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 proven sports profiling for athletes, coaches & professionals

performance through people

AthleteDISC Profile Report

Sample Report

7/01/2016

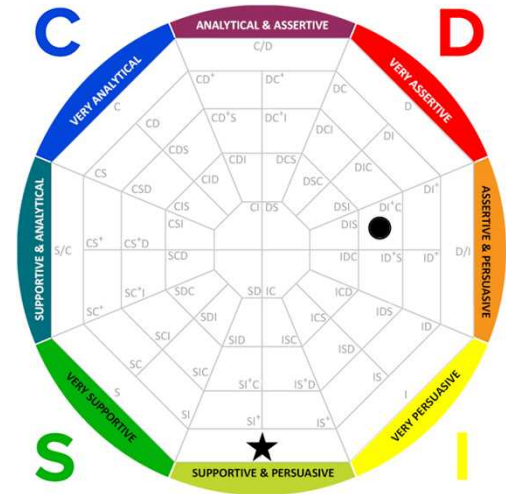


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Introduction to the AthleteDISC Profile Report

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

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

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

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

HOW TO USE THIS ATHLETEDISC PROFILE REPORT

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

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

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

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

BEHAVIORAL STYLES

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

| STYLE | TENDENCIES |
|----------------------|----------------------------------|
| 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 AthleteDISC Profile, we refer to your Adapted Style and your Natural Style patterns:

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

ADAPTABILITY

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

BACKGROUND TO DISC THEORY

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



The four behavioral styles measured by the DISC model are:

1. Dominance

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

2. Influence (Extroversion)

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

3. Steadiness (Patience)

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

4. Conscientious or Compliance (Following the Rules)

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



Part I Understanding You as an Athlete

General Behavioral Characteristics

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

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

The results indicate that you are able to help initiate complex processes and activity. This comes from two specific traits: People-orientation and detail-orientation. The people skills can be used to engage others in the idea or process and the detail skills can help maintain a level of quality control to the activity. This later skill is an area of strength that few people share and is something that you should attempt to leverage and maximize.

You have ability to take the seed of an idea and make it develop into a successful solution. This is a great strength and one that you should try to leverage on your behalf whenever possible because it will also benefit the team. You have an innate optimism and creativity and can think both quickly and analytically about a variety of ideas. Because of this problem-solving skill and your optimistic spirit, you have the ability to be a catalyst for positive change within a team.

You are able to accomplish complex tasks by working enthusiastically with people. The primary theme here, Sample, is enthusiasm. Even in the midst of very complex requirements and detail technical points that might send others away, you have the ability to embrace both the positive emotional involvement with people and the heavy details and minutia of the goals you are trying to achieve.

Sample, as a piece of coaching, you score like some who may overuse positional power or detail orientation to get their way. This is sometimes not as effective in getting necessary results. Try to minimize the use of authority in order to influence others and approach more from the greater benefits to the group or team. Additionally, you sometimes surprise people with your knowledge of specifics and detail. That's good, as long as you offer that information in the spirit of making progress toward the goal.

Your response pattern, Sample, indicates that you tend to be considerate of others and that you persuade them in an assertive manner without being demanding. Stating that another way: You can be assertive without being aggressive about it. This comes primarily from your high degree of people-orientation which gives you a sense of knowing their feelings and responding in appropriate ways. This can be an asset to the team especially when important goals and many different types of people are involved in a team situation.

Sample, you show the ability to handle both the people-side and the detail-side of training or competition with equal skill and confidence. This theme emerges a few times in the report because it is important. It is a rare skill and a needed trait within many teams. This means that you can enlist the help of a wide variety of people, who may not ordinarily seek each other, and focus their efforts in the same direction. Even as we are describing this to you, there may be thoughts of your own when you have done exactly this in the past.

Sample, the responses you made to the AthleteDISC indicate that you show a high optimism and desire to win. This spirit can be contagious for others and a positive influence on the team. You score like those who are outgoing and also have a sense of detail and goal orientation. You may sometimes surprise others on the team who may judge you as a party-animal, when you are able to quote chapter and verse on specifics of important training programs or competition strategies.

