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Sample User

Style: Chancellor DIC

Adult Report

Saturday, May 30, 2020

Your report uses the DISC Personality System. The DISC Personality System is the universal language of behavior. Research has shown that behavioral characteristics can be grouped together in four major groups. People with similar styles tend to exhibit specific behavioral characteristics common to that style. All people share these four styles in varying degrees of intensity. The acronym DISC stands for the four personality styles represented by the letters :

- D = Dominant, Driver
- I = Influencing, Inspiring
- S = Steady, Stable
- C = Correct, Compliant

Knowledge of the DISC System empowers you to understand yourself, family members, co-workers, and friends, in a profound way. Understanding behavioral styles helps you become a better communicator, minimize or prevent conflicts, appreciate the differences in others and positively influence those around you.

In the course of daily life, you can observe behavioral styles in action because you interact with each style, to varying degrees, everyday. As you think about your family members, friends and co-workers, you will discover different personalities unfold before your eyes.

- Do you know someone who is assertive, to the point, and wants the bottom line?

Some people are forceful, direct, and strong-willed.

This is the D Style

- Do you have any friends who are great communicators and friendly to everyone they meet?

Some people are optimistic, friendly, and talkative.

This is the I Style

- Do you have any family members who are good listeners and great team players?

Some people are steady, patient, loyal, and practical.

This is the S Style

- Have you ever worked with someone who enjoys gathering facts and details and is thorough in all activities?

Some people are precise, sensitive, and analytical.

This is the C Style

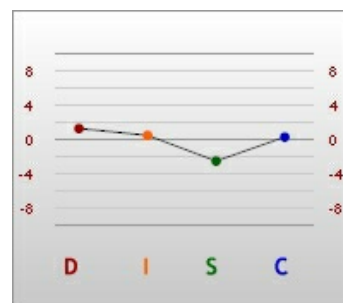
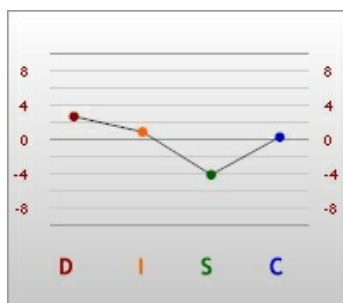
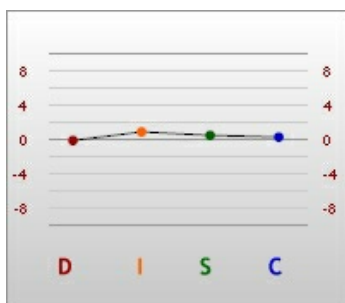


The chart below helps put the four dimensions of behavior into perspective.

| | D = Dominant | I = Influencing | S = Steady | C = Compliant |
|-------------------|---|--|---|---|
| Seeks | Control | Recognition | Acceptance | Accuracy |
| Strengths | Administration Leadership Determination | Persuading Enthusiasm Entertaining | Listening Teamwork Follow-Through | Planning Systems Orchestration |
| Challenges | Impatient Insensitive Poor Listener | Lack of Detail Short Attention Span Low Follow-Through | Oversensitive Slow to Begin Dislikes Change | Perfectionist Critical Unresponsive |
| Dislikes | Inefficiency Indecision | Routines Complexity | Insensitivity Impatience | Disorganization Impropriety |
| Decisions | Decisive | Spontaneous | Conferring | Methodical |

Because human personality is comprised of varying intensities of the four behavioral styles, the DISC graph helps make the personality style more visual. The DISC graph plots the intensity of each of the four styles. All points above the midline are stronger intensities, while points below the midline are lesser intensities of DISC characteristics. It is possible to look at a DISC graph and instantly know the personality and behavioral characteristics of an individual.

Below are your three DISC graphs, and a brief explanation of the differences between the graphs.



DISC graph 1 represents your "public self" (the mask)

This graph displays the "you" others see. It reflects how you perceive the demands of your environment, and your perception of how you believe others expect you to behave.

DISC graph 2 represents your "private self" (the core)

This graph displays your instinctive response to pressure, and identifies how you are most likely to respond when stress or tension are present. This would be your instinctive reaction.

DISC graph 3 represents your "perceived self" (the mirror)

This graph displays the manner in which you perceive your typical behavior. It could be referred to as your self perception. Although at times you may be unaware of the behavior you use with other people, this graph shows your typical approach.

Description

understanding your style

Sample's style is identified by the keyword "Chancellor".

