



DISCcert – Leadership Report

**Personalized Report For:
Sample Report
11/25/2014**

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Introduction to DISC and Your DISCcert Report

What is DISC?

The DISC Assessment gives us valuable information on how we prefer to communicate with others. It additionally, provides insightful instructions on treating and communicating with others the way they want to be treated. Dr. Tony Alessandra calls this wise counsel - The Platinum Rule®

The DISC assessment is a simple, practical and highly accurate tool that measures behaviors, observable indicators. It first helps us to focus on understanding our own communication styles, and then equally as important, how to enhance communications with others. It does not measure intelligence, values, or performance, but rather encourages us to explore all behavior styles and appreciate the differences.

DISC History

Let us begin with a brief history of how DISC came to be, and how it has evolved over time. In the early 1920's, Carl Jung outlined the four types of personalities. But, it was Dr. Marston, in 1928, a psychology professor at Columbia University that published what we now refer to as the DISC model of communication behaviors.

Marston's motivation for developing the DISC model came from a desire to be able to measure the emotions of 'normal people'. He believed there was a connection between the energy of behavior and consciousness.

Although Dr. Marston came up with the model, it was Dr. Clarke in 1940 who constructed the first actual DISC Assessment. He named this assessment tool the 'Activity Vector Analysis'. Respondents took the assessment 2 times, first with 'Least' selections, and again with 'Most' selections. Then in the 1950's, Dr. Cleaver figured out a way to combine the process of selection, so the assessment needed only to be administered one time. His assessment was designed so that one must choose one out of four options, creating a 'forced choice' tool.

Dr. John Geier, in the 1970's, a prominent psychologist and professor at University of Minnesota, created the DISC assessment that is used today as the standard for all DISC assessment instruments. His tool updated the assessment terminology, and was designed to be a more user-friendly format. He also renamed the assessment as the "DISC."

Presently, we are now using DISCcert System which continues to focus on patterns of external observable behaviors. You will learn later, that this DISC assessment also incorporates scales of directness and openness for each style, providing additional clarifications.

Introduction to DISC and Your DISCcert Report Cont.

DISC Model

The DISC refers to the four core sets of behavior patterns (styles, languages); Dominant, Influence, Steady and Conscientious. The first letter of each of the patterns creates an easy to remember acronym: D I S C. The various combinations of the following four determine our own natural (native) DISC communication style (language.) No combination is better than another.

Each behavior style has a significantly different priority or orientation. Each priority denotes a specific focus that generates personal energy and motivation, and as a result there is a wide variance in the preferences to act.

Behavior Style	Priority	Preference
Dominant	Problem Solving	Prefers making quick decisions
Influence	People Involvement	Prefers to actively engage others
Steady	Plan Development	Prefers systematic approach
Conscientious	Procedures Followed	Prefers to be detailed

How to Use Your DISC Report

In the next section you will be learning about your own personal DISCcert style. You will read about your style's strengths, as well as opportunities for continuing to develop the ability to flex/stretch/adapt. As you go through your DISCcert report, it is *important* to remember that there is no 'best style'. Each style has its own unique strengths. Many make the mistake of believing that everyone else would be more effective when communicating, if they were just "more like me." Instead, highly effective communications occur when one understands the four core DISC patterns and is willing to adapt their behavior to facilitate clear communications.

Your DISCcert report is not asking you to change who you are, but rather explains how you can capitalize on your strengths as well as modify your actions, in order to meet the needs for whatever communication that is taking place.

If you take the time to truly understand and learn how to use DISC in all your communications, you will increase receptivity, credibility, and most importantly – you will gain more positive outcomes than ever before!

DISCcert Natural Graph II – Key Points

Style	Focus	Behavior	
		Above Energy Line	Below Energy Line
D	Problem Solve	Challenges	Cautious
I	People	Connects	Courteous
S	Plan	Consistent	Change Oriented
C	Procedures	Careful	Conceptual

How Your Natural Graph II was Determined

Researchers discovered that people have more clarity around what they LEAST like. For example, if one's LEAST favorite food is liver, it does not matter when (24/7) or where (Work or Home) you ask them this same question - their answer will be always be liver. Your Natural Graph II is based upon your LEAST selections when you took the DISC Assessment.

Common Questions and Brief Answers

What generates the letters listed as my Natural Style?

All the points above the Energy Line in your Graph II make-up your (Primary) Natural Style.

Is one Style better than another?

All Styles are of equal importance. DISC is not a qualitative assessment.

Will my Natural Graph II change over time?

Very little. Goal is not to change who you are, but adapt when needed.

Is my Graph II valid if I have 1 or 2 or 3 points below or above the Energy Line?

Yes. You do need to have at least 1 point below or 1 point above.

Can I overuse a style?

Yes. For best communication results, it is best to learn how to flex your behaviors.

Can I change my Natural Style?

No. For example, you cannot change the native language you speak... but, you can develop other language skills, so you can communicate with more people successfully.

How accurate is the DISCcert Report?

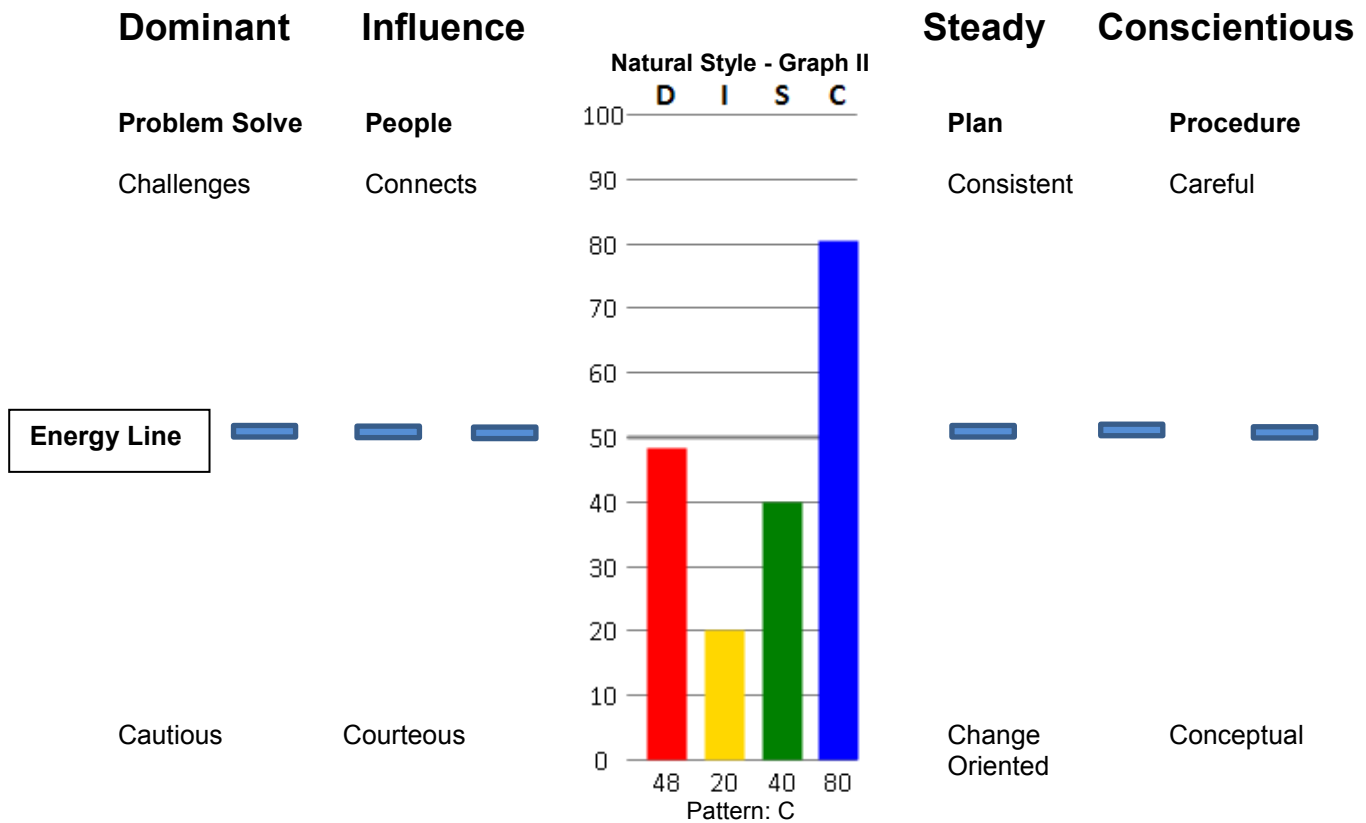
As accurate as the information entered. This is a self-report.

