DISC Sales and Learning Styles

A Dual Evaluation of Behavioral & Learning Styles

Report For: **Sample Report**

Focus: **Work**

Date: **10/24/2019**

YOUR COMPANY
LOGO
APPEARS HERE

Table of Contents

Company Name Here   206-400-6647   www.YourWebsite.com

2

Introduction to the DISC and Learning Styles Combined Report

Congratulations on your decision to take the DISC and Learning Styles Combined Assessment.

Many of us grew up believing the wisdom of treating others the way you would like to be treated — the Golden Rule. We soon realized that another practical rule to live by seemed to be what Dr. Tony Alessandra calls The Platinum Rule® — Treat others the way THEY want to be treated.

With this personalized and comprehensive DISC and Learning Styles Combined report, you have the tools to help you become a better you and help you behave more maturely and productively. Then you can develop and use more of your natural strengths, while recognizing and improving your limitations. This report concentrates on your natural tendencies that influence your behavior and values/motivations.

DISC STYLES

Historical, as well as contemporary, research reveals more than a dozen various models of our behavioral differences, but many share one common thread: the grouping of behavior into four basic categories. *Our DISC System* focuses on patterns of *external, observable* behaviors using scales of directness and openness that each style exhibits. See the table below. Because we can see and hear these external behaviors, it becomes much easier to "read" people. This model is simple, practical, and easy to remember and use.

STYLE	TENDENCIES
Dominance	Tends to be direct and guarded
Influence	Tends to be direct and open
Steadiness	Tends to be indirect and open
Conscientious	Tends to be indirect and guarded

ADAPTABILITY

In addition to understanding your DISC style, Part II (Application of DISC Styles) covers behavioral adaptability - ways you can apply your style strengths or modify your style weaknesses in order to meet the needs of a particular situation or individual. Social scientists call it **social intelligence** (EIQ) which may be just as important, or even more important, as your Intelligence Quotient (IQ) in being successful in today's world.

LEARNING STYLES

How we learn is a topic of thousands of books and articles that are written on the subject from hundreds of different perspectives. One particular, but large, foundational part of this subject area is **learning styles**. Your Learning Styles Profile is designed to measure your learning style in most situations.

This is done in four categories:
1. ATTENDING
2. TRANSLATING
3. RELATING
4. UNDERSTANDING

In your learning styles profile, you are scored in all four categories and most, if not necessarily all, of the subscales. In this report we will look at these four categories in more detail.

PART I Understanding Yourself

General Characteristics

The narration below serves as a general overview of your behavioral tendencies. It sets the stage for the report which follows, and provides a framework for understanding and reflecting on your results. We've occasionally provided some coaching ideas so that you can leverage your strengths whenever possible to maximize your personal success.

Sample, you score like those who maintain a high sense of urgency in most things they do. You are always thinking about more efficient or effective ways of getting things done. This urgent tempo can help propel you and your team to new successes, but may sometimes cause frustration on your part when faced with setbacks.

You tend to be assertive and responsive to creative ideas and solutions. When in creative mode, you may tend to withdraw a bit and process information internally. Once the decision has been made, or the solution created, you emerge as a more assertive and mission-focused leader. Sample, you score like those who push the envelope of their own creativity, and tend to lead their teams to optimal performance. To get the most out of this trait, be certain to display a more people-oriented side at times, so that others on the team can see this side of you as well.

You make day-to-day operational decisions very quickly and easily. You put substantially more time, effort, and caution into larger decisions. You score like some who tend to be worriers, in a good sense, because of the level of detail and quality of thought behind the important decisions you make. At times, you may present yourself with "double-bind" situations: "damned if you do, and damned if you don't." You may reduce stress in these types of situations by seeking input from trusted advisors.

Careful analysis of your response pattern indicates that you may tend to have dichotomous ambitions: On one hand, you are driven to achieve quick, visible results, but you are equally motivated by strong quality control and perfection. In an ideal world, these drives could work in harmony, but in reality, they might well prove detrimental to the result. You may sometimes seek quick results at the expense of quality, or vice versa.

General Characteristics (continued)

Your decisiveness and reaction time may suffer due to a desire to investigate all facets of a problem and all potential solutions before making a final decision. Your detail-oriented nature may work against you by creating an internal bottleneck.

You tend to handle assertive and aggressive people in a blunt and critical way. If someone is "dishing it out," you can take it and also dish it right back to them. This may be somewhat intimidating to those in the workplace who prefer a softer approach, so be careful not to overreact. In your communication with others, you tend to provide just the facts and information needed to get the job done, or the question answered. Sometimes, however, it may be necessary to tolerate some off-topic discussion in order to build a rapport with others on the team.

When in high thought-processing gear, you may be somewhat restrained in sharing ideas or expressing feelings. You score like those who may be perceived by others as somewhat cool or aloof. This is especially true when you are faced with decisions of very high importance. You tend to internalize the thought processes and not share them with others as you are evaluating the possibilities. By opening up a bit, you might reduce the potential for internal stress, and also be perceived as more of a collaborative decision maker.

You like to be perceived as a pacesetter -- one who comes up with new ideas and creative solutions. This theme will emerge in other parts of this report due to its importance. You bring a creative spin to the way you solve problems and find solutions. You have the ability to evaluate the whole range of possibilities, and provide deep mindshare on the decisions you make. This comes from both your decision-making ability and your deep concern for details.

Your Strengths

What You Bring to the Organization

You are likely to display your strength characteristics rather consistently. For the most part, these qualities tend to enhance your effectiveness within your organization. Work Style Preferences provide useful insights as you work in a job or as you work together on a team or family project. They are the talents and tendencies you bring to your job. Check the two most important strengths and the two most important work style tendencies and transfer them to the Summary of Your Style page.

Your Strengths:
- You are able to find solutions quickly, with a high degree of quality control.
- You are able to make decisions having the bottom-line in mind.
- You put hard work and heavy effort into finding the best possible answers to questions or problems.
- You maintain a strong, businesslike focus on problems, ideas, and solutions.
- You tend to be a strong agent of change.
- You consider many alternatives, theories, and possibilities in your problem-solving approach.
- You are a very creative thinker and innovator.

Your Work Style Tendencies That You Bring to the Job:
- You enjoy developing new systems and procedures to increase efficiency or quality control.
- You motivate others on the team with a sense of competition and urgency.
- You are motivated to be creative and tend to become bored with routine work.
- You are able to look at a project from a "big picture" perspective, while keeping track of the details and minutiae that contribute to each step.
- You want to be seen as assertive, and at the vanguard of leadership regarding new ideas and solutions.
- You sometimes hesitate in making decisions due to a desire to investigate all facets of a problem, and all potential solutions.
- You are motivated to be an initiator of creative new ideas, and may be seen as an agent of change within an organization.

Your Motivations (Wants) and Needs

What motivates you? People are motivated by what they want. What do you really want? Our behaviors are also driven by our needs. Each style has different needs. If one person is stressed out, they may need quiet time alone; another may need social time around a lot of people. Each is different and simply meeting their needs. The more fully our needs are met, the easier it is to perform at an optimal level. Check the two most important motivators (wants) and the two most important needs and transfer them to the Summary of Your Style page.

You Tend to Be Motivated By:
- Freedom from control and close scrutiny. A lack of freedom implies a lack of trust.
- High standards of quality that all members of the team honor and support.
- Direct, factual answers to questions, supported by accurate data.
- Time to analyze facts and data prior to making a final decision.
- Time to react to sudden changes, and to analyze the impact on overall quality.
- Efficient methods which get things done faster, without sacrificing quality.
- New experiences, and new challenges to meet.

People With Patterns Like You Tend to Need:
- A minimum of oversight, interference, and organizational politics getting in the way of the creative processes.
- To seek more input from others for a more effective team cooperation.
- To verbalize more of your reasons for decisions, and to include others in the decision-making process.
- Opportunities to use your professional expertise to solve problems by finding creative solutions.
- To be able to trust the competence and high standards of others on the team.
- Fewer daily critical decisions, as you may hesitate when under too much pressure due to the desire for a high-quality result.
- To focus on reaching closure on projects, as you tend to resist finalizing because there is always something that could be improved.

7

YOUR MOTIVATIONS Ideal Work Environment

Everybody is motivated…however; they are motivated for their own reasons, not somebody else's reasons. By understanding your motivations, you can create an environment where you are most likely to be self-motivated. Check the two most important environment factors and transfer them to the Summary of Your Style page.

You Tend to Be Most Effective In Environments That Provide:

- Freedom from external pressure, while allowing for self-imposed pressure and urgency.
- Challenging assignments that are both detailed and wide in scope.
- Power and authority to make decisions and create change.
- Freedom to create in new and different ways.
- Support of some occasional vacillation in decisions or ideas.
- Opportunities for one to work alone, and to think things through.
- Support which allows you to focus maximum effort on the job tasks, and not to be concerned with social protocol.

The C Style

Under Stress - Perceptions, Behavior and Needs for the C

Stress is unavoidable. The perceptions of our behavior may have a significant impact on our effectiveness - both in how we perceive ourselves and how others perceive us. The way we behave under stress can create a perception that is not what we intend. The descriptions below of perceptions by others may seem somewhat extreme at times (especially if our behavior is an over-extended strength that becomes a weakness or limitation). As you understand these perceptions more clearly, you are able to modify your behavior to maximize your own effectiveness and ensure that others see you as you intend.

Potential Self Perception:

- Quality control driven
- Cautious agent of change
- Creative solutions to problems
- Results-driven

Under Stress, May be Perceived by Others:

- Condescending
- Aloof and blunt
- Creates double-bind situations
- Vacillates

Under Stress You Need:

- Understanding of principles and details
- Guarantees that you are right
- A slow pace for "processing" information

Your Typical Behaviors in Conflict:

- Since you tend to focus on quality and your own high standards, you may become demanding in order to ensure compliance.
- You often resort to various indirect techniques to manipulate the environment to make it more favorable to your position. You may resort to little known rules and procedures, the literal meaning of regulations, the use of committees, and other indirect approaches.
- You appear to acquiesce to the demands of others and, thus, avoid conflict. In reality, however, you are often just withdrawing to prepare for a future, probably covert, attempt to reestablish your position.

Strategies to Reduce Conflict and Increase Harmony:

- Include all the people involved with a project in your decision-making process. Ask for their suggestions as well as their data.
- Be sure to share the reasoning behind your decisions. Failure to do so makes them seem arbitrary.
- Be more open with your friends and coworkers, sharing your feelings, needs and concerns with them.

Communication Tips and Plans for Others

The following suggestions can help others who interact with you understand and be aware of your communication preferences. To use this information effectively, share it with others and also discuss their preferences.

Check the two most important ideas when others communicate with you (do's & don'ts) and transfer them to the Summary of Your Style page.

When Communicating with Sample, *DO:*

- Motivate and persuade Sample by pointing out objectives and expected results.
- Be specific about what's needed, and who is going to do it.
- Stick to business matters only -- small talk or charm won't be appreciated.
- Give Sample time to verify the issues and potential outcomes.
- Do your homework, because Sample's homework will already be done.
- Beware of indecision, and be sure to keep the "data gate" open for more information.
- Give Sample the opportunity to express opinions and make some of the decisions.

When Communicating with Sample, *DON'T:*

- Whine about all of the work you have to do.
- Provide incomplete or unclear directions or instructions.
- Use unreliable evidence or testimonials.
- Try to develop "too close" a relationship, especially too quickly.
- Forget or lose things necessary for the meeting or project.
- Fail to follow through. If you say you're going to do something, do it.
- Leave things up in the air, or decide by chance.

Communication Plan with the DOMINANT Style

CHARACTERISTICS:	SO YOU...
Concerned with being #1	Show them how to win, new opportunities
Think logically	Display reasoning
Want facts and highlights	Provide concise data
Strive for results	Agree on goal and boundaries, the support or get out of their way
Like personal choices	Allow them to "do their thing," within limits
Like changes	Vary routine
Prefer to delegate	Look for opportunities to modify their workload focus
Want others to notice accomplishments	Compliment them on what they've done
Need to be in charge	Let them take the lead, when appropriate, but give them parameters
Tendency towards conflict	If necessary, argue with conviction on points of disagreement, backed up with facts; don't argue on a "personality" basis

Communication Plan with the INFLUENCING Style

CHARACTERISTICS	SO YOU...
Concerned with approval and appearances	Show them that you admire and like them
Seek enthusiastic people and situations	Behave optimistically and provide upbeat setting
Think emotionally	Support their feelings when possible
Want to know the general expectations	Avoid involved details, focus on the "big picture"
Need involvement and people contact	Interact and participate with them
Like changes and innovations	Vary the routine; avoid requiring long-term repetition by them
Want others to notice THEM	Compliment them personally and often
Often need help getting organized	Do it together
Look for action and stimulation	Keep up a fast, lively, pace
Surround themselves with optimism	Support their ideas and don't poke holes in their dreams; show them your positive side
Want feedback that they "look good"	Mention their accomplishments, progress and your other genuine appreciation

Communication Plan with the STEADY Style

CHARACTERISTICS	SO YOU…
Concerned with stability	Show how your idea minimizes risk
Think logically	Show reasoning
Want documentation and facts	Provide data and proof
Like personal involvement	Demonstrate your interest in them
Need to know step-by-step sequence	Provide outline and/or one-two-three instructions as you personally "walk them through"
Want others to notice their patient perseverance	Compliment them for their steady follow-through
Avoid risks and changes	Give them personal assurances
Dislike conflict	Act non-aggressively, focus on common interest or needed support
Accommodate others	Allow them to provide service or support for others
Look for calmness and peace	Provide a relaxing, friendly atmosphere
Enjoy teamwork	Provide them with a cooperative group
Want sincere feedback that they're appreciated	Acknowledge their easygoing manner and helpful efforts, when appropriate

Communication Plan with the CONSCIENTIOUS Style

CHARACTERISTICS	SO YOU…
Concerned with aggressive approaches	Approach them in an indirect, nonthreatening way
Think logically	Show your reasoning
Seek data	Give data to them in writing
Need to know the process	Provide explanations and rationale
Utilize caution	Allow them to think, inquire and check before they make decisions
Prefer to do things themselves	When delegating, let them check procedures, and other progress and performance before they make decisions
Want others to notice their accuracy	Compliment them on their thoroughness and correctness when appropriate
Gravitate toward quality control	Let them assess and be involved in the process when possible
Avoid conflict	Tactfully ask for clarification and assistance you may need
Need to be right	Allow them time to find the best or "correct" answer, within available limits
Like to contemplate	Tell them "why" and "how

Potential Areas for Improvement

Everyone has some possible struggles, limitations or weaknesses. Oftentimes, it's simply an overextension of your strengths which may become a weakness. For example, a High D style's directness may be a strength in certain environments, but when overextended they may tend to become bossy.

Check the two most important areas you are committed to improve upon and transfer them to the Summary of Your Style page.

Potential Areas for Improvement:

- You have a strong need for perfection and may not be satisfied until it has been reached.
- You may tend to work in rapid bursts, followed by periods of quiet reflection. This style may be confusing to others who might prefer a more consistent approach.
- You may like to work under pressure, and thus you put others under unwelcome pressure sometimes.
- You tend to be unconcerned about social poise and may appear somewhat abrupt or aloof toward others without being aware of this. You could build more bridges by showing more sensitivity to their feelings.
- Others may have difficulty keeping up with your opposing desires for quick, yet perfect results.
- You may need some improvement on your communication skills. It is important to share ideas with others on the team, allowing them to be a "sounding board" for your thoughts.
- You may appear indecisive to some because of the need to re-examine evidence, or even wait for new evidence prior to making decisions.