Sample, as a Chancellor style, mixes fun with business in order to get things done. Chancellors are determined individuals who enjoy people but can also take care of the details. Since Chancellors want things to be taken care of correctly, they may finish projects to assure correctness and completeness. Sample is outgoing by nature and enjoys people, but this does not necessarily indicate an allegiance. A Chancellor evaluates people and tasks carefully. Their alliances will shift seemingly impulsively from one person or task to another. They often neglect careful planning and will jump into projects without thorough consideration.

Chancellors may need to be more sensitive to the needs of others. They are spontaneous in business and pleasure, but not haphazardly. Sample requires correctness and is very aware of deadlines. A Chancellor will initiate activity rather than waiting for someone else to do the job. They are driven by the bottom line and want quick results. They will work tenaciously to resolve problems. Sample desires accuracy combined with quick thinking.

Others may perceive Chancellors as opinionated. Under pressure, they may express their feelings without regard to allowing others' opinions. They may also dominate projects and not permit others to participate. A Chancellor wants others to communicate clearly and concisely. They are forward thinking and creative. Sample is always looking ahead to new and exciting adventures.

A very creative person, Sample is often willing to seek out new solutions to problems, is self motivated and often works at a fast pace to accomplish goals. Sample likes new challenges and is usually able to make decisions easily, even under pressure.

A warm, outgoing person, Sample enjoys having a high level of interaction with others. Finding the "silver lining" in a difficult situation comes easily, and Sample typically enjoys the thrill of trying new things. This individual has a gift for influencing associates and is viewed as an instinctive communicator. Others find Sample easy to approach and enjoy their easy, open rapport.

Others see Sample as a versatile person whom they rely upon to break up monotonous or routine situations. Sometimes preferring to do things outside of the team, this person tends to be individualistic. Sample may even be perceived as "restless" and tends to move quickly from one thing to the next.

Neat and orderly, others usually see Sample as practical. This individual needs adequate information to make decisions, and will consider the pros and cons. Sample may be sensitive to criticism and will tend to internalize emotions. Sample likes to clarify expectations before undertaking new projects and will follow a logical process to gain successful results.

Natural leader and spokesperson
Able to accurately do various activities
Influential and motivating
High energy, extroverted, and optimistic

General Characteristics

Being able to direct and pioneer
Power and authority to take risks and make decisions
Freedom from routine and mundane tasks
Appreciation, praise, and recognition

Motivated By

Competitive environment with rewards
Non-routine, challenging tasks and activities
Being able to direct others
Freedom from controls, supervision, and details

My Ideal Environment

Communicating

with the Chancellor style

Remember, a Chancellor may want:

- Authority, varied activities, prestige, freedom, assignments promoting growth, opportunity for advancement, recognition

Greatest fear:

- Being taken advantage of, loss of control

When communicating with Sample, a Chancellor, DO:

- Talk about results not process
- Talk about solutions not problems
- Focus on business; remember they desire results
- Suggest ways for him/her to achieve results, be in charge, and solve problems
- Let them in on the "big picture" because they are visionary
- Agree with facts and ideas rather than the person when in agreement

When communicating with Sample, a Chancellor, DO NOT:

- Ramble, do all the talking
- Settle for less than excellence
- Focus on problems
- Be pessimistic
- Focus on the process and details
- Challenge them directly

While analyzing information, Sample, a Chancellor may:

- Ignore potential risks
- Not weigh the pros and cons
- Not consider others' opinions
- Offer innovative and progressive systems and ideas

Motivational Characteristics

- **Motivating Goals:** Quality, looking good by a job well done
- **Evaluates Others by:** Verbal communication of statements
- **Influences Others by:** Efficiency, verbal skills
- **Value to Team:** Multi-task abilities, quality minded, can move tasks ahead
- **Overuses:** Intolerance to status quo, impulsiveness
- **Reaction to Pressure:** Impulsive, rash
- **Greatest Fears:** Poor quality, rejection
- **Areas for Improvement:** Be more sensitive, be more flexible to others' needs, let others share ideas and beliefs



Knowledge comes, but
wisdom lingers.

- Alfred Lord Tennyson

Communicating

with the Chancellor style

Value to the group:

- Energetic leader and thinker
- High energy, spurs activity in others
- Can multi-task easily
- Decisive and great in a crisis

Chancellors possess these positive characteristics in groups:

- Instinctive leaders
- Autocratic managers who are great in crisis
- Direct and decisive
- Innovative in getting results
- Maintain focus on goals
- Overcome obstacles, they see silver lining
- Provide direction and leadership; accepts risks
- Push group toward their goals
- Willing to speak out; able to define goals
- Great communicators
- Welcome challenges without fear
- Sees things for what they are
- Can handle multiple projects
- Function well with heavy workloads

Personal growth areas for Chancellor:

- Be less controlling and domineering
- Develop a greater appreciation for the opinions and feelings of others
- Put more energy into the details and process
- Show your support for other team members; be an active listener
- Take time to explain the "whys" of your statements and proposals
- Have more patience; help others reach their potential



You can have brilliant ideas, but if you can't get them across, your ideas won't get you anywhere.

