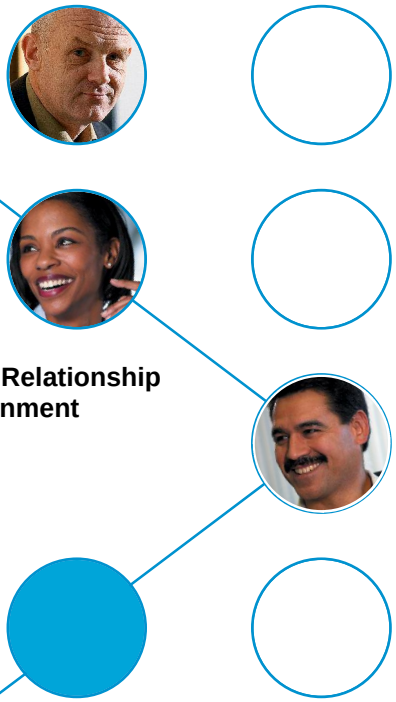
DiSC Classic 2 Plus

This Report Contains

- DiSC Classic 2
- Strategies for Creating a Positive Relationship
- Relating to People and the Environment
- Strategies for Managing
- Approach to Managing Others
- Strategies for Sales Management
- Approach to Selling



Respondent Name
Wednesday, June 06, 2007

This report is provided by:

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Overview

DiSC® Classic 2 Plus

Welcome! You've just completed the first step of *DiSC® Classic*. You are now on your way toward increased self-awareness and personal effectiveness.

Your report is organized into four main sections:

Section I is devoted entirely to you and your unique behavioral style based on your responses to *DiSC Classic*. First you will see your DiSC Graph, the basis of your feedback. Then, in Stage 1, you will learn about your Highest DiSC Dimension and your tendencies, needs, preferred environment, and strategies for effectiveness. In Stage 2 you'll be able to explore your Intensity Index to become more aware of your potential strengths and weaknesses. Stage 3 will help you discover how your D, i, S, and C dimensions combine to form your unique Classical Profile Pattern.

Section II covers the DiSC model and descriptions of the four DiSC Dimensions with corresponding tendencies, needs, preferred environments, and effectiveness strategies for each.

Section III overviews all 15 Classical Profile Patterns.

Section IV provides the scoring and data analysis behind your report.

Section V Provides optional supplemental reports.

As you read your report, please keep in mind that no dimension or pattern in *DiSC Classic* is better or worse than another and there are no right or wrong answers. Rather, the report shows your unique responses to your environment. You may want to read your report through once, then use a pen or highlighter to customize the results by crossing out any statements that don't apply and highlighting all those that do.

Now, let's get started.

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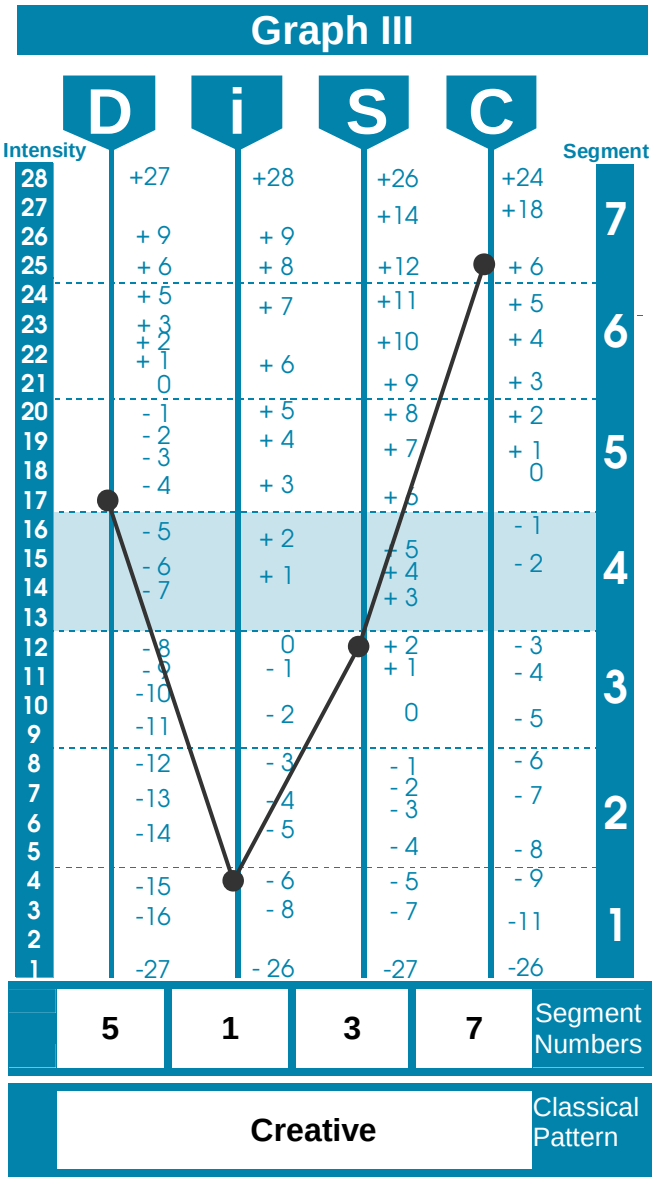
53

Your DiSC® Graph

DiSC® Classic 2 Plus

Below is your DiSC® Graph, which shows your scores on each of the DiSC dimensions based on your responses. Each of the following interpretation stages is based on these scores. Read on to learn about your highest DiSC dimension(s), your potential strengths and weaknesses, and your Classical Profile Pattern.



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Respondent Name

Respondent, your highest dimension(s) - based on your responses to your perceptions of the environment and the amount of control you feel you have in that environment - is Conscientiousness (C). Read the description of Conscientiousness and see how it fits with the way you see yourself. Then read about the other dimensions on page 14 to become familiar with them.

Conscientiousness (C)

Respondent, you are high in the Conscientiousness dimension. As a result, you most likely work steadily within the existing circumstances to ensure quality and accuracy.

Those who are strong in Conscientiousness ("high C's") like to be precise and keep their focus on key details while working in an environment that values quality and accuracy. High C's like to be accurate and orderly, and they make decisions in an analytical way. They prefer to control factors that affect their performance and seek opportunities to demonstrate their expertise. They also like to be recognized for their skills and accomplishments.

High C's tend to be analytical thinkers who relish asking, "Why?" It's probably important for them to understand the parameters of a problem before they tackle it. Once the task is clear, people who are high in Conscientiousness tend to use a systematic approach to solve the problem. In all likelihood, their goal is to achieve superior results.

Clearly defined performance expectations are critical for high C's, so they may try to avoid surprises and request specific feedback on how they are doing. They may also crave a work atmosphere that is reserved and businesslike, and that gives them the time to do the careful planning that they prefer.

When working with others, those high in Conscientiousness tend to be diplomatic and use an indirect approach to avoid conflict. Developing a higher tolerance for dissension could make them more effective. They may also find it helpful to have colleagues who are able to initiate and facilitate discussions, and to state controversial opinions.

High C's often want to assure the accuracy of their work. In a fast-paced environment, however, their focus on maintaining such high standards can backfire. In this case, they may need colleagues who can provide quick decisions.

Because those high in Conscientiousness tend to adhere strictly to rules, they may be hampered when compromises become important to a successful outcome. They may benefit from working with those who view policies and procedures as guidelines rather than edicts.

High C's tend to put a premium on accuracy, so they may often become overly critical when assessing co-workers. They may also be hesitant to delegate important tasks. It may help them to learn to respect others' personal worth as much as their accomplishments, thereby encouraging an atmosphere of teamwork.

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Stage II: Your Intensity Index

DiSC® Classic 2 Plus

Each of us has a set of strengths that make us unique and valuable, and we like to be acknowledged for our strengths, as well as feel effective in our environment. However, any strength, when used excessively or inappropriately, can be perceived as a weakness. Read over the highlighted words in the four columns below. These are the adjectives that describe High, Medium, and Low behavior for each dimension. Then turn the page to learn more about your Intensity Index and how you can become more aware of your potential strengths and weaknesses.

D	i	S	C
28 egocentric	28 enthusiastic	28 passive	**28 perfectionist**
27 direct	27 gregarious	27 patient	**27 accurate**
26 daring	26 persuasive	26 loyal	**26 fact-finder**
25 domineering	25 impulsive	25 predictable	**25 diplomatic**
24 demanding	24 emotional	24 team-person	**24 systematic**
23 forceful	23 self-promoting	23 serene	**23 conventional**
22 risk-taker	22 trusting	22 possessive	**22 courteous**
21 adventuresome	21 influential	21 complacent	21 careful
20 decisive	20 pleasant	20 inactive	20 restrained
19 inquisitive	19 sociable	19 relaxed	19 high standards
18 self-assured	18 generous	18 nondemonstrative	18 analytical
17 competitive	17 poised	17 deliberate	17 sensitive
16 quick	16 charming	16 amiable	16 mature
15 self-reliant	15 confident	**15 stable**	15 evasive
14 calculated risk-taker	14 convincing	**14 mobile**	14 “own person”
13 self-critical	13 observing	**13 outgoing**	13 self-righteous
12 unassuming	12 discriminating	**12 alert**	12 opinionated
11 self-effacing	11 reflective	**11 eager**	11 persistent
10 realistic	10 factual	**10 critical**	10 independent
9 weighs pros and cons	9 logical	**9 discontented**	9 rigid
8 meek	8 controlled	8 fidgety	8 firm
7 conservative	**7 retiring**	7 impetuous	7 stubborn
6 peaceful	**6 suspicious**	6 restless	6 arbitrary
5 mild	**5 pessimistic**	5 change-oriented	5 rebellious
4 quiet	**4 aloof**	4 fault-finding	4 defiant
3 unsure	**3 withdrawn**	3 spontaneous	3 obstinate
2 dependent	**2 self-conscious**	2 frustrated by status quo	2 tactless
1 modest	**1 reticent**	1 active	1 sarcastic

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On the next four pages are explanations of the words that indicate your level of intensity for each DiSC® dimension.

D Dimension

People with your score on the D Dimension may be generally described by the following adjectives. Circle those that you see as your strengths and highlight potential areas of challenge.

Decisive: We often look toward decisive people as leaders because they seem so sure of themselves. This can be a boon when working with others who would prefer to follow rather than take the lead. You need to be careful, though, not to run roughshod over the feelings of others or become stubborn when they don't agree with your way of doing things.

Inquisitive: This trait is a strength when curiosity compels you to search for better answers or new methods. It will be seen as a weakness if your questioning becomes relentless and invasive.

Self-assured: Your belief in your own abilities may propel you toward leadership positions. The confidence and certainty you exude can also inspire your colleagues to greater heights. Relying on this trait too much, however, can cause others to view you as arrogant or haughty.

Competitive: Striving to be the best can lead to superior accomplishments and major successes. Your drive to be the victor may help you achieve much along the way, even if you fall short of your ultimate goal. This desire can become obsessive, though, if you only think about winning and pay no attention to the cost.

Quick: Your agility in grasping complexities and forming opinions rapidly is an enviable talent that can help speed up an organization's progress. The key is to temper your tendency to make fast decisions or you will be seen as reckless or oblivious to dangers.

Self-reliant: Embracing this trait requires an affinity for independent thinking and a fondness for going it alone when necessary. These habits can produce effective solutions and hone leadership skills. On the other hand, excessive self-reliance can undo a team's bonds and wreck camaraderie.

Calculated risk-taker: Wild speculation is usually not for you. In taking calculated risks, you can help prevent disasters and minimize losses; however, the downside is that this tendency can stifle creativity and limit growth.

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53

i Dimension

People with your score on the i Dimension may be generally described by the following adjectives. Circle those that you see as your strengths and highlight potential areas of challenge.

Retiring: Typically modest and unassuming, you're apt to shy away from attention, conflict, and power struggles. Preferring to work quietly behind the scenes, you're not one to cause friction. However, it's important to take a firm stand occasionally on those issues about which you are passionate, so that others do not trample your feelings.

