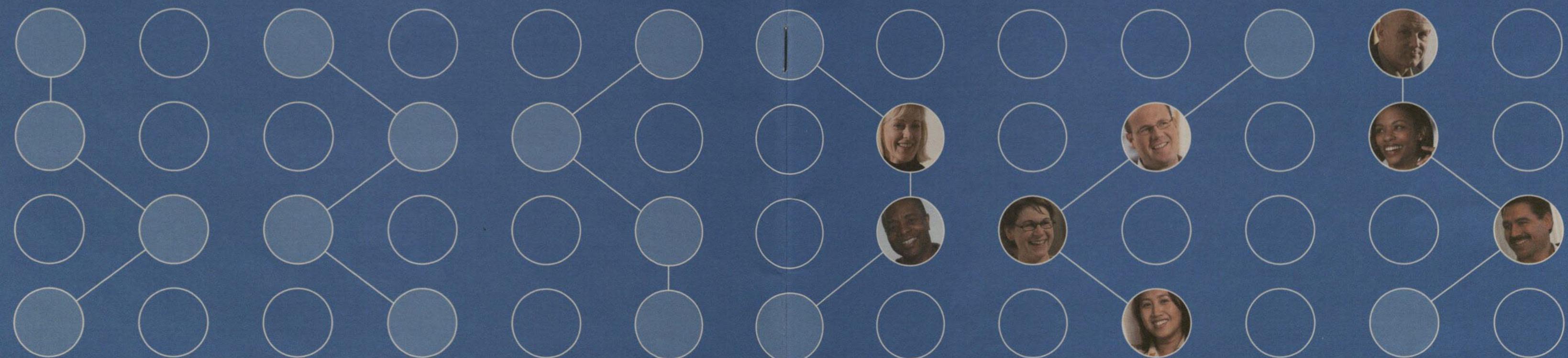


**DiSC®** Classic  
Personal Profile System® 2800



DiSC® Classic, Version 9.0.  
Use with DiSC® Classic Facilitator's Kit (B-888) or Everything DiSC Facilitation System (B-588)

Publisher: Inscape Publishing, Inc., Minneapolis, Minnesota, USA

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# Response Page

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Choose one **MOST** and one **LEAST** in each of the 28 groups of words.

(See instructions on page 3)

	MOST	LEAST	MOST	LEAST	MOST	LEAST		
1	enthusiastic daring diplomatic satisfied	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	10	brave inspiring submissive timid	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	19	aggressive extroverted amiable fearful	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
2	cautious determined convincing good-natured	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	11	reserved obliging strong-willed cheerful	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	20	confident sympathetic impartial assertive	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3	friendly accurate outspoken calm	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	12	stimulating kind perceptive independent	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	21	well-disciplined generous animated persistent	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
4	talkative controlled conventional decisive	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	13	competitive considerate joyful private	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	22	impulsive introverted forceful easygoing	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5	adventurous insightful outgoing moderate	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	14	fussy obedient firm playful	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	23	good mixer refined vigorous lenient	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
6	gentle persuasive humble original	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	15	attractive introspective stubborn predictable	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	24	captivating contented demanding compliant	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
7	expressive conscientious dominant responsive	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	16	logical bold loyal charming	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	25	argumentative systematic cooperative light-hearted	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
8	poised observant modest impatient	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	17	sociable patient self-reliant soft-spoken	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	26	jovial precise direct even-tempered	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
9	tactful agreeable magnetic insistent	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	18	willing eager thorough high-spirited	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	27	restless neighborly appealing careful	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
						28	respectful pioneering optimistic helpful	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

# Instructions

DiSC® Classic

## 1 Responding

- Study the first group of four words on page 2 while thinking about yourself in your selected setting or focus.
- Select **only one word** that **MOST** describes you. Use a coin or other smooth metal object to gently rub the rectangle after that word in the **MOST** column. A symbol will appear. See **Example 1**.
- Select **only one word** that **LEAST** describes you. Use a coin or other smooth metal object to gently rub the rectangle after that word in the **LEAST** column. A symbol will appear.
- Use the same procedure to respond to the remaining groups of descriptive words.

**REMEMBER:** Select **only one MOST** and **one LEAST** choice for each group.

### EXAMPLE 1

The individual responding tends to be **MOST** enthusiastic and **LEAST** satisfied in his or her selected setting.

MOST	LEAST
■	
	▲

## 2 Counting and Recording

- Tear out the perforated area in the lower right corner of this page to reveal the **Tally Box** on page 5.
- MOST** Choices:  
Total the number of **Zs** in the three **MOST** columns on page 2. Write this total over the **Z** symbol in the **MOST** column of the **Tally Box**.  
Use the same procedure to count and record the other symbols ■ ▲ ★ N in the **MOST** columns.
- LEAST** Choices:  
Total the number of **Zs** in the three **LEAST** columns on page 2. Write this total over the **Z** symbol in the **LEAST** column of the **Tally Box**.  
Use the same procedure to count and record the other symbols ■ ▲ ★ N in the **LEAST** columns.
- Check the accuracy by adding the **MOST** and **LEAST** columns of the **Tally Box**. Each column should **total 28**. If not, check your tally and symbol counts.

## 3 Determining the Difference

- Determine the difference between the **MOST** and **LEAST** columns for each row of the **Tally Box**. Enter these numbers in the **DIFFERENCE** column.
- Use a plus (+) sign if the number in the **MOST** column is greater than the number in the **LEAST** column. See **Example 2**.  
Use a minus (-) sign if the number in the **MOST** column is less than the number in the **LEAST** column.
- Turn to page 4.

### EXAMPLE 2

GRAPH I MOST	GRAPH II LEAST	GRAPH III DIFFERENCE
D 2	- D 14	= -12
i 3	- i 11	= -8
S 11	- S 1	= +10
C 12	- C ★	= +11
O 0	- O 1	= DO NOT COMPUTE
COLUMN SHOULD TOTAL 28		
COLUMN SHOULD TOTAL 28		

Perforation • Perforation • Perforation • Perforation • Perforation • Perforation • Perforation •

Lift and Tear  
on Perforation  
to Reveal  
**TALLY BOX**  
on Page 5

# Instructions

DiSC® Classic

## 4 Plotting

- A. Use the numbers from the **MOST** column of the **Tally Box** to plot **GRAPH I** on page 5.  
See Example 3.

Plot the **Z** number on the **D** line.

Plot the **■** number on the **i** line.

Plot the **▲** number on the **S** line.

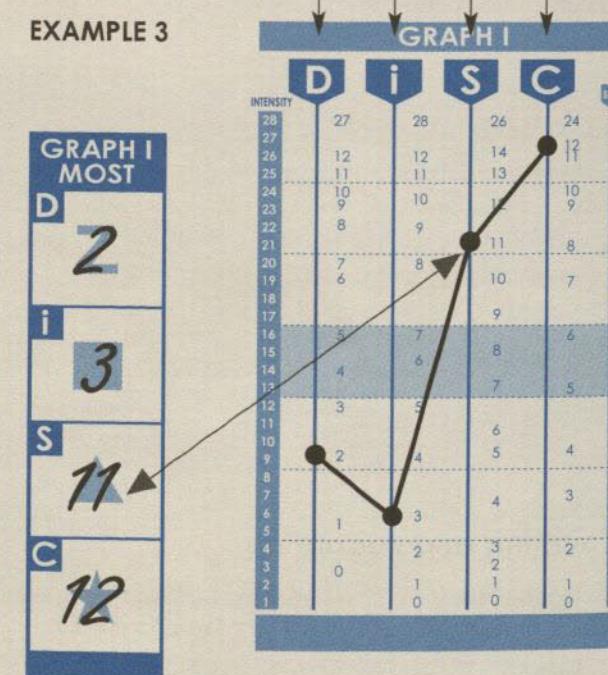
Plot the **★** number on the **C** line.

