

Enhancing Performance Through The Personal Profile System



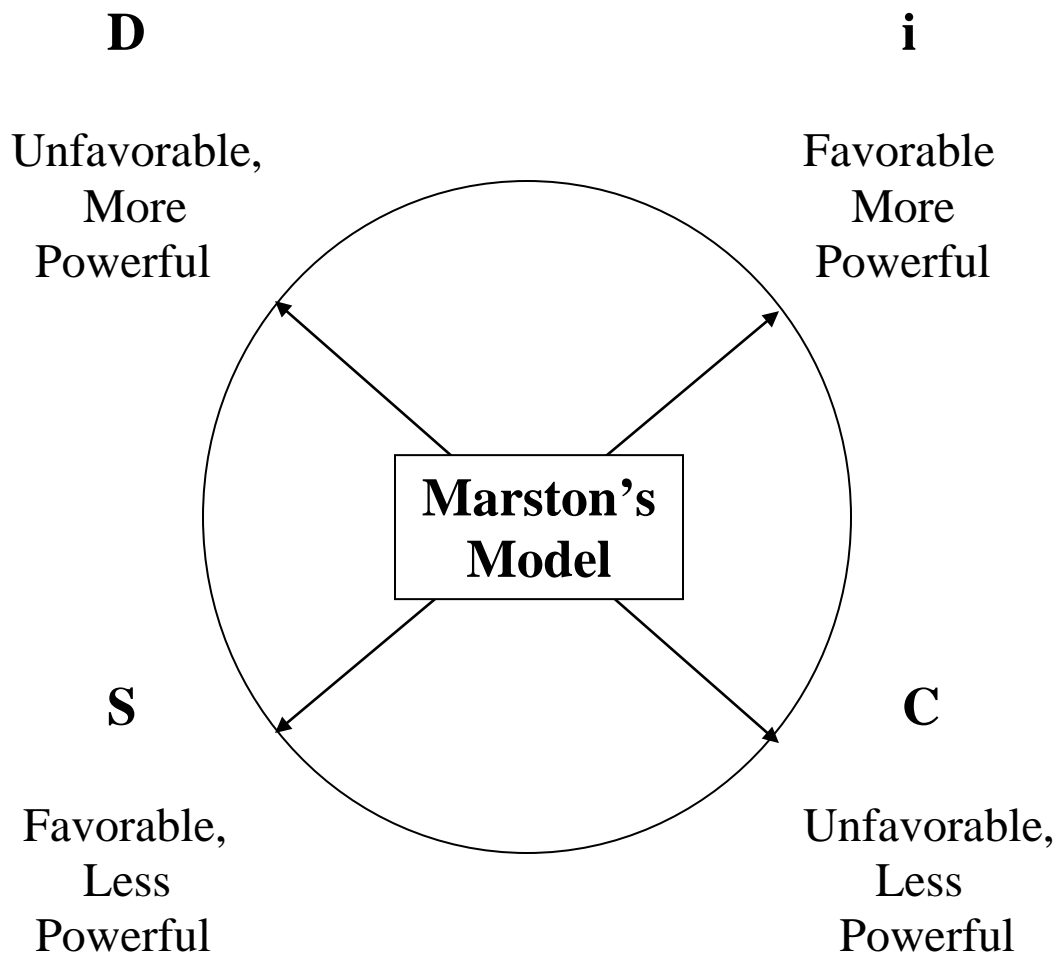
Seminar Goals

- Understand your behavioral tendencies and develop an understanding of how your behavior affects others.
- Understand, respect, appreciate, and value individual differences.
- Develop strategies for working together to increase productivity.
- Enhance your effectiveness in accomplishing tasks by improving your relationships with others.

Successful People

- Understand themselves and how their behavior affects others.
- Understand their reactions to other people.
- Know how to maximize on what they do well.
- Have a positive attitude about themselves which causes others to have confidence in them.
- Know how to adapt their behavior to meet the needs of other people and particular situations.

