

Introduction

Uniquely You . . . because you are wonderfully made (Psalm 139:14). Every teen should know the answer to “*Who am I?*” The Bible says you are uniquely made for God’s glory (Rev. 4:11).

You may already know **Who** made you and **Why** God made you, but do you know **How** He made you? God created everyone with unique personalities. No one has a bad personality. It’s what we do with our personalities that really matters. By understanding the way God *wired* us, we can discover our motivations—*why we do what we do*.

The problem with motivation and making decisions is that our feelings and thoughts confuse us. We often do not see the difference between what is actually best and what feels or looks right at the time. Many factors affect our motivation. Our individual personalities often influence us the most.

Biblical motivation is knowing God desires to use our personalities to glorify Himself. Our personalities are never excuses for wrong motivations or poor

behavior. We should seek to be spiritual, rather than have, “*that’s just the way I am*” attitudes. Our motivations should be supernatural, rather than natural.

By identifying personality types we can relate better with others. Recognizing our individual drives can be especially enlightening. Motivating teens is creating the climate and engineering the environment that influences them to decide for themselves to do right. Understanding the science of human behavior helps teens learn about true motivations.

This profile is easy to use. The **Uniquely You Questionnaire** is the assessment portion of this booklet. The interpretation in this tool can help teens and their parents better understand the dynamics of personalities.

The **Uniquely You Questionnaire** is not a test to pass or fail. There are no wrong answers. Doing this assessment can be one of the most exciting and enlightening experiences you may ever have. This profile is designed for youths to do by themselves or with their parents. **Welcome to a wonderful discovery adventure!**

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Uniquely You Teen's Personality Profile (Biblical Version) —

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1 Uniquely You Questionnaire

FOCUS: _____ Home OR _____ Work; DATE _____

Name _____ Male; Female; ORGANIZATION _____

2 INSTRUCTIONS: Notice each group of words below. For each group, ask yourself which words are **MOST** and which words are **LEAST** like you. Do not choose what you want to be or what you want others to think you are, but what you really are under pressure. Fill in **ONLY ONE** box in the "M" column **MOST** like you and fill in **ONLY ONE** box in the "L" column **LEAST** like you. All of the words or none of them may or may not describe you, but choose **ONLY ONE** group of words. Notice in the "Example" how **ONLY ONE** box is filled in under the "M" and "L" columns.

M L Example:
 M Kind, Nice, Caring
 L Proper, Formal
 Demanding, Asserting
 M X Outgoing, Active

M	L	M	L	M	L
1.	Kind, Nice, Caring	33.	Smooth talker, Articulate	65.	Powerful, Unconquerable
2.	Proper, Formal	34.	Loving, Sincere, Honest	66.	Merry, Cheerful
3.	Demanding, Asserting	35.	Persistent, Restless, Relentless	67.	Generous, Giving
4.	Outgoing, Active	36.	Right, Correct	68.	Preparing, Researching
5.	Playful, Fun-loving	37.	Positive, Optimistic	69.	Timid, Soft spoken
6.	Firm, Strong	38.	Entertaining, Clowning	70.	Systematic, Follows plan
7.	Law-abiding, Conscientious	39.	Shy, Mild	71.	Industrious, Hard working
8.	Gentle, Soft, Humble	40.	Competent, Does Right	72.	Smiling, Happy
9.	Bold, Daring	41.	Contemplative, Thinker	73.	Inquisitive, Questioning
10.	Delightful, Pleasant	42.	Diplomatic, Peacemaking	74.	Tolerant, Patient
11.	Loyal, True Blue	43.	Admirable, Elegant	75.	Determined
12.	Calculating, Analytical	44.	Winner, Competitive	76.	Expressing
13.	Conservative, Inflexible			77.	Planning
14.	Trustworthy			78.	Organizing
15.	Peppy			79.	Printing
16.	Cooperative			80.	Creative
17.	Decisive			81.	Peppy, Playful
18.	Friendly		45. Talkative, Verbal	82.	Devoted, Dedicated
19.	Careful	51.	Challenging, Motivating	83.	Courteous, Polite
20.	Obedient, Submissive	52.	Accurate, Exact	84.	Strict, Unbending
21.	Promoting, Encouraging	53.	Stable, Balanced	85.	Outspoken, Opinionated
22.	Straight, Conforming	54.	Confident, Self-reliant	86.	Inducing, Charming
23.	Risk-taking, Courageous	55.	Perceptive, Sees clearly	87.	Inventive, Imaginative
24.	Pleasing, Good-natured	56.	Animated, Expressive	88.	Hospitable, Enjoys company
25.	Considerate, Thoughtful	57.	Controlling, Taking charge	89.	Zealous, Eager
26.	Forceful, Strong-willed	58.	Merciful, Sensitive	90.	Quiet, Reserved
27.	Hyper, Energetic	59.	Pondering, Wondering	91.	Organized, Orderly
28.	Perfectionist, Precise	60.	Persuading, Convincing	92.	Exciting, Spirited
29.	Contented, Satisfied	61.	Sociable, Interactive	93.	Faithful, Consistent
30.	Compliant, Goes by book	62.	Serious, Unwavering	94.	Responsive, Reacting
31.	Brave, Adventurous	63.	Sweet, Tender, Compassionate	95.	Helpful, Assisting
32.	Enthusiastic, Influencing	64.	Guarded, Masked, Protective	96.	Bottom line, Straight-forward

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Once you have completed your choices on this page, go to the **4 Markings Sheet** page and follow the instructions.

3 Counting Instructions:

- First, notice the carbon marks in the boxes on the following **4 Markings Sheet**. The "M" boxes have D, I, S, C, and B letters to their left and the "L" boxes have D, I, S, C, and B letters to their right. Transfer the letters marked in the specific "M" and "L" boxes on the following **4 Markings Sheet** to the "M" and "L" blank spaces to the **5** right of each group of boxes.
- Count all the "D"s marked and transferred under the three "M" columns on the following **4 Markings Sheet** page. Be sure to count all "D"s with a carbon mark filled in and transferred only in the "M" columns. Record the total "D"s counted in the **6 TOTAL BOXES** below. Then count all the "I"s marked and transferred under the three "M" columns. Record the total "I"s counted in the **6 TOTAL BOXES**. Do the same with the total "S"s, "C"s, and "B"s spaces marked and transferred on the following **4 Markings Sheet** page.
- Count all the "D"s marked and transferred under the three "L" columns. Be sure to count all the "D"s with a carbon mark filled in and transferred only in the "L" columns. Record the total "D"s counted in the **6 TOTAL BOXES** below. Then count all the "I"s marked and transferred under the three "L" columns. Record the total "I"s counted in the **6 TOTAL BOXES**. Do the same with the total "S"s, "C"s, and "B"s spaces marked and transferred.
- Add the total number of "D"s, "I"s, "S"s, "C"s, and "B"s spaces counted in the **6 TOTAL BOXES** below. It should total 24. Be sure to count the "B" spaces under the three "M" columns before trying to total 24. Do the same with the three "L" columns before trying to total 24. If it doesn't add up to 24, recount and try putting a check mark by each one as you count it.

6 TOTAL BOXES

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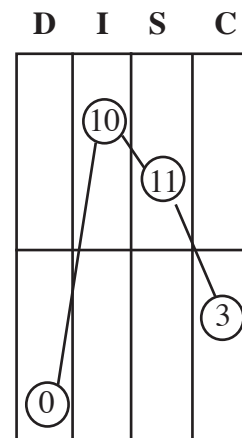
	D	I	C	
"M"				
"L"				
			B	= 24

Once you have recorded the total number of "D"s, "I"s, "S"s and "C"s in your **6 TOTAL BOXES** above, use those specific numbers to plot **7** Graphs 1 and 2 on the **Plotting Instructions** page.

Notice "M" numbers above should be plotted on the "M" (Graph 1) series of boxes. "L" numbers above should be plotted on the "L" **7** (Graph 2) on the **Plotting Instructions** page.

Example:

TOTAL BOXES			
D	I	S	C
0	10	11	3

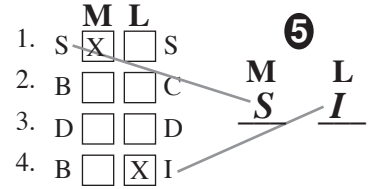


4 MARKINGS SHEET

To help in counting the total Most and Least D's, I's, S's, and C's, you should write your choice to the side of each group of letters marked. First, record the letters marked in the specific **M** and **L** boxes to the **M and L** 5 blank spaces to the right of each group of boxes, then continue with the **3 Counting Instructions**.

IMPORTANT: If the marks don't appear within the larger boxes, check the page where you filled in the smaller boxes to see if your marks are falling high or low on the larger boxes and make the adjustment as you choose which letters to transfer.

Example:



1. S <input type="checkbox"/> <input type="checkbox"/> B 2. B <input type="checkbox"/> <input type="checkbox"/> C 3. D <input type="checkbox"/> <input type="checkbox"/> D 4. I <input type="checkbox"/> <input type="checkbox"/> I	33. B <input type="checkbox"/> <input type="checkbox"/> I 34. B <input type="checkbox"/> <input type="checkbox"/> S 35. D <input type="checkbox"/> <input type="checkbox"/> D 36. C <input type="checkbox"/> <input type="checkbox"/> C	65. D <input type="checkbox"/> <input type="checkbox"/> D 66. I <input type="checkbox"/> <input type="checkbox"/> I 67. S <input type="checkbox"/> <input type="checkbox"/> B 68. C <input type="checkbox"/> <input type="checkbox"/> C
5. B <input type="checkbox"/> <input type="checkbox"/> I 6. D <input type="checkbox"/> <input type="checkbox"/> B 7. C <input type="checkbox"/> <input type="checkbox"/> C 8. S <input type="checkbox"/> <input type="checkbox"/> S	37. D <input type="checkbox"/> <input type="checkbox"/> D 38. I <input type="checkbox"/> <input type="checkbox"/> I 39. B <input type="checkbox"/> <input type="checkbox"/> S 40. B <input type="checkbox"/> <input type="checkbox"/> C	69. B <input type="checkbox"/> <input type="checkbox"/> S 70. B <input type="checkbox"/> <input type="checkbox"/> C 71. D <input type="checkbox"/> <input type="checkbox"/> D 72. I <input type="checkbox"/> <input type="checkbox"/> I
9. B <input type="checkbox"/> <input type="checkbox"/> D 10. I <input type="checkbox"/> <input type="checkbox"/> B 11. S <input type="checkbox"/> <input type="checkbox"/> S 12. C <input type="checkbox"/> <input type="checkbox"/> C	41. C <input type="checkbox"/> <input type="checkbox"/> B 42. S <input type="checkbox"/> <input type="checkbox"/> S 43. I <input type="checkbox"/> <input type="checkbox"/> B 44. B <input type="checkbox"/> <input type="checkbox"/> D	73. C <input type="checkbox"/> <input type="checkbox"/> C 74. S <input type="checkbox"/> <input type="checkbox"/> S
13. C <input type="checkbox"/> <input type="checkbox"/> B 14. B <input type="checkbox"/> <input type="checkbox"/> I 15. S <input type="checkbox"/> <input type="checkbox"/> S 16. D <input type="checkbox"/> <input type="checkbox"/> D		
17. D <input type="checkbox"/> <input type="checkbox"/> D 18. I <input type="checkbox"/> <input type="checkbox"/> I 19. C <input type="checkbox"/> <input type="checkbox"/> C 20. S <input type="checkbox"/> <input type="checkbox"/> B	50. I <input type="checkbox"/> <input type="checkbox"/> I 51. D <input type="checkbox"/> <input type="checkbox"/> B 52. C <input type="checkbox"/> <input type="checkbox"/> B	81. I <input type="checkbox"/> <input type="checkbox"/> I 82. B <input type="checkbox"/> <input type="checkbox"/> D 83. S <input type="checkbox"/> <input type="checkbox"/> S 84. C <input type="checkbox"/> <input type="checkbox"/> B
21. I <input type="checkbox"/> <input type="checkbox"/> I 22. C <input type="checkbox"/> <input type="checkbox"/> B 23. D <input type="checkbox"/> <input type="checkbox"/> D 24. B <input type="checkbox"/> <input type="checkbox"/> S	53. S <input type="checkbox"/> <input type="checkbox"/> S 54. D <input type="checkbox"/> <input type="checkbox"/> B 55. B <input type="checkbox"/> <input type="checkbox"/> C 56. I <input type="checkbox"/> <input type="checkbox"/> I	85. D <input type="checkbox"/> <input type="checkbox"/> D 86. I <input type="checkbox"/> <input type="checkbox"/> I 87. B <input type="checkbox"/> <input type="checkbox"/> C 88. S <input type="checkbox"/> <input type="checkbox"/> S
25. S <input type="checkbox"/> <input type="checkbox"/> B 26. D <input type="checkbox"/> <input type="checkbox"/> D 27. I <input type="checkbox"/> <input type="checkbox"/> I 28. C <input type="checkbox"/> <input type="checkbox"/> C	57. D <input type="checkbox"/> <input type="checkbox"/> D 58. S <input type="checkbox"/> <input type="checkbox"/> S 59. C <input type="checkbox"/> <input type="checkbox"/> C 60. I <input type="checkbox"/> <input type="checkbox"/> B	89. D <input type="checkbox"/> <input type="checkbox"/> D 90. B <input type="checkbox"/> <input type="checkbox"/> B 91. C <input type="checkbox"/> <input type="checkbox"/> C 92. I <input type="checkbox"/> <input type="checkbox"/> I
29. S <input type="checkbox"/> <input type="checkbox"/> S 30. B <input type="checkbox"/> <input type="checkbox"/> C 31. D <input type="checkbox"/> <input type="checkbox"/> D 32. B <input type="checkbox"/> <input type="checkbox"/> I	61. I <input type="checkbox"/> <input type="checkbox"/> B 62. D <input type="checkbox"/> <input type="checkbox"/> D 63. S <input type="checkbox"/> <input type="checkbox"/> S 64. C <input type="checkbox"/> <input type="checkbox"/> B	93. B <input type="checkbox"/> <input type="checkbox"/> C 94. I <input type="checkbox"/> <input type="checkbox"/> I 95. S <input type="checkbox"/> <input type="checkbox"/> S 96. D <input type="checkbox"/> <input type="checkbox"/> D

