



# COMMUNICATION AND BEHAVIORAL STRENGTHS **DISC**styles™ CAREER MANAGEMENT REPORT

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## INTRODUCTION: DISCSTYLES™ CAREER MANAGEMENT REPORT

*Congratulations on your participation in the DISCstyles Assessment used to analyze your Communication Preferences and Behavioral Style for your Career Management.*

**This report is the result of your assessment.**

Susan, the first part of the report focuses on your communication preferences and behavioral style. While this information is extremely valuable, the second section with the title of “**APPLICATION**” increases the value of your report exponentially.

Finding your career direction begins in defining a critical element – **Your Occupational Behavioral Style**. Research suggests that specific behavioral styles are attracted to specific occupations. Understanding your career choices, mastering the process of career or job selection, and applying this knowledge for job satisfaction consists of three basic steps:

- 1) **Knowing your natural behavioral tendencies,**
- 2) **Determining the behavioral demands of the job,**
- 3) **Understanding the results of adapting your natural style to “fit” the job’s needs or select the career or jobs that require your natural style, or both.**

The DISCstyles™ Career Management Report helps you make **career decisions** and plan your changes. This report **clarifies the job expectations, discovers the reasons for any inner conflict, and helps in the understanding of the stressors experienced in your past job(s) or present workplace**. In addition, it provides a **list of occupations** and the O\*NET (Job) Codes that utilize the behavior that is the closest match to your natural behavioral style.

This report is as much prescriptive (remedies for career management) as it is descriptive (getting you to understand and appreciate your own DISC behavioral style).

Today’s workplace is in constant change and careers are evolving to keep pace. It will not be unusual for **people to change career 4-5 times during their working lives**. Furthermore, research indicates that more than 50% of working people hold jobs that do not utilize their natural talents, so they are neither fully motivated nor satisfied with their work. Research suggests that **50-80% of all employed adults are in the wrong job or career**.

Given these realities, it becomes more important than ever for you to be prepared to make informed career decisions based on a solid understanding of your behavioral style and your natural traits. With increased understanding of the talents you bring to the workplace, you can maximize your ability to succeed and achieve career satisfaction in a changing environment.

## INTRODUCTION: DISCSTYLES™ CAREER MANAGEMENT REPORT, *continued*

Career satisfaction, happiness, and success are possible—if **you know how to make it happen!**

With your personalized and comprehensive DISC report, you have tools to help you understand how behavioral styles gravitate to certain jobs and how you can become more effective in making informed decisions for your career management.

This report does not assign personal values, interests, aptitude, IQ or work history. Instead, it concentrates on your tendencies that influence your behavior and helps you to recognize the preferences and strengths you bring to the job. Establishing the best career path is a result of **learning what jobs require the “real you” for that natural “fit.”**

Our DISC System focuses on patterns of external, observable behaviors using scales of directness, openness, and pace each style exhibits. Because we can see and hear these external behaviors, understanding people and even job behavioral needs becomes easier. This DISC model is simple, practical, and easy to remember. The **FOUR BASIC DISCSTYLES OVERVIEW** section of this report provides a summary of the styles. (Pg. 25)

### BEHAVIORAL STYLES

Historical and contemporary research reveals more than a dozen models for understanding behavioral differences in people. Many share one common thread – the grouping of behavior into four basic categories. **Your report will be referring to those four categories as the DISC styles.**

The DISC concept measures the **four dimensions of normal behavior and determines:**

- How you respond to problems and challenges.
- How you influence others to your point of view.
- How you respond to the pace of the environment.
- How you respond to rules and procedures set by others.

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

*Susan, there is no “best” style nor is there a “worst” style. Each style has its unique strengths and opportunities for continuing improvement and growth. Any behavioral descriptions mentioned in this report are tendencies for your style group. Depending upon the blending of DISC styles and the intensity level of the DISC traits, some descriptions of a pure DISC Style may not specifically apply to you.*

**It has been said that people spend more time planning their vacations than they invest in planning or managing their own careers. Your participation in this career management process demonstrates your active interest in your own success.**

# **PART I: UNDERSTANDING YOURSELF**

## **GENERAL CHARACTERISTICS**

*Susan, the narration below serves as a general overview of your behavioral tendencies. Your report provides a framework for understanding and reflecting on your results. It also includes ideas to help you leverage your strengths to maximize your personal success and career satisfaction.*

Others may seek you out to answer complex procedural questions, because they know you will have the answer or where to find it. If a procedural memo emerges in your e-mail, you read it, whereas others may delete it and then come to you looking for an explanation.

Some people who score like you tend to equate neatness with quality. You like organization and may perceive a person with a messy desk or office as a producer of lower-quality work. While this may be true in some cases, it's not true all the time. Our coaching here is meant to help you maintain an open mind and focus on the result as opposed to organizational methods.

You are most comfortable with well-defined systems and logical procedures. Ideally, you would be able to find a niche that amplifies and values these strengths. People who score like you may be uncomfortable in unstructured environments, or with "laissez-faire" attitudes about how and when things should get done.

You score like others who are highly aware of the dangers of making hasty decisions. Knee-jerk decision makers might perceive you as a potential bottleneck in the project, but your careful analysis is likely to prevent difficulties in the long run.

## **GENERAL CHARACTERISTICS, *continued***

Your response pattern indicates that you tend to be less talkative in larger groups, and as a result, perhaps somewhat difficult to get to know on a personal level. This doesn't necessarily have to be a negative trait. As a piece of coaching, we suggest that you attempt to warm up to people more quickly to help put them at ease. Engage in supportive conversation as a way to break the ice. This may pull you out of your comfort zone, but it will help others get to know who you are, even as you learn more about them.

You have a talent for asking the right questions in order to get into the details of an issue. You score like those who are excellent fact-finders thanks to their analytical thinking, and the systematic way by which they gather and study information. You have the ability to work alone on such investigations, or to raise objective and unemotional questions during a meeting or conference call. Your insight helps your team consider all data before coming to a conclusion.

You score like those who like to make sure they do things correctly the first time. Thus, you may require additional time in the short run to prevent mistakes in the long run. Some people in the organization might not understand the fact that one more review over the procedures, or one more look at the copy before it goes to press, may be an excellent insurance against wasted effort in the future. (Show this portion of the paragraph to colleagues who might have complained that things were taking too long.)

You like to be aware of rules, procedures, and protocol so that you can adhere rigidly to them. You may express disappointment when others don't meet the same standards. Rules were meant to be followed, not bent or broken. If all members of the team understood that, there would be fewer snags in the midst of projects. When things are written down, they are clear for all to understand and act upon. Mistakes happen when corners are cut, when things move in a rapid or careless way, or when members invent their own rules and make arbitrary, situational changes to them.

## YOUR STRENGTHS: WHAT YOU BRING TO THE ORGANIZATION

*Susan, you are likely to display your strength characteristics rather consistently. These qualities tend to enhance your effectiveness within the workplace. Your work style tendencies provide useful insight as you perform the duties required by your position's job description. These tendencies are the talents and preferences you bring to your job.*

*Check your two most important strengths and your two most important work style tendencies and transfer them to the **Summary of Your Style** on page 15.*

### **Your Strengths:**

- Conscientious, you are serious about doing things the correct way.
- You have a knack for logically negotiating cooperation from others, rather than demanding it.
- You are frequently seen by others as an expert in your area of responsibility.
- You are technically skilled and highly proficient in your area of specialty.
- You have a strong ability to clarify complex issues, and to define the essence of a problem or solution.
- You provide significant input to projects and processes, and are alert to potential problems and controls necessary.
- You have a keen awareness of the broad impact of important decisions.

### **The Work Style Tendencies You Bring to the Job:**

- You may tend to vacillate on some decisions, wanting to make the highest-quality choice possible, and may keep the "data gate" open too long. As a result, you may later be forced to make a decision under crisis.
- You are motivated by a freedom and flexibility to re-examine results and conclusions.
- You tend to make day-to-day operational decisions very quickly and easily. You devote substantially more time, effort, and caution to larger decisions.
- You want to be seen as assertive, and at the vanguard of leadership regarding new ideas and solutions.
- You motivate others on the team with a sense of competition and urgency.
- Your ability to quickly analyze the facts allows you to show dominance in many new situations.
- You are able to look at a project from a "big picture" perspective, while keeping track of the details and minutiae that contribute to each step.

## YOUR MOTIVATORS: WANTS AND NEEDS

*What motivates you? People are motivated by what they want or need. People are motivated to avoid their fears. **Behaviors are driven by these motivators.** Each style has different fears, wants, and needs. The more fully our motivators are met, the easier it is to perform naturally with minimal effort. Your assessment has analyzed your behavioral wants and needs. Knowing these motivators helps you understand the "why" behind how you behave (react and respond). Sample, this section indicates what wants and needs must be met for optimal performance.*

*Check your two most important motivators and your two most important needs. Transfer your selections to the **Summary of Your Style** on page 15.*

### ***You Tend to be Motivated by Your Wants:***

- Efficient methods which get things done faster, without sacrificing quality.
- Things being done correctly the first time, so that later corrections aren't necessary.
- Time to react to sudden changes, and to analyze the impact on overall quality.
- Authority equal to the responsibility you have been given.
- Direct, factual answers to questions, supported by accurate data.
- Freedom from control and close scrutiny. A lack of freedom implies a lack of trust.
- Time to analyze facts and data prior to making a final decision.

