



DISC Report Debrief Guide

Training Guide for 3 Part assessment reports – Non-Certified
Version 4nc – 2.19



ASSESSMENTS 24x7
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Getting Started

Organizations who use this DISC concept increase effective communication, internal job satisfaction, productive teams and more harmony in the workplace. Personal relationships are enhanced. Building rapport becomes easier. Interactions at work, home or play are more positive. People have less stress and even better physical and mental health.

Your goal is to help your client recognize, understand, and leverage their inherent strengths in their personal and professional life. Achievement and experiencing accomplishments in any endeavor is easier when natural strengths are maximized.

Prior to Debrief

- Review the DISC Report and organize your thoughts according to the preferred style.
- Consider what insights to draw special attention to as you work through the report, tying assessment results to client's life to provide coaching opportunities.
- Have a copy of the report for you and the client.
- Encourage the client to take notes.
- Offer opportunity for follow up, if applicable.

****NOTE: A debrief is most effective when the individual already has established goals and you can highlight how his/her report content can help or hinder his/her progress. However, this may be unknown to you at this point; therefore, use this debrief as an opportunity to find out what is important to the respondent to ensure time is well spent.***

Introduction

People generally make the mistake of assuming that others interact and think the same way they do, and many of us grew up believing in The Golden Rule: treating others the way you would like to be treated. Instead, we encourage another practical rule to live by - what Dr. Tony Alessandra calls **The Platinum Rule®**: to treat others the way THEY want to be treated.

The DISC Assessment and Report makes it easy to identify and understand our own style, recognize others and cognitively adapt to different styles, and develop a process to communicate more effectively with others.

We can consciously decide to apply what we learn. It won't always be easy, and it will take practice, but with some effort, we can choose to adapt to others for increased communication.

There are many Benefits of Learning and Applying DISC.

- Increase Commitment and Cooperation
- Build Effective Teams
- Resolve and Prevent Conflict
- Gain Endorsement, Credibility, Rapport
- Know or Understand Others (interpersonal skills, communication preferences, behavioral strengths, potential areas of improvement)
- Increase Sales

Understand the communication preferences of others and become a more valuable employee, manager and team member (person, partner, friend)

WHAT IS DISC?

DISC is a simple, practical, easy to remember and universally applicable model. It focuses on individual patterns of external, observable behaviors.

- **DISC is:** needs-motivated, observable behavior and emotion. It is a combination of nature (inherent) and nurture (learned).
- **DISC is NOT:** a measure of intelligence, skills, education or experience, or an indicator of values.

In this report, we measure the intensity of characteristics using scales of directness and openness (direct/indirect for each of the four styles: **Dominance, Influence, Steadiness, and Conscientious**).

- D = Dominance** How people address **Problems** and **Challenges**.
I = Influence How people handle situations involving **People** and **Contacts**.
S = Steadiness How people demonstrate **Pace** and **Consistency**.
C = Conscientiousness How people react to **Procedure** and **Constraints**.

REMINDERS:

- 1) It is **not a test**. You cannot pass or fail.
- 2) There are no good or bad behavior styles. **Each style of behavior has strengths and areas for improvement.**
- 3) The profile is a **measure of your perception**. Responding to or taking the profile is a quick, easy (and accurate) way of gathering information about your **behavioral strengths and communication preferences**.

We will be looking through each page together of the DISC Report and I encourage your questions and thoughts throughout.

Welcome to the DISCStyles Online Report

The DISC report is divided into 3 parts introducing the DISC model, helping you understand your own style, and identifying ways that you can apply your style strengths or modify your style weaknesses in order to meet the needs of others.

