

**Extended DISC®**  
**Interpretation Guide for**  
**Behavioural Assessments**

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## 1. General Instructions

We recommend that everyone using the Behavioural Assessment tool participates in Extended DISC® Training. The graphics in the report provide the most essential and important information, while the text only partially explains what the core results mean. When reading the Behavioural Assessment we suggest you go through the pages in the order you find them in the report, paying particular attention to the pages concerning the Extended DISC Profiles and Diamond.

## 2. Your Extended DISC Profile

All the information contained in the report is derived from the Profile and Diamond pages. These pages represent all the graphical and numerical information that has been produced from the Extended DISC® Questionnaire. The interpretation of both the Profiles and the Diamond requires training. To interpret the results without a good understanding of how to read the information is not recommended due to possible misinterpretations.

It is important to note that the top row of percentages found at the base of the two Profiles offers the simplest way of reading the assessment results and can be used when mathematical calculations are needed.

## 2.1. Profiles

The Extended DISC® Profile has proven to be a very clear way of describing and analysing an individual's natural reaction mode to stimuli in the environment. Extended DISC theory possesses no good/bad categories, making it a behavioural inventory, not a test that one can pass or fail.

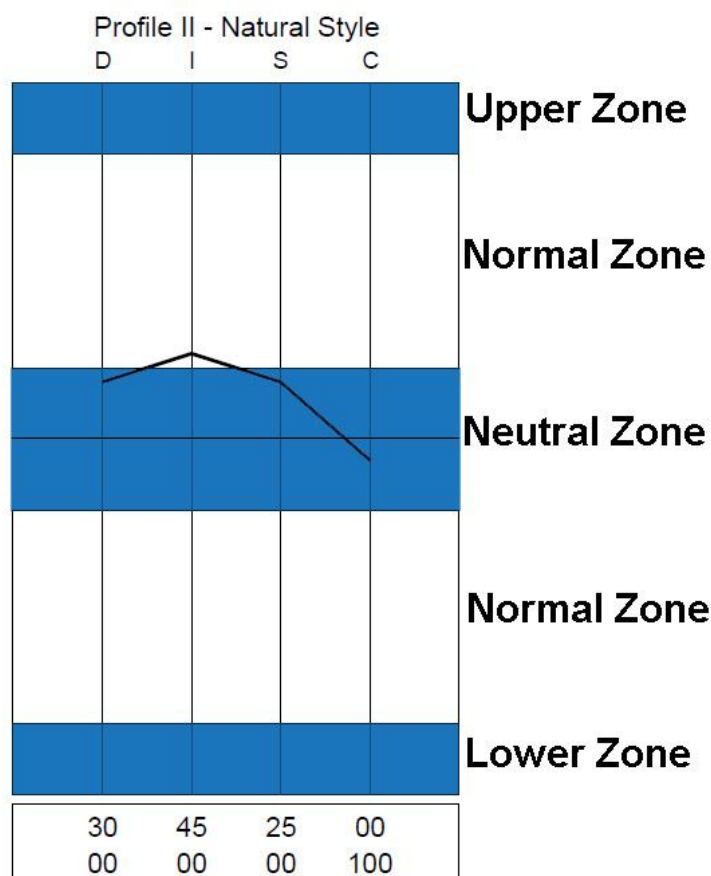
Extended DISC® Profiles consist of two profiles:

- Profile I
- Profile II

In the Extended DISC® Behavioural Assessment the profiles provide answers to the following two questions:

- Who is this person? – This information is provided by the shape of Profile II.
- How are they feeling? – This information is provided by the size and position of Profile II along with Profile I and the Special Cases.

**Both profiles are divided into the following parts:**



### **a. The Upper Zone**

The Upper Zone describes the styles that the individual has not responded against in any of the questions. The interpretation of the Upper Zone is the same as for the Upper Normal Zone.

### **b. The Normal Zone** (Upper = above the Middle Line, Lower = below the Middle Line)

Styles in the Upper Normal Zone represent the most typical outcome of the results; the individual has in most cases preferred this side of the style (for example High D to Low D). Styles in the Upper Normal Zone can be observed in the person's normal behaviour.

Styles in the Lower Normal Zone can be regarded as opposites to the styles in the Upper Normal Zone.

