Statement 1

Let's cut to the chase—time is valuable, and I don't believe in wasting it. I want results, and I want them efficiently. If we're going to tackle a problem, I need a clear plan, straightforward action steps, and a way to track progress. Show me the data, the visuals, the models—don't just talk at me. I process best when I can see the structure, the roadmap, the end goal. I thrive in environments where decisions are made quickly, and people don't get bogged down in endless debate. That said, I do appreciate energy and enthusiasm—I want to be surrounded by people who are just as driven as I am, who bring fresh ideas and excitement. But let's make sure those ideas actually lead somewhere. If we're going to do something, let's do it right— and let's do it fast.

DISC
70% D, 30% I

Learning Style
Visual

Indicators

70% D (Dominance - Direct, Results-Driven, Competitive)
- "Let's cut to the chase—time is valuable, and I don't believe in wasting it." → Direct, no-nonsense approach, prioritising efficiency.
- "I want results, and I want them efficiently." → Strong focus on productivity and outcome.
- "If we're going to do something, let's do it right—and let's do it fast." → Decisive, action-oriented, and goal-driven.

30% I (Influence - Enthusiastic, Social, Energetic)
- "That said, I do appreciate energy and enthusiasm—I want to be surrounded by people who are just as driven as I am, who bring fresh ideas and excitement." → Enjoys engaging with energetic and enthusiastic people.
- "But let's make sure those ideas actually lead somewhere." → Still prioritises results over pure social interaction.

Visual Learning Style (Prefers Diagrams, Images, and Structured Layouts)
- "Show me the data, the visuals, the models—don't just talk at me." → Prefers information in visual formats rather than verbal explanations.
- "I process best when I can see the structure, the roadmap, the end goal." → Needs clear visual representation of plans and objectives.

Statement 2

Alright, let's get things moving! I love brainstorming fresh ideas, collaborating with energetic people, and jumping right into action. Don't just tell me how something works—let me try it, experiment with it, and figure it out hands-on. I learn best by doing, not just sitting through explanations. I thrive on excitement and momentum, but I also want to make sure we're actually making progress. Let's keep the energy high, stay adaptable, and push forward without getting stuck in overthinking. The best ideas come when people are engaged, motivated, and actively involved—so let's make this an experience, not just a discussion!

DISC
70% I, 30% D

Learning Style
Kinaesthetic

Indicators

70% I (Influence - Enthusiastic, Social, Energetic)
- "Alright, let's get things moving! I love brainstorming fresh ideas, collaborating with energetic people…" → High energy, people-oriented, and idea-driven.
- "I thrive on excitement and momentum…" → Prefers an engaging, fast-paced environment.
- "The best ideas come when people are engaged, motivated, and actively involved…" → Believes in teamwork, enthusiasm, and participation.

30% D (Dominance - Results-Driven, Action-Oriented)
- "But I also want to make sure we're actually making progress." → Balancing enthusiasm with a focus on achieving results.
- "Let's keep the energy high, stay adaptable, and push forward without getting stuck in overthinking." → Wants action and movement, avoids getting stuck in theory.

Kinesthetic Learning Style (Learns Best by Doing, Hands-On Experience)
- "Don't just tell me how something works—let me try it, experiment with it, and figure it out hands-on." → Learns through experience rather than passive listening.
- "I learn best by doing, not just sitting through explanations." → Prefers active engagement over theory.
- "Let's make this an experience, not just a discussion!" → Wants learning to be immersive and interactive.

Statement 3

I really value open conversations and working with people who support and listen to each other. A good discussion helps me process ideas—when I can talk things through and hear different perspectives, everything starts to click. I don't need things rushed; I prefer a steady, thoughtful pace where we can make sure everyone is on the same page. At the same time, I enjoy a positive, engaging environment where people feel comfortable contributing. I want to hear real examples, stories, and explanations that bring ideas to life, rather than just seeing things written down. When we collaborate, I listen carefully because understanding people and building strong connections is just as important as getting things done.

