



# **DISC Self**

An Evaluation of Behavioral Styles

Report For: **Sample Report**

Style: **Is/Csd**

Date: **2/16/2017**



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# Introduction to DISC

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

**D** Dominance    **I** Influence    **S** Steadiness    **C** Conscientiousness

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

## How to Use This Report

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

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

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

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

# Part I: Understanding DISC

## Behavioral Styles

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

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

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

### Behavior Descriptors of Each

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

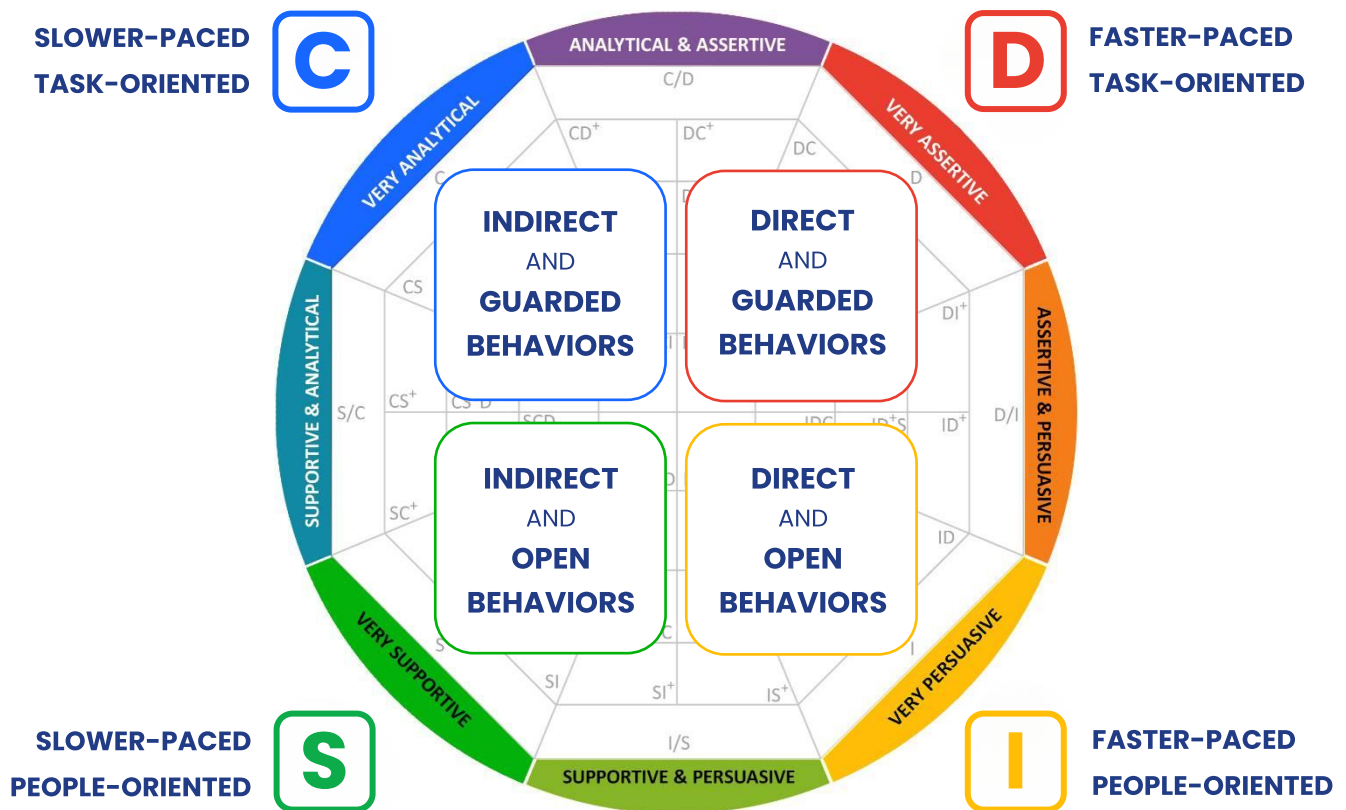
### Directness and Openness of Each Style

|   |                                  |
|---|----------------------------------|
| D | Tends to be direct and guarded   |
| I | Tends to be direct and open      |
| S | Tends to be indirect and open    |
| C | Tends to be indirect and guarded |

### Pace and Priority of Each Style

|   |                                |
|---|--------------------------------|
| D | Fast-paced and task-oriented   |
| I | Fast-paced and people-oriented |
| S | Slow-paced and people-oriented |
| C | Slow-paced and task-oriented   |

## Pace and Priority of Each Style



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

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

## A Deeper Look at the Four DISC Styles

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

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

## Communicating with the DISC Styles

### Communicating with the **D** style

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

### Communicating with the **I** style

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

## Communicating with the **S** style

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

## Communicating with the **C** style

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

## Part II: Understanding Yourself

### General Characteristics

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

Careful analysis of your response pattern indicates that you may tend to have dichotomous ambitions: On one hand, you are driven to achieve quick, visible results, but you are equally motivated by strong quality control and perfection. In an ideal world, these drives could work in harmony, but in reality, they might well prove detrimental to the result. You may sometimes seek quick results at the expense of quality, or vice versa.

Sample, your response pattern on the instrument indicates that you evaluate others by their ability to bring about change and accomplish a task quickly and accurately. That is, you hold others to the same standards to which you hold yourself. There may be some peers and team members that struggle to meet that standard. It's important that you provide others on the team with the resources and tools to assist them in prioritizing tasks, making decisions, and practicing good quality control.

You tend to be assertive and responsive to creative ideas and solutions. When in creative mode, you may tend to withdraw a bit and process information internally. Once the decision has been made, or the solution created, you emerge as a more assertive and mission-focused leader. Sample, you score like those who push the envelope of their own creativity, and tend to lead their teams to optimal performance. To get the most out of this trait, be certain to display a more people-oriented side at times, so that others on the team can see this side of you as well.

