



*DiSC® Managing  
Performance  
Action Planner*

**Increasing  
Effectiveness  
in Performance  
Coaching**

**Respondent Name**

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This report is provided by:

Resources Unlimited

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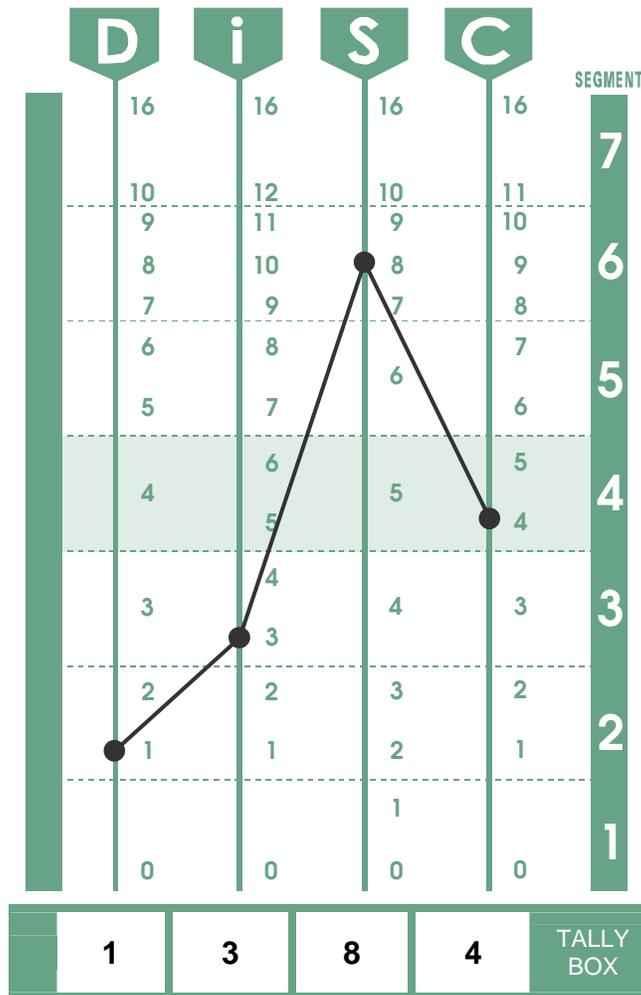
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# Rebecca's DiSC® Profile

Below is the DiSC® Graph that shows Rebecca's behavioral profile as you described her in your situation.



PROFILE DETAILS	
<b>First Name:</b>	Rebecca
<b>Last Name:</b>	Hopke
<b>Gender:</b>	Female
<b>Performance Management Situation:</b>	Encouraging more self-direction

## Behavioral Style Motivation

The chart below gives you an insight into the goals and fears of each of the DiSC® styles of behavior, so that you can better understand Rebecca. It also provides a quick personalized reading of her behavioral tendencies in your company or organization. Rebecca's highest DiSC style is shown in the shaded box. Read the strengths listed for that style of behavior and circle the phrases you feel most accurately describe Rebecca as you see her at work.

