

DiSC Assessment Impact on Communication and Understanding of Self and Team

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Abstract

In athletics, as in other group activities, teamwork and leadership are highly important concepts. The purpose of this project is to use the DiSC personality assessment to help promote self-reflection and improved teamwork among the members of a collegiate volleyball team. A group of participants was selected to explore if team attitudes and behaviors can be impacted by taking and implementing the DiSC assessment. Originating with William Moulton Marston, the DiSC was then turned into an assessment by Walter Vernon Clarke. The volleyball team was given a pre and post survey to assess if there were changes in their understanding of themselves as well as their teammates based on their reflections on their various DiSC scores. The team was given four interventions following taking the pre survey and prior to taking the post survey. In the interventions the players were split up by their style group (as identified via their DiSC scores) originally in four groups to learn more about themselves then for the remainder in pairs with someone of a differing style so they could have the opportunity to learn the minds and leadership tactics of those with a style other than their own through differing activities. The activities allowed the players to discover each other's motivators, strengths and weaknesses for themselves and when working with others, as well as what they are going to do differently when communicating with people in each style so that the communication is as effective as possible. Pre and post survey results revealed the importance the participants saw in participating as well as the knowledge and understanding they got about themselves and the other three styles throughout the process.

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Background

Leadership is a part of every team no matter the size or common goal. It is crucial to understand that there is never just one leader in a team and that having shared leadership from differing individuals gives the team a better-rounded, diverse and dynamic approach (Jowett & Chaundy 2004). In order to be an effective leader and member of a team you must know how to communicate on a personal and individualized level with each team member. A team is only as strong as its weakest link so if there are individuals on the team that do not know how to personalize and individualize their communication with each member it can be counterproductive in moments that require quick communication and can lead to an unsuccessful outcome as the result.

Every team needs continued evaluation and reflection especially with increased change in membership within the team. As membership to the team changes so does the dynamic and culture of the team with each instance of turn over and add in. There are many assessments used to help people become more aware of themselves as well as those around them. In many certified and qualified in the world of executive coaching in the world of assessments discuss the differences between ones such as strength finder, DiSC, Myers-Briggs Type Indicator, Emotional Intelligence and 360. Some were quoted saying the DiSC assessment offers “a chance to see from an objective, non-judgmental way about what’s true about me and different from someone else” (Malik, 2009). This relatively unbiased yet informative aspect of the DiSC assessment is part of the reason it was the best assessment for this study. Another being that with this assessment it provides you the information with how to connect and relate to people that have contrasting behaviors from themselves. In the society we live in today, people have a skewed perception of themselves and how they feel they must compare themselves to others. This

assessment allows them to recognize these differences instead of compare, which is especially key with females, as well as recognize they aren't alone and that there are many other out there with very similar behaviors as their own allowing them a sense of belonging. This recognition helps them see the diversity that is all around them and get to know each level of diversity on a deeper level. This assessment is unique in that it provided participants "easy-to-remember guidance on how to most effectively communicate with each style" put best as helping you "treat everyone the way they want to be treated" (Sebastian, 2009). The simplicity of using this assessment makes it easy to be able to recognize the styles of co-workers, peers, teammates and leaders.

The DiSC, created in 1956 after adapting William Marston's book (discussed later), goes into the many levels, dynamics, needs and challenges teams can face due to their differing styles. It is based around the five behaviors of a cohesive team, which are trust, conflict, commitment, accountability, and results. (Bullwinkle, 2016). The main objectives the DiSC has been used for, even by fortune 500 companies, are to improve communication, reduce workplace conflict, increase acceptance of diverse behaviors, improve productivity, improve team spirit and improve team effectiveness. Most importantly as we already discussed to explore these behaviors in a safe non-judgmental manner (Sebastian, 2009). These show that this assessment is going to be able to help this team grow in order to help them help themselves reach the level of individual understanding necessary to meet their shared goals. This is an assessment that has been used with coaches before and was seen to be valued by the players due to the fact that it allowed the players to explore their strengths, which provided clear expectations from their coaches, it also letting the players see the impact these strengths play on their lives and the affect they have on their values and how both work collaboratively in their daily life (Parsons, 2016).

Athletic teams go through all of these behaviors on a more public platform and can be assessed for their successes in a more black and white manner. Within athletics, there is a variety of differing team dynamics due to the type of sport. For this study choosing a track and field team would be counterproductive to the goals of this study since it is based largely on individual performance. Sports such as basketball and volleyball would be best for this initial study due to the smaller team sizes, the short duration in which they have to share information with teammates and coaches as well as the ability to work one on one with members during the intervention process. For this study it allows each player to have easy access to each teammate, the need for quick effective communication and the opportunity to grow and retain all the new found information about oneself and their teammates.

Introduction

Athletic teams pride themselves on creating a culture that inspires leadership, and that values good communication and working effectively together to reach a common goal. In order to reach the necessary communication level, knowing each individual players' leadership and communication styles is key. This study focuses on pairing individuals with different leadership styles together in order to diversify their knowledge of leadership. In the past many have believed that you must treat each player equally to create an idea of fairness. However, I propose that in order to truly be fair you must recognize the individuality of each person and that the fair thing to do is interact with them in a way that resonates best with them.

In this study the participants engaged in an initial assessment called the DiSC assessment. This assessment stems from the DiSC theory of psychology created by William Marston in his book published in 1928 "Emotions of Normal People"(DiSC profile, 2008). He developed it with

the idea that each person's perception of their self was related to their environment and could be placed into four categories: Dominance, Inducement, Submission and Compliance. This idea has come a long way in the decades that have followed and was then turned into the personality test it is today, though the current model has shifted the four styles slightly and made them Dominance, Influence, Steadiness and Conscientiousness (DiSC Profile, 2010). These styles can be defined as follows Dominance (D): "Person places emphasis on accomplishing results, the bottom line, confidence", Influence (I): "Person places emphasis on influencing or persuading others, openness, relationships", Steadiness (S): "Person places emphasis on cooperation, sincerity, dependability and Conscientiousness" (C): "Person places emphasis on Quality and accuracy, expertise, competency" (DiSC Profile, 2010). Upon completion of the test the results give a score for each of the four styles. The scale intensity for each of the 4 goes up to 28. S for example someone could score D= 12, I= 4, S= -9 and C= -6; this makes them part higher in Dominance than all the other 4 areas and will provide them with a graph similar to one of the ones in Figure 1. The main style is based on the tendencies of the participant's behaviors aligning with the behaviors of that style set. Each of the four styles has subgroups that help them learn more about their behavior styles when to take into consideration the results of the other three scores. In this study, the other three scores are only being taken into consideration if there isn't a diverse amount of styles to pair people off with their opposite styles or someone with a differing main behavior style.

D Profile Patterns

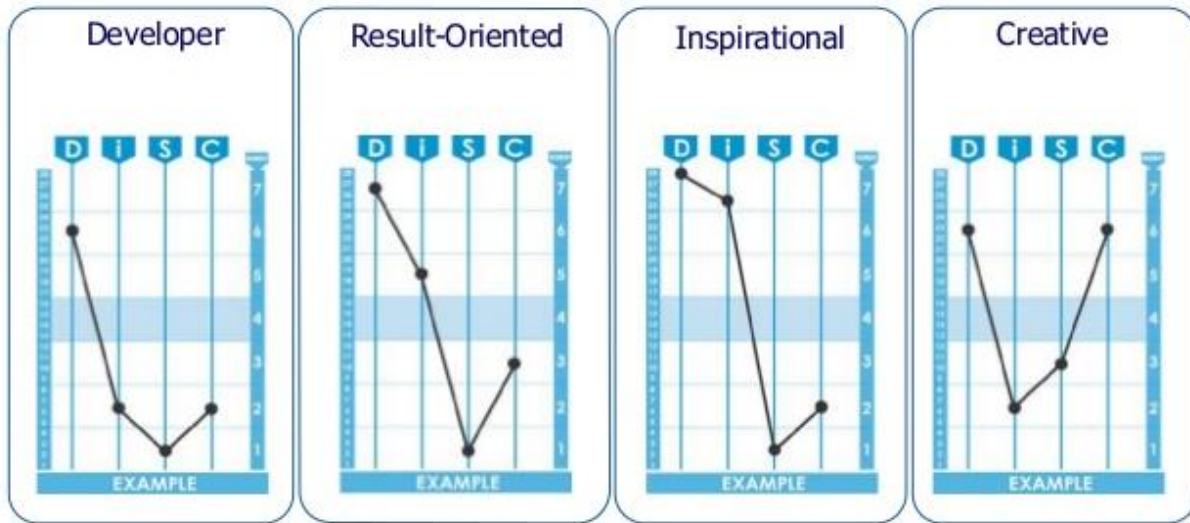


Figure 1. Example of personality profile patterns using the DiSC assessment. Adapted from Dhawan (2015).

These scores provide which style your personality is most like, but as discussed earlier also provides more specifics by respecting the scores in the other three styles. The benefits of this test is that it's specific to coaching, communication, teambuilding, conflict management, and leadership development (DiSC Profile, 2010). Though this assessment isn't able to measure every aspect of your personality this assessment looks at how you respond to challenges, influence others, respond to rules and your preferred pace in activity. Having this knowledge about the individuals on the team will be allow their teammates to have a better understanding of their motivators, demotivators, fears, possible weaknesses, communication styles, expectation of others, possible conflict triggers, general traits, strengths and capability with individuals of each style (Sebastian, 2009). After taking the assessment the team members will be able to reduce future conflict, avoid miscommunications, understand how those work who aren't like you, improves team member and team communication as well as enabling team building. The benefits

and outcomes from using this assessment are heightened when used on teams going through change and results can be seen more predominantly since they are already working on improving themselves. For these purposes the Virginia Tech Volleyball Team are the participants used for this study. This team got a whole new coaching staff as of spring 2017. This is a team that can benefit the most from this study and provide us with the most honest feedback since they haven't developed deep loyalties to the coaching staff yet and will be less afraid to share their unbiased true feelings anonymously.

When it comes to athletes, and many other forms of teams they are short on time, the DiSC being a quick and easy assessment to conduct allows for a time saving yet effective way to help the team succeed. This assessment allows the person taking it to know their strengths concretely and in a nonjudgmental manner. The results of this assessment tell the taker where they rank in all one areas with giving hierarchy to one area. The area the person ranks highest in tells the most about their behavior traits and their common thought processes. Not all traits match each person within the category, but a majority will. Using the scores from the other three areas allows one to get more in depth descriptions of their personality, but for this study we will be using the area they rank highest in, in order to let them learn the most about their opposite behavior style. The objectives of this project are to:

1. Help participants increase their understanding of how others behave, especially people who have the opposite behavioral styles from their own by the end of the study;
2. Increase communication on and off the court among participants;
3. Evaluate if the player feels interactive leadership and knowledge of their teammates will increase their shared level of success by the end of this study and moving forward

Review of Literature

The purpose of this study is so that people who are part of team teams are able to take in the benefits that come with knowing their own personal self and style and how this can lead to working more “collaboratively, knowing what styles they may be able to work most efficiently with and the styles where interactions may take more mindfulness” (Morgan, 2017). Each person thinks and processes things in their own way, which is what makes us unique. When it comes to athletes this is no different, though some would assume otherwise when comparing people of the same gender, competing in the same sport on the same team. Many studies have been done on communication and how this relates to team performance. Duarte, Araujo & Davids (2012) stepped outside of the norm that looked into just one aspect of performance such as defense and looked at how the interactions of the whole team impacted performance. The outcome of a practice, workout or game all comes down to how the group works together.

A study done to help teamwork with doctors and all supporting staff in the OR found that team training, such as the interventions done with the participants of this study, improved performance and found continued training (interventions) would create sustained improvement and/ or culture (Forse, 2011). Though this study doesn't have the sustainability suggested by Forse it does include the need for knowledge of one another in a training atmosphere with the intention to improve team functionality when it really mattered, in their case in the OR and in this study when they're in games.

Beauchamp, Maclachlan & Lothian (2005) conducted a study using a sports psychology in a parallel form to how this study was conducted, but using the Jungian assessment. The psychologist had each individual complete the assessment, discuss their results and their meaning, ensure all participants know that no result is bad or less than another's results, how

their preferences might impact team functionality and potential blind spots for their type. It is crucial to begin any study that includes an assessment with awareness not just of their own results, but the results of their peers and how they compare and contrast with their own because “in order to effectively ‘adapt and connect’ with other team members, one must first develop and acute understanding of self as well as the patterns of preferences that characterize those with whom one interacts” (Beauchamp, Maclachlan & Lothian, 2005, p. 212).

The participants were then ready for “group-level” interventions in which they could assign characteristics to each type through “educational workshops”. The result of this individual and group knowledge through intervention and workshops was that they were now able to use their contrasting types as a unite to make the team better through knowledge of “(a) their own and others’ communications styles, (b) potential barriers to effective communication, (c) their own (and the team’s) possible blind spots, as well as (d) strategies for personal and collective (i.e. team) development” (Beauchamp, Maclachlan & Lothian, 2005, p. 211-212). Acquiring this depth of knowledge about each individual on their team can help them recognize reasoning behind certain characteristics and develop an understanding for their teammate as a person “this can enable them to more effectively adapt their communication behaviors to successfully ‘connect’ with each other” (Beauchamp, Maclachlan & Lothian, 2005, p. 212). The outcome of these two previous studies are solidification as to the benefits the team would gather from not only taking the assessment, but including the addition of intervention process.

The assessment itself has proved to be appropriate for the target group given their limited time with a strenuous schedule. The “DiSC assessment is quicker and less taxing because it is only around 25 questions...allowing for a more flexible assessment to better meet the needs of users on a customizable level” (Bales, 2015). With this being said it doesn’t lack accuracy as it

has been an assessment to last through the decades and has had continuous use not just in sports, but in many workplace environments, books around the world in 35 languages and taken by more than 50 million people (Jones & Hartley 2013). The DiSC assessment has found their accuracy ratings to be 91% for style D, 94% for style I, 85% for style S and 82% for style C (Jones & Hartley 2013). The reasoning for the lower accuracy for the S and C styles could be due to decreased assessment takers being in the S and C style groups. Even so the accuracy is still high enough that the assessment is able to help participants “learn how they tend to react in certain situations at work” (Bales, 2015), which with the proper knowledge and tools can communicate these tendencies to co-workers and teammates for increased interactive communication and understanding. The benefits of using this 4 factor assessment compared to a five factor assessment were found to be that it proven reliable and consistent, provides a well-rounded personality view (personal, private, public), and have been shown to be a predictor of success in areas such as employee retention and job success.

Another study that helped aid in the development of this one was done on NCAA female golfers by Williams (1991) using a questionnaire and their end of season’s performances to test cohesion. They found that cohesion significantly predicted performance outcome, communication, and motivation as assessed by commitment to the team goal. The use of a questionnaire aided in seeing where the athletes felt their levels of cohesion where and enabled these results to be studied in comparison to their results. Using a survey at the beginning and end of a study allows to see if the athletes’ feelings and understanding have changes especially in a study that provides intervention and is not based on observations such as Williams’s.

The requirements for the intervention were based on the necessities of how to maximize the effects of the DiSC. Rosenberg & Silert (2012) recognize that there are ways you can build

relationship with friends, family, teammates, co-workers, etc, not by just knowing but applying what you know. The ways they suggest doing this is finding someone (this study chose opposite or differing style partners to conduct something similar) and seeing how you can apply your strengths to that person, what styles they need to exhibit more and less of in order to improve the relationship with them and others in the style, the adversity they are likely to encounter with this person/ style and lastly what they're going to do in order to overcome these barriers. This study goes into each of these aspects in depth in each of the 4 interventions so they can have the necessary time commitment and discussion to fully understand themselves and other styles without being rushing into another discussion area.

The effectiveness and necessity for this study increases with the team having new coaching staff. They are in-between cultures and in order to help built that culture up having a deeper understanding of their teammates on and off the court allows for better cohesion as well as working as a unite with little push back to have the drive and motivation to embrace the new culture and staff. Having this knowledge of themselves and other will allow them the opportunity to express to the new staff the best ways to communicate and drive them as well as suggest more effective avenues in which the staff can communicate with their teammates and the group as a whole. Though it's important to recognize that results of team cohesion could be skewed due to how they view their relationship with their coach is they two work in unison (Jowett & Chaundy, 2004). Athlete- Coach Relationships and team cohesion is shown in a study by Jowett & Chaundy (2004) to have positive and increased attitudes when they feel they share commonalities (p. 309). Without these commonalities they feel they lack the communication and are too dissimilar to create a meaningful interpersonal communication. With lack of the knowledge for commonalities and connections, that DiSC can provide, it makes sense why

Jowett & Chaundy (2004) found that teams with dissimilarities had evidence of personal conflict, cliques and disconnection (p. 309). DiSC allows participants to see how they are different yet at the same time similar since yes they might have different styles of can see similarities presented by how their remaining scores for the other style areas impact their behavior and make them more alike. The DiSC also provides avenues to know how to connect and build those relationships with those of differing styles because they know with a little education this diversity can prove to be a huge asset for the team or group at hand.

Methodology and Design

This study was a mixed methods study. The project initiates with the members of the Spring 2018 Women's Volleyball team taking the pre-survey, shown in Table 1, to get a base of what their communication and understanding between different behavioral styles is like on the team. They were provided the instructions of "This survey is being conducted in order to get individual perspectives of leadership and communication on a team. This survey will take 5 minutes to complete and your responses will be confidential."

The team's roster usually carries 18 members, but due to seniors completion of eligibility the Spring Roster only held 10 members, one of which was not part of this study due to extensive concussion problems. Following the survey they took the DiSC assessment. Only team members took the assessments, attend focus groups and complete surveys; coaching staff did not. Once the individual results of the assessment were evaluated, the players were paired off with people in opposite styles than their own. The D leaders have an opposite style from the C and I leaders have an opposite style from the S so they were paired accordingly. Towards the end of pairing due to an unequal distribution in styles, it was not possible to get a true opposite so some

individuals were matched with someone with one of the other styles from their own, if necessary matches can be based on their second highest ranking style and so on until all had a challenging pair, but that was not necessary for this study.

The Virginia Tech Student Athlete Development Department had already been told the benefits of the DiSC assessment on athletes especially tea athletes. The Virginia Tech Volleyball teams was one of the first teams to go through the process of taking the DiSC assessment through the athletic department. Each participant had taken the assessment three months prior to the start of this studies interventions, though they didn't know at the time the interventions would be conducted. There results were shared with this study through the results gained by the athletic department with the permission of each participant. Five were assessed as being D's, two tested as I's, one as a S and 2 as C's. When it comes to sports having a high rate of D results due to their traits of being motivated by winning, success, competition, their forcefulness and willingness to take risks all of which you would see in a collegiate athlete. For this project and its intervention purposes the team members were requested to meet for interventions on four separate occasions for 20 minutes each to allow thought provoking conversation about their own as well as the other styles. Each day was planned out with the key concepts from the DiSC assessment in mind as well as the concept of time due to the player's busy schedules.

Intervention 1:

Since the team had already taken the DiSC assessment they began the first session by taking the pre-survey individually. The girls were then split up into four groups representing the four styles. Each group was asked to reflect on what they remembered about their style, then received a paper that gave them the same write up about their personality style that they received after taking their results following completion of the assessment. The activity for the first day was the

groups to agree on three strengths they had when interacting with others and three weaknesses their style had when interacting with others. They then came together as a team and each of the four groups shared their responses as well as reiterating the characteristics of their style to the other groups. Each person then wrote the three weaknesses and three strengths down on a poster board, shown in Image 1 that would be used to collect all their findings after each intervention. Some people wrote another team member's name in order to save time with writing them all out since they had the same answers for this activity, which is the reasoning for more than just the name column being blacked out.

Intervention 2:

During the second meeting the players were then paired off as illustrated previously, D-C and I-S, though there were two D's that had to be paired off with a D. The pairs were then instructed to discuss their motivators/training insights and how these impacted how they lead on the court and off the court. They were also asked to share one way they take in other team members and coach's leadership due to their style. They then came together as a team stating one at a time their partner's style, their partner's motivators and how to accept leadership. They then wrote their partner's responses down on the piece of paper.

Intervention: 3

The third meeting begins with each of the partners pairing off and reminding their partner of their motivators and ability to take in others' leadership. For the activity they are then asked to decide on 3 ways they can flex, adapt/adjust, themselves to motivate someone with their partner's style (or a style other than their own). The group then came together and shared again their personal style, their partner's style and how they would flex themselves to motivate someone with that style. They concluded by adding these notes to the poster board.

Intervention 4:

The fourth and final meeting had the player's pair off one last time to decide how they would use their new found knowledge of themselves and others styles help improve their leadership. They then had to decide on a way of how they would apply this while being apart for summer vacation before returning to jump right into training for the start of their competitive training. They then came together as a group shared their responses and final thoughts from the final activity. Each pair added their final responses to the poster board to complete the last column of the board. This list is then hung up in their locker and will remain the rest of the semester, summer and into their competitive season this fall. To conclude the final intervention the players split up individually to complete the post-survey that would be their final contribution to the program. The post-survey, shown in table 2, included the original 15 questions from the pre-survey as well as an additional 14 in order to evaluate how much they feel they've learned from these interventions, if they were helpful and if more should be done.

Initial discussion contemplated conducting a follow up DiSC assessment to see if the players' styles changed, but after additional research and evaluation the results wouldn't change just their understanding and communication have the opportunity to increase. Proponents of DiSC prides themselves on providing you with a style that stays consistent and have "stability over a period of time" so major shifts are very unlikely especially in the short period of time that we conducted the interventions in comparison to their recommended two year retake to ensure your results and self-awareness are up to date (Bullwinkle, 2011). This is similar to the way that the Strengths Finder assessment works your top five strengths don't change often, but when they do it shifts your strengths from your top 10 strengths around. Strengths finder even says that retaking the assessment can decrease the accuracy of the results since you are now familiar with

the format of the assessment; the same can be true with the DiSC assessment (CliftonStrength, 2018).

Results

The study was able to ensure that the team was not just getting a one-time intervention by implementing four sessions over the course of the entire process. The study was able to make sure that there was a lasting effect by allowing the members to see the in depth aspects of each of their teammates and how deeper understanding could have a drastic impact on their communication, motivation and understanding of one another on and off the court, which in turn will help them be more successful at reaching their shared goals. The pre and post surveys were compared with their related responses for the original 15 questions using JMP to see if there was a significant difference in scores (using a p-value as a test of significance) when comparing the results from the pre and post survey. Ratios were also used in order to verify the reasoning for conducting these interventions. Further evaluation went into looking into the added questions that related specifically to if/what they learned about other styles during this intervention.

For the results of the pre survey 9/10 of the participants strongly felt their connection with teammates off the court helps their relationship on the court; there was not a significant different between post-survey and pre-survey. Following the intervention, team members no longer had a significantly strong sense that they knew to how communication effectively with teammates. This shift in knowledge of teammates could be from increased knowledge in the amount and to what depths they could know each teammates and opened up realizations that they weren't on those levels with each team member yet. In contrast when it comes to knowledge of styles the post-survey indicated that a significant amount somewhat agreed they could learn more

about the other styles compared to the majority in the pre-survey that wanted to learn more. This provides insight that with these interventions the team members were able to acquire more knowledge, but with longer and more intense interventions their knowledge would be to a point where they would no longer have to look back at pieces of paper or descriptions to remember how they can best interact with others in order to help themselves and the group as a whole. A 8/10 participants felt that following intervention they knew more about each style than prior as well as now having the ability to communicate effectively to their needs. This was true for all styles except for (S), this could be due to only having one (S) represented in the entire group, though this was a significant difference when calculated. On top of that, a significant amount saw room for improvement in how effective they were at communication outside of sport, but saw a drastic shift to having 7/10 seeing improvement in their life outside of volleyball due to going through these interventions. All members following these interventions were able to see and appreciate the benefits the group's diversity, which is an asset when put towards their overall future success. An expected result is that post intervention 90% of participants felt strongly that they were now able to connect with and understand those of opposite behavior styles than their own.

