



# DISC Coaching

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## An Evaluation of Behavioral Styles

Report For: **Beth Sample**

Style: **SI/Is**

Focus: **Work**

Date: **11/8/2018**

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## Welcome to the DISCstyles™ Online Report

### INTRODUCTION

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

Using the DISC model, it is easy to identify and understand our own style, recognize and cognitively adapt to different styles, and develop a process to communicate more effectively with others.

### HOW TO USE THIS REPORT

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

- **Part I** focuses on understanding each of the DISC styles and identifying characteristics, including the tendencies of each behavioral style
- **Part II** is about understanding yourself and will reveal information about the tendencies that make you unique
- **Part III** examines and explores adaptability and offers actionable recommendations for you and others who interact with you

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

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

## Part I Understanding DISC

### BEHAVIORAL STYLES

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

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

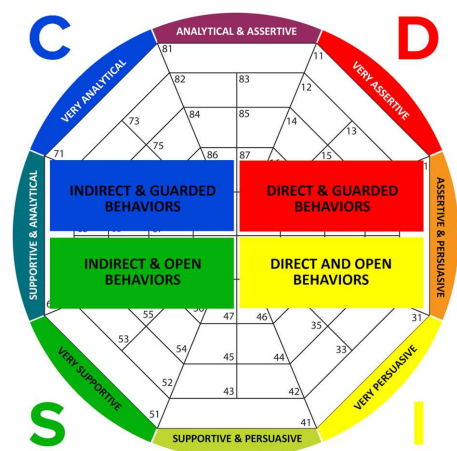
The DISCstyles™ assessment examines external and easily observable behaviors and measures tendencies using scales of **directness** and **openness** that each style exhibits.

### BEHAVIOR DESCRIPTORS OF EACH

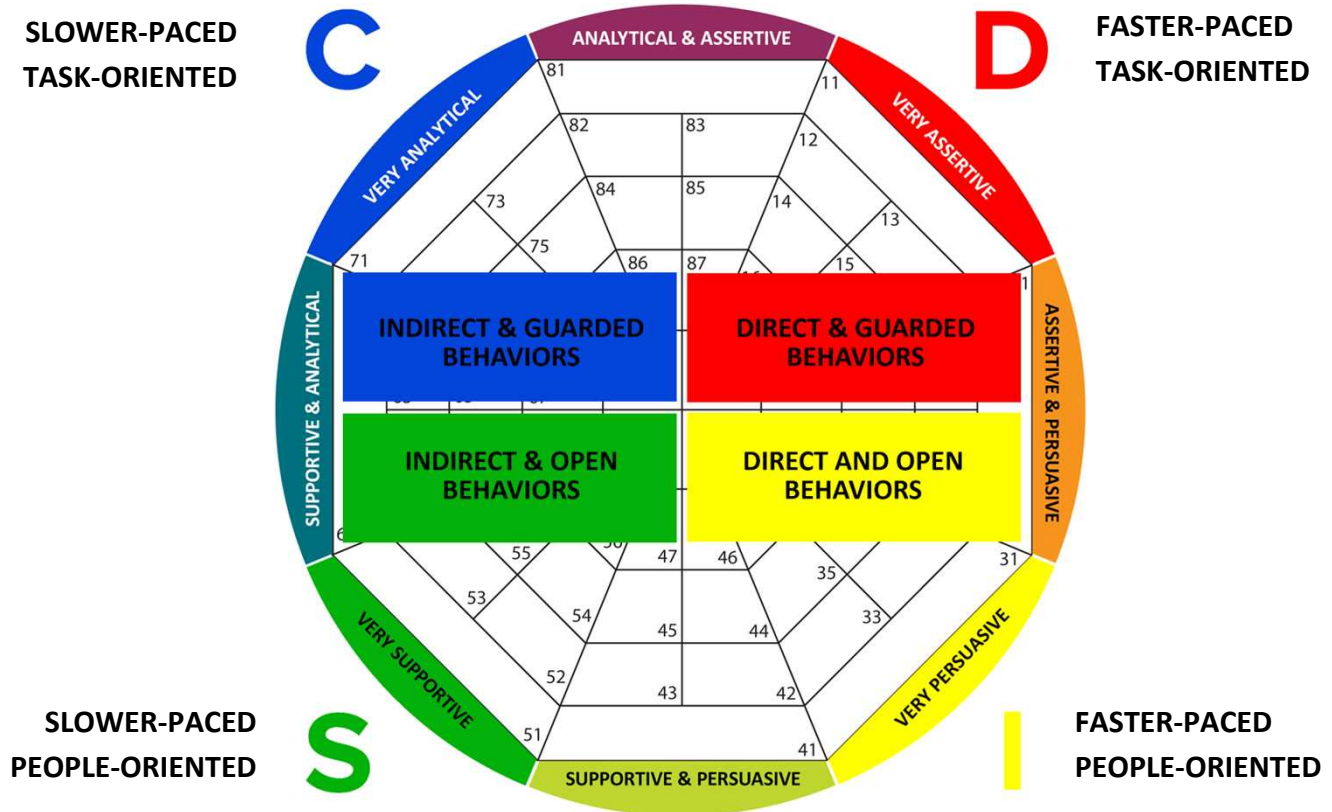
DOMINANCE	INFLUENCE	STEADINESS	CONSCIENTIOUS
Decisive Competitive Daring Direct Innovative Persistent Adventurous Problem Solver Results Oriented	Charming Confident Convincing Enthusiastic Inspiring Optimistic Persuasive Sociable Trusting	Understanding Friendly Good Listener Patient Relaxed Sincere Stable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

### DIRECTNESS AND OPENNESS OF EACH STYLE

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



## PACE AND PRIORITY OF EACH STYLE



**PACE AND PRIORITY** represent two of the main sources of tension between the styles.

- D&C and I&S have different **PACES**: D and I are faster-paced, and S and C are slower-paced.
- D&I and S&C have different **PRIORITIES**: D and C are task-oriented, and I and S are people oriented.
- D&S and I&C have **BOTH PACE AND PRIORITY DIFFERENCES**.

## A DEEPER LOOK AT THE FOUR DISCStyles™

Below is a chart to help you understand some of the characteristics of each of the Four Basic DISC Styles, so you can interact with each style more effectively. Although behavioral style is only a partial description of personality, it is quite useful in describing how a person behaves, and is perceived, in personal, social and work situations.

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

## COMMUNICATING WITH THE DISCStyles™

### Communicating with the **DOMINANT** Style

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

### Communicating with the **INFLUENCING** Style

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

## Communicating with the **STEADY** Style

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

## Communicating with the **CONSCIENTIOUS** Style

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

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



## Part II Understanding Yourself

### General Characteristics

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

You have the ability to persuade others, not with hype, but rather with warmth, sincerity, and understanding. These are perhaps considered "soft sell" tools, but they can make a big impact. This skill comes from the merging of your "people skills," along with the fact that you tend to be more modest when dealing with people.

You score like those who prefer to establish long-term relationships, rather than brief, superficial ones. This perhaps comes from your preference toward stability in your lifespace, and longer-term relationships may bring that stability. Friendships and acquaintanceships you have made in the past are important to you, even now.

