WHAT: Delivery of the Talent Insights (DISC and Motivators) Team Analysis
LEADER: Team Advocate (TA) (Development Manager, Internal Team Consultant, etc.)
WHO: All team members
DELIVERY: On site or by telephone
TIME ESTIMATE: 90 minute session (minimum)
MATERIALS: Team Talent Insights Binder including copies of each team member's report and Team Summary Information (Compiled by Paragon Resources – Team Success Insights Wheel (TSIW) and Team Motivators Graph (TMG).
TA PREP: Review all DISC & Motivators graphs, note DISC graph adaptations (and any unusual graphs) and Motivator intensities, and review general business information and team member positions. If there is anyone with an unusual graph (overshift, undershift or tight), discuss the graph with him/her privately prior to the session.
TEAM PREP: Each team member should thoroughly read his/her own Talent Insights reports and have them available for the session. Each person should compile a list of questions about his/her own reports and have a copy of the Team Summary. Lastly, each team member should have a friend, spouse, family member or someone else who knows them well read the reports to confirm their validity. It is suggested that this person be someone outside the work environment because what people see at the work place will be the adapted graph which can be quite different than the real person.

Team Analysis Session
Introduction
❑ TA introduces him/herself to the entire team and gives his/her professional background. This may be the first time that some of the team members have met the TA and the TA needs to earn credibility.
❑ TA verifies all team members are present by stating each name and confirming general information about the individual – position, length of time on team and in the industry. This helps to confirm the data, shows that the TA is prepared, and builds a rapport with each individual.
❑ Confirm all team members have their Talent Insights reports in front of them, including a copy of the Team Summary.

DISC Explanation/Interpretation
❑ TA directs team members to the first half of their reports to discuss the DISC portion.
❑ TA starts analysis session by asking each team member if he/she has read the reports. "How accurate is the report for each of you?" Try to get an understanding in terms of a % of approval (80-100% accurate as an average response.) If any low acceptance is announced, TA should ask if another person reviewed that team member's reports for accuracy. The team member may not have realized "blind spots" – behavior that he/she is not aware of. It is important to ask someone else for an "objective" opinion of statements in the report before dismissing its accuracy. If still uncertain about the report's validity, TA should encourage participation in the session and gauge accuracy again afterwards. People sometimes see the more negative side of a style rather than the positive contributions a style can have.

- ❑ TA introduces what this portion of the report is measuring and why it is used for team development. Discussion includes:
  - ▪ DISC is a behavioral model
  - ▪ DISC does NOT measure intelligence, education, training, skills, experience, personality
  - ▪ DISC describes observable behavior and emotions, "the HOW of your actions", how you do what you do. It helps us understand your most comfortable work style (How you would do the job if you could do it any way you wanted to) & how you behave in your natural environment (outside work) or when under stress.
  - ▪ DISC is neutral – there are no right or wrong answers, no good or bad. – You are what you are.
  - ▪ DISC helps us understand your natural strengths so that we can use them in the team.
  - ▪ It is used to help us understand what work will energize versus drain you so that we can define roles and responsibilities.
  - ▪ DISC helps us understand any possible workplace stress. Later we will discuss the "real you" versus the "9-5" you. Hopefully these are similar. If not, we want to redefine your responsibilities so we capitalize on your strengths.
  - ▪ DISC also helps us understand your particular communication style so that you can learn what opens and closes the door of communication for you and of others.
  - ▪ Based on your specific individual answers to the questionnaire, this software can generate 384 possible outputs. Similarities between reports show a similarity in behavior style. This assessment does not try to pigeonhole you into very broad categories like many others do. Thus, it gives you an accurate overview of how you behave.
- ❑ TA directs the team to open the report to the page titled "Descriptors", where you will see 4 columns of words with shaded areas. (Generally around page 10)
- ❑ TA gives an overview of this page:
  - ▪ The DISC behavioral model is made up of 4 factors: Dominance, Influencing, Steadiness, and Compliance, which are the titles of each of the columns.
  - ▪ Everyone has a measurement of all 4, a blending.
  - ▪ "Highlighted words are YOU in your natural environment, outside of work, or under stress. These are your natural strengths."
  - ▪ Discuss continuum by pointing out the midline of the page and explaining that shading above the line indicates an intensity of the "high" side of factor or that you seek what that behavior measures (Problems, People, Pace, and Procedures); shading below the line indicates intensity of the "low" side of factor or that you avoid what that behavior measures; near the "midline", indicates you are situational in the factor and that it is not a strong indicator of your behavior either way, you will use the behavior on a case by case basis. Any results with just a word or two highlighted should be considered situational and not emphasized in the description of the person. It is where there are more words highlighted (high or low sides) that will strongly resonate with a person.
- ❑ TA starts to define each factor of the DISC model:
  DOMINANCE – Measures how you deal with PROBLEMS or challenges
  Use words to thoroughly describe this behavior, including:
  - ▪ Task-focused (opposed to people-focused)
  - ▪ Extroverted (opposed to introverted)

