

## The DISCstyles™ Sales and Learning Style Report

Personalized Report For:  
Sample Report  
Focus: Work  
4/17/2014



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# Introduction to the DISCstyles™ Online Report

Congratulations on your decision to take the DISC Online 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 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, improving upon and modifying your limitations. This report does not deal with values or judgments. Instead, it concentrates on your natural tendencies that influence your behavior.

Our DISC Online System focuses on patterns of external, observable behaviors using scales of directness and openness that each style exhibits. Because we can see and hear these external behaviors, it becomes much easier to “read” people. This model is simple, practical, easy to remember and use. See The Four Basic DISCstyles Overview Chart section of this report for a summary of each of the styles.

## BEHAVIORAL 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. *The DISCstyles 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. See page 24 of this report for a summary of each of the styles.

| 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 |

## HOW TO USE THIS REPORT

This DISC report is divided into two parts. **Part I** focuses on understanding your DISC style characteristics. Please note that there is no “best” style. Each style has its unique strengths and opportunities for continuing improvement and growth. Any behavioral descriptions mentioned in this report are only tendencies for your style group and may or may not specifically apply to you personally. **Part II** discusses the concept of adaptability and offers several action plans for you and others who interact with you.

## ADAPTABILITY

In addition to understanding your style, the report will identify ways that you can apply your style strengths or modify your style weaknesses in order to meet the needs of a particular prospect or customer. This is called adaptability. Social scientists call it “social intelligence.” There has been a lot written lately on how your social intelligence is just as important as your Intelligence Quotient (IQ) in being successful in today’s world. In some cases, social intelligence is even more important than IQ. The concept of adaptability is discussed in detail in the **What is Behavioral Adaptability?** section of this report.

# 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, your pattern of responses to the instrument indicates that you have very strong verbal and persuasive skills. Consequently, you can likely provide insight on a number of decisions, and have your influence make a difference. Thus, you have probably gotten what you wanted in many situations. However, you may become disappointed sometimes when you don't get your way.

You are poised, confident, and very articulate in front of groups, either large or small. While this is something you are certainly aware of, our coaching would encourage you to leverage this trait to maximize its benefit. The ability to present an idea to a large group is valuable to any organization.

Sample, the responses you gave on the instrument indicate that you project an image of openness and friendliness toward others, even while maintaining self-control. You also have an ability to distance yourself from others when necessary. This assists in helping you to be objective in situations when others may be feeling more emotional, either enthused or reticent. You have the rare ability to step back from a situation and view it unemotionally.

You can be very charming when persuading others in a favorable climate, but also rigid when confronting a hostile situation. Sample, this can be a two-edged sword, especially if you are required to shift gears quickly from charming to confrontational. Those who score like you may balance this trait successfully by defaulting toward the charming side, but still presenting a firm position. You can object to an idea while maintaining a smile.

## General Characteristics (continued)

You function at a faster pace than most people and tend to be a multi-tasker. This theme emerged in your responses to the instrument and is a strength that could propel you into a variety of leadership positions, should you choose to follow that path. Due to your rapid problem-solving ability and verbal skills, you are able to juggle many projects without anything hitting the ground. However, be aware that some people who score like you have difficulty saying "no" to requests, and sometimes spread themselves too thin.

Your response pattern shows that you have the ability to influence others using both charm and a firm hand in delegating tasks and responsibilities. You have the ability to work hard and play hard, even in the midst of difficult assignments. When the going gets tough for the team, you have the ability to maintain a positive spirit for the group, especially when in front of others. You also have the ability to present firm deadlines, and to make rapid decisions when changes are necessary.

Sample, you tend to be confident and independent; a self-starter with a strong competitive edge. While attention from others is important to you, at times you desire independence from the group. These are not necessarily opposing traits. Your high degree of decisiveness fuels a need to be a trailblazer, leading the way with new ideas. This, in turn, yields the competitive spirit, which then feeds the drive to be a self-starter.

You can react, adjust, and modify your behavior in a variety of situations. People who score like you have a high degree of perceptiveness, and they use this to guide their own responses, sometimes moment by moment. As the climate lightens, you have the ability to turn up the charm, and as the climate becomes more tense, you are able to take a more matter-of-fact approach.

## 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 juggle many projects and activities simultaneously, while maintaining a keen awareness of the status of each.
- You have a strong tendency to work toward making things happen, rather than waiting for things to happen.
- You are excellent at initiating activity and providing direction for the team or organization.
- You have the ability to use discipline in an appropriate manner, often effecting win-win situations.
- You demand a high performance from yourself and others.
- You are able to make decisions quickly and to take the credit or blame for the outcome of decisions.
- You have excellent presentation skills when dealing with groups. You bring a poised, confident, and engaging message to any audience.

### **Your Work Style Tendencies That You Bring to the Job:**

- At work, you tend to have a "long fuse," and are not easily angered, although you may take some of the anger home to vent.
- On the job, you tend to say "yes" more often than "no," when asked to help out with a colleague's project or problem.
- Your empathetic nature and sensitivity toward people may lead others to seek you out as a coach or counselor, or ask to assist them with a personal or team problem.
- On the job, you have a strong need to be patient, polite, and create an environment of good-will for internal and external stakeholders.
- You are optimistic and motivated to be an excellent team player, able to defer your ego when working with others who may prefer having more control of the situation.
- You meet new people easily and prefer networking with others rather than working in solitary conditions.
- You show a high degree of persistence in working on projects, especially over the long haul.

## 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:

- Acceptance as a positive and supportive member of the organization and team.
- Projects and assignments that provide interpersonal contact, and an opportunity to help both internal and external stakeholders.
- Identification with the organization, team, and others with whom a spirit of work responsibility has been established.
- Flexibility to circulate and talk with a variety of people.
- A supervisor, manager, or board who practices a democratic leadership process.
- A work culture that is supportive of family activities and commitments.
- Evidence that a new process has been successful in similar applications.

### People With Patterns Like You Tend to Need:

- To focus attention and conversation more on the immediate work tasks, and less on socializing.
- To be presented with the expected outcome of a project or assignment, and to be evaluated on that outcome.
- Opportunities for involvement with a wide variety of people, both in and out of the organization.
- Opportunities for leadership, self-development, rapid learning, broad scope of operations, and advancement.
- Appreciation for the hard work you bring to the team.
- Support when dealing with detailed work and repetitive tasks.
- To know the limits of your authority.

## 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:**

- Support and appreciation of your individual efforts.
- A participatory manager or board with whom a democratic relationship has been established.
- A favorable working climate containing positive attitudes and optimistic spirit.
- Clear responsibility and lines of authority to avoid confusion or overlapping initiatives.
- A work culture that takes pride in the systems, processes, and people working behind the scenes.
- A work culture that allows for your natural interest in helping others learn and grow professionally.
- A balance between some stable, predictable work activities and some variety and change on a regular basis.

## The D's Behavior and Needs Under Stress

### ***Under Stress You May Appear:***

- Blunt
- Uncooperative
- Restless
- Critical
- Pushy

### ***Under Stress You Need:***

- Control of the situation and yourself
- Accomplishments
- A fast pace for moving toward goals

### ***Your Typical Behaviors in Conflict:***

- Your passion to win may result in win/lose situations, making it difficult for others to work with you.
- Since you tend to focus on your own results, you may tend to become autocratic in order to get your way.
- You generally do not hold a grudge. Once an incident is over, it is generally forgotten on a personal level, although the factors that produced a lack of satisfactory results will be considered and evaluated.

### ***Strategies to Reduce Conflict and Increase Harmony:***

- Avoid creating controversy or "stirring up the pot" just to keep things interesting. This may increase your own energy for the task; however, it is likely to have a serious negative effect on many others.
- You need to take time to express your ideas and instructions fully and clearly; asking questions to ensure that everyone understands. Time spent clarifying your message up front will result in more efficient operations later.
- Recognize that others may not be comfortable dealing with conflict, anger, and aggression. Therefore, reacting with your normal behavior may be counterproductive, resulting in interference with your desired results.

## 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:**

- Give Sample the opportunity to express her opinions and make some of the decisions.
- Do your homework and be prepared with goals, objectives, support materials, etc., but don't plan on using all of them. Have the material with you as support.
- Plan to talk about things that support her dreams and goals.
- Be certain to conclude the communication with modes of action and specific instructions for the next step.
- Stay on track. Hit the major points first, and get to the main point quickly.
- Provide immediate incentives for her willingness to help on the project.
- Put the details in writing, but don't plan on discussing them too much.

### **When Communicating with Sample, DON'T:**

- Speculate wildly without factual support.
- Confuse or distract her from the issues at hand.
- Don't stick too rigidly to the agenda.
- Let the discussion with her get caught in dreams too much, otherwise you'll lose time.
- Leave decisions hanging in the air. Be certain all decision points have reached closure and action plans are the result.
- Get bogged down in facts, figures, or abstractions.
- Forget or lose things necessary for the meeting or project.

## Communication Plan with the **DOMINANT** Style

| <b>CHARACTERISTICS:</b>               | <b>SO YOU...</b>  |
|---------------------------------------|---|
| 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

| <b>CHARACTERISTICS</b>                  | <b>SO YOU...</b>   |
|---|--|
| 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'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 may lose interest in a project or initiative once the challenge is gone.
- You may not always verbalize the complete story and tend to consciously withhold some information.
- You may need to lower project expectations a bit in light of real-world constraints.
- You may become impatient, especially when dealing with slower-moving or slower-thinking people.
- You may sometimes take an "ends justify the means" approach.
- You may sometimes intimidate others with power, position, or politics.
- You could be a bit more willing to share talents in order to help others develop professionally. You may tend to be a bit too self-serving.

