

*Human Behavior  
Science and  
Leadership*

***Instructor's  
Manual***

*Uniquely You<sup>®</sup>*

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*Human Behavior Science & Leadership*      *SYU Textbook*      *Instructor's Manual*

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***Human Behavior Science and Leadership / So, You're Unique! What's Your Point? Instructor's Manual***

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# Introduction

This *Instructor's Manual* focuses on the DISC Model of Human Behavior from a leadership perspective. It zeros-in on how everyone can be a leader, plus how every leader can improve their skills. It will specifically focus on personality types — the uniquely you. We will concentrate on leadership from a Uniquely You perspective because leadership involves people and everyone is unique.

Leading denotes people will follow. It all begins by recognizing everyone is wonderfully and naturally endowed to become the leader they can be. Fulfilling that purpose involves understanding yourself and others. Learning how to lead by design is a process that results in personal growth and success!

Understanding Human Behavior Science is imperative for effective leadership. This learning process often begins by identifying your unique personality type. You can then learn how to help people understand themselves and others better.

Discovering and developing the leader within you is a life long journey. Our personality plays an important role as we grow in wisdom and knowledge. Everyone has the potential of being a good leader. There is no personality type that is better than the other in becoming an effective leader.

No one has a bad personality. It's what we do with our personalities that really matters. By understanding the way we are wired, we can discover why we and others do what we do.

The biggest challenges leaders often face are the "people problems." Most conflicts are caused by personality clashes. Each individual sees, feels, and thinks according to his or her personality.

Leaders especially need to discover and understand the different types of personalities. By identifying personalities we can live and work more effectively with others. Recogniz-

ing individual drives can be very enlightening.

This *Instructors Workbook* is to be used in conjunction with the *So, You're Unique! What's Your Point?* textbook and the *Professionals / Leaders Personality Profile*. The online or paper booklet profile contains a *Uniquely You Questionnaire* for the individual to complete. The *Interpretation* in the profile will explain the person's DISC style of leadership.

The *Uniquely You Questionnaire* is not a test to pass or fail. There are no wrong answers. Doing the assessment can be one of the most exciting and enlightening experiences ever. The profile is designed for an individual to do by him or herself or as a part of a group.

**You should also complete a profile online. Your new textbook should come (label found on the inside cover) with a code to complete your online profile. If you have a used book, simply follow these directions:**

1. Go to [www.uniquelyyou.ORG](http://www.uniquelyyou.ORG)
2. Register for an account.  
(If you don't already have one)
3. Login
4. Click on Professionals, then choose one
5. Create an Account
6. Purchase
7. Complete your profile

Hopefully this information will result in better attitudes, improved relationships, and more effective results. Identifying your personality and how you tend to lead can be the beginning of a new way of solving problems and improving effectiveness as a leader.

It can make the difference in success and failure individually, especially as a leader. Learning how to improve your leadership skills is one of the most important things you can do.

# **Preface**

## ***Leadership By Design! What does that mean?***

I believe everyone is designed to lead. There's something in all of us that can make us a leader. Someone may argue that some people can't be leaders, because they're too shy. Others may say, "but what about the mentally challenged? They don't have the ability to lead."

I still believe everyone can be a leader because we are all divinely designed with an innate capacity to lead. No one would ever argue that the physically challenged can't lead. Some of our greatest leaders in history were handicapped.

My mentally challenged brother-in-law, "Dickie" had the mind of a six year old, but he could lead in his own way. He brought many years of joy into our lives.

We had such mixed emotions when he passed away. He is still fresh on my mind. He was 60 years old and wasn't expected to live past his 12th birthday because he was born with Downs Syndrome. We took care of him for the last five years of his life. He often led us to do the things he wanted. He was our leader at times and we usually followed.

Even infants, just out of the womb, have the innate ability to tell grown adults what they want. Even before they can utter a word, they have the divine endowment that makes people jump at the sound of their voices.

I believe everyone is a "born leader by design!" That doesn't mean some people were born to lead and others weren't. Everyone can become a leader by discovering and exercising the natural abilities that were placed in them by unique design. Whether you believe in a divine

creator or not, you have the inalienable right to become a person with a purpose to influence. The principles of leadership are placed in all of us at conception, but we learn from our environment growing up how to take care of ourselves and others.

These traits are inborn and can be developed into the characteristics that make us the best leaders we can be. The biggest questions are, do we really believe we can become leaders or can we become better leaders than what we currently are?

I don't want this study to become a debate over the question, are we divinely designed or environmentally engineered? I believe "nature" ("divine design") and "nurture" ("environmental influences") both play a part in who we are and what we become.

I'm going to take the position that there is a God Who created us with plan and purpose; that He designed us to be leaders from birth and that we can learn the unique ways He has put within us to become the best leaders we can be.

This *Workbook* can be used with those who may look at leadership from a non-religious and pure secular perspective. The principles and information work for everyone. I don't want to offend anyone or make people uncomfortable when it comes to learning how to become better leaders.

I do believe people of faith have an advantage and the insights that make learning easier. But regardless where people are in their search for self-improvement, I pray that this workbook will be a blessing and benefit to everyone.

# 1 You ARE unique!

People look at being unique from different perspectives. Everyone has their own idea about what makes someone unique. But it's our personality types that often influence how we specifically look at being unique.

Some people see uniqueness through "rose colored glasses." They're very positive and upbeat, while others see it from an analytical or objective perspective.

Regardless of our opinions, we often come to our conclusions because of our personality types. We have a unique way of looking at everything in life that affects why we do what we do. Identifying the "uniquely me" in all of us can be so revealing.

Looking at the thought of being unique and the subject of personality types from a Human Behavior Science perspective is vital.

## What do you think?

- *What makes people unique?*

*Everyone has a unique personality that often makes him or her think, act, and feel in predictable ways.*

We must learn why people do what they do to improve our behavior and help others. Learning to deal with how we feel, think, and act, plus how to lead others, demands that we know more about people in general. We must also understand ourselves and how we tend to lead or be led. Helping ourselves and others begins by understanding the science that affects our feelings, communication, and motivation.

Ironically, many people resist our help. They just don't understand our motives. By identifying unique personality types we can discover why people respond the way they do. We can also learn how to sincerely influence them so they will accept our help.

Convincing the greatest skeptics involves understanding their motivations. Once we answer their objections, they often become our supporters and followers. Effectiveness begins with insights into peoples' drives. Success results when we learn how to control our strengths and "uniquenesses."

Read in your textbook "So, You're Unique! What's Your Point?" Chapter 1.

Read and think about the following "**Thought**" and your suggested "**Affirmation**."

### TODAY'S THOUGHT:

*We know what we are, but know not what we may be!*<sup>2</sup>  
WILLIAM SHAKESPEARE

### AFFIRMATION:

*I will focus on me only to improve myself so that I may be a blessing to others!*

### Instructor's Note:

Use PowerPoint #1 and 2 when starting this class.



Everyone has a predictable pattern of behavior. Learning how to read these patterns is essential to success. Identifying and understanding people's motivations will often result in more effective leadership.

The Science of Human Behavior can be confused with the Science of Psychology. Human Behavior Scientists deal with the emotions and actions of normal everyday behavior. A Psychologist goes deeper into a person's behavior by looking for abnormal influences.

Most people who seek help from Psychologists do not have abnormal problems. They usually only need counsel on how to deal with their deep feelings, thoughts, and actions much like Human Behavior Scientists advise.

Also Human Behavior Scientists specialize in personal coaching and group dynamics, while most Psychologists focus on the mental and emotional challenges of individuals.

There's a big difference between normal and abnormal behavior. Human Behavior Science focuses primarily on the predictable patterns of behavior that everyone would classify as "normal."

Don't waste time trying to figure out what is normal or abnormal. Leave that to the Psychologists. Also do not play "psychologist" with people if you are not one. Simply use Human Behavior Science to help people understand why they and others are unique.

**Numbers Sheet Exercise**

Use the following Numbers Sheet Exercise to illustrate how predictable patterns of numbers can help you understand predictable patterns of behavior:

Take 30 seconds to find as many numbers as possible in sequential order. Starting by finding #1 first. You can point at it, circle it, or glance at each number in numerical order, but don't skip any. At 30 seconds stop. Mark the last number you found in the margin.

Then draw a line straight down the middle and straight across the middle of the numbers. Notice #1 is in quadrant 1, #2 is in quadrant 2, #3 is in quadrant 3, and #4 is in quadrant 4, #5 is in quadrant 5 and so on. There is a predictable pattern of numbers. Every fourth number is in the same quadrant.

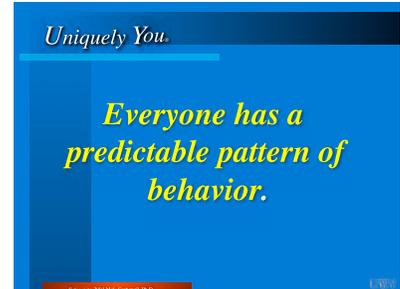
Now take another 30 seconds and starting at #1 in upper left hand quadrant, see if you can improve your results by looking in each appropriate quadrant instead of the entire page.

At 30 seconds stop. You probably found more numbers than you did the first time, but you may have had problems finding #20. It is in the wrong quadrant. It is in quadrant 1, but should have been in quadrant 4. The lesson should be clear — We sometimes misread and misplace people. People aren't always what we think they are.

The Uniquely You Numbers Exercise is also a great tool to use while coaching or training others.

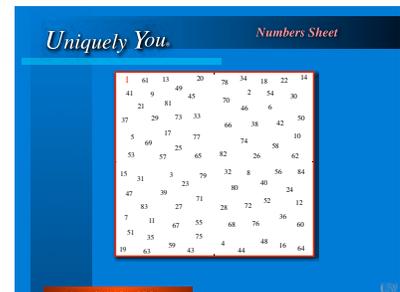
**Instructor's Note:**

Use PowerPoint #3 when teaching this section.

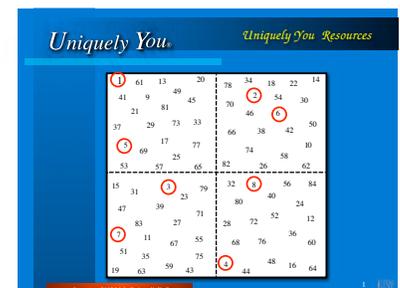


**Instructor's Note:**

Begin this section with PowerPoint #4.



If you are not familiar with the Number Sheet Exercise, be sure to review it before attempting to teach this section. Be sure to NOT show PowerPoint #5 until AFTER the students have completed the first step. After the student has completed the first part, then show them with the next PP slide #5 where every fourth number is on the page.



# Uniquely You<sup>®</sup> Numbers Sheet Exercise

1		13	20		42		14
	61		78		18		
41		49					46
17		9		34	2	22	
	81						
21		45		70		54	30
37	29		33		38		
		73				6	50
5			77	66			10
25	69			74		58	
		65					
53		57		82	26		62
15							
	31	3	79	32		56	
							84
47				80	8		24
	83	39	71			40	
					28		
7	11	27	55	72		52	12
		23			76		
19	51		75			36	60
		67			68		
			43			44	
35	63	59		4	48		64
						16	

**IMPORTANT Facilitator's & Instructor's Note:**

Ask the "What do you think?" questions, but don't wait for an answer. In other words, don't encourage discussion. There is not enough time in this course to encourage much class discussion. The questions in this course are designed for the individual students to complete on their own and are not intended for the Instructor to use for discussion. Use the specific PowerPoint slide with the discussion notes, then share something like he following:

- Instructors should hare that the "Numbers Sheet" is a good way to show how we often misread and misunderstand people. We sometimes think they are saying or thinking something they aren't. Just like thinking the number 20 was in a specific quadrant, then finding it was in another one, we often think people should be thinking and acting one way, when they are not really "wired" that way.

Mark McCormick wrote the best seller, "What They Don't Teach You At The Harvard Business School," in 1984. The first chapter was entitled, "Reading People."

McCormick obviously felt that being able to read people's predictable patterns of behavior was so important that it should have been taught while he attended Harvard.

In Steven Brown's book, "13 Fatal Errors Managers Make," he lists Error #5 at "Managing Everyone The Same Way." Also thirteen fatal errors parents make . . . thirteen fatal errors coaches make . . . thirteen fatal errors leaders make . . . thirteen fatal errors teachers make . . . could easily be parenting, coaching, leading, or teaching everyone the same way.

The wise leader learns to read all people according to their personality types. We seriously need to learn how to adapt our leadership skills in response to those we are trying to influence.

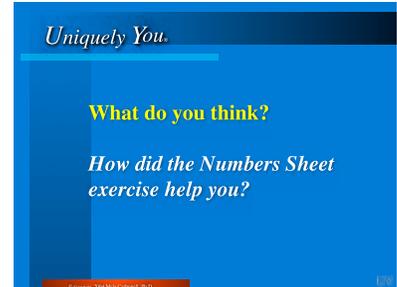
**Review —**

- What did you learn from this lesson and what are you going to do to implement what you learned?

**I learned that people are unique with**  
**different patterns of behavior and I should**  
**learn how to better adapt to them.**

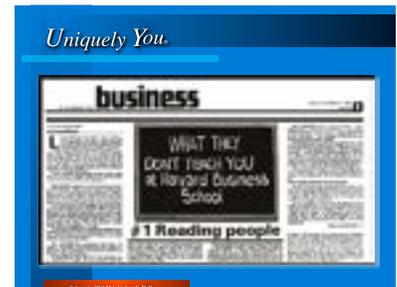
**Instructor's Note:**

Use PowerPoint #6 when asking this question.



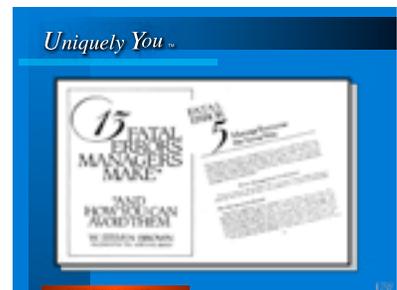
**Instructor's Note:**

Use PowerPoint #7 when teaching this section.

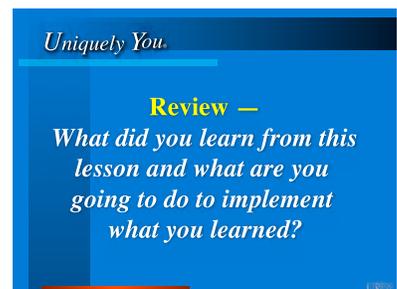


**Instructor's Note:**

Use PowerPoint 8 when teaching this section.



Use PowerPoint #9 when teaching this section.



## Personalities and Our Motivations

Everyone unfamiliar with the Science of Human Behavior often judges personalities in categories of good and bad. Unfortunately this is wrong to do, because there is no such thing as a "bad personality." People even subconsciously think that specific personality types are better than others.

It is ironic that we tend to think that enthusiastic and friendly people have better personalities than the shy types. Even the "oldie-goldie" song, "She's got personality" implies that those with a certain "walk," "talk," and "a great big smile" have *PERSONALITY*.

Everyone has a personality, but it is those people with certain behavior who get the best marks for their personality. Yet the song, "Charlie Brown, he's a clown" depicts those with a similar outgoing personality in an opposite light. He may be funny and rampageous, but eventually he is going to "get caught." He wonders, "why is everybody always picking on me?" That is so typical of the active / people-oriented types who seem to seek attention, good or bad.

### What do you think?

- *Why do you think people tend to like certain personality types?*

**Because people tend to be more comfortable with like-minded personality types, those who seem to feel and act like they.**

The subject of personalities has long been a source of entertainment and intrigue. Look at many of the television sitcoms. There often seems to be four specific personality types as main characters.

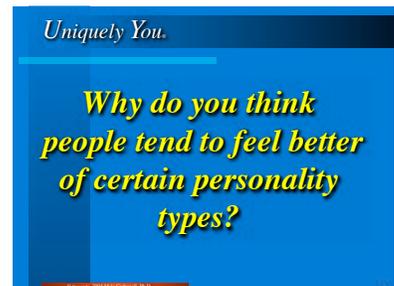
The awarding winning show "Seinfeld" has Elaine as a dominant type. Kramer is the emotional outgoing type. Jerry is the softer and caring type, while George tends to be more critical and caustic.

"I Love Lucy" is another classic television series with four main characters. Ricky is the strong leader, while Lucy is the more excitable and crazy type. Ethel is the quiet loyal friend and Fred is the fault-finding and critical type.

**Instructor's Note:** If you are not familiar with the *Number Sheet Exercise*, be sure to review it before attempting to teach this section. Be sure to NOT show *PowerPoint #5* until AFTER the students have completed the first step. After the student has completed the first part, then show them with the next PP slide #5 where every fourth number is on the page.

### Instructor's Note:

Use *PowerPoint #10* when teaching this section.



"Designing Women" and "Golden Girls" are also great examples with four specific personality types. "Friends" and "Everyone Loves Raymond" have more than four main characters, but each one demonstrates a specific personality type.

Even our Presidents tend to have specific observable personality types.

**What do you think?**

- *How would you describe each of the following Presidents' personalities? (For example: take-charge, reserved, expressive, thinker ..."*

Ronald Reagan: **Bold, Determined, Direct, Decisive**

Bill Clinton: **Inspiring, Charismatic, Impressive**

Jimmy Carter: **Caring, Soft, Steady, Stable**

George Bush, Sr.: **Smart, Conscientious, Careful**

Every vocation can have all different personality types as leaders. Each style will obviously be unique. Learning how to recognize and relate to each one will determine our level of effectiveness. Understanding our natural motivations explains how we are wired.

An ancient proverb describes us as being "knit" in the womb. The word "knit" means we were intricately "embroidered." How we were raised (the environment of early childhood) obviously also developed our personality. Nature or what many people call "divine design," along with the nurturing process (our early childhood development) both mold and make us into what we become.

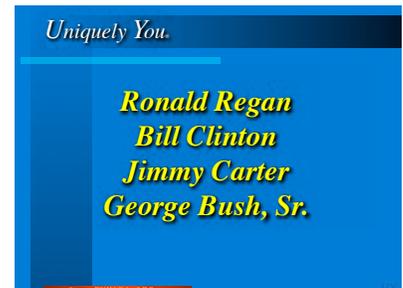
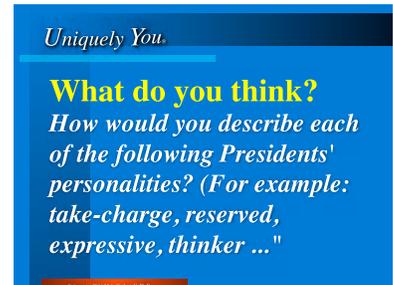
Scientifically, most people recognize that nature and nurture both develop our personalities. But debating over where our personalities come from is not as important as understanding how our personalities effect us.

Recognizing basic human behavior will be an eye-opening experience. Getting an overview of all the unique personality types from the DISC Model of Human Behavior is so important. Complete your ***Uniquely Your Online Profile*** to determine your specific type.

Let's first visualize the ***Four Temperament Model of Behavior***. Everyone is either ***Active or Passive Types*** or a combination of both types. ***Active Types*** tend to be more outgoing, while ***Passive Types*** tend to be more reserved. One is NOT better than the other.

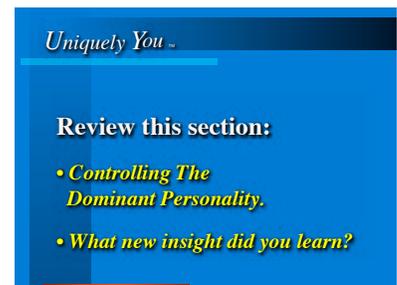
**Instructor's Note:**

Use PowerPoint #11 & 12 when teaching this section.



**Instructor's Note:**

Use PowerPoint #13 when teaching this section.



Everyone is also *Task-Oriented* or *People-Oriented*. Task types care more about getting the job done, while People types are more relational. One is not right and the other wrong. Everyone is a blend of these four influences and drives.

When you put the four parts of the "Pie of Human Behavior" together we can clearly see how they relate together and by themselves.

**What do you think?**

- *What is your "D," "I," "S," and / or "C" type?*

*The student should refer to the profile and find which "D, I, S, and/or C" letter/s stand/s out.*

**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

*I learned that everyone has neither a good, nor bad personality and I'm going to try to look at people according to their personalities.*

**IMPORTANT Facilitator's & Instructor's Note:**

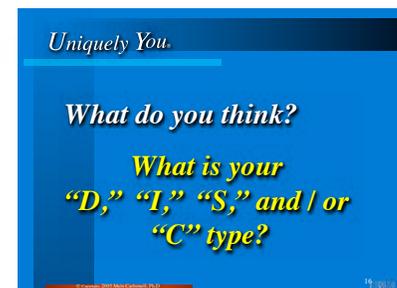
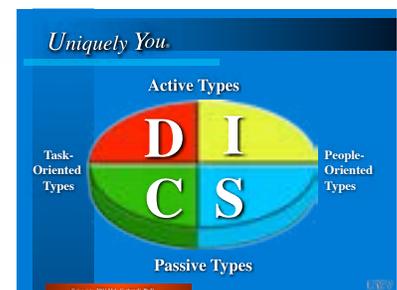
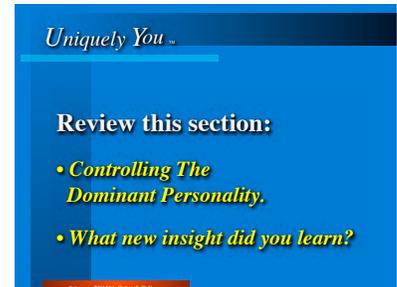
If you find yourself running out of time to complete the instructions for the class time allowed, be sure to cut back on the "What do you think?" discussion generators and only use the PowerPoint slides as visuals while you teach. **DO NOT** try to generate a lot of discussion with each slide. They are simply provided as visuals to help the student learn while you teach the class.

For example, the "What do you think?" questions should simply be shared in passing while teaching the class and **NOT** open to discussion or encouraging someone to speak up. You will run out of time and not be able to teach each class well if you open the class to a lot of discussion time.

Simply show the slide, then ask the question and go on. Of course, you have the liberty to teach this class however you think is best, but know that there is far more information to teach and you will probably run out of time, if you encourage a lot of class discussion time.

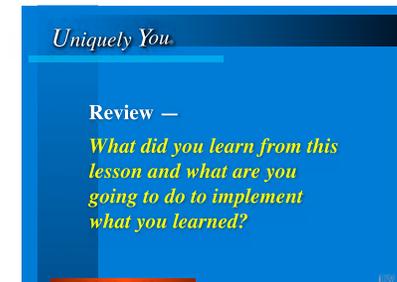
**Instructor's Note:**

Use PowerPoint #14 - 16 when teaching this section.



**Instructor's Note:**

Use PowerPoint #17 when teaching this section.



# Historical Background And A Quick Look at Personalities

Identifying and understanding personality types is an ancient science for modern times. Self-discovery has long been an interesting subject. It has led to the explosion of self-help books and training.

Dale Carnegie's book, "How To Win Friends and Influence People" was my first experience in improving myself. Earl Nightingale with his books and cassettes took me to another level of personal development.

Zig Ziglar was the best of all those who influenced me to expand my knowledge. I can't overlook Steven Covey and John Maxwell who have added to my growth. Recently Tony Robbins, perhaps the most popular trainer today, has impressed me with his energetic and powerful, yet clean message.

I mention "clean" because there have been some trainers who think it is impressive to tell off-color stories or use crude illustrations. Their foul language sets them apart in a group I don't enjoy at all.

Others present such a "me" message that they have turned me off. I prefer to hear speakers and trainers who are not "humanistic" and self-centered. I appreciate those who take people to a higher plane of learning. One that is beyond ourselves and gives a bigger picture.

## What do you think?

- *Which speakers and trainers have you enjoyed over the years and why?*

**Example: Zig Ziglar, Tony Robbins, Charles**

**Stanley.**

Throughout history human behavior has captivated our thoughts. Imagine an ancient Greek philosopher standing on a crate in the middle of his town square sharing his thoughts about why people do what they do. Those listening would either think the lecturer was absolutely crazy or talking about something very interesting.

The *Age of Enlightenment* has led to the opening of Pandora's

## Instructor's Note:

Use PowerPoint #18 when teaching this section.

*Uniquely You.*

***What do you think?***

***Which speakers and trainers have you enjoyed over the years and why?***

Box and the Scientific Revolution that is both scary and exciting. We must guard our quest for knowledge with skepticism and openness. The ancient philosophers had many great insights as well as many false conclusions.

From Plato, Hippocrates, Socrates, Jung, and others the subject of human behavior has taken many forms. I believe in keeping it all simple and summarizing as much as possible. Getting bogged down in the history and deep details of those who preceded us can be a waste of time.

Your question should be "what now?" What can we do with all this information about behavior? Can we put it into a more simple and practical package that works for us and others?

**What do you think?**

- *What do you want to do with the information about Human Behavior Science and personality types?*

**Example: Improve leadership and relational skills, plus improve effectiveness with people.**

Now let's review the DISC Model of Human Behavior. We will look at it more in depth in our next lesson. There is so much to learn that we don't want to try and absorb it all in one lesson. Hopefully, little by little, you will grasp it and become thoroughly knowledgeable of the DISC model.

If you already know the differences in each of the letters describe them in your own words:

"D" types are: **Take charge types, controlling, bossy, confident, often successful**

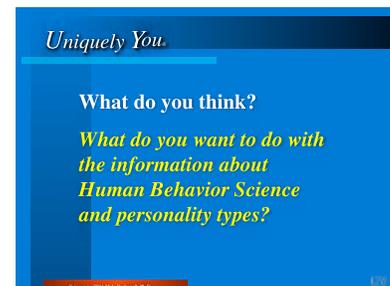
"I" types are: **Popular, friendly, talkative, a little cocky, impressive**

"S" types are: **Sweet, sensitive, slow to respond, too nice at times, often taken advantage of**

"C" types are: **Cautious, careful, thinker, opinionated, picky, often correct**

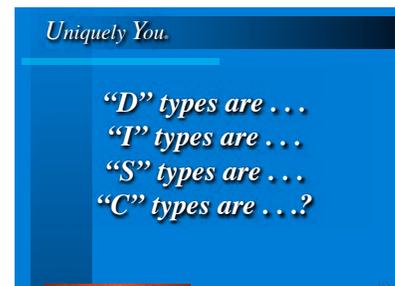
**Instructor's Note:**

Use PowerPoint #19 when teaching this section.



**Instructor's Note:**

Use PowerPoint #20 when teaching this section.



Think of the illustration in the book about the Head of Mission Control at NASA. How often have you been in situations where you wondered if the person you were trying to communicate with was understanding or even hearing what you were saying?

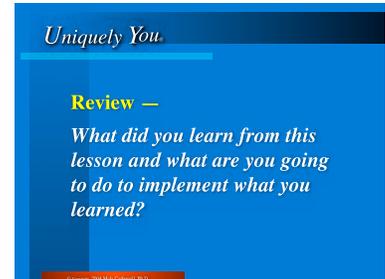
**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

**Example: I learned everyone has a predictable pattern of behavior, and I am going to try to identify his or her type to improve my effectiveness.**

**Instructor's Note:**

Use PowerPoint #21 when teaching this section.



# DISC Descriptions

There is so much to learn about the four temperaments and DISC personality types. At first glance it looks very simple, but when you look at the bigger picture with combinations and blends, it can become more difficult to understand.

It is incorrect to say everyone is either an extrovert or introvert. Some people are extroverted introverts and others may be task-oriented people types. This can be very confusing if you don't keep in mind the "PIE" of Human Behavior with the 4 quadrants. Some people refer to it as the Four Quadrant Model of Human Behavior.

Familiarize yourself with the "PIE" graphic on page 19 in the "So, You're Unique! What's Your Point?" book. Burn the picture in your mind so you will never forget the layout. But always remember that most people are blends or combinations of DISC types.

## What do you think?

- *How would you describe your blend in words, rather than letters?*

**Student should describe his or her blend with adjectives and/or phrases that describe him or her.**

Take a few minutes to look back at your last couple days.

- How much time did you spend in mainly doing tasks functions?
- How much time did you spend in relational-people functions?
- Were the past few days typical of your regular routine?

