The
DISCstyles™ and Learning Style Report

Personalized Report For:

Sample Report

Focus: Work
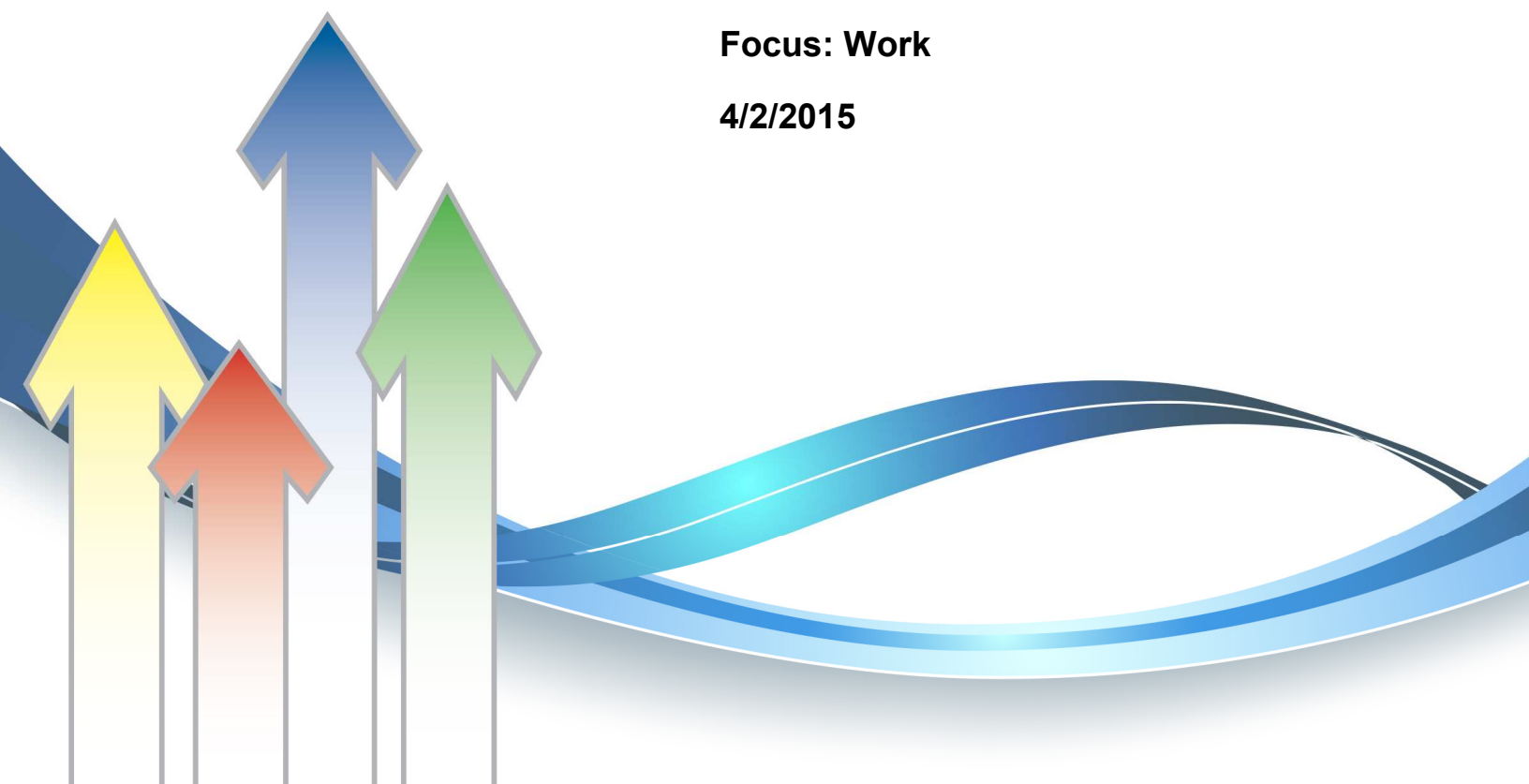
4/2/2015

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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.

You score like those who bring an appropriate balance between logic and emotion when communicating to others. Your "people skills" and natural ability as a communicator enable you to respond quickly on your feet, and maintain a positive climate of communication.

You score like those who may become somewhat impatient or aggressive when under pressure. As long as you realize this, you can potentially harness this urgency to achieve optimal success on a task. Use your natural optimism to maintain a positive climate, even when under pressure. You'll get better results and keep more people on board with the project. Your potential to be aggressive may sometimes lead to conflict. Attempt to minimize this conflict by taking a more positive, team-oriented approach.

Your responses indicate that you are optimistic, with a strong desire to win. This spirit can be contagious, and thus positively influence the team. You score like those who are outgoing, with a keen sense of detail and goal orientation. You may sometimes surprise others with your specific knowledge of a project or initiative.

You are able to accomplish complex tasks by working enthusiastically with people. Even when faced with very complex requirements, you have the ability to both harness the emotional capacity of your team, as well as deal with the details and minutiae of the project.

General Characteristics (continued)

Your results indicate that you are able to help initiate complex processes and activity. This comes from two specific traits: people orientation, and detail orientation. Your "people skills" can be used to engage others in an idea or process, while your attention to detail can help maintain a level of quality control. The latter is a skill that few people share and is something that you should attempt to leverage and maximize.

Your response pattern, Sample, indicates that you tend to be considerate of others, and that you are able to persuade them in an assertive manner, without being demanding. This can be an asset to the team, especially on complex projects in which different types of people may be involved.

