



athleteassessments.com
personality profiling for athletes & sports teams

The Athlete Assessments CoachDISC Profile

Personalized Coach Report For:

Charlie Correct

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*Please refer to the **DISC Application Report** and the **Coaching Styles Report** for valuable background and reference materials that support this report.*

Introduction to the Athlete Assessments CoachDISC Profile

Congratulations. Taking the Athlete Assessments CoachDISC Profile ("CoachDISC") is a performance enhancing decision, designed to enable you to take the next step in your Coaching development.

This CoachDISC Report is a personalized, comprehensive behavioral profile. Use it as a tool to help you become a better coach. Use it to gain knowledge of your preferred "Coaching Style". Know how to apply the right style to the right athlete in the right situation. Consistently doing this enables you to have your coaching message received in the way you intended. It enables you to meet the needs of your athletes. The pay off for you is your athletes perform better more often, due to your coaching having the right impact at the right time. Ultimately, this produces the winning results both you and your athletes want.

WHAT IS THE CoachDISC MODEL?

The CoachDISC model is founded on the internationally recognized and respected work of Dr Tony Alessandra and DISC Profiling Theory. DISC Profiles have been in use since 1928 and millions of profiles are completed by business managers every year. Bo Hanson (four time Olympic Athlete, Triple Olympic Medalist and Specialist Corporate and Coaching Consultant) used Tony's excellent DISC Model and designed the only recognized, behavioral profiling tool specifically for athletes (AthleteDISC) and Coaches (CoachDISC). The profiles provide athletes, coaches and sporting teams with a performance improvement tool which is easily interpreted, practical and most importantly, is easy to remember and apply.

*DISC Theory works by grouping behavior into four categories. The Athlete DISC and CoachDISC models measure four areas of behavior: **D** is for **D**ominance, **I** is for **I**nteractive, **S** is for **S**teadiness and **C** is for **C**ompliance.*

Broadly speaking, the behaviors are described like this:

- **Dominant (D):** are faster paced (movement, talking, deciding) more direct (to the point), task/goal orientated (want to win) and personally more guarded (do not disclose personal information readily)
- **Interactive (I):** are faster paced (movement, talking, deciding), more direct (to the point), people orientated (seek out and enjoy the company of others) and personally more open (disclose personal information readily)
- **Steady (S):** are slower paced (slower to move, talk and respond), more indirect (take time to get to the point and gives detailed information), relationship orientated (want to get to know you) and personally more open (will disclose personal information)
- **Compliant (C):** are slower paced (slower to move, talk and respond), more indirect (take time to get to the point and gives detailed information), task/goal orientated (want to do things the right way first time) and personally more guarded (do not disclose personal information readily)

The Use of Graphs to Illustrate Behavioral Patterns

Within the CoachDISC, we also refer to your **Adapting Style Pattern** and your **Natural Style Pattern**:

- **Adapting Style Pattern:** *This is your self-perception of the way you believe you should behave in your role as a coach within the context of your sporting environment. This behavior may change in different environments. For example, you responded to the assessment with a Coaching focus. Your **Adapting Style Pattern** may be different than if you responded with a family focus. It makes sense that the behavior required to be successful as a coach may and could be vastly different to the behaviors required to be a contributing member of your family.*

- **Natural Style Pattern:** *This is the self-perception of the “real you”. These are behaviors you are most likely to exhibit when in situations you perceive as being stressful or in situations where you can simply do as you choose without having to please or consider anyone else. The reason this is described as the real you, is in the times just mentioned, our reaction and thinking times are either dramatically reduced or we literally do not have to think about adapting ourselves to suit anyone else. Hence, the real you emerges. This **Natural style Pattern** tends to be fairly consistent even in different environments, that is, in and outside of your coaching role.*

HOW TO USE THIS REPORT

*First, read the entire report and make highlighter notes as you go. The report focuses on understanding your behavioral style characteristics in your coaching role. It also offers strategies for increasing your coaching effectiveness. **It is important to note** that there is no “best” behavioral style or coaching style. Each style has its unique strengths and opportunities for improvement. As well, each style has its own limitations. Knowing what your strengths and limitations are, enables you as a coach, to produce more consistent, higher level performances through your athletes. Knowing yourself is called “Self Awareness”. Great coaches, as well as great athletes, know what they do best and where they need to improve.*

*Most coaches are very eager to jump straight into the information about their personal profiles – so this is what we’ve done with this report. We have also provided valuable background and reference materials supporting this report. This is a separate report titled **Application of the Athlete Assessments DISC Profiles** (“DISC Application Report”).*

You can use the DISC Application Report to begin to identify likely behavioral styles of your athletes, competing coaches, support staff and club management. Knowing this information can help you find ways to get the edge on your competition or build more productive relationships. The report assists you to understand their likely modes of operation and associated behaviors. There are also action plans provided - we recommend that you share these action plans with others you work with closely. This can greatly enhance each of those relationships.

