



Extended DISC

Level One Accredited Practitioner

Course Workbook and
FinxS 'How To' Pages

Contents

Background	4
History	7
Support Resources	8
Theory of Human Behaviour	9
The Four Quadrant Model	10
DISC Styles In-Depth.....	13
How the DISC Styles Perceive One Another	15
The Styles: Stress, Pressure and Fear	20
Combination Styles	22
Extended DISC Behavioural Assessment	23
Debriefing Extended DISC Profiles	24
Five Elements of Interpretation.....	26
Five Elements of Interpretation: Element One – Natural Style	27
Five Elements of Interpretation: Element Two – Adjusted Style	28
S Dropping Below the Line.....	29
C Dropping Below the Line	30
Five Elements of Interpretation: Element Three – Flexibility Zones	32
Five Elements of Interpretation: Element Three - Competencies	36
Five Elements of Interpretation: Element Four – Special Cases (Size Overview)	38
Tight Profile I: Uncertainty of Role	39
Tight Profile II: Insecurity.....	40
Both Profiles Tight: Frustration	41
Five Elements of Interpretation: Element Four – Special Cases (Position Overview)	42
Ascending and Overshift Profile I: Helplessness	43
Ascending Profile II: Pressure	44
Descending and Undershift Profile I: Moral Issues/Lack of Self-Confidence	45
Mirror Profiles.....	46
Consistency of the Results.....	48
Five Elements of Interpretation: Element Five – Questions.....	52
Changes in the Australasian Population	55
Debriefing Tips	58
Debriefing Form.....	60
Having the Debrief DISCUSSION – Tips to Keep It Engaging	61
Debriefing Tips for Different Styles	63
How to React to an Invalid Assessment	64
FinxS Platform Overview	65
URLs You Need	66

Background



Jukka Sappinen
Managing Director
Extended DISC International Ltd
Founder of the Extended DISC System

OVER A
MILLION
ASSESSMENTS
COMPLETED
ANNUALLY

A letter from our CEO Jukka Sappinen

Dear Friend

Carl G. Jung said, "Your personality is earned, you have not received it as a gift." We have all made ourselves what we are. Already in our childhood our parents, relatives and friends have "done their best" to help us form our own personalities by ourselves. Most of those decisions have been made in our subconscious mind without us actually realising them. This is the reason why we are not always aware of the whole potential our personality provides us with.

Extended DISC® Assessments help you in that long and fascinating journey to your inner self. Our assessments look at it from the angle of analysing other people. I hope you have a critical but positive attitude toward everything you hear – and also to yourself. Don't take anything for granted, but also don't turn any new ideas down before you have allowed yourself to work with them. The most difficult phase of personality analyses is the transmitting of the assessment results to another person in a way that they understand them correctly.

Extended DISC® Assessments and the accompanied training have a basic assumption – there are no good or bad people – there are just different people. We all have the ability to make ourselves better human beings by understanding ourselves better and by identifying the strengths and weaknesses in our personalities, by accepting their existence and by finding ways to utilise our personalities better.

Extended DISC® Assessments are based on concepts of human behaviour accepted widely all around the world. They are not, however, purely psychological tools. They are also management tools used to increase the efficiency of an organisation.

Welcome

We would like to welcome you to the fascinating world of the Extended DISC System.

Today, Extended DISC® Assessments are part of the daily management system in thousands of organisations globally. They give the decision-maker extremely important information about people involved in the organisation - information that would otherwise be very much more expensive and time consuming to acquire.

Background

What are Extended DISC® Assessments

Extended DISC® Assessments are designed to provide users with practical action plans to enhance individual, team and organisational performance. Extended DISC® Assessments provide customised and powerful reports on individuals, teams and organisations. Extended DISC® is much more than a set of assessment tools. Although assessments have proven to be very beneficial in numerous applications, assessments alone have a limited impact on performance. It is only when the information from the assessments is applied in practice that the value is created.

Extended DISC® can be compared to a road map. If we do not know where we are, it is challenging to reach our destination. However, merely knowing our current location is not much better if we do not have any idea in which direction to proceed. Maps provide us with a frame of reference to make intelligent decisions as to where we need to go.

Extended DISC® provides us with a framework to help make the necessary adjustments at the individual, team and organisational levels to achieve our objectives. The framework is easy to learn, to use, and enhances performance.

Extended DISC® is based on the premise that there are no good or bad people – there are only different people. We all have the opportunity to improve ourselves by learning to recognise our personalities' strengths and weaknesses by accepting their existence and by searching for new ways to capitalise on them.

Extended DISC® Theory is based on certain graphical elements that make the different assessments work together. The basic elements are:

- The Four Quadrant (4Q) Model
- Extended DISC® Diamond
- Extended DISC® Profiles
- Extended DISC® Percentages

Note: Extended DISC® Assessments are not affiliated with any DISC assessment tools that have previously been available. They are independent assessments and are only available through Extended DISC® International. Extended DISC® Assessments are the most advanced behavioural assessment system currently available.

Background

Link to Tool Related Theories

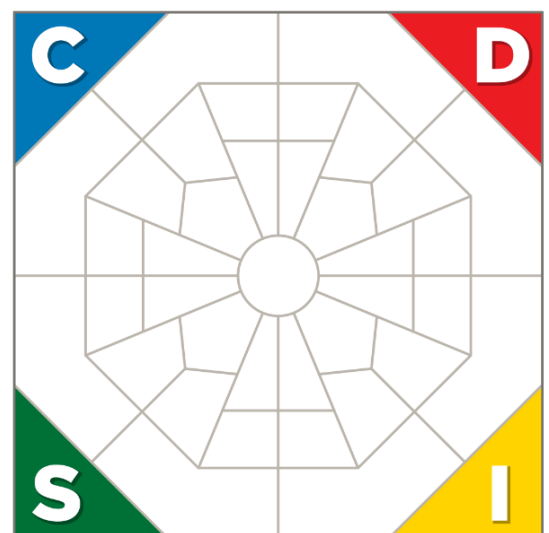
The Extended DISC® System is based on a psychological theory developed in the 1920s. Carl G. Jung created the foundations for the theory in his book *The Psychological Types* (*Die Psychologische Typen*). He based his ideas on defining two behavioural axes, sensation-intuition, and thinking-feeling, and the four primary behavioural traits that they composed. William Moulton Marston further developed the work of Jung and illustrated the four-dimensional behavioural map that we use today! As a result, the four-quadrant thinking of human behaviour was developed. It is still popular today and used in many management, sales, and leadership training techniques.



A few variations of the theory also exist that use, for example, eight or sixteen categories of behavioural styles. The oversimplification of behaviour and its classifications have proven to be a weakness of these systems. The original DISC framework, developed at the end of the 1940s and the beginning of the 1950s, eliminated these problems. It uses regression analysis to separate the combined four basic behavioural styles from each other and makes them into independent and even interdependent behavioural styles. This also makes it possible to have a framework of millions of human reaction modes that can be transformed by using different techniques into a smaller, more usable quantity.

The DISC profile has proven to be a very clear way of describing and analysing an individual's natural reaction mode to the stimuli in the environment. The theory does not have any good/bad categories, making it a behavioural inventory, not a test that one can pass or fail.

Extended DISC® Theory does not classify people into good or bad. Nor does it limit a person's opportunities to develop in any other direction or work environment. Extended DISC® Theory describes a person's natural reaction mode or behavioural style in different situations. It improves a person's ability to understand their own and others' behaviour, to adjust their own behaviour to better suit a situation, to avoid unnecessary problems in communication and to point their life in a direction where they may find greater success and enjoyment.



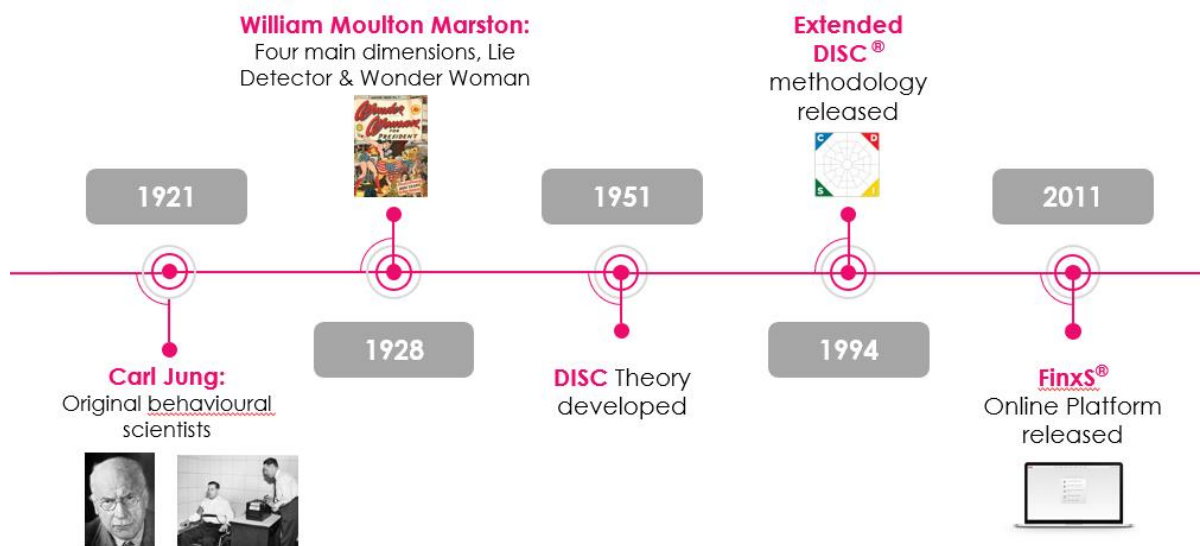
The Extended DISC Diamond

History

History of the Extended DISC® Theory

The development of the Extended DISC System dates back to 1991. Jukka Sappinen was an independent consultant working in the areas of recruitment, management development, organisational development, and inter-cultural issues. Since his earlier career had made him familiar with different types of assessment and measurement tools, he was looking for a company that could provide him with a comprehensive tool set instead of single tools.

As no such company was available, he started to develop a new type of approach based on old and existing theories and statistical data collection methods. The key point in the development process was close cooperation with customers so the customer needs steered the product development. The customers wanted to have one system that they could use in all human resource development activities and not only on individual, but also team and organisational levels. The system needed to be so straightforward and self-explanatory that it would be easy to communicate across the organisation.



Those premises gave birth to the Extended DISC® System that was first officially launched in Finland in October 1994. After three more years of extensive product development and testing, the version 1.1 of the system was ready to be introduced to international markets in 1997.

The company has always been a technology leader in the industry. It was the first psychometric company to introduce a windows-based software system (compared to the old dos systems). Similarly, it was the first to introduce an online solution to enable completion of the questionnaires online in 1999.

FinxS, an integrated online platform, was released by the creators of Extended DISC in 2011. The first of its kind, FinxS integrates many workplace assessment tools in one application, including DISC Assessments, Reasoning Analysis, 360 Feedback, Surveys and most recently, in 2018, came the release of the Competence Assessment tool. FinxS is the most flexible and customisable assessment suite currently on the market with development continuing on a daily basis.

One of the top three companies in the field today, Extended DISC International has spread to over 50 countries, with an annual growth rate of 20-50%. The Extended DISC® System has been translated into 75 languages and was used by over two million people in 2019.

Support Resources

HR Profiling Solutions Support Options

HR Profiling Solutions has extensive resources to assist you to take full advantage of the many features and benefits Extended DISC® and the FinxS® Online Platform have to offer. We provide an excellent level of customer service and our Auckland office is open 8.30 am - 7 pm Monday to Thursday and 8.30 am - 5 pm Friday.



HR PROFILING VIP AREA

As part of our support for clients, we have created a VIP Area where clients can find resources, manuals, video tutorials and technical product information.

To access these pages, please go to our website.

- www.hrprofilingsolutions.com.au
- www.hrprofilingsolutions.co.nz

At the top right-hand corner you will see the 'Login' button. Select this and then enter your username and password. If you have not been allocated a username and password, please contact the office or your FinxS provider and this will be done for you.



AFFILIATE MARKETING MATERIAL

We have several Powerpoints and documents, providing an overview of our various products and tools. If you wish to make use of any of the material to assist with selling the system, please do not hesitate to contact us or your FinxS provider.



VALIDITY AND COMPETITOR INFORMATION

A validity study of the Extended DISC ® system is conducted every 2 years. In 2020, a random sample of 1,005,404 assessments were used in compiling this most recent validity study.

We can also provide you with comparisons to our competitors' products if required.

Theory of Human Behaviour

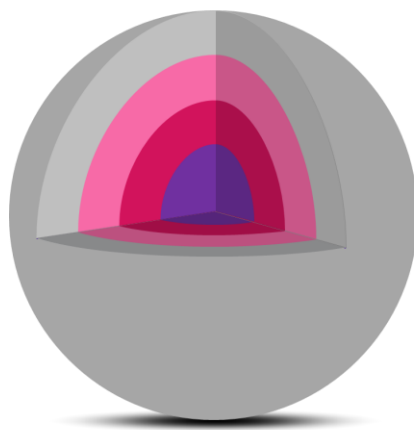
Model of Human Behaviour

Extended DISC® Theory is based on a multi-disciplinary study of human behaviour. Culture, sociology and anthropology explain the behavioural model and norms of different groups and societies. These factors join members of groups together and separate them from other groups.

Behavioural science and psychological study help us to understand the differences among the members of a group – the natural reaction mode to external stimuli, attitudes, values, expectations etc. Psychology assists in discovering ways to influence an individual, recognise and treat disturbances and maintain mental well-being.

Finally, managerial science makes it possible to utilise the knowledge of all of these disciplines as a tool in the leadership of people.

Human behaviour is experienced throughout an individual's entire lifetime. It includes the way we act based on different factors, such as: genetics, social norms, core faith and attitude. The individual's unique traits impact behaviour. The traits vary from person to person and can produce different actions or responses from each person.



Conscious behavior

Attitudes
Values
Skills
Knowledge
Experience
Expectations
Physical Condition
Mental Condition

Unconscious behavior

Cultural heritage

What our Reports Measure

Extended DISC identifies and reports on conscious and unconscious behaviour, including adjusted or desired behaviour and spontaneous, more natural behaviour that requires less energy.

Conscious behaviour



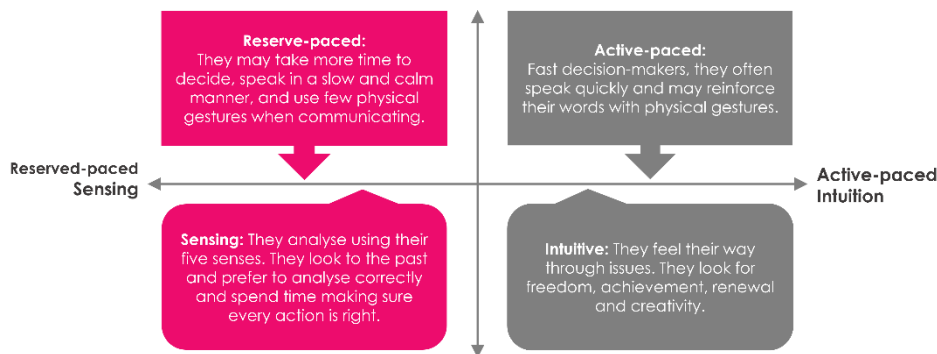
Unconscious behaviour



The Four Quadrant Model

Horizontal Axis

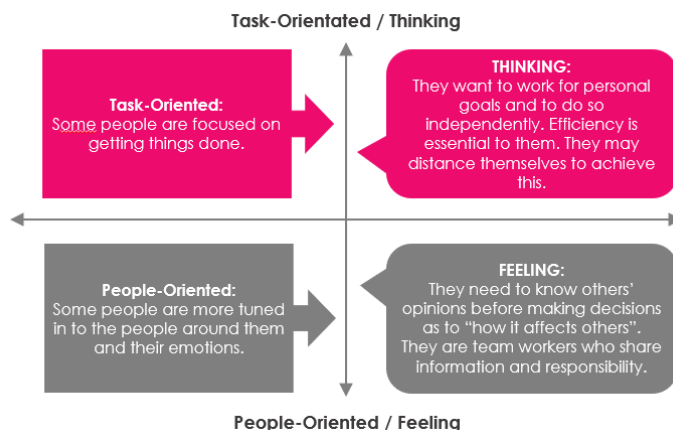
1. **Active-paced:** They tend to make quick decisions, speak rapidly, and use body language and exuberant physical actions to aid in communication.
 2. **Intuitive:** Extroverts are intuitive; they tend to use their gut feeling or intuition to feel their way through an issue even if they haven't experienced it before.
- **Reserved-paced:** They can be slow to make decisions and talk relatively slowly and calmly; their body language also reflects their reserved pace.
 - **Sensing:** Introverts tend to analyse using their senses (touch, smell, taste, sight and hearing), they prefer to spend time making sure every action is the correct action.



