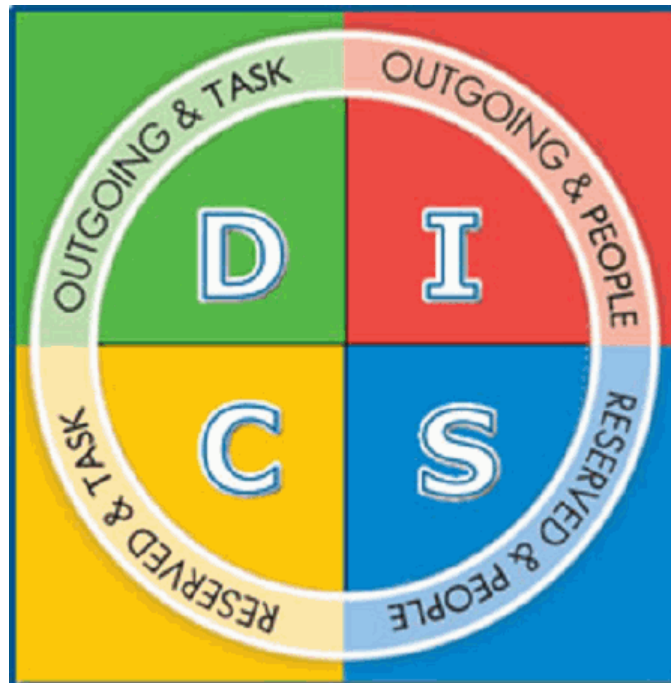




for

# *Lydia Harris*



iSPI-BLPD-BZUT

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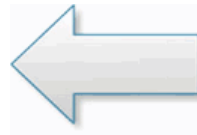
# You will learn:

How **YOU**  
come across  
to other people



and

How **YOU** can  
*connect*  
more quickly  
with other people



When you are able to

- 1) Understand yourself
- 2) Understand others
- 3) Learn to adapt your style to theirs

then you can experience:

**Better RESULTS** and more success in what you do  
**More FUN** in life and better friendships with people  
**More PEACE** and harmony with those you care about  
**Better UNDERSTANDING** and less frustration when working with people

# SECTION 1:

## Lydia's Discovery Report !

Dear Lydia,

Here it is! Your Discovery Report! You are going to enjoy reading about yourself! This report is called a "Discovery Report," because it can help you to "discover" some things about yourself.

This report is not meant to label you or tell you what you can or can't do. It is intended to help you understand yourself better. You will also learn more about how others tend to act and what motivates them.

As you read through this, be open-minded to explore what makes you tick. You may not agree with everything you read in the report. If you don't, that's ok. Just think about it.

**Remember: This is just a way to help things make more sense in your life!**

So, read on with a good attitude, and have fun with this, because this report can really help you!

Sincerely,



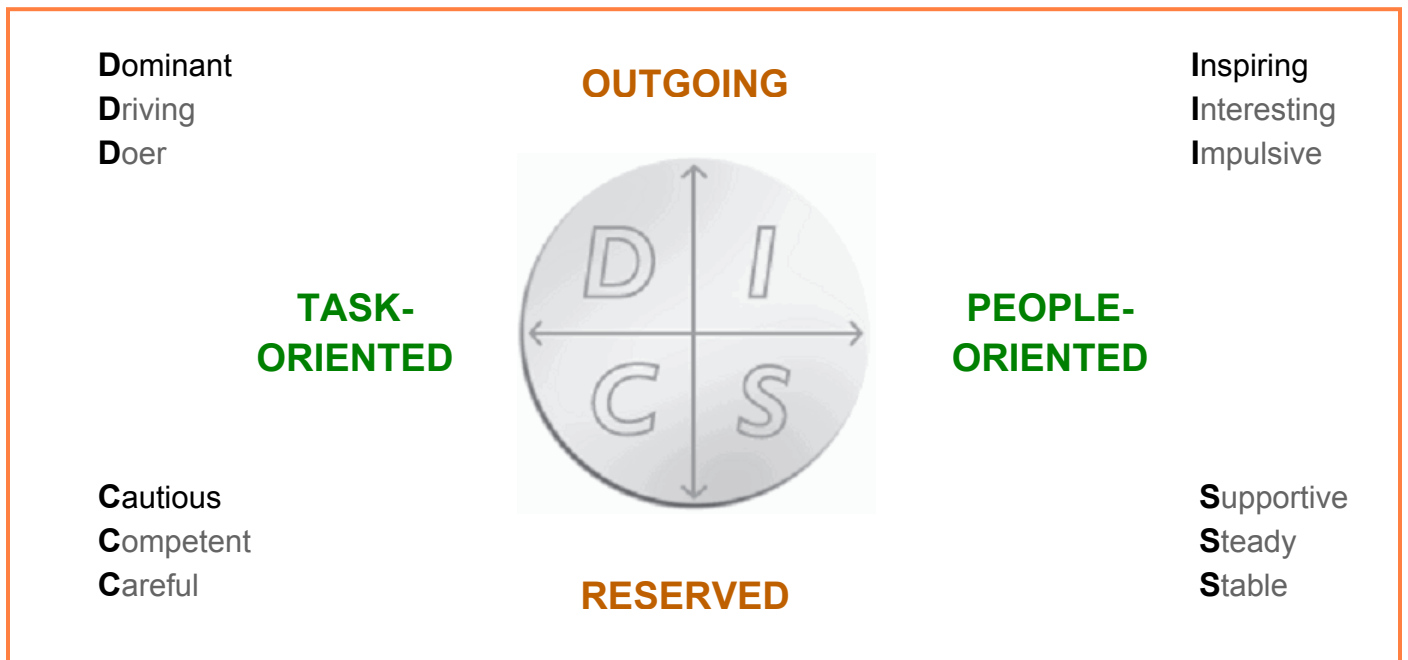
A handwritten signature in blue ink that reads "Robert A. Rohm".

**Robert A. Rohm, Ph.D.**  
President and Founder, DiscoveryReport.com

## What are "DISC" Traits?

Lydia, we will be using what we call "**DISC**" in this report to help you understand your personality style. We use the four letters, "**D**," "**I**," "**S**" and "**C**" to talk about 4 main types of personality styles. The results of your assessment show that your personality can be described by these letters: "**C/DS**," which is what we call your personality blend. You will learn more about your "**C/DS**" blend and what that means in this Discovery Report. To help you understand what we mean when we use the letters **D**, **I**, **S** and **C** in this report, we will quickly go over how our personality model works.

Most people have predictable patterns of behavior which go along with their specific personalities. There are four basic personality types. We refer to these personality types by the letters, "**D**," "**I**," "**S**" and "**C**." All 4 of these personality types blend together in you to determine your unique personality. In other words, everyone is a mixture of all 4 types of behaviors. Take a look at the picture of the DISC human behavior model below.



You will notice that there are words in bold letters around the circle which represent behavior patterns: **OUTGOING**, **RESERVED**, **TASK-ORIENTED** and **PEOPLE-ORIENTED**. Sometimes people are **OUTGOING** and sometimes they are **RESERVED** in their behavior. Sometimes people are **TASK-ORIENTED**, and sometimes they are **PEOPLE-ORIENTED**. The four personality types are like four parts of a pie, and you can see the letters "D", "I", "S" and "C" in each of the 4 sections of the pie. We can describe the basic behavior of the four personality types using words that begin with "D", "I", "S" and "C." Some of the words are listed in the diagram above.

# Congratulations, Lydia!

## Your style blend is "C/DS"

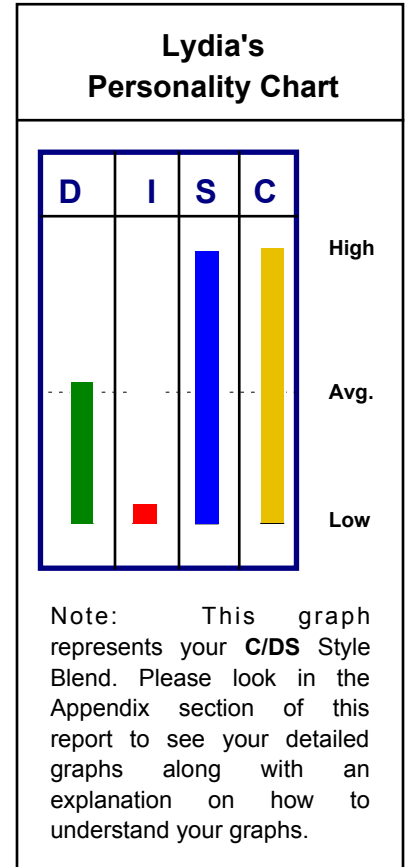
By having a CAUTIOUS / DOMINANT / SUPPORTIVE personality style, you tend to naturally seek facts to solve problems using a practical systematic method. Working on projects that require attention to details and developing a plan is your strength.

Here is your personality style blend chart on the right. At the bottom of the page, you'll notice that there are highlighted symbols which go along with your blend.

Notice that the "C" is the highest on the chart. That means that you are task-oriented. The Question Mark is your symbol. You are extremely gifted at analyzing tasks. You naturally are good at handling details and producing quality work.

Next, notice that in your graph, the D/S areas are above the midline. Your "D" and "S" traits will support your primary type which is "C." "D" or "S" traits are usually where you go under stress. You will focus on getting results and taking action!

Observe that in your graph, the "I" area is below the midline. "I" traits are typically blind spot areas that are common with a task-oriented individual. Being aware of these traits will enable you to achieve excellence and a greater quality of life.



**Dominant  
Driving  
Doer**



**Steady  
Stable  
Supportive**



**Competent  
Cautious  
Careful**

# Words That Best Describe Lydia

- \* Pioneering
- \* Results-oriented
- \* Responsible
- \* Consistent
- \* Practical
- \* Calculating
- \* Results-oriented
- \* Curious
- \* Thorough
- \* Patient
- \* Confident
- \* Low-keyed
- \* Gifted
- \* Reliable
- \* Analytical

Please keep in mind that these words may describe you more or less depending on the situation you are in. If you feel that some of the words above describe you very well, then circle them. If you feel like some of the words do not describe you well, then just cross them out. This information is usually 95% accurate, but you are welcome to mark it up to match your unique personality style.

**This report is *NOT* meant to label you! It is designed to  
*HELP* you *UNDERSTAND* and *DISC*over yourself.**

**You can enjoy your unique personality and your strengths!**

# Lydia's Strengths

## (C/DS) Blend

### Lydia's Main Strengths:

**Quality / Excellence:** Lydia has the ability to identify potential problems and detect errors. Lydia is able to bring logic and understanding while providing logical steps to evaluate and analyze information.

