



DISC Report Debrief Guide

Training Guide – Non-Certified
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Getting Started

Organizations who use this DISC concept increase effective communication, internal job satisfaction, productive teams and more harmony in the workplace. Personal relationships are enhanced. Building rapport becomes easier. Interactions at work, home or play are more positive. People have less stress and even better physical and mental health.

Your goal is to help your client recognize, understand, and leverage their inherent strengths in their personal and professional life. Achievement and experiencing accomplishments in any endeavor is easier when natural strengths are maximized.

Prior to Debrief

- ☐ Review the DISC Report and organize your thoughts according to the preferred style.
- ☐ Consider what insights to draw special attention to as you work through the report, tying assessment results to client's life to provide coaching opportunities.
- ☐ Have a copy of the report for you and the client.
- ☐ Encourage the client to take notes.
- ☐ Offer opportunity for follow up, if applicable.

****NOTE: A debrief is most effective when the individual already has established goals and you can highlight how his/her report content can help or hinder his/her progress. However, this may be unknown to you at this point; therefore, use this debrief as an opportunity to find out what is important to the respondent to ensure time is well spent.***

There are many Benefits of Learning and Applying DISC.

- Increase Commitment and Cooperation
- Build Effective Teams
- Resolve and Prevent Conflict
- Gain Endorsement, Credibility, Rapport
- Know or Understand Others (interpersonal skills, communication preferences, behavioral strengths, potential areas of improvement)
- Increase Sales

Understand the communication preferences of others and become a more valuable employee, manager and team member (person, partner, friend)

Introduction

People generally make the mistake of assuming that others interact and think the same way they do, and many of us grew up believing in The Golden Rule: treating others the way you would like to be treated. Instead, we encourage another practical rule to live by - what Dr. Tony Alessandra calls **The Platinum Rule®**: to treat others the way THEY want to be treated.

The DISC Assessment and Report makes it easy to identify and understand our own style, recognize others and cognitively adapt to different styles, and develop a process to communicate more effectively with others.

We can consciously decide to apply what we learn. It won't always be easy, and it will take practice, but with some effort, we can choose to adapt to others for increased communication.

WHAT IS DISC?

DISC is a simple, practical, easy to remember and universally applicable model. It focuses on individual patterns of external, observable behaviors.

- **DISC is:** needs-motivated, observable behavior and emotion. It is a combination of nature (inherent) and nurture (learned).
- **DISC is NOT:** a measure of intelligence, skills, education or experience, or an indicator of values.

In this report, we measure the intensity of characteristics using scales of directness and openness (direct/indirect for each of the four styles: **Dominance, Influence, Steadiness, and Conscientious**).

D = Dominance	How people address Problems and Challenges .
I = Influence	How people handle situations involving People and Contacts .
S = Steadiness	How people demonstrate Pace and Consistency .
C = Conscientiousness	How people react to Procedure and Constraints .

REMINDERS:

- 1) It is **not a test**. You cannot pass or fail.
- 2) There are no good or bad behavior styles. **Each style of behavior has strengths and areas for improvement.**
- 3) The profile is a **measure of your perception**. Responding to or taking the profile is a quick, easy (and accurate) way of gathering information about your **behavioral strengths and communication preferences**.

PART I Understanding Yourself – General Characteristics

Let's begin with General Characteristics on page(s) _____. The narration serves as a general overview of your behavioral tendencies. Occasionally, you'll see some coaching ideas so that you can leverage your strengths whenever possible to maximize your personal success.

As you read through these paragraphs, please highlight a few statements that stand out to you, particularly if you think it would be beneficial for someone to know about you, or if you disagree with the statement or have questions about it. Remember, no report is 100% accurate, and you may disagree with something or wish to modify a word slightly. Let's discuss it, if you do.

Agree/Disagree Activity

Ask client to create a T chart (see below) and tally the number of statements they agree with and disagree with as you read line by line. Calculate accuracy by adding the total number of sentences and dividing the agree column tallies by that total number.

Agree	Disagree

If the percentage of accuracy perceived by participant is lower than 75%, have the participant ask someone who knows him/her very well to do the same agree/disagree exercise and calculate their percentage to see if it's higher or lower than 75%. This can be done with more than one person.

Participants may learn that some of the "disagree" statements should really be "agree".

