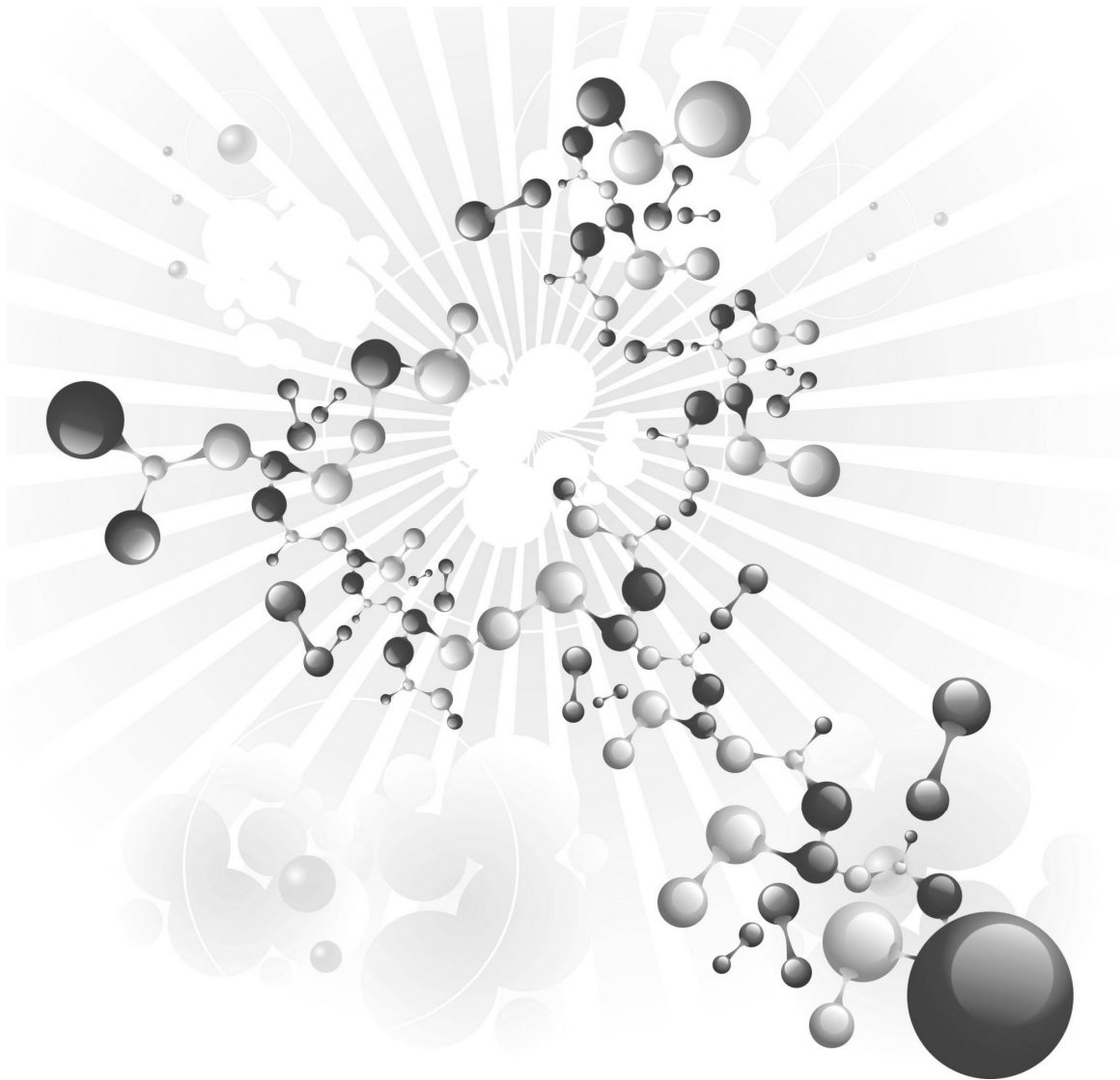




DISC Coaching Catalyst™

*Your Guide to Uncovering Motivations and
Revealing Blind Spots*

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Introduction

Welcome

Welcome to the *DISC Coaching Catalyst™*, *Your Guide to Uncovering Motivations and Revealing Blind Spots*.

This program is designed to help you learn about one of the great tools for improving a person's knowledge of themselves; allowing for greater self-understanding, improved communication, stronger teams, and a more thorough awareness of those around them.

Upon completing this program you will have all of the tools you need to use DISC to help your clients in ways that never before seemed possible. You will not only understand your clients' natural tendencies, but you will also understand how they view themselves and how you can help change that perspective.

Using DISC in your practice will make you a better coach in several ways. With a DISC assessment in hand, your client will be in a position to understand their behaviors and develop new insights into the way they view the world. They will gain a better understanding of their motivators, their fears, their communication style, and even their natural priorities.

As a coach, you will be able to harness these insights and convert them into action. Coaching with DISC will make those difficult conversations easier, using the common language of DISC to smooth the edges and open new paths.

People who understand DISC understand people, including themselves. They more clearly see their own strengths and weaknesses, and how they can use both their strengths and weaknesses to make themselves more effective. Once they understand themselves better, they will begin to understand those around them, as well. What's more, they will stop judging those around them, based on their own personal standards, and learn to appreciate and value different people and what they bring to the team.

As you work your way through the program, think of how you can use this material to help your clients see themselves in a new light and understand themselves better.

Understanding themselves better will help make them more open to the coaching process, which means they will be more successful more quickly. Armed with this new knowledge of people, you will be better equipped to craft questions that resonate deeply with your clients, uncover their fears, and create actions that they will respond to more positively.

Since much of coaching challenges center around communications, interactions, and relationships, you can also assist your client in crafting the appropriate responses to those with whom they are interacting.

Imagine a scenario where your quiet, detail-oriented client (a High C) is struggling to interact effectively with an outgoing, effusive co-worker (a High I). Harnessing your understanding of DISC will allow you to assist your client in creating a message that resonates with both your client and their co-worker. Each scenario that you coach them through also helps prepare them for future interactions.

This program is designed to provide you with a strong foundation in the use of DISC as a coaching tool, including the following key areas:

1. The theory behind DISC
2. What DISC does and does not measure
3. Why DISC works
4. The Johari Window
5. Key questions surrounding each of the primary DISC styles
6. Coaching issues you can expect to encounter
7. Administering the DISC assessment
8. Detailed reviews of each DISC style
9. How to read and interpret the circular DISC model
10. Style combinations

You should also practice DISC on your own to learn to quickly recognize people's styles without the need for an assessment. This will enable you to improve your own interpersonal and communication skills on a daily basis.

Using this program will prepare you for using DISC with your clients. But to use DISC correctly you need to understand what DISC does and what DISC does not do. You also need to understand the concepts surrounding DISC and why the tool works as well as it does.

There are a variety of DISC reports available today from a number of sources. The specific DISC report that you will be working with in this program is called the “Everything DiSC® Workplace®” profile (published and copyrighted by John Wiley & Sons, Inc). It is the perfect tool for working with people one-on-one, because it gives a thorough and complete analysis of a person’s behavioral style.

This program is structured to help you learn how each behavioral style acts, thinks, and communicates. It will show you what each style prefers and what each style avoids. It will help you identify natural strengths and blinds spots for each type. Armed with this knowledge, you will be able to understand your clients more thoroughly, assist them more quickly, and move them ahead further and faster.

Icons Used In This Manual

In the margins of this manual, you’ll find little pictures, called icons, to guide you through the ideas presented. Here’s a list of what they mean:



The Challenge Icon indicates hands-on exercises that you can complete to enhance your learning experience in this course.



The Button Icon identifies the next DISC Behavioral Style to be discussed in the manual.



The Key Icon identifies the sections in this manual where we will be discussing the Key Characteristics of each DISC behavioral style.



This icon marks the sections where we discuss the Natural Fear and Emotion of each DISC style.



This icon marks the sections where we discuss the Natural Priorities of each DISC style.



The Interaction Icon marks the sections where we will be discussing how each DISC style relates to all of the other styles.



This icon indicates the Opportunities for coaching that might come up with a client of each DISC style.



This icon marks specific Coaching Tips we'd like to share about using DISC in your sessions and in relating to each specific DISC style.



The Question Icon indicates questions that might be appropriate to ask a client of each DISC style during your coaching sessions.

Your DISC Assessment

By now you should have received your personal “Everything DiSC® Workplace®” profile (published and copyrighted by John Wiley & Sons, Inc). This profile is identical to the reports your clients will receive, should you choose to use the same version from this publisher.

The information in this report can be broken down into 3 areas of interest:

- I. The initial pages are devoted entirely to the respondent based on the answers to the DiSC® assessment. It includes information about:
 - a. Your DiSC® Style
 - b. Your “Dot” on the DiSC® circular model
 - c. Your DiSC® Priorities and Shading based on the DiSC® circular model
 - d. Your motivators and stressors
- II. The next portion provides insights into how you relate to the other DiSC® Styles. This section includes:
 - a. An overview of the 4 primary behavioral styles
 - b. Descriptions of how you react to the other styles
 - c. Strategies for increasing your effectiveness with the other styles
- III. The final section provides descriptions of the 12 Everything DiSC® Styles. These 12 styles are Wiley’s unique and trademarked description of the common combinations of the 4 primary DISC quadrants. Since most people are not a single DISC style, but a combination of 2 or 3 styles, these Everything DiSC® Styles will provide you with more detailed information about how your client thinks and behaves.

It is important that you read and understand your own profile, as it will enable you to ask questions that will be similar to those your client will ask.

As you read through your own DISC profile, ask yourself the following questions:

1. Does this information accurately reflect who I am?
2. Do other people see me the same way I see myself?
3. How might my natural tendencies help me in achieving my goals?
4. Are there areas of my behavioral style that might hinder me from achieving my goals?
5. How do my personal tendencies impact the way I view others around me?
6. Am I trying to view others through my personal lenses?
7. Once I fully understand the reasons behind some of my behaviors, how can I use this information to be more effective?
8. How can I apply these same concepts to others around me?
9. Who are the key people in my life, and what are their natural tendencies?
10. How do my natural tendencies and those of key people around me compliment each other?
11. How do my natural tendencies and those of key people around me create conflict?

The Impact Of DISC On Your Coaching

In this manual we will spend a lot of time talking about the impact of DISC on your client and how DISC plays into their coaching. But there is another side to this equation: How does the coach's DISC style affect the way they coach?

Make no mistake. Coaches have a DISC style just like their clients and your DISC style will impact the types of clients you prefer to work with and those who are most attracted to you. In addition, your DISC style will impact the questions you ask, how likely you are to be supportive (or overly supportive) of your clients, or how inclined you are to be your client's accountability partner. Learning about your DISC style and understanding how it affects you as a coach will make you more effective in your coaching sessions.

Let's take a few minutes to look at the natural tendencies of the coach based on their DISC styles.

The High D Coach - As a High D coach, you are driven to help your client achieve results. You will enjoy working with other results-oriented individuals and you will hold your clients accountable for their actions. On the other hand, you may find that you miss the more subtle emotions of your client and you may not have much tolerance for clients who tend to meander with their stories. You may also lack patience with clients who let their emotions forestall their actions.

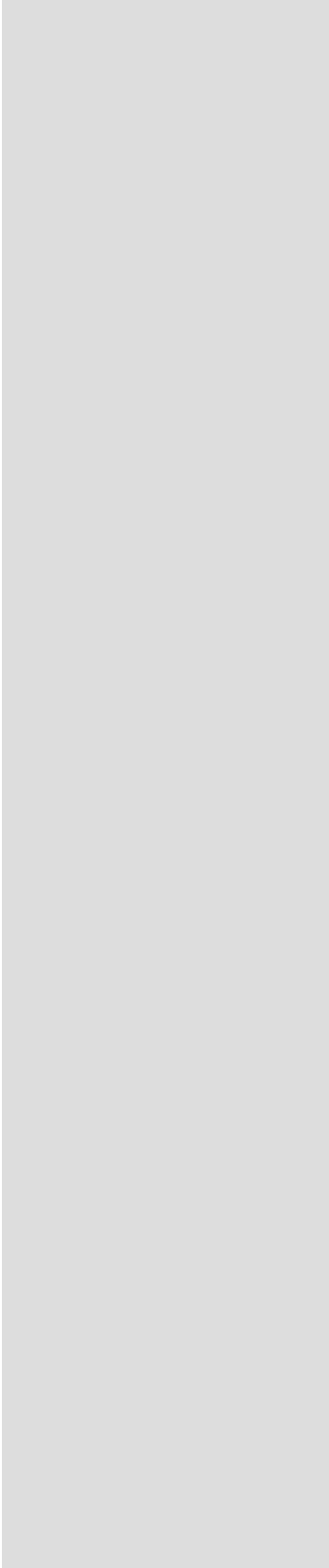
The good news is that your clients will get results. The bad news is that they may not "feel the love" from you.

The High I Coach - The High I coach is upbeat and energetic. You will enjoy working with clients who share your optimistic view of life and your sessions will be filled with fun and humor. Your clients will look forward to speaking with you because they always leave feeling good about themselves. However, your upbeat sessions may lack substance in certain areas. Your tendency to create “feel-good” sessions may mean a lack of focus on results. You may view results-oriented clients as too aggressive and want to help them get in touch with their feelings - even though that is not what they want.

The good news is that your clients will look forward to their time with you. The bad news is that the progress may be too slow for some clients.

The High S Coach - When the coach is a High S, there is always a level of comfort to the sessions. As a High S coach you will be an excellent listener and your clients who crave and need that attention will relish their time with you. Your tendency is to encourage your client to talk and you will give them plenty of space to tell their story. This is a very effective technique in coaching and will come naturally to you. Of course, when the client’s story shows inconsistencies you may be reluctant to point those things out. And, you may not hold your client accountable for their actions from session to session.

The good news is that your clients will leave your sessions feeling listened to and refreshed. The bad news is that you likely won’t challenge your clients to really stretch themselves.



The High C Coach - There aren't many details that are going to slip past the High C coach. The High C will listen attentively, looking for holes in the client's story. Your questions will be precisely worded and highly focused. Your client will feel listened to and your questions may help uncover the real reason the client is struggling (the Coachable Moment). But after uncovering the Coachable Moment, your logic-based approach to coaching may cause you to look for solutions rather than dealing with the client's underlying issues.

The good news is that your clients will leave your sessions with answers. The bad news is that the answers may be your answers and not come from the client.

DISC Theory

What Is DISC?

DISC is an easy-to-use, inexpensive, and easily understood model for explaining behavior, motivation, and communication styles. It was developed based on the work of Dr. William Moulton Marston and his 1928 book, “Emotions of Normal People.”

While DISC is based off this work, Dr. Marston did not invent the DISC assessment tool itself. The original DISC assessment was created in 1972 by researchers at the University of Minnesota. This model has since been updated several times to ensure that the sample sizes, demographics, and verbiage are consistent with our modern uses.

DISC is based on the 2-axis, four-dimensional model that Dr. Marston described in his original work. Dr. Marston’s model is based on the concept that while all people are different, they are, in some key ways, predictably different. And that certain key, underlying factors can be used to identify many aspects of their behavior.

The DISC profile is an accurate behavioral analysis that can be used to predict or explain the behavior of individuals in specific situations. It can also show where certain individuals are most comfortable, allowing them to identify both the type of work they will thrive in, as well as the best working environment.

On a personal level, it can help open up the lines of communication between people by helping them understand their own communication tendencies, including strengths and weaknesses.

To understand and appreciate the depth and richness of DISC, we need to understand how we got to our current DISC model.

As noted earlier, DISC is based on the 2-axis, four-dimensional model described in Dr. Marston's work. As the first assessments were developed, this model was represented as a 4-quadrant figure with a vertical axis that represented one's usual level of energy (see **Diagram 1** below).

For instance, people were described as being either *Active, Fast-Paced, and Assertive* or more *Reserved, Moderate-Paced, and Thoughtful*.

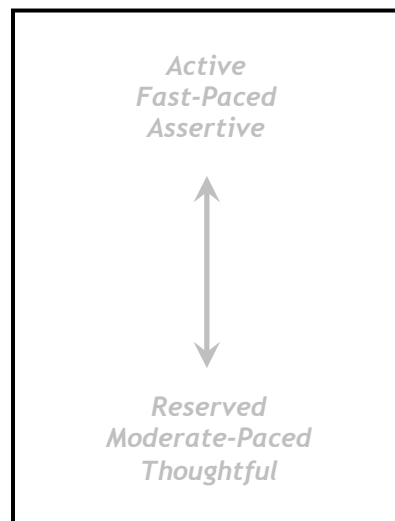


Diagram 1

The 4-quadrant figure also included a horizontal axis that represented one's general mindset (see **Diagram 2** below).

For example, the left-hand side of the axis represented people who were more *Task-Oriented*, *Questioning*, and *Skeptical*; while the right-hand side signified those who were more *People-Oriented*, *Accepting*, and *Agreeable*.

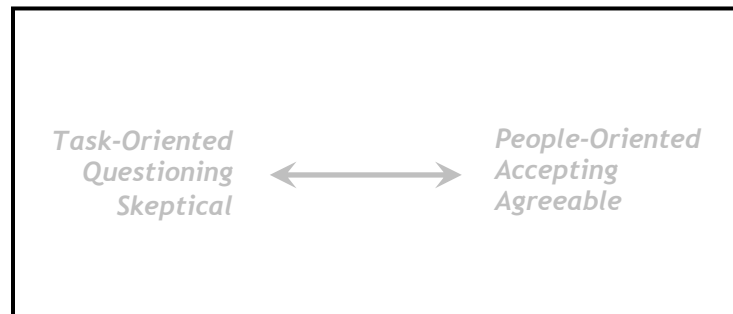


Diagram 2

Early representations of DISC combined these two axes to create the 4-quadrant model shown in **Diagram 3** below.