DISC
50% S, 50% I

Learning Style
Auditory

Indicators

50% S (Steadiness - Supportive, Patient, Relationship-Oriented)
- "I really value open conversations and working with people who support and listen to each other." → Emphasises collaboration and harmony.
- "I don't need things rushed; I prefer a steady, thoughtful pace where we can make sure everyone is on the same page." → Prefers consistency and a methodical approach.
- "Understanding people and building strong connections is just as important as getting things done." → Prioritises relationships alongside productivity.

50% I (Influence - Social, Engaging, Expressive)
- "A good discussion helps me process ideas—when I can talk things through and hear different perspectives, everything starts to click." → Thrives in interactive, engaging discussions.
- "At the same time, I enjoy a positive, engaging environment where people feel comfortable contributing." → Wants an open, upbeat atmosphere for collaboration.
- "I want to hear real examples, stories, and explanations that bring ideas to life." → Prefers dynamic and engaging communication.

Auditory Learning Style (Learns Best Through Listening and Discussion)
- "A good discussion helps me process ideas." → Verbal processing is key to understanding.
- "I want to hear real examples, stories, and explanations that bring ideas to life." → Learns best through spoken explanations rather than written materials.
- "When we collaborate, I listen carefully." → Actively processes information through listening.

Statement 4

Precision matters to me. I need clear, structured information—data, charts, and well-organised visuals that help me analyse the details and make informed decisions. If we're solving a problem, I want to see the logic behind the solution, not just broad ideas or gut feelings. I work best when expectations are clearly defined, and we follow a structured approach. That said, I also like efficiency—things should be done correctly the first time, without unnecessary back-and-forth. I appreciate directness, but I value accuracy even more. Give me well-researched insights, a well-thought-out plan, and a clear framework, and I'll make sure everything is executed to the highest standard.

DISC
70% C, 30% D

Learning Style
Visual

Indicators

70% C (Conscientiousness - Analytical, Detail-Oriented, Structured)
• "Precision matters to me." → Emphasises accuracy and attention to detail.
• "I need clear, structured information—data, charts, and well-organised visuals…" → Prefers logical, well-structured communication.
• "I work best when expectations are clearly defined, and we follow a structured approach." → Values organisation and clear guidelines.
• "I appreciate directness, but I value accuracy even more." → Prefers facts and data over emotional or opinion-based input.

30% D (Dominance - Results-Driven, Decisive, Efficient)
• "That said, I also like efficiency—things should be done correctly the first time, without unnecessary back-and-forth." → Values accuracy but also wants things done efficiently.
• "Give me well-researched insights, a well-thought-out plan, and a clear framework, and I'll make sure everything is executed to the highest standard." → Balances a methodical approach with a drive for execution.

Visual Learning Style (Prefers Diagrams, Images, and Structured Layouts)
• "I need clear, structured information—data, charts, and well-organised visuals…" → Processes information best through visual representation.
• "If we're solving a problem, I want to see the logic behind the solution…" → Prefers structured, visual reasoning over abstract discussions.
• "Give me a clear framework…" → Wants information organised in a way that is visually digestible.

MELTWHEN Script 1

Legal – Contract Processing Delays Are Costing Clients

DISC Style: C (Conscientious - Detail-Oriented, Analytical, Structured)
VAK Style: Visual (Prefers structured workflows, clear documentation, and process mapping to improve efficiency)

M – Sure. The problem is that our contract processing system is slow and unpredictable. There's no clear workflow, and documents get stuck in approval cycles, which means deadlines get missed.

E – For example, last month, a contract for a major client was delayed by two weeks. By the time it was finalised, the client had already started looking at other firms.

L – This has been going on for nearly six months, and it's getting worse as we take on more clients.

T – We've tried adding more paralegals and increasing manual tracking through spreadsheets to keep things moving.

W – Not really. More people just means more back-and-forth, and tracking everything manually has led to even more delays.

H – Financially, this has cost us about £200,000 in lost deals, plus the reputational damage is making it harder to win new clients.

E – Honestly? It's frustrating. Our team is highly skilled, but we're stuck in a broken system that keeps slowing us down. It feels like we're working harder, not smarter.