What does the location of each Style point mean?

The position of the plotted points determines the style intensity.

DISCcert Natural eGraph II for Sample Report

DISC is a Style Assessment, NOT a Skill Assessment.
Natural Graph II represents both your 24-7, work & home.
Natural Graph II is based on Nature (DNA) & Nurture (society & family) influencers.



Your Word Sketch for Your Natural Graph II

Based on your assessment responses, your DISC report has identified characteristics that line-up with your Natural Graph II DISC Pattern. The highlighted words indicate your preference for solving problems, influencing people, developing plans and handling procedures. Note that all your points, whether above or below the Energy Line have positive descriptors. The actual location of each style represents the degree to which you more or less prefer in using when communicating with others.

	D	I	S	C
DISC Focus →	Problem Solve	People	Plan	Procedures
	Competitive Assertive Daring Ambitious Directive Expedient	Demonstrative Enthusiastic Gregarious Intense Optimistic Persuasive	Systematic Stable Patient Peaceful Accommodating Team Player	Accurate Analytical Exacting Factual Precise Logical
	Decisive Risk-taker Goal oriented Pioneering	Expressive Charming Collaborative Sociable	Consistent Cooperative Loyal Supportive	Careful Data Driven Investigates High Standards
	Deliberate Determined Self-reliant Concise	Trusting Confident Friendly Generous	Relaxed Composed Calming Courteous	Focused Detail Oriented Pragmatic Conventional
	Calculated Risks Unassuming Rational Thoughtful	Poised Modest Reserved Subtle	Active Change Oriented Eager Spontaneous	Firm Challenges Self-assured Independent
	Reflective Contemplative Hesitant Seeks Information	Introspective Moderate Restrained Private	Energetic Carefree Vigorous Variety Oriented	Autonomous Open-minded Conceptual Adventurous
	Tentative Prudent Judicious Balanced	Understated Inconspicuous Sympathetic Discreet	Tenacious Energetic Animated Unstructured	Experiments Approximates Exploratory Progressive

Create Your DISCcert Summary

The next section provides insights on specific attributes of your DISC Communication Style(s.)

Recommendation for easy reference for the future:

As you read the pages listed below, identify 2 that resonate with you the most and list below. You may find it is helpful to share some of your elections with others.

Your General Characteristics (Page 9) _____

Your Strengths (Page 11) _____

Your Work Style Tendencies (Page 11) _____

Your Motivators (Page 12) _____

Your Ideal Work Environment (Page 12) _____

Your Work Oriented Needs (Page 13) _____

Your Potential Areas for Development (Page 13) _____

Your Communication Tips for Others (Page 14) _____

Your 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. *Recommendation for easy reference for the future: Review preferences stated below, identify 2 and list them on page 8, "Create Your DISCcert Summary" page.*

Your response pattern indicates that you tend to be less talkative in larger groups, and as a result, perhaps somewhat difficult to get to know on a personal level. This doesn't necessarily have to be a negative trait. As a piece of coaching, we suggest that you attempt to warm up to people more quickly to help put them at ease. Engage in supportive conversation as a way to break the ice. This may pull you out of your comfort zone, but it will help others get to know who you are, even as you learn more about them.

Your response pattern shows that you demonstrate excellent critical thinking ability. This strength is especially important for leaders, who often must verbalize opinions convincingly to the team or organization at large. Others tend not to think as deeply or as critically as you, making your skill valuable in the workplace.

You like to complete projects with precision and accuracy, as these are important hallmarks of your work ethic. Additionally, you complete projects on time, but might tend to feel that the overall quality could be improved if you spent a bit more time.

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

Your General Characteristics (continued)

You have a rare skill in being able to weigh both intuition and data in balanced ways when making decisions. You tend to provide deep analysis in your insight, as well as a gut-level intuition that helps to balance the data. While others may jump to conclusions with no analysis, or conversely suffer "analysis paralysis," you have the ability to find the proper balance.

You score like those who prefer clearly defined roles and responsibilities. You like precise job descriptions, with little overlap of activity or break from routine. Defined roles serve as an excellent base from which to operate, as long as it is understood that the unexpected sometimes happens, and that such times may call for more flexibility.

Your pattern of responses indicates that you do not like interruptions while working on detailed projects. You show a high degree of focus on the things you do, and thus complete tasks with a high degree of quality and accuracy. You score like those who are most effective when they are able to complete a project or assignment in its entirety before moving on to the next task.

You provide facts to support any statement you make, and expect the same supporting documentation from others. You score like those who do their homework and tend to be prepared for meetings, presentations, and conferences. These people also maintain a substantial memory file of facts and information that helps to respond quickly to inquiries in meetings or presentations. This consistent pursuit of the facts brings credibility to the workplace and the organization.

Your Strengths

You are likely to display your strength characteristics rather consistently. For the most part, these qualities tend to enhance your effectiveness within your organization. *Recommendation for easy reference for the future: Review preferences stated below, identify 2 and list them on page 8, "Create Your DISCcert Summary" page.*

- You approach systems, utilities, and procedures with a high standard of quality.
- If given the responsibility to maintain high standards, you will meet those standards.
- Others on the team may seek you out to answer detailed or process-oriented questions.
- You provide significant input to projects and processes, and are alert to potential problems and controls necessary.
- You remain objective, even in emotional situations.
- You're an excellent critical thinker, frequently asking "Why?"
- You are frequently seen by others as an expert in your area of responsibility.

Your Work Style Tendencies

The following work style tendencies are positive attributes that you bring to your job as well as team projects. *Recommendation for easy reference for the future: Review preferences stated below, identify 2 and list them on page 8, "Create Your DISC Styles Summary" page.*

- You make job-related decisions by gathering facts and considering the needs of the people involved.
- You show a special ability to help others on the team visualize the activities necessary to obtain success in a complex project.
- You may be overly afraid of losing on a project or proposal.
- On the job, you bring a high degree of optimism and a strong desire to win.
- You have the ability to handle both the "people side" and the detail side of a project with equal skill and confidence.
- When urgency reaches a high point, you can work with the team to restore comfort, while also obtaining good results.
- On difficult projects, you may become somewhat impatient or aggressive under pressure.

Your Motivators

Your motivations are largely influenced by your wants. By understanding what uniquely motivates you, it can help you create work situations where you are more apt to be self-motivated. *Recommendation for easy reference for the future: Review preferences stated below, identify 2 and list them on page 8, "Create Your DISCcert Summary" page.*

- Environments in which changes are made in a controlled way, and only when necessary.
- Assignments that allow for a variety of interpersonal contact and mobility.
- Receiving complete explanations of systems and processes that impact the work environment.
- A strong, visible group or organization to identify with.
- A supportive and encouraging working environment.
- Work tasks of a specialized nature to support your natural curiosity and detail orientation.
- Social recognition for success on a project, or in achieving a goal.

Your Ideal Work Environment

By learning and capitalizing on your motivations, you can be pro-active in creating an environment where you are able to perform at an optimal level. *Recommendation for easy reference for the future: Review preferences stated below, identify 2 and list them on page 8, "Create Your DISCcert Summary" page.*

- A democratic environment with participatory management.
- Time to reflect and think about pros and cons to solutions.
- An environment that supports your critical thinking skills.
- Highly specialized assignments and technical areas of responsibility.
- Projects requiring you to motivate and persuade people.
- Variety in work tasks and projects.
- Freedom to express your ideas.

Your Work Oriented Needs

Your behaviors are also driven by your needs. The more fully your needs are met, the better prepared you are to achieve success. *Recommendation for easy reference for the future: Review preferences stated below, identify 2 and list them on page 8, "Create Your DISCcert Summary" page.*

- To spend less time on details, and more attention to the big picture.
- Job descriptions which are presented clearly, with no ambiguities.
- Sufficient time for effective planning.
- Complete explanations of processes and the internal systems used.
- Increased confidence in your own decision-making ability.
- Work assignments requiring high degrees of precision and accuracy, to capitalize on your high detail orientation.
- Increased urgency in making decisions.

