



DISC Team Dynamics

An Evaluation of Behavioral Styles

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Introduction to the Team Dynamics Report

This Team Dynamics Report assists you to better understand and develop how well your team functions and performs. It provides an overview of the combination of different behavioral styles within the team and has been created by plotting where each person falls within the DISC Behavioral Profiles.

The Team Dynamics results contained within this report do rely on interpretation and please discuss these results with your Consultant.

Within this report, we refer to the Adapted Style and your Natural Style patterns:

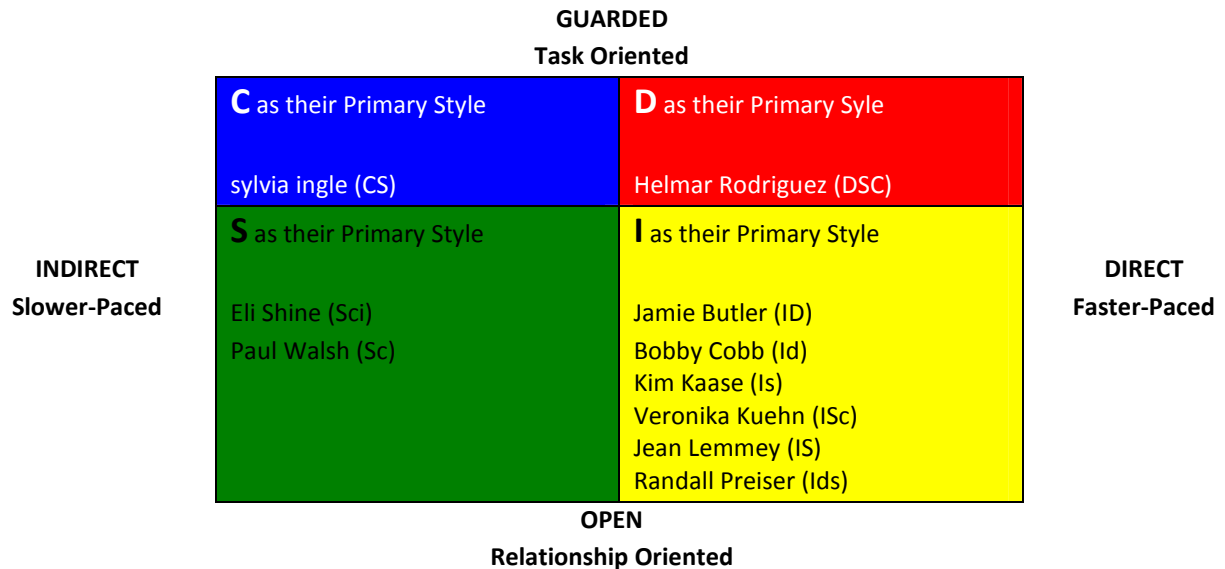
- **Adapted Style: This is the self-perception of the way people believe they behave in their current environment.** This behavior may change in different environments, situations and roles. For example, those involved have responded to this assessment with a work focus and their Adapted Style will likely be different if they responded with a family focus. It makes sense that the behavior required to be successful at work may and could be vastly different to the behaviors required to be a contributing member of their family.
- **Natural Style: This is the self-perception of the “real you” which are the instinctive behaviors.** These are behaviors the person is most likely to exhibit when in situations they perceive as being stressful or in situations where they can simply do as they 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.

We’ve provided some additional resources and information regarding the background and theory of DISC at the end of this document for your easy reference. Also, for an individual’s results, please refer to their personalized DISC Report.

‘NATURAL’ Team Dynamics Results

Natural Styles within the Four Quadrant DISC Model – Plot of Primary Results

The below graph shows each person’s primary style within the four quadrant DISC model. This is their ‘Natural Styles’. Next to each person’s name we have also provided their primary and secondary DISC preferences.

