Personalized Description and Success Strategies

- Strategies for Managing

Respondent Name
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This report is provided by:

Center for Internal Change, Inc.
John C Goodman, MSOD, MSW
6 N. Pine St. Mount Prospect, IL 60056
Phone: (847) 259-0005 or (877) DISC-665
Fax: (312) 873-3868
Email: changenow@internalchange.com
Visit: http://www.internalchange.com

Center for Internal Change Inc.

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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.
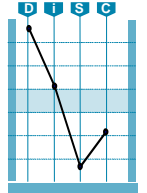
Result-Oriented

Developing

- Make him productive quickly
- Show him the simplest, quickest, most practical way to get results
- Emphasize the key details necessary to get results
- Define clearly the limits of his authority
- Use fast-paced, enthusiastic descriptions
- Get him involved quickly in new situations so he can begin building relationships
- Reduce amount of details to avoid overwhelming him
- Check understanding by requiring specific feedback on how-to's of the job
- Provide assistance in developing structure for completing tasks

Motivating

- Provide opportunities to work independently
- Allow him to direct the efforts of others
- Offer options for achieving goals
- Provide challenges, opportunities to "win"
- Provide opportunities to interact with others in a positive, enthusiastic manner
- Allow time for discussions where he can verbalize thoughts, feelings and ideas
- Assist in following-up on details
- Provide opportunities for visibility and recognition

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Complimenting

- Use brief, direct statements, focusing on achievements, results, and leadership abilities
- Use enthusiastic public praise for image, verbal ability, and interpersonal skills

Counseling

- 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 him
- Provide opportunity to express feelings
- Acknowledge feelings and direct attention to facts and results
- Use open-ended questions (what, where, when, how) to generate specific action plans for change

Problem-Solving

- 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
- Tends to avoid complex, detailed problems requiring follow-up
- May need to be coached through a logical, problem-solving process instead of relying on a "gut-feeling"
- May have difficulty acknowledging that a problem exists due to his optimistic perception
- May need to have actual or potential consequences clearly stated

Delegating

- Tell him what result you need and by when; let him determine how to get it done
- Specify clearly the limits of authority and available resources, allowing autonomy within those limits
- Clarify understanding and acceptance of specific performance expectations and time frame for completion
- Establish dates for checkpoints with clear understanding of what is to be completed when
- Help structure the process for completing the task, especially when dealing with complexity or assignments requiring a methodical approach

Correcting

- Be firm and direct, specifying the desired result as well as current level of performance
- Direct the discussion to what he is going to do to eliminate the gap in performance
- Define time limits for improvements and state consequences clearly
- Resist attempts at side-stepping the problem by stating the performance problem and consequences very specifically and clearly
- Direct the discussion to how he specifically will improve performance, avoiding extensive discussions about other people and other situations
- End discussion with a commitment about what result by when, focusing on the positive outcomes of improving performance and looking good in the eyes of others

Decision-Making

- Tends to be a quick decision-maker
- 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
- May tend to avoid making decisions involving negative consequences and/or interpersonal conflict
- Discuss how making a decision will reduce negative outcomes in the long-term and how indecisiveness frustrates others and makes him look bad

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Decision-Making (Continued)

- Tends to make emotion-based decisions, sometimes impulsively based on a "gut-feeling"
- Coach on a more logical, fact-based approach to decisions

Communicating

- Prefers direct, to the point, communications without a lot of time spent on social chatter
- Be prepared to listen to his 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 he agrees
- Check at end of discussion to make sure everything was heard and stored in memory by asking him to summarize and restate
- Tends to prefer informal, open-ended discussions in more social environments, such as over lunch
- Desires an opportunity to share experiences, stories and ideas in an enthusiastic responsive exchange
- May need to be directed to stay closer to the subject under discussion in order to finish within a reasonable time frame
- May have difficulty listening to negative information
- Check to determine whether the seriousness of the discussion was acknowledged

Management Action Strategy Worksheet

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?

1. What action strategies would be most effective for DEVELOPING Respondent based on his 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?

Management Action Strategy Worksheet

5.   When MANAGING Respondent's PROBLEM-SOLVING activities, what will you need to do to increase his effectiveness in this work environment?

6.   When DELEGATING to Respondent, what will you need to do to ensure performance outcomes?

7.   When CORRECTING Respondent's behavior, what strategies will you need to use to have a positive outcome?

8.   When managing Respondent's DECISION-MAKING behavior, what will you need to do to ensure that his decision-making behavior matches the needs of this work environment?

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