DISC Coaching

An Evaluation of Behavioral Styles

Report For: Sample Report
Style: IC/D
Focus: Work
Date: 1/19/2019
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Welcome to the DISCstyles™ Online Report

INTRODUCTION

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.

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.

HOW TO USE THIS REPORT

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

- **Part I** focuses on understanding each of the DISC styles and identifying characteristics, including the tendencies of each behavioral style

- **Part II** is about understanding yourself and will reveal information about the tendencies that make you unique

- **Part III** examines and explores adaptability and offers actionable recommendations for you and others who interact with you

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

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

BEHAVIORAL STYLES
Historical and contemporary research reveal more than a dozen various models of our behavioral differences, but many share one common thread: the grouping of behavior into **four basic categories**.

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

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

### BEHAVIOR DESCRIPTORS OF EACH

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

### DIRECTNESS AND OPENNESS OF EACH STYLE

<table>
<thead>
<tr>
<th>STYLE</th>
<th>TENDENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOMINANCE</td>
<td>Tends to be direct and guarded</td>
</tr>
<tr>
<td>INFLUENCE</td>
<td>Tends to be direct and open</td>
</tr>
<tr>
<td>STEADINESS</td>
<td>Tends to be indirect and open</td>
</tr>
<tr>
<td>CONSCIENTIOUS</td>
<td>Tends to be indirect and guarded</td>
</tr>
</tbody>
</table>

### PACE AND PRIORITY OF EACH STYLE

<table>
<thead>
<tr>
<th>STYLE</th>
<th>TENDENCIES</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOMINANCE</td>
<td>Fast-paced and task-oriented</td>
</tr>
<tr>
<td>INFLUENCE</td>
<td>Fast-paced and people-oriented</td>
</tr>
<tr>
<td>STEADINESS</td>
<td>Slow-paced and people-oriented</td>
</tr>
<tr>
<td>CONSCIENTIOUS</td>
<td>Slow-paced and task-oriented</td>
</tr>
</tbody>
</table>
PACE AND PRIORITY represent two of the main sources of tension between the styles.

- D&C and I&S have different PACES: D and I are faster-paced, and S and C are slower-paced.

- D&I and S&C have different PRIORITIES: D and C are task-oriented, and I and S are people oriented.

- D&S and I&C have BOTH PACE AND PRIORITY DIFFERENCES.
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.

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

Communicating with the DOMINANT Style

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

Communicating with the INFLUENCING Style

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

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

Communicating with the **CONSCIENTIOUS** Style

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

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

General Characteristics

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

You are very self-reliant, and prefer to find your own solutions. You score like other independent people who may be considered "movers and shakers." This group tends to think quickly, decide quickly, and create opportunities and solutions where none existed before. All or much of this is done in a completely independent manner. That's a strength, for both you and your organization, as long as that strength is recognized.

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.

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 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.

Sample, you prefer a change-oriented environment and may become bored when the pace slows. You score like those who tend to have an appetite for new ideas and are attracted to challenges like a magnet. However, once the project is successfully launched, your attention may wander to new ventures.

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.

Sample, your response pattern on the instrument shows that you set high goals for yourself and others, and expect to meet those goals. This trait comes from your high degree of decisiveness, your sense of urgency, and your risk-taking ability. This combination is somewhat rare, descriptive of someone with high expectations. If someone says it can't be done, your response may be, "Just watch me."

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.
Style Overview

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

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

Your Behavioral Style: Producer

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

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 they can tackle and goals to achieve.
- **How others are valued:** Based upon ability to create workable solutions that meet the Producer’s 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.
- **Cautions:** Can appear overly controlling of others and outcomes in order to support and meet their own personal agendas.
- **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.
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.