***Now think about how enjoyable those past couple days were.***

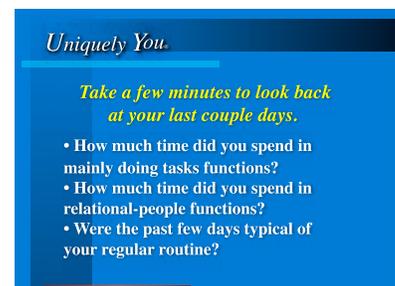
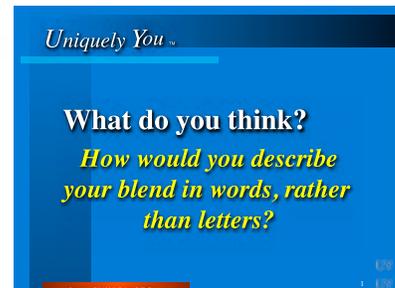
- Would you say they were days where you accomplished a lot?
- Or were they stressful days with lots of pressure to produce?
- Were you doing the tasks you really enjoyed?

***When were you happiest?***

- When you were spending more time relating to people?
- When you were by yourself working on your favorite projects?

## Instructor's Note:

Use PowerPoint #22 & 23 when teaching this section.



- When you were done with your work and on to another project?
- Or did you want more time to complete your tasks better?
- When you were with groups of people having lots of fun?
- Or when you were with a few people just being close friends?

Thinking through these questions will help you get a better understanding of your personality type. Some of your answers could have even seemed contradictory. You may have wanted to answer some of the questions two different ways.

**What do you think?**

- *How did your personality relate to the way you answered the previous questions?*

***Example: I responded as a "S" and I am often overly sensitive and security-oriented. I am very safe and don't want to hurt anyone.***

*Here are some more questions to contemplate.*

- What is your favorite type of car? Do you think it fits your personality type? Most of the time it will, but not always.
- What are your hobbies? Is there any connection there?
- Who was your favorite US President?
- Who is your favorite actor or actress?
- Are you a multi-task person?
- Do you like to only do one thing at a time?
- Would you rather speak to a large or small group of people?
- Do you seek out leadership roles or would you rather follow?

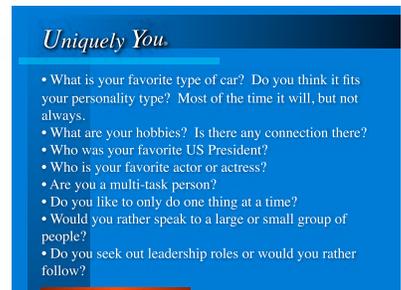
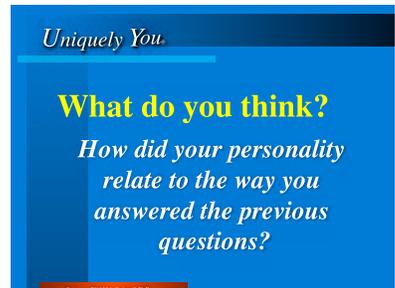
Now with the DISC personality types in mind, go back over each of those questions and try to identify which "D," "I," "S," or "C" type the question may relate to.

Also take a few minutes to think about your specific strengths and "uniquenesses." Most people think in terms of "strengths" and "weaknesses," but what one person may see as a "weakness" may just be the person's "uniqueness."

For example, if a High "D" type observes a High "S" faltering under pressure, the "D" sees that as a weakness, while another "S" or "I" type may see it as the "S" just being kind and nice. Some people may observe a "C" type being stubborn and unbending, while another

**Instructor's Note:**

Use PowerPoint #24 & 25 when teaching this section.



"C" or a "D" type sees it as standing firm.

**What do you think?**

- *How would you describe your "strengths" and "uniquenesses?"*

**The student should describe his or her "strengths" and "uniquenesses" with action words that relate to "DISC" types.**

Try stepping back or out of yourself and think about your daily behavior as it relates to your specific personality type. Can you see a typical pattern of strengths and uniquenesses?

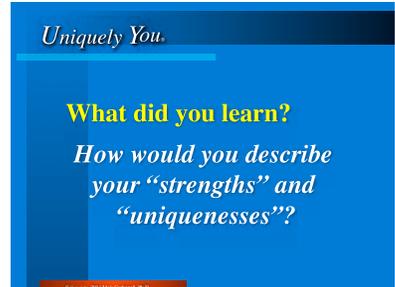
**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

**The student should share something more specific, rather than in general, plus have a clear view of what he or she has learned.**

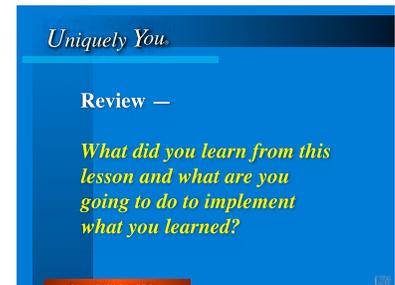
**Instructor's Note:**

Use PowerPoint #26 when teaching this section.



**Instructor's Note:**

Use PowerPoint #27 when teaching this section.



# Basic Overview of DISC Types

Digging deeper into our motivations often explains the in-depth reasons for why we do what we do. Basic understanding of our personal DISC type is good, but a deeper overview is even better.

It is not sufficient to simply identify our personality type. We should also specialize in recognizing the different drives everyone has. A broad view is crucial, but a thorough picture will unlock the secrets and solve the mysteries of motivations.

It will also provide practical application that opens the door to greater effectiveness. Expanding our knowledge of Human Behavior Science, especially the *Four Temperament Model of Human Behavior*, will often weave the loose ends of life together into a beautiful fabric.

## What do you think?

- *What is the most confusing thing about your or someone else's behavior?*

***Example: When I or someone else acts in ways that seem to be out of character or completely opposite of his or her personality type.***

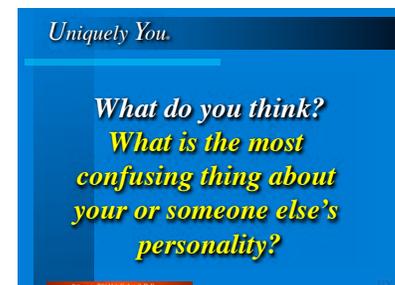
A great illustration is the story of a small airplane following the course of a rural route when the pilot noticed a car speeding along the road. The car began to pass another car going up hill, when the pilot saw another car coming toward the top from the other side of the same hill. A terrible collision was about to happen.

No one in any of the cars knew there was going to be a deadly accident. The pilot could do absolutely nothing to stop the inevitable. He was terrified and wished he could do something to warn everyone below.

Life's lessons are often like the pilot. Life sees things from a different perspective. It has been down that road many times. Our experiences have inevitable consequences when we make foolish mistakes. Life wants to warn us, but doesn't interfere. It allows us to

## Instructor's Note:

Use PowerPoint #28 when teaching this section.



learn from our mistakes.

Once we get a deeper understanding of our and others' behavior, it's like being able to change the course of destiny. I often wonder what my life would be like today if I had not learned about my personality type.

**What do you think?**

- *How has understanding personality types have already affected your life?*

**Example: When I predicted a friend's behavior, then avoided a blowup, and responded more effectively during a potential conflict.**

Specializing in identifying our motivations can change your future. It can salvage faltering marriages. It can rebuild broken relationships. It can revitalize faded dreams.

Every personality type has choices to make. You can let life takes its course with often tragic results. Or you can control your personality and drives to create a better tomorrow.

**Review—**

- *What is the greatest insight you learned about "D" types?*

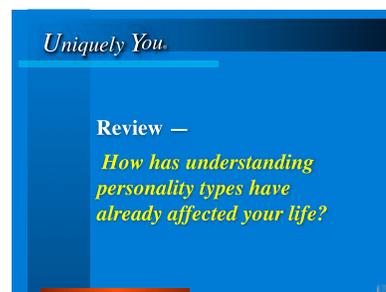
**Example: "D"s are hardworking, persistent, confident, determined and relentless individuals who tend to be focused and decisive.**

- *What is the greatest insight you learned about "I" types?*

**They are often well-liked, popular, articulate, and fun-loving, plus they have lots of friends and more up-beat.**

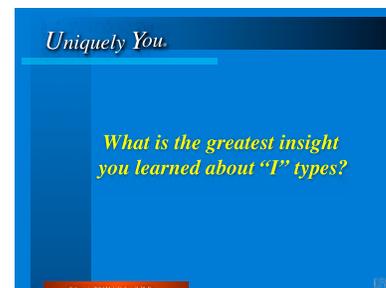
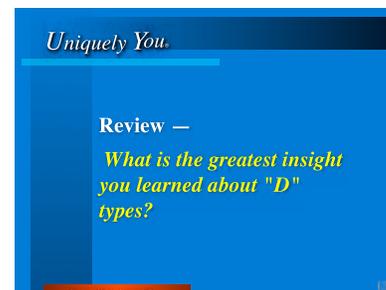
**Instructor's Note:**

Use PowerPoint #29 when teaching this section.



**Instructor's Note:**

Use PowerPoint #30 & 31 when teaching this section.



## Human Behavior Science and Leadership

- *What is the greatest insight you learned about "S" types?*

***They are the kindest, most considerate, agreeable, and easy-going types, but often tend to be manipulated and intimidated.***

- *What is the greatest insight you learned about "C" types?*

***They seem to be the most competent, smartest, and insightful, but can be too critical and fault-finding.***

Without looking at any notes, try to write out the DISC descriptions as you remember them.

- *"D"s are: **D**ominate, **d**irect, **d**etermined, **d**ecisive, **d**oer, **d**efiant, and **v**ery confident.*

- *"I"s are: **I**nspiring, **i**nfluencing, **i**mpressive, **i**mpulsive, **c**ocky, **t**alkative, and **o**utgoing.*

- *"S"s are: **S**weet, **s**ensitive, **s**ecurity-oriented, **s**ubmissive, and **s**oft-spoken.*

- *"C"s are: **C**autious, **c**areful, **c**ompetent, **c**ompliant, and **c**ritical-thinking.*

### Review —

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

***Each student should share his or her personal feelings and insights concerning what he or she has learned.***

### Instructor's Note:

Use PowerPoint #32 - 35 when teaching this section.

#### Uniquely You.

*What is the greatest insight you learned about "S" types?*

#### Uniquely You.

*What is the greatest insight you learned about "C" types?*

#### Uniquely You.

Without looking at any notes, try to write out the DISC descriptions as you remember them.

- *"D"s are: ?*

#### Uniquely You.

**Without looking at any notes, try to write the DISC description as you remember them.**

*Are you willing to sign it, if so or if not, why?*

### Instructor's Note:

Use PowerPoint #36 when teaching this section.

#### Uniquely You.

#### Review —

*What did you learn from this lesson and what are you going to do to implement what you learned?*

# 2 Understanding DISC personality types often explains why people do what they do!

You may be asking at this point, "why are we still looking at the DISC personality types?" You perhaps already know the DISC Model backwards and forwards. Or you're not at all concerned and perhaps are encouraged that we will be looking more closely at each type.

Your responses, right about now, will probably be a good indicator of your motivations. "D"s want to "get on with it." They like to bottom-line everything, while "I" types would rather discuss or actually conduct training on what they are learning. "S"s go with the flow and are the most agreeable, while "C" types want to dig deeper and take it slower.

## What do you think?

- *How are you responding right about now?*

*The student should describe his or her feeling. Any response should be ok as long as it is not some crazy or abnormal response.*

Let's go to the next level or two and look closely at each of the DISC personality types. You should have already identified your specific DISC personality. If not, be sure to complete your profile ASAP by completing the profile from the code in your book or phoning Uniquely You at: 1-800-501-0490 and purchasing an online code.

*Read in your textbook "So, You're Unique! What's Your Point?" Chapter 2.*

*Read and think about the following "**Thought**" and your suggested "**Affirmation**."*

### **TODAY'S THOUGHT:**

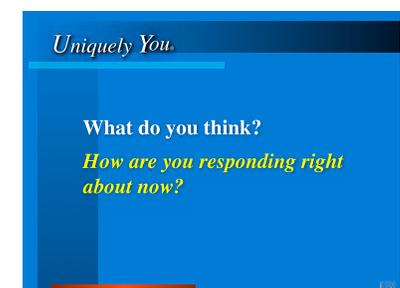
*Control yourself more than trying to control others!*

### **AFFIRMATION:**

*I will control my drives and emotions that I may help others!*

### **Instructor's Note:**

Use PowerPoint #37 when teaching this section.



Review the section: *Controlling The Dominant Personality*

- *What new insight did you learn?*

***The student should describe something he or she learned concerning the "D" type.***

---

If you already know you are a "D" type you may think all this is a waste of time. You don't need anyone else to tell you what you've already heard many times. But be patient and relax. This is perhaps exactly what you need. Pay special attention to the insights about the uniquenesses of "D" types.

If you are not a "D" type, developing your personality to become more "D" can be very challenging to you. And that may be exactly what you don't want. Regardless, review carefully all the insights about "D" behavior.

**What do you think?**

- *What do you like **best** about "D" behavior?*

***The student should describe something he or she likes about "D" type behavior.***

---

- *What do you like **least** about "D" behavior?*

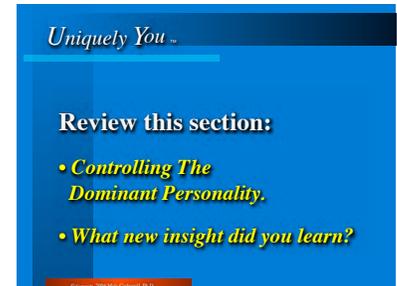
***The student should describe something he or she did not like about "D" type behavior.***

---

Think about a specific situation where you were either dealing with a "D" type or where you needed to be a "D." The challenge or conflict was, no doubt, intense. There was probably a lot of pressure being exerted by you and / or the other person.

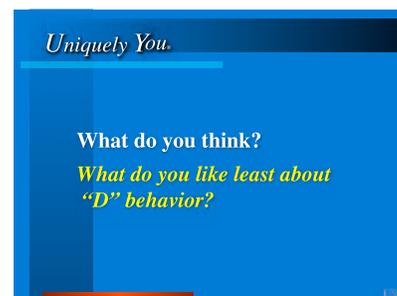
**Instructor's Note:**

Use PowerPoint #38 when teaching this section.



**Instructor's Note:**

Use PowerPoint #39 - 40 when teaching this section.



• Who was exhibiting "D" behavior?     Name    

• How did it turn out?

Describe how the situation turned out —

good, bad, ok, room for improvement . . .

If you are not a "D" type, think of the good qualities "D"s have. Don't make the mistake of thinking "D"s are only destructive and disastrous. There are so many excellent traits about "D" behavior.

**What do you think?**

• What should you do or what should you not do that may be contrary to your natural ways to improve your "D" behavior ?

The student should describe something he or

she would do or not do in relations to his or

her personality type.

Be more conscious of your "D" behavior whether it is already strong, so-so, or weak. If it is strong that may be a blind spot or weakness, because you can be tooooooo aggressive and assertive. If it is so-so you can go either way in a difficult situation. If it is weak that may be your strength. You are not so pushy or bossy. But that can also be your weakness. You may need to be more dedicated to getting the tasks done. You should be more industrious and a visionary.

**Review —**

• What did you learn from this lesson and what are you going to do to implement what you learned?

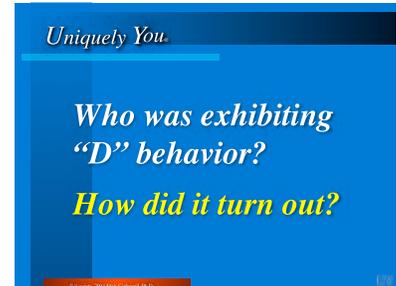
The student should describe something he or

she is going to implement or guard against in

the future.

**Instructor's Note:**

Use PowerPoint #41 when teaching this section.



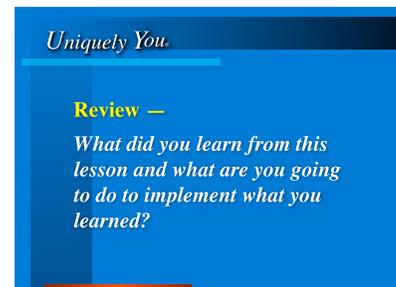
**Instructor's Note:**

Use PowerPoint #42 when teaching this section.



**Instructor's Note:**

Use PowerPoint #43 when teaching this section.



The "I"s have it! When it comes to personality types, "I" out-shine all the others put together. They tend to be the types that everyone says, "they have a great personality." But, with a capital BUT, they also can be emotional, too flattering, and talkative.

When you hear about someone having ADD, "Attention Deficient Disorder," he or she is probably an "I" type. Most of the same characteristics also describe the disorder as a personality type. That is a good reason why we should be very careful before claiming that people have ADD. They may just have high "I" personalities.

Unfortunately the best thing about this type is that they have also been known as "hyper-active" or "egotistical." Perhaps this criticism will keep some of them from being too proud or self-centered. Every personality type has its good and bad sides.

**What do you think?**

- *What do you like **best** about "I" behavior?*

*The student should describe something he or she likes about "I" type behavior.*

---

- *What do you like **least** about "I" behavior?*

*The student should describe something he or she dislikes about "I" type behavior.*

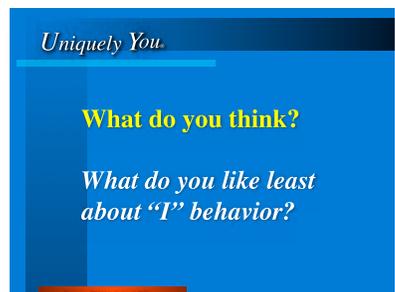
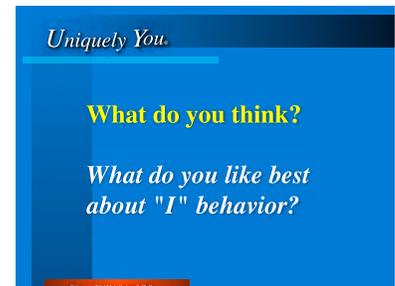
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Of all the personality types, "I"s are often the most well-liked. They are also the best communicators. If you are not an "I" type, you should recognize the importance of improving your "I" effectiveness. Begin by adapting your personality to be more like an "I."

Non-"I" types often take offense to this suggestion. I'm not asking you to be something you aren't because there is something wrong with the way you are. I'm simply pointing out that there are certain areas that each personality excels in and "I"s are master communica-

**Instructor's Note:**

Use PowerPoint #44 & 45 when teaching this section.



## Human Behavior Science and Leadership

tors with charismatic personalities.

The main lesson here is that "I"s have the most naturally influential and exciting personality types. If you want to be more effective working with the masses, you should learn from the "I" types. You don't have to go to the extremes and practice their weaknesses, but you should emulate their strengths.

### What do you think?

- *What specific area in your life should you be more or less an "I" type?*

***Example: I need to be more outgoing and friendly, plus not so inspiring and talkative that people think I am self-centered.***

- *Think of a specific "I" type who really impresses and motivates you. What is it about his or her personality that makes you want to be more like him or her?*

***Example: I'm thinking of my pastor who seems to really encourage everyone, plus is always upbeat and positive.***

- *Think of another person with an obvious "I" personality that is out of control and self-centered. What is it about this person that makes you want to NOT be like him or her?*

***Example: I am thinking of a High I friend who is so self-centered and always talks about himself and what he has accomplished.***

Next time you are with a group of people try to practice being more of an "I" type. If you're mostly a "D" personality, be complimentary of others. Look them in the eye and show genuine interest. Then share in their conversation and let them do most of the talking.

If you're an "S" type, interrupt and share your thoughts on the subject. Don't just listen. Laugh and engage in the conversation. Be excited about what the "I" is talking about.

### Instructor's Note:

Use PowerPoint #46 - 48 when teaching this section.

*Uniquely You.*

#### What do you think?

*What specific area in your life should you be more or less like an "I" type?*

*Uniquely You.*

#### What do you think?

*Think of a specific "I" type who really impresses and motivates you. What is it about his or her personality that makes you want to be more like him or her?*

*Uniquely You.*

#### What do you think?

*Think of another person with an obvious "I" personality that is out of control and self-centered. What is it about this person that makes you want to NOT be like him or her?*

"C" types will probably have the hardest time acting like an "I." They will first resist because all this doesn't make sense and is so "fake." If you're a "C" and want to have a "personality make-over" to improve your effectiveness, you should learn the "art of adaptability." You should learn how to become "all things to all people" so you can be more successful.

**What do you think?**

- *Why do you think it is so important to be flexible and adaptable?*

***The student should describe something specific and personal that he or she needs to be more flexible about.***

Imitating "I" behavior can be good and bad. Learn to practice their strengths and avoid their weaknesses. If you are an "I," learn from the other personality types. Develop their obviously good traits and "uniquenesses.". Emulate them, while controlling your natural "I" qualities.

Regardless what your personality type is, don't waste time debating the moral issue over being something you aren't. It is important to be "yourself" with others, but it is wiser and better for everyone to be what they need to be for the common good of all people.

Critics who debate this issue tend to discourage people to improve their people skills. The bottom-line is results and relating to people in healthy environments. That means controlling your personality so you can help others. Don't fight it, just do it. Learn to adjust to the needs of others and you will be more effective.

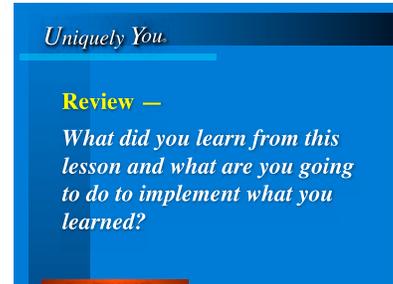
**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

***The student should describe something he or she specific he or she has learned and is going to implement.***

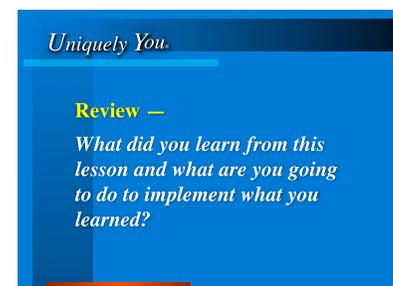
**Instructor's Note:**

Use PowerPoint #49 when teaching this section.



**Instructor's Note:**

Use PowerPoint #50 when teaching this section.



# Stimulating The Shy Personality Type

"S" type personalities are often the most loyal and kindest people on earth. But they can be too nice. They often need to be more outgoing and expressive. Being shy seems to be safe and the humble thing to do, but they can also hinder and undermine their productivity and influence.

To succeed often means stepping out of your comfort zones and doing things that are uncomfortable and unusual. "S"s are more stability and security-oriented. They don't like unstable or insecure environments. This often makes them insecure of themselves.

Maturing, a life-time of experiences, and education can make "S"s act more sure of themselves, but it is often a mask. It is a good mask. It is not abnormal. It is actually recommended, but can seem unnatural to them. Pure "S"s who act outgoing and task-oriented are the best examples of how people CAN adapt.

Sometimes they make the best leaders, plus more people will identify with them. Since most people tend to have "S" behavior, they feel more comfortable with a "S" who seems sure of where he or she is going and what needs to be done.

## What do you think?

- *What specific area of your life should be more or less "S" type?*

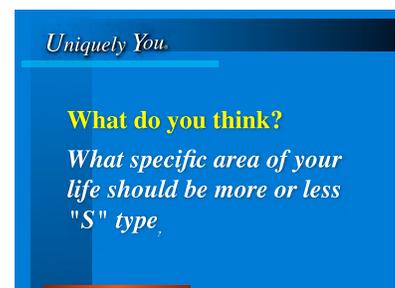
**Example: I need to be more aggressive and outgoing, plus not so quiet and shy.**

If you have a "S" personality, you need to learn from all the other types to be more outgoing and expressive. You should also be more industrious by setting goals that stretch you. "S"s are often the best workers because they tend to do the same job day-in and day-out without getting bored or needing to be in control.

"S" type leaders can be the most surprisingly influential leaders because of their natural ability to make others feel comfortable.

## Instructor's Note:

Use PowerPoint #51 when teaching this section.



People prefer following "S" leaders who have learned to also be "D," "I," and "C" types.

*Think of an "S" type leader. Is he or she more:*

- *Outgoing or reserved? (circle one — one or the other)*
- *Task or people-oriented? (circle one — one or the other)*
- *Does this person prefer working with large groups of people or with small groups? (circle one — one or the other)*
- *Does this person prefer big and difficult challenges or more simple routine tasks? (circle one — one or the other)*

*Now think about yourself. Are you more:*

- *Outgoing or reserved? (circle one — one or the other)*
- *Task or people-oriented? (circle one — one or the other)*
- *Do you prefer working with large groups or with small groups of people? (circle one — one or the other)*
- *Do you prefer big and difficult challenges or more simple routine tasks? (circle one — one or the other)*
- *If you're a "S" type, what is the most important thing for you to control or change in order to become more effective?*

**Example: As a "S" type, I need to be more aggressive and talkative.**

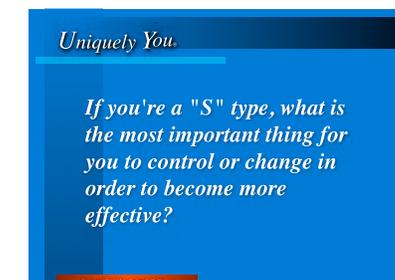
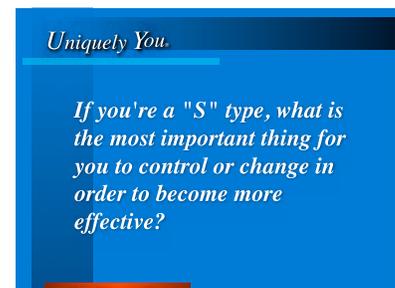
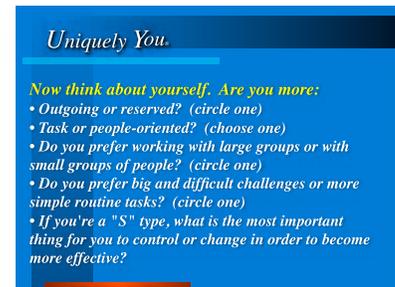
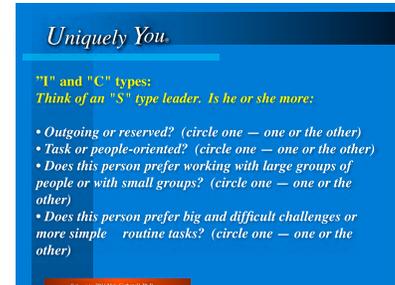
- *If you're NOT a "S" type, what is the most important thing for you to control / change?*

**The student should describe something like become kinder, nicer, more agreeable, slower to decide or pleasant.**

Chances are that you responded opposite to each of the first

**Instructor's Note:**

Use PowerPoint #52 - 55 when teaching this section.



answers you circled above. Keep in mind, most people are blends of "D," "I," "S," and "C" behavior. Focus on your "S" behavior and determine if it is balanced. Are you flexible enough that you can be both sweet and strong? Can you be both task and people-oriented? Does your "S" motivations control you or do you control them?

It is much easier for a "S" to adapt to the needs of others, but often only as a "S" would. Be flexible and become a "D" to a "D" or an "I" to an "I" and even a "C" to a "C." This may sound very difficult to a "S," but it is possible.

It is also just as hard for those who are not "S" types to act like a "S" when it is better for the situation. This is not "situational ethics." This is "situational wisdom." There is a big difference!

"Situational ethics" determine decisions based on "what is best for me," while "situational wisdom" adapts to the needs of others. One is self-centered. The other is "selfless" and more concerned about our responsibilities to others.

"Responsibility" can be defined as "responding with my abilities to help those who are not able to respond." Many people may be able to respond correctly, but won't. Once you understand the DISC Model of Human Behavior and practice its insights, you will become a more "responsible" person.

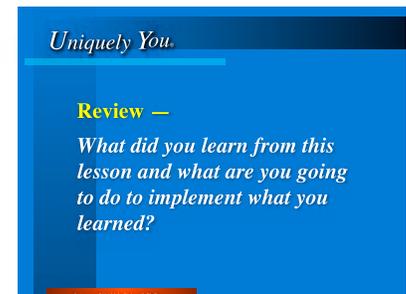
**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

***The student should describe something he or she learned from this lesson. I am going to relate to people more wisely.***

**Instructor's Note:**

Use PowerPoint #56 when teaching this section.



# Satisfying The Concerned Personality Type

There is a place for negative thinking, but constant worrying and wondering is mentally unhealthy. It would be foolish to believe there is never a place for cautious and calculating behavior. Imagine hiking along a narrow ledge on a high mountain, or trying to swim across a wide lake.

The story is told of a young man who tried swimming to the other side of a wide lake near where he lived. Few people had ever accomplished it. Everyone advised him not to try. He was a poor swimmer.

