



Info User

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Last name:

Phone:

Company:

City:

State/Province:

Country:

Postal Code:

Street Address:

For Your Review

Parent - Summarized

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," but we should not blame

Each temperament style or personalities determine a model of behavior style of temperaments, we use of the DISC model:

"D" - active / task-oriented

"I" - active / people-oriented

"S" - passive / people-oriented

"C" - passive / task-oriented

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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.

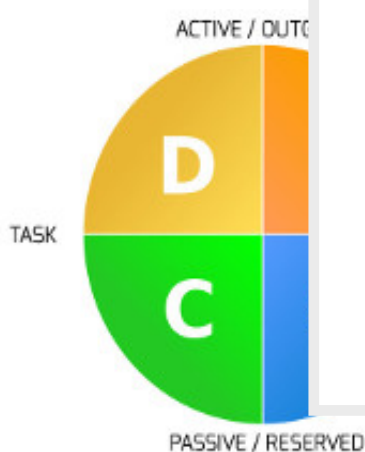
Keep in mind that 85% of people tend to be composites of DISC; therefore, most people will be blends and combinations of the evident characteristics in the four personalities. There are numerous variations of this model. Speakers, writers, and trainers have added their own titles to make the model more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



For Your Review

Parent - Summarized

Active/Task-oriented "D"

Dominating, Directing, Demanding, Determined, Decisive, Doing

Active/People-oriented "I"

Inspiring, Influencing, Inducing, Impressing, Interactive, Interested in people

Passive/People-oriented "S"

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: You need people - Relaxation is not a crime - Some controls are needed - Everyone has a boss - Sensitive to people's feelings - Don't be a tyrant -

"I" Type Behavior

Basic Motivation: Recognition

Desires: Prestige - Friendship - Opportunities to motivate others -

Respond Best To Leader Who: Provides recognition of abilities

Needs to Learn: Time is important - 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

Parent - Summarized

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: Quality

Desires: Clearly defined
Time to think

Responds Best To Lead
Provides resources to do

Needs to Learn: Total su
Deadlines must be met -

For Your Review

Parent - Summarized

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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.

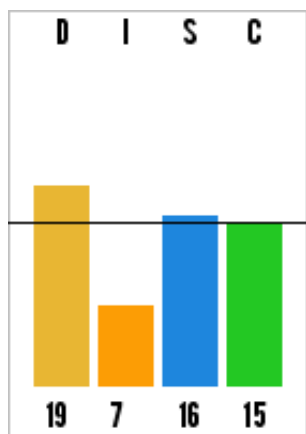
Description: As a "D / S / C" or "D / C / S" or "S / D / C" or "S / C / D" or "C / D / S" or "C / S / D" you think people expect you to be direct, submissive, and competent. You tend to be more passive, but you sometimes surprise people with your dominant ways. You can be active and decisive, but your sweet, sensitive, compliant, and conscientious feelings 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 people expect you to be more quiet and shy. You often don't consider yourself as reserved because of your aggressive and assertive tendencies. There is a part of you that doesn't like to constantly sit still and wait for things to happen. You like to be in charge while cautiously moving forward. You also like helping those who may be hesitant or need more assurance. You tend to plan and prepare more than others, but you don't always communicate it well to the masses.

C/S/D - COMPETENT STEADY DOERS

Discovering your beha

"C/S/D's" are a combir
oriented, but care abo
They prefer to get the
They tend to be more
really care for people.
enthusiastic. Natural a

Controlling your k



For Your Review

Parent - Summarized

sk-
f crowds.
groups.
'D" types

- 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.

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.

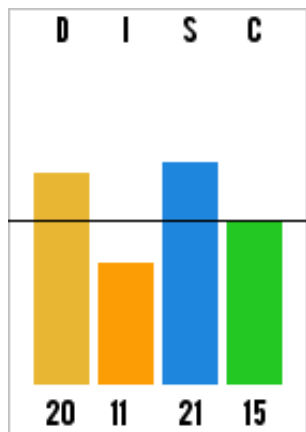
Description: As a "D / S / C", or "D / C / S", or "S / D / C", or "S / C / D", or "C / D / S", or "C / S / D", you think people expect you to be direct, submissive, and competent. You tend to be passive, but you sometimes surprise people with your dominant ways. You can be active and decisive, but your 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 people expect you to be more quiet and shy. You often don't consider yourself reserved because of your soft and contemplative tendencies. There is a part of you that doesn't like to constantly sit still and wait for things to happen. You like to be in charge while cautiously moving forward. You also like helping those who may be hesitant or need more assurance. You tend to plan and prepare more than others, but you don't always communicate it well to the masses.

C/S/D - COMPETENT STEADY DOERS

Discovering your beliefs

"C/S/D's" are a combination of direct, sensitive, and competent oriented, but care about others. They prefer to get the job done. They tend to be more reserved. They really care for people. They are not very enthusiastic. Natural at home.

Controlling your behavior



For Your Review

Parent - Summarized

- 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.

sk-
f crowds.
groups.
'D" types

a tends to be more:

Demanding / Asserting
 Law-abiding / Conscientious
 Loyal / True Blue
 Peaceful / Calm
 Careful / Cautious
 Risk-taking / Courageous
 Hyper / Energetic
 Brave / Adventurous
 Persistent / Restless / Relentless
 Shy / Mild
 Admirable / Elegant
 Ambitious / Goes for it
 Challenging / Motivating
 Perceptive / Sees clearly
 Pondering / Wondering
 Sweet / Tender / Compassionate
 Generous / Giving
 Industrious / Hard worker
 Driving / Determined
 Direct / To the point
 Courteous / Polite
 Inventive / Imaginative
 Organized / Orderly
 Helpful / Assisting

a's "D"Tendencies seem to be:

Demanding, Asserting
 Relentless, Ambitious,
 Determined, Direct, To

a's "I"Tendencies seem to be:

Hyper, Energetic, Admirable, Elegant

a's "S"Tendencies seem to be:

Loyal, True Blue, Peaceful, Calm, Sweet, Tender, Compassionate, Generous, Giving, Courteous, Polite, Helpful, Assisting

a's "C"Tendencies seem to be:

Law-abiding, Conscientious, Careful, Cautious, Pondering, Wondering, Organized, Orderly

a's "D"Tendencies are not very:

Convinced, Cocky, Winner, Competitive, Bottom line, Straight-forward

a tends to be less:

Outgoing / Active
 Gentle / Soft / Humble
 Calculating / Analytical
 Convinced / Cocky
 Obedient / Submissive
 Pleasing / Good-natured
 Perfectionist / Precise
 Enthusiastic / Influencing
 Right / Correct
 Competent / Does Right
 Winner / Competitive
 Deep / Intense
 Accurate / Exact
 Animated / Expressive
 Persuading / Convincing
 Guarded / Masked / Protective
 Preparing / Researching

For Your Review

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ss,
 riving,

a's "I" Tendencies are not very:

Outgoing, Active, Enthusiastic, Influencing, Animated, Expressive, Smiling, Happy, Dynamic, Impressing, Exciting, Spirited

a's "S" Tendencies are not very:

Gentle, Soft, Humble, P

a's "C" Tendencies are

Calculating, Analytical, I
Researching, Original, C

paring,

For Your Review

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Appendix

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Introduction to Parents' Profiles —

Controlling and Conquering Feelings

Most people get into trouble, because they don't know how to or they just refuse to control their feelings. Conquering our feelings is imperative to a happy and healthy life. Learning Human Behavior Science helps us understand why people feel, think, and act the way they do.

