



# COMMUNICATION AND BEHAVIORAL STRENGTHS **DISC**styles™ LEADERSHIP REPORT

**Susan Sample**

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JaneCo's Sensible Solutions  
janeir@janecos.com  
724-528-1000  
www.janecos.com



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## INTRODUCTION TO THE DISCSTYLES™ LEADERSHIP REPORT

*Congratulations on your participation in the DISCstyles Assessment used to analyze your Communication Preferences and Behavioral Style for your professional development.*

***This report is the result of that process...***

Susan, the first part of the report focuses on your communication preferences and behavioral style. While this information is extremely valuable, the second section, “**APPLICATION**” increases the value of your report exponentially.

The **practical application** of understanding styles consists of **three simple steps**:

- 1) Knowing your natural behavioral tendencies,**
- 2) Recognizing the observable behaviors of others,**
- 3) Adapting your leadership style to the other person’s style.**

Mastering the leadership adaptability strategies within this report may be some of the most important leadership skills you can learn.

This report is as much **prescriptive** (remedies for connecting with others... today!) as it is **descriptive** (helping you to understand your own DISC behavioral style).

As a leader, has your management process succeeded with one employee, then hopelessly failed with the very next? Has your leadership style had a positive impact with some and yet created negative reactions from others? Have you wondered what caused those different reactions and responses, especially when you treated everyone the same way? In fact, you do your best to treat people just like you like to be treated! Many leaders, managers, and executives have these experiences and they often just shrug them off thinking, “That’s just the way it is.” But, it doesn’t have to be that way. Leadership interactions **can be successful, if you know how to make success happen!**

*If you are interested in improving your leadership strengths,  
we recommend that you keep reading!*

Susan, with your personalized and comprehensive DISCstyles Leadership report, you have tools to help you develop strategies to meet the motivational needs of others and become more effective in getting positive results. Your ability to recognize the “style mode” being displayed by another person and make small adaptations in the pace and focus of the interaction are the quickest and surest path to leadership mastery!

This report does not deal with values or judgments. Instead, it concentrates on those tendencies that influence your behavior and helps you recognize others’ preferences and strengths.

**Establishing the best interactions comes from learning  
how to treat others the way they want to be treated.**

## INTRODUCTION TO THE DISCSTYLES™ LEADERSHIP REPORT, *continued*

Our DISC System focuses on patterns of external, observable behaviors using scales of directness, openness, and pace that each style exhibits. Because we can see and hear these external behaviors, it becomes much easier to understand people. This DISC model is simple, practical, and easy to remember. The **Four Basic DISCstyles Overview** section of this report provides a summary of the styles. (Pg. 25)

### BEHAVIORAL STYLES

Historical and contemporary research reveals more than a dozen models used to understand behavioral differences in people. Many share one common thread - the grouping of behavior into four basic categories. **We will be referring to those four categories as the DISC styles.**

**The DISC concept measures the four dimensions of normal behavior and determines:**

- How you respond to problems and challenges.
- How you influence others to your point of view.
- How you respond to the pace of the environment.
- How you respond to rules and procedures set by others.

STYLE	TENDENCIES
<b>Dominance</b>	Tends to be direct and guarded
<b>Influence</b>	Tends to be direct and open
<b>Steadiness</b>	Tends to be indirect and open
<b>Conscientious</b>	Tends to be indirect and guarded

*Susan, there is no “best” style nor is there a “worst” style. Each style has unique strengths and opportunities for continued improvement and growth. Any behavioral descriptions mentioned in this report are tendencies for your style group and depending upon the blending of DISC styles and the intensity level of the DISC traits some descriptions of a pure DISC Style may not specifically apply to you.*

### ADAPTABILITY

In addition to understanding your style, your report identifies ways in which you can apply your personal style-strengths or temporarily adjust your style to meet the needs of a particular environment or person. This is called **adaptability**. Social scientists call this “Social Intelligence.” Much has been written on how social intelligence is just as important, or more so than Intelligence Quotient (IQ) for success. In some cases, social intelligence may even be more important than IQ.

The concept of adaptability is explained more within the section of your report entitled: **“What is Behavioral Adaptability?”** (Pg. 28)

# **PART I: UNDERSTANDING YOURSELF**

## **GENERAL CHARACTERISTICS**

*Susan, the narration below serves as a general overview of your behavioral tendencies. Your report provides a framework for understanding and reflecting on your results and includes some ideas to help you leverage your strengths to maximize personal success.*

You may hesitate to trust new or unfamiliar people until they have established their credibility. Your scores indicate a high interest in quality control and a strong preference for hard facts and analysis, over hype and emotion. When a presenter delivers a hyped-up message, people who score like you tend to stop listening. When a presenter provides facts, data, and evidence cited from credible and respected sources, you tend to listen and accept the message.

You score like those who like to make sure they do things correctly the first time. Thus, you may require additional time in the short run to prevent mistakes in the long run. Some people in the organization might not understand the fact that one more review over the procedures, or one more look at the copy before it goes to press, may be an excellent insurance against wasted effort in the future. (Show this portion of the paragraph to colleagues who might have complained that things were taking too long.)

You score like others who are highly aware of the dangers of making hasty decisions. Knee-jerk decision makers might perceive you as a potential bottleneck in the project, but your careful analysis is likely to prevent difficulties in the long run.

Some people who score like you tend to equate neatness with quality. You like organization and may perceive a person with a messy desk or office as a producer of lower-quality work. While this may be true in some cases, it's not true all the time. Our coaching here is meant to help you maintain an open mind and focus on the result as opposed to organizational methods.

## **GENERAL CHARACTERISTICS, *continued***

You are skeptical of making changes just for the sake of change, especially when the alternative is unfamiliar or unproven. Newer doesn't always mean better, as you have learned on many occasions. This skepticism, Susan, comes primarily from your strong sense of quality control, and tendency toward analysis-based decision making. You prefer to be certain that the correct decision is made and, as a result, won't jump to a conclusion without careful deliberation.

Susan, your pattern of responses on the instrument indicate that you tend to set high quality control standards for yourself and others in order to minimize mistakes and loose ends. This is a strength to any team, as long as there remains an awareness of the "revenue clock" ticking in the corner of the room. Superior quality control often comes at an opportunity cost. While taking more time will surely minimize mistakes, it may also increase costs. You should be prepared to make your case when requesting more time for costly quality control on a project.

You may tend to align with others who show a talent for quality control. You feel a certain "safety in numbers" when you find others of a similar style, especially those with similar behavioral traits. This helps serve two purposes simultaneously. Firstly, you are able to compare notes and ideas and reinforce those ideas with a cadre of like-minded people. Secondly, since you tend to avoid confrontation with others, you allow yourself security in the knowledge that others who share a similar opinion may be able to speak more forcefully as a group than as individuals.

Others may seek you out to answer complex procedural questions, because they know you will have the answer or where to find it. If a procedural memo emerges in your e-mail, you read it, whereas others may delete it and then come to you looking for an explanation.

## YOUR STRENGTHS: WHAT YOU BRING TO THE ORGANIZATION

*Susan, you are likely to display your strength characteristics rather consistently. These qualities tend to enhance your effectiveness within the workplace. Your work style preferences provide useful insights on your job performance, team participation, and leadership characteristics. These preferences are the talents and tendencies you bring to your environment.*

*Check your two most important strengths and your two most important work style preferences and transfer them to the **Summary of Your Style** on page 15.*

### **Your Strengths:**

- You bring a unique combination of accuracy and intuition to projects.
- Conscientious, you are serious about doing things the correct way.
- You tend to be well-prepared for meetings or contributions to report documents. You do your homework and expect the others to do the same.
- You are frequently seen by others as an expert in your area of responsibility.
- You make decisions based on factual data.
- You have a keen awareness of the broad impact of important decisions.
- You provide significant input to projects and processes, and are alert to potential problems and controls necessary.

### **Your Work Style Preferences that You Bring to the Job:**

- You motivate others on the team with a sense of competition and urgency.
- You are motivated by a freedom and flexibility to re-examine results and conclusions.
- You are able to look at a project from a "big picture" perspective, while keeping track of the details and minutiae that contribute to each step.
- You enjoy developing new systems and procedures to increase efficiency or quality control.
- Your ability to quickly analyze the facts allows you to show dominance in many new situations.
- You are motivated to be an initiator of creative new ideas, and may be seen as an agent of change within an organization.
- You sometimes hesitate in making decisions due to a desire to investigate all facets of a problem, and all potential solutions.