Sample, you score like those who maintain a high sense of urgency in most things they do. You are always thinking about more efficient or effective ways of getting things done. This urgent tempo can help propel you and your team to new successes, but may sometimes cause frustration on your part when faced with setbacks.

Your responses to the instrument show that you tend to be non-aggressive with your input, in order to avoid making waves. You tend to be brief and concerned with the bottom-line, and thus may be perceived as abrupt.

You make day-to-day operational decisions very quickly and easily. You put substantially more time, effort, and caution into larger decisions. You score like some who tend to be worriers, in a good sense, because of the level of detail and quality of thought behind the important decisions you make. At times, you may present yourself with "double-bind" situations: "damned if you do, and damned if you don't." You may reduce stress in these types of situations by seeking input from trusted advisors.

When in high thought-processing gear, you may be somewhat restrained in sharing ideas or expressing feelings. You score like those who may be perceived by others as somewhat cool or aloof. This is especially true when you are faced with decisions of very high importance. You tend to internalize the thought processes and not share them with others as you are evaluating the possibilities. By opening up a bit, you might reduce the potential for internal stress, and also be perceived as more of a collaborative decision maker.

You like to be perceived as a pacesetter -- one who comes up with new ideas and creative solutions. This theme will emerge in other parts of this report due to its importance. You bring a creative spin to the way you solve problems and find solutions. You have the ability to evaluate the whole range of possibilities, and provide deep mindshare on the decisions you make. This comes from both your decision-making ability and your deep concern for details.

## Style Overview

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

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

### Your Behavioral Style: Explorer

Explorers are creative change agents. They bring decisiveness, a sense of urgency, and an eye on quality control to their projects. Explorers can spin many plates and projects simultaneously. There are two goals on their radar: quick results and high quality. When they achieve both, it's great; but sometimes these two goals may be an either/or situation. Explorers make routine decisions very quickly, but become more cautious on bigger, riskier ones. Explorers appreciate a wide berth of authority to carry out their responsibilities.

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

- **Personal direction:** Creatively solving difficult and complex problems
- **Strengths offered:** Creativity in generating new ideas and solutions after doing the homework
- **General characteristics:** Brings a sense of firm direction and an awareness of quality control
- **Contributions to others:** Creative problem-solving and bringing focus on direction and solutions
- **Getting along with others:** Strong ideas and opinions, but may vacillate between focus on direction and focus on quality issues
- **When stressed:** May withdraw from others or become indecisive
- **Keep in mind:** May become overly critical and sometimes distant when in disagreement
- **Additional notes:** Creates unique ideas for projects, but may vacillate at times about direction or quality focus

## Word Sketch – Adapted Style

DISC is an observable, “needs-motivated” instrument based on the idea that emotions and behaviors are neither “good” nor “bad.” Rather, behaviors reveal the needs that motivate that behavior. Therefore, once we can accurately observe one’s actions, it is easier to “read” and anticipate their likely motivators and needs.

This chart shows your ADAPTED DISC Graph as a “Word Sketch.” Use it with examples to describe why you do what you do and what’s important to you when it comes **Dominance** of Problems, **Influence** of People, **Steadiness** of Pace, or **Conscientiousness** of Procedures. Share more about the specific needs that drive you in each area of FOCUS. If your DISC intensity scores at levels 1 and 2, your emotions and needs are the opposite of those at Levels 5 and 6 in that area.

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

## Word Sketch – Natural Style

DISC is an observable, “needs-motivated” instrument based on the idea that emotions and behaviors are neither “good” nor “bad.” Rather, behaviors reveal the needs that motivate that behavior. Therefore, once we can accurately observe one’s actions, it is easier to “read” and anticipate their likely motivators and needs.

This chart shows your NATURAL DISC Graph as a “Word Sketch.” Use it with examples to describe why you do what you do and what’s important to you when it comes **Dominance** of Problems, **Influence** of People, **Steadiness** of Pace, or **Conscientiousness** of Procedures. Share more about the specific needs that drive you in each area of FOCUS. If your DISC intensity scores at levels 1 and 2, your emotions and needs are the opposite of those at Levels 5 and 6 in that area.

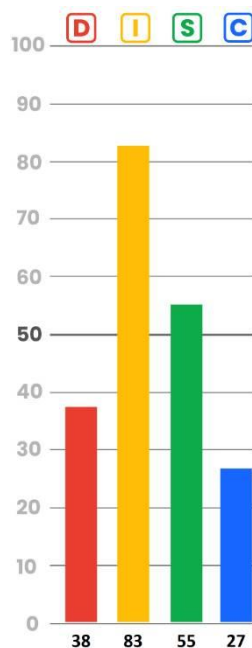
| Focus           | <b>D</b><br>Problems/Challenges                                               | <b>I</b><br>People/Contacts                                                      | <b>S</b><br>Pace/Consistency                                                       | <b>C</b><br>Procedures/Constraints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

## DISC Graphs for Sample Report

Your Adapted Style indicates you tend to use the behavioral traits of the **Is style(s)** in the focus area you had in mind when completing the assessment. Your Natural Style indicates that you naturally tend to use the behavioral traits of the **Csd style(s)**.

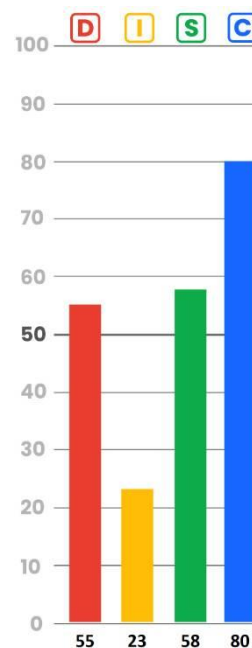
The Adapted Style (Graph I) displayed on the left is **your perception of the behavioral tendencies you think you should use in your current environment, situation, or relationship**. This graph may change when you change roles or circumstances. The Natural Style (Graph II) **indicates the intensity of your instinctive behavior**. It is often an indicator of the “real you” when you are not influenced by any other factors and typically shows up in stressful situations. This graph tends to be stay fairly consistent, even in different environments.