## 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 (of environment)   | PROCEDURES   |
| <b>Needs →</b>    | Challenges to solve, Authority  | Social relationships, Friendly environment                                       | Systems, teams, stable environment                                      | Rules to follow<br>Data to analyze   |
| <b>Emotions →</b> | Decisive, risk-taker  | Optimistic, trusts others  | Patience, non-expressive  | Cautious, careful decisions  |
| <b>Fears →</b>    | 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                              |
| 6                 | argumentative<br>daring<br>demanding<br>decisive<br>domineering<br>egocentric | emotional<br>enthusiastic<br>gregarious<br>impulsive<br>optimistic<br>persuasive | calming<br>loyal<br>patient<br>peaceful<br>serene<br>team person        | accurate<br>conservative<br>exacting<br>fact-finder<br>precise<br>systematic |
| 5                 | adventurous<br>risk-taker<br>direct<br>forceful                               | charming<br>influential<br>sociable<br>trusting                                  | consistent<br>cooperative<br>possessive<br>relaxed                      | conscientious<br>courteous<br>focused<br>high standards                      |
| 4                 | assertive<br>competitive<br>determined<br>self-reliant                        | confident<br>friendly<br>generous<br>poised                                      | composed<br>deliberate<br>stable<br>steady                              | analytical<br>neat<br>sensitive<br>tactful                                   |
| 3                 | calculated risks<br>moderate<br>questioning<br>unassuming                     | controlled<br>discriminating<br>rational<br>reflective                           | alert<br>eager<br>flexible<br>mobile                                    | own person<br>self assured<br>opinionated<br>persistent                      |
| 2                 | mild<br>seeks consensus<br>unobtrusive<br>weighs pro/con                      | contemplative<br>factual<br>logical<br>retiring                                  | discontented<br>energetic<br>fidgety<br>impetuous                       | autonomous<br>independent<br>firm<br>stubborn                                |
| 1                 | agreeing<br>cautious<br>conservative<br>contemplative<br>modest<br>restrained | introspective<br>pessimistic<br>quiet<br>pensive<br>reticent<br>suspicious       | active<br>change-oriented<br>fault-finding<br>impatient<br>restless<br> | arbitrary<br>defiant<br>fearless<br>obstinate<br>rebellious<br>sarcastic     |

## WORD SKETCH Natural Style

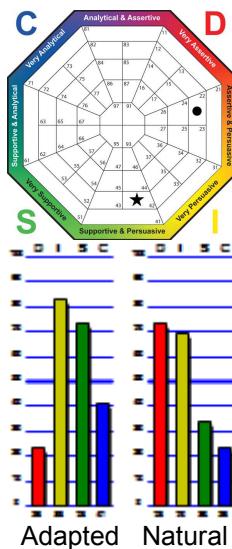
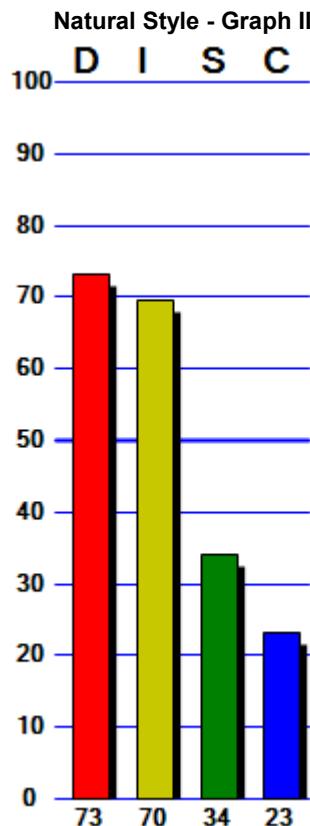
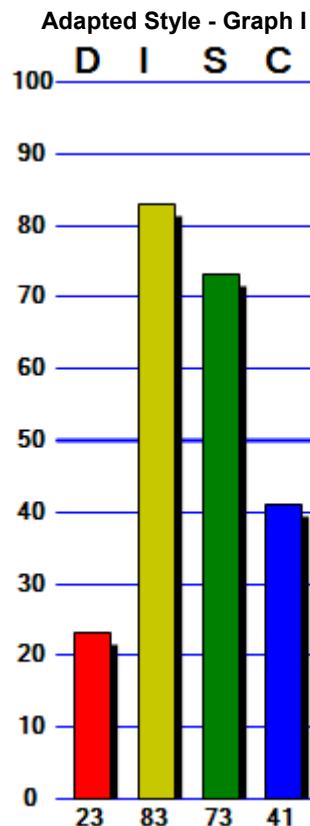
**DISC is an observable “needs-motivated” instrument based on the idea that emotions and behaviors are neither “good” nor “bad.”** Rather, behaviors reveal the needs that motivate our behavior. Therefore, once we can accurately observe one’s actions, it’s easier to “read” and anticipate their likely 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.

|                   | <b>D</b>  | <b>I</b>   | <b>S</b>  | <b>C</b>   |
|-------------------|---|--|---|--|
| DISC Focus →      | PROBLEMS/TASKS  | PEOPLE   | PACE (of environment)   | PROCEDURES   |
| <b>Needs →</b>    | Challenges to solve, Authority  | Social relationships, Friendly environment                                       | Systems, teams, stable environment                                      | Rules to follow<br>Data to analyze   |
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| 6                 | argumentative<br>daring<br>demanding<br>decisive<br>domineering<br>egocentric | emotional<br>enthusiastic<br>gregarious<br>impulsive<br>optimistic<br>persuasive | calming<br>loyal<br>patient<br>peaceful<br>serene<br>team person        | accurate<br>conservative<br>exacting<br>fact-finder<br>precise<br>systematic |
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| 4                 | assertive<br>competitive<br>determined<br>self-reliant                        | confident<br>friendly<br>generous<br>poised                                      | composed<br>deliberate<br>stable<br>steady                              | analytical<br>neat<br>sensitive<br>tactful                                   |
| 3                 | calculated risks<br>moderate<br>questioning<br>unassuming                     | controlled<br>discriminating<br>rational<br>reflective                           | alert<br>eager<br>flexible<br>mobile                                    | own person<br>self assured<br>opinionated<br>persistent                      |
| 2                 | mild<br>seeks consensus<br>unobtrusive<br>weighs pro/con                      | contemplative<br>factual<br>logical<br>retiring                                  | discontented<br>energetic<br>fidgety<br>impetuous                       | autonomous<br>independent<br>firm<br>stubborn                                |
| 1                 | agreeing<br>cautious<br>conservative<br>contemplative<br>modest<br>restrained | introspective<br>pessimistic<br>quiet<br>pensive<br>reticent<br>suspicious       | active<br>change-oriented<br>fault-finding<br>impatient<br>restless<br> | arbitrary<br>defiant<br>fearless<br>obstinate<br>rebellious<br>sarcastic     |

## DISCstyles eGraphs for Sample Report

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



Pattern: IS (2653)

Focus: Work

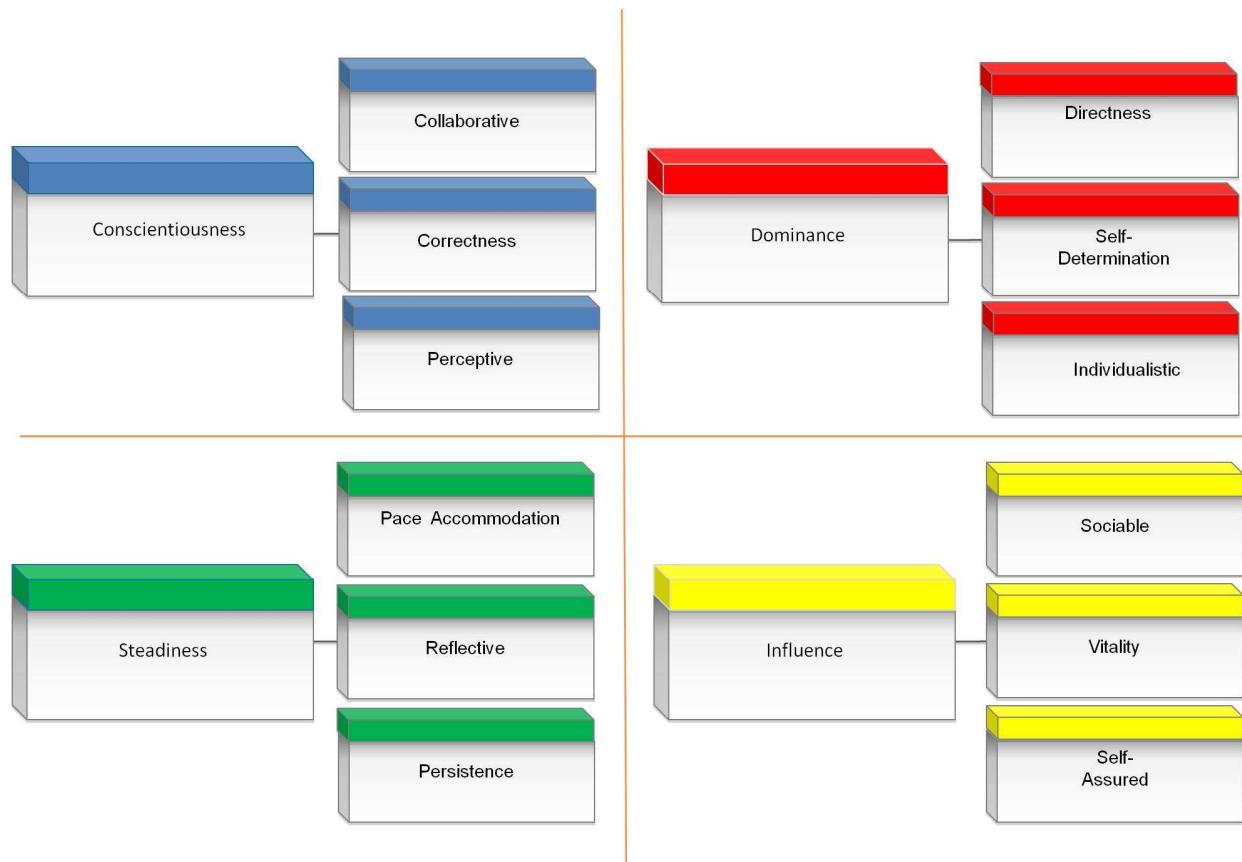
Pattern: DI (5522)

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.