Your Potential Areas for Development

If you do experience communication struggles, they may be simply the result of overextending your strengths. The following will offer you insights on what you can do to successfully address such challenges. *Recommendation for easy reference for the future: Review preferences stated below, identify 2 and list them on page 8, "Create Your DISCcert Summary" page.*

- You may allow yourself to get bogged down in the details, especially when the climate becomes pressured.
- You may be too cautious when making decisions, tending to second-guess yourself, rather than standing firmly behind your decision.
- You do not like to make waves and thus may not be verbal with your feelings and opinions, especially if they run contrary to the group.
- When forming teams, you may tend to select people who are similar to you.
- You may tend to withdraw ideas in order to avoid controversy.
- You may tend to avoid taking responsibility for problems and failures.
- You may tend to hesitate under intense pressure to make a proper decision.

Your Communication Tips for Others

The following specific suggestions are intended to support you, when you are explaining to others your preferences for communicating. First segment states what you would like others to actively do when interacting with you. The additional segment describes what you would like others to not do, when communicating with you. By discussing this information with others, you are helping them to communicate with you more effectively. *Recommendation for easy reference for the future: Review preferences stated below, identify 2 and list them on page 8, "Create Your DISCcert Summary" page.*

Actions you would like others to do when communicating with you:

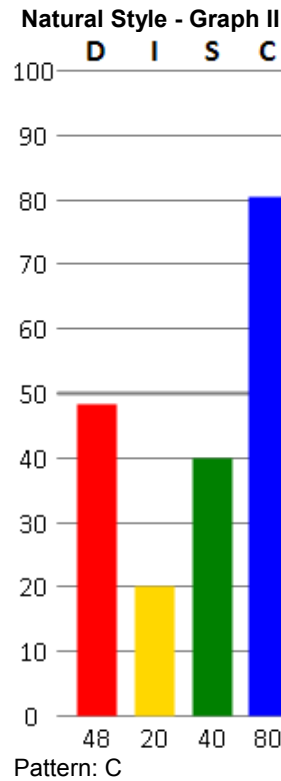
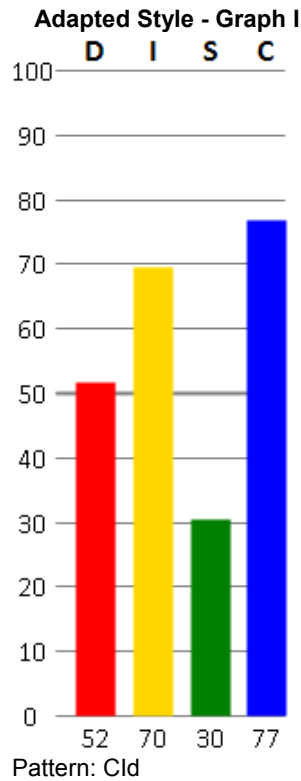
- Do your homework, because she will have already done her share of it.
- Be accurate and realistic; don't overinflate ideas or results.
- Make an organized appeal for your support and contributions.
- Use a thoughtful and logical approach to discussing ideas and options.
- Provide a specific, step-by-step timetable, complete with names and responsibilities.
- Assure her that there won't be surprises.
- Take your time; be precise and thorough.

Actions you would like others not to do when communicating with you:

- Push too hard.
- Use unreliable evidence or testimonials.
- Be unrealistic with deadlines.
- Be vague about what's expected of the group.
- Be disorganized or sloppy.
- Be casual, informal, or loud.
- Use someone else's opinion as evidence.

DISCcert eGraphs for Sample Report

Adaptive (Graph I)
 1 Day at Work
 Can change day to day
 Your Influencers:
 Role, Responsibilities,
 Who You Relate
 Based on your "Most"



Natural (Graph II)
 24-7 Work AND Home
 Remains quite constant
 Based on combination:
 Nature (your DNA)
 Nurture (society influencers)
 Based on your "Least"

Comparing Your Adaptive (Graph I) and Natural (Graph II)

If your Adaptive (Graph I) & Natural (Graph II) are similar then it means then you used your same natural behavioral traits the day at work that you completed the assessment. Your job most likely that day felt in-line with how you would like to be communicating. However, the goal is to not stay in that mode day in and day out, otherwise you are not stretching to accommodate another's way of communicating.

If your Adaptive (Graph I) & Natural (Graph II) are different then it means then the day you took the assessment you needed to adapt/flex/stretch to get the job done. You were willing to use behaviors that are not as comfortable or natural for you.

Important question - Does this stretch occur occasionally or does it represent a much longer period of time? If it represents a long period of time, it is helpful to remember that it is requiring more effort to accomplish tasks, which can cause stress. You may want to explore how you could accomplish the same assignment(s), but with an approach that does not entail such prolonged adaptation. If you cannot recall what you were specifically doing that day, think of what job responsibilities might have required you to stretch in such a manner. This can provide you increased understanding as to what you may experience in future situations that necessitate flexing.

Your Word Sketch for Your Adaptive Graph I

Based on your assessment “Most” responses, your DISC report has identified characteristics that line-up with your Adaptive Graph I DISC Pattern. The highlighted words indicate what communication behaviors you utilized the day you took the assessment to problem solve, influence people, develop plans and handle procedures. The behavioral traits you demonstrated are influenced by what role, responsibilities and to whom you were relating.

	D	I	S	C
DISC Focus →	Problem Solve	People	Plan	Procedures
	Competitive Assertive Daring Ambitious Directive Expedient	Demonstrative Enthusiastic Gregarious Intense Optimistic Persuasive	Systematic Stable Patient Peaceful Accommodating Team Player	Accurate Analytical Exacting Factual Precise Logical
	Decisive Risk-taker Goal oriented Pioneering	Expressive Charming Collaborative Sociable	Consistent Cooperative Loyal Supportive	Careful Data Driven Investigates High Standards
	Deliberate Determined Self-reliant Concise	Trusting Confident Friendly Generous	Relaxed Composed Calming Courteous	Focused Detail Oriented Pragmatic Conventional
	Calculated Risks Unassuming Rational Thoughtful	Poised Modest Reserved Subtle	Active Change Oriented Eager Spontaneous	Firm Challenges Self-assured Independent
	Reflective Contemplative Hesitant Seeks Information	Introspective Moderate Restrained Private	Energetic Carefree Vigorous Variety Oriented	Autonomous Open-minded Conceptual Adventurous
	Tentative Prudent Judicious Balanced	Understated Inconspicuous Sympathetic Discreet	Tenacious Energetic Animated Unstructured	Experiments Approximates Exploratory Progressive

Overview of the Four Basic DISCcert Styles

Here is additional clarification for each of the four basic DISC styles.

- Descriptors for high points for each of the styles. Preference oriented, not Performance.
- Each style is identified by its unique orientations as well as its contrasting preferences.

	High Dominant Style	High Influence Style	High Steady Style	High Conscientious Style
Orientation				
Pace Priority	Quick/Decisive Task/Goal	Quick/Spontaneous People/Interact	Deliberate/Relaxed People/Relationships	Deliberate/Detailed Task/Accuracy
Characteristics				
Strengths	Pioneering Leadership Administration	Motivating Persuading Entertaining	Teamwork Listening Follow-through	Structured Thoroughness High Standards
Workplace	Efficient	Busy	Functional	Formal
Outcomes				
Seeks	Productivity Control Results	Participation Recognition Playfulness	Acceptance Friendship Cooperation	Precision Facts Quality
Stressors				
Irritations	Indecision Incompetence	Routines Complexity	Insensitivity Impatience	Disorganization Impropriety
Fears	Losing	Rejection	Sudden Changes	Work Criticized
Growth Areas	Poor Listener	Short Attention Span	Hesitant to Speak-up	Perfectionist
May Become	Authoritative	Sarcastic	Submissive	Withdrawn

Key points to remember

- All DISC styles are of equal importance.
- Points above the Energy Line are “not better” than points below.
- No one style nor combination of styles is better than another.