He went ahead and attempted it anyway. Halfway across the lake he drowned. The people in his community decided to change the name of the lake in his memory. They renamed it, "Lake Stupid."

I'm sure you got the point. "C" behavior is absolutely necessary, especially if you are not a naturally cautious type, like most "D"s and "I"s. "S"s tend to also be careful like "C"s, because "S"s are more security and stability-oriented. It's the "D" and "I" types that need to think before they do.

## What do you think?

- *Think back to when you were younger. What would you change or have been more careful about now that you understand the DISC Model of Human Behavior?*

**The student should describe something he or she would have changed or been more careful about.**

History can be a great teacher. People often say that we learn from history. The problem is that we don't always learn from history. The more we mature and grow older, the more we recognize our mistakes. Most of them are not serious and we tend to recover well, but now that we understand the importance of personality profiling, we can improve our present and future direction.

Our journey on the road to success has many bends and obsta-

## Instructor's Note:

Use PowerPoint #57 when teaching this section.

*Uniquely You.*

### What do you think?

*Think back to when you were younger. What would you change or have been more careful about now that you understand the DISC Model of Human Behavior?*

cles, but we should keep our eyes on the prize ahead. Looking back and constantly worrying about the mistakes we made can cripple us. We must run the race of life with confidence and optimism. Adapting and adjusting is easier once we know what the "bents" are.

The etymology of the word "bent" denotes personality. Someone said, "As the twig is bent, so it grows." "C" types are often unbending. When they are correct, they are stubborn and for good reasons. But the problems come when "C"s are also ugly and difficult while being right.

"C"s need to be kind and nice when others are wrong and "C"s are right. "C" types need to learn from the "I" and "S" types to be more people-oriented. Being sensitive to other people's feelings often improves their chances to change their objectors. "C"s also tend to come over to the right side, even when they are wrong, through warm, friendly, and logical behavior.

**What do you think?**

- *Think back to a situation when someone was wrong and wouldn't change. What was their personality type and why do you think they wouldn't recognize what was right?*

**The student should describe situation where someone was wrong or wouldn't change and how a "C" type would have responded.**

If you're a high "C" type, practice starting your remarks with something positive. Use the "sandwich" technique where you "sandwich" two positive remarks around one negative point. Also don't spend a lot more time on the negative than you do on the positive. Give each point equal time, plus be sincere and sensitive.

**What do you think?**

- *Write a "sandwich" response to someone who just missed a deadline or was late to a meeting?*

**The student should write a response that deals with a problem, but is "sandwiched" between two positive affirmations.**

Keep in mind that your response should also consider the per-

**Instructor's Note:**

Use PowerPoint #58 when teaching this section.

**Instructor's Note:**

Use PowerPoint #59 when teaching this section.

son's DISC type. "D"s will tend to resist criticism. "I"s will try to talk their way out of it. "S"s may quietly, but deeply resent the rebuke. And "C"s will try to explain why they were late with 10 reasons or more.

To improve your "C" tendencies, work on emulating the "D" type's behavior by being more multi-tasked. Don't get rattled by having to juggle more than one or two things at a time. Stay positive and focus on being strong and optimistic.

Also learn from the "I" types to be enthusiastic and excited about your work. Someone said to a "C" type, "if you're happy about your work, let your face know it." People can't read what's inside you. They only see what you show them through your expressions and attitude.

"C"s need to learn "S" behavior because "C"s often come across as cold and aloof. You will influence more people with honey than facts. Sincere interest in a "S" type's family and personal well-being goes a long way. Build a relational bridge to "S"s before trying to convince them of an opposing position.

When dealing with another "C," both of you will strongly present your facts to persuade the other one. "C"s don't care so much about the relationship or being close. They care more about the information and logic. Use terms and wording that will appeal to them; such as, "doesn't this make sense?" "help me think this through," "isn't this logical?" and "analyze this with me."

"C" behavior can sometimes be the most difficult to deal with, but it can also be the most accurate.

**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

***The student should describe something he or she learned from this lesson, plus something he or she is going to implement.***

**Instructor's Note:**

Use *PowerPoint* #60 when teaching this section.

*Uniquely You.*

**Review —**

*What did you learn from this lesson and what are you going to do to implement what you learned?*

# Rocky, Sparky, Susie, & Claire And The Incredible Hulk

Striving to keep science simple and performance practical, let's review the "Rocky, Sparky, Susie, & Claire" illustration in your book.

## What do you think?

- Which of the four characters are you **most** like?

The student should write a "D, I, S, or C" type.

- Which of the four characters are you **least** like?

The student should write a "D, I, S, or C" type.

The most important lesson is learning how to control your personality so that you can be all things to all people. In fact, we ought to be so knowledgeable and aware of the pressures on our lives that we know when and how to properly adapt in any given situation.

The hardest part is being constantly conscious of our surroundings and knowing the potential of every reaction or response. Someone has said that reactions are bad, while responses are better. It's a play on words, but may have merit.

Reactions occur when we just react without thinking. Responses are when we think and then do what is right. Feelings can be deceiving and we often let our feelings be our guide which can be disastrous at times.

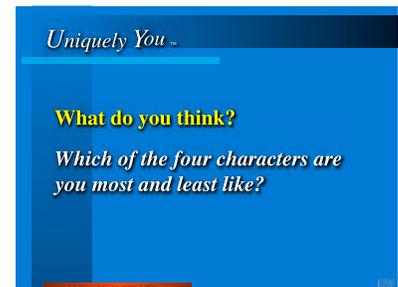
Under pressure we often react, rather than respond. I have coined a new classification called, "The Incredible Hulk Syndrome." Remember the old TV series and then movie, where Bill Bixby, known as Dr. Banner, was changing a tire in the rain and his hand slipped, crashing his knuckles against the fender?

A startling metamorphosis took place transforming him into Lou Farigno, the *Incredible Hulk*. That green monster then went out of control, crashing its way through everything. We, too, have an *Incredible Hulk* within us.

When pressure and pain enter our lives we often turn into monsters or mice. We usually fight or flee. We become dictators or

## Instructor's Note:

Use PowerPoint #61 when teaching this section.



doormats. We can even become both at the same time. Psychologists have labeled this, "Passive / Aggressive Behavior."

The lesson here is not the label or whether it is normal or not. The most important factor is that we recognize the potential in all of us to "fly off the handle" or "roll over and die." We definitely need to know why and how these feelings happen, and what to do about them.

Pressure and stress are very powerful. They can change the mildest person into a monster. They can also break the most powerful and confident person. Like breaking a wild horse, life's tough lessons can make the strongest person sweet and soft.

**What do you think?**

- *Think of an experience when you lost your cool or temper. What was it that set you off?*

**The student should describe a situation where he or she lost his or her cool or temper and the problem that set him or her off.**

- *How should you have responded?*

**The student should write how he or she should have responded.**

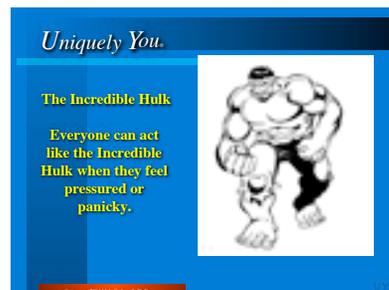
We all have an **Incredible Hulk** within us. Everyone has a breaking point. The question is, "what do we turn into once we reach that point?" It can be from one extreme to the opposite extreme.

The solution is knowing we can all "lose it" at times. Learn how to control and stop it from happening at all. It is possible! I personally believe the best way is for a supernatural intervention by recognizing there is Someone bigger and better than I that can help me.

For those who want to go it alone, it is much harder. But it can be done in a very lonely and harder way. I have seen non-religious and purely secular people learn how to control their personality types. They understood the dynamics and results that lack of discipline can have. They determine to do the correct thing, not what they feel like doing at the time. They, too, can control the monster or mouse that fights or flees every time pressure wants to transform us into ugly or weak people.

**Instructor's Note:**

Use PowerPoint #62 - 63 when teaching this section.



Once you comprehend the principles of having power over your own personality and begin to practice control over your emotions, rages, or runaway urges, you can conquer the *Incredible Hulk* within you. This is not only especially true for "D" and "I" types, but for "S" and "C" types.

It is hard to imagine a "S" losing his or her temper. Stop and think about a "S" person or even yourself, if you're a "S" type. How strange was it to see him or her acting out of control?

**What do you think?**

- *What was so odd about this person's behavior (or even yourself) as a "S" losing control?*

***The student should write about how uncharacteristic and unusual for this person to lose control.***

The most important lesson is to control your personality instead of letting your personality or the pressures of life control you.

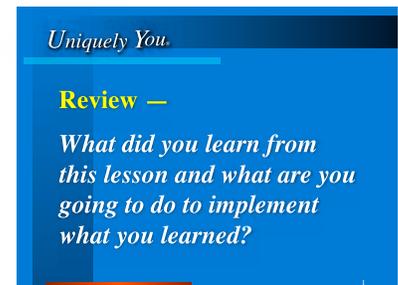
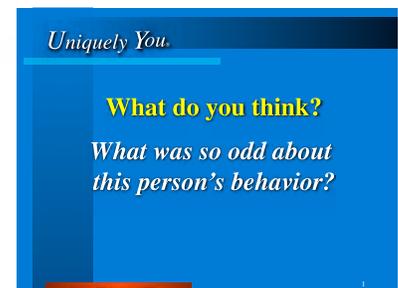
**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

***The student should write about what he or she learned from this lesson and what he or she is going to implement to improve.***

**Instructor's Note:**

Use PowerPoint #65 - 66 when teaching this section.



# 3

## Applying The Four Temperaments To Daily Activities Can Be Simple and Practical!

### Behavioral Blends

The *Four Temperament Model of Human Behavior* has been around for ages. There are many titles and variations of the 4 vector analysis of these basic types. Pragmatic scientists, are more concerned about practical application and how the outcomes are suppose to work in everyday life.

We must constantly keep in mind that studying science for accumulating more knowledge can be futile, but discoveries that improve our environments and effectiveness are fundamental to personal growth and development. Facts for only having facts sake is a waste of time. If the facts we learn don't eventually produce any productive results, we should reevaluate how we use our time.

So many scientists and educators today are forever learning important facts and unlocking the deep secrets of life, while failing to learn about improving their relationships with others.

Identifying the unique personality blends that people have can be just as important as solving the mysteries of DNA codes. That may sound really ridiculous to a genetic scientist, but what if they are so successful in the research and yet such failures with relationships?

As we mature, we find ourselves becoming experts in different fields. We know more about a specific subject than most people. This does not negate the need for us to know more about ourselves and others when it comes to our behavior.

#### What do you think?

- *What are the three most important lessons to learn in life, other than spiritual lessons?*

***The student should list three of the most***

***important lessons he or she learned in life,***

***other than spiritual lessons.***

Read in your textbook "So, You're Unique! What's Your Point?" Chapter 3.

Read and think about the following "**Thought**" and your suggested "**Affirmation**."

#### **TODAY'S THOUGHT:**

"God give us the serenity to accept what cannot be changed; Give us the courage to change what should be changed; Give us the wisdom to distinguish one from the other."

Reinhold Niebuhr

#### **AFFIRMATION:**

*I will look for opportunities to use my personality in unusual ways to help others!*

#### **Instructor's Note:**

Use PowerPoint #67 when teaching this section.

*Uniquely You.*

#### **What did you learn?**

What are the three most important lessons to learn in life, other than spiritual lessons?

Identifying our primary and secondary motivational drives are definitely important. Since most people have two and sometimes three styles influencing their personalities, we should constantly remember there may be other drives affecting their behavior.

For example, we may conclude someone is a "D" type, but they also have "S" behavior under the surface. He or she can act very aggressive and assertive, but then show real sweetness and softness. It sounds a little contradictory, but is possible. We should seek to discover everyone's Behavioral Blends.

**What do you think?**

- *What are your primary and secondary DISC Behavior Blends?*

"D, I, S, or C" type.      "D, I, S, or C" type.

Contrasting your Behavioral Blend can be very enlightening. Most people tend to have common blends; such as, "S/C" or "C/S" or "D/I" or "I/D" types. The most uncommon blends are the "D/S" or any combination of the "D/I/S" and "D/S/C" types.

It really doesn't matter what your blend is. The main question should be, "do you understand how each type affects you and are you able to control the different drives your personality may have?"

**What do you think?**

- *With your Behavioral Blend in mind, describe how the predominant parts of your personality relate to the other parts?*

The student should describe how his or her predominate personality type relates to the other types.

When you begin to look at different parts of your personality as each part relates to the other parts, it can get a little confusing. Some people confuse this with Multi-Personality Syndrome (MPS). Remember, we are looking at the emotions of normal people and NOT abnormal behavior.

The biggest difference between Behavioral Blends and MPS is when you operate out of your Behavioral Blend you can go back and forth from one type to the other. The two parts tend to blend and "fade" from one to the other. Someone diagnosed with MPS goes completely out of one personality to an entirely different person.

There is a remarkable difference. Moving in and out of two

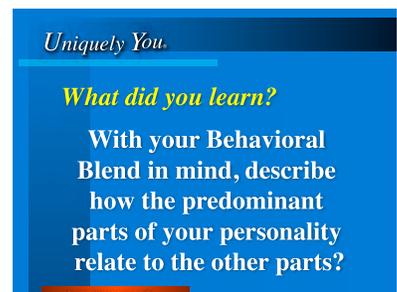
**Instructor's Note:**

Use PowerPoint #68 when teaching this section.



**Instructor's Note:**

Use PowerPoint #69 when teaching this section.



or three parts of your Behavioral Blend is often not detectable to ordinary people. Once you understand the DISC types, you may see the changes in drives, but they are often subtle. People with MPS problems are obviously different from one personality to the other.

Behavioral Blends can be best described as someone with normal changes in motivations from one type to another, while people suffering from MPS have abnormal changes from one distinct personality, or perhaps better said as, from one person to another person.

Don't confuse Behavioral Blends with MPS (Multiple Personality Syndrome). Don't play psychologist with the DISC types. Use the four temperaments as basic understanding of our motivations.

**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

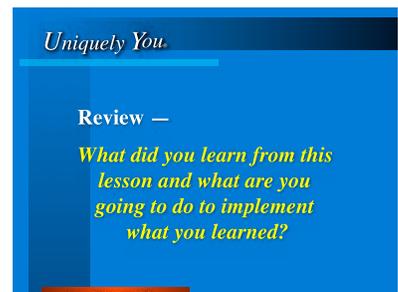
***The student should share what he or she***

***learned and how he or she is going to imple-***

***ment what learned.***

**Instructor's Note:**

Use *PowerPoint#70* when teaching this section.



# Discovering Your Behavioral Blends

Most people are fascinated with self-discovery. Identifying their motivations and understanding the influences that cause people to respond in specific ways is so interesting. It is even more powerful once we understand how Behavioral Blends work together to motivate people.

Where there are two or three different parts of our personality working together, we need to take a deeper look at our Behavioral Blend. Each part of our personality contributes to our overall behavior. These Behavioral Blends become our actual personality.

## Review Your Personality Profile Graphs —

- *What did you learn from this review?*

*The student should state something he or she learned from the review.*

## How To Read Your DISC Graphs:

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

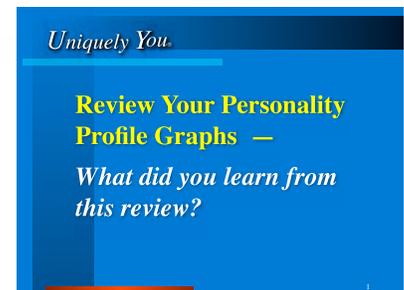
“C/S”s are cautious and steady. They like to do one thing at a time and do it right the first time. They also like stable and secure-oriented surroundings. They don’t like to take risks or cause trouble. “C/S”s need to be more outgoing and positive. Their Behavioral Blend is “Competent Specialist.”

To help you read the graphs, also notice the lowest plotting points. The example shows “D” as the lowest point. It simply means this person doesn’t enjoy being demanding and direct with people, but he or she tends to be more calculating and shy 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 and carefree behavior.

## Instructor’s Note:

Use PowerPoint #71 - 72 when teaching this section.



**Example B** shows a graph with a high “D/I” personality type. This person is more active than passive. “D/I”s are dominant and inspiring people. They like to control and influence others. They don’t like to sit still or work on one thing at a time.

Notice the “S” and “C” plotting points are low. This means this person is not so concerned with security and stability or cautious and calculating actions. Low “S/C”s are more risk-takers and active types.

**Example C** is an “I/S” type personality. “I/S”s love people. They are active/outgoing in their “I” and passive/reserved in their “S”. They don’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.

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.

**Understanding The Two Graphs:**

Review your Report or Profile 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.

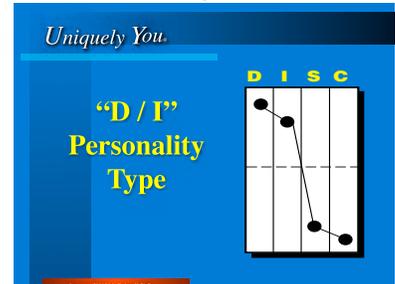
**GRAPH 1:** “This is expected of me” is the response to how the person feels and thinks people expect him or her to behave. The person is telling you, “This is how I feel you want me to be” or “I think you want me to act like this.”

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

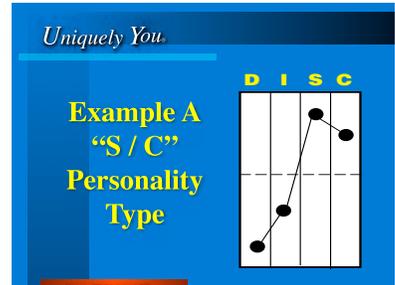
**Instructor’s Note:**

Use PowerPoint #73 - 74 when teaching this section.

**Example B**



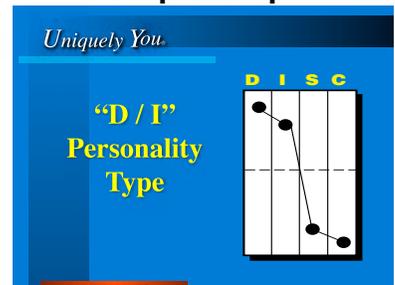
**Example C**



**Instructor’s Note:**

Use PowerPoint #75 when teaching this section.

**Example Graph 1**



**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 when he or she does not think about what is expected of him or her — usually under pressure.

Everyone is born with a natural bent of behavior. Our parents and peers, plus our environment growing up, develop our personalities into predictable patterns of behavior.

If **GRAPHS 1 and 2** are alike, understanding the person’s personality will be easier. If the two graphs are different, the person may be struggling with an attitude about what is expected of him or her and how he or she really wants to act. Or the person may be very consistent with what is expected and the real him or her. Having two different graphs is not a problem and is normal for many people.

The examples show a “D/I” type in **GRAPH 1** and “I/S” in **GRAPH 2**. The 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. He or she 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. A high plotting point does not mean good and a low plotting point does not mean bad.

This person's Behavioral Blend in **GRAPH 1** is a "D/I" and a "S/C" in **GRAPH 2**.

**Review —**

- What did you learn from this lesson and what are you going to do to implement what you learned?

**The student should share something he or she learned and is going to implement.**

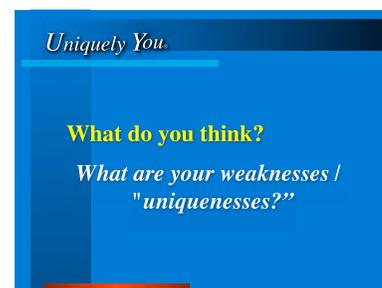
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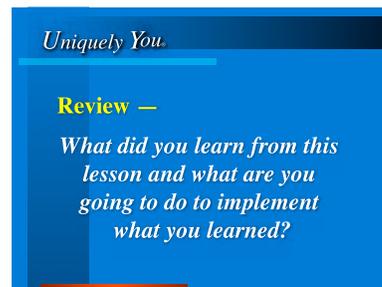
**Instructor’s Note:**

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**Instructor’s Note:**

Use PowerPoint #77 when teaching this section.



# Controlling Your Behavioral Blends

Identifying your Behavioral Blends and controlling your Behavioral Blends are two totally different lessons to learn. It can be compared to knowing that a red traffic light means "Stop!" If you knowingly drive through the intersection while the light is red, you are not in control of what you know. You know it's wrong to do, but you do it anyway.

There are other examples, identifying your need to watch your weight, but you don't control your hunger and continue over-eating. There are many examples of how people often discover something that is good for them, but then don't control themselves and continue right along as though they never learned anything.

Discovering your Behavior Blends is vital, but controlling them is more important. This is serious — "where the rubber meets the road." It is the "nitty-gritty" of life. We can't ignore it. It will make the difference in success or failure in your effectiveness as an individual, especially as a professional.

## What do you think?

- *Why is CONTROLLING your Behavioral Blend so important?*

*The student should share at least one reason why control his or her Blend is so important.*

Now study the "Controlling Your Behavioral Blend" section of your report / profile.

- *What three things stand out that you need recognize?*

*The student should list three of the most important lessons he or she needs to recognize.*

## Instructor's Note:

Use PowerPoint #78 - 79 when teaching this section.

*Uniquely You.*

### What do you think?

*Why is CONTROLLING your Behavioral Blend so important?*

*Uniquely You .*

*What three things stand out that you need to recognize?*

- *Were you already aware of these needs?*

Yes \_\_\_\_\_ or No \_\_\_\_\_

- *Have you already dealt with these areas satisfactorily?*

Yes \_\_\_\_\_ or No \_\_\_\_\_

- *What specific strategy are you going to use or continue to control these 3 needs?*

**The student should answer "yes" or "no" to the above questions, plus share a brief strategy to control his or her three needs.**

The biggest challenge in overcoming a bad habit or something you need to change is your will. It is not enough to know you need to change or even promise yourself you are going to change. You must develop and use the same reasons you often fail in doing and turn it around as a positive influence in your life.

For example, if you are a "D" type, you may struggle with being too aggressive and assertive. When you find yourself moving full-speed ahead bordering on being out of control, turn your energy toward controlling yourself, instead of trying to control the circumstances and those people who are in your way.

If you are an "I" type and find yourself in the center of attention, recognize you will probably make a better impression by changing the focus from yourself to another person.

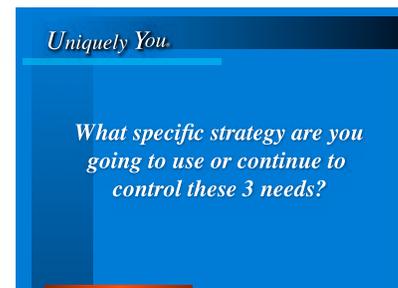
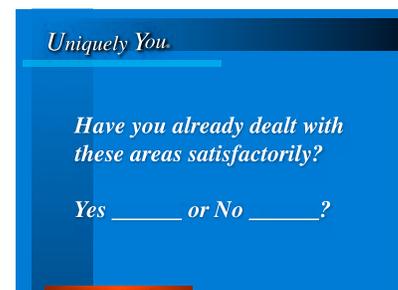
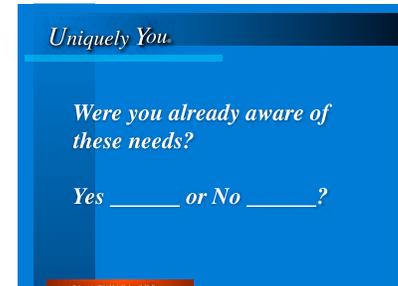
"S" personalities who are so kind and nice should surprise someone who is being too pushy with a stern remark to back off. "S"s may think this is crazy, but in the long run, you may build an even deeper relationship than you had before the confrontation.

"C" types should recognize and analyze how their cautious or critical attitude may be ruining the outcome of a good project. They should check themselves first before trying to change others.

Keep in mind that you may have two or three different motivations driving your personality. Consider each of them as they relate to the others, then determine to control them through wisdom. Knowledge may tell you what is happening, but wisdom will tell you what to do.

**Instructor's Note:**

Use PowerPoint #80 - 82 when teaching this section.



What do you think?

- Describe a time you did the wise thing, rather than your first impulse?

The student should describe a time when he or she did the wise thing, rather than his or her impulsive response.

Above all, don't let your feelings be your guide. Sometimes it may be better to do the exact opposite of what your feelings are telling you to do.

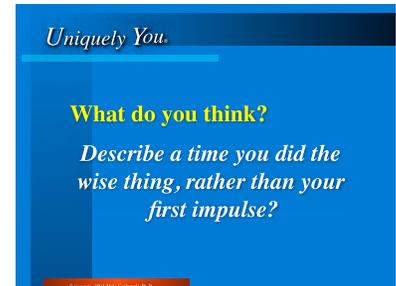
Review —

- What did you learn from this lesson and what are you going to do to implement what you learned?

The student should share what he or she learned and what he or she is going to do to implement what he or she learned.

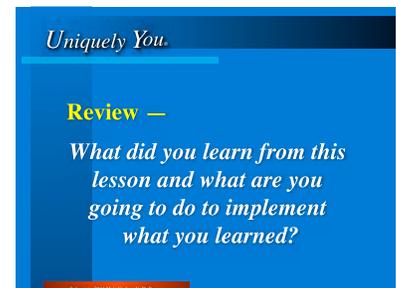
**Instructor's Note:**

Use PowerPoint #83 when teaching this section.



**Instructor's Note:**

Use PowerPoint #84 when teaching this section.



# General Practical Application

Once we understand the DISC Model of Human Behavior, applying it to our everyday experiences is vital. We need to answer the questions, "So what?" and "What now?" Learning to identify personality types, how do we apply this to our lives as we relate to others?

Review the following adjectives and write a practical application to improve in that area:

- *Demanding, Asserting* **Examples: Be slow to anger.**
- *Firm, Strong* **Be gentle and kind.**
- *Bold, Daring* **Be careful and wise.**
- *Convinced, Cocky* **Be humble and share the glory.**
- *Decisive, Sure, Certain* **Be slow to decide and diligent**
- *Risk-taking, Courageous* **Be cautious and prudent.**
- *Forceful, Strong-willed* **Be soft and sweet.**
- *Brave, Adventurous* **Be risk-taking and wise.**

Which "D," "I," "S," or "C" type were you just dealing with?

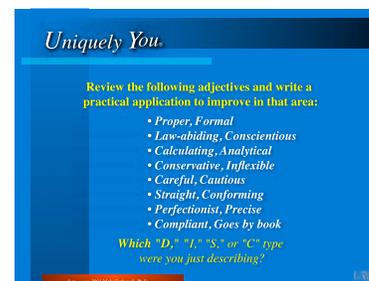
\_\_\_\_\_

Review the following adjectives and write a practical application to improve in that area:

**INSTRUCTOR:** *The student should review the adjectives listed above and write a practical application to improve in that area: (Example: As a "D" type I am too demanding and asserting — "I will guard my temper and not be threatened when people intimidate me" or "I will be more . . ."*

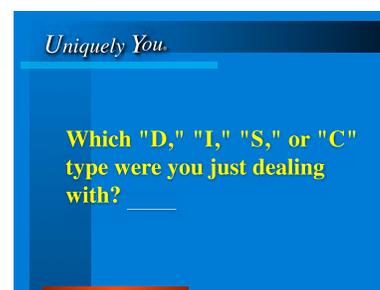
## Instructor's Note:

Use PowerPoint #85 - 86 when teaching this section.



## Instructor's Note:

Use PowerPoint #85 - 86 when teaching this section.



- *Outgoing, Active* \_\_\_\_\_
- *Playful, Fun-loving* \_\_\_\_\_
- *Delightful, Pleasant* \_\_\_\_\_
- *Trusting, Gullible, Open* \_\_\_\_\_
- *Friendly, Cordial, Popular* \_\_\_\_\_
- *Promoting, Encouraging* \_\_\_\_\_
- *Hyper, Energetic* \_\_\_\_\_
- *Enthusiastic, Influencing* \_\_\_\_\_

Which "D," "I," "S," or "C" type were you just dealing with?

\_\_\_\_\_

Review the following adjectives and write a practical application to improve in that area:

- *Flexible, Adaptable, Agreeable* \_\_\_\_\_
- *Steady, Dependable* \_\_\_\_\_
- *Stable, Balanced* \_\_\_\_\_
- *Merciful, Sensitive* \_\_\_\_\_
- *Sweet, Tender, Compassionate* \_\_\_\_\_
- *Generous, Giving* \_\_\_\_\_
- *Timid, Soft-spoken* \_\_\_\_\_
- *Tolerant, Patient* \_\_\_\_\_

Which "D," "I," "S," or "C" type were you just dealing with?

