



# Personal Mastery Online Report excluding Leadership

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Focus: work

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## 1 Personal Mastery™ Report

### 1.1 Comprehensive Work Performance Indicator

The term mastery descends from the Sanskrit root Mah, meaning “greater.” Through the centuries in Latin and Old English the meaning of “mastery” as domination over something else, has endured. But a variation of the word evolved in medieval French: maître, meaning someone who was exceptionally proficient and skilled.

Mastery, as we use the word today, reflects maître. It means the capacity not only to produce results, but also to “master” the principles underlying the way you produce results.

If someone can create great work only with constant struggle, we wouldn't call that person masterful. In mastery, there is a sense of effortless and joyousness. It stems from an ability and willingness to understand and work with forces around you.

The Personal Mastery™ Report provides a realistic view of ourselves, even though it may make us uncomfortable. It requires an ability to ask: “What is going on right now? What choices are available? How are they best created?” The purpose, then, is to teach you where you are and help you consider where you may desire to be. The key questions will stimulate your thinking, and the corresponding descriptive answers will enable you to take control. The exercises included in the report provide ongoing activities that will add to your dimension as a “Master who enjoys performing at peak efficiency.”

## 1.2 Description of Graphs

### **Graph I: Public Self Concept**

Our public self-concept (Graph I) is the image we project to others. It is what we want them to know about us. To a large degree, our public self-concept has developed in response to the expectations of others. It continues to evolve as we adapt to changes in our environment. We may have several public self-concepts in that certain people and situations require different behavior. Each plotting point on Graph I reflects the intensity of one of the four factors (D-I-S-C) of the public self-concept.

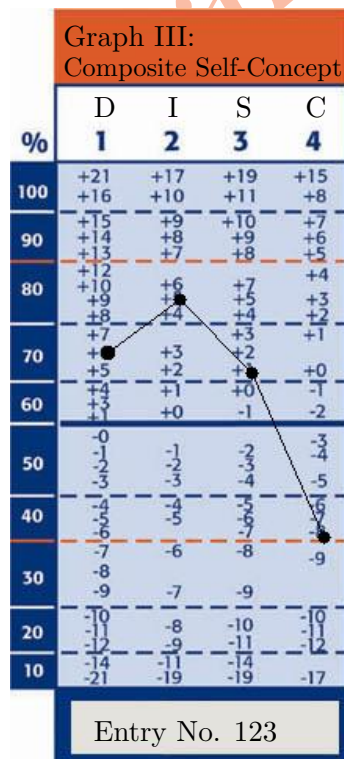
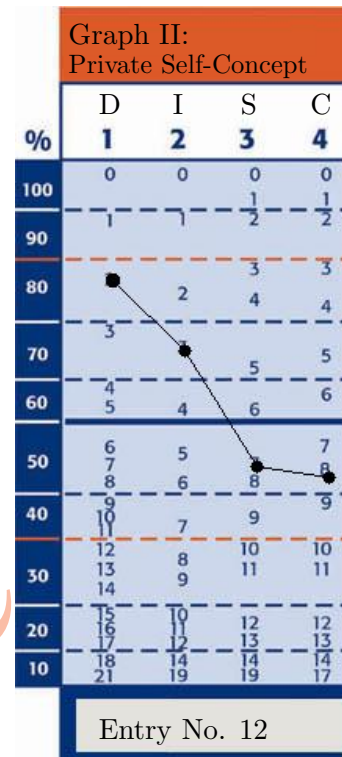
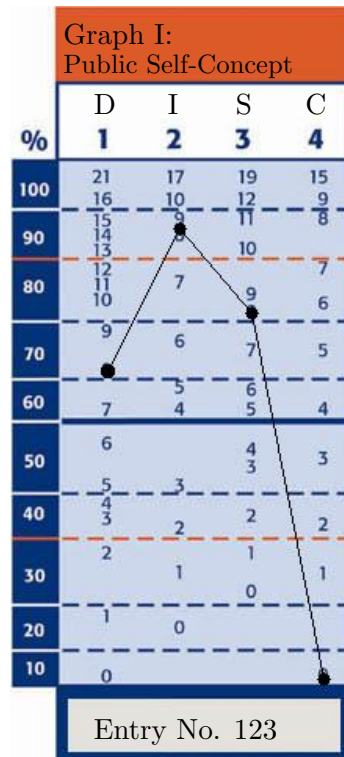
### **Graph II: Private Self Concept**

Our private self-concept (Graph II) is a homing beacon that keeps us tuned to our beliefs of who we are and what we expect of ourselves. The beliefs that underlie our private self-concept - our character - were incorporated into our feelings and emotions early in life. Despite the importance of those formative years, we continue to screen our beliefs, affirming some, altering others, and rejecting still others.

### **Graph III: Composite Self Concept**

Recent theories of personality describe the composite self-concept as the meeting ground between the individual and society. Graph III is the meeting ground between Graph I, what we think society expects, and Graph II, our expectations of ourselves.

### 1.3 Graphs From The Personal Mastery™ Report Behavior Edition Graph



**On Stage: Susan's Behavior**

**Behind The Scenes: Susan's Character**

**In Seeking Self-esteem**

## 2 Behavioral View

### 2.1 What Do People Remember Most About Susan?

Susan is genuinely concerned about what others think and want. People remember her consideration for their feelings — and her high expectations. Adept in working with individuals and large groups, Susan is curious about ways of increasing the effectiveness of both people and organizations. She enjoys controlling events by installing and promoting use of standard operations and procedures. Although she is interested in others' growth and development, she will not be bound by their limitations. Anticipating that her high expectations will not always be met, she is ready with back-up solutions and excels at developing new options. She learns quickly.

Susan desires to achieve success and help the organization to accomplish its goals through her skill in understanding people. Her operational mode, how she does things, is characterized by committing to objectives and accepting responsibility. She moves easily from the role of leader to that of follower. As a leader, Susan issues direct orders and disciplines with empathy. As a follower, she meets realistic deadlines and displays strong independence, at times becoming resistive and stubborn. The term that best describes Susan in the work environment is **Administrator**.

Our character automatically channels the energy released from our feelings, emotions and passions into relatively consistent and predictable behavior. Six opposite but related character modes are paired and defined here. The emphasis given each mode is expressed as a percentage of the energy expended on the pair. The narrative describes how the energy is expressed in the environment in three different areas: seeking self-esteem, dealing with right and wrong, and pursuing a course of action.

In seeking self-esteem, Susan has significantly more energy available to function as an individual than as a team member.