Suspicious: You may often be skeptical of quick fixes or hype, and you may also check things out before taking action or making major decisions. Such thoroughness makes you valuable to any quality-centered organization. But taken to an extreme, this trait can cause you to become distrustful of others' motives, thereby thwarting the progress of the group.

Pessimistic: You're commonly referred to as a realist, which in today's world doesn't necessarily equate with being positive. You tend to act from past experience in pragmatic and sensible ways. This can be helpful when working with unrealistic individuals. Just be careful not to come on too strong when offering advice to others because you could be perceived as relentlessly negative.

Aloof: You're likely an individualist at heart and prefer to do things your way without interference from others. Your ability to work independently is an asset in today's flatter organizations, but it's still necessary to work with others toward common goals. If you are too independent, you run the risk of being perceived as unfriendly and uncooperative by those trying to work with you.

Withdrawn: It's likely that there are benefits to keeping to yourself and getting your work done on time. This quality is undoubtedly appreciated by a number of individuals working with you, because you're not one to thrive on gossip and small talk. However, excessively keeping to yourself can hamper the relationships that are often necessary for quality team output.

Self-conscious: You're probably very aware of where your strengths lie and realistic about your limitations. Self-knowledge is good to a point. However, when you're too aware of yourself and afraid to make a mistake, you may miss out on participating in new activities and exploring new talents within yourself.

Reticent: Some people are less communicative, or they shy away from taking a stand on any issue. This is a trait that certainly won't rock the boat when working with others, but it can be perceived as lethargy or disinterest in sharing with others or working toward a common goal.

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S Dimension

People with your score on the S Dimension may be generally described by the following adjectives. Circle those that you see as your strengths and highlight potential areas of challenge.

Stable: You may often be the one whom people count on. By remaining strong and supplying a reliable framework, you encourage high-quality work. But this characteristic becomes counterproductive if others start to take you for granted or underappreciate your contributions.

Mobile: This means that you may often display a talent for versatility and an energetic nature that can adapt to any situation. Such flexibility can be highly desirable in an ever-changing work environment. Staying in constant motion, however, might cause you to miss important nuances and subtleties, or keep you from finishing what you've started.

Outgoing: Being an extrovert can open doors and keep you in the good graces of colleagues. It can also promote a friendly and nurturing atmosphere. The danger is that your jovial presence may prompt others not to take you as seriously as you would like.

Alert: It's likely that very few aspects of a problem escape you. By remaining vigilant and aware of what is going on, you may often start troubleshooting before others even see a need for intervention. Of course, you should take care not to become obsessive over minor details.

Eager: Your enthusiasm can be contagious. You may even inspire others to action while you create a dynamic environment. But remember that an overeager style can sometimes move you ahead too quickly, compromising quality or forcing you to overlook a key detail.

Critical: You may embrace a take-no-prisoners attitude, which serves you and your organization well when brutal honesty is the only way to keep things on track or to filter out misguided projects. However, you should take care that your criticism isn't insensitive to others.

Discontented: Feeling discontented can be the impetus for seeking great accomplishments or impressive results. Too much of this element, though, can lead others to see you as merely negative.

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C Dimension

People with your score on the C Dimension may be generally described by the following adjectives. Circle those that you see as your strengths and highlight potential areas of challenge.

Perfectionist: This means that producing high-quality work may be a top priority for you. The attention to detail and accuracy that you display is often impressive. But you may want to watch for overattention to tiny inaccuracies or insignificant factors, which can lead to diminishing returns or thwart progress.

Accurate: Using this skill to its fullest requires eliminating both minor and critical flaws. You may often catch mistakes that no one else notices. However, if you rely too much on your own accuracy, your colleagues may grow lax and become dependent on you.

Fact-finder: This trait is a strength when you use it to gather key information and identify factors that are necessary to a project's success. It becomes a weakness if you dismiss all subtleties and intuitions in favor of "just the facts."

Diplomatic: You may often communicate well with others and favor a nonthreatening tone. This helps an organization run smoothly and creates an atmosphere of trust. The risk, however, is that you may not be straightforward enough when the situation demands it.

Systematic: Making sure that everything gets done correctly and on time is often imperative for you. This flair for organization benefits you and your colleagues. The downside is that you may allow little time for spontaneity or innovative ideas.

Conventional: By producing stable and predictable results, you may keep projects focused. Employing this quality to excess, however, may lead to uninspired or bland work.

Courteous: The words "please" and "thank you" may be instinctive to you. Because basic decency and respect go a long way, such an approach is bound to help form a satisfying environment. But be aware that too much formality may strike others as pandering or insincere flattery.

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53

The way in which a person's four dimensions of Dominance, Influence, Steadiness, and Conscientiousness combine creates a profile pattern that is different for each combination. Research has discovered 15 unique patterns that most commonly occur. Additional theoretical and clinical research then helped develop descriptions for each "classical profile" pattern to help individuals understand and describe their styles.

Respondent, your Classical Profile Pattern is the Creative Pattern. Please read the description below and highlight those areas that most closely match the way you see yourself.

Creative Pattern

Respondent's Motivation

As someone with a Creative Pattern, Respondent, you tend to seek unique accomplishments and innovative solutions. On the surface, you may seem to have a contradictory nature. For example, you often display great sensitivity, but you may not hesitate to show an aggressive side to get what you want.

You may often try to dominate a situation or take control of your environment. Usually, this is not because you are on a power trip or want to boss people around. Instead, you desire an atmosphere where you can try out your creative solutions and bold ideas. For you, change is usually far from threatening. Rather, you often view it as exhilarating.

For the most part, you refrain from expressing your emotions. You may even be cool or aloof in your interactions with others. This is because you are often most concerned with concrete results and not with social decorum. In all likelihood, then, you interpret the term "perfectionist" as a high compliment.

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Respondent's Work Habits

By offering progressive ideas that solve problems, you are likely to influence how organizational systems develop. Your insight and answers can sometimes be a major factor in how fast a project moves or how successful a task ultimately is. You tend to offer innovative approaches that buck the status quo, but the solutions you create or advocate are likely to be solid. You often initiate and design fresh procedures. You may believe that even if change has to be forced on an environment, it is for the best.

When confronted with a crisis or a sudden switch in plans, you often display quick thinking and an ability to react rapidly. Your ready grasp of the facts sometimes means that you make daily decisions in a blur of activity. Therefore, indecisiveness tends not to be a problem for you. However, you probably prefer to have time to explore every option before choosing the best answer. In fact, bigger decisions, such as those involving career or life plans, may elicit a heavy dose of caution from you.

Along with your talent for fast thinking, you often show great foresight. This may especially be true when you focus on the demands of a given task. When plotting your approach to a project, you often act independently. If the project turns out to be routine or unimaginative, you may quickly become bored. Furthermore, any restraints on your creativity or clamps on your schedule will likely cause you to sulk.

If you fail to reach your high goals or achieve your lofty standards, you tend to become frustrated. You may also become irked if your colleagues do not live up to the high personal standards that you often place upon them. In such cases, you may be painfully blunt or even condescending toward those you feel are slacking. Criticism is usually easy for you to deliver, as your drive for innovative solutions and perfectionism often relegates social concerns to the background.

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Insights for Respondent

The freedom to explore likely means a great deal to you. So you are often on the lookout for unique concepts that will supplement your strong drive for perfection.

In your pursuit of quality, however, you may ignore interpersonal relationships. The feelings and opinions of others often do not enter into your plans. This is probably seen in your methods, which may be cold and lack attention to your colleagues' needs. You are probably not known for being a warm individual, but when pressed or stymied, you may actually become aggressive. In any case, tactful communication sometimes seems just out of your reach.

An environment to your liking will often go a long way toward making you more hospitable to your colleagues. You likely want a working situation that takes advantage of your impressive ability to plan and prioritize. Also, you may seek the authority to examine and retest solutions, whether the proposals are yours or someone else's creation.

Often, your major fear may be that you lack influence. You can alleviate this concern by accepting the limits of a project, team, or organization. Although it may be difficult, you could also benefit from recognizing your own limits as well. By acknowledging the sanctions on your creative impulses, you may find that tasks are more likely to reach satisfying conclusions.

Another way in which you can improve your work environment is by welcoming productive team cooperation. Your individualistic streak and strong desire for perfection do not have to preclude effective teamwork. You may find it helpful to realize that your ambitions are probably not in competition with your colleagues' goals.

Respondent, you tend to be a driven innovator whose ability to initiate and design changes can greatly increase an organization's odds of success.

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The DiSC Model

DiSC® Classic 2 Plus

DiSC Classic is based on a four-quadrant model that reliably describes four styles of human behavior: Dominance (D), Influence (i), Steadiness (S), and Conscientiousness (C). Some people fall into one style, others fall into two, and some may fall into three.

How is your DiSC style different from the other DiSC styles? What do you have in common with the other DiSC styles? The DiSC model explained here will help you understand these important questions. In the square below, each DiSC style has something in common with the styles that are next to it. You can see that the C and S styles tend to perceive themselves as less powerful than their environment. That is, they may be more inclined to adapt their surroundings because they feel that they have little direct control over them. On the other hand, the D and i styles tend to perceive themselves as more powerful than their environment. That is, they may be more assertive because they feel they have more control over their surroundings. In addition, the D and C styles tend to perceive their environment as unfavorable (or unwelcoming and resistant), and the i and S styles tend to view their environment as favorable (or friendly and supportive).

Perceives Self as More Powerful than the Environment

Perceives Environment as Unfavorable

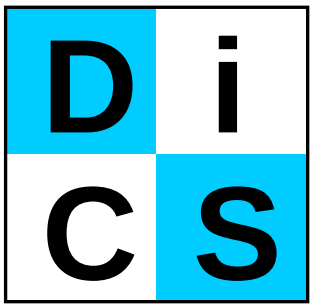
Perceives Environment as Favorable

Perceives Self as Less Powerful than the Environment

The illustration below elaborates on the DiSC model. It describes the four styles in a way that is more observable and behavioral. You will notice that while the C and S styles are both thoughtful and moderate paced, the D and i styles are more active and fast paced. In addition, the D and C styles tend to be questioning and logic focused, but the i and S styles tend to be more accepting and people focused.

Active
Fast Paced
Assertive
Bold

Questioning
Logic Focused
Skeptical
Challenging



Accepting
People Focused
Receptive
Agreeable

Thoughtful
Moderate Paced
Calm
Careful

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The DiSC Dimensions

DiSC® Classic 2 Plus

The table below gives an overview of all four DiSC® dimensions. Read all the dimension descriptions to better understand others who are like and unlike you.

D DOMINANCE

Emphasis is on shaping the environment by overcoming opposition to accomplish results.

DESCRIPTION

This person's tendencies include

- getting immediate results
- causing action
- accepting challenges
- making quick decisions
- questioning the status quo
- taking authority
- managing trouble
- solving problems

ACTION PLAN

This person needs others who

- weigh pros and cons
- calculate risks
- use caution
- structure a predictable environment
- research facts
- deliberate before deciding
- recognize the needs of others

This person desires an environment that includes

- power and authority
- prestige and challenge
- opportunities for individual accomplishments
- wide scope of operations
- direct answers
- opportunities for advancement
- freedom from controls and supervision
- many new and varied activities

To be more effective, this person needs

- to receive difficult assignments
- to understand that they need people
- to base techniques on practical experience
- to receive an occasional shock
- to identify with a group
- to verbalize reasons for conclusions
- to be aware of existing sanctions
- to pace self and to relax more

i INFLUENCE

Emphasis is on shaping the environment by influencing or persuading others.

