

Overview of the DiSC Styles

Fast Paced, Assertive, Dynamic, Bold

Priorities: solving problems, taking action, accepting challenges, quick decisions, accomplishments

Motivated by: opportunities for advancement, responsibility, challenging and difficult assignments, freedom and independence

Dislikes: failure, loss of power and authority, routine, vulnerability

You will notice: self-assuredness, decisiveness, strong need to achieve, assertiveness, straight-forwardness, ambition, risk-taking

Limitations: not team-oriented, overly demanding, unilateral decision making, impatience, strong focus on task and forceful style can upset others

Value to the organization: seeks new and innovative, problem-solving methods.

Dominance

Priorities: creating a motivating environment, generating enthusiasm, developing an environment of trust

Motivated by: participating in a group, freedom from control and details, friendly relationships

Dislikes: static environment, disapproval, being ignored, loss of influence

You will notice: persuasiveness, self-worth, confidence, optimism, sociability, talkativeness

Limitations: inattentive to details, time management, idealistic, impulsiveness, lack of follow-through

Value to the organization: acts as a "people mover", initiates ideas, promotes projects and people, negotiates conflict

Influence

Priorities: thoroughness, logic, facts and data, accuracy, reliability, analysis, stability

Motivated by: "proper way of doing things", opportunities to use expertise or gain knowledge, quality

Dislikes: inaccuracy, unpredictability, criticism, being wrong, working in a group

You will notice: conscientiousness, diplomacy, precision, skepticism, reserve, systematic approach

Limitations: perfectionist, isolates self, "nit picker", defensive, overanalyzes, not a risk taker

Value to the organization: offers comprehensive, accurate follow-through, defines and clarifies, maintains standards and controls quality, the "anchor of reality"

Conscientious

Priorities: consistency, cooperation, stability, established work patterns, team work

Motivated by: stable environment, traditional practices, opportunities to support others

Dislikes: change, risk, ambiguity, offending others, loss of stability

You will notice: persistence, self control, predictability, careful decisions, calm approach, good listener

Limitations: stubborn, avoids making decisions, tends to avoid change

Value to the organization: remains stable and predictable, is skilled in technical and people problem-solving, accomplishes goals with the team

Steadiness

People Focused, Accepting, Empathizing, Agreeable

Task Focused, Objective, Challenging, Questioning

Moderate Paced, Thoughtful, Methodical, Careful

Styles For Less The Assessment Test

Andrew Sears, Julie A. Jacko



Styles For Less The Assessment Test:

Insights in Assessment, Testing, and Applied Measurement: 2022 Gavin T. L. Brown, 2024-11-15 As we enter the third decade of the 21st century the field of education plays a more crucial role in understanding the contemporary world than ever before Analyzing the role of education in leading and driving change through policy practice and constant innovation for a more inclusive education whether it being educating students or teachers is crucial in the development of new and improved education systems worldwide To this end Frontiers in Education is organizing a series of Research Topics to highlight the latest advancements in the field This editorial initiative led by Dr Gavin Brown Specialty Chief Editor of the Assessment Testing and Applied Measurement section is focused on new insights novel developments current challenges recent advances and future perspectives in the field of assessment in education CIO ,2004-08-01 Human-Computer Interaction and Knowledge Discovery in Complex, Unstructured, Big Data Andreas Holzinger, Gabriella Pasi, 2013-06-26 This book constitutes the refereed proceedings of the Third Workshop on Human Computer Interaction and Knowledge Discovery HCI KDD 2013 held in Maribor Slovenia in July 2013 at SouthCHI 2013 The 20 revised papers presented were carefully reviewed and selected from 68 submissions The papers are organized in topical sections on human computer interaction and knowledge discovery knowledge discovery and smart homes smart learning environments and visualization data analytics