*Another valuable coaching resource is the report titled **Coaching Styles**.*

Both of these additional resources are available to you through your personal login (where you downloaded this report).

*We suggest that you complete the **Summary of Your Style** on page 15. This **Summary** becomes a very useful tool you can easily share with others should you choose.*

Overview of Your Coaching Behavioral Style

Within the CoachDISC model:

- Your **Adapting Style** (how you think you should behave) indicates you tend to use the behavioral traits of the **C** style(s) in your Coaching role.
- Your **Natural Style** (how you are most likely to behave in situations you perceive as being stressful) indicates that you naturally tend to use the behavioral traits of the **CSd** style(s).

The information below serves as a personalized overview of your behavioral tendencies in your sporting environment. It sets the state of play for the report which follows and provides a framework for understanding, reflecting and applying your results. We've provided key improvement ideas throughout the report. This is so you can leverage your strengths whenever possible to maximize your personal coaching goals and successes.

You demonstrate extremely high attention to detail toward a drive to perfection. While perfection can sometimes not be reached, nevertheless, in that spirit you strive to make performances as high quality as possible. This is a recurrent theme in this narrative because it is an important theme. Few people on the team or in your sporting organization may attend to the details and follow-through as much as you do as the coach. This is a strength and one that you have honed in ways that few others have done.

Charlie, coaches who score like you may tend to bog down in details during some decision-making processes, thinking that there may be more information forthcoming that might impact the direction of the decision or simply just over considering the information you already have. Whilst it is true, there will almost always be more information available if we wait a bit longer. However, there's also a time at which we've got to move and decide based on the information we have. That is, we need to shut down the data-gate at some point in the decision making process and make the decision. Knowing this may assist you in being prepared for those times when there are a series of data-driven decisions to be made.

You take calculated, educated risks only after a thoughtful analysis of the facts and data and have analyzed options and potential outcomes. This is a strength. However, you may also need to govern this strength, especially when the team is under a deadline or time pressure. If not, you could be perceived as a bottleneck to the process. Not maliciously, simply because you want to analyze the facts and data and to determine all possible outcomes as a result of a decision. Be aware of this and be prepared to abbreviate the analysis a bit when the heavy clock is ticking.

Your response pattern on the CoachDISC indicates that you appreciate the security of efficient training and competition systems and procedures and strive to maintain or improve them to the highest possible standards. This also says that you spend more time and energy thinking about various processes and procedures than many other coaches may do. Additionally, you may find that some athletes on the team occasionally ask you about certain training drills, routines or processes that they are uncertain about. They ask you, because they know you'll have the correct answer and most importantly from the athlete's perspective you show patience with them in your answers, although you might internally fret about it a bit, wondering why they didn't know the correct answer or procedure in the first place.

You tend to evaluate your athletes by how well they implement and execute their training drills and techniques when under pressure. As their coach, you hold them accountable to the same

performance standards that you maintain for yourself: High standards. Those athletes who demonstrate these high standards, are individuals that you hold in esteem.

Your response pattern indicates that you tend to hide your emotions and are more likely to be quiet than loud around your athletes and others. You may also have a tendency to not voice your opinion in an open forum but would prefer to address an issue with the specific athlete or person involved or when specifically asked to speak out about an issue you feel is important. Our suggestion is to stretch a bit out of that comfort zone and be a bit more verbal for several reasons: First, it will benefit your athletes because many will not have thought as deeply about some issues as you have. Your input raises the quality of the conversation. Second, you benefit by being perceived as a more open and interactive coach and this is an example of a different coaching style and you being able to display flexibility with your coaching style.