<table>
<thead>
<tr>
<th>DISC Focus</th>
<th>Problems / Tasks</th>
<th>People</th>
<th>Pace (or Environment)</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Needs</td>
<td>Challenges to solve, Authority</td>
<td>Social relationships, Friendly environment</td>
<td>Systems, Teams, Stable environment</td>
<td>Rules to follow, Data to analyze</td>
</tr>
<tr>
<td>Observable</td>
<td>Decisive, risk-taker</td>
<td>Optimistic, trust others</td>
<td>Patience, stabilizer</td>
<td>Cautious, careful decisions</td>
</tr>
<tr>
<td>Fears</td>
<td>... being taken advantage of lack of control</td>
<td>... being left out, loss of social approval</td>
<td>... sudden change/loss of stability and security</td>
<td>... being criticized/loss of accuracy and quality</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>DISC Score</th>
<th>Traits</th>
<th>Needs</th>
<th>Personalities</th>
<th>Procedures</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>argumentative, daring, demanding, decisive, domineering, egocentric</td>
<td>emotional, enthusiastic, gregarious, impulsive, optimistic, persuasive</td>
<td>calming, loyal, patient, peaceful, serene, team person</td>
<td>accurate, conservative, exacting, fact-finder, precise, systematic</td>
</tr>
<tr>
<td>5</td>
<td>adventurous, risk-taker, direct, forceful</td>
<td>charming, influential, sociable, trusting</td>
<td>consistent, cooperative, possessive, relaxed</td>
<td>conscientious, courteous, focused, high standards</td>
</tr>
<tr>
<td>4</td>
<td>assertive, competitive, determined, self-reliant</td>
<td>confident, friendly, generous, poised</td>
<td>composed, deliberate, stable, steady</td>
<td>analytical, diplomatic, sensitive, tactful</td>
</tr>
<tr>
<td>3</td>
<td>calculated risk, moderate, questioning, unassuming</td>
<td>controlled, discriminating, rational, reflective</td>
<td>alert, eager, flexible, mobile</td>
<td>own person, self-assured, opinionated, persistent</td>
</tr>
<tr>
<td>2</td>
<td>mild, seeks consensus, unobtrusive, weighs pro/con</td>
<td>contemplative, factual, logical, retiring</td>
<td>discontented, energetic, fidgety, impetuous</td>
<td>autonomous, independent, firm, stubborn</td>
</tr>
<tr>
<td>1</td>
<td>agreeing, cautious, conservative, contemplative, modest, restrained</td>
<td>introspective, pessimistic, quiet, pensive, retentive, suspicious</td>
<td>active, change-oriented, fault-finding, impatient, restless, spontaneous</td>
<td>arbitrary, defiant, fearless, obstinate, rebellious, sarcastic</td>
</tr>
</tbody>
</table>
**DISCstyles eGraphs 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 should use in your selected focus (work, social or family). This graph may change when you change roles or situations. The graph on the right is your Natural Style and indicates the intensity of your instinctive behaviors and motivators. It is often a better indicator of the “real you” and your “knee jerk”, instinctive behaviors. This is how you act when you feel comfortable in your home environment and are not attempting to impress. It is also what shows up in stressful situations. This graph tends to be fairly consistent, even in different environments.

Adapted Style - Graph I

Natural Style - Graph II

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

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

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

Data, Fact & Analysis Based. Precise & Accurate
Trusts in the Value of Structure, Standards & Order. Sees the value of “Rules”.
Balances & Values Data & Diplomacy, Mindful of the “Rules”. Will be Goal Focused, Dislikes Confusion and Ambiguity.

Efficient, Analytical, Organized, Factual, Aware of the Consequences of their Actions, Practical and Innovative.
Assertive, Results Focused, Rapid Decisions, Will Seek Challenges, Can be Aggressive and Impatient, Desires to Lead.
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 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
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:
- Stay on track. Don't talk about extraneous issues or items.
- 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.
- Be clear in your explanations.
- Present your items in a logical way.
- Ask "what"-oriented questions that close the issue or topic.
- Be specific about what's needed, and who is going to do it.
- When you disagree, take issue with the methods or procedures, not with the person.

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.
- Make decisions for Sample.
- Be sloppy or disorganized.
- Try to develop "too close" a relationship, especially too quickly.
- Engage in rambling discussion, and waste Sample's time.
- Let it reflect on Sample personally when in disagreement.
Your Motivators: 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:
- Work tasks of a specialized nature to support your natural curiosity and detail orientation.
- Receiving complete explanations of systems and processes that impact the work environment.
- Procedures that support a quality initiative and have the flexibility to be changed when necessary.
- Having sufficient time to consider all options before making a final decision.
- Assignments that allow for a variety of interpersonal contact and mobility.
- Awards that recognize ability, competence, or achievements.
- A variety of activities involving interpersonal contact, both on and off the job.

People With Patterns Like You Tend to Need:
- To soften your approach a bit, and take it down a notch, so as not to be so blunt and critical.
- 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.
- To negotiate commitments on a face-to-face basis. This helps maintain clarity and mutual responsibility.
- To win people over by displaying a greater empathy for others.
- Environments with challenging assignments.
- To be involved and active in making things happen, so as not to become bored with massive amounts of routine work.
- To curb intensity in less urgent situations.
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 deal directly, with an eye on the bottom-line.
- You value perseverance and rarely give up.
- You are a self-starter who doesn’t wait for external things to happen.
- You are motivated to challenge yourself and others.
- You are able to analyze situations quickly and reach a decision.
- You are self-reliant, with the ability and innovation to blaze new trails.
- You ask questions that challenge tradition.

