



Certified DISC Practitioner

Classic DISC Debrief Guide

Training Guide
Version 5.0



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Getting Started

This debrief guide is provided as a tool to help DISC Practitioners coach, counsel or consult with a client as they review together the assessment report from the Classic DISC Assessment. This is a tool provided by Lead Like Jesus (LLJ), a leadership development organization whose mission is “to glorify God by inspiring and equipping people to lead like Jesus”. For more information, contact the LLJ Certified DISC Practitioner who supplied you with this guide, or contact:

Lead Like Jesus, www.LeadLikeJesus.com, 800-383-6890.

As you debrief this report with clients, your goal is to help them recognize, understand, and leverage their inherent strengths in their personal and professional life, and minimize the impact of their limitations. Accomplishments in any endeavor are easier when natural strengths are maximized and limitations are minimized. Use this guide to help your client develop better results and relationships!

Timing Guide

There are several timing formats that you might use to debrief this report with a client. Here are two suggested formats. The longer format spends more time on the application exercises on certain pages. (It is recommended that the client complete summary page 16 **prior** to the debrief.)

60-90 minute format:	120-180 minute format:	Report Page(s)
Intro to DISC	Intro to DISC	4-5
DISC Graph Pages	DISC Graph Pages	6-7
Overview of 4 DISC Styles	Overview of 4 DISC Styles	8
Summary of Style Page	Summary of Style Page	16
	Overview of Wheel Page	17
	Style Continuums	18-19
	Overview/Application of Fill-In Pages	20-23
	Overview/Application of Pattern Pages	25-29
How to Modify Behavior Pages	How to Modify Behavior Pages	31-37
Communication Plan Pages	Communication Plan Pages	38-39
DISC Action Plan	DISC Action Plan	40

Prior to the Debrief

Review the DISC Report and organize your thoughts according to the person’s style.

- Consider what insights to draw special attention to as you work through the report. Write down questions you can ask to help the client determine his/her own answers.
- Print two report copies – one for you, one for the client (or ask client to print his/her own).
- Encourage the client to take notes as you debrief with him/her.
- Offer the opportunity for follow up, if applicable.

***Note to DISC Practitioner – Suggestions for you are written in bold print throughout this document. A debrief is most effective when the individual already has established goals and you can highlight how his/her report content can help or hinder his/her progress. However, this may be unknown to you at this point; therefore, use this debrief as an opportunity to find out what is important to the respondent to ensure your time together is well spent.**

Introduction to DISC

People generally make the mistake of assuming that others interact and think the same way they do. Many of us grew up believing in The Golden Rule: treating others the way you would like to be treated. While the intent of this rule has value, we encourage you to consider another practical rule to live by - what Dr. Tony Alessandra calls **The Platinum Rule®**: to treat others the way THEY want to be treated.

The Classic DISC Assessment makes it easy to identify and understand your own style, recognize others' style, consciously adapt to their style, and develop a process to interact with and communicate more effectively with them. In other words, the Classic DISC information helps make it easier to treat others the way **they** want to be treated. The purpose in doing this is to get better results or to increase relational harmony.

Adapting to the style of another won't always be easy, and it will take practice, but with some effort, you can choose to adapt to others' style for enhanced relationships and results.

There are Many Benefits of Learning and Applying DISC, including:

- Increase commitment and cooperation
- Build effective teams
- Resolve and prevent conflict
- Gain endorsement, credibility, and rapport
- Coach and mentor more effectively
- Know or understand others better (interpersonal skills, communication preferences, behavioral strengths, and potential areas of improvement)
- Increase sales and service results
- Develop stronger interpersonal relationships

Note: Ask the client for several goals he/she is working on – either as related to task accomplishment, or as related to improving interpersonal or intrapersonal relationships. Help him/her use the DISC information to understand the style and communication preferences of others and become a more valuable employee, manager, team member, partner and/or friend.

WHAT IS DISC?

DISC is a simple, practical, easy to remember and universally applicable model. It focuses on individual patterns of external, observable behaviors.

- **DISC is:** needs-motivated, observable behavior and emotion. It is a combination of nature (inherent) and nurture (learned).
- **DISC is NOT:** a measure of intelligence, skills, education or experience, or an indicator of values.

Introduction to DISC

In this report, we measure the intensity of behavioral characteristics using scales of directness and openness (direct/indirect behaviors, and guarded/open behaviors). Combining these scales leads to four basic styles of behavior: **Dominance, Influence, Steadiness, and Conscientious.**

D = Dominance

How people address **Problems** and **Challenges.**

I = Influence

How people handle situations involving **People** and **Contacts.**

S = Steadiness

How people demonstrate **Pace** and **Consistency.**

C = Conscientious

How people react to **Procedure** and **Constraints.**

REMINDERS:

- 1) The DISC assessment is not a test. You cannot pass or fail it.
- 2) There are no good or bad behavioral styles. Each style of behavior has strengths and areas for improvement.
- 3) The assessment is a measure of your perception. Responding to or taking the assessment is a quick, easy, and accurate way of gathering information about your behavioral strengths and communication preferences.

