

6-STAGE FRAMEWORK ARCHITECTURE

A practical blueprint for diagnosing, developing, simulating, scoring, and calibrating professional communication performance.



The ProComm 6-Stage Framework Architecture

A communication-performance framework should do more than describe what went wrong. It should help a professional diagnose the performance gap, build a usable response, practice it under realistic pressure, and measure whether the behavior is actually improving.

The six stages

Diagnose → Identify → Develop → Simulate → Score → Calibrate

The sequence is deliberate: prescription follows diagnosis; performance is tested before it is judged; and scoring is used to guide the next training decision rather than label the person.

Core principles

- **Behavior before personality.** Describe observable communication before making interpretations.
- **Prescription after diagnosis.** Do not coach a technique until the actual performance gap is identified.
- **Practice under conditions that resemble the job.** Transfer improves when rehearsal includes realistic pressure, constraints, and decisions.
- **Score what can be observed.** Use evidence, not impressions such as “sounds weak” or “seems unconfident.”
- **Calibration protects fairness.** Review standards, examples, and evaluator consistency over time.

Architecture at a glance

Stage	Primary Question	Primary Output
1. Diagnose	What is actually happening?	Evidence-based performance problem
2. Identify	Which behavior or decision creates the gap?	Priority target
3. Develop	What replacement behavior should be trained?	Usable response system
4. Simulate	Can the behavior survive realistic pressure?	Observed practice evidence
5. Score	What met the standard and what did not?	Structured performance rating
6. Calibrate	Are the standard and coaching decisions consistent?	Aligned next action

Stage 1 — Diagnose

Define the performance problem without jumping to a solution.

- **Collect evidence.** Use call excerpts, chat transcripts, role-play observations, QA examples, or specific incidents.
- **Separate facts from interpretations.** “The agent interrupted twice” is observable; “the agent does not care” is an interpretation.
- **Define the required standard.** What must the professional accomplish in that interaction?
- **Locate the pressure point.** Was the breakdown caused by interpretation, delivery, structure, policy knowledge, decision-making, or recovery?

Diagnosis statement template

When [situation occurs], the professional currently [observable behavior], which creates [performance consequence]. The required standard is [observable target].

Avoid the common error

Do not prescribe “be more confident,” “show more empathy,” or “improve your tone” before identifying what behavior would demonstrate that improvement.

Stage 2 — Identify

Select the smallest high-impact behavior worth training first.

- **Prioritize the bottleneck.** Fix the behavior that most directly affects clarity, trust, control, compliance, or resolution.
- **Choose one or two targets.** Too many simultaneous corrections create cognitive overload.
- **Make the target observable.** Examples: acknowledge before explaining; give the headline first; pause before responding; state one authorized next step.
- **Define success before practice.** The learner should know what “better” will look or sound like.

Target-selection test

Can a second evaluator watch the interaction and agree whether the target behavior happened? If not, make the target more specific.

Avoid the common error

Do not turn a performance issue into a personality label. Coach what the person can actually practice and change.

Prescription Before Diagnosis — comparison matrix

Weak coaching move	Better ProComm move
“Improve your tone.”	Identify the specific delivery behavior: pace, volume, interruption, or wording.
“Show more empathy.”	Define the observable action: acknowledge the impact before explaining the policy.
“Be more confident.”	Define the communication target: lead with the answer, remove unnecessary hedging, state the next step.
“Control the customer.”	Define the operational target: maintain structure, set boundaries, and move toward an authorized resolution.

Stage 3 — Develop

Build a practical replacement behavior that can be used on the job.

- **Give structure, not scripts alone.** A framework should guide decisions even when the exact words change.
- **Keep the sequence usable.** Under pressure, shorter decision paths outperform complex theory.
- **Provide examples and non-examples.** Learners need contrast to understand the standard.
- **Protect policy boundaries.** Communication technique never overrides campaign rules, safety requirements, or customer rights.

Development formula

Trigger → Decision → Structure → Language options → Boundary / next action

Avoid the common error

Do not build a “perfect sentence” that only works in one scenario. Train a reusable decision pattern.

Stage 4 — Simulate

Test whether the new behavior survives realistic pressure.

- **Start controlled.** Practice the target behavior without unnecessary difficulty.
- **Add realistic pressure.** Interruptions, objections, emotional language, incomplete information, time pressure, or policy constraints.
- **Repeat with variation.** The goal is adaptable performance, not memorization.
- **Pause for reconstruction when needed.** A failed attempt is training data; rebuild it and run it again.

Simulation progression

Model → Guided attempt → Independent attempt → Pressure variation → Recovery attempt

Avoid the common error

Do not use role-play merely as theater. Each simulation needs a defined target, observable standard, and debrief.

Stage 5 — Score

Convert the simulation into evidence that can guide improvement.

- **Score observable behaviors.** Examples: acknowledgment present, headline clear, interruption managed, next step authorized.
- **Use anchored levels.** Describe what a 1, 3, and 5 look like rather than relying on vague labels.
- **Separate dimensions.** A strong tone cannot compensate for an incorrect action; correct policy cannot compensate for an unintelligible response.
- **Compare performance over time.** Look for patterns across comparable situations.

Simple scoring model

1 = not demonstrated | 3 = partially / inconsistently demonstrated | 5 = clearly and consistently demonstrated

Avoid the common error

Do not score internal states such as confidence or motivation as if they were directly observable operational behaviors.

Stage 6 — Calibrate

Keep coaching, scoring, and standards aligned across people and time.

- **Review examples together.** Compare what different evaluators call acceptable, strong, or below standard.
- **Resolve standard drift.** Policies, customer expectations, and operational realities change.
- **Check coaching effectiveness.** If repeated coaching does not improve performance, revisit the diagnosis and training method.
- **Document the next decision.** Continue, revise, escalate support, or stop training the current target.

Calibration question

If two qualified reviewers evaluated the same interaction, would they reach a similar conclusion for the same reasons?

Avoid the common error

Calibration is not forcing everyone to have identical taste. It is aligning decisions to shared observable standards.

Practical Scoring Card

Use this quick card during practice or coaching. The purpose is not to produce a psychological assessment. It is to capture observable communication behavior and decide what to train next.

Dimension	1 - Not demonstrated	3 - Partial / inconsistent	5 - Clear / consistent
Interpretation	Misses core issue or reacts to assumption	Understands part of the issue but misses a key signal	Separates facts, signals, and response requirements
Structure	Response is scattered or difficult to follow	Some structure but weak sequencing	Clear headline, reality, and direction
Delivery	Delivery interferes with understanding	Mostly understandable with some friction	Pace, pause, wording, and emphasis support clarity
Decision	Next action is unclear or unauthorized	Action is partly appropriate	Next action is appropriate, explicit, and within policy
Recovery	Does not adjust after breakdown	Attempts adjustment with mixed result	Acknowledges, rebuilds, and continues effectively

Coach the next move

Continue when the behavior is stable. **Revise** when the framework is not transferring. **Increase pressure** when the skill is stable in controlled practice. **Escalate support** when the obstacle is knowledge, policy, workload, or another factor training alone cannot solve.

Use this blueprint with ProComm resources

This architecture can sit underneath interview coaching, customer-service communication, difficult-conversation training, supervisor development, QA calibration, and other performance programs. The content of the skill changes; the training architecture remains disciplined.

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