DISC Style Examples



Non-Verbal Communications of a D

- Handshake - Firm and not held long
- Gestures - Used to speed things up
- Eye Contact - Have strong eye contact if they are listening to you
- Posture - Alert, ready for action
- Sitting - When sitting...sits "up"
- Walking - Typically walks quickly from point A to point B
- Stance - Hands on hips or arms crossed



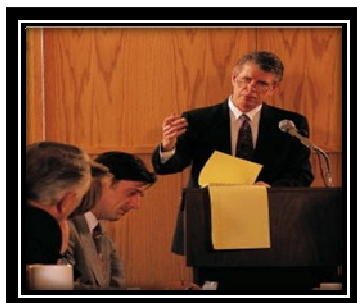
Non-Verbal Communications of an I

- Handshake - Communicates "Happy to see YOU!"
- Gestures - Animated. Uses hands to emphasize a point.
- Eye Contact - Looks steadily and intensely to engage you.
- Posture - Anticipating your response.
- Sitting - Perched and ready to act.
- Walking - Energetic pace.
- Stance - Surveying for next opportunity.



Non-Verbal Communications of a S

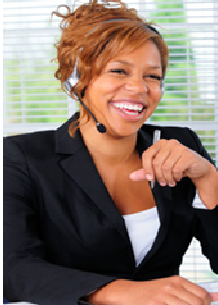
- Handshake - Solid, but friendly
- Gestures - Minimal
- Eye Contact - Direct without being intense
- Posture - Relaxed and neutral
- Sitting - Comfortable, composed
- Walking - Head slightly looking down, to see where they are going.
- Stance - Calm, stable



Non-Verbal Communications of a C

- Handshake - Formal
- Gestures - Deliberate
- Eye Contact - Sparse
- Posture - Closed
- Sitting - Prefers distance between you
- Walking - Detached and quiet
- Stance - Contemplative

DISC Style “Name that Style” Worksheet



Conversation: Opens with informal message.
Example: *"Hi Ruth, its Sarah – I'm thrilled with the decision!"*
Pace: Spontaneous, speaks rapidly.
Tone: Enthusiastic, optimistic, and inspirational.
Example: *"I've a great idea. Let's chat over lunch!"*

Focus: Builds alliances, generates ideas, expressive.
Power Cues: Awards on wall. Loves to talk on the phone.
Example: *"I'm calling to say thank you again for ..."*

What style is **Sarah**?



Conversation: Opens with a formal, factual message.
Example: *"This is Mr. Hall, calling regarding the AR account."*
Pace: Cautious, procedure-driven, and analytical.
Tone: Controlled logical, listens and then asks why.
Example: *"Please follow the timeline exactly as it is."*

Focus: Procedures, accuracy, quality.
Power Cues: Reference materials are sequenced.
Example: *"We will ship the parts when they are correct."*

What style is **Mr. Hall**?



Conversation: Opens with a personal greeting.
Example: *"Hello Susan, this is Peter. How are you today?"*
Pace: Methodical, process-driven, contemplative.
Tone: Friendly, compassionate & soft-spoken.
Example: *"Like to schedule 15 minutes with you to discuss.."*

Focus: Relationships, natural listeners.
Power Cues: Family photos, mementos, & serene pictures.
Example: *"Joe, if you need help on editing, just let me know."*

What style is **Peter**?



Conversation: Charges right into issue.
Example: *"Market's going down – oh,...how are you?"*
Pace: Fast & abbreviated.
Tone: All business, confident, challenging.
Example: *"Ryan? Susan. Bob there?"*

Focus: Solve problems...quickly!
Power Cues: Determines time & place of meetings.
Example: *"I'll call you at 3:00 PM tomorrow."*

What style is **Susan**?

DISCcert – Strategies for Adapting

Adaptability is important to all successful relationships.

Adaptability concerns the way you manage your own behaviors.

It 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 modify how you communicate with one person, and not so with others. You can choose to be quite flexible with one person today and less flexible with that same individual tomorrow.

What adaptability looks like in short and long term.

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

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

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.

Benefits of adapting.

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 behavioral style, so 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.

Communication Tips

Communication Tips with the **Dominant** Style

D - Behaviors

Communication Tips to Use with a D

Competitive	Offer solutions
Think logically	Display reasoning
Want facts and highlights	Provide concise data
Strive for results	State Advantages
Like personal choices	Present concrete options
Like changes	Include most current, profitable trends
Goal oriented	Get to the point quickly
Prefer to debate	Be prepared to be challenged
Need to be in charge	Recommend action plan

Communication Tips with the **Influence** Style

I - Behaviors

Communication Tips to Use with an I

Likes recognition for job well done	Provide timely compliments and genuine appreciation
Seek enthusiastic people and situations	Be optimistic and provide positive comments
Expresses emotions	Acknowledge their feelings when possible
Want to know the general expectations	Focus on their role in the “big picture,” rather than details
Likes to be involved and included	Include in brainstorming sessions
Like changes and innovations	Offer new ideas and ask for their opinion
Look for action and stimulation	Keep up a fast, lively pace
Spontaneous and demonstrative	Allow time for them to describe and explain
Builds positive alliances	Incorporate their alliances when discussing solutions

Communication Tips Continued

Communication Tips with the **Steady** Style

S - Behaviors

Communication Tips to Use with a S

Concerned with stability	Show how your idea minimizes risk
Think systematically	Show step-by-step reasoning for a plan
Enjoy teamwork	Acknowledge their support and follow-through
Authentic relationships important	Demonstrate your sincere interest in them
Prefer to know step-by-step sequence	Review with them in person the outline and instructions
Look for calmness and peace	Contribute to a relaxing, friendly atmosphere
Avoid risks and changes	Give them advance notice and/or personal assurances
Dislike conflict	Focus on common interest
Offer opinion after assessing issue	Provide written information first, then ask for opinion

Communication Tips with the **Conscientious** Style

C - Behaviors

Communication Tips to Use with a C

Like to contemplate	Tell them “why” and “how”
Think logically	Show your reasoning with pros and cons
Seek facts	Give data to them in writing
Need to know the rationale	Provide detailed explanations and documentation
Prefer time to process	Expect them to request time to research before deciding
Be prepared with correct information	Provide them questions in writing prior to discussion
Focus on accuracy	Acknowledge in writing their contributions
Values creditability	Do your homework on topic, before scheduling a meeting
Avoid conflict	Tactfully ask for clarification and assistance you may need

DISCcert - Case Scenarios

Instructions:

As you read each of the following four scenarios you will be introduced to a new hypothetical co-worker. You will receive a brief explanation of their communication interactions, providing you with clues so you can determine their Natural (Graph II) Style. Then you will discover the communication challenge you are being asked to resolve. (See prior two pages, on Communication Tips, for helpful suggestions.)

Case Study #1

Sam is tremendously objective, brings stability to any work group and is well-disciplined. If Sam says he is going to get something done by a certain time, it is done with quality in mind and done on time (often finished prior to deadline.) He is very dependable, good listener and remains calm under pressure. However, when deadlines get moved-up, some think he does not display a sense of urgency that is necessary to win.

You just found out that your deadline was moved-up two weeks. You know that will have an impact on Sam's deadline too.

Sam's prominent DISC style? _____ Your communication strategy with Sam? _____

Case Study #2

Chris likes to do things the correct way the first time. Prefers structure and controls set in place. She does not like surprises; therefore, may develop complex plans to prevent them. May be seen as cool and aloof by others because of her private nature. She can be overly critical of herself and expects others to adhere to correct protocol. Chris is pragmatic and may resist change unless given reasons.

You have worked on the same team with Chris for 6 months and have mutual respect for one another's work. Yesterday you discovered another process that could cut your workload in half, without sacrificing quality. You believe Chris would benefit too.

Chris's prominent DISC style? _____ Your communication strategy with Chris? _____

DISCcert - Case Scenarios Continued

Instructions:

As you continue to read each of the following scenarios you will be introduced to a new hypothetical co-worker. You will receive a brief explanation of their communication interactions, providing you with clues so you can determine their Natural (Graph II) Style. Then you will discover the communication challenge you are being asked to resolve. (See prior pages, on Communication Tips, for helpful suggestions.)