Estimate the plotting point if a specific number is not shown on the graph. Do not plot the **N** number.

- B. Use the numbers from the **LEAST** column of the **Tally Box** to plot **Graph II**.

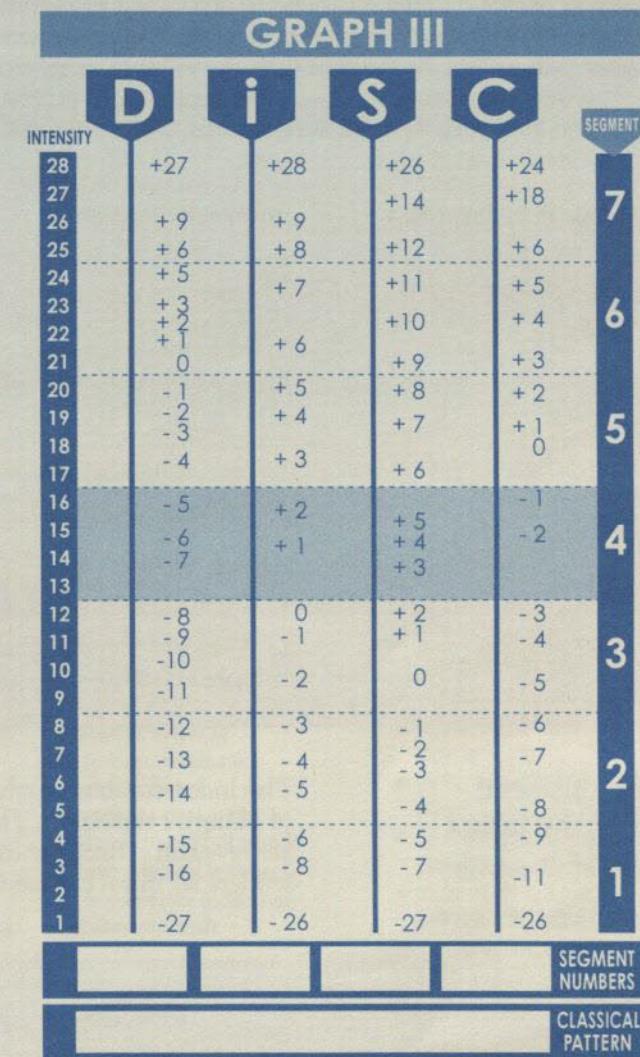
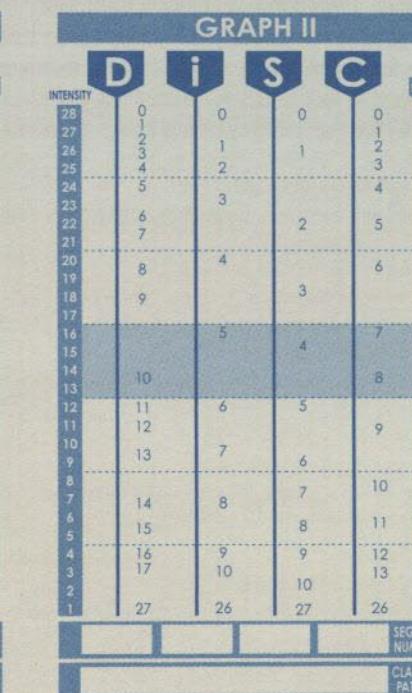
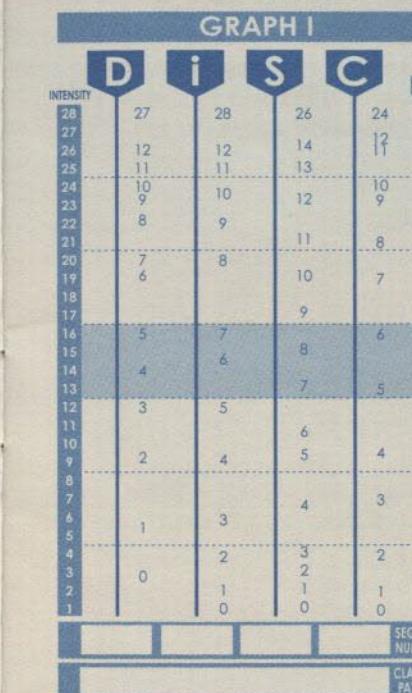
- C. Use the numbers from the **DIFFERENCE** column of the **Tally Box** to plot **Graph III**. Note the **+** and **-** signs on **Graph III**.

EXAMPLE 3



# Graphs

DiSC® Classic

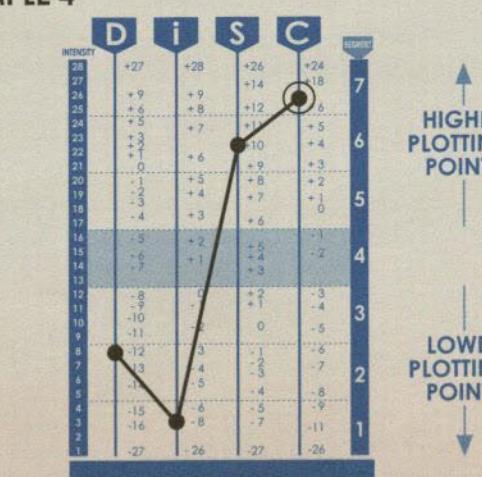


## 5 Interpretation

- A. Circle the peak(s) of the four plotting points in **Graph III**.  
See Example 4. If two plotting points are equally high, circle both points.
- B. Identify the behavioral tendency for each plotting point circled. Each scale is labeled **D**, **i**, **S**, or **C** at the top of the graph. The example shows a high point on the **C** scale followed by a secondary high point on the **S** scale.

- C. Turn to page 6.

EXAMPLE 4



TALLY BOX		GRAPH I MOST	GRAPH II LEAST	GRAPH III DIFFERENCE
D	Z	-	Z	=
i	■	-	■	=
S	▲	-	▲	=
C	★	-	★	=
N	N	-	N	= DO NOT COMPUTE
		COLUMN SHOULD TOTAL 28	COLUMN SHOULD TOTAL 28	

# Guidelines for Interpretation

DiSC® Classic

The purpose of DiSC® Classic is to help you understand yourself and others. The profile provides a framework for looking at human behavior while increasing your knowledge of your unique behavioral pattern. The goal of this practical approach is to help you create an environment that will ensure your success. At the same time, you will gain an appreciation for the different motivational environments required by other behavioral styles. The three interpretation stages, which progress from general to specific, will help you master the DiSC Dimensions of Behavior approach for understanding people. The following summary table identifies the basis for the interpretation and its content and also offers suggestions for using each interpretation stage.

## BASIS OF INTERPRETATION

### INTERPRETIVE CONTENT

### SUGGESTIONS FOR USE

#### General Highlights

##### STAGE I (page 7)

Based on your highest plotting point(s) on **GRAPH III**.

The content provides an understanding of the **D, i, S, and C** Dimensions of Behavior. The interpretation contains general highlights and includes the following:

#### Description

1. The individual's behavioral tendencies
2. The individual's desired environment

#### Action Plan

1. What the individual needs from others
2. What the individual needs in order to be more effective

#### Dimensional Intensity Index

##### STAGE II (page 8)

Based on the exact placement of your plotting point(s) on the **D, i, S, and C** scales.

The index considers each DiSC Dimension of Behavior separately. The words that are revealed reflect the intensity of your tendencies in each dimension.

