

# Welcome to Introduction to DISC Leadership



# Today's Path

**Purpose** Provide communication  
Insights & Strategies

**Process** Learn from DISC reports,  
One another & Learning Activities

**Payoff** Increase communication  
effectiveness with Colleagues & Staff



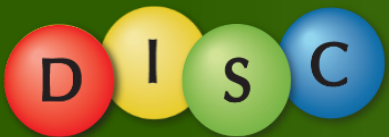
# Road Map



DISC Background

Natural Style

Applying DISC



# What is DISC?

D



Quickly pushes "Close Door"

I



"We'll wait for you!"

C



Permit expired... takes stairs

S



Lets others step out first



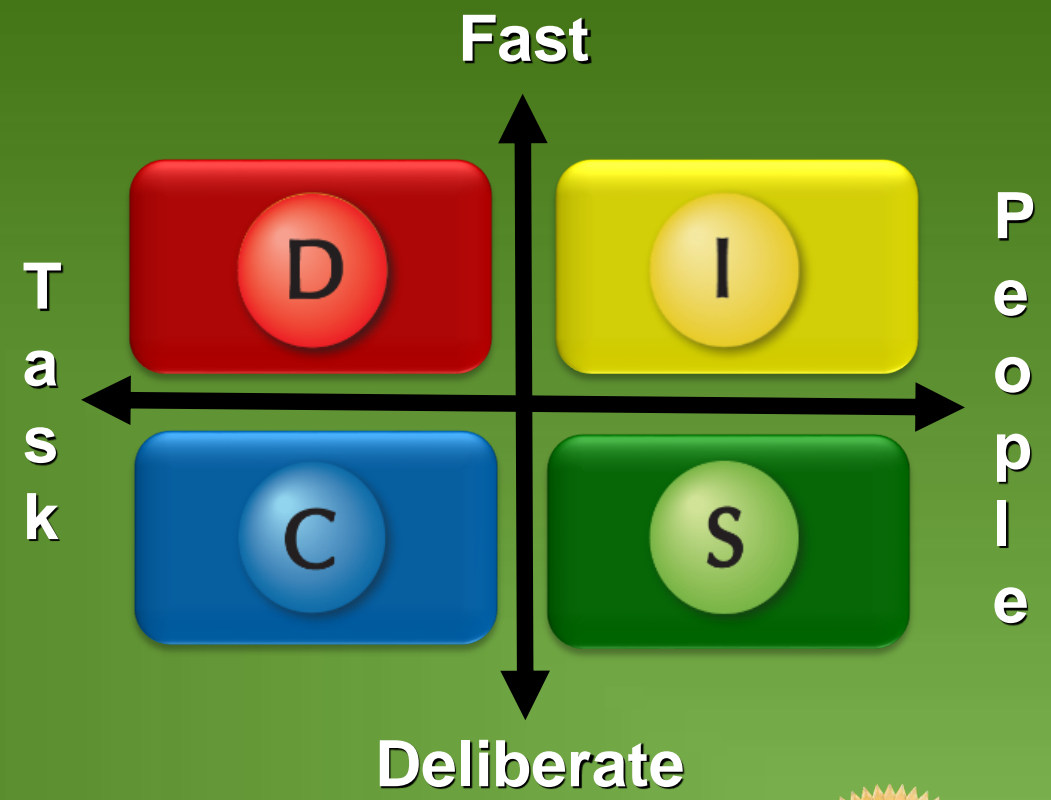
Measures Observable Behaviors



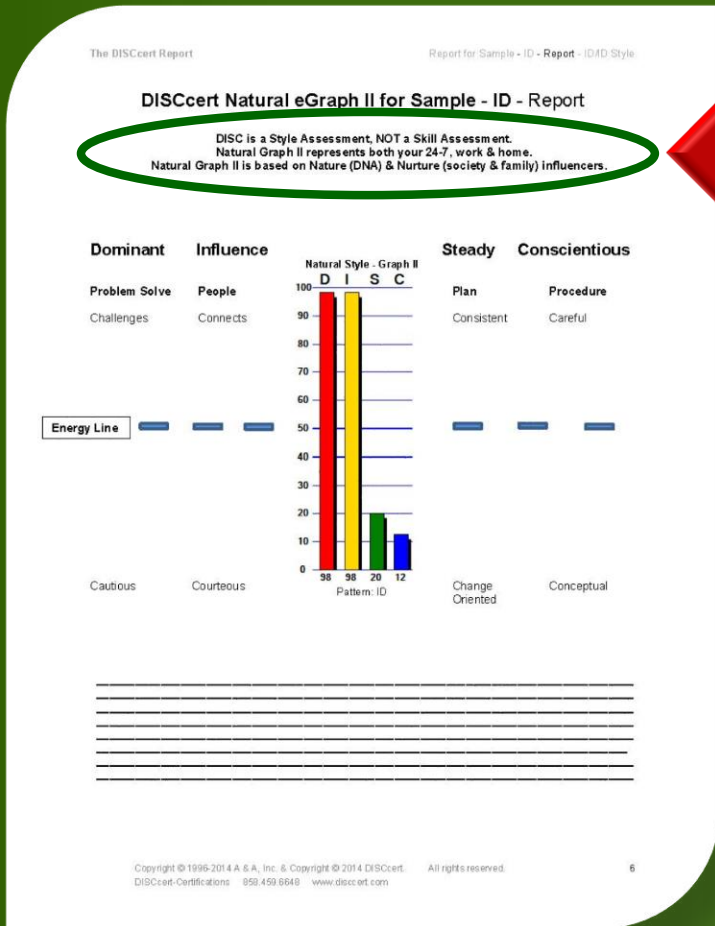
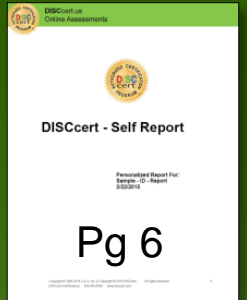
# DISC Model

Behavior = Pace + Priority

Dominant	Fast	+	Task
Influence	Fast	+	People
Steady	Deliberate	+	People
Conscientious	Deliberate	+	Task



# Natural eGraph II



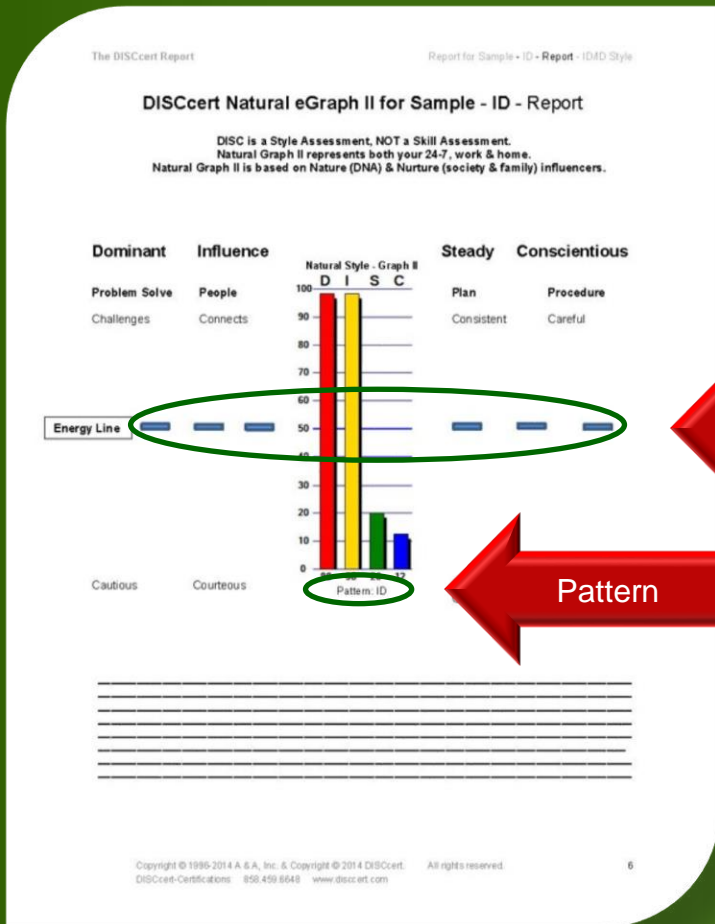
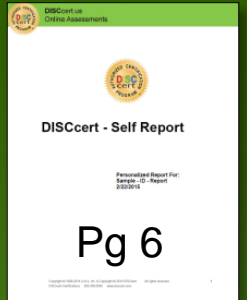
Underline