Vertical Axis

Task-Oriented: Task-oriented people value facts, goals, rules, achievements and personal freedom. They work independently toward personal goals and make decisions based on facts and view things in terms of facts, figures and results.

People or Feelings-Oriented: People-oriented individuals consider the opinions of others, and how others may be affected, before making decisions. Exchanging opinions and feelings is important to people-oriented individuals; they are often emotion-based.



Exercise One: Overview of the Styles



Adjectives

Descriptors

Identifying

Communication

Decision-Making

Change



Adjectives

Descriptors

Identifying

Communication

Decision-Making

Change

Exercise One: Overview of the Styles



Adjectives

Descriptors

Identifying

Communication

Decision-Making

Change



Adjectives

Descriptors

Identifying

Communication

Decision-Making

Change

DISC Styles In-Depth

	D	I	S	C
Adjectives	<ul style="list-style-type: none"> ▪ Aggressive ▪ Competitive ▪ Demanding 	<ul style="list-style-type: none"> ▪ Talkative ▪ Social ▪ Communicative 	<ul style="list-style-type: none"> ▪ Deliberate ▪ Stable ▪ Systematic 	<ul style="list-style-type: none"> ▪ Precise ▪ Perfectionist ▪ Logical
Describing Terms	<ul style="list-style-type: none"> ▪ Reorganiser ▪ Project Leader ▪ Idea creator ▪ Visionary ▪ Pioneer 	<ul style="list-style-type: none"> ▪ "Character" ▪ Idea-generator ▪ Quick-tongued ▪ Inspirational 	<ul style="list-style-type: none"> ▪ Worker with a steady trend ▪ Doesn't get in your face ▪ Feet on the ground 	<ul style="list-style-type: none"> ▪ Fears to be wrong ▪ Follows the rules ▪ Precise ▪ Logical
How To Identify	<ul style="list-style-type: none"> ▪ Is busy with many simultaneous projects ▪ May interrupt you ▪ Talks on the phone at the same time ▪ Is not always polite 	<ul style="list-style-type: none"> ▪ Excitable, open and friendly ▪ Agrees with you ▪ Talks about people they know 	<ul style="list-style-type: none"> ▪ Secure, stable ▪ Proceeds carefully ▪ Listens and seems to agree 	<ul style="list-style-type: none"> ▪ Things are in order ▪ Focuses on details ▪ Polite in a diplomatic way
Communication	<ul style="list-style-type: none"> ▪ Often communicates in only one direction, i.e. they do the talking ▪ Own opinions given as facts ▪ May be blunt ▪ Good at disciplining 	<ul style="list-style-type: none"> ▪ Can sell and inspire ▪ Talks a lot, but not about details ▪ Avoids unpleasant subjects ▪ Good at providing constructive feedback ▪ Not always direct 	<ul style="list-style-type: none"> ▪ May communicate in only one direction, i.e. they listen ▪ Answers when asked ▪ Talks calmly ▪ Creates trust ▪ Talks about topics they've mastered ▪ Better in one-to-one situations ▪ Good instructor 	<ul style="list-style-type: none"> ▪ Better at written communication ▪ Doesn't exactly express opposing views ▪ Includes a lot of facts and details ▪ May lose essentials ▪ Doesn't talk about opinions or abstract matters ▪ Extremely diplomatic

DISC Styles In-Depth

Relationship to supervisor	<ul style="list-style-type: none"> ▪ Either respects (when no overlapping responsibilities) or has no respect at all (competitive situation) 	<ul style="list-style-type: none"> ▪ Doesn't oppose ▪ Protests by neglecting responsibilities (being late, errors, etc.) 	<ul style="list-style-type: none"> ▪ Trustworthy, dependable ▪ Needs clear instructions 	<ul style="list-style-type: none"> ▪ Same as to other employees ▪ Seeks safety from conflicts and new situations
Irritated By	<ul style="list-style-type: none"> ▪ Inefficiency ▪ Indecisiveness 	<ul style="list-style-type: none"> ▪ Boredom ▪ Routines 	<ul style="list-style-type: none"> ▪ Dishonesty ▪ Impatience 	<ul style="list-style-type: none"> ▪ Surprises ▪ Unpredictable situations
Problems	<ul style="list-style-type: none"> ▪ Wants new challenges; gets bored ▪ Does not stay within area of responsibility ▪ Struggles to factor in others ▪ Human relations ▪ Teamwork 	<ul style="list-style-type: none"> ▪ Forgets their roles ▪ Makes small mistakes ▪ Forgets goals ▪ Creates own informal network ▪ Is not persistent ▪ Falls into idealism; not realistic 	<ul style="list-style-type: none"> ▪ Resists change and new procedures ▪ Very opinionated ▪ Protects own team emotionally ▪ Doesn't initiate 	<ul style="list-style-type: none"> ▪ Gets bogged down in details ▪ Resists responsibility ▪ Overly cautious
Decision-Making	<ul style="list-style-type: none"> ▪ Strong opinions ▪ Wants to make decisions ▪ Cold decisions ▪ New situations ▪ Difficult decisions ▪ Quick 	<ul style="list-style-type: none"> ▪ May change opinion to avoid conflicts ▪ Remembers human aspects ▪ Customer-oriented ▪ Feelings-based 	<ul style="list-style-type: none"> ▪ Wants to double-check ▪ Is cautious in new situations ▪ Avoids risks ▪ Thinks about how it has been solved in the past 	<ul style="list-style-type: none"> ▪ Doesn't make final decision until knows all the details ▪ Doesn't take risks ▪ Is able to handle large amounts of detail
Listening	<ul style="list-style-type: none"> ▪ Only listens to short explanations ▪ Thinks how something can benefit them ▪ Not thorough ▪ Impatient; tends to show feelings 	<ul style="list-style-type: none"> ▪ Listens to others ▪ Likes discussion and socialising ▪ Participates ▪ Doesn't listen very long 	<ul style="list-style-type: none"> ▪ Good listener ▪ Can see things from many viewpoints ▪ Can therefore help people ▪ May nod, while disagreeing 	<ul style="list-style-type: none"> ▪ Has difficulty listening if not presented logically ▪ Critical, even looks for errors ▪ If interested, very eager to learn

How the DISC Styles Perceive One Another

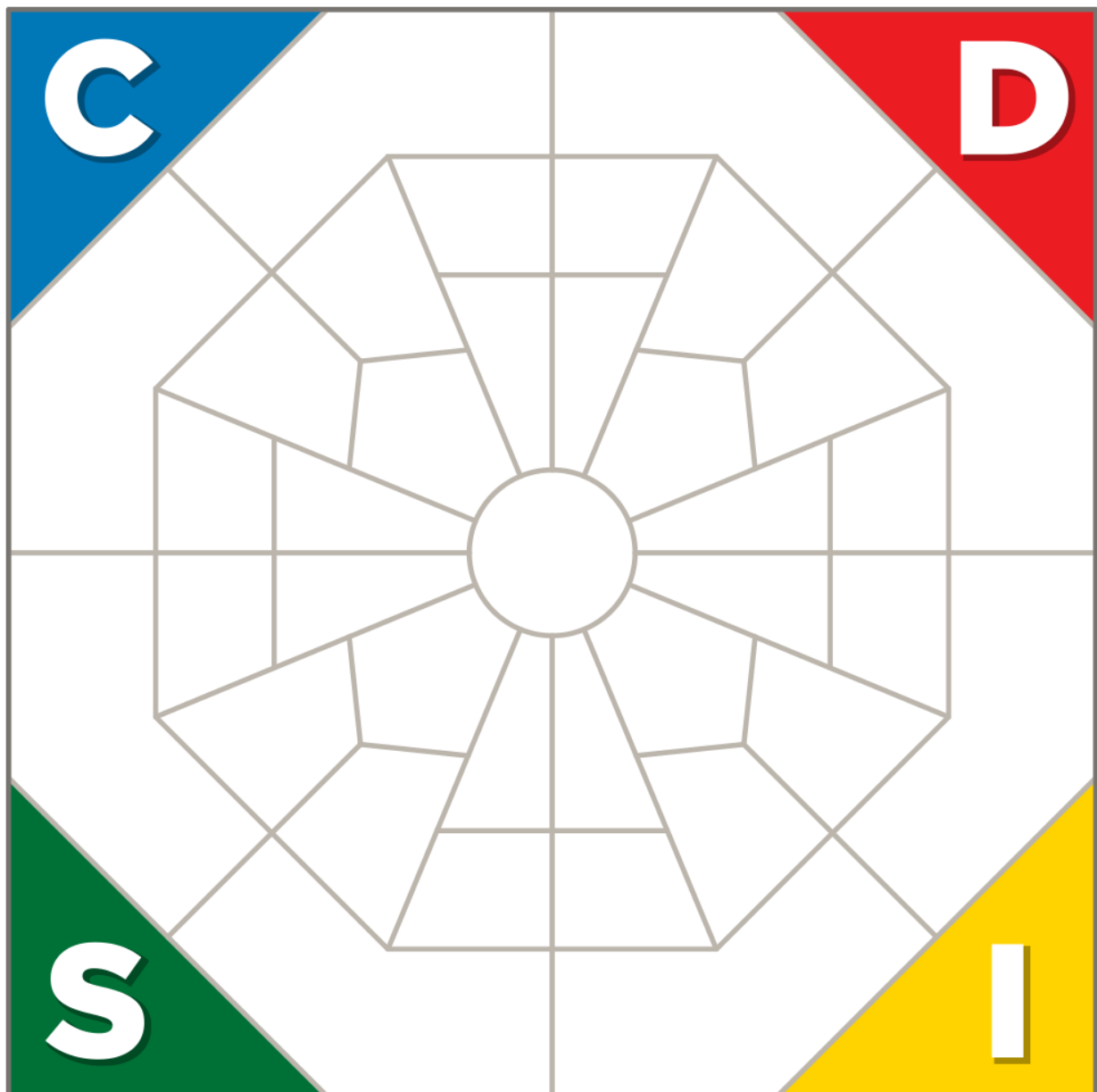
D	I	S	C
<ul style="list-style-type: none"> + Same wavelength (if no overlapping responsibilities) 	<ul style="list-style-type: none"> + Presentation + Influence - Makes a lot of fuss - Butterfly 	<ul style="list-style-type: none"> + Reliable + Peaceful - Resists change - Slow, unimaginative 	<ul style="list-style-type: none"> + Expertise + Professional skills - Focuses on nitty gritty - Non-enterprising
<ul style="list-style-type: none"> + Results oriented + Holds direction - Doesn't understand people - Uncooperative 	<ul style="list-style-type: none"> + Humane + Nice person 	<ul style="list-style-type: none"> + Reliable + Sustainable - Depresses - Spoils the fun - Distant 	<ul style="list-style-type: none"> + Accuracy + Amount of knowledge - Boring, cold
<ul style="list-style-type: none"> + Courage + Ability to take risks - Inconsiderate - Disturbs 	<ul style="list-style-type: none"> + Takes care of talking + Presents well - Unreliable - High flyer 	<ul style="list-style-type: none"> + Reasonable 	<ul style="list-style-type: none"> + Good teammate - Cold, sober
<ul style="list-style-type: none"> + Clear opinion + Responsible - Autocrat - Full of steam 	<ul style="list-style-type: none"> + Social skills + Sympathetic - Rambler - Superficial 	<ul style="list-style-type: none"> + Not a threat + Neutral - Committee-minded - Not sharp enough 	<ul style="list-style-type: none"> + Doesn't disturb

Exercise Two:

Famous People on the Diamond

Instructions

Use the Diamond given below to write the names of famous people on the axes. Be prepared to share your answers!



Label the Axes and Adjectives

Instructions

What does each letter stand for according the Extended DISC System?

D	
I	
S	
C	

Exercise Four: Do's and Don'ts

Instructions

Using the space provided, write some suggestions for approaching each of the DISC Styles. What are some things you should do and not do when approaching the different styles?

Do's	Don'ts

Exercise Five: Larry's Issues

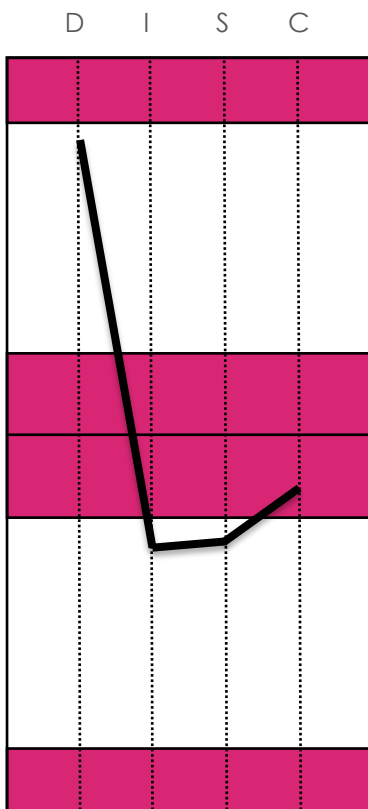
Instructions

You are Larry's supervisor. Other employees have complained to you about his behaviour. He is not the supervisor of the employees but needs their cooperation to perform his duties.

All involved are important to the organisation and you would like to resolve the situation before it gets any worse.

Interpret Larry's profile below and answer the following questions.

1. How might others see Larry and why?
2. What might Larry be thinking about the complaints made about him?
3. How could you work to resolve this issue? Discuss.

[illegible]

The Styles: Stress, Pressure and Fear

What is Pressure?

Knowing how a person will react under pressure can be useful especially when making management decisions. Furthermore, understanding when a person's behaviour reveals feelings of pressure can also be very helpful.

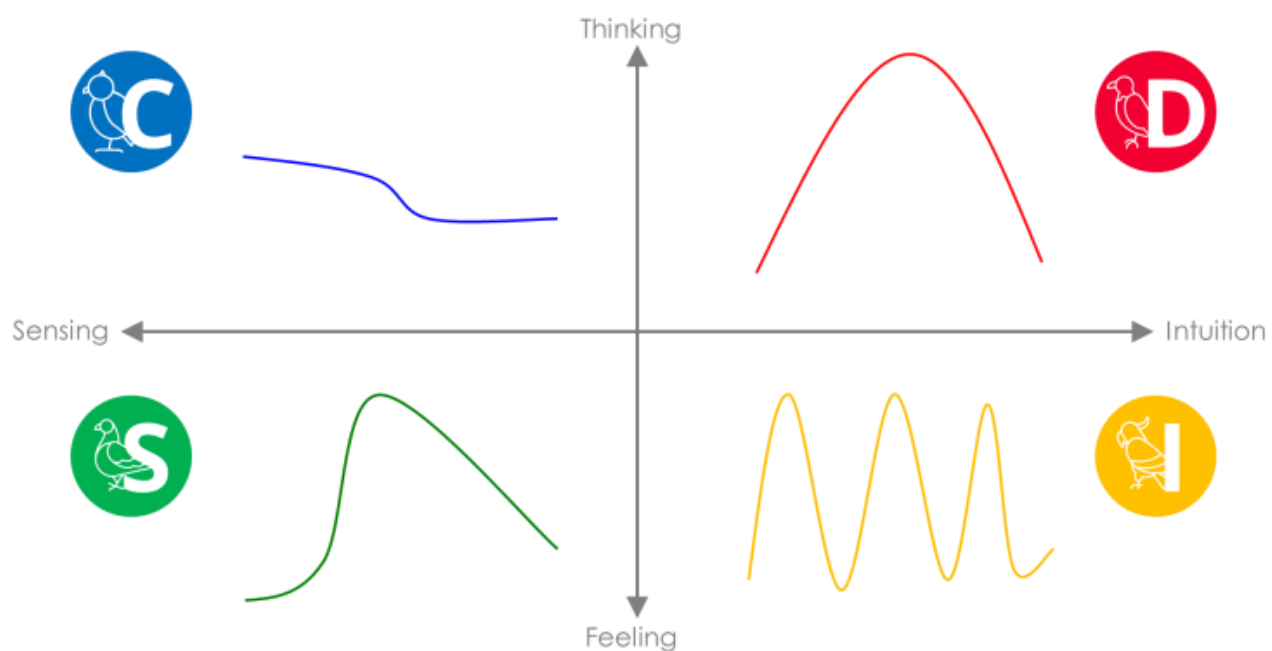
- What makes a person feel pressured often depends on what DISC style they are.
- 'Pressure' in this sense is often defined as a short-term effect.