#### Character Modes

<b>Individualistic (71%)</b>	vs.	<b>Group Oriented (29%)</b>
Develops own uniqueness and independence, takes the initiative; express creativity.		Looks for common purpose; builds unity; finds shared meaning; seeks mutual aid; cooperates.

**In Dealing With Right And Wrong**

Susan instinctively seeks to stand out from the group rather than to be one of many. She views the work team primarily as the means to an end, helping her to accomplish her personal goals. She rallies them to her cause; devises slogans to unite their efforts; and coins words that arouse their interest. Perceiving team members as faint extensions of herself, she views the team's success as due primarily to her efforts.

In dealing with issues of right and wrong, Susan has slightly more energy available for judging behavior than for caring behavior.

**Character Modes**

Judging (54%)	vs.	Caring (46%)
Protects individual rights; holds people accountable; upholds laws and rules; rewards and punishes.		Helps others; strengthens human bonds; considers the circumstances; empathizes; forgives.

Susan views right and wrong from a strategist's point of view. She tends to rely somewhat more on the formal aspects of the organization to direct the behavior of others rather than her own. Policies, rules, and regulations help to control. Explicit accountabilities make it easier to measure results and reward or punish accordingly. But Susan also shows a human face; she is understanding, up to a point, when circumstances inhibit performance or when mistakes occur. However, Susan primarily uses the caring mode to suit her needs. She develops bonds with people to instill loyalty to her personally and to support what she defines as right or wrong.

**In Pursuing A Course Of Action**

In pursuing a course of action, Susan has almost equal energy available for contending behavior and collaborating behavior.

**Character Modes**

Contending (52%)	vs.	Collaborating (48%)
Commits to a position; speaks forcefully; holds to principle; strives to overcome opponents.		Displays openness; listens and questions; negotiates; compromises, reaches agreement; implements.

She alternates between the two character modes and sometimes integrates them. Susan is a front runner because she takes a forceful position, persuading and convincing others of her goal. But she stays at the forefront because she builds a base that involves others—listening and adapting, building consensus and loyalty, providing opportunities for them to participate in decisions.

**The Unrehearsed:  
Susan's  
Temperament**

**Susan Tends To:**

Temperament is our reactive mode. In contrast to character, which is learned, temperament is largely inborn and only partially changeable. Temperament is the bare bones of our personality that we flesh out with character-directed behavior and clothe in behavior that others expect (onstage behavior). An example of temperament: How quickly do we become angry? What is the duration of our anger? These time elements, directly related to temperament, impact our work process.

- Keep possibilities open; refrain from seeking immediate action; take time to assemble additional information and win support.
- Show a willingness to consider options; encourage others to offer their suggestions.
- Develop a wait-and-see attitude, following those situations and people that may present problems.
- Be more extroverted than introverted.
- Resist being pushed by deadlines; request others to show patience.
- Be fairly quick to anger and fairly quick to forget slights.

sample

## 2.2 How Does Susan Provide Quality Action?

Our character is made up of learned behavior from past experience. It automatically and unconsciously determines most of our responses to the world around us. In contrast, quality action results from a deliberate and reasoned effort to benefit others as well as ourselves. As such action becomes increasingly automatic, our character takes on a productive orientation, channeling our energy to create a positive work environment, develop quality customer service, and manufacture quality products.

The presence of an arrow underneath a plus  $\oplus$  or minus  $\ominus$  before a behavior indicates Susan's tendency in general toward or away from quality action/productive character under the circumstance.

**When Susan's Ideas Are Opposed She Tends To:**

$\ominus$  Generalize about her position before responding to a request for factual data; advocate experimentation, ignoring evidence that proven procedures are effective; feel trapped in the status quo.

$\oplus$   
↑ Show concern for the common good and those things that have meaning beyond herself; keep promises to provide relevant information and documentation.

**When Events Seem Threatening Or Intolerable, She Tends To:**

$\ominus$  Demonstrate independence, refusing to compromise when tensions are high; assign responsibility to less qualified people, passing over those who are more seasoned.

$\oplus$   
↑ Identify possible directions that may be beneficial to both herself and the team; follow through on commitments; remain steadfast in her position, demonstrating the strength of her convictions.

**When Assuming Major Responsibility, She Tends To:**

$\ominus$  Place the reputation of others on the line in an effort to preserve her own image; lack a sense of continuity at times and fail to keep others informed.

$\oplus$   
↑ Acknowledge the need for help from others, particularly creative support; be ready to change course when unforeseen obstacles appear.

**When Regulations  
Are Imposed, She  
Tends To:**

- ⊖ Become annoyed with rules; decide to establish her own guidelines; place herself above regulations, citing the uniqueness of her position.
- ⊕  
↑ Remain sensitive to the needs of people who fear that rules will hamper their productivity; consider on-going studies to test restraints and their consequences.

sample

### 2.3 What Is It That Ignites Susan's Interest?

Susan likes to build influence with large or small groups. Her motivation increases when she has opportunities to:

- Facilitate participation of people with differing backgrounds.
- Experiment with communication channels.
- Share ideas, plans and hopes with those, who are trustworthy and loyal.
- Test and review results.

Skilled in expressing herself through both speaking and writing, Susan desires to use those gifts in developing others. Her interest is sparked when people can be directed to carry out useful ideas, e.g., cost-effective proposals and procedures. Fresh ideas, high spirits, and friendly rivalry are stimulating to her but intense, cutthroat competition is upsetting. Susan is easily distracted by interpersonal clashes that absorb her energy. She likes an environment that enables her to appear relaxed and in control. One way in which Susan attempts to control the environment is by developing new skills. She does not intend to become stagnant or to have others less capable control the situation. The work environment that is most motivating to Susan is one that enables her to keep ahead of others in effort and technical performance.

**To Get Herself In Gear**

**To Involve Others In Accomplishing Tasks**

## 2.4 What Process Does Susan Use To Get Things Done?

Susan tends to take shortcuts and make assumptions about what needs to be done. At times, she may jump to conclusions and occasionally miss the mark but her willingness to listen helps in making course corrections. When in doubt, Susan poses questions and consults with individuals who can be of assistance. Eventually, she develops a carefully designed routine and schedule. Once a project is underway, Susan can often organize without planning; she knows what must occur to produce the best results.

Susan places high value on cooperation. She invests energy in collaborative ventures and creates the environment, where people expect to do right by each other. The meaningful activities and tasks she devises for groups and individuals reinforce that expectation. They serve the interest of the group and promote the purpose of the organization. Susan develops exceptional team productivity by making assignments that tap the interests and skills of team members. She works to clarify goals and her openness stimulates communication and cooperation.

