

# Student Individual Assessment



This assessment is based on the responses given in the Extended DISC® Individual Assessment Questionnaire. This assessment should not be the sole criterion for making decisions about oneself. The purpose of this assessment is to provide supporting information for the respondent in self-development

## Suzanne Sample

Organization:

Widgets Inc.

Date:

08.21.2013



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1.800.257.7481

## Introduction to Your Assessment

Suzanne, you have undoubtedly realized that your success is determined in a very large part by how well you interact with other people. Your ability to effectively relate, communicate, influence and motivate others is a crucial skill in succeeding in your profession and creating successful, long-term relationships with customers, prospects, colleagues, subordinates, managers, friends and family members.

You have probably noticed it is very easy to get along with certain people. You almost instantly and effortlessly understand the other person. The communication just flows. It is a lot more than just mutual understanding of what is being said. It is as if the person sees you and the rest of the world in very similar terms. When it happens, everything is easier. Think about the last time it happened. Wasn't it effortless and uncomplicated?

Unfortunately, with most people interactions take more effort. They do not flow as easily. You cannot quite understand where the other person is coming from, what they really want, and what their intentions are. You may also have an uncomfortable feeling the other person is experiencing the same. You know the outcomes of the interaction are not quite what you want. You are likely to feel disappointed, frustrated and even tired. It takes energy, effort and concentration. Still, the results are not what you hoped they would be.

In these situations you probably feel there is something you could do, but are not quite sure what that is. You know your end goal – your destination – but are not sure how to get there. It is like being lost without a map.

Suzanne, this Extended DISC® Individual Assessment will provide you with the map to more successful interactions with others. You will learn:

1. The four main human behavioral styles.
2. Who you are and how others perceive you.
3. How to read other people and better understand them.
4. How to adjust your communication style to achieve your goals.

## Very Brief Background of the Extended DISC® Model

The Extended DISC® System is based on behavioral theories that have been used for over 90 years. The power of this model is that it is easy to learn, understand, and use because it identifies only four behavioral styles of individuals.

People can be divided in four main styles by identifying if they are more:

1. People- or Task-oriented.
2. Reserved or Active.

The resulting four styles are called:

D-style (Dominance)

I-style (Influence)

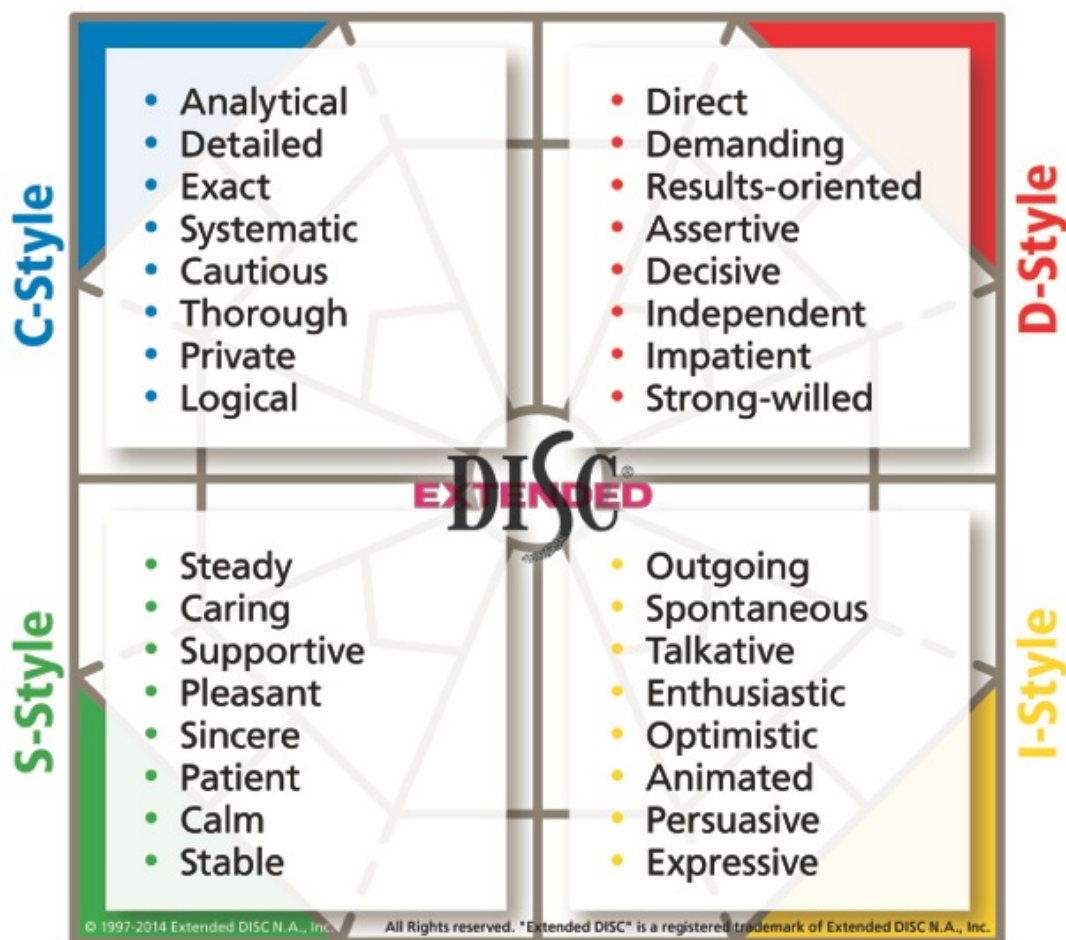
S-style (Steadiness)

C-style (Conscientiousness)

### The DISC Behavioral Styles - The Key points:

In the following pages you will learn about the four DISC-styles. As you get comfortable with their own unique traits and tendencies, please keep the following important points in mind:

- None of the styles are better or worse.
- All styles have strengths and development areas. They just happen to be different.
- Your style does not limit what you can accomplish or how successful we can be. It simply predicts how you tend to do things.
- You can find all of the four styles represented by very successful people. However, the most successful people know who they are. They modify their style appropriately with different styles of people and in different situations.



### Suzanne at a Glance

This page is a description of how others are likely to perceive you. In other words, while the text describes your typical behavior as seen by others, you certainly can modify your behavior to fit the needs of a particular situation and/or individual(s). Also, you may have already addressed the development areas by learning new skills.

