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proven sports profiling for athletes, coaches & professionals

performance through people

CoachDISC Profile Report

Cathy Sample



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Introduction to the CoachDISC Profile Report

Congratulations on your decision to take the Athlete Assessments' CoachDISC Profile.

The CoachDISC Profile is an online sports assessment to support coaches in their personal and professional development. **You can use this Profile to further develop self-awareness of your coaching behaviors, preferences and coaching style.** Using this information you can be more effective with your communication, build stronger relationships with staff and 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 coaching development.**

The Athlete Assessments' CoachDISC 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 COACHDISC 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 Coaching 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 a Coach and your DISC style characteristics.** It also offers strategies for increasing your coaching effectiveness. **It is important to note that there is no "best" behavioral style or coaching 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 a coach, to produce more consistent, higher level performances through your athletes. **Great coaches, as well as great athletes, know what they do best and where they need to improve.** Most coaches 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 your athletes, competing coaches, support staff and management. Knowing this information can help you build more productive relationships with those you work 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 you coach and work with closely. This can greatly enhance each of those relationships.
- **PART III includes feedback from those you invite as 'observers'.** As part of your CoachDISC profile, you are able to invite observers to complete an assessment questionnaire about you, as they see you in your coaching role. 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
Dominance	Tends to be direct and guarded
Influence	Tends to be direct and open
Steadiness	Tends to be indirect and open
Conscientious	Tends to be indirect and guarded

ADAPTED AND NATURAL STYLES

Within this CoachDISC 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 role as a coach within the context of your current sporting environment.** This behavior may change in different environments, situations and roles. For example, you responded to this assessment with a Coaching 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 a coach 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 coaching role.

ADAPTABILITY

In addition to understanding your CoachDISC 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 a particular athlete or someone you work 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 a Coach

General Behavioral Characteristics

- Your Adapted Style (how you think you should behave) indicates you tend to use the behavioral traits of the **D** style(s) in your coaching role.
- Your Natural Style (the “real you”) indicates that you naturally tend to use the behavioral traits of the **Di** 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 coaching goals and successes.

Cathy, your responses show that you are a hard-driving, determined style of coach, even in the face of opposition. This trait has proved itself to you many times in the past and has helped you succeed where others may have given up. Your ability to rapidly problem-solve in a broad-based manner allows you to strategize a programs and competition plans and modify them as you require. When coaching a team, they can see your strategic ability very easily by observing your actions, although only a few would be able to replicate your methods.

You are able to see the big picture and communicate it clearly to both the athletes and officials within your sporting organization. Your rapid insight, quick analysis and fluent verbal skills combine into a rare strength that allows you to verbalize complex ideas in a concise manner, without embellishments and rambling. This helps to get a lot of information in front of a lot of people with maximum clarity and minimum fog. Always remember to check for understanding and it pays to realize that this approach to giving information will not suit types who require a slower approach.

Cathy, you have a confident attitude and a forceful determination to succeed in any challenge you accept. Traits that fuel this attitude include your adventurous drive, realistic optimism, urgency and your ability to challenge existing rules and club or team cultures. This allows you to have an impact that positively affects the team or organization in ways that are new and innovative. We suggest you govern a bit of your inherent sense of urgency so that others in the process aren't left behind or so that they don't feel ignored. This is particularly applicable to the slower paced behavioral styles.

You seem to thrive in positions of power, authority and responsibility. You score like coaches who like to accept more work than they can do, then do it. When you are given authority, you step up to the challenge and deliver. Coaches who score like you have an organizational complaint: They are given a lot of responsibility by their sporting organization, but not the authority to carry out specific changes necessary. As a suggestion, be certain that you are given authority that is equal to the responsibility required for your coaching role and position.

You have the ability to take an ambiguous idea, modify it and create a practical solution... all very quickly. Your ability to quickly analyze a situation, even a disjointed situation or idea, synthesize it and craft a new cohesive idea is a rare skill. This is also a strength that should be amplified by the team or organization. You bring unique problem-solving skills to the table.

You are seen by others as a mover and shaker who jumps in to compete with the best. Your competitive spirit brings a sense of challenge and willingness to try the new and difficult assignments. This can serve as a model of leadership to the sporting organization. You have the ability to influence both the athletes and officials to join in with the goals to be achieved and set the pace yourself as to what needs to be done. You have the ability to delegate certain tasks to any available assistant coaches with rapid speed. Our suggestion is to delegate those logistical tasks requiring lots of detail work, so that you can maintain focus on the big picture and the global aspects of the sporting program you have set.

You demonstrate a high degree of assertiveness and persuasiveness. As a coach, this can be a strength as long as it is monitored and governed so as not to alienate either your athletes or fellow sporting peers who may not be as vocal in their opinions as you are. Coaches who score like you can also be perceived by others as overly aggressive. When you are coach and working with some people who may not be as assertive as you are, attempt to soften your approach and you'll find that you will be able to influence and persuade them to get on board with an idea or coaching suggestion more easily.

You are known to those in your sport as a self-starter and a coach who makes things happen rather than one who waits for things to happen. You score like coaches who, in a pro-active way, could be called opportunists as they see something that needs to be done or a program element that needs to be changed and uses their enjoyment of a challenge to create an appropriate solution. This is a strength that can have enormous positive impact within any sporting organization, as long as you spend the time and attention to prevent potential negative fallout from the various stakeholders within the organization or team. Fallout in particular could come from those who may not embrace change as quickly as you do. Be certain to communicate plans and frame these changes appropriately for those in the organization who prefer the status quo.

YOUR STRENGTHS What You Bring as a Coach

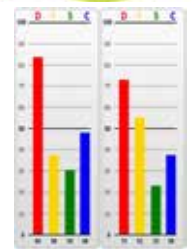
You are likely to display your strength characteristics rather consistently. For the most part, these qualities tend to enhance your effectiveness within your role as a coach. The Coach Style Tendencies also provide useful insights into your preferred coaching behaviors (i.e. how you prefer to behave in your coaching role). Highlight what you believe are your two most important strengths and the two most important coach style tendencies and transfer them to the Summary of Your Style (on page 17).

Your Strengths:

- You are ready to take the credit or the blame for the results your team or athletes achieve.
- Excellent at taking on challenging coaching assignments or difficult jobs and succeeding with them.
- You are highly driven toward solutions and success and enjoy bringing and including others with you on the journey.
- Socially poised and confident and can usually speak in a persuasive way to your athletes and others within your sporting club or organization.
- Able to use a directive coaching style in combination with a motivating style when coaching your athletes. At the same time you still maintain an ability to be sensitive to your athlete's needs and concerns.
- As a coach one of your core strengths is in your ability to motivate and manage others through an optimistic attitude and firm outlining of performance standards and goals to be achieved.
- Able to jump into the middle of a project-in-process, get the relevant people on board and make decisions quickly with your core results in mind.

Your Coach Style Tendencies:

- You want to be perceived as a coach who loves challenges, competition and difficult assignments.
- May be critical of established procedures and methods. You are always looking to change and add your flavor.
- You want authority equal to your area of responsibility.
- Very self-reliant. You want to find your own solutions.
- A very resourceful individual, you can adapt to many different environments quickly.
- Not easily influenced by the group or the constraints of organizational protocol.
- You set an image of high goals for yourself and your athletes and expect them to do what it takes to achieve them.



Adapted Natural

YOUR MOTIVATIONS Your Wants & Needs

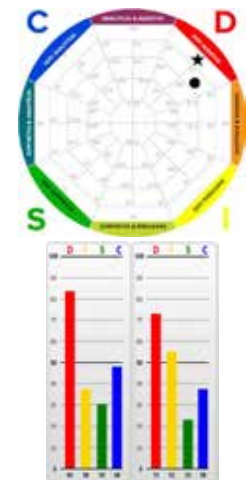
Everybody is motivated...however; they are motivated for their own reasons, not somebody else's reasons.

For example, some coaches 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 coaches as you are expected to role model successful behaviors to your athletes.

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:

- Recognition for achievements and competence in your coaching role.
- Opportunities to express your ideas and opinions.
- Authority equal to your coaching position and responsibility.
- Support, administration and management staff around you who are efficient in getting things done and effective in working with athletes and other people.
- A variety of experiences and new challenges.
- Opportunity for advancement in your coaching and sporting career.
- Control over your own destiny and coaching career path.



Adapted Natural

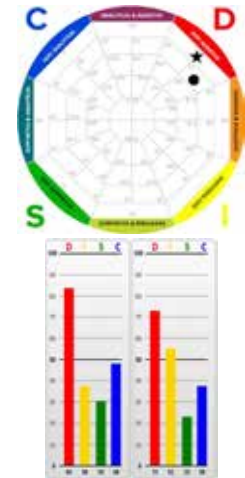
YOUR MOTIVATIONS Your Wants & Needs (continued)

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 coaches, athletes and others.

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

Coaches Like You Tend to Need:

- A coaching structure that includes within it support staff to handle the detail work and other logistical issues that are part of conducting any holistic athletic program.
- To soften the ego and challenge preference, especially when coaching or interacting with those who don't share the same high ego and optimistic position as you do.
- To understand the limits of your empowerment and coaching boundaries and not to overstep them.
- To realize that although you may be the formal leader of your group of athletes, it is important to know that within the context of any sporting organization, that there are other important leaders who may have specific authority over you and your role and for you to be able to follow when necessary instead of leading.
- To become more sensitive to the climate (atmosphere) of the environment you create and to adjust your coaching intensity accordingly, especially when one approach is not working. To be able to use situational coaching in a flexible way - Athlete Centered Coaching.
- To be aware of the coaching role description that you are required to fulfill and to have this in writing.
- To not over-react to things as frequently by being able to respond in a composed and thoughtful manner.



Adapted Natural

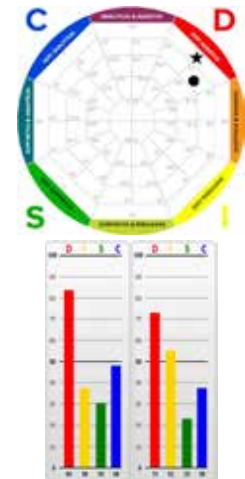
YOUR MOTIVATIONS **Ideal Coaching Environment**

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 Effective In Environments that provide:

- Few, if any controls or limitations on your authority to act as a coach and make decisions.
- Minimum direct supervision from club or sporting organization management or sporting officials.
- A cutting-edge, innovative, entrepreneurial atmosphere with lots of latitude to express your ideas.
- An audience to hear your ideas and solutions.
- Performance appraisals based on the results achieved, not the means or process of achieving them.
- Multi-threaded and multi-tasking operations and activities.
- Freedom from details and logistical and administrative matters.