## YOUR MOTIVATORS: WANTS AND NEEDS

*What motivates you? People are motivated by what they want, need or fear. **Behaviors are driven by these motivators.** Each style has different fears, wants, and needs. The more fully our motivators are met, the easier it is to perform naturally with minimal effort. Your assessment has analyzed your behavioral wants and needs, Susan. Knowing your motivators helps you understand the “why” behind how you behave (react and respond). This section indicates the wants and needs that must be met for your performance to be at an optimum level.*

*Check your two most important motivators and your two most important needs. Transfer your selections to the **Summary of Your Style** on page 15.*

### **You Tend to be Motivated by:**

- Things being done correctly the first time, so that later corrections aren't necessary.
- Authority equal to the responsibility you have been given.
- Time to analyze facts and data prior to making a final decision.
- High standards of quality that all members of the team honor and support.
- Freedom from control and close scrutiny. A lack of freedom implies a lack of trust.
- New experiences, and new challenges to meet.
- Immediate results for the high quality effort provided on any project.

### **People Having Your Patterns Tend to Need:**

- Increased urgency in making decisions.
- Work assignments requiring high degrees of precision and accuracy, to capitalize on your high detail orientation.
- Complete explanations of processes and the internal systems used.
- Sufficient time for effective planning.
- Increased confidence in your own decision-making ability.
- Greater participation in team efforts and activities.
- To spend less time on details, and more attention to the big picture.

## YOUR MOTIVATIONS: IDEAL WORK ENVIRONMENT

*Everybody is motivated...however; we are motivated for our own reasons, not someone else's. By understanding your motivators, you can create an environment where you are most likely to be self-motivated. You will invest your natural energy just being "you" instead of using up your energy trying to use traits that are not comfortable.*

*Select your two most important environmental factors and transfer your selections to the **Summary of Your Style** on page 15.*

### ***You Tend to be Most Effective in Environments that Provide:***

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

## THE C's BEHAVIOR AND NEEDS UNDER STRESS

### ***Under Stress You May Appear:***

- Slow to act
- Withdrawn
- Over-reliant on data and documentation
- Unable to meet deadlines
- Unimaginative

### ***Under Stress You Need:***

- Understanding of principles and details
- Guarantees that you are right
- Accuracy

### ***Your Typical Behaviors in Conflict:***

- You are quite uncomfortable with overt conflict, aggression and anger. You will do whatever you can to avoid these situations and to avoid individuals with whom you have a disagreement.
- Since you tend to focus on quality and your own high standards, you may become demanding in order to ensure compliance.
- Although you generally avoid overt conflict, you may speak out on a matter of principle in order to protect your high standards.

### ***Strategies to Reduce Conflict and Increase Harmony:***

- Recognize that others may be more comfortable dealing with conflict, anger, and aggression. Expressions of anger or somewhat aggressive behavior by others are not necessarily personal attacks on you.
- Be sure to share the reasoning behind your decisions. Failure to do so makes them seem arbitrary
- Include all the people involved with a project in your decision-making process. Ask for their suggestions as well as their data.

## COMMUNICATION TIPS AND PLANS FOR OTHERS

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

*Select your two most important ideas (re Do & Don't) when others communicate with you and transfer them to the **Summary of Your Style** on page 15.*

### ***When Communicating with Susan, DO:***

- Be accurate and realistic; don't overinflate ideas or results.
- Make an organized appeal for your support and contributions.
- Assure her that there won't be surprises.
- Take your time; be precise and thorough.
- Prepare your case in advance. Don't try to "wing it," using charm alone.
- Keep on task with the business agenda.
- Provide a specific, step-by-step timetable, complete with names and responsibilities.

### ***When Communicating with Susan, DON'T:***

- Get in the habit of manipulating ideas quickly.
- Be unrealistic with deadlines.
- Rush the issues or the decision-making process.
- Be disorganized or sloppy.
- Be casual, informal, or loud.
- Use someone else's opinion as evidence.
- Push too hard.

## Communication Plan with the **DOMINANT** Style

<b>CHARACTERISTICS:</b>	<b>SO YOU...</b>
<b>Concerned with being #1</b>	Show them how to win, new opportunities
<b>Think logically</b>	Display reasoning
<b>Want facts and highlights</b>	Provide concise data
<b>Strive for results</b>	Agree on goals and boundaries, then get out of their way
<b>Like personal choices</b>	Allow them to “do their own thing,” within limits
<b>Like changes</b>	Vary routines
<b>Prefer to delegate</b>	Look for opportunities to modify their workload focus
<b>Want others to notice accomplishments</b>	Recognize them for what they’ve done
<b>Need to be in charge</b>	Let them take the lead, when appropriate, but be sure to give them parameters
<b>Tendency towards conflict</b>	Argue with conviction on points of disagreement; backed up with facts. Don’t argue on a personality basis

## Communication Plan with the **INFLUENCING** Style

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

## Communication Plan with the **STEADY** Style

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

## Communication Plan with the **CONSCIENTIOUS** Style

<b>CHARACTERISTICS</b>	<b>SO YOU...</b>
<b>Concerned with aggressive approaches</b>	Approach them in an indirect, non-threatening way
<b>Think logically</b>	Show your reasoning
<b>Seek data</b>	Give data to them in writing
<b>Need to know the process</b>	Provide explanations and rationale
<b>Use caution</b>	Allow them to think. Ask. Check before making decisions
<b>Prefer to do things themselves</b>	When delegating, let them check procedures and other progress and performance before they make decisions
<b>Want others to notice their accuracy</b>	Give them credit for their thoroughness and correctness
<b>Gravitate toward quality control</b>	Let them assess and be involved in the process
<b>Avoid conflict</b>	Tactfully ask for clarification and assistance you may need
<b>Need to be right</b>	Allow them time to find the best or correct answer within available limits
<b>Like to contemplate</b>	Tell them "why"

## POTENTIAL AREAS FOR IMPROVEMENT

*Everyone has some possible struggles, limitations, weaknesses or areas for improvement. Oftentimes it is simply an overextension of strengths and, therefore, viewed as a **weakness** or even a **blind spot**.*

*For example, a High D's directness may be a strength in certain environments, but when overextended or used to the extreme, the High D may tend to become bossy.*

*Select the two most important areas you are committed to improving and transfer them to the **Summary of Your Style** on page 15.*

### ***Potential Weaknesses and Possible Blind Spots for Your C Style, Susan, and Perceptions Others May Have for Your C Style.***

- You may be too cautious when making decisions, tending to second-guess yourself, rather than standing firmly behind your decision.
- You may require a complete explanation of details before making a decision.
- You may tend to withdraw ideas in order to avoid controversy.
- You may be too locked into rules, regulations, and procedures, at times when flexibility is needed.
- You may need to assert yourself more in team meetings, so that others can take your opinions into consideration.
- You may tend to avoid taking responsibility for problems and failures.
- You may allow yourself to get bogged down in the details, especially when the climate becomes pressured.

## SUMMARY OF SUSAN SAMPLE'S STYLE

*Communication is a two-way process. Encourage others to complete their own DISCstyles Assessment (not necessarily the Leadership Report; select the version most appropriate for each person) and then share the Summary Sheets with one another. By discussing preferences, needs and wants of those you lead, your coworkers, those with whom you socialize, and even family members, you will be able to enhance these relationships and turn what may have been a stressful relationship into a more effective one just by understanding and applying the DISCstyles information.*

*Complete this worksheet below from the previous pages of this report.*

### YOUR STRENGTHS: WHAT YOU BRING TO THE ORGANIZATION

1. \_\_\_\_\_
2. \_\_\_\_\_

### YOUR WORK STYLE PREFERENCES

1. \_\_\_\_\_
2. \_\_\_\_\_

### YOUR MOTIVATORS: WANTS

1. \_\_\_\_\_
2. \_\_\_\_\_

### YOUR NEEDS

1. \_\_\_\_\_
2. \_\_\_\_\_

### YOUR MOTIVATIONS: IDEAL WORK ENVIRONMENT

1. \_\_\_\_\_
2. \_\_\_\_\_

### COMMUNICATION DO'S & DON'TS

1. \_\_\_\_\_
2. \_\_\_\_\_

### POTENTIAL AREAS FOR IMPROVEMENT

1. \_\_\_\_\_
2. \_\_\_\_\_

## WORD SKETCH: ADAPTED STYLE

**DISC is an observable “needs-motivated language” based on the concept that emotions and behaviors are neither good nor bad. Behaviors reveal the needs that motivate our actions. We have perceptions of how we need to react and respond in a specific environment to foster good relationships and be more productive.**

**Susan, the chart below is your personal “ADAPTED STYLE” DISC Graph displayed as a Word Sketch. The highlighted descriptors in your chart indicate the behavioral traits you exhibit based on how you perceive the demands of your environment. Use it with examples to describe why you do what you do and what is important to you in your situation.**

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

## WORD SKETCH: NATURAL STYLE

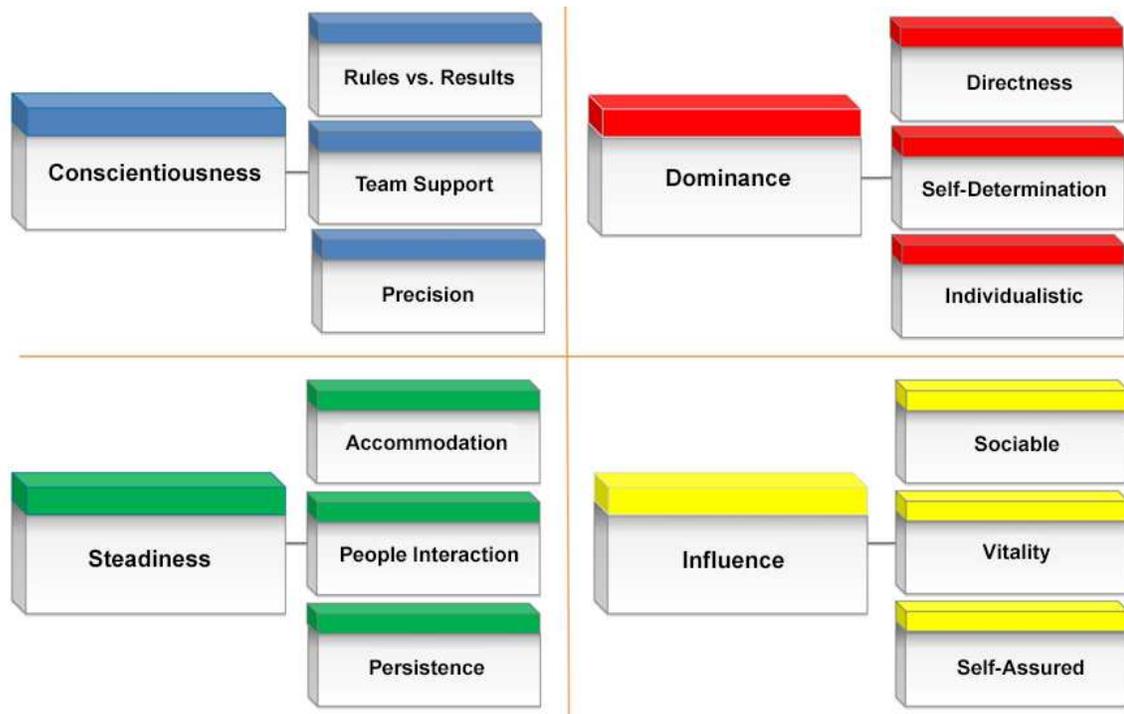
**DISC is an observable “needs-motivated language” based on the concept that emotions and behaviors are neither good nor bad. Behaviors reveal the needs that motivate our actions. We have specific reactions and responses that come naturally to us.**

Susan, the chart below is your personal “**NATURAL STYLE**” DISC Graph displayed as a Word Sketch. The highlighted descriptors in your chart indicate the behavioral traits you **naturally exhibit**. Use it with examples to describe why you do what you do.

DISC Focus →	<b>D</b> <b>PROBLEMS</b> <b>TASKS</b>	<b>I</b> <b>PEOPLE</b>	<b>S</b> <b>PACE</b>	<b>C</b> <b>PROCEDURES</b>
<b>Needs →</b>	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, teams, stable environment	Rules to follow, Data to analyze
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<b>Fears →</b>	Being taken advantage of or lack of control	Being left out / loss of social approval	Sudden change / loss of stability and security	Being criticized / loss of accuracy and quality
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	adventurous risk-taker direct forceful	charming influential sociable trusting	consistent cooperative possessive relaxed	conscientious courteous focused high standards
	assertive competitive determined self-reliant	confident friendly generous poised	composed deliberate stable steady	analytical neat sensitive tactful
	calculated risks moderate questioning unassuming	controlled discriminating rational reflective	alert eager flexible mobile	own person self assured opinionated persistent
	mild seeks consensus unobtrusive weighs pro/con	contemplative factual logical retiring	discontented energetic fidgety impetuous	autonomous independent firm stubborn
	agreeing cautious conservative contemplative modest restrained	introspective pessimistic quiet pensive reticent suspicious	active change-oriented fault-finding impatient restless spontaneous	arbitrary defiant fearless obstinate rebellious sarcastic



## THE 12 INTEGRATED DISC STYLE RELATIONSHIPS



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

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

Each of the twelve (12) factors has been assigned a **specific descriptor** to help you associate the factor with a specific behavior. The ability to identify and measure the relative interaction of the twelve (12) factors represents the interpersonal skills often encountered in the workplace and enhances the application of DISC to better understand behavior and helps in discussing it for professional development.

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

**There are five (5) intensity levels.** The intensity levels range from Low (absent in most situations) through High (clearly displayed in most situations). (Pg. 22)

Add this powerful view to your relationship building tool kit and use it to help your understanding of why and how people shape their communications and connections with others.

**Behaviors define how we express our thinking to the world.**

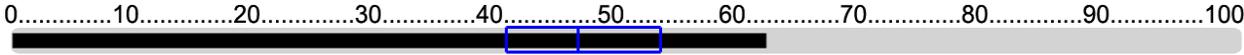
### THE 12 INTEGRATED DISC STYLE RELATIONSHIPS, *continued*

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

 The box identifies the range of all scores in the **general population** for each integrated behavior. The half of the population scoring below the median score are to the left of the vertical line in the box and those scoring above the median are to the right of the vertical line.

Unlike an average, the median score will not always be shown with equal spaces.

#### 1. The Precision Behavior (C/S) [High Moderate Intensity]



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

#### 2. The Team Support Behavior (C/I) [Moderate Intensity]



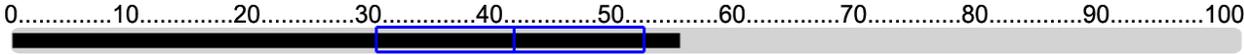
“How this individual's need for accuracy, precision and following procedure is impacted by their desire for social connection and interaction.” The Team Support behavior measures HOW the strength of this individual's desire for accuracy, structure, rules and standards is influenced by the strength of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

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



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

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



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

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



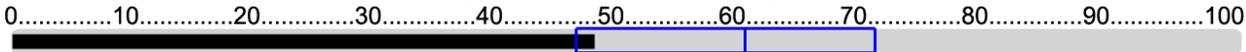
“How this individual's people focused extroversion is impacted by their preferred pace and activity level.” The Vitality behavior measures HOW the strength of this individual's desire for interpersonal connections is influenced by their degree of urgency, preferred pace and activity level. Higher intensity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

**6. The Directness Behavior (D/I) [Moderate Intensity]**



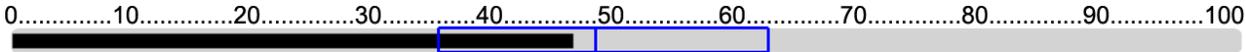
“How this individual's dominance and 'results now focus' is impacted by their desire to interact, connect and relate to others.” The Directness behavior measures HOW the strength of this individual's direct, assertive and results oriented communication style is influenced by their desire to build relationships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

**7. The Sociable Behavior (I/D) [Moderate Intensity]**



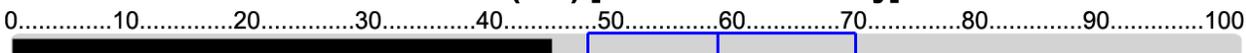
“How this individual's need for social interaction is impacted by their assertiveness and desire for immediate results.” The Sociable behavior measures HOW the strength of this individual's preference for cordial social interaction and people connection is influenced by their need for immediate results.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