DISC Bullet Point Pages

Have the client go through these sections of the report and put a plus (+) sign in front of all the statements he/she agrees with and a negative (-) sign near all the statements he/she disagrees with:

- **Your Strengths: What You Bring to the Organization**
- **Your Motivations: Wants and Needs**
- **Your Motivations: Ideal Work Environment**
- **Communication Dos & Don'ts**
- **Potential Areas for Improvement**

Why do they disagree with each negative (-) point? What would make it more accurate? People naturally obsess with the negatives rather than revel in the positives. Addressing them can help to diffuse their importance.

Then have your client complete page 14 in his/her report – **Summary of Your Style** – by putting the top two plus (+) sign statements from each respective category on this page.

Discuss with your client why he/she chose the two items in each category to move to this summary page. Then, go back to the sections above to discuss with your client why he/she chose the items in each category with negative (-) signs. Why do you disagree with that point? What would make it more accurate?

NOTE: these pages are not in numerical order in the report.

The “X” Style: Behavior and Needs Under Stress

Stress is unavoidable. The way we behave under stress can create a perception that is not what we intend which can influence our effectiveness and our interaction with others. We may need additional support during periods of stress. By knowing “how we show up” and what support could be helpful, and preparing ourselves for how we behave in conflict as well as identifying strategies to reduce conflict, we can be much more successful in stressful circumstances.

Under Stress You May Appear

The first section of this page is how you appear to others when you are experiencing high stress. Keep in mind this is not necessarily how you ARE, but rather, how you SEEM in interactions based on another person’s perception. Your intention may not be related to the way you appear at all, but remember people judge us by our behavior, not by our intentions.

Perception Prevention

- Can you think of a time when you responded in a situation that could be seen as these descriptors? What was the situation?
- Discuss the disadvantages of one or more of the perceptions listed. How can you prepare yourself to respond differently to ensure your behavior matches your intentions?

Under Stress You Need

The second section provides some ideas for how to gain support to diminish your stress. Are there other things you could add to this list that you know are proven to help you decompress and be more effective?

Typical Behaviors in Conflict/Strategies to Reduce Conflict & Increase Harmony

The remaining two sections reveal your typical reactions in conflict, and ways to reduce conflict and create more harmony for you and others. We recommend taking extra time to be aware of the strategies to reduce conflict and how to apply them in your interactions for stronger communication.

Note: This page is derived from your highest **natural style** tendencies. If you are adapting to one or more different styles (especially if it is a large modification), you may notice that you respond differently under stress, and even have times when your energy is further exhausted where these descriptors can be quite intense.

Word Sketch: Adapted and Natural Style (2 pages)

There are two Word Sketches – the Adapted Style and the Natural Style. These pages give description to further reveal your needs-motivated, observable behavior.

To understand how these two pages work, first notice that at the top of the page, under the D, I, S, and C boxes, you see a **“DISC FOCUS”**. Another way to think of this is **“how I respond to”** each of the areas and the associated needs listed just below it:

- **Approach to problems/challenges/tasks (D)** – the need to dominate problems
- **Interpersonal preferences, interactions with others (I)** – the need to influence people
- **Preferences for the pace of the environment (S)** – the need to steady the pace
- **Need for procedures, data, rules, policies and compliance (C)** – the need for accuracy

As you move down the column under each heading you will see boxes highlighted with descriptive words or phrases that show your measured level of intensity in each area.

On the left of the page, you will see a scale from 1 to 6.

- 1 indicates a low level of intensity and 6 indicates a high level of intensity - **the more energy you invest, the higher your intensity level**
 - The lower intensity means you invest less energy in that area, or less focus
 - The higher intensity indicates you invest more energy or focus more in that area
- The grey bar through the center of the word sketch is your energy line, or mid-line and represents a half way point between high and low (or 50%).

Review each page to note descriptors in each category. Discuss the level of change in each of the styles between natural and adapted and what happens to the stress or energy level:

- If the box moves down in intensity – you are pulling back or holding back energy in that area
- If the box moves up in intensity – you are using more energy or pushing energy in that area
- If there is a big difference, over time that can cause a great deal of stress – either way

DISCstyles eGraphs

The first two sentences indicate your Adapted and Natural styles. The graphs show your Adapted Style on the left (Graph I), and the Natural Style is on the right (Graph II).

