Understanding the TrueWiring Instruments

The DISC instrument gives a profile for one's natural (preferred setting) and adaptive (current environment) behavioral styles. **While an individual can operate short term with two different styles, over time, stress from the variance will impact their performance.** In a preferred situation, the two styles should approximately align or be only slightly different. The DISC instrument measures behavior. One's behavior can be influenced by the culture they operate in which impacts their adapted graph.

D – Assesses how one responds to problems and challenges.
I – Assesses how one responds to new people, attention, and contacts.
S – Assesses how one responds to the pace, stability, and consistency.
C – Assesses how one responds to rules, procedures, and compliance.

A high "D" score would indicate that the person behaves in an aggressive, directed and dominant manner with regard to problems or challenges, while a person with a low "D" score would indicate the individual is passive, cautious and undemanding. An individual with a midline "D" score would find their response to problems or challenges vary depending on the situation. They could manifest some behavioral tendencies of a high "D" or low "D" in different contexts.

A high "I" score would indicate that the person behaves in a persuasive, demonstrative and influencing way with those they come in contact with; while a person with a low "I" score would be reflective, factual and would "blend in" with others. An individual with a midline "I" score would find their response to new people would vary depending on the situation. They could manifest either high "I" or low "I" behaviors depending on the context.

A high "S" score would indicate the person behaves in a deliberate, steady and stable manner with regard to pace of life or consistency in relationships; while a person with a low "S" score would be impatient, impulsive and active in their pace. An individual with a midline "S" score would find their pace dependent on the circumstance or situation and could manifest either high or low "S" behaviors identified but not to either extreme.

A high "C" score would indicate the person behaves in a precise, accurate and cautious manner with regard to procedures and compliance; while a person with a low "C" score would be uninhibited, arbitrary and careless with details in procedures. An individual with a midline "C" score would find their adherence to

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procedures would depend on the situation and could manifest either moderately high "C" or moderately low "C" behaviors.

The "D" and "C" indices tend to be more task-focused while the "I" and "S" tend toward the people-focused components of behavior. The high "D" and "I" constructs tend to demonstrate higher energy in their behavior than do the high "S" and "C".

All of the behaviors are strength based and none are right or wrong. Jordan and Marissa have different behavioral traits and one the same; these are attributes of behavior and nothing else. What motivates a behavioral tendency can be different for each person. We are more complex than the DISC, but it provides a way to simplify our behavioral tendencies.

These are for any of the Behavioral Traits that are above the 50% line, in light of our scoring rubric

D - You enjoy accomplishing the end goal and are willing to do whatever it takes to accomplish the task. You may hurt people in accomplishing the goal, but you feel the goal is more important.
DI - You enjoy accomplishing the end goal and want to bring people with you to accomplish the task. You are able to persuade people to get on board, but when they are no longer needed, you can move on without them.
DS - You enjoy accomplishing the end goal and want to accomplish it without alienating people in the process. You may struggle between accomplishing the task and keeping people on board, the tradeoff is often difficult for you.
DC - You enjoy accomplishing the end goal as well as all of the steps needed to accomplish the goal. You have an excellent ability to see the end goal and know the specific steps needed to accomplish this which can make it difficult to work with you on a team
DIS - You enjoy accomplishing the end goal and can persuade people to join to accomplish the task with you; and you are also concerned about keeping everyone onboard in harmony.
DCS -You enjoy accomplishing the end goal as well as the steps needed to accomplish the goal; and you are also concerned about keeping everyone onboard in harmony

These are for any of the Behavioral Traits that are above the 50% line, in light of our scoring rubric

I - You enjoy bringing energy and life to people that you are with. You may not be able to keep focused on the task, but you enjoy hanging with people.

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ID - You enjoy bringing energy and life to people that you are with and moving them in a direction to accomplish a task. You may not always accomplish the task, because you don't want to hurt peoples' feelings.

IS - You enjoy bringing energy and life to people that you are with and keeping everyone content and on board in long term relationships. You would tend to focus more on people than the task at hand, which may frustrate task-oriented people.

IC - You enjoy bringing energy and life to people that you are with as well as following rules and procedures. Because you have competing behavioral needs of enjoying people and focusing on details; you may find yourself torn between meeting the needs of people and paying attention to the rules or processes necessary to accomplish a task well.

