DISC and **Learning Styles**

A Dual Evaluation of Behavioral & Learning Styles

Report For: **Sample Report**

Focus: **Work**

Date: **2/16/2024**

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Introduction to the DISC and Learning Styles Combined Report

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

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

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

DISC STYLES

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

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

ADAPTABILITY

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

LEARNING STYLES

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

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

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

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PART I Understanding Yourself

General Characteristics

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

You set high performance standards for yourself and others and expect everybody to meet those standards. You have remarkably good quality control skills and a high degree of patience. These traits combine to allow you to aim your sights higher than some others on the team. You lead by setting the example yourself, rather than delegating to others and walking away.

Your score pattern indicates that you tend to maintain a keen awareness of time. You tend to be on time or early for appointments, and expect the same consideration of your time from others. It annoys you when certain people are perpetually late, or when meetings drag on with no assigned time to end.

You are very conscientious and attentive to follow through in working on detailed projects and complex assignments. Others on the team can depend on you and the efforts you provide to make the project a success. Some on the team may not realize all of the work you have done, and all the thought you have given to the project, because much of it might have been done behind the scenes. To maintain your own sense of accomplishment, be certain that others on the team know what you're doing for them in the background. Your modesty may make this a challenge, but you should always find a time and place to make sure your efforts are being recognized.

Your response pattern on the instrument indicates that you appreciate the security of efficient systems and procedures, and strive to maintain or improve them to the highest possible standards. This also might mean that you spend more time thinking about various processes and procedures than others on the team, and as a result, may act as an oracle for those who are uncertain. They ask you because they know you'll have the correct answer, but you may wonder why they didn't learn the correct procedure in the first place.

General Characteristics (continued)

You tend to judge others by objective standards, and prefer to be evaluated by specific criteria, preferably provided in writing. For you, things are more clear and well-defined when written down. When evaluation time comes, your preference is a list of specific criteria, or a performance measure that is specific and unambiguous.

You like your space to be neat and well-organized. When the workspace is clean and clutter-free, you are more able to focus clearly on the project at hand.

You demonstrate extremely high attention to detail as you strive for perfection. You strive to make things as high-quality as possible and may be disappointed when things turn out just "pretty good." Few people on the team have the ability to attend to details and to follow through the way you do.

Your response pattern on the instrument indicates that you persuade others by careful attention to detail, and through facts, data, and logic, rather than emotion. People can depend on you to present a case that is logical and supportable. This is the primary strength that you bring to a team or organization when at the decision-making table.

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 provide valuable input on projects by considering possible pitfalls that others on the team may have overlooked.
- You take your responsibilities seriously and exercise your authority in a sincere and conscientious manner.
- You provide an objective, reality-focused view of systems, procedures, and organizational operations.
- You demonstrate a high degree of technical specialty and skill in your area of expertise.
- You are especially careful that there are no loose ends on a project that may have been overlooked by others.
- You maintain a high degree of accuracy while keeping an eye toward project deadlines.
- You are patient in working with others on the team and demonstrating detailed methods for completing a project.

Your Work Style Tendencies That You Bring to the Job:
- You appreciate an occasional word of reassurance from your supervisor or board, as long as it is sincere input.
- You tend to judge others on the job by objective standards and prefer to be evaluated yourself in the same way.
- On work-related projects, you tend to be restrained and reticent with your emotions. You may not be openly verbal at a team or organizational meeting unless asked for input, or if the topic is of high personal importance.
- You will take calculated, educated risks only after a thoughtful analysis of the facts and data, and after you have examined all options and potential outcomes.
- You need to feel well-informed regarding specific details related to your area of authority and responsibility.
- You demonstrate a strong need for perfection and detail orientation.
- You persuade others on the team by careful attention to detail, and through facts, data, and logic.

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:
- The knowledge that the products and services offered are of the highest quality.
- Appreciation for the competence and work ethic demonstrated over the long haul.
- Sincerity from peers and colleagues.
- Complete explanations of systems and processes that impact the work environment.
- Inclusion as a part of the group in social functions.
- A link to some of the traditions that have built success in the past.
- The assurance that changes are made thoughtfully, carefully, and only when proven to be necessary.

People With Patterns Like You Tend to Need:
- An increased urgency to take advantage of opportunities.
- Sufficient time for effective planning, especially prior to change.
- Job descriptions which are presented clearly (preferably in writing), with no ambiguities.
- Options for increasing the efficiency of certain methods or procedures.
- A method to be introduced to new groups of people or business associations.
- Reassurance that your contributions are significant to the success of the team.
- Greater participation in team efforts and activities which would provide you with a broader perspective and greater ability to see the "big picture."

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:

- A close-knit group of people with whom you have developed mutual trust, rapport, and credibility.
- Freedom from intensely pressured decisions.
- Established practices, procedures, and protocols.
- A workplace relatively free of interpersonal conflict and hostility.
- Highly specialized assignments and technical areas of responsibility.
- Identification with the team or greater organization.
- A secure work situation.

The S Style

Under Stress - Perceptions, Behavior and Needs for the S

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:
- Prefers specifics not generalities
- Very high quality control
- Modest and conscientious about work
- Does it right the first time and always

Under Stress, May be Perceived by Others:
- Too suspicious of others
- Inflexible
- Overly sensitive to criticism
- Not open to new ideas

Under Stress You Need:
- Relationships
- Personal assurance
- A slower pace for comfort and security

Your Typical Behaviors in Conflict:
- You seldom express your own feelings of anger or dissatisfaction, fearing that doing so would damage relationships and destabilize the situation. You tend to go along with what others want in order to avoid any controversy.
- You tend to do things to help and benefit others with the expectation that they will reciprocate in some appropriate way. However you rarely share these expectations. As a result, the other person fails to meet your expectations; leading to more repressed anger or hurt feelings on your part.
- You may also feel that your feelings, needs and desires are not as important as those of others, which can encourage others to take advantage of you which, in turn, results in more repressed anger.

Strategies to Reduce Conflict and Increase Harmony:
- Be open to considering new ways of doing things and undertaking new tasks. Ask your supervisor, friends and coworkers to support you in approaching any significant change
- 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.
- Share your needs, feelings and expectations with your friends and coworkers.

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:

- Sample will follow through, so you should be certain to follow through on your part.
- Make an organized appeal for Sample's support and contributions.
- Assure Sample that there won't be any unexpected surprises.
- Present your ideas and opinions in a non-threatening way.
- Approach issues in a logical, straightforward, and factual way.
- Ask 'how' oriented questions to draw out Sample's opinions.
- List pros and cons to suggestions you make.

When Communicating with Sample, DON'T:

- Make decisions for Sample.
- Fail to follow through. If you say you're going to do something, do it.
- Offer assurances and guarantees that you can't fulfill.
- Rush the issues or the decision-making process.
- Offer promises that you can't keep.
- Be vague about what's expected of the group.
- Be rude, abrupt, or too fast-paced in your delivery.

COMMUNICATING WITH THE DISCStyles™

Communicating with the DOMINANT Style

D 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 INFLUENCING Style

I 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

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Communicating with the STEADY Style

S 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 CONSCIENTIOUS Style

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

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

Potential Areas for Improvement:

- You may be too tightly bound to established procedures and tradition, even as more efficient and effective methods become available.
- You may be perceived as slow in making decisions and tentative when it comes to making changes.
- You may sometimes overthink or overexert yourself on standard or routine procedures.
- You may be perceived by others as private, guarded, shy, and undemonstrative.
- You could demonstrate a bit more spontaneity and take yourself a bit less seriously.
- You may sometimes use facts, figures, and details as a "security blanket" to avoid confrontation or hostility.
- You could demonstrate more flexibility regarding new ideas and innovations.

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 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 People, (S)teadiness of Pace, or (C)onscientiousness 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.

DISC 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 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 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 to (D)ominance of Problems, (I)nfluence of People, (S)teadiness of Pace, or (C)onscientiousness 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.

DISC 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 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 Graphs for Sample Report

Your Adapted Style indicates you tend to use the behavioral traits of the I style(s) in your selected Work focus. Your Natural Style indicates that you naturally tend to use the behavioral traits of the SC 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.
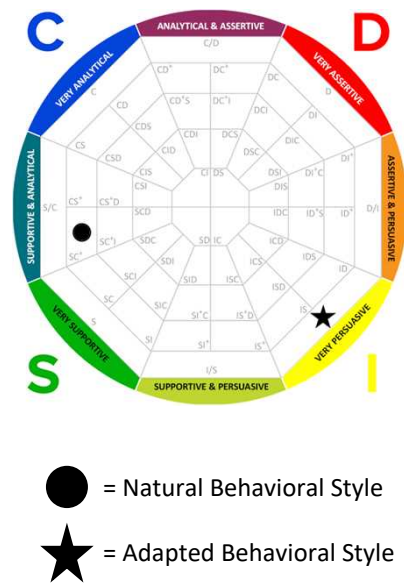
Adapted Style - Graph I
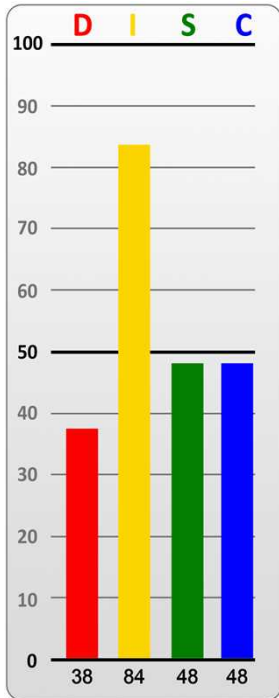
Pattern: I
Focus: Work

Natural Style - Graph II

Pattern: SC

● = Natural Behavioral Style

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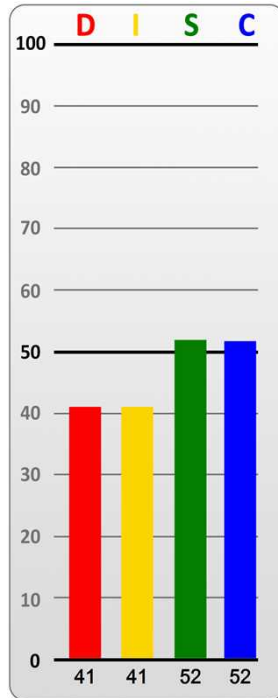
If you have scores under 10 or over 90, these are extended scores where the behavior becomes a **need**. If expressing that behavior isn't possible, you'll likely create situations where that *behavioral need* can be met.

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

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. Can you change? Of course! You do it every day depending on your situations. However, permanent behavioral change comes only with awareness and practice.

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12 Behavioral Tendencies - Summary

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

Behaviors	Natural	Adapted
Change Resistance *How this individual resists engaging with change.*	**Situational**	**Situational**
Careful Decision Making *How this individual approaches decisions and actions.*	**Situational**	**Impulsive (I)**
Prioritizing *How this individual determines the order for dealing with items or tasks based on established rules and structure.*	**Situational**	**Situational**
Reasoning *How this individual uses evidence to think through and solve problems.*	**Situational**	**Intuition-based (I)**
Work Process Alignment *How this individual focuses on process to follow through on work.*	**Situational**	**Situational**
Self-Reliance *How this individual works within a team.*	**Situational**	**Collaborative (I)**
Building Rapport *How this individual focuses when interacting with others.*	**Situational**	**Relationships-Focused (I)**
Accuracy *How this individual focuses on correctness and exactness.*	**Situational**	**Situational**
Expressing Openness *How this individual is most comfortable expressing themselves.*	**Situational**	**Social (I)**
Providing Instruction *How this individual dictates directions and expectations.*	**Situational**	**Situational**
Customer & Team Interaction *How this individual engages with customers and stakeholders, internal and external.*	**Situational**	**Engaging (I)**
Personal Drive *How this individual's own goals move things forward.*	**Situational**	**Situational**

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12 Behavioral Tendencies – Details & Graphs

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

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

Change Resistance

Natural (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.

Adapted (MOD): Consistent with natural style

Reluctant to Change (S)

Drives Change (D)
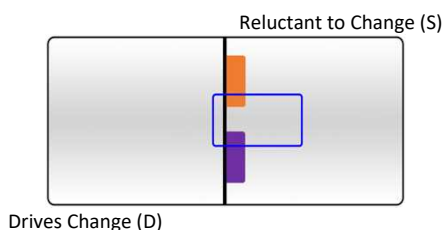
Careful Decision Making

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 (LM): You are somewhat impulsive based on feelings rather than taking the time to consider the risks and consequences. You are likely to make decisions spontaneously and emotionally, trusting your gut and going with what feels right. Sometimes it is important to see if it makes sense too, not just feels good.

Cautious (S)

Impulsive (I)
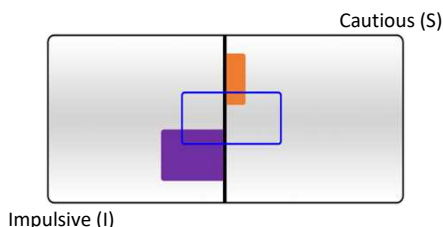
Prioritizing

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 (MOD): Consistent with natural style

Rules (C)

Results (D)
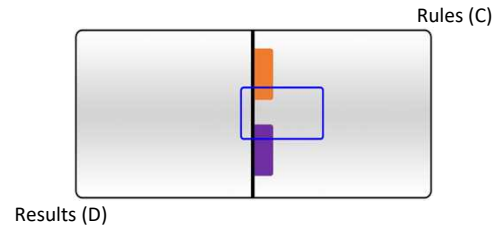
Reasoning

Natural (MOD): You may rely somewhat on your feelings and interactions with others to make decisions, and choose what is likely to be considered acceptable but will seek to back up judgments with evidence and verification. When reasoning, you likely rely on a balanced approach of logic and emotion, and look at the circumstances with a logical perspective and also paying attention to what feels right.