## The 12 Integrated DISC Style Relationships



For a more complete understanding of a person's overall behavior style, you can view how each of the primary (4) four DISC factors interact to produce (12) twelve integrated behaviors.

When comparing each of the (4) four basic DISC factors with the others, a group of (12) twelve factors of individual behaviors can be identified. Each person will display some of these factors more strongly than the others.

Each of the (12) twelve factors has been assigned a specific descriptor(s) to help you naturally associate the factor to a specific behavior. The ability to identify and measure the relative interaction of the (12) twelve factors represents a dramatic improvement in the use and application of DISC to better understand human workplace behavior.

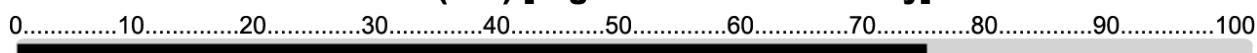
We can measure the strength of a factor in a person's overall behavioral style by viewing the intensity score. Intensity is a measurement of the relative contribution of a specific factor to a person's observable natural behaviors that are most often displayed in most situations.

The (5) five intensity levels range from Low (absent in most situations) thru High (clearly displayed in most situations). This integrated behavioral view represents an improvement that contributes to the overall understanding of human behavior. Behaviors define how we deliver our thinking into the world.

We recommend you add this powerful new view to your tool kit and use it to assist you in understanding why and how people shape their communications and connections with the other people in their life.

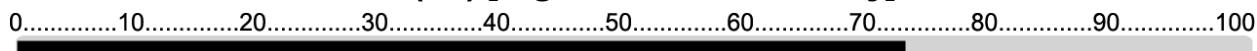
This list of (12) twelve Integrated DISC relationships reveals how the (4) four Primary DISC behaviors combine and work together to create the socialized behaviors others see and experience. The Length of the **black bar** shows the relative influence of the DISC factors in someone's overall observable behavioral style.

### **1. Individualistic Behavior (D/C) [High Moderate Intensity]**



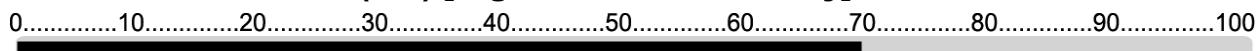
The Individualistic score reflects the intensity of the assertive and independent approach toward tackling problems, challenges and opportunities while maintaining freedom from controls. High scores will not likely be deterred by potential restraints or established procedures as they pursue their goals and objectives. Low scores favor a strong adherence to policy and conventional practices.

### **2. Self-Assured Behavior (I/C) [High Moderate Intensity]**



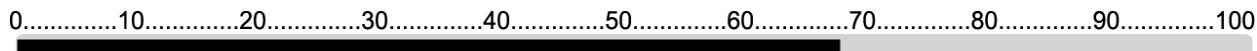
The Self-Assured score measures the intensity of the relationship between projecting social confidence in a variety of social situations in light of the attention paid to established social boundaries, rules and guidelines. High scores in this factor can sometimes lead to over confidence, willingness to improvise and take spontaneous actions rather than preparing in advance. Low scores reflect a cautious and conscientious approach to taking action based on the evidence contained in the relevant data.

### **3. Self-Determination (D/S) [High Moderate Intensity]**



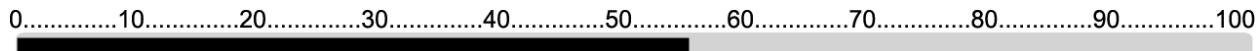
The Self Determination score measures the intensity of the results oriented drive supported by an emphasis on urgency and action. This style combines the drive of a self-starter with a clear need to take actions that address problems, challenges and opportunities. High scores maintain consistent progress toward their goal(s) with impatience toward those who do not keep pace with their personal timetable. Low scores would not exhibit high urgency and will take time to carefully consider their plans and actions before they act.

### **4. Vitality Behavior (I/S) [High Moderate Intensity]**



The Vitality score measures the intensity of the relationship between using an outwardly expressive style when interacting with people and the amount of energy expended to urgently move matters forward. High scores reflect a freewheeling, confident and engaging style that will likely be interested in new ideas and topics and the outgoing demonstration of that interest may be a source of influence on others. Low scores reflect thoughtfulness and great care in crafting words and actions to support steady progress towards a goal.

### **5. Persistence Behavior (S/C) [Moderate Intensity]**



The Persistence score measures the intensity for displaying predictable patterns that stay on task and support current procedures and processes in light of the need for correctness of action, accuracy of information and thoroughness of preparation. High scores will place a greater emphasis on group and team support and reflect a style that favors careful planning. Low scores reflect a need to develop and support established guidelines and standards.

**6. Directness (D/I) [Moderate Intensity]**

The Directness score measures the intensity for using a direct, straight line approach to accelerate the achievement of results. It reflects a capacity to prioritize tasks while subordinating a relationship focus. High scores suggest a willingness to make difficult decisions and remain firm in supporting those choices. Low scores reflect an emphasis on "humanizing" directness and energizing social interaction.

**7. Sociable Behavior (I/D) [Moderate Intensity]**

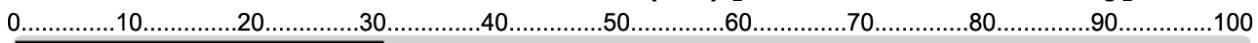
The Sociable score measures the intensity of the relationship between the person's outgoing verbal and non-verbal behaviors and their lack of directness. It reflects the degree of willingness to accommodate, support and oblige others. It also identifies the interest in assisting others to succeed and achieve their goals. High scores reflect an emphasis on social interaction rather than routine tasks. Low scores reflect a willingness to make difficult decisions, remain firm in supporting those choices energized by a focus on achieving results.

**8. Perceptive Behavior (C/S) [Moderate Intensity]**

The Perceptive score measures the desire to operate within established structure, procedures, systems and rules in light of the degree of urgency required to address immediate problems, challenges and opportunities. It is a measure of a person's awareness of their current circumstances. High scores reflect a desire to strive for fail-safe environments reflecting the accuracy of your facts and thoroughness of your preparation. Low Scores suggest a greater focus on steadiness and supporting current procedures and processes.

**9. Reflective Behavior (S/I) [Low Moderate Intensity]**

The Reflective score measures the intensity of the person's degree of care in crafting their words and actions in light of the need to expressively engage and interact with others. This behavior measures the approach to logic, data and factual analysis and it measures the desire to take some time to carefully consider plans and actions prior to implementation. High scores reflect great care and thoughtfulness in creating words and taking actions. Low Scores reflect a freewheeling and confident belief that most if not all social interactions can be handled on the fly.

**10. Pace and Accommodation Behavior (S/D) [Low Moderate Intensity]**

The Pace and Accommodation score measures the intensity of the capacity to work at a steady and slower pace in light of the willingness to tolerate difficult and unfamiliar circumstances. High scores will reflect the capacity to consider and support alternative solutions when working with others. Low Scores reflect far less accommodation amplified by a higher sense of urgency and "results now" focus.

**11. Correctness Behavior (C/I) [Low Moderate Intensity]**

0.....10.....20.....30.....40.....50.....60.....70.....80.....90.....100  


The Correctness behavior measures the need to operate within established structure, procedure, systems and rules in light of the need for contact with people expressed by establishing, retaining and supporting personal relationships. High Scores suggest reliance upon logical factual and established data and protocols. Low Scores suggest following less established protocols and considering more emotional and persuasive influence from others.

**12. Collaborative Behavior (C/D) [Low Moderate Intensity]**

0.....10.....20.....30.....40.....50.....60.....70.....80.....90.....100  


The Collaborative score reflects the intensity for using structure, established procedures, systems and rules to guide their work in light of the need to get things done, achieve results and move forward. This style seeks to avoid confrontation and will work toward finding solutions that are supported by others and work within the established guidelines. High Scores favor a strong need to comply with standards and adherence to policies and conventional practices. Low Scores suggest a need to control events in order to more freely make progress without being constrained by established guidelines and policies.

**Intensity Scoring Legend** – DISC Style intensity is a measure of how you will likely display the specific behavior when interacting and communicating with others in most situations

- **Low Intensity** - Low Intensity scores indicate the ABSENCE of this behavior in MOST situations.
- **Low Moderate** - Low Moderate Intensity scores are only SOMETIMES observable in SOME situations.
- **Moderate Intensity** - Moderate Intensity scores do not mean "mild." Moderate means the behavior is flexible and may or may not become observable based upon the requirements of the specific situation.
- **High Moderate** - High Moderate Intensity scores are frequently observable in many situations.
- **High Intensity** - High Intensity scores will be clearly observable, displayed more often and seen in most situations.