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Once you have transferred all your carbon marks to the blank "M" and "L" spaces, continue at the **3 Counting Instructions**.

Plotting Instructions

2 First complete your *Uniquely You Questionnaire*. Follow the **INSTRUCTIONS**. Once you have completed your *Uniquely You Questionnaire* and plotted your profile, you can then continue on this page.

Once you have counted the total number of **Ds, Is, Ss, and Cs** and recorded them in the **6 TOTAL BOXES**, use those specific numbers to plot **7 Graphs 1 and 2** on this page.

"M" numbers should be plotted on the "M" (Graph 1) and "L" numbers should be plotted on the "L" (Graph 2).

EXAMPLE: TOTAL
D
0 3

Record results from **TOTAL BC**

D I S C
"M": _____



"M"
Graph 1
"This is expected of me"
D I S C

20	17	19	15
16		12	9
15	10	11	8
14	9		7
13	8	10	
12			
11	7	9	6
10		8	
9			

"L"
Graph 2
"This is me"
D I S C

0	0	0	0
		1	1
1	1	2	
			2
2		3	3
		4	4
		5	5
		6	6
		7	7
			8
			9
	8	9	
12		10	10
13	9		
14	10	11	11
15	11		
16	12	12	12
17	13	13	13
18	14	14	14
19	15	15	15
20	16	16	16
21	17	17	17

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1	1	0	1
0	0	0	0

Note: Once you have plotted your graphs, stop thinking of them in terms of *Most* and *Least*. Graph 1 is **NOT** the *Most* you and Graph 2 is **NOT** the *Least* you. The "B"s in your Total Boxes are "blanks" and are not plotted, because they are only "norm factors." They are designed for validating your profile.

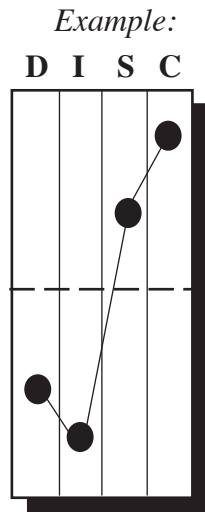
How To Read Your Graphs

1. Read the section of D, I, S or C behavior on the *Interpretation* page which corresponds with your highest plotting point on Graphs 1 and 2. Focus on the plotting point position on the graph, not the number size.

2. Personalize this information by:
 - Understanding the phrases which accurately describe you.
 - Ignoring phrases which don't apply.

3. Read the other sections to appreciate the general differences in the D, I, S, and C tendencies.

Look at each graph and find your highest plotting point. Notice in this example, the highest point is "C." The next highest point is "S." This profile is a "C/S" type personality.



"C/S" people are cautious and steady. They like to do one thing at a time and do it right the first time. They also like stable and secure-oriented surroundings. They don't like to take risks or cause trouble.

"C/S"s need to be more outgoing and positive. Their **Behavioral Blend** is "*Competent / Specialist*." See *Discovering Your Behavioral Blend* to identify your specific composite behavioral type.

Remember, there is no bad personality. We need to accept the way we and others naturally respond as unique traits. Everyone doesn't think, feel or act the same way. Once we understand these differences we will be more comfortable and effective with ourselves and others.

As you read your graphs, notice your lowest plotting points. The example shows "I" as the lowest point. It means that this person doesn't enjoy inspiring or interacting with large groups of people. He or she tends to be more shy and calculating about things. This person is more reserved than outgoing. He or she likes people on an individual basis. The low "I" is not bad. It only indicates a low interest in enthusiastic and carefree behavior.

Understanding The Two Graphs

GRAPH 1: "*This is expected of me*" is your response to how you think people expect you to behave. It's your normal guarded and masked behavior.

GRAPH 2: "*This is me*" is your response to how you feel and think under pressure—how you really feel and think inside. It's your normal unguarded and unmasked behavior.

Look for the differences in Graphs 1 and 2. The higher the plotting point, the greater the intensity of that specific type of behavior. The lower the plotting point, the less the intensity of that specific type of behavior. Focus on the position high or low, rather than the number.

If Graphs 1 and 2 are alike, understanding your personality will be easier. If the two graphs are different, you may be struggling with your attitude about what is expected of you and how you want to behave. Having two different graphs is not a problem and is normal for many people.

To understand how to read the graphs at the top of this page, focus on each plotting point under the **DISC** columns. Every point above the mid-line is considered *high*. Every point below the mid-line is considered *low*. The higher the plotting point, the more that **DISC** letter describes your behavior. Ignore the number size.

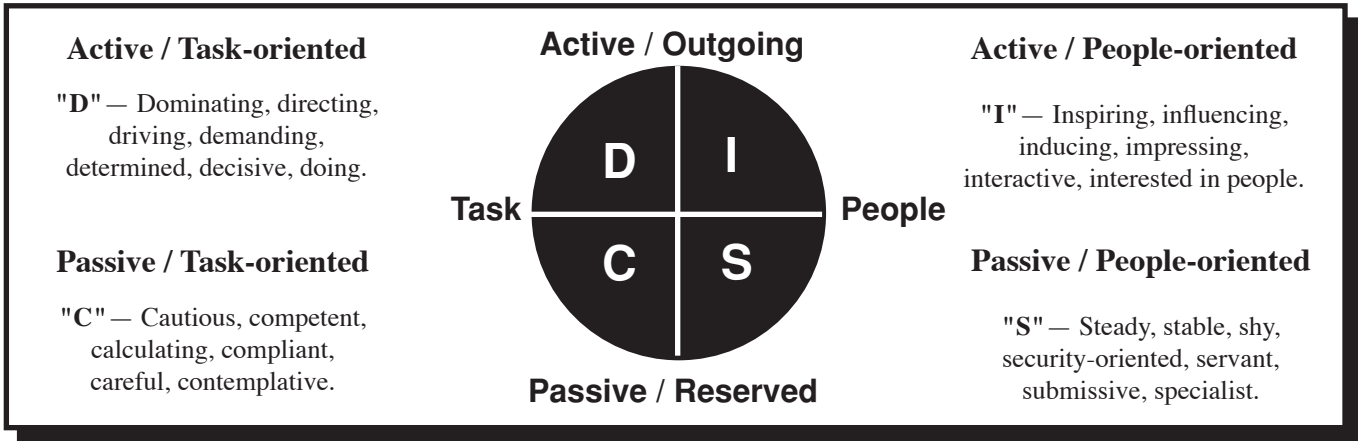
Refer to the *Interpretation* page for what each graph specifically means in respect to the **DISC** Model of Human Behavior. Then study this entire booklet to learn "what makes you tick!"

Interpretation . . .

Be sure to first complete the **1** *Uniquely You Questionnaire*. Follow the instructions at the top of the page. Remember to choose a focus (home or work) as you respond.

You have a predictable pattern of behavior because you have a specific personality. There are four basic personality types. These types, also known as temperaments, blend together to determine your

unique personality. To help you understand why you often feel, think, and act the way you do, the following graphic summarizes the Four Temperament Model of Human Behavior.



"D" BEHAVIOR / Biblical Examples: Paul & Sarah (Active / Task-oriented) Known as "Choleric"

Descriptions: *Dominant, Direct, Demanding, Decisive*
Basic Motivation: Challenge and Control
Desires: • Freedom from control • Authority • Varied activities
 • Difficult assignments • Opportunities for advancement
 • Choices, rather than ultimatums
Responds Best To Leader Who: • Provides direct answers
 • Sticks to task • Gets to the point • Provides pressure • Allows freedom for personal accomplishments
Needs To Learn: • You need people • Relaxation is not a crime
 • Some controls are needed • Everyone has a boss • Self-control is most important • To focus on finishing well is important
 • Sensitivity to people's feelings is wise
Biblical Advice: BE GENTLE / NOT BOSSY—*Wisdom from above is . . . gentle*, James 3:17 • CONTROL YOUR FEELINGS AND ACTIONS—*Be angry and sin not*, Eph. 4:26 • FOCUS ON ONE THING AT A TIME—*This ONE thing I do*, Phil. 3:13
 • HAVE A SERVANT'S ATTITUDE—*By love, serve one another*, Gal. 5:13.

"I" BEHAVIOR / Biblical Examples: Peter & Ruth (Active / People-oriented) Known as "Sanguine"

Descriptions: *Inspiring, Influencing, Impressing, Inducing*
Basic Motivation: Recognition and Approval
Desires: • Prestige • Friendly relationships • Freedom from details • Opportunities to help others • Opportunities to motivate others • Chance to verbalize ideas
Responds Best To Leader Who: • Is fair and also a friend
 • Provides social involvement • Provides recognition of abilities
 • Offers rewards for risk-taking
Needs To Learn: • Time must be managed • Deadlines are important • Too much optimism can be dangerous • Being responsible is more important than being popular • Listening better will improve one's influence.
Biblical Advice: BE HUMBLE / AVOID PRIDE—*Humble yourself in the SIGHT of God*, James 3:17 • CONTROL YOUR SPEECH—*Be quick to hear, slow to speak*, James 1:19 • BE MORE ORGANIZED—*Do all things decently and in order*, 1 Cor. 14:40 • BE PATIENT—*The fruit of the Spirit is . . . longsuffering*, Gal. 5:23.