Adapted Natural

The D's Behavior and Needs Under Stress

Under Stress You May Appear:

- Restless
- Critical
- Aggressive
- Irritable
- Pushy

Under Stress You Need:

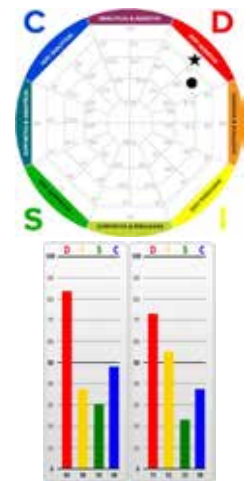
- Tangible evidence of progress
- Control of the situation and themselves
- A fast pace for moving toward goals

Your Typical Behaviors in Conflict:

- Their anger is directed at the situation and the lack of desired results, not at anyone, personally. However, their outbursts and behaviors may appear to be a personal attack. They tend to react quickly and often may fail to choose their words appropriately.
- D's generally do not hold a grudge. Once an incident is over, it is generally forgotten on a personal level, although the factors that produced a lack of satisfactory results will be considered and evaluated.
- Their passion to win may result in win/lose situations, making it difficult for others to work with them.

Strategies to Reduce Conflict and Increase Harmony:

- Avoid creating controversy or "stirring up the pot" just to keep things interesting. This may increase their own energy for the task; however it is likely to have a serious negative effect on many others.
- D's need to take time to express their ideas and instructions fully and clearly; asking questions to ensure that everyone understands. Time spent clarifying their message up front will result in more efficient operations later.
- D's need to include all the people involved with a project in their decision-making process. Ask for their input on a regular basis and take it into consideration. D's can still make the final decision; however, it is likely to be a more informed decision and the others are more likely to buy into it.



Adapted Natural

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 fellow coaches, athletes, 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.

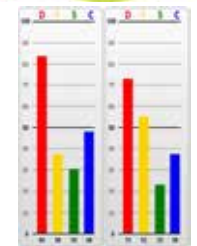
Highlight the two most important ideas when others communicate with you (do's & don'ts) and transfer them to the Summary of Your Style (on page 17).

When Communicating with Cathy, **DO**:

- Provide options for Cathy to express their opinions and make some of the decisions.
- Be certain to conclude the communication with some modes of action and specific next-steps for all involved as this style of coach responds to specific instructions and outcomes.
- 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.
- Motivate and persuade Cathy by referring to specific objectives and expected results.
- Put the details of training and competition programs in writing, but don't plan on discussing them too much.
- Be prepared to handle some objections as this style of coach is not averse to being vocal in their opinions.
- Be specific about what's needed to be done and who is going to do it.

When Communicating with Cathy, **DON'T**:

- Speculate wildly without factual support.
- Dream too much with Cathy or you'll lose time.
- Be sloppy or disorganized.
- Forget or lose things necessary for the meeting or project.
- Ask rhetorical questions, or useless ones.
- Leave decisions hanging in the air. Be certain all decision-points have reached closure and action-plans are the result.
- Leave loopholes or vague issues hanging in the air.



Adapted Natural

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"

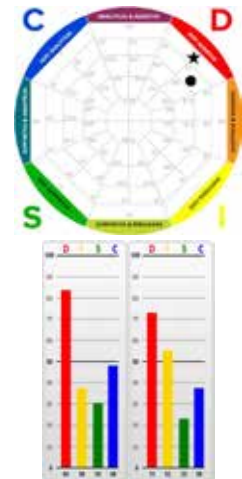
Potential Areas for Improvement

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:

- A combination of the ego and optimism may lead you to act too impulsively at times.
- You tend to be a selective listener, hearing only what you want to hear.
- The high sense of urgency coupled with the high ego and optimism, may lead to overstepping the authority and responsibility that as a coach you have been given.
- The high ego may appear as blunt and critical to those you coach who don't share the same ego strength. You may get more positive reactions by softening the approach and ego at times and being more relationship oriented in your coaching style, that is, being either more participative or motivating / supporting in style.
- You may sometimes make decisions without consulting others including key athletes and officials within your sporting organization and without sharing information after the decision is made.
- May become impatient for recognition if not getting appropriate attention from those whose opinion matters to you.
- Rather than emphasizing the positive, may sometimes be too fault-finding with your athletes, teams and results.



Adapted Natural

CoachDISC Summary Page for Cathy Sample

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

YOUR STRENGTHS: WHAT YOU BRING AS A COACH (from page 8)

1. _____
2. _____

YOUR COACH STYLE TENDENCIES (YOUR PREFERRED COACHING BEHAVIORS)

1. _____
2. _____

YOUR MOTIVATIONS (WANTS) (from page 9)

1. _____
2. _____

YOUR NEEDS (from page 10)

1. _____
2. _____

IDEAL COACHING 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

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 role?

I have a strong work ethic and am persistent and keep striving for the best outcome for the team. I provide a strong direction and the team looks to me for confidence and determination. Sometimes tough decisions and calls need to be made, and I can do this. I'm always focused on the end result and how to achieve it. The team know that I'm constantly striving for improvement and to be our best. I set the example and live what I say. I provide leadership and strength.

What behaviors do you consider to be your limitations in relation to your role?

I work at a fast pace and have high expectations. But I hold myself to high expectations too. Some might say I'm a bit tough and I probably could listen more to others before jumping in with the solution.