DESCRIPTION

This person's tendencies include

- contacting people
- making a favorable impression
- being articulate
- creating a motivational environment
- generating enthusiasm
- entertaining people
- viewing people and situations with optimism
- participating in a group

ACTION PLAN

This person needs others who

- concentrate on the task
- seek facts
- speak directly
- respect sincerity
- develop systematic approaches
- prefer to deal with things instead of people
- take a logical approach
- demonstrate individual follow-through

This person desires an environment that includes

- popularity, social recognition
- public recognition of ability
- freedom of expression
- group activities outside of the job
- democratic relationships
- freedom from control and detail
- opportunities to verbalize proposals
- coaching and counseling
- favorable working conditions

To be more effective, this person needs

- to control time, if D or S is low
- to make objective decisions
- to use hands-on management
- to be more realistic appraising others
- to make priorities and deadlines
- to be more firm with others, if D is low

C CONSCIENTIOUSNESS

Emphasis is on working conscientiously within existing circumstances to ensure quality and accuracy.

DESCRIPTION

This person's tendencies include

- adhering to key directives and standards
- concentrating on key details
- thinking analytically, weighing pros and cons
- being diplomatic with people
- using subtle or indirect approaches to conflict
- checking for accuracy
- analyzing performance critically
- using a systematic approach to situations or activities

ACTION PLAN

This person needs others who

- delegate important tasks
- make quick decisions
- use policies only as guidelines
- compromise with the opposition
- state unpopular positions
- initiate and facilitate discussions
- encourage teamwork

This person desires an environment that includes

- clearly defined performance expectations
- values on quality and accuracy
- reserved, business-like atmosphere
- opportunities to demonstrate expertise
- control over those factors that affect their performance
- opportunity to ask "why" questions
- recognition for specific skills and accomplishments

To be more effective, this person needs

- to plan carefully
- to know exact job descriptions and performance objectives
- to schedule performance appraisals
- to receive specific feedback on performance
- to respect people's personal worth as much as their accomplishments
- to develop tolerance for conflict

S STEADINESS

Emphasis is on cooperating with others within existing circumstances to carry out the task.

DESCRIPTION

This person's tendencies include

- performing in a consistent, predictable manner
- demonstrating patience
- developing specialized skills
- helping others
- showing loyalty
- being a good listener
- handling excited people
- creating a stable, harmonious work environment

ACTION PLAN

This person needs others who

- react quickly to unexpected change
- stretch toward the challenges of accepted tasks
- become involved in more than one thing
- are self-promoting
- apply pressure on others
- work comfortably in an unpredictable environment
- help prioritize work
- are flexible in work procedures

This person desires an environment that includes

- maintenance of the status quo unless given reasons for change
- predictable routines
- credit for work accomplished
- minimal work infringement on home life
- sincere appreciation
- identification with a group
- standard operating procedures
- minimal conflict

To be more effective, this person needs

- to be conditioned prior to change
- to validate self-worth
- to know how personal effort contributes to the group effort
- to have colleagues of similar competence and sincerity
- to know task guidelines
- to have creativity encouraged

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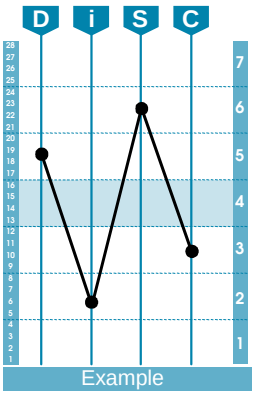
The Classical Profile Patterns

DiSC® Classic 2 Plus

On the following pages are descriptions of all 15 Classical Profile Patterns, each portraying the behavior of people with a specific blend of the four DiSC® dimensions.

Achiever Pattern



Emotions: is industrious and diligent; displays frustration

Goal: personal accomplishments, sometimes at the expense of the group's goal

Judges others by: ability to achieve concrete results

Influences others by: accountability for own work

Value to the organization: sets and completes key result areas for self

Overuses: reliance on self; absorption in the task

Under Pressure: becomes frustrated and impatient; becomes more of a "do-er" and less of a "delegator"

Fears: others with competing or inferior work standards affecting results

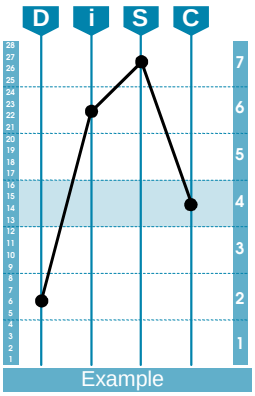
Would increase effectiveness with more: reduction of "either-or" thinking; clarity of task priority; consideration of optional approaches; willingness to compromise short-term for long-range benefits

The motivation of Achievers is largely internal and flows from deeply felt personal goals. Their commitment to their own goals precludes an automatic acceptance of the group's goals. Achievers need to see how they can blend their personal goals with the organization's goals. By retaining control over the direction of their lives, Achievers develop a strong sense of accountability.

Achievers demonstrate a keen interest in their work and an intense, continual pursuit of accomplishment. They have a high opinion of their work and under pressure may hesitate to delegate tasks. Instead, they take on the work themselves to ensure that things are done right. When they delegate, they have a tendency to take back the task if it does not go according to their expectations. Their guiding premise is, "If I succeed, I want the credit, and if I fail, I will take the blame."

An Achiever should communicate more with others to expand their thinking beyond either "I have to do it myself" or "I want all the credit." They may need assistance to find new approaches for achieving their desired results. Achievers function at peak efficiency, and they expect recognition equal to their contribution -- high wages in profit organizations and leadership positions in other groups.

Agent Pattern



Emotions: accepts affection; rejects aggression

Goal: group acceptance

Judges others by: commitment to tolerate and include everyone

Influences others by: empathy; friendship

Value to the organization: supports, harmonizes, empathizes; focuses on service

Overuses: kindness

Under Pressure: becomes persuasive, using information or key friendships if necessary

Fears: dissension; conflict

Would increase effectiveness with more: strength in the realization of who they are and what they can do; firmness and self-assertion; ability to say "no" when appropriate

Agents are attentive to both the human relations and task aspects of their work situation. Empathetic and supportive, they are good listeners and known for their willing ear. Agents make people feel wanted and needed. Because Agents respond to others' needs, people do not fear being rejected by Agents. Agents offer friendship and are willing to perform services for others.

Agents have excellent potential for effectively organizing and completing tasks. Agents naturally promote harmony and teamwork and are particularly good at doing for others what they find difficult to do for themselves.

Agents fear conflict and dissension. Their supportive approach may enable others tolerate a situation, rather than encouraging them in active problem-solving. In addition, the Agent's tendency to adopt a "low" profile -- instead of having open confrontations with aggressive individuals -- may be perceived as a lack of "toughness." Although they are concerned with fitting into the group, Agents have a fair degree of independence.

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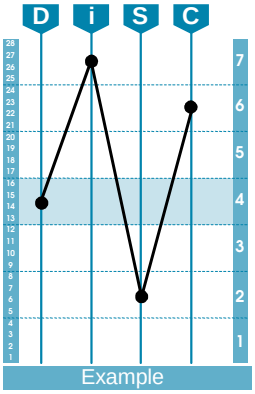
Appraiser Pattern



Emotions: is driven to look good

Goal: "victory" with flair

Judges others by: ability to initiate activities

Influences others by: competitive recognition

Value to the organization: accomplishes goals with the team

Overuses: authority; ingenuity

Under Pressure: becomes restless, critical, impatient

Fears: "loss" or "failure"; others' disapproval

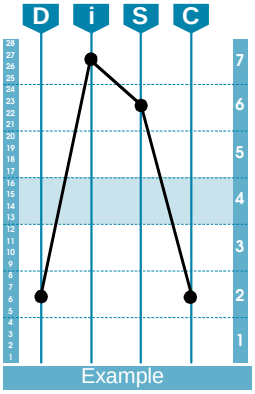
Would increase effectiveness with more: individual follow-through; empathy when showing disapproval; steadier pace

Appraisers make creative ideas serve practical purposes. They use direct methods to accomplish results. Appraisers are competitive, but other people tend to view Appraisers as assertive rather than aggressive because Appraisers are considerate of others. Instead of giving orders or commands, Appraisers involve people in the task through persuasion. They elicit the cooperation of those around them by explaining the rationale of the proposed activities.

Appraisers help others visualize the steps that are necessary to accomplish results. Appraisers usually speak from a detailed plan of action that they have developed to ensure an orderly progression toward results. In their eagerness to win, Appraisers can become impatient when their standards are not maintained or when extensive follow-through is required.

Appraisers are good critical thinkers. They are verbal in their criticisms, and their words occasionally may be caustic. Appraisers have better control of the situation if they relax and pace themselves. A helpful axiom to achieve this is, "You win some and you lose some."

Counselor Pattern



Emotions: being approachable; showing affection and understanding

Goal: friendship; happiness

Judges others by: positive acceptance of others; ability to look for the good in people

Influences others by: personal relationships; "open door" policy

Value to the organization: remaining stable and predictable; developing a wide range of friendships; listening to others' feelings

Overuses: indirect approach; tolerance

Under Pressure: becomes overly flexible and intimate; is too trusting without differentiating among people

Fears: pressuring people; being accused of causing harm

Would increase effectiveness with more: attention to realistic deadlines; initiative to complete the task

Counselors are particularly effective in solving people problems. They impress others with their warmth, empathy, and understanding. Their optimism makes it easy to look for the good in others. Counselors prefer to deal with others by building long-standing relationships. As a good listener with a willing ear for problems, a Counselor offers suggestions gently and refrains from imposing his or her ideas on others.

Counselors tend to be overly tolerant and patient with non-producers. Under pressure, they may have difficulty confronting performance problems. Counselors may be indirect when issuing orders, making demands, or disciplining others. By adopting the attitude that "people are important," Counselors may place less emphasis on task accomplishment. They sometimes require assistance to set and meet realistic deadlines.

Counselors often take criticism as a personal affront, but they respond well to attention and compliments for completed assignments. When in a position of responsibility, Counselors tend to be attentive to the quality of working conditions and provide adequate recognition for members of their group.

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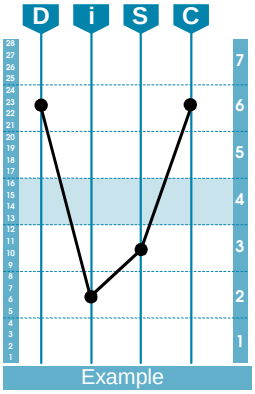
Creative Pattern



Emotions: accepts aggression; restrains expression

Goal: dominance; unique accomplishments

Judges others by: personal standards; progressive ideas for accomplishing tasks

Influences others by: ability to pace development of systems and innovative approaches

Value to the organization: initiates or designs changes

Overuses: bluntness; critical or condescending attitude

Under Pressure: becomes bored with routine work; sulks when restrained; acts independently

Fears: lack of influence; failure to achieve their standards

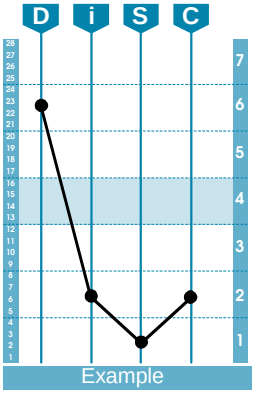
Would increase effectiveness with more: warmth; tactful communication; effective team cooperation; recognition of existing sanctions

Persons with a Creative Pattern display opposite forces in their behavior. Their desire for tangible results is counterbalanced by an equally strong drive for perfection and their aggressiveness is tempered by sensitivity. Although they think and react quickly, they are restrained by the wish to explore all possible solutions before making a decision.

Creative persons exhibit foresight when focusing on projects, and they bring about change. Since individuals with a Creative Pattern have a drive for perfection and demonstrate considerable planning ability, the changes they make are likely to be sound, but the method may lack attention to interpersonal relationships.

Creative persons want freedom to explore, and they want the authority to examine and retest findings. They can make daily decisions quickly but may be extremely cautious when making bigger decisions: "Should I take that promotion?" "Should I move to another location?" In their drive for results and perfection, Creative persons may not be concerned about social poise. As a result, they may be cool, aloof, or blunt.