## Key Points:

- Style NOT Skill
- Represents your 24-7  
Both Work & Home
- Based on:  
Nature (DNA)  
Nurture (Society & Family Influences)



# Natural eGraph II

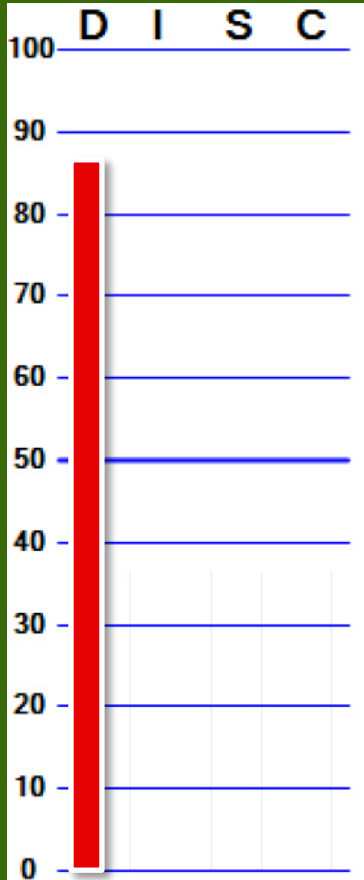


## Key Points:

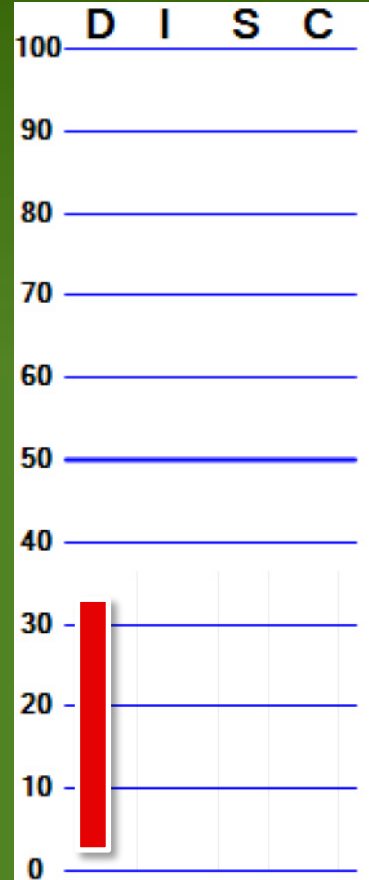
- Energy Line: indicates degree of preference for each style
- Natural Style: based on points *above* the Energy Line
  - Labeled as your “Pattern”
- We all have *some* D, I, S, and C in our styles



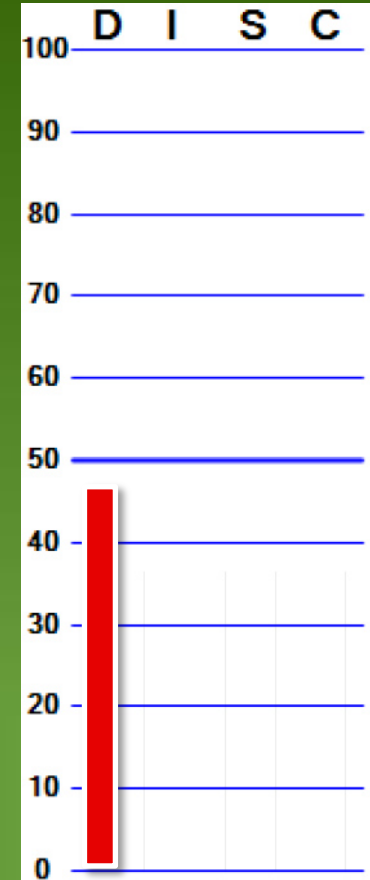
# Dominant Orientation ... Problem Solving



