Emma Baartz - CS/SC - Formalist Style

Natural Style - Graph II

90-----

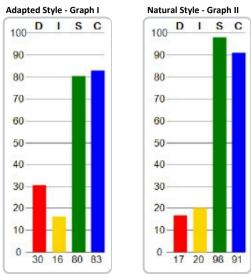
80-

70-

60 -----

50 -----

40



When Communicating with Emma, DO: • Outline individual tasks and responsibilities in writing.

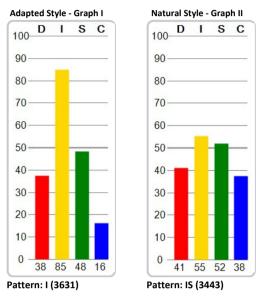
- Provide assurances about Emma's input and decisions. • Give Emma time to verify the issues and potential outcomes.
- List pros and cons to suggestions you make.
- Ask 'how' oriented questions to draw out Emma's opinions. • Assure Emma that there won't be any unexpected surprises.
- Do your homework, because Emma's homework will already be done.

When Communicating with Emma, DO NOT:

- Offer assurances and guarantees that you can't fulfill. • Rush the issues or the decision-making process.
- Be vague about what's expected of the group.
- Leave an idea or plan without backup support. • Fail to follow through. If you say you're going to do something, do it.
- Be rude, abrupt, or too fast-paced in your delivery.
- Make decisions for Emma.
- Pattern: CS (2166)

Pattern: SC (1166)

Daneen Capuzzo - I/IS - Coach Style



- - When Communicating with Daneen, DO:
 - Provide assurances about Daneen's input and decisions.
 - Ask for Daneen's input regarding people and specific assignments. • Be certain to conclude the communication with some modes of action and
 - specific next steps for all involved.
 - Be candid, open, and patient.

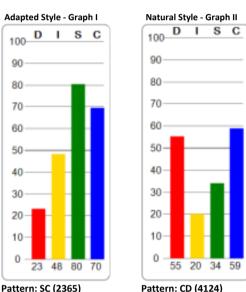
• Join in with some name-dropping and talk positively about people and their goals. • Show sincere interest in Daneen as a person. • Put the details in writing, but don't plan on discussing them too much.

- When Communicating with Daneen, DO NOT: Be overly task-oriented.
- Leave the idea or plan without backup support.
- Be vague or ambiguous.
- Manipulate or bully Daneen into agreeing. • Offer assurances and guarantees you can't fulfill.
- Let the discussion with Daneen get caught in dreams too much, otherwise

• Give Charlee the opportunity to express opinions and make some of the decisions.

you'll lose time. Be impersonal or judgmental.

Charlee Johnson - SC/CD - Explorer Style



• When you agree, support the ideas and potential results, rather than supporting the person responsible for the results.

When Communicating with Charlee, DO:

- Beware of indecision, and be sure to keep the "data gate" open for more
- information • Give Charlee time to verify the issues and potential outcomes. • Stick to business matters only -- small talk or charm won't be appreciated.

• Do your homework, because Charlee's homework will already be done.

• Remember these three rules: Be brief, be bright, and be gone.

When Communicating with Charlee, DO NOT:

- Whine about all of the work you have to do. • Engage in rambling discussion, and waste Charlee's time.
- Leave things up in the air, or decide by chance.
- Fail to follow through.
- If you say you're going to do something, do it. • Confuse or distract Charlee from the issues at hand.
- Provide incomplete or unclear directions or instruction Use unreliable evidence or testimonials.

• Present your ideas and opinions in a non-threatening way.

Ask for Bianca's input regarding people and specific assignments.

• Join in with some name-dropping, and talk positively about people and

• Be certain that individual responsibilities are clear, in writing, and that

Bianca Van Bergen - CS/CSi - Technician Style

Natural Style - Graph II

100 DISC

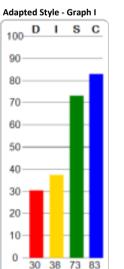
80 ------

60 -----

40 -----

30----

50 ------



- Pattern: CS (2356) Pattern: CSi (2456)

Adapted Style - Graph

45 16 80 7

attern: SC (3165)

• Assure Bianca that there won't be any surprises. • Be certain to conclude the communication with some modes of action and specific next steps for all involved.

When Communicating with Bianca DO:

• Break the ice with a brief personal comment.

