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TeacherDISC Profile Report

Cameron Sample

22/04/2015

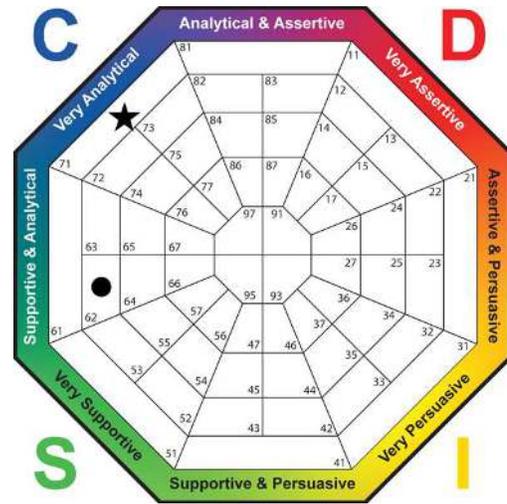


Table of Contents

Introduction to the TeacherDISC Profile Report 3

PART I UNDERSTANDING YOU IN YOUR ROLE

General Behavioural Characteristics 6

Your Strengths: What You Bring to Your Role 8

Your Motivations: Wants and Needs 9

Ideal Working Environment 11

Your Behaviour and Needs Under Stress 12

Communication Tips and Plans 13

Potential Areas for Improvement 16

Summary of Your TeacherDISC Style 17

Your Personal Review Comments 18

Your Personalized TeacherDISC Graphs 19

Word Sketch: Adapted Style 20

Word Sketch: Natural Style 21

The 12 DISC Sub Patterns 22

Your Behavioural Pattern View 26

PART II APPLICATION OF TeacherDISC

Application and Putting into Action 27

Overview of the Four Basic DISC Behavioural Styles 28

How to Identify Another Person’s Behavioural Style 29

What is Behavioural Adaptability? 31

How to Modify Your Directness and Openness 32

Tension Among Behavioural Styles 33

How to Adapt to the Different Behavioural Styles 36

PART III FEEDBACK FROM OBSERVERS

Verbatim Comments 40

Next Steps 43

Disclaimer

Introduction to the TeacherDISC Profile Report

Congratulations on your decision to take this TeacherDISC Profile.

The TeacherDISC Profile is an online assessment to support you in your personal and professional development. **You can use this Profile to further develop self-awareness of your behaviours in your current teaching environment.** Using this information enables you to be more effective with your communication and build stronger relationships with staff, management, students and others you interact with. You also have a deeper understanding of your motivation, strengths and areas for development. **It is specifically designed to enable you to take the next step in your professional development.**

The Team 8 TeacherDISC Profile is founded on the internationally recognized and respected work of Dr Tony Alessandra and DISC Profiling Theory. DISC Profiles have been in use since 1928 and millions of profiles are completed by business managers, educators, sports coaches and athletes every year. The profiles provide you with a performance improvement tool which is easily interpreted, practical and most importantly, is easy to remember and apply.

This report does not deal with values or judgments. It focuses on patterns of external, observable behaviours exhibited in your current teaching environment. In summary, the report accurately describes how you act and makes recommendations on how to improve your personal performance.

HOW TO USE THIS PROFILE REPORT

Firstly, read this entire report and make highlighter notes as you go along. We highly recommend that you complete the Summary of your TeacherDISC Style on page 17 of this report as it becomes a useful tool and you can easily share this one-page summary with others, if you choose to.

For your convenience, this report is divided into three parts:

- **Part I focuses on understanding you within your role as a teacher and your DISC style characteristics.** It also offers strategies for increasing your personal and professional effectiveness. **It is important to note that there is no “best” behavioural style. Each style has its unique strengths and opportunities for improvement.** As well, each style has its own limitations. Knowing what your strengths and limitations are, enables you to produce more consistent, higher level work performance and results. **The most successful and effective people know what they do best and where they need to improve.** Most people are very eager to jump straight into the information about their own personal profiles – so this is what we’ve done with Part I of this report.
- **Part II provides valuable background and reference materials about DISC.** Using this information you can begin to identify likely behavioural styles of others you work with. Knowing this information can help you build more productive relationships with them. There are also action plans provided - we recommend that you share these action plans with others too. This can greatly enhance each of those relationships.
- **PART III includes feedback from those you invite as ‘observers’.** As part of your TeacherDISC profile, you are able to invite observers to complete an assessment questionnaire about you, as they see you in your role. This is valuable 360 degree feedback. It is completely optional and at your control as to who to invite. Please refer to your online account for more information.

BEHAVIOURAL STYLES

Historical and contemporary research reveals more than a dozen models of our behavioural differences, but many share one common thread: the grouping of behaviour into four basic categories. **DISC theory focuses on patterns of external, observable behaviours** using scales of directness and openness that each style exhibits. Because **we can see and hear these external behaviours, it becomes much easier to “read” people**. The four categories are: **D is for Dominance, I is for Influence, S is for Steadiness and C is for Conscientious.**

STYLE	TENDENCIES
Dominance	Tends to be direct and guarded
Influence	Tends to be direct and open
Steadiness	Tends to be indirect and open
Conscientious	Tends to be indirect and guarded

ADAPTED AND NATURAL STYLES

Within this TeacherDISC Profile, we refer to your Adapted Style and your Natural Style patterns:

- **Adapted Style: This is your self-perception of the way you believe you behave in your role within the context of your current environment.** This behaviour may change in different environments, situations and roles. For example, you responded to this assessment with a work focus and your Adapted Style could be different if you responded with a family focus. It makes sense that the behaviour required to be successful in your role may and could be vastly different to the behaviours required to be a contributing member of your family.
- **Natural Style: This is your self-perception of the “real you”, your instinctive behaviours and motivators.** These are behaviours you are most likely to exhibit when in situations you perceive as being stressful or in situations where you can simply do as you choose without having to please or consider anyone else. The reason this is described as the real you, is in the times just mentioned, our reaction and thinking times are either dramatically reduced or we literally do not have to think about adapting ourselves to suit anyone else. Hence, the real you emerges. This Natural Style tends to be fairly consistent even in different environments, that is, in and outside of your current role.

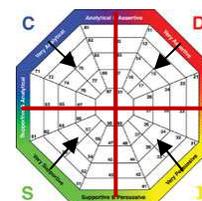
ADAPTABILITY

In addition to understanding your TeacherDISC style, this report identifies ways you can apply your style strengths or modify your style weaknesses in order to meet the needs of others, build productive relationships and to create better outcomes in diverse situations. This is called adaptability. Social scientists call it “social intelligence”. There has been a lot written lately on how your social intelligence is just as important as your Intelligence Quotient (IQ) in being successful in today’s world. In some cases, social intelligence is even more important than IQ. The concept of adaptability is discussed in detail in Part II of this report.

BACKGROUND TO DISC THEORY

We mentioned earlier that the DISC model is a measure of observable human behaviours. What do we mean by behaviours? Think of them as the delivery vehicle we use to transmit our ideas, concepts and most importantly, our decisions to other people. The DISC model has been used over 50 million times and has been found to be very accurate in its ability to reflect how we prefer to interact with others. Everyone possesses some degree of each of these 4 primary behavioural styles. The intensity of each factor and how they combine and interact with each other define our unique behavioural style.

