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Disclaimer

## Introduction to the AthleteDISC Profile Report

**Congratulations on taking the Athlete Assessments' AthleteDISC Profile.** This is a performance enhancing decision, designed to assist you in becoming the greatest athlete you can be.

The AthleteDISC Profile is a personalized, comprehensive tool to help you become a better athlete. **Specifically, it assists you to perform more consistently through the discovery of the behaviors equating to your best performances.** This information supports you in applying more of your natural strengths, while recognizing then improving upon the behaviors not producing the results you desire.

**You can use this Profile to further develop self-awareness of your sporting behaviors, preferences and personal style.** Using this information you can be more effective with your communication, build stronger relationships with your coaches, team-mates and other athletes, and have a deeper understanding of your motivation, strengths and areas for development. **It is specifically designed to enable you to take the next step in your development within your sport.**

The Athlete Assessments' AthleteDISC Profile is founded on the internationally recognized and respected work of Dr Tony Alessandra and DISC Profiling Theory. DISC Profiles have been in use since 1928 and millions of profiles are completed by business managers every year. Bo Hanson (four time Olympic Athlete, Triple Olympic Medalist and Specialist Corporate and Coaching Consultant) used Dr Alessandra's work and designed **the only recognized, behavioral profiling tool specifically for athletes (AthleteDISC), coaches (CoachDISC) and sports administrators (ManagerDISC).** The profiles provide athletes, coaches and sports professionals with a performance improvement tool which is easily interpreted, practical and most importantly, is easy to remember and apply.

### HOW TO USE THIS ATHLETEDISC PROFILE REPORT

Firstly, read this entire report and make highlighter notes as you go along. We highly recommend that you complete the Summary of your AthleteDISC Style on page 17 of this report as it becomes a useful tool and you can easily share this one-page summary with others, if you choose to.

For your convenience, this report is divided into three parts:

- **Part I focuses on understanding you as an athlete and your DISC style characteristics.** It also offers strategies for increasing your personal effectiveness and sporting results. **It is important to note that there is no "best" behavioral style. Each style has its unique strengths and opportunities for improvement.** As well, each style has its own limitations. Knowing what your strengths and limitations are, enables you as an athlete, to produce more consistent, higher level performances and achieve better results. **Great athletes, as well as great coaches, know what they do best and where they need to improve.** Most athletes are very eager to jump straight into the information about their own personal profiles – so this is what we've done with Part I of this report.
- **Part II provides valuable background and reference materials about DISC.** Using this information you can begin to identify likely behavioral styles of others you interact with in your sport. Knowing this information can help you build more productive relationships with your coaches and those you train and compete with (and find ways to get the edge on your competition). There are also action plans provided - we recommend that you share these action plans with others as appropriate. This can greatly enhance each of those relationships.

- **PART III includes feedback from those you invite as 'observers'.** As part of your AthleteDISC profile, you are able to invite observers to complete an assessment questionnaire about you, as they see you in your sport. This is valuable 360 degree feedback. It is completely optional and at your control as to who to invite. Please refer to your online account for more information.

## BEHAVIORAL STYLES

Historical and contemporary research reveals more than a dozen models of our behavioral differences, but many share one common thread: the grouping of behavior into four basic categories. **DISC theory focuses on patterns of external, observable behaviors** using scales of directness and openness that each style exhibits. Because **we can see and hear these external behaviors, it becomes much easier to "read" people.** The four categories are: **D is for Dominance, I is for Influence, S is for Steadiness and C is for Conscientious.**

STYLE	TENDENCIES
<b>Dominance</b>	Tends to be direct and guarded
<b>Influence</b>	Tends to be direct and open
<b>Steadiness</b>	Tends to be indirect and open
<b>Conscientious</b>	Tends to be indirect and guarded

## ADAPTED AND NATURAL STYLES

Within this AthleteDISC Profile, we refer to your Adapted Style and your Natural Style patterns:

- **Adapted Style: This is your self-perception of the way you believe you should behave in your current sporting environment.** This behavior may change in different environments, situations and roles. For example, you responded to this assessment with an Athlete focus and your Adapted Style will likely be different if you responded with a family focus. It makes sense that the behavior required to be successful as an athlete in your sport may and could be vastly different to the behaviors required to be a contributing member of your family.
- **Natural Style: This is your self-perception of the "real you", your instinctive behaviors and motivators.** These are behaviors you are most likely to exhibit when in situations you perceive as being stressful or in situations where you can simply do as you choose without having to please or consider anyone else. The reason this is described as the real you, is in the times just mentioned, our reaction and thinking times are either dramatically reduced or we literally do not have to think about adapting ourselves to suit anyone else. Hence, the real you emerges. This Natural Style tends to be fairly consistent even in different environments, that is, in and outside of your sport.

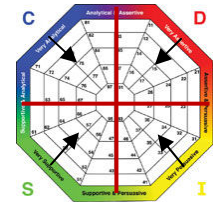
## ADAPTABILITY

In addition to understanding your AthleteDISC style, this report will identify ways that you can apply your style strengths or modify your style weaknesses in order to meet the needs of others you train and compete closely with. This is called adaptability. Social scientists call it "social intelligence". There has been a lot written lately on how your social intelligence is just as important as your Intelligence Quotient (IQ) in being successful in today's world. In some cases, social intelligence is even more important than IQ. The concept of adaptability is discussed in detail in Part II of this report.

## BACKGROUND TO DISC THEORY

We mentioned earlier that the DISC model is a measure of observable human behaviors. What do we mean by behaviors? Think of them as the delivery vehicle we use to transmit our ideas, concepts and most importantly, our decisions to other people. The DISC model has been used over 50 million times and has been found to be very accurate in its ability to reflect how we prefer to interact with others. Everyone possesses some degree of each of these 4 primary behavioral styles. The intensity of each factor and how they combine and interact with each other define our unique behavioral style.

The four behavioral styles measured by the DISC model are:



### 1. Dominance

**Dominance (D style) measures and identifies how assertively an individual prefers to deal with the PROBLEMS they encounter.** Someone with a “high D” will actively pursue and attack problems, while someone with a “low D” will be more reserved and conservative in tackling difficult, problematic and confrontational issues. **Individuals who plot in the upper right “D” Dominant quadrant of the behavioral diamond will typically exhibit a more assertive, direct, guarded and results oriented behavioral style.**

### 2. Influence (Extroversion)

**The Influence (I style) measures and identifies how an individual prefers to deal with the PEOPLE they encounter.** Someone with a “high I” will be outgoing, seek personal connections and enjoy frequent interactions with others while someone with a “low I” will be more introverted, more reserved and less inclined to initiate new personal connections and interactions with others. **Individuals whose integrated plot is in the lower right “I” Influence/Extroversion quadrant of the behavioral diamond will typically exhibit a more people oriented, direct but open behavioral style.**

### 3. Steadiness (Patience)

**The Steadiness (S style) measures and identifies how an individual prefers to deal with the ACTIVITY LEVEL or PACE of their daily agenda.** Someone with a “high S” will exhibit a great deal of patience and prefers a stable, focused and consistent workload preferring not to frequently shift gears and alter direction mid-stream. Someone with a “low S” exhibits strong urgency or low patience and prefers a fast-paced, rapid fire, multi-tasked agenda that offers active, change-oriented and spontaneous options. **Individuals whose integrated plot is in the lower left “S” Steadiness/Patient quadrant of the behavioral diamond will typically exhibit a more indirect but open, patient and team-focused behavioral style.**

### 4. Conscientious or Compliance (Following the Rules)

**The Conscientious/Compliance (C style) measures and identifies how an individual prefers to deal with the RULES, attention to detail, accuracy and data.** Someone with a “high C” will insist on accuracy, reliable facts, precision and high standards. Someone with a “low C” will tend to question the rules, can be quite independent, opinionated and may favor emotional persuasion over logical data. **Individuals plotting in the upper left “C” Conscientious/Compliant quadrant will typically exhibit a more indirect and guarded, data focused detailed and analytical behavioral style.**



# Part I Understanding You as an Athlete

## General Behavioral Characteristics

- Your Adapted Style (how you think you should behave) indicates you tend to use the behavioral traits of the I style(s) as an athlete in your current sporting environment.
- Your Natural Style (the “real you”) indicates that you naturally tend to use the behavioral traits of the Id style(s).

*The narration below serves as a general overview of your behavioral tendencies in your sporting environment. It sets the stage for the report which follows, and provides a framework for understanding, reflecting on and applying your results. We've occasionally provided key improvement ideas throughout this report. This is so you can leverage your strengths whenever possible to maximize your personal goals and sporting successes.*

Allen, you score like some people who, when pressured, may become more persuadable and less firm in opinions. This comes from the traits of wanting to please people and also having a sense of urgency to get things done. That means you are more willing to yield your own stance, opinion or view, in favor of continuing to move in the direction of achieving your goal, than to stand firmly on the potential solutions you may have offered. This is a valuable strength as it indicates that you can be a team player and shift gears when necessary.

