

Personalized Description and Success Strategies

- General Characteristics
- Strategies for Creating a Positive Relationship

Respondent Name

Wednesday, June 06, 2007

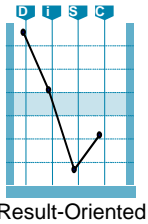
This report is provided by:

Customer Service University
800-575-4001 Toll Free
561-575-4001 Direct
561-969-6580 Fax
www.CustomerServiceUniversity.com
Service@CustomerServiceUniversity.com



Behavioral Highlights

This section lists the potential strengths of Respondent's behavioral profile. Personalize the information using these steps: <1> Put a check mark next to the statements that you think accurately describe Respondent's behavioral style. <2> Put an X next to the statements that you feel do not describe Respondent's behavioral style very well. <3> Write in comments to modify the statements to make them more descriptive.

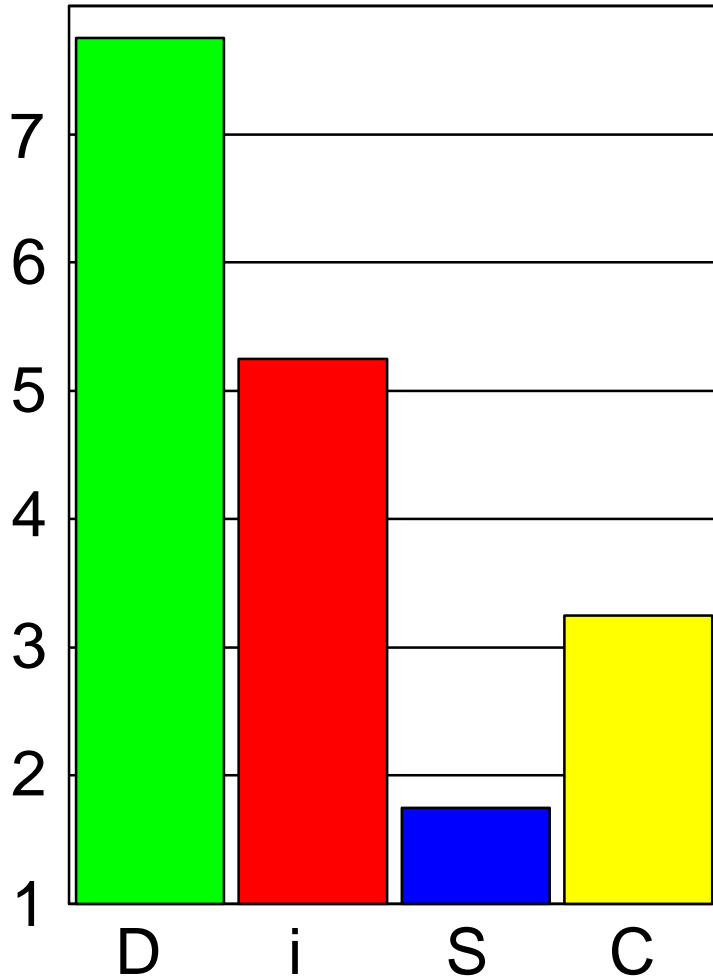


Some of Respondent's behavioral strengths may be

- Likes a fast pace, new activities, change, and variety
- Quick to act and creates a sense of urgency in others
- Enjoys challenges and competition
- Can move forcefully to get results
- Uses direct, action-oriented approach to solving problems
- Likes to interact with many different types of people
- Likes to express thoughts and feelings to others
- Animated and enthusiastic in expression
- Quick to adapt to new ideas and changes
- Seeks to find ways to interact positively in difficult situations



Personal Profile System® Graph



The DiSC® Dimensions of Behavior model describes behavioral patterns in terms of four tendencies. They are briefly defined below:

D Dominance: People with a high "D" behavioral tendency seek to shape their environment by overcoming opposition to accomplish results

i Influence: People with a high "i" behavioral tendency seek to shape their environment by influencing or persuading others.