The four behavioural styles measured by the DISC model are:



1. Dominance

Dominance (D style) measures and identifies how assertively an individual prefers to deal with the PROBLEMS they encounter. Someone with a “high D” will actively pursue and attack problems, while someone with a “low D” will be more reserved and conservative in tackling difficult, problematic and confrontational issues. **Individuals who plot in the upper right “D” Dominant quadrant of the behavioural diamond will typically exhibit a more assertive, direct, guarded and results oriented behavioural style.**

2. Influence (Extroversion)

The Influence (I style) measures and identifies how an individual prefers to deal with the PEOPLE they encounter. Someone with a “high I” will be outgoing, seek personal connections and enjoy frequent interactions with others while someone with a “low I” will be more introverted, more reserved and less inclined to initiate new personal connections and interactions with others. **Individuals whose integrated plot is in the lower right “I” Influence/Extroversion quadrant of the behavioural diamond will typically exhibit a more people oriented, direct but open behavioural style.**

3. Steadiness (Patience)

The Steadiness (S style) measures and identifies how an individual prefers to deal with the ACTIVITY LEVEL or PACE of their daily agenda. Someone with a “high S” will exhibit a great deal of patience and prefers a stable, focused and consistent workload preferring not to frequently shift gears and alter direction mid-stream. Someone with a “low S” exhibits strong urgency or low patience and prefers a fast-paced, rapid fire, multi-tasked agenda that offers active, change-oriented and spontaneous options. **Individuals whose integrated plot is in the lower left “S” Steadiness/Patient quadrant of the behavioural diamond will typically exhibit a more indirect but open, patient and team-focused behavioural style.**

4. Conscientious or Compliance (Following the Rules)

The Conscientious/Compliance (C style) measures and identifies how an individual prefers to deal with the RULES, attention to detail, accuracy and data. Someone with a “high C” will insist on accuracy, reliable facts, precision and high standards. Someone with a “low C” will tend to question the rules, can be quite independent, opinionated and may favour emotional persuasion over logical data. **Individuals plotting in the upper left “C” Conscientious/Compliant quadrant will typically exhibit a more indirect and guarded, data focused detailed and analytical behavioural style.**

Part I Understanding You in Your Role

General Behavioural Characteristics

- Your Adapted Style (how you think you should behave) indicates you tend to use the behavioural traits of the **C** style(s) in your current role.
- Your Natural Style (the “real you”) indicates that you naturally tend to use the behavioural traits of the **SC** style(s).

The narration below serves as a general overview of your behavioural tendencies in your current teaching environment. It sets the stage for the report which follows, and provides a framework for understanding, reflecting on and applying your results. We've occasionally provided key improvement ideas throughout this report. This is so you can leverage your strengths whenever possible to maximize your personal career goals and successes.

You like your space to be neat and well-organized. When the workspace is clean and clutter-free, you are more able to focus clearly on the project at hand.

Your response pattern on the survey indicates that you persuade students and others by careful attention to detail, and through facts, data, and logic, rather than emotion. People can depend on you to present a case that is logical and supportable. This is the primary strength that you bring to a team, school or organisation when at the decision-making table.

You set high performance standards for yourself and others and expect everybody to meet those standards. You have remarkably good quality control skills and a high degree of patience. These traits combine to allow you to aim your sights higher than some others on the team. You lead by setting the example yourself, rather than delegating to others and walking away.

Your score pattern indicates that you tend to maintain a keen awareness of time. You tend to be on time or early for appointments and expect the same consideration of your time from others. It annoys you when people are perpetually late, or when meetings drag on with no assigned time to end.

You tend to judge others by objective standards, and prefer to be evaluated by specific criteria, preferably provided in writing. For you, things are more clear and well-defined when written down. When evaluation time comes, your preference is a list of specific criteria which is specific and unambiguous.

You are very conscientious and attentive to follow through when working on detailed projects and complex teaching assignments. Others you work with can depend on you and the efforts you provide to make the project a success. Some on the team may not realize all of the work you have done, and all the thought you have given to the project, because much of it might have been done behind the scenes. To maintain your own sense of accomplishment, be certain that others on the team know what you're doing for them in the background. Your modesty may make this a challenge, but you should always find a time and place to make sure your efforts are being recognised.

Cameron, teachers who score like you may tend to over analyse details during the decision-making process, thinking that there may be more information forthcoming that might impact the choice. It's true that there almost always is more information available if we continue to wait; however, there is also a time at which the collection of data must stop and the decision must be made. Be aware of this when facing a series of data-driven decisions.

You tend to make decisions in a methodical manner taking great care and only after consideration of all data variables and input from others. Of the many patterns of behavioural styles, your scores put you among a minority of the population (a positive minority) who show the trait of careful and deliberate decision making when it comes to important decisions. We specify "important," because you may make routine decisions rather rapidly.

YOUR STRENGTHS What You Bring to Your Role

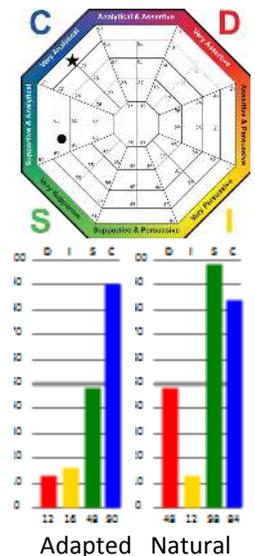
You are likely to display your strength characteristics rather consistently. For the most part, these qualities tend to enhance your effectiveness within your role. The Work Style Tendencies also provide useful insights into your preferred behaviours (i.e. how you prefer to behave in your current role). **Highlight what you believe are your two most important strengths and the two most important work style tendencies and transfer them to the Summary of Your Style (on page 17).**

Your Strengths:

- You may be sought after by other members you work with because of your complete knowledge of processes and procedures.
- Whilst you have the ability to be an individual worker and thinker, you still tend to be supportive of team efforts.
- You demonstrate a high degree of technical specialty and skill in your area of expertise.
- You provide valuable input on projects by considering possible pitfalls that others you work with may have overlooked.
- You are patient in working with others and demonstrating detailed methods for completing a project.
- You provide an objective, reality-focused view of systems, procedures, and organisational operations.
- You are a strong guardian of quality-control standards and procedures.

Your Work Style Tendencies:

- You are somewhat conventional and a bit cautious when it comes to making decisions that impact quality or policy.
- On the job, you may tend to align with others with equally high-quality control standards.
- You may hesitate to trust newer people in the school or organisation, until they have established their credibility.
- You prefer precise time management and enjoy meetings that begin and end on time.
- You have an instant awareness of mistakes and instances of lapsed quality control.
- You are likely to be one of the few members of the project team who has read all of the "fine print" featured in policies or procedures.
- You possess a broad-based awareness of the political and economic implications of any decision that is made on behalf of the school or organisation.



YOUR MOTIVATIONS Your Wants & Needs

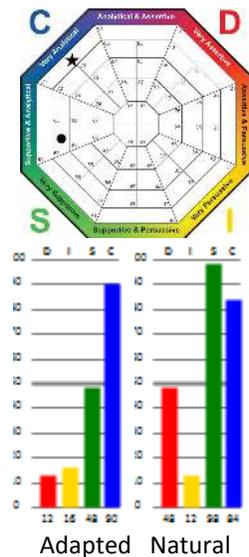
Everybody is motivated...however; they are motivated for their own reasons, not somebody else's reasons.

For example, some people are most motivated to achieve results. Others are most motivated to build relationships. Others are motivated to perfect the systems within their work or technique of their craft. Others are more motivated to be part of an energetic company or team. The list is endless. Suffice to say, understanding your motivation strategies enables you to achieve a motivated state more often. This is critical for those in highly visible and/or management positions as you are expected to role model successful behaviours to others.

Highlight what you think are your two most important motivators (wants) and transfer them to the Summary of Your Style (on page 17).

You Tend to Be Motivated By:

- Being included as a part of the group in social functions.
- The knowledge that the products and services offered are of the highest quality.
- Standard operating procedures that can support a quality initiative without being changed dramatically.
- Sufficient time to consider all options before making a final decision.
- Complete explanations of systems and processes that impact your work environment.
- Environments in which changes are controlled and made only when proven to be necessary.
- A work environment containing minimal hostility and pressure.



