

The
Athlete Assessments
CoachDISC Profile

Personalized Coach Report For:

Pam Brooks

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*Please refer to the **DISC Application Report** and the **Coaching Styles Report** for the valuable background and reference materials that support this report.*

Introduction to the Athlete Assessments CoachDISC Profile

Congratulations. Taking the Athlete Assessments CoachDISC Profile (“CoachDISC”) is a performance enhancing decision, designed to enable you to take the next step in your Coaching development.

This CoachDISC Report is a personalized, comprehensive behavioral profile. Use it as a tool to help you become a better coach. Use it to gain knowledge of your preferred “Coaching Style”. Know how to apply the right style to the right athlete in the right situation. Consistently doing this enables you to have your coaching message received in the way you intended. It enables you to meet the needs of your athletes. The pay off for you is your athletes perform better more often, due to your coaching having the right impact at the right time. Ultimately, this produces the winning results both you and your athletes want.

WHAT IS THE CoachDISC MODEL?

The CoachDISC model is founded on the internationally recognized and respected work of Dr Tony Alessandra and DISC Profiling Theory. DISC Profiles have been in use since 1928 and millions of profiles are completed by business managers every year. Bo Hanson (four time Olympic Athlete, Triple Olympic Medalist and Specialist Corporate and Coaching Consultant) used Tony’s excellent DISC Model and designed the only recognized, behavioral profiling tool specifically for athletes (AthleteDISC) and Coaches (CoachDISC). The profiles provide athletes, coaches and sporting teams with a performance improvement tool which is easily interpreted, practical and most importantly, is easy to remember and apply.

*DISC Theory works by grouping behavior into four categories. The Athlete DISC and CoachDISC models measure four areas of behavior: **D** is for **D**ominance, **I** is for **I**nteractive, **S** is for **S**teadiness and **C** is for **C**ompliance.*

Broadly speaking, the behaviors are described like this:

Dominance relates to how the individual approaches problems and challenges:

- *A high score in D – reflects a style of behavior that is to the point, aggressive or assertive in getting results, active and very results driven.*
- *A low score in D – reflects a style of behavior that is organized and structured in the approach to achieving results, is process driven and takes calculated actions.*

Interactive relates to how the individual influences others, such as officials and team members, to their point of view:

- A high score in I - reflects a behavioral style that is social, outgoing, people focused and verbally expressive and persuasive.
- A low score in I – reflects a behavioral style that is factual, reserved, sincere and cautious.

Steadiness relates to how the Individual responds to the pace of their environment:

- A high score in S - reflects a behavioral style that is most comfortable when in a secure, structured, slower paced environment where change is predictable.
- A low score in S - reflect a behavioral style that is most comfortable when there are frequent changes, unpredictable surroundings in the environment and have freedom to choose.

Compliance relates to how the Individual responds to rules, procedures and is process oriented:

- A high score in C - reflects a behavioral style that is most comfortable when there are rules to follow and the consequences of non-compliance are well defined.
- A low score in C - reflects behavior that is creative, has a 'my way' motivation, establishes their own processes and incline to operate outside of established guidelines.

The Use of Graphs to Illustrate Behavioral Patterns

Within the CoachDISC, we also refer to your **Adapting Style Pattern** and your **Natural Style Pattern**:

- **Adapting Style Pattern:** This is your self-perception of the way you believe you should behave in your role as a coach within the context of your sporting environment. This behavior may change in different environments. For example, you responded to the assessment with a Coaching focus. Your **Adapting Style Pattern** may be different than if you responded with a family focus. It makes sense that the behavior required to be successful as a coach may and could be vastly different to the behaviors required to be a contributing member of your family.
- **Natural Style Pattern:** This is the self-perception of the “real you”. These are behaviors you are most likely to exhibit when in situations you perceive as being stressful or in situations where you can simply do as you choose without having to please or consider anyone else. The reason this is described as the real you, is in the times just mentioned, our reaction and thinking times are either dramatically reduced or we literally do not have to think about adapting ourselves to suit anyone else. Hence, the real you emerges. This **Natural style Pattern** tends to be fairly consistent even in different environments, that is, in and outside of your coaching role.