# 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 diamond identify that one factor (DISC) of your style will dominate the other three. As you move towards the center of the diamond two and eventually three traits combine to moderate the intensity of your style descriptors within a specific 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

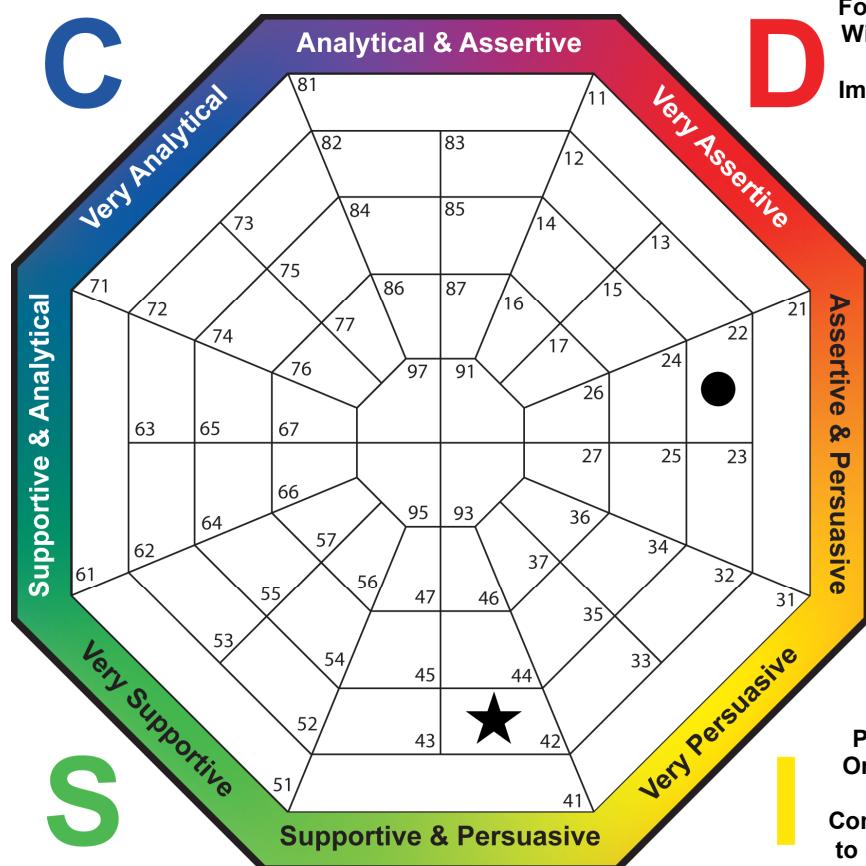
Efficient, Analytical, Organized,  
Factual, Aware of the Consequences  
of their Actions, Practical and  
Innovative.

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

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

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

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



● = Natural Behavioral Style

★ = Adapted Behavioral Style

Supportive & Persuasive,  
Good Team Player, Creates  
Good Will & provides Good  
Customer Service

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 Outgoing &  
Persuasive, Very People  
Oriented, Quite Optimistic  
Outlook, Strong  
Communication Skills, Likes  
to have Variety in their day.

## 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.

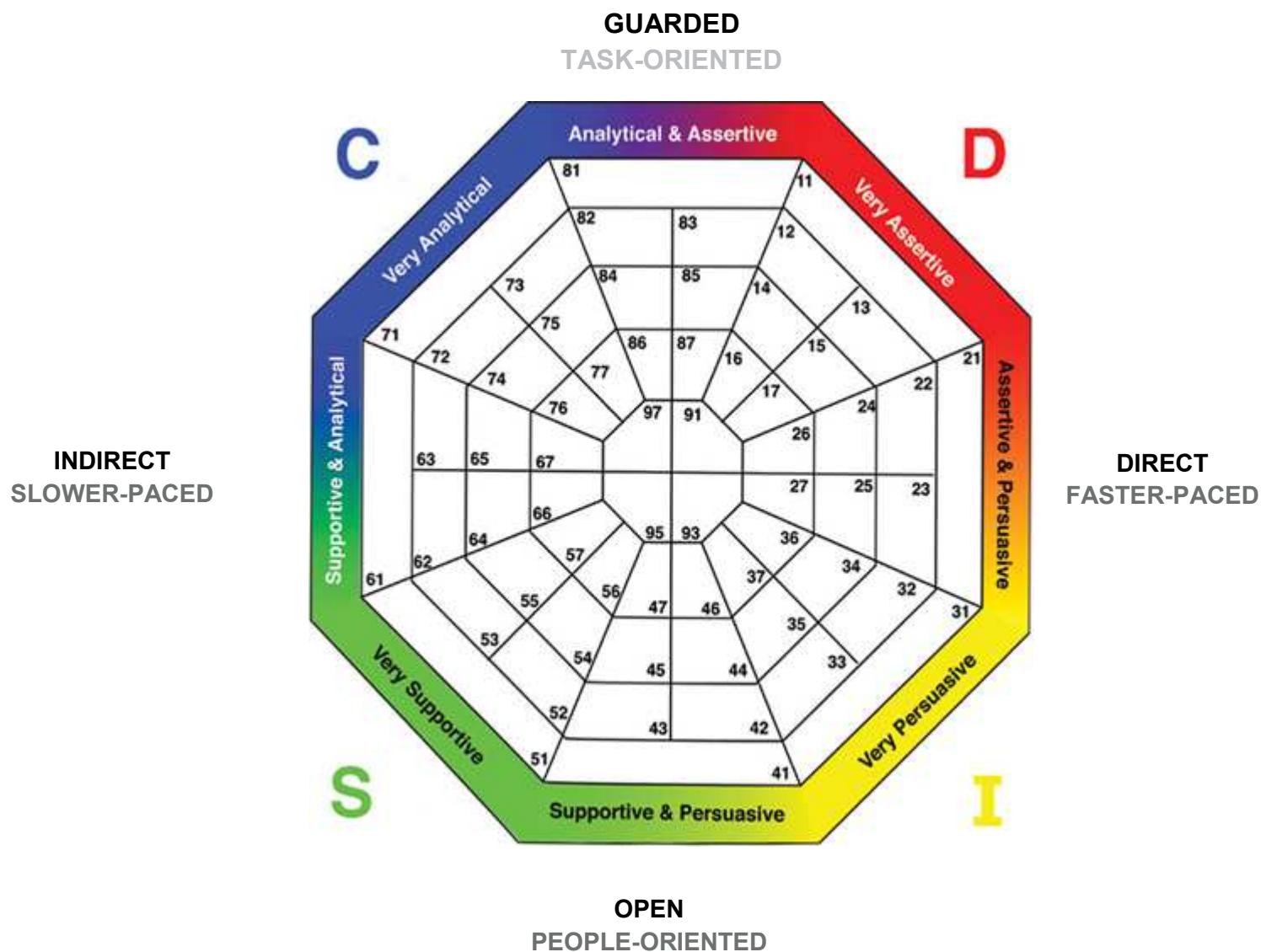
|                            | HIGH DOMINANT STYLE                                 | HIGH INFLUENCING STYLE  | HIGH STEADY STYLE  | HIGH CONSCIENTIOUS STYLE                    |
|----------------------------|---|---|--|---|
| PACE                       | Fast/Decisive                                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

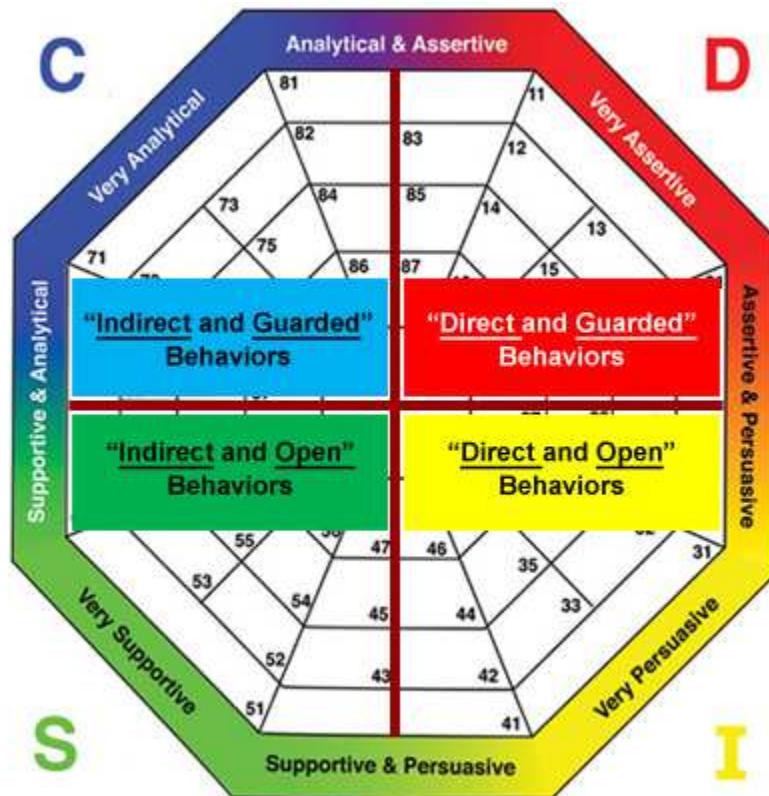
When you combine both scales, you create each of the four different behavioral styles. Individuals who exhibit guarded and direct behaviors are Dominance Styles; direct and open behaviors are Influence Styles; open and indirect behaviors are Steadiness Styles; and indirect and guarded behaviors are Conscientious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

### The Whole Picture



## Recognizing another person's Behavioral Style - 2 Power Questions:

1. Are they **DIRECT** or **INDIRECT** in their communications?  
(Directness is the 1<sup>st</sup>. Predictor of Style. Direct plot on the right, Indirect on the Left).
2. Are they **GUARDED** or **OPEN** in their communications?  
(Openness is the 2<sup>nd</sup>. 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 directness or indirectness and being open or guarded is shown in the quadrant you plot. The plots towards the edge of the diamond 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.