**Adapted Style – Graph I**



**Pattern: Is**

**Natural Style – Graph II**



**Pattern: Csd**

The higher or lower each **D, I, S, C** point is on your graph, the greater or lesser your behavior impacts your results at work and with others around you. Once aware, you can adapt your style to be more effective.

If the bars are similar, it means that you tend to use consistent behaviors in various environments. If your Adapted Style is different from your Natural Style, you are likely shifting behavior, which may cause stress or depleted energy if done for a significant amount of time.

If you have scores under 10 or over 90, these are extended scores where the behavior becomes a **need**. If expressing that behavior isn't possible, you'll likely create situations where that *behavioral need* can be met.

## Behavioral Pattern View

The BPV has eight behavioral zones. Each zone identifies a different combination of behavioral traits. The peripheral descriptors describe how others typically see individuals with your style. Plots on the outer edges of the BPV identify that one factor (**D**, **I**, **S**, or **C**) of your style will dominate the other three. As you move towards the center of the BPV, two and eventually three traits combine to moderate the intensity of your style descriptors within a specific behavioral zone. +The plus sign indicates that the preceding style score is higher, moving you closer to that style zone (i.e. **CD+S**: The **D** score is stronger than in **CDS** so it plots closer to the **D** behavioral zone).

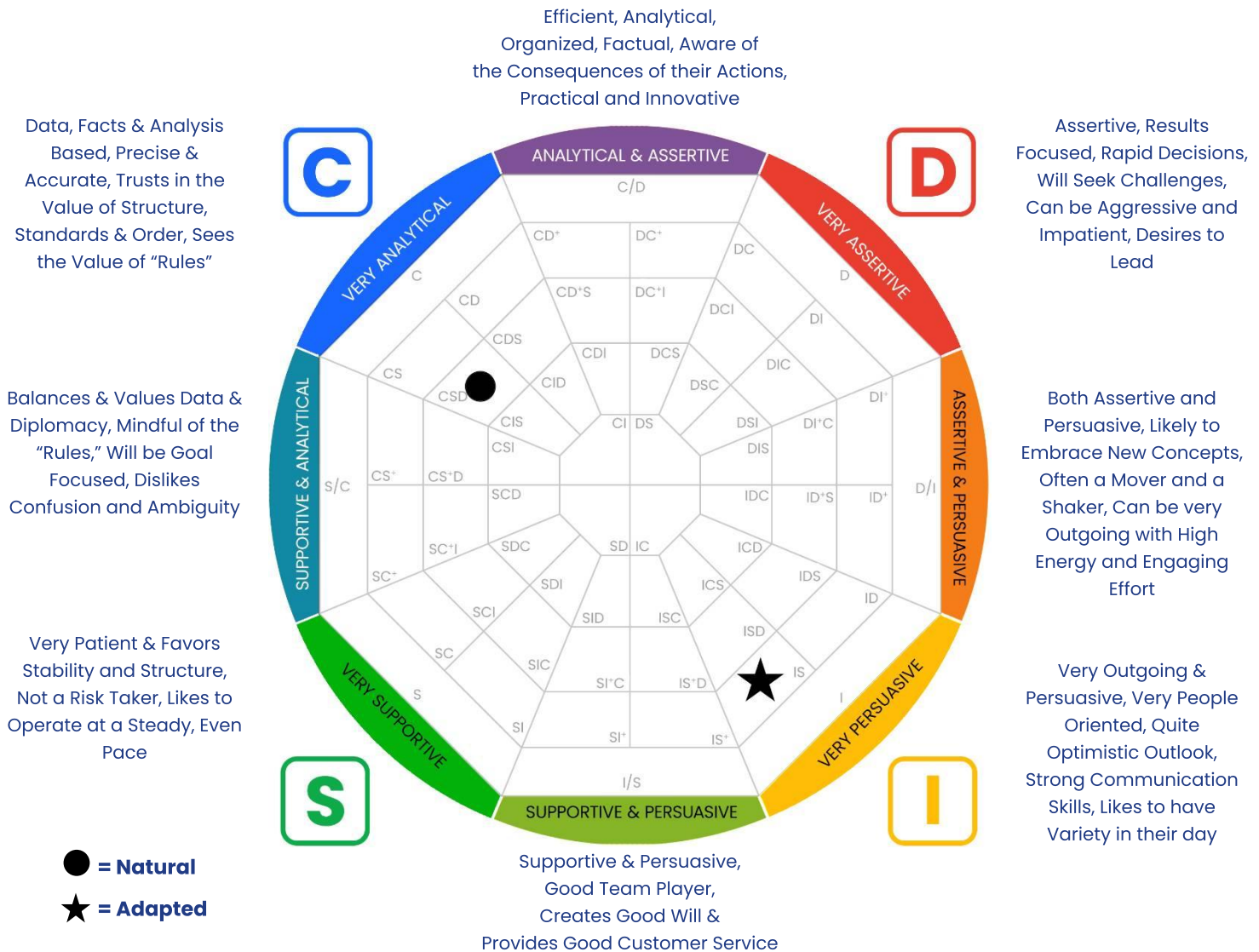
### THE SCORING LEGEND

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

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

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

**Conscientiousness:** How you deal with Procedures and Constraints



## Communication Tips for Others

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

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

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

- Beware of indecision, and be sure to keep the "data gate" open for more information.
- Be prepared to handle some objections.
- Motivate and persuade Sample by pointing out objectives and expected results.
- Give Sample the opportunity to express opinions and make some of the decisions.
- Stick to business matters only -- small talk or charm won't be appreciated.
- When you agree, support the ideas and potential results, rather than supporting the person responsible for the results.
- Give Sample time to verify the issues and potential outcomes.