**Purpose / Planning:** Lydia excels at developing a strategy and methods to solve problems. Lydia's desire to do things right and Lydia's determination to double check for accuracy makes Lydia a valuable team member. Lydia helps ensure high standards and creates an environment of excellence.

### Lydia's Keys to Maximum Performance:

**Show More Optimism.** Use your creative energy to think about what is possible and why something CAN work. You CAN be "positive" AND still be "realistic." It's more productive in the long run to be solution-oriented.

**Act More Spontaneously.** You'll be much more productive if you have some fun, are less rigid, and have a flexible attitude. Smile. Be open-minded. You'll have more energy.

**Simplify Your Ideas.** Keep things simple. You may be able to explain things in great detail, but being brief and clear will prevent exhausting someone's attention. Get your ideas across in understandable terms and in a concise fashion. Genius is the ability to make the complex simple. That's your goal.

**Decide More Quickly.** Making good decisions in a timely manner is a productive talent. Learn to spend less time dealing with less critical decisions. Over-analyzing costs you time. Learn how to make a good decision and "go with it for now."

**Control Perfectionism.** Have reasonable expectations of yourself and others.

## Lydia's Basic Style

The following section describes your "**Basic Style.**" which is how you behave most naturally. Everyone has areas that he or she is strong in and areas that can be blind spots. The most natural thing in the world is for you to act in a way that feels good to you.

Please note that the following statements include areas for growth.









**Out of control responses usually result in reactions such as criticism, nonparticipation and to the extreme - vengeance or getting even. As a person having a C/DS style blend, you naturally act contemplative, assertive, yet patient. The C/DS style blend wants control, safety and high standards from others. If you fear losing or if you perceive that you may be wrong or experience a lack of peace with others, the C/DS style blend tends to express disappointment with criticism, anger and nonparticipation.**

# Lydia's Basic Style Chart

This is a summary of your Basic Style based on your **C/DS** blend.

**You tend to ACT:** contemplative, assertive, patient and unemotional.  
**You tend to WANT** (to be motivated by): standards, control, routine and logic.  
**You may be CONCERNed about:** being wrong, losing, change and illogical actions  
**Under pressure, be on GUARD AGAINST:** criticism, anger, nonparticipation and suspicion.

The chart below shows basic style. Sections that apply to you are highlighted with **boxes** below.

HIGH TYPE				
ACT	Assertive	Persuasive	Patient	Contemplative
WANT	Control	Approval	Routine	Standards
CONCERN	Losing	Rejection	Change	Being Wrong
GUARD AGAINST	Anger	Blame	Nonparticipation	Criticism
ACT	Cooperative	Unemotional	Responsive	Free-spirited
WANT	Harmony	Logic	Variety	Nonstructure
CONCERN	Confrontation	Illogical Actions	Status Quo	Conforming
GUARD AGAINST	Indifference	Suspicion	Initiate Action	Emotion
LOW TYPE				

Midline

\* Note: Please refer to the Appendix for Terms Used for the "GUARD AGAINST" reactions

**Tip for ALL Personality Styles:**  
*Personal growth means RESPONDING instead of just REACTING.*

# Lydia's Speaking Style

You enjoy figuring things out. **You like to be somewhere that involves DETAILS. You are motivated to find QUALITY ANSWERS.** The way you are made also makes you comfortable talking to people in a certain way. Because your attitude is to find out quality answers, **you often speak to people in a QUESTIONING WAY.** Even though you are just speaking in a questioning way, you should know that sometimes people will not understand you. They may think that you are just being **CRITICAL** and negative. That's OK. You can still ask questions. Just remember to keep an overall **POSITIVE ATTITUDE** with people. You can be find out facts and still be positive. Here is your chart to remember your speaking style.

## How Lydia Communicates as a "C/DS" Style

You like being somewhere that involves	<b>DETAILS</b>
You are motivated and energized by	<b>QUALITY ANSWERS</b>
You are comfortable speaking in a	<b>QUESTIONING WAY</b>
If people don't understand, they may think you are	<b>CRITICAL</b>
Remember, you can ask questions and still have a	<b>POSITIVE ATTITUDE</b>

# Lydia's

## Priority and Decision-Making Style

The following section describes how you tend to make decisions and what tends to be important to you. Our personality style blend influences how we make decisions based on where our priorities are. This reflects our most natural behavior when faced with choices.









**By having a C/DS style blend, your basic priorities in decision-making are procedures to accomplish excellence and exercise power with predictability and peace with others. You typically will make a decision based on facts in order to uphold principles and solve problems while seeking peace and maintain the status quo with others. Remember: The key to your success is to have under-control actions. Focus on recognizing the need for BECOMING MORE FLEXIBLE with others.**

# Lydia's Chart for Priorities and Decision-Making Style

This is a summary of your Priorities and Decision-Making Style based on your **C/DS** blend.

**Your basic issue in decision-making tends to be procedure, power and predictability.**  
**You tend to seek facts, decide, seek stable routines and isolate,** because **you really want to uphold principles, solve problems, maintain status quo and be persuaded.**  
**Your focus for decision-making tends to be the RULES, the GOAL, the ACCEPTED and the LOGIC.**

The chart below shows basic style. Sections that apply to you are highlighted with **boxes** below.

HIGH TYPE				
Issue	Power	People	Predictability	Procedure
Tend to	Decide	Interact	Seek Stable Routine	Seek Facts
In Order To	Solve Problems	Persuade Others	Maintain Status Quo	Uphold principles
Focus	the Goal	the Popular	the Accepted	the Rules
Issue	Power	People	Predictability	Procedure
Will	Participate	Isolate	Be spontaneous	Explore feelings
In Order To	Be a team player	Be persuaded	Promote change	Be expressive
Focus	the Team	the Logic	the Innovation	my Feelings
LOW TYPE				

Midline

**Tip for ALL Personality Styles:**

*Try to consider the perspective from another person's point of view,  
and you will make wiser decisions.*

## Suggestions for working with Lydia (C/DS blend)

Based on your C/DS blend, others can work more effectively with you by being aware of your basic style. This section is intended for others to be able to refer to in order to work more effectively with you.

### **The EASIEST way to work with the Lydia (C/DS style blend) is TO:**

Use facts and figures when making plans; quote experts in the field who can provide solid data; develop a timetable on which you both can agree for completing projects; use appropriate words that do not carry sarcastic overtones

### **The LEAST EFFECTIVE way to work with Lydia (C/DS style blend) is TO:**

Push too hard with unrealistic deadlines; leave things open-ended that could cause misunderstanding; be shallow or superficial; talk to them in an immature manner; expect them to be overly outgoing or very friendly; put them in the spotlight

# Lydia

## as a Team Member

"C/DS" Blend

Lydia, you can use this section to help you understand how you work with a "team" or group of people based on your C/DS blend. Not everything we do in life involves working with a "team", but we often interact with more than 2 or 3 people at a time. The "team" can be our family in one situation, or a group of friends in another situation, for example. These insights will help you see how you tend to fit in with a team and you can better work with them.

### 1. Lydia's value on a team is:

Extremely comprehensive; logical and objective with sensitivity to others with whom he or she works

### 2. Lydia's ideal environment (what feels best) is:

A practical specialty field; working in harmony with others

### 3. Lydia's mindset when under pressure is to be:

Factual; accurate; incisive; a good listener; correct

### 4. Lydia can be misunderstood when under pressure and be perceived as:

A know-it-all; superior; pessimistic; blunt; harsh; critical... *so be aware of this and be willing to adapt your style for the benefit of others..*

### 5. Lydia's keys to being motivated:

Limited exposure to new, untested procedures; clearly thought-out objectives; information presented in a logical order; clear reasons for doing what you are doing; to have a title or job description that explains what you are doing

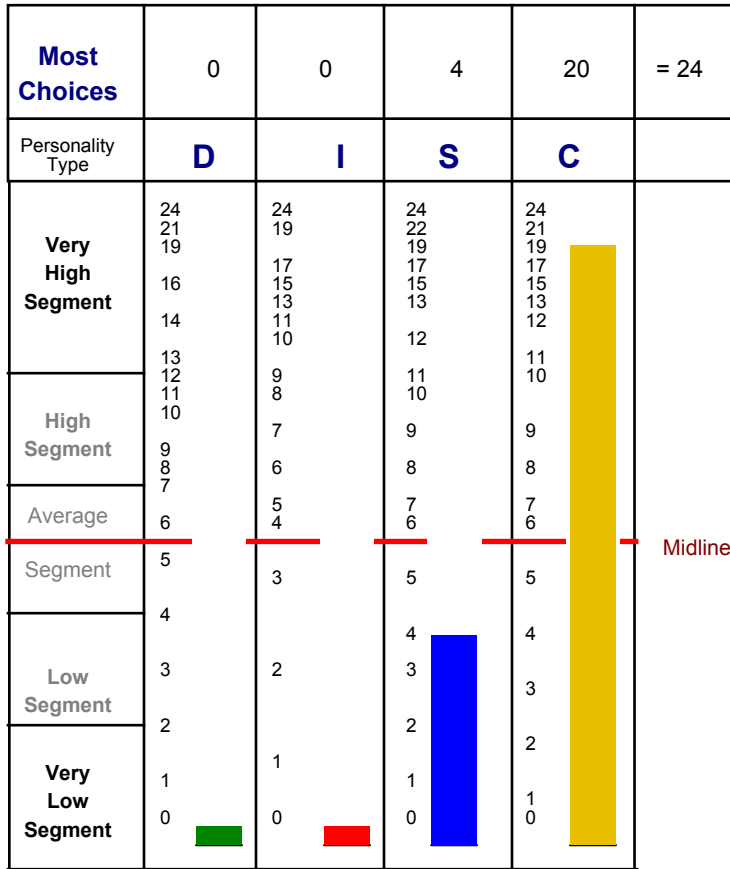
### 6. Lydia's keys to growing and improving:

While working with others: C/DS style blends need to remember that just because they "see" it does not mean that everyone else does; a work space in which they can accomplish their duties; logical answers; clear feedback that provides direction

