

What motivates people in each of the styles?

"D" motivators tend to be bottom-line, profit and achievement

"I" motivators tend to be fun, travel and position.

"S" motivators tend to be helping people, building friendships and appreciation.

"C" motivators tend to be value, excellence and consistency.

How does each type approach tasks?

"D" = Do it now, do it quickly

"I" = Put it off until later, make it fun

"S" = Get help from others, use traditional methods

"C" = Do it yourself, do it properly

What are each types greatest needs?

"D" needs challenge and dominance.

"I" needs recognition and interaction.

"S" needs appreciation and service.

"C" needs quality answers and correctness

How should I expect each of these styles to respond to a conflict situation?

"D" demands its own way.

"I" attacks personally if it cannot make peace.

"S" complies with expectations.

"C" avoids confrontation whenever possible.

Does your personality style change over time?

Research shows us that however you are wired in your Basic Style is who you are for life. But yes, you should mature in your traits as you work on balancing your personality. We define "maturity" as being able to know and understand the appropriate thing at the appropriate time. A major trauma in your life may temper your display of this style, but your Basic style refers to your core self, not how you have adapted it. In *Get Real!*, our style assessment for teens, we discuss a "High D" teenager going into the Marine Corps. While he is there, his "D" is under the control of others, and he learns it is not appropriate to act as independently as he might prefer. But, he will still be more comfortable exercising "D" type traits. When he gets out of the service, we will see his "D" traits exercise themselves in decisive ways.

How can employers use this information?

The use of assessment instruments promotes objectivity and can reduce human bias in screening and evaluation. Rather than giving a fuzzy "you've got to do better" pep talk or a dark threat of termination during employee reviews, a manager can sit with an employee and say, "Your responses indicate that you really enjoy interaction with people, but that you really don't consider yourself a detail person. This may be why your reports have been late and why some of your figures didn't add up. Now that we have identified this area, let's put together an action plan that will help you meet deadlines and improve accuracy."

In assembling a work group or project team, a glance at the proposed participant's profiles will suggest balance or imbalance in desired skills, priorities and orientation. Sharing this information among team members may help them work together more effectively – understanding each other's communication styles and work habits.

In one hospital we know of, employees wear a little colored button that represents their style, reminding others how to adapt and adjust for improved productivity and

harmony. The Human Resources Department reports great excitement and acceptance by the staff and a more ready acceptance of employees as contributing team members.

An automobile dealership invested in six hours of DISC training for its entire sales force. The following Saturday, they broke the dealership's all-time daily sales record. Soon, they broke their monthly sales record, followed by their all-time weekly record. The General Sales Manager explained their success by learning to think from their customers' perspectives: "We no longer sell cars. We work to make people happy!"

How do personality styles affect learning?

A "D" type child's approach to learning is: I want to do things my own way! They want to know what the material is about before they decide if it's worthy of their time and trouble. They are "big picture" people and want you to be quick and to the point. They want to be in charge, and they often do well in helping to teach the class.

An "I" child's approach to learning is: I want to do things the fun way! They learn best in a relaxed atmosphere because pressure throws them into panic. They love to learn by playing games and enjoy being creative. They tend to be very tactile. If they can see it or manipulate it, they can understand it.

An "S" child's approach to learning is: I want to do things the easy way! They do not like fast pace or change; they want their teacher to slow down so they can process what is happening. They tend toward self-doubt, so they appreciate a teacher going over the information again. They want to please others and feel education is a cooperative process.

A "C" child's approach to learning is: I want to do things the right way! They expect their questions to be answered with quality information — they love facts and figures. They tend to be perfectionists. Explain expectations beforehand, so they can measure their progress. This Environment is in harmony with their Basic style. Most enjoy doing extra credit work.

Are certain personality types better suited to succeed our education system?

Research suggests that our current education system works well for 22% of our school age population. What is this environment like? Sit quietly in your seat. Take notes. Store facts. Manipulate data. Raise your hand. Follow a regimen. Stick to the schedule. Ask permission first. Comply with the rules and expectations. Which of the four styles does this sound like to you? Task-Oriented and Reserved/Slower-Paced students do well in this environment, and behavioral research tells us that 20-25% of the general population has a "C" type profile (Task-Oriented and Reserved/Slower-Paced). The remaining 75% of our student population, the ones the system does not accommodate well, are those who have People-Oriented and/or Outgoing/Fast-Paced styles. "D" types are task-oriented, but they don't stay in their seats and take orders. "I" types are the antithesis of "C" types who succeed in this environment. "S" types are slower-paced, so they can appreciate the tempo, but they are much more influenced by people than data, by feelings than facts.