Some people don't always "get it" right away. To that point, you show a special skill in helping others visualize the activities necessary for success. You do this by creating mental pictures for your audience in communicating what the vision is all about. Using those mental pictures, you are able to illuminate a variety of pathways to success. Be certain to use this skill when working with team members who are having trouble articulating the vision.

You have the ability to take the seed of an idea and make it develop into a successful solution. This is a strength that you should utilize whenever possible, due to its high potential benefit to the team. You have an innate optimism and creativity and are able to think both quickly and analytically about ideas. Your positive spirit has the potential to be a catalyst for positive change within an organization or team.

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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:

- An optimistic team player, you are able to motivate others toward their goals.

- You bring a strong sense of quality control to the team's efforts.

- You have the ability to handle both people and details, with equal skill and confidence.

- You show a high level of respect for established systems and organizational protocol.

- In meetings, you will communicate your opinions in a positive and solution-oriented way.

- You bring a sense of genuine enthusiasm to the team and organization.

- You bring a positive sense of humor and know how to break the ice or combat hostility tactfully.

Your Work Style Tendencies That You Bring to the Job:

- You maintain a stable and predictable pace in completing complex or specialized projects, and demonstrate a tireless work ethic to get the project finished.

- You have the ability to get along with a wide variety of people.

- You encourage others and contribute to a positive work atmosphere, making efforts to avoid a climate of hostility or aggression.

- You tend to be very inclusive of others on the team. You make sure that no one feels left out.

- You are motivated to be a team player who is supportive of team efforts.

- You are ready, willing, and able to help others become more effective and successful.

- Your approach to the job is systematic, deliberate, and persistent, and you are able to keep others optimistically involved in the process.

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:

- Interesting activities outside of the work environment. Some with similar scores like to be involved in volunteer and community activities.

- Projects and challenges of a specialized nature that allow you to demonstrate your skills and competence.

- Assignments that provide a variety of activities involving people.

- Working with a team whom you can show your high level of trust.

- A strong, visible group or organization to identify with.

- Acceptance as an important member of a team, as well as recognition for accomplishments.

- A moderate to high level of security in the environment.

People With Patterns Like You Tend to Need:

- Clear and specific job descriptions and role responsibilities.

- To learn to say "no" more often to requests from others, in order to prevent spreading yourself too thin.

- Work assignments requiring precision and accuracy to capitalize on attention to detail, as well as sufficient interpersonal contact.

- An environment where there is frequent communication and contact with people.

- To maintain communication on work tasks or projects, and to reduce the amount of off-the-subject comments and socializing.

- A wider scope of perspective and operations.

- A democratic environment with participatory management.

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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:

- Minimal interpersonal conflict and hostility.
- Opportunities to work with people with whom you have developed trust, rapport, and credibility.
- Established practices, procedures, and protocols.
- Minimal sudden changes and crises.
- Identification with the team or greater organization.
- Sufficient time to adjust to changes in the workplace or procedures.
- Public recognition for your accomplishments.

The C's
Behavior and Needs Under Stress

Under Stress You May Appear:

- Slow to act
- Resentful
- Over-reliant on data and documentation
- Withdrawn
- Slow to begin work

Under Stress You Need:

- Understanding of principles and details
- Accuracy
- Guarantees that you are right

Your Typical Behaviors in Conflict:

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

Strategies to Reduce Conflict and Increase Harmony:

- Recognize that others may be more comfortable dealing with conflict, anger, and aggression. Expressions of anger or somewhat aggressive behavior by others are not necessarily personal attacks on you.
- Stand up for yourself with supervisors, friends, and coworkers rather than avoiding them or pretending to go along with them.
- Include all the people involved with a project in your decision-making process. Ask for their suggestions as well as their data.

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:

- Plan some extra time in your schedule for talking, relating, and socializing.
- Plan to talk about things that support his dreams, and goals.
- If you disagree with the direction, show your position in an organized presentation.
- Join in and talk positively about people and their goals.
- Do your homework, because Sample will have already done his share of it.
- Provide testimonials from people he sees as important and prominent.
- If you agree with the outcome, follow through and do what you say you will do.

When Communicating with Sample, DON'T:

- Talk down to him.
- Be unrealistic with deadlines.
- Be dogmatic.
- Leave decisions hanging in the air. Be certain all decision points have reached closure and result in plans for action.
- Whine about all of the work you have to do.
- Use unreliable evidence or testimonials.
- Get in the habit of manipulating ideas quickly.

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Communication Plan with the DOMINANT Style

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

Communication Plan with the INFLUENCING Style

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

Communication Plan with the STEADY Style

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

Communication Plan with the CONSCIENTIOUS Style

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

Potential Areas for Improvement

Everyone has some possible struggles, limitations or weaknesses. Oftentimes, it's simply an overextension of your strengths which may become a weakness. For example, a High D'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 be overly optimistic in your ability to persuade or manage others.

- You may trust people a bit too much and may get burned in the process.

- You may tend to oversell your ideas.

- You may be overly optimistic in judging others' abilities.

- When forming teams, you may tend to select people who are similar to you.

- You may tend to promise a bit more than you can deliver, then enlist the help of others to ensure timely delivery.

- You may withdraw ideas in order to keep from making waves or creating controversy.