# 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

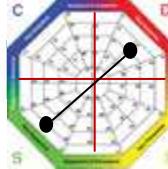
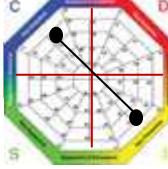
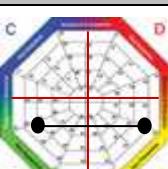
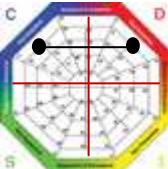
### TO INCREASE

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

# Tension Among the Styles Continued

| Potential Tension(s)/Disconnects  | Plot Points  |
|---|--|
| <p><b>People vs. Tasks Tensions</b></p> <p><i>The High D's focus on Results, Tasks and Action can conflict with the High I's focus on other people, feelings and political correctness.</i></p>                                   | <p><b>High D + High I</b><br/>(Upper Right vs. Lower Right Quadrant)</p> |
| <p><b>People vs. Tasks Tensions</b></p> <p><i>The High C's focus on Data, Analysis, Accuracy and Precision can conflict with the High S's focus on other people, teamwork, personal connection and a feeling of 'family'.</i></p> | <p><b>High C + High S</b><br/>(Upper Left vs. Lower Left Quadrant).</p>  |
|   |  |

# 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're time-sensitive; so don't 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.

The Dominant Styles are goal-oriented, so appeal to their sense of accomplishment. Stroke their egos by supporting their ideas and acknowledge their power and prestige. Let the D Style call the shots. If you disagree, argue with facts, not feelings. In groups, allow them to have their say because they are not the type who will take a back seat to others.

With the Dominant Style, 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/respondiveness 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

## How to Adapt to the **INFLUENCING** Style

The Influencing Styles 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.

The I Styles 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.

With the Influencing Styles, 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

## 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 don't 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.

With the Steady Style, 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
- Modify their tendency to automatically do what others tell them
- Get and accept credit and praise, when appropriate

### 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

## How to Adapt to the CONSCIENTIOUS Style

They are time-disciplined, so be sensitive to their schedules. They need details, so give them data. They are task-oriented; so don't expect to become their friend before working with them. Friendship may develop later, but, unlike the Influencing Styles, it is not a prerequisite.

Support the Conscientious Styles in their organized, thoughtful approach to problem solving. Be systematic, logical, well prepared and exact with them. Give them time to make decisions and work independently. Allow them to talk in detail. In work groups, do not expect the C Styles to be leaders or outspoken contributors, but do rely on them to conduct research, crunch numbers, and perform detailed footwork for the group. If appropriate, set guidelines and exact deadlines. The C Styles like to be complimented on their brainpower, so recognize their contributions accordingly.

With the C Styles, be thorough, well prepared, detail-oriented, business-like, and patient.

### 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

## 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 they 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

|   |  |
|---|--|
| <p><b><u>Connecting with “C’s”</u></b></p> <ul style="list-style-type: none"> <li>• “C’s” don’t care much about social interaction (beyond common courtesy and standard pleasantries), so get to the point.</li> <li>• Avoid making small talk, except to initially establish your credibility.</li> <li>• Speak slowly, calmly and economize on words.</li> <li>• “C’s” are precision-oriented people who want to do their jobs in the best possible manner.</li> <li>• Build your credibility by thinking with your head, not your emotions.</li> <li>• Before meeting, provide them with a brief overview of the agenda and length of meeting, so they know what to expect.</li> <li>• Show them logical proof from reliable sources that accurately document your quality, record of accomplishment, and value.</li> <li>• “C’s” tend to be naturally suspicious of those who talk themselves up.</li> </ul>  | <p><b><u>Connecting with “D’s”</u></b></p> <ul style="list-style-type: none"> <li>• “D’s” want to know the bottom line.</li> <li>• Just give them enough information to satisfy their need to know about overall performance.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• If you plan to sell something or present a proposal to a “D”, take care to be well organized, time-conscious, efficient, and businesslike.</li> <li>• 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.</li> </ul> |
| <p><b><u>Connecting with “S’s”</u></b></p> <ul style="list-style-type: none"> <li>• “S’s” are Indirect and Open. However, keep the relationship businesslike until they warm up to you.</li> <li>• 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.</li> <li>• Organize your presentation: list specifics, show sequences, and provide data.</li> <li>• Treat them with honesty, sincerity, and personal attentiveness.</li> <li>• Listen patiently to their stories, ideas and answers.</li> <li>• Express your appreciation for their steadiness, dependability, and cooperativeness.</li> <li>• Present yourself to be non-threatening, pleasant, friendly, but still professional.</li> <li>• Develop trust, credibility, and friendship at a relatively slow, informal pace.</li> <li>• Communicate with them in a consistent manner on a regular basis... especially at the outset.</li> </ul> | <p><b><u>Connecting with “I’s”</u></b></p> <ul style="list-style-type: none"> <li>• Remember that they are Direct and Open.</li> <li>• When you meet an “I”, shake hands firmly, introduce yourself with confidence, and immediately show personal interest.</li> <li>• Let him set the pace and direction of the conversation.</li> <li>• Be an especially attentive listener with “I’s”.</li> <li>• Give them positive feedback to let them know that you understand and can relate to their visions, ideas and feelings.</li> <li>• Tell humorous or unusual stories about yourself, to win their heart.</li> <li>• Allow them to feel comfortable by listening to their stories, even to the point of talking about topics that may stray from the subject.</li> <li>• Since “I’s” 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.</li> </ul>  |

## Phase 2: MAINTAINING RAPPORT IN THE EXPLORING STAGE

|   |   |
|---|---|
| <p><b><u>Exploring with “C’s”</u></b></p> <ul style="list-style-type: none"> <li>• “C’s” don’t care much about social interaction (beyond common courtesy and standard pleasantries), so get to the point.</li> <li>• “C’s” often like to answer questions that reveal their expertise, so they can be very good interviewees.</li> <li>• As long as you ask logical, fact-oriented, relevant questions, they will enjoy speaking with you.</li> <li>• Phrase your questions to help them give you the right information.</li> <li>• Ask open and closed questions that investigate their knowledge, systems, objectives and objections.</li> <li>• Make your own answers short and crisp.</li> <li>• 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.</li> </ul>  | <p><b><u>Exploring with “D’s”</u></b></p> <ul style="list-style-type: none"> <li>• To head off the “D’s” impatience before it surfaces, keep your conversations interesting by alternately asking questions and offering relevant information.</li> <li>• “D’s” need to view the meeting as purposeful, so they want to understand where your questions are leading.</li> <li>• 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.</li> <li>• Only request information that is unavailable elsewhere.</li> <li>• When gathering information, ask questions showing you have done your homework about their desired results and current efforts.</li> <li>• Be sure to make queries that allow him to talk about his business goals.</li> <li>• Gear your exploring toward saving D’s time and energy.</li> </ul>       |
| <p><b><u>Exploring with “S’s”</u></b></p> <ul style="list-style-type: none"> <li>• “S’s” can be excellent interviewees, so talk warmly and informally and ask gentle, open questions that draw them out (especially around sensitive areas).</li> <li>• Show tact and sincerity in exploring their needs.</li> <li>• 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.</li> <li>• They want to avoid confrontations, even minor ones. So “S’s” may tell you what they think you want to hear, rather than what they really think.</li> <li>• They may not tell 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.</li> <li>• Allow for plenty of time (possibly multiple meetings) for “S’s” to open up to you and reveal their innermost desires and pains.</li> <li>• The more time you spend with an “S” exploring, the higher the odds you’ll be landing them as a customer.</li> </ul> | <p><b><u>Exploring with “I’s”</u></b></p> <ul style="list-style-type: none"> <li>• “I’s” get bored quickly when they’re not talking about themselves.</li> <li>• Strike a balance between listening to their life’s stories and gathering the information you need to be an effective sales consultant.</li> <li>• When asking business questions, keep them brief. If you can, work these exploratory questions in with social questions.</li> <li>• The better your relationship with an “I” is, the more willing he’ll be to cooperate and talk about the task at hand.</li> <li>• “I’s” 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.</li> </ul> |