You tend to have a long fuse and seldom become visibly angry or agitated. You may harbor internal anger, but you tend not to vocalize it to those involved, instead perhaps "venting" to others not involved in the project. Overall, you tend not to seek direct confrontation about what is making you upset, which is a good thing as long as you don't let such conflicts boil to the surface.

You score like those who are socially poised without being overly controlling. You have the ability to project confidence and poise that is perceived as sincere and genuine. Others are likely to notice this, allowing you to develop trust and credibility with them easily.

You show the ability to meet new people easily and confidently. Some individuals are reticent about meeting others, but you have a warmth and comfort to your style that makes new acquaintanceships easy for you. Your inherent optimism also helps exude a personal confidence without coming off as arrogant. It's a rare gift to show confidence while keeping your ego in check, and others are likely to welcome this style.

With regard to decision making, you tend to listen carefully to alternatives before making a judgment. The decisions you tend to make are not knee-jerk or crisis reactions, but rather thoughtful deliberations taken in a manner that considers the full scope of outcomes. This doesn't mean that all of your decisions are necessarily correct, just that they are informed.

Beth, your score pattern suggests a high degree of persistence and patience in working on projects. This can be especially important when the assignments are long, detailed, and involve a multitude of personal or complex tasks. Where others may lose patience and perhaps allow overall quality to lapse, you bring a unique pulse and tempo that can serve as a model for others.

Beth, the responses you gave indicate that you tend to be unselfish and sensitive to the needs of others. This is a rare type of generosity that comes with no strings attached, hidden agendas, or ulterior motives. People who score like you get a genuine "rush" when they are helping others. That's the up-side. The flipside is that you may need to monitor yourself closely to make sure you are not spreading yourself too thin in your efforts to please everybody.

## Style Overview

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

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

## Your Behavioral Style: Coach

Coaches are adept at solving "people problems." They are seen as warm, empathetic and insightful. They like to form extended personal relationships and often develop a reputation for unobtrusive, contributory efforts when working with others. They can become too lenient with marginal contributors and tend to be too mild when issuing corrections, directions and expectations.

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

- **Emotional characteristic:** Wants to be seen as warm and open by others.
- **Goals:** Building personal connections and positive feelings.
- **How others are valued:** Favorable recognition of others; finds the basic decency in them.
- **Influences group:** Through personal relationships and being open to others' ideas, problems and needs.
- **Value to the organization:** Will bring stability to group efforts with predictable actions and will possess good listening skills.
- **Cautions:** Can become too tolerant and may avoid needed direct confrontations.
- **Under Pressure:** Can become too accommodating, trusting and sharing too much with others.
- **Fears:** Having to pressure others or being seen or blamed as the source of pain or problems by others.

## 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 allows us to predict what will and will not please them which makes for better relationships and a more harmonious and productive workplace! 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 other People, (S)teadiness of Pace, or (C)ompliance to Procedures and Rules. Share more about the specific needs (now maybe habits) that drive you in each area of FOCUS. Is your DISC point at levels 1 and 2? Then your emotions and needs are the opposite of those whose graph is at Levels 5 and 6 in that area.

	D	I	S	C
DISC Focus	Problems / Tasks	People	Pace (or Environment)	Procedures
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
Observable	Decisive, risk-taker	Optimistic, trust others	Patience, stabilizer	Cautious, careful decisions
Fears	... being taken advantage of/lack of control	... being left out, loss of social approval	... sudden change/loss of stability and security	... being criticized/loss of accuracy and quality
6	argumentative daring demanding decisive domineering egocentric	emotional enthusiastic gregarious impulsive optimistic persuasive	calming loyal patient peaceful serene team person	accurate conservative exacting fact-finder precise systematic
5	adventurous risk-taker direct forceful	charming influential sociable trusting	consistent cooperative possessive relaxed	conscientious courteous focused high standards
4	assertive competitive determined self-reliant	confident friendly generous poised	composed deliberate stable steady	analytical diplomatic sensitive tactful
3	calculated risk moderate questioning unassuming	controlled discriminating rational reflective	alert eager flexible mobile	own person self-assured opinionated persistent
2	mild seeks consensus unobtrusive weighs pro/con	contemplative factual logical retiring	discontented energetic fidgety impetuous	autonomous independent firm stubborn
1	agreeing cautious conservative contemplative modest restrained	introspective pessimistic quiet pensive reticent suspicious	active change-oriented fault-finding impatient restless spontaneous	arbitrary defiant fearless obstinate rebellious sarcastic

## WORD SKETCH - Natural Style

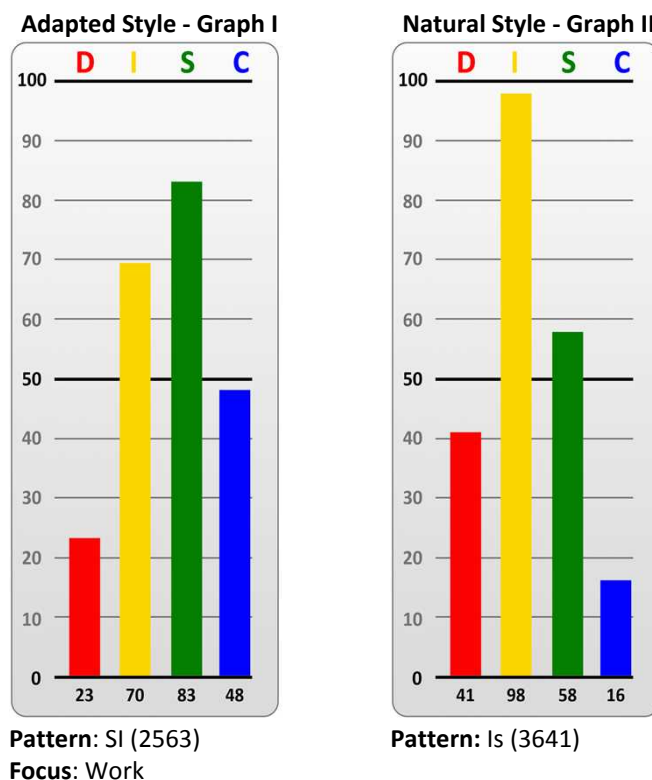
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## DISCstyles eGraphs for Beth Sample

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

Your Adapted Style is your graph displayed on the left. It is **your perception of the behavioral tendencies you think you should use in your selected focus** (work, social or family). This graph may change when you change roles or situations. The graph on the right is your Natural Style **and indicates the intensity of your instinctive behaviors and motivators**. It is often a better indicator of the “real you” and your “knee jerk”, instinctive behaviors. This is how you act when you feel comfortable in your home environment and are not attempting to impress. It is also what shows up in stressful situations. This graph tends to be fairly consistent, even in different environments.