**Preference - Expediency**



**Preference - Contemplative**

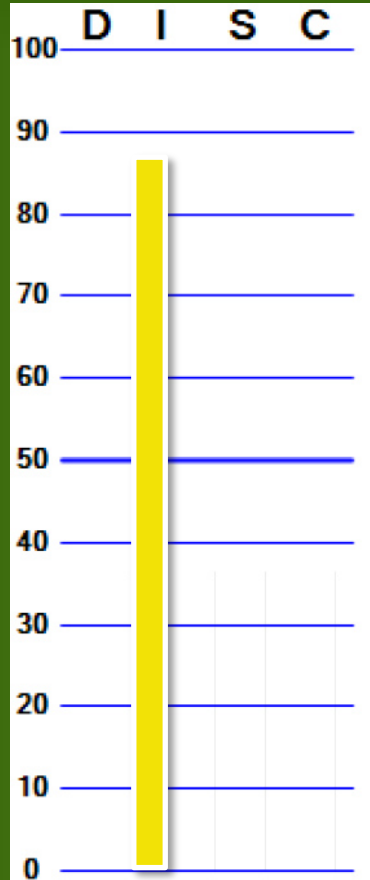


**Preference - Calculated Risks**

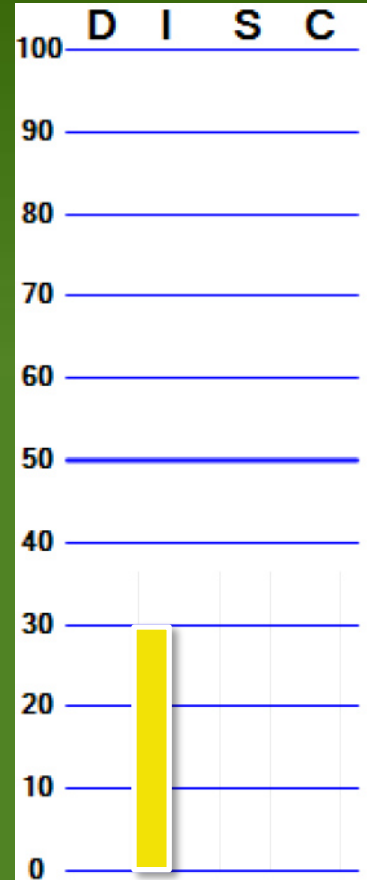




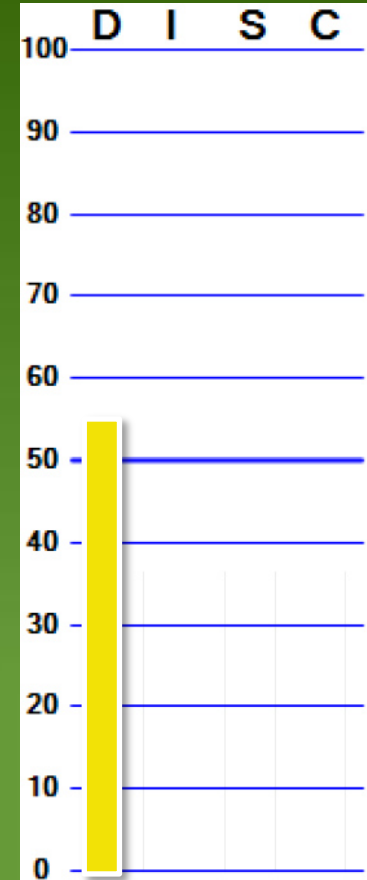
# Influence    Orientation    ... People Connection



