

# Enhancing Performance Through The Personal Profile System



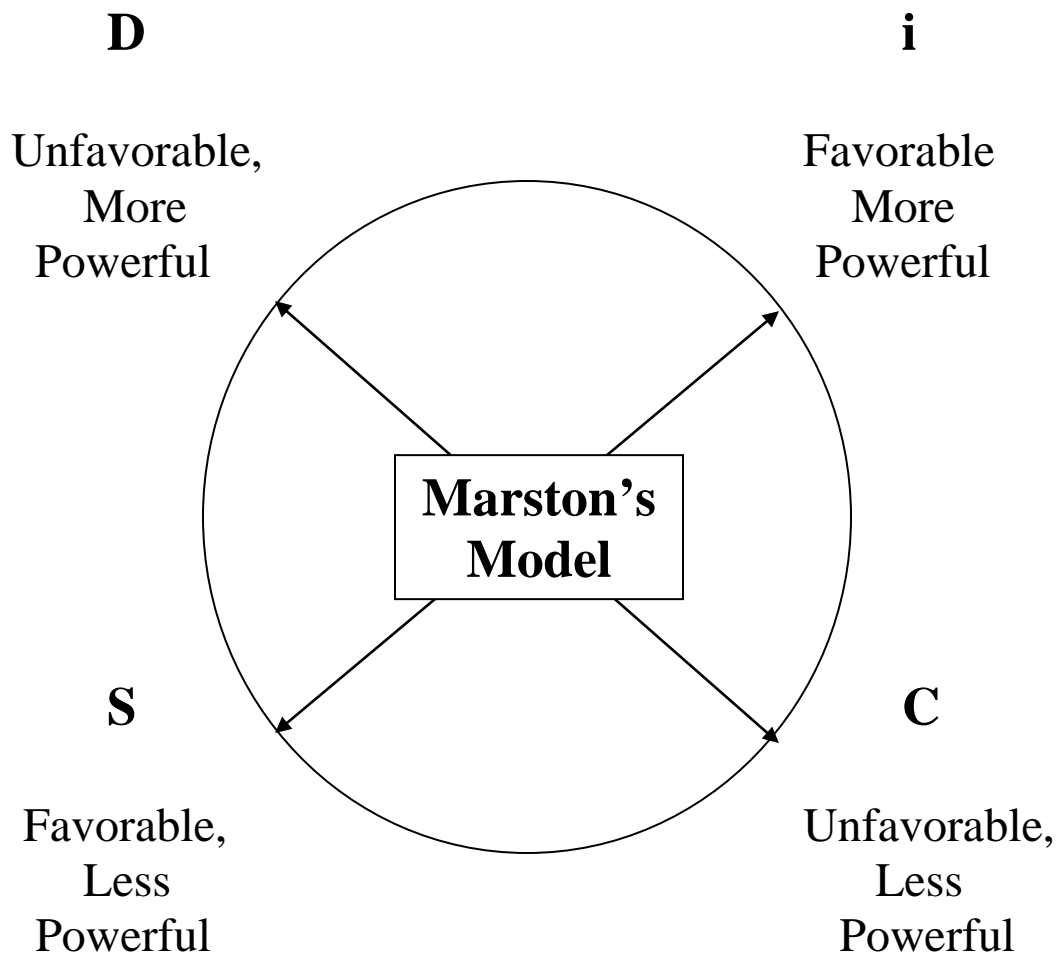
# Seminar Goals

- 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

<b>Dominance</b>	<b>Influence</b>
<p>Remember a High <b>D</b> 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"> <li>• Provide direct answers, be brief and to the point.</li> <li>• Ask “what” questions, not “how.”</li> <li>• Stick to business results they desire.</li> <li>• Outline possibilities for person to get results, solve problems, be in charge.</li> <li>• Stress logical benefits of featured ideas and approaches.</li> <li>• When in agreement, agree with facts and ideas rather than the person.</li> <li>• If timeliness or sanctions exist, get these into the open as related to end results or objectives.</li> </ul>	<p>Remember a High <b>i</b> 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"> <li>• Provide favorable, friendly environment.</li> <li>• Provide chance for them to verbalize about ideas, people and their intuition.</li> <li>• Offer them ideas for transferring talk into action.</li> <li>• Provide testimonials of others on ideas.</li> <li>• Provide time for stimulating, sociable activities.</li> <li>• Provide details in writing, but don’t dwell on these.</li> <li>• Provide a participative relationship.</li> <li>• Provide incentives for taking on tasks.</li> </ul>
<b>Steadiness</b>	<b>Conscientious</b>
<p>Remember a High <b>S</b> 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"> <li>• Provide a sincere, personal and agreeable environment.</li> <li>• Provide a sincere interest in them as a person.</li> <li>• Focus on answers to “how” questions to provide them with clarification.</li> <li>• Be patient in drawing out their goals.</li> <li>• Present ideas or departures from current practices in a non-threatening manner; give them a chance to adjust.</li> <li>• Clearly define goals, roles or procedures and their place in the overall plan.</li> <li>• Provide personal assurances of follow-up support.</li> <li>• Emphasize how their actions will minimize risks involved and enhance current practices.</li> </ul>	<p>Remember a High <b>C</b> 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"> <li>• Take time to prepare your case in advance.</li> <li>• Provide straight pros and cons of ideas.</li> <li>• Support ideas with accurate data.</li> <li>• Provide reassurance that no surprises will occur.</li> <li>• Provide exact job description with precise explanation of how it fits the big picture.</li> <li>• Review recommendations to them in a systematic and comprehensive manner.</li> <li>• If agreeing, be specific.</li> <li>• If disagreeing, disagree with the facts rather than the person.</li> <li>• Be prepared to provide explanations in a patient, persistent, diplomatic manner.</li> </ul>

# DISC INTERACTION STRATEGIES

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

# 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: