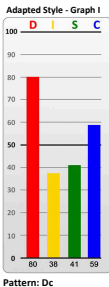


DISC PROFILES - ORICA TEAM

Martin Addinall - Dc/Dc - Explorer Style



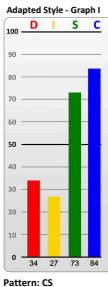
When Communicating with Martin, **DO:**

- Beware of indecision, and be sure to keep the "data gate" open for more information.
- Be specific about what's needed, and who is going to do it.
- Stick to business matters only -- small talk or charm won't be appreciated.
- Give Martin time to verify the issues and potential outcomes.
- When you agree, support the ideas and potential results, rather than supporting the person responsible for the results.
- Do your homework, because Martin's homework will already be done.
- Remember these three rules: Be brief, be bright, and be gone.

When Communicating with Martin, **DO NOT:**

- Whine about all of the work you have to do.
- Confuse or distract Martin from the issues at hand.
- Forget or lose things necessary for the meeting or project.
- Leave things up in the air, or decide by chance.
- Engage in rambling discussion, and waste Martin's time.
- Provide incomplete or unclear directions or instructions.
- Try to develop "too close" a relationship, especially too quickly.

Tim Ballantyne - CS/SC - Formalist Style



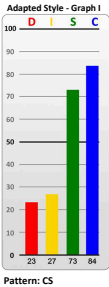
When Communicating with Tim, **DO:**

- Ask "how" oriented questions to draw out Tim's opinions.
- Be candid, open, and patient.
- Be certain that individual responsibilities are clear, and that there are no ambiguities.
- Be sensitive to possible areas of disagreement as Tim may not be verbal about them.
- Be certain that the information you have is credible.
- Assure Tim that there won't be any unexpected surprises.
- Present your ideas and opinions in a non-threatening way.

When Communicating with Tim, **DO NOT:**

- Leave an idea or plan without backup support.
- Be rude, abrupt, or too fast-paced in your delivery.
- 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.
- Make decisions for Tim.
- Offer promises that you can't keep.
- Offer assurances and guarantees that you can't fulfill.

Shawn Elliott - CS/SC - Formalist Style



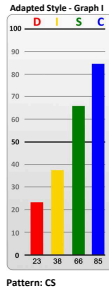
When Communicating with Shawn, **DO:**

- Be certain that individual responsibilities are clear, and that there are no ambiguities.
- Give Shawn time to verify the issues and potential outcomes.
- Be candid, open, and patient.
- Approach issues in a logical, straightforward, and factual way.
- Provide assurances about Shawn's input and decisions.
- Make an organised appeal for Shawn's support and contributions.
- Present your ideas and opinions in a non-threatening way.

When Communicating with Shawn, **DO NOT:**

- 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.
- Make decisions for Shawn.
- Be rude, abrupt, or too fast-paced in your delivery.
- Fail to follow through. If you say you're going to do something, do it.

Leighton Forsythe - CS/SC - Formalist Style



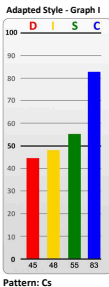
When Communicating with Leighton, **DO:**

- Be certain that individual responsibilities are clear, and that there are no ambiguities.
- List pros and cons to suggestions you make.
- Assure Leighton that there won't be any unexpected surprises.
- Approach issues in a logical, straightforward, and factual way.
- Leighton will follow through, so you should be certain to follow through on your part.
- Make an organised appeal for Leighton's support and contributions.
- Provide assurances about Leighton's input and decisions.

When Communicating with Leighton, **DO NOT:**

- Make decisions for Leighton.
- Leave an idea or plan without backup support.
- Be rude, abrupt, or too fast-paced in your delivery.
- 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.
- Be vague about what's expected of the group.

Kylie Heit - Cs/SCI - Technician Style



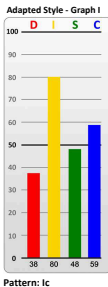
When Communicating with Kylie, **DO:**

- Assure Kylie that there won't be any surprises.
- Be certain that individual responsibilities are clear, in writing, and that there are no ambiguities.
- Break the ice with a brief personal comment.
- Present your ideas and opinions in a non-threatening way.
- Provide logical and practical evidence.
- Join in with some name-dropping, and talk positively about people and their goals.
- Be accurate and realistic, don't over-inflate ideas or outcomes.

When Communicating with Kylie, **DO NOT:**

- Be unrealistic with deadlines.
- Leave the idea or plan without backup support.
- Rush the issue or the decision-making process.
- Push too hard.
- Use someone else's opinion as evidence.
- Make decisions for Kylie.
- Be disgruntled or sloppy.

Steven Heit - Ic/I - Networker Style



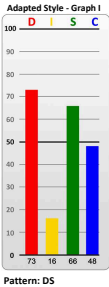
When Communicating with Steven, **DO:**

- Provide immediate incentives for Steven's willingness to help on the project.
- Plan some extra time in your schedule for talking, relating, and socializing with Steven.
- Be certain to specify instructions for continuing action.
- Be certain to conclude the communication with modes of action and specific instructions for the next step.
- Be engaging, stimulating, and fast-paced.
- Plan to talk about things that support Steven's dreams and goals.
- Offer input on how to make ideas become reality.

When Communicating with Steven, **DO NOT:**

- Be overly task-oriented.
- Be impersonal or judgmental.
- Stick too rigidly to the agenda.
- Get bogged down in facts, figures, or abstractions.
- Leave decisions hanging in the air. Be certain all decision points have reached closure and result in plans for action.
- Let the discussion with Steven get caught in dreams too much, otherwise you'll lose time.
- Talk down to Steven.

Robert James - DS/DS - Finisher Style



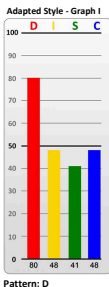
When Communicating with Robert, **DO:**

- Do your homework. Come prepared with objectives, requirements, and support materials in a well organised package.
- Provide specifics about probability of success or effectiveness of options.
- Draw out personal goals, and find areas of common interest and involvement.
- Highlight the ways in which Robert will benefit or be assisted in this transaction.
- Be candid, open, and sincere.
- Take issue with the facts if you disagree, rather than arguing about it with Robert.
- Begin your conversation with a personal comment, even if brief; it will be an icebreaker.

When Communicating with Robert, **DO NOT:**

- Offer assurances and guarantees that you can't fulfill.
- Leave things open for interpretation.
- Threaten with position or power.
- Pretend to be an expert although you are not.
- Be vague.
- Patronise or demean by using subtlety or incentives.
- Ask rhetorical or useless questions.

Dewald Lubbe - D/DS - Finisher Style



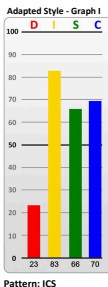
When Communicating with Dewald, **DO:**

- Provide specifics about probability of success or effectiveness of options.
- Support the results if you agree, rather than supporting the person responsible for the results.
- Provide details of the problem or issue in writing.
- Limit your conversation to business topics. Let Dewald decide whether to include "social" chat.
- Take issue with the facts if you disagree, rather than arguing about it with Dewald.
- Do your homework. Come prepared with objectives, requirements, and support materials in a well organised package.
- Be clear, specific, brief, and to the point.

When Communicating with Dewald, **DO NOT:**

- Let disagreement reflect on Dewald personally.
- Force Dewald to respond quickly to your objectives.
- Patronise or demean by using subtlety or incentives.
- Be demanding or domineering.
- Be vague.
- Manipulate or bully Dewald into agreement.
- Ask rhetorical or useless questions.

Michael Mackay - ICS/Ics - Coach Style



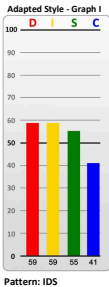
When Communicating with Michael, **DO:**

- Plan some extra time in your schedule for talking, relating, and socializing.
- Break the ice with a brief personal comment.
- Plan to talk about things that support Michael's dreams and goals.
- Put the details in writing, but don't plan on discussing them too much.
- Ask for Michael's input regarding people and specific assignments.
- Present your ideas and opinions in a non-threatening way.
- Join in with some name-dropping and talk positively about people and their goals.

