Driver Measurement

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

The DISC Behavioral or Communication Style Measurement

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

Integrated Performance Analysis for Sample Report

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

Sample's Critical Thinking Decision Making Capacity

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

CRITICAL THINKING RISK LEVEL			
D	**- C +**	**- B +**	**A**
✔			
Cautionary REAL Risk *Marginal Critical Thinking and Judgment*	**Average Conditional Risk** *Average Critical Thinking and Judgment*	**Good Situational Risk** *Good Critical Thinking and Judgment*	**Strong Low Risk** *Strong Critical Thinking and Judgment*

Predictive Performance Indicator
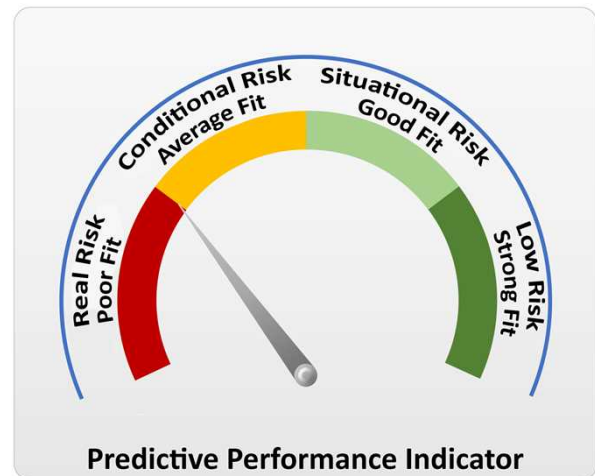
Sample's Critical Thinking "Z score" earns cautionary (D level) tactical or "practical next step" critical thinking and cautionary (D level) "strategic or conceptual" critical thinking scores as they seek to resolve the job's typical Administrative and Individual Contributor problems, challenges and opportunities supported by their relevant administrative expertise and qualifications.

Review Sample's Prioritized Adm. strengths that support their ability to make effective decisions that will achieve their targeted results. We also present the *administrative performance blockers.* They are factors that can interfere with Sample's ability to optimize their strongest natural strengths. View the Key strengths & blockers below and the Top 10 blockers on the next page.

Sample's Prioritized Critical Thinking Strengths

Persistence: (Getting Things Done)-Low Risk Strong personal commitment to stay on track and complete goals and tasks regardless of what happens.

Insight Into Others: (Managing Others)-Low Risk Keen insight into others combined with cautiously discrete attitudes generates cautious optimism about others.

Attitude Toward Others: (Managing Others)-Situational Risk Cautiously discrete attitude that stays in touch with the positive and negative potential of others.

Intuitive Insight: (Managing Problems)-Situational Risk Very Good ability for relying on intuitive insight and inner 'gut' feelings for identifying and solving problems.

Self Assessment: (Managing Self)-Situational Risk The ability to realistically see and understand how to utilize personal strengths in situations.

Self Control: (Managing Self)-Situational Risk The ability to maintain composure in difficult prospecting, interview, or closing situations.

Sample's Prioritized Critical Thinking Blocker

Seeing Potential Problems: (Managing Problems)-Real Risk/MGT-16 Lack of balance or focus in their thinking can lead them to overlook crucial issues.

Health/Tension Index: (Managing Self)-Real Risk/MGT-35A Inner directed, self-directed thinking can generate anxiety frustration and despair.

Attention To Policies & Procedures: (Managing Activities)-Real Risk/MGT-9C Unconventional, spontaneous practical thinking leads them to challenge standards simply for the sake of the challenge.

Results Oriented: (Getting Things Done)-Real Risk/MGT-26C Unconventional, cautious thinking can create an inconsistent focus on results and immediate circumstances.

Short Range Planning: (Planning And Organizing)-Real Risk/MGT-19H Natural skepticism can cause you to discount the need for planning especially on a day-to-day, tactical basis.

Conceptual Organization: (Planning and Organizing)-Real Risk/MGT-22B A tendency to discount the need for order and structure can cause your thinking to become disorganized and confused.

Sample Report's Top 10 Leadership and Managerial Blockers
(With Access to Specific Interviewing Questions)

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

Prioritized Leadership and Management Blockers

> **Consider The Blocker Strength (Equals the Interference with the Strengths)**
> Real Risk = D Level   Conditional Risk = C Level   Situational Risk = B Level   Low Risk = A Level

Seeing Potential Problems: (Managing Problems)-Real Risk/MGT-16 Lack of balance or focus in their thinking can lead them to overlook crucial issues.

Health/Tension Index: (Managing Self)-Real Risk/MGT-35A Inner directed, self-directed thinking can generate anxiety frustration and despair.

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Conceptual Organization: (Planning and Organizing)-Real Risk/MGT-22B A tendency to discount the need for order and structure can cause your thinking to become disorganized and confused.

Attention To Concrete Detail: (Managing Activities)-Real Risk/MGT-12A Pays attention only to what is important to them, to their agenda and priorities.

Attitude Toward Authority: (Managing Activities)-Real Risk/MGT-11A Unconventional, inventive thinking will lead them to disregard rules, standards, and the need for authority.

Evaluating What To Do: (Managing Problems)-Real Risk/MGT-13 Uncertainty and lack of clarity in their thinking can restrict their ability to see what needs to be done.

Meeting Schedules & Deadlines: (Managing Activities)-Real Risk/MGT-10C Perfectionistic, self-directed thinking leads them to stubbornly impose their own schedules and timetables.

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

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

Sample Report's Management Core Competency Scores

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

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

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

Understanding Sample's Critical Thinking Decision Pattern

"Measuring what was thought to be unmeasurable!"

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

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

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

Here is Sample's decision making pattern:

Empathy *– Knowing how your decisions impact OTHERS.* Clarity of understanding and the importance assigned to how their choices will be received by **Other People**.	**Sample's Empathy score is CRYSTAL CLEAR with a negative, inattentive bias.** View how YOUR concern for other people's reactions will influence your decisions: **KEENLY PERCEPTIVE CAUTIOUSLY DISCRETE INTUITIVE**.
Practical Thinking *– Knowing how your decisions impact RESULTS.* Clarity of understanding and the importance assigned to how their choices and solutions will influence the **Targeted Results.**	**Sample's Practical Thinking score is VISIBLE with a negative, inattentive bias.** View Sample's valuation of how available alternative choices will impact the results: **INDIVIDUALISTIC ORIGINAL INVENTIVE SKEPTICAL PRAGMATIC**.
System Judgment *– Knowing how your decisions will impact RULES.* Clarity of understanding and the importance assigned to how their choices will work within the **established Structure, Rules and Standards**	**Sample's System Judgment score is VISIBLE with a negative, cautious bias.** View how the "rules", structure and policy will influence your decisions: **INDIVIDUALISTIC ORIGINAL SKEPTICAL REACTIVE**.
Self-Esteem *– Knowing how your decisions will impact YOU.* Clarity of understanding and the importance assigned to how their choices will impact **HOW THEY VALUE THEMSELVES.**	**Sample's Self-Esteem score is CLEAR with a positive, attentive bias.** View how Sample views, understands and appreciates their own unique value. **BALANCED ATTENTIVE TO INNER SELF WORTH**.
Role Awareness *– Knowing how your decisions will impact your Current Life Role(s).* Clarity of understanding and the importance assigned to how one's choices will impact **how they value their CURRENT LIFE'S ROLES.**	**Sample's Role Awareness score is CLEAR with a negative, inattentive bias.** View how Sample believes their current role is supporting and contributing to their workplace satisfaction: **SOCIAL/ROLE TRANSITION QUESTIONING INDECISIVE UNCERTAIN**.
Self-Direction *– Knowing how your decisions will impact your FUTURE.* Clarity of understanding and the importance assigned to how one's choices will **CONTRIBUTE TO THE FUTURE one is seeking to manifest.**	**Sample's Self-Direction score is CLEAR with a positive, attentive bias.** View how Sample believes their choices and circumstances will achieve the future they want for themselves: **PERCEPTIVE PERFECTIONISTIC IDEALISTIC PERSISTENT INSISTENT**.