Your response pattern on the CoachDISC indicates that you persuade your athletes by careful attention to detail and through facts, data and logic; not by emotion. This means that you persuade your athletes by building credibility using facts and data as the building blocks to perhaps convince them to change. For example, this means you would use times, distances and other statistics related to your sport to convince your athletes that your methods and techniques should be adopted. This also means that your athletes can depend on you to present a case that is logical, defensible and supportable when you are suggesting changes. That is a primary strength that you bring to a team or sporting organization and it is highly useful when decision making is required.

You like your work space to be neat and well organized wherever this may be for you as a coach. Everything in its place is preferred over the clutter that some other style preferences put up with. When things are clean and clutter-free, you have the ability to focus clearly on the jobs at hand. When clutter is present, some coaches who score like you say that they're thinking in the back of their minds about what they should do with the clutter and how the space should be straightened up and this acts as a distraction to what they should be thinking about.

Your Strengths and Limitations

You are likely to display your strength characteristics reasonably consistently in both training and competition. For the most part, these qualities tend to enhance your performances. You can actually improve your performance by avoiding an overextension of these strengths. An overextension of your strengths becomes a limitation. For example, a coach who is highly analytical has the ability to interpret data and see the details. However, if overused, this same coach may struggle to make rapid decisions in a competition. And so on...

Mark the two most important strengths as they apply to your coaching role. Then **mark two areas that you are committed to improve** upon. Transfer these behaviors to the **Summary of Your Style** on page 15.

Your Strengths:

- *You provide an objective reality-focused view of training systems, procedures and sporting organization operations.*
- *You are tactful in explaining ideas and issues that may personally impact the athletes you coach and others on the team.*
- *Not an extremist in expressing your views and opinions and instead will be supportive of the overall team efforts.*
- *You demonstrate a high degree of technical knowledge and skill in your chosen coaching role.*
- *You have an excellent, considerate, analytic listening style.*
- *You take your responsibilities as a coach seriously and exercise your authority in a sincere and conscientious manner.*
- *You may be sought after by other coaches and peers for advice due to your high knowledge-base of the technicalities of your sport. Don't be surprised, if however, very few coaches seek you out for advice. They may be well advised to ask for your assistance, but could feel intimidated by your superior knowledge and therefore do not ask for your help.*

Your Strengths and Limitations *(continued)*

Potential Areas for Improvement:

- *You may sometimes be overly dependent on a few people in your sport or team who share a similar quality-control focus, to the exclusion of others on the team who may also provide valuable input and ideas.*
- *Could demonstrate a bit more spontaneity in your coaching role and take yourself a bit less seriously.*
- *You may be perceived by some of your athletes as slow to make decisions and tentative about making changes.*
- *Could benefit from a greater degree of self-confidence and an increased sense of urgency to accomplish activities in a tighter timeline.*
- *You may sometimes use facts, figures and details as a 'security blanket' to avoid objections, confrontation or hostility.*
- *You may spend more time than necessary in preparing your 'case' due to fear of the unexpected or of being seen by your athletes and others as under prepared.*

What You Need

All of our behaviors are driven by our needs. Each behavioral style has different needs or drivers to be met. All of our behavior is simply an attempt to meet our different individual needs.

Of course it is critical each person understands what their real needs are and how to have them met in a positive, sustainable and emotionally productive manner. The more fully our needs are met, the easier it is to perform at an optimal level. It is your responsibility to meet your needs. You therefore need to discuss with others what your needs are and how you think it is best to meet them. This understanding will help build stronger bonds between you, your fellow coaches, athletes and others.

Mark two of your most important needs and transfer to the **Summary of Your Style** on page 15.

Coaches like you tend to need:

- *An increased sense of urgency to take advantage of opportunities.*
- *Increased authority to delegate routine tasks and procedures to reliable and trustworthy support staff, especially when the pressure of training or competition is on. This allows you more time to focus on doing the actual coaching of your athletes.*
- *Complete explanations of the nature of a training program used for attaining team or athlete goals.*
- *Options for increasing efficiency of certain methods or procedures in both the training and competition environment.*
- *Sufficient time for effective planning of training and competition schedules, selection issues and other associated coaching decisions. Ensure you have enough time especially prior to impending change.*
- *Increased urgency in making decisions. To be able to shut the data-gate and make a decision based on the information currently available.*
- *Reassurance from others (athletes and officials) involved in the team or squad for taking appropriate and calculated risks.*
- *A method to be introduced to new groups of athletes, people and other contacts.*
- *Coaching and job description presented clearly and with no ambiguities. (Preferably in writing).*

Your Motivation Style

Everybody is motivated...however; they are motivated for their own reasons, not somebody else's reasons. By understanding your motivations, you can create an environment where you are most likely to be self-motivated. For example, some coaches are most motivated to achieve results. Others are most motivated to build relationships. Others are motivated to perfect the technique of their sport. Others are more motivated to be part of an energetic club or team. The list is endless. Suffice to say, understanding your motivation strategies enables you to achieve a motivated state more often. This is critical for coaches. You are expected to role model successful behaviors to your athletes.