- **Part I** focuses on understanding each of the DISC styles and identifying characteristics, including the tendencies of each behavioral style
- **Part II** is about understanding yourself and will reveal information about the tendencies that make you unique
- **Part III** examines and explores adaptability and offers actionable recommendations for you and others who interact with you

PART I: Understanding DISC

Whether you are new to DISC or have been introduced to it before, this section is designed to give you an overview of the 4 DISC styles, provide behavioral descriptors of each, share the tendencies of each style, reveal some potential tensions that styles may experience based on their behavior and the behaviors of others, provide a deeper look at each of the high styles, and share some communication tips with each style so that you can begin to recognize differences and similarities immediately. This section also serves as a first glance or practical reminder of the ways behavior influences each of us so that you can become more effective in your interactions.

BEHAVIORAL STYLES

Beginning on Page 4, note the descriptors of each style, and the directness and openness & pace and priorities tendencies shown. Sometimes it can be difficult to remember or discern between the styles. These tools can be useful in pinpointing more accurately what behaviors you are seeing and experiencing and which style they are likely coming from.

PACE AND PRIORITY

Page 5 gives a larger view of the Behavior Pattern View (octagon/wheel) where you can see not only how the directness and openness behaviors are plotted, but some additional words that are often linked with each style (both Faster/Slower Paced, Task/People oriented, and assertive, persuasive, supportive, analytical). Sometimes this language is easier for people to use when identifying styles; you are welcome to use whatever is easiest for you as long as it is accurate and memorable.

At the bottom of the page, you'll also see an explanation of Pace and Priority challenges that exist between styles. This can be internally (in a style blend) or externally (with others) There is more information about this in the applicability section, but this is a great reminder of some of the tensions that can exist between the styles because we do things differently and focus on things differently. Remember:

- D&C and I&S have different ***PACES***:
 - D and I are faster-paced, and S and C are slower-paced.
- D&I and S&C have different ***PRIORITIES***:
 - D and C are task-oriented, and I and S are people-oriented.
- D&S and I&C have ***BOTH PACE AND PRIORITY DIFFERENCES***.

A Deeper Look at the Four DISC Styles

This chart on page 6 helps you understand some of the characteristics of each of the Four Basic DISC Styles, so you can interact with each style more effectively. It is useful in describing how a person behaves and is perceived in personal, social and work situations. Keep in mind, these descriptors are for the HIGH intensity of each style, so you can modify them according to level (i.e. those low in this style will likely have opposite characteristics).

Communication Plans with the 4 Styles (2 pages)

The next two pages have a table for each of the D, I, S and C styles. We will not take the time to look through the details of each, but I do want to show you how to use these pages, and why they are important.

We'll use the Dominant Style table to see how these work:

- On the left of the table, you'll see the Characteristics of the style
- On the right, you'll see recommendations of how to communicate with them to meet their characteristics

Example: The first row of the table shows that Dominant styles are concerned with being #1, so you need to show them how to win, and new opportunities.

I encourage you to mark these two pages as they are great at-a-glance tools for knowing how to communicate with others more effectively. When we communicate in a way that works for others, we bring new value, buy-in, and effectiveness into the relationship resulting in mutual benefit.

The first step to building stronger communication is awareness. By identifying how we are similar and different, we can make cognitive choices when interacting to create stronger, more engaged relationships.

PART II Understanding Yourself – General Characteristics

Part II is the section of the report that is specific to you.

Let’s continue with General Characteristics on page 9. The narration serves as a general overview of your behavioral tendencies. Occasionally, you’ll see some coaching ideas so that you can leverage your strengths whenever possible to maximize your personal success.

As you read through these paragraphs, please highlight a few statements that stand out to you, particularly if you think it would be beneficial for someone to know about you, or if you disagree with the statement or have questions about it. Remember, no report is 100% accurate, and you may disagree with something or wish to modify a word slightly. Let’s discuss it, if you do.