DISC Graph I – Adapted Style

1. Based on "Most" Selections.
2. Determined by how you felt you needed to behave at work that day to be successful.
3. Graph can fluctuate from day to day for many reasons.
4. Fluctuations are typically related to responsibility, organizational, or boss changes.
5. Common misinterpretation is thinking Graph I is work environment as a whole.

DISC Graph II – Natural Style

1. Based on "Least" Selections.
2. People are more accurate about themselves when speaking in terms of "Least."
3. Graph determined how you prefer to behave in any environment, work or home.
4. Graph rarely changes over the years. No need to change, it is "what it is!"
5. Common interpretation mistake, thinking Graph II reflects only home environment.

Comparing DISC Graph I with DISC Graph II

1. The higher the intensity of each style in the six segments, the more energy generated.
2. A common misinterpretation: it is bad if the two graphs are not alike.
3. If graphs are similar, then respondent is working in their comfort zone.
4. If there is more than a 20 point spread, then the respondent is exerting effort, working outside of their comfort zone.
5. Reflecting on the day they took the DISC Assessment is extremely valuable. If specific activities can be identified, it will explain the behavior style variance.
6. Variance can reflect a positive attribute of flexibility however, variance over long periods is not recommended.

As you look at the graphs, notice that the scale now shows up to 100 points, rather than 1-6 as on the Word Sketch pages. The 100-point scale gives you a much more detailed view of how much you shift in your style between Natural and Adapted styles.

Also, note that the bars look very similar to the box place of the descriptors that were highlighted on the previous pages; you can see the box intensity numbers under each graph in the parenthesis after **Pattern: XX (XXXX)** for each graph.

Remember, each is a change regarding **problem solving, interaction with **people**, **pace**, and **procedures**.*

The 12 Integrated DISC Style Relationships

The 4 Primary DISC factors of Dominance, Influence, Steadiness and Conscientiousness are presented in a unique way to show how the strength of each of the four primary factors is impacted by the strength of the other three. Remember, we are all a BLEND of styles so our D, I, S and C are influenced by each other.

This is very valuable information because two individuals that may have the same D score can display a much different intensity of assertiveness. How is this possible? The D is impacted by the other three style's scores. For example, while the two individuals have the SAME D score, if one has much lower I and much lower S, the behavior displayed will be dramatically different from the other person with the same D, but a much higher I and higher S.

Intensity Scoring

Each of these 12 Integrated Behaviors is ranked with an 'intensity' level. Intensity scores the strength of the behavior and the frequency of its appearance. The intensity levels of the lower three styles help to determine the strength of the highest style. The higher the intensity level, the more likely that behavior is going to be displayed/observed in most situations. Likewise, the least intense behaviors will be the least likely to be displayed/observed.

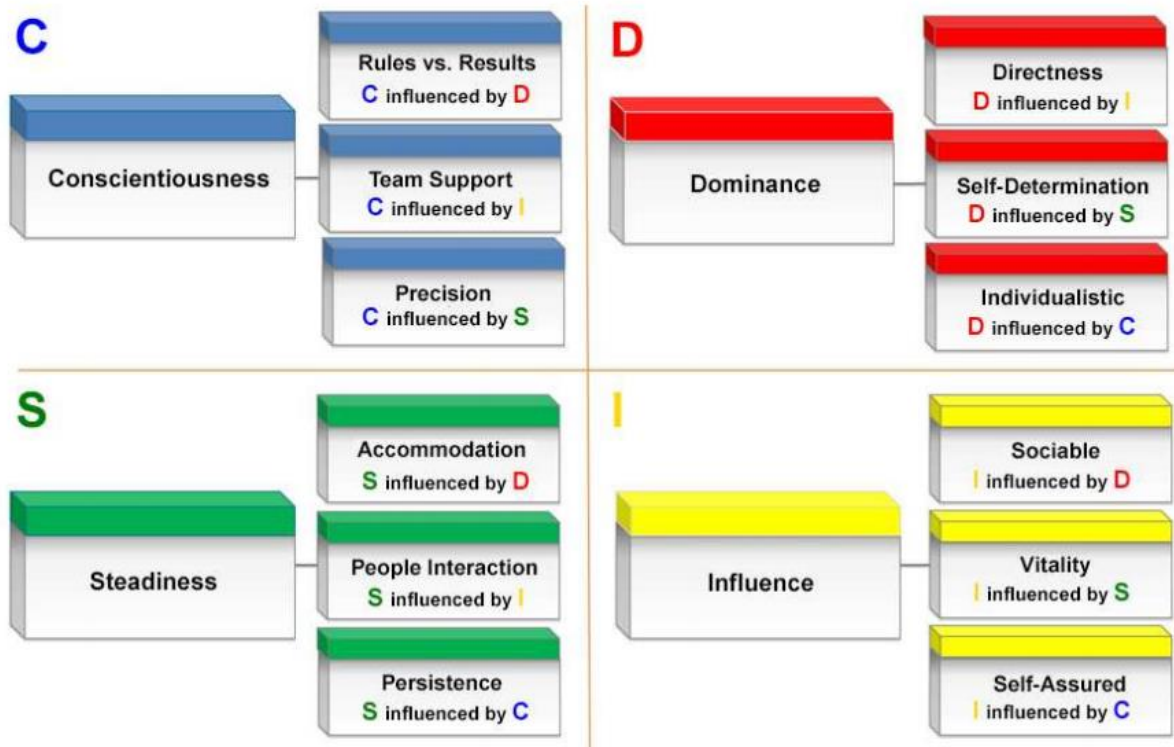
Intensity Scoring Legend - DISC Style intensity is a measure of how you will likely display the specific behavior when interacting and communicating with others.