When Communicating with Bianca, DO NOT:

- Use someone else's opinion as evidence. Push too hard. • Leave the idea or plan without backup support.
- Offer promises that you can't keep.

there are no ambiguities.

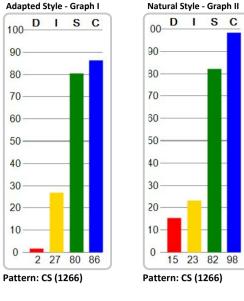
• Get in the habit of manipulating ideas quickly. Rush the issue or the decision-making process.

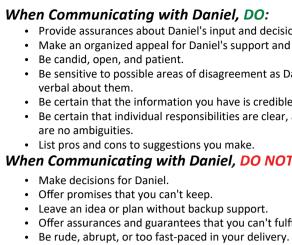
Angie Wilmot - SC/SC - Formalist Style

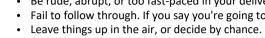
When Communicating with Angie DO:

- Be sensitive to possible areas of disagreement as Angie may not be verbal about
- Be certain that individual responsibilities are clear, and that there are no
- Assure Angie that there won't be any unexpected surprises.
- Provide assurances about Angie's input and decisions.
- Angie will follow through, so you should be certain to follow through on your part. • Be certain that the information you have is credible. • List pros and cons to suggestions you make.
- When Communicating with Angie, DO NOT:
- Make decisions for Angie.
- Leave an idea or plan without backup support. • Leave things up in the air, or decide by chance.
- Be rude, abrupt, or too fast-paced in your delivery.
- Offer promises that you can't keep.
- Fail to follow through. If you say you're going to do something, do it. • Rush the issues or the decision-making process.

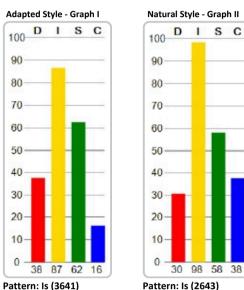


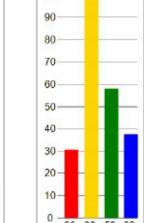


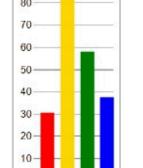


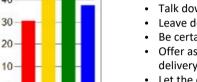


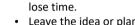
Emily Conroy - Is/Is - Coach Style



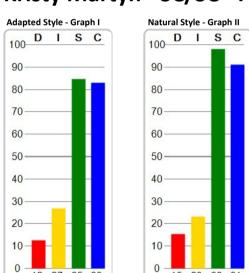




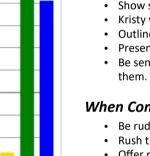


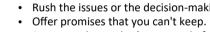


Kristy Martyn - SC/SC - Formalist Style



12 27 85 83

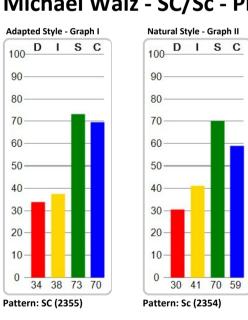




- Leave an idea or plan without backup support.
- Make decisions for Kristy.

Pattern: SC (1266) Pattern: SC (1266) Michael Walz - SC/Sc - Planner Style

15 23 98 91



Adapted Style - Graph |

100 DISC

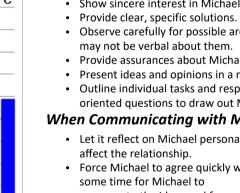
60 ----

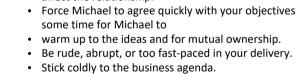
50 -----

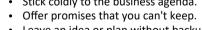
40----

30-

Pattern: ICs (2545)







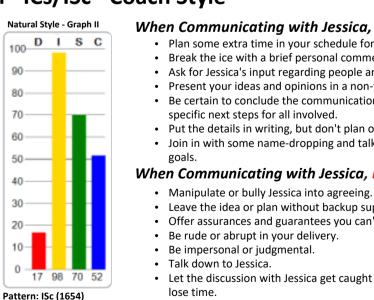
Jessica Wolski - ICs/ISc - Coach Style

90-

80-

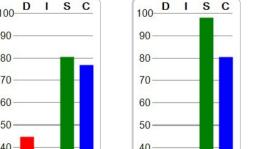
70-

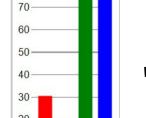
60 ----



- 50 -----40-----30
 - lose time

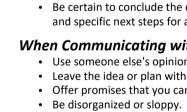
Natural Style - Graph I 100 DISC them ambiguities.