Debrief Options:

Share/Discuss	Agree/Disagree Activity				
<ul style="list-style-type: none"> • Ask client to share statements with you (or the group, if a group debrief) and explain why they chose those statements. • Discuss the advantages or disadvantages of those characteristics that may come up. • Discuss how their specific traits impact their organization* in three areas: <ul style="list-style-type: none"> - Upward to their supervisor - Laterally with coworkers - Down to their direct reports <i>*They might even include names or think about specific people</i> <p>Note: If completing a group debrief, to save time, you may discuss 1, 2 or all 3 bullet points.</p>	<ul style="list-style-type: none"> • Ask client to create a T chart (see below) and tally the number of statements they agree with and disagree with as you read line by line. Calculate accuracy by adding the total number of sentences and dividing the agree column tallies by that total number. <div style="text-align: center;"> <table border="1" style="margin: auto;"> <tr> <td style="border: none;">Agree</td> <td style="border: none;">Disagree</td> </tr> <tr> <td style="border: none;"> </td> <td style="border: none;"> </td> </tr> </table> </div> <p><i>If the percentage of accuracy perceived by participant is lower than 75%, have the participant ask someone who knows him/her very well to do the same agree/disagree exercise and calculate their percentage to see if it's higher or lower than 75%. This can be done with more than one person.</i></p> <p><i>Participants may learn that some of the “disagree” statements should really be “agree”.</i></p>	Agree	Disagree		
Agree	Disagree				

Your Style Overview

This page provides useful insights specific to you regarding your combined behavioral style. Keep in mind, we are all a blend of D, I, S, and C and this page shows you information about your unique blend.

You'll see an intro at the top of the page about what is shared here, and in the center of the page you will see your behavioral pattern, and a paragraph of information about what that pattern represents.

Following that statement, you have a list of key behavioral insights to guide your own awareness. Pay attention to which of these bullet points resonate for you and pay attention to the remaining report pages to see if there are patterns you notice.

Word Sketch: Adapted and Natural Style (2 pages)

There are two Word Sketches – the Adapted Style and the Natural Style. These pages give description to further reveal your needs-motivated, observable behavior.

To understand how these two pages work, first notice that at the top of the page, under the D, I, S, and C boxes, you see a “**DISC FOCUS**”. Another way to think of this is “**how I respond to**” each of the areas and the associated needs listed just below it:

- **Approach to problems/challenges/tasks (D)** – the need to dominate problems
- **Interpersonal preferences, interactions with others (I)** – the need to influence people
- **Preferences for the pace of the environment (S)** – the need to steady the pace
- **Need for procedures, data, rules, policies and compliance (C)** – the need for accuracy

As you move down the column under each heading you will see boxes highlighted with descriptive words or phrases that show your measured level of intensity in each area. (Remember, we are all a blend of styles, so you have some behavioral tendencies in each column).

On the left of the page, you will see a scale from 1 to 6.

- 1 indicates a low level of intensity and 6 indicates a high level of intensity - **the more energy you express, the higher your intensity level**
 - The lower intensity means you express less energy in that area, or less focus on engaging that style as it is defined (at the 1, you are likely resistant to that style’s characteristics)
 - The higher intensity indicates you express more energy or focus more in that area
- The grey bar through the center of the word sketch is your energy line, or mid-line and represents a half way point between high and low (or 50%).

Review each page to note descriptors in each category.

- Is there a difference between the intensity levels of the traits between the Adapted and Natural styles?
 - If so, can you think of any reasons why the demands of the environment would cause them to react and respond differently than they would naturally?

Discuss the level of change in each of the styles between natural and adapted and what happens to the stress or energy level:

- If the box moves down in intensity – you are pulling back or holding back energy in that area
- If the box moves up in intensity – you are using more energy or pushing energy in that area
- If there is a big difference either way, over time that can cause a great deal of stress

If there is a change to the intensity, note the difference in number, then discuss further with the next page showing the graphs with a 100-point scale.

DISCstyles eGraphs

The first two sentences indicate your Adapted and Natural styles. The graphs show your Adapted Style on the left (Graph I), and the Natural Style is on the right (Graph II).

DISC Graph I – Adapted Style

1. Based on "Most" Selections.
2. Determined by how you felt you needed to behave at work that day to be successful.
3. Graph can fluctuate from day to day for many reasons, subject to situation, environment and relationships.
4. Fluctuations are typically related to responsibility, organizational, or boss changes.

