



Building Resilient Athletes & Supportive Parents

AthleteDISC Profile Report Guide

A DEBRIEF FOR PARENTS

Since your young athlete began pursuing their athletic dreams, you've been their biggest advocate. Now, as they face the demanding transition to elite-level sports, your support is more crucial than ever. Your young star's AthleteDISC Profile Report and this debrief work together as a team to help you:

- better understand your young athlete's wants, needs and motivators
- improve your conversations with your athlete, coaches and others
- more effectively work through challenges and adversity with them
- better support their dream.

Within this debrief we'll give you an easy-to-understand summary of the information in each page of your AthleteDISC Profile Report. Referring to the report and this debrief regularly is critical, especially prior to having challenging conversations and during times of adversity (on or off the field).



We've used this icon to highlight sections of your young athlete's AthleteDISC Profile Report which we believe are the most actionable for parents. These will have the biggest impact on your relationship with your athlete, and be the key to becoming an all-star supportive parent.

Let's get started. Open up your AthleteDISC Profile Report and go to PAGE 2: "Introduction to Your AthleteDISC Profile Report".

PAGE 2: Introducing AthleteDISC

Getting the "people side" right is crucial at all levels of sports. Your athlete's AthleteDISC Profile Report aims to help your athlete perform consistently, and help your athlete and you improve communication and relationships with each other, coaches, teammates, teachers, and others involved in their sports journey.

Your AthleteDISC Profile Report is divided into three parts:

- Part I focuses on understanding your athlete, providing a detailed description of their unique behavioral style, strengths, communication preferences, and environmental preferences. It highlights both their ADAPTED style used in their current sporting environment, and their NATURAL style representing your young athlete's most preferred behaviors (the 'real' them).
- Part II offers information and actionable steps to help your young athlete and you take positive action.
- Part III discusses feedback from influential people in your young athlete's sports life.

PAGE 3: Disc Profiling & Behavioral Styles

The DISC model is used to understand your athlete's preferred behaviors and actions. It focuses on four behavioral styles:

- The DOMINANCE (D) style indicates how your athlete prefers to deal with problems and challenges. Those with a 'high D' style are proactive, assertive, and goal-focused, while those with a 'low D' style are more cautious and consultative.
- The INFLUENCE (I) style reflects how your athlete interacts with people and the environment. 'High I' individuals are outgoing, sociable, and enjoy frequent interactions, while 'low I' individuals are reserved and less inclined to engage with others.
- The STEADINESS (S) style indicates your athlete's preferred pace of activity. 'High S' individuals are patient, calm, and prefer a stable approach, while 'low S' individuals are more spontaneous and prefer a faster pace.
- The CONSCIENTIOUSNESS (C) style reveals how your athlete prefers to deal with rules, structure, and processes. 'High C' individuals focus on following rules, accuracy, and reliable facts, while 'low C' individuals may question rules, be independent, and rely more on emotional persuasion.

Everyone possesses some degree of each of these four primary behavioral styles. The combination and intensity of these styles define your athlete's unique behavioral style, as reflected in your athlete's AthleteDISC Profile Report.

PAGES 4-5: Your AthleteDISC Behavioral Overview

These pages provide a general overview of your young athlete's behavioral tendencies in a sporting environment.

1. Have a read through the overview, then review those sections within it which stand out for you as "yes, that's my kid!"
2. Which points stand out most for you?

This sets the stage for the rest of this report and provides a framework for understanding, reflection, and taking action.

PAGE 6: Most Preferred Behaviors

These pages provide a general overview of your young athlete's behavioral tendencies in a sporting environment. Your young athlete's preferred behaviors include:

- Strengths
- Play Style
- Communication Style



PAGES 7-9: Your Motivations

Your young athlete is motivated for their own reasons. These are often different than the things that would drive you.

1. Understand and memorize which of these wants and needs and environmental factors are most important to your young athlete (some will stand out more than others for them). It will help you create an ideal environment for helping them reach their goals.

PAGE 10: Behavior & Needs Under Stress

There are two aspects to keep in mind. #1 Style under stress - these are the behaviors you see as a parent. #2 Needs under stress - what your young athlete needs to get back to equilibrium.

1. Are there one or two strategies listed your young athlete really wants to work on improving?



PAGE 11: Communication Tips For Others

These are specific and customized suggestions for you, coaches, teachers and others of influence. Using these communication tips will result in less conflict, less confusion, and build an even stronger parent/child relationship.