When it comes to confirmation that this was the best assessment to use, it is known college students complete a number of the types of assessments especially with Virginia Tech being a strengths finder school, but a significant amount disagreed in the use of another assessment for this project and a majority were against alternative activities being used for this intervention, though a significant amount felt additional activities would be effective in allowing them to reach team goals. A consistent part of the surveys was that a significant amount didn't feel strongly that their coach knew how to communicate specific to each player. Coaches need to

get to a position where they are also able to participate in the intervention and obtain the knowledge how to best interact with each style. This would prove to be very beneficial to members and build those units of trust and team cohesiveness.

Summary of Outcomes, Discussions and Recommendations

The purpose of this study was to ascertain whether interactive leadership and knowledge can help the individuals and the team as a whole. This relating to their level of communication, which increases their understanding of how other leaders behave and interact, thus bridging the gap between their styles. This can potentially show other athletic teams that using the DiSC assessment in an interactive manner has the ability to reduce future conflict/ miscommunications, improve team member and team communication, understanding those that think differently than you as well as allowing teambuilding. These effects can be seen on and off the court. The team recognized before and after the intervention the significance and interactive unit on and off the court relationship are, which comes with better understanding of a teammate that the DiSC assessment provides. Further research could be done on this study by looking back on this study group and see how these interventions and awareness affect them in the long run, as well as with this group and others with how the ever changing team membership effects the dynamic and understanding between teammates initially and over time.

Research should also look into other sports other than volleyball and how the difference in sport impacts the results. For example looking into a sport such as track, which is more individualized could have drastically different results, though a team like basketball may have similar results. Following those studies there could then be the comparison of men's and women's sports as well as the comparison to these groups and teams at various levels of competition, such as high school, D1, D2, D3 and professional levels. A step further that could

prove useful is using the assessment to develop the relationship between the coaching staff and the athletes. This could prove as key to building the bond and trust between the differing dynamics. As the leader coaches need to know their players on an individual level in order to get the maximum potential out of all of them and in order for team members to feel a deep connection to this it needs to be a two-sided open communication so that not just one side of the equation is vulnerable. Research can also be conducted to compare and contrast the differences between new and tenured coaches.

Diversity in thought and leadership styles within groups even though they share a lot similarities in likes, dislikes, priorities and lifestyle is what makes allows this intervention to be possible. Though further depth could see if other aspects of diversity play a part in this with added question in survey to analyze race, social-economic status, ethnicity, gender and geographical location of where they grew up. There is the unknown of whether this could provide a background into the style they got from taking this assessment. The results of the surveys are kept anonymous even when shared with the team and the three members of the coaching staff of the team.

Conclusion

Improving team awareness and self-awareness is key to the success of teams. Choosing the DiSC assessment to assist to aid in this development has proved in past studies to be effective to reach desired success and will hopefully prove so for the future of this group as well. Though in the short term implementing the DiSC assessment and conducting interventions allowed them to have better understanding and communication levels with their teammates by knowing their motivators, demotivators, fears, possible weaknesses, communication styles, expectation of others, possible conflict triggers, general traits, strengths and capability with individuals of each

style (Sebastian, 2009). The participants felt this accomplished more trust and communication with team members that other assessments wouldn't have been able to do. Future research will be able to look more into team with other differences including playing level, sport style, longer observation/ intervention process and gender of team members. A combination or a look into one of them will allow a deeper evaluation of the positive outcomes and effects of not only taking this assessment, but having interventions to get a deeper understanding of each style through group and pair activities.

