

Educator's Personality Profile



Teaching and Motivating Insights

Mels Carbonell, Ph.D.

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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 predictable pattern of behavior because of his or her 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 this entire repost.

Our personalities should never become an excuse for poor behavior. The attitude of many is: "That's just the way I am. Love me or leave me. You knew I was like that when you married me," but we should not blame our often poor reactions on our personalities.

Each temperament style represents a specific behavior pattern. How we use or abuse our personality model of the four quadrants of the DISC model.

For Your Review

"D" - Dominant

"I" - Influencer

"S" - Steady

"C" - Compliant

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.

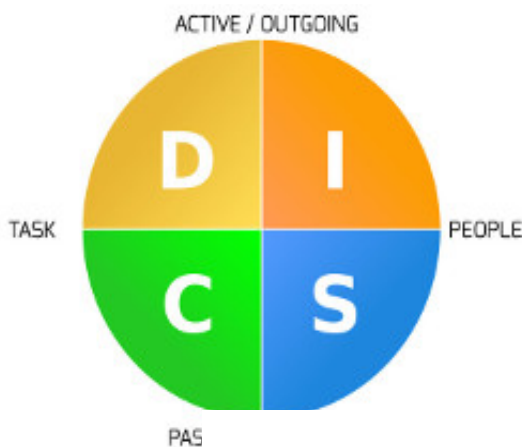
Keep in mind that 85% of people tend to be composites of DISC; therefore, most people will be blends and combinations of the evident characteristics in the four personalities. There are numerous variations of this model. Speakers, writers, and trainers have added their own titles to make the model more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

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/Task

Dominating, D

Active/People

Inspiring, Influencing, I

Passive/People

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 from Control - Authority - Varied Activities - Difficult Assignments - Opportunities for Advancement - Choices rather than ultimatums

Respond Best To Leader Who: Provides direct answers Sticks to task - Gets to the point - Provides pressure - Allows freedom for personal accomplishments

Needs to Learn:

Everyone has a b
Sensitivity to peo

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"I" Type Beha

Basic Motivator

Desires: Prestige
Opportunities to r

thers -

Respond Best To Leader Who: Is fair and is also a mentor 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

For Your Review

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

"C" Type Behavior

Basic Motivation: Control

Desires: Clearly defined
- Time to think

Responds Best To:
- Provides resources

Needs to Learn: To
Deadlines must be realistic

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 a "I / S / C" or "I / C / S" or "S / I / C" or "S / C / I" or "C / I / S" or "C / S / I" you are inspiring, submissive, and calculating. You believe people don't expect you to be domineering or demanding. You tend to be more passive, but you can be very active and outgoing when it comes to inspiring and influencing others. You are sensitive, supportive, competent and compliant. You're not very challenging or defiant unless people try to change the rules or facts. You would rather work with people than by yourself, except when you are preparing or studying to gather more information. You don't want to be in control or aggressive. You like to please others, especially through your friendliness and research.

C/I/S - COMPETENT INFLUENCING SPECIALISTS

Discovering your

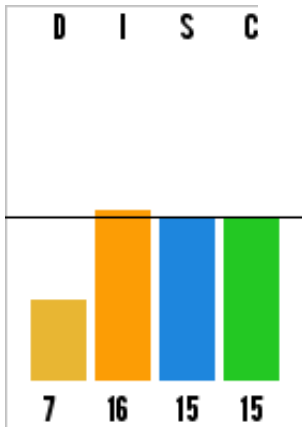
"C/I/S's" like to do pushy people. They are sensitive determined and do are capable of doir assertive. They are

For Your Review

sive or
ality.

They

Controlling you



- Guard against being judgmental
- Avoid bitterness and resentment.
 - Step out of your comfort zone.
 - Be thankful for everything.
 - Be encouraging and a good example to others.
 - Take charge and do whatever you need to do.

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 "D / S / C", or "D / C / S", or "S / D / C", or "S / C / D", or "C / D / S", or "C / S / D", you think people expect you to be direct, submissive, and competent. You tend to be passive, but you sometimes surprise people with your dominant ways. You can be active and decisive, but your sweet and sensitive, as well as compliant and conscientious ways seem to balance any abrasiveness or forcefulness you might exhibit. You don't tend to be talkative or a crowd pleaser. You seem to think reserved because you like to constantly moving forward. You tend to plan and masses.