Our feelings are part of our personalities. Every child and parent are gifted with unique personality types. Discovering the *Uniquely You* as a family member is vital for a harmonious home. Understanding how to control and conquer your feelings will improve your family's environment and parenting skills.

Parents who identify and influence their children according to personality types will be more effective. The proverb teaches, "Train a child in the way he should go." The child is "bent" or personality type can be trained according to their personality type.

Everyone has a unique personality. One has a bad personality, one has a good personality. With your personality understanding the way we feel, discover why we and the way we feel.

The challenge is relating to everyone differently — discerning how people feel, think and act according to their personalities. Your entire family can benefit by reducing conflicts caused by personality clashes. Most family problems result from hurt feelings and misunderstandings. We need to learn how to conquer our feelings by controlling our personalities.

By learning how to predict behavior, parents can avoid and resolve most conflicts. You can also discipline and motivate your children according to their individual personality types. Recognizing your children's specific drives can be especially enlightening.

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For Your Review

Parent - Summarized

*There is no greater BOND, than
between a parent and a child.
There is also no greater PAIN,
than a strained relationship
between a parent and child.
- Dr. Mels Carbonell*

Historical Background

The *Four Temperament Model of Human Behavior* is attributed to Hippocrates, the father of modern medicine. His scientific research and brilliant observations are universally accepted. Contrary to what critics claim, the Four Temperaments did not hatch from archaic pagan greek philosophy, but rather the scientific process that made Hippocrates the respected physician of his day.

The DISC Model of Human Behavior was first introduced by William Marston in 1928 through his book, *The Emotions Of Normal People*. Marston took Hippocrates' Greek titles and assigned simple and single D, I, S, and C letters to each. Though there are now many titles to various models, they all have roots from the same basic four temperaments discovered 400 B.C.

Dr. John Geier, Chairman of the Human Behavior Science Department at the University of Minnesota designed the first paper assessment that identified a person's DISC personality type from a business and personal perspective in 1977.

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files now in print in
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Understanding t
people do what they
responses, and the l

The profile is no
emotional problems
tions. For more in-depth needs, we recommend you seek "professional" counseling.

To receive maximum effectiveness, be sure to study your entire profile.
There are so many insights to learn!

For Your Review

Parent - Summarized

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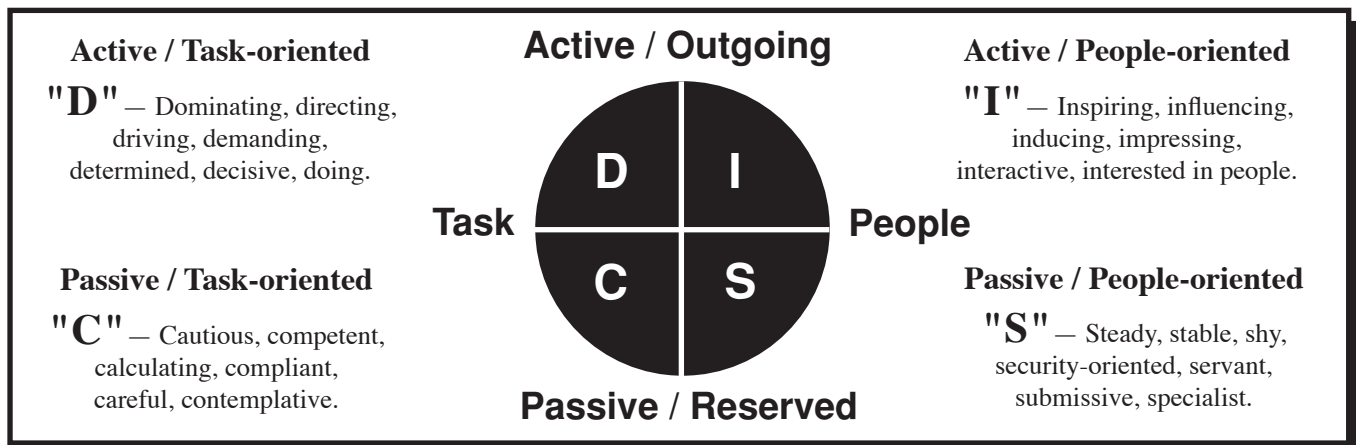
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Interpretation...

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. 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) Also known as "Chameleons"

Descriptions: Dominant, Direct

Basic Motivation: Challenge

Desires: • Freedom from control
 • Difficult Assignments • Opportunities
 • Choices, rather than ultimatum

Responds Best To Leader or Follower Who: • Provides answers
 • Sticks to task • Gets to the point
 • Allows freedom for personal accountability

Needs To Learn: • You need to be in control
 • Some controls are needed • Even if it's not the most important
 • To focus on first things first
 • Sensitivity to people's feelings

"I" BEHAVIOR (Active / People-oriented) Also known as "Influencers"

Descriptions: Inducing

Desires: • Freedom from control
 • To motivate

Responds Best To Leader or Follower Who: • Is fair and honest
 • Gives recognition

Needs To Learn: • Deadlines are important
 • Being responsive
 • Better will

For Your Review

Parent - Summarized

"C" BEHAVIOR (Passive / Task-oriented) Also known as "Melancholy" and "Beavers"

Descriptions: Competent, Compliant, Cautious, Calculating

Basic Motivation: Quality and Correctness

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

Responds Best To Leader or Follower 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.

"S" BEHAVIOR (Passive / People-oriented) Also known as "Phlegmatic" and "Golden Retrievers"

Descriptions: Submissive, Steady, Stable, Security-oriented

Basic Motivation: Stability and Support

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

Responds Best To or Follower 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.

How To Read The DISC Graphs

Each graph describes a personality in a different way.
Look at each graph and find the highest plotting point.

Notice in **Example A**, the highest point is “C.” The next highest point is “S.” This profile is a “C/S” type personality.

“C/S”s are cautious and steady. They like to do one thing at a time and do it right the first time. They also like stable and secure-oriented surroundings. They don’t like to take risks or cause trouble.

“C/S”s need to be more outgoing and positive. Their **Behavioral Blend** is “*Competent Specialist*.”

