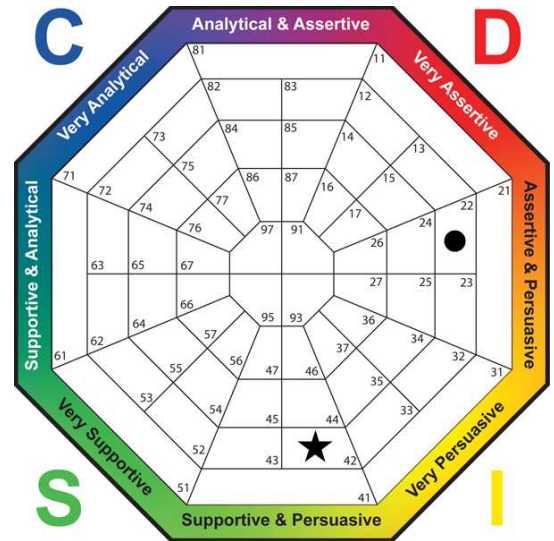


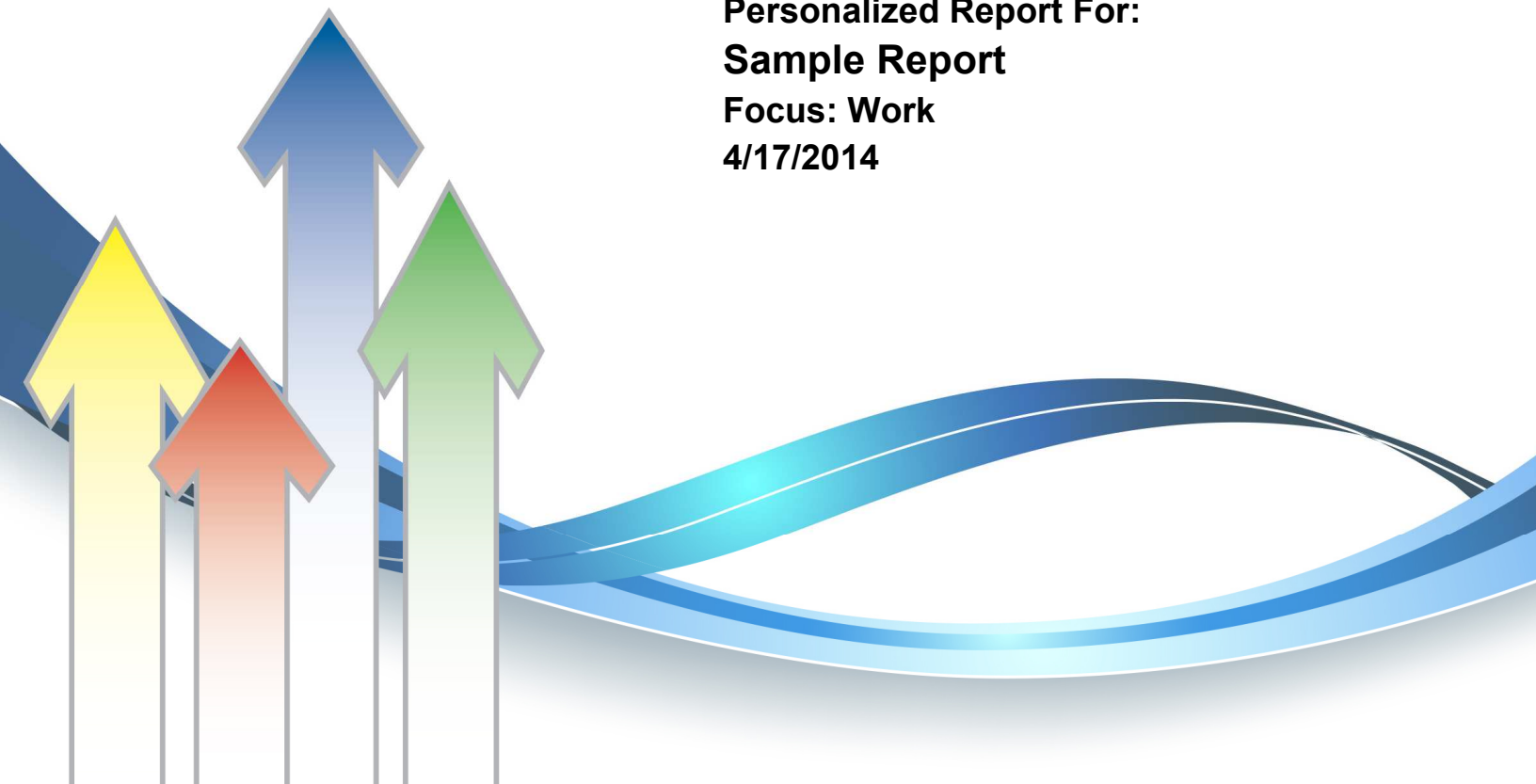
# ActionCOACH

business coaching



## The DISCstyles™ Leadership and Learning Style Report

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



# Table of Contents

Introduction to the DISCstyles Online Report .....	3
<b>PART I UNDERSTANDING YOURSELF</b>	
General Characteristics.....	4
Your Strengths: What You Bring to the Organization .....	6
Your Motivations (Wants) and Needs .....	7
Your Motivations: Ideal Work Environment.....	8
Your Behavior and Needs Under Stress.....	9
Communication Plans .....	10
Potential Areas for Improvement .....	13
Summary of Your Style .....	14
Word Sketch: Adapted Style .....	15
Word Sketch: Natural Style .....	16
Your Personalized eGraphs.....	17
The 12 Integrated DISC Styles Relationships.....	18
Your Behavioral Pattern View .....	22
<b>PART II APPLICATION OF DISC STYLES</b>	
Application, Application, Application .....	23
Overview of the Four Basic DISCstyles .....	24
How to Identify Another Person's Behavioral Style .....	25
What is Behavioral Adaptability? .....	27
How to Modify Your Directness and Openness .....	28
Tension Among the Styles .....	29
How to Adapt to the Different Behavioral Styles .....	32
Building and Maintaining Rapport Throughout The Leadership Process .....	36
Taking Ownership Of Your Destiny.....	48
So Now What? .....	49
<b>PART III LEARNING STYLES</b>	
Introduction and Your Learning Style Results.....	LS-1
Using Learning Styles .....	LS-2
Attending .....	LS-3
Translating.....	LS-4
Relating (VAK) .....	LS-5
Understanding .....	LS-6
Summary .....	LS-7
<b>PART IV ADDITIONAL RESOURCES</b>	
Additional Resources .....	LS-8
Disclaimer.....	LS-9

# Introduction to the DISCstyles™ Leadership 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
<b>Dominance</b>	Tends to be direct and guarded
<b>Influence</b>	Tends to be direct and open
<b>Steadiness</b>	Tends to be indirect and open
<b>Conscientious</b>	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

### 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 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
Needs →	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, teams, stable environment	Rules to follow Data to analyze
Emotions →	Decisive, risk-taker	Optimistic, trusts others	Patience, non-expressive	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 competetive 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.

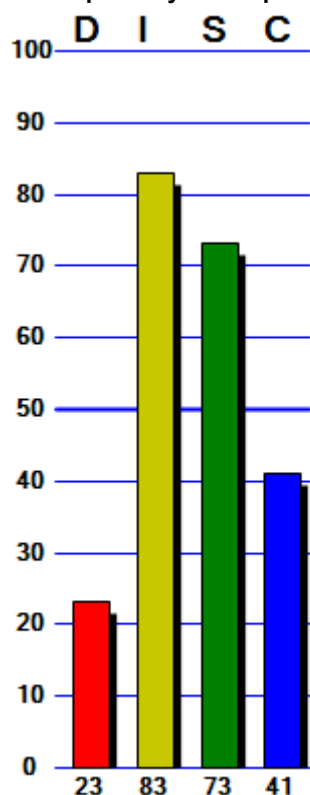
	<b>D</b>	<b>I</b>	<b>S</b>	<b>C</b>
DISC Focus →	PROBLEMS/TASKS	PEOPLE	PACE (of environment)	PROCEDURES
Needs →	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, teams, stable environment	Rules to follow Data to analyze
Emotions →	Decisive, risk-taker	Optimistic, trusts others	Patience, non-expressive	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

## 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.

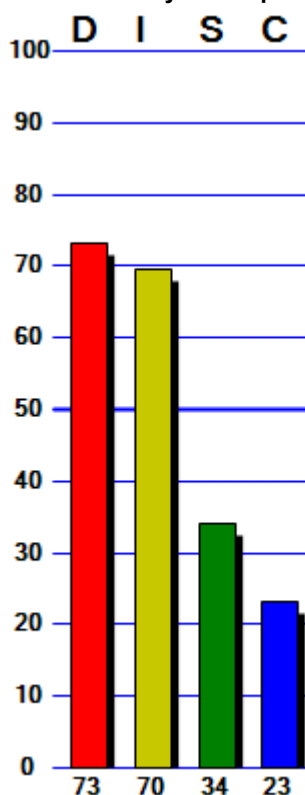
Adapted Style - Graph I



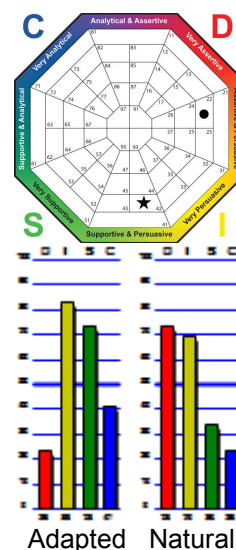
Pattern: IS (2653)

Focus: Work

Natural Style - Graph II



Pattern: DI (5522)