You make friends easily and show a high interest level in being with others in a team environment. You have a sincere interest in others, you are perceived as an easy person to talk with and people respond to both of these traits in open and positive ways. Some who score like you say that they are never lonely, even if standing in a waiting line, they'll begin talking to others in line and enjoy the time waiting because they're learning about others. In your chosen sporting environment, you have the ability to enlist a wide variety of people to assist you in achieving your goals, even some who may not choose to work with each other will weigh in and assist primarily because you asked them.

Your enthusiasm and openness to alternatives allows you to influence your fellow athletes. You score like those who, when part of a team, come with some ideas of their own, as well as an open mind to listen to the ideas of others. When a solution is decided upon, you have the skills to enlist others in an enthusiastic manner and get them on board. Your flexibility to adapt to new approaches, or to unexpected changes is an asset to the team, as others will look to you for leadership.

Allen, the response pattern to the AthleteDISC shows that you tend to seek freedom from routine, control and details. That is, you prefer a change-oriented environment, one that you can make your own decisions with no need to keep diaries or written training notes, etc. If your training and competition systems have a lot of controls, measurements and related recording of measurements and statistics, you may avoid some of this by reducing some of these things on your own: Perhaps by forgetting to do it or turning it in late.

Allen, you appreciate flexibility and spontaneity in others and conversely, may fear limitations or restrictions on your own flexibility or spontaneity. People who score like you say that their creativity comes alive when they are given freedom to participate in their sport in creative ways and with few restrictions. Conversely, their creativity goes into hibernation when they are presented with rules, regulations, forms and requests for justification of many phases in the process of goal achievement. As a piece of coaching, when you have opportunity, create ways to remove the blockages and strings that may be attached to achieving your goal and your internal motivation will remain at the highest levels.

You score like those who tend to evaluate others by their ability to express themselves verbally and fluently. That is, you evaluate others by the same yardstick that you hold for yourself. You may be bored at a team meeting if the coach seems unprepared and presents information verbally by reading it off a book where it does not have a personal or engaged approach. In the next team meeting, you may become actively engaged when the coach speaks with the audience in an energetic way, since that's the way you may prefer to do it yourself. Just remember that some people who may not be as fluent or verbally skilled as you are, still have ideas that are of value to the team.

You are able to persuade others in your sports squad or team, with a personal and friendly approach. This is a great strength because others don't feel pressured into a situation, rather they sense that your enthusiasm is contagious and get on board because of that and your sincere interest in people. In a sense, you can sell people on an idea almost in a way that people don't notice that they're being sold to. This trait comes from several sources: Your confidence, your interest in others, your sense of urgency and your flexibility, all combine in a unique way to provide this special style that is yours.

You score like those who enjoy a sporting environment that provides high people contacts and an image of leadership. Your responses indicate that you have natural people-skills and enthusiasm. Combined with a moderate-to-higher sense of urgency, you thrive in an environment that provides you an audience of people (large or small) with whom to share your ideas and enthusiasm. People who score like you will always choose to be involved with and around people rather than training or competing by yourself.

## YOUR STRENGTHS What You Bring as an Athlete

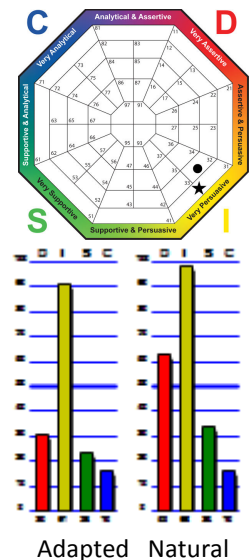
You are likely to display your strength characteristics rather consistently. For the most part, these qualities tend to enhance your sporting abilities and effectiveness within your team or squad. The Athlete Style Tendencies also provide useful insights into your preferred behaviors (i.e. how you prefer to behave in your sport). **Highlight what you believe are your two most important strengths and the two most important athlete style tendencies and transfer them to the Summary of Your Style (on page 17).**

### Your Strengths:

- You understand people very well and use that understanding to lead, persuade and motivate.
- You score like those known to be 'movers and shakers' in this world, having high energy levels and an optimistic outlook on life to succeed.
- You can handle objections, questions to your ideas and opinions and can cope with associated performance pressures with composure and confidence.
- You are very much at ease in communicating your opinion to your team as well as large or unfamiliar groups.
- You have the potential to be an engaging speaker who is able to influence team members and get them motivated to achieve.
- Able to sell others on a variety of ideas and concepts relating to your sport or team.
- Able to assist others to accept more tasks or responsibility with enthusiasm and a personable style.

### Your Athlete Style Tendencies:

- Tend to be very extroverted and if in the midst of mundane training, may use creativity or spontaneity to make the session more exciting for yourself and potentially others.
- Tends to be optimistic and relies on that optimism to engage and motivate others.
- You have the ability to speak to the team and other associated support members and motivate them with poise, confidence and excellent verbal skills.
- You are motivated to be very-well networked and know a wide variety of people within your sport. This can be of enormous benefit if you are in a team as additional contacts and knowing what others are doing can deliver interesting perspectives.
- While you may tend toward surface analysis in some cases, you can also show very keen awareness of important details.
- Want to be seen as an easy going person to be around and won't deliberately antagonize others.
- You convey a high level of trust in the ability of others on the team to carry out their responsibilities and commitments to achieve the set goals.



## YOUR MOTIVATIONS Your Wants & Needs

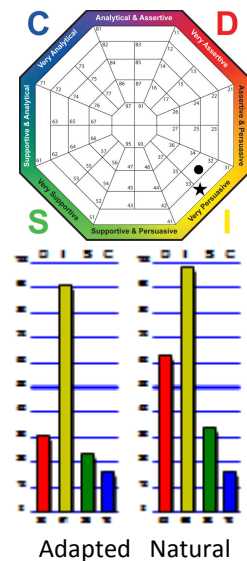
*Everybody is motivated...however; they are motivated for their own reasons, not somebody else's reasons.*

*For example, some athletes are most motivated to achieve results. Others are most motivated to build relationships. Others are motivated to perfect the technique of their sport. Others are more motivated to be part of an energetic club or team. The list is endless. Suffice to say, understanding your motivation strategies enables you to achieve a motivated state more often. This is critical for achieving consistently high performances and results.*

**Highlight what you think are your two most important motivators (wants) and transfer them to the Summary of Your Style (on page 17).**

### You Tend to Be Motivated By:

- A democratic environment with a free exchange of ideas.
- Social recognition from people within your chosen sporting world when you achieve success by achieving an important goal.
- A system of support to assist with the details and follow-through related to typical training and competition schedules and programs. For example, assistance with nutrition management, equipment preparation or similar.
- Interesting activities outside of the sporting environment. Some who similarly to you like to be involved in volunteer and community activities or simply to have a meaningful career to focus on when not playing sport.
- Involvement in a squad, team or sports club that offers the chance to travel and be involved in a variety of differing activities not just related to your chosen sport.
- Receiving awards that confirm ability, skill or achievements.
- A strong, visible training squad or team that may be part of a wider sports club or association with which to identify with.



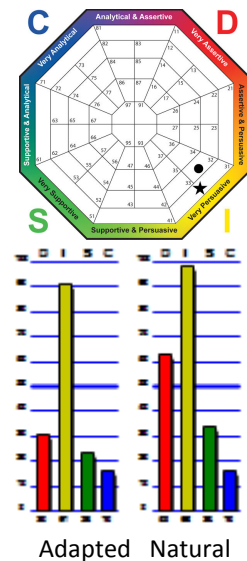
## YOUR MOTIVATIONS Your Wants & Needs (continued)

*All of our behaviors are driven by our needs. Each behavioral style has different needs or drivers to be met. All of our behavior is simply an attempt to meet our individual needs. Of course it is critical each person understands what their real needs are and how to have them met in a positive, sustainable and emotionally productive manner. The more fully our needs are met, the easier it is to perform at an optimal level. You can discuss with others what your needs are and how you think it is best to meet them. This understanding will help build stronger bonds between you, your fellow athletes, team-mates, coaches and others.*

**Highlight your two most important needs and transfer them to the Summary of Your Style (on page 17).**

### Athletes Like You Tend to Need:

- Increased ability to self management so to reduce the potential for distraction and confusion therefore enabling you to create a more efficient approach to your sport.
- To have a greater level of control over your own goal setting and associated prioritizing.
- Opportunities for involvement with a wide scope of people within and outside of your sporting environment.
- More objectivity and less emotional connection to decision-making, even those decisions that personally impact you. You can make clearer choices when you remain emotionally in a productive state so to be able to see all sides to an issue.
- Greater control over emotions which may be deemed unproductive.
- To know the results that are expected of you and to be judged on the results, not on the methods used to achieve the results.
- Some independence and flexibility in the structure of the training programs that are established for you and the goals you are trying to achieve.