Note: Tell the client: “As I debrief this report with you, we will be looking through many of the pages together. I encourage your questions and comments throughout the debriefing process.”

Page 3: Introduction to the DISC Assessment Report

Notice that this page gives you an overview of the report, including the different sections and the key principles of the DISC model.

Pages 4 and 5: Understanding the DISC Behavioral Model

These two pages help you understand the DISC model. Page 4 includes some descriptors of D, I, S, and C behaviors, plus a graphic of which styles are more direct and guarded (D), direct and open (I), indirect and open (S), and indirect and guarded (C).

Page 5 looks at the pace and priority of each style. High D behavior is more task-oriented and faster paced. High I behavior is more people-oriented and faster paced. S behavior is more people-oriented and more moderately paced, and C behavior is more task-oriented and moderately paced. This octagon-shaped graphic will be more fully explained on page 17 of the assessment report.

Part I: Understanding Yourself

Pages 6 and 7: The Natural and Adapted DISC Style Graphs

Page 6 shows your natural behavioral style plotted on an energy graph. Your highest plotting point represents your strongest DISC behavioral style. Note your highest plotting point on the graph (D, I, S, or C) and write it on the blank line. Also note any additional points plotted above the midline. Note the tendency of each style as indicated under the heading “Defining Your DISC Styles”. Page 7 compares your Adapted Style to your Natural style. The graphs show your Adapted Style on the left (Graph I), and the Natural Style on the right (Graph II). The **Application** at the bottom of page 7 encourages you to compare your two graphs and look for discrepancies.

As you look at the graphs, notice the percentages at the bottom that indicate the placement of the plotting points for D, I, S and C. Note how much you shift in your style between the Adapted style (Graph I) and the Natural style (Graph II) by comparing the placement of the plotting points (D to D, I to I, etc.). If there are differences in the plotting points of:

- **Less than 20% difference** - no significant behavioral differences, but important to note.
- **20% or more difference** – the difference is quite noticeable. This difference in behavior **may cause some stress in the adapted environment**, but it is usually manageable.
- **30% or more difference** – **This is a very significant shift**, and could likely be causing significant stress. Ask some questions about the causes, effects and risks as follows:
 - Is the shift really necessary in your adapted environment? Would you be as successful behaving more naturally?
 - What are the demands of the environment that are causing the shift? How is that shift affecting you?
 - What is the risk short term and long term of that shift?

Remember, each is a change regarding **problem solving (D)**, interaction with **people (I)**, demonstration of **pace (S)**, and reaction to **procedures (C)**.

It is also important to be aware of the Under and Over extensions for each style. If the plotting point is in the top 10% or bottom 10% for any of the D, I, S or C behaviors, these are “red zones” or danger zones. In the natural style, this can indicate long standing negative conditions within one’s personal space. Within the adapted style, this can indicate strong forces within the environment. Either way, over or under extended individuals may seek extreme environments or opt to create them (controlling, persuading, helping, perfecting).

Page 8: Overview of the Four Basic Styles

This page further defines the D, I, S and C styles by identifying behaviors that are common in a variety of categories (i.e. strengths, limitations, fears, blind spots, etc.). The **Application** at the bottom of the page asks you to personalize the information by putting a plus, minus or question mark by the information, and then sharing that with a friend or colleague.

Note to DISC Practitioner: You may wish to have the client review this page with you at this time, noting the characteristics they agree with, disagree with, and are unsure of.

Part I: Understanding Yourself

Page 9: Understanding Yourself by Your General Characteristics

The narration on this page serves as a general overview of your behavioral tendencies. Occasionally, you'll see some coaching ideas you can use to leverage strengths whenever possible to maximize personal success.

As you read through these paragraphs, please highlight a few statements that stand out to you, particularly if you think it would be beneficial for someone to know this about you, or if you disagree with the statement or have questions about it. Remember, no report is 100% accurate, and you may disagree with something or wish to modify a word slightly. Let's discuss this if you do.