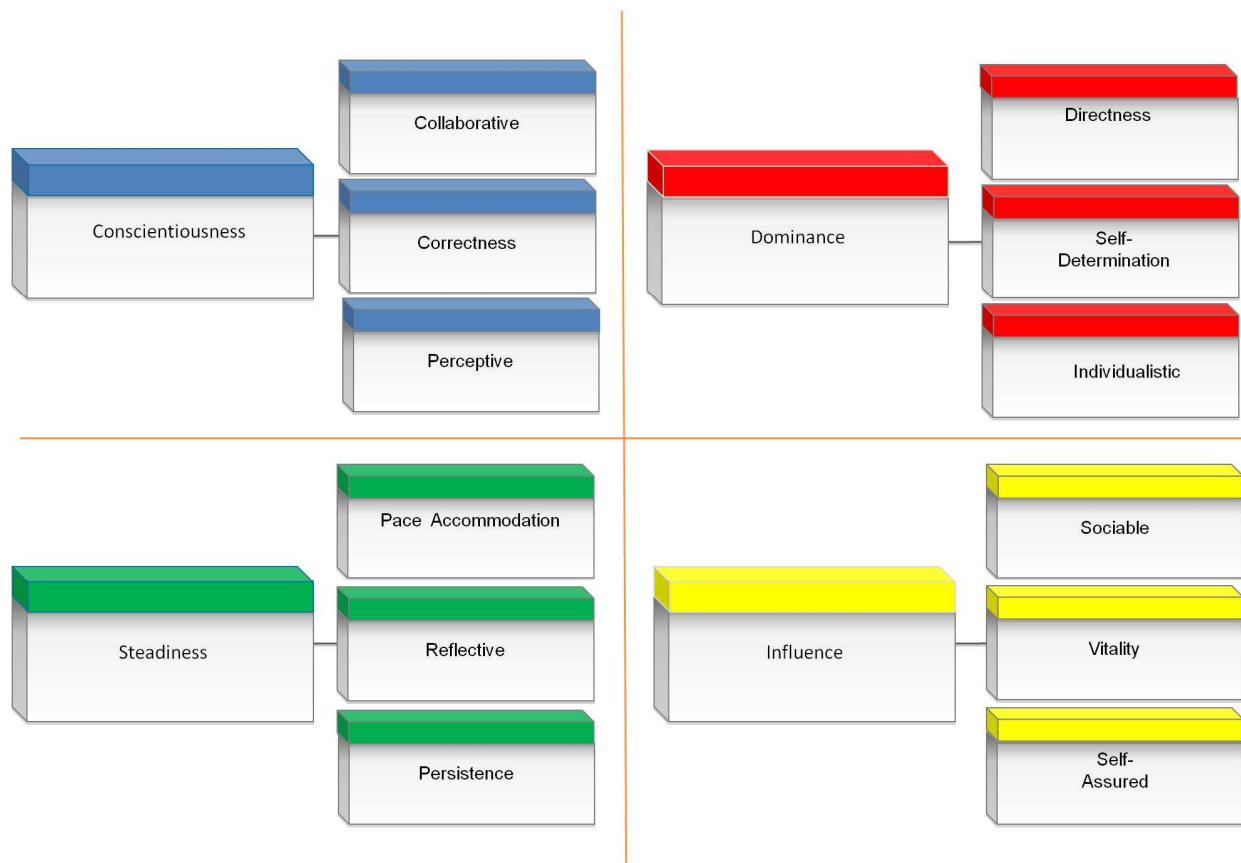


If the two bars are similar, it means that you tend to use your same natural behaviors in that environment. If your Adapted Style is different from your Natural Style, this may cause stress if done over a long period of time. You are then using behaviors that are not as comfortable or natural for you.

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]


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



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]


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



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]


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



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]


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



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]


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



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]**


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



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]**

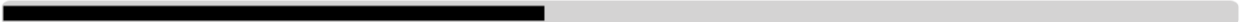
0.....10.....20.....30.....40.....50.....60.....70.....80.....90.....100



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]**


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



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]**


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



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]**

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



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.

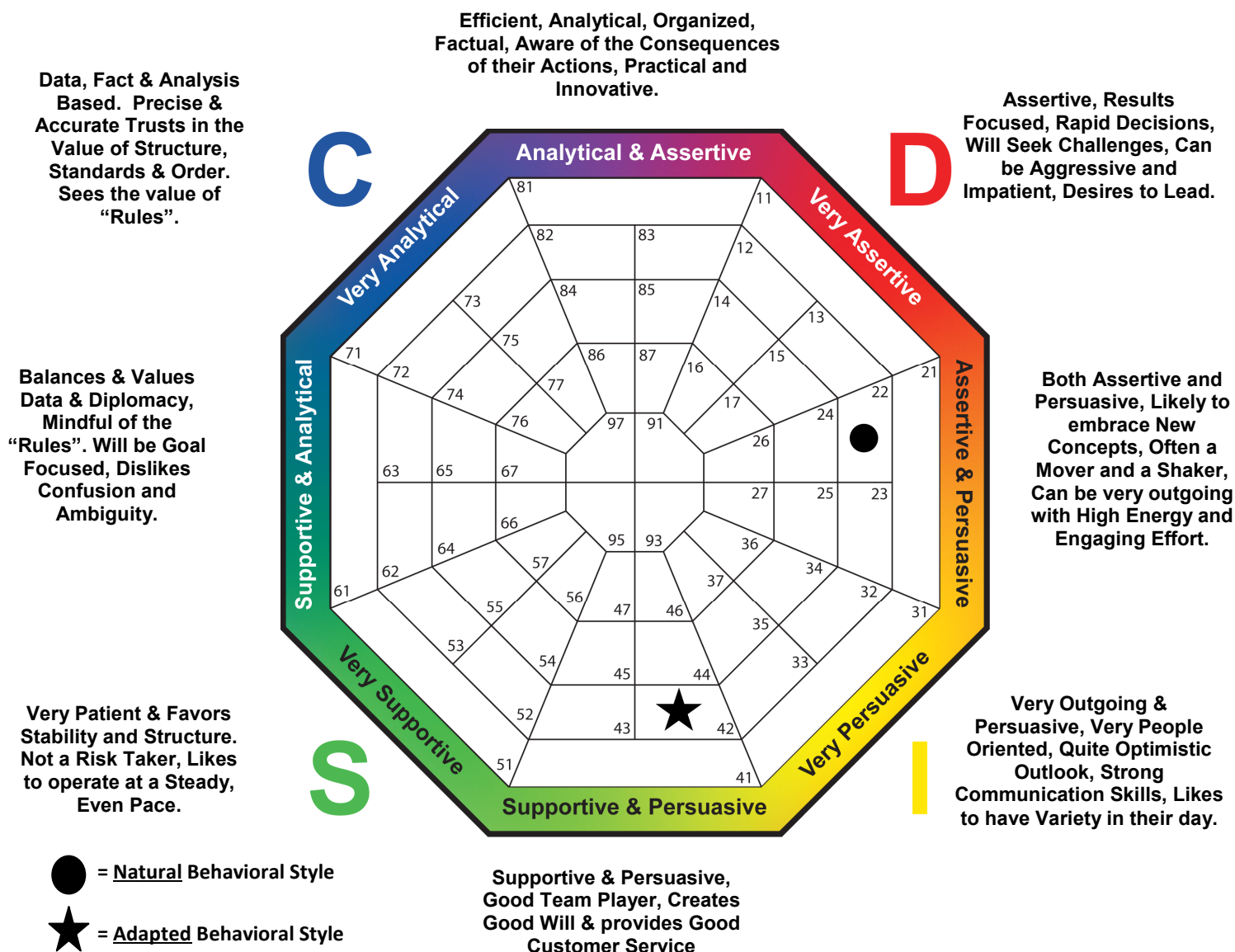
## THE SCORING LEGEND

**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





## 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.

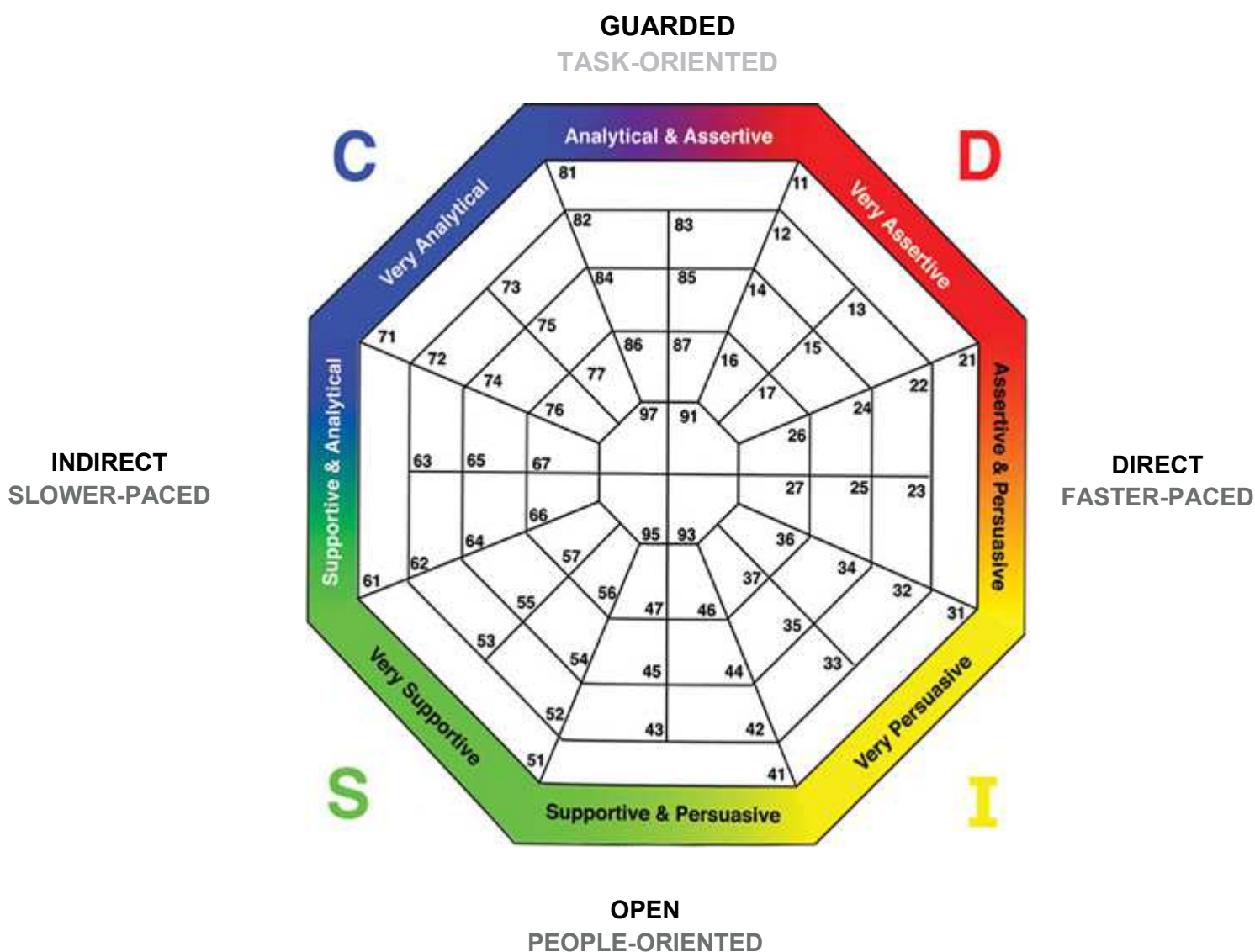
	HIGH DOMINANT STYLE	HIGH INFLUENCING STYLE	HIGH STEADY STYLE	HIGH CONSCIENTIOUS STYLE
<b>PACE</b>	Fast/Decisive	Fast/spontaneous	Slower/Relaxed	Slower/Systematic
<b>PRIORITY</b>	Goal	People	Relationship	Task
<b>SEEKS</b>	Productivity Control	Participation Applause	Acceptance	Accuracy Precision
<b>STRENGTHS</b>	Administration Leadership Pioneering	Persuading Motivating Entertaining	Listening Teamwork Follow-through	Planning Systemizing Orchestration
<b>GROWTH AREAS</b>	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
<b>FEARS</b>	Being taken advantage of	Loss of social recognition	Sudden changes Instability	Personal criticism of their work efforts
<b>IRRITATIONS</b>	Inefficiency Indecision	Routines Complexity	Insensitivity Impatience	Disorganization Impropriety
<b>UNDER STRESS MAY BECOME</b>	Dictatorial Critical	Sarcastic Superficial	Submissive Indecisive	Withdrawn Headstrong
<b>GAINS SECURITY THROUGH</b>	Control Leadership	Playfulness Others' approval	Friendship Cooperation	Preparation Thoroughness
<b>MEASURES PERSONAL WORTH BY</b>	Impact or results Track records and products	Acknowledgments Applause Compliments	Compatibility with others Depth of contribution	Precision Accuracy Quality of results
<b>WORKPLACE</b>	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.