Your DISC style is: DI (D - 55%, I - 45%)

### How Others May Perceive You:

Decisive, goal-oriented, active, independent, active, restless, alert, extroverted, busy, social, inspiring, communicative, open, sociable.

### How Others May Perceive Your Communication Style:

Her relationships with other people are difficult to describe. She can be very nice, social, communicative and sociable - or she can be extremely tough, demanding, aggressive and over-practical. It always depends on her partner and how she expects to take advantage of that individual. Chatting is not her way to spend time.

### How Others May Perceive Your Decision-making:

She is ready to take risks and "dive into the unknown." She should be subject to a control- and follow-up system to prevent her taking unnecessary risks or getting off the original track.

### Suzanne's Strengths:

- Can keep people in line
- Motivates with independence and challenges
- Is clear enough
- Can set the goals
- Can demand
- Dares to take risks
- Can generate new ideas
- Has willingness to change
- Wants to be the best
- Can keep the goals high enough
- Doesn't let jobs become routine
- Can generate new ideas

***"Knowing yourself is the beginning of all wisdom."***

***- Aristotle***

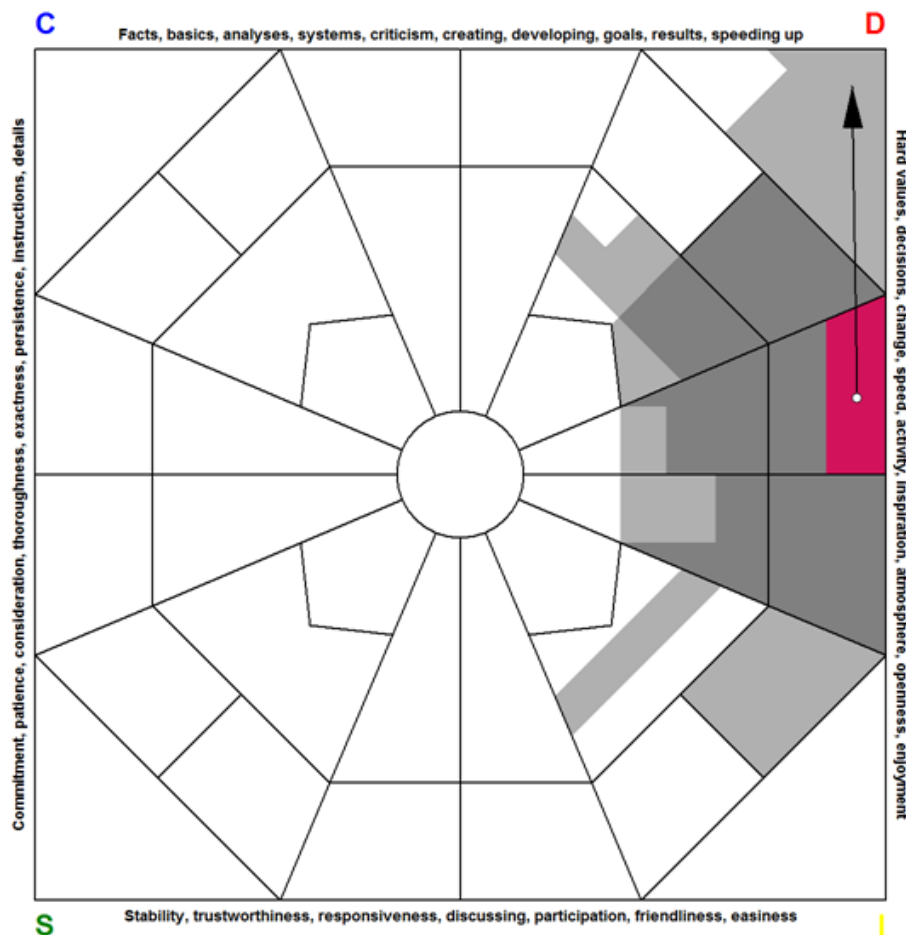
## Your DISC Style

The DISC Model is divided into four quadrants: D, I, S and C.

The rectangle identified in color shows the location of your natural style. Determine in what quadrant it is placed. This is your most natural and comfortable behavioral style (D, I, S or C). The shadings demonstrate the behavioral styles that are quite comfortable for you.

The DISC quadrant(s) that have **shading** represent your DISC **comfort areas** or your natural style.

The DISC quadrant(s) that have **no shading** represent DISC styles **requiring more energy** from you.



Your DISC style is: DI (D - 55%, I - 45%)



### Your Motivators

You tend to like and feel comfortable with these items. Are you taking advantage of comfort areas?

Suzanne is motivated by the chance to do independent work involving people. She gets motivation from clear, challenging goals that she can achieve her way. Variety in people, places and tasks also motivate her. She likes to work through people but that does not mean that Suzanne is a teamworker. This person is also motivated by popularity and social acceptance, publicity and success.

You are more likely to respond positively and feel energized if these factors are present in your work environment.

- Renewal, generating ideas
- Possibilities to win and achieve
- Freedom from restrictions and chains
- Opportunities to control and manage people
- Achieving results through people
- Varying and multifaceted situations
- Moving
- Meeting new people
- Possibilities for fast reaction
- Possibility to decide by herself
- Venturing into the unknown
- Deciding her own matters

**Identify two *Motivators* that are being fulfilled in your life.**

1

2

**How can you increase their effect on your performance? Be specific.**

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### Situations that Reduce Your Motivation

All of us face situations on a daily basis that we do not like much and tend to drain our energy levels. The items below are likely to decrease your motivation and require more energy from you.

- Being a bystander
- Detailed instructions
- Public failure
- Showing weaknesses
- Losing position
- Boring and dull people
- Wavering
- Routine duties
- Waiting, standing in a line
- Chains, restrictions
- Being "at the tail-end of the group"
- Slower paced people

Carefully consider *Situations that Reduce Your Motivation*. Be aware of their impact on making your goals a reality. Are you prone to procrastinate with situations/tasks that correspond to items listed above?

**Identify two *Situations that Reduce Your Motivation* that create the greatest challenge in your life.**

1

2

**How can you decrease their effect on your performance? Be specific.**

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### Your Strengths

Strengths are items that tend to be easier, more natural and require less energy from you.

- Can keep people in line
- Motivates with independence and challenges
- Is clear enough
- Can set the goals
- Can demand
- Dares to take risks
- Can generate new ideas
- Has willingness to change
- Wants to be the best
- Can keep the goals high enough
- Doesn't let jobs become routine
- Can generate new ideas

Most of us tend to overlook our strengths, even taking them for granted. Do not let that happen to you. Instead, consider the items listed above and think how well you are taking advantage of these valuable behavioral traits. Please use caution however; remember that an overused strength very often becomes a weakness and a serious liability to our performance.

