UNDERSTANDING YOUR DISC REPORT

A GUIDE TO HELP YOU ON YOUR JOURNEY OF SUCCESS THROUGH YOUR
DISC ONLINE ASSESSMENT.

WHAT DO I DO NOW?

Now that you've taken the on line assessment and have your report in front of you, what do you do with it? This guide is designed to help get the most out of your DISC report by taking you step by step through the pages of the report. There is valuable information included in this report that will give you a better insight into what your value is to the organization, how people best communicate with you, what your ideal work environment is, and how people really see you on a daily basis.

This guide is also designed to help you become more knowledgeable about the DISC system and what it all means to you. In order to fully understand the report and how it will be of benefit, you must first be familiar with the DISC System. The following pages will help you understand what DISC is, isn't and how it all came about.

WHAT DISC IS NOT!

DISC is NOT a measurement of a person's intelligence.
Intelligence is very difficult to measure, if it can be measured at all. The DISC language gives us no indication of a person's intelligence.

DISC is NOT an indicator of a person's values.
Values are the why of a person's behavior. Why do we do what we do? Values are not observable, but usually must be dialogued.

DISC is NOT a measurement of Skills and Experience.
Skills and experience are two of the primary focuses of an employer; what you can do and what you have done! Skills and experience are outside the realm of the DISC model.

DISC is NOT a measurement of Education and Training.
Two other primary focuses of an employer are education and training. Again, this is outside the realm of the DISC model.

DISC is none of the above; and yet, as we shall see, DISC has an inescapable bearing on all of the above. An awareness and proper application will affect all four of the above areas: intelligence, values, skills and experience, and education and training.

SO WHAT IS DISC?

DISC is an observable language.
We must not make more of this instrument than it actually is. However, we need to see it as a valuable tool in communicating. It is a method of categorizing "how we act." We can see and chart these behavior patterns. These patterns speak to us by giving important information about others and ourselves.

DISC is a universal language.
The DISC model has been studied in many cultures, and reports are now available in various languages. In each of these, it has been found to be valid and often amazingly accurate. In every culture there are people who are expressive, animated, outgoing, verbal or "touchy-feely." There are also those who tend to be cool, aloof, and hard to read, introverted or analytical. Thus, we see the universal nature of DISC.

DISC is a neutral language.
It is absolutely imperative to emphasize that in DISC there is no "right" or "wrong" behavior style. "Right" and wrong" are based on values, beliefs and motivations. DISC is neutral in that it describes only the differences in how people approach problems and other people, pace, and procedures. Winners come from all behavioral styles. Success in various forms also comes from all styles. The language is therefore neutral.

DISC is a silent language.
This tool is not intended to label people, which is usually offensive to the one being labeled. When used properly, a person will silently observe others and make use of the knowledge in the manner in which they interact. This knowledge is not for throwing around and, especially, should not be discussed with people who do not know the language.

DISC is the language of "how we act," or our behavior. Research has consistently shown that behavioral characteristics can be grouped together into four quadrants, or styles. People with similar styles tend to exhibit specific types of behavior common to that style-this is not acting. A person's behavior is a necessary and integral part of who they are. In other words, much of our behavior comes from "nature", and much comes from "nurture". The DISC model merely analyzes behavioral style; that is, a person's manner of doing things.

WHERE DID DISC ORIGINATE?

The concept of DISC is nothing new. It goes all the way back to the ancient Greeks. In 400 B.C. Hippocrates first categorized behavior. The current verbiage is derived from Dr. William Moulton Marston in his 1920's book, Emotions of Normal People. He contended that there are four basic behavior styles, which are Dominance, Influence, Steadiness and Conscientiousness. While each of us naturally tends to be more prevalent in one of these areas, Marston proclaimed that, "All people exhibit all four behavioral factors in varying degrees of intensity." Recognizing and understanding how these factors work together will become an invaluable tool in our daily life.

WHAT DO THESE LETTERS MEAN?

Before you begin through your report you need to know what exactly the letters D,I,S, and C stand for. Below is a short summary of what these letters stand for.

D Stands For Dominance

*Seeks Productively
*Wants to Maintain Success
*Wants To Be In Charge
*Achieves Acceptance By
 Leadership/Competition

Pace: Fast/Decisive

*Gains Security By Control
*Likes You To Be To The Point
*Fears Loss Of Control
*Irritated By Inefficiency/Indecision

I Stands For Influence

*Seeks Recognition
*Wants to Maintain Status
*Wants To Be Admired
*Achieves Acceptance By
 Playfulness/Stimulating Things

Pace: Fast/Spontaneous

*Gains Security By Flexibility
*Likes You To Be Stimulating
*Fears Loss Of Prestige
*Irritated By Boredom/Routine

S Stands For Steadiness

*Seeks Attention
*Wants to Maintain Relationships
*Wants To Be Liked
*Achieves Acceptance By
 Conformity/Loyalty

Pace: Slow/Easy

*Gains Security By Close Relationships
*Likes You To Be Pleasant
*Fears Confrontation
*Irritated By Insensitivity/Impatience

C Stands For Compliance

*Seeks Accuracy
*Wants to Maintain Credibility
*Wants To Be Correct
*Achieves Acceptance By
 Correctness/Thoroughness

Pace: Slow/Systematic

*Gains Security By Preparation
*Likes You To Be Precise
*Fears Embarrassment
*Irritated By Surprises/Unpredictability

NOW YOU'RE READY!

Now that you're familiar with the DISC System and what the letters stand for, you're ready to begin analyzing your report. The first step in achieving personal success is making sure you know and understand yourself, and this report is an instrument that will help you do just that. Using the following pages as a guide, you will open the channels of communication in your professional and personal life. The process of debriefing your report will show you how to understand the information and apply it to your advantage. During the debriefing process, please keep the following in mind:

• Are people aware of how best to communicate with you?
• Are people aware of what motivates you?
• Are people aware of your preferred way of doing things?

And…. are you willing to commit to improvement and take responsibility for who you are and where you want to go?

When your summary is complete, you will have a valuable tool in your journey to success. Just follow the directions on the following pages and fill in the appropriate details.

PERSONAL DISCOVERY ACTION PLAN

The first step you are going to take is to read through your report and highlight statements that you would like to share with your manager and/or significant others. Start with the General Characteristics and highlight 3 statements from each paragraph. You will continue to highlight 3 statements from each of the following sections:

Value to the Organization
Checklist for Communicating
Don'ts on Communicating
Communication Tips
Ideal Environment
Keys to Motivating
Keys to Managing
Areas for Improvement

When you are going through the report the following are READ ONLY sections:
   -Perceptions
   -Descriptors
   -Natural and Adapted Style
   -Adapted Style
   -Behavioral Hierarchy

Below, list the statements from the General Characteristics page you highlighted:

Statements I Want To Share:
1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.

VALUE TO THE ORGANIZATION

Many people find it difficult to talk about their value. Look at this section and identify 3 talents you would like others in the organization to know about you.

1.
2.
3.

CHECKLIST FOR COMMUNICATION

Most of us have a preferred way we like to receive communication. However, we have great difficulty explaining to others our way. This exercise allows you to select both "Do's" and "Don'ts" of communication. You will then be able to share this with the appropriate people. Communicating with you should not be a trial and error.

Refer to Checklist For Communicating and Don'ts On Communicating sections of your report and enter the highlighted statements.

How TO Communicate with You
1.
2.
3.

How NOT to communicate with You
1.
2.
3.

COMMUNICATION TIPS

When you consciously recognize others' behavioral styles and adapt, research shows that you will experience a greater appreciation and understanding of that person. You will find that your communication effectiveness will increase dramatically, gaining credibility and endorsement in that person's eyes. For this exercise, please refer to the Communication Tips section of your report.

When you are communicating with a person who is **(D) ambitious, forceful, decisive, strong-willed, independent, and goal-oriented** what should you do? Not do?

List the names of three people who match these descriptors	What are the benefits of adapting your communication to each of these people?
1.	
2.	
3.	
What should you do to communicate with these people?	**What shouldn't you do to communicate with these people?**
1.	1.
2.	2.
3.	3.