- Emotion: Anger
- Higher the "D" = more aggressive / Lower the "D" = more apprehensive
- Share team members' results by indicating who on the team is High, Low or Situational in the "D" Factor. Remind them again, there is no Good or Bad – Right or Wrong.
- Continue with more descriptions of the style using your study material

INFLUENCING – Measures how you deal with PEOPLE or how you influence others to our point of view

Use words to thoroughly describe this behavior, including:
- People-focused
- Extroverted
- Emotion: Optimism and TRUST
- Higher the "I" = more talkative / Lower the "I" = more reserved
- Share team members' results by indicating who on the team is High, Low or Situational in the "I" Factor.
- Continue with more descriptions of the style using your study material

STEADINESS – Measures how you respond to PACE of your environment and change

Use words to thoroughly describe this behavior, including:
- People-focused
- Introverted
- Emotion: Non-demonstrative
- Higher the "S" = slower, more consistency / Lower the "S" = faster, more variety
- Share team members' results by indicating who on the team is High, Low or Situational in the "S" Factor.
- Continue with more descriptions of the style using your study material

COMPLIANCE – Measures how you respond to rules and PROCEDURES set by other people

Use words to thoroughly describe this behavior, including:
- Task-focused
- Introverted
- Emotion: Fear (worry, caution)
- Higher the "C" = perfectionist, detail-oriented / Lower the "C" = independence, seen as "own person"
- Share team members' results by indicating who on the team is High, Low or Situational in the "C" Factor.
- Continue with more descriptions of the style using your study material

❑ TA summarizes the DISC model by saying:
- "Again, Dominance and Compliance are Task focused; High Dominance solves problems and does things fast (results-oriented), High Compliance organizes and does things slowly and accurately (quality-oriented). " Dominance is about getting it done quickly; Compliance is about doing it correctly.
- "Influencing and Steadiness are People focused; High Influencing is verbally convincing and enjoys social interaction with a lot of people; High Steadiness prefers long lasting, close relationships with a smaller amount of people." Influencing is about one to many and Steadiness is about one on one.
- "Any questions?"