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

Slow down and be more accommodating of others. Take some time out every now and then to enjoy some lighter aspects with the team. Smile a bit more and be a bit more compliant with administration.

DISC Graphs for Cathy Sample

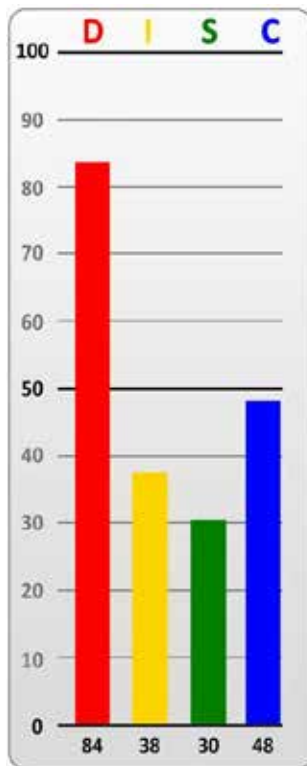
Your **Adapted Style** is your perception of the behaviors you think you should use in your coaching role. This graph may change when you change roles or situations.

- Your Adapted Style (Graph I below) indicates that you tend to use the behavioral traits of the D 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.

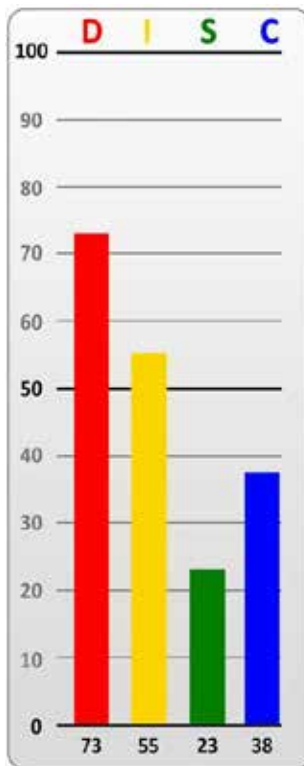
- Your Natural Style (Graph II below) indicates that you naturally tend to use the behavioral traits of the Di style(s). Note the highest bar(s) in the right hand side graph below.

**Adapted CoachDISC Style
Graph I**



Pattern: D (6323)

**Natural CoachDISC Style
Graph II**



Pattern: Di (5423)



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 coaching role 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 CoachDISC 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 (or Environment)	Procedures
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
Emotion	Decisive, risk-taker	Optimistic, trust others	Patience, stabilizer	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 diplomatic sensitive tactful
3	calculated risk 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

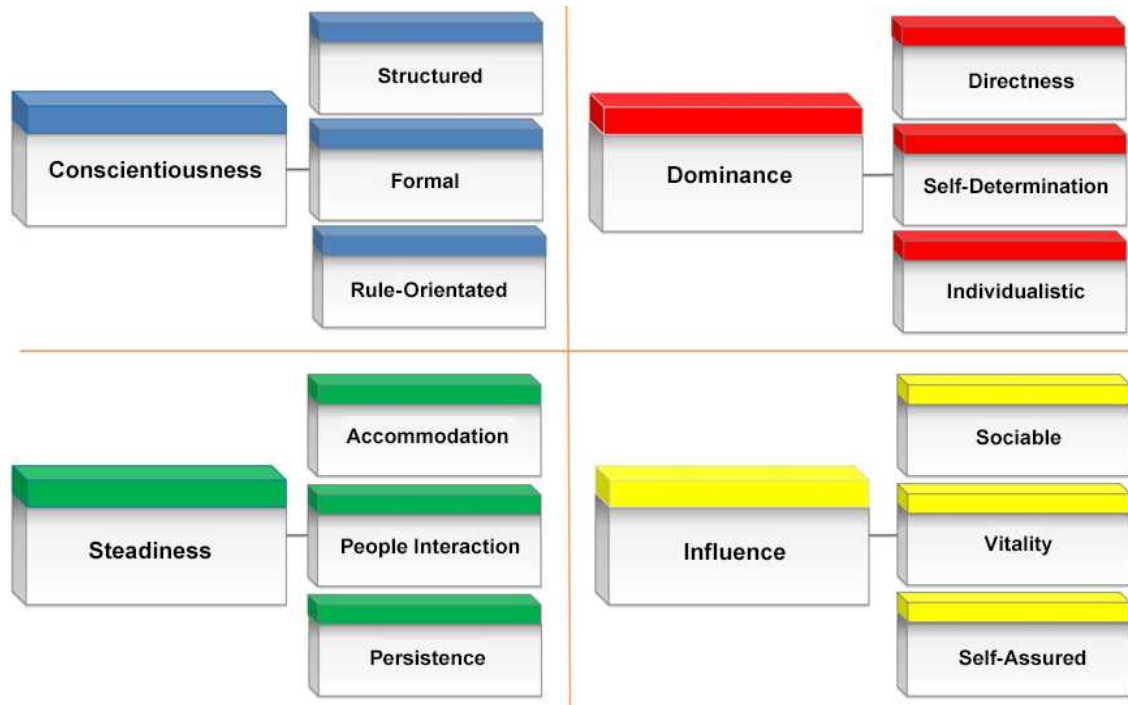
WORD SKETCH Natural Style

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 **D**ominance of Problems, **I**nfluence of other People, **S**teadiness of Pace, or **C**ompliance 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 (or Environment)	Procedures
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
Emotion	Decisive, risk-taker	Optimistic, trust others	Patience, stabilizer	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
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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

The 12 DISC Sub Patterns



For a more complete understanding of a person's overall behavior style, you can view how each of the primary four DISC factors combine to produce twelve different behavioral patterns, also known as DISC Sub Patterns.