### ***People Having Your Patterns Tend to Need:***

- Increased authority to delegate routine tasks and procedures.
- Increased confidence in your own decision-making ability.
- A wider scope of perspective and operations.
- To spend less time on details, and more attention to the big picture.
- Greater participation in team efforts and activities.
- Increased urgency in making decisions.
- Work assignments requiring high degrees of precision and accuracy, to capitalize on your high detail orientation.



## YOUR MOTIVATIONS: IDEAL WORK ENVIRONMENT

*Everybody is motivated – however, they are motivated for their own reasons, not someone else’s reasons. By understanding your motivations, you can create an environment where you are most likely self-motivated. You will invest your natural energy in just being “you” instead of using up your energy by trying to behave in a way that is not naturally comfortable.*

*Select your two most important environment factors and transfer your selections to the **Summary of Your Style** on page 15.*

### ***You Tend to be Most Effective in Environments that Provide:***

- Challenging assignments that are both detailed and wide in scope.
- Freedom to create in new and different ways.
- Support of some occasional vacillation in decisions or ideas.
- Freedom from external pressure, while allowing for self-imposed pressure and urgency.
- Security and confidence in quality control measures.
- Opportunities for one to work alone, and to think things through.
- Power and authority to make decisions and create change.

## THE C's BEHAVIOR AND NEEDS UNDER STRESS

### ***Under Stress You May Appear:***

- Withdrawn
- Resentful
- Slow to begin work
- Resistant to change
- Unable to meet deadlines

### ***Under Stress You Need:***

- Understanding of principles and details
- Guarantees that you are right
- Accuracy

### ***Your Typical Behaviors in Conflict:***

- You appear to acquiesce to the demands of others and, thus, avoid conflict. In reality, however, you are often just withdrawing to enable them to prepare for a future, probably covert, attempt to reestablish your position.
- Although you generally avoid overt conflict, you may speak out on a matter of principle in order to protect your high standards.
- You tend to hold conflicts or conflicting views in your mind, looking for proof that you are right or a new valid way of looking at things that accommodates both points of view.

### ***Strategies to Reduce Conflict and Increase Harmony:***

- Be more open with your friends and coworkers, sharing your feelings, needs and concerns with them.
- Be sure to share the reasoning behind your decisions. Failure to do so makes them seem arbitrary
- Recognize that others may be more comfortable dealing with conflict, anger, and aggression. Expressions of anger or somewhat aggressive behavior by others are not necessarily personal attacks on you.

## COMMUNICATION TIPS AND PLANS FOR OTHERS

*The following suggestions can help others who interact with you to understand and be aware of your communication preferences. To use this information effectively, share it with others and also discuss their preferences.*

*Select the two most important ideas when others communicate with you (do & don't) and transfer them to the **Summary of Your Style** on page 15.*

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

- Provide logical and practical evidence.
- Use a thoughtful and logical approach to discussing ideas and options.
- Prepare your case in advance. Don't try to "wing it," using charm alone.
- Be accurate and realistic; don't overinflate ideas or results.
- Provide a specific, step-by-step timetable, complete with names and responsibilities.
- List pros and cons to suggestions you make.
- Give her time to verify the issues and assess potential outcomes.

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

- Be unrealistic with deadlines.
- Push too hard.
- Be vague about what's expected of the group.
- Rush the issues or the decision-making process.
- Be casual, informal, or loud.
- Be disorganized or sloppy.
- Use unreliable evidence or testimonials.

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

| <b>CHARACTERISTICS:</b>                       | <b>SO YOU...</b>  |
|---|---|
| <b>Concerned with being #1</b>                | Show them how to win and new opportunities  |
| <b>Thinks logically</b>                       | Display reasoning   |
| <b>Wants facts and highlights</b>             | Provide concise data  |
| <b>Strives for results</b>                    | Agree on goals and boundaries, then get out of their way  |
| <b>Likes personal choices</b>                 | Allow them to “do their thing,” within limits   |
| <b>Likes changes</b>                          | Vary routines   |
| <b>Prefers to delegate</b>                    | Look for opportunities to modify their workload focus   |
| <b>Wants others to notice accomplishments</b> | Recognize them for what they’ve done  |
| <b>Needs to be in charge</b>                  | Let them take the lead, when appropriate, but be sure to give them parameters                             |
| <b>Tendencies towards conflict</b>            | Argue with conviction on points of disagreement, backed up with facts; don’t argue on a personality basis |

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

| <b>CHARACTERISTICS</b>                          | <b>SO YOU...</b>   |
|---|--|
| <b>Concerned with approval and appearance</b>   | Show them that you admire and like them  |
| <b>Seeks enthusiastic people and situations</b> | Behave optimistically and provide upbeat setting                                       |
| <b>Thinks emotionally</b>                       | Support their feelings when possible   |
| <b>Wants to know the general expectations</b>   | Avoid involved details and focus on the big picture                                    |
| <b>Needs involvement and people contact</b>     | Interact and participate with them   |
| <b>Likes changes and innovations</b>            | Vary the routine; avoid requiring long-term repetition by them                         |
| <b>Wants others to notice them</b>              | Compliment them personally and often   |
| <b>Often needs help getting organized</b>       | Do it together   |
| <b>Looks for action and stimulation</b>         | Keep up a fast and lively pace   |
| <b>Surrounds themselves with optimism</b>       | Support their ideas and don’t poke holes in their dreams; show them your positive side |
| <b>Wants feedback that they look good</b>       | Mention their accomplishments, progress, and additional genuine appreciation           |

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

| <b>CHARACTERISTICS</b>  | <b>SO YOU...</b>   |
|---|--|
| <b>Concerned with stability</b>   | Show how your idea minimizes risk  |
| <b>Thinks logically</b>   | Show reasoning   |
| <b>Wants documentation and facts</b>  | Provide data and proof   |
| <b>Likes personal involvement</b>   | Demonstrate your interest in them  |
| <b>Needs to know step-by-step sequence</b>  | Provide outline, one-two-three instructions, or both as you personally "walk them through" |
| <b>Wants their patient perseverance noticed</b>                                   | Compliment them for their steady follow-through  |
| <b>Avoids risks and changes</b>   | Give them personal assurances  |
| <b>Dislikes conflict</b>  | Act passively and focus on common interest or support them                                 |
| <b>Accommodates others</b>  | Allow them to provide service or support for others  |
| <b>Looks for calmness and peace</b>   | Provide a relaxing and friendly atmosphere   |
| <b>Enjoys teamwork</b>  | Provide them with a cooperative group  |
| <b>Wants sincere feedback that they are appreciated and their support matters</b> | Acknowledge their easygoing manner and helpful efforts                                     |

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

| <b>CHARACTERISTICS</b>                       | <b>SO YOU...</b>   |
|--|--|
| <b>Concerned with aggressive approaches</b>  | Approach them in an indirect and non-threatening way   |
| <b>Thinks logically</b>                      | Show your reasoning  |
| <b>Seeks data</b>                            | Give data to them in writing   |
| <b>Needs to know the process</b>             | Provide explanations and rationale   |
| <b>Uses caution</b>                          | Allow them to think. Ask. Check before making decisions  |
| <b>Prefers to do things themselves</b>       | When delegating, let them check procedures, progress, and performance before they make decisions |
| <b>Wants others to notice their accuracy</b> | Give them credit for their thoroughness and correctness  |
| <b>Gravitates toward quality control</b>     | Let them assess and be involved in the process   |
| <b>Avoids conflict</b>                       | Tactfully ask for clarification and assistance you may need                                      |
| <b>Needs to be right</b>                     | Allow them time to find the best or correct answer, within available limits                      |
| <b>Likes to contemplate</b>                  | Tell them "why"  |

## POTENTIAL AREAS FOR IMPROVEMENT

Everyone has some possible struggles, limitations, weaknesses, or areas for improvement. Often it is simply an overextension of strengths, and thus, viewed as **weaknesses** or even **blind spots**.

*For example, a High D's directness may be a strength in certain environments, but when overextended or used to the extreme, the High D may tend to be bossy.*

Select the two most important you are committed to improve upon and transfer them to the **Summary of Your Style** on page 15.

### ***Potential Weaknesses and Possible Blind Spots for Your C Style, Susan, and Perceptions Others May Have for Your C Style.***

- You may be too cautious when making decisions, tending to second-guess yourself, rather than standing firmly behind your decision.
- You may require a complete explanation of details before making a decision.
- You may tend to avoid taking responsibility for problems and failures.
- You may tend to hesitate under intense pressure to make a proper decision.
- You do not like to make waves and thus may not be verbal with your feelings and opinions, especially if they run contrary to the group.
- You may tend to withdraw ideas in order to avoid controversy.
- You may allow yourself to get bogged down in the details, especially when the climate becomes pressured.