## Phase 3: MAINTAINING RAPPORT IN THE COLLABORATING STAGE

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| <p><b><u>Collaborating with “C’s”</u></b></p> <ul style="list-style-type: none"> <li>• Emphasize accuracy, value, quality and reliability.</li> <li>• They dislike talk not backed up by evidence.</li> <li>• Describe a process will produce the results they seek.</li> <li>• 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?”</li> <li>• Present your solution that shows them they’ll be correct in making the purchase.</li> <li>• Base your claims on facts, specifications and data that relate specifically to their needs.</li> <li>• “C’s” are cost-conscious; increase their perceived value with facts and ROI data.</li> <li>• “C’s” 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</li> </ul> | <p><b><u>Collaborating with “D’s”</u></b></p> <ul style="list-style-type: none"> <li>• Your presentation must be geared toward the “D’s” priorities.</li> <li>• 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.</li> <li>• Zero in on the bottom line with quick benefit statements.</li> <li>• They want you to do the analysis and lay it out for them to approve or reject.</li> <li>• “D’s” like rapid, concise analyses of their needs and your solutions.</li> <li>• “D’s” like being in control, so give them choices backed with enough data and analysis to allow them to make an intelligent decision.</li> <li>• 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.</li> </ul>   |
| <p><b><u>Collaborating with “S’s”</u></b></p> <ul style="list-style-type: none"> <li>• Show how your product or service will stabilize, simplify, or support the “S’s” procedures and relationships.</li> <li>• Clearly define their roles and goals in your suggestions, and include specific expectations of them in your plan.</li> <li>• Present new ideas in a non-threatening way.</li> <li>• Provide them time to adjust to changes in operating procedures and relationships.</li> <li>• When change becomes necessary, tell them why. Explain how long the changes will take and any interim alterations of the current conditions.</li> <li>• Design your message to impart a sense of stability and security.</li> <li>• “S’s” like to be shown the appropriate steps to follow, so share those with them.</li> <li>• Involve them by asking their opinions and encourage them to give you feedback.</li> </ul>                             | <p><b><u>Collaborating with “I’s”</u></b></p> <ul style="list-style-type: none"> <li>• Show how your product would increase the “I’s” prestige, image, or recognition.</li> <li>• Talk about the favorable impact or consequences your suggestions will have in making their working relationships more enjoyable.</li> <li>• Give them incentives for completing tasks by stressing how their contribution will benefit others and evoke positive responses from them.</li> <li>• Presentations need impact for people with short attention spans, so involve as many senses as possible.</li> <li>• Show them how your solution will save them effort and make them look good.</li> <li>• Back up your claims with testimonials from well-known people or high-profile corporations.</li> <li>• Name satisfied acquaintances they know and admire.</li> <li>• Sprinkle in “visualizing future ownership” questions, such as: “If you were already running this software, how would you use it?”</li> </ul> |

## Phase 4: MAINTAINING RAPPORT IN THE CONFIRMING STAGE

|   |  |
|---|--|
| <p><b><u>Confirming with “C’s”</u></b></p> <ul style="list-style-type: none"> <li>• Emphasize accuracy, value, quality and reliability.</li> <li>• Provide logical options with appropriate documentation and time to analyze their options.</li> <li>• They’re uncomfortable with snap decisions and when they say they will think about it, they mean it!</li> <li>• If pressured by people or excessive demands, they may use “I’ll think about it,” as a stalling tactic.</li> <li>• “C’s” 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.</li> <li>• Be willing to explore the subject of a conditional, “pilot program” as a way of reducing their risk.</li> </ul>  | <p><b><u>Confirming with “D’s”</u></b></p> <ul style="list-style-type: none"> <li>• With “D’s”, you come right out and ask if they are interested. A “D” will often tell you “yes” or “no”.</li> <li>• 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.</li> <li>• When you draw up a commitment letter, don’t spend too much time on points the “D” may not care about.</li> <li>• Present them with options and probable outcomes. “D’s” like to balance quality with cost considerations, so offer options with supporting evidence and leave the final decision to them.</li> <li>• 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.</li> <li>• 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.</li> </ul> |
| <p><b><u>Confirming with “S’s”</u></b></p> <ul style="list-style-type: none"> <li>• “S’s” 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.</li> <li>• When you do reach agreement, carefully explore any potential areas of misunderstanding or dissatisfaction.</li> <li>• “S’s” like guarantees that new actions will involve a minimum risk, so offer assurances and support.</li> <li>• Try not to rush them, but do provide gentle, helpful nudges to help them decide (when needed).</li> <li>• Involve them by personalizing the plan and showing how it will directly benefit them and others.</li> <li>• When asking for a commitment, guide them toward a choice if they seem indecisive.</li> </ul> | <p><b><u>Confirming with “I’s”</u></b></p> <ul style="list-style-type: none"> <li>• Show how your product would increase the “I’s” prestige, image, or recognition.</li> <li>• Be open and ask, “Where do we go from here?” or “What’s our next step?”</li> <li>• If they like something, they buy it on the spot (all other things being equal).</li> <li>• 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.</li> <li>• “I’s” dislike paperwork and details so they are likely to hesitate, and even procrastinate, when it comes to spending the time required on a contract.</li> <li>• Have a written agreement prepared due to their tendency to be unclear about procedures, responsibilities and expectations.</li> <li>• 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.</li> </ul>   |

## Phase 5: MAINTAINING RAPPORT IN THE ASSURING STAGE

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|---|---|
| <p><b><u>Assuring "C's"</u></b></p> <ul style="list-style-type: none"> <li>• Set a specific timetable for when and how you will measure success with the "C". Continue proving your reliability, quality and value.</li> <li>• Make yourself available for follow-up on customer satisfaction and ask for specific feedback on the product or service performance record.</li> <li>• If you have tips for improved usage or user shortcuts, email them to your "C" customers.</li> <li>• You should also ask for their ideas and opinions for how to improve your products and/or services.</li> <li>• 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.</li> </ul>  | <p><b><u>Assuring "D's"</u></b></p> <ul style="list-style-type: none"> <li>• "D's" usually do not look for personal relationships at work due to their focus on accomplishing tasks.</li> <li>• With "D's," 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.</li> <li>• Impress upon your customer your intent to stand behind your product or service.</li> <li>• Stress that you will follow-up without taking much of their time.</li> <li>• You may also want to offer a money-back guarantee.</li> <li>• Whatever the promise, make sure you deliver everything you offer!</li> </ul>  |
| <p><b><u>Assuring "S's"</u></b></p> <ul style="list-style-type: none"> <li>• Follow-up consistently with an "S".</li> <li>• Give them your personal guarantee that you will remain in touch, keep things running smoothly, and be available on an "as needed" basis.</li> <li>• "S's" 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.</li> <li>• 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.</li> <li>• They dislike one-time deals, so follow up to maintain your relationship.</li> <li>• Impersonal, computerized follow-up is not very appealing to "S's", so continue building your relationship with low-key, personalized attention and assistance.</li> </ul> | <p><b><u>Assuring "I's"</u></b></p> <ul style="list-style-type: none"> <li>• "I's" frequently buy before they're sold which may lead to buyers' remorse.</li> <li>• "I's" can benefit from ongoing reminders that they have made the right decision.</li> <li>• Reinforce their decision by giving plenty of assistance immediately after the sale.</li> <li>• 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.</li> <li>• Since they mingle with so many people, you can even ask "I's" if they'd be willing to share their glowing testimonials about you and your product with others.</li> <li>• If they are feeling smart for using your product or service, most "I's" will give you more referrals than the other three styles combined!</li> </ul> |

| Phase         | With D's  | With I's  | With S's   | With C's  |
|---------------|---|---|--|---|
| Connecting    | <ul style="list-style-type: none"> <li>• Skip small talk</li> <li>• Lead with the main point</li> <li>• Show up fully prepared</li> </ul>   | <ul style="list-style-type: none"> <li>• Allow for time and stories before turning focus to business at hand</li> <li>• Let them set the pace of the conversation</li> </ul>  | <ul style="list-style-type: none"> <li>• Stick to business until they warm up to you</li> <li>• Don't rush into agenda first</li> <li>• Take an active interest in them</li> </ul>   | <ul style="list-style-type: none"> <li>• Skip small talk</li> <li>• Bring an agenda</li> <li>• Remain cool, calm and professional</li> </ul>  |
| Exploring     | <ul style="list-style-type: none"> <li>• Let him/her know where the questions are headed</li> <li>• Only ask for information that's unavailable elsewhere</li> <li>• Answer their questions directly</li> </ul>                   | <ul style="list-style-type: none"> <li>• Alternate questions between them personally and business</li> <li>• Gently guide them back to the topic</li> <li>• Keep the focus on their vision and goals</li> </ul>   | <ul style="list-style-type: none"> <li>• Be sincerely interested in their answers</li> <li>• Never interrupt them</li> <li>• Ask nonthreatening questions to draw them out over time</li> </ul>  | <ul style="list-style-type: none"> <li>• Ask questions that reveal their expertise</li> <li>• Keep the questions focused on the topic</li> <li>• Alternate open and closed-ended questions</li> </ul>   |
| Collaborating | <ul style="list-style-type: none"> <li>• Make any presentation brief</li> <li>• Focus on the bottom line and/or time savings</li> <li>• Provide concise analysis of needs along with your professional recommendations</li> </ul> | <ul style="list-style-type: none"> <li>• Involve as many senses as possible</li> <li>• Ask for their ideas often</li> <li>• Sprinkle in testimonials</li> <li>• Provide incentives for making decisions</li> <li>• Show how the solution enhances their image and/or saves them effort</li> </ul> | <ul style="list-style-type: none"> <li>• Show how solution will simplify, add stability or support their goals</li> <li>• Present new ideas in a non-threatening way</li> <li>• Never rush them, but provide gentle, helpful nudges toward a decision</li> </ul> | <ul style="list-style-type: none"> <li>• Emphasize value, accuracy, precision, quality and reliability</li> <li>• Stick to facts and logic; attempt to reduce risks when possible</li> <li>• Never pressure for any decision</li> <li>• Remain cool and emotionally detached</li> </ul>       |
| Confirming    | <ul style="list-style-type: none"> <li>• Flat out ask if they are interested</li> <li>• Present two or three options with recommendations and summaries</li> <li>• Be quiet while they review and decide</li> </ul>               | <ul style="list-style-type: none"> <li>• Openly ask, "Where do you see us going next?"</li> <li>• Be ready to take their order</li> <li>• Slow them down if they're buying too quickly</li> <li>• Do the paperwork for them</li> </ul>  | <ul style="list-style-type: none"> <li>• They are slow decision makers and like to consult opinions of others</li> <li>• Don't press for a decision</li> <li>• Focus on a guarantee if relevant</li> </ul>   | <ul style="list-style-type: none"> <li>• Provide logical options with documentation</li> <li>• Give them both time and space to make their decisions</li> <li>• Point out any glaring downside to deal if one exists</li> <li>• Suggest a pilot program or warranty to reduce risk</li> </ul> |
| Assuring      | <ul style="list-style-type: none"> <li>• Follow-up to ensure they're 100% satisfied with solution</li> <li>• Keep the relationship all business</li> <li>• Make certain you deliver on every small promise</li> </ul>             | <ul style="list-style-type: none"> <li>• Reinforce their decision by providing ample assistance after the sale</li> <li>• Make sure they don't get frustrated (they don't read instructions)</li> <li>• Help them use the product/service to reduce anxiety</li> </ul>                            | <ul style="list-style-type: none"> <li>• Provide consistent follow-up along with personal assurances</li> <li>• Give them private phone number to reach you</li> <li>• Remind them that you also desire a long-term business relationship</li> </ul>             | <ul style="list-style-type: none"> <li>• Share your process and/or timetable for your follow-up</li> <li>• Double-check their method for measuring satisfaction</li> <li>• Email them ideas and shortcuts</li> <li>• Reinforce value, quality and reliability.</li> </ul>                     |