8

Critical Thinking Scoring Legends
"How one's clarity and bias combine to form every decision!"

Clarity = Understanding

1. Crystal Clear – Excellent understanding of the capacity.

2. Clear Clarity - Good understanding.

3. Unconventional Clear Clarity – Good understanding that has a creative "out of the box" perspective.

4. Visible Clarity – Some aspects ARE visible and some aspects are invisible – subject to errors in judgment**.**

5. Transition Clarity – Poor understanding with questions and confusion.

Bias/Attention = Importance of the clarity

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

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

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

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

Sample's Internal Motivators/Drivers

More ►http://www.talent-survey.com/motivators

View the hierarchy and strength of the MOST INFLUENTIAL internal motivators or drivers that identify Sample's 'personal agenda.' These motivators uniquely combine to identify the 'ACTION STEPS' that will shape and influence priorities and decision tactics.

Values	Score/Ranking		Percentile Score
Aesthetic	63	1	
Economic	50	2	
Individualistic	50	4	
Power	46	3	
Altruistic	50	5	
Regulatory	45	7	
Theoretical	53	6	

0% 25% 50% 75% 100%

1. **Aesthetic** (+) Prioritize solutions that support and sustain an acceptable ratio for the "work-life balance."

2. **Economic** (-) Prioritize solutions that deliver an exceptional work product & a high level of service to others.

3. **Power** (-) Prioritize solutions that bring a stabilizing force to teaming efforts.

4. **Individualistic** (-) Prioritize solutions that enable contribution and team support in group efforts.
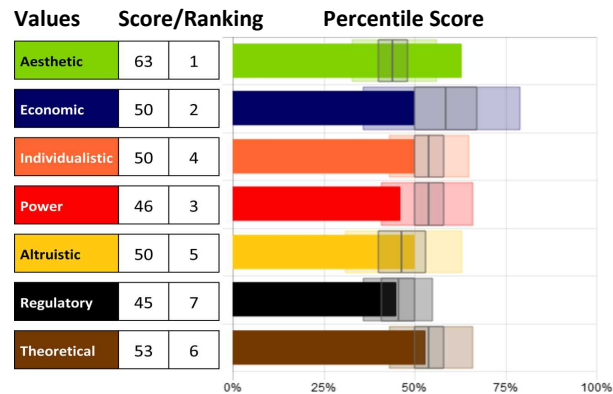
Note: *Scores MOST above (+) OR below (-)* the mean identify the motivators *that will have the greatest influence on decision making.*

Sample's Behavior and Communication Style

Primary Behavioral Style Overview: Sample's style reflects a person who follows his/her own path and will seek new projects and challenges. They tend to be self-reliant and like to solve their own issues without asking for help. This independence fosters innovation that is strongly advocated to others. Being in control is important and this style can push back if challenged. It carries high expectations for others and can be quite critical if the expected results lag. It can be seen as uncaring and sometimes, difficult to work with.
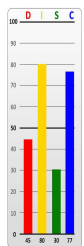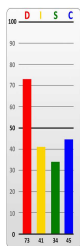
Adapted IC   Natural D

Primary Communication Style Overview: Sample communicates Real Risk cautionary (D level) critical thinking in an overall DIRECT and GUARDED style. The DIRECT style is *emphatic, competitive and results oriented*. The GUARDED style is private, specific and logical. Sample delivers their communication style in an overall determined and unconstrained manner. Others will likely view Sample as someone who has a "now oriented pace" that is keyed toward taking actions and achieving results and immediate goals, who is willing to make and defend tough and even unpopular decisions and who will not likely be deterred by potential restraints or procedures IF they are perceived to impede results.

Sample's Key Behavioral Insights

Emotional characteristic: Will strive to meet their own needs in their own way.

Goals: Finding new opportunities and goals to achieve..

How others are valued: Based upon ability to create workable solutions that meet their personal standards.

Influences group: Will influence by setting a competitive fast paced agenda aimed at accomplishing results and by projecting personal power.

Value to the organization: Will avoid the "blame game" and will offer new and innovative solutions towards making progress and achieving results

Warning: Can appear over controlling of others and outcomes in order to support and meet their own personal agenda.

When under pressure: Can become isolated and will push back hard if they are challenged or threatened or if they are denied new opportunities.

Fears: Losing control or being without meaningful challenges.

Sample's Primary Communication Strengths:

Note: Your scores indicate:

- You are a competitive player, on and off the job.
- You are a quick and efficient problem solver.
- You bring innovative ideas and solutions.
- You are motivated to challenge yourself and others.
- You are self-reliant, with the ability and innovation to blaze new trails.
- You ask questions that challenge tradition.
- You deal directly, with an eye on the bottom-line.

Sample's Performance Overview and Recommendations

General Performance: Ability to perform within the areas of expertise

Relying upon the areas of expertise and qualifications, Sample is an individual who can call upon cautionary (D level) critical thinking to resolve the core administrative problems, challenges and opportunities they encounter. Sample's internal motivator hierarchy will filter/influence their choices and drive action steps that are based upon an acceptable ratio for the "work-life balance", delivering an exceptional work product and level of service to others, providing a stabilizing force for teaming efforts, contributing team support in group efforts, helping and supporting others, pragmatic and mainstream approaches and a willingness to challenge the status quo. Sample delivers the motivated critical thinking pattern in an overall Emphatic and Task Oriented manner. Be aware that the following attitudes will typically be reflected in their decisions: Individualist, covertly does things their own way, 'Chip on the shoulder' attitude when things do not go their way, Depressive attitude toward the world, Optimistic about themselves, Cautious, reserved attitude toward others and Cautious, skeptical attitude toward getting things done.

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

As you consider the impact that the three reliable performance multipliers summarized above will have on Sample's credentials, **we would view Sample as a cautionary individual requiring a careful review of credentials and past performance who will likely deliver potentially problematic results in this role UNLESS the role requires their specific knowledge and industry experience and is supported by a documentable track record of past successes.** Based upon the survey results, Sample believes that their innate natural talents and abilities are a workable fit but out of synch for their current role. *Factor in this current role satisfaction as you consider new, expanded or alternative assignments for this individual*.