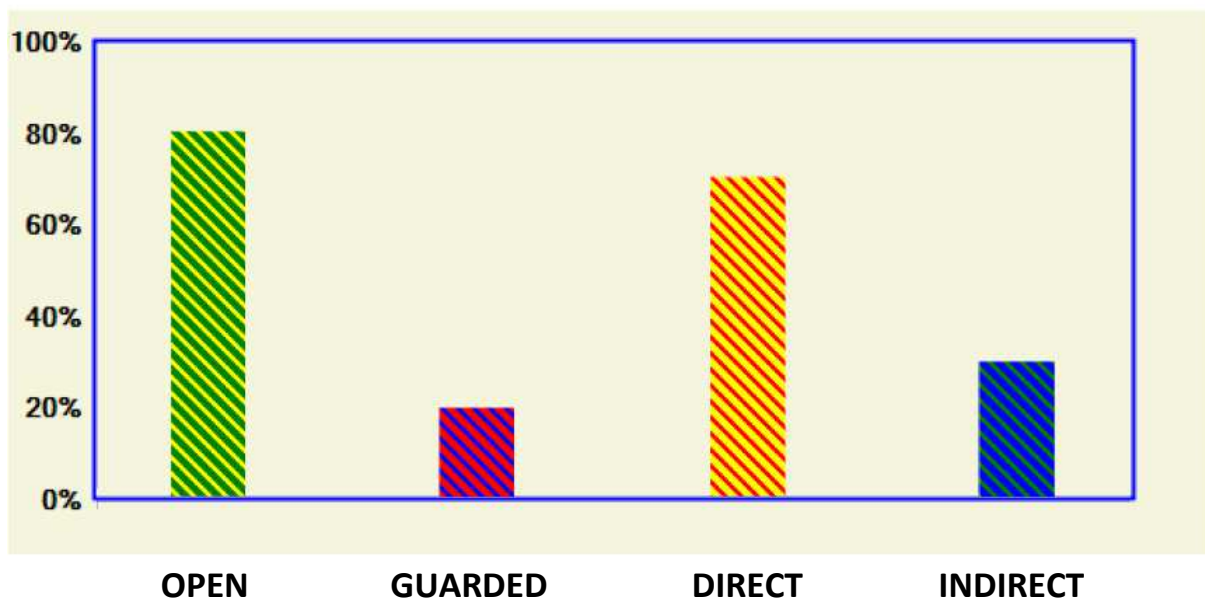
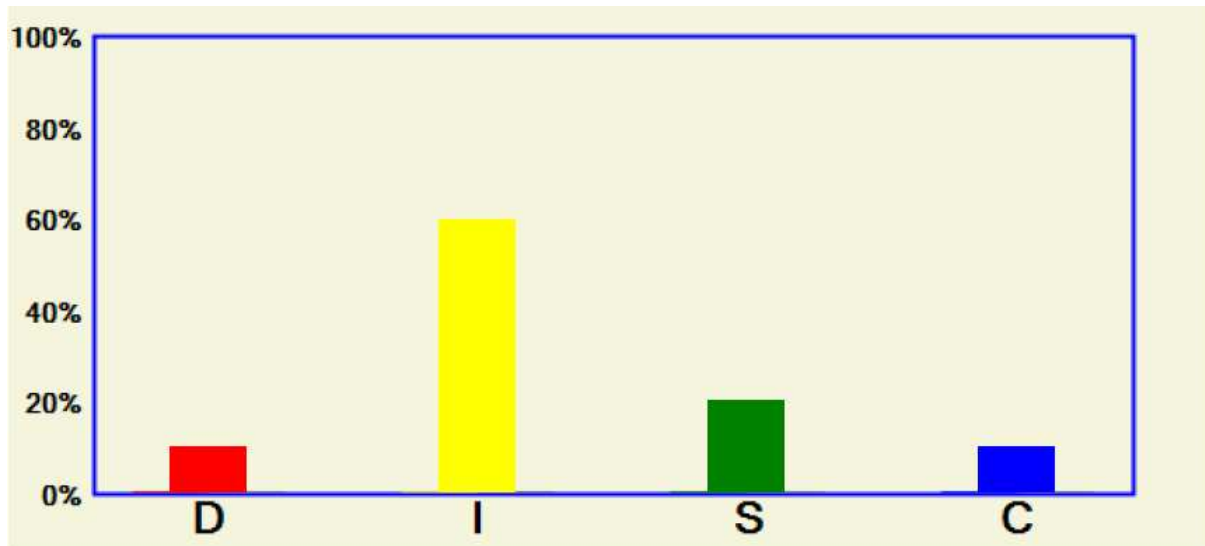


Things to look for:

- Do you have a predominance or under-representation of any particular DISC style?
- If so, what are the likely consequences?
- Also look to the section at the back of this document for ‘Tension Among the Styles’. Consider how different people within the team work well together, or not so?