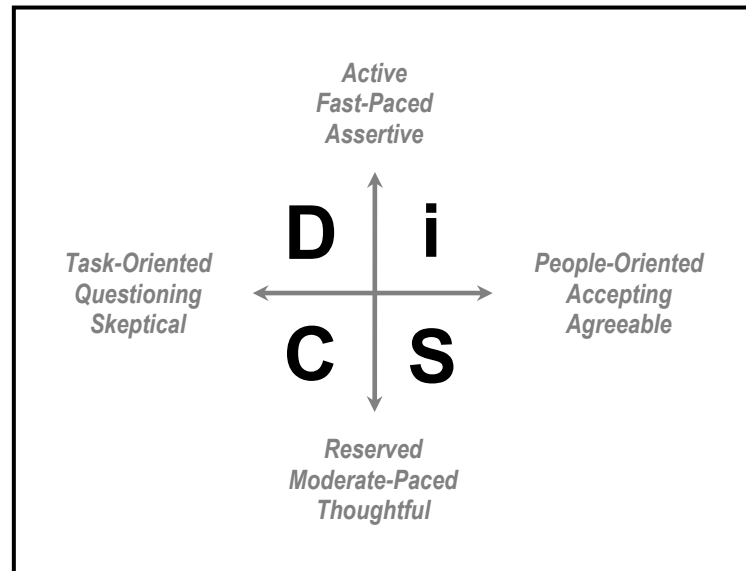


Diagram 3

As you can see, those who were *Active*, *Fast-Paced*, and *Assertive*, as well as *Task-Oriented*, *Questioning*, and *Skeptical*, were represented by the upper left-hand quadrant of the model and described as “High D” or “Driver”.

Similarly, people who were *Active*, *Fast-Paced*, and *Assertive*, but were more *People-Oriented*, *Accepting*, and *Agreeable* were identified with the upper right-hand quadrant and referred to as “High I” or “Influencing”.

Individuals who were *Reserved*, *Moderate-Paced*, and *Thoughtful*, along with being *People-Oriented*, *Accepting*, and *Agreeable* were associated with the lower right-hand quadrant and were referred to as “High S” or “Steady”.

And finally, those who were *Reserved*, *Moderate-Paced*, and *Thoughtful*, but were more inclined to be *Task-Oriented*, *Questioning*, and *Skeptical* were described as “High C” or “Conscientious” and were positioned in the lower left-hand quadrant.

Following this model, most DISC companies began using graphs to represent the results of the assessment. Some companies used a single graph, others used two graphs, and still other companies used 3. However, the basic concept of graphing DISC results was consistent between most companies and most of their results looked something like those shown in **Diagram 4** below.

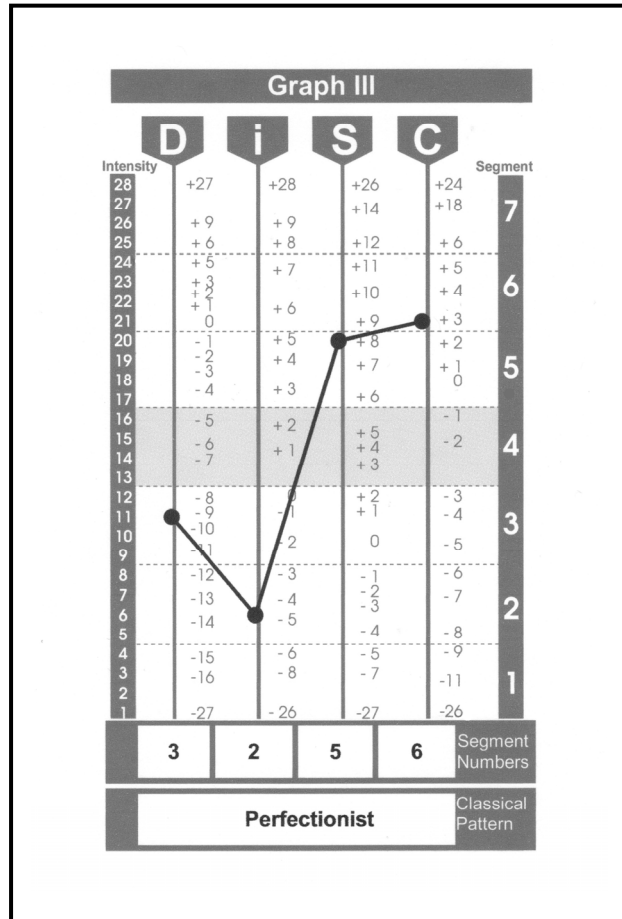


Diagram 4

When this type of representation was used, the shaded area in the middle of the graph was referred to as the mid-point. One's DISC style was determined by scores above that mid-point.

As you can see from the results in **Diagram 4**, the highest point on this chart is a 'C' followed closely by an 'S'. These two letters represented the respondent's primary and secondary styles, with the primary style (the highest point) garnering the lion's share of the attention. The secondary style was often ignored entirely even though it had a major impact on the respondent's behavior.

As time went on and the understanding of behavioral styles increased, the value of the secondary style and its impact on one's primary style became clearer. At that point, most companies began addressing the issue of style combinations. John Wiley & Sons, Inc. introduced the concept of Classical Patterns.

Classical Patterns were style combinations where 2, or sometimes even 3, styles were combined to create unique behavioral profiles. To create the Classical Patterns, all styles at or above the graph's mid-point (the shaded area in the middle of the graph as depicted in **Diagram 4**) were considered.

While the introduction of Classical Patterns was a significant improvement over previous primary-only style discussions, profiles were still lacking more precise analysis to help identify an individual's secondary styles. They also failed to fully address the impact of all 4 styles in every person's behavior. The Classical Patterns also did not acknowledge the relationship(s) that exist between styles that border on each other in the model.

Practitioners began to look at the 4-quadrants as more of a continuum rather than being totally separate and disparate. They recognized that the High D style was quite similar to the High I style in several ways. But it was also very different in other aspects.

Likewise, the High I was similar to the 'S' style, with certain variances. This pattern of shared traits held true for the 'S' and 'C' styles, as well as the High C and High D styles.

This observation led to the development of the circular model that “takes the edges off” the DISC model. **Diagram 5**, below, shows an example of this new view of DISC. The circular model provided many more possibilities for demonstrating the relationship(s) between the different styles.

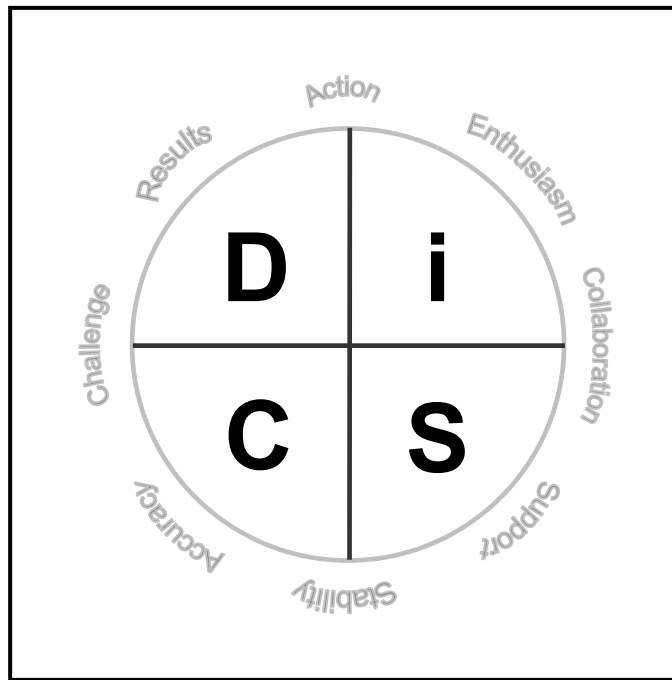


Diagram 5

With this representation of DISC, the discussion became more focused on the concept of the DISC continuum, with a single dot being used to represent the person’s actual style. The dot was placed in the quadrant of the respondent’s primary style, but within proximity to the secondary style.

In this way, a person with the 'CS' style depicted in the graph in **Diagram 4** would have their dot in the 'C' area but very close to the 'S' border, representing the heavy 'S' leanings.

While this certainly improved the quality of the representation of an individual's style, the main focus was still on their primary style with minimal attention paid to their secondary style.

Recent improvements in the graphical view of DISC have taken a more direct approach to recognizing this combination of styles. These improvements increase the accuracy of an individual's assessment by giving the appropriate emphasis to both the primary and secondary styles.

More specifically, the Everything DiSC® assessments (including the Everything DiSC® Workplace® profile discussed in this program) published by John Wiley & Sons, Inc., utilize a new map which shows 12 possible quadrants. These quadrants are a combination of the original 4 primary DISC quadrants and those that directly border them on the model.

This new map, shown below in **Diagram 6**, not only provides greater focus on the various style combinations, but also better acknowledges the relationship(s) that exist between styles that border on each other in the model.

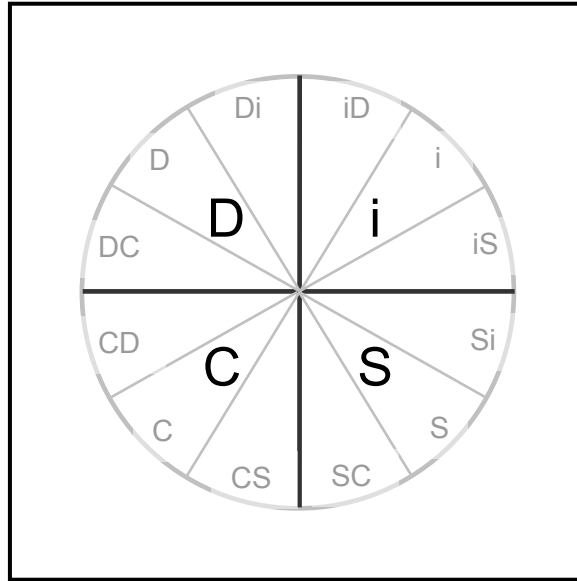


Diagram 6

As you can see, there are now 12 different Everything DiSC® behavioral styles displayed on the chart.

If we go back to our example of the ‘CS’ style from **Diagram 4**, we can shift the respondent’s style from a dot in the ‘C’ quadrant near the ‘S’ border to a dot within the ‘CS’ field. This distinction allows for a much more precise discussion about the ‘CS’ style.

However, this does not mean that practitioners should completely abandon discussions about the basic D/I/S/C styles. These 4 basic styles are still the foundation on which today’s assessments are based and they provide a clear starting point for learning the basics of DISC.

As one becomes more fluent in DISC, the new Everything DiSC® view and nomenclature simply allow for more nuance and more precise discussions about behavioral styles, all while maintaining the integrity of the initial model.

While training is certainly required to interpret the subtleties of the DISC profile, the major components can be identified by a layperson on sight.

One of the major benefits of DISC lies in its inherent simplicity. In reality, the mechanism that drives DISC is complex, subtle, and highly scientific. This complexity is hidden from the user in the simplicity of the assessment.



It is always best to refer to DISC as a “profile” or “assessment,” and never as a “test.” The term “test” implies right and wrong answers, good and bad responses, and pass/fail results.

In reality, there are no “best” or “worst” behavioral styles. People are who they are, and understanding their behavioral style will allow them to make subtle adjustments in their dealings with other people. This will make them more effective and happy with their lives.

Each of the behavioral styles has strengths and weaknesses. Using DISC will allow someone to harness their strengths and identify, and possibly mitigate, their weaknesses.

When you begin to read about your own characteristics you will start to understand how other people see you when they associate with you and how you can adjust your behavior to better connect with your clients. Likewise, your clients start to see themselves in a new light as they begin to understand how others perceive them.

Assessment Method

Wiley's Everything DiSC® (ED) Behavioral Profiles use 78 standard statements measured on the Likert scale and advanced adaptive testing techniques to ensure the accuracy of each assessment.

LIKERT SCALE

The Likert Scale is a psychometric scale and is named for its inventor Rensis Likert. This method of scoring captures a respondent's level of agreement or disagreement on a symmetric scale. Likert scales do not expect a simple yes/no answer, but instead, allow for a degree of opinion or no opinion at all. This allows for ease of comparison between questions but leaves room for doubt with those individuals who routinely stay away from the very top or very bottom of a particular scale.

Likert scales can be considered interval level data and make an assumption that the distance, or value, between successive points on the scale is roughly equivalent. A good Likert scale provides symmetry between responses that allows for easy scoring and the "averaging" of responses to multiple questions (for example: a scale ranging from Strongly Disagree - Disagree - Neutral - Agree - Strongly Agree).

ADAPTIVE TESTING

Adaptive testing refers to the ability of the assessment to modify itself based on key criteria of the responses received. This means that not all participants will receive identical assessments. In adaptive testing, thresholds are set based on anticipated or acceptable responses. Variance above any particular threshold triggers additional questions to clarify the discrepancies.

This improves the accuracy and quality of the assessment results by identifying and resolving specific variances from certain respondents.

EVERYTHING DiSC®: ADAPTIVE TESTING & SCALING

Everything DiSC® (ED) assessments combine the Likert Scale with adaptive testing to create a highly reliable profile. For all ED assessments, a 5 point Likert scale ranging from "strongly disagree" to "strongly agree" is used for the 78 standard statements. In addition, allowances have been made through the analysis to account for those who avoid the "always/never" options as mentioned above.

In most cases, an ED profile can be accurately presented after the completion of the standard 78 statements. However, when necessary, the assessment's adaptive testing capabilities will provide additional statements to clarify the results.

Everything DiSC® assessments begin by analyzing the 78 standard statements to identify which of the 12 ED styles is most applicable to the respondent. This style will be denoted by the location of a dot on the circular Everything DiSC® model (see **Diagram 7** below).

Because ED assessments recognize that everyone is a unique blend of the four basic DISC styles, the analysis does not stop with the identification of the ED style. The next step is to determine the unique blend of secondary style(s) that is also relevant for the respondent. This combination of secondary style(s) is denoted by the shading on the ED model (see **Diagram 7** below).

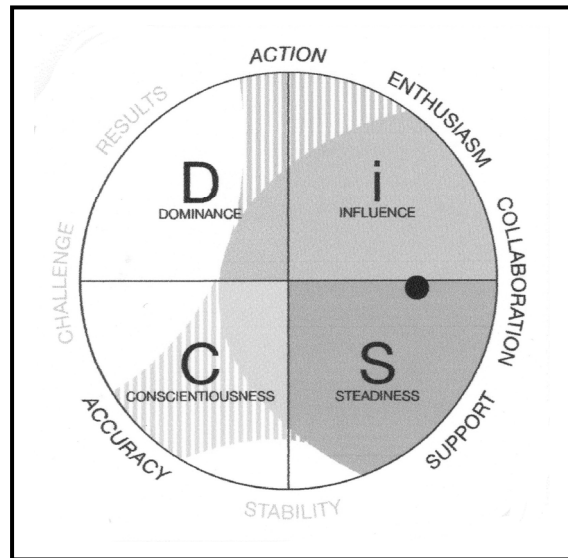


Diagram 7

In other words, while a primary ED style is formally designated for each respondent, ED assessments also determine the blend of all ED styles that is present, creating a more complete picture; enhancing the accuracy and value of the assessment.

This is where the adaptive testing methods come in. At the completion of the standard 78 statements, two tests are performed.

The first test is to verify the consistency of the respondent's answers within each of the 12 Everything DiSC® styles. If too much variation is found within one or more of the 12 ED styles, additional statements are presented to the respondent to provide clarification.

Once the 12 Everything DiSC® styles have been validated, a second test is performed to determine which of those 12 ED styles is most applicable for the respondent. Responses for all 12 of the ED styles are examined and, for a vast majority of assessments, a primary style assignment is determined.

However, on occasion, the results may be ambiguous or fall outside of the thresholds for validation and no clear assignment can be made. In this case, additional statements are provided for the respondent to clarify which ED style is most appropriate.

Once these two tests are completed satisfactorily, the primary Everything DiSC® style (as denoted by the placement of the ED dot on the circular model, see **Diagram 7** above), and the blend of secondary style(s) (as denoted by the shading on the Everything DiSC® model, see **Diagram 7** above) can be accurately presented in the respondent's profile.

What DISC Does & Does Not Measure

While DISC is a useful tool, it is not an all encompassing psychoanalysis of an individual. Thus, it is important to understand what DISC does not measure, as well as what it does measure.

Some common things that DISC does measure are:

- a. Observable behavior
- b. Emotions
- c. Communication preferences/style
- d. Work/life priorities
- e. Level of energy
- f. Focus
- g. Motivations
- h. Stressors
- i. Fear

By measuring these things, DISC provides tremendous insight into an individual's behavior. Because it is not a complete psychoanalytic profile, it will not measure everything about a person's behavior.

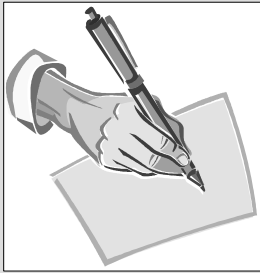
Behaviors can be affected by a number of things that DISC does not measure, including:

- a. Intelligence
- b. Values
- c. Experience
- d. Education
- e. Desire to learn
- f. Willingness to sacrifice
- g. Openness to new ideas and learning
- h. Strength of character
- i. And many others...



This means that you might find two people with nearly identical profiles, working in the same environment, with drastically different perspectives. This should not be cause for worry or alarm as long as you understand what can cause those differences.

Note that DISC is based on the behaviors of a “normal” person. It will not, and cannot, identify aberrant behavior in an individual. While you likely will not encounter someone who displays aberrant behavior, it is important to understand that DISC will not help you in dealing with them.



Challenge

Now that you have completed and reviewed your own DISC profile, spend a few moments reflecting on other things that DISC does not measure. List these items in the spaces below:

1. _____
2. _____
3. _____
4. _____
5. _____

How will the items that DISC does not measure impact your coaching? Obviously, part of that answer depends on your niche in coaching and the results your clients want from coaching. But, in any coaching situation, DISC is only part of the answer. Think about how you will introduce these concepts to your clients so they fully understand what DISC will and will not do for them.

Profile Presentation

THE EVERYTHING DiSC® DOT

Creation of the Everything DiSC® (ED) map with the 12 styles has improved the accuracy of DISC assessments and gives a much more realistic analysis of the respondent's answers. It is important to remember that there can still be variations within the 12 ED styles, particularly in the strength of the styles. To account for these variations we start by looking at the specifics of the Everything DiSC® "dot" (see **Diagram 8** below) to tell us more about the individual.