Summary of Sample Report's Style

Communication is a two-way process. Encourage others to complete their own DISCstyles Online Assessment and then share the Summary Sheet with each other. By discussing preferences, needs and wants of the people you work with, socialize with and live with, you can enhance these relationships and turn what might have been a stressful relationship into a more effective one just by understanding and applying the DISCstyles information. Complete the worksheet below from the previous pages of this report.

YOUR STRENGTHS: WHAT YOU BRING TO THE ORGANIZATION
1._____
2._____

YOUR WORK STYLE TENDENCIES
1._____
2._____

YOUR MOTIVATIONS (WANTS)
1._____
2._____

YOUR NEEDS
1._____
2._____

YOUR MOTIVATIONS: IDEAL WORK ENVIRONMENT
1._____
2._____

COMMUNICATION DO'S & DON'TS
1._____
2._____

POTENTIAL AREAS FOR IMPROVEMENT
1._____
2._____

WORD SKETCH Adapted Style

DISC is an observable "needs-motivated" instrument based on the idea that emotions and behaviors are neither "good" nor "bad." Rather, behaviors reveal the needs that motivate that behavior. Therefore, once we can accurately observe one's actions, it is easier to "read" and anticipate their likely motivators and needs. This allows us to predict what will and will not please them which makes for better relationships and a more harmonious and productive workplace! This chart shows your ADAPTED DISC Graph as a "Word Sketch." Use it with examples to describe why you do what you do and what's important to you when it comes to (D)ominance of Problems, (I)nfluence of other People, (S)teadiness of Pace, or (C)ompliance to Procedures and Rules. Share more about the specific needs (now maybe habits) that drive you in each area of FOCUS. Is your DISC point at levels 1 and 2? Then your emotions and needs are the opposite of those whose graph is at Levels 5 and 6 in that area.

	D	I	S	C
DISC Focus	Problems / Tasks	People	Pace (or Environment)	Procedures
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
Emotions	Anger, Impatience	Optimism, Trust	Patience, Non-Expression	Fear, Concern
Fears	... being taken advantage of/lack of control	... being left out, loss of social approval	... sudden change/loss of stability and security	... being criticized/loss of accuracy and quality

	D	I	S	C
6	argumentative daring demanding decisive domineering egocentric	emotional enthusiastic gregarious impulsive optimistic persuasive	calming loyal patient peaceful serene team person	accurate conservative exacting fact-finder precise systematic
5	adventurous risk-taker direct forceful	charming influential sociable trusting	consistent cooperative possessive relaxed	conscientious courteous focused high standards
4	assertive competitive determined self-reliant	confident friendly generous poised	composed deliberate stable steady	analytical diplomatic sensitive tactful
3	calculated risk moderate questioning unassuming	controlled discriminating rational reflective	alert eager flexible mobile	own person self-assured opinionated persistent
2	mild seeks consensus unobtrusive weighs pro/con	contemplative factual logical retiring	discontented energetic fidgety impetuous	autonomous independent firm stubborn
1	agreeing cautious conservative contemplative modest restrained	introspective pessimistic quiet pensive reticent suspicious	active change-oriented fault-finding impatient restless spontaneous	arbitrary defiant fearless obstinate rebellious sarcastic

WORD SKETCH Natural Style

DISC is an observable "needs-motivated" instrument based on the idea that emotions and behaviors are neither "good" nor "bad." Rather, behaviors reveal the needs that motivate our behavior. Therefore, once we can accurately observe one's actions, it's easier to "read" and anticipate their likely motivators and needs. This allows us to predict what will and will not please them, which makes for better relationships and a more harmonious and productive workplace! This chart shows your NATURAL DISC Graph as a "Word Sketch." Use it with examples to describe why you do what you do and what's important to you when it comes to (D)ominance of Problems, (I)nfluence of other People, (S)teadiness of Pace, or (C)ompliance to Procedures and Rules. Share more about the specific needs (now maybe habits) that drive you in each area of FOCUS. Is your DISC point at levels 1 and 2? Then your emotions and needs are the opposite of those whose graph is at Levels 5 and 6 in that area.

	D	I	S	C
DISC Focus	Problems / Tasks	People	Pace (or Environment)	Procedures
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
Emotions	Anger, Impatience	Optimism, Trust	Patience, Non-Expression	Fear, Concern
Fears	… being taken advantage of/lack of control	… being left out, loss of social approval	… sudden change/loss of stability and security	… being criticized/loss of accuracy and quality

	D	I	S	C
6	argumentative daring demanding decisive domineering egocentric	emotional enthusiastic gregarious impulsive optimistic persuasive	calming loyal patient peaceful serene team person	accurate conservative exacting fact-finder precise systematic
5	adventurous risk-taker direct forceful	charming influential sociable trusting	consistent cooperative possessive relaxed	conscientious courteous focused high standards
4	assertive competitive determined self-reliant	confident friendly generous poised	composed deliberate stable steady	analytical diplomatic sensitive tactful
3	calculated risk moderate questioning unassuming	controlled discriminating rational reflective	alert eager flexible mobile	own person self-assured opinionated persistent
2	mild seeks consensus unobtrusive weighs pro/con	contemplative factual logical retiring	discontented energetic fidgety impetuous	autonomous independent firm stubborn
1	agreeing cautious conservative contemplative modest restrained	introspective pessimistic quiet pensive reticent suspicious	active change-oriented fault-finding impatient restless spontaneous	arbitrary defiant fearless obstinate rebellious sarcastic

DISCstyles eGraphs for Sample Report

Your Adapted Style indicates you tend to use the behavioral traits of the DIs style(s) in your selected Work focus. Your Natural Style indicates that you naturally tend to use the behavioral traits of the CD style(s).

Your Adapted Style is your graph displayed on the left. It is your perception of the behavioral tendencies you think you should use in your selected focus (work, social or family). This graph may change when you change roles or situations. The graph on the right is your Natural Style and indicates the intensity of your instinctive behaviors and motivators. It is often a better indicator of the "real you" and your "knee jerk", instinctive behaviors This is how you act when you feel comfortable in your home environment and are not attempting to impress. It is also what shows up in stressful situations. This graph tends to be fairly consistent, even in different environments.
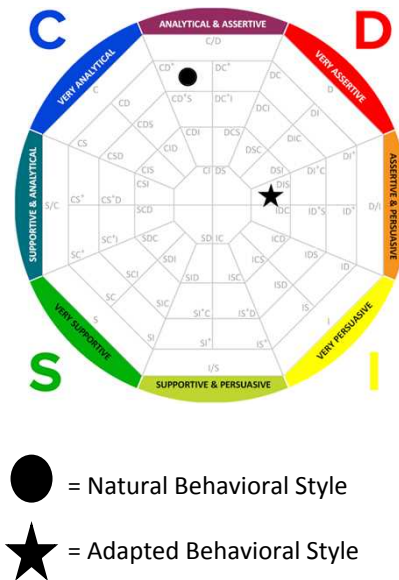

Adapted Style - Graph I
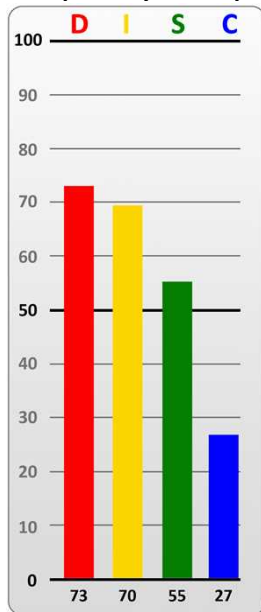
Pattern: DIs (5542)
Focus: Work

Natural Style - Graph II

Pattern: CD (4224)

● = Natural Behavioral Style
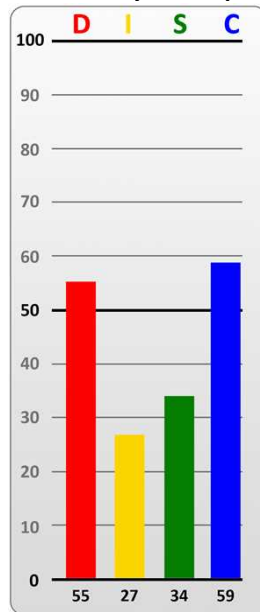
★ = Adapted Behavioral Style

If the two bars are similar, it means that you tend to use your same natural behaviors in that environment. If your Adapted Style is different from your Natural Style, this may cause stress if done over a long period of time. You are then using behaviors that are not as comfortable or natural for you.

The four-digit numbers (under the graphs) represent your segment numbers in DISC order and dictate the adjectives highlighted on the Word Sketch pages.

The higher or lower each D, I, S, C point is on your graphs, the greater or lesser your needs-motivated behavior impacts your results at work and others around you. Once aware, you can adapt your style. Can you change? Of course! You do it every day depending on your situations. However, permanent behavioral change comes only with awareness and practice. Study and practice using the Behavioral Adaptability Charts in this report to gain behavioral flexibility. For further questions or personal coaching, contact your consultant.

17

12 Behavioral Tendencies - Summary

The primary styles - **D, I, S, and C** - are each influenced by the other three styles in our behavioral expression. You are not just **one** of these styles; you are the result of all four combining and affecting each other. The following behavioral tendencies are scored based on the way your DISC styles combine and influence one another. On this page you'll see all 12 Behavioral Tendencies in Summary, and the following pages deliver more detail about each of these measurements.
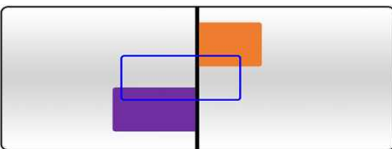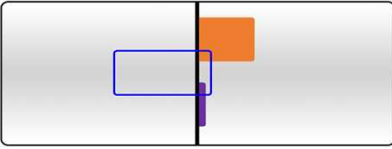
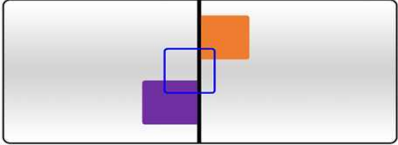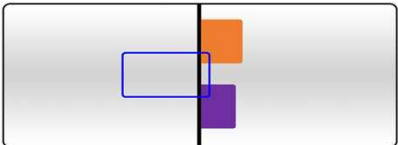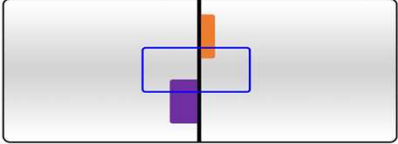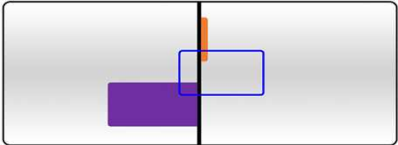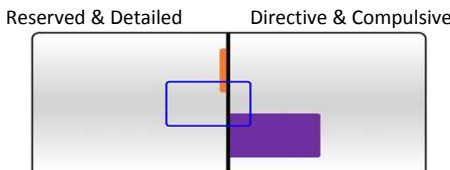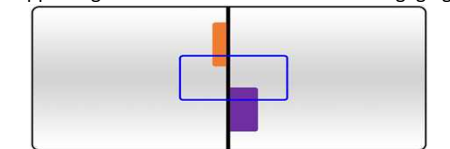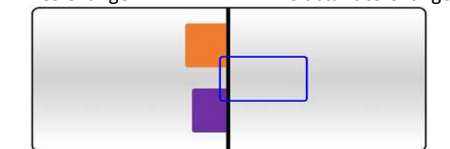| Behaviors	Natural	Adapted
Reasoning *How this individual uses evidence to think through and solve problems.*	**Evidence-based**	**Intuition-based**
Self-Reliance *How this individual works within a team.*	**Directive**	**Situational**
Accuracy *How this individual focuses on correctness and exactness.*	**Precision**	**Predictability**
Personal Drive *How this individual's own goals move things forward.*	**Self-Driven**	**Situational**
Careful Decision Making *How this individual approaches decisions and actions.*	**Situational**	**Situational**
Prioritizing *How this individual determines the order for dealing with items or tasks based on established rules and structure.*	**Situational**	**Results**
Providing Instruction *How this individual dictates directions and expectations.*	**Situational**	**Directive & Compulsive**
Customer & Team Interaction *How this individual engages with customers and stakeholders, internal and external.*	**Situational**	**Situational**
Change Resistance *How this individual resists engaging with change.*	**Drives Change**	**Situational**
Work Process Alignment *How this individual focuses on process to follow through on work.*	**Accuracy**	**Consistency**
Building Rapport *How this individual focuses when interacting with others.*	**Results-Focused**	**Situational**
Expressing Openness *How this individual is most comfortable expressing themselves.*	**Structural**	**Social**

12 Behavioral Tendencies – Details & Graphs

For each of the 12, you will see a graph and personalized statement for your Natural and Adapted style.
These scores and statements reveal which of your style combinations are most observable and describe how you express that tendency based on your DISC blend.
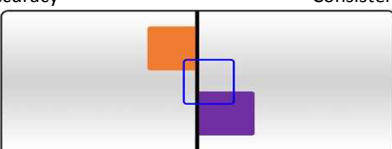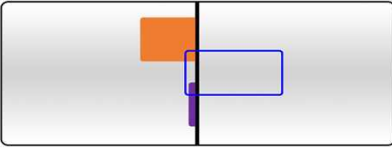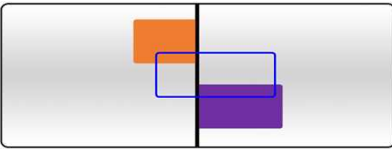
Interpretation Notes:
1. **Frequency Observed**: The behavioral tendencies are presented in the order from Most Frequently Observed to Least Frequently Observed.
   - o **HI** – Clearly observed in most situations, seen more often
   - o **HM** – Frequently observed in many situations
   - o **MOD** – May or may not be observed depending on the situation
   - o **LM** – Sometimes observed in some situations
   - o **LOW** – Absence of the behavior in most situations
2. **Direction of your score** – As the graph **moves to the right or left**, it shows how you will likely express the behavior. If the graphs are near the center, the result is a balancing behavioral effect that will depend on the situation.
3. **General Population Comparison** – The **blue box** represents the general population in this behavioral tendency. Approximately 68% of people score in this range.

	Situational
Reasoning **Natural (HM):** You often rely on data and evidence to ensure decisions reflect the right thing to do, and will seek verification to make complete and accurate judgments. You are likely think through things with careful and thoughtful consideration, often weighing risks and examining the proof and data to make decisions. Remember, the brain and the heart together make a great team. **Adapted (LM):** You often rely on your feelings and interactions with others to make decisions, choosing what is likely to be social acceptable. You are likely to think things through based on emotions over logic, trusting your gut. Be aware that balanced thinking looks at both the emotions and the logic.	Intuition-based Evidence-based
Self-Reliance **Natural (HM):** You are quite results driven, focused on accomplishing things quickly and efficiently and are likely to do so mostly independently and directively. You will likely do your best work independently when you can manage your productivity and efficiency autonomously. Be sure you are not distancing yourself too much. **Adapted (MOD):** You balance results and interaction, getting things done efficiently, but also involving others to get this accomplished as effectively as possible. You are likely to be productive and efficient whether working independently or in collaboration with others, depending on the circumstances and variables of the work.	Collaborative Directive

	Situational
### Accuracy	Predictability Precision

Natural (HM): You frequently focus on carefully and deliberately ensuring high-quality outcomes with great importance on accuracy, structure, order and precision in all you do. You are likely to focus on being and doing things right. While doing it the right way can impact success dramatically, it is also helpful to have dependability and uniformity in planning processes.