#### Classical Profile Patterns

##### STAGE III (page 9-19)

Based on the pattern of your high and low plotting points on all four DiSC Dimensions of Behavior.

Behavioral patterns, determined by the shape of your profile graph, provide an integrated interpretation of your behavioral style. Each Classical Pattern describes the behavior of people with a specific blend of the four DiSC behavioral styles, or dimensions. This description reflects the complexity and subtlety of behavior.

Fifteen Classical Patterns and three special patterns are presented.

Insights into your work behavior and the work behavior of others are summarized in nine key areas under the following headings:

#### Emotions: your general demeanor

#### Goal: what you are most motivated to obtain

#### Judges others by: how you evaluate others

#### Influences others by: how you affect others' behavior

#### Value to the organization: how you contribute

#### Overuses: how your strengths can become limitations

#### Under pressure: how you react to stressful situations

#### Fears: what causes you discomfort

#### Would increase effectiveness through: how to achieve maximum success

# General Highlights

DiSC® Classic

## Interpretation Stage I (See page 6, Guidelines for Interpretation.)

DESCRIPTION	ACTION PLAN
<p><b>D DOMINANCE</b> Emphasis is on shaping the environment by overcoming opposition to accomplish results.</p> <p><b>This person's tendencies include</b></p> <ul style="list-style-type: none"><li>• getting immediate results</li><li>• prestige and challenge</li><li>• opportunities for individual accomplishments</li><li>• a wide scope of operations</li><li>• direct answers</li><li>• opportunities for advancement</li><li>• freedom from controls and supervision</li><li>• many new and varied activities</li></ul>	<p><b>This person needs others who</b></p> <ul style="list-style-type: none"><li>• weigh pros and cons</li><li>• calculate risks</li><li>• use caution</li><li>• create a predictable environment</li><li>• research facts</li><li>• deliberate before deciding</li><li>• recognize the needs of others</li></ul> <p><b>To be more effective, this person needs</b></p> <ul style="list-style-type: none"><li>• to receive difficult assignments</li><li>• to understand that they need people</li><li>• to base techniques on practical experience</li><li>• to receive an occasional shock</li><li>• to identify with a group</li><li>• to verbalize reasons for conclusions</li><li>• to be aware of existing sanctions</li><li>• to pace self and to relax more</li></ul>
<p><b>i INFLUENCE</b> Emphasis is on shaping the environment by influencing or persuading others.</p> <p><b>This person's tendencies include</b></p> <ul style="list-style-type: none"><li>• contacting people</li><li>• making a favorable impression</li><li>• being articulate</li><li>• creating a motivating environment</li><li>• generating enthusiasm</li><li>• entertaining people</li><li>• viewing people and situations with optimism</li><li>• participating in a group</li></ul>	<p><b>This person needs others who</b></p> <ul style="list-style-type: none"><li>• concentrate on the task</li><li>• seek facts</li><li>• speak directly</li><li>• respect sincerity</li><li>• develop systematic approaches</li><li>• prefer to deal with things instead of people</li><li>• take a logical approach</li><li>• demonstrate individual follow-through</li></ul> <p><b>To be more effective, this person needs</b></p> <ul style="list-style-type: none"><li>• to control time, if D or S is low</li><li>• to make objective decisions</li><li>• to use hands-on management</li><li>• to be more realistic when appraising others</li><li>• to make priorities and deadlines</li><li>• to be more firm with others, if D is low</li></ul>
<p><b>S STEADINESS</b> Emphasis is on cooperating with others within existing circumstances to carry out the task.</p> <p><b>This person's tendencies include</b></p> <ul style="list-style-type: none"><li>• performing in a consistent, predictable manner</li><li>• demonstrating patience</li><li>• developing specialized skills</li><li>• helping others</li><li>• showing loyalty</li><li>• being a good listener</li><li>• calming excited people</li><li>• creating a stable, harmonious work environment</li></ul>	<p><b>This person needs others who</b></p> <ul style="list-style-type: none"><li>• react quickly to unexpected change</li><li>• stretch toward the challenges of accepted tasks</li><li>• become involved in more than one thing</li><li>• are self-promoting</li><li>• apply pressure on others</li><li>• work comfortably in an unpredictable environment</li><li>• help to prioritize work</li><li>• are flexible in work procedures</li></ul> <p><b>To be more effective, this person needs</b></p> <ul style="list-style-type: none"><li>• to be conditioned prior to change</li><li>• to validate self-worth</li><li>• to know how personal effort contributes to the group effort</li><li>• to have colleagues of similar competence and sincerity</li><li>• to know task guidelines</li><li>• to have creativity encouraged</li></ul>
<p><b>C CONSCIENTIOUSNESS</b> Emphasis is on working conscientiously within existing circumstances to ensure quality and accuracy.</p> <p><b>This person's tendencies include</b></p> <ul style="list-style-type: none"><li>• adhering to key directives and standards</li><li>• concentrating on key details</li><li>• thinking analytically, weighing pros and cons</li><li>• being diplomatic with people</li><li>• using subtle or indirect approaches to conflict</li><li>• checking for accuracy</li><li>• analyzing performance critically</li><li>• using a systematic approach to situations or activities</li></ul>	<p><b>This person needs others who</b></p> <ul style="list-style-type: none"><li>• delegate important tasks</li><li>• make quick decisions</li><li>• use policies only as guidelines</li><li>• compromise with the opposition</li><li>• state unpopular positions</li><li>• initiate and facilitate discussions</li><li>• encourage teamwork</li></ul> <p><b>To be more effective, this person needs</b></p> <ul style="list-style-type: none"><li>• to have time to plan carefully</li><li>• to know exact job descriptions and performance objectives</li><li>• to schedule performance appraisals</li><li>• to receive specific feedback on performance</li><li>• to respect people's personal worth as much as their accomplishments</li><li>• to develop tolerance for conflict</li></ul>