Debrief Options:

Share/Discuss	Agree/Disagree Activity				
<ul style="list-style-type: none"> • Ask client to share statements with you (or the group, if a group debrief) and explain why they chose those statements. • Discuss the advantages or disadvantages of those characteristics that may come up. • Discuss how their specific traits impact their organization* in three areas: <ul style="list-style-type: none"> - Upward to their supervisor - Laterally with coworkers - Down to their direct reports <p><i>*They might even include names or think about specific people</i></p> <p><i>Note: If completing a group debrief, to save time, you may discuss 1, 2 or all 3 bullet points.</i></p> 	<ul style="list-style-type: none"> • Ask the client to create a T chart (see below) and tally the number of statements they agree with and disagree with as you read line by line. Calculate accuracy by adding the total number of sentences and dividing the agree column tallies by that total number. <div style="text-align: center;"> <table border="1" style="margin: auto;"> <tr> <td style="border: none;">Agree</td> <td style="border: none;">Disagree</td> </tr> <tr> <td style="border: none;"> </td> <td style="border: none;"> </td> </tr> </table> </div> <p><i>If the percentage of perceived accuracy is lower than 75%, have the participant ask someone who knows him/her very well to do the same agree/disagree exercise and calculate their percentage to see if it's higher or lower than 75%. This can be done with more than one person.</i></p> <p><i>Based on the input of others, participants may discover that some of the "disagree" statements should really be "agree".</i></p>	Agree	Disagree		
Agree	Disagree				

Page 10: Your Strengths - 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 to the environment.

The first section shares some **natural strengths** that you possess. The second section shares your **work style tendencies**. As you look through these bullet points, put a plus (+) sign by all the statements you agree with and a minus (-) sign by all the statements you disagree with.

Which are the two most important strengths, the two most important work style tendencies? Why? Transfer your top two for each to the *Summary of Your Style* page (page 16).

Note: If completing a group debrief, choose only one strength to share and discuss how they can use this to benefit the team.

People often naturally focus on the negatives rather than reveling in the positives. Addressing the negatives, and brainstorming ways to reduce their impact, can help to diffuse their importance. Tell me about statements you disagree with. What would make these more accurate?

Note: If completing a group debrief, they do not need to share negatives; rather, have them individually consider what would make the statements they disagree with more accurate.

Page 11: Your Motivations (Wants) and Needs

Motivation is the enthusiasm or willingness to do something. Everybody is motivated; however, all people are motivated for their own reasons. Simply, people are motivated by what they want. Our behaviors are also driven by our needs. We all have different needs and different ways to meet those needs. The more fully your needs are met, the easier it is to perform at an optimal level.

What motivates you? What do you need? Review the two lists, and note plus (+) and minus (-) signs for those you agree and disagree with. Keep in mind, what we NEED is not always what we WANT. (I **need** salad, but I **want** brownies!) Tell me about your two most important wants and the two most important needs and be sure to transfer them to the *Summary of Your Style* page (16).

Note: If completing a group debrief, choose only one motivation to share and explain why that is important to them.

Page 12: Your Ideal Work Environment

When in environments where you are most effective, 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, however. Hopefully you can bring some of these characteristics in to your environment to increase your motivation.

Review the list and note plus (+) and minus (-) signs for those you agree and disagree with. Which two characteristics do you think would have the greatest impact if you could incorporate them into your environment immediately?

We recommend you speak with your leader (supervisor, boss, etc.) to see what can be incorporated into your current environment to help maintain your motivation. Remember to transfer several of these statements to the *Summary of Your Style* page (16).

Note: If completing a group debrief, you can ask for a few volunteers to share, depending on group size and time, or you can have them review individually and not share this portion. You may notice that patterns emerge in statements being shared. Be sure to acknowledge any themes in feedback or talk through why the same statements or themes come up for the client.

Page 13: The “___” Style – Your Behavior and Needs Under Stress

Stress is unavoidable. The way you behave under stress can create a perception that is not what you intend which can influence your effectiveness and your interaction with others. You may need additional support during periods of stress.

By knowing “how you show up” and what support could be helpful, and preparing yourself for how you behave in conflict as well as identifying strategies to reduce conflict, you can be much more successful in stressful circumstances.

Under Stress You May Appear

The first section of this page is how you appear to others when you are experiencing high stress. Keep in mind this is not necessarily how you ARE, but rather how you SEEM in interactions based on another person’s perception. Your intention may not be related to the way you appear at all, but remember - people judge us by our behavior, not by our intentions.

Debrief Options: Under Stress You May Appear

Strengths Over-extended	Perception Prevention
<ul style="list-style-type: none"> • Each of the bullet points can be seen as a strength that is overextended that becomes a weakness. What strengths do you see in these characteristics? • What could be a better way to respond in a situation when you are experiencing stress? <p><i>Note: If completing a group debrief, you may not want to discuss these items due to personal sensitivities. However, you can present the questions, and ask for individual quiet reflection.</i></p>	<ul style="list-style-type: none"> • Can you think of a time when you responded in a situation that could be seen as these descriptors? What was the situation? • Discuss the disadvantages of one or more of the perceptions listed. How can you prepare yourself to respond differently to ensure your behavior matches your intentions?

Under Stress You Need:

The second section provides some ideas for how to gain support to diminish your stress. Are there other things you could add to this list that you know are proven to help you decompress and be more effective?