Adapted (LM): Your planning often focuses on keeping processes and systems as predictable and steady as possible to support others in understanding and reaching the best outcome. You are likely to focus on risk-aversion when planning. Predictability and consistency are incredibly important when taking things from start to finish, but remember correctness is important too.

Personal Drive

Others-driven   Self-Driven

Natural (HM): You are somewhat self-determined, often focused on taking actions that achieve results and goals. You will likely be driven to action based on your own needs and motivations and are likely a self-starter. Be aware that it can be appropriate to support and help others as well.

Adapted (MOD): Your determination is balanced between a self-driven and others-driven approach, focusing on actions to achieve results with awareness of risks and consequences of actions. You are likely driven by both a desire to meet your own needs and motivations, and support and help others in the process.

Careful Decision Making

Impulsive   Cautious

Natural (MOD): You balance careful attention and consideration of risks, but may also act more impulsively, going with your gut and intuition. Your decisions can be based on a balanced approach of logic and emotion where you will do what feels right and also what makes sense while being attentive to risks.

Adapted (MOD): Consistent with natural style

Prioritizing

Results   Rules

Natural (MOD): You are attentive to established guidelines to ensure high-quality results now and are focused on actions that target immediate accomplishment. You likely balance both rules and results when prioritizing, recognizing that both have significance in a successful experience and outcome.

Adapted (LM): You often focus specifically and directly on results now and take actions that target immediate accomplishment, and are less concerned with the established guidelines. You will likely prioritize and focus on the results and the bottom line. While the end result is certainly a key component of what should take priority, be sure you are also aware of the rules and constraints of your situation.

	Situational
### Providing Instruction	

Natural (MOD): You are able to balance the desire to set the expectations or uphold the protocol based on the situation and what is most relevant. You may follow the established structural and procedural guideline if they support the objectives. Keep in mind that sometimes this may come through as difficult for styles that are less focused on tasks and more focused on relationship.

Adapted (HM): You are somewhat direct and results-focused, and may prefer to set the course and direct others, rather than following the set expectations. Engaging with others for additional thoughts and perspectives can lead to better outcomes.

Reserved & Detailed   Directive & Compulsive

Customer & Team Interaction

Natural (MOD): You can be engaging and persuasive while providing support and stability in your interactions with others. You are likely to balance the needs of others, creating a relationship and ensuring their needs are met. This can effectively create loyal and trusting relationships.

Adapted (MOD): Consistent with natural style

Supporting   Engaging

Change Resistance

Natural (LM): You are likely to be more firm in times of change, preferring to lead and direct activities focused on results and solutions. You are likely to respond/interact in change by driving action and facing it head on as it comes. You may even want to change things just to see how it can be different. Sometimes keeping things consistent is good too.

Adapted (MOD): You can be slow to accept or embrace change or more committed to your own thoughts and ideas during times of change, depending on the level of risk and expected outcome. There may be times when you actively accept and engage in change and other times you feel like more information and planning would be beneficial. You are likely to be on board, as long as things make sense.

Drives Change   Reluctant to Change

	Situational
Work Process Alignment **Natural (LM):** Your process and follow through is often driven by upholding quality standards to be sure what you are doing is accurate and precise. You are likely to process information and follow through with exactness and precision as a focus. There are times when consistency is as important as accuracy. Don't forget to balance them. **Adapted (HM):** Your process and follow through is often driven by a desire to keep things consistent and moving forward at a methodical, steady pace. You are likely to process information and follow through with consistency and predictability as your focus. Don't forget that accuracy is an important part of reliability and stability.	Accuracy Consistency
Building Rapport **Natural (LM):** You are somewhat results driven in your interactions, preferring not to connect socially unless there is a specific outcome or purpose. You are more likely to focus on results with a desire to reach a goal or complete a task, rather than connecting or building relationship. Remember, others may like to get to know you more when working together. **Adapted (MOD):** Your interactions are driven by both a desire to connect with others socially, and to get the work done and reach results. If you can do both at once, that's great!	Results-Focused Relationships-Focused
Expressing Openness **Natural (LM):** You are somewhat comfortable when focused on the structure, detail and accuracy preferring some time for planning and consideration of consequences before acting. You are likely to be more confident with data, information and procedures that ensure accuracy and precision. Remember, there are times when creating connection with others can boost you up as well. **Adapted (HM):** You are somewhat comfortable when interacting with others, quick paced and focused on personal connections, and may tend to elaborate to engage with others. You are likely to be most confident and comfortable when interacting with others, and are likely to trust information passed along through people you trust. Remember, sometimes having the support documentation is important too.	Structural Social

Behavioral Pattern View

The BPV has eight behavioral zones. Each zone identifies a different combination of behavioral traits. The peripheral descriptors describe how others typically see individuals with your style. Plots on the outer edges of the BPV identify that one factor (DISC) of your style will dominate the other three. As you move towards the center of the BPV two and eventually three traits combine to moderate the intensity of your style descriptors within a specific behavioral zone. +The plus sign indicates that the preceding style score is higher, moving you closer to that style zone (i.e. CD+S: The D score is stronger than in CDS so it plots closer to the D behavioral zone).

THE SCORING LEGEND

D = Dominance: How you deal with Problems
I = Influence/Extroversion: How you deal with Other People
S = Steadiness/Patience: How you deal with your Activity Level
C = Conscientious/Compliance/Structure: How you deal with the "Organization's Rules" as well as the focus on details, accuracy and precision

Efficient, Analytical, Organized, Factual, Aware of the Consequences of their Actions, Practical and Innovative.

Data, Fact & Analysis Based. Precise & Accurate Trusts in the Value of Structure, Standards & Order. Sees the value of "Rules".

Assertive, Results Focused, Rapid Decisions, Will Seek Challenges, Can be Aggressive and Impatient, Desires to Lead.

Balances & Values Data & Diplomacy, Mindful of the "Rules". Will be Goal Focused, Dislikes Confusion and Ambiguity.

Both Assertive and Persuasive, Likely to embrace New Concepts, Often a Mover and a Shaker, Can be very outgoing with High Energy and Engaging Effort.

Very Patient & Favors Stability and Structure. Not a Risk Taker, Likes to operate at a Steady, Even Pace.

Very Outgoing & Persuasive, Very People Oriented, Quite Optimistic Outlook, Strong Communication Skills, Likes to have Variety in their day.
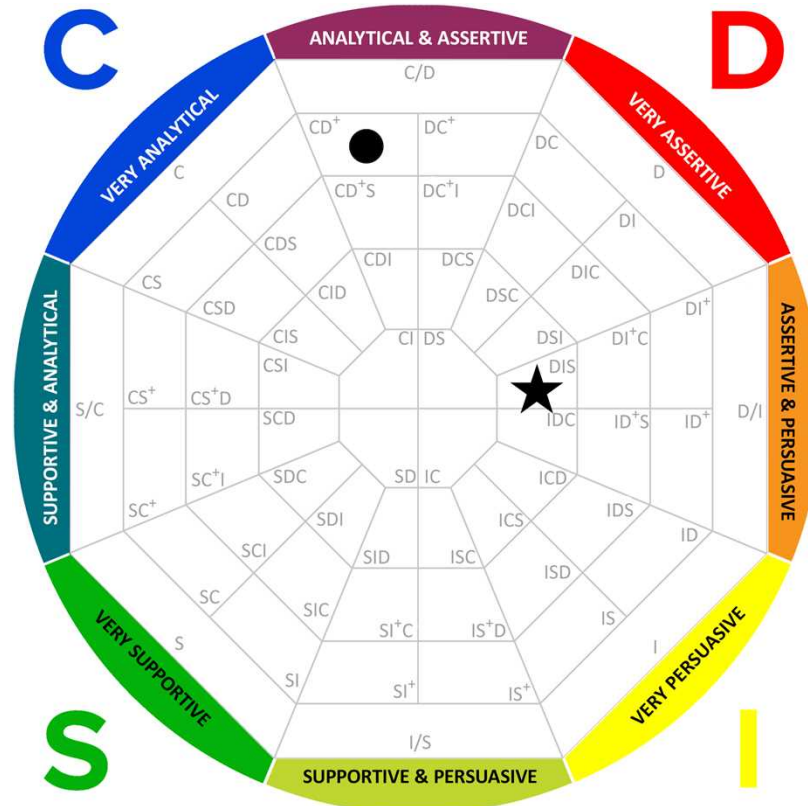
Supportive & Persuasive, Good Team Player, Creates Good Will & provides Good Customer Service.

● = Natural Behavioral Style

★ = Adapted Behavioral Style

PART II Application of DISC Styles

Understanding your own behavioral style is just the first step to enhancing relationships. All the knowledge in the world doesn't mean much if you don't know how to apply it in real life situations. That's what the rest of this report is all about.

To really begin to use the power of behavioral styles, you also need to know how to apply the information to people and situations. Remember, people want to be treated according to their behavioral style, not yours!

THIS APPLICATION SECTION INCLUDES:

- Overview of the Four Basic DISCstyles
- How to Identify Another Person's Behavioral Style
- What is Behavioral Adaptability
- How to Modify Your Style
- Tension Among the Styles
- How to Adapt to the Different Behavioral Styles

This section will help you understand how to be more effective in relationships and situations. Good relationships can get better and challenging relationships may become good.

After reviewing the information, select a relationship in which things have not gone as smoothly as you would like. Make a commitment to at least take the time to gain an understanding of the other person's behavioral style and take a few steps to adapt your behavior to improve the relationship. Here's how to do it:

1 Identify the behavioral style of the other person using the How to Identify Another Person's Behavioral Style section. You can read about their style in Overview of the Four Basic DISCstyles. The section on What Is Behavioral Adaptability gives you an in-depth insight into what adaptability is, what it is not, and why it's so important to all your interpersonal relationships.

2 Once you know their style and preferences for directness and/or openness, you can use the How to Modify Your Directness and Openness section to adjust these areas when relating to this person. You will be amazed at the difference.

3 To further understand the tension that may exist in the relationship, you can refer to the Tension Among the Styles section and complete the Tension Among the Styles Worksheet. Being aware of the differences in preference in pace and priority, and modifying accordingly, can make a big difference in those tension-filled relationships.

4 And finally, the last section, How to Adapt to the Different Behavioral Styles, will give you suggestions when dealing with each of the four basic styles.

Overview of the Four Basic DISCstyles

Below is a chart to help you understand some of the characteristics of each of the Four Basic DISC Styles, so you can interact with each style more effectively. Although behavioral style is only a partial description of personality, it is quite useful in describing how a person behaves, and is perceived in personal, social and work situations.

|	HIGH DOMINANT STYLE	HIGH INFLUENCING STYLE	HIGH STEADY STYLE	HIGH CONSCIENTIOUS STYLE
PACE	Fast/Decisive	Fast/spontaneous	Slower/Relaxed	Slower/Systematic
PRIORITY	Goal	People	Relationship	Task
SEEKS	Productivity Control	Participation Applause	Acceptance	Accuracy Precision
STRENGTHS	Administration Leadership Pioneering	Persuading Motivating Entertaining	Listening Teamwork Follow-through	Planning Systemizing Orchestration
GROWTH AREAS	Impatient Insensitive to others Poor listener	Inattentive to detail Short attention span Low follow-through	Oversensitive Slows to begin action Lacks global perspective	Perfectionist Critical Unresponsive
FEARS	Being taken advantage of	Loss of social recognition	Sudden changes Instability	Personal criticism of their work efforts
IRRITATIONS	Inefficiency Indecision	Routines Complexity	Insensitivity Impatience	Disorganization Impropriety
UNDER STRESS MAY BECOME	Dictatorial Critical	Sarcastic Superficial	Submissive Indecisive	Withdrawn Headstrong
GAINS SECURITY THROUGH	Control Leadership	Playfulness Others' approval	Friendship Cooperation	Preparation Thoroughness
MEASURES PERSONAL WORTH BY	Impact or results Track records and products	Acknowledgments Applause Compliments	Compatibility with others Depth of contribution	Precision Accuracy Quality of results
WORKPLACE	Efficient Busy Structured	Interacting Busy Personal	Friendly Functional Personal	Formal Functional Structured

How to Identify Another Person's Behavioral Style

How do you quickly and accurately identify each of the four behavioral styles in order to practice adaptability? You do this by focusing on two areas of behavior — DIRECTNESS and OPENNESS. So, to quickly identify the styles of other people ask the questions on the following page.

When you combine both scales, you create each of the four different behavioral styles. Individuals who exhibit guarded and direct behaviors are Dominance Styles; direct and open behaviors are Influence Styles; open and indirect behaviors are Steadiness Styles; and indirect and guarded behaviors are Conscientious Styles.

The Whole Picture

GUARDED
TASK-ORIENTED

INDIRECT
SLOWER-PACED

DIRECT
FASTER-PACED

OPEN
PEOPLE-ORIENTED
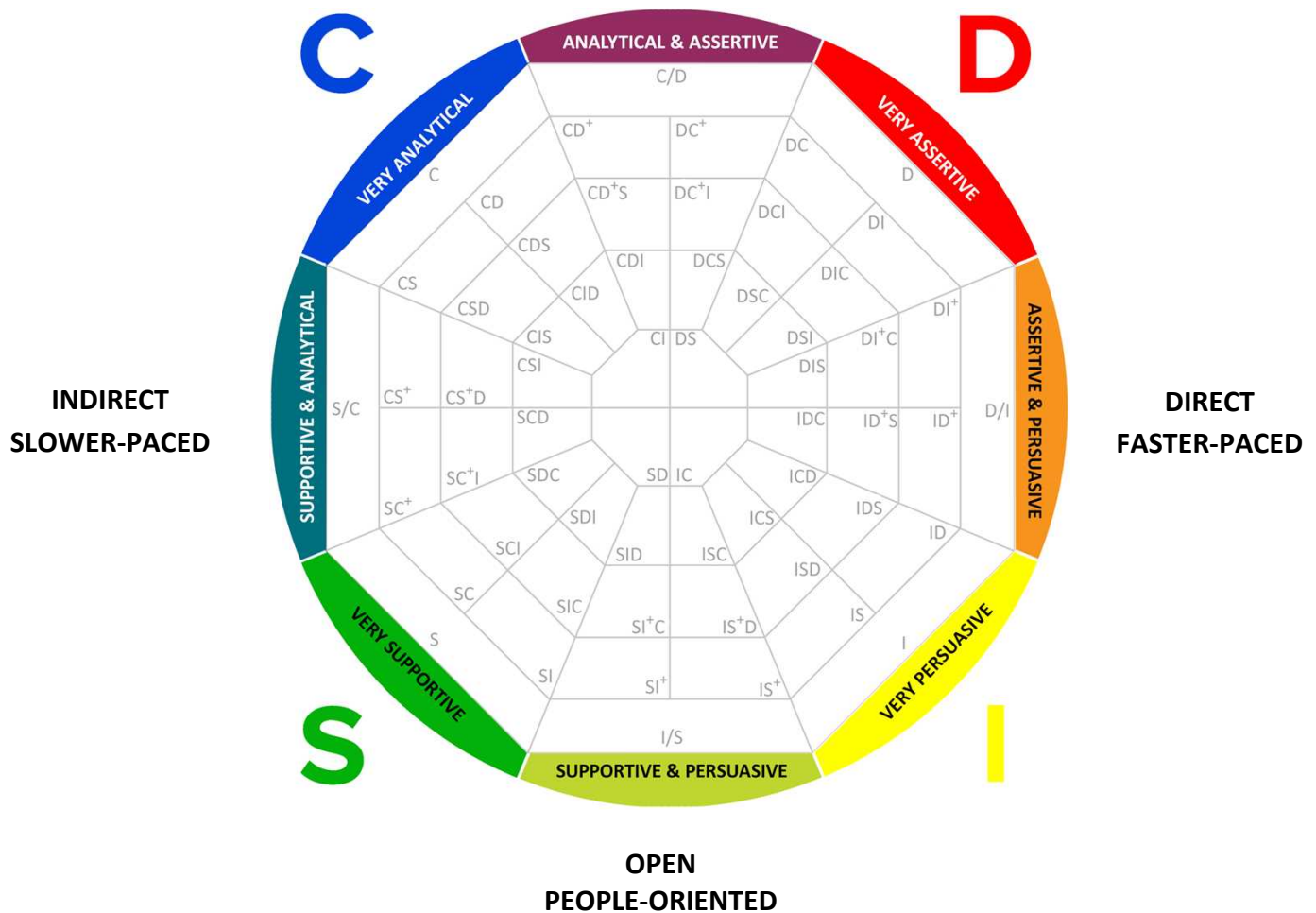
Recognizing another person's Behavioral Style - 2 Power Questions:

1. **Are they DIRECT or INDIRECT in their communications?**
   (Directness is the 1st. Predictor of Style. Direct plot on the right, Indirect on the Left).

