



Joe Sample

Style: Challenger DC

Scholastic Success Report

PROVIDED BY:



Introduction

This report is based upon Joe's responses to the DISC Personality Style Questionnaire.

What is the purpose of this report?

The goal of this report is to get everyone, Student/Teacher/Parent, in sync to increase learning and understanding in the student. By identifying the student's natural personality style, you can unlock greater potential, maximize strengths, and increase the capacity to understand and be understood.

Everyone in this learning circle can maximize strengths

Read over this report to discover what makes Joe unique. Hopefully your report will confirm what you already know, but you may discover new things about yourself. Either way, there is something for everyone involved. Parents and Teachers should also take their DISC Questionnaire so they can help mesh their style with their student's style. We are all in this together to grow and learn!

This report has 3 sections:

For the Student: You have a great opportunity to better understand yourself and others by learning the language of personality – DISC – briefly explained on pgs. 4 - 5 of this report. Understanding your personality characteristics will help you better understand others personality characteristics so that you can minimize misunderstandings. Understanding how you respond to pressure, make decisions, work best in a group and what best motivates you will help you create environments that will help you grow and better connect with others.

For the Parent: Parents and caregivers play a huge role in creating an atmosphere for the student's success. Since information is power, information about the student's strengths and limits is key to creating the best learning and communication environment. To be understood better, make sure you communicate in the DISC language that is most effective for the unique preferences of the student. When it comes to motivation, use your knowledge of DISC to provide targeted incentives.

For the Teacher: Teachers and tutors are on the front lines of the communication and learning efforts for the student. But often teachers have many students, it's difficult to know what works best for each. Using DISC as a springboard of understanding can help with motivation, study skills, group learning, decision making and so much more. Teachers get a snapshot with DISC that they would not otherwise have without knowing the student for a long time.



Communication Style Description

Joe's style is identified by the keyword "Challenger".

As a Challenger style, Joe is sensitive to problems, and displays a significant amount of creativity in the ability to solve them. Challengers can complete significant tasks in very little time due to their strong resolve. Joe is determined and probably has high astuteness combined with quick reactions. Challengers will examine and pursue all possible avenues when searching for a solution to a problem. They display a lot of foresightedness in focusing on projects. Striving for correctness, they counterbalance their drive for tangible results. Challengers can tend to be perfectionistic and can vacillate in decision making while trying to determine the "best" choice.

Challengers sometimes appear to lack social poise and may possibly even be perceived as cool and overly forthright. They prefer working alone and thrive in an environment where they can call the shots. Joe tends to be quiet and reserved when becoming involved in personal relationships and does not trust easily. A Challenger typically will have little patience for those who do not follow what is believed to be the right way, since they are so strongly motivated by a drive to excel. Challengers tend to become easily bored with routine responsibilities, needing the opportunity to work on new projects. They tend to ignore the emotional side of people in favor of focusing on the task at hand. They would benefit by considering the development of warmth in social relationships as an important task. Joe would also be well advised to give additional consideration to the value of developing a team and the increased productivity that can be derived from being a strong leader of a solid team. Joe should work to build stronger cooperation with team members and to develop a patient attitude when considering others' opinions and work styles.

Task oriented and driven by results, Joe tends not to get emotionally involved when discussing issues with people. A Challenger is creative and thinks ahead to what they will do next and how decisions may effect what happens next. Joe is inquisitive and likes to have details and facts about the unfamiliar.

DISC Overview

Because human personality is comprised of varying intensities of the four behavioral styles, the DISC graph helps make the personality style more visual. The DISC graph plots the intensity of each of the four styles. All points above the midline are stronger intensities, while points below the midline are lesser intensities of DISC characteristics. It is possible to look at a DISC graph and instantly know the personality and behavioral characteristics of an individual.