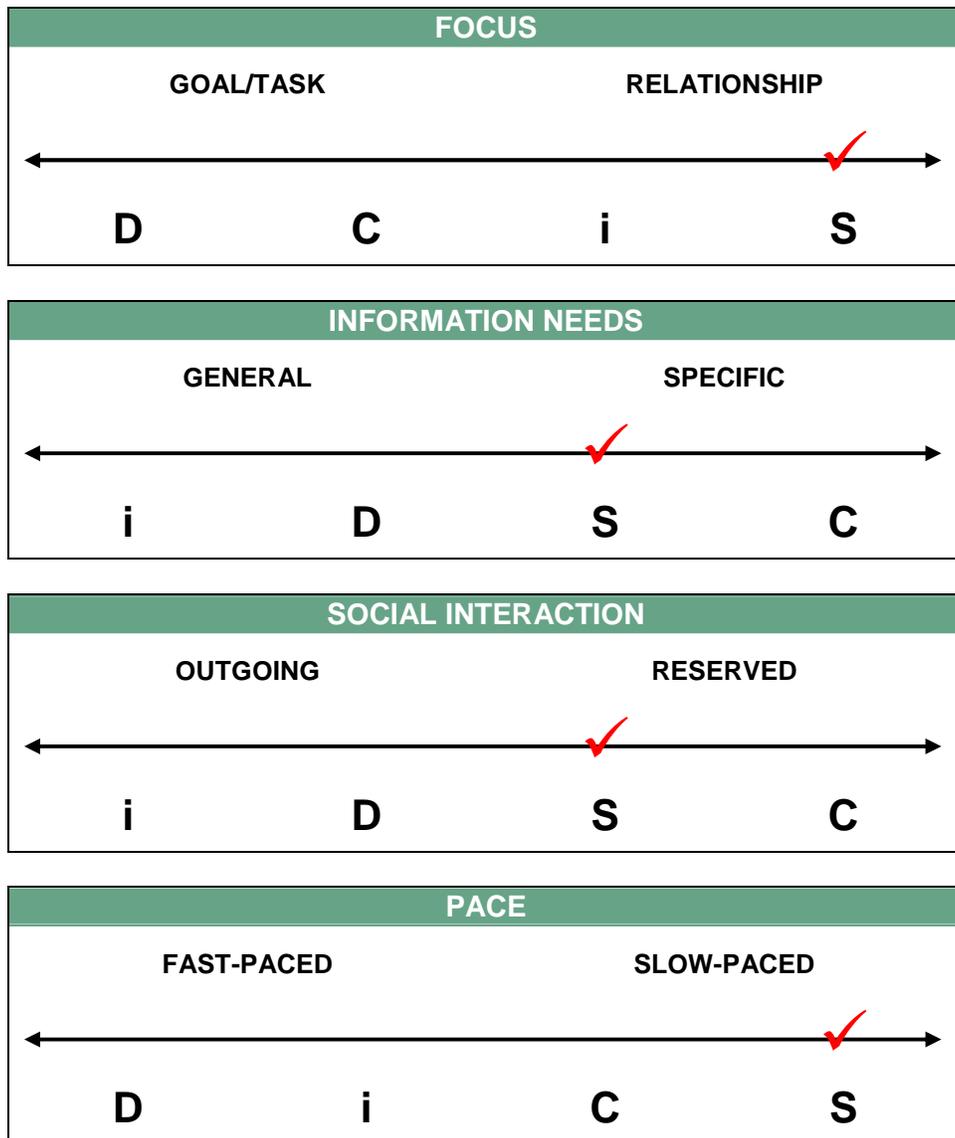
<p><b>D</b> <b>DOMINANCE</b></p> <hr/> <p><b>Her GOAL Drive</b> Results; control</p> <p><b>Her FEAR Drive</b> Losing control of environment; being taken advantage of</p> <p><b>Her STRENGTHS</b> Likes a fast pace, new activities, change, and variety; quick to act and creates a sense of urgency in others; enjoys challenges and competition; can move forcefully to get results; uses direct, action-oriented approach to solve problems.</p>	<p><b>i</b> <b>INFLUENCE</b></p> <hr/> <p><b>Her GOAL Drive</b> People involvement; recognition</p> <p><b>Her FEAR Drive</b> Rejection; loss of approval</p> <p><b>Her STRENGTHS</b> Likes to interact with many different types of people; likes to express thoughts and feelings to others; animated and enthusiastic in expression; quick to adapt to new ideas and change; seeks ways to interact positively in difficult situations.</p>
<p><b>C</b> <b>CONSCIENTIOUSNESS</b></p> <hr/> <p><b>Her GOAL Drive</b> Accuracy; order</p> <p><b>Her FEAR Drive</b> Criticism of performance; lack of standards</p> <p><b>Her STRENGTHS</b> Analyzes situations or problems, weighs the pros and cons; values accuracy, quality, and correctness; systematic in her approach to situations or activities; tactful and diplomatic in interactions with others; uses subtle or indirect approaches to resolving conflict.</p>	<p><b>S</b> <b>STEADINESS</b></p> <hr/> <p><b>Her GOAL Drive</b> Security; stability</p> <p><b>Her FEAR Drive</b> Sudden change; losing security</p> <p><b>Her STRENGTHS</b> Accepting of other people's ideas; likes to cooperate with others to get results; willing to extend herself to meet other people's needs; works to create a predictable, stable environment; good at calming upset people.</p>

## Adaptability to Different Styles

The four pure behavioral styles exist on comparative continuums with each other. The four behavioral tendencies scales illustrate the degree of adaptation that is required for effective communication as they match your response to Rebecca's behavioral style.

Rebecca's strongest behavioral style (i.e., highest plotting point) is marked with the ✓ symbol.

If you have completed your own **DiSC® Profile**, plot your highest DiSC style on each of the four scales with an "X." The degree of difference indicates how much you will need to adapt to communicate with her in her comfort zone.



## Suggestions for Interaction

Rebecca's strongest behavioral style (i.e., highest plotting point) is shown in the shaded column. When developing your **Action Plan** (page 6) for her, review the suggestions provided below for each approach in the management process.