2. **Are they GUARDED or OPEN in their communications?**
   (Openness is the 2nd. Predictor of Style. Open plot on the Bottom, Guarded on the Top).
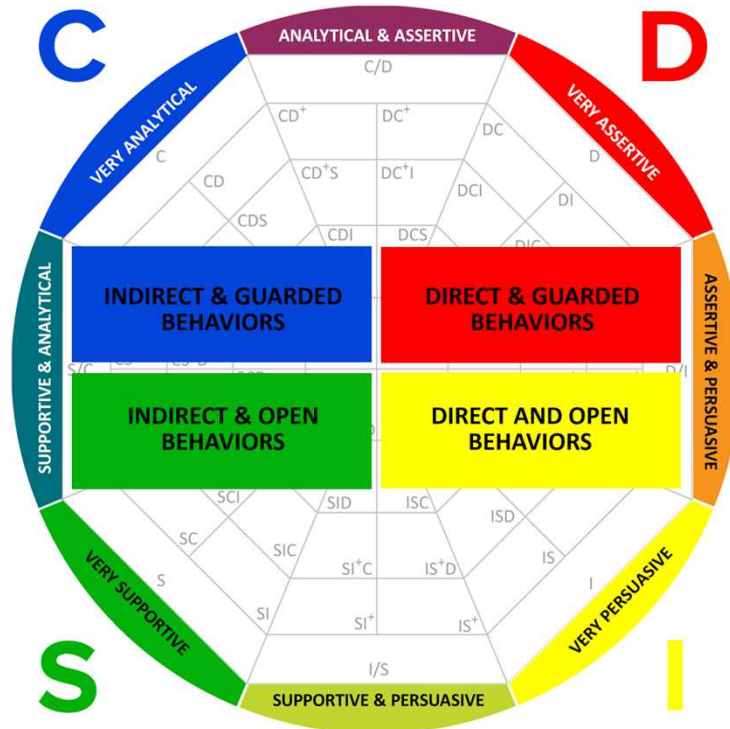
When we integrate both the natural tendency to be either DIRECT or INDIRECT with the natural tendency to be either GUARDED or OPEN it forms the foundation and the basis for plotting each of the four different behavioral styles:

D = Individuals who typically exhibit *direct & guarded behaviors* **define the Dominant Styles**

I = Individuals who exhibit *direct & open behaviors* **define the Influence/Extroverted Styles.**

S = Individuals who exhibit *indirect & open behaviors* **define the Steadiness/Patient Styles.**

C = Individuals who exhibit *indirect & guarded behaviors* **define the Conscientious/Compliant Styles.**

The behavioral intensity of <u>directness or indirectness and being open or guarded</u> is shown in the quadrant you plot. The plots towards the edge of the BPV reflect **MORE INTENSITY** and those plotting closer to the center reflect a **MORE MODERATE INTENSITY** of both characteristics.

What is Behavioral Adaptability?

Adaptability is your willingness and ability to adjust your approach or strategy based on the particular needs of the situation or relationship at a particular time. It's something applied more to yourself (to your patterns, attitudes and habits) than to others.

No one style is naturally more adaptable than another. For any situation, the strategic adjustments that each style needs to make will vary. The decision to employ specific adaptability techniques is made on a case-by-case basis: you can choose to be adaptable with one person, and not so with others. You can choose to be quite adaptable with one person today and less adaptable with that same individual tomorrow. Adaptability concerns the way you manage your own behaviors.

You practice adaptability each time you slow down for a **C** or **S** style; or when you move a bit faster for the **D** or **I** styles. It occurs when the **D** or **C** styles take the time to build the relationship with an **S** or **I** style; or when the **I** or **S** styles focus on facts or get right to the point with **D** or **C** styles. It means adjusting your own behavior to make other people feel more at ease with you and the situation

Adaptability does not mean "imitation" of the other person's style. It does mean adjusting your openness, directness, pace, and priority in the direction of the other person's preference, while maintaining your own identity.

Adaptability is important to all successful relationships. People often adopt a different style in their professional lives than they do in their social and personal lives. We tend to be more adaptable at work with people we know less. We tend to be less adaptable at home and with people we know better.

Adaptability at its extreme could make you appear wishy-washy and two-faced. A person who maintains high adaptability in all situations may not be able to avoid stress and inefficiency. There is also the danger of developing tension from the stress of behaving in a "foreign" style. Usually, this is temporary and may be worth it if you gain rapport with others. At the other end of the continuum, no adaptability would cause others to view someone as rigid and uncompromising because they insist on behaving according to their own natural pace and priority.

Effectively adaptable people meet other people's needs and their own. Through practice, they are able to achieve a balance: strategically managing their adaptability by recognizing when a modest compromise is appropriate, or, when the nature of the situation calls for them to totally adapt to the other person's behavioral style, they do so. Adaptable people know how to negotiate relationships in a way that allows everyone to win. They are tactful, reasonable, understanding, and non-judgmental.

Your adaptability level influences how others judge their relationship with you. Raise your adaptability level and trust and credibility go up; lower your adaptability level and trust and credibility go down. 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.

28

How to Modify Your Directness and Openness

In some interpersonal situations, you will only be able to identify another person's directness or openness, but not both. In these situations, you need to know how to practice adaptability, one behavioral dimension at a time. With that in mind, let's look at what you can do to modify YOUR level of Directness or Openness before looking at specific guidelines for being more adaptable with each of the four styles.

Directness

TO INCREASE:
- Speak, move and make decisions at a faster pace
- Initiate conversation and decisions
- Give recommendations
- Use direct statements rather than roundabout questions
- Use a strong, confident voice
- Challenge and tactfully disagree, when appropriate
- Face conflict openly, but don't clash with the person
- Increase your eye contact

TO DECREASE:
- Talk, walk and make decisions more slowly
- Seek and acknowledge others' opinions
- Share decision-making
- Be more mellow
- Do not interrupt
- When talking, provide pauses to give others a chance to speak
- Refrain from criticizing, challenging or acting pushy
- When disagreeing, choose words carefully

Openness

TO INCREASE:
- Share feelings; show more emotion
- Respond to the expression of others' feelings
- Pay personal complements
- Take time to develop the relationship
- Use friendly language
- Communicate more; loosen up and stand closer
- Be willing to digress from the agenda

TO DECREASE:
- Get right to the task – the bottom line
- Maintain more of a logical, factual orientation
- Keep to the agenda
- Do not waste the other person's time
- Do not initiate physical contact
- Downplay your enthusiasm and body movement
- Use businesslike language

Tension Among the Styles

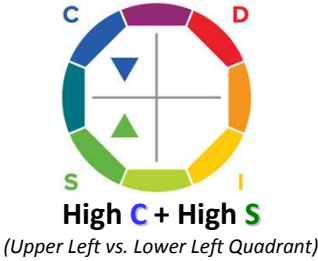| Potential Tensions/Disconnects	Plot Points Example
Double Tensions of Patience vs. Urgency AND People versus Task **Pattern 1:** The High S style's preferred Patient & Slower Pace with a Primary Focus on People rather than on results and task can conflict with the High D style's Sense of Urgency and a focus on Tasks and Results and Now.	**High S + High D** *(Lower Left vs. Upper Right Quadrant)*
Double Tensions of Patience vs. Urgency AND People versus Task **Pattern 2:** The High C style's lack of Urgency with a Primary Focus on Tasks/Results can conflict with the High I style's higher Urgency with a Primary Focus on People vs. Results and Tasks.	**High C + High I** *(Upper Left vs. Lower Right Quadrant)*
Patience vs. Urgency Tensions: The High S style's innate patience can conflict with the High I style's Sense of Urgency.	**High S + High I** *(Lower Left vs. Lower Right Quadrant).*
Patience vs. Urgency Tensions: The High C style's focus on exercising patience to assure accuracy and avoid errors can conflict with the High D style's focus on results, do it NOW solutions, and immediate action.	**High C + High D** *(Upper Left vs. Upper Right Quadrant)*

Tension Among the Styles, continued

Potential Tensions/Disconnects	Plot Points Example
People versus Tasks Tensions: The High D style's focus on Results, Tasks, and Action can conflict with the High I style's Focus on People, Feelings and Sociable Correctness.	 **High D + High I** *(Upper Right vs. Lower Right Quadrant)*
People versus Tasks Tensions: The High C style's focus on Data, Analysis, Accuracy, and Precision can conflict with the High S style's Focus on People, Teamwork, Personal Connection and a Feeling of Family.	 **High C + High S** *(Upper Left vs. Lower Left Quadrant)*

31

Tension Among the Styles WORKSHEET

Everybody has a few tension-filled relationships. You can have the highest regard and/or loving feelings toward the person. It seems no matter what you do, your interactions are usually stressful. If this is behavior related, applying The Platinum Rule® - Treat others the way THEY want to be treated – may be helpful. Complete this worksheet to gain insights on how to improve the relationship. If you feel comfortable, you may discuss with the other person things you can do to ease the tension.

First, refer to the section on How to Identify Another Person's Style and determine their primary behavioral style. Then refer to the Tension Model to identify their pace and priority preferences. Next, see which preferences are different than yours and note the strategy you will take to modify your behavior. If both preferences are the same as yours, then determine where you will allow their needs to be placed above yours. For example, if you are a High I with fast-pace and people-oriented preferences and the other person is as well, you might let them have the center stage in times when it is not as important for you. A little give and take will go a long way.

JANE DOE'S INFORMATION

STYLE: C

PACE: Slower-paced

PRIORITY: Goal/Task-oriented

RELATIONSHIP

Name: *John Doe*

Style: *High I*

Pace: *Faster-paced*

Priority: *People-oriented*

Difference: *Pace and Priority*

Strategy: *Be more personable, social, upbeat, and faster-paced with John*

RELATIONSHIP 1
Name:_____ _____
Style:_____ _____
Pace:_____ _____
Priority:_____ _____
Difference:_____ _____
Strategy:_____ _____
_____
_____
_____
_____

RELATIONSHIP 2
Name:_____ _____
Style:_____ _____
Pace:_____ _____
Priority:_____ _____
Difference:____ _____
Strategy:_____ _____
_____
_____
_____
_____

How to Adapt to the DOMINANT Style

They are time-sensitive; so do not waste their time. Be organized and get to the point. Give them relevant information and options, with probabilities of success. Give them written details to read at their leisure — all on a single page, if possible. Appeal to their sense of accomplishment. Stroke their egos by supporting their ideas and acknowledge their power and prestige. Let them be in charge. If you disagree, argue facts, not feelings. In groups, allow them to have their say, as they will not take a back seat to others. In general, be efficient and competent.

AT WORK, HELP THEM TO…

- More realistically gauge risks
- Exercise more caution and deliberation before making decisions
- Follow pertinent rules, regulations, and expectations
- Recognize and solicit others' contributions
- Tell others the reasons for decisions
- Cultivate more attention/responsiveness to emotions

SALES AND SERVICE…

- Plan to be prepared, organized, fast-paced, and always to the point
- Meet them in a professional and businesslike manner
- Learn and study their goals and objectives – what they want to accomplish, how they currently are motivated to do things, and what they would like to change
- Suggest solutions with clearly defined and agreed upon consequences as well as rewards that relate specifically to their goals
- Get to the point
- Provide options and let them make the decision, when possible

IN SOCIAL SETTINGS…

- Let them know that you don't intend to waste their time
- Convey openness and acceptance of them
- Listen to their suggestions
- Summarize their achievements and accomplishments
- Give them your time and undivided attention
- Appreciate and acknowledge them when possible

IN LEARNING SETTINGS…

- Likes to learn quickly; may be frustrated with a slower pace
- Has own internal motivation-clock, learns for their own reasons, not for anyone else's reasons
- May like to structure their own learning design
- Does okay with independent self-study
- Defines own goals
- May have a short attention span

How to Adapt to the INFLUENCING Style

They thrive on personal recognition, so pour it on sincerely. Support their ideas, goals, opinions, and dreams. Try not to argue with their pie-in-the-sky visions; get excited about them. They are social-butterflies, so be ready to flutter around with them. A strong presence, stimulating and entertaining conversation, jokes, and liveliness will win them over. They are people-oriented, so give them time to socialize. Avoid rushing into tasks. In general, be interested in them.

AT WORK, HELP THEM TO…

- Prioritize and organize
- See tasks through to completion
- View people and tasks more objectively
- Avoid overuse of giving and taking advice
- Write things down

SALES AND SERVICE…

- Show that you're interested in them, let them talk, and allow your animation and enthusiasm to emerge
- Take the initiative by introducing yourself in a friendly and informal manner and be open to new topics that seem to interest them
- Support their dreams and goals
- Illustrate your ideas with stories and emotional descriptions that they can relate to their goals or interests
- Clearly summarize details and direct these toward mutually agreeable objectives and action steps
- Provide incentives to encourage quicker decisions
- Give them testimonials

IN SOCIAL SETTINGS…

- Focus on a positive, upbeat, warm approach
- Listen to their personal feelings and experiences
- Respond openly and congenially
- Avoid negative or messy problem discussions
- Make suggestions that allow them to look good
- Don't require much follow-up, detail or long-term commitments
- Give them your attention, time and presence

IN LEARNING SETTINGS…

- Likes learning in groups
- Interacts frequently with others
- Responds to extrinsic motivation, praise, and encouragement
- Needs structure from the facilitator; may lose track of time
- Needs "what to do" and "when to do it"
- May exceed deadlines if left on their own and learning may be completed late

How to Adapt to the STEADY Style

They are relationship-oriented and want warm and fuzzy relationships, so take things slow, earn their trust, support their feelings, and show sincere interest. Talk in terms of feelings, not facts. The S Styles do not want to ruffle feathers. They want to be assured that everyone will approve of them and their decisions. Give them time to solicit co-workers' opinions. Never back a Steady Style into a corner. It is far more effective to apply warmth to get this chicken out of its egg than to crack the shell with a hammer. In general, be non-threatening and sincere.