**8. The People Interaction Behavior (S/I) [Moderate Intensity]**



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

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



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

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



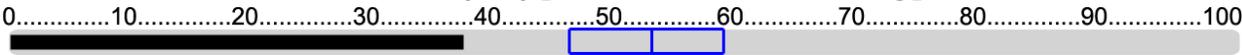
“How this individual's “results now” assertiveness is impacted by their desire to be accurate, analytical and structured.” The Individualistic behavior measures HOW the strength of this individual's direct, assertive and “results now focus” is influenced by their need to precisely follow established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

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



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

**12. The Persistence Behavior (S/C) [Low Moderate Intensity]**



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

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

- **Low Intensity** - indicates the **absence** of this behavior in **most** situations
- **Low Moderate Intensity** - **sometimes** observable
- **Moderate Intensity** - the behavior is **flexible** and **may or may not** become observable
- **High Moderate** - **frequently** observable
- **High Intensity** - **clearly** observable

**Notes**

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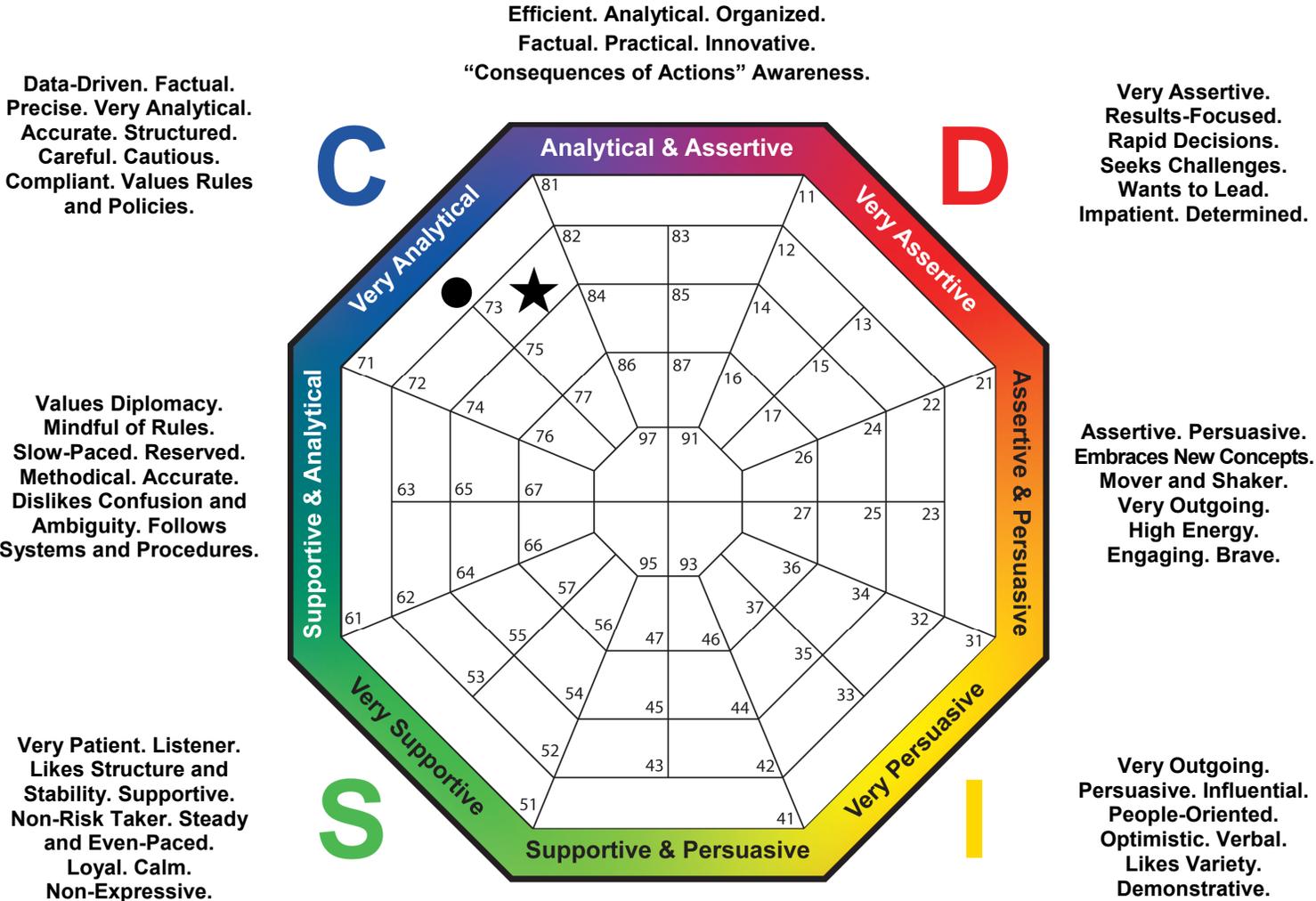
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# BEHAVIORAL PATTERN VIEW (BPV)

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

## THE SCORING LEGEND

- D** → **Dominance:** How you deal with **Problems**
- I** → **Influence/Extroversion:** How you deal with **Others**
- S** → **Steadiness/Patience:** How you deal with your Activity Level (**Pace**)
- C** → **Conscientious/Compliance/Structure:** How you deal with **Rules** as well as your focus on **Details, Accuracy and Precision**



- = NATURAL Behavioral Style
- ★ = ADAPTED Behavioral Style

## PART II: APPLICATION OF DISC STYLES

Understanding your own behavioral style is just the first step to being an effective leader. All the knowledge in the world doesn't mean much if you don't know how to apply it to real life situations. The remainder of this report explains these practical applications.

To begin to use the power of behavioral styles, invest time and practice in knowing how to apply the DISC concept and knowledge to people and situations. Remember, Susan, **people want to be treated** in accord with **their** own behavioral style and communication preferences, **not yours!**

### THIS APPLICATION SECTION INCLUDES:

- Overview of the Four Basic DISCstyles (Pg. 25)
- How to Identify Another Person's Behavioral Style (Pgs. 26-27)
- What is Behavioral Adaptability (Pg. 28)
- How to Modify Directness/Openness (Pg. 29)
- Tension Among the Styles (Pgs. 30-32)
- The Leadership Management Process (Pgs. 33-39)

This section will help you understand how to be more effective in relationships and situations. Even good relationships can be enhanced and challenging relationships can become easier.

After reviewing the information, select a relationship that has not progressed as smoothly as you would like. Make a commitment to invest time to gain an understanding of the other person's behavioral style and take steps to adapt your behavior to improve the relationship.

#### *Here's how:*

(The bolded section titles referenced in the following steps have the location indicated by page numbers above)

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

## OVERVIEW OF THE FOUR BASIC DISCSTYLES

Below is a chart to help you understand some of the characteristics of each of the Four Basic DISC Styles and interact with each style more effectively. These behavioral tendencies are indicative of those with the **High** or **Pure D, I, S, or C** Styles. Tendencies are tempered by the blending of other styles and change the intensity of the behavior. Knowing the high tendencies is quite useful in describing how a person is likely to behave and how the person is likely to be perceived in a given environment.

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

# HOW TO IDENTIFY ANOTHER PERSON'S BEHAVIORAL STYLE

How do you quickly and accurately identify the four behavioral styles to practice adaptability? You do this by focusing on two areas of behavior: **DIRECTNESS** and **OPENNESS**.

Notice the **vertical line** splitting the diamond in half.

The **D** and **I** are to the **right of the vertical line**.

The **C** and **S** are to the **left of the vertical line**.

Notice the **horizontal line** splitting the diamond in half.