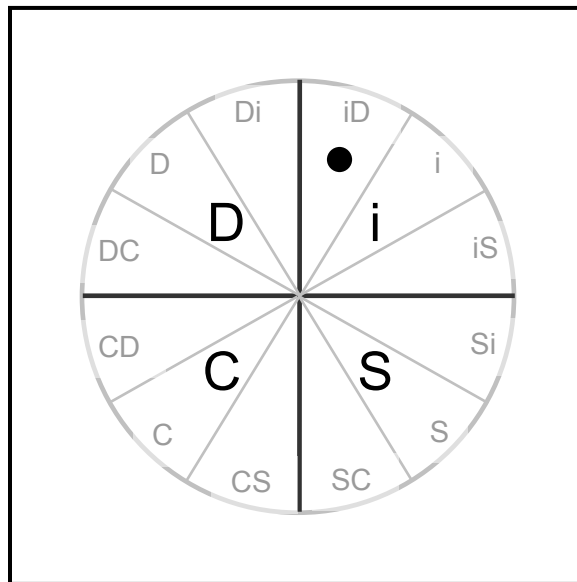


Diagram 8

In the 4-axis model that is used to represent the basics of DISC (see **Diagram 9** below), arrows indicate the intensity of each style.

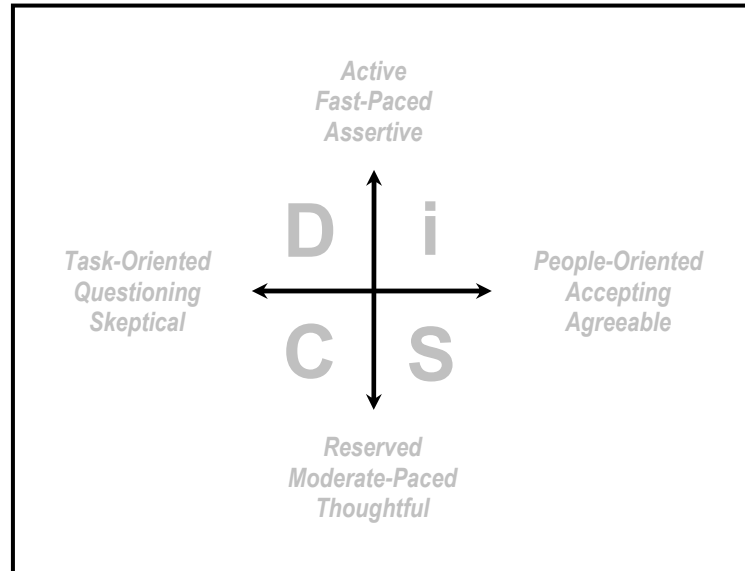


Diagram 9

The dot placement on the new Everything DiSC® map serves the same purpose. The dot's proximity to the neighboring styles on the map shows the secondary leanings of the respondent, while the distance from the center of the circle indicates the intensity, or strength, of that person's primary style.



The closer the dot is to the outer edge of the circle, the greater the intensity of that individual's style. When the dot is closer to the center it indicates less intensity. Hence, two respondents might both have the 'iD' style as indicated in **Diagram 10** below, but have variation in the strength of that style.

Viewing **Diagram 10**, the respondent on the left shows a less intense 'iD' style and will likely be more flexible within the characteristic of the style. The respondent on the right, however, shows a much stronger intensity and, therefore, the characteristics of the 'iD' style will be more pronounced for them.

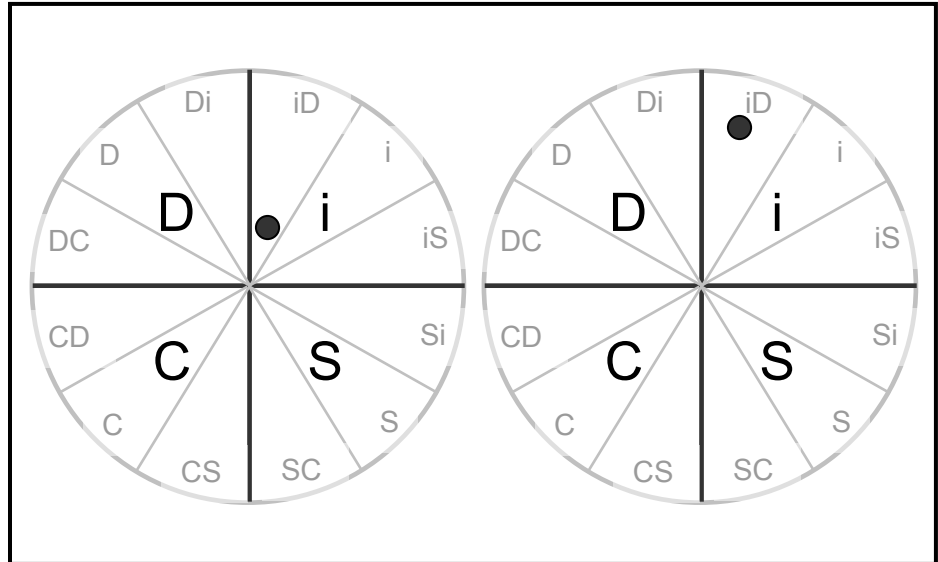


Diagram 10

As you can see, the placement of the dot provides additional information about the respondent and increases our understanding of their behaviors. The dot is another aspect of the new Everything DiSC® model that helps increase the accuracy and effectiveness of the assessment.

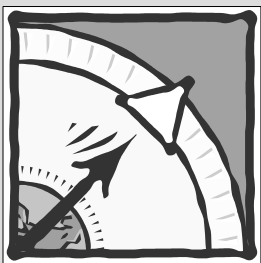
SHADING

Everything DiSC® (ED) is a rich assessment that captures the major aspects of one's behavioral style, as well as addresses many subtleties not commonly identified in other assessments. To get the maximum benefit from an ED profile it is not only important to understand which of the 12 ED styles has been identified for the client, but also to explore the other factors that may impact their behavior.

As noted previously in this manual, it is possible to have multiple individuals with the same Everything DiSC® style who behave quite differently based on the relative strength of their style. Said another way, you and I may both have the 'Si' style, but because of the intensity of each of our styles, our behaviors could be very different.



There are additional factors beyond one's Everything DiSC® style which might also cause differences in behavior. These factors include things such as personal values, emotional intelligence, the influences of early learning, and a myriad of other items. And, while Everything DiSC® does not attempt to measure these things directly, it does capture the impact of many of these items on an individual's behavior. These differences are typically represented in the shading of the client's ED profile and provide yet more insight into that individual's behavior.



The shading in an Everything DiSC® assessment indicates the behavioral tendencies of an individual. The core shading is based on an individual's ED style. However, based on the position of that individual's dot (as described previously in this manual) the profile may use additional shading to represent other behaviors which are important to the individual but not typically part of that ED style.

In the case of an individual with the 'Si' style, the shading will be primarily in the 'S', and 'i' quadrants of the model. However, if the person's responses to the assessment indicate additional behaviors typically associated with other ED styles, the profile will indicate those behaviors with distinctive shading.

For example, if the responses from an individual with an 'Si' style also indicate a desire for accuracy and action, the profile will provide additional shading into the 'C' and 'D' quadrants (as illustrated in **Diagram 11** below). The stronger that preference, the more pronounced the shading will be.

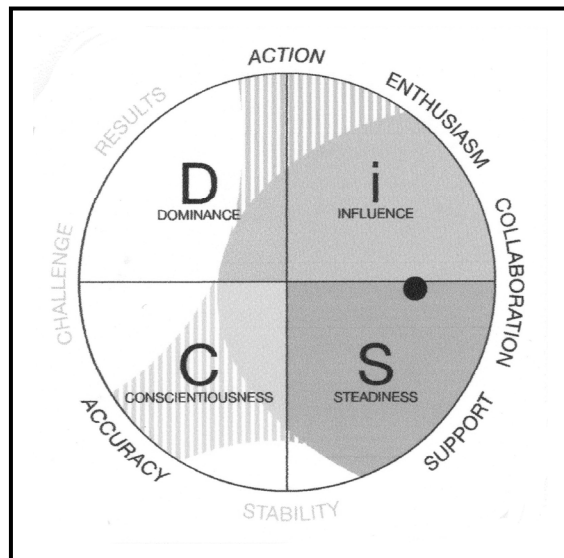


Diagram 11

As you can see, shading allows the ED assessment to take into account personal preferences that go well beyond the standard 12 Everything DiSC® styles to personalize the profile even more, increasing both its accuracy and its value.

PRIORITIES

Everything DiSC® assessments are available for a number of contexts; including ED Workplace® (for a general workplace perspective), ED Management (for a management perspective), ED Work of Leaders® (for a leadership perspective) and ED Sales (for a Sales perspective). For the purposes of this program, we will look at priorities as they relate to ED Workplace®, which is typically the starting point for most Everything DiSC® reviews.



The primary priorities for each individual are based on the 12 Everything DiSC® styles and the specific assessment being used. Three priorities are associated with each of the ED styles. Everything DiSC® Workplace® priorities are shown in **Diagram 12** below.

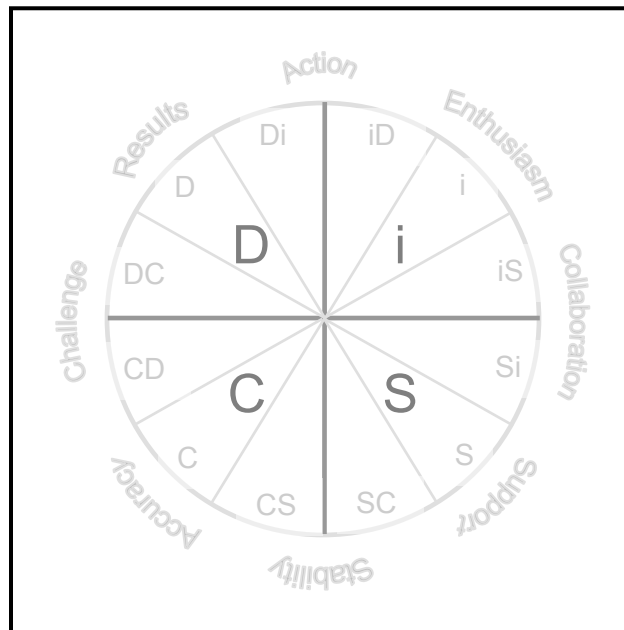


Diagram 12

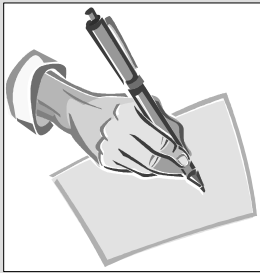


As you can see in **Diagram 12**, the priorities for a ‘D’ style are Challenge, Results, and Action. Note how the priorities change as the style shifts. A ‘Di’ style has the priorities of Results, Action, and Enthusiasm. Looking at the ‘i’ style, we see that the priorities change to Action, Enthusiasm, and Collaboration.

Additional priorities may be identified for an individual if their responses to the assessment show a preference for priorities not typically associated with their ED style.

For instance, while the priorities of Collaboration, Support, and Stability may normally be associated with an ‘S’ style, a person’s responses may also reveal a strong personal priority for Action, which is clearly not typical for someone with an ‘S’ style. Any additional priorities will be illustrated with distinctive shading (as discussed in the previous section) and described in detail in the text of the individual’s ED report.

Shading and priorities combine to add a new level of richness and complexity to the standard Everything DiSC® styles and help the ED profiles more accurately describe the personal beliefs and actions of an individual.



Challenge

What might strong shading into non-primary ED quadrants represent for your clients? How might the priorities associated with this shading affect their behavior and relationships?

What questions might you ask a client regarding any shading or priorities not typically associated with their Everything DiSC® style?

1.

2.

3.

4.

5.

6.

Human Interaction

Johari Window

The Johari Window (see *Diagram 13*) was created by Joseph Luft and Harry Ingham and is a very useful tool for describing how humans interact.

The four-paned “window” divides personal awareness into four different types, as represented by its four quadrants: Arena, Mask, Blind Spot, and Potential. The lines dividing the four panes are like window shades, which can move as interaction progresses.

Let’s look at the four panes and what they represent:

THE ARENA

The “Arena” represents things that both you and I know about me. For example, I know my name, and so do you. Without too much discussion, other items move quickly into the Arena. Things like where I live, what I do for a living, and the kind of car I drive, quickly expand the Arena itself. The longer you know me and the more we interact, the more the Arena might expand.

The more the Arena expands, the easier it is for you to understand me, know what interests me, identify what motivates me, and know what frustrates me.

When you first meet a new person, the size of the Arena is very small, since there has been little time to exchange information. As the process of getting to know one another continues, the window shades move down or to the right, placing more information into the open window, as described below.

THE MASK

The “Mask” represents things that I know about myself that you do not know. These may be things that we have not yet had a chance to discuss, or they might be things that I am intentionally withholding from you. Regardless of the reason for your not knowing, you can’t fully understand me until the Mask is lifted.

With new acquaintances the Mask is extremely large, as there are vast amounts of information, virtually a person’s whole life story, that have yet to be revealed to you. As two people get to know and trust each other, they will likely feel more comfortable disclosing more intimate details about themselves, enlarging the Arena and reducing the size of the Mask.

On the other hand, there may be parts of a person’s life that they do not wish to reveal to you and may go to great lengths to hide. These are things that they may not want to put into the Arena for various reasons, but not knowing these things will inhibit your ability to fully understand them.

THE BLIND SPOT

The “Blind Spot” represents behaviors or beliefs of which I am unaware but which are clearly observable by others. These are often our natural tendencies that we have become used to but may be holding us back or creating roadblocks to our success. Sometimes these blind spots may appear as our limiting beliefs, where we “know” something is true even though it is not. This belief then becomes a basis for our behaviors essentially creating rules and limitations that exist only in our minds.

Examples of blind spots might include things like a propensity to over-analyze situations or a stubborn streak seen by others but not recognized by the individual. While these things are clearly visible to others, the client is unaware of them.

Every person has their blind spots and a big part of the coaching process involves revealing those blind spots to our clients so that they can understand and address them.

Most people have Blind Spots in more complex areas. For example, you may believe that I talk too much. In our discussions together you may try and avoid questions with potentially long answers for fear that my answer will be excessive. As a result, you ask me less questions and learn less about me. Or perhaps you still ask questions, but quickly tune out my answers.

In either event, the Arena stays small and we can't make the type of connection necessary for quality interactions. If I were aware of this Blind Spot I might be able to temper this behavior and improve our communications.

Moving information from my Blind Spot to the Arena will result in improved communication with you and others. But moving information from the Blind Spot can be sensitive and may require care.

THE POTENTIAL

The "Potential" represents things that neither I know about myself, nor you know about me. The Potential may deal with the future, or possibly with hidden talents of which neither of us are aware.



As a coach, many of our client's challenges will fall into this category. Exploring our client's Potential, allows both the coach and the client to uncover new talents, discover new possibilities, and identify limiting beliefs that are holding them back from achieving their dreams.

After opening the Arena through exploring a client's Mask, the coach will likely spend a significant amount of time exposing the client's Blind Spots and uncovering their Potential.

Johari Window

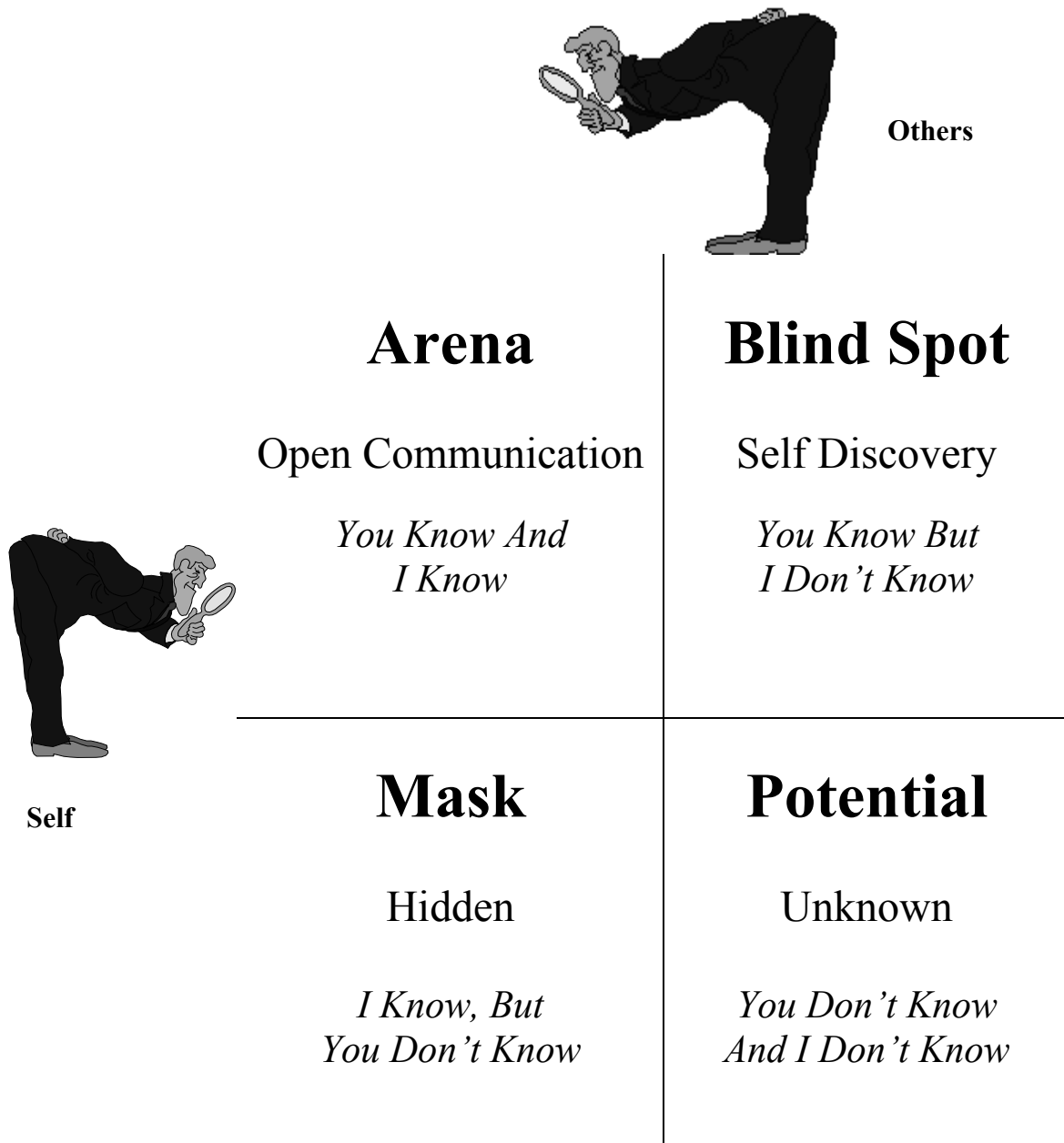
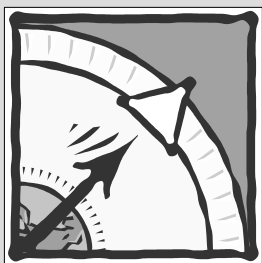


Diagram 13 – The Johari Window

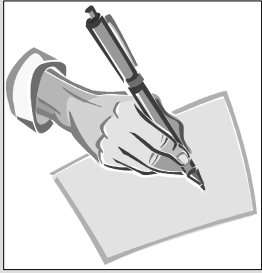


Coaching and the Johari Window

As you become knowledgeable about DISC, you will find that it is a great way to introduce your clients to new possibilities and new ways of thinking. The use of DISC in conjunction with the Johari window creates endless possibilities for fast, efficient, and safe coaching.