### **c. The Neutral Zone**

Styles plotted in this area represent inconsistent responses, where the person has found it impossible to prioritise either end of the trait scale. A style in this area cannot be interpreted in any way.

### **d. The Middle Line**

The Middle Line is like the surface of the water; what is above it can easily be seen (it controls one's behaviour) and what lies below it is more difficult to see. The Middle Line acts as a point where a style changes from significant to less significant. Any styles that are above the Middle Line are considered to direct the natural reaction mode and hence, in most situations, the observable behaviour. The non-existence of a particular style (located below the Middle Line) in an individual's natural behaviour exhibits itself in an opposite reaction (for example, calm-restless). The lower the style is, the stronger the opposite reaction shows in one's behaviour. A good understanding of a style's characteristics on both sides of the Middle Line can be gained by studying the adjective list of a particular type. Please note that the Middle Line is not an exact, clearly defined line. In some cases the whole Neutral Zone can be considered to be the Middle Line.

### **e. The Lower Zone**

The Lower Zone, like the Upper Zone, describes behavioural traits that are extremely clear; the individual has not in any question responded for this style (D, I, S or C). The interpretation of the Lower Zone is the same as for the Lower Normal Zone.

### **f. Profile II**

Profile II illustrates a person's natural response to an external stimulus. It is the behavioural style that takes the least energy and effort, requires the least amount of concentration and is usually the most pleasant to the individual. It illustrates the reaction mode that the person uses to naturally react and is most frequently exhibited outwardly in someone's behaviour. When interpreting Profile II, look at its shape, size and position on the Extended DISC® reference framework. Profile II is the Extended DISC® System's most accurate and lasting illustration of a person's natural behaviour. Any significant changes to it usually indicate significant events and changes in the individual's immediate environment that are forcing them to seek new ways to succeed.

### **g. Profile I**

Profile I illustrates how the person feels they need to adjust their behaviour to better cope with the requirements of the present environment. Profile I demonstrates the individual's conscious understanding of themselves and their own behaviour in the present situation (their conscious self-image).

Profile I is compared to Profile II. Any potential disturbances during the answering of the questionnaire, or the individual's desire to answer against the true answers, will be reflected in Profile I. Consequently, one must be careful when interpreting the results.

#### **Significant differences between the profiles to look out for are:**

- A change in the shape of the profile
- The shifting of a behavioural style (D,I,S,C) over and/or under the Middle Line
- A change in the dominant style (D,I,S,C)
- An increase or decrease in the percentages

## **2.2. Percentages**

The percentages describe the shape of the profiles in numbers. They illustrate the inter-relationship of the four main styles. The percentages are also useful when the results of several individuals need to be compared.

- The percentages are calculated from the share of the combined distance from the middle line of the styles that are on the same side of it.
- The upper row of percentages represents the styles that are plotted above the middle line. They describe the interrelationship of the dominant styles.
- The lower row of percentages represents styles that are plotted below the middle line. They describe the interrelationship of the styles falling beneath it.

## 2.3. Consistency of the results

### Profile Validity Tables -

#### Interpretation:

- PSim: Profile Similarity = How similar Profiles I and II are in shape
- PSiz: Profile Size = How large Profile II is in size
- PPos: Profile Position = How well Profile II is balanced on both sides of the middle line
  
- 4-5 = The results are very reliable on this aspect
- 2-3 = The results are relatively reliable but some caution should be exercised
- 0-1 = The results are not reliable on this aspect

If the score is 0 or 1, you should not trust the results of the analysis alone, but should analyse the results carefully and, if possible, ask the person to redo the analysis.

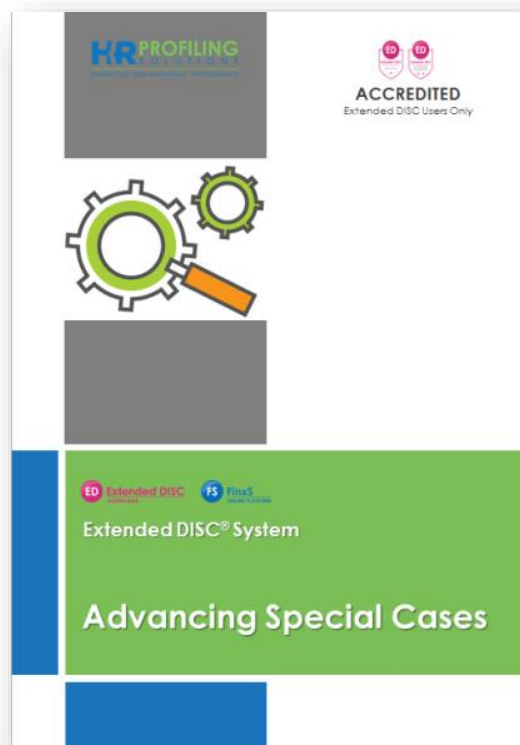
*Note! This page has been designed for Extended DISC practitioners who have Certification Training and should be used with caution. If you have not attended Extended DISC training, please contact us before giving this page to anyone.*

### 3. Special Cases

The Special Cases provide potential answers to the question “How is this person feeling?” Any Special Case(s) discerned can be used as a discussion opener; they may help the person to open up and start talking about the feelings that are significant or disturbing in their present situation.

*NOTE! The Special Cases should never be used like the results of a comprehensive psychological or psychiatric analysis; they are just topic hints that could be well worth discussing.*

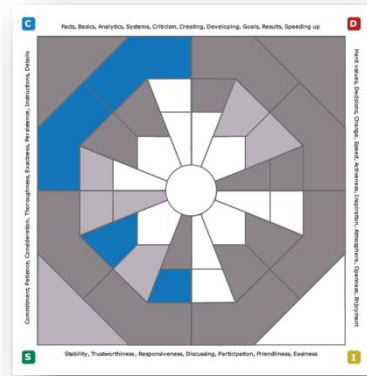
Please refer to the ‘Advancing Special Cases’ booklet for more in-depth information about each of the Special Cases.





## 4. Flexibility Zones – The Extended DISC Diamond

The Flexibility Zones Diamond demonstrates how much and in what direction the individual's behaviour is the most flexible, as well as in what areas the person is the farthest from their natural style. It is important to note that when we describe an individual's behaviour we don't say they can or cannot do something. We all have the potential to do everything; it is just that some things are more natural than others.



The coloured areas in the Flexibility Zones Diamond illustrate the behavioural styles that are natural for the person. It doesn't take additional energy for them to complete tasks that require them to behave in those ways. It is also likely that when dealing with people whose natural style is in those areas, they may find it easy to understand the other person and communicate with them.

When entering the white area, the energy consumption increases and the person needs to concentrate more. It doesn't feel as natural as it felt in the coloured areas and the person is more likely to get tired and start making mistakes earlier than they would when operating in the coloured areas. When communicating with people who operate naturally in the individual's white areas, with a bit of practice the individual can learn to understand their "language" and their way of expressing things.

### When to use the Flexibility Zones:

The Flexibility Zones help the individual to understand their feelings when completing different types of tasks or when communicating with different types of people. A few of the applications of the results include:

- To help in career development
- To help in teamwork
- To help in communication training
- To help in redefining job content
- To identify potential support needs
- To help in managing the person

### When reviewing the Flexibility Zones the individual should consider:

- Which parts of my job fit in my Flexibility Zones?
- In what direction could my career be developed to enable me to stay in my most natural zones?

### When reviewing the white areas they should consider:

- Which parts of my job require me to leave my comfort area?
- What type of support could I get for these duties?
- How could I adjust my communication with people who operate in my white areas?

## 5. Motivation + Strengths and Development Areas

These pages describe the individual under four headings. Go through each category focusing on the descriptors that have significance to the individual's job responsibilities. Evaluate if the person is able to use their strengths and how they might work on their development areas. If the requirements of the job position and the strengths of the individual do not correspond, this provides an opportunity to evaluate the situation to enhance performance.

### 5.1. When to use the Motivators Page

The Motivators Page is very direct in style. At the same time it is suggestive by nature. It lists items for discussion but doesn't say if all of them describe the person as they are today. A few of the applications of the results include:

- Learning to understand the behaviour of oneself and others better
- Comparing the person with their job
- Finding better ways to manage the person
- Identifying ways of increasing organisational effectiveness by utilising the person's strengths better
- Resolving communication issues

### 5.2. Motivators

Describes things that usually motivate a person with this behavioural style. It is to be expected that they will respond positively if these factors are increased in their work environment.

