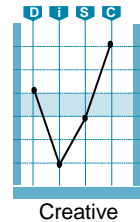


Respondent Name
Saturday, May 13, 2006

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All people are not the same. A management strategy that is very effective with one person may be disastrous with another. Trial and error learning about which strategies are effective with which person can be very time-consuming and expensive both in the dollar cost as well as the emotional cost. This section provides a starting point for developing strategies based on Respondent's natural behavioral tendencies. By reviewing and discussing the strategies listed for each key management activity, you can develop an accurate, effective plan for managing Respondent.



Developing

- Demonstrate in a logical manner, explaining the rationale for each procedure
- Check for understanding at key points
- Provide time to process the information and practice skill on her own
- Be available to respond to questions and to provide additional explanations
- Define time limits for developing adequate skill, rather than perfect mastery
- Make her productive quickly
- Show her the simplest, quickest, most practical way to get results
- Emphasize the key details necessary to get results
- Define clearly the limits of her authority

Motivating

- Create opportunities for her to demonstrate her expertise
- Support her efforts at creating quality results
- Provide situations where logical and systematic efforts will contribute to long-term success
- Provide opportunities to work independently
- Allow her to direct the efforts of others
- Offer options for achieving goals
- Provide challenges, opportunities to "win"

Complimenting

- Use concise, accurate, specific statements (preferably in private) about her competence, use of logic, efficiency, and precision
- Use brief, direct statements, focusing on achievements, results, and leadership abilities

Counseling

- Take time to reduce potential defensiveness by acknowledging areas of competence
- Specify needed change, explaining why the change is necessary and solicit her thoughts about the solution
- Provide her with the opportunity to think about the situation and develop a strategy before committing to a specific course of action
- Focus on obstacles to achieving results and how to eliminate them
- Present needed changes in terms of impact on results and consequences
- Request solutions from her

Problem-Solving

- Tends to prefer an analytical, systematic approach to solving problems, considering all contributing factors and possible consequences
- May need to be coached on alternate problem-solving techniques for problems that need more immediate solutions
- Tends to want to find a perfect solution
- May need help in developing a functional solution, rather than a perfect solution
- Tends to take a practical, results-oriented approach, preferring simple, easy-to-implement, immediate solutions
- May need to be directed toward considering the long-term consequences
- May need coaching in handling complex problems due to a natural tendency to over-simplify in a rush for immediate results

Delegating

- Provide logical, accurate, precise descriptions of performance expectations, including standards for quality
- Explain why the assignment is being done and how it is necessary to the overall operation
- Provide opportunities to discuss alternate ways of completing the assignment, determining what resources are available
- Tell her what result you need and by when; let her determine how to get it done
- Specify clearly the limits of authority and available resources, allowing autonomy within those limits

Correcting

- Tends to become defensive when her performance is criticized
- Stick to a specific, factual discussion of what the current results are and what performance is necessary
- Allow time for her to create and report a plan for improving her performance
- Close discussion by clarifying and getting agreement on what the improvement will be and by when
- Set a date for formally reviewing progress
- Be firm and direct, specifying the desired result as well as current level of performance
- Direct the discussion to what she is going to do to eliminate the gap in performance
- Define time limits for improvements and state consequences clearly

Decision-Making

- Tends to approach decision-making in an analytical manner, calculating risks and potential payoffs
- May want time to gather information
- Discuss appropriate amount of time to spend in analysis; set time for decision
- Can get bogged down in "what-if" concerns
- May need reassurances of what the personal consequences of being wrong will be
- Tends to be a quick decision-maker

Decision-Making (Continued)

- May need coaching on taking time to gather sufficient information and considering possible consequences before making decisions
- Point out benefits in taking more time in terms of improved results