As you move through this course, you will be challenged to identify your client's Blind Spots and Potential. You will also be challenged to discover ways of revealing this information to you as coach, and to the client.

We encourage you to introduce your client to the concept of the Johari window and to use the terminology with them in your sessions. Make the client aware of when something has just moved into the Arena. Acknowledge when the client has discovered new abilities or limiting beliefs through their Potential. In short, make the client your partner in understanding him- or herself and in using the Johari window to expand their self-knowledge.



Challenge

Given your current clients, what are some of the blind spots that you are already aware of that you can help your clients discover?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

DISC Model

Understanding The Behavioral styles

Below are brief descriptions of the 4 primary behavioral styles represented by the DISC model. We will be studying the different behavioral styles in more depth to fully understand what drives and motivates them, how they communicate, and the value they add to the team.

THE HIGH D

A DISC profile that shows a High D behavioral style (the Driver) relates to a behavioral style that is direct, demanding, task-oriented and competitive. High D individuals feel a need to be in control, have a high level of energy, and believe that they are in control of the environment around them. High D behavioral styles tend to be results-oriented and are focused on the bottom line.

THE HIGH I

A DISC report that shows a High I style (or Influencing) describes a person of a highly social nature. High I individuals are open, outgoing, people-oriented and have high energy. They are comfortable in almost any social situation and often have a way of finding the limelight, even when they are not looking for it. The High I tends to trust their feelings and they have a high level of self confidence.

THE HIGH S

The High S behavioral style (also referred to as Steady) reflects someone who is warm and personable, but lacking the social confidence of the High I. They are known for their patience and desire to be one of the team. They enjoy the company of others, but are “listeners” rather than “talkers.” The High S style likes to take things slowly and methodically, preferring to maintain the status quo rather than deal with a constantly changing environment.

THE HIGH C

If your DISC profile shows that you are a High C behavioral style (or Conscientious), then you likely present a rational, dispassionate approach to life. The Conscientious style is interested in facts, rules, and practical solutions. The High C rarely acts impulsively and tends to take a long-term view of situations. High C's are planners who like to understand the risk involved in decisions and have ample facts to support any decision they need to make. The High C values structure in their environment, believes in following the rules, and values accuracy in their results.

Diagram 14 (on the next page) is called the “Behavioral Style Chart.” It should give you a general idea of the basic, high-level relationships and differences between the DISC styles. This chart can, and should, be referred to again and again as you study DISC and begin using it with your clients. It is also a great way to introduce new people to the concepts of DISC. In fact, drawing this chart by hand not only illustrates the DISC concepts, but can also be a great way to demonstrate your expertise in working with the DISC model.

**Active
Fast-Paced
Assertive**

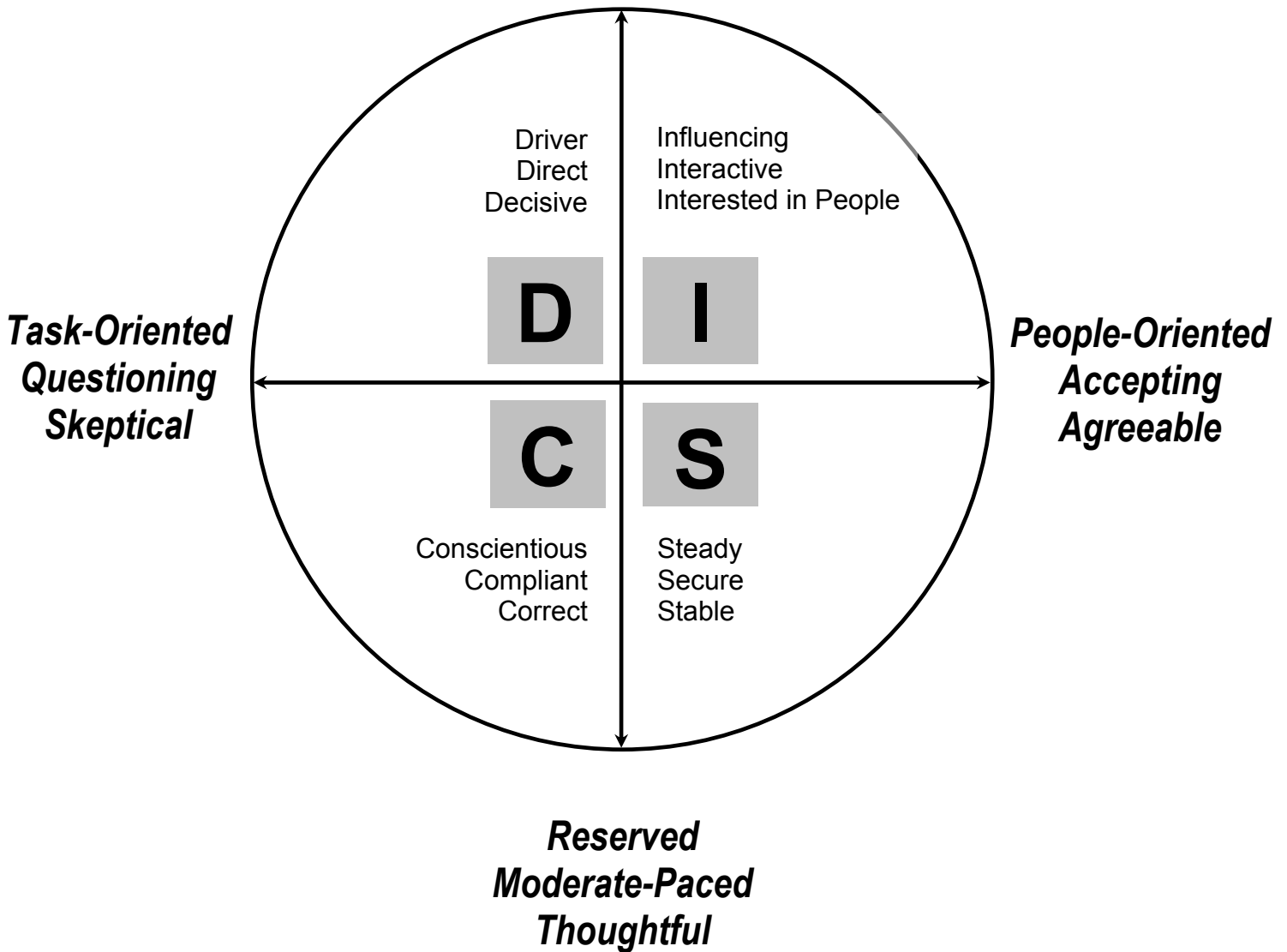


Diagram 14 - Behavioral Style Chart



High D Behavioral Style

Overview

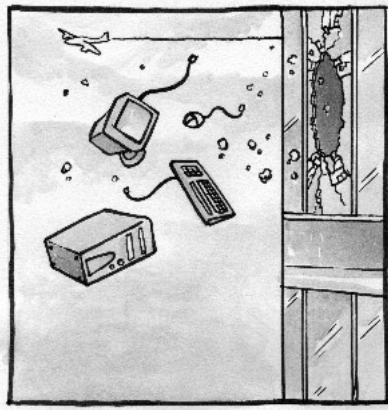
The High D style is very interesting. Making up only a small percentage of the US population (about 3%), it is the style to which many business people and leaders aspire. Drawn to the action-orientation of the High D, and their “get it done” attitude, many leaders try to emulate the High D style.

It's true that the High D's are natural leaders, but it takes more than action-orientation to be a leader. High D's (like all behavioral styles) have natural strengths and challenges of which they must constantly be aware. And, while it's true that High D's get things done, it can sometimes be at the expense of quality, and more importantly, at the expense of people's feelings.

FAMOUS HIGH D BEHAVIORAL STYLES

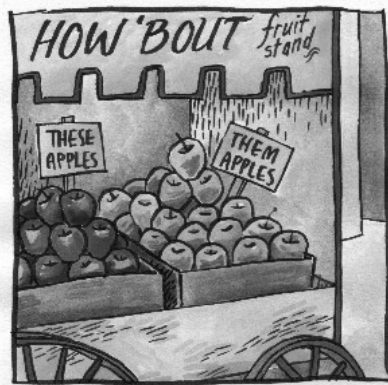
- Al Pacino (actor)
- Robert DeNiro (actor)
- Hillary Clinton (politician)
- Donald Trump (businessman, politician)
- Barbara Walters (television personality)
- Dr. Phil McGraw (television host/therapist)

HIGH D MOVIE QUOTES



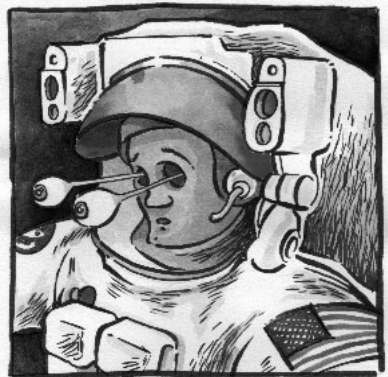
“What do you mean...invalid parameters? 9000 gigs of RAM and it can't answer a simple question!”

- *Earthworm Jim*, 1995-1996



“Do you like apples? Well, I got her number! How do you like **THEM** apples?”

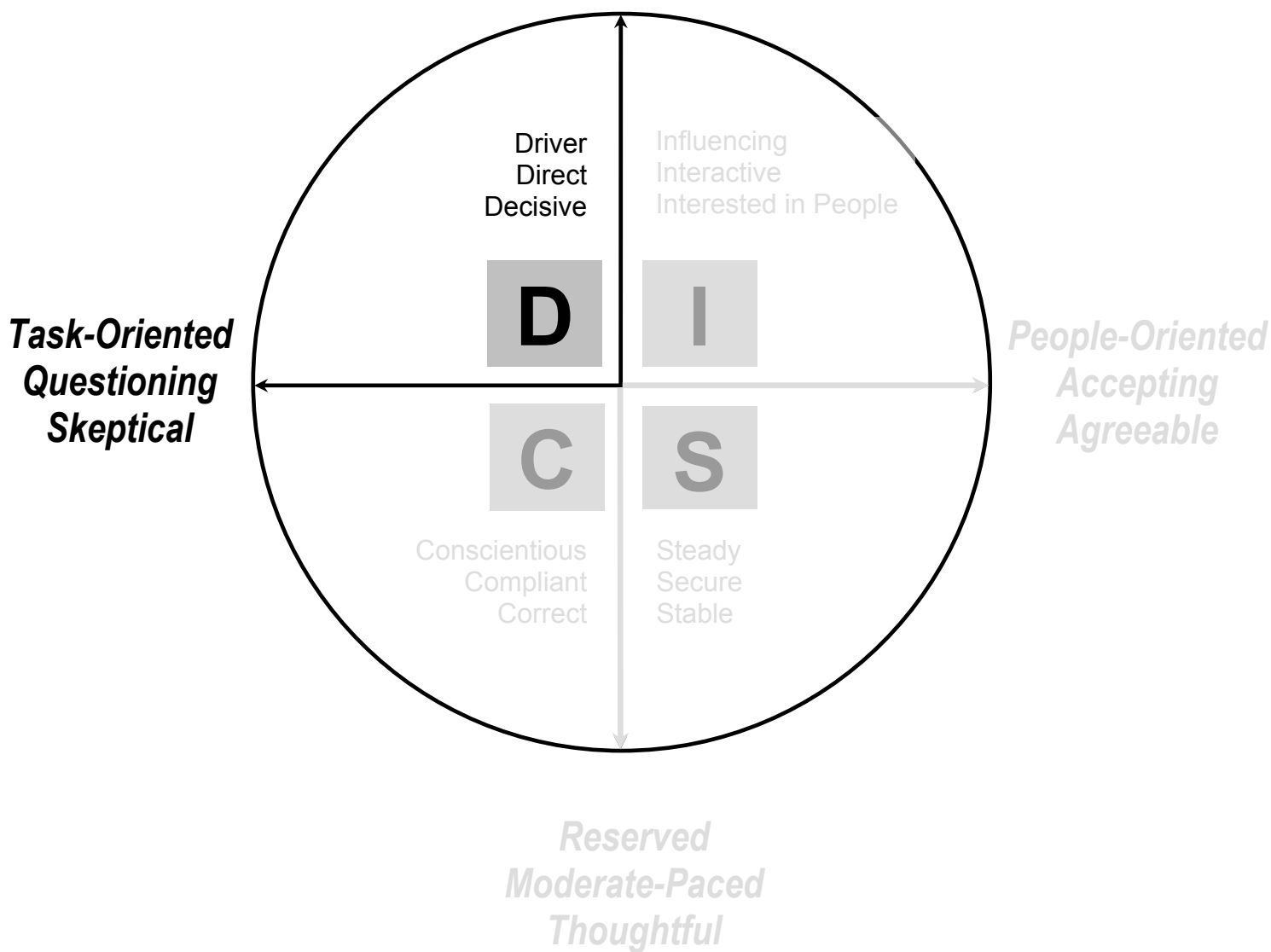
- *Good Will Hunting*, 1997

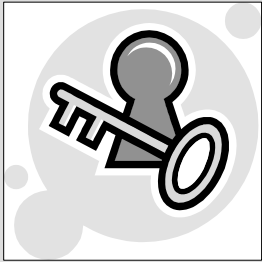


“How dare you open a spaceman's helmet on an uncharted planet! My eyeballs could have been sucked from their sockets.”

- *Toy Story*, 1995

**Active
Fast-Paced
Assertive**





High D Characteristics

High D's like to be given responsibility and will seek out positions of leadership and authority. They prefer to be given a goal or desired outcome and then be left on their own to figure out how the goal will be accomplished.

The High D's consider themselves intelligent (regardless of whether or not this is true) and they have faith in their ability to meet any challenge or task.

High D's prefer to work on their own or to delegate tasks to others. They are not necessarily great team players, although they often make great team leaders. When given a task to do with others, their natural tendency is to assume the leadership role.

Characteristics:

Outspoken
Persistent
Welcomes challenges
Decisive
Self Starter

They often feel they need to take on this role because they feel more confident in their own abilities than other people's abilities. Their task-orientation generates results; often times LOTS of results. But that does not necessarily translate into quality results.

The High D views their own mistakes as part of the process. They don't take their failures personally, but view them as a learning process. They are not always as generous with the mistakes of others. In either case, they quickly move on.

They view themselves as natural leaders and don't understand if others are chosen to lead. They can unintentionally sabotage authority because they don't like being given orders; they much prefer to give them.

They feel they should be in charge and making the decisions, because they feel their way is always better. High D's will usually end up in management and leadership positions, self-employed, or in charge of an organization that has a bit of room to move unsupervised.

High D's are generally confident people and often make decisions quickly. They process information rapidly, trust their gut reaction to challenges, and are anxious to move ahead.

Natural multitaskers, they can often be found juggling several projects and priorities, readily moving between them. However, as priorities change, D's will put additional focus on a new priority and back away from other tasks. It can be difficult for them to follow something to its end because they may get bored with the details.

They can start a task or project without really knowing where they are headed because of their propensity to dive into the action. They just want to get in and do it. When you want something done in a hurry, give it to a High D.

They like to do a lot quickly, which sums them up fairly well. High D's work hard to achieve and produce results. Sometimes they just don't stop to look and see if they are really producing or achieving anything. They don't slow down long enough to see if they are making real progress.

At Their Best:

Driving for
efficiency
Participating
Directing
Making direct
comments
Producing results

At Their Worst:

Alienating by
being forceful

Not letting
people catch up

Making snap
decisions

Killing creativity

Unaware of
group dynamics

The typical High D style embraces change in both their personal and professional life. Their motto might be, “If it isn’t broken, now is the time to fix it”. They constantly look for ways to make things faster and more efficient. They consider change a constant in the environment and consider most changes to be relatively minor, regardless of their actual scope or impact.

They like to be in control of their own lives and make their own decisions. They believe that they are the best person to decide what should go on in their personal or professional life. They will actively rebel if they believe that someone else is trying to make their decisions for them.

Naturally competitive, the High D can turn even the simplest tasks into “games” where there is a winner and a loser. This competitive nature may serve them well in the business world, but can alienate those around them who aren’t interested in win-lose situations.

High D’s can seem too powerful or come on too strong for other people. They are confident, outspoken, and say what they believe. This may offend others and may cause High D’s to be viewed as arrogant. This does not mean that they are arrogant, it’s just the way they express themselves.

It is still possible for the High D to have effective relationships with each of the other behavioral styles. High D’s are focused on results and will look for ways to bridge the gaps between themselves and others if it helps them achieve their goals. An emotionally intelligent, well-rounded High D can rally the troops around clear goals, and bring out the best in every behavioral style.



Biggest Fear:

Being taken
advantage of

Natural Emotion:

Anger

Natural Fear And Emotion Of A High D

Like all behavioral styles, the High D has a natural fear. The fear ties directly into their core style and tendency to trust themselves first.

Naturally skeptical and questioning, the High D finds it difficult to trust others, until that trust has been earned. This skepticism relates directly to their fear of being taken advantage of.

This same lack of trust and skepticism is shown in the natural emotion of a High D as well. High D behavioral styles are quick to anger and move in and out of that emotion very quickly. In other words, while a High D may get angry about a situation, they will also quickly move past their anger in an attempt to get the desired results.