### 7. Lydia's suggestions to help with possible "blind spots" or challenges:

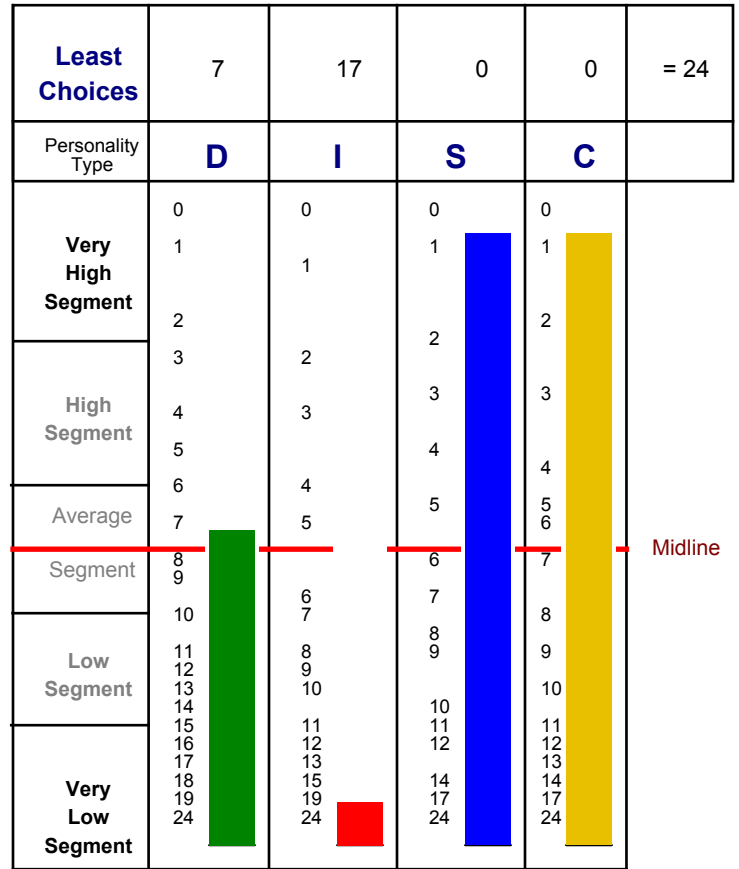
Needs to smile a little more; should be willing to take a public speaking course; should read the book "How to Win Friends and Influence People;" lighten up and don't be overly intense; be more willing to let people show emotions without feeling defensive

# Lydia's Personality Charts



**Graph I: Your Environment Style**

(shows how you adapt your style in daily life and tends to be what others see)

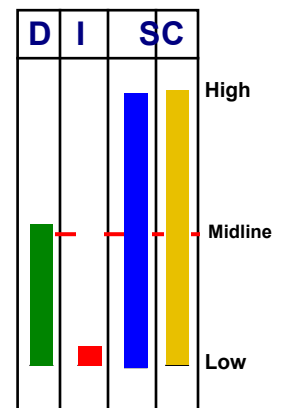


**Graph II: Your "Basic" or "Natural" Style**

(shows your C/DS blend personality which is "the real you" based on your natural tendencies)

**Graph I** shows your **"Environment" Style** or your adapted style. It is a graph resulting from the "Most Choices" you selected on the assessment. This relates to how you have adapted your behavior to your environment in daily life. Your Environment Style depends on many factors in your life and can change on a regular basis as your environment changes. This is because your actual behavior may change over time as your environment requires that you use various types of behavior. Sometimes you are required to be more outgoing on the job or at home. Other times you adapt by being more reserved as the situations require.









**Graph II** shows your **"Basic" or "Natural" Style**. It is a graph resulting from the "Least Choices" you selected on the assessment. This graph shows "the real you." While graph 1 normally changes as your environment does, graph 2 does not vary much over time. While you may change your behavior based on different situations, your underlying tendencies are based on your basic/natural personality. Because graph 2 indicates your more consistent choices or your basic personality tendencies, your "blend" is based on that graph.



Your Basic Style is **C/DS**  
(see Graph II)

# Trait Continuum for Lydia

(the words in **bold** describe Lydia)

<b>HIGH TYPE</b> Most Predominant	 <b>DOMINANT</b> Comfortable working in charge	 <b>INSPIRING</b> Comfortable working with people	 <b>SUPPORTIVE</b> Comfortable working in a routine	 <b>CAUTIOUS</b> Comfortable working in a defined system
<b>Very High Segment</b>	dominant driving demanding ambitious directing pioneering	inspiring political persuasive magnetic stimulating impulsive	<b>supportive</b> <b>passive</b> <b>predictable</b> <b>loyal</b> <b>steady</b> <b>patient</b>	<b>cautious</b> <b>perfectionist</b> <b>precise</b> <b>exacting</b> <b>accurate</b> <b>theoretical</b>
<b>High Segment</b>	forceful adventuresome risk-taker challenging decisive determined	trusting enthusiastic expressive polished generous poised	faithful enduring persistent cooperative kind relaxed	thorough contemplative conscientious proper diplomatic tactful
Average	<b>competitive</b> <b>convincing</b> <b>self-composed</b>	charming sociable hopeful	amiable reliable stable	polite inquisitive sensitive
Segment	self-effacing hesitant evaluates risks	<b>MIDLINE</b>	mobile approachable alert	self-affirmed instinctive self-convinced
<b>Low Segment</b>	conserving unassuming realistic willing modest peace-keeping	reflective skeptical factual nonemotional suspicious aloof	available eager responsive tense flexible impatient	opinionated independent willful unconventional emotional free-spirited
<b>Very Low Segment</b>	team player avoids confrontation humble dependent self-denying participating	<b>analytical</b> <b>withdrawn</b> <b>detached</b> <b>probing</b> <b>logical</b> <b>listening</b>	testing changeable energetic reactionary dynamic spontaneous	uninhibited obstinate fearless defiant extremist self-expressive
<b>LOW TYPE</b> Least Predominant	Comfortable working on a team 	Comfortable working alone 	Comfortable working spontaneously 	Comfortable working instinctively 

## Working with Other People:

Lydia, when you are working with another person, it is important to remember the other person may have a different personality style than you do. Consider your possible blind spots, and remember the following:

- 1) **Do not get caught up in too much detail.**
- 2) **Keep in mind the person vs. the process**
- 3) **Remember to smile, and be cordial.**

### **Tip for All Personality Styles:**

Remember that people tend to want YOU  
to work at THEIR pace  
according to THEIR priorities

Next, let's see how to relate to the 4 basic personality styles ...

## Working with a D-Style:

*with someone who is primarily D (dominant)*

Lydia, because your primary style is



please remember this when working with a



person:

- 1) **Emphasize the goal and solution.**
- 2) **Get to the result first, then the details later.**
- 3) **Be efficient in your use of time.**

**INSIGHT:** Be relaxed. Don't be defensive. Get to the bottom line. Don't bore your friend with a lot of facts. Agree on a solution based on both perspectives. Be positive. Emphasize results.

# Working with an I-Style:

*with someone who is primarily I (inspirational)*

Lydia, because your primary style is



please remember this when working with an an



person:

- 1) **Emphasize how much you recognize and admire him or her.**
- 2) **Consider dreaming using stories about his or her future success.**
- 3) **Be willing to listen to him or her when he or she gets sidetracked. Remember their focus is on people and image vs. too much detail.**

**INSIGHT:** Be patient. Let your friend talk. Relax: Don't be so serious. Remember not to take everything your friend says literally.

# Working with an S-Style:

*with someone who is primarily S (supportive)*

Lydia, because your primary style is



please remember this when working with an



person:

- 1) **Emphasize teamwork.**
- 2) **Help him or her understand the value of your service.**
- 3) **Be warm and calming.**

**INSIGHT: Be loving. Show sincere care for your friend. Make your friend feel you really enjoy him or her. Don't complain. Reduce conflict. Be optimistic and sure of your plan.**

## Working with a C-Style:

*with someone who is primarily C (cautious)*

Lydia, because your primary style is



please remember this when working with a



person:

- 1) **Emphasize the quality and excellence in your service.**
- 2) **Look at major concepts and specific issues.**
- 3) **Be logical and agreeable.**

**INSIGHT: Be open to suggestions. Emphasize areas of agreement.**

# SECTION 2:

## For Lydia's Parents

The information in this section is intended to be a resource for you as you work with Lydia. The information applies to **all types of relationships**.

**Every relationship has built-in dynamics that present some strengths and some challenges or struggles.**

The next section discusses three things as you relate to Lydia's strongest trait from your own strongest personality trait.

**The Strengths** of your relationship  
**The Struggles** of your relationship  
**The Strategies** of how to improve your relationship

As you look in the next section, think about what personality type you are. Consider whether your own personality style tends to be more "D" (dominant), "I" (inspiring), "S" (supportive) or "C" (cautious). You may need to refer back to to page 5 in this report to help you determine your main personality trait.

The next section has 4 pages that talk about how each of the 4 parenting styles may relate to Lydia's primary trait. Please refer to the page that has your parenting style.

You may not be aware of some of the challenges in your relationship. This information may help you to identify possible "blind-spots" in your life.

**Reading the next section is intended to help you begin to think about the dynamics involved in your relationship with Lydia.** When you look at this information with an open mind, it can be used to improve your relationship with Lydia.

# The Dominant "D" Parenting Style And the Conscientious "C" Teenager

(Relating between a "D" Parent and a "C" Teen)

## Strengths:

Since both of you focus on tasks and enjoy working independently, you share some common ground. As a team, with your direction and Lydia's attention to detail, you can accomplish a lot together.

## Struggles:

You tend to jump into a project quickly, whereas Lydia likes to think things through in detail. You both want results, but she wants things done right, and you want things done now. This difference in pace is a chief source of conflict. Also, your tendency to control things can be discouraging to Lydia who does not want to feel pressured.

## Strategies:

- Do not become impatient with this Lydia. Don't rush or push her.
- Give her time to make decisions.
- Allow Lydia time to gather all the facts and do things "correctly" as she defines "correct."
- Be careful with criticism. While it may motivate you, she may internalize the criticism deeply, and it may seriously damage her self-esteem. Callous comments or acts of aggression will immobilize her.
- Be prepared to answer her "why" questions and provide in-depth explanations patiently.
- Accept and affirm her cautious nature. Do not expect Lydia to be a risk-taker like you.
- Listen to Lydia. Her reasons for doing what she does are usually thought out thoroughly.

# The Inspiring "I" Parenting Style And the Conscientious "C" Teenager

(Relating between an I Parent and a C Teen)

## Strengths:

You can learn much from each other, because each of your strengths provide a good balance to the other's weaknesses. Lydia can learn not to take things so seriously and to have more fun. And Lydia can help you think things through in a more analytical way.

## Struggles:

Your differences can lead to frequent misunderstandings. You love to talk and "be on the go," but sometimes Lydia needs to have time alone. Also, because you are so verbal, you may miss her more indirect way of sharing concerns.

## Strategies:

- Listen so you will better understand. Be alert to subtle distinctions in what Lydia says. She uses words sparingly, and every word has meaning.
- Tone down your emotional reactions and your enthusiasm. Be more factual and objective, especially in the midst of conflict.
- Realize that Lydia's drive for perfection is as deeply felt as your need for fun. She cannot simply "lighten up" and laugh off mistakes.
- Allow her time alone to be disappointed when her work does not measure up to her standards.
- Do not rush or push. Allow her time alone to do quality work.
- Be sincere in your praise and appreciation of Lydia's work. Tell her what she did well in specific descriptive terms, rather than simply saying, "Great job!" "Terrific!" or "You did a fantastic job."
- Remember, her worst fear is criticism of his work. Be gentle when correcting.
- Do not expect Lydia to be a risk-taker. Accept her cautious nature.