- Lee Iacocca

Communication Tips

relating to others

Your **D, I** and **C** plotted above the midline, your style is identified by the keyword "Chancellor".

This next section uses adjectives to describe where your DISC styles are approximately plotted on your graph. These descriptive words correlate as a rough approximation to the values of your graph.

D -- Measures how decisive, authoritative and direct you typically are. Words that may describe the intensity of your "D" are:

- **FORCEFUL** Full of force; powerful; vigorous
- **RISK TAKER** Willing to take chances; hazardous in actions
- **ADVENTURESOME** Exciting or dangerous undertaking
- **DECISIVE** Settles a dispute or answers questions
- **INQUISITIVE** Inclined to ask many questions; curious

I -- Measures how talkative, persuasive, and interactive you typically are. Words that may describe the intensity of your "I" are:

- **GENEROUS** Willing to give or share; unselfish; bountiful
- **POISED** Balanced; stable; having ease and dignity of manner
- **CHARMING** Attractive; fascinating; delightful
- **CONFIDENT** Sure of oneself; feeling certain; bold

S -- Measures your desire for security, peace and your ability to be a team player. Words that may describe the intensity of your "S" are:

- **CRITICAL** Tending to find fault; characterized by careful analysis
- **IMPETUOUS** Acting suddenly with little thought; rash; impulsive

C -- Measures your desire for structure, organization and details. Words that may describe the intensity of your "C" are:

- **ANALYTICAL** Dissecting a whole into its parts to discover their nature
- **SENSITIVE** Easily hurt; highly intellectually and emotionally responsive
- **MATURE** Fully grown, developed, ripened



The only way to change is by changing your understanding.

- Anthony De Mello

Communication Tips

how you communicate with others

How You Communicate with Others

Please return to the "Communicating" section of this report and review the communicating "DO" and "DO NOT" sections for your specific style. Reviewing your own communication preferences can be an eye-opening experience or simply confirmation for what you already know to be true. Either way, you have your communication characteristics in writing. This information is powerful when shared between colleagues, friends, and family. Others may now realize that some approaches do not work for your style, while other ones are received well by you. Equally important is that you now see that THE WAY YOU SAY SOMETHING can be as important as WHAT IS SAID. Unfortunately, we all have a tendency to communicate in the manner that we like to hear something, instead of the method another person prefers.

Your style is predominately a "D" style, which means that you prefer receiving information telling you RESULTS. But, when transferring that same information to a client or co-worker, you may need to translate that into giving them precise facts, or just the end result, or how they are a part of the solution and we need to work as a team.

This next section of the report deals with how your style communicates with the other three dominant styles. Certain styles have a natural tendency to communicate well, while certain other styles seem to be speaking different languages all together. Since you are already adept at speaking your "native" language, we will examine how to best communicate and relate to the other three dominant languages people will be using.

This next section is particularly useful for a dominant "D" style as you may have the tendency to be more aggressive in your communication than what others would like.

The Compatibility of Your Behavioral Style

Two "D" styles will get along well only if they respect each other and desire to work as a team to accomplish a set goal. Care must be taken not to become overly competitive or overly domineering with each other.

A "D" likes the "I" style, because an "I" is a natural encourager to the "D". Sometimes an "I" will not be task oriented enough for the "D" in a work situation, unless the "D" sees the value of how the "I" can be influential to achieve ultimate results.

A "D" and an "S" normally work well together because the "S" does not threaten the "D", and will normally work hard to achieve the desired goal. Sometimes personal relations can be strained because the "D" sometimes comes across as too task oriented and driven.

A "D" and a "C" must be careful not to become too pushy and too detail oriented, respectively. However, a "D" needs the detail attention of the "C" style, but sometimes has a hard time of effectively communicating this need.



Speech is the mirror
of the soul; as a man
speaks, so is he.