Training & Development: Areas where Sample may need support

Note: Your scores indicate:

- You could use better "people skills" when it comes to motivating and managing others.
- You may make unnecessary changes simply to avoid routine.
- You may take on too much because you prefer to work in a pressure situation.
- You may overuse threats to persuade or motivate others.
- You can be a selective listener, hearing only what you want to hear.
- You tend to be a one-way communicator.
- You may be very critical and even sarcastic when others don't measure up to your standards.

Teamwork: Sample should thrive in teaming opportunities that provide

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

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

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

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

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

Pages 13 – 78 (Supporting Documents)

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

DISC Leadership and Motivators

A Dual Evaluation of Behavioral & Motivational Styles

Report For: **Sample Report**

Focus: **Work**

Date: **10/23/2019**

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

- **Part IV** 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.

PART II - 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

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
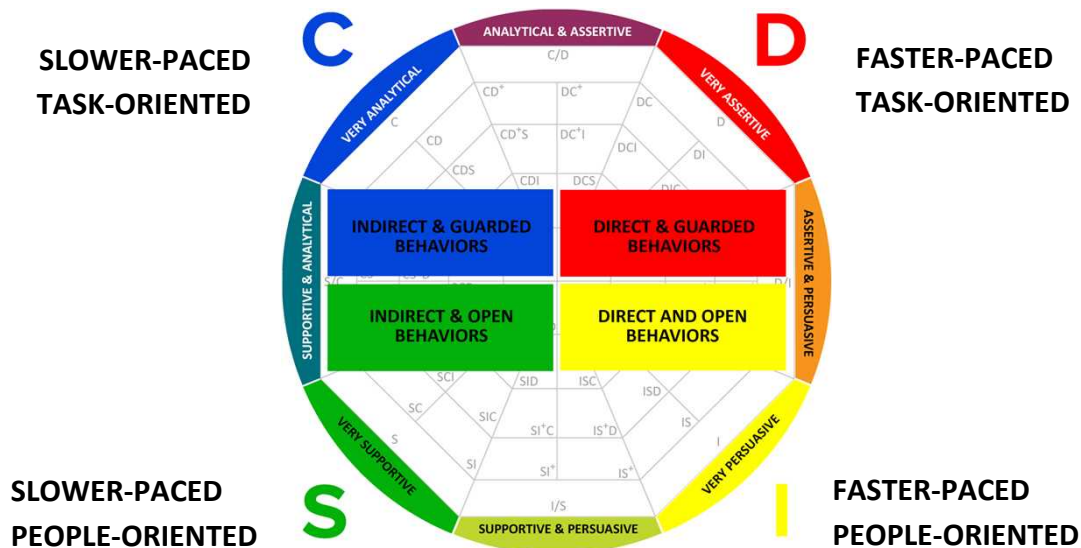
PACE *Direct, Fast-Paced vs. Indirect, Slower-Paced*	PRIORITY *Guarded, Task-Oriented vs. Open, People-Oriented*	PACE & PRIORITY *Direct, Fast-Paced, Guarded, Task-Oriented vs. Indirect, Slower-Paced, Open, People-Oriented*
High S + High I *(Lower Left vs. Lower Right Quadrant).*	**High D + High I** *(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 III - UNDERSTANDING YOURSELF

Adapted Style

	D	I	S	C
100				
90				
80		80		
70				77
60				
50				
40	45			
30			30	
20				
10				
0	45	80	30	77

Natural Style

	D	I	S	C
100				
90				
80				
70	73			
60				
50				
40		41		45
30			34	
20				
10				
0	73	41	34	45

Values	Score/Ranking		Percentile Score
Aesthetic	63	1	
Economic	50	2	
Individualistic	50	4	
Power	46	3	
Altruistic	50	5	
Regulatory	45	7	
Theoretical	53	6	

0%   25%   50%   75%   100%
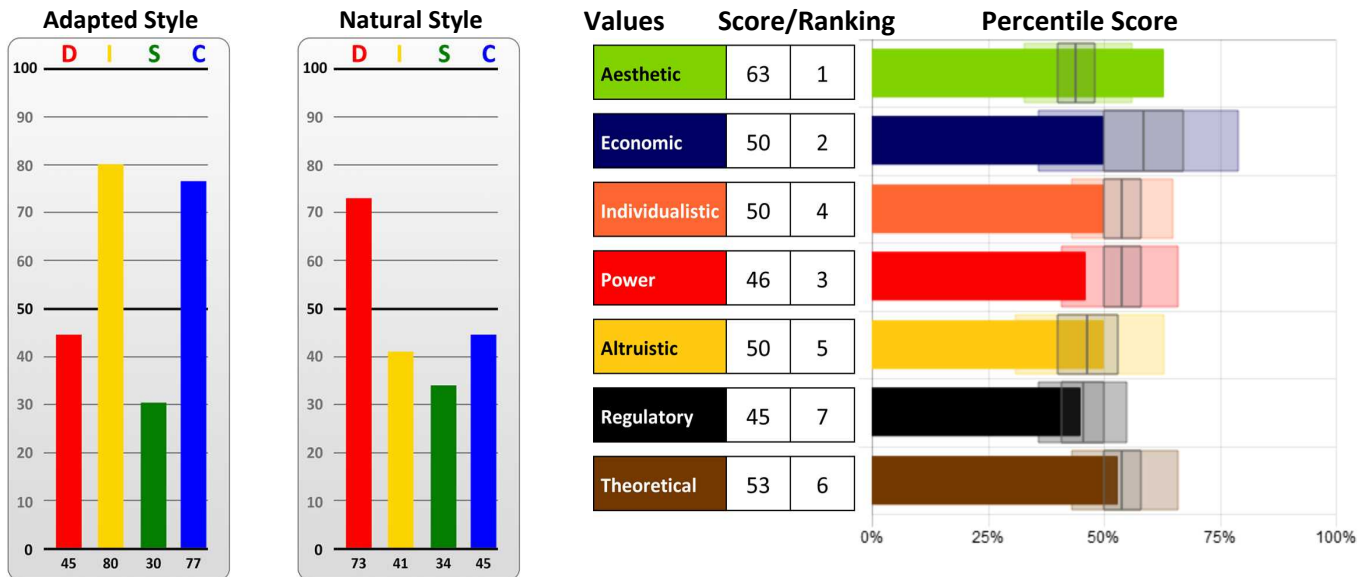
DISC describes you based on your observable behavior which can provide insights for others regarding your communication preferences and how you will likely interact with and respond to them.

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 love challenges and competition. You tend to take risks that others would not attempt, and you usually find those gambits successful. As a leader, your competitive spirit allows you to take your team to new heights. You enjoy a good challenge and appreciate that trait in your peers, likewise.

You tend to rely more heavily on your own opinions than on the evaluations of others. This is a symptom of your independence and can potentially lead to some problems, especially where rules, details, or minutiae are concerned. This may result in cut corners or overlooked details. You may balance this by striving to seek input from those who might have more expertise in a particular area.

You have many ideas and opinions of your own and a high degree of confidence in those ideas. It might be said that people who score like you tend to have a rather visible ego presence. However, those who are able to manage this can nevertheless thrive in a more people-friendly work climate.

You score like those who speak their minds, and may be blunt, or even sarcastic. While this gets results, it can also alienate those who are integrally important to the outcome. Our coaching suggests adopting a more people-friendly approach.