Each of the DISC Sub Patterns has been assigned a specific descriptor to help you understand the behavior. The 12 DISC Sub Patterns in your report are ranked, according to your natural behaviors that are displayed most often, in most situations. They are ranked from most intense (meaning the degree to which that behavior is shown is strongest) to least intense. This unique ranking system of DISC Sub Patterns can also be used to compare other people's behavioral styles in a more in-depth way.

The five behavioral intensity levels, as denoted by the text within the square brackets next to each DISC Sub Pattern heading, range from Low (absent in most situations) to High (clearly displayed in most situations). The length of the black line on the scale underneath the DISC Sub Pattern heading shows the relative impact of that behavioral pattern on someone's overall observable behavioral style.

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.

Intensity Scoring Legend – DISC Sub Pattern 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. The Self-Determination Behavior (D/S) [High Moderate Intensity]

0.....10.....20.....30.....40.....50.....60.....70.....80.....90.....100

The Self-Determination score measures the degree of a 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 and make changes to address problems, challenges and opportunities. High scores maintain consistent progress toward their goals with impatience toward those who do not keep pace with their personal timetable and agenda. Low scores do not exhibit high urgency and take their time to carefully consider their plans and actions before they act, often ensuring others are aligned before final action is taken.

2. The Individualistic Behavior (D/C) [High Moderate Intensity]

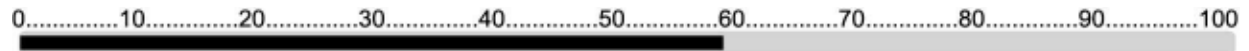
0.....10.....20.....30.....40.....50.....60.....70.....80.....90.....100

The Individualistic score reflects the degree of an independent (they like to work alone), direct and fluid approach toward achieving their goals. This style tackles problems, challenges and opportunities best when they have freedom from controls such as plans, structures and others telling them what to do. High scores are not deterred by potential restraints or established procedures or plans as they pursue their goals and objectives. Low scores favor a strong adherence to game plans and tactics, policy, rules and established practices in order to achieve critical outcomes.

3. The Vitality Behavior (I/S) [High Moderate Intensity]

0.....10.....20.....30.....40.....50.....60.....70.....80.....90.....100

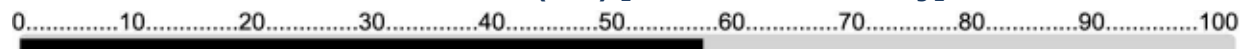
The Vitality score measures the degree to which an outwardly expressive style is used for interacting with team members and the amount of energy expended whilst interacting. High scores reflect a free-wheeling, confident and engaging style that is interested in new ideas, making changes and the outgoing demonstration of that interest (high energy and enthusiasm). This behavior is likely to be a strong source of influence on others. Low scores reflect thoughtfulness and great care in considering their words, thinking prior to talking and also considering their actions to support steady progress towards a goal, without ever rushing.

4. The Directness Behavior (D/I) [Moderate Intensity]

The Directness score measures the degree to which a direct, non-personal approach to accelerate the achievement of results, is used. It reflects a capacity to prioritize tasks and clearly focus on outcomes, as opposed to a focus on relationships and the quality of the outcome. Ultimately, the result outweighs all else. High scores result in a willingness to engage in conflict situations, make difficult decisions and remain firm in supporting those decisions, even when others voice disapproval. Low scores reflect an emphasis on preferring harmony and if dealing with conflict to do so in an empathic and diplomatic style while focusing on relationships.

5. The Self-Assured Behavior (I/C) [Moderate Intensity]

The Self-Assured score measures the degree to which an individual projects confidence in a variety of people-related situations. They often behave without complete regard 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 (this means being unstructured and free flowing or even impulsive) rather than preparing in advance and following established game plans and strategies. Low scores reflect a cautious and conscientious approach to playing sport, based on the evidence contained in the relevant data such as statistics and coach analysis of previous performances.

6. The Rule-Orientated Behavior (C/S) [Moderate Intensity]

The Rule-Orientated score measures the degree to which an individual operates within established structures, sticks to game plans and rules of competition, combined with a high degree of sense of urgency to take action. High scores reflect a desire to strive for fail-safe environments and structures, achieved through the accuracy of statistics and thoroughness of preparation with a sense of urgency of action. Low scores suggest a greater focus on steadiness, supporting current procedures, retaining the status quo, resisting change and working harmoniously with their team members and others.

7. The Persistence Behavior (S/C) [Moderate Intensity]

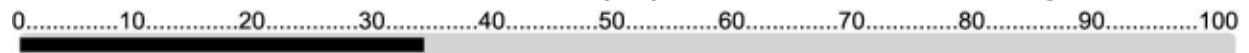
The Persistence score measures the degree to which a person's behavior does not challenge the status quo of relationships, roles and leadership within the team. Instead, they support current hierarchies, procedures and processes (such as game plans and strategies). High scores place a greater emphasis on group and team support which gives them a sense of security. Low scores reflect a need to make changes to team roles and where needed, develop new strategies and standards.