- In order for TA to give more detailed information on the team's reports, he/she directs the team to open the report to the page titled "Style Insights Graphs", to see 2 graphs side-by-side. (Generally found around page 19 or 20) TA gives an overview of this page:
  - "At the top of each graph, you will see D – I – S – C, and at the bottom of the graph, you will see a % for each of the behavioral factors."
  - Direct the team to focus on Graph II, Natural Style. "This is a graphical, more detailed representation of the page we just discussed." This is the REAL YOU
  - Point them to their own %'s and remind them, 51-100% is considered High in the factor, 0-49% is considered Low and around 45-55% is Situational. Again, no Good or Bad, no Right or Wrong. No biases are allowed.
  - Now, direct the team members to Graph I, Adapted Style. "This graph represents how you adapt your behavior for your work environment, if at all." This is the 9-5 YOU
  - This is your perception of what behavior you need to do your job. There are 3 reasons for adaptation: 1. People you work with (or for); 2. The job's demands or responsibilities and; 3. Personal physical surroundings.
  - "Adapted behavior is the behavior you are displaying on the job. We all can and should adapt or flex our behavior in short periods of time to communicate with a person. The Adapted Graph indicates how you spend the majority of your time at work."
  - The goal is to have the 2 graphs look as similar as possible, what is High on the right should be High on the left – what is Low on the right should be Low on the left.
  - "If the graphs look similar, this indicates that you perceive your natural style is what is needed for your current work environment or your refuse to adapt."
  - "If you see differences of 30% points or more between the two graphs, in any of the factors, this indicates you are exerting energy to be someone you are not. You are taking energy from your battery pack to turn on or turn off a behavior. It doesn't necessarily mean there is a performance problem, but there is a cost for you to perform at this level and we may not see the super star you could be if you were in a role or environment more suited for you. This may indicate a job mismatch, a new job, a misperception of what the job calls for, or a person who is in an environment that does not allow them to perform at their highest level."
  - Because it takes energy to adapt your behavior, significant adaptation can lead to frustration, exhaustion, stress, procrastination, and eventually health issues and a disinterest in the work.
- TA now gives specific interpretation of each team member's graphs. One-by-one, review the differences in the 2 graphs. Sample discussion:
  - Factor-by-factor, discuss the changes. "Naturally your D is __%, but at work you adapt to __%."
  - Give a description of the change (High to Low, Low to High or No change) for each factor using your study materials.
  - Help each person understand why the adaptation is happening. Ask "how do the changes make you feel at the end of the day?" "If we gave you more time to be X would you like that?"
  - Involve other team members in helping the person understand the adaptation and defining how to better improve the environment or job to give the person what he/she

naturally needs. (Example: High S goes to Low S, give them private time, close the door, fewer interruptions, etc.)

- Usually, awareness of the adaptation alone helps improve the situation.
- "When building a team we want to use a person's Natural Style."
- After discussing each team members' graphs, ask if there are any questions.

NOTE: If anyone has an unusual graph, the discussion may become awkward. It is suggested to discuss the results with the person prior to the session so that you handle it appropriately when in front of the team. If you are unable to have a discussion prior to the session, you should inform the person that the assessment might not be an accurate reflection of your current (natural or adapted) style and suggest a private time after the team session to further discuss. "An "Unusual Graph" is one that does not indicate a clear behavioral style because rather than having a shape with peaks and valleys, its shape most closely resembles a horizontal line. The graph can have all four DISC plot points either above the Energy Line, below it, or simply near it with all four DISC percentages hovering close to 50%. There are several reasons this type of graph may appear in your report. Depending on whether the graph appears in your "Natural Style" or your "Adapted Style", it can explain your reaction to either your personal or professional circumstances. Perhaps you are currently experiencing a particularly emotional and stressful time, either positive or negative. Perhaps you are in a new situation with unknown expectations or an uncertain outcome. Perhaps you are trying to be an overachiever and be all things to all people. Or, perhaps you over-analyzed the assessment questionnaire or attempted to outsmart it. Regardless, it is suggested that you seek to understand the possible reason for these results and then consider re-taking the assessment in the future."

❑ TA directs the team to open the report to the page titled "Success Insights Wheel" and gives overview of page (generally around page 21 or 22.) Discussion includes:
- "This page is a visual representation of the graphs you just reviewed. The circle is your Natural Style, the star your Adapted.   This wheel puts your behavioral style into categories to help us give a high level overview of your graphs."
- Point out the DISC "corners" and that they act like magnets. Explain that the top of the wheel is Task focused, bottom is People focused. Right is faster paced, Left is slower, more methodical paced. Right often initiates work to be done, and the Left does it.
- Explain the meaning of the placement by defining the "titles" of the 8 styles (Example: The Persuader is a combination of the High D and I behavior factor.)
- Flexibility of a person's style is determined by the placement. The further out you are on the wheel, the more difficult it is for you to adapt to the behavioral style on the other side. The closer to the center, the more flexible your behavioral style is.
- Note the placement of the Natural and Adapted Styles (circle and star). If they are in the same section of the wheel or right next door, not too much adaptation. Further away, more adaptation.
- Now look at TEAM SUCCESS INSIGHTS WHEEL, ask them if they notice anything about it. Describe team make-up from perspective of balance, weaknesses, voids. Utilize the FIND•GRIND•MIND™ model to help them understand gaps of coverage if applicable. Determine roles and responsibilities and make note of any adaptations people may be taking to fill the voids of the team.