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.

Evidence-based (C)

Intuition-based (I)
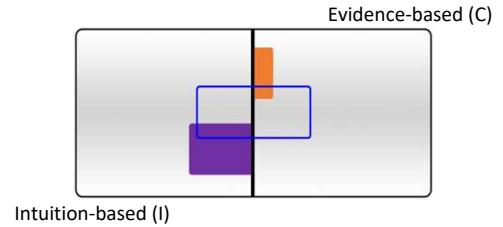
Work Process Alignment

Natural (MOD): Your process and follow through is balanced between keeping things methodical and steady and upholding quality standards to be sure what you are doing is accurate and precise. There may be times when you process information and then follow through based on an equal emphasis on accuracy and consistency. These two, when balanced, will ensure great outcomes.

Adapted (MOD): Consistent with natural style

Consistency (S)

Accuracy (C)
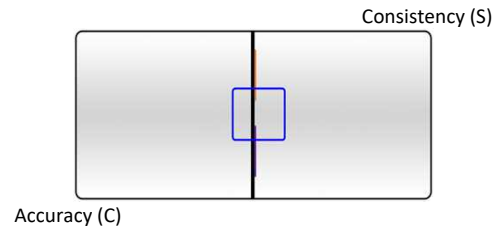
Self-Reliance

Natural (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.

Adapted (LM): You are quite attentive to involving others, preferring to reach results together, which may impact efficiency. You will likely do your best work in collaboration with others. Be aware that too much interaction may cause some delays in productivity or efficiency.

Directive (D)

Collaborative (I)
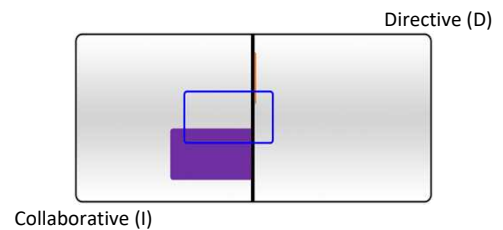
Building Rapport

Natural (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!

Adapted (HM): You are somewhat social and more likely to focus on building relationship and making connections, rather than accomplishing a goal or completing a task. Don't forget that sometimes there are things to be done.

Relationships-Focused (I)

Results-Focused (D)
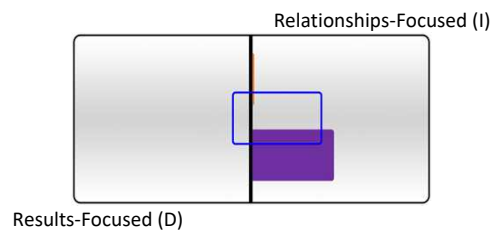
Accuracy

Natural (MOD): Your plans are a combination of careful deliberations to ensure quality outcomes, and systems and processes that allow forward movement in a steady environment. You are likely aware of both predictability and precision when making plans. You will have more positive outcomes when using balanced planning.

Adapted (MOD): Consistent with natural style

Precision (C)

Predictability (S)
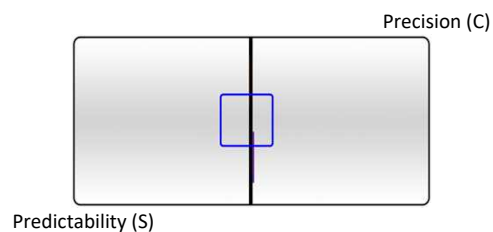
Expressing Openness

Natural (MOD): Your comfort is balanced between your ability to interact with others and build personal connections, while still maintaining a focus on structure, detail and accuracy, and you may struggle with maintaining a consistent pace or focus. You can be confident with both social interactions and information to support your perspective.

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.

Social (I)
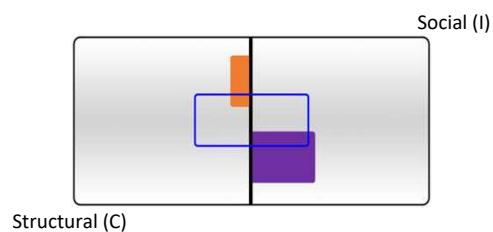
Structural (C)

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 (MOD): Consistent with natural style

Directive & Compulsive (D)

Reserved & Detailed (C)
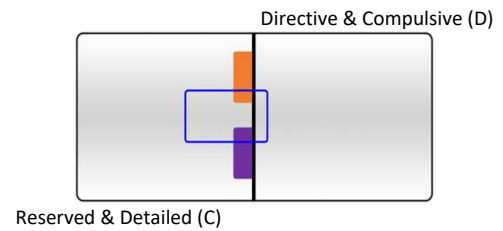
Customer & Team Interaction

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 (HM): You are somewhat engaging, charming, persuasive, and influential, often connecting with others in a way that builds trust and confidence. You are more likely to focus on engaging with the others to create a relationship, interacting with them to build a friendship to ensure they will come back to work with you directly. Sometimes business should be just business.

Engaging (I)

Supporting (S)
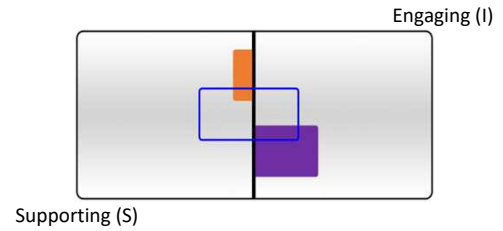
Personal Drive

Natural (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.

Adapted (MOD): Consistent with natural style

Self-Driven (D)

Others-driven (S)

