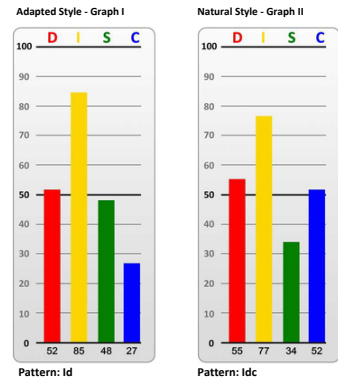


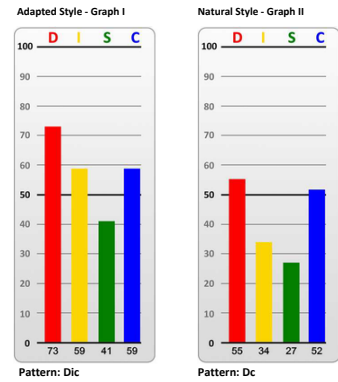
# DISC PROFILES - ORICA TEAM

## Selena Anderson - Id/Idc - Assessor Style



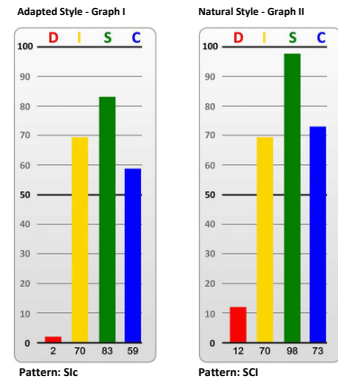
- When Communicating with Selena, DO:**
- Be certain to conclude the communication with modes of action and specific instructions for the next step.
  - List pros and cons to the suggestions you make.
  - Be engaging, stimulating, and fast-paced.
  - Plan to talk about things that support Selena's dreams and goals.
  - If you disagree with the direction, show your position in an organised presentation.
  - Give Selena time to verify the issues and potential outcomes.
  - Do your homework, because Selena's homework will already be done.
- When Communicating with Selena, DON'T:**
- Use unreliable evidence or testimonials.
  - Be dogmatic.
  - Whine about all of the work you have to do.
  - Be impersonal or judgmental.
  - Talk down to Selena.
  - Leave decisions hanging in the air. Be certain all decision points have reached closure and result in plans for action.
  - Be unrealistic with deadlines.

## Brittany Campbell - Dic/DC - Explorer Style



- When Communicating with Brittany, DO:**
- Remember these three rules: Be brief, be bright, and be gone.
  - When you disagree, take issue with the methods or procedures, not with the person.
  - Be specific about what's needed, and who is going to do it.
  - Do your homework, because Brittany's homework will already be done.
  - Motivate and persuade Brittany by pointing out objectives and expected results.
  - Be prepared to handle some objections.
  - Be efficient: Hit the major points first.
- When Communicating with Brittany, DON'T:**
- Leave things up in the air, or decide by chance.
  - Whine about all of the work you have to do.
  - Confuse or distract Brittany from the issues at hand.
  - Forget or lose things necessary for the meeting or project.
  - Fail to follow through. If you say you're going to do something, do it.
  - Use unreliable evidence or testimonials.
  - Provide incomplete or unclear directions or instructions.

## Elfrida De Beer - Sic/SCI - Harmoniser Style



- When Communicating with Elfrida, DO:**
- Attempt to be engaging, stimulating, and fast-paced.
  - Plan to talk about things that support Elfrida's dreams and goals.
  - Provide testimonials from people Elfrida sees as important and prominent.
  - Be certain to conclude the communication with modes of action and specific instructions for the next step.
  - Offer input on how to make the ideas become reality.
  - Be certain that individual responsibilities are clear, and that there are no ambiguities. Put the details in writing.
  - Be candid, open, and patient. Show sincere interest in Elfrida as a person.
- When Communicating with Elfrida, DON'T:**
- Leave decisions hanging in the air. Be certain all decision points have reached closure and result in plans for action.
  - Get bogged down in facts, figures, or abstractions.
  - Be impersonal or judgmental.
  - Force Elfrida to agree quickly with your objectives and position. Instead, provide some time for Elfrida to warm up to the ideas and for mutual ownership.
  - Be domineering or demanding.
  - Be rude, abrupt, or too fast-paced in your delivery.
  - Threaten with position or power.