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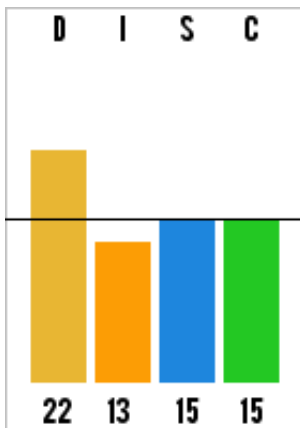
For Your Review

C/S/D - COMI

Discovering yo

"C/S/D's" are a (ik- 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.

Controlling your behavioral blends



- Be more enthusiastic.
- Don't worry so much about problems.
- Be more positive.
- Let your sensitivity be more evident.
- Be more outwardly optimistic and encouraging to others.
- Be fearless.

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

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Understanding and adjusting your thoughts, feelings, and actions using these insights can be very productive and wise. Review and study your two graphs, keeping in mind the similarities and differences. Then, learn how to control your motivations rather than letting them control you.

Your **LOW "D"** on Graph 1 and **HIGH "D"** on Graph 2

You have a Low "D" on Graph 1 and a High "D" on Graph 2. This may mean that you have your dominant and demanding personality under control or you are suppressing it. Either way, it could be to your advantage to be less aggressive and assertive than you seem to really be.

The degree to which you are controlling your personality is shown by how high or low your "D" is on Graphs 1 or 2. In other words, if your "D" is closer to the bottom of your graph, you will be less determined and demanding than if your "D" is closer to or higher than the midline. If your "D" is just below the midline, you will be a little less controlling, but not as much as when your "D" is higher than the midline. The lower your "D," the less intense and driven you tend to be.

When your "expected of you" behavior (Graph 1) is less controlling and driving, you won't act in public like you tend to be in private. At home, or among friends and relatives, you can be too strong and hard on them. If you have a Low "D" in Graph 1, you feel that people don't want you to

be as forward and confident as you really are.

It can be a good sign that you tend to control yourself more in public, but this may also mean that you need to be more sensitive in private. You could have a lot of pressure at work which causes you to wisely guard your tendency to be too aggressive and potentially explosive. Let whatever is causing you to be less dominant at work or in public control you to be more gentle at home or in familiar environments.

Also, you may need to be as direct and decisive at work or in public as you can be in private. You have the confidence to be bold and self-disciplined, but for some reason, you back off in public or at work. This can

Don't let your feelings and actions both work or in unfamiliar situations might think. At work you do at home. Always be as you are.

In summary, you tend to be more in control and predictably bossy and relatives.

For Your Review

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Your **HIGH "I"** on Graph 1 and **LOW "I"** on Graph 2

You have a High "I" in Graph 1 and a Low "I" in Graph 2. This usually means you think people expect you to be more influencing and impressing than you tend to be. It may indicate you are more entertaining and enthusiastic than the real you. This may explain why you can be more outgoing in public and not as inspiring or talkative in private.

The degree to which you inspire others is shown by how high or low your "I" is on Graphs 1 or 2. In other words, if your "I" is closer to the bottom of your graph, you will be less influencing and impressing than when your "I" is closer to or higher than the midline. If your "I" is just below the midline, you will be slightly less interested in people, but not as much as if your "I" is higher than the midline. The lower your "I," the less outgoing and involved you tend to be.

You think people want you to be more active and extroverted in groups, while privately with your closest friends, you may not be as openly people-oriented. You are more expressive in crowds, but sometimes less responsive when among those you love the most. This doesn't mean you are not as friendly with your relatives. It just indicates you are more motivated to entertain or interact in a crowd than you are with your closest friends and relatives.

Your ability to inspire and induce interest in people makes you highly motivated to engage within

larger groups. But, when you get home or among your closest friends and relatives, you tend to be more quiet. You seem to be quicker to speak in public when it is expected of you, and slower to communicate when you are among those you love the most.

You tend to be driven to look good in public, but you seem to be quieter and less excited in private. This causes those closest to you to wonder why you can be so friendly outside the home or familiar environments, and so unresponsive when alone with a few loved ones or good friends. You often give mixed or confusing messages. People sometimes think you are upset or don't care about them because you can be seemingly more interested in total strangers.

Be more conscious of your drive to talk and look good publicly, as well as your private lack of enthusiasm and disinterest in others. Learn to be just as friendly and encouraging among close friends and relatives as you are at work, outside your home, or in familiar environments.