Developer Pattern



Emotions: is concerned with meeting personal needs

Goal: new opportunities

Judges others by: ability to meet the Developer's standards

Influences others by: pursuit of solutions for problems; projection of personal sense of power

Value to the organization: avoids "passing the buck"; seeks new or innovative problem-solving methods

Overuses: control over people and situations to accomplish his or her own results

Under Pressure: works alone to complete tasks; is belligerent if individualism is threatened or challenging opportunities disappear

Fears: boredom; loss of control

Would increase effectiveness with more: patience, empathy; participation and collaboration with others; follow through and attention to quality control

Developers tend to be strong-willed individuals, continually seeking new horizons. As self-reliant, independent thinkers, they prefer to find their own solutions. Relatively free of the constraining influence of the group, Developers are able to bypass convention and often create innovative solutions.

While they most often use direct, forceful behavior, Developers can also shrewdly manipulate people and situations. When required to participate with others in situations that limit their individualism, Developers are apt to become belligerent. They are persistent when pursuing the results they desire and will do whatever is necessary to overcome obstacles to success. In addition, they have high expectations of others and can be critical when their standards are not met.

Developers are most interested in achieving their own goals. Opportunities for advancement and challenge are important to them. By focusing on results, they may lack empathy or seem uncaring by dismissing others' concerns.

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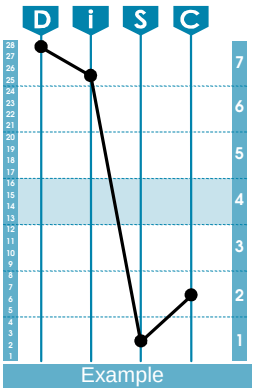
Inspirational Pattern



Emotions: accepts aggression; downplays need for affection

Goal: control of their environment or audience

Judges others by: projection of personal strength, character, and social power

Influences others by: charm, direction, intimidation; use of rewards

Value to the organization: acts as a "people mover"; initiates, demands, compliments, disciplines

Overuses: attitude that "the ends justify the means"

Under Pressure: becomes manipulative, quarrelsome, or belligerent

Fears: weak behavior; loss of social status

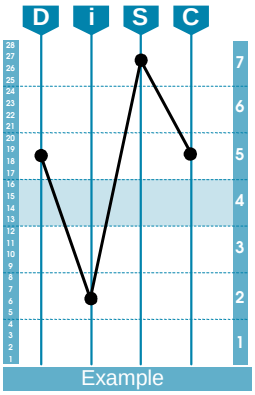
Would increase effectiveness with more: genuine sensitivity; willingness to help others succeed in their own personal development

Persons with the Inspirational Pattern consciously attempt to modify the thoughts and actions of others. They want to control their environment. They are astute at identifying and manipulating an individual's existing motives in order to direct that person's behavior toward a predetermined end.

Inspirational persons are clear about the results they want, but they do not always immediately verbalize them. They introduce the results they want only after they have primed the other person, offering friendship to those who desire acceptance, authority to those who seek power, and security to those who want a predictable environment.

Inspirational persons can be charming in their interactions. They are persuasive when obtaining assistance for repetitive and time-consuming details. People often experience a conflicting sensation by feeling drawn to Inspirational people and yet being curiously distanced. Others may feel "used" by Inspirational persons' manipulation powers. While they sometimes inspire fear in others and override their decisions, Inspirational persons are generally well-liked by co-workers because they use their considerable verbal skills to persuade others whenever possible. Inspirational persons clearly prefer to accomplish goals through cooperation and persuasion, not domination.

Investigator Pattern



Emotions: is dispassionate; demonstrates self-discipline

Goal: power through formal roles and positions of authority

Judges others by: use of factual information

Influences others by: determination, tenacity

Value to the organization: offers comprehensive follow-through; works determinedly on tasks individually or in a small group

Overuses: bluntness; suspicion of others

Under Pressure: tends to internalize conflict; holds on to grudges

Fears: involvement with the masses; responsibility to sell abstract ideas

Would increase effectiveness with more: flexibility; acceptance of others; personal involvement with others

Objective and analytical, Investigators are dispassionate "anchors of reality." Generally undemonstrative, they calmly and steadily pursue an independent path toward a fixed goal. Investigators are successful at many things, not because of versatility but due to their dogged determination to follow through. They seek a clear purpose or goal from which they can develop an orderly plan and organize their actions. Once a project has begun, Investigators fight tenaciously to achieve their objectives. Intervention is sometimes necessary to change their direction. As a result, they can be perceived as stubborn and opinionated.

Investigators do well with challenging technical assignments in which they can use actual data to interpret the information and draw conclusions. They respond to logic rather than emotion. When selling or marketing an idea, they are most successful with a concrete product.

Investigators are not especially interested in pleasing people and prefer to work alone. They can be perceived as cold, blunt, and tactless. Because they value their own thinking ability, Investigators evaluate others by how they use facts and logic. To increase their effectiveness in personal interactions, they need to develop a greater understanding of other people, especially others' emotions.

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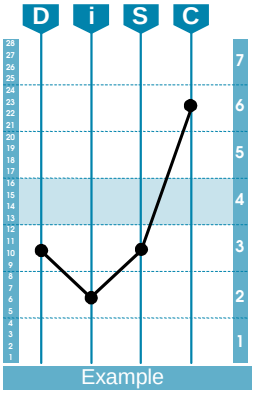
Objective Thinker Pattern



Emotions: rejects interpersonal aggression

Goal: correctness

Judges others by: ability to think logically

Influences others by: use of facts, data, and logical arguments

Value to the organization: defines and clarifies; obtains, evaluates, and tests information

Overuses: analysis

Under Pressure: becomes worrisome

Fears: irrational acts; ridicule

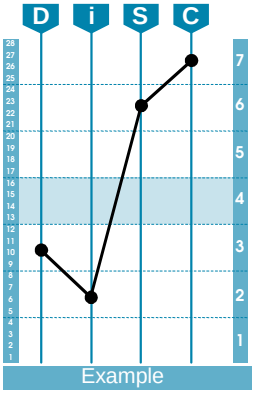
Would increase effectiveness with more: self-disclosure; public discussion of their insights and opinions

Objective Thinkers tend to have highly developed critical thinking abilities. They emphasize the importance of facts when drawing conclusions and planning actions, and they seek correctness and accuracy in everything they do. To manage their work activities effectively, Objective Thinkers often combine intuitive information with the facts they have gathered. When they are in doubt about a course of action, they avoid public failure by preparing meticulously. For example, Objective Thinkers will master a new skill privately before they use it in a group activity.

Objective Thinkers prefer to work with people who, like themselves, are interested in maintaining a peaceful work environment. Considered shy by some, they may be reticent in expressing their feelings. They are particularly uncomfortable with aggressive people. Despite being mild-mannered, Objective Thinkers have a strong need to control their environment. They tend to exert this control indirectly by requiring others to adhere to rules and standards.

Objective Thinkers are concerned with the "right" answer and may have trouble making decisions in ambiguous situations. With their tendency to worry, they may get bogged down in "analysis paralysis." When they make a mistake, Objective Thinkers often hesitate to acknowledge it. Instead, they immerse themselves in a search for information that supports their position.

Perfectionist Pattern



Emotions: displays competence; is restrained and cautious

Goal: stability; predictable accomplishments

Judges others by: precise standards

Influences others by: attention to detail; accuracy

Value to the organization: is conscientious; maintains standards; controls quality

Overuses: procedures and "fail-safe" controls; overdependence on people, products, and processes that have worked in past

Under Pressure: becomes tactful and diplomatic

Fears: antagonism

Would increase effectiveness with more: role flexibility; independence and interdependence; belief in self-worth

Perfectionists are systematic, precise thinkers and workers who follow procedure in both their personal and work lives. Extremely conscientious, they are diligent in work that requires attention to detail and accuracy. Because they desire stable conditions and predictable activities, Perfectionists are most comfortable in a clearly defined work environment. They want specifics on work expectations, time requirements, and evaluation procedures.

Perfectionists may bog down in the details of the decision-making process. They can make major decisions but may be criticized for the amount of time they take to gather and analyze information. Although they like to hear the opinions of their managers, Perfectionists take risks when they have facts that they can interpret and use to draw conclusions.

Perfectionists evaluate themselves and others by precise standards for achieving concrete results while adhering to standard operating procedures. This conscientious attention to standards and quality is valuable to the organization. Perfectionists may define their worth too much by what they do and not by who they are as people. As a result, they tend to react to personal compliments by thinking, "What does this person want?" By accepting sincere compliments, Perfectionists can increase their self-confidence.

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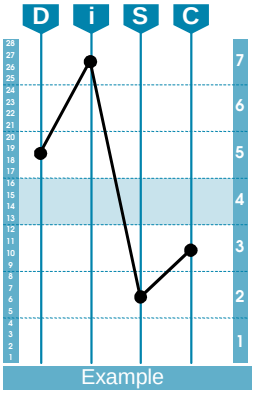
Persuader Pattern



Emotions: trusts others; is enthusiastic

Goal: authority and prestige; status symbols

Judges others by: ability to verbalize; flexibility

Influences others by: friendly, open manner; verbal adeptness

Value to the organization: sells and closes; delegates responsibility; is poised and confident

Overuses: enthusiasm; selling ability; optimism

Under Pressure: becomes indecisive and is easily persuaded; becomes organized to look good

Fears: fixed environment; complex relationships

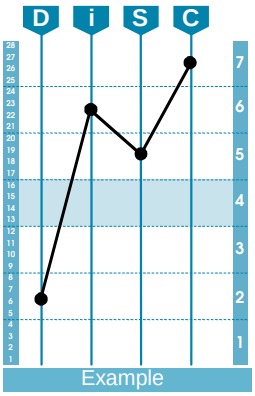
Would increase effectiveness with more: challenging assignments; attention to task-directed service and key details; objective data analysis

Persuaders work with people, striving to be friendly while pushing forward their own objectives. Outgoing and interested in people, Persuaders have the ability to gain the respect and confidence of various types of people. Persuaders can impress their thoughts on others, drawing people to them and retaining them as clients or friends. This ability is particularly helpful when Persuaders sell themselves or their ideas to win positions of authority.

The most favorable environment for Persuaders includes working with people, receiving challenging assignments, and experiencing a variety of work activities that require mobility. They seek work assignments that will give them the opportunity to look good. As a result of their natural positive outlook, Persuaders may be too optimistic about a project's results and others' potential. Persuaders also tend to over-estimate their ability to change the behavior of others.

While Persuaders desire freedom from routine and regimentation, they do need to receive analytical data on a systematic basis. Once alerted to the importance of the "little things," Persuaders can use the information to balance their enthusiasm with a realistic assessment of the situation.

Practitioner Pattern



Emotions: wants to keep up with others in effort and technical performance

Goal: personal growth

Judges others by: self-discipline; position and promotions

Influences others by: confidence in their ability to master new skills; development of "proper" procedures and actions

Value to the organization: is skilled in technical and people problem-solving; displays proficiency and specialization

Overuses: overattention to personal objectives; unrealistic expectations of others

Under Pressure: becomes restrained; is sensitive to criticism

Fears: predictability; no recognition as an "expert"

Would increase effectiveness with more: genuine collaboration for common benefit; delegation of key tasks to appropriate individuals

Practitioners value proficiency in specialized areas. Spurred by a desire to be "good at something," they carefully monitor their own work performance. Although their aim is to be "the" expert in an area, Practitioners frequently give the impression that they know something about everything. This image is particularly strong when they verbalize their knowledge on a variety of subjects.

As Practitioners interact with others, they project a relaxed, diplomatic, and easygoing style. This congenial attitude may change quickly in their own work area when they become intensely focused in order to meet high standards for performance. Because they value self-discipline, Practitioners evaluate others on the basis of their ability to focus on daily performance. They have high expectations of themselves and others, and they tend to verbalize their disappointment.

While they naturally concentrate on developing an organized approach to work and increasing their own skills, Practitioners also need to help others build skills. In addition, they need to increase their appreciation of those who contribute to the work effort even though they may not use the Practitioner's preferred methods.