You tend to be more of a doer than a dreamer. Some people dream of making things happen, but you prefer to work hard to effect change. If something needs to be done, you'll roll up your sleeves and do it.

You frequently look for new, better, and more efficient ways of getting things done. Sample, you score like those who have a multi-tasking mind. You tend to have high urgency and little aversion to risk, often seeking ways to reduce costs (both money and time), and make systems more streamlined and efficient.

You are an excellent problem solver who can think quickly on your feet to solve problems that arise. You are able to do this due to your rapid decisiveness, ability to multi-task, and your tendency to "blaze your own trail" rather than follow the beaten path. Be certain to involve others in the decision-making process, as an independent problem solver can sometimes be perceived as a problem creator.

You are very direct and straightforward in communicating with others. You score like those who speak their minds, tell it like it is, and prefer bottom-line closure to ambiguity. You like to get things done quickly, and that includes conversations. You tend not to "sugar-coat" the message with unnecessary fluff.

Your Behavioral Style: Producer

Sample's style reflects a person who follows his/her own path and will seek new projects and challenges. They tend to be self-reliant and like to solve their own issues without asking for help. This independence fosters innovation that is strongly advocated to others. Being in control is important and this style can push back if challenged. It carries high expectations for others and can be quite critical if the expected results lag. It can be seen as uncaring and sometimes, difficult to work with.

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

- **Emotional characteristic:** Will strive to meet their own needs in their own way.

- **Goals:** Finding new opportunities and goals to achieve..

- **How others are valued:** Based upon ability to create workable solutions that meet their personal standards.

- **Influences group:** Will influence by setting a competitive fast paced agenda aimed at accomplishing results and by projecting personal power.

- **Value to the organization:** Will avoid the "blame game" and will offer new and innovative solutions towards making progress and achieving results

- **Cautions:** Can appear over controlling of others and outcomes in order to support and meet their own personal agenda.

- **Under Pressure:** Can become isolated and will push back hard if they are challenged or threatened or if they are denied new opportunities.

- **Fears:** Losing control or being without meaningful challenges.

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

Level	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.
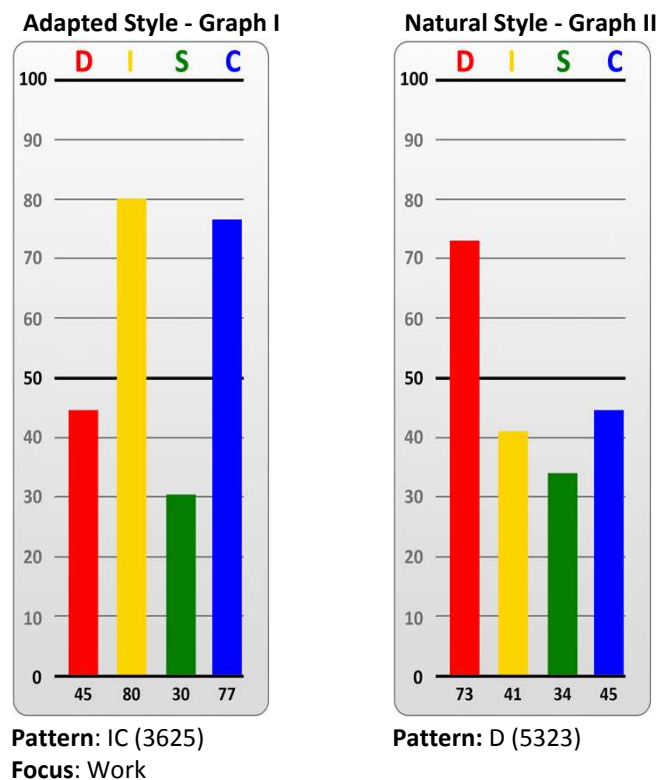
	D	I	S	C
DISC Focus	Problems / Tasks	People	Pace (or Environment)	Procedures
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
Emotions	Anger, Impatience	Optimism, Trust	Patience, Non-Expression	Fear, Concern
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
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 **IC style(s)** in your selected Work focus. Your Natural Style indicates that you naturally tend to use the behavioral traits of the **D 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
D I S C	D I S C
45 80 30 77	73 41 34 45
Pattern: IC (3625)	**Pattern:** D (5323)
Focus: Work	

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).
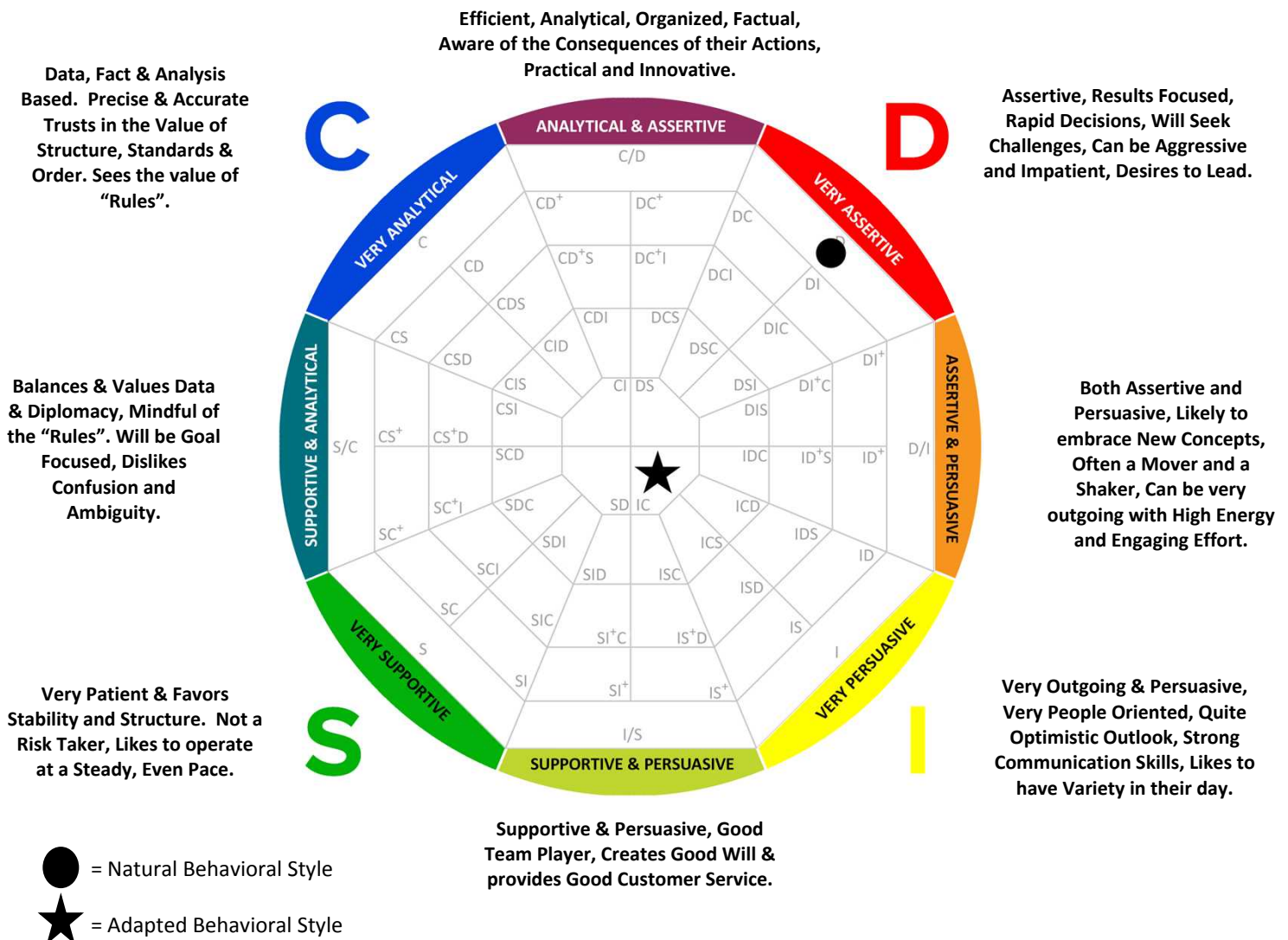
THE SCORING LEGEND