# The Supportive "S" Parenting Style And the Conscientious "C" Teenager

(Relating between an S Parent and a C Teen)

## Strengths:

Both of you tend to be slower paced. You allow one another "alone time," and can enjoy being together without a lot of conversation. Neither of you is pushy, and you both prefer to avoid conflict.

## Struggles:

In this pair, the critical nature of Lydia can easily result in hurt feelings on the part of the parent. You will tend to suppress those feelings rather than talk about them. Lydia's inner, intuitive, logical approach to life can at times clash with your more feelings-oriented focus. Also, you naturally work to develop close relationships, and you may feel concern about Lydia's cool, calculated manner.

## Strategies:

- Recognize Lydia's need for privacy. If there is a conflict, give her time alone to think, and ask to talk about the problem later.
- She needs private time to recharge after stress. Do not interpret this as rejection.
- Do not push Lydia into closeness. Choose your sharing times carefully. Talk about how you feel, and listen for understanding when you sense Lydia has withdrawn and shut down.
- Be prepared to give in-depth explanations in a patient manner.
- Allow her time for disappointment when she has not met her own high standards.
- Give sincere, descriptive praise, and show appreciation for her work.
- Do not overreact to her tendency to be critical, but gently guide her to accept shortcomings in herself and others.

# The Cautious "C" Parenting Style And the Conscientious "C" Teenager

(Relating between a C Parent and a C Teen)

## Strengths:

This is a natural combination to produce a child prodigy. You can enjoy working hard together on some task or project and give full attention to what needs to be done. You both are prone to seriousness. And, both parent and child are dedicated to quality, excellence and doing things the right way.

## Struggles:

The trouble comes when parent and child disagree on whose way is the "right" way. Both can quickly shut down and withdraw to plan their next move. Both tend to wage a war of indirect communication.

## Strategies:

- Be open if Lydia suggests a different way of doing something. Be willing to be flexible on some of your standards in order to finish a job in a mutually acceptable way.
- Be careful when you correct Lydia. You know very well that criticism of your work is one of your greatest fears.
- Do not overreact when Lydia criticizes you.
- Show plenty of affection and emotion. Like you, Lydia needs to feel loved and valued, and she may not be naturally affectionate.
- Most of all, do not set your standards so high that Lydia feels that she will never be able to reach them.

# SECTION 3:

## For Lydia's Teachers:

Dear Teacher,

We know that you care very much for your students and also for **Lydia**. Thank you for taking the time to understand her. **Care and understanding** is what **Lydia** needs in order to be receptive to your teaching. This Discovery Report is intended to help you understand **Lydia** better. By reading this report, you will gain insight into her personality blend which influences everything she does. This Discovery Report will help you to adapt your teaching approach to best meet **Lydia's** needs and to work in cooperation with her style.

We would like to offer you help to determine your own unique personality style. Your teaching style is influenced by your own personality. We suggest that you start by referring to the next page for an introduction to the "DISC" traits. You can also obtain your own personality assessment at [www.discoveryreport.com](http://www.discoveryreport.com).

Just like you, we want **Lydia** to grow to become her best. We hope this information will be helpful to you in building a better relationship with Lydia.

Sincerely,

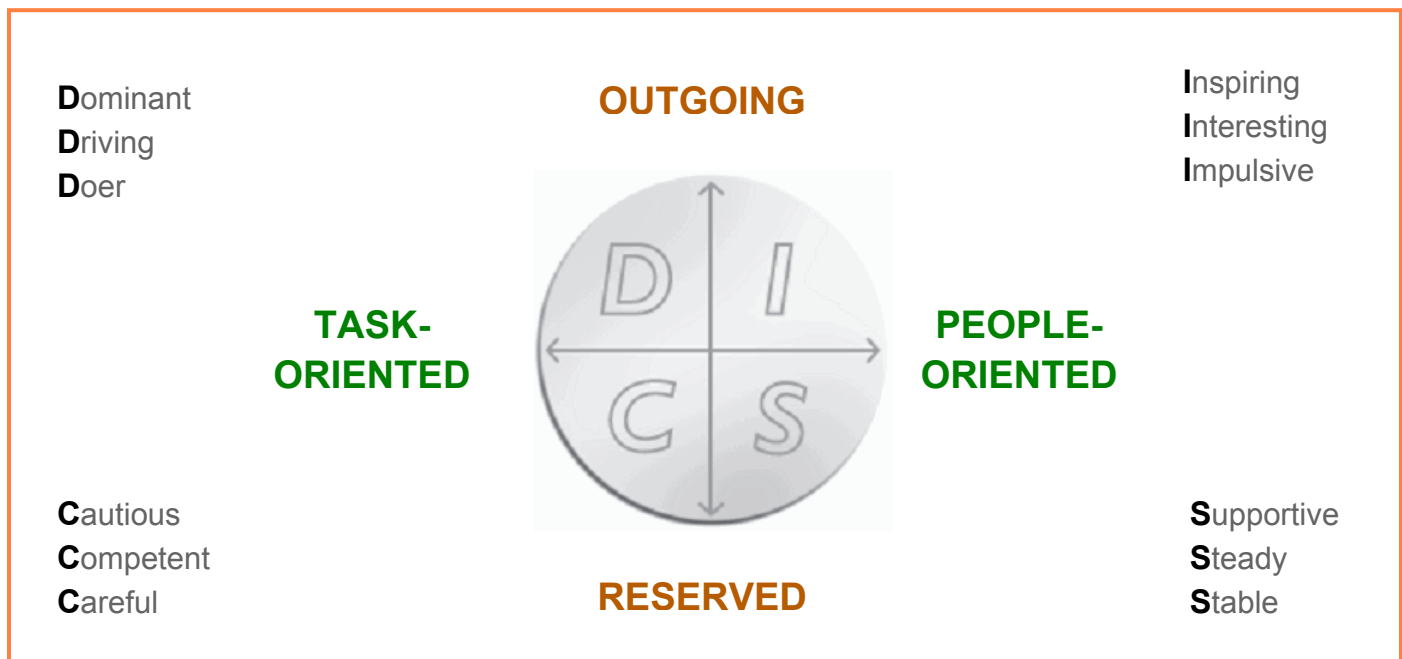


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## Introduction to the "DISC" Traits

Lydia, the results of your assessment show that your personality style blend is **C/DS**. You will learn more about your **C/DS** blend and what that means in this Discovery Report. To help you understand what we mean when we use the letters **D**, **I**, **S** and **C** in this report, we will quickly go over how our personality model works.

Most people have predictable patterns of behavior which go along with their specific personalities. There are four basic personality types. We refer to these personality types by the letters, "**D**," "**I**," "**S**" and "**C**." All 4 of these personality types blend together in you to determine your unique personality. In other words, everyone is a mixture of all 4 types of behaviors. Take a look at the picture of the DISC human behavior model below.



You will notice that there are words in bold letters around the circle which represent behavior patterns: **OUTGOING**, **RESERVED**, **TASK-ORIENTED** and **PEOPLE-ORIENTED**. Sometimes people are **OUTGOING** and sometimes they are **RESERVED** in their behavior. Sometimes people are **TASK-ORIENTED**, and sometimes they are **PEOPLE-ORIENTED**. The four personality types are like four parts of a pie, and you can see the letters "**D**", "**I**", "**S**" and "**C**" in each of the 4 sections of the pie. We can describe the basic behavior of the four personality types using words that begin with "**D**", "**I**", "**S**" and "**C**." Some of the words are listed in the diagram above.

# Teaching Insights for Lydia

(for someone who is primarily C)

## Communication Key - Lydia says:

- Tell me why we need to do something and your expectations.
- Show me how I fit in and explain guidelines and boundaries.
- Be logical and careful with me.
- Offer me quiet time to think and talk alone with you.

## Encouragement Key - say to Lydia:

- "You are so precise and perceptive; I like to know how you feel."
- "I like that you are so organized and always try to do your best."
- "You can catch important details that others may miss."
- "When you work you are so conscientious, and you always look for the best answers!"

## Teaching Keys for Lydia

As you teach Lydia, you will feel her focus on quality. She asks you so many questions! She wants to understand how things work and the proper procedure for everything. Lydia is driven for perfection, so she takes criticism very personally. Encourage her to express how she feels. Share your feelings with Lydia! You can help her understand that everyone makes mistakes as she learns and grows; then Lydia can learn to be more tolerant of your mistakes and her own as well. Be patient as you encourage Lydia to develop her special gifts. She will usually be much harder on herself than you would be. Remember that Lydia may have difficulty expressing or even recognizing her own feelings.

As a "C" style, Lydia is conscientious and loves to think about and organize things. You may find that Lydia understands some things far ahead of her peers, especially in an area of interest to her. Lydia's emotional maturity may be volatile, sometimes seeming mature, and then suddenly exploding in frustration. Recognize the high quality of her work, and model the kindness for people she can learn. Express your feelings to her, and allow her to talk. Show Lydia that people don't care how much you know until they know how much you care.

# Teacher's Guide to the 4 Learning Styles

The following 4 pages contain information on ALL FOUR possible styles of learning.

**Please refer to each page that corresponds to each letter in Lydia's blend.**

**Lydia's blend is**

**C/DS**

## **Learning Style Key:**

D = Dominant Learner

I = Inspiring Learner

S = Supportive Learner

C = Cautious Learner

# Dominant Learners (D-types)

**Competencies (Strengths):** You are proud of the student who, in high school, will be the school's football quarterback, captain of the basketball team, star of the drama club, editor of the school newspaper, or, in lower grades, is a school crossing guard or classroom leader. However, he does not seem to make good grades in the traditional classroom experience, regardless of the subject. What is the problem? After all, he is smart, resourceful, gifted, and can excel at many different things. He acts spontaneously and quickly and gets the task at hand done, especially when it involves physical dexterity, courage, or quick wittedness. However when you try to get him to sit still in a formal learning situation you can "forgetaboutit." These students are a challenge and often try teachers' patience. They have to be busy doing something nearly all the time! They are goal-oriented and like to come out on top as winners. They often accomplish this by their determined, diligent, and practical independence along with a good dose of courage and efficiency. One day in the future, after proper challenge, discipline, and encouragement, they will become future entrepreneurs, explorers, high achievers or pro athletes, because they are not afraid to take risks!