Case Study #3

Igor prides himself in generating enthusiasm amongst his teammates when a new project has been assigned and has less motivation when it comes to doing all the detailed work. He is quite gregarious and likes to get results by working with others. He's usually very optimistic but his timelines are not always realistic.

You have run into an unexpected work obstacle and have spent the last 2 unproductive hours trying to resolve. You think Igor has prior experience that could help, but are also aware he is behind in his own deadlines.

Igor's prominent DISC style? _____ Your communication strategy with Igor? _____

Case Study #4

Doris is highly ambitious, seen as a risk-taker and is always looking for a new challenge. She is very goal oriented and can display a very short attention span. Her fast pace has caused some frustration with co-workers. Doris prefers to get to the point and move onto the next action item.

The two of you have been on a planning committee for a month. In each of the planning meetings Doris has been very vocal and quick to reject your recommendation for a new software program.

Doris's prominent DISC style? _____ Your communication strategy with Doris? _____

DISC - The Whole Picture

How can you effectively recognize another person's Behavioral Style?

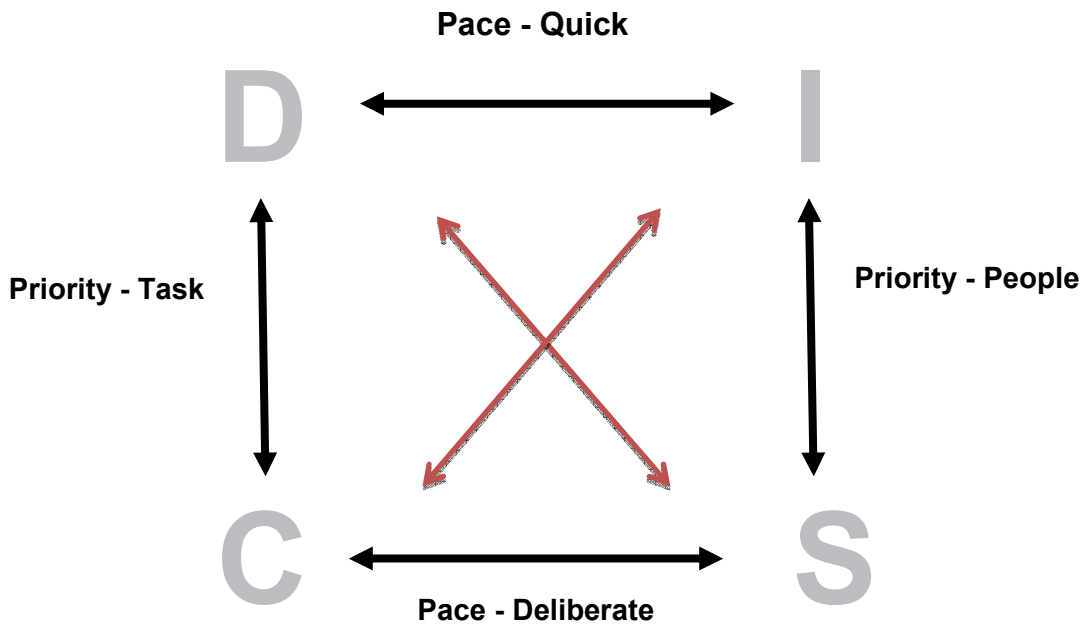
Ask 2 Key Questions

1. What is their Pace when communicating with others?

If they are more apt to be Quickthen D or I fits.
 If they are more apt to be Deliberate ...then S or C fits.
 Pace is the 1st predictor of style.

2. What is their Priority when communicating with others?

If it is more apt to be Taskthen D or C fits.
 If it is more apt to be Peoplethen I or S fits.



Combining Pace and Priority behaviors creates each of the four behavioral styles.

- Dominance exhibits -- Pace that is Quick and Priority that is Task.
- Influence exhibits -- Pace that is Quick and Priority that is People.
- Steady exhibits -- Pace that is Deliberate and Priority that is People.
- Conscientious exhibits -- Pace that is Deliberate and Priority that is Task.



Styles that typically require more adapting to one another.

DISC Style “Email Decoding” Worksheet

Here is one message written in each of the four DISC styles. Use the criteria below to determine the style of each email. Write an email response for each one.

D	I	S	C
Greeting?.....	Purpose.....	Happy.....	Friendly.....
Formatted?	Brief	☺, Colors	Methodical.....
Word Choice?..	Notification	Party.....	Productive.....
			Formal Detailed Serious

Email #1

Subject: Planning Meeting Invitation

Hello Sam,

I would like to invite you to attend the planning meeting on Tuesday, October 15th on the second floor, the small conference room. I know you have a busy schedule, so I want to extend my appreciation for your time. The meeting starts @ 9:00 a.m. and ends @ 12:30 p.m. Please bring your reports, to help ensure this is highly productive meeting.

I look forward to seeing you on October 15th and working together to increase success for all of us. Please do not hesitate to call me @ [ext 43](#).

Warm Regards,
Sarah Smith
Customer Care Department

Sarah Smith’s Natural Style: _____

Your Email Response: _____

Email #2

Subject: Planning Meeting with Food! ;-)

Hi Everyone!

I am so excited that we will all be working together on the planning committee! I scheduled it on Tues, Oct 15 from 9-12:30 (yes, there will be plenty of coffee in the morning and a great lunch at the end ;-)
 We'll be on the second floor – [sm](#) conference rm. This will be our first meeting and I know you'll all make it a huge success, with all the talent and experience you bring! I know several of you have some excellent materials to share – that's great. We'll have plenty of time to hear from everyone.

Thrilled you're a part of this new planning committee!
 (We could come up with a special name for our committee too!)
 See you on Oct 15! Thanks so much ☺
 Isabel,
 Customer Care [Dept](#)

Isabel’s Natural Style: _____

Your Email Response: _____

DISC Style “Email Decoding” Worksheet Continued

Use criteria below to determine the style of each email. Write an email reponse for each one.

	D	I	S	C
Greeting?	Purpose.....	Happy.....	Friendly.....	Formal
Formatted?	Brief	☺, Colors	Methodical.....	Detailed
Word Choice? ..	Notification	Party.....	Productive.....	Serious

Email #3

Subject:	Planning Meeting Annoucement
----------	------------------------------

Attention Planning Committee:

The Planning Committee will be meeting on Tuesday, October 15 on the second floor in the smaller of the two Conference rooms. The meeting will begin @9:00 A.M. PST and conclude at 12:30 P.M. PST.

The agenda for the meeting is as follows:

1. Current status of our customer care process.
2. Proposal presentations (send your PowerPoints slides by October 1).
3. Sub-committee assignments and timelines.

We will commence our meeting on time @ 9:00 A.M. and conclude @ 12:30 P.M.

Regards,
 Carlton Cornick
 Customer Care Agent

Carlton Cornick’s Natural Style: _____

Your Email Response: _____

Email #4

Subject	Planning Committee
---------	--------------------

Planning Committee
 Mtg Oct 15 – 2nd floor – sm conference
 9 – 12:30
 We will start on time
 D. Dacron

D Dacron’s Natural Style: _____

Your Email Response: _____

How to Modify Your Pace and Priority

In some interpersonal situations, you will only be able to identify another person’s Pace or Priority, but not both. In these situations, you need to know how to practice adaptability, one behavioral dimension at a time. With that in mind, let’s look at what you can do to modify YOUR Pace or Priority so you can develop your skill to adapt to each of the four styles.

Pace

To Increase being Quick

- Speak, move and make decisions faster
- Initiate conversation and decisions
- Give recommendations
- Use direct statements vs roundabout questions
- Use a strong, confident voice
- If disagree, challenge with tact
- Increase your eye contact

To Increase being Deliberate

- Talk, walk and make decisions more slowly
- Seek and acknowledge others’ opinions
- Share decision-making
- Listen and do not interrupt
- Include pauses when speaking with others
- Refrain from criticizing or acting pushy
- When disagreeing, choose words carefully

Priority

To Increase People Orientation

- Give the person your undivided attention
- Be willing to digress from the agenda
- Pay personal compliments
- Use friendly language
- Respond to the expression of others’ feelings
- Take time to develop the relationship
- Share feelings and show more emotion

To Increase Task Orientation

- 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
- Minimize your enthusiasm and body movement
- Use businesslike language

Action Plans for All Four Styles - Worksheet

Instructions

- Determine a co-worker's DISC Style, based on 2 behavior (characteristic) sets you observe.
 What is their Pace when communicating with others? If more apt to be Quick then D or I fits.
 If more apt to be Deliberate then S or C fits.