Regarding decision-making, Sample, your score pattern matches those whose decisions are made by gathering facts and considering the needs of the people involved. Again, this highlights the theme of balancing both the people-side and the detail-side of the goals to be achieved. The results of your decisions can be win-win situations for both the team as a whole and the people in it. This is a rare skill and one that is valued in most teams.

YOUR STRENGTHS What You Bring as an Athlete

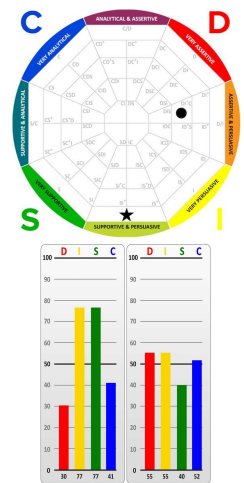
You are likely to display your strength characteristics rather consistently. For the most part, these qualities tend to enhance your sporting abilities and effectiveness within your team or squad. The Athlete Style Tendencies also provide useful insights into your preferred behaviors (i.e. how you prefer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

Your Strengths:

- You have the ability to handle both people and details with equal skill and confidence.
- Aware of time pressures related to training and competition schedules and able to juggle competing demands for your time and energy within and outside of your athletic life.
- You are people-oriented, but also rather modest, so you have the ability to get along with a wide variety of others.
- You tend to be diplomatic in training, competing and playing with others.
- An optimistic team player, you are able to motivate others toward reaching goals of the team.
- Demonstrate technical athletic abilities and competence as well as skills on the people-side.
- You bring a sense of genuine enthusiasm to the team and wider sporting club or organization that you may be a part of.

Your Athlete Style Tendencies:

- You are known by others on the team as a good listener.
- In your training or competition, you have a high need to be patient, polite and create an environment of good-will for those you interact with on the team or even outside of it.
- You tend to be an excellent 'teacher' to peers on the team.
- As you are able to meet new people easily, you prefer mixing and maybe training with others both within and outside of your group rather than training in solitary conditions.
- You tend to say 'yes' more than 'no' when asked to help out with a team member's problem.
- Your sensitivity to the needs of others on the team and empathic nature may lead others to seek you out as a coach or counselor, or to assist with a personal or team problem.
- At training, you tend to have a 'long fuse' and are not easily angered, although you may take some of the anger and vent it at home.



Adapted Natural

YOUR MOTIVATIONS Your Wants & Needs

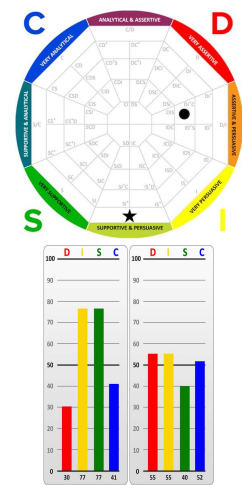
Everybody is motivated...however; they are motivated for their own reasons, not somebody else's reasons.

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

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

You Tend to Be Motivated By:

- Opportunities that provide people-contact and the chance to help both team members and those external to the immediate team.
- Some evidence that a new training idea or practice has been successful in similar environments.
- A team culture that is supportive of family activities and commitments.
- Acceptance as a positive and supportive member of the team.
- A coach who practices a democratic leadership process by asking for your input into future team and personal directions.
- Flexibility to circulate and talk with a variety of people.
- Identification with the team and others with whom a spirit of team responsibility has been established.



Adapted Natural

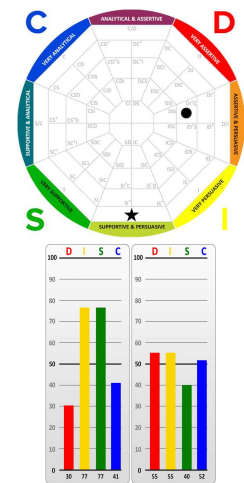
YOUR MOTIVATIONS Your Wants & Needs (continued)

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 athletes, team-mates, coaches and others.