Similarly, a High D does not necessarily hold a grudge about every issue that makes them angry. They may clearly separate their anger about an issue or situation from anger at the person behind the situation.

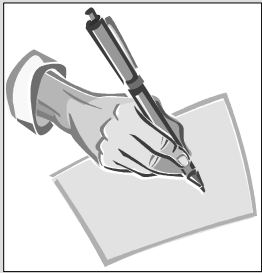


Natural Priorities Of A High D

The High D has 3 main priorities: Obtaining Results, Action-Oriented (shared with the High I), and Challenging the Status Quo (shared with the High C). These priorities will directly impact their motivators and stressors which, in turn, drive their actions.

Given these priorities, the High D finds motivation in such things as having authoring, working towards challenging goals, and applying critical thinking skills to create unique solutions.

Likewise, these same priorities can create stress for the High D if they find themselves being forced to keep their opinions to themselves, lacking control over a situation, or being required to move at a more deliberate pace than they prefer.



Challenge

Given your coaching niche, what characteristics would you expect to see from a client with a High D behavioral style?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

What specific challenges should you expect to encounter with a High D client?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Coaching The High D

There is a lot of room here for coaching the High D on personal development. The High D's action-orientation makes them ideal candidates for self improvement.

Once they have identified a need for change, they will eagerly identify actions for improvement. Because they embrace change so readily, it becomes easy for them to incorporate coaching changes into their lives.

BLIND SPOTS

Blind spots create great opportunities for coaching your clients. Some common blind spots for High D individuals include:

1. Lack of focus on quality
2. Lack of trust
3. "Wearing their emotions on their sleeve"
4. _____
5. _____
6. _____



OPPORTUNITIES FOR COACHING

1. Relationship building
2. Focus on quality
3. Trusting others
4. Communication awareness
5. Understanding their limitations
6. Controlling their emotions
7. Understanding their impact on others
8. Recognizing the value in others
9. Prioritization
10. Follow-through
11. Being less competitive
12. Allowing others to lead, when appropriate
13. _____
14. _____
15. _____

16. _____
17. _____
18. _____
19. _____
20. _____



COACHING TIPS

1. Be direct
2. Keep session fast-paced
3. Don't make small talk
4. Challenge them to do more
5. Encourage them to write down their goals
6. Provide accountability
7. Encourage written Action Plans
8. _____
9. _____
10. _____



COACHING QUESTIONS

1. What are you going to do?
2. Are there other alternatives?
3. When can you have this complete?
4. Is there an upside to this problem?
5. Who else will this impact?
6. Who else needs to be involved in this solution?
7. _____
8. _____
9. _____
10. _____



High D Interaction

A High D does not, generally, interact well with others. They give orders and like to take control and this can detract from their relationships.

While a High D likes to lead the team, they may not do as well when they are asked to play with the team. High D's have no problem visualizing themselves leading others, but they do not readily see themselves in the role of follower.

The action/task-orientation of the High D should not imply that D's are devoid of any people-orientation. Instead, the High D tends to think "Tasks First and People Second."

Communication Style:

Direct and to the point

No fluff

No "warm and fuzzy"

High D behavioral styles are very direct and to the point. This bluntness may be viewed by others as condescending or rude. Their directness can be mistaken for an "I don't care about you" attitude.

Part of the issue with the High D communication style is that they may use 25 words to communicate their thought. But human beings hear things at about 175 words per minute.

So the receivers of these communications often times will fill in the other 150 words with what they think the High D meant, based on their perception, the perceived tone, the body language, or their personal history with that person.

And the words they fill in do not necessarily match the words the High D really meant or the emotions they were trying to convey. Hence, the High D type is often misunderstood, not in their directions but in their underlying thoughts.

Let's take a look at how High D's view others and how that impacts their interactions.

THE HIGH D AND THE HIGH D

When interacting among themselves, High D's will quickly decide if they like or dislike each other. When two High D's like each other they will interact very positively, with each understanding their role in the relationship. They can get along well and get a lot accomplished if they respect each other.

However, if the two High D's do not like each other, they will compete and create win/lose scenarios to determine who is in control. This can make for a very uncomfortable situation with others in the group.

THE HIGH D AND THE HIGH I

The High D/High I interaction can be challenging due to the lack of task-orientation of the High I. The High I tendency to be personal and talkative doesn't sit well with their High D counterparts. While the High I and the High D both are active and involved, they don't see eye to eye about how to lead. Due to the "over the top" enthusiasm and optimism of the High I, the High D may view them as lacking substance.

A High D can sabotage or undermine the authority of a High I and not be at all worried about it affecting their popularity. While the High I likes to have fun working with a group, the High D isn't interested, or at least not to the same degree.

THE HIGH D AND THE HIGH S

While the High D and the High S are opposite styles, they can still interact very effectively. High D's like the fact that the High S will do what they are told and won't necessarily ask a lot of questions. This serves the High D's need for control and task completion.

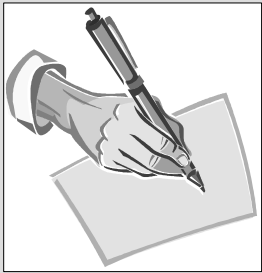
High D's like confident people as they can relate better to them. The High D may mistake the natural reserve and steadiness of a High S with a lack of confidence. This mismatch may create a situation where the High D dominates the High S.

The High D can benefit from the planning skills of the High S and will use that skill to their own advantage. Since the High D decides things quickly, mostly by trusting their instincts, the High S can provide balance by helping identify necessary facts.

THE HIGH D AND THE HIGH C

A High D works well with a High C. Neither needs to be friendly while they work, so they get the job done. The two behavioral styles compliment each other very well. A High D likes to delegate and the High C's natural task-orientation makes them open to completing the work.

One source of conflict between the High D and the High C lies in the details. The High D is not detail-oriented, while the High C has an overwhelming desire for detail and correctness. This need for detail can be irritating to a High D who just wants the task completed.



Challenge

What relationship challenges would you expect a client with a High D behavioral style to experience?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Coaching The Interaction

There is a lot of room here for coaching the High D on developing relationships with their peers, subordinates, and bosses. With their natural focus on results, they need to be more aware of the need for personal interaction with others.



OPPORTUNITIES FOR COACHING

1. Relationship building
2. Trusting others
3. Communication awareness
4. Controlling their emotions
5. Understanding their impact on others
6. Recognizing the value in others
7. Open communication
8. Communicating appreciation
9. Expressing appropriate emotions
10. Demonstrating patience
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____



COACHING TIPS

1. Be direct
2. Keep session fast-paced
3. Don't make small talk
4. Encourage them to view events from others' perspectives
5. Challenge them to interact with others outside of business topics
6. _____
7. _____
8. _____
9. _____
10. _____



COACHING QUESTIONS

1. What style are you dealing with?
2. What are their natural communication tendencies?
3. What might their expectations for your relationship be?
4. How might your actions and/or communications be perceived by others?
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Characteristics Of The High D

Descriptors	Value To Team	Limitations
*Adventuresome *Autocratic *Bold/Outspoken *Competitive *Daring *Decisive *Direct *Embraces Change *Focused/Determined *In Charge *Innovative *Multi-Tasker *Optimistic *Persistent *Problem Solver *Results-Oriented *Risk Taker *Self Confident *Self Starter *Welcomes Challenges	*Bottom Line-Oriented *Challenge-Oriented *Competitive - Wants To Win *Drives To Deadlines *Honest Assessments *Initiates Tasks *Innovative/Pioneering *Leader/Takes Control *Likes To Make Decisions *Questions Assumptions *Solution-Oriented *Takes Action and Gets Immediate Results *Values Time *Will Take Risks	*Can Be Argumentative *Doesn't Know When To Quit *Doesn't Acknowledge Communications *Impatient With Poor Performance *Impetuous, Doesn't Think Things Through or Consider Options *Lack of concern for others *Misses Routine "Thank You's" *Opinionated *Sarcastic *Too Busy For Family And Friends *Appears Unsympathetic And Cold
Biggest Fear	Emotion	Decisions
Being taken advantage of; Loss of control in their environment	Anger	Decides quickly
Priorities	Motivated By	
Challenge; Results; Action	Challenge; Power and authority; Direct answers; Opportunities for individual accomplishment; Freedom from direct control; New and varied activities	

How The High D Views Others

D	I	S	C
If there is mutual respect, views another High D as driven, aggressive, and optimistic. Will gladly follow if he views the High D as strong and competent. If mutual respect does not exist, views another High D as dictatorial, domineering, arrogant, and incompetent.	Views the High I as superficial, glib, overly optimistic, and unfocused. Often views the High I as a salesman who is without substance and is focused solely on the limelight. Is not impressed with the popularity of the High I as he considers it irrelevant.	Views the High S as somewhat impassive, slow to react, and overly cautious. Wants the High S to show more backbone and identify and fight for their beliefs. The High S is, in many ways, the opposite of the High D. Still, the High S makes good followers for the High D.	Likes the task focus of the High C, but wants quicker decisions. Tends to view the High C as an impediment who won't make a decision. Believes the High C is too cautious and worried about minute, immaterial details.



High I Behavioral Style

Overview

The High I style is very energetic and upbeat. And, while highly visible, they make up only 17% of the US population. They are excellent communicators and have a “way with words.” They rely heavily on their natural charm and enthusiasm. These traits, coupled with their natural charisma, make them highly popular.

High I’s are often viewed as leaders. Their natural communication skills and engaging behaviors make them the focal point in many situations. They are creative thinkers and a constant source of new and exciting ideas. However, because they lack the task-orientation of a High D or a High C, their follow-through is sometimes lacking.

FAMOUS HIGH I BEHAVIORAL STYLES

- Jim Carrey (comedian/actor)
- Oprah Winfrey (television personality)
- Eddie Murphy (actor/comedian)
- Steve Martin (actor/comedian)
- President Bill Clinton
- Terry Bradshaw (ex-football player/analyst)

HIGH I MOVIE QUOTES



"I am the Can Do King!"

- *Just Shoot Me*, 1997-2003



"Good morning. Oh...and in case I don't see ya, good afternoon, good evening, and good night."

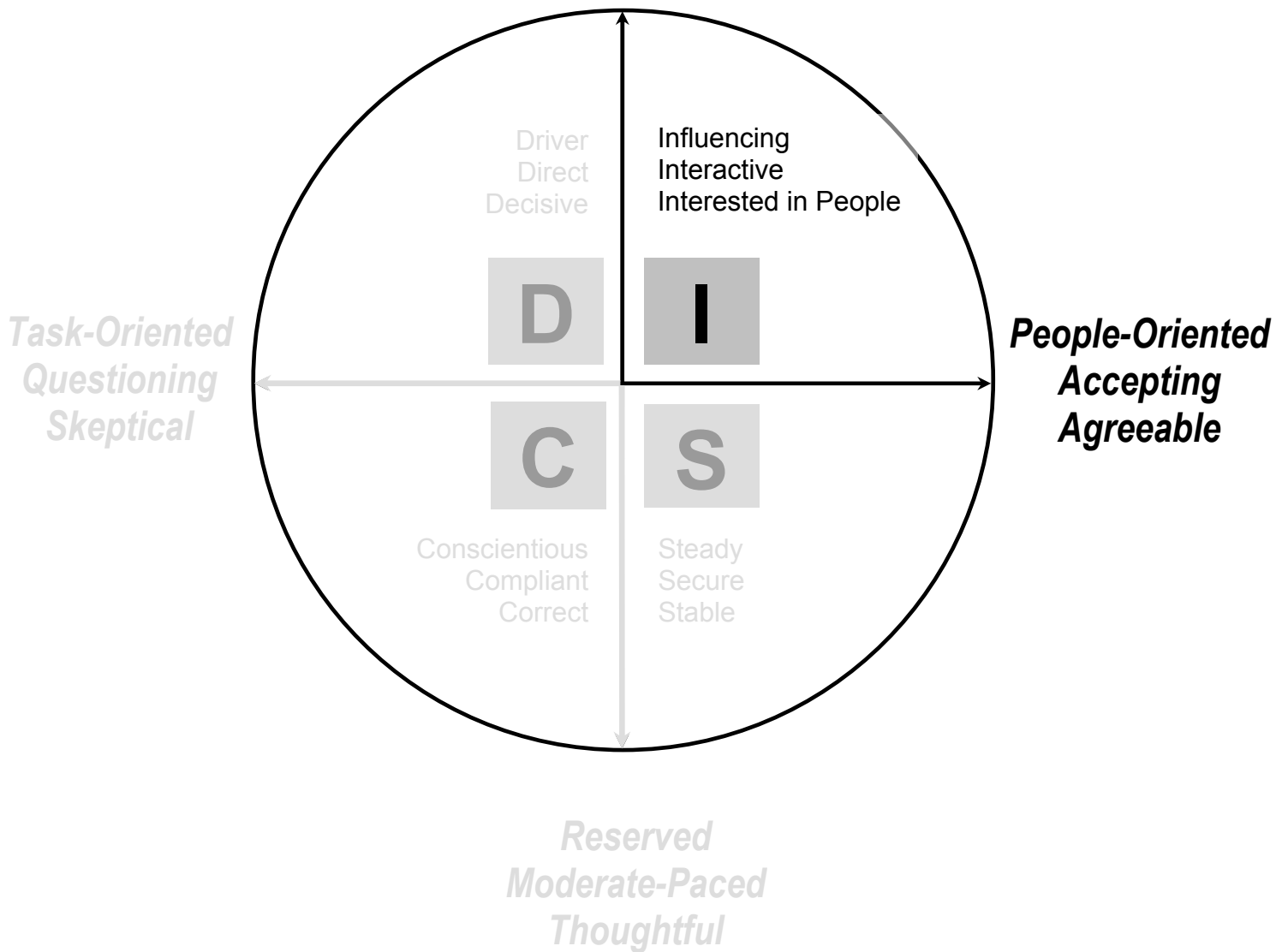
- *The Truman Show*, 1998



"It's perfect! I won't have to change this at all!!!"

- *The Jerk*, 1979

Active
Fast-Paced
Assertive





High I Characteristics

High I's like to have fun and be popular. They are always "up" for something new and seek out others to share their excitement. They won't be interested in any situation (job, party, date ...) for long, if they are not allowed to enjoy themselves.

They are often early adopters and trend setters, venturing into new horizons with trends, technology, and fashion. They want to be liked and admired by those around them causing them to over-commit themselves. The High I can be recognized by their outgoing and very energetic manner.

High I's are eager to get along with people, avoiding confrontation and using their charm to disarm others. Naturally trusting, the High I will trust others indiscriminately, which can sometimes lead to disappointment.

They tend to gloss over problems to reduce their stress. When confrontation cannot be avoided they want to make it quick and painless, moving on as soon as possible. They don't want to be reminded of past problems, preferring to view the possibilities of the future versus the challenges of the past.

Like the High D, the High I style is often viewed as a leader. Because of their bubbly and outgoing behaviors, they often attract attention to themselves and possess the natural confidence to make others want to follow them.

Characteristics:

Enthusiastic
Popular
Fun
Charming
Confident

At Their Best:

Participating
Creative
Talking
High energy
“Cheer leading”
Supporting

The leadership style of the High I is naturally inclusive as they like working with big groups and want to involve as many people as possible. They are excellent at creating and communicating a big picture vision, but not nearly as strong at executing the steps necessary to turn the vision into reality.

The High I style will make decisions quickly, basing those decisions on their gut feel of the other people involved. As noted above, their trusting nature may mean that they are making decisions without checking the necessary facts, sometimes trusting the wrong people.

With their natural enthusiasm and desire for fun and excitement, the High I's often avoid detail. They consider themselves to be “big picture” thinkers and would prefer to delegate details to others, if they think of them at all. This lack of detail-orientation, along with their natural outgoing style, means that the High I will seldom work alone, preferring to work with others in a fast-paced, energetic environment.

High I's are loud and boisterous and can be recognized by their cheery and outgoing disposition. They are passionate individuals and wear their emotions on their sleeves. They actively engage you and usually use a lot of tonal changes in their voice. They talk a bit louder than most other styles, and if you joke with them they will visibly or audibly respond.

The High I is relationship-focused and will go to great lengths to build bridges. They often surround themselves with other High I and High S behavioral styles, because the relationships are easier to manage. But an effective High I, realizing they lack a task focus, will often rely on a High D or C to manage their tasks for them.

At Their Worst:

Don't stop
talking

Don't listen

Don't take time
for details

"Blue-skying"

Unrealistic

Creative and innovative thinkers, the High I's are not bound by the artificial limits some styles impose. As big picture thinkers, thinking outside the box for them is as natural as breathing. In fact, the High I may get so deeply into the creative mode that they may not even be aware that the box exists in the first place.

The most common problem the High I faces is that they are unaware of how they are perceived by other behavioral styles and don't understand why their charm does not always get the results they want or expect. While they are excellent at communicating to others, they are not good natural listeners. They are often so focused on what they will say next that they don't pay attention to the responses from their last statements, or the views of others around them.

In one on one discussions, the High I style may often appear distracted as they are constantly scanning the room to see who else they might know and speak to. While High I's view themselves as "people-people," others may view them as easily distracted, self-centered, and shallow.

High I's make good salespeople because they make good connections; readily meeting and talking with new people. Since they are not shy, they will eagerly approach new customers, in the hopes of creating a new relationship. However, they can be too personal too quickly and this may annoy some people.

High I's are persuasive and can be excellent communicators. This allows them to readily motivate and energize those around them. High I's can be good team leaders because they create a positive and motivating work environment. They readily praise others for good work.

However, they are prone to superlatives; often overstating their case dramatically. In addition, their style can also cause them challenges in leadership positions, because they won't want to put people off or make changes that will make them unpopular with other team members.

As a leader, the High I tends to overestimate people's abilities and may be oblivious to the shortcomings of others.

Natural Fear And Emotion Of A High I



The natural fear of the High I ties directly back to their outgoing style. Since they have a strong desire to have fun and be popular, they are constantly concerned about what others might think of them.

Biggest Fear:

Not being liked

They have a need to be liked and the fact that someone might not like them can cause them great distress. This fear of not being liked drives the way they approach and deal with people, avoiding conflict and trying to charm others.