Preference -  
Demonstrative



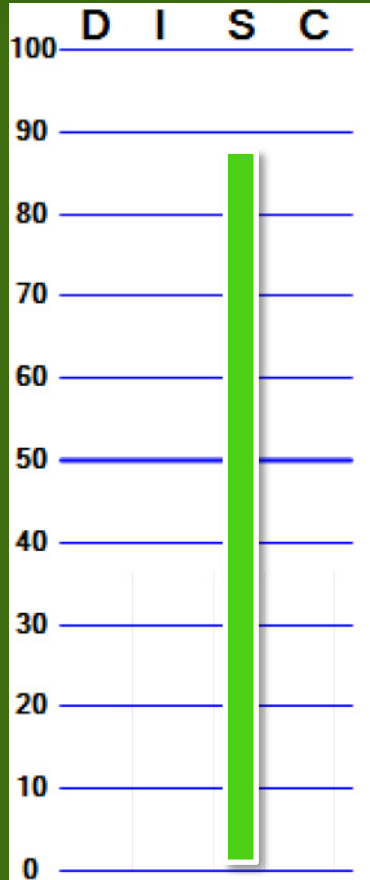
Preference -  
Understated



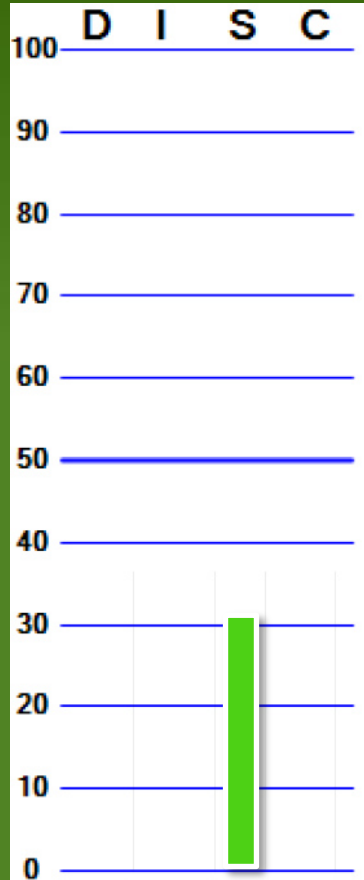
Preference -  
Friendly/Reserved



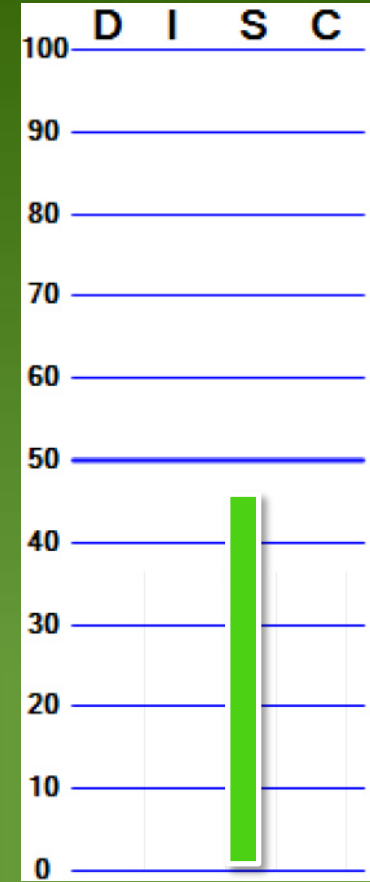
# Steady Orientation ... Planning



Preference -  
Systematic



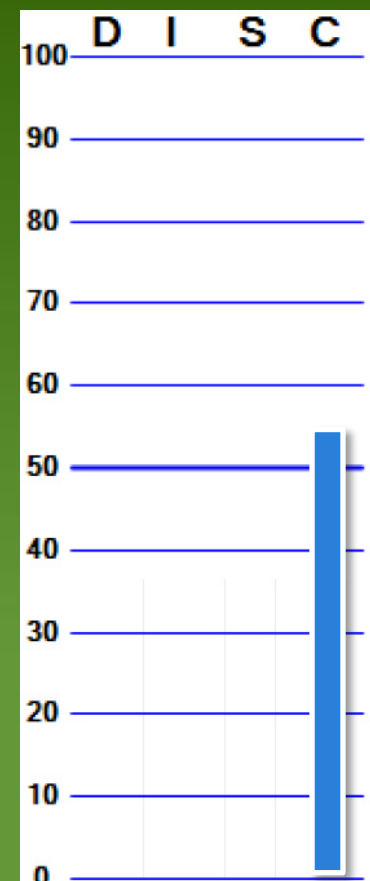
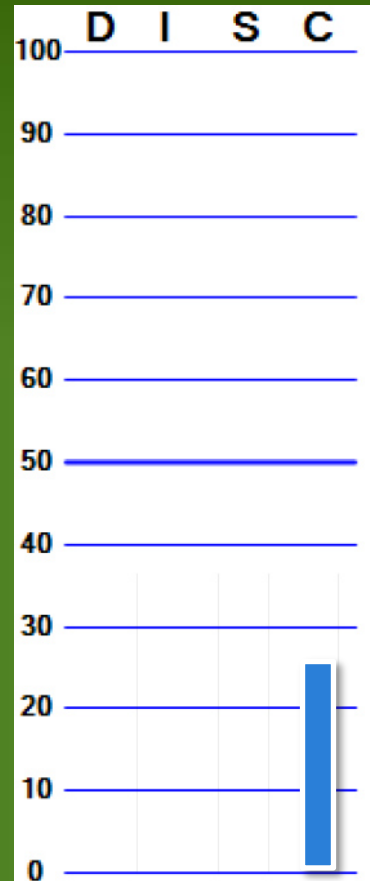
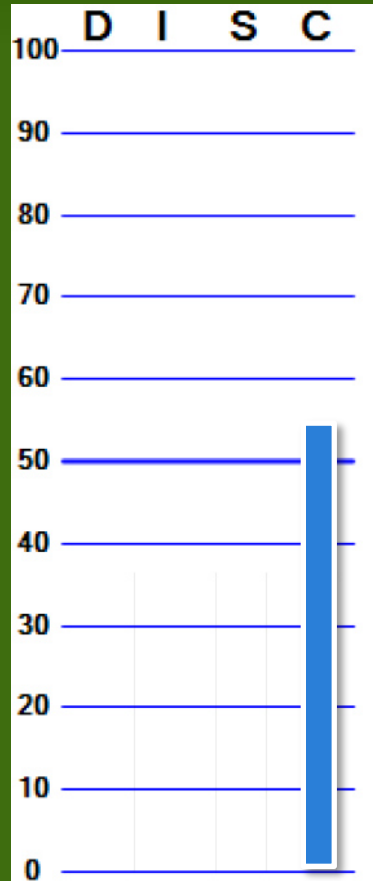
Preference -  
Spontaneous



Preference -  
Composed



# Conscientious Orientation ... Procedures



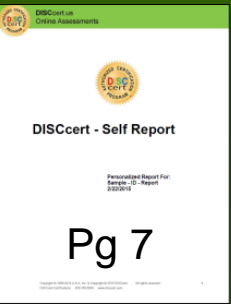
Preference -  
To Analyze

Preference -  
Conceptual

Preference -  
Pragmatic/Focused



# Natural Word Sketch



The DISCcert Report Report for Sample DISCcert-Self - ISID Style

### 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.

DISC Focus →	<b>D</b> Problem Solve	<b>I</b> People	<b>S</b> Plan	<b>C</b> 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 Calm 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 Restrainted 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

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## Key Points:

- Positive “Style” descriptors for your Natural Style
- Highlighted words indicate your preference for:

**Problem Solving**  
**Connecting with People**  
**Developing a Plan**  
**Working with Procedures**



# Overview of the Four DISC Styles

D



D - The Good Wife

**Athletes**

**Scientists**



I - Intolerable Cruelty

**Coaches**

**Teachers**

I

C



C - To Kill a Mockingbird

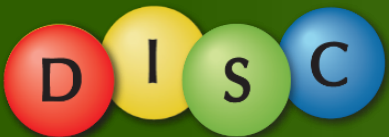
S - Rainmaker



S



# Leadership Team



# If You Visit Another Country, What Language Do You Speak?

**Actions?**

Because we don't want to be viewed

... **Disrespectful**

*Italian!*



*Maori!*



*Japanese!*



*Spanish!*



## Behaviors You See

## Communication Tips to Use with Each Style



Goal Oriented

Offer Solutions



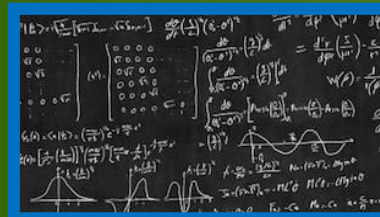
Builds Positive Alliances

Provide Positive Comments



Enjoys Teamwork

Acknowledge Their Support



Thinks Logically

Give data to them in writing

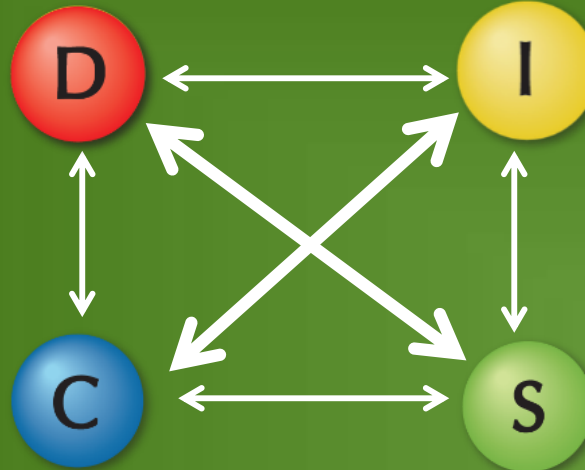




# DISC Styles – Require Extra Adapting

**D – Pace is Quick**  
**D – Priority is Task**

**C – Pace is Deliberate**  
**C – Priority is Task**

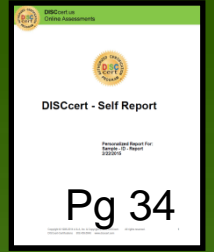


**I – Pace is Quick**  
**I – Priority is People**

**S – Pace is Deliberate**  
**S – Priority is People**



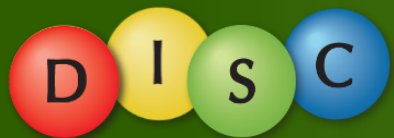
# Leadership & DISC



Difference?

**Position Power** vs **Personal Power**

How does DISC build Personal Power?