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For Your Review

Brave / Adventurous
Smooth talker / Articulate
Entertaining / Clowning
Contemplative / Thinker
Joyful / Jovial
Accurate / Exact
Stable / Balanced
Merciful / Sensitive
Serious / Unwavering
Powerful / Unconquerable
Timid / Soft-spoken
Inquisitive / Questioning
Sharp / Appealing
Courteous / Polite
Inducing / Charming
Quiet / Reserved
Responsive / Reacting

Compliant / Goes by book
Right / Correct
Positive / Optimistic
Diplomatic / Peacemaking
Flexible / Adaptable / Agreeable
Steady / Dependable
Confident / Self-reliant
Pondering / Wondering
Guarded / Masked / Protective
Generous / Giving
Smiling / Happy
Tolerant / Patient
Serving / Sacrificing
Peppy / Playful
Hospitable / Enjoys company
Organized / Orderly
Faithful / Consistent

test's "D"Tendencies seem to be:

Brave, Adventurous, Serious, Unwavering, Powerful, Unconquerable

test's "I"Tendencies seem to be:

Friendly, Cordial, Popular, Entertaining, Clowning, Sharp, Appealing, Inducing, Charming, Responsive, Reacting

test's "S"Tendencies seem to be:

Kind, Nice, Caring, Considerate, Thoughtful, Stable, Balanced, Merciful, Sensitive, Courteous, Polite

test's "C"Tendencies seem to be:

Law-abiding, Caring

Clowning

test's "D"Tendencies seem to be:

Forceful, Strong

test's "I"Tendencies seem to be:

Outgoing, Active

Playful

test's "S"Tendencies seem to be:

Diplomatic, Peaceful

Thoughtful, Patient,

Serving, Sacrificing, Responsible, Enjoys company

test's "C"Tendencies are not very:

Calculating, Analytical, Compliant, Goes by book, Right, Correct, Pondering, Wondering, Organized, Orderly, Faithful, Consistent

For Your Review

Educator's Personality Profile

Appendix

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Transformational Leader?

TEACHING

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For Your Review

Introduction

Welcome to an exciting discovery! Everyone is gifted with a unique personality. Discovering the *Uniquely 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.

The challenge is relating to everyone differently — discerning how other people feel, think and act according 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)

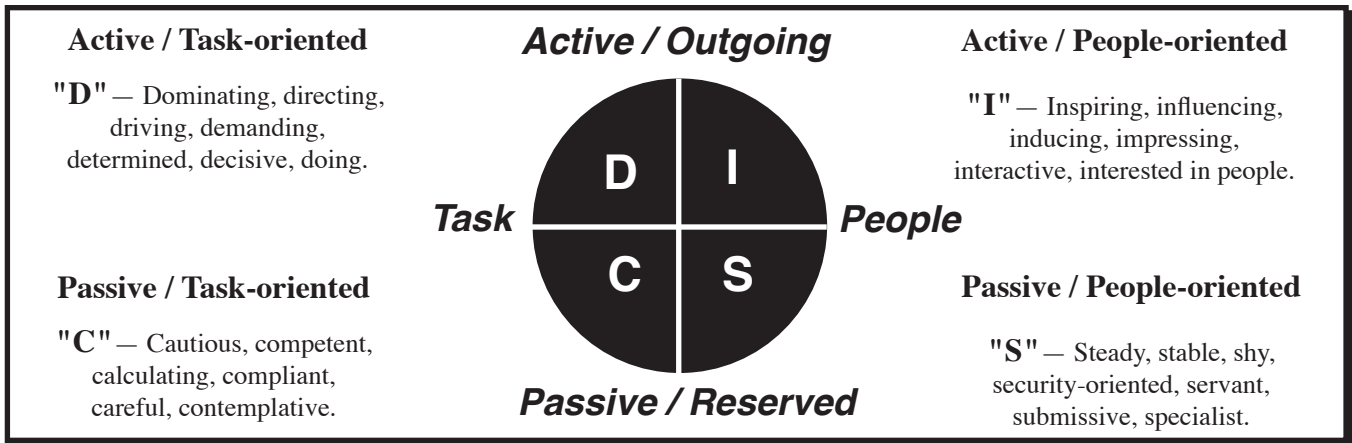
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Interpretation . . .

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) Known as "Choleric"

Descriptions: Dominant, Direct, Demanding, Decisive

Basic Motivation: Challenge and Control

Desires: • Freedom from control • Authority • Varied Activities
• Difficult Ass
• Choices, rat

Responds Best

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• Sensitivity to

"C" BEI

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Descriptions:

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.