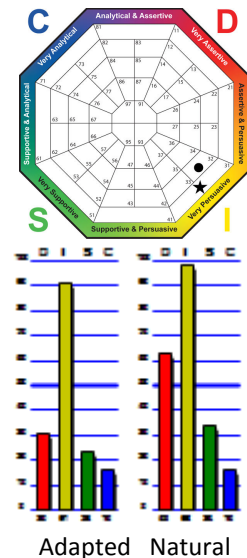
## YOUR MOTIVATIONS Ideal Sporting Environment

*By understanding your motivations, you can create an environment where you are most likely to be self-motivated.*

**Highlight the two most important environment factors and transfer them to the Summary of Your Style (on page 17).**

### You Tend to be Most Successful in Environments that provide:

- The opportunity to meet with other athletes, coaches and various other personnel within your sporting environment.
- Variety in the training program and schedule. This often refers to the being able to choose different and challenging technical exercises and drills as well as factoring into your program cross training opportunities.
- A level of freedom where you are able to make decisions regarding your individual performances and if you are in a team environment, to be able to have input into the team's direction. As well, you tend to need freedom from too many controls imposed by key personnel.
- The opportunity to travel to different cities and countries to train and compete.
- Activities with many opportunities for interaction with team members and those outside of the team also.
- Public recognition for accomplishments and achievement of individual goals even within a team environment.
- Opportunities to express yourself in a largely verbal way and to be listened to by your squad, team or club personnel.



## The I's Behavior and Needs Under Stress

### Under Stress You May Appear:

- Inconsistent
- Overeager
- Impulsive
- Wasteful of time
- Manipulative

### Under Stress You Need:

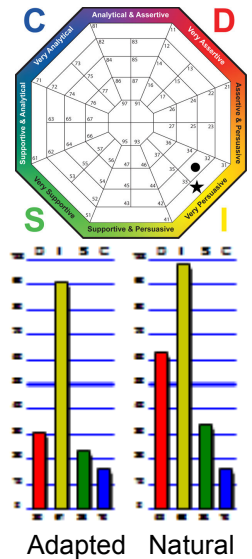
- To get credit
- A quick pace for stimulation and excitement
- Action and interaction

### Your Typical Behaviors in Conflict:

- I's are quite uncomfortable with conflict, aggression and anger. I's do whatever they can to avoid them. If possible, I's may physically avoid an environment filled with conflict or anger. If that is not possible, I's will probably seek to use their natural humor and story-telling ability to reduce the level of tension. If neither approach works, I's may attempt to ignore the conflict. Given their strong focus on relationships, however, this tactic is rarely successful.
- If a conflict persists or their anger increases, they are likely to lash out with a strong verbal attack on the other person. This may have a startling effect on others since it is so unlike their normal behavior.
- When I's experience a moment of misery, they may appear overeager, impulsive, sarcastic and demanding and disregard the facts or anything you say.

### Strategies to Reduce Conflict and Increase Harmony:

- Be sure to fulfill all of your commitments. If you will be unable to keep a commitment or meet a deadline, inform the people involved as soon as possible. Do not assume that others will automatically step in to cover for you.
- Recognize that I's can never resolve a conflict by avoiding it. Risk damaging a relationship or losing someone's approval by stating their feelings and clarifying their expectations. Be sure, of course, to listen attentively to the responses of others.
- Avoid giving others a false impression of the level of support you will give them. When promising your support, make clear precisely what it is that you will do.



Please note that the information on this page is more general as a description related to your highest DISC style score.

## Communication Tips for Others

The following suggestions assist your coaches, fellow-athletes, team-mates, management and others who interact with you. This information gives them an understanding of your communication preferences. Everyone has a unique communication style. For example, how do you like to be spoken to? To use this information effectively, share it with others. Find out and discuss their preferences also. The result of this is increased understanding and rapport. Importantly, when pressured in training or competition there is less confusion and more productive action.

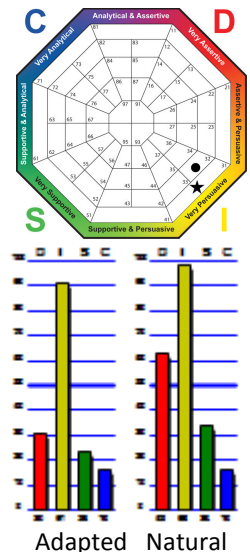
**Highlight the two most important ideas when others communicate with you (do's & don'ts) and transfer them to the Summary of Your Style (on page 17).**

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

- Be certain to emphasize next action-steps when discussing goals and what needs to be done to achieve them.
- When attempting to persuade and influence, be sure to provide testimonials from people he sees as important and prominent as these words from respected individuals will build your credibility and he commitment.
- Provide immediate incentives for his willingness to help in anyway within the team or squad environment.
- Offer specific evidence about the probability of success or effectiveness of some of the options available to put into action in the training or competition environment.
- Be specific about what's needed to be done within the training program and who is going to do it.
- Do your homework and be prepared with goals, objectives, support materials, etc., but don't plan on using all of them. Have the material with you as support as this preparation shows professionalism.
- Plan some extra time in your schedule for talking, relating and socializing outside of the normal training and competition regime.

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

- Dream' too much with him or you'll lose time.
- Confuse or distract him from the business issues at hand.
- Ask rhetorical or useless questions.
- Speculate wildly without factual support.
- Make guarantees and assurances when there is a risk in meeting them.
- Get bogged down in facts, figures or abstractions.
- Make decisions for him.



## Communication Plan with the **DOMINANT** Style

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

## Communication Plan with the **INFLUENCING** Style

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

## Communication Plan with the **STEADY** Style

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

## Communication Plan with the **CONSCIENTIOUS** Style

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

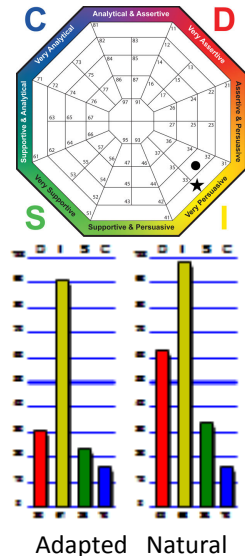
## Potential Areas for Improvement

Everyone has some possible struggles, limitations or weaknesses. Oftentimes, it's simply an overextension of your strengths which may become a weakness.

**Highlight the two most important areas you are committed to improve upon and transfer them to the Summary of Your Style (on page 17).**

### Potential Areas for Improvement:

- May overestimate your ability to influence people.
- May have difficulty if you have a role within the team where you need to discipline others or break unwanted or bad news.
- Your natural optimism may yield a tendency to over-forecast or over-estimate the outcome of a goal you have achieved.
- You could be more effective in teams or groups by being a bit more firm in delegating and in helping set goals for them.
- You may sometimes be a selective listener, hearing only what you want to hear. Try to keep an open mind when listening to the opinions of others.
- Sometimes inattentive to details and may need support in this area.
- The optimism and high trust level may overestimate the ability or intentions of others and may end up receiving less than expected results.



## AthleteDISC Summary Page for Allen Sample

*Consistent high performance is directly related to knowing yourself well (self-awareness). The top athletes understand themselves and they understand those around them in their sport. Great athletes also build strong relationships. Complete the worksheet below from the previous pages of this report. Review this summary of your AthleteDISC profile and share it with those who matter the most in achieving your sporting goals and results.*

### **YOUR STRENGTHS: WHAT YOU BRING AS AN ATHLETE** (from page 8)

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

### **YOUR ATHLETE STYLE TENDENCIES (YOUR PREFERRED BEHAVIORS)**

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

### **YOUR MOTIVATIONS (WANTS)** (from page 9)

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

### **YOUR NEEDS** (from page 10)

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

### **IDEAL SPORTING ENVIRONMENT** (from page 11)

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

### **COMMUNICATION DO'S & DON'TS TIPS** (from page 13)

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

### **POTENTIAL AREAS FOR IMPROVEMENT** (from page 16)

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

### **EXTRA NOTES**

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## Personal Review Questions

*At the end of your survey, you were asked to answer three questions in your own words. Here are the responses you wrote.*

### **What behaviors do you consider to be your strengths in relation to your sport or role?**

*I'm high energy, enthusiastic and LOVE our team. I'm always the one cheering others on and providing a very positive charge to our players. I think I'm fun to have around and smooth over some of the tension with a bit of a laugh here and there. I always give my best and push hard to be my best for the team.*

### **What behaviors do you consider to be your limitations in relation to your sport or role?**

*Coach will probably say I need to listen more... pay a bit more attention... slow down a bit and have times where I really focus hard..*

### **What behaviors do you commit to improve and what would the payoffs be when you make these improvements?**

*I could moderate my 'loudness' and be more thoughtful of my impact on others. Not everyone prepares for the game the way I do and I could be more patient. It would remove some of the annoyance factor I think I have on some of the other players...*

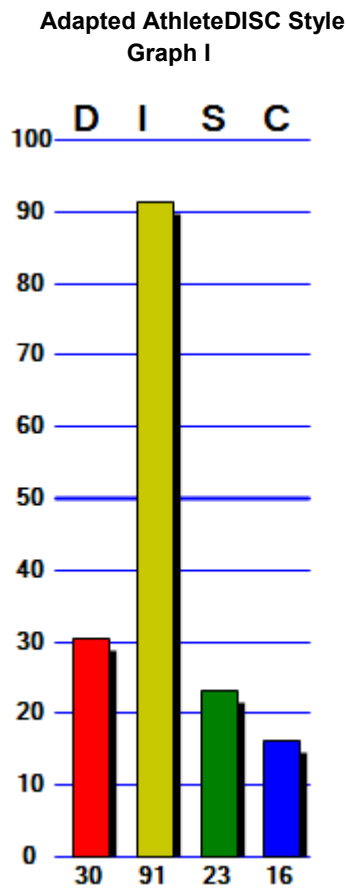
# DISC Graphs for Allen Sample

Your **Adapted Style** is your perception of the behaviors you think you should use in your current sporting environment. This graph may change when you change coaches, teams or situations.