Natural Emotion:

Optimism

High I's are naturally optimistic and can always see the opportunities where others see challenges. This optimism can be very positive and contagious, or it can be viewed as misplaced and unrealistic.

This natural optimism can cause the High I to gloss over major problems with simplistic solutions.

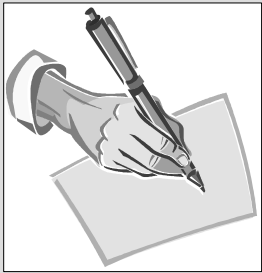


Natural Priorities Of A High I

Like the High D, the High I has 3 priorities: Action-Orientation (shared with the High D), Generating Enthusiasm, and Valuing Collaboration (shared with the High S). These priorities have a direct impact on their motivators and stressors which, subsequently, influences their actions.

Given the above priorities, the High I finds motivation in creating a lively and engaging environment, initiating change, and being a leader in group activities.

For the High I, stress is generated when having to provide negative feedback, working in an overly structured environment, and being forced to work at a more deliberate pace.



Challenge

Given your coaching niche, what characteristics would you expect to see from a client with a High I behavioral style?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

What specific challenges should you expect to encounter with a High I client?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Coaching The High I

The High I can be a challenging coaching client. Since they are naturally optimistic, they may have an unrealistic view of their need for development or their rate of progress. One significant challenge of coaching the High I is that they can lose focus easily. So while they may start down one path of coaching, distractions can easily lead them off into unrelated and possibly unimportant topics. In addition, they often need to be shown or given examples of how other behavioral styles react to them to grasp the concepts.

BLIND SPOTS

Blind spots create great opportunities for coaching your clients. Some common blind spots for High D individuals include:

1. Being overly optimistic
2. Having unrealistic expectations
3. Poor listening skills
4. _____
5. _____
6. _____

OPPORTUNITIES FOR COACHING

1. Making deeper connections with people
2. Focusing on one thing at a time
3. Not being quite so trusting
4. Listening skills
5. Understanding their limitations
6. Expressing appropriate levels of emotions
7. Understanding their impact on others
8. Taking a more realistic (less optimistic) view of others' abilities
9. Prioritization
10. Follow-through
11. Focus on results
12. Not over committing
13. _____



14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____



COACHING TIPS

1. Make a personal connection with the client
2. Give them opportunity to talk, but keep discussion focused and relevant
3. Acknowledge and recognize the client
4. Affirm them
5. Help them see the need for details
6. Don't undervalue their opinion
7. Make coaching fun
8. Create written Goals and Action Plans
9. _____
10. _____



COACHING QUESTIONS

1. What could go wrong here?
2. Is this actually going to work?
3. Is this practical?
4. Does it really matter what others think?
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



High I Interaction

The High I tends to think “People First and Tasks Second.” Their focus will be on the people involved and how a situation affects those people. For this reason, the other styles can be frustrated by their lack of attention to tasks, details, schedules, and priorities.

In general, High I’s get along fairly well with most styles. However, the High I can be seen as overly enthusiastic by all the other styles. They might say, “Chill out. You come on too strong and annoy people.”

Similarly, in their desire to relate to other people, the High I may come across as talking too much, and not listening.

Communication Style:

Inclusive
Personal
Upbeat

Because High I’s are persuasive and excellent communicators, they can easily motivate and energize those around them.

The HIGH I AND THE HIGH D

The High I views the High D as overly task-oriented and domineering. They believe that the High D would be more effective if they would lighten up and enjoy the people around them.

They take the short, direct answers of the High D to be uncaring and unsympathetic. The High I will continue to try and charm the High D, with limited or no results. This causes confusion for High I’s, who are used to getting their own way.

The HIGH I AND THE HIGH I

High I's are engaged and engaging. When two High I's meet, the conversation is loud and fast-paced. You will hear laughing and talking, both signs that the High I's are having a good time. Listeners may have problems following the conversation of High I's, as subjects and topics may change rapidly. Others who try and join the conversation may find it difficult to get a word in, as there are very few pauses in the conversation.

The HIGH I AND THE HIGH S

High I's generally like the High S's and get along well with them, because of their people-orientation. However, High I's can be frustrated with the reserved nature of the High S because, to the High I, the High S appears to be unmotivated and lacks enthusiasm. They may wish that the High S would be more bubbly and outgoing, sharing the enthusiasm of the High I.

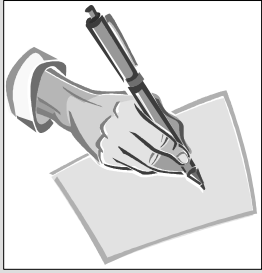
The HIGH I AND THE HIGH C

A High C and High I are an interesting combination. While they can work well together, they may struggle in relationships due to their opposite nature:

- a High I is active, while a High C is reserved
- a High I is people-oriented while a High C is task-oriented

These traits can be the source of a lot of conflict. High I's view the big picture and believe the High C's focus on unimportant details. High I's focus on the people side of the equation and want the High C's to be more open, have more fun, and focus less on the tasks.

In many ways, these two styles are complimentary, if both sides can understand the value the other brings to the relationship.



Challenge

What relationship challenges would you expect a client with a High I behavioral style to experience?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Coaching The Interaction

The biggest challenge in coaching relationships with the High I style is their lack of awareness of how others view them. They view themselves as everyone's best friend and confidant, while others may take a more judicious view of the relationship.



OPPORTUNITIES FOR COACHING

1. Deepening relationships
2. Listening more intently
3. Giving attention and focus to the other person
4. Teaching them to ask questions about others
5. Letting others be the center of attention
6. Relating to others without sharing their own story
7. Tempering their natural enthusiasm
8. Communicating sincere and honest appreciation
9. Expressing appropriate levels of emotions
10. Limiting their use of inappropriate superlatives
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____



COACHING TIPS

1. Show them you care about them
2. Listen to their stories, but keep discussion focused and relevant
3. Provide focus for specific challenges
4. Help them understand what others want
5. Use small talk to build trust
6. Challenge them to shorten conversations and stay on topic
7. Help them see the value in others
8. _____
9. _____
10. _____



COACHING QUESTIONS

1. What style are you dealing with?
2. What are their natural communication tendencies?
3. What might their expectations for your relationship be?
4. How might your actions and/or communications be perceived by others?
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Characteristics Of The High I

Descriptors	Value To Team	Limitations
*Accepting *Boisterous *Charming *Confident *Convincing *Creative *Enthusiastic *Entertaining/Humorous *Expresses Emotions *Fun Loving *Inspiring *Motivating *Optimistic *Persuasive *Popular *Sociable *Spontaneous *Trusting	*Big Picture-Oriented *Creative Problem Solver *Expresses Themselves Well *Handles The Unexpected *Inclusive *Innovative *Motivates And Encourages Others *Negotiates Conflict *Optimistic About Future *Participatory Leadership Style	*Disorganized *Doesn't Listen Well *Glosses Over Problems *Impulsive *Lacks Follow-Through *Overly Optimistic Assessments Of Peers and Subordinates *Persuasive, Even When Wrong *Trusts People Indiscriminately *Values Communication Over Results
Biggest Fear	Emotion	Decisions
Not being liked/social rejection; Disapproval; Loss of Influence	Optimism	Decides quickly; Trusts instincts
Priorities		Motivated By
Action; Enthusiasm; Collaboration		Social recognition; Group activities; Relationships; Freedom of expression; Freedom from control and details

How The High I Views Others

D	I	S	C
Views the High D as domineering, arrogant, nervous, dictatorial, and possibly argumentative. Doesn't like being told what to do. Confused when their charm doesn't have expected impact on High D	Views other High I individuals as interesting, stimulating, and charismatic. Quickly develops rapport with other High I behavioral styles and wants to share common experiences and acquaintances. Will strive to impress each other.	Views the High S as friendly but slow moving. Looks at the High S as someone who needs to be motivated. Is frustrated by the relative lack of emotion from a High S.	Views the High C as overly dependant on others, defensive, and cautious to the extreme. Views the High C as a roadblock since the High C is focused on details, not the big picture. The High C is the opposite of the High I in many ways. None the less, the effective High I understands the value of the High C's attention to detail.



High S Behavioral Style

Overview

The High S behavioral style is, in many ways, the most pleasing style. They are people-oriented, but naturally thoughtful and reserved; meaning that they want to get along with others around them. Friendly, family-oriented, and team players, the High S is generally liked by the other styles. The High S behavioral style makes up 69% of the US population, so this is truly the most common style.

The High S is a natural follower, very content being part of the parade but not the leader. They do not seek the limelight, nor are they comfortable in it. They are hard working and industrious, but first must be given direction as to what needs to be done. They want to get along with others and will go to great lengths to avoid conflict and ensure harmony.

FAMOUS HIGH S BEHAVIORAL STYLES

- Michael J. Fox (actor)
- Ron Weasley (Harry Potter's friend)
- John Denver (singer)
- Mr. Rogers (television personality)
- Sheriff Andy Taylor (Mayberry)
- Peyton Manning (sports figure)

HIGH S MOVIE “QUOTES”



“I’m a MOG. Half-man, half-dog.
I’m my own best friend!”

- *Spaceballs*, 1987



“It’s just that I’m a water boy. The
team gets thirsty, and I bring them
the water. They-They need the
water, and I likes to be the one
that brings it to them.”

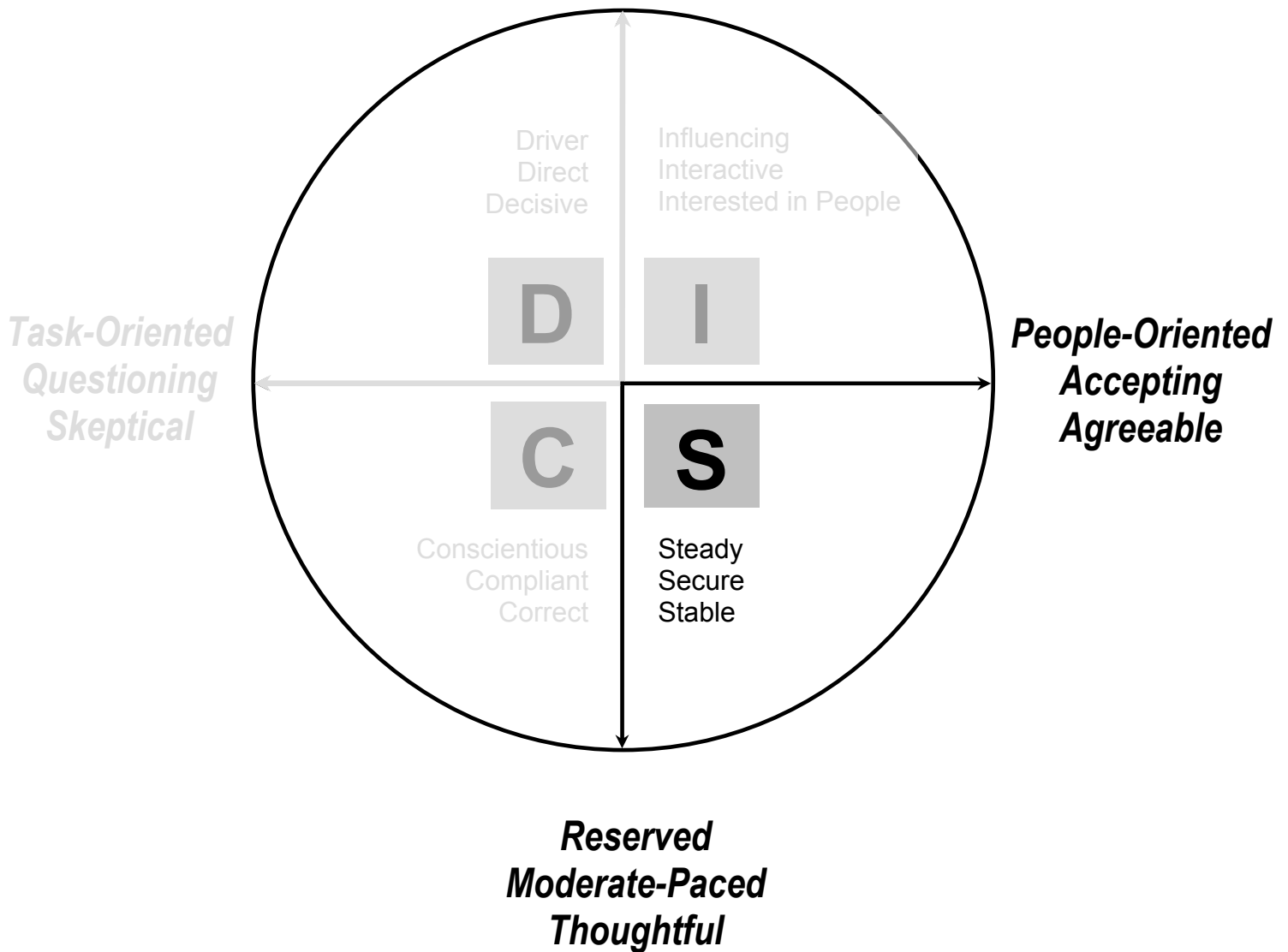
- *The Waterboy*, 1998

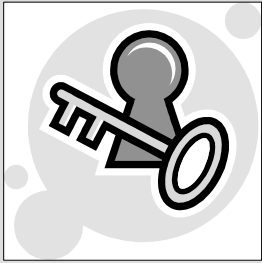


Hi Ho, neighbor.”

- *Home Improvement*, 1991-1999
(with apologies to Walt Disney)

*Active
Fast-Paced
Assertive*





High S Characteristics

High S's are steady people. They enjoy familiar surroundings and familiar people that they are already comfortable with. They tend to be consistent in many areas of their lives, including participating in the same activities, reading works from the same authors, and spending time with their small band of close friends.

They are well liked by all styles because they are friendly, easy-going, and non-confrontational. People admire their patience and ability to remain even-tempered. To the extreme, the High S will always visit the same restaurants, watch the same TV shows, and perform tasks in exactly the same ways. Others may find this consistency to be tedious and boring, since little or no variation is tolerated.

Characteristics:

Friendly
Team player
Good listener
Dependable
Realistic

They are good team players and are willing to work on most tasks. They prefer to work with others but when necessary can work on their own. They will place their personal goals and ambitions behind those of a team or organization that has gained their trust. They value collaboration and cooperation, believing that more can be accomplished with a team than by an individual.

They like to work toward consensus and maintain team harmony to create a positive working environment. Of course, working toward consensus can be very time consuming, slowing down the team or progress in general.

At Their Best:

Friendly
Supportive
Agreeable
Paying attention
Good listeners
Tolerant
Peace makers

The High S likes to work with others and usually considers their point of view. They are even tempered, natural team players, and like to have a good working atmosphere. They will often employ other High S's, High C's and High I's. They have concern for their fellow team members and will watch out to make sure that all members of the team are happy and content.

The High S is relationship-focused, much like the High I, but lacks their action-orientation. The High S is a follower in search of a leader and will look to both the High D and the High I to provide that leadership. For the relationships to be effective, the leader must provide the High S with a sense of stability, even in a changing environment, and must provide a clear sense of direction.

The High S doesn't like to rush things. They like to plod along, thinking things over before taking action. They can get in and work hard just like anyone else, as long as they don't have to make any major decisions or do anything that requires them to change personally.

Left on their own, the High S will lead a happy but passive lifestyle. They will often take the path of least resistance, with little focus on personal goals and accomplishments. This may require some outside motivation from the leader to encourage action from the High S.

On the other hand, their team focus allows them to take pride in the work accomplished by the team, rather than by themselves. The High S also has a strong family-orientation and will look for ways to balance their business and personal workloads. They laugh easily and like to be with close friends.

The friendly nature of the High S provides them with the natural ability to build good rapport with those around them. The High S is sincere and genuine. They are good listeners, making and holding eye contact in most conversations.

At the extreme, the High S may become a “people pleaser” putting their own needs behind the people around them. Over time, this can turn into a situation where others take advantage of the High S, and the High S, in turn, becomes resentful.

At Their Worst:

Go along with
what they don't
believe

Being a silent
martyr

Checking out

Passive-
aggressive

Organization is very important to the High S because it provides order to their world, allowing them to be consistent in a constantly changing world. Being steady and stable, the High S is resistant to change and will often go to great lengths to keep things consistent and maintain the status quo in their life.

Change comes to them slowly and steadily and usually only when they believe there is very good reason. When change is introduced too quickly to the High S, their reaction will likely be a passive-aggressive resistance that can inhibit or even sabotage the change itself. Hence, it is important to get the buy-in of the High S when making even minor changes to their environment.

The High S will make decisions slowly based on their interpretation of the facts. A constant concern of the High S is whether or not a decision will lead to, what they consider to be, unnecessary turmoil in their life. They like to have facts presented to them in a logical fashion, allowing them to make informed decisions.

Their decisions tend to be conservative, aimed at reducing risk and providing small gains, rather than taking bigger risks for potentially bigger gains. The last thing the High S wants is to create upheaval or turmoil in their world.

While not a natural leadership style, the High S can be a very effective leader in the right environment. Their style of leadership is calm, team-based, and participatory.

They are naturally patient and empathetic, making them ideal candidates for established teams that are not heavily production-oriented. In a production environment, the High S may lack the internal drive to strive to achieve higher production goals.



Biggest Fear:

Change

Natural Emotion:

“Masks” or
downplays their
emotions

Natural Fear And Emotion Of A High S

The natural fear of the High S is the fear of change or instability. The High S requires safety and stability in their life and will go to great lengths to avoid situations or decisions that will lead to change.

The High S is so afraid of change that they will often stay in a bad situation, facing the devil that they know, rather than change to something new and face the devil that they don’t know.

The High S is often described as non-emotional. In fact, this is incorrect. The High S does have many emotions, but they are not on display for all to see. The High S takes pride in the fact that they don’t go to extremes in their emotions, but are always “under control.”

The High S believes that they are being quite clear in expressing themselves. However, because they do not verbalize their emotions, or show extremes through their actions, others may not be aware of what the High S is feeling.

As you might imagine, this can be a source of conflict that grows over time, leading to heated discussions or arguments that make the High S very uncomfortable.

