



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

Respondent Name

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This report is provided by:

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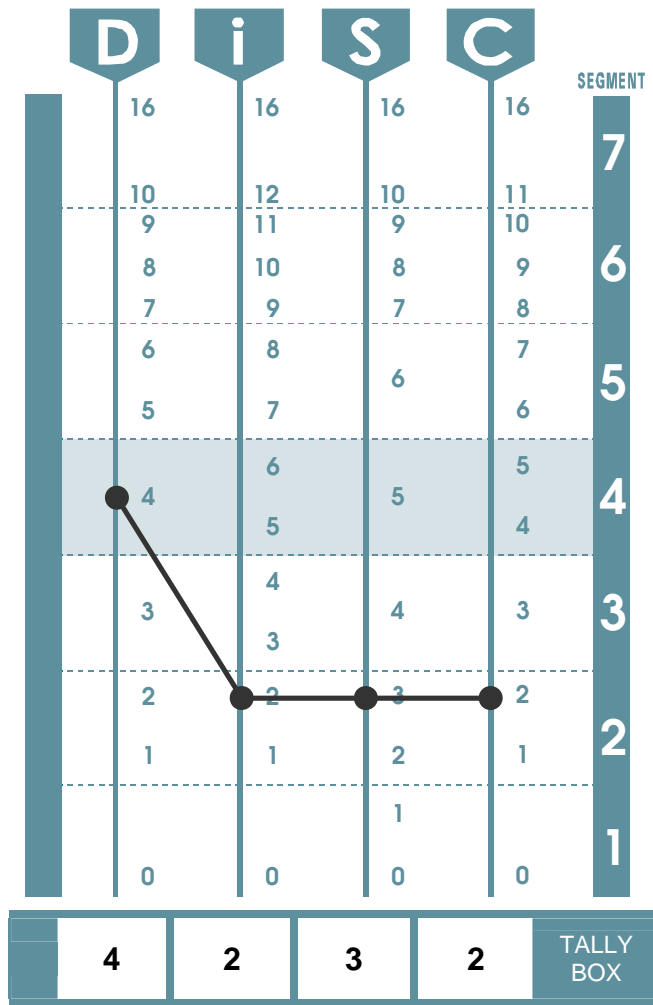
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Sample's DiSC[®] Profile

Below is the DiSC[®] Graph that shows Sample's behavioral profile as you described him in your situation.



| PROFILE DETAILS | |
|------------------------------|------------------------------|
| First Name: | Sample |
| Last Name: | Name |
| Gender: | Male |
| Management Situation: | Developing Performance Goals |

DiSC® Styles of Behavior

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

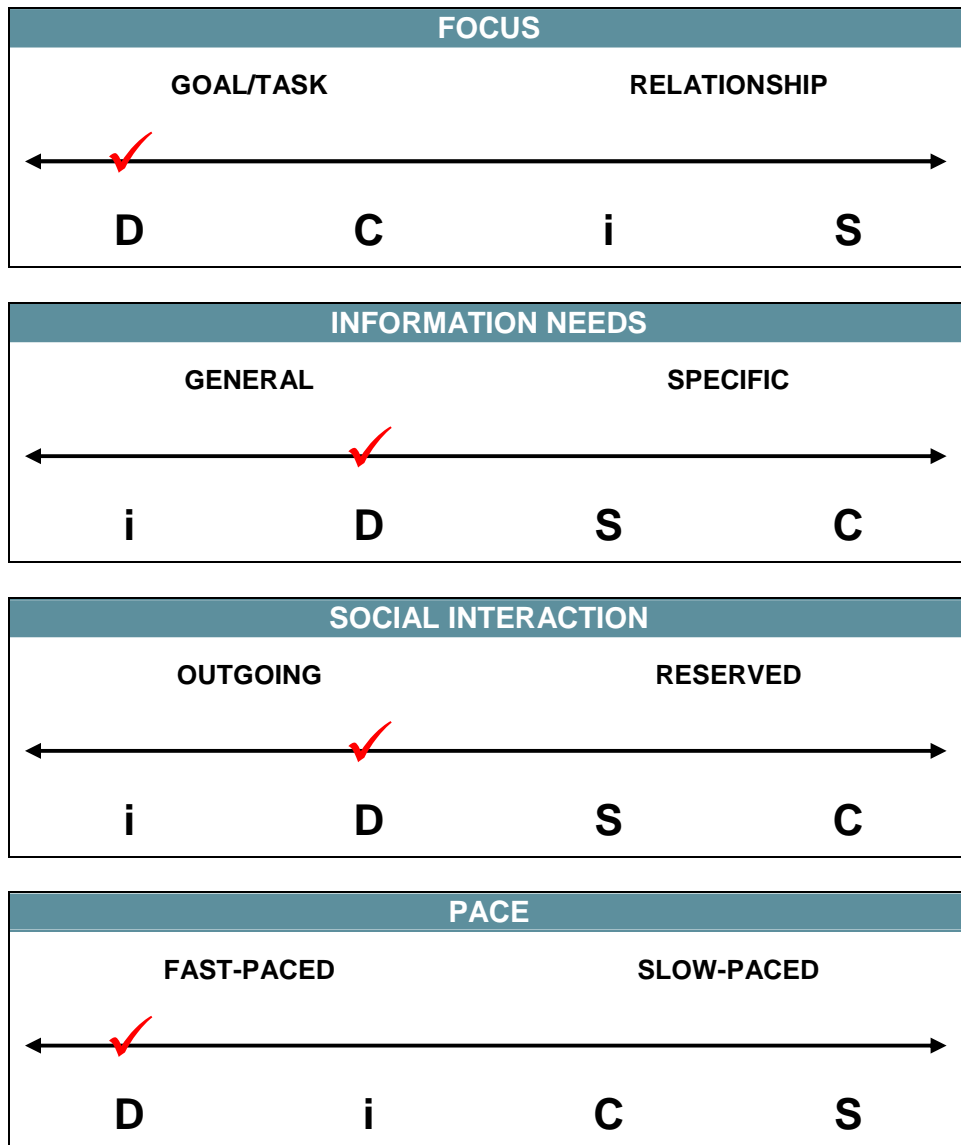
| | |
|--|---|
| <p>D DOMINANCE</p> <p>His GOAL Drive Results; control</p> <p>His FEAR Drive Losing control of environment; being taken advantage of</p> <p>His STRENGTHS Likes a fast pace, new activities, change, and variety; quick to act and creates a sense of urgency in others; enjoys challenges and competition; can move forcefully to get results; uses direct, action-oriented approach to solve problems.</p> | <p>i INFLUENCE</p> <p>His GOAL Drive People involvement; recognition</p> <p>His FEAR Drive Rejection; loss of approval</p> <p>His 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> <p>His GOAL Drive Accuracy; order</p> <p>His FEAR Drive Criticism of performance; lack of standards</p> <p>His STRENGTHS Analyzes situations or problems, weighs the pros and cons; values accuracy, quality, and correctness; systematic in his 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> <p>His GOAL Drive Security; stability</p> <p>His FEAR Drive Sudden change; losing security</p> <p>His STRENGTHS Accepting of other people's ideas; likes to cooperate with others to get results; willing to extend himself 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 Sample's behavioral style.

Sample'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 Sample in his comfort zone.



Suggestions for Interaction

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

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

Which style of behavior did you determine best described him?

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 Sample.

1.

2.

3.

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

What do you expect him 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 Sample?

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

Step 6: FOLLOW-UP

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

What further actions might you take and on what date?