\_\_\_\_\_

**Instructor's Note:**

*The student should review the adjectives listed above and write a practical application to improve in that area:*

*(Example: Demanding / Asserting – "I will not let people intimidate me" or "I will be more . . .")*

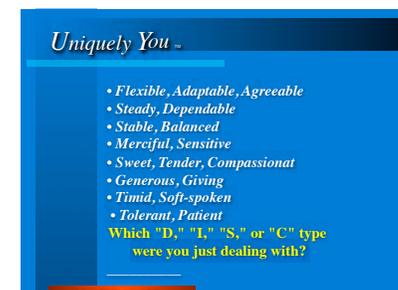
**Instructor's Note:**

Use PowerPoint #87 - 88 when teaching this section.



**Instructor's Note:**

Use PowerPoint #89 when teaching this section.



Review the following adjectives and write a practical application to improve in that area:

- *Proper, Formal* \_\_\_\_\_
- *Law-abiding, Conscientious* \_\_\_\_\_
- *Calculating, Analytical* \_\_\_\_\_
- *Conservative, Inflexible* \_\_\_\_\_
- *Careful, Cautious* \_\_\_\_\_
- *Straight, Conforming* \_\_\_\_\_
- *Perfectionist, Precise* \_\_\_\_\_
- *Compliant, Goes by book* \_\_\_\_\_

Which "D," "I," "S," or "C" type were you just describing?

\_\_\_\_\_

**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

**The student should write about the lesson he or she has learned and how he or she plans to implement it.**

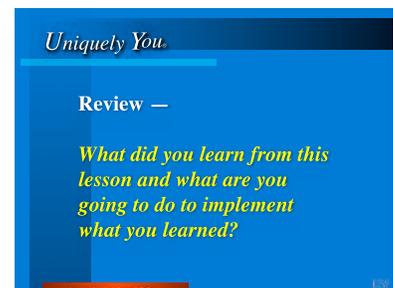
\_\_\_\_\_

**Instructor’s Note:**

**The student should review the adjectives listed above and write a practical application to improve in that area: (Example: Demanding / Asserting – "I will not let people intimidate me" or "I will be more . . .")**

**Instructor’s Note:**

Use PowerPoint #90 - 91 when teaching this section.



# Extensive Practical Application

Now let's get serious! General application is good, but extensive application or getting serious about applying what we learn is imperative. We must implement these insights into our daily lives. Begin by looking at your relationship with your loved ones or close friends.

**What do you think?**

- *What have you learned to improve your relationships with your family and / or friends?*

**The student should write something specific he or she has learned that has improved his or her relationships with others.**

- *To improve your effectiveness and relationships with others, which of the following adjectives do you need to improve (rank them in the 1 - 12 order of needing to improve).*

**Have the student rank the following descriptions and identify each of them as "D, I, S, or C" type. Example: Rank Identify as "D, I, S, or C" Positive, Optimistic "I" type.**

	Rank	Identify as D, I, S, or C
• Positive, Optimistic	___	___
• Entertaining, Clowning	___	___
• Shy, Mild	___	___
• Competent, Does Right	___	___
• Contemplative, Thinker	___	___
• Diplomatic, Peacemaking	___	___
• Admirable, Elegant	___	___
• Winner, Competitive	___	___
• Joyful, Jovial	___	___
• Flexible, Adaptable, Agreeable	___	___
• Ambitious, Goes for it	___	___
• Deep, Intense	___	___

**Instructor's Note:**

**The student should review this list of adjectives and rank them in order of importance from 1 - 12, plus identify each one as a typical D, I, S, or C type.**

**Instructor's Note:**

Use PowerPoint #92 - 93 when teaching this section.

Uniquely You -

**What do you think?**

*What have you learned to improve your relationships with your family and/or friends?*

How important are the following? Rank: 1 - 5 Identify as D, I, S, or C

- Steady, Dependable \_\_\_\_\_
- Talkative, Verbal \_\_\_\_\_
- Challenging, Motivating \_\_\_\_\_
- Accurate, Exact \_\_\_\_\_
- Stable, Balanced \_\_\_\_\_
- Confident, Self-reliant \_\_\_\_\_
- Perceptive, Sees clearly \_\_\_\_\_
- Animated, Expressive \_\_\_\_\_
- Controlling, Taking charge \_\_\_\_\_
- Merciful, Sensitive \_\_\_\_\_
- Pondering, Wondering \_\_\_\_\_
- Persuading, Convincing \_\_\_\_\_
- Sociable, Interactive \_\_\_\_\_
- Serious, Unwavering \_\_\_\_\_
- Sweet, Tender, Compassionate \_\_\_\_\_
- Guarded, Masked, Protective \_\_\_\_\_
- Powerful, Unconquerable \_\_\_\_\_
- Merry, Cheerful \_\_\_\_\_
- Generous, Giving \_\_\_\_\_
- Preparing, Researching \_\_\_\_\_
- Timid, Soft-spoken \_\_\_\_\_
- Systematic, Follows plan \_\_\_\_\_
- Industrious, Hard working \_\_\_\_\_
- Smiling, Happy \_\_\_\_\_
- Inquisitive, Questioning \_\_\_\_\_
- Tolerant, Patient \_\_\_\_\_
- Driving, Determined \_\_\_\_\_
- Dynamic, Impressing \_\_\_\_\_
- Serving, Sacrificing \_\_\_\_\_
- Sharp, Appealing \_\_\_\_\_
- Direct, To the point \_\_\_\_\_
- Original, Creative \_\_\_\_\_
- Peppy, Playful \_\_\_\_\_
- Devoted, Dedicated \_\_\_\_\_
- Courteous, Polite \_\_\_\_\_
- Strict, Unbending \_\_\_\_\_

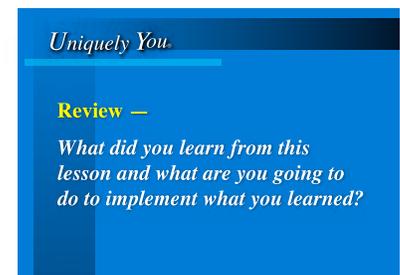
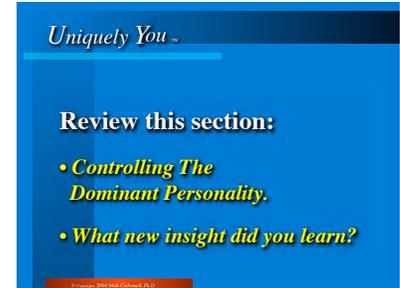
**What do you think?**

- *What was evident in the exercise you just completed?*

***The student should write something that was evident in the above exercise. Example: My "C" type personality was evident.***

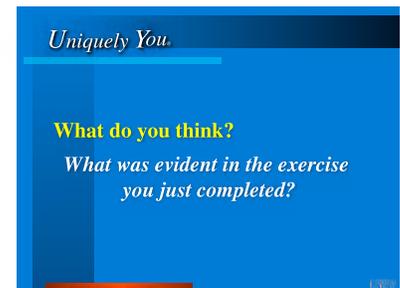
**Instructor's Note:**

Use PowerPoint #94 & 95 when teaching this section.



**Instructor's Note:**

Use PowerPoint #96 when teaching this section.



Serious change is all about control. Change is not as important as control. Once you concentrate on controlling your motivations and drives, change will follow.

Also don't work on changing others. Be more aware and sensitive to the areas you need controlling. Then you can help and teach others to do the same.

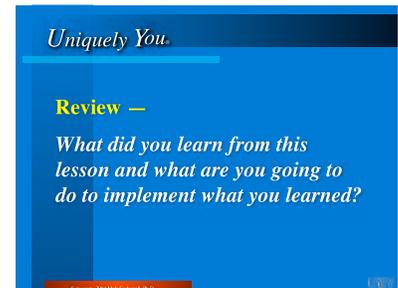
**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

***The student should share something he or she learned from this lesson and what he or she is going implement to improve.***

**Instructor's Note:**

Use PowerPoint #97 when teaching this section.



# 4

**Leadership often succeeds or fails based on how you control your personality.**

## A Case Study on Leadership

The subject of "Leadership" has become very popular lately. It has been studied, dissected, and defined over the ages, but recently it seems like everyone is on the *Leadership Bandwagon*. Maybe because it is more important than ever or it is so lacking today.

Regardless why, Leadership will go down in history as one of the most important qualities everyone must learn to improve themselves.

**What do you think?**

- *Why is Leadership is so important?*

**The student should write something about why leadership is so important.**

After reading about the company described in the book, "So, You're Unique! What's Your Point?" can you relate to a past similar situation? Or are you involved in a company or organization that is now suffering from a void in leadership?

If you are the leader of a struggling company or part of the leadership, be open enough to consider your role in the growth, plateau, or decline you are now experiencing. How can you make a difference? Where do you start? These are all important questions you need to address.

First, identify your leadership style.

- *What is your DISC Leadership type?*

Graph 1: \_\_\_\_\_ Graph 2: \_\_\_\_\_

Read in your textbook "So, You're Unique! What's Your Point?" Chapter 4.

Read and think about the following "**Thought**" and your suggested "**Affirmation**."

**TODAY'S THOUGHT:**

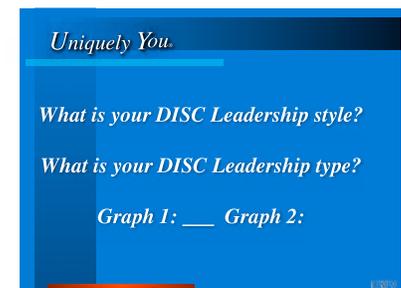
A two word sign on my desk genuinely summarizes my whole philosophy: "I'm, Responsible!"  
Rudy Giuliani!

**AFFIRMATION:**

*I will seek to become a better leader by understanding and controlling my motivations!*

**Instructor's Note:**

Use PowerPoint #98 when teaching this section.



**INSTRUCTOR:** The student should identify his or her D, I, S, C, or combination DISC type from Graph 1 and Graph 2.

- *How similar or different is that from your actual personality type?*

**The student should share something maybe similar or different from his or her G-1 and G-2.**

**Example: My S is high in G-1 and low in G-2.**

Some people seem to be natural born leaders, while others are good followers. The truth is that everyone is born with the innate ability to become a great leader. It may be easier for some types, but becoming a leader is possible for all personality types.

**What do you think?**

- *What do "D" types have to learn to become great leaders?*

**Example: "D" types need to learn how to be nicer, slower, and more cautious.**

- *What do "I" types have to learn to become great leaders?*

**Example: "I" types need to learn how to listen better, share the glory and praise, plus focus on the details and deadlines**

- *What do "S" types have to learn to become great leaders?*

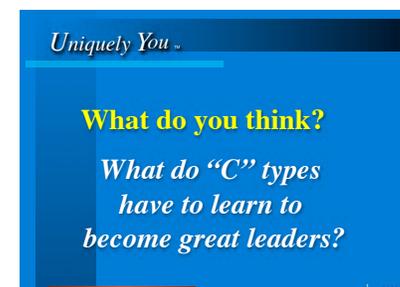
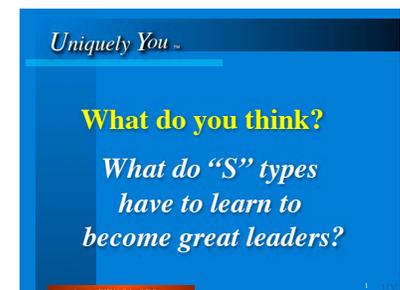
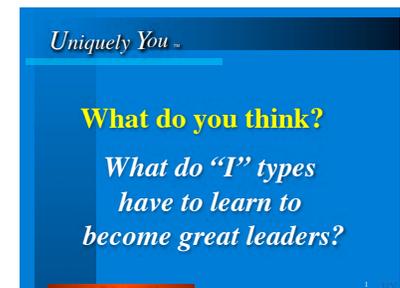
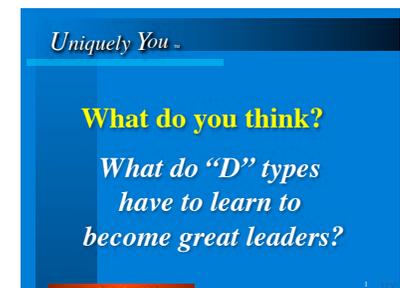
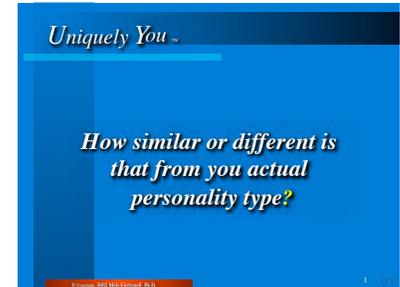
**Example: "S" types must learn how to take charge, be more assertive, and aggressive.**

- *What do "C" types have to learn to become great leaders?*

**Example: "C" types should learn to be more optimistic and positive, plus not get bogged down in the details.**

**Instructor's Note:**

Use PowerPoint #99 - 103 when teaching this section.



The key to effective leadership is understanding your strengths and "uniquenesses," plus learning how to adapt so that you can be all things to all people. This runs against the "grain of the brain" for many people, because they just don't want to be responsible for their actions.

Remember, "responsibility" is being able or having the ability to respond to others properly and wisely. Responsibility is a choice we make as leaders. We can be irresponsible and do whatever we feel like doing, or we can "reflect, then decide," as Rudy Giuliani recommends.

**What do you think?**

- *What quality does the new President have in the Case Study that has made the "turnaround" difference for the company?*

**The student should share something that the new President of Shaklee has made that improved the company.**

Put yourself in the position of leading a large or small company or organization. Maybe you are already in that position. Be "personality wise" by identifying and understanding those you lead. First, work on yourself, then begin directing those who follow to do the same.

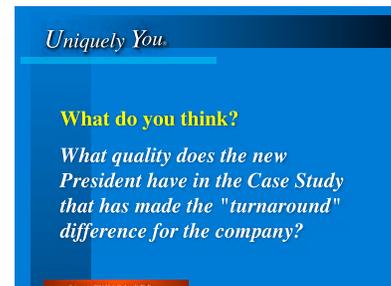
**What do you think?**

- *What would you consider changing, now that you know the DISC Model of Human Behavior?*

**The student should share something that he or she learned to implement in his or her life.**

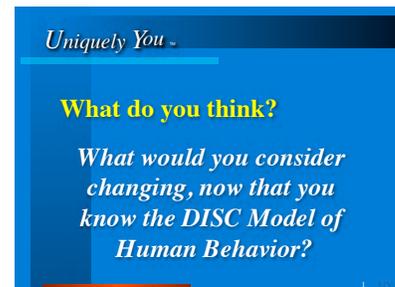
**Instructor's Note:**

Use PowerPoint #104 when teaching this section.



**Instructor's Note:**

Use PowerPoint #104 when teaching this section.



# What Is Your UQ?

You have probably never heard of "UQ." It is really a play on words and has no scientific research or proof of actually existing. It can be like some psychological terms and conditions from the imagination of therapists who need a name for something.

There is valid proof for people having "IQs" and even "EQs," but "UQ" may be stretching the envelope. The point is that people have "UQs" much like having "EQs." Just as emotions tend to motivate us, so do our "Unique" personalities.

### What do you think?

- *What do you think about people having an "UQ" like having an "IQ" or "EQ"?*

***The student should share what he or she thinks about the "UQ" idea.***

Looking back at your life, think of experiences that formed your "UQ." You were first conceived as a unique being, then your parents, peers, and past molded you into the person you are today. Like *My Personal Story*, you have an individual journey that has brought you to the person you are today.

### What do you think?

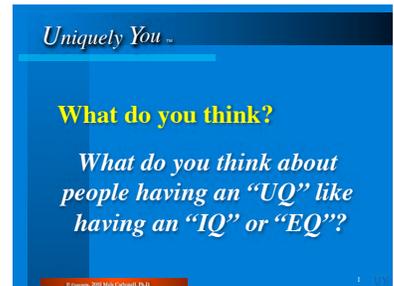
- *Write a brief overview of the events or experiences that have affected the development of your personality.*

***The student should write something about the major events that have affected his or her personality development.***

(continue)

### Instructor's Note:

Use PowerPoint #105 when teaching this section.





sary to do so. They also need to become enthusiastic with a sense of excitement in their voices and attitudes.

**What do you think?**

- *What other advice can you give to "D," "I," "S," and "C" types to balance their personalities so that people can't really tell what type they are?*

**The student should share something that "D, I, S, and C" types should do to balance their personality types.**

Visualize leadership as a person standing out, in front of the crowd and moving toward a desired goal. Orchestra conductors are good examples of leaders. With their backs to the crowd, they lead the orchestra with precise movements and unified responses.

Leaders are also much like conductors in that they must know how each instrument and group in the orchestra needs to respond. The conductor knows how fast and slow, how loud and quiet, and how strong and soft each person and group needs to respond. The conductor has to become all things to all members in the orchestra.

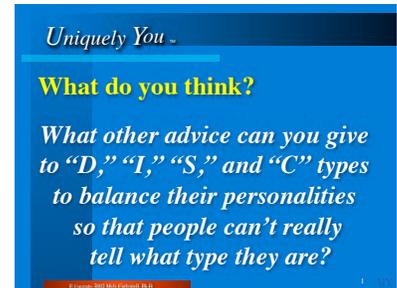
**Review —**

- *What did you learn from this lesson and what are you going to do to improve what you learned?*

**The student should share something he or she learned to improve his or her behavior and results with other people.**

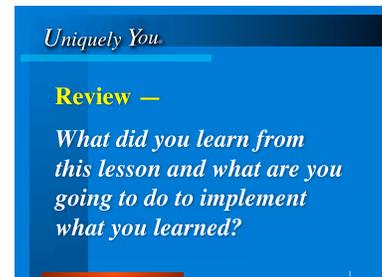
**Instructor's Note:**

Use PowerPoint #107 when teaching this section.



**Instructor's Note:**

Use PowerPoint #108 when teaching this section.



# Transactional and Transformational Leadership

Most people have never heard the terms "Transactional" and "Transformational" Leadership. Once you get the concept, it makes a lot of sense. We should strive to be "Transformational" Leaders. It is most effective and our followers will become leaders faster and longer.

## What do you think?

- List four DISC "Transactional" type leaders in history.

"D": Ronald Regan, Napoleon, Hitler, Jesus . . .

"I": Bill Clinton, Comedian, Actor, Jesus . . .

"S": Jimmy Carter, Ghandy, Sister Teresa, Jesus

"C": Einstein, Bill Gates, Jesus . . .

- List four DISC "Transformational" type leaders in history.

"D": The student should list a "D" type leader.

"I": The student should list a "I" type leader.

"S": The student should list a "S" type leader.

"C": The student should list a "C" type leader.

- How do you think people would judge your type of leadership — Transactional or Transformational?

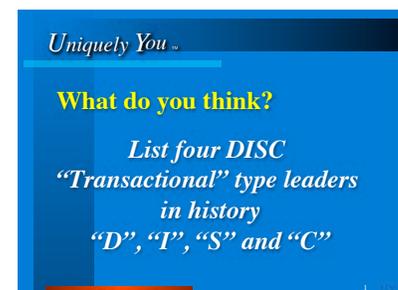
## Transactional or Transformational

Great leaders are also great followers. Recognize the need to follow those in authority over you. There's an ancient proverb that says, "To have authority, you must first learn to be under authority!"

Some people never raise above a certain level of leadership be-

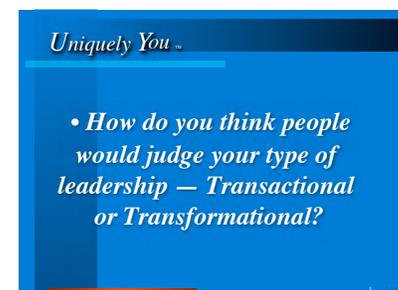
## Instructor's Note:

Use PowerPoint #109 when teaching this section.



## Instructor's Note:

Use PowerPoint #110 when teaching this section.



cause they never learn the lessons of having power. When someone reaches a place of authority and doesn't respond well to requirements to maintain that place, they lose power.

When someone achieves the level of leadership and abuses it, he or she becomes an ineffective leader. They then cease to be good leaders. "D" types become ineffective leaders when they strong-arm people into following.

"I" types struggle with pride and being the center of attention. They become poor leaders when they seek praise and honor that really belongs to others.

High "S"s can be great leaders, but lose their effectiveness when they try to please everyone. They often stumble and fall under the weight of insecurity and fear.

"C" personalities are the most competent leaders because of their precise and accurate way of doing things. They, too, can become their own worst enemies and fail by being too picky and by demanding too much quality and correctness.

**What do you think?**

- *What is the greatest criticism from those who follow you?*

***Example: As a "C" type, I tend to be too picky and critical. I don't tend to be real flexible or positive.***

Iron sharpens iron and if you are not aware of any criticism, ask a good friend or associate. Read more about Leadership. Especially read the book, "Who Moved My Cheese?" If you have already read the book, read it again with "D," "I," "S," and "C" behavior in mind.

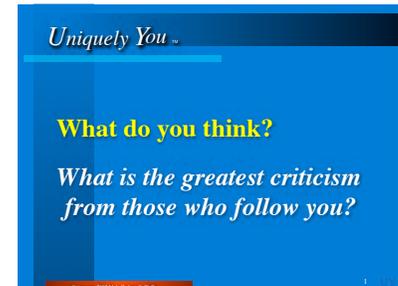
Notice the individual actions and attitudes of each of the characters in the book. Identify each character's strengths and "uniquenesses." Imagine yourself running through the maze. How would you be responding? Which one of the four characters has the best personality?

Always remember, no one has a better personality than the other types. It's what we do with our personalities that is better or worse. Leadership is influenced so much by our personalities that we need to develop the best traits from all the personality types and avoid the worst traits of all the personalities.

We should develop a healthy perspective about our personality and always remember everyone else has a good personality. Once we master understanding personality types well we should guard against thinking that certain personalities are better than others.

**Instructor's Note:**

Use PowerPoint #111 when teaching this section.



Actually, certain personalities are better than others when it comes to certain tasks or relationships. "D"s are better at working hard to accomplish difficult tasks, while "I"s are better at communicating. "S"s are better at building steady and stable environments, while "C"s are better at evaluating and organizing things.

The most effective leadership and team building is able to draw from the strengths of each type. Great leaders, "Transformational" leaders learn how to raise people to a higher level where they use their strengths, while avoiding the weaknesses.

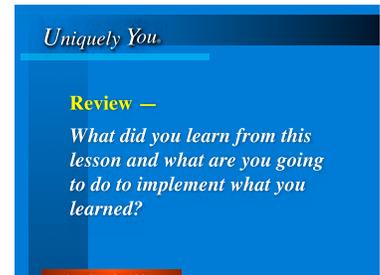
**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

**Example: I learned that I need be more of a Transformational Leader, by inspiring people to follow, rather than scolding and criticizing.**

**Instructor's Note:**

Use PowerPoint #112 when teaching this section.



# **Leadership Insights**

Looking at leadership from a personality perspective is unique, because most people think "leaders are born." Everyone seems to be defining leadership in all sorts of terms. Since everyone was created equal, we all have a chance at this thing called "Leadership."

Learning to lead is the most important part of leadership. Some people just jump right into the ring and think they are leaders, while others wouldn't dare try it. The rewards are great, but the challenges are endless.

We never stop learning to lead. We never arrive at a place where we know it all and don't need to learn any more. Leadership is a life-long learning process. Just about the time I think I've figured it out, along comes another insight.

The greatest course in *Leadership* is taught at the University of Life. It is also often more caught than taught. It's a simple, yet complex concept. It is both hard and easy. The easy part is learning the insights to improve. The hard part is implementing what you learn.

## **What do you think?**

- *Define "Leadership" in your own words?*

***The student should define "Leadership" in his or her own words.***

---

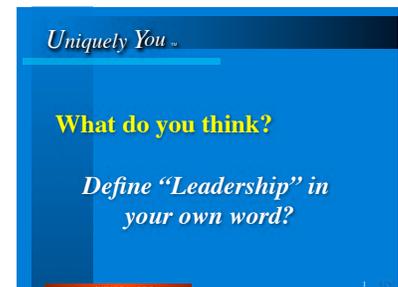
Review your personality profile or internet report under the Leader Styles. How well does the "D," "I," "S," and / or "C" Leadership Styles describe you? Then review your Follower Styles. How well does it describe you?

The most effective Leader is the *Blended Servant Leader*. There are many references to *Servant Leaders* today, but I want to take Leadership to another level of understanding. The "Blended" Servant Leader is one who has learned to blend his or her personality to those following.

Again I refer to "being all things to all people." It cannot be said enough. The most effective leaders learn to adapt and touch people where they are with their individual needs. Blended Servant Leaders

## **Instructor's Note:**

Use PowerPoint #113 when teaching this section.



are *Transformational Leaders* who help their followers become the leaders they were meant to be.

Contrasting your Leadership type with that of your followers can be very helpful. Once you and your follower or followers have completed their personality profiles, transpose their profiles on a single graph. Or use the Combined Graphs feature on the online profile program.

**What do you think?**

- *How would you describe the dynamics of the two people on the "Example Graph" in the Leadership Reflections section?*

***The student should describe the dynamics of the two people on the "Example Graph" in the Leadership Reflections section.***

- *How would you describe the dynamics of the two people on the Graph A graph in the Leadership Intensity Factors section?*

***The student should describe the dynamics of the two people on the "Graph A" in the Leadership Intensity Factors section.***

- *How would you describe the dynamics of the two people on the Graph B graph in the Leadership Intensity Factors section?*

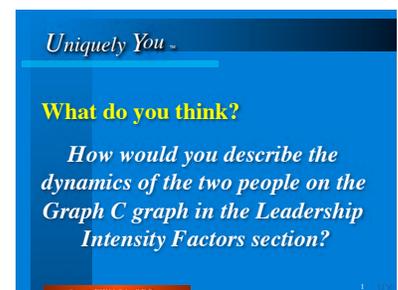
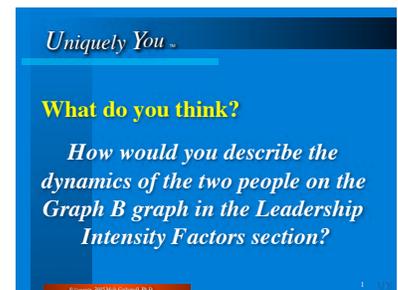
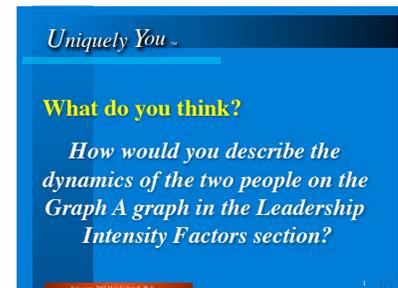
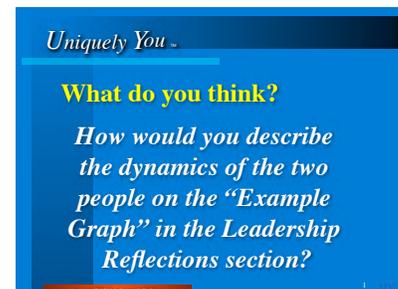
***The student should describe the dynamics of the two people on the "Graph B" in the Leadership Intensity section.***

- *How would you describe the dynamics of the two people on the Graph C graph in the Leadership Intensity Factors section?*

***The student should describe the dynamics of the two people on the "Graph C" in the Leadership Intensity Factors section.***

**Instructor's Note:**

Use PowerPoint #114 - 117 when teaching this section.



Contrasting profiles on the same graph can help you and the other person recognize the challenges both of you may face. It is a non-threatening way to show you and others what you should do to work or relate better.

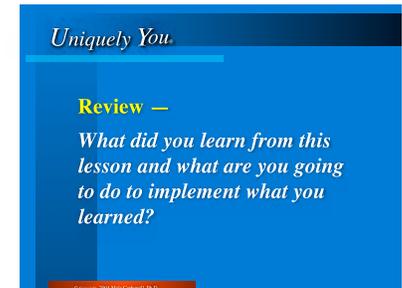
**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

***Students should share what they learned from the lesson and how they are going to implement what they learned.***

**Instructor's Note:**

Use PowerPoint #118 when teaching this section.



# DISC Learning Styles and Neurolinguistic Programming

Someone said, "The mind is a terrible thing to waste." It is our most powerful and important organ. There is so much we still have to learn about how our minds function.