When you are communicating with a person who is **(I) magnetic, enthusiastic, friendly, demonstrative, and political** what should you do? Not do?

List the names of three people who match these descriptors	What are the benefits of adapting your communication to each of these people?
1.	1.
2.	2.
3.	3.
What should you do to communicate with these people?	**What shouldn't you do to communicate with these people?**
1.	1.
2.	2.
3.	3.

When you are communicating with a person who is **(S) patient, predictable, reliable, steady, relaxed, and modest** what should you do? Not do?

List the names of three people who match these descriptors	What are the benefits of adapting your communication to each of these people?
1.	1.
2.	2.
3.	3.
What should you do to communicate with these people?	**What shouldn't you do to communicate with these people?**
1.	1.
2.	2.
3.	3.

When you are communicating with a person who is **(C) dependent, neat, conservative, perfectionist, and compliant** what should you do? Not do?

List the names of three people who match these descriptors	What are the benefits of adapting your communication to each of these people?
1.	1.
2.	2.
3.	3.
What should you do to communicate with these people?	**What shouldn't you do to communicate with these people?**
1.	1.
2.	2.
3.	3.

IDEAL ENVIRONMENT

People will work harder and flourish in their jobs if they are in their ideal environment. This section will help you find out if your current work environment is really your ideal environment.

Please refer to the Ideal Environment section of your report and list your three statements that you chose.

Three Factors That Play A Part In Creating Your Ideal Environment
1.
2.
3.

MOTIVATING AND MANAGING

You work and interact with people both professionally and socially. Your life is filled with small and large projects on and off the job. As you work side by side with another person, the synergy will be greatly enhanced if you know how to work together. These two sections will help you understand two very important aspects of you and your current job.

Refer to the Keys to Motivating and Keys to Managing sections of your report to complete the following.

Keys To Motivating: How Best To Motivate You
1.
2.
3.

Keys To Managing: How Best To Manage You
1.
2.
3.

AREAS FOR IMPROVEMENT

List three Areas for Improvement from your report and list them in order of importance.

Areas of Improvement	What I Need To Start Doing To Achieve Success	What I Need To Stop Doing To Achieve Success	The Success, Or Outcome, I Expect
1.			
2.			
3.			

a.   What obstacles or barriers could prevent you from making these changes?

b.   How can you work around or remove these barriers?

OTHER ACTION ITEMS

1.   What workshops, training programs, books, self-development activities, professional associations, etc., are you aware of that can support further development of your strengths?

2.   Who in your personal and professional life can help you accomplish these action items? And how?

3.   In the implementation of this contract with yourself, what one thing will signify that you have reached a major milestone?

HOW ARE LOOKING AT THESE GRAPHS GOING TO HELP ME?

The two style analysis graphs are an important part in understanding your report. Graph I and Graph II both have valuable information in understanding your behavior style and how it affects you.

UNDERSTANDING GRAPH I

Graph I is generated from the MOST responses.
The MOST responses identify a person's responses to their environment. In other words, the behavior a person feels he/she needs to exhibit in order to survive and succeed at the job.

Graph I is our "MASK" graph.
A "mask" indicates we are "putting on" something to cover our true identity. We tend to adapt our behavior in order to survive or succeed in a specific environment. Graph I is the behavior we allow others to see, even though it may not be our true behavior.

Graph I is most changeable.
We adapt our behavior to the environment. Graph I shows this adaptation. Graph I will change depending on the environment we focus on. For example, a person transferring from an accounting position to a sales position may need to utilize more people skills in order to succeed in the new environment. Adaptation of their behavior would appear in Graph I.

Graph I is our ADAPTED graph.
As we respond to the Style Analysis Instrument, we are asked to focus on what we are like at work. Graph I indicates what we said we are MOST like and gives us our responses to our environment. If we took a different focus as, let's say a father, then graph I would indicates the behavior of whatever focus was used.

UNDERSTANDING GRAPH II

Graph II is our Basic Behavior.
Politically speaking, "Graph II is you." Graph II identifies a person's BASIC behavior, the core, the real you. By reading this graph, we can learn what you are like under pressure, or when you are totally at ease. When you are under stress or pressure the mask comes off and we see Graph II behavior, also, when things are going good and you can "let your hair down," we see Graph II behavior.