HOW TO USE THIS REPORT

*First, read the entire report and make highlighter notes as you go. The report focuses on understanding your behavioral style characteristics in your coaching role. It also offers strategies for increasing your coaching effectiveness. **It is important to note** that there is no “best” behavioral style or coaching style. Each style has its unique strengths and opportunities for improvement. As well, each style has its own limitations. Knowing what your strengths and limitations are, enables you as a coach, to produce more consistent, higher level performances through your athletes. Knowing yourself is called “Self Awareness”. Great coaches, as well as great athletes, know what they do best and where they need to improve.*

*Most coaches are very eager to jump straight into the information about their personal profiles – so this is what we’ve done with this report. We have also provided valuable background and reference materials supporting this report. This is a separate report titled **Application of the Athlete Assessments DISC Profiles** (“DISC Application Report”).*

You can use the DISC Application Report to begin to identify likely behavioral styles of your athletes, competing coaches, support staff and club management. Knowing this information can help you find ways to get the edge on your competition or build more productive relationships. The report assists you to understand their likely modes of operation and associated behaviors. There are also action plans provided - we recommend that you share these action plans with others whom you work with closely. This can greatly enhance each of those relationships.

*Another valuable coaching resource is the report titled **Coaching Styles**.*

Both of these additional resources are available to you through your personal login (where you downloaded this report).

Overview of Your Coaching Behavioral Style

Within the CoachDISC model:

- Your **Adapting Style** (how you think you should behave) indicates you tend to use the behavioral traits of the **DC** style(s) in your Coaching role.
- Your **Natural Style** (how you are most likely to behave in situations you perceive as being stressful) indicates that you naturally tend to use the behavioral traits of the **D** style(s).

The information below serves as a personalized overview of your behavioral tendencies in your sporting environment. It sets the state of play for the report which follows and provides a framework for understanding, reflecting and applying your results. We've provided key improvement ideas throughout the report. This is so you can leverage your strengths whenever possible to maximize your personal coaching goals and successes.

You are an excellent problem solver. You can think quickly on your feet to solve a variety of issues and situations that arise in your program and with your athletes. You are able to do this because of your rapid decisiveness, ability to multi-task and your tendency to blaze your own trails rather than following the beaten path of other coaches. Be aware to involve your athletes in the decision-making process where appropriate or some of your athletes may perceive that as a problem-solver, you may also be a problem-creator.

You are a strong self-starter who shows a high sense of urgency to get things done... now. This appears as a prominent theme in your response pattern. Of any of the behavioral styles, your response pattern is at the top of the list for high urgency. The good news is that you're usually the first: To get service, to offer an idea and even first to the finish line on projects. The other news is that some of the people who help along the way to get you to the finish line, might feel as if they are forgotten. A bit of insurance that you'll receive the assistance in the future, is to remember to acknowledge those people, including support staff and athletes, who have helped.

You tend to rely more heavily on your own evaluations and decisions relating to your athletes than on others' evaluations. While this is an enduring trait of your independence, it can also lead to some potential problems in not seeking appropriate input from others, especially when rules, details or minutia emerge. The result may be cutting some corners or forgetting some important details in wither your planning or design of your programs. You can balance this by seeking input especially regarding unique procedures or protocol when you're not informed about them.

You score like those coaches who speak their minds and may sometimes be blunt or even sarcastic in their communication with their athletes. In fact, this may be a bit understated, as those who score like you may usually be blunt and sarcastic. While this gets results for you, it may also alienate your athletes over time. Again, a suggestion is to turn down the bluntness in favor of a more people-friendly approach where there is a higher concern of your athlete's feelings.

You are very direct, forthright and straightforward in communicating with your athletes. You score like those who speak their minds, tell it like it is and bring bottom-line closure to extended communication. You like to get things done quickly and that includes conversations. You tend not to sugar-coat the technical instruction and other messages to your athletes with unnecessary fluff and detailed descriptions and information.

You have many ideas and opinions of your own and have high confidence in those ideas. Some might say that coaches who score like you show a rather visible ego-presence. This goes with the territory of those other coaches with similar scores. However, to maximize effectiveness, those who choose to self-manage this a bit find that putting the ego traits to the side a bit, create a more relationship friendly climate. This is especially true when needing to negotiate with officials and team management.

Very self-reliant. You want to find your own solutions to the issues confronting your athletes and team. You'll find much of the theme of this report is based on your independence. You score like those who form a small percentage of the general population who may be considered movers and shakers and multi-taskers. This group of people think quickly, decide quickly and creates opportunities and solutions where none existed before. All or much of this is done in a completely independent manner. That's a strength, for both you and in your coaching role, as long as that strength is recognized and you are able to decide when to seek input from others and who to seek it from. A balancing act as always.