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

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

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

## Behavioral Pattern View

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

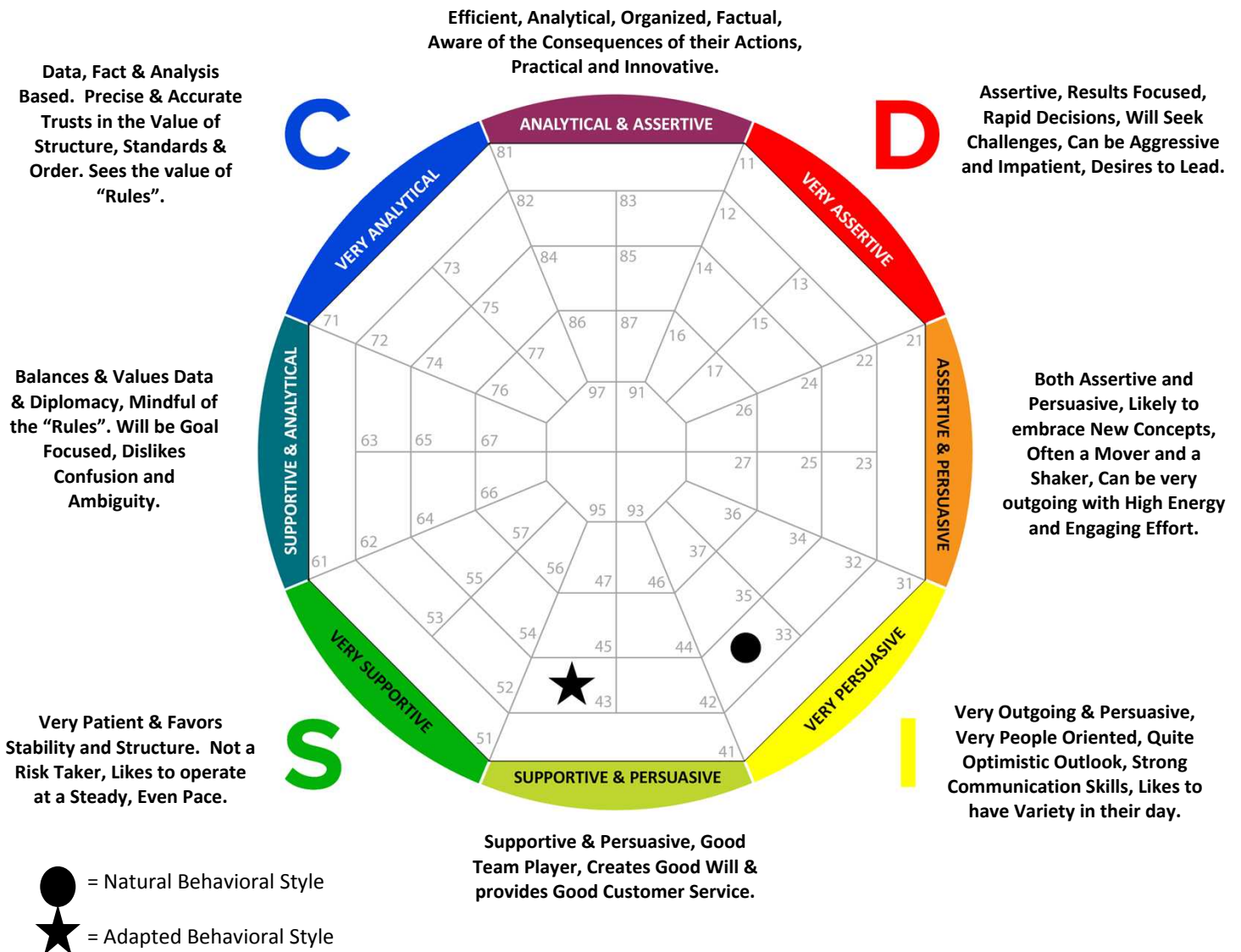
## THE SCORING LEGEND

**D = Dominance:** How you deal with Problems and Challenges

**I = Influence:** How you deal with People and Contacts

**S = Steadiness:** How you deal with Pace and Consistency

**C = Conscientious/Compliance/Structure:** How you deal with Procedure and Constraints



## Communication Tips for Others

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

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

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

- Join in with some name-dropping and talk positively about people and their goals.
- Be candid, open, and patient.
- Provide assurances about Beth's input and decisions.
- Be certain to conclude the communication with some modes of action and specific next steps for all involved.
- Show sincere interest in Beth as a person.
- Ask for Beth's input regarding people and specific assignments.
- Break the ice with a brief personal comment.

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

- Be rude or abrupt in your delivery.
- Be vague or ambiguous.
- Leave the idea or plan without backup support.
- Let the discussion with Beth get caught in dreams too much, otherwise you'll lose time.
- Talk down to Beth.
- Offer assurances and guarantees you can't fulfill.
- Manipulate or bully Beth into agreeing.



## Your Motivators: Wants and Needs

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

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

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

### ***You Tend to Be Motivated By:***

- A work culture that is supportive of family activities and commitments.
- Acceptance as a positive and supportive member of the organization and team.
- Identification with the organization, team, and others with whom a spirit of work responsibility has been established.
- A supervisor, manager, or board who practices a democratic leadership process.
- Projects and assignments that provide interpersonal contact, and an opportunity to help both internal and external stakeholders.
- Evidence that a new process has been successful in similar applications.
- Flexibility to circulate and talk with a variety of people.

### ***People With Patterns Like You Tend to Need:***

- Detailed delegation of responsibilities, to reduce ambiguity and confusion.
- To be kept in the information loop regarding projects and initiatives within the organization.
- Increased urgency in decision making.
- To be more realistic and ambitious in setting deadlines for team projects.
- To get better control of files and record keeping.
- To learn to say "no" more often in order to avoid spreading yourself too thin.
- More direction toward work tasks, and less focus on chatting and socializing.



## What You Bring to the Organization

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

### **Your Strengths:**

- You are a good listener.
- You bring a high "sincerity factor" to the team climate.
- You demonstrate a high degree of patience in working with others.
- You work hard to achieve the team's goals and objectives.
- Your strong optimism helps motivate the team toward their goals.
- You are very people-oriented and, as a result, are able to talk with new people very easily in small groups or in large audiences.
- You are able to reach goals by working with and supporting the efforts of others on the team.

### **Your Work Style Tendencies:**

- You are perceived by others on the team as a good listener.
- On the job, you have a strong need to be patient, polite, and create an environment of good-will for internal and external stakeholders.
- At work, you tend to have a "long fuse," and are not easily angered, although you may take some of the anger home to vent.
- You are optimistic and motivated to be an excellent team player, able to defer your ego when working with others who may prefer having more control of the situation.
- You tend to be an excellent "teacher" to peers on the team, at all levels of the organization.
- On the job, you tend to say "yes" more often than "no," when asked to help out with a colleague's project or problem.
- Your empathetic nature and sensitivity toward people may lead others to seek you out as a coach or counselor, or ask to assist them with a personal or team problem.

### **You Tend to Be Most Effective In Environments That Provide:**

- A work culture that takes pride in the systems, processes, and people working behind the scenes.
- A participatory manager or board with whom a democratic relationship has been established.
- Specialized assignments that also involve working and communicating with a variety of people.
- A favorable working climate containing positive attitudes and optimistic spirit.
- A balance between some stable, predictable work activities and some variety and change on a regular basis.
- Clear responsibility and lines of authority to avoid confusion or overlapping initiatives.
- A job culture where there is little hostility, confrontation, anger, or pressure.