What is Stress?

The stress we talk about tends to be: "... a reflection of a change in the environment and the adjustment process it causes, rather than anything to do with the medical or psychological illness also called stress."

The Styles Reaction to Stress

- D styles become explosive but move on quickly
- I styles have lots of highs and lows
- S styles hide their stress for a long time and then blow-up. S styles take a long time to move on.
- C styles become withdrawn and aloof.



The Styles: Stress, Pressure and Fear

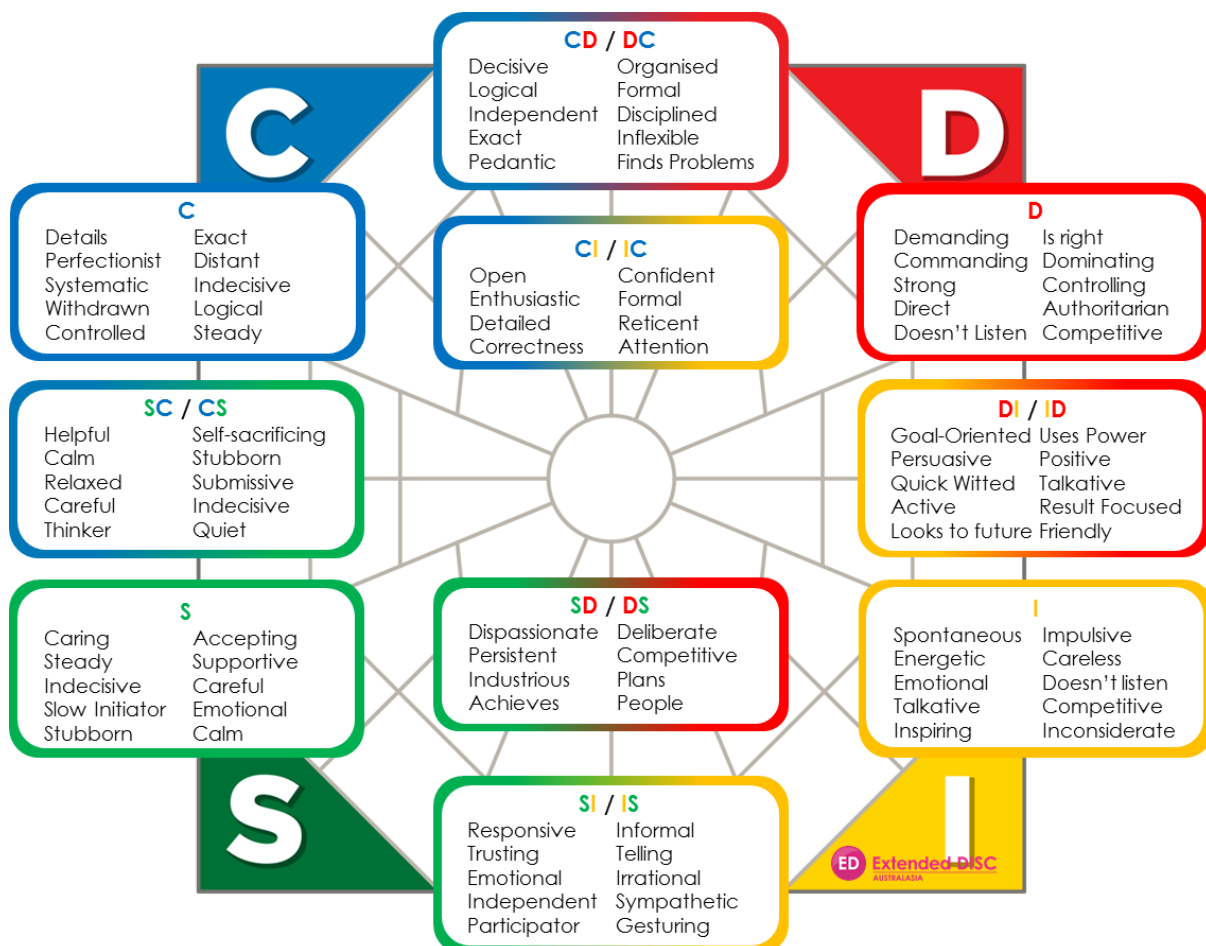
D Style	S Style
Causes of Stress:	Causes of Stress:
Loss of position or the ability to make independent decisions.	Unexpected changes, unstructured situations.
Signs of Stress:	The Signs of Stress:
Becomes aggressive and pressuring with short-term goals. Is impatient and does things even if they are wrong. Becomes irritable, blunt and demanding.	Becomes overly cautious. Wants to maintain the present ways of doing things and state of being. Becomes withdrawn and resists everything. Becomes difficult to approach and stubborn.
Alleviating Stress:	Alleviating Stress:
Give them an opportunity to act independently.	Create a predictable environment, include them in the planning of new things, create a cosy atmosphere.
I Style	C Style
Causes of Stress:	Causes of Stress:
Loss of influence, being side-lined, restrictions on flexibility.	Lack of information, unclear position and role, conflicts and chaos.
Signs of Stress:	Signs of Stress:
Becomes over-caring about human relationships, seeks attention from everyone. Is too interested in others' opinions. Has strong, emotional opinions that they defend critically and even rebelliously.	Questions everything, overly prudent, and overly interested in the causes and consequences of issues. Trusts only in logic and even doubts that. Fears the worst. Withdraws and becomes distant.
Alleviating Stress:	Alleviating Stress:
Give them an opportunity to move, meet people and retreat. Move closer.	Provide information, feedback, clear instructions and roles.

Combination Styles

Extended DISC Combination Styles

People are usually a combination of 2-3 styles. Under 1% of the population are 100% one style (0.4%).

Extended DISC identifies and reports on 160 different behavioural styles. The range of styles allows for a much more in-depth and accurate report on a person's natural behavioural style.



Extended DISC Behavioural Assessment

What is it?

Extended DISC® provides an easy to learn framework to help us make the necessary adjustments at individual, team and organisational levels to achieve our objectives.

What Does it Measure?

It measures the natural (spontaneous) reactions of the respondent to external stimulators.

What Doesn't it Measure?

Extended DISC® Behavioural Assessment is a self-assessment tool for measuring a person's natural behavioural style – it doesn't do a full personality analysis.

What Doesn't it do?

It does not classify people into good or bad categories or more or less intelligent.
It is not a test that a person can pass or fail.

It does not limit a person's possibilities to develop.

Key Rules

- a. Completing the questionnaire should be voluntary.
- b. The result of the analysis should not be the only source of information used when making personal decisions.
- c. We recommend feedback from a certified practitioner or participation in an Extended DISC workshop.
- d. The report is a personal document and should be treated as private and confidential.

Instructions to Candidates

- Use your native language.
- Go with your first impression – don't spend lots of time on each question.
- Controlled environment – ensure there'll be no interruptions.
- Be sure to read the candidate instructions before completing the questionnaire as it helps to explain the process.

Key rules

1 Completing the questionnaire should be **voluntary**

2 The result of the analysis **should not be the only source of information** when making personal decisions.

3 **We recommend feedback** from a certified practitioner or participation in an Extended DISC workshop

4 The report is a **personal document** and should be treated as private and confidential

Debriefing Extended DISC Profiles

Profiles Overview

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. The theory does not have any 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 are they? – 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, plus Profile I and the Special Cases.

Both profiles are divided into the following parts:

a. The Upper Zone

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

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

This area represents the most typical outcome of the results; the individual has in most cases preferred this side of the trait (for example High D to Low D). Traits in this area can be observed in the person's normal behaviour. Traits in the Lower Normal Zone are seen as opposites to the traits in the Upper Normal Zone.

c. The Neutral Zone

This area represents those responses where the person has not been consistent and has found it impossible to prioritise either end of the trait scale. A trait 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 is below it is more difficult to see. The Middle Line in each axis acts as a point where a type changes from significant to less significant. Any types that are above the Middle Line are considered to direct the natural reaction mode and hence, in most situations, the observable behaviour. The nonexistence of a particular type (located below the Middle Line) from an individual's natural behaviour exhibits itself in an opposite reaction (for example, calm-restless). The lower the type is, the stronger the opposite reaction shows in one's behaviour. A good understanding of a type'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.

Debriefing Extended DISC Profiles

e. The Lower Zone

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

f. Profile II

Profile II illustrates a person's natural response to an external stimulus. It is a 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 their behaviour. When interpreting Profile II, one must look at its shape, size and position on the Extended DISC® reference framework. By using Profile II, it is possible to define action and thinking models to a person's natural behavioural style. Profile II is the Extended DISC® System's most accurate and lasting illustration of a person's natural behaviour. Any significant and large changes in it usually mean significant events and changes in the immediate environment of the individual which are forcing them to seek new ways to succeed.

g. Profile I

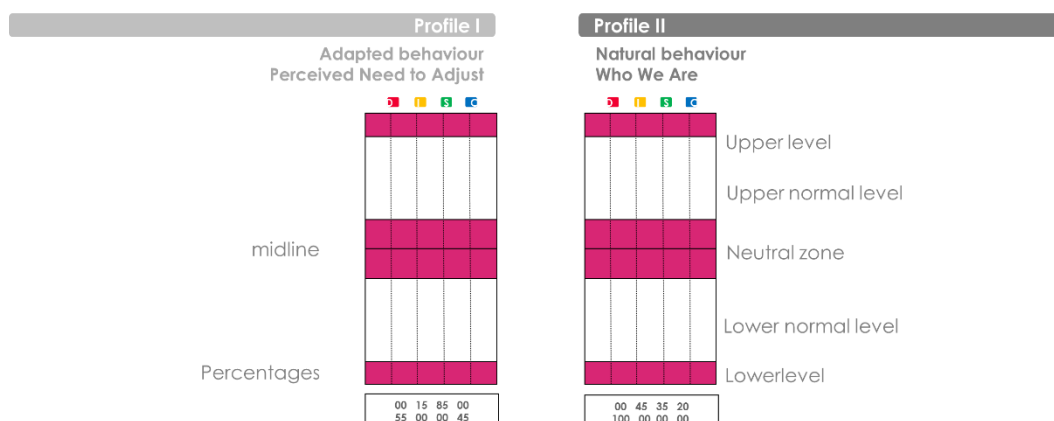
Profile I illustrates how the person feels they need to adjust their behaviour to better cope with the requirements of their present environment. Profile I demonstrates the individual's conscious understanding of themselves and their own behaviour in the present situation (conscious self-image).

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

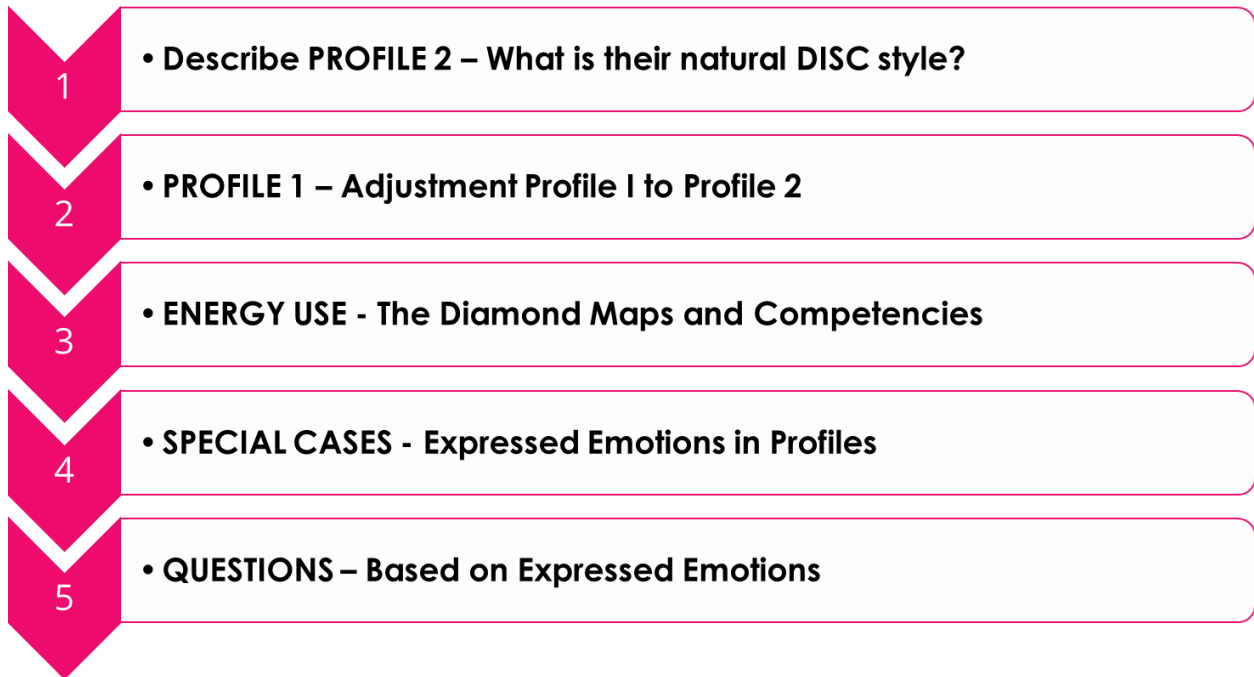
h. Percentages

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.

- How percentages are calculated: The share of the combined distance from the Middle Line of the dimensions that are on the same side of it.
- Upper Percentages: Dimensions that are above the Middle Line describe the inter-relationship of the dominating characters.
- Lower Percentages: Dimensions that are below the Middle Line describe the inter-relationship of the low characters.



The Five Elements of Interpretation



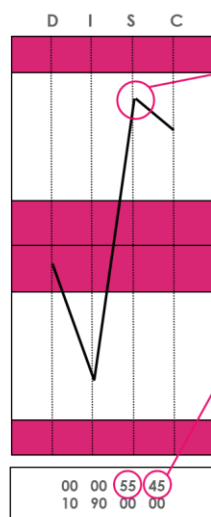
The Five Elements of Interpretation:

Element One – Natural Style

Element One – Finding the Dominant Style

- Step One – find the most dominant style. If two traits have the same percentage then the more dominant trait is read in the order of D, I, S and C.
- Step Two – identify other styles above the midline.
- Step Three – read and take note of the percentage layout of the styles.

Interpretation profile II - NATURAL



S Dominant style

S C Styles **above** the midline

55 S Percentage layout of styles
45 C above the midline

90 I Styles **under** the **centerline** and
10 D full percentage layout

TIP: If two dominant traits have the same percentage then the more dominant trait is read in order of **D I S C**

Your DISC style is:

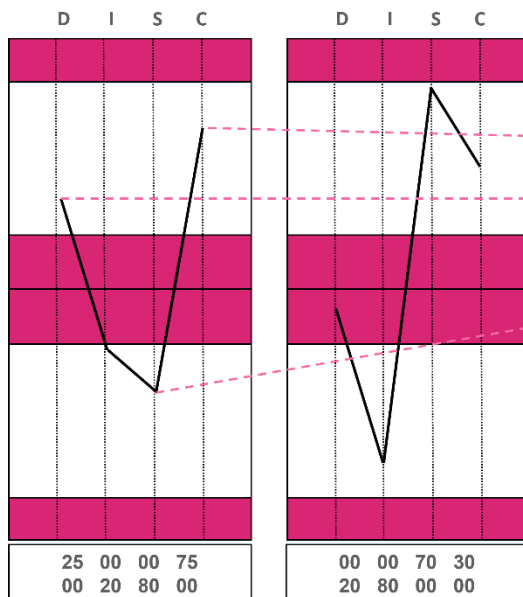


The Five Elements of Interpretation:

Element Two – Adjusted Style

Element Two – Finding the Adjusted Style

- Step One – find the most dominant style. If two traits have the same percentage, then the more dominant trait is read in the order of D, I, S and C.
- Step Two – identify other styles above the midline.
- Step Three – read and take note of the percentage layout of the styles
- Step Four – Compare Profile I with Profile II, taking note of any styles that are being emphasised or de-emphasised. Note: always check the percentages here.