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Summary of Sample Report's Style

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

YOUR STRENGTHS: WHAT YOU BRING TO THE ORGANIZATION

1._____

2._____

YOUR WORK STYLE TENDENCIES

1._____

2._____

YOUR MOTIVATIONS (WANTS)

1._____

2._____

YOUR NEEDS

1._____

2._____

YOUR MOTIVATIONS: IDEAL WORK ENVIRONMENT

1._____

2._____

COMMUNICATION DO'S & DON'TS

1._____

2._____

POTENTIAL AREAS FOR IMPROVEMENT

1._____

2._____

WORD SKETCH Adapted Style

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

	D	I	S	C
DISC Focus	**Problems / Tasks**	**People**	**Pace (or Environment)**	**Procedures**
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
Emotion	Decisive, risk-taker	Optimistic, trust others	Patience, stabilizer	Cautious, careful decisions
Fears	… being taken advantage of/lack of control	… being left out, loss of social approval	… sudden change/loss of stability and security	… being criticized/loss of accuracy and quality

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

WORD SKETCH Natural Style

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

DISC Focus	D — Problems / Tasks	I — People	S — Pace (or Environment)	C — Procedures
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
Emotion	Decisive, risk-taker	Optimistic, trust others	Patience, stabilizer	Cautious, careful decisions
Fears	... being taken advantage of/lack of control	... being left out, loss of social approval	... sudden change/loss of stability and security	... being criticized/loss of accuracy and quality

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6	argumentative daring demanding decisive domineering egocentric	emotional enthusiastic gregarious impulsive optimistic persuasive	calming loyal patient peaceful serene team person	accurate conservative exacting fact-finder precise systematic
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DISCstyles eGraphs for Sample Report

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

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

Adapted Style - Graph I

Natural Style - Graph II

D	I	S	C
34	59	73	59

D	I	S	C
45	70	40	73
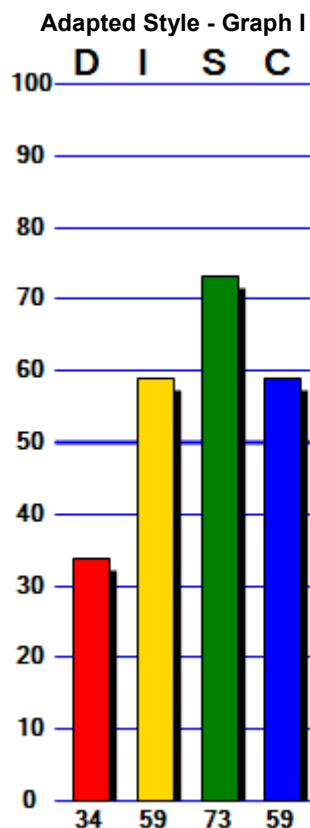
Pattern: Sci (2454)
Focus: Work
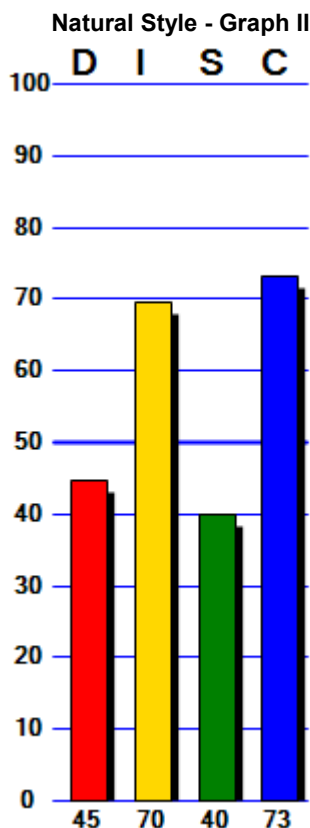
Pattern: CI (3535)
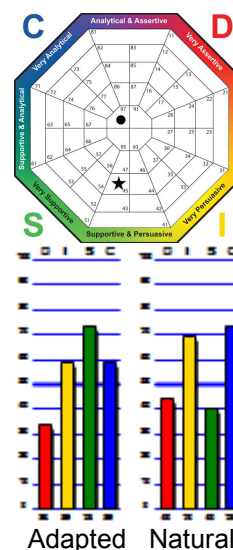
Adapted   Natural

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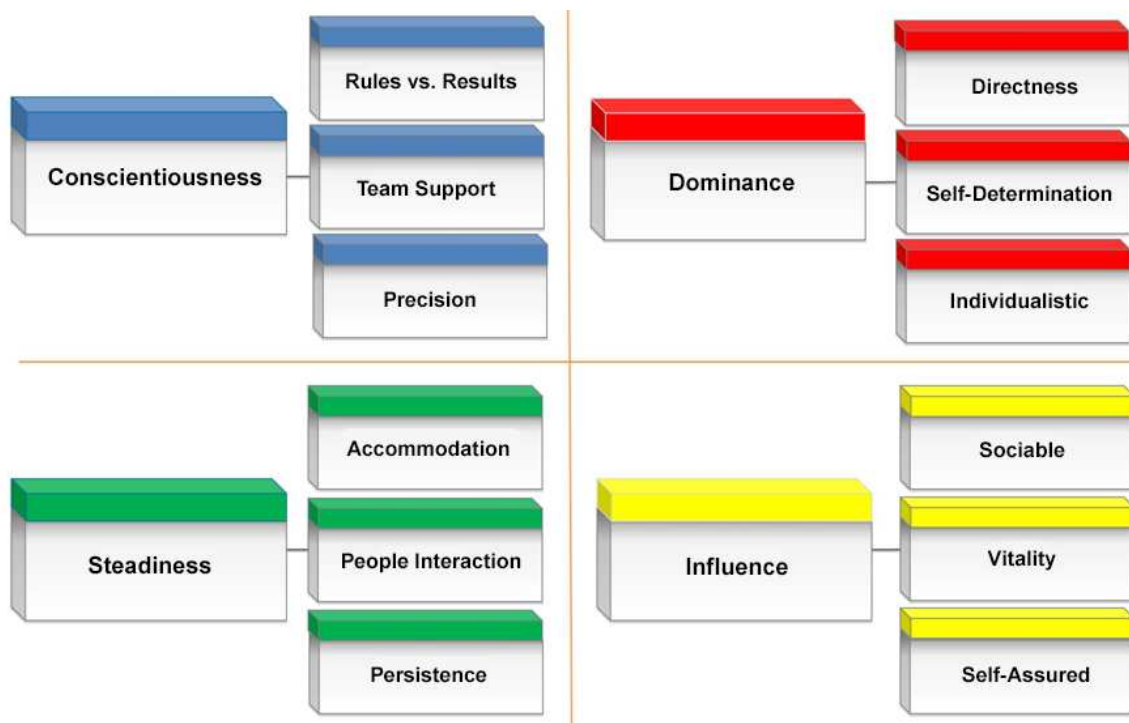
For a more complete understanding of a person's overall behavior style, you can view how each of the primary (4) four DISC factors interact to produce (12) twelve integrated behaviors.

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 <u>natural behaviors</u> 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. The Precision Behavior (C/S) [High Moderate Intensity]

0..............10..............20..............30.............40.............50.............60.............70.............80.............90.............100
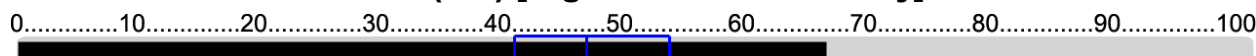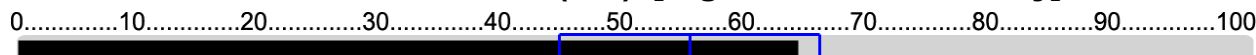
"How this individual's need for accuracy, precision and planning is impacted by their desire for team support and accommodation." The Precision behavior measures HOW the strength of this individual's need for structure, accuracy, order and precision is influenced by their pace, patience and level of team accommodation. Higher intensity scores reflect a desire to operate in a "fail-safe" environment supported by accurate data and through preparation while Lower intensity scores suggest steady paced progress, strong support, consideration and accommodation for the team's overall direction.

2. The Vitality Behavior (I/S) [High Moderate Intensity]

0..............10..............20.............30.............40.............50.............60.............70.............80.............90.............100
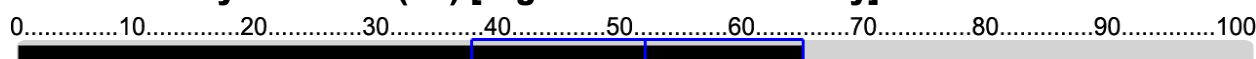
"How this individual's people focused extroversion is impacted by their preferred pace and activity level." The Vitality behavior measures HOW the strength of this individual's desire for interpersonal connections is influenced by their degree of urgency, preferred pace and activity level. Higher intensity scores reflect a high energy, freewheeling, confident and engaging style that will likely embrace new ideas and concepts while Lower intensity scores reflect thoughtfulness and care when crafting both words and deeds as one moves steadily toward the identified goal and objective.

3. The Rules vs. Results Behavior (C/D) [High Moderate Intensity]

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

"How this individual's need for accuracy, precision and guidelines is impacted by their need for immediate results." The Rules vs. Results behavior measures HOW the strength of this individual's need to precisely follow established structural and procedural guidelines, standards and codes is influenced by their need for direct "results now" actions that target immediate accomplishments. Higher intensity scores identify a strong need to pursue objectives with guidance and reliance upon established structure, rules, organizational protocols and policies while Lower intensity scores suggest a more direct, immediate "result now" focus that will not likely be restrained by established protocols, procedures and policies.

4. The Sociable Behavior (I/D) [High Moderate Intensity]

0..............10..............20.............30.............40.............50.............60.............70.............80.............90.............100
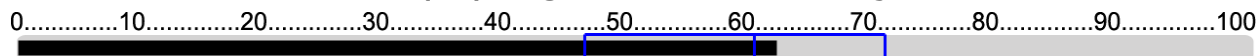
"How this individual's need for social interaction is impacted by their assertiveness and desire for immediate results." The Sociable behavior measures HOW the strength of this individual's preference for cordial social interaction and people connection is influenced by their need for immediate results. Higher intensity scores reflect an emphasis on seeking, building and sustaining personal relationships while Lower intensity scores reflect a much stronger competitive "result now" focus with less effort on accommodation and building relationships.

5. The Self-Determination Behavior (D/S) [Moderate Intensity]

0..............10..............20.............30.............40.............50.............60.............70.............80.............90.............100
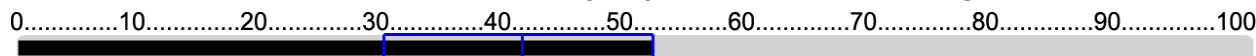
"How this individual's degree of assertive "results now" focus is impacted by their level of patience." The Self-Determination behavior measures HOW the strength of this individual's direct, assertive and "results now" oriented behaviors are influenced by their degree of patience and preferred pace. Higher intensity scores identify a preference toward a more "now oriented pace" that is keyed toward taking actions that achieve immediate results and goals while Lower intensity scores identify a steadier, less urgent pace that embraces planning and careful consideration of consequences prior to taking action.