8. The Formal Behavior (C/I) [Moderate Intensity]

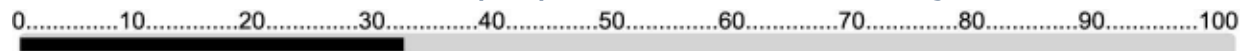
The Formal score measures the degree to which an individual operates within established protocols, hierarchies and systems. This DISC Sub Pattern is also very cautious in taking new or unplanned action. They have an intense dislike for mistakes and can be critical of other people's mistakes. High scores suggest greater reliance upon formal and established protocols for interacting with other people within and outside of their team. They are known to be risk averse. Low scores suggest informality in dealing with people and protocols, and the use of more emotional and persuasive strategies to build relationships, lead and influence others.

9. The Sociable Behavior (I/D) [Moderate Intensity]

The Sociable score measures the degree of the person's outgoing (extroverted) verbal and non-verbal behaviors. It reflects the degree of willingness to accommodate, support and please others in order to build friendships which are important to them. It also identifies the interest in assisting others to succeed and achieve their goals. High scores reflect an emphasis on social interaction rather than routines and strict plans which will bore them. Low scores reflect a willingness to make difficult decisions, remain firm in supporting those choices and are energized by a focus on achieving results.

10. The People Interaction Behavior (S/I) [Low Moderate Intensity]

The People Interaction score measures the degree to which a person's care, in crafting their words and interactions with others, is the main focus as opposed to the need to expressively engage and interact with others. This behavior prefers an abundance of time to analyze an interaction or situation prior to taking action. High scores reflect great care and thoughtfulness in their interactions. Low scores reflect a free-wheeling and confident belief that most, if not all, personal interactions, as well as sports related actions, can be handled on the fly with no planning needed.

11. The Structured Behavior (C/D) [Low Moderate Intensity]

The Structured score reflects the degree for relying on established game plans and tactics, procedures, systems and rules to guide their style of play in achieving results. This style seeks to avoid confrontation and will work towards finding solutions that are supported by others who work within the established guidelines. High scores favor a strong need to comply with team standards and adherence to rules, policies and team or program practices. Low scores suggest a need to control events in order to more freely make progress without being constrained by established guidelines, plans and policies.

12. The Accommodation Behavior (S/D) [Low Moderate Intensity]

The Accommodation score measures the degree to which an individual has capacity to work at a steady and slower pace (even when tolerating difficult and unfamiliar circumstances) and cooperate with others. High scores will reflect the capacity to persevere on tasks, and consider then support alternative solutions (not necessarily their own solutions) when working with others. Low scores reflect far less accommodation of team members' needs, amplified by a higher sense of urgency and "results now" focus. This sees those with low scores revert to a more individualistic approach.

Behavioral Pattern View

Here is yet another way to view your coaching style. The Behavioral Diamond has eight behavioral zones. Each zone identifies a different combination of behavioral traits. The peripheral descriptors describe how others typically see coaches with your style. Plots on the outer edges of the diamond identify that one factor (DISC) of your style will dominate the other three. As you move towards the center of the diamond two and eventually three traits combine to moderate the intensity of your style descriptors within a specific behavioral zone. +The plus sign indicates that the preceding style score is higher, moving you closer to that style zone (i.e. CD+S: The D score is stronger than in CDS so it plots closer to the D behavioral zone).

THE SCORING LEGEND

D is for Dominance: How you deal with Problems

I is for Influence/Extroversion: How you deal with Other People

S is for Steadiness/Patience: How you deal with your Activity Level and Pace

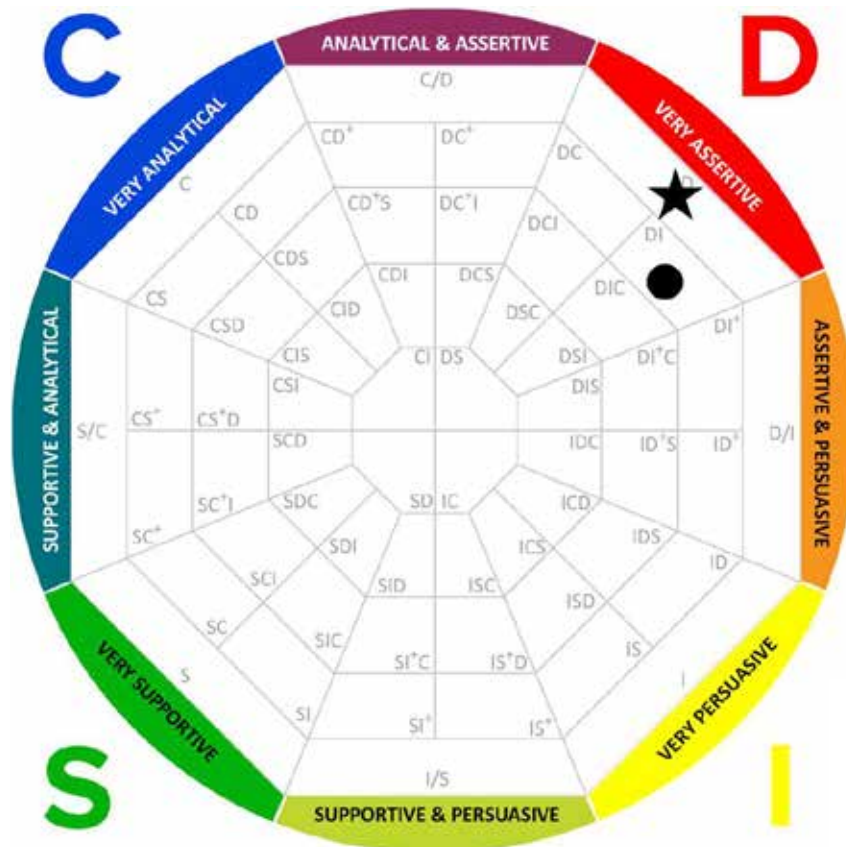
C is for Conscientious/Compliance/Structure: How you deal with the "Organization's Rules" as well as the focus on details, accuracy and precision

Efficient, Analytical, Organized,
Factual, Aware of the Consequences
of their Actions, Practical and
Innovative.