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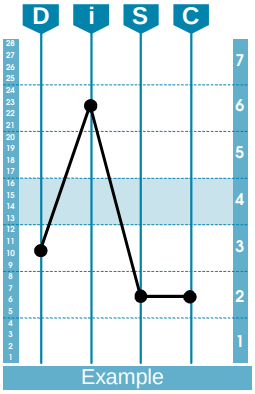
Promoter Pattern



Emotions: is willing to accept others

Goal: approval, popularity

Judges others by: verbal skills

Influences others by: praise, opportunities, favors

Value to the organization: relieves tension; promotes projects and people, including him or herself

Overuses: praise, optimism

Under Pressure: becomes careless and sentimental; is disorganized

Fears: loss of social acceptance and self-worth

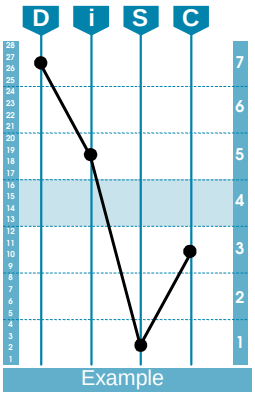
Would increase effectiveness with more: control of time; objectivity; sense of urgency; emotional control; follow-through on promises, tasks

Promoters have an extensive network of contacts. They are usually gregarious and socially adept, and they develop friendships easily. They rarely antagonize others intentionally. Promoters seek favorable social environments where they can develop and maintain their contacts. Verbally skilled, they promote their own ideas and create enthusiasm for others' projects. With their wide range of contacts, Promoters have access to the people who can help them.

Since Promoters prefer to participate and interact with others in activities, they may be less interested in task accomplishment. They may continue to seek out any situation that involves meeting people and socializing, even though their job requires attention to more solitary activities. They thrive on meetings, committees, and conferences.

Usually optimistic, Promoters tend to overestimate the ability of others. They often leap to favorable conclusions without considering all the facts. Promoters will learn to be objective and emphasize results with coaching and direction. Time management may present challenges for Promoters. By setting a time limit on conversation and discussion, they can remind themselves of the urgency of "closing" and accomplishing the task.

Result-Oriented Pattern



Emotions: verbalizes ego strength; displays rugged individualism

Goal: dominance and independence

Judges others by: ability to accomplish the task quickly

Influences others by: force of character; persistence

Value to the organization: persistence; doggedness

Overuses: impatience; win-lose competition

Under Pressure: becomes critical and fault-finding; resists participating with a team; may overstep boundaries

Fears: others will take advantage of them; slowness, especially in task activities; being a pushover

Would increase effectiveness with more: verbalization of their reasoning; consideration of other views and ideas about goals and problem solutions; genuine concern for others; patience and humility

Result-Oriented people display self-confidence, which some may interpret as arrogance. They actively seek opportunities that test and develop their abilities to accomplish results. Result-Oriented persons like difficult tasks, competitive situations, unique assignments, and "important" positions. They undertake responsibilities with an air of self-importance and display self-satisfaction once they have finished.

Result-Oriented people tend to avoid constraining factors, such as direct controls, time-consuming details, and routine work. Because they are forceful and direct, they may have difficulties with others. Result-Oriented people prize their independence and may become restless when involved with group activities or committee work. Although Result-Oriented people generally prefer to work alone, they may persuade others to support their efforts, especially when completing routine activities.

Result-Oriented people are quick-thinkers, and they are impatient and fault-finding with those who are not. They evaluate others on their ability to get results. Result-Oriented people are determined and persistent even in the face of antagonism. They take command of the situation when necessary, whether or not they are in charge. In their uncompromising drive for results, they may appear blunt and uncaring.

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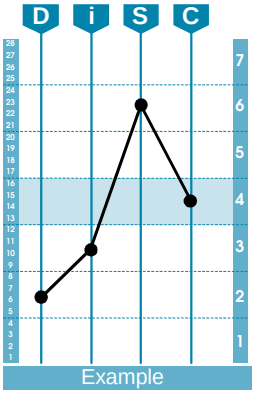
Specialist Pattern



Emotions: is calculatingly moderate; accommodates others

Goal: maintenance of the status quo; controlled environment

Judges others by: friendship standards; competence

Influences others by: consistent performance; accommodation of others

Value to the organization: plans short term; is predictable, consistent; maintains steady pace

Overuses: modesty; low risk-taking; passive resistance to innovation

Under Pressure: becomes adaptable to those in authority and thinks with the group

Fears: change, disorganization

Would increase effectiveness with more: public discussion of their ideas; self-confidence based on feedback; shortcut methods

Specialists "wear well" with others. With their moderate, controlled stance and modest demeanor, they are able to work well with a number of behavioral styles. Specialists are considerate, patient, and always willing to help those they consider friends. They build close relationships with a relatively small group of associates in the work environment.

Their efforts are directed toward retaining familiar and predictable patterns. Most effective in specialized areas, Specialists plan their work along directed channels and achieve a remarkably consistent performance. Appreciation from others helps to maintain that level of consistency.

Specialists are slow to adapt to change. Prior conditioning gives them time to change their procedures while maintaining a consistent level of performance. Specialists may also require help when starting new projects and in developing shortcut methods to meet deadlines. Finished projects are often put aside for further revisions. Specialists should consider throwing away old files that have outlived their usefulness.

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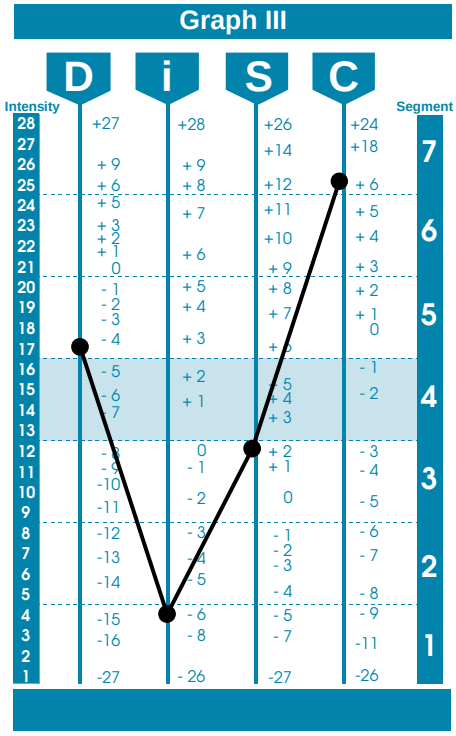
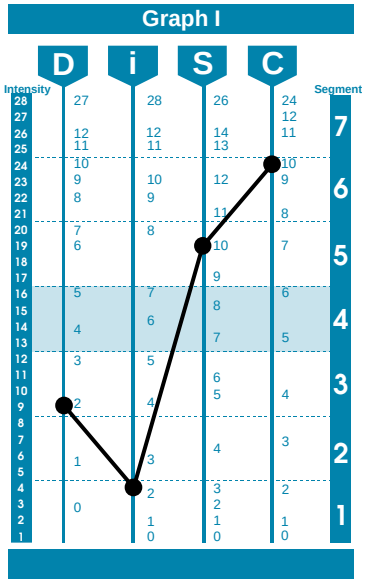
Scoring and Data Analysis

DiSC® Classic 2 Plus

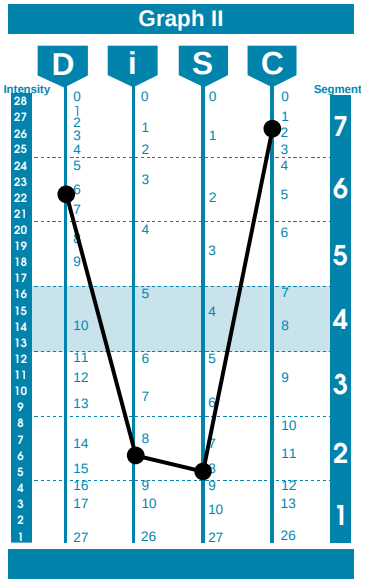
Here is a summary that shows how your personal report was generated. Graph III is the result of combining your "Most" choices with your "Least" choices and is used to determine your highest DiSC dimension, your Intensity Index scores, and your Classical Profile Pattern. If you would like more information about how your personal report was built, please talk to your facilitator.

Name: Respondent Name
Gender: Female
Date: 6/6/2007
Focus: Work





These are your "Most" responses for each of the four scales



These are your "Least" responses for each of the four scales

		D	i	S	C	N
TALLY BOX	MOST	2	2	10	10	6
	LEAST	6	8	8	2	2
	DIFFERENCE	-4	-6	2	8	

SUMMARY OF INTERPRETATION

Highest DiSC Dimension(s): Conscientiousness (C)

Classical Pattern: Creative Pattern

Segment Numbers: 5137

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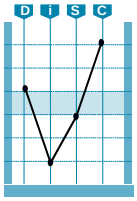
53

Strategies for Creating a Positive Relationship

DiSC® Classic 2 Plus

Section V

All people are not the same. A strategy that works very effectively with one person may be disastrous with another. Trial and error learning about which strategies are effective with which person can be very costly in both time and emotion. This section provides a starting point for developing strategies based on Respondent's natural behavioral tendencies. By reviewing and discussing the strategies listed for each key behavioral area, you can develop an effective plan for creating a positive relationship with Respondent.



Creative

Creating a Positive Climate for Respondent

- Create opportunities for her to demonstrate her expertise
- Validate her efforts at achieving results that meet her standards
- Provide situations where her logical and systematic efforts will contribute to long-term success
- Accept that she may be reluctant to express her feelings
- Provide her opportunities for private time
- Accept that she may be quiet and observant in social situations
- Provide opportunities for her to talk knowledgeably with others about a specific subject
- Accept her need to be "right" and her distress at mistakes, especially her own
- Provide choices for activities, letting her make the decision
- Allow her to direct the efforts of others
- Accept her need to compete and win
- Give your undivided attention to her interests
- Direct more attention to getting results than discussing emotions
- Accept her need for variety and change
- Let her set the pace for activities

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How to Communicate with Respondent

- Respondent tends to prefer communication to be somewhat formal in new situations, avoiding personal references and discussions
- She tends to be matter-of-fact, preferring a logical presentation of information rather than emotional expressions
- She may have difficulty storing information that conflicts with her perception of how things should be
- Check for points of disagreement or misunderstanding
- She may aggressively question the information presented in an effort to reconcile conflicting sources of information
- Respond to the questions with specific information in a nondefensive manner
- Respondent tends to prefer to have time to process new information before responding
- Respondent tends to prefer direct, to the point communications without a lot of time spent on social chatter
- Be prepared to Listen to her ideas before moving on to other topics
- Tends to practice selective perception, only hearing and/or remembering that with which she agrees
- Consider checking at end of discussion to make sure everything was heard, and stored in memory, by asking her to repeat what she heard

How to Compliment Respondent

- Use concise, accurate, specific statements, preferably in private
- Compliment her competence in a specific skill area
- Praise her continued commitment to meeting high standards
- Compliment her tactful, discrete or subtle approach to difficult situations
- Acknowledge her ability to remain calm and detached in emotionally charged situations
- Recognize the value of her insightful thinking in complex situations
- Validate her use of logic in handling problems
- Use brief, direct factual statements
- Focus on her achievements, and her demonstrated leadership abilities
- Acknowledge her ability to take charge of a difficult situation
- Compliment her ability to take risks, to set precedents

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How to Compliment Respondent (Continued)

- Recognize the unique or innovative nature of her thoughts, ideas and/or actions
- Acknowledge her ability to get the maximum results with the minimum investment of time and effort

How to Provide Feedback to Respondent

- Take time to reduce her potential defensiveness by acknowledging her areas of competence
- List specific behaviors and the consequences of those behaviors
- Keep the discussion factual, accurate, logical, and impersonal
- Specify needed change, explaining why the change is necessary
- Solicit her thoughts about the solution
- Provide her an opportunity to think about the situation before responding
- Let her develop a strategy for change before committing to a specific course of action
- Disengage from right/wrong discussions
- Get a clear commitment from her for specific actions within a defined time frame, with a date for a follow-up discussion
- Focus discussion on obstacles to achieving results and how she can eliminate them
- Discuss desired changes in her behavior in terms of potential impact on results
- Describe current negative consequences from her behavior and request solutions
- Keep feedback factual, neutral and nonjudgemental
- Reduce her defensiveness by focusing solely on actions and consequences
- Disengage from right/wrong debates
- Keep discussion focused on actions, rather than motives or intentions