1. What are the 2-3 tips that stand out for you as a parent?
2. What does your young athlete think are the 2-3 most important tips?
3. Make a copy of this page and put it on your fridge at home as a constant reminder.
4. Take a screenshot on your phone. Refer to it often, especially in conflict situations.
5. Refer back to Page 11 frequently, especially prior to having challenging conversations or during times of adversity (on or off the field).



PAGE 12: Potential Areas For Improvement

Everyone has some struggles or limitations, and we refer to these as your athlete's non-preferred behaviors. These non-preferred behaviors serve as potential areas for improvement.

1. What are the one or two things on this list your young athlete wants to commit to improve upon?
2. Ask what they'd like you to do to help them with their commitment.

PAGE 13: AthleteDISC Summary Page

Consistent high-performance is directly related to knowing yourself well (self-awareness) and working well with others.

1. Have your young athlete share their summary with you.

PAGE 14: Your Personal Review Questions

Your young athlete was asked to answer three questions in their own words.

1. Review the answers they gave.

PAGE 15: DISC Graphs For Your Athlete

Your athlete's ADAPTED STYLE is their perception of the behaviors they use as an athlete in their current sporting environment. These behaviors and this graph may change when they change coaches, teams, or environments.

Their NATURAL STYLE reflects their most preferred or instinctive behaviors. This is how they act when they feel comfortable in an environment and can "be themselves". It also predicts how they respond in stressful situations. This graph tends to be quite consistent over time, even in different environments.

Compare the 2 graphs:

- Similar looking graphs indicate your young athlete uses their natural (preferred) behaviors most often.
- Graphs that look different show your young athlete is using behaviors that are not as comfortable to them (they are making adaptations).

Adaptation can cause stress if sustained over time (especially if your young athlete lacks motivation or isn't rewarded for their NATURAL STYLE). For example, an athlete who is 'low I' (introverted) on the Natural graph will likely find it very uncomfortable and stressful to continually be required to be a very enthusiastic and vocal supporter of teammates. Similarly, a 'low C' athlete will likely find it stressful to play for a coach insistent on following a very structured system.

PAGES 16-17: Word Sketch: Adapted & Natural Styles

Review your athlete's word sketch for both their ADAPTED STYLE and NATURAL STYLE. See the descriptive words related to their levels of D, I, S, and C behaviors, and compare these to the range of behaviors in each column.

1. Which ones stand out for you as "yes, that's my kid!"?

PAGES 18-21: The 12 DISC Sub Patterns

Better understand why and how your young athlete behaves, their communications, and their connections with people.

1. Review the Intensity Scoring Legend. The black circle denotes their NATURAL behavior style (their most preferred behaviors, often described as the 'real you'). The black star denotes their ADAPTED behavior style (what they use in their current sporting environment).

2. Refer to page 19 and focus on Behaviors #1, #2 and #3. Your athlete is high in these scores. These behaviors will be most noticeable. They will be clearly observable in your athlete, displayed more often, and seen in most situations.
3. Then on Page 20, review Behaviors #10, #11 and #12 to get a clearer picture of those behaviors they score low in. Your young athlete will NOT likely display these behaviors when interacting and communicating with others in most situations.

PAGE 22: Application of DISC Profiling

This next section will help your young athlete and you understand how to be more effective in your relationships.

It can help your young athlete improve their relationship with a coach, teammate, teacher, or you.

It can also help you as a parent improve your relationship with your young athlete and others important to you.

PAGE 23: Overview of the Four Basic DISC Styles

This is a chart that describes what to expect in the behavior of someone who measures high in each of the DISC styles.

1. Review this chart to build your understanding of each of the four basic DISC styles, so you can interact with different people more effectively.
2. Can you think of people in your life who maybe fit into one of these basic DISC styles?

PAGE 24: How To Identify Another Person's DISC Style

To identify each of the four behavioral styles, simply focus on two areas of behavior — DIRECTNESS and OPENNESS.

1. Think of your young athlete's current head coach.
2. Are they DIRECT or INDIRECT in their communications?
3. Are they GUARDED or OPEN in their communications?

Individuals who have...

- guarded and direct behaviors are DOMINANCE styles
- direct and open behaviors are INFLUENCE styles
- open and indirect behaviors are STEADINESS styles
- indirect and guarded behaviors are CONSCIENTIOUS styles

PAGE 25: What Is Behavioral Adaptability?

Adaptable people meet other people's needs as well as their own. If you raise your adaptability, level and trust and credibility go up. Lowering your adaptability causes the reverse.