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:
- Be prepared to handle some objections.
- Stick to business matters only.
- Ask "what"-oriented questions that close the issue or topic.
- Do your homework and be prepared with goals, objectives, support materials, etc., but don't plan on using all of them. Have the material with you as support.
- When you disagree, take issue with the methods or procedures, not with the person.
- Offer specific evidence about the probability of success or effectiveness of options.
- Be clear in your explanations.

When Communicating with Sample, DON'T:
- Forget or lose things necessary for the meeting or project.
- Make guarantees and assurances when there is a risk in meeting them.
- Be sloppy or disorganized.
- Let it reflect on Sample personally when in disagreement.
- Engage in rambling discussion, and waste Sample's time.
- Make decisions for Sample.
- Leave loopholes or vague issues hanging in the air.

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:
- Procedures that support a quality initiative and have the flexibility to be changed when necessary.
- Receiving complete explanations of systems and processes that impact the work environment.
- Environments in which changes are made in a controlled way, and only when necessary.
- Awards that recognize ability, competence, or achievements.
- Security in knowing that the products and services are of the highest quality.
- A supportive and encouraging working environment.
- Assignments that allow for a variety of interpersonal contact and mobility.

People With Patterns Like You Tend to Need:
- To understand the results that are expected of you, and to be judged on the results, rather than the methods used to achieve the results.
- Straight-forward, direct communication.
- To win people over by displaying a greater empathy for others.
- To negotiate commitments on a face-to-face basis. This helps maintain clarity and mutual responsibility.
- To curb intensity in less urgent situations.
- To delegate routine or detailed tasks after you have mastered them in order to increase efficiency.
- To engage in a proactive confrontation when someone disagrees with your methods or ideas. This is preferable to sowing seeds of discontent behind one's back.

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 a competitive player, on and off the job.
- You are a quick and efficient problem solver.
- You bring innovative ideas and solutions.
- You are motivated to challenge yourself and others.
- You are self-reliant, with the ability and innovation to blaze new trails.
- You ask questions that challenge tradition.
- You deal directly, with an eye on the bottom-line.

Your Work Style Tendencies:

- When urgency reaches a high point, you can work with the team to restore comfort, while also obtaining good results.
- On difficult projects, you may become somewhat impatient or aggressive under pressure.
- On the job, you bring a high degree of optimism and a strong desire to win.
- You want to be perceived as someone with the ability to take the seed of an idea and develop it into a successful solution.
- You tend to be considerate of others on the team and are persuasive without being demanding.
- You have the ability to handle both the "people side" and the detail side of a project with equal skill and confidence.
- You show a special ability to help others on the team visualize the activities necessary to obtain success in a complex project.

You Tend to Be Most Effective In Environments That Provide:

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

The D Style

Under Stress - Perceptions, Behavior and Needs for the D

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:
- Resourceful
- Independent
- Confident
- Assertive

Under Stress, May be Perceived by Others:
- Controlling
- Belligerent
- Manipulative
- Self-centered

Under Stress You Need:
- Control of the situation and yourself
- A fast pace for moving toward goals
- Tangible evidence of progress

Your Typical Behaviors in Conflict:
- You generally do not hold a grudge. Once an incident is over, it is generally forgotten on a personal level, although the factors that produced a lack of satisfactory results will be considered and evaluated.
- Your passion to win may result in win/lose situations, making it difficult for others to work with you.
- Your anger is directed at the situation and the lack of desired results, not at anyone, personally. However, your outbursts and behaviors may appear to be a personal attack. You tend to react quickly and often may fail to choose your words appropriately.

Strategies to Reduce Conflict and Increase Harmony:
- You need to take time to express your ideas and instructions fully and clearly; asking questions to ensure that everyone understands. Time spent clarifying your message up front will result in more efficient operations later.
- Be sure to share the reasoning behind your decisions. Failure to do so makes them seem arbitrary. When using someone's suggestion, acknowledge that person
- Avoid creating controversy or "stirring up the pot" just to keep things interesting. This may increase your own energy for the task; however, it is likely to have a serious negative effect on many others.

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 could use better "people skills" when it comes to motivating and managing others.
- You may make unnecessary changes simply to avoid routine.
- You may take on too much because you prefer to work in a pressure situation.
- You may overuse threats to persuade or motivate others.
- You can be a selective listener, hearing only what you want to hear.
- You tend to be a one-way communicator.
- You may be very critical and even sarcastic when others don't measure up to your standards.

29

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.
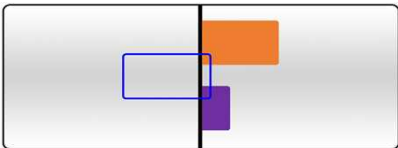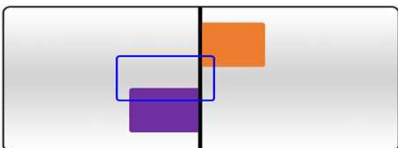
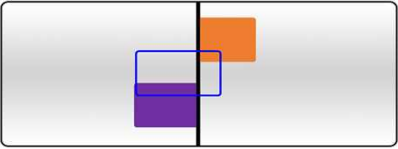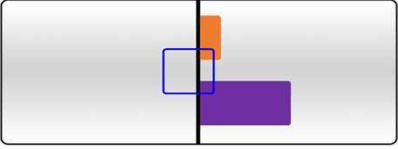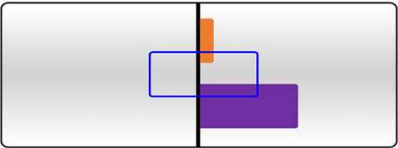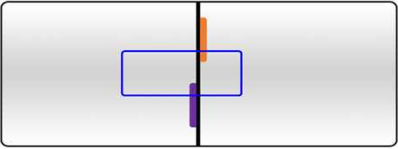| Behaviors	Natural	Adapted
Personal Drive *How this individual's own goals move things forward.*	**Self-Driven**	**Situational**
Self-Reliance *How this individual works within a team.*	**Directive**	**Collaborative**
Providing Instruction *How this individual dictates directions and expectations.*	**Directive & Compulsive**	**Reserved & Detailed**
Accuracy *How this individual focuses on correctness and exactness.*	**Situational**	**Precision**
Customer & Team Interaction *How this individual engages with customers and stakeholders, internal and external.*	**Situational**	**Engaging**
Reasoning *How this individual uses evidence to think through and solve problems.*	**Situational**	**Situational**
Expressing Openness *How this individual is most comfortable expressing themselves.*	**Situational**	**Situational**
Careful Decision Making *How this individual approaches decisions and actions.*	**Situational**	**Impulsive**
Work Process Alignment *How this individual focuses on process to follow through on work.*	**Situational**	**Accuracy**
Prioritizing *How this individual determines the order for dealing with items or tasks based on established rules and structure.*	**Results**	**Rules**
Building Rapport *How this individual focuses when interacting with others.*	**Results-Focused**	**Relationships-Focused**
Change Resistance *How this individual resists engaging with change.*	**Drives Change**	**Situational**