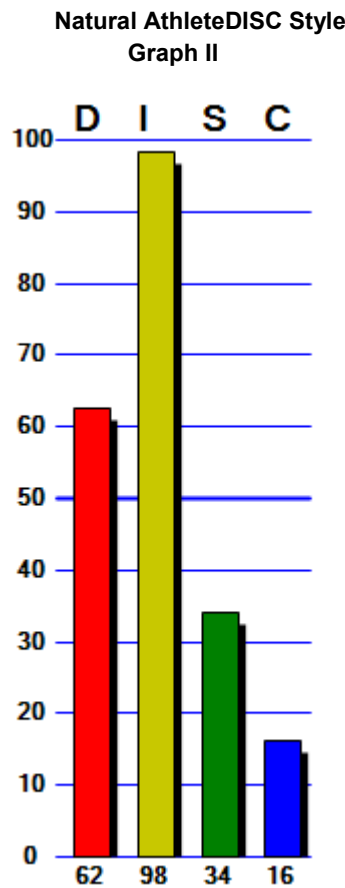
- Your Adapted Style (Graph I below) indicates that you tend to use the behavioral traits of the I style(s). Note the highest bar(s) in the graph on the left hand side.

Your **Natural Style** is often a better indicator of the “real you” and your “knee jerk”, instinctive behaviors. This is how you act when you feel very comfortable in an environment where you are not attempting to impress. It is also what shows up in stressful situations. This graph tends to be fairly consistent, even in different environments.

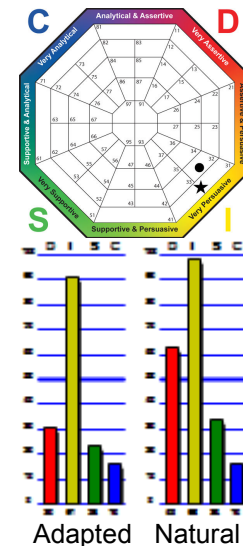
- Your Natural Style (Graph II below) indicates that you naturally tend to use the behavioral traits of the Id style(s). Note the highest bar(s) in the right hand side graph below.



Pattern: I (2621)



Pattern: Id (4621)



**NOTE: Your results graphs also appear on a smaller scale throughout the report for your quick reference.**

The numbers under the graphs represent your scores in DISC order and dictate the adjectives highlighted on the 'Word Sketch' pages.

If the two graphs above are similar, it means that you tend to use your natural behaviors in your sport and don't adapt your behavior in any significant way. We see this regularly, just as we see differing levels of adaption (different graph 'shapes'). Anything is possible. The key focus is on whether you are achieving your desired results? In some instances, if your Adapted Style is significantly different from your Natural Style, this may cause stress if done over a long period of time as you are likely using behaviors that are not as comfortable or natural for you.

## WORD SKETCH Adapted Style

This chart shows your **ADAPTED AthleteDISC Graph** as a "Word Sketch". Use it with examples to describe why you do what you do and what's important to you when it comes to Dominance of Problems, Influence of other People, Steadiness of Pace, or Conscientious to Procedures and Rules.

Note that the shaded groups of words match the four-digit numbers under the graphs on the previous page.

**D**

**I**

**S**

**C**

DISC Focus →	PROBLEMS/TASKS	PEOPLE	PACE (of environment)	PROCEDURES
Needs →	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, teams, stable environment	Rules to follow Data to analyze
Emotions →	Decisive, risk-taker	Optimistic, trusts others	Patience, non-expressive	Cautious, careful decisions
Fears →	Being taken advantage of / lack of control	Being left out / loss of social approval	Sudden change / loss of stability and security	Being criticized / loss of accuracy and quality

6	argumentative daring demanding decisive domineering egocentric	emotional enthusiastic gregarious impulsive optimistic persuasive	calming loyal patient peaceful serene team person	accurate conservative exacting fact-finder precise systematic
5	adventurous risk-taker direct forceful	charming influential sociable trusting	consistent cooperative possessive relaxed	conscientious courteous focused high standards
4	assertive competitive determined self-reliant	confident friendly generous poised	composed deliberate stable steady	analytical neat sensitive tactful
3	calculated risks moderate questioning unassuming	controlled discriminating rational reflective	alert eager flexible mobile	own person self assured opinionated persistent
2	mild seeks consensus unobtrusive weighs pro/con	contemplative factual logical retiring	discontented energetic fidgety impetuous	autonomous independent firm stubborn
1	agreeing cautious conservative contemplative modest restrained	introspective pessimistic quiet pensive reticent suspicious	active change-oriented fault-finding impatient restless spontaneous	arbitrary defiant fearless obstinate rebellious sarcastic

## WORD SKETCH Natural Style

This chart shows your **NATURAL DISC Graph** as a "Word Sketch". Use it with examples to describe why you do what you do and what's important to you when it comes to Dominance of Problems, Influence of other People, Steadiness of Pace, or Compliance to Procedures and Rules.

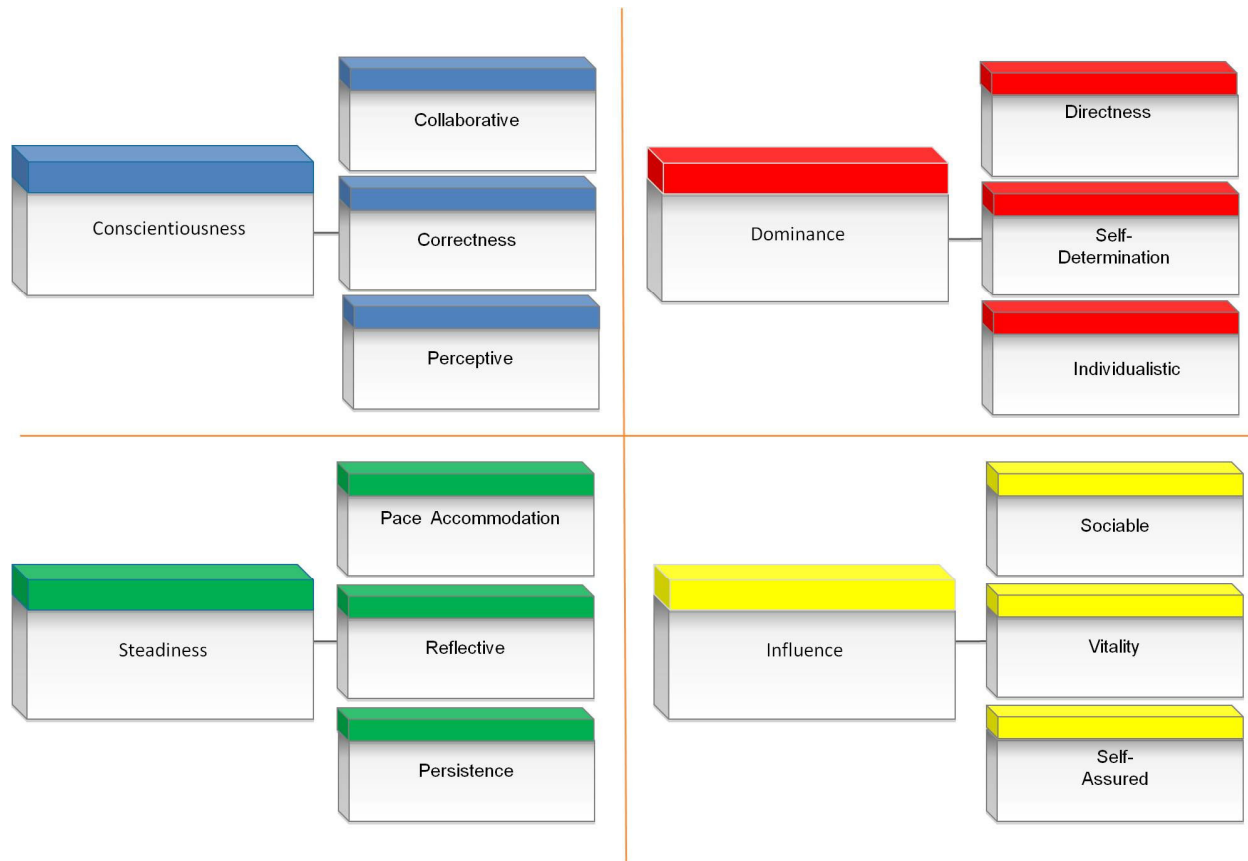
You might find it useful to compare the difference between your Natural and Adapted Styles using the Word Sketch. Note that the shaded groups of words match the four-digit numbers under the graphs on page 19.