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

Athletes Like You Tend to Need:

- An environment where there is frequent communication and contact with people.
- You function best in a democratic environment with a participatory coaching style that allows you to have your say and opinions.
- To feel valued as a team member and have detailed responsibilities in order to perform at top effectiveness.
- Complete explanations of the nature of a training methodology and other systems used within the training and competition environment.
- To have confidence in a scientifically proven training program, meaningful goals and effective leadership through the coach and team captain (where applicable).
- Sufficient time for effective planning and goal setting.
- To maintain communication on any issues relating to performance and to reduce the amount of off-the-subject comments and socializing.



Adapted Natural

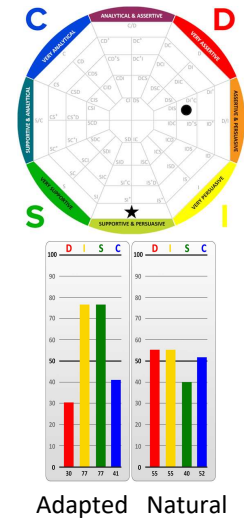
YOUR MOTIVATIONS Ideal Sporting Environment

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

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

You Tend to be Most Successful in Environments that provide:

- Support and appreciation of your individual efforts.
- Favorable team culture and climate with positive attitudes and optimistic spirit.
- A balance between some stable, predictable training schedules and programs and some variety and change on a regular basis.
- A team culture that takes pride in the systems, processes and people working behind the scenes, such as support staff and family.
- Clear responsibility and lines of authority to avoid confusion or overlapping directions.
- A team culture where there is little hostility, confrontation, anger or pressure.
- A team culture that allows for your natural interest in helping others learn and improve their performances.



The D's Behavior and Needs Under Stress

Under Stress You May Appear:

- Aggressive in expressing their opinions and ideas without concern over other people's opinions.
- Pushy in getting their message across.
- Blunt when communicating to others in their sporting environment.
- Uncooperative towards those whom they usually work well with.
- Irritable and easily frustrated by small issues potentially impacting their performance.

Under Stress You Need:

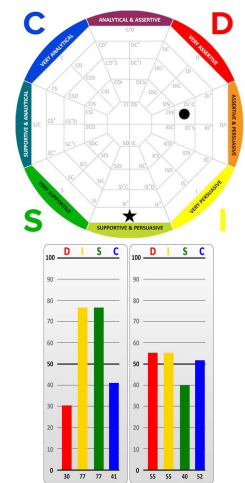
- Accomplishments.
- Tangible evidence of progress.
- Control of the situation and themselves.

Your Typical Behaviors in Conflict:

- D's are quite comfortable with conflict, aggression and anger. Many times they may not realize the impact their behavior has on others. In other instances, however, they may consciously choose anger and aggression as a tactical weapon. In any case, they are likely to increase the level of aggression.
- 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.
- Since D's tend to focus on their own results, they may tend to become autocratic in order to get their way.

Strategies to Reduce Conflict and Increase Harmony:

- 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.
- 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.
- Recognize that others may not be comfortable dealing with conflict, anger, and aggression. Therefore, reacting with the D's normal behavior may be counterproductive, resulting in interference with the desired results.



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

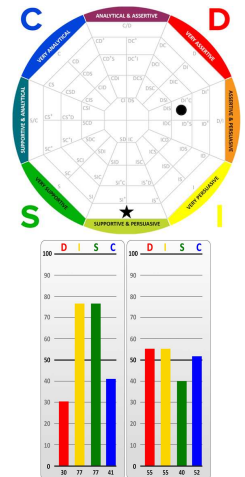
Highlight the two most important ideas when others communicate with you (do's & don'ts) and transfer them to the Summary of Your Style (on page 17).

When Communicating with Sample, **DO**:

- Plan some extra time in your schedule for talking, relating and socializing.
- Give Sample time to verify the issues and potential outcomes.
- Do your homework, because Sample will have already done their share of it.
- Be certain to conclude the communication with some modes of action and specific next-steps for all involved.
- Be engaging, stimulating and fast-paced.
- Join in and talk positively about people and their goals.
- Plan to talk about things that support their dreams and goals.