 What is their Priority when communicating with others? If more apt to be Task then D or C fits.
 If more apt to be People then I or S fits.
- Add a by "Characteristics" that match your co-worker.
- Add an by (Communication) "Tips for Others" you currently use with your selected co-worker.
- Insert a around the remaining "Tips for Others." You now have your overall Action Plan.
- Add a by one of the "Tips for Others" you will first apply.

Dominant (Quick/Task)		Influence (Quick/People)	
Characteristics	Tips for Others	Characteristics	Tips for Others
<input type="checkbox"/> Competitive	<input type="checkbox"/> Offer Solutions to Win	<input type="checkbox"/> Expressive	<input type="checkbox"/> Acknowledge Ideas
<input type="checkbox"/> Strategic	<input type="checkbox"/> Display Reasoning	<input type="checkbox"/> Optimistic	<input type="checkbox"/> Discuss Solutions
<input type="checkbox"/> Bottom-line	<input type="checkbox"/> Provide Concise Data	<input type="checkbox"/> Builds Alliances	<input type="checkbox"/> Have Joint Meetings
<input type="checkbox"/> Goal oriented	<input type="checkbox"/> Offer Projected Results	<input type="checkbox"/> Be Involved	<input type="checkbox"/> Include from Start
<input type="checkbox"/> Debates	<input type="checkbox"/> Be Prepared with Facts	<input type="checkbox"/> Likes Change	<input type="checkbox"/> Offer New Ideas
<input type="checkbox"/> Be in Control	<input type="checkbox"/> Present Action Plan	<input type="checkbox"/> Appreciates Recognition	<input type="checkbox"/> Provide Compliments
<input type="checkbox"/> Assertive	<input type="checkbox"/> Anticipate Questions	<input type="checkbox"/> Spontaneous	<input type="checkbox"/> Ask their Opinion

Conscientious (Deliberate/Task)		Steady (Deliberate/People)	
Characteristics	Tips for Others	Characteristics	Tips for Others
<input type="checkbox"/> Think Logically	<input type="checkbox"/> Provide Rationale	<input type="checkbox"/> Stability Focus	<input type="checkbox"/> Provide Assurances
<input type="checkbox"/> Seek Facts	<input type="checkbox"/> Give Written Data	<input type="checkbox"/> Dependable	<input type="checkbox"/> Follow-through
<input type="checkbox"/> Focus on Accuracy	<input type="checkbox"/> Show Due Diligence	<input type="checkbox"/> Methodical	<input type="checkbox"/> Provide a Plan
<input type="checkbox"/> Values Creditability	<input type="checkbox"/> Be Prepared	<input type="checkbox"/> Enjoy Teamwork	<input type="checkbox"/> Be Sincere
<input type="checkbox"/> Like to Contemplate	<input type="checkbox"/> Build in Extra Time	<input type="checkbox"/> Look for Calmness	<input type="checkbox"/> Show Composure
<input type="checkbox"/> Analytical	<input type="checkbox"/> Offer Pros and Con	<input type="checkbox"/> Express after Assessing	<input type="checkbox"/> Give Advance Notice
<input type="checkbox"/> Follows Protocol	<input type="checkbox"/> Cooperative	<input type="checkbox"/> Be Courteous	

Your Action Plan:

How to Adapt to the **Dominant Style**

They are time-sensitive; so do not 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. Appeal to their desire to be number one, by supporting their ideas and acknowledge their power and prestige where appropriate. The D Style wants to make decisions. If you disagree, argue with facts, not feelings. In groups, allow them to have their say because they are not the type who will take a back seat to others.

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

At Work, 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

Sales and Service Strategies...

- 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

In Social Settings...

- Let them know that you do not 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 optimistic aspirations and visions; get excited about them.

The I Styles are energized by motivating and inspiring others. A strong presence, stimulating and entertaining conversation, jokes, and liveliness will win them over. They are people-oriented, so give them time to socialize. Avoid rushing into tasks.

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

At Work, 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

Sales and Service Strategies...

- 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

In Social 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 work very well in teams. Take things slow, earn their trust, support their feelings, and show sincere interest. Talk in terms of feelings, not facts. The S Styles do not want to upset status quo. They want to be assured that everyone will approve of them and their decisions. Give them time to solicit co-workers' opinions.

Never back a Steady Style into making an on the spot decision. Be systematic and well prepared prior to meeting with them.

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

At Work 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
- Modify their tendency to automatically do what others tell them
- Get and accept credit and praise, when appropriate

Sales and Service Strategies...

- 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

In Social Settings...

- Focus on a slower-paced, steady approach
- Avoid arguments and conflict
- Respond sensitively and sensibly
- Privately acknowledge them with specific, believable compliments
- 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 do not 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 logical, and exacting with them. Give them time to make decisions and work independently. Allow them to talk in detail. In work groups, do not expect the C Styles to be leaders or outspoken contributors, but do rely on them to conduct research, crunch numbers, and perform detailed footwork for the group. If appropriate, set guidelines and exact deadlines. The C Styles like to be complimented on their brainpower, so recognize their contributions accordingly.

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

At Work 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

Sales and Service Strategies...

- 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 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

Building and Maintaining Rapport / Productivity

BUILDING AND MAINTAINING RAPPORT AND PRODUCTIVITY THROUGHOUT THE MANAGEMENT/LEADERSHIP PROCESS

The Platinum Rule (*Do Unto Others as They Would Have You Do Unto Them*) can have a positive effect on almost every aspect of managing/leading others. With each of the four DISC behavioral types, for example, there's a different way to communicate and delegate tasks to them; compliment and correct them; and motivate and counsel them.

Learning these methods can quickly make you a more sensitive, effective leader of people. Sensitivity and tact are constantly demanded of leaders. If, as someone once said, tact is the radar of the mind, The Platinum Rule can be a valuable tune-up of your antenna.

By now, you know your primary DISC behavioral style along with growth opportunities to help you deal better with tasks and people. Keep those thoughts in mind.

Meanwhile, recognize that your power to influence employees springs from two sources. First, there's "position power." That's just what it sounds like, you're the CEO, the department head, the regional manager, and a certain amount of power comes with that title.

But ask any CEO what happens when he tries to get a brand of ketchup changed in the employee cafeteria. Ask the department head what happens when she decides to cut back on overtime. Ask the regional manager what happens when he asks all the store managers to upgrade the signs in their windows. Sometimes the bosses get their way and sometimes they don't.

So even if you have a title, you can't rely on position power alone to get you what you want. You also need "personal power." In fact, it's now generally believed that a leader can't really lead until he or she is genuinely accepted by those who are to be led.

If the CEO, department head, or regional manager gets the cooperation he or she asks for, it's not just because that person has a title. It's because he or she has also gained the confidence and trust of the average employee. It's because he or she has attained personal power.

So position power comes from being anointed by the hierarchy. But personal power comes from earning it, from developing it. Position power is a starting point for influencing people. But it's personal power that turns mere compliance into real cooperation.

The Platinum Rule provides that extra ingredient that leaders and managers can use in endless ways for their firm and for themselves. Being adaptable can help supervisors, managers and leaders build bridges to their employees and make them feel valued. By learning how best to respond to their interests and concerns, their strengths and weaknesses, you can get the most from your people as well as leave them more personally satisfied.