"C" BEHAVIOR / Biblical Examples: Thomas & Esther (Passive / Task-oriented) Known as "Melancholy"

Descriptions: *Competent, Compliant, Cautious, Calculating*
Basic Motivation: Quality and Correctness
Desires: • Clearly defined tasks • Details • Limited risks
 • Assignments that require precision and planning • Time to think
Responds Best To Leader Who: • Provides reassurance
 • Spells out detailed operating procedures • Provides resources to do task correctly • Listens to suggestions
Needs To Learn: • Total support is not always possible
 • Thorough explanation is not everything • Deadlines must be met
 • More optimism will lead to greater success
Biblical Advice: BE MORE POSITIVE—*Whatsoever things are lovely, of good report . . . think on these things*, Phil. 4:8
 • AVOID A BITTER AND CRITICAL SPIRIT—*Let all bitterness . . . be put away from you*, Eph. 4:31 • BE JOYFUL—*The fruit of the Spirit is . . . joy*, Gal. 5:22 • DON'T WORRY—*Fret not*, Psa. 37:1.

"S" BEHAVIOR / Biblical Examples: Moses & Hannah (Passive / People-oriented) Known as "Phlegmatic"

Descriptions: *Submissive, Steady, Stable, Security-oriented*
Basic Motivation: Stability and Support
Desires: • An area of specialization • Identification with a group
 • Established work patterns • Security of situation • Consistent familiar environment
Responds Best To Leader Who: • Is relaxed and friendly
 • Allows time to adjust to changes • Allows to work at own pace
 • Gives personal support
Needs To Learn: • Change provides opportunity • Friendship isn't everything • Discipline is good • Boldness and taking risks is sometimes necessary
Biblical Advice: BE BOLD AND STRONG—*Only be strong and very courageous*, Joshua 1:6 • BE CONFIDENT AND FEARLESS—*God has not given you the spirit of fear*, 2 Tim. 1:7 • BE MORE ENTHUSIASTIC—*Whatsoever you do, do it HEARTILY as unto the Lord*, Col. 3:23.

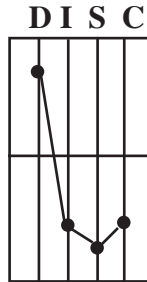
DISCOVERING YOUR BEHAVIORAL BLEND

There are four basic personality types known as **D, I, S,** and **C** behavior. Everyone is a blend or combination of these four temperaments. No type is better than the other. No one has a bad personality. The most important factor is what you do with your personality. Don't let your personality control you; instead learn how to control your personality.

To help you discover more about your specific behavioral style, there are 21 **Behavioral Blends**. One or two **Behavioral Blends** will best describe you. Few people are pure **D, I, S,** or **C** types. Most everyone is a combination of the four types. Remember, it doesn't matter what personality you have, as much as what you do with it. (Continue instructions next page.)

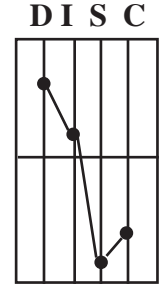
D: DETERMINED DOERS

"D"s are dominant and demanding. They win at all costs. They do not care as much about what people think as they care about getting the job done. Their insensitivity to feelings makes them too strong. They are great at developing things, but they need to improve their ability to do things correctly. Their strong will should be disciplined to prepare and think more accurately about what they are doing. They are motivated by serious challenges to accomplish tasks.



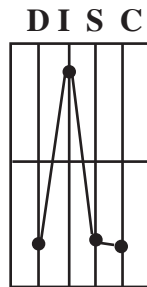
D/I: DRIVING INFLUENCERS

"D/I"s are bottom line people. They are much like Dynamic Influencers. They are a little more determined and less inspirational, but they are strong doers and able to induce others to follow. They need to be more cautious and careful, as well as more steady and stable. They get involved in a lot of projects at the same time. They need to focus on one thing at a time and slow down. They are motivated by opportunities to accomplish great tasks through a lot of people.



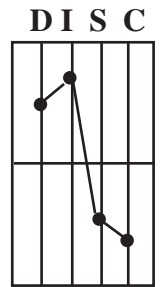
I: INSPIRATIONAL INFLUENCERS

"I"s are impressive people. They are extremely active and excited individuals. Approval is important to them. They can have lots of friends if they do not overdo their need for attention. They can be sensitive and emotional. They need to be more interested in others and willing to listen. They do not like research unless it makes them look good. They often do things to please the crowd. They are entertainers. They need to control their feelings and think more logically. They often outshine others and are motivated by recognition.



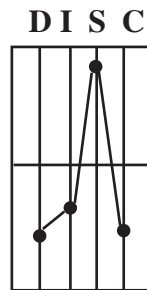
I/D: INSPIRATIONAL DOERS

"I/D"s are super salespeople. They love large groups. They are impressive and can easily influence people to do things. They need a lot of recognition. They exaggerate and often talk too much. They jump into things without thinking them through. They need to be more studious and still. They should also be more careful and cautious. They are motivated by exciting opportunities to do difficult things. If not careful, they will do things to please the crowd and get themselves into trouble in the process. They make inspiring leaders and determined individuals.



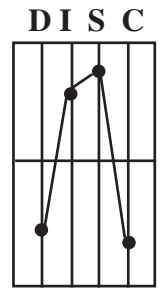
S: STEADY SPECIALISTS

"S"s are stable and shy types. They do not like changes. They enjoy pleasing people and can consistently do the same job. Secure, non-threatening surroundings are important to them. They make the best friends because they are so forgiving. Other people sometimes take advantage of them. They need to be stronger and learn how to say, "No" to a friend who wants them to do wrong. Talking in front of large crowds is difficult for them. They are motivated by sweet and sincere opportunities to help others.



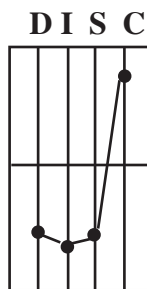
S/I: STEADY INFLUENCERS

"S/I"s are sensitive and inspirational. They accept and represent others well. They have lots of friends because they are tolerant and forgiving. They do not hurt people's feelings and can be very influential. They need to be more task-oriented. They must learn to finish their work and do it well. They like to talk, but should pay more attention to instructions. They would be more influential if they were more aggressive and careful. They are kind and considerate. Motivated by opportunities to share and shine, they induce others to follow.



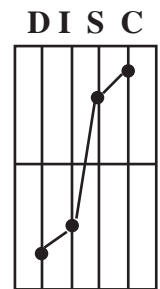
C: CAUTIOUS COMPETENT TYPES

"C"s are logical and analytical. Their predominant drive is careful, calculating, compliant and correct behavior. When frustrated, they can over do it or be the exact opposite. They need answers and opportunities to reach their potential. They tend not to care about the feelings of others. They can be critical and crabby. They prefer quality and reject phoniness in others. They are motivated by explanations and projects that stimulate their thinking.



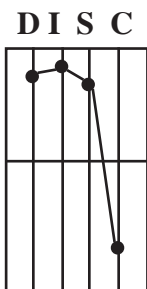
C/S: COMPETENT SPECIALISTS

"C/S"s tend to always be right. They like to do one thing at a time and do it right the first time. Their steady and stable approach to things makes them sensitive. They tend to be reserved and cautious. They are consistent and careful, but seldom take risks or try new things. They do not like speaking to large crowds, but will work hard behind the scenes to help groups stay on track. They are motivated by opportunities to serve others and to do things correctly.



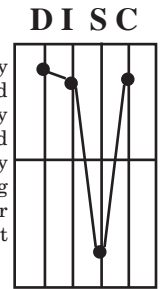
I/D/S: INSPIRING DRIVING SUBMISSIVE

"I/D/S"s are impressive, demanding and stabilizing at the same time. They are not as cautious and calculating as those with more "C" tendencies. They are more active than passive. But they also have sensitivity and steadiness. They may seem to be more people-oriented, but can be dominant and decisive in their task-orientation. They need to be more contemplative and conservative. Details don't seem as important as taking charge and working with people.



D/I/C: DOMINANT INSPIRING CAUTIOUS

"D/I/C"s are demanding, impressing and competent. They tend to be more task-oriented, but can be people-oriented before crowds. They need to increase their sensitivity and softness. They don't mind change. Active and outgoing, they are also compliant and cautious. They like to do things correctly, while driving and influencing others to follow. Their verbal skills combine with their determination and competence to achieve. Security is not as important as accomplishment and looking good.



Observe the 21 **Behavioral Blends** on these two pages. Choose the one or two profiles that are most like your graphs. Read the brief paragraph descriptions of the ones that are most like you. You will probably be a combination of two specific profiles. You can also have some characteristics of other types, but will normally fit into one or two **Behavioral Blends**.

Every personality has strengths and weaknesses (uniquenesses). One person's weakness may be another person's strength. That's why "uniqueness" may be a better word than "weakness." In order to be more successful and improve your relationships, you must learn how to control your strengths and avoid your "uniquenesses." Always remember that under pressure you lean toward your strengths. The over-use of a strength becomes an abuse, and the best thing about you becomes the worst. The characteristic that people once liked most about you can become what they later despise.

<p>D/I: DYNAMIC INFLUENCERS</p> <p>"D/I" are impressive, demanding types. They get excited about accomplishing tasks and looking good. Determined and driven, they influence large crowds best. They can be too strong and concerned about what others think. They have good communication skills and are interested in people. They need to be more sensitive and patient with the feelings of others. Learning to slow down and think through projects are crucial for them. They are motivated by opportunities to control and impress.</p>	<p>D/C: DRIVING COMPETENT TYPES</p> <p>"D/C" Types are determined students or defiant critics. They want to be in charge, while collecting information to accomplish tasks. They care more about getting a job done and doing it right than what others think or feel. They drive themselves and others. They are dominant and caustic. Improving their people skills is important. They need to be more sensitive and understanding. They are motivated by choices and challenges to do well.</p>
<p>I/S: INSPIRATIONAL SPECIALISTS</p> <p>"I/S" are influential and stable. They love people and people love them. They like to please and serve others. They do not like time controls or difficult tasks. They want to look good and encourage others, but often lack organizational skills. They follow directions and do what they are told. They should be more concerned about what to do, than with whom to do it. They are motivated by interactive and sincere opportunities to help others. Regardless of being up front or behind the scenes, they influence and support others. They make good friends and obedient workers.</p>	<p>I/C: INSPIRATIONAL COMPETENT</p> <p>"I/C" Types are inspiring, yet cautious. They size up situations and comply with the rules in order to look good. They are good at figuring out ways to do things better through a lot of people. They can be too persuasive and too concerned about winning. They are often impatient and critical. They need to be more sensitive to individual feelings. They are often more concerned about what others think. They do not like breaking the rules; neither do they enjoy taking risks. They need to try new things and sometimes go against the crowd. They are careful communicators who think things through.</p>
<p>S/D: STEADY DOERS</p> <p>S/D's get the job done. They prefer stable surroundings and are determined to accomplish tasks. As quiet leaders, they relate best to small groups. They do not like to talk in front of large crowds, but want to control them. They enjoy secure relationships, but often dominate them. They can be soft and hard at the same time. They are motivated by sincere challenges that allow them to systematically do great things. They prefer sure things, rather than shallow recognition. They make good friends, while driving to succeed.</p>	<p>S/C: STEADY COMPETENT TYPES</p> <p>"S/C" Types are stable and contemplative types. They like to search and discover the facts. They like to weigh the evidence and proceed slowly to a logical conclusion. They enjoy small groups of people. They do not like speaking in front of large crowds. They are systematic and sensitive to the needs of others, but can be critical and caustic. They are loyal friends, but can be too fault-finding. They need to improve their enthusiasm and optimism. They are motivated by kind and conscientious opportunities to slowly and correctly do things.</p>
<p>C/I/S: COMPETENT INFLUENCING SPECIALISTS</p> <p>"C/I/S" like to do things right, impress others and stabilize situations. They are not aggressive or pushy people. They enjoy large and small crowds. They are good with people and prefer quality. They are sensitive to what others think about them and their work. They need to be more determined and dominant. They can do things well, but are poor at quick decision-making. They are capable of doing great things through people, but need to be more self-motivated and assertive. They are stimulated by sincere, enthusiastic approval and logical explanations.</p>	<p>C/S/D: COMPETENT STEADY DOERS</p> <p>"C/S/D" are a combination of cautious, stable and determined types. They are more task-oriented, but care about people on an individual basis. They don't like to speak in front of crowds. They prefer to get the job done and do it right through small groups, as opposed to large groups. They tend to be more serious. Often misunderstood by others as being insensitive, "C/S/D" types really care for people. They just don't show it openly. They need to be more positive and enthusiastic. Natural achievers, they need to be more friendly and less critical.</p>
<p>STRAIGHT MID-LINE</p> <p>A Straight Mid-Line Blend occurs when all four plotting points are close together in the middle of the graph. This may indicate that the person is trying to please everyone. Striving to be "all things to all men" may indicate mature response to pressure. Or it may confirm frustration over the intensity differences under pressure. The person may be saying, "I really don't know what my D, I, S, or C behavior should be or really is." The person may want to do another profile after a while to see if there is any change.</p>	<p>ABOVE MID-LINE • BELOW MID-LINE</p> <p>Some patterns indicate unique struggles an individual may be having.</p> <p>An Above Mid-Line Blend occurs when all four plotting points are above the mid-line. This may indicate a strong desire to overachieve.</p> <p>A Below Mid-Line Blend occurs when all four plotting points are below the mid-line. This may indicate that the person is not really sure how to respond to challenges.</p>

