DISC Behavioral Profiling and Application to Sport: DISC Model and Assessments

Fall 2022 | 3 Credit Hours

Section OS35 (course # 28425) | Section Z1MF (course # 28765)

Instructor Information

Course Instructor: Instructor: Meredith Flaherty, PhD; mflaherty@ufl.edu

Course lecturer and creator: Elizabeth (Liz) Masen; emasen@ufl.edu

Office Hours   By appointment (Zoom)

Course Website   [https://ufl.instructure.com/courses/467748]

Required Materials / Textbooks

- Required readings, resources, and videos are all posted on the course website
- Completion of an AthleteDISC, CoachDISC or Sports ManagerDISC Profile assessment (access provided through course website)
- Completion of a 'client' AthleteDISC Profile (by one of your contacts) for an assignment

Course Description

This course takes a deep dive into understanding human behavior using the DISC model (dominance, influence, steadiness, conscientious) and profiling assessments, and how their application can be used to improve performance and outcomes within sport. While there is a focus on high performance sport, the application of this topic is as relevant for all levels of sport.

The primary purpose of DISC profiling is to develop self-awareness and provide a framework for understanding others. This is extended to provide practical strategies to develop effective communication, enhance productive relationships, tailor coaching and counselling, enhance personal performance, and optimize team dynamics. While on the surface DISC profiling is based on a simple four-quadrant model, this course delves deeply into its theory and application to truly master this area of understanding human behavior. Students will complete the course with well-

developed knowledge and experience in using DISC profiling assessments within the areas of individual consulting and counselling, personal and professional development, leadership training, coaching and coach development, team performance consulting, career transition, and management skill development. Students will also benefit from numerous interviews and presentations by industry experts who are renown in these fields.

Athlete Assessments (www.AthleteAssessments.com) provides three different types of DISC Profiles specifically for the sports industry which include the AthleteDISC Profile (for athletes), the CoachDISC Profile (for coaches), and the Sports ManagerDISC Profile (for sports administrators and other professionals). The use of these assessments, including individual reports, observer feedback capability, and team reporting, is an important foundation of this class.

In addition, students have the option to complete an accelerated accreditation process to become certified in the use of the Athlete Assessments' DISC Profiles.

Purpose of the Course

The purpose of this course is to develop an in-depth understanding of the DISC model, and its use within sport, enabling students to self-reflect and critically apply knowledge and skills to their university, work, personal, and sporting environments. Students will complete their own DISC profiles and engage in numerous activities that will promote their self-awareness and communication skills, and ultimately equip them with the tools and skills necessary for team facilitation and DISC debriefing. Students will also learn from a wide range of highly experienced industry experts as to how they use DISC in their work, personally, and the successes they've attained.

Course Objectives

1. Understand and explain the origins and evolution of the DISC model, and its use within sport

2. Experience further development of your own self-awareness through self-assessment and reflection

3. Develop an in-depth knowledge of the DISC model and use of behavioral profiling to understand others' behavioral styles

4. Learn practical strategies of using DISC profiling to practice with fellow-students or others within your environment/community

5. Demonstrate the ability to review, interpret, and debrief the AthleteDISC, CoachDISC, and Sports ManagerDISC Profile reports with others

6. Create your own activities to improve interpersonal skills and/or to improve personal and team performance with others

7. Tailor and apply the above skills for use in coaching, consulting, counselling, and interpersonal skill development

8. Analyze, reflect, and apply key learnings from numerous industry experts in these fields to develop your personal mastery of this area to implement within your own future career

This course is delivered online, and all class sessions (including lecture and discussion sessions) will be accessible through links posted on the course E-Learning site.

The course is organized around:

1. Module and Unit readings
2. Module Assignments (collation of Unit Worksheet Assignments)
3. Unit Reflection Papers
4. Weekly Video Lectures and Quizzes
5. Weekly VoiceThreads (with three live lectures)
6. Weekly Working Group Discussion Boards
7. Weekly Networking Group Discussion Boards

Module Format There are five modules in this course; each module page in Canvas includes links to the required module readings and assignments, and links to each unit associated with the module.