How to deal with Respondent in Conflict

- Respondent initially may withdraw from open conflict, but she can become aggressive
- State the issue calmly, logically, factually, citing specific behavior or situations
- Reduce her defensiveness by acknowledging her thoughts, without reacting defensively, by saying "I can see your point"

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How to deal with Respondent in Conflict (Continued)

- Listen to her thoughts, then re-direct the discussion to the current issue
- Minimize time spent discussing all the factors contributing to the issue in the past by focusing on what is going to be done right now to resolve the conflict
- Counter statements of blame or attack by acknowledging that you heard what she said, and, without discussing it, move back to the issue under discussion
- Counter critical statements about your behavior by acknowledging that your behavior may have been less than perfect, without becoming defensive
- Ask what she needs to resolve this conflict on a win/win basis
- Acknowledge her need to take some time to think about the situation before she can respond
- Affirm that your intent is to resolve the conflict, not to criticize or attack her personally
- Counter her tendency to use passive resistance as a form of indirect aggression by asking her to state specifically what she intends to do and when
- Establish clearly what you both understand to be the next step in this situation
- Affirm that you value her thoughtful, insightful approach to the situation and her desire to resolve the issue on a reasonable, equitable basis
- Respond to her need to think about the situation and to process the issues by scheduling a time in the near future where you would be willing to review the situation more formally, with more depth, allowing her time to prepare her thoughts
- Respondent may tend to take a direct, aggressive approach, resulting in an "I win, you lose" outcome
- Acknowledge her logic or reasoning by saying "I can see your point" or "I can see the logic in your thinking"
- After acknowledging her thinking, calmly restate your point
- Disengage from right/wrong debates by acknowledging the differences between the two of you, without judgement
- Accept that the only workable, win/win solution may be to agree to disagree
- Counter blaming statements by refocusing on the issue and what corrective action is going to be taken
- Resist any impulse to retaliate with blaming, attacking or sarcastic comments
- Reduce your defensiveness when attacked and acknowledge any error on your part
- Use open-ended questions (how, what, where, when, who) to define the real issues in the situation
- Ask her what it is that she really wants as an outcome

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How to deal with Respondent in Conflict (Continued)

- Call a time-out if emotions escalate to high levels of aggression or hostility, scheduling a time to continue the discussion
- Conclude the discussion with a summary of what each person has committed to do to resolve the conflict

How to deal with Respondent's Problem-solving Style

- Respondent tends to prefer an analytical, systematic approach to solving problems, considering all contributing factors and possible consequences
- She may need to be coached on alternate problem-solving techniques for problems that need more immediate solutions
- She tends to want to find a perfect solution
- She may need help in developing a workable solution rather than a perfect solution
- Respondent tends to take a practical, results-oriented approach, preferring simple, easy-to-implement, immediate solutions
- She may need to be directed toward considering the long term consequences of the decision
- She may need coaching in handling complex problems due to her natural tendency to over-simplify in a rush for immediate results

How to Deal with Respondent's Decision-making Style

- Respondent tends to approach decision-making in an analytical manner, calculating risks and potential payoffs
- She may want more time to gather information
- Discuss what are appropriate amounts of time to spend in analysis
- Assist in setting a time limit for a decision
- Respondent can get bogged down in "what-if" concerns
- She may need reassurances on what the personal consequences of being wrong will be
- Respondent tends to be a quick decision-maker
- She may need to be encouraged to take enough time to gather sufficient information and consider possible consequences before making decisions
- Point out the benefits of taking more time in terms of improved results

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Strategies for Positive Relationships Worksheet

DiSC® Classic 2 Plus

Section V

After reviewing the information contained in the section on Strategies for Creating a Positive Relationship with Respondent, select the most effective strategies based on the specific needs of the environment. Using your knowledge of the environment and your direct experience with Respondent's behavior, select those action strategies most likely to produce the results desired. It may be helpful to use the Start, Stop, Continue formula in developing strategies. To relate to Respondent effectively, what behaviors do you need to START using more often, STOP using so much of, and CONTINUE using as much as you are using?

1. What action strategies would be most effective for creating a positive climate for Respondent?

2. What strategies would be effective and appropriate for communicating with Respondent in this environment?

3. When complimenting Respondent, what strategies will you need to use?

4. When providing feedback to Respondent, what would be the most effective approach?

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5. When dealing with Respondent in conflict, what strategies would be most effective for you to use?

6. When dealing with Respondent's problem-solving activities, what will you need to do to relate effectively?

7. When dealing with Respondent's decision-making behavior, what will you need to do to be most effective in this environment?

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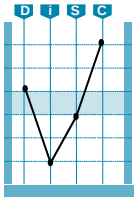
This section describes how Respondent may tend to relate to other people and her environment based on her natural behavioral tendencies. Some of these behaviors may have been modified or eliminated by Respondent due to her life experiences and her values system. Therefore, some items may represent only potential behaviors. Additionally, some of the behaviors may appear to be conflicting because of the range of responses possible for Respondent, given the nature of her behavioral style. Review, discuss, and revise the list as appropriate.



Creative

How Respondent Tends to Communicate

- Tends to be reserved, precise and detached when communicating with people she does not know well
- Tends to use logic and data to persuade others rather than using emotional appeals
- Tends to use formal, written communication, documenting discussions in situations where there has been misunderstanding or conflict
- Prefers a reserved, impersonal, business-like approach in communications when dealing with people other than close co-workers
- May be perceived by others as cold, detached and uninvolved due to her lack of verbal or non-verbal expression
- Tends to be uncomfortable with other people's emotional displays, preferring to remain detached and restrained in expression
- May be more comfortable expressing negative emotions (such as anger, displeasure, disappointment, criticism) rather than positive emotions
- Tends to be uncomfortable verbally expressing positive emotions, such as joy, affection, happiness
- May prefer to write a note or letter to more completely express her sentiments
- Tends to be slow to trust, or to reveal personal information until the other person has proven their worthiness
- Prefers to have one or two close, long-term friends as confidants
- Can be quite verbal and expressive with close friends
- Tends to be sarcastic in her expressions, using a sometimes scathingly dry wit
- May enjoy engaging in verbal repartee in situations where she is comfortable
- Tends to be direct, factual, bottom-line oriented
- Tends to avoid wasting time on small talk or social amenities
- Tends to tell others what to do, without being asked to do so

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How Respondent Tends to Communicate (Continued)

- May be so direct and forceful in communicating that others have difficulty asking questions, clarifying understanding, or pointing out problems
- May be perceived by others as blunt, cold, or uncaring because of her brief communication style
- May have difficulty expressing positive emotions, even though she feels them
- Tends to assume that others know how she feels, especially if she told them once in the past
- May be more comfortable in expressing her feelings through actions, assuming that others can decode the message
- Tends to be comfortable in expressing anger, sometimes using anger when sadness, hurt or fear would be a more accurate expression of her true feelings
- Tends to be impatient, have difficulty listening to long narratives, preferring people to "get to the point"
- Tends to be a selective listener, hearing and storing information as it fits her perception
- Tends to be uncomfortable with other people's emotional displays, wanting to "fix" the situation or deal with it more "rationally"
- May tend to undervalue the importance of frequent, quality communication in maintaining work relationships

How Respondent Tends to Make Decisions

- Tends to be a careful decision-maker, gathering information and assessing possible risk before making decisions
- May want to defer risky decisions to others or at least get an expert opinion
- May get stuck in information-gathering and analysis due to her fear of making the wrong decision
- May get paralyzed by "what if" scenarios
- May experience high levels of regret and self-criticism over past decisions
- Tends to review past experiences to find a more perfect, fail-proof process for making decisions
- Tends to be quick, decisive, independent and firm
- Tends to be bottom-line oriented, assessing the short-term impact

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How Respondent Tends to Make Decisions (Continued)

- May tend to take higher risks than are comfortable for others, believing that the potential for big payoffs justify the risk
- May fail to consider long-term consequences and fail to think through all the factors in complex situations

How Respondent Tends to Manage Time

- Follows a systematic approach, taking pride in finding unique, efficient techniques that produce high quality results
- May be critical of others who do not use a systematic approach
- Tends to have high standards and may spend more time gathering information and perfecting results than is justified
- May have difficulty managing time because of her perfectionism
- May have difficulty delegating to others because no one else can meet her standards
- May need to develop new standards for her performance that are more appropriate to current conditions and the demands on her time
- Tends to operate with a sense of urgency, taking short-cuts wherever possible
- Tends to take pride in efficient solutions that allow her to pack a lot into a day
- May underestimate time involved in some activities, resulting in cutting things short, potentially missing deadlines
- May be critical of others who do not share her sense of urgency or move at the same fast pace
- Tends to be impatient with others who desire a more leisurely pace

How Respondent Tends to Solve Problems

- Tends to use an analytical approach to solving problems, considering many variables in developing the solution
- May be very effective in solving complex problems but may spend too much time analyzing simple problems
- Tends to use information systems to anticipate problems
- Tends to want the perfect solution and may lose sight of other realities such as deadlines

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How Respondent Tends to Solve Problems (Continued)

- Tends to prefer simple, practical, easy-to-implement solutions
- May have difficulty involving others in the problem-solving process because of her impatience and desire for immediate solutions

How Respondent Tends to Handle Stress

- Experiences moderate to high levels of stress as a result of trying to meet her own standards
- Tends to be driven to achieve perfection, resulting in a chronic state of frustration with herself and others
- Tends to be worried about adequately preparing for the future, spending time thinking through contingency plans
- Tends to perceive the world as a somewhat hostile environment, requiring vigilance on her part to ensure that things go "right"
- Needs private time to relax and process her thoughts and feelings about the events in her life
- May become hostile and critical when overloaded, being driven by an inner inability to rest until everything is done "right"
- May have difficulty shutting down her internal critic in order to get some rest
- Tends to seek out demanding, challenging, fast-paced environments and may not notice the negative impact on her health or relationships
- Tends to perceive the environment as being somewhat antagonistic, requiring an aggressive or defensive stance on her part
- May be so strongly driven to achieve results that she fails to set realistic limits for herself
- May need to work on letting go of the need to control her environment and other peoples' actions in order to reduce her stress
- May have difficulty taking adequate time to recover from illness or injury due to a self-imposed sense of urgency
- May choose a high level of variety and change, finding predictable routines more stressful than change

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After reviewing this section, evaluate the appropriateness and effectiveness of these behaviors based on the needs of the current environment. Use your knowledge of the situation and your direct experience with Respondent's behavior to develop strategies for reinforcing those behaviors that are most effective and modifying those that are least effective. It may be helpful to use a simple formula of Start, Stop and Continue. Identify what behaviors Respondent needs to START using more of, STOP using so much of, and CONTINUE using to be effective in this environment.

1. What would be the most effective behaviors for Respondent to use in communicating with others in this environment? (start, stop, continue)

2. Given the specific nature of this work environment, what DECISION-MAKING behaviors would be most effective for Respondent to use? (start, stop, continue)

3. What time management behaviors would be most effective for Respondent to use in this environment? (start, stop, continue)

4. What problem-solving behaviors would be most effective for Respondent to use in this environment? (start, stop, continue)

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5. What strategies for handling stress would be most effective for Respondent to use in this environment? (start, stop, continue)

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Strategies for Managing Respondent

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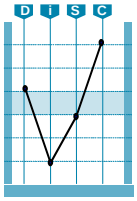
All people are not the same. A management strategy that is very effective with one person may be disastrous with another. Trial and error learning about which strategies are effective with which person can be very time-consuming and expensive both in the dollar cost as well as the emotional cost. This section provides a starting point for developing strategies based on Respondent's natural behavioral tendencies. By reviewing and discussing the strategies listed for each key management activity, you can develop an accurate, effective plan for managing Respondent.