To help you read the graphs, also notice the lowest plotting points. The example shows “I” as the lowest point. It simply means that this person doesn’t enjoy inspiring or interacting with people, while he or she tends to be more shy and calculating about things.

This person is more reserved than outgoing. He or she likes people on an individual basis. The low “I” is not bad. It only indicates a low interest in enthusiastic

Example B shows a person who is more active than people. They like to do things and sit still or work on one thing.

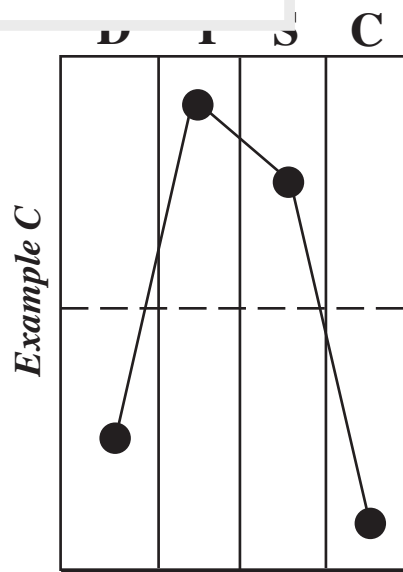
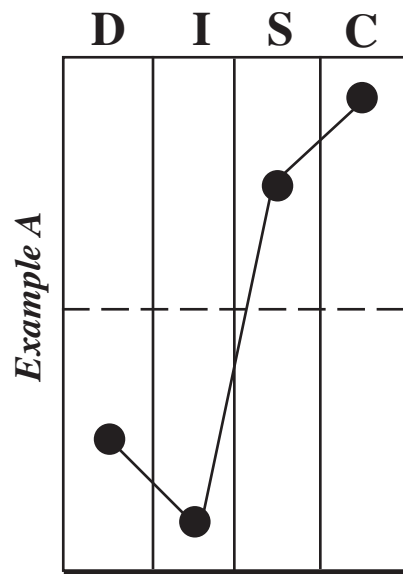
Notice the “S” and “C” are low. This person is not so concerned with calculating actions. Look at the graph.

Example C is an active/outgoing person who doesn’t like tasks. They need lots of recognition and a stable environment. Their “D” and “C” are low, meaning they are not assertive/dominant or logical/contemplative types.

Your profile may be different. It really doesn’t matter what your personality is. The important thing is that you control your personality, rather than allowing your personality to control you.

Remember, there is no bad personality. We need to accept the way we and others naturally respond as unique traits. Everyone doesn’t think, feel or act the same way. Once we understand these differences we will be more comfortable and effective with ourselves and others.

To learn more, be sure to study the **Behavioral Blends**.



For Your Review

Parent - Summarized

Understanding The Two Graphs

Two graphs are identified for each person. They will help you understand how each person feels, thinks and acts. There is no bad profile. Each graph simply identifies a specific way the person looks at life.

GRAPH 1: “*This is expected of me*” is the response to how the person feels and thinks people expect him or her to behave. The person is telling you, “*This is how I feel you want me to be*” or “*I think you want me to act like this.*”

People understand early in life that there are acceptable and unacceptable actions. Everyone is influenced by these thoughts and feelings.

GRAPH 2: “*This is me*” is the person’s response to how he or she feels and thinks under pressure—how the person really feels and thinks inside. The person is revealing how he or she will naturally respond is expected of him or her.

Everyone is born with different personalities and peers, plus our experiences shape our personalities into predictable patterns.

If **GRAPHS 1 and 2** are plotted, a person’s personality will be easier to understand. A person may be struggling with the expectations of him or her and how they may be very consistent with her. Having two different graphs for many people.

The examples show a “D/I” type in **GRAPH 1** and “I/S” in **GRAPH 2**. This person is revealing that he or she thinks people want him or her to be more dominant, even though he or she really isn’t that type. This person is also more “S”—submissive and security oriented than what he or she feels is expected of him or her.

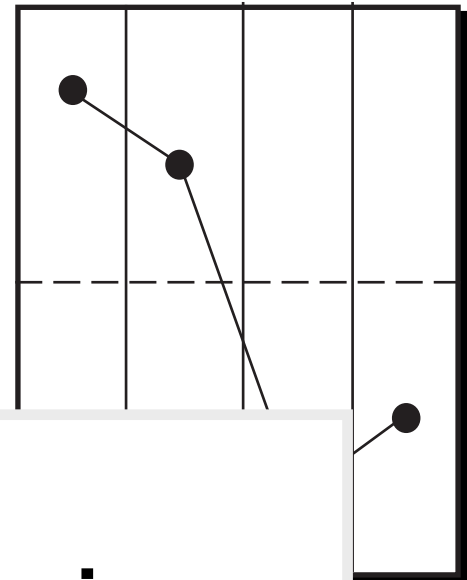
To understand how to read the two graphs, focus on each plotting point under the **DISC** columns.

Every point in the upper third is considered *high*. Every point in the middle third is *mid*. Every point in the lower third is considered *low*.

The higher the plotting point, the more that **DISC** letter describes the person’s behavior. Study this entire report to understand how to apply what you learn about yourself and others.

Example of Graph 1

D I S C

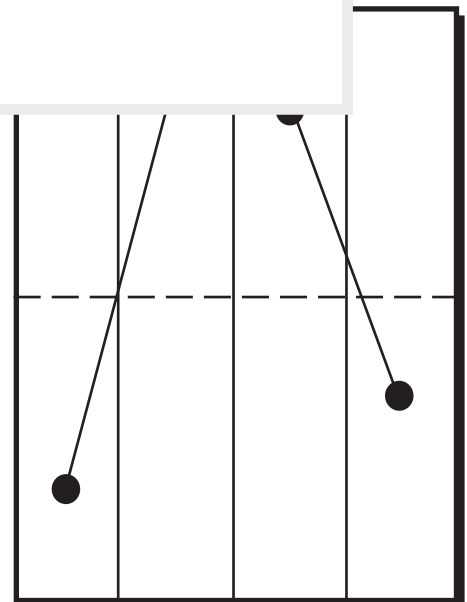


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Graph 2

C



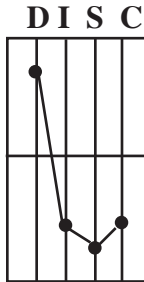
DISCOVERING YOUR BEHAVIORAL BLEND

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

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

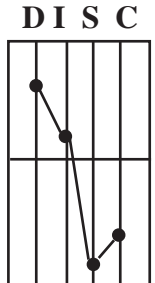
D: DETERMINED DOERS

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



D/I: DRIVING INFLUENCERS

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



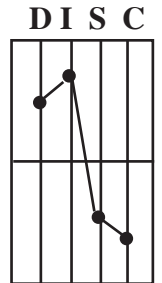
I: INSPIRATIONAL INFLUENCERS

"I"s are impressive people. They are extremely active and excited individuals. Approval is important to them. They can have lots of friends if they do not overdo their need for attention. They can be sensitive. They need to be more interested in other people and listen. They do not like research unless it looks good. They often do things to please. They are entertainers. They need to control their emotions and think more logically. They often outshine others and are motivated by recognition.



