DiSC PPSS
Behavioral Profile

Personalized Description and Success Strategies

- General Characteristics

Respondent Name
Thursday, August 09, 2012

This report is provided by:

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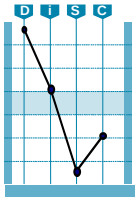
Behavioral Highlights

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

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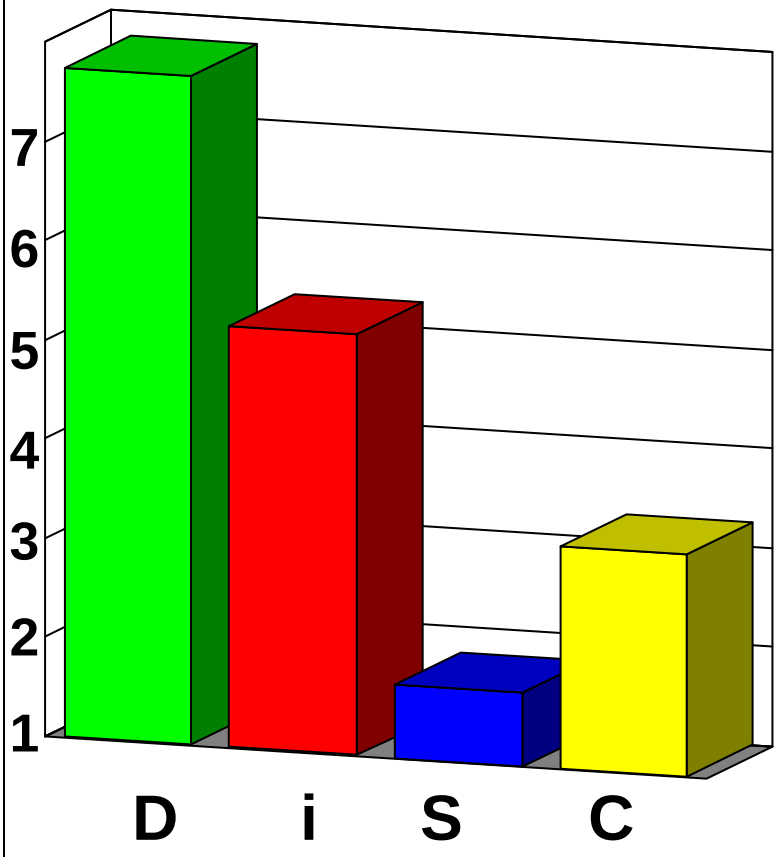
Personal Profile System® Graph



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: 7/9/2007
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.

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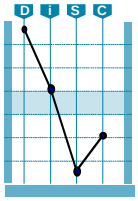
Behavioral Overview

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.



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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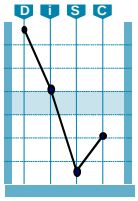
Motivating Factors

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

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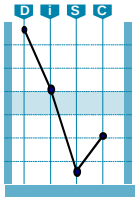
Preferred Environment

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"

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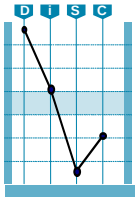
Tends to Avoid

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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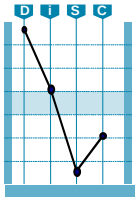
Strategies for Increased Effectiveness

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

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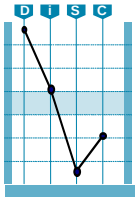
Demotivating Factors

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

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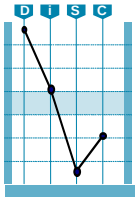
Behavior in Conflict Situations

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

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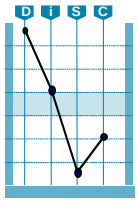
Behavioral Tendency Continuum

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.



Result-Oriented

Name: **Respondent Name**
Date: 7/9/2007
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		◆			

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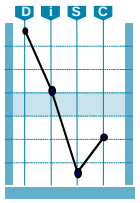

Result-Oriented

Name: **Respondent Name**
Date: 7/9/2007
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				◆	

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