DISC Graph II – Natural Style

1. Based on "Least" Selections.
2. People are more accurate about themselves when speaking in terms of "Least."
3. Graph determined how you prefer to behave in any environment.
4. Graph rarely changes over the years. No need to change, it is "what it is!"
5. Common interpretation mistake, thinking Graph II reflects only home environment.

Comparing DISC Graph I with DISC Graph II

1. The higher the intensity of each style in the six segments, the more energy expressed.
2. A common misinterpretation: it is bad if the two graphs are not alike. This could be adapting or not adapting, and either has risks and consequences.
3. If graphs are similar, then respondent is working in their comfort zone.
4. If there is more than a 20-point spread, then the respondent is exerting effort, working outside of their natural style.
5. Reflecting on the day they took the DISC Assessment is extremely valuable. If specific activities can be identified, it will explain the behavior style variance. It is a snapshot of a moment in time.
6. Variance can reflect a positive attribute of flexibility however, variance over long periods could lead to tension and exhaustion.

As you look at the graphs, notice that the scale now shows up to 100 points, rather than 1-6 as on the Word Sketch pages. The 100-point scale gives you a much more detailed view of how much you shift in your style between Natural and Adapted styles.

Also, note that the bars look very similar to the box place of the descriptors that were highlighted on the previous pages; you can see the box intensity numbers under each graph in the parenthesis after **Pattern: XX (XXXX)** for each graph.

Remember, each is a change regarding **problem solving, people, pace, and procedures.*

Emotions of the DISC Styles

“D” = Anger and Impatience

- The higher the plotting point, the higher tendency to have a short fuse or be more impatient.
- The lower the D, the more the person tends to be patient and slow to anger.

This emotion is expressed when the score for the D is above 50. Anger does not mean “angry”; anger is an urgency response to situations and relationships.

“I” = Optimism and Trust

- The higher the plotting point, the more the person will look on the bright side and exhibit a high trust level.
- The lower the I, the more the person tends to be pessimistic and exhibit a low level of trust.

This emotion is expressed when the score for the I is above 50. Optimism and trust go hand in hand with those high in this style.

“S” = Patience and Non-expression*

(*note: this does not mean they don't HAVE emotions. It means they don't show their emotions)

- The higher the plotting point, the more the S will avoid showing emotions. They don't want to burden others with their problems. They appear “fine” with great patience for their environment.
- The lower the S, the more people hear and see the emotions of the S.

This emotion is expressed when the score for the S is above 50. S styles are very protective of their own emotions and will struggle to share and reveal them, even in the most trusted relationships. They can appear as if everything is always ok (even when having a total emotional meltdown).

“C” = Fear and Concern

- The higher the plotting point the more the C will follow rules due to fear they will be caught doing something wrong. The High C tends to follow rules and policies. The fear may not be obvious by body language, but their need for data and facts demonstrates the C's desire to do it right.
- The lower the C, the more likely the person is to take risks. A low C may act like all rules are simply guidelines; acting more like a D.

This emotion is expressed when the score for the C is above 50. The higher the score, the more this person will operate from a fear of being caught doing something wrong, and concern for being inaccurate.