	<b>D</b> Dominance	<b>i</b> Influence	<b>S</b> STRONGEST Steadiness	<b>C</b> Conscientiousness
<b>▼ Process</b>  <b>DIRECT APPROACHES</b>  Use when she is <ul style="list-style-type: none"> <li>▪ willing;</li> <li>▪ unable.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Show her the simplest, quickest, and most practical way to become productive.</li> <li>▪ Be firm and direct in stating the desired performance result.</li> <li>▪ Define clearly the limits of her authority.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use fast-paced, enthusiastic descriptions.</li> <li>▪ Avoid overwhelming her with detail.</li> <li>▪ Request specific feedback to check for understanding of the “how-to’s” of the activity.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use a step-by-step plan for development.</li> <li>▪ Provide one-on-one, “hands-on” instruction and written procedures when possible.</li> <li>▪ Provide regular, informal feedback on improvements.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use specific, factual statements about what level of performance is required.</li> <li>▪ Check her understanding and acceptance of information.</li> <li>▪ Provide time to process the information and practice the skill, setting a time limit for developing the skill.</li> </ul>
<b>SUPPORTIVE APPROACHES</b>  Use when she is <ul style="list-style-type: none"> <li>▪ able;</li> <li>▪ unwilling.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use brief, direct statements complimenting her achievements, results, and leadership abilities.</li> <li>▪ Provide challenges and opportunities to work independently and “win.”</li> <li>▪ Offer options for how she achieves goals.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use enthusiastic, public praise for her verbal and interpersonal skills.</li> <li>▪ Provide opportunities to interact with others.</li> <li>▪ Allow time to verbalize thoughts, feelings, and ideas.</li> <li>▪ Provide support for handling details.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use warm, sincere statements complimenting her efforts at maintaining stability and building relationships.</li> <li>▪ Recognize and reward consistent, predictable performance.</li> <li>▪ Provide regular opportunities for informal discussions about concerns.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use accurate, specific statements complimenting her, one-on-one, on her performance.</li> <li>▪ Provide situations where logical and systematic efforts will build long-term success and quality results.</li> <li>▪ Create opportunities for her to be an “expert.”</li> </ul>
<b>COMBINATION APPROACHES</b>  Use when she has <ul style="list-style-type: none"> <li>▪ some willingness;</li> <li>▪ some ability.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Focus on eliminating obstacles to results.</li> <li>▪ Present needed change in terms of positive impact on results and consequences, requesting solutions from her.</li> <li>▪ Focus on skills for handling complex problems and gathering information about consequences before making decisions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Use open-ended questions (what, where, when, how) to define an action plan.</li> <li>▪ Focus on using logic to solve problems.</li> <li>▪ Provide a structure for handling complex tasks that require a methodical approach.</li> <li>▪ Focus on how improving performance wins recognition from others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide assistance in creating a step-by-step plan for developing the new ability within a time limit.</li> <li>▪ Provide coaching in developing innovative solutions in situations without standard procedures.</li> <li>▪ Provide regular feedback on performance improvement</li> <li>▪ Focus on quicker decision-making techniques in low-risk situations and developing assertive behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>▪ State the needed change, explaining why the change is necessary, and request her thoughts about the solution.</li> <li>▪ Reduce potential defensiveness by acknowledging areas of competence.</li> <li>▪ Provide time to think about the solution before committing to a specific course of action.</li> <li>▪ Focus on techniques for solving problems requiring quick responses.</li> </ul>
<b>EMPOWERING APPROACHES</b>  Use when she is both <ul style="list-style-type: none"> <li>▪ willing;</li> <li>▪ able.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tell her what results you need, by when, and let her determine how to get it done.</li> <li>▪ Specify clearly her limits of authority and available resources, allowing autonomy within those limits.</li> <li>▪ Allow her to direct the efforts of others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Clarify her understanding of specific performance expectations and the timeframe for completion.</li> <li>▪ Establish dates for what is to be completed by when.</li> <li>▪ Provide an opportunity for her to interact with others.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide a written description of the desired result.</li> <li>▪ Clarify what resources are available for completing the assignment.</li> <li>▪ Provide assistance in gaining the cooperation of others.</li> <li>▪ Be available for regular follow-up and to answer questions.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Provide logical, accurate, precise descriptions of performance expectations, including standards for quality.</li> <li>▪ Explain why the assignment needs to be done in terms of its importance to the overall operation.</li> <li>▪ Define clearly the limits of authority and responsibility, as well as the degree of personal risk involved.</li> </ul>

# Managing Performance Action Plan

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## DEFINING THE SITUATION

What performance results do you want from Rebecca in the situation you focused on? It may be helpful to state this result in behavioral terms such as start, stop, or continue.

What behaviors should she start using?

What behaviors should she stop using?

What behaviors should she continue using?

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## EVALUATING WILLINGNESS AND ABILITY

Evaluate the level of willingness and ability that Rebecca has to start, stop, or continue the specific behaviors. Focus on the specific behaviors necessary, rather than her overall level of willingness and ability. Rebecca's overall ability may be high, yet she may not have the ability to perform the behavior and may require additional coaching or training. When evaluating her willingness or ability, think about the following questions:

What have you seen Rebecca say or do that indicates either willingness or unwillingness to perform the specific behaviors required?

What have you seen Rebecca do that would indicate she has the ability to perform the required behavior?

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## SELECTING A MANAGEMENT APPROACH

Select an approach that matches Rebecca's level of willingness and ability to accomplish the specific behavior. Refer to the chart on page 5 and locate the management approach that best matches her willingness and ability in the Process column, which is at the left side of the chart.

Enter the management approach you selected for Rebecca:

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## DEVELOP A MANAGEMENT STRATEGY

After determining a management approach, select the specific strategies that you will use. Refer to the chart on page 5 and review the strategies listed in the shaded column.

Enter the strategies that you selected for Rebecca:

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# Managing Performance Action Plan

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## DEBRIEFING

Following the implementation of your plan, what new information do you have about Rebecca?

How will you use this information to be more effective in managing her future performance?

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## FOLLOW-UP

What follow-up actions will you take with Rebecca and on what dates:

Date	Follow-Up Action