



**LEAD LIKE JESUS**

# **Introduction of Behavioral Styles and Biblical Characters**

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# Four DISC Styles Descriptions

## Dominance

1. Goal: Control; Immediate \_\_\_\_\_ Results
2. Fear: \_\_\_\_\_ of control; manipulated
3. Motivated by: Challenges and \_\_\_\_\_
4. Strengths: Risk Takers, Strong, Direct: Forceful, Problem Solvers, Self Assured
5. Pride: Choosing to always be the \_\_\_\_\_ in decisions
6. Under pressure: Lack of \_\_\_\_\_ for other's feelings; Impatience

## Influencing

1. Goal: Building \_\_\_\_\_; Approval
2. Fear: Rejection; Being \_\_\_\_\_
3. Motivated by: \_\_\_\_\_; Experiences
4. Strengths: Expressive, Optimistic, Appreciative, Resourceful, Fun, Inclusive
5. Pride: Choosing relationships that only offer approval and \_\_\_\_\_
6. Under pressure: Impulsive, Lack of \_\_\_\_\_

## Steadiness

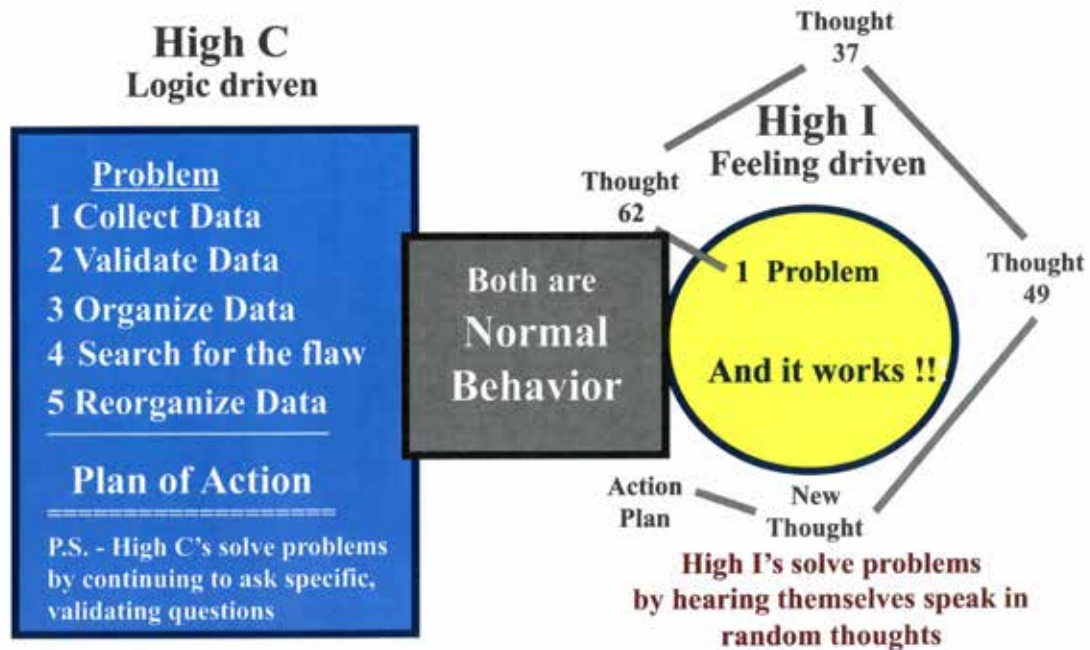
1. Goal: Harmony; \_\_\_\_\_
2. Fear: Sudden \_\_\_\_\_ changes; Ambiguity
3. Motivated by: Maintenance of the status quo; \_\_\_\_\_ others
4. Strengths: Good listener, Team player, Loyal, Methodical, Patient, Calm
5. Pride: Choosing to maintain \_\_\_\_\_ with passive aggressive actions
6. Under pressure: Indirect; \_\_\_\_\_ own needs

## Conscientious

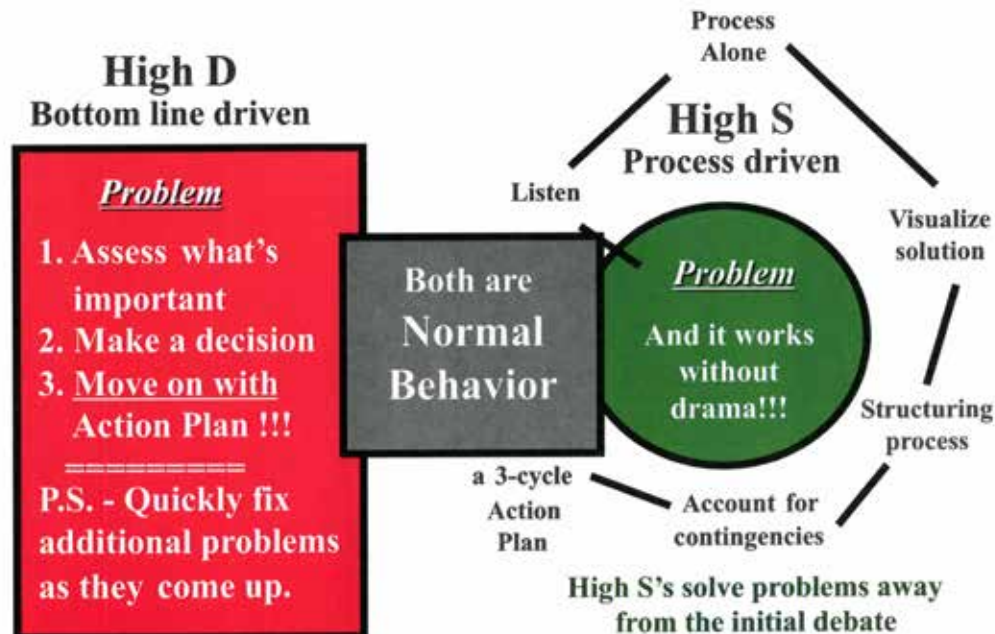
1. Goal: Accuracy and \_\_\_\_\_
2. Fear: Criticism of their \_\_\_\_\_; Making a mistake
3. Motivated by: Being \_\_\_\_\_ and Data
4. Strengths: Analytical, Tactical, Diplomatic, Systematic, Investigative, Logical
5. Pride: Choosing only action plans that can be \_\_\_\_\_
6. Under pressure: Overly critical of self and others; May appear \_\_\_\_\_

# Differences in Problem Solving

## How C's & I's solve problems



## How D's & S's solve problems



# DISC BLENDS & BIBLICAL CHARACTERS

Your blended pattern above the midline on DISC Assessment graph is: \_\_\_\_\_  
Review the lists below and **circle** the blended pattern and biblical character that best represents your style.

## DISC BLENDED PROFILES BIBLICAL CHARACTERS <sup>1</sup>

Primary D -	SOLOMON, RAHAB*
D/I -	JOSHUA, SARAH
D=I -	APOLLOS, STEPHEN, LYDIA*
D/C or C/D -	PAUL, MICHAL*
Primary I -	AARON, KING SAUL
I/D -	PETER, REBEKAH
I/S -	BARNABAS, ABIGAIL
I/C -	DAVID, MARY MAGDALENE*
Primary S or S/C -	ISAAC, DORCAS*
S/D -	NEHEMIAH, MARTHA
S/I -	ABRAHAM, HANNAH
S/C/D -	JACOB, JAMES [ACTS 15], ANNA*
Primary C or C/S -	LUKE, ESTHER
C/S/D -	MOSES, THOMAS, NAOMI*
C/S/I -	ELIJAH, DEBORAH*, RUTH*
C=S -	JOHN, MARY

1. Ken Voges is the originator in associating DISC behavioral styles with Biblical characters.
2. The Greek words “Choleric,” “Sanguine,” “Phlegmatic” and “Melancholic” are synonymous terms to “Dominant,” “Influencing,” “Steadiness” and “Cautious.” The former model is used by several Christian authors including Tim LaHaye and Florence Littauer.
3. John Trent and Gary Smalley use four animals: “Lion” [D], “Otter” [I] “Golden Retriever” [S] and “Beaver” [C], to describe behavior differences.