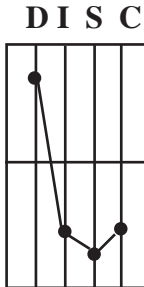
CONTROLLING YOUR BEHAVIORAL BLEND

The "bottom line" is allowing the Holy Spirit to control your personality. People often say, "*I just want to be me.*" They want to find themselves and be "real." The problem is when you really find yourself, you often don't like what you find. You might be so dictatorial, self-seeking, insecure or critical that God seems powerless in your life. The so-called "real" or natural you can be opposite of what God wants you to be. You should not seek to be normal, but spiritual; not natural, but supernatural — to do what you do through the power of God in your life, to be what God wants you to be through a personal relationship with Him by faith in Jesus Christ as your Savior and Lord (Eph. 2:8-10). **Be conformed into the image of Christ.**

(Continue instructions next page.)

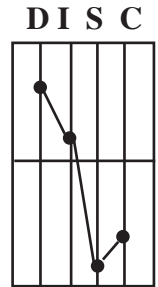
D: DETERMINED DOERS

Be careful to not offend when you take charge—"The servant of the Lord must not strive (be pushy), but be gentle," 2 Tim. 2:24. Anger is normal, but must be controlled—"Be angry and sin not," Eph. 4:26. Be motivated to purity and peace—"Wisdom from above is first pure, peaceable . . .," James 3:17. Focus on doing ONE thing well—"This ONE thing I do," Phil. 3:13. Always remember, God is the Master of your fate—"The fear of the Lord is the beginning of wisdom," Prov. 1:7.



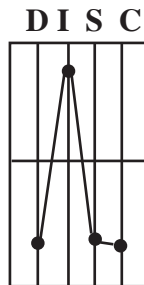
D/I: DRIVING INFLUENCERS

Though naturally fearless and able, you need to respect God's power over you—"Fear God and give Him glory," Rev. 14:7. Guard the over-use of strength and be kind—"By the meekness and gentleness of Christ," 2 Cor. 10:1. Making peace is a greater challenge than winning a fight—"Blessed are the peacemakers," Matt. 5:9. Choose words carefully—"A soft answer turns away wrath," Prov. 15:1. God must control your feelings—"The fruit of the Spirit is . . . temperance (self-control)," Gal. 5:23.



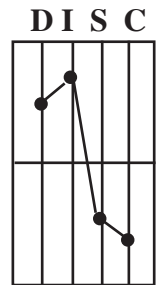
I: INSPIRATIONAL INFLUENCERS

Don't exalt yourself—"Humble yourself and God will exalt you," James 4:10. Be sure to listen more—"quick to hear, slow to speak," James 1:19. Work at being organized—"Do all things decently and in order," 1 Cor. 14:40. Concentrate on doing what is most important—"All things are not expedient," 1 Cor. 10:23. Prepare more—"Prepare yourself," 2 Chron. 35:4. Be careful what you desire—"Delight in the Lord," Prov. 3:5,6. Don't be over-confident and watch what you promise—Peter claimed he would never deny Christ, Mark 14:31.



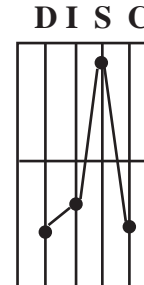
I/D: INSPIRATIONAL DOERS

Guard the power of your words—"The tongue is a fire," James 3:6. Don't be like those who "by fair words and good speeches—deceive," Rom. 16:18. Always tell the truth—"Speak the truth and lie not," 1 Tim. 2:7. Remember Who has blessed you—"God must increase, I must decrease," John 3:30. Give God the glory for all you do—"Give unto the Lord glory," Psa. 29:1,2. Put God first in your life—"Seek you first the kingdom of God," Matt. 6:33. Beware of—"The lust of the flesh and pride of life;" they will ultimately destroy your talents, 1 John 2:16.



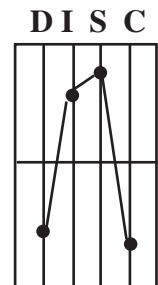
S: STEADY SPECIALISTS

Increase your confidence in Christ—"I can do all things through Christ, Who strengthens me," Phil. 4:13. God is your—"rock, fortress and deliverer," Psa. 18:2. Fearfulness is not from God—"God has not given you the spirit of fear," 2 Tim. 1:7. Speak out more often—"Let the redeemed of the Lord say so," Psa. 107:2. Be more outgoing and less inhibited—"Christ has made us free," Gal. 5:1. Be more assertive—Moses confronted Pharaoh with "let my people go," Ex. 5:1. Security is possible—"You are secure, because of hope," Job 11:18.



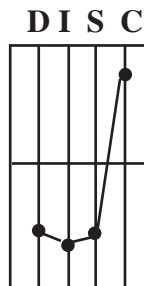
S/I: STEADY INFLUENCERS

Speak out—"Bold to speak without fear," Phil. 1:14. Take stands—"Stand fast in one spirit," Phil. 4:1. The Spirit of God can help you tell others about Christ—"The Spirit of the Lord is upon me," Isa. 61:1. Guard against fearfulness—"Let not your heart be troubled, neither let it be afraid," Luke 14:27. Remember, you don't need "people" to encourage you—"David encouraged himself in the Lord," 1 Sam. 30:6. Always do right and don't fear people—"Fear of man brings a snare (trap)," Psa. 29:25.



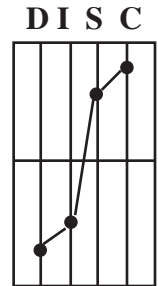
C: CAUTIOUS COMPETENT TYPES

Be more patient when wanting to correct others—"Rebuke, exhort with all longsuffering," 2 Tim. 4:2. Correct in love—"Speak the truth in love," Eph. 4:15. Be more positive—"Rejoice in the Lord ALWAYS," Phil. 4:4. Hope in God, not circumstances—"Rejoicing in hope," Rom. 12:12. The most logical thing you can do is serve God—"Present your bodies a living sacrifice . . . which is your reasonable service," Rom 12:2. Find happiness in God—"Delight in the Lord," Psa. 37:4.



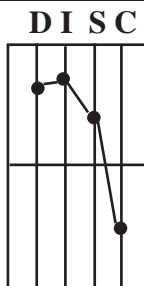
C/S: COMPETENT SPECIALISTS

Think more positively—"Whatsoever things are pure . . . of good report . . . think on those things," Phil. 4:8,9. Guard against the fear of failure—"God promises 'Fear not for I am with you,'" Isa. 43:5. Focus on the possible—"With God all things are possible," Matt. 19:26. Be cheerful—"The fruit of the Spirit is . . . joy," Gal. 5:22. When everything goes wrong, God is all you need—"Our sufficiency is of God," 2 Cor. 3:5. Think like Christ—"Let this mind be in you which was also in Christ," Phil. 4:8.



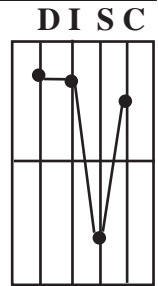
I/D/S: INSPIRING DRIVING SUBMITTING

Be more calculating and careful—"Sit down first and count the cost," Luke 14:28. Organize yourself and attempt to be more organized, "Do all things decently and in order," 1 Cor. 14:40. Be careful what you promise—"Let your 'yea' be 'yea' and your 'nay' be 'nay'," 2 Cor. 1:17. Give God the glory for all you do—"Give unto the Lord glory," Psa. 29:1,2. Think before you do things—"A wise man thinks to know," Ecc. 8:17. Be humble and share the glory—"Humble yourself and God will exalt you," James 4:10.



D/I/C: DOMINANT INSPIRING CAUTIOUS

Be sure to listen more—"quick to hear, slow to speak," James 1:19. Be more sensitive to the individual's feelings—"The servant of the Lord must not strive, but be gentle," 2 Tim. 2:24. Be more of a peacemaker—"Blessed are the peacemakers," Matt. 5:9. Be more steady and don't get sidetracked—"Be steadfast always doing the work of the Lord," 1 Cor. 15:58. Don't be judgmental—"If a man be overtaken in a fault, restore him," Gal. 6:1.

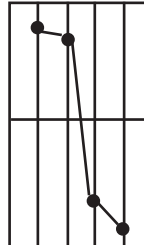


Once you discover your **Behavioral Blend/s**, you can clearly recognize the areas God wants to work on. The Bible is the best source to help you. "All Scripture is given by inspiration of God and is profitable for doctrine, for reproof, for correction, for instruction in righteousness" (2 Timothy 3:16). The following are specific scriptures each **Behavioral Blend** should consider. These scriptures are admonitions and challenges to help you focus on becoming more like Christ. You should grow spiritually to the place in your life where people really don't know what personality you have. Balance and maturity should be your goal. Ask God to use these scriptures to encourage and empower you. Don't let them discourage you. The Word of God is quick and powerful, sharper than any two-edged sword. It can discern and deliver you from a self-centered attitude of "me-ism." Learn to be so controlled by the Holy Spirit that God gets the glory in all you say and do (Ephesians 5:18).

DI: DYNAMIC INFLUENCERS

Concentrate on humility and obedience—Christ "humbled Himself and became obedient," Phil. 2:8. Everyone has a boss, even you—Jesus said, "I too am a man under authority," Matt. 8:9. Avoid rebellion—"Rebellion is as the sin of witchcraft," 1 Sam. 15:23. Winning is not always most important—"The first shall be last," Matt. 19:30. Be patient with others—"The fruit of the Spirit is longsuffering," Gal. 5:23. Learn to relax in the Lord, not in your ability to make things happen—"Rest in the Lord," Ps. 37:7.

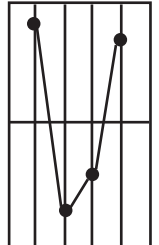
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D/C: DRIVING COMPETENT TYPES

Seek to get along with everyone—"Live peaceably with all men," Rom. 12:18. Be kind and loving—"Kindly affectionate one to another," Rom. 12:10. Show more love—"Love one another," 1 John 4:7. Seek to serve, not to be served—Be a "servant of Christ," Eph. 6:6. Meekness is not weakness. Control your desire to have power over others. Be Christlike—"By the meekness and gentleness of Christ," 2 Cor. 10:1. Take time to be still and commune with God—"Be still and know that I am God," Ps. 46:10.

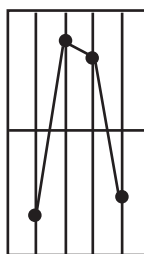
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I/S: INSPIRATIONAL SPECIALISTS

Do everything unto the Lord—"Whatsoever you do, do it heartily, as unto the Lord and not unto men," Col. 3:23. Beware of seeking man's approval—"Not with eyeservice as men pleasers," Eph. 6:6. Seek to please God, rather than others—"Do always those things that please Him," John 8:29. Be more task-oriented—"Sit down first and count the cost," Luke 14:28. Don't be lazy—"not slothful in business," Rom. 12:11. Work hard—"Let every man prove his work," Gal. 6:4. Don't just talk about what you want—"Being fruitful in every good work," Col. 1:10. Be industrious—"Night comes when no one will work," John 9:4.