**D**                      **I**                      **S**                      **C**

DISC Focus →	PROBLEMS/TASKS	PEOPLE	PACE (of environment)	PROCEDURES
<b>Needs →</b>	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, teams, stable environment	Rules to follow Data to analyze
<b>Emotions →</b>	Decisive, risk-taker	Optimistic, trusts others	Patience, non-expressive	Cautious, careful decisions
<b>Fears →</b>	Being taken advantage of / lack of control	Being left out / loss of social approval	Sudden change / loss of stability and security	Being criticized / loss of accuracy and quality

6	argumentative daring demanding decisive domineering egocentric	emotional enthusiastic gregarious impulsive optimistic persuasive	calming loyal patient peaceful serene team person	accurate conservative exacting fact-finder precise systematic
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## The 12 Integrated DISC Style Relationships



For a more complete understanding of a person's overall behavior style, you can view how each of the primary four DISC factors interact to produce twelve integrated behaviors.

When comparing each of the four basic DISC factors with the others, a group of twelve factors of individual behaviors can be identified. Each person will display some of these factors more strongly than the others.

Each of the twelve factors has been assigned a specific descriptor(s) to help you naturally associate the factor to a specific behavior. The ability to identify and measure the relative interaction of the twelve factors represents a dramatic improvement in the use and application of DISC to better understand human behavior.

We can measure the strength of a factor in a person's overall behavioral style by viewing the intensity score. Intensity is a measurement of the relative contribution of a specific factor to a person's observable natural behaviors that are most often displayed in most situations.

The five intensity levels range from Low (absent in most situations) to High (clearly displayed in most situations).

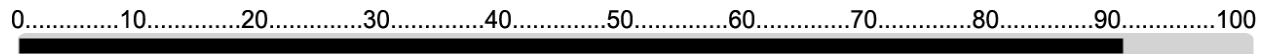
We recommend you add this powerful view to your tool kit and use it to assist you in understanding why and how people shape their communications and connections with other people in their sporting life.

This list of twelve Integrated DISC relationships reveals how the four Primary DISC behaviors combine and work together to create the behaviors others see and experience. The length of the **black bar** shows the relative influence of the DISC factors in someone's overall observable behavioral style.

**Intensity Scoring Legend** – DISC Style intensity is a measure of how you will likely display the specific behavior when interacting and communicating with others in most situations

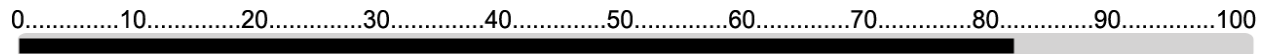
- **Low Intensity** - Low Intensity scores indicate the ABSENCE of this behavior in MOST situations.
- **Low Moderate** - Low Moderate Intensity scores are only SOMETIMES observable in SOME situations.
- **Moderate Intensity** - Moderate Intensity scores do not mean "mild." Moderate means the behavior is flexible and may or may not become observable based upon the requirements of the specific situation.
- **High Moderate** - High Moderate Intensity scores are frequently observable in many situations.
- **High Intensity** - High Intensity scores will be clearly observable, displayed more often and seen in most situations.

### 1. Self-Assured Behavior (I/C) [High Intensity]



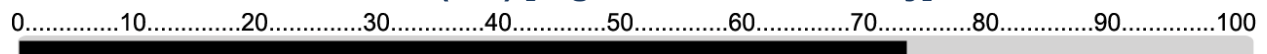
The Self-Assured score measures the intensity of the relationship between projecting social confidence in a variety of social situations in light of the attention paid to established social boundaries, rules and guidelines. High scores in this factor can sometimes lead to over confidence, willingness to improvise and take spontaneous actions rather than preparing in advance. Low scores reflect a cautious and conscientious approach to taking action based on the evidence contained in the relevant data.

### 2. Vitality Behavior (I/S) [High Intensity]



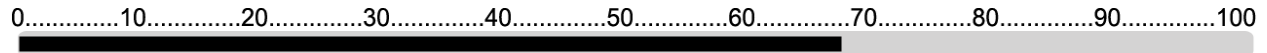
The Vitality score measures the intensity of the relationship between using an outwardly expressive style when interacting with people and the amount of energy expended to urgently move matters forward. High scores reflect a freewheeling, confident and engaging style that will likely be interested in new ideas and topics and the outgoing demonstration of that interest may be a source of influence on others. Low scores reflect thoughtfulness and great care in crafting words and actions to support steady progress towards a goal.

### 3. Individualistic Behavior (D/C) [High Moderate Intensity]



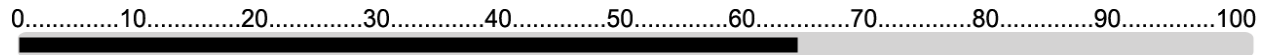
The Individualistic score reflects the intensity of the assertive and independent approach toward tackling problems, challenges and opportunities while maintaining freedom from controls. High scores will not likely be deterred by potential restraints or established procedures as they pursue their goals and objectives. Low scores favor a strong adherence to policy and conventional practices.

**4. Sociable Behavior (I/D) [High Moderate Intensity]**



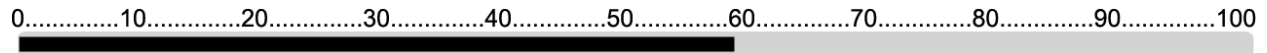
The Sociable score measures the intensity of the relationship between the person's outgoing verbal and non-verbal behaviors and their lack of directness. It reflects the degree of willingness to accommodate, support and oblige others. It also identifies the interest in assisting others to succeed and achieve their goals. High scores reflect an emphasis on social interaction rather than routine tasks. Low scores reflect a willingness to make difficult decisions, remain firm in supporting those choices energized by a focus on achieving results.

**5. Self-Determination (D/S) [High Moderate Intensity]**



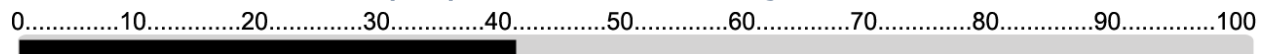
The Self Determination score measures the intensity of the results oriented drive supported by an emphasis on urgency and action. This style combines the drive of a self-starter with a clear need to take actions that address problems, challenges and opportunities. High scores maintain consistent progress toward their goal(s) with impatience toward those who do not keep pace with their personal timetable. Low scores would not exhibit high urgency and will take time to carefully consider their plans and actions before they act.

**6. Persistence Behavior (S/C) [Moderate Intensity]**



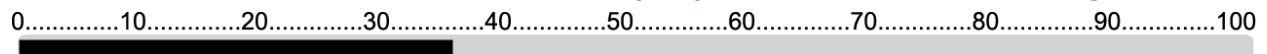
The Persistence score measures the intensity for displaying predictable patterns that stay on task and support current procedures and processes in light of the need for correctness of action, accuracy of information and thoroughness of preparation. High scores will place a greater emphasis on group and team support and reflect a style that favors careful planning. Low scores reflect a need to develop and support established guidelines and standards.

**7. Perceptive Behavior (C/S) [Moderate Intensity]**



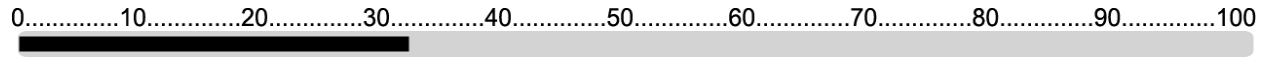
The Perceptive score measures the desire to operate within established structure, procedures, systems and rules in light of the degree of urgency required to address immediate problems, challenges and opportunities. It is a measure of a person's awareness of their current circumstances. High scores reflect a desire to strive for fail-safe environments reflecting the accuracy of your facts and thoroughness of your preparation. Low Scores suggest a greater focus on steadiness and supporting current procedures and processes.

**8. Pace and Accommodation Behavior (S/D) [Low Moderate Intensity]**



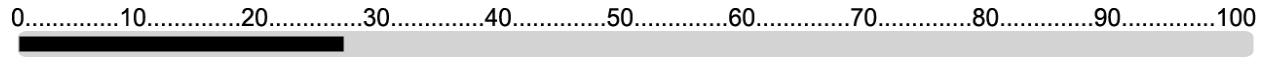
The Pace and Accommodation score measures the intensity of the capacity to work at a steady and slower pace in light of the willingness to tolerate difficult and unfamiliar circumstances. High scores will reflect the capacity to consider and support alternative solutions when working with others. Low Scores reflect far less accommodation amplified by a higher sense of urgency and "results now" focus.