Your Work Style Tendencies:
- 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 have the ability to contribute to a pleasant and efficient work environment, due to your attention to people and knack for quality control.
- On difficult projects, you may become somewhat impatient or aggressive under pressure.
- You make job-related decisions by gathering facts and considering the needs of the people involved.
- When urgency reaches a high point, you can work with the team to restore comfort, while also obtaining good results.
- You have the ability to carry out detailed action plans, and verbalize the steps in an articulate manner.

You Tend to Be Most Effective In Environments That Provide:
- Variety in work tasks and projects.
- Highly specialized assignments and technical areas of responsibility.
- An environment that supports your critical thinking skills.
- Public recognition for accomplishments.
- Complete explanations of areas of responsibility and control.
- Activities including many opportunities for interaction with people.
- Projects requiring you to motivate and persuade people.
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:
- Assertive
- Self-starter
- Competitive
- Independent

Under Stress, May be Perceived by Others:
- Domineering
- Self-centered
- Manipulative
- Demanding

Under Stress You Need:
- Accomplishments
- Tangible evidence of progress
- Control of the situation and yourself

Your Typical Behaviors in Conflict:
- 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.
- 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.

Strategies to Reduce Conflict and Increase Harmony:
- 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.
- You need to include all the people involved with a project in your decision-making process. Ask for their input on a regular basis and take it into consideration. You can still make the final decision; however, it is likely to be a more informed decision and the others are more likely to buy into it.
- 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.
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’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:

- Your approach may be too strong for some who don’t appreciate your strong ego position.
- You may become verbally impatient when things don’t go as expected.
- Your demanding attitude may alienate others who don’t share your drive.
- You could use better “people skills” when it comes to motivating and managing others.
- You set very high achievement standards for others, to the extent that some goals may not be achieved.
- You tend to be a one-way communicator.
- You may become impatient if you are not the hub of a project or event.
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.

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

### 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.

### 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 directly. 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.

---

**Situational**

Others-driven  Self-Driven

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.

**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.

#### 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.

#### 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.

#### 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
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

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 to consider 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.

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.
### 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.

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<td>Results</td>
<td>Rules</td>
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### 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.

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<td>Relationships-Focused</td>
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### 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.

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<th>Situational</th>
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<tr>
<td></td>
<td>Drives Change</td>
<td>Reluctant to Change</td>
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Summary of Sample Report’s Style

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

COMMUNICATION DOS & DON’TS
1. _____________________________________________
2. _____________________________________________

YOUR MOTIVATIONS: WANTS
1. _____________________________________________
2. _____________________________________________

YOUR MOTIVATIONS: NEEDS
1. _____________________________________________
2. _____________________________________________

YOUR STRENGTHS
1. _____________________________________________
2. _____________________________________________

YOUR WORK STYLE TENDENCIES
1. _____________________________________________
2. _____________________________________________

EFFECTIVE ENVIRONMENTAL FACTORS
1. _____________________________________________
2. _____________________________________________

POTENTIAL AREAS FOR IMPROVEMENT
1. _____________________________________________
2. _____________________________________________
PART III UNDERSTANDING OTHERS AND ADAPTABILITY

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

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

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

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

ADAPTABILITY

THE APPLICATION SECTION INCLUDES:

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

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

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

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

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

Important Considerations:
- Adaptability is important to all successful relationships.
- No one style is naturally more adaptable than another.
- Adaptability is a choice:
  - You can choose to be adaptable with one person, and not so with others.
  - You can choose to be quite adaptable with one person today and less adaptable with that same individual tomorrow.
- People often adopt a different style in their professional lives than they do in their social and personal lives.
  - We tend to be more adaptable at work and with people we know less.
  - We tend to be less adaptable at home and with people we know better.

Words of Advice:

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

2 Power Questions:

1. Are they DIRECT or INDIRECT in their communications?  
   (Directness is the 1st predictor of Style. Direct plots on the right, Indirect on the Left).

2. Are they GUARDED or OPEN in their communications?  
   (Openness is the 2nd predictor of Style. Open plots on the Bottom, Guarded on the Top).

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

- **D** = Individuals who typically exhibit *direct & guarded behaviors* define the Dominant Style.
- **I** = Individuals who exhibit *direct & open behaviors* define the Influence Style.
- **S** = Individuals who exhibit *indirect & open behaviors* define the Steadiness Style.
- **C** = Individuals who exhibit *indirect & guarded behaviors* define the Conscientious Style.