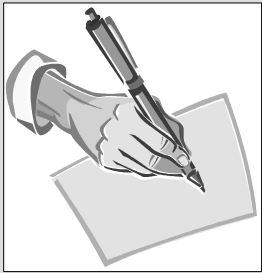
Natural Priorities Of A High S

As with the High D and High I styles, the High S has 3 main priorities: Valuing Collaboration (shared with the High I), Providing Support, and Maintaining Stability (shared with the High C). These priorities will directly impact their motivators and stressors which, in turn, shape the actions of the High S.

Given these 3 priorities, the High S finds motivation in working in a team environment, being approachable and helpful, and having established procedures to follow.

Stressors for the High S include working in a tense or chaotic environment, dealing with difficult people, or being forced to work in a non-collaborative way.





Challenge

Given your coaching niche, what characteristics would you expect to see from a client with a High S behavioral style?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

What specific challenges should you expect to encounter with a High S client?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Coaching The High S

The High S can be an interesting coaching client. On the one hand, the client wants to move ahead. On the other hand, change can be difficult for them to master. This is truly a case where the best suggestions must come from the client themselves. The High S is not inclined to make changes unless they are firmly convinced that the change will result in a positive outcome. Making all suggestions the client's idea will serve you well.

BLIND SPOTS

Blind spots create great opportunities for coaching your clients. Some common blind spots for High D individuals include:

1. Difficult to read their emotions
2. Allow themselves to be taken advantage of
3. Passive-aggressive behavior
4. _____
5. _____
6. _____



OPPORTUNITIES FOR COACHING

1. Making change in small steps
2. Understanding decision making
3. Expressing their feelings
4. Build confidence
5. Understand their strengths
6. Self-motivation
7. Standing up for their beliefs
8. Address conflict
9. Set more challenging goals
10. Establish priorities
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____

17. _____
18. _____
19. _____
20. _____



COACHING TIPS

1. Offer sincere praise, insights, and appreciation
2. Be predictable
3. Listen closely
4. Check for agreement
5. Encourage them to fight for their beliefs
6. Don't be overly critical
7. Don't let them make mountains out of molehills
8. Don't let them hide or downplay their emotions
9. Remember that they might disagree with you and not tell you
10. _____



COACHING QUESTIONS

1. What is the worst that can happen?
2. What do you need to feel better about this?
3. What is the opportunity here?
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



High S Interaction

With their friendly and sincere style, the High S enjoys interacting with other people. The first step for a High S is to establish a relationship. Once that has been done, High S's are pleasant and enjoyable companions. Excellent listeners, the High S can quickly become a close friend that you will readily confide in.

The High S style is both people-oriented and thoughtful, making them the kind of friend that everyone wants and needs. Considered by many as the “Salt of the earth,” the High S style is the kind of person that you can count on to be there for you in your time of need.

By nature, the High S is non-confrontational, meaning that even when offended, they will continue to play the part of your best friend. This is something that you need to be aware of as the High S can be difficult to read. Because of their family/friendship focus, they may be less inclined to offend someone who they are not comfortable with.

The High S can find a way to interact positively with the other styles, even people with whom they do not agree. This ability to find the positive can be misinterpreted as agreement with others.

Communication Style:

Friendly

Relaxed

Non-
confrontational

The HIGH S AND THE HIGH D

A High S gets along reasonably well with a High D because they are steady, reserved, and tolerant of others. The High S is a follower looking for a leader, and the High D is more than willing to be that leader.

The High S needs to have faith and trust in the High D before they will follow, so they will examine the motives and plans of the High D before consenting to follow. Once they have agreed to follow, they are extremely loyal and will trust the decisions made by the High D.

The High S and High D complement each other nicely and can form excellent teams, with each clearly understanding their role. The High S will support the High D, but will also bring a realistic and balanced view to the team.

The High S tends to make decisions much slower than the High D due to their reluctance to accept any change. The High D can provide balance to this by helping the High S identify the important aspects of the decision versus focusing on too many irrelevant details.

The HIGH S AND THE HIGH I

The High S gets along well with the High I. They are both people-oriented. The High S is a calmer, more reserved version of the High I. The High S might want say to the High I, “Mellow out. You come on too strong. You’re too loud and boisterous.”

They both have fun in life, or try to. While the High S is focused on enjoying a few close relationships, the High I gets their enjoyment from meeting as many new people as possible. The High S style is focused on the depth of relationships while the High I is more focused on breadth.

The High S often feels like the High I can get carried away with the fun, and miss what is important.

The HIGH S AND THE HIGH S

High S's are calm, friendly, and warm. The High S genuinely cares about other people, especially other High S types. When two High S behavioral styles meet, there is an initial quiet; as neither wants to step on the other. After an initial warm up period, the High S's will discover their similarities and begin sharing stories and pictures of family and friends. Walls and barriers quickly come down as the High S's create a sincere bond with trust and confidence in each other.

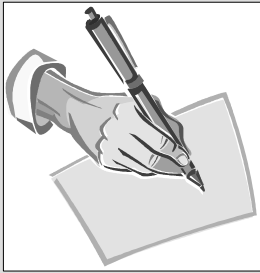
The HIGH S AND THE HIGH C

High S's and High C's are both thoughtful and reserved. They both enjoy working with facts and like to ensure that things are done correctly. For these reasons, these two types work well together. The High S does not have the same propensity for detail that the High C does, and this can cause some slight challenges.

Because both styles are cautious and methodical in making decisions, they will again see eye to eye. The High S will feel there's no need to rush into making a decision, and the High C will agree because they will want to consider all the details before they decide.

When the High S and High C disagree, it will be a civilized disagreement, as both sides will calmly discuss pros and cons. In these disagreements, the High C will often prevail because the High S does not really want to argue and is much more interested in keeping the peace.

However, the two styles will get a job done well together and it will be done correctly.



Challenge

What relationship challenges would you expect a client with a High S behavioral style to experience?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Coaching The Interaction

The biggest challenge in coaching relationships with the High S style is their unwillingness to confront others directly. The High S wants to avoid conflict at all costs and will do anything to keep the peace with those around them.



OPPORTUNITIES FOR COACHING

1. Acknowledging conflict
2. Not letting others take advantage of them
3. Accepting compliments
4. Expressing their emotions
5. Accepting change in relationships
6. Not being a victim
7. Being more enthusiastic
8. Learning to let go
9. Smothering
10. Learning to be more independent
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____



COACHING TIPS

1. Show them you care about them
2. Offer sincere praise, insights, and appreciation
3. Listen to their stories
4. Provide focus for specific challenges
5. Check for agreement
6. Help them understand what others want
7. Show sincere concern and appreciation
8. Encourage them to fully express themselves
9. Ask them to look at the big picture
10. _____



COACHING QUESTIONS

1. What style are you dealing with?
2. What are their natural communication tendencies?
3. What might their expectations for your relationship be?
4. How might your actions and/or communications be perceived by others?
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Characteristics Of The High S

Descriptors	Value To Team	Limitations
*Amiable *Calm *Common Sense *Dependable *Even Tempered/Easy Going Nature *Friendly *Good Listener *Loyal *Methodical Approach *Needs Closure *Organized *Patient *Realistic *Relaxed *Sincere *Stable *Steady *Systematic *Team Player *Understanding *Unhurried	*Calms and Stabilizes Others *Concern for the Group *Customer-Oriented *Dependable *Enjoys Working As Part Of Team *Good Planner *Honest *Identifies With Team *Logical *Participatory Leadership Style *Patient And Empathetic *Steady Worker *Team Player	*Avoids Controversy *Can Play The Role Of The Victim *Doesn't Set Challenging Goals *Establishes Constraints *Indecisive *Needs To Be Externally Motivated *Overly Willing to Give/Put Their Own Needs Last *Passive-Aggressive Style When Unhappy *Resistance to/Difficulty in Handling Change (Even Positive Change) *Slow To Establish Priorities *When Challenged - Reluctant To Fight For Beliefs
Biggest Fear	Emotion	Decisions
Change/loss of security or stability; Unpredictability; The unknown	Tendency to "mask" or downplay emotions	Makes decisions slowly, deliberately, and reluctantly, because of need for status quo
Priorities		Motivated By
Collaboration; Support; Stability		Close personal ties; Stability; Sincere appreciation; Cooperation; Using traditional methods

How The High S Views Others

D	I	S	C
Views the High D as domineering, arrogant, nervous, dictatorial, and possibly argumentative. Intimidated by the intensity of the High D Tries to counter the High D by slowing things down and being overly thorough When they accept the High D as a leader, they will follow loyally. The High D is in many ways the opposite of the High S. The relationship can easily be antagonistic.	Views the High I as egotistical, superficial, glib, and overly optimistic. None the less, they are drawn to the High I and may try to emulate them. Even if the High S doesn't personally like the High I, the relationship will look good on the surface. Will try and slow down the High I to ensure stability. Avoids confrontation and debate with the High I.	Views another High S as friendly, dependable, patient, kind, and accommodating. Will develop a good relationship with the other High S, but not much will get accomplished. Will seldom openly disagree with the other High S and will keep any reservations to themselves.	Views the High C as overly dependant on others, defensive, and cautious to the extreme. Views the High C as an effective decision maker since the High C is so adamant about gathering facts. Will try and build a relationship with the High C, not understanding the task-orientation of the High C. Interprets the detachment of the High C as personal rejection.



High C Behavioral Style

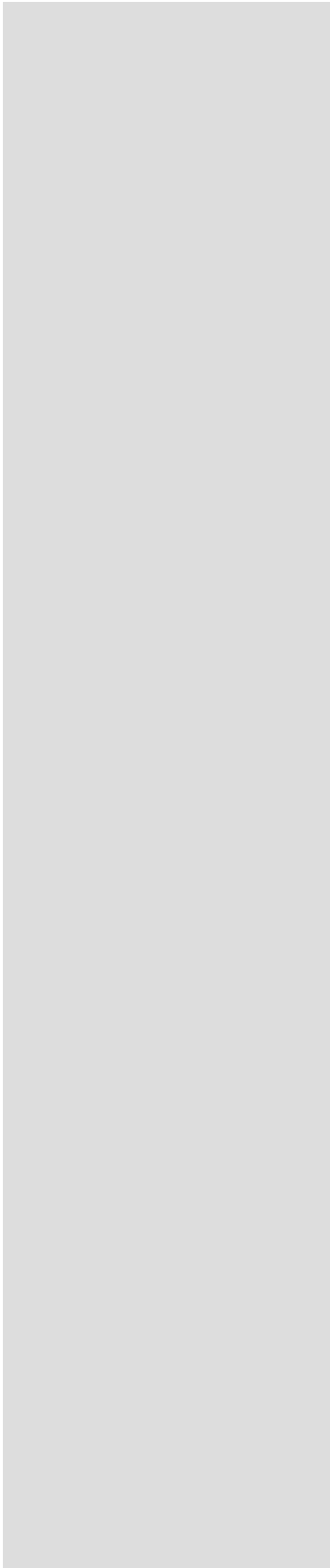
Overview

The High C style is interesting in many ways. Their goal is to be correct under any circumstance, so they have a tendency to collect data, facts, and figures. They also give lots of data when they communicate, because they assume others are also interested in, or need, details to truly understand the situation.

High C behavioral styles make up only 11% of the US population, but they are a great asset to any work team because their questioning, accuracy-focused approach helps them produce high quality work. While they can offer great assistance to the team by finding errors and establishing standards, their tendency to want more and more details takes time and can lead to “analysis paralysis.”

High C’s are typically the “worker-bees” of the team. While High C’s may want lots of details regarding a task before they get started, they are fairly self-sufficient and don’t require a lot of supervision to complete their tasks. In fact, they provide their own initiative to accomplish tasks, as they like to measure their progress by checking things off their “to-do” lists.

Since the High C style is high in task-orientation and lacks people-orientation they can often have difficulty in relating to others around them.



FAMOUS HIGH C BEHAVIORAL STYLES

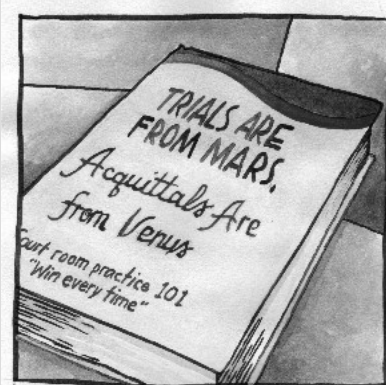
- Bill Gates (founder of Microsoft)
- President Jimmy Carter
- Sherlock Holmes (fictional detective)
- Mr. Spock (character from Star Trek)
- Albert Einstein (scientist)
- Hermione Grainger (Harry Potter's friend)

HIGH C MOVIE “QUOTES”



“Just the facts, ma’am.”

- *Dragnet*, 1987



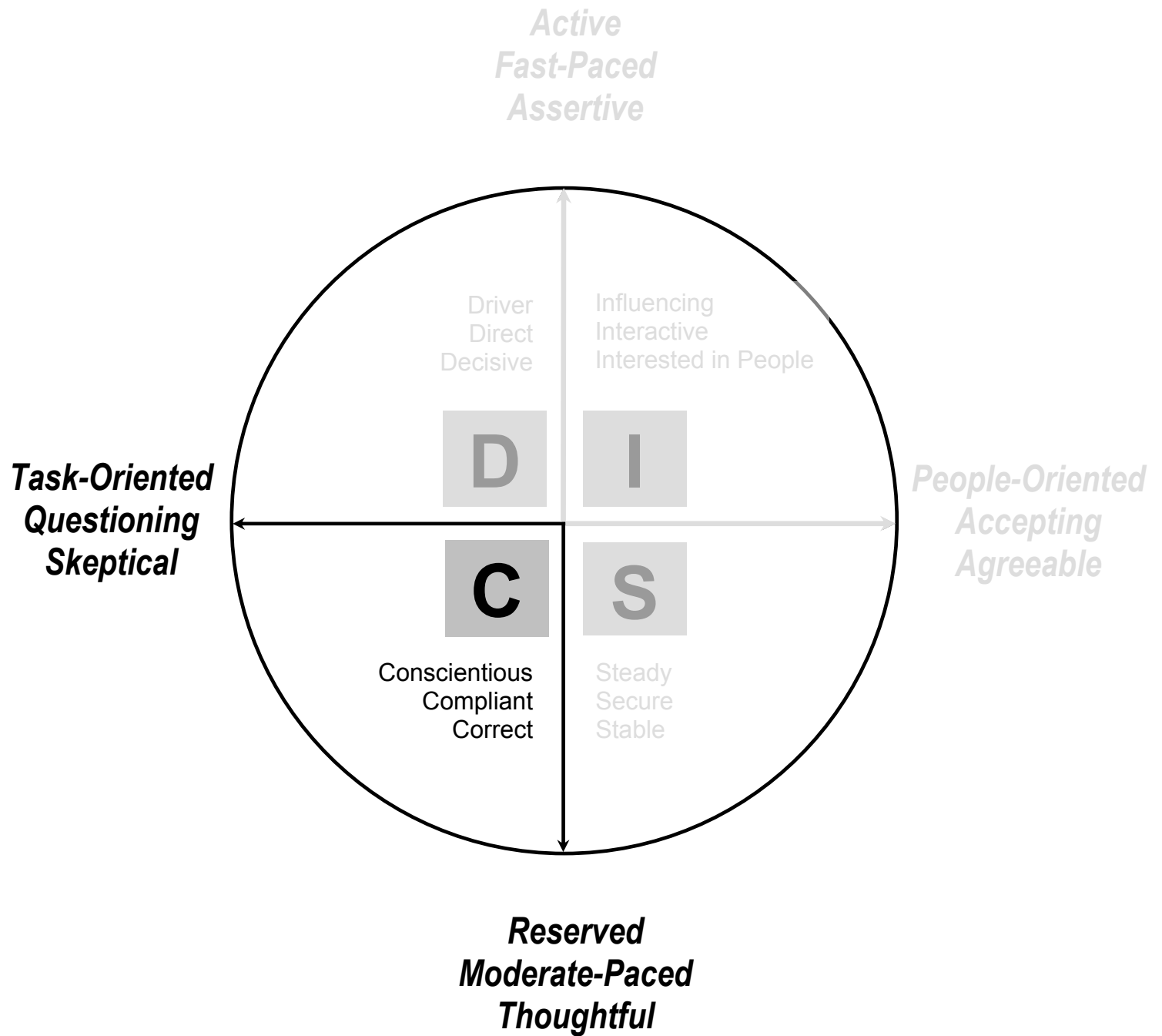
“Next time we go to trial...maybe we ought to know what we’re doing.”

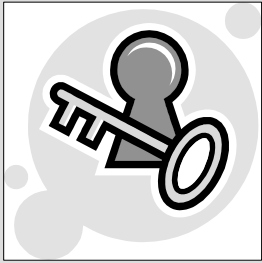
- *Law and Order*, 1990-?



“I can’t give you that information out here in the open. It’s highly confidential. I demand a cone of silence!”

- *Get Smart*, 1965-1970





High C Characteristics

Conscientious and thorough, High C's are comprehensive problem solvers, often digging into complex details to solve problems that others may back away from.

Because they are very accuracy-focused, a High C will continually clarify information until they are satisfied with the quality. Others might consider this approach "nitpicking," but the High C simply wants to ensure that there is no room for error. This accuracy focus can, however, be taken to the extreme and often drives the High C to let small errors invalidate a lot of good work.

High C's like to work on their own because they feel they will do the job better than other people. Given this tendency, it can be difficult for High C's to delegate tasks to others around them. It can also lead them to be competitive and keep score regarding task completion and quality. High C's will often respect a person's accomplishments over their personal worth.

Characteristics:

Analytical
Diplomatic
Patient
Organized
Precise /
controlled

Since High C's like to do things very well, if not perfectly, they set extremely high standards for themselves and others. However, they assume that others have the same standards they do. Often this is not true, leaving the High C frustrated by what they see as the low standards of others.

High C's often create stress in their lives by continually striving to live up to their own perfect expectations. They can have high levels of stress due to rarely being able to live up to those standards.

The High C's need for perfection can sometimes lead to an interesting tendency. When discussing a topic of great interest to them, the High C will try and choose the perfect words. This can lead to them restating certain key aspects several times as they think of even better verbiage.

Often, when interrupted, the High C may later pick up where they left off with their portion of the discussion, regardless of where the conversation has gone since that point.

At Their Best:

Looking at the details

Constructive critiquing

Identifying impacts of decisions

Keeping on task

Providing reality check

High C's may frequently talk a lot, but because of their task-orientation, their conversations will focus on data and tasks, not on people. They are more comfortable when the conversation sticks to business-related topics and remains on a professional level. They are generally reluctant to share many personal details, especially in a business setting.