YOUR MOTIVATIONS Your Wants & Needs (continued)

All of our behaviours are driven by our needs. Each behavioural style has different needs or drivers to be met. All of our behaviour is simply an attempt to meet our individual needs. Of course it is critical each person understands what their real needs are and how to have them met in a positive, sustainable and emotionally productive manner. The more fully our needs are met, the easier it is to perform at an optimal level. You can discuss with others what your needs are and how you think it is best to meet them. This understanding helps build stronger bonds between you and those you work with.

Highlight your two most important needs and transfer them to the Summary of Your Style (on page 17).

People Like You Tend to Need:

- Sufficient time for effective planning, especially prior to change.
- Options for increasing the efficiency of certain methods or procedures.
- An increased urgency to take advantage of opportunities.
- A method to be introduced to new groups of people or teaching associations and networks.
- Greater participation in team efforts and activities which would provide you with a broader perspective and greater ability to see the "big picture."
- Complete explanations of processes and the internal systems used for completion.
- Reassurance that the long hours you dedicate to projects are worthwhile for building a successful outcome.



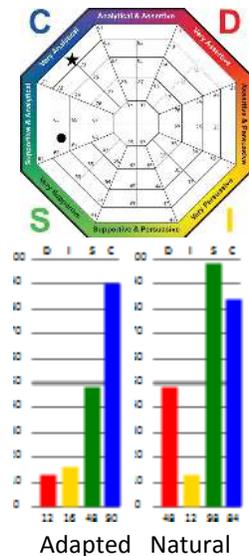
YOUR MOTIVATIONS Ideal Working Environment

By understanding your motivations, you can create an environment where you are most likely to be self-motivated.

Highlight the two most important environment factors and transfer them to the Summary of Your Style (on page 17).

You Tend to be Most Effective in Work Environments that provide:

- Complete explanations of areas of responsibility and control.
- A work environment with a predictable pattern of activity, so as to monitor quality processes.
- Standard, accepted operating procedures that sometimes support complex processes.
- Complete information, details, and examples, with no gaps or surprises.
- Time to reflect and think about pros and cons to solutions.
- Highly specialized teaching assignments and technical areas of responsibility.
- Encouragement to make decisions by logic, rather than emotion.



The S's Behaviour and Needs Under Stress

Under Stress You May Appear:

- Dependent
- Defensive
- Hesitant
- Indecisive
- Wishy Washy

Under Stress You Need:

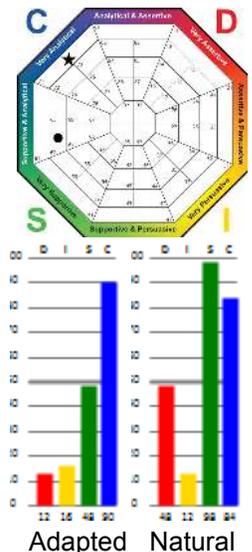
- Relationships
- Reassurances that they are liked
- A slower pace for comfort and security

Your Typical Behaviours in Conflict:

- S's tend to do things to help and benefit others with the expectation that they will reciprocate in some appropriate way. However S's rarely share these expectations. As a result the other person fails to meet their expectations; leading to more repressed anger or hurt feelings on their part.
- S's may also feel that their feelings, needs and desires are not as important as those of others, which can encourage others to take advantage of them which, in turn, results in more repressed anger.
- S's are quite uncomfortable with conflict, aggression and anger. They will do whatever they can to avoid such situations. If S's are not able to physically avoid a situation involving conflict or anger, they will probably attempt to ignore it, functioning as best they can without interacting -- or interacting very superficially -- with others.

Strategies to Reduce Conflict and Increase Harmony:

- Recognise that others may be more comfortable dealing with conflict, anger, and aggression. Expressions of anger or somewhat aggressive behaviour by others are not necessarily personal attacks on you.
- Be open to considering new ways of doing things and undertaking new tasks. Ask your supervisor, friends and co-workers to support you in approaching any significant change.
- Be sure to clarify any instructions or communications that you do not fully understand, no matter how busy the other person may appear to be. Pay particular attention to the desired results and timeframes.



Please note that the information on this page is more general as a description related to your highest TeacherDISC style score.

Communication Tips for Others

The following suggestions assist your peers, staff, management and others who interact with you. This information gives them an understanding of your communication preferences. Everyone has a unique communication style. For example, how do you like to be spoken to? To use this information effectively, share it with others. Find out and discuss their preferences also. The result of this is increased understanding and rapport. Importantly, in pressured situations there is less confusion and more productive action.

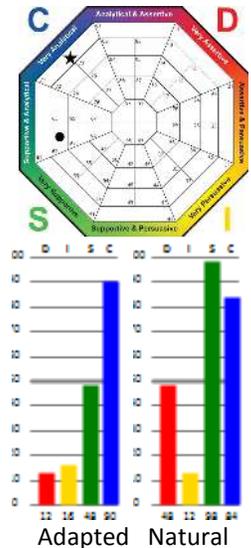
Highlight the two most important ideas when others communicate with you (do's & don'ts) and transfer them to the Summary of Your Style (on page 17).

When Communicating with Cameron, **DO**:

- Be candid, open, and patient.
- Be certain that individual responsibilities are clear, and that there are no ambiguities.
- Assure him that there won't be any unexpected surprises.
- Be sensitive to possible areas of disagreement, he may not be verbal about them.
- Give him time to verify the issues and potential outcomes.
- Be certain that the information you have is credible.
- Ask "how"-oriented questions to draw his opinions.

When Communicating with Cameron, **DON'T**:

- Rush the issues or the decision-making process.
- Be vague about what's expected of the group.
- Be rude, abrupt, or too fast-paced in your delivery.
- Offer promises that you can't keep.
- Offer assurances and guarantees that you can't fulfil.
- Make decisions for him.
- Fail to follow through. If you say you're going to do something, do it.



Communication Plan with the **DOMINANT** Style

CHARACTERISTICS:	SO YOU...
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

Communication Plan with the **INFLUENCING** Style

CHARACTERISTICS	SO YOU...
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

Communication Plan with the **STEADY** Style

CHARACTERISTICS	SO YOU...
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 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 easy-going manner and helpful efforts, when appropriate

Communication Plan with the **CONSCIENTIOUS** Style

CHARACTERISTICS	SO YOU...
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"

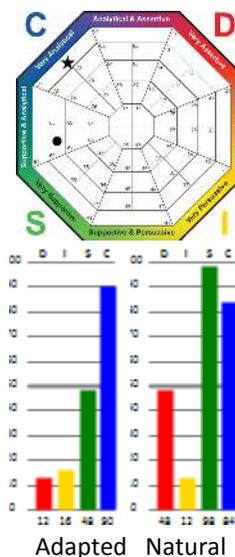
Potential Areas for Improvement

Everyone has some possible struggles, limitations or weaknesses. Oftentimes, it's simply an overextension of your strengths which become a weakness in various situations.

Highlight the two most important areas you are committed to improve upon and transfer them to the Summary of Your Style (on page 17).

Potential Areas for Improvement:

- You could benefit from a greater degree of self-belief and an increased sense of urgency to accomplish activities on a tighter timeline.
- You may be perceived as slow in making decisions and tentative when it comes to making changes.
- You may sometimes use facts, figures, and details as a "security blanket" to avoid confrontation or hostility.
- You may be perceived by some as rigid, inflexible, and overly strict regarding procedures and options.
- You may be overly dependent on a few people who share a similar focus, leading to the exclusion of others you work with who could provide valuable input.
- You may be too tightly bound to established procedures and tradition, even as more efficient and effective methods become available.
- You could demonstrate a bit more spontaneity and take yourself a bit less seriously.