This chart below helps put the four dimensions of the personality into perspective

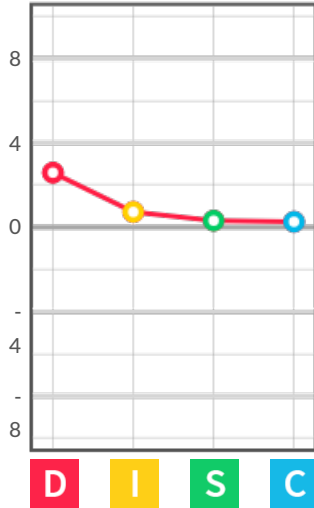
	D DOMINANT	I INFLUENCING	S STEADY	C COMPLIANT
Seeks:	Control	Recognition	Acceptance	Accuracy
Strengths:	Administration Leadership Determination	Persuading Enthusiasm Entertaining	Listening Teamwork Follow-through	Planning Systems Orchestration
Dislikes:	Inefficiency Indecisions	Routines Complexity	Insensitivity Impatience	Disorganization Impropriety
Decisions:	Decisive	Spontaneous	Conferring	Methodical



Your DISC Graphs

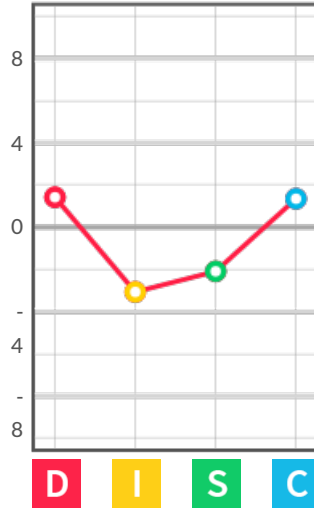
Below are your three DISC graphs and the meaning of each graph.

“Public Self”
(mask)



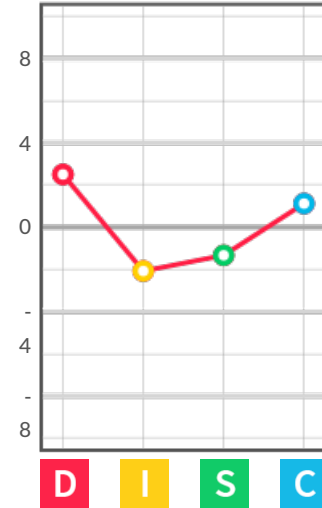
This graph displays the you others see. It reflects how you perceive the demands of your environment, and your perception of how you believe others expect you to behave.

“Private Self”
(core)



This graph displays your instinctive response to pressure, and identifies how you are most likely to respond when stress or tension are present in your environment.

“Perceived Self”
(mirror)



This graph displays the manner in which you perceive your typical behavior. It could be referred to as your self perception. At times you may be unaware of the behavior you use with other people.

Differences between the Public and Private Self:

People often act based on how they think others expect them to behave or to adapt to a specific job or role. This adapted behavior (the Public Self) represents what we project to the world. Your core style (Private Self) represents your instinctive response to pressure. During times of stress or tension, these core behaviors become prominent. This Private Self graph is least likely to change because these are natural and ingrained responses.

Little or no difference between the Private Self and Public Self indicates that there is not much need to adapt your style to your environment. However, if the Public Self is different from the Private Self, you may perceive a need to flex your style to fit your job, your current role or the expectations placed upon you.

Your Personality Style Characteristics

Use the information provided to gain greater insight about yourself, how you communicate and how you tend to interact with others.



How do others see you?

- A thinker
- Confident
- Independent
- A problem solver
- Capable; a person who gets things done
- Someone who works toward a goal

Do you see yourself in the same way as others see you?



What can keep you from moving forward?

- Others criticizing you
- Feeling taken advantage of

What things are keeping you from moving forward right now?



What motivates you?

- Work and project completion
- Being able to figure things out
- Not having to talk with people when you don't want to
- Having what you need to get things done

What is your biggest motivator?

Communication Preferences Report for the Student



What does your ideal environment for learning include?

- Things to do that challenge you
- Projects that produce results you can see
- Recognition for your ability to solve problems
- Evaluation based on what you do, not how you do it

Is your current learning environment a help or hindrance?



What can keep you from being the best student possible?

- You may have trouble relaxing and you may appear cool and distant, but in reality, you are probably thinking and planning your next project or task.
- Your interpersonal skills and your need to stay focused may weaken your ability to rally others to help you.