I/D: INSPIRATIONAL DOERS

"I/D"s are super salespeople. They love large groups. They are impressive and can easily influence people to do things. They need a lot of recognition. They exaggerate and often talk too much. They jump into



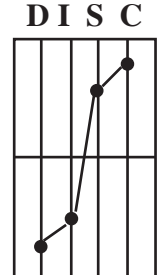
S: STEADY SPECIALISTS

"S"s are stable and shy types. They are secure. They enjoy pleasing people and can be very good at the same job. Secure, non-threatening behavior is important to them. They make the best of what they are so forgiving. Other people take advantage of them. They need to be more assertive. How to say, "No" to a friend who wants to do something is important. Talking in front of large crowds is difficult. They are motivated by sweet and sincere words to help others.



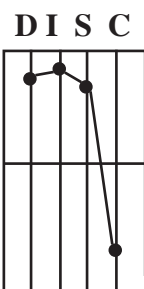
C/S: COMPETENT SPECIALISTS

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



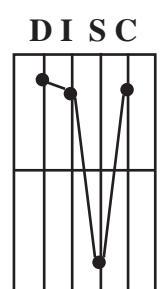
I/D/S: INSPIRING DRIVING SUBMISSIVE

"I/D/S"s are 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.



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.



For Your Review

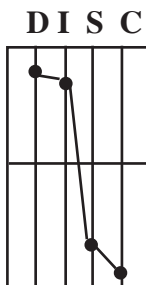
Parent - Summarized

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

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

D/I: DYNAMIC INFLUENCERS

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



D/C: DRIVING COMPETENT TYPES

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



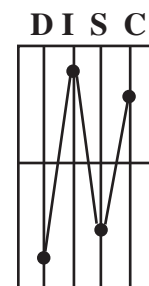
I/S: INSPIRATIONAL SPECIALISTS

"I/S"s are influential and stable. They love people and people love them. They like to please and serve others. They do not like time controls or difficult tasks. They want to look good and encourage others, but often lack organizational skills. They follow directions and do what they are told. They should be more concerned with what to do, than with whom to do it. They are more by interactive and sincere opportunities. Regardless of being up front or behind, they influence and support others. They are obedient workers.



I/C: INSPIRATIONAL COMPETENT

"I/C" Types are inspiring, yet cautious. They size up situations and comply with the rules in order to look good. They are good at figuring out ways to do things better through a lot of people. They can be too persuasive and too concerned about winning. They are often impatient

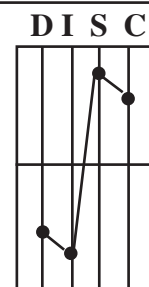


S/D: STEADY DOERS

S/D"s get the job done. They prefer to work alone and are determined to accomplish tasks. When they relate best to small groups. They don't talk in front of large crowds, but will talk in front of small groups. They enjoy secure relationships, but don't like change. They can be soft and hard at times. They are motivated by sincere challenges. They systematically do great things. They are not easily discouraged. They rather than shallow recognition. They are persistent while driving to succeed.

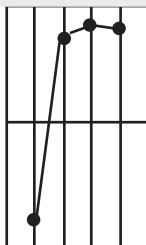
For Your Review

Parent - Summarized

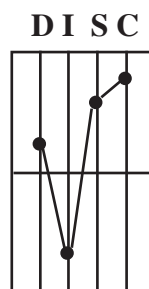


C/I/S: COMPETENT INFLUENCERS

"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.

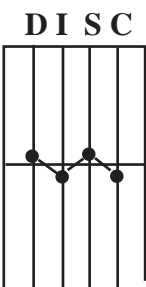


terminated types. They are more task-oriented, but care about people on an individual basis. They don't like to speak in front of crowds. They prefer to get the job done and do it right through small groups, as opposed to large groups. They tend to be more serious. Often misunderstood by others as being 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.



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.

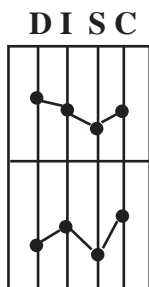


ABOVE MID-LINE • BELOW MID-LINE

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.



CONTROLLING YOUR BEHAVIORAL BLEND/S

When we discover our personality types, we can recognize the specific areas in which we need to improve. The following are admonitions and challenges to help you focus on becoming more balanced. These points apply to all of us, but they are especially pertinent in our areas of weakness and need.

D: “Determined Doers”

- Be careful to not offend people when you take charge.
- Anger is a normal human emotion, but it must be controlled.
- Pursue purity and peace.
- Focus on doing one thing well.
- Be

D/I:

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- G
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- Cl
- C

D/I:

- D
- R
- A

- Recognize that winning is not always most important.
- Be patient with others.
- Rely on others instead of your ability to make things happen.

D/C: “Driven and Competent”

- Seek to get along with everyone.
- Be kind and loving.
- Show more love.
- Seek to serve, not to be served, and have a “servant’s heart.”
- Recognize meekness is not weakness.
- Control your desire for power over others.
- Take time to be still.

For Your Review

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CONTROLLING YOUR BEHAVIORAL BLEND/S *Continued*

I: “Inspirational Influencers”

- Do not exalt yourself.
- Listen more.
- Work at being organized.
- Concentrate on doing what is most important.
- Prepare thoroughly.
- Be careful what you desire.
- Do not be overconfident, and watch what you promise.

I/D: “Inspirational Doers”

- Guard the power of your words.
- Do not use flowery language just to impress people.
- Always tell the truth.
- Be small in your own eyes and attitudes.

For Your Review

Parent - Summarized

I/C: “Inspirational and Competent”

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

CONTROLLING YOUR BEHAVIORAL BLEND/S *Continued*

S: “Steady Specialists”

- Increase your confidence.
- Fear not.
- Speak out more often.
- Be outgoing and less inhibited.
- Be assertive.
- Do not be insecure.

S/I: “Steady Influencers”

- Think things through.
- Take stands.
- Guard against fearfulness.
- Remember, you do not always need people to encourage you.
- Always do right and take charge if you have to.
- Prepare more.

S/D:

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S/C:

- Be
- Be
- Enjoy relationships rather than endure them.
- Peace and happiness do not come from security and safety.
- Deep peace is knowing there are answers to your problems.
- Be fearless.

For Your Review

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CONTROLLING YOUR BEHAVIORAL BLEND/S *Continued*

C: “Cautious and Competent”

- Be more patient when you correct others.
- Correct others in love.
- Be more positive.
- Hope in the possibilities, not your circumstances.
- Build relationships with others.
- Find happiness apart from fulfilling your tasks.