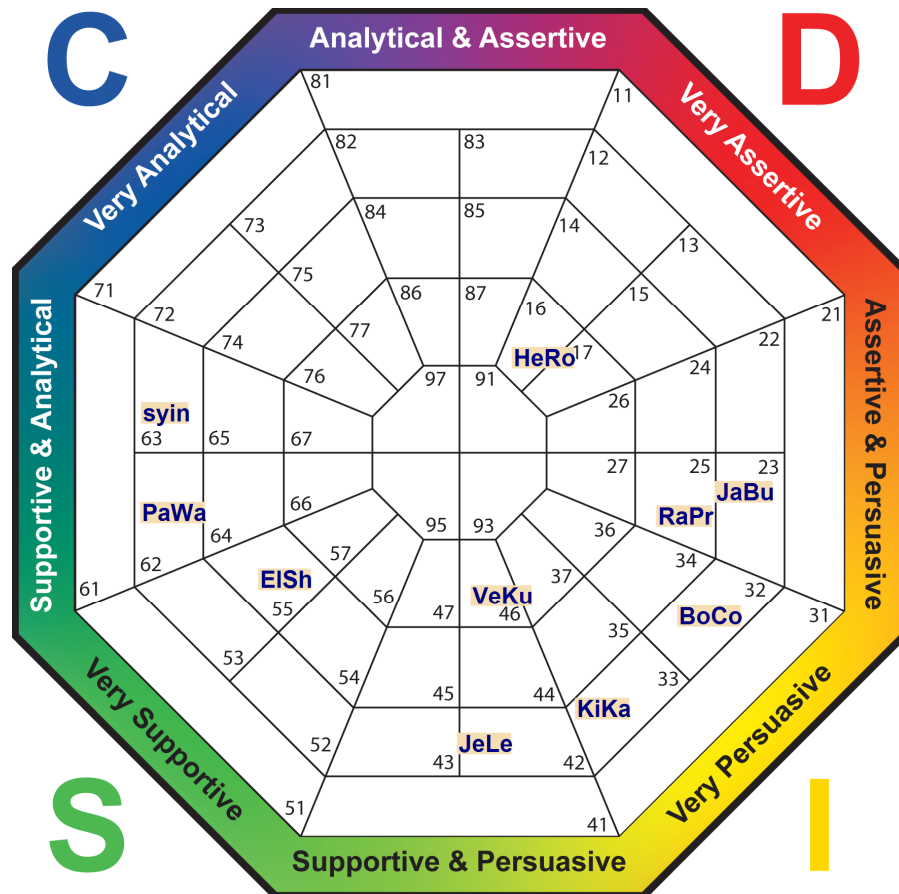
Natural Styles – Plot of Primary Results

The below bar graphs show the distribution of the team compared to the 'Norm Group' regarding their natural DISC style and the combined levels of being Open, Guarded, Direct and Indirect.



Natural Styles – Behavioral Pattern View

Below each person is plotted within the 8 zones of the Behavioral Diamond. Plots on the outer edges of the diamond identify that one factor (DISC) of the 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 the style descriptors within a specific behavioral zone.

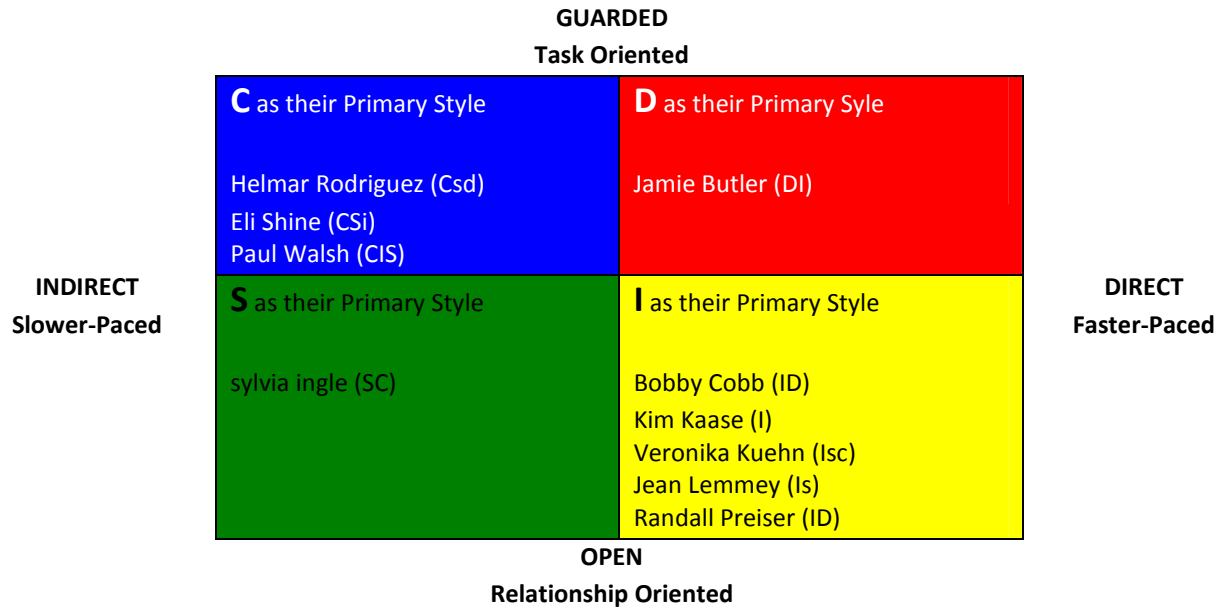


Initials	Name	Natural	Style
JaBu	Jamie Butler	23	ID
BoCo	Bobby Cobb	32	Id
syin	sylvia ingle	63	CS
KiKa	Kim Kaase	33	Is
VeKu	Veronika Kuehn	46	ISc
JeLe	Jean Lemmey	42	IS
RaPr	Randall Preiser	25	Ids
HeRo	Helmar Rodriguez	16	DSC
EISh	Eli Shine	55	Sci
PaWa	Paul Walsh	62	Sc

'ADAPTED' Team Dynamics Results

Adapted Styles within the Four Quadrant DISC Model – Plot of Primary Results

The below graphs show each person's primary style within the four quadrant DISC model. This is their 'Adapted Styles'. Next to each person's name we have also provided their primary and secondary DISC preferences.

