

EVERYTHING **DiSC**  
BONUS VIDEO



**VIDEO VIEWING GUIDE**



## *Everything DiSC*<sup>®</sup> Bonus Video Viewing Guide

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## INTRODUCTION TO THE EVERYTHING DiSC® BONUS VIDEO

The *Everything DiSC® Bonus Video* provides 101 segments (147 minutes) of contemporary video with real-world business interactions. Video segments are provided as .WMV files that you can view directly from the USB drive or incorporate in your customized DiSC® training.

### USB FOLDERS



#### Conflict Management

Shows the four DiSC conflict approaches, pitfalls, and unresolved conflict scenarios



#### Frontline Management

People of all four DiSC management styles model their strengths and challenges



#### Kirby's Team

A division manager helps her team of people with different DiSC styles work through crises and find solutions



#### Natural DiSC Styles

People of all four DiSC styles provide unscripted responses to eight questions



#### Palani's Communication

A human resources manager uses ineffective and adapted communication approaches with territorial managers of each DiSC style



#### Pure DiSC Styles

Four people represent the purest form of their basic DiSC styles



#### Sales Effectiveness

Salespeople use ineffective and adapted selling approaches with customers of each DiSC buying style

### VIDEO VIEWING GUIDE

This manual provides an overview of the video content located on the Bonus Video USB drive. The sections of the Video Viewing Guide each correspond with a folder and provide descriptions of the video segments in that folder and suggest facilitation activities.

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## **VIEWING THE VIDEO ON A WINDOWS SYSTEM**

- Insert the USB drive into your computer, and open it.
- Open the folder that contains the video you want to view.
- Open the video file. It will open with your computer's video player.

## **VIEWING THE VIDEO ON A MAC**

These videos are Windows Media files. In order to play them on a Mac, you must have Windows Media Components® for QuickTime by Flip4Mac™ installed.

## **INSERTING A VIDEO FILE INTO A POWERPOINT® PRESENTATION**

- Insert the USB drive into your computer.
- Open your PowerPoint presentation and add a blank slide where you want to play the video.
- Select "Insert" from the PowerPoint menu and select "Video" or "Movie."
- Search for the USB drive.
- Select the video file you want, and click "Insert." The video will appear in the center of the slide.
- Set Playback features to play "on click" or "automatically."

We recommend that you don't resize the video box, as it may reduce the video quality.

## **CREATING A BLACK BACKGROUND TO FRAME THE VIDEO:**

- Insert a rectangle and resize it to cover the slide.
- Use the Format features to change the fill color to black and remove the border.
- Right-click on the rectangle and select "Send to Back" or "Send Backward" to move the black background behind the video.

## CONFLICT MANAGEMENT

### DESCRIPTION OF VIDEO SEGMENTS

Total Length: 29 minutes



These videos are designed to show how DiSC® can be used to understand people's behaviors and priorities when in conflict situations, highlight pitfalls to avoid when working through conflict, and provide strategies for resolution. Some segments use edgy, over-the-top humor to show the differences one might observe with each DiSC style and how conflict behaviors may be negatively perceived.

### DiSC CONFLICT APPROACHES



#### **conflict\_intro** (9 minutes)

This video opens with some examples of ineffective responses to conflict. It then introduces the four DiSC Conflict Approaches and illustrates the behaviors that are characteristic of each.

Those who use the **Direct Approach** are candid and straightforward about why they're upset, and they want the same approach in return.

- This comes most naturally to those with the D style.
- A man approaches his colleague to discuss his frustration with the fact that she stapled his hands at a lunch gathering.

Those who use the **Diplomatic Approach** are flexible and open to compromise.

- This comes most naturally to those with the S style.
- A woman discusses with her colleague the discomfort their clients feel when he brings his doll to meetings.

Those who use the **Analytical Approach** sort out issues objectively and seek to find the root of the problem.

- This comes most naturally to those with the C style.
- Two colleagues debate whose areas of responsibility are busiest using competing data charts.

Those who use the **Empathic Approach** communicate that feelings are understood, and they assure those involved that the relationship is still strong.

- This comes most naturally to those with the i style.
- A man attempts to smooth things over with a colleague who felt attacked for wanting the race car token in a game of Monopoly®.



#### **conflict\_balance** (6 minutes)

This video explains that effective conflict resolution requires a balanced use of all four of the DiSC Conflict Approaches. Short vignettes show how each approach can be ineffective when not balanced with its opposite approach on the DiSC map. The last vignette shows an effective resolution, resulting from a balanced approach.

**Unbalanced Direct Approach:** Jim uses an overly direct approach when telling Patrick he's decided to go with a process that is opposite to Patrick's recommendation.

**Unbalanced Diplomatic Approach:** Marvette struggles to find the right words to tell Jim that his relaxed position at their table is crowding her.

**Unbalanced Analytical Approach:** Aditi treats Carolyn's tearful show of distress as a plumbing issue, which she offers to fix with pliers and duct tape.

**Unbalanced Empathic Approach:** Emil is so focused on labeling Jim's stress and prescribing a simple cure that he misses the points Jim is trying to make about their need to find a way to work together.

**Balanced Approach\*:** When Aditi tells Emil she's not available to stay late to process a rush order because of a family commitment, he pauses the discussion to directly yet diplomatically express his dissatisfaction that she's often not available to help with the late-shift projects. He shows empathy as he assures her that he knows she works hard. At the same time, he lets her know how the workload is affecting his personal life. Aditi responds with empathy and assures him she doesn't want to put him out. They work together to analyze their options, and they each suggest ways to form a compromise.

\*An unbalanced approach to this situation is shown in the **conflict\_scenario\_working\_late** video.



**conflict\_scenario\_requests** (2.5 minutes)

Jim is frustrated with Georgia because she will not be able to provide research numbers to important clients in the timeframe they requested. Georgia is not able to respond to the request because of her current workload.



**conflict\_scenario\_working\_late** (1.5 minutes)

Emil becomes frustrated with Aditi when she tells him she will not be able to stay late with him to process a rush order. They begin to argue about fairness with respect to how workloads affect personal lives. (An example of how this situation may be resolved is provided as the balanced approach in the **conflict\_balance** video.)

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## CONFLICT PITFALLS

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**conflict\_exaggerating** (2.5 minutes)

The video begins as Sonya uses exaggerated phrases to complain about Emil's work habits. A vignette shows how Emil perceives her comments, in which Sonya describes him as having a party in his office, playing banjos with a giant squirrel, a t-rex, and the KoolAid® guy. The video explains why a person might exaggerate in conflict situations, points out phrases commonly used when exaggerating out of frustration, and describes the effect on the other person.



**conflict\_interrupting** (3 minutes)

The video begins as Marvette tries to explain to Jim her side of the conflict, but he continually interrupts her with his opinions and explanations for his actions. A vignette shows how Marvette perceives his behavior, in which he aggressively interrupts her with denials and insults. The video explains why a person might interrupt another, but advocates for the use of patience and concentration to hear someone out, even when it's not easy.



**conflict\_problem\_focused** (1.5 minutes)

This video models the difference between being problem-focused and solution-focused when resolving a conflict. Patrick and Georgia discuss the challenges caused by Patrick's need to delay an important meeting. Patrick proposes a number of solutions, but Georgia shoots down every one of his ideas. Consequently, they both become increasingly frustrated.



**conflict\_you\_statements** (3 minutes)

The video begins as Patrick admonishes Jim with accusing "you" statements for his inconsiderate actions. A vignette shows how Jim perceives the comments, a perception that involves Patrick drawing a demeaning picture of Jim. The video explains how ineffective "you" statements are when trying to communicate an issue, and advocates using "I" statements that express your own reactions and feelings instead. This results in the other person feeling less defensive and increases the chances of being able to effectively resolve the problem.

## FACILITATION SUGGESTIONS

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### DiSC® CONFLICT APPROACHES—INTRODUCTION

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#### Video from Conflict Management folder:

conflict\_intro

#### Prep:

- It is recommended that participants have knowledge of DiSC® and their own DiSC style before introducing the DiSC Conflict Approaches.
- Create a handout with space to write notes for each Conflict Approach.

#### Purpose:

Use this exercise to help participants recognize that people approach conflict in different ways.

#### Facilitation:

1. Explain to participants that there are many different ways to look at conflict. When two or more people are in a disagreement or struggle about something, there can be strong emotions involved, such as anxiety, resentment, frustration, anger, and hurt feelings.
2. Facilitate a discussion and flipchart responses to the following questions:
  - What does conflict look like?
  - What are some of the **actions** or **behaviors** we see that alert us to conflict?
  - **Listen for responses such as:** *confrontation, complaining to others, silent treatment, mediating between two parties, compromising, concerned looks, begrudging attitudes, etc.*

**Note to Facilitator:** If participants bring up certain emotions, redirect them to consider the kinds of observable actions or behaviors one might see that demonstrate those emotions.

3. Explain that there is a lot of variation in the way people behave during conflict.
4. Explain that the DiSC model gives us insights into the preferences and priorities that characterize different behavioral styles.
5. Explain that participants are going to watch a video that describes the DiSC behavioral styles and the conflict approaches typically used by each.
6. Encourage participants to take notes on the characteristics of each approach.
7. If anyone in the video reminds them of someone, they should record the name or initials of that person in their notes for that approach.
8. Play the conflict\_intro video segment.
9. Instruct participants to consider which approach seems to be most like them during conflict, and have them mark it in their notes.
10. Ask the participants who marked the Direct Approach to raise their hands.
11. Ask for volunteers to share:
  - a. Why that approach resonated best with them.
  - b. What benefits they saw from that approach.
  - c. What challenges they saw.
12. Repeat the process with the remaining three approaches: Diplomatic, Analytical, and Empathic.

**Note to Facilitator:** Be prepared to share benefits and challenges for any approaches that are not represented by the group.



13. Conclude that, as the video mentions, each of us tend to use different approaches in conflict situations.
14. Assure participants that none of these approaches are right or wrong. In fact, the positive aspects of each approach play a role in ensuring healthy outcomes in conflict situations.
15. Reinforce with the participants that our approaches are influenced by our individual priorities and preferences.

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## DiSC® CONFLICT APPROACHES—USING A BALANCE OF CONFLICT APPROACHES

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### Video from Conflict Management folder:

conflict\_scenario\_working\_late  
conflict\_balance

### Prep:

- It is recommended that participants have knowledge of DiSC® and their own DiSC style.
- You may want to create a handout with space to write notes for each video segment.
- Have flipchart paper ready for table discussions.

### Purpose:

Use this exercise to help participants recognize a balanced approach to conflict resolution using all of the DiSC Conflict Approaches.

### Facilitation:

1. Explain to participants that finding a resolution to conflict that will suit everyone is difficult because of our different priorities and conflict approaches.
2. Suggest that participants start by considering what a positive result might be. Ask participants and flipchart their responses to:
  - What does good conflict resolution look like?
  - **Listen for:** *addresses at least the needs, if not the wishes, of all involved; workload is fair and relevant to the parties; represents an effort toward compromise by all; preserves the relationships involved.*
3. Explain that participants are going to watch a video that shows two people in conflict who have different priorities and use different approaches.
4. Encourage participants to take notes on the issues they see and how each person responds to the other's position.
5. Play the **conflict\_scenario\_working\_late** video.
6. Draw a line down the center of a flipchart paper. Ask participants to identify the issues and record their responses on one side of the line.
7. Ask participants to identify the approaches they saw Emil and Aditi use, and record their responses on the other side of the line.
8. Lead a brief discussion as to why they think these approaches were ineffective.
9. Instruct participants to work in table groups to discuss possible solutions that might resolve the conflict, and have them flipchart their ideas to present to the larger group. Give them 4-5 minutes.
10. Call on each group to report its ideas. Help them make distinctions in their responses between problem-solving and approach-adjustment if there are any.
11. Explain that agreements and solutions rarely happen unless each person involved finds a way to balance all four conflict approaches.
12. Explain that no one approach is appropriate for effective conflict resolution. All four approaches are important when working toward a resolution since, at the source of conflict, we find people who disagree, have different priorities, and appreciate different approaches.

13. Tell them they're about to watch a video that explains more about the need for balance.
14. Encourage participants to take notes.
15. Play the **conflict\_balance** video
 

**Note to Facilitator:** If you wish, you may pause the video at 03:42 minutes to debrief the first part of the segment. Then resume the video to watch Emil and Aditi's balanced approach.
16. Ask participants about the first part of the video segment:
  - a. What did you learn about conflict approaches that are unbalanced?
  - b. Listen for comments and examples about how ineffective the approaches are when used alone. Refer back to the approaches listed on the flipchart.
17. Ask participants about the second part of the video segment:
  - a. What did you see that showed the Direct Approach? The Empathic Approach? The Diplomatic Approach? The Analytical Approach?
  - b. **Listen for:**
    - *Emil addressed the problem directly but diplomatically (Direct, Diplomatic).*
    - *Emil let Aditi know how the workload was affecting his personal life (Empathic).*
    - *Aditi responded with empathy (Empathic).*
    - *They each suggested ways to compromise (Diplomatic).*
    - *They analyzed their options (Analytical).*
18. Conclude by saying that this example (using a balance of all four approaches) can be very effective in moving toward a resolution that will satisfy everyone involved.

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## DiSC® CONFLICT APPROACHES—TROUBLESHOOTING CONFLICT

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### Video from Conflict Management folder:

conflict\_scenario\_requests

### Prep:

- It is recommended that participants have knowledge of DiSC® and their own DiSC style.
- Create handouts: one using the scenario-focus information as outlined on the next page and one to write personal reflections about a past conflict.
- Have flipchart paper ready for table discussions.

### Purpose:

Use this exercise to help participants use their understanding of the DiSC priorities to find common goals that can help them move toward conflict resolution.

