

DiSC® Behavioral Profile for:

Paul Persuader

Personalized Description and Success Strategies from the Personal Profile System®

- **General Characteristics**
- **Strategies for Creating a Positive Relationship**



Dimensions of Behavior

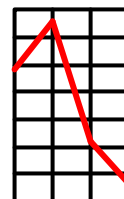
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05-09-2005



BEHAVIORAL HIGHLIGHTS

This section lists the potential strengths of Paul's behavioral profile. Personalize the information using these steps: <1> Check mark the boxes of those statements that you think accurately describe Paul's behavioral style. <2> Cross out the boxes of those statements that you feel do not describe Paul's behavioral style very well. <3> Write in comments to modify the statements to make them more descriptive.



D i S C

Some of Paul's behavioral strengths may be:

- Likes to interact with many different types of people
- Likes to express thoughts and feelings to others
- Animated and enthusiastic in expression
- Quick to adapt to new ideas and changes
- Seeks to find ways to interact positively in difficult situations
- Likes a fast pace, new activities, change, and variety
- Quick to act and creates a sense of urgency in others
- Enjoys challenges and competition
- Can move forcefully to get results
- Uses direct, action-oriented approach to solving problems

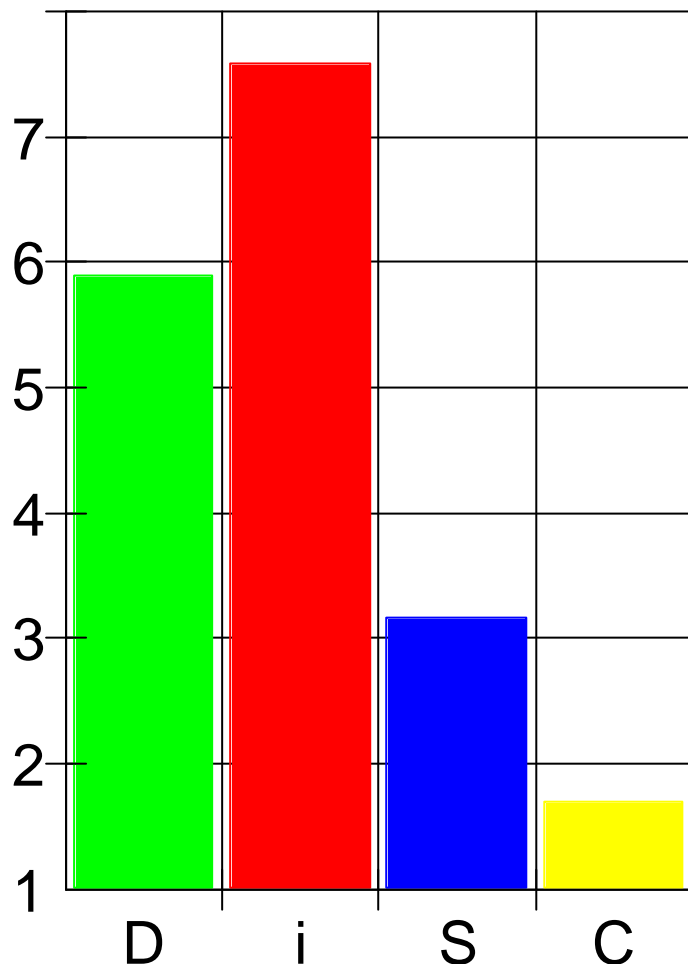
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Personal Profile System® Graph



The DiSC® Dimensions of Behavior model describes behavioral patterns in terms of four tendencies. They are briefly defined below:

D Dominance: People with a high "D" behavioral tendency seek to shape their environment by overcoming opposition to accomplish results.

i Influence: People with a high "i" behavioral tendency seek to shape their environment by influencing or persuading others.

S Steadiness: People with high "S" behavioral tendency seek to cooperate with others to carry out their tasks.

C Conscientiousness: People with high "C" behavioral tendency seek to work within existing circumstances to ensure quality and accuracy.

All people have all four behavioral tendencies but in differing intensities. The relationship of the four tendencies to each other creates a profile pattern which provides information about a person's potential behavioral responses.

Name: Paul Persuader

Date: 05-09-2005

Classical Pattern: Persuader

Completed by: self

Environmental Focus: work

The above graph displays the relationship of the four behavioral tendencies in Paul's profile pattern. The information on the following pages is based upon this profile pattern.

Remember, the Personal Profile System® is not a test. There is no such thing as a "good" or "bad" pattern. Research indicates that the most successful people are those who know themselves and develop strategies to meet the needs of specific situations. The following information is most helpful when reviewed, discussed, and put to use in developing specific action plans for increasing personal effectiveness.

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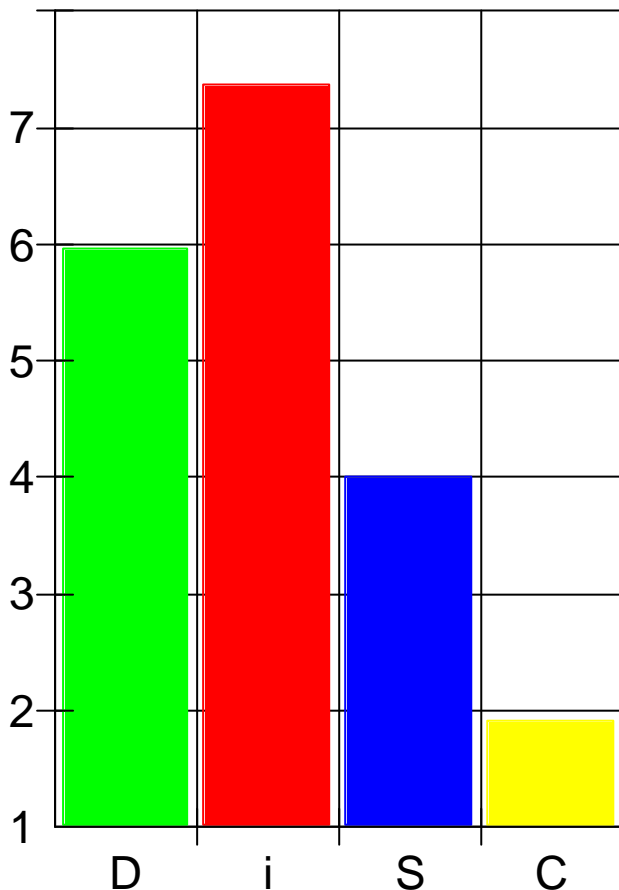
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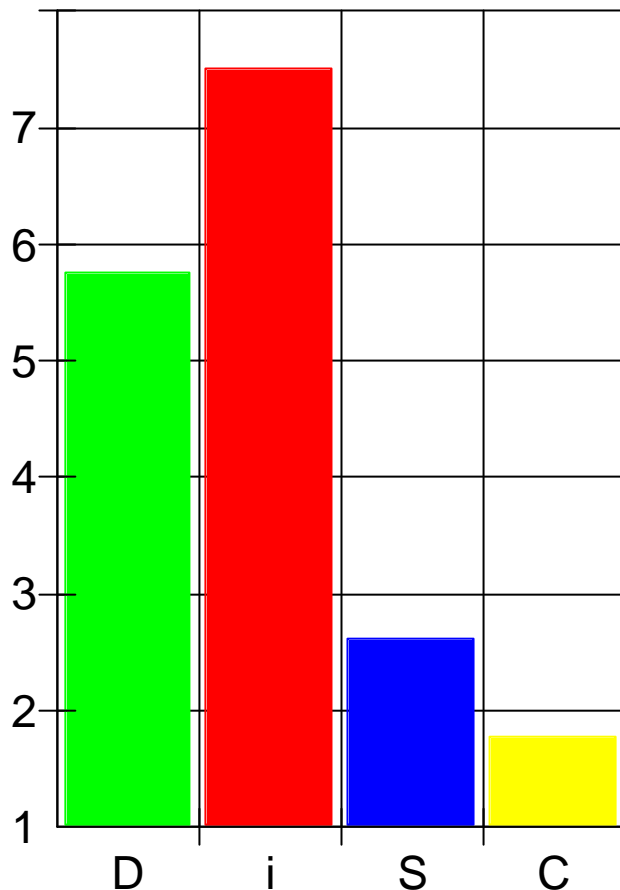


Personal Profile System® Graph

Graph I



Graph II



Name: Paul Persuader

Date: 05-09-2005

Classical Pattern: Persuader

Completed by: self

Environmental Focus: work

Some people find additional understanding of themselves by looking at any differences between their responses to their MOST and LEAST choices. Because you have responded to the same question "How do I see myself?" for both choices, it is likely the information will be the same. If there is a significant difference in the Profiles, you may want to ask yourself some questions about the factors that influenced your choices as you responded. The composite graph (Graph 3) reflects the combination of your most and least choices and is typically the most comprehensive description of your overall Profile. This composite Profile is used for all the information contained in your reports.

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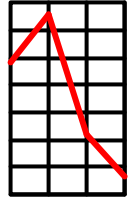
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BEHAVIORAL OVERVIEW

The following narrative, based upon the profile responses, provides a general overview of Paul's natural behavioral style in the environment. This section is designed to provide a broad overview of his natural, most comfortable behavior. Paul's actual observed behavior may be somewhat different due to modifications based on the demands of the situation, the expectations of others, and his personal values. Review and discuss the information, deleting the portions that do not seem applicable and highlighting the portions which may be most relevant and useful.



D i S C

Paul tends to be highly enthusiastic and receptive to other people. He generally has an easy smile and a warm greeting. He tends to shake hands firmly and maintain direct eye contact. His ready use of wit and small talk may relax most people and may tend to brighten their day. He may seem quite approachable.

He tends to be very friendly and trusting. That trust may not be noticeably reduced even if his expectations of others are not met. He tends to maintain a fresh interest in each person. Delays and setbacks may not dampen his enthusiasm or his faith in others. He tends to have the ability to gain the respect and confidence of most of the people he meets.

Tending to be rather ambitious, Paul may seek authority and prestige, preferably in the form of an official position within the hierarchy of both work and community organizations. He also may enjoy the various status symbols, both material and psychological, which accompany such a position. He may also seek recognition of his position and his accomplishments from his peers.

Paul may use his verbal abilities to paint vivid word pictures which can make the abstract concrete, bring people together, or finalize an agreement. Not surprisingly, he may tend to evaluate others on the basis of their verbal skills. Yet, because of his warm and accepting manner, even those evaluated less favorably generally do not feel rejected.

The verbal skills of Paul may be made all the more valuable by his tendency to promote. He may tend to be selling himself, his product or service and his organization most of the time. As a persuader, he may often sway people to his point of view. He may have the ability not only to draw people to him, but to retain them as clients or friends as well.

Paul may tend to be highly flexible and tends to expect flexibility in others. This flexibility may make it possible for him to deal effectively with all the change occurring in a complex situation. Or, it may result in the lack of any sustained direction and, perhaps, the absence of desired results. Closely tied to his flexibility is his tendency to function spontaneously in a disorganized environment. However, if he perceives a need to look good in order to meet his goals, he may become very organized. This sudden organization may be superficial (such as cleaning his desk by throwing everything in a box), or it may be substantial, involving some extended effort and preparation.

Since Paul basically tends to seek to obtain results through people, he may readily delegate responsibility to others. His tendency for genuine trust in the abilities of others may facilitate such delegation. However, it may also involve a lack of judgement in selecting the most suitable person for an activity, or a lack of adequate supervision or follow up.

Paul tends to like variety and change. He may not like to feel hemmed in. He may prefer to be able to move about, talk with people, and generally be free to manage his own work environment. He may become very restless if required to stay in one place very long. He may do whatever he can to avoid such situations. On occasion, he may accept the inevitability of the situation. At these times, he may respond by becoming quiet, perhaps taking a mental journey to a more interesting time.

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BEHAVIORAL OVERVIEW

--Continued--

By accenting the positive and ignoring the negative, Paul may at times set himself up for difficulties. When things are not going well or he feels pressured for any reason, he may tend to become soft-spoken and easily persuaded. He may too readily accept the statements of the person with whom he is speaking.

When approaching a new problem or decision, Paul may tend to base his decision more on feelings than on facts. His optimism and faith in the abilities of others may cause him to make some unwise decisions. The effect of the decision on his own position and prestige may also be a factor. In any case, he may be likely to make a quick decision. He may not monitor the results, however, simply assuming that all will go well.

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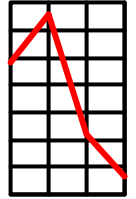
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MOTIVATING FACTORS

People have different sources of motivation and different goals based on their most preferred behavioral tendencies. This section lists those factors usually found to be most motivating to someone with Paul's behavioral tendencies. Some of these factors may not apply to Paul because he may have modified his behavior due to his life experiences and values system. Some of the factors may appear to be contradictory because of the differences in the tendencies that comprise Paul's behavior. Review and revise as necessary.



D i S C

Paul may be motivated by:

- Situations providing positive interactions with others
- Opportunities to verbalize his thoughts and feelings
- Environments where two-way dialogue is encouraged
- Enthusiastic verbal recognition: "Great!" "Fantastic!"
- Immediate verbal feedback
- Having his feelings acknowledged
- Having control over his work environment
- Being able to direct other people's activities
- Being offered new opportunities and new challenges
- Situations where he is held accountable solely for results rather than for how the results are achieved
- Opportunities for advancement
- Rewards for achieving goals

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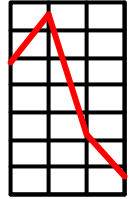
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PREFERRED ENVIRONMENT

People have different preferences in the environment in which they most prefer to work or live. What one person finds delightful may be intolerable to someone else. This section provides information on what environment Paul might find most desirable based on his behavioral tendencies. Some of these factors may not apply to Paul or may appear contradictory because of the differences between the tendencies that describe Paul's behavior. Review and revise as necessary.



D i S C

Paul wants an environment which provides:

- A fast-moving pace which involves relating to others with enthusiasm
- Recognition and positive feedback
- Opportunities for creative, imaginative "brainstorming"
- Maximum freedom to determine how things are done
- Fast-paced, results-oriented
- Performance measurements and rewards based upon achieving agreed-upon results
- Him the opportunity to control events

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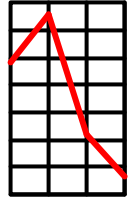
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TENDS TO AVOID

All people have different situations or activities that they naturally tend to avoid based on a dislike or fear of what is involved in the task or interaction. By knowing what our most likely avoidance behaviors are, we can choose strategies for coping with them and reduce possible negative outcomes such as procrastination. This section lists the activities and situations Paul is most likely to avoid based on his behavioral tendencies. Some of the factors may not apply to Paul. Review and revise as necessary.



D i S C

Based on dislike, discomfort, or fear, Paul tends to avoid:

- Situations where others may react to him with hostility
- Actions that might lead to loss of approval from others
- Having to choose between being liked or being respected
- Follow-through on extensive detail
- Routine, repetitive task work
- Environments that provide little or no contact with people
- Environments with rigid time constraints
- Situations where he has no control over the environment
- Appearing soft or weak
- Situations requiring routine, predictable behaviors day after day
- Being closely managed by others
- Having to check in frequently and report what he is doing
- Having to report step by step how he is going to do a task or activity

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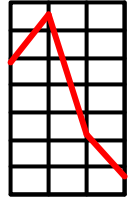
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STRATEGIES FOR INCREASED EFFECTIVENESS

This section describes possible actions that Paul might take to modify certain naturally occurring behavioral tendencies to achieve greater effectiveness. Some of these strategies may be already in use, others may represent areas for potential skill development. It may be useful to prioritize the strategies based on the needs of the current environment. Review and revise as necessary.



D i S C

Paul would increase his effectiveness by:

- Developing a more realistic assessment of people and situations that includes negative and positive information
- Structuring a process for completing tasks in an orderly and timely manner
- Developing the ability to be firm and direct when dealing with interpersonal conflict
- Willingness to hear and consider negative thoughts and feelings of others
- Following through on key details on a more consistent basis
- Better management of time requirements
- Evaluating the amount of time spent in meetings and verbal communications with others
- Taking more time to think through possible consequences before taking action
- Listening and considering the thoughts, feelings and experiences of others
- Learning to negotiate outcomes on a win/win basis
- Explaining his reasoning process rather than just announcing conclusions
- Learning to participate in a group without being in charge
- Developing tact and diplomacy in communications and interactions with others
- Giving recognition to others for their efforts

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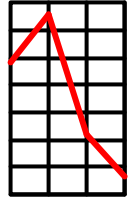
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DEMOTIVATING FACTORS

People have different factors that affect their motivation both positively and negatively. By understanding what these factors are, we can increase the amount of time we are experiencing those conditions that enhance our positive motivation, and reduce the impact of those factors which will reduce self motivation. The following list can be used to create an environment more supportive to positive motivation by managing or eliminating demotivating factors specific to Paul's behavioral style.



D i S C

Paul may become demotivated when:

- Working in environments with reserved or unfriendly co-workers
- Required to meet fixed schedules and rigid time constraints
- Working in negative, pessimistic, hostile environments
- Required to focus on thinking to the exclusion of feeling
- Required to perform routine tasks with attention to detail
- His authority is countermanded
- His responsibility is diminished
- His resources are restricted
- Required to do routine activities with little or no variety
- Closely supervised
- Required to report frequently on activities rather than results
- He has no opportunity for advancement

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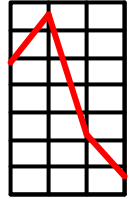
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BEHAVIOR IN CONFLICT SITUATIONS

Most people use behavior in conflict situations that can be described as either a "fight" or "flight" response based on their natural behavioral tendencies. Some people use a combination of both responses, depending on the intensity or degree of risk involved in the situation. The following describes a range of responses that Paul might use in a conflict situation. These behaviors may have been modified due to Paul's values system and/or life experience. This information will be more helpful if reviewed with Paul, ranking the behaviors from most-likely to be used to least-likely.



D i S C

In a conflict situation Paul

- Tends to avoid open, direct conflict
- Tends to become emotionally expressive
- May become personally attacking
- Tends to minimize negative information
- May attempt to placate angry people without addressing the issue
- May give in to avoid looking bad or losing approval
- May become impulsive
- Tends to take a direct, aggressive approach
- May escalate levels of aggression
- May create win/lose outcomes
- May overpower others who then retaliate with covert aggression
- Tends to become defensive
- May become autocratic, using rank and authority to end the conflict

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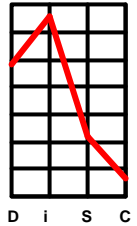
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Behavioral Tendency Continuum

This continuum displays Paul's potential range of intensity for each of the behaviors listed. This continuum represents potential behavior based on Paul's profile pattern rather than actual, observed behavior. This information is most helpful when discussed and evaluated based on experience with Paul.



Name: Paul Persuader

Date: 05-09-2005

Environmental Focus: work

Classical Pattern: Persuader

	D	i	S	C
ACCEPTS - open, receives willingly				★
ADHERES - sticks to the rules		★		
ADVOCATES - promotes, urges action				★
AGITATES - stirs up, rocks the boat			★	
AMPLIFIES - explains, expands the point				★
ASSIGNS - delegates to others			★	
ASSUMES - takes for granted				★
BOASTS - brags about abilities				★
CAPTIVATES - charms others				★
COMMANDS - directs others			★	
DIGESTS - absorbs, thinks it through		★		
ESTABLISHES - stabilizes, builds to last	★			
IMITATES - follows the leader's example				★
INVENTS - creates new solutions, ideas			★	
INVESTIGATES - examines, checks it out		★		
JUSTIFIES - defends, gives reasons for		★		

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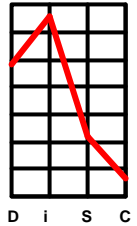
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Date: 05-09-2005

Environmental Focus: work

Classical Pattern: Persuader

	-	ML	M	MH	H
MAINTAINS - continues, preserves		★			
MANEUVERS - plans skillfully				★	
MODIFIES - adapts, adjusts, revises		★			
NURTURES - shows care for others		★			
OBJECTS - protests, argues, disputes			★		
OBSERVES - watches attentively			★		
PLANS - prepares, maps out task		★			
PRAISES - compliments, shows approval					★
PROHIBITS - cautions, prevents risk			★		
PROTECTS - guards tradition, stability		★			
RECONCILES - appeases, settles differences			★		
REVIEWS - examines in detail			★		
SPECULATES - gambles on the future				★	
TESTS - examines, tries it out			★		
TRUSTS - believes in others				★	
VERBALIZES - talks things out					★

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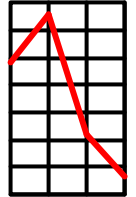
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Strategies For Creating a Positive Relationship

All people are not the same. A strategy that works very effectively with one person may be disastrous with another. Trial and error learning about which strategies are effective with which person can be very costly in both time and emotion. This section provides a starting point for developing strategies based on Paul's natural behavioral tendencies. By reviewing and discussing the strategies listed for each key behavioral area, you can develop an effective plan for creating a positive relationship with Paul.



D i S C

Creating a Positive Climate for Paul

- Show interest in him by asking personal questions
- Provide opportunities to interact with others in a positive, enthusiastic manner
- Allow time for discussions where he can verbalize thoughts, feelings and ideas
- Accept that he tends not to pay attention to details about tasks
- Assist him by following up on details
- Listen responsively to him
- Accept that he prefers to avoid negative or unpleasant discussions
- Accept that he may desire to interact often and with many different people
- Provide choices for activities, letting him make the decision
- Allow him to direct the efforts of others
- Accept his need to compete and win
- Give your undivided attention to his interests
- Direct more attention to getting results than discussing emotions
- Accept his need for variety and change
- Let him set the pace for activities

How to Communicate with Paul

- Paul tends to prefer informal, open-ended discussions in social environments such as over lunch or dinner
- Paul desires an opportunity to share experiences, stories and ideas in an enthusiastic, responsive exchange
- He may need to be directed to stay closer to the subject under discussion in order to finish within a reasonable time frame
- He may have difficulty listening to negative information
- Paul tends to prefer direct, to the point communications without a lot of time spent on social chatter
- Be prepared to listen to his ideas before moving on to other topics

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Strategies For Creating a Positive Relationship

--Continued--

Strategies For Creating a Positive Relationship (Continued)

- Tends to practice selective perception, only hearing and/or remembering that with which he agrees
- Consider checking at end of discussion to make sure everything was heard, and stored in memory, by asking him to repeat what he heard

How to Compliment Paul

- Use enthusiastic public praise for verbal ability and interpersonal skills
- Compliment him on positive changes in his appearance
- Acknowledge his persistently optimistic attitude in situations that others might find discouraging
- Recognize his skill at involving others in discussions and activities
- Compliment his ability to organize social functions
- Praise his ability to generate enthusiasm in others
- Use brief, direct factual statements
- Focus on his achievements, and his demonstrated leadership abilities
- Acknowledge his ability to take charge of a difficult situation
- Compliment his ability to take risks, to set precedents
- Recognize the unique or innovative nature of his thoughts, ideas and/or actions
- Acknowledge his ability to get the maximum results with the minimum investment of time and effort

How to Provide Feedback to Paul

- Provide opportunity for him to express his feelings after hearing your feedback
- Acknowledge his feelings and direct the discussion to facts and results
- Resist his attempts at side-stepping the discussion, re-directing his attention to the facts
- Use open-ended questions (who, what, where, when, how) to keep the discussion focused
- Discuss specific action plans for change rather than general statements about changes in attitude
- Continue to validate his worth as a person separate from the desired changes in his behavior
- Counter emotional escalations by focusing on specific actions and behaviors



Strategies For Creating a Positive Relationship

--Continued--

Strategies For Creating a Positive Relationship (Continued)

- Have him restate your feedback in his own words to ensure accurate listening
- Close the discussion with a specific statement of what actions he is going to take as a result of your feedback
- Focus discussion on obstacles to achieving results and how he can eliminate them
- Discuss desired changes in his behavior in terms of potential impact on results
- Describe current negative consequences from his behavior and request solutions
- Keep feedback factual, neutral and nonjudgemental
- Reduce his defensiveness by focusing solely on actions and consequences
- Disengage from right/wrong debates
- Keep discussion focused on actions, rather than motives or intentions

How to deal with Paul in Conflict

- Paul tends to avoid open, direct conflict
- Acknowledge his discomfort in dealing with conflict by saying "I understand this may be uncomfortable for you"
- State the issue factually, without judgement about him as a person
- Allow him to verbalize his feelings
- Respond to his feelings by saying "I understand you are angry (sad, mad, glad, scared)"
- Acknowledge his feelings if he becomes blaming or personally attacking by saying "I understand you are upset", and re-direct the discussion to the issue
- Limit sidetracking in the discussion by acknowledging other issues that may need to be discussed at another time, and immediately move back to the current issue
- State repeatedly that this conflict is about a specific issue not about him personally, as Paul tends to fear loss of approval
- Affirm his value to you and state the problem by saying, "I like you, and I'm upset with your behavior"
- Counter his attempts to minimize the problem by focusing on his actions and consequences to him and others
- Counter his attempts to placate you without solving the problem, by requiring a commitment from him for specific actions

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Strategies For Creating a Positive Relationship

--Continued--

Strategies For Creating a Positive Relationship (Continued)

- Direct the discussion to specific facts and actions rather than talking in generalities or emotional expressions
- Close the discussion with a clear statement of what is going to happen by when, and affirm the value of the discussion in maintaining a positive relationship with him
- Paul may tend to take a direct, aggressive approach, resulting in an "I win, you lose" outcome
- Acknowledge his logic or reasoning by saying "I can see your point" or "I can see the logic in your thinking"
- After acknowledging his thinking, calmly restate your point
- Disengage from right/wrong debates by acknowledging the differences between the two of you, without judgement
- Accept that the only workable, win/win solution may be to agree to disagree
- Counter blaming statements by refocusing on the issue and what corrective action is going to be taken
- Resist any impulse to retaliate with blaming, attacking or sarcastic comments
- Reduce your defensiveness when attacked and acknowledge any error on your part
- Use open-ended questions (how, what, where, when, who) to define the real issues in the situation
- Ask him what it is that he really wants as an outcome
- Call a time-out if emotions escalate to high levels of aggression or hostility, scheduling a time to continue the discussion
- Conclude the discussion with a summary of what each person has committed to do to resolve the conflict

How to deal with Paul's Problem-solving Style

- Paul tends to avoid handling complex, detailed problems requiring follow-up
- He may need to be coached through a logical problem-solving process instead of relying on a "gut-feeling"
- Paul may have difficulty acknowledging that a problem exists due to his optimistic perception
- He may need to have the actual or potential consequences of the problem clearly stated
- Paul tends to take a practical, results-oriented approach, preferring simple, easy-to - implement, immediate solutions

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Strategies For Creating a Positive Relationship

--Continued--

Strategies For Creating a Positive Relationship (Continued)

- He may need to be directed toward considering the long term consequences of the decision
- He may need coaching in handling complex problems due to his natural tendency to over-simplify in a rush for immediate results

How to deal with Paul's Decision-making Style

- Paul may tend to avoid making decisions involving negative consequences and/or interpersonal conflict
- Discuss how making a decision will reduce negative outcomes in the long term
- Describe how his indecisiveness frustrates others and makes him look bad
- Paul tends to make emotion-based decisions, sometimes impulsively, based on a "gut- feeling"
- He may need assistance developing a more logical, fact-based approach to decisions
- Paul tends to be a quick decision-maker
- He may need to be encouraged to take enough time to gather sufficient information and consider possible consequences before making decisions
- Point out the benefits of taking more time in terms of improved results

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