Psychological Testing and Assessment Lewis R. Aiken, 1988 *Human-Computer Interaction* Andrew Sears, Julie A. Jacko, 2009-03-02 Hailed on first publication as a compendium of foundational principles and cutting edge research The Human Computer Interaction Handbook has become the gold standard reference in this field Derived from select chapters of this groundbreaking resource Human Computer Interaction The Development Practice addresses requirements specification design Analysis of Coping Style Herbert Frederick Boyd, George Orville Johnson, 1981 **Developing a Teaching Style** Robert D. Louisell, Jorge Descamps, 1992 **Promoting Global Literacy Skills through Technology-Infused Teaching and Learning** Keengwe, Jared, 2014-08-31 The increasing internationalization of today s classrooms calls for learning institutions to prepare students for success in an interdependent and technologically advanced world Faculty who are competent in multiple 21st century skills are best equipped to engage students in curricula that are relevant transformative and engaging across content areas and cultures Promoting Global Literacy Skills through Technology Infused Teaching and Learning examines the function and role of globalization in 21st century teaching and learning especially in light of technology integration and the need to prepare and empower global educators and global citizens respectively Covering topics that range from social networking in linguistics to software used in engineering curricula this premier reference work will be relevant to academicians researchers students librarians practitioners professionals and engineers **The ETS Test Collection Catalog** Educational Testing Service, 1987-12 A Comparison of Multiple-choice Versus Alternative Assessments David Bryant, 1996 **Program Style, Design, Efficiency, Debugging, and Testing** Dennie Van

Tassel,1978 This book was written for those who already know how to program but who wish to increase their programming proficiency The contents cover five subjects that are seldom discussed in beginning programming books the style or readability of programs program design efficiency or optimization of programs debugging and testing Tests Richard C. Sweetland,1991 Revises the information in the second edition and presents over 700 new or revised tests The Psychology section contains 20 subsections Education has 54 subsections and Business has 13 subsections Does not contain reliability validity and normative data Use the complementary Test Critiques series for this information **Indian Science Abstracts** ,2006-03 **Teaching Style and State Standardized Assessments** Todd Babiasz,2003 **Advanced Intelligent Systems for Sustainable Development (AI2SD'2020)** Janusz Kacprzyk,Valentina E. Balas,Mostafa Ezziyyani,2022-02-07 This book publishes the best papers accepted and presented at the 3rd edition of the International Conference on Advanced Intelligent Systems for Sustainable Development Applied to Agriculture Energy Health Environment Industry Education Economy and Security AI2SD 2020 This conference is one of the biggest amalgamations of eminent researchers students and delegates from both academia and industry where the collaborators have an interactive access to emerging technology and approaches globally In this book readers find the latest ideas addressing technological issues relevant to all areas of the social and human sciences for sustainable development Due to the nature of the conference with its focus on innovative ideas and developments the book provides the ideal scientific and brings together very high quality chapters written by eminent researchers from different disciplines to discover the most recent developments in scientific research *The Human-Computer Interaction Handbook* Andrew Sears,Julie A. Jacko,2007-09-19 This second edition of The Human Computer Interaction Handbook provides an updated comprehensive overview of the most important research in the field including insights that are directly applicable throughout the process of developing effective interactive information technologies It features cutting edge advances to the scientific *How to Succeed in Exams & Assessments* Kathleen McMillan,Jonathan Weyers,2014-02-24 Fully updated since publication in 2007 How to succeed in Exams Assessments will allow a student to assess and address their particular weaknesses in revising preparing for and succeeding in academic exams and assessments and delivers detailed tips techniques and strategies to enable them to significantly improve their abilities and performance in time to make a difference *Proceedings* ,1973 *Architectural Psychology Newsletter* ,1980 Learning Style James W. Keefe,1987 This monograph builds upon rapid developments in the field of learning styles during the past few years providing useful information about the theory research instrumentation and practice of learning style The first section presents an overview of learning style and addresses the school learning process learning style concept cognitive styles affective styles and physiological styles Assessing student learning style is the topic of the second section which addresses cognitive affective and physiological style elements and comprehensive instruments for assessing these styles Section 3 covers the connection between brain hemisphere and learning style including discussion regarding

hemispheric differences sequential and simultaneous processing hemispheric mythology and whole brain education Section 4 discusses applications of learning style through consideration of views of style personalized education significance of the style concept schoolwide implementation and classroom applications References are included CB

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