22
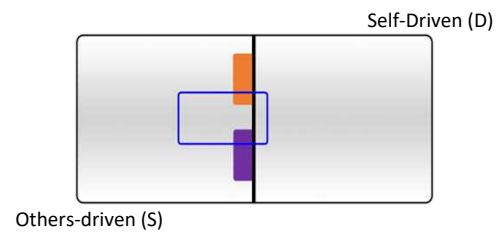
Behavioral Pattern View

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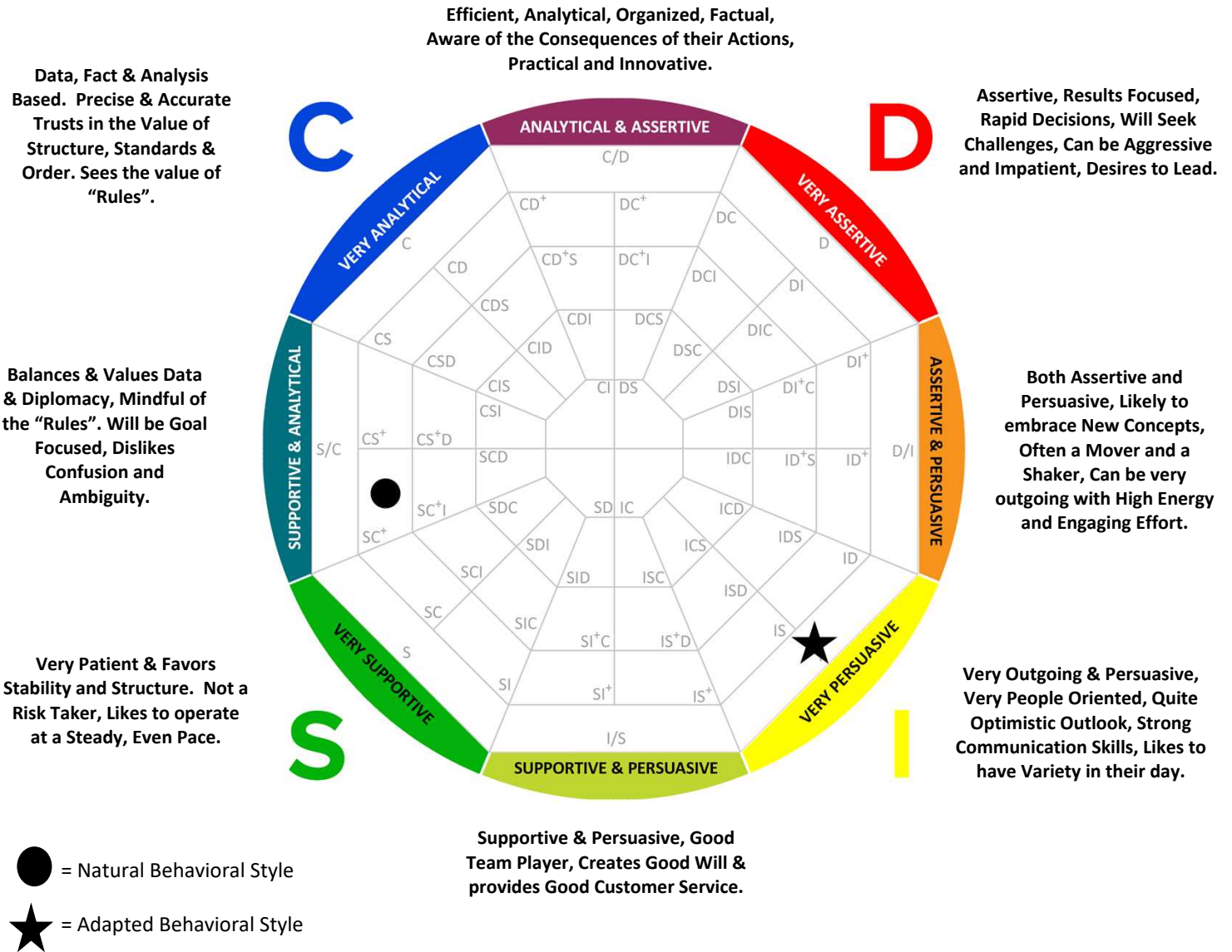
THE SCORING LEGEND

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

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

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

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

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

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

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

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

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

● = Natural Behavioral Style

★ = Adapted Behavioral Style

PART II Application of DISC Styles

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

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

THIS APPLICATION SECTION INCLUDES:

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

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

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

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

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

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

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

Overview of the Four Basic DISCstyles

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

	HIGH DOMINANT STYLE	HIGH INFLUENCING STYLE	HIGH STEADY STYLE	HIGH CONSCIENTIOUS STYLE
Tends to Act	Assertive	Persuasive	Patient	Contemplative
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

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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
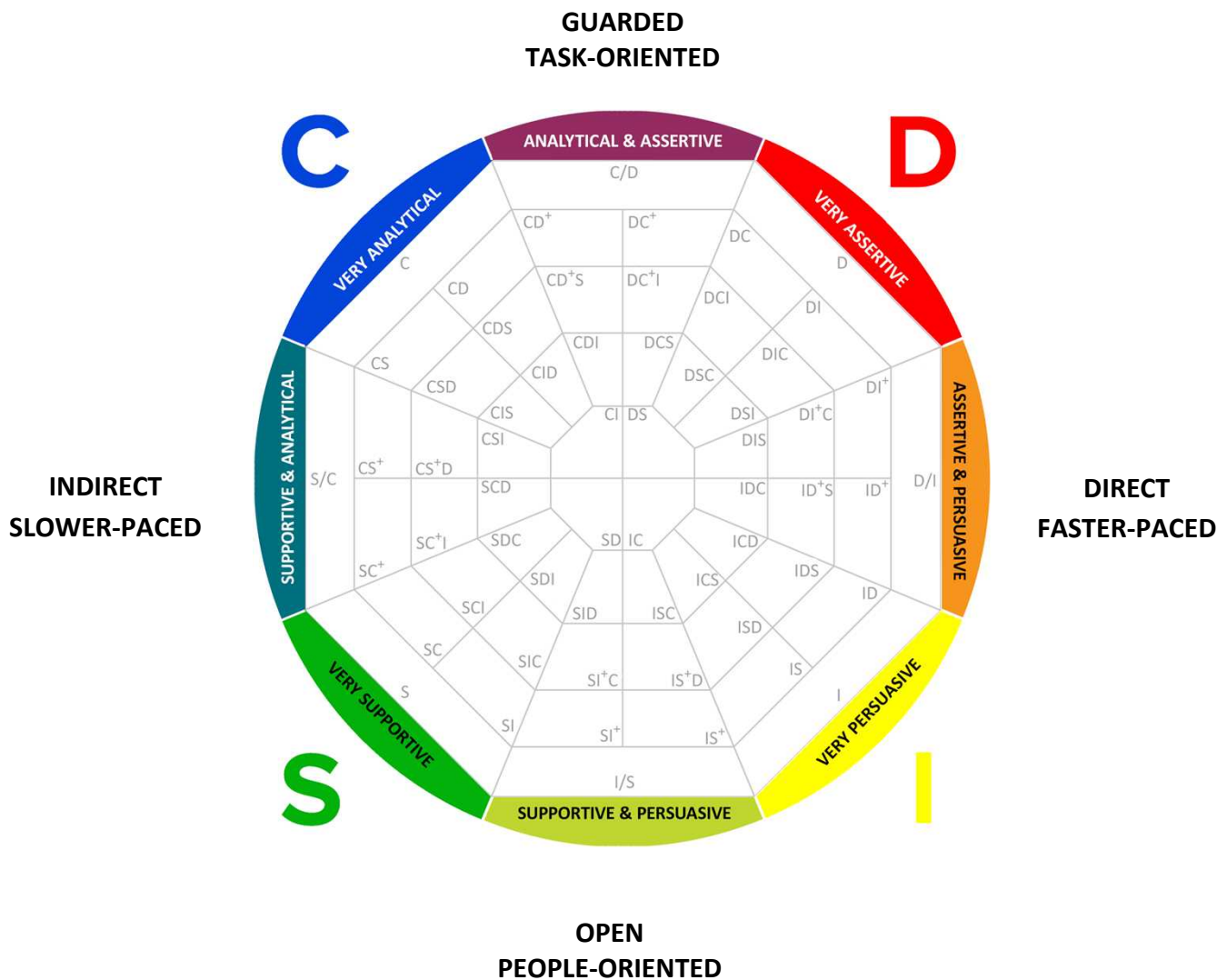
Recognizing Another Person's Behavioral Style