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

- Leave things up in the air, or decide by chance.
- Engage in rambling discussion, and waste Sample's time.
- Fail to follow through. If you say you're going to do something, do it.
- Provide incomplete or unclear directions or instructions.
- Use unreliable evidence or testimonials.
- Whine about all of the work you have to do.
- Forget or lose things necessary for the meeting or project.

## Your Motivators: Wants and Needs

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

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

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

### You Tend to Be Motivated By:

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

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

- To seek more input from others for a more effective team cooperation.
- Opportunities to use your professional expertise to solve problems by finding creative solutions.
- To verbalize more of your reasons for decisions, and to include others in the decision-making process.
- To focus on reaching closure on projects, as you tend to resist finalizing because there is always something that could be improved.
- To be able to trust the competence and high standards of others on the team.
- Fewer daily critical decisions, as you may hesitate when under too much pressure due to the desire for a high-quality result.
- A minimum of oversight, interference, and organizational politics getting in the way of the creative processes.

## What you Bring to the Organization

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

### Your Strengths:

- You put hard work and heavy effort into finding the best possible answers to questions or problems.
- You have the ability to use your imagination and take calculated risks in developing new solutions to problems.
- You are a very creative thinker and innovator.
- You are able to make decisions having the bottom-line in mind.
- You maintain a strong, businesslike focus on problems, ideas, and solutions.
- You tend to be a strong agent of change.
- You are able to find solutions quickly, with a high degree of quality control.

### Your Work Style Tendencies:

- At work, you tend to have a "long fuse," and are not easily angered, although you may take some of the anger home to vent.
- On the job, you tend to say "yes" more often than "no," when asked to help out with a colleague's project or problem.
- You meet new people easily and prefer networking with others rather than working in solitary conditions.
- You show a high degree of persistence in working on projects, especially over the long haul.
- You are perceived by others on the team as a good listener.
- You are optimistic and motivated to be an excellent team player, able to defer your ego when working with others who may prefer having more control of the situation.
- You tend to be an excellent "teacher" to peers on the team, at all levels of the organization.

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

- A favorable working climate containing positive attitudes and optimistic spirit.
- A balance between some stable, predictable work activities and some variety and change on a regular basis.
- Clear responsibility and lines of authority to avoid confusion or overlapping initiatives.
- Support and appreciation of your individual efforts.
- A job culture where there is little hostility, confrontation, anger, or pressure.
- Specialized assignments that also involve working and communicating with a variety of people.
- A work culture that allows for your natural interest in helping others learn and grow professionally.

## The C Style

### Under Stress – Perceptions, Behavior and Needs for the C

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

#### Potential Self Perception:

- Creative solutions to problems
- Results-driven
- Wants clear, quick answers
- Quality control driven

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

- Condescending
- Plays favorites
- Creates double-bind situations
- Aloof and blunt

#### Under Stress You Need:

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

#### Your Typical Behaviors in Conflict:

- C's appear to acquiesce to the demands of others and, thus, avoid conflict. In reality, however, C's are often just withdrawing to prepare for a future, probably covert, attempt to reestablish their position.
- Although C's generally avoid overt conflict, they may speak out on a matter of principle in order to protect their high standards.
- C's are quite uncomfortable with overt conflict, aggression and anger. C's will do whatever they can to avoid these situations and to avoid individuals with whom they have a disagreement.

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

- Stand up for yourself with supervisors, friends, and coworkers rather than avoiding them or pretending to go along with them.
- Recognize that others may be more comfortable dealing with conflict, anger, and aggression. Expressions of anger or somewhat aggressive behavior by others are not necessarily personal attacks on you.
- Include all the people involved with a project in your decision-making process. Ask for their suggestions as well as their data.

## Potential Areas for Improvement

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

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

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

### Potential Areas for Improvement:

- You could use some assistance in prioritizing issues.
- You tend to be unconcerned about social poise and may appear somewhat abrupt or aloof toward others without being aware of this. You could build more bridges by showing more sensitivity to their feelings.
- You have a strong need for perfection and may not be satisfied until it has been reached.
- You may like to work under pressure, and thus you put others under unwelcome pressure sometimes.
- You may tend to work in rapid bursts, followed by periods of quiet reflection. This style may be confusing to others who might prefer a more consistent approach.
- You may need some improvement on your communication skills. It is important to share ideas with others on the team, allowing them to be a "sounding board" for your thoughts.
- Others may have difficulty keeping up with your opposing desires for quick, yet perfect results.

## 12 Behavioral Tendencies

The primary styles - **D**, **I**, **S**, and **C** - are each influenced by the other three styles in our behavioral expression. You are not just **one** of these styles; you are the result of all four combining and affecting each other. On this page you'll see all 12 Behavioral Tendencies in Summary, and the following pages deliver more detail about each of these measurements.