"I" BEHAVIOR

(Active / People-oriented) Known as "Sanguine"

Descriptions: Inspiring, Influencing, Impressing, Inducing

Basic Motivation: Recognition and Approval

Desires: • Prestige • Friendly relationships • Freedom from
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Deadlines are
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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.

For Your Review

DISCOVERING YOUR BEHAVIORAL BLEND

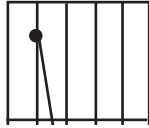
There are four basic personality types known as **D, I, S,** and **C** behavior. Everyone is a blend or combination of these four temperaments. No type is better than the other. No one has a bad personality. The most important factor is what you do with your personality. Don't let your personality control 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 to prepare and think more about what they are doing. They are motivated to accomplish tasks.

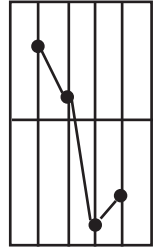
DISC



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 task-oriented and stable. They must learn to

DISC

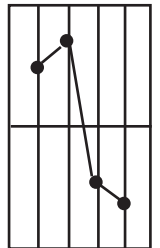


I: INSPIRATIONAL

"I"s are impressive people who are confident and excited individuals. They can have too much of their need for attention and emotional. They need others and are willing to listen unless it makes them look bad. They need to control their feelings. They often outshine others by recognition.

For Your Review

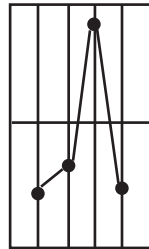
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S: STEADY SPECIALISTS

"S"s are stable and shy types. They do not like changes. They enjoy pleasing people and can consistently do the same job. Secure, non-threatening surroundings are important to them. They make the best friends because they are so forgiving. Other people sometimes take advantage of them. 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.

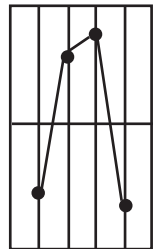
DISC



S/I: STEADY INFLUENCERS

"S/I"s are sensitive and inspirational. They accept and represent others well. They have lots of friends because they are tolerant and forgiving. They do not hurt people's feelings and can be very influential. They need to be more task-oriented. They must learn to finish their work and do it well. They like to talk, but 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.

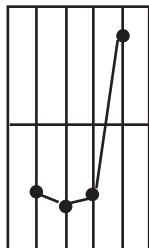
DISC



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.

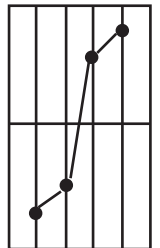
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C/S: COMPETENT SPECIALISTS

"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.

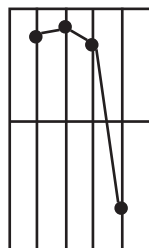
DISC



I/D/S: INSPIRING DRIVING SUBMISSIVE

"I/D/S"s are impressive, 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.

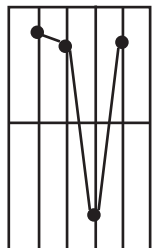
DISC



D/I/C: DOMINANT INSPIRING CAUTIOUS

"D/I/C"s are demanding, impressive 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.

DISC



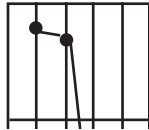
Observe the 21 **Behavioral Blends** on these two pages. Choose the one or two profiles that are most like your graphs. Read the brief paragraph descriptions of the ones that are most like you. You will probably be a combination of two specific profiles. You can also have some characteristics of other 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 through projects are crucial by opportunities to control

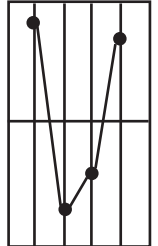
D I S C



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

D I S C

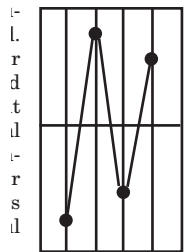


I/S: INSPIRATION/

"I/S"s are influential and people love them. They like They do not like time control want to look good and encourage organizational skills. They they are told. They show what to do, than with whom by interactive and sincere. Regardless of being up from influence and support other colleagues, and obedient w

For Your Review

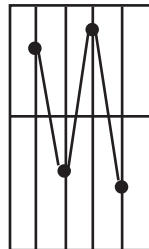
D I S C



S/D: STEADY DOERS

S/D"s get the job done. They prefer stable surroundings and are determined to accomplish tasks. As quiet leaders, they relate best to small groups. They do not like to talk in front of large crowds, but want to control them. They enjoy secure relationships, but often dominate them. They can be soft and hard at the same time. They are motivated 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.