## DISC OVERVIEW

### HOW TO USE THIS REPORT

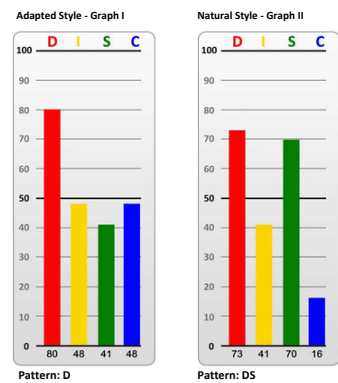
The DISC report is divided into 3 parts introducing the DISC model, helping you understand your own style, and identifying ways that you can apply your style strengths or modify your style weaknesses in order to meet the needs of others.

- 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.

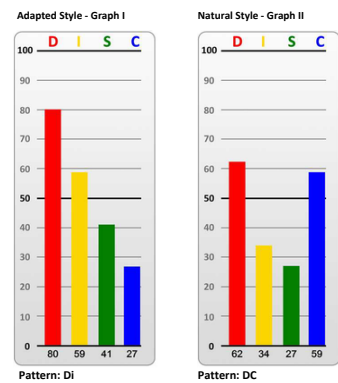
**Please note:** Any behavioural descriptions mentioned in this report are only *tendencies* for your style group and may or may not specifically apply to you personally.

## Dewald Lubbe - D/DS - Finisher Style



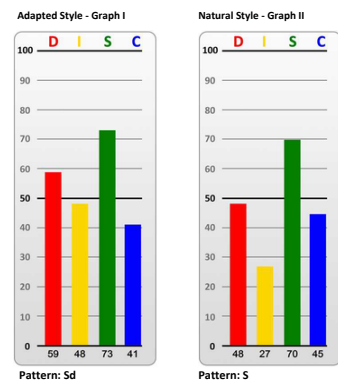
- When Communicating with Dewald, DO:**
- Provide specifics about probability of success or effectiveness of options.
  - Support the results if you agree, rather than supporting the person responsible for the results.
  - Provide details of the problem or issue in writing.
  - Limit your conversation 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, DON'T:**
- 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.

## Julie Meinberg - Di/DC - Explorer Style

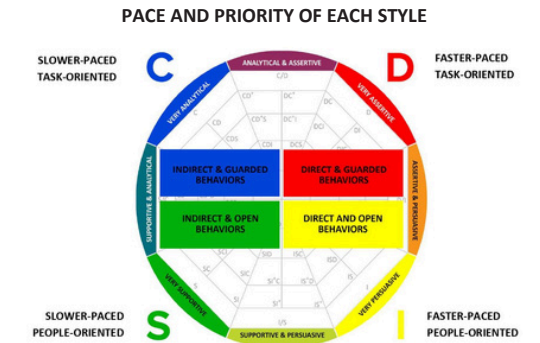


- When Communicating with Julie, DO:**
- Be specific about what's needed, and who is going to do it.
  - Be efficient: Hit the major points first.
  - Give Julie time to verify the issues and potential outcomes.
  - Give Julie the opportunity to express opinions and make some of the decisions.
  - Stick to business matters only -- small talk or charm won't be appreciated.
  - Motivate and persuade Julie by pointing out objectives and expected results.
  - Be prepared to handle some objections.
- When Communicating with Julie, DON'T:**
- Fail to follow through. If you say you're going to do something, do it.
  - Try to develop "too close" a relationship, especially too quickly.
  - Whine about all of the work you have to do.
  - Engage in rambling discussion, and waste Julie's time.
  - Confuse or distract Julie from the issues at hand.
  - Provide incomplete or unclear directions or instructions.
  - Leave things up in the air, or decide by chance.

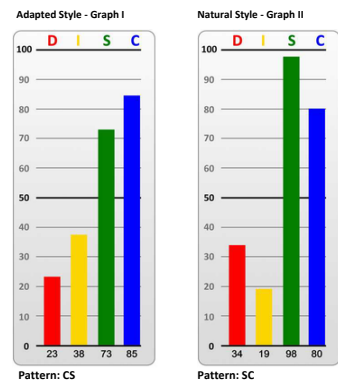
## Kellie Pengelly - Sd/S - Planner Style



- When Communicating with Kellie, DO:**
- Find some areas of common interest and involvement.
  - Ask 'how' oriented questions to draw out Kellie's opinions.
  - Show sincere interest in Kellie as a person.
  - Break the ice with a brief personal comment.
  - Be casual and informal with gestures and body language.
  - Present ideas and opinions in a non-threatening way.
  - Be certain that individual responsibilities are clear, and that there are no ambiguities.
- When Communicating with Kellie, DON'T:**
- Offer promises that you can't keep.
  - Say, "Listen to me, here's how I think we should do it".
  - Leave an idea or plan without backup support.
  - Stick coldly to the business agenda.
  - Let it reflect on Kellie personally when you disagree, and don't let disagreements affect the relationship.
  - Offer assurances and guarantees that you can't fulfill.
  - Force Kellie to agree quickly with your objectives and position. Instead, provide some time for Kellie to warm up to the ideas and for mutual ownership.