**9. Directness (D/I) [Low Moderate Intensity]**



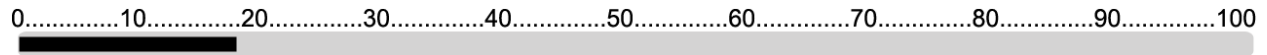
The Directness score measures the intensity for using a direct, straight line approach to accelerate the achievement of results. It reflects a capacity to prioritize tasks while subordinating a relationship focus. High scores suggest a willingness to make difficult decisions and remain firm in supporting those choices. Low scores reflect an emphasis on "humanizing" directness and energizing social interaction.

**10. Collaborative Behavior (C/D) [Low Moderate Intensity]**



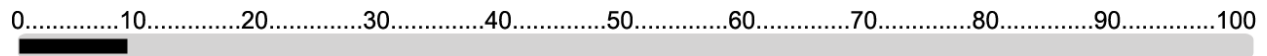
The Collaborative score reflects the intensity for using structure, established procedures, systems and rules to guide their work in light of the need to get things done, achieve results and move forward. This style seeks to avoid confrontation and will work toward finding solutions that are supported by others and work within the established guidelines. High Scores favor a strong need to comply with standards and adherence to policies and conventional practices. Low Scores suggest a need to control events in order to more freely make progress without being constrained by established guidelines and policies.

**11. Reflective Behavior (S/I) [Low Intensity]**



The Reflective score measures the intensity of the person's degree of care in crafting their words and actions in light of the need to expressively engage and interact with others. This behavior measures the approach to logic, data and factual analysis and it measures the desire to take some time to carefully consider plans and actions prior to implementation. High scores reflect great care and thoughtfulness in creating words and taking actions. Low Scores reflect a freewheeling and confident belief that most if not all social interactions can be handled on the fly.

**12. Correctness Behavior (C/I) [Low Intensity]**



The Correctness behavior measures the need to operate within established structure, procedure, systems and rules in light of the need for contact with people expressed by establishing, retaining and supporting personal relationships. High Scores suggest reliance upon logical factual and established data and protocols. Low Scores suggest following less established protocols and considering more emotional and persuasive influence from others.





# PART II Application of DISC

Understanding your own behavioral style is just the first step to enhancing your effectiveness, results and enjoyment of your sport. All the knowledge in the world doesn't mean much if you don't know how to apply it in real life situations. That's what the rest of this report is all about.

To begin to use the power of behavioral styles, you also need to know how to apply the information to people and situations. Remember, people want to be treated according to their behavioral style, not yours.

## THIS APPLICATION SECTION INCLUDES:

- Overview of the Four Basic DISC Styles
- How to Identify Another Person's Behavioral Style
- What is Behavioral Adaptability
- How to Modify Your Style
- Tension Among the Styles
- How to Adapt to the Different Behavioral Styles

This section will help you understand how to be more effective with the relationships and situations in your sport. Good relationships can get better and challenging relationships may become good. This is particularly important for the team and/or harmony within your training squad.

After reviewing the information, select a relationship in which things have not gone as smoothly as you would like. You might choose one of your fellow athletes or a coach you work with. Make a commitment to at least take the time to gain an understanding of the other person's behavioral style and take a few steps to adapt your behavior to improve the relationship. Here's how to do it:

- 1** Identify the behavioral style of the other person using the **How to Identify Another Person's Behavioral Style** section. You can read about their style in **Overview of the Four Basic DISC styles**. The section on **What Is Behavioral Adaptability** gives you an in-depth insight into what adaptability is, what it is not, and why it's so important to all the relationships within your sport.
- 2** Once you know their style and preferences for directness and/or openness, you can use the **How to Modify Your Directness and Openness** section to adjust these areas when relating to this person. You will be amazed at the difference.
- 3** To further understand the tension that may exist in the relationship, you can refer to the **Tension Among the Styles** section and complete the **Tension Among the Styles Worksheet**. Being aware of the differences in preference in pace and priority, and modifying accordingly, can make a big difference in those tension-filled relationships.
- 4** And finally, the last section, **How to Adapt to the Different Behavioral Styles**, will give you suggestions when dealing with each of the four basic DISC styles.

## Overview of the Four Basic DISC Styles

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

	<b>HIGH DOMINANT STYLE</b>	<b>HIGH INFLUENCING STYLE</b>	<b>HIGH STEADY STYLE</b>	<b>HIGH CONSCIENTIOUS STYLE</b>
<b>PACE</b>	Fast/Decisive	Fast/spontaneous	Slower/Relaxed	Slower/Systematic
<b>PRIORITY</b>	Goal	People	Relationship	Task
<b>SEEKS</b>	Productivity Control	Participation Applause	Acceptance	Accuracy Precision
<b>STRENGTHS</b>	Administration Leadership Pioneering	Persuading Motivating Entertaining	Listening Teamwork Follow-through	Planning Systemizing Orchestration
<b>GROWTH AREAS</b>	Impatient Insensitive to others Poor listener	Inattentive to detail Short attention span Low follow-through	Oversensitive Slows to begin action Lacks global perspective	Perfectionist Critical Unresponsive
<b>FEARS</b>	Being taken advantage of	Loss of social recognition	Sudden changes Instability	Personal criticism of their efforts
<b>IRRITATIONS</b>	Inefficiency Indecision	Routines Complexity	Insensitivity Impatience	Disorganization Impropriety
<b>UNDER STRESS MAY BECOME</b>	Dictatorial Critical	Sarcastic Superficial	Submissive Indecisive	Withdrawn Headstrong
<b>GAINS SECURITY THROUGH</b>	Control Leadership	Playfulness Others' approval	Friendship Cooperation	Preparation Thoroughness
<b>MEASURES PERSONAL WORTH BY</b>	Impact or results Track records and results	Acknowledgments Applause Compliments	Compatibility with others Depth of contribution	Precision Accuracy Quality of results
<b>IN SPORTING ENVIRONMENT IS</b>	Efficient Busy Structured	Interacting Busy Personal	Friendly Functional Personal	Formal Functional Structured

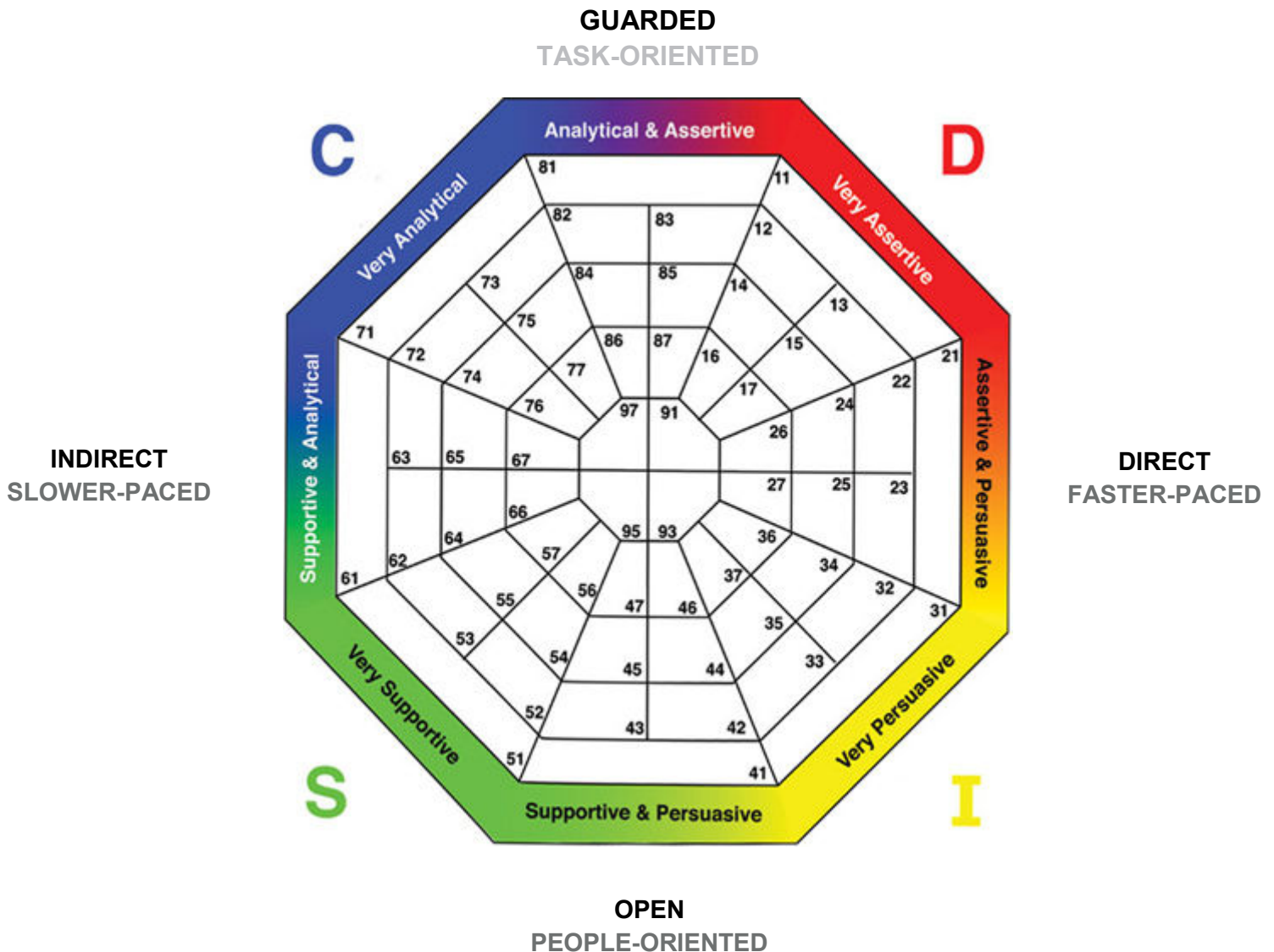
## How to Identify Another Person's Behavioral Style

How do you quickly and accurately identify each of the four behavioral styles in order to practice adaptability? You do this by focusing on two areas of behavior — **DIRECTNESS** and **OPENNESS**.