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

- Leave decisions hanging in the air. Be certain all decision-points have reached closure and action-plans are the result.
- Be impersonal or judgmental.
- Use unreliable evidence or testimonials.
- Talk down to them.
- Be unrealistic with deadlines.
- Whine about all of the work you have to do.
- Use someone else's opinions as evidence.



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" |

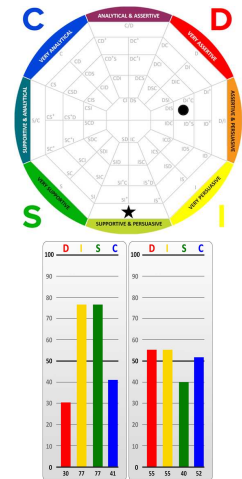
Potential Areas for Improvement

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:

- You may tend to promise a bit more than you can deliver, then enlist the help of others to help deliver it.
- May withdraw ideas or position in order not to make waves or create controversy.
- The high enthusiasm you show may be seen by some as shallow or self-absorbed. Be aware of how you are appearing to others and how your behaviors may be interpreted.
- You may be overly optimistic in ability to persuade or influence others thoughts and behaviors.
- May be overly defensive about your position, especially when faced with change or threats.
- May be overly optimistic in judging the ability of others.
- May get overly bogged down in details, especially as a safety blanket when the climate becomes pressured such as in high intensity training or competition.



Adapted Natural

AthleteDISC Summary Page for Sample Report

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

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

1. _____
2. _____

YOUR ATHLETE STYLE TENDENCIES (YOUR PREFERRED BEHAVIORS)

1. _____
2. _____

YOUR MOTIVATIONS (WANTS) (from page 9)

1. _____
2. _____

YOUR NEEDS (from page 10)

1. _____
2. _____

IDEAL SPORTING ENVIRONMENT (from page 11)

1. _____
2. _____

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

1. _____
2. _____

POTENTIAL AREAS FOR IMPROVEMENT (from page 16)

1. _____
2. _____

EXTRA NOTES

Personal Review Questions

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

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

I am really fast

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

I am fat

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

Eat better

DISC Graphs for Sample Report

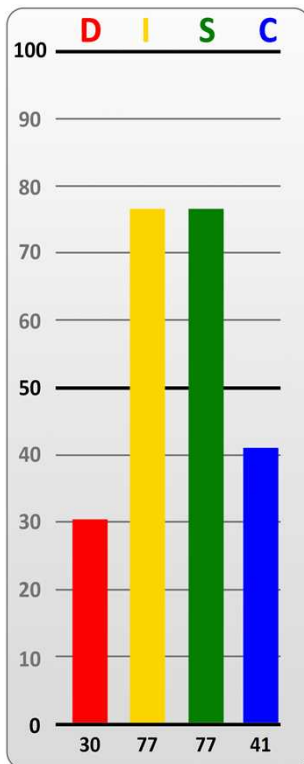
Your **Adapted Style** is your perception of the behaviors you think you should use in your current sporting environment. This graph may change when you change coaches, teams or situations.

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

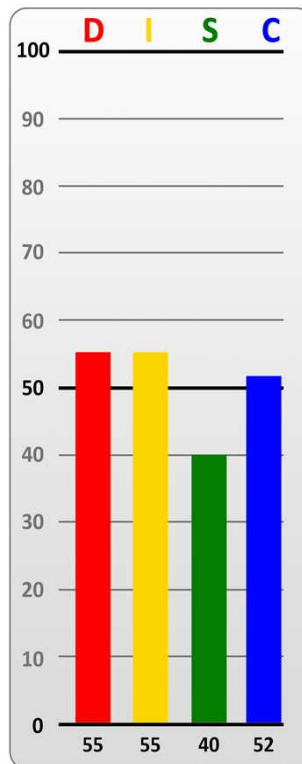
- Your Natural Style (Graph II below) indicates that you naturally tend to use the behavioral traits of the DIC style(s). Note the highest bar(s) in the right hand side graph below.