- Publilius Syros

Communication Tips

compatibility of your behavioral style

How the "D" Can Enhance Interaction with Each Style

D with D

If there is mutual respect, you will tend to see each other as driving, visionary, aggressive, competitive and optimistic. So long as they agree on the goal to be accomplished, they can focus on the task at hand and be extremely efficient. If mutual respect does not exist, you will tend to see the other D as argumentative, dictatorial, arrogant, domineering, nervous and hasty.

Relationship Tip: Each of you must strive to achieve mutual respect, and communication, setting this as a goal to be accomplished will help immensely. You must also work to understand the realms and boundaries of each other's authority, and to respect those boundaries.

D with I

You will tend to view I's as egocentric, superficial, overly optimistic, showing little thought, too self-assured and inattentive. You'll dislike being "sold" by the I. Your task orientation will tend to lead you to become upset by the high I's noncommittal generalizations.

Relationship Tip: You should try to be friendly, since the I appreciates personal relationships. Be complimentary, when possible. Listen to their ideas and recognize their accomplishments.

D with S

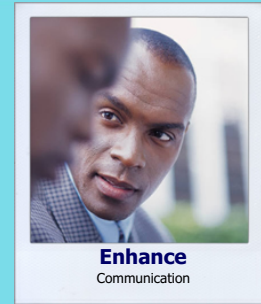
You will tend to view the S as passive, nonchalant, apathetic, possessive, complacent and non-demonstrative. D's tend to perceive S's as slow moving. They will tend to see your approach as confrontational, and it may tend to be overwhelming to the high S. Your quick pace of action and thinking may cause a passive-aggressive response.

Relationship Tip: Avoid pushing; recognize the sincerity of the high S's good work. Be friendly to them, they appreciate relationships. Make every effort to be more easy going when possible, adapting a steady pace will reduce unnecessary friction in the relationship.

D with C

Your tendency will be to view the C as overly dependent, evasive, defensive, too focused on details and too cautious and worrisome. D's often feel that high C's over analyze and get bogged down in details.

Relationship Tip: Slow down the pace; give them information in a clear and detailed form, providing as many facts as you can. In discussions, expect the C to voice doubts, concerns and questions about the details. Remove potential threats. Whenever possible, allow time for the C to consider issues and details before asking them to make any decisions.



Communication works
for those who work at
it.

- John Powell

worksheet

Communication Tips Worksheet

Changes in your graphs indicate your coping methods. The human personality is profoundly influenced by changes in our environment. Typically, people change significantly from graph one to graph two as a result of stressors or environmental changes. Recognizing the differences or changes between these two graphs helps us understand our instinctive coping mechanism, and indicates how to better adapt in the future.

Instructions: Each of your graphs illuminates different aspects of your personality. A closer look at those changes reveals valuable insights. Please refer to both graphs (if necessary, reference data throughout your profile). Compare the D, I, S, and C points on graphs one and two. Finally, read the analysis of your answers, and consider how your environment affects your decisions, motivations, actions and verbal messages.

D Changes:

Compare graphs 1 and 2. When you look at graph 2, is your "D" higher or lower than the "D" in graph 1? Consider how high or low the letter moves. A higher value indicates someone who desires more control in stressful situations. If the D goes up considerably, you can become very controlling when you become stressed. A lower value indicates someone who desires less control in stressful situations. If the D goes down considerably, you may want someone else to lead you and you will follow.

I Changes:

Compare graphs 1 and 2. When you look at graph 2, is your "I" higher or lower than the "I" in graph 1? Consider how high or low the letter moves. A higher value indicates someone who desires more social influence in stressful situations. If the I goes up considerably, you may try to use your communication skills to smooth things out. A lower value indicates someone who desires less social influence in stressful situations. If the I goes down considerably, you rely less on verbal means to come to a resolution.

S Changes:

Compare graphs 1 and 2. When you look at graph 2, is your "S" higher or lower than the "S" in graph 1? Consider how high or low the letter moves. A higher value indicates someone who desires a more secure environment in stressful situations. If the S goes up considerably, you may tend to avoid any conflict and wait until a more favorable environment is available before making any changes. A lower value indicates someone who desires a less secure environment in stressful situations. If the S goes down considerably, you become more impulsive in your decision-making.

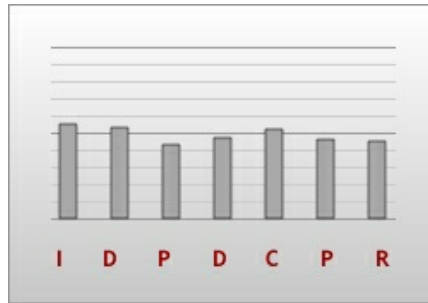
C Changes:

Compare graphs 1 and 2. When you look at graph 2, is your "C" higher or lower than the "C" in graph 1? Consider how high or low the letter moves. A higher value indicates someone who desires more information before making a decision in stressful situations. If the C goes up considerably, you will probably not want to make a decision until you have significantly more information. A lower value indicates someone who desires less information before making decisions in stressful situations. If the C goes down considerably, you may make decisions based more on gut feelings.