IDS - You enjoy bringing energy and life to people that you are with and moving them in a direction to accomplish a task; while also keeping everyone onboard and in harmony.

ICS - You enjoy bringing energy and life to people that you are with as well as following rules and procedures; while keeping the pace predicable and people contented. Which is very difficult to accomplish all at the same time.

These are for any of the Behavioral Traits that are above the 50% line, in light of our scoring rubric

S - You enjoy a stable and consistent pace with everyone in harmony. You may have difficulty with change because it usually involves some sense of the unknown.

SD - You enjoy a stable and consistent pace with everyone in harmony while also wanting to accomplish a goal and/or task. You may struggle with valuing how to get the task done, while attempting to keep things consistent and everyone in harmony.

SI - You enjoy a stable and consistent pace with everyone in harmony as well as having fun in the moment. You would tend to focus more on people than the task at hand, which may frustrate task-oriented people.

SC - You enjoy a stable and consistent pace with everyone in harmony; while maintaining high standards and precise procedures. You may tend to hold high standards for yourself, your work as well as those around you; which may cause others not to meet your expectations.

SDI - You enjoy a stable and consistent pace with everyone in harmony while also wanting to accomplish a goal/task with others on the team. You may experience frustration over valuing people over the accomplishment of the task.

SDC - You enjoy a stable and consistent pace with everyone in harmony while also wanting to accomplish a goal/task with precision. You may be seen by others as not only knowing what needs to do, but also how to do it precisely.

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These are for any of the Behavioral Traits that are above the 50% line, in light of our scoring rubric

C - You enjoy maintaining high standards and following procedures correctly. You may have difficulty accepting the lack of quality in projects or people around you.

CD - You enjoy maintaining high standards and following procedures correctly while also accomplishing the task. You may be seen by others as being only concerned with accomplishing a goal to the exclusion of the people in the process.

CI - You enjoy maintaining high standards and following procedures correctly while also valuing having fun with people in the process. You may be frustrated because it is difficult to maintaining excellence while having fun with people.

CS - You enjoy maintaining high standards and following procedures correctly while keeping a stable and consistent pace. You may tend to hold high standards for yourself, your work as well as those around you; which may cause others not to meet your expectations.

CDS - You enjoy maintaining high standards and following procedures correctly while also accomplishing the task with everyone in harmony. You may be seen by others as not only knowing what needs to do, but also how to do it precisely.

CSI - You enjoy maintaining high standards and following procedures correctly while keeping everyone happy and having fun. You may struggle with trying to balance your need for things to be perfect while having fun with people.

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TrueWiring Motivators

	THEMES:
1. Adapting	
2. Believing	**Relational:**
3. Caring	Caring
4. Empowering	Engaging
5. Engaging	Gathering
6. Expressing	Relating
7. Gathering	Uniting
8. Innovating	
9. Leading	**Directional:**
10. Learning	Empowering
11. Maximizing	Leading
12. Meta-Thinking	
13. Organizing	Risking
14. Pacing	Serving
15. Perceiving	Transforming
16. Persevering	Visioning
17. Relating	
18. Risking	**Intellectual:**
19. Serving	Believing
20. Transforming	Expressing
21. Uniting	Learning
22. Visioning	Perceiving
	Meta-Thinking
Growth Propensity Scale	**Positional:**
	Adapting
	Innovating
	Maximizing
	Organizing
	Pacing
	Persevering

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Emotional Intelligence Overview

Points to remember
- More people will follow you for your EQ than your IQ
- Originally developed in our family or culture of origin
- Very dynamic and can be developed through coaching, attention, practice and feedback