2 Power Questions:

1. Are they **DIRECT/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).

SLOWER-PACED TASK-ORIENTED — **C**

FASTER-PACED TASK-ORIENTED — **D**

SLOWER-PACED PEOPLE-ORIENTED — **S**

FASTER-PACED PEOPLE-ORIENTED — **I**
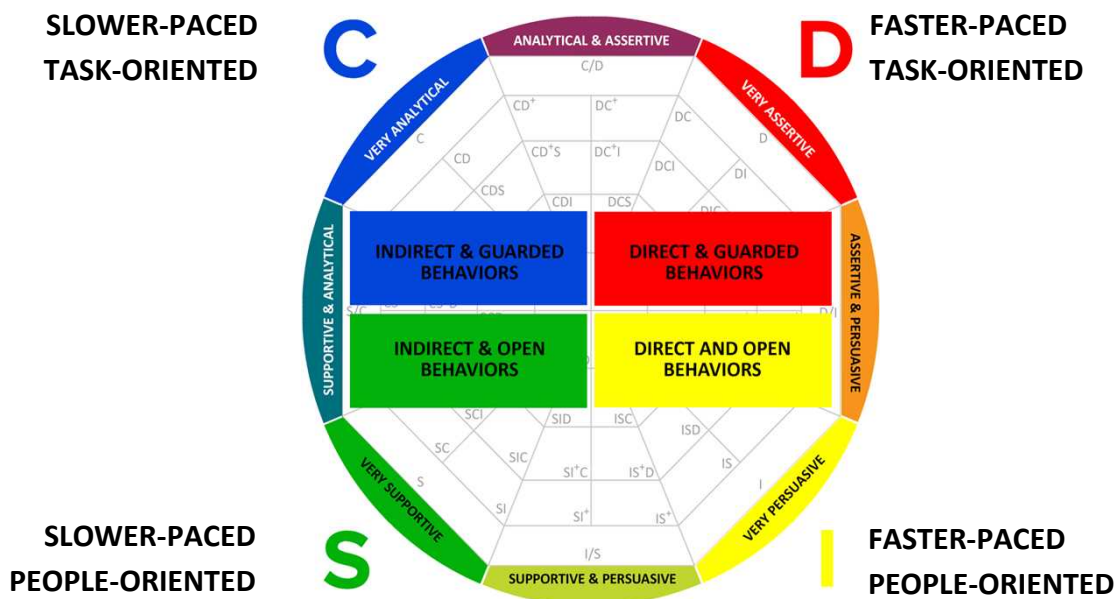
When we integrate both the natural tendency to be either DIRECT or INDIRECT with the natural tendency to be either GUARDED or OPEN, it forms the foundation and the basis for plotting each of the four different behavioral styles:

	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

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

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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

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Tension Among the Styles

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

Tension Among the Styles, continued

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

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:_____ _____
_____
_____
_____
_____

Adapting in Different Situations: AT WORK

DOMINANT 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

INFLUENCING 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

STEADY 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

CONSCIENTIOUS 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 Different Situations: IN SALES AND SERVICE

DOMINANT 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

INFLUENCING 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

STEADY 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

CONSCIENTIOUS 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 Different Situations: IN SOCIAL SETTINGS

DOMINANT 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

INFLUENCING 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

STEADY 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

CONSCIENTIOUS 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 Different Situations: IN LEARNING ENVIRONMENTS

DOMINANT 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

INFLUENCING 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

STEADY 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

CONSCIENTIOUS 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 Learning Styles

Introduction

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

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

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

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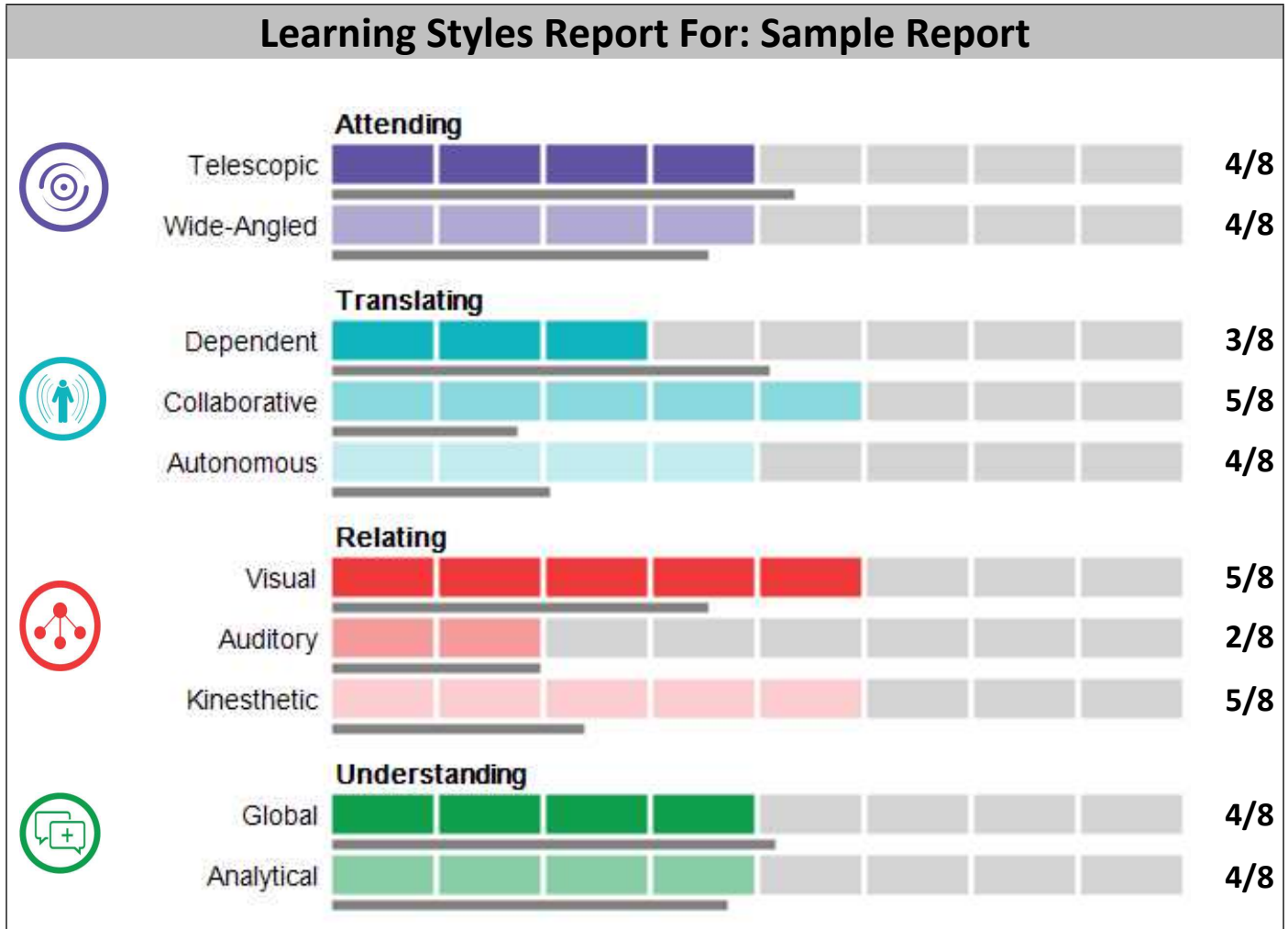
It is intended to help determine where people's general preferences, or natural learning biases, might lie. Although this is far from an exact science, the simple view is that the more we can understand about how we perceive new information or new learning, the better and more successful our learning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