6. The Team Support Behavior (C/I) [Moderate Intensity]

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

"How this individual's need for accuracy, precision and following procedure is impacted by their desire for social connection and interaction." The Team Support behavior measures HOW the strength of this individual's desire for accuracy, structure, rules and standards is influenced by the strength of their desire to interact, engage and accommodate other people. Higher intensity scores display reliance upon structure, logic, facts and established data, procedures and protocols while Lower intensity scores display a more cordially social, engaging and accommodating communication style with a less focus on established protocols.

7. The Self-Assured Behavior (I/C) [Moderate Intensity]

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

"How this individual's people oriented extroversion is impacted by their need for accuracy and structure." The Self-Assured behavior measures HOW the strength of this individual's extroversion and desire for personal connection with others is influenced by their need for structure, detail, and accurate evidence prior to taking action. Higher intensity scores can sometimes lead to overconfidence with a willingness to improvise and to take spontaneous actions vs. thorough planning while Lower intensity scores reflect a cautious and conscientious approach that seeks to take actions that are supported by reliable tactics, trusted data and past successes.

8. The Accommodation Behavior (S/D) [Moderate Intensity]

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

"How this individual's need to operate at a steady pace and innate degree of patience is impacted by their need for immediate results." The accommodation behavior measures HOW the strength of this individual's level of patience and activity level are influenced by the strength of their desire to lead, command and direct activities focused on immediate results and solutions. Higher intensity scores reflect a willingness to consider, accommodate and support alternative solutions and ideas while Lower intensity scores reflect a propensity to make difficult decisions, remain firm in supporting and defending them sustained by a strong focus on achieving immediate results and accomplishing assigned goals.

9. The Directness Behavior (D/I) [Low Moderate Intensity]

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

"How this individual's dominance and 'results now focus' is impacted by their desire to interact, connect and relate to others." The Directness behavior measures HOW the strength of this individual's direct, assertive and results oriented communication style is influenced by their desire to build relationships and connect with others. Higher intensity scores identify a willingness to make and defend tough and even unpopular decisions while Lower intensity scores will identify an inclination to search for a more socially interactive, popular and accommodating solution.

10. The Individualistic Behavior (D/C) [Low Moderate Intensity]

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

"How this individual's "results now" assertiveness is impacted by their desire to be accurate. analytical and structured." The Individualistic behavior measures HOW the strength of this individual's direct, assertive and "results now focus" is influenced by their need to precisely follow established structural and procedural guidelines while pursuing objectives. Higher intensity scores will not likely be deterred by potential restraints or established policies especially if they are perceived to impede immediate results while Lower intensity scores will favor strong and precise compliance and adherence to established structure, rules, policy and procedures.

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11. The People Interaction Behavior (S/I) [Low Moderate Intensity]

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

"How this individual's need for a steady pace and exercise of patience is impacted by their desire to connect and engage in social interaction." The People Interaction behavior measures HOW the strength of this individual's degree of patience and preferred activity level are influenced by the strength of their extroversion and a desire to socially interact and accommodate others. Higher intensity scores will display a great deal of care and consideration when crafting the words and deeds that impact others while Lower intensity scores will reflect a freewheeling and confident belief that most if not all interactive social situations can be handled "on the fly."

12. The Persistence Behavior (S/C) [Low Moderate Intensity]

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

"How this individual's need for pace and patience is impacted by their need for accuracy, precision and planning." The Persistence behavior measures HOW the strength of this individual's patience, activity level and team support is influenced by their need for accuracy, precision and structure. Higher intensity scores reflect an emphasis on supporting planned group and team efforts while Lower intensity scores reflect a need to follow established policies and procedures even if it requires running counter to the team's direction that may be advocating alternative or even potentially risky actions.