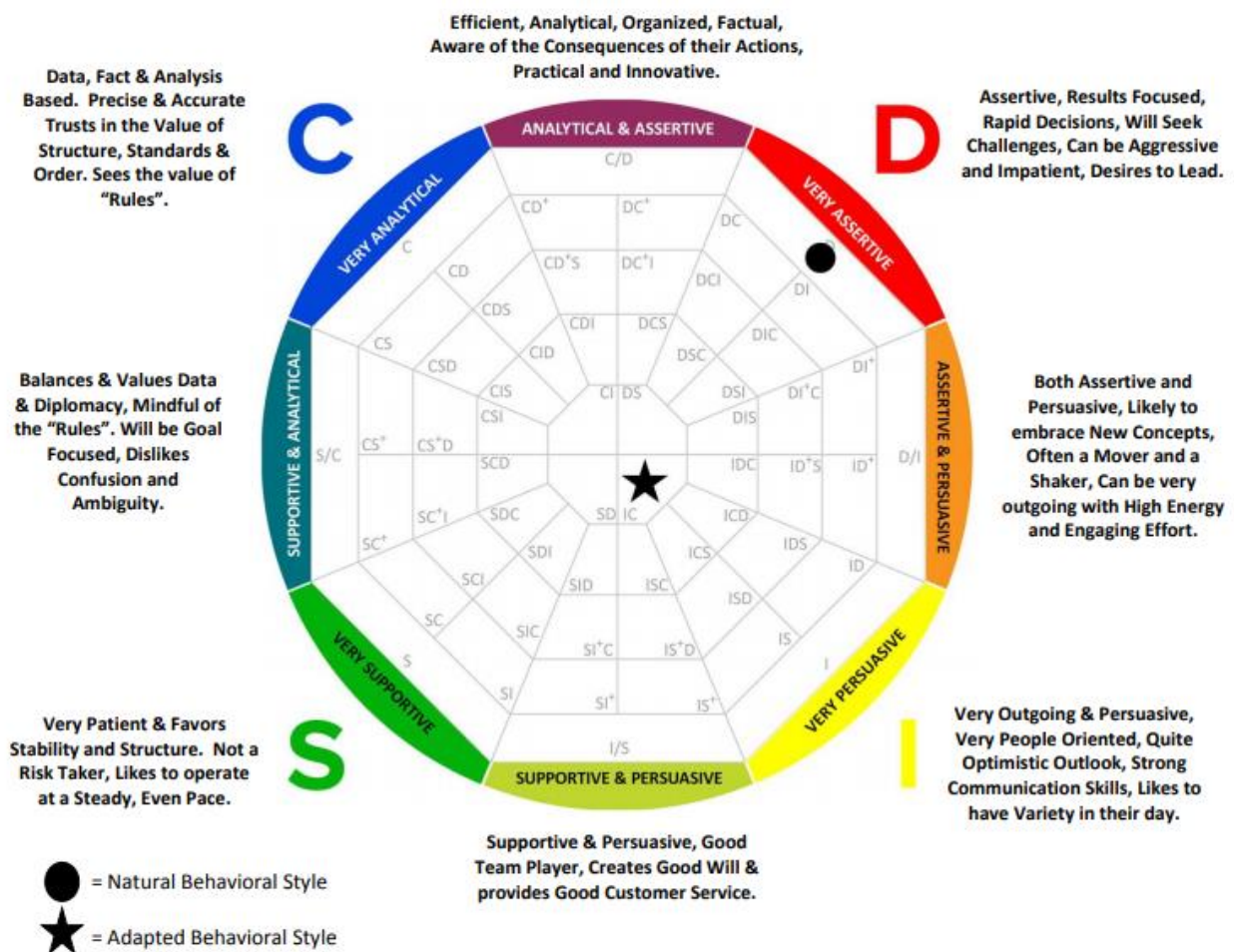
THE BEHAVIORAL PATTERN VIEW: THE DISC WHEEL, DIAMOND OR OCTAGON

The wheel is a powerful tool that adds a visual representation to your behavior style. From a broad perspective, it allows you to:

- View your natural behavior style (*circle*).
- View your adapted behavioral style (*star*).

The wheel is helpful in seeing another way that your style shows up, and allows the opportunity to view intensity and adaptability at a glance. Furthermore, it can plot several different people on one wheel, giving a great team or group perspective.