## The I Style

### Under Stress - Perceptions, Behavior and Needs for the I

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

#### **Potential Self Perception:**

- Good coach / counselor
- Modest
- A stabilizing presence
- Good listener

#### **Under Stress, May be Perceived by Others:**

- Doesn't accept responsibility
- Indirect and vague
- Doesn't meet deadlines
- Overly tolerant with non-producers

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

- Action and interaction
- To get credit
- A quick pace for stimulation and excitement

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

- You are quite uncomfortable with conflict, aggression and anger. You do whatever you can do to avoid them. If possible, you may physically avoid an environment filled with conflict or anger. If that is not possible, you will probably seek to use your natural humor and story-telling ability to reduce the level of tension. If neither approach works, you may attempt to ignore the conflict. Given your strong focus on relationships, however, this tactic is rarely successful.
- Your anger is generally a response to a personal attack or, possibly, the failure of someone to support you when you were really counting on that person's support. Of course you may interpret a comment intended to refer to a task-related problem as a personal attack, especially if it concerns your contribution to the problem.
- You may experience a desire to get even if someone thwarts a major component of your personal agenda; however, you are not very likely to follow through. You may choose to overlook the matter in order to preserve the relationship or you may simply lash out in anger.

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

- Take time to clarify the commitments and expectations of others. Do not make any assumptions about what others will do. Always get a specific commitment.
- You have a tendency to "think out loud." Others may take these "brainstorming" ideas as actual commitments and become upset when those "commitments" are not completed. So, let others know in advance when you are only exploring ideas and options and not committing to actions.
- Recognize that you can never resolve a conflict by avoiding it. Risk damaging a relationship or losing someone's approval by stating your feelings and clarifying your expectations. Be sure, of course, to listen attentively to the responses of others.

## Potential Areas for Improvement

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

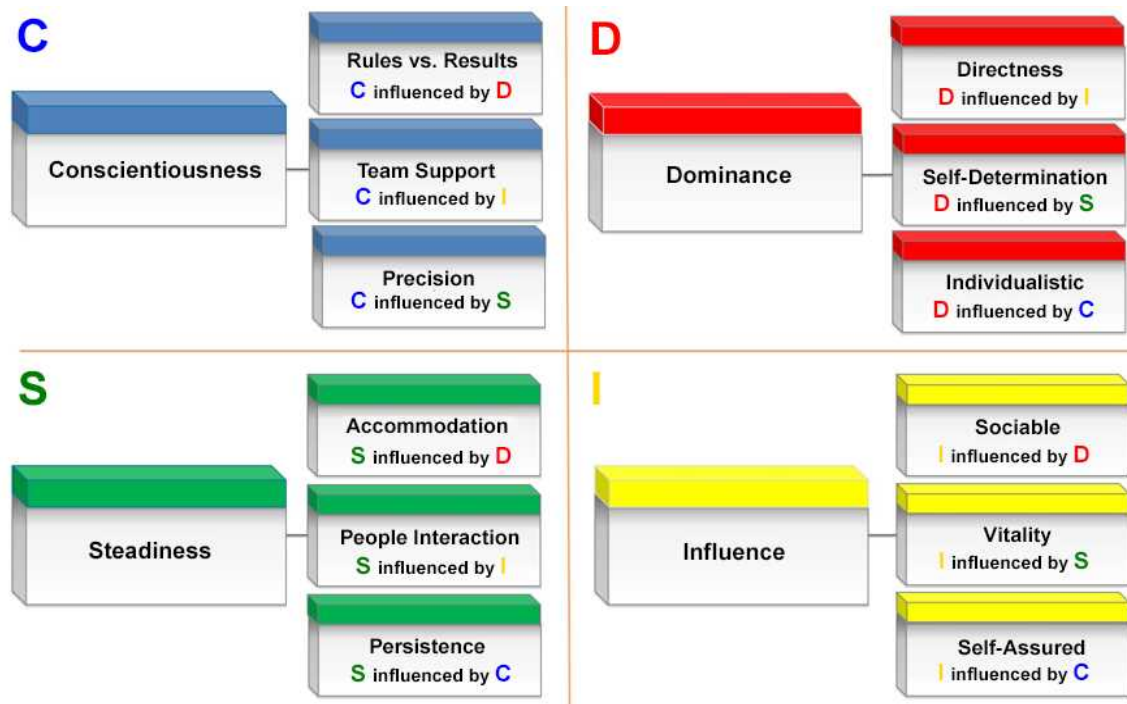
*As you consider ways to continue to improve to be a better communicator, we recommend you focus on no more than two at a time, practice and strengthen them, and then choose another area to focus on and improve.*

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

### **Potential Areas for Improvement:**

- You may hesitate to correct or discipline those who report to you, for fear of offending someone.
- You may be a bit of a grudge-holder toward those who offer criticism.
- You may tend to take constructive criticism personally, possibly losing focus as to how it relates to the task.
- You may have difficulty with quick decision making because of your need to consider the "people side" of all issues.
- You may show less emphasis on productivity and more emphasis on the "people side" of a project.
- You may need some coaching in time management; for instance, in setting more ambitious deadlines.
- You may be rather indirect in providing instructions, because you don't want to impose your will on others.

## The 12 Integrated DISC Style Relationships



For a more complete understanding of a person's overall behavior style, you can view how each of the primary (4) four DISC factors interact to produce (12) twelve integrated behaviors, or how your individual D style is influenced by your I, S and C styles. The ability to identify and measure the interaction of the (12) twelve factors represents a dramatic improvement in the use and application of DISC to better understand human behavior. These behaviors define how we deliver our thinking into the world.

Each of the (12) twelve factors has been assigned specific descriptors to help you naturally associate the factor to a specific behavior.

Each person will display some of these factors more strongly than the others. The (5) five intensity levels range from Low (absent in most situations) through High (clearly displayed in most situations). Intensity is a measurement of the relative contribution of a specific factor to a person's observable natural behaviors that are most often displayed in most situations. We can measure the strength of a factor in a person's overall behavioral style by viewing the intensity score.

- The **length of the black bar** shows the relative influence of the DISC factors in someone's overall observable behavioral style. These are presented in order from highest to lowest influence and are specific to you.
- The **blue box** identifies 68% of all scores in the general population for each integrated behavior. One standard deviation (34%) below the median score (vertical link) and one standard deviation (34%) above the median score (vertical link). Unlike an AVERAGE, the median score will not always be shown with equal space on both sides.

## The 12 Integrated DISC Style Relationships Graphs

This list of (12) twelve Integrated DISC relationships reveals how the (4) four Primary DISC behaviors combine and work together to create the socialized behaviors others see and experience. These are presented in order from highest to lowest influence and are specific to you.