# Action Plan for All Styles

Select a Staff Member

Determine their Natural Style

Add checkmarks by  
“Characteristics” that match  
your co-worker

<b>Dominant</b> (Quick/Task)		<b>Influence</b> (Quick/People)	
Characteristics	Tips for Others	Characteristics	Tips for Others
<input checked="" type="checkbox"/> Competitive <input type="checkbox"/> Strategic <input checked="" type="checkbox"/> Bottom-line <input checked="" type="checkbox"/> Goal oriented <input type="checkbox"/> Debates <input checked="" type="checkbox"/> Be in Control <input checked="" type="checkbox"/> Assertive	<input type="checkbox"/> Offer Solutions to Win <input type="checkbox"/> Display Reasoning <input type="checkbox"/> Provide Concise Data <input type="checkbox"/> Offer Projected Results <input type="checkbox"/> Be Prepared with Facts <input type="checkbox"/> Present Action Plan <input type="checkbox"/> Anticipate Questions	<input type="checkbox"/> Expressive <input type="checkbox"/> Optimistic <input type="checkbox"/> Builds Alliances <input type="checkbox"/> Be Involved <input type="checkbox"/> Likes Change <input type="checkbox"/> Appreciates Recognition <input type="checkbox"/> Spontaneous	<input type="checkbox"/> Acknowledge Ideas <input type="checkbox"/> Discuss Solutions <input type="checkbox"/> Schedule joint Mtgs <input type="checkbox"/> Include from Start <input type="checkbox"/> Offer New Ideas <input type="checkbox"/> Provide Compliments <input type="checkbox"/> Ask their Opinion
<b>Conscientious</b> (Cautious/Task)		<b>Steady</b> (Cautious/People)	
Characteristics	Tips for Others	Characteristics	Tips for Others
<input type="checkbox"/> Think Logically <input type="checkbox"/> Seek Facts <input type="checkbox"/> Focus on Accuracy <input type="checkbox"/> Values Creditability <input type="checkbox"/> Like to Contemplate <input type="checkbox"/> Analytical <input type="checkbox"/> Follows Protocol	<input type="checkbox"/> Provide Rationale <input type="checkbox"/> Give Written Data <input type="checkbox"/> Show Due Diligence <input type="checkbox"/> Be Prepared <input type="checkbox"/> Build in Extra Time <input type="checkbox"/> Offer Pros and Con <input type="checkbox"/> Provide Documentation	<input type="checkbox"/> Stability Focus <input type="checkbox"/> Dependable <input type="checkbox"/> Methodical <input type="checkbox"/> Enjoy Teamwork <input type="checkbox"/> Look for Calmness <input type="checkbox"/> Express after Assessing <input type="checkbox"/> Cooperative	<input type="checkbox"/> Provide Assurances <input type="checkbox"/> Offer Written <input type="checkbox"/> Provide a Plan <input type="checkbox"/> Be Sincere <input type="checkbox"/> Show Composure <input type="checkbox"/> Give Advance Notice <input type="checkbox"/> Be Courteous



# Manager Action Plan

Transfer Employee Name - Style - Behaviors

Under  List EE's Positive Performance

Review Pages 36 – 41

Under  List EE's Primary Area of Improvement

Find Management Competencies that are a Match

Select recommendations for YOU to do, based on your EE's Style. Enter Under "Notes"



## Management "DISC" Action Plan

Team/Group: \_\_\_\_\_

Manager's Name: \_\_\_\_\_

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

Employee Name	Natural Style	Characteristics/ Behaviors	List EE's Positive Performance.	List 1 Area for Improvement	List DISC Leadership Actions YOU will apply. (See Report Pages 36-39,41)

## Developing Your People

### Developing D's

- 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.

### Developing I's

- 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

### Developing C's

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

### Developing S's

- 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 you 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

### Helping D's Decide

- 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.

### Helping I's Decide

- 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.
- 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."

### Helping C's Decide

- 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.
- 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?"

### Helping S's Decide

- Deal with only one subject or situation at a time, one step at a time
  - Before moving on to other items, 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.
- Example: "Would you mind writing down a schedule of your office's activities so I can write my proposal without missing anything?"



## Motivating Your People

### Motivating D's

- 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

### Motivating I's

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

### Motivating C's

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

### Motivating S's

- 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





## Coaching Your People

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



## Constructive Feedback

### Constructive Feedback to D's

- 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.

### Constructive Feedback to I's

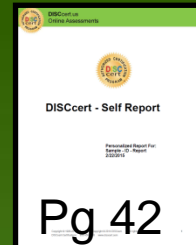
- Be aware they avoid facing problems and if pressure persists, may walk away from the problem or demonstrate their stress in animated manner.  
Example: "I can't talk right now."
- Specifically describe the challenge/issue and define the behaviors required to solve the matter.
- Confirm the mutually 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?"

### Constructive Feedback to C's

- 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.  
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..."

### Constructive Feedback to S's

- 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..."



# Manager Action Plan – Your Commitment?



2018

## Management “DISC” Action Plan

Team/Group: \_\_\_\_\_

Manager’s Name: \_\_\_\_\_

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

Employee Name	Natural Style	Characteristics/ Behaviors	List EE’s Positive Performance.	List 1 Area for Improvement	List DISC Leadership Actions YOU will apply. (See Report Pages 36-39,41)

# What was Your Key Insight Today?



I to C.. Patch Adams





**Thank you!**

*Path's End-Journey's Start ...*