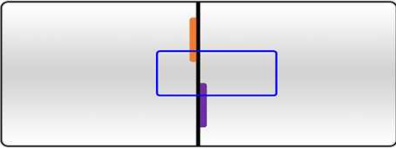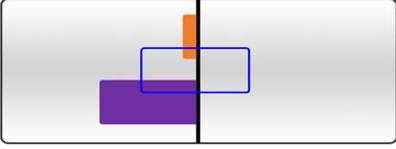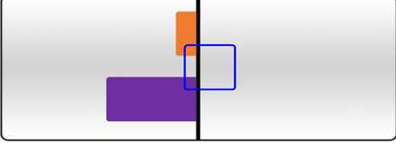# 12 Behavioral Tendencies – Details & Graphs

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.
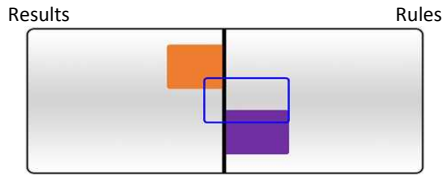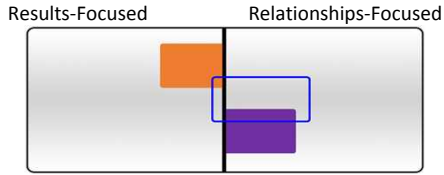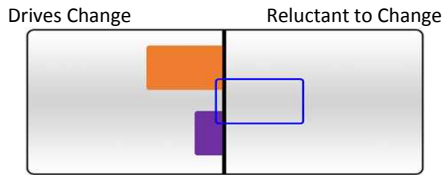
Interpretation Notes:
1. **Frequency Observed**: The behavioral tendencies are presented in the order from Most Frequently Observed to Least Frequently Observed.
   - **HI** – Clearly observed in most situations, seen more often
   - **HM** – Frequently observed in many situations
   - **MOD** – May or may not be observed depending on the situation
   - **LM** – Sometimes observed in some situations
   - **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
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
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 (LM):** You are quite attentive to involving others, preferring to reach results together, which may impact efficiency. You will likely do your best work in collaboration with others. Be aware that too much interaction may cause some delays in productivity or efficiency.	Collaborative Directive

	Situational
Providing Instruction **Natural (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. **Adapted (LM):** You are more likely to precisely follow established structural and procedural guidelines, and are aware of the need for accuracy and compliance to certain guidelines and protocol. Sometimes, bending the rules slightly is important to getting the best results.	Reserved & Detailed Directive & Compulsive
Accuracy **Natural (MOD):** Your plans are a combination of careful deliberations to ensure quality outcomes, and systems and processes that allow forward movement in a steady environment. You are likely aware of both predictability and precision when making plans. You will like have more positive outcomes when using balanced planning. **Adapted (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.	Predictability Precision
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 (HM):** You are somewhat engaging, charming, persuasive, and influential, often connecting with others in a way that builds trust and confidence. You are more likely to focus on engaging with the others to create a relationship, interacting with them to build a friendship to ensure they will come back to work with you directly. Sometimes business should be just business.	Supporting Engaging
Reasoning **Natural (MOD):** You may rely somewhat on your feelings and interactions with others to make decisions, and choose what is likely to be considered acceptable but will seek to back up judgments with evidence and verification. When reasoning, you likely rely on a balanced approach of logic and emotion, and look at the circumstances with a logical perspective and also paying attention to what feels right. **Adapted (MOD):** Consistent with natural style	Intuition-based Evidence-based

	Situational
Expressing Openness **Natural (MOD):** Your comfort is balanced between your ability to interact with others and build personal connections, while still maintaining a focus on structure, detail and accuracy, and you may struggle with maintaining a consistent pace or focus. You can be confident with both social interactions and information to support your perspective. **Adapted (MOD):** Consistent with natural style	Structural Social
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 (LM):** You are somewhat impulsive based on feelings rather than taking the time toconsider the risks and consequences. You are likely to make decisions spontaneously and emotionally, trusting your gut and going with what feels right. Sometimes it is important to see if it makes sense too, not just feels good.	Impulsive Cautious
Work Process Alignment **Natural (MOD):** Your process and follow through is balanced between keeping things methodical and steady and upholding quality standards to be sure what you are doing is accurate and precise. There may be times when you process information and then follow through based on an equal emphasis on accuracy and consistency. These two, when balanced, will ensure great outcomes. **Adapted (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.	Accuracy Consistency

	Situational
Prioritizing **Natural (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. **Adapted (HM):** You often focus on following established structural and procedural guidelines to ensure high-quality outcomes with great importance on accuracy, order and precision. You are likely to prioritize the rules rather than the results. While the rules and procedures are a key component to success and what should take precedence, be sure you know what the end result should be.	Results Rules
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 (HM):** You are somewhat social and more likely to focus on building relationship and making connections, rather than accomplishing a goal or completing a task. Don't forget that sometimes there are things to be done.	Results-Focused Relationships-Focused
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