I'm fascinated with how our minds work, especially in our education and communication experiences. Science is uncovering once secret ways our minds store, carry, and express information. Some of these discoveries are subjective and open to debate, while others are conclusive and now accepted as concrete science.

Learning Styles is one of the most intriguing insights in education today. Students and teachers have specific "learning" and "teaching" styles. The most important lesson to learn is how to adapt one's "teaching" style to the "learning" styles of the students.

## What do you think?

- *What DISC Learning Style do you tend to have? \_\_\_\_\_*
- *Describe it in a sentence or two?*

*The student should share something like, "I am a 'D, I, S, or C' type and I tend to learn best when my personality is in stimulated."*

Have you ever asked someone to listen to a public presentation or speech you made to educate a group? If not, record yourself and ask a good friend to listen to it with DISC in mind. Ask them for an honest critique and evaluation.

Then begin thinking of how you can adapt your specific "teaching" style to that of an audience with all DISC types present. Imagine a group with all "audio," "visual," and "kinesthetic" learners.

- *Describe "audio" type learners.*

*I like listening to graphic words and phrases that are exciting and inspiring.*

## Instructor's Note:

Use PowerPoint #119 when teaching this section.

*Uniquely You.*

**What do you think?**

*What DISC Learning Style do you tend to have? \_\_\_\_\_*

*Describe it in a sentence or two.*

*Also describe "audio" type learners*

## Instructor's Note:

Also ask the question to "Describe 'audio' and 'visual' type learners."

- Describe "visual" type learners.

**I like listening to graphic words and stories.**

- Describe "kinesthetic" type learners.

**I like emotion-filled and exciting messages.**

Understanding "Learning Styles" is one thing, but knowing how to communicate to them may be more difficult.

- Describe in one sentence how DISC types hear a storm report.

**"D": How powerful and strong is the weather report.**

**"I": How is this weather going to affect my social activities.**

**"S": I hope everyone will be safe and that no one gets hurt.**

**"C": I wonder exactly where the storm is and how strong it is.**

- How would you describe the weather to an "D" audio learner?

**Let's do this or that, seriously?**

- How would you describe the weather to an "I" visual learner?

**Look at that storm! I is (whatever)!**

- How would you describe the weather to an "S" kinesthetic learner?

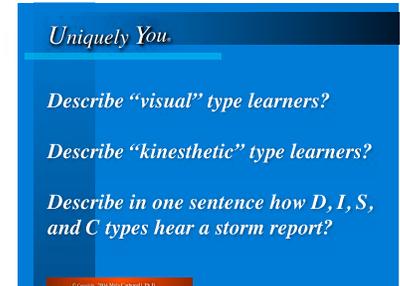
**I hope everyone will be safe. Let's take cover.**

- How would you describe the weather to an "S/C" audio learner?

**Listen to me, what do you think we should do?**

**Instructor's Note:**

Use PowerPoint #120 when teaching this section.



**Instructor's Note:**

Also ask the questions — "Describe in one sentence how DISC types hear a storm report," plus how would you hear a storm report."

- *How would you describe the weather to a "D/I" visual learner?*

***The weather looks threatening. We need to . . . !***

Neurolinguistic Programming also helps in developing more effective communication skills. Be sure to think about your body language, facial expressions, and gestures.

"I" types tend to be the best communicators, but sometimes overdo it, while "D"s, "S"s, and "C"s need to be more articulate and animated.

- *What are your favorite "action" words?*

***Do, Don't, Start, Stop, Follow me, Move over, etc.***

- *Which adjectives or verbs do you use the most?*

***Strong, Go, Stop, Do, Don't, Get with it, Let's go!***

- *What "D" type words do you need to use with "D" s?*

***You win, You're the boss, Yes Sir!, I'm following***

- *What "I" type words do you need to use with "I" s?*

***You're the best, You're so good, You impress me***

- *What "S" type words do you need to use with "S" s?*

***I'm with you, I've got your back, I'll help you***

- *What "C" type words do you need to use with "C" s?*

***That makes or doesn't make sense, Explain***

**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

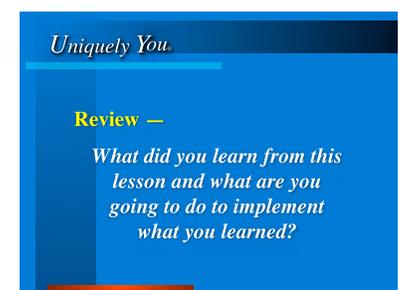
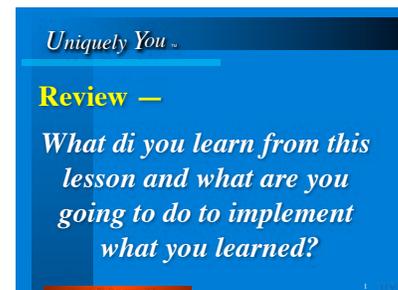
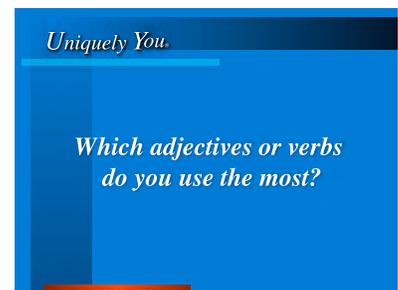
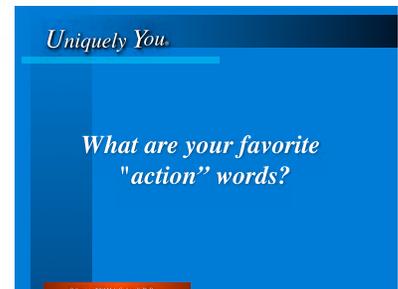
***The student should write something like "I***

***learned that I am a "D, I, S, or C" type and I tend***

***to be etc., and I am going to me more . . .***

**Instructor's Note:**

Use PowerPoint #121 - 124 when teaching this section.



## 5

**Effective Team Building stands on the pillars of personality profiling!**

## **Vision Casting and Combined Graphs!**

Team Building involves having a clear-cut goal that a team can reach together. Leaders must be able to cast a vision for team members to visualize. Someone has said that if you aim at nothing you will surely hit it.

Most leaders know the importance of wise vision casting. I mentioned "wise" vision casting because many leaders may attempt to cast their vision through their eyes. The "wise" leader will cast the vision through the eyes of the followers.

If "beauty is in the eye of the beholder," the vision painted is often in the eyes of those who see through their colored glasses. Perhaps you heard the reference to "seeing through rose colored glasses." This implies that people see through their perspectives.

Some people see through gloomy glasses, while others see through rosy optimistic glasses. The point is that everyone sees through their tinted personality type glasses.

### **What do you think?**

- *Cast a one sentence vision through four different "D", "I", "S", and "C" perspectives for reaching a certain goal.*

**"D": I know you can do it, because you have the determination and ability to do it.**

**"I": Just think about how great this will make you look. Everyone is looking for you to do it.**

**"S": I really need you. I'm depending on you.**

**Don't let us down. You can do this!**

*Read in your textbook "So, You're Unique! What's Your Point?" Chapter 5.*

### **TODAY'S THOUGHT:**

*"The very essence of leadership is [that] you have to have a vision. Its got to be a vision you articulate clearly and forcefully on every occasion. You can't blow an uncertain trumpet."*

*Theodore Hesburgh*

### **AFFIRMATION:**

*I will set my eyes on a goal that is hard to reach, but clear to see!*

### **Instructor's Note:**

Use PowerPoint #125 when teaching this section.

*Uniquely You.*

### **What do you think?**

*Cast a one sentence vision through four different "D," "I," "S," and "C" perspective for reaching a certain goal.*

**"C": "You know you can do this. Be positive and do what you know will work!"**

"D"s and "I"s need to clarify the "little steps" needed to accomplish the task, while "S" and "C" types need to be more enthusiastic. It really doesn't matter what your personality is. What really matters is the personality of the team or group to whom you are casting your vision.

Groups tend to take on a personality of their own. They become the average of each member's personality. The biggest challenge is when the team consist of all the same types. A "D" casting a vision to all "D"s will be very well received, but a seed of destruction may be planted if the leader doesn't teach and lead the team to take care of the "I" communication needs, the "S" taking it slow needs, and the "C" organization needs.

Personality profiling each member of the team first is one of the best ways to develop strong and effective teams. By identifying everyone's motivations and assets to the team, you can then cast your vision more effectively.

You can put up to 5 people on the same DISC graphs to see the group's profile. Go to [www.uniquelyyou.org](http://www.uniquelyyou.org) and click on *Professionals / Leaders* to create an Account and Log-in. Then have everyone on the team do the same. Once you have up to 5 people complete their profiles, you can go to "Compare Graphs" and print out a visual of your team's DISC over-lay configuration.

### What do you think?

- Study the Combined Graphs (page 70). Who is the high "D", "I", "S", and "C" type? (use names):

"D": Student should identify the "D" person.

"I": Student should identify the "I" person.

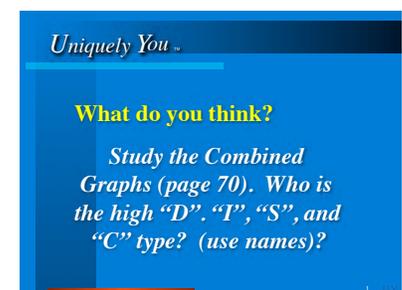
"S": Student should identify the "S" person.

"C": Student should identify the "C" person.

- Is the group more Active or Passive? Choose Active or Pas.
- Is the group more Task or People-oriented? Choose one

### Instructor's Note:

Use PowerPoint #126 when teaching this section.



- Write out your vision for a specific goal to the example team?

**Example of "S" type:** *"I am going to be more active and outgoing. I will not just listen to people when they talk to me. I will look for opportunities to share my thoughts and concerns. I will continue to be loyal and helpful, but will not let people take advantage of me. I will also seek opportunities to take charge and become a leader."*

**Review —**

- What did you learn from this lesson and what are you going to do to implement what you learned?

**Example:** *I learned that I am a "C" Type and can be too picky at times. I'm going to sandwich a negative comment between two positives.*

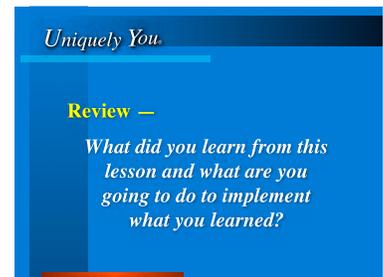
**Instructor's Note:**

Use PowerPoint #127 when teaching this section.



**Instructor's Note:**

Use PowerPoint #128 when teaching this section.



# Combined Graphs

Contrast 2 - 5 people on the same graph. See how your graph relates to another person's or the group's graphs.

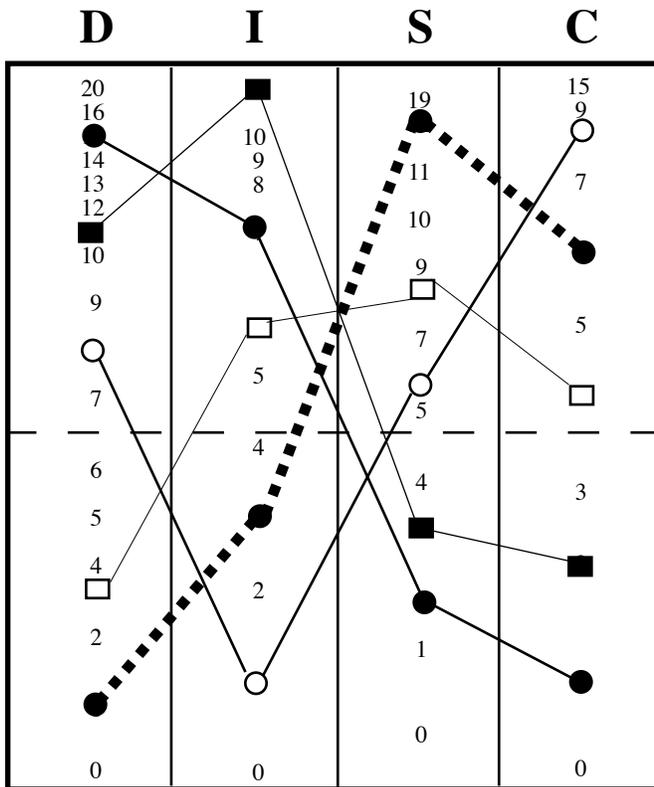
Team leaders, supervisors, business managers and owners can now assess their staffs as a group by having each person on the team complete his or her profile and then plot their results on the same graphs.

See examples below.

There is also an entire section in the Professionals / Leaders Profile that deals with Team-Building. Up to 5 people on a staff or team can see their group dynamics and develop strategies to improve their effectiveness.

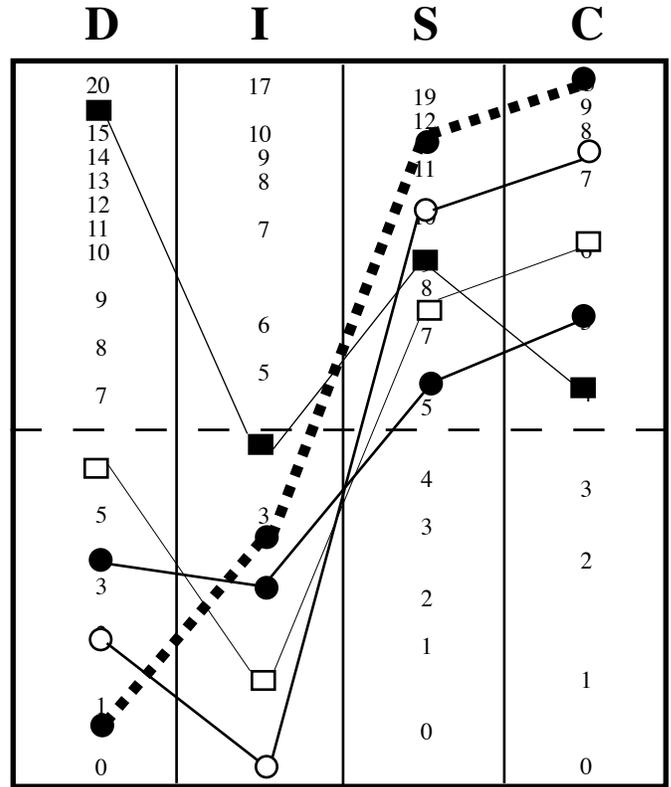
## “M” / Graph 1

*“This is Expected of Me” Behavior*



## “L” / Graph 2

*“This is Me” Behavior*



This is also great for a parent or child to glean insights from up to 4 other members of their family. Parents can use this feature to identify why certain members of the family conflict with each other.

Couples can also combine their individual graphs to contrast their specific personality types. Dating and engaged couples should especially identify their strengths and “uniquenesses.”

Each person in a group, family, or relationship must first purchase and complete his or her profile. Then Log-in, go to My Account, and click on Compare Graphs. You may choose 2 - 5 person's profiles on Graph 1 “This is Expected of Me” and Graph 2 “This is Me” from a DISC perspective.

The Combined Graphs are one of the best functions and enlightening features of the Uniquely You Profiles.

# Team Building and Little Red Riding Hood Lesson

Rudy Guiliani's advice to "Surround yourself with great people" is the results of great experience. Someone once asked Nelson Rockefeller why he was so successful. He replied, "because of experience." To that he was asked, "where did you get your experience?" He then answered, "from good judgement." Then followed the question, "where did you get good judgement?" He quickly answered, "from bad judgement!"

So funny and so true. We need to learn from our mistakes and one of the biggest mistakes leaders make is not surrounding themselves with competently skilled people. I heard someone say, "staff to your weaknesses." In other words, hire people who have strengths where you have weaknesses.

## What do you think?

- *What are your weaknesses / "uniquenesses?"*

***Student should identify his or her weakness;***

***such as, "I'm too bossy, or too hyper, or too***

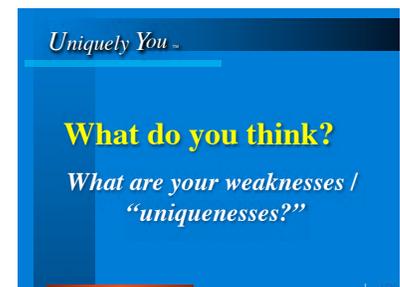
***quiet, or too picky."***

You may have to read the *Little Red Riding Hood* story two or three times before you get the whole picture. Much like the dog-eat-dog business world, Little Red Riding Hood fell prey to someone who meant well, but caused a disaster. I have often said, "business and life would be great, if it weren't for people!"

Of course, that's crazy. Life would be extremely lonely and boring without relationships. If you're a "D" or "C" type, you can identify with what I meant but if you're a "S" or "I" type, you are probably thinking that's a terrible thing to say.

## Instructor's Note:

Use PowerPoint #129 when teaching this section.



What do you think?

- *What is the main lesson of the Little Red Riding Hood story?*

***Answer: When we do not know who we or others actually are, the results can be tragic!***

Recollect a similar experience that you or someone you know may have had. Can you identify where the problem first started? How did it get out of hand? How did it end?

- *Briefly describe how specific personality types were involved in the problem?*

***Example: my "D" Personality resisted and didn't want to follow this person. It ended bad.***

How do you think the problem you described could have been avoided? Team Building and relationships grow and succeed when people appreciate and respect all those on the team or in a relationship. Effective Team Building requires that we identify and understand everyone's personality type and motivations.

"Iron sharpens iron" and "two heads are better than one." Secure individuals usually don't have problems working with other secure people. It's when the "D" thinks he or she needs more control, or the "I" isn't recognized enough, or the "S" feels distant or fearful, or the "C" is expected to do wrong things that's when problems occur.

The team will only be as good as each member recognizes and accepts the drives of the other team members in a healthy way. When fellow team members seek the advice and opinion of the others without being threatened or insulted, teams thrive and succeed.

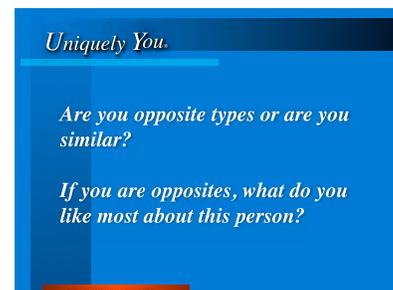
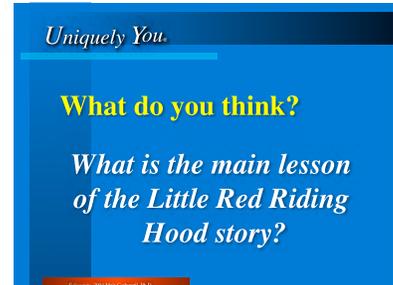
**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

***Example: I'm going to be more aggressive and positive, because my "S" and "C" type personality is too passive.***

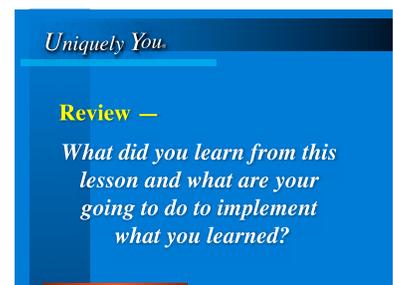
**Instructor's Note:**

Use PowerPoint #130 - 131 when teaching this section.



**Instructor's Note:**

Use PowerPoint #132 when teaching this section.



# Team Building Reflections

*Team Building Reflections* involves being aware of the differences of each member on the team. The great entrepreneur, Ewing Kauffman wisely claimed, "All the money in the world cannot solve problems unless we work together. And, if we work together, there is no problem in the world that can stop us."

Once you define your vision and unify your team to accomplish the task at hand, take time to reflect on each member's contribution to the team. Allow people do what they do best. Don't try to do everything yourself. Let people thrive in what drives them.

## What do you think?

- *Why do teams fail in their missions?*

**Example: teams often fail in their missions, because of personality differences and conflicts because of personal agendas.**

Think about the current team you are part of —

- *How would you describe it in terms of effectiveness and fulfilling the teams mission?*

**Example: I do or don't think we are effective, because my S personality is not confident.**

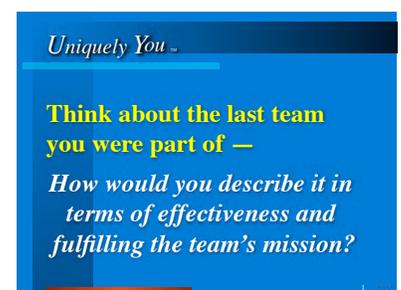
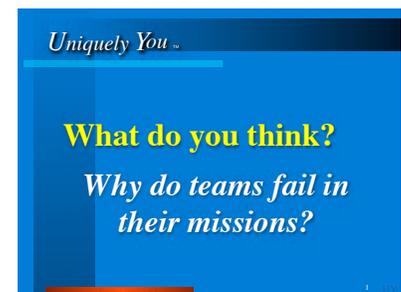
Think about the last team you were part of —

- *How would you describe it in terms of effectiveness and fulfilling the team's mission?*

**Student should describe something like, "we are or aren't fulfilling our mission, because . . ."**

## Instructor's Note:

Use PowerPoint #133 - 134 when teaching this section.



Is there any similarity of those two teams you just described?

- *What did you learn from your former team that you can bring to your current team?*

***Student should share something like, "I learned to speak out and share my ideas or I learned to not be so talkative and hog the conversations."***

Identify up to 5 people on your current team and describe them in terms of their DISC behavior (use adjectives as well as initials).

Person #1: ***Student should identify a person.***

Person #2: ***Student should identify another person.***

Person #3: ***Student should identify another person.***

Person #4: ***Student should identify another person.***

Person #5: ***Student should identify another person.***

How would these same people describe you?

Person #1: ***Student should share a description.***

Person #2: ***Student should share a description.***

Person #3: ***Student should share a description.***

Person #4: ***Student should share a description.***

Person #5: ***Student should share a description.***

Now develop a detailed **Action Plan** to deal with each of these team members to help them and to fulfill your mission as a team. For example, write how you are going to relate to them according to their personality types.

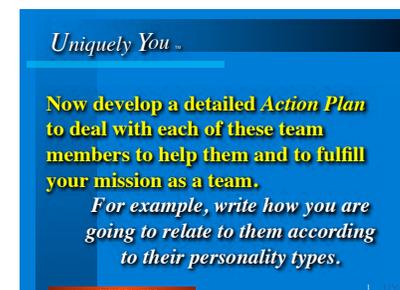
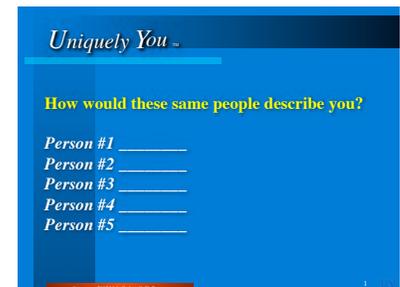
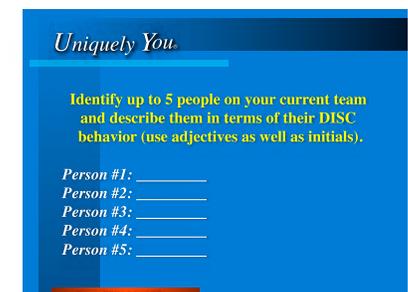
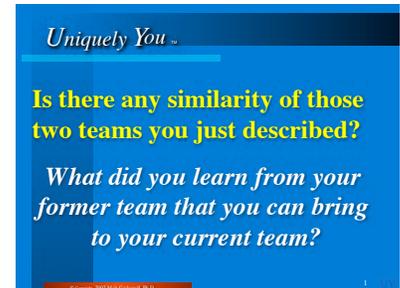
Person #1: ***Student should have a specific Action Plan.***

Person #2: ***Something like, "I will be more direct."***

Person #3: ***Something like, "I will be more patient."***

**Instructor's Note:**

Use PowerPoint #136 - 139 when teaching this section.



Person #4: Something like, "I will be clearer."

Person #5: Something like, "I will be encouraging."

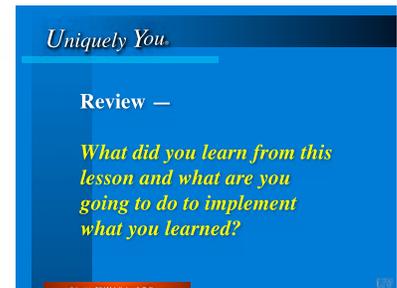
**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

**Example: "I will guard my natural and typical responses in order to share something wiser and more productive."**

**Instructor's Note:**

Use PowerPoint #140 when teaching this section.



# Job Profile Indicator and Intensity Factors

You should also complete a *Uniquely You Questionnaire* as the person you are looking for as though you were that person. Choose the "Most" and "Least" adjectives that would best describe the person you want to fill the position. Then place each interviewee's graphs on top of the hypothetical person's graph to see how close the graphs match.

Keep in mind that sometimes the best person will not fit the profile you are looking for. Many great leaders were passed over for a job, but later rose to the occasion to everyone's surprise.

Personality profiling is just a starting place. There are many other factors involved. The individual's character and maturity are very important. Phoning their references and asking specific questions based on the prospect's results are also helpful.

NEVER tell people that they did not get the job offer because of their personality profile. You don't have to tell them anything. Avoid the possibility of being sued because you perhaps used an unfair process that may have been discriminatory.

Once you have hired someone be sure to assess the position with the person. In other words, evaluate how the job requirements fit the new person. Look at the *Job Intensity Factors* section of the book, along with the new individual's personality.

## What do you think?

- *What kind of jobs would fit best with "D" types?*

***Student should share something like, "manager, supervisor, team captain, or entrepreneur."***

- *What kind of jobs would fit best with "I" types?*

***Example: "salesperson, entertainer, teacher, or public relations."***

## Instructor's Note:

Use PowerPoint #141 - 142 when teaching this section.

*Uniquely You.*

What do you think?

***What kind of jobs would fit best with "D" types?***

*Uniquely You.*

What do you think?

***What kind of jobs would fit best with "I" types?***

- *What kind of jobs would fit best with "S" types?*

**Example: "customer service, nurse, support staff, or assistant."**

- *What kind of jobs would fit best with "C" types?*

**Student should share something like, "engineer, scientist, accountant, researcher, or quality control."**

Comparing your personality to your current job responsibilities can be very helpful. Look at what you are expected to do and be, with your specific personality in mind. Do you feel like a fish out of water? Do you enjoy what you do? Are you under a lot of pressure to produce?

Most of your answers will relate to your personality type. Now that you understand your motivations and what makes you tick, plus what ticks you off, you can appreciate personality profiling even more.

The solution to any frustration you may have is to adapt to your job, rather than trying to find another job. What would it take you to be happy at work? A different job or perhaps compensation in proportion to your frustration?

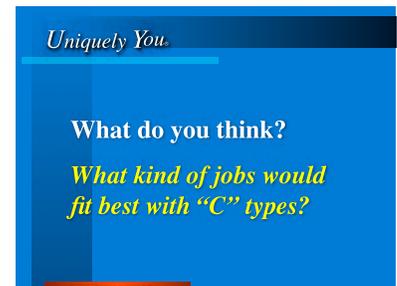
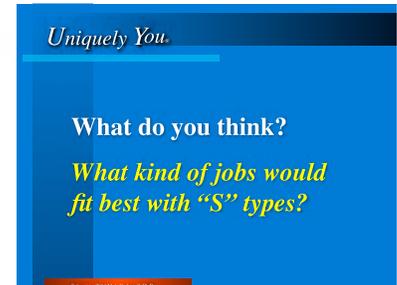
Some jobs are not worth all the money in the world, while most jobs have their threshold. So, if you can tolerate a job description that paid for the need to adjust, then the answer is to adapt to whatever job you have now so you won't be so frustrated.

You are the key, not the job. Stop thinking that the job needs to change. You need to change your thinking about the job. Max DePree wisely wrote, "We cannot become what we need to be by remaining what we are."

Be flexible and adjust your personality to fit the job, rather than demanding that the job fit you.

**Instructor's Note:**

Use PowerPoint #143 - 144 when teaching this section.



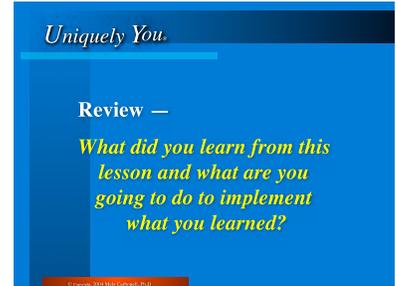
**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

**Student should share something like, "I am going to be aware of how my personality affects me and try to respond to what each job needs me to be."**

**Instructor's Note:**

Use PowerPoint #145 when teaching this section.



