

## Respondent Name

Tuesday, September 29, 2009

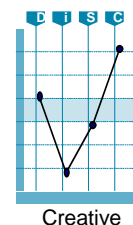
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## Strategies for Managing

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*All people are not the same. A management strategy that is very effective with one person may be disastrous with another. Trial and error learning about which strategies are effective with which person can be very time-consuming and expensive both in the dollar cost as well as the emotional cost. This section provides a starting point for developing strategies based on Respondent's natural behavioral tendencies. By reviewing and discussing the strategies listed for each key management activity, you can develop an accurate, effective plan for managing Respondent.*



NOTE: The combination of behavioral tendencies that make up Respondent's profile may appear to be contradictory due to the conflicting nature of the tendencies. Many people with this combination find that some of the information listed more accurately describes them than the rest of the information. Upon closer examination, they find the other information represents behavior that is potential but not used routinely.

### Developing

- Demonstrate in a logical manner, explaining the rationale for each procedure
- Check for understanding at key points
- Provide time to process the information and practice skill on her own
- Be available to respond to questions and to provide additional explanations
- Define time limits for developing adequate skill, rather than perfect mastery
- Make her productive quickly
- Show her the simplest, quickest, most practical way to get results
- Emphasize the key details necessary to get results
- Define clearly the limits of her authority

### Motivating

- Create opportunities for her to demonstrate her expertise
- Support her efforts at creating quality results
- Provide situations where logical and systematic efforts will contribute to long-term success
- Provide opportunities to work independently
- Allow her to direct the efforts of others
- Offer options for achieving goals
- Provide challenges, opportunities to "win"

### **Complimenting**

- Use concise, accurate, specific statements (preferably in private) about her competence, use of logic, efficiency, and precision
- Use brief, direct statements, focusing on achievements, results, and leadership abilities

### **Counseling**

- Take time to reduce potential defensiveness by acknowledging areas of competence
- Specify needed change, explaining why the change is necessary and solicit her thoughts about the solution
- Provide her with the opportunity to think about the situation and develop a strategy before committing to a specific course of action
- Focus on obstacles to achieving results and how to eliminate them
- Present needed changes in terms of impact on results and consequences
- Request solutions from her

### **Problem-Solving**

- Tends to prefer an analytical, systematic approach to solving problems, considering all contributing factors and possible consequences
- May need to be coached on alternate problem-solving techniques for problems that need more immediate solutions
- Tends to want to find a perfect solution
- May need help in developing a functional solution, rather than a perfect solution
- Tends to take a practical, results-oriented approach, preferring simple, easy-to-implement, immediate solutions
- May need to be directed toward considering the long-term consequences
- May need coaching in handling complex problems due to a natural tendency to over-simplify in a rush for immediate results

## **Delegating**

- Provide logical, accurate, precise descriptions of performance expectations, including standards for quality
- Explain why the assignment is being done and how it is necessary to the overall operation
- Provide opportunities to discuss alternate ways of completing the assignment, determining what resources are available
- Tell her what result you need and by when; let her determine how to get it done
- Specify clearly the limits of authority and available resources, allowing autonomy within those limits

## **Correcting**

- Tends to become defensive when her performance is criticized
- Stick to a specific, factual discussion of what the current results are and what performance is necessary
- Allow time for her to create and report a plan for improving her performance
- Close discussion by clarifying and getting agreement on what the improvement will be and by when
- Set a date for formally reviewing progress
- Be firm and direct, specifying the desired result as well as current level of performance
- Direct the discussion to what she is going to do to eliminate the gap in performance
- Define time limits for improvements and state consequences clearly

## **Decision-Making**

- Tends to approach decision-making in an analytical manner, calculating risks and potential payoffs
- May want time to gather information
- Discuss appropriate amount of time to spend in analysis; set time for decision
- Can get bogged down in "what-if" concerns
- May need reassurances of what the personal consequences of being wrong will be
- Tends to be a quick decision-maker

### **Decision-Making (Continued)**

- May need coaching on taking time to gather sufficient information and considering possible consequences before making decisions
- Point out benefits in taking more time in terms of improved results

### **Communicating**

- Tends to prefer communication to be formal and business-like, avoiding personal references and discussions
- State purpose for the communication up front, covering the topics in a logical, systematic manner
- May have difficulty storing information that conflicts with her perception of how things should be
- Check for points of disagreement or misunderstanding
- May aggressively question the information
- Respond to the questions with specific information in a non-defensive manner
- Tends to prefer to have time to process the information before responding
- Set time to meet and finalize the discussion
- Prefers direct, to the point, communications without a lot of time spent on social chatter
- Be prepared to listen to her ideas before moving on to other topics
- State areas of shared agreement before moving into other areas of less agreement
- Tends to practice selective perception, only hearing and/or remembering that with which she agrees
- Check at end of discussion to make sure everything was heard and stored in memory by asking her to summarize and restate

## Management Action Strategy Worksheet

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*After reviewing the information contained in the section on Strategies for Managing Respondent, select the most effective strategies based on the specific needs of the work environment. Using your knowledge of the work environment and your direct experience with Respondent's behavior, select those management action strategies most likely to produce the performance results desired. It may be helpful to use the Start, Stop, Continue formula in developing strategies. To manage Respondent effectively, what behaviors do you need to START using more often, STOP using so much of, and CONTINUE using as much as you are using?*

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1. What action strategies would be most effective for DEVELOPING Respondent based on her current level of skill and the needs of the environment?
  
  
  
  
  
  
  
  
  
  
2. What strategies would be effective and appropriate for MOTIVATING Respondent in this work environment?
  
  
  
  
  
  
  
  
  
  
3. When COMPLIMENTING Respondent, what strategies will you need to use?
  
  
  
  
  
  
  
  
  
  
4. When COUNSELING Respondent, what would be the most effective approach?