Marston's Model: Environment and Personal Power



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More About You

If you are a **Dominance** manager or leader, your strengths may include that you:

- Are comfortable in a leadership role
- Are a quick decision maker
- Are direct, so people always know where they stand with you
- Are good at solving problems
- Are willing to accept challenges

Those you give work direction to may see the following limitations: You may seem

- Intimidating
- Insensitive to others
- Impatient with others

You can be a more effective manager or leader by:

- Developing more patience
- Toning down your directness—asking more questions
- Spending more time with those you direct

More About You

If you are an **Influence** manager or leader, your strengths may include that you:

- Have an open door policy
- Give your time easily to those you direct
- Are good at inspiring others
- Are enthusiastic
- Give a lot of positive feedback and deliver negative feedback in a positive way

Those you give work direction to may see the following limitations: You may seem

- Not detailed enough in your direction
- Superficial in your approach
- Lacking in follow through

You can be a more effective manager or leader by:

- Being more specific in praise and work direction
- Listening better to what your people really need
- Becoming more organized

More About You

If you are a **Steadiness** manager or leader, your strengths may include that you are:

- A good listener
- Empathetic and sensitive to the needs of others
- Good with self-directed work teams
- Appreciative of your people and tell them so
- Consistent in your leadership style

Those you give work direction to may see the following limitations: You may seem

- Indecisive
- Indirect in your directions to them
- Hesitant to implement needed change

You can be a more effective manager or leader by:

- Becoming more assertive and direct
- Coping better with change
- Not carrying the burden of everyone's problems

More About You

If you are a **Conscientiousness** manager or leader, your strengths may include that you are:

- Fair to everyone
- Certain to follow standards
- Conscientious
- Willing to pitch in and do the same work as your people
- Accurate
- Able to keep confidences

Those you give work direction to may see the following limitations: You may seem

- Overly perfectionist
- Aloof
- To hamper creativity in others with your desire to stick to the rules

You can be a more effective manager or leader by:

- Better accepting differences
- Talking more with those you direct
- Encouraging creativity in others

Strengths Overused Become Weaknesses

D who is good at directing and deciding, may become autocratic.

i who is good at promoting and persuading, may oversell and manipulate.

S who is steady and agreeable, may give in despite their needs.

C who is good at analyzing and checking, may become perfectionist and indecisive.

Keys for Relating to D Dimension of Behavior

Like others to: be direct, straightforward, and open to their need for results.

Try to:

- Make communication brief and to the point
- Respect their need for autonomy
- Be clear about rules and expectations
- Let them initiate
- Show your competence
- Stick to the topic
- Show independence
- Eliminate time wasters

Be prepared for:

- Blunt and demanding approach
- Lack of empathy
- Lack of sensitivity
- Little social interaction

Notes:

Keys for Relating to i Dimension of Behavior

Like others to: be friendly, emotionally honest, recognize contributions.

Try to:

- Approach them informally
- Be relaxed and sociable
- Let them verbalize thoughts and feelings
- Keep the conversations light
- Provide written details
- Give public recognition for individual accomplishments
- Use humor

Be prepared for:

- Attempt to persuade or influence others
- Need for the “lime light”
- Over-estimating self and others
- Over-selling ideas
- Vulnerability to perceived rejection

Notes:

Keys for Relating to S Dimension of Behavior

Like others to: be relaxed, agreeable, cooperative and show appreciation.

Try to:

- Be logical and systematic in your approach
- Provide a consistent and secure environment
- Let them know how things will be done
- Use sincere appreciation
- Show their importance to organizational good
- Let them move slowly into change

Be prepared for:

- Friendly approach to colleagues and supervisors
- Resistance to change
- Difficulty prioritizing
- Difficulty with deadlines

Notes:

Keys for Relating to C Dimension of Behavior

Like others to: minimize socializing, give details, value accuracy.