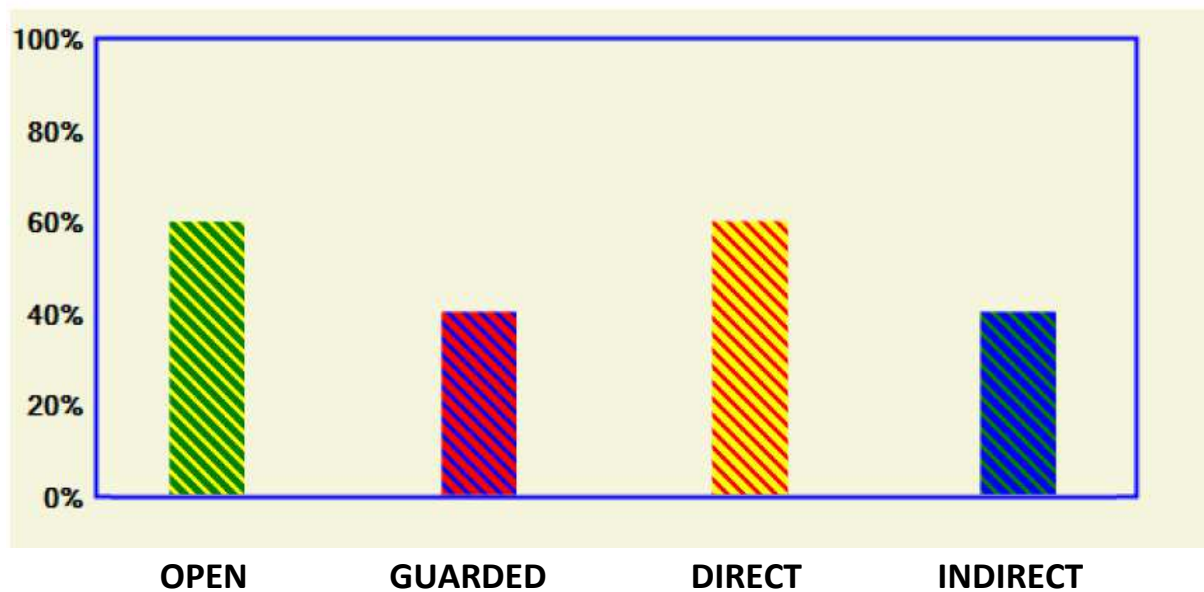
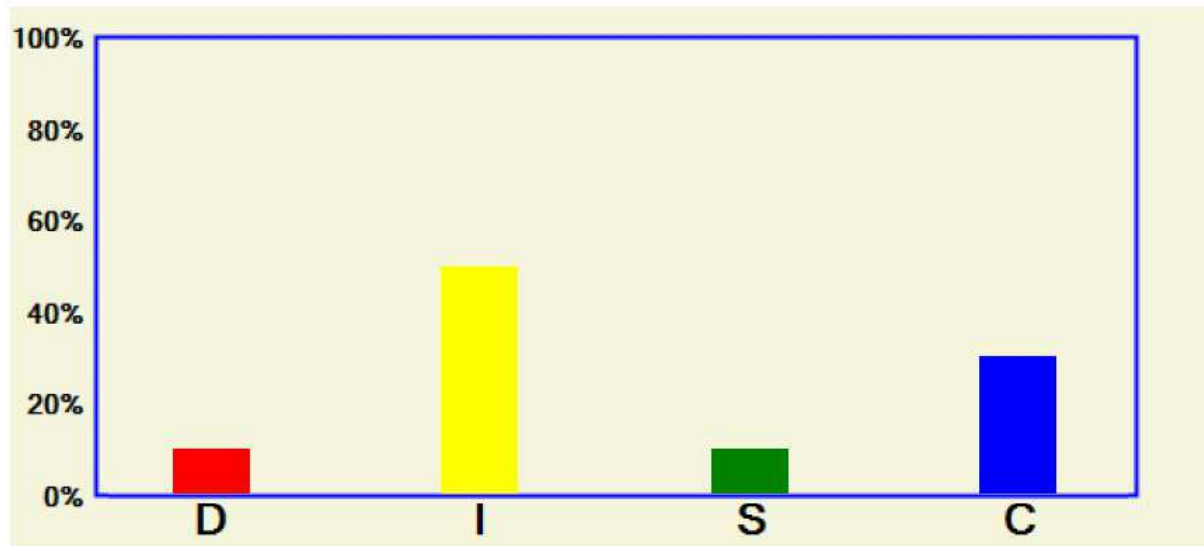


Look to how the above differs to the corresponding 'Natural' Graph:

- Are there significant shifts?
- Have a few people adapted or many?
- Is there a common theme with any adaptations?
- Consider what is likely to be driving these adaptations?
- What are the likely impacts of these adaptations?