Creative

Developing

- Demonstrate in a logical manner, explaining the rationale for each procedure
- Check for understanding at key points
- Provide time to process the information and practice skill on her own
- Be available to respond to questions and to provide additional explanations
- Define time limits for developing adequate skill, rather than perfect mastery
- Make her productive quickly
- Show her the simplest, quickest, most practical way to get results
- Emphasize the key details necessary to get results
- Define clearly the limits of her authority

Motivating

- Create opportunities for her to demonstrate her expertise
- Support her efforts at creating quality results
- Provide situations where logical and systematic efforts will contribute to long-term success
- Provide opportunities to work independently
- Allow her to direct the efforts of others
- Offer options for achieving goals
- Provide challenges, opportunities to "win"

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Complimenting

- Use concise, accurate, specific statements (preferably in private) about her competence, use of logic, efficiency, and precision
- Use brief, direct statements, focusing on achievements, results, and leadership abilities

Counseling

- Take time to reduce potential defensiveness by acknowledging areas of competence
- Specify needed change, explaining why the change is necessary and solicit her thoughts about the solution
- Provide her with the opportunity to think about the situation and develop a strategy before committing to a specific course of action
- Focus on obstacles to achieving results and how to eliminate them
- Present needed changes in terms of impact on results and consequences
- Request solutions from her

Problem-Solving

- Tends to prefer an analytical, systematic approach to solving problems, considering all contributing factors and possible consequences
- May need to be coached on alternate problem-solving techniques for problems that need more immediate solutions
- Tends to want to find a perfect solution
- May need help in developing a functional solution, rather than a perfect solution
- Tends to take a practical, results-oriented approach, preferring simple, easy-to-implement, immediate solutions
- May need to be directed toward considering the long-term consequences
- May need coaching in handling complex problems due to a natural tendency to over-simplify in a rush for immediate results

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53

Delegating

- Provide logical, accurate, precise descriptions of performance expectations, including standards for quality
- Explain why the assignment is being done and how it is necessary to the overall operation
- Provide opportunities to discuss alternate ways of completing the assignment, determining what resources are available
- Tell her what result you need and by when; let her determine how to get it done
- Specify clearly the limits of authority and available resources, allowing autonomy within those limits

Correcting

- Tends to become defensive when her performance is criticized
- Stick to a specific, factual discussion of what the current results are and what performance is necessary
- Allow time for her to create and report a plan for improving her performance
- Close discussion by clarifying and getting agreement on what the improvement will be and by when
- Set a date for formally reviewing progress
- Be firm and direct, specifying the desired result as well as current level of performance
- Direct the discussion to what she is going to do to eliminate the gap in performance
- Define time limits for improvements and state consequences clearly

Decision-Making

- Tends to approach decision-making in an analytical manner, calculating risks and potential payoffs
- May want time to gather information
- Discuss appropriate amount of time to spend in analysis; set time for decision
- Can get bogged down in "what-if" concerns
- May need reassurances of what the personal consequences of being wrong will be
- Tends to be a quick decision-maker

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Decision-Making (Continued)

- May need coaching on taking time to gather sufficient information and considering possible consequences before making decisions
- Point out benefits in taking more time in terms of improved results

Communicating

- Tends to prefer communication to be formal and business-like, avoiding personal references and discussions
- State purpose for the communication up front, covering the topics in a logical, systematic manner
- May have difficulty storing information that conflicts with her perception of how things should be
- Check for points of disagreement or misunderstanding
- May aggressively question the information
- Respond to the questions with specific information in a non-defensive manner
- Tends to prefer to have time to process the information before responding
- Set time to meet and finalize the discussion
- Prefers direct, to the point, communications without a lot of time spent on social chatter
- Be prepared to listen to her ideas before moving on to other topics
- State areas of shared agreement before moving into other areas of less agreement
- Tends to practice selective perception, only hearing and/or remembering that with which she agrees
- Check at end of discussion to make sure everything was heard and stored in memory by asking her to summarize and restate

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Management Action Strategy Worksheet

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After reviewing the information contained in the section on Strategies for Managing Respondent, select the most effective strategies based on the specific needs of the work environment. Using your knowledge of the work environment and your direct experience with Respondent's behavior, select those management action strategies most likely to produce the performance results desired. It may be helpful to use the Start, Stop, Continue formula in developing strategies. To manage Respondent effectively, what behaviors do you need to START using more often, STOP using so much of, and CONTINUE using as much as you are using?

1. What action strategies would be most effective for DEVELOPING Respondent based on her current level of skill and the needs of the environment?

2. What strategies would be effective and appropriate for MOTIVATING Respondent in this work environment?

3. When COMPLIMENTING Respondent, what strategies will you need to use?

4. When COUNSELING Respondent, what would be the most effective approach?

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5. When MANAGING Respondent's PROBLEM-SOLVING activities, what will you need to do to increase her effectiveness in this work environment?

6. When DELEGATING to Respondent, what will you need to do to ensure performance outcomes?

7. When CORRECTING Respondent's behavior, what strategies will you need to use to have a positive outcome?

8. When managing Respondent's DECISION-MAKING behavior, what will you need to do to ensure that her decision-making behavior matches the needs of this work environment?

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How Respondent Tends to Manage

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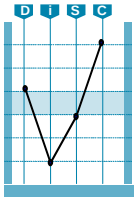
This section describes how Respondent may tend to manage based on her natural behavioral tendencies. Some of these key management behaviors may have been modified due to life experience and Respondent's values system and, therefore, represent only potential behaviors. Some of the behaviors may appear contradictory as they represent the different behavioral tendencies that comprise Respondent's style. Review and discuss the list, determining which behaviors are most effective in this management environment.



Creative

Communicating

- Tends to be systematic in her communications, using logic and data to persuade
- Tends to use formal, written communication, documenting discussions
- Prefers a reserved, impersonal, business-like approach in oral communications
- Tends to avoid discussion of personal information or socializing in the work environment
- May be perceived by others as cold, detached, and uninvolved
- Tends to be direct, factual, bottom-line oriented
- Tends to avoid wasting time on small talk or social amenities
- May be perceived as blunt, cold, or uncaring

Delegating

- Tends to give specific, detailed instructions for assignments
- May do important work herself so that she can be sure that it will be done correctly
- May have difficulty finding people who meet her standards
- Tends to monitor progress and results closely so that others may feel under inspection constantly
- Prefers working with people who share high standards and commitment to quality performance
- Tends to delegate to others the responsibility for follow-through on details
- May be so non-specific and results-oriented in assigning tasks that others have difficulty finding out how to do it
- May have difficulty delegating authority to go with the responsibility because she wants to maintain control

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Directing People

- Tends to be impersonal, precise, and factual in directing people, by focusing on what needs to be done how, why, by whom, and when
- May prefer to give assignments in written, formal communications, requesting specific feedback in response
- Tends to control the work produced in the environment, checking on quality by frequently questioning people
- May have difficulty with people who resist close supervision
- Tends to tell people what to do in a forceful, direct manner
- Likes to control the results
- May be so direct and forceful that people have difficulty asking questions, clarifying understanding, and pointing out potential problems

Developing People

- Tends to prefer a systematic, comprehensive approach to training, with competency requirements specified and assessed
- Sets high standards for performance and may become critical, impatient, and demanding
- Tends to provide resources for on-going training and skill development
- Tends to put people to work right away believing that "hands-on" involvement on the job is the best way to learn
- Prefers self-initiating, self-directed learners and tends to be impatient with having to provide instruction
- Values practical experience highly

Decision-Making

- Tends to be a careful decision-maker, gathering information and assessing possible risks before making decisions
- May want to defer risky decisions to higher levels of authority or at least get approval
- Tends to be quick, decisive, independent, and firm
- Tends to be bottom-line oriented, assessing the short-term impact
- May fail to consider long-term consequences and fail to include all factors in complex situations

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Managing Time

- Follows a systematic approach, taking pride in finding unique, efficient techniques that produce high quality results
- May be critical of others who do not use a systematic approach
- Tends to have high standards and may spend more time gathering information and perfecting results than is justified
- Tends to operate with a sense of urgency, taking short-cuts wherever possible
- Tends to take pride in efficient solutions that allow her to pack a lot into a day
- May underestimate time involved in some activities, resulting in cutting things short, potentially missing deadlines
- May be critical of others who do not share her sense of urgency or work at the same fast pace

Problem-Solving

- Tends to use an analytical approach to solving problems, considering many variables in developing the solution
- May be very effective in solving complex problems but may spend too much time analyzing simple problems
- Tends to use information systems to anticipate problems
- Tends to want the perfect solution and may lose sight of other realities such as deadlines
- Tends to prefer simple, practical, easy-to-implement solutions
- May have difficulty involving others in the problem-solving process because of her impatience and desire for immediate solutions

Motivating Others

- Provides specific information on what is expected and specific feedback on performance, stating the logical benefits of working for this organization
- States factually why the person is of value to the organization
- Tends to create competitive challenges
- Sets short-term goals and recognizes achievement of results

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After reviewing the section on How Respondent Tends to Manage, evaluate the appropriateness and effectiveness of her natural management style based on the needs of the current work environment. Use your knowledge of the specific needs of the work environment and your direct experience with Respondent's management behaviors to develop strategies for reinforcing those behaviors that are most effective and modifying those that are least effective. It may be helpful to use to use a simple formula of Start, Stop and Continue. For each management category, what behaviors does Respondent need to START using more of, STOP using so much of, and CONTINUE using to be effective as a manager in this work environment?

1. What would be the most effective behaviors for Respondent to use in COMMUNICATING with others in this work environment? (start, stop, continue)

2. What behaviors would be most effective for Respondent when DELEGATING to others in this work environment? (start, stop, continue)

3. What behaviors would be most effective for Respondent to use when DIRECTING others in this environment? (start, stop, continue)

4. What behaviors would be most effective for Respondent to use for DEVELOPING people in this work environment? (start, stop, continue)

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5. Given the specific nature of this work environment, what DECISION-MAKING behaviors would be most effective for Respondent to use? (start, stop, continue)

6. What TIME MANAGEMENT behaviors would be most effective for Respondent to use in this work environment? (start, stop, continue)

7. What PROBLEM-SOLVING behaviors would be most effective for Respondent to use in this work environment? (start, stop, continue)

8. What strategies for MOTIVATING OTHERS would be most effective for Respondent to use in this environment? (start, stop, continue)

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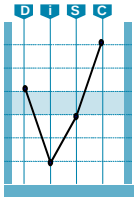
All people are not the same. A management strategy that is very effective with one person may be disastrous with another. Trial and error learning about which strategies are effective with which person can be very costly both in lost time and lost sales. This section provides a starting point for developing sales management strategies based on Respondent's natural behavioral tendencies. By reviewing and discussing the strategies listed for each key management activity, you can develop an accurate, effective plan for managing Respondent in her specific sales environment.



