



# DISC/Behaviors Overview

## The 4 Elements of DISC

**Dominance:** Direct, Opinionated, Competitive, Takes Initiative

**Influencing:** Energetic, Warm, People-Oriented, Talkative, Optimistic

**Steadiness:** Loyal, Patient, Supportive, Consistent and Routine Oriented

**Compliance:** Detailed, Logical, Conscientious, Analytical, Cautious

## Reading the DISC Graph

1. Look for scores that are "High" (above 50) or "Low" (below 50)
2. Look for any extreme scores (above 70, below 30)
3. Look to see if you are a bridge (all scores are between 30 and 70)

## Key Tips

1. There are no good or bad DISC scores.
2. If the DISC seems wrong, look at the Natural versus Adapted DISC.
3. It is extremely important to consider the DISC and Motivators together.
4. Your DISC scores are important for choosing a work environment that allows you to operate within your natural behavioral style most of the time.
5. Communicate with other people based on their DISC styles, even if this is not always the way you want to be communicated with yourself.

## DISC REFERENCE GUIDE

Behavior Style	People with this style have a difficult time in...	Communication with people having this style:	Ideal environments for this style:	Job Tips
<b>High D</b> Direct Forceful Bold	...situations where they can't express themselves. ...controlled environments. ...people without opinions.	Be clear. Don't be intimidated. <b>Get to the point.</b>	Competitive. Results-oriented. Opportunities to lead.	<b>Results-focused</b> job.
<b>Low D</b> Cooperative Agreeable Peaceful	...anger-charged situations. ...competitive projects and programs.	Connect personally. Ask questions. Stay <b>calm</b> .	Collaborative. Low conflict.	Jobs with <b>little confrontation</b> .
<b>High I</b> Talkative Sociable Enthusiastic	...lecture-based classes. ...being alone too long. ...impersonal, business-like instruction.	Be <b>friendly</b> . Act enthusiastic. Speak warmly.	Friendly. Group projects. Class discussions.	Must work with <b>people</b> .
<b>Low I</b> Reserved Reflective Listens	...facilitating groups. ...activities with prolonged interaction, especially without reflection time.	Don't crowd them. <b>Short dialogues</b> . Give time to process.	Independent projects. Classes that do not grade for verbal participation.	Jobs where you <b>don't need to talk</b> too much.
<b>High S</b> Loyal Patient Understanding	...quickly changing activity. ...chaotic classrooms. ...confusion/lack of clarity in instructions.	Be soft. Speak calmly. Be <b>patient</b> .	Well-defined expectations. Clear path to graduation/success.	Jobs with <b>stability</b> and clear expectations.
<b>Low S</b> Flexible Restless Impulsive	...monotonous classes. ...highly structured situations with minimal choice or flexibility.	Be spontaneous. <b>Show emotion</b> .	Flexible course work. Room for change and variety.	Jobs with a <b>variety of tasks</b> and adventure.
<b>High C</b> Precise Conscientious Cautious	...tasks and grading systems without clearly-defined expectations. ...risky situations.	Be <b>accurate</b> . Be factual. Be realistic.	Structured activities where quality matters. Classes with a detailed syllabus.	Jobs where <b>quality</b> and detail matter.
<b>Low C</b> Unsystematic Instinctive Avoids details	...assignments with lots of rules to follow. ...activities that demand quality and detail.	<b>Big picture</b> focus. Talk fast. Be casual.	Broad view. Low detail assignments. Few rules and structure.	Jobs with <b>freedom</b> from rules and micromanaging.