- **Low Intensity** - indicates the **absence** of this behavior in **most** situations
- **Low Moderate Intensity** - **sometimes** observable
- **Moderate Intensity** - the behavior is **flexible** and **may or may not** become observable
- **High Moderate** - **frequently** observable
- **High Intensity** - **clearly** observable

Scoring indicators -

- The **length of the black bar** shows the intensity of the noted DISC factors in their observable behavioral style.
- The **blue box** identifies 68% of all scores in the general population for each integrated behavior with one standard deviation (34%) below the median score (vertical link) and one standard deviation (34%) above the median score (vertical link). Unlike an AVERAGE, the median score will not always be shown with equal space on both sides.

Refer to the graphic, pointing out the 4 primary DISC styles. Note that each of the styles is influenced by the other three styles to create an integrated behavior (seen in the other 3 boxes).



Explain that the 12 Integrated DISC Style Relationships are presented in order for each individual, from **highest intensity to lowest intensity**. While the 12 behaviors are the same, the order in which they appear will be specific to each person.

Reiterate that the title of the behavior is followed by parenthesis which show the **how the first style is influenced by the second style**, and **the intensity** of that integrated behavior.

Example: (D/C) (High Intensity) shows how the D is influenced by the C at a high intensity.

Read through the descriptions together to identify what the high intensities mean as well as the low. Note that the **high intensities are natural strengths**. Point out that the **low intensities will likely seem the opposite or reverse** of the high intensities in the descriptions.