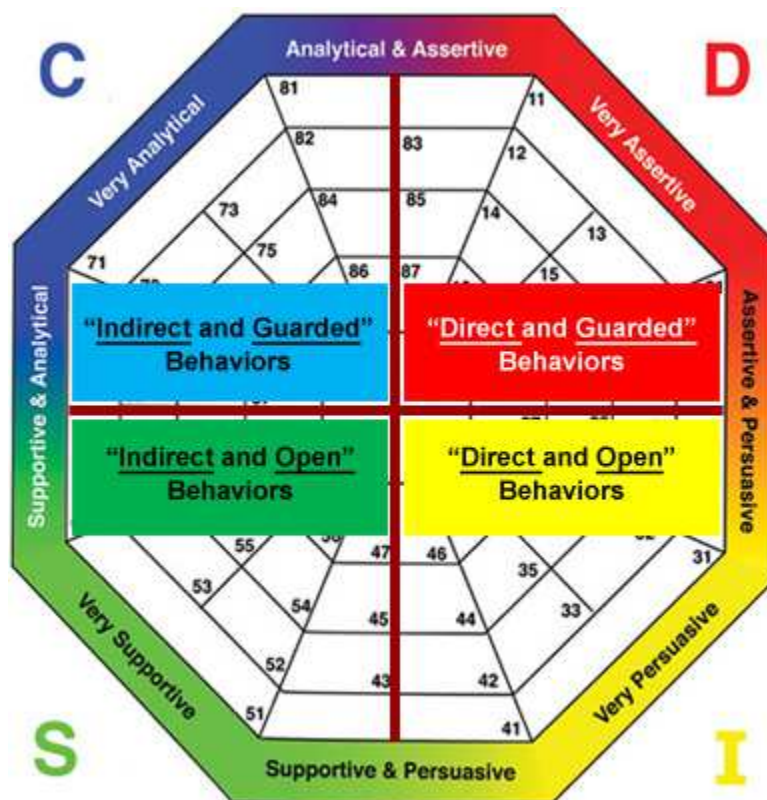
When you combine both scales, you create each of the four different behavioral styles. Individuals who exhibit guarded and direct behaviors are Dominance Styles; direct and open behaviors are Influence Styles; open and indirect behaviors are Steadiness Styles; and indirect and guarded behaviors are Conscientious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

### The Whole Picture



## 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

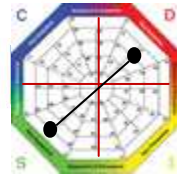
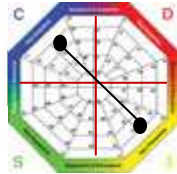
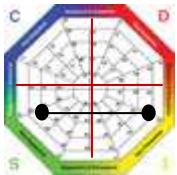
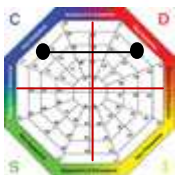
#### TO INCREASE

- 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:

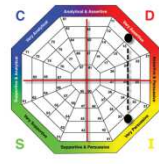
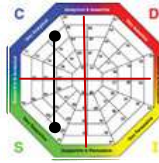
- Get right to the task – the bottom line
- Maintain more of a logical, factual orientation
- Keep to the agenda
- Do not waste the other person's time
- Do not initiate physical contact
- Downplay your enthusiasm and body movement
- Use businesslike language

## Tension Among the Styles

Potential Tensions/Disconnects	Plot Points Example
<p><b><u>Double Tensions</u> of Patience vs. Urgency AND People versus Task</b></p> <p><i>Pattern 1: 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.</i></p>	 <p><b>High S + High D</b> (Lower Left vs. Upper Right Quadrant)</p>
<p><b><u>Double Tensions</u> of Patience vs. Urgency AND People versus Task</b></p> <p><i>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.</i></p>	 <p><b>High C + High I</b> (Upper Left vs. Lower Right Quadrant)</p>
<p><b>Patience vs. Urgency Tensions:</b></p> <p><i>The High S's innate patience can conflict with the High I's Sense of Urgency.</i></p>	 <p><b>High S + High I</b> (Lower Left vs. Lower Right Quadrant).</p>
<p><b>Patience vs. Urgency Tensions:</b></p> <p><i>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.</i></p>	 <p><b>High C + High D</b> (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> (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> (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/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

## 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 / Productivity

### BUILDING AND MAINTAINING RAPPORT AND PRODUCTIVITY THROUGHOUT THE MANAGEMENT/LEADERSHIP PROCESS

The Platinum Rule (*Do Unto Others as They Would Have You Do Unto Them*) can have a positive effect on almost every aspect of managing/leading others. With each of the four DISC behavioral types, for example, there's a different way to communicate and delegate tasks to them; compliment and correct them; and motivate and counsel them.

Learning these methods can quickly make you a more sensitive, effective leader of people. Sensitivity and tact are constantly demanded of leaders. If, as someone once said, tact is the radar of the mind, The Platinum Rule can be a valuable tune-up of your antenna.

By now, you know your primary DISC behavioral style along with growth opportunities to help you deal better with tasks and people. Keep those thoughts in mind.

Meanwhile, recognize that your power to influence employees springs from two sources. First, there's "position power." That's just what it sounds like, you're the CEO, the department head, the regional manager, and a certain amount of power comes with that title.

But ask any CEO what happens when he tries to get a brand of ketchup changed in the employee cafeteria. Ask the department head what happens when she decides to cut back on overtime. Ask the regional manager what happens when he asks all the store managers to upgrade the signs in their windows. Sometimes the bosses get their way and sometimes they don't.

So even if you have a title, you can't rely on position power alone to get you what you want. You also need "personal power." In fact, it's now generally believed that a leader can't really lead until he or she is genuinely accepted by those who are to be led.

If the CEO, department head, or regional manager gets the cooperation he or she asks for, it's not just because that person has a title. It's because he or she has also gained the confidence and trust of the average employee. It's because he or she has attained personal power.

So position power comes from being anointed by the hierarchy. But personal power comes from earning it, from developing it. Position power is a starting point for influencing people. But it's personal power that turns mere compliance into real cooperation.

The Platinum Rule provides that extra ingredient that leaders and managers can use in endless ways for their firm and for themselves. Being adaptable can help supervisors, managers and leaders build bridges to their employees and make them feel valued. By learning how best to respond to their interests and concerns, their strengths and weaknesses, you can get the most from your people as well as leave them more personally satisfied.