Data, Fact & Analysis
Based. Precise &
Accurate Trusts in the
Value of Structure,
Standards & Order.
Sees the value of
"Rules".

Assertive, Results
Focused, Rapid Decisions,
Will Seek Challenges, Can
be Aggressive and
Impatient, Desires to Lead.

Balances & Values
Data & Diplomacy,
Mindful of the
"Rules". Will be Task
Focused, Dislikes
Confusion and
Ambiguity.



Both Assertive and
Persuasive, Likely to
embrace New
Concepts, Often a
Mover and a Shaker,
Can be very outgoing
with High Energy and
Engaging Effort.

Very Patient & Favors
Stability and Structure.
Not a Risk Taker, Likes
to operate at a Steady,
Even Pace.

Very Outgoing &
Persuasive, Very People
Oriented, Quite Optimistic
Outlook, Strong
Communication Skills, Likes
to have Variety in their day.

● = Natural Behavioral Style

★ = Adapted Behavioral Style

Supportive & Persuasive,
Good Team Player, Creates
Good Will & provides Good
Customer Service.



PART II Application of DISC

Understanding your own behavioral style is just the first step to enhancing your coaching effectiveness. 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 your coaching relationships and situations. Good relationships can get better and challenging relationships may become good.

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 athletes or a fellow 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 your coaching relationships.
- 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.

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

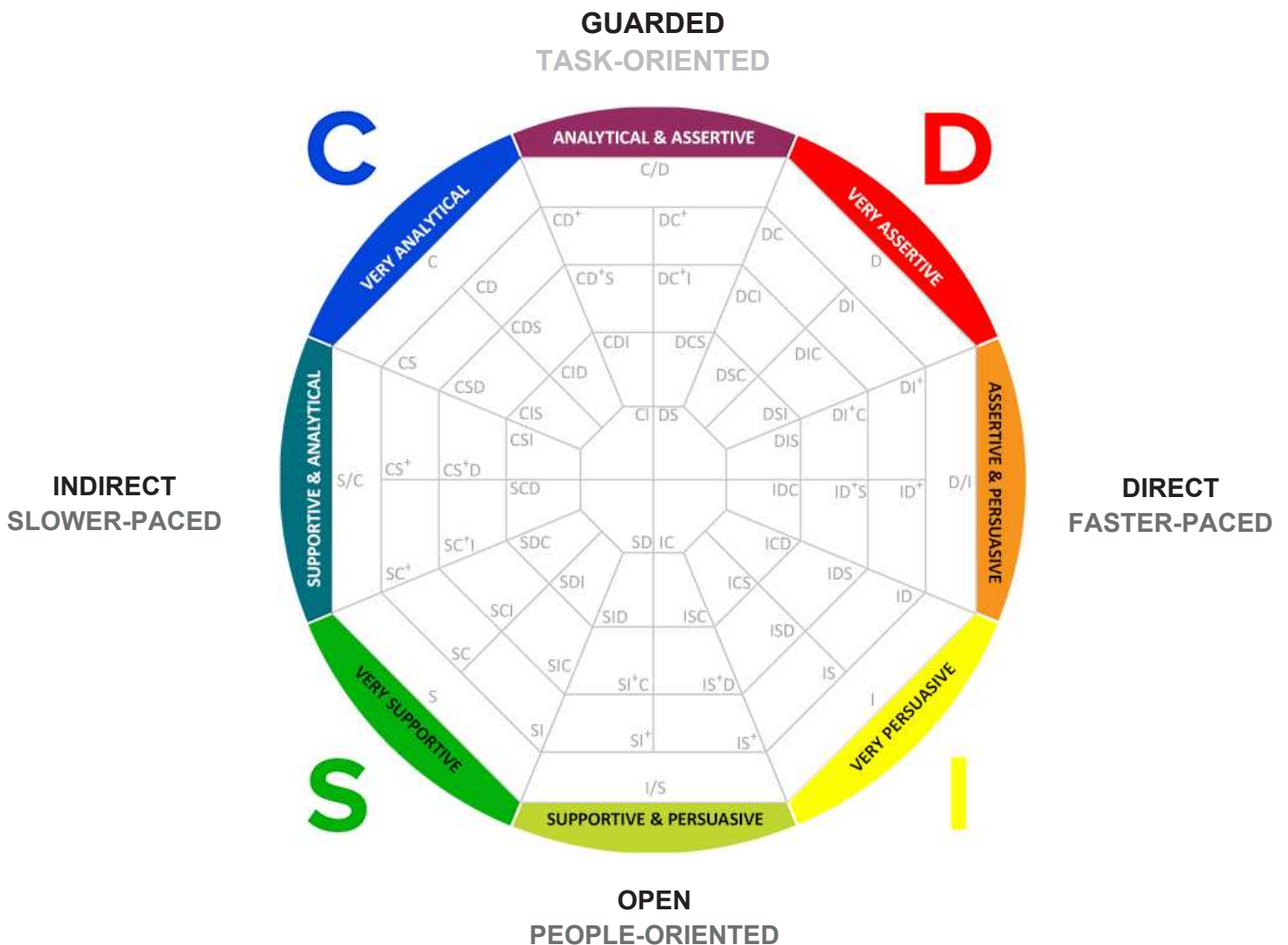
How to Identify Another Person's Behavioral Style