Because they are so focused on tasks and details, High C's can often forget the importance of finding out what others really want or need.

In addition, the reserved nature of the High C means they are not as open and friendly in communication as some of the other styles. To the other behavioral styles, especially the High I's and High S's, the High C can often appear cool and aloof. This is especially true when the High C is conversing with people they do not know very well.

At Their Worst:

Bogging down in
details

Listing reasons
why something
won't work

Not allowing
intuitive
judgment

Unrealistic
expectations of
quality

The High C must be very comfortable with you or the topic before they will really open up and talk. Given their reserved nature, High C's don't like dealing with emotions. They will generally keep their own emotions to themselves and expect others to do the same.

High C's will also avoid conflict whenever possible. If they must confront a situation or another individual, they will typically deal strictly with facts, avoiding any emotional discussions.

The High C behavioral style likes to have all the details before making a decision. They will approach the decision analytically and rationally, weighing all the pros and cons before moving forward.

They virtually never rush into anything, especially without considering all the facts, data, and graphs. Even then they are likely to ask for more data and more time to consider things. They will often let small items hold up a decision, even very important, time-sensitive decisions, giving true meaning to the phrase: "analysis paralysis."

Just as High C's don't like to be rushed into making a decision, they also don't like to be pushed into doing things. They typically feel their way is nearly always the best way and they like to plan things out before lifting a finger. Being quite risk averse, conditions usually have to be perfect before a High C will proceed.

High C's are known for being systematic and organized. Their attention to detail and accuracy allows them to create and maintain procedures, processes, and systems to help keep themselves and others on track.



Biggest Fear:

Being wrong

Natural Emotion:

Fear

Natural Fear And Emotion Of A High C

We can see the natural fear of the High C play itself out in the rules and guidelines they create in their work and life. Since the High C style has a great need to be correct, they put the rules and guidelines in place to help protect them from making a wrong decision or doing the wrong thing.

While helping the High C cope with their world, these rules can also often hamper their creativity. The fear of being “wrong” often leads the High C style to not acknowledge mistakes. Instead, they will claim that they did not have all the information to begin with and will begin more analysis to uncover the problem.

Or, they may spend valuable time trying to convince themselves and others that they are right, even when they are wrong. Due to this fear, the High C style may become defensive when criticized, even when the criticism being offered is constructive.

The natural emotion of the High C is that of fear. This tends to make High C behavioral styles fairly pessimistic individuals. They will often focus on the worst case scenario, convinced of its certainty, and worry needlessly about all the things that could possibly go wrong in a given situation.

The tendency of the High C is to plan for all contingencies, eliminating the possibility of surprises.



Natural Priorities Of A High C

Like all of the other styles, the High C has 3 main priorities: Maintaining Stability (shared with the High S), Ensuring Accuracy, and Challenging the Status Quo (shared with the High D). These priorities will have a direct impact on their motivators and stressors which, consequently, control their actions.

Given the above priorities, the High C finds motivation in catching errors and problems that others have not identified, providing precise and accurate information, and being able to follow correct and detailed procedures.

The High C finds stress in working with people who do not share their high standards, being forced to follow inefficient procedures, and discovering errors in their own work.



Challenge

Given your coaching niche, what characteristics would you expect to see from a client with a High C behavioral style?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

What specific challenges should you expect to encounter with a High C client?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Coaching The High C

The High C style is a challenging type to coach because they believe that they have already reviewed all of the possibilities. It can be challenging for them to see where they might have made a mistake, causing them to become defensive at times. Their coaching sessions often involve scenarios with a lot of detail, not all of it relevant.

Sorting the “wheat from the chaff” is one of the challenges that a coach will face when dealing with the High C. The other major challenge is when moving the High C to action. The High C will want to review all possibilities and make sure that everything is perfect before proceeding, slowing down their progress.

BLIND SPOTS

Blind spots create great opportunities for coaching your clients. Some common blind spots for High D individuals include:

1. Focus on the minutiae
2. Perfectionism
3. Not Accepting that they might be wrong
4. _____
5. _____
6. _____



OPPORTUNITIES FOR COACHING

1. Relationship building
2. Overcoming the need for perfection
3. Trusting others
4. Communication awareness
5. Accepting that they may be wrong, on occasion
6. Expressing their emotions
7. Understanding their standards may be too high
8. Recognizing the value in others
9. Prioritization

10. Making quicker decisions, even without all of the facts
11. Understanding “Big vs. Small”
12. Learning to consider the positive aspects of a situation
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____



COACHING TIPS

1. Give them structure and processes
2. Offer them recognition for accomplishments
3. Encourage them to focus on the positive
4. Allow them time to discuss details, but keep them on target
5. Don't demonstrate your emotions
6. Don't talk too much
7. Don't become too personal too quickly
8. _____
9. _____
10. _____



COACHING QUESTIONS

1. What's the best thing that could happen from this?
2. What is a realistic outcome (versus worst case scenario)
3. What else do you need to make this decision?
4. When will you do this by?
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____



High C Interaction

While not overly friendly, the High C style will be diplomatic, polite, and courteous because they believe in following rules and these are all basic societal rules.

The High C needs to focus more on building relationships with other people (customers, employees, teammates) and less on unimportant details. They don't always recognize the importance of team-building and other people-oriented activities.

High C's need to interact more with the people around them and learn to take a less serious view of life. More interaction with the High I or High S types might allow them to have more fun. While interacting with the High D may improve their overall productivity.

Communication Style:

Methodical
Bullet points
Fact-based

The HIGH C AND THE HIGH D

High C's complement a High D because they are virtual opposites. The High C is reserved and thoughtful while the High D is active and aggressive. But, both are task-oriented, so they work well together as they focus on getting tasks done. Differences in viewpoint between the High C and High D over how something needs to be accomplished can create some personal challenges.

To be comfortable, the High C needs to understand all of the details about a specific task before starting. The High D is focused on the bigger picture and does not always see the need for all of the details. For this pairing to work, the High D needs to be more patient with the High C's need for detail.

A High D can make a High C very nervous because of their tendency to charge forward without having all the facts in a situation.

The HIGH C AND THE HIGH I

A High C and High I are an interesting, and sometimes volatile, combination. Given the right circumstances, they can work well together. More often, the High C and High I struggle due to their fundamentally opposite nature.

The High C, being thoughtful and task-oriented, can misunderstand the value of the High I, with their upbeat behavior and their lack of attention to details.

The High C may think the High I is scattered, too emotional, and doesn't work on what is really important. The High C will want the High I to be less talkative and more task-oriented. The High C can help the High I focus on tasks and help them follow through on key items.

The High C can be overwhelmed with the boisterous nature of the High I, as well as their desire to connect with everyone around them. The High C may eventually put up a shield and "tune out" the High I.

The HIGH C AND THE HIGH S

It can be difficult to tell the difference between a High S and a High C because both get tasks done. However, the High C will complete the task in a very detailed, correct way. The High S, not being as focused on accuracy, will be more concerned with keeping the peace and gaining consensus while completing the task at hand.

This generally means that the High C and the High S will interact well with each other, with only minor challenges around the need for more detail.

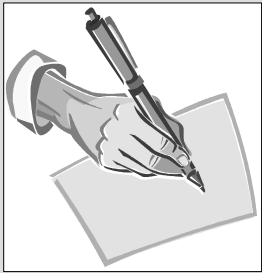
High C's like the reserved nature of the High S and enjoy their laid back manner. This means that the High C will not feel the pressure to complete things before they are ready. The High C does not like to be pressured and the High S is not inclined to apply pressure. From the standpoint of the High C, this is nearly perfect.

The High C does tend to be more pessimistic than the High S, and this can cause some minor turbulence, but it can generally be worked through fairly easily. The High S can help the High C take a more positive perspective.

The HIGH C AND THE HIGH C

High C's will get along well with each other because they both follow the rules. Their common concern about details, quality, and accuracy provides a level of comfort that they don't find with the other styles.

Two High C types working together will, on some level, compete to see who is more correct and more accurate. This does not generally lead to confrontation, but rather to more and more detailed analysis and detailed discussions that bring you no closer to resolution.



Challenge

What relationship challenges would you expect a client with a High C behavioral style to experience?

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

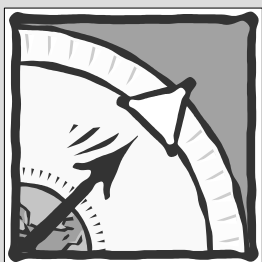
Coaching The Interaction

There is a lot of room here for coaching the High C on developing relationships with their peers, subordinates, and bosses. With their natural focus on details and their reserved nature, they need to be more aware of the need for more personal interaction with others.



OPPORTUNITIES FOR COACHING

1. Relationship building
2. Trusting others
3. Communicating with less details
4. Expressing their emotions
5. Being willing to share their thoughts
6. Valuing others for their strengths
7. Being more positive
8. Communicating appreciation
9. Being more open and approachable
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____



COACHING TIPS

1. Encourage them to focus on the positive
2. Allow them time to discuss details, but keep them on target
3. Encourage discussion on emotion
4. Encourage interaction with others
5. Don't become too personal too quickly
6. Encourage them to view events from others' perspectives
7. _____
8. _____
9. _____
10. _____



COACHING QUESTIONS

1. What style are you dealing with?
2. What are their natural communication tendencies?
3. What might their expectations for your relationship be?
4. How might your actions and/or communications be perceived by others?
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Characteristics Of The High C

Descriptors	Value To Team	Limitations
*Accurate *Analytical *Cautious *Conscientious/Thorough *Courteous *Diplomatic *Fact Finder *Focused *High Standards *Indirect Approach to Conflict *Logical *Mature *Meticulous *Organized/Orderly *Patient *Precise *Quality-Oriented *Restrained/Controlled *Systematic	*Attention to Details *Conscientious and Steady *Clarifies Information *Comprehensive Problem Solver *Create and Maintain Systems and Processes *Follows the Rules *Diplomatic *Don't Need A Lot of Supervision/Work Well Alone *Logical *Maintains High Standards *Measures Progress *Organizes and Analyzes *Task-Oriented	*Appears Cool and Aloof *Can Be Defensive When Criticized *Creativity Hampered by Need to Follow Rules *Doesn't Always Express Themselves *Indecisive/Gets Bogged Down In Details *Focuses On Minutiae *Is Impatient With Inaccuracies *Methodical To The Extreme *Overly Critical of Themselves and Others *Overly Intense On Details *Perfectionism
Biggest Fear	Emotion	Decisions
Being Wrong; Criticism of their work; Slipshod methods; Situations emotionally out of control	Fear	Deliberate; Decisions are slow and methodical; Collects and analyzes facts and data before deciding
Priorities	Motivated By	
Stability; Accuracy; Challenge	Clearly defined performance expectations; Quality and accuracy being valued; Atmosphere is reserved and business-like; Articulated standards	

How The High C Views Others

D	I	S	C
Views the High D as domineering, arrogant, pushy, dictatorial, and possibly argumentative. Tries to counter the High D by slowing things down and being overly thorough While both are task-focused, the High D focuses on the big picture and the High C on the details. Doesn't understand how the High D can make decisions without appropriate facts.	Views the High I as egotistical, glib, superficial, and overly optimistic. The High C is quick to point out the holes in the plans of the High I. The High C's realistic/pessimistic attitude drags down the High I. The High I and the High C are opposites in many ways although they can be very effective working together.	Views the High S as friendly, but slow moving. Agrees with the High S on the importance of cooperation, reducing risk, and using caution in making decisions. Is concerned that the High S does not pay enough attention to details in decision making.	Views other High C's as accurate, thorough, systematic, adaptable, and agreeable. Cooperates well with other High C's to dig out the important facts. Works well to build systems and processes with other High C's. High C's will compete to see who can be the "most correct."

Key To Understanding DISC

Style Combinations

People who have limited training on DISC tend to focus on a person's primary style. But, people are much more complex than a single DISC identifier.

In addition to the items that DISC does not measure, another significant factor in understanding someone is to understand the whole person, including their primary AND secondary styles. In fact, focus on a person's primary style, without regard to their secondary style, can lead to a dramatic misreading of a person and actually create more communication problems and conflicts than not understanding their style at all.

For example, suppose you meet someone in a work environment, working on a project. You need this person to make a decision about the project. As you talk to this person, they begin to ask you for more information, facts, statistics, and background about the project to help them more fully understand it before making their decision. They weigh these facts carefully before coming to a decision.

From this encounter you might deduce that this person is a High C style and begin to treat this person as you believe they want to be treated. When you talk to them in the future, you are careful to not go too fast and to provide plenty of detail. You slow down the process to make the High C as comfortable as possible.

Yet, something is not right. The High C seems frustrated with you, is terse in their exchanges, and generally seems to be annoyed in their discussions with you. Instead of building a close relationship with this person built on their style, you can sense the gulf widening between the two of you.

In reality, you may have run into someone who is actually a combination of both High D and High C that blend together to form one, more complex style.

While the High D part of their style wants to make decisions promptly and move from task to task quickly, the High C part wants to gather facts before making decisions and wants to move from task to task in an orderly manner. Ensuring quality and precision at each step along the way is a key component of the High C.

This combination of styles may slow down the decision making process when encountering major decisions that they believe require more care, or when they encounter a situation with which they are not familiar. At this point the High C may take precedence over the High D.

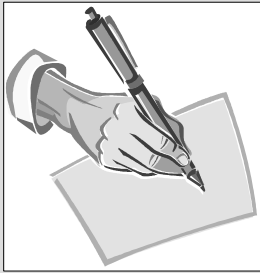
But, as soon as the facts have been gathered, the High D may resume control and begin moving forward very quickly. Identification of the High C, without acknowledgement of the High D, could lead to a situation where you provide unnecessary details and a slow moving environment for a High D who is looking to move forward quickly.

This will cause significant frustration for the High D part of the style.

Because this style combination also contains a significant amount of High C style, the individual may not immediately express the frustration that they are feeling. But, they are most definitely experiencing the frustration.

A person who is a combination of High D and High C will be slow to anger and slow to express their frustration, but when the frustration finally surfaces, it will surface with the intensity of the High D style.

For your clients to receive the most benefit of utilizing DISC in their personal development, it's important for you to acknowledge and appreciate that understanding a person's behavioral style means understanding their full profile, not just their primary style.



Challenge

Look at the 12 Everything DiSC® Styles under the “Personalized Style Index” section (in your own personal “Everything DiSC® Workplace®” report published and copyrighted by John Wiley & Sons, Inc). Examine your style and the styles to either side of yours on the circular model. Make note of the things that would cause you the most concern if someone misread your style:

1. _____

2. _____

3. _____

4. _____

Administering DISC

While some publishers of DISC products still have both online and paper versions of the assessment available, the paper profiles are typically older, less thorough, versions. With the evolution of most assessments to the more comprehensive circular model (which cannot be calculated by hand), many companies are relying solely on online versions of their profiles.

This is true for the Everything DiSC® Workplace® assessment that we cover in this program. Given the more complex circular model and adaptive testing methods used by John Wiley & Sons, Inc, all of the Everything DiSC® assessments are strictly available online.

On-line Assessments

On-line versions of the DISC assessment are typically easy to administer and can provide instant feedback to your prospect or client. Or, if you prefer, you can withhold the results from the prospect or client until you can meet with them in person.

Everything DiSC® (ED) assessments are distributed via EPIC, Wiley's proprietary system. Users receive a personalized "access code" via email and use this code to complete the assessment. Completing the actual assessment takes 10 minutes or less. You will be notified once the client has completed the assessment.

EPIC Reports for “Everything DiSC® Workplace®”
(published and copyrighted by John Wiley & Sons, Inc.)
include:

- ❖ Respondent’s individual assessment
- ❖ The specific Everything DiSC® Style, Priorities, motivators, and stressors for the respondent
- ❖ Insights into how the respondent relates to other styles and how they could be more effective
- ❖ Descriptions of all 12 Everything DiSC® Styles

Appendices

Appendix A: DISC Theme Songs

Appendix B: Well-known DISC Clichés

Appendix A: DISC Theme Songs

	Typical Themes	At The Extreme
D	"My Way" ~Frank Sinatra "Ain't No Mountain High Enough" ~Marvin Gaye "Don't Fence Me In" ~Cole Porter/Roy Rogers	"Anything You Can Do, I Can Do Better" ~from "Annie Get Your Gun" "Angry Young Man" ~Billy Joel "Oh Lord, It's Hard To Be Humble" ~Mac Davis
I	"Celebrate" ~Kool and the Gang "Don't Worry, Be Happy" ~Bobby McFerrin "Good Vibrations" ~Beach Boys	"You Talk To Much" ~Joe Jones "Party All The Time" ~Eddie Murphy "You Don't Have To Call Me Darling" ~David Allen Coe
S	"I'll Be There For You" ~Rembrandts (Friends Theme Song) "Friends In Low Places" ~Garth Brooks "Que Sera Sera" ~Doris Day in "The Man Who Knew Too Much"	"Don't Rock The Boat" ~Hues Corporation "End Of The Line" ~Traveling Wilbury's "Stand By Your Man" ~Tammy Wynette
C	"Did You Ever Have To Make Up Your Mind" ~The Lovin' Spoonful "Walk The Line" ~Johnny Cash "Check Yes Or No" ~ George Strait	"I Can't Get No Satisfaction" ~Rolling Stones "Suspicious Minds" ~Elvis "I Am A Man Of Constant Sorrow" ~Soggy Bottom Boys

Appendix B: Well-Known DISC Clichés

D	“Go ahead. Make my day.” “Just do it!” “Ready. Fire. Aim.” “The thrill of victory, the agony of defeat.” “That’s close enough for government work.”
I	“You look marvelous!” “All you need is love...” “There is no crime in being poor....only in dressing poorly.” “He’s the life of the party.” “You like me. You really like me.”
S	“All for 1 and 1 for all.” “Slow and steady wins the race.” “There is no I, in team.” “I want to go...where everybody knows my name.” “Family isn’t about whose blood you have. It’s about who you care for.”
C	“Just the facts, ma’am...” “We just have to connect the dots.” “Practice makes perfect.” “A place for everything, and everything in its place.” “If you want something done right...you have to do it yourself.”