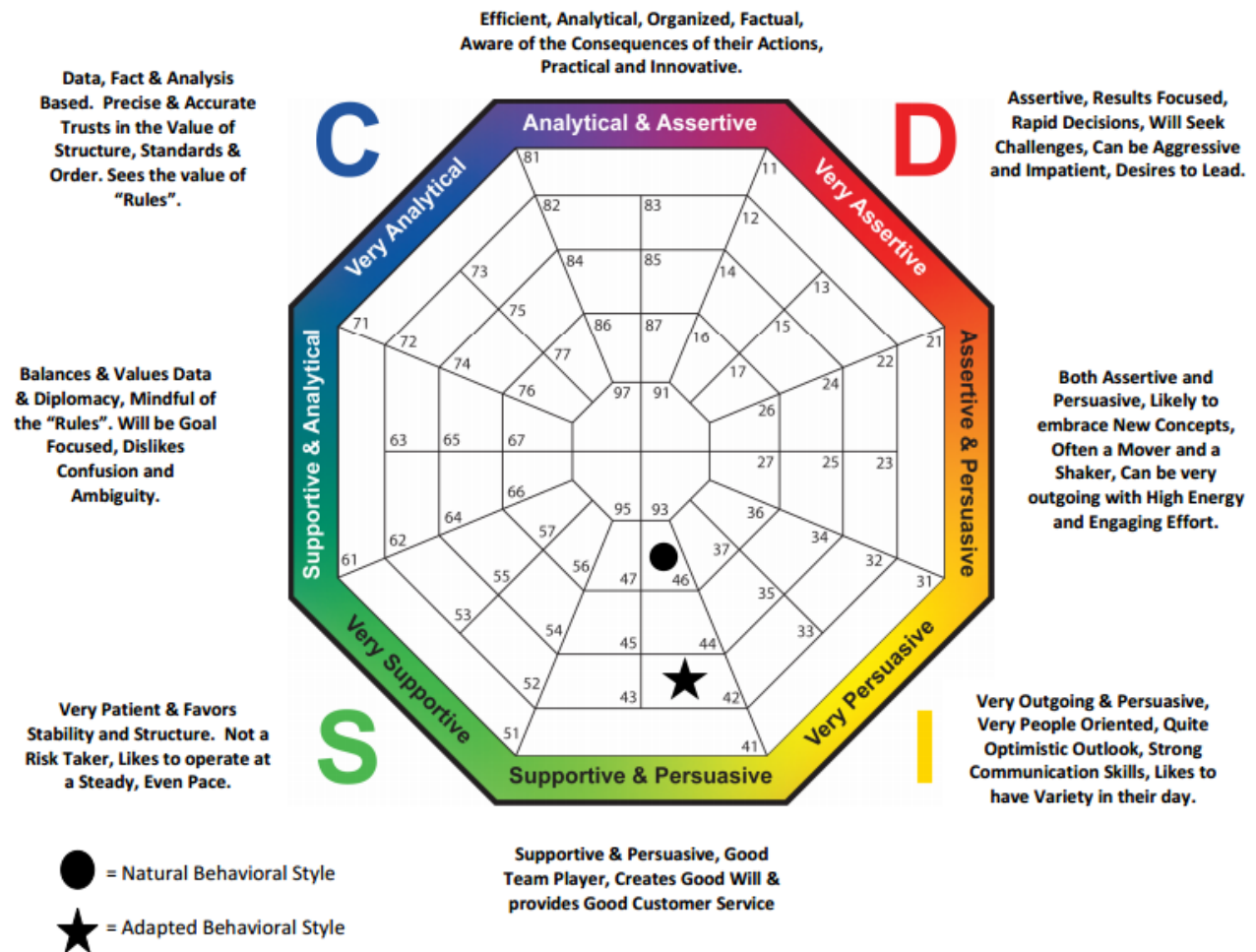
Discuss the low intensities asking specifically if those behavioral traits are important in their job and how those requirements can affect performance.

Behavior Descriptors are located within each report

THE BEHAVIORAL PATTERN VIEW: THE DISC WHEEL, DIAMOND OR OCTAGON

The wheel is a powerful tool that adds a visual representation to your behavior style. From a broad perspective, it allows you to:

- View your natural behavior style (*circle*).
- View your adapted behavioral style (*star*).



The wheel is helpful in seeing another way that your style shows up, and also allows the opportunity to view intensity and adaptability at a glance. Furthermore, it can plot several different people on one wheel, giving a great team or group perspective.

There are eight descriptor paragraphs around the wheel with general descriptive words of each style. You can also share one or two words that describes the combination of behaviors, either in the colored area, or as these summaries:

- **Very Assertive** - direct and results oriented
- **Assertive and Persuasive** - optimistic and flexible
- **Very Persuasive** - verbal and trusting
- **Supportive and Persuasive** - cooperative team player
- **Very supportive** - accommodating and persistent
- **Supportive and Analytical** - cautious and self-disciplined
- **Very Analytical** - precise and detail-oriented
- **Analytical and Assertive** - creative and indecisive