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:

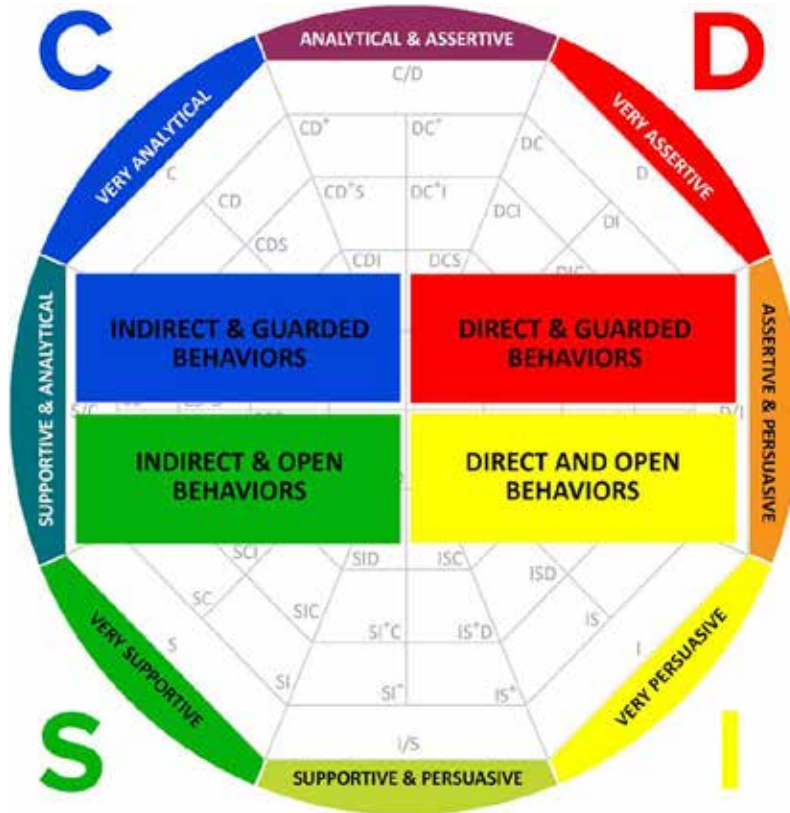
- guarded and direct behaviors are Dominant Styles;
- direct and open behaviors are Influence Styles;
- open and indirect behaviors are Steadiness Styles; and
- indirect and guarded behaviors are Conscientious Styles.

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 1st 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 2nd 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 coaches 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>Double Tensions of Patience vs. Urgency AND People versus Task</p> <p><i>Pattern 1: The High S's preferred Patient & 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 style="text-align: center;">High S + High D (Lower Left vs. Upper Right Quadrant)</p>
<p>Double Tensions of Patience vs. Urgency AND People versus Task</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 style="text-align: center;">High C + High I (Upper Left vs. Lower Right Quadrant)</p>
<p>Patience vs. Urgency Tensions:</p> <p><i>The High S's innate Patience can conflict with the High I's Sense of Urgency.</i></p>	 <p style="text-align: center;">High S + High I (Lower Left vs. Lower Right Quadrant).</p>
<p>Patience vs. Urgency Tensions:</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 style="text-align: center;">High C + High D (Upper Left vs. Upper Right Quadrant)</p>

Tension Among the Styles (continued)

Potential Tension(s)/Disconnects	Plot Points Example
<p>People vs. Tasks Tensions</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 style="text-align: center;">High D + High I <i>(Upper Right vs. Lower Right Quadrant)</i></p>
<p>People vs. Tasks Tensions</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 style="text-align: center;">High C + High S <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: _____

RELATIONSHIP 2

Name: _____

Style: _____

Pace: _____

Priority: _____

Difference: _____

Strategy: _____

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.

WHEN COACHING, HELP 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 training or tasks without first a friendly chat.

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

WHEN COACHING, HELP 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.

WHEN COACHING, HELP 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 and 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 before coaching or working with them. 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.

WHEN COACHING, HELP 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 in your coaching role. 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 Cathy's strengths in relation to Cathy's role?

- *Strong*
- *Bold*
- *Leads from the front*
- *Determined*

Observer Feedback (continued)

What behaviors do you consider to be Cathy's limitations in relation to Cathy's role?

- *Lacks attention to detail*
- *Too fast paced at times*

Observer Feedback (continued)

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

- *Needs to be more flexible with others*
- *Allow the assistant coach to run some of the drills*
- *Take notes*

Next Steps

This report is filled with information about you as a coach and your preferred coaching behaviors.

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.

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.

If you haven't already, many coaches get enormous value from using the AthleteDISC profile with their team of athletes and/or the ManagerDISC with their administrators and support staff. Simply contact the person who organized your CoachDISC profile or go to the www.AthleteAssessments.com website for more information.

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 coaching role and other relationships!



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proven sports profiling for athletes, coaches & professionals
performance through people

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