## SUMMARY OF SUSAN SAMPLE'S STYLE

*Communication is a two-way process. Encourage others with whom you interact to complete their own DISCstyles Assessment (not necessarily the Career Management Report; select the version most appropriate for each person) and then share the Summary Sheets with one another. By discussing preferences, needs, and wants with your coworkers, those with whom you socialize, or even family members, you will be able to enhance these relationships and turn what might be a stressful relationship into a more effective one just by understanding and applying the DISCstyles information.*

*Complete the worksheet below from the previous pages of this report.*

### YOUR STRENGTHS: WHAT YOU BRING TO THE ORGANIZATION

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

### YOUR WORK STYLE TENDENCIES

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

### YOUR MOTIVATORS: WANTS

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

### YOUR NEEDS

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

### YOUR MOTIVATIONS: IDEAL WORK ENVIRONMENT

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

### COMMUNICATION DO'S & DON'TS

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

### POTENTIAL AREAS FOR IMPROVEMENT

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

## WORD SKETCH: ADAPTED STYLE

**DISC is an observable “needs-motivated language” based on the concept that emotions and behaviors are neither good nor bad. Behaviors reveal the needs that motivate our actions. We all have perceptions of how we need to react and respond in a specific environment to foster good relationships and more productive environments.**

Susan, the chart below is your personal **“ADAPTED STYLE” DISC Graph** displayed as a Word Sketch. The highlighted descriptors in your chart indicate the behavioral traits you exhibit based on how you **perceive the demands of your environment**. Use it with examples to describe “why” you do what you do and “what” is important to you in your situation.

| DISC Focus →      | <b>D</b><br><b>PROBLEMS</b><br><b>TASKS</b>                                   | <b>I</b><br><b>PEOPLE</b>  | <b>S</b><br><b>PACE</b>  | <b>C</b><br><b>PROCEDURES</b>  |
|-------------------|---|--|--|--|
| <b>Needs</b> →    | Challenges to solve,<br>Authority   | Social relationships,<br>Friendly environment                                    | Systems, teams, stable<br>environment  | Rules to follow,<br>Data to analyze  |
| <b>Emotions</b> → | Decisive, risk-taker  | Optimistic, trusting others  | Patient, non-expressive  | Cautious, careful decisions  |
| <b>Fears</b> →    | Being taken advantage<br>of or lack of control                                | Being left out / loss of<br>social approval                                      | Sudden change / loss of<br>stability and security                                  | Being criticized / loss of<br>accuracy and quality                           |
|                   | argumentative<br>daring<br>demanding<br>decisive<br>domineering<br>egocentric | emotional<br>enthusiastic<br>gregarious<br>impulsive<br>optimistic<br>persuasive | calming<br>loyal<br>patient<br>peaceful<br>serene<br>team person                   | accurate<br>conservative<br>exacting<br>fact-finder<br>precise<br>systematic |
|                   | adventurous<br>risk-taker<br>direct<br>forceful                               | charming<br>influential<br>sociable<br>trusting                                  | consistent<br>cooperative<br>possessive<br>relaxed                                 | conscientious<br>courteous<br>focused<br>high standards                      |
|                   | assertive<br>competitive<br>determined<br>self-reliant                        | confident<br>friendly<br>generous<br>poised                                      | composed<br>deliberate<br>stable<br>steady   | analytical<br>neat<br>sensitive<br>tactful                                   |
|                   | calculated risks<br>moderate<br>questioning<br>unassuming                     | controlled<br>discriminating<br>rational<br>reflective                           | alert<br>eager<br>flexible<br>mobile   | own person<br>self assured<br>opinionated<br>persistent                      |
|                   | mild<br>seeks consensus<br>unobtrusive<br>weighs pro/con                      | contemplative<br>factual<br>logical<br>retiring                                  | discontented<br>energetic<br>fidgety<br>impetuous                                  | autonomous<br>independent<br>firm<br>stubborn                                |
|                   | agreeing<br>cautious<br>conservative<br>contemplative<br>modest<br>restrained | introspective<br>pessimistic<br>quiet<br>pensive<br>reticent<br>suspicious       | active<br>change-oriented<br>fault-finding<br>impatient<br>restless<br>spontaneous | arbitrary<br>defiant<br>fearless<br>obstinate<br>rebellious<br>sarcastic     |



## WORD SKETCH: NATURAL STYLE

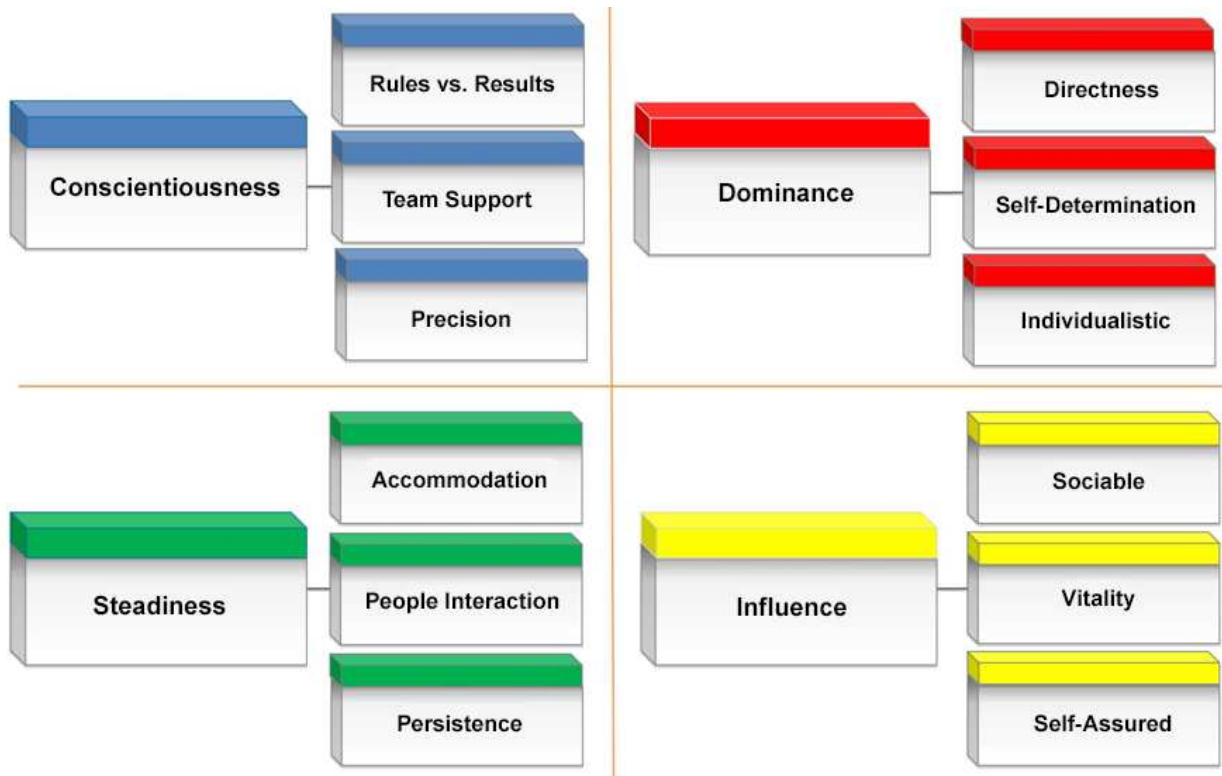
**DISC is an observable “needs-motivated language” based on the concept that emotions and behaviors are neither good nor bad. Behaviors reveal the needs that motivate our actions. We all have specific reactions and responses that come naturally to us.**

Susan, the chart below is your personal **“NATURAL STYLE” DISC Graph** displayed as a Word Sketch. The highlighted descriptors in your chart indicate the behavioral traits you **naturally exhibit**. Use it with examples to describe “why” you do “what” you do.