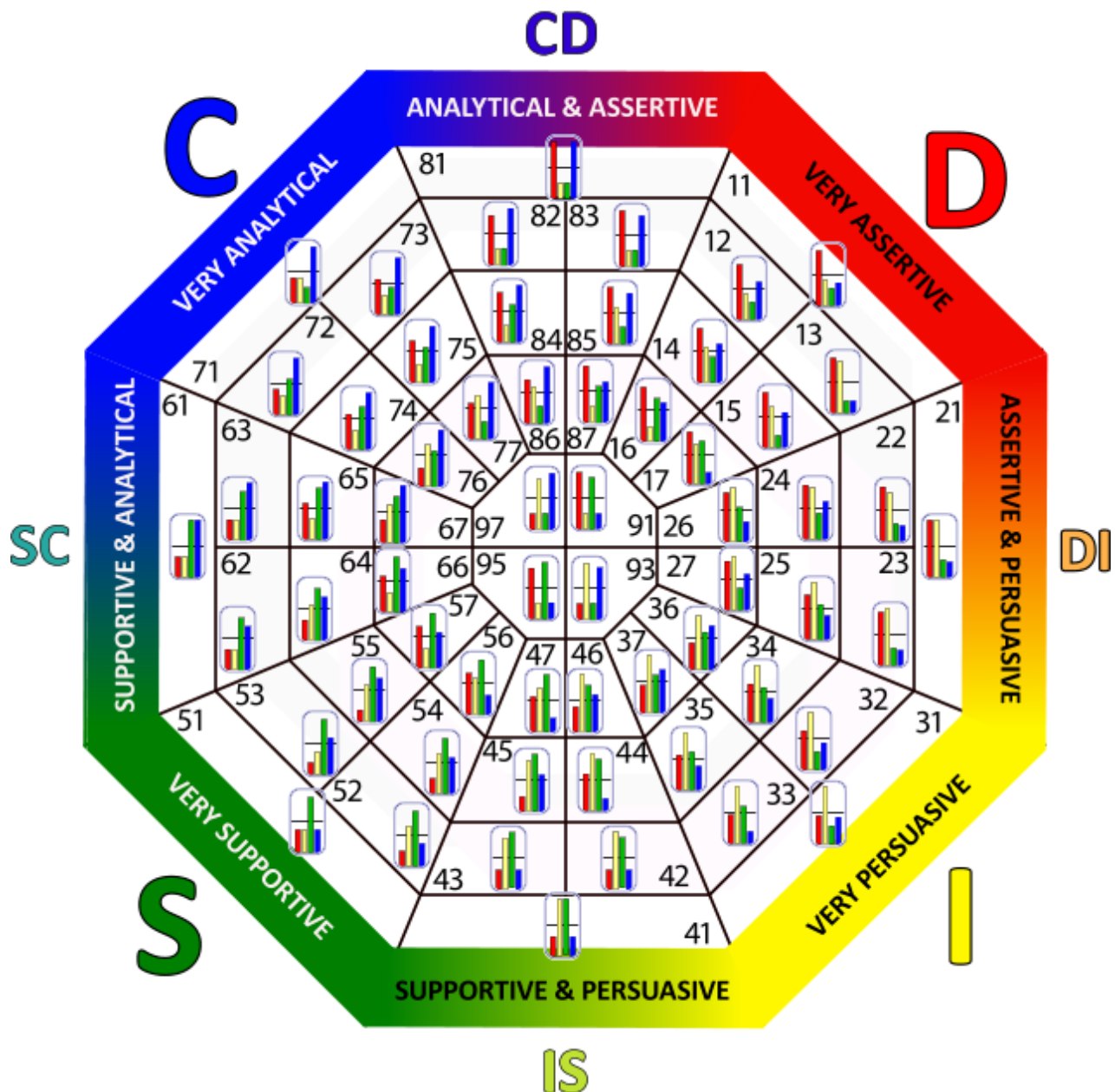
The important things to know:

- The further you are plotted toward the edge, the **higher** you are in your style intensity. High intensity styles may have a difficult time adapting to someone who is a different style than they are; it may take more energy and attention to “tone down” their own style.
- The plots more toward the center mean you are **lower** in your intensity, or more adaptable and you can shift easier to others because you are more alike in style.
- By looking at **both the circle and the star** on the wheel, we can easily see how closely natural and adapted styles are positioned, or how far apart they are.
 - If you are far apart, the person is adapting a lot, which can strain energy.
 - If they are close together, the person is not adapting as much, and they may not experience strain, but may feel energized in their environment.
- The numbers in the segments are designed only for ease of recognition and identification for where the graphs (star and circle) should plot.
 - *See following pages for segment and graph descriptions – you may not want to share these with your clients, however, unless there is a distinct request for understanding in more detail.*

