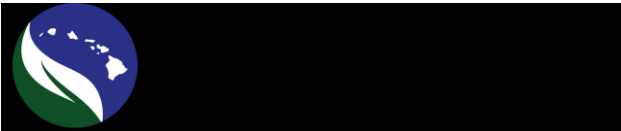




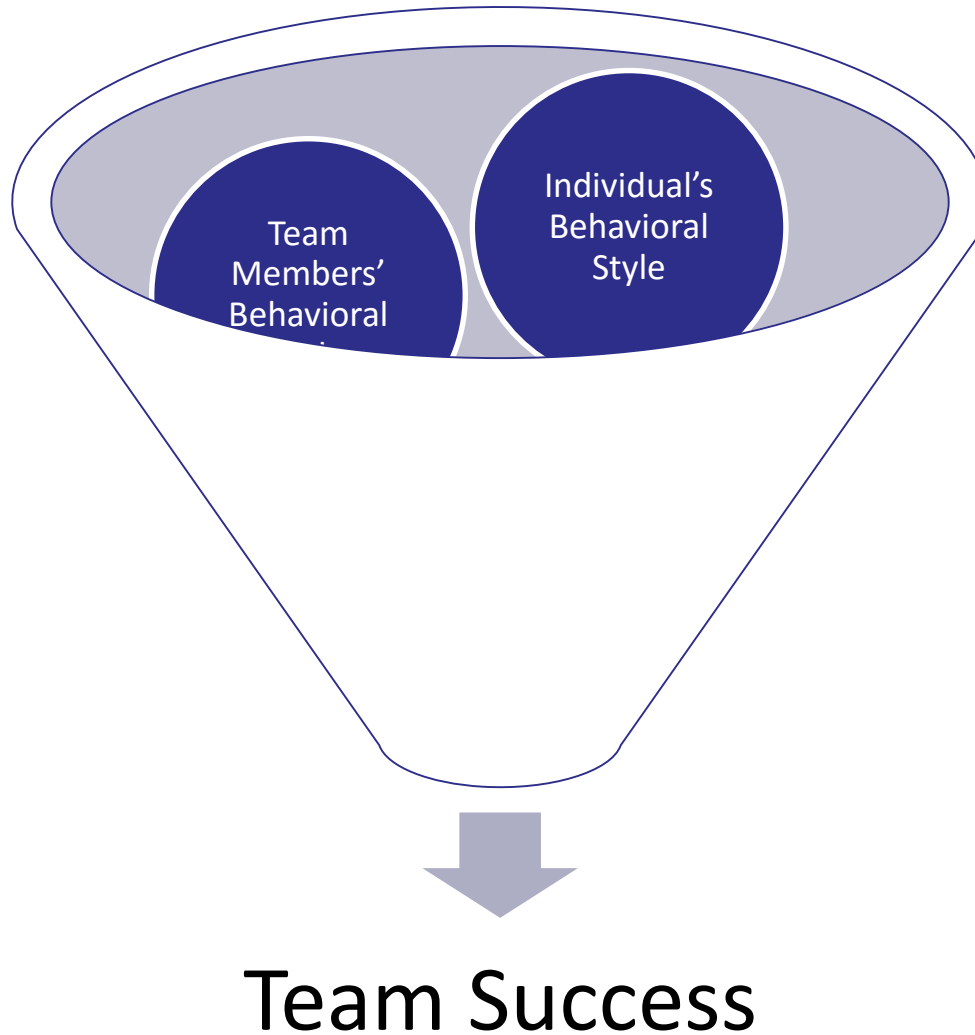
Planning for Success: Student Preflection on the Impacts of Behavioral Styles on the Success of a Course Project

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Introduction



Background: NREM 494-Senior Seminar

Apply the theories, core concepts, and skills in natural resources and environmental management to an environmental and/or management question



Use structured decision-making process


- Repeatable
- Explicit, quantifiable objectives
- Identify potential management solutions & constraints
- Use models to predict the potential outcomes
- Select the optimal solution

Background: Course Project

- Based in structured decision-making process
- Engage decision makers and stakeholders to identify an optimal solution to an environmental problem in Hawai'i



Student Projects:

- Wastewater mitigation
 - Sea level rise flood management and adaptation plan
 - Cost effective methods to lower Jacksons Chameleon numbers
 - Food waste reduction in Hawai'i
 - Management of ecotourism interactions with Hawaiian Monk Seal
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Background: Incorporating DISC

The instructor hoped the DISC assessment would help students:



1. Understand personal motivations, strengths, and areas where growth was needed
1. Recognize and avoid the potential for negative interactions among student group members
1. Increase their ability to “read” people and adapt their behavioral style to create effective working relationships with group members, stakeholders, and decision makers

Purpose



Explore students' reflections on the potential impact of behavioral style on the success of a team project in a capstone course.