TeacherDISC Summary Page for Cameron Sample

Consistent high performance is directly related to knowing yourself well (self-awareness). Primarily, high performers, in all fields, understand themselves and those they work and interact with. Top performers build strong relationships. Complete the worksheet below from the previous pages of this report. Review this summary of your TeacherDISC profile and share it with those who matter the most in achieving your career goals and work results.

YOUR STRENGTHS: WHAT YOU BRING TO YOUR ROLE (from page 8)

1. _____
2. _____

YOUR WORK STYLE TENDENCIES (YOUR PREFERRED BEHAVIOURS)

1. _____
2. _____

YOUR MOTIVATIONS (WANTS) (from page 9)

1. _____
2. _____

YOUR NEEDS (from page 10)

1. _____
2. _____

IDEAL WORKING ENVIRONMENT (from page 11)

1. _____
2. _____

COMMUNICATION DO'S & DON'TS TIPS (from page 13)

1. _____
2. _____

POTENTIAL AREAS FOR IMPROVEMENT (from page 16)

1. _____
2. _____

EXTRA NOTES

Personal Review Questions

At the end of your survey, you were asked to answer three questions in your own words. Here are the responses you wrote.

What behaviours do you consider to be your strengths in relation to your role?

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What behaviours do you consider to be your limitations in relation to your role?

.

What behaviours do you commit to improve and what would the payoffs be when you make these improvements?

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DISC Graphs for Cameron Sample

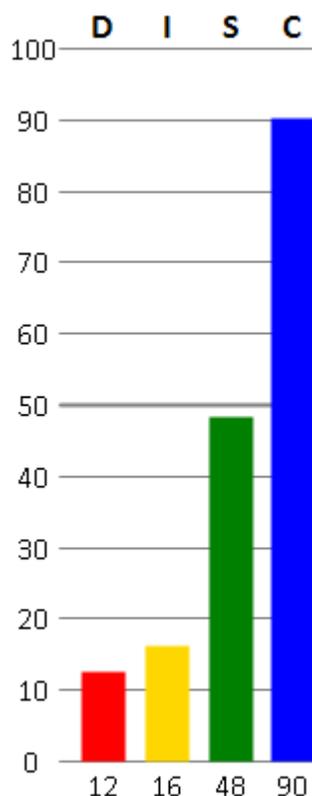
Your **Adapted Style** is your perception of the behaviours you think you should use in your current role. This graph may change when you change roles or situations.

- Your Adapted Style (Graph I below) indicates that you tend to use the behavioural traits of the C style(s). Note the highest bar(s) in the graph on the left hand side.

Your **Natural Style** is often a better indicator of the “real you” and your “knee jerk”, instinctive behaviours. This is how you act when you feel very comfortable in an environment where you 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.

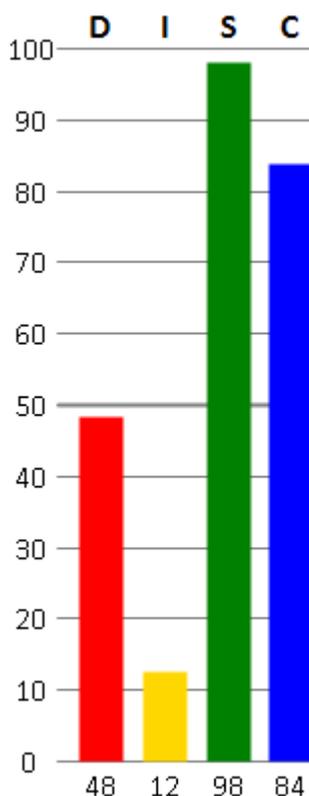
- Your Natural Style (Graph II below) indicates that you naturally tend to use the behavioural traits of the SC style(s). Note the highest bar(s) in the right hand side graph below.

**Adapted TeacherDISC Style
Graph I**

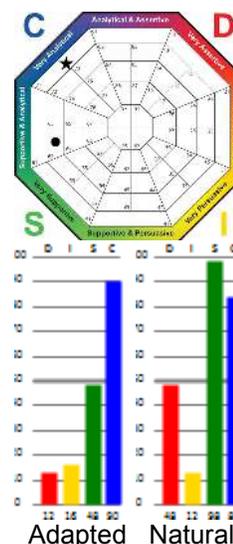


Pattern: C (1136)

**Natural TeacherDISC Style
Graph II**



Pattern: SC (3166)



NOTE: Your results graphs also appear on a smaller scale throughout the report for your quick reference.

The numbers under the graphs represent your scores in DISC order and dictate the adjectives highlighted on the 'Word Sketch' pages.

If the two graphs above are similar, it means that you tend to use your natural behaviours in your current role and don't adapt your behaviour in any significant way. We see this regularly, just as we see differing levels of adaption (different graph 'shapes'). Anything is possible. The key focus is on whether you are achieving your desired results? In some instances, if your Adapted Style is significantly different from your Natural Style, this may cause stress if done over a long period of time as you are likely using behaviours that are not as comfortable or natural for you.

WORD SKETCH Adapted Style

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 Dominance of Problems, Influence of other People, Steadiness of Pace, or Conscientious to Procedures and Rules.

Note that the shaded groups of words match the four-digit numbers under the graphs on the previous page.

	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
Emotion	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 neat sensitive tactful
3	calculated risks 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

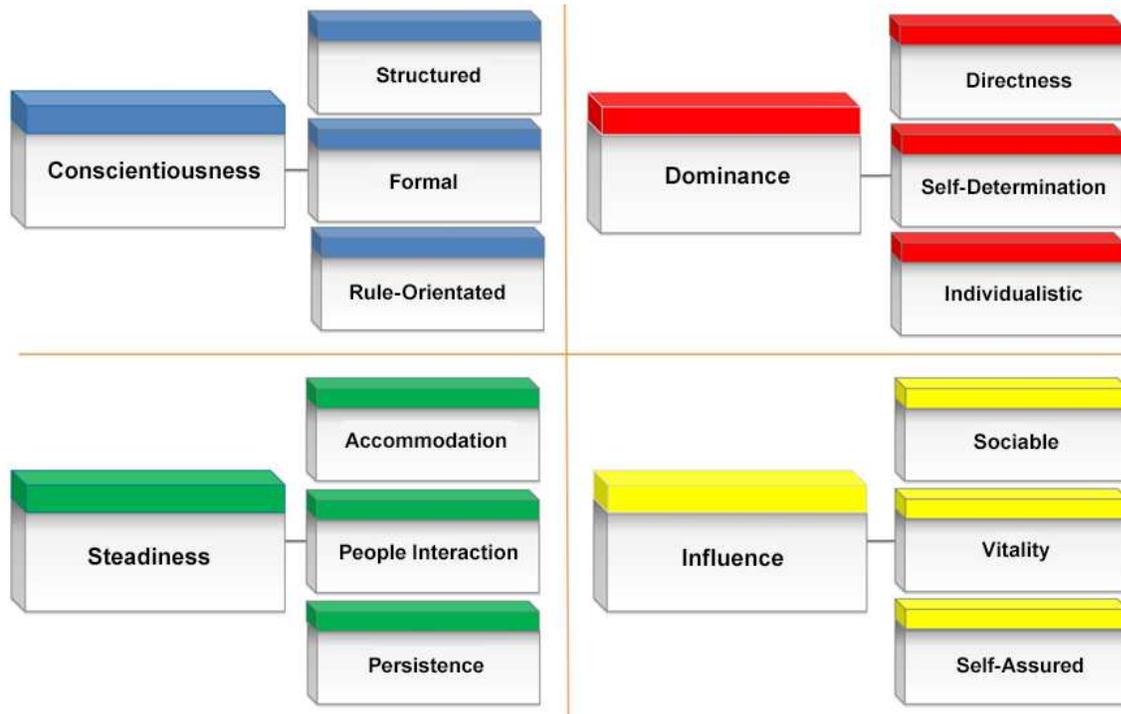
WORD SKETCH Natural Style

This chart shows your **NATURAL DISC Graph** as a "Word Sketch". Use it with examples to describe why you do what you do and what's important to you when it comes to **D**ominance of Problems, **I**nfluence of other People, **S**teadiness of Pace, or **C**ompliance to Procedures and Rules.