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

- **Low Intensity** - Low Intensity scores indicate the ABSENCE of this behavior in MOST situations.
- **Low Moderate** - Low Moderate Intensity scores are only SOMETIMES observable in SOME situations.
- **Moderate Intensity** - Moderate Intensity score is flexible and may or may not become observable based upon the requirements of the specific situation.
- **High Moderate** - High Moderate Intensity scores are frequently observable in many situations.
- **High Intensity** - High Intensity scores will be clearly observable, displayed more often and seen in most situations.

### 1. The Self-Assured Behavior (I/C) [High 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.

### 2. The Sociable Behavior (I/D) [High 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.

### 3. The Persistence Behavior (S/C) [High 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.

#### 4. The Vitality Behavior (I/S) [High 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.

#### 5. The Individualistic Behavior (D/C) [High 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.

#### 6. 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.

#### 7. 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.

#### 8. The Rules vs. Results Behavior (C/D) [Low 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.

### 9. The People Interaction Behavior (S/I) [Low 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."

### 10. The Precision Behavior (C/S) [Low 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.

### 11. The Directness Behavior (D/I) [Low 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.

### 12. The Team Support Behavior (C/I) [Low 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.

## Summary of Beth Sample's Style

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

### COMMUNICATION DOS & DON'TS

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

### YOUR MOTIVATIONS: WANTS

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

### YOUR MOTIVATIONS: NEEDS

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

### YOUR STRENGTHS

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

### YOUR WORK STYLE TENDENCIES

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

### EFFECTIVE ENVIRONMENTAL FACTORS

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

### POTENTIAL AREAS FOR IMPROVEMENT

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



## PART III UNDERSTANDING OTHERS AND ADAPTABILITY

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

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

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

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

## ADAPTABILITY

### *THE APPLICATION SECTION INCLUDES:*

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

## What is Adaptability?

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

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

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

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

### Important Considerations:

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

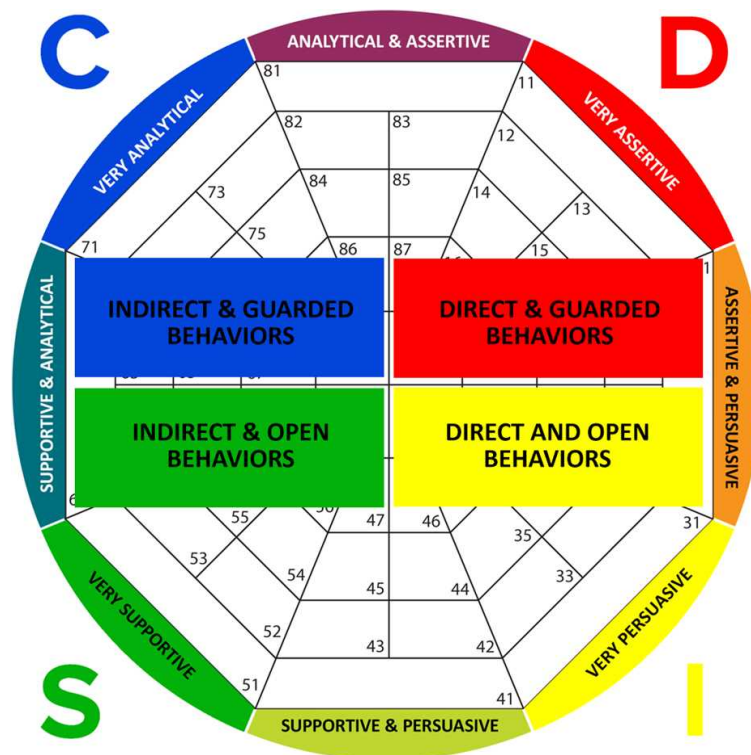
### Words of Advice:

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

## Recognizing another person's Behavioral Style

### 2 Power Questions:

1. Are they **DIRECT** or **INDIRECT** in their communications?  
(Directness is the 1<sup>st</sup> predictor of Style. Direct plots on the right, Indirect on the Left).
2. Are they **GUARDED** or **OPEN** in their communications?  
(Openness is the 2<sup>nd</sup> predictor of Style. Open plots on the Bottom, Guarded on the Top).



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

**D** = Individuals who typically exhibit *direct & guarded behaviors* define the Dominant Style.

**I** = Individuals who exhibit *direct & open behaviors* define the Influence Style.

**S** = Individuals who exhibit *indirect & open behaviors* define the Steadiness Style.







**C** = Individuals who exhibit *indirect & guarded behaviors* define the Conscientious Style.

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

## Communicating with each Style

With D's	With I's	With S's	With C's
<ul style="list-style-type: none"> <li>• Show them how to win</li> <li>• Display Reasoning</li> <li>• Provide concise data</li> <li>• Agree on goals and boundaries</li> <li>• Vary Routine</li> <li>• Compliment them on what they have done</li> <li>• Provide opportunities for them to lead, impact results</li> </ul>	<ul style="list-style-type: none"> <li>• Show them that you admire and like them</li> <li>• Be Optimistic</li> <li>• Support their feelings and ideas</li> <li>• Avoid involved details</li> <li>• Focus on the Big Picture</li> <li>• Interact and Participate with them - do it together</li> <li>• Provide acknowledgements, accolades and compliments</li> </ul>	<ul style="list-style-type: none"> <li>• Show how your idea minimizes risk</li> <li>• Demonstrate interest in them</li> <li>• Compliment them on follow through</li> <li>• Give personal assurances</li> <li>• Provide a relaxing, friendly, stable atmosphere</li> <li>• Act non-aggressively, focus on common interests</li> <li>• Provide opportunities for deep contribution and teamwork</li> </ul>	<ul style="list-style-type: none"> <li>• Approach indirectly, non-threatening</li> <li>• Show your reasoning, logic, give data in writing</li> <li>• Allow them to think, inquire and check before they make decisions</li> <li>• Tell them "why" and "how"</li> <li>• Provide opportunities for precision, accuracy and planning for quality results</li> </ul>

## Tension Among the Styles

<b>PACE</b>  <i>Direct, Fast-Paced</i> vs. <i>Indirect, Slower-Paced</i>	<b>PRIORITY</b>  <i>Guarded, Task-Oriented</i> vs. <i>Open, People-Oriented</i>	<b>PACE &amp; PRIORITY</b>  <i>Direct, Fast-Paced, Guarded, Task-Oriented</i> vs. <i>Indirect, Slower-Paced, Open, People-Oriented</i>
 <p><b>High S + High I</b> (Lower Left vs. Lower Right Quadrant).</p>  <p><b>High C + High D</b> (Upper Left vs. Upper Right Quadrant)</p>	 <p><b>High D + High I</b> (Upper Right vs. Lower Right Quadrant)</p>  <p><b>High C + High S</b> (Upper Left vs. Lower Left Quadrant)</p>	 <p><b>High S + High D</b> (Lower Left vs. Upper Right Quadrant)</p>  <p><b>High C + High I</b> (Upper Left vs. Lower Right Quadrant)</p>