Methods

Students:

- DISC Behavioral Style Assessment
- Attended a presentation about the meaning and application of their results
- Preflected in response to 4 prompts:
 - Processed behavioral style
 - Potential uses of DISC information in their project
 - How their behaviors may contribute to project success
 - How they may need to flex their style to increase team success



Methods

- Data were analyzed by constructing categories (Merriam, 2009)
- Trustworthiness was established through (Lincoln & Guba, 1985):
 - Credibility
 - Transferability
 - Dependability
 - Confirmability



Findings: General Comments

Students were generally aware of their behavioral styles

“Basically, all of the positive and negative general characteristics that the DISC assessment gave me reinforced what I already knew about myself” (S1).

Some were disconcerted with how they may be perceived by others

“It was difficult to read that I am perceived as “cocky,” motivated by public recognition and popularity. I have been coping with the paradox of my both competitive and collaborative nature- worried that my ‘drive’ is off-putting and perceived as self-serving to some...Also, some may see me as too talkative or emotional, something I have feared for awhile” (S14).

Findings: Three Themes

How to leverage the positive behavioral styles of each team member

“We are all very different people when it comes to our behaviors so knowing how to interact with each of my group members is key” (S13).

Ways to enhance communication

“...for the high D person, I should present with concise and to the point with support material. For the high I person, I should use less details with more general and feeling questions and do my best to provide a warm environment” (S8).

Findings: Three Themes

How to use and flex their style for team success

“The one that I most need to work on is accepting criticism, I know I take things to heart and it can and has discouraged me from accomplishing a goal” (S3).

“The things I should not do while in the group is be cold or quiet, controlling, or keep driving on facts and figures” (S3).

Style Compatibility

STYLES	GREAT RELATIONSHIP			REQUIRES EFFORT				REQUIRES WORK		
	10	9	8	7	6	5	4	3	2	1
D - D			S				W			
D - I	S						W			
D - S	W					S				
D - C							W		S	
I - I	S									W
I - S		W				S				
I - C					W		S			
S - S	S		W							
S - C		S	W							
C - C		S	W							

S = Social

W = Work

Observations



- Sharing DISC profiles seemed to improve group function
- Knowing the students' profiles helped the instructor better coach the students

Recommendations



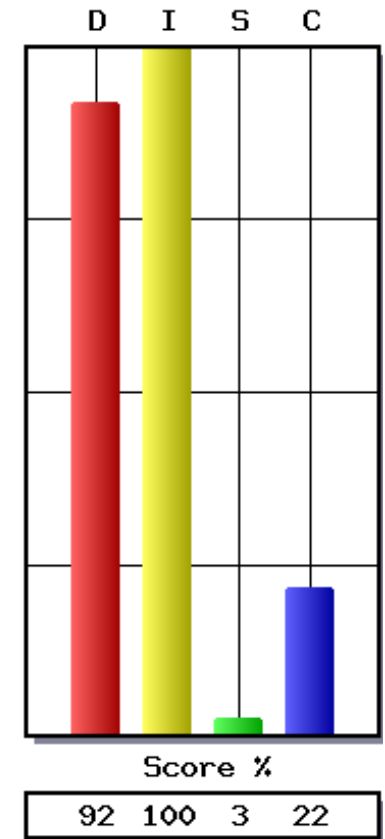
- Have a professionally-trained person present and interpret the results
- Let students reflect on their profiles before applying it in class
- Students must be given the option to share (or not) their profile
- If students' profiles in a group “requires work,” we recommend rotating group members so the groups are more compatible
- Share your DISC profile and explain how it has been helpful to you

Talk Story: Preliminary Findings

Students' perceptions of DISC value and use

“Before this assessment I didn't realize how my behavior appeared to others, and how I could adjust my behavior to work better in a group” (S11).

“For future instructors, I would advise... some sort of assignment to keep the students thinking about the DISC assessment throughout the course of the project” (S2).



Talk Story: Instructor Observations

Group Compatibility Style Category:

“Great working relationship” & “Working relationship requires effort”

- Able to accommodate each other’s behavioral styles and accomplish project goals

“Requires work”

- Appeared to have difficulty accomplishing project goals

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D - D			S				W			
D - I	S						W			
D - S	W					S				
D - C							W		S	
I - I	S									W
I - S		W					S			
I - C				W			S			
S - S	S		W							
S - C		S	W							
C - C		S	W							



Questions?



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