



EVERYTHING DiSC®
363™ COACHING SUPPLEMENT
Companion to Everything DiSC 363 for Leaders



This is a supplement to the report of:
Taylor Meyer

Wednesday, July 14, 2010

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Taylor's DiSC® Style

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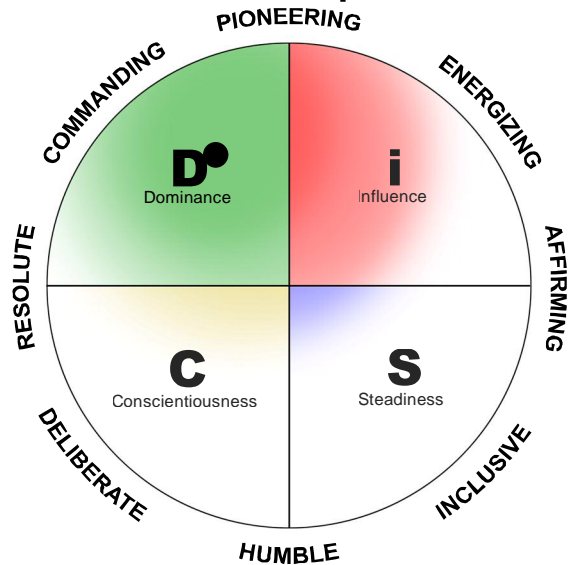
The purpose of this report is to provide supplemental information to help you coach Taylor Meyer through his feedback in *Everything DiSC® 363™ for Leaders*.

We'll start by giving you an overview of Taylor's DiSC® style.* While *Everything DiSC 363 for Leaders* is based on the DiSC model, Taylor does not need to know his DiSC style to understand the feedback. However, for you as Taylor's coach, it may be helpful in interpreting the multi-rater feedback.

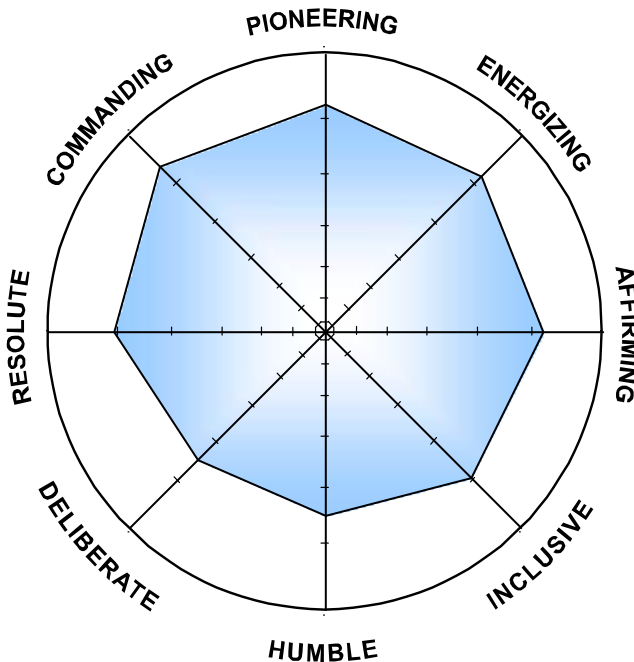
Next, you'll find Taylor's scores for the Leadership Behavior and Leadership Requests sections. In addition, we'll provide norms that represent the average score of all leaders who have taken this assessment.

Finally, you'll find a Performance Gap Analysis that compares Taylor's performance to the typical performance expected for someone with his DiSC style.

DiSC Style based on Leader's Responses



Leader Performance Rating based on Rater Responses



Taylor's Style: Di
Primary Style: D
Secondary Style: i

Close to the Edge or Close to the Center?

The position of the dot shows that Taylor is **moderately inclined** toward the Di style. His dot isn't at the outer edge of the circle, but it's still fairly close to the Pioneering, Commanding, and Energizing approaches.

Take a look at the graph to the left, which shows how Taylor's raters saw him on each approach. Consider the following questions:

1. Does Taylor's DiSC style seem to be affecting how his raters see him?
2. If so, what might be the best areas of focus for Taylor?
3. If not, what other factors might be influencing his ratings?

*This report assumes that the facilitator/coach has a strong working knowledge of the DiSC model.



Leadership Behavior

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The table below lists Taylor's ratings on the 24 leadership practices, from highest to lowest score. It includes only the scores from his raters, and not his own self ratings. The "Norm for all Leaders"* column shows the average rating of all leaders who have taken this assessment.