### 5.3. Situations that reduce motivation

Lists things that a person with this behavioural style typically doesn't enjoy. It's likely that if these factors are increased in their work environment, the impact on their motivation will be negative.

### 5.4. Strengths

Describes the person's clear natural strengths. They may not be exceptional skills, but it is very natural for this individual to do these things and doing them won't burn them out as quickly as they might other people. Are there opportunities for these strengths to be exercised in their current work environment?

## 5.5. Development Areas

It is important to note that this is not a description of the person's weaknesses or their present behaviour. Rather, it is a list of things the person should be cautious about. If they get over-excited or stressed these behaviours may become active. From a manager's perspective, the person should not be pushed towards displaying these reactions to pressure situations.

## 5.6. Some further points to consider:

### a. Comparison to present work environment

- How many of the Motivators and Situations that Reduce Motivation can be found in the person's current work environment?
- How significant are any Situations that Reduce Motivation in their role?

### b. Development of the work environment

- Are there Motivators that are clearly missing that could be added to their role?
- Are there Situations that reduce Motivation that could easily be removed from their role?
- Are there Motivators in their current work environment or role that do not motivate them? Why might that be?

### c. Utilising the person's strengths

- Does the person have the opportunity to use all their strengths in their current role?
- Has the management team already identified any of these special strengths?
- Is there a way of utilising their strengths more efficiently?

### d. Identification of personal development areas

- How many of the Development Areas does the person identify in their own behaviour?
- How many of the Development Areas do other people identify in the person's behaviour?
- If there are behaviours the person doesn't recognise, why might that be?
- Under what kind of circumstances do the Development Areas become visible?
- Could they be avoided with the help of others?
- Is there anything management could do to strengthen the Development Areas?

## 6. Text Page: How Others May Perceive You

The Text Page describes the typical behaviour of an individual with this behavioural style. When reading the text, use it to develop an overall picture. In evaluating specific sentences, it is important to consider a person's conscious ability to adapt their behaviour. The text was specifically designed to be concise. Today everyone experiences information overload – the Behavioural Assessment was designed to provide information quickly and in an easy-to-use format. However, the system's text bank is so large that it can generate over 115,000,000 different Text Pages. As a result, the report will be very specific to each individual.

When reading the Text Page it is important to keep in mind that it describes how this type of person is typically seen by others. What it doesn't take into account is what the person has learned to do in contrast to their most natural style. A typical example could be a person with a very high I style who has made an effort to learn to be much more systematic and detailed than their natural style would indicate.

Another aspect that the page does not recognise (since it measures an individual's most natural and spontaneous behaviour) is what the person believes themselves to be. It may be that in the environment the person has grown up in, they have always been the most decisive one but, when compared to all people, they would not be considered that decisive.

The Text Page should be used to qualify the validity of the results. The Profiles and the Diamond display the analysis results in their most detailed format and should, therefore, be analysed first. The Text Page is additional information that should assist comprehension of the individual's behaviour and help to initiate discussion with them.

We recommend that colleagues or friends be permitted to read the Text Page and be invited to comment on those traits that the individual themselves doesn't identify in their behaviour.

The Text Page consists of the following sections:

- Attributes
- Motivators
- Tries to Avoid
- Communication Style
- Decision-making
- Ideal manager/leader

## 6.1. When to use the Text Page

The Text Page is easy to read but we recommend it not be used before thoroughly going through the Profile and Diamond pages. The Text Page gives a good overall picture of the person, which is how it should be used. A few of the applications of the results include:

- To help in interviews
- To allow other people to comment and give feedback
- To get a quick overall picture of the person
- To assist in self-analysis
- To help manage the person

## 6.2. Points to consider when reviewing the Text Page:

Are there descriptions that the person doesn't recognise in themselves or relate to?  
Potential questions for them to ponder:

- Have I learned to behave otherwise or learned to avoid this behaviour?
- Why do I not see this in my behaviour?
- What about other people? Can they see this in my behaviour?

How do the Text Page and the contents of my job fit together?

- Is there something that I would like / be good at that my job doesn't include?
- Is there something in my job that is contrary to the contents of the Text Page?
- How could I potentially alter my job description to fit better with what has been revealed in the Text Page?

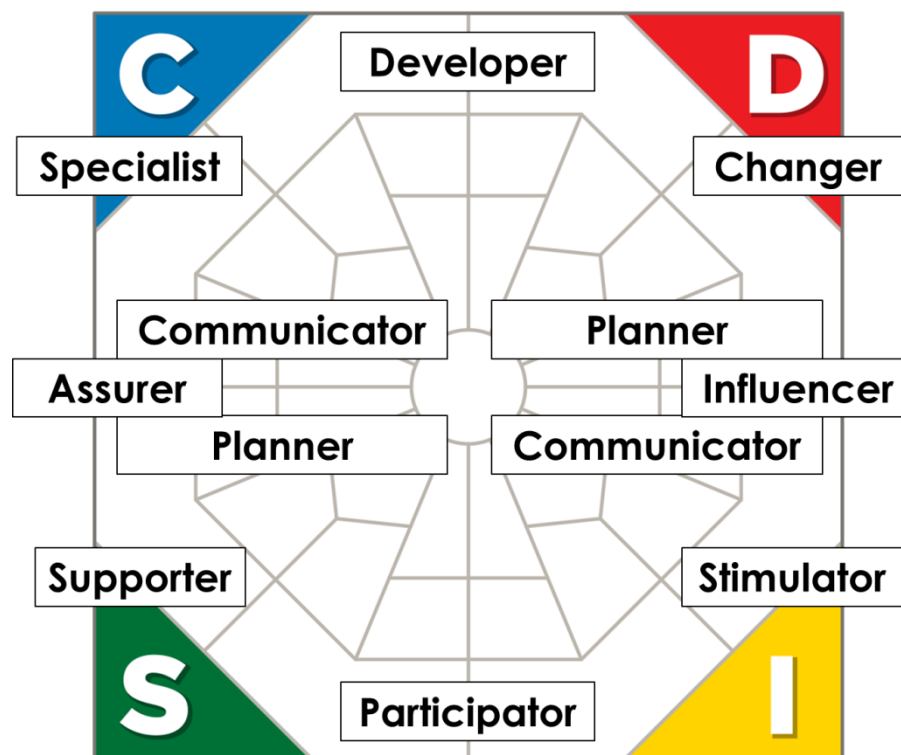
## 7. Team Roles – You in a Team Environment

The Team Roles pages provide information on an individual's role within a team. There are 12 roles – Developer, Changer, Planner, Influencer, Communicator, Stimulator, Participator, Supporter, Assurer, Communicator, Specialist. The Team Roles pages give a brief description of the individual as they would appear in the Extended DISC Team & Build Assessment.

### 7.1. A Question regarding Team Roles

1. There are certain profiles that do not generate the team role information included in the Behavioural Assessment. What is the reason for this?

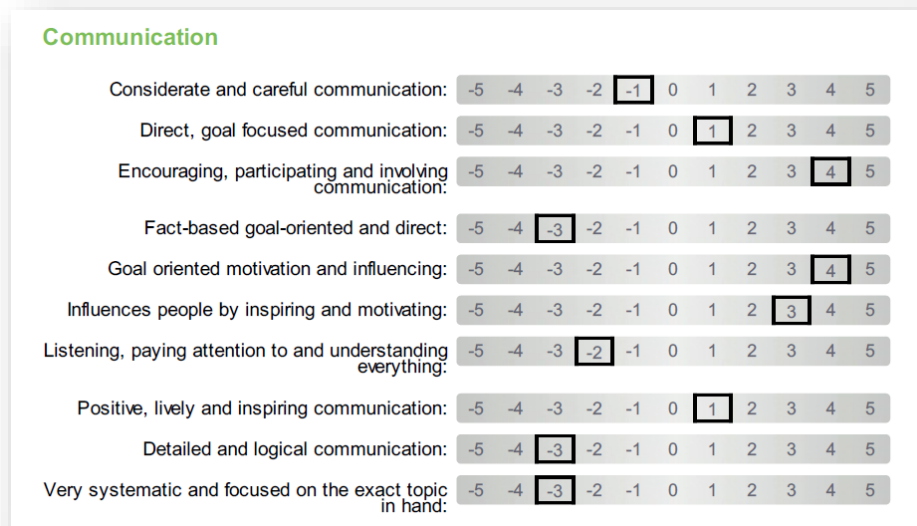
Answer: In order for a profile to produce a Team/Relationship Role, it needs to have at least one behavioural style above the Neutral Zone. If that is not the case, there is not considered to be sufficient consistency in the answers to confidently say anything reliable about a person's natural orientation toward any behavioural trend.