Graphs

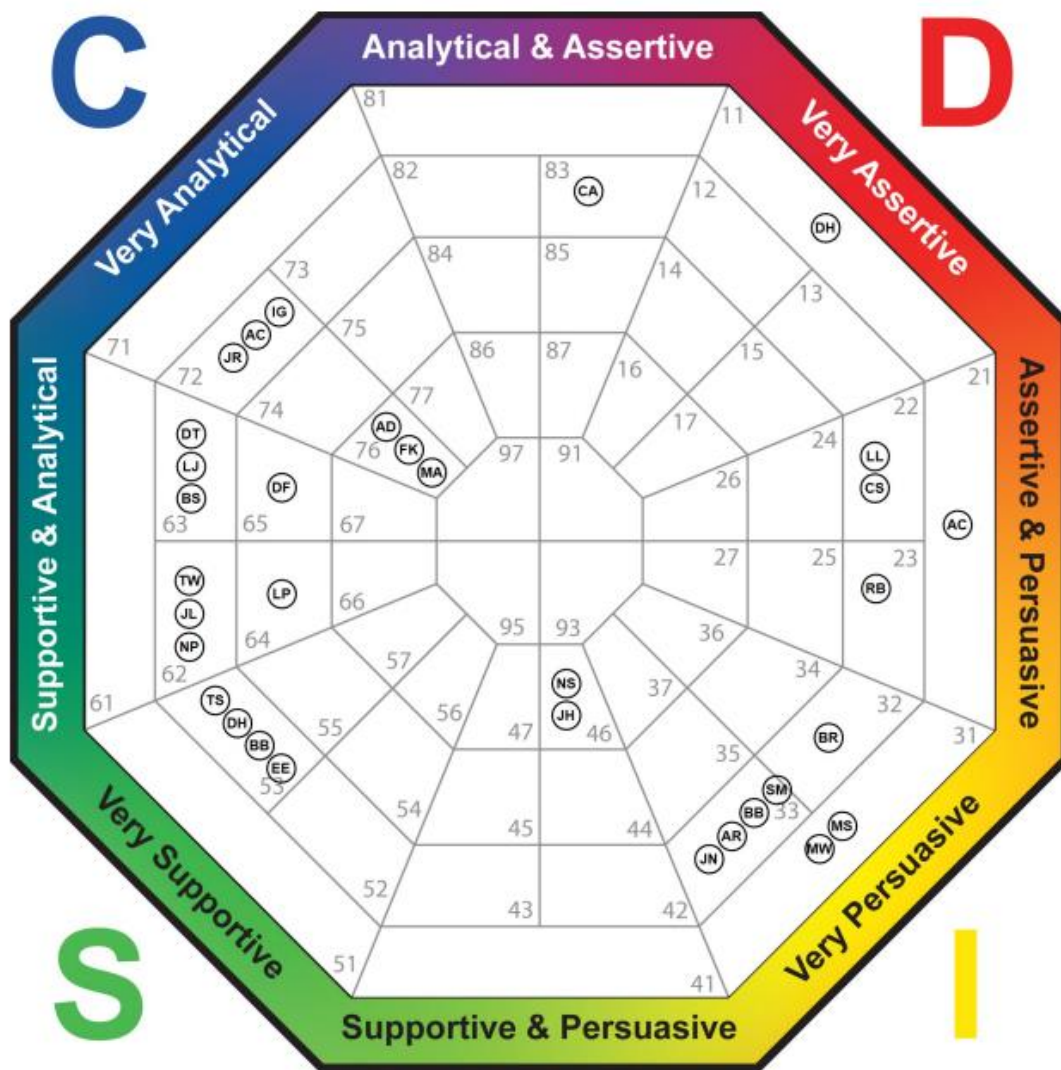
The wheel encompasses 60 of the DISC Style graphs to visualize several styles at one time and be able to compare them. There are many more graphs possible; the wheel only looks at graph style elements at 50% and above.

You may not want to share these with your clients, however, unless there is a distinct request for understanding in more detail.