Assessment Report Page Example



There are eight descriptor paragraphs around the wheel with general descriptive words of each style. You can also share one or two words that describes the combination of behaviors, either in the colored area, or as these summaries:

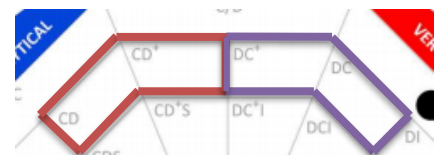
- **Very Assertive** - direct and results oriented
- **Assertive and Persuasive** - optimistic and flexible
- **Very Persuasive** - verbal and trusting
- **Supportive and Persuasive** - cooperative team player
- **Very supportive** - accommodating and persistent
- **Supportive and Analytical** - cautious and self-disciplined
- **Very Analytical** - precise and detail-oriented
- **Analytical and Assertive** - creative and indecisive

The important things to know:

- The further you are plotted toward the edge, the **higher** you are in your style intensity. High intensity styles may have a difficult time adapting to someone who is a different style than they are; it may take more energy and attention to “tone down” their own style.
- The plots more toward the center mean you are **lower** in your intensity, or more adaptable and you can shift easier to others because you are more alike in style.
- By looking at **both the circle and the star** on the wheel, we can easily see how closely natural and adapted styles are positioned, or how far apart they are.
 - If you are far apart, the person is adapting a lot, which can strain energy.
 - If they are close together, the person is not adapting as much, and they may not experience strain, but may feel energized in their environment. This means they are expressing similar behavior in Natural and Adapted styles.
- The letters in the segments are designed only for ease of recognition and identification for where the graphs (star and circle) should plot and match the style.
- Notice some segments have nearly the same letter identifiers:

Examples:

 - CD and CD+ both share the same primary styles.
CD+ indicates that the D score is higher, so it’s plotted closer to the D.
 - DC and DC+ both share the same primary styles.
DC+ indicates that the C score is higher, so it’s plotted closer to the C.



DISC Bullet Point Pages 15-17

Have the client go through these sections of the report and put a plus (+) sign in front of all the statements he/she agrees with and a negative (-) sign near all the statements he/she disagrees with:

- **Communication Dos & Don'ts**
- **Your Motivations: Wants and Needs**
- **What You Bring to the Organization**

Why do they disagree with each negative (-) point? What would make it more accurate? People naturally obsess with the negatives rather than revel in the positives. Addressing them can help to diffuse their importance.

Then complete page 25 in his/her report – **Summary of Your Style** – by putting the top two plus (+) sign statements from each respective category on this page.

Discuss why he/she chose the two items in each category to move to this summary page. Then, go back to the sections above to discuss why he/she chose the items in each category with negative (-) signs. Why do you disagree with that point? What would make it more accurate?

The “__” Style: Behavior and Needs Under Stress Pg 18

Stress is unavoidable. The way we behave under stress can create a perception that is not what we intend which can influence our effectiveness and our interaction with others. We may need additional support during periods of stress.

By knowing “how we show up” and what support could be helpful and preparing ourselves for how we behave in conflict as well as identifying strategies to reduce conflict, we can be much more successful in stressful circumstances.

Under Stress You May Appear

The first section of this page is how you appear to others when you are experiencing high stress. Keep in mind this is not necessarily how you ARE, but rather, how you SEEM in interactions based on another person's perception. Your intention may not be related to the way you appear at all, but remember people judge us by our behavior, not by our intentions.

Perception Prevention

- **Can you think of a time when you responded in a situation that could be seen as these descriptors? What was the situation?**
- **Discuss the disadvantages of one or more of the perceptions listed. How can you prepare yourself to respond differently to ensure your behavior matches your intentions?**

Under Stress You Need:

The second section provides some ideas for how to gain support to diminish your stress. Are there other things you could add to this list that you know are proven to help you decompress and be more effective?

Typical Behaviors in Conflict/Strategies to Reduce Conflict & Increase Harmony

The remaining two sections reveal your typical reactions in conflict, and ways to reduce conflict and create more harmony for you and others. We recommend taking extra time to be aware of the strategies to reduce conflict and how to apply them in your interactions for stronger communication.