Communicating

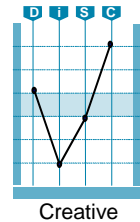
- Tends to prefer communication to be formal and business-like, avoiding personal references and discussions
- State purpose for the communication up front, covering the topics in a logical, systematic manner
- May have difficulty storing information that conflicts with her perception of how things should be
- Check for points of disagreement or misunderstanding
- May aggressively question the information
- Respond to the questions with specific information in a non-defensive manner
- Tends to prefer to have time to process the information before responding
- Set time to meet and finalize the discussion
- Prefers direct, to the point, communications without a lot of time spent on social chatter
- Be prepared to listen to her ideas before moving on to other topics
- State areas of shared agreement before moving into other areas of less agreement
- Tends to practice selective perception, only hearing and/or remembering that with which she agrees
- Check at end of discussion to make sure everything was heard and stored in memory by asking her to summarize and restate

How Respondent Tends to Manage

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Section V

This section describes how Respondent may tend to manage based on her natural behavioral tendencies. Some of these key management behaviors may have been modified due to life experience and Respondent's values system and, therefore, represent only potential behaviors. Some of the behaviors may appear contradictory as they represent the different behavioral tendencies that comprise Respondent's style. Review and discuss the list, determining which behaviors are most effective in this management environment.



Communicating

- Tends to be systematic in her communications, using logic and data to persuade
- Tends to use formal, written communication, documenting discussions
- Prefers a reserved, impersonal, business-like approach in oral communications
- Tends to avoid discussion of personal information or socializing in the work environment
- May be perceived by others as cold, detached, and uninvolved
- Tends to be direct, factual, bottom-line oriented
- Tends to avoid wasting time on small talk or social amenities
- May be perceived as blunt, cold, or uncaring

Delegating

- Tends to give specific, detailed instructions for assignments
- May do important work herself so that she can be sure that it will be done correctly
- May have difficulty finding people who meet her standards
- Tends to monitor progress and results closely so that others may feel under inspection constantly
- Prefers working with people who share high standards and commitment to quality performance
- Tends to delegate to others the responsibility for follow-through on details
- May be so non-specific and results-oriented in assigning tasks that others have difficulty finding out how to do it
- May have difficulty delegating authority to go with the responsibility because she wants to maintain control

Directing People

- Tends to be impersonal, precise, and factual in directing people, by focusing on what needs to be done how, why, by whom, and when
- May prefer to give assignments in written, formal communications, requesting specific feedback in response
- Tends to control the work produced in the environment, checking on quality by frequently questioning people
- May have difficulty with people who resist close supervision
- Tends to tell people what to do in a forceful, direct manner
- Likes to control the results
- May be so direct and forceful that people have difficulty asking questions, clarifying understanding, and pointing out potential problems

Developing People

- Tends to prefer a systematic, comprehensive approach to training, with competency requirements specified and assessed
- Sets high standards for performance and may become critical, impatient, and demanding
- Tends to provide resources for on-going training and skill development
- Tends to put people to work right away believing that "hands-on" involvement on the job is the best way to learn
- Prefers self-initiating, self-directed learners and tends to be impatient with having to provide instruction
- Values practical experience highly

Decision-Making

- Tends to be a careful decision-maker, gathering information and assessing possible risks before making decisions
- May want to defer risky decisions to higher levels of authority or at least get approval
- Tends to be quick, decisive, independent, and firm
- Tends to be bottom-line oriented, assessing the short-term impact
- May fail to consider long-term consequences and fail to include all factors in complex situations

Managing Time

- Follows a systematic approach, taking pride in finding unique, efficient techniques that produce high quality results
- May be critical of others who do not use a systematic approach
- Tends to have high standards and may spend more time gathering information and perfecting results than is justified
- Tends to operate with a sense of urgency, taking short-cuts wherever possible
- Tends to take pride in efficient solutions that allow her 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 her sense of urgency or work at the same fast pace

Problem-Solving

- Tends to use an analytical approach to solving problems, considering many variables in developing the solution
- May be very effective in solving complex problems but may spend too much time analyzing simple problems
- Tends to use information systems to anticipate problems
- Tends to want the perfect solution and may lose sight of other realities such as deadlines
- Tends to prefer simple, practical, easy-to-implement solutions
- May have difficulty involving others in the problem-solving process because of her impatience and desire for immediate solutions

Motivating Others

- Provides specific information on what is expected and specific feedback on performance, stating the logical benefits of working for this organization
- States factually why the person is of value to the organization
- Tends to create competitive challenges
- Sets short-term goals and recognizes achievement of results