Which one of your points makes the most dramatic move up or down? What does that tell you about how you react to pressure?

How could your coping method help or hinder you in making decisions? How can you use this information to help you see possible blind spots in your reaction to pressure?

your strengths in leadership



INFLUENCING - Above Average

You are always considered when a leader is needed. You have great strengths, and know that you possess wonderful insight into systems and people. Others are willing to follow you because of your charisma and enthusiasm. While sometimes seeming a bit assertive, your optimism and warmth soon have others remembering how important you are to the team.

DIRECTING - Above Average

Quality work and meeting tight deadlines are only two of your strengths others see. You may appear a bit task-oriented at times, but your attention to detail and your inner drive allow others to respect you and see the great value you add to the team. Take time to let others get to know you. They like you for a person as well as what you do for them.

PROCESSING - Good

You can take an idea or a project and follow through from start to finish. While you prefer changing roles and responsibilities, you will stick to a routine that is necessary to fulfill a need.

DETAILING - Good

Others appreciate it when you take the time to make sure the little things get done. You may have a tendency to start at a quick pace but not complete the task. Remember the necessity of the paperwork and details so that you may add value to your other stronger traits.

CREATING - Above Average

You like to use your creativity to perfect basic concepts that other team members develop. You can oversee and help keep accountability in areas that others may compromise.

PERSISTING - Good

You are a strong, steady worker who wants to do quality work. Sometimes you may begin to look at other alternatives to completing a project when the going starts getting rough. Remember not to quit nor lose focus on what you have started.

RELATING - Good

You tend to be task oriented, but know that people and relationships cannot be ignored. You may get caught up in getting things done, but you make up for that by taking time to nurture close relationships.

Developing excellent communication skills is absolutely essential to effective leadership. The leader must be able to share knowledge and ideas to transmit a sense of urgency and enthusiasm to others. If a leader can't get a message across clearly and motivate others to act on it, then having a message doesn't even matter.

- Gilbert Amelio

Detailed Keyword Analysis: Your Personal Image

When completing your profile, you answered the questions according to a particular setting, for example 'Home' or 'Work'. This is because people tend to display different aspects of their personality in different settings. You are typically not the same at work as you are at home or in a social setting. A significant benefit of this report is its ability to measure how others will tend to perceive you and your behavior in various settings.

In the setting for which you answered the questions, others will tend to perceive you as having certain characteristics. Their perception of these characteristics will change depending on the amount of pressure you experience in any given situation. This is an area where each individual tends to have significant "blind spots". We often don't realize how we're perceived by others when we are under pressure.

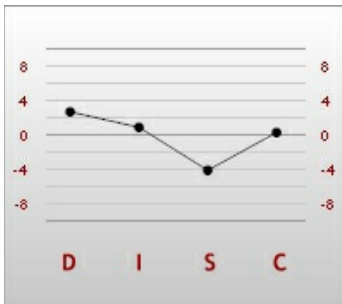
The following keywords describe specific values of your DISC scores for two of the three graphs. An analysis has been generated for Graph 2 (personality under stress) and graph 3 (personality in general). The following keywords represent characteristics typically displayed by similar graphs.

The DISC descriptive keywords generated from an analysis of each graph have been divided into two lists. The first list, generated from Graph 2, is under the heading "How I Respond to Pressure". It shows your typical response to pressure. The second list, generated from Graph 3, is under the heading "How I See Myself". Unless your two graphs are completely different, you should expect to see some repetition of items in each list. However, you should be aware that the dominant traits are listed first; therefore the placement of each keyword demonstrates its significance. You should particularly note keywords that are repeated in both lists. Notice whether repeated keywords moved higher or lower from list to list.

Keyword Exercise Part 1

HOW I RESPOND TO PRESSURE

The following descriptive keywords were generated from an analysis of Graph 2. These keywords describe the specific value of your DISC scores providing a representation of the characteristics you tend to display when you are responding to pressure.



Instructions: Please ask someone to help you complete this exercise. It should be someone who knows you well in the particular setting for which you answered the questions on your profile. Ask him/her to check the boxes next to the keywords that he/she perceives describe you during a time when you were under significant pressure. Please ask him/her to leave blank keywords that do not describe you during a pressure-filled time. Consider the impact these characteristics may have on your relationships. These may be areas for you to consider as being significant to your self-image.