| Behaviors                                                                                                                                        | Natural                 | Adapted                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|---------------------------|
| <b>Reasoning</b><br><i>How this individual uses evidence to think through and solve problems.</i>                                                | Evidence-based (C)      | Intuition-based (I)       |
| <b>Careful Decision Making</b><br><i>How this individual approaches decisions and actions.</i>                                                   | Cautious (S)            | Impulsive (I)             |
| <b>Self-Reliance</b><br><i>How this individual works within a team.</i>                                                                          | Directive (D)           | Collaborative (I)         |
| <b>Prioritizing</b><br><i>How this individual determines the order for dealing with items or tasks based on established rules and structure.</i> | Rules (C)               | Situational               |
| <b>Accuracy</b><br><i>How this individual focuses on correctness and exactness.</i>                                                              | Precision (C)           | Predictability (S)        |
| <b>Change Resistance</b><br><i>How this individual resists engaging with change.</i>                                                             | Situational             | Situational               |
| <b>Personal Drive</b><br><i>How this individual's own goals move things forward.</i>                                                             | Situational             | Situational               |
| <b>Work Process Alignment</b><br><i>How this individual focuses on process to follow through on work.</i>                                        | Accuracy (C)            | Consistency (S)           |
| <b>Providing Instruction</b><br><i>How this individual dictates directions and expectations.</i>                                                 | Reserved & Detailed (C) | Situational               |
| <b>Building Rapport</b><br><i>How this individual focuses when interacting with others.</i>                                                      | Results-Focused (D)     | Relationships-Focused (I) |
| <b>Customer &amp; Team Interaction</b><br><i>How this individual engages with customers and stakeholders, internal and external.</i>             | Supporting (S)          | Engaging (I)              |
| <b>Expressing Openness</b><br><i>How this individual is most comfortable expressing themselves.</i>                                              | Structural (C)          | Social (I)                |

## 12 Behavioral Tendencies – Details & Graphs

For each of the 12, you will see a graph and personalized statement for your Natural and Adapted style. These scores and statements reveal which of your style combinations are most observable and describe how you express that tendency based on your **D**, **I**, **S**, and **C** blend.

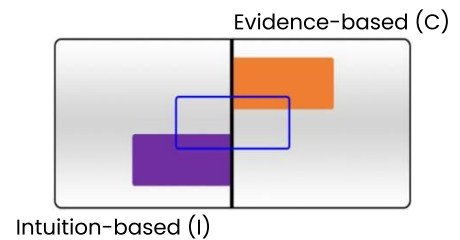
### Interpretation Notes:

1. **Frequency Observed:** The behavioral tendencies are presented in the order from Most Frequently Observed to Least Frequently Observed.
  - a. HI – Clearly observed in most situations, seen more often
  - b. HM – Frequently observed in many situations
  - c. MOD – May or may not be observed depending on the situation
  - d. LM – Sometimes observed in some situations
  - e. LOW – Absence of the behavior in most situations
2. **Direction of your score** – As the graph moves to the right or left, it shows how you will likely express the behavior. If the graphs are near the center, the result is a balancing behavioral effect that will depend on the situation.
3. **General Population Comparison** – The blue box represents the general population in this behavioral tendency. Approximately 68% of people score in this range.

### Reasoning

**Natural (HM):** You often rely on data and evidence to ensure decisions reflect the right thing to do, and will seek verification to make complete and accurate judgments. You are likely think through things with careful and thoughtful consideration, often weighing risks and examining the proof and data to make decisions. Remember, the brain and the heart together make a great team.

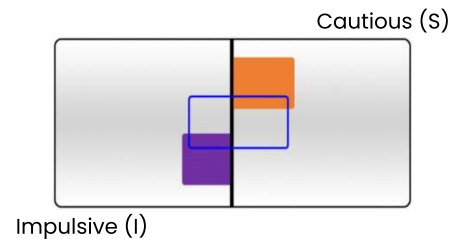
**Adapted (LM):** You often rely on your feelings and interactions with others to make decisions, choosing what is likely to be social acceptable. You are likely to think things through based on emotions over logic, trusting your gut. Be aware that balanced thinking looks at both the emotions and the logic.



### Careful Decision Making

**Natural (HM):** You often carefully and cautiously consider the risks and benefits, while weighing the pros and cons to prepare for the outcome. You are likely to approach decisions with thoughtfulness before moving forward. There are times when it can be appropriate to do what feels right. Don't let logic be the only ruler.

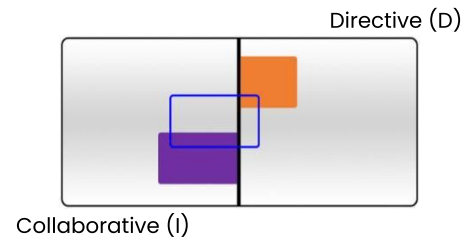
**Adapted (LM):** You are somewhat impulsive based on feelings rather than taking the time to consider the risks and consequences. You are likely to make decisions spontaneously and emotionally, trusting your gut and going with what feels right. Sometimes it is important to see if it makes sense too, not just feels good.



## Self-Reliance

**Natural (HM):** You are quite results driven, focused on accomplishing things quickly and efficiently and are likely to do so mostly independently and directly. You will likely do your best work independently when you can manage your productivity and efficiency autonomously. Be sure you are not distancing yourself too much.

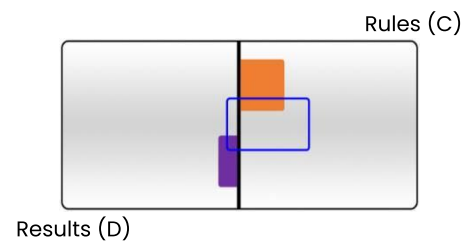
**Adapted (LM):** You are quite attentive to involving others, preferring to reach results together, which may impact efficiency. You will likely do your best work in collaboration with others. Be aware that too much interaction may cause some delays in productivity or efficiency.



## Prioritizing

**Natural (HM):** You often focus on following established structural and procedural guidelines to ensure high-quality outcomes with great importance on accuracy, order and precision. You are likely to prioritize the rules rather than the results. While the rules and procedures are a key component to success and what should take precedence, be sure you know what the end result should be.

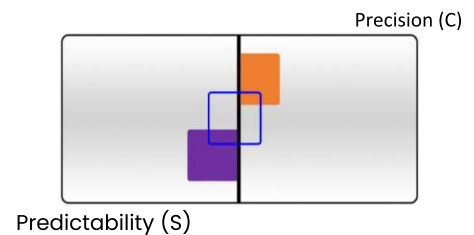
**Adapted (MOD):** You are attentive to established guidelines to ensure high-quality results now and are focused on actions that target immediate accomplishment. You likely balance both rules and results when prioritizing, recognizing that both have significance in a successful experience and outcome.



