ProComm PERFORMANCE LAB
Where Communication Becomes Performance.

THE PERFORMANCE DIP

Reconstruction Worksheet

BUILT FOR THE SHIFT
Chapter 2 Companion Resource

Identify the disruption. Understand the impact. Prepare to adapt.

Change can temporarily alter how effectively we perform. This worksheet helps you investigate what happened during a real transition, identify the challenges that affected your results and recognize lessons that can help you respond more effectively in the future.

HOW TO USE THIS WORKSHEET

1. Choose one meaningful change you experienced.
2. Describe your performance before the change.
3. Reconstruct what happened during the transition.
4. Identify possible causes of disruption.
5. Review your recovery and extract practical lessons.

ESTIMATED COMPLETION TIME

20–30 minutes

Use whatever information you have: **available records**, **reasonable estimates** or **qualitative descriptions**. Wherever you write something down, make clear which kind it is—an estimate should never be presented as a record.

ABOUT YOU AND THIS CHANGE

Identifying information is optional. You may leave any of these fields blank.

Participant name or optional reference code

Date completed (MM/DD/YYYY)

Change event or project name

IMPORTANT This worksheet is an educational reflection and performance-development tool. It is not a validated psychological assessment or a clinical diagnostic instrument.

01 IDENTIFY THE CHANGE

1. Describe the change you experienced.

2. When did it begin?

3. What responsibilities, processes, systems or expectations changed?

4. Which elements of your work remained unchanged?

5. Was this change temporary, permanent or still evolving?

- ◯ Temporary
- ◯ Permanent
- ◯ Still evolving

02 YOUR PREVIOUS PERFORMANCE BASELINE

Your baseline represents your typical level of performance before the change. Use comparable measurements wherever possible.

Choose three indicators that fit your own role—for example speed, accuracy, completed work, quality, rework or deadlines met.

	PERFORMANCE INDICATOR	MEASUREMENT OR UNIT	PREVIOUS TYPICAL RESULT	EVIDENCE SOURCE
1				
2				
3				

What did satisfactory performance look like before the change?

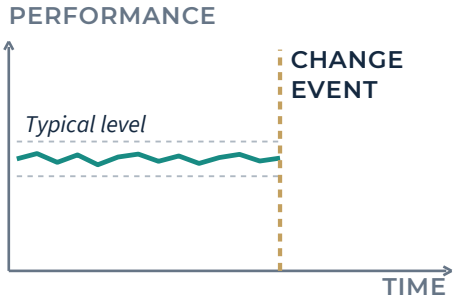


Illustration only — not real data

03 WHAT HAPPENED TO YOUR PERFORMANCE?

Compare your previous performance with your performance during the early transition. Only compare measurements that are reasonably equivalent.

Note whether each change is better or worse for that indicator—a lower number is not always a decline (for example, fewer errors), and a higher number is not always an improvement (for example, more rework). No percentages are calculated for you.

	PERFORMANCE INDICATOR	PREVIOUS BASELINE	EARLY TRANSITION RESULT	OBSERVATION OR DIFFERENCE
1				
2				
3				

OBSERVABLE PERFORMANCE

What the evidence shows. Select all that apply.

- ☐ Tasks required additional time.
- ☐ Accuracy decreased.
- ☐ Output decreased.
- ☐ Rework increased.
- ☐ Deadlines became harder to maintain.
- ☐ No significant decline was observed.
- ☐ Performance improved.
- ☐ Other: _____

HOW DID YOU FEEL WHILE PERFORMING?

Feelings are real and useful information—but they are **not** measurements of performance. Record them separately. Select all that apply.

- ☐ Confident
- ☐ Uncertain
- ☐ Frustrated
- ☐ Overwhelmed
- ☐ Motivated
- ☐ Neutral
- ☐ Other: _____

MY PERFORMANCE INFORMATION COMES PRIMARILY FROM:

- ○ Actual performance records
- ○ A combination of records and estimates
- ○ Personal estimates
- ○ Qualitative observations

What does your evidence show, and what remains uncertain?

04 WHAT MADE THE TRANSITION DIFFICULT?

The **Five Sources of Performance Friction** are the applied teaching categories developed for Chapter 2. They are not a scientifically validated five-factor diagnostic instrument. Tick each one that occurred and note the evidence.

1 ATTENTION FRAGMENTATION

Competing activities, interruptions or frequent switching between unfamiliar tasks.

☐ **This occurred** *Evidence or example*

2 OLD-RULE INTERFERENCE

Previously learned habits or procedures interfering with the new method.

☐ **This occurred** *Evidence or example*

3 DECISION OVERLOAD

Additional decisions or unfamiliar choices increasing the demands of routine work.

☐ **This occurred** *Evidence or example*

4 ERRORS AND REWORK

Mistakes requiring additional checking, corrections or repeated work.