- ADVENTURESOME Exciting undertakings, Willing to take chances
- DECISIVE Settles a dispute, question, etc
- INQUISITIVE Inclined to ask many questions; curious

- CONFIDENT Sure of oneself; feeling certain; bold
- GENEROUS Willing to give or share; unselfish; bountiful
- POISED Balanced; stable; having ease and dignity of manner

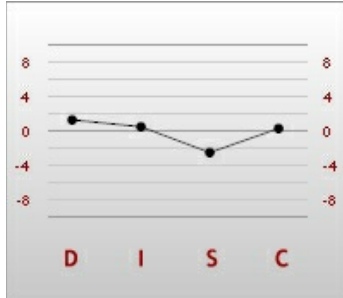
- ANALYTICAL Dissecting a whole into its parts to discover their nature
- MATURE Fully grown, developed
- SENSITIVE Easily hurt; highly responsive intellectually and emotionally

- CHANGE-ORIENTED Desire to alter; likes variety
- QUALITY CONSCIOUS Calling attention to defects
- RESTLESS Nervous; uneasy

Keyword Exercise Part 2

HOW I TEND TO SEE MYSELF

The following descriptive keywords were generated from an analysis of Graph 3. These keywords describe the specific value of your DISC scores providing a representation of the characteristics you tend to see yourself displaying (your self-image).



Instructions: Please check the boxes next to the keywords that you perceive describe you in general. Please leave blank keywords that do not describe your everyday characteristics. Consider the impact these characteristics may have on your relationships. Are there any keywords that come up in both part one and part two of this exercise? If so, these may be areas for you to consider as being significant to your self-image.

- QUICK Prompt to understand/learn; sharp in discernment
- SELF-ASSURED Certain; confident
- SELF-RELIANT Having reliance upon or confident in one's own abilities

- CONFIDENT Sure of oneself; feeling certain; bold
- GENEROUS Willing to give or share; unselfish; bountiful
- POISED Balanced; stable; having ease and dignity of manner

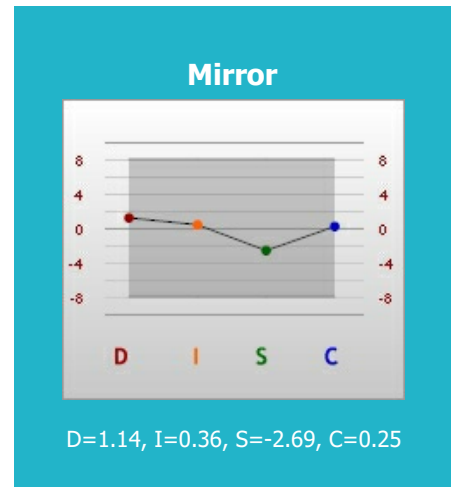
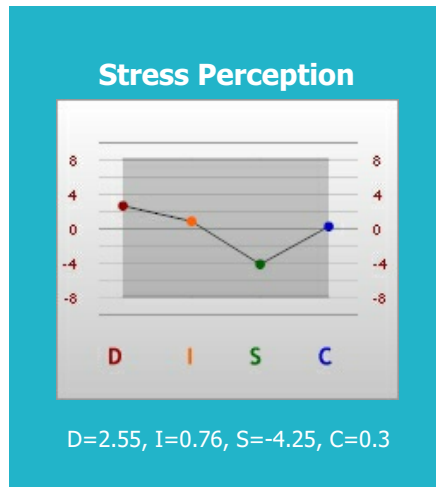
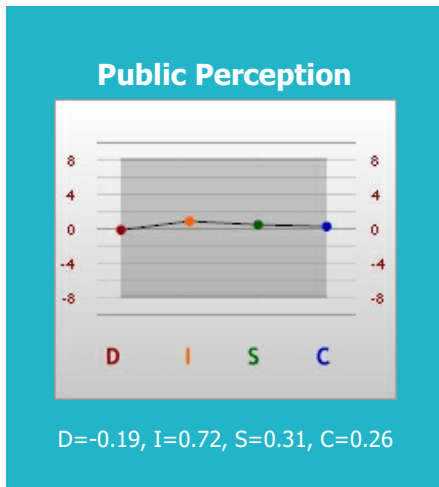
- ANALYTICAL Dissecting a whole into its parts to discover their nature
- MATURE Fully grown, developed
- SENSITIVE Easily hurt; highly responsive intellectually and emotionally

- CRITICAL Tending to examine details; characterized by careful analysis
- RESTLESS Inability to rest or relax; uneasy; not quiet
- SPONTANEOUS Acting suddenly with little analytical thought

Scoring Data

graph page

Personality Style Graphs



Graphs Explanation Page

Each of the three graphs reveals a different snapshot of behavior, depending on the conditions of the environment. Within a given environment, Graph 1 reveals the "Public Self;" Graph 2 displays the "Private Self;" and Graph 3 portrays the "Perceived Self."