*Check the two most important motivators and environment factors and transfer to the **Summary of Your Style** on page 15.*

You tend to be motivated by:

- *Being included as a part of the sporting team and organization in social functions within the sport.*
- *Coaching tasks of a highly specialized nature to support your natural curiosity and detail orientation.*
- *Complete explanations of all systems and processes that impact your coaching role and the subsequent sporting environment that you are all a part of.*
- *Standardized and completely explained training systems and techniques that can support a high quality result without having to change them dramatically during the season.*
- *Quality performance standards that are adhered to by all your athletes and others in the organization who have an impact on your athletes' performances.*
- *Detailed examples and specific information about any changes that are to be made and impact the way you coach your team or athletes, especially when these are changes in training processes that you believe may have an impact on performance standards and results quality.*
- *Changes to be controlled changes and made only when proven to be necessary by careful and logical analysis of factual data.*

Your Motivation Style *(continued)*

You tend to be most effective in environments that provide:

- *A sporting environment with a predictable pattern of training activity where monitoring athletic performance is possible.*
- *Encouragement for decisions by logic, not emotion. However, sport can be very emotionally driven and just be aware that not all athletes or others make decisions as you do.*
- *Complete information, details and examples with no gaps or surprises.*
- *Freedom from intense pressured decisions.*
- *A sporting team culture providing close relationships with a small group of people and few outsiders, rather than superficial relationships with a large group of people.*
- *Standard, accepted operating procedures that support sometimes complex processes.*
- *Complete explanations of areas of responsibility and control within your coaching role.*

Your Preferred Behaviors in the Coaching Environment

Your preferred behavioral style provides useful insights for you when training and preparing your athletes for competition. It also suggests how you are likely to behave in these environments.

*Highlight the two most important behaviors and transfer to the **Summary of Your Style** on page 15.*

Your preferred coaching behaviors in training and competition:

- *You may tend to be a 'worrier', giving thought and mind-share to your athletes and coaching role even when away from the job. You may come in after a day off having spent much time thinking about your coaching situations and you may even be able to offer an ideal solution to a problem that has had your attention.*
- *You tend to be most effective in a club or sporting organizational culture where conflicts are kept to a minimum.*
- *In your coaching role, you may tend to align with other support staff and certain athletes who show equally high performance standards.*
- *You are motivated to demonstrate a high degree of performance control awareness.*
- *You demonstrate precise time management and prefer all training sessions to begin and end on time.*
- *May show a lower trust level with newer athletes and people in the sporting organization until they have established their credibility.*
- *You possess a broad-based awareness of the political and economic implications of any decision that is made on behalf of the sporting organization.*
- *Show an instant awareness of mistakes, errors and lower performance standards by your athletes.*
- *You are likely to be one of the rare coaches who has read all of the 'fine print' in relation to your role, your obligations and other areas where many other coaches would overlook.*

Communication Tips for Others to be Aware Of

The following suggestions assist your fellow coaches, athletes, management and others who interact with you. This information gives them an understanding of your communication preferences. Everyone has a unique communication style. For example, how do you like to be spoken to? Perhaps directly and to the point or do you prefer a more considered approach with a slightly slower pace. Maybe you prefer lots of details and information or maybe you are a bigger picture communicator who does not like details and too much information? To use this information effectively, share it with others. Find out and discuss their preferences also. The result of this increases understanding and rapport. Importantly, when pressured in training or competition there is less confusion and more productive action.

Mark the **two most important ideas** for when others communicate with you and transfer to the **Summary of Your Style** on page 15.