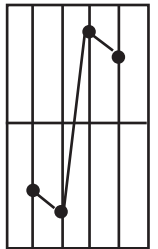
D I S C



S/C: STEADY COMPETENT TYPES

"S/C" Types are stable and contemplative types. They like to search and discover the facts. They like to weigh the evidence and proceed slowly to a logical conclusion. They enjoy small groups of people. They do not like speaking in front of large crowds. They are systematic and sensitive to the needs of others, but can be critical 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.

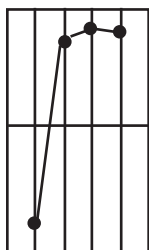
D I S C



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.

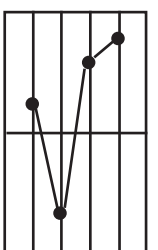
D I S C



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.

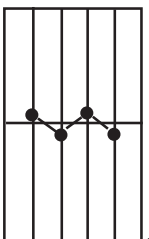
D I S C



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



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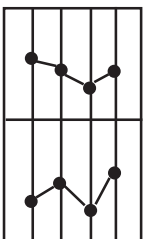
ABOVE MID-LINE • BELOW MID-LINE

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 be people who have strengths in areas that the other lacks. For example, a person who is positive, upbeat and outgoing may be like him or her, while a person who is reserved, organized and task-oriented may be like her or him.

"D"s are often at the top of the hierarchy, while "C"s are at the bottom. "D"s are often at the top of the hierarchy, while "C"s are at the bottom. "D"s are often at the top of the hierarchy, while "C"s are at the bottom.

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

While opposites can be challenging, they can also be complementary. Blends or composite types are often the most effective. Most people are a combination of several or types. It is those blends that break or make us into better or bitter educators.

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.

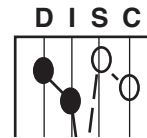
The "I/C" is both active and passive while people and task-oriented at the same time. The same goes for the "D/S." But while the "I/C" loves to inspire and correct, the "D/S" enjoys dominating and serving others. The "D/S" type may sound like a contradiction in terms, but this unique and often confusing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

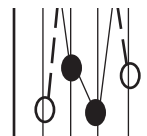
"D/I" Relating To "S/C"



- "D/I"s are outgoing, while "S/C"s are passive and reserved.
- "D/I"s are more positive and more outgoing than "S/C"s.
- "D/I"s are more people-oriented and slow to respond.

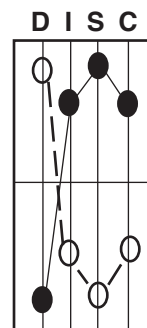
For Your Review

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



- "D/C"s are more high-tech than "I/S"s.
- Both should learn from the other.
- Be patient and slow to respond!

"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 a

Every personal act like a "D" when tendencies of perso

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

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For Your Review

"D" Behavior

Under Pressure:

Becomes demanding,

Sources of Irritation:

Weakness, in

Lack of —

direction, authority, control, challenge.

Needs To:

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

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lack of — enthusiasm, team participation.

Needs To:

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

"C" Behavior —

Under Pressure:

Becomes moody, critical, contemplative, negative, worrisome.

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.

"S" Behavior —

Under Pressure:

Becomes subservient, insecure, fearful, weak-willed, withdrawn, sympathetic, a sucker.

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.

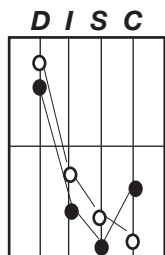
Person's # 1 highest plotting point:

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*.



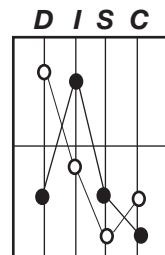
“D” / “D” RELATIONSHIP

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Practical Application for the Educator

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For Your Review



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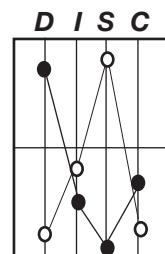
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- Don't intimidate or manipulate the other.

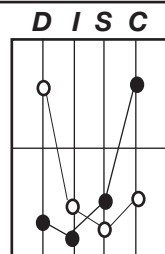


“D” / “S” RELATIONSHIP

General Insights: “D”s and “S”s working together are like comparing opposite types. “D”s want to tell “S”s what to do. “D”s need to appreciate “S”s for their sensitivity. “D”s try to dominate “S”s and should never intimidate them. “S”s feel secure with “D”s as long as “D”s show stable behavior. “S” teachers should be more assertive, while “D” associates need to be more agreeable.