Typical Behaviors in Conflict Strategies to Reduce Conflict & Increase Harmony

The remaining two sections reveal your typical reactions in conflict, and ways to reduce conflict and create more harmony for you and others. We recommend taking extra time to be aware of the strategies to reduce conflict and how to apply them in your interactions for stronger communication.

Note: This page is derived from your highest **natural style** tendencies. If you are adapting to one or more different styles (especially if it is a large modification), you may notice that you respond differently under stress, and even have times when your energy is further exhausted where these descriptors can be quite intense. Consider how you can make adjustments to prevent and/or reduce intense energy strains and stress-inducing situations.

Note: If completing a group debrief, you may not want to share these aloud due to personal sensitivities. However, you can present the questions and ask for individual quiet reflection.

Page 14: Communication Tips and Plans for Others

This page offers suggestions for others who interact with you to inform them about your communication preferences. We often suggest that these are statements you should wear on a t-shirt or print and place on your office doorway. Let others know your preferences! By helping them understand your communication preferences, you assist them in being more effective with you.

- The **DO** list encourages people to interact with you in ways that will support effective communication with you.
- The **DON'T** list shares some communication tips to AVOID with you. When others use these in conversation, it will make it very difficult for you to focus on WHAT they are saying. You'll be focused on HOW they are saying it, rather than the content of the message.

Transfer the most important statements from this page to the *Summary of Your Style* page (16). Are there any items you think are missing from either the DO or DON'T lists? It is recommended that you share this page of Do's and Don'ts with others and discuss their preferences as well.

Page 15: Potential Areas for Improvement

We all have challenges and limitations. These may not always be things that prevent us from being successful, but they can; sometimes when we overuse our strengths, they can become weaknesses. This page reveals some tendencies that you may have that could cause trouble for you. What are the two most important areas you think would limit the impact of your success? Transfer them to the *Summary of Your Style* page (16).

Page 16: Summary of Your Style

This information can be used during the debrief or after. The page provides a useful tool for sharing what you learned with others for better results and relationships. This is a great page for team members to share with each other in a team debrief session, where each member can take turns relating the most important characteristics of their style and how best to work with and/or relate to them.

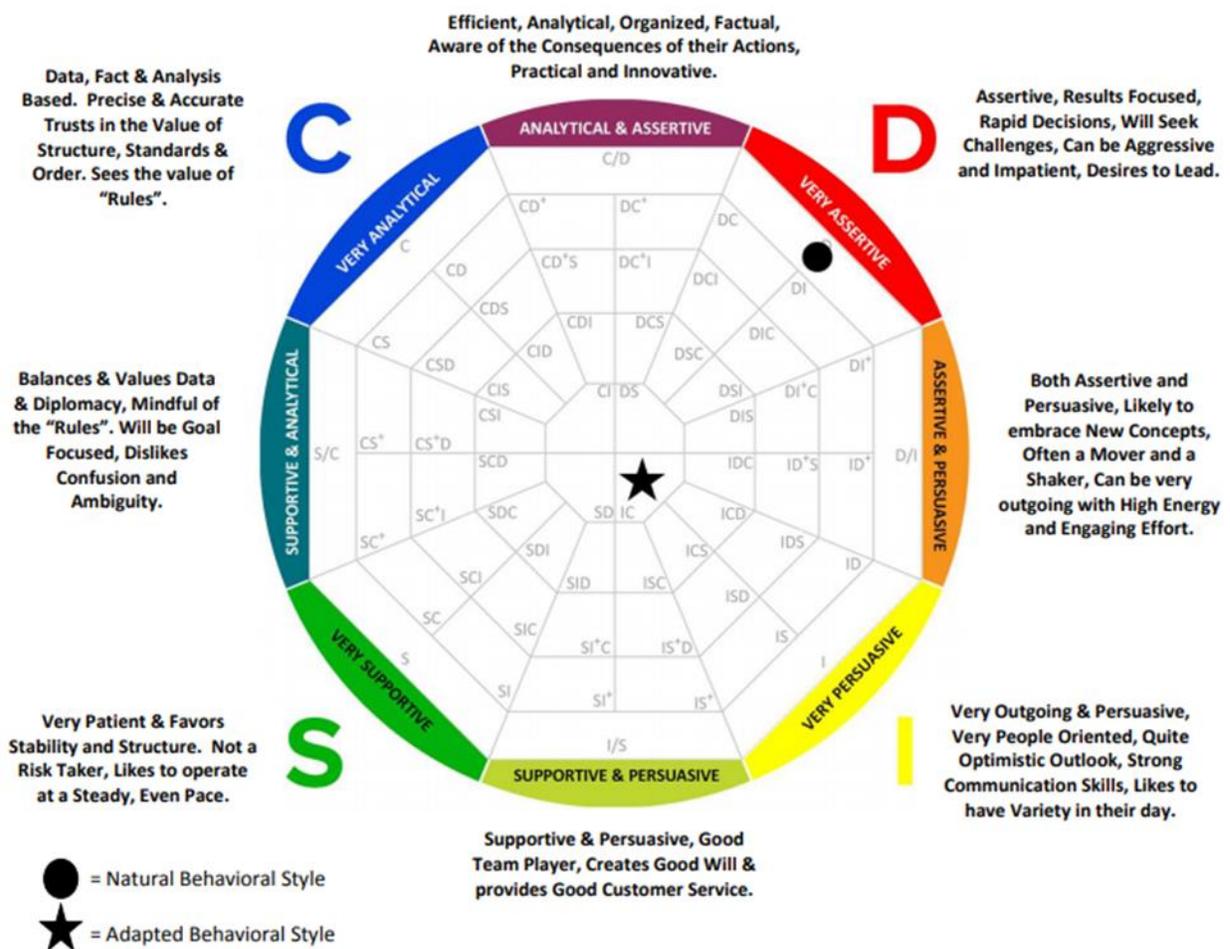
Note: It is recommended that the client complete this summary page prior to the debrief. This will save considerable time and give both of you a head start on the debrief.