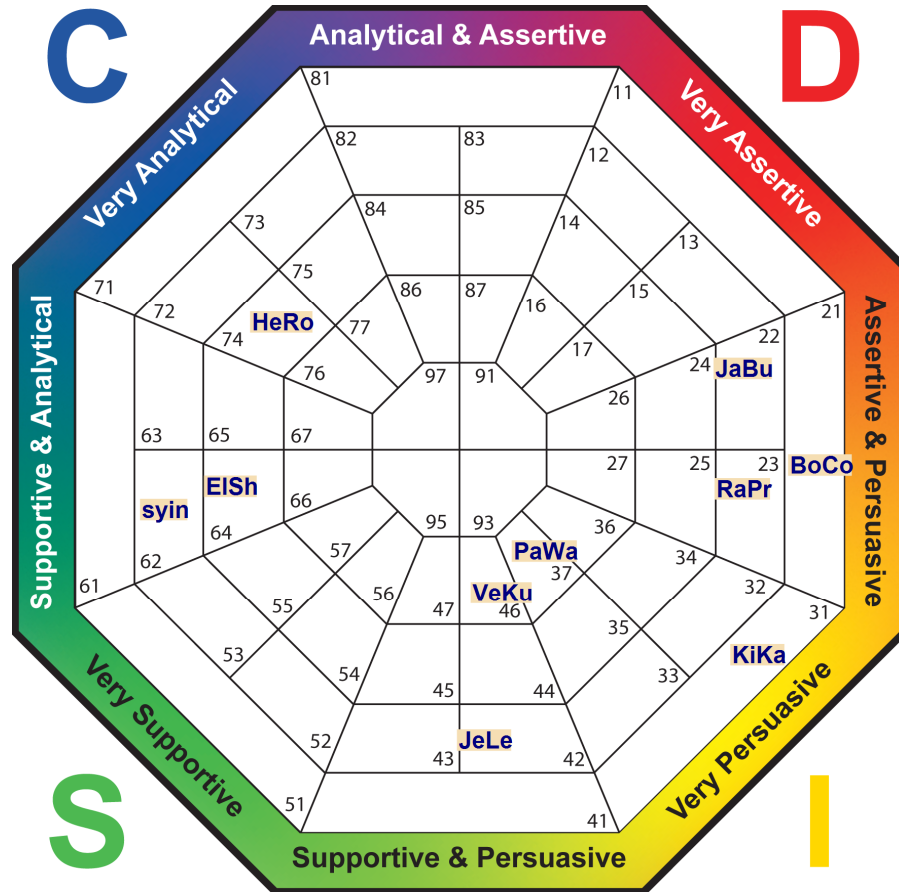
Adapted Styles – Plot of Primary Results

The below bar graph shows the distribution of the team compared to the 'Norm Group' regarding their adapted DISC style and the combined levels of being Open, Guarded, Direct and Indirect.

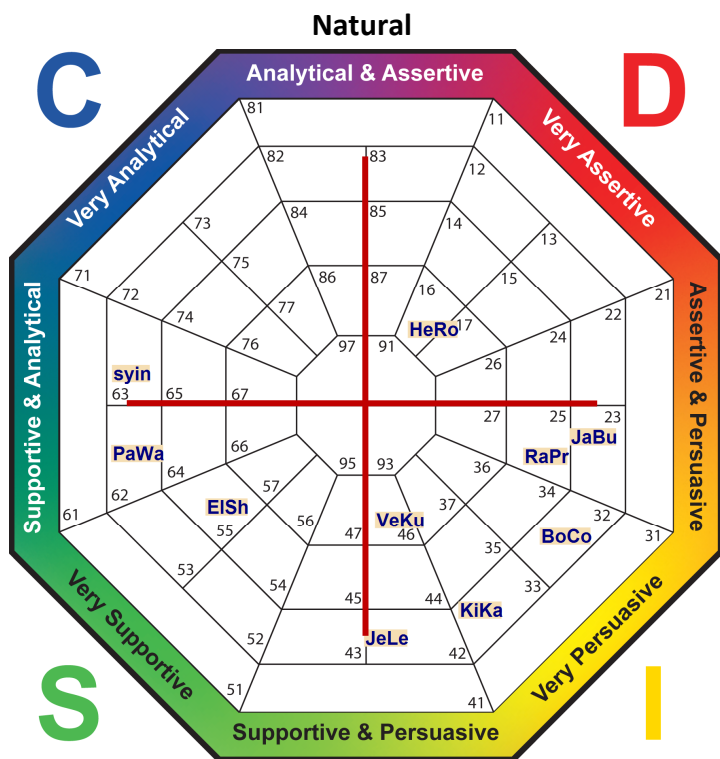


Adapted Styles – Behavioral Pattern View

Below each person is plotted within the 8 zones of the Behavioral Diamond in their adapted style.