Graph II is generated from LEAST responses.
The LEAST choices you select determine the plotting points for Graph II. Research tells us that people are most true in their responses when we ask what they are least like. In other words, we can get a better picture by asking what you are NOT like, than we can by asking what you ARE like.

Graph II is the LEAST CHANGEABLE.
Because Graph II is the real you, it is of utmost importance in understanding yourself. If you were a people person in high school, you will probably be a people person when you're in a rocking chair. Graph II seldom changes significantly.

Graph II can change when you experience a significant emotional event.
A significant emotional event can cause Graph II to change. Oftentimes, when a person has taken a Style Analysis Instrument in the past, they may say their Graph II is totally different. When questioned, we inevitably discover that the person has been through an emotional event such as surgery, a car accident, death of a loved one, or some event that caused them to change. Otherwise, Graph II will remain fairly consistent throughout a person's lifetime.

WHAT IS THE SUCCESS INSIGHTS WHEEL?

The Success Insights Wheel is a powerful tool that adds a visual representation to your behavior style. It allows you:

View your natural behavior style (circle).

View your adapted behavioral style (star).

The next page of the report has your natural style and adapted style plotted on the wheel. An example of an individual's wheel can be seen below.

If you are part of a team who also took the behavioral assessment, it would be advantageous to get together, using each person's Wheel, and make a master Wheel that contains each person's Natural and Adapted style This allows you to quickly see where conflict can occur. You will also be able to identify where communication, understanding and appreciation can be increased.

EXAMPLE

Adapted: ★ (20) SUPPORTING COORDINATOR
Natural: ● (20) SUPPORTING COORDINATOR
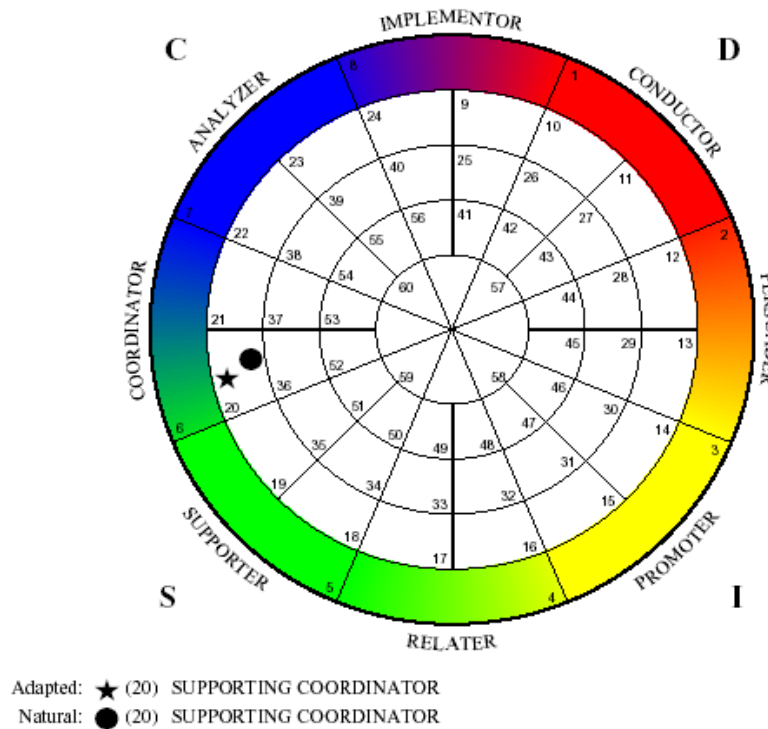
THE SUCCESS INSIGHTS WHEEL™