AT WORK, HELP THEM TO…

- Utilize shortcuts and discard unnecessary steps
- Track their growth
- Avoid doing things the same way
- Realize there is more than one approach to tasks
- Become more open to some risks and changes
- Feel sincerely appreciated
- Speak up and voice their thoughts and feelings

SALES AND SERVICE…

- Get to know them more personally and approach them in a non-threatening, pleasant, and friendly, but professional way
- Develop trust, friendship, and credibility at a relatively slow pace
- Ask them to identify their own emotional needs as well as their task or business expectations
- Get them involved by focusing on the human element… that is, how something affects them and their relationships with others
- Avoid rushing them and give them personal, concrete assurances, when appropriate
- Communicate with them in a consistent manner on a regular basis

IN SOCIAL SETTINGS…

- Focus on a slower-paced, steady approach
- Avoid arguments and conflict
- Respond sensitively and sensibly
- Privately acknowledge them with specific, believable compliments
- Allow them to follow through on concrete tasks
- Show them step-by-step procedures
- Behave pleasantly and optimistically
- Give them stability and minimum of change

IN LEARNING SETTINGS…

- Accepts a balance between individual and group work
- Shows patience with detailed or technical processes
- Likes journaling and follow-through
- Prefers explicit instructions
- Wants to know the performance outcomes and expectations
- May need help in prioritizing tasks if a long assignment; may take criticism personally

How to Adapt to the CONSCIENTIOUS Style

Be sensitive to their schedules. They need details, so give them data. When working with them, do not expect to become their friend. Support their organized to problem solving. Be systematic, logical, well prepared and exact. Give them time to make decisions and work independently. In groups, do not expect them to be leaders or outspoken contributors, but do rely on them to conduct research, crunch numbers, and perform detailed footwork for the group. When appropriate, set guidelines and deadlines. In general, be thorough, well prepared, detailed and business-like.

AT WORK, HELP THEM TO…

- Share their knowledge and expertise with others
- Stand up for themselves with the people they prefer to avoid
- Shoot for realistic deadlines and parameters
- View people and tasks less seriously and critically
- Balance their lives with both interaction and tasks
- Keep on course with tasks, less checking
- Maintain high expectations for high priority items, not everything

SALES AND SERVICE…

- Prepare so that you can answer as many of their questions as soon as possible
- Greet them cordially, but proceed quickly to the task; don't start with personal or social talk
- Hone your skills in practicality and logic
- Ask questions that reveal a clear direction and that fit into the overall scheme of things
- Document how and why something applies
- Give them time to think; avoid pushing them into a hasty decision
- Tell them both the pros and cons and the complete story
- Follow through and deliver what you promise

IN SOCIAL SETTINGS…

- Use a logical approach
- Listen to their concerns, reasoning, and suggestions
- Respond formally and politely
- Negative discussions are OK, so long as they aren't personally directed
- Privately acknowledge them about their thinking
- Focus on how pleased you are with their procedures
- Solicit their insights and suggestions
- Show them by what you do, not what you say

IN LEARNING SETTINGS…

- Prefers individual work over group interaction
- Accepts more impersonal training, such as remote or on-line
- Has high expectations of their own performance
- Will structure their own activities only with explicit goals and outcomes established
- Emphasizes details, deep thinking, and theoretical bases for the learning
- May get overly bogged down in details, especially if the learning climate is pressured

Building and Maintaining Rapport Throughout the Selling Cycle

There are five definable stages to most every buying cycle. Successfully guiding prospects through each phase will lead to positive outcomes for both of you.

1. Connecting: Understanding DISC styles will have an impact on the impression you make in the first few minutes of a meeting. In that short, precious time, you make or break the sale. In that time, your prospect sizes you up and determines if you are the type of person he or she would like to do business with.

The purpose of making contact with your prospect is to begin opening up lines of communication. Great listeners make the best salespeople… period. Master the skill of effective listening and every other aspect of your relationships will improve.

2. Exploring: The purpose of Exploring is to get an accurate picture of the customer's needs and what it will take to provide an effective solution. To do so, you need to listen to what the customer says as well as know how to ask the right questions to get the information you need.

Asking intelligent questions is a critical sales skill. It does not require asking many questions - just the right ones. Asking questions is similar to painting a picture. You start with a blank canvas and begin to fill in the background and rough in the picture with broad-brush strokes. Then you fill in the details using finer and finer strokes.

3. Collaborating: During this phase, you and your prospect collaborate to find a solution that meets the prospect's needs. It is a process of taking your prospect's ideas and combining them with your own ideas to arrive at a solution that makes sense to both of you.

The give-and-take exchange can be thought of as an opportunity to "switch heads" with your prospect. Imagine saying this to your customer: "If you and I could switch heads, that is, if you could know what I know about my product and if I could know what you know about your business, we would both know exactly how to give you the best possible solution for your needs."

That's your goal - to come as close as possible to the perfect knowledge that would allow you to develop the ideal solution for your prospect. To achieve that goal, you need to exchange enough information to fully understand your client's business, industry, trends and challenges; and they have to know as much as possible about your products and services and how they can help them. As you propose a solution, relate it to the prospect's needs discovered in the Explore phase and explain how it will work in your prospect's environment.

4. Confirming: Gaining commitment flows naturally out of the Exploring and Collaborating stages for the DISC salesperson. If you did a thorough job during the first three stages of selling: Contacting, Exploring and Collaborating, the prospect should close.

The Confirming stage is a critical point in building a customer partnership. DISC salespeople do not use fancy closing techniques. You cannot work through all the stages of the sale and then, at the end, try to use a manipulative closing technique to clinch the deal. It doesn't make sense... and it most certainly doesn't work when you're trying to build long-term customer relationships rather than simply closing one-shot sales.

5. Assuring: A great weakness of most salespeople is the way the handle the Assuring phase of the sales process. Most salespeople stop with getting the sales commitment; they disappear from the customer's life, leaving service, installation, training and follow-up to others.

One "old-school" method of selling has an adage that the sale begins when the customer says "no." In direct contrast, the real job of selling starts when the customer says "yes."

Assuring customer satisfaction is a secret ingredient of extraordinary sales success. You will benefit two ways by assuring each customer. First, this assures repeat business. Almost all products have a life cycle and will be replaced or upgraded. Customers have a tendency to return to the salesperson who previously matched them with a product that met their needs and then provided excellent service and follow-up.

Secondly, satisfied customers are excellent sources of referrals. Customers talk. They talk about poor service and they talk about extraordinary service. When they get super service, they refer others to the salesperson who delivered on his or her promises.

Without repeat business and referrals, a salesperson must constantly prospect and cold-call new accounts. That is not the way most salespeople want to spend their lives... and it certainly is not the best way to be successful!

When you start the sales process, you have a chance to begin building a good customer relationship. However, it is only after the sale, when you make sure your customer is satisfied (preferably delighted!), that you really cement the relationship.

Phase 1: Building Rapport During Initial Contact

Connecting with the C Style	Connecting with the D Style
• C styles don't care much about social interaction (beyond common courtesy and standard pleasantries), so get to the point. • Avoid making small talk, except to initially establish your credibility. • Speak slowly, calmly and economize on words. • C styles are precision-oriented people who want to do their jobs in the best possible manner. • Build your credibility by thinking with your head, not your emotions. • Before meeting, provide them with a brief overview of the agenda and length of meeting, so they know what to expect. • Show them logical proof from reliable sources that accurately document your quality, record of accomplishment, and value.	• D styles want to know the bottom line. • Just give them enough information to satisfy their need to know about overall performance. • They do not want you to waste their time giving them a bolt-by-bolt description of your product, presenting a long list of testimonials from satisfied clients, or getting too chummy with them – always remember that they are Direct and Guarded. • When you write, call, or meet a "D", do it in a formal, businesslike manner. Get right to the point. Focus quickly on the task. • Refer to bottom line results, increased efficiency, saved time, return on investment, profits, and so on. In other words, tell him what's in it for him. • If you plan to sell something or present a proposal to a "D", take care to be well organized, time-conscious, efficient, and businesslike. • They do not want to make friends with you; they want to get something out of you if they think you have something of value to offer.
Connecting with the S Style	**Connecting with the I Style**
• S styles are Indirect and Open. However, keep the relationship businesslike until they warm up to you. • They are concerned with maintaining stability; they want to know step-by-step procedures that are likely to meet their need for details and logical action plans. • Organize your presentation: list specifics, show sequences, and provide data. • Treat them with honesty, sincerity, and personal attentiveness. • Listen patiently to their stories, ideas and answers. • Express your appreciation for their steadiness, dependability, and cooperativeness. • Present yourself to be non-threatening, pleasant, friendly, but still professional. • Develop trust, credibility, and friendship at a relatively slow, informal pace. • Communicate with them in a consistent manner on a regular basis… especially at the outset.	• Remember that they are Direct and Open. • When you meet an "I", shake hands firmly, introduce yourself with confidence, and immediately show personal interest. • Let him set the pace and direction of the conversation. • Be an especially attentive listener with the I style. • Give them positive feedback to let them know that you understand and can relate to their visions, ideas and feelings. • Tell humorous or unusual stories about yourself, to win their heart. • Allow them to feel comfortable by listening to their stories, even to the point of talking about topics that may stray from the subject. • Since I styles typically enjoy talking about themselves, ask questions about them, but be prepared for lengthy answers. Plan to have as many meetings as necessary to build the relationship and gather information.

Phase 2: Maintaining Rapport in the Assessing Needs & Wants Stage

Exploring with the C Style	Exploring with the D Style
- C styles don't care much about social interaction (beyond common courtesy and standard pleasantries), so get to the point. - C styles often like to answer questions that reveal their expertise, so they can be very good interviewees. - As long as you ask logical, fact-oriented, relevant questions, they will enjoy speaking with you. - Phrase your questions to help them give you the right information. - Ask open and closed questions that investigate their knowledge, systems, objectives and objections. - Make your own answers short and crisp. - If you do not know the answer to something, do not fake it. Tell them you'll get the answer for them by a certain time, and then do it.	- To head off the D styles impatience before it surfaces, keep your conversations interesting by alternately asking questions and offering relevant information. - D styles need to view the meeting as purposeful, so they want to understand where your questions are leading. - When asking a "D" question, make them as practical and logical as possible. Aim questions at the heart of the issue and ask them in a straightforward manner. - Only request information that is unavailable elsewhere. - When gathering information, ask questions showing you have done your homework about their desired results and current efforts. - Be sure to make queries that allow him to talk about his business goals. - Gear your exploring toward saving the D style time and energy.
Exploring with the S Style	**Exploring with the I Style**
- S styles can be excellent interviewees, so talk warmly and informally and ask gentle, open questions that draw them out (especially around sensitive areas). - Show tact and sincerity in exploring their needs. - If they do not have a good feeling about your product, company, or even you, they are not likely to take the chance of hurting your feelings by telling you so. - They want to avoid confrontations, even minor ones. So S styles may tell you what they think you want to hear, rather than what they really think. - They may not you about their dissatisfaction with your competitors. Even though this is exactly what you want to hear, the "S" may be hesitant about saying anything negative about them. - Allow for plenty of time (possibly multiple meetings) for the S style to open up to you and reveal their innermost desires and pains. - The more time you spend with an "S" exploring, the higher the odds you'll be landing them as a customer.	- I styles get bored quickly when they're not talking about themselves. - Strike a balance between listening to their life's stories and gathering the information you need to be an effective sales consultant. - When asking business questions, keep them brief. If you can, work these exploratory questions in with social questions. - The better your relationship with an "I" is, the more willing he'll be to cooperate and talk about the task at hand. - I styles can be so open they may tell you their fondest hopes and aspirations. If you can demonstrate how your product or service can get them closer to their dreams, they may become so excited about your product—and you—that they're likely to sell you and your products and services to everyone else in their organization.

Phase 3: Maintaining Rapport in the Solving & Collaborating Stage

Collaborating with the C Style	Collaborating with the D Style
- Emphasize accuracy, value, quality and reliability. - They dislike talk not backed up by evidence. - Describe a process will produce the results they seek. - Elicit specific feedback by asking, "So far, what are your reactions?" or "Do you have any questions that you'd like me to clear up?" - Present your solution that shows them they'll be correct in making the purchase. - Base your claims on facts, specifications and data that relate specifically to their needs. - C styles are cost-conscious; increase their perceived value with facts and ROI data. - C styles are the likely to see the drawbacks, so point out the obvious negatives before they do. Let them assess the relative trade-offs when choosing between competing (yet imperfect) products or services	- Your presentation must be geared toward the D styles priorities. - Gear your presentation toward how they can become more successful, save time, generate results, and make life easier and more efficient; you'll get their attention. - Zero in on the bottom line with quick benefit statements. - They want you to do the analysis and lay it out for them to approve or reject. - D styles like rapid, concise analyses of their needs and your solutions. - D styles like being in control, so give them choices backed with enough data and analysis to allow them to make an intelligent decision. - Then, be quiet and let them make their decision. If you speak or interrupt while they are buying, you will dramatically decrease the odds of making this sale
Collaborating with the S Style	**Collaborating with the I Style**
- Show how your product or service will stabilize, simplify, or support the S styles procedures and relationships. - Clearly define their roles and goals in your suggestions, and include specific expectations of them in your plan. - Present new ideas in a non-threatening way. - Provide them time to adjust to changes in operating procedures and relationships. - When change becomes necessary, tell them why. Explain how long the changes will take and any interim alterations of the current conditions. - Design your message to impart a sense of stability and security. - S styles like to be shown the appropriate steps to follow, so share those with them. - Involve them by asking their opinions and encourage them to give you feedback.	- Show how your product would increase the I styles prestige, image, or recognition. - Talk about the favorable impact or consequences your suggestions will have in making their working relationships more enjoyable. - Give them incentives for completing tasks by stressing how their contribution will benefit others and evoke positive responses from them. - Presentations need impact for people with short attention spans, so involve as many senses as possible. - Show them how your solution will save them effort and make them look good. - Back up your claims with testimonials from well-known people or high-profile corporations. - Name satisfied acquaintances they know and admire. - Sprinkle in "visualizing future ownership" questions, such as: "If you were already running this software, how would you use it?"

Phase 4: Maintaining Rapport in the Confirming Stage

Confirming with the C Style	Confirming with the D Style
• Emphasize accuracy, value, quality and reliability. • Provide logical options with appropriate documentation and time to analyze their options. • They're uncomfortable with snap decisions and when they say they will think about it, they mean it! • If pressured by people or excessive demands, they may use "I'll think about it," as a stalling tactic. • C styles are educated, logical, comparative "shoppers." Know your competition so you can point out your advantages relative to the competition in a factual, professional way. Mention your company's strengths as you suggest questions they may want to ask your competitors that allows them to do a comparative cost-benefit analysis of the options and solutions. • Be willing to explore the subject of a conditional, "pilot program" as a way of reducing their risk.	• With the D style, you come right out and ask if they are interested. A "D" will tell you "yes" or "no". • You can easily lose the attention and/or interest of a "D" by presenting your information too slowly or by spending too much time discussing minute details. • When you draw up a commitment letter, don't spend too much time on points the "D" may not care about. • Present them with options and probable outcomes. D styles like to balance quality with cost considerations, so offer options with supporting evidence and leave the final decision to them. • We have found that it is effective to present a "D" with two or three options. Provide a short summation of each option, along with your recommendation of each. • While the "D" is reviewing your proposal, don't interrupt them. The odds are high that they will find an option that appeals to them and closing the deal themselves.
Confirming with the S Style	**Confirming with the I Style**
• S styles are slower, deductive decision makers who listen to the opinions of others and take the time to solicit those opinions before deciding. So, make a specific action plan and provide personal guidance, direction or assurance as required for pursuing the safest, most practical course to follow. Arm them with literature, case studies and any documentation available, because they'll be "selling" your proposal to others within their organization. • When you do reach agreement, carefully explore any potential areas of misunderstanding or dissatisfaction. • S styles like guarantees that new actions will involve a minimum risk, so offer assurances and support. • Try not to rush them, but do provide gentle, helpful nudges to help them decide (when needed). • Involve them by personalizing the plan and showing how it will benefit them and others. • When asking for a commitment, guide them toward a choice if they seem indecisive.	• Show how your product would increase the I styles prestige, image, or recognition. • Be open and ask, "Where do we go from here?" or "What's our next step?" • If they like something, they buy it on the spot (all other things being equal). • You may have to slow them down because they also tend to overbuy and/or buy before weighing all the ramifications; behaviors that both of you may live to regret. • I styles dislike paperwork and details so they are likely to hesitate, and even procrastinate, when it comes to spending the time required on a contract. • Have a written agreement prepared due to their tendency to be unclear about procedures, responsibilities and expectations. • Make sure that you agree on the specifics in writing or, later on, you can almost bet on some degree of misunderstanding and/or disappointment.