Initials	Name	Adapted	Style
JaBu	Jamie Butler	22	DI
BoCo	Bobby Cobb	21	ID
syin	sylvia ingle	62	SC
KiKa	Kim Kaase	31	I
VeKu	Veronika Kuehn	46	Isc
JeLe	Jean Lemmey	42	Is
RaPr	Randall Preiser	23	ID
HeRo	Helmar Rodriguez	74	Csd
EISh	Eli Shine	64	CSi
PaWa	Paul Walsh	37	CIS

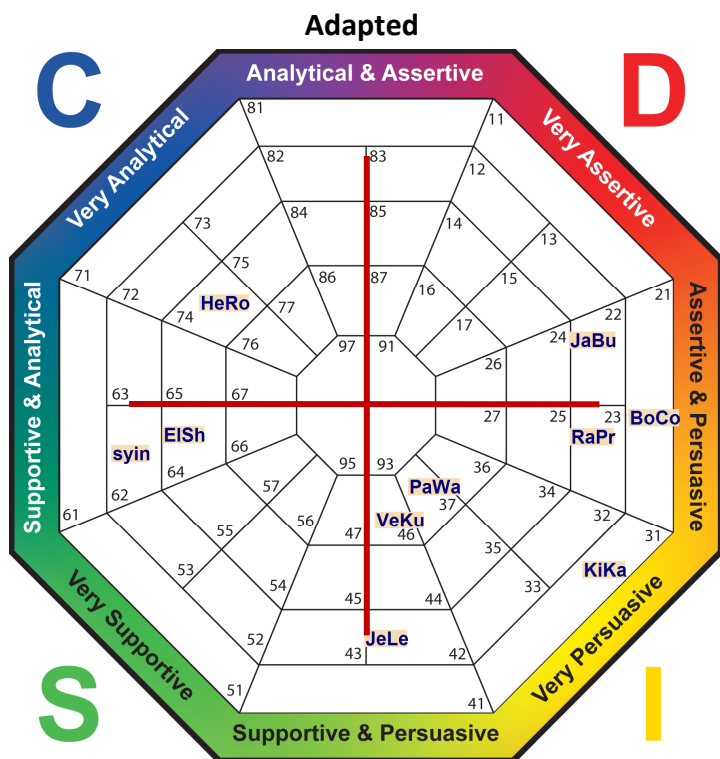


Compare this Team's Natural Style Team Wheel to the "Adapted Style" below:

- Has the entire team adjusted or just one or two members?
- Toward or away from the Team Leader?
- Has the team adjusted to meet the group objective(s)?

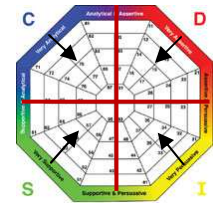
Each quadrant has an overarching style comprised of either a **Direct** or **Indirect** style – **Direct Style** = *enthusiastic, competitive and results focus*; **Indirect Style** = *reserved, cooperative & patient* AND also either an **Open** or **Guarded** style – **Open Style** = a desire to build a bridge and connect with others or a **Guarded Style** = a more private, specific, logical and analytical style.

Init.	Name	Adapt	Style	Nat	Style
JaBu	Jamie Butler	22	DI	23	ID
BoCo	Bobby Cobb	21	ID	32	Id
syin	sylvia Ingle	62	SC	63	CS
KiKa	Kim Kaase	31	I	33	Is
VeKu	Veronika Kuehn	46	Isc	46	ISc
JeLe	Jean Lemmey	42	Is	42	IS
RaPr	Randall Preiser	23	ID	25	Ids
HeRo	Helmar Rodriguez	74	Csd	16	DSC
ELSh	Eli Shine	64	CSi	55	Sci
PaWa	Paul Walsh	37	CIS	62	Sc



Reference Material – Background to DISC

The four behavioral styles measured by the DISC model are:



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.**

Influence

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.**

Steadiness

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.**

Conscientious or Compliance

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.**

Behavioral Pattern View

The BPV has eight behavioral zones. Each zone identifies a different combination of behavioral traits. The peripheral descriptors describe how others typically see individuals 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.