### Facilitation:

1. Explain to participants that finding a resolution to conflict that will suit everyone is difficult because of our different priorities and conflict approaches.
2. Say: To help understand how to move through conflict productively, you'll start by watching a video showing a conflict between two co-workers.
3. Assign D- and C-style participants to focus primarily on Jim (whose priorities align with typical i- style priorities).
4. Assign i- and S-style participants to focus primarily on Georgia (whose priorities align with typical C-style priorities).
5. Provide them with the scenario background information and focus questions as outlined here:

Jim (for D- and C-Style Participants)	Georgia (for i- and S-Style Participants)
<p>As you watch the video, focus your attention on Jim, the account manager.</p> <p>Jim had emailed a request for information to Georgia, the research manager, on behalf of one of the company's largest customer accounts. Since the customer needs the information right away, he has decided to personally confirm when she will forward the information.</p>	<p>As you watch the video, focus your attention on Georgia, the research manager.</p> <p>Georgia has received a number of requests for research updates and information about her company's product. As the scene opens, Georgia looks up from her work as Jim, the account manager approaches</p>
<p>What do you see Jim doing?</p> <p>Why do you think he reacts the way he does?</p> <p>What priorities seem to be driving Jim's actions?</p>	<p>What do you see Georgia doing?</p> <p>Why do you think she reacts the way she does?</p> <p>What priorities seem to be driving Georgia's actions?</p>

6. Play the **conflict\_scenario\_requests** video.
7. Separate the participants into groups of 3-5, according to the character they were assigned, and provide them with flipchart paper.
8. Instruct the groups to record the priorities that seem to be driving the actions of their character and what the person was trying to achieve. Give them 3-4 minutes.
9. Have each group present its list. *(If necessary, control for answers that may be too role specific by asking "Why is that important?" This will bring goals to a higher level so commonalities can be found.)*
10. **Listen for:**

Jim's Priorities	Georgia's Priorities
<ul style="list-style-type: none"> <li>• His sense of urgency</li> <li>• Supporting customers</li> <li>• Retaining the large accounts</li> <li>• Not looking bad in front of his customer</li> <li>• Promoting the company</li> </ul>	<ul style="list-style-type: none"> <li>• Managing her workload</li> <li>• Fulfilling the customer's other requests</li> <li>• Providing accurate data to customers</li> <li>• Protecting the company</li> </ul>

11. Ask about what their lists have in common and record responses on flipchart paper.
12. Point out that Jim and Georgia have some common goals.
13. Ask:
  - a. What is the value of stepping back to seek out common goals during conflict?
  - b. **Listen for:** *reveals that the parties are not entirely different, if they can agree on goals then they may agree on solutions, shows different ways of achieving the same thing.*
14. Instruct participants to think about conflict they've experienced at work or in their personal lives.
15. Instruct them to record what happened on their handouts, and then write down what they were trying to achieve. Then consider what the other person was trying to achieve. Give them 2-3 minutes.

16. Instruct them to find a partner and discuss their situations, considering
  - a. possible commonalities between the parties in conflict.
  - b. how the situation might have been helped by finding these common goals.
17. Caution them not to try to fix their partner's problem. For now, instruct them to just talk about common goals and the benefits of understanding them. Give them 4-5 minutes.
18. Conclude by stating that finding common goals is an important step toward resolution during conflict.

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## CONFLICT PITFALLS

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### Video from Conflict Management folder:

conflict\_interrupting  
 conflict\_exaggerating  
 conflict\_you\_statements  
 conflict\_problem\_focused

### Prep:

- It is recommended that participants have knowledge of DiSC® and their own DiSC style.
- You may want to create handouts for participants to take notes with each video and for the reflection activity at the end.

### Purpose:

Use this exercise to help participants understand four key principles to apply when working toward conflict resolution.

### Facilitation:

1. Explain that conflict situations represent a struggle between differing perspectives. It's difficult to hear others' perspectives when we feel so strongly about our own.
2. Tell them they will be exploring four key principles to conflict resolution. When applied during conflict, they can help get through the sometimes difficult process of sharing perspectives and coming to a resolution.

### Listen without Interruption

3. Introduce the first principle: **Listen without interruption** to give others your full attention.
4. Explain that interrupting another is a common pitfall to conflict resolution because it prevents the other person from sharing their perspective on the problem.
5. Tell them that they're about to watch a video that shows what can happen if we don't follow this principle.
6. Encourage them to take notes.
7. Play the **conflict\_interrupting** video.
8. Ask:
  - a. Why do you think Jim kept interrupting? (**Listen for:** *Jim wanted to defend himself or deflect blame.*)
  - b. How did it make Marvette feel as Jim interrupted her time and again? (**Listen for:** *Marvette became frustrated, annoyed, felt Jim didn't respect her.*)
  - c. What was the result? (**Listen for:** *Marvette didn't get to tell her side of the story. The situation was unresolved and even became worse than when it started.*)
9. Say that while it may be difficult to hold back your statements, giving people time to share their perspectives is the most effective way to understand what it will take to reach a resolution.

**Avoid Exaggeration**

10. Introduce the second principle: **Avoid exaggerating** your side of the issue.
11. Explain that exaggeration is another pitfall to conflict resolution because it can distort the truth.
12. Tell them they will now watch another video segment that shows what can happen when exaggeration is taken to an extreme.
13. Encourage participants to take notes on how one person exaggerates and the effects that this has on the other people involved.
14. Play the **conflict\_exaggerating** video segment.
15. Ask:
  - a. How did Sonja exaggerate the situation? (**Listen for:** *She said things like “you never get things to me on time,” “every day,” “talking up a storm.”*)
  - b. How did it make Emil feel? (**Listen for:** *Emil felt frustrated, confused, and defensive.*)
  - c. What was the result? (**Listen for:** *The meeting was completely unproductive.*)
  - d. How could Sonja adapt her behavior while still sharing her perspective? (**Listen for:** *talking to Emil about it privately and sharing how it affects her work flow.*)

**Use “I” Statements**

16. Introduce the third principle when sharing perspectives during conflict: **Use “I” statements.**
17. Say that “I” statements give information in a way that’s far less threatening than “you” statements.
18. Say that “You” statements are another pitfall to conflict resolution because they can sound like accusations or judgments and cause others to shut down or retaliate in anger or hurt.
19. Caution participants to beware of **disguised** “you” statements – those that begin with “I think that you” or “I feel like you.” For example, “I feel like you never listen to me” is a disguised “you” statement.
20. Say that they will now watch a video that shows how using “you” statements escalate a conflict.
21. Encourage participants to write down the “you” statements that they hear and take notes on how these statements affect the other person.
22. Play the **conflict\_you\_statements** video segment.
23. Ask:
  - a. What “you” statements did you hear Patrick use? (**Listen for:** *Patrick said “you can be so inconsiderate,” “you don’t seem to care,” “you’re not thinking of anyone else.”*)
  - b. How did they make Jim feel? (**Listen for:** *Jim felt hurt, misunderstood, guilt-ridden, defensive, devalued.*)
  - c. What was the result? (**Listen for:** *The meeting turned into a blame session, nothing was accomplished.*)
24. Point out that “I” statements help other people understand HOW their actions contribute to the issue.
25. Ask:
  - a. How could Patrick rephrase some of his statements to more productively resolve the conflict? (**Listen for statements like:** *“I’m not able to concentrate when I hear your music through the headset;” “We can’t get as much done without your input.”*)

**Be Solution Focused**

26. Introduce the fourth principle: **Be solution focused** to find a resolution that is acceptable to everyone involved.
27. Explain that finding solutions is not easy, especially when we tend to dwell on the problems.

28. Tell them that they will now watch a video that shows what happens when someone can't see beyond the problems.
29. Encourage participants to take notes on what happens.
30. Play the **conflict\_problem\_focused** video segment.
31. Ask the participants:
  - a. What did you see happen in the video? (**Listen for:** Georgia is upset because Patrick is rescheduling a meeting. Georgia shoots down every idea that Patrick offers and focuses only on how his idea will inconvenience her.)
  - b. Why do people get stuck focusing on problems when a solution is needed? (**Listen for:** It's easier to see the problems, it's an understandable emotional release.)
  - c. What is it like to work with someone like that when you need to get a solution? (**Listen for:** It can be frustrating, annoying, draining, confusing, depressing, counterproductive.)
32. Explain that being open to not only recognizing the problem, but to visualizing resolution and considering possibilities is a more effective way of addressing conflict.

### Activity and Conclusion

33. Say: We can see now how these pitfalls can impede effective conflict resolution.
34. Instruct participants to consider what they have just learned about the four principles for conflict resolution.
35. Instruct them to think about which of the four is the most difficult for them. (Do you often interrupt others, exaggerate situations, use "you" statements, stay problem-focused?)
36. Have them reflect on how the natural tendencies of their DiSC® style might affect their effectiveness with these principles.
37. Then instruct them to reflect on a specific conflict situation when they had difficulty with this principle and write down what happened as a result. Give them 2-4 minutes.
38. Instruct participants to find a partner and discuss the situation they wrote about. Have them discuss what could have been done differently. Give them 3-4 minutes.
39. Explain that when we take the time to recognize and listen to everyone's perspectives, we might discover miscommunications or misunderstandings that, once removed, can clear up the conflict right away.

## FRONTLINE MANAGEMENT

### DESCRIPTION OF VIDEO SEGMENTS

Total Length: 16 minutes



These eight videos are designed to illustrate the strengths and challenges of each DiSC® management style. The segments titled “manager\_good” show the manager using his or her style’s strengths in an effective approach with employees. The segments titled “manager\_bad” depict, with edgy and over-the-top humor, an exaggerated overuse of the manager’s strengths, resulting in an ineffective approach with his or her employees.

**Important Note:** These exaggerated segments are not meant to suggest that a manager would behave in such a manner. They are designed to spark dialogue with participants about the perceptions direct reports may develop when working with managers who overuse their strengths.

#### D MANAGER – PATRICK

##### d\_manager\_good (1.5 minutes)

The video introduces the high-D manager (Patrick), who

- Is direct and confident
- Is practical and results-oriented
- Creates a sense of momentum and urgency

In a meeting with his team, Patrick is pleased with the project’s progress. He suggests that they move forward with analysis of partial data, but listens to Brian’s concerns and accepts his suggestions, offering to provide support if needed. Patrick congratulates his team on good results, and he welcomes Ann’s ideas as they consider how to get better results in the next quarter.



Patrick

##### d\_manager\_bad (2.5 minutes)

The video describes how the high-D manager can be perceived when he overuses his strengths. In these circumstances, employees may perceive a high-D manager as:

- Authoritarian
- Uncaring
- Impatient
- Rash

In this exaggerated example, Patrick is blunt, intimidating, and forceful. He asks for ideas, but doesn’t let anyone speak, concluding that his ideas are the only important ones. Patrick forgets Brian’s name, doesn’t care about his reasons for not getting the reports sent out, and sends him to stand in the corner. Patrick insists that everyone stay until the work is done, regardless of their family plans.

#### i MANAGER – CAROLYN

##### i\_manager\_good (1 minute)

The video introduces the high-i manager (Carolyn), who:

- Is enthusiastic and optimistic
- Is energetic and warm
- Compliments efforts and provides encouragement

Carolyn shows genuine excitement over the personal news Jim shares. She shows enthusiasm for his idea and agrees to seek support from others.

She asks him to handle logistics for the project and compliments his abilities based on past experience.



Carolyn

##### i\_manager\_bad (3.5 minutes)

The video describes how the high-i manager can be perceived when she overuses her strengths. In these circumstances, employees may perceive a high-i manager as:

- Lacking follow-through
- Over-enthusiastic
- Unrealistic
- Scattered

In this exaggerated example, Jim is frustrated because Carolyn hasn’t been available to give him much-needed project information. Instead, she surprises him with a major change and dismisses his concerns about significant challenges. She provides vague direction, expressing confidence that he’ll figure it out. She anticipates the recognition she’ll receive, and then abandons him to attend a social event.

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## S MANAGER – ANSA

### S\_manager\_good (1 minute)

The video introduces the high-S manager (Ansa), who:

- Is even-tempered and reliable
- Is helpful and accommodating
- Provides support and follow-up

Ansa follows up with Brian and Jim after a conference call they attended, and he offers guidance on the new reporting format. He shows consideration for Jim's need to care for his daughter who is recovering from an illness, and offers support to help meet tight deadlines.



Ansa

### S\_manager\_bad (3 minutes)

The video describes how the high-S manager can be perceived when he overuses his strengths. In these circumstances, employees may perceive a high-S manager as:

- Timid
- Reluctant
- Resistant to change
- Avoiding risk

In this exaggerated example, Ansa becomes uncomfortable with spearheading a new process and confronting another manager about the change. He suggests they stay with the old process and ignore the problem. When his team members push for action, pleading their case, he begins to daydream to ease his anxiety.

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## C MANAGER – ADITI

### C\_manager\_good (1 minute)

The video begins with an introduction to the high-C manager (Aditi), who:

- Is careful and methodical
- Provides reliability and a sense of fairness
- Holds the team to high standards and gets them needed resources and feedback

Aditi provides detailed feedback to Brian about his proposal. She compliments his work and gives constructive direction for improvement. She solicits his ideas, reassigns other tasks to allow him time to finish, and offers to provide future feedback.



Aditi

### C\_manager\_bad (2.5 minutes)

The video begins with a description of how the high-C manager can be perceived when she overuses her strengths. In these circumstances, employees may perceive a high-C manager as:

- Micromanaging
- Untrusting
- Obsessive about details
- Cold, distant, and critical

In this exaggerated example, Aditi is condescending and harshly critical of Brian's proposal document. She even criticizes how he holds his pen, taking his hand to write the note with him, and refusing to let him go to the restroom without a hall pass.



## FACILITATION SUGGESTIONS

### Video from Frontline Management folder:

All segments

#### Prep:

- Create a handout with the debrief questions for each video segment so participants can refer to them while watching the video.
- Create a discussion guide for each DiSC® management style with the questions that the participants will talk about in their table groups.