Rating (1-7)	Norm for all Leaders	Leadership Practice Ranked by Rating
6.51	6.02	Being Approachable
6.46	5.88	Showing Confidence
6.32	5.73	Taking Charge
6.32	5.74	Focusing on Results
6.32	5.51	Stretching the Boundaries
6.28	5.56	Building Professional Networks
6.25	5.43	Promoting Bold Action
6.22	5.70	Showing Enthusiasm
6.20	5.60	Finding Opportunities
6.12	5.54	Setting High Expectations
6.12	5.75	Staying Open to Input
6.00	5.84	Speaking Up About Problems
5.97	5.51	Rallying People to Achieve Goals
5.96	5.67	Creating a Positive Environment
5.90	5.70	Improving Methods
5.87	5.61	Facilitating Dialogue
5.80	5.72	Acknowledging Contributions
5.71	5.78	Showing Diplomacy
5.62	5.62	Maintaining Composure
5.59	5.68	Providing a Sense of Stability
5.58	5.55	Being Fair-Minded
5.45	5.66	Promoting Disciplined Analysis
5.41	5.72	Communicating with Clarity
5.33	5.47	Showing Modesty

* "Norm for all Leaders" refers to a U.S. sample of leaders across a variety of industries who have completed this assessment. See the *Everything DiSC[®] 363[™] for Leaders* Research Report for more information.



Leadership Requests

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On each of the 24 leadership practices, Taylor's raters were asked if they would like to see him do more. The answer, "Yes, a lot more" has been given a weighted value of 10; "Yes, a little more" has a weighted value of 6.67; and "No" has a value of 0. Therefore, the higher the score, the higher the demand for improvement. Very few scores will fall above the 5.0 range. The table below lists these average Leadership Requests scores from highest to lowest score. The "Norm for all Leaders" column shows the average score of all leaders who have taken this assessment.

Score	Norm for all Leaders	Leadership Practice Ranked by Leadership Requests Score
4.20	1.97	Showing Diplomacy
3.77	2.34	Communicating with Clarity
3.19	2.94	Staying Open to Input
3.04	3.18	Improving Methods
2.90	2.26	Promoting Disciplined Analysis
2.75	1.64	Providing a Sense of Stability
2.75	3.31	Rallying People to Achieve Goals
2.61	2.52	Acknowledging Contributions
1.88	1.21	Showing Modesty
1.88	2.72	Setting High Expectations
1.74	1.71	Maintaining Composure
1.74	3.41	Stretching the Boundaries
1.74	1.87	Being Fair-Minded
1.59	2.34	Focusing on Results
1.45	2.80	Speaking Up About Problems
1.45	3.12	Finding Opportunities
1.16	2.61	Facilitating Dialogue
1.01	2.20	Creating a Positive Environment
1.01	2.19	Being Approachable
0.58	1.99	Showing Enthusiasm
0.58	2.68	Promoting Bold Action
0.58	2.07	Taking Charge
0.29	2.34	Building Professional Networks
0.29	1.77	Showing Confidence

Performance Gap Analysis

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Taylor's Performance Compared to the Expected Performance for Leaders with the Di Style

		Expected Performance for Di Style	
		Low	High
Taylor's Performance	High	Unexpected Strengths Being Approachable Setting High Expectations Staying Open to Input Speaking Up About Problems Rallying People to Achieve Goals Creating a Positive Environment Improving Methods Facilitating Dialogue Acknowledging Contributions Maintaining Composure Being Fair-Minded	Expected Strengths Showing Confidence Taking Charge Focusing on Results Stretching the Boundaries Building Professional Networks Promoting Bold Action Showing Enthusiasm Finding Opportunities
	Low	Expected Challenges Showing Diplomacy Providing a Sense of Stability Promoting Disciplined Analysis Communicating with Clarity Showing Modesty	Unexpected Challenges

The table above shows Taylor's performance as seen by his raters compared to the expected performance for leaders with the Di style. The "Low" and "High" ratings for Taylor's performance (on the vertical axis) are based on data collected from his raters. The "Low" and "High" ratings for Expected Performance (on the horizontal axis) are based on the DiSC® learning model.

The lower-left and upper-right boxes are challenges and strengths commonly associated with the Di style. The upper-left box, Unexpected Strengths, suggests areas of increased flexibility for Taylor. The lower-right box, Unexpected Challenges, can be explored as possible blind spots.