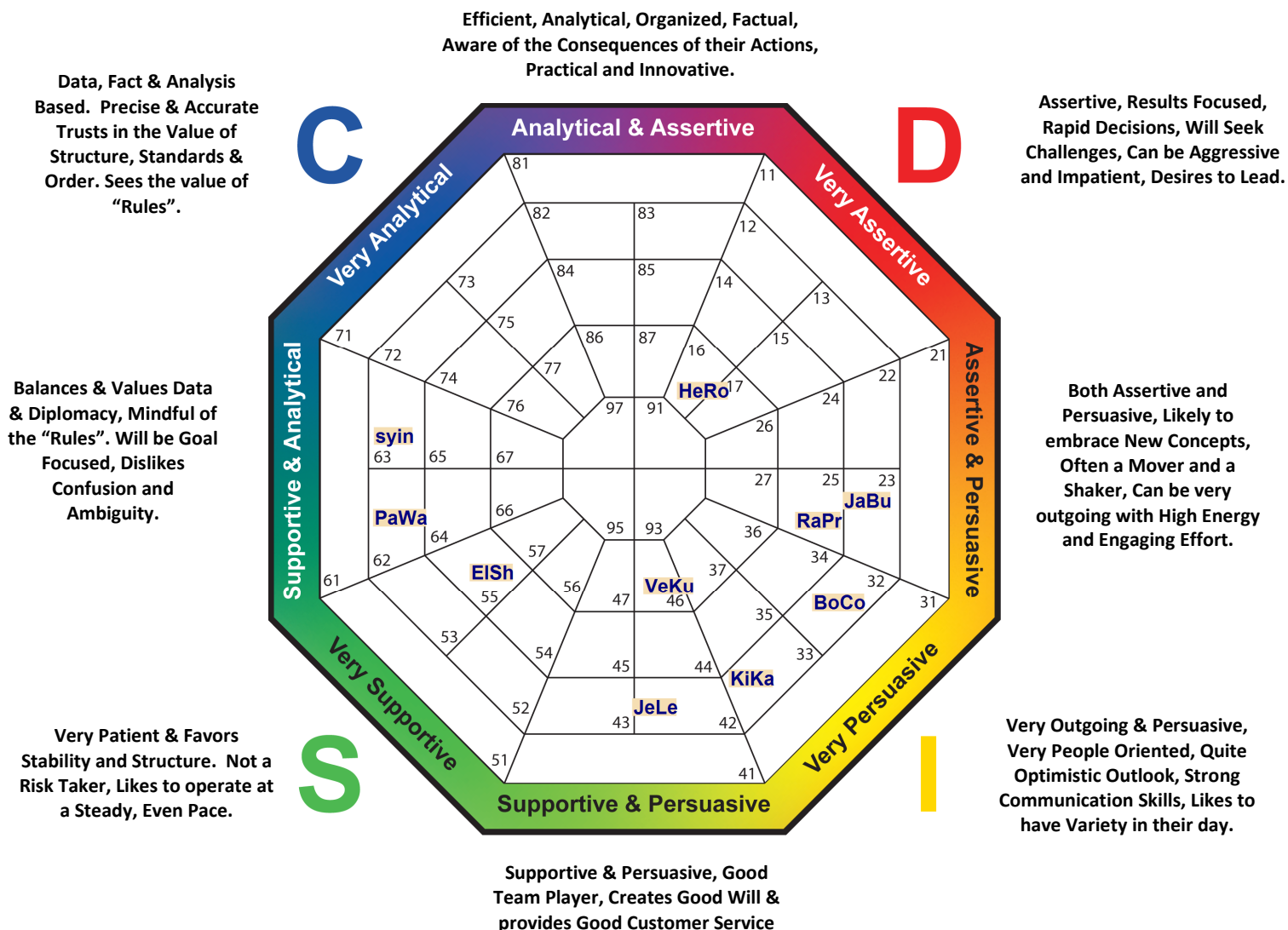
THE SCORING LEGEND

D = Dominance: How you deal with Problems

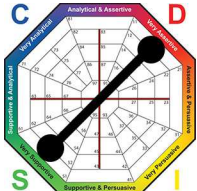
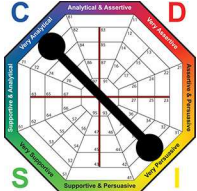
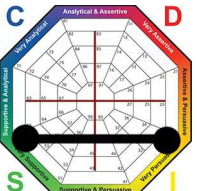
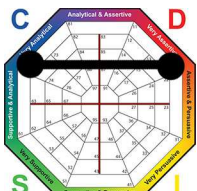
I = Influence/Extroversion: How you deal with Other People