**Conflicts (Weaknesses):** This student can be very determined, which can result in conflicts with authority. In fact, conflict is just a method of interaction for them, and, sometimes, they even enjoy a little conflict. Sometimes the conflict is no more than playful sparring, however, "D" type can have a challenge being under someone else's authority. Giving them some choices and some control can help minimize conflict. Dominant Learners are often a disciplinary problem, because of their strong will. They dislike restrictive routines or overly rigid structure. They like choices, to be in charge and to be free to move and act independently. With too many restrictions and too few choices, there can be problems of anger, abrasiveness, defiance, sarcasm, and lack of consideration for others. If this student is not properly challenged, she is more prone to be defiant. Keep in mind that the challenge must appeal to them, not just to you. Their independence is often mistaken for rebellion against authority because they do not like to take orders. Work with their natural leadership ability, and steer it in a positive direction. Give her something that they will enjoy being in charge of, and they will be less likely to try to take control of something.

**Curriculum (Program of study):** Because this student is so doing-oriented, learning almost occurs as a by-product of energy, movement and actions. Therefore, this student needs to be challenged through a sense of competition and physical (tactile or kinesthetic) activities. Demonstrations, field trips, computer learning programs, and game format lessons are often good ways to engage this student. Since they are often poor listeners, you must give them clear instructions and achievable goals, which should be immediately rewarded when met. Also, look for ways to reward these students for the development of good study habits, good attitudes, self-discipline, and acceptable work. Getting to lead the class or a group or making choices in assignments are motivating to the "D" style. Offering the student plenty of variety and choices of learning activities is appealing to the Dominant "D" learner. Allow her to work on assignments with minimal supervision.

# Inspiring Learners (I-types)

**Competencies (Strengths):** This kind of student has a strong need to be the center of attention! They like to influence others through their performance, imagination, and interaction - all of which makes them feel important through the recognition that is given to them. They often have a wide breadth of interests and are sociable and friendly. They are interested in the thoughts, feelings and experiences of others. Cooperation, compassion and communication drive these personable students. So, consequently, they are well liked. These learners are today's visionaries and dreamers who want to make a difference in their world. Because of their high profile and popularity, you will find them involved with the Drama Club, band, cheerleading, or serving as the campus clown or a class officer. They are really high achievers who set high expectations for themselves, and who love functioning in groups of people. Consequently, they do well socially, often learning to speak and read at an early age.

**Conflicts (Weaknesses):** This type of learner may not always be the "ideal" student. They are often disorganized and are not detail oriented, as evidenced by their poor study habits. Inspiring learners are great starters but poor finishers. They often lack focus and follow through. Short-term projects with lots of group activities appeal to their short attention spans and give them a payoff of prestige, playfulness, and approval, which they seek. Long-term projects can become very frustrating because inspiring learners do better in the moment in which they find themselves. A project that is due six weeks from now might as well be due six years from now. It is difficult for this learner to get focused on something that seems so far away. It is important that you, as the teacher, be verbally supportive of them in spite of this student's shorter attention span. They can often interpret rejection or failure of their work as personal rejection of themselves. Therefore, they are often fearful of competitive environments.

**Curriculum (Program of Study):** Inspiring learners are definitely interactive learners who enjoy discussion groups, brain storming activities and group projects. They love to be involved in teamwork, and they love to give input to the group. At the same time, they appreciate a certain amount of individualism in order to be self-creative. Language arts, philosophy, history, and biography appeal to these students. They like to know about other people's ideas, contributions, and life experiences in the social sciences. Give them plenty of encouragement to participate in campus clubs and organizations, and to engage their sociability. These will also afford them opportunities for them to practice using personal planners, calendars, and other organizational tools to keep track of their commitments, assignments, and responsibilities. Also, you should encourage these students to learn the habit of carefully proof-reading their assignments for thoroughness or possible mistakes.

## Supportive Learners (S-types)

**Competencies (Strengths):** Desiring to win the approval of adults, supportive learners are eager to learn, cooperate and obey. They sometimes go through the stigma of being the “teacher’s pet.” Naturally nurturing and helpful, these students are easygoing and will be quite supportive in their loyalties. They seem to flourish in a routine and predictable environment as they assimilate lessons by steady plodding or set procedures. Understanding their strong need for teamwork and cooperation will cause you not to try to put additional pressure on them to isolate themselves from their peers. They need their “personal space” in order to grow more comfortable when any changes occur. Your verbal support will help them feel more secure, especially when introducing or learning new material. They value the status quo. Because they are so steady, dependable, trustworthy, and love to help, you will often find that they are willing to help their teachers or other students. These are your naturally studious and obedient students who are a joy to the teacher!

**Conflicts (Weaknesses):** Supportive learners are often sensitive and insecure. You will have to reach out and try to help them develop a sense of self-confidence. Give them opportunities to make independent decisions instead of having them confer with others. Since they are quite adept at mere memorization of data, they frequently do not see “the big picture’s” underlying concepts and principles through extrapolation. Have them paraphrase lessons, reinforced with written essays to help you evaluate their understanding of the lessons. Risk taking, new adventures, confrontations, and changes in routine are often traumatizing to these kids. Give them help in learning a new meaning of adventure in their lives! Supportive learners are often poor starters on tasks. However, they can be great finishers, because they like to see closure on projects or situations.

**Curriculum (Program of Study):** The supportive learners appreciate a quiet, well organized, and structured learning environment. Lessons should be presented in sequential, incremental and evenly, slowly paced steps to play on their desire for order and proven methods of instruction. Use repetition and drills, workbooks, and written assignments, which are traditional teaching methods. Since they are motivated to understand, make sure that you give them clearly delineated responsibilities with objective standards of evaluation. Give them some open-ended assignments to promote decision making and creativity with their own ideas. You should be alert to the student who has frequent questions for clarification, since this may be an indication that he is insecure or under stress in a particular learning situation.

## Cautious Learners (C-types)

**Competencies (Strengths):** These students are natural learners. They love to investigate and understand many subjects. In a word, they simply love to learn. Critical thinking, problem solving, and analysis come naturally to these creative students. They will learn, sometimes in spite of you, because they are self-motivated, contemplative and idealistic. Cautious learners are meticulous and accurate in their work, because they value being careful, thorough and correct. They are perfectionists! These are the student with the high I.Q's. They are often placed in gifted or advanced classes. Their appetite for knowledge is insatiable and intense. They will focus on one task for an extended period of time, since they can block out distractions (unfortunately, even personal responsibilities). Cautious learners make great class treasurers or parliamentarians, and they often join the Debate team or Science Club, which offers them quality answers and value.

**Conflicts (Weaknesses):** Because this cautious learner can be so intensely focused on a task, he may neglect subjects or responsibilities that lie outside his narrow frame of interest. Accountability may be needed to insure that their other responsibilities are met. Socially, this child can be downright unsociable. He can often be self-centered or easily offended, thereby seeming aloof, moody, cold or critical of others. He often relates to others in an instructional manner rather than a personal one. Help him to open up more socially and to be more accepting and empathetic towards others as he works on his interpersonal skills. Cautious learners may have trouble accepting their own limitations without becoming frustrated. Give them plenty of opportunities to express their emotions tactfully. Help them to keep their personal shortcomings in perspective.

**Curriculum (Program of Study):** Since the cautious learner values learning facts and empirical, objective knowledge, he constantly needs to be challenged. Mere rote memory or "busy work" will not satisfy him. He does not like being "talked down to" or made to record the entire problem solving steps that are immediately obvious to him. Give him some room for flexibility and creativity in a quiet and stable learning environment free of unnecessary interruptions, so he can work in a structured and systematic way. They respond well to the traditional lecture format and personal reading and research. You may place these students in advanced classes or allow them to proceed several levels ahead in subjects which interest them and in which they show comprehension. Cautious learners are good listeners, and they value input from mentor experts in their spheres of interest. Try to encourage them in volunteerism and service - oriented areas, such as peer mentoring, to help them develop their social skills. They usually enjoy working individually or one on one rather than in a group setting, unless the group is as interested and focused on a task as much as they are. Still, encourage them to join campus clubs and organizations, so they can both learn and contribute.

# SECTION 4:

## Career Information:

The information in this next section is intended to give you an idea of various careers that are usually a good fit for each personality type.

**These lists are only intended to help you with ideas!**

**You will probably be interested in careers from more than one list!**

This information may help you think about what type of work would seem to "fit" you better. Some personality types are **energized** doing things that may actually "stress out" other personality types. While **you may be able to do anything** you put your mind to, **there may be certain areas that you are more naturally inclined to excel in**. In these areas, your strengths are used and your environment encourages you to be your best. You will see that there is an "exploring your interests" exercise below. **Have fun with it**, and give it a try. It is not meant to steer you in a particular direction, but to help you **think about how to best use your talents and gifts in a way that cooperates with your personality traits**.

### EXPLORING YOUR INTERESTS

1. Print out the list of careers for each personality style (the next 5 pages in this report).
2. On each list, put a **big star** by careers that you believe might be a **"very good"** fit for you.
3. On each list, put a **check mark** by careers that that you believe might be a **"pretty good fit"** for you.
4. On each list, put an **"X" mark** by careers that that you believe might be a **poor fit** for you.
5. On each list **cross out the entire line** of careers that that you believe might be a **"very poor"** fit for you.
6. When you have completed all of the lists, go back over your notes in order to see what did and did not appeal to you.
7. **Write down your top 10 most interesting careers on a blank sheet of paper.**
8. **Also write down your top 10 LEAST interesting careers on the same paper.**
9. **Lastly, write down any thoughts, observations or conclusions you had as you went through this exercise.**

This exercise is just intended to be a **STARTING POINT** to help you begin to think about what kinds of vocations will fit you best according to your natural talents, gifts and abilities.