You might find it useful to compare the difference between your Natural and Adapted Styles using the Word Sketch. Note that the shaded groups of words match the four-digit numbers under the graphs on page 19.

	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
Emotion	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
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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

The 12 DISC Sub Patterns



For a more complete understanding of a person's overall behaviour style, you can view how each of the primary four DISC factors combine to produce twelve different behavioural patterns, also known as DISC Sub Patterns.

Each of the DISC Sub Patterns has been assigned a specific descriptor to help you understand the behaviour. The 12 DISC Sub Patterns in your report are ranked, according to your natural behaviours that are displayed most often, in most situations. They are ranked from most intense (meaning the degree to which that behaviour is shown is strongest) to least intense. This unique ranking system of DISC Sub Patterns can also be used to compare other people's behavioural styles in a more in-depth way.

The five behavioural intensity levels, as denoted by the text within the square brackets next to each DISC Sub Pattern heading, range from Low (absent in most situations) to High (clearly displayed in most situations). The length of the black line on the scale underneath the DISC Sub Pattern heading shows the relative impact of that behavioural pattern on someone's overall observable behavioural style.

We recommend you add this powerful view to your tool kit and use it to assist you in understanding why and how people shape their communications and connections with other people.

Intensity Scoring Legend – DISC Sub Pattern intensity is a measure of how you will likely display the specific behaviour when interacting and communicating with others in most situations

- **Low Intensity** - Low Intensity scores indicate the ABSENCE of this behaviour in MOST situations.
- **Low Moderate** - Low Moderate Intensity scores are only SOMETIMES observable in SOME situations.
- **Moderate Intensity** - Moderate Intensity scores do not mean “mild.” Moderate means the behaviour 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 People Interaction Behaviour (S/I) [High Intensity]

0.....10.....20.....30.....40.....50.....60.....70.....80.....90.....100

The People Interaction score measures the degree to which a person’s care, in crafting their words and interactions with others, is the main focus as opposed to the need to expressively engage and interact with others. This behaviour prefers an abundance of time to analyse an interaction or situation prior to taking action. High scores reflect great care and thoughtfulness in their interactions. Low scores reflect a free-wheeling and confident belief that most, if not all, personal interactions can be handled on the fly with no planning needed.

2. The Formal Behaviour (C/I) [High Intensity]

0.....10.....20.....30.....40.....50.....60.....70.....80.....90.....100

The Formal score measures the degree to which an individual operates within established protocols, hierarchies and systems. This DISC Sub Pattern is also very cautious in taking new or unplanned action. They have an intense dislike for mistakes and can be critical of other people’s mistakes. High scores suggest greater reliance upon formal and established protocols for interacting with others. They are known to be risk averse. Low scores suggest informality in dealing with people and protocols, and the use of more emotional and persuasive strategies to build relationships, lead and influence others.

3. The Accommodation Behaviour (S/D) [High Moderate Intensity]

0.....10.....20.....30.....40.....50.....60.....70.....80.....90.....100

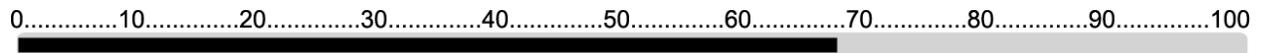
The Accommodation score measures the degree to which an individual has capacity to work at a steady and slower pace (even when tolerating difficult and unfamiliar circumstances) and cooperate with others. High scores will reflect the capacity to persevere on tasks, and consider then support alternative solutions (not necessarily their own solutions) when working with others. Low scores reflect far less accommodation of other people’s needs, amplified by a higher sense of urgency and "results now" focus. This sees those with low scores revert to a more individualistic approach.

4. The Directness Behaviour (D/I) [High Moderate Intensity]



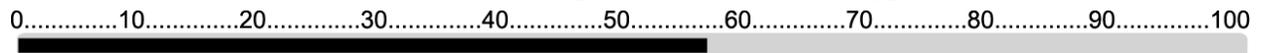
The Directness score measures the degree to which a direct, non-personal approach to accelerate the achievement of results, is used. It reflects a capacity to prioritize tasks and clearly focus on outcomes, as opposed to a focus on relationships and the quality of the outcome. Ultimately, the result outweighs all else. High scores result in a willingness to engage in conflict situations, make difficult decisions and remain firm in supporting those decisions, even when others voice disapproval. Low scores reflect an emphasis on preferring harmony and if dealing with conflict to do so in an empathic and diplomatic style while focusing on relationships.

5. The Structured Behaviour (C/D) [High Moderate Intensity]



The Structured score reflects the degree for relying on established plans, procedures, systems and rules to guide their way in achieving results. This style seeks to avoid confrontation and will work towards finding solutions that are supported by others who work within the established guidelines. High scores favour a strong need to comply with established standards and adherence to rules, policies and practices. Low scores suggest a need to control events in order to more freely make progress without being constrained by established guidelines, plans and policies.

6. The Persistence Behaviour (S/C) [Moderate Intensity]



The Persistence score measures the degree to which a person's behaviour does not challenge the status quo of relationships, roles and leadership within the team. Instead, they support current hierarchies, procedures and processes (such as established plans and strategies). High scores place a greater emphasis on group support which gives them a sense of security. Low scores reflect a need to make changes to people's roles and where needed, develop new strategies and standards.

7. The Rule-Orientated Behaviour (C/S) [Moderate Intensity]



The Rule-Orientated score measures the degree to which an individual operates within established structures, sticks to established plans, policies and rules, combined with a high degree of sense of urgency to take action. High scores reflect a desire to strive for fail-safe environments and structures, achieved through the accuracy of statistics and thoroughness of preparation with a sense of urgency of action. Low scores suggest a greater focus on steadiness, supporting current procedures, retaining the status quo, resisting change and working harmoniously with others.

8. The Individualistic Behaviour (D/C) [Low Moderate Intensity]



The Individualistic score reflects the degree of an independent (they like to work alone), direct and fluid approach toward achieving their goals. This style tackles problems, challenges and opportunities best when they have freedom from controls such as plans, structures and others telling them what to do. High scores are not deterred by potential restraints or established procedures or plans as they pursue their goals and objectives. Low scores favour a strong adherence to plans, policy, rules and established practices in order to achieve critical outcomes.

9. The Sociable Behaviour (I/D) [Low Moderate Intensity]



The Sociable score measures the degree of the person's outgoing (extroverted) verbal and non-verbal behaviours. It reflects the degree of willingness to accommodate, support and please others in order to build friendships which are important to them. It also identifies the interest in assisting others to succeed and achieve their goals. High scores reflect an emphasis on social interaction rather than routines and strict plans which will bore them. Low scores reflect a willingness to make difficult decisions, remain firm in supporting those choices and are energized by a focus on achieving results.

10. The Self-Determination Behaviour (D/S) [Low Moderate Intensity]



The Self-Determination score measures the degree of a results-oriented drive, supported by an emphasis on urgency and action. This style combines the drive of a self-starter with a clear need to take actions and make changes to address problems, challenges and opportunities. High scores maintain consistent progress toward their goals with impatience toward those who do not keep pace with their personal timetable and agenda. Low scores do not exhibit high urgency and take their time to carefully consider their plans and actions before they act, often ensuring others are aligned before final action is taken.