Pam, your response pattern on the CoachDISC shows that you set high goals for yourself and your athletes and expect all to meet those goals. This trait comes from your high degree of decisiveness, your high sense of urgency and your risk-taking ability. Those traits are somewhat rare in this combination and produce someone of keen expectations and one who can role model how to dedicate oneself to achieving demanding goals. If someone says it can't be done, your response may be, "Just watch me."

Your Strengths and Limitations

You are likely to display your strength characteristics reasonably consistently in both training and competition. For the most part, these qualities tend to enhance your performances. You can actually improve your performance by avoiding an overextension of these strengths. An overextension of your strengths becomes a limitation. For example, a coach who is highly analytical has the ability to interpret data and see the details. However, if overused, this same coach may struggle to make rapid decisions in a competition. And so on...

- **Mark the two most important strengths** as they apply to your coaching role.
- Then **mark two areas that you are committed to improve** upon.
- Transfer these behaviors to the **Summary of Your Style** on page 15.

Your Strengths:

- *Able to analyze situations quickly and reach a decision. This is a great benefit during competitions or where there is not time to analyze deeply and a fast decision is critical.*
- *You ask questions that challenge tradition and challenge your athletes' beliefs about what they can achieve. This can open their eyes to achieving more than they may have thought possible.*
- *Motivated to challenge yourself and your athletes to be the best they can be.*
- *High level of perseverance... you don't give up.*
- *Self-reliant and able to blaze new trails.*
- *Direct, bottom-line communicator who likes to tell it like it is.*
- *A strong self-starter, who doesn't wait for things to happen.*

Your Strengths and Limitations (continued)

Potential Areas for Improvement:

- *A one-way communicator. This is an example of a commanding coaching style. There are times for this but more often than not, this style will not build long term engagement with your athletes particularly as they learn more and develop into more experienced athletes with their own views and ideas.*
- *Crisis issues may be the only ones that get your attention. This is a case of management by crisis. It highlights the need to always plan and conduct risk management analysis and practices. As well, to identify at the earliest stages any discontent or resistance in your program.*
- *May take on too much due to liking to work in a pressure situation.*
- *May tend to overstep your coaching boundaries and assume authority where perhaps you do not have it.*
- *Set very high achievement standards for your athletes, to the extent that some goals may not be achieved. Be aware that unachievable goals can create loss of motivation in your athletes. IT is important to build their self-belief in a gradual manner.*
- *May frequently be argumentative when in disagreement with others.*

What You Need

All of our behaviors are driven by our needs. Each behavioral style has different needs or drivers to be met. All of our behavior is simply an attempt to meet our different individual needs.

Of course it is critical each person understands what their real needs are and how to have them met in a positive, sustainable and emotionally productive manner. The more fully our needs are met, the easier it is to perform at an optimal level. It is your responsibility to meet your needs. You therefore need to discuss with others what your needs are and how you think it is best to meet them. This understanding will help build stronger bonds between you, your fellow coaches, athletes and others.

*Mark two of your most important needs and transfer to the **Summary of Your Style** on page 15.*

Coaches like you tend to need:

- *May need to soften your approach a bit and take it down a notch so as not to be so blunt and critical at times when giving feedback to your athletes.*
- *You may win more athletes over by displaying a greater empathy. This is actually a critical element to improve in. Coaches who do not display empathy eventually create breakdowns in their athletes.*
- *To be reminded to pace yourself and occasionally slow down to relax and rebalance.*
- *Environments with challenging assignments and responsibilities.*
- *To be involved and active in making things happen so as not to become bored with massive amounts of routine work and coaching.*
- *An understanding of the empowerment boundaries prevent you overstepping the authority that your coaching role is limited to.*
- *To negotiate commitments with your athletes and others on a face-to-face basis. This helps maintain clarity and mutual responsibility.*
- *A pro-active confrontation when your athletes or others disagree with your methods or ideas. That is, don't sow seeds of discontent behind your back.*
- *The High D nature may keep intensity at a high level most of the time. You need to check that the intensity isn't over-used in less urgent situations. Always act in accordance to the environment you are in. For example, being urgent about a social occasion is highly inappropriate.*

Your Motivation Style

Everybody is motivated...however; they are motivated for their own reasons, not somebody else's reasons. By understanding your motivations, you can create an environment where you are most likely to be self-motivated. For example, some coaches are most motivated to achieve results. Others are most motivated to build relationships. Others are motivated to perfect the technique of their sport. Others are more motivated to be part of an energetic club or team. The list is endless. Suffice to say, understanding your motivation strategies enables you to achieve a motivated state more often. This is critical for coaches. You are expected to role model successful behaviors to your athletes.

*Check the two most important motivators and environment factors and transfer to the **Summary of Your Style** on page 15.*

You tend to be motivated by:

- *Direct, factual answers to the questions you ask of your athletes and others such as sports scientists and support staff. When these answers are based in concrete measurement data then this is even more appealing for you.*
- *High quality standards at training and in the way your athletes behave on and off the field that are well understood, honored and supported.*
- *Training sessions and drills with these sessions done correctly the first time, so that later corrections in technique during the season aren't necessary. Get it right early and you believe you will not have to deal with such issues at the competition stage of the season.*
- *Authority to make decisions that are equal to the responsibility that as a coach you have been given.*
- *To see immediate results for the high quality effort you put into doing your coaching role. Realize though that immediate results are rare and to appreciate those "coaching moments" when an athlete makes a subtle change.*
- *Efficient methods to get things done in less time as long as the quality of a training session for example is not compromised.*
- *New experiences and new challenges to meet.*

Your Motivation Style (continued)

You tend to be most effective in environments that provide:

- *Time to react to alternatives, but also supportive of the fact that the clock is ticking.*
- *Opportunity to advance your skills and to always be in a position that allows for creativity.*
- *Environment allowing for a degree of autonomy as well as the opportunity to work alone where you can think things through on your time frames.*
- *Freedom to create in new and different ways.*
- *Freedom from external pressure such as boards of sporting club management; but allowing for self-imposed pressure and urgency.*
- *Security and confidence in the performance standards and quality control measures in place to measure and evaluate your athletic program.*
- *Challenging assignments, having both wide scope and details. You tend to enjoy variety and do not want to get stuck doing the same things over and over again.*

Your Preferred Behaviors in the Coaching Environment

Your preferred behavioral style provides useful insights for you when training and preparing your athletes for competition. It also suggests how you are likely to behave in these environments.

*Highlight the two most important behaviors and transfer to the **Summary of Your Style** on page 15.*

Your preferred coaching behaviors in training and competition:

- *Able to look at issues from both a big-picture perspective and the details and minutia that contribute to each step. This is a rare ability as most coaches have a preference to be either global in perspective or detailed.*
- *Day-to-day coaching and athlete management decisions are made very quickly and easily. There is substantially more time, effort and caution put into larger decisions.*
- *You enjoy developing new systems and procedures to increase efficiency, quality control and performance standards for your athletes in your program.*
- *Your ability to quickly analyze the facts and raw performance data often allows you to show dominance in many new situations.*
- *You seek authority equal to the responsibility you have as a coach.*
- *In your role, you may vacillate on some decisions, wanting to make the highest quality decision possible and may keep the information-gate or data-gate open too long. The result may be sometimes decision-by-crisis.*
- *You want to be seen as assertive and at the vanguard of coaching development in new, creative ideas and solutions.*
- *Motivated toward a freedom and flexibility to investigate and reexamine results and conclusions.*
- *You sometimes hesitate with decisions impacting your athletic program due to a desire to investigate all facets of a problem and all potential solutions.*

Communication Tips for Others to be Aware Of

The following suggestions assist your fellow coaches, athletes, management and others who interact with you. This information gives them an understanding of your communication preferences. Everyone has a unique communication style. For example, how do you like to be spoken to? Perhaps directly and to the point or do you prefer a more considered approach with a slightly slower pace. Maybe you prefer lots of details and information or maybe you are a bigger picture communicator who does not like details and too much information? To use this information effectively, share it with others. Find out and discuss their preferences also. The result of this increases understanding and rapport. Importantly, when pressured in training or competition there is less confusion and more productive action.

*Mark the **two most important ideas** for when others communicate with you and transfer to the **Summary of Your Style** on page 15.*

When communicating with Pam, you should:

- *Get to the point quickly and don't ramble as this style of coach is fast paced.*
- *Present your discussion in a logical way.*
- *When agreeing, support the ideas and potential results, not the person.*
- *Do your homework and be prepared with goals, objectives, support materials, etc., but don't plan on using all of them. Have the material with you as support.*
- *Be specific about what's needed to be done and who is going to do it.*
- *Be prepared to handle some objections especially if you are presenting your ideas to them as they certainly already have their own ideas.*
- *Stick to sporting matters only and stay in these parameters.*
- *Stay on track. Don't talk about other issues or items other than the actual task being discussed.*
- *Be specific and clear in your explanations.*

Summary of Pam Brooks's Style

Consistently high performance is directly related to knowing yourself well - Self-awareness. Review this summary profile and discuss your preferences, needs and wants with the people who you work with and even the athletes you coach. Great coaches build great relationships. Great coaches also understand themselves and they understand their athletes. Use this summary to share yourself with those that matter most to achieving high performance results.

YOUR STRENGTHS from page 8

1. _____
2. _____

YOUR AREAS FOR IMPROVEMENT from page 9

1. _____
2. _____

YOUR NEEDS from page 10

1. _____
2. _____

YOUR MOTIVATORS from page 11

1. _____
2. _____

YOUR MOST EFFECTIVE ENVIRONMENT from page 12

1. _____
2. _____

YOUR PREFERRED COACHING BEHAVIORS from page 13

1. _____
2. _____

COMMUNICATION TIPS FOR OTHERS TO BE AWARE OF from page 14

1. _____
2. _____

How to Read and Interpret Your Graphs

Your **Pattern Preference** for the CoachDISC, (page 17 of this report) is indicated by the highest plotting point(s) above the midline (Segments 4-6). It's indicated by a **capital letter** in the pattern description. A coach may have **more than one plot point above the midline**. If this is the case, and the second (or third) plot point is of a lesser intensity, it's indicated by a lowercase letter in the pattern description. It's often referred to as a **secondary style**. Some people may or may not have secondary styles.

Graph I is the Adapting Style Pattern. It's a self-perception of the behavioral tendencies you think you should use in your coaching role and sporting environment. This graph may change in different environments. For example, you responded to the assessment with a coaching focus, your Adapting Style Pattern may be different than if you responded with a family focus. It makes sense, that the behavior required to be successful in the sporting environment could be vastly different to the behaviors required to be a contributing member of your family.

Graph II is a self-perception of the "real you" – one's Natural Style Pattern. These are behaviors you are most likely to exhibit when in situations you perceive as being stressful or in situations where you are completely comfortable and you therefore show the real you. The reason this is described as the real you, is that under stress or in these comfortable environments we revert to well practices, habitual behavior. Perhaps even instinctual behaviors. This graph tends to be fairly consistent even in different environments.

Graph III helps you understand the overall relationship between Graphs I and II by providing a combination of the results from both graphs. This is especially helpful when Graphs I and II vary substantially from each other. As a result, Graph III helps illuminate the predominant style traits that emerge by combining the differences between Graphs I and II. It is a summary graph. When Graphs I and II are similar, there will not be substantial change in Graph III.

If Graphs I and II are similar, it means that you tend to use your same natural behaviors in your sporting environment. That is, you do not adapt to behave differently. We see this regularly just as we see higher levels of adaptation. Anything is possible. The question to ask yourself is. Are you getting the results you want? It is possible that without modifying your behavior you may still be achieving your desired results. If you are not, then what do you need to change in your behavior to achieve better results?

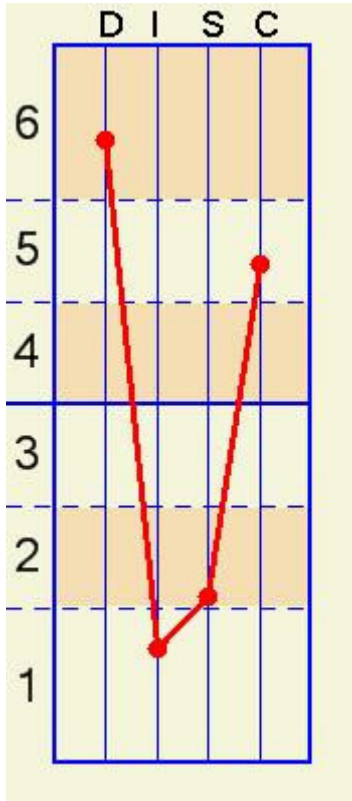
As well, if your Adapting Style (Graph I) is different from your Natural Style (Graph II), this can cause stress, when done over a long period of time. This is because you are using behaviors that are not as comfortable or natural for you.

Behavioral Graphs for Pam Brooks

Your *Adapting Style* indicates you tend to use the behavioral traits of the DC style(s) in your coaching role and sporting environment.

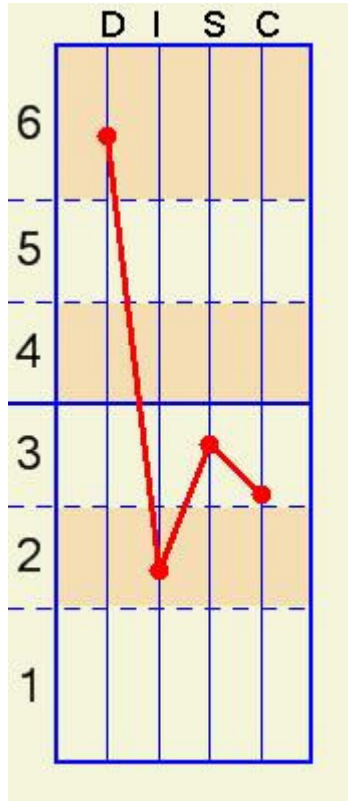
Your *Natural Style* indicates that you naturally tend to use the behavioral traits of the D style(s).

**Adapting Style
Graph I**



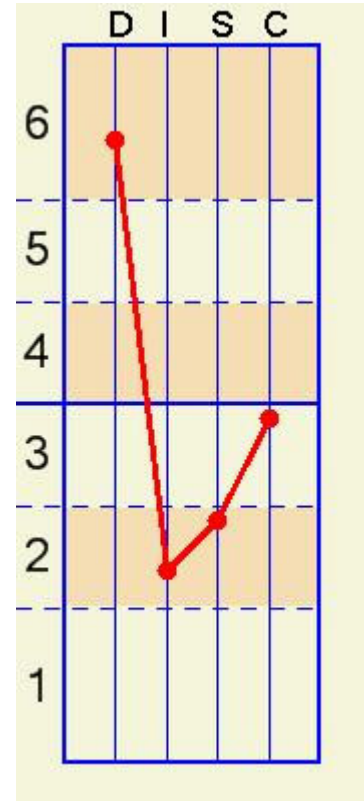
Pattern: DC (6125)

**Natural Style
Graph II**



Pattern: D (6233)

**Combined Style
Graph III**



Pattern: D (6223)

See previous page for a complete explanation of these graphs.

Direct Feedback from Observers

As part of your profile, you are able to invite observers to complete an assessment questionnaire about you, as they see you in your coaching role. This is valuable 360 degree feedback. Comments in this report are included exactly as they are answered by the observers - without any editing, spelling corrections or censoring. Please note that comments are also only displayed if more than three observers completed the assessment questionnaire (this is to protect their identity).

In her coaching role, what do you consider to be Pam's strengths? That is, what do they do well?

Her competitiveness, her desire to be the best, her iron will to win.

leadership and athleticism

Me!!!! Her daughter!

Direct Feedback from Observers (continued)

In her coaching role, what do you consider to be Pam's performance limitations?

She's old!!(that is a joke), Seriously I have not seen Pam in this type of environment so i am not sure how to answer it.

not much

me again

Direct Feedback from Observers (continued)

***In her coaching role, what do you consider to be Pam's opportunities for improvement?
That is, what can they do better?***

Spend more time training. Her busy work schedule does not allow her to be able to train as much.

not much

deffinetly me!

Next Steps

This report is filled with information about you as a coach and your preferred coaching behaviors.

Have this report printed into a hard copy form and keep with you. Digest it slowly and look at it often. Let it sink in. There is a lot of information here and it is not meant to be digested in just one reading.

Ensure that you have completed your Summary Page on page 15. This is useful as an exercise for you to review the report content and is also useful to share as a one-page summary with others.

There are also valuable resources available to you through your personal login, including the DISC Application Report and the Coaching Styles Report.

You may also like to consider getting feedback from others as your 'Observers'. It is completely optional and at your control. Access this through your personal login.

If you haven't already, many coaches get enormous value from using the AthleteDISC profile with their team of athletes. Simply contact the person who organized your profile or go to the www.AthleteAssessments.com website for more information.

*Have fun with making a few changes in your behavior and experience the results. You might be surprised! There is a great rule to apply called **The Platinum Rule™**: "Treat others the way **THEY** want to be treated" and you will have much more success in all your coaching role and other relationships!*

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