When communicating with Charlie, you should:

- *Be candid, open and patient.*
- *List pros and cons in a logical fashion to suggestions you wish to make to the sporting program, coaching structures, etc.*
- *Give her time to verify the issues and potential outcomes. Do not rush them in any way.*
- *Provide assurances about her input and decisions as the time they took to make them and the details they considered will be ample.*
- *Be certain that individual responsibilities are clear and there are no ambiguities.*
- *Approach issues in a logical, straightforward and factual way.*
- *Show sincere interest in her as a person.*
- *Present your ideas and opinions in a non-threatening way.*
- *Assure her that there won't be unexpected surprises.*

Summary of Charlie Correct's Style

Consistently high performance is directly related to knowing yourself well - Self-awareness. Review this summary profile and discuss your preferences, needs and wants with the people who you work with and even the athletes you coach. Great coaches build great relationships. Great coaches also understand themselves and they understand their athletes. Use this summary to share yourself with those who matter most to achieving high performance results.

YOUR STRENGTHS from page 8

1. _____
2. _____

YOUR AREAS FOR IMPROVEMENT from page 9

1. _____
2. _____

YOUR NEEDS from page 10

1. _____
2. _____

YOUR MOTIVATORS from page 11

1. _____
2. _____

YOUR MOST EFFECTIVE ENVIRONMENT from page 12

1. _____
2. _____

YOUR PREFERRED COACHING BEHAVIORS from page 13

1. _____
2. _____

COMMUNICATION TIPS FOR OTHERS TO BE AWARE OF from page 14

1. _____
2. _____

How to Read and Interpret Your Graphs

Your **Pattern Preference** for the CoachDISC, (page 17 of this report) is indicated by the highest plotting point(s) above the midline (Segments 4-6). It's indicated by a **capital letter** in the pattern description. A coach may have **more than one plot point above the midline**. If this is the case, and the second (or third) plot point is of a lesser intensity, it's indicated by a lowercase letter in the pattern description. It's often referred to as a **secondary style**. Some people may or may not have secondary styles.

Graph I is the Adapting Style Pattern. It's a self-perception of the behavioral tendencies you think you should use in your coaching role and sporting environment. This graph may change in different environments. For example, you responded to the assessment with a coaching focus, your Adapting Style Pattern may be different if you had responded with a family focus. It makes sense, that the behavior required to be successful in the sporting environment could be vastly different to the behaviors required to be a contributing member of your family.

Graph II is a self-perception of the “real you” – one’s Natural Style Pattern. These are behaviors you are most likely to exhibit when in situations you perceive as being stressful or in situations where you are completely comfortable and you therefore show the real you. The reason this is described as the real you, is that under stress or in these comfortable environments we revert to well practiced, habitual behavior. Perhaps even instinctive behaviors. This graph tends to be fairly consistent even in different environments.

Graph III helps you understand the overall relationship between Graphs I and II by providing a combination of the results from both graphs. This is especially helpful when Graphs I and II vary substantially from each other. As a result, Graph III helps illuminate the predominant style traits that emerge by combining the differences between Graphs I and II. It is a summary graph. When Graphs I and II are similar, there will not be substantial change in Graph III.

If Graphs I and II are similar, it means that you tend to use your same natural behaviors in your sporting environment. That is, you do not adapt to behave differently. We see this regularly just as we see higher levels of adaptation. Anything is possible. The question to ask yourself is. Are you getting the results you want? It is possible that without modifying your behavior you may still be achieving your desired results. If you are not, then what do you need to change in your behavior to achieve better results?

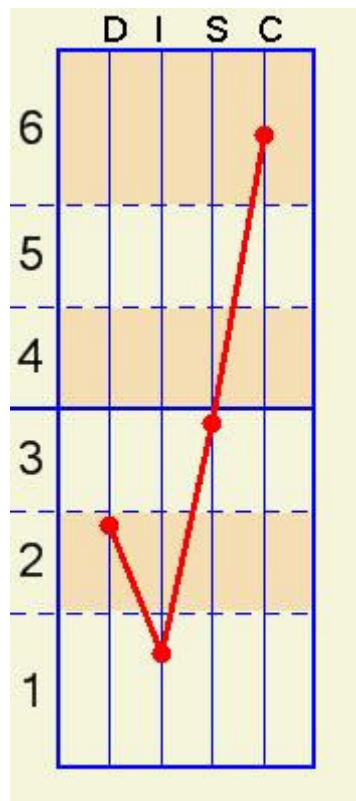
As well, if your Adapting Style (Graph I) is different from your Natural Style (Graph II), this can cause stress, when done over a long period of time. This is because you are using behaviors that are not as comfortable or natural for you.

Behavioral Graphs for Charlie Correct

Your *Adapting Style* indicates you tend to use the behavioral traits of the C style(s) in your coaching role and sporting environment.