These three graphs or snapshots are defined in detail below.

Graph 1 -

Mask, Public Self

Behavior Expected By Others

Everyone acts according to how they think other people expect them to act. This behavior is the public self, the person projected to others. Sometimes, there is no difference between the true person and their public self. However, the public self can be very different from the "real" person; it is a mask. Graph 1 is generated by the "Most" choices on The Personality System, and has the greatest potential for change.

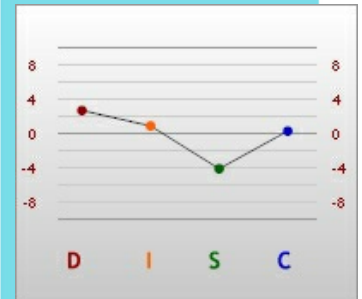


Graph 2 -

Core, Private Self

Instinctive Response To Pressure

Everyone has learned responses from the past: consequently, these are behaviors which the person accepts about him/herself. Under pressure or tension, these learned behaviors become prominent. This is the graph which is the least likely to change because these are natural and ingrained responses. A person's behavior under pressure may be drastically different than his/her behavior in Graphs 1 and 3. Graph 2 is generated by the "Least" choices on The Personality System, and has the lowest potential for change.

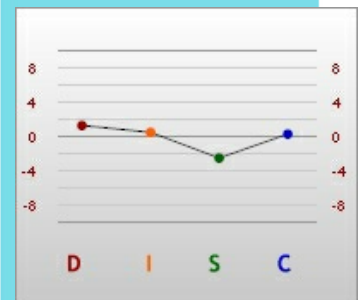


Graph 3 -

Mirror, Perceived Self

Self Image, Self Identity

Everyone envisions him/her self in a particular way. Graph 3 displays the mental picture that one has of him/her self, the self image or self identity. Graph 3 combines the learned responses from one's past with the current expected behavior from the environment. Change in one's perception can occur, but it is usually gradual and based on the changing demands of one's environment. Graph 3 is generated by the difference between Graph 1 and Graph 2.



Continued

Different Graphs Indicate Change or Transition

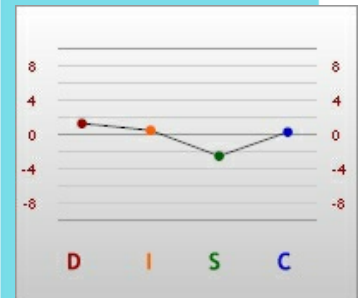
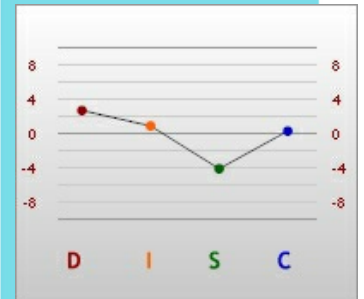
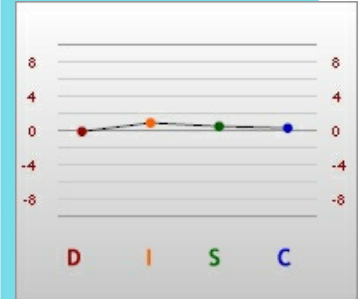
- If Graph 1 is different than Graph 2, the demands of the environment are forcing behavior that is not congruent with the core, or instinctive behavior. In such a situation, a person trying to modify his/her behavior to meet the demands of the environment will most likely experience stress.
- If Graph 1 is different than Graph 2, but similar to Graph 3, the individual has been able to successfully alter his/her behavior to meet the demands of the environment without altering his/her core. This individual is probably fairly comfortable with the behavior shown in Graph 3 (Perceived Self), and is probably not experiencing stress.
- If Graph 1 is different than Graph 3, an individual may be in a period of growth (and some discomfort) while he/she attempts to alter behavior to meet the demands of a new environment. A person's behavior may fluctuate during this period of adjustment.