S = Steadiness/Patience: How you deal with your Activity Level

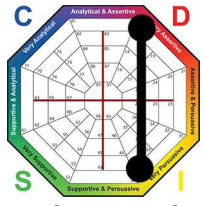
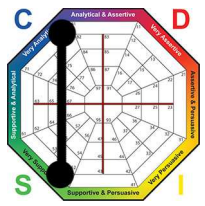
C = Conscientious/Compliance/Structure: How you deal with the "Organization's Rules" as well as the focus on details, accuracy and precision



Tension Among the Styles

Potential Tensions/Disconnects	Plot Points Example
Double Tensions of Patience vs. Urgency AND People versus Task Pattern 1: The High S's preferred Patient & Slower Pace with a Primary Focus on People rather than on results and task can conflict with the High D's Sense of Urgency and a focus on Tasks and Results and Now.	 High S + High D (Lower Left vs. Upper Right Quadrant)
Double Tensions of Patience vs. Urgency AND People versus Task 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 vs. Results and Tasks.	 High C + High I (Upper Left vs. Lower Right Quadrant)
Patience vs. Urgency Tensions: The High S's innate patience can conflict with the High I's Sense of Urgency.	 High S + High I (Lower Left vs. Lower Right Quadrant).
Patience vs. Urgency Tensions: 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.	 High C + High D (Upper Left vs. Upper Right Quadrant)

Tension Among the Styles, continued

Potential Tensions/Disconnects	Plot Points Example
People versus Tasks Tensions: The High D's focus on Results, Tasks, and Action can conflict with the High I's Focus on People, Feelings and Sociable Correctness.	 High D + High I (Upper Right vs. Lower Right Quadrant)
People versus Tasks Tensions: The High C's focus on Data, Analysis, Accuracy, and Precision can conflict with the High S's Focus on People, Teamwork, Personal Connection and a Feeling of Family.	 High C + High S (Upper Left vs. Lower Left Quadrant)

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 service or 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”

How to Adapt to the **DOMINANT** Style

They are time-sensitive; so do not 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, if possible. Appeal to their sense of accomplishment. Stroke their egos by supporting their ideas and acknowledge their power and prestige. Let them be in charge. If you disagree, argue facts, not feelings. In groups, allow them to have their say, as they will not take a back seat to others. In general, be efficient and competent.

AT WORK, 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

SALES AND SERVICE...

- Plan to be prepared, organized, fast-paced, and always to the point
- Meet them in a professional and businesslike 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 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

IN LEARNING SETTINGS...

- Likes to learn quickly; may be frustrated with a slower pace
- Has own internal motivation-clock, learns for their own reasons, not for anyone else's reasons
- May like to structure their own learning design
- Does okay with independent self-study
- Defines own goals
- May have a short attention span

How to Adapt to the **INFLUENCING** Style

They 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. They 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 tasks. In general, be interested in them.

AT WORK, HELP THEM TO...

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

SALES AND SERVICE...

- 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

IN SOCIAL 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

IN LEARNING SETTINGS...

- Likes learning in groups
- Interacts frequently with others
- Responds to extrinsic motivation, praise, and encouragement
- Needs structure from the facilitator; may lose track of time
- Needs "what to do" and "when to do it"
- May exceed deadlines if left on their own and learning may be completed late

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 S Styles do not want to ruffle feathers. They want to be assured that everyone will approve of them and their decisions. Give them time to solicit co-workers' 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. In general, be non-threatening and sincere.

AT WORK, 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 tasks
- Become more open to some risks and changes
- Feel sincerely appreciated
- Speak up and voice their thoughts and feelings

SALES AND SERVICE...

- 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 task or business 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 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

IN LEARNING SETTINGS...

- Accepts a balance between individual and group work
- Shows patience with detailed or technical processes
- Likes journaling and follow-through
- Prefers explicit instructions
- Wants to know the performance outcomes and expectations
- May need help in prioritizing tasks if a long assignment; may take criticism personally

How to Adapt to the **CONSCIENTIOUS** Style

Be sensitive to their schedules. They need details, so give them data. When working with them, do not expect to become their friend. Support their organized to problem solving. Be systematic, logical, well prepared and exact. Give them time to make decisions and work independently. In groups, do not expect them to be leaders or outspoken contributors, but do rely on them to conduct research, crunch numbers, and perform detailed footwork for the group. When appropriate, set guidelines and deadlines. In general, be thorough, well prepared, detailed and business-like.

AT WORK, HELP THEM TO...

- Share their knowledge and expertise with others
- Stand up for themselves with the people they prefer to avoid
- Shoot for realistic deadlines 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

SALES AND SERVICE...

- 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 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

IN LEARNING SETTINGS...

- Prefers individual work over group interaction
- Accepts more impersonal training, such as remote or on-line
- Has high expectations of their own performance
- Will structure their own activities only with explicit goals and outcomes established
- Emphasizes details, deep thinking, and theoretical bases for the learning
- May get overly bogged down in details, especially if the learning climate is pressured

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