Adapt Your Communication Style

<p style="text-align: center;"><u>Communicating with D's</u></p> <ul style="list-style-type: none"> • Listen to their suggestions, their course of action and the results they are considering. • Find and note areas where you already agree. • Work backwards toward gaining agreement on the results you both want—and are willing to either mutually or independently allow the other to achieve. <p>Example: “Sarah, this format will give you the freedom to develop your branch your way and still allow Vern and Ellen to structure theirs another way without sacrificing time or morale.”</p>	<p style="text-align: center;"><u>Communicating with I's</u></p> <ul style="list-style-type: none"> • Listen to their personal feelings and experiences • Their style requires open and responsive interaction with others, preferably in a manner of congenial and unhurried conversation (like that between long-time friends) <p>Example: “Just between you and me, Chris, I feel very uneasy about Jill and Howard handling this account by themselves.”</p>
<p style="text-align: center;"><u>Communicating with C's</u></p> <ul style="list-style-type: none"> • Be well organized, clear and specific in your communications. • Keep in mind they search for logical conclusions • Ask your questions in a more discreet, non-judgmental manner to elicit the points, objectives, or assurances C's want. <p>Example: “Lenny, I'm not trying to pressure you, but are you not interested in the auditor's position, or in any other position?”</p>	<p style="text-align: center;"><u>Communicating with S's</u></p> <ul style="list-style-type: none"> • Be ready to do more talking than listening; they often don't feel comfortable when the focus is on them. • Clarify key agenda items with them. • Stay organized and move forward steadily (but slowly) as you check to make sure they understand <u>and</u> accept what is being said. <p>Example: “Did you want me to stick around the office at a particular time each day in case you need to telephone me for emergency questions on this account, or do you want me to call you?”</p>

Developing Your People

<p style="text-align: center;"><u>Developing D's</u></p> <ul style="list-style-type: none"> • Focus on the big picture • Cover basic steps/ high points quickly • Show them the simplest, fastest route to get them to their stated destination • Tell them what is to be done by when • Help them find reasonable shortcuts • Connect concepts with their highest expertise and experiences. 	<p style="text-align: center;"><u>Developing I's</u></p> <ul style="list-style-type: none"> • Breakdown information into parts or sections before releasing information • Skip details and collateral or ancillary materials • Get them involved kinesthetically, as they learn best by “experiencing” • Let them show you what they are learning • Be slow to criticize and quick to praise • Let them teach concept(s) to others
<p style="text-align: center;"><u>Developing C's</u></p> <ul style="list-style-type: none"> • Point out the most important things to remember first • Demonstrate in an efficient, logical manner, stressing the purpose of each step • Proceed slowly, stopping at key places to verify understanding • Ask for input, especially regarding potential refinements • Build up to the big picture 	<p style="text-align: center;"><u>Developing S's</u></p> <ul style="list-style-type: none"> • Provide one-on-one, hands-on instruction • Start at the beginning & end at the end • Let them observe others before trying • Provide a step-by-step list of processes and procedures and or a working timetable/ schedule. • Allow plenty of repetition for their newly learned behaviors to become second nature and routine. • Use a pleasant and patient approach in small group settings

Delegating to Your People

Delegating to D's

- Give them the bottom line and then let them do their thing
- Give them parameters, guidelines, and deadlines.
- Example: "We need to get that mall built a month sooner or we'll lose our shirts. Fourteen tenants are threatening to bail out of their contracts if we don't open in time for the holidays. Don't spend more than another \$30,000, keep everything legal and out of the newspapers, and get back to me by Monday morning."

Delegating to I's

- Receive clear agreements; set up check points/times to avoid long stretches with no progress reports.
- I's are often concept people who come up with plenty of ideas, but not necessarily the means of carrying them out, so steer them toward identifying ways of assuring the implementation of those ideas.
- Example "Olivia, this proposal for the King Company looks good so far, but how about including more direct benefits for each employee. Marian has surveys filled out by each employee. Get together with her, bounce some ideas around, and then include more essential information about the eight people in your proposal. Add some extra plus points on the others. In this manner, you should do the job very well. And, Olivia, thanks for making the extra effort on this project."

Delegating to C's

- Take time to answer their most critical questions about structure and/or guidance they require in a specific situation. The more they understand the details, the more likely they will be to complete the task properly.
- Establish deadlines.
- Example: "Angela, the court date on the Mortimer case has been moved up to Monday, we now have to speed things up. Our presentation will proceed almost as efficiently as if you researched everything by yourself if we enlist two associates to assist you who will work under your direction and submit their work for you to review. Before getting started, do you have any preferences on the who's or how to's of this process that you think are essential?"

Delegating to S's

- S's may be reluctant to ask others to do their own share of the work, so make a personal appeal to their loyalty and sense of amiable teamwork.
- Give them the task, state the deadlines that need to be met, and explain the "why" of the required process.
- Example: "Al, I need your help. I've got a quick turnaround project. I know you've developed a lot of loyalty amongst your staff. Here is how I think we could get this project done. Give everyone in your department 10 of the names to call. Then that goal could be reached by noon tomorrow. Then I'll need 500 copies of the summaries typed and collated by 5 pm tomorrow. This will all get turned into Mr. Jeffries when he arrives back on Wed".

Helping People Reach Decisions

<p style="text-align: center;"><u>Helping D's Decide</u></p> <ul style="list-style-type: none"> • D's tend to make autonomous, no-nonsense decisions. • If the decision will help them meet their goals, they go for it; if not, they say no. • One of the few times they put off reaching a conclusion is when it takes too much time/effort doing the homework to determine the best alternative. • Prevent their possible procrastination by simply providing a brief analysis for each option. 	<p style="text-align: center;"><u>Helping I's Decide</u></p> <ul style="list-style-type: none"> • They want to avoid discussions of complex, negative-sounding, tedious problems • Frame suggestions in a positive light • They are open to your suggestions—as long as they allow them to look and feel good—and not require a lot of difficult, follow-up, detail work or long-term commitments. <p>Example: “You know just about everybody, George. Since we need to get \$350 in pledges by the end of February, why not go ahead and wrap up all your calls by Friday? Then you can relax a lot more next week.”</p>
<p style="text-align: center;"><u>Helping C's Decide</u></p> <ul style="list-style-type: none"> • Confirm they are open to discussing the problem or decision • If they aren't ready, either schedule specific time that's better for both of you or explore their concern in even pursuing this subject. • Give them time and space to think clearly and privately • When the situation is being explored, verbally review your understanding of the process. <p>Example: “My understanding is you'd like to think it over and figure out what time commitment you'd be able to make to the group. When may I call you about your decision?”</p>	<p style="text-align: center;"><u>Helping S's Decide</u></p> <ul style="list-style-type: none"> • Deal with only one subject or situation at a time, one step at a time • Before moving on to other items, make sure they are ready, willing, and able to do so. • Remain calm and relaxed as you work with them • Encourage them to share their understanding of how the outcome(s) of decision(s) are likely to add even more stability to the current conditions. <p>Example: “Would you mind writing down a schedule of your office's activities so I can write my proposal without missing anything?”</p>

Motivating Your People

<p style="text-align: center;"><u>Motivating D's</u></p> <ul style="list-style-type: none"> • Lead with the big picture/bottom line • Provide them with options and clearly describe the probabilities of success in achieving goals • Allow them the opportunity to make choices • Set boundaries, but let them take charge 	<p style="text-align: center;"><u>Motivating I's</u></p> <ul style="list-style-type: none"> • Provide “special” incentives to inspire them to go the whole nine yards. • Show them how they can look good in the eyes of others. • Create short-term contests that don't require long-term commitment • Reward them in front of others. • Let them speak about their achievements.
<p style="text-align: center;"><u>Motivating C's</u></p> <ul style="list-style-type: none"> • Appeal to their need for accuracy and logic • Keep your approach clear, clean and procedural • Provide illustration and documentation • Avoid exaggeration and vagueness • Show them how “this is the best available current option 	<p style="text-align: center;"><u>Motivating S's</u></p> <ul style="list-style-type: none"> • Show how their work benefits others • Show how the outcome will provide security for their family • Connect their individual work to the benefit of the whole team • Get them to see how their follow-through links to a greater good • Show how their individual work can strengthen their relationships with others

Providing Positive Feedback

<p style="text-align: center;"><u>Positive Feedback for D's</u></p> <ul style="list-style-type: none"> • Where appropriate, reward &/or reinforce behavior by noting stellar accomplishments. • Omit personal comments and focus on their track record. 	<p style="text-align: center;"><u>Positive Feedback for I's</u></p> <ul style="list-style-type: none"> • Provide sincere compliments when successful performance is achieved. • Acknowledge them for encouraging collaboration amongst team members. • They willingly accept "general praise"
<p style="text-align: center;"><u>Positive Feedback for C's</u></p> <ul style="list-style-type: none"> • Cite their efficiency, thought processes, organization, persistence and accuracy • Don't mix personal and professional comments. • Demonstrate appreciation for their work product. 	<p style="text-align: center;"><u>Positive Feedback for S's</u></p> <ul style="list-style-type: none"> • Acknowledge and appreciate their sincere willingness to seek mutually beneficial outcomes. • Note their systematic, low-key, empathetic manner when seeking to accomplish objectives. • Compliment must be specific and genuine.