## "D" Styles Usually Make Good:

**Administrators**... run large operations such as schools or hospitals  
**Agent/ Business managers**... represents performers, speakers and other professionals  
**Army Rangers**... highly-trained combat soldier  
**Athletes**... sports participant with physical speed, stamina, skill  
**Athletic Trainers or Coaches**... one who leads athletes to higher performance  
**Builders**... owner of a building construction business  
**Business Owners**... self-employed, self-directed business operator  
**Closing specialist (sales)**... one who helps close sales deals by helping others make decisions  
**Coaches**... instructor/manager in charge of a team or game strategy  
**Construction Workers**... craftsman who builds systematically  
**Corporate Buyer/Negotiator**... represents companies in making purchases to get the best price  
**Developers**... person who develops real estate on speculation  
**Director of educational programs (religious)**... runs educational programs for large churches  
**Directors**... head of a project or bureau, play or movie  
**Drill Instructors**... military discipline and close-order drill trainer  
**Educational Administrator**... one who oversees the entire operation of an educational institution  
**Emergency Medical Technician**... trained to handle medical emergencies  
**Entrepreneurs**... business organizer who assumes risk for profit  
**Executive secretary**... highly productive and efficient person who works for an executive  
**Executives**... chief officer managing the affairs of a company  
**FBI/CIA/DEA Agents**... federal investigation and enforcement officer  
**Fighter Pilots**... highly skilled military jet combat flier  
**Food service manager**... one who runs an efficient food service operation  
**Foremen**... person in charge of a group of workers in a factory  
**Franchise operators**... runs a business according to an established franchise model  
**General contractor for construction**... oversees crews of workers who work on a building project  
**General Manager**... one who is in charge of business decisions for a business day-to-day  
**Hotel/Restaurant Manager**...in charge of all aspects of the operation of a hotel or restaurant  
**Industrial Production Manager**... one who is in charge of production in a manufacturing plant  
**Landscaping**... one who owns and operates a landscaping business  
**Lawyers**... advisor in matters of law, representative in lawsuits  
**Leaders**... person directing, commanding, guiding an activity  
**Management consultant**... gives direction to companies to help them improve their performance  
**Managers**... in charge of a group of others to ensure productivity  
**Manufacturers rep** (independent salesperson)  
**Marines, Green Berets**... special forces, amphibian combat soldier  
**Military Officers**... commander for Army, Navy, Marines, Air Force  
**Motivators**... person who impels or incites the success of others  
**Navy Seals**... underwater espionage and military assault diver  
**Pastors**... primary leader of a religious congregation  
**Physical trainer**... one who works with individuals to reach their fitness goals  
**Police Officers**... local safety and law enforcement professional  
**Private Investigator**... independent detective  
**Producers**... in charge of financing and coordinating entertainment  
**Real Estate Agent**...involved in buying and selling land, homes or commercial property  
**Sales Manager**... oversees a group of sales people to help meet sales goals  
**Shop owners**... independent business owner who is in charge of every aspect of their business  
**State Patrolmen**... a law enforcement officer with highway jurisdiction  
**Supervisors**... superintendent or overseer of a work group  
**Truck Drivers**... national or local carrier/deliverer of goods by truck

**Students...!**

## "I" Styles Usually Make Good:

**Actors...** person who plays roles in television, film, theatre, etc.

**Advertising and promotion specialists...** experts in marketing to the public

**Aerobic Instructors...** leads a group of individuals in aerobic exercise training

**Announcers...** a voice actor who usually works in radio, television or film

**Auctioneers...** expressive person selling and directing bids at auction

**Broadcasters...** transmitter of information to a large radio/tv audience

**Car Salespersons...** explains benefits, induces automobile purchase

**Career counselors...** provide help to individuals exploring what field of study or work to pursue

**Chiropractors...** adjusts peoples' spine or body to treat pain or other problems

**Coaches...** instructor/manager in charge of a team or game strategy

**Comedians...** comedy entertainer who recites clever monologues

**Convention/event planners...** works with groups to coordinate events

**Corporate Trainers...** one who trains groups of people for ongoing job-related education

**Creative Directors...** overlooks design in advertising and branding for a company

**Customer service managers...** coaches a team of people to provide customer service

**Disk Jockeys...** radio or party personality who entertains with music

**Entertainers...** person who amuses with song or dance, etc.

**Executive recruiters...** specializes in attracting and hiring top level executives

**Flight Attendants...** comfort/safety steward on an plane, ship or train

**Fund raisers...** provide the service of raising money for organizations

**Graphic artists...** person skilled in creative forms such as illustration and drawing

**Hair Stylists...** Cuts and styles hair to change or maintain a person's image

**Health educators...** teaches and informs others about health related topics

**Hotel Manager...** looks after all aspect of running a hotel and making customers happy

**Human resource (HR) managers...** handles personnel related issues such as hiring and training

**Interior Decorators...** designer of living space and functionality

**Journalists, columnists, authors...** writes articles, columns and books

**Leaders...** person with ability to motivate and direct a group

**Marcom specialists...** an expert in marketing and communications

**Marketing Directors...** helps companies to present their products and services

**Missionary...** one who is involved in religious work or ministry to help others

**Motivational speakers, personal coaches...** inspire others to achieve and grow

**Musicians or Performers...** accomplished musician who entertains others with their talent

**Personal Trainers...** health and fitness professional hired for individual instruction

**Physical therapists...** helps others maintain and restore proper body movement and strength

**Politicians...** holder of elected governmental office

**Preachers/Pastors...** one to teaches and oversees a large congregation

**Psychologists...**mental health professional providing services such as therapy or counseling

**Public Relations Directors...** in charge of creating and maintaining favorable public opinion

**Public Speakers...** deliverer of speeches, influencing listeners

**Recreation/activities directors...** in charge of recreational activities for camps and resorts

**Recruiters...** one who leads others into a field of work

**Reporters...** news gatherer/writer for television, radio, newspaper

**Restaurant managers...** runs the restaurant and makes sure customers enjoy their visit

**Retail sales...** sells goods in a retail environment such as a store or mall

**Sales managers...** oversees a sales team and helps them to achieve their goals

**Salespeople...** person employed to sell goods or services, often by use of persuasion

**Stockbrokers...** involved in buying and selling stocks and securities for investors

**Teachers...** instructor of lessons, skills, occupations or disciplines

**Wedding Consultants...** planner of formal wedding events

**Students...!**

## "S" Styles Usually Make Good:

**Administrative Assistants**... support provider for business executives  
**Artists**... person skilled in fine arts: painting, sculpture, drawing, etc.  
**Banker or loan officer**... helps individuals with their banking and financial needs  
**Bed and Breakfast operator**... runs a business hosting guests in a home  
**Caterer**... someone who serves food at events such as weddings or corporate parties  
**Chefs**... head cook, preparer of gourmet foods in restaurant  
**Child Care Workers**... baby-sitter, nanny, or day care provider  
**Counselors**... advisor on academic, occupational or personal issues  
**Customer Service Representatives**... resolves customer complaints  
**Dental assistants**... assists dentists in providing dental care to patients  
**Dental hygienists**... licensed professional specializing in preventive care  
**Department Heads**... teacher/professor supervising school faculty  
**Diplomats**... representative to foreign countries, skilled in tactful communication  
**Doctor**... a medical professional who offers care to others  
**Electricians**... installer/repairer of electrical fittings for home/business  
**Elementary School Teachers**... instructor for younger children  
**Event Planners**... handler of details and hospitality for groups  
**Flight Attendants**... comfort/safety steward on an plane, ship or train  
**Floral designer**... makes and sells flower arrangements for gift and decoration purposes  
**Funeral Directors**... mortuary manager, deals with grieving people  
**Geriatric nurse**... provides nursing care for elderly people  
**Guidance counsellors**... work in schools to provide advice and guidance to students  
**Healthcare Workers** ... one who assists in taking care of others  
**Homemakers**... a person who manages a household and family  
**House Painters**... craftsman with good technical and people skills  
**Human Resource Directors**... oversees company's personnel needs  
**Lab Technicians**... operator/evaluator of laboratory medical tests  
**Librarians**... supplies/inventories books and educational materials  
**Managers**... handler of business affairs for clients, celebrities  
**Medical assistants**... perform administrative and clinical tasks for doctors and medical staff  
**Nurses**... care provider for the sick, work in hospitals, doctor's offices and homes  
**Occupational therapists**... helps individuals to have a healthy work environment  
**Pharmacists**... person licensed to prepare/dispense medicines  
**Physicians assistant**... non-physicians licensed to practice medicine with a physician's supervision  
**Physical therapists**... helps others maintain and restore proper body movement and strength  
**Private tutor**... teacher others individually or in their own home  
**Psychologists**... studies the mind and may counsels those who have emotional or mental distress  
**Real Estate Agents**... representative in buying/selling of property (example: helps people find a home)  
**Receptionist**... one who greets and accommodates visitors, usually at a large company  
**Researchers**... patient gatherer/interpreter of survey data  
**School Teachers**... instructor of lessons, skills, or disciplines  
**Secretaries**... clerical assistant for business operation or office  
**Social Workers**... provider of family health and welfare services  
**Speech language pathologists**... helps to prevent and treat speech and language problems  
**Supervisors**... superintendent or overseer of a work group  
**Teachers**... instructor of lessons, skills, occupations or disciplines  
**Veterinarians**... health care for domesticated animals and family pets  
**Waiters/Waitresses**... customer service personnel in restaurants  
**Website designers**... works with clients to create websites that meet their needs  
**Writers**... a biographer, fiction author, or journalist  
**Students!**

## "C" Styles Usually Make Good:

**Accountants...** person who inspects, keeps, or adjusts account books

**Airline Pilots...** the operator of a commercial airplane

**Applications engineer...** assists others in using a certain product or technology

**Architects...** person who designs and plans buildings or bridges

**Artists...** person skilled in fine arts: painting, sculpture, drawing, etc.

**Authors...** professional writer of books, stories, poems, articles

**Bankers...** owner or manager of a bank

**Biochemist...** works to understand chemical processes in living organisms

**Bookkeepers...** systematic recorder of business transactions

**Carpenters...** builder and repairer of wooden buildings, ships, etc.

**Chemical Engineers...** applies chemistry, physics, math in manufacturing

**Choral Conductors...** director of vocal music choirs and ensembles

**Civil Engineers...** infrastructure designer or supervisor

**Clerks...** office worker who keeps records, types letters, does filing

**Composers...** creator of complex musical works

**Computer software engineers...** writes, tests or architects software programs

**Consultants...** expert called upon for technical advice or opinions

**Craftsmen...** worker in a skilled trade, such as woodworking

**Database administrators...** specialist who knows how to work with computer databases

**Dentists...** person providing care to teeth and surrounding tissues

**Draftsmen...** drawer of architectural plans for buildings or machinery

**Ecommerce and internet marketing specialists...** expert in online commerce

**Educators...** specialist in theories and methods of education

**Elementary school teachers...** one who teaches children at the elementary level

**Engineers...** specialists who work in a highly technical field (civil, electrical, mechanical etc ...)

**Financial Planners...** one who maps out a financial plan for their clients to meet specific goals

**Finishing Carpenters...** fine work completer of wooden building interiors

**Forensic science technicians...** studies and analyzes data of interest in legal proceedings

**Healthcare workers...** one who works in providing healthcare related services

**Hospital Administrators...** long-term planning health services manager

**Information Technology Specialists...** involved with computer systems, often for a large company

**Interior Decorators...** designer of living space and functionality

**Inventors...** deviser of a new method, tool, or contrivance

**Lawyers...** advisor in matters of law, representative in lawsuits

**Librarians...** supplies/inventories books and educational materials

**Market research analyst...** researches and advises on how to sell products or services

**Mechanical Engineers...** production, transmission, use of power/heat

**Mechanics...** skilled worker using tools to repair cars, trucks, machines

**Military Intelligence...** gatherer of secret information for military purposes

**Musicians...** performer, composer or conductor of music

**Network systems engineer/administrator...** sets up and maintains computer networks

Continued on the next page ...