Phase 5: Maintaining Rapport in the Assuring Stage

Assuring the C Style	Assuring the D Style
• Set a specific timetable for when and how you will measure success with the "C". Continue proving your reliability, quality and value. • Make yourself available for follow-up on customer satisfaction and ask for specific feedback on the product or service performance record. • If you have tips for improved usage or user shortcuts, email them to your "C" customers. • You should also ask for their ideas and opinions for how to improve your products and/or services. • When they offer you their suggestions, get back to them about how your company is incorporating their ideas into upgrades into future upgrades, revisions or new products.	• D styles usually do not look for personal relationships at work due to their focus on accomplishing tasks. • With the D style, do not rely on past sales to ensure future purchases. Follow up to find out if they have any complaints or problems with your product. If they do have complaints, address them immediately. • Impress upon your customer your intent to stand behind your product or service. • Stress that you will follow-up without taking much of their time. • You may also want to offer a money-back guarantee. • Whatever the promise, make sure you deliver everything you offer!
Assuring the S Style	**Assuring the I Style**
• Follow-up consistently with an "S". • Give them your personal guarantee that you will remain in touch, keep things running smoothly, and be available on an "as needed" basis. • S styles like to think they have a special relationship with you; that you are more than just another business acquaintance; they prefer a continuing, predictable relationship. • Give them your cell number, along with an invitation to call you any time with any concern. They will rarely use it, but will feel secure knowing it's available to them. • They dislike one-time deals, so follow up to maintain your relationship. • Impersonal, computerized follow-up is not very appealing to the S style, so continue building your relationship with low-key, personalized attention and assistance.	• I styles frequently buy before they're sold which may lead to buyers' remorse. • I styles can benefit from ongoing reminders that they have made the right decision. • Reinforce their decision by giving plenty of assistance immediately after the sale. • Be certain they actually use your product or they may get frustrated from incorrect usage and either put it away or return it for a refund. • Since they mingle with so many people, you can even ask the I style if they'd be willing to share their glowing testimonials about you and your product with others. • If they are feeling smart for using your product or service, most I styles will give you more referrals than the other three styles combined!

Phase	With the D Style	With the I Style	With the S Style	With the C Style
Connecting	● Skip small talk ● Lead with the main point ● Show up fully prepared	● Allow for time and stories before turning focus to business at hand ● Let them set the pace of the conversation	● Stick to business until they warm up to you ● Don't rush into agenda first ●Take an active interest in them	● Skip small talk ● Bring an agenda ● Remain cool, calm and professional
Assessing	● Let him/her know where the questions are headed ● Only ask for information that's unavailable elsewhere ● Answer their questions directly	● Alternate questions between them personally and business ● Gently guide them back to the topic ● Keep the focus on their vision and goals	● Be sincerely interested in their answers ● Never interrupt them ● Ask nonthreatening questions to draw them out over time	● Ask questions that reveal their expertise ● Keep the questions focused on the topic ● Alternate open and closed-ended questions
Solving	● Make any presentation brief ● Focus on the bottom line and/or time savings ● Provide concise analysis of needs along with your professional recommendations	● Involve as many senses as possible ● Ask for their ideas often ●Sprinkle in testimonials ● Provide incentives for making decisions ● Show how the solution enhances their image and/or saves them effort	● Show how solution will simplify, add stability or support their goals ● Present new ideas in a non-threatening way ● Never rush them, but provide gentle, helpful nudges toward a decision	● Emphasize value, accuracy, precision, quality and reliability ● Stick to facts and logic; attempt to reduce risks when possible ● Never pressure for any decision ● Remain cool and emotionally detached
Confirming	● Flat out ask if they are interested ● Present two or three options with recommendations and summaries ● Be quiet while they review and decide	● Openly ask, "Where do you see us going next?" ● Be ready to take their order ● Slow them down if they're buying too quickly ● Do the paperwork for them	● They are slow decision makers and like to consult opinions of others ● Don't press for a decision ● Focus on a guarantee if relevant	● Provide logical options with documentation ● Give them both time and space to make their decisions ● Point out any glaring downside to deal if one exists ● Suggest a pilot program or warranty to reduce risk
Assuring	● Follow-up to ensure they're 100% satisfied with solution ● Keep the relationship all business ● Make certain you deliver on every small promise	● Reinforce their decision by providing ample assistance after the sale ● Make sure they don't get frustrated (they don't read instructions) ● Help them use the product/service to reduce anxiety	● Provide consistent follow-up along with personal assurances ● Give them private phone number to reach you ● Remind them that you also desire a long-term business relationship	● Share your process and/or timetable for your follow-up ● Double-check their method for measuring satisfaction ● Email them ideas and shortcuts ● Reinforce value, quality and reliability.

PART III Learning Styles

Introduction

How we learn is a topic that is covered in thousands of books and articles written on the subject from hundreds of different perspectives. One particular, but large, foundational part of this subject area is learning styles.

Not everyone agrees on a common definition of learning styles. Some prefer to see it as part of overall perception and memory, some see it as part of human cognition and understanding, and some see it as a unique human "stream" of understanding or process for collecting information.
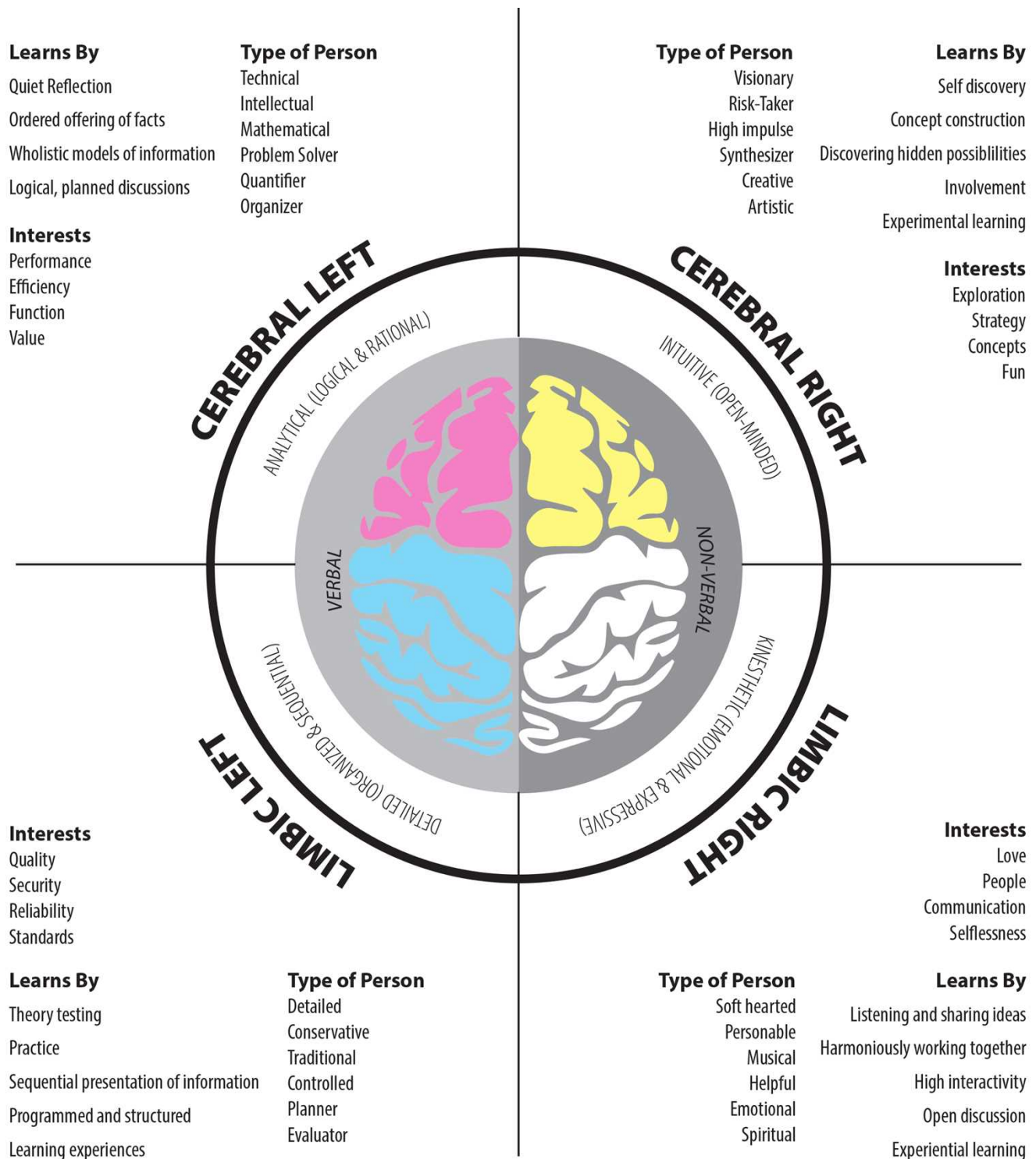
All learners are not equal. They come in a variety of sizes, shapes, and from many cultural backgrounds. In addition, their past experience and existing methods of learning may be quite different. Apart from differences in general background or culture, some people like to process information through text, while others want visual support and images. Some assimilate information individually, while others prefer to work in groups. Some grasp information intuitively and quickly, while others prefer to see a strong sequential path and time to reflect. In the end, the only thing you can say for sure is that every individual learns in their own particular way.

The Learning Styles Questionnaire simply helps individuals understand their relative preferences as they learn and to better manage their transfer process in the future.

It is intended to help determine where people's general preferences, or natural learning biases, might lie. Although this is far from an exact science, the simple view is that the more we can understand about how we perceive new information or new learning, the better and more successful our learning transfer will be. This means using our whole brain to learn, as is illustrated in the diagram on the next page.

Remember:
- This is not a test.
- There are no right or wrong answers.

Learns By

Quiet Reflection

Ordered offering of facts

Wholistic models of information

Logical, planned discussions

Interests
Performance
Efficiency
Function
Value

Type of Person
Technical
Intellectual
Mathematical
Problem Solver
Quantifier
Organizer

Type of Person
Visionary
Risk-Taker
High impulse
Synthesizer
Creative
Artistic

Learns By

Self discovery

Concept construction

Discovering hidden possiblilities

Involvement

Experimental learning

Interests
Exploration
Strategy
Concepts
Fun

CEREBRAL LEFT

CEREBRAL RIGHT

ANALYTICAL (LOGICAL & RATIONAL)

INTUITIVE (OPEN-MINDED)

VERBAL

NON-VERBAL

DETAILED (ORGANIZED & SEQUENTIAL)

KINESTHETIC (EMOTIONAL & EXPRESSIVE)

LIMBIC LEFT

LIMBIC RIGHT

Interests
Quality
Security
Reliability
Standards

Learns By

Theory testing

Practice

Sequential presentation of information

Programmed and structured

Learning experiences

Type of Person
Detailed
Conservative
Traditional
Controlled
Planner
Evaluator

Type of Person
Soft hearted
Personable
Musical
Helpful
Emotional
Spiritual

Interests
Love
People
Communication
Selflessness

Learns By

Listening and sharing ideas

Harmoniously working together

High interactivity

Open discussion

Experiential learning

Your Results

Note: The thin gray bars that appear beneath each of your scores reflect the average score or "norm" for all individuals that have completed this instrument in the past.

Using Learning Styles

This instrument is designed to measure the learning style of an individual in most situations. This is done in four categories:

In this instrument, individuals will score in all four categories and most, if not necessarily all, of the sub-scales. Let's look at these four categories in more detail:

1. ATTENDING

The **ATTENDING** category looks at an individual's motivation to learn in the first place, and the levels of commitment or concentration they tend to give when new information is presented to them. This category has two sub-scales: "Telescopic" and "Wide-angled". Telescopic means that they are generally effective at concentrating and keep their mind on the information being shared without worrying about the physical context. Wide-angled means that the individual is often easily affected by environmental factors such as noise, low light, and other physical influences that can easily interfere with any information being shared.

2. TRANSLATING

The **TRANSLATING** category looks at who an individual relies on most in managing the transfer of learning, and to make sense of what they see, hear, or sense. This category has three sub-scales: "Dependent", "Collaborative", and "Autonomous". Dependent means that the individual mainly favors relying on the trainer or facilitator for information. Collaborative means the individual mainly favors relying on group discussions or team activities for learning. Autonomous means that self-reliance is favored to manage the learning transfer process personally.

3. RELATING

The **RELATING** category looks at an individual's perception of data or information, and how it is related to existing knowledge. This has three sub-scales: "Visual", "Auditory", and "Kinesthetic". Visual means that the preference is for information that can ideally be seen with the eyes. Auditory means that the preference is for information that can ideally be heard. Kinesthetic means that the preference is for information that can ideally be physically experienced (mainly through touch, smell, or taste).

4. UNDERSTANDING

The **UNDERSTANDING** category looks at an individual's preferences for synthesizing data or information that they receive. This category has two sub-scales: "Global" and "Analytical". Global means a preference for understanding at a conceptual or "big picture" level. Analytical means a preference for understanding at a detailed or step-by-step level.

Your Individual Score

Once you have plotted your individual score (as long as this has been done honestly and accurately) you should be in a position to:

1. **Review the balance of learning styles that you draw upon.**
2. **Compare your mix of learning styles with other average scores (shown on the graph).**
3. **Consider the implications for your future learning and how you might look to adjust your own approach to look to influence the way that future learning is delivered to you.**

Remember, there are no right or wrong answers in learning styles. In analysis, the essential value in any measurement is the extent to which it provides a useful indicator of your personal way of operating. Ideally, this should help us reflect upon and judge whether any adjustments or changes are necessary or desirable to build effectiveness.

By completing this profile, your scores should provide a useful basis for such a review to take place. Whatever your results, you may want to reflect on your scores on all of the scales. Consequently, on the following pages, you will find some broad information to consider about each category.

INTERPRETING YOUR SCORES ON THE LEARNING STYLE INSTRUMENT

The following pages provide some general information for both high and low scores in each of the four learning style categories, and all ten of the sub-scales. This information provides a broad guide as to how an individual might learn or absorb new information given their score (all other things being equal).

Your scores have translated into four main categories. These are:

1. Attending - How an individual focuses or concentrates on new information or learning: They can be "Telescopic" or "Wide-angled"

2. Translating - How individuals prefer to manage what they see, hear or sense in the learning environment: They can be "Dependent", "Collaborative", or "Autonomous"

3. Relating - How individuals like to relate new knowledge to old knowledge: They can be "Visual", "Kinesthetic", or "Auditory"

4. Understanding - How individuals like to synthesize the learning they receive: They can be "Global" or "Analytical"

Attending

Reference your scores from the page.

Attending characteristics focus on how an individual focuses or concentrates on new information or learning. Some individuals have a Telescopic perspective. This means that they can focus on the core message without noticing or being distracted by some of the ambient interference. They may, however, miss some of the relevant wider signals. Wide-angled individuals tend to notice the whole learning environment, and can let side issues and distractions interfere with the core message.