1. **Behavioral Profiling Using DISC**: Introduction to behavioral profiling, the DISC model, and use for personal self-awareness and reflection - Weeks 0 + 1 + 2 | Course Objectives 1 + 2 + 8

2. **The DISC Model**: Deep dive into the DISC model - Weeks 3 to 6 | Course Objectives 3 + 4 + 5 + 6 + 8

3. **DISC Profiling in Working with Others**: Application of DISC profiling in working with others / individuals - Weeks 7 + 8 | Course Objectives 4 + 5 + 6 + 7 + 8

4. **DISC Profiling in Working with Groups and Teams:** Application of DISC profiling in working with groups and teams - Weeks 9 to 11| Course Objectives 4 + 6 + 7 + 8

5. **Special Topics for Application**: Special topics including observer feedback, leadership, career preparation, Q+A with expert panel - Weeks 12 to 15 | Course Objectives 7 + 8

   Module resources: Each module has a set of associated readings, worksheets, and videos that students will synthesize into Module Portfolio Assignments, Discussion Boards, and Reflection Papers across the semester. The resources are intended to introduce broader theory and concepts that are developed through examples depicted in the units and help frame the unit work.

Unit Format Each module is comprised of units that correspond to a week of the module. Each unit will include three tasks:

1. **Watch** the unit video lecture or **attend** live video lecture

   Unit Video Lectures: Students will watch and reflect on the online unit video lectures weekly – there is a video lecture for each of the 15 units.

   Lecture Quizzes [10 points X 15]: Points are awarded by taking a lecture quiz after each video lecture. Quizzes are linked to the Unit pages.

2. **View** and **comment** to the unit VoiceThread

   Unit VoiceThreads [30 points X 12]: Tutorial VoiceThreads are interactive lecture videos that require viewing and commenting; VoiceThreads are presented in the units that do not have

live lectures. Each VoiceThread presents the unit material in a cohesive way involving video and associated prompts for student responses. Students will be asked to post their responses to questions about the videos presented on the VoiceThread. There is no minimum word count for student posts, but posts are graded for their relevance and depth.

Live Lectures [30 points X3]: There are three live lectures in weeks 5, 11 and 15 which are in replacement of VoiceThread tutorials those weeks; lectures will be recorded and posted to the Unit page in Canvas immediately following their conclusion. Points will be awarded for attendance at the live lectures or completing an assignment on the recording of it (assignment details will be provided).

3. **Participate** in the unit Discussion Boards in Canvas; **complete** the Unit Reflection Papers and the Unit Worksheet Assignments (that compose Module Portfolio Assignment submissions)

Working Group Discussion Boards [20 points X 15]**:** Working Group discussion boards are used to support unit learning activities and function as a group work piece. Students will work with their working group to complete worksheets which will be submitted as part of their Module Portfolios. Students are required to make their own discussion board post and then either reply or comment in a meaningful way on at least two other students' posts.

Networking Group Discussion Boards [10 points X 15]**:** Discussion boards are used to weave key concepts presented in the videos and resources into a purposeful discussion and reflection among student groups. Each board will prompt students to reflect on weekly content, post their response, and progress as a dialogue between small groups of students. Students are required to reply or comment in a meaningful on at least two other students' posts.

Reflection Papers [20 points X 15]: A key aim of this course is to promote student self-awareness and to encourage students to critically reflect on and apply their learnings into their everyday life and future work-related activities. Reflections will prompt students to respond to key questions following the content of the unit.

Unit Worksheets Assignments [*0 points]: Each unit includes a worksheet assignment that is a component of the corresponding Module Portfolio Assignment. The assignment for the unit is intended to ensure that students are completing the segment of the Module Assignment that corresponds to the specific unit content; unit submissions are compiled into a single submission to the Module Assignment page. Points for the unit submissions are aggregated into the grade for the Module Assignment (in which the unit segments are nested) and will not appear on the unit submissions.

4. **Complete** Module Portfolio Assignments, which are a compilation of Unit Worksheets

Module Assignments [points assigned per segment – see distribution below]: Each module includes an assignment that requires students to synthesize the content from the module units, worksheets, and reflections. The module assignments will help students take the concepts that are presented, apply them with interactions with other coaches/peers, and assist in the generation of a tool kit for students' future facilitation of programs.