Adaptability enables you to interact more productively with 'difficult' people and helps you to avoid or manage tense situations. With adaptability you can treat other people the way THEY want to be treated.



PAGE 26: How To Modify Your DISC Style

This page gives great direction to both you and your young athlete for what you can do to modify YOUR level of DIRECTNESS or OPENNESS. This page, and the 2 pages that follow it, are very useful in greatly improving your relationships.

This is also a critical skill for young athletes to improve. It does NOT mean imitating the other person's style. It does NOT mean your young athlete has to become the same as their coach.

It means encouraging your young athlete to adjust their openness, directness, pace and priority in the direction of their coach or teammate.

And as a parent, it means adjusting your own openness, directness, pace and priority in the direction of the other person's preference, be it your young athlete, coach, spouse, work colleague, friend or family member.

1. Again, recall what DISC style you determined your young athlete's head coach is (from page 24).
2. Use the chart on page 26. What are 2-3 things you can you do to practice adaptability when communicating with the coach?



PAGES 27-28: Communication Plan With The D/I/S/C Styles

These 2 pages give outstanding advice that will be incredibly effective when communicating with your young athlete. It's like having the operations manual or a 'power up button' for your young athlete.

1. Find the first letter of your athlete's DISC style, and match it to the Communication Plan Style as indicated. For example, if the first letter of your athlete's DISC style is D, refer to the "Communication Plan with the DOMINANCE Style" section.
2. Find 2-3 of the characteristics that stand out for you when thinking of your young athlete. How are you going to implement the "So You..." actions more often?
3. Repeat the above for the second letter of your young athlete's DISC style. Which "So You..." actions will you implement more often?



PAGES 29-31: Tension Among The DISC Styles

These pages give insight into your young athlete's predicted points of conflict between themselves and others (depending on the other person's DISC style).

For example, one common tension between two people is 'People vs Tasks'. A High D coach's focus on results, tasks, and action can conflict with a High I athlete's focus on other people, feelings, and being liked.

Conflict is predictable and inevitable. It's fueled by our behaviors. The opportunity for yourself and your young athlete is in predicting it and making minor adjustments to your own openness, directness, pace and priority in the direction of the other person's preference.

1. Discuss with your young athlete the concept of conflict and how it is a naturally occurring thing. It's normal and it's inevitable.
2. Based on the tensions noted in the report, and thinking of coaches, teammates, teachers, and most importantly YOU, determine with whom conflicts are likely to happen (or are already happening).
3. Determine a strategy you or your athlete will take to modify your behavior. Refer to page 31 for a sample, and to the next section below (pages 32-25) for great ideas.



PAGES 32-35: How To Adapt To The D/I/S/C Styles

These pages give more supercharged insight into specific strategies you can take to adapt to your young athlete, and how they can adapt to teammates, coaches, and you.

1. Find the first letter of your young athlete's DISC style, then match it to the Style as indicated. For example, if the first letter of your athlete's style is D, refer to the "How To Adapt To The DOMINANCE Style" section.
2. Find 2-3 tips in each of the 3 sections ("To Help Them", "At Meetings", "In Social Settings") that stand out for you when thinking of your young athlete. How you can implement these more often?
3. Repeat the above for the second letter of your young athlete's DISC style. Which actions will you implement more often?

PAGES 36-38: Feedback From Observers

Feedback is a valuable development opportunity when provided by influential people in your young athlete's sports life. Some questions for your athlete to get feedback on from coaches are:

1. "What behaviors do you consider to be my strengths in relation to my sport or role?"
2. "What behaviors do you consider to be my limitations in relation to my sport or role?"
3. "What behaviors do you believe I could improve and what would the payoffs be if I made these improvements?"



PAGE 39: Next Steps

1. Print out a copy of the AthleteDISC Profile Report and this debrief or bookmark/download these.
2. Encourage your young athlete to digest this information often and over a prolonged period of time. That time driving to and from practices and games is a perfect time to work on their mental game.
3. Support your young athlete in the way that suits them best. Implement your communication plan.

4. We offer plenty of free exercises for athletes on our website. Direct your athlete to MyMentalGame.com for a menu of self-directed exercises & templates.
5. Stay tuned on social media for more high-quality information and new upcoming services.
6. Subscribe to the My Mental Game Parent Facebook group to join discussions with like-minded parents.

Take action to empower your high-performance athlete to realize their potential, support them in the pursuit of their dreams, and equip them to handle the high stakes and high pressure of elite-level sports.