C/S: “Competent Specialists”

- Think more positively.
- Guard against the fear of failure.
- Focus on the possible.
- Be cheerful.
- When everything is going wrong, be encouraging.
- Find happiness in the process.

C/A

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C/A

“C

- Be more enthusiastic.
- Do not worry so much about problems.
- Be more positive.
- Be more sensitive.
- Do not be reluctant to lead because of poor verbal skills.
- Be more outwardly optimistic and encouraging to others.

For Your Review

Parent - Summarized

Practical Application

High “D”s

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

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

High “I”s

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

*“I”s need to learn they will have more friends when they make others look good. Praise them when they do well. Emphasize them look They espe-
sing every-*

High “C”s

- They like to do project half way or to them.
- Give them time best.
- Don’t push them. They may get frustrated and give up.
- Encourage them to improve their people skills. They need to learn to be more sociable.
- Answer their questions and explain the “whys of life.”

Provide these types with happy and positive atmospheres. They tend to be naturally pessimistic and moody. Joyful and uplifting music around the home or office can be very encouraging. Avoid being constantly negative and critical, especially with these personalitiy types.

For Your Review

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challenges are not effective. Friendly and sweet appeals are best.

- Encourage “S”s to be more outgoing and assertive, so that they won’t be taken advantage.

“S”s’ natural submission causes others to take advantage of them. “S”s need to learn how to control their reluctance to be bold and assertive. Saying “no” can be frightening, yet powerful. Taking chances and risks to take charge can be very rewarding.

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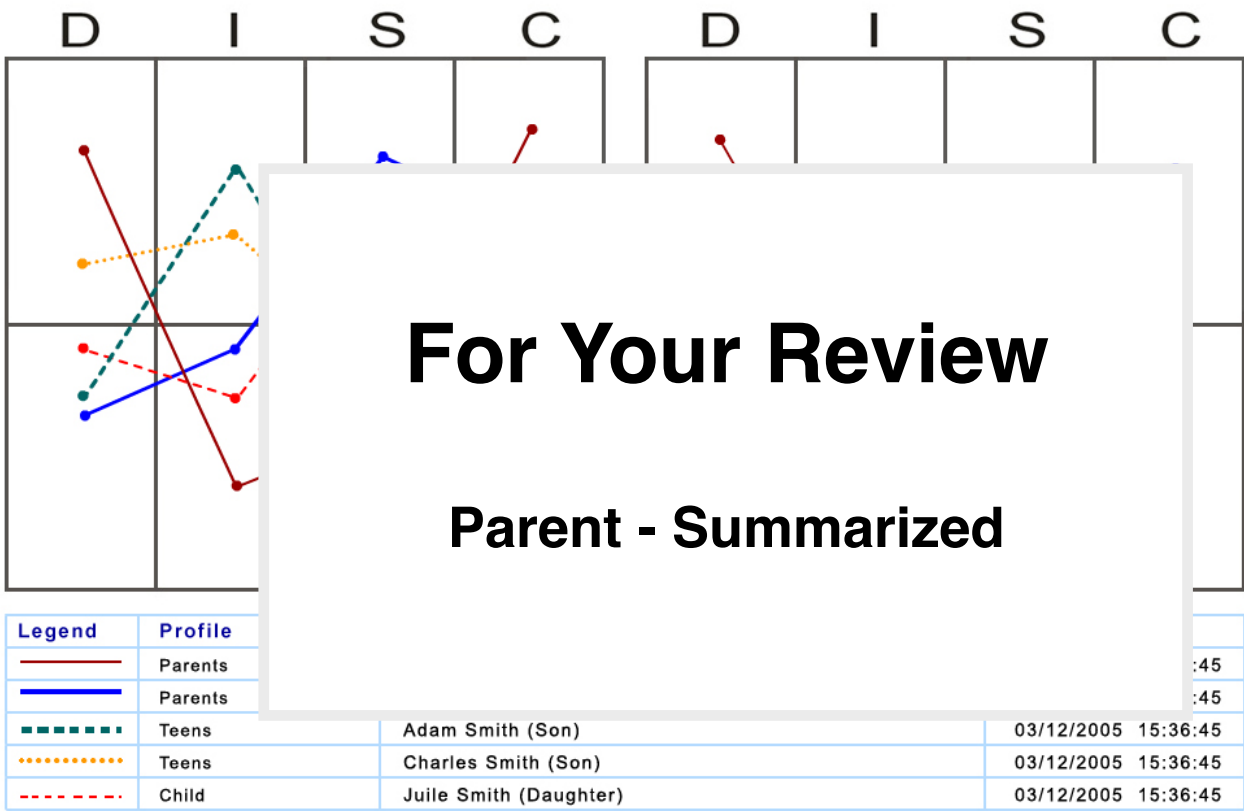
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Comparing Graphs

Contrast 2 - 20 people on the same graph. See how your graph relates to another person's or the group's graphs. Parent, can now assess their family as a group by having each person of the family complete his or her profile and then plot their results on the same graphs. See example below.

Graph - 1 : This is expected of me

Graph - 2 : This is me



This is a great for a parent or child to glean insights from other members of their family. Parents can use this feature to identify why certain members of the family conflict with each other.

Parenting Styles

Every parent creates his or her home environment. One parent may be a strong disciplinarian with a "Military Base" like home. While the parent next door is a sensitive nurse with a hospital like home. And the parent on the other side is a clown with a playground like home.

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

One child needs a General Patton like parent, while another child needs a Nurse Nightingale. Every child and parent have unique personalities that affect results.

The most effective parent knows how to motivate each child according to the child's personality. The biggest mistake some parents make is trying to lead every child according to the parent's personality.

Most parents know every child is different. But under pressure many parents forget and revert to motivating the child according to the parent'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 children.

"D" Type Parent —	"I" Type Parent —
Under Pressure: <i>Becomes determined, disciplinarian, serious</i> Sources of Irritation: <i>Silliness, insecurity, lack of — initiative, aggressiveness, and</i> Needs To: <i>Think before acting, answers, Be loyal, stimulate others to</i>	Under Pressure: <i>Becomes impatient, insensitive, lacks ability, lack of focus</i> Sources of Irritation: <i>Aggression, undependable people, impatience, insincerity, inconsistency, competition, having to look good, pressure to speak out.</i> Needs To: <i>Be spontaneous, active, mobile, demanding, determined, verbalize feelings, take risks, inspiring, confrontational.</i>
"C" Type Parent Under Pressure: <i>Becomes picky, critical, high standards, work</i> Sources of Irritation: <i>Incomplete reports, careless mistakes, thoughtless work, illogical responses, inaccurate facts, unclear answers, foolishness.</i> Needs To: <i>Improve people-skills, be enthusiastic, positive, caring, sensitive, decisive, allow others to learn by their mistakes, encourage others.</i>	"S" Type Parent Under Pressure: <i>Becomes indecisive, lacks ability, lack of focus</i> Sources of Irritation: <i>Aggression, undependable people, impatience, insincerity, inconsistency, competition, having to look good, pressure to speak out.</i> Needs To: <i>Be spontaneous, active, mobile, demanding, determined, verbalize feelings, take risks, inspiring, confrontational.</i>

Strengths—

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

Weaknesses / "Uniquenesses" —

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

Parenting Challenges

Parents have specific styles raising their children. Children also have their own personalities that may conflict with their parent's. Families often struggle when parents and children clash. Identifying predictable parenting styles can improve family living.