**Adapted AthleteDISC Style
Graph I**

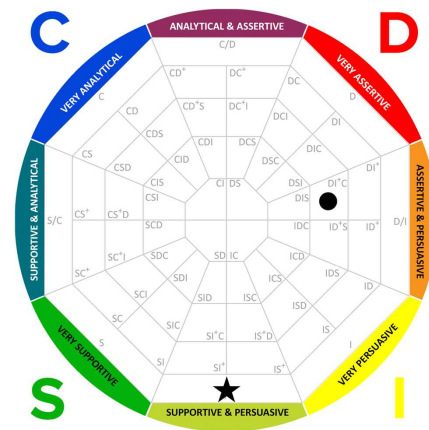


Pattern: IS (2553)

**Natural AthleteDISC Style
Graph II**



Pattern: DIC (4434)



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

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

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

WORD SKETCH Adapted Style

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

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

| | D | I | S | C |
|------------|---|--|--|--|
| DISC Focus | Problems / Tasks | People | Pace (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 |

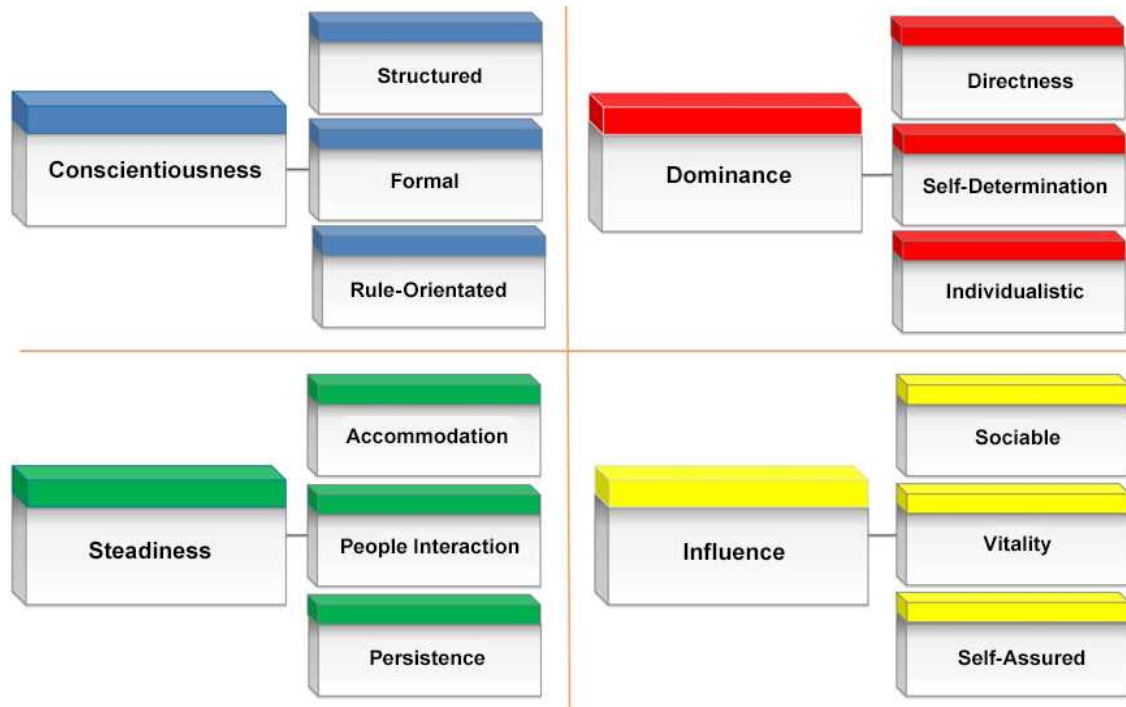
WORD SKETCH Natural Style

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 Dominance of Problems, Influence of other People, Steadiness of Pace, or Compliance to Procedures and Rules.

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

| | D | I | S | C |
|------------|---|--|--|--|
| DISC Focus | Problems / Tasks | People | Pace (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 |
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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) [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 Vitality Behavior (I/S) [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.

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

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

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.

4. The Individualistic Behavior (D/C) [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.

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

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

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 Directness Behavior (D/I) [Moderate Intensity]

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

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.

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

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

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.

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

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

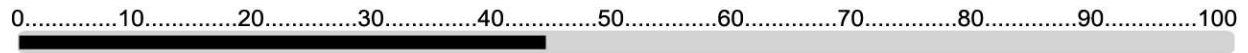
The Formal score measures the degree to which an individual operates within established protocols, hierarchies and systems. This DISC Sub Pattern is also very cautious in taking new or unplanned action. They have an intense dislike for mistakes and can be critical of other people's mistakes. High scores 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 Structured Behavior (C/D) [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.

10. 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.

11. The Accommodation Behavior (S/D) [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.

12. The People Interaction Behavior (S/I) [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.

Behavioral Pattern View

Here is yet another way to view your AthleteDISC 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 athletes 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".

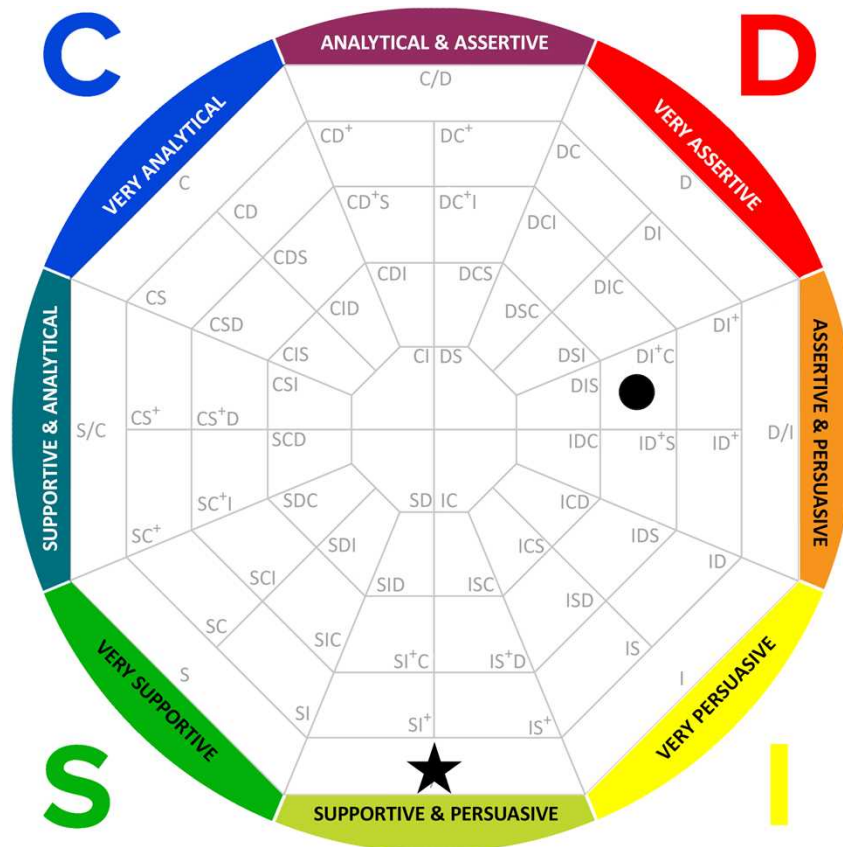
Assertive, Results
Focused, Rapid Decisions,
Will Seek Challenges, Can
be Aggressive and
Impatient, Desires to Lead.

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

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

THIS APPLICATION SECTION INCLUDES:

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

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

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

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

Overview of the Four Basic DISC Styles

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

| | 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 |

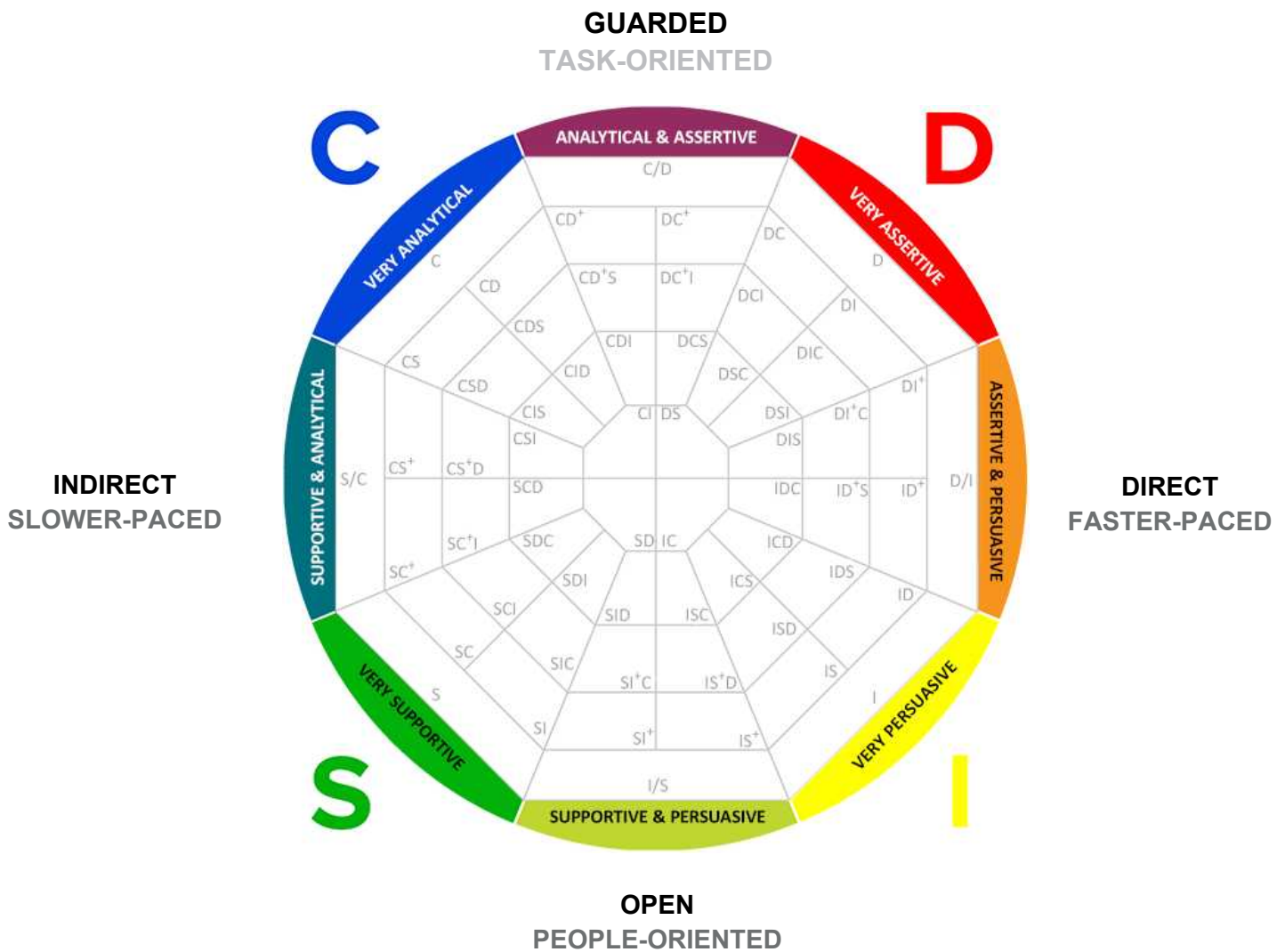
How to Identify Another Person's Behavioral Style

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:

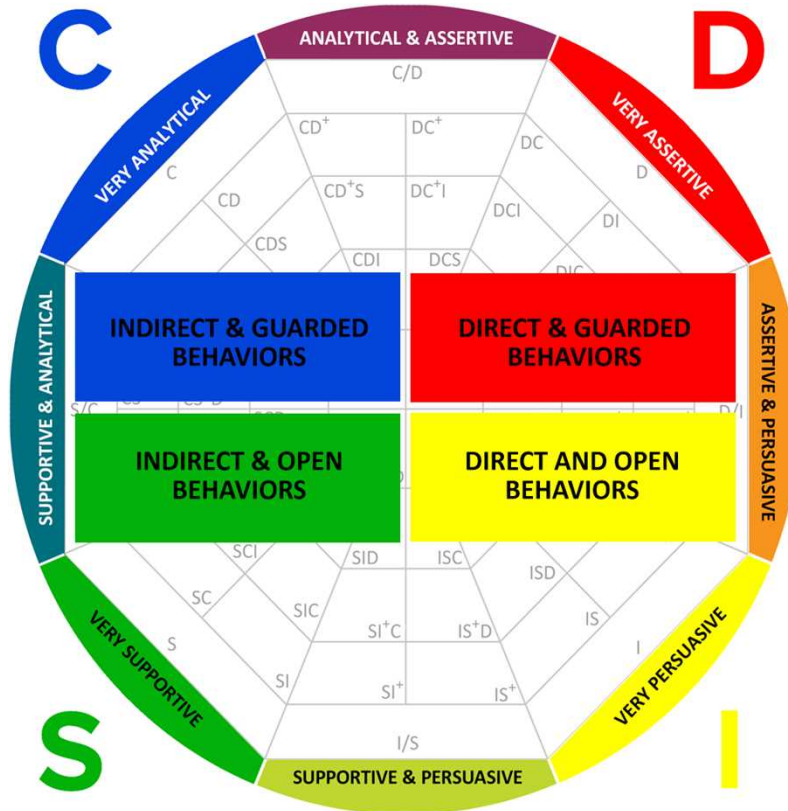
- guarded and direct behaviors are Dominant Styles;
- direct and open behaviors are Influence Styles;
- open and indirect behaviors are Steadiness Styles; and
- indirect and guarded behaviors are Conscientious Styles.

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 athletes know how to negotiate relationships in a way that allows everyone to win. They are tactful, reasonable, understanding, and non-judgmental.

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

How to Modify Your Directness and Openness

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

DIRECTNESS

TO INCREASE

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

TO DECREASE:

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

OPENNESS

TO INCREASE

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

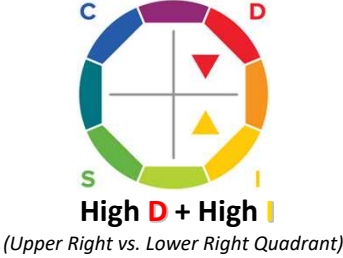
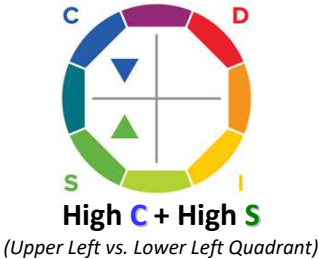
TO DECREASE:

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

Tension Among the Styles

| Potential Tensions/Disconnects | Plot Points Example |
|--|--|
| <p>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.

TO HELP THEM, ASSIST THEM TO...

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

AT IMPORTANT MEETINGS...

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

IN SOCIAL OR OTHER SETTINGS...

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

How to Adapt to the **INFLUENCING** Style

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

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

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

TO HELP THEM, ASSIST THEM TO...

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

AT IMPORTANT MEETINGS...

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

IN SOCIAL OR OTHER SETTINGS...

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

How to Adapt to the **STEADY** Style

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

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

TO HELP THEM, ASSIST THEM TO...

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

AT IMPORTANT MEETINGS...

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

IN SOCIAL OR OTHER SETTINGS...

- Focus on a slower-paced, steady approach
- Avoid arguments and conflict
- Respond sensitively and sensibly
- Privately acknowledge them with specific, believable compliments
- Allow them to follow through on concrete tasks 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 straight away. Friendship may develop later, but, unlike the Influencing Styles, it is not a prerequisite.

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

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

TO HELP THEM, ASSIST THEM TO...

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

AT IMPORTANT MEETINGS...

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

IN SOCIAL OR OTHER SETTINGS...

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



Part III Observer Feedback

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

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

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

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

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

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

He is really fast

Observer Feedback (continued)

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

He is kind of overweight

Observer Feedback (continued)

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

He needs to eat better

Next Steps

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

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

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

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

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



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