# Interviewing Insights

When it comes to recruiting and hiring employees you can waste a lot of time if you don't understand the DISC Model Human Behavior Science. Once you know prospective employee's personality types, you can interview them more effectively. Most business owners and managers tend to ask the same questions in the initial interviews.

A favorite of most people is to ask, "What are your strengths and weaknesses?" That is a good question if you know how to "read between the lines" and glean what the person is really saying.

Isn't it ironic that the supposedly perfect person hired for the job turns out to be a big mistake six months later? We have often felt so good when hiring someone to only feel terrible later. The problem is that we really don't know the person hired.

Even good friends and relatives will fool us. We really don't know someone until we live with them. The work place can also become like a family situation. In fact, we often spend more time with people at work than we do our mates and children.

Consider spending seven to eight hours sleeping, one to two hours traveling, eight to ten hours working. That leaves us with four to nine hours with our families compared to eight to ten hours at work. That's why we often grow close to those we work with for years. That's also why we have so many problems with our fellow employees.

Familiarity often breeds contempt. The closer we are to people, the harder it becomes. We, at least, love our families and are committed to them, while at work it's our livelihood and we often wish our fellow employees would go away.

Getting to really know someone in a few interviews is impossible, but getting to know their motivations is possible.

## What do you think?

- *What is your favorite question to ask in the interview process?*

***Student should share something like, "I tend to ask, why does he or she want this job," or some other typical job interview question.***

## Instructor's Note:

Use PowerPoint #146 when teaching this section.



Now that you understand the DISC Model of Human Behavior listen for balance and maturity. Discern if the person has a grasp of his or her personality's strengths and weaknesses.

- *Without looking at your notes, what is a good question to ask a "D" type?*

**"D" types should be asked, "how well do you work under authority?"**

- *Without looking at your notes, what is a good question to ask an "I" type?*

**"I" types should be asked, "how well do you deal with not being praised when you deserve it?"**

- *Without looking at your notes, what is a good question to ask a "S" type?*

**"S" types should be asked, "tell me about a time you took the initiative to take charge of a task?"**

- *Without looking at your notes, what is a good question to ask a "C" type?*

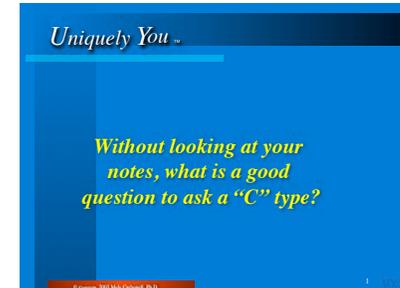
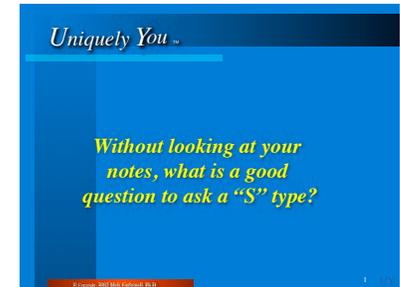
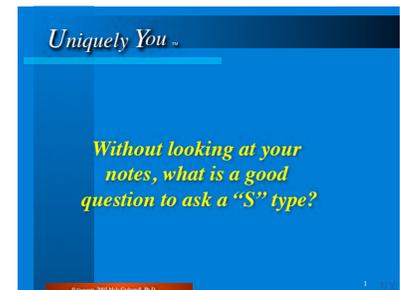
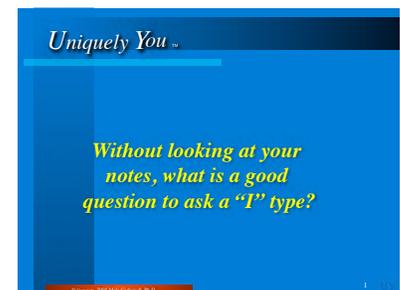
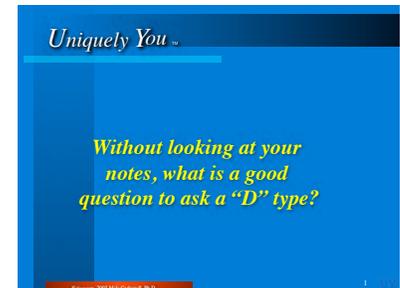
**"C" types should be asked, "how do you deal with people who are disorganized and incompetent?"**

Also notice the person's body language and non-verbal communication. "D"s tend to look strong and confident with their appearances. "I"s like to look good and smile a lot. "S" personalities are more quiet and still. "C" types sometimes don't put a lot of time in their appearances, but they give the impression of being "deep thinkers" of everything else.

Regardless, appearances can be deceiving and you must look beyond how a person looks and listen closely to how they respond to your questions.

**Instructor's Note:**

Use PowerPoint #147 - 150 when teaching this section.



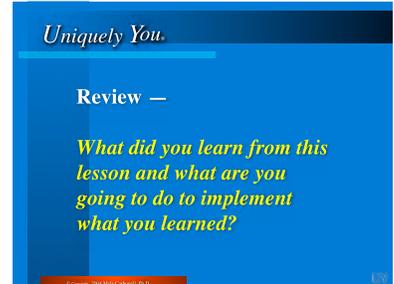
**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

*Student should share something person he or she learned and what he or she plans to do to improve.*

**Instructor's Note:**

Use PowerPoint #151 when teaching this section.



# 6

## Challenging differences often divide or unite us! (How to handle conflicts)

# Challenging Differences – Do opposites Really Attract?

Some of the most challenging and frustrating experiences in life are relationships with other people. Even the closest of bonds seem to be torn because of conflicts. Marriage failures, sibling squabbles, and fractured friendships result daily because we just don't know how to deal with people.

We usually feel it is "their fault" when it can often be our fault by not understanding the motivations and responses of those with which we conflict. Even the strongest of ties can be broken because of simple a misreading and miscommunications.

### What do you think?

- *Without being too personal, briefly describe one of your or someone else's most disappointing conflicts.*

**Example: "I was misunderstood by a good friend and colleague concerning a decision I made at work."**

- *How could this conflict been avoided if those involved had understood the DISC Model of Human Behavior?*

**Student should say something like, "I could have gone to my colleague and tried to explain myself, and understand his or her position better."**

Identify a few of the most important people in your life. It will probably include your spouse, children, parents, associates, and close friends. Choose one of these people and try to identify his or her

Read in your textbook "So, You're Unique! What's Your Point?" Chapter 6.

Read and think about the following "**Thought**" and your suggested "**Affirmation**."

### TODAY'S THOUGHT:

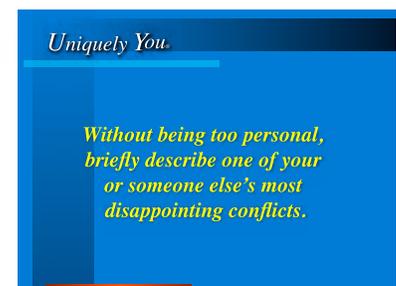
"We need others to complete us!" Their strengths are often our weaknesses."

### AFFIRMATION:

I will seek to improve my relationships with others by understanding and accepting their personality types!

### Instructor's Note:

Use PowerPoint #158 when teaching this section.

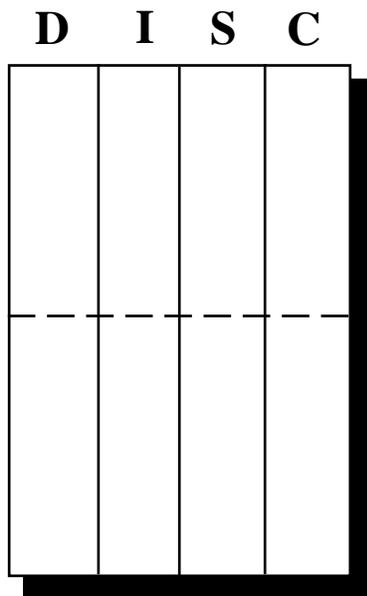


DISC personality type.

- *What is his or her DISC type?*

**Example: "I'm a High 'S' type."**

Take a moment to think about how to motivate and relate to this person. Draw your "This is me" / Graph 2 and the other person's profile on the following graph. Use two different colored pens or a straight line and curvy line to differentiate you from the other person.



- *Describe your differences or similarities.*

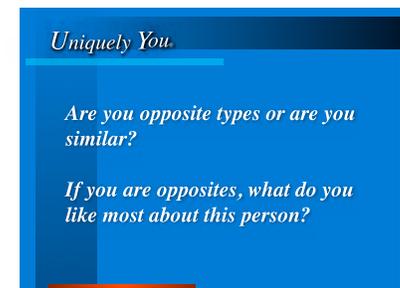
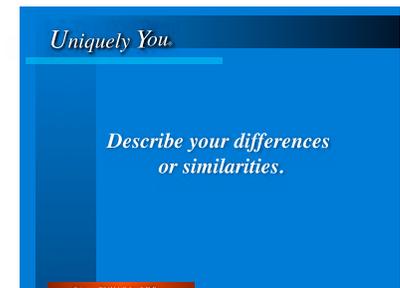
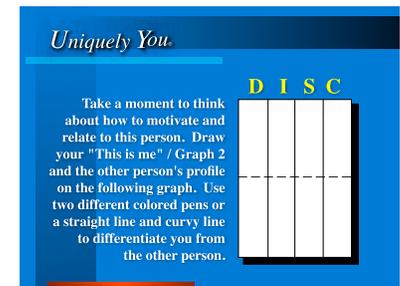
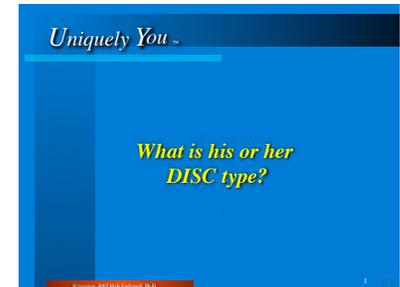
**Example: "I'm a High 'S' type and my associate is a High 'C.' I tend to be more easy-going, while she is more concise and careful."**

- *Are you opposite types or are you similar? Example: opposite*  
*If you are opposites, what do you like most about this person?*

**Example: "I am a High 'I' who likes to talk a lot, while my associate is a High 'S', who listens and seems to care more about others."**

**Instructor's Note:**

Use PowerPoint #159 - 163 when teaching this section.



- *What do you dislike most about him or her?*

***Example: "I dislike that my associate's unwillingness to compromise and meet me halfway. I don't like his stubbornness."***

- *What do you need to guard or improve most to protect or grow your relationship with this person?*

***Example: I will recognize his need to be in control and I will be more direct and decisive to not waste his time.***

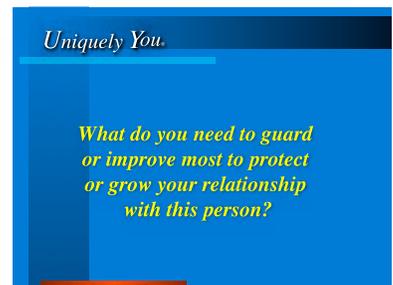
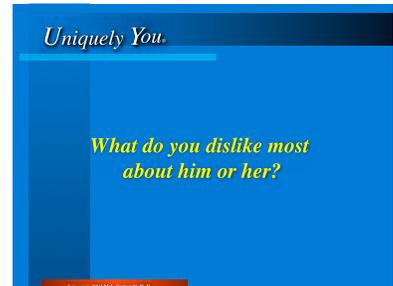
**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

***Example: I learned that I am a "C" and I am going to be more positive and outgoing to improve my effectiveness.***

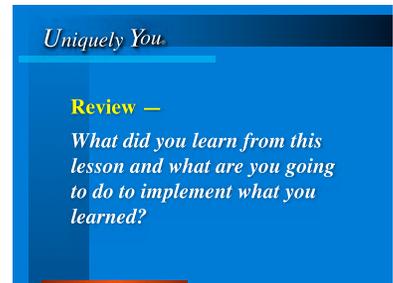
**Instructor's Note:**

Use PowerPoint #164 when teaching this section.



**Instructor's Note:**

Use PowerPoint #165 when teaching this section.



# Contrasting Personalities

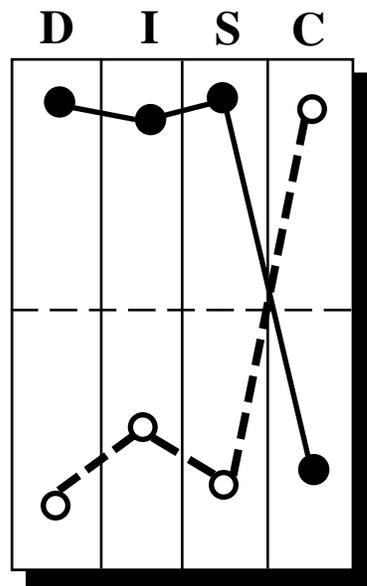
Contrasting personalities can very enlightening. Find your personality type relating to a specific blend in your textbook, then review the *Practical Application* insights.

**What do you think?**

- *What jumped out at you (an "Aha" moment)?*

*Example: I noticed how my pickiness can be annoying to those who are not exact, precise, or detailed-oriented.*

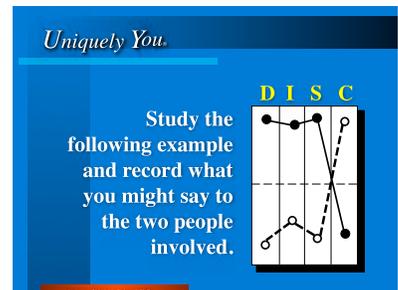
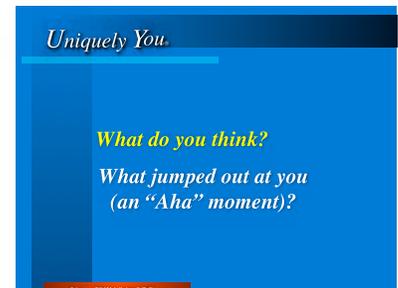
Study the following example and record what you might say to the two people involved.



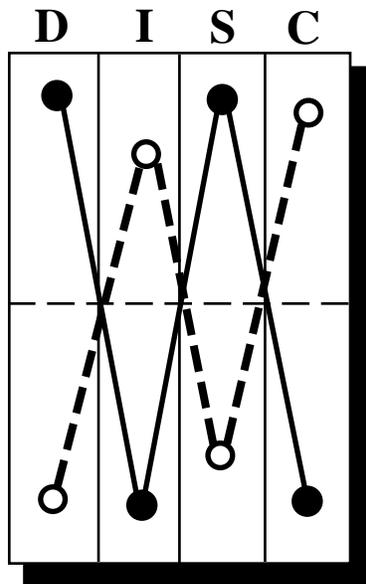
*Example: The "D/I/S" person should be more informational and detailed-oriented with the "C" type.*

**Instructor's Note:**

Use PowerPoint #166 - 167 when teaching this section.

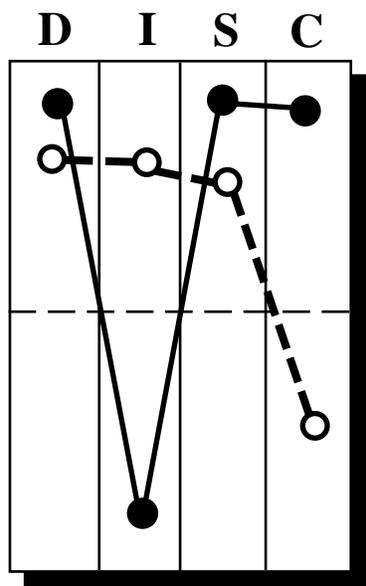


Study the following example and record what you might say to the two people involved.



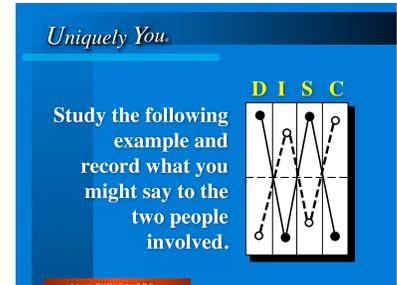
Example: The "D/S" type should be more expressive and informational-oriented with the I/C type, while the "I/C" should be more direct and kind.

Study the following example and record what you might say to the two people involved.



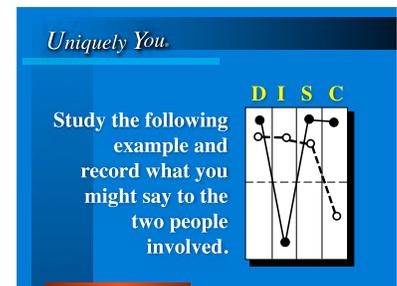
**Instructor's Note:**

Use PowerPoint #168 when teaching this section.



**Instructor's Note:**

Use PowerPoint #169 when teaching this section.



*Example: The "D/S/C" should be more sensitive to the "D//S's" need for a closer relationship and direct answers without a lot of information.*

**Review —**

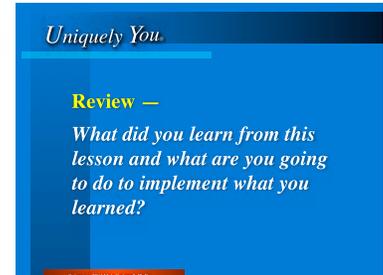
- *What did you learn from this lesson and what are you going to do to implement what you learned?*

*Example: I learned to be more sensitive the other person's personality and how my personality may or may not relate to that person.*

People often act one way at home and another way at work. Once they have worked at the same place for a long time, people tend to establish relationships similar to their home environments. The closer they get to others, the more they tend to take them for granted.

**Instructor's Note:**

Use PowerPoint #170 when teaching this section.



# Intensity Insights

The closer the relationship and the greater the intensity of a conflict, the more predictable our behavior becomes. We tend to be less demanding or patient with close relatives. We also expect more from those we are the closest to.

Our home and work environments are often the best testing grounds to see how flexible and mature we can be. Pressure and stress has a way of making our true feelings come out.

Someone said, "the home is where life makes up its mind." May I add that work can also be where "life often changes its mind." The frustrations of working with many different personality types, policies, and procedures often stretches us to our breaking points.

Like the making of steel, heat ought to temper and strengthen us rather than cause us to break and fall apart. Intensity should cause us to look deeper and farther than the status-quo. It can make us "better," rather than "bitter."

## What do you think?

- *What was the most intense situation or relationship at work you have ever experienced? (If it is too painful, share another, less difficult experience.)*

**Example: When I conflicted and disagreed with another employee that was completely out of line and it led to a very uncomfortable environment.**

- *What were your and the other person's personality types*

*Your primary DISC type: \_\_\_\_\_; Other person's type: \_\_\_\_\_*

- *What could you have done differently now that you understand the DISC Model better?*

**Example: I am a "C" type and the other person is a "D". I should have not been so detailed with my answer. Should have used bottom-line answers.**

## Instructor's Note:

Use PowerPoint #171 - 172 when teaching this section.

*Uniquely You.*

### What do you think?

*What was the most intense situation or relationship at work you have ever experienced? (If it is too painful, share another, less difficult experience.)*

*Uniquely You.*

### What were your and the other person's personality types?

*What could you have done differently now that you understand the DISC Model better?*

## Instructor's Note:

Use PowerPoint #173 when teaching this section.

Identify your personality type compared to any other person's type in the textbook under *Intensity Insights*.

- *What insights did you get out of the Work Index:*

**Example: I should have acknowledged the "D's" confidence, determination, and hardwork, then shared my concerns a little softer and respectful.**

Now review the *Practical Application* list in the textbook concerning the same contrast.

- *What insights did you get out of the Practical Application?*

**Example: I could have noted my High "I" type likes to talk a lot and I tend to dominate discussions, plus I need to become a better listener.**

Think of someone specifically you are really struggling with. Now begin developing a strategy to work with this person in a more harmonious and productive way.

**What do you think?**

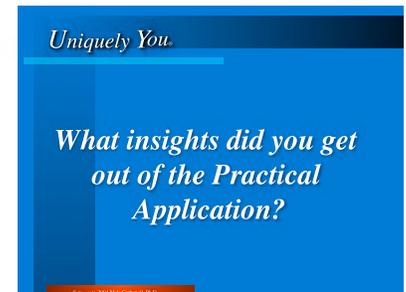
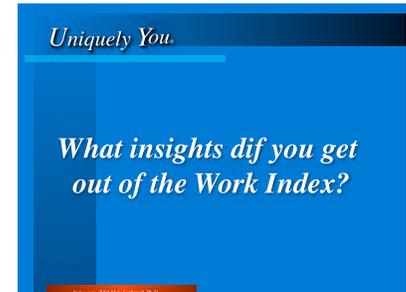
- *What strategies are you going to implement to improve your relationship and effectiveness with this person?*

**Example: My "S" type is very loyal, but sometimes too quiet and reserved. I need to be more expressive and assertive.**

Think of two people you work with who are not getting along. Consider going privately to each one and asking them if you can show them what you are learning. This must be handled very delicately especially if they are over or equal with you. Seriously think about the possible repercussions before doing this.

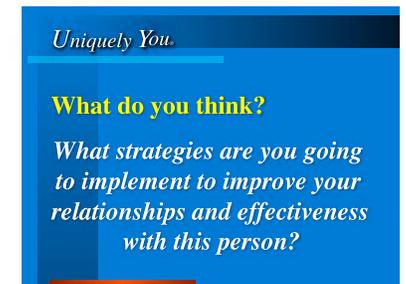
**Instructor's Note:**

Use PowerPoint #174 - 175 when teaching this section.



**Instructor's Note:**

Use PowerPoint #176 when teaching this section.



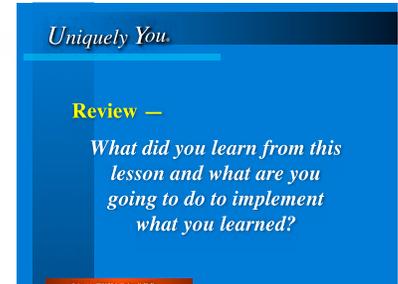
**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

**Example: As a "D" Type, I plan to be more patient and forgiving when people don't respond like I think they should, plus become a better listener.**

**Instructor's Note:**

Use PowerPoint #177 when teaching this section.



# How To Handle Conflicts

While reading *National Geographic's* article on "Etna Ignites," I began thinking how conflicts are a lot like volcanos erupting. I was captivated by a two page spread with a startling graphic of the eruption (as only NG can print it) and a quote from photographer Carstan Peter that read: "You have to stand still, watch where the lava bombs are falling, and get out of the way."

Ironically it reminded me of conflicts. Once we stand still, watch where the insults and criticisms are falling, we have to often get out of the way or be destroyed. Sadly many of life's trials and troubles are due to unfortunate conflicts.

Learning how to handle conflicts involves understanding why people do what they do — literally it's "what makes people tick and what ticks them off!"

## What do you think?

- Describe how most people deal with conflicts.

**Example: Most people deal with conflicts according to how they are wired. They tend to not communicate well and usually over or under react.**

Once you understand the four DISC temperament types and how they relate to each other, you should be equipped to discern and defuse most potential eruptions. Some conflicts cause people to explode, while others implode. "D"s and "I"s express their feelings, while "S"s and "C" often keep their frustrations to themselves.

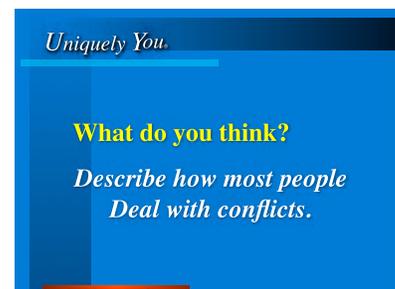
Surprisingly some people do the exact opposite of what you might expect. Even the most quiet and kind type person can explode and do uncharacteristic things.

- Describe how someone you know or heard of responded in an unusual way.

**Example: I once responded with my High "D" out of control and ruined a good relationship.**

## Instructor's Note:

Use PowerPoint #178 when teaching this section.



## Instructor's Note:

Use PowerPoint #179 when teaching this section.



- Describe how you tend to respond "Under Pressure."

Example: As a "S? Type personality I tend to respond very calmly and polite. I seldom get upset unless someone messes with my family.

- What are your specific "Sources of Irritation?"

Example: My sources of irritation tend to be when people get too pushy or threatening, especially with those I love and are close to.

- What should you especially do when in conflict with others?

Example: I do more listening, than talking, but I should be more expressing and stronger, especially when people try to take advantage of me.

Every personality type has a natural response to conflicts. Review the DISC Responses To Conflicts in your textbook.

- Add more responses to the list in the textbook —

"D"s: Example: Tend to be combative and stubborn

"I"s: Tend to get emotional and exaggerate.

"S"s: Tend to be meek and mild, wants to please.

"C"s: Tend to debate or correct. Wants to be right.

Also review the Recommended Wise Responses in your textbook.

- Add more responses to the list in the textbook —

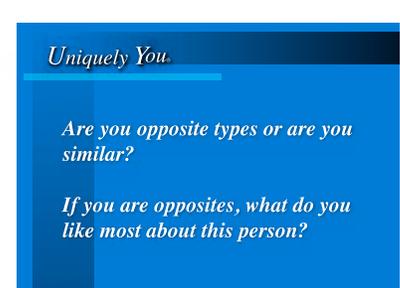
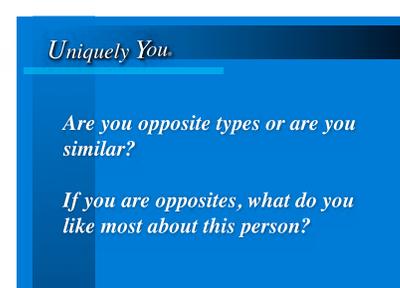
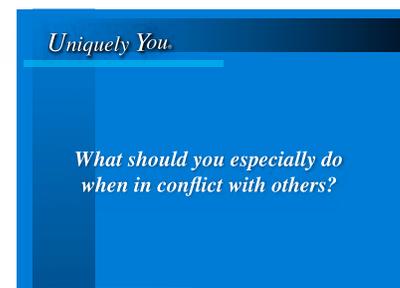
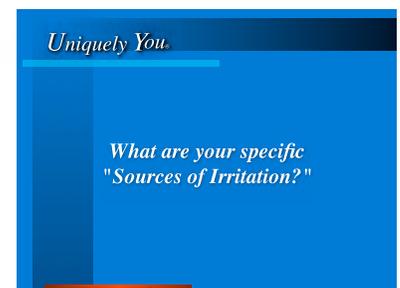
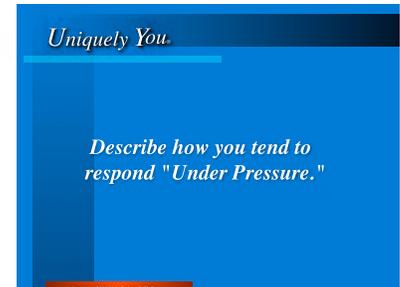
"D"s: Example: Likes to take charge and control.

"I"s: Enjoys being the center of attention.

"S"s: Likes to please and help others.

**Instructor's Note:**

Use PowerPoint #180 - 184 when teaching this section.



"C"s: Example: Wants to always be right / correct.

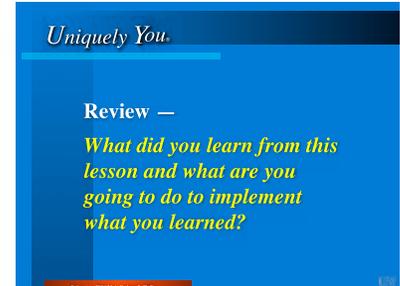
**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

Example: I learn that I need to control my  
personality, rather than letting my personality  
control me.

**Instructor's Note:**

Use PowerPoint #185 when teaching this section.



# Conflict Resolution Management

Avoiding and resolving conflicts while improving productivity and profits is every business's dream. The challenge is that most companies have to constantly deal with the nightmares of conflict among the staff and customers.

Having policies and procedures to deal with conflicts is just as important as having a business plan. Many companies spend a lot of time and energy with Sales Training and Product Knowledge, but it can be just as important to formulate a Conflict Resolution Plan.

## What do you think?

- *What is your current company's policies and procedures for handling conflicts?*

***Example: Right now, my company's policy is very weak and has very little step-by-step procedures. Human Resources has a manual, but . . .***

Review the entire *Resolution Management Commitment* in your textbook.

- *How would you improve the Promise and First Step section?*

***Example: I would make sure all my employees read and practice it, plus be sure each one has completed a UY Personality Profile.***

## Instructor's Note:

Use PowerPoint #186 - 187 when teaching this section.



- How would you improve the Promise and First Step section?