## Accuracy

**Natural (HM):** You frequently focus on carefully and deliberately ensuring high-quality outcomes with great importance on accuracy, structure, order and precision in all you do. You are likely to focus on being and doing things right. While doing it the right way can impact success dramatically, it is also helpful to have dependability and uniformity in planning processes.

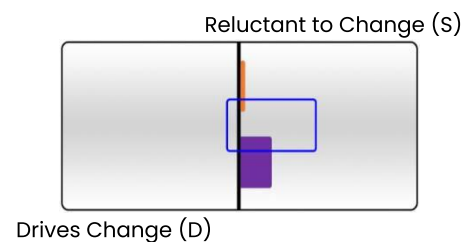
**Adapted (LM):** Your planning often focuses on keeping processes and systems as predictable and steady as possible to support others in understanding and reaching the best outcome. You are likely to focus on risk-aversion when planning. Predictability and consistency are incredibly important when taking things from start to finish, but remember correctness is important too.



## Change Resistance

**Natural (MOD):** You can be slow to accept or embrace change or more committed to your own thoughts and ideas during times of change, depending on the level of risk and expected outcome. There may be times when you actively accept and engage in change and other times you feel like more information and planning would be beneficial. You are likely to be on board, as long as things make sense.

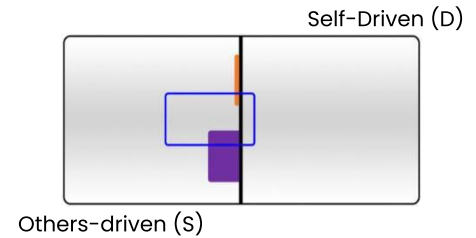
**Adapted (MOD):** Consistent with natural style



## Personal Drive

**Natural (MOD):** Your determination is balanced between a self-driven and others-driven approach, focusing on actions to achieve results with awareness of risks and consequences of actions. You are likely driven by both a desire to meet your own needs and motivations, and support and help others in the process.

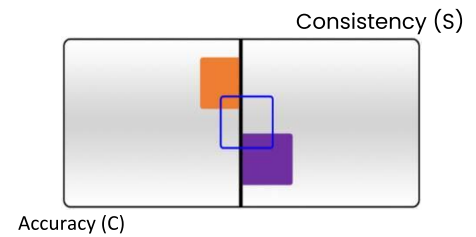
**Adapted (MOD):** Consistent with natural style



## Work Process Alignment

**Natural (LM):** Your process and follow through is often driven by upholding quality standards to be sure what you are doing is accurate and precise. You are likely to process information and follow through with exactness and precision as a focus. There are times when consistency is as important as accuracy. Don't forget to balance them.

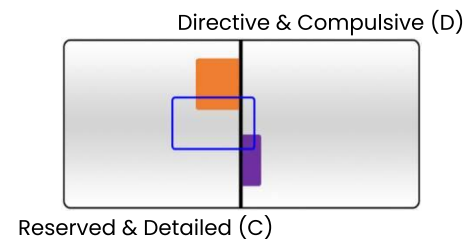
**Adapted (HM):** Your process and follow through is often driven by a desire to keep things consistent and moving forward at a methodical, steady pace. You are likely to process information and follow through with consistency and predictability as your focus. Don't forget that accuracy is an important part of reliability and stability.



## Providing Instruction

**Natural (LM):** You are more likely to precisely follow established structural and procedural guidelines, and are aware of the need for accuracy and compliance to certain guidelines and protocol. Sometimes, bending the rules slightly is important to getting the best results.

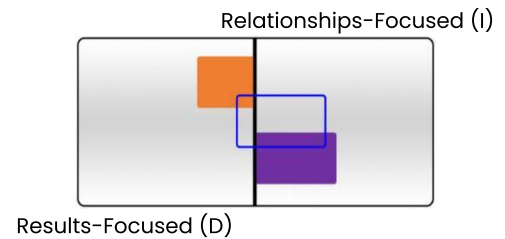
**Adapted (MOD):** You are able to balance the desire to set the expectations or uphold the protocol based on the situation and what is most relevant. You may follow the established structural and procedural guideline if they support the objectives. Keep in mind that sometimes this may come through as difficult for styles that are less focused on tasks and more focused on relationship.



## Building Rapport

**Natural (LM):** You are somewhat results driven in your interactions, preferring not to connect socially unless there is a specific outcome or purpose. You are more likely to focus on results with a desire to reach a goal or complete a task, rather than connecting or building relationship. Remember, others may like to get to know you more when working together.

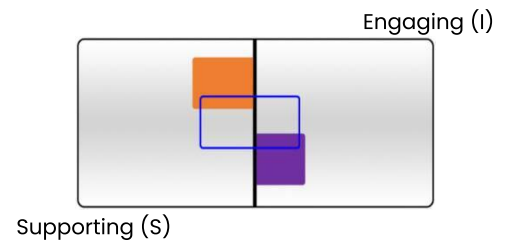
**Adapted (HM):** You are somewhat social and more likely to focus on building relationship and making connections, rather than accomplishing a goal or completing a task. Don't forget that sometimes there are things to be done.



## Customer & Team Interaction

**Natural (LM):** You are likely to focus on providing support and a calming presence to others, often caring for their needs in a way that builds trust and confidence in your service. You are more likely to do whatever you can to make sure others are taken care of and get what they require. It is important to also be attentive to the needs of the business too.