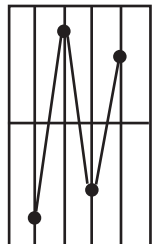
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I/C: INSPIRATIONAL COMPETENT

Be careful you don't think too highly of yourself—"God resists the proud, but gives grace to the humble," 1 Pet. 5:5. Seek to please God more than others—"When a man's ways please the Lord," Prov. 16:7. Be a good example—"Be an example of the believer," 1 Tim. 4:12. Care more about how you look to God—"Glorify God in your body and spirit," 1 Cor. 6:20. Be bold and confident in Christ—"We have boldness and access with confidence by the faith of Him," Eph. 3:12. Guard statements and judgments—"A lying tongue is a vanity tossed to and fro," Prov. 21:6. Don't flatter yourself—"He flatters himself in his own eyes," Ps. 36:2.

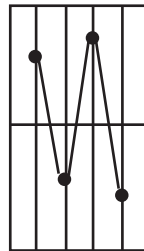
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S/D: STEADY DOERS

God wants to empower what you think is weakness—"Most gladly will I rather glory in my infirmities that the power of Christ may rest upon me." God's grace (the power and ability to do what God wants) is enough for whatever you need—"My grace is sufficient for you." You are often strongest in weakness, as you trust in God and not yourself—"For when I am weak, then am I strong," 2 Cor. 12:9. Encourage and help others daily—"Exhort one another daily," Heb. 3:13. God challenges you to reason with Him—"Come now and let us reason together," Isa. 1:18.

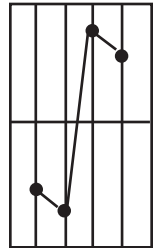
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S/C: STEADY COMPETENT TYPES

Be assertive and stronger—"Only be strong and very courageous," Joshua 1:6. Be more enthusiastic—"Whatever you do, do it heartily," Col. 3:23. Enjoy relationships, rather than endure them—Christ said, "I am come that you might have life . . . abundantly," John 10:10. Peace and happiness do not come from security and safety—"Peace I leave with you, my peace I give unto you," John 14:27. Divine peace is knowing God's ways are beyond ours—"The peace of God passes all understanding," Phil. 4:7. Be fearless in Christ—"I will fear no evil," Ps. 23:4.

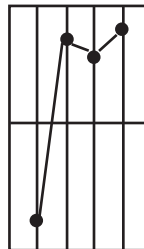
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C/I/S: COMPETENT INFLUENCING SPECIALISTS

Guard against being judgmental—"Judge not lest you be judged," Matt. 7:1. "Who are you that judges another," James 4:12. Avoid bitterness and resentment—"Lest any root of bitterness spring up to trouble you," Heb. 12:15. God will meet your needs—"My God shall supply all your need according to His riches in glory," Phil. 4:19. Be thankful for everything—"In all things give thanks," 1 Thess. 5:18. Let God's Word affect you—"Let the Word of God dwell in you richly in all wisdom," Col. 3:16. Whatever you do, do it for God's glory—"Do all in the name of God," Col. 3:17.

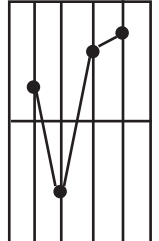
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C/S/D: COMPETENT STEADY DOERS

Be more enthusiastic—"Whatever you do, do it heartily as unto the Lord," Col. 3:23. Don't worry so much about problems—"Let not your heart be troubled," John 14:27. Be more positive—"Whatever things are pure . . . if there be any virtue, think on these things," Phil. 4:8,9. Let your sensitivity be more evident—"Be kindly affectionate, one to another," Rom. 12:10. Don't be like Moses when he was reluctant to lead because of his poor verbal skills (Ex. 4:10-16). Be more outwardly optimistic and encouraging to others—"Exhort one another daily," Heb. 3:13.

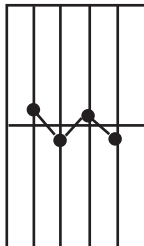
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STRAIGHT MID-LINE

You may be trying to be all things to all men, which is good, but can be frustrating at times. The farther apart your plotting points, the easier it is to read the profile. Recognize your identity in Christ—"I am crucified with Christ, nevertheless I live, yet not I, but Christ lives in me," Gal. 2:20. Relax in the Lord—"Come unto me all you that labor and are heavy laden and I will give you rest," Matt. 11:28. You cannot please everyone all the time—"Having men's persons in admiration," Jude 16.

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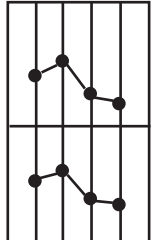


ABOVE MID-LINE • BELOW MID-LINE

An Above Mid-Line Blend may be trying to over-achieve—"It is God who works in us, both to will and do of His good pleasure," Phil. 2:13. You may be thinking too highly of what is expected of you or the real you. Remember Peter.

A Below Mid-Line Blend may indicate you are not really sure how to respond to challenges—"I can do all things through Christ," Phil. 4:13. Think more positively about yourself—"I am fearfully and wonderfully made," Ps. 139:14.

DISC



Leadership Insights

Most everyone responds to life's challenges and choices according to his or her personality.
Therefore, individuals who relate to others must be *personality wise*.

For example, High "S" leaders should not engage High "D" followers in small talk. "D"s prefer leaders who get-to-the-point. They want "bottom line" answers. They respond best to those who are not going to waste their time.

On the other hand, High "S" followers feel comfortable with leaders who are systematic, slower, and steady in their approaches. "S"s don't like fast talking, quick pace responses. "S"s respond best to stable and sensitive leaders.

Leader Styles

The following describes different leadership styles. Youths tend to lead according to their personalities, rather than adapt to the styles of others.

"D" Leaders —

"D"s are *take control and be in charge* types. They don't like people telling them what to do. "D" leaders can be too pushy and forceful. They need to control their direct and demanding approach to management. They make better leaders when they learn to slow down, be gentle, and not so demanding of others.

"I" Leaders —

"I"s are inspiring and enthusiastic. They love to lead and influence others. Naturally great presenters, they tend to talk too much. "I" leaders need to listen more and not be so sensitive to rejection. They are the most impressive and positive leaders. "I"s love crowds, but need to be interested in individuals.

"S" Leaders —

"S"s are the sweet, steady and stable leaders. They seldom demand anything. They are friendly and loyal, but tend to be too nice. They need to be more aggressive and assertive. Overly sensitive to their shortcomings, "S"s need to be more confident. They hate to take risks. They often miss opportunities because of their caution. Reliable and relaxed, they are more reserved.

"C" Leaders —

"C"s are competent and compliant. They go by the book and want to do everything just right. They are thorough and detail-oriented, but tend to be too informative. "C"s need to be more positive and enthusiastic. They answer questions people aren't asking. When optimistic, "C"s are extremely influential. They should not concentrate on problems, but focus on potentials.

The most effective Leader is the blended Servant Leader. These type youths learn how to adapt and become "all things to all men." They understand that everyone is often motivated by their specific personality. They guard their strengths from overuses, and improve/ perfect (2 Cor. 12:9-10) their "uniquenesses / weaknesses."

Blended Servant Leaders allow the Holy Spirit to control

Follower Styles

Teens also follow according to their personalities. Identifying individual followers' styles make leaders more effective.

"D" Followers —

"D"s respect strong leaders. They want to be part of a winning team. They follow with power and authority in mind. They wonder, "*Will this action make me more respected and / or get the job done?*" "D" followers need choices, rather than "*get-in or get-out*" ultimatums. They need opportunities to do their own thing.

"I" Followers —

"I"s follow with their hearts. They tend to be impulsive followers. They want opportunities that will make them look good. "I" followers talk a lot. They make great first impressions. Their high egos and ability to persuade often turn them into the leaders in order to rise to the top. Sometimes you don't know who's leading whom.

"S" Followers —

"S" followers don't make quick decisions. They like leaders who are understanding and gentle. They want to establish a relationship with a leader who will be around for a long time. "S"s are concerned about service and stability. When it comes to sensible and slow judgment, "S" followers feel right at home. They like familiar and low-key environments.

"C" Followers —

"C"s are "Consumer Report" type followers. They analyze each decision. They love research and development. "C"s are quality oriented followers. They don't like quick or costly decisions. Picky and precise, they follow with their minds, rather than hearts. "C"s seldom respond positively at first. They often want time to think about their decisions. Once convinced, they follow best.

their drives, passions, and wills in order to motivate others more wisely. Servant Leaders are Transformational Leaders who raise people up to follow on a higher plain. Any young person can be a Servant Leader. Your giftedness and "DISC" personality type is not most important. It's your relationship with God and others that makes the difference. ***God doesn't always call the qualified, but He always qualifies the called!***

DISC Learning Styles

According to Cynthia Tobias' book, *THE WAY THEY LEARN*, there are four basic learning styles: Concrete, Abstract, Sequential, and Random. There are also three ways we remember. She adds, "Learning styles researchers Walter Barbe and Raymond Swassing present three modes of sensory perception (ways of remembering) that we all use in varying degrees." These "modalities" (auditory, visual, and kinesthetic) affect everyone's learning styles.

Teens should discover their auditory, visual, or kinesthetic / feeling styles in order to help mentors and parents communicate better with them. It is not always their mentor's or parent's fault when things are misunderstood. It is every teen's responsibility to work with their mentors and parents to know how the teen learns best.

Every mentor, parent, and teacher should also know and understand how these learning styles respond. Adapting one's

presenting style to the learning style of the teen will often determine the success or failure of a relationship.

It is not always the responsibility of the teen or student to adapt his or her learning style to that of the presenter. Teens and their mentor, parent, or teacher must both control their communicating and learning styles in order to have the best results possible.

Understanding how your DISC personalities affect learning styles can help guard your strengths and avoid your weaknesses. Study the insights below to improve your communicating and learning.

Always remember, you are the only one who can control yourself to do right. Don't expect or depend on anyone else to give you the determination to respond appropriately. Learn to control your personality, rather than letting your personality control you. Take command of your feelings and thinking, rather than expecting others to change on your behalf.

"D" Behavior —

Auditory Learner: *LISTENS best to challenges and straightforward communication. Wants to hear bottom-line and summarized facts. Doesn't like to listen to long drawn-out stories. Responds best to serious and hard-hitting points. Pays most attention when lessons are direct and demanding.*

Visual Learner: *Wants to SEE progress and results. Responds best to action-packed visuals. Learns best when lessons are animated or shown, as opposed to written or spoken. Desires more hands on group learning by example.*

Kinesthetic Learner: *Wants to FEEL in control of learning. Desires strong emotion-packed, as opposed to sensitive or silly type presentations. Responds best to authority who makes him or her relate personally to the learning.*

"I" Behavior —

Auditory Learner: *LISTENS best to exciting and enthusiastic communication. Desires to hear expressions and word-pictures that make lessons come alive. Needs to hear influencing and impressive learning that communicates optimism. Hears the lesson best through humorous stories.*

Visual Learner: *Wants to SEE the lesson through drama or role-play. Desires to participate by acting out or visualizing the lesson. Learns best when able to picture him or herself in the lesson. Looks for images that explain the lesson.*

Kinesthetic Learner: *Wants to FEEL part of the lesson. Desires an emotional tie with the presenter and point of the lesson. Learns best in a group where his or her feelings can be expressed. Needs heartfelt communication.*

"C" Behavior —

Auditory Learner: *LISTENS best to clear and precise words. Desires to hear lessons that explain why, what, when, and how. Wants to hear competent and accurate communication. Is not as interested in the drama, but in hearing the facts. Learns best with thorough explanation.*

Visual Learner: *Wants to SEE the lesson, as opposed to just hearing about it. Desires visualization of the facts. Learns best when presented with investigated lessons. Needs to have pictures and charts drawn that explain the lesson.*

Kinesthetic Learner: *Wants to FEEL the lesson is clear and understandable. Learns best when communicated through rational and emotional means. Desires balance between facts and feelings. Wants to learn through heartfelt, yet intellectual presentations. Needs to feel the lesson is logical.*

"S" Behavior —

Auditory Learner: *LISTENS best to sweet and soft presentations. Doesn't like strong or fast-paced communication. Responds best to supportive and security-oriented words. Desires to hear lessons in a small group. Wants to hear words that make the lesson kind, nice, and caring.*

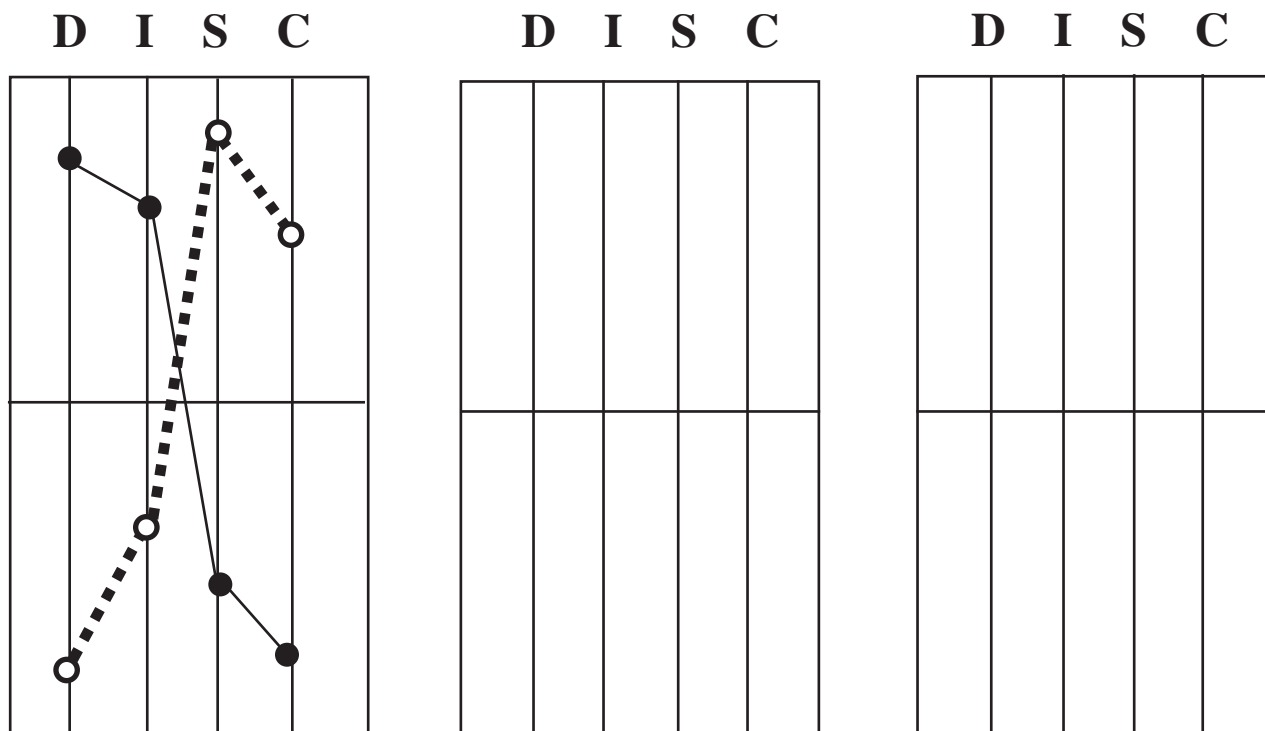
Visual Learner: *Wants to SEE the lesson lived-out through the life of the presenter. Learns best by visualizing the lesson as part of a small group, rather than having to be up front presenting. Desires steady and stable visual environments.*

Kinesthetic Learner: *Wants to FEEL comfortable and secure as he or she learns. Responds best to status-quo type learning, without surprises or challenges. Desires that everyone is learning harmoniously and together as a family. Needs to feel the lesson in a personal and private way.*

Mentor or Parent / Teen Reflections

To contrast two personality profiles use Graphs 1 and 2 below. Transpose the graphs from your two graphs in this booklet (mentor or parent and teen must each complete their own *Uniquely You Questionnaire*).

To observe the possible differences in the profiles, use two different color ink pens or a pen and pencil or a dotted line in contrast to a solid line. Notice the sample graph below.



The person with the solid line has a "D/I" personality, while the person with a dotted line has an "S/C" personality. One type is not better than the other. Both personalities have their strengths and uniquenesses. To enhance and/or improve their relationship, both need to guard their differences.

Mentors or parents and their teenagers often conflict because one or both don't understand the personality of the other. If the solid line is that of the teen, this child wants to dominate the mentor or parent — to be in charge. But the mentor or parent knows total freedom is not good for the child. The mentor or parent will naturally resist.

The "D/I" teen needs to be more obedient to the "S/C" mentor's or parent's more passive and reserved behavior. "D/I"s may want to do their own thing, while the "S/C" mentor or parent may want to make sure the child is careful. The "D/I" teen wants to be more active, while the "S/C" mentor or parent may want the teen to be more reserved.

The "S/C" mentor or parent needs to be more assertive in order to control the "D/I" teen. The "S/C" mentor or parent also needs to be aware of the "D/I" teen's need for independence. They should both be aware of their differences and work at understanding, rather than fighting each other.

On the other hand, "D/I" mentors or parents must control themselves first if they want to control the youth. "S/C" teens must always keep in mind certain personalities are control-oriented and need to be obeyed more quickly. Teens will gain more freedom and responsibility when they learn to obey, rather than resist.

The most important factor in developing a great relationship is *commitment*, rather than *compatibility*. Chances are a mentor or parent and teen will have different personalities. This often brings the best out of each of them. Ancient words of wisdom advise:

To Teens — "Obey your mentors and parents!"

To Mentors — "Provoke not teens to wrath!"

To Both — "Harmony grows healthy relationships!"

To improve or enhance your relationships, study this entire booklet.

Dynamic Differences

ASSIGNMENT —

- Think of how opposite personalities come together and complement each other.
- Recognize the obvious differences between you and others.
- Consider how opposite personalities can bring out the best and worst part of you.
- Begin thinking about the so-called "weaknesses" of others as "uniquenesses."

Opposites seem to attract each other. Somehow we are attracted to people who have strengths that are our weaknesses. "C"s will meet an exciting, positive, upbeat type person, like an "I". "C"s will wish they were more like him or her, while the "I" is impressed with the "C"s logical thinking and organized behavior.

"D"s are often attracted to "C"s because of "C"s cautious and calculating demeanor, while "C"s are impressed with "D"s' risk-taking, driving, decisive and dreaming behavior. "I"s are also attracted to "S"s because of their quiet, sweet, soft demeanor; while "S"s admire "I"s' ability to influence and impress others.

What happens when opposites attract can be explained by the *dynamics of differences*. Our differences draw us together. Ironically, those same differences can drive us apart. The characteristics of the person with whom we fell in love often become the very traits we end-up resenting.

While opposites often attract, we must keep in mind that most people are blends or composites of DISC. Few people are predominate "D"s, "I"s, "S"s, or "C"s. Most teens are a combination of several of types.

EXAMPLES —

There are "D/I" behavior types, who are active in their tasks and people skills. There are "S/C" types, who are passive, while both people and task oriented. "D/C"s are pure task-oriented, while being active and passive. "I/S"s on the other hand, are basically people-oriented while active and passive.

The "I/C" is both active and passive while people and task-oriented at the same time. The same goes for the "D/S." But while the "I/C" loves to inspire and correct, the "D/S" enjoys dominating and serving others. The "D/S" type may sound like a contradiction in terms, but this unique and often confusing behavior is normal.

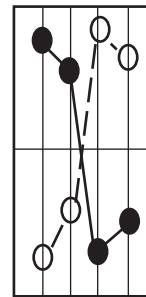
The most obvious conflicts occur when a pure "D/C" task-oriented individual is attracted to a pure "I/S" people-oriented person. These people were probably initially impressed with the others' strengths which were their own weaknesses. The "D/C" lacks people skills while the "I/S" needs to become more task-oriented and organized. The exciting news is each needs the other, but difficulty comes when one stops looking at the other's strengths and starts focusing instead on the other's weaknesses.

The "D/C" focuses on logical thinking and being industrious, while the "I/S" desires to build relationships and deepen communication. You can see how these two blends of behavior can clash.

The following are three of the most common opposite types. See if any of these is like your Behavioral Blend/s and another person's type to improve your relationship.

"D/I" Relating To "S/C"

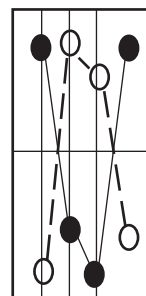
D I S C



- "D/I"s are outgoing, while "S/C"s are passive and reserved.
- "D/I"s are more positive than "S/C"s.
- "S/C"s are more cautious than "D/I"s.
- Both should learn from the other.
- Be committed!

"I/S" Relating To "D/C"

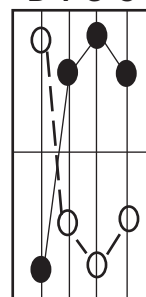
D I S C



- "I/S"s are people, while "D/C"s are task-oriented.
- "I/S"s are more high-touch than "D/C"s.
- "D/C"s are more high-tech than "I/S"s.
- Both should learn from the other.
- Be committed!

"D" Relating To "I/S/C"

D I S C



- "D"s are more dominant and demanding.
- "I/S/C"s resist aggression, but respect it.
- They prefer friendly, secure and cautious behavior.
- Both should learn from the other.
- Be committed.

To compare your personality with that of another person's personality, be sure to study this entire booklet.

Intensity Index

Parent's highest plotting point:

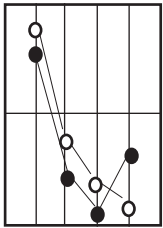
Graph 1 ____; Graph 2 ____;

Teen's highest plotting point:

Graph 1 ____; Graph 2 ____;

1. Identify parent's and teen's highest plotting points from the graphs on the **Plotting Instructions** page.
2. Decide who will be the solid circle ● and who will be the other ○.
3. Complete your **Mentor or Parent / Teen Reflections** graphs.
4. Look for the Behavioral Blends graph/s most similar to your graphs (concentrate on the highest points).
5. Evaluate your **Indexes and Practical Application**.

D I S C



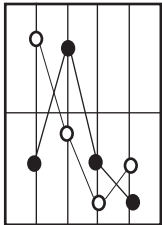
"D" / "D" RELATIONSHIP

Two "D"s relate well together as long as one recognizes the other is the "boss." "D" #1 may be the boss, but "D" #2 must respect and trust him or her. "D" #2 may be a little more dominant, but "D" #1 is also very dominant. Two "D"s living in the same home will struggle over "who's the boss?" There must be a respect for authority and clear chain of command established.

Practical Application

- Don't be afraid to allow others to make major decisions.
- Give choices, not ultimatums.
- Don't force issues.
- Slow down in making decisions.
- Control yourself first, rather than the other.
- Learn to relax and control stress.

D I S C



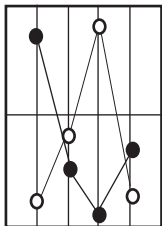
"D" / "I" RELATIONSHIP

"D"s and "I"s are very active. The "D" wants to control, while the "I" wants to impress. The "I" wants to talk, while the "D" wants to do accomplish a task. The "D" wants to dominate, while the "I" desires to communicate. The "I" feels as though the "D" doesn't care, while the "D" thinks the "I" is too sensitive. "D"s are too serious, while "I"s are too impulsive.

Practical Application

- Determine to communicate on the basis of the other person's needs.
- "D"s need to show they really care.
- "I"s need to give "D"s a chance to talk.
- "D"s should praise "I"s more.
- "I"s should be more industrious—workers.
- Don't intimidate or manipulate.

D I S C



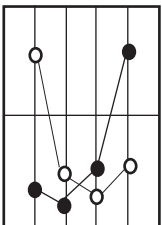
"D" / "S" RELATIONSHIP

"D"s and "S"s are often like masters and slaves. "D"s want to tell "S"s what to do. "D"s need to appreciate "S"s for their sensitivity. "D"s definitely try to dominate "S"s, but should never take them for granted. "S"s feel secure with "D"s as long as "D"s show controlled and stable behavior. "S"s should be more assertive — "D"s should be more compromising.

Practical Application

- "D"s should not try to dominate "S"s.
- Agree that when the "D" is out of control, the "S" has the right to say so, without fear.
- "S"s need to strongly appeal to "D"s when their behavior is unacceptable.
- "S"s should develop more determination.
- Show balance by adapting to others.

D I S C



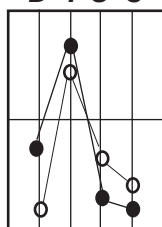
"D" / "C" RELATIONSHIP

A "D" and "C" relationship often conflicts over dreams and details. The "D" wants to get the job done, while the "C" wants to get it done right. "D"s and "C"s are both task-oriented. "D"s are more optimistic, while "C"s are more pessimistic ("realistic"). "D"s need to be more careful, while "C"s need to be more positive. They both need to be more people-oriented and cordial.

Practical Application

- Be more understanding of the other's perspective — don't criticize their personality.
- Allow others to feel the way they feel.
- "D"s ought to listen more to "C"s.
- "C"s should avoid always being negative.
- Give "C"s chance to think about decisions.
- "C"s should take risks. "D"s should be careful.

D I S C



"I" / "I" RELATIONSHIP

Two "I"s will talk more than work. They compete for praise and approval. They tend to be overly optimistic and enthusiastic. Two "I"s in the same home will communicate well, if one doesn't outtalk the other. Each wants lots of attention. Both tend to be emotional. Communication goes two ways—talking and listening. They tend to exaggerate things and often overreact.

Practical Application

- Take turns talking.
- Ask the other to repeat back what he or she heard. "I"s don't listen well.
- Record what you agreed upon so there will be no misunderstandings.
- Praise each other more than seeking to be praised.

More Insights

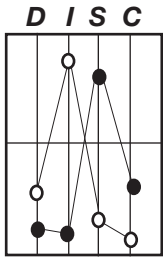
Parent's **NEXT** highest plotting point:

Graph 1 ____; Graph 2 ____;

Teen's **NEXT** highest plotting point:

Graph 1 ____; Graph 2 ____;

1. Once you have completed understanding your **Intensity Index**, follow these instructions for more insights.
2. Identify parent's and teen's **NEXT** highest plotting points from the graphs on the **Plotting Instructions** page.
3. Review your **Mentor or Parent / Teen Reflections** graphs. Be sure your **NEXT** highest points are both above the mid-line.
4. Study the **Work and Social Indexes** that relate to your **NEXT** highest points on Graphs 1 & 2.

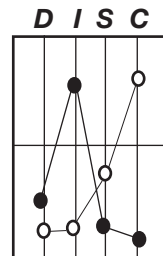


"I" / "S" RELATIONSHIP

"I"s and "S"s don't tend to be outwardly industrious. They like to "care and share" more. "I"s are great at promoting, while "S"s tend to more serving. "I"s and "S"s relate well together. "I"s are the talkers, while "S"s are the listeners. "I"s want "S"s to tell them how they feel, but "S"s can't seem to get a word in. "I"s love crowds; "S"s prefer small groups.

Practical Application

- When an "I" asks an "S" a question, the "I" should wait for the "S" to answer.
- "S"s shouldn't let "I"s always interrupt and control every conversation.
- "S"s should ask "I"s to repeat what "S"s say.
- "I"s should avoid thinking of what they want to say, rather than listening more closely.

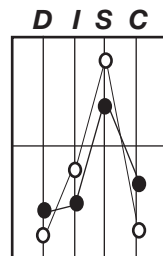


"I" / "C" RELATIONSHIP

"I"s and "C"s are often attracted to each other, because "I" are real friendly and "C" are very analytical. "I"s eventually dislike "C"s' pessimism, while "C"s distrust "I"s' facts. "I"s and "C"s tend to conflict, due to their differences. "I"s are more active, while "C"s passive. "I"s are feeling-oriented, while "C"s task-oriented. They are definitely opposite, but can complement each other.

Practical Application

- "I"s need to seriously trust "C"s' concerns.
- "C"s ought to be more optimistic about "I"s' interests.
- "I"s should do their "homework" before trying to convince "C"s about an idea.
- "C"s need to express themselves, instead of internally criticizing "I"s.

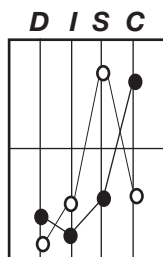


"S" / "S" RELATIONSHIP

Two "S"s relate and work best together. They don't compete or criticize each other. They are loyal and sensitive to the other. "S"s are the most tolerant and forgiving types, therefore they make the best of friends. They tend not to be assertive and will struggle with decision-making. They can be taken advantage of, if not careful.

Practical Application

- "S"s should force themselves to express their feelings.
- Two "S"s can miss great opportunities, because neither one wants to take risks.
- Try not to depend on the other for major decisions.
- Be more enthusiastic and outgoing.

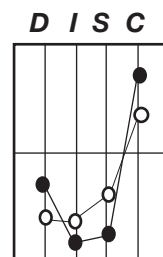


"S" / "C" RELATIONSHIP

"S"s and "C"s relating to each other will be passive and methodical. Precision and being proper come before performance. "S"s want "C"s to be more friendly. "C"s can be too picky, but "S"s will be most forgiving. "S"s desire more intimacy, while "C"s are more into projects. They are both more quiet and private. They can often spend time together without a lot of conversation.

Practical Application

- "S"s need to be more demanding with "C"s.
- Respect each other's ideas.
- "C"s should not criticize "S"s' disinterest.
- Be more intimate and aggressive.
- Don't wait on others to express themselves.
- Be more optimistic and positive about your problems.



"C" / "C" RELATIONSHIP

Two "C"s can be challenging together. Both have high standards on how to do things. "C"s tend to think their way is best. Two "C"s living in the same home will conflict over "right and wrong." They can be cold and caustic. "C"s tend to be picky-perfectionists and demanding of competence. They make friends when when they respect each other's wisdom and thinking.

Practical Application

- Be more complimentary of each other.
- Don't criticize each other's work.
- Don't keep your feelings in.
- Be more expressive and positive.
- Think twice before saying what you think.
- Compromise your way of doing things.
- Be more outgoing and people-oriented.

How To Handle Conflicts

Often, the greatest hindrances to healthy relationships are personality conflicts. Positive teenagers, desiring to build good relationships, are often discouraged because of misunderstandings and clashes with others. These insights are designed to help youths discover why people do what they do under pressure and why they may conflict with others. Life's success principles on how to handle clashes are clear. The problem is many teens are not aware of their "sensitive spots." Everyone needs to learn more about avoiding and resolving conflicts.

Every personality has its "hot button." Everyone can act like a "D" when pushed too far. The following are tendencies of personalities as they relate under pressure.

Review the following pages with your Behavioral Blends in mind. Read this page to see how you may respond as a specific personality type. Also consider how you may respond differently because of your "hot and cold buttons."

To improve your effectiveness, control your personality and never use it as an excuse for poor behavior!

Remember — **Most problems with teenagers today are not theological or technical. They're relational — personality conflicts and clashes with others.**

"D" Behavior —

Under Pressure:

Becomes dictatorial, domineering, demanding, angry, intense, forceful, direct, bossy.

Sources of Irritation:

*Weakness, indecisiveness, laziness
Lack of — discipline, plan, purpose, direction, authority, control, challenge.*

Needs To:

Back off, seek peace, relax, think before reacting, control self, be — patient, loving, friendly, loyal, kind, sensitive.

"I" Behavior —

Under Pressure:

Becomes hyper, overly optimistic, immature, emotional, irrational, silly, wordy, selfish.

Sources of Irritation:

Disinterest, slowness, pessimism, details, time restraints, antagonism, doubt, structure, lack of — enthusiasm, team participation.

Needs To:

Listen, count the cost, control emotions, be — humble, strong, disciplined, punctual, careful with words, conscientious.

"C" Behavior —

Under Pressure:

Becomes moody, critical, contemplative, negative, worrisome.

Sources of Irritation:

Incompetence, disorganization, foolishness, dishonesty, inaccuracy, wastefulness, inconsistency, blind faith, false impressions.

Needs To:

Loosen up, communicate, be — joyful, positive, tolerant, compromising, open, trusting, enthusiastic.

"S" Behavior —

Under Pressure:

Becomes subservient, insecure, fearful, weak-willed, withdrawn, sympathizer, sucker.

Sources of Irritation:

Pushiness, instability, inflexibility, anger, disloyalty, insensitivity, pride, discrimination, unfairness.

Needs To:

Be — strong, courageous, challenging, aggressive, assertive, confrontational, enthusiastic, outgoing, expressive, cautious, bold.

Natural Responses To Conflict —

"D"s — Want To Attack
"I"s — Want To Expose Others
"S"s — Want To Support or Submit
"C"s — Want To Criticize

Recommended Wise Responses —

"D"s — Restore With Love!
"I"s — Make Others Look Good!
"S"s — Care Enough To Confront!
"C"s — Examine Own Self First!

Relating Styles

Everyone has a specific relating style that complements and conflicts. People often clash, in spite of their commitment to each other. Identifying predictable patterns of behavior can improve their relationships.

No relating style is better than the other. Smart teenagers learn to control their personalities and respond according to their other peoples' personalities. Unfortunately, many youths don't know their relating style. They also often don't even know their best friend's personality type.

Most teens struggle because of personality differences. Familiarity often breeds contempt. In other words, the closer you get, the easier it is to conflict. What we often love about others, we sometimes despise.

Understanding "relating styles" will help youths deal with the differences between them and others. Be sure to identify both personalities.

Best friends often have totally different personalities. An aggressive teenager may have a passive friend. Don't think best friends are always alike. Learn to deal with your friend according to his/her specific personality.

It is each youth's responsibility to adapt and control the conflict. Don't expect the other person to.

The following are proven and practical ways to deal with different types. Focus on your D, I, S, or C type personality, along with that of your friend's.

Be sure to consider your Behavioral Blend and other predominant temperament tendencies ("highs").

"D" Type Relating To —

"D":

Be strong, but willing to bend. Your friend will challenge and intimidate. Get to the point. Remind your friend, you're a team.

"I":

Be enthusiastic and complimentary. Your friend will talk and exaggerate a lot. Listen and don't try to control the conversation or prove your point.

"S":

Be sweet. Don't be forceful or speak down. Your friend will judge how you respond. Be sensitive and kind. Appreciate your friend's concerns.

"C":

Be prepared. Don't use generalities. Be specific. Your friend wants explanation, not debate. Your friend can be strong if you don't know what you're talking about.

"I" Type Relating To —

"D":

Be serious. Don't be silly or informal. Your friend is not interested in funny stories. Don't waste time. Demonstrate your plan to solve the problem.

"I":

Be a good listener. Don't talk much. Compliment your friend. Emphasize the good and positive. Smile and agree, as much as possible.

"S":

Be sensitive. Let your friend share his or her feelings. Don't interrupt. Let the friend finish completely. Stay calm and reinforce your sensitivity.

"C":

Be factual. Don't try to "snow" your friend. Ask for suggestions. Be open and respectful. Give details concerning problems. Be precise and methodical.

"C" Type Relating To —

"D":

Be relaxed. Don't be defensive. Get to the "bottom line." Don't bore your friend with a lot of facts. Agree on solution based on both perspectives. Be positive.