Telescopic (55% of People)	Wide-Angled (45% of People)
Physical climate • Is likely to ignore most minor physical distractions without much difficulty. • Will seek to adjust their learning climate themselves, wherever possible. • Usually happy to work in any learning design format and training room design, as long as the course leader can be clearly seen and heard.	**Physical climate** • Is likely to find all but the most minor noises and interruptions irritating and distracting. • Will expect the course leader to adjust the whole learning climate to be optimal. • Will prefer a comfortable and appropriate learning format and layout, with lots of light, air, and a room design that is "fit for purpose".
Motivation • Telescopic individuals are likely to set their own learning goals or objectives and tell others about them. • Motivation is self-generated and paced, and is quickly formed. However, it can just as quickly disappear when not challenged.	**Motivation** • Wide-angled individuals are likely to look for pre-specified holistic learning objectives and goals to be explained early in proceedings. • Motivation is driven by a coordinated effort to get the entire learning environment right, not just the content.
Level of Concentration • High if there is a clear link with personal desires or aims, but potentially low if too much time is taken in straying from the core messages of the learning. • Prefers learning goals and objectives, and a clear path to be described to reach them.	**Level of Concentration** • High if the complete training event is managed as a whole and care is taken to deal with all of the learning style issues (not just trying to process participants). • Prefers learning to be nurtured in many ways with the most appropriate environment possible.

Translating

Reference your scores from the graphs page.

Translating characteristics focus on individual preferences for managing their own personal method for translating what they see, hear, or sense in a learning environment, and make intelligible in terms of their own existing mental models. Dependent learners expect the learning course leader to help them do this; Collaborative learners like to do this by talking about issues raised in groups; Autonomous learners like to challenge assumptions and reflect upon information given by themselves.

The Dependent Learner (52% of people)	The Collaborative Learner (22% of people)	The Autonomous Learner (26% of people)
Characteristics Dependent learners prefer course leader directed information, high structure, and clear focus. Lectures or tutorials are, therefore, more favored. Dependent learners tend to like large groups because the learning format has to be more formal.	**Characteristics** Collaborative learners tend to favor discussion oriented sessions, small group seminars, or even project work that can provide assignments and a chance for social interaction. Games, simulations, case studies, and role plays are, therefore, more favored.	**Characteristics** The autonomous learner prefers to exercise an influence over the content and structure of the program and see the course leader/facilitator as a broadly guiding resource. Guided reading and distance learning are, therefore, comfortable formats.

The Dependent Learner

Likes
- Tutorials.
- Lectures.
- Presentations.
- Bulletins.
- Manuals.
- Procedures.
- Work instructions.
- Guidelines.
- Outlines.
- Summaries.

Dislikes
- Conceptual models.
- Doodles.
- Complex charts.
- Data without notes.
- Unsupported ideas/opinions.

The Collaborative Learner

Likes
- Seminars.
- Workshops.
- Group discussions.
- Role plays.
- Think tanks.
- Brainstorming.
- Sessions.
- Projects.
- Games.
- Simulations.
- Clubs.

Dislikes
- Working alone.
- No interaction.
- Long lectures.
- Individual reading.
- Distance learning.

The Autonomous Learner

Likes
- Reading.
- Writing.
- Distance learning.
- Simulations.
- One-to-one counseling.
- Models.
- Individual.
- Assignments.
- Loose idea.
- Big picture concepts.

Dislikes
- Technical presentations.
- Detailed lectures.
- Policies and procedure.
- Fixed procedures and work instructions.
- Workbooks/manuals.

Relating

Reference your scores from the graphs page.

Relating characteristics focus on how individuals like to relate what is taught to their existing shared knowledge (both in short and long-term memory). The three primary methods are "Visual", "Kinesthetic", and "Auditory". It should be noted that individuals use all three methods, but given a preference will elect to use one more than the other two.

Visual Learners (45% of people)	**Kinesthetic Learners (25% of people)**	**Auditory Learners (30% of people)**
Characteristics - When relaxing, prefer to watch a film or video, go to the theatre, or read a book. - Prefer to talk to people face-to-face. - Are often fast thinkers and talkers. - Forget names, remember faces. - If lost or need directions, prefer a map. When inactive, tend to doodle or watch someone/something. - Reward people with a note, letter, or card. **Learn best by** - Writing down key facts. - Visualizing what they are learning. - Creating pictures/diagrams from what they are learning. - Using time lines for remembering dates. - Creating their own strong visual links. - Using pictures, diagrams, charts, film, video, graphics, etc.	**Characteristics** - When relaxing, prefer to play games and sports. - Prefer to talk to people while doing something else. - Slow talkers, use gestures and expressions. - Shake hands with people they meet. - If lost or need directions, prefer to be shown the way. - Reward people with a pat on the back. - Cannot sit still for long periods of time. **Learn best by** - Coping demonstrations. - Making models. - Recording information as they hear it, perhaps in a Mind Map. - Walking around while they read. - Underlining/highlighting new information/key points. - Putting key points on index cards and sorting them into order. - Getting physically and actively involved in their learning.	**Characteristics** - When relaxing, prefer to listen to music or radio. - Prefer to talk to people on the phone. Enjoy listening to others, but impatient to talk; talk in a rhythmic voice. - Forget faces, remember names. - If lost or need directions, prefer to be told. - When inactive, tend to talk to themselves or others. - Reward people with oral praise. **Learn best by** - Hearing a seminar, presentation, or explanation. - Reading aloud to themselves. - Reading with emotion or accent. - Making a tape of key points to listen to in the car, while ironing, etc. - Verbally summarize in their own words. - Explain the subject to someone else. - Use their own internal voice to verbalize what they are learning.

Understanding

Reference your scores from the graphs page.

Understanding characteristics focus on how individuals like to ultimately synthesize the learning that they receive, and the way in which they extrapolate it for their own theoretical or practical use. The two styles by which most people do this synthesizing is either "Globally", in which case they are likely to take a big picture and conceptual view and broadly absorb information, or "Analytically", in which case they are likely to make sense of learning by breaking it down logically and in step-by-step fashion.

| Global (53% of people)	Analytical (47% of people)
Strengths • Seeing the big picture. • Seeing relationships. • Co-operating in group efforts. • Reading between the lines. • Seeing many options. • Paraphrasing. • Doing several things at once. • Reading body language; getting others involved.	**Strengths** • Details. • Focus. • Organization. • Remembering specifics. • Direct answers. • Consistency. • Objectivity. • Individual competition. • Doing one thing at a time.
Style • Often more sensitive to other people's feelings. • Flexible. • Goes with the flow. • Learns by discussion and working with others. • Needs reassurance and reinforcement. • Future focused and expansive in thinking. • Tries to avoid conflict. • May skip steps and details.	**Style** • Likes things ordered in a step-by-step way. • Pays close attention to details. • Must be prepared. • Needs to know what to expect. • Often values facts over feelings. • Prefers to finish one thing at a time. • Rarely becomes personally or emotionally involved. • Logical. • Finds the facts but sometimes misses the main idea.
Frustrations • Having to explain themselves analytically. • Not getting a chance to explain themselves. • Not knowing the meaning for doing something. • Having to go step-by-step without knowing where they'll end up. • Not being able to relate what they are learning to their own situation. • Having to show the steps they used to get an answer.	**Frustrations** • Having opinion expressed as fact. • Not understanding the purpose for doing something. • Listening to an overview without knowing the steps involved. • Listening to an explanation when all that's needed is a "yes" or a "no" answer. • Dealing with generalities. • Having to find meaning in all that they learn. • Not finishing one task before going to the next.

The Effective Learning Cycle in Four Steps

Actually evaluating what we hear, see, or experience is a complex process for every individual who will bring their own past history, preferences, biases, skills, and many other factors to bear in each new situation. However, we have suggested that this mental learning evaluation cycle is a four-step process:

Step 1: ATTENDING
A pre-condition of learning is an ability on the part of the individual to filter out inhibitors and attend to the subject with their full attention. This is predominantly a right-brained activity in which we appraise the broad context within which the information should be evaluated (ATTENDING).
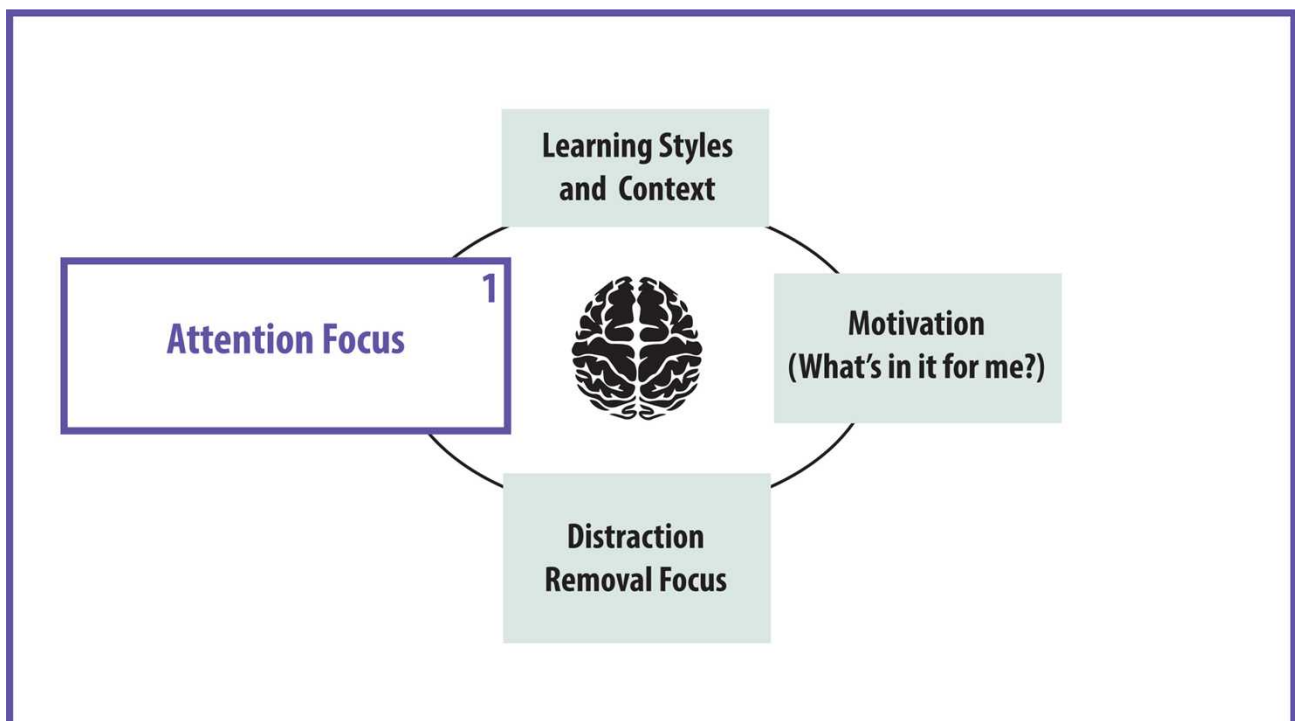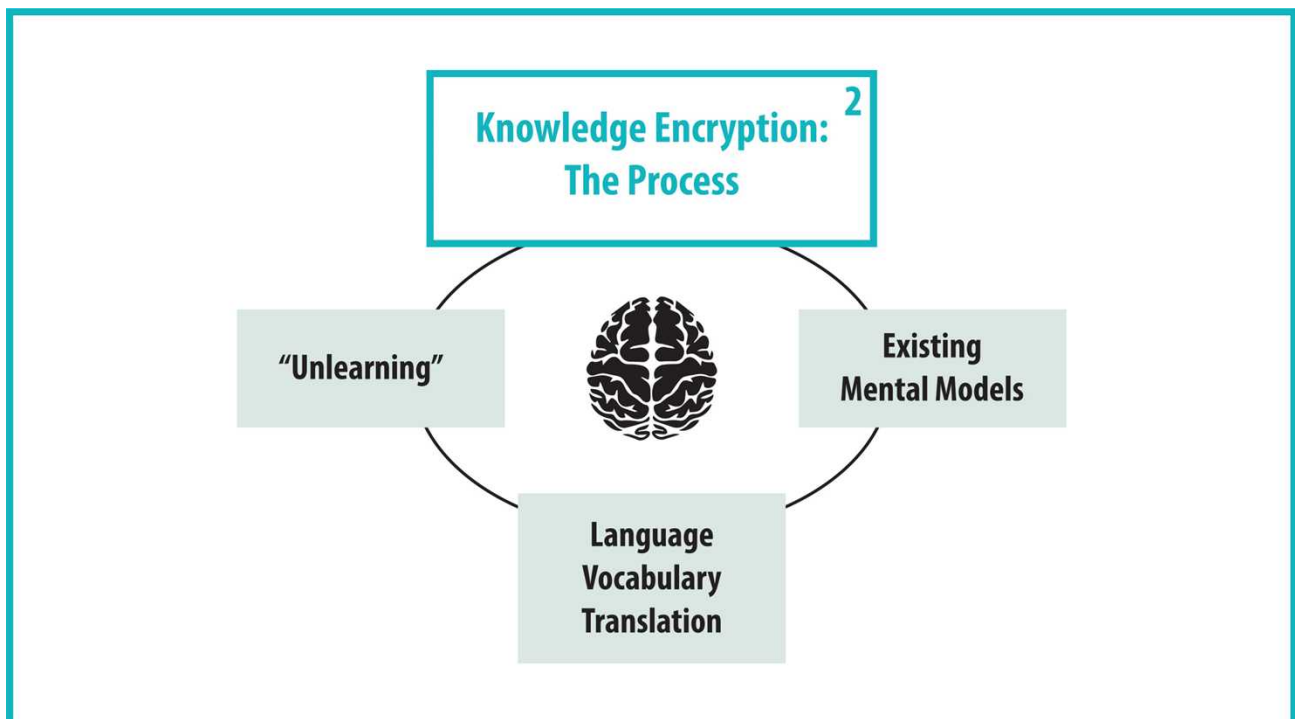
The Effective Learning Cycle in Four Steps

Step 2: TRANSLATING

We need to translate the information in a way that matches our existing knowledge or mental models of the way things work. In some cases, we may have to unlearn something before we can encode or encrypt the new learning to be meaningful. This is predominantly a left-brain activity connected with logic and reason (TRANSLATING).
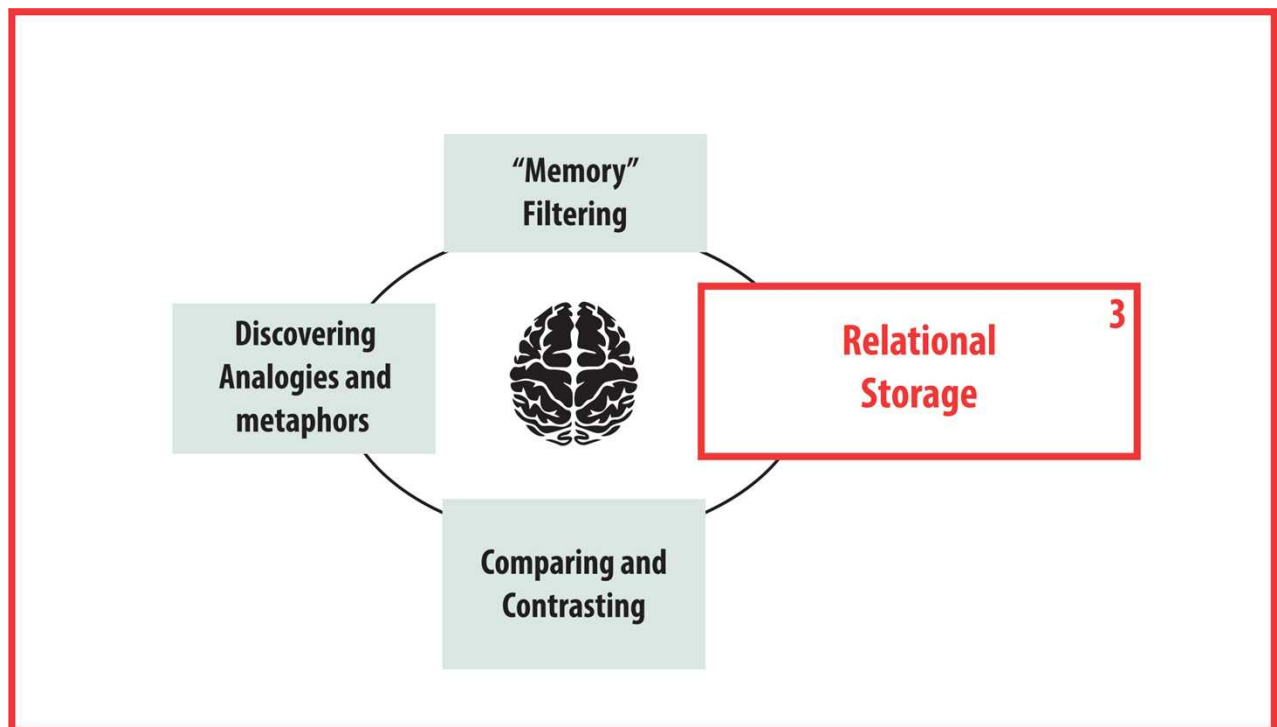
Knowledge Encryption: ² **The Process**

"Unlearning"

Existing Mental Models

Language Vocabulary Translation

The Effective Learning Cycle in Four Steps

Step 3: RELATING

We need to relate the information to existing patterns or "blocks" of knowledge, in either short or long term memory, in order to connect new information with old information in the same place. This is predominantly a right-brained activity connected with associated general ideas and relationships (RELATING).