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
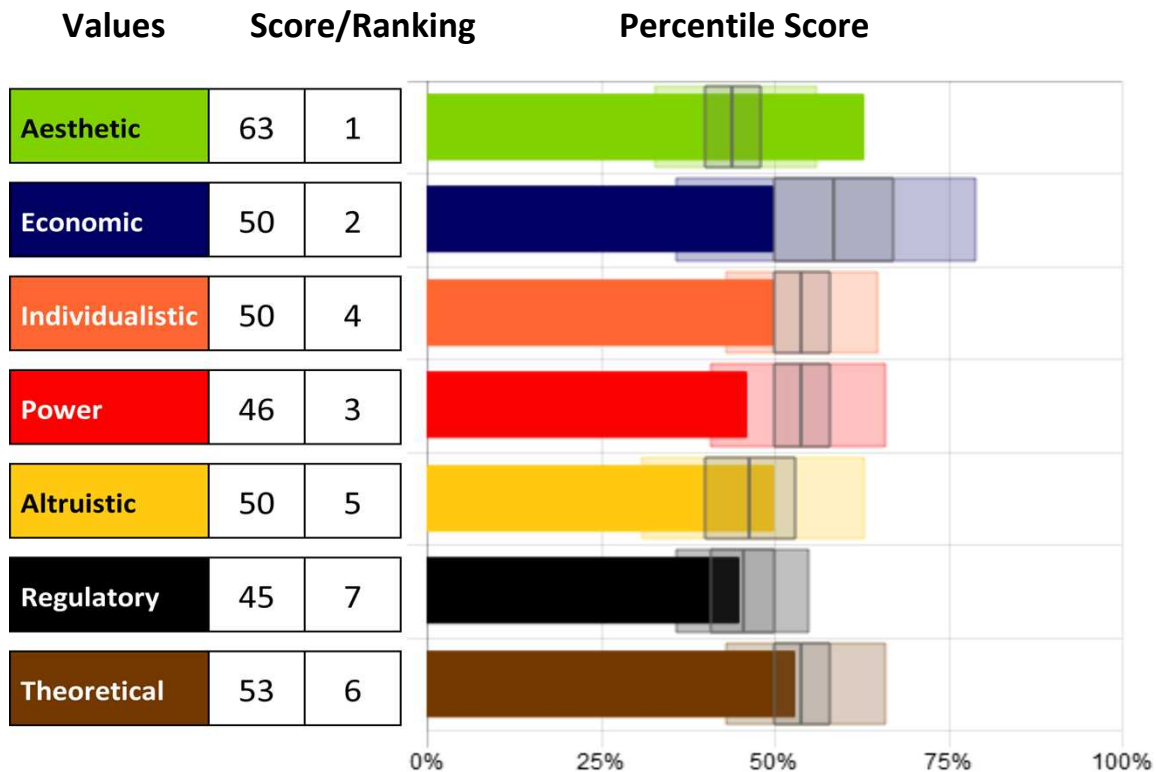1._____
2._____

EFFECTIVE ENVIRONMENTAL FACTORS
1._____
2._____

POTENTIAL AREAS FOR IMPROVEMENT
1._____
2._____

Summary of Sample's Motivation

Values	Score/Ranking		Percentile Score

Values	Score	Ranking
Aesthetic	63	1
Economic	50	2
Individualistic	50	4
Power	46	3
Altruistic	50	5
Regulatory	45	7
Theoretical	53	6

Percentile axis: 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.

Details of Sample's Motivation

Aesthetic - Very High
You tend to think "alternatively" and will likely seek personal fulfillment, creative alternatives, and peace of mind rather than the status quo.

Economic - Average
You will balance yourself between being satisfied with what you have and a need for more.

Individualistic - Average
You can both lead and follow and can be flexible between taking a stand or sitting quietly.

Power - Low
You are a better collaborator and won't likely seek position power or authoritative roles.

Altruistic - Average
You are able to balance your own needs and the needs of others on the team.

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.
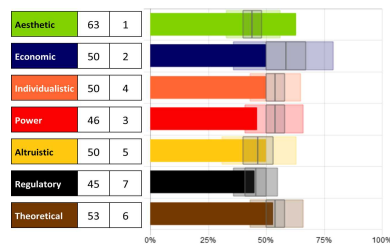
Sample's Motivator Word Matrix

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 - Very High

Aesthetic	63	1
Economic	50	2
Individualistic	50	4
Power	46	3
Altruistic	50	5
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 support creativity in others and promote form and harmony in the work environment.
- You may like rewards that are not always attached to economic rewards, and may include other types of appreciation.
- You may prefer some solitary time to allow personal "re-balancing" or reflection.
- You will utilize creativity and artful expression to persuade or influence others.

Driving Intuitions:
- You support willingness to bring form or harmony to haphazard systems or workspace areas.
- You don't allow others to over-use or abuse your creative nature.
- You offer ample opportunity for adjustments in surroundings and approaches to getting things done.
- You allow for outside activities other than strictly work related all the time.

Critical Advantages:
- You will bring a creative outside view to discussions.
- For you, form may hold more interest than function.
- You enjoy bringing people together who share common interests.
- You are able to defuse a tense situation with a humorous quip or comment.
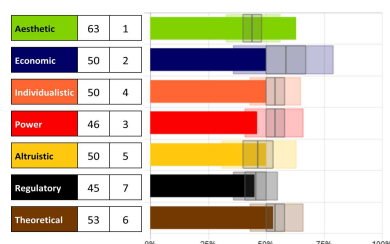
Growth Opportunities:
- You could use the creative mode as a safety blanket to avoid having to be overly practical.
- You may need to focus on the practical or economic side of an issue more frequently.
- You could benefit from being a little more pragmatic.
- Remember that it is OK that some don't appreciate artistry, balance or harmony as much as you.

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

Your Economic Motivator - Average

Aesthetic	63	1	
Economic	50	2	
Individualistic	50	4	
Power	46	3	
Altruistic	50	5	
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:
- This score should not be confused with average economic achievement. Many executives and others who score in this area may have already achieved substantial economic goals of their own. As a result, money itself may no longer motivate like it used to.
- The pattern of responses when compared to others in the business community indicates that there would be no visible "greed factor" in the interaction you have with others.
- The drive and motivational factors which tend to lead people who score like you should be measured against other peaks on the Values graph.
- Since the majority of people score near the mean, this indicates an economic motivation much like that of the average American businessperson.

Driving Intuitions:
- Remember that your score range is near the national mean for Economic drive and that you don't score as an extremist on this scale.

Critical Advantages:
- What motivates people who score like you? It's more than money alone; it's some of the other peaks that occur on the Values graph.
- You are a good team player in helping others with projects and initiatives without requiring an economic return of your own.
- You are not an extremist and therefore a stabilizing force when economic issues emerge.
- You are able to balance both needs and perspectives of those with substantially different economic drives.
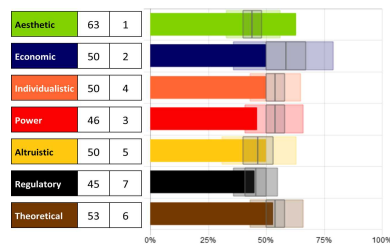
Growth Opportunities:
- You should assist in those areas or projects where there may be greater financial reward.
- You should allow space for those with higher economic drive factors to demonstrate their strengths or voice their ideas.
- If there is already a level of economic comfort, you may need to allow greater voice to those who haven't yet achieved their own economic comfort zone.
- There may be times when you may need to take a stronger stand on some issues related to economic drives or incentives.

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

41

Your Individualistic Motivator - Average

Aesthetic	63	1
Economic	50	2
Individualistic	50	4
Power	46	3
Altruistic	50	5
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 show the ability to take a leadership role when asked and also to be supportive team member when asked.
- You are generally not considered an extremist on ideas, methods, or issues in the workplace.
- You have the ability to take a stand on an issue when necessary, to yield position when necessary, and to do both with equal sincerity.
- Those who score like you would probably not be considered controversial in their workplace ideas or transactions.

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

Critical Advantages:
- You are able to take a stand with emphasis, or to be a more quiet member supporting a position.
- You may be considered flexible and versatile without being an extremist.
- You are able to see both sides of the positions from those with higher and lower Individualistic scores.
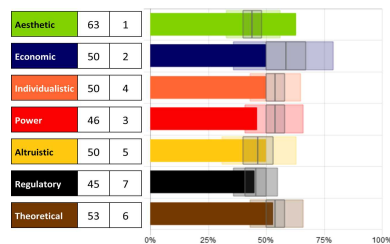- You are able to follow or lead as asked.