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 <u>may or may not</u> 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.
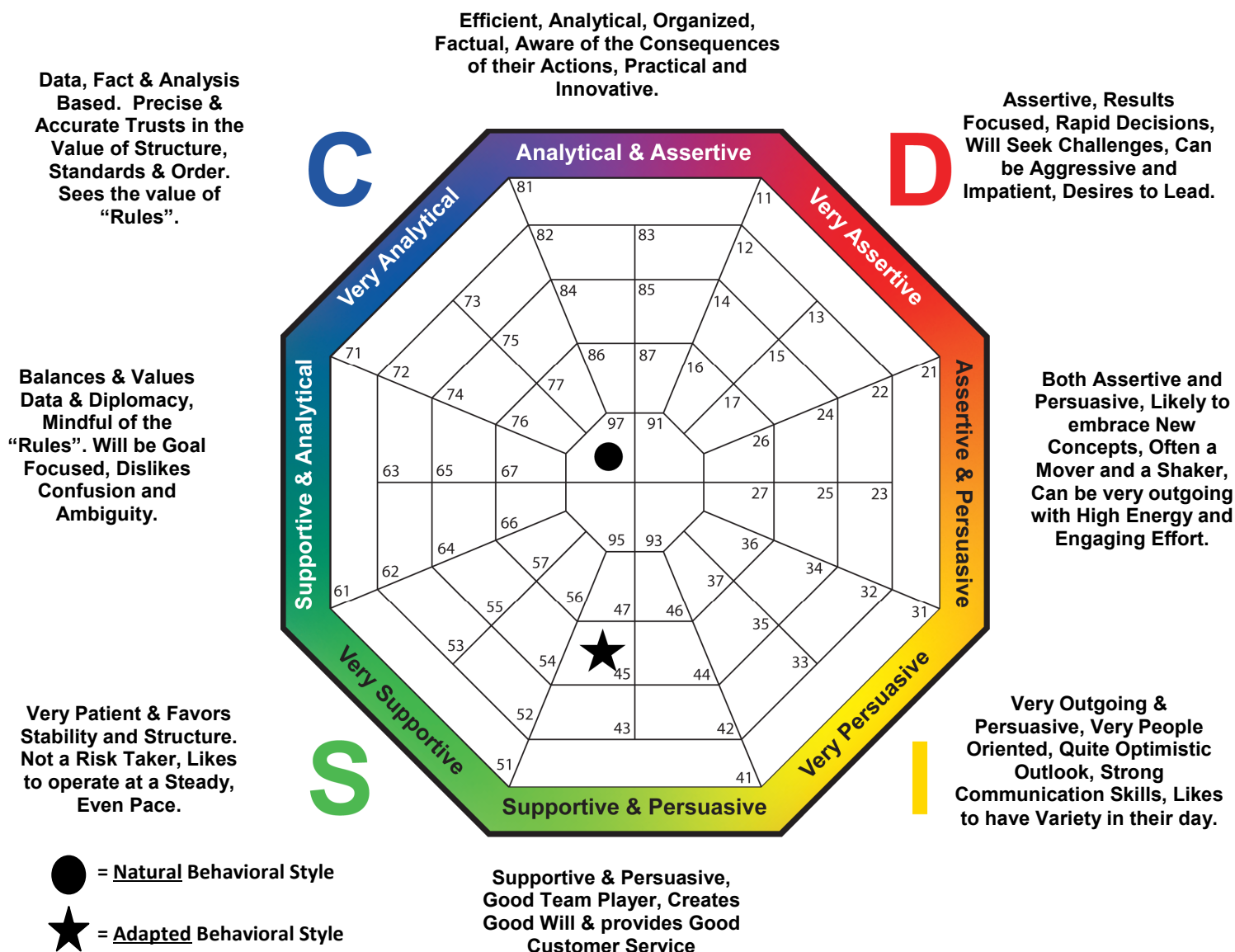
THE SCORING LEGEND
D = Dominance: How you deal with Problems
I = Influence/Extroversion: How you deal with Other People
S = Steadiness/Patience: How you deal with your Activity Level
C = Conscientious/Compliance/Structure: How you deal with the "Organization's Rules" as well as the focus on details, accuracy and precision

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

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

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

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

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

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

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

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

● = **Natural** Behavioral Style
★ = **Adapted** Behavioral Style

PART II Application of DISC Styles

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

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

THIS APPLICATION SECTION INCLUDES:

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

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

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

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

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

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

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

Overview of the Four Basic DISCstyles

Below is a chart to help you understand some of the characteristics of each of the Four Basic DISC Styles, so you can interact with each style more effectively. Although behavioral style is only a partial description of personality, it is quite useful in describing how a person behaves, and is perceived in personal, social and work situations.
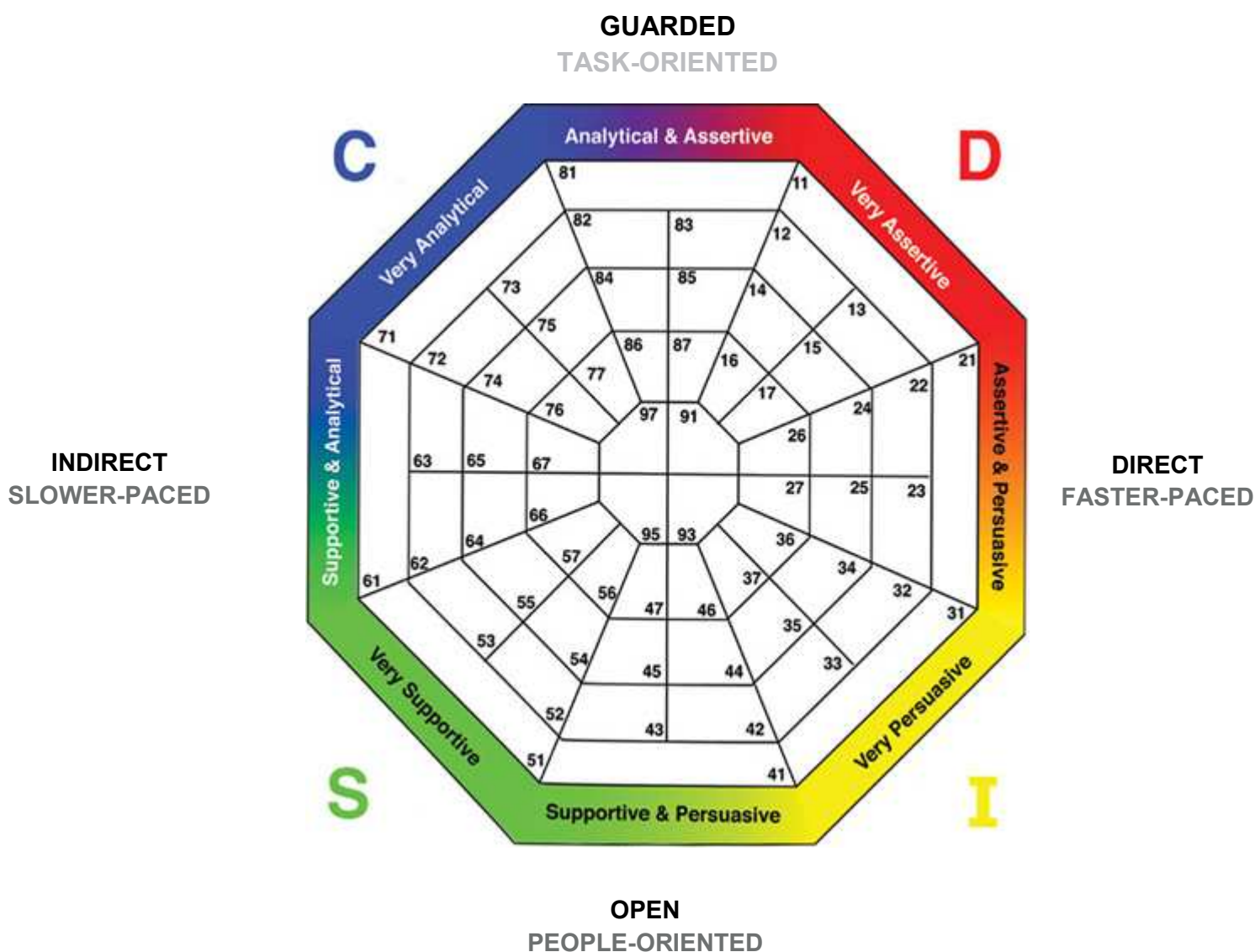
	HIGH DOMINANT STYLE	HIGH INFLUENCING STYLE	HIGH STEADY STYLE	HIGH CONSCIENTIOUS STYLE
PACE	Fast/Decisive	Fast/spontaneous	Slower/Relaxed	Slower/Systematic
PRIORITY	Goal	People	Relationship	Task
SEEKS	Productivity Control	Participation Applause	Acceptance	Accuracy Precision
STRENGTHS	Administration Leadership Pioneering	Persuading Motivating Entertaining	Listening Teamwork Follow-through	Planning Systemizing Orchestration
GROWTH AREAS	Impatient Insensitive to others Poor listener	Inattentive to detail Short attention span Low follow-through	Oversensitive Slows to begin action Lacks global perspective	Perfectionist Critical Unresponsive
FEARS	Being taken advantage of	Loss of social recognition	Sudden changes Instability	Personal criticism of their work efforts
IRRITATIONS	Inefficiency Indecision	Routines Complexity	Insensitivity Impatience	Disorganization Impropriety
UNDER STRESS MAY BECOME	Dictatorial Critical	Sarcastic Superficial	Submissive Indecisive	Withdrawn Headstrong
GAINS SECURITY THROUGH	Control Leadership	Playfulness Others' approval	Friendship Cooperation	Preparation Thoroughness
MEASURES PERSONAL WORTH BY	Impact or results Track records and products	Acknowledgments Applause Compliments	Compatibility with others Depth of contribution	Precision Accuracy Quality of results
WORKPLACE	Efficient Busy Structured	Interacting Busy Personal	Friendly Functional Personal	Formal Functional Structured