A possible analysis...

This person feels they have to be more precise, analytical and detailed (emphasising C). They are also trying to be more direct, decisive and demanding (emphasising D) than they might naturally be.

They may come across as more direct and less laid-back in their approach (de-emphasising S).

They also feel they have to be far more task-oriented (adjusting to 2 styles, both in task quadrants), therefore making them more distant from people issues.

****Note: Always check the percentages!**

The Five Elements of Interpretation: S Dropping Below the Line

S Trait Dropping Below the Line

Key Feeling = Stress/A Need to Adjust

Discussion Points:

- Change in the Environment
- Instability
- Restlessness

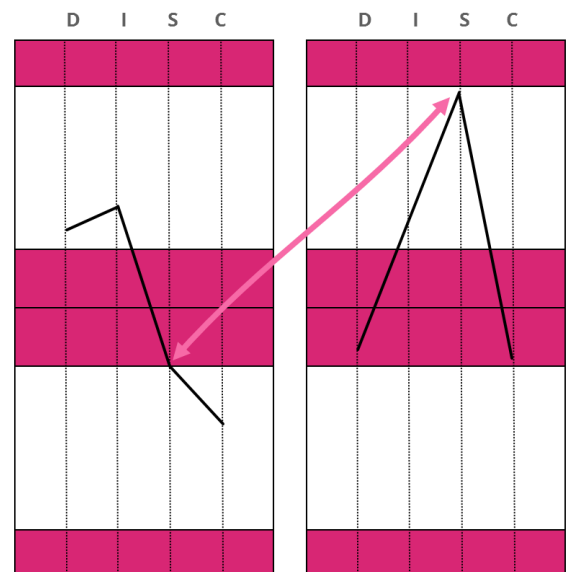
Overview:

If the person is experiencing stress, this can possibly manifest itself by the S Style shifting in Profiles I and II. The bigger the shift, the greater the amount of stress.

Interpretation:

You must be careful when evaluating the level of stress because different profiles have different tendencies to recognise, react to, and reveal stress. Similarly, people's understanding and definition of stress is often very different.

The phenomenon can nevertheless be studied as a defence mechanism to a change in the environment. It would be better to talk about response to change instead of stress.



The Five Elements of Interpretation: C Dropping Below the Line

C Trait Dropping Below the Line

Key Feeling = Need for Instructions

Discussion Points:

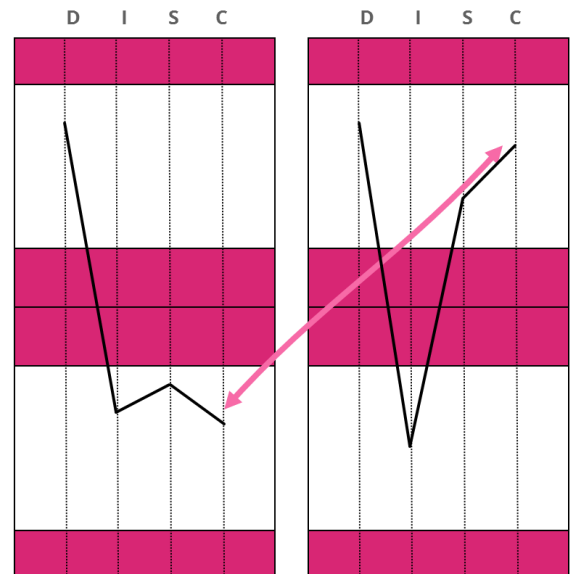
- Extra support
- Clearer Job Description
- Need for Boundaries

Overview:

If the person is showing a definite drop in their C Style, they often feel they 'need more instruction.' This can mean additional support or training, clearer boundaries or even a more in-depth job description outlining their tasks and job scope.

Note:

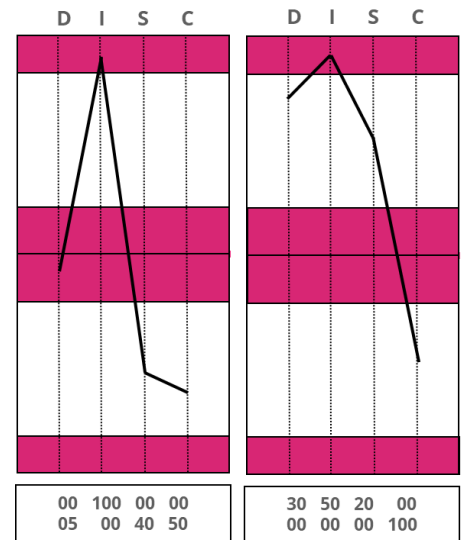
Only big drops in C indicate a need for more instruction, i.e. drops below the midline and of more than 25%.



Exercise Six – Real Profile Analysis

Instructions

Using the debriefing form below, analyse and interpret Andrew's Profile I and II.



What is Andrew's Natural Behavioural Style?	What is Andrew's Adjusted Behavioural Style?
Describe this style:	Describe this style:
Comparing Profile I with Profile II, what is being emphasised and what de-emphasised?	
Is there any significant drop in the C or S dimensions? If so, what does this mean?	
How could you help to motivate this person? (Based on their natural behavioural style)	
What are their strengths and preferred communication style? (Based on their natural behavioural style)	

The Five Elements of Interpretation:

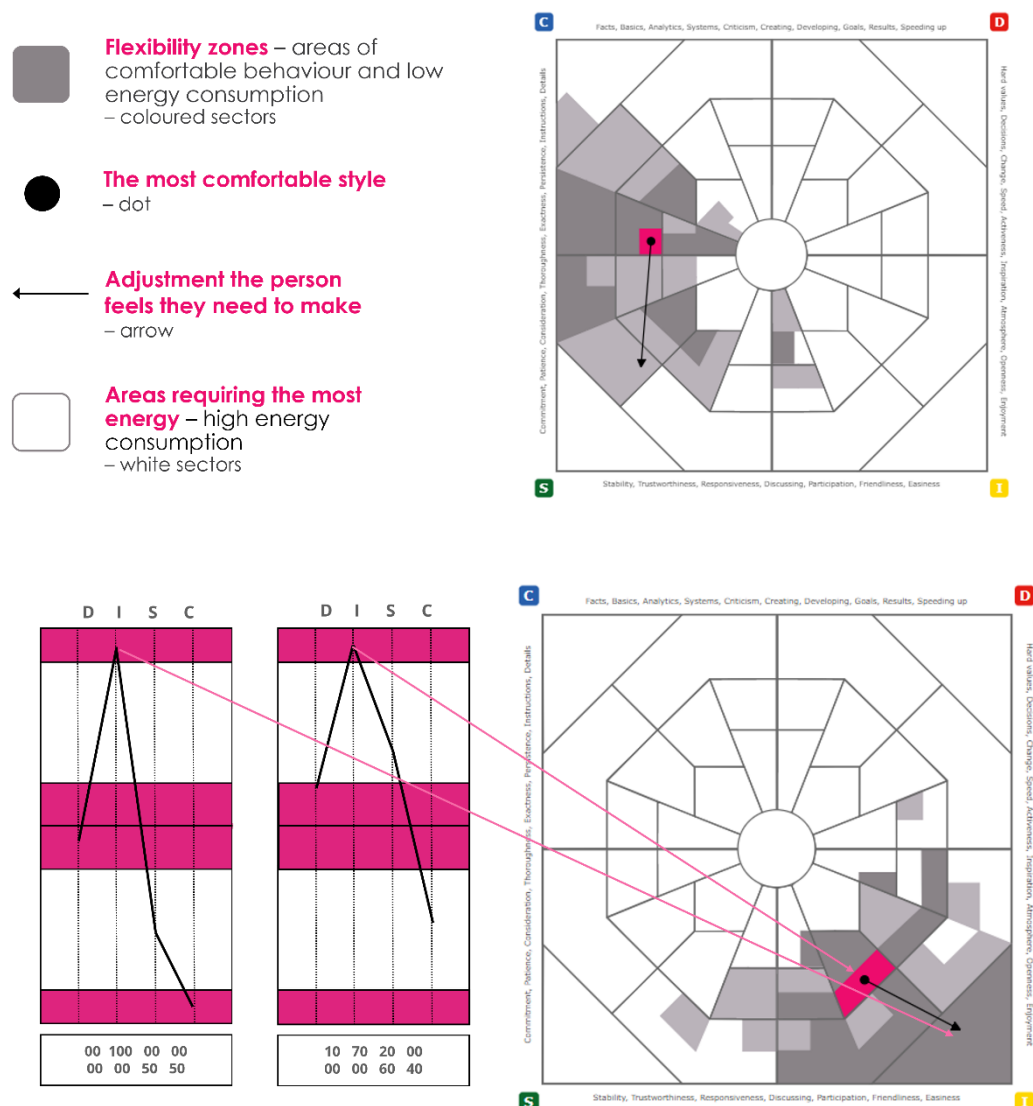
Element Three – Flexibility Zones

Element Three – Flexibility Zones

The Flexibility Zones Page 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 to us than others.

The coloured areas in the Flexibility Zones Diamond illustrate the areas that are natural for the person. It doesn't take additional energy for them to do work assignments that require them to behave in that way. It is also most likely that when dealing with people whose natural style is in that area as well, the person 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 most likely to get tired and start making mistakes earlier than they would in the coloured area tasks. There is also an additional requirement, when communicating with people in the white area, to learn to understand their "language" and their way of expressing things.

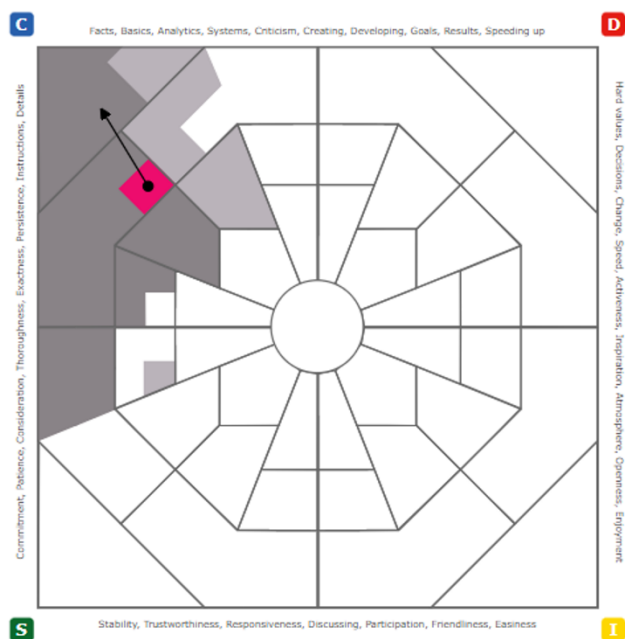
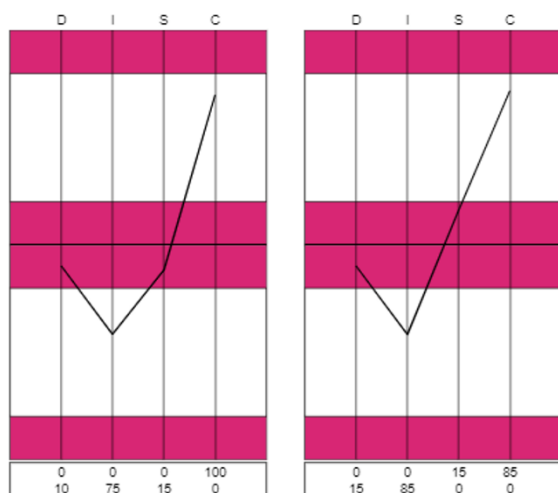


Exercise Seven: Debriefing Profiles

Instructions

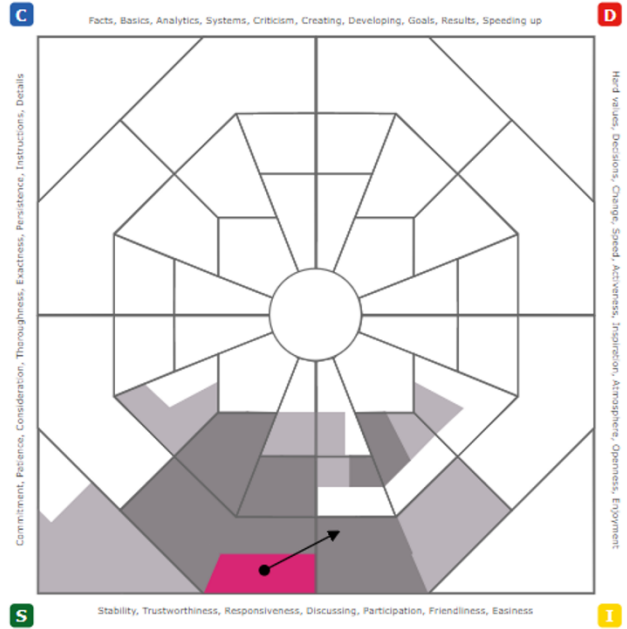
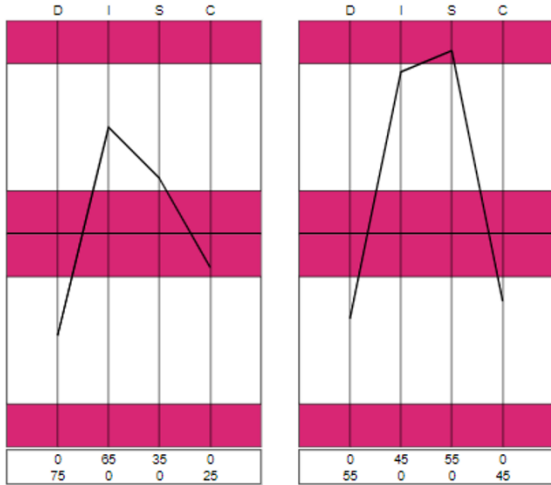
Analyse and interpret the graphs below.

Mandy

[illegible]

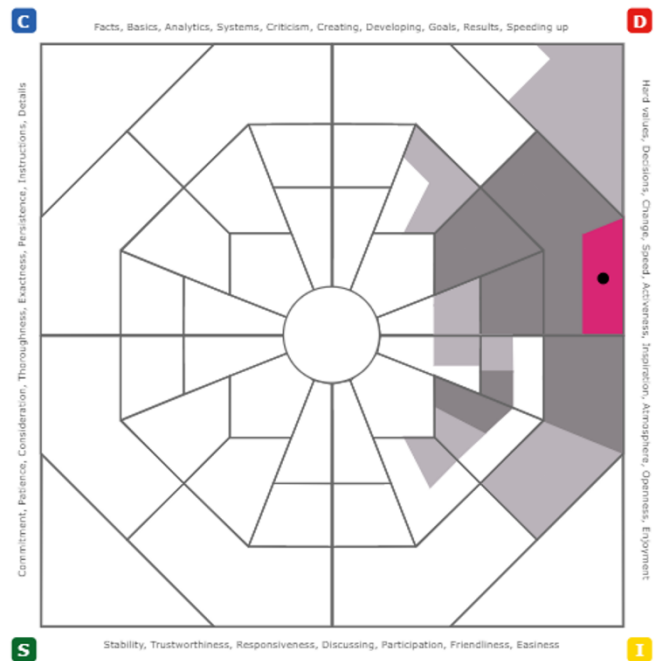
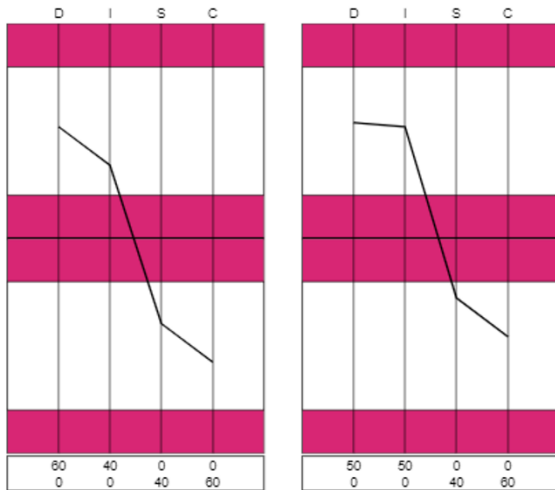
Exercise Seven: Debriefing Profiles

Roy

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Exercise Seven: Debriefing Profiles

Steve

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

The Five Elements of Interpretation:

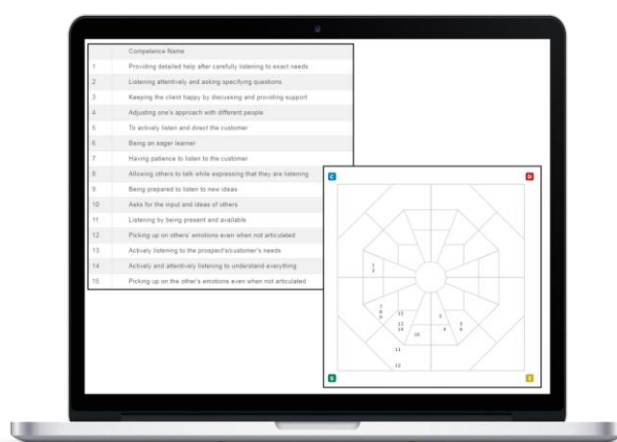
Element Three - Competencies

Reading the Competencies

Each slider shows the respondent's flexibility within the competencies. Below is an example of how behavioural competencies can be read.

- Any competency rated 0 to 5 would be in the coloured part of the Diamond - takes less energy.
- Any competency rated 0 to -5 would be in the white part of the Diamond - takes more energy.

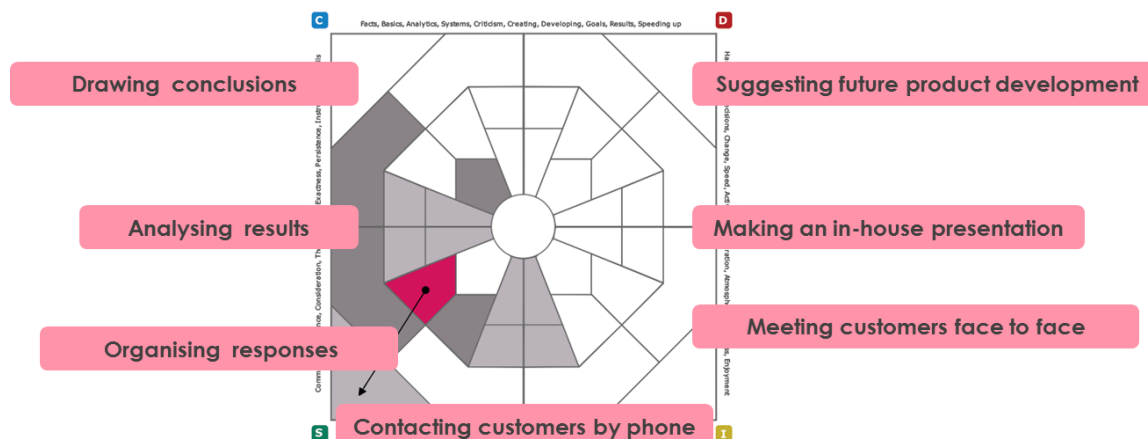
Set up a Job Template in your FinxS Account and view the competencies against the Diamond. This enables you to determine which areas of the Diamond a competency will be located in and which behavioural style/s this matches up with.



What is Job Fit?

Job Fit is when you:

- Place the expected tasks (that a person is to undertake) around the Extended DISC® Diamond. (Do this by considering the different behaviours that are needed to implement each task ie: introverted, analysing, people, selling, checking etc.)
- Then look at the person's comfort zones on the Diamond to see where avoidance or performance issues might occur and where training, support or restructuring could be needed.



The Five Elements of Interpretation:

Element Four – Special Cases

Element Four - Special Cases

Responses generate Profiles.

Online self-assessment in the respondent's native language. 24 questions (48 including sub-questions). Algorithms create Extended DISC profiles. Assessments are based on Profile II. There is a built-in mechanism to prevent unreliable reports being generated. If they don't meet the required level, the reports are considered invalid.

The Special Cases provide answers to the question, "How are they feeling?". They are often used as discussion openers that help the person to open up and start talking about the feelings that are most disturbing in their present situation.

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

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

IMPORTANT!

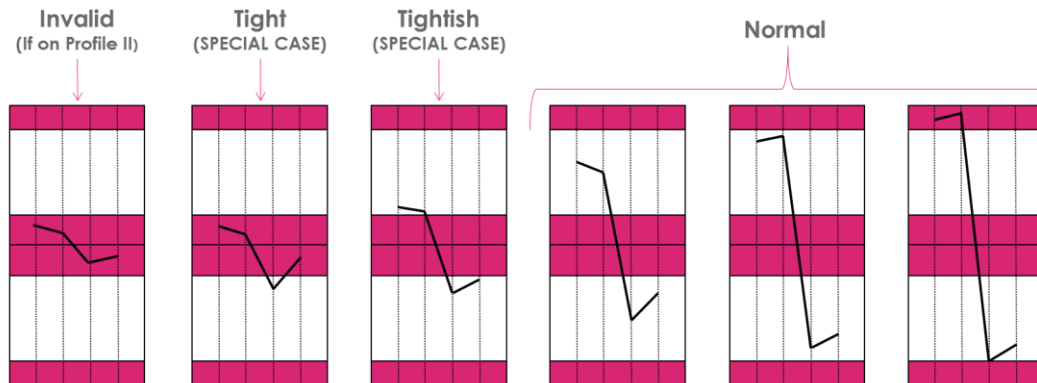


Be careful when interpreting the profiles and discussing the results with a participant as Special Cases are meant to be **discussion point starters** only, not used as a psychological evaluation tool

The Five Elements of Interpretation:

Element Four – Special Cases

SIZE of the Profiles



- Tight Profile I – Uncertain of Role. The person has not been able to form a clear understanding of their role in their present work environment (see page 39).
- Tight Profile II – Insecurity. The person is under pressure. The probable cause of the pressure is a perceived threat that pertains to the basic areas of safety. Note: DC Profiles can often be tight without reason (see page 40).
- Both Profiles Tight – Frustration. The person has not been able to form a clear understanding of themselves, wants to please everyone, does not have any motivation to look into the future, or feels that they're currently in an unsuitable role, etc (see page 41).

Tight Profile I: Uncertain of Role

Tight Profile I

Key Feeling = Uncertain of Role

Discussion Points:

- New in the position
- Unclear job description
- Several bosses
- No clear goal/seeking change
- Unclear areas of responsibility

Overview:

The person has not been able to form a clear understanding of their role in their present work environment.

Note:

A Tight Profile cannot be shown on the Extended DISC Diamond. In the case of a Tight Profile I, there will be no arrow on the Diamond.

If Profile I is Tight, and the dimensions are both inside the neutral zone and above the Middle Line, then it is a Tight Profile and not an example of the Special Case of Helplessness.

What causes a Tight Profile I?

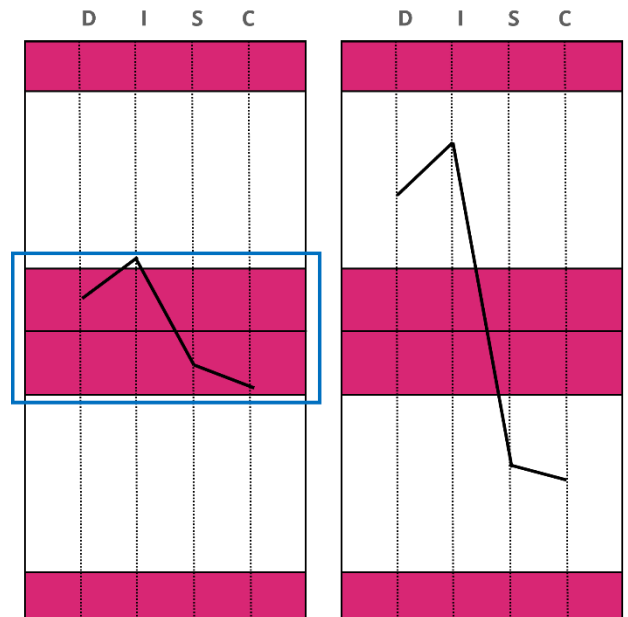
Interpretation:

A Tight Profile I is caused by two possible factors:

1. The person has not been able to form a clear understanding of their role in their current environment.
2. The person wants to – consciously or subconsciously – alter their responses. This will most likely be reflected in Profile I.

This means that when interpreting a Tight Profile I, you should keep these two possibilities in mind.

NB: Also remember that a Tight Profile I is not so important in recruitment.



Tight Profile II: Insecurity

Tight Profile II

Key Feeling = Insecurity

Discussion Points:

- Future not secure
- Unemployment
- Sickness
- Career threat/ rumours about change
- Divorce etc...

Overview:

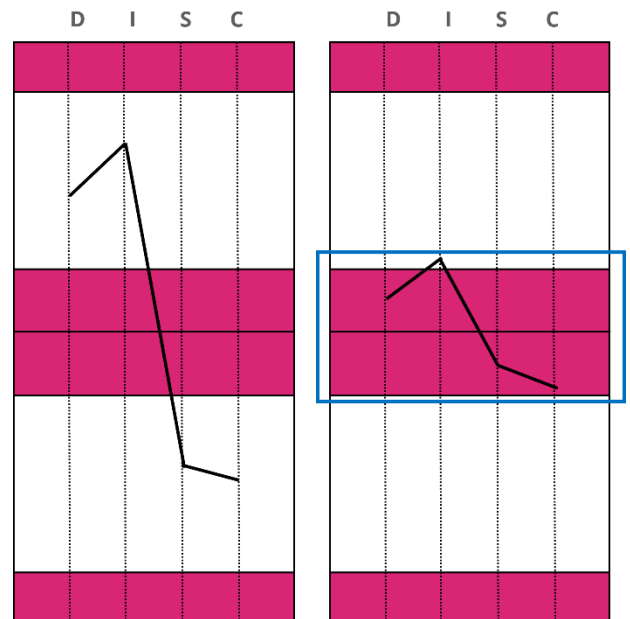
The person is under pressure. The probable cause of the pressure is a perceived threat that pertains to the basic areas of safety. Often the explanation lies in something that is valuable to the person being under threat.

Note:

A Tight Profile II cannot be shown on the Extended DISC Diamond. In the case of a Tight Profile II, the Diamond will be empty.

Is the Result Reliable?

If the Profile is almost tight, we should be careful with the interpretation. If Profile II has much the same shape as Profile I, we can trust the shape of Profile II more.



Both Profiles Tight: Frustration

Both Profiles Tight

Key Feeling = Frustration

Discussion Points:

- Future not clear
- Lack of motivation
- Lack of direction
- Confusion

Overview:

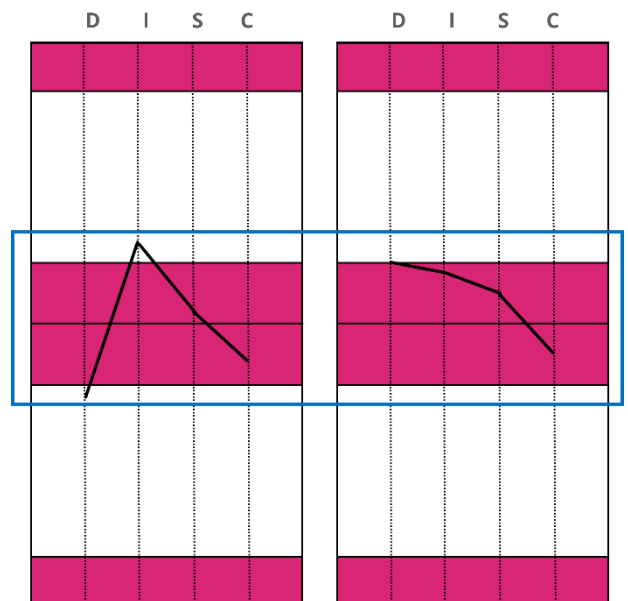
When both Profiles I and II are tight, the person has answered both parts of the questions inconsistently. The person may not have been able to form a clear understanding of themselves and wants to please everyone. They may not have any motivation to look into the future, or may feel they are currently in an unsuitable role.

Note:

If both Profiles are tight, the validity of the analysis could be lower. Therefore, you must use caution when interpreting the results.

Do the Profiles have similar or different shapes?

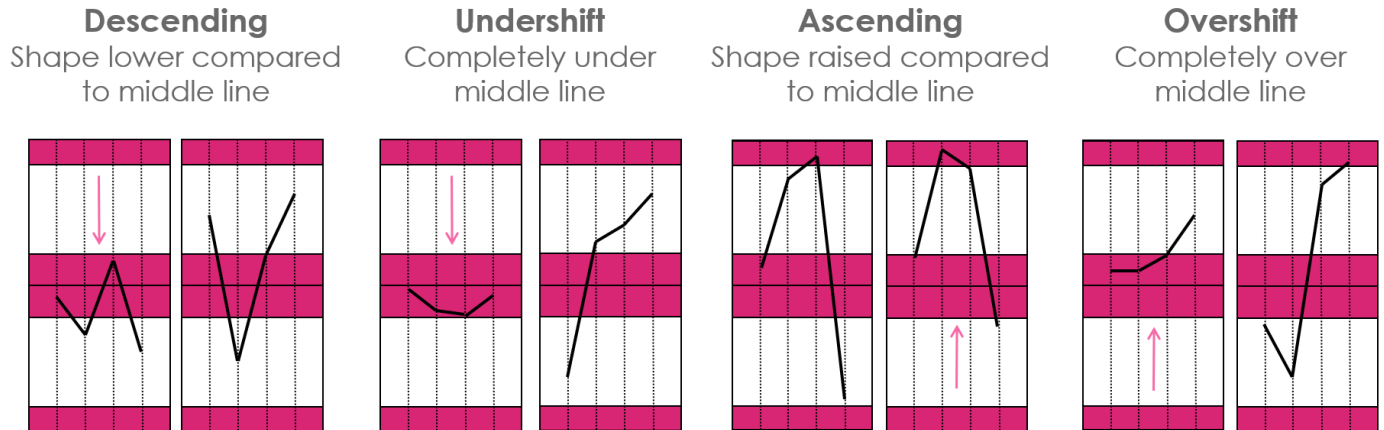
If the two Profiles have a similar shape, trusting the shape of Profile II is a lot safer. If the shapes are different (like in the example on this page), you should not put too much emphasis on the shape of Profile II. The only outcome of the analysis is that "Both Profiles are Tight" and the feeling related to it is frustration.



The Five Elements of Interpretation:

Element Four – Special Cases

POSITION of the Profiles



- Ascending Profile I – Helplessness: The person feels constrained and is acting at the limits of their capabilities, or in complete contrast to their natural traits, in order to meet the demands of their environment. (See page 43).
- Ascending Profile II – Pressure: The person is under a lot of pressure and might feel the demands of their environment are becoming too much to handle. (See page 44).
- Descending Profile I – Lack of Confidence: A descending Profile I reflects self-confidence issues. The person may feel they need to conceal an aspect of themselves. (See page 45).
- Undershift – Moral Imbalance: An undershift in Profile I indicates the person may have problems with self-motivation or in the understanding of right and wrong. They may feel themselves to be in a position where they're required to do something they don't completely agree with. (See page 45).
- Mirror Profile – No interpretation: The respondent experienced a disturbance in their thinking. Check to see if they were interrupted while taking the test. (See page 46).
- S trait dropping below the line: Stress/Need to Adjust. If the person is experiencing stress, it can sometimes manifest itself by the S Style shifting in Profiles I and II. The bigger the shift, the greater the amount of stress. (See page 29).
- C trait dropping below the line: This may indicate a need for more instruction. (See page 30).

Ascending and Overshift Profile I: Helplessness

Ascending and Overshift Profile I

Key Feeling = Helplessness

Discussion Points:

- Working against my skills
- Working against my style
- Forcing myself

Overview:

An ascending Profile I indicates a feeling of constraint. The person feels constrained and is acting at the limits of their capabilities, or in complete contrast to their natural traits, in order to meet the demands of their environment.

In the case of a Profile shifting above the Middle Line, an explanation can usually be found by examining the tendencies and traits relating to that particular behavioural type.