No parenting style is better than the other. The wise parent learns to respond according to each child's personality type. Unfortunately, many parents don't know their parenting style. They may also not know each child's specific personality type.

Most families struggle because of personality differences. Familiarity often breeds contempt. In other words, the closer you get, the easier it is to conflict. The things we often love about someone, we sometimes despise.

Understanding "parenting styles" will help you deal with the differences between you and your child. Be sure to identify both personalities.

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

As an adult, it is your responsibility to adapt and control the conflict. Don't expect the child to.

The following are proven and practical ways to deal with different type of children. Focus on your D, I, S or C type personality, along with that of the child's.

Be sure to consider your Behavioral Blend and other predominant temperament tendencies ("highs").

"D" Type Parent

"D" Child:

Be strong, but willing to challenge and intimidate the child, you're the

"I" Child:

Be enthusiastic and talk and exaggerate to control the conversation.

"S" Child:

Be sweet. Don't be forceful. The child will judge how you are and kind. Appreciate

"C" Child:

Be prepared. Don't let the child want explanation. Be strong, if you don't

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"C" Type Parenting Style With —

"D" Child:

Be relaxed. Don't be defensive. Get to the "bottom line." Don't bore the parent with a lot of facts. Agree on solution based on both perspectives. Be positive.

"I" Child:

Be patient. Let the child talk. Ask pointed questions that makes the child think. Get the child to talk through to the solution. Stay on track.

"S" Child:

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

"C" Child:

Be precise and accurate. Meet forceful demands with clear answers. Be sure of your facts. Be open to suggestions.

"S" Type Parenting Style With —

"D" Child:

Be confident and sure of yourself. The child may be forceful. Show strength. Challenge the child, but not too hard. Don't give-in if you know you're right.

"I" Child:

Be interested in what the child says. Don't just listen. Share your thoughts and concerns. Ask the child to review what was settled.

"S" Child:

Be kind, but don't overdo it. Be strong, if necessary. Don't hold back, but be sensitive. Encourage the child to be stronger concerning problems.

"C" Child:

Be ready for stress. Have your proof ready. The child will pressure you with logic or reasons. Be open to what is said. Take the good, leave the bad.

Step-Parenting Challenges

Step-parenting can be the hardest kind of parenting. It's difficult enough raising your own kids. Obviously, relating to children with totally different personalities than the new step-parent's, creates unique challenges.

Remarriage with children involved is a whole new ball game. Parents and children must relate to new ways of thinking, feeling and acting. The rules and boundaries seem to change over-night.

Some people often seek mates completely opposite of their former mates. For example, an "S" divorced from a "D" may want an "S" or "C" type. The "S" doesn't want another domineering and demanding mate.

Others are attracted to the exact same type as their former mates. For example, an "I" divorced from a "C" because of a constant cautious and critical attitude, may

marry another "C" just like the former mate. The "I" subconsciously is attracted to competent and conscientious types.

The solution is not finding another mate totally different or exactly like your former mate. Remember, commitment is more important than compatibility.

It's imperative that step-parents understand personality types — their's, as well as their step-children's. By guarding strengths and avoiding weaknesses, you can relate more effectively.

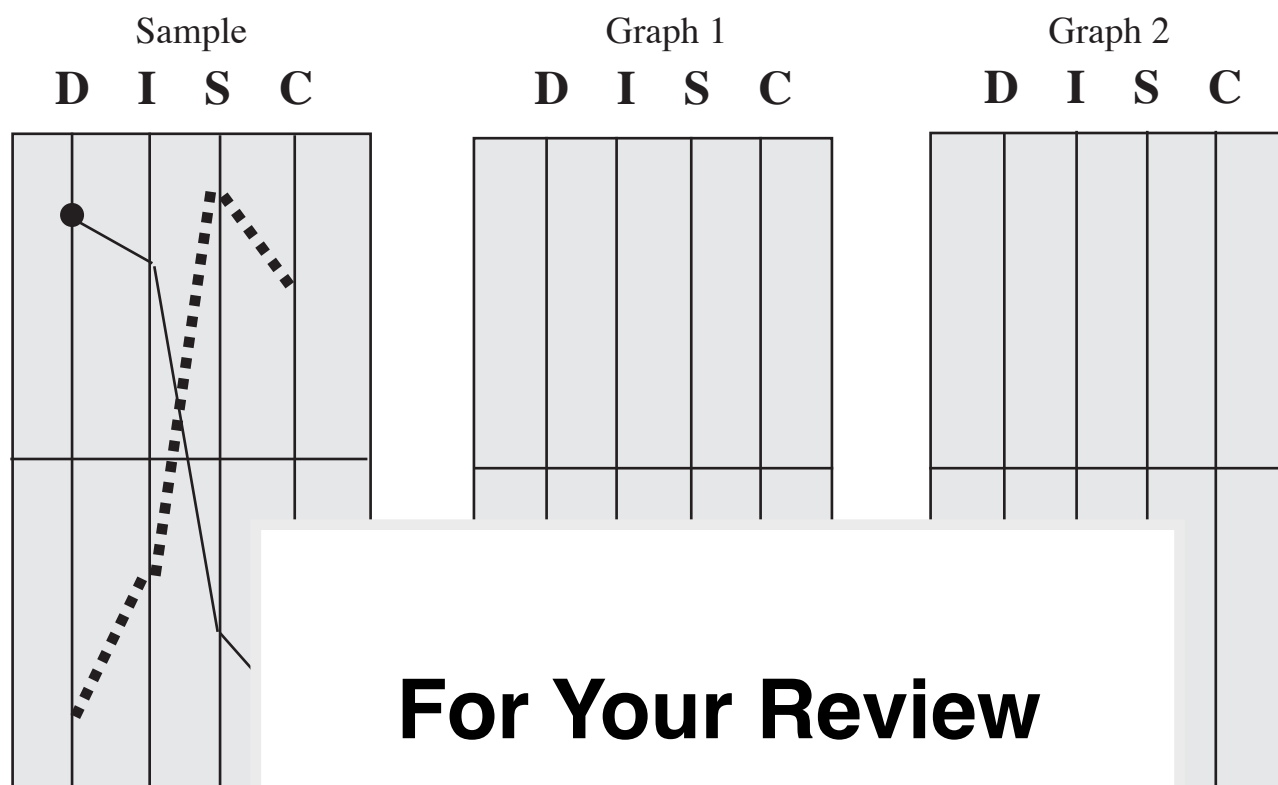
The following are specific ways D,I,S or C type step-parents can relate to D,I,S or C type step-children.