## TAKING OWNERSHIP OF YOUR DESTINY

Imagine what would have happened if you had successfully applied the principles and practices of *Platinum Rule Selling* ten years ago... or even five years ago? Well, hundreds of thousands of people like you have already used these principles and experienced dramatic increases in sales volumes, more satisfaction in their dealings with customers and co-workers (family and friends, also!), and greater awareness of their own strengths and weaknesses. Many people report that they no longer feel like "just a salesperson"; they feel, behave and are treated like a *trusted advisor*. They have an increased ability to help people find solutions to their problems and are more adept at identifying new opportunities.

For you to also share in the pleasure from experiencing these benefits, we encourage you to get started this very minute. First, think about the goals you want to accomplish in the next year... the next month... the next week... even by the end of today! Develop a plan to meet those goals using **The Platinum Rule – Do Unto Others as They Would Have You Do Unto Them** - and the other principles that make up the **DISC Selling Strategies**.

### Accept the Challenge

This first step requires your *personal commitment* to this challenge and your *belief* in these principles and putting them to work for you. Of course, any skill takes practice, and you cannot realistically expect to put all of them into effect immediately. However, the minute you start to sell people they way *they* want to buy, you'll start to see immediate results.

### Commit to Growth

"Change is inevitable... growth is optional." We love that saying because it's true. Right now, you have the option to take this moment and make a life-changing decision. You may decide to *keep learning* about yourself, your strengths and weaknesses, how you make decisions, how you come across to other people, etc... You may decide to learn more about DISC styles and apply your new knowledge in other relationships beyond selling - relationships with your co-workers, children, spouse and/or family.

Hopefully, you may decide to use this report as a jumping-off point for a new direction in your career. If that thought excites you, we urge you to learn more about how DISC may be applied in all phases of business: prospecting, networking, marketing, communications, customer service, referral building, client loyalty, hiring, management, leadership, etc... We offer programs, technology, books, CD's, DVD's, self-paced online courses, speeches, and on-site workshops that are all specifically designed to help you apply this amazing concept in key facets of your business and your life.

**Here's wishing you continued success!**

## So Now What?

This report is filled with information about your style and each of the four primary behavioral styles. So now you have an understanding and an awareness of the four different behavioral styles.

There are many suggestions in the application section of this report for you to apply this behavioral style information. Take the next step and DO the exercises if you skipped over them.

Don't put this report on a shelf or in a file. Your style is just not as important as having the opportunity to use this information to open up a meaningful dialogue with others to improve all your relationships. Use this report as a reference tool. There is a lot of information in it and it is not meant to be digested in just one reading.

Have fun with making a few minor changes in your behavior and experience the results. You might be surprised! **Remember The Platinum Rule®:** "Treat others the way **THEY** want to be treated." You will have much more success in all your relationships!

*In the following pages of this report,* you will learn that every individual learns in their own way and each will have a unique combination of cultural background and past experience that impact on the way they learn.

However, there are some useful categorizations that can help you determine how you learn. For example, some people prefer to process information through text, while others prefer visual images. Some assimilate information best individually, while others would rather work in groups. Another person may grasp information quickly and intuitively, while someone else prefers to learn step by step and take time to reflect.

The following Learning Styles Profile and Report has been designed to raise your awareness of the different learning styles and help you understand why you learn more easily in certain situations than in others. This will also assist you to get the best from future learning opportunities.



# Learning Style

## Introduction and Sample Report's Results

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**.

Unfortunately, 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 still others see it as a unique human "stream" of understanding or process for collecting information.

Of course, 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 will like to process information through text, while others will want visual support and images. Some will assimilate information individually, while others will prefer to work in groups. Some will grasp information intuitively and quickly, while others will 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.

Your Learning Styles Profile below is intended to help you determine where your general preferences, or natural learning biases, might lie. Although this is far from an exact science, the simple view is that the more you can understand about how you perceive new information or new learning, the better and more successful your learning transfer will be.

### Learning Style Profile For: Sample Report



**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

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## USING YOUR LEARNING STYLES PROFILE TO HELP YOU IN THE FUTURE

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. Let's look at these four categories in more detail:

### **1. ATTENDING**

The ATTENDING category looks at your motivation to learn in the first place as well as the levels of commitment or concentration you tend to give when new information is presented to you. This category has two sub-scales: "Telescopic" and "Wide-angled". **Telescopic** means that you are generally effective at concentrating and keep your mind on the information being shared without worrying about the physical context. **Wide-angled** means that you are 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 you rely on most in managing the transfer of learning and to make sense of what you see, hear, or sense. This category has three sub-scales: "Dependent", "Collaborative", and "Autonomous". **Dependent** means that you mainly favor relying on the trainer or facilitator for information. **Collaborative** means you 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 your perception of data or information and how it is related to existing knowledge. This has three sub-scales that most people refer to as **VAK**: "Visual", "Auditory", and "Kinesthetic". **Visual** means that your preference is for information that can ideally be seen with the eyes. **Auditory** means that your preference is for information that can ideally be heard. **Kinesthetic** means that your preference is for information that can ideally be physically experienced (mainly through touch, smell, or taste).

### **4. UNDERSTANDING**

The UNDERSTANDING category looks at your preferences for synthesizing data or information that you 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.



# Attending

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Reference your scores from the graphs on page LS-1.

Attending characteristics focus on how you focus or concentrate 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.

|                               | <b>Telescopic (55% of People)</b>   | <b>Wide-angled (45% of People)</b>  |
|-------------------------------|---|---|
| <b>Physical climate</b>       | <ul style="list-style-type: none"><li>- Is likely to ignore most minor physical distractions without much difficulty.</li><li>- Will seek to adjust their learning climate themselves, wherever possible.</li><li>- 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.</li></ul> | <ul style="list-style-type: none"><li>- Is likely to find all but the most minor noises and interruptions irritating and distracting.</li><li>- Will expect the course leader to adjust the whole learning climate to be optimal.</li><li>- Will prefer a comfortable and appropriate learning format and layout, with lots of light, air, and a room design that is "fit for purpose".</li></ul> |
| <b>Motivation</b>             | <ul style="list-style-type: none"><li>- Telescopic individuals are likely to set their own learning goals or objectives and tell others about them.</li><li>- Motivation is self generated and paced, and is quickly formed. However, it can just as quickly disappear when not challenged.</li></ul>   | <ul style="list-style-type: none"><li>- Wide-angled individuals are likely to look for pre-specified holistic learning objectives and goals to be explained early in proceedings.</li><li>- Motivation is driven by a coordinated effort to get the entire learning environment right, not just the content.</li></ul>  |
| <b>Level of concentration</b> | <ul style="list-style-type: none"><li>- 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.</li><li>- Prefers learning goals and objectives, and a clear path to be described to reach them.</li></ul>   | <ul style="list-style-type: none"><li>- 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).</li><li>- Prefers learning to be nurtured in many ways with the most appropriate environment possible.</li></ul>   |



## Reference you scores from the graphs on page LS-1.

Translating characteristics focus on your preferences for managing your own personal method for translating what you see, hear, or sense in a learning environment, and make intelligible in terms of your 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.

