



*DiSC® Management
Action Planner*



**Building
Strategies
to Become a
More Effective
Manager**

Respondent Name

Wednesday, June 29, 2005

This report is provided by:

Norquest Learning Solutions

www.norquestlearning.com

The Norquest Team

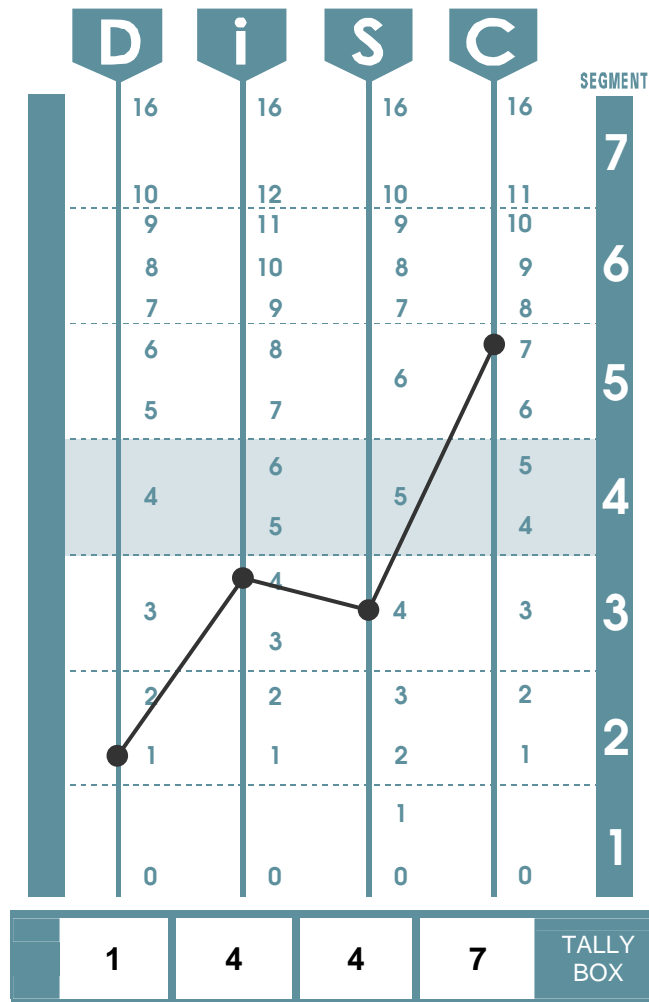
Doreen Blake

dblake@norquestlearning.com



Janet's DiSC® Profile

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



PROFILE DETAILS	
First Name:	Janet
Last Name:	Bovy
Gender:	Female
Management Situation:	Developing performance goals

DiSC® Styles of Behavior

The chart below helps you understand what goals and fears might motivate Janet and provides insight into her strengths. Her highest DiSC style is shown in the shaded box. Refine your understanding of Janet by circling the words you feel best describe her.