1. The four basic scales
   a. _Self-Awareness_—understanding WHAT you are experiencing emotionally and WHY you are experiencing these emotions IN REAL TIME.
   b. _Self-Regulating_—being able to ARTICULATE these emotions appropriately in the context of your relationships IN REAL TIME
   c. _Others-Awareness_—understanding WHAT others are experiencing emotionally and WHY they are experiencing these emotions IN REAL TIME.
   d. _Others-Regulating_—being able to enable other to ARTICULATE their emotions appropriately in the context of your relationships IN REAL TIME
2. Secondary Scales
   a. _EQ in Problem Solving_—your ability to appropriately use emotions in the process of solving problems
   b. _EQ under Stress_—your propensity to appropriately use emotions under high stress situations
3. Never judge, always ask questions:
   a. Where did you learn to express healthy emotions?
   b. Who expressed healthy emotions around you?
   c. How did you learn to express your emotions
4. Coaching for EQ
   a. RULER
      i. Recognize
         1. Know how your emotions feel
      ii. Understand
         1. Know where they come from
      iii. Label
         1. 100 different types
      iv. Express
         1. Express in appropriate ways

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     v. Regulate
       1. Know what to do with them
 5. The scales on this instrument directly magnify or diminish the scales on the other instruments
   a. HIGH D
     i. With low EQ
     ii. With high EQ
   b. High I
     i. With low EQ
     ii. With high EQ
   c. High S
     i. With low EQ
     ii. With high EQ
   d. High C
     i. With low EQ
     ii. With high EQ
 6. Resources
   a. Permission to Feel by Marc Brackett
   b. Leadership and Self-Deception by Arbinger Group
   c. Anatomy of Peace by Arbinger Group
   d. Coaching for Emotional Intelligence by Wall

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Conflict Styles

1. Conflict Styles
   a. Winning .... I win, you lose
   b. Resolving .... We both win
   c. Compromise .... We meet in the middle
   d. Yield .... You win, I lose
   e. Avoid .... I choose to ignore
2. Jesus used each of these in different contexts
   a. In Matthew chapter 21, Jesus grabbed a whip and he won; they lost (**Winning**).
   b. In John chapter 3, we read how Jesus spends the majority of the chapter trying to **resolve** what it means to be born again with this pharisee named Nicodemus.
   c. In Mark chapter 7, during an especially busy and stressful season of ministry, Jesus seeks to take his disciples to Syrophoenicia. While he is there trying to get some rest, a woman pleads with Jesus to heal her daughter. Jesus tells her no, but after they have a short exchange of words, Jesus **compromises** with the mother by healing the young girl without visiting her. When the mother returns home, she finds her daughter healed.
   d. In John 5, we find Jesus in a very contentious situation with the religious rulers when he alludes to his divinity. We are told they picked up stones to kill him, but Jesus slipped away in the crowd, totally **avoiding** the conflict.
   e. In John 2, Jesus is at a wedding with his friends and his mother asks him to turn some water into wine. He clearly tells his mother, "No, now is not my time." Jesus' mother basically responds that Jesus should just do what she says, and he **yields** or gives in.
3. Conflict Engagement
   a. Accommodating
      i. Yielding
      ii. Avoiding
   b. Solving
      i. Resolving
      ii. Compromising
   c. Winning
4. What do the numbers mean?
   a. Conflict Styles
      i. Norming—percentage of the general population with that score
      ii. Not normed to gender, ethnicity, or geography
   b. Conflict Engagement
      i. Percent of the time spent in each mode
5. How do I use this?
   a. One deals with conflict primarily through their EQ

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   i. First understand EQ of an individual

   ii. Then develop EQ of the individual

   iii. Lastly work on CP

  b. Explore where they developed these skills

   i. Ask, "Where did you learn to deal with conflict?" or "Who taught you how to deal with conflict?"

   ii. Let them think, be quiet and don't rescue them

   iii. If they disagree with the scores, suggest they ask those with whom they disagree with most if the results reflect reality.

    1. Remind them that you are just sharing the results of how they completed the instrument

    2. Not making a judgement of how right/wrong the results are

6. Never forgetting the Self-report nature of this instrument

  a. Can do a 360 if desired

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TrueWiring Spiritual Gifts

Apostleship	**Mixes:**
Administration	**Interpersonal:**
Discernment	Encouragement
Encouragement	Hospitality
Evangelism	Mentoring
Faith	Mercy
Giving	Serving
Hospitality	Shepherding
Knowledge	
Leadership	**Functional:**
Mentoring	Administration
Mercy	Apostleship
Prophecy	Evangelism
Serving	Giving
Shepherding	Leadership
Teaching	
Wisdom	**Insightful:**
	Discernment
	Knowledge
	Prophecy
	Teaching
	Wisdom

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