## Dimensional Intensity Index

DiSC® Classic

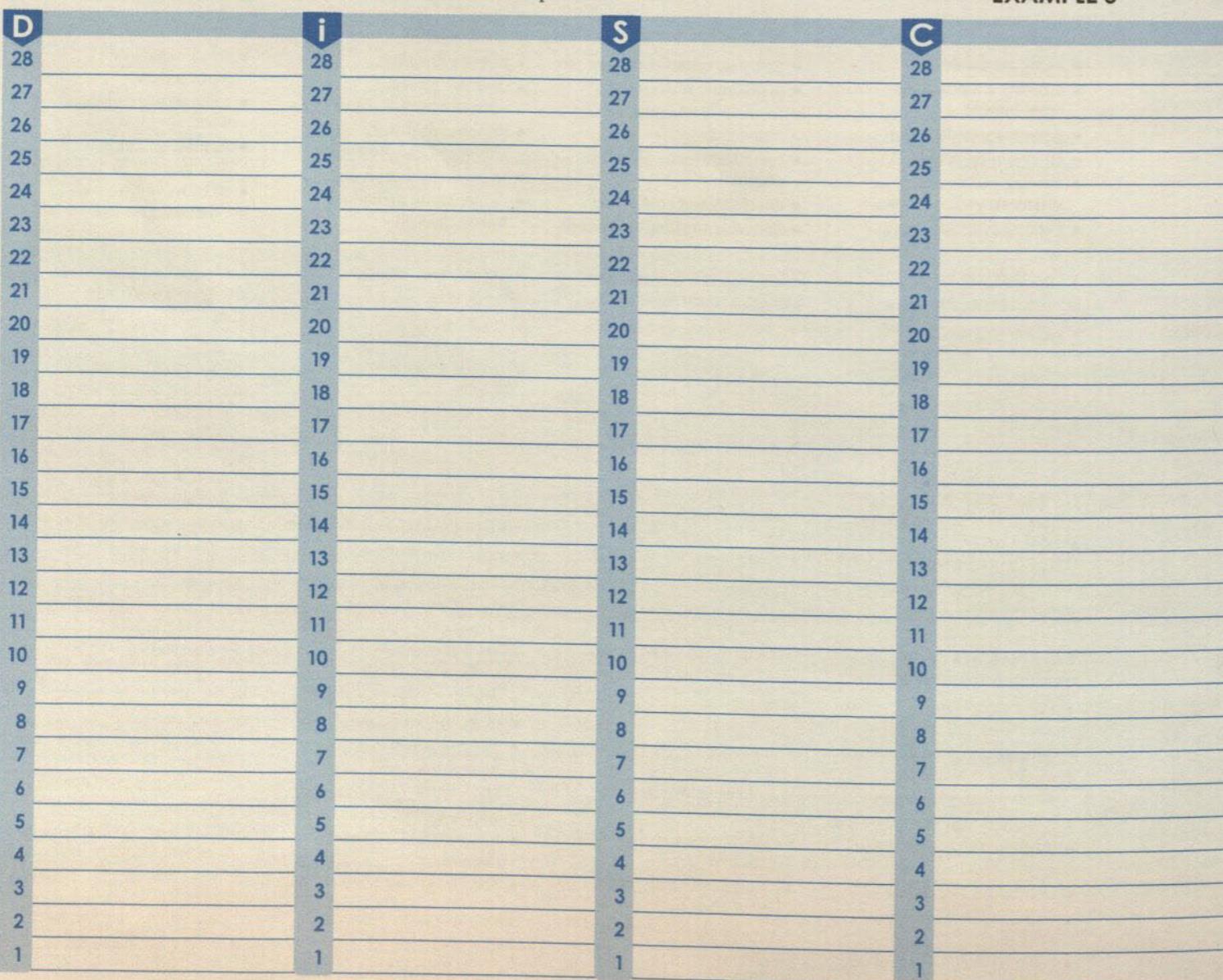
### Interpretation Stage II

The second stage of interpretation considers each dimension separately. The index reflects the intensity of your tendencies on the D, i, S, and C scales. Use the procedure outlined below.

1 Draw a horizontal line from the **D** plotting point to a number in the shaded bar at the left of **GRAPH III** on page 5. **See Example 5.**

2 Use the identified number from the graph's shaded bar to locate the corresponding number in the shaded bar of the **D** column on this page.

3 Use a coin or other metal object to rub the space to the right of the number. (A word will appear.)



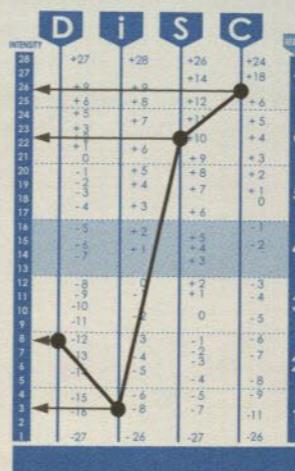
4 Then rub the three spaces below and the three spaces above this reference point. For example, if the number in the shaded bar is 8, rub 5, 6, 7, 8, 9, 10, and 11 for a total of seven spaces.

If the number falls within the top or bottom three spaces, you will not rub seven spaces. For example, if the number is 26 you will rub the three spaces below and the two spaces above for a total of five spaces.

5 Repeat the above procedure for the **i**, **S**, and **C** plotting points.

6 Personalize your interpretation.

- Use a ✓ to indicate agreement.
- Use an X to indicate disagreement.
- Use a ? to indicate doubt.



EXAMPLE 5

## Finding and Interpreting Your Classical Profile Pattern

DiSC® Classic

### Interpretation Stage III

#### Classical Profile Pattern Interpretations

Classical Patterns are based on the shape of the profile plotting points or the relationship of the four DiSC® dimensions to each other. The profile shape is determined by the pattern of both high and low plotting points. The positional relationships among the four plotting points could result in hundreds of patterns and would fill several volumes with the interpretations.

The DiSC Classic Classical Pattern interpretations represent a more practical approach. The Classical Profile Patterns are those profile forms that occur most frequently in the population. Each represents a significantly different behavioral style.

Research subjects of each pattern were observed at work and interviewed by professionals in order to discover and confirm the rich, detailed insights summarized and published in the Classical Pattern information in this profile. Although individuals may have differences in their plotting points, if the shapes of their profile graphs are similar, they can have the same Classical Pattern. Of course, there will be individual differences in how that pattern is expressed.

Discussion and observation will help you to expand your understanding of each Classical Profile Pattern.

#### Using Information from Graph III

The interpretation for Graph III provides a description of how you see yourself. The graph summarizes and combines two different ways of looking at yourself. Some people find that they are more comfortable when describing themselves by their **MOST** choices. Others may feel that they described themselves more accurately by their **LEAST** choices. And still others are equally comfortable with both choice processes. The combination of your responses to **both** choices (Graph III) provides the most comprehensive picture of how you see yourself.

People occasionally find that either their **MOST** or **LEAST** responses were affected by social desirability. In other words, they selected the words that fit their idea of how they should be in their selected environment rather than what was actually the most natural behavior for them. Reading the interpretation of the Classical Pattern for your Graph III will help you to determine the most accurate description of your behavioral style.

#### Using Information from Graph I and Graph II

Some people find additional understanding of themselves by looking at any differences between their responses to their **MOST** and **LEAST** choices.

#### How to Find Your Classical Profile Pattern

1 The DiSC Classic graphs are divided into seven segments. The segment numbers are located in the shaded column on the right.

#### 2 See Example 6

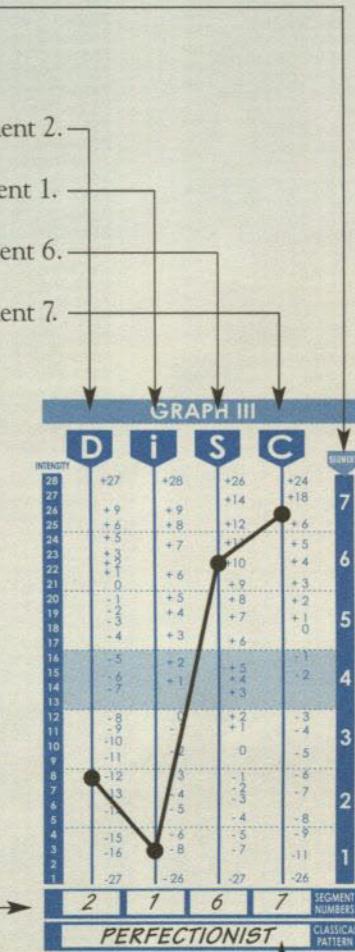
The **D** plotting point is in segment 2.

The **i** plotting point is in segment 1.

The **S** plotting point is in segment 6.

The **C** plotting point is in segment 7.

EXAMPLE 6



3 The resulting numbers are written in the boxes below the graph.

4 Example 6 segment number 2167 is listed in the Classical Profile Pattern Table (pages 10–13) as a Perfectionist Pattern. Write this Classical Pattern name in the box provided.

5 Turn to page 5 and follow the above procedure to identify your patterns segments and name.

6 See page 6, Stage III Guidelines for Interpretation. Then read your Classical Profile Pattern interpretation(s) to discover more about yourself. Interpretations are found on pages 14 to 19 and are listed in alphabetical order.

