

# ***Educator's Personality Profile***



## ***Teaching and Motivating Insights***

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### **Info User**

First name:

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# **For Your Review**

## Introduction of the 4 DISC Personality Types of Behavior

The terms "personality" and "temperament" are synonymous to most people. When we use these terms, we are referring to the predictable patterns of thoughts, feelings, and behaviors. There are many theories about personality types. The DISC Model is simple to understand, easy to remember, and practical to apply.

Understanding our active or passive roles (extroverts and introverts) helps us identify our specific temperament styles. By combining these two different categories of influences, along with our task and people-orientations, we end up with four specific types.

Everyone has a personality. There are four basic personality types that determine your personality and the way you do, react, and interact.

Our personalities are different. "That's just the way I am," but we should not let our personalities define us.

Each temperament has its own set of characteristics. The four personality types are defined by the DISC model of behavior styles.

By using the DISC model of behavior styles, we can begin to identify our individual profile. To simplify the four types of temperaments, we will use William Marston's DISC titles. The following are the four quadrants of the DISC model:

"D" - active / task-oriented

"I" - active / people-oriented

"S" - passive / people-oriented

"C" - passive / task-oriented

Once you burn these four quadrants in your mind you can begin to easily identify the different personality types. It will also help you become more effective in your work and home. Each personality has its strengths and weaknesses. Conflict or harmony in relationships and job performance are the result of how we use or abuse our personalities in response to life's situations.

Keep in mind that 85% of people tend to be composites of DISC; therefore, most people will be blends and combinations of the evident characteristics in the four personalities. There are numerous variations of this model. Speakers, writers, and trainers have added their own titles to make the model more simpler or personal, but this four vector explanation of basic human

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behavior has become very popular. The DISC personality profile (paper instrument) was originally designed by Dr. John Geier and has been validated by the Kaplan Report and Winchester Report. The DISC profile and Model of Human Behavior stands out as one of the most reliable and practical available today.

You have a predictable pattern of behavior because you have a specific personality. There are four basic personality types. These types, also known as temperaments, blend together to determine your unique personality. To help you understand why you often feel, think and act the way you do, review the "Interpretation" page after the Graph 1 and 2 personalized pages in this report. Study the "Pie of DISC Human Behavior" (four quadrant) graphic and page that summarizes the Four Temperament Model of Human Behavior, plus review this entire report for maximum learning.

## Interpretation

You have a predictable pattern of behavior because you have a specific personality. There are four basic personality types. These types, also known as temperaments, blend together to determine your unique personality. They help you understand why you often feel, think, and act the way you do. The following graph summarizes the Four Temperament Model of Human Behavior.



**Active/**

Dominant

**Active**

Inspiring

**Passive**

# For Your Review

Steady, Stable, Shy, Security-oriented, Servant, Submissive, Specialist

## Passive/Task-oriented "C"

Cautious, Competent, Calculating, Compliant, Careful, Contemplative.

## "D" Type Behavior

**Basic Motivation:** Challenge & Control

**Desires:** Freedom  
Opportunities for

Respond Best To  
Provides pressure

**Needs to Learn**  
Everyone has a  
Sensitivity to people

# For Your Review

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## "I" Type Behavior

**Basic Motivation:** Recognition & Approval

**Desires:** Prestige - Friendly relationships - Freedom from details - Opportunities to help others - Opportunities to motivate others - Chance to verbalize ideas

Respond Best To Leader Who: Is fair and is also a friend Provides social involvement - Provides recognition of abilities - Offers rewards for risk-taking

**Needs to Learn:** Time must be managed - Deadlines are important - Too much optimism can be dangerous - Being responsible is more important than being popular - Listening better will improve one's influence

## "S" Type Behavior

**Basic Motivation:** Stability & Support

**Desires:** Area of Specialization - Identification with a group Established work patterns - Security of situation - Consistent and familiar environment(s)

**Responds Best To Leader Who:** Is relaxed and friendly - Allows time to adjust to changes - Allows to work at own pace - Gives personal support

**Needs to Learn:** Change provides opportunity - Friendship isn't everything - Discipline is good - Boldness and taking risks is sometimes necessary

**"C" Type Bel**

**Basic Motivatio**

**Desires:** Clearly  
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**Needs to Learn**  
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## Behavioral Blends

These are the Behavioral Blends that are specific to you. Read through the report to see other personalized information. At the bottom of each page is a link to pages with general information.

This is expected of me: **INSPIRATIONAL SPECIALISTS (I/S)**

This is me: **INSPIRATIONAL COMPETENT (I/C)**

Preface: This section discusses how individuals often operate outside their comfort zones. It explores the challenges they face and the benefits they can gain from stepping out of their comfort zones.

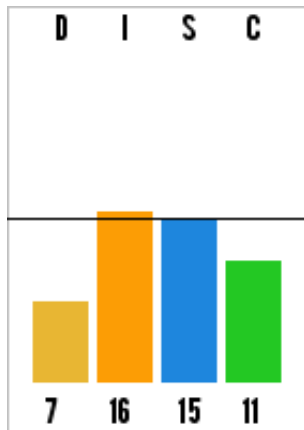
Review the following specific Graph 1

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### Your Personality Type on Graph 1: "This is expected of me!"



### Description

As an "I / S" or "S / I" type you think people expect you to be both inspiring and submissive. You tend to be more people-oriented than task-oriented. You feel others want you to be active and outgoing in crowds, but passive and reserved in small groups or with individuals. People expect you to be more relational and less task-oriented than others as opposed to being more task-oriented than relational. You tend to charge or spend time on details as much as you focus on the crowd's enthusiasm.

### How Others See You

Others seem to expect you to be just as comfortable with your shy side hinder your presentations. Once you get over your shyness, you tend to be just as comfortable with your shy side hinder your presentations. Others see you as a crowd-pleaser and loyal friend. Some people wish you would be more assertive and demanding, but also more cautious and analytical. You think others want you to be more task-oriented and less relational.

# For Your Review

### Your Feelings and Thinking

You tend to be very emotional. You feel people expect you to express your feelings publicly. You aren't known for your researching or analyzing. You think people expect you to influence others through your charisma, warmth and support. You often feel for others and show genuine concern openly and sometimes quietly. You don't tend to feel like controlling others or demanding action. You feel people's pain and can express it publicly and privately.

### Vision and Passion

You often have the motivation of helping others by encouraging them publicly or supporting them privately. Either way, your passion is to make people feel better about themselves and their situations. You are clearly motivated to influence others through your communication skills or your one-on-one support. Your passion tends to be more sensitive than most. You sometimes avoid demanding that people do certain things. You don't try to figure out why people have certain problems. You think people want you to just hold their hands and wipe their tears, as opposed to scolding them or giving them action plans.

## Leadership Style

Your leadership build bridges that are difficult. You think of yourself as a calculating type. You are more direct rather than their

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# For Your Review

## Follower Style

You are a great to resist pushy colleagues. You tend to think everything you want you to do is

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called upon to encourage others because of your speaking skills. You may doubt yourself at times, but people seem to enjoy your presentations. You need to be more assertive and confident. Research or prepare more rather than try to get by on your popularity and friendships.

## Responds Best To

You tend to respond best to those who are people-oriented. You seem to love the crowd and the individual both. You think people expect you to look good publicly, but blend in with the crowd as a humble servant. You don't feel like people want you to take charge or question the details. You respond best to those who enjoy your company and like your encouragement. You don't think people want you to challenge others or dig into details in order to gather facts.

## Conflict Management

You prefer healthy environments rather than antagonistic ones. You don't like to fight and go out of your way to avoid conflicts. You think people expect you to referee disagreements, because you tend to be kinder and more level headed. You resist pressure by being nicer than others, but you can get real upset when people threaten your security. You are very protective, especially of your family. You can become stubborn when your stability is questioned.

## Strengths and Uniquenesses



Your strength is in your people-skills. You think people want you to excel in front of crowds or with individuals. You tend to be capable of speaking or influencing large groups, as well as being a faithful servant in small groups. You feel people expect you to be more relational than organizational. Your uniqueness or what others may call your "weakness" tends to be your caring more about what people think and your serving others, than you do about being strong or right about things. People seem to be more important to you than anything else. This seems to be good, but can be a problem when there's a job to improve or complete .

## Overuses and Abuses

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# For Your Review

## Guard Against

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You think people don't expect you to be cautious or conscientious about everything you do. You sometimes avoid confronting others or checking into facts for accuracy. Guard your excellent social skills by not relying on them so much and work on improving your task and organizational skills.

## Relating Style

You think people expect you to relate with them as a superstar or as a lowly servant. You can be as comfortable in the spot light as you can be behind the scenes. You sometimes are affected by your natural shyness and back away from the public's eye, but when called upon you tend to outshine others. You relate well openly and privately. People like your enthusiasm and humble spirit. You tend to draw people to yourself because of your obvious charisma and tenderness.

## Conclusion

You feel people like you and want to be your friend because you know how to relate to them. You know how to impress a crowd and how to care for an individual. Most everyone seems to like you. Your only resistance comes from those who expect you to be more direct and demanding when things need to be changed. They want you to work harder and talk less. You also have those who are concerned about your lack of planning and preparation of the details. People want you to be more conscientious and competent. You sometimes think people are more important than rules or regulations. You tend to compromise form and function for fun and fellowship. You are the

ultimate social butterfly, but you may need to be more careful to what attracts you.

DISCLAIMER: These insights are broad descriptions of your specific personality type. They are NOT intended to be 100% accurate. This is simply a brief overview.

Having completed your Uniquely You Personality Questionnaire, be sure to view these descriptions from a Graph 1: "This is expected of me" perspective. If both graphs are the same, your understanding of them will be easier. If both graphs are different, keep the appropriate perspective in mind and interpret the descriptions accordingly.

People seem to be subjective, base guarded, masked specific personality descriptions.

This is simply how good impression environment, make

This is NOT a prediction of your behavior.

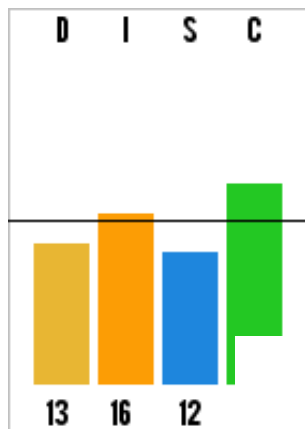
# For Your Review

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Preface: This section is designed to describe specific personality types from a private perspective - when individuals are either in their home environments or in settings among friends and relatives. People tend to have different motivations in public - at home or away from work than they have in public - at work or among casual friends or strangers.

Review the following insights with a specific person in mind, or find the type that describes your specific Graph 2 personality type.

## Your Personality Type on Graph 2: "This is me!"



### Description

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# For Your Review

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### How Others See You

People see you as a tremendous communicator with an impressive delivery and interesting information. Others sometimes wonder about your ego and self-centeredness because you seem to hold a lot of influence and knowledge. You can struggle with your attitude. On one hand, you communicate well and impress people, but on the other hand, you tend to be critical of yourself and doubt your abilities. You are aware of how well you can speak to a crowd, but sometimes you struggle with your humility versus your popularity. You also need not to be so pessimistic at times. Accept your accomplishments and keep looking more on the bright side of life. You are respected for your friendliness and research, but you should increase your assertiveness and aggressiveness, plus improve your listening skills and ability to serve others.

### Your Feelings and Thinking

You often feel good about yourself, but can also be a little hard and critical. Your mood seems to go up and down. One moment you can be very positive, and then you can be very negative at the next moment. You give mixed messages. Your attitude can be both good and bad. You can be higher than a kite, and then be lower than a snake. You can be extremely creative. You think and talk fast, but you seem to take forever while you contemplate a problem and attempt to find a wise conclusion.

## Vision and Passion

Your vision is to share your knowledge and ideas with those who share your interests. You also greatly enjoy convincing those who may not agree with you. You are committed to preparation and knowledge about your topic of discussion. You speak well spontaneously, but prefer to research and find golden nuggets of truth to impress your audiences. You prefer to speak to larger groups and use them to fulfill your passion to shine.

## Leadership Style

Your leadership style is more of a private one. You are not a public speaker. You are a private communicator. You are a private thinker. You are a private listener. You are a private observer. You are a private participant. You are a private contributor. You are a private leader. You are a private follower. You are a private team player. You are a private team member. You are a private team leader. You are a private team member.

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## Follower Style

You are a good listener. You are a good thinker. You are a good communicator. You are a good leader. You are a good follower. You are a good team player. You are a good team member. You are a good team leader. You are a good team member.

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right and wrong. In such times, you can be very opinionated and outspoken. You tend to rise to the top and be promoted to leadership positions. You should focus more on completing tasks than talking about them or obsessively seeking better ways of doing things.

## Responds Best To

You prefer free and open opportunities to share your ideas. You don't like to simply listen to others. You prefer to discuss situations and solutions, and to then test and improve procedures. You respond best when people let you share your ideas and then spend the time and expenses to solve the problems. You like open environments to show off your knowledge, but you also like to be left alone when you need to think and research.

## Conflict Management

You tend to deal with conflicts in mixed ways. You can be both positive and negative. You want everyone to be happy, but you also don't like to compromise your principles. You will clash with those who want to cut corners, but you can influence others over to your side. You are capable of negotiating well with your verbal skills and presentation of the facts. Sometimes, you are weak when making a final decision or caring about an individual. You tend to consider how the outcome is going to affect the group rather than how it will influence a single person. You often back off when things get hot, except when people don't have the facts correct. You can be very stubborn when people try to question your research or conclusions.

## Strengths and Uniquenesses

Your strengths are in your communication and compliance with the rules. You are an outspoken crusader for correctness. Your uniqueness, or what others may see as your weakness, is that you try too hard to convince others with your facts. You can be very loud and expressive. People sometimes think you are too emotional. Use your people skills to encourage others to see your side of the situation, and then back off from your determination to convince others with the facts. Be more patient with others. Present your points with more simplicity and clarity. Don't be pushy or sarcastic. Balance your facts with friendliness.

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## Guard Against

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to be the center of attention. Also guard against speaking over people's heads. Keep your words simple and easy to understand. Be more decisive and determined, regardless of what others may think. Don't let public opinion influence you. Be slow to speak and quick to hear. Also be more tender, loving, and kind on an individual basis. Cultivate close relationships and be more conscious of people's feelings.

## Relating Style

You relate well to those who look to you for competent feedback. People like to hear your thoughts and ideas. You are often a favorite speaker or teacher to larger groups. You can be a little overbearing towards others. You tend to out talk or over analyze others. You relate better to intellectual types. You seem to thrive on deeper endeavors and more open environments where you can express yourself freely. You don't relate as well to those who want clear and definitive decisions. You seem to be a little weak when it comes to making final decisions. Furthermore, you can be too absorbed in yourself and what you know. You have a lot of people gravitating toward you due to your charming personality, but you tend to have only a few people who you consider as close friends. In other words, you have many people who consider and call you their "best friends", but you only have one or two actual authentic friends.

## Conclusion

You are perhaps the best of the types when it comes to communicating. You seem to know your

subject matter and know how to make it interesting and impressive. You are both active and passive, and your task and people skills make you a popular teacher or presenter. Your shortcomings are evident in your lack of drive and determination to work hard on a project by yourself. You prefer being in front of a group, but you can work by yourself when preparing or studying to increase your knowledge. You are especially capable of convincing others with your outgoing and informative presentations. You tend to lack determination, as well as softness and sweetness. You seem to not be dominating or demanding, plus you don't tend to be submissive or satisfied with the status quo. You are a tremendous blend of a couple of different types, and this makes you popular and convincing.

DISCLAIMER: This information is not intended to be used as a definitive example of your behavior. They are NOT intended to

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# For Your Review

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This is simply how you tend to behave when your true feelings are evident or come out under stress. Your interpretation of this information should take into account your environment, maturity, spirituality, and experiences.

This is NOT a psychological evaluation and is not intended to be used as a definitive example of your behavior.

## When Both Graphs 1 & 2 Are Generally Different

Your Uniquely You Personality Profile contains basic insights on how you tend to think, feel, and act from a DISC temperament type perspective. If your graphs are generally different, you are simply revealing something contrasting about your behavior. You may be saying that you think people want you to behave one way in public, but you sometimes feel you should respond in a different way in private. In other words, if you have a specific high type in Graph 1 and the same type low in Graph 2, you believe that people expect you to be one way in public, but not that way in private.

You may also be revealing that you feel that people expect you to behave one way among fellow employees and associates at work or publicly outside your more personal and familiar

environments (Graph 1), than you tend to behave either at home under pressure among your closest friends and relatives or in more familiar environments (Graph 2). Keep in mind that Graph 1 is the behavior "expected of you" when you have your guard up and mask on (usually your place of employment or in casual environments). Graph 2 is "the real you" when you let your hair down, drop your guard, or take your mask off (usually at home or among those you know best in more familiar environments).

When both graphs are different, you are either struggling with your motivations and feelings or you are aware of your two graphs and capable of controlling them. If you are not even aware

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# For Your Review

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## Your **HIGH "S"** on Graph 1 and **LOW "S"** on Graph 2

You have a High "S" in Graph 1 and a Low "S" in Graph 2. This usually means you think people expect you to be submissive and sweet, but you really don't tend to be so soft and nice. You feel that people want you to be more sensitive than you often are publicly. You can be a great friend outwardly, but under pressure and among your closest friends or relatives, you are not really very patient or reserved.

Your level of passivity is indicated by how high or low your "S" is on Graphs 1 or 2. In other words, if your "S" is closer to the bottom of your graph, you will be less kind than if your "S" is closer to or higher than the middle. The lower your "S," the more you tend to be shy. The

You think people are very stable. You come into your close friends. He

This can be very different from others than you. However, you do

You are expected to be more caring among those closest to you, but you are not driven to be as loving privately. You tend to be more insecure privately, while you are very secure in yourself away from your familiar environments. You portray a desire to help others, but when under pressure and among close friends or relatives, you seem to be uncaring.

You strongly desire to help others openly, but under stress you can be less responsive to those you love the most. You seem to have a double standard when it comes to serving and helping others. You need to be just as caring at home and among your closest friends as you are among strangers. You also may need to be careful that you don't give false impressions of being more sensitive to those who are not as close to you.

Be as much of a humble servant at home as you are at work. Be as caring publicly as you are privately. Care for your loved ones and close friends as you would total strangers. Balance your love between those closest to you and casual friends.

In summary, your high "S" in Graph 1 and low "S" in Graph 2 means you are expected to be more passive and reserved at work or in unfamiliar environments than you tend to be at home or in familiar environments.

## Your **LOW "C"** on Graph 1 and **HIGH "C"** on Graph 2

When you have a Low "C" on Graph 1 and a High "C" on Graph 2, this usually indicates that you

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think people expect you to be more cautious and careful under pressure, especially among friends and relatives. You feel that people don't want you to be as committed to perfection publicly as you feel you should be privately. You usually don't clarify the details unless you are under pressure and in familiar environments. You often strive to be competent and compliant especially under stress when you are among friends and relatives. However, you tend to not research for answers when you are at work or in casual environments.

The degree to which you are passive depends on how high or low your "C" is on Graphs 1 or 2. In other words, if your "C" is closer to the bottom of your graph, you will be less cautious than when your "C" is closer to or higher than the midline. If your "C" is just below the midline, you will be a little less conscientious. If your "C" is just above the midline, you will be a little more cautious.

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You think people don't want you to be moody or opinionated. When you take your mask off under pressure and among those closest to you, stress often causes you to be hard on yourself and others. You sometimes think people expect you to be free from worries. Meanwhile, you often deal with a lot of confusing issues in life more carefree publicly and more precise privately. You tend to worry more alone or in small groups than you fret openly in large groups. People often don't realize that you can be very task-oriented and critical among those closest to you.

In summary, you tend to be less cautious and calculating publicly, but more careful and critical thinking privately.

## For Your Review

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## Case Study or Example of an Immature or Out-Of-Control “S/I” Type

I’m focusing on “I/S” or “S/I” types who potentially seem to have the best personalities because of their great people skills. If they become immature and out of control, they tend to be very irresponsible and disorganized. They impress people with their verbal advantage, but they also disappoint others with lack of completing their tasks.

These types can sell snowballs to snowmen. They can sell snowballs in hell, but when imbalanced they spend too much time talking or listening and not enough time working. They can be very popular with lots of friends, but once people spend a lot of time with them, it becomes obvious that the

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Their motivation is often being more popular rather than improving things. They may not be lazy, but sometimes it seems they work harder at avoiding sweat than tackling a backbreaker. Their specialty is talking or “conning” others into doing the work with or for them. These types tend to be manipulators when immature or out-of-control.

They can be very emotional. They laugh loud and cry louder. You never have to doubt what they are feeling. They can also be very sensitive and seem to be willing to die for you. Sometimes they become relational martyrs and sacrifice themselves on the altar of pleasing others while neglecting their work.

These types aim to please through their social skills as opposed to their task skills. They can serve others more than anyone, but it is often because they feel sorry for someone, rather than wanting to fix a problem. They have a heart of gold, but sometimes people steal their joy by emotionally or physically abusing them.

They can become “suckers” when stronger types take advantage of their desire to please. They can be intimidated into doing things they don’t want to do. Sometimes these types will take so much abuse or manipulation that they explode or strongly resist.

They can become bullheaded and obstinate when they reach their emotional limits. These types can be the best or most challenging relational types depending on their threshold. They have a large emotional bank account to withdraw inspiring and submissive behavior, but when they run

out of energy or are damaged, they can turn into trouble.

An immature or out-of-controlled “I/S’ or “S/I” type often ruins the best thing going for them; their people-oriented personality.

## Case Study or Example of an Mature or In-Control “S/I” Type

Here’s an example of a wise and experienced lady who has graduated from the “School of Hard Knocks.” She has a Ph.D. from the University of Life. Her “I/S” or “S/I” personality has been tried, torn, and put back together into a beautiful masterpiece.

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everyone else’s interests while there was other work to be done. She learned to balance her social life with her professional and home responsibilities of completing the tasks that really needed to be done.

This “lucky” lady learned one of the most important lessons in life. Humanly speaking, she became master of her own fate. Rather than letting her personality control her, she learned how to control her personality.

It didn’t happen overnight. She gradually realized that the best thing about her (people skills) were also the worst things. Her strengths had become weaknesses because she overused them and neglected her uniquenesses or weaknesses.

Once she began to focus on improving her task and organizational skills, her life became more productive and powerful. She learned how to be more assertive and aggressive. People didn’t intimidate her as much. She became more controlling and demanding in a good way.

She also learned to be more conscientious and calculating. Instead of believing everything people told her, she would investigate and evaluate the facts. She became known as a competent and careful professional, even though she enjoyed being more of a personal friend.

Her family especially noticed the changes. She was more detailed oriented and task conscious. Everything wasn’t always fun and games. There were times for play and times to work.

Her life took on new meaning. She became more driven, rather than always being drained by people. She once burned out trying to please and impress everyone. Now she knows her limitations. She strives to be all things to all people.

She knows how to take charge and be more forceful, while still being influencing and impressing. She learned how to be more selective, while caring for the little things and people who depend on her help.

She is her husband's best asset and her family's most valued member. At work, she has become most respected and envied by all.

## Case Study

" Type

Imagine an "I/C" presenter and provide information:

His problem now try new things. He and is admired for

He seems to get tired of his "know-it-all" attitude. He often interrupts conversations and seems to always have a better idea or more accurate information.

He can be very positive, then turn right around and be extremely negative. He seems to be up one minute and down the next. People never know what mood they are going to catch him in. He tends to be very unpredictable.

This "I/C" or C/I" type is consistently inconsistent. He seems to be on then off, talkative then contemplative, outgoing then reserved and friendly then rude. His immaturity and out of control behavior is ruining his relationships and effectiveness.

He desperately needs to be more determined to control his tongue and attitudes. He should focus on being more productive and kind. He needs to learn more humility and teamwork. He tends to work well with people, but often manipulates them into doing what he wants.

His ability to influence and impress people has been polluted by his achievements and pride. He knows that he often stands out in a crowd and that people admire his knowledge. That is his biggest pitfall.

He needs to control himself and seek to make others look better. He also lacks drive and determination when it comes to completing tasks. He can get easily distracted and frustrated changing from one impulse to another.

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He often suffers from the paralysis of analysis and takes much too long to complete his projects. He sometimes sets them aside or postpones his work so he can talk to someone or have more fun. He needs to be more decisive and determined.

He also lacks sensitivity and compassion. He doesn't show much empathy for others. His critical spirit and fault finding attitude often offends others. He doesn't seem to be very caring or kind.

This "I/C" Or "C/I" should recognize how much more effective he would be with a little more softness and sweetness. He may put on a good show in front of the crowd, but individually, people see right through him.

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## Case Study

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# For Your Review

She seems to outshine everyone through her verbal and memory ways. She is a super communicator. She is articulate and knowledgeable of so many things. What she doesn't know, she researches and investigates until she feels confident sharing her knowledge.

Though not very forward or demanding, she has learned to take charge and be more assertive. She also has a soft spot and often demonstrates a servant's heart. She seems more comfortable in a crowd, but is just as motivated to seclude herself in study and research.

She can be humorous and serious. Sometimes she lets her hair down and acts like a clown. She can be a drama queen and entertain the multitudes. People are amazed by her way with words and storytelling. She makes illustrations come alive.

She also seems to be very deep and sometimes absorbed in her thoughts. She is highly recognized for her enthusiastic personality, but is also respected for her competent and thorough thought processes. She can talk without thinking, but seems to say the right things as though she has been thinking about them forever.

Even her dominating and demanding ways seem tempered with patience. She has learned not to be controlled by stronger types, but to use her communication skills to defuse anger or aggression. She is a great negotiator. She seems to know exactly what to say and when to say it.

Her sweet and soft side is also evident when faced with the need to show mercy and grace.

Though often hard on others for their wrongdoing, she can back off and be kind and caring. She seems to have the right balance that makes her a very desirable team member and leader.

She doesn't see perfectionist like matured and is

It is rare to find "C/I" she seems butterfly. Perhaps influence of a k

# For Your Review

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## Graph 1: "This is expected of me"

"This is expected of me" is your response to how you think people expect you to behave. It's your normal guarded and masked behavior.

Description: As an "I / S" or "S / I" type you think people expect you to be both inspiring and submissive. You tend to be more people-oriented than task-oriented. You feel others want you to be active and outgoing in crowds, but passive and reserved in small groups or with individuals. People expect you to be more relational than functional or project-oriented. You seem to enjoy talking to others as opposed to being by yourself and completing tasks. You don't feel people want you to take charge or spend most of your time researching how to improve things. You don't seem to focus on the details as much as you do on how others feel. You think people expect you to improve a crowd's enthusiasm or an individual's joy through your encouragement and warmth.

### I/S - INSPIRATIONAL SPECIALISTS

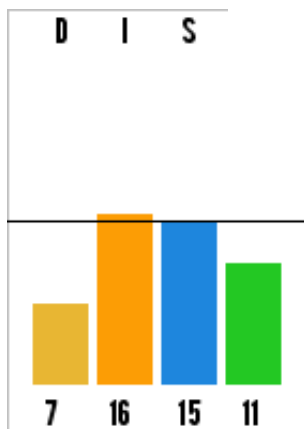
#### Discovering your behavioral blends

"I/S's" are influential and stable. They love people and people love them. They like to please and serve others. They do not like time control or difficult tasks. They want to look good and encourage others. They should be motivated by interests behind the scenes. They are front or

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# For Your Review

#### Controlling y



- Work hard.
- Don't just talk about what you want.
- Be industrious.

## Graph 2: "This is me"

"This is me" is your response to how you feel and think under pressure - how you really feel and think inside. It's your normal unguarded and unmasked behavior.

Description: As a high "I / C" or "C / I" personality type, you are active and passive, as well as people- and task-oriented. As an "I" type, you are active and outgoing. You tend to be very inspiring, influencing, and impressing. You are also as passive and task-oriented as a "C" type. You are often cautious, calculating, and careful. You make one of the best presenters and public speakers because you can be very interesting, entertaining, and energetic, while being intellectually deep and enlightening about your subject. You study and prepare, and then communicate and deliver better than most other presenters and teachers. You tend to be a favorite of most audiences.

### I/C - INSPIRATIONAL COMPETENT

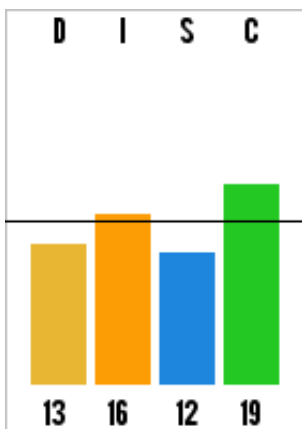
#### Discovering your

"I/C" Types are ins to look good. They can be too persua. They need to be r others think. They try new things and things through.

# For Your Review

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#### Controlling yo



- Don't think too highly of yourself.
- Be a good example.
- Care more about insignificant people.
- Be bold and confident.
- Guard what you say.
- Don't flatter yourself.



## Your DISC Insights

### test tends to be more:

Kind / Nice / Caring  
Gentle / Soft / Humble  
Bold / Daring  
Conservative / Inflexible  
Obedient / Submissive  
Promoting / Encouraging  
Considerate / Thoughtful  
Contented / Satisfied  
Smoo  
Comp  
Conte  
Joyful  
Talkat  
Perce  
Persu  
Social  
Powe  
Syste  
Drivin  
Sharp  
Devoted / Dedicated  
Outspoken / Opinionated  
Organized / Orderly  
Faithful / Consistent

### test tends to be less:

Proper / Formal  
Playful / Fun-loving  
Delightful / Pleasant  
Convinced / Cocky  
Decisive / Sure / Certain  
Pleasing / Good-natured  
Hyper / Energetic  
Compliant / Goes by book

# For Your Review

Happy / Playful  
Hospitable / Enjoys company  
Zealous / Eager  
Helpful / Assisting

### test's "D" Tendencies seem to be:

Powerful, Unconquerable, Driving, Determined, Outspoken, Opinionated

### test's "I" Tendencies seem to be:

Promoting, Encouraging, Talkative, Verbal, Persuading, Convincing, Sociable, Interactive, Sharp, Appealing

### test's "S" Tendencies seem to be:

Kind, Nice, Caring, Gentle, Soft, Humble, Obedient, Submissive, Considerate, Thoughtful, Contented, Satisfied

### test's "C" Tendencies seem to be:

Conservative, Inflexible, Contemplative, Thinker, Organized, Orderly

### test's "D" Tendencies are not very:

Convinced, Cocky, Decisive, Sure, Certain, Winner, Competitive, Controlling, Taking charge,

Direct, To the point, Zealous, Eager

**test's "I" Tendencies are not very:**

Playful, Fun-loving

**test's "S" Tendencies:**

Pleasing, Good-natured

Patient, Hospitable

**test's "C" Tendencies:**

Proper, Formal, Conservative

# For Your Review

Want,

# Educator's Personality Profile

## Appendix

Page A-1 — Table of Contents & Introduction

### INTERPRETATION

Page A-2 — Interpretation of Four Temperaments

Page A-3 — Discovering Behavioral Blends

### AVOIDING AND RESOLVING CONFLICTS

Page A-5 — Challenging Differences

Page A-6 — How To Handle Conflicts

Page A-7 — Intensity Insights

Page A-9 — Resolution Management Promise

Page A-10 — Team F

### LEADERSHIP

Page A-13 — Leadership Styles

Page A-14 — Are you a Transactional or Transformational Leader?

### TEACHING

Page A-15 — Practical Application / Stress Management

Page A-16 — Classroom Climate

Page A-17 — Student / Teacher Conflicts

Page A-18 — Disciplining / Motivating Students

Page A-19 — Classroom Intensity Insights

## For Your Review

Welcome to an exciting journey with a unique personality. *You* is exciting and vital for success in life. Understanding Human Behavior Science from a practical perspective can also improve your effectiveness.

You are endowed with a unique "way" of feeling, thinking, and acting — your personality type. No one has a bad personality. It's what you do with your personalities that really matters. By understanding the way you are *bent*, you can discover why you and others do what they do.

to their personalities. You can benefit greatly when reducing conflicts caused by personality clashes.

Most problems at home or work are the results of misunderstandings — "people problems." By predicting behavior, you can avoid and resolve most conflicts. Recognizing individual motivations can be obviously enlightening.


This profile has several specific sections focusing on motivations, relationships, methods, and teaching.

For maximum insights, be sure to study the entire report.

*Uniquely You Educator's Personality Profile* (Standard)

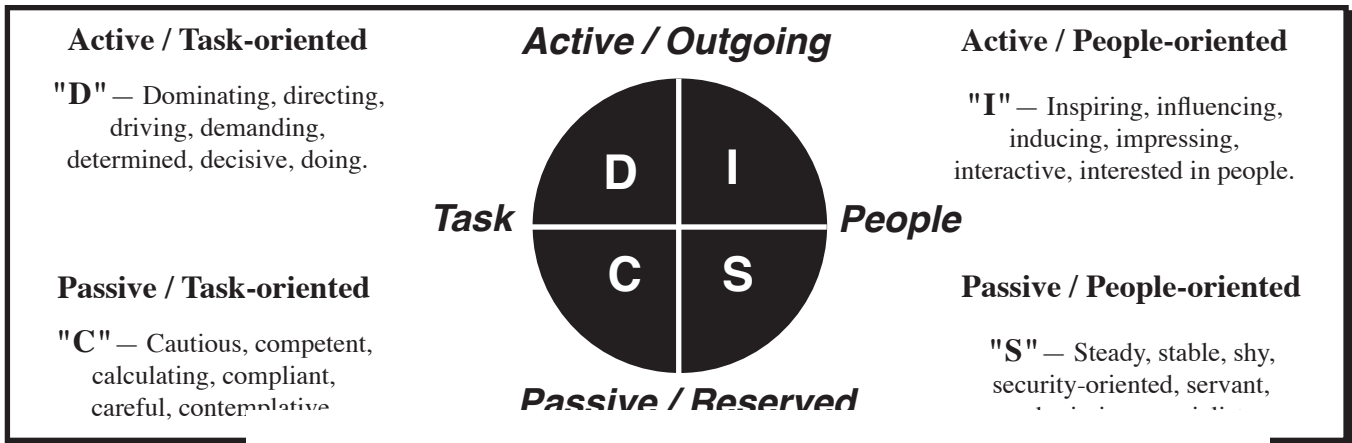
Copyright © 1996 by Mels Carbonell, Ph.D. All rights reserved. No portion of this guide may be reproduced in any form, except for brief quotations in reviews, without written permission from the publisher.

# Interpretation . . .

Be sure to first complete the . Follow the instructions at the top of the page. Once you profile your two graphs, then study this page to learn more.

You have a predictable pattern of behavior because you have a specific personality. There are four basic personality types. These types, also known as temperaments, blend together to determine your

unique personality. To help you understand why you often feel, think and act the way you do, the following graphic summarizes the Four Temperament Model of Human Behavior.



## "D" BEHAVIOR

*(Active / Task-oriented)*

**Descriptions:** *Dominating, Driving, Demanding, Determined, Decisive, Doing.*

**Basic Motivation:** Control

**Desires:** • Freedom from  
• Difficult Assignments  
• Choices, rather than ultimatums

**Responds Best To Leader Who:**

• Sticks to task • Gets to the point  
• Demands personal accountability for personal accomplishments

**Needs To Learn:** • You need people • Relaxation is not a crime  
• Some controls are needed • Everyone has a boss • Self-control is most important • To focus on finishing well is important  
• Sensitivity to people's feelings is wise.

## "C" BEHAVIOR

*(Passive / Task-oriented) Known as "Melancholy"*

**Descriptions:** *Competent, Compliant, Cautious, Calculating*

**Basic Motivation:** Quality and Correctness

**Desires:** • Clearly defined tasks • Details • Limited risks  
• Assignments that require precision and planning • Time to think

**Responds Best To Leader Who:** • Provides reassurance  
• Spells out detailed operating procedures • Provides resources to do task correctly • Listens to suggestions

**Needs To Learn:** • Total support is not always possible  
• Thorough explanation is not everything • Deadlines must be met  
• More optimism will lead to greater success.

# For Your Review

**Needs To Learn:** • Time must be managed • Deadlines are important • Too much optimism can be dangerous • Being responsible is more important than being popular • Listening better will improve one's influence.

## "S" BEHAVIOR

*(Passive / People-oriented) Known as "Phlegmatic"*

**Descriptions:** *Submissive, Steady, Stable, Security-oriented*

**Basic Motivation:** Stability and Support

**Desires:** • An area of specialization • Identification with a group  
• Established work patterns • Security of situation • Consistent familiar environment

**Responds Best To Leader Who:** • Is relaxed and friendly  
• Allows time to adjust to changes • Allows to work at own pace  
• Gives personal support

**Needs To Learn:** • Change provides opportunity • Friendship isn't everything • Discipline is good • Boldness and Taking risks are sometimes necessary.

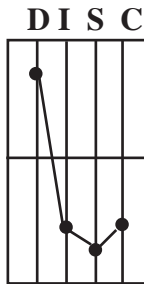
# DISCOVERING YOUR BEHAVIORAL BLEND

There are four basic personality types known as **D, I, S,** and **C** behavior. Everyone is a blend or combination of these four temperaments. No type is better than the other. No one has a bad personality. The most important factor is what you do with your personality. Don't let your personality control you; instead learn how to control your personality.

To help you discover more about your specific behavioral style, there are 21 **Behavioral Blends**. One or two **Behavioral Blends** will best describe you. Few people are pure **D, I, S,** or **C** types. Most everyone is a combination of the four types. Remember, it doesn't matter what personality you have, as much as what you do with it. (Continue instructions next page.)

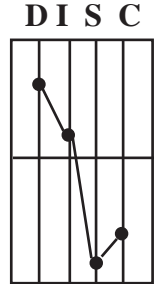
## D: DETERMINED DOERS

"D"s are dominant and demanding. They win at all costs. They do not care as much about what people think as they care about getting the job done. Their insensitivity to feelings makes them too strong. They are great at developing things, but they need to improve their ability to do things correctly. Their strong will should be disciplined to prepare and think more accurately about what they are doing. They are motivated by serious challenges to accomplish tasks.



## D/I: DRIVING INFLUENCERS

"D/I"s are bottom line people. They are much like Dynamic Influencers. They are a little more determined and less inspirational, but they are strong doers and able to induce others to follow. They need to be more cautious and careful, as well as more steady and stable. They get involved in a lot of projects at the same time. They need to focus on one thing at a time and slow down. They are motivated by opportunities to accomplish great tasks through a lot of people.

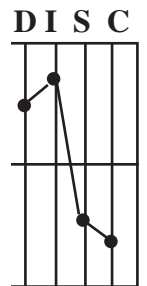


## I: INSPIRATIONAL INFLUENCERS

"I"s are impressive people. They are creative and excited individuals. They are open to them. They can have lots of ideas. They often overdo their need for attention and emotional. They need to be more patient with others and willing to listen. They are not unless it makes them look good. They have a need to control their feelings. They are socially outgoing. They often outshine others by recognition.

D I S C

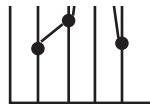
## I/D: INSPIRATIONAL DOERS



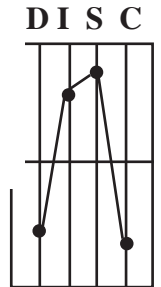
# For Your Review

## S: STEADY SPECIALISTS

"S"s are stable and shy types. They resist changes. They enjoy pleasing others. They consistently do the same job. Social settings and surroundings are important to them. They are best friends because they are loyal. They need to be stronger and learn how to say no to a friend who wants them to do wrong. Talking in front of large crowds is difficult for them. They are motivated by sweet and sincere opportunities to help others.

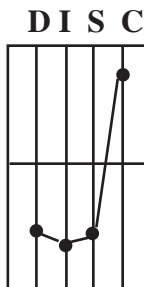


"S"s should pay more attention to instructions. They would be more influential if they were more aggressive and careful. They are kind and considerate. Motivated by opportunities to share and shine, they induce others to follow.



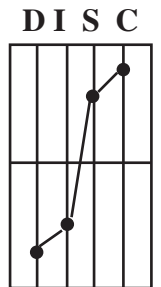
## C: CAUTIOUS COMPETENT TYPES

"C"s are logical and analytical. Their predominant drive is careful, calculating, compliant and correct behavior. When frustrated, they can overdo it or be the exact opposite. They need answers and opportunities to reach their potential. They tend not to care about the feelings of others. They can be critical and picky. They prefer quality and reject phoniness in others. They are motivated by explanations and projects that stimulate their thinking.



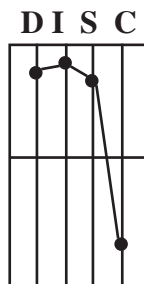
## C/S: COMPETENT SPECIALISTS

"C/S"s tend to always be right. They like to do one thing at a time and do it right the first time. Their steady and stable approach to things makes them sensitive. They tend to be reserved and cautious. They are consistent and careful, but seldom take risks or try new things. They do not like speaking to large crowds, but will work hard behind the scenes to help groups stay on track. They are motivated by opportunities to serve others and to do things correctly.



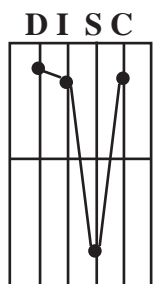
## I/D/S: INSPIRING DRIVING SUBMISSIVE

"I/D/S"s are impressing, demanding and stabilizing at the same time. They are not as cautious and calculating as those with more "C" tendencies. They are more active than passive. But they also have sensitivity and steadiness. They may seem to be more people-oriented, but can be dominant and decisive in their task-orientation. They need to be more contemplative and conservative. Details don't seem as important as taking charge and working with people.



## D/I/C: DOMINANT INSPIRING CAUTIOUS

"D/I/C"s are demanding, impressing and competent. They tend to be more task-oriented, but can be people-oriented before crowds. They need to increase their sensitivity and softness. They don't mind change. Active and outgoing, they are also compliant and cautious. They like to do things correctly, while driving and influencing others to follow. Their verbal skills combine with their determination and competence to achieve. Security is not as important as accomplishment and looking good.



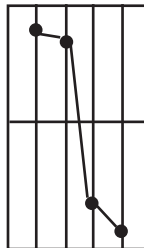
Observe the 21 **Behavioral Blends** on these two pages. Choose the one or two profiles that are most like your graphs. Read the brief paragraph descriptions of the ones that are most like you. You will probably be a combination of two specific profiles. You can also have some characteristics of other types, but will normally fit into one or two **Behavioral Blends**.

Every personality has strengths and weaknesses (uniquenesses). One person's weakness may be another person's strength. That's why "uniqueness" may be a better word than "weakness." In order to be more successful and improve your relationships, you must learn how to control your strengths and avoid your "uniquenesses." Always remember that under pressure you lean toward your strengths. The over-use of a strength becomes an abuse, and the best thing about you becomes the worst. The characteristic that people once liked most about you can become what they later despise.

**D/I: DYNAMIC INFLUENCERS**

"D/I"s are impressive, demanding types. They get excited about accomplishing tasks and looking good. Determined and driven, they influence large crowds best. They can be too strong and concerned about what others think. They have good communication skills and are interested in people. They need to be more sensitive and patient with the feelings of others. Learning to slow down and think through projects are crucial for them. They are motivated by opportunities to control and impress.

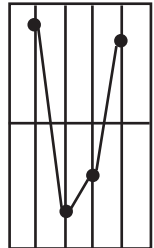
**D I S C**



**D/C: DRIVING COMPETENT TYPES**

"D/C" Types are determined students or defiant critics. They want to be in charge, while collecting information to accomplish tasks. They care more about getting a job done and doing it right than what others think or feel. They drive themselves and others. They are dominant and caustic. Improving their people skills is important. They need to be more sensitive and understanding. They are motivated by choices and challenges to do well.

**D I S C**



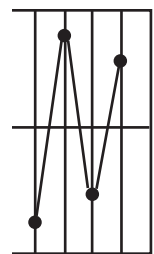
**I/S: INSPIRATIONAL SPECIALISTS**

"I/S"s are influential and stable people love them. They like to do what they do not like to do. They do not like time control; they want to look good and encourage organizational skills. They follow what they are told. They should be what to do, than with whom to do by interactive and sincere opportunities. Regardless of being up front or influence and support others. colleagues, and obedient work

**D I S C**

**I/C: INSPIRATIONAL COMPETENT**

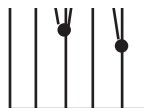
**D I S C**



# For Your Review

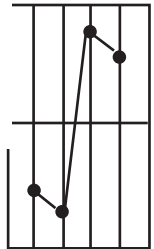
**S/D: STEADY DOERS**

S/D"s get the job done. They are determined to accomplish what they relate best to small groups in front of large crowds, but will enjoy secure relationships, but can be soft and hard at the same time by sincere challenges that allow them to systematically do great things. They prefer sure things, rather than shallow recognition. They make good colleagues, while driving to succeed.



and caustic. They are loyal friends, but can be too fault-finding. They need to improve their enthusiasm and optimism. They are motivated by kind and conscientious opportunities to slowly and correctly do things.

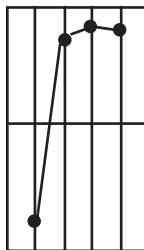
**D I S C**



**C/I/S: COMPETENT INFLUENCING SPECIALISTS**

"C/I/S"s like to do things right, impress others and stabilize situations. They are not aggressive or pushy people. They enjoy large and small crowds. They are good with people and prefer quality. They are sensitive to what others think about them and their work. They need to be more determined and dominant. They can do things well, but are poor at quick decision-making. They are capable of doing great things through people, but need to be more self-motivated and assertive. They are stimulated by sincere, enthusiastic approval and logical explanations.

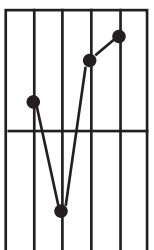
**D I S C**



**C/S/D: COMPETENT STEADY DOERS**

"C/S/D"s are a combination of cautious, stable and determined types. They are more task-oriented, but care about people on an individual basis. They don't like to speak in front of crowds. They prefer to get the job done and do it right through small groups, as opposed to large groups. They tend to be more serious. Often misunderstood by others as being insensitive, "C/S/D" types really care for people. They just don't show it openly. They need to be more positive and enthusiastic. Natural achievers, they need to be more friendly and less critical.

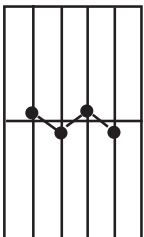
**D I S C**



**STRAIGHT MID-LINE**

A Straight Mid-Line Blend occurs when all four plotting points are close together in the middle of the graph. This may indicate that the person is trying to please everyone. Striving to be "all things to all men" may indicate mature response to pressure. Or it may confirm frustration over the intensity differences under pressure. The person may be saying, "I really don't know what my D, I, S, or C behavior should be or really is." The person may want to do another profile after a while to see if there is any change.

**D I S C**



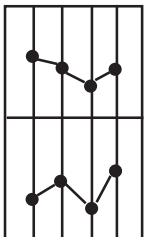
**ABOVE MID-LINE • BELOW MID-LINE**

Some patterns indicate unique struggles an individual may be having.

An Above Mid-Line Blend occurs when all four plotting points are above the mid-line. This may indicate a strong desire to overachieve.

A Below Mid-Line Blend occurs when all four plotting points are below the mid-line. This may indicate that the person is not really sure how to respond to challenges.

**D I S C**



# Challenging Differences

## ASSIGNMENT —

- Think about how people relate to each other. Compare personalities together to complete and complement them.
- Think about the obvious differences between you and another person (student, parent, administrator, or teacher).
- Think about how opposites tend to attract and attack.
- Begin thinking about the so-called "weaknesses" of others as "uniquenesses."
- *Focus on the changes you need to make!*

Opposites seem to attract each other. Somehow we are attracted to people who have strengths that are our weaknesses. "C"s tend to enjoy an exciting, positive, upbeat type person, like an "I". "C"s will wish they were more like him or her, while the "I" is impressed with the "C"'s logical thinking and organized behavior.

"D"s are often attracted to "C"s because of their cautious and celebratory demeanor, while "C"s are attracted to "D"s because of their dreaming behavior. "I"s are attracted to "S"s because of their soft demeanor; while "S"s are attracted to "I"s because of their logical thinking and organized behavior.

What happens when these differences can drive us apart. The differences can clash or mesh depending on the situation.

While opposites often attract, blends or composites of these types or "C"s. Most people are attracted to those that break or make us

## EXAMPLES -

There are "D/I" behavior types, who are active in their tasks and people skills. There are "S/C" types, who are passive, while both people and task oriented. "D/C"s are pure task-oriented, while being active and passive. "I/S"s on the other hand, are basically people-oriented while active and passive.

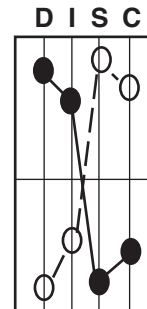
The "I/C" is both active and passive while people and task-oriented at the same time. The same goes for the "D/S." But while the "I/C" loves to inspire and correct, the "D/S" enjoys dominating and serving others. The "D/S" type may sound like a contradiction in terms, but this unique and often confusing behavior is normal.

The most obvious conflicts occur when a pure "D/C" task-oriented individual has to relate to a pure "I/S" people-oriented person. These people were probably initially impressed with the others' strengths which were their own weaknesses. The "D/C" lacks people skills while the "I/S" needs to become more task-oriented and organized. Difficulty comes when one stops looking at the other's strengths and starts focusing instead on the other's weaknesses.

The "D/C" focuses on logical thinking and being industrious, while the "I/S" desires to build relationships and deepen communication. You can see how these two blends of behavior can clash.

The following are three of the most common opposite types. See if any of these is like your Behavioral Blend/s and that of the person you are trying to communicate and work with.

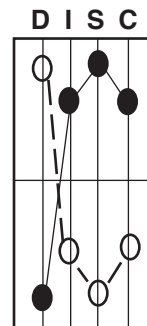
## "D/I" Relating To "S/C"



- "D/I"s are outgoing, while "S/C"s are passive and reserved.
- "D/I"s are more positive than "S/C"s.
- "S/C"s are more cautious than "D/I"s.
- Both should learn from the other.
- Be patient and slow to

# For Your Review

## "D" Relating To "I/S/C"



- "D"s are more dominant and demanding.
- "I/S/C"s resist aggression, but respect it.
- They prefer friendly, secure and cautious behavior.
- Both should learn from the other.
- Be patient and slow to respond!

*To compare your personality with that of another person's personality, be sure to study this entire booklet.*

# How To Handle Conflicts

---

Often, the greatest hindrances to healthy relationships are personality conflicts. Positive individuals, desiring to build good relationships, are often discouraged because of misunderstandings and clashes with others.

This section is designed to help you discover why people do what they do under pressure and why you may conflict with others. Life's success principles on how to handle clashes are clear. The problem is many people are not aware of their "sensitive spots." Everyone needs to learn more about avoiding and resolving conflicts.

Every personality has its "hot button." Everyone can act like a "D" when pushed too far. The following are tendencies of personalities as they relate under pressure.

Review the following pages with your Behavioral Blends in mind. Read each section to see how you may respond as a specific personality type. Also consider how you may respond differently because of your "hot and cold buttons."

**To improve your effectiveness, control your personality and never use it as an excuse for poor behavior!**

Remember —

**Most problems today are not technical — they're relational — personality conflicts and clashes with others.**

---

## "D" Behavior —

### Under Pressure:

*Becomes dictatorial, domineering, demanding, angry, intense, forceful, direct, bossy.*

### Sources of

*Weakness*

*Lack of*

*direction*

### Needs To:

*Be open,*

*reacting*

*friendly,*

## "I" Behavior —

### Under Pressure:

*Becomes hyper, overly optimistic, immature, emotional, irrational, silly, wordy, selfish.*

# For Your Review

---

## "C" Behavior

### Under Pressure:

*Becomes*

*negative*

### Sources of Irritation:

*Incompetence, disorganization, foolishness, dishonesty, inaccuracy, wastefulness, inconsistency, blind faith, false impressions.*

### Needs To:

*Loosen up, communicate, be — joyful,*

*positive, tolerant, compromising, open,*

*trusting, enthusiastic.*

### Sources of Irritation:

*Pushiness, instability, inflexibility, anger, disloyalty, insensitivity, pride, discrimination, unfairness.*

### Needs To:

*Be — strong, courageous, challenging, aggressive, assertive, confrontational, enthusiastic, outgoing, expressive, cautious, bold.*

---

## Natural Responses To Conflict —

"D"s — Want To Attack

"I"s — Want To Expose Others

"S"s — Want To Support or Submit

"C"s — Want To Criticize

## Recommended Wise Responses —

"D"s — Restore With Love

"I"s — Make Others Look Good

"S"s — Care Enough To Confront

"C"s — Examine Own Self First



# General Intensity Insights

Teachers relating to other teachers, parents, and administrators.

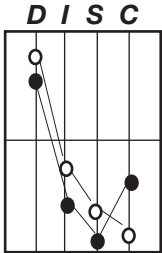
Person's # 1 highest plotting point:

Graph 1 \_\_\_\_; Graph 2 \_\_\_\_;

Person's # 2 highest plotting point:

Graph 1 \_\_\_\_; Graph 2 \_\_\_\_;

1. Identify Person's # 1 and Person's # 2 highest plotting points from your two graphs.
2. Decide who will be the solid circle ● and who will be the other ○ .
3. Look for the graph/s on these two pages most similar to your graphs (Concentrate on the highest points.)
4. Discuss your specific *Insights* and *Practical Applications*.
5. Study all the *Insights* and *Practical Applications*.

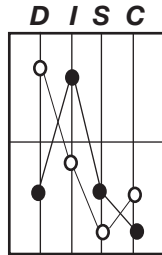


## “D” / “D” RELATIONSHIP

**General Insights:** Two “D”s relate well together as long as they both respect each other. If “D” #1 is the teacher, the other “D” should respect and trust him or her. They will struggle over “control!” They must both recognize that each one wants to be in control. One may be more dominant than the other, but they both must recognize each one's position and authority in their relationship.

### Practical Application for the Educator

- Take turns making major decisions.
- Choose who will decide in specific areas.
- Don't give ultimatums.
- Don't force issues.
- Slow down in making decisions.
- Control yourself, rather than the other.
- Learn to relax and control stress.



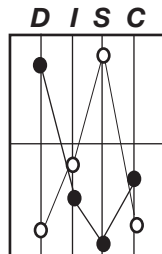
## “D” / “I” RELATIONSHIP

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# For Your Review

### Practical Application for the Educator

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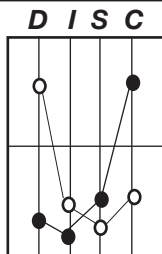
while “D” associates need to be more agreeable.

### Practical Application for the Educator

cator  
“S”s –  
hey  
ice-maker.  
D”s

where 2 is dominant is unacceptable.

- “S”s should show more determination.

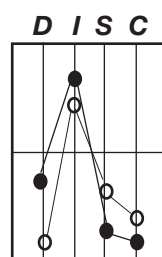


## “D” / “C” RELATIONSHIP

**General Insights:** A “D” and “C” working together conflict over control and details. The “D” wants to get the job done, while the “C” wants to get it done right. “D”s and “C”s are both task-oriented. “D”s are optimistic, while “C”s are more pessimistic (“realistic”). “D”s need to be more sensitive, while “C” associates need lots of explanation and answers.

### Practical Application for the Educator

- Be more understanding of other's perspectives – Don't criticize their personality.
- Allow others to feel the way they want.
- “D”s ought to listen more to “C”s.
- “C”s should avoid always being negative.
- Give “C”s chances to think about decisions.
- “C”s should take risks; “D”s should be careful.



## “I” / “I” RELATIONSHIP

**General Insights:** Two “I”s relating together will talk more than work. They compete for praise and approval. They tend to be overly optimistic and enthusiastic. Two “I”s will communicate well, if one doesn't out-talk the other. Each wants lots of attention. Both tend to be emotional. Communication goes two ways—talking and listening. “I”s need lots of praise.

### Practical Application for the Educator

- Take turns talking.
- Ask the other to repeat back what he heard. “I”s don't listen well.
- Write down what you agreed upon so there will be no misunderstandings.
- Praise each other more than seeking to be praised.

# More Insights

Person's # 1 NEXT highest plotting point:

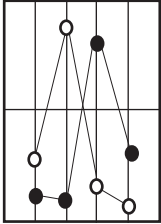
Graph 1 \_\_\_; Graph 2 \_\_\_;

Person's # 2 NEXT highest plotting point:

Graph 1 \_\_\_; Graph 2 \_\_\_;

1. Once you have reviewed your specific *Insights*, follow these instructions for more insights.
2. Identify Person's # 1 and Person's # 2 NEXT highest plotting points from the your two graphs.
3. Review your NEXT highest points above the mid-line.
4. Study *General Insights* that relate to your NEXT highest points on Graphs 1 & 2.

**D I S C**



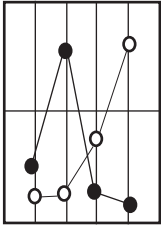
## “I” / “S” RELATIONSHIP

**General Insights:** “I”s and “S”s don’t tend to be industrious. They like to “care and share.” “I”s are great at having fun, while “S”s like to be more quiet. “I”s and “S” relate well together. “I”s are the talkers, while “S” are the listeners. “I”s want “S”s to be more outgoing, but “S”s seem to be overshadowed by the “I”s. “I”s love crowds; “S”s prefer small groups.

### Practical Application

- When an “I” asks a “S” a question, the “I” should wait for the “S” to answer.
- “S”s shouldn’t let “I”s always interrupt and control every conversation.
- “S”s should ask “I”s to repeat what “S”s say. “I”s tend to think of what they want to say, rather than listen closely.

**D I S C**



## “I” / “C” RELATIONSHIP

**General Insights:** “I”s and “C”s relate well, when the “I”s have fun and “C”s have structure. “I”s dislike “C”s

### Practical Application

- “I”s need to trust “C”s’ concerns.
- “C”s ought to be more optimistic about

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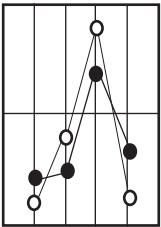
# For Your Review

to express

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take risks.  
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going.

**D I S C**



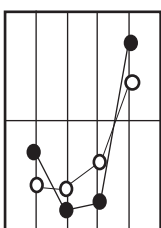
## “S” / “C” RELATIONSHIP

**General Insights:** “S”s and “C”s serving together will be passive and methodical. “C”s prefer precision and propriety before performance. “S”s want “C”s to be more friendly. “C”s can be too picky, but “S”s will be most forgiving. “S”s desire closer friendships, while “C”s are more into their projects. They are both more quiet and private. They can co-exist with little conversation.

### Practical Application

- S”s need to be more demanding with “C”s.
- Work together on projects.
- “C”s should not criticize “S”s’ disinterest.
- Be more intimate and aggressive.
- Don’t wait on others to express themselves.
- Be more optimistic and positive about your problems.

**D I S C**



## “C” / “C” RELATIONSHIP

**General Insights:** Two “C”s working together can be challenging. Both have high standards on how to do things. “C”s tend to think their way is best. Two “C”s may conflict over “right and wrong.” They can be cold and caustic. “C”s tend to be picky-perfectionists and demand correctness. They are like iron sharpening iron when they respect each other. “C” staff need to be more enthusiastic and fun.

### Practical Application

- Be more complimentary of each other.
- Don’t criticize each other’s work.
- Don’t keep your feelings in.
- Be more expressive and positive.
- Think twice before saying what you think.
- Compromise your way of doing things.
- Be more outgoing and people-oriented.

# Resolution Management Promise

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## **Promise**

*As a commitment to Resolution Management, I promise to follow the Principle of Priorities. That is, my priorities are to avoid and resolve conflict, while building harmony and effectiveness in my school. I will attempt to always go first and alone to the offending person.*

## **First Step**

*I will not first share the offense with another person. I am committed to restoring our relationship, rather than exposing the person's possible wrong. I recognize most of our problems with people are often personality clashes and I will try to go first and alone to the offending person upon their perspective.*

## **Second Step**

*If going to the person to resolve our differences, I prefer to go to the individual who will be most helpful of the problem. They will shed light on one or more of the issues to change in order to resolve the problem.*

*I recognize that I may not like things I won't like, but I will try to resolve the conflict, rather than exposing the person's possible wrong. I must be an individual who is respected by all those involved.)*

## **Warning**

*I will not seek to find others who have also been offended, nor share with the potential "mediator" my concerns prior to the meeting with my "offending person." The purpose of having a "mediator" is not to validate my hurt, but rather open my heart and mind to the possible needs I may have regarding my relationship with others.*

*I realize my friends may naturally listen to my concerns, but also take up my offense. I will, therefore not cause them to become a party to a possible division and disharmony because of our friendship. Whenever I feel an urge to share with my friends the offense, I will seek to be mature about my hurt.*

## **Confronting Administrators / Teachers**

*I believe in following the Chain of Command, other than in grave matters of misconduct or irrefutable illegal activity. I will earnestly follow my leaders. I will not allow anyone to criticize them without following Principle of Priorities and without the specific person present.*

*If I have a problem with my leader/s, I will go "first alone" to them. I will not share with anyone my concern. I will listen and try to understand their perspective of the problem. If I am not satisfied with their explanation and continue to have animosity, I will ask their permission to find a "mediator" who will listen to our conflict.*

# For Your Review

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*and disharmony. I am committed to resolving my conflicts even if it means separating myself from the source of my irritations.*

## **Ultimate Goal**

*I commit myself to be mature rather than "normal" and supernatural rather than "natural" when it comes to solving my problems with others. I want the best way to resolve my conflicts and will do "right", regardless of my normal and natural feelings.*

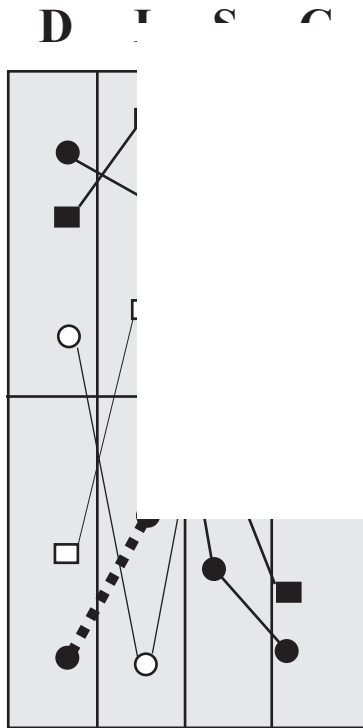
*My ultimate goal is to effectively educate by relating best to others.*

# Team Building Reflections

To contrast the five personality profiles use Graphs 1 and 2 from page 6. Transpose the results from each person's graphs.

To observe the possible differences in the profiles use different color ink pens or various dotted lines in contrast to a solid lines. Notice the sample graph.

Sample



- Person #1 has the ●—— plotting point and line.
- Person #2 has the ■—— plotting point and line.
- Person #3 has the ○—— plotting point and line.
- Person #4 has the □—— plotting point and line.
- Person #5 has the ●- - - plotting point and line.

Once you have transposed everyone's graphs onto Graphs 1 & 2 on this page, begin to notice the differences. Always remember, differences are not bad. They simply illustrate the dynamics at work within the Team. Then complete and study the following pages.

## "M" / Graph 1 "This is Expected of Me" Behavior

D	I	S	C
20	17	19	15
16		9	8
15	10	12	
14	9		
13	8	11	7
12			
11	7	10	
10		9	6
9		8	
8	6	7	5
7	5	6	4
		5	
6	4		
5	3	4	3
4		3	
			2

## For Your Review

1	1	2	2
2	2	3	3
3	3	4	4
4	4	5	5
5	4	6	6
6	5	7	7
7			
8	6	8	8
9	7	9	9
10			
11	8	10	10
12	9		
13	10	11	11
14	11		
15		12	12
16	15	13	13
21	19	19	16

# Team Dynamics

## Graph 1 Observations:

How many High "D"s are there above the mid-line: \_\_\_\_\_  
*Indicates more Determined behavior.*

How many High "I"s are there above the mid-line: \_\_\_\_\_  
*Indicates more Inspiring behavior.*

How many High "S"s above the mid-line: \_\_\_\_\_  
*Indicates more Stable behavior.*

How many High "C"s above the mid-line: \_\_\_\_\_  
*Indicates more Cautious behavior.*

How many High "D"s and "I"s above the mid-line): \_\_\_\_\_  
*Indicates more Active behavior.*

How many High "S"s and  
*Indicates more Passive behavior.*

How many High "D"s and  
*Indicates more Task-oriented behavior.*

How many High "I"s and  
*Indicates more People-oriented behavior.*

If there are more "D"s and  
the Team tends to be more

If there are more "D"s and  
the Team tends to be more  
and vice versa.

Who are the High "D"s on the Team: \_\_\_\_\_,  
\_\_\_\_\_.

Who are the High "I"s on the Team: \_\_\_\_\_,  
\_\_\_\_\_.

Who are the High "S"s on the Team: \_\_\_\_\_,  
\_\_\_\_\_.

Who are the High "C"s on the Team: \_\_\_\_\_,  
\_\_\_\_\_.

Is the Team more Active or Passive: \_\_\_\_\_

Is the Team more Task or People-oriented: \_\_\_\_\_

What is the Team's average personality profile: \_\_\_\_\_

## Graph 2 Observations:

How many High "D"s are there above the mid-line: \_\_\_\_\_  
*Indicates more Determined behavior.*

How many High "I"s are there above the mid-line: \_\_\_\_\_  
*Indicates more Inspiring behavior.*

How many High "S"s above the mid-line: \_\_\_\_\_  
*Indicates more Stable behavior.*

How many High "C"s above the mid-line: \_\_\_\_\_  
*Indicates more Cautious behavior.*

How many High "D"s and "I"s above the mid-line): \_\_\_\_\_  
*Indicates more Active behavior.*

\_\_\_\_\_:

\_\_\_\_\_e:

\_\_\_\_\_:

\_\_\_\_\_s and "C"s,  
and vice versa.

\_\_\_\_\_s and "S"s,  
people-oriented

## For Your Review

Who are the High "D"s on the Team: \_\_\_\_\_,  
\_\_\_\_\_.

Who are the High "I"s on the Team: \_\_\_\_\_,  
\_\_\_\_\_.

Who are the High "S"s on the Team: \_\_\_\_\_,  
\_\_\_\_\_.

Who are the High "C"s on the Team: \_\_\_\_\_,  
\_\_\_\_\_.

Is the Team more Active or Passive: \_\_\_\_\_

Is the Team more Task or People-oriented: \_\_\_\_\_

What is the Team's average personality profile: \_\_\_\_\_

# Team Building Action Plan

(Copy this page, along with pages 15 & 16 and give to each Team Member to complete and return to the Leader)

**Observing the two TEAM BUILDING REFLECTIONS Graphs on page 15 and the notes on page 16, how would you describe each Team member and the Team as a whole? —**

**Example—**

**Person #1** tends to be most demanding and decisive. He or she also has good verbal skills. He or she is more concerned about getting the job done, as opposed to security and status quo. He or she does not like details or having to be cautious about everything.

**Person #2** is also dominant, but more verbal than the others. He or she is extremely positive and enthusiastic. Concerned about making good impressions, he or she prefers the crowd, as opposed to individuals. doing the little behind the

**Person #3** is more demanding about getting the job done. He or she is more interested in speaking to groups. He or she is more task-oriented in a stable environment.

**Person #4** is not dominant to relate to groups, as well as correctness, he or she is not. He or she demonstrates more "concern" for more people-oriented.

**Person #5** is the least assertive and decisive. He or she is the most loyal and faithful. Concerned about security and stability, he or she is passive and particular about getting things done right. He or she is more shy, but makes a faithful friend to those in need.

**The Team**, as a whole, is well balanced. Two of the five are more active, while two of the five are more passive. Two of the five are more task-oriented, while two of the five are more people-oriented.

The predominant trait of the Team is slightly more active than passive with 12 of the 20 plotting points above the mid-line. This group is also more verbal and may compete for attention. They can draw on each other's strengths, while avoiding their individual weaknesses to benefit the Team.

This Team may need to improve with a little more stable and cautious behavior. They may also need to be more passive and reserved. Listening and showing more concern for others will improve their effectiveness.

*Be positive, but honest with your comments. These notes will be shared with everyone. The purpose is not to expose or hurt anyone, but to improve our understanding and effectiveness of one another.*

Person #1: \_\_\_\_\_

Person #2: \_\_\_\_\_

## For Your Review

Person #3: \_\_\_\_\_

How do you see the Team as a whole? \_\_\_\_\_

What do you think the Team needs to improve? \_\_\_\_\_

# Leadership Insights

Most everyone responds to life's challenges and choices according to his or her personality. Therefore, individuals who relate to others must be *personality wise*.

For example, High "S" leaders should not engage High "D" followers in small talk. "D"s prefer leaders who get to the point. They want "bottom line" answers. They respond best to those who are not going to waste their time.

On the other hand, High "S" followers feel comfortable with leaders who are systematic, slower, and steady in their approaches. "S"s don't like fast talking, quick pace responses and "S"s respond best to stable and sensitive leaders.

## Leader Styles

The following describes different general leadership styles in and out of the classroom. People tend to lead according to their personalities, rather than adapt to the styles of others.

### "D" Leaders —

"D"s are *take control* and *be in charge* types. They don't like people telling them what to do. "D" leaders can be too pushy and force and demanding approach leaders when they learn demanding of others.

### "I" Leaders —

"I"s are inspiring and influence others. "I" tend to talk too much. "I" are so sensitive to rejection positive leaders. "I"s are in individuals.

### "S" Leaders —

"S"s are the sweet seldom demand anything. They are friendly and loyal, but tend to be too nice. They need to be more aggressive and assertive. Overly sensitive to their shortcomings, "S"s need to be more confident. They hate to take risks. They often miss opportunities because of their caution. Reliable and relaxed, they are more reserved.

### "C" Leaders —

"C"s are competent and compliant. They go by the book and want to do everything just right. They are thorough and detail-oriented, but tend to be too informative. "C"s need to be more positive and enthusiastic. They answer questions people aren't asking. When optimistic, "C"s are extremely influential. They should not concentrate on problems, but focus on potentials.

## Follower Styles

People also follow according to their personalities. Identifying individual followers' styles make educators more effective leaders.

### "D" Followers —

"D"s respect strong leaders and followers. They want to succeed and make things happen. They follow with power *action make* )" follow- itimatums.

# For Your Review

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establish a relationship with a leader who will be around for a long time. "S"s are concerned about service and stability. When it comes to sensible and slow judgment, "S" followers feel right at home. They like familiar and low-key environments. They tend to be the most faithful.

### "C" Followers —

"C"s are "Consumer Report" type followers. They analyze each decision. They love research and development. "C"s are quality oriented followers. They don't like quick or costly decisions. Picky and precise, they follow with their minds, rather than hearts. "C"s seldom respond positively at first. They often want time to think about their decisions. Once convinced, they follow well.

### *The most effective Leader is the blended Servant Leader.*

These type individuals learn how to adapt and become "all things to all men." They understand that everyone is often motivated by their specific personality. They guard their strengths from overuses, and improve their "uniquenesses / weaknesses."

Blended Servant Leaders control their drives, passions, and wills in order to motivate others more wisely. Servant Leaders are Transformational Leaders who raise people up to follow on a higher plain. Anyone can be a Servant Leader. It doesn't matter what your "DISC" personality type is. It's your maturity, ability to adapt, and controlling yourself, rather than others that makes the difference.

# Are you a Transactional or Transformational Leader?

## *So what's the difference? ...*

According to many authorities on leadership there are "two fundamental types of leaders; the transactional and the transformational leader.

Transactional leaders engage in an exchange process with followers; 'If you do this, I'll give you that'. Transformational leadership, by contrast, gets people to do far more than they themselves expect they can do."

Transactional leadership is more contingent upon rewards. There's a contract exchange of rewards for tasks. There are promises of rewards for good performance are recognized between the leader

On the other hand transformational leadership is inspired by vision and purpose. Followers are motivated more than rewards. They are motivated upon pride, respect and recognition of accomplishments and

Transformational leadership is more contingent upon rewards. They communicate a vision and form followers and a misunderstanding ship.

Regardless of what type leader you are, understanding the science of leadership is imperative.

## *Everything rises or falls on leadership!*

Leadership is the backbone — the heart and soul, the hands and feet that make things work best. Without good leadership, an organization is like a ship without a rudder. It's like an airplane without wings; or like an archer without his or her arrows. Transformational leadership is more than just leading.

Transformational leadership is a life long process of "becoming" — of being transformed, in order to transform others. It's not something extra-ordinary enabling them to be better than others. Everyone can learn and grow into more effective leaders.

According to Bass and Stogdill, there is "devastating evidence" against the traits theory of leadership. "A person does not become a leader by virtue of the possession of some combination of traits, but the pattern of personal characteristics of the leader must bear some relevant relationship to the characteristics, activities, and goals of the followers."

## *Leaders are not born. They are made!*

# For Your Review

Understanding Human Behavior Science and applying what you learn can help you identify your style of leadership. The                      identifies your DISC personality type. Simply adapt what you learn to leadership from a Servant Leader perspective. The interpretation and practical application throughout your booklet will help you clearly see the relationship between personality types and Transformational Servant Leadership.

Hopefully this assessment will result in better attitudes, improved relationships, and measurable results. Identifying your DISC profile can be the beginning of a new way of leading for you and others.

It can make the difference in happiness and sorrow . . . success and failure in life. Above all, this profile can help you help others become Servant Leaders.



# Practical Application

## High "D"s

- They need challenges and choices.
- They don't like to be told what to do. They want to be their own bosses.
- Controlling themselves is most important. Desiring to control others, "D"s need to guard their feelings.
- Since "D"s test and challenge authority, they need to learn that everyone has a boss. If not, they will push others to the limit.

*Instead of telling "D"s to complete a task immediately, give them the choice between completing the task now or by a certain time. They will usually choose the latter, but they at least have the choice.*

## High "I"s

- They need lots of recognition, approval and stroking.
- They like to talk and get attention. Being quiet is difficult for them.
- Give them opportunities to express themselves.
- Don't put them down for their desire to entertain.
- Encourage them to control their excitement and share the limelight with others.

*"I"s need to learn they will have more friends when they make others look good. Praise them when they do well. Emphasize how their poor behavior makes them look bad, when they under achieve. They especially need to guard against pleasing everyone.*

## High "C"s

- They like to do things or half right is unacceptable.
- Give them time and space.
- Don't push them to extremes and give up when frustrated and give up.
- Encourage them to improve to learn to be more successful.
- Answer their questions.

*Provide these types of feedback. They tend to be naturally uplifting music around encouraging. Avoid being especially with these people.*

## High "S"s

- They desire a structured, stable environment.
- Change is difficult for them.
- They are not competitive, so they will avoid competition.
- They are not assertive, so they will avoid confrontation.

*They will take advantage of their reluctance to confront, so they can avoid confrontation.*

# For Your Review

## Stress Management

### "D" Behavior —

#### Under Pressure:

*Becomes dictatorial, domineering, demanding, angry, intense, forceful, direct, bossy.*

#### Sources of Irritation:

*Weakness, indecisiveness, laziness, Lack of — discipline, plan, purpose, direction, authority, control, challenge.*

#### Needs To:

*Back-off, seek peace, relax, think before reacting, control self, be — patient, loving, friendly, loyal, kind, sensitive.*

### "I" Behavior —

#### Under Pressure:

*Becomes hyper, overly optimistic, immature, emotional, irrational, silly, wordy, selfish.*

#### Sources of Irritation:

*Disinterest, slowness, pessimism, details, time restraints, antagonism, doubt, structure, lack of — enthusiasm.*

#### Needs To:

*Listen, count the cost, control emotions, be — humble, strong, disciplined, punctual, careful with words*

### "C" Behavior —

#### Under Pressure:

*Becomes moody, critical, contemplative, negative, worrisome.*

#### Sources of Irritation:

*Incompetence, disorganization, foolishness, dishonesty, inaccuracy, wastefulness, inconsistency, blind faith.*

#### Needs To:

*Loosen-up, communicate, be — joyful, positive, tolerant, compromising, open, trusting, enthusiastic.*

### "S" Behavior —

#### Under Pressure:

*Becomes subservient, insecure, fearful, weak-willed, withdrawn, sympathizes, sucker.*

#### Sources of Irritation:

*Pushiness, instability, inflexibility, anger, disloyalty, insensitivity, pride, discrimination, unfairness.*

#### Needs To:

*Be — strong, courageous, challenging, aggressive, assertive, confrontational, enthusiastic, outgoing.*

# Classroom Climate

Every teacher creates his or her climate in the classroom. One teacher may be a strong disciplinarian with a "Military Base" like classroom. The teacher next door is a sensitive nurse with a hospital like classroom, and the teacher on the other side is a clown with a playground-like classroom.

The question is not which climate is best. Most educators defend their environment preferences. The solution is creating a climate or engineering several environments that encourage every student to learn best.

One student needs a dictatorial General Patton-like teacher, while another student needs a merciful Nurse Nightingale. Each child and teacher has a unique personality that affects his or her results.

The most effective educator knows how to motivate each student according to the student's personality. The biggest mistake some teachers make is trying to lead every student according to the teacher's personality.

Most teachers know every student is different. But under pressure many teachers forget and revert to motivating the class as a whole according to the teacher's temperament.

The following are simple descriptions of specific personality types as they relate to others. Study each type and develop strategies to improve your effectiveness. Think of specific times when you might have responded as such. Think of how you should respond to certain students.

## "D" Type Teacher —

### Under Pressure:

*Becomes determined, decisive, driving, disciplinarian.*

### Sources of Irritation:

*Silliness, insensitivity, lack of initiative, aggressiveness.*

### Needs To:

*Think before answering, Be stimulated.*

## "I" Type Teacher —

### Under Pressure:

*Becomes wordy (talks too much), silly.*

# For Your Review

## "C" Type Teacher

### Under Pressure:

*Becomes picky, sets high standards, worries, questions, digs deeper.*

### Sources of Irritation:

*Incomplete reports, careless mistakes, thoughtless work, illogical responses, inaccurate facts, unclear answers, foolishness.*

### Needs To:

*Improve people-skills, be enthusiastic, positive, caring, sensitive, decisive, allow others to learn by their mistakes, encourage others.*

*blame, does whatever necessary to please.*

### Sources of Irritation:

*Aggression, undependable people, impatience, insincerity, inconsistency, competition, having to look good, pressure to speak out.*

### Needs To:

*Be spontaneous, active, mobile, inspiring, confrontational, demanding, determined; Verbalize feelings, take risks.*

## Strengths—

- "D"s — Confidence, Take Charge.
- "I"s — Look Good, Impress, Influence.
- "S"s — Serve, Share, Obey.
- "C"s — Analyze, Correct.

## Weaknesses / "Uniquenesses" —

- "D"s — Impatience, Insensitivity.
- "I"s — Pride, Talks Too Much.
- "S"s — Gives In, Too Nice.
- "C"s — Critical, Worry, Questions.

# Student / Teacher Conflicts

Conflicts between students and teachers are inevitable. It's often the same students that constantly conflict with teachers. It's also the same teachers that don't seem to handle conflicts well.

Understanding students' personalities will help you deal with differences. Learn to identify students' motivations — why they think, feel and act the way they do.

Students sometimes have totally different personalities from their parents. An aggressive parent may have a passive child. Don't think the parent will be just like the student. Learn to deal with students according to their specific personalities.

As a professional, it's your responsibility to adapt and control the conflict. Don't expect the parent to do

so. The following are the basic motivations of students:

**"D"** Type students want to control. They want to win, be challenged and rise above the crowd; to be leaders, tough and confident; not be taken advantage or weak.

**"I"** Type students want to look good; to receive recognition and positive strokes; to stand out, reach their potential and develop their talents.

**"S"** Type students want secure classroom environments. They don't like turmoil and change. They want to be safe; to be taught with sensitivity and steadiness.

**"C"** Type students want competent teachers. They want to receive answers to all their questions; to stretch their intellect; to calculate, contemplate and be cautious.

## "D" Type Teacher Conflicting With —

### "D" Student:

*Be strong, but willing to bend. The student may challenge and intimidate. Get to the point. Show your goal and plan to help the student.*

### "I" Student:

*Be enthusiastic and complementary. The student will talk and exaggerate a lot. Control the conversation, but allow him or her to express himself or herself.*

### "S" Student:

*Be sweet. Do not let the student will judge you and kind. Apologize.*

### "C" Student:

*Be prepared. The student wants to be stubborn, independent.*

## "I" Type Teacher Conflicting With —

### "D" Student:

*Be serious. Don't be silly or informal. The student is more interested in action than funny stories. Don't waste time. Demonstrate your plan of action.*

### "I" Student:

*Be a good listener. Don't talk much. Compliment the student. Emphasize the good and positive. Smile and be enthusiastic.*

# For Your Review

## "C" Type Teacher

### "D" Student:

*Be relaxed. Do not "line." Don't base solution based on...*

### "I" Student:

*Be patient. Listen to the student's questions that makes the student think. Get the student to talk through to the solution. Stay on track.*

### "S" Student:

*Be loving. Show sincere care for the student. Make the student feel you really enjoy what you do. Don't complain. Be optimistic and sure of your plan.*

### "C" Parent:

*Be precise and accurate. Meet forceful demands with clear answers. Be sure of your facts. Be open to suggestions. The student may be right.*

*... just listen. Share your thoughts and concerns. Ask the student to review what he or she hears.*

### "S" Student:

*Be kind, but don't overdo it. Be strong, if necessary. Don't hold back, but be sensitive. Encourage the student to be stronger concerning their problem.*

### "C" Student:

*Be ready for stress. Give concrete answers. The student will pressure you with logic or reasons. Be open to what is said. Be cautiously optimistic.*

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# Disciplining / Motivating Students

Most children need discipline. Dealing with disobedient and disruptive students can be challenging. Public correction can either help or hurt students. Knowing what works best often depends on knowing each student's personality type.

Discipline must be motivating. All children have "hot buttons." Students also have "cold buttons" that turn them off. A teacher's personal "hot button" can be a certain student's "cold button." In other words, things that motivate the teacher may demotivate the student and vice-versa.

There is a misconception about motivation — that we can motivate others.

Everyone is motivated. Some students are motivated to do one thing, while others are motivated to do the exact opposite. But everyone is motivated.

"Motivation" is actually creating the climate and environment that makes students decide for themselves to do right. Unfortunately, many teachers discipline and motivate through intimidation or manipulation.

Effective teaching involves wise discipline that creates the climate to motivate each child individually. The following are suggestions on how to motivate / discipline students according to their personalities.

Remember, what motivates you may not motivate the student. Think of certain students who may respond better by your using different approaches.

## "D" Type Student —

### Under Pressure:

*Becomes resistant, rebellious, strong-willed, angry, stubborn, demanding, controlling.*

### Sources of Irritation:

*Weakness, losing, indecisiveness, laziness; Lack of — leadership discipline challenges*

### To Motivate

- Establish
- Give opportunity with support
- Give on
- When discipline
- Sit out class

## "I" Type Student —

### Under Pressure:

*Becomes active, impatient, loud; seeks attention, excitement, to please the crowd.*

### Sources of Irritation:

*Boredom, routine, being overlooked, criticism, time constraints organizational demands.*

# For Your Review

## "C" Type

### Under Pressure:

*Becomes critical, very picky, goes*

### Sources of Irritation:

*Uncertainty, incompetence, disorganization, simplicity, dishonesty, inaccuracy.*

### To Motivate / Discipline:

- Explain reasons for desired action.
- Allow questions and suggestions to improve.
- Give opportunity to research and evaluate.
- When disobedient, prohibit opportunity to analyze and/or correct serious problem.
- Write reasons why obedience is important.

### Sources of Irritation:

*Intimidation, inflexibility, turmoil, disloyalty, insincerity, pride, discrimination, unfairness.*

### To Motivate / Discipline:

- Establish close relationship — Be friends.
- Emphasize need for help.
- Appreciate loyalty.
- Give time to prepare and adjust.
- When disobedient, show heartfelt hurt.
- Don't rub-in wrong. Show silent disapproval.

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# Classroom Intensity Insights


## Teachers relating to students.

Person's # 1 highest plotting point:

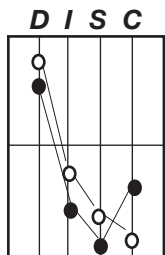
Graph 1 \_\_\_; Graph 2 \_\_\_;

Person's # 2 highest plotting point:

Graph 1 \_\_\_; Graph 2 \_\_\_;

1. Two people must first complete their 
2. Identify Person's # 1 and Person's # 2 highest plotting points from the Graphs on page 6.
3. Decide who will be the solid circle ● and who will be the other ○.
4. Look for the graph/s on pages 24 & 25 most similar to your graphs. (Concentrate on the highest points.)
5. Identify and study all *Classroom Intensity Insights*.

### "D" / "D"

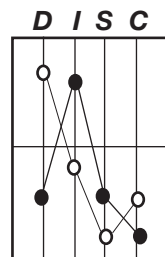


**Classroom Index:** Two "D"s can relate well together as long as the "D" student recognizes the "D" teacher is the "boss." "D" students must respect and trust their "D" teacher or there will be conflicts. Two "D"s will struggle over control and authority. They must learn that the teacher is in charge and that the student is to obey. "D" teachers must be willing to allow "D" students the libe

### Practical Application for the Teacher

- Establish your authority early.
- Encourage students to become leaders.
- Give choices, not ultimatums.
- Clearly define limits.
- Slow down in making decisions.
- Control yourself, rather trying to control others.

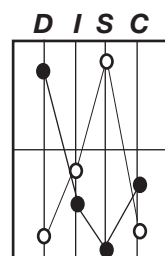
### "D"



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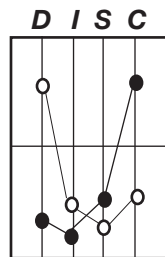
# For Your Review

### "D"



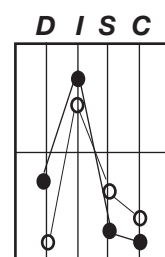
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do.  
"D"s try to dominate "S"s, but should never take them for granted. "S"s feel secure with "D"s as long as "D"s show controlled and stable behavior. "S"s should be more assertive; "D"s — more compromising.

### "D" / "C"



**Classroom Index:** A "D" and "C" in the same classroom may conflict over dreams and details. The "D" wants to get the job done, while the "C" wants to get it done right. "D"s and "C"s are both task-oriented. "D"s are optimistic, while "C"s are more pessimistic ("realistic"). "D"s need to be more careful, while "C"s need to be more positive.

### "I" / "I"



**Classroom Index:** Two "I"s teaching and learning together will talk more than work. They compete for praise and approval. They tend to be overly optimistic and enthusiastic. Two "I"s communicate well, if one doesn't out-talk the other. Each wants attention. Both tend to be emotional. Communication goes two ways — talking and listening.

### Practical Application for the Teacher

- Be more understanding of the other's perspective.
- Allow others to feel the way they feel.
- "D"s ought to listen more to "C"s.
- "C"s should avoid always being negative.
- Give "C"s chances to think about decisions.
- "C"s—take more risks; "D"s—be careful.

### Practical Application for the Teacher

- Take turns talking.
- Ask the other to repeat back what he or she heard. "I"s don't listen well.
- Write down what you agreed upon so there will be no misunderstandings.
- Praise each other more than seeking to be praised.


# More Classroom Insights

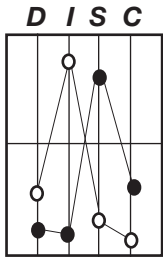
Person's # 1 NEXT highest plotting point:

Graph 1 \_\_\_\_; Graph 2 \_\_\_\_;

Person's # 2 NEXT highest plotting point:

Graph 1 \_\_\_\_; Graph 2 \_\_\_\_;

1. Complete a  on two individuals.
2. Identify Person's # 1 and Person's # 2 NEXT highest plotting points from the Graphs on page 6.
3. Review each individual's graphs. Be sure your NEXT highest points are both above the midline.
4. Study all the *Classroom Intensity Insights* that relate to your NEXT highest points on Graphs 1 & 2.

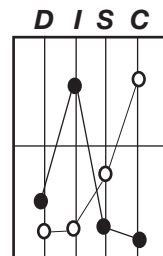


## "I" / "S"

**Classroom Index:** "I" and "S" teachers don't tend to be task-oriented. They would rather "relate" with others. "I"s are great communicators, while "S"s listen well. "I"s and "S" are both people-oriented. "I"s love excitement, while "S" are more shy. "I"s want "S"s to be more enthusiastic, but "S"s don't like a lot of attention. "I"s love crowds. "S"s prefer small groups.

## Practical Application for the Teacher

- When an "I" asks a "S" a question, the "I" should wait for the "S" to answer.
- "S"s shouldn't let "I"s always interrupt and control every conversation.
- "S"s should ask "I"s to repeat what "S"s say. "I"s tend to think of what they want to say next, rather than listen closely.



## "I"

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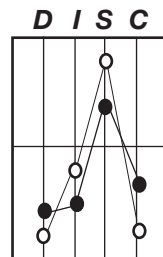
# For Your Review

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## "S"

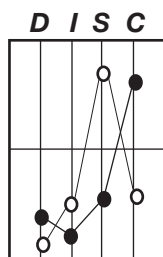
Clear The sen are the most tolerant and forgiving types. They tend not to be assertive and often struggle with decision-making. They can be taken advantage, if not careful. They need to be more bold, exciting and cautious.

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- don't want to take risks.
- Try not to depend on the others for major decisions.
- Be more decisive and demanding.

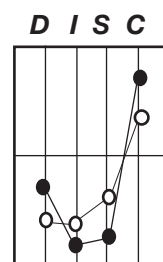


## "S" / "C"

**Classroom Index:** "S"s and "C"s teaching and learning together will be passive and methodical. Security and propriety come before performance. "S"s want "C"s to be more friendly. "C"s can be too picky, but "S"s will be most forgiving. "S"s desire more intimacy, while "C"s prefer more information. They are both quiet and private. They can co-exist with little conversation.

## Practical Application for the Teacher

- "S"s need to be more precise with "C"s.
- "C"s must be more friendly with "S"s.
- "S"s should appeal to "C"s logic.
- "C"s shouldn't criticize "S"s' disinterest.
- Be more caring and kind.
- Don't wait on others to express themselves.
- Be more optimistic and positive.



## "C" / "C"

**Classroom Index:** Two "C"s teaching and learning together can be challenging. Both have high standards on how to do things. "C"s tend to think their way is best. Two "C"s will conflict over "right and wrong." They can also be cold and caustic. "C"s tend to be picky perfectionist and insightful critics. They can be more effective when enthusiastic, decisive, and friendly. "C" teachers stimulate "C" students, but can be boring to the rest of the class.

## Practical Application for the Teacher

- Be more complementary of the student.
- Don't criticize a lot, but be more approving.
- Don't keep your feelings in. Be affirming.
- Be more expressive and positive.
- Think twice before saying what you think.
- Compromise your way of doing things.
- Be more outgoing and people-oriented.

# DISC Learning Styles

According to Cynthia Tobias' book, *THE WAY THEY LEARN*, there are four basic learning styles: Concrete, Abstract, Sequential, and Random. There are also three ways we remember. She adds, "Learning styles researchers Walter Barbe and Raymond Swassing present three modes of sensory perception (ways of remembering) that we all use in varying degrees." These "modalities" (auditory, visual, and kinesthetic) affect everyone's learning styles.

Students should discover their auditory, visual, or kinesthetic / feeling styles in order to help teachers and parents communicate better with them. It is not always their teacher's or parent's fault when things are misunderstood. It is every student's responsibility to work with their teacher and parents to know how the student learns best.

Every student, parent, and teacher should also know and understand how these learning styles respond. Adapting one's presenting style to the learning style of the student will often determine the

success or failure of a relationship.

It is not always the responsibility of the student to adapt his or her learning style to that of the teacher. Student's and their parent or teacher must both control their communicating and learning styles in order to have the best results possible.

Understanding how your DISC personalities affect learning styles can help guard your strengths and avoid your weaknesses. Study the insights below to improve your communicating and learning.

Always remember, you are the only one who can control yourself to do right. Don't expect or depend on anyone else to give you the determination to respond appropriately. Learn to control your personality, rather than letting your personality control you. Take command of your feelings and thinking, rather than expecting others to change on your behalf.

## "D" Behavior —

**Auditory Learner:** *LISTENS best to challenges and straightforward communication. Wants to hear bottom-line and summarized facts. Doesn't like to listen to long drawn-out stories. Responds best to serious and hard-hitting points. Pays most attention when lessons are direct and demanding.*

**Visual Learner:** *Wants to SEE progress and results. Responds best to action-packed visuals. Learns best when lessons are animated spoken. Desires more*

**Kinesthetic Learner:** *Wants to FEEL the lesson. Desires strong emotion or silly type presentation. Makes him or her relaxed*

## "C" Behavior

**Auditory Learner:** *Wants to hear words. Desires to hear words and how. Wants to hear clear communication. Is not as interested in facts. Learns best with thorough explanation.*

**Visual Learner:** *Wants to SEE the lesson, as opposed to just hearing about it. Desires visualization of the facts. Learns best when presented with investigated lessons. Needs to have pictures and charts drawn that explain the lesson.*

**Kinesthetic Learner:** *Wants to FEEL the lesson is clear and understandable. Learns best when communicated through rational and emotional means. Desires balance between facts and feelings. Wants to learn through heartfelt, yet intellectual presentations. Needs to feel the lesson is logical.*

## "I" Behavior —

**Auditory Learner:** *LISTENS best to exciting and enthusiastic communication. Desires to hear expressions and word-pictures that make lessons come alive. Needs to hear influencing and impressive learning that communicates optimism. Hears the lesson best through humorous stories.*

**Visual Learner:** *Wants to SEE the lesson through drama or roll-play. Desires to participate by acting out or visualizing*

*him or herself in the lesson.*

*of the lesson. Desires to hear the point of the lesson and how his or her feelings can*

*and soft presentation. Desires to hear words*

*that make the lesson kind, nice, and caring.*

**Visual Learner:** *Wants to SEE the lesson lived-out through the life of the presenter. Learns best by visualizing the lesson as part of a small group, rather than having to be up front presenting. Desires steady and stable visual environments.*

**Kinesthetic Learner:** *Wants to FEEL comfortable and secure as he or she learns. Responds best to status-quo type learning, without surprises or challenges. Desires that everyone is learning harmoniously and together as a family. Needs to feel the lesson in a personal and private way.*

## For Your Review

# MY ACTION PLAN

---

1. My highest plotting point in Graph 1: \_\_\_\_\_; Graph 2: \_\_\_\_\_.

This means I tend to be more \_\_\_\_\_; \_\_\_\_\_;

\_\_\_\_\_.

2. The overuse of this type sometimes makes me \_\_\_\_\_

\_\_\_\_\_.

3. My next highest plotting point in Graph 1: \_\_\_\_\_; Graph 2: \_\_\_\_\_.

If above the mid-line, this means I also tend to be more \_\_\_\_\_; \_\_\_\_\_;

\_\_\_\_\_.

4. The overuse of these \_\_\_\_\_

\_\_\_\_\_.

5. My lowest plotting

This means I tend to n

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6. To communicate m

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7. To communicate m

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8. I should guard or improve my following task tendencies: \_\_\_\_\_

\_\_\_\_\_.

9. I should guard or improve my following people tendencies: \_\_\_\_\_

\_\_\_\_\_.

10. I can improve my outgoing and reserved tendencies by: \_\_\_\_\_

\_\_\_\_\_.

11. I will begin today working on the following: \_\_\_\_\_

\_\_\_\_\_.

12. My daily affirmation to improve my behavior is: \_\_\_\_\_

\_\_\_\_\_.

\_\_\_\_\_.

## For Your Review