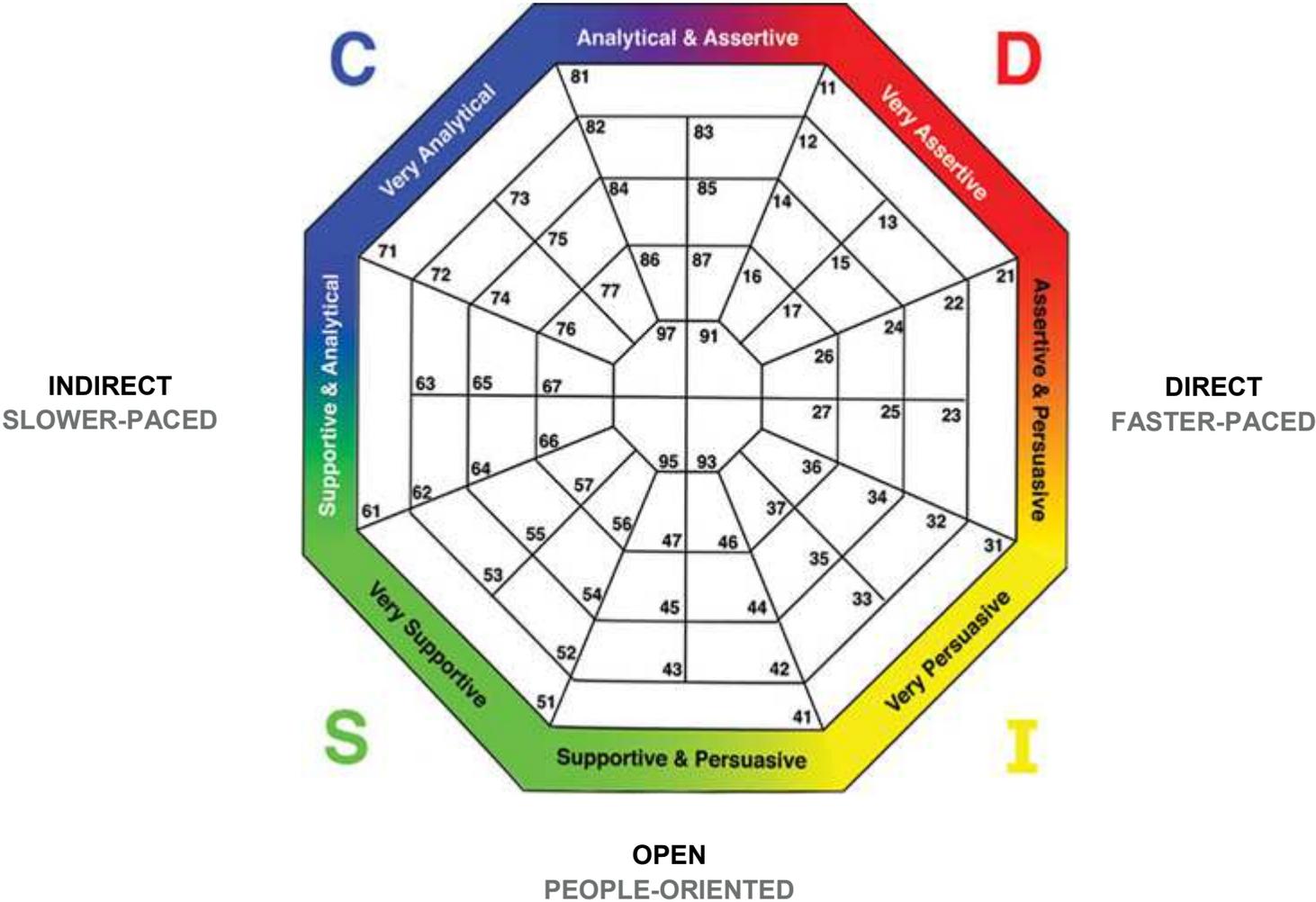
The **C** and **D** are **above the horizontal line**.

The **S** and **I** are **below the horizontal line**.

The crossing of the vertical and horizontal lines create the four DISC quadrants.

The Whole Picture

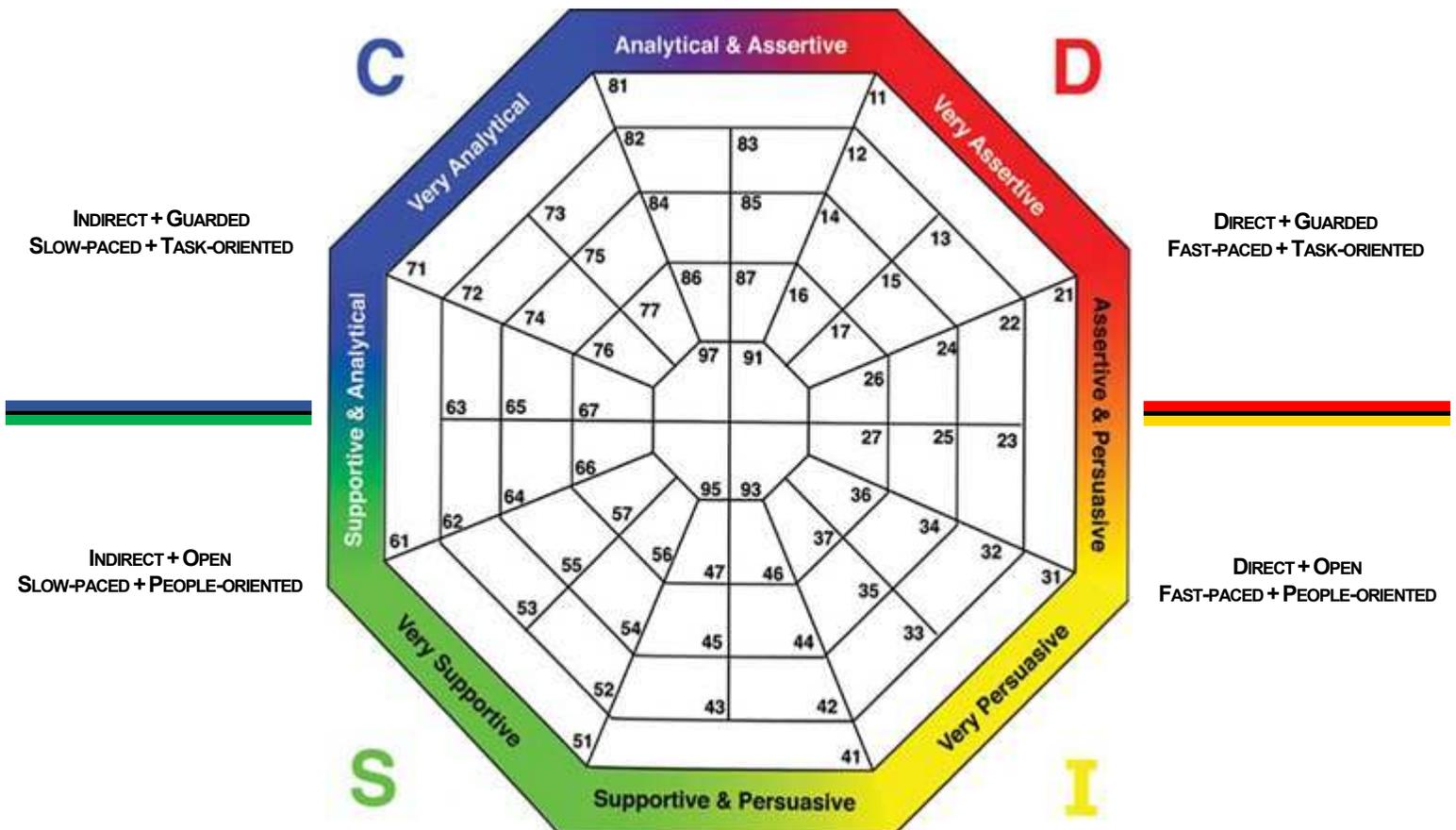
**GUARDED**  
TASK-ORIENTED



To quickly identify the styles of other people, ask yourself the questions on the following page.

## Recognizing another person's Behavioral Style Two Power Questions:

1. Is the person **DIRECT (FAST-PACED)** or **INDIRECT (SLOW-PACED)**?  
*Direct styles plot on the right. Indirect styles plot on the left.*
2. Is the person **GUARDED (TASK-ORIENTED)** or **OPEN (PEOPLE-ORIENTED)**?  
*Open styles plot on the bottom. Guarded styles plot on the top.*



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

- D** → Individuals who typically exhibit *direct & guarded behaviors* define the **Dominant Styles**.
- I** → Individuals who exhibit *direct & open behaviors* define the **Influence/Extroverted Styles**.
- S** → Individuals who exhibit *indirect & open behaviors* define the **Steadiness/Patient Styles**.
- C** → Individuals who exhibit *indirect & guarded behaviors* define the **Conscientious/Compliant Styles**.

The behavioral intensity of the traits is shown in the D, I, S, or C quadrant. The plots towards the outside edge of the diamond reflect **MORE INTENSITY** and those plotting closer to the center reflect a **DECREASED INTENSITY LEVEL** from **MODERATE** to **LOW INTENSITY** of the characteristics related to the plotting quadrant.