## "C" Styles Usually Make Good:

**Pharmacists**... dispense medications and ensure their safe and proper use by a patient

**Photographers**... an artist who makes camera pictures

**Photojournalists**... a news reporter whose pictures help tell the story

**Physicians**... practitioner of healing arts and medicine

**Plumbers**... installer/repairer of water or gas pipes, fixtures, drainage

**Professors**... highly-ranked college/university teacher in a specific field

**Project Managers**... ensures that projects are completed on schedule

**Real Estate Brokers**... agent for negotiating, buying and selling property

**Registered Nurses**... ensure that patients receive proper care from physicians

**Risk managers/actuaries**... determine risk for companies such as for insurance purposes

**Scholars**... specialist in education, especially in the humanities

**Scientists**... investigator of natural sciences, biology, chemistry, physics

**Specialists**... expert concentrating in a particular professional field

**Statisticians**... expert in manipulation and interpretation of data

**Structural Engineers**... designer of columns, beams, girders, enforcements

**Surgeons**... doctor who treats illness by removing diseased tissue

**Teachers**... instructor of lessons, skills, occupations or disciplines

**Theologians**... systematic student of religious doctrine and divinity

**Web developer and programmer**... develops web pages and programs for the internet

**Students**...!

# Tips for Interviewing with Style People

(Tips you can use when the person who is interviewing you has a Dominant personality)

## Remember that their basic motivations are:

- Challenge - Show them you have a "can-do" attitude
- Choices - Let them be in charge and follow their directions
- Control - Do not try to take over the conversation

## They respond best when your approach provides them an environment where they can have:

- Freedom - Let them decide what the next step is
- Authority - Let them know that you will respect their position
- Varied activities - Find out if there is something you can DO to help
- Difficult assignments - Ask them what challenges lie ahead
- Opportunity for advancement - Talk about any progress that can be made

## They will respond best to you when you:

- Provide direct answers
- Stick to business
- Stress goals
- Show confidence (but don't overdo it)
- Focus on what CAN be accomplished

## Remember, the D-Style person is still learning that:

- People are important - don't be offended if they are abrasive.
- Relaxation is not a crime - know that they may be intense.
- Some procedures are necessary - ask them what they want you to do next. Repeat it back to them so that expectations are clear.
- Everyone can benefit from other successful people - don't let their strong, self-assured manner fool you.
- Verbalizing conclusions helps others understand them better - they may not give you much feedback, but don't take that as a lack of interest.

## Interview Success Keys with D-Styles:

Expect challenge and debate - that is how they show interest. Remain calm, and be direct and to the point. Emphasize a goal to be achieved or the job that needs to be done and how you can do it.

# Tips for Interviewing with Style People

(Tips you can use when the person who is interviewing you has an Inspiring personality)

## Remember that their basic motivations are:

- Recognition - Ask them about their position and show sincere interest
- Approval - Look for their good qualities and voice them
- Popularity - Talk about ways that you can help them succeed.

## They respond best when your approach provides them an environment where they can have:

- Prestige - Show them respect
- Friendly relationships - Smile and be genuinely friendly and upbeat
- Opportunities to influence others - If your discussion goes well, ask them to put in a good word for you.
- Opportunities to inspire others - Let them know if they have helped you get excited about the opportunity.
- Chances to verbalize ideas - Let them talk and recognize their ideas.

## They will respond best to your leadership when you:

- Are a democratic leader and friend
- Provide social involvement outside of business
- Provide recognition of abilities
- Express interest and enthusiasm
- Create an atmosphere of excitement and interaction

## Remember, the I-Style person is still learning that:

- Time must be managed - transfer your discussion into an action plan that has a deadline. Help them think this through.
- Too much optimism can be harmful - be enthusiastic, but keep things realistic.
- Listening is important - do not expect them to listen very well or very long, so be brief and upbeat without extensive details.
- Tasks must be completed, so agree on 1 or 2 actions to take.
- Accountability is imperative - let them know in a friendly way that you will follow up with them. Do not use pressure, just be friendly and helpful.

## Interview Success Keys with I-Styles:

**Emphasize fun and talk about people you have worked with before. They will respond mainly to your excitement and tone more than anything else, so be excited!**

# Tips for Interviewing with tyle People

(Tips you can use when the person who is interviewing you has a Supportive personality)

## Remember that their basic motivations are:

- Security - Relax, be calm and cooperative.
- Appreciation - Be warm, friendly and show proper manners at all times.
- Assurance - Ask them if they have any concerns. Listen carefully and help them to be at ease.

## They respond best when your approach provides them an environment where they can have:

- An area of specialization - find out what their interests are and talk about them
- Identification with a group - show your willingness to work as a team member
- An established work pattern - respect their time and space
- Stability within a given situation - show how you can fit in with what they are doing
- A consistent, familiar environment - try to meet at a location they are familiar with

## They will respond best to your leadership when you:

- Are relaxed and friendly - it puts them at ease
- Allow them to have time to adjust to changes or new ideas - be patient
- Serve them as a friend - be genuine on this point
- Allow them to move at their own pace - do not push
- Express your goals - be confident and sincere.

## Remember, the S-Style person is still learning that:

- Change precedes opportunity. Their low enthusiasm does not mean lack of interest.
- Friendship isn't everything - do not make them feel obligated to you just because you are friends.
- Discipline is good - suggest what needs to be done next
- It is all right to say, "No!" - realize that they will avoid conflict at all costs, even if it means speaking as a "yes" and acting as a "no."
- Being a "servant" does not mean being a "sucker" - be careful to not ask too much of this person too soon. They may over-extend themselves to avoid disappointing you.

## Interviewing Success Keys with S-Styles:

**Emphasize people and security with them. Give them time to absorb your message. Be patient and nonthreatening. Use a softer, gentler tone. They respond best to a warm, genuine, friendly approach.**

# Tips for Interviewing with Style People

(Tips you can use when the person who is interviewing you has a Cautious personality)

## Remember that their basic motivations are:

- Quality answers - Be specific and give logical answers
- Excellence - Provide examples of past accomplishments
- Value - Provide a list of benefits that you offer in the situation

## They respond best when your approach provides them an environment where they can have:

- Clearly-defined tasks and explanations - speak clearly and don't get off the subject
- Sufficient time and resources to accomplish tasks - don't push them
- Team participation - expect them to want to double-check with others
- Limited risks - talk about any of their concerns
- Assignments that require planning and precision - give them whatever information they feel they need to work with you.

## They will respond best to your leadership when you:

- Provide reassurance - give specific examples to back up what you are saying
- Maintain a supportive atmosphere - do not be confrontational
- Provide an open-door policy - show a willingness to consider their viewpoint
- Are very specific - do not be vague or unclear
- Are detail-oriented - stay on the subject that THEY are interested in

## Remember, the C-Style person is still learning that:

- Total agreement is not always necessary - do not argue if you disagree.
- Thorough explanations are not always possible - don't be afraid to say that you do not know the answer to one of their questions. They express interest by asking questions.
- Deadlines must be met - set a deadline for any task that you ask them to do, because it is easy for them to get lost in striving for perfection.
- Taking a calculated risk can be profitable - emphasize the benefits and results they can achieve. Help them to offset any perceived risks by redirecting concerns in light of the desired results.
- There are varying degrees of excellence - realize that they tend to over-analyze everything. Do not be overwhelmed by their strong desire for information. Remain confident and patient.

## Interviewing Success Keys with C-Styles:

**Emphasize your qualifications and value in a logical manner. Give them reassurance that you are able to do the work at hand. Give them time to think things through and process any information you provide. They will respond best to a rational, specific and calm approach.**

## **"D" Styles and How Others Can Perceive Them**

<b>In Control</b>	<b>Out of Control</b>
<b>Outspoken</b>	<b>Rude</b>
<b>Assertive</b>	<b>Cruel</b>
<b>Productive</b>	<b>Inconsiderate</b>
<b>Straight-forward</b>	<b>Detached</b>
<b>Goal-oriented</b>	<b>Impatient</b>
<b>Confident</b>	<b>Conceited</b>
<b>Competitive</b>	<b>Ruthless</b>
<b>Bold</b>	<b>Arrogant</b>
<b>Deliberate</b>	<b>Dictatorial</b>

## **"I" Styles and How Others Can Perceive Them**

<b>In Control</b>	<b>Out of Control</b>
<b>Friendly</b>	<b>Weak-willed</b>
<b>Carefree</b>	<b>Undisciplined</b>
<b>Optimistic</b>	<b>Unrealistic</b>
<b>Persuasive</b>	<b>Manipulative</b>
<b>Free-spirit</b>	<b>Impulsive</b>
<b>Imaginative</b>	<b>Day-dreamer</b>
<b>Outgoing</b>	<b>Overactive</b>
<b>Communicative</b>	<b>Self-promoter</b>
<b>Relational</b>	<b>Shallow</b>

## **"S" Styles and How Others Can Perceive Them**

<b>In Control</b>	<b>Out of Control</b>
<b>Reliable</b>	<b>Dependent</b>
<b>Listener</b>	<b>Fearful</b>
<b>Conservative</b>	<b>Resists Change</b>
<b>Quiet</b>	<b>Unemotional</b>
<b>Helpful</b>	<b>Push-over</b>
<b>Peaceful</b>	<b>Passive</b>
<b>Cooperative</b>	<b>Indecisive</b>
<b>Loyal</b>	<b>Possessive</b>
<b>Softhearted</b>	<b>Enabling</b>

## "C" Styles and How Others Can Perceive Them

In Control	Out of Control
Observant	Intrusive
Questioning	Prying
Cautious	Distrustful
Efficient	Fixated
Orderly	Compulsive
Consistent	Rigid
Private	Unsociable
Excellent	Perfectionist
Reserved	Emotionless

# Appendix

# Understanding DISC Types and Your Personality Style

Your computer generated report is based on the **DISC** Model of Human Behavior. This model shows that human behavior can be described as either Outgoing or Reserved. It can also be described as Task-oriented or People-oriented. When placed on bisecting quadrant lines, we see the four types like this:



If your **D** is high, the **D** plotting point on your graph is in the upper segment of the graph. This means you are Dominant in your personality style. If your **D** is low, that means you are low in dominance, and tend to let others take the lead. If your **D** is close to the midline, you are average in that type, sometimes choosing to be dominant, while at other times not. Your plotting point position shows the intensity of the **D** type in your personality style. The higher that plotting point is, the stronger that type is in your personality style. These intensity levels will also be true for your **I**, **S**, and **C** plotting points as well.