**Identify two *Strengths* that you can capitalize upon in your life.**

1

2

**How can you maximize the impact of your *Strengths*? Be specific.**

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### Reactions to Pressure Situations

These are NOT descriptions of your weaknesses or present behavior. They are items that you should be cautious about since these reactions in pressure situations may become more evident. Understanding how you react to pressure situations can make it easier to deal with them.

- Concentrates on power struggles
- Manipulates people
- Delegates responsibilities without authority
- Is too goal-oriented
- Cannot relax
- Aims to change too much
- Has a habit of changing things
- Creates insecurity for others by constant changes
- Becomes overly tough and direct in attempting to achieve goals
- Changes direction hastily
- May change the core of success
- Becomes impatient, can't wait



## Your Communication Style

We all have our own unique communication style. When we become aware of how we tend to communicate with others, it becomes easier to make conscious modifications to our style. These modifications improve our effectiveness with others.

### Interpreting the bar graphs is simple:

The **rectangles to the right side** of the graph identify your preferred communication styles. Be conscious not to overuse them.

The **rectangles to the left side** of the graph identify communication styles requiring more energy from you. You **CAN** communicate this way, but it may require more energy and concentration.



### How Others View Your Communication Style

Your message and your communication style comes across differently to different people. While you cannot control others, you can be more aware of your natural communication style and how it is perceived by others. Then you can make the necessary adjustments in your interactions with others.

#### This is how others may perceive your communication style.

Her relationships with other people are difficult to describe. She can be very nice, social, communicative and sociable - or she can be extremely tough, demanding, aggressive and over-practical. It always depends on her partner and how she expects to take advantage of that individual. Chatting is not her way to spend time.

**Identify an aspect of your communication style that is the most comfortable for you. What impact does it have in your life? How can you capitalize on it more effectively?**

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**Identify an aspect of your communication style that is the least comfortable for you. What impact does it have in your life? What can you do to improve?**

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### Suzanne's Learning Behaviors

This is not a can or cannot do scale. The **higher the number** (items more to the right of the graph), the more comfortable Suzanne is with this behavior. The **lower the number** (items more to the left of graph) the more energy and concentration needed for this behavior.

	Not Natural/More Energy						Natural/Less Energy					
Action oriented learning:	-5	-4	-3	-2	-1	0	1	2	3	4	5	
Experimental learning:	-5	-4	-3	-2	-1	0	1	2	3	4	5	
Fact-based learning:	-5	-4	-3	-2	-1	0	1	2	3	4	5	
Independent action learning:	-5	-4	-3	-2	-1	0	1	2	3	4	5	
Learning by criticizing:	-5	-4	-3	-2	-1	0	1	2	3	4	5	
Learning by focusing on details:	-5	-4	-3	-2	-1	0	1	2	3	4	5	
Learning by sharing ideas:	-5	-4	-3	-2	-1	0	1	2	3	4	5	
Learning by understanding logical processes:	-5	-4	-3	-2	-1	0	1	2	3	4	5	
Learning in controlled environment:	-5	-4	-3	-2	-1	0	1	2	3	4	5	
Learning in group exercises:	-5	-4	-3	-2	-1	0	1	2	3	4	5	
Step-by-step learning:	-5	-4	-3	-2	-1	0	1	2	3	4	5	
Trial and error learning:	-5	-4	-3	-2	-1	0	1	2	3	4	5	
Sharing of new learning with others:	-5	-4	-3	-2	-1	0	1	2	3	4	5	
Spending the necessary time with a person to support learning:	-5	-4	-3	-2	-1	0	1	2	3	4	5	
Being willing to accept and share personal learning goals:	-5	-4	-3	-2	-1	0	1	2	3	4	5	

### NOTES

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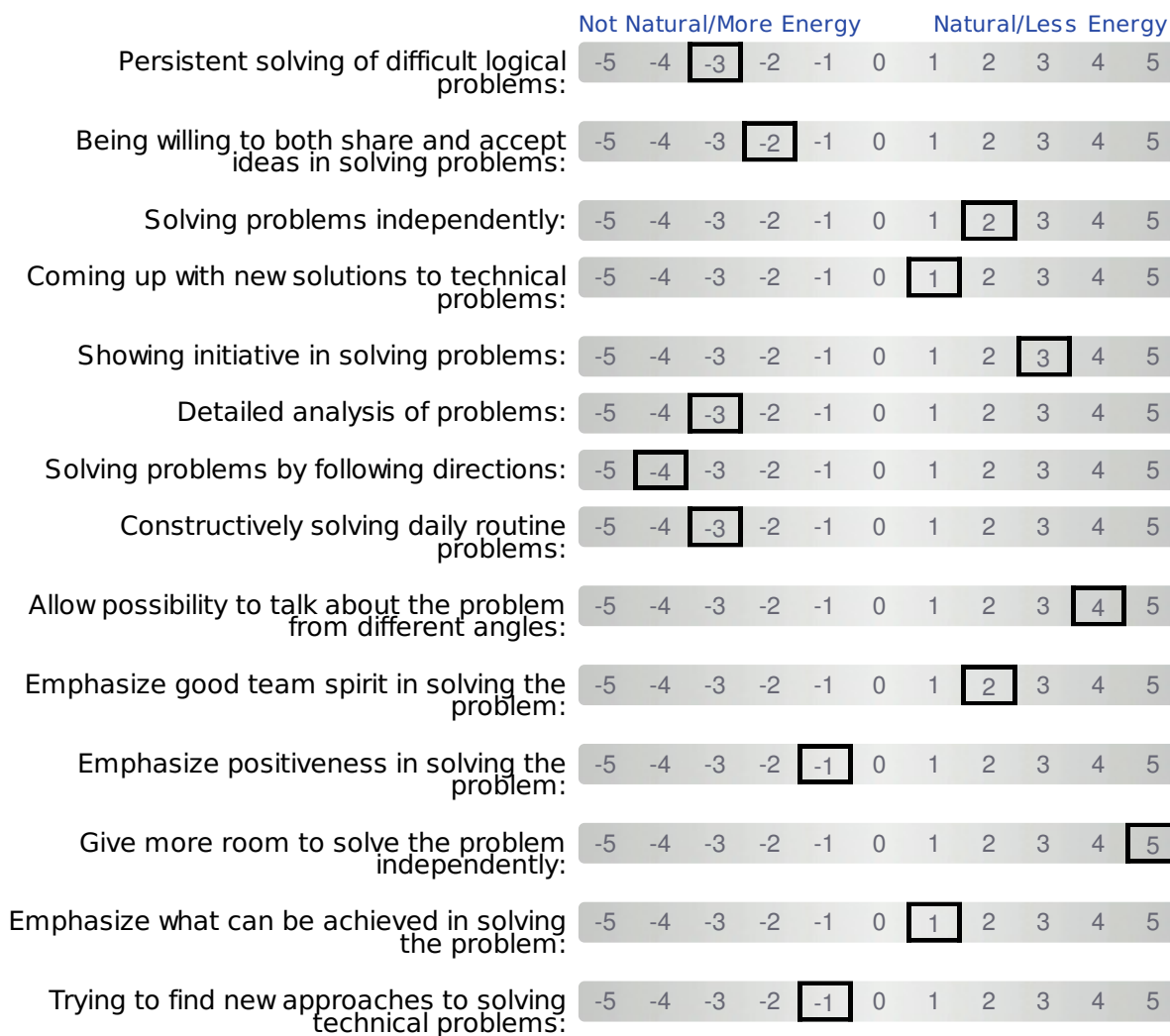
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### Suzanne's Problem Solving

This is not a can or cannot do scale. The **higher the number** (items more to the right of the graph), the more comfortable Suzanne is with this behavior. The **lower the number** (items more to the left of graph) the more energy and concentration needed for this behavior.



### NOTES

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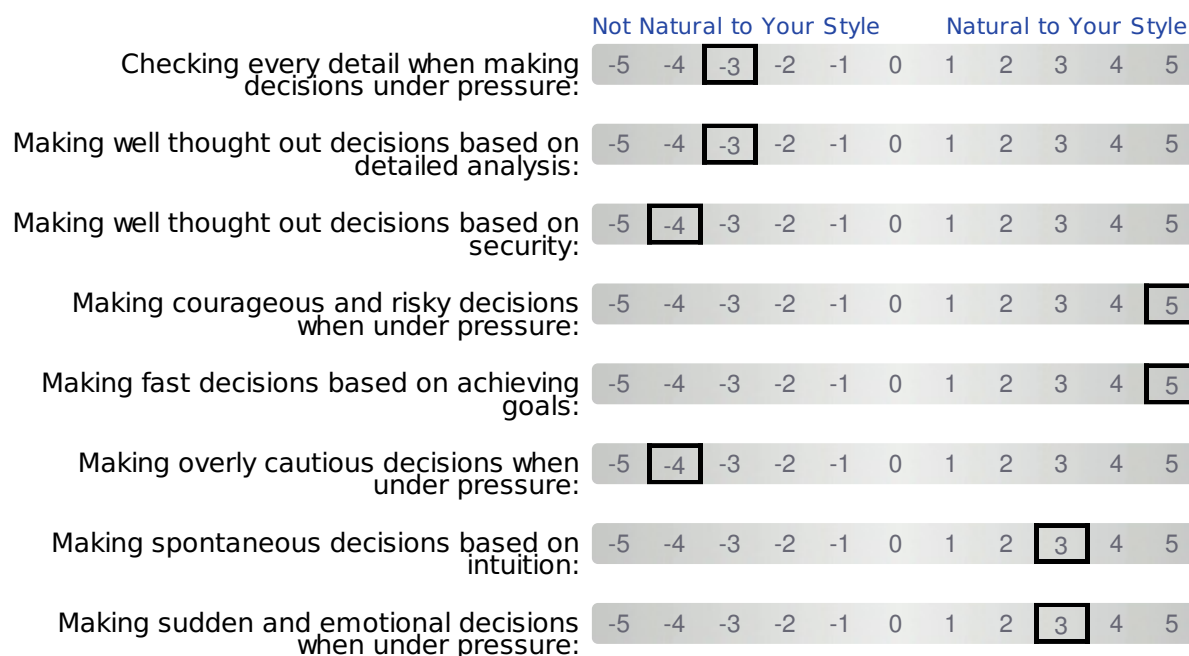
## Your Decision-Making Style

There is no best style for making decisions. However, we all have our own most comfortable way of decision-making. Successful people are aware of their preferred style and make conscious adjustments based on the requirements of each unique situation. Listed in the bar graphs below are a few of the most commonly requested decision-making traits.

### Interpreting the bar graphs is simple:

The **rectangles to the right side** of the graph identify your preferred decision-making styles. Be conscious not to overuse them.

The **rectangles to the left side** of the graph identify decision-making styles requiring more energy from you. You **CAN** make decisions this way as long as you concentrate more.



*"It is understanding that gives us the ability to have peace. When we understand the other fellow's viewpoint, and he understands ours, then we can sit down and work out our differences."*  
- Harry S. Truman



### How Others View your Decision-Making Style

No matter what you do, others will have their own perceptions of your behavior.

**This is how your decision-making style may come across to others.**

She is ready to take risks and "dive into the unknown." She should be subject to a control- and follow-up system to prevent her taking unnecessary risks or getting off the original track.

- Wants to make quick decisions
- Brings up decisive ideas
- Does not analyze all the alternatives

**Identify an aspect of your decision-making style that is most comfortable for you. What impact does it have in your life?**

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**Identify an aspect of your decision-making style that is least comfortable for you. What impact does it have in your life? What can you do to improve?**

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## Your Role in a Team Environment

Frequently, we have to work with others to achieve common goals. Teamwork can be enjoyable, yet challenging. By becoming more aware of how we tend to behave in team settings - and how others perceive us - will improve our performance.

### Your attitude to teamwork:

- A means to get people's attention
- A way to get the group motivated
- A possibility to delegate boring routines away

### Your role within the team:

- The one who gives a push to a conversation
- The one who introduces new thoughts
- The one who stops hesitation

### How you motivate the team:

- Creates group enthusiasm
- Motivates by speaking
- Supports and encourages

### How you perform in the team:

- Aims at simplicity
- Does not deliberate for long
- Applies rules

### How you benefit the team:

- The group is able to be renewed - does not get stuck
- Group's atmosphere stays open
- Includes people

### How Your Team Members Perceive Your Style

All of us contribute different talents to the overall team performance. Listed below are how others in the team are likely to perceive you.