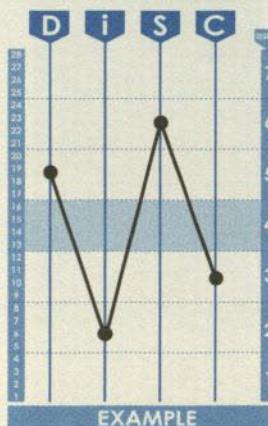




## Classical Profile Patterns

DiSC® Classic

### Achiever Pattern



**Emotions:** is industrious and diligent; displays frustration

**Goal:** personal accomplishments, sometimes at the expense of the group's goal

**Judges others by:** ability to achieve concrete results

**Influences others by:** accountability for own work

**Value to the organization:** sets and completes key result areas for self

**Overuses:** self-reliance; absorption in the task

**Under pressure:** becomes frustrated and impatient; becomes more of a "do-er" and less of a "delegator"

**Fears:** others with competing or inferior work standards affecting results

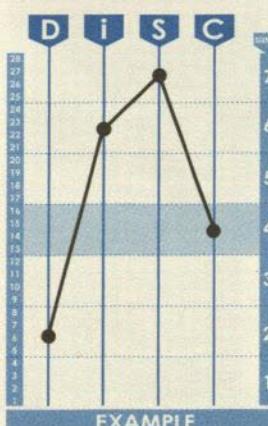
**Would increase effectiveness through:** less "either-or" thinking; clearer task priorities; consideration of optional approaches; willingness to compromise short-term for long-range benefits

The motivation of Achievers is largely internal and flows from deeply felt personal goals. Their commitment to their own goals prevents them from automatically accepting the group's goals. Achievers need to see how they can blend their personal goals with the organization's goals. By retaining control over the direction of their lives, Achievers develop a strong sense of accountability.

Achievers demonstrate a keen interest in their work and an intense, continual pursuit of accomplishment. They have a high opinion of their work and may hesitate to delegate tasks when under pressure. Instead, they take on the work themselves to ensure that things are done right. When they delegate, they have a tendency to take back the task if it does not go according to their expectations. Their guiding premise is, "If I succeed, I want the credit; if I fail, I will take the blame."

An Achiever should communicate more with others to expand their thinking beyond either "I have to do it myself" or "I want all the credit." They may need help in finding new approaches for achieving their desired results. Achievers function at peak efficiency, and they expect recognition equal to their contribution — high wages in for-profit organizations and leadership positions in other groups.

### Agent Pattern



**Emotions:** accepts affection; rejects aggression

**Goal:** group acceptance

**Judges others by:** commitment to tolerate and include everyone

**Influences others by:** empathy; friendship

**Value to the organization:** supports, harmonizes, empathizes; focuses on service

**Overuses:** kindness

**Under pressure:** becomes persuasive, using information or key friendships if necessary

**Fears:** dissent; conflict

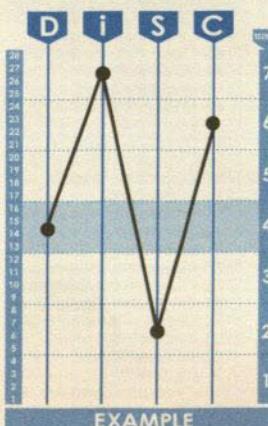
**Would increase effectiveness through:** strength in the realization of who they are and what they can do; firmness and self-assertion; ability to say "no" when appropriate

Agents are attentive to both the human relations and task aspects of their work situation. Empathetic and supportive, they are good listeners and known for their willing ear. Agents make people feel wanted and needed. Because Agents respond to others' needs, people do not fear being rejected by Agents. Agents offer friendship and are willing to perform services for others.

Agents have excellent potential for organizing and completing tasks effectively. Agents naturally promote harmony and teamwork and are particularly good at doing for others what they find difficult to do for themselves.

Agents fear conflict and dissent. Their supportive approach may enable others to tolerate a situation rather than encouraging them to engage in active problem-solving. In addition, the Agent's tendency to adopt a "low profile" — instead of having open confrontations with aggressive individuals — may be perceived as a lack of "toughness." Although they are concerned with fitting into the group, Agents have a fair degree of independence.

### Appraiser Pattern



**Emotions:** is driven to look good

**Goal:** "victory" with flair

**Judges others by:** ability to initiate activities

**Influences others by:** competitive recognition

**Value to the organization:** accomplishes goals with the team

**Overuses:** authority; ingenuity

**Under pressure:** becomes restless, critical, impatient

**Fears:** "loss" or "failure"; others' disapproval

**Would increase effectiveness through:** individual follow-through; empathy when showing disapproval; steadier pace

Appraisers make creative ideas serve practical purposes. They use direct methods to accomplish results. Appraisers are competitive, but other people tend to view them as assertive rather than aggressive because Appraisers are considerate of others. Instead of giving orders or commands, Appraisers involve people in the task through persuasion. They elicit the cooperation of those around them by explaining the rationale for the proposed activities.

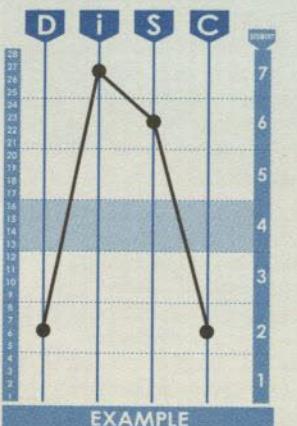
Appraisers help others to visualize the steps needed in order to accomplish results. Appraisers usually speak from a detailed plan of action that they have developed in order to ensure an orderly progression toward results. In their eagerness to win, Appraisers can become impatient when their standards are not maintained or when extensive follow-through is required.

Appraisers are good critical thinkers. They are verbal in their criticisms and their words occasionally may be caustic. Appraisers have a better control of the situation if they relax and pace themselves. A helpful axiom to achieve this is, "You win some, you lose some."

## Classical Profile Patterns

DiSC® Classic

### Counselor Pattern



**Emotions:** is approachable; shows affection and understanding

**Goal:** friendship; happiness

**Judges others by:** positive acceptance of others; ability to look for the good in people

**Influences others by:** personal relationships; "open door" policy

**Value to the organization:** remains stable and predictable; develops a wide range of friendships; listens to others' feelings

**Overuses:** indirect approach; tolerance

**Under pressure:** becomes overly flexible and intimate; is too trusting without differentiating among people

**Fears:** pressuring people; being accused of causing harm

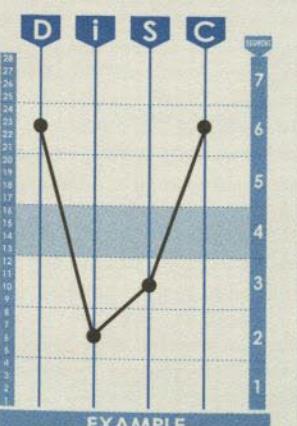
**Would increase effectiveness through:** attention to realistic deadlines; initiative to complete the task

Counselors are particularly effective at solving people's problems. They impress others with their warmth, empathy, and understanding. Their optimism makes it easy to look for the good in others. Counselors prefer to deal with others by building long-standing relationships. As a good listener with a willing ear for problems, a Counselor offers suggestions gently and refrains from imposing his or her ideas on others.

Counselors tend to be overly tolerant and patient with non-producers. Under pressure, they may have difficulty confronting performance problems. Counselors may be indirect when issuing orders, making demands, or disciplining others. By adopting the attitude that "people are important," Counselors may place less emphasis on task accomplishment. They sometimes require help in setting and meeting realistic deadlines.

Counselors often take criticism as a personal affront, but they respond well to attention and compliments for well-done assignments. When in a position of responsibility, Counselors tend to be attentive to the quality of working conditions and provide adequate recognition for members of their group.