## WHAT IS BEHAVIORAL ADAPTABILITY?

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

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

### **Adaptability is how you manage your behavior.**

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

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

### **Adaptability is important to all successful relationships.**

People often adopt a different style in their professional lives than they do in their social and personal lives. Adaptability at its extreme could make you appear wishy-washy, insincere and hypocritical. We tend to adapt more at work and less at home with family and friends. A person who maintains **high adaptability in all situations may not be able to avoid stress and inefficiency**. There is 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 are able to gain rapport with others. At the other end of the continuum, no adaptability would cause others to view a person as rigid and uncompromising because the person insists on behaving according to his/her own natural pace and priority.

### **Realize that it takes energy to adapt; to act in a way that is not natural. Adapting for a specific job description for 8 hours a day and for 40 hours a week can be exhausting.**

Effectively adaptable people meet other peoples' needs. Through practice, they are able to achieve a balance: by recognizing when a modest compromise is appropriate, or, when the situation calls for them to totally adapt to the other person's behavioral style, they do so. Adaptable people know how to negotiate relationships in a way that allows everyone to win; **tactful, reasonable, understanding, and nonjudgmental**.

Your adaptability level influences how others judge their relationship with you. **Raise your adaptability level and trust and credibility go up; lower your adaptability level and trust and credibility go down**. This is worth remembering when going **on job interviews!** Adaptability enables you to interact more productively with difficult people and helps you to avoid or manage tense situations.

### **With adaptability you can treat other people the way *they* want to be treated.**

## HOW TO MODIFY YOUR DIRECTNESS AND OPENNESS

In some interpersonal situations, you will only be able to identify another person's directness (pace) or openness (people or task), but not both. In these situations, you need to know how to practice adaptability one behavioral dimension at a time. With that in mind, let's look at what you can do to **modify your level of Directness or Openness** (below) before looking at the specific guidelines for being more adaptable with each of the four styles, which starts on page 34 of your report.

### DIRECTNESS (Fast or Slow Pace)

#### TO INCREASE:

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

#### TO DECREASE:

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

### OPENNESS (People-Focused or Task-Oriented)

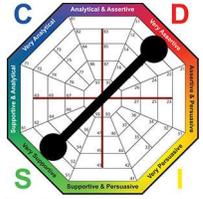
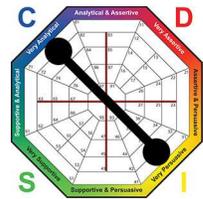
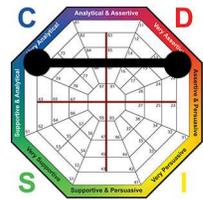
#### TO INCREASE:

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

#### TO DECREASE:

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

## TENSION AMONG THE STYLES

Potential Tensions/Disconnects	Plot Points Example
<p><b>Double Tensions of Patience versus Urgency PLUS People versus Task:</b></p> <p><i>Pattern 1: The High S's preferred Patient &amp; Slower Pace with a Primary Focus on People can conflict with the High D's Sense of Urgency and Focus on Tasks and Results and "Do It Now" traits.</i></p>	 <p><b>High S + High D</b> (Lower Left vs. Upper Right Quadrant)</p>
<p><b>Double Tensions of Patience versus Urgency PLUS People versus Task:</b></p> <p><i>Pattern 2: The High C's lack of Urgency with a Primary Focus on Tasks and Results can conflict with the High I's higher Urgency with a Primary Focus on People.</i></p>	 <p><b>High C + High I</b> (Upper Left vs. Lower Right Quadrant)</p>
<p><b>Patience versus Urgency Tensions:</b></p> <p><i>The High S's innate Patience can conflict with the High I's Sense of Urgency.</i></p>	 <p><b>High S + High I</b> (Lower Left vs. Lower Right Quadrant).</p>
<p><b>Patience versus Urgency Tensions:</b></p> <p><i>The High C's focus on exercising Patience to assure Accuracy and Avoid Errors can conflict with the High D's Focus on Quick Results; their "Do It Now Solutions" and "Jump into Action" style.</i></p>	 <p><b>High C + High D</b> (Upper Left vs. Upper Right Quadrant)</p>

## TENSION AMONG THE STYLES, *continued*

Potential Tension(s)/Disconnects	Plot Points
<p><b>People versus Tasks Tensions:</b></p> <p><i>The High D's focus on Results, Tasks and Action can conflict with the High I's Focus on People, Feelings and Sociable Correctness.</i></p> <hr style="border-top: 1px dashed black;"/> <p><b>People versus Tasks Tensions:</b></p> <p><i>The High C's focus on Data, Analysis, Accuracy and Precision can conflict with the High S's Focus on People, Teamwork, Personal Connection and Feeling of Family.</i></p>	 <p><b>High D + High I</b> (Upper Right vs. Lower Right Quadrant)</p> <hr style="border-top: 1px dashed black;"/>  <p><b>High C + High S</b> (Upper Left vs. Lower Left Quadrant)</p>

**Notes**

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# TENSION AMONG THE STYLES WORKSHEET

Everyone has a few tension-filled relationships. Even with those for whom you have the highest regard or loving feelings, it sometimes seems that no matter what you do, your interactions can become stressful. If this is behavior-related, remembering to **treat others the way they want to be treated** will be helpful.

Use this worksheet to gain insights on how to improve a relationship, Susan. You may discuss with the other person what you can do to ease the tension.

First, refer to the section on **How to Identify Another Person's Style** on pages 26-27 and determine the person's primary behavioral style. Refer to the **Overview of the Four Basic DISCstyles** on page 25 and the **Tension Models** on pages 30-31 to identify the priority preferences. Next, see which preferences are different than yours and note the strategy you will take to modify your behavior. If both preferences are the same as yours, then determine where you will allow the other person's needs to be placed above yours.

For example, if you are a High I with fast-pace and people-oriented preferences and the other person is as well, you might let them have the center stage in times when it is not as important for you. A little give and take will go a long way.

**Susan Sample**

**Style: C**

**Pace:**

**Priority:**

**RELATIONSHIP**

**Name:** *John Doe*

**Style:** *High I*

**Pace:** *Faster-paced*

**Priority:** *People-oriented*

**Difference:** *Pace and Priority*

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

**RELATIONSHIP 1**

Name: \_\_\_\_\_

Style: \_\_\_\_\_

Pace: \_\_\_\_\_

Priority: \_\_\_\_\_

Difference: \_\_\_\_\_

Strategy: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**RELATIONSHIP 2**

Name: \_\_\_\_\_

Style: \_\_\_\_\_

Pace: \_\_\_\_\_

Priority: \_\_\_\_\_

Difference: \_\_\_\_\_

Strategy: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## **BUILDING AND MAINTAINING RAPPORT AND PRODUCTIVITY THROUGHOUT THE LEADERSHIP AND MANAGEMENT PROCESS**

- Remembering to “**Do Unto Others As They Would Have You Do Unto Them**” can have a positive effect on almost every aspect of managing and leading others. With each of the four DISC behavioral types, for example, there's a different way to communicate and delegate tasks to them; compliment and correct them; and motivate and counsel them.
- Learning these methods can quickly make you a more sensitive, effective leader of people. Sensitivity and tact are constantly demanded of leaders.
- From having read your report, you know your primary DISC behavioral style along with growth opportunities to help you deal better with tasks and people. Keep those thoughts in mind.
- Meanwhile, recognize that your power to influence employees springs from two sources. First, there's "**position power.**" That's just what it sounds like, you're the CEO, the department head, or the regional manager, and therefore, a certain amount of power automatically comes with the title.
- But ask any CEO if he/she always convinces the employees to do what he/she wants. Ask the department head if he/she gets exactly what he/she wants every time he/she asks. It is true that sometimes the bosses get their way and sometimes they don't.
- Even with a title, you can't rely on “position power” alone to get you what you want. You also need "**personal power.**" In fact, it's generally believed that a leader can't really lead until he/she is genuinely accepted by those who are to be led.
- If the CEO, department head, or regional manager gets the cooperation he/she asks for, it's not just because that person has a title. It's because he/she has also **gained the confidence and trust of the employee.** It's because he/she has attained personal power.
- Position power comes from being appointed by the hierarchy. But personal power comes from earning and developing it. Position power is a starting point for influencing people, but it's the personal power that turns mere compliance into real cooperation.
- The DISCstyles concept provides that extra ingredient that leaders can use in many ways within their work environment and for themselves. **Being adaptable can help supervisors, managers, and leaders build bridges to their employees and make those employees feel valued.** By learning how best to respond to their interests and concerns, in combination with appreciating their strengths and being mindful of their weaknesses, you can get the most from your people and enhance their personal satisfaction.