Try to:

- Give clear expectations and deadlines
- Show dependability
- Show loyalty
- Be tactful and emotionally reserved
- Allow precedent to be a guide
- Be precise and focused
- Value high standards

Be prepared for:

- Discomfort with ambiguity
- Resistance to vague or general information
- Desire to double check
- Little need to affiliate with other people

Notes:

Guide for Coaches and Managers

Keys for Effectiveness with D Dimension of Behavior

Someone with a High D Dimension of Behavior may want:

- Power and authority
- Prestige
- Challenges
- Results
- To know the “bottom line”
- Wide scope of operation
- Direct answers
- Freedom from controls, supervision, and detail
- New and varied activities

Through mentoring or coaching, you can assist this person to learn:

- Identification with others
- To focus on intrinsic rewards
- Ways to pace themselves and relax
- To focus on results expected
- Empathy
- Awareness that sanctions exist
- To be more logical and systematic in their approach

Notes:

Guide for Coaches and Managers

Keys for Effectiveness with i Dimension of Behavior

Someone with a High i Dimension of Behavior may want:

- Popularity and social recognition
- Rewards
- Public recognition of their ability
- People to talk to
- Casual warm relationships
- Freedom from control and detail
- Approval and friendliness
- Identification with others

Through mentoring or coaching, you can assist this person to learn:

- More control of time
- Objectivity
- Profit emphasis
- Strategies for being more organized
- Emotional control
- Sense of urgency
- Analysis of data and procedures
- To make more precise and detailed presentations for information

Notes:

Guide for Coaches and Managers

Keys for Effectiveness with S Dimension of Behavior

Someone with a High S Dimension of Behavior may want:

- Status quo
- Security
- Happy and calm relationships
- Standardized procedures
- Sincerity
- Time and support to adjust to change
- Genuine appreciation; not necessarily public
- Recognition for service
- Opportunity to specialize

Through mentoring or coaching, you can assist this person to learn:

- Openness to change
- Self-affirmation
- Making their accomplishments known to others
- Short-cut methods
- Effective presentation skills
- Believing their accomplishments are worthwhile

Notes:

Guide for Coaches and Managers

Keys for Effectiveness with C Dimension of Behavior

Someone with a High C Dimension of Behavior may want:

- Clearly defined expectations
- Limited exposure
- Reserved, business-like environment
- References and verification
- Opportunity to demonstrate expertise
- No sudden changes
- Personal autonomy
- Personal attention to their objectives
- Selective involvement

Through mentoring or coaching, you can assist this person to learn:

- Realistic assessment of practical limits
- Utilization of their intuitive abilities
- Tolerance of conflict
- To ask for support under pressure
- Appreciation of others' explanations
- Group participation skills
- Tolerance of ambiguity
- Self-acceptance of their own limitations

Notes:

Strategies for Blending and Capitalizing

Dominance	Influence
<p>Remember a High D May Want:</p> <p>Authority, challenges, prestige, freedom, varied activities, growth assignments, “bottom line” approach, opportunity for advancement.</p> <ul style="list-style-type: none"> • Provide direct answers, be brief and to the point. • Ask “what” questions, not “how.” • Stick to business results they desire. • Outline possibilities for person to get results, solve problems, be in charge. • Stress logical benefits of featured ideas and approaches. • When in agreement, agree with facts and ideas rather than the person. • If timeliness or sanctions exist, get these into the open as related to end results or objectives. 	<p>Remember a High i May Want:</p> <p>Social recognition, popularity, people to talk to, freedom from control and detail, favorable working conditions, recognition of abilities, chance to motivate people, inclusion by others.</p> <ul style="list-style-type: none"> • Provide favorable, friendly environment. • Provide chance for them to verbalize about ideas, people and their intuition. • Offer them ideas for transferring talk into action. • Provide testimonials of others on ideas. • Provide time for stimulating, sociable activities. • Provide details in writing, but don’t dwell on these. • Provide a participative relationship. • Provide incentives for taking on tasks.
Steadiness	Conscientious
<p>Remember a High S May Want:</p> <p>Security of situation, time to adjust, appreciation, identification with group, repeated work pattern, limited territory, areas of specialization.</p> <ul style="list-style-type: none"> • Provide a sincere, personal and agreeable environment. • Provide a sincere interest in them as a person. • Focus on answers to “how” questions to provide them with clarification. • Be patient in drawing out their goals. • Present ideas or departures from current practices in a non-threatening manner; give them a chance to adjust. • Clearly define goals, roles or procedures and their place in the overall plan. • Provide personal assurances of follow-up support. • Emphasize how their actions will minimize risks involved and enhance current practices. 	<p>Remember a High C May Want:</p> <p>Personal autonomy, planned change, personal attention, exact job descriptions, controlled work environment, reassurance, precise expectations.</p> <ul style="list-style-type: none"> • Take time to prepare your case in advance. • Provide straight pros and cons of ideas. • Support ideas with accurate data. • Provide reassurance that no surprises will occur. • Provide exact job description with precise explanation of how it fits the big picture. • Review recommendations to them in a systematic and comprehensive manner. • If agreeing, be specific. • If disagreeing, disagree with the facts rather than the person. • Be prepared to provide explanations in a patient, persistent, diplomatic manner.

DISC INTERACTION STRATEGIES

Classical Profile Patterns	Creating a Positive Climate	Communicating	Resolving Conflict
<p>DOMINANCE</p> <p>D Developer Di Results Oriented DI Inspirational Dc Creative</p>	<ul style="list-style-type: none"> Provide choices for activities. Accept their need for variety and change Let them direct the efforts of others. Offer new opportunities and challenges. 	<ul style="list-style-type: none"> Use direct, to-the-point communication without a lot of social chatter. Check at the end of discussion to make sure everything was heard. 	<p>A "D" tends to take a direct, aggressive approach which may result in "I win/you lose."</p> <ul style="list-style-type: none"> Avoid "right-wrong" debates by stating your differences without judgment. Use open-ended questions (how, what, where, when) to get to the real issues. Ask them what would be necessary to have a win/win solution. Wrap up the discussion by stating what each person has committed to do to resolve the conflict.
<p>INFLUENCE</p> <p>I Promoter Id Persuader Is Counselor Ic Appraiser</p>	<ul style="list-style-type: none"> Provide opportunities to interact positively with others. Allow time for verbalizing their thoughts, feelings, ideas. Assist them in following up on details. Provide enthusiastic, verbal recognition. 	<ul style="list-style-type: none"> Use informal, open-ended discussions in social environments. Provide opportunity to share stories and ideas in an enthusiastic exchange. Use two-way dialogue responding to their feelings. 	<p>An "I" tends to avoid direct, open conflict.</p> <ul style="list-style-type: none"> Recognize their discomfort with conflict or loss of approval. State the issue factually without criticism of them as a person. Limit their attempts to minimize the problem or sidetrack the discussion. Wrap up the discussion with a clear statement of what is going to happen, by when, and affirm your relationship with them.
<p>STEADINESS</p> <p>S Specialist Si Agent Sd Achiever Sdc Investigator Sc Specialist</p>	<ul style="list-style-type: none"> Acknowledge how their efforts are helpful to others. Provide opportunities to cooperate with others in achieving results When suggesting change, lay out a step-by-step plan. 	<ul style="list-style-type: none"> Provide regular opportunities for informal, casual discussions. Draw out information about their concerns, worries or conflicts with others. Initiate discussions in a friendly, low-key manner. 	<p>An "S" tends to avoid aggression, hostility or conflict.</p> <ul style="list-style-type: none"> State the need to resolve the conflict in order to maintain stability and harmony in the relationship. Draw out uncomfortable issues by asking open-ended questions (how, what, where, when). Ask them what they would need to resolve the issue in a way that would be reasonable and effective.
<p>CONSCIENTIOUSNESS</p> <p>C Objective Thinker CS Perfectionist Cis Practitioner Cd Creative</p>	<ul style="list-style-type: none"> Provide opportunities for them to demonstrate their expertise. Provide situations where their systematic efforts will contribute to long-term success. Accept their need to be "right" and discomfort with mistakes. 	<ul style="list-style-type: none"> Use formal communication in new situations, avoiding personal questions. Use logical, matter-of-fact statements rather than emotional expressions. Check for points of disagreement or misunderstanding. 	<p>A "C" tends to initially withdraw from open conflict but may become defensive or aggressive.</p> <ul style="list-style-type: none"> State the issue calmly, logically, factually, citing specific behavior. Ask what they would need to resolve this conflict on a win/win basis. Recognize their need to think about the situation before responding by scheduling a time to have a follow-up discussion.