Page 17: A Deeper Look at Your Behavior – The Behavioral Pattern View

This descriptive “wheel” is a powerful tool that adds a visual representation to your behavioral style. From a broad perspective, it allows you to:

- View your natural behavioral style (*circle*).
- View your adapted behavioral style (*star*).

The wheel is helpful in seeing another way that your style shows up, and also allows the opportunity to view intensity and adaptability at a glance. Furthermore, it can plot several different people on one wheel, giving a great team or group perspective.



There are eight descriptor paragraphs around the wheel with general descriptive words of each style. These can be summarized as follows:

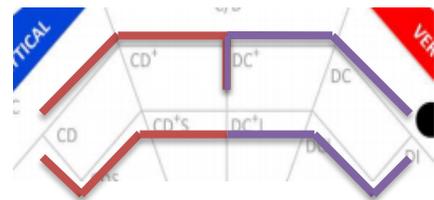
- **Very Assertive:** direct and results oriented; high D behavior.
- **Assertive and Persuasive:** optimistic and flexible; D and I behavior.

- **Very Persuasive:** verbal and trusting; high I behavior.
- **Supportive and Persuasive:** cooperative team player; I and S behavior.
- **Very supportive:** accommodating and persistent; high S behavior.
- **Supportive and Analytical:** cautious and self-disciplined; S and C behavior.
- **Very Analytical:** precise and detail-oriented; high C behavior.
- **Analytical and Assertive:** creative and decisive; C and D behavior.

Listed below are the important things to know about this page of information:

- The further you are plotted toward the edge of the wheel, the **higher** you are in your style intensity. High intensity styles may have a difficult time adapting to someone who is a different style than they are; it may take more energy and attention to “tone down” their own style.
- The plots more toward the center mean you are **lower** in your intensity, or that you are more adaptable and you can shift easier to others because you are more alike in style.
- By looking at **both the circle and the star** on the wheel, you can see how closely your natural and adapted styles are positioned, or how far apart they are.
 - If they are far apart, you are adapting a lot, which can strain energy.
 - If they are close together, you are not adapting as much, and you may not experience strain, but may feel energized in your environment.
- The letters in the segments are designed only for ease of recognition and identification for where the graphs (star and circle) should plot and match the style.
- Notice some segments have nearly the same letter identifiers:

Examples:



- CD and CD+ both share the same primary styles. CD+ indicates that the D score is higher, so it's plotted closer to the D.
- DC and DC+ both share the same primary styles. DC+ indicates that the C score is higher, so it's plotted closer to the C.

Pages 18 and 19: Your Adapted and Natural Style Continuums

There are two pages of style continuums with word sketches – one for your Adapted Style and one for your Natural Style. These pages give descriptions to further reveal your needs-motivated, observable behavior.

To understand how these two pages work, first notice that at the top of the page, under the D, I, S, and C boxes, you see a **“DISC FOCUS”**. Another way to think of this is **“how I respond to”** each of the areas and the associated needs listed just below it:

- **Approach to problems/challenges/tasks (D)** – the need to dominate problems
- **Interpersonal preferences, interactions with others (I)** – the need to influence people
- **Preferences for the pace of the environment (S)** – the need to steady the pace
- **Need for procedures, data, rules, policies and compliance (C)** – the need for accuracy

Notice the **Needs, Observable Behaviors, and Fears** of each of the high styles listed here.

As you move down the column, under each heading you will see brackets with descriptive words or phrases that show your measured level of intensity in each D, I, S and C dimension.

On the left side of the page, you will see a numbered scale from 1 (low) to 6 (high).