## To Modify Directness and Openness

### DIRECT/INDIRECT

With D's DIRECT	With I's DIRECT	With S's INDIRECT	With C's INDIRECT
<b>Maintain Directness</b>	<b>Maintain Directness</b>	<b>Decrease Directness</b>	<b>Decrease Directness</b>
<ul style="list-style-type: none"> <li>• Use a strong, confident voice</li> <li>• Use direct statements rather than roundabout questions</li> <li>• Face conflict openly, challenge and disagree when appropriate</li> <li>• Give undivided attention</li> </ul>	<ul style="list-style-type: none"> <li>• Make decisions at a faster pace</li> <li>• Be upbeat, positive, warm</li> <li>• Initiate Conversations</li> <li>• Give Recommendations</li> <li>• Don't clash with the person, but face conflict openly</li> </ul>	<ul style="list-style-type: none"> <li>• Make decisions more slowly</li> <li>• Avoid arguments and conflict</li> <li>• Share decision-making</li> <li>• Be pleasant and steady</li> <li>• Respond sensitively and sensibly</li> </ul>	<ul style="list-style-type: none"> <li>• Do not interrupt</li> <li>• Seek and acknowledge their opinions</li> <li>• Refrain from criticizing, challenging or acting pushy – especially personally</li> </ul>

### GUARDED/OPEN

With D's GUARDED	With I's OPEN	With S's OPEN	With C's GUARDED
<b>Decrease Openness</b>	<b>Maintain Openness</b>	<b>Maintain Openness</b>	<b>Decrease Openness</b>
<ul style="list-style-type: none"> <li>• Get Right to the Task, address bottom line</li> <li>• Keep to the Agenda</li> <li>• Don't waste time</li> <li>• Use businesslike language</li> <li>• Convey Acceptance</li> <li>• Listen to their suggestions</li> </ul>	<ul style="list-style-type: none"> <li>• Share feelings, show more emotion</li> <li>• Respond to expression of their feelings</li> <li>• Pay Personal compliments</li> <li>• Be willing to digress from the agenda</li> </ul>	<ul style="list-style-type: none"> <li>• Take time to develop the relationship</li> <li>• Communicate more, loose up and stand closer</li> <li>• Use friendly language</li> <li>• Show interest in them</li> <li>• Offer private acknowledgements</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain logical, factual orientation</li> <li>• Acknowledge their thinking</li> <li>• Down play enthusiasm and body movement</li> <li>• Respond formally and politely</li> </ul>

## To Modify Pace and Priority

### PACE

With D's FASTER	With I's FASTER	With S's SLOWER	With C's SLOWER
Maintain Pace	Maintain Pace	Decrease Pace	Decrease Pace
<ul style="list-style-type: none"> <li>• Be prepared, organized</li> <li>• Get to the point quickly</li> <li>• Speak, move at a faster pace</li> <li>• Don't waste time</li> <li>• Give undivided time and attention</li> <li>• Watch for shifts in attention and vary presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Don't rush into tasks</li> <li>• Get excited with them</li> <li>• Speak, move at a faster pace</li> <li>• Change up conversation frequently</li> <li>• Summarize details clearly</li> <li>• Be upbeat, positive</li> <li>• Give them attention</li> </ul>	<ul style="list-style-type: none"> <li>• Develop trust and credibility over time, don't force</li> <li>• Speak, move at a slower pace</li> <li>• Focus on a steady approach</li> <li>• Allow time for follow through on tasks</li> <li>• Give them step-by-step procedures/instructions</li> <li>• Be patient, avoid rushing them</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared to answer questions</li> <li>• Speak, move at a slower pace</li> <li>• Greet cordially, and proceed immediately to the task (no social talk)</li> <li>• Give them time to think, don't push for hasty decisions</li> </ul>

### PRIORITY

With D's TASK	With I's PEOPLE	With S's PEOPLE	With C's TASK
Adapt Focus	Maintain Focus	Maintain Focus	Adapt Focus
<ul style="list-style-type: none"> <li>• Get right to the task</li> <li>• Provide options and let them decide</li> <li>• Allow them to define goals and objectives</li> <li>• Provide high-level follow up</li> </ul>	<ul style="list-style-type: none"> <li>• Make time to socialize</li> <li>• Take initiative to introduce yourself or start conversation</li> <li>• Be open and friendly, and allow enthusiasm and animation</li> <li>• Let them talk</li> <li>• Make suggestions that allow them to look good</li> <li>• Don't require much follow-up, details, or long-term commitments</li> </ul>	<ul style="list-style-type: none"> <li>• Get to know them personally</li> <li>• Approach them in a friendly, but professional way</li> <li>• Involve them by focusing on how their work affects them and their relationships</li> <li>• Help them prioritize tasks</li> <li>• Be careful not to criticize personally, keep it specific and focused</li> </ul>	<ul style="list-style-type: none"> <li>• Be prepared with logic and practicality</li> <li>• Follow rules, regulation and procedures</li> <li>• Help them set realistic deadlines and parameters</li> <li>• Provides pros and cons and the complete story</li> <li>• Allow time for sharing of details and data,</li> <li>• Be open to thorough analysis</li> </ul>

## Adapting in Different Situations: AT WORK

### DOMINANT STYLE

#### HELP THEM TO:

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

### INFLUENCING STYLE

#### HELP THEM TO:

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

### STEADY STYLE

#### HELP THEM TO:

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

### CONSCIENTIOUS STYLE

#### HELP THEM TO:

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

## Adapting in Different Situations: IN SALES AND SERVICE

### DOMINANT STYLE

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

### INFLUENCING STYLE

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

### STEADY STYLE

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

### CONSCIENTIOUS STYLE

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



## Adapting in Different Situations: IN SOCIAL SETTINGS

### DOMINANT STYLE

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

### INFLUENCING STYLE

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

### STEADY STYLE

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

### CONSCIENTIOUS STYLE

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

## Adapting in Different Situations: IN LEARNING ENVIRONMENTS

### DOMINANT STYLE

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

### INFLUENCING STYLE

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

### STEADY STYLE

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

### CONSCIENTIOUS STYLE

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

## Application Activities

### Adaptability Practice

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

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

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

### Adaptability Activity

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

- 1 Identify the behavioral style of the other person using the 2 Power Questions:
  - Are they DIRECT or INDIRECT in their communication?
  - Are they GUARDED or OPEN in their communication?
- 2 Brush up on their style and look at ways to adapt your Directness and Openness when working with them.
- 3 To further understand the tension that may exist in the relationship, notice the difference in preference in pace and priority and modify accordingly.
- 4 Practice approaching them in the way you think **THEY want to be treated**. Remember, it may feel uncomfortable at first, but with practice and dedication to adapting, you will be amazed at the difference.