Similar Graphs Indicate Few Demands For Change

An individual who perceives the current demands of the environment (Graph 1) to be similar to his/her past (Graph 2) will have little need to change his/her self-perception (Graph 3). This may be due to any of the following factors:

- The behavior demanded by the present environment is similar to demands in the past.
- This individual controls what others demand of him/her.
- The behavior demanded by the present environment is different than demands in the past. However, instead of altering behavior, this person has chosen to augment style. To accomplish augmentation, this individual has surrounded him/herself with people of complimentary styles, thus creating a team with combined strengths.

Your keyword style of Chancellor DIC(DIC) and the contents of this report are derived from Graph 3.



Action Plan

Improving Your Interpersonal Skills

Sample's Action Plan

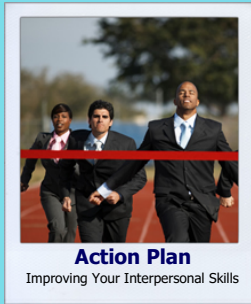
This worksheet is a tool to enable effective communication between you and others with whom you interact on a regular basis. The goal is to help you maximize your strengths and minimize the effects of potential limitations. It addresses work-related and general characteristics that are common to your style as a whole, and is not derived directly from your graphs.

This section gives you an opportunity to sit down with a co-worker, employer, friend, spouse, etc., and assess your personality style, getting feedback from someone who knows you well. Although doing so is beneficial, it is not required to have anyone else present while completing this section. If you choose to get feedback from another, you may print the report and do so that way.

Instructions:

Step 1: The items listed below are areas to reflect upon between you and your closest contacts. After printing out this report, give this page to another person who knows you well (associate, team member, teacher, family member, friend) and ask them to read each item. They should consider whether or not they perceive the item to describe your traits. Then, check either Yes or No beside each item. Open dialogue is encouraged and any blind spots (areas of your personality that you are blind to) should be discussed. Since communication is a two way street, it is recommended that two people complete one another's worksheets.

| | | | |
|-------------------------------|---|-----------------------------------|---|
| Seeks practical solutions | <input type="checkbox"/> Y <input type="checkbox"/> N | Goal oriented | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Low tolerance for error | <input type="checkbox"/> Y <input type="checkbox"/> N | Does not analyze details | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Organizes well | <input type="checkbox"/> Y <input type="checkbox"/> N | Rash decision maker | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Moves quickly to action | <input type="checkbox"/> Y <input type="checkbox"/> N | Tends to be abrupt/overly direct | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Delegates work well | <input type="checkbox"/> Y <input type="checkbox"/> N | Stimulates activity in others | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Consumed by the task / job | <input type="checkbox"/> Y <input type="checkbox"/> N | Thrives on opposition | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Punctual and schedule aware | <input type="checkbox"/> Y <input type="checkbox"/> N | Overlooks people and feelings | <input type="checkbox"/> Y <input type="checkbox"/> N |
| High standards, perfectionist | <input type="checkbox"/> Y <input type="checkbox"/> N | Hesitant to start projects | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Orderly and organized | <input type="checkbox"/> Y <input type="checkbox"/> N | Excessive planning time | <input type="checkbox"/> Y <input type="checkbox"/> N |
| Has energy and enthusiasm | <input type="checkbox"/> Y <input type="checkbox"/> N | Priorities often get out of order | <input type="checkbox"/> Y <input type="checkbox"/> N |



A man is but a product of his thoughts. What he thinks, he becomes.

- Mahatma Gandhi

Action Plan

Continued

Step 2: Now, select the three items that would benefit the most from focused attention. Discuss and determine specific outcomes and a reasonable time frame for their achievement. Write the details in the spaces provided, along with notes helpful to achieving specific outcomes. Set a date 60-90 days from now for a discussion with your contact to review your progress. The person who works with you on this is important to your growth and should help you stay accountable to your plan.

1. The first item upon which I will focus:
 - Review Date:

 - Specific actions I will take on this item in the next 60 to 90 days:

 - Specifics to address

2. The second item upon which I will focus:
 - Review Date:

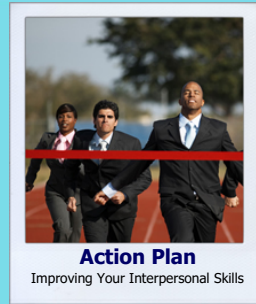
 - Specific actions I will take on this item in the next 60 to 90 days:

 - Specifics to address

3. The third item upon which I will focus:
 - Review Date:

 - Specific actions I will take on this item in the next 60 to 90 days:

 - Specifics to address



We continue to shape our personality all our life. If we know ourself perfectly, we should die.

- Albert Camus