| DISC Focus →      | <b>D</b><br><b>PROBLEMS</b><br><b>TASKS</b>                                   | <b>I</b><br><b>PEOPLE</b>  | <b>S</b><br><b>PACE</b>  | <b>C</b><br><b>PROCEDURES</b>  |
|-------------------|---|--|--|--|
| <b>Needs →</b>    | Challenges to solve,<br>Authority   | Social relationships,<br>Friendly environment                                    | Systems, teams, stable<br>environment  | Rules to follow,<br>Data to analyze  |
| <b>Emotions →</b> | Decisive, risk-taker  | Optimistic, trusting others  | Patient, non-expressive  | Cautious, careful decisions  |
| <b>Fears →</b>    | Being taken advantage<br>of or lack of control                                | Being left out / loss of<br>social approval                                      | Sudden change / loss of<br>stability and security                                  | Being criticized / loss of<br>accuracy and quality                           |
|                   | argumentative<br>daring<br>demanding<br>decisive<br>domineering<br>egocentric | emotional<br>enthusiastic<br>gregarious<br>impulsive<br>optimistic<br>persuasive | calming<br>loyal<br>patient<br>peaceful<br>serene<br>team person                   | accurate<br>conservative<br>exacting<br>fact-finder<br>precise<br>systematic |
|                   | adventurous<br>risk-taker<br>direct<br>forceful                               | charming<br>influential<br>sociable<br>trusting                                  | consistent<br>cooperative<br>possessive<br>relaxed                                 | conscientious<br>courteous<br>focused<br>high standards                      |
|                   | assertive<br>competitive<br>determined<br>self-reliant                        | confident<br>friendly<br>generous<br>poised                                      | composed<br>deliberate<br>stable<br>steady   | analytical<br>neat<br>sensitive<br>tactful                                   |
|                   | calculated risks<br>moderate<br>questioning<br>unassuming                     | controlled<br>discriminating<br>rational<br>reflective                           | alert<br>eager<br>flexible<br>mobile   | own person<br>self assured<br>opinionated<br>persistent                      |
|                   | mild<br>seeks consensus<br>unobtrusive<br>weighs pro/con                      | contemplative<br>factual<br>logical<br>retiring                                  | discontented<br>energetic<br>fidgety<br>impetuous                                  | autonomous<br>independent<br>firm<br>stubborn                                |
|                   | agreeing<br>cautious<br>conservative<br>contemplative<br>modest<br>restrained | introspective<br>pessimistic<br>quiet<br>pensive<br>reticent<br>suspicious       | active<br>change-oriented<br>fault-finding<br>impatient<br>restless<br>spontaneous | arbitrary<br>defiant<br>fearless<br>obstinate<br>rebellious<br>sarcastic     |



## THE 12 INTEGRATED DISC STYLE RELATIONSHIPS



For a more complete understanding of a person's overall behavior style, you can view how each of the primary four DISC factors interact to produce twelve (12) integrated behaviors.

When comparing each of the four (4) basic DISC factors with the others, a group of twelve (12) factors of individual behaviors can be identified. Each person will display some of these factors more strongly than the others.

Each of the twelve (12) factors has been assigned a specific descriptor(s) to help you naturally associate the factor to a specific behavior. The ability to identify and measure the relative interaction of the twelve (12) factors represents the interpersonal skills often encountered in your environment and enhances the application of DISC to better understand behavior and helps in discussing it for professional development.

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


**There are five (5) intensity levels.** The intensity levels range from *Low* (absent in most situations) through *High* (clearly displayed in most situations). (Pg. 22)

Add this powerful view to your relationship building tool kit and use it to help understand why and how people shape their communications and connections with others.

**Behaviors define how we express our thinking into the world.**


## THE 12 INTEGRATED DISC STYLE RELATIONSHIPS, *continued*

This list of twelve (12) Integrated DISC relationships reveals how the four (4) Primary DISC behaviors combine and work together to create the socialized behaviors others see and experience. The length of the **black bar** shows the relative influence of the DISC factors in one's overall observable behavioral style.

 The box identifies the range of all scores in the **general population** for each integrated behavior. The half of the population scoring below the median score are to the left of the vertical line in the box and those scoring above the median are to the right of the vertical line.


Unlike an average, the median score will not always be shown with equal spaces on both sides.

### 1. The Precision Behavior (C/S) [High Moderate Intensity]

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



“How this individual's need for accuracy, precision and planning is impacted by their desire for team support and accommodation.” The Precision behavior measures HOW the strength of this individual's need for structure, accuracy, order and precision is influenced by their pace, patience and level of team accommodation. Higher intensity scores reflect a desire to operate in a “fail-safe” environment supported by accurate data and through preparation while Lower intensity scores suggest steady paced progress, strong support, consideration and accommodation for the team's overall direction.

### 2. The Team Support Behavior (C/I) [Moderate Intensity]

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



“How this individual's need for accuracy, precision and following procedure is impacted by their desire for social connection and interaction.” The Team Support behavior measures HOW the strength of this individual's desire for accuracy, structure, rules and standards is influenced by the strength of their desire to interact, engage and accommodate other people. Higher intensity scores display reliance upon structure, logic, facts and established data, procedures and protocols while Lower intensity scores display a more cordially social, engaging and accommodating communication style with a less focus on established protocols.

### 3. The Rules vs. Results Behavior (C/D) [Moderate Intensity]

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


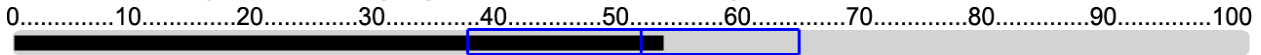
“How this individual's need for accuracy, precision and guidelines is impacted by their need for immediate results.” The Rules vs. Results behavior measures HOW the strength of this individual's need to precisely follow established structural and procedural guidelines, standards and codes is influenced by their need for direct “results now” actions that target immediate accomplishments. Higher intensity scores identify a strong need to pursue objectives with guidance and reliance upon established structure, rules, organizational protocols and policies while Lower intensity scores suggest a more direct, immediate “result now” focus that will not likely be restrained by established protocols, procedures and policies.

### 4. The Self-Determination Behavior (D/S) [Moderate Intensity]

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


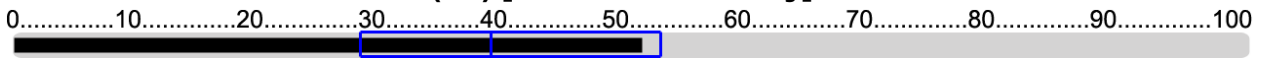
“How this individual's degree of assertive “results now” focus is impacted by their level of patience.” The Self-Determination behavior measures HOW the strength of this individual's direct, assertive and “results now” oriented behaviors are influenced by their degree of patience and preferred pace. Higher intensity scores identify a preference toward a more “now oriented pace” that is keyed toward taking actions that achieve immediate results and goals while Lower intensity scores identify a steadier, less urgent pace that embraces planning and careful consideration of consequences prior to taking action.

**5. The Vitality Behavior (I/S) [Moderate Intensity]**



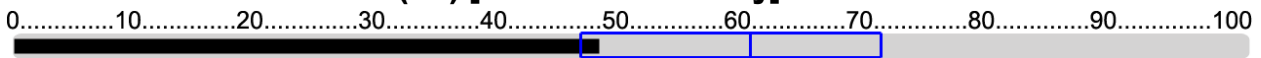
“How this individual's people focused extroversion is impacted by their preferred pace and activity level.” The Vitality behavior measures HOW the strength of this individual's desire for interpersonal connections is influenced by their degree of urgency, preferred pace and activity level. Higher intensity scores reflect a high energy, freewheeling, confident and engaging style that will likely embrace new ideas and concepts while Lower intensity scores reflect thoughtfulness and care when crafting both words and deeds as one moves steadily toward the identified goal and objective.

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



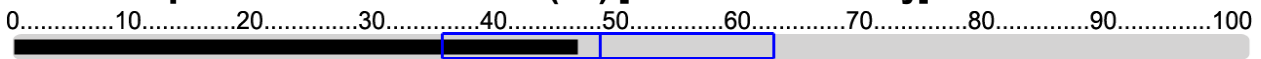
“How this individual's dominance and 'results now focus' is impacted by their desire to interact, connect and relate to others.” The Directness behavior measures HOW the strength of this individual's direct, assertive and results oriented communication style is influenced by their desire to build relationships and connect with others. Higher intensity scores identify a willingness to make and defend tough and even unpopular decisions while Lower intensity scores will identify an inclination to search for a more socially interactive, popular and accommodating solution.

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



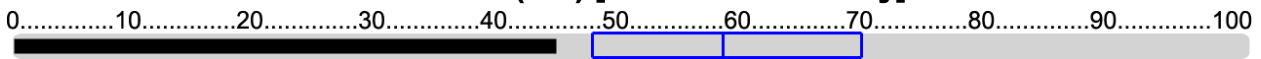
“How this individual's need for social interaction is impacted by their assertiveness and desire for immediate results.” The Sociable behavior measures HOW the strength of this individual's preference for cordial social interaction and people connection is influenced by their need for immediate results. Higher intensity scores reflect an emphasis on seeking, building and sustaining personal relationships while Lower intensity scores reflect a much stronger competitive “result now” focus with less effort on accommodation and building relationships.

**8. The People Interaction Behavior (S/I) [Moderate Intensity]**



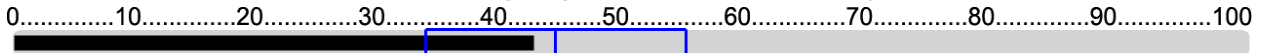
“How this individual's need for a steady pace and exercise of patience is impacted by their desire to connect and engage in social interaction.” The People Interaction behavior measures HOW the strength of this individual's degree of patience and preferred activity level are influenced by the strength of their extroversion and a desire to socially interact and accommodate others. Higher intensity scores will display a great deal of care and consideration when crafting the words and deeds that impact others while Lower intensity scores will reflect a freewheeling and confident belief that most if not all interactive social situations can be handled “on the fly.”