### Creative Pattern



**Emotions:** accepts aggression; restrains expression

**Goal:** dominance; unique accomplishments

**Judges others by:** personal standards; progressive ideas for accomplishing tasks

**Influences others by:** ability to pace development of systems and innovative approaches

**Value to the organization:** initiates or designs changes

**Overuses:** bluntness; critical or condescending attitude

**Under pressure:** becomes bored with routine work; sulks when restrained; acts independently

**Fears:** lack of influence; failure to achieve their standards

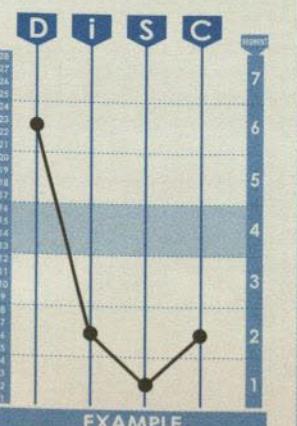
**Would increase effectiveness through:** warmth; tactful communication; effective team cooperation; recognition of existing sanctions

Persons with a Creative Pattern display opposing forces in their behavior. Their desire for tangible results is counterbalanced by an equally strong drive for perfection, and their aggressiveness is tempered by sensitivity. Although they think and react quickly, they are restrained by the wish to explore all possible solutions before making a decision.

Creative persons exhibit foresight when focusing on projects, and they bring about change. Since individuals with a Creative Pattern have a drive for perfection and demonstrate considerable planning ability, the changes they make are likely to be sound, but the method they choose may lack attention to interpersonal relationships.

Creative persons want freedom to explore, and they want the authority to examine and retest findings. They can make daily decisions quickly but may be extremely cautious when making bigger decisions: "Should I accept that promotion?" "Should I move to another location?" In their drive for results and perfection, Creative persons may not be concerned about social poise. As a result, they may be cool, aloof, or blunt.

### Developer Pattern



**Emotions:** is concerned with meeting personal needs

**Goal:** new opportunities

**Judges others by:** ability to meet the Developer's standards

**Influences others by:** finding solutions to problems; projecting a personal sense of power

**Value to the organization:** avoids "passing the buck"; seeks new or innovative problem-solving methods

**Overuses:** control over people and situations to accomplish his or her own results

**Under pressure:** works alone to complete tasks; is belligerent if individualism is threatened or challenging opportunities disappear

**Fears:** boredom; loss of control

**Would increase effectiveness through:** patience, empathy; participation and collaboration with others; follow-through and attention to quality control

Developers tend to be strong-willed individualists, continually seeking new horizons. As self-reliant, independent thinkers, they prefer to find their own solutions. Relatively free of the constraining influence of the group, Developers are able to bypass convention and often create innovative solutions.

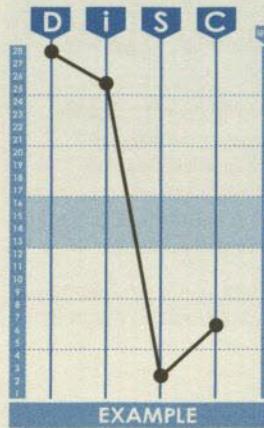
Although they most often use direct, forceful behavior, Developers can also shrewdly manipulate people and situations. When required to participate with others in situations that limit their individualism, Developers tend to become belligerent. They are persistent when pursuing the results they desire and will do whatever is necessary to overcome obstacles to success. In addition, they have high expectations of others and can be critical when their standards are not met.

Developers are most interested in achieving their own goals. Opportunities for advancement and challenge are important to them. By focusing on results, they may lack empathy or seem uncaring by dismissing others' concerns.

## Classical Profile Patterns

DiSC® Classic

### Inspirational Pattern



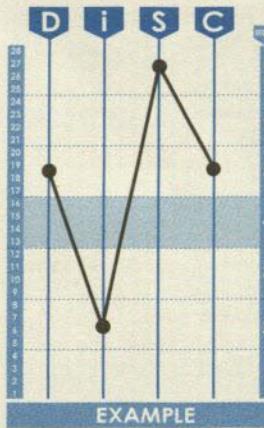
- Emotions:** accepts aggression; downplays need for affection  
**Goal:** control of their environment or audience  
**Judges others by:** projection of personal strength, character, and social power  
**Influences others by:** charm, direction, intimidation; use of rewards  
**Value to the organization:** acts as a "people mover"; initiates, demands, compliments, disciplines  
**Overuses:** attitude that "the ends justify the means"  
**Under pressure:** becomes manipulative, quarrelsome or belligerent  
**Fears:** weak behavior; loss of social status  
**Would increase effectiveness through:** genuine sensitivity; willingness to help others to succeed in their own personal development

Persons with the Inspirational Pattern consciously attempt to modify the thoughts and actions of others. They want to control their environment. They are astute at identifying and manipulating an individual's existing motives in order to direct that person's behavior toward a predetermined end.

Inspirational persons are clear about the results they want, but they do not always immediately verbalize them. They state the results they want only after they have primed the other person, offering friendship to those who desire acceptance, authority to those who seek power, and security to those who want a predictable environment.

Inspirational persons can be charming in their interactions. They are persuasive when they want help in repetitive and time-consuming details. People often experience a conflicting sensation by feeling drawn to Inspirational people and yet being curiously distanced. Others may feel "used" by Inspirational persons' powers of manipulation. Although they sometimes inspire fear in others and override their decisions, Inspirational persons are generally well liked by co-workers because they use their considerable verbal skills to persuade others whenever possible. Inspirational persons clearly prefer to accomplish goals through cooperation and persuasion instead of domination.

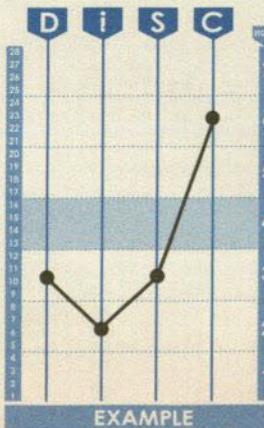
### Investigator Pattern



- Emotions:** is dispassionate; demonstrates self-discipline  
**Goal:** power through formal roles and positions of authority  
**Judges others by:** use of factual information  
**Influences others by:** determination, tenacity  
**Value to the organization:** offers comprehensive follow-through; works determinedly on tasks individually or in a small group  
**Overuses:** bluntness; suspicion of others  
**Under pressure:** tends to internalize conflict; holds on to grudges  
**Fears:** involvement with the masses; responsibility to sell abstract ideas  
**Would increase effectiveness through:** flexibility; acceptance of others; personal involvement with others

Objective and analytical, Investigators are dispassionate "anchors of reality." Generally undemonstrative, they calmly and steadily pursue an independent path toward a fixed goal. Investigators are successful at many things, not because of versatility but due to their dogged determination to follow through. They seek a clear purpose or goal from which they can develop an orderly plan and organize their actions. Once a project has begun, Investigators fight tenaciously to achieve their objectives. Intervention is sometimes needed to change their direction. As a result, they can be perceived as stubborn and opinionated. Investigators do well with challenging technical assignments in which they can use actual data to interpret the information and draw conclusions. They respond to logic rather than emotion. When selling or marketing an idea, they are most successful with a concrete product. Investigators are not especially interested in pleasing people, and they prefer to work alone. They can be perceived as cold, blunt, and tactless. Because they value their own thinking ability, Investigators evaluate others by how they use facts and logic. To increase their effectiveness in personal interactions, Investigators need to develop a greater understanding of other people, especially others' emotions.

