

# The Coach's Report

## REPORT

Person analyzed

**Sample, Joe**

Organization

**xyz**

Date

**13.05.2009**



This analysis is based on the responses given in the Extended DISC Personal Analysis Questionnaire. This analysis should not be the sole criterion for making decisions about oneself. The purpose of this analysis is to provide supporting information to the respondent in self-development.

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## **The Coach's Report**

### **Content**

1. Instructions and Workbook
  - Pages 2-7: Interpretation instructions and workbook for the Coach
  - Pages 8-9: Introduction to basic behavioral styles
2. The Coachee's Assessment
  - Pages 11-15: natural behavioral style of the coachee
  - Pages 16-19: natural behavioral style of the coachee compared to their job

### **General**

The Coach's report is designed to help the coach in interpreting the Coachee's Assessment. The Coachee's Assessment describes the "natural behavioral style" of the coachee and is based on The Extended DISC® model, which helps people to communicate, understand behavioral differences and develop themselves further.

The Coach's report is not meant to replace your own experiences and methods as a coach, but rather complement them by raising new questions and ideas and by giving you additional information. Ultimately, we hope it prepares you for a discussion with your coachee.

It is important to know, that the Coachee's Assessment is not a TEST. It does not provide results that classify people into good-bad categories and the system does not rank people in any way. It does not measure one's entire personality, and it shouldn't be used for that purpose. Neither does it measure occupational skills, learned knowledge or life experience of the coachee.

The Coach's report helps you prepare for your meeting with your coachee by highlighting important points in the Coachee's Assessment. It will be easier for you to discover areas of development and their effect on the coachee's daily work. The Coach's report is meant for all coaches, trainers or superiors that guide and support the development of an individual in different situations.

The Coachee's Assessment is divided in two parts: First one (pages 11-15) describes the natural behavioral style of the coachee and the second one (pages 16-19) describes the natural behavioral style compared to the coachee's job.

The Coach's report includes instructions for a "Job Comparison" section that refers to optional pages in the Coachee's Assessment (pages 18 and 19).

### **Utilizing the Workbook**

The following pages will help you interpret the Coachee's Assessment, which you will find at the end of the report. By allowing time for questions/discoveries and writing them down in your workbook, you will be able to re-visit them later. This will help you continue to observe and analyze the coachee's behavior, and to help them stay on the path of development.

**Stage 1:** Read each workbook page together with the corresponding page from the Coachee's Assessment.

**Stage 2:** Take a moment to ponder on your discoveries/questions and write them down for the meeting with your coachee.

**Narrative Description** (page 11)

This page is a description of how others typically see individuals with his/her style. Read the text as such and use it to develop an overall picture of your coachee's style. In evaluating specific sentences, it is important to consider the person's conscious ability to adapt their behavior.

In other words, while the text describes the typical behavior for individuals with this style, they can certainly modify their behavior to fit the needs of a particular situation or individual(s). Also, the person may have already addressed the development areas by learning new skills. If you find a statement that you believe does not accurately describe the person, ask others for their feedback before you dismiss it.

Identify the main items that you believe would have a positive impact on coachee's performance if the person was to consciously modify their behavior. You may want to get some input from others (peers, supervisor, etc.) when selecting these items.

**Natural Flexibility Zones** (page 12)

The Extended DISC® Diamond visually shows what behavioral styles are the most comfortable for the person and what styles require the most energy from them. The Diamond is divided into 160 areas (40 in each quadrant), each illustrating a different combination of the four main behavioral traits.

The deepest shade on the Diamond shows the location of coachee's natural style. Determine in what quadrant it is placed. This is coachee's most natural and comfortable behavioral style (D, I, S or C). The shadings demonstrate the behavioral styles that are quite comfortable for him/her. The white areas illustrate the areas on the Diamond that will require the most energy, effort and concentration from the person. The further from the deepest shade he/she moves, the more energy is required.

**Discoveries/questions:**

After reading the **Narrative Description** and **Natural Flexibility Zones** pages in the Assessment, please select three main characteristics and think of how they affect coachee's daily work.

Three most important characteristics:

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

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

3. \_\_\_\_\_

How they affect his/her daily work (benefit/hindrance):

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

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

3. \_\_\_\_\_



**Motivators/Strengths and development areas Pages** (pages 13 and 14)

These pages highlight dimensions that are typical for individuals like the Coachee.

*Motivators* = The person tends to like and feel comfortable with these items. Is the coachee taking advantage of their comfort areas?

*Situations that Reduce Motivation* = The person tends not to like these situations as much.

*Strengths* = These items require less energy from the person.

*Reactions to Pressure Situations* = These items require more energy from the person. Some of the items relate to them using their strengths so much that it becomes a weakness.

Note! This is not a "can - cannot do" scale. In other words, it does not mean that the person cannot excel in the items on the bottom halves of these pages. It simply indicates that these areas typically require more energy and concentration from individuals with the coachee's style.

**Discoveries/questions:**

After reading the **Motivators /Strengths and development areas Pages** in the Assessment, please select three items that motivate the coachee the MOST and which are important to their job. Think of the daily work, in what situations do these items benefit the coachee the most.

Considering the coachee's current employment, please select three items you feel he/she needs to develop further.

Three MOST motivating items:

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

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

3. \_\_\_\_\_

Three main items to develop:

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

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

3. \_\_\_\_\_



**Role in a Team** (page 15)

This page describes the coachee's natural behavioral role in a team.

*Your primary relationship role* is a general description of the most natural behavioral role of a person similar to the coachee, in a team.

The following section describes person's attitude toward team work, role in a team, role as a decision maker, role as a motivator, role as a performer, as well as how the team benefits from this type of a member.

*Convergent Roles* describes those Extended DISC team roles that are closest to the coachee's own team role.

*Complementary Roles* describes those Extended DISC team roles that are furthest from the coachee's own team role. On one hand, complementary roles may pose some challenges to teamwork, if differences between roles are not valued. On the other hand, those roles may well complement each other.

**Discoveries/questions:**

After reading **Role in a Team** page, take a moment to think of the types of team members the coachee works with and what the goals are they need to achieve together. Then select three of the coachee's strengths that you think would help the team achieve its goals. How will these strengths affect daily work in the team?

The coachee's strengths as a team member:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_

How can the coachee utilize his/her strengths to benefit the daily work of the team:

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_



**Task related section** (pages 17 ja 18)

This section describes situations in coachee's work. It uses 1-10 point scale, from "Not Natural to Your Style" to "Natural to Your Style".

*Natural to Your Style* - most on the right. These items require less energy from coachee.

*Not Natural to Your Style* - most on the left. These items require more energy from coachee.

The rectangles in the bar graphs indicate how natural a particular behavioral dimension is to coachee's style.

Note! This is not a "can - cannot do" scale. In other words, when one of your dimensions is on the left side of the scale, it does not mean that one cannot do very well in that area. In fact, one might excel in that area. The results simply indicate that one must spend more conscious effort, concentration and energy with that particular behavioral aspect.

These pages highlight eight items to assist you to locate useful developing areas in the coachee's natural behavioral style. The first four items do not require much energy from the coachee to perform well. For this reason, they should be careful in pressure situations not to over-emphasize these strengths too much as they may become weaknesses.

The last four items require a lot of energy from the coachee, and are not as natural to their behavioral style.

**Exercise:**

After reading the **Task related section** in the Coachee's Assessment, please select three important items that relate to the coachee's daily activities.

Three most important items:

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

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

3. \_\_\_\_\_

**Task related section** (optional pages 18 and 19)

The purpose of these pages is to allow comparisons between the person's natural behavioral style and the expectations of the job. The importance of a certain natural behavioral style to the position is indicated on a scale from "Minor" to "Major".

Specific to the particular position, this comparison allows you to recognize the coachee's personal areas of development, as well as identify tasks that require most energy and motivation from them.

**Discoveries/questions:**

After reading the pages 18 and 19 in the Assessment, please pick three items where the gap between the coachee's natural behavioral style and the job requirement is the largest, as well as three items where it is the smallest. In addition, describe how the size of the gap might affect their work.

Items with largest gaps and their effect on the work:

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

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

3. \_\_\_\_\_

Items with smallest gaps and their effect on the work:

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

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

3. \_\_\_\_\_

## **Description of Styles**

The Extended DISC® divides all of the different behavioral styles into four main styles D, I, S and C.

These styles are not better or worse. Each of the styles has its own advantages and disadvantages.

### **D-style**

D-styles are competitive, aggressive, decisive and results-oriented. They prefer to move fast, take risks and get things done now. D-styles also like to be in charge, control and have the power. They like change and challenges.

D-styles can also be impatient, overbearing and even rude. They are often not very good listeners and are prone to make snap decisions. Others may perceive D-styles as somewhat self-centered, demanding, blunt and overly aggressive.

### **I-style**

I-styles are talkative, sociable, optimistic and lively. They are people-oriented, spontaneous, energetic and enthusiastic. I-styles tend to be positive and good at influencing others.

I-styles can also be inattentive to details, overly talkative and emotional. They may over-promise because they are so optimistic and are eager to be popular. Others may perceive I-styles as somewhat careless, impulsive and lacking follow-up.

### **S-style**

S-styles are calm, helpful, patient, modest and laid back. They are eager to help, loyal and often make excellent team players. S-styles tend to be patient listeners, trustworthy, and balanced between tasks and people. They are very persistent.

S-styles need stability and security and, therefore, need help with change. They may be too willing to pitch in and at times are taken advantage of. Others may perceive S-styles as too slow, stuck on the status quo, indecisive, stubborn and even quietly resentful.

### **C-style**

The C-styles are precise, logical, matter-of-fact, analytical and careful. They need data, information and analyses. They are focused on tasks and ensure things get done correctly. C-styles tend to produce high quality work.

C-styles may also focus too much on the details, becoming nitpicking, slow and losing the big picture. At times they get lost in the analysis, focusing too much on the trees and not the forest. Others may perceive C-styles as too critical, distant, pessimistic, and even cold.

## **Communication with others**

Effective communication is critical in all types of interactions. Below you will find a helpful checklist to assist you in improving your effectiveness with the different styles.

### **When communicating with D-styles:**

- Be direct and specific.
- Provide alternatives.
- Ensure he/she "wins".
- Disagree only on facts.
- Enjoy the battle.
- Do not be emotional.
- Do not dominate.
- Act quickly, he/she decides fast.

### **When communicating with I-styles:**

- Be a friend, do not ignore.
- Schedule time for chatting.
- Have fun and act silly.
- Let him/her speak.
- Give recognition.
- Speak about people and feelings.
- Remember to follow up.
- Move closer.

### **When communicating with S-styles:**

- Slow down your presentation.
- Build trust.
- Focus on people.
- Provide the information he/she needs.
- Present issues logically.
- Secure commitment piece by piece.
- Be sincere, do not dominate.

### **When communicating with C-styles:**

- Provide facts.
- Do not touch.
- Be patient, slow down.
- Give plenty of detailed information.
- Control your own activity.
- Do not talk about personal issues.
- Do not pressure.
- Focus on issues.

## **The Coachee's Assessment**

The following pages consist of the Coachee's Assessment. It is solely based on the Extended DISC Personal Analysis they completed online.

The data was collected by using a forced choice method, where one is asked to choose between different external stimuli. While answering, one reacts to two different stimuli, which are repeated 24 times, and all together there are 48 responses. The conclusion is based on a logical answering pattern to both stimuli, as well as comparing the patterns of each.

The Coachee's Assessment describes the person's natural behavioral style. It is a behavioral style that takes the least energy and effort, requires the least amount of concentration, and is usually the most pleasant to us. It is the mode that we normally use to react, when there is no time to rationalize. Our natural behavioral style is especially emphasized under pressure situations, when our ability to adjust our behavior has been compromised.

Extended DISC® System is based on the psychological theory developed by Carl G. Jung in the 1920's. He created the foundations for the DISC theory in his book *The Psychological Types* (Die Psychologische Typen).

The original DISC theory is based on the following pieces of work: Carl G. Jung; *Die Psychologische Typen*; 1921 and William Moulton-Marston; *Emotions of Normal People*; 1927

DISC theory is based on the idea, that people react differently, but the behavior of an individual is logical and therefore predictable to a certain degree.

DISC theory was founded on the notion, that there are four behavioral axes (Jung):

- Sensing – Intuition
- Thinking – Feeling
- Extrovert – Introvert
- Judging – Perceiving

DISC theory today combines the four axes into the four quadrant model (Marston):

- D - Dominance
- I - Inducement (Influence)
- S - Submission (Steadiness)
- C - Compliance (with existing rules and standards)

Extended DISC® Theory does not classify people into good or bad categories. Nor does it limit a person's possibilities to develop in any direction or work environment. Extended DISC® Theory describes the person's natural behavioral style in different situations. It gives the person a better ability to understand one's own behavior and its effects on their surroundings.

This page is a **description of how this style of person** *is typically seen by others*. Read the text as such and use it to develop an overall picture. In evaluating specific sentences, it is important to consider a person's conscious ability to adapt behavior. In other words, while the text describes the typical behavior for individuals with this style, a person certainly can modify behavior to fit the needs of a particular situation or individual(s). Also, you may have already addressed the development areas by learning new skills.

**Attributes:**

Extroverted, social, sociable, open, independent, decisive, nice, approachable, communicative, active, creates good atmosphere, has self-initiative.

**Motivators:**

Joe is motivated by the opportunity to work with others. He finds it necessary to be liked and respected. He needs attention and opportunities to work independently in a pleasing environment. He appreciates variety and challenges in work, which could appear in activities or people.

**Tries to Avoid:**

Joe does not appreciate circumstances involving very exact instructions and "chains." He tries to avoid people who Joe feels are aggressive or too results-oriented (cold). He believes that individual routine work needs to be done, but not by him.

**Ideal Supervisor:**

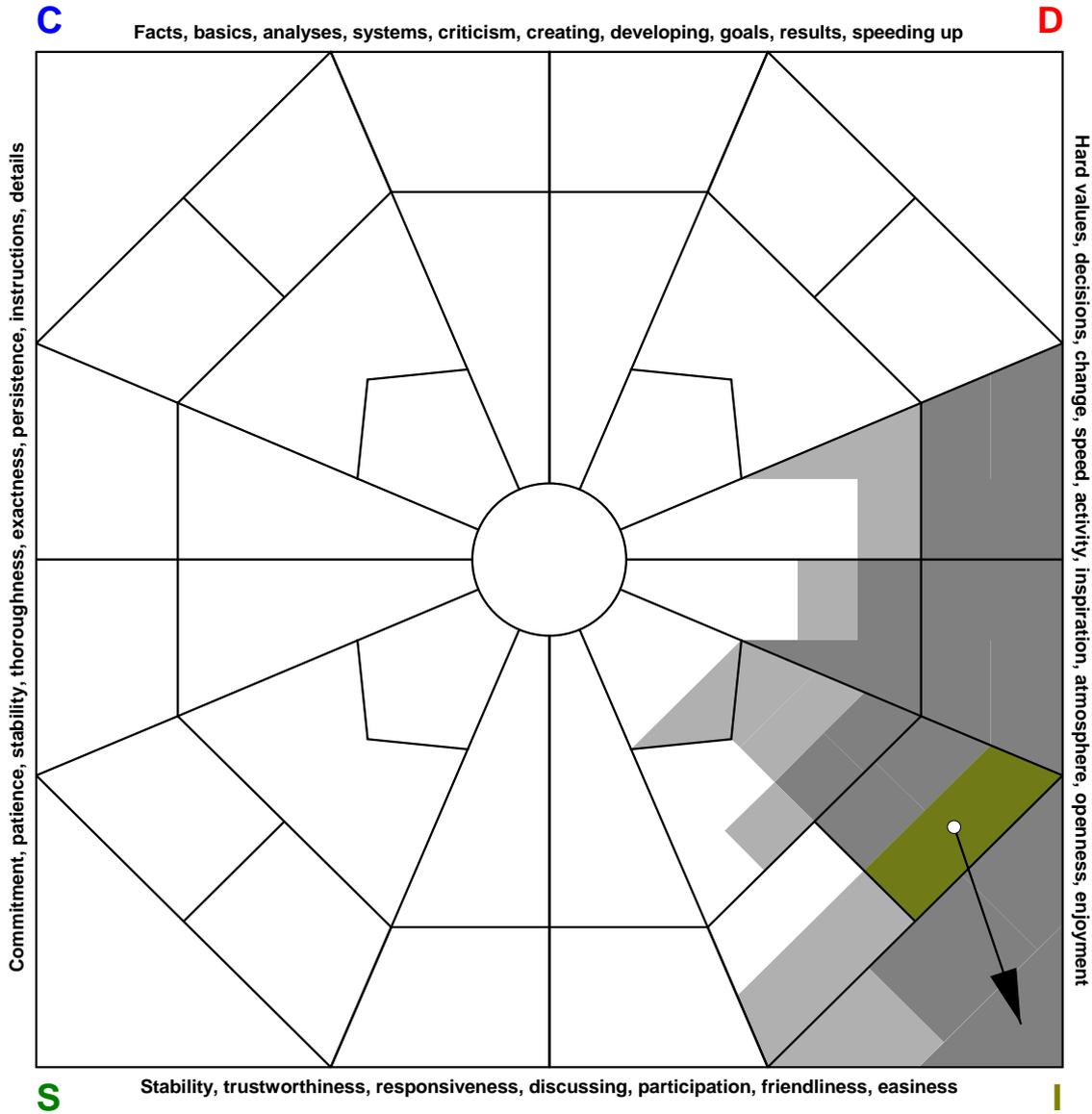
This type of person needs a supervisor who can motivate others. The supervisor must be active, inspiring and create a feeling that the employee is respected. The supervisor must provide him with a certain amount of new tasks and ensure that he is not bored with his work. On the other hand, the supervisor has to make him face reality and make him responsible for his work.

**Communication Style:**

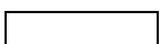
He is influenced by other people, spending time with them and creating the right atmosphere. He believes that people succeed in work when they are inspired and supported. He is not a commanding type by nature. He may be too tolerant and understanding. He reacts slowly and negative opinions might cause complications.

**Decision-making:**

He forms his opinions quite easily. As long as he can solve the problems positively, he is regarded as active and independent. If the decision requires deeper analysis, he may become careless and impatient and make the decision on superficial information.



### Flexibility Zones:

-  Current Zone = The position of the profile at the moment
-  Natural Flexibility Zone = The area where the profile will most probably shift
-  Easiest Development Zone = The area toward which the profile is easiest to develop
-  Most Difficult Development Zone = Areas that require stronger conscious adjustment of behavior



# The Coach's Report

## Coachee Profiles

Person analyzed

**Sample, Joe**

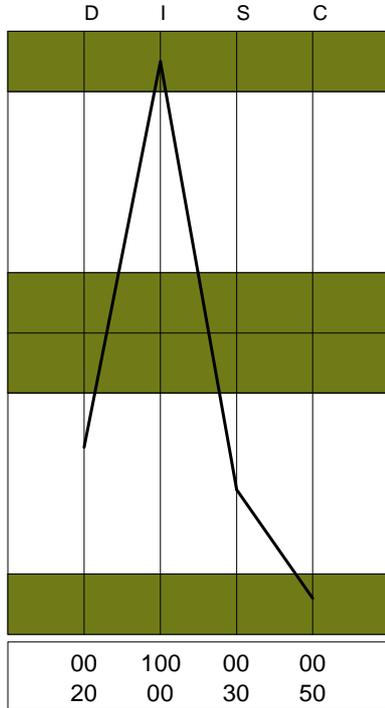
Organization

**xyz**

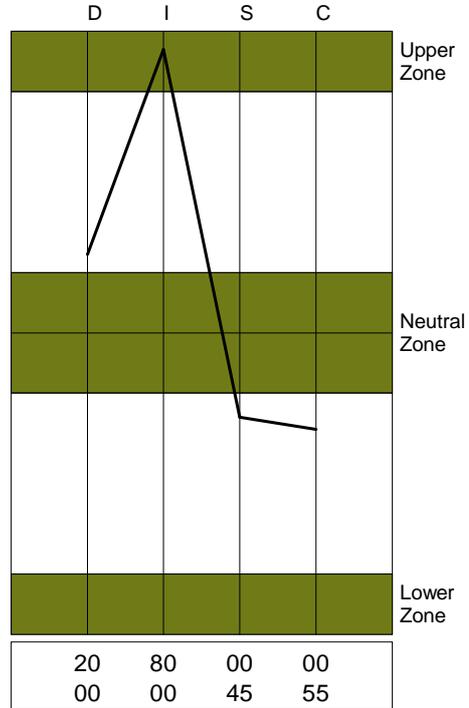
Date

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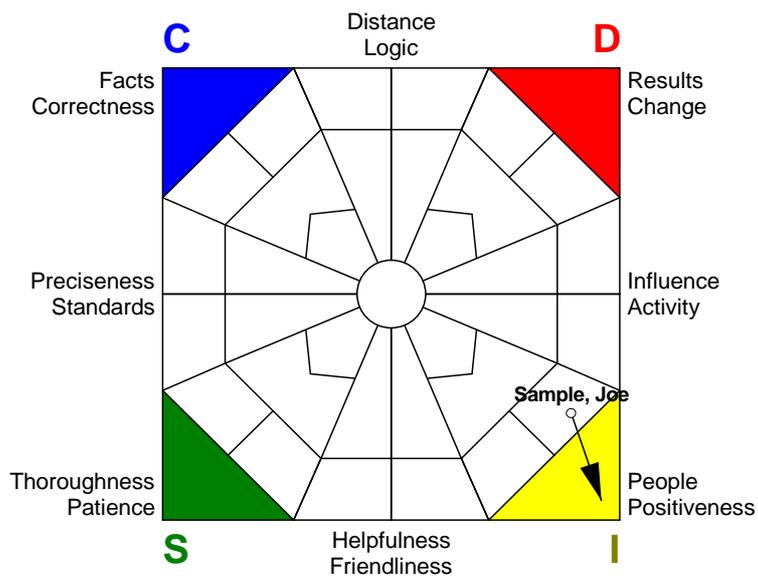
Profile I - Perceived Need to Adjust



Profile II - Natural Style



## Extended DISC - The Diamond



## **Motivators - Comfort Areas**

These items usually motivate this style of person. The individual is likely to respond positively if the level of these items is increased in his/her work environment.

- An open, happy and free atmosphere
- Possibility to move among people
- Variety and changes
- Independence and freedom to operate
- Freedom from all bounds and chains
- Nice friends
- Power to influence his own life
- Feeling of freedom
- Being popular and liked by others
- Challenges and opportunities
- Fast changing situations
- Possibility to carry out his ideas

## **Situations that Reduce Motivation**

These are items that this style of person typically does not like very much. Their effect on the individual's motivation will be negative if the level of these items is increased in the work environment.

- Boring and facts-oriented people
- Being alone
- Having to perform routines
- Work assignments that require exactness
- Restricted movement
- Only facts
- Silent people who don't listen to him
- People who do not get enthusiastic
- Losing popularity
- Cannot control his own life
- Impolite people
- Being isolated from others



## Strengths

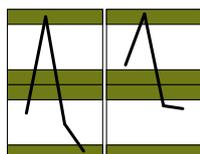
The behavioral skills listed in this section are this person's clear natural strengths. It is possible that they are not exceptional skills, but are very natural for him/her. Increasing these items in the present work environment is recommended.

- Gets others involved
- Makes decisions quickly
- Is not trapped into routines
- Gets on friendly terms with people easily
- Is active and fast
- Is not happy with stagnation
- Is always ready to start new things
- Looks for positive solutions
- Can have fun with others
- Doesn't limit himself into one thing only
- Wants to find new things
- Is generally perceived to be a nice person

## Reactions to Pressure Situations

These are not a description of this person's weaknesses or present behavior. They are items that the person should be cautious about since if he/she gets overly enthusiastic or stressed these weaknesses may become active.

- Doesn't see the minor shortcomings or mistakes
- Delegates but doesn't follow-up
- Is not interested in exact rules
- May be superficial
- Makes slower people angry with changes
- Is too broad-minded
- Slave to his network of friends
- May waver
- May get bored easily
- Distorts the truth to maintain popularity
- Can not concentrate on one thing at a time
- Is not careful



**Your primary relationship role is: Influencer**

An Influencer is someone who creates ideas and wants to move forward. He has a good ability to influence others. The Influencer does not hesitate and deliberate but believes in his instinct and spontaneity. He likes change and taking part in many different kinds of groups, situations and roles. Others see the Influencer as an open and sociable person but somewhat superficial and self-absorbed. In reality he is so active that he does not have time to stop and think about others, even if he would like to. The Influencer likes to express his opinions and tries to persuade others to agree. He is not a very patient listener. He has to stand out in a group somehow; he finds it awful to be an average person in an average group. Concentrating on one thing is difficult for the Influencer because he is better at creating and starting ideas than implementing them.

**An attitude toward teamwork**

A means to get people's attention  
A way to get the group motivated  
A possibility to delegate boring routines away

**A role in a team**

The one who gives a push to a conversation  
The one who introduces new thoughts  
The one who stops hesitation

**A role as a decision maker**

Wants to make quick decisions  
Brings up decisive ideas  
Does not analyze all the alternatives

**A role as a motivator**

Creates group enthusiasm  
Motivates by speaking  
Supports and encourages

**A role as a performer**

Aims at simplicity  
Does not deliberate for long  
Applies rules

**The benefit the group receives**

The group is able to be renewed - does not get stuck  
Group's atmosphere stays open  
Includes people

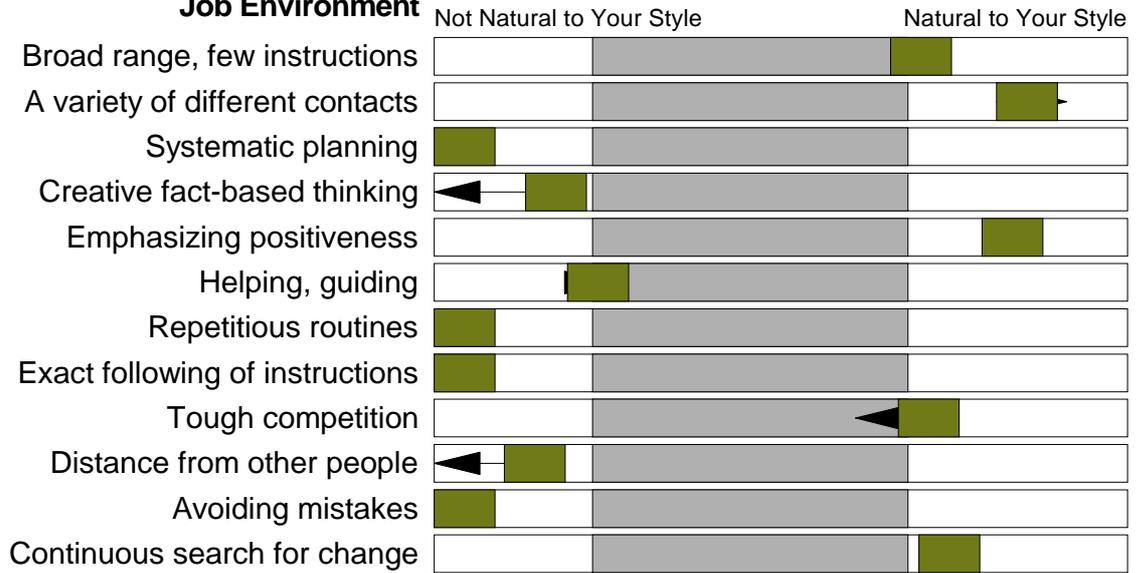
**Convergent roles**

Changer, Stimulator

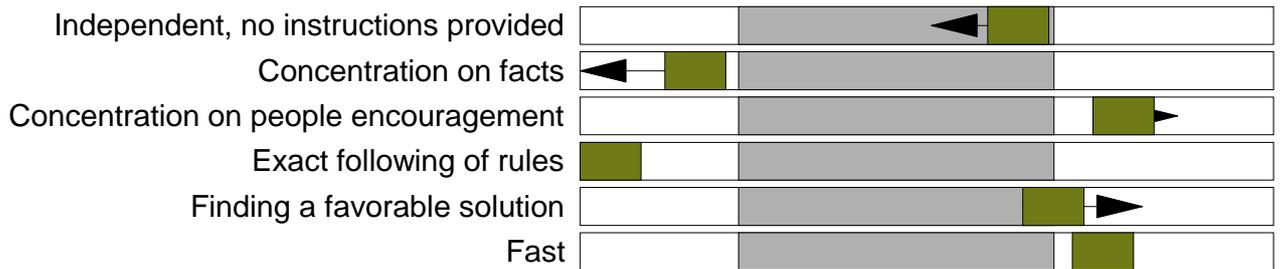
**Complementary roles**

Doer, Assurer, Specialist

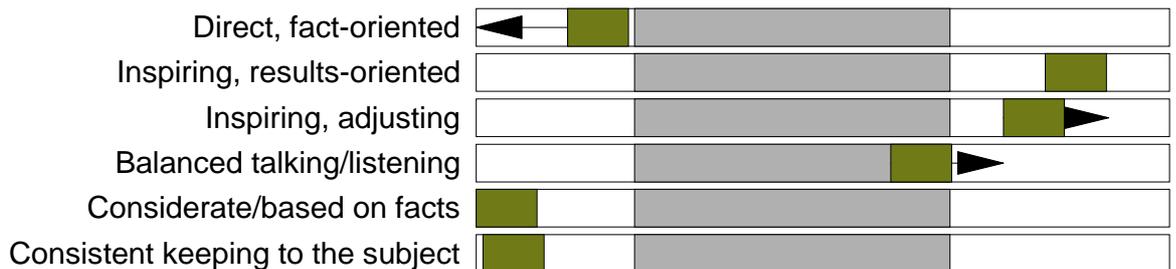
**Job Environment**



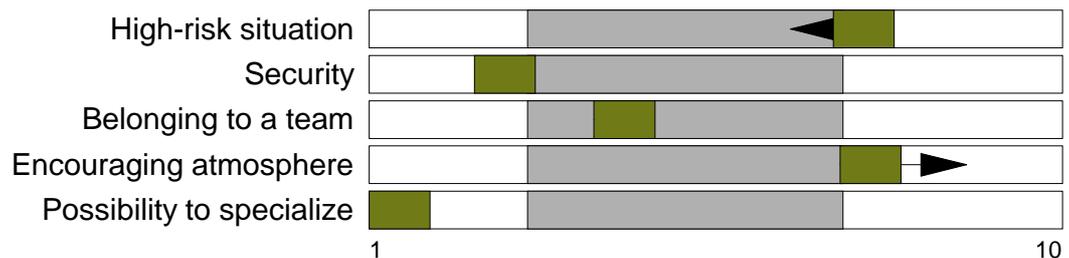
**Decision-Making**



**Communication**

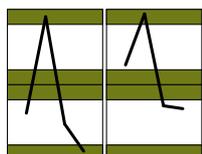


**Is Motivated By**



1

10



### **Items that Require a Little Energy**

The instructions below are for situations where you have to leave your comfort area and adjust your style.

#### **Job Environment - A variety of different contacts**

- Make sure you are able to keep your commitments to other people
- Consider whom you actually have to communicate with to do your job

#### **Job Environment - Emphasizing positiveness**

- Do not let your enthusiasm dominate - let others participate, too
- Do not forget to analyze the situation logically and calmly

#### **Communication - Inspiring, results-oriented**

- Practice communicating with facts only
- Learn to listen to other people's opinions

#### **Communication - Inspiring, adjusting**

- Do not change what you have to say to please the other person
- Learn to express your opinion more directly and without doubts

### **Items that Require a Lot of Energy**

The instructions below are for situations where you have to leave your comfort area and adjust your style.

#### **Job Environment - Systematic planning**

- Practice doing just one thing at a time
- Learn to write down the priorities of your assignments

#### **Job Environment - Repetitious routines**

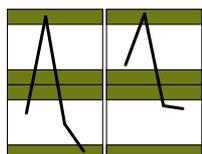
- Create a work environment that has as few distractions as possible
- Do not quit an assignment before it is finished

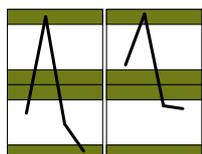
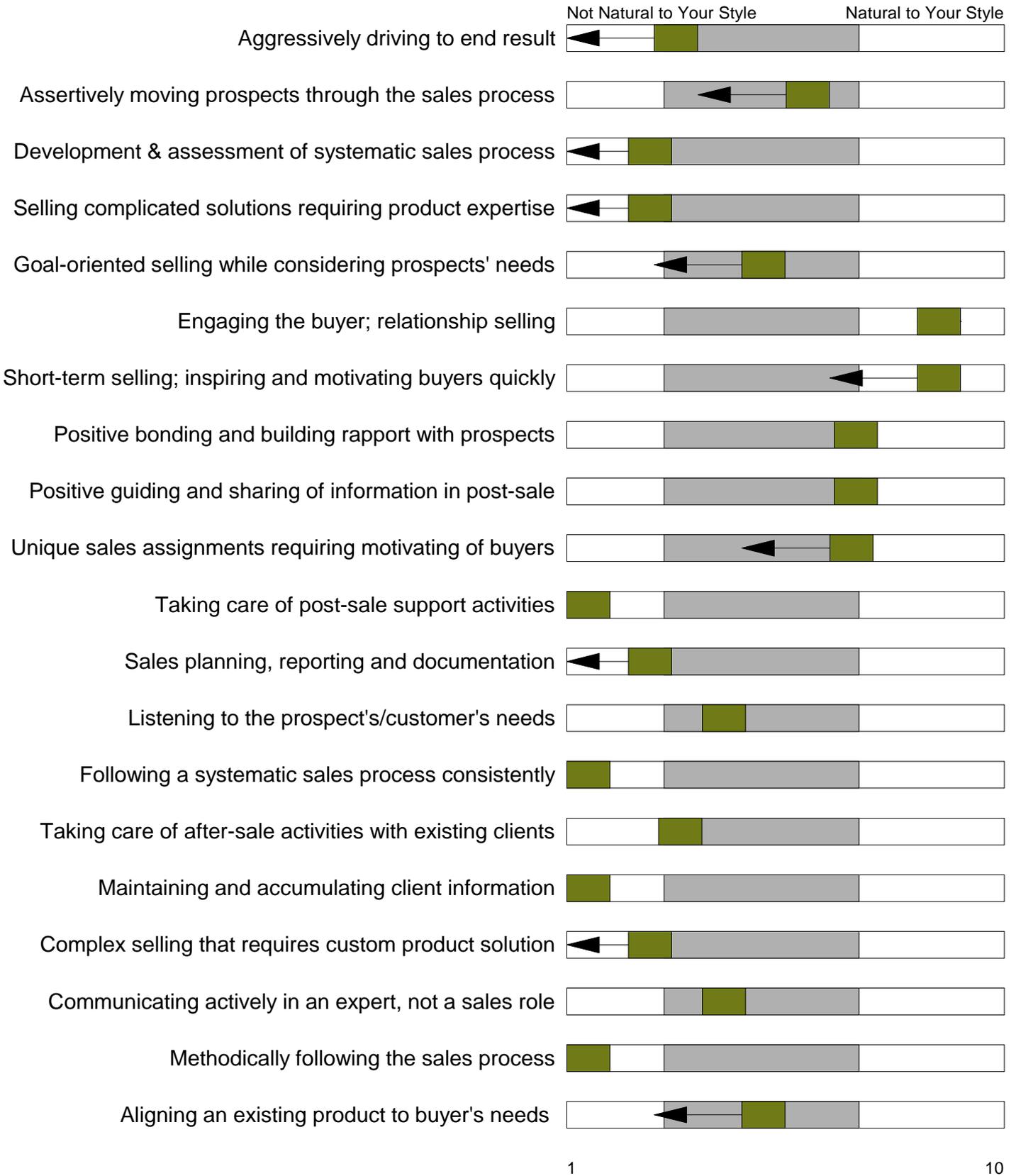
#### **Job Environment - Exact following of instructions**

- Review the instructions BEFORE starting
- Check after each stage of your assignment if you did it the proper way

#### **Job Environment - Avoiding mistakes**

- Before every phase of your work, think about how it should be done
- Ask for feedback from others if they see you rushing





### **Items that Require a Little Energy**

The instructions below are for situations where you have to leave your comfort area and adjust your style.

#### **Engaging the buyer; relationship selling**

- Learn to listen to and answer questions posed to you
- Ensure that the impression you are giving reflects reality

#### **Short-term selling; inspiring and motivating buyers quickly**

- Summarize and conclude every sales interaction
- When you get a complicated question, make sure you provide an answer to it sooner or later

#### **Positive bonding and building rapport with prospects**

- Before giving control over the situation to the customer, make it clear what you are trying to accomplish
- Define how much you are willing to listen - some customers will talk and talk

#### **Positive guiding and sharing of information in post-sale**

- Learn to dramatize things
- When you say something, always state it in a way that will help you to close the deal

### **Items that Require a Lot of Energy**

The instructions below are for situations where you have to leave your comfort area and adjust your style.

#### **Taking care of post-sale support activities**

- Do not look for new things if you cannot take care of the existing duties first
- Create a system that forces you to contact every client regularly

#### **Following a systematic sales process consistently**

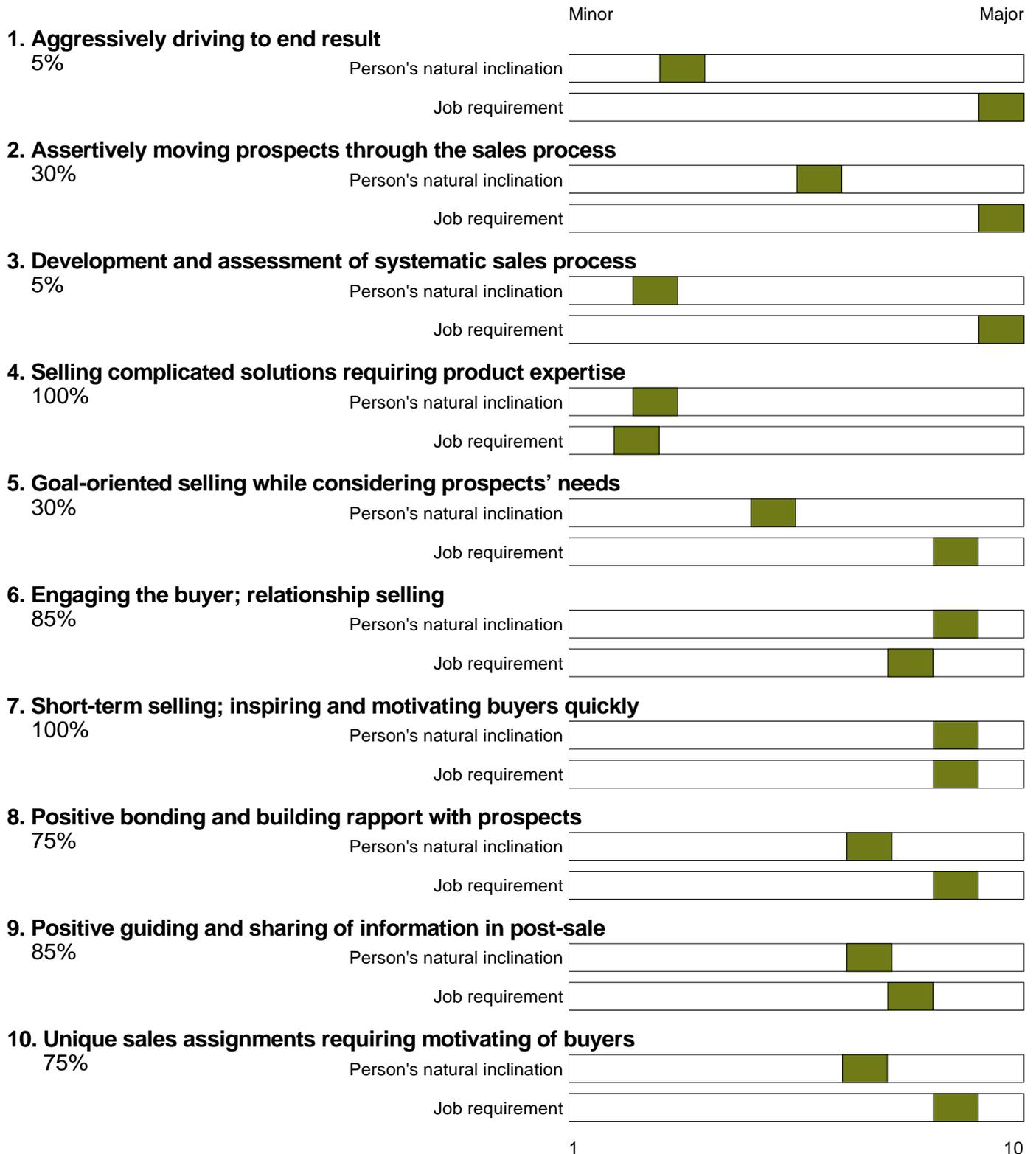
- Give all the information requested carefully
- Do not interfere with the roles other than the one you specialized in

#### **Maintaining and accumulating client information**

- Make sure you have all the necessary sales material
- Review the support material before you meet with the client

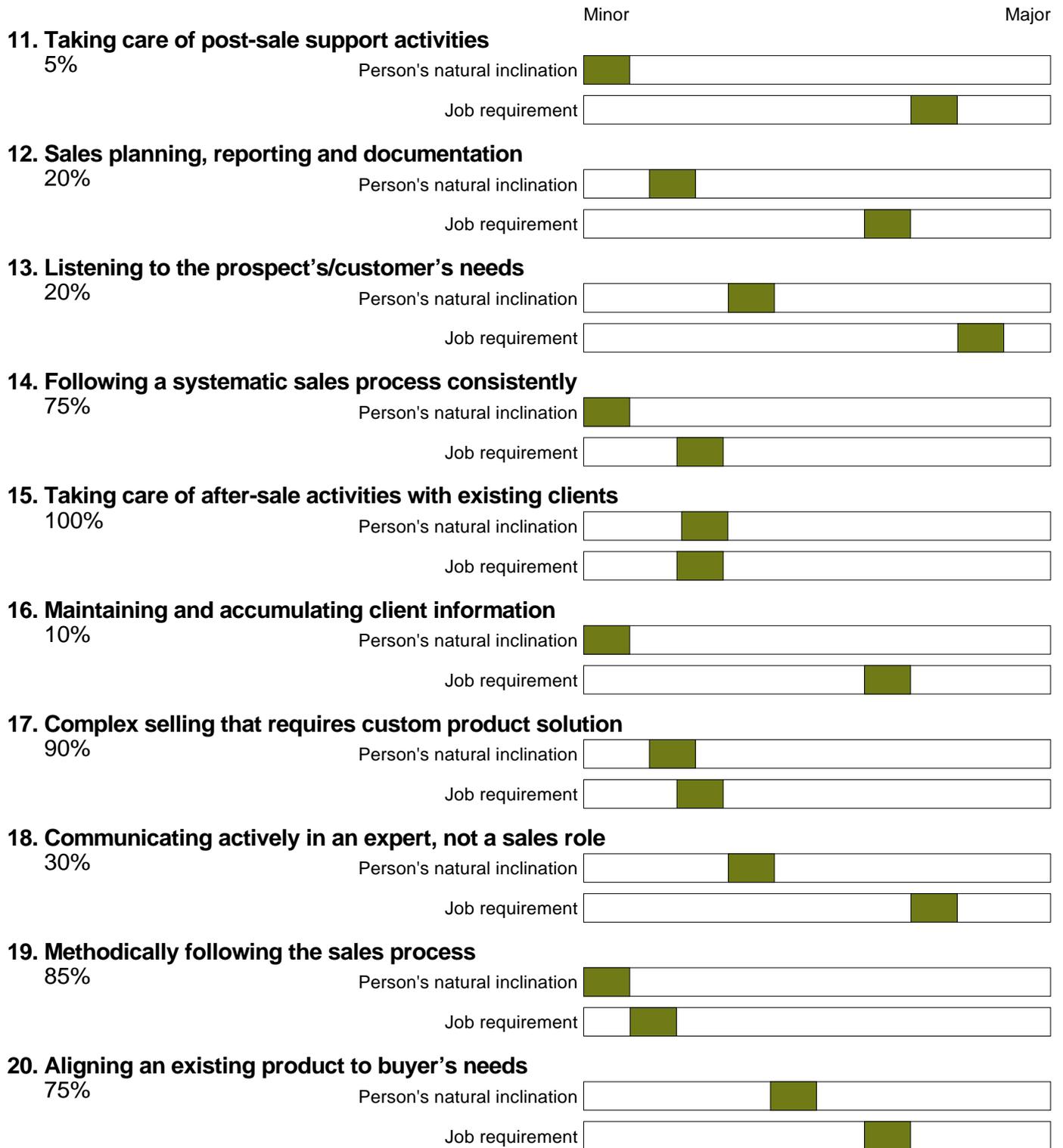
#### **Methodically following the sales process**

- Reserve enough time for every project's final stage
- Clarify for yourself what good quality means in your work



1 10





**Average match: 37%**

**1**

**10**



# The Coach's Report

## Present Situation

Person analyzed

**Sample, Joe**

Organization

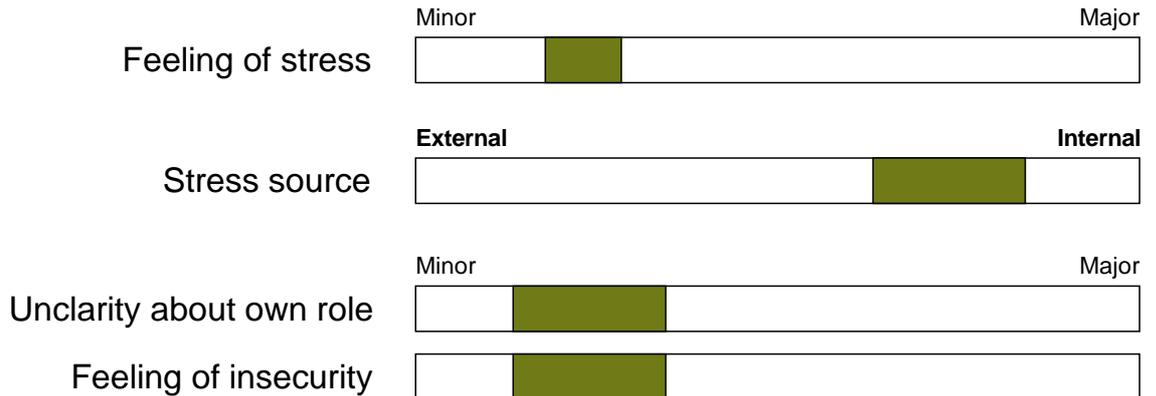
**xyz**

Date

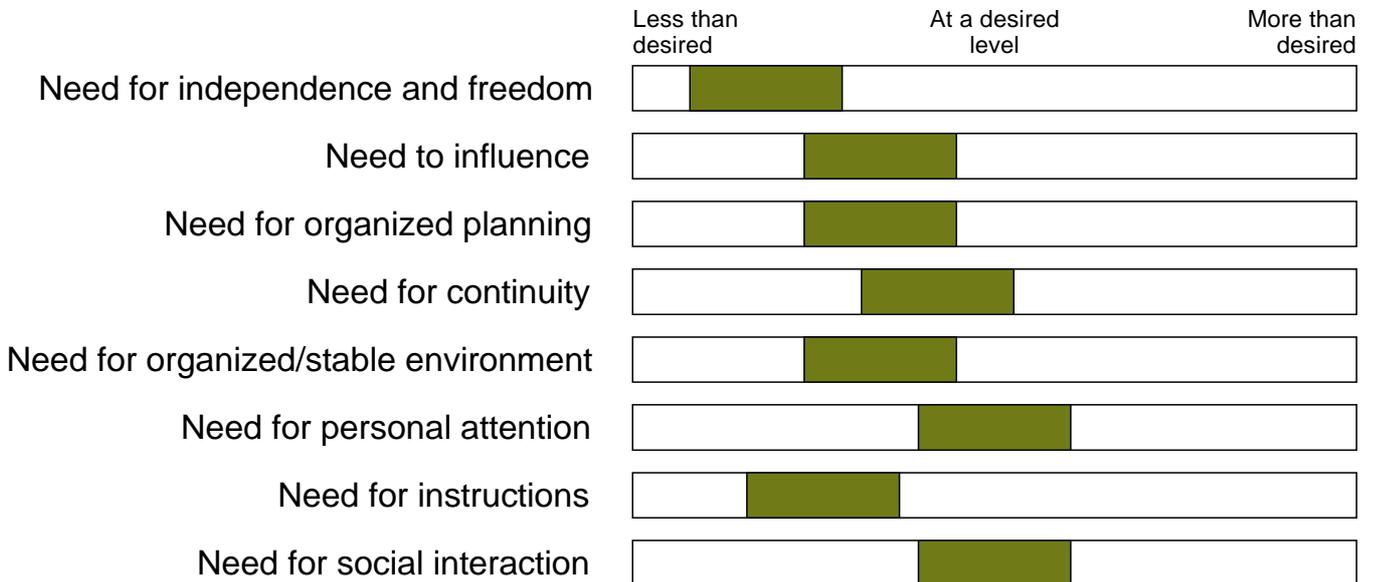
**13.05.2009**

**Note! This page is designed only for users who have attended Extended DISC User's Training. The page is not to be forwarded to anyone else.**

### Communicating strong emotions:



### The Influence of the Present Environment on the Person's Motivation



### Consistency of the results (0-5)

PSim 4

PSiz 5

PPos 3