## Tension Among the Styles Exercise

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

<p>My Style: _____</p> <p>My Pace: _____</p> <p>My Priority: _____</p>	<div style="border: 1px dashed gray; padding: 10px;"> <p><b>RELATIONSHIP</b></p> <p><b>Name:</b> <i>John Doe</i></p> <p><b>Style:</b> <i>High I</i></p> <p><b>Pace:</b> <i>Faster-paced</i></p> <p><b>Priority:</b> <i>People-oriented</i></p> <p><b>Difference:</b> <i>Pace and Priority</i></p> <p><b>Strategy:</b> <i>Be more personable, social, upbeat, and faster-paced with John</i></p> </div>
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RELATIONSHIP 1	RELATIONSHIP 2
<p><b>Name:</b> _____</p> <p>Style: _____</p> <p>Pace: _____</p> <p>Priority: _____</p> <p>Difference: _____</p> <p>Strategy: _____</p> <p>_____</p> <p>_____</p>	<p><b>Name:</b> _____</p> <p>Style: _____</p> <p>Pace: _____</p> <p>Priority: _____</p> <p>Difference: _____</p> <p>Strategy: _____</p> <p>_____</p> <p>_____</p>

## Create a DISC POWER TEAM

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

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

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

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

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

## Definable Steps to Coaching Effectively

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



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

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

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

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

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

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

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

When sharing your perspective, there are several considerations to keep in mind. These are:

1. Being fair and objective.
2. Backing up your perspective with details.
3. Asking for feedback.

During the Coach step, your goal is to spend 50% of the time talking and 50% listening. This is accomplished by asking feedback questions. For example, asking “How is this goal important to you?” maintains a dialogue, allowing you to assess reactions to your suggestions.

Usually during this step, there is an opportunity to provide feedback. Basically there are two types – evaluative and developmental. Evaluative feedback is a picture of past performance, focusing on what the person did or did not achieve. It is usually part of a performance rating system and is a more passive experience for the person receiving feedback. Developmental feedback is a picture of a desired future result you believe the person can achieve. This type of feedback is a process where the coach and the person being coached work together to ensure the person’s success.

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

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

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

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

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

**6. Prepare and Follow up:** Coaches understand the importance of preparation and follow up. Preparation begins by doing your homework which relates to:

1. Reviewing commitments made during prior coaching sessions.
2. Knowing how the individual is doing with regard to work or personal goals.
3. Leveraging available resources to prepare.

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

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

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

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

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

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

## Ask

Asking C's	Asking D's
<ul style="list-style-type: none"> <li>• Ask questions that reveal their expertise and knowledge</li> <li>• Ask logical, fact oriented, relevant questions</li> <li>• Phrase questions that require specific, accurate information to be shared</li> <li>• Focus questions on processes and efficiency</li> <li>• Ask questions that reveal a clear direction</li> <li>• Ask questions that show you are prepared for the coaching session</li> </ul>	<ul style="list-style-type: none"> <li>• Ask D's what they want to accomplish, how they are currently motivated and what they would like to change</li> <li>• Clarify the purpose for asking questions</li> <li>• Stay focused on goals and objectives</li> <li>• Make questions practical, logical, and straightforward</li> <li>• Keep questions direct and to the point</li> <li>• Get to the point of the coaching session</li> </ul>
Asking S's	Asking I's
<ul style="list-style-type: none"> <li>• Speak warmly and informally, asking open questions that draw them out</li> <li>• Show tact and sincerity in exploring their needs</li> <li>• Avoid confrontations and challenging questions</li> <li>• S's may tell you what they think you want to hear</li> <li>• Allow time for S's to open up and reveal their needs and concerns</li> <li>• Ask them whose assistance they may need</li> </ul>	<ul style="list-style-type: none"> <li>• Get I's talking about themselves and their interests</li> <li>• Establish personal relationships before asking questions about business</li> <li>• Ask about their aspirations and recognize their need to be valued and listened to</li> <li>• Ask about personal needs they want filled</li> <li>• Support their ideas</li> <li>• Gently keep them on topic</li> </ul>



## Listen

Listening to C's	Listening to D's
<ul style="list-style-type: none"> <li>• Listen for ways to compliment them for their thoroughness and correctness, when appropriate</li> <li>• Listen to their concerns, reasoning, and suggestions</li> <li>• Listen for specific facts, data and specifications that are important to them</li> <li>• Listen for ways they want to solve the problem and be open to their ideas</li> <li>• Listen for opportunities to tell them "why" and "how"</li> <li>• Be sensitive to their need to do things themselves</li> <li>• Be aware that they may not show outward emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to what they want to accomplish, how they are motivated and what they would like to change</li> <li>• Convey openness and acceptance of them</li> <li>• Listen to their suggestions</li> <li>• Appreciate and acknowledge them when possible</li> <li>• Maintain eye contact and don't interrupt their conversation</li> <li>• Summarize their achievements and accomplishments</li> </ul>
Listening to S's	Listening to I's
<ul style="list-style-type: none"> <li>• S's need patience and reassurance</li> <li>• Be sensitive to their feelings and emotions</li> <li>• Listen to how something affects them and their relationships with others</li> <li>• Listen for the risk or changes they may want to avoid</li> <li>• Use reflective listening to summarize what they said</li> <li>• Listen for opportunities to provide positive feedback and appreciation</li> </ul>	<ul style="list-style-type: none"> <li>• Show you are interested in them; let them talk and be enthusiastic</li> <li>• Listen to their dreams and goals</li> <li>• Listen to their personal feelings and experiences</li> <li>• Give them your attention, time, and presence</li> <li>• Be sure to maintain eye contact when listening to them</li> <li>• Provide positive feedback; compliment them, when appropriate</li> <li>• Match their energy, tone, and pace</li> </ul>

## Coach

Coaching C's	Coaching D's
<ul style="list-style-type: none"> <li>• Provide data to them in writing</li> <li>• Base your claims on facts, specifications and data</li> <li>• Allow them to think, inquire, and check before they make decisions</li> <li>• Use feedback questions to assist in providing explanations and rationale</li> <li>• Tell them the pros and cons and the complete story</li> <li>• Follow-through and deliver on what you promise</li> <li>• Acknowledge, clarify, and respond when encountering resistance</li> </ul>	<ul style="list-style-type: none"> <li>• Talk in terms of bottom line and achievement</li> <li>• Zero in on results with quick benefit statements</li> <li>• Do the analysis and present solutions for them to approve or reject</li> <li>• Give them choices backed with enough data and analysis to make an intelligent decision</li> <li>• Use feedback questions to assist in clarifying the details and time frames</li> <li>• Acknowledge, clarify, and respond when encountering resistance</li> <li>• Let them take the lead, when appropriate, but give them parameters</li> </ul>
Coaching S's	Coaching I's
<ul style="list-style-type: none"> <li>• Show how you will support and assist where required</li> <li>• Use feedback questions to assist in presenting new ideas in a non-threatening way</li> <li>• Clearly define their roles and goals; include specific expectations of them</li> <li>• Explain why change may be necessary and how long the changes may take</li> <li>• Show the appropriate steps to follow</li> <li>• Acknowledge, clarify, and respond when encountering resistance</li> <li>• Avoid rushing them and offer personal concrete assurances, when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Interact as you share your perspective with them; use feedback questions to engage them</li> <li>• Show that you are interested in them; let them talk and be enthusiastic</li> <li>• Illustrate your ideas and perspectives with stories and emotional descriptions that relate to their interests</li> <li>• Use feedback questions to assist in summarizing details and direct these toward mutually agreeable objectives and action steps</li> <li>• Make suggestions that allow them to increase their prestige, image, or recognition</li> <li>• Keep them focused on their goals and time frames for accomplishment</li> <li>• Acknowledge, clarify, and respond when encountering resistance</li> </ul>