"I":

Be patient. Let your friend talk. Ask pointed questions that makes your friend think. Get your friend to talk through to the solution. Stay on track.

"S":

Be loving. Show sincere care for your friend. Make your friend feel you really enjoy what you do. Don't complain. Be optimistic and sure of your plan.

"C":

Be precise and accurate. Meet forceful demands with clear answers. Be sure of your facts. Be open to suggestions.

"S" Type Relating To —

"D":

Be confident and sure of yourself. The friend may be forceful. Show strength. Challenge your friend, but not too hard. Don't give in if you know you're right.

"I":

Be interested in what your friend says. Don't just listen. Share your thoughts and concerns. Ask your friend to review what was settled.

"S":

Be kind, but don't overdo it. Be strong if necessary. Don't hold back, but be sensitive. Encourage your friend to be stronger concerning problems.

"C":

Be ready for stress. Have your proof ready. Your friend will pressure you with logic or reasons. Be open to what is said. Take the good, leave the bad.

Dating Insights

Every personality type has its predictable pattern of behavior. Dating and "going together" allows you the opportunity to "get to know" the other person. But dating can be one of the most deceitful times of a relationship!

The reason is, everyone has "masked" and "unmasked" behavior or "guarded" and "unguarded" behavior. Our "masked" or "guarded" behavior is what we think is expected of us. It's the way we perceive or feel others expect us to act — the response to our environment.

"Unmasked" and "unguarded" behavior is the "real you." It's the way we really feel inside — our instinctive response and basic style.

Both "masked" and "unmasked" behavior are normal, but they can be confusing. Sometimes you won't know what is what. In dating relationships, you might think a person is naturally gentle, when in reality he or she is potentially explosive.

Example: A "D" type personality can have masked "S" behavior. They act calm and kind, while inside they are ready to burst. Pressure and familiarity often bring out the best and worst in us.

You should observe people as they respond to pressure and stress. The "real you" often comes out in unguarded situations — when you least expect it. Also the closer we get to someone, the more we let our guard down.

Maturity and experience should teach us to control our emotions, so we don't do what comes "natural", but do what comes "supernatural." We should not seek to be "normal," but "spiritual" as unto the Lord.

The key to successful relationships is controlling ourselves, rather than trying to control others. Healthy relationships come out of understanding how everyone's personality affects the relationship — learning how to adapt and relate to the other person's feeling, thoughts and actions.

The following is how specific personality types often, but not always respond in dating situations:

"D" types tend to be demanding and decisive in relationships. They like to dominate and determine what to do and where to go. They can be too "bossy." But they are also confident and aggressive, often succeeding where others fail. "D"s make great leaders, but under pressure, they can become unbending and forceful. They must constantly remember to be more gentle and kind when things don't go their way.

"I"s are more inspiring and influencing types. They constantly talk and express their feelings. Emotional and enthusiastic, they are full of fun and spontaneity. They often say things silly, but talk their way out of most everything. "I"s need to listen better. They love attention, but should learn how to share the lime light. They must always remember, others have feelings too. "I"s are the most friendly, but popular types.

"S" types prefer steady and stable environments. They don't like surprises. They make the best friends and most loyal partners. But they are also often taken advantage. "S"s seem to go along with whatever others want. They need to be more assertive and expressive. Normally gentle and kind, they must practice "tough love" — being lovingly-strong with difficult people. "S"s should also be more decisive and demanding.

"C"s are the more cautious and calculating types. They seem to be "moody" when they are quiet and contemplative. They don't like having to make quick decisions. They prefer to investigate the options before deciding. "C"s tend to be opinionated, but what they say is often insightful. They can become too "realistic" and miss out on exciting opportunities. "C"s need to "let their hair down" and enjoy life, rather than just endure it.

Since opposite types tend to attract and attack, study this entire booklet to learn as much as you can about Human Behavior Science. Guard your strengths and avoid your "uniquenesses." Learn to unselfishly respond to people the way they are, rather than the way you are.

Try to discern other people's "masked" Graph 1 and "unmasked" Graph 2 behavior, then determine if they are controlling their emotions or if their emotions are controlling them. Don't jump to conclusions. Control yourself, regardless what other people do.

BIBLICAL EXAMPLES OF PERSONALITY TYPES

The Bible is full of examples of unique personalities. Some individuals were aggressive and outgoing, while others were withdrawn and quiet. One type is not better than the other. Biblical behavior is balanced and mature.

Scripture demands both behavior. Mark 16:15 tells us, "Go into all the world and preach the gospel." Psalm 46:10 encourages us to "be still and know God." Both are different, yet commands.

Mary and Martha are good examples of opposite types. Martha was more active and task-oriented, while her sister, Mary, was more passive and people-oriented. Martha demonstrated "D" type behavior (John 11:20), while Mary showed "S" type behavior (John 11:20).

When Lazarus their brother died, both said the exact same thing to Jesus (John 11:21, 32), but Jesus responded differently to each one. The lesson is we should respond to people according to their personalities—not ours. We should be "all things to all men, that we might by all means save some," (Rom. 11:14).

Individual **DISC** behavior is illustrated in the Scriptures. God uses all types of personalities to complete His plan and purpose. The most important lesson is *don't let your personality control you, instead let God control your personality*—let God fill (control) you with His Holy Spirit (Eph. 5:18).

The **Apostle Paul** was definitely a "D" type. He was left for dead, imprisoned, stoned, forsaken and forgotten, yet he pressed on toward the high calling of God. He didn't worry about what anyone thought about him, except God. He also learned obedience and submission after God crushed him on the road to Damascus.

Peter demonstrated "I" type behavior every time he spoke up for the disciples. He was often very dramatic. One moment Peter promises, in front of a crowd, to never forsake Christ, then a little later he denies the Lord, when no one is watching, to a young maiden. Yet God used Peter in a great way at Pentecost.

Moses seemed to show "S" behavior when God told him to lead the children of Israel out of Egypt. Moses was unsure of himself. He even tried to get Aaron to be the leader. "S" type personalities don't like to be "up-front" telling everyone what to do, but God sometimes calls people to do great things in spite of their personality types.

Thomas, the Disciple, exhibited "C" behavior when he doubted Christ's resurrection. "C"s need proof and answers to questions. Jesus didn't belittle Thomas, but gave him the evidence needed to serve the Lord in a great way. Historians record Thomas became an extremely effective missionary to India.

Practical Application

High "D"s

- They need challenges and choices.
- They don't like to be told what to do. They want to be their own bosses.
- Controlling themselves is most important. Desiring to control others, "D"s need to guard their feelings.
- Since "D"s test and challenge authority, they need to learn that everyone has a boss. If not, they will push others to the limit.

Instead of telling "D"s to complete a task immediately, give them the choice between completing the task now or by a certain time. They will usually choose the latter, but they at least have the choice.

High "C"s

- They like to do things right. Finishing a project half way or half right is unacceptable to them.
- Give them time and resources to do their best.
- Don't push them to always do better. They may get frustrated and give up.
- Encourage them to improve their people skills. They need to learn to be more sociable.
- Answer their questions and explain the "whys of life."

Provide these types with happy and positive atmospheres. They tend to be naturally pessimistic and moody. Joyful and uplifting music around the home or office can be very encouraging. Avoid being constantly negative and critical, especially with these personality types.

High "I"s

- They need lots of recognition, approval and stroking.
- They like to talk and get attention. Being quiet is difficult for them.
- Give them opportunities to express themselves.
- Don't put them down for their desire to entertain.
- Encourage them to control their excitement and share the limelight with others.

"I"s need to learn they will have more friends when they make others look good. Praise them when they do well. Emphasize how their poor behavior makes them look bad, when they under-achieve. They especially need to guard against pleasing everyone.

High "S"s

- They desire steady and stable environments. Change is difficult. Give them time to adjust.
- Don't expect them to accept risks or try new things. They prefer traditional roles.
- Difficult assignments and enthusiastic challenges are not effective. Friendly and sweet appeals are best.
- Encourage them to be more outgoing and assertive, so that others will not take advantage of them.

"S"s' natural submission causes others to take advantage of them. "S"s need to learn how to control their reluctance to be bold and assertive. Saying "no" can be frightening, yet powerful. Taking chances and risks to take charge can be very rewarding.

Joy & Giftedness

The words "joy" and "gifts" are related in the Bible. They both come from the same Greek root word. Their connection has wonderful implications — real joy comes when we exercise our gifts. God divinely designed us with plan and purpose. His purpose was to bless us, by our discovering and using our giftedness for His glory.

Discovering our giftedness is fascinating. But the main thing is to keep the main thing the main thing! What is the main thing? It is to "*glorify God with your body and spirit*," 1 Cor. 6:19,20. We glorify God most, while reaping the benefits of true joy when we allow God to use us as He designed us.

Scripture admonishes us to "*present our bodies, living sacrifices to God . . . to discover what is that good and acceptable will of God*," Rom. 12:1,2. If you really want to discover God's will for your life, you must give God your giftedness. Give Him your feelings, thoughts, and actions, both naturally with your personality and supernaturally with your spiritual gifts.

The Bible teaches us not to be like children tossed to and fro, all mixed up in life. Instead we should "*speak the truth in love that we may grow up in Christ*," Eph. 4:15.

We all need to mature in Christ, so we can enjoy life as God intended!

Because these lessons are so important, your church has provided you with this tremendous learning experience. Everything would be wasted

if you ended this study without determining to be involved in a specific ministry. Also learn how to avoid and resolve conflicts based upon Biblical Resolution Management principles and ministry will be more meaningful.

Consider making a commitment to follow Christ. Dedicate your giftedness to God. He wants to bless you more than you could ever imagine. Remember happiness is a choice. You will experience true joy, "*charis*," when you are exercising your giftedness. But you must make a commitment to exercise your giftedness.

Don't wait for anyone to ask you to get involved. Start this week by just showing up and saying, "*I'm ready to serve!*" Don't be surprised if things are a little disorganized and chaotic at times. Remember the Day of Pentecost was one of the most confusing, but glorious days of all!

All these insights should help you understand where you fit best in ministry. *Remember, every member is a minister!* This could be your Day of Pentecost, when God pours out His blessings on your life and uses you in ways you never dreamed. But it could also be a nightmare, because of *people*. Serve God, regardless of whatever conflicts and clashes you may have, and you WILL be blessed.

***Exercise
your
giftedness
to
experience
joy!***



After identifying your personality type — Why not identify your spiritual gift/s?

Identifying your personality is only half the picture. Every Christian has their natural motivations (personality types) and supernatural motivations (spiritual gifts). By knowing both of your motivational drives and gifts you will better understand why and others do what they do.

To complete your Personalizing My Faith Membership and Ministry Profile you can learn how your personality affects your spiritual gifts, plus where you fit best in the ministries of your church and serve the Lord better.

You can go online at: www.uniquelyyou.net, click on Discover Your Giftedness, create an account, purchase your profile with a credit card, then receive around 40 pages of personalized and related insights about your personality and spiritual gifts. Just do it!

My Action Plan

1. My highest plotting point in Graph 1: _____; Graph 2: _____.

This means I tend to be more _____; _____;
_____, _____.

2. The overuse of this type sometimes makes me _____
_____.

3. My next highest plotting point in Graph 1: _____; Graph 2: _____.

If above the mid-line, this means I also tend to be more _____; _____;
_____, _____.

4. The overuse of these types sometimes makes me _____
_____.

5. My lowest plotting point in Graph 1: _____; Graph 2: _____

This means I tend to not be _____; _____;
_____, _____.

6. To communicate more effectively I should _____
_____.

7. To communicate more effectively with _____, I need to _____
_____.

8. I should guard or improve my following task tendencies: _____
_____.

9. I should guard or improve my following people tendencies: _____
_____.

10. I can improve my outgoing and reserved tendencies by: _____
_____.

11. I will begin today working on the following: _____
_____.

12. My daily affirmation to improve my behavior is: _____
_____.