11. The Self-Assured Behaviour (I/C) [Low Intensity]



The Self-Assured score measures the degree to which an individual projects confidence in a variety of people-related situations. They often behave without complete regard to established social boundaries, rules and guidelines. High scores in this factor can sometimes lead to over confidence, willingness to improvise and take spontaneous actions (this means being unstructured and free flowing or even impulsive) rather than preparing in advance and following established plans and strategies. Low scores reflect a cautious and conscientious approach, based on the evidence contained in the relevant data such as statistics and analysis of previous experiences.

12. The Vitality Behaviour (I/S) [Low Intensity]



The Vitality score measures the degree to which an outwardly expressive style is used for interacting with others and the amount of energy expended whilst interacting. High scores reflect a free-wheeling, confident and engaging style that is interested in new ideas, making changes and the outgoing demonstration of that interest (high energy and enthusiasm). This behaviour is likely to be a strong source of influence on others. Low scores reflect thoughtfulness and great care in considering their words, thinking prior to talking and also considering their actions to support steady progress towards a goal, without ever rushing.

Behavioural Pattern View

Here is yet another way to view your TeacherDISC style. The Behavioural Diamond has eight behavioural zones. Each zone identifies a different combination of behavioural traits. The peripheral descriptors describe how others typically see people with your style. Plots on the outer edges of the diamond identify that one factor (DISC) of your style will dominate the other three. As you move towards the centre of the diamond two and eventually three traits combine to moderate the intensity of your style descriptors within a specific behavioural zone.

THE SCORING LEGEND

D is for Dominance: How you deal with Problems

I is for Influence/Extroversion: How you deal with Other People

S is for Steadiness/Patience: How you deal with your Activity Level and Pace

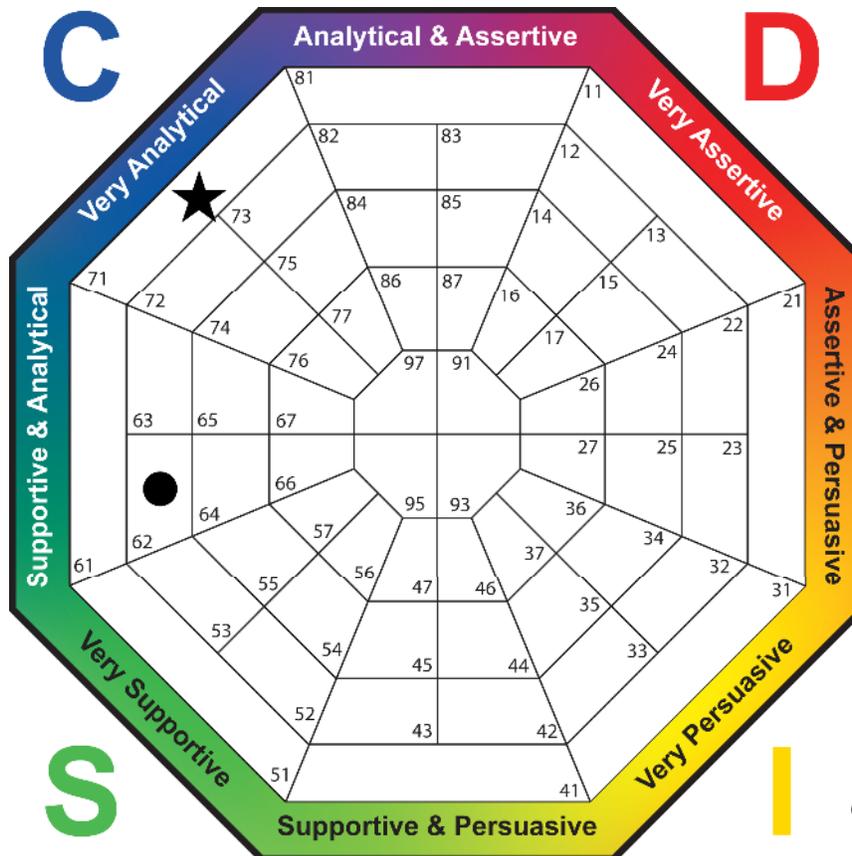
C is for Conscientious/Compliance/Structure: How you deal with the "Organization's Rules" as well as the focus on details, accuracy and precision

Efficient, Analytical, Organized,
Factual, Aware of the Consequences
of their Actions, Practical and
Innovative.

Data, Fact & Analysis
Based. Precise &
Accurate Trusts in the
Value of Structure,
Standards & Order.
Sees the value of
"Rules".

Assertive, Results
Focused, Rapid Decisions,
Will Seek Challenges, Can
be Aggressive and
Impatient, Desires to Lead.

Balances & Values
Data & Diplomacy,
Mindful of the
"Rules". Will be Goal
Focused, Dislikes
Confusion and
Ambiguity.



Both Assertive and
Persuasive, Likely to
embrace New
Concepts, Often a
Mover and a Shaker,
Can be very outgoing
with High Energy and
Engaging Effort.

Very Patient & Favors
Stability and Structure.
Not a Risk Taker, Likes
to operate at a Steady,
Even Pace.

Very Outgoing &
Persuasive, Very People
Oriented, Quite Optimistic
Outlook, Strong
Communication Skills, Likes
to have Variety in their day.

● = Natural Behavioural Style

★ = Adapted Behavioural Style

Supportive & Persuasive,
Good Team Player, Creates
Good Will & provides Good
Customer Service



PART II Application of DISC

Understanding your own behavioural style is just the first step to enhancing your personal and professional effectiveness. All the knowledge in the world doesn't mean much if you don't know how to apply it in real life situations. That's what the rest of this report is all about.

To begin to use the power of behavioural styles, you also need to know how to apply the information to people and situations. Remember, people want to be treated according to their behavioural style, not yours.

THIS APPLICATION SECTION INCLUDES:

- Overview of the Four Basic DISC Styles
- How to Identify Another Person's Behavioural Style
- What is Behavioural Adaptability
- How to Modify Your Style
- Tension Among the Styles
- How to Adapt to the Different Behavioural Styles

This section will help you understand how to be more effective in your role, with your working relationships and situations. Good relationships can get better and challenging relationships may become good.

After reviewing the information, select a relationship in which things have not gone as smoothly as you would like. You might choose one of your colleagues or a more senior manager you work with. Make a commitment to at least take the time to gain an understanding of the other person's behavioural style and take a few steps to adapt your behaviour to improve the relationship. Here's how to do it:

- 1** Identify the behavioural style of the other person using the **How to Identify Another Person's Behavioural Style** section. You can read about their style in **Overview of the Four Basic DISC styles**. The section on **What Is Behavioural Adaptability** gives you an in-depth insight into what adaptability is, what it is not, and why it's so important to all your working relationships.
- 2** Once you know their style and preferences for directness and/or openness, you can use the **How to Modify Your Directness and Openness** section to adjust these areas 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 the differences in preference in pace and priority, and modifying accordingly, can make a big difference in those tension-filled relationships.
- 4** And finally, the last section, **How to Adapt to the Different Behavioural Styles**, will give you suggestions when dealing with each of the four basic DISC styles.

Overview of the Four Basic DISC Styles

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 behavioural style is only a partial description of personality, it is quite useful in describing how a person behaves, and is perceived in various situations.