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

<table>
<thead>
<tr>
<th>With D’s</th>
<th>With I’s</th>
<th>With S’s</th>
<th>With C’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Show them how to win</td>
<td>● Show them that you admire and like them</td>
<td>● Show how your idea minimizes risk</td>
<td>● Approach indirectly, non-threatening</td>
</tr>
<tr>
<td>● Display Reasoning</td>
<td>● Be Optimistic</td>
<td>● Demonstrate interest in them</td>
<td>● Show your reasoning, logic, give data in writing</td>
</tr>
<tr>
<td>● Provide concise data</td>
<td>● Support their feelings and ideas</td>
<td>● Compliment them on follow through</td>
<td>● Allow them to think, inquire and check before they make decisions</td>
</tr>
<tr>
<td>● Agree on goals and boundaries</td>
<td>● Avoid involved details</td>
<td>● Give personal assurances</td>
<td>● Tell them “why” and “how”</td>
</tr>
<tr>
<td>● Vary Routine</td>
<td>● Focus on the Big Picture</td>
<td>● Focus on the Big Picture</td>
<td>● Provide opportunities for precision, accuracy and planning for quality results</td>
</tr>
<tr>
<td>● Compliment them on what they have done</td>
<td>● Interact and Participate with them - do it together</td>
<td>● Current on common interests</td>
<td>● Provide opportunities for deep contribution and teamwork</td>
</tr>
<tr>
<td>● Provide opportunities for them to lead, impact results</td>
<td>● Provide acknowledgements, accolades and compliments</td>
<td>● Provide opportunities for deep contribution and teamwork</td>
<td></td>
</tr>
</tbody>
</table>

Tension Among the Styles

<table>
<thead>
<tr>
<th>PACE</th>
<th>PRIORITY</th>
<th>PACE &amp; PRIORITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct, Fast-Paced vs. Indirect, Slower-Paced</td>
<td>Guarded, Task-Oriented vs. Open, People-Oriented</td>
<td>Direct, Fast-Paced, Guarded, Task-Oriented vs. Indirect, Slower-Paced, Open, People-Oriented</td>
</tr>
</tbody>
</table>

- **High S + High I**
  - (Lower Left vs. Lower Right Quadrant)

- **High D + High I**
  - (Upper Right vs. Lower 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)

- **High S + High D**
  - (Lower Left vs. Upper Right Quadrant)
To Modify Directness and Openness

**DIRECT/INDIRECT**

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

**GUARDED/OPEN**

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

**PACE**

<table>
<thead>
<tr>
<th>With D's FASTER</th>
<th>With I's FASTER</th>
<th>With S's SLOWER</th>
<th>With C's SLOWER</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Maintain Pace</strong></td>
<td><strong>Maintain Pace</strong></td>
<td><strong>Decrease Pace</strong></td>
<td><strong>Decrease Pace</strong></td>
</tr>
<tr>
<td>● Be prepared, organized</td>
<td>● Don’t rush into tasks</td>
<td>● Develop trust and credibility over time, don’t force</td>
<td>● Be prepared to answer questions</td>
</tr>
<tr>
<td>● Get to the point quickly</td>
<td>● Get excited with them</td>
<td>● Speak, move at a slower pace</td>
<td>● Speak, move at a slower pace</td>
</tr>
<tr>
<td>● Speak, move at a faster pace</td>
<td>● Change up conversation frequently</td>
<td>● Focus on a steady approach</td>
<td>● Focus on a steady approach</td>
</tr>
<tr>
<td>● Don’t waste time</td>
<td>● Summarize details clearly</td>
<td>● Allow time for follow through on tasks</td>
<td>● Allow time for follow through on tasks</td>
</tr>
<tr>
<td>● Give undivided time and attention</td>
<td>● Be upbeat, positive</td>
<td>● Give them step-by-step procedures/instructions</td>
<td>● Give them step-by-step procedures/instructions</td>
</tr>
<tr>
<td>● Watch for shifts in attention and vary presentation</td>
<td>● Give them attention</td>
<td>● Be patient, avoid rushing them</td>
<td>● Be patient, avoid rushing them</td>
</tr>
</tbody>
</table>

**PRIORITY**

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

DOMINANT STYLE

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

INFLUENCING STYLE

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

STEADY STYLE

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

CONSCIENTIOUS STYLE

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

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

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

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

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

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

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

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

**CONSCIENTIOUS STYLE**
- Use a logical approach
- Listen to their concerns, reasoning, and suggestions
- Respond formally and politely
- Negative discussions are OK, so long as they aren’t personally directed
- Privately acknowledge them about their thinking
- Focus on how pleased you are with their procedures
- Solicit their insights and suggestions
- Show them by what you do, not what you say
Adapting in Different Situations: IN LEARNING ENVIRONMENTS

**DOMINANT STYLE**

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

**INFLUENCING STYLE**

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

**STEADY STYLE**

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

**CONSCIENTIOUS STYLE**

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

<table>
<thead>
<tr>
<th>My Style:</th>
<th>My Pace:</th>
<th>My Priority:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>RELATIONSHIP</th>
<th>RELATIONSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAME:</strong> John Doe</td>
<td><strong>NAME:</strong></td>
</tr>
<tr>
<td><strong>STYLE:</strong> High I</td>
<td><strong>STYLE:</strong></td>
</tr>
<tr>
<td><strong>PACE:</strong> Faster-paced</td>
<td><strong>PACE:</strong></td>
</tr>
<tr>
<td><strong>PRIORITY:</strong> People-oriented</td>
<td><strong>PRIORITY:</strong></td>
</tr>
<tr>
<td><strong>DIFFERENCE:</strong> Pace and Priority</td>
<td><strong>DIFFERENCE:</strong></td>
</tr>
<tr>
<td><strong>STRATEGY:</strong> Be more personable, social, upbeat, and faster-paced with John</td>
<td><strong>STRATEGY:</strong></td>
</tr>
</tbody>
</table>

**RELATIONSHIP 1**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Style:</th>
<th>Pace:</th>
<th>Priority:</th>
<th>Difference:</th>
<th>Strategy:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
<th>Style:</th>
<th>Pace:</th>
<th>Priority:</th>
<th>Difference:</th>
<th>Strategy:</th>
</tr>
</thead>
</table>

**RELATIONSHIP 2**

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<tr>
<th>Name:</th>
<th>Style:</th>
<th>Pace:</th>
<th>Priority:</th>
<th>Difference:</th>
<th>Strategy:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Name:</th>
<th>Style:</th>
<th>Pace:</th>
<th>Priority:</th>
<th>Difference:</th>
<th>Strategy:</th>
</tr>
</thead>
</table>
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?

<table>
<thead>
<tr>
<th>DOMINANT STYLE</th>
<th>INFLUENCING STYLE</th>
<th>STEADY STYLE</th>
<th>CONSCIENTIOUS STYLE</th>
</tr>
</thead>
<tbody>
<tr>
<td>STRENGTHS</td>
<td>Supervising</td>
<td>Listening</td>
<td>Planning</td>
</tr>
<tr>
<td></td>
<td>Leading</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Pioneering</td>
<td>Teamwork</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Follow-through</td>
<td></td>
</tr>
<tr>
<td>WORKPLACE</td>
<td>Persuading</td>
<td>Listening</td>
<td></td>
</tr>
<tr>
<td>BEHAVIORS</td>
<td>Motivating</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Entertaining</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teamwork</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Follow-through</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TEAM MEMBER</td>
<td>Efficient</td>
<td>Friendly</td>
<td>Formal</td>
</tr>
<tr>
<td></td>
<td>Busy</td>
<td>Purposeful</td>
<td>Functiona</td>
</tr>
<tr>
<td></td>
<td>Directive</td>
<td>Sincere</td>
<td>Structured</td>
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</tbody>
</table>

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
Definable Steps to Coaching Effectively

According to Integrity Solutions® of Nashville, TN, there are five definable steps to their coaching process – Ask, Listen, Coach, Praise and Challenge. Successfully guiding people through each step almost always leads to positive outcomes.

1. **Ask:** The purpose of the Ask step is to understand people’s perspective on progress towards goals and objectives. In essence, you are helping them discover the gap between their current and desired situation.

   Ask closed-ended, open-ended, as well as follow-up questions to engage the individual. This will help the person share goals and challenges, while providing opportunities for professional development coaching and support that may be needed. At this stage, resist giving advice because the emphasis should be on gaining the individual’s perspective before sharing your own.

2. **Listen:** Effective coaching depends upon strong listening skills. Strive to listen approximately 80% of the time in the Ask and Listen steps. Develop the practice of focusing your attention completely on the other person versus multi-tasking. Maintain eye contact or if on the phone, interject words of understanding to show you are focused on them.

   Practice active listening, or “tune-in” to the other person. Be aware of the individual’s tone of voice, paying attention to emotions and body language, as well as words. Don’t interrupt, and wait until breaks before speaking or asking follow-up questions.

   Reflective listening involves summarizing what the person said – paraphrasing without using the exact words – and repeating back what you heard to confirm understanding and create empathy.

3. **Coach:** The primary purpose of the Coach step is to share your perspective, but this is not a monologue. Your goal is to begin with questions rather than giving direction. Help the individual discover any constraints and gain agreement to remove constraints.

   Be prepared with specific examples to validate the potential you see in the individual, as well as areas for improvement.

   When sharing your perspective, there are several considerations to keep in mind. These are:
   1. Being fair and objective.
   2. Backing up your perspective with details.
   3. Asking for feedback.

   During the Coach step, your goal is to spend 50% of the time talking and 50% listening. This is accomplished by asking feedback questions. For example, asking “How is this goal important to you?” maintains a dialogue, allowing you to assess reactions to your suggestions.
Usually during this step, there is an opportunity to provide feedback. Basically there are two types – evaluative and developmental. Evaluative feedback is a picture of past performance, focusing on what the person did or did not achieve. It is usually part of a performance rating system and is a more passive experience for the person receiving feedback. Developmental feedback is a picture of a desired future result you believe the person can achieve. This type of feedback is a process where the coach and the person being coached work together to ensure the person’s success.

It can be positive, focusing on something the person did well. It can also be constructive, addressing something the person did not do well or you would like to have done differently. In either case, be specific.

4. Praise: Sincerely personalize praise for specific skills, attitudes, and abilities. In this step, communicate your belief in the individual’s ability and express potential you see that the person may not.

Many studies have shown that the number one thing people want is praise and appreciation from others. You can show praise by recognizing a strength, acknowledging a job well done, highlighting the attainment of a goal, or complimenting the support given to a team member. However, to be effective, praise must be sincere and specific. Those same studies point out that sincere praise reduces stress, enhances relationships, increases job satisfaction, plus improves morale and performance.

5. Challenge: There is a balance between expressing belief in people and holding them accountable. When people respect and trust us, they have a compelling need to live up to our expectations. During this step, it is often your belief in people that causes them to believe they can accomplish more.

As you challenge people, you will gain commitment to specific goals, results and time frames. It is critical to explain that you will follow up and hold them accountable.

6. Prepare and Follow up: Coaches understand the importance of preparation and follow up. Preparation begins by doing your homework which relates to:
   1. Reviewing commitments made during prior coaching sessions.
   2. Knowing how the individual is doing with regard to work or personal goals.
   3. Leveraging available resources to prepare.

Basically, there are two types of preparation – physical and mental.

Physical preparation includes referring to notes from previous coaching conversations and progress against previously established goals and actions. It may also involve identifying a topic for discussion that will achieve the greatest impact. Write notes to help guide the conversation.

Mental preparation can be visualizing a successful session and outcome for you and the person being coached. Think, “This is about the person being coached, not me.” Think in terms of ability and solutions, not problems and concerns while focusing on the individual’s strengths.

Following up is “inspecting what you expect”. After establishing agreed-upon goals or actions with the person you are coaching, follow up to ensure these goals or actions are implemented. Follow up can be done by phone, email, or in face-to-face meetings. Expressing your belief in the person’s ability to remove constraints or reach goals is an important part of effective follow up.

It is important to recognize there may be barriers to effective follow-up. Things like “time” issues, other priorities, or just plain forgetting get in the way of effective follow up. Identify the barriers that may prevent you and your team member from “touching base” and commit to taking the actions necessary to remove the barriers.

The following pages integrate The Integrity Solutions Coaching Model with The DISC Behavioral Styles Model.
Ask

<table>
<thead>
<tr>
<th>Asking C’s</th>
<th>Asking D’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ask questions that reveal their expertise and knowledge</td>
<td>• Ask D’s what they want to accomplish, how they are currently motivated and what they would like to change</td>
</tr>
<tr>
<td>• Ask logical, fact oriented, relevant questions</td>
<td>• Clarify the purpose for asking questions</td>
</tr>
<tr>
<td>• Phrase questions that require specific, accurate information to be shared</td>
<td>• Stay focused on goals and objectives</td>
</tr>
<tr>
<td>• Focus questions on processes and efficiency</td>
<td>• Make questions practical, logical, and straightforward</td>
</tr>
<tr>
<td>• Ask questions that reveal a clear direction</td>
<td>• Keep questions direct and to the point</td>
</tr>
<tr>
<td>• Ask questions that show you are prepared for the coaching session</td>
<td>• Get to the point of the coaching session</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Asking S’s</th>
<th>Asking I’s</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Speak warmly and informally, asking open questions that draw them out</td>
<td>• Get I’s talking about themselves and their interests</td>
</tr>
<tr>
<td>• Show tact and sincerity in exploring their needs</td>
<td>• Establish personal relationships before asking questions about business</td>
</tr>
<tr>
<td>• Avoid confrontations and challenging questions</td>
<td>• Ask about their aspirations and recognize their need to be valued and listened to</td>
</tr>
<tr>
<td>• S’s may tell you what they think you want to hear</td>
<td>• Ask about personal needs they want filled</td>
</tr>
<tr>
<td>• Allow time for S’s to open up and reveal their needs and concerns</td>
<td>• Support their ideas</td>
</tr>
<tr>
<td>• Ask them whose assistance they may need</td>
<td>• Gently keep them on topic</td>
</tr>
</tbody>
</table>
Listen

### Listening to C’s
- Listen for ways to compliment them for their thoroughness and correctness, when appropriate
- Listen to their concerns, reasoning, and suggestions
- Listen for specific facts, data and specifications that are important to them
- Listen for ways they want to solve the problem and be open to their ideas
- Listen for opportunities to tell them “why” and “how”
- Be sensitive to their need to do things themselves
- Be aware that they may not show outward emotions

### Listening to D’s
- Listen to what they want to accomplish, how they are motivated and what they would like to change
- Convey openness and acceptance of them
- Listen to their suggestions
- Appreciate and acknowledge them when possible
- Maintain eye contact and don’t interrupt their conversation
- Summarize their achievements and accomplishments

### Listening to S’s
- S’s need patience and reassurance
- Be sensitive to their feelings and emotions
- Listen to how something affects them and their relationships with others
- Listen for the risk or changes they may want to avoid
- Use reflective listening to summarize what they said
- Listen for opportunities to provide positive feedback and appreciation

### Listening to I’s
- Show you are interested in them; let them talk and be enthusiastic
- Listen to their dreams and goals
- Listen to their personal feelings and experiences
- Give them your attention, time, and presence
- Be sure to maintain eye contact when listening to them
- Provide positive feedback; compliment them, when appropriate
- Match their energy, tone, and pace
## Coach

### Coaching C’s
- Provide data to them in writing
- Base your claims on facts, specifications and data
- Allow them to think, inquire, and check before they make decisions
- Use feedback questions to assist in providing explanations and rationale
- Tell them the pros and cons and the complete story
- Follow-through and deliver on what you promise
- Acknowledge, clarify, and respond when encountering resistance

### Coaching D’s
- Talk in terms of bottom line and achievement
- Zero in on results with quick benefit statements
- Do the analysis and present solutions for them to approve or reject
- Give them choices backed with enough data and analysis to make an intelligent decision
- Use feedback questions to assist in clarifying the details and time frames
- Acknowledge, clarify, and respond when encountering resistance
- Let them take the lead, when appropriate, but give them parameters

### Coaching S’s
- Show how you will support and assist where required
- Use feedback questions to assist in presenting new ideas in a non-threatening way
- Clearly define their roles and goals; include specific expectations of them
- Explain why change may be necessary and how long the changes may take
- Show the appropriate steps to follow
- Acknowledge, clarify, and respond when encountering resistance
- Avoid rushing them and offer personal concrete assurances, when appropriate

### Coaching I’s
- Interact as you share your perspective with them; use feedback questions to engage them
- Show that you are interested in them; let them talk and be enthusiastic
- Illustrate your ideas and perspectives with stories and emotional descriptions that relate to their interests
- Use feedback questions to assist in summarizing details and direct these toward mutually agreeable objectives and action steps
- Make suggestions that allow them to increase their prestige, image, or recognition
- Keep them focused on their goals and time frames for accomplishment
- Acknowledge, clarify, and respond when encountering resistance
### Praise

<table>
<thead>
<tr>
<th>Praising C’s</th>
<th>Praising to D’s</th>
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<tr>
<td>• Don’t praise with too much enthusiasm</td>
<td>• Provide enough facts for them to feel comfortable, but don’t overwhelm</td>
</tr>
<tr>
<td>• Ask them how they like to receive praise</td>
<td>• Focus praise on their accomplishments, results, and achievements</td>
</tr>
<tr>
<td>• Document why you are giving them praise</td>
<td>• Ask them specifically how they like to receive praise</td>
</tr>
<tr>
<td>• Don’t try to impress them</td>
<td>• Get to the point</td>
</tr>
<tr>
<td>• Match their low emotional tone</td>
<td>• Give them your time and attention</td>
</tr>
<tr>
<td>• Use coaching moments to “praise in the moment”</td>
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<td>• Ask them how they like to receive praise</td>
<td>• I’s are concerned about what others think about them</td>
</tr>
<tr>
<td>• Take into consideration their motivation to seek security and please other people</td>
<td>• Give positive recognition and reinforcement</td>
</tr>
<tr>
<td>• Develop trust, friendship, and credibility at a relatively slow pace</td>
<td>• Use specific praise, including people, when appropriate</td>
</tr>
<tr>
<td>• Offer personal concrete assurances</td>
<td>• Ask them how they like to receive praise</td>
</tr>
<tr>
<td>• Communicate in a consistent manner on a regular basis; compliment progress</td>
<td>• Be excited and enthusiastic</td>
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<tr>
<td>• Use coaching moments to “praise in the moment”</td>
<td>• Make suggestions that allow them to look good</td>
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### Challenge