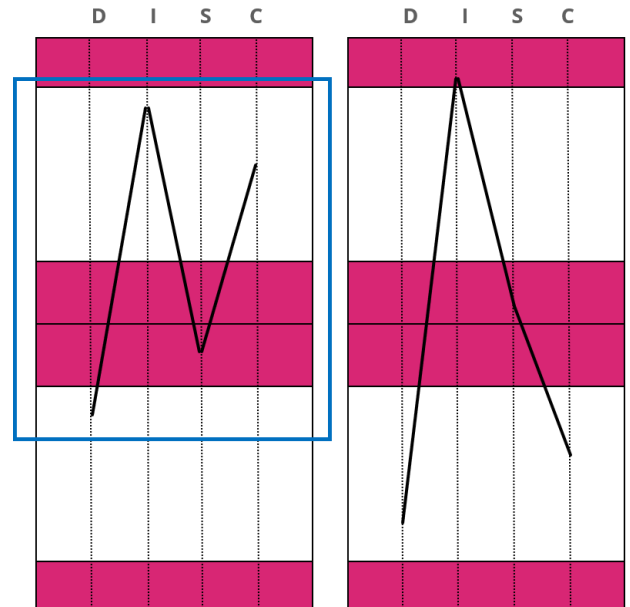
Note:

An Overshift Profile cannot be shown on the Diamond, nor will there be an arrow on the Diamond.

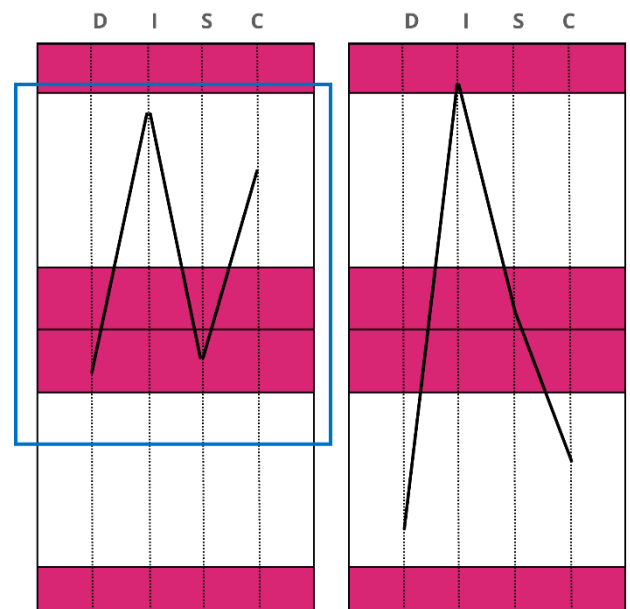
Interpretation:

If the whole Profile shifts up, keeping the original (Profile II) shape, the likely cause for this may well be something that has no direct correlation with the individual's behavioural styles.

Ascending Profile Example



Overshift Profile Example



Ascending Profile II: Pressure

Ascending Profile II

Key Feeling = Pressure

Discussion Points:

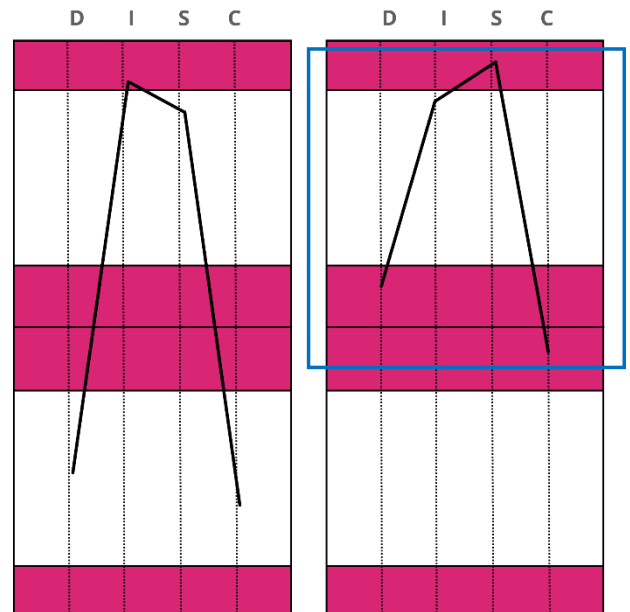
- Pressure at work
- Pressure at home
- Change in life

Overview:

The person is under a lot of pressure and might feel the demands of their environment are becoming too much to handle.

Styles in the Neutral Zone:

If Profile II is clearly ascending, the importance of the styles in the Neutral Zone diminishes. We should not use them as part of the interpretation of the shape of Profile II, but rather just use those styles that are above the Neutral Zone. This is because when the Profile goes up, the Middle Line doesn't. Meaning that when the reason for the upward shift has been removed, the dimensions in the Neutral Zone will most likely drop back down below the Middle Line.



Descending and Undershift Profile I: Moral Issues / Lack of Self-Confidence

Descending / Undershift Profile I

Key Feeling = Moral Issues / Lack of Self-Confidence

Discussion Points:

- My work goes against my ethics
- I don't accept myself
- I need to conceal something
- I lack self-confidence

Overview:

Descending Profiles reflect problems relating to oneself (e.g.: self-confidence issues). In extreme cases, the person may have problems with self-motivation or in the understanding of right and wrong.

When the whole Profile falls below the Middle Line, it may indicate moral problems.

For example, a person who promotes a healthy lifestyle may feel they are working against their own morals by working at a fast-food restaurant.

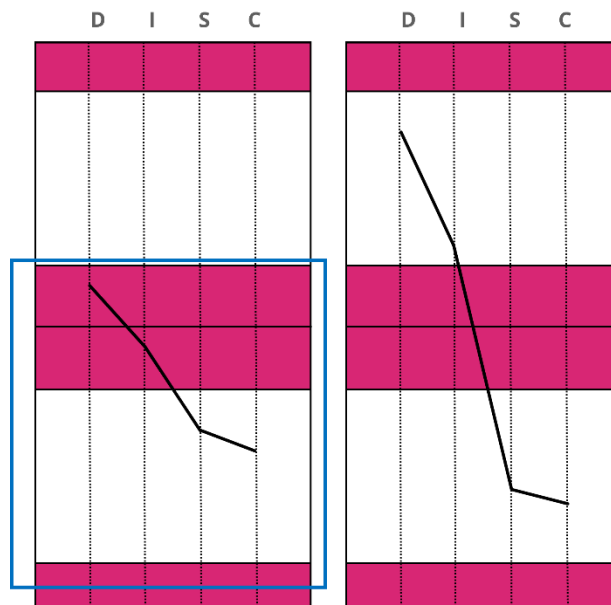
Note:

Be aware that an Undershift in Profile I cannot be shown on the Extended DISC® Diamond. So when this occurs, there will be no arrow on the Diamond. Note also that an Undershift in Profile II is not technically possible.

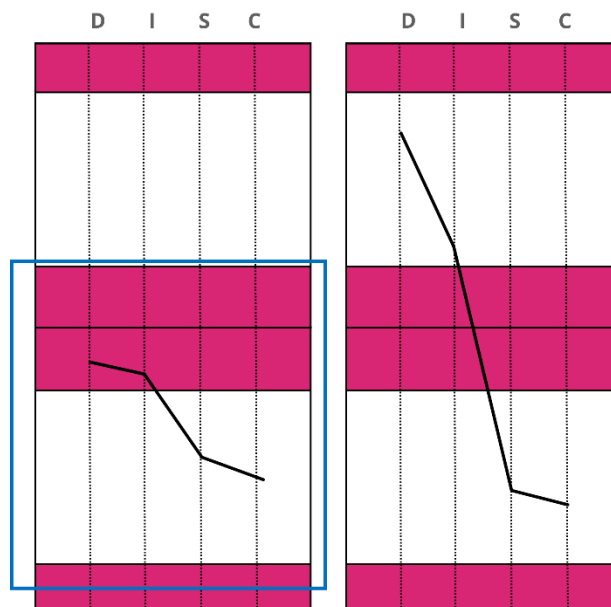
Overview:

Extreme caution must be exercised in interpreting Descending Profiles. Further discovery, through discussion, is strongly recommended.

Descending Profile Example



Undershift Profile Example



Mirror Profiles

Mirror / Near Mirror Profiles

Key Feeling = ?

Discussion Points:

- No interpretation
- A disturbance in thinking
- Do again

Things to Check:

- Was someone answering with them?
- Were they interrupted?
- Do they feel they have to be a certain style to be recruited?

Overview:

When the Profiles are mirror images of each other in relation to the Middle Line, you must be careful when interpreting the results.

The person might be very frustrated in their present situation or be uncertain about their own goals, or maybe no interpretation can be found.

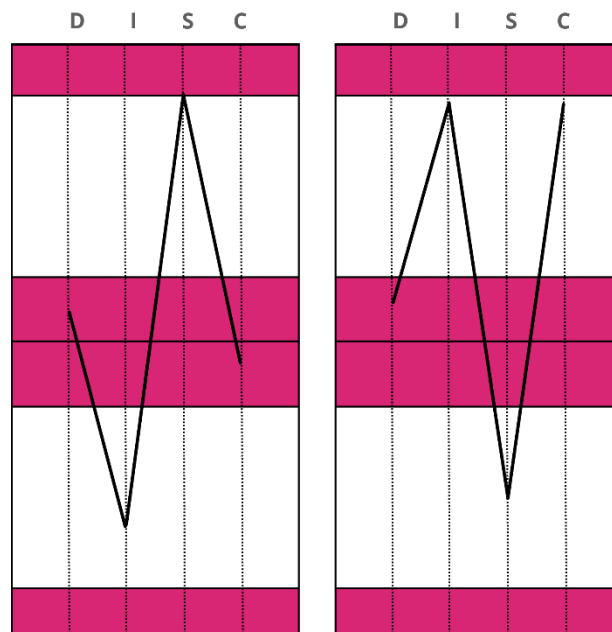
Note:

If all four traits on one Profile were to appear on the opposite side of the Middle Line on the other Profile, then the assessment would be invalid and the system would not generate a report.

If three traits are on opposite sides of the Middle Line on each of the two Profiles (as per this slide), then they should be considered Near Mirror Profiles (and should be interpreted with caution).

Can the assessment be done again?

Since Mirror Profiles do not have any interpretation and are most often caused by some disturbance in thinking, it is recommended that the person re-do the analysis. If Mirror Profiles appear again in the second report, we recommend a longer break be taken.

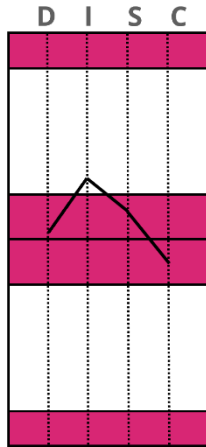
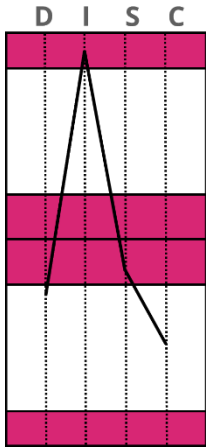


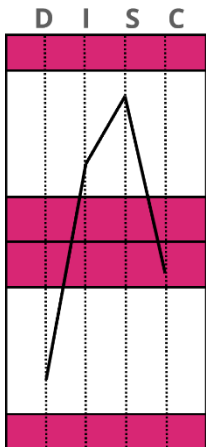
Exercise Eight:

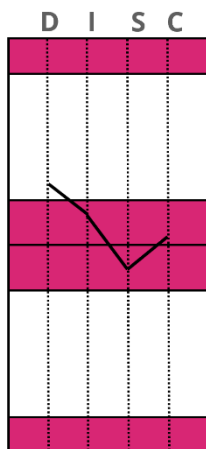
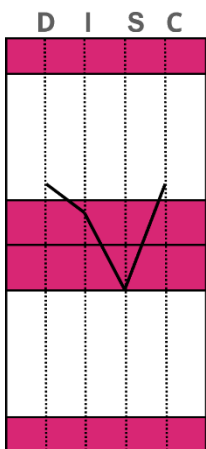
Identification of Special Cases

Instructions

What adjustments and/or Special Cases do you see in each Profile?







Consistency of the Results

Consistency of the Results

- **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.

Interpretation of the Scale

- **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. If possible, it's recommended the person re-do the questionnaire.

Before the person re-completes the questionnaire, it's important to reiterate that they should think of the answer that is 'most' or 'least' like them, rather than 'exactly' or 'not at all' like them. Ensure your candidate is not interrupted and does not over-analyse the questions.

PSiz	PSim	PPos
5	4	5

Special Cases Summary

Invalid Analysis Results

- Tight Profile II
- Overshift in Profile II
- Mirror Profiles

Be Careful With

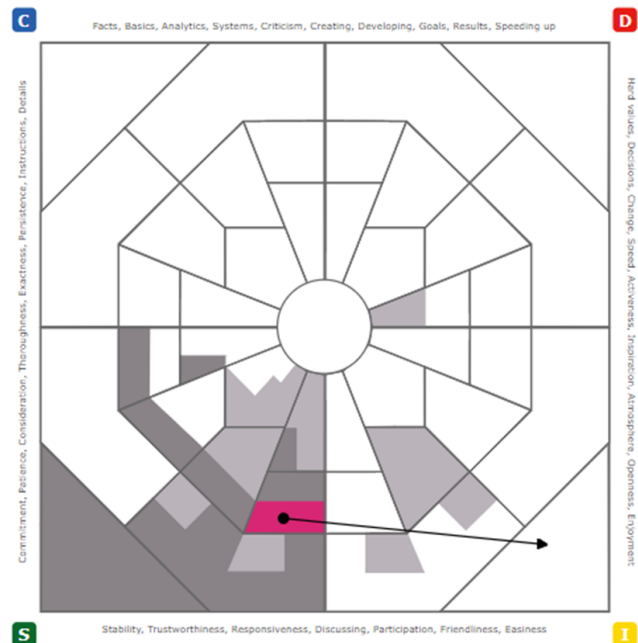
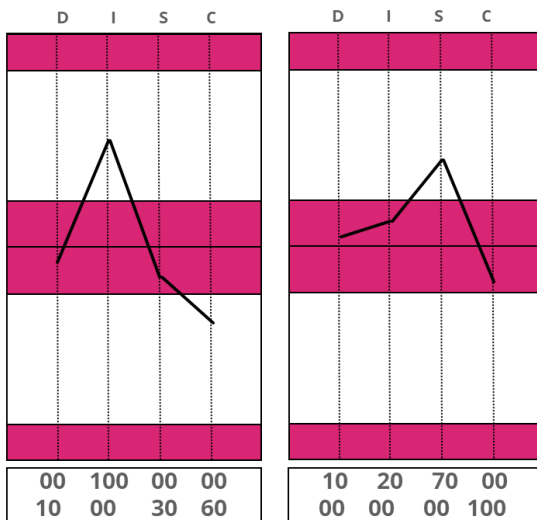
- Almost Tight Profile II
- Almost Overshift Profile II
- Almost Mirror Profiles

Exercise Nine: Debriefing Profiles with Special Cases

Instructions

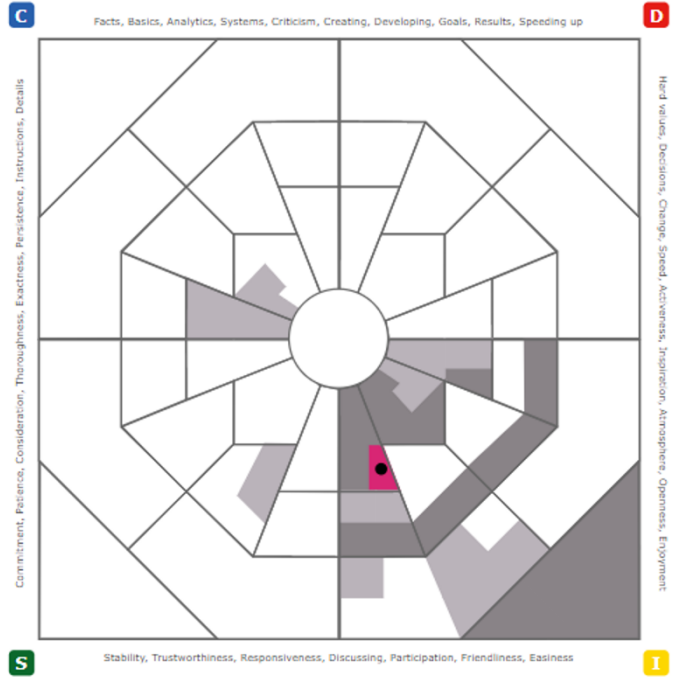
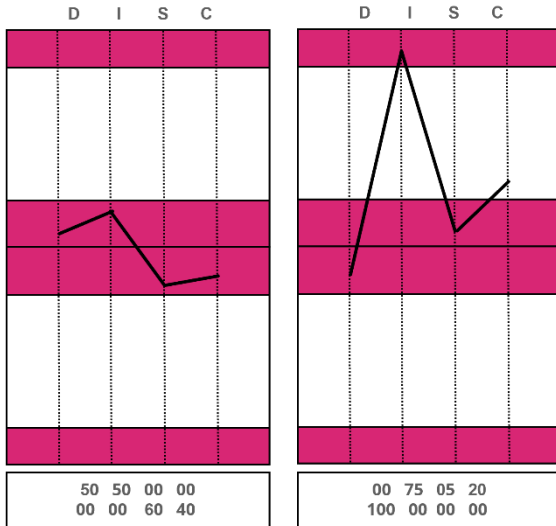
Analyse and interpret the graphs below.

