DiSC® PPSS
Behavioral Profile

Personalized Description and Success Strategies

- General Characteristics
- Relating to People and the Environment
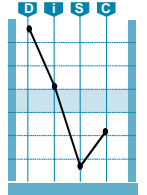
Respondent Name

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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.

Result-Oriented

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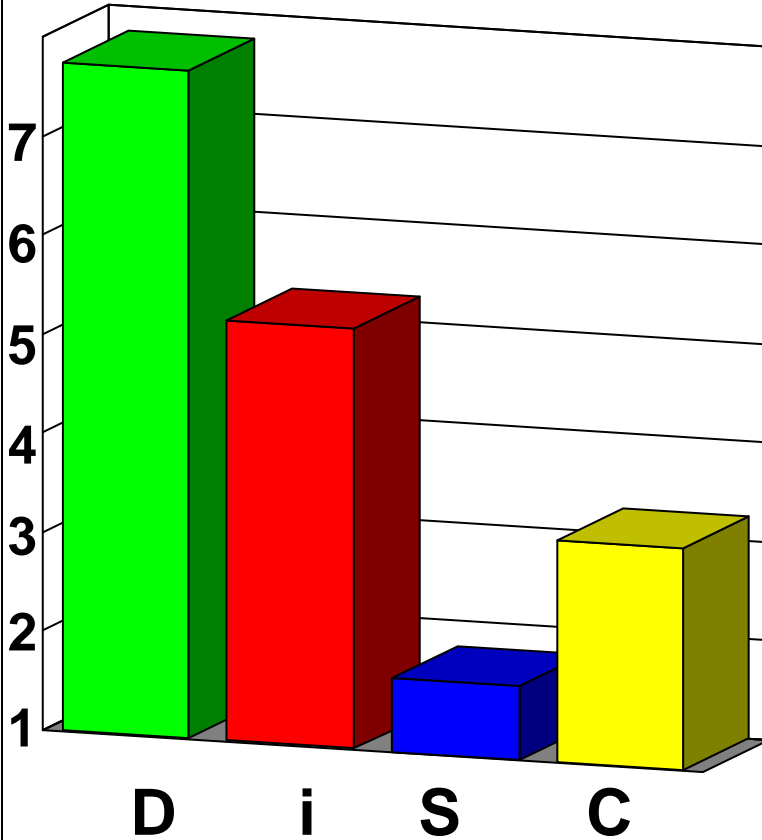
The DiSC® Dimensions of Behavior model describes behavioral patterns in terms of four tendencies. They are briefly defined below:

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: 6/28/2006
Classical Pattern: Result-Oriented

Completed by: Self
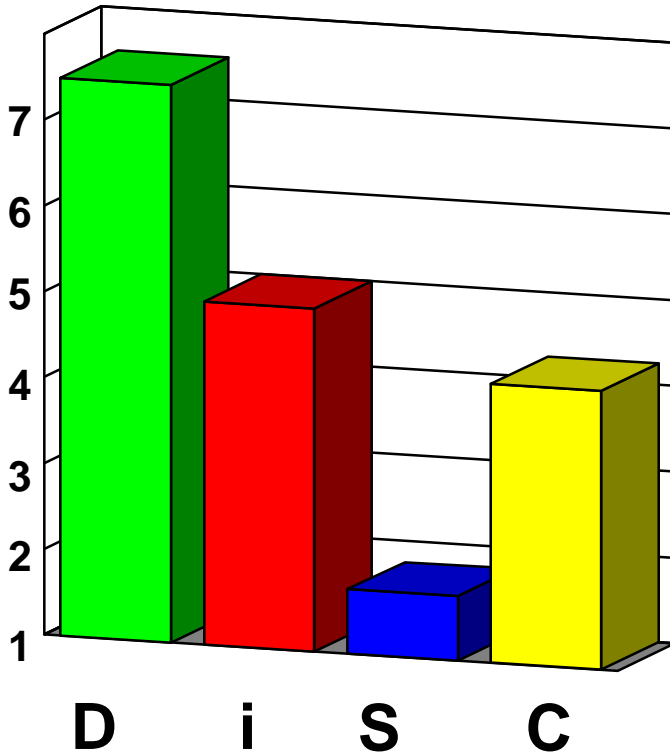Environmental Focus: Work