When Communicating with Michael, **DO NOT:**

- Let the discussion with Michael get caught in dreams too much, otherwise you'll lose time.
- Leave decisions hanging in the air. Be certain all decision points have reached closure and result in plans for action.
- Manipulate or bully Michael into agreeing.
- Be vague or ambiguous.
- Be overly task-oriented.
- Be impersonal or judgmental.
- Be rude or abrupt in your delivery.

Aaron Michael Mooney - IDS/S - Planner Style



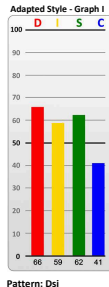
When Communicating with Aaron, **DO:**

- Ask "how" oriented questions to draw out Aaron Michael's opinions.
- Show sincere interest in Aaron Michael as a person.
- Present ideas and opinions in a non-threatening way.
- Be certain that individual responsibilities are clear, and that there are no ambiguities.
- Be candid, open, and patient.
- Break the ice with a brief personal comment.
- Provide clear, specific solutions.

When Communicating with Aaron, **DO NOT:**

- Force Aaron Michael to agree quickly with your objectives and position. Instead, provide some time for Aaron Michael to warm up to the ideas and for mutual ownership.
- Rush into business or the agenda. Instead, provide some time to break the ice.
- Offer promises that you can't keep.
- Stick coldly to the business agenda.
- Be rude, abrupt, or too fast-paced in your delivery.
- Let it reflect on Aaron Michael 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".

Ashley Walker - Dsi/DC - Explorer Style



When Communicating with Ashley, **DO:**

- When you disagree, take issue with the methods or procedures, not with the person.
- Remember these three rules: Be brief, be bright, and be gone.
- Give Ashley time to verify the issues and potential outcomes.
- Give Ashley the opportunity to express opinions and make some of the decisions.
- Do your homework, because Ashley's homework will already be done.
- Be prepared to handle some objections.
- Beware of indecision, and be sure to keep the "data gate" open for more information.

When Communicating with Ashley, **DO NOT:**

- Try to develop "too close" a relationship, especially too quickly.
- Provide incomplete or unclear directions or instructions.
- Engage in rambling discussion, and waste Ashley's time.
- Confuse or distract Ashley from the issues at hand.
- Forget or lose things necessary for the meeting or project.
- Use unreliable evidence or testimonials.
- Fail to follow through. If you say you're going to do something, do it.

DISC OVERVIEW

HOW TO USE THIS REPORT

The DISC report is divided into 3 parts introducing the DISC model, helping you understand your own style, and identifying ways that you can apply your style strengths

or modify your style weaknesses in order to meet the needs of others.

- Part I focuses on understanding each of the DISC styles and identifying characteristics, including the tendencies of each behavioural style
- Part II is about understanding yourself and will unveil information about the tendencies that make you unique
- Part III examines and explores adaptability and offers actionable recommendations for you and others who interact with you

With the personalised and comprehensive report, DISC gives you tools to help you become a better you - to develop and use more of your natural strengths while recognising, improving upon, and modifying your limitations. Then, because we can easily see and hear those behaviours, we can quickly and accurately "read" other people and use our knowledge to enhance communication and grow our relationships.

Please note: Any behavioural descriptions mentioned in this report are only **tendencies** for your style group and may or may not specifically apply to you personally.

BEHAVIOUR DESCRIPTORS OF EACH

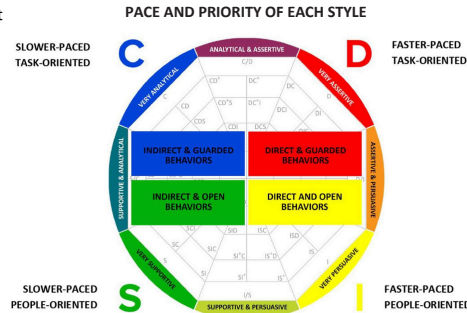
DOMINANCE	INFLUENCE	STEADINESS	CONSCIENTIOUS
Decisive	Charming	Understanding	Accurate
Competitive	Confident	Friendly	Precise
Daring	Convincing	Good Listener	Analytical
Direct	Enthusiastic	Patient	Compliant
Innovative	Inspiring	Relaxed	Courteous
Persistent	Optimistic	Sincere	Diplomatic
Adventurous	Persuasive	Stable	Detailed
Problem-Solver	Sociable	Steady	Fact-Finder
Results-Oriented	Trusting	Team Player	Objective

DIRECTNESS AND OPENNESS OF EACH STYLE

STYLE	TENDENCIES
DOMINANCE	Tends to be direct and guarded
INFLUENCE	Tends to be direct and open
STEADINESS	Tends to be indirect and open
CONSCIENTIOUS	Tends to be indirect and guarded

PACE AND PRIORITY OF EACH STYLE

STYLE	TENDENCIES
DOMINANCE	Fast-paced and task-oriented
INFLUENCE	Fast-paced and people-oriented
STEADINESS	Slow-paced and people-oriented
CONSCIENTIOUS	Slow-paced and task-oriented



Communicating with the **DOMINANT** Style

D CHARACTERISTICS:	SO YOU SHOULD...
Concerned with being #1	Show them how to win, new opportunities
Think logically	Display reasoning
Want facts and highlights	Provide concise data
Strive for results	Agree on goal and boundaries, the support or get out of their way
Like personal choices	Allow them to "do their thing," within limits
Like changes	Vary routine
Prefer to delegate	Look for opportunities to modify their workload focus
Want others to notice accomplishments	Compliment them on what they've done
Need to be in charge	Let them take the lead, when appropriate, but give them parameters
Tendency towards conflict	If necessary, argue with conviction on points of disagreement, backed up with facts; don't argue on a "personality" basis

Communicating with the **STEADY** Style

S CHARACTERISTICS:	SO YOU SHOULD...
Concerned with stability	Show how your idea minimises risk
Think logically	Show your reasoning
Want documentation and facts	Provide data and proof
Like personal involvement	Demonstrate your interest in them
Need to know step-by-step sequence	Provide outline and/or one-two-three instructions as you personally "walk them through"
Want others to notice their patient perseverance	Compliment them for their steady follow-through
Avoid risks and changes	Give them personal assurances
Dislike conflict	Act non-aggressively, focus on common interest or needed support
Accommodate others	Allow them to provide service or support for others
Look for calmness and peace	Provide a relaxing, friendly atmosphere
Enjoy teamwork	Provide them with a cooperative group
Want sincere feedback that they're appreciated	Acknowledge their easygoing manner and helpful efforts, when appropriate

Communicating with the **INFLUENCING** Style

I CHARACTERISTICS:	SO YOU SHOULD...
Concerned with approval and appearances	Show them that you admire and like them
Seek enthusiastic people and situations	Behave optimistically and provide upbeat setting
Think emotionally	Support their feelings when possible
Want to know the general expectations	Avoid involved details, focus on the "big picture"
Need involvement and people contact	Interact and participate with them
Like changes and innovations	Vary the routine; avoid requiring long-term repetition by them
Want others to notice THEM	Compliment them personally and often
Often need help getting organised	Do it together
Look for action and stimulation	Keep up a fast, lively, pace
Surround themselves with optimism	Support their ideas and don't poke holes in their dreams; show them your positive side
Want feedback that they "look good"	Mention their accomplishments, progress and your other genuine appreciation

Communicating with the **CONSCIENTIOUS** Style

C CHARACTERISTICS:	SO YOU SHOULD...
Concerned with aggressive approaches	Approach them in an indirect, non-threatening way
Think logically	Show your reasoning
Seek data	Give data to them in writing
Need to know the process	Provide explanations and rationale
Utilise caution	Allow them to think, inquire and check before they make decisions
Prefer to do things themselves	When delegating, let them check procedures, and other progress and performance before they make decisions
Want others to notice their accuracy	Compliment them on their thoroughness and correctness when appropriate
Gravitate toward quality control	Let them assess and be involved in the process when possible
Avoid conflict	Tactfully ask for clarification and assistance you may need
Need to be right	Allow them time to find the best or "correct" answer, within available limits
Like to contemplate	Tell them "why" and "how"