N – No, we haven't given up. But if we don't solve this soon, we'll start losing even our most loyal clients to firms that can move faster.

Indicators:

C (Conscientiousness) → Focuses on structured processes, efficiency, and data-driven problem-solving. Prefers well-organised systems over reactive solutions.

Visual Learning Style → Uses structured workflows, process mapping, and clear documentation to improve efficiency.

MELTWHEN Script 2
Hospitality – Restaurant Turnover is Skyrocketing

DISC Style: I (Influence - Social, Expressive, Engaging)
VAK Style: Auditory (Prefers coaching, verbal feedback, and interactive team engagement to improve retention)

M – Yeah, we've got a real problem. Staff turnover has nearly doubled in the last three months, and it's putting serious pressure on the whole team.
E – For example, last week, we had three servers quit with no notice. That night, we had to shut down half the restaurant early because we didn't have enough staff.
L – This has been happening for about five months now, and each time someone leaves, it gets harder to maintain quality service.
T – We've tried offering higher wages and performance bonuses to keep staff motivated.
W – Not really. Money helps, but it turns out most people are leaving because they feel undervalued and unsupported, not underpaid.
H – It's already cost us at least £50,000 in lost revenue from understaffed nights, plus the team morale is at an all-time low.
E – It's exhausting. I want to create a fun, energetic workplace, but instead, it feels like we're constantly firefighting just to keep shifts covered.
N – No way. But if we don't turn this around soon, we'll struggle to attract new talent, and the guest experience will keep getting worse.

Indicators:
I (Influence) → Focuses on energy, team culture, and engagement. Prefers a people-first approach rather than strict systems.
Auditory Learning Style → Stresses the need for verbal coaching, feedback, and team communication rather than passive documentation.

MELTWHEN Script 3
Education – Student Engagement in Online Courses is Low

DISC Style: D (Dominance - Results-Driven, Decisive, Action-Oriented)
VAK Style: Kinesthetic (Prefers interactive, hands-on learning over passive reading and videos)

M – Yeah, engagement in our online courses is dropping fast, and it's becoming a serious problem.
E – For example, in one of our key modules, we had over 500 students sign up, but only 60 completed it.
L – This has been happening for the past year, and we're seeing a 40% dropout rate across multiple courses.
T – We've tried adding quizzes and discussion boards to make things more interactive.
W – No. People aren't engaging because the courses are still too passive—just slides and videos with no real-world application.
H – It's already cost us £100,000 in lost renewals, and if we don't fix it, students will go to competitors who offer more interactive learning.
E – Frustrated. We put so much effort into this content, but if students don't engage, none of it matters.
N – Not a chance. But if we don't overhaul the experience, we'll keep losing students, and our reputation will suffer.

Indicators:

D (Dominance) → Focuses on results, efficiency, and fast solutions. Prefers a direct, action-oriented approach.
Kinesthetic Learning Style → Prefers hands-on, real-world application rather than passive content consumption.

MELTWHEN Script 4

Real Estate – Sales Pipeline is Drying Up

M – We're seeing fewer deals close, and it's starting to impact our bottom line.
E – For example, last month, a client who was "almost ready to buy" ghosted us completely because they felt like they weren't getting enough personal attention.
L – This has been happening for about five months, and our pipeline has shrunk by 30%.
T – We've increased online ads and automated our follow-up emails.
W – Not really. The problem isn't lead generation—it's that people aren't feeling a personal connection with us.
H – We've already lost over £250,000 in potential commissions, and if we don't fix this, our competitors will take our market share.
E – Honestly? It's disheartening. Real estate is about relationships, but right now, it feels like we're treating it as a numbers game instead of a people business.
N – No way. But if we don't bring back that personal touch, we'll keep losing clients who want a more human approach.

Indicators:

S (Steadiness) → Focuses on trust, relationships, and steady progress rather than aggressive tactics.
Auditory Learning Style → Values spoken communication, personal follow-ups, and verbal reassurance over automated solutions.