NOTE: If anyone has an unusual graph, you may not see a circle or star, depending on whether it is the adapted or natural style.

❑ Wrap up DISC discussion. Ask if there are any questions.

Motivators Explanation/Interpretation
❑ TA directs team members to the second half of the Talent Insights Report for the Motivators portion.
❑ TA introduces what the report is measuring and it is used for team development. Discussion includes:
  ▪ Motivators define the "why" of your actions unlike DISC that defines the "how".
  ▪ "This section of the report helps you understand what you value in life, what interests you, what fulfills you, what makes you happy, the passions in your life, how you view what is valuable (positive) and what you judge (negative)"
  ▪ "Experiences you have in life turn into beliefs, which form your values, interests, motivators."
  ▪ "If as a team, we share similar values or interests, the team is compatible and should work well together. Everyone will view life similarly."
  ▪ This is a chemistry factor, will we all get a long. Do we share something other than making money as a motivator? If yes, we will click. If no, we may be able to define the origins of our disagreements.
  ▪ Also, if the leader of the team can provide each team member the environment they enjoy, the team members will be interested in coming to work. The team members will be motivated.
  ▪ Motivators are what are inside you, what makes your heart sing. It is VERY difficult to adapt our motivators and values, so this is a critical element to strong team dynamics.
❑ TA directs team members to the page titled "Motivation Insights Graph" (typically around page 31 or 32) of their reports. Alternatively, the Team Motivators Graph can be used as it is an excellent summary of everyone's results.
❑ TA starts to define each of the 6 values/attitudes of the Motivators Model:
  ▪ This is a 6-interest/value/attitude model.
  ▪ "Your attitudes are rank ordered on this page. #1-2 are essential, and must be fulfilled in your life; #3-4 are situational, with #3 generally still playing a part in your motivation; and #5-6, you may feel indifferent or negative towards these attitudes. Again, these attitudes are ranked in importance to you at this time in your life."
  THEORETICAL
  Use words to thoroughly describe this attitude, including:
  ▪ Goal: discovery of truth and knowledge
  ▪ Objective viewpoint; enjoys solving problems, learning new things; asks a lot of "why" questions; has a constant need to find the ultimate answer; enjoys reading or watching informational television.
  ▪ Share team members' results by indicating each person's rank order. Make special note of anyone who has this as #1 or #2 and confirm its validity by giving more description of the attitude.
  UTILITARIAN
  Use words to thoroughly describe this attitude, including:
  ▪ Goal: return on investment of time, money and resources.

- Utility in everything; practicality in all areas of life; law of reciprocity – will keep giving as long as getting something in return; wealth is a yardstick of success so will work hard for what he/she wants. 2 types, asset preservation, asset generation, sometimes we are both.
- Share team members' results by indicating each person's rank order. Make special note of anyone who has this as #1 or #2 and confirm its validity by giving more description of the attitude.

AESTHETIC

Use words to thoroughly describe this attitude, including:

- Goal: self-actualization, form, harmony, beauty, and balance
- Subjective viewpoint; expression of an art form such as painting, dance, writing, etc.; intuitive and sensing of feelings; interested in self-improvement; enjoys nature; sees a picture of life and lives to fulfill the picture. Strong relationship with 5 senses, 3 main types: Art, Nature, or Self-Improvement (physical body, mind, health, nutrition, etc.). Can be strong in 1 or have elements of all three.
- Share team members' results by indicating each person's rank order. Make special note of anyone who has this as #1 or #2 and confirm its validity by giving more description of the attitude.