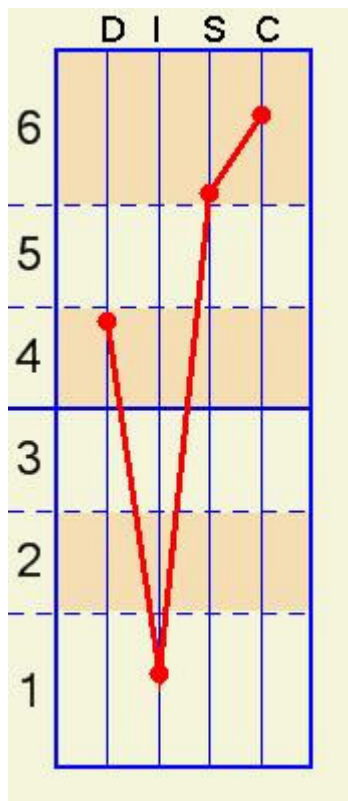
Your *Natural Style* indicates that you naturally tend to use the behavioral traits of the CSd style(s).

**Adapting Style
Graph I**



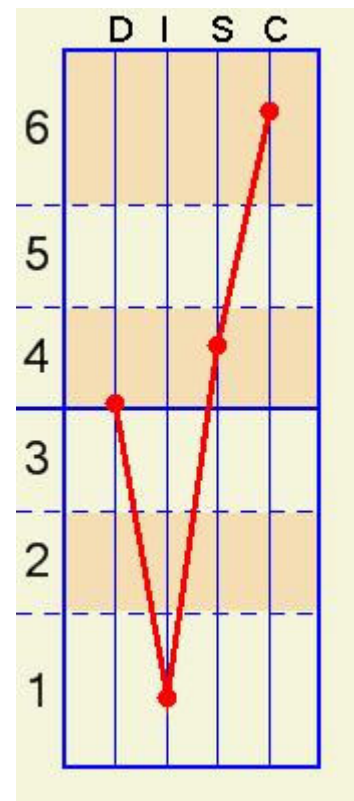
Pattern: C (2136)

**Natural Style
Graph II**



Pattern: CSd (4166)

**Combined Style
Graph III**



Pattern: Csd (4146)

Your Style is indicated by your highest plotting point(s) above the midline (Segments 4-6). Capital letters indicate your primary behavioral style(s) and lowercase letters indicate your secondary style(s). Some people may or may not have secondary styles. The numbers represent your segment numbers in DISC order. Please refer to **How to Read and Interpret Your eGraphs** from the eGraph section of your Home Page.

We have provided valuable background reference materials in the separate reports titled **Application of the Athlete Assessments DISC Profiles** ("DISC Application Report") and **Coaching Styles Report**. These are available to you through your personal login (where you downloaded this report). You can use these report to begin to identify likely behavioral styles of others including your fellow coach staff, team members or even your competitors.

Direct Feedback from Observers

As part of your profile, you are able to invite observers to complete an assessment questionnaire about you, as they see you in your coaching role. This is valuable 360 degree feedback. Comments in this report are included exactly as they are answered by the observers - without any editing, spelling corrections or censoring. Please note that comments are also only displayed if more than three observers completed the assessment questionnaire (this is to protect their identity).

PLEASE NOTE: If your feedback is missing and you anticipate that it should be within this report, you can login to your webpage (where you downloaded this report) and click on the 'Regenerate Your Report' button on the home page. To ensure your report is up to date, you should do this after new Observers complete their surveys.

In her coaching role, what do you consider to be Charlie's strengths? That is, what do they do well?

No question that the program is the best in the country. She does her research. Has a checklist for everything when we travel. Makes me feel confident that everything is looked after and looked over and double checked. Our equipment won't fail. Is very consistent and fair. Doesn't play favourites like some other coaches I know. Reliable. Likeable in a distant way.

She sets a very well structured program and this meets my needs. I know the program is theoretically correct and I know in advance what I am doing each week. As well, my progress is measured accurately and this helps me to understand where I have improved and what I can continue to do better. I find this motivating.

I think she is very professional. She is always on time, our equipment is well prepared and we all know what is expected of us in a competition.

Direct Feedback from Observers (continued)

In her coaching role, what do you consider to be Charlie's performance limitations?