S Steadiness: People with high "S" behavioral tendency seek to cooperate with others to carry out their tasks.

C Conscientiousness: People with high "C" behavioral tendency seek to work within existing circumstances to ensure quality and accuracy.

All people have all four behavioral tendencies but in differing intensities. The relationship of the four tendencies to each other creates a profile pattern which provides information about a person's potential behavioral responses.

Name: Respondent Name

Date: 6/6/2007

Classical Pattern: Result-Oriented

Completed by: Self

Environmental Focus: Work

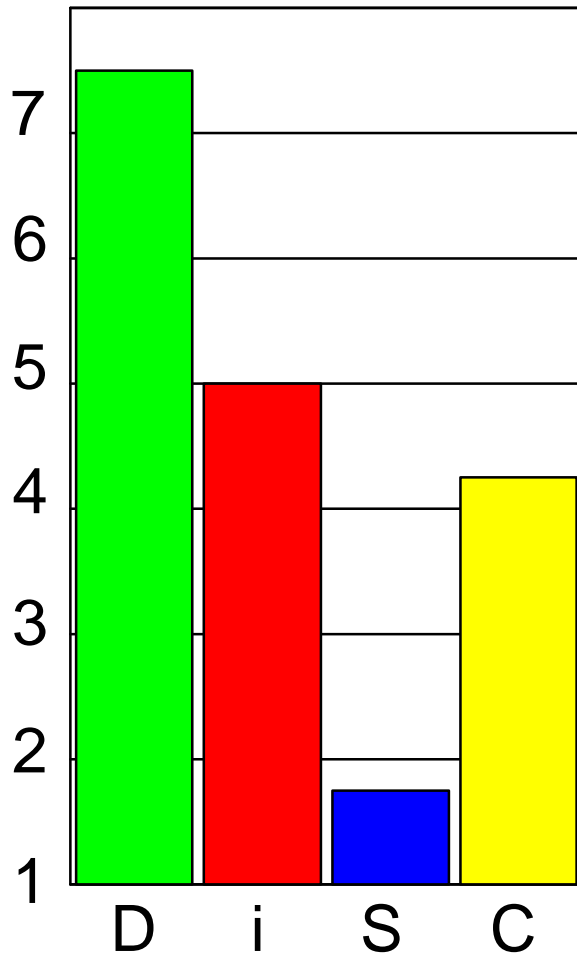
The above graph displays the relationship of the four behavioral tendencies in Respondent's profile pattern. The information on the following pages is based upon this profile pattern.

Remember, the *DiSC PPSS* is not a test. There is no such thing as a "good" or "bad" pattern. Research indicates that the most successful people are those who know themselves and develop strategies to meet the needs of specific situations. The following information is most helpful when reviewed, discussed, and put to use in developing specific action plans for increasing personal effectiveness.

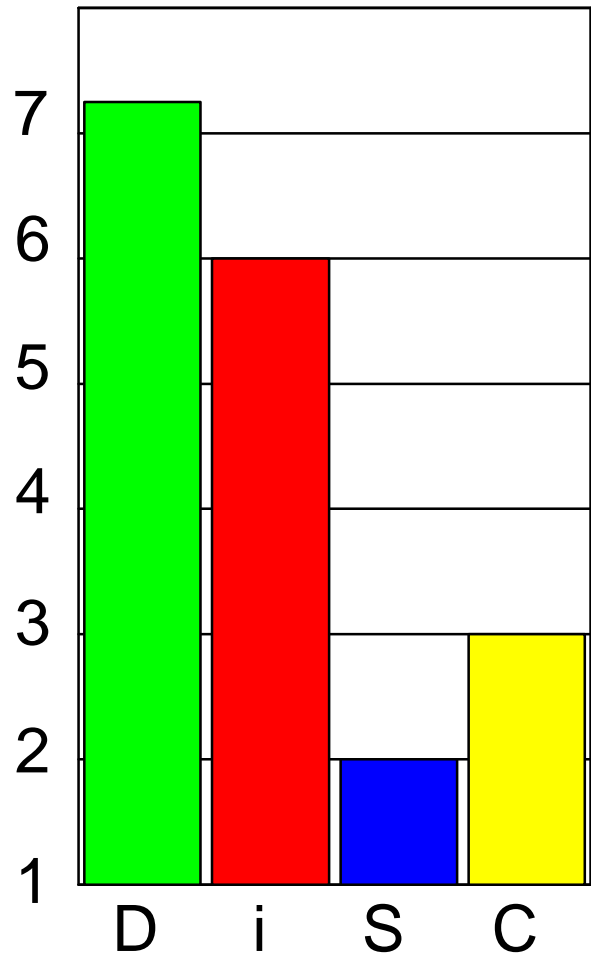


Personal Profile System[®] Graph

Graph I



Graph II



Name: Respondent Name
Date: 6/6/2007
Classical Pattern: Result-Oriented

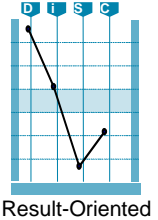
Completed by: Self
Environmental Focus: Work

Some people find additional understanding of themselves by looking at any differences between their responses to their MOST and LEAST choices. Because you have responded to the same question "How do I see myself?" for both choices, it is likely the information will be the same. If there is a significant difference in the Profiles, you may want to ask yourself some questions about the factors that influenced your choices as you responded. The composite graph (Graph 3) reflects the combination of your most and least choices and is typically the most comprehensive description of your overall Profile. This composite Profile is used for all the information contained in your reports.



Behavioral Overview

The following narrative, based upon the profile responses, provides a general overview of Respondent's natural behavioral style in the environment. This section is designed to provide a broad overview of his natural, most comfortable behavior. Respondent's actual observed behavior may be somewhat different due to modifications based on the demands of the situation, the expectations of others, and his personal values. Review and discuss the information, deleting the portions that do not seem applicable and highlighting the portions which may be most relevant and useful.



Respondent tends to be forceful, direct, competitive, poised, and convincing. He tends to be an individualist with a high level of ego-strength and may tend to be egotistical. He may seem to exude self-confidence, actively seeking opportunities which test and develop his abilities to accomplish results. He tends to like difficult tasks, competitive situations, unique activities, and "important" positions. He may undertake new activities willingly and confidently. He may be very much aware of his abilities; however, he may tend to be much less aware (or accepting) of any limitations. He may relish the challenge of any new activity, whether or not he has the skills, knowledge and experience it may require.

Tending to prize his independence, Respondent may become restless with group projects or committee work. Group activities tend to be much more acceptable to him if he chooses the activities and retains control. He generally tends to prefer working alone, although he may seek to persuade others to support his efforts and assist with the activity - especially the routine work which he may find boring.

He may tend to do things for his own benefit, perhaps ignoring requests which might involve giving up something he wants. If required to do something which does not appear to be in his own interest, he may become openly annoyed. His egotism may seem overbearing to some. He may seem to lack empathy, perhaps appearing to others as cold and blunt.

Tending to be quick in thought and action, Respondent may be impatient and fault-finding with those who are not. In fact, he may evaluate people on the basis of their ability to get results quickly. Results are what counts to him. Speed, efforts and theories may be of little importance unless they lead to concrete results. Respondent may be very determined and persistent, even in the face of antagonism or the opposition of others who may be in authority. He may take command of any situation whether or not he has been put in charge.

If things are not going well, Respondent may seem to lose his verbal abilities, substituting clear non-verbal signals of impatience and criticism. Whatever he does say may tend to be critical and fault-finding. This may be something of a "lull before the storm." The "storm" may begin with a strong statement that something is wrong, perhaps without any specifics as to what it is or what may be causing it. This may be followed by very broad, general criticism of the situation and the people involved. Finally, Respondent may undertake to "save" the situation single-handedly, perhaps overstepping boundaries, and "ruffling feathers," - all in the course of his efforts to get results.

In spite of his tendency for having a strong ego and a high level of self-confidence, Respondent may have some concern that others may take advantage of him. This concern, if it increases, may cause him to take steps to overpower a potential opponent. He may also have some fear that others will get ahead of him if he is too slow in accomplishing his goals. He may tend to be in a constant race against the clock and other people in the effort to reach the goal. He may also worry about appearing too light-hearted since



Behavioral Overview

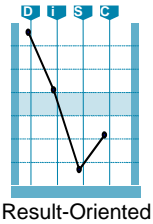
such interactions, and the ties to others that they may produce, may interfere with his pace and his concentration on goal accomplishment.

When approaching a new problem or decision, Respondent may quickly size up the available data, seeking additional facts only if there is a glaring lack of information, and then come to a tentative decision. He may monitor the actual results, making a change if they are not satisfactory. Although he may encourage suggestions from others as a way to get them involved in his project, he may not pay much attention to their information. He may take risks and try new, untested ideas. He may, on occasion, see making such an untested idea work as a personal challenge.



Motivating Factors

People have different sources of motivation and different goals based on their most preferred behavioral tendencies. This section lists those factors usually found to be most motivating to someone with Respondent's behavioral tendencies. Some of these factors may not apply to Respondent because he may have modified his behavior due to his life experiences and values system. Some of the factors may appear to be contradictory because of the differences in the tendencies that comprise Respondent's behavior. Review and revise as necessary.



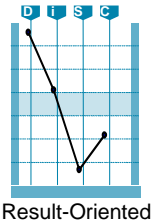
Respondent may be motivated by:

- Having control over his work environment
- Being able to direct other people's activities
- Being offered new opportunities and new challenges
- Situations where he is held accountable solely for results rather than for how the results are achieved
- Opportunities for advancement
- Rewards for achieving goals
- Situations providing positive interactions with others
- Opportunities to verbalize his thoughts and feelings
- Environments where two-way dialogue is encouraged
- Enthusiastic verbal recognition: "Great!" "Fantastic!"
- Immediate verbal feedback
- Having his feelings acknowledged



Preferred Environment

People have different preferences in the environment in which they most prefer to work or live. What one person finds delightful may be intolerable to someone else. This section provides information on what environment Respondent might find most desirable based on his behavioral tendencies. Some of these factors may not apply to Respondent or may appear contradictory because of the differences between the tendencies that describe Respondent's behavior. Review and revise as necessary.



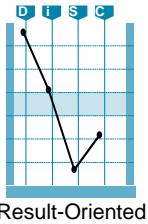
Respondent wants an environment which provides:

- Maximum freedom to determine how things are done
- Fast-paced, results-oriented
- Performance measurements and rewards based upon achieving agreed-upon results
- The opportunity to control events
- A fast-moving pace which involves relating to others with enthusiasm
- Recognition and positive feedback
- Opportunities for creative, imaginative "brainstorming"



Tends to Avoid

All people have different situations or activities that they naturally tend to avoid based on a dislike or fear of what is involved in the task or interaction. By knowing what our most likely avoidance behaviors are, we can choose strategies for coping with them and reduce possible negative outcomes such as procrastination. This section lists the activities and situations Respondent is most likely to avoid based on his behavioral tendencies. Some of the factors may not apply to Respondent. Review and revise as necessary.



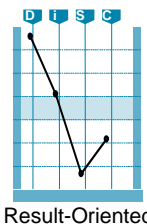
Based on dislike, discomfort, or fear, Respondent tends to avoid:

- Situations where he has no control over the environment
- Appearing soft or weak
- Situations requiring routine, predictable behaviors day after day
- Being closely managed by others
- Having to check in frequently and report what he is doing
- Having to report step by step how he is going to do a task or activity
- Situations where others may react to him with hostility
- Actions that might lead to loss of approval from others
- Having to choose between being liked or being respected
- Follow-through on extensive detail
- Routine, repetitive task work
- Environments that provide little or no contact with people
- Environments with rigid time constraints



Strategies for Increased Effectiveness

This section describes possible actions that Respondent might take to modify certain naturally occurring behavioral tendencies to achieve greater effectiveness. Some of these strategies may be already in use, others may represent areas for potential skill development. It may be useful to prioritize the strategies based on the needs of the current environment. Review and revise as necessary.



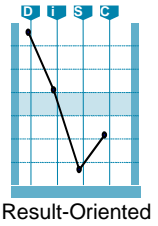
Respondent would increase his effectiveness by:

- Taking more time to think through possible consequences before taking action
- Listening and considering the thoughts, feelings and experiences of others
- Learning to negotiate outcomes on a win/win basis
- Explaining his reasoning process rather than just announcing conclusions
- Learning to participate in a group without being in charge
- Developing tact and diplomacy in communications and interactions with others
- Giving recognition to others for their efforts
- Developing a more realistic assessment of people and situations that includes negative and positive information
- Structuring a process for completing tasks in an orderly and timely manner
- Developing the ability to be firm and direct when dealing with interpersonal conflict
- Willingness to hear and consider negative thoughts and feelings of others
- Following through on key details on a more consistent basis
- Better management of time requirements
- Evaluating the amount of time spent in meetings and verbal communications with others



Demotivating Factors

People have different factors that affect their motivation both positively and negatively. By understanding what these factors are, we can increase the amount of time we are experiencing those conditions that enhance our positive motivation and reduce the impact of those factors which will reduce self motivation. The following list can be used to create an environment more supportive to positive motivation by managing or eliminating demotivating factors specific to Respondent's behavioral style.



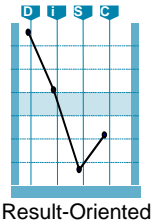
Respondent may become demotivated when:

- His authority is countermanded
- His responsibility is diminished
- His resources are restricted
- Required to do routine activities with little or no variety
- Closely supervised
- Required to report frequently on activities rather than results
- He has no opportunity for advancement
- Working in environments with reserved or unfriendly co-workers
- Required to meet fixed schedules and rigid time constraints
- Working in negative, pessimistic, hostile environments
- Required to focus on thinking to the exclusion of feeling
- Required to perform routine tasks with attention to detail



Behavior in Conflict Situations

Most people use behavior in conflict situations that can be described as either a "fight" or "flight" response based on their natural behavioral tendencies. Some people use a combination of both responses, depending on the intensity or degree of risk involved in the situation. The following describes a range of responses that Respondent might use in a conflict situation. These behaviors may have been modified due to Respondent's values system and/or life experience. This information will be more helpful if reviewed with Respondent, ranking the behaviors from most-likely to be used to least-likely.



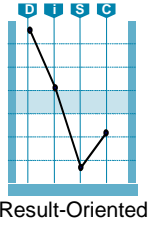
In a conflict situation Respondent:

- Tends to take a direct, aggressive approach
- May escalate levels of aggression
- May create win/lose outcomes
- May overpower others who then retaliate with covert aggression
- Tends to become defensive
- May become autocratic, using rank and authority to end the conflict
- Tends to avoid open, direct conflict
- Tends to become emotionally expressive
- May become personally attacking
- Tends to minimize negative information
- May attempt to placate angry people without addressing the issue
- May give in to avoid looking bad or losing approval
- May become impulsive



Behavioral Tendency Continuum

This continuum displays Respondent's potential range of intensity for each of the behaviors listed. This continuum represents potential behavior based on Respondent's profile pattern rather than actual, observed behavior. This information is most helpful when discussed and evaluated based on experience with Respondent.



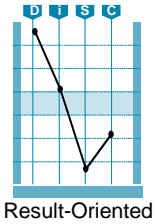
Name: **Respondent Name**
 Date: 6/6/2007
 Classical Pattern: Result-Oriented
 Environmental Focus: Work

	L	ML	M	MH	H
ACCEPTS - open, receives willingly			♦		
ADHERES - sticks to the rules		♦			
ADVOCATES - promotes, urges action					♦
AGITATES - stirs up, rocks the boat					♦
AMPLIFIES - explains, expands the point			♦		
ASSIGNS - delegates to others					♦
ASSUMES - takes for granted					♦
BOASTS - brags about abilities				♦	
CAPTIVATES - charms others				♦	
COMMANDS - directs others					♦
DIGESTS - absorbs, thinks it through			♦		
ESTABLISHES - stabilizes, builds to last		♦			
IMITATES - follows the leader's example			♦		
INVENTS - creates new solutions, ideas					♦
INVESTIGATES - examines, checks it out		♦			
JUSTIFIES - defends, gives reasons for		♦			



Behavioral Tendency Continuum

This continuum displays Respondent's potential range of intensity for each of the behaviors listed. This continuum represents potential behavior based on Respondent's profile pattern rather than actual, observed behavior. This information is most helpful when discussed and evaluated based on experience with Respondent.



Name: **Respondent Name**
 Date: 6/6/2007
 Classical Pattern: Result-Oriented
 Environmental Focus: Work

	L	ML	M	MH	H
MAINTAINS - continues, preserves		♦			
MANEUVERS - plans skillfully					♦
MODIFIES - adapts, adjusts, revises	♦				
NURTURES - shows care for others		♦			
OBJECTS - protests, argues, disputes			♦		
OBSERVES - watches attentively			♦		
PLANS - prepares, maps out task		♦			
PRAISES - compliments, shows approval				♦	
PROHIBITS - cautions, prevents risk			♦		
PROTECTS - guards tradition, stability		♦			
RECONCILES - appeases, settles differences		♦			
REVIEWS - examines in detail			♦		
SPECULATES - gambles on the future					♦
TESTS - examines, tries it out			♦		
TRUSTS - believes in others				♦	
VERBALIZES - talks things out				♦	



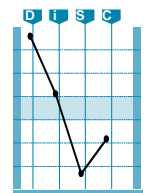
Performance Management Worksheet

5. What strategies for developing, modifying or eliminating behavior would be most useful for improving Respondent's behavior in conflict situations in this work environment?



Strategies for Creating a Positive Relationship

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.



Result-Oriented

Creating a Positive Climate for Respondent

- Provide choices for activities, letting him make the decision
- Allow him to direct the efforts of others
- Accept his need to compete and win
- Give your undivided attention to his interests
- Direct more attention to getting results than discussing emotions
- Accept his need for variety and change
- Let him set the pace for activities
- Show interest in him by asking personal questions
- Provide opportunities to interact with others in a positive, enthusiastic manner
- Allow time for discussions where he can verbalize thoughts, feelings and ideas
- Accept that he tends not to pay attention to details about tasks
- Assist him by following up on details
- Listen responsively to him
- Accept that he prefers to avoid negative or unpleasant discussions
- Accept that he may desire to interact often and with many different people



Strategies for Creating a Positive Relationship

How to Communicate with Respondent

- Respondent tends to prefer direct, to the point communications without a lot of time spent on social chatter
- Be prepared to Listen to his ideas before moving on to other topics
- Tends to practice selective perception, only hearing and/or remembering that with which he agrees
- Consider checking at end of discussion to make sure everything was heard, and stored in memory, by asking him to repeat what he heard
- Respondent tends to prefer informal, open-ended discussions in social environments such as over lunch or dinner
- Respondent desires an opportunity to share experiences, stories and ideas in an enthusiastic, responsive exchange
- He may need to be directed to stay closer to the subject under discussion in order to finish within a reasonable time frame
- He may have difficulty listening to negative information

How to Compliment Respondent

- Use brief, direct factual statements
- Focus on his achievements, and his demonstrated leadership abilities
- Acknowledge his ability to take charge of a difficult situation
- Compliment his ability to take risks, to set precedents
- Recognize the unique or innovative nature of his thoughts, ideas and/or actions
- Acknowledge his ability to get the maximum results with the minimum investment of time and effort
- Use enthusiastic public praise for verbal ability and interpersonal skills
- Compliment him on positive changes in his appearance
- Acknowledge his persistently optimistic attitude in situations that others might find discouraging
- Recognize his skill at involving others in discussions and activities
- Compliment his ability to organize social functions
- Praise his ability to generate enthusiasm in others



Strategies for Creating a Positive Relationship

How to Provide Feedback to Respondent

- Focus discussion on obstacles to achieving results and how he can eliminate them
- Discuss desired changes in his behavior in terms of potential impact on results
- Describe current negative consequences from his behavior and request solutions
- Keep feedback factual, neutral and nonjudgemental
- Reduce his defensiveness by focusing solely on actions and consequences
- Disengage from right/wrong debates
- Keep discussion focused on actions, rather than motives or intentions
- Provide opportunity for him to express his feelings after hearing your feedback
- Acknowledge his feelings and direct the discussion to facts and results
- Resist his attempts at side-stepping the discussion, re-directing his attention to the facts
- Use open-ended questions (who, what, where, when, how) to keep the discussion focused
- Discuss specific action plans for change rather than general statements about changes in attitude
- Continue to validate his worth as a person separate from the desired changes in his behavior
- Counter emotional escalations by focusing on specific actions and behaviors
- Have him restate your feedback in his own words to ensure accurate listening
- Close the discussion with a specific statement of what actions he is going to take as a result of your feedback

How to deal with Respondent in Conflict

- Respondent may tend to take a direct, aggressive approach, resulting in an "I win, you lose" outcome
- Acknowledge his logic or reasoning by saying "I can see your point" or "I can see the logic in your thinking"
- After acknowledging his 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



Strategies for Creating a Positive Relationship

How to deal with Respondent in Conflict (Continued)

- 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 him what it is that he really wants as an outcome
- 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
- Respondent tends to avoid open, direct conflict
- Acknowledge his discomfort in dealing with conflict by saying "I understand this may be uncomfortable for you"
- State the issue factually, without judgement about him as a person
- Allow him to verbalize his feelings
- Respond to his feelings by saying "I understand you are angry (sad, mad, glad, scared)"
- Acknowledge his feelings if he becomes blaming or personally attacking by saying "I understand you are upset", and re-direct the discussion to the issue
- Limit sidetracking in the discussion by acknowledging other issues that may need to be discussed at another time, and immediately move back to the current issue
- State repeatedly that this conflict is about a specific issue not about him personally, as Respondent tends to fear loss of approval
- Affirm his value to you and state the problem by saying, "I like you, and I'm upset with your behavior"
- Counter his attempts to minimize the problem by focusing on his actions and consequences to him and others
- Counter his attempts to placate you without solving the problem, by requiring a commitment from him for specific actions
- Direct the discussion to specific facts and actions rather than talking in generalities or emotional expressions
- Close the discussion with a clear statement of what is going to happen by when, and affirm the value of the discussion in maintaining a positive relationship with him



Strategies for Creating a Positive Relationship

How to deal with Respondent's Problem-solving Style

- Respondent tends to take a practical, results-oriented approach, preferring simple, easy-to-implement, immediate solutions
- He may need to be directed toward considering the long term consequences of the decision
- He may need coaching in handling complex problems due to his natural tendency to over-simplify in a rush for immediate results
- Respondent tends to avoid handling complex, detailed problems requiring follow-up
- He may need to be coached through a logical problem-solving process instead of relying on a "gut-feeling"
- Respondent may have difficulty acknowledging that a problem exists due to his optimistic perception
- He may need to have the actual or potential consequences of the problem clearly stated

How to Deal with Respondent's Decision-making Style

- Respondent tends to be a quick decision-maker
- He 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
- Respondent may tend to avoid making decisions involving negative consequences and/or interpersonal conflict
- Discuss how making a decision will reduce negative outcomes in the long term
- Describe how his indecisiveness frustrates others and makes him look bad
- Respondent tends to make emotion-based decisions, sometimes impulsively, based on a "gut-feeling"
- He may need assistance developing a more logical, fact-based approach to decisions