Practical Application for the Educator

- “D”s should direct, not dominate “S”s — “Be more of a persuader.”
- When “D”s get out of control, they should back off and become a peace-maker.
- “S”s need to strongly challenge “D”s when a “D”s behavior is unacceptable.
- “S”s should show more determination.

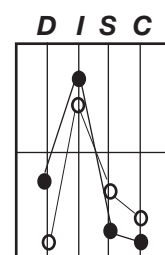


“D” / “C” RELATIONSHIP

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:

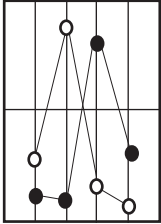
Graph 1 ___; Graph 2 ___;

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



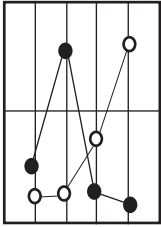
“I” / “S” RELATIONSHIP

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



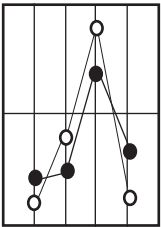
“I” / “C” RELATIONSHIP

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 pessimism, while “C”s distrust “I”s facts. “I”s and “C”s can conflict, due to their differences. “I”s are more active, while “C”s are passive. “I”s are feeling-oriented, while “C”s are task-oriented. They are often opposite, but can complement each other and work well together.

Practical Application

- “I”s need to trust “C”s’ concerns.
- “C”s ought to be more optimistic about “I”s’ interests.
- “I”s should do their “homework” before trying to convince “C”s about an idea.
- “C”s need to express themselves, instead of internally criticizing “I”s.

D I S C



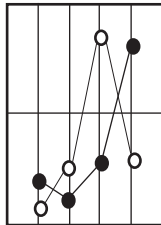
“S” / “S” RELATIONSHIP

General Insights: Two “S”s relate best together. They don’t compete or criticize each other. They are loyal and sensitive to each other. “S”s are the most tolerant and
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Practical Application

- “S”s should force themselves to express their feelings.
- Two “S”s can miss great opportunities,
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D I S C



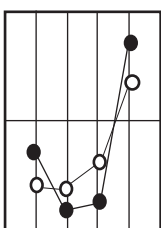
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For Your Review

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“C”

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.

- 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

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 expose the problem than exposing the most of our problems and I will listen upon their perspective.

Second Step

If going to the meeting with our differences, I will choose an individual who is not involved of the problem. I will shed light on our differences to change in order to resolve the conflict.

I recognize that the "mediator" may reveal or say things I won't like, but believe their interest is to resolve the conflict, rather than take sides. (The "mediator" must be an individual with deep wisdom and highly 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 else and their perspective, I will not share with anyone else.

For Your Review

Serious Step

If I continue to find fault with a leader and cannot relate or work in "harmony," I will seek to find another school, rather than cause any conflict and disharmony. I am committed to resolving my conflicts even if it means separating myself from the source of my irritations.

Ultimate Goal

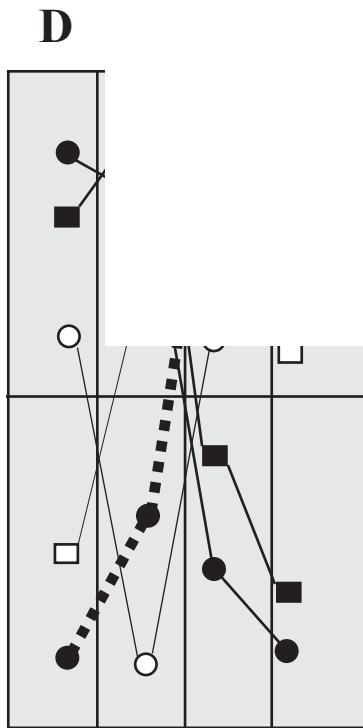
I commit myself to be mature rather than "normal" and supernatural rather than "natural" when it comes to solving my problems with others. I want the best way to resolve my conflicts and will do "right", regardless of my normal and natural feelings.

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.



- 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	9
15	10	12	8
14	9		
13	8	11	7
12		10	
11	7		6
10		9	
9		8	5
8	6	7	
7	5	6	4
		5	
		4	3
		3	
		2	
		1	
		0	

For Your Review

"This is Me" Behavior

D	I	S	C
0	0	0	0
		1	1
1	1		
		2	2
2	2	3	3
	3		
3		4	4
		5	5
4	4		
		6	6
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21			

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 "C"s above the mid-line: _____
Indicates more Passive behavior.

How many High "D"s and "S"s above the mid-line: _____
Indicates more Task-oriented behavior.

How many High "I"s and "C"s above the mid-line: _____
Indicates more People-oriented behavior.

If there are more "D"s and "I"s above the mid-line than "S"s and "C"s, the Team tends to be more Active, than Passive and vice versa.

If there are more "D"s and "C"s, than there are "I"s and "S"s, the Team tends to be more Task-oriented, than People-oriented 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: _____

How many High "D"s and "I"s above the mid-line: _____

How many High "S"s and "C"s above the mid-line: _____

How many High "D"s and "S"s above the mid-line: _____

How many High "I"s and "C"s above the mid-line: _____

If there are more "D"s and "I"s above the mid-line than "S"s and "C"s, the Team tends to be more Active, than Passive and vice versa.

If there are more "D"s and "C"s, than there are "I"s and "S"s, the Team tends to be more Task-oriented, than People-oriented 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: _____

For Your Review

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 and likes to be positive about everything.

Person #2 is also dominant. He or she is extremely interested about making good impressions as opposed to individuals doing the little behind the scenes.

Person #3 is more dependent about getting the job done. He or she is interested in speaking to groups. He or she is more interested in a stable environment.

Person #4 is not dominant to relate to groups, as well as individuals. Though interested in correctness, he or she is not a "perfectionist", but may demonstrate more "concern" for doing things right. He or she is 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 #5: _____

How do you see the Team as a whole? _____

What do you think the Team needs to improve? _____

For Your Review

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 charge*. They don't like people to be too pushy and too demanding. They like leaders when they are demanding of others.

"I" Leaders —

"I"s are inspirational and influence others to talk too much. "I"s are so sensitive to rejection that they reject positive leaders. "I"s love crowds, but need to be interested in individuals.

"S" Leaders —

"S"s are the sweet, steady and stable leaders. They 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

They want to follow with power and action make "D" followers' ultimatums.

They are impulsive and make them a great first persuader often

turn them into the leaders so they can rise to the top. Sometimes you don't know who's leading whom.

"S" Followers —

"S" followers don't make quick decisions. They like leaders who are understanding and gentle. They want to 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.

For Your Review

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.

Transactional leaders focus upon rewards. They give rewards for task completion and rewards for good performance are recognized between the leader and follower.

On the other hand, transformational leadership is inspired by a vision and purpose. Followers are motivated more than rewards and recognition; they are motivated upon pride, respect and accomplishment.

Transformational leaders have charisma. They communicate high expectations that transform followers and organizations. There's often a misunderstanding about the subject of leadership.

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."

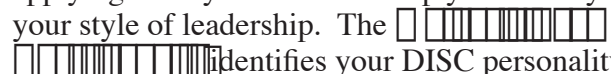
For Your Review

So what's the difference? Better understand your mind to

or begins need in in you

transfor-

mational Servant Leaders. They are those who understand themselves and others to work on a higher plain of life. They discover the insights that transcend the norm or typical. They learn how and what it takes to impact others.

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 at least have the cl

High "C"s

- They like to do things or half right is un
- Give them time a
- Don't push them to frustrated and giv
- Encourage them to learn to be mor
- Answer their que

Provide these typ They tend to be nat uplifting music around the home or office can be very encouraging. Avoid being constantly negative and critical, especially with these personality types.

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, ed to guard

For Your Review

Change is things. They enges are not est. sertive, so

ake advantage air reluctance

to be bold and assertive. Saying "no" can be frightening, yet powerful. Taking chances and risks to take charge can be very rewarding.

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, serious, challenging.

Sources of Irritation:

Silliness, insecurity, over-cautiousness, Lack of — initiative, competitiveness, aggressiveness

Needs To:

*Think before answers, Be i
Stimulate oth*

"I" Type Teacher —

Under Pressure:

Becomes wordy, (talks too much), silly, manipulative, restless, seeks attention.

Sources of Irritation:

Dullness, deadness, status quo, predictability, restrictive communication, quietness, Lack of

"C" Type Teacher —

Under Pressure:

Becomes picky, high standards, w

Sources of Irritation:

*Incomplete re
less work, ill
unclear answers, foolishness.*

Needs To:

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

to look good, pressure to speak out.

Needs To:

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

For Your Review

Strengths—

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

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 complimentary. The student will talk and exaggerate but allow him

"S" Student:

Be sweet. Do what the student will do and be kind. Apologize

"C" Student:

Be prepared. The student will want to be stubborn,

"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. Smile

For Your Review

concomitantly.