	Not Likely to Observe						Likely to Observe				
Taking care of the team atmosphere (as a team member):	-5	-4	-3	-2	-1	0	<b>1</b>	2	3	4	5
Moving teammates toward the goal:	-5	-4	-3	-2	-1	0	1	2	3	4	<b>5</b>
Lively team member who involves others:	-5	-4	-3	-2	-1	0	1	2	3	<b>4</b>	5
Making the team work together toward the goal:	-5	-4	-3	-2	-1	0	1	2	3	4	<b>5</b>
People-focused and conscientious doer:	-5	-4	-3	<b>-2</b>	-1	0	1	2	3	4	5
Introducer of a new perspective:	-5	-4	-3	-2	-1	0	1	2	3	4	<b>5</b>
Participative and talkative doer:	-5	-4	<b>-3</b>	-2	-1	0	1	2	3	4	5
Positive change agent, able to eliminate boredom:	-5	-4	-3	-2	-1	0	1	2	3	<b>4</b>	5
Positive guide and advisor:	-5	-4	<b>-3</b>	-2	-1	0	1	2	3	4	5
Determined speeding up of others:	-5	-4	-3	-2	-1	0	1	2	3	4	<b>5</b>

**How could you increase your performance in team settings to be even more effective? Be specific.**

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### Becoming a Better Team Member

Suzanne, below are a few suggestions on how to improve your success in working within a team.

- Evaluate how committed others are before emotionally reacting to their level of performance
- Are you sure that everybody can really follow your pace?
- Learn to complete one thing at a time
- Do not unnecessarily bring up your own opinions - encourage others to discover their own tune to sing to
- The goals of the team should satisfy the wishes of its members - do not forget that
- At the end of every day or project, review the completed tasks
- Do not go to battle unprepared - practice first

**Choose one of the above suggestions that is the most relevant in your life. How should you modify your behavior to make you even more successful?**

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## How to Identify Others' Styles

Now that you have identified your own style, the next step is to identify the styles of others so that you may then make the most effective adjustments to yours. This is a skill that takes practice, but is easy to learn.

As you become more familiar with the DISC-styles, you will find some people are easy to identify. You will quickly think to yourself: "She is a D-style" or "He is an S-style." These individuals are predominantly one style and can be identified easily.

The rest of the people you encounter will take a little more effort. However, it is a simple, three-step process of identifying your prospect's style:

- Step 1. Observe**
- Step 2. Assess**
- Step 3. Recognize**

### Step 1: Observe

When you meet someone, pay attention to traits such as:

- what the person talks about
- how they say it – type of words (e.g. "I" vs. "We"), type of questions (e.g. "what?", "why?")
- body language
- tonality

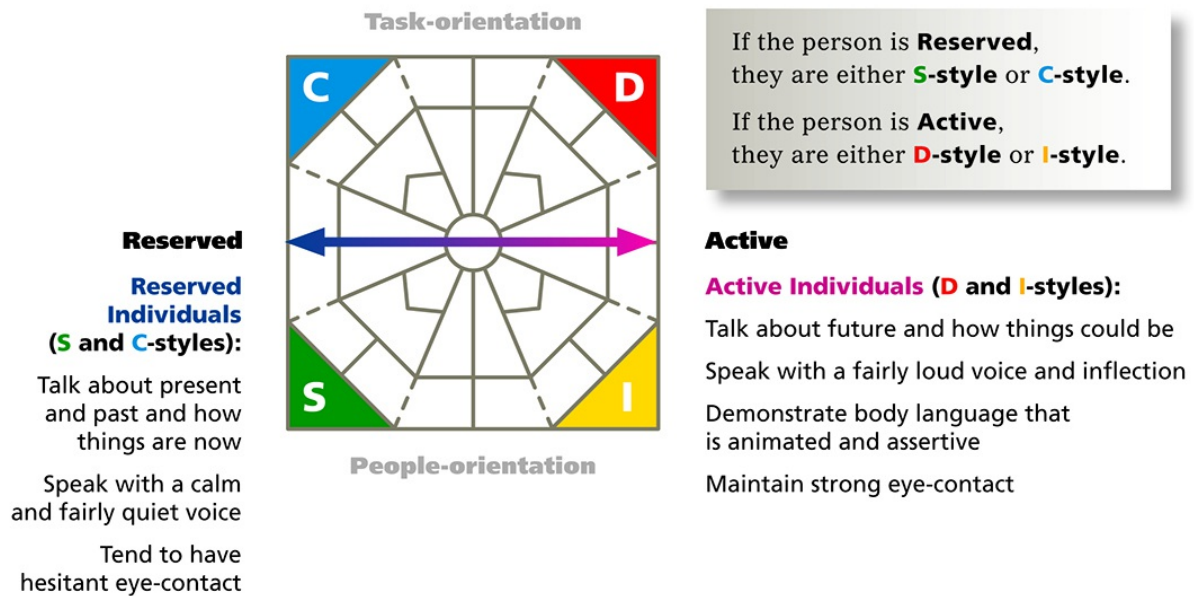
You will discover that observing behaviors will become second nature. Soon you will observe behaviors without thinking.



## Step 2: Assess

Based on your observations, determine if the individual is more:

- Active
- Reserved



### If the individual is Active, he/she is either D-style or I-style.

- Talk about future and how things could be
- Speak with a fairly loud voice and inflection
- Demonstrate body language that is animated and assertive
- Maintain strong eye-contact

### If the individual is Reserved, he/she is either S-style or C-style.

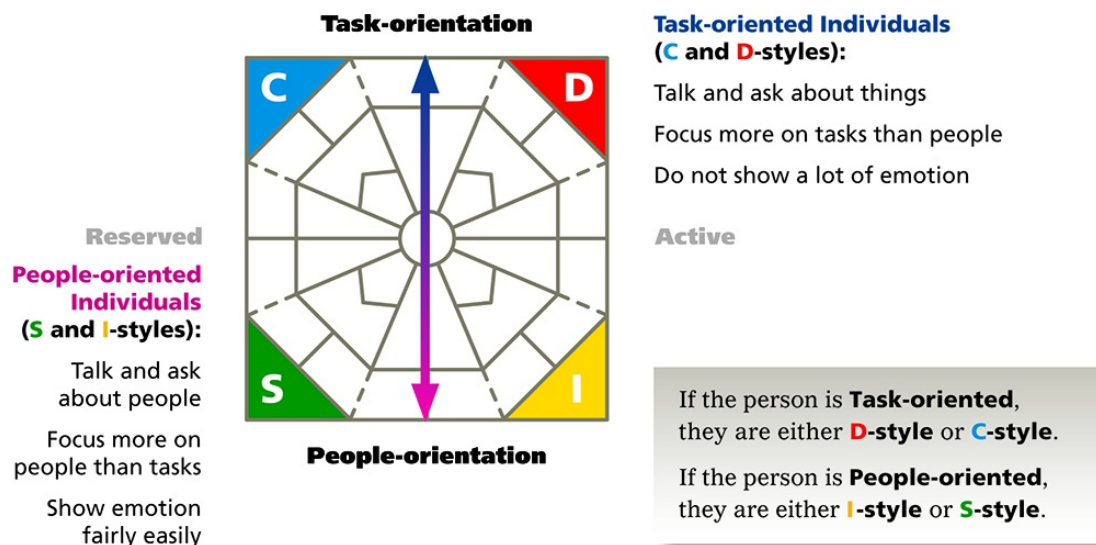
- Talk about present and past and how things are now
- Speak with a calm and fairly quiet voice
- Demonstrate body language that is limited
- Tend to have hesitant eye-contact



### Next, determine if the individual is more:

- Task-oriented
- People-oriented

Next, determine if the person is more:  
**Task-oriented or People-oriented**



### If the individual is Task-oriented, he/she is either D-style or C-style.

- Talks and asks about things
- Focuses more on tasks than people
- Does not show a lot of emotion

### If the individual is People-oriented, he/she is either I-style or S-style.

- Talks and asks about people
- Focuses more on people than tasks
- Shows emotion fairly easily

### Step 3: Recognize

Now you have the information needed to identify the person's style by combining the Active-Reserved and Task-People Orientation.

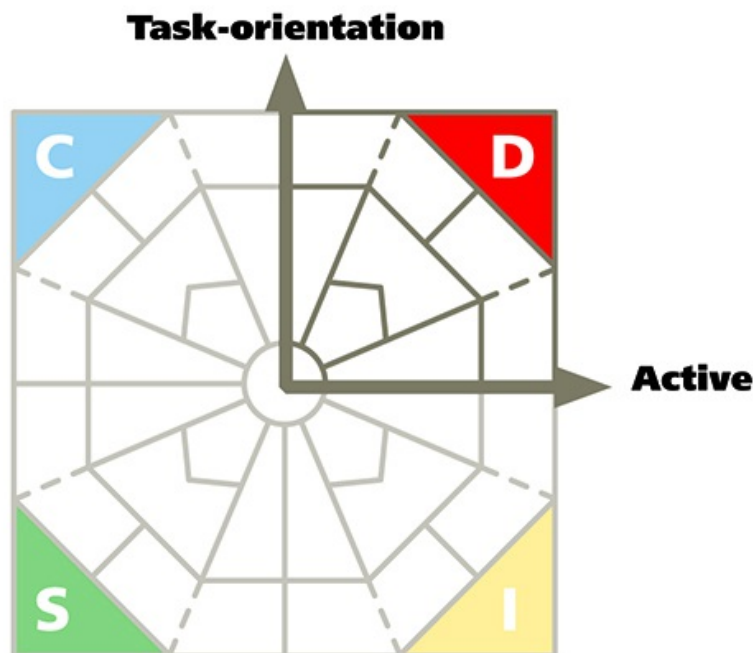
### D-style = Active and Task-oriented

This is how to recognize D-styles.

**Talks about:** Goals, oneself, hard values (\$, revenue, profits) results, change.

#### How to identify D-styles:

- Is decisive
- Is assertive
- Very impatient
- May interrupt you
- Is direct, says what thinks
- "What's the bottom line?"
- Focuses on the big picture
- States own opinions as facts
- "How does this benefit ME?"
- Often appears to be in a hurry
- Makes decisions quickly, almost hastily
- May talk to many people at the same time
- May have difficulty understanding others' viewpoints/feelings



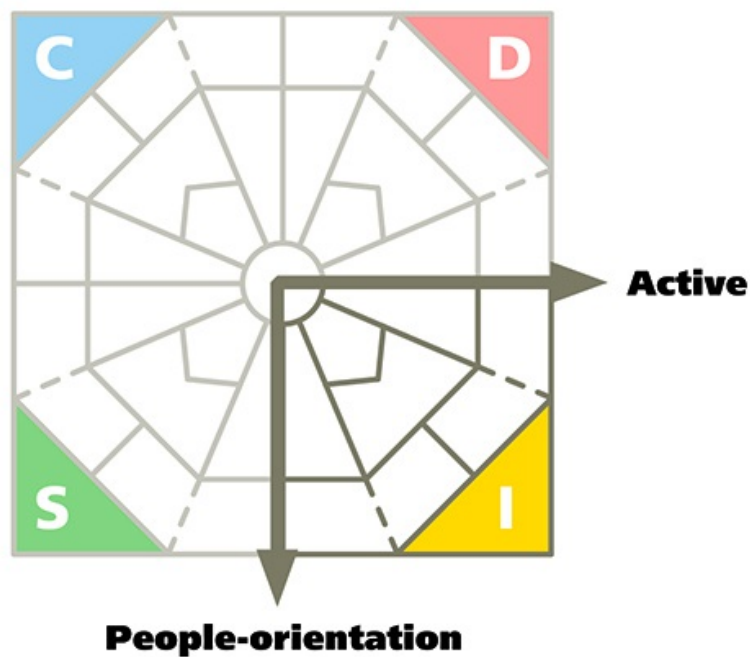
### I-style = Active and People-oriented

This is how to recognize I-styles.