Note: This page is derived from your highest **natural style** tendencies. If you are adapting to one or more different styles (especially if it is a large modification), you may notice that you respond differently under stress, and even have times when your energy is further exhausted where these descriptors can be quite intense. Consider how you can adjust prevent and/or reduce intense energy strains and stress-inducing situations.

Potential Areas for Improvement

We all have possible challenges and limitations. These may not always be things that prevent us from being successful, but they can; sometimes when we overuse our strengths, they can become weaknesses. This page reveals some tendencies that you may have that could cause trouble for you.

Remember, these are potential areas, meaning they may not be a problem right now. You may have a system in place that allows you to accommodate these items, but if you don't use it, you may struggle. You may have done a great deal of work on one or more of these areas, but if you stop doing what you've learned, it can become a challenge.

What are the two most important areas you think would make the biggest impact on your success right now? Transfer them to the *Summary of Your Style* page 25.

12 Behavioral Tendencies: Summary

The 4 Primary DISC factors of Dominance, Influence, Steadiness and Conscientiousness are presented in a unique way to show how the strength of each of the four primary factors is impacted by the strength of the other three. Remember, we are all a BLEND of styles so our D, I, S and C are influenced by each other.

This is very valuable information because two individuals that may have the same primary score can behave differently. How is this possible? Each of our D, I, S, and C scores have influence on one another.

For example: 2 people have the same high D primary style score. The D is impacted by the other three style's scores. While the two individuals have the SAME D score, if one has much lower I and much lower S, the behavior displayed will be dramatically different from the other person with the same D, but a much higher I and higher S.

This at-a-glance view of how someone expresses each behavior gives a quick snapshot overview of the details on the following pages.

On the summary page, you'll see the:

- 1. Title of each behavior**
- 2. Definition of each behavior**
- 3. Descriptor for both the Natural and Adapted style**

Behaviors	Natural	Adapted
Personal Drive <i>How this individual's own goals move things forward.</i>	Self-Driven	Situational
Self-Reliance <i>How this individual works within a team.</i>	Directive	Collaborative
Providing Instruction <i>How this individual dictates directions and expectations.</i>	Directive & Compulsive	Reserved & Detailed
Accuracy	Situational	Precision

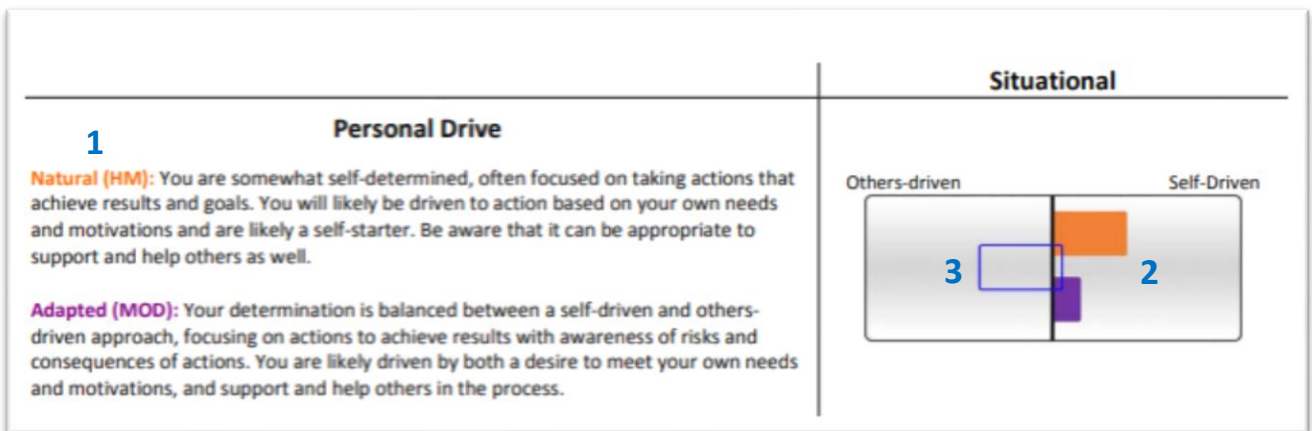
NOTE: These behaviors are presented in order from highest frequency to lowest frequency based on the Natural Tendency. The first behavior in the list will be the most likely to show up in most situations and the last behavior may be rarely experienced.