**9. The Accommodation Behavior (S/D) [Moderate Intensity]**



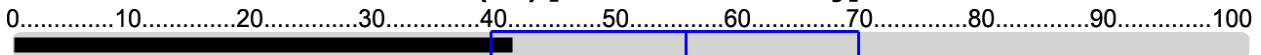
“How this individual's need to operate at a steady pace and innate degree of patience is impacted by their need for immediate results.” The accommodation behavior measures HOW the strength of this individual's level of patience and activity level are influenced by the strength of their desire to lead, command and direct activities focused on immediate results and solutions. Higher intensity scores reflect a willingness to consider, accommodate and support alternative solutions and ideas while Lower intensity scores reflect a propensity to make difficult decisions, remain firm in supporting and defending them sustained by a strong focus on achieving immediate results and accomplishing assigned goals.

**10. The Individualistic Behavior (D/C) [Moderate Intensity]**



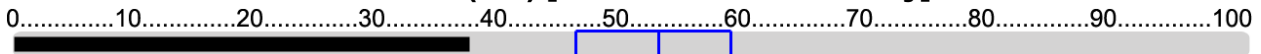
“How this individual's “results now” assertiveness is impacted by their desire to be accurate, analytical and structured.” The Individualistic behavior measures HOW the strength of this individual’s direct, assertive and “results now focus” is influenced by their need to precisely follow established structural and procedural guidelines while pursuing objectives. Higher intensity scores will not likely be deterred by potential restraints or established policies especially if they are perceived to impede immediate results while Lower intensity scores will favor strong and precise compliance and adherence to established structure, rules, policy and procedures.

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



“How this individual's people oriented extroversion is impacted by their need for accuracy and structure.” The Self-Assured behavior measures HOW the strength of this individual's extroversion and desire for personal connection with others is influenced by their need for structure, detail, and accurate evidence prior to taking action. Higher intensity scores can sometimes lead to overconfidence with a willingness to improvise and to take spontaneous actions vs. thorough planning while Lower intensity scores reflect a cautious and conscientious approach that seeks to take actions that are supported by reliable tactics, trusted data and past successes.

**12. The Persistence Behavior (S/C) [Low Moderate Intensity]**



“How this individual's need for pace and patience is impacted by their need for accuracy, precision and planning.” The Persistence behavior measures HOW the strength of this individual's patience, activity level and team support is influenced by their need for accuracy, precision and structure. Higher intensity scores reflect an emphasis on supporting planned group and team efforts while Lower intensity scores reflect a need to follow established policies and procedures even if it requires running counter to the team's direction that may be advocating alternative or even potentially risky actions.

**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

**Notes**

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## BEHAVIORAL PATTERN VIEW (BPV)

The **BPV** has eight behavioral zones. Each zone identifies a different combination of behavioral traits. The peripheral descriptors describe how others typically see individuals with your style. Plotting points on the **outer** edges of the BPV identify that one factor (DISC) of your style will dominate the other three. As you move towards the center of the BPV, two and eventually three traits combine to moderate the intensity of your style descriptors within a specific behavioral zone.

### THE SCORING LEGEND

- D** → **Dominance:** How you deal with **Problems and Challenges**
- I** → **Influence/Extroversion:** How you interact with **Others**
- S** → **Steadiness/Patience:** How you establish your **Activity Level (Pace)**
- C** → **Conscientious/Compliance/Structure:** How you respond to **Rules** set by others and your level of focus on **Details, Accuracy, and Precision**

Efficient. Analytical. Organized.  
Factual. Practical. Innovative.  
"Consequences of Actions" Awareness.

Data-driven. Factual.  
Precise. Analytical.  
Accurate. Structured.  
Careful. Cautious.  
Sees Value in Rules.  
Compliant. Logical.

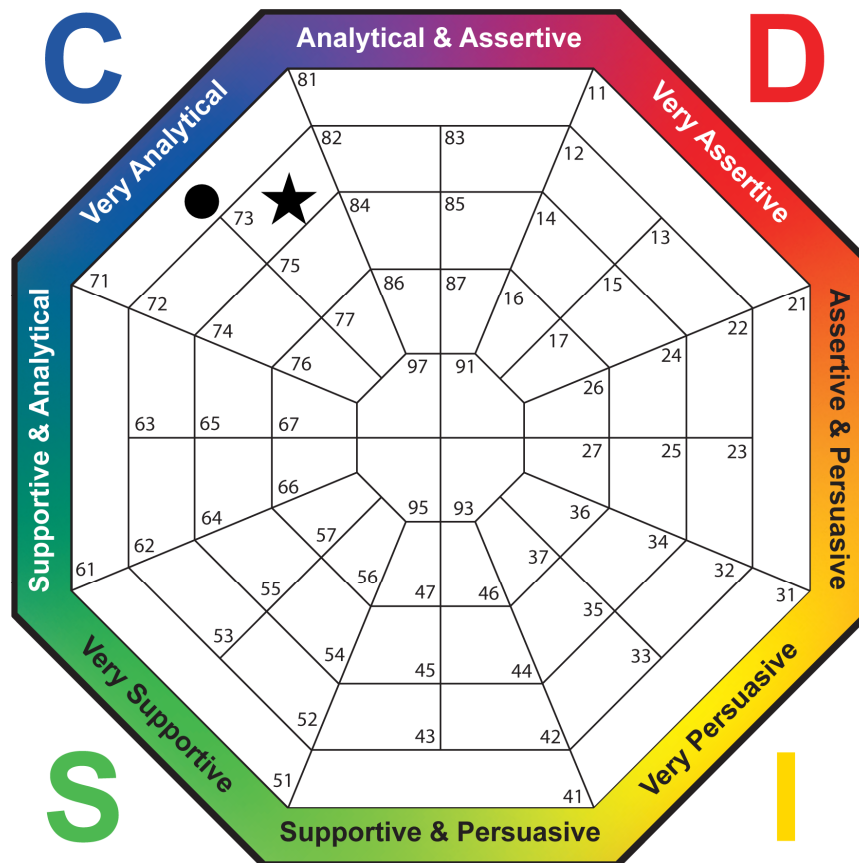
Assertive. Demanding.  
Result-focused.  
Rapid Decisions.  
Seeks Challenges.  
Determined. Impatient.  
Wants to Lead.

Values Diplomacy.  
Mindful of Rules.  
Slow-paced. Organized.  
Accurate. Reserved.  
Dislikes Chaos and  
Ambiguity.  
Follows Systems.  
Confirms Procedures.

Assertive. Persuasive.  
Influential. Brave.  
Embraces New Concepts.  
Mover and Shaker.  
Outgoing.  
High Energy. Engaging.

Very Patient.  
Likes Stability & Structure.  
Not a Risk Taker. Loyal.  
Even-paced. Listener.  
Accommodating.  
Methodical. Reliable.

Very Outgoing.  
Persuasive. Influences.  
People-oriented.  
Optimistic. Strong  
Communication Skills.  
Verbal. Likes Variety.  
Demonstrative. Fun.



Good Team Player. Creates  
Goodwill. Service-oriented.  
Likes Compliments. Friendly.  
Pleasant. Cooperative.

● = NATURAL Behavioral Style

★ = ADAPTED Behavioral Style

## PART II: APPLICATION OF DISC STYLES

Understanding your own behavioral style is the first step to being more effective in managing your career. All the knowledge in the world doesn't mean much if you don't know how to apply it in real-life situations. This section of your report explains these practical applications.

To begin to use the power of behavioral styles, invest time and practice in knowing how to apply the DISC concept and knowledge to people, environments, and jobs.

### THE APPLICATION SECTION INCLUDES:

- Overview of the Four Basic DISC Styles
- What is Behavioral Adaptability
- Tension Among the Styles
- Perceived Ideal Work Environment
- Making Career Decisions and Planning Your Career Path
- Job Indicator Section
- Job Selection Process

The purpose of this process is to help you minimize your regrets and maximize your success. An important element of the process is to help you acknowledge talents you know you have and discover talents you may not have known you have. In addition, this process will help you find new ways or words to use when talking about yourself to others. This process will also help you to relate more effectively with others.

**The better you understand yourself,  
the better you will be at getting what you want.  
In fact, what you don't know about yourself  
could keep you from getting what you want.**

This process will give you priceless insight. This insight will help you to know when and where to use your talents. Knowing this will become one of your most valuable assets.

To understand the tension that may exist with the expectations placed on you by your job's needs, you can refer to the **TENSION AMONG THE STYLES** section upcoming in the following pages. (Pgs. 27-28)

The **PERCEIVED IDEAL WORK ENVIRONMENT** (Pg. 29) indicates the results of your responses on how you described your ideal work environment. **Susan, it is important to note if your perception of your ideal job is the same or different from your natural style and to understand the importance of this information.**

The final section of your report explains the process of **defining a career path** using the suggested resources in combination with the **specific job titles** generated as most appropriate for your communication style and behavioral strengths.