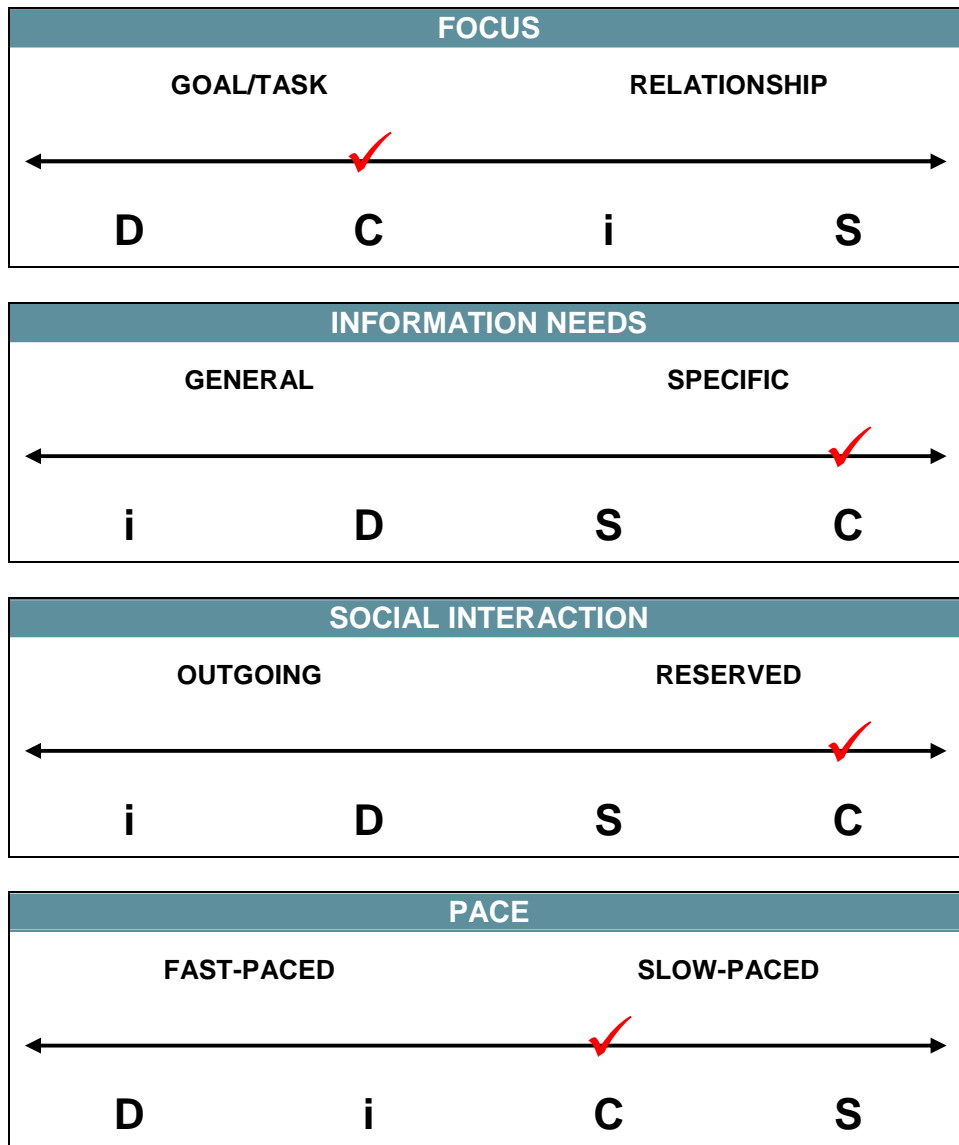
<p>D DOMINANCE</p> <hr/> <p>Her GOAL Drive Results; control</p> <p>Her FEAR Drive Losing control of environment; being taken advantage of</p> <p>Her STRENGTHS Likes a fast pace, new activities, change, and variety; quick to act and creates a sense of urgency in others; enjoys challenges and competition; can move forcefully to get results; uses direct, action-oriented approach to solve problems.</p>	<p>i INFLUENCE</p> <hr/> <p>Her GOAL Drive People involvement; recognition</p> <p>Her FEAR Drive Rejection; loss of approval</p> <p>Her STRENGTHS 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>C CONSCIENTIOUSNESS</p> <hr/> <p>Her GOAL Drive Accuracy; order</p> <p>Her FEAR Drive Criticism of performance; lack of standards</p> <p>Her STRENGTHS 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>S STEADINESS</p> <hr/> <p>Her GOAL Drive Security; stability</p> <p>Her FEAR Drive Sudden change; losing security</p> <p>Her STRENGTHS 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 Janet's behavioral style.

Janet'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 Janet in her comfort zone.



Suggestions for Interaction

Janet'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.