For more detailed information on each of the behaviors and what the descriptors mean, continue to the next 3 pages of Details and Graphs.

12 Behavioral Tendencies: Details and Graphs

On the Details and Graphs page, you see 3 key pieces of information for each of the 12 behaviors. This can help us understand potential miscommunication and misunderstandings with others. **Note: orange is Natural, purple is Adapted style**

1. Frequency Measure (HI, HM, MOD, LM, LOW) – revealing how often that behavior shows up. The key is listed above the first graph. You'll also see a specific statement set telling what that behavior looks like for both Natural and Adapted.
2. Graphs – the graphs show how the behavior is expressed and reveals the left and right descriptors. The bars move from Center to the right or left, a bar near the middle is situational. The further you move away from center, the more that behavior descriptor tends to be true.
3. The blue box – shows the general population's scoring range. If the individual's score falls outside the blue box, they are doing things differently than most of the population, resulting in potential miscommunication or misunderstanding.



Summary of Your Style

This can be used before, during debrief, or after and is a useful tool to share what you learned with others. Most of the information from this page comes from the bullet point pages, but this can be extremely useful when learning to communicate more effectively with others.

Part III – Understanding Others and Adaptability

Understanding your own behavioral style is just the first step to enhancing relationships. To really begin to use the power of behavioral styles, you also need to know how to apply the information to other people and in other situations.

The Application Section includes:

- **What is Adaptability?**
- **How to Identify Another Person’s Behavioral Style**
- **Communicating with Each Style**
- **How to Adapt to the Different Behavioral Styles**
 - Modifying Directness/Indirectness*
 - Modifying Openness/Guardedness*
 - Modifying Pace & Priority*
- **Adapting in Different Situations**
 - At Work*
 - In Sales and Service*
 - In Social Settings*
 - In Learning Environments*

Application Activities

Adaptability Practice

- Practice Identifying their style based on observable behavior
- Practice Modifying your Directness and Openness in conversation with them
- Practice Modifying your Pace and Priority
- Ask for feedback on your effectiveness in communicating with them
- Take some time to reflect on your experience and what worked or didn’t work for you and for them
- Consider what you should repeat, and what you need to modify further to communicate as effectively as possible.

Tension Among the Styles Worksheet

Consider 2 relationships when you have experienced tension. Complete the worksheet outlining your own style, pace and priority and then identifying the same for each relationship, as well as the differences and strategies to be more effective.

Create a DISC Power Team

(this can be done individually or in groups)

- Assign responsibilities based on strengths
- Determine what opportunities or challenges exist or may come up
- Give each Team Member the opportunity to showcase their skills and experience
- Check in regularly and discuss as a team how it's going
- Provide feedback regarding roles, strengths, needs, and any additional support required

Summary

Understanding your own behavioral style is just the first step to enhancing relationships. To really begin to use the power of behavioral styles, you also need to know how to apply the information to other people and in other situations.

Realize that people are different in their approach to problems and challenges, with their interactions, to the pace of the environment and in their need for compliance, rules, and policies. All styles have specific fears; people are motivated to avoid their fears. Understanding the fears of the different styles helps in understanding why people behave as they do.

People want to be treated according to their behavioral style, not yours.

People generally make the mistake of assuming that others interact and think the same way they do, and many of us grew up believing in The Golden Rule: treating others the way you would like to be treated. Instead, we encourage another practical rule to live by - what Dr. Tony Alessandra calls **The Platinum Rule®: to treat others the way THEY want to be treated.** Good relationships can get better and challenging relationships may become good.

It is important to remember that adapting our styles is not always easy! It may take some time, feel very difficult, or seem especially foreign in certain situations. Give it time, practice, patience and diligence and you will see relationship benefits.