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

Learns By

Quiet Reflection

Ordered offering of facts

Wholistic models of information

Logical, planned discussions

Interests
Performance
Efficiency
Function
Value

Type of Person
Technical
Intellectual
Mathematical
Problem Solver
Quantifier
Organizer

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

Learns By

Self discovery

Concept construction

Discovering hidden possiblilities

Involvement

Experimental learning

Interests
Exploration
Strategy
Concepts
Fun

CEREBRAL LEFT

CEREBRAL RIGHT

ANALYTICAL (LOGICAL & RATIONAL)

INTUITIVE (OPEN-MINDED)

VERBAL

NON-VERBAL

DETAILED (ORGANIZED & SEQUENTIAL)

KINESTHETIC (EMOTIONAL & EXPRESSIVE)

LIMBIC LEFT

LIMBIC RIGHT

Interests
Quality
Security
Reliability
Standards

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

Learning Styles Report For: Sample Report

Attending

Telescopic	**4/8**
Wide-Angled	**4/8**

Translating

Dependent	**3/8**
Collaborative	**5/8**
Autonomous	**4/8**

Relating

Visual	**5/8**
Auditory	**2/8**
Kinesthetic	**5/8**

Understanding

Global	**4/8**
Analytical	**4/8**

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

Using Learning Styles

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

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

1. ATTENDING

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

2. TRANSLATING

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

3. RELATING

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

4. UNDERSTANDING

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

Your Individual Score

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

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

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

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

INTERPRETING YOUR SCORES ON THE LEARNING STYLE INSTRUMENT

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

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

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

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

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

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

Attending

Reference your scores from the page.

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

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

Translating

Reference your scores from the graphs page.

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

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

The Dependent Learner

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

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

The Collaborative Learner

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

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

The Autonomous Learner

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

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

Relating

Reference your scores from the graphs page.

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

Visual Learners (45% of people)	Kinesthetic Learners (25% of people)	Auditory Learners (30% of people)

Characteristics

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

Learn best by

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

Characteristics

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

Learn best by

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

Characteristics

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

Learn best by

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

Understanding

Reference your scores from the graphs page.

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

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

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The Effective Learning Cycle in Four Steps

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

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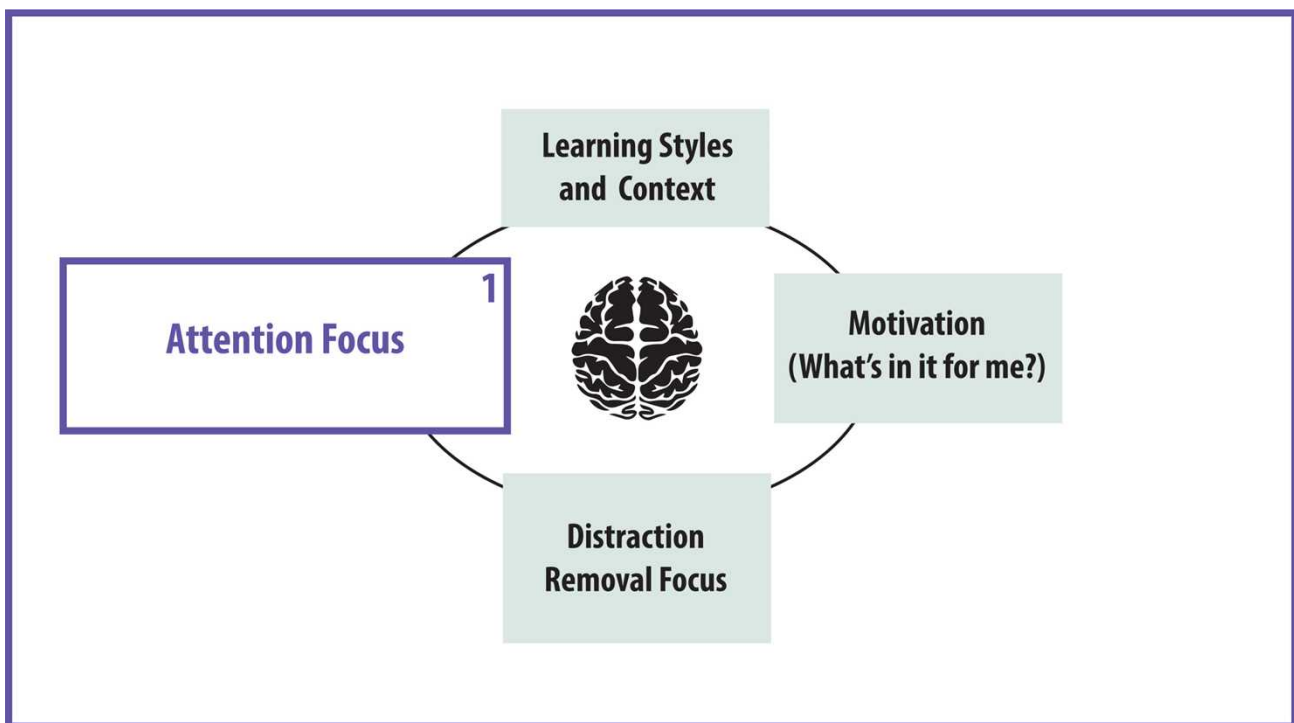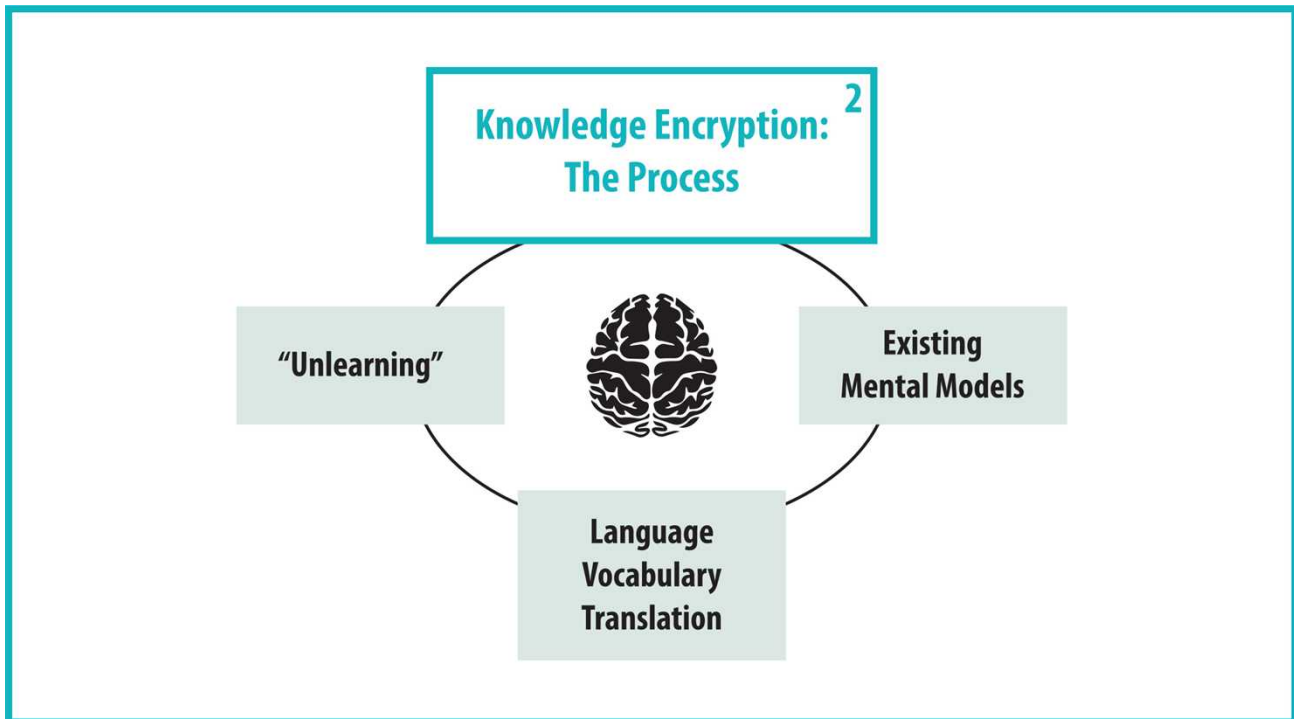
The Effective Learning Cycle in Four Steps