"D" Type Step-Parent Dealing With—	"I" Type Step-Parent Dealing With—
<p>"D" Step-Child: <i>Gain child's respect and listen to him or her. Child will make choices not command.</i></p> <p>"I" Step-Child: <i>Praise child for success more serious. Motivate with reinforcement. Encourage.</i></p> <p>"S" Step-Child: <i>First become the child's friend. Listen to child's slow responses. Be sensitive and patient.</i></p> <p>"C" Step-Child: <i>Expect child to question. Be logical and explain decisions. Let child make choices.</i></p>	<div data-bbox="568 1008 1218 1249"> <h2>For Your Review</h2> <h3>Parent - Summarized</h3> </div>
"C" Type Step-Parent Dealing With—	"S" Type Step-Parent Dealing With—
<p>"D" Step-Child: <i>Don't push child to do everything perfect. Get to the point when explaining things. Don't be rigid. Look for the good in what is done.</i></p> <p>"I" Step-Child: <i>Go out of your way to be positive and encouraging. Overlook much of child's disorganization. Praise child. Don't be sarcastic. Be cheerful and excited.</i></p> <p>"S" Step-Child: <i>Be kind and sweet. Don't try to correct everything. The child wants to please, but needs to trust you first. Build loving relationship.</i></p> <p>"C" Step-Child: <i>Child is just like you and will judge everything you do. Show child how competent, yet caring you can be. Don't over-analyze. Stimulate child's thinking.</i></p>	<p>"D" Step-Child: <i>Establish early your authority. Child will try to dominate you. Show strength and decisiveness. Determine the limits and stick to them.</i></p> <p>"I" Step-Child: <i>Be excited about child's accomplishments. Show enthusiasm. Don't try to calm the child. Be more expressive and active with child.</i></p> <p>"S" Step-Child: <i>Child is much like you. He or she will take time to know. Take it slow and steady. Build security-oriented environment.</i></p> <p>"C" Step-Child: <i>Be consistent with your approach. Explain the "why" questions. Teach child to be more positive and outgoing by your example.</i></p>

Child / Parent Reflections

To contrast two personality profiles use Graphs 1 and 2 below. Transpose the graphs from page 2.

To observe the possible differences in the profiles use two different color ink pens or a pen and pencil or a dotted line in contrast to a solid line. Notice the sample graph.



For Your Review

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The person with "I" personality, while the "S / C" person has a better understanding of their strengths and weaknesses and/or improve their weaknesses to guard their differences.

Opposites often, but not always, attract (*and attack*) each other. People are naturally attracted to those who have strengths that are the other person's weaknesses. Always remember, the other person probably has strengths where you have weaknesses. A better outlook of another person's differences is helpful.

The "D / I" personality needs to be more sensitive to the "S / C." One is more active and outgoing, while the other is passive and reserved behavior. The "D / I" may want to jump into doing things, while the "S / C" may want to think everything through and take it slower.

more aggressive. These differences are different than

variational

button." To be more effective, parents must identify and adapt to each child's personality. Every child is different. It's the parent's responsibility to control his or her personality.

Look for the differences in the **Child / Parent Reflections** to see where you might clash with a certain type child. Think of how you can change your approach to help the child appropriately respond. Develop strategies where you adapt your natural responses to the child's needs.

To improve or enhance your effectiveness, study this entire report.

Challenging Differences

SUGGESTIONS —

- Focus on the obvious personality differences between you and your child.
- Think of how your strengths and "uniquenesses", as a parent, may conflict with the same traits of your child.
- Look at other relationships for how specific personality traits affected relationships.
- Begin thinking about how to control your feelings and actions to influence your child.

Conflicts often result from personality differences. We seem to clash with people who have strengths that are our weaknesses. "C" type parents with more logical thinking and organized behavior, may conflict with "I" type children who have more impulsive and active behavior.

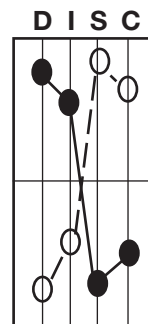
"D"s may clash with "C"s because of "C"s' cautious and calculating demeanor; while "D"s are more risk-taking, driving, decisive and dreaming. "I"s can conflict with "S"s because of "S"s' quiet, sweet and soft demeanor; while "I"s tend to be more influencing and impressing types.

Parents with strong active behavior can become frustrated with passive type children. Strong-willed and passive type parents. Task-oriented people-oriented children; with more "high-tech" — for

Identifying and understanding can be powerful and practical personality can improve you

The following are three common types that challenge each other. See if one of these is like your **CHILD / PARENT REFLECTIONS** on page A-18.

"D/I"s Parenting "S/C"s



- "D/I"s are outgoing, while "S/C"s are passive and reserved.
- "D/I"s are more positive than "S/C"s.
- "S/C"s are more cautious than "D/I"s.
- "D/I" parents are more challenging.
- "S/C" children prefer passive leadership.

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

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EXAMPLES —

There are "D/I" behaviors and people skills. There are people and task-oriented active and passive at the basically people-oriented

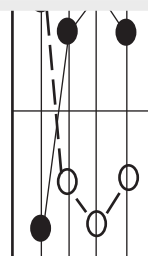
The "I/C" is both active

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 driving and serving others. The "D/S" type may sound like a contradiction in terms, but this unique and often confusing behavior is normal.

One of the most obvious challenges occurs when a pure "D/C" task-oriented individual relates to a pure "I/S" people-oriented person. This relationship often struggles due to opposite strengths and 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" tends to focus on logical thinking and being industrious, while the "I/S" desires to build relationships and deepen communication. You can see how blends of behavior challenge each other.



- "I/S/C"s resist aggression, but respect it.
- "I/S/C"s prefer friendly, secure and cautious behavior.
- "D" parents must be more flexible.
- "I/S/C" children prefer less dominant behavior.

To compare your personalities' intensities, be sure to study the following pages.

More Insights

Child's **NEXT** highest plotting point:

Graph 1 ____; Graph 2 ____;

Parent's **NEXT** highest plotting point:

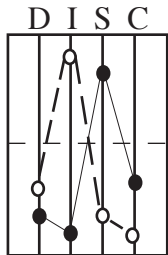
Graph 1 ____; Graph 2 ____;

1. To identify your most obvious **Intensity Insights**, follow these instructions for more insights.

2. Identify Child's and Parent's **NEXT** highest plotting points from the Graphs on page 2.

3. Review the CHILD / PARENT REFLECTIONS graphs on page A-16. Be sure your **NEXT** highest points are both above the mid-line.