## 8. Behavioural Competences

The Behavioural Competences relate the assessment results to different overall work environment factors and requirements. Do not concentrate on the numerical value of a specific item, rather focus on the location of the boxes on the graphs.

- A box on the left side of a graph indicates a behaviour that is not natural to the person's style. As a result, it may be considered a development area.
- A box on the right side of a graph indicates a behaviour that is natural to the person's style. As a result, it may be considered a strength.
- A box in the middle of a graph indicates a behaviour that is neither a clear strength nor a clear development area for the individual. This behaviour is of average comfort level to the individual. They can consciously increase or decrease this behaviour with relative ease. However, the adjustment will require energy.



### 8.1. When to use the Behavioural Competences

The Behavioural Competences become useful when there is something to compare them with - either an existing job or one that the person is applying for. Note that it is not a “can – cannot” scale, but a “natural – non-natural” scale. A few of the applications of the results include:

- To compare the individual with the requirements of the job
- To help in designing the future career of the person
- To help in sharpening the job description
- To help in identifying training needs

### 8.2. Behavioural Competence Groups in the Standard Behavioural Assessment

- Time Management
- Communication
- Management / Leadership
- Causes of Stress
- Signs of Stress
- Stress Release

### 8.3. Interpreting the Scores on the Competence Tables

#### High Scores

##### How to identify them:

Look at the boxes that are on the right-hand side of the scales.

##### Interpretation:

These items describe the type of work behaviour that comes easily for this person, takes the least energy and is most natural. The individual is likely to be able to concentrate for longer on these actions.

When reviewing the high scores consider -

- How well the high score actions correlate with the individual's current job.
- How well the high score actions match with the job they're applying for.
- Whether anything is revealed by the high scores that hasn't been noticed and utilised yet.



## Low scores

### How to identify them:

Look for the boxes that are on the left-hand side of the scales.

### Interpretation:

These items describe the type of work behaviour that is not natural for this person, takes more energy, feels less natural and is likely to make them tire more easily than items with boxes located on the right side of the scale.

When reviewing the low scores consider -

- How often in their daily work the individual needs to perform the actions with boxes located on the left.
- How much emphasis needs to be given to the left-side items when a person is applying for a job.
- Whether there's an option to delegate some of the items on the left.

*NOTE! The person can, when sufficiently motivated and/or trained, perform the tasks and actions on the left. It's useful, however, for them to be aware of the increased amount of energy it will take.*

## 9. Stress Pages

These competences are designed to help an individual get to know and better understand their natural behavioural style in pressure situations.

### 9.1. Causes of Stress:

The causes of stress competences describe the factors that are most likely to generate stress for the individual. They range from significant causes of stress to non-significant causes of stress.

#### Question:

- Have any of these factors been present in the individual's workplace recently?

### 9.2. Signs of Stress

The signs of stress competences help a person identify if they are under stress / pressure. If these behaviours recur frequently in an individual's behaviour, they're clearly experiencing pressure or stress.

#### Question:

- Have any of these behaviours been evident in the person's behaviour recently?

### 9.3. Release of Stress

The stress release competences describe the most efficient ways for this individual to release stress/pressure.

#### Question:

- Which behaviours from the list of stress release competences might the person find it useful to try in the future?

### 9.4. Overuse Diamond

The Overuse Diamond includes generic text on how an individual may behave when under stress or pressure, or simply when overusing/emphasising their natural behavioural style. The coloured area represents where the candidate sits on the Diamond.

## 10. Questions Relating to Expressed Emotions

These questions are specific to each individual Behavioural Assessment. They are compiled from the movement between Profile I and II and the shape, size and position of both profiles.

*Note! This page has been designed for Extended DISC Practitioners who have Certification Training and should be used with caution. If you have not attended Extended DISC training, please contact HR Profiling Solutions before discussing the questions on this page with anyone.*



## Do you have any questions?

For more information, please don't hesitate to contact us today.

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