### Objective Thinker Pattern



- Emotions:** rejects interpersonal aggression  
**Goal:** correctness  
**Judges others by:** ability to think logically  
**Influences others by:** use of facts, data, and logical arguments  
**Value to the organization:** defines and clarifies; obtains, evaluates, and tests information  
**Overuses:** analysis  
**Under pressure:** becomes worrisome  
**Fears:** irrational acts; ridicule  
**Would increase effectiveness through:** self-disclosure; public discussion of their insights and opinions

Objective Thinkers tend to have highly developed critical thinking abilities. They emphasize the importance of facts when drawing conclusions and planning actions, and they seek correctness and accuracy in everything they do. To manage their work activities effectively, Objective Thinkers often combine intuitive information with the facts they have gathered. When in doubt about a course of action, they avoid public failure by preparing meticulously. For example, Objective Thinkers will master a new skill privately before they use it in a group activity.

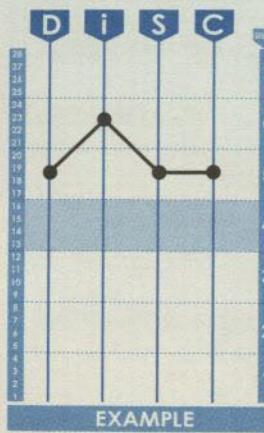
Objective Thinkers prefer to work with people who, like themselves, are interested in maintaining a peaceful work environment. Considered shy by some, they may be reticent in expressing their feelings. They are particularly uncomfortable with aggressive people. Despite being mild-mannered, Objective Thinkers have a strong need to control their environment. They tend to exert this control indirectly by requiring others to adhere to rules and standards.

Objective Thinkers are concerned with the "right" answer and may have trouble making decisions in ambiguous situations. With their tendency to worry, they may get bogged down in "analysis paralysis." When they make a mistake, Objective Thinkers often hesitate to acknowledge it. Instead, they immerse themselves in a search for information that supports their position.

## Classical Profile Patterns

DiSC® Classic

### Overshift Pattern



Before you go further, review your profile graph scores for the possibility of errors made when computing your responses or plotting your scores. An Overshift Pattern occurs when all four plotting points are positioned in the upper portion of the graph. This indicates that the person considers all four behavioral styles to be of equally high importance. As a result, the shape of the profile does not match any of the commonly occurring Classical Profile Patterns.

Classical Patterns represent combinations of high and low plotting points, whereas the Overshift Pattern has only high plotting points. When an Overshift Pattern appears in Graph III, it is recommended that one of the other two graphs be used for interpretation, but remember that Graph I or Graph II represents only half of the responses. It may be helpful to retake the profile with a clearer focus.

### Perfectionist Pattern



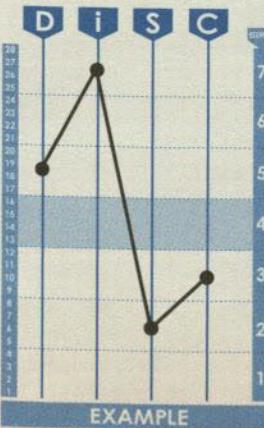
- Emotions:** displays competence; is restrained and cautious  
**Goal:** stability; predictable accomplishments  
**Judges others by:** precise standards  
**Influences others by:** attention to detail; accuracy  
**Value to the organization:** is conscientious; maintains standards; controls quality  
**Overuses:** procedures and "fail-safe" controls; overdependence on people, products, and processes that have worked in past  
**Under pressure:** becomes tactful and diplomatic  
**Fears:** antagonism  
**Would increase effectiveness through:** role flexibility; independence and interdependence; belief in self-worth

Perfectionists are systematic, precise thinkers and workers who follow procedure in both their personal and work lives. Extremely conscientious, they are diligent in work that requires attention to detail and accuracy. Because they desire stable conditions and predictable activities, Perfectionists are most comfortable in a clearly defined work environment. They want specifics on work expectations, time requirements, and evaluation procedures.

Perfectionists may become bogged down in the details of the decision-making process. They can make major decisions but may be criticized for the amount of time they take to gather and analyze information. Although they like to hear the opinions of their managers, Perfectionists take risks when they have facts that they can interpret and use to draw conclusions.

Perfectionists evaluate themselves and others by precise standards for achieving concrete results while adhering to standard operating procedures. This conscientious attention to standards and quality is valuable to the organization. Perfectionists may define their worth too much by what they do and not by who they are as people. As a result, they tend to react to personal compliments by thinking, "What does this person want?" By accepting sincere compliments, Perfectionists can increase their self-confidence.

### Persuader Pattern



- Emotions:** trusts others; is enthusiastic  
**Goal:** authority and prestige; status symbols  
**Judges others by:** ability to express themselves; flexibility  
**Influences others by:** friendly, open manner; verbal skills  
**Value to the organization:** sells and closes; delegates responsibility; is poised and confident  
**Overuses:** enthusiasm; selling ability; optimism  
**Under pressure:** becomes indecisive and is easily persuaded; becomes organized in order to look good  
**Fears:** fixed environment; complex relationships  
**Would increase effectiveness through:** challenging assignments; attention to task-oriented service and key details; objective data analysis

Persuaders work with people, striving to be friendly while pushing forward their own objectives. Outgoing and interested in people, Persuaders have the ability to gain the respect and confidence of various types of people. Persuaders can impress their thoughts on others, drawing people to them and retaining them as clients or friends. This ability is particularly helpful when Persuaders sell themselves or their ideas to win positions of authority.

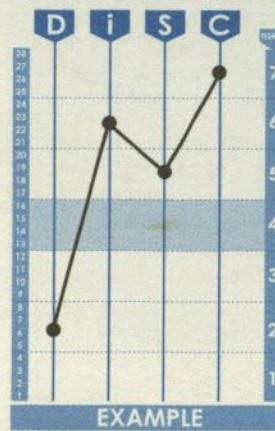
The most favorable environment for Persuaders includes working with people, receiving challenging assignments, and experiencing a variety of work activities that require mobility. They seek work assignments that will give them the opportunity to look good. As a result of their naturally positive outlook, Persuaders may be too optimistic about a project's results and others' potential. Persuaders also tend to overestimate their ability to change the behavior of others.

Although Persuaders desire freedom from routine and regimentation, they need to receive analytical data on a systematic basis. Once alerted to the importance of the "little things," Persuaders can use the information to balance their enthusiasm with a realistic assessment of the situation.

## Classical Profile Patterns

DiSC® Classic

### Practitioner Pattern



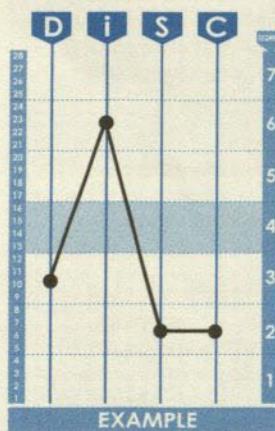
**Emotions:** wants to keep up with others in effort and technical performance  
**Goal:** personal growth  
**Judges others by:** self-discipline; position and promotions  
**Influences others by:** confidence in their ability to master new skills; development of "proper" procedures and actions  
**Value to the organization:** is skilled in technical and people problem-solving; displays proficiency and specialization  
**Overuses:** overattention to personal objectives; unrealistic expectations of others  
**Under pressure:** becomes restrained; is sensitive to criticism  
**Fears:** being too predictable; no recognition as an "expert"  
**Would increase effectiveness through:** genuine collaboration for common benefit; delegation of key tasks to appropriate individuals

Practitioners value proficiency in specialized areas. Spurred on by a desire to be "good at something," they carefully monitor their own work performance. Although their aim is to be "the" expert in an area, Practitioners frequently give the impression that they know something about everything. This image is particularly strong when they express their knowledge on a variety of subjects.