## 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. These behavioral tendencies are indicative of those with the High or Pure **D**, **I**, **S**, or **C** Styles. Tendencies are tempered by the blending of other styles, which changes the behavioral. Knowing the high tendencies is useful in describing how a person is likely to behave, and how the person is likely to be perceived in a given environment.

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

## WHAT IS BEHAVIORAL ADAPTABILITY?

Adaptability is your willingness and ability to adjust your approach or strategy based on the particular needs of the job, the situation, or a relationship at a particular time. It is 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. Likewise, **you can be adaptable to a job's requirements, if necessary.**

**Adaptability is how 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 appropriate responses and reactions with an **S** or **I** style; or when the **I** or **S** style focus on facts or get right to the point with **D** or **C** styles.

Adaptability is adjusting your own behavior to make other people feel more at ease with you and adjusting your own natural preferences to meet the demands of a job and work environment.

Adaptability does **not** mean "imitation" of the other person's style, Susan. 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 does **not** mean that you must change who you are in order to be successful in a job, **although it does mean that you will be using energy to perform in a way that it is not naturally comfortable.**

A person who maintains **high adaptability for extended periods may not be able to avoid stress and inefficiency.** There is the danger of developing tension from the stress of behaving in a "foreign" style. Usually, this is temporary and is worth it to gain rapport with others, but it may be undesirable for job satisfaction.

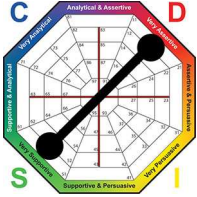
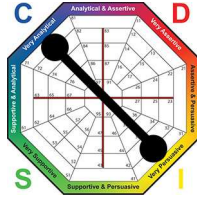
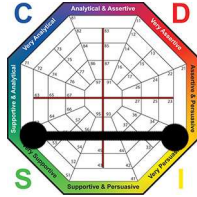
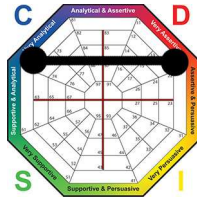
**Realize that it takes energy to adapt; to act in a way that is not natural. Adapting for a specific job description for 8 hours a day and for 40 hours a week can be exhausting.**

Effective adaptable people meet other peoples' needs. 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 people know how to negotiate relationships in a way that allows everyone to win. They are **tactful, reasonable, understanding, and non-judgmental.**

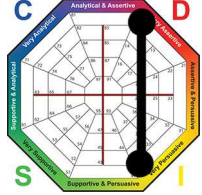
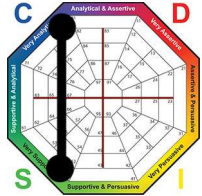
Your adaptability level influences how others judge their relationship with you and affects your job performance. **Raise your adaptability level with others and trust and credibility go up; lower your adaptability level and trust and credibility go down.** Adaptability enables you to interact more productively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

**Remain mindful of the difference between  
adapting for interacting with people effectively  
and adapting to a job day-in and day-out.**

## TENSION AMONG THE STYLES

| Potential Tensions/Disconnects  | Plot Points Example   |
|---|---|
| <p><b>Double Tensions of Patience versus Urgency PLUS People versus Task:</b></p> <p><i>Pattern 1:</i> The High S's preferred Patient &amp; Slower Pace with a Primary Focus on People can conflict with the High D's Sense of Urgency and Focus on Tasks and Results and "Do It Now" traits.</p> |  <p><b>High S + High D</b><br/>(Lower Left vs. Upper Right Quadrant)</p>   |
| <p><b>Double Tensions of Patience versus Urgency PLUS People versus Task:</b></p> <p><i>Pattern 2:</i> The High C's lack of Urgency with a Primary Focus on Tasks and Results can conflict with the High I's higher Urgency with a Primary Focus on People.</p>                                   |  <p><b>High C + High I</b><br/>(Upper Left vs. Lower Right Quadrant)</p>   |
| <p><b>Patience versus Urgency Tensions:</b></p> <p>The High S's innate Patience can conflict with the High I's Sense of Urgency.</p>  |  <p><b>High S + High I</b><br/>(Lower Left vs. Lower Right Quadrant).</p> |
| <p><b>Patience versus Urgency Tensions:</b></p> <p>The High C's focus on exercising Patience to assure Accuracy and Avoid Errors can conflict with the High D's Focus on Quick Results; their "Do It Now Solutions" and "Jump into Action".</p>   |  <p><b>High C + High D</b><br/>(Upper Left vs. Upper Right Quadrant)</p> |

## TENSION AMONG THE STYLES, *continued*

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

### Notes

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## PERCEIVED IDEAL WORK ENVIRONMENT

If a job could talk, it would describe the communication style preferences and behavioral strengths of the person needed for performing its duties for successful outcomes. In other words, the job would tell us the best Natural DISC Style it needs.

Job descriptions not matching a person's natural style may cause stress. Matching a personal style to what the job "says" it needs will lead to happiness, job satisfaction, and increased productivity; a win-win.

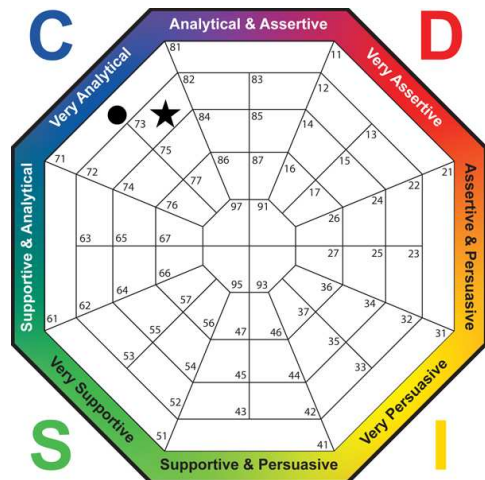
**Susan, your responses to the Perceived Ideal Work Environment Assessment indicate that you prefer a job needing a person with High "I" DISC style.**

The Pure I's bring enthusiasm to the workplace. They are good communicators, persuasive and people-oriented. Their motto could be "Do it with flair." The Pure I's enjoy energizing and entertaining others. They typically express enthusiasm, take fast action, and encourage collaboration. They are motivated by recognition, group activities, and friendly relationships. It's obvious that they like attention, optimistic, sociable and talkative. The Pure I style tends to maintain an upbeat attitude and get excited about new possibilities. They are demonstrative and very expressive when communicating their ideas. In addition, they focus on moving quickly and they tend to get going without spending a lot of time considering the consequences. They enjoy meeting new people, and they probably have a talent for getting everyone involved and building team spirit. They appreciate teamwork and often gather the group to work on projects collaboratively.

As a reminder, Susan, your **Natural Style** results revealed that you are **most comfortable** using the behavioral traits of the **C Style**.

Note: When your **Natural Style** matches the style needed for the job you can more naturally deliver optimum job performance. Why? Your energy is invested in doing the job and you do not have to use energy to adjust. In other words, a **natural fit allows "you to be you"** – comfortable with how you react and respond to problems and challenges, interact with others, the pace of activity, and apply caution, compliance and quality.

### Susan's Behavioral Pattern View (BVP)



- = Natural Style
- ★ = Adapted Style
- "I" = Perceived Ideal Work Environment

1. Outside the border of your BPV, locate your **Perceived Ideal Work Environment** quadrant by the letter "I."
2. Locate your **Natural Style** on your BPV. Notice the **D, I, S,** or **C** outside the border of the quadrant. Are your Natural Style and Perceived Ideal Work Environment ("I") **DISC** letters the same?
3. Are your Natural Style and Perceived Ideal Work Environment ("I") **DISC** letters on the same side of the **vertical line** on your BPV?
4. Are your Natural Style and ("I") on the same side of the **horizontal line**?

Susan, if your Natural Style and Perceived Ideal Work Environment are **not a match**, consider having a discussion with JaneCo's Sensible Solutions about possible reasons you described your "Ideal" differently from your Natural Style.

## MAKING CAREER DECISIONS AND PLANNING YOUR CAREER PATH


The DISCstyles™ Career Management Report helps you make career decisions. Your report clarifies the job expectations, discovers the reasons for any possible inner conflict, and also helps in the understanding of the stressors experienced in past jobs or in your present workplace.

In addition, you will have a list of occupations (job titles) and O\*NET (Job) Codes for jobs that are the **closest match to YOU**. (Your Communication Preferences and Behavioral Strengths; in other words, your DISC Style.)

The **Job Indicator Section** (which follows) has been designed to stretch your imagination and give you ideas to research and learn more about.

**Susan, knowing that this section presents a listing of jobs that are a suitable match to your natural style of C you will want to review these potential jobs and decide which of them also appeals to your individual skills, values, job zone (education level), personal criteria, and lifestyle.**

Remember, the list of possible careers is designed to promote thoughts about jobs that perhaps you had not considered before, give you realistic ideas, and help you make informed decisions after gathering the additional information available to you within the O\*NET site, which you will be directed to on the next page. It is worth noting that you will find additional job titles related to the specific jobs on your list during your information-gathering process through the “Crosswalk” options.