Compatibility Chart

Styles	Excellent		Good		Fair		Poor	
	1	2	3	4	5	6	7	8
D-D			S		W			
D-i			S			W		
D-S	W					S		
D-C					W			S
i-i	S						W	
i-S	W				S			
i-C			W					S
S-S	S		W					
S-C		S	W					
C-C	S		W					

Key S=Social Interaction W=Work Tasks 1= Best Possible 8=Poorest Possible

Dimensions of Behavior in Action

DiSC Humor

How food fares with the DiSC Dimensions of Behavior:

High D

- Sometimes eats over the sink.
- Likes to try new, exotic, different foods.
- Loves to microwave everything, even water.
- Never follows recipes, has to add and substitute.
- Eats out a great deal.

High i

- Entertains a great deal.
- Likes gourmet foods.
- Has latest kitchen gadgets, but doesn't use them.
- Attracted to fancy packaging.
- Wants to know what all their friends are cooking for dinner.

High S

- Values meals and considers them important family times.
- Considers the kitchen the most important room in the house.
- Eats from the four basic food groups each day.
- Likes to exchange recipes.
- Cooks whatever anyone wants to eat, even if that means eating things they don't like.

High C

- Reads all labels.
- Knows all the percentages of protein, fat and carbohydrates in foods.
- Shops for good prices and utilizes coupons.
- Buys kitchen gadgets if they are economical and well-constructed.
- Never leaves the house without a fat and calorie guide book in case they might eat out.

Dimensions of Behavior in Action

DiSC Humor

Getting on a busy elevator:

- The D walks up, gets on the elevator, and pushes the button that closes the door.
- The i lets others in, says, “Always room for one more,” and “Come in, you’re going to be late; we’ll wait for you!”
- The S will wait in line, moving from one line to another, appearing unable to make a decision.
- The C will get on the elevator. If it’s crowded, the C will count the number of people and, if the number is over the limit, will make someone get off.

Shopping for groceries:

- The D is the impulse shopper. No list.
- The i tells you where everything is in the store, whether you ask or not.
- The S is prepared, has a list and gets it done efficiently.
- The C wouldn’t think of going shopping without coupons and a calculator.

On the golf course:

- Watch out for the D driving the golf cart. They frequently play through groups of golfers.
- The i spends more time in the club house talking than on the course.
- The S golfs the same day, the same time, the same place, using the same clubs.
- The C keeps score and plays strictly by the rules. They clean their clubs a lot, too.

Hanging wallpaper:

- The D says, “Come over Saturday and help me wall paper. And bring the paste.” Then starts in the middle of the living room. The patterns don’t match. The D says, “So what? That’s what drapes are for.”
- The i has the wallpaper in the closet with the paste. It’s on a list of things to do. They never get around to it.
- The S has to find a pattern that everyone likes before they even begin to think about hanging it.
- The C starts in a closet or in the garage to be sure the pattern is going to match. Then gets it exactly right before starting on the living room.

