



DISC and **Learning Styles**

A Dual Evaluation of Behavioral & Learning Styles

Report For: **Sample Report**

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Introduction to DISC and Learning Styles

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

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

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

DISC Styles

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

D	Tends to be direct and guarded
I	Tends to be direct and open
S	Tends to be indirect and open
C	Tends to be indirect and guarded

Adaptability

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

Learning Styles

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

This is done in four categories:

- 1. ATTENDING**
- 2. TRANSLATING**
- 3. RELATING**
- 4. UNDERSTANDING**

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



Part I: Understanding Yourself

General Characteristics

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

Sample, your response pattern on the instrument indicates that you evaluate others by their ability to bring about change and accomplish a task quickly and accurately. That is, you hold others to the same standards to which you hold yourself. There may be some peers and team members that struggle to meet that standard. It's important that you provide others on the team with the resources and tools to assist them in prioritizing tasks, making decisions, and practicing good quality control.

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

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

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



General Characteristics (continued)

Your responses to the instrument show that you tend to be non-aggressive with your input, in order to avoid making waves. You tend to be brief and concerned with the bottom-line, and thus may be perceived as abrupt.

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

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

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



What you Bring to the Organization

This page provides useful insights for a job or as you work together on a team or family project. These are the talents and tendencies you bring. When used in environments that you are most effective in, you are likely to be self-motivated to accomplish great things. It is possible that you may not always be in an environment that allows you to be your best. We recommend you speak with your leader to see what can be incorporated into your current environment to help maintain your motivation. Check the two most important strengths, the two most important work style tendencies and the two most important environmental factors and transfer them to the Summary of Your Style page.

Your Strengths:

- You have the ability to use your imagination and take calculated risks in developing new solutions to problems.
- You are a very creative thinker and innovator.
- You maintain a strong, businesslike focus on problems, ideas, and solutions.
- You are able to make decisions having the bottom-line in mind.
- You put hard work and heavy effort into finding the best possible answers to questions or problems.
- You consider many alternatives, theories, and possibilities in your problem-solving approach.
- You tend to be a strong agent of change.

Your Work Style Tendencies:

- You are motivated by a freedom and flexibility to re-examine results and conclusions.
- You want to be seen as assertive, and at the vanguard of leadership regarding new ideas and solutions.
- You sometimes hesitate in making decisions due to a desire to investigate all facets of a problem, and all potential solutions.
- You tend to make day-to-day operational decisions very quickly and easily. You devote substantially more time, effort, and caution to larger decisions.
- Your ability to quickly analyze the facts allows you to show dominance in many new situations.
- You seek authority equal to your responsibility.
- You enjoy developing new systems and procedures to increase efficiency or quality control.



Your Motivators: 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:

- Authority equal to the responsibility you have been given.
- Freedom from control and close scrutiny. A lack of freedom implies a lack of trust.
- Time to react to sudden changes, and to analyze the impact on overall quality.
- Direct, factual answers to questions, supported by accurate data.
- Immediate results for the high quality effort provided on any project.
- Time to analyze facts and data prior to making a final decision.
- High standards of quality that all members of the team honor and support.

People With Patterns Like You Tend to Need:

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



Your Motivators: Ideal Work Environment

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

You Tend to Be Most Effective in Environments That Provide:

- Freedom from external pressure, while allowing for self-imposed pressure and urgency.
- Power and authority to make decisions and create change.
- Time to react to alternatives, but also support for the fact that the clock is ticking.
- Freedom to create in new and different ways.
- Support of some occasional vacillation in decisions or ideas.
- Support which allows you to focus maximum effort on the job tasks, and not to be concerned with social protocol.
- Opportunity for advancement to positions allowing for creativity.



The C Style

Under Stress – Perceptions, Behavior & Needs for the C

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

Potential Self Perception:

- Uses intuition and analysis
- Cautious agent of change
- Both visionary and practical
- Quality control driven

Under Stress, May be Perceived by Others:

- Aloof and blunt
- Plays favorites
- Moody
- Condescending

Under Stress You Need:

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

Your Typical Behaviors in Conflict:

- You often resort to various indirect techniques to manipulate the environment to make it more favorable to your position. You may resort to little known rules and procedures, the literal meaning of regulations, the use of committees, and other indirect approaches.
- Since you tend to focus on quality and your own high standards, you may become demanding in order to ensure compliance.
- Although you generally avoid overt conflict, you may speak out on a matter of principle in order to protect your high standards.

Strategies to Reduce Conflict and Increase Harmony:

- Include all the people involved with a project in your decision-making process. Ask for their suggestions as well as their data.
- Be more open with your friends and coworkers, sharing your feelings, needs and concerns with them.
- Recognize that others may be more comfortable dealing with conflict, anger, and aggression. Expressions of anger or somewhat aggressive behavior by others are not necessarily personal attacks on you.



Communication Tips 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 (dos & don'ts) and transfer them to the Summary of Your Style page.

When Communicating with Sample, **DO**:

- When you disagree, take issue with the methods or procedures, not with the person.
- Be efficient: Hit the major points first.
- Be prepared to handle some objections.
- Stick to business matters only -- small talk or charm won't be appreciated.
- Give Sample the opportunity to express opinions and make some of the decisions.
- When you agree, support the ideas and potential results, rather than supporting the person responsible for the results.
- Give Sample time to verify the issues and potential outcomes.

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

- Engage in rambling discussion, and waste Sample's time.
- Whine about all of the work you have to do.
- Confuse or distract Sample from the issues at hand.
- Try to develop "too close" a relationship, especially too quickly.
- Forget or lose things necessary for the meeting or project.
- Provide incomplete or unclear directions or instructions.
- Leave things up in the air, or decide by chance.

Communicating with the DISC Styles

Communicating with the **D** style

CHARACTERISTICS:	SO YOU SHOULD...
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

Communicating with the **I** style

CHARACTERISTICS:	SO YOU SHOULD...
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



Communicating with the **S** style

CHARACTERISTICS:	SO YOU SHOULD...
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

Communicating with the **C** style

CHARACTERISTICS:	SO YOU SHOULD...
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 struggles, limitations, or weaknesses. Oftentimes, it's simply an overextension of our strengths which may become a weakness. For example, the directness of a High D may be a strength in certain environments, but when overextended they may tend to become bossy.

As you consider ways to continue to improve to be a better communicator, we recommend you focus on no more than two at a time, practice and strengthen them, and then choose another area to focus on and improve.

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 like to work under pressure, and thus you put others under unwelcome pressure sometimes.
- You may appear indecisive to some because of the need to re-examine evidence, or even wait for new evidence prior to making decisions.
- You could use some assistance in prioritizing issues.
- You may sulk or withdraw if not given attention and/or credit for ideas submitted.
- You may need some improvement on your communication skills. It is important to share ideas with others on the team, allowing them to be a "sounding board" for your thoughts.
- You may tend to work in rapid bursts, followed by periods of quiet reflection. This style may be confusing to others who might prefer a more consistent approach.
- Others may have difficulty keeping up with your opposing desires for quick, yet perfect results.

Summary of Sample Report's Style

Communication is a two-way process. Encourage others to complete their own DISC 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 DISC information. Complete the worksheet below from the previous pages of this report.

Communication Dos & Don'ts

1. _____
2. _____

Your Motivations: Wants

1. _____
2. _____

Your Motivations: Needs

1. _____
2. _____

Your Strengths

1. _____
2. _____

Your Work Style Tendencies

1. _____
2. _____

Effective Environmental Factors

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 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 **Dominance** of Problems, **Influence** of People, **Steadiness** of Pace, or **Conscientiousness** of Procedures. Share more about the specific needs that drive you in each area of FOCUS. If your DISC intensity scores at levels 1 and 2, your emotions and needs are the opposite of those at Levels 5 and 6 in that area.

Focus	D Problems/Challenges	I People/Contacts	S Pace/Consistency	C Procedures/Constraints
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
Emotions	Anger, Impatience	Optimism, Trust	Patience, Non-Expression	Fear, Concern
Fears	Being taken advantage of/lack of control	Being left out/loss of social approval	Sudden change/loss of stability and security	Being criticized/loss of accuracy and quality
6	argumentative daring demanding decisive domineering egocentric	emotional enthusiastic gregarious impulsive optimistic persuasive	calming loyal patient peaceful serene team person	accurate conservative exacting fact-finder precise systematic
5	adventurous risk-taker direct forceful	charming influential sociable trusting	consistent cooperative possessive relaxed	conscientious courteous focused high standards
4	assertive competitive determined self-reliant	confident friendly generous poised	composed deliberate stable steady	analytical diplomatic sensitive tactful
3	calculated risk moderate questioning unassuming	controlled discerning 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 that behavior. Therefore, once we can accurately observe one’s actions, it is easier to “read” and anticipate their likely motivators and needs.

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 **Dominance** of Problems, **Influence** of People, **Steadiness** of Pace, or **Conscientiousness** of Procedures. Share more about the specific needs that drive you in each area of FOCUS. If your DISC intensity scores at levels 1 and 2, your emotions and needs are the opposite of those at Levels 5 and 6 in that area.

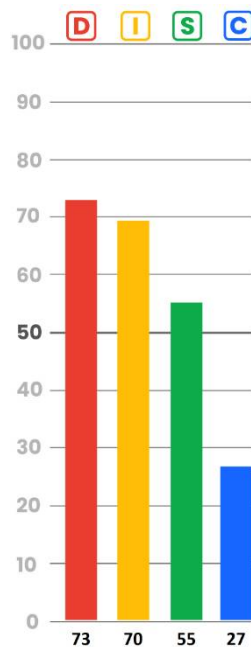
	D	I	S	C
Focus	Problems/Challenges	People/Contacts	Pace/Consistency	Procedures/Constraints
Needs	Challenges to solve, Authority	Social relationships, Friendly environment	Systems, Teams, Stable environment	Rules to follow, Data to analyze
Emotions	Anger, Impatience	Optimism, Trust	Patience, Non-Expression	Fear, Concern
Fears	Being taken advantage of/lack of control	Being left out/loss of social approval	Sudden change/loss of stability and security	Being criticized/loss of accuracy and quality
6	argumentative daring demanding decisive domineering egocentric	emotional enthusiastic gregarious impulsive optimistic persuasive	calming loyal patient peaceful serene team person	accurate conservative exacting fact-finder precise systematic
5	adventurous risk-taker direct forceful	charming influential sociable trusting	consistent cooperative possessive relaxed	conscientious courteous focused high standards
4	assertive competitive determined self-reliant	confident friendly generous poised	composed deliberate stable steady	analytical diplomatic sensitive tactful
3	calculated risk moderate questioning unassuming	controlled discerning 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

DISC Graphs for Sample Report

Your Adapted Style indicates you tend to use the behavioral traits of the **DIS style(s)** in the focus area you had in mind when completing the assessment. Your Natural Style indicates that you naturally tend to use the behavioral traits of the **CD style(s)**.

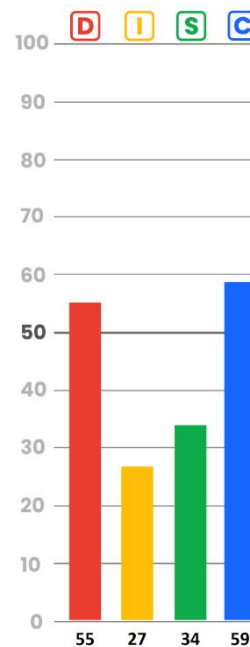
The Adapted Style (Graph I) displayed on the left is **your perception of the behavioral tendencies you think you should use in your current environment, situation, or relationship**. This graph may change when you change roles or circumstances. The Natural Style (Graph II) **indicates the intensity of your instinctive behavior**. It is often an indicator of the “real you” when you are not influenced by any other factors and typically shows up in stressful situations. This graph tends to be stay fairly consistent, even in different environments.

Adapted Style – Graph I



Pattern: DIS

Natural Style – Graph II



Pattern: CD

The higher or lower each **D, I, S, C** point is on your graph, the greater or lesser your behavior impacts your results at work and with others around you. Once aware, you can adapt your style to be more effective.

If the bars are similar, it means that you tend to use consistent behaviors in various environments. If your Adapted Style is different from your Natural Style, you are likely shifting behavior, which may cause stress or depleted energy if done for a significant amount of time.

If you have scores under 10 or over 90, these are extended scores where the behavior becomes a **need**. If expressing that behavior isn't possible, you'll likely create situations where that *behavioral need* can be met.

12 Behavioral Tendencies

The primary styles - **D**, **I**, **S**, and **C** - are each influenced by the other three styles in our behavioral expression. You are not just **one** of these styles; you are the result of all four combining and affecting each other. The following behavioral tendencies are scored based on the way your DISC styles combine and influence one another. On this page you'll see all 12 Behavioral Tendencies in Summary, and the following pages deliver more detail about each of these measurements.

Behaviors	Natural	Adapted
Reasoning <i>How this individual thinks through and solves problems.</i>	Evidence-based (C)	Intuition-based (I)
Self-Reliance <i>How this individual works within a team.</i>	Directive (D)	Situational
Planning Orientation <i>How this individual focuses their attention when making plans.</i>	Precision (C)	Predictability (S)
Personal Drive <i>How this individual's goals move things forward.</i>	Self-Driven (D)	Situational
Careful Decision Making <i>How this individual approaches decisions and actions.</i>	Situational	Situational
Prioritizing <i>How this individual determines the order for dealing with items or tasks.</i>	Situational	Results (D)
Providing Instruction <i>How this individual dictates directions and expectations.</i>	Situational	Directive & Compulsive (D)
Customer & Team Interaction <i>How this individual engages with customers and stakeholders, internal and external.</i>	Situational	Situational
Change Resistance <i>How this individual engages with change.</i>	Situational	Situational
Work Process Alignment <i>How this individual focuses on process to follow through on work.</i>	Accuracy (C)	Consistency (S)
Building Rapport <i>How this individual focuses when interacting with others.</i>	Results-Focused (D)	Situational
Expressing Openness <i>How this individual is most comfortable expressing themselves.</i>	Structural (C)	Social (I)

12 Behavioral Tendencies – Details & Graphs

For each of the 12, you will see a graph and personalized statement for your Natural and Adapted style. These scores and statements reveal which of your style combinations are most observable and describe how you express that tendency based on your DISC blend.

Interpretation Notes:

- Frequency Observed:** The behavioral tendencies are presented in the order from Most Frequently Observed to Least Frequently Observed.
 - HI – Clearly observed in most situations, seen more often
 - HM – Frequently observed in many situations
 - MOD – May or may not be observed depending on the situation
 - LM – Sometimes observed in some situations
 - LOW – Absence of the behavior in most situations
- Direction of your score** – As the graph moves to the right or left, it shows how you will likely express the behavior. If the graphs are near the center, the result is a balancing behavioral effect that will depend on the situation.
- General Population Comparison** – The grey box represents the general population in this behavioral tendency. Approximately 68% of people score in this range.

Reasoning



Natural (HM): You often rely on data and evidence to ensure decisions reflect the right thing to do, and will seek verification to make complete and accurate judgments. You are likely think through things with careful and thoughtful consideration, often weighing risks and examining the proof and data to make decisions. Remember, the brain and the heart together make a great team.

Adapted (LM): You often rely on your feelings and interactions with others to make decisions, choosing what is likely to be social acceptable. You are likely to think things through based on emotions over logic, trusting your gut. Be aware that balanced thinking looks at both the emotions and the logic.

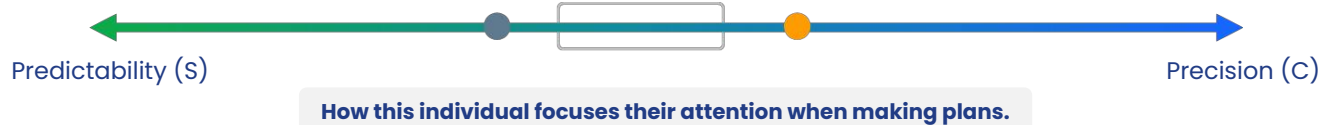
Self-Reliance



Natural (HM): You are quite results driven, focused on accomplishing things quickly and efficiently and are likely to do so mostly independently and directionally. You will likely do your best work independently when you can manage your productivity and efficiency autonomously. Be sure you are not distancing yourself too much.

Adapted (MOD): You balance results and interaction, getting things done efficiently, but also involving others to get this accomplished as effectively as possible. You are likely to be productive and efficient whether working independently or in collaboration with others, depending on the circumstances and variables of the work.

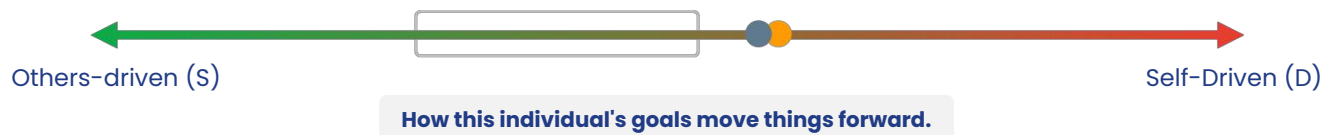
Planning Orientation



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

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

Personal Drive



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

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

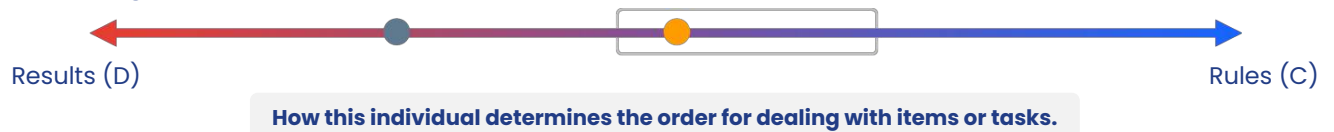
Careful Decision Making



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

Adapted (MOD): Consistent with natural style

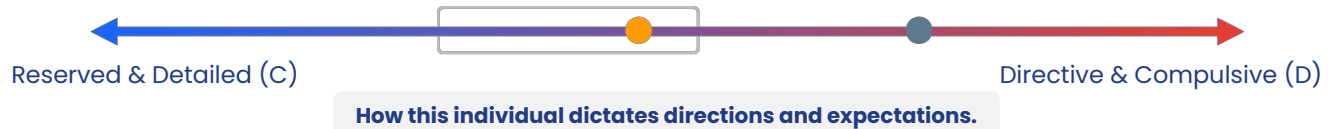
Prioritizing



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

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

Providing Instruction



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

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

Customer & Team Interaction



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

Adapted (MOD): Consistent with natural style

Change Resistance



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

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

Work Process Alignment

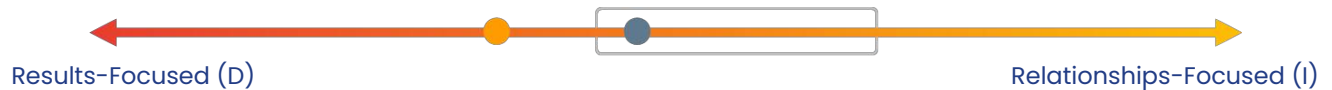


How this individual focuses on process to follow through on work.

Natural (LM): Your process and follow through is often driven by upholding quality standards to be sure what you are doing is accurate and precise. You are likely to process information and follow through with exactness and precision as a focus. There are times when consistency is as important as accuracy. Don't forget to balance them.

Adapted (HM): Your process and follow through is often driven by a desire to keep things consistent and moving forward at a methodical, steady pace. You are likely to process information and follow through with consistency and predictability as your focus. Don't forget that accuracy is an important part of reliability and stability.

Building Rapport



How this individual focuses when interacting with others.

Natural (LM): You are somewhat results driven in your interactions, preferring not to connect socially unless there is a specific outcome or purpose. You are more likely to focus on results with a desire to reach a goal or complete a task, rather than connecting or building relationship. Remember, others may like to get to know you more when working together.

Adapted (MOD): Your interactions are driven by both a desire to connect with others socially, and to get the work done and reach results. If you can do both at once, that's great!

Expressing Openness



How this individual is most comfortable expressing themselves.

Natural (LM): You are somewhat comfortable when focused on the structure, detail and accuracy preferring some time for planning and consideration of consequences before acting. You are likely to be more confident with data, information and procedures that ensure accuracy and precision. Remember, there are times when creating connection with others can boost you up as well.

Adapted (HM): You are somewhat comfortable when interacting with others, quick paced and focused on personal connections, and may tend to elaborate to engage with others. You are likely to be most confident and comfortable when interacting with others, and are likely to trust information passed along through people you trust. Remember, sometimes having the support documentation is important too.

Behavioral Pattern View

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

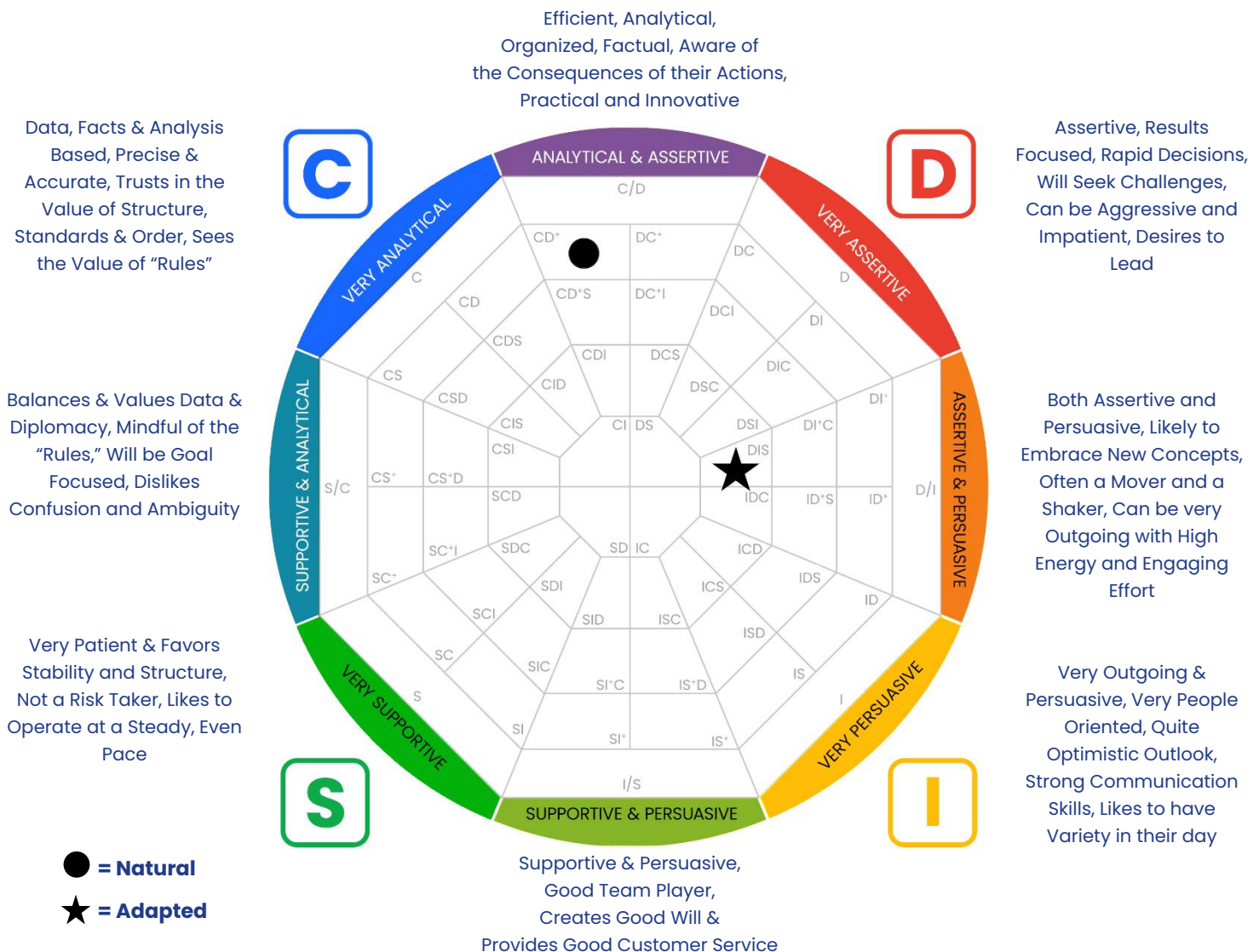
THE SCORING LEGEND

Dominance: How you deal with Problems and Challenges

Influence: How you deal with People and Contacts

Steadiness: How you deal with Pace and Consistency

Conscientiousness: How you deal with Procedures and Constraints





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 DISC Styles
- 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 DISC Styles. 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 DISC Styles

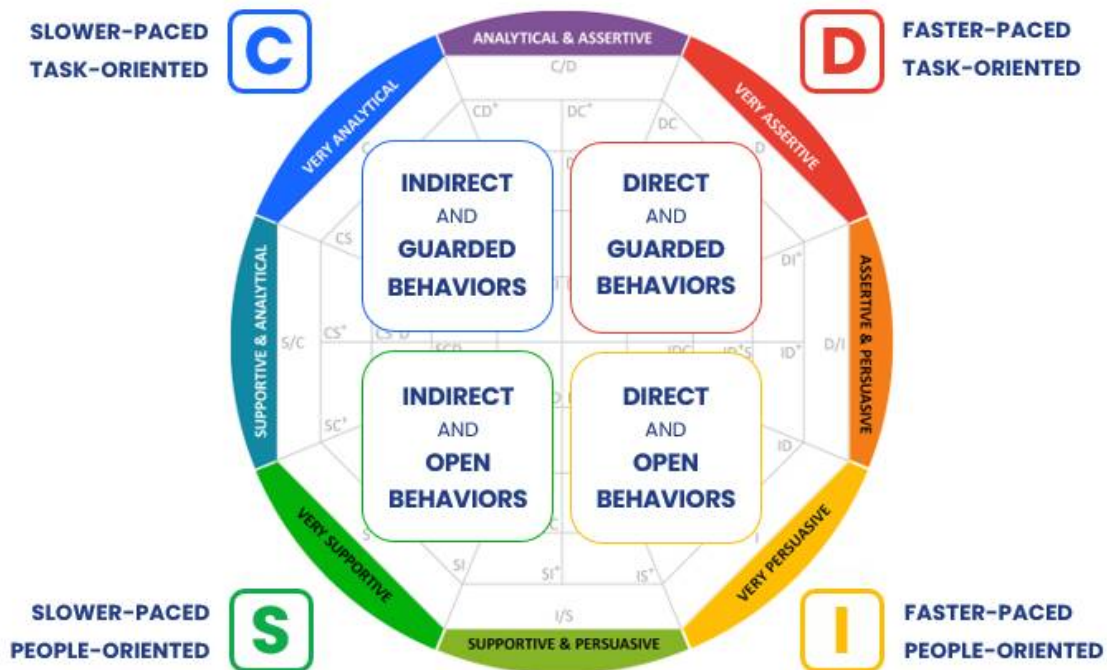
Below is a chart to help you understand some of the characteristics of each of the Four Basic DISC Styles, so you can interact with each style more effectively. Although behavioral style is only a partial description of personality, it is quite useful in describing how a person behaves, and is perceived,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