Within the O\*NET site, you will notice that some jobs have the following symbol:   
The symbol indicates jobs with a **Bright Outlook**.

**EACH “BRIGHT OUTLOOK” OCCUPATION MATCHES AT LEAST ONE OF THE FOLLOWING CRITERIA:**

- *Projected to grow much faster than average through 2022*
- *Projected to have 100,000 or more job openings through 2022*
- *Designated as a new and emerging occupation in a high growth industry*

Your career listing on the following pages, will have “Job Zone” indicators, defined below:

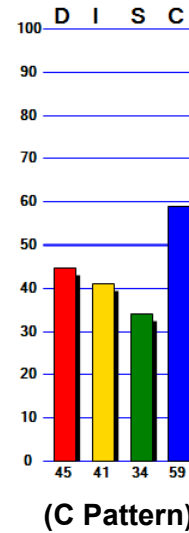
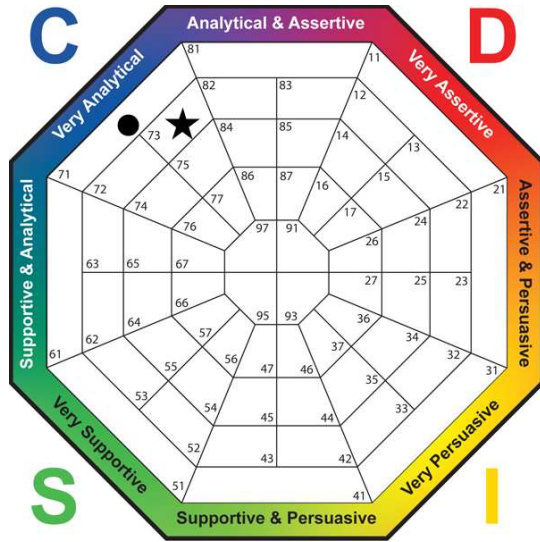
| <b>O*NET Job Zone Definition</b>  |  |
|---|--|
| <i>Each occupations has a Job Zone Number (1, 2, 3, 4, or 5)</i>                                      |  |
| The table below lists the five zones and its assigned experience, education, and on-the-job training. |  |
| <b>JOB ZONE</b>   | <b>EDUCATION, EXPERIENCE, ON-THE-JOB TRAINING ASSIGNED TO ZONES</b>                  |
| 1   | May require high school diploma or GED   |
| 2   | High school diploma; may require some vocational training or job-related course work |
| 3   | Training in vocational schools, related on-the-job experience, or associate’s degree |
| 4   | Four-year bachelor’s degree, 2-4 years of work experience, or both                   |
| 5   | Bachelor’s degree, graduate school, or both, plus experience                         |

*Research has identified 322 jobs employ more than 95% of the workforce. Out of these 322 jobs, 71 jobs require a high school education only; and 251 require two or more years of higher education.*

## JOB INDICATOR SECTION

The career listing presented in this section are among the best-matched jobs to **YOUR Natural Communication Preferences and Behavioral Strengths (DISC Style)** and are derived from the latest issue of the *Occupational Information Network*.

(O\*NET database developed for the US Department of Labor by the National O\*NET Consortium.)



### BPV Natural Segment # 71 ●

Broadly speaking, the basic DISC styles gravitate toward specific career categories. Realizing that you are a **blend of styles, actual job titles** begin on the next page.

|  | <b>Task</b>   |   |          |
|--|---|---|----------|
|  | Values privacy, Factual, Works with projects, things and plans, Non-expressive of feelings, Efficient |   |          |
| <b>Passive</b><br>Diplomatic<br>Patient<br>Co-operative<br>Reserved<br>Slow-paced<br>Likes to sit and stay | <b>C</b>  | <b>Accounting/Auditing</b><br><b>Engineering</b><br><b>Research and Development</b><br><b>Quality Assurance/Safety</b><br><b>Architecture</b><br><b>Computer Programming</b>          | <b>D</b> |
|  | <b>S</b>  | <b>Teaching/Education</b><br><b>Finance/Economics</b><br><b>Human Resources</b><br><b>Administration/Support Services</b><br><b>Retail – Customer Service</b><br><b>Manufacturing</b> | <b>I</b> |
|  |   | <b>Entrepreneurs</b><br><b>Sales – Full Commission</b><br><b>Sales Management</b><br><b>Legal/Litigation</b><br><b>Operations Management</b><br><b>Executive Administration</b>       |          |
|  |   | <b>Advertising/Marketing</b><br><b>Public Relations</b><br><b>Training/Public Speaking</b><br><b>Sales/Promotions</b><br><b>Hospitality/Tourism</b><br><b>Retail – Sales</b>          |          |
|  |   | <b>Assertive</b>  |          |
|  |   | Fast-paced<br>Outgoing<br>Candid<br>Voices opinions<br>Shows confidence<br>Likes to go and do   |          |
|  | <b>People</b>   |   |          |
|  | Emotionally open, Animated, Huggers, Hand-shakers, Non-structured, Apt to use facial expressions      |   |          |

## NEXT STEP TO YOUR JOB SELECTION PROCESS

Find a wealth of related career information as you investigate your results at the following website:  
<http://online.onetcenter.org>

**Notice the O\*NET Codes from your job title listing** (on the follow pages) and enter the O\*NET Codes for each job into the "Occupation Quick Search" window at <http://online.onetcenter.org>.



### Important Note:

After the search displays the page with your job title information, pay particular attention to the **Alternate Job Titles** for more possibilities. In addition to learning the job description and additional details for the job titles, increase your options by scrolling to the bottom of that section and use the **Related Occupations Section**.

### Career Information for Susan Sample

| Job Zone | ONET CODE  | Job Title  |
|----------|------------|--|
| 3        | 19-4031.00 | Chemical Technicians   |
| 3        | 13-1041.06 | Coroners   |
| 3        | 29-2032.00 | Diagnostic Medical Sonographers                                    |
| 3        | 33-2021.02 | Fire Investigators   |
| 3        | 17-3026.00 | Industrial Engineering Technicians                                 |
| 3        | 29-2033.00 | Nuclear Medicine Technologists                                     |
| 4        | 17-2011.00 | Aerospace Engineers  |
| 4        | 17-2021.00 | Agricultural Engineers   |
| 4        | 19-2021.00 | Atmospheric and Space Scientists                                   |
| 4        | 17-2199.01 | Biochemical Engineers  |
| 4        | 17-2031.00 | Biomedical Engineers   |
| 4        | 15-1199.08 | Business Intelligence Analysts                                     |
| 4        | 17-2041.00 | Chemical Engineers   |
| 4        | 19-2031.00 | Chemists   |
| 4        | 17-2061.00 | Computer Hardware Engineers  |
| 4        | 15-1143.00 | Computer Network Architects  |
| 4        | 15-1131.00 | Computer Programmers   |
| 4        | 15-1121.00 | Computer Systems Analysts  |
| 4        | 15-1199.02 | Computer Systems Engineers/Architects                              |
| 4        | 29-2011.01 | Cytogenetic Technologists  |
| 4        | 29-2011.02 | Cytotechnologists  |
| 4        | 17-2071.00 | Electrical Engineers   |
| 4        | 17-2072.00 | Electronics Engineers, Except Computer                             |
| 4        | 17-2199.03 | Energy Engineers   |
| 4        | 19-4091.00 | Environmental Science and Protection Technicians, Including Health |
| 4        | 19-2041.00 | Environmental Scientists and Specialists, Including Health         |
| 4        | 17-2111.02 | Fire-Prevention and Protection Engineers                           |
| 4        | 19-1012.00 | Food Scientists and Technologists                                  |
| 4        | 19-4092.00 | Forensic Science Technicians                                       |