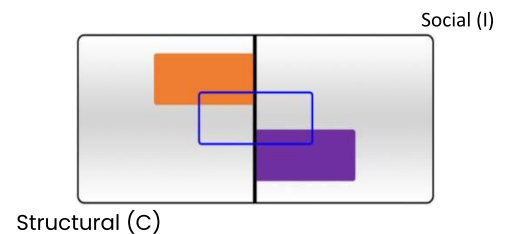
**Adapted (HM):** You are somewhat engaging, charming, persuasive, and influential, often connecting with others in a way that builds trust and confidence. You are more likely to focus on engaging with the others to create a relationship, interacting with them to build a friendship to ensure they will come back to work with you directly. Sometimes business should be just business.



## Expressing Openness

**Natural (LM):** You are somewhat comfortable when focused on the structure, detail and accuracy preferring some time for planning and consideration of consequences before acting. You are likely to be more confident with data, information and procedures that ensure accuracy and precision. Remember, there are times when creating connection with others can boost you up as well.

**Adapted (HM):** You are somewhat comfortable when interacting with others, quick paced and focused on personal connections, and may tend to elaborate to engage with others. You are likely to be most confident and comfortable when interacting with others, and are likely to trust information passed along through people you trust. Remember, sometimes having the support documentation is important too.



## Summary of Sample Report's Style

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

### Communication Dos & Don'ts

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

### Your Motivations: Wants

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

### Your Motivations: Needs

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

### Your Strengths

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

### Your Work Style Tendencies

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

### Effective Environmental Factors

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

### Potential Areas for Improvement

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

## Part III: Understanding Others and Adaptability

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

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

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

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

### Adaptability

#### The Application Section Includes:

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

## What is Adaptability?

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

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

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

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

## Important Considerations:

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

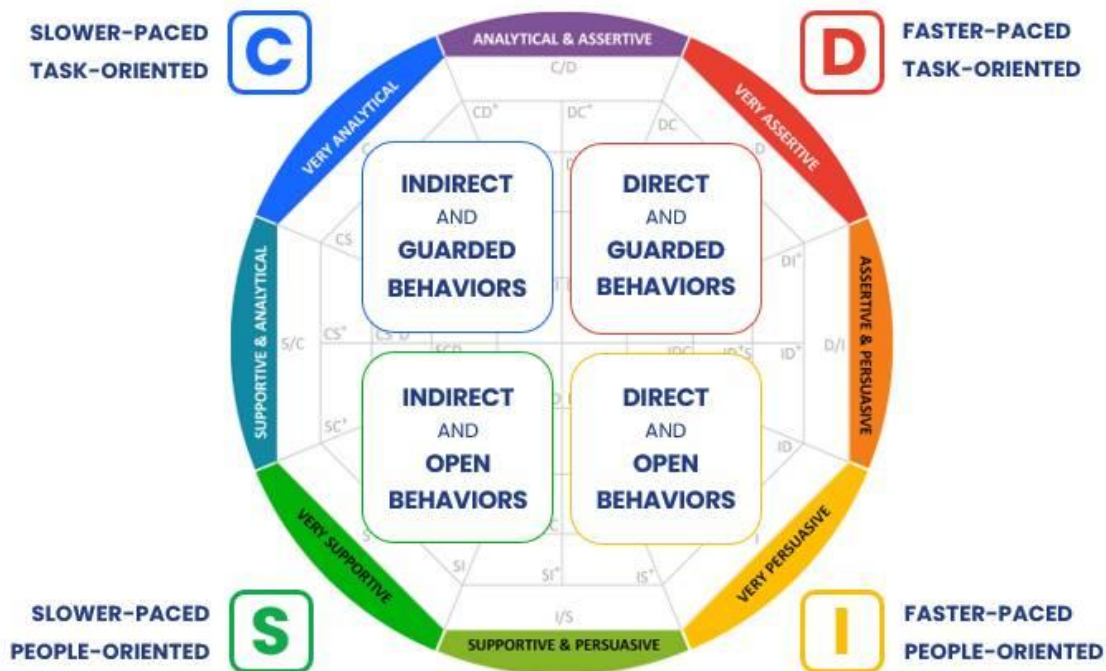
## Words of Advice

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

## Recognizing Another Person's Behavioral Style

### 2 Power Questions:

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



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

| Directness & Openness |                                                | Pace & Priority                                |  |
|-----------------------|------------------------------------------------|------------------------------------------------|--|
| <b>D</b>              | Tends to be <b>direct</b> and <b>guarded</b>   | <b>Fast</b> -paced and <b>task</b> -oriented   |  |
| <b>I</b>              | Tends to be <b>direct</b> and <b>open</b>      | <b>Fast</b> -paced and <b>people</b> -oriented |  |
| <b>S</b>              | Tends to be <b>indirect</b> and <b>open</b>    | <b>Slow</b> -paced and <b>people</b> -oriented |  |
| <b>C</b>              | Tends to be <b>indirect</b> and <b>guarded</b> | <b>Slow</b> -paced and <b>task</b> -oriented   |  |