How to Identify Another Person's Behavioral Style

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

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

The Whole Picture

GUARDED
TASK-ORIENTED

INDIRECT
SLOWER-PACED

DIRECT
FASTER-PACED

OPEN
PEOPLE-ORIENTED

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

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

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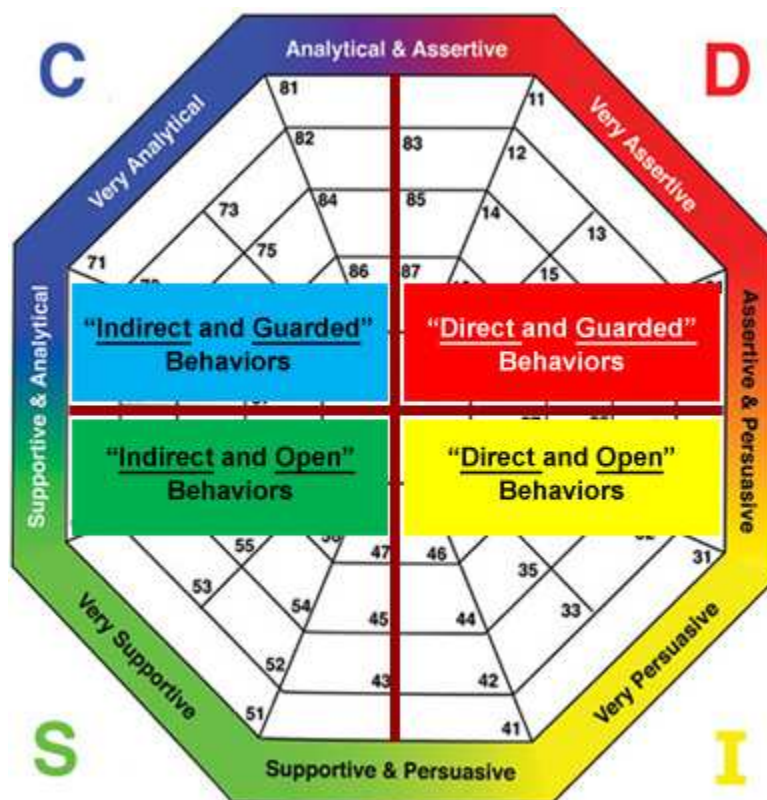
When we integrate both the natural tendency to be either **DIRECT** or **INDIRECT** with the natural tendency to be either **GUARDED** or **OPEN** it forms the foundation and the basis for plotting each of the four different behavioral styles:

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

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

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

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

The behavioral intensity of <u>directness or indirectness and being open or guarded</u> is shown in the quadrant you plot. The plots towards the edge of the 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
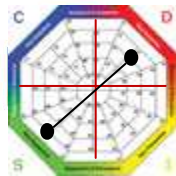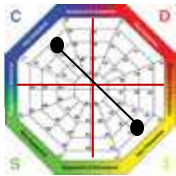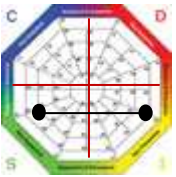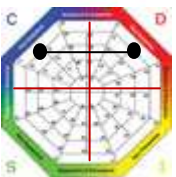- When disagreeing, choose words carefully

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
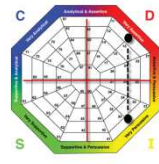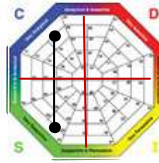- Be willing to digress from the agenda

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
Double Tensions of Patience vs. Urgency AND People versus Task ***Pattern 1:*** *The High S's preferred Patient & 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.*	 **High S + High D** *(Lower Left vs. Upper Right Quadrant)*
Double Tensions of Patience vs. Urgency AND People versus Task ***Pattern 2:*** *The High C'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.*	 **High C + High I** *(Upper Left vs. Lower Right Quadrant)*
Patience vs. Urgency Tensions: *The High S's innate patience can conflict with the High I's Sense of Urgency.*	 **High S + High I** *(Lower Left vs. Lower Right Quadrant).*
Patience vs. Urgency Tensions: *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.*	 **High C + High D** *(Upper Left vs. Upper Right Quadrant)*

Tension Among the Styles Continued

Potential Tension(s)/Disconnects	Plot Points
People vs. Tasks Tensions *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.*	 **High D + High I** *(Upper Right vs. Lower Right Quadrant)*
People vs. Tasks Tensions *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'.*	 **High C + High S** *(Upper Left vs. Lower Left Quadrant).*

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 SAMPLE

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/responsiveness to emotions

SALES AND SERVICE

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

IN SOCIAL SETTINGS…

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

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

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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

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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

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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

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

Reference you 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.

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

Translating

Reference 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.

	The Dependent Learner (52% of people)	The Collaborative Learner (22% of people)	The Autonomous Learner (26% of people)
Overall characteristics	Dependent learners prefer course leader directed information, high structure, and clear focus. Lectures or tutorials are, therefore, more favored. Dependent learners tend to like large groups because the learning format has to be more formal.	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.
Likes	- Tutorials. - Lectures. - Presentations. - Bulletins. - Manuals. - Procedures. - Work instructions. - Guidelines. - Outlines. - Summaries.	- Seminars. - Workshops. - Group discussions. - Role plays. - Think tanks. - Brainstorming. - Sessions. - Projects. - Games. - Simulations. - Clubs.	- Reading. - Writing. - Distance learning. - Simulations. - One to one counseling. - Models. - Individual. - Assignments. - Loose ideas. - Big picture concepts.
Dislikes	- Conceptual models. - Doodles. - Complex charts. - Data without notes. - Unsupported ideas/opinions.	- Working alone. - No interaction. - Long lectures. - Individual reading. - Distance learning.	- Technical presentations. - Detailed lectures. - Policies and procedure. - Fixed procedures and work instructions. - Work books/manuals.

Relating

Reference you 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.

Visual Learners (45% of people)	
Characteristics	**Learn best by**
- When relaxing, prefer to watch a film or video, go to the theatre, or read a book.	- Writing down key facts.
- Prefer to talk to people face-to-face.	- Visualizing what they are learning.
- Are often fast thinkers and talkers.	- Creating pictures/diagrams from what they are learning.
- Forget names, remember faces.	- Using time lines for remembering dates.
- If lost or need directions, prefer a map. When inactive, tend to doodle or watch someone/something.	- Creating their own strong visual links.
- Reward people with a note, letter, or card	- Using pictures, diagrams, charts, film, video, graphics, etc.

Kinesthetic Learners (25% of people)	
Characteristics	**Learn best by**
- When relaxing, prefer to play games and sports.	- Coping demonstrations.
- Prefer to talk to people while doing something else.	- Making models.
- Slow talkers, use gestures and expressions.	- Recording information as they hear it, perhaps in a Mind Map.
- Shake hands with people they meet.	- Walking around while they read.
- If lost or need directions, prefer to be shown the way.	- Underlining/highlighting new information/key points.
- Reward people with a pat on the back. - Cannot sit still for long periods of time.	- Putting key points on index cards and sorting them into order.
	- Getting physically and actively involved in their learning.

Auditory Learners (30% of people)	
Characteristics	**Learn best by**
- When relaxing, prefer to listen to music or radio.	- Hearing a seminar, presentation, or explanation.
- Prefer to talk to people on the phone. Enjoy listening to others, but impatient to talk; talk in a rhythmic voice.	- Reading aloud to themselves.
- Forget faces, remember names.	- Reading with emotion or accent.
- If lost or need directions, prefer to be told.	- Making a tape of key points to listen to in the car, while ironing, etc.
- When inactive, tend to talk to themselves or others.	- Verbally summarize in their own words.
- Reward people with oral praise.	- Explain the subject to someone else.
	- Use their own internal voice to verbalize what they are learning

⭐ Understanding

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

⭐ Summary

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

A variety of great resources to deepen your DISC knowledge, such as a PDF workbook, PDF eBook, MP3 audio, DISC Virtual Training, etc.

**We have one great offer FOR ONLY $0.99
(at over a 90% discount) � a fantastic value!**

Take a look at http://www.AssessmentDownloads.com/offer

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