"Memory" Filtering

Discovering Analogies and metaphors

Relational Storage 3

Comparing and Contrasting

## The Effective Learning Cycle in Four Steps

Step 4: UNDERSTANDING

We need to summarize the new information in connection with the old, and to refine it for access and use when we need it. This is predominantly a left-brain activity connected with induction and deduction processes (UNDERSTANDING).
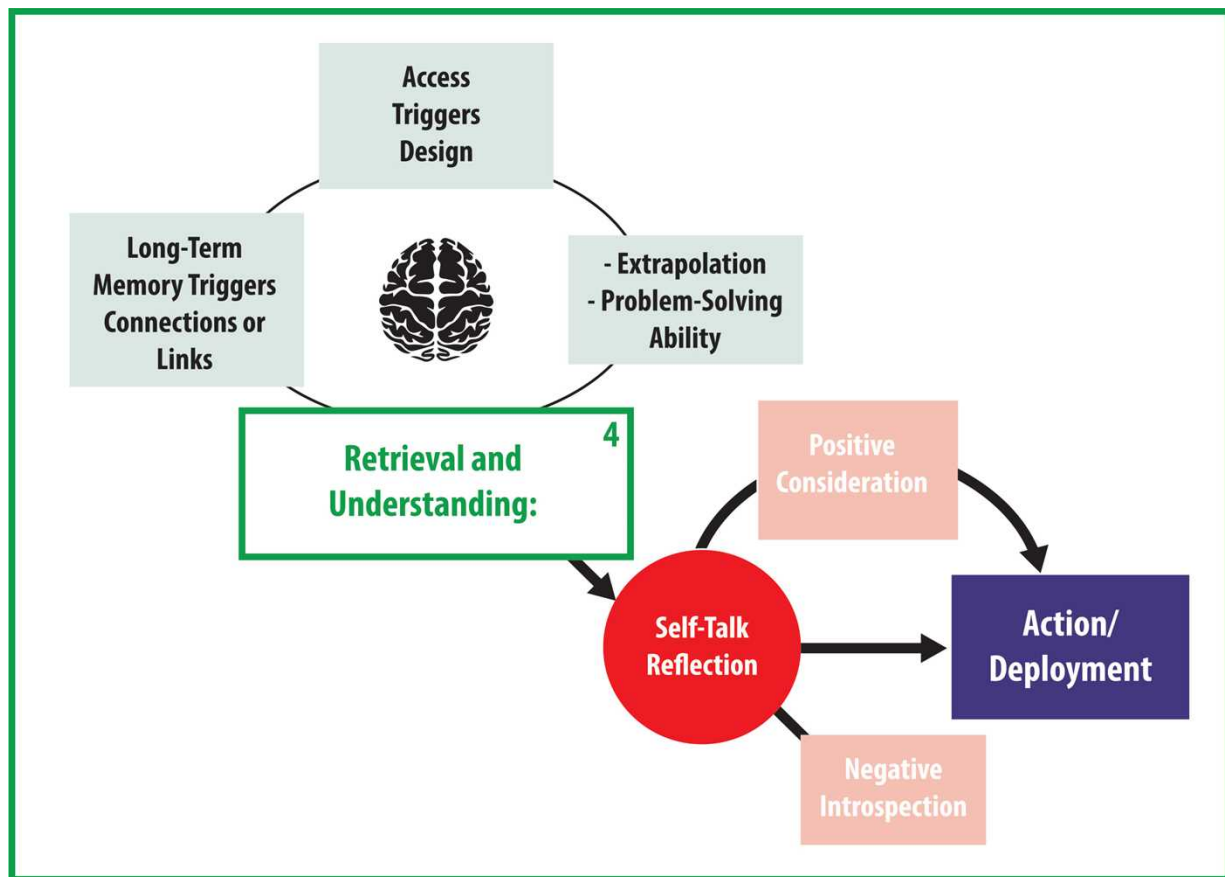
This learning evaluation cycle may be travelled in a few seconds in many cases, or may take much longer if the information is complex or confusing. If we travel the cycle successfully, our "self talk", or internal reflection, is positive and we can add it to our knowledge and action if we so choose. However, if we stall at any of these steps or travel this cycle with difficulty, our self talk may be negative, or at least confused, and we introspectively travel the cycle again to see if we can work out the problem.

Hopefully, this instrument will have provided some useful guidance to every individual on how they personally travel through these four steps in their learning cycle.

The Effective Learning Cycle Summary
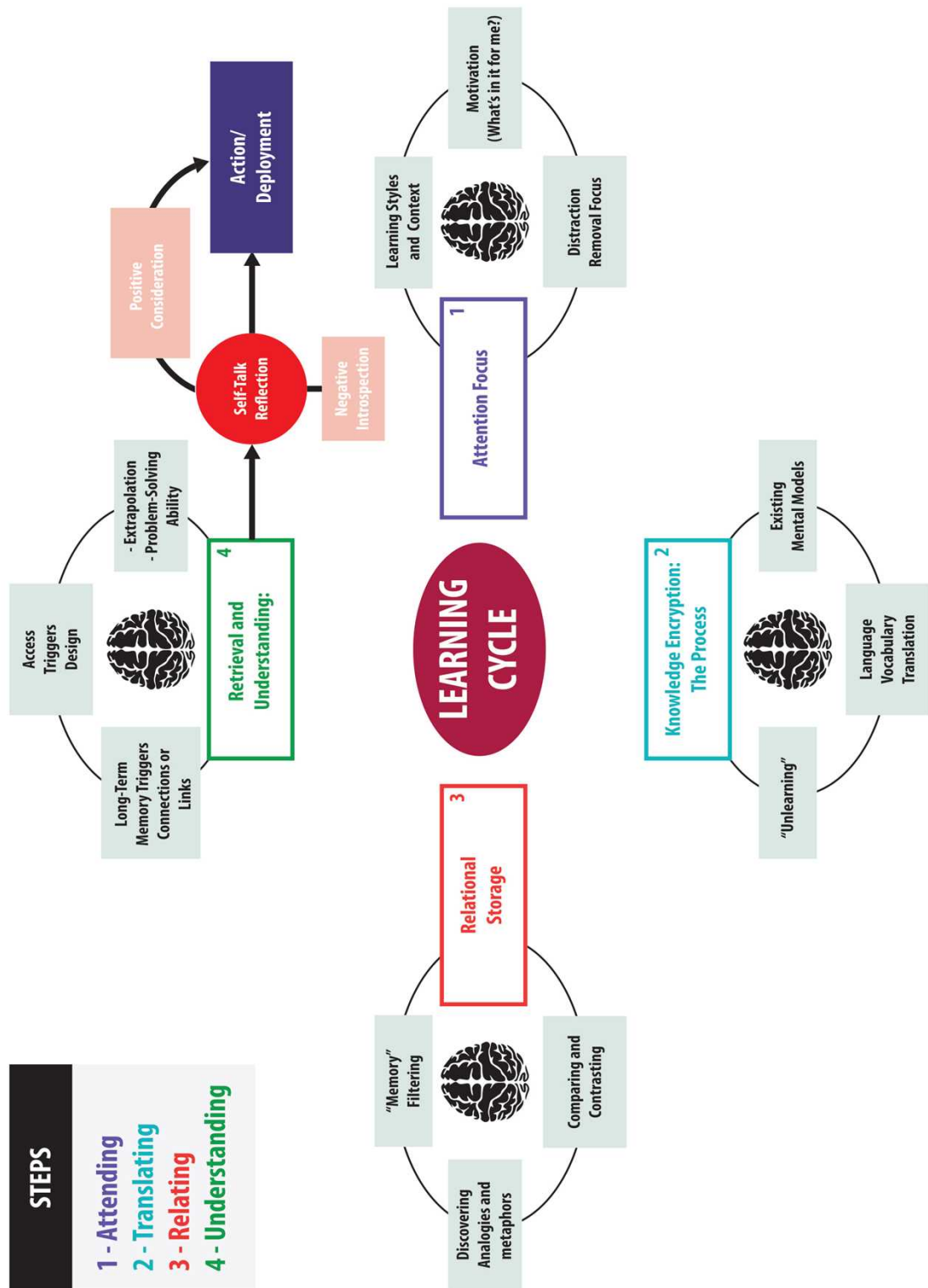
Pulling It All Together - Facilitating Learning Transfer

Our simple point in this profile has been that if individuals understand their overall learning cycle and their individual strengths and weaknesses, biases, and preferences, they will more readily be able to adjust their whole approach to learning and building knowledge. Some individuals may still want more information than we have been able to cover here. The desire to further understand learning styles is the first step in determining your own personal "recipe" for effective learning in the future.

- Once your level of understanding about the subject is as broad and as deep as you would like it to be, the next step will be to consider how much of this thinking fits or is relevant to you, and what appeals less or does not seem to apply at all. This means looking at all four of the stages in the Learning Styles Questionnaire carefully, and at the results in all ten of the sub-scales.

- Because most of the learning style theory and research is based on large groups of people which provides averaged and generalized results, even concepts that have been internalized and accepted may need to be modified to be as effective for you as possible. Adapting these concepts to more accurately reflect how people learn or like to be taught individually is the next step toward effectiveness and applicability.

- With any luck, some learning style concepts will be of sufficient interest to individuals to try out or experiment. Deploying some of the recommended approaches and activities is the final step in developing the right recipe for an individual to use and gain future benefit. In this sense, it is understanding ourselves that is suggested to be the most important consideration in managing our learning journey in the future.

There are many metaphors and analogies that are often used for the training or the learning process. Such analysis usually reflects that individuals are "filled up" with information in some way, such as a computer that progressively fills its memory with information until it is full. While we can buy more memory for our computers, as humans when we have more information than space, our only alternative is to free up some space in order for new learning to take place. This is typically referred to as the "unlearning" process. The unlearning process simply means identifying what information or previous training might now be redundant or conflicting with the new, and having clear strategies to address it. While this is a simple concept in mechanical or non-complex learning (like learning to complete a new task), it can become more complex when seeking behavioral-type changes.

Kurt Lewin, a social psychologist, writing in the 1940's and 50's, suggested that the most appropriate learning change model should be as follows:

UNFREEZE ▶ CHANGE ▶ REFREEZE

In this model, he suggested that energy should be directed towards clearing the path, or unfreezing old habits and notions, in the most direct way possible. The trick is to "delete" what is no longer needed or to relate new knowledge to existing knowledge or experience. This cannot happen by accident; it must be planned.

There are two ways in which this whole process of effective learning transfer can be planned:
- Either the learning facilitator or trainer can take account of individual learning styles and vary their delivery styles and formats to optimize the transfer;
- Alternatively, the individual learner can recognize their own preferred learning styles and make the necessary interventions and adjustments.

While both approaches performed together are likely to create the best overall approach, it is the second of these two options that each individual can always control as they seek to learn something new or different.

My Contract for Change

1. My personal goals to learn more effectively in the future are:
   a) _____
   b) _____
   c) _____

2. As a result, I will make more time to achieve the goals by giving less priority to:
   a) _____
   b) _____
   c) _____

3. Each week I will record my progress by:
_____
_____
_____

4. My support person(s) will be:
_____
_____
_____

5. My support person(s) will help me by:
_____
_____
_____

6. I will use the following methods to maintain my momentum and learn along the way:
   a) _____
   b) _____
   c) _____

7. I will reward myself for achieving my milestones by:
_____
_____
_____

8. My end reward will be:
_____
_____
_____

Signed _____ Dated _____

So Now What?

This report is filled with information about each of your four DISC and Learning Style categories. Now you have a profile that will truly help you understand your own unique DISC and Learning Style patterns.

There are many suggestions in each of the sections of this report, presenting opportunities for you to apply this valuable information. Take the next action steps required to make improvements that are most important to you and your success.

Do not put this report on a shelf or in a file. You have the opportunity to use this information to open a meaningful dialogue with others and improve the way you learn new information. Use this report as a reference tool. It contains a lot of information and it wasn't designed to be digested in a single reading.

Have fun making the minor changes in the way you attend, translate, relate and understand new material and immediately experience improved results. Have fun with making a few minor changes in your behavior and experience the results. You will be pleasantly surprised!

Disclaimer

There are no warranties, express or implied, regarding the online DISCstyles and Learning Styles Assessment. You assume full responsibility, and the authors & assessment company and their agents, distributors, officers, employees, representatives, related or affiliated companies, and successors, and the company requesting you to complete this DISCstyles and Learning Styles Assessment (THE GROUP) shall not be liable for, (i) your use and application of The DISCstyles and Learning Styles Assessment, (ii) the adequacy, accuracy, interpretation or usefulness of The DISCstyles and Learning Styles Assessment, and (iii) the results or information developed from your use or application of The DISCstyles and Learning Styles Assessment.

You waive any claim or rights of recourse on account of claims against THE GROUP either in your own right or on account of claims against THE GROUP by third parties. You shall indemnify and hold THE GROUP harmless against any claims, liabilities, demands or suits of third parties.

The foregoing waiver and indemnity shall apply to any claims, rights of recourse, liability, demand or suit for personal injury, property damage, or any other damage, loss or liability, directly or indirectly arising out of, resulting from or in any way connected with The DISCstyles and Learning Styles Assessment, or the use, application, adequacy, accuracy, interpretation, usefulness, or management of The DISCstyles and Learning Styles Assessment, or the results or information developed from any use or application of The DISCstyles and Learning Styles Assessment, and whether based on contract obligation, tort liability (including negligence) or otherwise.

In no event, will THE GROUP be liable for any lost profits or other consequential damages, or for any claim against you by a third party, even if one or more of THE GROUP has been advised of the possibility of such damages.

61