In summary, Susan contributes to the work process by:

- Showing firmness when her reputation is at stake.
- Reprimanding others for lack of attention to detail.
- Creating situations in which ideas are shared.
- Showing a genuine concern for the expectations that others have of her.
- Accepting responsibility for follow-up; performing detailed work to ensure results.

## 2.5 How Does Susan Relate To Other People?

Susan responds to others with ease in either the leadership or followership role. Relating well in face-to-face situations, she is sociable at appropriate times and can handle people with charm and concern. Tactful, perceptive, and expressive, Susan tends to strike the right note with a wide variety of people. She senses prevailing sentiment; projects appropriate feeling; lets people know they have been heard and understood.

Planning her schedule in advance, Susan is businesslike in her arrangements. When the need for assertiveness emerges, she rises to the occasion and uses commanding and persuasive language. Her explanations tend to correct problems as they arise. On occasion, her mannerisms may appear too controlling and demanding. In dealing with negative people, Susan brings them into line: she may extol the virtues of the organization; cite the need for employees to respect their employer; encourage a change of perspective in how others are viewed. Susan is alert to the need for change in the system but holds that as a long range goal. The more immediate need is to encourage the growth and development of others; those benefited will in turn benefit others.

Sample

**Problem-Solving Style**

**2.6 What Is Susan's Pattern Of Problem Solving?**

On a continuum of problem-solving styles, Susan's position on a continuum of problem-solving styles. She is more intuitive than analytical in coming up with solutions.

Analytical			Integrated					Intuitive	
5	4	3	2	1	1	2	3	4	5
							↑		

Susan's inclination to devise new solutions evolves out of her boredom with repetitive events and a search for variety. However, she relies on thinking almost as much as feeling about the best way to implement her decision.

In the use of the problem-solving process, Susan is most proficient in steps 3, 4, and 5.

1. Identifying the problem
2. Exploring the problem
3. Examining possible solutions
4. Determining the best solution
5. Securing acceptance

She lets those with greater analytical skill handle steps 1 and 2. Susan enjoys listing many options in step 3, examining possible solutions. She excels at step 4, determining the best or most practical solution. In step 5, Susan secures acceptance with appropriate perspective; she mixes emotional appeal with objective evaluation.

## 2.7 How Does Susan Influence The Actions Of Others?

We use persuasion in every area of our lives. We seek to influence others for a variety of reasons that include gaining attention, being understood, eliciting cooperation, securing acceptance, and selling. In short, the skill of persuasion helps us to succeed with our co-workers and customers. Our voice mannerisms, strategy, and tactics have been developed to transmit our message to others. While these factors may vary with the situation, each of us has a basic pattern of influencing others.

### Voice Mannerisms: Appealing To The Sense Of Hearing

Susan has developed unique voice mannerisms to assist in persuading others. She gets the floor by speaking fairly fast and using medium-to-loud voice volume. Her voice is pitched to the middle tones, but she uses a great deal of vocal inflection, varying the speaking rate and her vocal pitch for emphasis. Susan sounds as she is: convincing and concerned.

### Strategies: Preparing The Message

A part of Susan's strategic plan is to establish a preeminent personal credibility. Her authoritative statements are deliberately designed to reveal her past experience. Susan may not always prepare carefully in the area of product knowledge, tending to operate with a very thin veneer of preparation in all aspects of the proposal. However, she readily researches questions and gives quick results.

### Tactics: Presenting The Message

In actually presenting her message, Susan is a master tactician; she reads the other person with outstanding accuracy. Her take charge attitude is punctuated with a disarming empathy for their feelings. This approach is most successful with individuals who lack the strength and toughness to resist her persistence and persuasiveness. Although Susan avoids sitting in judgment or being critical, her high energy level may be threatening to those who need more space in their decision making. Overall, she is very successful in ascertaining the intent of the person being persuaded, whether it is open or concealed.

Susan's rates:

High success in selling tangibles.

High success in selling intangibles.

**In Selling, Susan Can Improve By:**

- Understanding that the listener has other options; explaining very clearly the benefits of a proposal.
- Recognizing her tendency to monopolize the conversation; providing adequate time for others, whether customer or co-worker, to be part of the discussion.
- Acknowledging and clarifying the shortcomings, if any, of the proposal but refraining from joining with the listener in an attack on it.
- Seeking comments and questions from the person being persuaded; making sure her communication is understood and that her ideas are being accepted.
- Acknowledging her inclination to assume that her acceptance of the other person automatically results in her acceptance; checking out her status with the other person.

sample

**Susan's Intentions Include:**

**Instructions For Susan**

**General Intentions**

## 2.8 What Are Susan's Present Intentions?

We most often act in accordance with our intentions. To change or modify our actions, we must first change our intentions. People rarely sit down and examine how they intend to act in a specific situation. However, careful study will help determine whether our intentions are congruent with those of the work organization.

- Comparing her strength to that of others and looking for ways to improve.
- Discovering new ways to increase excitement in her life, hoping to overcome sameness.
- Showing strength in dealing with those who are envious and oppose her ideas.
- Developing or even inventing a common enemy to energize the efforts of others.
- Keeping the idea prominent that the created foe is one she and others can defeat.
- Using her ingenuity to protect her independence.
- Providing direction to people who are hesitant to arrive at decisions.
- Using her independence to discover new career possibilities or extensions to her present job.
- Developing backup systems; ensuring ways to accomplish tasks when difficulties arise; letting others save face.
- Being firm in support of her convictions.

Evaluate the appropriateness of your intentions in your present work environment. In the space to the left of each intention, write:

- “Y” for Yes—continue the intention.
- “E” for Explore.
- “N” for No—discontinue the intention

Susan's intentions may change over time with a corresponding change in her actions. Monitoring this dynamic process starts with an increased awareness of the intensity of her present general intentions. At this time, her strongest intentions are: 1. Be free to act (18%), 2. Develop harmony (16%), and 3. Desire to please (15%)

**Susan's Investment  
Of Effort**

General Intentions	Intensity Weight %	Intensity Rank	Evaluation
Be Free to Act	18	1	_____
Develop Harmony	16	2	_____
Desire to Please	15	3	_____
Gain Power	12	4	_____
Have Fun	10	5	_____
Taste Success	8	6	_____
Acknowledge Facts	7	7	_____
Take a Risk	6	8	_____
Hope to Create	5	9	_____
Proceed with Caution	3	10	_____
Total	100.0		

**Instructions For  
Susan**

1. Evaluate the appropriateness of your intensity for each general intention in your work environment. In the Evaluation column, write:
  - "S" for Satisfactory
  - "D" for Decrease
  - "I" for Increase
2. Rank the intentions based on your evaluation.
3. Note the two most important areas of difference, if any between the new and old rankings of intentions.
  - a. \_\_\_\_\_
  - b. \_\_\_\_\_

## 2.9 What Change Is Susan Experiencing?

We are always changing. The rate and direction of change vary in response to shifting influences in the work organization. If required work behavior is out of character for us, we have to redirect our energy consciously. This constitutes an energy drain and is most pronounced when we begin a new position. It may continue until we alter our convictions, change our intentions, and develop required attitudes and skills.

Susan's behavior in response to change may be described as confident. She may at times take sides on issues that have far-reaching effects. To create a climate of security and warmth for the group, she may assume tasks that will directly benefit team members. Showing increased talent in handling difficult problems, Susan gains recognition through improved verbal skills. She encourages rather than alienates those who are reluctant to accept her ideas. Susan makes an effort to establish long-term relationships. When necessary, she assumes a conciliatory role and insists that people keep their promises. Still, she hopes to assume an assertive leadership role and to show increased expressiveness, tact, and forcefulness when necessary.

Evaluate the change, if any, in the foregoing description from your usual behavior pattern. Estimate the degree of change by circling a number on the scale.

Little		CHANGE			Much	
		Some				
1	2	3	4	5	6	7

**Susan's Adaptive Behavior**

**Instructions For Susan:**

**Under Pressure,  
Susan Often:**

**Instructions For  
Susan**

## 2.10 How Does Susan Respond To Pressure?

When we are faced with strong opposition, our character is put to the test. The strength of our beliefs and convictions determines the amount of energy we exert to maintain our position. It is here that our feelings, emotions, and passions are demonstrated. These personality dynamics may be concealed from others and sometimes from ourselves. Below is a listing of Susan's actions under pressure. A narrative on another page describes the pattern of Susan's behavior under pressure.

- Lets others assist where possible.
- Becomes impatient with slow-moving events.
- Gets off on radical tangents.
- Assumes excessive responsibility not only to complete projects but also to set an example for others.
- Neglects her share of specific duties.
- Is very demanding of her co-workers.
- Makes changes that unsettle other people, disrupting their routine.
- Exercises strong authority and leadership.
- Feels drained of her resources but is still hopeful of getting, having, and keeping material possessions.
- Believes that she can do a variety of things but needs to be reminded of top priorities.

Indicate whether you recognize the preceding behaviors. In the blank space to the left of each behavior, write:

- "Y" for Yes
- "N" for No

Indicate your judgment regarding the behavior.

**The Pattern Of  
Susan's Behavior  
Under Pressure**

- "OK" for Acceptable
- "E" for Explore
- "R" for Reconsider

The pressure Susan feels is due, in large part, to high expectations: what she expects of herself and what others have come to expect of her. Many view her as someone who turns failure into success—seemingly overnight. While she cultivates that view, the reality is that she must struggle with those who vie with her for authority, power, and position. Her growing reputation and skills are of help, but they do not eliminate the opposition or the obstacles she encounters. Indeed, she pushes into areas that are populated by the skilled and ambitious. To meet these challenges, Susan brings together a variety of people, both prominent and obscure, and melds their talents and skills into a cohesive force to win over the opposition. It may take time, but Susan will sacrifice speed in the accomplishment of a goal for the full participation of others.

Her actions under pressure reveal her strategy in handling adversity. She welcomes the opportunity to defend her position, effectively using counterattack and rebuttal. If she personally is attacked rather than her ideas, she can be intimidating, giving as good as she gets. She regains control of her feelings when she expresses what can be learned from the situation. Then she acts in a productive way, discovering unusual ways in which to operate, talking about what she will and should do.

Sample

## 2.11 How Does Susan Handle Conflict?

Conflict exists when a decision has positive value and possible negative implications. The energy released by conflicting emotions is absorbed in the clash, leaving little energy for implementing the decision. Skill in resolving conflict with our colleagues facilitates the work process. Skill in resolving conflict with customers helps to expand the client base.

When dealing with external conflict, such as disagreeable people, Susan gives effective rebuttal. She is adept at questioning the rationale for their actions. Point by point, she investigates the merits of their behavior, calling attention to the source of negative results. This often puts Susan in a better light than those who stir up conflict and dissension to meet their own ends. When Susan encounters legitimate objections, she uses them as stepping stones for identifying new issues and launching fresh ideas.

When dealing with internal conflict, Susan most often has to cope with the clash between her desire for independence and her hope for harmony. She often feels that her progress is erratic: one step forward and two steps back. Perspective on this vital task of centering — reconciling the push toward a separate, independent existence and a shared, interdependent existence with others — comes with time and experience. Her challenge is to develop the wisdom as to when one should have priority over the other.

**In Solving Procedural Issues**

**Instructions For Susan**

**In Finding Creative Solutions**

## 2.12 With Whom Is Susan Most Compatible?

Compatibility exists when there is an appreciation of similarities and a respect for differences. Research indicates that procedural issues are best resolved by people with similarities. Creative solutions require people with differences. New ideas come out of the mix. The similarities and differences of people who can assist Susan are listed below.

The ideal persons to help Susan are those with similar behavior tendencies. Two like-minded individuals, who are comfortable with each others' way of thinking and doing, can help iron out "kinks" in procedures. These individuals are helpful to Susan because they:

- Expect others to offer assistance; rely upon and enlist the strength of protective friends.
- Pay attention to details; request specialized help.
- Influence others by being present when they are needed, providing on-going support.
- Prefer the participation of others in major decisions.
- Use effective communication in relating to others; enjoy being part of a team.

Identify at least one person in your work environment who has some of the preceding qualities.

1. \_\_\_\_\_
2. \_\_\_\_\_

To find creative solutions, the ideal persons to aid Susan have different behavior tendencies. Susan tends not to comply with expected routine. She is complemented by those who give clear and concise instructions and recognize that some conformity to procedural standards is helpful and necessary. These more exacting but people-oriented individuals can assist Susan because they:

**Instructions For  
Susan**

- Desire to solve new and challenging problems.
- Display versatility; gain approval for advanced plans of action.
- Appraise methods of operation; respect and obey rules and regulations; expect others to do the same.
- Openly state their personal beliefs; remind others that it is imperative to hold firm to their convictions.
- Seek immediate action; are uncomfortable until a decision has been reached.

Identify at least one person in your work environment who has some of the preceding qualities.

1. \_\_\_\_\_
2. \_\_\_\_\_

sample

## 2.13 How Is Susan Most Effectively Influenced?

People act on the basis of what they see, hear, touch, taste, and smell. Ability to influence another person increases dramatically if we use these sensory pathways in a similar manner if only for a short time. In effect, we tune into the other person's wavelength.

### To Gain Susan's Attention:

- Adapt to her mannerisms, both verbal and nonverbal.
- Project a lively and open manner.
- Speak at an accelerated rate.
- Use a good amount of vocal inflection; vary rate and tone.
- Employ a medium vocal pitch; use the middle voice tones.
- Emphasize key words and phrases as part of the communication.

### To Maintain Susan's Interest:

- Share in Susan's confidence and optimism of what she can do.
- Identify with her larger cause — to impact the lives of others.
- Emphasize fairness, equality, and team effort.
- Appeal to her conviction that people can make a difference; recognize her need to involve others in planning.

### To Build A Relationship With Susan:

- Share leadership with her.
- Be proficient in listening as well as in verbalizing.
- Show her how she fits into the plan and how her leadership is critical.
- Anticipate that she will severely test the implementation part of any proposal.

### 3 This Work/Life Report

#### 3.1 Background Information to the DISC model

The DISC personality model describes human behavior with the objective of understanding one's own needs and those of others better. It works on the assumption that human behavior is produced by two significant influences.

Is the perception of the environment rather:

- non stressful or
- stressful?

How does one respond to his environment:

- broadly assertive or
- broadly non assertive?

		PERCEPTION OF ENVIRONMENT			
		STRESSFUL		NONSTRESSFUL	
RESPONSE TO ENVIRONMENT	ASSERTIVE	1	12	21	2
		<b>Dominant</b> (directive) 124		<b>Influencing</b> (interactive) 123	
	NONASSERTIVE	14	13	24	23
		<b>Cautious</b> (corrective) 134		<b>Steady</b> (supportive) 234	
		4	43	34	3

### 3.2 Brief description

On this basis, four behavioral tendencies can be outlined:

People with a dominant behavioral style are motivated to solve problems and achieve quick results.

People whose behavioral style is characterized by influencing are motivated to convince others. They are open and usually express their thoughts and feelings optimistically.

People with a steady behavioral style are motivated to create a predictable environment. They are patient and good listeners.

People with a cautious behavioral style are motivated to reach high standards. Since these people want to avoid trouble, they attach importance to precision and accuracy.

sample

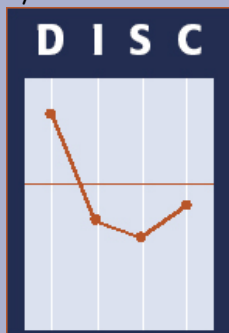
### 3.3 Overview about 20 different degrees of applicability

The 20 different behavioral patterns emerge from combinations of the four dimensions. The form of the profile is determined by the high and low values in the diagrams. There are many different possible combinations of these figures - there is not enough space to describe all of these possibilities here. The 20 behavioral patterns are a practical approach. They describe the diagrams that are most commonly found in an average population. They can be differentiated from each other very clearly.

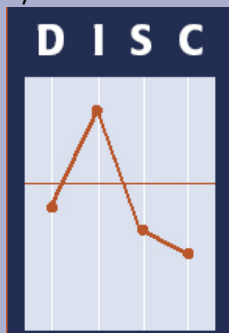
In the DISC online report you have been given insights into your behavior with its many facts, and now you will be given an overview of behavioral tendencies in general. In the form of descriptions of general behavioral tendencies, basic tendencies, motivation and strategies for greater effectiveness, you will gain an initial impression of the behavioral variants that are displayed by your colleagues, customers, friends or family members. This is designed to sensitize you to the others.

sample

**Behaviour pattern  
1/D**



**Behaviour pattern  
2/I**



**Behaviour pattern  
3/S**



### 3.4 Behaviour pattern

**Behaviour Tendencies:** Takes advantage of opportunities; relishes difficult situations; sets priorities; gives orders; holds people accountable for their actions - measures results, rewards, and punishes; resists the slower, more deliberate path of co-operation, preferring win-lose situations; demonstrates fast reaction time and ability to move decisively; best described as **Jungle Fighter**.

**Primary Focus:** To control events and personal destiny.

**Motivated by:** Opportunities to satisfy personal need to exercise mastery, individuality, and assertiveness. Works well when: In an ever-changing environment.

**Strategies for Increased Effectiveness:** Use empathy and understanding; listen without interrupting; use others' objections as opportunities; rethink the idea of persuasion as a "battlefield"; involve others as willing rather than compliant participants; form alliances with individuals who have complementary skills in team cooperation (Patterns 23, 32, 234).

**Behaviour Tendencies:** Vies for attention, seeking center stage; shares advice, materials, and success with others; establishes immediate rapport with people through emotional appeal and persuasiveness; encourages others to speak out; finds it difficult to discipline others; avoids an "eye for an eye" approach; depends upon the goodwill of others for assistance; best described as **Crowd Pleaser**.

**Primary Focus:** To engage in a variety of activities.

**Motivated by:** Opportunities to satisfy personal need to exercise acceptance, belonging, and contentment. Works well when: Free of control and detail.

**Strategies for Increased Effectiveness:** Concentrate on the task; meet time obligations; speak assertively and directly; be objective in decision making; meet objections head on; form alliances with individuals who have complementary skills in developing an organized approach (Patterns 4, 43, 134).

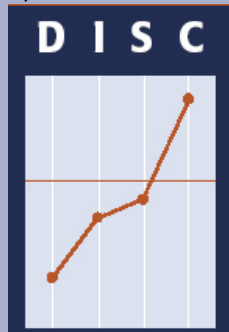
**Behaviour Tendencies:** Sets a consistent pace and sticks to it; demonstrates patience; fulfils commitments; expects and shows loyalty; gives attention to important details; states and defends personal convictions and values; shows enthusiasm for nature and beautiful surroundings; best described as **Stabilizer**.

**Primary Focus:** To achieve success through specialization.

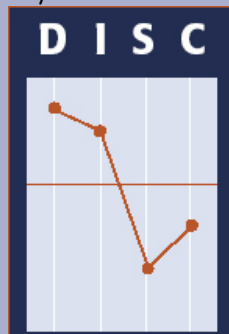
**Motivated by:** Opportunities to satisfy personal need to exercise cooperation, contentment, and nonassertiveness. Works well when: Has time to use orderly methods.

**Strategies for Increased Effectiveness:** Stay in control even though pressured by others; immediately reproach those who are irresponsible; set guidelines for accomplishing tasks; become proactive, taking the initiative rather than reacting to people or events; form alliances with individuals who have complementary skills in building variety into tasks (Patterns 12, 24, 124).

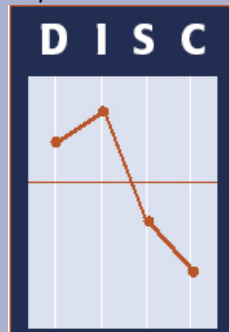
**Behaviour pattern  
4/C**



**Behaviour pattern  
12/DI**



**Behaviour pattern  
21/ID**



**Behaviour Tendencies:** Tends to compete with things rather than with people; aims to please others; directs efforts toward winning cooperation rather than demanding it, compromising when necessary; complies with respected authority; believes that hard work and fairness will pay off; seeks responsibilities that require solitude and concentration; best described as **Straight Arrow**.

**Primary Focus:** To bring order out of chaos.

**Motivated by:** Opportunities to satisfy personal need to exercise expertness, conscientiousness, and selfdiscipline. Works well when: Developing plans along structured lines.

**Strategies for Increased Effectiveness:** Make new people connections; develop a tolerance for conflict; speed up decision making; recognize that not all issues are complicated; practice making snap decisions in less important areas; form alliances with individuals who have complementary skills in dealing with people on a personal basis (Patterns 2, 24, 123).

**Behaviour Tendencies:** Seeks to stand out from the group rather than to be one of many; achieves success as an agent of change and a powerful influence; elicits the efforts of others; develops freely and independently; sets a fastmoving pace; performs without being instructed to do so; best described as **Front Runner**.

**Primary Focus:** To make a creative idea serve a useful purpose.

**Motivated by:** Opportunities to satisfy personal need to exercise assertive-ness, individuality and task accomplishment. Works well when: Gaining prestige and authority.

**Strategies for Increased Effectiveness:** Give more attention to deadlines; avoid striking out when under pressure; learn to give in to those who may be technically correct; refrain from manipulating others; form alliances with individuals who have complementary skills in researching facts and developing a predictable environment (Patterns 14, 34, 134).

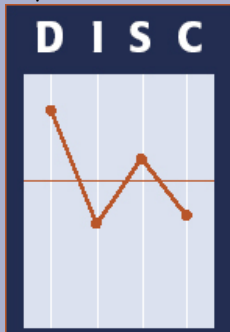
**Behaviour Tendencies:** Taps into the motivations of others; captures others' attention with a positive attitude and well-chosen words; receives follow-up support from others; seeks to replicate past successes; becomes irritable when pinned down by routine; wants to look and feel good; rejects situations that lack visibility or satisfaction; best described as **Spellbinder**.

**Primary Focus:** To visualize successful outcomes.

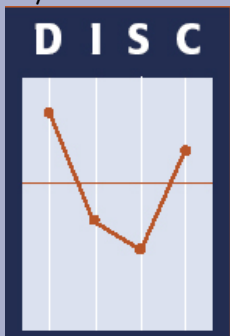
**Motivated by:** Opportunities to satisfy personal need to exercise assertive-ness, belonging, and unique accomplishments. Works well when: Contacting a variety of people.

**Strategies for Increased Effectiveness:** Pace efforts; avoid exhaustion; be sincere when praising others; allow time for others to express doubts, apprehensions, and objections; avoid overselling; know when to stop persuading; form alliances with individuals who have complementary skills in organization and systematized planning (Patterns 13, 14, 34).

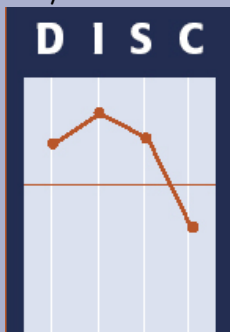
**Behaviour pattern  
13/DS**



**Behaviour pattern  
14/DC**



**Behaviour pattern  
123/DIS**



**Behaviour Tendencies:** Turns frustration into a means of correcting problems; develops a unique combination of assertiveness and careful follow-through; states opinions with deep conviction; forces a course of action; digs in against the opposition and exposes shallow thinking, best described as **Pacesetter**.

**Primary Focus:** To calculate, discriminate, select worthwhile activity.

**Motivated by:** Opportunities to satisfy personal need to exercise self-sufficiency, courage, and practicality. Works well when: Following assignments from conception to completion.

**Strategies for Increased Effectiveness:** Clear actions with others; set a time limit for resolving conflict and reaching agreement; become open to other interpretations; nourish new ideas by acknowledging others' contributions; be willing to change pace or approach to accommodate others; form alliances with individuals who have complementary skills of flexibility and tactfulness (Patterns 21, 23, 32).

**Behaviour Tendencies:** Takes a practical approach; asks questions instead of forcing analysis; finds answers that come from logic and experience; makes extensive preparation; focuses on initiating and developing; keeps all but close associates at a distance; thrives on solo projects; avoids being restricted by others; best described as **Originator**.

**Primary Focus:** To create and implement new ideas..

**Motivated by:** Opportunities to satisfy personal need to exercise achievement, individuality, and solitude. Works well when: Has ample time to ensure correctness.

**Strategies for Increased Effectiveness:** Find relief from tension of work effort; be both objective and caring; make quicker decisions; consider the feelings of others before criticizing their performance; give recognition to others for their efforts; form alliances with individuals who have complementary social and tension releasing skills (Patterns 12, 21, 23).

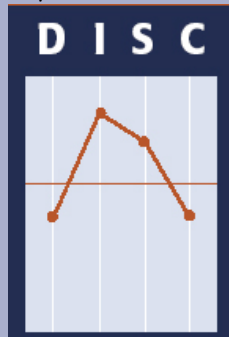
**Behaviour Tendencies:** Communicates well with a wide variety of people; shows a willingness to listen, question, negotiate, and compromise; is stimulated by fresh ideas, high spirits, and friendly rivalry; is self-reliant; uses both emotion and facts to support personal convictions; best described as **Administrator**.

**Primary Focus:** To excel at developing new options.

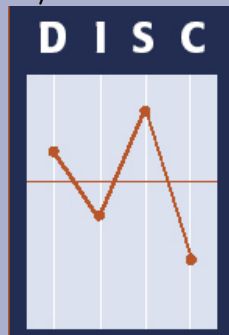
**Motivated by:** Opportunities to satisfy personal need to exercise achievement, assertiveness, and belonging. Works well when: Struggling against the odds; gaining advantage.

**Strategies for Increased Effectiveness:** Initiate discussion to resolve ambiguous situations; learn to accept those who are more traditional and conventional in practice; respond undefensively to questions regarding performance; identify how efforts will be evaluated; form alliances with individuals who have complementary skills in checking for accuracy (Patterns 14, 31, 41).

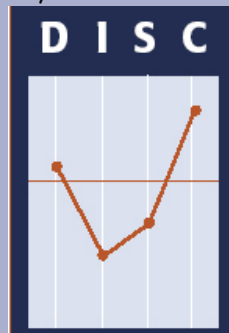
**Behaviour pattern  
23/IS**



**Behaviour pattern  
31/SD**



**Behaviour pattern  
41/CD**



**Behaviour Tendencies:** Connects with people to develop a unique and friendly environment; builds bridges between individuals and work teams; arouses affection in others; runs the risk of being too understanding, of not holding people accountable for their actions; shares ownership, involving others in decision making; best described as **Harmonizer**.

**Primary Focus:** To assist others and to enable them to help themselves.

**Motivated by:** Opportunities to satisfy personal need to exercise acceptance, loyalty, and trust. Works well when: Engaging in friendly, informal involvement with others.

**Strategies for Increased Effectiveness:** Complete tasks in an orderly and timely manner; follow through on key details; be firm and direct when dealing with interpersonal conflicts; become more assertive; form alliances with individuals who have complementary skills in the development of fact-based opinions (Patterns 14, 34, 41).

**Behaviour Tendencies:** Listens critically; probes for weaknesses in opposing positions; tends to be intense, diligent, and watchful; combines facts to develop new methods of operation; earns respect by actions rather than by words; asks penetrating questions; is excited by possessing knowledge, and often develops expertise in some field; best described as **Specialist**.

**Primary Focus:** To press for results that can be evaluated.

**Motivated by:** Opportunities to satisfy personal need to exercise completion, expertise, and high level achievement. Works well when: Gaining respect from peers who have common objectives.

**Strategies for Increased Effectiveness:** Show flexibility and willingness to rethink strategy; use illustrations that clarify ideas; avoid harboring deep, and sometimes misplaced, grudges; accept others regardless of their intellectual skills; form alliances with individuals who have complementary skills in tactful and persuasive communication (Patterns 21, 123, 124).

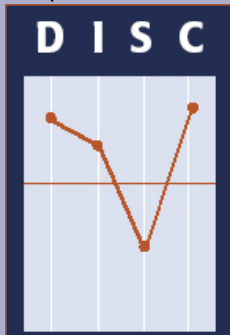
**Behaviour Tendencies:** Weighs all sides of an issue; struggles to make the right decision; makes choices based upon repeated testing and practice; clarifies issues and simplifies processes; uses a deliberate pace, careful phrasing, and detailed explanations; reserves caring behavior - helping, empathy, forgiving - for close friends; best described as **Experimenter**.

**Primary Focus:** To develop practical ideas and methods.

**Motivated by:** Opportunities to satisfy personal need to exercise notable achievement, aloneness, and discipline. Works well when: Testing the usefulness of an idea.

**Strategies for Increased Effectiveness:** Allow own emotions to show, particularly optimism; smile; learn to deal with possible rejection; develop at least one trusted source as a sounding board; encourage others to question, give feedback; keep an open mind; give people a second chance; work out disagreements instead of withdrawing; form alliances with individuals who have complementary skills in being congenial (Patterns 3, 23, 234).

**Behaviour pattern  
124/DIC**



**Behaviour pattern  
24/IC**



**Behaviour pattern  
32/SI**



**Behaviour Tendencies:** Turns losing situations into winning ones; is fascinated by new techniques and methods; tests and selects the best ideas, weaving them into the current system to improve quality of results; is imaginative, opinionated, and conscientious; provides practical and measurable means for evaluating work effort; best described as **Negotiator**.

**Primary Focus:** To achieve direct results.

**Motivated by:** Opportunities to satisfy personal need to exercise accomplishment, individualism, and belonging. Works well when: Developing a variety of means toward an end.

**Strategies for Increased Effectiveness:** Be fair when dealing with those who neglect responsibility; manage time to ensure that details will be efficiently handled; respect experienced specialists; bring diverse people together; form alliances with individuals who have complementary skills in followthrough (Patterns 31, 34, 41).

**Behaviour Tendencies:** Fulfills others' needs; anticipates and prepares for difficulties; is resourceful; improvises and makes things happen; provides compelling reasons for changes in direction; critically appraises events and people; is open to new or intriguing ideas; best described as **Strategic Planner**.

**Primary Focus:** To plan for contingencies.

**Motivated by:** Opportunities to satisfy personal need to exercise assertiveness, individuality, and unusual attainments. Works well when: Showcasing own talent and skills.

**Strategies for Increased Effectiveness:** Keep promises; fulfill obligations; show sensitivity in dealing with others; avoid delaying tactics; accept realistic controls; pleasantly accept even unfavorable judgments; form alliances with individuals who have complementary skills in attending to specific details (Patterns 3, 13, 234).

**Behaviour Tendencies:** Establishes atmosphere of goodwill; listens attentively to others; gives people what they really need even if it means additional effort; remains open to new ideas and procedures; takes seriously the opinions of others; emulates successful associates; organizes; checks important details; is sincere, warmhearted, and appreciative; best described as **Accommodator**.

**Primary Focus:** To ensure equality of opportunity and fairness.

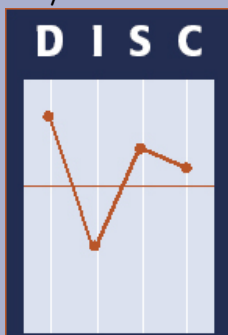
**Motivated by:** Opportunities to satisfy personal need to exercise belonging, loyalty, and self-sacrifice. Works well when: Assigned clearly defined tasks.

**Strategies for Increased Effectiveness:** Seek new ventures; increase flexibility in work routines; try new and different task roles; ask others to assist with details; use firmness and immediate follow-up; form alliances with individuals who have complementary skills in taking risks and developing creative ideas (Patterns 1, 12, 13).

**Behaviour pattern  
42/CI**



**Behaviour pattern  
134/DSC**



**Behaviour pattern  
234/ISC**



**Behaviour Tendencies:** Is friendly, tactful, and agreeable, using accepted and expected behavior; tends to deal in “shoulds” and “should nots”, more for self than for others; develops analytical and systematic approaches; expects rewards, such as increased salary and benefits, for doing the “right” things; predicts the outcome of a chain of events; best described as **Assessor**.

**Primary Focus:** To test ideas.

**Motivated by:** Opportunities to satisfy need to exercise unique accomplishments, correctness, and knowledge. Works well when: Creating something of value and quality.

**Strategies for Increased Effectiveness:** Be less harsh in appraising others; accept people as they are; allow them to make their own decisions; listen for the wisdom in others; follow through on details that complete an assignment; set realistic deadlines; be decisive about minor aspects of a problem; take objections in stride; avoid assigning blame; form alliances with individuals who have complementary skills for patience and follow-through (Patterns 3, 4, 43).

**Behaviour Tendencies:** Brings credibility to disorderly situations; achieves success by solving complex problems; builds a data base and goes on to develop procedural systems; adheres to rules and regulations; performs activities for others that are difficult or unpleasant; shows little liking or skill for small talk and often works alone; best described as **Designer**.

**Primary Focus:** To combine both analysis and intuition.

**Motivated by:** Opportunities to satisfy personal need to exercise individuality, completion, and knowledge. Works well when: Rewarded for unusual efforts.

**Strategies for Increased Effectiveness:** Communicate tactfully; be more patient with routine details once a project is underway; listen; consider the thoughts and experience of others; give recognition to others for their efforts; deal with own sense of superiority; form alliances with individuals who have complementary skills in short-cut methods and communication (Patterns 13, 24, 42).

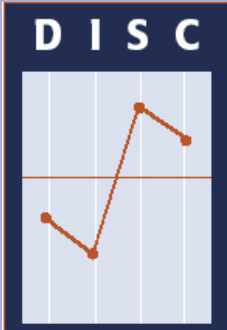
**Behaviour Tendencies:** Develops harmonious relationships; views traditions and rituals as helpful in solidifying human relationships; assists people in planning and organizing; is knowledgeable and friendly; analyzes problems and uncovers inconsistencies; uses judgmental language when disappointed or disgruntled with events or people; places high value on proficiency in specialized areas; best described as **Special Advisor**.

**Primary Focus:** To create a climate of cooperation.

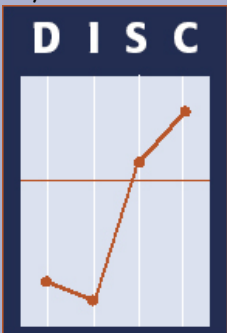
**Motivated by:** Opportunities to satisfy personal need to exercise completion, belonging, and trust. Works well when: Treated with sincerity and affection.

**Strategies for Increased Effectiveness:** Confront others directly when necessary; acknowledge reliance on those who provide technical and specific detail; seek contacts that are outside a group of friends; share negative feelings with others; form alliances with individuals who have complementary skills in openly expressing dissatisfaction (Patterns 1, 12, 124).

Behaviour pattern  
34/SC



Behaviour pattern  
43/CS



**Behaviour Tendencies:** Earns respect; achieves success through diligence; gathers data to support conclusions; seeks security in being certain about ideas; questions, compromises, and arrives at consensus; prefers to share responsibility and have others make final decisions; plans before promising; best described as **Standard Bearer**.

**Primary Focus:** To set a calculated and consistent pace.

**Motivated by:** Opportunities to satisfy personal need to exercise belonging, completion, and predictability. Works well when: Has a detailed job description.

**Strategies for Increased Effectiveness:** Express concerns openly and directly; take criticism without oversensitivity; show greater receptivity to change; confront those who are difficult; encourage disagreement; avoid secrecy in planning; form alliances with individuals who have complementary skills in expressing opinions easily (Patterns 12, 21, 32).

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**Behaviour Tendencies:** Believes in preventing problems; uses defensive strategies to avoid trouble; listens to all sides of an issue; is rational and reasonable; projects a strong sense of right and wrong; works to move people toward compromise; uses language carefully; attends to detail; takes calculated risks after assembling the facts; best described as **Critical Thinker**.

**Primary Focus:** To manage tasks with practical skill.

**Motivated by:** Opportunities to satisfy personal need to exercise expertise, knowledge, and orderliness. Works well when: In a well-defined, hostility-free environment.

**Strategies for Increased Effectiveness:** Show warmth and understanding to others; verbalize and clarify positions and tasks; develop tolerance for conflict; use tactful, diplomatic communication even when challenged; ask questions to encourage participation of others; form alliances with individuals who have complementary skills for bringing people together (Patterns 2, 42, 234).

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### 3.5 John G. Geier, Ph.D.

John G. Geier, Ph.D. has been engaged at a number of universities, the University of Wisconsin, the University of Arizona, the University of Michigan, and has held the position of Director of Behavior Sciences at the University of Minnesota. He is the author of a number of works including the landmark books, *Energetics of Personality*, *Career Fulfillment*, and *Behavior Personality Analysis*.

Dr. Geier further explained human personality through the use of DISC and the integration of temperament, character and behavior. His original work is the only one that is rooted in the earlier contested work of William Moulton Marston (1893-1947). Dr. Geier's research efforts brought credibility to Marston's theory, in the use of Dominance, Inducement, Submission, and Compliance. To ensure the recognition of Dr. Marston's efforts, Dr. Geier acquired the copyright of Marston's collected works from his widow, and wrote a comprehensive introduction to support the perceived trait approach in describing human relationships.

As scholar, educator, and business executive, Dr. Geier positioned DISC as the flagship of his many assessment materials. He founded Performax, Inc. as a learning company to publish assessment tools and to develop concepts in the training of over 25 million people throughout the world. In the late 1970's Carlson Company purchased Performax, Inc. It became the key entity of the newly founded Carlson Learning Center, of which Dr. Geier was the first President and CEO.

Dissatisfied with the limitations of the existing DISC instruments and their specificity for the workplace, Dr. Geier formed Geier Learning Systems in 1990 to once again take a large step forward. He has since developed a wide range of DISC based assessments including: Geier's Personality Profile, Job Perception Inventory, Personality Factor Profile, D-Picto Facial and Vocal Mannerisms, Extended Learning Styles, Star Performance Series, and the new Excellence Integrative Quotient (EIQ).

Dr. Geier, as a pioneer in human assessment, continues today as the creative source for enhancement of ongoing assessment development. He embodies the principle of endless improvement—moving beyond his earlier work to include descriptive, prescriptive, and predictive assessment. His work/life reports are unsurpassed.

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### 3.7 Warranty

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