What things are keeping you from reaching your potential?



How can you make the most of group project work and teams?

- You may be frustrated by socializing, which you see as a waste of time and a distraction, but you may need to allow others to work the way they work best
- You tend to take decisive control in a group setting, organizing and offering new approaches and ideas. Your focus is on the result and getting the task done as efficiently and as quickly as possible.
- You like to work alone, but you can probably benefit from taking the time to listen to the ideas of other members of the team.

Do you prefer to work alone or as part of a group? Why?

Communication Preferences Report for the Student



When communicating with others, you prefer that others DO:

- Be brief, direct and to the point
- Ask “what” and “why” questions
- Focus on business; remember that you desire results
- Suggest ways for you to achieve results, be in charge and solve problems
- Recognize your high-quality work

How do you typically communicate with others?



When communicating with others, you prefer that others DON'T:

- Ramble
- Repeat themselves
- Focus on problems
- Be too sociable
- Make generalizations
- Make statements without support

How do you typically communicate with others?



Potential problem areas for you as a student.

- Try to see the benefit of working with others, as you may get information and ideas that you may not have considered otherwise.
- You work at a pace and with an attention to detail that most people are not capable of maintaining. Try to be more patient and a better listener.

Which class or subject is your most difficult? Why?

Communication Preferences Report for the Student



In the classroom:

- You may become impatient with material that is not based in fact, but in feelings and ideas. There is a tendency for you to overwork and not take the necessary time for socializing and play. Develop better listening skills through focusing on others and gaining an appreciation for those who think and work differently than you.

Which class or subject do you enjoy the most? Why?



Personal growth areas:

- Strive to be an “active” listener
- Be attentive to other team members’ ideas until everyone agrees
- Be less controlling and domineering
- Develop a greater appreciation for the opinions, feelings and desires of others
- Put more energy into personal relationships
- Show your support for other team members
- Take time to explain the “whys” of your statements and proposals
- Try to be friendlier and more approachable

What areas of personal growth do feel are the most import?

This section is provided for Joe's parents or guardians:



Motivators for Joe include:

- Work and project completion
- Power and authority to design and implement solutions
- Not having to needlessly socialize or play politics
- Being provided the necessary tools to achieve success



Helping Joe to grow:

- Help him/her learn to be a more "active" listener
- Encourage him/her to be more open to new ideas and methods
- Show the value of developing a greater appreciation for the opinions, feelings and desires of others
- Encourage putting more energy into personal relationships
- Encourage supporting other team members
- Encourage a friendlier and more approachable attitude



When communicating with Joe:

- Try to be brief, direct and to the point, asking "what" and "how" questions, remembering that he/she is task focused and looking for immediate results. He/she may be uncomfortable when the conversation becomes too social.
- Criticism is devastating to him/her because of the pride that is taken in creating high quality work. Your approval and encouragement can be great motivators.



You can encourage Joe by using phrases such as:

- "I like how you finish what you start."
- "You're independent."
- "I like how you are direct with people."
- "You really play hard to win."
- "I admire your creativity."
- "I like that you always try your best."

This section is provided for Joe's teachers and tutors:



Joe's strengths are:

- Analytical
- Problem-solver
- Task-oriented, able to get results
- Self-reliant
- Creative
- Decisive
- A leader



Joe is motivated by:

- Work and project completion
- Power and authority to design and implement solutions
- Not having to needlessly socialize
- Being provided the necessary tools to achieve success



The ideal environment for Joe is:

- Challenging tasks and activities
- Recognition for his/her analytical abilities
- Personal evaluation based on results not methods
- Projects that produce tangible results



Ways you can help encourage growth in Joe are:

- Encourage becoming a more "active" listener
- Encourage becoming more attentive to other team members
- Encourage putting more energy into personal relationships
- Encourage showing his/her support for other team members
- Explain the benefits of taking the time to explain the "whys" of statements and proposals
- Promote trying to be friendlier and more approachable



Joe may fear:

- Criticism and being taken advantage of



Joe may say:

- "I work best when I am working alone."
- "I can get this done faster my way."
- "I need more details and facts."
- "Teach me things that challenge me."