30 20 98 80

Pattern: SC (2166)



their goals.

DISC PROFILES - AT QLD TEAM

70-

60-

50-

60 -

40-

60 -

40 -

70-

50-----

40 -

20 -

Provide assurances about Daniel's input and decisions.

• Make an organized appeal for Daniel's support and contributions. • Be sensitive to possible areas of disagreement as Daniel may not be

• Be certain that the information you have is credible. • Be certain that individual responsibilities are clear, and that there

When Communicating with Daniel, DO NOT:

- Offer assurances and guarantees that you can't fulfill.
- Fail to follow through. If you say you're going to do something, do it.

When Communicating with Emily, DO:

 Be candid, open, and patient. Be certain to conclude the communication with some modes of action and specific next steps for all involved.

• Plan to talk about things that support Emily's dreams and goals. Break the ice with a brief personal comment. • Provide assurances about Emily's input and decisions. • Plan some extra time in your schedule for talking, relating, and socializing. Put the

details in writing, but don't plan on discussing them too much.

When Communicating with Emily, DO NOT: • Talk down to Emily. Be vague or ambiguous.

• Leave decisions hanging in the air. • Be certain all decision points have reached closure and result in plans for action. • Offer assurances and guarantees you can't fulfill. Be rude or abrupt in your

• Let the discussion with Emily get caught in dreams too much, otherwise you'll

• Leave the idea or plan without backup support

When Communicating with Kristy, DO:

• Do your homework, because Kristy's homework will already be done. • Be candid, open, and patient.

• Show sincere interest in Kristy as a person.

• Kristy will follow through, so you should be certain to follow through on your part. • Outline individual tasks and responsibilities in writing. • Present your ideas and opinions in a non-threatening way. • Be sensitive to possible areas of disagreement as Kristy may not be verbal about

When Communicating with Kristy, DO NOT:

• Be rude, abrupt, or too fast-paced in your delivery. • Rush the issues or the decision-making process. • Be vague about what's expected of the group.

Offer assurances and guarantees that you can't fulfill.

When Communicating with Michael, DO:

• Show sincere interest in Michael as a person.

- Observe carefully for possible areas of disagreement, as Michael
- Provide assurances about Michael's input and decisions.
- Present ideas and opinions in a non-threatening way. • Outline individual tasks and responsibilities in writing. Ask 'how'
- oriented questions to draw out Michael's opinions.

When Communicating with Michael, DO NOT:

- Let it reflect on Michael personally when you disagree, and don't let disagreements
- Force Michael to agree quickly with your objectives and position. Instead, provide
- warm up to the ideas and for mutual ownership.
- Leave an idea or plan without backup support.
- Say, "Listen to me, here's how I think we should do it."

When Communicating with Jessica, DO:

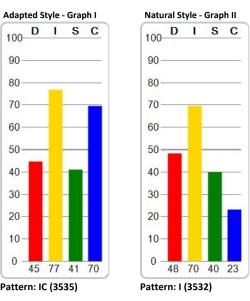
- Plan some extra time in your schedule for talking, relating, and socializing. • Break the ice with a brief personal comment.
- Ask for Jessica's input regarding people and specific assignments.
- Present your ideas and opinions in a non-threatening way. • Be certain to conclude the communication with some modes of action and
- Put the details in writing, but don't plan on discussing them too much.
- Join in with some name-dropping and talk positively about people and their

When Communicating with Jessica, DO NOT:

 Leave the idea or plan without backup support • Offer assurances and guarantees you can't fulfill.

Let the discussion with Jessica get caught in dreams too much, otherwise you'll

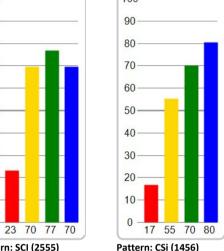
Shannan Cain - IC/I - Networker Style



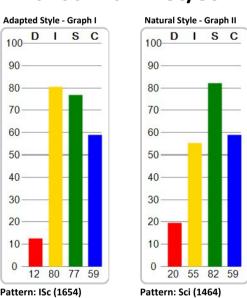
Ray Cooper - SC/S - Planner Style

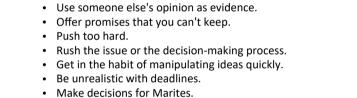
Adapted Style - Graph I Natural Style - Graph II 100 DISC 100 DISC 90. 80-70 -60 -----50----41 27 82 38 Pattern: S (3263) Pattern: SC (2265)

Natural Style - Graph I Adapted Style - Graph I 100 DISC 100 DISC



Pattern: SCI (2555)





Amanda Walz - ISc/Sci - Harmonizer Style

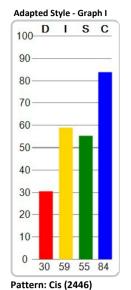
When Communicating with Amanda, DO:

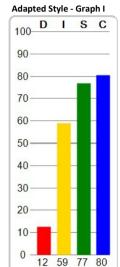
- Be certain that individual responsibilities are clear, and that there are no ambiguities. Put the details in writing.
- Provide testimonials from people Amanda sees as important and prominent. • Break the ice with a brief personal comment.
- Amanda will follow through. Be certain to follow through on your part.
- Offer input on how to make the ideas become reality.
- Ask for Amanda's input, and provide assurances regarding decisions.

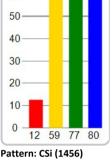
• Be candid, open, and patient. Show sincere interest in Amanda as a person. When Communicating with Amanda, DO NOT:

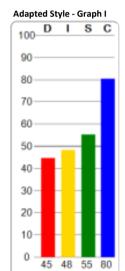
- Leave decisions hanging in the air. Be certain all decision points have reached closure and result in plans for action.
- · Force Amanda to agree quickly with your objectives and position. Instead, provide some time for Amanda to warm up to the ideas and for mutual ownership.
- Be impersonal or judgmental.
- Threaten with position or power.
- Manipulate or bully Amanda into agreement.
- Be rude, abrupt, or too fast-paced in your delivery.
- Be overly task-oriented.







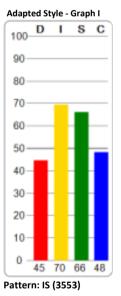




Pattern: Cs (3346)

Ashley Webb - IS/Sic - Harmonizer Style

Pattern: SC (3244)



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Disclaimer: Although DISC profiling is based on extensive psychological research, these communication styles are indicative only, and do not reflect everything about each individual. Always choose care factor and empathy when communicating with others.

When Communicating with Ray, DO: • Show sincere interest in Ray as a person. Be casual and informal with gestures and body language. Present ideas and opinions in a non-threatening way. • Find some areas of common interest and involvement. • Ask 'how' oriented questions to draw out Ray's opinions.

• Outline individual tasks and responsibilities in writing. Observe carefully for possible areas of disagreement, as Ray may not be verbal about them.

When Communicating with Ray, DO NOT:

When Communicating with Shannan, DO:

• Be engaging, stimulating, and fast-paced.

prominent.

with Shannan.

• Stick too rigidly to the agenda.

• Be cool, aloof, or regimented.

Be impersonal or judgmental.

Talk down to Shannan.

you'll lose time.

closure and result in plans for action.

• Ask for Shannan's input regarding people and specific assignments.

• Plan to talk about things that support Shannan's dreams and goals.

• Provide testimonials from people Shannan sees as important and

• Be certain to specify instructions for continuing action.

When Communicating with Shannan, DO NOT:

• Get bogged down in facts, figures, or abstractions.

• Put the details in writing, but don't plan on discussing them too much.

• Plan some extra time in your schedule for talking, relating, and socializing

• Leave decisions hanging in the air. Be certain all decision points have reached

• Let the discussion with Shannan get caught in dreams too much, otherwise

- Offer promises that you can't keep. • Let it reflect on Ray personally when you disagree, and don't let disagreements affect the relationship
- Say, "Listen to me, here's how I think we should do it." • Force Ray to agree quickly with your objectives and position. Instead, provide
- some time for Ray to • warm up to the ideas and for mutual ownership.
- Offer assurances and guarantees that you can't fulfill.
- Leave an idea or plan without backup support.

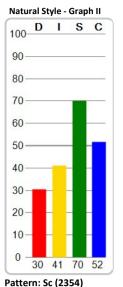
• Stick coldly to the business agenda. Marites Scott - SCI/CSi - Technician Style

When Communicating with Marites, DO:

- Provide logical and practical evidence. P • rovide testimonials from people Marites sees as important and prominent.
- Provide clear, specific solutions, and support your position with pros and
- Marites will follow through, so be certain to follow through on your part.
- Do your homework, because Marites's homework will already be done. • Be certain that individual responsibilities are clear, in writing, and that there are no ambiguities. • Be candid, open, and patient.

