

DiSC® Classic Profiles

One of the unique features of *DiSC® Classic Facilitation System* is that it empowers you to select the DiSC-based assessment that best integrates into your training. To determine which DiSC-based assessment is most appropriate for your audience, application, and administrative resources, you can use the information here and in the FAQ found in the Online Resources folder in Support Materials. For more guidance, contact your Inscape Publishing Authorized Distributor.

DiSC Classic 2.0 and **DiSC PPSS** are online assessments administered as program **prework**—saving valuable class time. Using your EPIC account*, you can email participants unique access codes to take the assessment prior to the training session. Participants complete the assessment and receive a personalized report based on their responses, including comprehensive narratives about the participant's behavioral style, strengths, and challenges.

With EPIC-based assessments, you also have the ability to create Facilitator and Group Culture reports. These reports compile the DiSC styles of participants and give additional information on how the group's predominant DiSC styles may affect the group, team, or organization.

DiSC Classic Paper Profile is administered **during the training session**. Participants spend 25-30 minutes responding to 60 statements, scoring their assessment, and graphing their results to identify their behavioral style. They are then provided general information about the four DiSC styles on the pages following the assessment.

**If you do not have an EPIC account, contact your Inscape Publishing Authorized Distributor.*

Ensure Minimum Requirements

The minimum respondent requirements for *DiSC Classic 2.0*, *DiSC PPSS*, and *DiSC Classic Paper* include:

- All profile respondents must be at least 18 years old.
- Respondents must be able to read at a tenth-grade or higher reading level to appreciate both the items and the feedback in the report.
- Respondents must have had sufficient life experiences. For most people, these two conditions of language comprehension and maturity level are met at about the age of a senior in high school.
- Respondents must be willing and able to follow directions and comply with procedures without deliberately undermining the interpretative process in any way.

DiSC is **NOT** a substitute for mental health services, nor do the interpretations derived from the DiSC theory offer guidance in dealing with significant emotional issues. It is assumed that those completing the profile are in reasonably sound mental health. Persons seeking mental health counseling should obtain that help from a licensed counselor or therapist.

Establish Purpose and Process

Before you administer an assessment, you should put the assessment in context and provide enough information to reduce the respondent's anxiety. The following points need to be communicated to the respondent before he or she takes the assessment:

- **It's not a test.** Most of us have been conditioned from our school years to become tense when faced with a test-like activity. Do not refer to Inscape's assessments as tests. The word "test" causes unnecessary anxiety and, furthermore, is inaccurate. You cannot "pass" or "fail" an assessment. Instead, use terms like instrument, profile, and assessment.
- **It's from the respondent's point of view.** The results are not based on someone else's perceptions. The respondent has the opportunity to say, "This is the real me!"
- **It's confidential.** The results of the paper assessment are not available to others without permission. The purpose is to give the respondent helpful information, not to collect data on the individual. When taking an online assessment, no identifiable personal information is collected by the website other than the respondent's name and gender, which are used only to identify the report. If the respondent chooses to provide additional demographic information, this information, together with the respondent's individual responses, is used for research purposes only. It is not provided to the facilitator or any other third parties, and it is not linked to the respondent's name or any other identifiable personal information. Inscape Publishing will not sell or share the provided information to any other company or organization.
- **Respond quickly — use your first reaction.** DiSC® is designed to identify the respondent's natural style, so it is important to respond spontaneously, using his or her first reactions in most cases. Of course, it is important to take enough time to think before responding, but instruct respondents to avoid the tendency to overanalyze, as this will bias the results.

Administering Online Assessments

Administering an assessment online not only saves time during the seminar but also provides a more personalized experience for the participants. With the EPIC platform, the facilitator can rely on group and facilitator reports to tailor the seminar, and the respondent will receive meaningful reports with personalized narratives.

You must have an EPIC account to administer online assessments*. Once you have email addresses for your participants, log into your EPIC account at <https://admin.inscape-epic.com>, click on Manage Reports, and follow the steps to create a new report and issue access codes. See EPIC Help for more detailed instructions on issuing access codes.

We recommend that you send a customized email when sending your online assessment codes from EPIC to the participants (*see Sample Email on the next page.*) We also highly recommend that you choose the option that does not allow the participants to view their reports before your session. Insight Module 4 assumes that the participants have not yet seen their reports. The facilitation has been designed to provide the context needed to get the most out of the report content.

**If you do not have an EPIC account, contact your Inscape Publishing Authorized Distributor for assistance.*

Sample Email

Dear Participant:

I look forward to meeting you on [date]. To ensure that the session goes as smoothly as possible, please click on the link below to take the online <title of profile> instrument.

<<Title of profile>> is NOT a test, so you cannot pass or fail it. It is also not a predictor of your intelligence, value, or future success or failure, nor is it a diagnostic instrument. The results are based on your perceptions, not someone else's.

The assessment will only take ten minutes of your time, and it requires no advance preparation or study. When you respond to the assessment's questions, please answer based on how you see yourself in a <type> environment.

Please respond to <title of profile> by [date two days prior to session], to make sure that you will have your report at the session. If you have any questions, please do not hesitate to contact me. Again, I look forward to meeting you on [date].

Administering Paper Assessments

Using *DiSC® Classic* paper assessments during a seminar offers the facilitator the ability to control the environment and ensure all the respondents understand the directions. Even under the best of conditions, however, directions can still be misunderstood. This tendency is especially true when you are giving directions in a group setting where there may be some anxiety and distractions. Here are a few ways to keep misunderstandings to a minimum.

- **Watch for puzzled expressions.** If anyone appears to be puzzled, use open-ended questions such as, "What can I clarify?"
- **Read aloud while they read silently.** The paper assessment has key information and instructions. If you have any doubts about your ability to convey the information clearly, ask respondents to read the information silently while you read it aloud. In that way, they are hearing and seeing the information.
- **Use visual aids.** Insight Module 3 PowerPoint presentation provides images of the profile to help you give direction. You may also want to use flipcharts or a board to reinforce what you are telling the respondents.
- **Ask for questions.** Invite questions prior to administering the paper assessment and then indicate that you really want people to respond. Ask for questions a couple of times. Pause long enough so that everyone who needs information can formulate a question.
- **Limit discussion of the assessment.** In other words, avoid any discussion that might bias the results. Discourage discussion about the assessment before respondents have taken it.