Dimensions of Behavior in Action

DiSC Humor

Ask for something on their desk:

- The D has a messy desk. They say, “It’s there somewhere—you look for it.”
- The i says, “I’m busy right now. Give me a few minutes and I’ll get back to you.” They don’t know where it is, but they won’t admit it.
- The S has everything filed in alphabetical order or by color code.
- The C says, “It’s the third thing down in that pile.” The desk may be messy, but they know where everything is.

Cooking a meal:

- The D can’t cook without a microwave.
- The i likes to cook for groups and has an extra place set at the table in case company stops by.
- The S prepares a meal from scratch and rotates around a dozen standard recipes.
- The C can’t cook without a timer and measuring cups.

Reading a newspaper:

- The D mainly reads the headlines and scatters the sections in the process.
- The i will read the obituaries first to see if they know anyone.
- The S looks over the entire paper. They clip interesting articles.
- The C calls the newspaper if a word is incorrectly spelled.

Seeing a movie in a theater:

- The D comes in late and makes everyone stand while they take a middle seat.
- The i attends in groups. They do the applauding and talking.
- The S gets there 15 minutes early. They are seeing the film again.
- The C reads reviews before attending.

Dimensions of Behavior in Action

Behavior the *Personal Profile System* didn't tell you about:

You know your D is too high when you...

- Are walking around a lake and decide to walk across it for a change of pace.
- Declare your front yard a sovereign nation and attempt to reach a foreign trade agreement with Japan on car imports.
- Feel the urge to direct traffic downtown at 5 p.m.
- Start reminiscing about the good old days when it was legal to duel with guns to settle an argument.
- Arrive at work at 8 a.m. and by 8:03 a.m. no one is speaking to you.
- Are honored as the "Troublemaker of the Year" by an underground terrorist organization.

You know your i is too high when you...

- Leave a message on a friend's answering machine and need to call four times to leave your entire message.
- Offer to help an elderly lady cross the street when she is sitting on her front porch with no intention of moving.
- Try to impress your garbage collector by placing odor-absorbing devices in your garbage cans.
- Feel like reading a book and invite five friends to come over to read it with you.
- Dial a wrong number and talk to the person who answers for an half hour anyway.

You know your S is too high when you...

- Listen for 30 minutes to a telephone sales person selling snow removal equipment—and you live in Florida.
- Are checked for signs of life by an office employee who spots a spider building a web between you and your chair.
- Begin your summer vacation by reading all your insurance contracts.
- Write a five-page report at work when all you were asked is to write how many tickets you need for the office picnic.

You know your C is too high when you...

- Are so diplomatic in firing a person that they thank you for it and offer to take you out for lunch.
- Make a hobby out of checking the claims of laundry detergents.
- Form your own quality circle to improve the quality of cooking in your home.
- Run out of gas on purpose to find out exactly how far your car goes on a gallon of gas.
- Receive a one-way plane ticket from your office staff, who wants you to take a two-week vacation in a nation that's having a civil war.

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Take Action!

My greatest insights from the Personal Profile System:

How I will apply my learning?

When will I start?

Who can I ask for support?

What specific goal can I set to enhance my performance and effectiveness through personal change?

What goal can I set that will increase my effectiveness and increase the productivity of my organization?

What is the first thing I will do after leaving this seminar to apply what I have learned and accomplish my goals?

On what date will I review my progress? (Don't forget to mark that day in your calendar or planner.)

My Action Plan

1. Someone I work with: _____
(Name and Dimension of Behavior)

What I can do to adapt my behavior to this person:

2. Someone I work for: _____
(Name and Dimension of Behavior)

What I can do to adapt my behavior to this person:

3. Someone that works for me: _____
(Name and Dimension of Behavior)

What I can do to adapt my behavior to this person: