DISC Self and Motivators - Lite
A Dual Evaluation of Behavioral & Motivational Styles

Report For: Sample Report
Focus: Work
Date: 10/23/2019
UNDERSTANDING DISC & MOTIVATORS

DISC STYLES

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

Adapted Style

![Graph showing Adapted Style]

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

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

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

<table>
<thead>
<tr>
<th>DISC Focus</th>
<th>Problems / Tasks</th>
<th>People</th>
<th>Pace (or Environment)</th>
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</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/fail of control</td>
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<table>
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<tr>
<th>DISC Intensity</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>argumentative, daring, demanding, decisive, domineering, egocentric</td>
</tr>
<tr>
<td>5</td>
<td>adventurous, risk-taker, direct, forceful</td>
</tr>
<tr>
<td>4</td>
<td>assertive, competitive, determined, self-reliant</td>
</tr>
<tr>
<td>3</td>
<td>calculated risk, moderate, questioning, unassuming</td>
</tr>
<tr>
<td>2</td>
<td>mild, seeks consensus, unobtrusive, weighs pro/con</td>
</tr>
<tr>
<td>1</td>
<td>agreeing, cautious, conservative, contemplative, modest, restrained</td>
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<tr>
<td>D</td>
<td>emotional, enthusiastic, gregarious, impulsive, optimistic, persuasive</td>
</tr>
<tr>
<td>I</td>
<td>charming, influential, sociable, trusting</td>
</tr>
<tr>
<td>S</td>
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</tr>
<tr>
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<td>conscientious, courteous, focused, high standards</td>
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<tr>
<td>4</td>
<td>analytical, diplomatic, sensitive, tactful</td>
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<tr>
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<td>own person, self-assured, opinionated, persistent</td>
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<td>arbitrary, defiant, fearless, obstinate, rebellious, sarcastic</td>
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**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.

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<td>enthusiastic</td>
<td>loyal</td>
<td>conservative</td>
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<td></td>
<td>demanding</td>
<td>gregarious</td>
<td>patient</td>
<td>exacting</td>
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<td>decisive</td>
<td>impulsive</td>
<td>peaceful</td>
<td>fact-finder</td>
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<td></td>
<td>domineering</td>
<td>optimistic</td>
<td>serene</td>
<td>precise</td>
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<tr>
<td></td>
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<td>persuasive</td>
<td>team person</td>
<td>systematic</td>
</tr>
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<td>charging</td>
<td>consistent</td>
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</tr>
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<td>influential</td>
<td>cooperative</td>
<td>courteous</td>
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<td>possessive</td>
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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.
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
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></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>Tends to Act</td>
<td>Assertive</td>
<td>Persuasive</td>
<td>Patient</td>
<td>Contemplative</td>
</tr>
<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>
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<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>
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<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>
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<td>Under Stress May Become</td>
<td>Dictatorial Critical</td>
<td>Sarcastic Superficial</td>
<td>Submissive Indecisive</td>
<td>Withdrawn Headstrong</td>
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<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>
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Summary of Sample's Motivation

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<tr>
<th>Values</th>
<th>Score/Ranking</th>
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<tr>
<td>Aesthetic</td>
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<td>1</td>
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<td>50</td>
<td>2</td>
</tr>
<tr>
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<td>4</td>
</tr>
<tr>
<td>Power</td>
<td>46</td>
<td>3</td>
</tr>
<tr>
<td>Altruistic</td>
<td>50</td>
<td>5</td>
</tr>
<tr>
<td>Regulatory</td>
<td>45</td>
<td>7</td>
</tr>
<tr>
<td>Theoretical</td>
<td>53</td>
<td>6</td>
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1. The lightly colored, shaded area for each Motivator highlights the majority of the population’s scores. This means that if you took a normal sample of motivator scores and ranked the scores from 1 – 100, you can expect that a majority of the scores would fall inside the shaded area. This indicates if most of the population scores higher or lower in the dimension. Are you similarly driven in your Motivators as most others are?

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

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

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

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

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

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

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

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

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

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

Theoretical - Average
You can rely on both new information and what has worked in the past when making decisions.
Sample’s Aesthetic Motivator - Very High
Strong desire and need to achieve equilibrium between the world around us and ourselves (within) while creating a sustainable work/life balance between the two. Creative, imaginative, arty, mystical and expressive, this style may redefine or resist real world approaches to current challenges.

Universal Assets:
- You support creativity in others and promote form and harmony in the work environment.
- You may like rewards that are not always attached to economic rewards, and may include other types of appreciation.
- You may prefer some solitary time to allow personal "re-balancing" or reflection.
- You will utilize creativity and artful expression to persuade or influence others.

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

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

Sample’s Individualistic Motivator - Average
Need to be seen as autonomous, unique, independent, and to stand apart from the crowd. This is the drive to be socially independent and have opportunity for freedom of personal expression apart from being told what to do.

Universal Assets:
- You show the ability to take a leadership role when asked and also to be supportive team member when asked.
- You are generally not considered an extremist on ideas, methods, or issues in the workplace.
- You have the ability to take a stand on an issue when necessary, to yield position when necessary, and to do both with equal sincerity.
- Those who score like you would probably not be considered controversial in their workplace ideas or transactions.

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

Universal Assets:
- You have the ability to take or leave the control-factors of group leadership roles.
- You are able to understand the needs of those on the team who are highly competitive, as well as those who tend to be more cooperative.
- A score near the mean indicates that the Political (power seeking) drive is not your primary motivational factor.
- You may be seen as a stabilizing force in day-to-day team operations.
Sample’s Altruistic Motivator - Average
An expression of the need or energy to benefit others at the expense of self. At times, there’s genuine sincerity in this dimension to help others, but not always. Oftentimes an intense level within this dimension is more associated with low self-worth.

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

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

**Universal Assets:**
- You think flexibility and creativity are good as long as they are not out of control.
- You are likely to have your own specific "way" of doing many things.
- You respect tradition a lot.
- You believe in sticking to what works.

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

**Universal Assets:**
- You like to develop quick utilities or procedures that are a new way to look at existing job responsibilities.
- You may prefer learning-based events or conferences over a small economic incentive.
- You may be attracted to new and cutting-edge ideas and concepts.
- You are willing to take risks to learn something new.
How to Assure Assessment Accuracy? Independent & Qualified Testing at Standards
Set by the APA and EEOC.

“...this DISC assessment has one of the highest Cronbach scores in the DISC marketplace.”
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- Assessment Standards Institute

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

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

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

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

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

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

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