Relies way too much on her brain and strategy rather than her gut or feelings, which can sometimes give valuable advice. Doesn't quite understand all the team, especially the young ones who have lots going on in their life. Could smile a bit more.

She does not ask me for my input often enough. As well, I feel that I do not know her very well and she does not really know me. We seem to have a purely professional relationship but it would be great to learn more about her and she about me. She can also be inflexible in the program she sets, especially when I am feeling extremely tired. All that seems to matter is that we complete the work loads each week.

Overly rigid and often when she is coaching me, she gives me way too much information and I get confused by this.

Direct Feedback from Observers (continued)

In her coaching role, what do you consider to be Charlie's opportunities for improvement? That is, what can they do better?

Organise more social things for the team when the competition pressure is off. Let us see more of who she is. She is very guarded and keeps it all on the game. She is a really nice person and she should show us more of that side. Maybe listen to the other assistant coaches too sometimes when they want to focus on a non-technical aspect of the game. I do really like her tho.

I think she can try to be more approachable for her athletes. This would help us to understand her better. I also feel she could try to be more spontaneous with the training she sets. Perhaps appreciate that some of her athletes become bored with the same routine each time.

I think she could be more inspiring and motivating especially when we are not achieving our goals at training or competition. It is not just a matter of doing more work.

Next Steps

This report is filled with information about you as a coach and your preferred coaching behaviors.

Have this report printed into a hard copy form and keep with you. Digest it slowly and look at it often. Let it sink in. There is a lot of information here and it is not meant to be digested in just one reading.

Ensure that you have completed your Summary Page on page 15. This is useful as an exercise for you to review the report content and is also useful to share as a one-page summary with others.

There are also valuable resources available to you through your personal login, including the DISC Application Report and the Coaching Styles Report.

You may also like to consider getting feedback from others as your 'Observers'. It is completely optional and at your control. Access this through your personal login.

If you haven't already, many coaches get enormous value from using the AthleteDISC profile with their team of athletes. Simply contact the person who organized your profile or go to the www.AthleteAssessments.com website for more information.

*Have fun with making a few changes in your behavior and experience the results. You might be surprised! There is a great rule to apply called **The Platinum Rule™**: "Treat others the way **THEY** want to be treated" and you will have much more success in all your coaching role and other relationships!*

Disclaimer

THERE ARE NO WARRANTIES, EXPRESS OR IMPLIED, REGARDING THE COACHDISC ONLINE ASSESSMENT, INCLUDING BUT NOT LIMITED TO, THE WARRANTIES OF MERCHANTABILITY OR FITNESS FOR PARTICULAR PURPOSE, OR WITH RESPECT TO THE ACCURACY, COMPLETENESS, OPERABILITY, OR USEFULNESS OF THE COACHDISC ONLINE ASSESSMENT OR THE RESULTS THEREOF.

You assume full responsibility, and Athlete Assessments, Alessandra & Associates, Inc. and Dr. Tony Alessandra shall not be liable for, (i) your use and application of the CoachDISC Online Assessment, (ii) the adequacy, accuracy, interpretation or usefulness of the CoachDISC Online Assessment, and (iii) the results or information developed from your use or application of the CoachDISC Online Assessment. You waive any claim or rights of recourse on account of claims against Athlete Assessments, Alessandra & Associates, Inc. and Dr. Tony Alessandra either in your own right or on account of claims against Athlete Assessments, Alessandra & Associates, Inc. and Dr. Tony Alessandra by third parties. You shall indemnify and hold Athlete Assessments, Alessandra & Associates, Inc. and Dr. Tony Alessandra harmless against any claims, liabilities, demands or suits of third parties. The foregoing waiver and indemnity shall apply to any claims, rights of recourse, liability, demand or suit for personal injury, property damage, or any other damage, loss or liability, directly or indirectly arising out of, resulting from or in any way connected with the CoachDISC Online Assessment, or the use, application, adequacy, accuracy, interpretation, usefulness, or management of the CoachDISC Online Assessment, or the results or information developed from any use or application of the CoachDISC Online Assessment, and whether based on contract obligation, tort liability (including negligence) or otherwise. In no event will Athlete Assessments, Alessandra & Associates, Inc. or Dr. Tony Alessandra be liable for any lost profits or other consequential damages, or for any claim against you by a third party, even if Athlete Assessments, Alessandra & Associates, Inc. and Dr. Tony Alessandra has been advised of the possibility of such damages.