*Quick Tips on **Leading the Styles** are on the next page.  
The details on the **Leadership and Management Process** follow.*

### Quick Tips for Leading the **DOMINANT** Style

They're time-sensitive; so don't waste their time. Be organized and get to the point. Give them relevant information and options, with probabilities of success. Give them written details to read at their leisure - all on a single page.

The Dominant Styles are goal-oriented, so appeal to their sense of accomplishment. Stroke their egos by supporting their ideas and acknowledge their power and prestige. Let the D Style call the shots. If you disagree, argue with facts, not feelings. In groups, allow them to have their say because they are not the type who will take a back seat to others.

**With the Dominant Style, in general, be efficient and competent.**

### Quick Tips for Leading the **INFLUENCING** Style

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

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

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

### Quick Tips for Leading the **STEADY** Style

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

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

### Quick Tips for Leading the **CONSCIENTIOUS** Style

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

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

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

## DEVELOPING YOUR PEOPLE

### Developing C's

- Point out the most important things to remember first
- Demonstrate in an efficient, logical manner, stressing the purpose of each step
- Proceed slowly, stopping at key places to check for their understanding
- Ask for possible input, especially regarding potential refinements
- Build up to the big picture

### Developing S's

- Use one-on-one and hands-on instruction
- Start at beginning and end at the end
- Let them observe before trying
- Provide a step-by-step list of procedures or a working timetable
- Allow plenty of repetition for their actions to become more routine
- Use a pleasant and patient approach in small groups

### Developing D's

- Focus on the big picture
- Cover basic steps and high points quickly
- Show them the simplest, fastest route to get them to their stated destination
- Tell them what is to be done by when
- Help them find shortcuts
- Connect concept with their highest value

### Developing I's

- Release information in chunks
- Skip details and boring material
- Get them involved kinesthetically
- Let them show you what they are learning
- Be slow to criticize and quick to praise
- Let them teach concept to others

## ADAPT YOUR COMMUNICATION STYLE

### Communicating with C's

- Be well organized and clear in your communications
- Give them logical conclusions
- Ask your questions in a discreet, non-judgmental manner to elicit the points, objectives, or assurances
- "John, I'm not trying to pressure you, but I'm really curious about why you think this may or may not work."

### Communicating with S's

- Be ready to do more talking than listening; they don't feel comfortable with the limelight on them
- Clarify any key agenda items with them
- Stay organized and move forward steadily (but slowly) as you check to make sure they understand and accept what is being said
- "How do you feel about my staying in the office at a particular time each day in case you need to telephone me for emergency questions on this account? Are you comfortable with my calling you?"

### Communicating with D's

- Listen to their suggestions, their course of action and the results they are considering
- Find areas where you already agree
- Work backwards toward gaining agreement on the results you both want—and are willing to either mutually or independently allow the other to achieve
- "Sue, this format will give you the freedom to develop your branch your way and still allow John and Mary to structure theirs another way... without sacrificing time."

### Communicating with I's

- Listen to their personal feelings and experiences. Let them talk
- Their style requires open and responsive interaction with others, preferably in a manner of congenial and unhurried conversation, for example, like that between long-time friends
- "Chris, You are an ideal person to help Jill and Howard handle this account and you deserve the credit for making the difference."

## HELPING PEOPLE REACH DECISIONS

### Helping C's Decide

- Confirm they are open to discussing the problem or decision
- If they aren't ready, either set a definite time that's better for both of you and/or explore their concern in even pursuing the subject
- Give them time and space to think
- When the situation is being explored, review your impression of the process
- "My understanding is you'd like to think it over and figure out what time commitment you'd be able to make to the group. When may I call you about your decision?"

### Helping S's Decide

- Deal with only one subject or situation at a time, one step at a time
- Before moving on to other items, be sure they are ready, willing, and able
- Remain calm and relaxed
- Encourage them to share their suggestions as to how the decision might be made in a way that is likely to add even more stability to the conditions
- "Would you mind writing down a schedule of your office's activities so I can write my proposal without missing anything?"

### Helping D's Decide

- D's tend to make autonomous, no-nonsense, quick decisions
- If the decision will help them meet their goals, they go for it; if not, they say no
- One of the few times they put off reaching a conclusion is when it takes too much time and/or effort doing the homework to determine the best alternative
- Prevent their procrastination by simply providing a brief analysis for each option

### Helping I's Decide

- They want to avoid discussions of complex, negative-sounding, messy problems
- Frame suggestions in a positive light
- They are open to your suggestions - as long as they allow them to look and feel good - and not require a lot of difficult, follow-up, detail work or long-term commitments
- "You know just about everybody, George. Since we need to get \$350 in pledges by the end of February, why not go ahead and wrap up all your calls by Friday? Then you can relax a lot more next week."

## MOTIVATING YOUR PEOPLE

### Motivating C's

- Appeal to their need for accuracy and logic
- Keep your approach clear, clean and procedural
- Provide illustration and documentation
- Avoid exaggeration and vagueness
- Show them how this is the best available option

### Motivating S's

- Show how their work benefits others
- Show how outcomes provide security for their family
- Connect their individual work to the benefit of the whole team
- Get them to see how their follow through links to a greater good
- Show how they are effective in strengthening relationships with others

### Motivating D's

- Lead with the big picture
- Provide them with options and clearly describe the probabilities of success in achieving goals
- Allow them the opportunity to make choices
- Set boundaries, but let them take charge

### Motivating I's

- Provide special incentives to inspire them to go the whole nine yards
- Show them how they can look good in the eyes of others
- Create short-term contests that don't require long-term commitment
- Reward them in front of others
- Let them speak about their achievements

## COMPLIMENTING YOUR PEOPLE

### Complimenting C's

- Mention their efficiency, thought processes, organization, persistence and accuracy
- Don't mix personal and professional comments
- Compliments don't mean much, unless it deals with how well they did on the task
- Keep praise simple and concise

### Complimenting S's

- Mention their teamwork and dependability
- Remark about how others regard them, how well they get along with all their co-workers, and how important their relationship-building efforts have been to the company
- Gushing flattery can arouse their suspicions, so stick to praising what they've done rather than their personal attributes

### Complimenting D's

- Mention their achievements, upward mobility and leadership potential
- Omit personal comments and focus on their success and track record
- "Jones, you've exceeded our company goals every month for the past year and have put in more hours than anybody other than the top officials. The CEO has his eye on you for an upcoming VP slot."

### Complimenting I's

- Pay direct personal compliments to them when legitimately deserved
- Mention their charm, friendliness, creative ideas, persuasiveness, and/or appearance (or better yet, all of the above)
- They willingly accept general praise: "We are so lucky to have you with us, Dee. You're a real gem."

## COACHING YOUR PEOPLE

### Coaching C's

- Draw them out by asking, "How would you...?" questions about problems
- They express thoughts indirectly - persist in your attempts to get them to talk
- They need to plan for change so they can identify and bring under control any key considerations that have to be addressed
- When possible, allow them to investigate possible repercussions, especially at the beginning stages; they will be more comfortable with changes

### Coaching S's

- Understand the emotional side of their situation by drawing them out through questioning and listening
- They are disrupted by change and the unknown
- Reduce their fears by showing how specific changes will benefit them and others
- "Sam, moving will be an adjustment for all of us; about 80% of our staff has agreed to go. The company will move you and your family, sell your house, and give you a 10% bonus for loyal service."

### Coaching D's

- Stick to the facts
- Draw them out by talking about the desired results; then discuss their concerns
- Focus on tasks more than feelings
- Ask them how they would solve problems
- "Anne, we've heard comments that need to be addressed. It seems some of your employees don't feel appreciated for the extra hours they've been putting in for you. They've worked 14-hour days to beat your deadline. How do you think we can bolster their morale?"

### Coaching I's

- Give them ample opportunity to talk about whatever may be bothering them
- Pay attention to both facts and feelings, and put your primary emphasis on their feelings
- Involve them by asking who might be able to help them solve a challenge or problem
- Sometimes just airing their feelings and thoughts relieves tension for I's
- Talking allows them to get something off their mind, since their energy is largely influenced by the quality of their relationships

## CORRECTING YOUR PEOPLE

### Correcting C's

- Show them how to get a job done and let them master and modify it to suit their needs
- Specify the exact behavior needed for success
- Mutually agree on checkpoints and timeframes
- Allow them to save face, as they fear being wrong
- “Bill, your work here is typically done neatly and on time. This new software will help you turn out the same quality of work, just faster.”