4. Study the **Insights** on pages A-19-20 that relate to your **NEXT** highest points on Graphs 1 & 2.

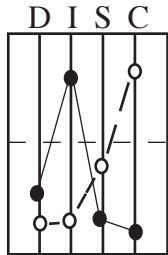


"I" / "S" RELATIONSHIP

"I"s and "S"s don't tend to be task-oriented. They would rather "relate" with others. "I"s are great talkers, while "S"s tend to 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

- When an "I" asks an "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.



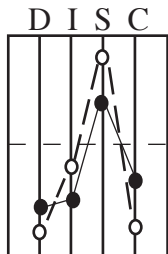
"I" / "C" RELATIONSHIP

"I"s and "C"s become... while "C"s... due to... "C"s p... tasks-o... comple...

Practical Application

For Your Review

Parent - Summarized

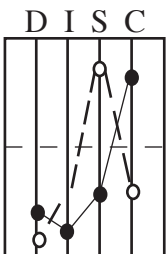


"S" / "C" RELATIONSHIP

Two "S"s... each of... They r... ant and... and stru... advanta... exciting...

Practical Application

- "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 aggressive.
- Don't wait on others to express themselves.
- Be more optimistic and positive.



"C" / "C" RELATIONSHIP

Two "C"s relating 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 more enthusiastic, decisive and kind.

Practical Application

- Be more complimentary of each other.
- Don't criticize each other.
- 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.

Handling Pressure and Stress

One of the biggest problems in parenting is handling conflicts — Between children, mates, neighbors and parent / child. Good parents are often discouraged because of misunderstandings and clashes.

This section is designed to discover why people do what they do under pressure — why you may conflict with others. Scripture is clear on how to handle clashes. The problem is many parents and their children are not aware of their "sensitive spots." Parents need to practice what the Bible says about resolving conflicts.

Every personality type has its "hot button." Pressure can be good or bad. It can make us do the right or wrong thing. The following are tendencies of personalities as they relate to stress due to conflicts.

Review this entire report with your Behavioral Blends in mind. Read each section below to see how you may respond under pressure. Also consider how you sometimes respond totally different than what others expect.

Remember —

Most family problems today are relational — personality conflicts and clashes with others.

"D" Behavior

Under Pressure:

Becomes dictatorial, angry, intense, fearful

Sources of Irritation:

Weakness, indecisiveness, lack of — discipline, direction, authority

Needs To:

Back-off, seek peace, reacting, control self, friendly, loyal, kind, .

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"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.

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, 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 Biblical Responses —

"D"s — Restore With Love
 "I"s — Talk To God, Not Others
 "S"s — Care Enough To Confront
 "C"s — Examine Own Self First

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. "S"s respond best to stable and sensitive leaders.

Leader Styles

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

"D" Leaders —

"D"s are *take control* and *be in charge* types. They don't like people telling them what to do. "D" leaders can be too pushy and forceful. They need to control their direct and demanding approach to management. They make better leaders when they learn to slow down, be gentle, and not so demanding of others.

"I" Leaders —

"I"s are inspiring and entice and influence others. Naturally, they tend to talk too much. "I" leaders are so sensitive to rejection. They are positive leaders. "I"s love to work with individuals.

"S" Leaders —

"S"s are the sweet, steady ones. They seldom demand anything. They tend to be too nice. They need to be more assertive. Overly sensitive to rejection, they need to be more confident. They have missed opportunities because of being too 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 information-oriented. "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 leaders more effective.

"D" Followers —

"D"s respect strong leaders. They want to be part of a winning team. They follow with power and authority in mind. They wonder, "*Will this action make me more respected and / or get the job done?*" "D" followers need choices, rather than "*get-in or get-out*" ultimatums. They respond best to leaders who are strong and decisive.

They are impulsive and like to make their own decisions. They are great first responders. They are often the first to step up. Some-

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They like to be around for stability. "S" followers respond best to a stable environment.

"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 best.

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 control yourself, rather than others that makes the difference.

DISC Learning Styles

According to Cynthia Tobias's 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: LIS straightforward communication and summarized facts. Does not tell stories. Responds best to facts. Pays most attention when less

Visual Learner: *Wants Responds best to action-pac lessons are animated or she spoken. Desires more hands*

Kinesthetic Learner: *Wants to learn by doing. Desires strong emotional, or silly type presentations. Likes to make him or her relate personal experiences to the material.*

"I" Behavior —

citing and expressions and Needs to hear communicates norous stories.

rough drama or
t or visualizing
him or herself
the lesson.

...t of the lesson.
...nd point of the
...er feelings can
...n.

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"C" Behavior –

Auditory Learner: *LISTENS* best to clear and precise words. Desires to hear lessons that explain why, what, when, and how. Wants to hear competent and accurate communication. 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.

"S" Behavior —

Auditory Learner: *LISTENS* best to sweet and soft presentations. Doesn't like strong or fast-paced communication. Responds best to supportive and security-oriented 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.*

Disciplining & Motivating Children

Most children need discipline. Dealing with disobedient and disruptive children can be challenging. Correction can either help or hurt children. Knowing what works best often depends on knowing the child's personality type.

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

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

Everyone is motivated. Some children 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 children decide for themselves to do right. Unfortunately, many parents discipline and motivate through intimidation or manipulation.

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

Remember, what motivates you may not motivate the child. Think of certain children who may respond better to different approaches.

"D" Type Child

Under Pressure:

Becomes resistant, angry, stubborn, demanding.

Sources of Irritation

Weakness, losing, lack of leadership.

To Motivate / Discipline

- Establish and reinforce boundaries.
- Give opportunity.
- Give one warning.
- When disobedient, sit out challenging activities.
- Give choices.

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"C" Type Child —

Under Pressure:

Becomes up-tight, fault finding, pessimistic, critical, worrisome, over-cautious, technical, picky, goes by book.

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.

"S" Type Child —

Under Pressure:

Becomes submissive or stubborn depending on threat to security; seeks stability, friendships, status quo, peace at all cost.

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.

Parent's Action Plan

1. My highest plotting point in Graph 1: _____; Graph 2: _____.

This means I tend to be more _____; _____;
_____, _____.

2. The overuse of this type sometimes makes me _____
_____.

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

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

4. The overuse of these types sometimes makes me _____
_____.

5. My lowest plotting point in (

This means I tend to not be _____
_____.

6. My child's highest plotting p

This means he or she tends to n
_____.

7. My child's next highest plott

This means he or she tends to n
_____.

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8. My child's lowest plotting point in Graph 1: _____; Graph 2: _____

This means he or she tends to not be _____; _____;
_____, _____.

9. To communicate more effectively with my child, I need to: _____
_____.

10. My plan to improve my parenting effectiveness is: _____

_____.