As Practitioners interact with others, they project a relaxed, diplomatic, and easygoing style. This congenial attitude may change quickly in their own work area when they become intensely focused in order to meet high standards for performance. Practitioners evaluate others on the basis of their self-discipline as measured by their daily performance. They have high expectations for themselves and others, and they tend to express their disappointment.

Although they naturally concentrate on developing an organized approach to work and increasing their own skills, Practitioners also need to help others to build skills. In addition, they need to increase their appreciation of those who contribute to the work effort even though they may not use the Practitioner's preferred methods.

### Promoter Pattern



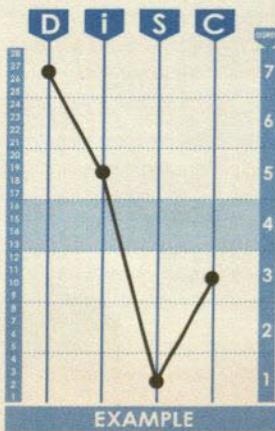
**Emotions:** is willing to accept others  
**Goal:** approval, popularity  
**Judges others by:** verbal skills  
**Influences others by:** praise, opportunities, favors  
**Value to the organization:** relieves tension; promotes projects and people, including him or herself  
**Overuses:** praise, optimism  
**Under pressure:** becomes careless and sentimental; is disorganized  
**Fears:** loss of social acceptance and self-worth  
**Would increase effectiveness through:** control of time; objectivity; sense of urgency; emotional control; follow-through on promises and tasks

Promoters have an extensive network of contacts. They are usually gregarious and socially adept, and they develop friendships easily. They rarely antagonize others intentionally. Promoters seek favorable social environments where they can develop and maintain their contacts. Verbally skilled, they promote their own ideas and create enthusiasm for others' projects. With their wide range of contacts, Promoters have access to the people who can help them.

Since Promoters prefer to participate and interact with others in activities, they may be less interested in task accomplishment. They may continue to seek out any situation that involves meeting people and socializing even though their job requires attention to more solitary activities. They thrive on meetings, committees, and conferences.

Usually optimistic, Promoters tend to overestimate the ability of others. They often leap to favorable conclusions without considering all the facts. Promoters will learn to be objective and emphasize results with coaching and direction. Time management may present challenges for Promoters. By setting a time limit on conversation and discussion, they can remind themselves of the urgency of "closing" and accomplishing the task.

### Result-Oriented Pattern



**Emotions:** verbalizes ego strength; displays rugged individualism  
**Goal:** dominance and independence  
**Judges others by:** ability to accomplish tasks quickly  
**Influences others by:** force of character; diligence  
**Value to the organization:** persistence; doggedness  
**Overuses:** impatience; "win-lose" competition  
**Under pressure:** becomes critical and fault-finding; resists participating with a team; may overstep boundaries  
**Fears:** others will take advantage of them; slowness, especially in task activities; being a pushover  
**Would increase effectiveness through:** explanation of their reasoning and consideration of other views and ideas about goals and solutions to problems; genuine concern for others; patience and humility

Result-Oriented people display self-confidence, which some may interpret as arrogance. They actively seek opportunities that test and develop their abilities to accomplish results. Result-Oriented persons like difficult tasks, competitive situations, unique assignments, and "important" positions. They undertake responsibilities with an air of self-importance and display self-satisfaction once they have finished.

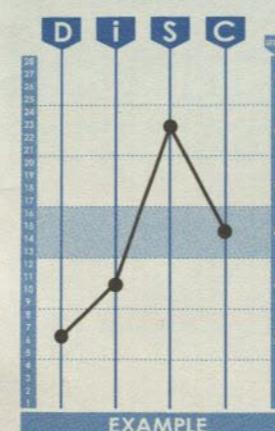
Result-Oriented people tend to avoid constraining factors, such as direct controls, time-consuming details, and routine work. Because they are forceful and direct, they may have difficulties with others. Result-Oriented people prize their independence and may become restless when involved with group activities or committee work. Although Result-Oriented people generally prefer to work alone, they may persuade others to support their efforts, especially when completing routine activities.

Result-Oriented people are quick thinkers, and they are impatient and critical toward those who are not. They evaluate others on their ability to get results. Result-Oriented people are determined and persistent even in the face of antagonism. They take command of the situation when necessary, whether or not they are in charge. In their uncompromising drive for results, they may appear blunt and uncaring.

## Classical Profile Patterns

DiSC® Classic

### Specialist Pattern



**Emotions:** is calculatingly moderate; accommodates others  
**Goal:** maintenance of the status quo; controlled environment  
**Judges others by:** friendship standards; competence  
**Influences others by:** consistent performance; accommodating others  
**Value to the organization:** plans short term; is predictable, consistent; maintains steady pace

As Practitioners interact with others, they project a relaxed, diplomatic, and easygoing style. This congenial attitude may change quickly in their own work area when they become intensely focused in order to meet high standards for performance. Practitioners evaluate others on the basis of their self-discipline as measured by their daily performance. They have high expectations for themselves and others, and they tend to express their disappointment.

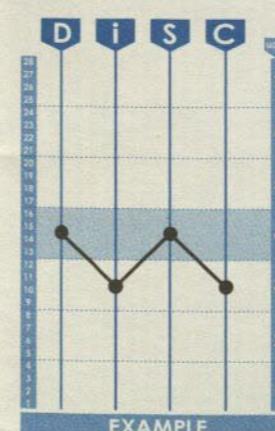
Although they naturally concentrate on developing an organized approach to work and increasing their own skills, Practitioners also need to help others to build skills. In addition, they need to increase their appreciation of those who contribute to the work effort even though they may not use the Practitioner's preferred methods.

Specialists "wear well" with others. With their controlled stance and modest manner, they are able to work well with a number of behavioral styles. Specialists are considerate, patient, and always willing to help those they consider friends. They build close relationships with a relatively small group of associates in the work environment.

Their efforts are directed toward retaining familiar and predictable patterns. Most effective in specialized areas, Specialists plan their work along directed channels and achieve a remarkably consistent performance. Appreciation from others helps to maintain that level of consistency.

Specialists are slow to adapt to change. Prior conditioning gives them time to change their procedures while maintaining a consistent level of performance. Specialists may need help to start new projects or develop shortcut methods to meet deadlines. Finished projects are often put aside for further revisions. Specialists should consider throwing away old files that have outlived their usefulness.

### Tight Pattern



Before you go further, review your profile graph scores for the possibility of errors made when computing your responses or plotting your scores. A Tight Pattern occurs when all four plotting points are positioned in the middle area of the graph with only one segment difference between the four points. This indicates that the person considers all four behavioral styles to be of equal importance. As a result, the **shape** of the profile does not match any of the commonly occurring patterns.

Classical Profile Patterns represent combinations of high and low plotting points, whereas the Tight Pattern has plotting points only in the middle area. When a Tight Pattern appears in Graph III, it is recommended that one of the other two graphs be used for interpretation, but remember that Graph I or Graph II represents only half of the responses. It may be helpful to retake the profile with a clearer focus.

### Undershift Pattern



Before you go further, review your profile graph scores for the possibility of errors made when computing your responses or plotting your scores. An Undershift Pattern occurs when all four plotting points are positioned in the lower portion of the graph. This indicates that the person considers all four behavioral styles to be of equally low importance. As a result, the **shape** of the profile does not match any of the commonly occurring patterns.

Classical Patterns represent combinations of high and low plotting points, whereas the Undershift Pattern has only low plotting points. When an Undershift Pattern appears in Graph III, it is recommended that one of the other two graphs be used for interpretation, but remember that Graph I or Graph II represents only half of the responses. It may be helpful to retake the profile with a clearer focus.