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

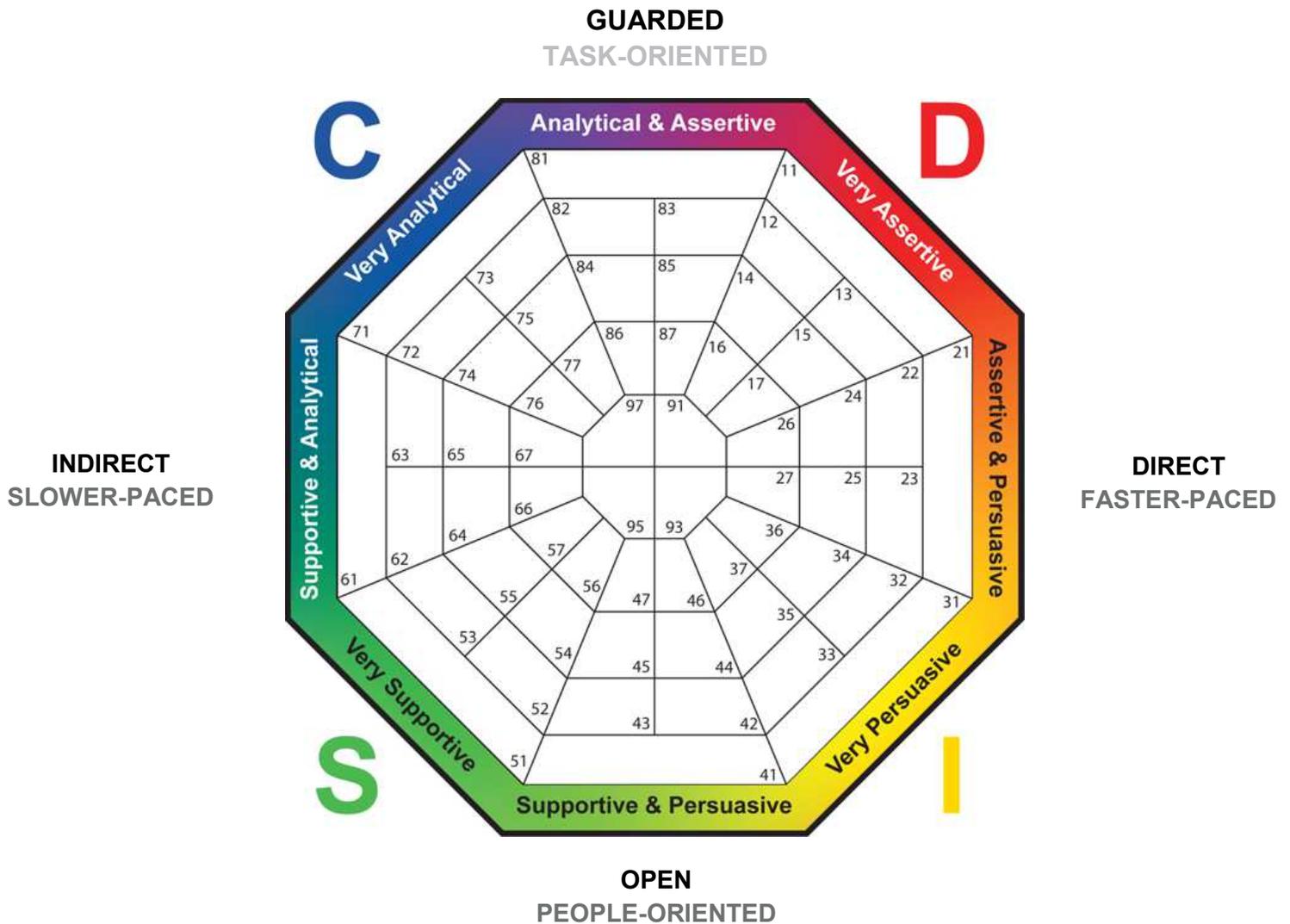
How to Identify Another Person's Behavioural Style

How do you quickly and accurately identify each of the four behavioural styles in order to practice adaptability? You do this by focusing on two areas of behaviour — **DIRECTNESS** and **OPENNESS**.

To identify the styles of other people, ask the questions on the following page. When you combine both scales (directness and openness), you create each of the four different behavioural styles. Individuals who have:

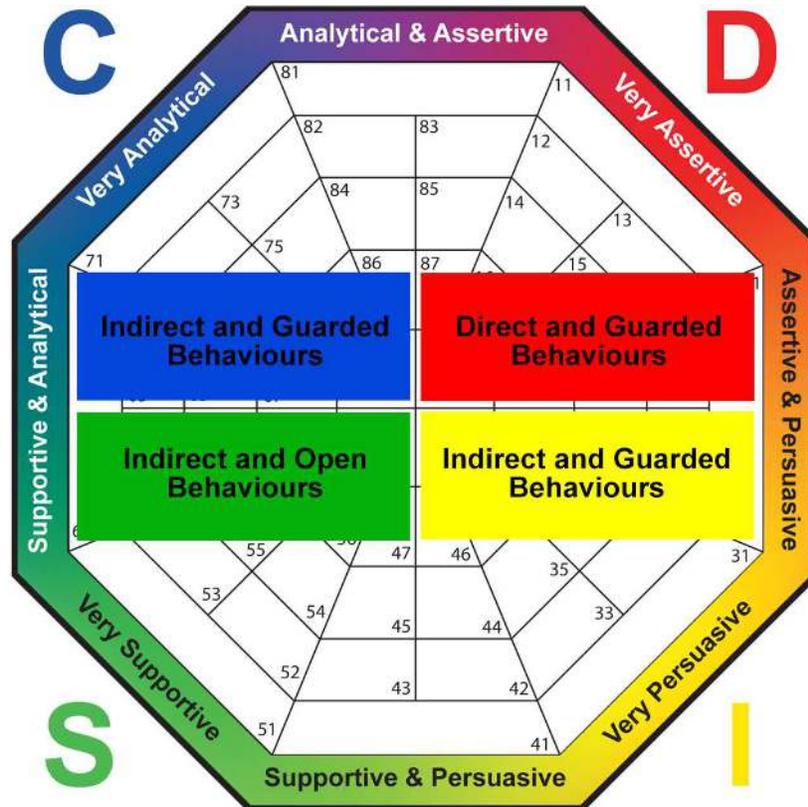
- guarded and direct behaviours are Dominant Styles;
- direct and open behaviours are Influence Styles;
- open and indirect behaviours are Steadiness Styles; and
- indirect and guarded behaviours are Conscientious Styles.

The Whole Picture



Recognizing Another Person's DISC Behavioural Style - Two Useful Questions:

1. Are they **DIRECT** or **INDIRECT** in their communications?
(Directness is the 1st Predictor of DISC Style. Direct plot on the right, Indirect on the Left).
2. Are they **GUARDED** or **OPEN** in their communications?
(Openness is the 2nd Predictor of DISC Style. Open plot 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 behavioural styles:

D = Individuals who typically exhibit *direct & guarded behaviours* define the Dominant Styles

I = Individuals who exhibit *direct & open behaviours* define the Influence/Extroverted Styles.

S = Individuals who exhibit *indirect & open behaviours* define the Steadiness/Patient Styles.

C = Individuals who exhibit *indirect & guarded behaviours* define the Conscientious/Compliant Styles.

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

What is Behavioural 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's 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 that 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 concerns the way you manage your own behaviours.

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 behaviour to make other people feel more at ease with you and the situation.

Adaptability does not mean "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.

Adaptability is important to all successful relationships. People often adopt a different style in their work lives than they do in their social and personal lives. We tend to be more adaptable with people we know less. We tend to be less adaptable at home and with people we know well.

Adaptability at its extreme could make you 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.

Effectively adaptable people meet other people's needs and their own. Through practice, they are able to achieve a balance: strategically managing their adaptability by recognizing when a modest compromise is appropriate, or, when the nature of the situation calls for them to totally adapt to the other person's behavioural style, they do so. Adaptable people know how to negotiate relationships in a way that allows everyone to win. They are tactful, reasonable, understanding, and non-judgmental.