When Communicating with Marites, DO NOT:

Kimberley Campbell - Cis/Sc - Planner Style



Natural Style - Graph II

100 D I S C

90-

50 ------

Pattern: Sci (1464)

50 ----

Natural Style - Graph II

100 DISC

40----

30 -



- Ask 'how' oriented questions to draw out Kimberley's opinions.
- Present ideas and opinions in a non-threatening way. • Observe carefully for possible areas of disagreement, as Kimberley
- may not be verbal about them.
- Be casual and informal with gestures and body language.
- Break the ice with a brief personal comment. • Provide clear, specific solutions.

• Be certain that individual responsibilities are clear, and that there

- are no ambiguities. When Communicating with Kimberley, DO NOT:
- Rush into business or the agenda. Instead, provide some time to break the ice.
- Stick coldly to the business agenda. • Let it reflect on Kimberley personally when you disagree, and don't let disagreements affect the relationship.
- Offer assurances and guarantees that you can't fulfill. · Force Kimberley to agree quickly with your objectives and position. Instead, provide some time for Kimberley to warm up to the ideas and for mutual ownership.
- Be rude, abrupt, or too fast-paced in your delivery. • Say, "Listen to me, here's how I think we should do it."

Sally Cowen - CSi/Sci - Harmonizer Style

When Communicating with Sally, DO:

- Plan some extra time in your schedule for talking, relating, and socializing.
- Provide testimonials from people Sally sees as important and prominent. • Be casual and informal with gestures and body language.
- Attempt to be engaging, stimulating, and fast-paced.
- Sally will follow through. • Be certain to follow through on your part.
- Plan to talk about things that support Sally's dreams and goals. • Ask 'how' oriented questions to draw out Sally's opinions.

When Communicating with Sally, DO NOT:

- · Leave decisions hanging in the air. Be certain all decision points have reached closure and result in plans for action.
- Manipulate or bully Sally into agreement.
- Be overly task-oriented. Be domineering or demanding.
- Force Sally to agree quickly with your objectives and position. Instead, provide some time for Sally to
- warm up to the ideas and for mutual ownership.
- Be impersonal or judgmental. • Patronize or demean Sally by using incentives or subtlety.

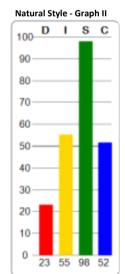
Kevin Toon - Cs/SC - Formalist Style

When Communicating with Kevin, DO:

- Be sensitive to possible areas of disagreement as Kevin may not be verbal about them.
- Give Kevin time to verify the issues and potential outcomes. Be candid, open, and patient.
- Kevin will follow through, so you should be certain to follow through on your part.
- Do your homework, because Kevin's homework will already be done.
- Provide assurances about Kevin's input and decisions. • Approach issues in a logical, straightforward, and factual way.

When Communicating with Kevin, DO NOT:

- Fail to follow through.
- If you say you're going to do something, do it. • Rush the issues or the decision-making process.
- Offer assurances and guarantees that you can't fulfill.
- Leave things up in the air, or decide by chance.
- Be vague about what's expected of the group. • Leave an idea or plan without backup support.
- Be rude, abrupt, or too fast-paced in your delivery.



Pattern: Sic (2464)

When Communicating with Ashley, DO:

- Be certain to conclude the communication with modes of action and specific instructions for the next step.
- Attempt to be engaging, stimulating, and fast-paced.
- Ask for Ashley's input, and provide assurances regarding decisions. Break the ice with a brief personal comment.
- Provide testimonials from people Ashley sees as important and prominent.
- Plan some extra time in your schedule for talking, relating, and socializing. • Present your ideas and opinions in a non-threatening way.

When Communicating with Ashley, DO NOT:

- Get bogged down in facts, figures, or abstractions.
- Be overly task-oriented. Manipulate or bully Ashley into agreement. • Patronize or demean Ashley by using incentives or subtlety.
- Leave decisions hanging in the air.
- Be certain all decision points have reached closure and result in
- plans for action. • Be impersonal or judgmental. Be domineering or demanding