SOCIAL

Use words to thoroughly describe this attitude, including:

- Goal: eliminate harm and conflict in the world
- Selflessness; giving time to charities and non-profitable organizations; generous with little or no expectation of return; may overlook own needs in order to help others. Has hard time saying no, says yes to everyone's request for help. Has no filters.
- Share team members' results by indicating each person's rank order. Make special note of anyone who has this as #1 or #2 and confirm its validity by giving more description of the attitude.

INDIVIDUALISTIC

Use words to thoroughly describe this attitude, including:

- Goal: control over self and others' destiny
- Self focus; need for power; loves winners and winning; stature and position is very important; enjoys leadership role; understands an organization's hierarchy and what it takes to get to the top.
- Share team members' results by indicating each person's rank order. Make special note of anyone who has this as #1 or #2 and confirm its validity by giving more description of the attitude.

TRADITIONAL

Use words to thoroughly describe this attitude, including:

- Goal: live by a set belief system and fulfill reason for existence
- Guided by a strong conviction, often related to a religious structure; works for a worthy cause; lives by strong principles; may see things as black and white with no grey matter; always seeking the fulfillment to their meaning of life. Purpose-driven living.
- Share team members' results by indicating each person's rank order. Make special note of anyone who has this as #1 or #2 and confirm its validity by giving more description of the attitude.

❑ TA notes any team trends in the sharing of motivations. Encourage open discussion from team.
❑ TA gives examples of conducive work environments for each of the attitudes:
  ▪ Theoretical: Continuing education, research and analysis, earn professional designations through study, ability to ask questions.
  ▪ Utilitarian: Efficient and practical use of resources, compensation for individual effort, bonuses, incentives, financial reward for hard work.
  ▪ Aesthetic: Self-improvement, sharing of thoughts and opinions, artistic expression, physical environment arranged to personal preference, equal balance between life and work.
  ▪ Social: Ability to help others, donating time to charities or non-profits, working for an organization that wants to better society, eliminating pain and conflict for others.
  ▪ Individualistic: Career path, perks and prestige that come with a position or title, individual recognition, ability to advance quickly.
  ▪ Traditional: Systems and rules for all to work by, company with compatible beliefs as own and a reason for functioning that has existed over time.
❑ TA directs team members to the page titled "Motivators – Norms & Comparisons" (generally around page 29 or 30) or can use Team Motivators Graph with colors to explain intensity – Mainstream, Passionate, Indifferent and Extreme. Discussion includes:
  ▪ "Refer to the chart near the bottom of the page. Attitudes are listed in order of how we just defined them."
  ▪ "Grey shaded area is the general population, approximately 68% of the general population. Your scores are the asterisks."
  ▪ "If your score falls into the grey shaded area or 1 standard deviation from the national mean, you are considered Mainstream. Your views in this attitude are like most people's views. You are not intense relative to other people."
  ▪ "If your score is 2 standard deviations from the national mean on the right or positive side, you are considered Passionate in that attitude. Your views of the attitude are like only 14% of the general population, thus you may conflict with others who share this value as low (#4-6). You need to make sure you fulfill this attitude in your life."
  ▪ "If your score is 2 standard deviations from the national mean on the left or negative side, you are considered Indifferent in that attitude. Your views of the attitude are like only 14% of the general population. This attitude is a de-motivator of yours and your views may seem negative to others who share this attitude as high (#1-3)."
  ▪ "If your score is 3 standard deviations from the national mean on the right or positive side, you are considered Extreme in that attitude. Your views of the attitude are like only 1.5% of the general population, thus you may conflict with several people. This is a very intense score indicating your strong desire to fulfill it. You will need to be careful that the fulfillment of this attitude does not affect your personal well-being."
  ▪ "If your score is 3 standard deviations from the national mean on the left or negative side, you are considered Extreme in that attitude. Your views of the attitude are like only 1.5% of the general population. You may have a negative reaction to others, especially those who have this attitude as #1-2."
  ▪ Passionate, Indifferent and either Extreme will mean you will have strong opinions in the motivator and it will be recognizable by others when you are in a group setting.

- TA identifies anyone on the team who has a Passionate, Indifferent or Extreme score. TA encourages open discussion with team.
❑ Wrap up discussion. Ask for any final thoughts and questions.