## Developing Your People

<p><b><u>Developing C's</u></b></p> <ul style="list-style-type: none"> <li>• Point out the most important things to remember first</li> <li>• Demonstrate in an efficient, logical manner, stressing the purpose of each step</li> <li>• Proceed slowly, stopping at key places to check for their understanding</li> <li>• Ask for possible input, especially regarding potential refinements</li> <li>• Build up to the big picture</li> </ul>	<p><b><u>Developing D's</u></b></p> <ul style="list-style-type: none"> <li>• Focus on the big picture</li> <li>• Cover basic steps/ high points quickly</li> <li>• Show them the simplest, fastest route to get them to their stated destination</li> <li>• Tell them what is to be done by when</li> <li>• Help them find shortcuts</li> <li>• Connect concept with their highest value</li> </ul>
<p><b><u>Developing S's</u></b></p> <ul style="list-style-type: none"> <li>• Use one-on-one, hands-on instruction</li> <li>• Start at the beginning &amp; end at the end</li> <li>• Let them observe others before trying</li> <li>• Provide a step-by-step list of procedures or a working timetable/ schedule.</li> <li>• Allow plenty of repetition for their actions to become second nature and more routine</li> <li>• Use a pleasant and patient approach in small group settings</li> </ul>	<p><b><u>Developing I's</u></b></p> <ul style="list-style-type: none"> <li>• Release information in chunks</li> <li>• Skip details and boring material</li> <li>• Get them involved kinesthetically</li> <li>• Let them show you what they are learning</li> <li>• Be slow to criticize and quick to praise</li> <li>• Let them teach concept to others</li> </ul>

## Adapt Your Communication Style

### Communicating with C's

- Be well organized and clear in your communications
- They search for logical conclusions
- Ask your questions in a more discreet, non-judgmental manner to elicit the points, objectives, or assurances C's want: "Lenny, I'm not trying to pressure you, but are you not interested in the auditor's position, or in any position?"

### Communicating with D's

- Listen to their suggestions, their course of action and the results they are considering.
- Find areas where you already agree.
- Work backwards toward gaining agreement on the results you both want—and are willing to either mutually or independently allow the other to achieve: "Sarah, this format will give you the freedom to develop your branch your way and still allow Vern and Ellen to structure theirs another way... without sacrificing time or morale."

### Communicating with S's

- Be ready to do more talking than listening; they don't feel comfortable when the limelight is focused on them.
- Clarify any key agenda items with them.
- Stay organized and move forward steadily (but slowly) as you check to make sure they understand and accept what is being said:  
"Did you want me to stick around the office at a particular time each day in case you need to telephone me for emergency questions on this account, or do you want me to call you?"

### Communicating with I's

- Listen to their personal feelings and experiences
- Their style requires open and responsive interaction with others, preferably in a manner of congenial and unhurried conversation (like that between long-time friends): "Just between you and me, Chris, I feel very uneasy about Jill and Howard handling this account by themselves."

## Helping People Reach Decisions

### Helping C's Decide

- Confirm they are open to discussing the problem or decision
- If they aren't ready, either set a definite time that's better for both of you or explore their concern in even pursuing this subject
- Give them time and space to think clearly
- When the situation is being explored, review your impression of the process: "My understanding is you'd like to think it over and figure out what time commitment you'd be able to make to the group. When may I call you about your decision?"

### Helping D's Decide

- D's tend to make autonomous, no-nonsense decisions.
- If the decision will help them meet their goals, they go for it; if not, they say no.
- One of the few times they put off reaching a conclusion is when it takes too much time/ effort doing the homework to determine the best alternative.
- Prevent this procrastination by simply providing a brief analysis for each option.

### Helping S's Decide

- Deal with only one subject or situation at a time, one step at a time
- Before moving on to other items, make sure they are ready, willing, and able to do so
- Remain calm and relaxed
- Encourage them to share their suggestions as to how the decision might be made in a way that is likely to add even more stability to the current conditions: "Would you mind writing down a schedule of your office's activities so I can write my proposal without missing anything?"

### Helping I's Decide

- They want to avoid discussions of complex, negative-sounding, messy problems
- Frame suggestions in a positive light
- They are open to your suggestions—as long as they allow them to look and feel good—and not require a lot of difficult, follow-up, detail work or long-term commitments. "You know just about everybody, George. Since we need to get \$350 in pledges by the end of February, why not go ahead and wrap up all your calls by Friday? Then you can relax a lot more next week."

## Motivating Your People

### Motivating C's

- Appeal to their need for accuracy and logic.
- Keep your approach clear, clean and procedural.
- Better yet, provide illustration and documentation.
- Avoid exaggeration and vagueness.
- Show them how this is the best available current option.

### Motivating D's

- Lead with the big picture.
- Provide them with options and clearly describe the probabilities of success in achieving goals.
- Allow them the opportunity to make choices.
- Set boundaries, but let them take charge.

### Motivating S's

- Show how their work benefits others.
- Show how the outcome will provide security for their family.
- Connect their individual work to the benefit of the whole team.
- Get them to see how their follow-through links to a greater good.
- Show how it can strengthen their relationships with others.

### Motivating I's

- Provide "special" incentives to inspire them to go the whole nine yards.
- Show them how they can look good in the eyes of others.
- Create short-term contests that don't require long-term commitment.
- Reward them in front of others.
- Let them speak about their achievements.

## Complimenting Your People

### Complimenting C's

- Mention their efficiency, thought processes, organization, persistence and accuracy
- Don't mix personal and professional comments unless you know them very well
- One C told us: "Compliments don't mean much to me. But I do like genuine, heartfelt appreciation once in awhile."
- Keep praise simple and concise

### Complimenting D's

- Mention their achievements, upward mobility and leadership potential.
- Omit personal comments and focus on their track record: "Jones, you've exceeded our company goals every month for the past year and have put in more hours than anybody but the top officials here. The CEO has his eye on you for an upcoming VP slot."