David

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Exercise Nine: Debriefing Profiles with Special Cases

Brian

[illegible]

The Five Elements of Interpretation:

Element Five – Questions

Questions Relating to Expressed Emotions

These Suggested Interview Questions are specific to each individual Behavioural Report and are ideal for using in recruitment, appraisals and confirming unusual situations in the report.

They are compiled from the movement between Profile I and II and the shape, size and position of both Profiles, and correspond to each of the DISC Styles.

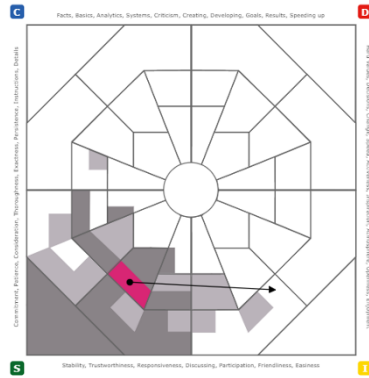
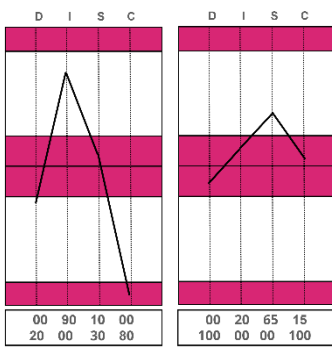
Please note, not all questions may be relevant if the individual is making little to adjustment.

Questions relating to the person's expressed emotions.

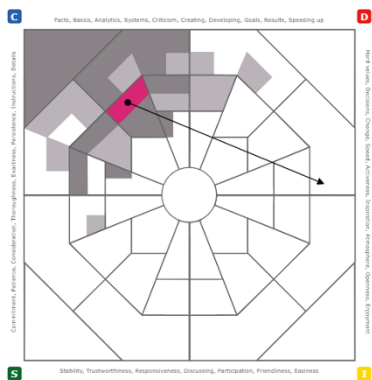
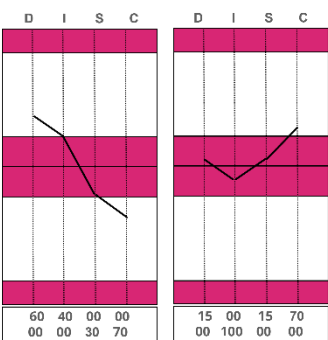
- D** She doesn't feel any particular need to be more decisive or bolder in the current situation which she is accustomed to, but she aims to be herself.
How do you handle difficult situations in your current life?
- I** At the time of analysis she was strongly focused at acting through, and affecting, people. This is a natural way of behaving for her. Being apart from people would reduce her motivation.
What do you get out of working with people?
- S** She aims at being a little more active in her current role, yet not forgetting her basic careful and considering style.
When was the last time you were pressured into being faster than you would like to be?
- C** At the time she may feel slight pressure or the feeling of uncertainty even though she doesn't in any way try to change her own natural behaviour. She should get more freedom by taking control of her own affairs.
In what way should you not be restricted?

Optional Exercise: Debriefing Profiles

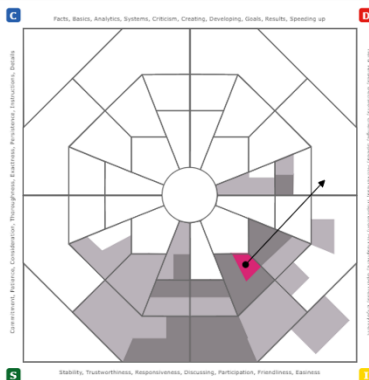
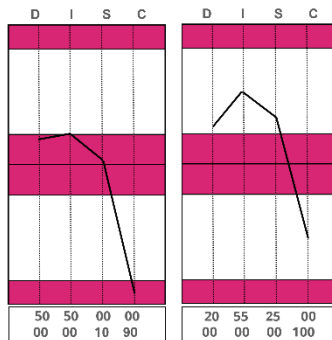
Sally

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

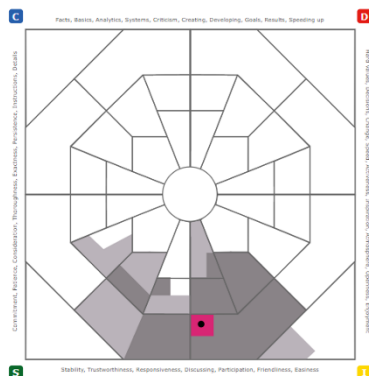
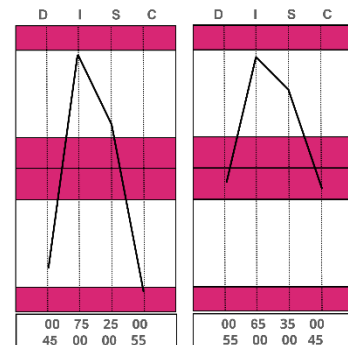
Eric

[illegible]

Mary

[illegible]

Cathy

[illegible]

*See debriefing form on the next

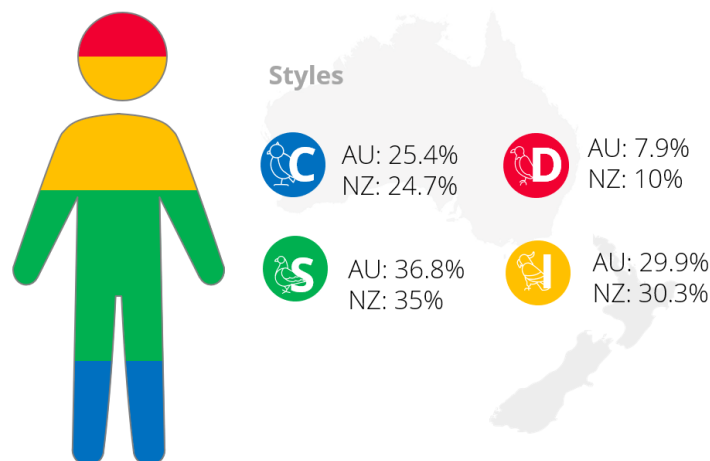
Debriefing the Profiles: Optional Exercise

Step 1: What is your Adjusted Behavioural Style?	Step 2: What is your Natural Style?
Step 1: Describe this style.	Step 2: Describe this style.
Step 2: Adjusted Behaviour: Compare Profile I with Profile II. What dimensions are you emphasising and deemphasising? Why do you think this is? Is there a drop in C or S? What might this mean?	
Step 3: Look at the flexibility Diamond and talk about energy / comfort zones.	
Step 4: Can you see any Special Cases? What discussion points do they lead you to?	
Step 5: Are there any questions relating to your expressed emotions (at the back of your report) that you can relate to or discuss further?	
Are there any identifiable sources of stress that you can discuss and potentially alleviate?	

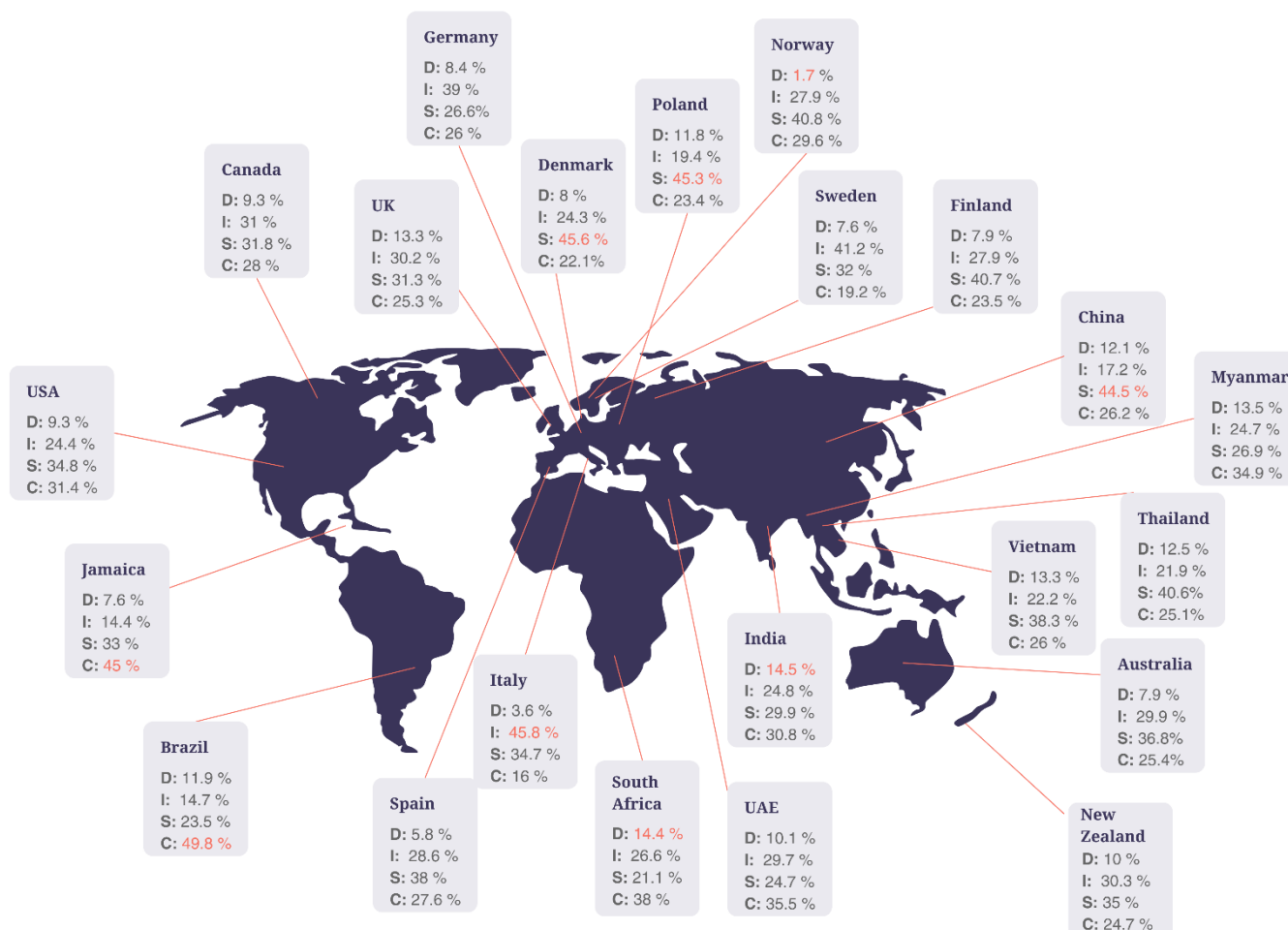
Changes in the Australasian Population

DISC Style Distribution

Distribution of behavioural styles according to the Extended DISC model in the Australasian population (2024):



The Australasian population compared to other regions:



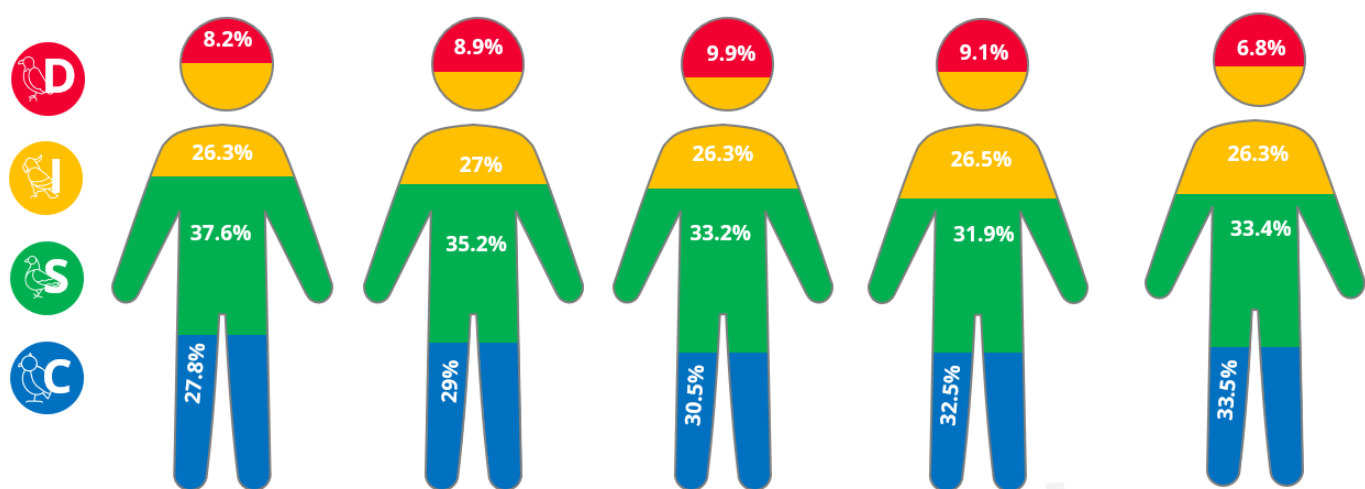
Changes in the Australasian Population

DISC Style Distribution

What does this mean for employers? How do we motivate people with a given style?

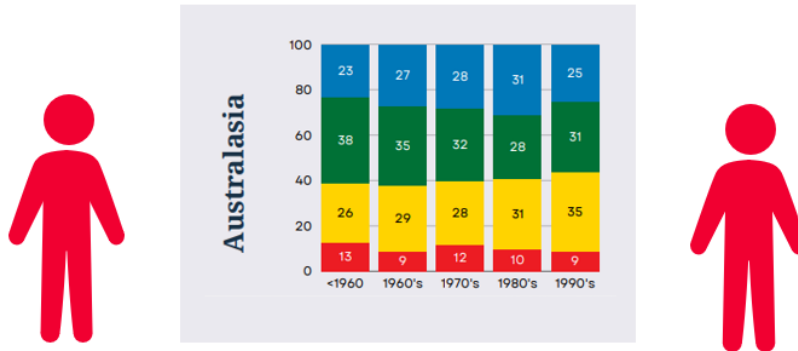


And how do generations differ?



Changes in the Australasian Population

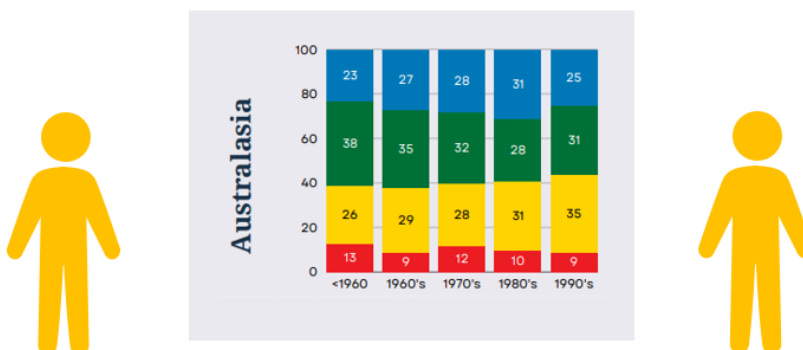
A quarter fewer Ds were born in the 90s than in the 70s.



- Are we **less interested in the rat race**?
- Are we less inclined to **sacrifice our personal lives for our careers**?
- Do we prefer **team work to independence**?
-?

12% >> 9%

7% more I styles were born in the 90s than in the 70s.