	D	I	S	C
Tends to Act	Assertive	Persuasive	Supportive	Analytical
When in Conflict, this Style	Demands	Attacks	Complies	Avoids
Needs	Control	Approval	Routine	Standards
Primary Drive	Independence	Interaction	Stability	Correctness
Preferred Tasks	Challenging	People related	Scheduled	Structured
Comfortable with	Being decisive	Social friendliness	Being part of a team	Order and planning
Personal Strength	Problem-solver	Encourager	Supporter	Organizer
Strength Overextended	Preoccupation-goals over people	Speaking without thinking	Procrastination in addressing change	Overanalyzing everything
Personal Limitation	Too direct and intense	Too disorganized and nontraditional	Too indecisive and indirect	Too detailed and impersonal
Personal Wants	Control, Variety	Approval, Less Structure	Routine, Harmony	Standards, Logic
Personal Fear	Losing	Rejection	Sudden Change	Being Wrong
Blind Spots	Being held accountable	Follow through on commitments	Embracing need for change	Struggle to make decisions without overanalyzing
Needs to Work on	Empathy, Patience	Controlling emotions, Follow through	Being assertive when pressured	Worrying less about everything
Measuring Maturity	Giving up control	Objectively handling rejection	Standing up for self when confronted	Not being defensive when criticized
Under Stress May Become	Dictatorial, Critical	Sarcastic, Superficial	Submissive, Indecisive	Withdrawn, Headstrong
Measures Worth by	Impact or results, Track record	Acknowledgments, Compliments	Compatibility, Contributions	Precision, Accuracy, Quality of results

Recognizing Another Person's Behavioral Style

2 Power Questions:

1. Are they **DIRECT/FAST-PACED** or **INDIRECT/SLOWER-PACED** in their communications? (Directness is the 1st predictor of Style. Direct plots on the right, Indirect on the Left).
2. Are they **GUARDED/TASK-ORIENTED** or **OPEN/PEOPLE-ORIENTED** in their communications? (Openness is the 2nd predictor of Style. Open plots 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:

Directness & Openness

Pace & Priority

- | | | |
|----------|--|--|
| D | Tends to be direct and guarded | Fast -paced and task -oriented |
| I | Tends to be direct and open | Fast -paced and people -oriented |
| S | Tends to be indirect and open | Slow -paced and people -oriented |
| C | Tends to be indirect and guarded | Slow -paced and task -oriented |



What is Behavioral Adaptability?

Adaptability is based on two elements: **Flexibility and Aptitude**. **Flexibility** is your **Willingness** and **Aptitude** is your **Capability** to adjust your approach or strategy based on the particular needs of the situation or relationship at a particular time. It's something you must **cognitively choose to apply** to yourself (to your patterns, attitudes and habits), not expect from others.

We practice adaptability each time we slow down for a C or S style; or when we move a bit faster for the D or I style. It also 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 style focuses on facts or gets right to the point with D or C styles.

Adaptability does not mean an "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. Adaptable people know how to negotiate relationships in a way that allows everyone to win.

Your adaptability level influences how others judge their relationship with you. Raising your adaptability will increase trust and credibility; if you lower your adaptability, trust and credibility will decrease. Being more adaptable enables you to interact more productively with difficult people and helps you to avoid or manage tense situations.

Important Considerations:

- Adaptability is important to **all** successful relationships.
- No one style is naturally more adaptable than another.
- Adaptability is a choice:
 - 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.
- 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 and with people we know less.
 - We tend to be less adaptable at home and with people we know better.

Words of Advice

Adaptability at its extreme could 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.

To Modify Directness and Openness

Direct/Indirect

With D Styles DIRECT	With I Styles DIRECT	With S Styles INDIRECT	With C Styles INDIRECT
<ul style="list-style-type: none"> • Use a strong, confident voice • Use direct statements rather than roundabout questions • Face conflict openly, challenge and disagree when appropriate • Give undivided attention 	<ul style="list-style-type: none"> • Make decisions at a faster pace • Be upbeat, positive, warm • Initiate conversations • Give recommendations • Don't clash with the person, but face conflict openly 	<ul style="list-style-type: none"> • Make decisions more slowly • Avoid arguments and conflict • Share decision-making • Be pleasant and steady • Respond sensitively and sensibly 	<ul style="list-style-type: none"> • Do not interrupt • Seek and acknowledge their opinions • Refrain from criticizing, challenging, or acting pushy – especially personally

Guarded/Open

With D Styles GUARDED	With I Styles OPEN	With S Styles OPEN	With C Styles GUARDED
<ul style="list-style-type: none"> • Get right to the task, address bottom line • Keep to the agenda • Don't waste time • Use businesslike language • Convey acceptance • Listen to their suggestions 	<ul style="list-style-type: none"> • Share feelings, show more emotion • Respond to expression of their feelings • Pay personal compliments • Be willing to digress from the agenda 	<ul style="list-style-type: none"> • Take time to develop the relationship • Communicate more, loosen up, and stand closer • Use friendly language • Show interest in them • Offer private acknowledgements 	<ul style="list-style-type: none"> • Maintain logical, factual orientation • Acknowledge their thinking • Downplay enthusiasm and body movement • Respond formally and politely

To Modify Pace and Priority

Pace

With D Styles FASTER	With I Styles FASTER	With S Styles SLOWER	With C Styles SLOWER
<ul style="list-style-type: none"> • Be prepared, organized • Get to the point quickly • Speak, move at a faster pace • Don't waste time • Give undivided time and attention • Watch for shifts in attention and vary presentation 	<ul style="list-style-type: none"> • Don't rush into tasks • Get excited with them • Speak, move at a faster pace • Change up conversation frequently • Summarize details clearly • Be upbeat, positive • Give them attention 	<ul style="list-style-type: none"> • Develop trust and credibility over time, don't force • Speak, move at a slower pace • Focus on a steady approach • Allow time for follow through on tasks • Give them step-by-step procedures/instructions • Be patient, avoid rushing them 	<ul style="list-style-type: none"> • Be prepared to answer questions • Speak, move at a slower pace • Greet cordially, and proceed immediately to the task (no social talk) • Give them time to think, don't push for hasty decisions







Priority

With D Styles TASK	With I Styles PEOPLE	With S Styles PEOPLE	With C Styles TASK
<ul style="list-style-type: none"> • Get right to the task • Provide options and let them decide • Allow them to define goals and objectives • Provide high-level follow up 	<ul style="list-style-type: none"> • Make time to socialize • Take initiative to introduce yourself or start conversation • Be open and friendly, and allow enthusiasm and animation • Let them talk • Make suggestions that allow them to look good • Don't require much follow-up, details, or long-term commitments 	<ul style="list-style-type: none"> • Get to know them personally • Approach them in a friendly, but professional way • Involve them by focusing on how their work affects them and their relationships • Help them prioritize tasks • Be careful not to criticize personally, keep it specific and focused 	<ul style="list-style-type: none"> • Be prepared with logic and practicality • Follow rules, regulations, and procedures • Help them set realistic deadlines and parameters • Provide pros and cons and the complete story • Allow time for sharing of details and data • Be open to thorough analysis

Communicating with Each Style

With D Styles	With I Styles	With S Styles	With C Styles
<ul style="list-style-type: none"> • Show them how to win • Display reasoning • Provide concise data • Agree on goals and boundaries • Vary routine • Compliment them on what they have done • Provide opportunities for them to lead, impact results 	<ul style="list-style-type: none"> • Show them that you admire and like them • Be optimistic • Support their feelings and ideas • Avoid involved details • Focus on the big picture • Interact and participate with them – do it together • Provide acknowledgements, accolades, and compliments 	<ul style="list-style-type: none"> • Show how your idea minimizes risk • Demonstrate interest in them • Compliment them on follow through • Give personal assurances • Provide a relaxing, friendly, stable atmosphere • Act non-aggressively, focus on common interests • Provide opportunities for deep contribution and teamwork 	<ul style="list-style-type: none"> • Approach indirectly, non-threatening • Show your reasoning, logic, give data in writing • Allow them to think, inquire, and check before they make decisions • Tell them “why” and “how” • Provide opportunities for precision, accuracy, and planning for quality results

Tension Among the Styles

PACE <i>Direct, Fast-Paced</i> vs. <i>Indirect, Slower-Paced</i>	PRIORITY <i>Guarded, Task-Oriented</i> vs. <i>Open, People-Oriented</i>	PACE & PRIORITY <i>Direct, Fast-Paced, Guarded, Task-Oriented</i> vs. <i>Indirect, Slower-Paced, Open, People-Oriented</i>
 <p>High S + High I (Lower Left vs. Lower Right Quadrant)</p>	 <p>High D + High I (Upper Right vs. Lower Right Quadrant)</p>	 <p>High S + High D (Lower Left vs. Upper Right Quadrant)</p>
 <p>High C + High D (Upper Left vs. Upper Right Quadrant)</p>	 <p>High C + High S (Upper Left vs. Lower Left Quadrant)</p>	 <p>High C + High I (Upper Left vs. Lower Right Quadrant)</p>



Tension Among the Styles Exercise

Even if you have the highest regard toward a person, tension can exist in a relationship where styles are different. If this is behavior related, applying The Platinum Rule® – Treat others the way THEY want to be treated – may be helpful. Complete this exercise to gain insights on how to improve tense relationships. If you feel comfortable, you may discuss with the other person things you can do to ease the tension.

My Style: _____

My Pace: _____

My Priority: _____

RELATIONSHIP

SAMPLE

Name: *John Doe*

Style: *High I*

Pace: *Faster-paced*

Priority: *People-oriented*

Difference: *Pace and Priority*

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

Relationship 1

Name: _____

Style: _____

Pace: _____

Priority: _____

Difference: _____

Strategy: _____

Relationship 2

Name: _____

Style: _____

Pace: _____

Priority: _____

Difference: _____

Strategy: _____



Adapting in Different Situations

Adapting at Work

D DOMINANCE STYLE

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

I INFLUENCE STYLE

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

S STEADINESS STYLE

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

C CONSCIENTIOUSNESS STYLE

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



Adapting in Sales and Service

D DOMINANCE STYLE

- 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

I INFLUENCE STYLE

- 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

S STEADINESS STYLE

- 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

C CONSCIENTIOUSNESS STYLE

- 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



Adapting in Social Settings

D DOMINANCE STYLE

- 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

I INFLUENCE STYLE

- 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

S STEADINESS STYLE

- 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

C CONSCIENTIOUSNESS STYLE

- 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



Adapting in Learning Environments

D DOMINANCE STYLE

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

I INFLUENCE STYLE

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

S STEADINESS STYLE

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

C CONSCIENTIOUSNESS STYLE

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



Part III: Introduction to Learning Styles

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

Not everyone agrees on a common definition of learning styles. Some prefer to see it as part of overall perception and memory, some see it as part of human cognition and understanding, and some see it as a unique human "stream" of understanding or process for collecting information.

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

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

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

Remember:

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

Learns By
 Quiet Reflection
 Ordered offering of facts
 Wholistic models of information
 Logical, planned discussions

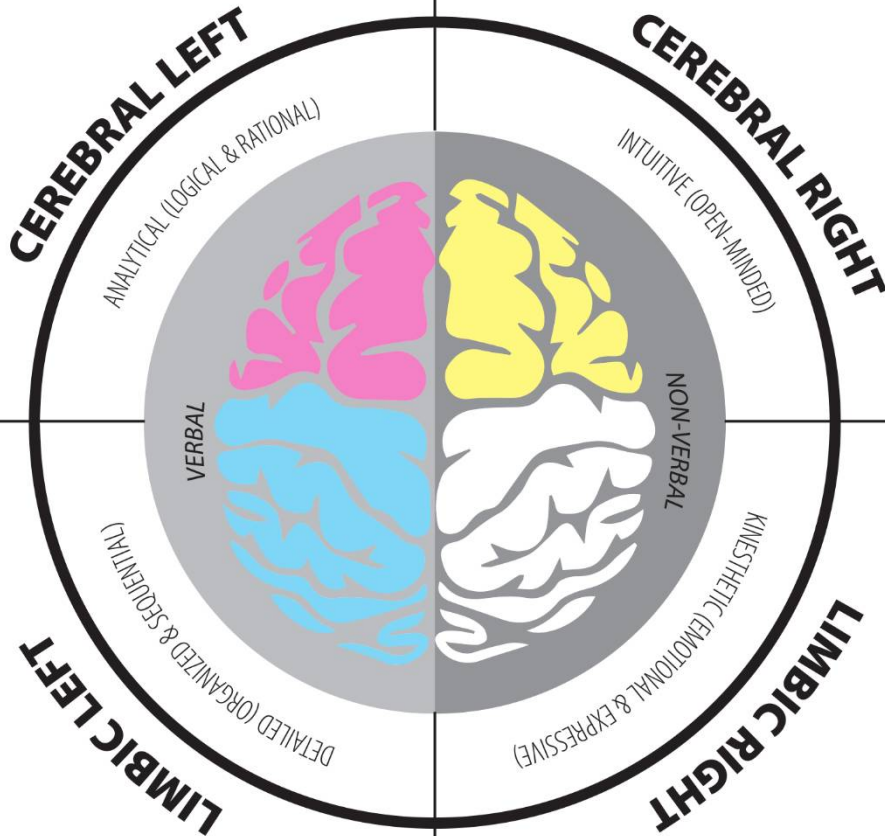
Type of Person
 Technical
 Intellectual
 Mathematical
 Problem Solver
 Quantifier
 Organizer

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

Learns By
 Self discovery
 Concept construction
 Discovering hidden possibilities
 Involvement
 Experimental learning

Interests
 Performance
 Efficiency
 Function
 Value

Interests
 Exploration
 Strategy
 Concepts
 Fun



Interests
 Quality
 Security
 Reliability
 Standards

Interests
 Love
 People
 Communication
 Selflessness

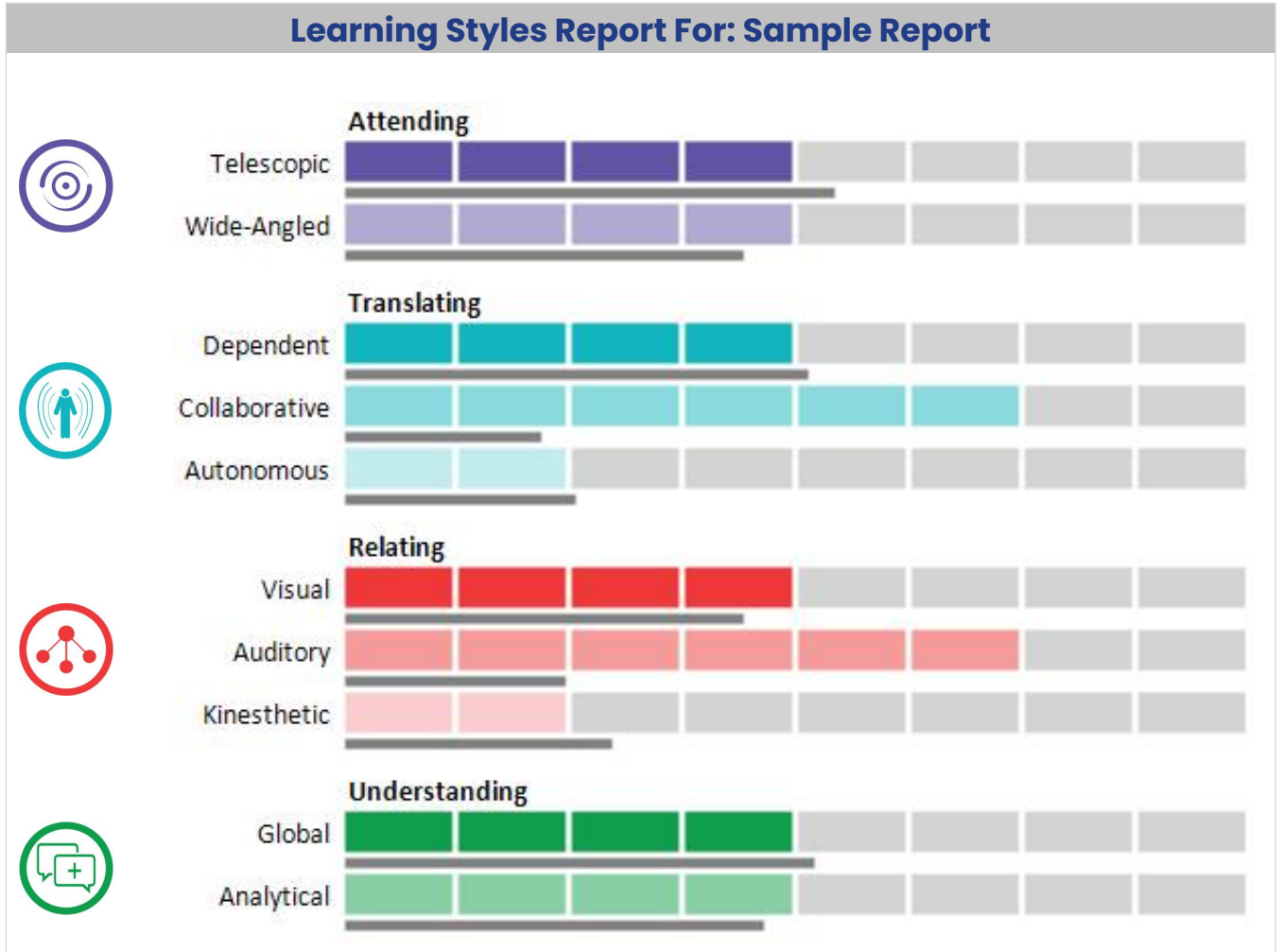
Learns By
 Theory testing
 Practice
 Sequential presentation of information
 Programmed and structured
 Learning experiences

Type of Person
 Detailed
 Conservative
 Traditional
 Controlled
 Planner
 Evaluator

Type of Person
 Soft hearted
 Personable
 Musical
 Helpful
 Emotional
 Spiritual

Learns By
 Listening and sharing ideas
 Harmoniously working together
 High interactivity
 Open discussion
 Experiential learning

Your Results



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

Using Learning Styles

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



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

1. ATTENDING

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

2. TRANSLATING

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

3. RELATING

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

4. UNDERSTANDING

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



Your Individual Score

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

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

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

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

Interpreting Your Scores on the Learning Style Instrument

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

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



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



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



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



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



Attending



Attending

Telescopic: 4/8

Wide-Angled: 4/8

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

Telescopic (55% of People)

Physical Climate

- Is likely to ignore most minor physical distractions without much difficulty
- Will seek to adjust their learning climate themselves, wherever possible
- Usually happy to work in any learning design format and training room design, as long as the course leader can be clearly seen and heard

Motivation

- Telescopic individuals are likely to set their own learning goals or objectives and tell others about them
- Motivation is self-generated and paced, and is quickly formed. However, it can just as quickly disappear when not challenged

Level of Concentration

- High if there is a clear link with personal desires or aims, but potentially low if too much time is taken in straying from the core messages of the learning
- Prefers learning goals and objectives, and a clear path to be described to reach them

Wide-Angled (45% of People)

Physical Climate

- Is likely to find all but the most minor noises and interruptions irritating and distracting
- Will expect the course leader to adjust the whole learning climate to be optimal
- Will prefer a comfortable and appropriate learning format and layout, with lots of light, air, and a room design that is "fit for purpose"

Motivation

- Wide-angled individuals are likely to look for pre-specified holistic learning objectives and goals to be explained early in proceedings
- Motivation is driven by a coordinated effort to get the entire learning environment right, not just the content

Level of Concentration

- High if the complete training event is managed as a whole and care is taken to deal with all of the learning style issues (not just trying to process participants)
- Prefers learning to be nurtured in many ways with the most appropriate environment possible



Translating



Translating

Dependent: 4/8

Collaborative: 6/8

Autonomous: 2/8

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

The Dependent Learner (52% of people)

Characteristics

Dependent learners prefer course leader directed information, high structure, and clear focus. Lectures or tutorials are, therefore, more favored. Dependent learners tend to like large groups because the learning format has to be more formal.

Likes

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

Dislikes

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

The Collaborative Learner (22% of people)

Characteristics

Collaborative learners tend to favor discussion-oriented sessions, small group seminars, or even project work that can provide assignments and a chance for social interaction. Games, simulations, case studies, and role plays are, therefore, more favored.

Likes

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

Dislikes

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

The Autonomous Learner (26% of people)

Characteristics

The autonomous learner prefers to exercise an influence over the content and structure of the program and see the course leader/facilitator as a broadly guiding resource. Guided reading and distance learning are, therefore, comfortable formats.

Likes

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

Dislikes

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

Relating



Relating

Visual: 4/8

Auditory: 6/8

Kinesthetic: 2/8

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

Visual Learners (45% of people)

Characteristics

- When relaxing, prefer to watch a film or video, go to the theatre, or read a book
- Prefer to talk to people face-to-face
- Are often fast thinkers and talkers
- Forget names, remember faces
- If lost or need directions, prefer a map
- When inactive, tend to doodle or watch someone/something
- Reward people with a note, letter, or card

Learn best by

- Writing down key facts
- Visualizing what they are learning
- Creating pictures/diagrams from what they are learning
- Using time lines for remembering dates
- Creating their own strong visual links
- Using pictures, diagrams, charts, film, video, graphics, etc.

Kinesthetic Learners (25% of people)

Characteristics

- When relaxing, prefer to play games and sports
- Prefer to talk to people while doing something else
- Slow talkers, use gestures and expressions
- Shake hands with people they meet
- If lost or need directions, prefer to be shown the way
- Reward people with a pat on the back
- Cannot sit still for long periods of time

Learn best by

- Copying demonstrations
- Making models
- Recording information as they hear it, perhaps in a Mind Map
- Walking around while they read
- Underlining/highlighting new information/key points
- Putting key points on index cards and sorting them into order
- Getting physically and actively involved in their learning

Auditory Learners (30% of people)

Characteristics

- When relaxing, prefer to listen to music or radio
- Prefer to talk to people on the phone
- Enjoy listening to others, but impatient to talk; talk in a rhythmic voice
- Forget faces, remember names
- If lost or need directions, prefer to be told
- When inactive, tend to talk to themselves or others
- Reward people with oral praise

Learn best by

- Hearing a seminar, presentation, or explanation
- Reading aloud to themselves
- Reading with emotion or accent
- Making a tape of key points to listen to in the car, while ironing, etc.
- Verbally summarize in their own words
- Explain the subject to someone else
- Use their own internal voice to verbalize what they are learning



Understanding



Understanding

Global: 4/8

Analytical: 4/8

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

Global (53% of people)

Strengths

- Seeing the big picture
- Seeing relationships
- Co-operating in group efforts
- Reading between the lines
- Seeing many options
- Paraphrasing
- Doing several things at once
- Reading body language; getting others involved

Style

- Often more sensitive to other people's feelings
- Flexible
- Goes with the flow
- Learns by discussion and working with others
- Needs reassurance and reinforcement
- Future focused and expansive in thinking
- Tries to avoid conflict
- May skip steps and details

Frustrations

- Having to explain themselves analytically
- Not getting a chance to explain themselves
- Not knowing the meaning for doing something
- Having to go step-by-step without knowing where they'll end up
- Not being able to relate what they are learning to their own situation
- Having to show the steps they used to get an answer

Analytical (47% of people)

Strengths

- Details
- Focus
- Organization
- Remembering specifics
- Direct answers
- Consistency
- Objectivity
- Individual competition
- Doing one thing at a time

Style

- Likes things ordered in a step-by-step way
- Pays close attention to details
- Must be prepared
- Needs to know what to expect
- Often values facts over feelings
- Prefers to finish one thing at a time
- Rarely becomes personally or emotionally involved
- Logical
- Finds the facts but sometimes misses the main idea

Frustrations

- Having opinion expressed as fact
- Not understanding the purpose for doing something
- Listening to an overview without knowing the steps involved
- Listening to an explanation when all that's needed is a "yes" or a "no" answer
- Dealing with generalities
- Having to find meaning in all that they learn
- Not finishing one task before going to the next

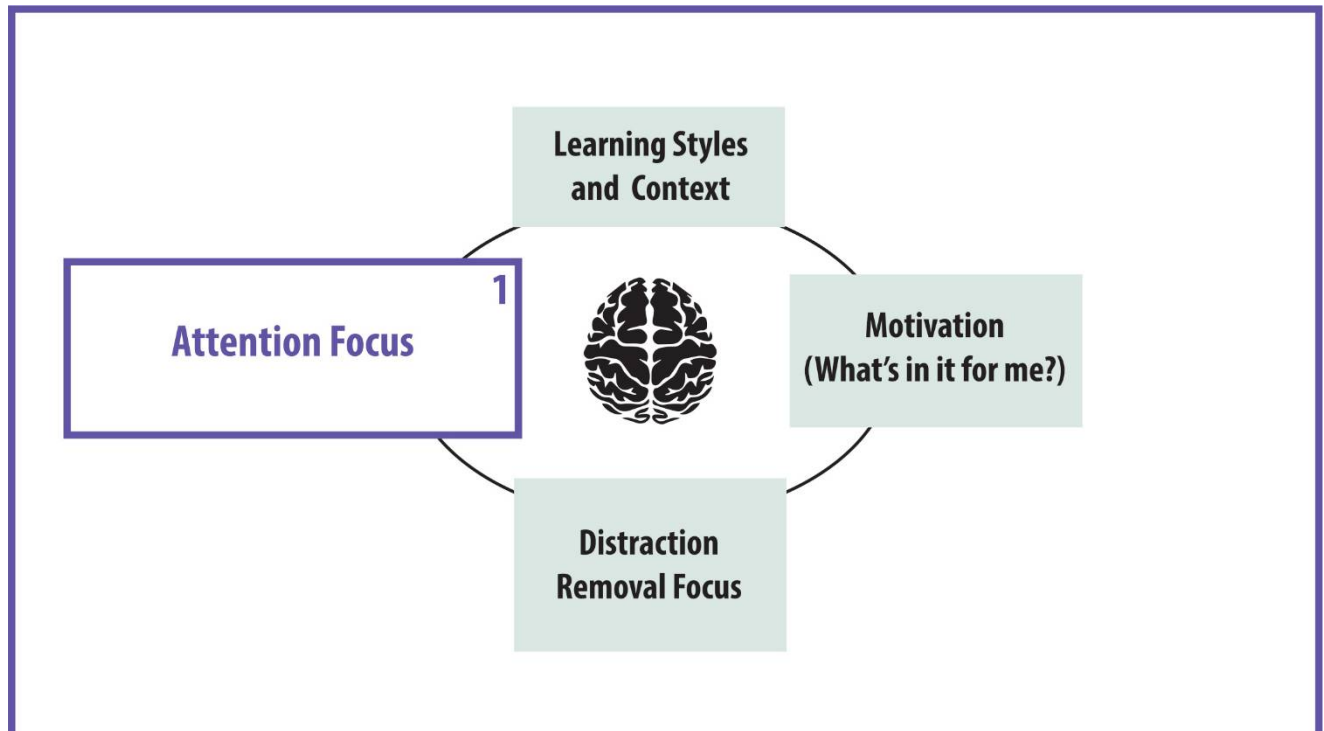
The Effective Learning Cycle in Four Steps: Attending



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

Step 1: ATTENDING

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

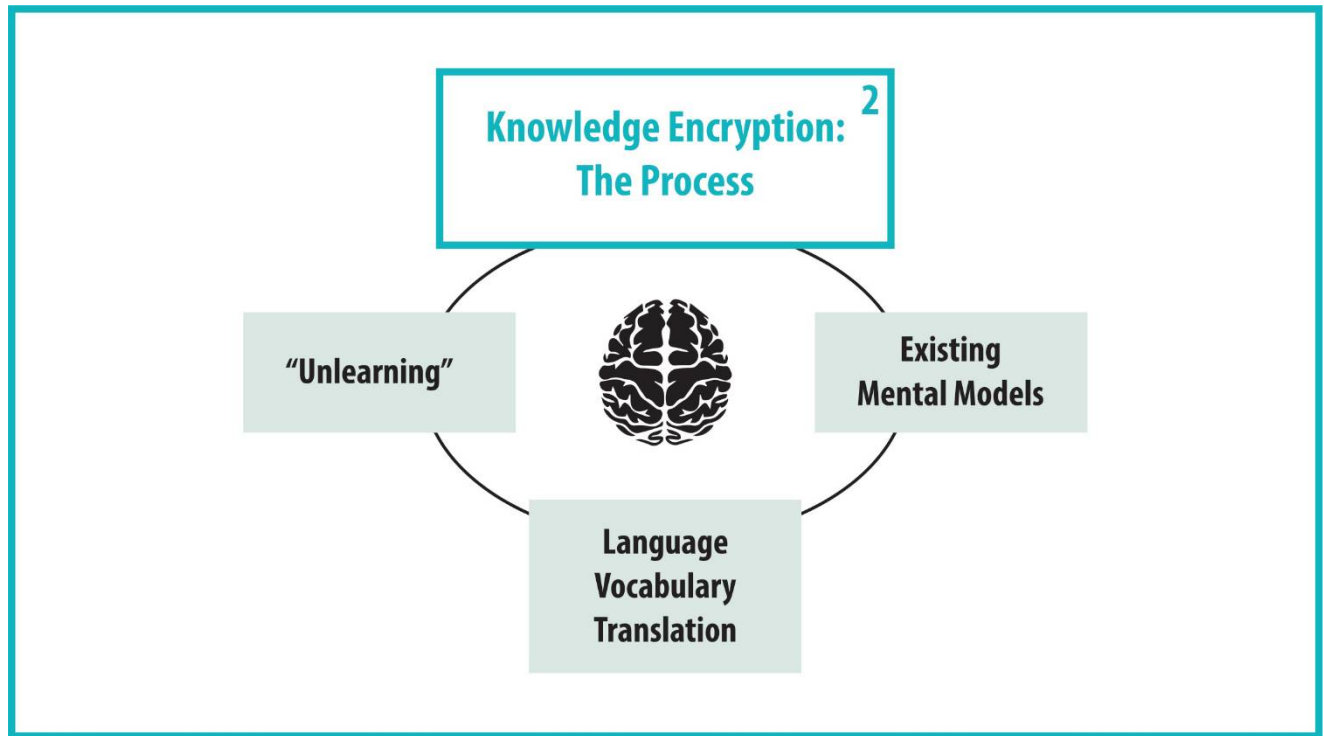


The Effective Learning Cycle in Four Steps: Translating



Step 2: TRANSLATING

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

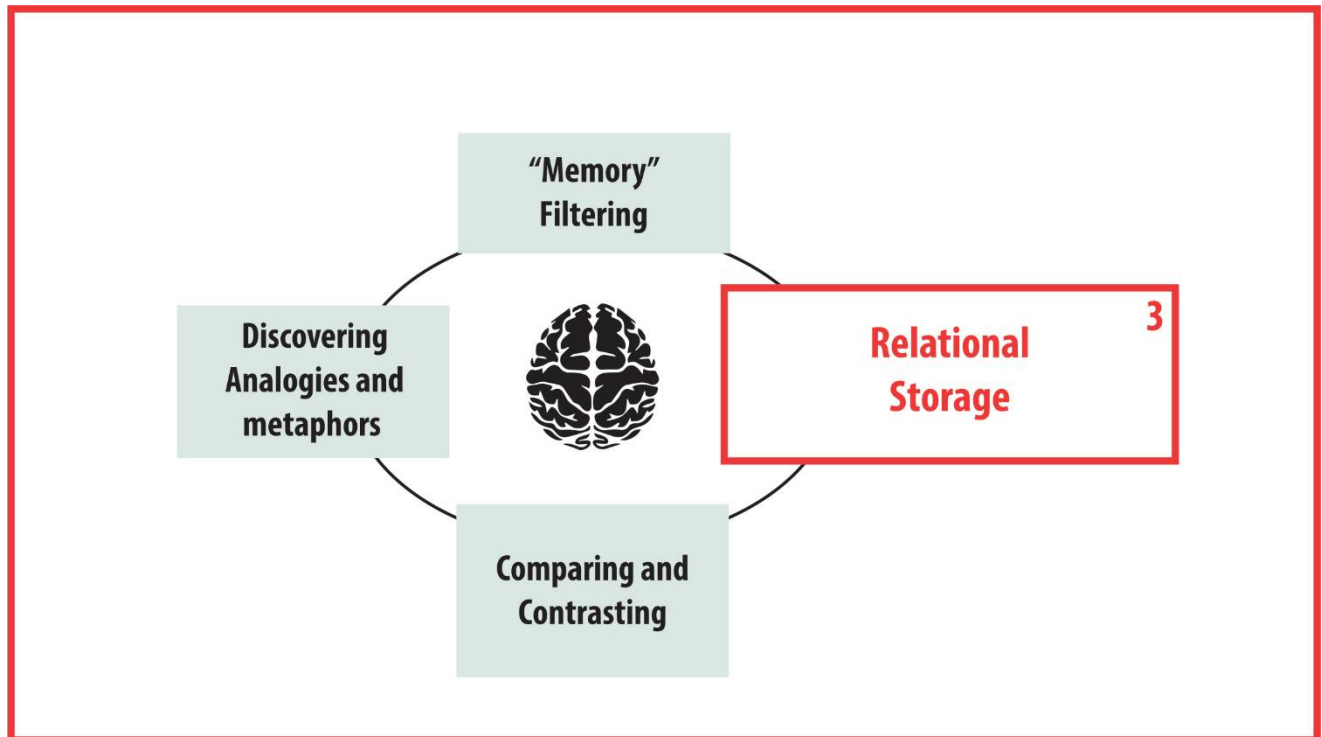


The Effective Learning Cycle in Four Steps: Relating



Step 3: RELATING

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

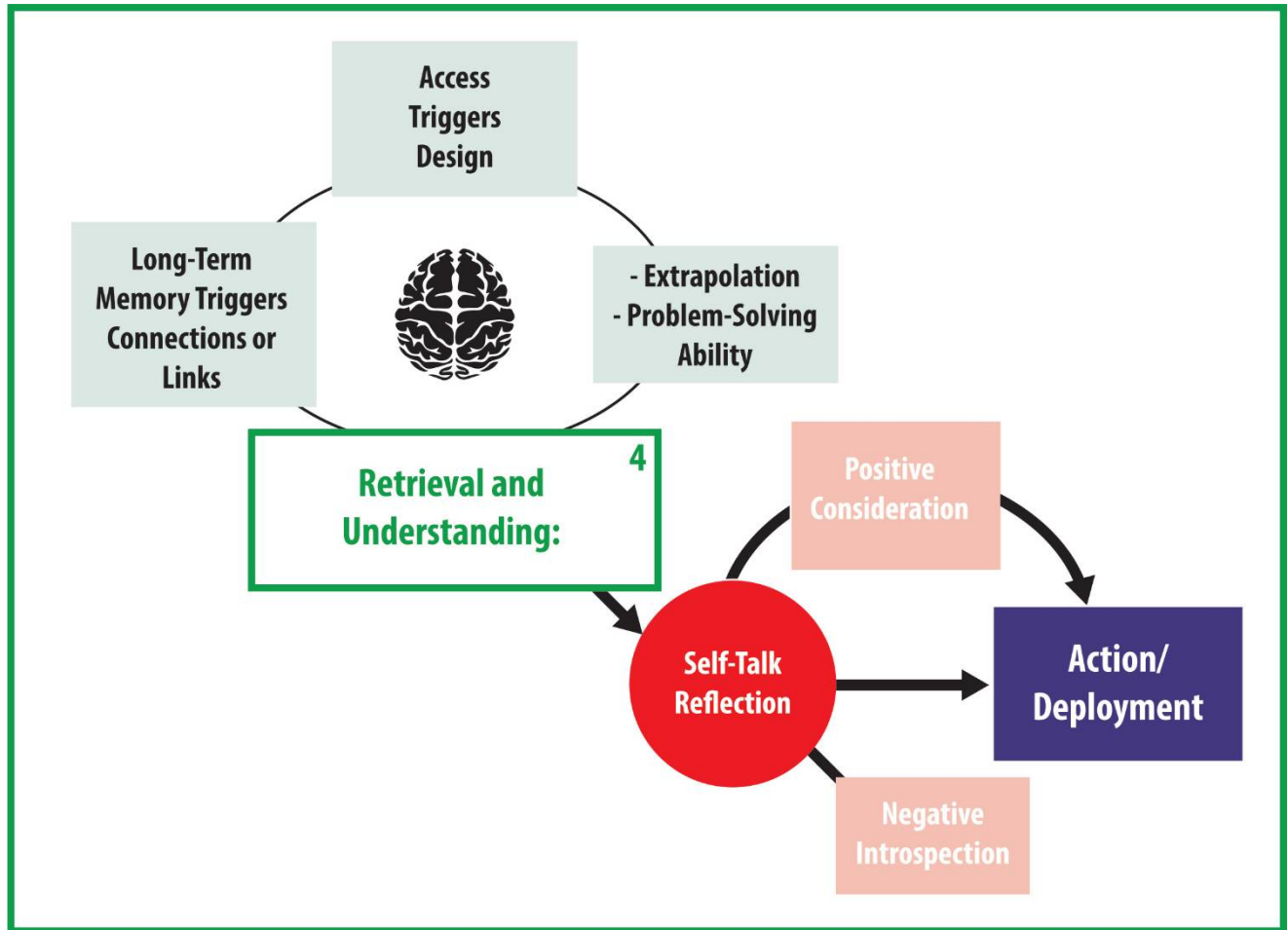


The Effective Learning Cycle in Four Steps: Understanding



Step 4: UNDERSTANDING

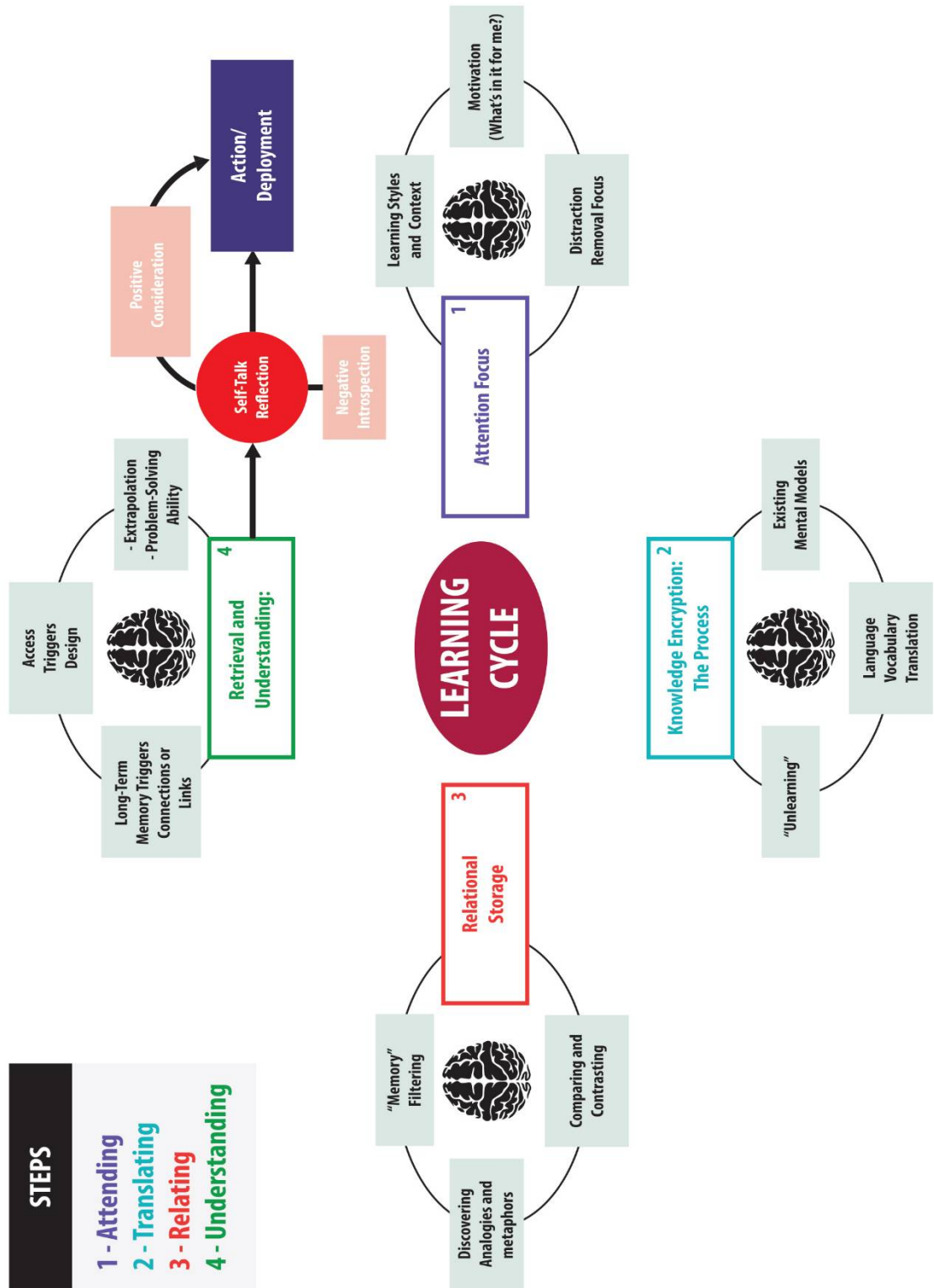
We need to summarize the new information in connection with the old, and to refine it for access and use when we need it. This is predominantly a left-brain activity connected with induction and deduction processes (UNDERSTANDING).



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

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

The Effective Learning Cycle Summary





Pulling It All Together – Facilitating Learning Transfer

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

- Once your level of understanding about the subject is as broad and as deep as you would like it to be, the next step will be to consider how much of this thinking fits or is relevant to you, and what appeals less or does not seem to apply at all. This means looking at all four of the stages in the Learning Styles Questionnaire carefully, and at the results in all ten of the sub-scales.
- Because most of the learning style theory and research is based on large groups of people which provides averaged and generalized results, even concepts that have been internalized and accepted may need to be modified to be as effective for you as possible. Adapting these concepts to more accurately reflect how people learn or like to be taught individually is the next step toward effectiveness and applicability.
- With any luck, some learning style concepts will be of sufficient interest to individuals to try out or experiment. Deploying some of the recommended approaches and activities is the final step in developing the right recipe for an individual to use and gain future benefit. In this sense, it is understanding ourselves that is suggested to be the most important consideration in managing our learning journey in the future.

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

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



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

There are two ways in which this whole process of effective learning transfer can be planned:

- Either the learning facilitator or trainer can take account of individual learning styles and vary their delivery styles and formats to optimize the transfer;
- Alternatively, the individual learner can recognize their own preferred learning styles and make the necessary interventions and adjustments.

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



My Contract for Change

1. My personal goals to learn more effectively in the future are:

- a) _____
- b) _____
- c) _____

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

- a) _____
- b) _____
- c) _____

3. Each week I will record my progress by:

4. My support person(s) will be:

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

6. I will use the following methods to maintain my momentum and learn along the way:

- a) _____
- b) _____
- c) _____

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

8. My end reward will be:

Signed _____ Dated _____



So Now What?

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

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

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

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

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