### Complimenting S's

- Mention their teamwork and dependability
- Remark about how others regard them, how well they get along with co-workers, and how important their relationship-building efforts have been to the company
- Effusiveness can arouse their suspicions, so stick to praising what they've done rather than personal attributes

### Complimenting I's

- Pay direct personal compliments to them when legitimately deserved
- Mention their charm, friendliness, creative ideas, persuasiveness, and/or appearance (or better yet, all of the above)
- They willingly accept "general praise": "We are so lucky to have you with us, Dee. You're a real gem."

## Counseling Your People

### Counseling C's

- Draw them out by asking, "How would you...?" questions about problems
- They express thoughts indirectly, so persist in your attempts to get them to talk.
- They need to plan for change so they can identify and bring under control any key considerations that have to be addressed.
- When possible, allow them to investigate possible repercussions, especially at the beginning stages. That way they'll become more comfortable with possible changes.

### Counseling D's

- Stick to the facts.
- Draw them out by talking about the desired results; then discuss their concerns.
- Focus on tasks more than feelings.
- Ask them how they would solve problems: "Anne, we've heard comments that need to be addressed. It seems some of your employees don't feel appreciated for the extra hours they've been putting in for you. They've worked 14-hour days to beat your deadline. How do you think we can bolster their morale?"

### Counseling S's

- Understand the emotional side of their situation by drawing them out through questioning and listening
- They are disrupted by change and the unknown.
- Reduce their fears by showing how specific changes will benefit them and others:  
"Barbara, moving to Dallas will be an adjustment for all of us at first, but 80% of our staff has agreed to go. The company will move you and your family, sell your house, and give you a 10% bonus for loyal service."

### Counseling I's

- Give them ample opportunity to talk about whatever may be bothering them
- Pay attention to both facts and feelings, but put your primary emphasis on their feelings
- Involve them by asking how they could solve a challenge or problem
- Sometimes, just airing their feelings and thoughts relieves tension for I's
- Talking allows them to get something off their chests and can even become an end in itself, since their energy is largely influenced by the quality of their relationships



## Correcting Your People

### Correcting C's

- Show them how to get a job done and they'll master and modify it to suit their needs
- Specify the exact behavior that is indicated and how you would like to see it changed
- Mutually agree on checkpoints and timeframes.
- Allow them to save face, as they fear being wrong. "Nelson, your work here is typically done neatly and on time. Now that we're switching to computers, you'll be able to turn out the same quality of work faster. I'd like you to take this computer class..."

### Correcting D's

- Describe what results are desired.
- Show the gap between actual and desired.
- Clearly suggest the needed improvement and establish a time to get back to you: "We need to streamline communication so that one hand knows what the other is doing. Last month, we had two separate divisions calling on the same CEO for corporate donations. I want you to work up a plan to keep everybody informed of who's working on what so we don't duplicate our efforts. Get back to me by the end of the week."

### Correcting S's

- Reassure them that you only want to correct a specific behavior, not them personally
- They tend to take things personally, so remove the "something is wrong with you barrier" as quickly as possible
- Point out in a non-threatening way what they're already doing right while also emphasizing what needs changing: "Norma, I admire your persistence, but we have to add more details to the proposal before we send it out. For example..."

### Correcting I's

- They avoid facing problems and if pressure persists, may walk away from the problem.
- Sometimes stress manifests itself in animated panic. "I can't talk now, Hal. It's really hit the fan this time!"
- Let them specifically know the challenge and define the behaviors to solve the problem
- Confirm the mutually agreeable action plan (in writing) to prevent future problems
- Use positive, optimistic questions and phrases: "How'd you like to increase your sales to your normal range and beyond?"



## Delegating to Your People

### Delegating to C's

- Take time to answer their most critical questions about structure and/or guidance they require in a specific situation. The more they understand the details, the more likely they will be to complete the task properly.
- Be sure to establish deadlines.
- “Angela, the court date on the Mortimer case has been moved up to Monday, so we have to respond by speeding things up a bit. It will proceed almost as efficiently as if you researched everything by yourself if we enlist two associates to help you work, under your direction, on tasks you delegate to them and then review. Before getting started, do you have any preferences on the who's or how to's of this process that you think are essential to check with me at this time?”

### Delegating to D's

- Give them the bottom line and then let them do their thing
- So that they can be more efficient, give them parameters, guidelines, and deadlines
- “We need to get that mall built a month sooner or we'll lose our shirts. Fourteen tenants are threatening to bail out of their contracts if we don't open in time for the holidays. Don't spend more than another \$30,000, keep everything legal and out of the newspapers, and get back to me by Monday morning.”

### Delegating to S's

- S's may be reluctant to ask others to do their own share of the work, so make a personal appeal to their loyalty and sense of sportsmanship.
- “Al, you're an example for this company of genuine cooperative spirit. Your staff wants to please you, so by giving everyone in your department just 10 of those names to call, you can all reach the goal together by noon tomorrow. Otherwise, you'll probably have a lot more difficulty reaching all those people by the target date.” Give them the task, state the deadlines that need to be met, and explain why it's important to do it that way. “I'll need 500 copies of these summaries typed and collated by 5 p.m. today. Mr. Jeffries is getting back from New York two days early and he wants them by tomorrow morning.”

### Delegating to I's

- Receive clear agreements; set up check points/times to avoid long stretches with no progress reports.
- I's are often concept people who come up with plenty of ideas, but not necessarily the means of carrying them out, so steer them toward ways of assuring the implementation of those ideas.
- “Olivia, this proposal for the King Company looks good so far, but how about including more direct benefits for each employee. Marian has surveys filled out by each employee. Get together with her, bounce some ideas around, and then include more essential information about the eight or so key people in your proposal. Add some extra plus points on the others... 12 pages in all. In this manner, you should do the job very well. And, Olivia, thanks for making the extra effort on this project. It's really important to all of us.”

## Acknowledging Your People

### Acknowledging C's

- Focus on your realization of how difficult it can be for them to attempt to meet the high personal standards they set for themselves
- Cite specific and appropriate examples which prove this point

### Acknowledging D's

- When it's appropriate to reward or reinforce their behavior, focus on how pleased you are with their results
- Mention how glad you are to be a part of the process working with them to make things better for both of you through cooperation

### Acknowledging S's

- Focus on how you sincerely appreciate their willingness to make things good for everyone
- Approach matters in a systematic, low-keyed, and understanding manner, and reinforce the importance of them sharing their ideas

### Acknowledging I's

- Focus on how glad you are they have succeeded in finding a pleasant solution to their concern or objective
- Show you appreciate them for their openness and willingness to respond to you in a way that allows everyone to end up feeling good about the results

## Adapting Your Leadership Style

### When You are the C

- Modify criticism (whether spoken or unspoken) of others' work
- Check less often, or only check the critical things (as opposed to everything), allowing the flow of the process to continue
- Ease up on controlling emotions; engage in more water cooler interaction
- Accept the fact that you can have high standards without expecting perfection
- Occasionally confront a colleague (or boss) with whom you disagree, instead of avoiding or ignoring them (and doing what you want to do, anyway)
- Tone down the tendency to OVER-prepare

### When You are the D

- Allow others to do things without excessive or untimely interference
- Participate in the group without expecting always to be in command
- Modify your tendency to give orders
- Enlist others' input and support through participative, collaborative actions
- Praise and give credit for jobs well done
- Let colleagues and employees know that you realize it's only natural that you and others will make mistakes
- When delegating, give some authority along with the responsibility

### When You are the S

- Stretch by taking on a bit more (or different) duties beyond your comfort level
- Increase verbalization of your thoughts and feelings
- Speed up your actions by getting into some projects more quickly
- Desensitize yourselves somewhat, so that you aren't negatively affected by your colleagues' feelings to the point of affecting your own performance
- Learn to adapt more quickly to either changes or refinements of existing practices
- Bolster your assertiveness techniques

### When You are the I

- Attend to key details, when appropriate
- Improve your follow-through efforts
- Monitor socializing to keep it in balance with other aspects of business and life
- Write things down and work from a list, so you'll know what to do and when to do it
- Prioritize activities and focus on tasks in their order of importance
- Become more organized and orderly in the way you do things
- Get the less appealing tasks of the day over with early in the day
- Pay attention to your time management
- Check to make sure you're on course with known tasks or goals

## Adapting Your Leadership Style

### When They are C's, Help Them...

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

### When They are D's, Help Them...

- More realistically gauge risks
- Exercise more caution and deliberation before making decisions and coming to conclusions
- Follow pertinent rules, regulations and expectations
- Recognize and solicit others' contributions, both as individuals and within a group
- Tell others the reasons for decisions
- Cultivate more attention and responsiveness to emotions

### When They are S's, Help Them...

- Utilize shortcuts; discard unnecessary steps
- Track their growth
- Avoid doing things the same way
- Focus on the goal without attending to other thoughts or feelings
- Realize tasks have more than one approach
- Become more open to risks and changes
- Feel sincerely appreciated
- Speak up; voice their thoughts and feelings
- Modify the tendency to do what others tell them
- Get and accept credit and praise, when appropriate

### When They are I's, Help Them...

- Prioritize and organize
- See tasks through to completion
- View people and tasks more objectively
- Avoid overuse of giving and taking advice (which can result in lack of focus on tasks)
- Write things down
- Do the unpleasant, as well as the fun things
- Focus on what's important now
- Avoid procrastination and/or hoping others will do things for them
- Practice and perfect, when appropriate

## Taking Ownership of Your Destiny

Imagine what would have happened if you had successfully applied these principles and practices ten years ago... or even five years ago? Well, hundreds of thousands of people like you have already used these principles and experienced dramatic improvements in all their professional and personal relationships; 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 boss”; 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 helping others grow and succeed.

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 relationships you want to improve within 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** and the other principles that make up the **DISC Leadership 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 adapting your communication style takes practice, and you cannot realistically expect to put all of these ideas into effect immediately. However, the minute you start to manage people the way *they* want and need to be managed, you'll start to see immediate improvements.

### 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 management; relationships with your peers, colleagues, children, spouse and/or family.

**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.





## 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 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.

**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.

	<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 (52% of people)</b>	<b>The Collaborative Learner (22% of people)</b>	<b>The Autonomous Learner (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>



## 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.

<b>Visual Learners (45% of people)</b>	
<b>Characteristics</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>	<b>Learn best by</b> <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> <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>	<b>Learn best by</b> <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> <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>	<b>Learn best by</b> <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>

## Reference you 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

---

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

---

## 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

Alessandra, Tony, Ph.D., Michael J. O'Connor, Ph.D., and Janice Van Dyke, Ph.D. 2006. *People Smart in Business*. La Jolla, CA: Platinum Rule Press.

Alessandra, Tony, Ph.D., Michael J. O'Connor, Ph.D., and Janice Van Dyke, Ph.D. 2006. *People Smart with Family, Friends & Significant Others*. La Jolla, CA: Platinum Rule Press.

Alessandra, Tony, Ph.D., and Michael J. O'Connor, Ph.D. 1994. *People Smarts*. San Diego, CA: Pfeiffer & Company.

Geier, John G., Ph.D. 1989. *Personality Analysis*. Aristos Pub. House

Marston, William Moulton, 1928. *Emotions of Normal People*. New York: Harcourt, Brace and Company

Mehrabian, Albert. 1971. *Silent Messages*. Belmont, CA: Wadsworth.





# Disclaimer

---

There are no warranties, express or implied, regarding the online DISCstyles and Learning Style assessments. You assume full responsibility, and Alessandra & Associates, Inc., Assessments 24X7 LLC and Dr. Tony Alessandra (THE GROUP) shall not be liable for, (i) your use and application of The DISCstyles and Learning Style assessments, (ii) the adequacy, accuracy, interpretation or usefulness of The DISCstyles and Learning Style assessments, and (iii) the results or information developed from your use or application of The DISCstyles and Learning Style assessments.

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

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

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