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Appendices

Table 1

Pre-Survey	Strongly Agree	Somewhat agree	Somewhat Disagree	Strongly Disagree
I feel that my connection to a teammate off the court helps our relationship on the court				
I know how to communicate in the effective manner necessary for a teammate				
I think that my teammates know how to communicate with me				
My teammates know what drives me to help motivate me				

I could learn more about how to better connect and communicate with my teammates				
I think I could learn more about my teammate's leadership styles				
I think my team could use more leadership knowledge				
I believe my coach knows how to communicate specific to the needs of each player				
I feel my coach could learn more about our leadership styles and characteristics				
I feel that I am able to connect with people of opposite leadership styles than my own				
I have an in depth understanding of my leadership style				
I feel that I could learn more about my leadership style				
I have an in depth understanding of my leadership style				
I feel that I'm an effective communicator in my life outside of sports				
I think taking and applying the DISC assessment would be effective for my team				

Table 2

Post Survey	Strongly Agree	Somewhat agree	Somewhat Disagree	Strongly Disagree
I feel that my connection to a teammate off the court helps our relationship on the court				
I know how to communicate in the effective manner necessary for a teammate				
I think that my teammates know how to communicate with me				
My teammates know what drives me to help motivate me				
I could learn more about how to better connect and communicate with my teammates				

I think I could learn more about my teammate's leadership styles				
I think my team could use more leadership knowledge				
I believe my coach knows how to communicate specific to the needs of each player				
I feel my coach could learn more about our leadership styles and characteristics				
I feel that I am able to connect with people of opposite leadership styles than my own				
I have a better understanding of my leadership style than I did prior to these interventions				
I feel that I could learn more about my leadership style				
I feel that I'm an effective communicator in my life outside of sports				
I feel the diversity of the teams styles is a benefit to our overall success				
I feel I know more about my style than I did prior to this intervention				
I feel I know more about the D style than I did prior to this intervention				
I feel I can/will effectively communicate to the needs of the D style				
I feel I know more about the I style than I did prior to this intervention				
I feel I can/will effectively communicate to the needs of the I style				
I feel I know more about the S style than I did prior to this intervention				
I feel I can/will effectively communicate to the needs of the S style				
I feel I know more about the C style than I did prior to this intervention				
I feel I can/will effectively communicate to the needs of the C style				
I feel that these exercises helped my teammates understand my leadership role as their teammate				
I feel that applying the DiSC assessment allowed me to learn at least one characteristic of another style				

I think taking and applying the DISC assessment has been effective for my team				
I think applying the DISC in further activities could be effective in our teams success to reach team goals				
I would have preferred to do alternative activities with this assessment				
I would have preferred to use an alternative assessment				

Image 1

Name	Style	Strengths	Weaknesses	Motivators/ training insights	How you'll flex for D, I, S, C (Specify)	How I'll use this to be an improved leader
	C	want things done right analytical stability	change accepting assistance always upright	recognition to self-confidence to give praise & give a "kick" (play)	flex for D - make plans and work w/ D because they can demand anyone to carry out the plan	Motivating myself and making productive practice plans for open gyms this summer
	I	always positive team-oriented approachable	fearful of disapproval disorganised/presumptive impulsive	recognition of success group learning Positive recognition	I will use my own ability positively to get results D-I become open to different things in practice group learning	speaking positively and more about our future as a program (activities)
	D			personal standard order	Tailor the way I give feedback to an individual to be more technical	USE my time efficiently to motivate others to also work
	D	competitive/determined Independent Direct	Impatient Perfectionist Stubborn	winning Recognition/esteem Competition	Helping others through encouragement for group learning Developing Allies	Leads by example to motivate/inspire my teammates
	C	want things are right Analytical Stability	Change accepting assistance Always upright	growth independence routine	partner w/ Dominant: I plan to empower her instead of trying to one up her.	Hold myself accountable as well as others when being a positive reinforcement
	D			success pride independence	partner w/ C Being more open minded and encourage more her	motivate myself and my teammates checking we are all on the same page
	D			Personal standard Proving people wrong		Hold self accountable
	D			Influence control independence add energy to me Squadly to lead team's		checking in on team, making sure we are all doing it.
		+Calm		positive recognition myself I don't want to let myself or my team down	partner w/ D Recognizing the importance of a D and influencing them to be more positive & encourage them to reach their goals	checking in on people to build relationships + influence them
	S	compromise adaptability inclusive	Indecisive avoid confrontation don't speak mind	Personal recognition helping others	The person is DIS team is important to support in a way that will make her better by using the goals paper	not procrastinating make a plan and stick to it for workouts