Creative

Developing

- Demonstrate the behaviors desired in a logical manner, explaining the rationale for each procedure
- Check for her understanding at key points by asking her to describe her understanding of what is required
- Provide her the time to process the information and practice the necessary skills on her own
- Be available to respond to questions and to provide additional explanations
- Define time limits for her to develop adequate skill rather than perfect mastery
- Help her become productive as quickly as possible
- Show her the simplest, quickest, most practical way to get results and meet her sales goals
- Emphasize primarily the key details which will be necessary to get sales results
- Define clearly the limits of her authority and the resources available to her for achieving sales results

Motivating

- Create opportunities for her to demonstrate her expertise in product knowledge or selling techniques
- Recognize her efforts in creating high quality results for her customers
- Provide situations where her logical and systematic efforts will contribute to the long-term success of the organization
- Solicit her thoughts and ideas about what can be done to improve sales and service quality
- Provide opportunities for her to work independently
- Allow her to direct the efforts of others for achieving significant results

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Motivating (Continued)

- Offer her flexible options for achieving results
- Provide her challenges and opportunities to "win"

Giving Recognition

- Use concise, accurate, specific statements (preferably in private) about her competence
- Acknowledge how her use of logic, efficiency and attention to quality have contributed to success with her customers
- Compliment her tactful, discrete or subtle approach to handling difficult situations with customers
- Recognize her ability to remain calm and detached in emotionally charged situations
- Use brief, direct statements focusing on her achievements, results and demonstrated ability to be a leader in her field
- Acknowledge her ability to handle difficult customer situations successfully
- Recognize the unique or innovative nature of her thoughts, ideas and/or actions

Coaching/Counseling

- Take time to reduce her potential defensiveness by acknowledging areas of her competence in selling, handling customers or product knowledge
- Specify the needed change, explaining why the change is necessary
- Clarify the expectations for performance, establishing a specific, agreed upon, measurable, standard for sales results
- Keep the discussion factual, logical, accurate, and impersonal
- Provide her an opportunity to think about the situation before she has to respond with a plan of action
- Get a clear commitment from her for specific actions within a defined time frame
- Set a date for formally reviewing her progress in improving her performance
- Focus discussion on obstacles to achieving sales results and how she can eliminate them
- Discuss desired changes in her behavior in terms of potential positive impact on sales results
- Reduce her defensiveness by requesting solutions from her

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53

Coaching/Counseling (Continued)

- Be firm and direct, specifying the desired result as well as describing the current level of sales performance
- Direct the discussion to what she is going to do to eliminate the gap in performance
- Define the time limits for improvements and state the consequences clearly

Communicating

- Tends to prefer communication which is formal and business-like, avoiding personal references and discussions
- State purpose for the communication up front, covering the topics in a logical, systematic manner
- May have difficulty storing information that conflicts with her perception of how things should be
- Check for points of disagreement or misunderstanding by asking for specific feedback from her
- May aggressively question the information when it conflicts with other information that she has about the situation
- Respond to her questions with specific information in a nondefensive manner
- Tends to prefer to have time to process the information before responding
- Set time for her to check back with any questions or concerns she may have
- Prefers direct, to-the-point communications without a lot of time spent on social chatter
- Be prepared to listen to her ideas before moving on to other topics
- Tends to practice selective perception and/or hearing, remembering only that with which she agrees
- Check at end of discussion to make sure everything was heard and stored in memory by asking her to summarize and restate

Problem-Solving

- Tends to prefer an analytical, systematic approach to solving problems, considering all contributing factors and possible consequences
- May need to be coached on alternate problem-solving techniques for problems that need more immediate solutions
- Tends to want to find a perfect solution

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Problem-Solving (Continued)

- May need help in developing a workable solution rather than a perfect solution
- Tends to take a practical, results-oriented approach, preferring simple, easy-to-implement, immediate solutions
- May need to be directed toward considering the long term, negative consequences of some solutions
- May need coaching in handling complex problems due to her natural tendency to over-simplify in a rush for short-term results
- May need to consider that her haste for immediate results may have a negative impact on the overall sales effort

Delegating

- Provide a logical, accurate, precise description of sales performance expectations, including standards for quality in sales and service
- Explain why the assignment is being done and how it is necessary to the overall operation
- Provide opportunity to discuss alternate ways of completing the assignment, determining what resources are available
- Tell her what result you need and by when: Let her determine how to get it done
- Specify clearly the limits of her authority and the resources available to her allowing autonomy within those limits

Decision-Making

- Tends to approach decision-making in an analytical manner, calculating risks and potential payoffs
- May want time to gather more information
- Discuss appropriate amounts of time to spend in analysis; set time for decision
- Can get bogged down in "what-if" concerns
- May need reassurances on what the personal consequences of being wrong will be
- Tends to be a quick decision-maker
- May need coaching on taking time to gather sufficient information and considering possible consequences before making decisions
- Point out benefits to her in taking more time in terms of improved sales results

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53

Sales Management Action Strategy Worksheet

DiSC® Classic 2 Plus

After reviewing the information contained in the section on Strategies for Managing Respondent, select the most effective strategies based on the specific needs of the sales environment. Using your knowledge of the sales environment and your direct experience with Respondent's behavior, select those management action strategies most likely to produce the performance results desired. It may be helpful to use the Start, Stop, Continue formula in developing strategies. To manage Respondent effectively, what behaviors do you need to START using more often, STOP using so much of, and CONTINUE using as much as you are using?

1. What action strategies would be most effective for DEVELOPING Respondent based on her current level of skill and the needs of the environment?

2. What strategies would be effective and appropriate for MOTIVATING Respondent in this sales environment?

3. When GIVING Respondent RECOGNITION, what strategies will you need to use?

4. When COACHING and COUNSELING Respondent, what would be the most effective approaches?

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5. When COMMUNICATING with Respondent, what would be the most effective approaches?

6. When managing Respondent's PROBLEM-SOLVING activities, what will you need to do to increase her effectiveness in this sales environemnt?

7. When DELEGATING to Respondent, what will you need to do to ensure performance outcomes?

8. When managing Respondent's DECISION-MAKING behavior, what will you need to do to ensure that her decision-making behavior matches the needs of this sales environment?

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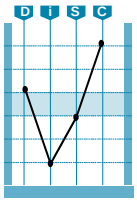
Respondent's Natural Approach to the Selling Process

DiSC® Classic 2 Plus

Section V

This section describes how Respondent would tend to approach the various stages of the selling process based on her natural style. By understanding Respondent's natural approach to sales, it can be determined which of her natural behaviors are most effective in certain selling situations with specific customer styles. It can also be determined where additional training or coaching may be helpful in increasing Respondent's effectiveness in selling situations where her natural style may not be as effective. As some of these behaviors may already have been modified, review and revise this section as necessary.



Creative

Planning

- Tends to plan strategically, assessing many possible scenarios, developing contingency plans for each possible outcome
- Prefers to gather information in advance, preparing support materials for all possible requests
- May have difficulty planning for situations where there is insufficient information about the customer, or where she feels inadequately prepared in product knowledge
- Her natural approach to planning works most effectively with customers who make buying decisions based on logic and well-documented information on product performance
- Her natural style may need modification to be effective with customers who tend to make buying decisions based on a "gut-feel" or interpersonal interactions, or in sales situations that change rapidly, requiring quick responses without time for planning
- Tends to prefer to spend more time getting results than in planning
- Tends to focus on the big picture, letting the details take care of themselves
- Tends to focus on the goal or bottom-line result and may not prepare a step-by-step plan for achieving the goal
- May oversimplify complex situations or underestimate the potential obstacles and be surprised by buyer resistance
- Her natural approach to planning may be most effective with customers who are impatient, results-oriented, and more interested in "what" than "how"
- Her natural style may need modification to prepare for customers who need a more methodical, step-by-step explanation, with more detailed information provided

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Opening the Call

- Tends to use a reserved, business-like approach to opening the call
- Tends to prefer minimal socializing, approaching the purpose of the call with a subtle yet direct style
- Her natural approach to opening the call tends to be most effective with customers who are reserved and prefer a factual approach with minimal time spent on social interaction
- Her natural style may require modification to be effective with customers who prefer an enthusiastic or interactive approach
- Tends to be direct and results-oriented, getting immediately to the point of the call
- Tends to avoid social chatter, considering it a waste of time, and moves right to business
- Her natural approach to opening the call tends to be most effective with customers who are impatient and results-oriented
- Her natural style may require modification to be effective with customers who prefer to spend more time interacting and building a relationship before moving to business

Interviewing

- Tends to use a reserved, low-key, logical approach to interviewing
- Tends to probe subtly for underlying motivations to determine "why" the customer does things
- Her natural approach to interviewing is most effective with customers who prefer a more indirect, factual approach
- Her natural style may require modification to be more effective with customers who prefer a more enthusiastic approach with more personal involvement
- Tends to interview in a direct, aggressive manner, identifying the customer's goals quickly
- Tends to ask "what" questions, focusing on desired results
- Her natural approach to interviewing works most effectively with customers who prefer directness; however, the customer may want more control over the interviewing process
- Her natural style may require modification with customers who prefer a slower, more indirect approach, or with customers who become defensive in response to her aggressive approach

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Presenting

- Tends to present in a reserved, analytical manner focusing on product quality
- May provide more information than the customer desires in an attempt to be complete and accurate in her presentation
- Her natural approach to presenting tends to be most effective with customers who prefer a presentation which provides them with information they can assess to determine the performance of the product or service
- Her natural style may require some modification to be effective with customers who tend to make decisions based on a "gut-feel" rather than on analysis of product information, or with customers who desire a brief presentation, focusing only on bottom-line results
- Tends to be concise, focusing on results
- May tend to announce conclusions, rather than explaining her reasoning process
- Her natural approach to presenting works most effectively with customers who are interested primarily in results, requiring little or no details in the presentation
- Her natural style may need modification to be effective with customers who require a more methodical approach and a more detailed explanation

Responding to Concerns

- Tends to respond to concerns by gathering more information from the customer, probing to find the real, unstated concern
- Tends to respond with a systematic explanation logically addresses, how the concern will be resolved
- Her natural approach for responding to customer concerns is most effective with customers who want responses that make sense and address the real issues
- Her natural style may need modification to be effective with customers who prefer a more personal, supportive or optimistic response
- Tends to respond to concerns directly
- Tends to focus on the goal or the result to be achieved, rather than on the concern
- May not listen fully to the concern, or minimize its importance to the customer
- Her natural approach for responding to concerns tends to be most effective with customers who share a similar blunt, direct approach to concerns
- Her natural style may need to be modified to be effective with customers who either require more emotional reassurance or a detailed explanation in response to their concern

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Gaining Commitment

- Tends to move toward gaining commitment systematically, subtly leading the customer to the logical conclusion that it would make sense to buy her product or service
- May tend to expect that after presenting all the benefits of the product or service, the customer would logically make the decision to buy
- May experience frustration with the customer's indecision after she has presented all the obvious reasons to buy
- Her natural approach to gaining commitment tends to be most effective with customers who make decisions based on logical analysis of product benefits
- Her natural style may require modification to be effective with customers who are indecisive or who want emotional reassurance rather than logic
- Tends to move quickly and directly to gaining a commitment from a customer
- May aggressively pursue a commitment, considering "No" a temporary obstacle
- Her natural approach to gaining commitment tends to be most effective with customers who are results-oriented and make quick decisions, as long as the customer does not become defensive as a result of experiencing loss of control of the buying decision
- Her natural style may require modification to be effective with customers who prefer to take time to gather and review information and who resist making a decision before they have had time to analyze

Servicing

- Tends to use a formal follow-up procedure to ensure the quality of product or service performance
- Tends to use a reserved, analytical approach, focusing more on product performance or quality issues than on building the customer relationship through social interaction
- Her natural approach to servicing tends to be most effective with customers who are primarily interested in a systematic follow-up to ensure consistent product performance
- Her natural style may require modification to be effective with customers who prefer customer support through personal involvement or enthusiastic socializing
- Tends to follow-up by efficiently checking on results
- May tend to be more interested in getting new sales than servicing existing customers
- Her natural approach to servicing tends to be most effective with customers requiring minimal follow-up, as long as they are getting results
- Her natural style may require modification with customers who prefer routine contact and follow-up

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After reviewing the section on Respondent's natural approach to the selling process, evaluate the effectiveness of her natural selling style based on the needs of the current sales environment. Use your knowledge of the specific needs of the sales environment and your direct experience with Respondent's selling style to develop strategies for reinforcing those behaviors that are most effective and modifying those that are least effective. For each selling strategy category, it may be helpful to determine what behaviors Respondent needs to START using more of, STOP using so much of, and CONTINUE using to be an effective salesperson in this environment.

1. What would be the most effective use of Respondent's natural approach to planning in this sales environment? (start, stop, continue)

2. What would be the most effective approach to Respondent's natural style for opening the call? (start, stop, continue)

3. What would be the most effective use of Respondent's natural approach to presenting? (start, stop, continue)

4. When responding to the buyer's concerns, what would be the most effective use of Respondent's natural style? (start, stop, continue)

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5. When gaining commitment from the buyer, what would be the most effective approach to Respondent's natural style? (start, stop, continue)

6. When providing follow up service to the customer, what would be the most effective use of Respondent's natural style? (start, stop, continue)

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Respondent Name