To identify the styles of other people, ask the questions on the following page. When you combine both scales (directness and openness), you create each of the four different behavioral styles. Individuals who have:

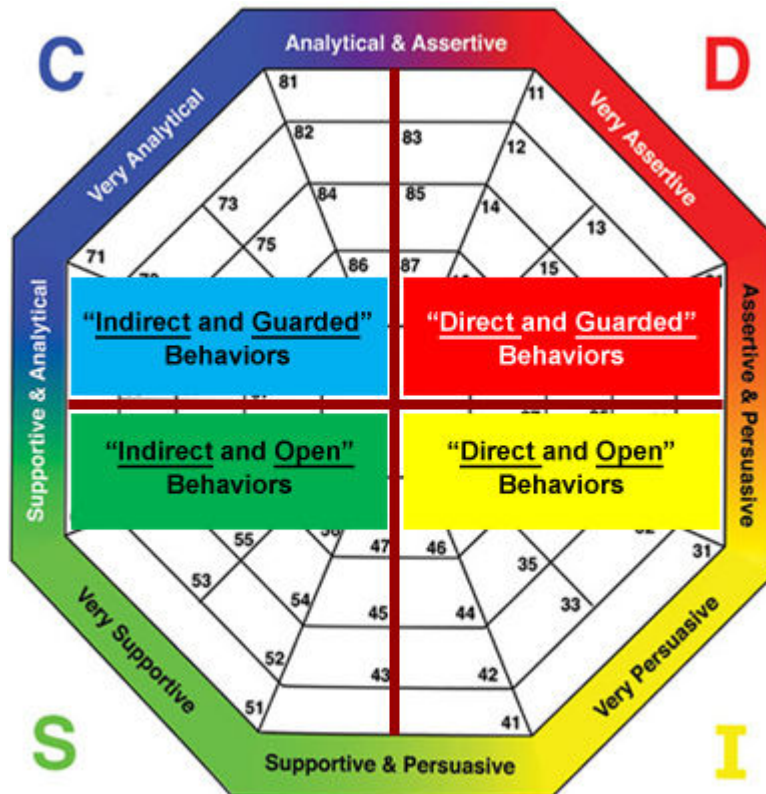
- guarded and direct behaviors are Dominant Styles;
- direct and open behaviors are Influence Styles;
- open and indirect behaviors are Steadiness Styles; and
- indirect and guarded behaviors are Conscientious Styles.

### The Whole Picture



## Recognizing Another Person's DISC Behavioral Style - Two Useful Questions:

1. Are they **DIRECT** or **INDIRECT** in their communications?  
(Directness is the 1<sup>st</sup> Predictor of DISC Style. Direct plot on the right, Indirect on the Left).
2. Are they **GUARDED** or **OPEN** in their communications?  
(Openness is the 2<sup>nd</sup> Predictor of DISC Style. Open plot on the Bottom, Guarded on the Top).



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

**D** = Individuals who typically exhibit *direct & guarded behaviors* define the **Dominant Styles**

**I** = Individuals who exhibit *direct & open behaviors* define the **Influence/Extroverted Styles**.

**S** = Individuals who exhibit *indirect & open behaviors* define the **Steadiness/Patient Styles**.

**C** = Individuals who exhibit *indirect & guarded behaviors* define the **Conscientious/Compliant Styles**.

The behavioral intensity of directness or indirectness and being open or guarded is shown in the quadrant you plot. The plots towards the edge of the diamond reflect **MORE INTENSITY** and those plotting closer to the center reflect a **MORE MODERATE INTENSITY** of both characteristics.

## What is Behavioral Adaptability?

Adaptability is your willingness and ability to adjust your approach or strategy based on the particular needs of the situation or relationship at a particular time. It's something applied more to yourself (to your patterns, attitudes and habits) than to others.

No one style is naturally more adaptable than another. For any situation, the strategic adjustments that each style needs to make will vary. The decision to employ specific adaptability techniques is made on a case-by-case basis: you can choose to be adaptable with one person, and not so with others. You can choose to be quite adaptable with one person today and less adaptable with that same individual tomorrow. Adaptability concerns the way you manage your own behaviors.

You practice adaptability each time you slow down for a **C** or **S** style; or when you move a bit faster for the **D** or **I** styles. It occurs when the **D** or **C** styles take the time to build the relationship with an **S** or **I** style; or when the **I** or **S** styles focus on facts or get right to the point with **D** or **C** styles. It means adjusting your own behavior to make other people feel more at ease with you and the situation.

Adaptability does not mean "imitation" of the other person's style. It does mean adjusting your openness, directness, pace, and priority in the direction of the other person's preference, while maintaining your own identity.

Adaptability is important to all successful relationships. People often adopt a different style in their sporting lives than they do in their social and personal lives. We tend to be more adaptable with people we know less. We tend to be less adaptable at home and with people we know well.

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

Effectively adaptable people meet other people's needs and their own. Through practice, they are able to achieve a balance: strategically managing their adaptability by recognizing when a modest compromise is appropriate, or, when the nature of the situation calls for them to totally adapt to the other person's behavioral style, they do so. Adaptable athletes know how to negotiate relationships in a way that allows everyone to win. They are tactful, reasonable, understanding, and non-judgmental.

Your adaptability level influences how others judge their relationship with you. Raise your adaptability level and trust and credibility go up; lower your adaptability level and trust and credibility go down. Adaptability enables you to interact more productively with difficult people and helps you to avoid or manage tense situations. With adaptability you can treat other people the way **THEY** want to be treated.

## How to Modify Your Directness and Openness

In some situations, you will only be able to identify another person's directness or openness, but not both. In these situations, you need to know how to practice adaptability, one behavioral dimension at a time. With that in mind, let's look at what you can do to modify YOUR level of Directness or Openness before looking at specific guidelines for being more adaptable with each of the four styles.

### DIRECTNESS

#### TO INCREASE

- Speak, move and make decisions at a faster pace
- Initiate conversation and decisions
- Give recommendations
- Use direct statements rather than roundabout questions
- Use a strong, confident voice
- Challenge and tactfully disagree, when appropriate
- Face conflict openly, but don't clash with the person
- Increase your eye contact

#### TO DECREASE:

- Talk, walk and make decisions more slowly
- Seek and acknowledge others' opinions
- Share decision-making
- Be more mellow
- Do not interrupt
- When talking, provide pauses to give others a chance to speak
- Refrain from criticizing, challenging or acting pushy
- When disagreeing, choose words carefully

### OPENNESS

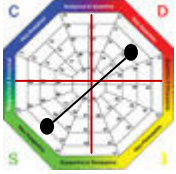
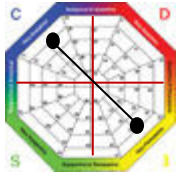
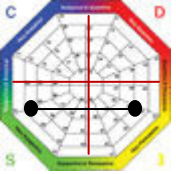
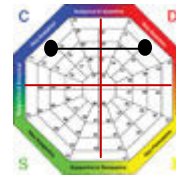
#### TO INCREASE

- Share feelings; show more emotion
- Respond to the expression of others' feelings
- Pay personal complements
- Take time to develop the relationship
- Use friendly language
- Communicate more; loosen up and stand closer
- Be willing to digress from the agenda

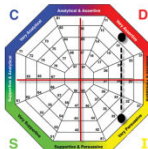
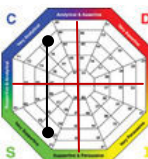
#### TO DECREASE:

- Get right to the task – the bottom line
- Maintain more of a logical, factual orientation
- Keep to the agenda
- Do not waste the other person's time
- Do not initiate physical contact
- Downplay your enthusiasm and body movement
- Use more "business-like" or professional language