**Talks about:** People, team-spirit, good things, future, oneself

#### How to identify I-styles:

- Talks a lot
- Is animated
- Is open and friendly
- Appears unorganized
- Does not listen for long
- Stays away from hard facts
- Does not pay close attention
- Jumps from subject to subject
- Does not focus much on details



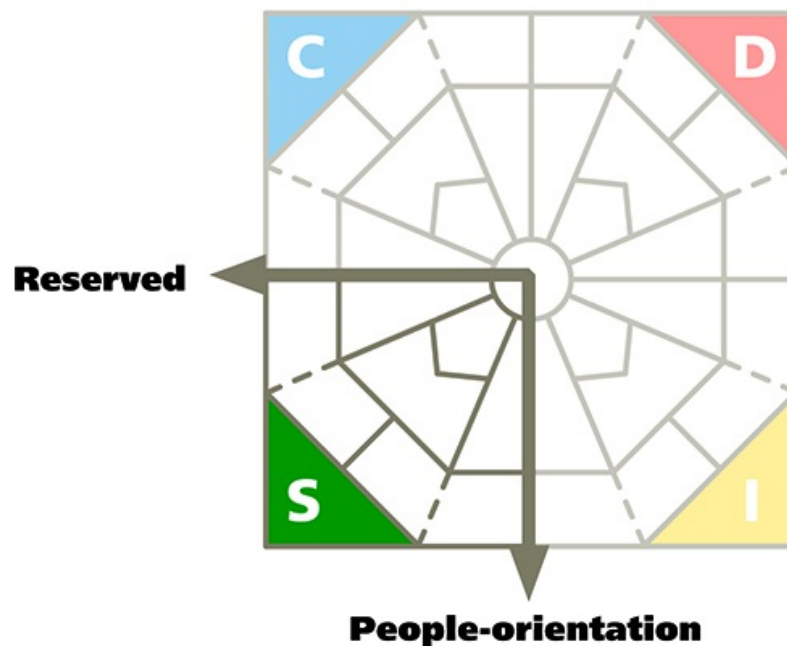
### S-style = Reserved and People-oriented

This is how to recognize S-styles.

**Talks about:** Agreements, principles, past, proofs, one's team

#### How to identify S-styles:

- Is easy-going
- Appears calm
- Listens carefully
- Appears thoughtful
- Nods and goes along
- "Let me think about it."
- Likes own physical space
- Does not get easily excited
- Ponders alternatives, slow in making decisions
- Asks questions and inquires about the specifics
- Seems have strong opinions but does not express them vocally
- Completely new ideas/things seem to make him/her uncomfortable



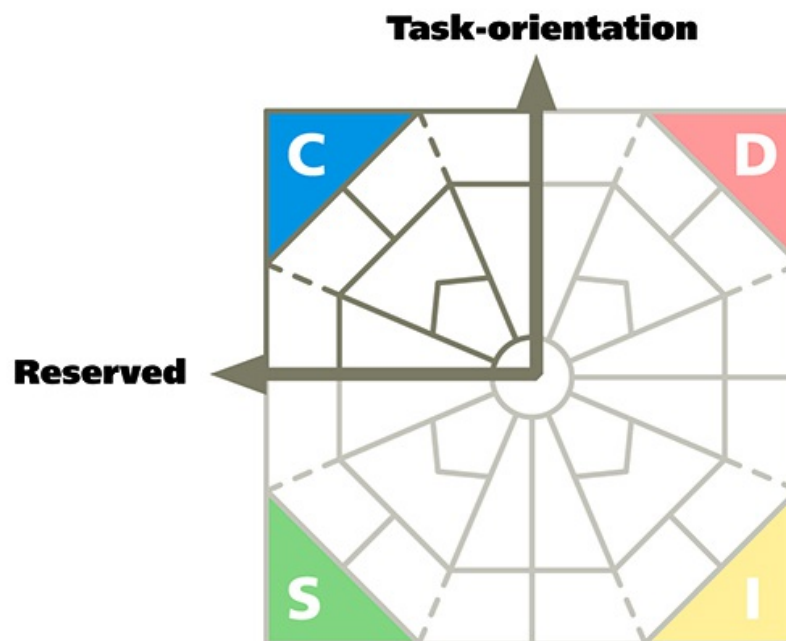
### C-style = Reserved and Task-oriented

This is how to recognize C-styles.

**Talks about:** Facts, analyses, details, rules, instructions

#### How to identify C-styles:

- Is quiet
- Focuses on details
- Proceeds cautiously
- Asks many questions
- Appears reserved and somewhat timid
- Doesn't easily express disagreeing views
- May have done homework on your products/services
- Studies specifications and other information carefully
- Makes decision only after studying pertinent facts/issues
- May be very critical; criticism based on facts, not opinions



## D-styles

*"I never worry about action, but only inaction."*

*- Winston Churchill*

The D-style is the most aggressive and assertive of the four styles. D-styles tend to be quite competitive and results-oriented. As a result, you may identify D-styles as being quite aggressive, blunt and even rude. Under pressure they can appear to have a lack of concern for others. They do not want to lose control. D-styles want to be in charge and have the power.

D-styles prefer to move fast, take risks and get things done now. They like change and challenges. D-styles may also often want to create change.

D-styles can also be impatient and overbearing. They are often not very good listeners and are prone to make snap decisions.

**Motto:** I did it my way.

**Focus:** Actively controls tasks and things.

**Under pressure - Lack of concern.** This refers to D-styles' tendency to overlook how their actions and behaviors affect others.

**Fear - Loss of control.** This refers to D-styles' desire to be in charge. They do not want to give up control.

**Favorite question:** What? (What is the bottom line? What is in it for me?)

### Communication Style:

- Often to only one direction – he/she talks and expects others to listen
- Expresses own opinions as facts that need no further discussion
- May be blunt and challenges others
- Interrupts others often



## Student Individual Assessment

**Suzanne Sample**

Organization:

Date:

**Widgets Inc.**

**08.21.2013**



### **Suzanne, when communicating with a D-style, remember to:**

- Offer them other topics of discussion but let them decide what to talk about
- Create a friendship that they can control
- Let them decide who talks
- Show that you are strong but you also respect their strength
- Maintain the same behavioral style with them all the time
- Let them believe that they control the meeting
- Let them control what they want to know

### **Suzanne, what not to do with D-style:**

- Never try to be better than they are
- Never offer them only one option - let them decide
- Do not decide for them what they like and want
- Do not have the last word
- Do not try to sweet talk them
- Do not forget to express you highly admire their achievements
- Do not try to beat them

### **Notes:**

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## I-Styles

*"Why fit in when you were born to stand out?"*

**- Dr. Seuss**

I-styles are outgoing, social, and talkative, and like to be the center of attention. They like to interact with others and meet new people. They do not like to focus on details, or spend a lot of time by themselves. Others tend to perceive I-styles as very friendly, enthusiastic and animated.

I-styles are the influencing and interactive individuals who shake up their environment by bringing others into alliance with one another. They know what they want, align everyone together to get it done, and want everyone to like them as they move forward. Social acceptance is very important for I-styles – they like to be liked.