## Praise

Praising C's	Praising to D's
<ul style="list-style-type: none"> <li>• Don't praise with too much enthusiasm</li> <li>• Ask them how they like to receive praise</li> <li>• Document why you are giving them praise</li> <li>• Don't try to impress them</li> <li>• Match their low emotional tone</li> <li>• Use coaching moments to "praise in the moment"</li> </ul>	<ul style="list-style-type: none"> <li>• Provide enough facts for them to feel comfortable, but don't overwhelm</li> <li>• Focus praise on their accomplishments, results, and achievements</li> <li>• Ask them specifically how they like to receive praise</li> <li>• Get to the point</li> <li>• Give them your time and attention</li> <li>• Use coaching moments to "praise in the moment"</li> </ul>
Praising to S's	Praising I's
<ul style="list-style-type: none"> <li>• Ask them how they like to receive praise</li> <li>• Take into consideration their motivation to seek security and please other people</li> <li>• Develop trust, friendship, and credibility at a relatively slow pace</li> <li>• Offer personal concrete assurances</li> <li>• Communicate in a consistent manner on a regular basis; compliment progress</li> <li>• Use coaching moments to "praise in the moment"</li> </ul>	<ul style="list-style-type: none"> <li>• I's are concerned about what others think about them</li> <li>• Give positive recognition and reinforcement</li> <li>• Use specific praise, including people, when appropriate</li> <li>• Ask them how they like to receive praise</li> <li>• Be excited and enthusiastic</li> <li>• Make suggestions that allow them to look good</li> <li>• Give them your attention, time, and presence</li> <li>• Use coaching moments to praise "in the moment"</li> </ul>

## Challenge

Challenging C's	Challenging D's
<ul style="list-style-type: none"> <li>• Ask them to share their knowledge and expertise with others</li> <li>• Ask them to develop a balance between sensitivity to people and task accomplishment</li> <li>• Encourage them not to take themselves "too seriously and critically"</li> <li>• Challenge them to develop priorities and not categorize most items as "high priority"</li> <li>• Ask them to be transparent in sharing their plans for achieving their goals with you</li> <li>• Ask them to praise others, when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Challenge them to more realistically gauge risks</li> <li>• Ask them to use more caution and deliberate before deciding</li> <li>• Challenge them to more effectively follow rules and procedures</li> <li>• Ask them to look for ways to recognize others and to solicit opinions and contributions</li> <li>• Ask them to give others their reasons for decisions</li> <li>• Challenge them to give more attention to others and to respond to others' emotions</li> </ul>
Challenging S's	Challenging I's
<ul style="list-style-type: none"> <li>• Ask them to develop shortcuts and eliminate unnecessary steps</li> <li>• Ask them to accept sincere praise and feel appreciated</li> <li>• Ask them to find more than one approach to take</li> <li>• Ask them to develop an acceptance to some risks and changes</li> <li>• Ask them to speak up and share their thoughts and feelings</li> <li>• Ask them to modify their inclination to always do what others tell them</li> </ul>	<ul style="list-style-type: none"> <li>• Ask them to prioritize and organize</li> <li>• Challenge them to see tasks through to completion</li> <li>• Ask them to view people versus tasks more objectively</li> <li>• Ask them to avoid overuse of giving and taking advice</li> <li>• Challenge them to keep track of details</li> </ul>

## Summary of Coaching Each Style in Each Step of the Coaching Process

STEP	With D's	With I's	With S's	With C's
<b>Ask</b>	<ul style="list-style-type: none"> <li>• Get to the point of the coaching session</li> <li>• Stay focused on the goals and objectives</li> <li>• Keep questions direct and to the point</li> </ul>	<ul style="list-style-type: none"> <li>• Establish personal relationships before asking business questions</li> <li>• Ask about personal needs they want filled</li> <li>• Gently keep them on topic</li> </ul>	<ul style="list-style-type: none"> <li>• Speak warmly and informally; ask questions to draw them out</li> <li>• Avoid confrontations and challenging questions</li> <li>• Allow time for them to open up and reveal needs</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions that reveal their expertise and knowledge</li> <li>• Focus questions on process and efficiency</li> <li>• Ask questions that reveal a clear direction</li> </ul>
<b>Listen</b>	<ul style="list-style-type: none"> <li>• Listen to what they want to accomplish</li> <li>• Listen to their suggestions</li> <li>• Summarize their achievements and accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>• Show you are interested in them</li> <li>• Listen to their personal experiences</li> <li>• Provide positive feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Be sensitive to their feelings and emotions</li> <li>• Listen for the risk or changes they want to avoid</li> <li>• Listen for fears or concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to their concerns, reasoning, and suggestions</li> <li>• Listen for ways they want to solve problems</li> <li>• Be sensitive to their need to do things themselves</li> </ul>
<b>Coach</b>	<ul style="list-style-type: none"> <li>• Talk in terms of bottom line achievement</li> <li>• Give them choices with data and analysis</li> <li>• Agree on goals and boundaries</li> </ul>	<ul style="list-style-type: none"> <li>• Show you are interested in them</li> <li>• Clearly summarize details</li> <li>• Keep them focused on their goals and timelines</li> </ul>	<ul style="list-style-type: none"> <li>• Present new ideas in a non-threatening manner</li> <li>• Explain why change may be necessary</li> <li>• Avoid rushing them</li> </ul>	<ul style="list-style-type: none"> <li>• Provide data in writing</li> <li>• Provide explanations and rationale</li> <li>• Base your claims on facts and data</li> </ul>
<b>Praise</b>	<ul style="list-style-type: none"> <li>• Be prepared and organized to congratulate them on their success</li> <li>• Get to the point quickly</li> <li>• Acknowledge the specific goals they accomplished</li> </ul>	<ul style="list-style-type: none"> <li>• Listen and don't interrupt</li> <li>• Recognize their accomplishments with enthusiasm</li> <li>• Be excited when acknowledging how well they did in reaching a goal</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize their need to make be humble</li> <li>• Be sincere in recognizing achievements</li> <li>• Avoid rushing them and offer assurances; request permission to congratulate them for accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>• Don't praise with too much enthusiasm</li> <li>• Recognize the logic used in reaching their accomplishments</li> <li>• Document their achievements and success accurately</li> </ul>
<b>Challenge</b>	<ul style="list-style-type: none"> <li>• Use more caution and deliberation before deciding</li> <li>• Look for ways to recognize others and solicit their opinions</li> <li>• Give more attention to others' emotions</li> </ul>	<ul style="list-style-type: none"> <li>• Prioritize and organize</li> <li>• See tasks through to completion</li> <li>• Keep track of details</li> </ul>	<ul style="list-style-type: none"> <li>• Develop shortcuts and eliminate unnecessary steps</li> <li>• Accept sincere praise and feel appreciated</li> <li>• Accept some risks and changes</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a balance between sensitivity to people and task accomplishment</li> <li>• Be transparent in sharing plans</li> <li>• Praise others, when appropriate</li> </ul>

## So Now What?

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

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

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

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

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