|   |            |  |
|---|------------|--|
| 4 | 17-1022.01 | Geodetic Surveyors   |
| 4 | 15-1199.05 | Geographic Information Systems Technicians                         |
| 4 | 19-2042.00 | Geoscientists, Except Hydrologists and Geographers                 |
| 4 | 15-1199.04 | Geospatial Information Scientists and Technologists                |
| 4 | 19-2043.00 | Hydrologists   |
| 4 | 17-3029.05 | Industrial Engineering Technologists                               |
| 4 | 17-2112.00 | Industrial Engineers   |
| 4 | 17-2111.01 | Industrial Safety and Health Engineers                             |
| 4 | 33-3021.06 | Intelligence Analysts  |
| 4 | 13-1081.01 | Logistics Engineers  |
| 4 | 13-1111.00 | Management Analysts  |
| 4 | 17-2121.02 | Marine Architects  |
| 4 | 17-2121.01 | Marine Engineers   |
| 4 | 13-1161.00 | Market Research Analysts and Marketing Specialists                 |
| 4 | 17-2131.00 | Materials Engineers  |
| 4 | 15-2091.00 | Mathematical Technicians   |
| 4 | 17-2141.00 | Mechanical Engineers   |
| 4 | 17-2199.05 | Mechatronics Engineers   |
| 4 | 29-2011.00 | Medical and Clinical Laboratory Technologists                      |
| 4 | 17-2151.00 | Mining and Geological Engineers, Including Mining Safety Engineers |
| 4 | 15-1142.00 | Network and Computer Systems Administrators                        |
| 4 | 17-2161.00 | Nuclear Engineers  |
| 4 | 29-9011.00 | Occupational Health and Safety Specialists                         |
| 4 | 17-2171.00 | Petroleum Engineers  |
| 4 | 17-2199.07 | Photonics Engineers  |
| 4 | 17-2111.03 | Product Safety Engineers   |
| 4 | 17-2199.08 | Robotics Engineers   |
| 4 | 15-1132.00 | Software Developers, Applications                                  |
| 4 | 15-1133.00 | Software Developers, Systems Software                              |
| 4 | 15-1199.01 | Software Quality Assurance Engineers and Testers                   |
| 4 | 19-1031.01 | Soil and Water Conservationists                                    |
| 4 | 19-3099.01 | Transportation Planners  |
| 4 | 17-2199.02 | Validation Engineers   |
| 4 | 11-9121.02 | Water Resource Specialists   |
| 4 | 17-2081.01 | Water/Wastewater Engineers   |
| 5 | 29-1069.01 | Allergists and Immunologists                                       |
| 5 | 29-1061.00 | Anesthesiologists  |
| 5 | 19-1011.00 | Animal Scientists  |
| 5 | 19-3091.01 | Anthropologists  |
| 5 | 19-3091.02 | Archeologists  |
| 5 | 19-2011.00 | Astronomers  |
| 5 | 29-1181.00 | Audiologists   |
| 5 | 19-1021.00 | Biochemists and Biophysicists                                      |
| 5 | 19-1029.01 | Bioinformatics Scientists  |
| 5 | 19-1020.01 | Biologists   |
| 5 | 15-2041.01 | Biostatisticians   |
| 5 | 19-2041.01 | Climate Change Analysts  |
| 5 | 19-3031.02 | Clinical Psychologists   |
| 5 | 15-1111.00 | Computer and Information Research Scientists                       |
| 5 | 29-1021.00 | Dentists, General  |
| 5 | 29-1069.02 | Dermatologists   |
| 5 | 29-1031.00 | Dietitians and Nutritionists                                       |
| 5 | 19-3011.00 | Economists   |
| 5 | 19-3011.01 | Environmental Economists   |
| 5 | 17-2081.00 | Environmental Engineers  |
| 5 | 19-2041.02 | Environmental Restoration Planners                                 |
| 5 | 19-1041.00 | Epidemiologists  |
| 5 | 29-1062.00 | Family and General Practitioners                                   |
| 5 | 19-1029.03 | Geneticists  |

|   |            |  |
|---|------------|--|
| 5 | 19-3092.00 | Geographers  |
| 5 | 19-3093.00 | Historians   |
| 5 | 17-2112.01 | Human Factors Engineers and Ergonomists            |
| 5 | 19-3032.00 | Industrial-Organizational Psychologists            |
| 5 | 29-1063.00 | Internists, General                                |
| 5 | 19-2032.00 | Materials Scientists                               |
| 5 | 15-2021.00 | Mathematicians                                     |
| 5 | 19-1042.00 | Medical Scientists, Except Epidemiologists         |
| 5 | 19-1022.00 | Microbiologists                                    |
| 5 | 19-1029.02 | Molecular and Cellular Biologists                  |
| 5 | 29-1199.04 | Naturopathic Physicians                            |
| 5 | 29-1069.04 | Neurologists                                       |
| 5 | 19-3039.01 | Neuropsychologists and Clinical Neuropsychologists |
| 5 | 29-1069.05 | Nuclear Medicine Physicians                        |
| 5 | 29-1151.00 | Nurse Anesthetists                                 |
| 5 | 29-1064.00 | Obstetricians and Gynecologists                    |
| 5 | 15-2031.00 | Operations Research Analysts                       |
| 5 | 29-1069.06 | Ophthalmologists                                   |
| 5 | 29-1041.00 | Optometrists                                       |
| 5 | 29-1023.00 | Orthodontists                                      |
| 5 | 29-1199.05 | Orthoptists  |
| 5 | 29-1069.07 | Pathologists                                       |
| 5 | 29-1065.00 | Pediatricians, General                             |
| 5 | 29-1051.00 | Pharmacists  |
| 5 | 29-1069.08 | Physical Medicine and Rehabilitation Physicians    |
| 5 | 19-2012.00 | Physicists   |
| 5 | 29-1081.00 | Podiatrists  |
| 5 | 19-3094.00 | Political Scientists                               |
| 5 | 29-1024.00 | Prosthodontists                                    |
| 5 | 29-1066.00 | Psychiatrists                                      |
| 5 | 29-1069.10 | Radiologists                                       |
| 5 | 19-3031.01 | School Psychologists                               |
| 5 | 19-3041.00 | Sociologists                                       |
| 5 | 19-1013.00 | Soil and Plant Scientists                          |
| 5 | 29-1069.11 | Sports Medicine Physicians                         |
| 5 | 29-1067.00 | Surgeons   |
| 5 | 19-3022.00 | Survey Researchers                                 |
| 5 | 19-3051.00 | Urban and Regional Planners                        |
| 5 | 29-1069.12 | Urologists   |
| 5 | 29-1131.00 | Veterinarians                                      |
| 5 | 19-1023.00 | Zoologists and Wildlife Biologists                 |

## **TAKING OWNERSHIP OF YOUR DESTINY**

Many people try to imagine what would have happened had they successfully applied these principles and practices ten years ago... or even five years ago? How many people could have eliminated the process of a "trial and error" education? How many people could have eliminated the process of "trial and error" jobs? How many people could have reduced having stress in the workplace? How many people could have achieved career satisfaction sooner?

Well, hundreds of thousands of people over the years have used these principles and experienced dramatic improvements in their career management process and in their professional and personal relationships. People have had more satisfaction in their interactions with everyone (even with family and friends) and in their educational planning and job satisfaction. These principles help people in gaining a greater awareness of their strengths with an understanding of their needs for personal development and recognizing potential weaknesses.

**People report they no longer feel like a "square peg in a round hole."  
They feel, behave and are treated like a person with confidence  
and on a mission toward success.**

Remember that people with similar preferences gravitate to similar jobs and it is just as important to realize that people having different communication preferences and behavioral styles can be appreciated for the strengths they bring to the environment.

**"Different" doesn't necessarily mean "wrong!"**

For you to also share in the pleasure from experiencing these benefits, you can get started this very minute. First, think about your professional development plans and what you wish to improve within the next year... the next month... the next week... even by the end of today!

Develop a plan to meet those goals using the principles for your  
**DISC Career Management Strategies.**

### **Accept the Challenge**

This first step requires your personal commitment to this challenge and putting it to work for you. Of course, any adaptations to your communication style takes practice and you cannot realistically expect to put all of these ideas into effect immediately. However, the minute you start to better understand yourself and your environmental demands, you will start to see improvement.

### **Commit to Growth**

"Change is inevitable... growth is optional." You have the option to make a life-changing decision. Decide to keep learning about yourself, your strengths and potential weaknesses, how you make decisions, how you come across to other people, and how your style is important to your career satisfaction. Decide to learn more about the DISC styles and how to apply your knowledge in other areas beyond your career management, such as with leadership, relationships with your peers, colleagues, children, spouse and family.

***Wishing you continued success!***

## SO NOW WHAT?

This report is filled with information about your style and each of the four primary DISC behavioral styles. You now have an understanding and an awareness of the four different styles and how the styles have different intensity levels to create the unique you.

Susan, there are many suggestions in your report for you to apply your communication preference and behavior style information. Take the next step and do the exercises if you have not yet done them.

Don't put this report on a shelf or in a file. Understanding the concept of styles and knowing your own style is one of the most valuable ways to open up a meaningful dialogue with others and to improve all your relationships. **Use your report as a reference tool.** This information is not meant to be digested in just one reading.

Have fun with making a few minor changes in your behavior and experience the results. You might be surprised! **Remember: Treat others the way *they* want to be treated.** You will have much more success in all your relationships!

**Susan, the information about your style preferences can be used for your total career management and continued personal and professional development:**

- ✓ Showcase Interpersonal Strengths in Résumés and Cover Letters
- ✓ Interview Preparation and Skills
- ✓ Interview Portfolio Content
- ✓ Interview "Leave-Behinds"
- ✓ Personal Branding
- ✓ Professional Bio (Social Networking)
- ✓ Job Search Strategy and Campaigns
- ✓ Time Management
- ✓ Career Transition
- ✓ Educational Planning
- ✓ Sales and Leadership Training
- ✓ Organizational Development
- ✓ Harmony in the Work Place
- ✓ Team Building
- ✓ Relationship Strategies
- ✓ Hiring / Selection / Placement  
Strategic Positioning and More!

**Remember to ask us about more ways we can help with your Career Management!**