### Correcting S's

- Reassure them that you only want to correct a specific behavior, not them personally
- They tend to take things personally, so remove the “something is wrong with you barrier” quickly
- Point out in a non-threatening way what they're doing right while emphasizing what needs changing
- “Sara, I admire your persistence. We have to add more details to the proposal. For example...”

### Correcting D's

- Describe what results are desired; Show the gap between actual and desired
- Clearly suggest the needed improvement and establish a time to get back to you
- “We need to streamline communication so that one hand knows what the other is doing. We had two separate divisions calling on the same prospect. Work up a plan to keep everybody informed of who's working on what. Get back to me by COB Friday.”

### Correcting I's

- They avoid facing problems. Force makes it worse.
- Let them specifically know the challenge and define the behaviors to solve the problem
- Confirm the mutually agreeable plan (in writing)
- Use positive, optimistic questions and phrases: “How'd you like to increase your sales to your normal range and beyond?”

## DELEGATING TO YOUR PEOPLE

### Delegating to C's

- Take time to answer their most critical questions about structure and/or guidance they require in a specific situation - they need to know details
- Be sure to establish deadlines
- “Mary, we've altered some priorities. We'll be almost as efficient as your researching everything by yourself if we enlist two associates to help you on tasks that you direct, delegate and review. Do you know who can assist you?”

### Delegating to S's

- S's may be reluctant to ask for help, so make a personal appeal to their loyalty and teamwork
- “Al, you're an example of genuine cooperative spirit. Your staff wants to please you, so by giving everyone in your department 10 of those names to call, you can reach the goal together by noon tomorrow. Otherwise, you may have a lot more difficulty reaching all those people on time.”
- Give them the task, state the deadline, and explain why it's important to do it that way

### Delegating to D's

- Tell the bottom line and then let them do their thing
- Give them parameters, guidelines, and deadlines
- “We need that mall built a month sooner or we'll lose our shirts. Tenants are threatening to bail out of their contracts if we don't open on time. Don't spend more than another \$30K. Keep everything legal and out of the papers. Get back to me Friday a.m.”

### Delegating to I's

- Receive clear agreements; set up check points/times to avoid long stretches without progress reports
- I's are often concept people who come up with ideas, but not always the means of carrying them out. Steer them toward ways of assuring the implementation of those ideas
- “Beth, this proposal looks good so far. How about including more benefits? Kim's surveys will help. Get together with her, bounce ideas around to include more info. Beth, thanks for your extra effort!”

## ACKNOWLEDGING YOUR PEOPLE

### Acknowledging C's

- Focus on your realization of how difficult it can be for them to attempt to meet the high personal standards they set for themselves
- Cite specific and appropriate examples which prove this point

### Acknowledging S's

- Focus on how you sincerely appreciate their willingness to make things good for everyone
- Approach matters in a systematic, low-keyed, and understanding manner, and reinforce the importance of them sharing their ideas

### Acknowledging D's

- When appropriate to reward/reinforce their behavior, focus on how pleased you are with their results
- Mention how glad you are to be a part of the process of working with them to make things better for both of you through cooperation

### Acknowledging I's

- Focus on how glad you are they have succeeded in finding a pleasant solution to their concern/objective
- Show you appreciate them for their openness and willingness to respond to you in a way that allows everyone to end up feeling good about the results

## ADAPTING YOUR LEADERSHIP STYLE

### When They are C's, Help Them...

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

### When They are S's, Help Them...

- Utilize shortcuts; discard unnecessary steps
- Limit the need to always do it the same way by realizing that tasks can have more than one approach
- Focus on the goal without attending to other thoughts or feelings
- Become more open to risks and changes
- Speak up; voice their thoughts and feelings
- Modify tendency to do all tasks colleagues ask them to do; say "no" if appropriate
- Track their growth and make them feel sincerely appreciated and worthy of praise

### When They are D's, Help Them...

- More realistically gauge risks
- Exercise more caution and deliberation before making decisions and coming to conclusions
- Follow pertinent rules, regulations and expectations
- Recognize and solicit others' contributions, both as individuals and within a group
- Tell others the reasons for decisions
- Cultivate more attention and responsiveness to emotions

### When They are I's, Help Them...

- Prioritize and organize
- See tasks through to completion
- View people and tasks more objectively
- Avoid overuse of giving and taking advice, which can result in lack of focus on tasks
- Write things down
- Do the unpleasant, as well as the fun things
- Focus on what's important now
- Avoid procrastination and/or hoping others will do things for them
- Practice and perfect when appropriate

## TAKING OWNERSHIP OF YOUR DESTINY

Many people try to imagine what would have happened had they successfully applied these principles and practices ten years ago, or even five years ago? Think about it. What about any interactions you had with others just yesterday!

Well, hundreds of thousands of people have already used these principles and experienced dramatic improvements in all their professional and personal relationships; more satisfaction in their success in leading, managing, and delegating others, with peers, and even with family and friends. Additionally, they have a greater awareness of their own strengths and areas for development or their potential weaknesses. Many people report that they **no longer feel like “just a boss”**; they feel, behave and are treated like a **trusted advisor**. They have an increased ability to **help people find solutions to problems and are more adept at helping others grow and succeed**.

For you to also share in the pleasure of experiencing these benefits, be encouraged to get started this very minute. First, think about the relationships you want to improve within the next year... the next month... the next week... even by the end of today!

Develop a plan to meet those goals using the principles that make up the  
***DISC Leadership Strategies***.

### Accept the Challenge

This first step requires your personal commitment to this challenge and your belief in these principles and putting them to work for you. Of course, any adapting your communication style takes practice, and you cannot realistically expect to put all of these ideas into effect immediately. However, the minute you start to manage people the way they want and need to be managed, you'll start to see immediate improvements.

### Commit to Growth

“Change is inevitable... growth is optional.” Right now you have the option to take this moment and make a life-changing decision. You may decide to keep learning about yourself, your strengths and areas for development, how you make decisions, how you come across to other people, etc... You may decide to learn more about DISC styles and apply your new knowledge in other relationships beyond management, such as relationships with your peers, colleagues, children, spouse and/or family.

***Wishing you continued success as a leader!***

Note: Susan, your report is the **DISCstyles Communication Style and Behavioral Strengths Report** for your professional development with leading and managing. Contact us if you would like the additional value of having your report converted into another version to apply your DISC knowledge in other environments. Select from the following versions:

- ✓ **DISCstyles Self** for relationships in family and social setting
- ✓ **DISCstyles Sales** for working as a sales professional
- ✓ **Résumé and Cover Letter Development** according to **DISCstyles**
- ✓ **DISCstyles Career Management** for matching your DISC style to appropriate job titles

Consider investing in the **DISCstyles Mini Report** as a gift for the person or people you want to understand better by using quality relationship strategies.

## SO NOW WHAT?

Susan, your report is filled with information about your personal communication preferences and your behavioral style. You now you have an understanding and awareness of the DISC concept and the four basic behavioral styles.

There are many suggestions in the application section of this report for you to apply this knowledge. Do the exercises if you have not yet done them.

Don't put this report on a shelf or in a file. Understanding the concept of styles and knowing your own style is one of the most valuable ways to open up a meaningful dialogue with others and to improve all your relationships. **Use this report as a reference tool.** Your report is not meant to be digested in just one reading.

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

### **The information on your style preferences can be used for your total career management and continued professional development:**

Showcase your Interpersonal Strengths in your Résumé and Cover Letters

Interview Preparation and Skills

Interview Portfolio Content

Interview "Leave-Behinds"

Brand Message

Professional Bio (Social Networking)

Job Search Strategies and Campaigns

Time Management

Career Transition

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**Career Management process and Relationship Strategy goals.***

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### **CARE TO SHARE...**

**IT'S YOUR TURN AND WE'LL LISTEN.**

If your **D** is high; tell us what we need to do next!

If it's your **I** that's high; tell us who will enjoy this experience as much as you did!

If your **S** is the highest; we know we can count on your help to help others!

If your **C** is higher than your **D**, **I**, and **S**; you can explain how we can make this experience even better than it is!

Your comments will help ensure satisfaction with our services, materials and support.

Anyone who interacts with others will benefit from knowing DISC Styles. Some of the people you know (co-workers, social network and family) may appreciate their own report.

### **ARE YOU READY TO SHARE?**

*Follow the link below and enter your administrator's email to get started:*

**janeir@janecos.com**

[www.profilingpro.com/survey.html](http://www.profilingpro.com/survey.html)

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