The Success Insights Wheel™ was developed to give you a visual representation of your Natural and Adapted behavior styles. The wheel allows you to visualize several styles easily at one time. There are a total of 384 styles the software reports are able to analyze. The Success Insights Wheel™ only plots 60 of these styles.
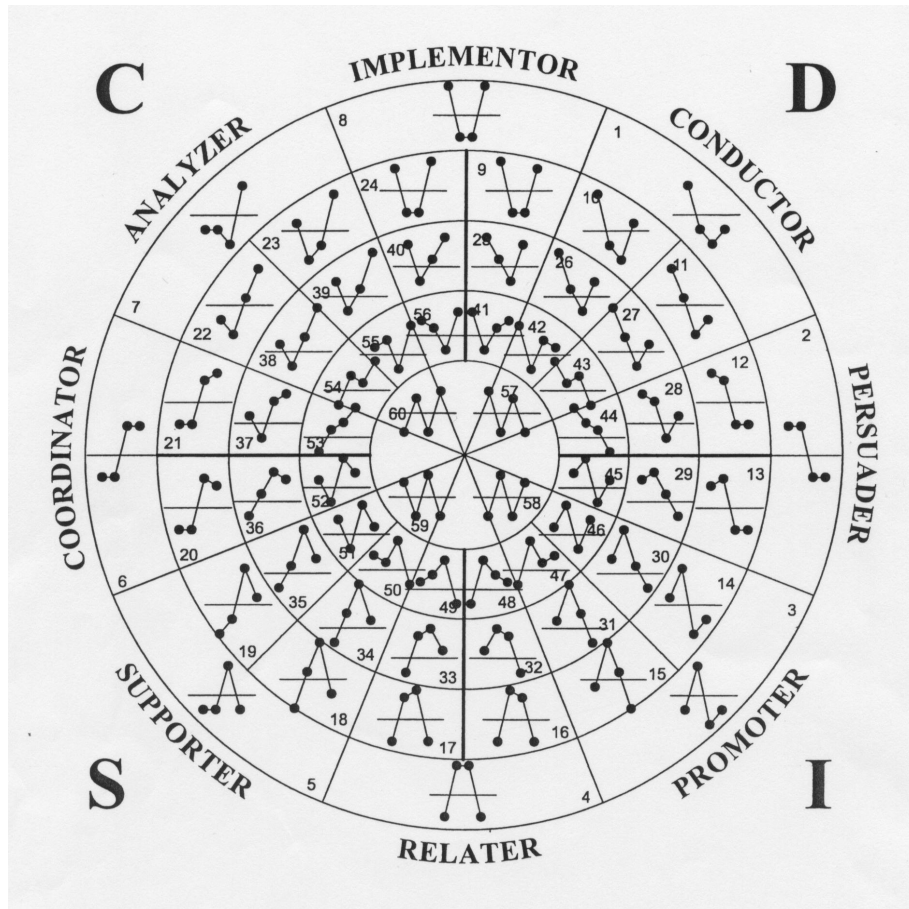
Behavior styles 1, 3, 5, and 7 (Ring #1) contain only one plotting point above the mid-line/energy line and represent only about 4% of the general population. These are the pure D, I, S, and C styles.

As you move from Ring #1 to Ring#3, the graphs will indicate a more flexible pattern because the individual has more options to choose from on their graph.

Behavior styles 2, 4, 6, and 8 (Ring #1) contain two plotting points above the mid-line/ energy line. The majority of the general population is represented by more than one plotting point above the mid-line/energy line. These are the blended DI, IS, SC, and CD styles.

Behavior styles 9-24 (Ring #2) contain two plotting points above the mid-line/energy line. Notice that as you move away from a factor, it begins to move lower on the graph. As you approach the next factor, the factor you are approaching begins to rise on the graph.

Behavior styles 25-40 (Ring #3) contain three plotting points above the mid-line/ energy line. People with behavior styles in the third ring appear to be more adaptable or flexible, as a result of having three plotting points above the mid-line/energy line.

Behavior styles 41-56 (Ring #4) are pulling behavior across the wheel from the opposite side. There are three plotting points above the mid-line/energy line; however one dimension has been pulled from the opposite side of the wheel. The styles that pull from "across" the wheel are a little more complicated. Some things seem to work in tandem at times, however at other times; this style may seem to argue with themselves from time to time.