#### Purpose:

Use this exercise to help participants recognize that we each have unique approaches to management, and no approach is better than another.

#### Facilitation:

1. Explain that we often assume that everyone approaches his or her role as a manager in the same way.
2. Explain, however, that we each have unique approaches to management, grown out of our unspoken expectations, personal needs, strengths, and challenges. Our DiSC style influences the approach we take when managing others.
3. Explain that participants are going to watch a series of videos, each depicting a different DiSC management style.
4. Tell them that the first segment focuses on the “D—Dominance” style.
5. Encourage participants to write down any similarities that this manager has to managers they’ve had in the past. Or they can note similarities to ways that they may have managed in the past.
6. Play the **d\_manager\_good** video segment.
7. Afterwards, facilitate a discussion by asking the following questions (See the table on the next page for possible responses):
  - How was this “D” manager effective?
  - How did the employees respond?
8. Explain that we’ll now have a little fun and look at a different perspective on a “D” manager. Tell participants that the next video shows how employees might perceive the “D” management style when it’s pushed to extremes.
9. Play the **d\_manager\_bad** video segment.
10. Afterwards, admit that this was an exaggeration. Facilitate a discussion by asking the following questions:
  - Has anyone here ever felt you were being treated the way this manager treated his employees?
  - What did the manager do or say to make you feel this way? (See the table on the next page for possible responses.)
11. Instruct participants to discuss the following questions in their table groups. Give them 2-3 minutes to discuss.
  - What strengths have you seen in “D” managers? What challenges?
  - What “D” characteristics might be true of your management style? Can they be perceived negatively by others?
  - Are there “D” characteristics you would like to adopt as you develop your management style?
12. Ask for participants to share what “D” characteristics they’d like to adopt.

13. Repeat facilitation Steps 4-12 for the remaining management styles. As you debrief the videos, listen for responses like the ones in the following table.

d_manager_good	i_manager_good	s_manager_good	c_manager_good
<b>How effective:</b>			
<ul style="list-style-type: none"> <li>• Asked for feasibility of his idea</li> <li>• Gave clear direction</li> <li>• Offered support</li> <li>• Pushed for resolution</li> <li>• Congratulated them</li> <li>• Expressed desire to share ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Showed genuine excitement over the employee's news</li> <li>• Showed enthusiasm for his idea</li> <li>• Agreed to seek support from others</li> <li>• Asked him to handle logistics</li> <li>• Complimented his abilities based on past experience</li> </ul>	<ul style="list-style-type: none"> <li>• Followed up with team after the meeting</li> <li>• Offered guidance on the reporting format</li> <li>• Showed consideration about employee's family needs, empathized</li> <li>• Offered support to help make the tight deadlines</li> </ul>	<ul style="list-style-type: none"> <li>• Complimented the employee's good work</li> <li>• Gave constructive direction for improvement</li> <li>• Solicited his ideas</li> <li>• Reassigned tasks to allow him time</li> <li>• Offered to provide future feedback</li> </ul>
<b>Employees' responses:</b>			
<ul style="list-style-type: none"> <li>• Comfortable challenging him</li> <li>• Encouraged by his request for their ideas</li> <li>• Proud of their accomplishments</li> </ul>	<ul style="list-style-type: none"> <li>• Lost his hesitation once she showed enthusiasm for the idea</li> <li>• Willing to take on extra responsibility</li> <li>• Pleased at being recognized for his abilities</li> </ul>	<ul style="list-style-type: none"> <li>• Encouraged</li> <li>• Appreciative for support concerning family needs</li> <li>• Empowered to do the work</li> </ul>	<ul style="list-style-type: none"> <li>• Appreciated the positive feedback</li> <li>• Was open to changes and asked questions for clarity</li> <li>• Encouraged by her request for his ideas</li> <li>• Relieved when given support</li> </ul>
d_manager_bad	i_manager_bad	s_manager_bad	c_manager_bad
<ul style="list-style-type: none"> <li>• Used a harsh and intimidating tone</li> <li>• Didn't listen after asking for ideas, went with his own</li> <li>• Didn't know employee's name</li> <li>• Got angry when reports weren't done, dismissing his unrealistic deadlines as a reason</li> <li>• Humiliated Brian in front of the other employee</li> </ul>	<ul style="list-style-type: none"> <li>• Used an enthusiastic, schmoozy tone</li> <li>• Surprised him with a major change</li> <li>• Dismissed his concern about significant challenges</li> <li>• Provided vague direction</li> <li>• Commented on the recognition she'll get</li> <li>• Abandoned him to attend a social event</li> </ul>	<ul style="list-style-type: none"> <li>• Got uncomfortable with spearheading a needed change</li> <li>• Suggested they stay with the old process and ignore the problem</li> <li>• Was afraid of a confrontation with the other manager</li> <li>• Began to daydream to ease his anxiety</li> </ul>	<ul style="list-style-type: none"> <li>• Criticized him harshly</li> <li>• Was condescending</li> <li>• Criticized how he held his pen</li> <li>• Took his hand to write the note with him</li> <li>• Wouldn't let him go to the restroom without a hall pass</li> </ul>

## KIRBY'S TEAM

### DESCRIPTION OF VIDEO SEGMENTS

Total Length: 17.5 minutes



This section helps managers recognize the preferences of their employees and discover strategies for managing to the needs of each DiSC® style. The character named Kirby is not meant to portray a particular style. As a division manager of a team in the midst of a crisis, she meets with individual team members to help them work through conflict and find solutions. It is recommended that facilitators show the **Kirby\_Team\_Open** video segment first and the **Kirby\_Team\_Close** video segment last. The other segments may be played in any order.

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#### KIRBY\_TEAM\_OPEN (3 minutes)



The video segment opens to a meeting already in progress with the team discussing how new market-analysis data puts their project in a state of crisis. The situation produces conflict among members of the team. With the exception of the manager, Kirby, each team member represents a different DiSC style:

- James (D)
- Steve (i)
- Jeannie (C)
- Doug (S)

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#### KIRBY\_JAMES (D) (2.5 minutes)



Kirby meets individually with James, a production manager with a D style. She allows him to voice his concerns. She compliments him on how well he executes his role, and she assures him that he is still in charge. Kirby suggests what his team needs to do during the crisis period, but allows him to determine how it gets done. She makes no excuses for the fact that new ideas are a part of their business, and she connects delays in production to lost revenue. In the end, she and James discuss new ideas he has to handle the problems.

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#### KIRBY\_STEVE (i) (3.5 minutes)



Kirby meets individually with Steve, a marketing manager with an i style. She suggests looking at the report more closely, while Steve would rather just consider the summary. Kirby stops to listen to his feelings about being blamed for the problem, and she reassures him that the team is not personally attacking him. She helps him to redirect his energy toward more positive aspects of the report, and she compliments him on a job well done. She points out a report detail that he should consider more closely. After walking him through the points, he becomes enthusiastic and draws his own conclusions about what the information could mean to their production plan and product offering.

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#### KIRBY\_Doug (S) (2.5 minutes)



Kirby meets individually with Doug, a customer support and services manager with an S style. She lets him know that she noticed his withdrawal from the group at the meeting. She empathizes with his feelings and recognizes Doug's importance to the team. Kirby suggests a step-by-step plan to keep moving forward. She listens patiently to his concerns about complexity and timing, suggesting he consider areas where old and new systems can be compared to produce reliable information. Kirby offers to help him develop a plan for a different protocol for customer support.

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#### KIRBY\_JEANNIE (C) (3 minutes)



Kirby meets individually with Jeannie, an information technology manager with a C style. She states that the criteria need to be more specific, and Jeannie agrees. Jeannie is concerned that the data isn't complete and that more time is needed for a thorough analysis. Kirby helps Jeannie narrow the considerations and focus on higher priority areas, using data and analysis to convince Jeannie of a proper direction. Kirby reinforces the importance of meeting the deadline, and gives Jeannie an opportunity to express her concerns about it. Kirby encourages Jeannie to get the analysis done in a week.

**KIRBY\_TEAM\_CLOSE** (3 minutes)

Kirby's team is meeting again after they have implemented the ideas they discussed with Kirby. Each team member is direct and to the point about what he or she is doing, and they see each other as resources rather than as obstacles. Everyone expresses confidence in how the issues are being resolved, and Kirby compliments them on handling a potentially explosive situation in a creative and timely manner.

## FACILITATION SUGGESTIONS

### Video from Kirby's Team folder:

All segments

#### Prep:

Create handouts with the discussion questions from Step 4 and Step 11 for each character so participants can refer to them while watching the video.

#### Purpose:

Use this exercise to help managers recognize the needs of their employees and discover strategies for managing to the needs of each DiSC® style.

#### Facilitation:

1. Explain that while others' behavior may be different from our own, it is not wrong. Explain how it can be frustrating when our behavior and communication doesn't get the intended result. Say that it is also frustrating for others when we don't take their needs into consideration when managing them.
2. Explain that participants are going to watch a team meeting of managers that is already in progress. The meeting is to discuss some issues raised when market data reveals their current plan for a new product launch won't work.

The characters are as follows:

- Kirby — Division manager
- James (D) — Product manager
- Steve (i) — Marketing manager
- Doug (S) — Customer support and services manager
- Jeannie (C) — Information technology manager

Each character represents a different behavioral style, except for Kirby.

3. Begin the video segment, **Kirby\_Team\_Open**. Encourage participants to take notes about any frustrations or concerns that emerge from the managers and any predictable behaviors of each style.
4. Facilitate a discussion by asking the following questions:
  - What are the primary DiSC styles of James, Steve, Doug, and Jeannie?
  - What behaviors did you observe to determine the person's DiSC style?
  - What behaviors did James, Steve, Doug, and Jeannie demonstrate that were contributing to and escalating the conflict during the meeting?
  - What frustrations emerged during the meeting from James, Steve, Doug, and Jeannie?

**Listen for responses like**

James (D)	Steve (i)	Doug (S)	Jeannie (C)
<b>What behaviors did you observe to determine the person's DiSC® style?</b>			
<ul style="list-style-type: none"> <li>• Defensive</li> <li>• Impatient</li> <li>• Wants a quick result</li> </ul>	<ul style="list-style-type: none"> <li>• Emotionally engaged</li> <li>• Too optimistic about what happened</li> </ul>	<ul style="list-style-type: none"> <li>• Expresses discomfort with change</li> <li>• Wants to avoid conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Focused on data and research</li> <li>• Skeptical</li> <li>• Overly analytical</li> </ul>
<b>What behaviors did James, Steve, Doug, and Jeannie demonstrate that were contributing to and escalating the conflict during the meeting?</b>			
<ul style="list-style-type: none"> <li>• Defensive and insensitive tone</li> <li>• Sarcasm</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of organization</li> <li>• Too optimistic</li> </ul>	<ul style="list-style-type: none"> <li>• Uncertain about the changes</li> <li>• Too calm</li> <li>• Wanted Kirby to say what she wanted so he could do it</li> </ul>	<ul style="list-style-type: none"> <li>• Had too many details</li> <li>• Overly concerned about doing things "right"</li> <li>• Resistant and skeptical of the changes without the proper data</li> </ul>
<b>What frustrations emerged during the meeting from James, Steve, Doug, and Jeannie?</b>			
<ul style="list-style-type: none"> <li>• Wants to move faster</li> <li>• Gets defensive when he thinks Steve is telling him how to do his job</li> <li>• Doesn't care about Steve's "positive spin" on things</li> </ul>	<ul style="list-style-type: none"> <li>• Feels blamed</li> <li>• Gets frustrated with James' impatience</li> </ul>	<ul style="list-style-type: none"> <li>• Uncomfortable with the conflict</li> <li>• Overwhelmed with the changes</li> </ul>	<ul style="list-style-type: none"> <li>• Frustrated because things weren't done right the first time</li> <li>• Skeptical about the time it might take to incorporate the changes</li> <li>• Fears that the project won't be done right without enough data</li> <li>• Feels criticized by James' sarcastic remark</li> </ul>

5. Explain that participants just saw some examples of clashes that can easily happen when different styles work together.
6. Discuss how considering a person's goals and motivations, fears and dislikes, strengths, limitations, and level of commitment can increase or decrease effectiveness with them.
7. For the next part of the exercise, assign each table a character from the video. Have the tables brainstorm specific ideas of how to manage the behaviors of the character so that solutions to the problem can be found. Have one person from each group record the answers on a flipchart.
8. Have each group share its ideas with the larger group.
9. Afterwards, explain that you are going to show them what happened when Kirby talked with each of her managers individually.
10. Begin the video segment, **Kirby\_James**. Encourage participants to take notes of how Kirby uses her knowledge of DiSC® styles to meet the needs of her employees.
11. Facilitate a discussion asking questions such as the following:
  - What does Kirby address with James right away?
  - How does Kirby address James' fears?
  - What is James' task?
  - How willing and able is James to do the task? How can you tell?
  - What are James' motivations?
  - How does Kirby address James' motivations?
  - What are some of James' strengths that Kirby acknowledges?
  - What are some limitations of James' style? How does Kirby address these?
  - How does Kirby gain James' commitment?
  - What communication techniques does Kirby use with James?

Repeat for the remaining three styles using the video segments, **Kirby\_Steve**; **Kirby\_Doug**; and **Kirby\_Jeannie** accordingly.

**Listen for responses like**

James (D)	Steve (i)	Doug (S)	Jeannie (C)
<b>What does Kirby address with this person right away?</b>			
James fears losing his control or authority as a product manager.	Steve is feeling blamed for the problem and doesn't want to go through the details of the report.	Doug is unsure of the changes the team is talking about and feels overwhelmed.	Jeannie is concerned that the data isn't complete and that more time is needed for a thorough analysis.
<b>How does Kirby address this person's fears?</b>			
<ul style="list-style-type: none"> <li>• She reassures James that no one will be telling him how to do his job.</li> <li>• She outlines and reinforces what results are needed.</li> <li>• She allows James to direct the effort of his employees and allocate his resources as necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• She stops the conversation and allows Steve to explain why he's feeling blamed by everyone on the team.</li> <li>• She lets Steve express his personal feelings and reassures him that the team is not personally attacking him.</li> <li>• She acknowledges his feelings and recognizes his need to contribute and do well on the project.</li> <li>• She redirects the conversation, with Steve's agreement, and asks for his opinions on the positive things about the report.</li> </ul>	<ul style="list-style-type: none"> <li>• She provides a safe, non-confrontational environment to discuss the changes.</li> <li>• She gets Doug involved in the planning process so that there will be little confusion.</li> </ul>	<ul style="list-style-type: none"> <li>• She reinforces the importance of meeting the deadline even though she knows Jeannie wants more time to do a thorough analysis of the data.</li> <li>• She gives Jeannie the opportunity to express her concern about the deadline.</li> </ul>
<b>What is this person's task?</b>			
<b>How willing and able is he or she to do the task? How can you tell?</b>			
<ul style="list-style-type: none"> <li>• James' task is to keep the product moving.</li> <li>• James is willing and able to do his task because he wants to succeed and get results quickly.</li> </ul>	<ul style="list-style-type: none"> <li>• Steve's task is to review the report more thoroughly.</li> <li>• Steve is able to look through the report, but is unwilling because he isn't concerned with all the details at this point.</li> </ul>	<ul style="list-style-type: none"> <li>• Doug's task is to create a new customer service interface that supports the new product.</li> <li>• Doug is willing to do the task because he wants everything to run smoothly, but is unable because he is overwhelmed and unsure of what is expected of him.</li> </ul>	<ul style="list-style-type: none"> <li>• Jeannie's task is to conduct additional research to integrate data on components, resources, and vendors.</li> <li>• Jeannie is willing to do the task because she wants things done right, but she wants more time to get the most complete data.</li> </ul>

James (D)	Steve (i)	Doug (S)	Jeannie (C)
<b>What are this person's motivations? How does Kirby address his or her motivations?</b>			
<ul style="list-style-type: none"> <li>• James wants to maintain control of the situation.</li> <li>• Kirby reassures James that he is still in charge and outlines his level of authority.</li> </ul>	<ul style="list-style-type: none"> <li>• Steve wants to get things done and use the data to move forward.</li> <li>• Kirby coaches Steve through the report to discover the value of the data for himself.</li> </ul>	<ul style="list-style-type: none"> <li>• Doug wants a logical and systematic approach to doing the project rather than feeling overwhelmed.</li> <li>• Kirby recognizes Doug's need for a step-by-step plan and asks for his ideas about how things should be done.</li> </ul>	<ul style="list-style-type: none"> <li>• Jeannie wants accurate information and doesn't feel that the team has the right kind of information for analysis.</li> <li>• Kirby supports Jeannie's statement by agreeing that they might not have "done their homework."</li> <li>• Jeannie wants to further assess the data and to identify the holes because she wants her work to be accurate and thorough.</li> <li>• Kirby asks Jeannie to write the specifics she feels are missing, then redirects her to the issue at hand.</li> </ul>
<b>What are some of this person's strengths that Kirby acknowledges?</b>			
<ul style="list-style-type: none"> <li>• She acknowledges James' ability to take on challenges and implement solutions.</li> <li>• She reinforces James' need for authority by letting him do his job the way he knows best.</li> </ul>	<ul style="list-style-type: none"> <li>• She recognizes the high response rate for the report and commends him on it.</li> <li>• She acknowledges the wealth of information gathered and helps Steve discover how they can use it.</li> </ul>	<ul style="list-style-type: none"> <li>• She recognizes Doug's importance to the team and his customer knowledge.</li> <li>• She expresses her appreciation for Doug's loyalty to the team.</li> </ul>	<ul style="list-style-type: none"> <li>• She recognizes the high standards Jeannie has for the project.</li> <li>• She acknowledges and expresses her appreciation for the detailed report that Jeannie gives her.</li> </ul>

James (D)	Steve (i)	Doug (S)	Jeannie (C)
<b>What are some limitations of this person's style? How does Kirby address these?</b>			
<ul style="list-style-type: none"> <li>• James appears insensitive and gets defensive about losing his position of control.</li> <li>• Kirby reassures James that he is still in control of the project.</li> <li>• James is impatient and wants to move the team and project more quickly.</li> <li>• Kirby addresses the need James has to keep things moving by giving him permission to do so while incorporating the new product line.</li> </ul>	<ul style="list-style-type: none"> <li>• Steve appears disorganized because he doesn't know the details of what's in the report — the summary is fine with him.</li> <li>• Kirby asks open-ended questions and has Steve find the answers in the report to help him find the details needed.</li> <li>• Steve wants freedom from following through on all the details and likes to go with his gut feeling about things.</li> <li>• Kirby asks Steve "how" questions to get at the logic and reasoning behind the data and move beyond Steve's gut feeling.</li> </ul>	<ul style="list-style-type: none"> <li>• Doug puts his needs last because he is uncomfortable with change.</li> <li>• Kirby finds out what Doug's priorities and concerns are for the project.</li> <li>• Kirby reassures Doug that he and his team are not alone when he presents a "give up" attitude.</li> <li>• Kirby asks questions to help Doug make concrete decisions rather than stay indecisive.</li> </ul>	<ul style="list-style-type: none"> <li>• Jeannie can be overly concerned with perfection.</li> <li>• Kirby addresses this by encouraging Jeannie to explore alternatives and set priorities to make the project more manageable and to satisfy her need to collect data.</li> <li>• Jeannie tends to look at what they've done in the past and is skeptical about doing something different.</li> <li>• Kirby asks open-ended questions about outsourcing to get Jeannie's thoughts about other options.</li> </ul>
<b>How does Kirby gain this person's commitment?</b>			
<p>Kirby reinforces James' position of control by telling him that the team is counting on him to get through this emergency.</p>	<p>Kirby walks Steve through the report and has him discover the data for himself, and she gets Steve excited and helps him plan his next steps.</p>	<p>Kirby gives Doug a number of opportunities to voice his concerns and ideas about the project and notes them for further consideration.</p>	<p>Kirby asks for Jeannie's commitment and encourages her to get the analysis done in a week, realizing that Jeannie would like more time, but they can't afford it.</p>
<b>What communication techniques does Kirby use with this person?</b>			
<ul style="list-style-type: none"> <li>• The meeting is in a formal setting.</li> <li>• She is direct and to the point with James.</li> <li>• She is clear about the expectations she has for him.</li> <li>• She sticks to the topic at hand.</li> <li>• She listens to James and allows him to voice his concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• The meeting is in a relaxed atmosphere.</li> <li>• She sits next to Steve rather than across from him.</li> <li>• She allows Steve time to verbalize his thoughts and feelings.</li> <li>• She asks Steve questions to get the data she's looking for.</li> <li>• She recognizes Steve's efforts in getting all the data for the report and the high response rate.</li> </ul>	<ul style="list-style-type: none"> <li>• The meeting is in a safe, encouraging environment for Doug to express his thoughts.</li> <li>• She shows sincere appreciation toward Doug and says how important he is to the team.</li> <li>• She provides support for Doug's ideas and concerns.</li> </ul>	<ul style="list-style-type: none"> <li>• The meeting is in a formal setting.</li> <li>• She is tactful and emotionally reserved and gets right to the point of the meeting.</li> <li>• She provides an open environment to discuss Jeannie's concerns and some alternatives.</li> <li>• She listens to what Jeannie has to say and values her opinions and concerns.</li> </ul>



12. After all the scenes have been discussed, ask participants about the ideas they came up with that Kirby used. Also ask what other ideas they have on how to be more effective with James, Steve, Doug, or Jeannie. Facilitate a discussion around participants' answers.
13. After the discussion, show the video **Kirby\_Team\_Close** to see what happens after Kirby met individually with each member of her management team.
14. Facilitate a group discussion around what happened in the meeting and what made it more productive.

***Listen for responses like:***

- *The team members were direct and to the point about what they were doing and the progress they were making.*
  - *The team members saw each other as resources rather than as obstacles.*
  - *No one was blamed.*
  - *The team members stated their thoughts and feelings about what was happening.*
  - *The team members were confident about how the project was going and were "on board".*
15. Debrief this exercise by talking about how understanding and respecting differences can help us find ways to manage people to meet a variety of needs.

## Natural DiSC® Styles

### DESCRIPTION OF VIDEO SEGMENTS

Total Length: 23 minutes

These segments provide an opportunity for participants to observe and appreciate the subtlety of behavior and human interaction. They feature people of all four DiSC® styles as they provide informal, unscripted responses on eight topics.

It is important to note that because these are “natural” styles, the characters may exhibit tendencies outside of their basic styles. For that reason, these segments provide rich opportunities for dialogue.

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#### COMMUNICATION STRENGTHS

Length: 4 minutes



##### NS\_Communication\_James (D)

James prefers to ensure that there is an understanding of roles, direction, and expectations. He can make the mistake of assuming roles and responsibilities are set when they are not.



##### NS\_Communication\_Christina (i)

Christina describes herself as approachable and capable of talking to anyone. She admits that she is not confrontational, and she tries to use all methods of mediation before resorting to confrontation. She is empathic to how others are feeling, and understands that emotions color what is communicated.



##### NS\_Communication\_Beth (S)

Beth feels she is articulate when the atmosphere is open and safe. However, she will hold back if she's concerned about upsetting someone or rocking the boat.



##### NS\_Communication\_Jeannie (C)

Jeannie focuses on her communication weaknesses. She admits that she assumes people are as knowledgeable as she is about the topic. She finds she needs to adjust her message for others to understand her better.

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#### BEING MORE EFFECTIVE

Length: 3 minutes



##### NS\_More\_Effective\_Ann (D)

Ann believes that she could improve her effectiveness if she displayed more patience. She also thinks that she occasionally takes on too many tasks, and she feels that she should scale back at times.



##### NS\_More\_Effective\_Jenn (i)

Jenn thinks that having a good sense of humor is essential to being more effective.



##### NS\_More\_Effective\_Eric (S)

Eric feels that the key to his effectiveness is being a good listener. However, he thinks that he sometimes loses sight of the big picture, and he is concerned that he doesn't always satisfy the needs of other people.



##### NS\_More\_Effective\_Jeannie (C)

Jeannie believes that she is good at identifying possible solutions, but she thinks that she could improve her effectiveness if she were more innovative or came up with more breakthrough ideas. She also feels that she should be more willing to take chances on occasion.

**RECEIVING NEGATIVE INFORMATION**

Length: 1 minute

**NS\_Neg\_Info\_James (D)**

James prefers to receive negative information in a straightforward manner. He wants to know right away what the problem is, and he doesn't want people to wait before coming to him with bad news.

**NS\_Neg\_Info\_Christina (i)**

Christina wants to have negative information delivered in a gentle and positive way (e.g., with a "bottle of wine and a box of chocolates").

**NS\_Neg\_Info\_Beth (S)**

Beth prefers to receive negative information gently but directly. She likes to hear all the facts, and she wants to be trusted to figure out how to proceed.

**NS\_Neg\_Info\_Jesse (C)**

Jesse wants to hear negative information in a truthful manner without sugarcoating. He likes to know the bad news up front.

**PROCESSING NEW INFORMATION**

Length: 3 minutes

**NS\_New\_Info\_James (D)**

James processes new information by asking a lot of questions. He wants to talk about the information and then make a decision.

**NS\_New\_Info\_Christina (i)**

Christina wants to know more about the person delivering the information. She likes to talk with people openly and find out their feelings about the information. She then tries to put new ideas into context.

**NS\_New\_Info\_Eric (S)**

Eric trusts people giving new information, because he feels that there is no reason to distrust them.

**NS\_New\_Info\_Jeannie (C)**

Jeannie needs to substantiate new information. She asks many questions and looks at the facts surrounding the information. She wants to verify the source and reliability of the new idea.

**PEOPLE YOU PREFER TO WORK WITH**

Length: 3 minutes

**NS\_People\_Prefer\_James (D)**

James prefers working with people who are competent and follow through on their commitments. He dislikes working with people who are sloppy, not punctual, or otherwise perform poorly.

**NS\_People\_Prefer\_Jenn (i)**

Jenn relates to optimistic people who are open and flexible. She likes people who allow her to contribute to the overall effort. She doesn't like working with people who are dismissive of her input.

**NS\_People\_Prefer\_Beth (S)**

Beth enjoys working with people who are easygoing and have a good sense of humor. She also prizes competence in others. She avoids people who obsess on unimportant details, who come across as needy, or who strive for power.

**NS\_People\_Prefer\_Jesse (C)**

Jesse likes working with people who prioritize the task at hand.

**HOW PEOPLE PERCEIVE YOU**

Length: 1 minute

**NS\_Perceive\_James (D)**

James believes he comes across as confident, sharp, and professional. He thinks others see him as a leader and one who can get the job done.

**NS\_Perceive\_Jenn (i)**

Although Jenn's perception of herself is one of being hard-nosed and bossy, she reports that others see her as something completely different.

**NS\_Perceive\_Eric (S)**

Eric believes others perceive him as being laidback and easy to get along with. He's a team player and one who understands his role in the system.

**NS\_Perceive\_Jesse (C)**

Jesse believes others see him as being effective, organized, and trustworthy.

**RESOLVING CONFLICT**

Length: 2 minutes

**NS\_Resolve\_Conflict\_James (D)**

James is willing to listen to other people's opinions in conflict situations, but he needs to be convinced before changing his mind.

**NS\_Resolve\_Conflict\_Jenn (i)**

Jenn dislikes the idea of confronting someone or having people get angry with her. She checks her emotions but may still get upset in a conflict situation.

**NS\_Resolve\_Conflict\_Eric (S)**

Eric wants time to state his case in conflict situations, and he tries to listen to other people's opinions. He then likes to forge a compromise and come up with a solution to the problem.

**NS\_Resolve\_Conflict\_Jeannie (C)**

Jeannie wants to know all the facts surrounding a conflict situation, and she is willing to decline an immediate resolution in order to go over the evidence. She needs to see proof that her viewpoint is incorrect before she will change her opinion.

**YOUR WORK STYLE**

Length: 2 minutes

**NS\_Work\_Style\_Ann (D)**

Ann describes herself as very independent and goal-oriented. She prefers to do a task herself if timing is a critical factor.

**NS\_Work\_Style\_Jenn (i)**

Jenn explains that she expresses herself in her work while considering other people's feelings. She believes herself to be driven and forceful, but admits that the way she communicates may show her to be otherwise.

**NS\_Work\_Style\_Beth (S)**

Beth describes herself as approachable and amiable. She puts forth a calm demeanor regardless of stress she may be experiencing.

**NS\_Work\_Style\_Jeannie (C)**

Jeannie is very focused on the job in front of her. She explains that she can multitask if needed, but her preference is to stay focused.

**CONVERSATION WITH GRETA AND ERIC**

Length: 3.5 minutes

**NS\_Greta\_Eric**

This segment showcases an informal conversation between Greta and Eric that highlights the differences between opposite styles. Eric represents a fairly strong S style, and Greta is a combination Di style. The two explore their different approaches to managing a project team and dealing with conflict.

**FACILITATION SUGGESTIONS****NATURAL DiSC STYLES: YOUR WORK STYLE****Video from Natural DiSC Styles folder:**

NS\_Work\_Style\_Ann

NS\_Work\_Style\_Beth

NS\_Work\_Style\_Jeannie

NS\_Work\_Style\_Jenn

**Prep:**

Have flipchart paper and markers available for the group discussions.

**Purpose:**

Use this exercise to give participants a chance to recognize, react, and respond to how others interpret their behavior.

**Facilitation:**

1. Divide participants into four groups based on their primary DiSC® styles. If you do not have two or more people for each style in a group, ask someone who has that style as their second-highest style to join the group with too few people.
2. Direct participants to a place in the room for each group to work. Provide flipcharts and markers for each group.
3. Explain that one person from each group will format a piece of flipchart paper as follows (see Figure 2: How You Tend to Work Sample Flipchart):
  - a. In the upper-right-hand corner, have them write their group's primary DiSC style
  - b. Then have them write the names Ann, Jenn, Beth, and Jeannie on the left side of the flipchart
  - c. Finally, have them make a row for each character
4. Explain that participants will be seeing four characters — Ann, Jenn, Beth, and Jeannie — describe how they tend to work.
5. Play one of the **NS\_Work\_Style** video segments.
6. Afterwards, allow the groups to discuss their reactions to the character. Have one person from each group record their answers for the appropriate person on their flipchart. Repeat for the remaining characters, in any order.
7. After all characters have been shown, facilitate a discussion around what each character's DiSC style is and the observations made about them.

	Group D
<b>Ann</b>	
<b>Jenn</b>	
<b>Beth</b>	
<b>Jeannie</b>	

Figure 2: How You Tend To Work sample flipchart

**Listen for responses like**

Character	Observations about how you tend to work
Ann (D)	<ul style="list-style-type: none"> <li>• Is independent</li> <li>• Prefers to get it done herself if time is of the essence</li> <li>• Goal-oriented</li> <li>• Wants to get things done</li> </ul>
Jenn (i)	<ul style="list-style-type: none"> <li>• Wants to get things done</li> <li>• Expresses herself</li> <li>• Considers others' feelings</li> <li>• Driven and forceful in her head, but doesn't come across that way</li> <li>• Checks in with her emotions</li> </ul>
Beth (S)	<ul style="list-style-type: none"> <li>• Is approachable and amiable (most days)</li> <li>• Covers stress well</li> <li>• Has a calm demeanor while percolating underneath</li> </ul>
Jeannie (C)	<ul style="list-style-type: none"> <li>• Not fast or slow; very focused on the topic</li> <li>• Able to multitask when necessary</li> <li>• Pace depends on pressure, time</li> </ul>

- After the discussion, have one person from each group bring its flipchart to the front of the room. Tape the flipcharts to the front wall.
- Read each group's reaction to Ann, Jenn, Beth, and Jeannie's style. Instruct participants to note how other groups may have reacted differently to each character.
- Facilitate a discussion around the responses of the primary-style group about how others reacted to the character that represented them by asking the following:
  - What surprised you about how others reacted to Ann/Jenn/Beth/Jeannie?
  - What didn't surprise you?
 Repeat this discussion for all styles.
- Debrief the exercise by explaining how we all respond to behaviors differently.

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**NATURAL DiSC® STYLES: PEOPLE YOU PREFER TO WORK WITH**


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**Video from Natural DiSC Styles folder:**

NS\_People\_Prefer\_Ann  
 NS\_People\_Prefer\_Beth  
 NS\_People\_Prefer\_Jeannie  
 NS\_People\_Prefer\_Jenn

**Purpose:**

Use this exercise as an introduction to a seminar and/or to set learning objectives for a seminar.

**Facilitation:**

- Have participants answer the following questions and record their answers on a flipchart:
  - How would you describe the people you like to work with?
  - How would you describe the people you would rather avoid at work?
- Explain that participants will be watching four characters describe the people they prefer to work with.
- Play one of the **NS\_People\_Prefer** video segments. Play James (D), Jenn (i), Beth (S), or Jesse (C) in any order.
- After the first character is shown, ask participants if any phrases on their lists were mentioned. Put a star next to those items.
 

Repeat for the remaining three characters, in any order.

5. After all characters have been shown, facilitate a discussion around the phrases that were not mentioned (the un-starred items) and have participants explain, if necessary, why they did not appear.
6. To debrief, ask participants which character they most identified with and why they identified with him or her. Facilitate a discussion around their answers.
7. This discussion can be used to set learning objectives for the day, which might include the following:
  - Becoming more comfortable with people who participants don't care to work with, but can't really avoid
  - Becoming more successful at work by learning how to be effective with all kinds of people

**NATURAL DiSC® STYLES: CONVERSATION — GRETA AND ERIC**

**Video from Natural DiSC Styles folder:**

NS\_Greta\_Eric

**Purpose:**

Use this exercise to illustrate that in the real world no one has a “pure” DiSC® style.

**Facilitation:**

1. Talk about how everyone is a blend of all four styles, but we may have one or two that we tend to use primarily.
2. Explain that participants will be watching a conversation between Greta and Eric. Encourage participants to take notes about their observations.
3. Play the **NS\_Greta\_Eric** video segment.
4. Afterwards, facilitate a discussion about the behaviors participants observed in both Greta and Eric. Ask participants what they think Greta and Eric’s styles are and what observations they made about each.

**Listen for responses like**

Character	DiSC Style	Observations
Greta	D/i combination — difficult to determine because she acts “i,” but talks “D.”	<ul style="list-style-type: none"> <li>• Takes control of the conversation from the start (D)</li> <li>• Interrupts and talks for Eric (D/i)</li> <li>• Assertive and aggressive in her opinions (D)</li> <li>• Can be seen as strong and intimidating; people might be afraid to talk to her (D)</li> <li>• Wants things done quickly (D)</li> <li>• Talks a lot and is enthusiastic (i)</li> <li>• Wants to get to the bottom of conflict; to find out what’s wrong and fix it or change it (D)</li> <li>• Hard for her to deal with the feelings of people (D)</li> <li>• Talks about how Eric is a good balance (i)</li> <li>• Assertive posture (D/i)</li> </ul>
Eric	S — easier to read because his words and actions match.	<ul style="list-style-type: none"> <li>• Takes time to deal with the feelings of people</li> <li>• Seen as friendly and approachable</li> <li>• Slower in decision-making</li> <li>• Tends to smooth things over during a conflict; talks about the feelings of others</li> <li>• Laidback and relaxed posture</li> <li>• Considerate of how others do things</li> <li>• Lets Greta talk for him</li> </ul>

5. To debrief, explain that it is important to remember that in the real world, no one has a “pure style.” Emphasize that we may have one style that we tend to use primarily, but in reality we are made up of all styles that can be subtle to ourselves and others.

6. Reinforce that the purpose of people reading is not to label people as D, i, S, or C. Rather it is using knowledge about a specific style to interact more effectively with people.

## NATURAL DiSC® STYLES: PEOPLE-READING EXERCISE

### Video from Natural DiSC Styles folder:

NS\_Resolve\_Conflict  
 NS\_More\_Effective  
 NS\_Neg\_Info  
 NS\_People\_Prefer

### Purpose:

Use this exercise to help participants people-read the DiSC® style of others.

### Facilitation:

1. Explain that participants will be watching a series of people answer different questions.
2. Play the **Natural DiSC Styles** video segments as they are listed in the table below. Emphasize that participants should be watching the body language of the people, listening to their tone of voice, and paying attention to the words they use to help determine their style.

**NOTE:** If you are using the *DiSC Classic People-Reading Guide* or an *Everything DiSC® Interaction Guide* in your seminar, encourage participants to refer to it as well.

3. After the first character has answered the question, facilitate a discussion about the behaviors participants observed and what DiSC style the person seems to use.

Repeat for the remaining characters.

### Listen for responses like

Natural DiSC Styles Topic	Character	Observations
Resolving Conflict (NS_Resolve_Conflict)	Eric (S)	<ul style="list-style-type: none"> <li>• Thoughtful in his answer</li> <li>• Wants time to state his case and will listen to others who state theirs</li> <li>• “Draw from both” to share or create something new</li> <li>• The solution is not an issue of credibility</li> </ul>
	Jeannie (C)	<ul style="list-style-type: none"> <li>• Thoughtful in her answer</li> <li>• Is a fact person</li> <li>• If all the facts she has are correct and there is no agreement, she will ask others to get facts and come back with information</li> <li>• Wants to be shown why others’ ideas or paths will be better</li> </ul>
Being More Effective (NS_More_Effective)	Ann (D)	<ul style="list-style-type: none"> <li>• Direct in her answer</li> <li>• Needs to have more patience</li> <li>• Tends to want to do everything — overcompensates by doing too much</li> <li>• Is a “yes” person (this may be seen as an S characteristic)</li> <li>• “Being idle equals death”</li> </ul>
	Jenn (i)	<ul style="list-style-type: none"> <li>• Enthusiastic in her response</li> <li>• Has a sense of humor</li> </ul>



Natural DiSC Styles Topic	Character	Observations
Receiving Negative Information (NS_Neg_Info)	Christina (i)	<ul style="list-style-type: none"> <li>• “A bottle of wine and a box of chocolates”</li> <li>• Sociable and focused on the relationship</li> </ul>
	Jesse (C)	<ul style="list-style-type: none"> <li>• Thoughtful in his response</li> <li>• Just wants the information, message, and/or the truth</li> <li>• Don’t sugarcoat the information (this may be seen as a D characteristic)</li> </ul>
People You Prefer to Work With (NS_People_Prefer)	Beth (S)	<ul style="list-style-type: none"> <li>• Thoughtful in her response</li> <li>• Talks about people she avoids — those who “sweat the small stuff,” become obsessed with details and power, and are needy</li> <li>• Likes people who are easygoing, competent, and have a sense of humor (some of these attributes may not seem to directly fit a pure S style)</li> </ul>
	James (D)	<ul style="list-style-type: none"> <li>• Assertive and direct in his response</li> <li>• Likes people who are competent, do what they say they will do, and have their own opinions</li> <li>• Avoids people who aren’t on time, can’t get the job done, and do bad or sloppy work</li> </ul>

- While debriefing this exercise, it is not important that you, as the facilitator, have the “right” answers, and the group may get caught up in right/wrong debates. Emphasize that some behaviors are very subtle and that participants will get better at people reading as they get more practice. Also, emphasize that each of these characters is exhibiting a “natural” style, and therefore he or she is likely to express some secondary style attributes.
- Reinforce that the purpose of people reading is not to label people as D, i, S, or C. Rather it is to use the knowledge about a specific style to interact more effectively with people. This is an opportunity for rich discussion and dialogue.

## PALANI'S COMMUNICATION

### DESCRIPTION OF VIDEO SEGMENTS

Total Length: 15 minutes



This section helps participants learn how to communicate more effectively by adapting to meet the needs of each style. Keep in mind that the HR manager, Palani, is not meant to portray a particular style. Instead, he illustrates an ineffective approach in each “A” segment, and an adaptive, more effective approach in each “B” segment as he meets with four Territory Sales Managers (TSMs) representing each of the four basic DiSC® styles. The facilitation materials refer to specific segments in a specific order. It is recommended that you start with Palani's Introduction, but the individual interactions may be played in any order, with any emphasis that you choose. **Most facilitators find it helpful to show the ineffective interaction (“A”) before illustrating the adaptive behavior (“B”) of each combination.**

#### Interaction “A”

The **first interaction** of each Palani/TSM duo (labeled “A”) shows the natural, unadapted interaction between the two characters. These segments were designed to show an ineffective approach to communicating to each style.

#### Interaction “B”

The **second interaction** (labeled “B”) uses the same scenario, but shows an effective meeting in which Palani has adapted his behavior to meet the TSM's preferences.

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### PALANI GRIGGS – HR MANAGER (0.5 minute)

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Palani introduces himself as an HR manager who is recruiting sales representatives for his company's new biotech division. He explains that he will be meeting with the managers of some of his company's most successful territory sales offices to discuss interviewing potential candidates from their teams.

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### D TERRITORY SALES MANAGER – HOLLY

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#### Palani\_Holly\_A (2 minutes)

Palani begins with small talk and then tries to impress Holly by mentioning corporate. Palani dismisses her assessments about her reps and makes unfounded assumptions about one. The communication is ineffective because

- Palani is too personal and doesn't get to the point
- Palani challenges Holly's autonomy by making assumptions about her employees
- Palani doesn't respect Holly's assessment of her employees



Palani

#### Palani\_Holly\_B (1 minute)

This time, Palani gets to the point. He asks permission to interview her people and listens to her opinions. He offers sound reasoning and he shares the transition process for newer reps. The communication is more effective because

- Palani is direct and to the point
- Palani respects Holly's position and autonomy by asking permission to interview her reps
- Palani points out the potential for results
- Palani clarifies his expectations by showing Holly the transition plan



Holly (D)

**I TERRITORY SALES MANAGER – REBECCA****Palani\_Rebecca\_A** (2.5 minutes)

Palani is reserved and unresponsive to Rebecca's enthusiasm, and he informs her that he will talk with two of her reps. When she asks why she wasn't consulted to provide recommendations, he tells her that corporate would rather use their own methods. He dismisses Rebecca's more personal perspective and ignores her need to understand how Joy will be supported. The communication is ineffective because

- Palani is too stiff, unfriendly, and matter-of-fact
- Palani makes it clear that data is more important than Rebecca's perspective
- Palani informs her that he has a transition plan for newer reps, but doesn't discuss it with her



Palani



Rebecca (i)

**Palani\_Rebecca\_B** (1.5 minutes)

This time, Palani is more informal and relaxed. He enthusiastically explains that he is heading up the search for dynamic people and compliments Rebecca on how well she is doing. He asks for her recommendations and opinions, and he assures Rebecca that Joy will receive the support she needs to shine. The communication is more effective because

- Palani keeps the conversation light and doesn't get bogged down in details
- Palani gives Rebecca recognition
- Palani asks for her suggestions and lets her verbalize her thoughts and feelings
- Palani shares a transition plan that will meet her employee's needs

**S TERRITORY SALES MANAGER – ERIC****Palani\_Eric\_A** (1.5 minutes)

Palani gets down to business about potential candidates when Eric would prefer first to understand more about the new division. When Eric raises concerns about a candidate's readiness, Palani becomes insistent about the employee's potential. Palani acts offended when Eric inquires about a support system for his employee. The communication is ineffective because

- Palani moves the discussion along too quickly
- Palani ignores Eric's concerns
- Palani is too pushy and forceful
- Palani doesn't explain the transition plan to address Eric's concerns



Palani



Eric (S)

**Palani\_Eric\_B** (2 minutes)

This time, Palani is warm and friendly. He spends time explaining the changes and what he is looking for in candidates. Palani asks Eric's permission to interview his reps and lets Eric offer his opinions. He compliments Eric on how well he knows his people. Palani remains open to Eric's concerns, and he shows Eric the transition plan that has been developed for newer reps. The communication is more effective because

- Palani uses a friendly approach and shows appreciation for Eric's time
- Palani takes the time to share information to help Eric feel more comfortable about the changes
- Palani walks Eric through the details of the transition plan

**C TERRITORY SALES MANAGER – JESSE****Palani\_Jesse\_A** (2 minutes)

Palani begins with enthusiastic small talk and doesn't notice Jesse's more restrained responses. When Jesse raises concerns about one candidate's readiness, Palani responds with casual assurances. Palani brushes off Jesse's inquiry about tracking progress as something they'll figure out along the way. The communication is ineffective because

- Palani is too casual and high-spirited
- Palani makes assumptions about Jesse's employee
- Palani can't provide specific information Jesse needs
- Palani brushes off Jesse's need for facts and tells Jesse to just trust him



Palani



Jesse (C)

**Palani\_Jesse\_B** (2 minutes)

This time, Palani is more professional and reserved. He sent Jesse a memo ahead of time, and he asks permission to speak to Jesse's reps. He accepts Jesse's opinions and offers a logical rationale as to why Jesse's employee is a good candidate. Palani shows forethought in anticipating the needs of the newer reps, and he shows Jesse a detailed plan for assessing progress during the transition. The communication is more effective because

- Palani enabled Jesse to prepare by sending an earlier memo
- Palani acknowledges Jesse's expertise
- Palani supports his own points with data and analysis

## FACILITATION SUGGESTIONS

### Video from Palani's Communications folder:

All segments

### Prep:

Create a handout with the discussion questions from Step 4 for each character so participants can refer to them while watching the video.

### Purpose:

Use this exercise to help participants recognize how communication can become ineffective when we don't recognize the needs of others. This exercise can also be used to illustrate what happens when individuals recognize the differences of others and respond appropriately.

### Facilitation:

1. Explain that while others' behavior may be different from our own, it is not wrong. Explain how it can be frustrating when our behavior and communication doesn't get the intended result. Say that it is also frustrating for others when we don't take into consideration their needs when interacting with them.
2. Explain to participants that they are going to watch a series of clips between Palani, a human resources manager, and various territory sales representatives (TSMs). First, they will see Palani's introduction and then the interactions between Holly, Rebecca, Eric, and Jesse, who each represent a different DiSC® style.
3. Play the **Palani\_Intro** segment from the Palani's Communication folder first. Then play the character interactions in any order using the **"A" option**. Encourage participants to take notes about any frustrations or concerns that emerge from the TSM and about what Palani seems to be doing that is ineffective.
4. Afterwards facilitate a discussion by asking the following questions:
  - What is the person's DiSC style?
  - What were some of his or her fears and frustrations that emerged during the meeting?
  - What did Palani do with this person that was ineffective?
  - How did Palani respond to his or her fears and frustrations?

### Listen for responses like:

Holly (D)	Rebecca (i)	Eric (S)	Jesse (C)
<b>What were some of the person's fears and frustrations that emerged during the meeting?</b>			
<ul style="list-style-type: none"> <li>• Time wasted with unnecessary personal chatter</li> <li>• Not impressed with "corporate"</li> <li>• Wanted Palani to get to the point</li> <li>• Didn't feel Palani respected her</li> </ul>	<ul style="list-style-type: none"> <li>• Palani was too rigid — wanted some small talk</li> <li>• Palani didn't call her to get her opinion on employees</li> <li>• The transition plan wasn't shown to her to help her make a decision</li> <li>• Palani was too persistent</li> </ul>	<ul style="list-style-type: none"> <li>• Wanted to discuss the changes more and felt Palani was too rushed</li> <li>• He just got the details thrown at him without logical explanation</li> <li>• No systematic approach for the transition</li> <li>• Uncomfortable about the changes because he didn't have time to think about them</li> </ul>	<ul style="list-style-type: none"> <li>• Palani interrupted him, which he thought was rude</li> <li>• Frustrated because Palani wasn't prepared, focused, and didn't seem to listen to him</li> </ul>

Holly (D)	Rebecca (i)	Eric (S)	Jesse (C)
<b>What did Palani do with this person that was ineffective? How did Palani respond to this person's fears and frustrations?</b>			
<ul style="list-style-type: none"> <li>• Pace was too slow</li> <li>• Was too personal and wasted time by not getting to the point</li> <li>• Tried to impress Holly</li> <li>• Challenged Holly's autonomy by making assumptions about her employees</li> <li>• Didn't respect Holly's responses about her employees</li> </ul>	<ul style="list-style-type: none"> <li>• Was too stiff — not friendly and relaxed</li> <li>• Selected Rebecca's employees without getting her input, which took away her credibility</li> <li>• Wasn't concerned about Joy's friends or family — he was strictly focused on the numbers</li> <li>• Didn't consider Rebecca's concerns about the change or her employees</li> <li>• Was too direct and pushy</li> </ul>	<ul style="list-style-type: none"> <li>• Threw out details to Eric rather than explaining them systematically</li> <li>• Made decisions too quickly without listening to Eric's concerns</li> <li>• Didn't recognize Eric's concern about his employees</li> <li>• Didn't explain the transition plan to Eric to show him how things would be done</li> </ul>	<ul style="list-style-type: none"> <li>• Showed too much emotion when Jesse wanted to get to business</li> <li>• Wasn't focused and didn't listen to Jesse</li> <li>• Interrupted Jesse</li> <li>• Didn't have the information Jesse needed, which showed his lack of dependability</li> <li>• Was not clear with his message</li> </ul>

5. Explain to participants that they have just seen some examples of what happens when we are not flexible in adapting our behavior. Continue with a discussion about how understanding others' goals, fears, and motivations can help us adapt our interaction strategies with them for a more effective result and how not understanding these differences can easily lead to frustration and conflict.
6. For the next part of this activity, assign each table a character from the video. Have each table brainstorm specific ideas of what Palani could have done differently to be more effective with the character. Have one person in each group record answers on a flipchart.
7. Have each group share its list with the large group.
8. Afterwards explain that you will be watching Palani interacting with each of the TSMs again.
9. Play the character interactions from the **Palani's Communications** folder in any order using the **"B" option**. Have participants note what Palani does to adapt his behavior to each style.
10. After each meeting, facilitate a discussion by asking, "What did Palani do to communicate more effectively with this person?"

**Listen for responses like:**

Character	How Palani adapted
Holly (D)	<ul style="list-style-type: none"> <li>• Was more direct in his approach</li> <li>• Was brief and to the point with no small talk</li> <li>• Showed his credibility by explaining that “corporate” gave him responsibility for the task</li> <li>• Respected Holly’s need for autonomy by asking her permission to interview her employees</li> <li>• Showed competence by explaining why he chose particular candidates</li> <li>• Clarified his expectations by showing Holly the transition plan</li> </ul>
Rebecca (i)	<ul style="list-style-type: none"> <li>• Took a more informal approach and was more relaxed</li> <li>• Kept the conversation light and didn’t get bogged down in details</li> <li>• Gave Rebecca recognition for doing a good job</li> <li>• Asked for Rebecca’s suggestions of which employees to interview and let her verbalize her thoughts and feelings about them</li> <li>• Used humor</li> <li>• Shared a written report that outlined the transition plan</li> </ul>
Eric (S)	<ul style="list-style-type: none"> <li>• Took a friendly approach and showed appreciation of Eric’s time</li> <li>• Took time to explain what was happening so Eric could understand</li> <li>• Asked Eric his feelings and feedback about the change to show that Eric’s opinion was important</li> <li>• Allowed Eric time to think concepts through and state his concerns about the change</li> <li>• Showed Eric a detailed transition plan and explained how things will be done</li> </ul>
Jesse (C)	<ul style="list-style-type: none"> <li>• Was more reserved and didn’t show emotion</li> <li>• Recognized and appreciated Jesse’s work at the summer meeting</li> <li>• Allowed Jesse to state his concerns about the candidates and withheld emotion while he did so</li> <li>• Shared the expectation of a deadline</li> <li>• Showed Jesse a detailed transition plan to demonstrate that the company was serious about making the change</li> </ul>

11. To debrief the exercise, ask the groups what ideas Palani used from their lists and what other ideas they came up with that Palani could have used.
12. Explain that having effective interactions with others doesn’t always mean that an individual needs to adapt his or her behavior. What is important is the ability to recognize the needs of others and respond appropriately.

## PURE DiSC® STYLES

### DESCRIPTION OF VIDEO SEGMENTS

Total Length: 35 minutes



These clips are designed to illustrate the four basic DiSC® styles without showing the complexity of blended styles or adapted behavior. Therefore, the characters in this section are purposefully focused, representing the purest form of each style. They provide an effective foundation for introducing the DiSC styles. The characters are shown in segments describing themselves on five topics: Introduction, Goals, Fears, Environment, and Conflict.

You may view all characters for one topic by using these video files:

- PS\_All\_Conflict (2.5 minutes)
- PS\_All\_Environment (2 minutes)
- PS\_All\_Fears (2 minutes)
- PS\_All\_Goals (2 minutes)
- PS\_All\_Introduction (3 minutes)

You may also view all topics for one character by using these video files:

- PS\_Holly (2.5 minutes)
- PS\_Rebecca (2.5 minutes)
- PS\_Eric (2.5 minutes)
- PS\_Jesse (3.5 minutes)

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### HOLLY – D STYLE

Length: 2.5 minutes



#### PS\_Holly\_Intro

Holly is confident and no-nonsense. She is impatient with an ambiguous marketing report that doesn't give her what she needs to get product out the door. She enjoys how her job challenges her and presents new opportunities, and she's not embarrassed about her preference for control. She's driven to get results and willing to confront others for information she can use.

#### PS\_Holly\_Goals

Results, rewards, and the potential for advancement motivate Holly. She prefers to be challenged and take risks. She wants to be in charge, set goals, solve problems, and get results.

#### PS\_Holly\_Fears

Holly declares that she doesn't have any fears, but gets concerned when people take advantage of her or make her look bad. She doesn't like being second-guessed or micromanaged, and she is annoyed when she is expected to comply, especially with mundane tasks such as completing project-activity forms.

#### PS\_Holly\_Environment

Holly describes an ideal environment as one that provides her with freedom to take charge of a variety of projects and run things her own way. She wants a fast-paced environment where people are direct and results-focused, and where her success is rewarded.

#### PS\_Holly\_Conflict

Holly admits that her typical behavior in conflict is to disregard reason and get aggressive, arbitrary, and competitive. Her goal in conflict situations is to win.

**REBECCA – i STYLE**

Length: 2.5 minutes

**PS\_Rebecca\_Intro**

Rebecca is expressive and enthusiastic. She approves of the nomination of two colleagues for the president's award. She explains how working with them made an unexciting project fun and positive for her, and she relates how good it felt to have her suggestions accepted. She also shares her excitement about the change of the meeting venue from a boring hotel by the airport to a pavilion on the lake.

**PS\_Rebecca\_Goals**

Interacting with positive, enthusiastic people motivates Rebecca. She wants to be able to express her ideas, and she wants to get feedback and approval.

**PS\_Rebecca\_Fears**

Rebecca provides insight into another division where she felt ignored and rejected. She explains that she doesn't like working under fixed, rigid schedules, where tasks are routine and boring. She also dislikes working with unfriendly people or working where she isn't comfortable expressing her feelings.

**PS\_Rebecca\_Environment**

Rebecca applauds her workplace's fast-paced environment where people are enthusiastic and interactive. She likes a place where innovative thinking is valued and new ideas are considered without judgment.

**PS\_Rebecca\_Conflict**

Rebecca states up front that she doesn't like any kind of conflict, especially face-to-face. She recounts a situation where she got emotional and said things she shouldn't have, because she was hurt and discredited by something a colleague said. Rebecca is now concerned that her colleague may have taken her comments personally, because that is what she would have done. She admits she's going to have to get over it, but it will take time.

**ERIC – S STYLE**

Length: 2.5 minutes

**PS\_Eric\_Intro**

Eric is calm and friendly. He shares his approval of a new protocol that allows him and his manager to discuss plans early in the process and lets everyone on the team have input. He explains how processes in the past created chaos, and his energy was spent calming people down. The new protocol is more productive, and he values the stability that building good relationships creates.

**PS\_Eric\_Goals**

Eric explains how he works toward creating an atmosphere of harmony, trust, and support. He prefers to work with people who are friendly and informal, steady workers who respect clearly defined expectations. He is cooperative and supportive, and he expects the same from others.

**PS\_Eric\_Fears**

Eric recounts how he struggled in a meeting filled with confusion and a lack of clear expectations, believing it to be unproductive as a result. He was uncomfortable with pressure placed on him to make an important decision on the spot, and he was bothered by the fact that the tone turned nasty and the team wasn't in agreement on a single solution.

**PS\_Eric\_Environment**

Eric describes his ideal work environment as one that is friendly and informal. He values thoughtfulness and cooperation, and he appreciates that his job is well defined, his day-to-day activities are well established, and he is allowed to work at a steady, even pace.

**PS\_Eric\_Conflict**

Eric acknowledges that he usually pulls back from conflict and gets quiet. If he has to, though, he will be more assertive, which he realizes may confuse people. He admits that he's much more comfortable when there is no conflict, where people work collaboratively in harmony.



**JESSE – C STYLE**

Length: 3.5 minutes

**PS\_Jesse\_Intro**

Jesse is reserved and matter-of-fact. Through a description of one of his most valued clients, Jesse reveals that he is quality-centered and respects others who are as well. He welcomes the opportunity to meet with this client to analyze how well his company has serviced the account and to discern where standards can be raised. He appreciates how the client values accuracy and uses a systematic approach with him to find solutions.

**PS\_Jesse\_Goals**

Jesse describes how he prefers to work on projects where he can set his goals based on his own high standards. He prefers to be rewarded for a demonstration of accurate analysis and quality outcomes. His goal is to be right, so he will control the elements that affect his work and review everything thoroughly. When things are not correct, he prefers to use a logical, systematic approach to find solutions.

**PS\_Jesse\_Fears**

Jesse reports that he has received a complaint about the quality of their product. He believes that the quality of his work is being affected by not having the time to conduct proper analysis. Jesse is uncomfortable with the expectation that he must react quickly, and the thought of making mistakes or being criticized about his performance eats away at him.

**PS\_Jesse\_Environment**

Jesse describes a successful work environment as one that includes a systematic approach to performance, as well as management that provides specific, immediate feedback. He prefers an environment where people are professional, reserved, and focused on their work.

**PS\_Jesse\_Conflict**

Jesse considers conflict to be unproductive. He admits that when he finds himself in the midst of conflict, he withdraws and becomes defensive and passive-aggressive. When pushed too hard, he describes how he overpowers others with an excessive amount of facts and logic. His preference, therefore, is to avoid direct conflict.

## FACILITATION SUGGESTIONS

### PURE DiSC® STYLES: INTRODUCTION

#### Video from Pure DiSC Styles folder:

PS\_Eric\_Intro  
 PS\_Holly\_Intro  
 PS\_Jesse\_Intro  
 PS\_Rebecca\_Intro

#### Prep:

Flipchart paper and markers at all tables.

#### Purpose:

Use this exercise to introduce participants to the traits of each DiSC® style.

#### Facilitation:

1. Before handing out and introducing participants to their reports, explain that they will be watching people who represent each DiSC style.
2. Encourage participants to take notes about what they hear each character saying.
3. Play any one of the characters. Afterwards ask table groups to discuss what they heard. Have one person write the group's answers on a flipchart.

Repeat for the remaining characters in any order.

#### *Listen for responses like*

Character	Observations
Holly (D)	<ul style="list-style-type: none"> <li>• Fast pace of speech</li> <li>• Takes action immediately to get information</li> <li>• Dislikes things without substance</li> <li>• Enjoys challenges</li> <li>• Doesn't like to be "cheered on"</li> </ul>
Rebecca (i)	<ul style="list-style-type: none"> <li>• Varied facial expressions and speech</li> <li>• Uses hand gestures</li> <li>• Expresses her emotions</li> <li>• Hates to pick and choose between people</li> <li>• Likes working with people who are fun and positive</li> <li>• Enjoys recognition</li> </ul>
Eric (S)	<ul style="list-style-type: none"> <li>• Laidback style</li> <li>• Moderate pace of speech</li> <li>• Reflective</li> <li>• Likes teams where people get to share their ideas</li> <li>• Dislikes conflict</li> </ul>
Jesse (C)	<ul style="list-style-type: none"> <li>• Moderate pace of speech</li> <li>• Few gestures</li> <li>• Reflective facial expressions</li> <li>• Likes to analyze details</li> <li>• Values accuracy</li> </ul>

4. To debrief the exercise, have each group share its observations about the characters with the large group.
5. After the group discussion, explain that the characters illustrated traits of each DiSC style. Proceed to an explanation about DiSC theory and the DiSC model.

## PURE DiSC® STYLES: GOALS

### Video from Pure DiSC Styles folder:

PS\_Eric\_Goals  
 PS\_Holly\_Goals  
 PS\_Jesse\_Goals  
 PS\_Rebecca\_Goals

### Prep:

Flipchart paper and markers for discussion groups.

### Purpose:

Use this exercise to illustrate the strengths of each DiSC® style and to allow participants to give and receive feedback about the strengths of each style.

### Facilitation:

1. Divide participants into four groups based on the first letter of their DiSC styles. If you do not have two or more people for each style in a group, ask someone who has that style as their second letter to join the group with too few people.
2. Direct participants to a place in the room for each group to work. Provide flipcharts and markers for each group.
3. Explain that one person from each group needs to format a piece of flipchart paper as follows (see Figure 1: Strengths Sample Flipchart):
  - a. In the upper-right-hand corner, have them write their group's DiSC style.
  - b. Then have them draw three horizontal lines about six inches apart.
  - c. Next, label the top of the flipchart "Strengths".
  - d. Finally, label the first row "Holly," the second "Rebecca," the third "Eric," and the fourth "Jesse".
4. Explain to participants that they will be seeing Holly, Rebecca, Eric, and Jesse share information about their goals.
5. Encourage participants to take notes about what they see as each character's strengths.
6. Play any one of the characters. Afterwards give participants time to discuss the strengths they heard and the DiSC style with their table group.
 

Repeat for the remaining characters in any order.
7. To debrief the exercise have each group share its observations about the strengths of one of the characters, first allowing feedback from the groups that did not represent the identified style. Then, facilitate a discussion with the group whose style is represented by the character from the video.
 

Repeat for the remaining three styles.
8. You can continue with a discussion about the strengths each style brings to an organization or team. Or you can transition into a discussion about how strengths can become limitations when overused.

Group D	
Strengths	
Holly	
Rebecca	
Eric	
Jesse	

Figure 1: Strengths sample flipchart

## PURE DiSC STYLES: FEARS

### Video from Pure DiSC Styles folder:

PS\_Eric\_Fears  
 PS\_Holly\_Fears  
 PS\_Jesse\_Fears  
 PS\_Rebecca\_Fears

**Prep:**

Create a handout with the discussion questions from Step 4 so participants can refer to it while watching the video.

**Purpose:**

Use this exercise to illustrate the fears of each DiSC® style and to allow participants to discover how each style can be more effective by recognizing those fears.

**Facilitation:**

1. Talk about how each style has different fears. Explain how behaviors that occur when each style is confronted by these fears tend to be extreme and may even be the opposite of the usual behaviors for each style.
2. Explain that participants will be watching four characters—Holly, Rebecca, Eric, and Jesse—who will describe their fears.
3. Encourage participants to take notes about what kinds of fears they hear each character describe.
4. Play any one of the characters. Afterwards facilitate a discussion about the fears participants heard described.

Ask questions such as the following\*:

- What is his or her DiSC® style? How did you come to that conclusion?
- How did this person describe his or her fears?
- What behaviors do you think this person will display when faced with these fears?
- How do you think that the extremes of this person’s behavior may affect others in a team or organization?

Repeat for the remaining three styles, in any order.

**Listen for responses like**

Character	Fears
Holly (D)	<ul style="list-style-type: none"> <li>• People checking in on her</li> <li>• People overruling her decisions</li> <li>• People second-guessing her decisions</li> <li>• People who demand compliance</li> <li>• Being taken advantage of or made to look bad</li> </ul>
Rebecca (i)	<ul style="list-style-type: none"> <li>• Being ignored, rejected, and disapproved of</li> <li>• Having lots of deadlines</li> <li>• Rigid timelines</li> <li>• Unfriendly people</li> <li>• Routine tasks</li> <li>• Not being able to express feelings</li> </ul>
Eric (S)	<ul style="list-style-type: none"> <li>• Confusion</li> <li>• No clear expectations</li> <li>• Pressure to make on-the-spot decisions</li> <li>• Disagreement among people</li> </ul>
Jesse (C)	<ul style="list-style-type: none"> <li>• Poor quality of work</li> <li>• Not having enough time to do proper analysis or evaluate the consequences</li> <li>• Mistakes</li> <li>• Criticism of performance</li> <li>• Making quick decisions</li> </ul>

5. Next, divide participants into four groups based the first letter of DiSC styles. If you do not have two or more people for each style in a group, ask someone who has that style as their second letter style to join the group with too few people.
6. Direct participants to a place in the room for each group to work. Provide flipcharts and markers for each group.
7. Ask group members to consider how knowledge of their fears might help them respond effectively when faced with these fears. Ask them to think about what considerations might be helpful for their style to focus on when feeling pressure, frustration, or anger caused by fear. Have one person record each group’s answers on a flipchart.

**Listen for responses like**

DiSC® Style	Considerations
D	<ul style="list-style-type: none"> <li>• Listen carefully to others</li> <li>• Realize that by explaining in detail what he or she thinks rather than being demanding or taking charge, he or she may get better results</li> <li>• Understand that other people's ideas and opinions don't necessarily threaten his or her control of the situation</li> </ul>
i	<ul style="list-style-type: none"> <li>• Pause to assess the situation and check for facts rather than giving up right away</li> <li>• Listen to others' ideas rather than overselling</li> <li>• Realize that others might focus on logic rather than feelings</li> <li>• Understand that when others disagree with him or her, it doesn't imply rejection or disapproval</li> </ul>
S	<ul style="list-style-type: none"> <li>• Say what he or she thinks or feels rather than giving in</li> <li>• Understand that conflict is sometimes necessary for innovation and improvement</li> <li>• Speak up to ask for clarification or structure when needed</li> </ul>
C	<ul style="list-style-type: none"> <li>• Interact with others to make a decision rather than trying to figure out everything alone</li> <li>• Understand that sometimes quality has to take a back seat to timeliness</li> <li>• Realize that feedback from others can often be helpful, instead of always perceiving it as criticism.</li> </ul>

8. Have each group share its list with the large group.
9. To debrief, emphasize that by understanding our own fears, we can develop strategies to increase our effectiveness. We can consider other ways to respond that won't be damaging to others or the organization.

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## PURE DiSC STYLES: ENVIRONMENT

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**Video from Pure DiSC Styles folder:**

PS\_Eric\_Environment  
 PS\_Holly\_Environment  
 PS\_Jesse\_Environment  
 PS\_Rebecca\_Environment

**Purpose:**

Use this exercise to illustrate the preferred environment of each DiSC® style and how the environment can motivate them.

**Facilitation:**

1. Divide participants into four groups based the first letter of their DiSC styles. If you do not have two or more people for each style in a group, ask someone who has that style as their second letter to join the group with too few people.
2. Direct participants to a place in the room for each group to work. Provide flipcharts and markers for each group.
3. Have each group draw an image that reflects its preferred environment.
4. Have each group share its drawing with the large group. From the drawings each group created, discuss the differences and similarities of motivators among the styles.
5. Explain that by understanding and respecting these similarities and differences in motivations, we can find ways to work with people even though we have a variety of individual needs.
6. Explain that participants will be watching four characters—Holly, Rebecca, Eric, and Jesse—who will be describing their preferred environments.
7. Encourage participants to listen for key words each character uses to describe his or her preferred environment.

8. Play any one of the characters. Afterwards facilitate a discussion about what participants heard. Repeat for the remaining three styles, in any order.

**Listen for responses like**

Character	Preferred Environment
Holly (D)	<ul style="list-style-type: none"> <li>• Freedom to move at own pace</li> <li>• Quick results</li> <li>• Minimal fuss</li> <li>• Performance measurements and accountability</li> <li>• Rewards</li> </ul>
Rebecca (i)	<ul style="list-style-type: none"> <li>• Enthusiastic people</li> <li>• Lots of interaction</li> <li>• Fast pace</li> <li>• Opportunity for innovative thinking and brainstorming</li> <li>• New ideas welcomed</li> </ul>
Eric (S)	<ul style="list-style-type: none"> <li>• Friendly</li> <li>• Informal</li> <li>• Cooperative</li> <li>• Well-defined duties</li> <li>• Steady working pace</li> </ul>
Jesse (C)	<ul style="list-style-type: none"> <li>• Systematic</li> <li>• Feedback based on performance</li> <li>• Opportunities to be coached</li> <li>• Professional, business-like, reserved</li> <li>• Focused on work</li> </ul>

9. To debrief the exercise, ask participants what similarities they heard between their style group's list of motivators and the preferred environment described by the character with their style. Then ask what differences they heard.
10. Explain that by using the information about preferred environment, people can maximize their motivations to be productive and successful in the workplace.

## PURE DiSC® STYLES: CONFLICT

### Video from Pure DiSC Styles folder:

PS\_Eric\_Conflict  
 PS\_Holly\_Conflict  
 PS\_Jesse\_Conflict  
 PS\_Rebecca\_Conflict

### Prep:

Create a handout with the discussion questions from Step 4 for each character so participants can refer to them while watching the video.

### Purpose:

Use this exercise to illustrate how each DiSC® style reacts in a conflict situation.

### Facilitation:

1. Talk about how each style has a different way of reacting to conflict.
2. Explain that participants will be watching four characters—Holly, Rebecca, Eric, and Jesse—who will be describing their behavior in a conflict situation.
3. Encourage participants to take notes about what kind of behavior they hear the characters describe.
4. Play any one of the characters. Afterwards facilitate a discussion by asking the following:
  - What is his or her DiSC style? How did you come to that conclusion?
  - How did this person describe him or herself when in a conflict situation?
  - How did you react to this person?
  - What did you think about this person's described behavior?
  - If you were to have a conflict with this person, what might happen?

Repeat for the remaining three styles, in any order.

### *Listen for responses like*

Character	Description of behavior in a conflict situation
Holly (D)	<ul style="list-style-type: none"> <li>• Aggressive</li> <li>• Overpowering</li> <li>• Arbitrary</li> <li>• Competitive</li> </ul>
Rebecca (i)	<ul style="list-style-type: none"> <li>• Avoids direct conflict</li> <li>• Becomes overly emotional</li> <li>• Fears loss of approval</li> </ul>
Eric (S)	<ul style="list-style-type: none"> <li>• Withdraws and becomes quiet</li> <li>• Would rather avoid all conflict</li> <li>• Fears loss of stability</li> </ul>
Jesse (C)	<ul style="list-style-type: none"> <li>• Becomes rigid</li> <li>• Holds back information</li> <li>• Uses passive resistance</li> <li>• Tries to overpower others with facts and logic</li> <li>• Fears criticism of his work</li> </ul>

5. To debrief, emphasize that by understanding our own reactions to conflict, we can develop strategies to increase our effectiveness in these stressful situations.

## SALES EFFECTIVENESS

### DESCRIPTION OF VIDEO SEGMENTS

Total Length: 14 minutes



These eight videos help participants learn how to more effectively close a sale by adapting their behaviors to meet a customer's buying style. The segments titled **ineffective\_selling** depict a salesperson using a non-adapted selling approach with his or her customer, followed by a vignette, with edgy and over-the-top humor, showing how the salesperson's behavior is perceived by the customer.

**Important Note:** These exaggerated vignettes are not meant to suggest that a salesperson would behave in such a manner. They are designed to spark dialogue with participants about the perceptions customers may develop based on their buying style.

The segments titled **effective\_selling** show the salesperson using an adapted approach that is effective for the buying style of the customer.

#### SELLING TO A D CUSTOMER

##### ineffective\_selling\_d (2 minutes)

Ann is chatty and off topic, seemingly oblivious to the show of impatience from her high-D customer, Patrick. A vignette shows how Patrick perceives Ann's behavior, in which she enthusiastically shares her passion for wasting other people's time, being vague, and not doing her homework about Patrick's business. The video explains that, in reality, Ann is simply being personable and open. Her intention is to establish rapport and get a more intimate feel for Patrick's work, which frustrates Patrick.



Ann  
Salesperson



Patrick  
D Customer

##### effective\_selling\_d (1 minute)

The video explains that high-D customers are results oriented. To be more effective with them,

- Minimize chit-chat
- Focus on solutions and results
- Be confident and direct
- Respect their authority

Ann is confident and direct. She still opens the sales call with general conversation, but it is targeted on Patrick's business issues. Although mindful of his time, she respectfully proposes that she spend a few minutes asking questions to better understand his needs and the type of results he's looking for, to which he agrees.

#### SELLING TO AN I CUSTOMER

##### ineffective\_selling\_i (2.5 minutes)

Brian is aloof, condescending, and overly technical with his high-i customer, Carolyn. A vignette shows how she perceives his behavior, in which he assumes she is a robot. Despite her claim to be human, he announces that he will treat her as if she is an unfeeling machine with an insatiable interest in every detail he provides. He also makes it clear that he has zero interest in her personal life or feelings. The video explains that, in reality, Brian simply wants to logically and efficiently provide the details and information she needs to solve her problem. She sees him as distant and dismissive.



Brian  
Salesperson



Carolyn  
i Customer

##### effective\_selling\_i (1 minute)

The video explains that high-i customers are driven by interaction and enthusiasm, and they want to do business with people they like. To be more effective with them,

- Be open and personable
- Listen to their stories and share yours
- Be enthusiastic
- Offer excitement and fun
- Show approval and attention

Brian is attentive as he listens to Carolyn describe the culture at her workplace. He shares his perspective and compliments the comfortable, helpful atmosphere of the place. He enthusiastically describes how his product is a good fit for her people due to its intuitive design.



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## SELLING TO A S CUSTOMER

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### ineffective\_selling\_s (2 minutes)

Brian is pushy and opinionated as he dismisses the concerns of his high-S customer, Ansa, without exploring their legitimacy. A vignette shows how Ansa perceives his behavior, in which Brian is aggressive and offensive, telling Ansa his thoughts and opinions are meaningless and that he is an insignificant piece of meat. Brian forces Ansa out of his chair, signs the contract for him, and orders a beer. The video explains that, in reality, Brian is simply sharing his opinions with confidence in order to reassure Ansa that things will go smoothly. But to Ansa, Brian is domineering, insincere, and sloppy.



Brian  
Salesperson



Ansa  
S Customer

### effective\_selling\_s (1.5 minutes)

The video explains that high-S customers tend to be cautious decision makers. They will probably not buy from someone who is aggressive, but if you're not assertive enough, they may struggle with indecision. To be more effective with them,

- Be sincere and low-key
- Be personable and warm
- Take time to show them details
- Provide gentle, empathic reassurance

Brian is empathic and personable. He listens to Ansa's concerns and sincerely reflects their legitimacy. He offers to take Ansa step-by-step through the new options to determine if they are too complex for the system.

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## SELLING TO A C CUSTOMER

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### ineffective\_selling\_C (3 minutes)

Ann is overly friendly, cavalier, and presumptuous as she responds to the information requests of her high-C customer, Aditi. A vignette shows how Aditi perceives her behavior, in which Ann is insincere and manipulative, claiming to never have felt so connected to a person as she does with Aditi, with the exception of her past and next clients. Ann becomes delirious with excitement, at which point Aditi dangles a gold watch in front of Ann to redirect her attention. The video explains that, in reality, Ann is simply trying to connect on a personal level. To Aditi, she's intrusive, illogical, and manipulative.



Ann  
Salesperson



Aditi  
C Customer

### effective\_selling\_C (1 minute)

The video explains that high-C customers are driven by a commitment to quality and accuracy, and they want details to make the best possible decision. To be more effective with them,

- Be analytical and detail-oriented
- Use a business-like approach
- Respect their space
- Lay out the logic and facts
- Give them time to process

Ann is detail-oriented and prepared. She provides a second write-up with the expanded features so that Aditi can do a side-by-side comparison, and she offers to run data for a more specific estimate of the installation time required for the upgrade.

## FACILITATION SUGGESTIONS

### Video from Sales Effectiveness folder

All video segments

#### Prep:

- It is recommended that participants have knowledge of DiSC® and their own DiSC style.
- Create a handout with the debrief questions for each video segment so participants can refer to them while watching the video.

#### Purpose:

Use this exercise to help participants recognize the different buying styles of customers and understand the importance of adapting their selling style to meet their customers' needs in order to be a more effective salesperson.

#### Facilitation:

1. Remind participants that customers have different goals, fears, motivations, and ways of seeing the world. Customers' preferences may or may not line up with our own.
2. Explain that while customers' communication styles may be different from ours, we have nothing to gain by considering our preferences as "right" and theirs as "wrong."
3. Explain that understanding their different needs and adjusting our communication appropriately is the only way to build the trust needed to gain commitment for the sale.
4. Ask the following questions:
  - How do you know when your communication is unproductive or ineffective with a customer?
  - What are some of the outcomes?
5. **Listen for:**
  - *They don't seem to want to make time to meet with me.*
  - *They act suspicious or standoffish.*
  - *I don't make the sale.*
6. Explain that it can be frustrating when communication doesn't get the intended results. It's also frustrating for others if we don't take their needs into account when we're interacting with them.
7. Explain that participants are going to watch video segments featuring two salespeople, Ann and Brian, and various customers who represent each of the DiSC styles.
8. Tell them that the first segment shows a meeting between Patrick, a customer who has the D-Dominance style, and Ann.
9. Encourage participants to take notes about Patrick's perceptions of Ann's communication during the meeting. Also, identify any behaviors or communication techniques that Ann uses that are ineffective.
10. Play the **ineffective\_selling\_d** video segment.

**Note to Facilitator:** As a facilitation alternative, you may wish to pause the video before the narrator begins to speak to debrief the real-life behavior of the characters, then resume the video to show Patrick's exaggerated perception.

11. Afterwards, facilitate a discussion by asking the following questions (see the table on the next page for possible responses):
  - How did Patrick perceive Ann's communication during the meeting?
  - Given Patrick's style, what was Ann doing that was ineffective?

12. Explain that now participants will learn more about what to focus on when selling to a “D,” and they’ll see an example of a more effective interaction between these two characters.
13. Encourage them to take notes about what they see as more effective in Ann’s approach.
14. Play the **effective\_selling\_d** video segment.
15. Afterwards, facilitate a discussion by asking the question: How did Ann adapt her behavior to communicate more effectively with Patrick? (See the table on the next page for possible responses.)
16. Instruct participants to stop for a moment to consider how they communicate with this type of customer. Ask them to write notes about areas they would like to improve with this customer style.

**Note to facilitator:** Refer participants to their DiSC® or Everything DiSC® profiles if they have them. Instruct them to put stars next to one or two strategies for selling to the D-Dominance style that they think will have the greatest impact on their selling success.

17. Repeat facilitation Steps 8-16 for the remaining video segments:
  - a. ineffective\_selling i (Brian selling to i-Influence-style Carolyn)
  - b. ineffective\_selling s (Brian selling to S-Steadiness-style Ansa)
  - c. ineffective\_selling c (Ann selling to C-Conscientiousness-style Aditi)
18. As you debrief the videos, listen for responses like those on the next page.

<b>ineffective_selling_d</b>	<b>ineffective_selling_i</b>	<b>ineffective_selling_s</b>	<b>ineffective_selling_c</b>
Patrick's response	Carolyn's response	Ansa's response	Aditi's response
<ul style="list-style-type: none"> <li>• He thought Ann was wasting his time with chatter</li> <li>• He felt Ann hadn't done her homework about his business</li> </ul>	<ul style="list-style-type: none"> <li>• She felt he was unfeeling, impersonal, and condescending</li> <li>• She thought he was focused on complex details</li> <li>• She felt he didn't care about building a relationship</li> </ul>	<ul style="list-style-type: none"> <li>• He thought Brian was dismissive and overbearing</li> <li>• He felt Brian didn't respect his opinion</li> <li>• He felt bullied</li> </ul>	<ul style="list-style-type: none"> <li>• She saw Ann as overly enthusiastic and emotional</li> <li>• She thought Ann was insincere and manipulative</li> <li>• She thought Ann evaded her need for details</li> </ul>
How Ann was ineffective	How Brian was ineffective	How Brian was ineffective	How Ann was ineffective
<ul style="list-style-type: none"> <li>• She was too personal</li> <li>• She didn't get to the point</li> <li>• She asked too many irrelevant questions</li> </ul>	<ul style="list-style-type: none"> <li>• He avoided small talk</li> <li>• He didn't respond to her attempts to make the interaction more personal</li> <li>• He asked a series of complex questions that she wasn't prepared to answer</li> </ul>	<ul style="list-style-type: none"> <li>• He dismissed Ansa's concerns</li> <li>• He didn't listen to Ansa's needs</li> <li>• He acted as if he had all the answers</li> </ul>	<ul style="list-style-type: none"> <li>• She was too personal</li> <li>• She spent too much time on unrelated small talk</li> <li>• She avoided precise answers regarding how much it will add to installation time</li> <li>• She used generalizations</li> </ul>
<b>effective_selling_d</b>	<b>effective_selling_i</b>	<b>effective_selling_s</b>	<b>effective_selling_c</b>
<ul style="list-style-type: none"> <li>• She showed confidence</li> <li>• She was brief and to the point</li> <li>• She expressed desire to be mindful of Patrick's time</li> </ul>	<ul style="list-style-type: none"> <li>• He joined in with the small talk that she initiated</li> <li>• He picked up on the mention of Michelle and used it to show his understanding of the department's need</li> <li>• He was more personable and enthusiastic</li> </ul>	<ul style="list-style-type: none"> <li>• He agreed with Ansa's concerns about the cost and complications of extra features</li> <li>• He offered to provide a more systematic review of the options to make sure that they fit the need</li> <li>• He was more accepting of the need for caution</li> </ul>	<ul style="list-style-type: none"> <li>• She got right down to business, offered to go through the details to ensure accuracy</li> <li>• She provided a detailed comparison report</li> <li>• She worked to provide a precise answer regarding installation time</li> </ul>