THE GROUP WHEEL

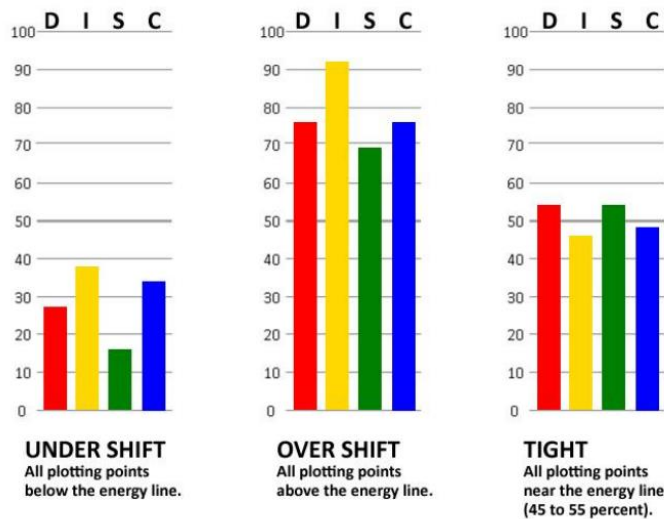
All members of a group can be plotted in a single wheel, which can be used to reveal where the team has strengths, weaknesses, areas of growth, or needs to bring in new perspectives and style strengths. Leadership can use this for coaching, teams can use this for tackling a project more effectively, and groups can build strong DISC Teams balancing strengths to ensure every element is considered and delivered.



Unusual Graphs – Don't have a star or a circle

When a DISC assessment is missing either a star or circle on the Behavioral Pattern View (DISC Wheel), the DISC questionnaire answers resulted in the report scoring being an under-shift, over-shift or tight DISC pattern.

The unusual graphs appear like this:



What can cause this?

- Taking too long to answer the assessment
- Trying to trick the instrument
- Having unclear expectations, not knowing what to do, trying to please everyone (or be everything to everyone)
- Experiencing a traumatic event

Under-shift pattern:

When the responses to the assessment produce a graph where all of the bars are below the midline, it is called an under-shift pattern. It occurs occasionally from an individual who may be focusing on several roles simultaneously, accompanied by potential ambiguity about the roles, and as a result all themes emerge in a slightly lower position. It may also occur when an individual has not been given specific instructions as to what is expected in the job role, ambiguity occurs, and the same result occurs in the bar graph.

Over-shift pattern:

When the responses to the assessment produce a graph where all of the bars are above the midline, it is called an over-shift pattern. It occurs occasionally from an individual who may be focusing on several roles simultaneously and, as a result, all themes take a prominent position. It also occurs occasionally when an individual is trying to be all things to all people. A third possibility occurs when an individual responds to the instrument with either a feeling of ambiguity of the role, or their position in the role.

Tight pattern:

When the responses to the assessment produce a graph where all of the bars are clustered rather closely together, it is called a tight pattern. It appears for a variety of reasons. It may come from a response of trying to be all things to all people, namely to be decisive, to interact with people, to get the job done, and also to maintain high quality control... all at the same time. It also may result when someone has received insufficient rewards, instruction, or training regarding a job role. When someone is in the midst of a job change or a change in specific responsibilities related to the job or if ambiguity about the job role, or the respondent's position in the job role exist.

PART II Application of DISC Styles

This Application Section includes:

- Overview of the Four Basic DISCstyles
- 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

Use the application section of the report as a reference guide for further study and understanding the DISC concept and how to adjust accordingly when necessary for effectiveness. Most importantly, help them to appreciate their strengths and leverage them for their own success. Encourage them to appreciate what others can add to their limitations and leverage those relationships for even more success.

Summary

Understanding your own behavioral style is just the first step to enhancing relationships. To really begin to use the power of behavioral styles, you also need to know how to apply the information to other people and in other situations.

Realize that people are different in their approach to problems and challenges, with their interactions, to the pace of the environment and in their need for compliance, rules, and policies. All styles have specific fears; people are motivated to avoid their fears. Understanding the fears of the different styles helps in understanding why people behave as they do.

People want to be treated according to their behavioral style, not yours.

People generally make the mistake of assuming that others interact and think the same way they do, and many of us grew up believing in The Golden Rule: treating others the way you would like to be treated. Instead, we encourage another practical rule to live by - what Dr. Tony Alessandra calls **The Platinum Rule®: to treat others the way THEY want to be treated.** Good relationships can get better and challenging relationships may become good.

It is important to remember that adapting our styles is not always easy! It may take some time, feel very difficult, or seem especially foreign in certain situations. Give it time, practice, patience and diligence and you will see relationship benefits.