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. 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 situations, you will only be able to identify another person's directness or openness, but not both. In these situations, you need to know how to practice adaptability, one behavioural dimension at a time. With that in mind, let's look at what you can do to modify YOUR level of Directness or Openness before looking at specific guidelines for being more adaptable with each of the four styles.

DIRECTNESS

TO INCREASE

- Speak, move and make decisions at a faster pace
- Initiate conversation and decisions
- Give recommendations
- Use direct statements rather than roundabout questions
- Use a strong, confident voice
- Challenge and tactfully disagree, when appropriate
- 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

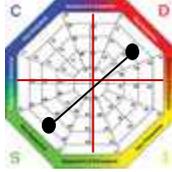
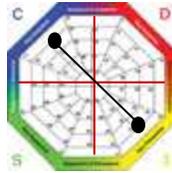
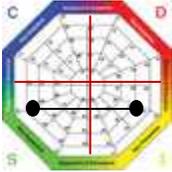
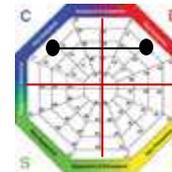
TO INCREASE

- 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

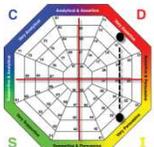
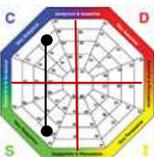
TO DECREASE:

- Get right to the task – 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 more "business-like" or professional language

Tension Among the Styles

Potential Tensions/Disconnects	Plot Points Example
<p><u>Double Tensions of Patience vs. Urgency AND People versus Task</u></p> <p><i>Pattern 1: The High S's preferred Patient & Slower Pace with a Primary Focus on People can conflict with the High D's Sense of Urgency and a focus on Tasks and Results (and Now!).</i></p>	 <p style="text-align: center;">High S + High D (Lower Left vs. Upper Right Quadrant)</p>
<p><u>Double Tensions of Patience vs. Urgency AND People versus Task</u></p> <p><i>Pattern 2: The High C's lack of Urgency with a Primary Focus on Tasks/Results can conflict with the High I's higher Urgency with a Primary Focus on People.</i></p>	 <p style="text-align: center;">High C + High I (Upper Left vs. Lower Right Quadrant)</p>
<p>Patience vs. Urgency Tensions:</p> <p><i>The High S's innate Patience can conflict with the High I's Sense of Urgency.</i></p>	 <p style="text-align: center;">High S + High I (Lower Left vs. Lower Right Quadrant).</p>
<p>Patience vs. Urgency Tensions:</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 Results, do it NOW solutions, and immediate action.</i></p>	 <p style="text-align: center;">High C + High D (Upper Left vs. Upper Right Quadrant)</p>

Tension Among the Styles (continued)

Potential Tension(s)/Disconnects	Plot Points
<p>People vs. Tasks Tensions</p> <p><i>The High D's focus on Results, Tasks and Action can conflict with the High I's focus on other People, Feelings (and political correctness).</i></p>	 <p>High D + High I <i>(Upper Right vs. Lower Right Quadrant)</i></p>
<p>People vs. Tasks Tensions</p> <p><i>The High C's focus on Data, Analysis, Accuracy and Precision can conflict with the High S's focus on other People, Teamwork, Personal Connection and a feeling of 'family'.</i></p>	 <p>High C + High S <i>(Upper Left vs. Lower Left Quadrant)</i></p>

Tension Among the Styles WORKSHEET

Everybody has a few tension-filled relationships. You may have the highest regard toward the person, yet it seems no matter what you do, your interactions can be stressful. If this is behaviour related, applying The Platinum Rule - Treat others the way THEY want to be treated – may be helpful. Complete this worksheet to gain insights on how to improve the relationship.

First, refer to the section on **How to Identify Another Person's Style** and determine their primary behavioural style. Then refer to the **Tension Model** to identify their pace and priority preferences. Next, see which preferences are different than yours and note the strategy you will take to modify your behaviour. If both preferences are the same as yours, then determine where you will allow their needs to be placed above yours. A little give and take will go a long way.

JANE DOE'S INFORMATION

STYLE: C
PACE: Slower-paced
PRIORITY: Goal/Task-oriented

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: _____

How to Adapt to 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 possible, or at least feel like they are). 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 D Style, in general, be efficient and competent.

WHEN WORKING WITH THEM, 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

AT IMPORTANT MEETINGS...

- Plan to be prepared, organized, fast-paced, and always to the point
- Meet them in a professional 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

IN SOCIAL OR OTHER SETTINGS...

- 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

How to Adapt to 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 pie-in-the-sky visions; get excited about them.

The Influencing 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 things without first a friendly chat.

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

WHEN WORKING WITH THEM, HELP THEM TO...

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

AT IMPORTANT MEETINGS...

- Show that you're interested in them, let them talk, and allow your animation and enthusiasm to emerge
- 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 or examples of others' successes

IN SOCIAL OR OTHER SETTINGS...

- 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

How to Adapt to 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 Steady 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 others' 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 S Style, in general, be non-threatening and sincere.

WHEN WORKING WITH THEM, 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 things
- Become more open to some risks and changes
- Feel sincerely appreciated
- Speak up and voice their thoughts and feelings
- Modify their tendency to automatically do what others tell them
- Get and accept credit and praise, when appropriate

AT IMPORTANT MEETINGS...

- 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 work 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

IN SOCIAL OR OTHER SETTINGS...

- 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

How to Adapt to 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 team or 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 team. If appropriate, set guidelines and exact timelines. 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.

WHEN WORKING WITH THEM, HELP THEM TO...

- Share their knowledge and expertise with others
- Stand up for themselves with the people they prefer to avoid
- Shoot for realistic timelines 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

AT IMPORTANT MEETINGS...

- 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

IN SOCIAL OR OTHER SETTINGS...

- 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



Part III Observer Feedback

As part of your profile, you are able to invite observers to complete an assessment questionnaire about you, as they see you in your role. This is valuable 360 degree feedback.

Comments in this report are included exactly as they are answered by the observers - without any editing, spelling corrections or censoring.

The graphical results of your observer feedback are available through your online log in. They can be accessed in the same place this report was downloaded.

If you have not invited observers, the next pages will remain blank.

PLEASE NOTE: If your feedback on these pages is missing and you anticipate that it should be within this report, you can login to your webpage (where you downloaded this report) and download the report again. Each time you download your report, it contains updated observer data. To ensure your report is up to date, you should do this after new observers complete their surveys.

What behaviours do you consider to be Cameron's strengths in relation to Cameron's role?

Observer Feedback (continued)

What behaviours do you consider to be Cameron's limitations in relation to Cameron's role?

Observer Feedback (continued)

What behaviours do you believe Cameron could improve and what would the payoffs be if Cameron made these improvements?

Next Steps

This report is filled with information about you in your current role and your preferred working behaviours.

Have this report printed into a hard copy form and keep with you. Digest it slowly and look at it often. Let it sink in. There is a lot of information here and it is not meant to be digested in just one reading.

Ensure that you have completed your Summary Page on page 17. This is useful as an exercise for you to review the report content and is also useful to share as a one-page summary with others.

There are also valuable resources available to you through your personal login. You may also like to consider getting feedback from others as your 'Observers'. It is completely optional and at your control. Access this through your personal login.

If you haven't already, many professionals get enormous value from using the TeacherDISC Profile with their colleagues and others they interact with. Simply contact the person who organized your TeacherDISC profile or go to the www.team8.com.au website for more information.

Have fun with making a few changes in your behaviour and experience the results. You might be surprised! There is a great rule to apply called The Platinum Rule: "Treat others the way THEY want to be treated" and you will have much more success in your work and all relationships!



Team8 Assessments

proven DISC profiling for business, industry & education
performance through people

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