#### Challenging C’s
- Ask them to share their knowledge and expertise with others
- Ask them to develop a balance between sensitivity to people and task accomplishment
- Encourage them not to take themselves “too seriously and critically”
- Challenge them to develop priorities and not categorize most items as “high priority”
- Ask them to be transparent in sharing their plans for achieving their goals with you
- Ask them to praise others, when appropriate

#### Challenging D’s
- Challenge them to more realistically gauge risks
- Ask them to use more caution and deliberate before deciding
- Challenge them to more effectively follow rules and procedures
- Ask them to look for ways to recognize others and to solicit opinions and contributions
- Ask them to give others their reasons for decisions
- Challenge them to give more attention to others and to respond to others’ emotions

#### Challenging S’s
- Ask them to develop shortcuts and eliminate unnecessary steps
- Ask them to accept sincere praise and feel appreciated
- Ask them to find more than one approach to take
- Ask them to develop an acceptance to some risks and changes
- Ask them to speak up and share their thoughts and feelings
- Ask them to modify their inclination to always do what others tell them

#### Challenging I’s
- Ask them to prioritize and organize
- Challenge them to see tasks through to completion
- Ask them to view people versus tasks more objectively
- Ask them to avoid overuse of giving and taking advice
- Challenge them to keep track of details
## Summary of Coaching Each Style in Each Step of the Coaching Process

<table>
<thead>
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<th>STEP</th>
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<th>With I’s</th>
<th>With S’s</th>
<th>With C’s</th>
</tr>
</thead>
</table>
| Ask  | ● Get to the point of the coaching session  
      ● Stay focused on the goals and objectives  
      ● Keep questions direct and to the point | ● Establish personal relationships before asking business questions  
      ● Ask about personal needs they want filled  
      ● Gently keep them on topic | ● Speak warmly and informally; ask questions to draw them out  
      ● Avoid confrontations and challenging questions  
      ● Allow time for them to open up and reveal needs | ● Ask questions that reveal their expertise and knowledge  
      ● Focus questions on process and efficiency  
      ● Ask questions that reveal a clear direction |
| Listen | ● Listen to what they want to accomplish  
      ● Listen to their suggestions  
      ● Summarize their achievements and accomplishments | ● Show you are interested in them  
      ● Listen to their personal experiences  
      ● Provide positive feedback | ● Be sensitive to their feelings and emotions  
      ● Listen for the risk or changes they want to avoid  
      ● Listen for fears or concerns | ● Listen to their concerns, reasoning, and suggestions  
      ● Listen for ways they want to solve problems  
      ● Be sensitive to their need to do things themselves |
| Coach | ● Talk in terms of bottom line achievement  
      ● Give them choices with data and analysis  
      ● Agree on goals and boundaries | ● Show you are interested in them  
      ● Clearly summarize details  
      ● Keep them focused on their goals and timelines | ● Present new ideas in a non-threatening manner  
      ● Explain why change may be necessary  
      ● Avoid rushing them | ● Provide data in writing  
      ● Provide explanations and rationale  
      ● Base your claims on facts and data |
| Praise | ● Be prepared and organized to congratulate them on their success  
      ● Get to the point quickly  
      ● Acknowledge the specific goals they accomplished | ● Listen and don’t interrupt  
      ● Recognize their accomplishments with enthusiasm  
      ● Be excited when acknowledging how well they did in reaching a goal | ● Recognize their need to make be humble  
      ● Be sincere in recognizing achievements  
      ● Avoid rushing them and offer assurances; request permission to congratulate them for accomplishments | ● Don’t praise with too much enthusiasm  
      ● Recognize the logic used in reaching their accomplishments  
      ● Document their achievements and success accurately |
| Challenge | ● Use more caution and deliberation before deciding  
      ● Look for ways to recognize others and solicit their opinions  
      ● Give more attention to others’ emotions | ● Prioritize and organize  
      ● See tasks through to completion  
      ● Keep track of details | ● Develop shortcuts and eliminate unnecessary steps  
      ● Accept sincere praise and feel appreciated  
      ● Accept some risks and changes | ● Develop a balance between sensitivity to people and task accomplishment  
      ● Be transparent in sharing plans  
      ● Praise others, when appropriate |
So Now What?

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

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

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

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

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