Coaching Your People

<p style="text-align: center;"><u>Coaching D's</u></p> <ul style="list-style-type: none"> • Stick to the facts. • Draw them out by talking about the desired results; then discuss their concerns. • Focus on tasks vs feelings. • Ask them how they would solve problems. • Concisely communicate required results. 	<p style="text-align: center;"><u>Coaching I's</u></p> <ul style="list-style-type: none"> • Give them ample opportunity to talk about whatever may be bothering them • While noting facts, acknowledge their feelings. • Involve them by asking how they could solve a challenge or problem • Talking allows them to get something off their chests and can even become an end in itself, since their energy is largely influenced by the quality of their relationships
<p style="text-align: center;"><u>Coaching C's</u></p> <ul style="list-style-type: none"> • Draw them out by asking, "How would you...?" questions about problems • They express thoughts indirectly, so persist in your attempts to get them to talk. • They need to plan for change . • When possible, allow them to investigate possible repercussions, especially at the beginning stages. That way they'll become more comfortable with possible changes. 	<p style="text-align: center;"><u>Coaching S's</u></p> <ul style="list-style-type: none"> • When mentoring, to reduce apprehension, patiently allow them to first share their concerns and suggestions. • They are disrupted by change and the unknown. • Reassure them by stating your availability to support them. • Reduce their fears by showing how specific changes will benefit them and others.

Constructive Feedback

<p><u>Constructive Feedback to D's</u></p> <ul style="list-style-type: none"> • Describe what results are desired. • Show the gap between actual and desired results. • Describe the required improvement and establish a date by which results need to be achieved. 	<p><u>Constructive Feedback to I's</u></p> <ul style="list-style-type: none"> • Be aware they avoid facing problems and if pressure persists, may walk away from the problem or demonstrate their stress in animated manner. Example: "I can't talk right now." • Specifically describe the challenge/issue and define the behaviors required to solve the matter. • Confirm the mutually agreeable action plan (in writing) to prevent future issues. • Use positive, optimistic language. Example: "How'd you like to increase your sales to your normal range and beyond?"
<p><u>Constructive Feedback to C's</u></p> <ul style="list-style-type: none"> • Show them how to get a job done and the desired results; they'll then master and modify the how tos to suit their own work process • Specify the exact behavior that is being indicated for change and how you would like to see it changed. • Negotiate and mutually agree on checkpoints and timeframes. • Allow them to save face, as they often may fear being wrong. <p>Example: "Nelson, your work here is typically done neatly and on time. Now that we're switching to computers, you'll be able to turn out the same quality of work faster. I'd like you to take this computer class..."</p>	<p><u>Constructive Feedback to S's</u></p> <ul style="list-style-type: none"> • They tend to take things personally, so remove the "something is wrong with you barrier" as quickly as possible • Reassure them that you only want to correct a specific behavior, not them personally • Point out in a non-threatening way what they're already doing right while also emphasizing what needs changing: "Norma, I admire your persistence, but we have to add more details to the proposal before we send it out. For example..."

Adapting Your Leadership Style When You Are ...

<p style="text-align: center;"><u>When You are the D</u></p> <ul style="list-style-type: none"> • Allow others to do things without excessive or untimely interference • Participate in the group without expecting always to be in command • Modify your tendency to give orders • Enlist others' input and support through participative, collaborative actions • Praise and give credit for jobs well done • Let colleagues and employees know that you realize it's only natural that you and others will make mistakes • When delegating, give some authority along with the responsibility 	<p style="text-align: center;"><u>When You are the I</u></p> <ul style="list-style-type: none"> • Attend to key details, when appropriate • Improve your follow-through efforts • Monitor socializing to keep it in balance with other aspects of business and life • Write things down and work from a list, so you'll know what to do and when to do it • Prioritize activities and focus on tasks in their order of importance • Get the less appealing tasks of the day over with early in the day • Pay attention to your time management • Check to make sure you're on course with known tasks or goals
<p style="text-align: center;"><u>When You are the C</u></p> <ul style="list-style-type: none"> • Modify criticism (whether spoken or unspoken) of others' work • Check less often, or only check the critical things (as opposed to everything), allowing the flow of the process to continue • Ease up on controlling emotions; engage in more water cooler interaction • Accept the fact that you can have high standards without expecting perfection • Occasionally confront a colleague (or boss) with whom you disagree, instead of avoiding or ignoring them (and doing what you want to do, anyway) • Tone down the tendency to OVER-prepare 	<p style="text-align: center;"><u>When You are the S</u></p> <ul style="list-style-type: none"> • Stretch by taking on a bit more (or different) duties beyond your comfort level • Increase verbalization of your thoughts and feelings • Speed up your actions by getting into some projects more quickly • Desensitize yourselves somewhat, so that you aren't negatively affected by your colleagues' feelings to the point of affecting your own performance • Learn to adapt more quickly to either changes or refinements of existing practices • Bolster your assertiveness techniques

Adapting Your Leadership Style When They Are...

<p><u>When They are D's, Help Them...</u></p> <ul style="list-style-type: none"> • More realistically gauge risks • Exercise more caution and deliberation before making decisions and coming to conclusions • Follow pertinent rules, regulations and expectations • Recognize and solicit others' contributions, both as individuals and within a group • Tell others the reasons for decisions • Cultivate more attention and responsiveness to emotions 	<p><u>When They are I's, Help Them...</u></p> <ul style="list-style-type: none"> • Prioritize and organize • See tasks through to completion • View people and tasks more objectively • Avoid overuse of giving and taking advice (which can result in lack of focus on tasks) • Write things down • Do the unpleasant, as well as the fun things • Focus on what's important now • Avoid procrastination and/or hoping others will do things for them • Practice and perfect, when appropriate
<p><u>When They are C's, Help Them...</u></p> <ul style="list-style-type: none"> • Share their knowledge and expertise • Stand up for themselves with the people they prefer to avoid • Shoot for realistic deadlines • View people and tasks less seriously and critically • Balance their lives with both interaction and tasks • Keep on course with tasks, with less checking • Maintain high expectations for high priority items, not necessarily everything 	<p><u>When They are S's, Help Them...</u></p> <ul style="list-style-type: none"> • Utilize shortcuts; discard unnecessary steps • Track their growth • Avoid doing things the same way • Focus on the goal without attending to other thoughts or feelings • Realize tasks have more than one approach • Become more open to risks and changes • Feel sincerely appreciated • Speak up; voice their thoughts and feelings • Modify the tendency to do what others tell them • Get and accept credit and praise, when appropriate

Taking Ownership of Your Destiny

Imagine what would have happened if you had successfully applied these principles and practices ten years ago... or even five years ago? Well, hundreds of thousands of people like you have already used these principles and experienced dramatic improvements in all their professional and personal relationships; more satisfaction in their dealings with customers and co-workers (family and friends, also!), and greater awareness of their own strengths and weaknesses. Many people report that they no longer feel like “just a boss”; they feel, behave and are treated like a *trusted advisor*. They have an increased ability to help people find solutions to their problems and are more adept at helping others grow and succeed.

For you to also share in the pleasure from experiencing these benefits, we encourage you to get started this very minute. First, think about the relationships you want to improve within the next year... the next month... the next week... even by the end of today! Develop a plan to meet those goals using **The Platinum Rule** and the other principles that make up the ***DISC Leadership Strategies***.

Accept the Challenge

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

Commit to Growth

“Change is inevitable... growth is optional.” We love that saying because it's true. Right now, you have the option to take this moment and make a life-changing decision. You may decide to *keep learning* about yourself, your strengths and weaknesses, how you make decisions, how you come across to other people, etc... You may decide to learn more about DISC styles and apply your new knowledge in other relationships beyond management; relationships with your peers, colleagues, children, spouse and/or family.

Here's wishing you continued success!

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