\* Tendencies include a pattern, but not enough scriptural content to make a confident association.

## Personalizing Your DISC Environments

<p><b>DOMINANCE (D)</b></p> <p><b>HOW TO RESPOND TO A HIGH D</b></p> <ul style="list-style-type: none"> <li>• Be firm and direct</li> <li>• Focus on actions and goals</li> <li>• Caring confrontation may be necessary to get his attention</li> </ul> <p><b>HOW TO RELATE TO A HIGH D</b></p> <ul style="list-style-type: none"> <li>• Be brief and to the point</li> <li>• Explain "How to achieve goals" using logic with an action plan</li> <li>• Allow time to consider your ideas</li> </ul> <p><b>HOW TO REINFORCE THE HIGH D</b></p> <ul style="list-style-type: none"> <li>• Repeat the plan of action focusing on goals, objectives, and results</li> <li>• Give bottomline instructions</li> <li>• Get out of his way</li> </ul>	<p><b>INFLUENCING (I)</b></p> <p><b>HOW TO RESPOND TO A HIGH I</b></p> <ul style="list-style-type: none"> <li>• Be friendly and positive</li> <li>• Allow for informal dialogue</li> <li>• Allow time for stimulating and fun activities</li> </ul> <p><b>HOW TO RELATE TO A HIGH I</b></p> <ul style="list-style-type: none"> <li>• Use friendly voice tones</li> <li>• Allow time for them to verbalize their feelings</li> <li>• You transfer talk to an action plan</li> </ul> <p><b>HOW TO REINFORCE THE HIGH I</b></p> <ul style="list-style-type: none"> <li>• Offer positive encouragement and incentives for taking on tasks</li> <li>• You organize the action plan</li> <li>• Communicate positive recognition</li> </ul>
<p><b>COMPLIANCE (C)</b></p> <p><b>HOW TO RESPOND TO A HIGH C</b></p> <ul style="list-style-type: none"> <li>• Be specific and accurate</li> <li>• Make allowance for initial responses to be cautious and/or negative</li> <li>• Allow freedom to ask questions</li> </ul> <p><b>HOW TO RELATE TO A HIGH C</b></p> <ul style="list-style-type: none"> <li>• Answer questions in a patient and persistent manner</li> <li>• Mix accurate data with assurances</li> <li>• Allow time to validate information</li> </ul> <p><b>HOW TO REINFORCE THE HIGH C</b></p> <ul style="list-style-type: none"> <li>• Provide a step-by-step approach</li> <li>• Provide reassurances of support</li> <li>• Give permission to validate information with third parties</li> </ul>	<p><b>STEADINESS (S)</b></p> <p><b>HOW TO RESPOND TO A HIGH S</b></p> <ul style="list-style-type: none"> <li>• Be non-threatening and patient</li> <li>• Allow time to process and adjust to change</li> <li>• Make allowances for family</li> </ul> <p><b>HOW TO RELATE TO A HIGH S</b></p> <ul style="list-style-type: none"> <li>• Use friendly tones when instructing</li> <li>• Give personal, nonverbal acceptance and assurances</li> <li>• Allow time to process information</li> </ul> <p><b>HOW TO REINFORCE THE HIGH S</b></p> <ul style="list-style-type: none"> <li>• Repeat any instructions</li> <li>• Provide hands-on reinforcement</li> <li>• Be patient in allowing time to take ownership</li> </ul>