## Tension Among the Styles

Potential Tensions/Disconnects	Plot Points Example
<p><b><u>Double Tensions</u> of Patience vs. Urgency AND People versus Task</b></p> <p><i>Pattern 1: The High S's preferred Patient &amp; Slower Pace with a Primary Focus on People can conflict with the High D's Sense of Urgency and a focus on Tasks and Results (and Now!).</i></p>	 <p><b>High S vs. High D</b> (Lower Left vs. Upper Right Quadrant)</p>
<p><b><u>Double Tensions</u> of Patience vs. Urgency AND People versus Task</b></p> <p><i>Pattern 2: The High C's lack of Urgency with a Primary Focus on Tasks/Results can conflict with the High I's higher Urgency with a Primary Focus on People.</i></p>	 <p><b>High C+ High I</b> (Upper Left vs. Lower Right Quadrant)</p>
<p><b>Patience vs. Urgency Tensions:</b></p> <p><i>The High S's innate Patience can conflict with the High I's Sense of Urgency.</i></p>	 <p><b>High S + High I</b> (Lower Left vs. Lower Right Quadrant).</p>
<p><b>Patience vs. Urgency Tensions:</b></p> <p><i>The High C's focus on exercising Patience to assure accuracy and avoid errors can conflict with the High D's focus on Results, do it NOW solutions, and immediate action.</i></p>	 <p><b>High C + High D</b> (Upper Left vs. Upper Right Quadrant)</p>

## Tension Among the Styles (continued)

Potential Tension(s)/Disconnects	Plot Points
<p><b>People vs. Tasks Tensions</b></p> <p><i>The High D's focus on Results, Tasks and Action can conflict with the High I's focus on other People, Feelings (and political correctness).</i></p>	 <p><b>High D + High I</b> <i>(Upper Right vs. Lower Right Quadrant)</i></p>
<p><b>People vs. Tasks Tensions</b></p> <p><i>The High C's focus on Data, Analysis, Accuracy and Precision can conflict with the High S's focus on other People, Teamwork, Personal Connection and a feeling of 'family'.</i></p>	 <p><b>High C + High S</b> <i>(Upper Left vs. Lower Left Quadrant)</i></p>

## Tension Among the Styles WORKSHEET

Everybody has a few tension-filled relationships. You may have the highest regard toward the person, yet it seems no matter what you do, your interactions can be stressful. If this is behavior related, applying The Platinum Rule - Treat others the way THEY want to be treated – may be helpful. Complete this worksheet to gain insights on how to improve the relationship.

First, refer to the section on **How to Identify Another Person's Style** and determine their primary behavioral style. Then refer to the **Tension Model** to identify their pace and priority preferences. Next, see which preferences are different than yours and note the strategy you will take to modify your behavior. If both preferences are the same as yours, then determine where you will allow their needs to be placed above yours. A little give and take will go a long way.

### JANE DOE'S INFORMATION

**STYLE:** C

**PACE:** Slower-paced

**PRIORITY:** Goal/Task-oriented

### RELATIONSHIP

**Name:** *John Doe*

**Style:** *High I*

**Pace:** *Faster-paced*

**Priority:** *People-oriented*

**Difference:** *Pace and Priority*

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

### RELATIONSHIP 1

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

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

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

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

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

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

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### RELATIONSHIP 2

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

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

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

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

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

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

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## How to Adapt to the **DOMINANT Style**

They're time-sensitive; so don't waste their time. Be organized and get to the point. Give them relevant information and options, with probabilities of success. Give them written details to read at their leisure — all on a single page.

The Dominant Styles are goal-oriented, so appeal to their sense of accomplishment. Stroke their egos by supporting their ideas and acknowledge their power and prestige. Let the D Style call the shots (if possible, or at least feel like they are). If you disagree, argue with facts, not feelings. In groups, allow them to have their say because they are not the type who will take a back seat to others.

**With the D Style, in general, be efficient and competent.**

### TO HELP THEM, ASSIST THEM TO...

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

### AT IMPORTANT MEETINGS...

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

### IN SOCIAL OR OTHER SETTINGS...

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

## How to Adapt to the **INFLUENCING** Style

The Influencing Styles thrive on personal recognition, so pour it on sincerely. Support their ideas, goals, opinions and dreams. Try not to argue with their pie-in-the-sky visions; get excited about them.

The Influencing Styles are social-butterflies, so be ready to flutter around with them. A strong presence, stimulating and entertaining conversation, jokes and liveliness will win them over. They are people-oriented, so give them time to socialize. Avoid rushing into things without first a friendly chat.

**With the I Styles, in general, be interested in *them*.**

### TO HELP THEM, ASSIST THEM TO...

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

### AT IMPORTANT MEETINGS...

- Show that you're interested in them, let them talk, and allow your animation and enthusiasm to emerge
- Take the initiative by introducing yourself in a friendly and informal manner and be open to new topics that seem to interest them
- Support their dreams and goals
- Illustrate your ideas with stories and emotional descriptions that they can relate to their goals or interests
- Clearly summarize details and direct these toward mutually agreeable objectives and action steps
- Provide incentives to encourage quicker decisions
- Give them testimonials or examples of others' successes

### IN SOCIAL OR OTHER SETTINGS...

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

## How to Adapt to the **STEADY** Style

They are relationship-oriented and want warm and fuzzy relationships, so take things slow, earn their trust, support their feelings, and show sincere interest. Talk in terms of feelings, not facts. The Steady Styles don't want to ruffle feathers. They want to be assured that everyone will approve of them and their decisions. Give them time to solicit others' opinions. Never back a Steady Style into a corner. It is far more effective to apply warmth to get this chicken out of its egg than to crack the shell with a hammer.

**With the S Style, in general, be non-threatening and sincere.**

### TO HELP THEM, ASSIST THEM TO...

- Utilize shortcuts and discard unnecessary steps
- Track their growth
- Avoid doing things the same way
- Realize there is more than one approach to things
- Become more open to some risks and changes
- Feel sincerely appreciated
- Speak up and voice their thoughts and feelings
- Modify their tendency to automatically do what others tell them
- Get and accept credit and praise, when appropriate

### AT IMPORTANT MEETINGS...

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

### IN SOCIAL OR OTHER SETTINGS...

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

## How to Adapt to the **CONSCIENTIOUS** Style

They are time-disciplined, so be sensitive to their schedules. They need details, so give them data. They are task-oriented; so don't expect to become their friend straight away. Friendship may develop later, but, unlike the Influencing Styles, it is not a prerequisite.

Support the Conscientious Styles in their organized, thoughtful approach to problem solving. Be systematic, logical, well prepared and exact with them. Give them time to make decisions and work independently. Allow them to talk in detail. In team or groups, do not expect the C Styles to be leaders or outspoken contributors, but do rely on them to conduct research, crunch numbers, and perform detailed footwork for the team. If appropriate, set guidelines and exact timelines. The C Styles like to be complimented on their brainpower, so recognize their contributions accordingly.

**With the C Styles, be thorough, well prepared, detail-oriented, “business-like” and patient.**

### TO HELP THEM, ASSIST THEM TO...

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

### AT IMPORTANT MEETINGS...

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

### IN SOCIAL OR OTHER SETTINGS...

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



# Part III Observer Feedback

As part of your profile, you are able to invite observers to complete an assessment questionnaire about you, as they see you as an athlete in your sport. This is valuable 360 degree feedback.

Comments in this report are included exactly as they are answered by the observers - without any editing, spelling corrections or censoring.

The graphical results of your observer feedback are available through your online log in. They can be accessed in the same place this report was downloaded.

If you have not invited observers, the next pages will remain blank.

PLEASE NOTE: If your feedback on these pages is missing and you anticipate that it should be within this report, you can login to your webpage (where you downloaded this report) and download the report again. Each time you download your report, it contains updated observer data. To ensure your report is up to date, you should do this after new observers complete their surveys.

***What behaviors do you consider to be Allen's strengths in relation to Allen's sport or role?***

## **Observer Feedback (continued)**

***What behaviors do you consider to be Allen's limitations in relation to Allen's sport or role?***

## **Observer Feedback (continued)**

***What behaviors do you believe Allen could improve and what would the payoffs be if Allen made these improvements?***

## Next Steps

This report is filled with information about you as an athlete and your preferred behaviors in your sport.

Have this report printed into a hard copy form and keep with you. Digest it slowly and look at it often. Let it sink in. There is a lot of information here and it is not meant to be digested in just one reading.

Ensure that you have completed your Summary Page on page 17. This is useful as an exercise for you to review the report content and is also useful to share as a one-page summary with others, especially your coaches and fellow athletes.

There are also valuable resources available to you through your personal login. You may also like to consider getting feedback from others as your 'Observers'. It is completely optional and at your control. Access this through your personal login.

Have fun with making a few changes in your behavior and experience the results. You might be surprised! There is a great rule to apply called The Platinum Rule: "Treat others the way THEY want to be treated" and you will have much more success in all your sporting and other relationships!



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