Example: First, I would make sure every employee has read and promised to abide by it, plus periodically require a refresher course on it.

- How would you improve the Second Step section?

Example: I would constantly remind everyone to follow the offending employee and go to them "first alone," then bring them to a face-to-face . . .

- How would you improve the Warning section?

Example: I would make sure everyone reads it and agrees to follow it . . .

- How would you improve the Confronting Leaders section?

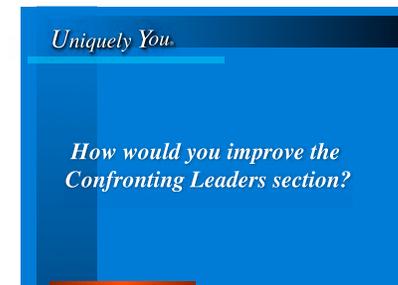
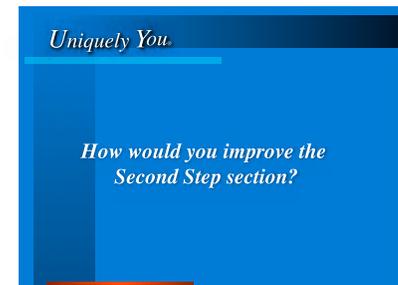
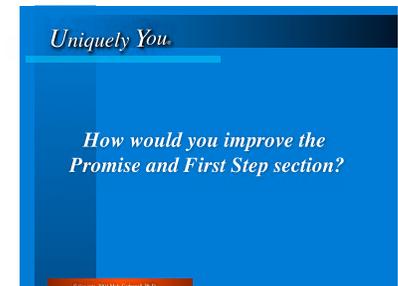
Example: I would try to teach each employee the importance of understanding and practicing the D,I,S,C Model of Human Behavior.

- How would you improve the Serious Step section?

Example: I would constantly remind everyone to go to the offending employee "first alone," then bring them to a face-to-face with a Supervisor.

**Instructor's Note:**

Use PowerPoint #188 - 192 when teaching this section.



- *How would you improve the Ultimate Goal section?*

***Example: I ask my group how they would improve that section.***

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Preventive Measures are also very important. Avoiding conflicts are always better than resolving them. Think in terms of "what can I do now to head off conflicts before they erupt?"

**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

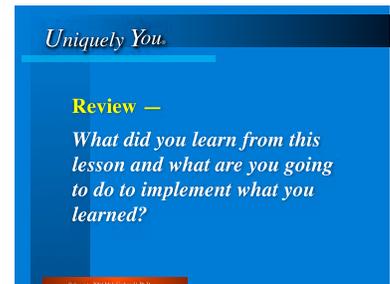
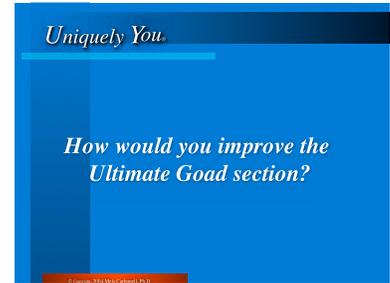
***Example: I learned how important Resolution Management is and how to make it effective for a group working effectively together.***

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**Instructor's Note:**

Use PowerPoint #193 - 194 when teaching this section.



## 7

***Building your business is easier when you understand personality types!***

## ***Sales Insights, plus Selling and Buying Styles***

Most people don't like to sell anything, because they are "S" and / or "C" types. Passive and reserved personalities are not as outgoing and optimistic. They tend to be more realistic and withdrawn. Selling can be threatening and imposing to them.

Selling requires people to be more aggressive and expressive. One of the biggest challenges everyone faces is getting past his or her reluctance. Every personality type has a "starting hindrance." Most people have a "mental or attitude block" when it comes to selling.

"D" types would rather work on projects that don't require selling, because they are not very people-oriented. "I"s enjoy people, but don't like rejection. "S" personalities would rather die, than have to sell something. And "C" types would rather research and do the behind the scene things.

"D"s and "I"s seem to get started better than "S"s and "C"s who would rather have people come to them. Active types are more comfortable with selling, while passive types aren't, but the majority of people resist the idea of selling things.

### **What do you think?**

- *How do you feel about selling and why do you like to or not like to sell things?*

***Example: I really enjoy selling when I am sold on the product. Or: I don't like selling, because I don't like putting people on the spot.***

Selling is perhaps one of the most important things entrepreneurs and business owners or managers have to do. Without selling you might as well go work in an manufacturing plant or in a back room where you don't have to deal with people.

*Read in your textbook "So, You're Unique! What's Your Point?" Chapter 7.*

*Read and think about the following "Thought" and your suggested "Affirmation."*

### **TODAY'S THOUGHT:**

*"If we all did the things we are capable of doing, we would literally astound ourselves,"*

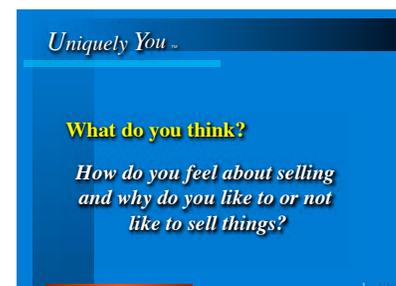
*Thomas Edison*

### **AFFIRMATION:**

*I can sell anyone anything I really believe in because I know I have the capability to do so!*

### **Instructor's Note:**

Use PowerPoint #195 when teaching this section.



Even secretaries and support staff who deal with customers have to sell the company's image or services. The best job to have where you don't have to sell anything is being a mortician. Notice I didn't say a Funeral Home owner.

They have to sell their services to bereaving customers. Almost everyone has to sell themselves, their services, or products to the public or friends. Even entertainers, clergy, and athletes end up having to sell their talents, convictions, or abilities to succeed.

- *What is your DISC Selling Style?*

***Example: "C" type***

- *What do you have to sell?*

***Example: I want to sell my convictions (what I believe in), plus my job requires me to sell products and our services.***

People also have Buying Styles. Their specific "D," "I," "S," or "C" type personality affects how they respond to people trying to sell them something.

- *What is your Buying Style?*

***Example: S type***

- *What kind of DISC salesperson do you prefer and why?*

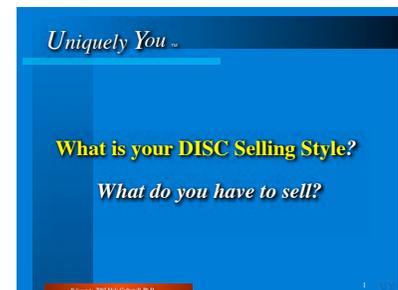
***Example: I prefer slow, steady, sincere, and salespeople who are NOT pushy.***

The most important lesson when it comes to selling or buying is to understand how personality types affect people. The best sales people learn to adapt to the buying style of the potential buyer. Max DePree states, "We cannot become what we need to be by remaining what we are."

Change is difficult for most people, but if we are committed to what we are doing, especially our jobs, we will determine to improve our selling skills. It is not an option. We MUST change our attitudes about selling and think of it more like sharing a blessing with others.

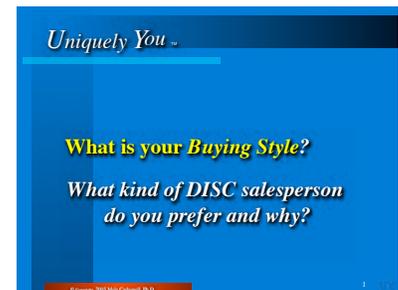
**Instructor's Note:**

Use PowerPoint #196 when teaching this section.



**Instructor's Note:**

Use PowerPoint #197 when teaching this section.



If we really believe in what we are doing and representing, we should not have any problem in helping others with what we have to offer. Selling is more about attitude than it is about ability.

Even passive "S" types can make great salespeople once they accept the fact that they can do it. When "C"s become convinced that selling something is the correct and competent thing to do, they make excellent sales people.

"D"s and "I"s may be more natural sales types, but need to be more patient and knowledgeable about what they are selling. They must keep in mind the benefit to the customer and the good that will be accomplished, rather than the success and recognition they might receive.

Selling should be all about helping people with a product or service. It shouldn't be about us!

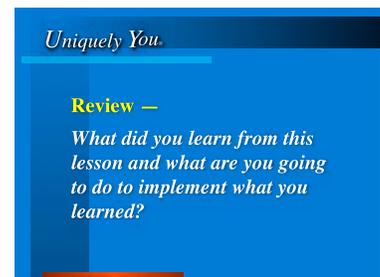
**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

***Example: As a "C / S" type personality, I learn that I tend to be too nice and passive. I need to be more direct and inspiring.***

**Instructor's Note:**

Use PowerPoint #198 when teaching this section.



# Servicing Styles and Dealing with Objections

Getting new customers may be easier for some people, but keeping them as loyal customers is more important. Everyone usually responds to demands and difficult situations according to his or her personality type. The wise customer service rep or employee understands his or her customers' concerns and responds in such a way where everyone wins.

Jack Welch wrote, "Too often we measure everything and understand nothing. The three most important things you need to measure in a business are customer satisfaction, employee satisfaction and cash flow." Ironically money talks and it usually says, "Goodbye!"

Servicing the public is just as important as selling. It is the tail that wags the dog, for without good servicing skills there will be no dog or company, We need to think of our companies as our pets, our beloved dog or cat for which we will do just about anything.

Pet owners put up with so much because they love their furry friends. Dealing with difficult people can be compared to dirty dogs and finicky felines. This sounds crude, but some customers can be even worse. When we love them like we do our pets we will go the extra mile to make them happy.

## What do you think?

- *Who is your most difficult customer or client (no name) and why?*

***Example: As a "C" type, I have more trouble with D and I type customers who think they know it all and try to control the outcome.***

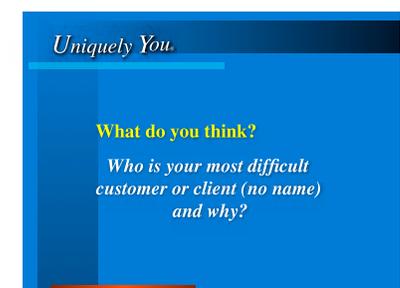
Review the entire *Servicing Styles* in your textbook.

- *What is your "DISC" Servicing Style?*

***Example: "i / S" type***

## Instructor's Note:

Use PowerPoint #199 - 200 when teaching this section.



Review the *Dealing With Objections* pages in your textbook.

**What do you think?**

- *When would an objection be impossible to resolve?*

**Example: As a "C" type, I would have trouble if someone asked me to do something illegal.**

- *Without looking at your notes, how would you respond to an angry "D" type?*

**Example: As a "S" type, I would remind him that he is in control of the situation and that I want to.**

- *Without looking at your notes, how would you respond to an angry "I" type?*

**Example: As a "C" type, I would compliment and praise him for something good he or she has done.**

- *Without looking at your notes, how would you respond to an angry "S" type?*

**Example: As a "D" type, I would be very careful to not attack or make him or her feel inferior.**

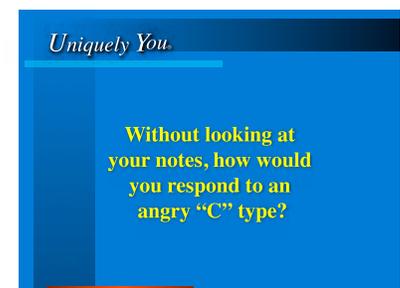
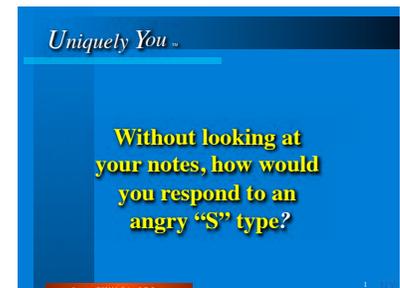
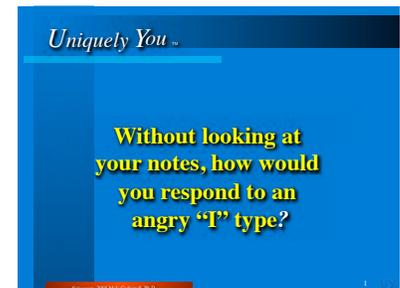
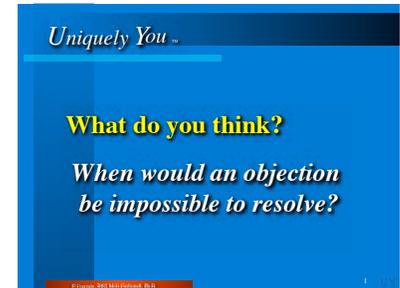
- *Without looking at your notes, how would you respond to an angry "C" type?*

**Example: As a "C" type, I would compliment him or her for showing lots of wisdom and . . .**

Review the *First Signs / Non-Verbal Communications* pages in your textbook.

**Instructor's Note:**

Use PowerPoint #201 - 205 when teaching this section.



**What do you think?**

- *What is your typical DISC non-verbal communication style (describe your usual body-language)?*

***Example: As a "S" type, I tend to show passive and non-treating body language. I come across as sincere, sweet, and submissive.***

Each DISC type has its non-verbal communication weaknesses. "D"s give the impression they are too busy to stop and talk or that they are in a hurry. They may look at their watches often.

"I" types are the most responsive, but sometimes telegraph they are more interested in everyone else around them. They often look around to see who else is there.

"S" personalities are the most attentive, but sometimes look like they are bored. They can be very excited about what others are saying, but don't show it.

"C"s sometimes look like they're in deep thought or even as though they may be upset, because they don't tend to show their emotions.

The best advice to give is that no matter what your personality is, let your face and body-language communicate interest in others. Someone said to a person who insisted he was excited, but didn't show it — "if you're really excited, tell your face!"

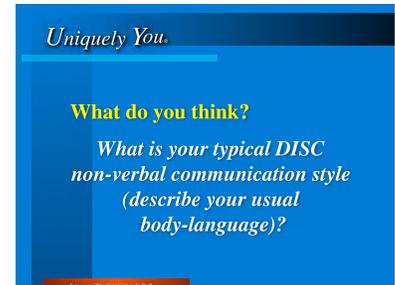
**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

***Example: As an "I" type, I come across as very friendly, but sometimes too talkative and self-centered. Need to be more interested in others.***

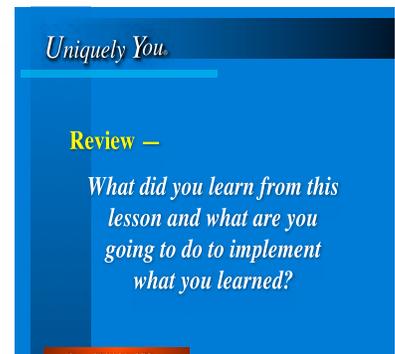
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**Instructor's Note:**

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# Business Builder Styles

It's one of the most important decisions you will ever make — do you want to be your own boss or do you want to let someone else determine the rest of your working life? Becoming a Business Builder involves a conscientious decision you must make. Most people are content working 9 -5, letting others control their income, decide how they spend most of their time, and basically control their lives.

A vast majority of people simply accept what they think is the inevitable, while a small minority refuse to accept the status-quo. One out of ten people yearn to be their own bosses, set their own hours, spend more time with their families, and earn unlimited incomes.

Those who want to break free of the "chains of all work and no play" are called "entrepreneurs." This is often a personality trait, but every DISC type can be an entrepreneur. "D" types are natural visionaries and pioneers. They sometimes overdo. They stumble under the weight of too many irons in the fire. They jump from one opportunity to another.

## What do you think?

- *How do you feel about being an entrepreneur?*

***Example: As a "D / S" type, I love the idea, but***

***there is a part of me that is often slow and***

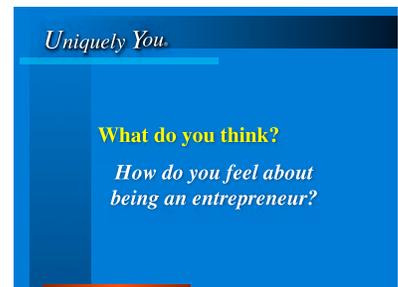
***hesitant to step out like I really want to.***

I was so impressed when I heard about Roger Barnett, the new President of the Shaklee Corporation. He spent \$20 million over a period of three years searching for and investigating over 40 different companies before purchasing Shaklee.

I'm really not sure what his personality type is. He seems to exhibit all four "D," "I," "S," and "C" type behavior. To hear what I mean, phone: (925) 924-3333 and listen to his three minute recorded message. Notice how he expresses all the personality types.

## Instructor's Note:

Use PowerPoint #208 when teaching this section.



**What do you think?**

- *What impressed you the most about Roger's message?*

***Example: As a "D" type, I like how he stepped into a large company and gave it a vision and direction to grow even larger.***

There are many Business Builder Styles. No one style is better than the other. The key is not a particular style, but rather knowing the style of those you are leading and serving. The most important lesson to learn is how to be "all things to all people." The best Business Builders are *Blended Servant Leaders*, who learn how to blend their personality types so that they can be the best servant leader to those they influence.

**What do you think?**

- *Define a Blended Servant Leader using DISC sentences (not just adjectives)?*

***Example: A "Blended Servant Leader" is someone who exhibits and practices all 4 behavioral stypes, someone who is "all things to all people."***

Describing Business Builders and Leaders is one thing, but becoming one is where "the rubber meets the road." It's "reality-time" when we must get real with our ideas, hopes, and dreams. We need to guard against wasting time talking about being leaders and becoming one.

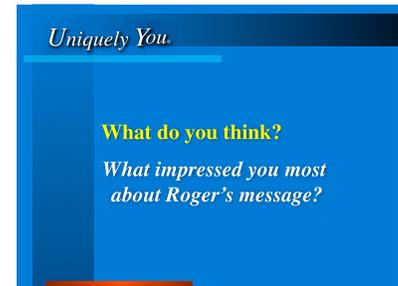
**What do you think?**

- *What is the most important thing a Business Builder should do (be practical)?*

***Example: A Business Builder should learn how to read his or her followers' DISC types, then lead them accordingly.***

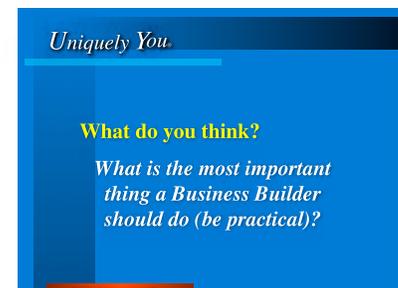
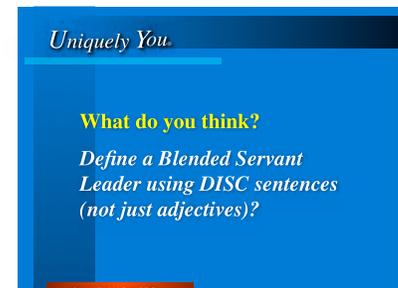
**Instructor's Note:**

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**Instructor's Note:**

Use PowerPoint #210 - 211 when teaching this section.



**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

**Example: As a "C" type, I learned that I tend to be cautious and calculating. I am going to become more positive, direct, decisive and not so moody.**

**Instructor's Note:**

Use PowerPoint #212 when teaching this section.

*Uniquely You.*

**Review —**

*What did you learn from this lesson and what are you going to do to implement what you learned?*

# Insights For Leaders Of Business Builders

Leaders of Business Builders are those who manage or supervise others to succeed in a common goal. It can be the leader of a sales or customer support staff, even independent contractors, whoever is involved in determining the success or failure of a joint venture.

Business Builders and their leaders must have a win-win attitude, otherwise leaders become simple employees and ordinary hired hands. Leaders of Business Builders should strive to help their leaders under them to also become Leaders of Business Builders.

Review the section *Insights For Leaders Of Business Builders* in your textbook.

## What do you think?

- *What insights jumped out at you?*

*Example: As a "S / I" type I learned that I can be too "people-oriented" and not enough "task-oriented." I'm going to try to be more balanced.*

Review the section that describes all the "D," "I," "S," and "C" types, plus their blends in your textbook. Then focus on your specific Graph 1 and Graph 2 types.

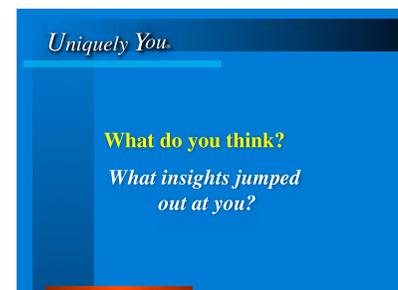
- *What other indicators would you add to your list?*

*Example: As a "D / C" type in both graphs, I tend to consistently be more task-oriented. Now that I know this, I am going to be more people sensitive.*

There is no perfect personality type. Each one has its strengths and "uniquenesses." What we might call a "weakness" in someone is usually just a "uniqueness." It is simply something different from what we think they should be.

## Instructor's Note:

Use PowerPoint #213 - 214 when teaching this section.



For example, "D"s look at "S"s as weak and "sucker" types. "S"s are actually more kind and sensitive than "D"s. "S"s' "weakness" is actually their "strength." What someone may interpret as "bad" is actually the best thing about "S"s'. There's an ancient proverb that says, "when I am weak, then am I strong."

- *How is your weakness being seen as a strength?*

**Example: As a "D" type, I think people see me more sensitive when I control my "D" and raise my "S" sensitivity and sweetness.**

Review the "Do" and "Don't" sections for all the "D," "I," "S," and "C" types, plus their blends.

- *What advice can you add to the list for each type?*

**"D": Example: Be more kind and caring. Listen to people's hurts and care when they share troubles.**

**"I": Example: Listen better and don't interrupt. Look at people's eyes, not what is happening.**

**"S": Example: Be more determined and show strength of character and verbal communication.**

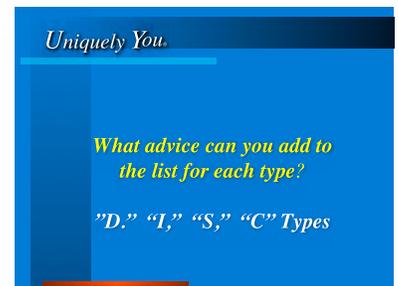
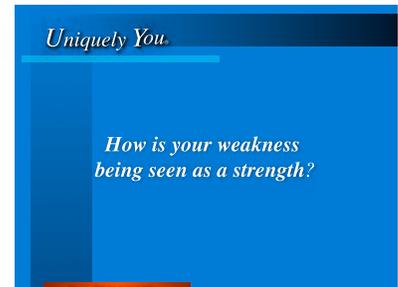
**"C": Example: Be more attentive to what people say. Don't correct so much and smile more.**

Leaders of Business Builders must always remember to be good examples to their followers. "Everything rises and falls on leadership," but "leadership rises and falls on behavior." You can be a good leader temporarily, but without good and balanced behavior you cannot sustain your leadership.

Your morals and values are so important. Be a leader with good character. Develop strong convictions to always do what is "right," not what is convenient or favorable to you only. Seek to raise people

**Instructor's Note:**

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above you. Treat them with the utmost respect. Be to them what you would want them to be to you, if you were the follower and they were the leaders.

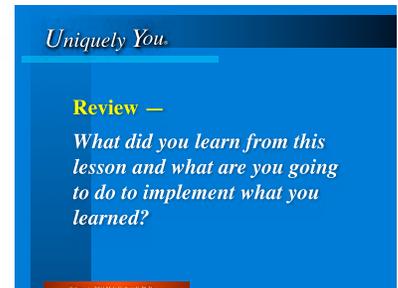
**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

*Example: As a "D / S" type, I learned that I can come across too hard, but then apologize too much. I tend to give mixed messages.*

**Instructor's Note:**

Use PowerPoint #217 when teaching this section.



# Recruiting / Prospecting Insights

Recruiting and / or leading are two of the most crucial skills you should already know or learn. Every Business Builder naturally tends to recruit and lead according to his or her personality type. Wise leaders first assess the personalities of those they are trying to help and then adapt their approaches to meet the needs and interest of others.

Review the section on *Insight for Business Builders* in your textbook. Think of a particular person you are working with to develop him or her into a successful Business Builder.

- *What is his or her DISC personality type?* \_\_\_\_\_
- *Outline a 5 step strategy to help this person grow as a leader —*
  1. *Example: Identify his or her "D,I,S, & C" type.*
  2. *Identify his or her strengths and uniquenesses.*
  3. *Learn to guard his or her strengths.*
  4. *Guard against his or her weaknesses.*
  5. *Lead others based on their "DISC" types.*

Review the section dealing with "D," "I," "S," and "C" types trying to recruit and / or lead "D," "I," "S," and "C" types in your textbook.

## What do you think?

- *What insights jumped out at you?*

*Example: I need to be aware of other people's personality type and communicate with them the way they are wired.*

## Instructor's Note:

Use PowerPoint #218 - 220 when teaching this section.

### Uniquely You.

Review the section on *Insights for Business Builders* in your textbook. Think of a particular person you are working with to develop him or her into a successful Business Builder.

**What is his or her DISC personality type?**

### Uniquely You.

Outline a 5 step strategy to help this person grow as a leader —

### Uniquely You.

Review the section dealing with "D," "I," "S," and "C" types trying to recruit and / or lead "D," "I," "S," and "C" types in your textbook.

What do you think?

What insights jumped out at you?

- How do you typically recruit and / or lead others?

Example: I typically recruit others the way I feel about something.

Review the section *Memory Jogger / Prospects List*.

- List the top ten people you would like to contact first about your business opportunity?

- (1) Example: Jim
- (2) Sally
- (3) Tom
- (4) Betty
- (5) Jose
- (6) Valerie
- 7) Judy
- (8) Sam
- (9) Dick
- (10) Phyllis

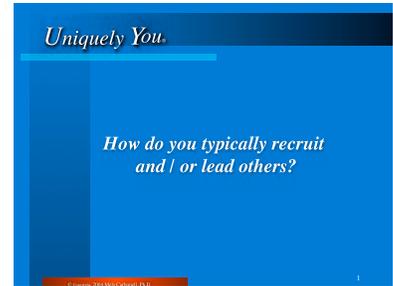
Think about what you are going to say to each one with their DISC types in mind. If you don't know what it is, think about how each person tends to act and feel. Consider this first, then design your approach accordingly.

- Write what you are going to say to each one based upon what you think his or her personality is.

- (1) Example: Jim is an "I" and needs excitement.
- (2) Sally is more of a "S" and responds to sweetness.
- (3) Tom is a "C" type and needs a lot of accurate info.

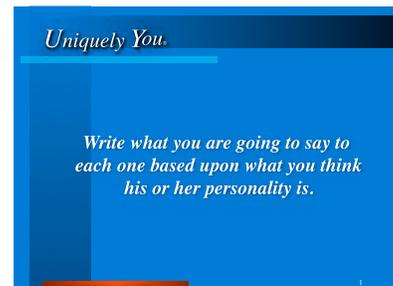
**Instructor's Note:**

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**Instructor's Note:**

Use PowerPoint #223 when teaching this section.



- (4) Betty is a "S" type and needs a lot of kindness.
- (5) Jose is a "D" type and needs strong answers.
- (6) Valerie is a "C" type and needs explanations.
- 7) Judy is also a "C" type and needs needs.
- (8) Sam is a "I" type and responds best to positivity.
- (9) Dick is a "S" type and needs a stable environmt.
- (10) Phyllis is a "C" type and need more details.

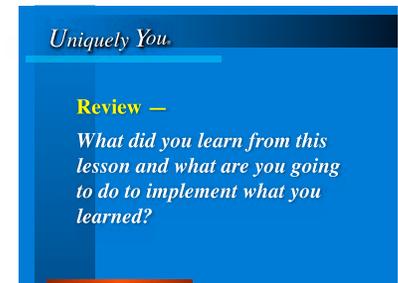
**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

**Example: I learned that people respond best when their specific personality is affected and I am going to try identifying personalities first.**

**Instructor's Note:**

Use PowerPoint #224 when teaching this section.



## 8

**Be healthy, wealthy, and wise by  
controlling your motivations!**

## Why Wellness?

This is the last chapter, but it probably should have been the first! It seems wellness often becomes an afterthought, when it should be a priority. It needs to take center stage in our lives. Wellness will affect everything you do.

When it comes to building your business, whatever it might be, wellness will determine the energy you have to conduct business your fullest. It will also determine the time you have to devote to your business. Sick employees cannot produce as effectively as they could if they were well.

I'm not sure how accurate this is, but \$8 billion a year is now spent in corporate America on hiring and training new employees, many of which were fired or resigned due to illness. You and your employees or business builders must "invest" in your and their health or suffer the consequences.