- Brackets in the 1 area indicates a low level of intensity and brackets in the 6 area indicates a high level of intensity - **the more energy you invest in that behavior, the higher your intensity level.**
 - The lower intensity means you invest less energy in that area, or less focus
 - The higher intensity indicates you invest more energy or focus more in that area
- The light grey line through the center of the word sketch is your energy line, or mid-line, and represents a half way point between high and low energy (or 50%).

Review each page to note the bracketed descriptive words in each D, I, S and C category.

- Is there a difference between the intensity levels of the traits between the Adapted and Natural styles (p. 18 and p. 19)?
 - If so, can you think of any reasons why the demands of the environment would cause you to react and respond differently than you would naturally?

Discuss the level of change in each of the styles between natural and adapted behaviors and what happens to the stress or energy level:

- If the bracketed area moves down in intensity – you are pulling back or holding back energy in that area
- If the bracketed area moves up in intensity – you are using more energy or pushing energy in that area
- If there is a big difference either up or down, that can cause a great deal of stress over time.

Note: Occasionally, unusual patterns occur on one or both of these pages – under-shift, over-shift, or tight pattern. See pages 19-20 of this document for more information on how to debrief with a client if he/she has one of these patterns.

Pages 20-23: Your Relational, Communication, Conflict and Work Styles

These four pages further personalize your behavioral information based on the words listed in the boxes. First, choose which of these four pages you'd like to begin working on. Each page has a specific focus, as follows:

Page 20 = Understanding and Defining Your Work Style

Page 21 = Understanding and Defining Your Communication Style

Page 22 = Understanding and Defining Your Negotiating Style in Resolving Conflict, and

Page 23 = Understanding and Defining Your Relational Style

Let's use as an example "Understanding and Defining Your Work Style" on page 20. Circle the High Style and Low Style squares on the page that correspond with the High and Low plotting points on your graph on page six. For example, if the D score on page 6 is above the midline, circle the entire set of words that fall above the midline under the D column (Challenging, Decisive, Problem Solver, Too Direct). Use the same process to circle the words in either the high or low portion of the I, S and C columns. Then take a few minutes to consider the traits listed in the boxes, and complete the blanks at the bottom of the page according to the example listed there.

Once these statements have been completed, share the information with an important person in your life, who may also want to complete the same information. For example, a husband/wife team may want to complete the relational and communication style pages (21 and 23), and then read these statements to each other. This should greatly increase their understanding of each other. Or a work colleague could share the information on work style (page 20) and communication style (page 21) with another colleague, boss or employee, which should lead to enhanced working relationships and better results.

Page 24: Three R's of DISC Relationships

This page of information is a great summary of how to better relate to and get better results with each of the four styles. Included is information on how to **respond** to, **relate** to, and **reinforce** each of the four DISC styles. The page should serve as a great "cheat sheet" for working with and/or relating to other styles of behavior.

Page 25: Your Combined DISC Style Pattern

Page 25 is an introduction to the combined look at your behavioral pattern. You will begin to see how the D, I, S, and C plotting points combine to make you the unique person you are. Listed on this page will be your behavioral pattern with a word or two that characterizes that pattern (Producer, Explorer, Influencer, Coach, Technician, etc.) for both your adapted style (Graph I) and your natural style (Graph II) behavior. Note that the pattern may be identical for both graphs, or it may be different. This is followed by a paragraph of information plus some additional bullets that describe typical behavior for this pattern.

Pages 26-29: Understanding the High D, I, S, and C Behavioral Patterns

While hundreds of combinations are possible, these four pages show the 16 most common behavioral combinations (patterns) of DISC. Your combined style is determined by the pattern of your high and low plotting points.

Four key elements of each pattern are outlined: the primary drive, personal giftedness, instinctive fears, and blind spots/pride. A descriptive paragraph of information is given to increase the understanding of how this pattern operates in both work and interpersonal relationships.

Refer back to page 25, and look at the pattern name for both your Adaptive Style Graph I and your Natural Style Graph II, and then find the same pattern name on pages 26-29. Read through the information about each of these patterns, and personalize it with a + sign if you agree or a – sign if you disagree.

PART II: Applying the DISC Model for Better Relationships and Results

This Application Section includes:

- What is Behavioral Adaptability?
- Recognizing Another Person’s Behavioral Style
- How to Modify Directness, Openness, Pace and Priority
- How to Adapt to the Different Behavioral Styles
- Communication Plan with the Different Behavioral Styles
- DISC Action Plan

Page 30: What is Behavioral Adaptability

This page presents the case that people want to be treated the way THEY want to be treated, not necessarily the way you would want to be treated. Adaptability is defined as your willingness and ability to adjust your behavior based on the needs of the situation or the person with whom you are interacting. 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 your style 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.

Page 31: How to Identify a Person’s DISC Behavioral Style

This page provides a simple and easy way to “read” the style of another person, by analyzing their degree of directness and openness as well as their pace and priority. Think of a person with whom you’d like to have a better relationship, and complete the two questions as asked in the rectangular boxes. By doing so, you will get a sense of their D, I, S or C style.