- Are we more and **more open** to people and increasingly **communicative**?
- Are we more focused on **building strong work relationships** and a **positive atmosphere**? Has this become more important than getting results? (**D** vs **I**)
- Rise of **technology**, mobile phones and social media?

28% >> 35%

Debriefing Tips

How to Debrief an Extended DISC Report

1. Turn to page 5 of the report where you will see the two Profiles.
 - First look at Profile II: the individual's natural behavioural style.
 - Identify the styles above the centre line and note their percentages.
 - Order them from the highest to the lowest percentage to identify the person's dominant behavioural style and their combination styles. Note:
 - If two styles have the same percentage, D is always stronger than I, I is stronger than S, and S is stronger than C.
 - Any styles situated in the upper coloured section of the graph are very strong for the individual.
 - A Profile spread between the upper and lower coloured sections, above and below the Middle Line, indicates a good strong result and shows the person knows who they are.
 - It is unusual to have only one style, but if this does occur, then it is usually "D".
2. Then look at Profile I and identify their adjusted style to their environment at the time of assessment:
 - Identify how they have emphasised or de-emphasised certain dimensions and think about why this might be.
 - When assessing Profile I, consider whether the person is trying to be recruited at the moment, and the impact this process could be having.
3. Use the Flexibility Diamond to describe how this person expends energy or finds certain behaviours easy. Relate this to their job/task requirements, if known.
 - Use the competencies to identify further insights. Note: Be sure to check that everyone knows how the scale works.
4. Look for Special Cases and their potential impact.
5. Turn to page 5 and check the arrow. Profile I sits at the end of the arrow and Profile II is in the coloured area of the Diamond.

The darker shaded area is the **Natural Flexibility Zone** – the area where the Profile will most probably shift.

The lighter shaded area is the **Easiest Development Zone** – the area toward which the Profile is easiest to develop.

The white area of the Diamond is the **Most Difficult Development Zone** – areas which require a stronger conscious adjustment of behaviour.

Note the following:

Is this analysis for recruitment? If so, does Profile I represent their current work environment or is it perhaps their perception of the role being applied for? Has the "I" increased in Profile I because they are selling themselves?

Debriefing Tips

Does the arrow represent a long stretch from the individual's natural behavioural style?

Does the arrow end in a white part of the Diamond, representing behaviours that require the most energy, effort and concentration from an individual?

If the arrow is in the white area, is Profile I sitting close to a shaded area and therefore not of so much concern?

If Profile I is sitting in the white area of the Diamond and is a big stretch, is this a temporary situation or ongoing and likely to be causing pressure?

6. Refer to the Questions relating to the person's expressed emotions at the back of the report to expand insights and to discern any relationship they may have to the Special Cases.
 - If further specific role-related insights are required, prepare a Job Template.

TIPS

Identify further insights by looking to see if any of the following are present:

- A significant drop in "S", indicating possible stress due to change.
- A significant drop in "C", indicating a possible need for more instructions, guidance, support or Reverse Shift C.
- A Tight or Tightish Profile – see Special Cases and check if *both* Profiles are Tight/Tightish.
- Has the Profile descended or ascended in relation to the Middle Line?

Debriefing Form

Step 1: What is your Adjusted Behavioural Style?	Step 2: What is your Natural Style?
Step 1: Describe this style.	Step 2: Describe this style.
Step 2: Adjusted Behaviour: Compare Profile I with Profile II. What dimensions are you emphasising and deemphasising? Why do you think this is? Is there a drop in C or S? What might this mean?	
Step 3: Look at the flexibility Diamond and talk about energy / comfort zones.	
Step 4: Can you see any Special Cases? What discussion points do they lead you to?	
Step 5: Are there any questions relating to your expressed emotions (at the back of your report) that you can relate to or discuss further?	
Are there any identifiable sources of stress that you can discuss and potentially alleviate?	

Having the Debrief DISCussion – Tips to Keep It Engaging

Preparation:

1. Read through the report. Focus on Profiles and Diamonds. Highlight items that stand out and will be important to discuss, based on your knowledge of the respondent and their role.
2. Ask the respondent to prepare for the conversation by reading and highlighting what stands out to them, what they relate to, agree with, disagree with, have questions on, etc.

Open the Conversation:

- What did you think of the assessment?
- Is it a good “fit”? Does it describe you?
- What parts did you relate to the most?

Introduce DISC Theory

Share the background of Extended DISC - what it is and why it's used.
State the objective of the conversation and what you want them to take away from it.

Dig into the Details of the Report:

Start with the Profiles. Point out the person's natural primary style and secondary styles. Discuss the style they are adjusting to, if any. Explain what this might mean and the potential impact on their work (stress, pressure etc).

Next move to the Diamond and discuss comfort zones and energy usage.

Identify if they are flexing outside their natural comfort zones and if more energy is required for this.

Questions to Ask:

- “Can you think of any examples?” (If they can't think of an example, offer them one: “Here's an example I thought of for you. What do you think?”)
- “Can you see how some of these areas are more ‘comfortable’ for you than others?”

If the person pushes back at all, explain that it doesn't mean these things are not important to them or that they can't do them, it's just that they'll probably require more energy.

Motivators and Stressors

Ask the person to read through the list of their strengths, development areas, motivators and demotivators. Ask them to highlight the items they find particularly motivating and do the same with the demotivators.

Questions to Ask:

- “Are you getting enough motivators in your work?”
- “How could you increase/build the motivators in your particular role?”
- “Give me an example of a stressor/demotivator that you've identified. Is there something happening in your job at the moment that connects to it? How are you managing the stress?”

Having the Debrief DISCussion – Tips to Keep It Engaging

Competencies

The Behavioural Competencies become useful when there is something to compare them with, either an existing job or one the respondent 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 their job.
- To help in designing the person's future career.
- To help sharpen their job description.
- To help identify training needs.

Questions to Ask

- “How well do the high score items correlate with your present job?” Or
- “How well do the high score items match with the job you’re applying for?”
- “Is there anything in the high scores that you haven't thought about before or utilised yet?”
- “In your daily work, how often do you need the low score competencies? If you're using these lower score skills often, is it costing you a lot of energy?”
- “How much emphasis should be put on the left-side items when a person is applying for a job?”
- “Is there an option for you to delegate some of the items on the left?”

Questions relating to the Person's Expressed Emotions

These Suggested Questions are specific to each individual Behavioural Assessment and are ideal for using in recruitment and appraisals. They are compiled from the movement between Profiles I and II and the shape, size and position of both profiles. Discuss these questions with the respondent if there is time.

Pushback from the Candidate - When they Disagree with the Results

There are parts of the report your client may not recognise about themselves and may not even like. These areas may be your client's blind spots. Remind them, items that we generally agree with tend not to initiate change. We need a compelling reason to change. Strong statements in the report are designed to identify blind spots and illicit change.

- Consider the statements in various contexts. The results are a self-identification of their most comfortable ways of behaving and what tends to happen if they do NOT adjust.
- Consider if the statements used to be true until they consciously worked on these development areas. Would the statement be more valid at the beginning of their career before they practiced conscious adjustments? The results do not account for their current role, attitude, skills, or learned behaviour.
- Consider having others they trust provide feedback on the statements. Asking others for feedback can help them become more aware of their blind spots.
- Take time to reflect on the entire DISC report. Ask them to set the statement aside and return to it later, after having a chance to reflect on the entire report. Some of us have emotional reactions, while others need time to process.
- Focus on the big picture. If your client continues to disagree simply say, “I believe you.” They know themselves better than anyone. Ask if they can disregard the statement and focus on the big picture. Do they agree with the strengths in their report? There's a good chance they agree with the majority of the report.

Debriefing Tips for Different Styles

D Style: Mark the most important words and don't go into detail – give some concise examples. Initial contact between D and C may not be warm, so remember it may take time to build a relationship.

- They may not listen carefully, so stick to the most important parts of the report.
- Offer them advice to meet their goals successfully using their knowledge of the DISC styles.
- Let them speak and listen to what they have to say.

I Style: “Now comes the exciting part. Search for the 5 points that fit you best and which are similar to feedback from others.” Initial contact between I and C may not warm, so it may take time to build a relationship.

- Allow time to discuss their results.
- Focus on the big picture and avoid going into too much detail.

S Style: Try leading into the discussion by outlining their opposite traits (e.g. their D dimension). This will help them to identify what descriptors are a good 'fit'. Provide plenty of positive support and encouragement.

- Speak slowly and clearly and proceed in a logical order.
- Ask specific questions and give them time to formulate an answer.

C Style: Explain the background and the different style combinations. Inform them that the report is a description of the styles that best fit them. Describe the styles that are low in the person also, to provide a bit of distance.

- Help them learn to tolerate conflict and ambiguity and to ask for support.
- Help them gain group participation skills and encourage them to accept the ideas of others.

Changes of Position between Profiles

If S is above and C is below the Middle Line, this may be an indication of stubbornness.

If a dimension is lower in Profile I, you can ask the question: “Do you ever have the chance to...?”.

If a long arrow is driving outside the Flexibility Zone, ask: “Why do you think you have to make a big adjustment to be more ... or less ...?”.

Potential Conflicts Between Styles

- C Styles can see a high I as unfocused, too much fun, lacking in follow through, all talk no action.
- S Styles can see a high I as too loud, self-centred, impulsive, changeable. Common ground is concern for people and feelings.
- C Styles can see a high D as a risk-taker, illogical, too quick, not thinking through the consequences. Common ground is that they are both task-focused.
- S Styles can see a high D as uncaring, enjoying change for change's sake, too fast.
- I Styles can see a high D as focusing too much on results, tasks and action. (D may need to focus more on people and feelings).

How to React to an Invalid Assessment

There are a number of reasons why Extended DISC assessments are occasionally classified as unreliable and therefore invalid.

Fortunately, Extended DISC has the strictest internal rules for identifying results that do not carry the reliability required. Unlike other assessment tools, the system recognises inconsistent answers, classifies them as "Invalid" and does not produce a result.

This ensures that the overall validity of the results remains reliable.

An Invalid Profile does not necessarily indicate a problem. It is very likely that one or more of the following things happened:

- The respondent may not have been able to concentrate when completing the questionnaire, been interrupted while completing it, or perhaps simply misunderstood the instructions.
- They may have tried to 'beat the system' by producing answers that presented a different behavioural style, because they thought that the resulting assessment would impress, or suit their current situation.
- They may not have answered the questions in their native language.
- They may be frustrated in their present situation or be uncertain about their goals.
- They may have simply taken too long to answer the questions – looking for some deep and meaningful answer.

In these situations, we recommend that you simply ask the candidate to complete the questionnaire again but remind them of the necessity of having no interruptions and of completing the assessment within the 10-15 minute timeframe. It is also recommended that they have a break (ideally 24 hours), before completing the assessment again, so they are not anxious about the result.

It is also helpful to encourage the individual to relax and remember that the assessment is not about being right or wrong, nor good or bad.

Note: An invalid report does not consume any points (no cost is incurred), but if a password is required a new one needs to be issued.

The number of Invalid Profiles in a society is dependent on the environmental climate of the organisation and the stability of the society.

Extended DISC® International completed a study of Invalid Profiles in 2020 and compared it with previous years for some 70 countries. The number involved in the overall validation study was an impressive 1,005,404, so we can be certain of the accuracy of the results. The percentage of Invalid Profiles measured against the total reports generated worldwide in 2020 was 3.89%, the figure for Australia was 1.36%, while New Zealand was 2.85%.

FinxS Platform Overview



Extended DISC Assessments

The Extended DISC Behavioural Assessment is our most popular tool. The success of the DISC assessments is based on their strong ability to provide information to make better business decisions. Extended DISC provides you with information to maximise the performance of your employees and enhance teamwork, communication and development.

Sales Competence Assessments

The Sales Competence Assessment is designed to equip sales coaches and managers with information to make better recruitment decisions and assist in the development of sales professionals. The assessment identifies strengths and weaknesses in 18 critically important sales competencies and measures the attitude and current skill level of the respondent toward critical behaviours in the sales process.

Open 360 Feedback

A fantastic tool for management reviews, leadership development, teambuilding and performance appraisals, the FinxS Open 360 Assessment is an online platform that allows HR Professionals and Consultants to gather 360 degree feedback. Users can create fully-customised questionnaires or select from a range of 'off-the-shelf' pre-designed questions. The process is fully-automated, eliminating any administrative frustrations.

Reasoning Analysis

The FinxS Reasoning Analysis is designed to measure and evaluate an individual's cognitive functions such as their learning and reasoning abilities. The Reasoning Analysis measures nine different areas that are required in a professional environment. It's a great tool to help predict a candidate's future aptitude for a position.

Surveys

The FinxS Surveys Platform is a customisable and flexible tool for measuring the climate and culture of an organisation. It is an online platform that allows you to conduct large-scale surveys cost-effectively. It eliminates administrative frustrations by automating the process.

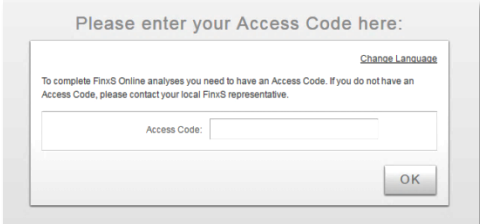
URLs You Need

1. URLs You Need

FinxS Answering Interface

www.finxs.com

Direct your candidates to the answering interface to complete a questionnaire.



Please enter your Access Code here:

[Change Language](#)

To complete FinxS Online analyses you need to have an Access Code. If you do not have an Access Code, please contact your local FinxS representative.

Access Code:

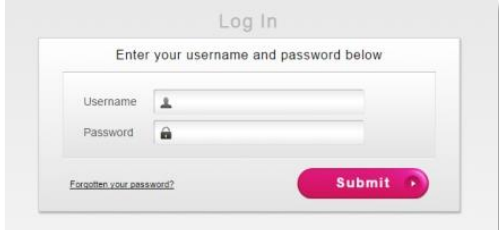
OK

FinxS Admin Dashboard

www.finxs.com/users/sign_in

Use your admin login to:

- Access all FinxS and extended workplace assessment tools
- Set-up and edit projects
- Add your brand colours and logos to a report
- Re-order results
- Create team reports



Log In

Enter your username and password below

Username

Password

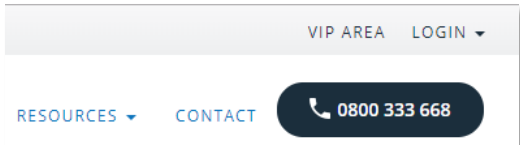
[Forgotten your password?](#)

Submit

HR Profiling Solutions VIP Area

(AUSTRALIA) www.hrprofilingsolutions.com.au
(NEW ZEALAND) www.hrprofilingsolutions.co.nz

Provides access to marketing and support materials, video tutorials and product information.



VIP AREA LOGIN

RESOURCES CONTACT

0800 333 668

What next?

Join our Level 2: Accredited Consultant Extended DISC® Training!

We designed our Level One course to get you up and running with Extended DISC® in a day. In comparison, the Level Two DISC assessment training delves deep into people issues in the workplace and how our suite of assessment tools can overcome these barriers to organisational performance.

About the Course

The virtual courses consist of 5x three-hour sessions and cover each module from the level 2 Training. Attend all five modules to receive a Level 2 Accredited Consultant certification or attend only the modules relevant to your needs - it's your choice!



The 5 Modules:



Grow & Develop – Focus: self-discovery and personal development. We unpack the Grow and Development report and create a personal development and coaching action plan.



Team & Build – Focus: building more cohesive and effective teams. We discover how people behave in a team. We look at flexibility, making adjustments and analysing gaps.



Lead & Manage – Focus: an individual's leadership and management style. We examine the different cultures and needs implicit in the leader/employee relationship.



Recruit & Select – Focus: predicting an applicant's performance in a role. We look at the work environment each Style prefers and using the FinxS Job Template to gain more insight.



Sales & Service – Focus: matching the Styles with the best sales or service fit. We look at reading customer styles and making adjustments to meet client needs and achieve a sale.

Contact one of our team members if you wish to register.



© HR Profiling Solutions Ltd

Designed by HR Profiling Solutions Ltd

New Zealand Office
0800 333 668
info@hrprofiling.com
www.hrprofilingsolutions.co.nz

Australian Office
1800 518 217
info@hrprofiling.com
www.hrprofilingsolutions.com.au