### What do you think?

- *What other reasons are there for why wellness is so important?*

**Example: Maintaining a healthy life style is less expensive than an unhealthy life style, plus you are more productive when you are healthy.**

Another great reason to be involved in wellness is the "wellness industry" itself. Health and Wellness is one of the, if not THE, fastest growing industries in the world today. Taking advantage of its importance and popularity will not only save you money, it can also earn you an unlimited income. There has never been a time in history when health or lack of it can make you either rich or poor.

The most important lesson to learn is to work on your own wellness, then you can help others do the same. Someone once said, "Physician heal yourself!" Perhaps we could also say, "Image

*Read in your textbook "So, You're Unique! What's Your Point?" Chapter 8.*

*Read and think about the following "Thought" and your suggested "Affirmation."*

### **TODAY'S THOUGHT:**

*"Wellness is not an option.  
It is a life or death way of life!"*

### **AFFIRMATION:**

*I will take better care of myself,  
because I was created to  
enjoy life, not to endure it!*

### **Instructor's Note:**

Use PowerPoint #225 when teaching this section.

Uniquely You.

**What do you think?**

*What other reasons are there for why wellness is so important?*

consultant, preacher, psychologist, educator, sales person, manager, supervisor, leader and etc., heal yourself!" Whoever we are and whatever we are trying to pass on to others needs to be strengthened by our quality of life.

How can we expect people to trust us and follow our example, when we can give the impression of being undisciplined and unhealthy? This may be a little too sensitive, but it needs to be said. The "D" in me is looking for a megaphone, while the "S" is telling me to be quiet and nice.

**What do you think?**

- *Would you consider yourself healthy or not, and why do you think that is so?*

***Example: I don't think I am as healthy as I should be, because I don't eat healthy and I don't exercise as much as I should.***

Since motivations affect everything we do, we should regularly have a "check-up from the neck up!" We should first identify our DISC motivations and how they affect why we do or don't take better care of ourselves. Understanding our natural motivations can often explain the reasons why we struggle with improving our health.

**What do you think?**

- *How do your personality motivations affect your wellness?*

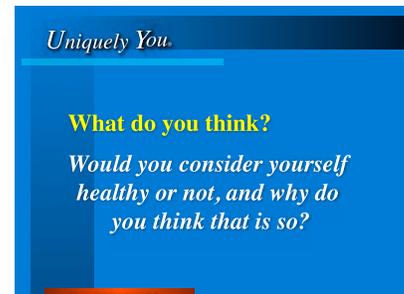
***Example: As a "S" type personality, I just don't care that much about go health. I would rather just go with the flow and be happy with myself.***

If "wellness doesn't just happens, it takes effort," we must determine to improve our health with a systematic plan. We should have a regular routine to exercise, plus a good supply of nutritional supplements, and commitment to eating healthy foods.

Each personality type responds to these challenges differently, but they should all end up on the same page — with the same commitment to be healthy, wealthy, and wise. Keep in mind, that being "wealthy" means being wealthy, mentally, spiritually, and financially, not just financially. You can be financially poor, but rich in mind,

**Instructor's Note:**

Use PowerPoint #226 - 227 when teaching this section.



body, and spirit! In fact, being financially wealthy can be destroyed easily if your are not physically healthy. The ideal life is to be all four — mentally, spiritually, financially, and physically healthy.

**What do you think?**

- How would you describe your mental health?

**Example: As a "C" type I tend to worry too much.**

- How would you describe your spiritual health?

**Example: As a "D" type I am dedicated and**

**strong** would you describe your financial health?

**Example: As a "S" type I am content with little.**

- How would you describe your physical health?

**Example: As an "I" type I like to look good.**

One of the most exciting opportunities is to help people in all four areas. Consulting and training in the Wellness Industry is a phenomenal opportunity today.

**Review —**

- What did you learn from this lesson and what are you going to do to implement what you learned?

**Example: As a "C" type I learned that I am a**

**"thinker." I tend to get bogged down with the**

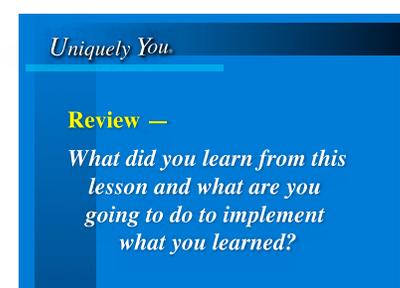
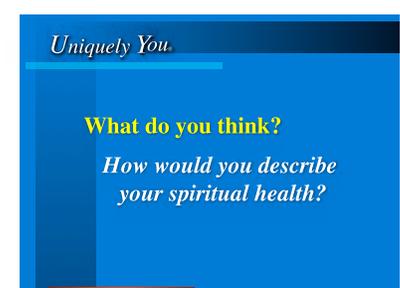
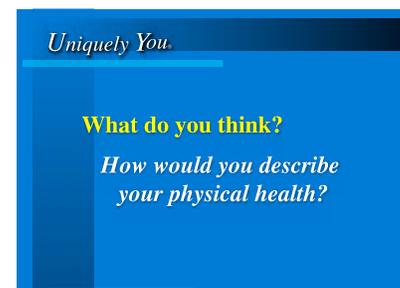
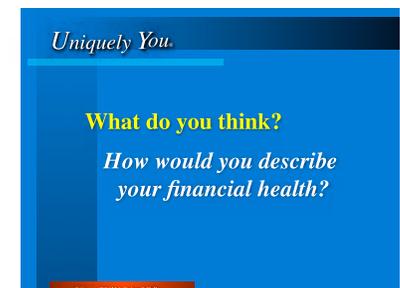
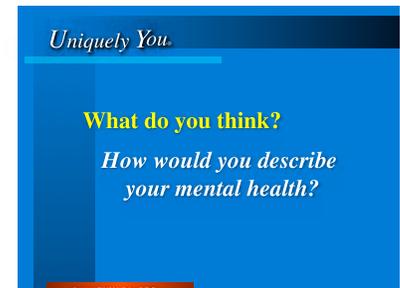
**details and I need to relax more.**

Building a high-rise complex requires designing a strong foundation. The higher we want to construct the building the more important the bearings of the foundation should be calculated. Engineers refer to this as "load factors" or "load bearings."

As wise leaders we need to factor wellness into our lives. We factor so many other things — research, development, financing, customer relations, advertising, staff meetings, and many more factors. We should also factor good health into our schedules, policies, and procedures.

**Instructor's Note:**

Use PowerPoint #228 - 232 when teaching this section.



# Health Factors

Your diet is perhaps the most important factor for good health. What you put into your body is what often makes you healthy or not. It's the fuel your body needs to function best.

## What do you think?

- *How would you honestly judge your regular diet and what kinds of foods do you typically eat?*

***Example: As a "C" type I tend to often think about my weight and health, but I tend to worry and food seems to fill the voids in my life.***

Dr. Bob Reccord, President of one of the nation's largest faith-based organizations, shared with me that when they built their new headquarters, they decided to remove some rocking chairs and replace them with treadmills. Their health insurance premium had skyrocketed and leisure was costing them more than the exercise equipment.

## What do you think?

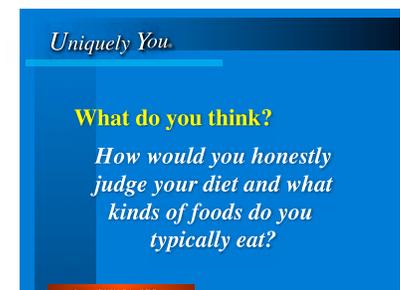
- *What is your exercise routine?*

***Example: As a "S" type I am not motivated that much to exercise. I do better with a good friend or with a group.***

Maintaining a healthy diet and exercise program is not enough for maximum wellness. You also need food supplements to factor into building a healthy foundation.

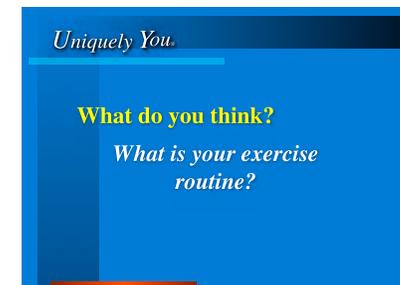
## Instructor's Note:

Use PowerPoint #233 when teaching this section.



## Instructor's Note:

Use PowerPoint #234 when teaching this section.



**What do you think?**

- *What, if any, nutritional supplements do you take regularly?*

***Example: As an "I" type I like to look good and try to take the vitamins and supplements that keep me healthy and strong. I specifically take vitamins for more energy and to boost my immune system.***

With your specific DISC personality type in mind, think of ways you can encourage yourself to discipline the supplementation needs of your body. Step back from yourself and evaluate what you are presently doing concerning good nutritional supplements.

**What do you think?**

- *How would you encourage yourself if you were another person and knew what you were doing with your diet and supplementation?*

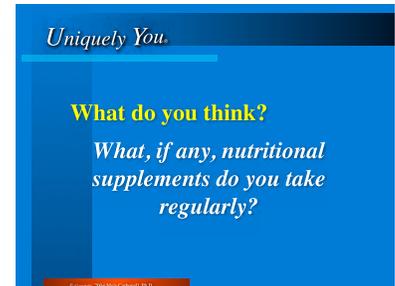
***Example: As a "D" type I remind myself that I control my destiny and that I need to master my cravings, food consumption, and exercise.***

Your future well-being and success may be determined by what you do today and tomorrow about your health. Mother Teresa said, "To keep a lamp burning we have to keep putting oil in it." To a life producing health and happiness, we must also keep putting good food as fuel in it.

Vitamins are simply compacted food sources. They are the nutrients from special foods that help us. We can eat 1,000 tomatoes to get the sufficient antioxidants we need, or we can take some vitamins containing the antioxidants. The way we grow, process, and cook our foods today demands that supplementation is no longer an option. We need to eat better foods, plus supplement them with vital nutritional supplements for maximum health benefits.

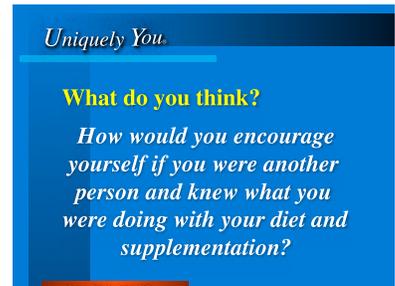
**Instructor's Note:**

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**Instructor's Note:**

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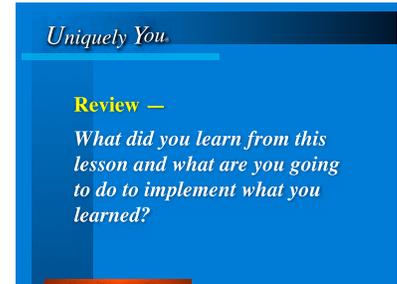
**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

**Example: As a "S" type I learned that I tend to be too passive and procrastinate too much. I need to be more determined and disciplined.**

**Instructor's Note:**

Use PowerPoint #237 when teaching this section.



# Balancing and Maintaining Good Health

An ancient proverb warns that "a double-minded man is unstable in all his ways!" It is double-minded to say we think highly of ourselves and not take care of our bodies. To teach how to be successful and fail with our health is being double-minded.

These are harsh words, but sometimes we need a wake-up call. "D" types may need an "in your face" conflict. "I"s often need an embarrassing or humiliating moment. "S" types need a terribly disappointing encounter. And "C" personalities sometimes need a mind-shaking experience.

People often make major changes when their doctor diagnoses diabetes, cancer, heart disease, or other problems. Our bodies even cry out for help through heart attacks, pain, sleepless nights, and many other indicators that grab our attention.

The questions are — do we "care enough" to change our health habits before it's too late? Are we going to wait for a serious wake-up call? What will it take to make us balance and maintain good health?

## What do you think?

- *Have you had a wake-up call and, if so, what was it about?*

***Example: I have definitely been convicted and . . .***

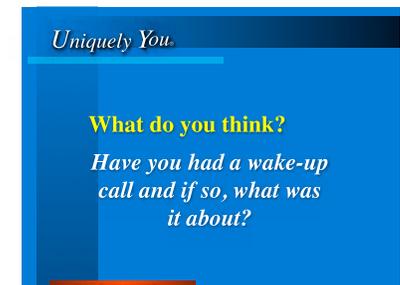
- *What did you do about it?*

***Example: I decided to be more conscientious about my weight, eating habits, and exercise.***

Review the *Balancing Your Health* section in your textbook. Focus on your primary DISC personality type.

## Instructor's Note:

Use PowerPoint #238 when teaching this section.



**What do you think?**

- *What insights can you add to your personality type "Think it over" list?*

**Example: As a "S" type, I am not real motivated or energetic about my health, especially about my weight. I want to lose weight, but just don't.**

Review the *Exercise, Foods, Supplements, and Mental Attitude For All Types* section in your textbook.

- *Did anything jump out at you and what was it?*

**Example: As a "C" type I tend to worry too much. I was impressed by how accurate this is.**

Review the *All Supplements are NOT Alike* section in your textbook.

- *What did you learn?*

**Example: As a "D" type I learned that I should control my habits and health.**

Review the *Maintaining Good Health* section in your textbook.

- *What did you learn?*

**Example: As an "I" type I learned that I need to focus on my determination to be healthy.**

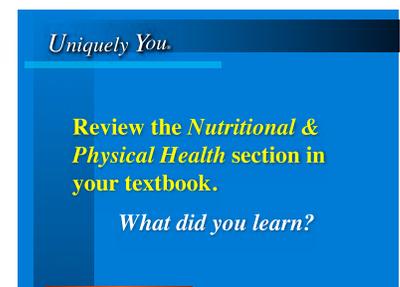
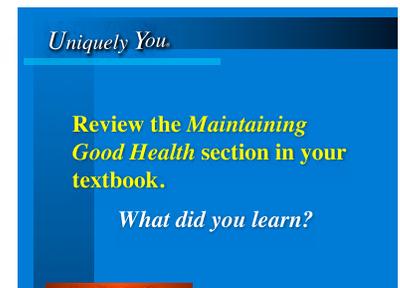
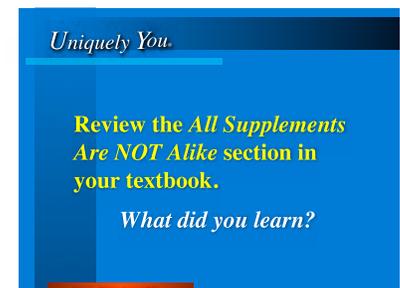
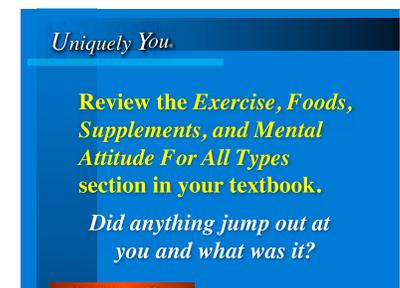
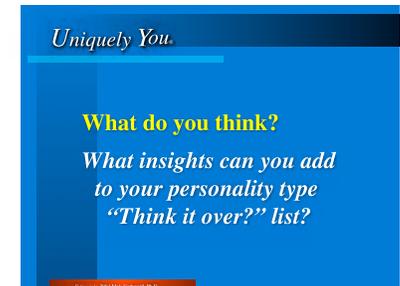
Review the *Nutritional & Physical Health* section in your textbook.

- *What did you learn?*

**Example: As a "S" type I tend to wait and watch, while I should be more active and outgoing.**

**Instructor's Note:**

Use PowerPoint #239 - 243 when teaching this section.



Review the *Mental & Emotional Health* section in your textbook.

- *What did you learn?*

**Example: As a "C" type I tend to worry too much. I also am too picky and procrastinate. I need to make quicker decisions and be more positive.**

Review the *Social & Spiritual Health* section in your textbook.

- *What did you learn?*

**Example: As a "C" type I tend to worry too much. I also am too picky and procrastinate. I need to make quicker decisions and be more positive.**

Review the *Self-Affirmation Commitment* section in your textbook.

- *Are you willing to sign it, if so or if not, why?*

**Example: As a "S" type I forced myself to commit to improving my health. I am determined to be more positive and proactive.**

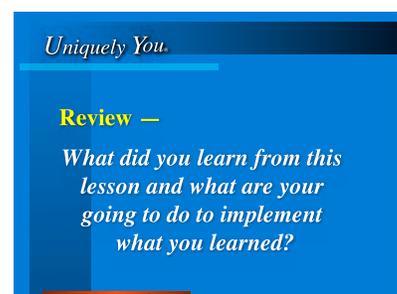
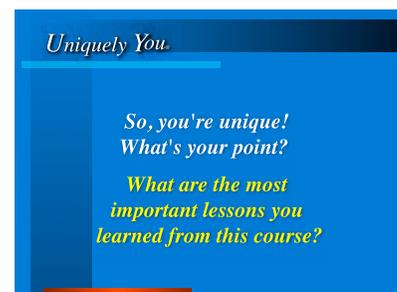
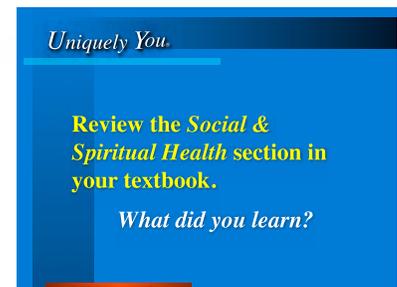
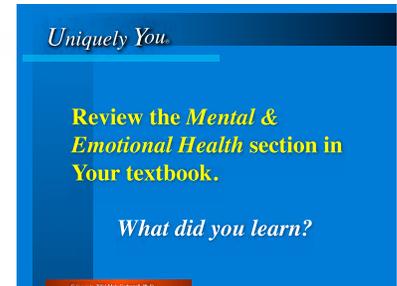
**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

**Example: As an "I" type I tend to dream more than do. I need to put my ambitions into action. I am going to be more "task-oriented."**

**Instructor's Note:**

Use PowerPoint #244 - 247 when teaching this section.



# How DISC Personality Types Manage Money

A comic joked, "money talks — it always says, 'bye.'" This may be more true than funny. Managing our money from a DISC perspective is innovative. There are numerous books and courses on money management, but I've never heard of one that looks at the subject from a DISC personality point of view.

- *What type of DISC money-manager are you?*

## D, I, S, or C

Review the *How DISC Personality Types GET Their Money* section in your textbook.

### What do you think?

- *What jumped out at you and why?*

*Example: As a "C" type I am very frugal, but am often crippled by my indecision and worry. I am going to be more positive and save more.*

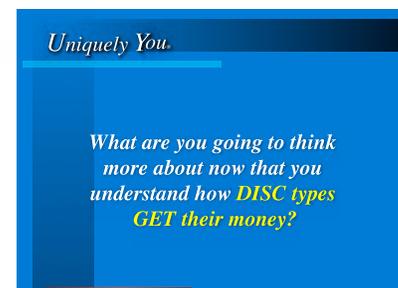
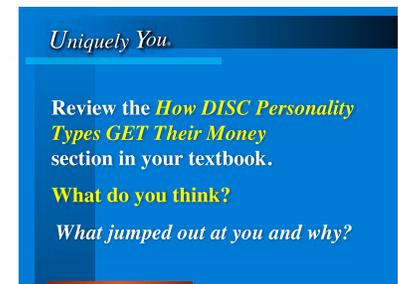
- *What are you going to think more about now that you understand how DISC types GET their money?*

*Example: As an "I" type I realized that I tend to be more of a "spender" and need to be more of a "saver."*

Review the *How DISC Personality Types GUARD Their Money* section in your textbook.

### Instructor's Note:

Use PowerPoint #248 - 250 when teaching this section.



What do you think?

- *What jumped out at you and why?*

***Example: As a "C" type I tend to worry too much.***

***I also am too picky and procrastinate. I need to make quicker decisions and be more positive.***

- *What are you going to think more about now that you understand how DISC types GUARD their money?*

***Example: As a "D" type I am going to save more money and think before I spend, plus guard more urges to spend without researching first.***

Review the *How DISC Personality Types GIVE Their Money* section in your textbook.

What do you think?

- *What jumped out at you and why?*

***Example: I loved the idea of being successful so that I can give more and help more people.***

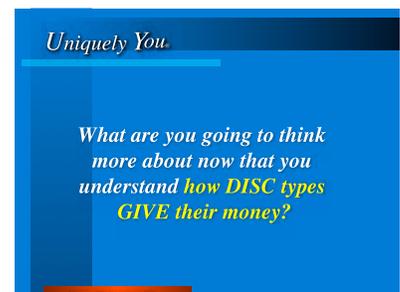
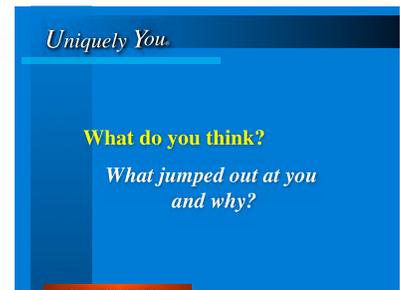
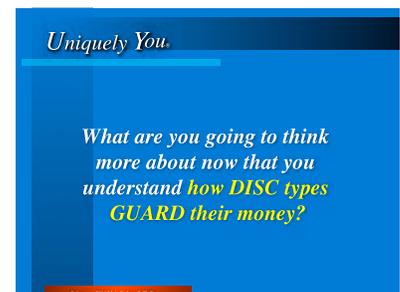
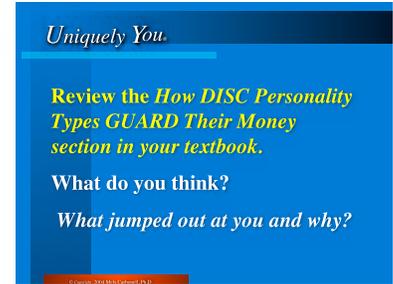
- *What are you going to think more about now that you understand how DISC types GIVE their money?*

***Example: As a "C" type I am going to be more of an "investor," rather than a "saver."***

Money, or the lack of it, is one of the greatest blessings or burdens in life. Relationships often fail because of money challenges. Many marriages are destroyed because of financial problems or control issues. Employers and employees are also challenged

**Instructor's Note:**

Use PowerPoint #251 - 254 when teaching this section.



because of "haves and the have nots." Understanding the DISC Model of Human Behavior may not answer your financial questions or solve your money management woes, but it can help redirect your thinking toward a new and innovative way of looking at how you get, guard, and give your money.

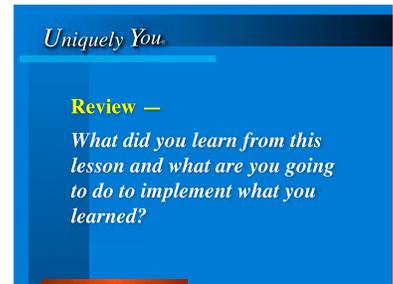
**Review —**

- *What did you learn from this lesson and what are you going to do to implement what you learned?*

***Example: I learned that I tend to be governed by my personality, but I need to govern by God and let Him control my personality more.***

**Instructor's Note:**

Use PowerPoint #255 when teaching this section.



# Improving Time Management

People have often said, "time is on your side," but is it really? Time is also a fleeting thing. It never rest or stands still. It can't be taken back or rewound. It is one of the most powerful gifts, yet allusive things we have.

Time can be on our side or it can work against us. It is a friend and / or foe. To a broken heart, it can heal wounds. To a dying loved one it can steal precious moments.

As leaders, we must learn how to be better managers of our time. Understanding DISC personality types can help us improve our time management skills.

- *What type of DISC time-manager are you?*

## D, I, S, or C

Review your specific DISC Type Resource Manager in the *Improving Time Management* section of your textbook.

### What do you think?

- *What jumped out at you and why?*

**Example: I learned that I tend to be indecisive and need to be more determined and driven.**

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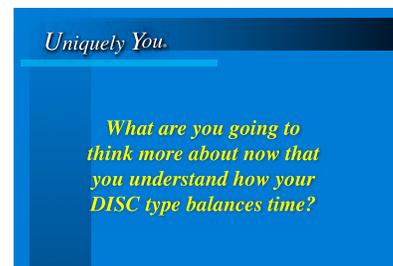
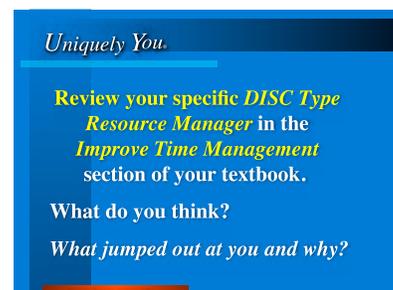
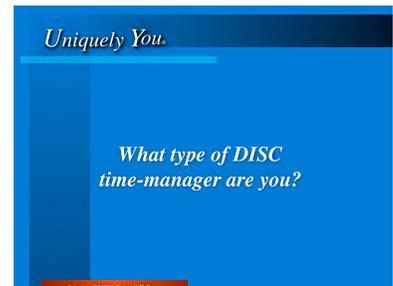
- *What are you going to think more about now that you understand how your DISC type manages time?*

**Example: As a "C" type I am going to try to be more active and people-oriented.**

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### Instructor's Note:

Use PowerPoint #256 - 258 when teaching this section.



Review the *Balancing Your Time* section in your textbook.

**What do you think?**

- *What jumped out at you and why?*

***Example: As an "I" type, I tend to spend to much time just talking to people. I need to be more conscientious of my and other people's time.***

- *What are you going to think more about now that you understand how your DISC type manages time?*

***Example: As a "D" type, I am going be more sensitive to people's feelings and focus on their needs, rather than my wants.***

Review the *Now What About Your Time* section in your textbook.

**What do you think?**

- *What jumped out at you and why?*

***Example: As a "S" type my need to be more aggressive and decisive, because I tend to be too passive and easy-going.***

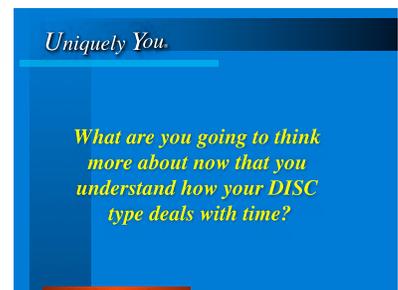
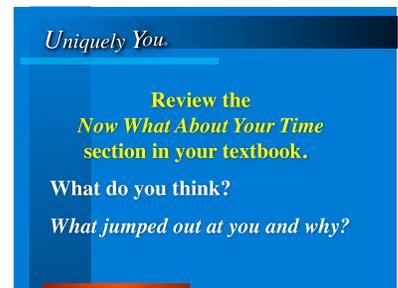
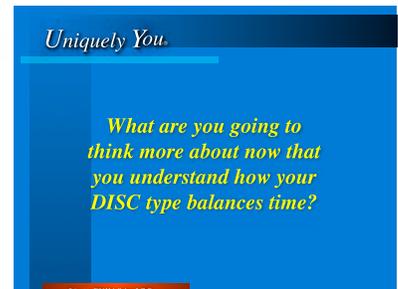
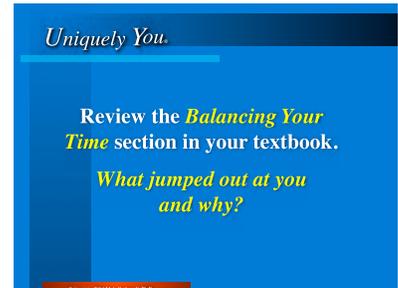
- *What are you going to think more about now that you understand how your DISC type deals with time?*

***Example: As a "S" type, I am going to be more time conscience in order to get more done, rather than sitting around and wasting time.***

There is actually no conclusion to this study. This is really a new beginning. Now that you hopefully understand the DISC

**Instructor's Note:**

Use PowerPoint #259 - 262 when teaching this section.



personality types much better than you did before, you need to put what you have learned into practice.

**What do you think?**

- *What was the main point of this course?*

***Example: For me, it was to identify my personality type and then learn to work and relate to others from their personality perspective.***

Review the *On Beyond Z* lesson in your textbook.

**What do you think?**

- *What are the most important letters in your life?*

***Example: For me, they are "o t h e r s" so I can better bless and help my friends, family, and anyone I have an opportunity to help.***

- *So, you're unique! What's your point? What are the most important lessons you learned from this course?*

***Example: I learned that I am a unique personality type with a specific way of thinking, feeling, and acting that is neither good, nor bad. That my personality affects a lot of what I think, feel, and do. Also that I need to control my personality, rather than let it control me.***

*Thanks for allowing us to serve you! The point is, you're unique, now go act like it and help others do the same!*

**Instructor's Note:**

Use PowerPoint #263 - 265 when teaching this section.