|                                | <b>The Dependent Learner<br/>(52% of people)</b>  | <b>The Collaborative Learner<br/>(22% of people)</b>   | <b>The Autonomous Learner<br/>(26% of people)</b>  |
|--------------------------------|---|--|--|
| <b>Overall characteristics</b> | 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.                  | 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.                       | 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.                                     |
| <b>Likes</b>                   | <ul style="list-style-type: none"><li>• Tutorials.</li><li>• Lectures.</li><li>• Presentations.</li><li>• Bulletins.</li><li>• Manuals.</li><li>• Procedures.</li><li>• Work instructions.</li><li>• Guidelines.</li><li>• Outlines.</li><li>• Summaries.</li></ul> | <ul style="list-style-type: none"><li>• Seminars.</li><li>• Workshops.</li><li>• Group discussions.</li><li>• Role plays.</li><li>• Think tanks.</li><li>• Brainstorming.</li><li>• Sessions.</li><li>• Projects.</li><li>• Games.</li><li>• Simulations.</li><li>• Clubs.</li></ul> | <ul style="list-style-type: none"><li>• Reading.</li><li>• Writing.</li><li>• Distance learning.</li><li>• Simulations.</li><li>• One to one counseling.</li><li>• Models.</li><li>• Individual.</li><li>• Assignments.</li><li>• Loose ideas.</li><li>• Big picture concepts.</li></ul> |
| <b>Dislikes</b>                | <ul style="list-style-type: none"><li>• Conceptual models.</li><li>• Doodles.</li><li>• Complex charts.</li><li>• Data without notes.</li><li>• Unsupported ideas/opinions.</li></ul>   | <ul style="list-style-type: none"><li>• Working alone.</li><li>• No interaction.</li><li>• Long lectures.</li><li>• Individual reading.</li><li>• Distance learning.</li></ul>   | <ul style="list-style-type: none"><li>• Technical presentations.</li><li>• Detailed lectures.</li><li>• Policies and procedure.</li><li>• Fixed procedures and work instructions.</li><li>• Work books/manuals.</li></ul>  |



# Relating

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## Reference your scores from the graphs on page LS-1.

Relating characteristics focus on how you like to relate what is taught to your 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.

| <b>Visual Learners (45% of people)</b>   |   |
|--|---|
| <b>Characteristics</b>   | <b>Learn best by</b>  |
| <ul style="list-style-type: none"> <li>- When relaxing, prefer to watch a film or video, go to the theatre, or read a book.</li> <li>- Prefer to talk to people face-to-face.</li> <li>- Are often fast thinkers and talkers.</li> <li>- Forget names, remember faces.</li> <li>- If lost or need directions, prefer a map. When inactive, tend to doodle or watch someone/something.</li> <li>- Reward people with a note, letter, or card</li> </ul> | <ul style="list-style-type: none"> <li>- Writing down key facts.</li> <li>- Visualizing what they are learning.</li> <li>- Creating pictures/diagrams from what they are learning.</li> <li>- Using time lines for remembering dates.</li> <li>- Creating their own strong visual links.</li> <li>- Using pictures, diagrams, charts, film, video, graphics, etc.</li> </ul>  |
| <b>Kinesthetic Learners (25% of people)</b>  |   |
| <b>Characteristics</b>   | <b>Learn best by</b>  |
| <ul style="list-style-type: none"> <li>- When relaxing, prefer to play games and sports.</li> <li>- Prefer to talk to people while doing something else.</li> <li>- Slow talkers, use gestures and expressions.</li> <li>- Shake hands with people they meet.</li> <li>- If lost or need directions, prefer to be shown the way.</li> <li>- Reward people with a pat on the back.</li> <li>- Cannot sit still for long periods of time.</li> </ul>     | <ul style="list-style-type: none"> <li>- Coping demonstrations.</li> <li>- Making models.</li> <li>- Recording information as they hear it, perhaps in a Mind Map.</li> <li>- Walking around while they read.</li> <li>- Underlining/highlighting new information/key points.</li> <li>- Putting key points on index cards and sorting them into order.</li> <li>- Getting physically and actively involved in their learning.</li> </ul>                 |
| <b>Auditory Learners (30% of people)</b>   |   |
| <b>Characteristics</b>   | <b>Learn best by</b>  |
| <ul style="list-style-type: none"> <li>- When relaxing, prefer to listen to music or radio.</li> <li>- Prefer to talk to people on the phone. Enjoy listening to others, but impatient to talk; talk in a rhythmic voice.</li> <li>- Forget faces, remember names.</li> <li>- If lost or need directions, prefer to be told.</li> <li>- When inactive, tend to talk to themselves or others.</li> <li>- Reward people with oral praise.</li> </ul>     | <ul style="list-style-type: none"> <li>- Hearing a seminar, presentation, or explanation.</li> <li>- Reading aloud to themselves.</li> <li>- Reading with emotion or accent.</li> <li>- Making a tape of key points to listen to in the car, while ironing, etc.</li> <li>- Verbally summarize in their own words.</li> <li>- Explain the subject to someone else.</li> <li>- Use their own internal voice to verbalize what they are learning</li> </ul> |



# Understanding

Reference your scores from the graphs on page LS-1.

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

| Global  | Analytical  |
|---|---|
| <b>Global Strengths</b> <ul style="list-style-type: none"><li>- Seeing the big picture.</li><li>- Seeing relationships.</li><li>- Co-operating in group efforts.</li><li>- Reading between the lines.</li><li>- Seeing many options.</li><li>- Paraphrasing.</li><li>- Doing several things at once.</li><li>- Reading body language; getting others involved.</li></ul>  | <b>Analytic strengths</b> <ul style="list-style-type: none"><li>- Details.</li><li>- Focus.</li><li>- Organization.</li><li>- Remembering specifics.</li><li>- Direct answers.</li><li>- Consistency.</li><li>- Objectivity.</li><li>- Individual competition.</li><li>- Doing one thing at a time.</li></ul>   |
| <b>Global Style</b> <ul style="list-style-type: none"><li>- Often more sensitive to other people's feelings.</li><li>- Flexible.</li><li>- Goes with the flow.</li><li>- Learns by discussion and working with others.</li><li>- Needs reassurance and reinforcement.</li><li>- Future focused and expansive in thinking.</li><li>- Tries to avoid conflict.</li><li>- May skip steps and details.</li></ul>  | <b>Analytic Style</b> <ul style="list-style-type: none"><li>- Likes things ordered in a step-by-step way.</li><li>- Pays close attention to details.</li><li>- Must be prepared.</li><li>- Needs to know what to expect.</li><li>- Often values facts over feelings.</li><li>- Prefers to finish one thing at a time.</li><li>- Rarely becomes personally or emotionally involved.</li><li>- Logical.</li><li>- Finds the facts but sometimes misses the main idea.</li></ul>                           |
| <b>Global Frustrations</b> <ul style="list-style-type: none"><li>- Having to explain themselves analytically.</li><li>- Not getting a chance to explain themselves.</li><li>- Not knowing the meaning for doing something.</li><li>- Having to go step-by-step without knowing where they'll end up.</li><li>- Not being able to relate what they are learning to their own situation.</li><li>- Having to show the steps they used to get an answer.</li></ul> | <b>Analytic Frustrations</b> <ul style="list-style-type: none"><li>- Having opinion expressed as fact.</li><li>- Not understanding the purpose for doing something.</li><li>- Listening to an overview without knowing the steps involved.</li><li>- Listening to an explanation when all that's needed is a "yes" or a "no" answer.</li><li>- Dealing with generalities.</li><li>- Having to find meaning in all that they learn.</li><li>- Not finishing one task before going to the next.</li></ul> |

# Summary

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Actually evaluating what you 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**

That a pre-condition of learning is an ability on your part to filter out inhibitors and attend to the subject with their full attention. This is predominantly a right-brained activity in which you appraise the broad context within which the information should be evaluated (ATTENDING).

## **Step 2**

That you need to translate the information in a way that matches your existing knowledge or mental models of the way things work. In some cases, you may have to unlearn something before you can encode or encrypt the new learning to be meaningful. This is predominantly a left-brain activity connected with logic and reason (TRANSLATING).

## **Step 3**

That you 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).

## **Step 4**

That you need to summarize the new information in connection with the old and to distill it for access and use when you need it. This is predominantly a left-brain activity connected with induction and deduction processes (UNDERSTANDING).

This learning evaluation cycle may be traveled in a few seconds in many cases or may take much longer if the information is complex or confusing. If you travel the cycle successfully, your "self-talk", or internal reflection, is positive and you can add it to your knowledge and action if you so choose. However, if you stall at any of these steps, or travel this cycle with difficulty, your self-talk may be negative, or at least confused, and you introspectively travel the cycle again to see if you can work out the problem.

Hopefully, this instrument has provided you some useful guidance on how you personally travel through these four steps in your learning cycle.



# Additional Resources

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## Additional DISC Resources

**The DISC eWorkbook** - Discover which style seeks power and which one wants results. Who loves consistency and who fears change? This knowledge shows you how to sell your ideas and win people over. Use the DISC eWorkbook to put yourself and your projects in the best position to win.

Download at <https://www.e-junkie.com/ecom/gb.php?c=cart&i=1248217&cl=244896&ejc=2>

**The PeopleSmart in Business eBook** - Discover who seeks recognition and who wants results. Who loves consistency and who fears change? This knowledge shows you how to sell your ideas and win people over. You'll be able to reach the unreachable. When a job needs to be done, use your People Smarts to pick the right person for the job. And put yourself and your projects in the best position to win.

Download at <https://www.e-junkie.com/ecom/gb.php?c=cart&i=1248219&cl=244896&ejc=2>

Other DISC Products - <http://www.alessandra.com/tadisc.asp>

## BIBLIOGRAPHY/ADDITIONAL READING

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