Ask for details. Be methodical.

"C" Type Teacher Conflicting With —

"D" Student:

Be relaxed. Do what the student wants. "Don't argue." Don't give a solution based on both perspectives. Be positive.

"I" Student:

Be patient. Let the student talk. Ask pointed 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.

with —

it may be different.

Don't give in if you know you're right.

"I" Student:

Be interested in what the student says. Don't 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.

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 challenge

To Motivate

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

"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, 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:

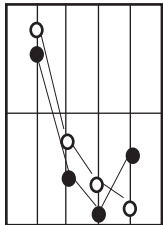
Graph 1 ___; Graph 2 ___;

Person's # 2 highest plotting point:

Graph 1 ___; Graph 2 ___;

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

D I S C



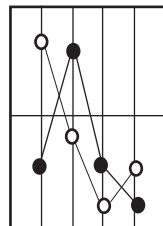
"D" / "D"

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 liberty to be leaders.

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.
- Learn to relax and control stress levels.

D I S C



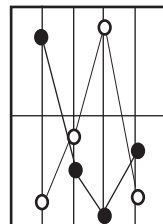
"D" / "I"

Classroom Index: "D"s and "I"s are both very active. The "D" wants to control, while the "I" wants to impress. The "I" wants to talk, while the "D" works. The "D" tends to dominate, while the "I" desires to communicate. The "I" feels the "D" doesn't care, while the "D" thinks the "I"s

Practical Application for the Teacher

- Determine to communicate on the basis of the other person's interests and needs.
- "D"s need to show they really care.
- "I"s need to give "D"s a chance to talk.
- "D"s should praise "I"s more.

D I S C



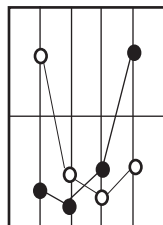
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For Your Review

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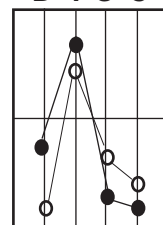
"D

Cl
may
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.

Practical Application for the Teacher

- 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.

D I S C



"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

- 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

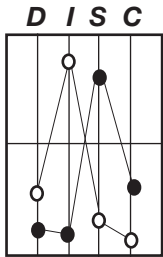
Person's # 1 **NEXT** highest plotting point:

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.

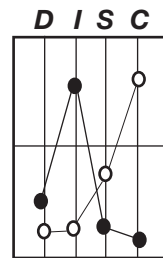


"I" / "S"

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.

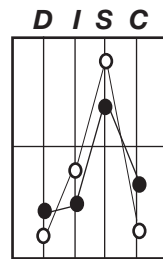


"I" / "C"

Classroom Index: "I"s and "C"s make good teachers and students. "I"s are great communicators, while "C"s are task-oriented. "I"s and "C" are both people-oriented. "I"s love excitement, while "C" are more shy. "I"s want "C"s to be more enthusiastic, but "C"s don't like a lot of attention. "I"s love crowds; "C"s prefer small groups.

Practical Application for the Teacher

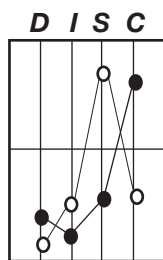
- When an "I" asks a "C" a question, the "I" should wait for the "C" to answer.
- "C"s shouldn't let "I"s always interrupt and control every conversation.
- "C"s should ask "I"s to repeat what "C"s say. "I"s tend to think of what they want to say next, rather than listen closely.



"S"

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

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

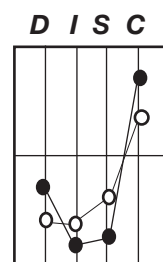


"S" / "C"

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.

For Your Review

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 activities lessons are animated spoken. Desires more*

Kinesthetic Learning. *Desires strong and or silly type presentation makes him or her relate*

"C" Behavior

Auditory Learner: *Wants to hear words. Desires to hear words and how. Wants to hear cation. Is not as interested in the drama, but in hearing the 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 or visualizing him or herself he lesson.*

of the lesson. and point of the or feelings can

For Your Review

t and soft pre- mmunication. iented words.

Desires to hear lessons in a small group. Wants 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.*

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 _____;

4. The overuse of t _____

5. My lowest plotti _____

This means I tend t _____

6. To communicate _____

_____.

7. To communicate more effectively with _____, I need to _____

_____.

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**