Behavior styles 57-60 (Inner-most Ring) have two plotting points above the mid-line/ energy line. These styles pull behavior from completely across the wheel. Style #57 is called the "Colombo Pattern" The "High D" factor says that he is always in charge, while the "Low I" factor never lets anyone know what he is thinking. The "High S" says that he works on one case at a time, while the "Low C" says that he never follows anybody's rules, except his own. Former President Richard Nixon was this same style.

There are eight descriptors around the wheel that are general descriptive words of the graphs in that category. They are there to allow the participant to use a word that generally describes their combination of behaviors.

The general definitions are as below:

Conductor	-	direct and results oriented
Persuader	-	optimistic and flexible
Promoter	-	verbal and trusting
Relater	-	cooperative team player
Supporter	-	accommodating and persistent
Coordinator	-	cautious and self-disciplined
Analyzer	-	precise and detail-oriented
Implementor	-	creative and indecisive

THE SKILLS MATRIX

The work environment consists of two components, tasks that we do, and behavior that we act out. The DISC report is all about behavior, but it does not cover the task component, particularly the work skills.

The Skills Matrix allows both the tasks and behavior components to be addressed.

There are five skill areas; the system, the business, the team, the job, and the individual.

The enclosed matrix gives examples of these five areas and provides a worksheet for customizing the matrix to your job.

Through discussion with your leader or your team, the areas needing to be addressed can be identified and a plan of action can be developed.

SKILL AREAS

Skill areas should be defined and training determined in areas of need. Skills are now required beyond the "job" function and the group or team working together should be responsible for determining who needs what and providing as much training as possible on-the-job. Skill enhancement in the areas below should be considered, as training needs are determined.

1. **The System**
    a. Understanding the needs of customers and stakeholders
    b. Understanding processes
    c. Quality and continuous improvement
    d. Connection of all goals to the organizational strategy
2. **The Business**
    a. Management by the Balanced Scorecard
    b. Strategic planning and goal setting
    c. Measuring results and graphing
    d. Financial budgets
    e. Use of common language
3. **The Team**
    a. Interventions and dealing with conflict
    b. Roles and responsibilities
    c. Time and resource management
    d. Project management
    e. Team meeting tools and techniques
    f. Problem solving, decision making, and consensus
    g. Team building and team development concepts
4. **The Job – what we were hired to do.**
    a. Technical expertise
    b. Multi-skilling (learning other jobs)
    c. Training others
    d. Developing proficiency
5. **The Individual**
    a. Self leadership and personal responsibility
    b. Applying basic principles of behavior
    c. Strength comes from respecting and understanding behavioral style differences
    d. Using behavioral style flexibility
    e. Accepting and giving feedback

SKILLS MATRIX WORKSHEET

Name_____

Skill Area_____

SKILLS	LEVEL REQUIRED	CURRENT PERFORMANCE LEVEL
1._____	1 2 3 4 5	1 2 3 4 5
2._____	1 2 3 4 5	1 2 3 4 5
3._____	1 2 3 4 5	1 2 3 4 5
4._____	1 2 3 4 5	1 2 3 4 5
5._____	1 2 3 4 5	1 2 3 4 5
6._____	1 2 3 4 5	1 2 3 4 5
7._____	1 2 3 4 5	1 2 3 4 5
8._____	1 2 3 4 5	1 2 3 4 5
9._____	1 2 3 4 5	1 2 3 4 5
10._____	1 2 3 4 5	1 2 3 4 5

Level 1   Cannot perform skill but has limited understanding
Level 2   Can perform skill with assistance
Level 3   Can perform skill without assistance
Level 4   Can perform skill and is proficient
Level 5   Can teach skill to others

For maximum benefit, this skills matrix should be completed in a team discussion. Individuals could also fill out individually, along with their boss, and then compare answers and discuss development opportunities.

ANY QUESTIONS?

Now that you've taken the time to go through your report page by page you should have a better understanding of your behavior style and how it affects you, your team, and anyone else who works closely with you. Just by taking the time to learn the DISC System and take your report seriously you have opened your "behavioral eyes" and taken a quantum leap in the effectiveness of your interpersonal communications. LR&C's wish is for you to continue to learn this unique system and keep bringing out the best in those around you, creating win/win situations.

If you have any questions, or need more help in analyzing this report, please call or email us.

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