Grading & Point Distribution

Module Assignments:		350 Points
Orientation Module	10 points	
Module 1	60 points	
Module 2	80 points	
Module 3	60 points	
Module 4	60 points	
Module 5	80 points	
Unit VoiceThreads (30 points each X 12)		360 points
Live Lectures (30 points each X 3)		90 points
Unit Working Group Discussion Boards (20 points X 15 Units)		300 points
Unit Networking Group Discussion Boards (10 points X 15 Units)		150 points
Unit Quizzes (10 points each X 15 units)		150 points
Unit Reflection Papers (20 points each X 15)		300 points
Total Possible Points		1700points

Grading Scale

A	=	93-100%
A-	=	90 – 92.9%
B+	=	87-89.9%
B	=	83-86.9%
B-	=	80 – 82.9%
C+	=	77-79.9%
C	=	73-76.9%
C-	=	70 – 72.9%
D+	=	67-69.9%
D	=	60-66.9%
E	=	59.9 or lower

Respect for Diversity

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender, sexuality, disability, age, socioeconomic status, ethnicity, race, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally or for other students or student groups. In addition, if any of our class meetings conflict with your religious events, please let me know so that I can make arrangements for you.

Honor Code Policy

"We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity." The following pledge will be either required or implied on all work: "On my honor, I have neither given nor received unauthorized aid in doing this assignment" It is the duty of the student to abide by all rules set forth in the UF Undergraduate Catalog. Students are responsible for reporting any circumstances, which may facilitate academic dishonesty.

University Policy on Academic Misconduct

Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at http://www.dso.ufl.edu/students.php.

University Policy on Accommodating Students with Disabilities

Students requesting accommodation for disabilities must first register with the Dean of Students Office (http://www.dso.ufl.edu/drc/).

The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

Accommodating students with disabilities is very important to me. If you are aware of your disability or might be concerned you have a disability, please register with the Disability Resource Center by visiting their Get Started page at https://disability.ufl.edu/students/get-started/, call them at 352-392-8565, online https://accessibility.ufl.edu/), or visit the Dean of Students Office. It is my goal to provide you with the tools necessary to ensure you are successful in the classroom.

Attendance and Make Up Policy

Requirements for make-up exams, assignments, and other work are consistent with university policies that can be found at:
https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx.

Getting Help

For issues with technical difficulties for E-learning @ UF, please contact the UF Help Desk at:

- (352) 392-HELP - select option 2
- http://helpdesk.ufl.edu/ or helpdesk@ufl.edu

Other student resources are available at:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

Fall 2022 Course Outline

Orientation Module

- Aug 24-27: Introduction to program and preparation
- Complete DISC Profile

Module 1: Behavioral Profiling Using DISC

Module 1 introduces the DISC model and profiling assessments, and how their application can be used to improve performance and outcomes within sport.

- **Unit 1** | Aug 24-27: Introduction to Behavioral Profiling and the DISC model
- **Unit 2** | Aug 29-Sept 3: Self-awareness and In-depth Review of DISC Profile Reports

Module 2: The DISC Model

Module 2 takes a deep dive into the DISC model and use of profiling assessments, and develops the foundations for putting the theory into practice with others.

- **Unit 3** | Sept 6-10: The Four DISC Behavioral Styles and Scales
- **Unit 4** | Sept 12-17: Observing and Recognizing Different DISC Behavioral Styles
- **Unit 5** | Sept 19-24: DISC Sub-patterns and Consolidate your Learning (includes Live Lecture)
- **Unit 6** | Sept 26-Oct 1: DISC Activities and Exercises

Module 3: DISC Profiling and Working with Others

Module 3 focuses on working with others to improve communication, developing relationships, and managing conflict.

- **Unit 7** | Oct 3-8: Communication and Behavioral Adaptability
- **Unit 8** | Oct 10-15: Compatibility and Managing Conflict

Module 4: DISC Profiling and Working with Groups and Teams

Module 4 builds on earlier units to focus on using DISC with groups and teams to build culture, improve team dynamics, and ultimately create improved team performance.

- **Unit 9** | Oct 17-22: Team Roles and Valuing Diversity
- **Unit 10** | Oct 24-29: Developing Team Culture using the GRIP Model
- **Unit 11** | Oct 31- Nov 5: Analyzing Team Dynamics (includes Live Lecture)

Module 5: Special Topics for Application

Module 5 provides a collection of specialty and advanced topics using DISC behavioral profiling for different career roles.

- **Unit 12** | Nov 7-10: Observer Feedback Capability of DISC Profiles and Application
- **Unit 13** | Nov 14-19: Career Preparation, Employment Skills, and Athlete-Transition
- Thanksgiving Break
- **Unit 14** | Nov 28-Dec 3: Leadership Development Application of DISC Profiles
- **Unit 15** | Dec 5-7: Conclusion of Course and the Future (includes Live Lecture)