Step 2: TRANSLATING

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

Knowledge Encryption: 2
The Process

"Unlearning"

Existing
Mental Models

Language
Vocabulary
Translation

The Effective Learning Cycle in Four Steps

Step 3: RELATING

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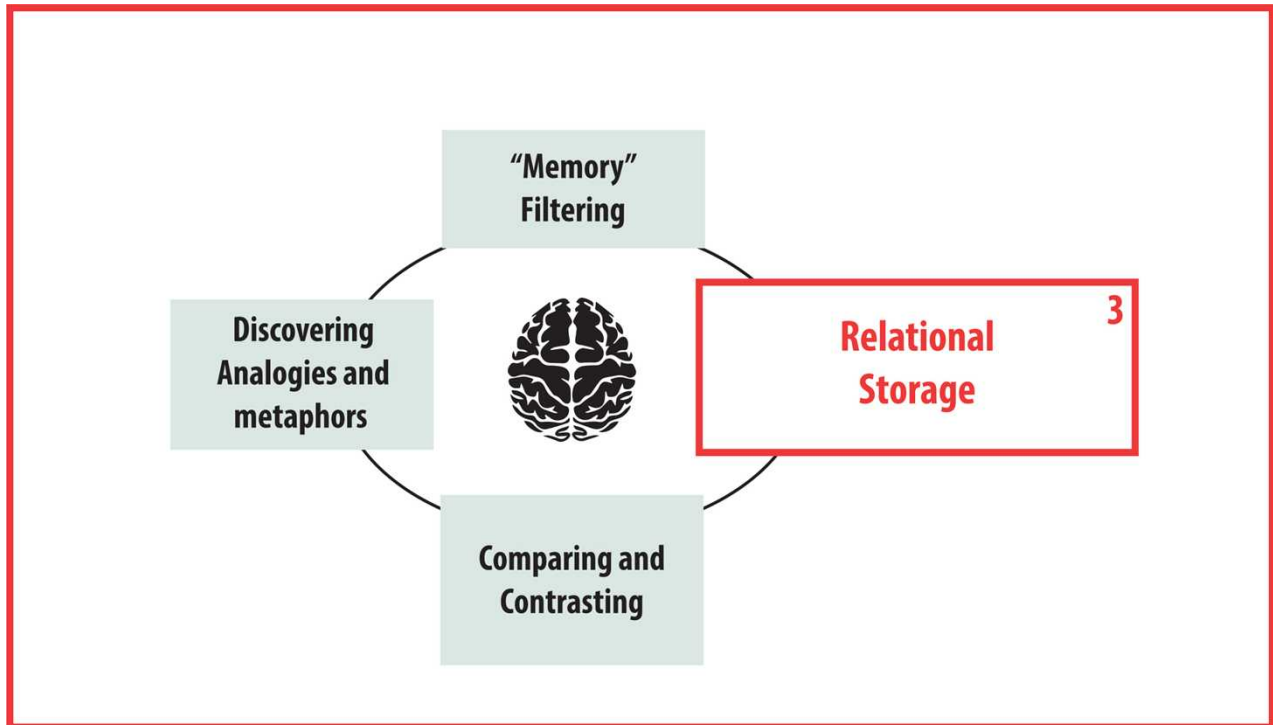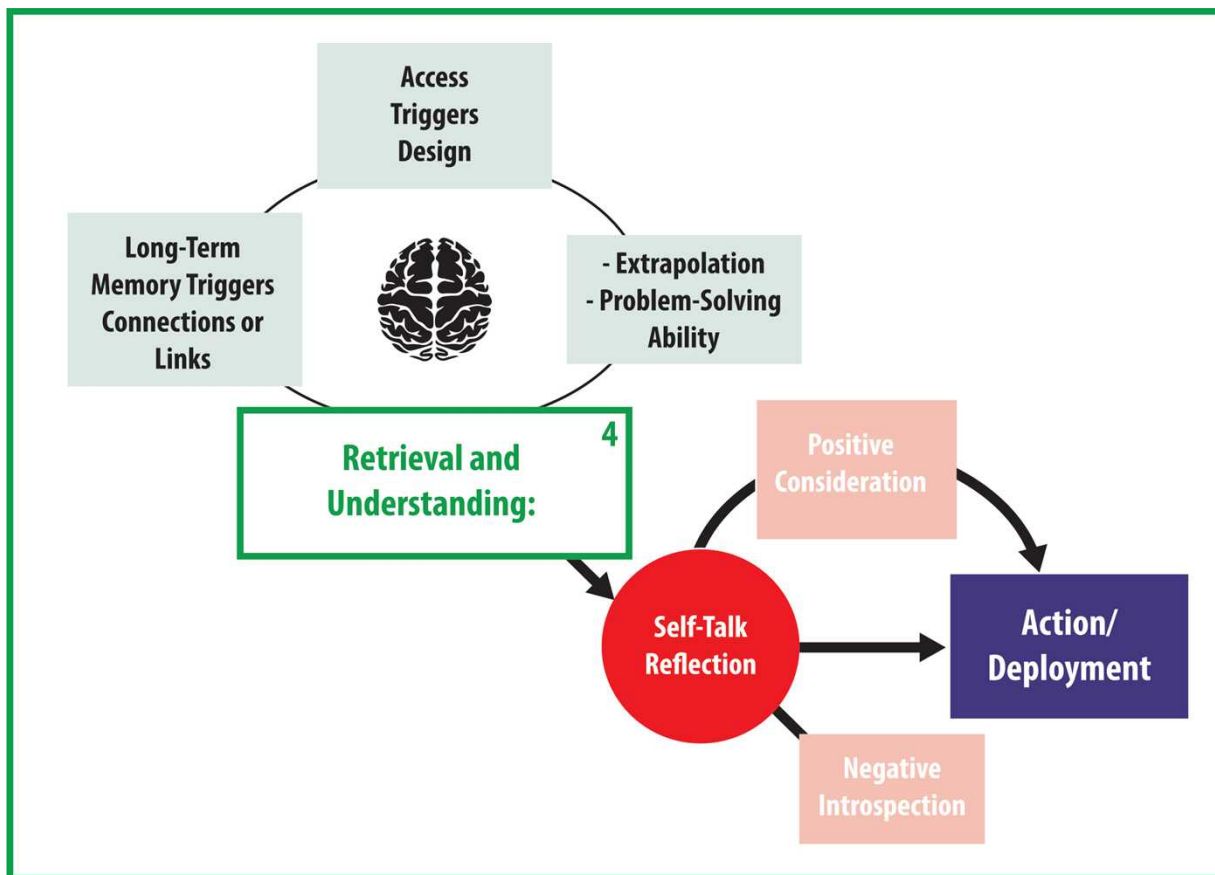
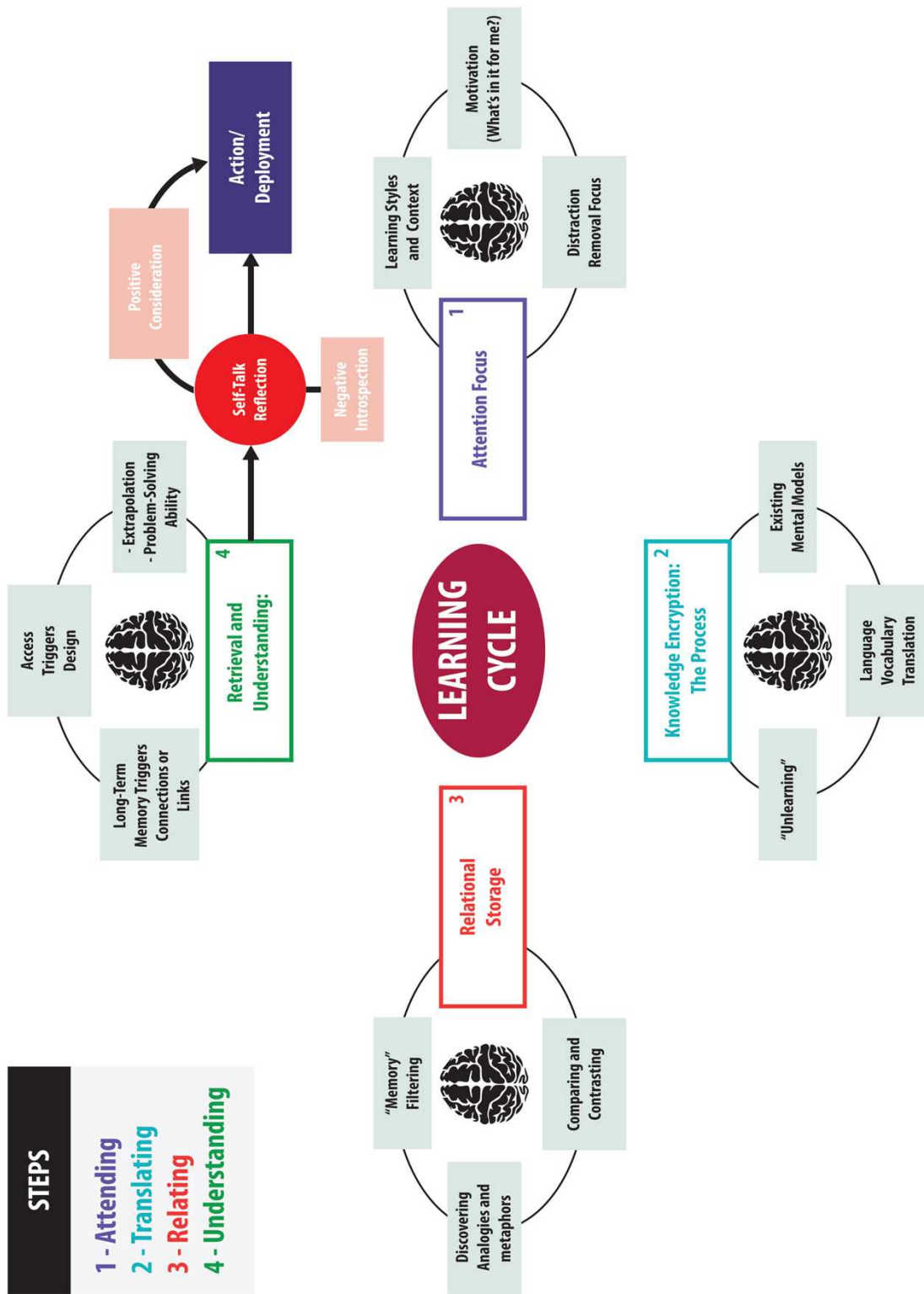## The Effective Learning Cycle in Four Steps

Step 4: UNDERSTANDING

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

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

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

The Effective Learning Cycle Summary

LEARNING CYCLE

STEPS

1 - Attending
2 - Translating
3 - Relating
4 - Understanding

1 Attention Focus
- Motivation (What's in it for me?)
- Learning Styles and Context
- Distraction Removal Focus

2 Knowledge Encryption: The Process
- Existing Mental Models
- Language Vocabulary Translation
- "Unlearning"

3 Relational Storage
- "Memory" Filtering
- Comparing and Contrasting
- Discovering Analogies and metaphors

4 Retrieval and Understanding:
- Extrapolation
- Problem-Solving Ability
- Access Triggers Design
- Long-Term Memory Triggers Connections or Links

Self-Talk Reflection
- Positive Consideration
- Negative Introspection

Action/ Deployment

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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