Pages 32-33: How to Modify Your Directness, Openness, Pace and Priority

Page 32 of your report gives you personalized information on whether you need to increase, maintain or decrease your degree of directness and openness with each of the four styles. Bulleted statements then give you the information about how you can accomplish this with each of the styles.

Page 33 goes on to give similar information about your need to increase, maintain or decrease your pace and whether you need to maintain or adapt your focus with each of the other styles. Again, bulleted statements inform you about ways to accomplish this.

Modifying Directness/Openness, Pace/Priority

These tables can be used to help adapt communication to the needs of others. Note that the areas in color and the bullet lists are the same for everyone, but the row in between that tells you what to do in these relationships is *SPECIFIC TO YOUR SCORE* (increase, decrease, maintain, adapt) so you know how to be most effective. These are based on your NATURAL style, so if you are adapting already, you may have to adjust the way you interact with others from what's on this page a little more.

To Modify Directness and Openness

DIRECT/INDIRECT

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

GUARDED/OPEN

With D's GUARDED	With I's OPEN	With S's OPEN	With C's GUARDED
Maintain Openness	Increase Openness	Increase Openness	Maintain Openness
<ul style="list-style-type: none"> Get Right to the Task, address bottom line Keep to the Agenda Don't waste time Use businesslike language Convey Acceptance Listen to their suggestions 	<ul style="list-style-type: none"> Share feelings, show more emotion Respond to expression of their feelings Pay Personal compliments Be willing to digress from the agenda 	<ul style="list-style-type: none"> Take time to develop the relationship Communicate more, loose up and stand close Use friendly language Show interest in them Offer private acknowledgements 	<ul style="list-style-type: none"> Maintain logical, factual orientation Acknowledge their thinking Down play enthusiasm and body movement Respond formally and politely

To Modify Pace and Priority

PACE

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

PRIORITY

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

Pages 34-37: Adapting in Different Situations

Each of these four pages give specific information about how to adapt to the different DISC styles:

Page 34: How to Adapt at Work

Page 35: How to Adapt in Sales and Service Situations

Page 36: How to Adapt in Social Settings

Page 37: How to Adapt in Learning Environments

From six to nine specific suggestions are given around how to adapt behavior to the four DISC styles in each of these settings.

Pages 38-39: Communication Plan with the DISC Styles

These two pages share information on the characteristics of each style, and what communication techniques will work most effectively with each. At least 10 specific ideas are given for more effective communication with each style.

Page 40: DISC Action Plan

Write out an action plan for how to apply the DISC information for better results and relationships.

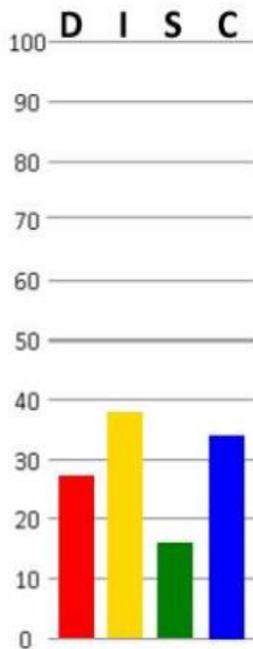
Unusual Graphs – When the Wheel Doesn't Have a Star or a Circle

When a DISC assessment is missing either a star or a circle on the Behavioral Pattern View (DISC Wheel), the DISC questionnaire answers resulted in the report scoring showing up as an under-shift, over-shift or tight DISC pattern.

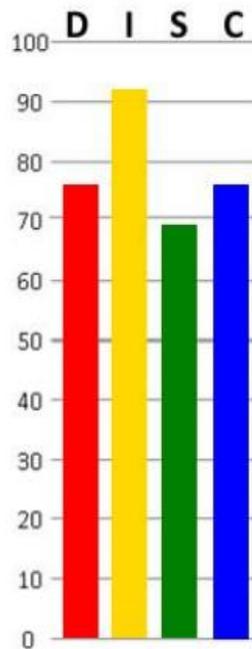
What can cause this? This typically happens when the participant:

- Took too long to answer the assessment
- Tried to trick the instrument
- Had unclear expectations, or does not know what to do, or is trying to please everyone (or be everything to everyone)
- Has experienced a traumatic event

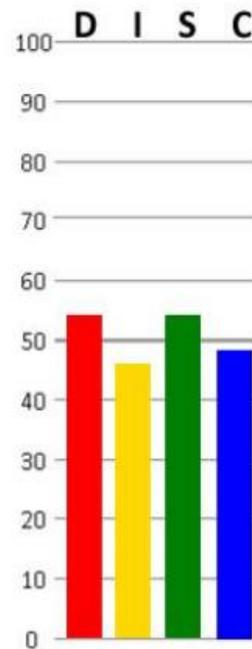
The unusual graphs will look similar to one of these:



UNDER SHIFT
All plotting points
below the energy line.