	D Dominance	i Influence	S Steadiness	C STRONGEST Conscientiousness
▼ Management Approaches DIRECTING Use when she has <ul style="list-style-type: none"> ▪ few skills; ▪ high motivation. 	<ul style="list-style-type: none"> ▪ Firmly and directly tell her the expected key results. ▪ Define the follow-up process and the limits of her authority. ▪ Supervise her progress, offering redirection if necessary. 	<ul style="list-style-type: none"> ▪ Tell her the priority of the results to be achieved ▪ Highlight the benefits to her and to others ▪ Request specific feedback to check for her understanding and to supervise her progress. 	<ul style="list-style-type: none"> ▪ Tell her in concrete terms the results to be achieved. ▪ Lay out a step-by-step plan. ▪ Define her role as well as yours and others'. ▪ Provide regular informal feedback on her performance. 	<ul style="list-style-type: none"> ▪ Tell her the expected results in exact terms. ▪ Check her understanding and acceptance of outcomes. ▪ Provide time to process information and new skills.
COACHING Use when she has <ul style="list-style-type: none"> ▪ some skills; ▪ low motivation. 	<ul style="list-style-type: none"> ▪ Show her how to get the expected results. ▪ Ask for her suggestions in getting the desired outcome. ▪ Offer ways of increasing results. ▪ Continue to supervise and praise her progress. 	<ul style="list-style-type: none"> ▪ Show her a specific, simplified action plan to accomplish goals. ▪ Use enthusiastic public praise. ▪ Provide opportunities to review her progress casually. ▪ Provide support for handling details. 	<ul style="list-style-type: none"> ▪ Show her how the project will strengthen the stability of the present environment. ▪ Compliment her efforts at creating stability and building relationships. ▪ Provide regular opportunities for informal discussion. 	<ul style="list-style-type: none"> ▪ Show her the basis for the task. ▪ Move toward increasing agreement about the outcome and systematic plans to accomplish tasks. ▪ Allow her to become an expert for this project. ▪ Compliment her performance.
SUPPORTING Use when she has <ul style="list-style-type: none"> ▪ many skills; ▪ some motivation. 	<ul style="list-style-type: none"> ▪ Ask how she can achieve the desired results. ▪ Encourage her to find her own methods. ▪ Praise her achievements. ▪ Listen to her suggestions for accomplishing tasks. 	<ul style="list-style-type: none"> ▪ Ask for her input, showing you value her opinion and commitment. ▪ Provide structure and focus for tasks. ▪ Praise the benefit to you and others in the organization. 	<ul style="list-style-type: none"> ▪ Ask her what approaches she might comfortably use to deal with a new project. ▪ Provide assistance in creating a new plan. ▪ Praise quick decisions and assertive behavior. 	<ul style="list-style-type: none"> ▪ Ask her to review her work and praise her strengths. ▪ Encourage her to capitalize on the strengths of others. ▪ Provide time to think about the solution before committing to a plan.
DELEGATING Use when she has <ul style="list-style-type: none"> ▪ many skills; ▪ high motivation. 	<ul style="list-style-type: none"> ▪ Let her manage situations of importance to her. ▪ Note your confidence in her ability to get the desired results. ▪ Allow her to direct others. 	<ul style="list-style-type: none"> ▪ Let her determine an action plan. ▪ Support her in accomplishing objectives. ▪ Provide an opportunity to interact with others. 	<ul style="list-style-type: none"> ▪ Let her outline how she handled a similar situation and review. ▪ Communicate the sincerity of your interest. ▪ Be available for regular follow-up with her. 	<ul style="list-style-type: none"> ▪ Let her present plans for achieving desired outcomes. ▪ Allow her to tell you how she wants support. ▪ Explain the importance of the project for the overall organization.

Management Action Plan

Step 1: DEFINE the project or task to be completed.

Step 2: CONSIDER Janet in light of this task or project.

Which style of behavior did you determine best described her?

Which **Management Approach** did you decide would be most effective?

Step 3: REVIEW page 5, "Suggestions for Interaction," to identify possible approaches. List two or three specific actions you plan to take with Janet.

1.

2.

3.

Step 4: CLARIFY the specific actions and responsibilities for yourself and Janet.

What do you expect her to do?

What will you do?

When will this be accomplished?

Step 5: IMPLEMENT your plans and then consider the results.

What did you learn about Janet?

How can you be more effective with her in the future?

Step 6: FOLLOW-UP

How and when will you check on Janet's progress with this project?

What further actions might you take and on what date?