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.
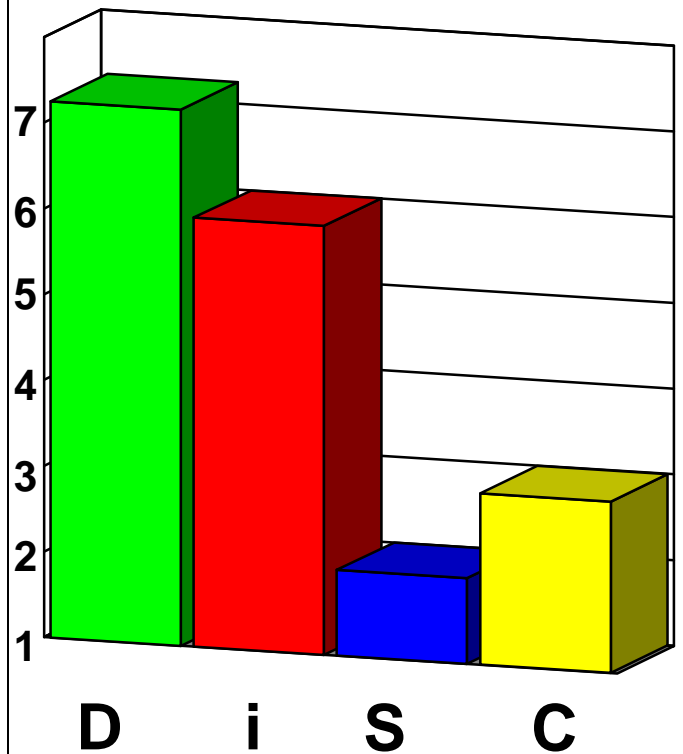
Personal Profile System® Graph

Graph I

7
6
5
4
3
2
1

D   i   S   C

Graph II

7
6
5
4
3
2
1

D   i   S   C

Name: Respondent Name
Date: 6/28/2006
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.

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.
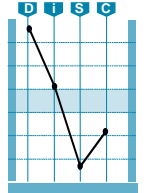
Result-Oriented

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

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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.

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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.
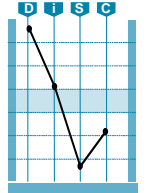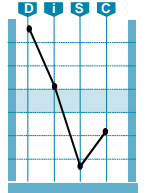
Result-Oriented

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.

Result-Oriented

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.
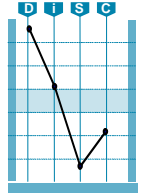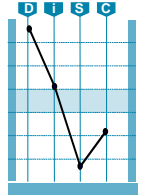
Result-Oriented

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

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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.
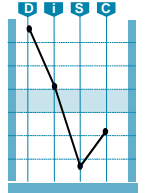
Result-Oriented

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.
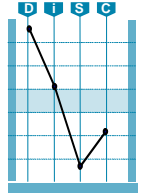
Result-Oriented

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.

Result-Oriented

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

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.
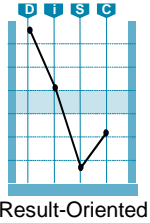
Result-Oriented

Name: **Respondent Name**
Date: 6/28/2006
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		◆			

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.
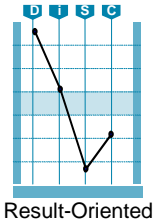
Result-Oriented

Name: **Respondent Name**
Date: 6/28/2006
Classical Pattern: Result-Oriented
Environmental Focus: Work

Behavior	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

After reviewing the information listed in the General Characteristics section of this report, select those strategies most effective for improving and maintaining performance. Some of the information may be more relevant and/or applicable than other information. Use your knowledge of the specific environment plus your experience with Respondent's behavior to determine which action strategies would be most effective.

1. What can be done to create a work environment that meets Respondent's motivational needs?

2. What actions can be taken to manage and/or eliminate those tasks, activities and interactions that Respondent most tends to avoid?

3. What strategies for increasing Respondent's effectiveness would be most appropriate and effective in his current work environment?

4. What actions can be taken to modify and/or eliminate those factors that Respondent finds most demotivating?

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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?

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Relating to People and Environment

This section describes how Respondent may tend to relate to other people and his environment based on his natural behavioral tendencies. Some of these behaviors may have been modified or eliminated by Respondent due to his life experiences and his 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 his behavioral style. Review, discuss, and revise the list as appropriate.
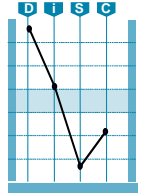
Result-Oriented

How Respondent Tends to Communicate

- 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

- 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 his brief communication style

- May have difficulty expressing positive emotions, even though he feels them

- Tends to assume that others know how he feels, especially if he told them once in the past

- May be more comfortable in expressing his 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 his 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 his 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

- Likes to communicate frequently in person or on the phone in an informal, friendly manner, covering a wide range of subjects

- Tends to be spontaneous, fast-paced, and emotionally expressive

- May feel most comfortable with people who respond to his emotional expressions

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How Respondent Tends to Communicate (Continued)

- Tends to be most comfortable in expressing positive emotions, using many superlatives - "Great!" "Fantastic"
- Likes to talk about his enthusiastic, optimistic plans and dreams
- May feel rejected by and/or uncomfortable with people who are more reserved in their expressions, both verbally and non-verbally
- May have difficulty in communicating negative information directly
- Other people may be unclear or confused as to the real issue or the seriousness of the problem because of his lack of directness
- May have difficulty being "tough" when situations require a direct, assertive approach
- May attempt to placate or cajole people who are arguing, without addressing the issues
- May have many discussions with people but fail to follow-up on the actions discussed
- Tends to approach all areas of his life with communicating as a priority, wanting to talk about everything
- May not be sensitive to other people's preferences in communicating, assuming that everyone likes to talk
- May behave in a way that other, more reserved people feel is intrusive
- Communicates in all forms: cards, notes, letters, and most of all, in person or by phone

How Respondent Tends to Make Decisions

- Tends to be quick, decisive, independent and firm
- Tends to be bottom-line oriented, assessing the short-term impact
- 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
- Tends to use an emotional approach to decisions basing them on a "gut-feeling"
- Tends to be optimistic in expectations of people and situations
- May respond impulsively and not take enough time to gather information
- May unrealistically expect the best, failing to consider possible negative consequences
- May avoid making decisions which involve interpersonal conflict, losing approval, or "looking bad"

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How Respondent Tends to Manage Time

- Tends to operate with a sense of urgency, taking short-cuts wherever possible

- Tends to take pride in efficient solutions that allow him 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 his sense of urgency or move at the same fast pace

- Tends to be impatient with others who desire a more leisurely pace

- Tends to prefer open-ended structures and flexible schedules

- May spend more time on people and processes than on tasks

- May have difficulty limiting time spent with people, getting behind schedule on completing activities

- May be chronically late

- Others may become frustrated and angry at his poor time management

- May provide less structure and predictability than is comfortable for others

- May want to keep time more loosely structured and fail to commit to a schedule, which may not meet others' planning needs

How Respondent Tends to Solve Problems

- Tends to prefer simple, practical, easy-to-implement solutions

- May have difficulty involving others in the problem-solving process because of his impatience and desire for immediate solutions

- Likes to involve others in the problem-solving process by "bouncing ideas" off them or "brainstorming"

- Tends to approach problem-solving on a personal, emotional basis and may become impatient with a more methodical approach

How Respondent Tends to Handle Stress

- Tends to seek out demanding, challenging, fast-paced environments and may not notice the negative impact on his health or relationships

- Tends to perceive the environment as being somewhat antagonistic, requiring an aggressive or defensive stance on his part

- May be so strongly driven to achieve results that he fails to set realistic limits for himself

- May need to work on letting go of the need to control his environment and other peoples' actions in order to reduce his 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

- Tends to seek out opportunities to enjoy life, to have fun

- May experience stress from too much of a good thing

- Tends to be able to forget about negative situations in the past, focusing on positive expectations for the future

- Reduces the buildup of stress by becoming emotionally expressive and "blowing off steam"

- May find environments of chronic hostility and pessimism very stressful

- Reduces stress by interacting with others: laughing, talking, attending social events

- May find appreciation and affection from others to be very effective in reducing stress

- May become worn-out from too many social commitments, especially during holiday seasons

Relating to People and Environment Worksheet

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.

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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)