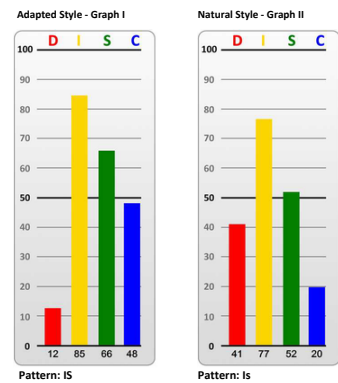


## Hildre Talke - CS/SC - Formalist Style



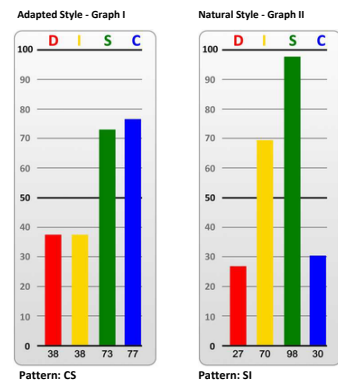
- When Communicating with Hildre, DO:**
- Hildre will follow through, so you should be certain to follow through on your part.
  - Be candid, open, and patient.
  - Approach issues in a logical, straightforward, and factual way.
  - Present your ideas and opinions in a non-threatening way.
  - Assure Hildre that there won't be any unexpected surprises.
  - Show sincere interest in Hildre as a person.
  - Ask 'how' oriented questions to draw out Hildre's opinions.
- When Communicating with Hildre, DON'T:**
- Be rude, abrupt, or too fast-paced in your delivery.
  - Offer promises that you can't keep.
  - Be vague about what's expected of the group.
  - Leave things up in the air, or decide by chance.
  - Rush the issues or the decision-making process.
  - Fail to follow through. If you say you're going to do something, do it.
  - Make decisions for Hildre.

## Chris Valvo - IS/Is - Coach Style



- When Communicating with Chris, DO:**
- Show sincere interest in Chris as a person.
  - Present your ideas and opinions in a non-threatening way.
  - Plan some extra time in your schedule for talking, relating, and socializing.
  - Plan to talk about things that support Chris's dreams and goals.
  - Break the ice with a brief personal comment.
  - Provide assurances about Chris's input and decisions.
  - Put the details in writing, but don't plan on discussing them too much.
- When Communicating with Chris, DON'T:**
- Talk down to Chris.
  - Leave the idea or plan without backup support.
  - Offer assurances and guarantees you can't fulfill.
  - Leave decisions hanging in the air. Be certain all decision points have reached closure and result in plans for action.
  - Be rude or abrupt in your delivery.
  - Be impersonal or judgmental.
  - Be overly task-oriented.

## Isabella Warrington - CS/SI - Harmoniser Style



- When Communicating with Isabella, DO:**
- Be certain to conclude the communication with modes of action and specific instructions for the next step.
  - Be casual and informal with gestures and body language.
  - Ask for Isabella's input, and provide assurances regarding decisions.
  - Provide testimonials from people Isabella sees as important and prominent.
  - Attempt to be engaging, stimulating, and fast-paced.
  - Offer input on how to make the ideas become reality.
  - Isabella will follow through. Be certain to follow through on your part.
- When Communicating with Isabella, DON'T:**
- Manipulate or bully Isabella into agreement.
  - Be impersonal or judgmental.
  - Leave decisions hanging in the air. Be certain all decision points have reached closure and result in plans for action.
  - Get bogged down in facts, figures, or abstractions.
  - Force Isabella to agree quickly with your objectives and position. Instead, provide some time for Isabella to warm up to the ideas and for mutual ownership.
  - Be domineering or demanding.
  - Patronise or demean Isabella by using incentives or subtlety.

### 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 OPENNES OF EACH STYLE

STYLE	TENDENCIES	STYLE	TENDENCIES
DOMINANCE	Tends to be direct and guarded	DOMINANCE	Fast-paced and task-oriented
INFLUENCE	Tends to be direct and open	INFLUENCE	Fast-paced and people-oriented
STEADINESS	Tends to be indirect and open	STEADINESS	Slow-paced and people-oriented
CONSCIENTIOUS	Tends to be indirect and guarded	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 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 STEADY Style

S CHARACTERISTICS:	SO YOU SHOULD...
Concerned with stability	Show how your idea minimises risk
Think logically	Show 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 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"