You may also compare the locations of the plotting points on the two graphs. If the location of the **D** plotting point on your Response to Environment, Graph I, is similar to the location of the **D** plotting point on your Basic Style, Graph II, we may conclude that you feel that your natural style works well in your current environment. The **DISC** scores in these two graphs simply indicate the difference in how you choose to respond in your environment, versus how you **naturally respond**. The more these two graphs are alike, the more harmony you feel with the behavior your environment requires. The more these two graphs differ, the more you are making an effort to adapt to your environment and the more uncomfortable you probably feel. Most people will have similar graphs, although often there are one or two plotting points that are in significantly different segments. If, for example, your **C** is much higher in your *Basic Style, Graph II*, than in your *Response to Environment, Graph I*, you feel that your current environment requires you to be less cautious than you might naturally be.

## Understanding Your Graphs

Please refer again to the 2 graphs on page 16 of this report. One is your Response to Environment graph, and the other is your **Basic Style** graph. Let me introduce you to each of these.

**Graph I** is your **Response to Environment graph**. This graph shows *the way you have learned to function in your environment* in order to achieve success. Your environment influences why you choose to act the way you do. Psychologists often refer to this as *nurture*. Your environment often changes, due to your life stage, your changing role requirements, or major life-changing events. Therefore this graph tends to be more changeable over time. We all seek to adapt or adjust our behavior throughout life as situations or circumstances require. For example, do you need to be very decisive in your current environment? In your Response to *Environment* graph, this would tend to make your **D** type higher.

You will notice that **Graph I** has the word **MOST** printed above it. This graph is derived from the phrases you selected in the **MOST** category in the Style Analysis. A simple illustration will explain why the Environment graph comes from your **MOST** choices. What do you **MOST** want for dinner tonight? You may feel like having pizza, or you may want a steak dinner, or you may really want a seafood salad. Your **MOST** choice is influenced by your current environment: pizza by take-out would be quick, and you are really busy tonight. Finishing a special project or celebrating a birthday may change your choice to a steak dinner. On the other hand, you may be in the mood for just a seafood salad. When you know what your environment calls for or demands, you are better equipped to make more appropriate choices. Your **MOST** choices are more affected by your environment, which is usually more changeable. Also notice that the plotting point numbers on **Graph I** are shown from **high** at the top to **low** at the bottom. The more choices you made for each **DISC** type, the higher your plotting point for that type. The Scores shown at the top of **Graph I** show your **DISC** numeric scores.

**GRAPH II** is your **Basic Style** graph. This graph shows how you are wired, exhibiting your natural behavior. This is how you tend to behave when you are totally at ease. It is the behavior you will gravitate to when you are under pressure because it is where you feel safest. It is how you naturally respond to something or someone. To a certain degree, your personality is formed by your genetic makeup. Your unique DNA chain contains genetic characteristics from many generations, which are part of your personality make up. You are designed a certain way from birth, before any outside influences occur. Psychologists often refer to this as nature. This graph will remain more constant throughout life.

## Understanding Your Graphs (continued)

You will see that **GRAPH II** has the word **LEAST** printed above it. This graph reflects your selections from the **LEAST** category - what you said you are least like. Remember our dinner illustration? What if you were given the dinner choices of pizza, a steak dinner, or seafood salad, but you hate seafood? Chances are good that you would choose seafood as your least desirable choice. You probably would not change that choice, no matter where you were. You are usually very consistent in the things you do not like. This is the correlation with your **LEAST** choices. The fewer times you chose a **D**, **I**, **S**, or **C** as your **least** response, the higher that type is plotted on **GRAPH II**. These plotting point numbers are charted from fewer at the top, to more at the bottom. For **GRAPH II**, look at your plotting point **locations** (high or low) rather than your plotting point **numbers**, in order to compare your two graphs. Both graphs will probably be fairly similar in appearance. Any differences in the two graphs will be explained later in this report.

### *How many different graphs are there?*

With only 48 choices, the number of possible graphs is actually quite large. This is why your report can be tailored to fit you so well. Based on available choices among the 24 **MOST** phrases, a total of 19,630 different Response to Environment graphs could be plotted. Also, based on available choices among the 24 **LEAST** phrases, 19,680 different Basic Style graphs could be plotted. Many of these graphs would vary only slightly. The Discovery Report that is computer generated is based on the graph scores and is tailored to result in hundreds of possible report possibilities. The face validity of these reports in a statistical study showed about a ninety percent accuracy rate. This assessment tool is highly personalized and accurate.

These guidelines will help you interpret your Style Analysis graphs. For a more in-depth discussion of **DISC**, or to understand your graphs more completely, the books **Positive Personality Profiles** and **Who Do You Think You Are, Anyway?** are recommended.

## Twelve effective tips to remember to use when working with each of the four personality styles:

### When Working with



's

#### Emphasize:

1. Results
2. Opportunity
3. Solutions
4. Goals
5. Plans
6. Wise use of time
7. Leadership role
8. Authority
9. Their challenging nature
10. Bottom line
11. Ownership
12. Efficiency

### When working with



's

#### Emphasize:

1. Fun
2. Enjoyment
3. Recognition
4. Dreams
5. People
6. Lifestyle
7. Energy
8. Enthusiasm
9. Their outgoing nature
10. Expectations
11. Stories
12. Success

### When working with



's

#### Emphasize:

1. Quality
2. Value
3. Logic
4. Principles
5. Honesty
6. Integrity
7. Consistency
8. Validation
9. Their inquisitive nature
10. Details
11. Loyalty
12. Correctness

### When working with



's

#### Emphasize:

1. Support
2. Reliability
3. Teamwork
4. Service
5. Peace
6. Family
7. Steadiness
8. Relationships
9. Their co-operative nature
10. Understanding
11. Security
12. Friendships

## Special secret tips that each personality style should remember:



- Don't push
- Give people time to process
- User softer tones



- Be more organized
- Stay focused
- Be credible



- Don't overdo details
- Remember the person, not the task
- Smile more and lighten up a little



- Be more confident
- Remember that challenges are okay
- Don't be controlled by FEAR  
(False Evidence Appearing Real)

# Personality Clues:

Use the chart below to help you quickly identify a person's primary personality style. This can help you adapt your style to better relate to them.



	<b>D</b>	<b>I</b>	<b>S</b>	<b>C</b>
 Like to Do things	<b>The fast way</b>	<b>The fun way</b>	<b>The traditional way</b>	<b>The proper way</b>
 Personal Décor	<b>Large desk, awards, useful accessories</b>	<b>Flashy, trendy, with fun pictures</b>	<b>Family pictures, personal mementos</b>	<b>Aesthetically pleasing, unique, functional</b>
 Body Language	<b>Big gestures; leans forward, advancing</b>	<b>Expressive, Friendly posture amusing</b>	<b>Gentle gestures; reassuring</b>	<b>Unemotional, controlled gestures; assessing</b>
 Speech Pattern	<b>Directive tones, abrupt, interrupting, always doing something</b>	<b>Talkative, varied tones, personal, easily distracted</b>	<b>Conversational, warm tones, friendly, prefers listening</b>	<b>Clarifying, monotone, logical, focused, emotionless</b>
 Processes Information by asking	<b>What ?</b>	<b>Who ?</b>	<b>How ?</b>	<b>Why ?</b>
 Key strength	<b>Firm</b>	<b>Fun</b>	<b>Friendly</b>	<b>Factual</b>

# Terms for "Guard Against" Responses

(see Basic Style Chart on page 10)

The following words are used to describe **behaviors that all personality styles should guard against** (see the Basic Style Chart on page 10). Brief periods of quick reactions or out-of-control behavior are normal when a person is in a fearful situation; however, it is important to **RESPOND instead of REACTING** to situations. Responding allows a person to be in-control (exercise self-control). Fears may be a cause for concern, but they should not control a person.

**Anger** - A secondary response when you have experienced hurt or fear. Rather than getting angry, ask yourself who hurt you or what are you fearful of at the present moment. Dealing with your hurt or fear can help calm your anger.

**Blame** - Avoiding taking responsibility; a person can blame people or circumstances

**Nonparticipation** - Not engaging, no response, minimal interaction

**Criticism** - Not understanding the need to set realistic expectations with themselves and others

**Indifference** - No emotion, a person just doesn't care; no importance or value one way or the other; disinterested; unconcerned

**Suspicion** - Thinking that the other person has an ulterior motive or is not sincere

**Initiate action** - Feeling a need for some type of action.

**Emotion** - High C styles (cautious, calculating) may allow reason (intellect, logic) to so rule over emotion that emotion is given no value at all. Low C styles may allow emotion to rule over reason so much that they are not rational.

# Other Resources Available



## *Discovery Report - online child assessment (for ages 4-12)*

**(48 page custom report on your child.)**

Online computer assessment based on fun stories involving 4 "BOT" characters (called BOTS because characters look like roBOTS). You will receive back a special customized 48 page report on your child that has 3 sections: one for the child, one for you - the parent, and one for your child's teacher(s). Topics include the child's strengths, understanding your child, parenting tips, motivation insights, teaching tips and learning styles. It's fun and informative!! Why not invest in a proven blueprint for helping your child succeed in life ?!



## *Who Do You Think You Are Anyway?*

**(326 pages)**

This book has in-depth information on each of the 29 personality blends. It explains how each personality style acts, interacts and reacts with others. Topics discussed include: keys to motivating, value to an organization, areas for improvement and how each personality style sees himself or herself under pressure and each personality style's ideal environment.



## *You've Got Style*

**(128 pages)**

This book provides a good introduction to DISC. It has information on managing yourself, coaching other team members and building better relationships. This book is short, easy to read and practical.



## *E-Z Reference Flip Chart - (Excellent for quickly identifying needs of others)*

**(E-Z Reference DISC Flip Chart)**

Keep this simplified, two-sided, laminated E-Z reference DISC Flip Chart on the top of your desk, in a drawer near you or in your planner or notebook to focus on the traits of other styles. It includes: Basic Motivation; Responds Best To A Leader Who; Needs To Learn That; Environment Needs.



## *Parenting Flip Charts - (Excellent for building strong relationships)*

**(E-Z Reference DISC Flip Charts, set of 4)**

Dr. Rohm provides insights on strengths, struggles and strategies to overcome potential challenges in working with children. The charts have practical tips that are straightforward and simple to understand. Applies to all relationships (not just parent and child): husband and wife; employer - employee; teacher - student; coach - athlete etc.