## Communicating with Each Style

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

## Tension Among the Styles

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

## To Modify Directness and Openness

### Direct/Indirect

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

### Guarded/Open

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

## To Modify Pace and Priority

### Pace

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

### Priority

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

## Adapting in Different Situations

### Adapting at Work

#### **D** DOMINANCE STYLE

##### Help Them To:

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

#### **I** INFLUENCE STYLE

##### Help Them To:

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

#### **S** STEADINESS STYLE

##### Help Them To:

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

#### **C** CONSCIENTIOUSNESS STYLE

##### Help Them To:

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

## Adapting in Sales and Service

### **D** DOMINANCE STYLE

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

### **I** INFLUENCE STYLE

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

### **S** STEADINESS STYLE

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

### **C** CONSCIENTIOUSNESS STYLE

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

## Adapting in Social Settings

### **D** DOMINANCE STYLE

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

### **I** INFLUENCE STYLE

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

### **S** STEADINESS STYLE

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

### **C** CONSCIENTIOUSNESS STYLE

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

## Adapting in Learning Environments

### **D** DOMINANCE STYLE

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

### **I** INFLUENCE STYLE

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

### **S** STEADINESS STYLE

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

### **C** CONSCIENTIOUSNESS STYLE

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

## Application Activities

### Adaptability Practice

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

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

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

### Adaptability Activity

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

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



## Tension Among the Styles Exercise

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

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

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

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

**RELATIONSHIP**

**Name:** John Doe

**Style:** High I

**Pace:** Faster-paced

**Priority:** People-oriented

**Difference:** Pace and Priority

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

SAMPLE

### Relationship 1

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

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

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_

### Relationship 2

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

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

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

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

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

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

\_\_\_\_\_

\_\_\_\_\_



## Create a DISC Power Team

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

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

|                     | <div>D</div>                            | <div>I</div>                             | <div>S</div>                            | <div>C</div>                             |
|---------------------|-----------------------------------------|------------------------------------------|-----------------------------------------|------------------------------------------|
| Strengths           | Supervising<br>Leadership<br>Pioneering | Persuading<br>Motivating<br>Entertaining | Listening<br>Teamwork<br>Follow-through | Planning<br>Systemizing<br>Orchestration |
| Workplace Behaviors | Efficient<br>Busy<br>Structured         | Interacting<br>Busy<br>Personal          | Friendly<br>Functional<br>Personal      | Formal<br>Functional<br>Structured       |
| Team Member         |                                         |                                          |                                         |                                          |

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

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

## So Now What?

This report is filled with information about your behavioral style and the styles that you will encounter in others. There are many suggestions in the application section of this report for you to apply this information. Take the next step and DO the exercises. Don't put this report on a shelf or in a file. Knowing your own style is just the beginning— you must be able to apply this information to improve all of your relationships.

Continually use this report as a reference tool. It contains a lot of information and was never meant to be digested in a single reading. Experiment with making a few changes in your behavior and examine the results. You might be surprised!

## Disclaimer

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## ASI Validation

### Why is Independently Tested Accuracy of this Assessment Important?

A recent review found that the majority of assessments available today lack reporting to verify their accuracy. Of the small minority which claimed reporting, the significant majority of those were conducted privately; oftentimes by the assessment provider itself, rather than an objective and scientifically qualified third party. However, we are leading by example in this otherwise unregulated industry. How are we doing this? By submitting our assessments to an objective, independently conducted battery of tests: Construct Validity, Reliability, and Disparate Impact – all by a qualified scientific authority (Assessment Standards Institute). Our goal? Ensuring the trust and confidence of our users by producing the industry's most accurate and class protected assessments.

## How to Assure Assessment Accuracy?

### Independent & Qualified Testing at Standards Set by the APA and EEOC

*“...this DISC assessment has one of the highest Cronbach scores in the DISC marketplace.”*  
– Assessment Standards Institute

### The Assessment Industry’s Past and Present

Assessments have been used since the mid-20th century, initially relied upon by Fortune 500s, calculated by highly skilled PhDs and produced by only a handful of trusted developers. With the advent of the internet in the 1990s, the ability to produce, market, and sell assessments became exponentially easier and less expensive. Since then, it has developed into a kind of “global cottage industry” with hundreds of new assessment developers, producing thousands of different assessments. Each developer purporting its assessments to be scientifically accurate instruments – sold, resold and used by individuals and organizations of all kinds; including many of our largest institutions like Fortune 500s, major universities, world governments, and even military. Frighteningly, this “global cottage industry,” which produces data relied upon by millions, is entirely unregulated with nothing to ensure its consumers are receiving what they are being told and sold. There are zero requirements, safeguards, laws or regulations ensuring the consumer receives a scientifically accurate instrument – or even what the developers and sellers claim.

### The Solution? Independent & Verifiable Testing by a Qualified Institution

The *Assessment Standards Institute (ASI)* provides our assessments with verifiably objective testing and reporting that meet standards set by the **American Psychological Association (APA)** and the **Equal Employment Opportunity Commission (EEOC)**. This battery of tests is both voluntary and verifiably transparent. Our goal? To ensure this assessment’s professional merit and scientific accuracy for you, the user. These reports are readily available upon request and include:

#### Construct Validity (APA Standards)

Construct validity is one of the most central concepts in psychology. It is the degree to which a test measures what it claims, or purports to be measuring. Researchers generally establish the construct validity of a measure by correlating it with a number of other measures and arguing from the pattern of correlations that the measure is associated with these variables in theoretically predictable ways.

#### Reliability – Cronbach’s alpha (APA Standards)

This technique is regarded as one of the most robust measures of reliability and presents the highest ‘bar’ from which to compare. The readers should note that Cronbach’s alpha is the method selected for this instrument, because of its high standards. The reader is encouraged to compare reliability coefficients presented herein to other vendors, and also to ask those vendors which reliability formulas they used to compute their reliability coefficients. Cronbach’s alpha is a measure used to assess the reliability, or internal consistency, of a set of scale or test items. In other words, the reliability of any given measurement refers to the extent to which it is a consistent measure of a concept, and Cronbach’s alpha is one way of measuring the strength of that consistency.

#### Disparate Impact (EEOC Guidelines)

Employers often use tests and other selection procedures to screen applicants for hire and employees for promotion. The use of tests and other selection procedures can be a very effective means of determining which applicants or employees are most qualified for a job. However, use of these tools can also violate the EEOC Guidelines if they disproportionately exclude people in a protected group by class, race, sex, or another covered basis. Importantly, the law does allow for selection procedures to select the best candidates based on job related requirements. If the selection procedure has a disparate impact based on race, color, religion, sex, or national origin, the employer is required to show that the selection procedure is job related and consistent with business necessity. If discrimination exists, the challenged policy or practice should therefore be associated with the skills needed to perform the job successfully.