☐ **This occurred** *Evidence or example*

5 PRESSURE AND SELF-MONITORING

Worrying about performance while simultaneously trying to complete unfamiliar tasks.

☐ **This occurred** *Evidence or example*

05 CONSIDER THE WORKING ENVIRONMENT

Select all that apply.

- ☐ Inadequate training.
- ☐ Insufficient resources.
- ☐ Unclear instructions.
- ☐ Technical problems.
- ☐ Unrealistic expectations.
- ☐ Conflicting responsibilities.
- ☐ Inadequate support.
- ☐ No significant environmental obstacles.
- ☐ Other:

Which problems were primarily related to learning or adjustment, and which may have required changes to the working environment?

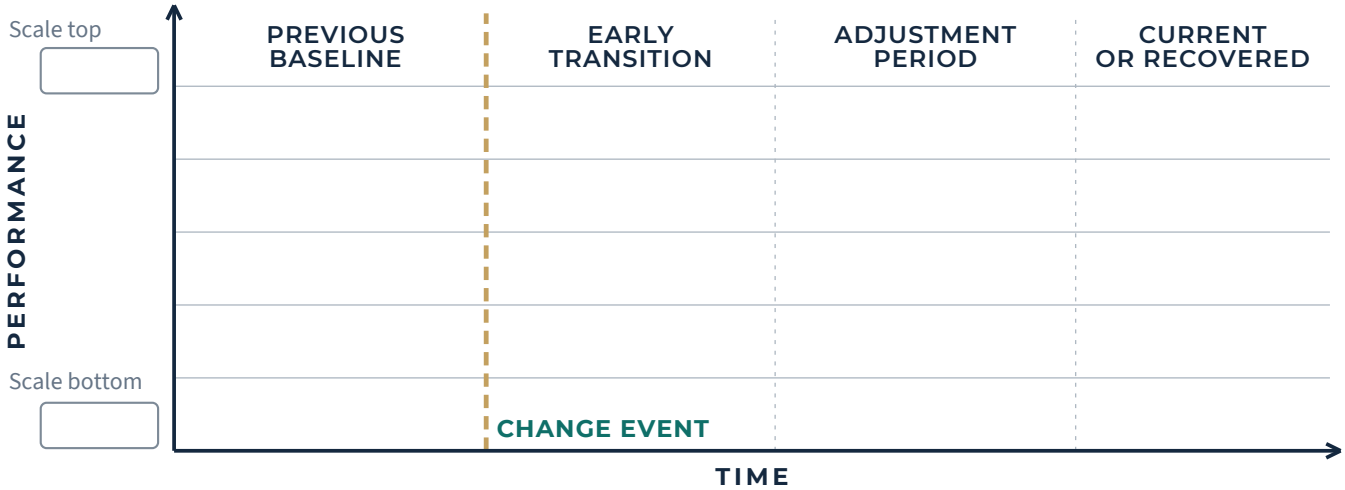
Adaptability does not mean accepting every organizational problem. Effective adaptation requires understanding both individual demands and environmental constraints.

06 YOUR PERFORMANCE TIMELINE

1. Choose **one** comparable performance indicator and write its name and measurement unit below.
2. Set the scale, then mark your level at each stage and join the marks. Add a horizontal line for your baseline.
3. No reliable numbers? Skip the chart and use the table—descriptions like “noticeably slower” are welcome.

Indicator charted

Measurement unit



Printable drawing area — mark your observations by hand.

SUPPORTING TIMELINE TABLE

	DATE OR PERIOD	PERFORMANCE INDICATOR / RESULT	SIGNIFICANT EVENT OR OBSERVATION	DATA SOURCE OR ESTIMATE
1				
2				
3				
4				
5				

When was the disruption greatest?

What appeared to help performance improve?

Did performance return to the previous baseline, stabilize at a different level or remain uncertain?

- ◯ Returned to baseline
- ◯ Stabilized at a different level
- ◯ Remains uncertain

07 WHAT DID YOU LEARN?

1. What created the greatest difficulty during this transition?

2. What helped you adapt most effectively?

3. Which previous habits or assumptions stopped being useful?

4. Which environmental obstacles were outside your direct control?

5. What would you do differently during a similar change?

08 YOUR NEXT-CHANGE PREPARATION

ACTION 1 — RECOGNIZE

One warning sign I will recognize earlier next time is…

ACTION 2 — RESPOND

One practical action I will take sooner is…

ACTION 3 — MEASURE

One performance indicator I will monitor is…

The next time my working environment changes, I will…

Measure the disruption before you judge your ability.

NEXT: CHAPTER 3

In Chapter 3, you will learn the complete ADAPT framework: Assess the Change, Determine the Impact, Anchor the Core, Pivot the Method and Track the Recovery.

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