OVER SHIFT
All plotting points
above the energy line.



TIGHT
All plotting points
near the energy line
(45 to 55 percent).

Unusual Graph Descriptions

Under-shift pattern:

When the responses to the assessment produce a graph where all of the bars are below the midline, it is called an under-shift pattern (see the graphic on the previous page). While this is a somewhat rare pattern, it occurs occasionally from an individual who may be focusing on several roles simultaneously, accompanied by potential ambiguity about the roles, and as a result all themes emerge in a slightly lower position. It may also occur when an individual has not been given specific instructions as to what is expected in the job role, ambiguity occurs, and the same result occurs in the bar graph. If the later situation is a possibility, then have the respondent explore the job role in more detail or ask appropriate questions about the demands being placed on the respondent and focus the behavior accordingly. In addition, the respondent may decide to retake the instrument when he/she can provide a stronger focus on a specific job or life role.

Over-shift pattern:

When the responses to the assessment produce a graph where all of the bars are above the midline, it is called an over-shift pattern (see the graphic on the previous page). While this is a somewhat rare pattern, it occurs occasionally from an individual who may be focusing on several roles simultaneously and, as a result, all themes take a prominent position. It also occurs occasionally when an individual is trying to be all things to all people, and the same result occurs in the bar graph. A third possibility occurs when an individual responds to the instrument with either a feeling of ambiguity of the role, or ambiguity about their position in the role. If the later situation is a possibility, then have the respondent look at the demands being placed on him/her and set priorities. The respondent should deal only with those demands that are most critical and put the rest on hold, or seek assistance with the lower priority demands. In addition, the respondent may decide to retake the instrument when he/she can provide a stronger focus on a specific job or life role.

Tight pattern:

When the responses to the assessment produce a graph where all of the bars are clustered rather closely together, it is called a tight pattern (see the graphic on the previous page). While this is somewhat of a rare pattern, it appears for a variety of reasons. First, it may come from a response of trying to be all things to all people, namely to be decisive, to interact with people, to get the job done, and also to maintain high quality control... all at the same time. It also may result when someone has received insufficient rewards, instruction, or training regarding a job role. A similar graph might emerge when someone is in the midst of a job change or a change in specific responsibilities related to the job. Finally, it may result from some ambiguity about the job role, or the respondent's position in the job role. For clarification, the respondent may decide to retake the instrument in the near future and maintain a solid focus on a specific job role.

LOOKING FOR YOUR NEXT STEPS?

CEO or teacher, pastor or parent, shopkeeper or student— if you desire to impact the lives of others by leading like Jesus, we invite you to join the LLJ movement and expand your leadership abilities. Lead Like Jesus offers leadership-building resources for teens and young adults as well as for seasoned executives, all with the goal of demonstrating God's love for people while helping them change the way they live, love, and lead.

Continue your journey with us by checking out the resources below!

Contact your Lead Like Jesus facilitator for more information, or visit:

LeadLikeJesus.com

LEADERSHIP BLOGS

Lead Like Jesus' blog is full of practical and Biblically-based wisdom. It's applicable to both the corporate leader, those serving in nonprofits and faith-based organizations, as well as men and women who influence their families and communities.

LEADERSHIP PODCASTS

Lead Like Jesus' podcasts bring listeners incredible subject matter experts who provide a unique perspective on issues that affect everyday leaders. From success, setting right priorities, to leading millennials and overcoming fear and pride, our podcasts help leaders maximize their influence.

LEADERSHIP DEVOTIONALS

You can receive a new Lead Like Jesus devotional three times a week in your inbox! These brief, insightful and challenging reflections will help you lead more like Jesus. Sign up at LeadLikeJesus.com today! Also available in a weekly digest format.

LEADERSHIP ENCOUNTER WORKSHOP

Packed with 10 hours of action-oriented learning followed by weekly online E-Lessons, Encounter is a highly interactive, participant-driven leadership development workshop that exposes common leadership misconceptions and offers a practical model based on the greatest leader role model of all time, Jesus.

DISC STYLES COACHING

Explore how Lead Like Jesus' coaching can help you better understand your style and how to maximize your style for effective results and relationships.

DISC STYLES WORKSHOPS

The DISC styles information lends itself well to a variety of Biblical and secular workshops/seminars on topics such as: Coaching, Communications, Conflict Management, Leadership, Management, and Teambuilding.

DISC STYLES COUNSELING

Qualified therapists and counselors will find the DISC styles information useful for individual, family and/or marriage counseling.

DISC STYLES CERTIFICATION

Become certified to use the DISC styles assessments and additional resources in your own coaching, consulting, counseling or training applications.