I-styles are talkative, sociable, optimistic and lively. They are people-oriented, spontaneous, energetic and enthusiastic. I-styles tend to be positive and good at influencing others.

I-styles can also be inattentive to details, overly talkative and emotional. They may over-promise because they are so optimistic and eager to be popular. Others may perceive I-styles as somewhat careless, impulsive and lacking follow-up.

**Motto:** "I am a nice person. Everyone should like me."

**Focus:** Actively involved with people and emotions.

**Under pressure - Disorganized.** I-styles have a tendency to focus so much on people that they may overlook details and tasks.

**Fear - Social rejection.** I-styles have a strong desire to be liked by others.

**Favorite question:** Who? (Who is going to be at the meeting? Who else is using this?)

### Communication Style:

- Selling and inspiring
- Talks a lot, but not about details
- Avoids unpleasant subjects
- Good at providing positive, constructive feedback
- Not always direct

### Suzanne, when communicating with an I-style, remember to:

- Make sure that you are not pushy
- Try to get them to talk
- Let them tell the best story
- Show that you are also interested in the topic and are not just trying to sell
- Be prepared to listen a lot
- Double-check what the project's true needs are
- Talk briefly and clearly, offering them more opportunities to talk

### Suzanne, what not to do with an I-style:

- Do not interrupt them if they get excited
- Do not control the discussion
- Do not progress faster than they are willing to
- Do not force them - you must remain friends
- Do not get them enthusiastic about something they will postpone later
- Do not talk when they would like to talk
- Do not try to control the meetings with them

### Notes:

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## S-Styles

***“Nothing in this world can take the place of persistence. Talent will not; nothing is more common than unsuccessful people with talent. Genius will not; unrewarded genius is almost a proverb.”***

### **- Calvin Coolidge**

S-styles are steady, calm and laid back. While they do like interaction with other people, they are more reserved and less animated than I-styles. S-styles prefer things to remain the same because changes and surprises threaten their sense of security. Family and friends tend to be very important to S-styles. They often defend their own group or team almost emotionally; fairness and justice are very important to S-styles.

S-styles are reliable and stable with an emphasis on cooperating with whoever is in charge to carry out the tasks. They say: “Tell me what, when and how you want it done and I’ll be glad to do it.” If you do not give me enough details, I won’t get started because you might blame me if it gets done wrong.”

Since S-styles prefer stability and security, they tend to resist change and need support with it. They want to know how the change will affect their lives. S-styles are also prone to be hesitant in their actions and decision-making. This is primarily caused by their desire to consider others and for everyone to get along.

**Motto:** If it’s not broken, let’s not fix it.

**Focus:** Involved with familiar people.

**Under pressure - Too willing.** S-styles’ have a tendency to be accommodating and polite. Often they say “yes” too easily.

**Fear - Loss of stability.** S-styles have a desire to have a stable and secure environment. Change can be challenging for S-styles.

**Favorite Question:** How? (How are we going to do this? How does this impact us?)

### **Communication Style:**

- Often only to one direction, he/she listens
- Answers when asked
- Talks calmly
- Creates trust
- Talks about topics he/she masters
- Better in one-to-one situations
- Good instructor

## Student Individual Assessment

**Suzanne Sample**

Organization:

Date:

**Widgets Inc.**

**08.21.2013**



### **Suzanne, when communicating with an S-style, remember to:**

- Do not control or dominate the discussion
- Demonstrate that you are honestly trying to help them
- Progress step-by-step
- Do not pressure them into a decision or opinion
- Spend a lot of time building a relationship before starting to "sell"
- Do not patronize them - even if they let you to
- Use a modest tone of voice

### **Suzanne, what not to do with an S-style:**

- Do not hide any information from them
- Do not force them to take action too soon
- Do not put yourself above them
- Do not talk about them to other clients without their permission
- Do not forget to cover every issue
- Do not force them to talk before they are ready
- Do not forget what they have said

### **Notes:**

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## C-Styles

*"I have no special talent. I am only passionately curious."*

**- Albert Einstein**

C-styles are the most analytical of the four behavioral styles. C-styles can be very detail-oriented, focusing on facts, information and proofs. They are comfortable working alone and are the most reserved of the four styles. C-styles are logical and methodical in their approach.

C-styles are cautious and compliant to their own high standards. Their emphasis is to work with the existing circumstances to ensure the quality of the product or service. C-styles make sure that everything works the way it should.

C-styles are sometimes too critical of others. They expect everyone to follow their standards. Their attention to detail and correctness can be perceived as nit-picky by others. C-styles' desire to do things correctly can also slow down their decision-making. They can over-analyze issues and need a lot of information.

**Motto:** "If we do not have time to do it right, do we have time to do it over again?" As a result, C-styles are good in ensuring quality control.

**Focus:** Analyzes tasks and things.

**Under pressure - Overly critical.** C-styles have a tendency to be so focused on the details that they often find mistakes and errors. The other styles may find C-styles too critical.

**Fear - Criticism of work.** C-styles want to be correct and to produce high-quality work. They do not want to make mistakes.

**Favorite question:** Why? (Why does it work this way? Why should we do it?)

### Communication Style:

- Better in written communication
- Doesn't express disagreeing views
- Includes a lot of facts and details
- May miss the big picture
- Doesn't talk about opinions or abstract matters
- Extremely diplomatic



### Suzanne, when communicating with a C-style, remember to:

- Try to avoid exaggeration
- Do not force them to state their opinion
- Be careful not to force them into any type of action
- Set aside time proving the quality of your product/service
- Make promises, keep your promises, and commit them to counter-promises
- Be patient and let them go through everything carefully
- Be prepared to present all possible details but do not do it before they ask for them

### Suzanne, what not to do with a C-style:

- Do not forget to ask what they consider important
- Avoid making an offer that forces them to respond
- Do not tell them when they need to decide
- Be modest and be careful not to appear arrogant
- Do not forget to cover the available support and guarantees
- Do not lead or manipulate them into situations they could feel not safe and secure
- Do not suddenly ask them to make a decision

### Notes:

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### Personal Action Plan: Your Next Steps

Experience has shown that by creating a concise, simple and specific action plan is the best way to improve performance. To do so, create your "Top 3" lists to help you become more successful.

#### My Top 3 Start and Stop List:

Based on what you have learned, discovered and realized through this report, list three important items you will **START** doing:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

Based on what you have learned, discovered and realized through this report, list three important items you will **STOP** doing:

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