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

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

42

Your Power Motivator - Low

Aesthetic	63	1
Economic	50	2
Individualistic	50	4
Power	46	3
Altruistic	50	5
Regulatory	45	7
Theoretical	53	6

0%   25%   50%   75%   100%

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 have the ability to take or leave the control-factors of group leadership roles.
• You are able to understand the needs of those on the team who are highly competitive, as well as those who tend to be more cooperative.
• A score near the mean indicates that the Political (power seeking) drive is not your primary motivational factor.
• You may be seen as a stabilizing force in day-to-day team operations.

Driving Intuitions:
• Don't forget that you have the ability to be a stabilizing agent between high-control and high-support on special team functions and initiatives.
• You bring a power seeking drive typical of many business professionals, since your score is very near the national mean on this scale.
• Give your input to the team in order to gain a middle-of-the-road insight and understanding of work related issues.
• Review other Values drives that might be higher or lower than the Political score in this report in order to gain a greater understanding of specific keys to managing and motivating.

Critical Advantages:
• You bring flexibility to the team. Able to lead when asked, but able to support when asked as well.
• You are a stabilizing force on the team.
• You are able to appreciate the needs of both the higher and lower Political individuals on the team.
• You are perceived by others on the team as neither dictatorial nor dependent with regard to team projects and goals.
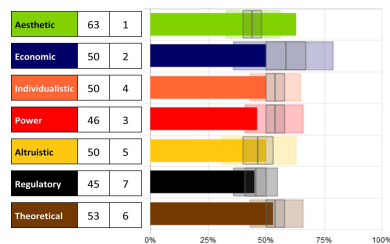
Growth Opportunities:
• You may need to shift gears into either a more supportive role or a greater leadership role at times.
• When issues of team leadership emerge, you may need to take a more visible stand on some problem-solving situations.
• Examine other Values drives in this report in order to gain increased understanding of areas for continuous improvement.

Learning Paths:
• You score like those who are supportive in a variety of work activities and development.
• You will respond with flexibility to either cooperative or competitive team activities.
• You score like those who participate openly in training activities without trying to dominate the event.
• You show ability to lead a training event as well as support and participate.

Your Altruistic Motivator - Average

Aesthetic	63	1
Economic	50	2
Individualistic	50	4
Power	46	3
Altruistic	50	5
Regulatory	45	7
Theoretical	53	6

0% 25% 50% 75% 100%

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 are able to see the points of view from both the higher and lower Altruistic score locations.
• You have a good sense for when to freely help others and when to say "No."
• You will not create an imbalance between your own needs and those of others.
• You can be a good mediator between those who give too much and those who don't give enough.

Driving Intuitions:
• You are practical in how much to help others versus other objectives.
• You possess a healthy balance between a self focus and a focus on others.
• You will strike a moderate level of giving and taking in interactions with others.
• You have a very typical level of appreciation for others relative to the general working world.

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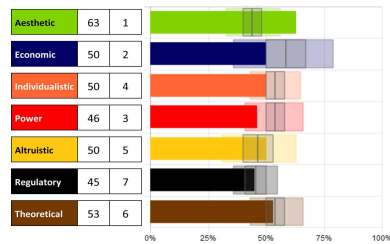• You are willing to pitch in and help others as needed.

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

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

44

Your Regulatory Motivator - Average

Aesthetic	63	1	
Economic	50	2	
Individualistic	50	4	
Power	46	3	
Altruistic	50	5	
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 think flexibility and creativity are good as long as they are not out of control.
• You are likely to have your own specific "way" of doing many things.
• You respect tradition a lot.
• You believe in sticking to what works.

Driving Intuitions:
• Work quickly to correct missing needs or inaccuracies to maintain productivity.
• You should avoid disrupting your schedules and flow unnecessarily.
• You prefer a structured and routine environment to work in.
• Be patient when introducing new concepts or procedures. Give ample to adapt.

Critical Advantages:
• You maintain timelines and meet deadlines.
• You maintain focus throughout projects.
• You are efficient and effective in organizing tasks and most work.
• You take pride in things that support tradition like national history, honor, duty.
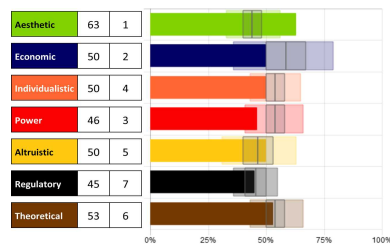
Growth Opportunities:
• Explore a little. Discovering new ways to do things can be rewarding.
• You shouldn't get too hung up on the rules.
• You should realize that others have their own way of doing things too and be open to that.
• When in a high change environment, remember to be flexible.

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

45

Your Theoretical Motivator - Average

Aesthetic	63	1
Economic	50	2
Individualistic	50	4
Power	46	3
Altruistic	50	5
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:
• You like to develop quick utilities or procedures that are a new way to look at existing job responsibilities.
• You may prefer learning-based events or conferences over a small economic incentive.
• You may be attracted to new and cutting-edge ideas and concepts.
• You are willing to take risks to learn something new.

Driving Intuitions:
• Identify your interests and seek related information. Topical mail, brochures, and info-sheets… don't throw them into the recycle bin.
• You can be a constructive critic for new ideas or when evaluating existing projects and protocol.
• If there is a learning-based event to be planned, be certain you are involved. If there is an external learning-based event on the calendar, be certain you have the opportunity to attend.
• You sometimes prefer incentives or bonuses are earned as tickets to a special event: Consider cultural events that are not just sports related.

Critical Advantages:
• When others (internal or external) have a question, even if you aren't familiar with it, you can usually create solutions.
• You have a stable, knowledge-driven ethic.
• Others on the team may seek you out to answer their questions because they know of your strong knowledge base.
• You know a little about most everything and are conversant about it.

Growth Opportunities:
• You score like some who need coaching on time management.
• Your sense of urgency may vacillate, depending on the intellectual importance you assign to the issue.
• You may be somewhat selfish at times in sharing ideas with others, until others have established their own technical credibility.
• You don't rush from one learning experience to another. You make certain there are some practical applications.

Learning Paths:
• You score like those who may have their own on-going personal development program already in progress.
• You enjoy learning even for its own sake and will be supportive of most training and development endeavors.
• You can be depended upon to do your homework… thoroughly and accurately.
• You are actively engaged in learning both on and off the job.

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 IV 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 UNDERSTANDING DIRECT or INDIRECT in their communication?

2. Are they GUARDED or OPEN 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*

48

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

50

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

56

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 DIRECT or INDIRECT in their communication?
- Are they GUARDED or OPEN in their communication?

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

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

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

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	**RELATIONSHIP 2**
Name:_____	**Name:**_____
Style:_____	Style:_____
Pace:_____	Pace:_____
Priority:_____	Priority:_____
Difference:_____	Difference:_____
_	_
Strategy:_____	Strategy:_____
_____	_____
_____	_____

60

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

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.

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?

_____

_____

_____

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).

_____

_____

_____

64

Building and Maintaining Rapport/Productivity

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

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

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

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

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

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

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

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

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

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

Developing Your People

Developing 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."

68

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?".

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."

79

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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