

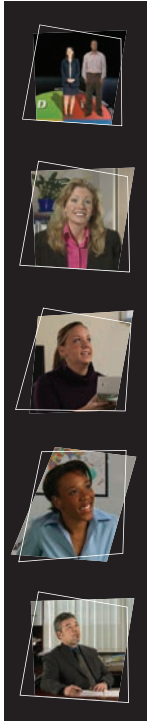
EVERYTHING **DiSC**[®]
MANAGEMENT

VIDEO VIEWING GUIDE

WILEY

Everything DiSC® Management video increases management effectiveness using the power of DiSC®, with 31 segments showing real-world, management-specific employee interactions.

This manual provides an overview of the video content as it appears in the Facilitation Materials folder. *Everything DiSC Management* video is available with English subtitles or without subtitles.



MANAGEMENT STYLES introduces the DiSC® model and describes the four DiSC management styles. **PAGE 3**

PEOPLE READING shows one actor modeling various DiSC styles. **PAGE 3**

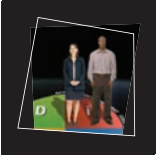
DIRECTING AND DELEGATING shows the unadapted and adapted interactions of a manager as he directs and delegates to the four styles. **PAGE 4**

CREATING MOTIVATING ENVIRONMENTS shows how a manager creates environments that demotivate and motivate the four styles. **PAGE 6**

WORKING WITH YOUR MANAGER shows adapted interactions of a manager as he tries to get buy-in from his boss. **PAGE 7**

MANAGEMENT STYLES

TOTAL LENGTH: 6 MINUTES



What if people had their needs written all over them? This video segment introduces participants to the DiSC® model and shows how understanding people's needs can improve managements effectiveness. The video illustrates the four DiSC management styles and their priorities, and addresses the complexities of the real world by showing how people can have priorities in addition to those that are expected for their DiSC style.

PEOPLE READING

TOTAL LENGTH: 5 MINUTES



The people-reading segments provide an opportunity for participants to learn how to identify people's DiSC styles through the people-reading process. A single actor, Renee, plays all of the styles in order to keep participants focused on the behaviors and not on the individual.

USING THE PEOPLE READING SEGMENTS IN FACILITATION

These segments are used in Module 2, where participants learn to recognize others' DiSC styles and practice this skill in a competitive team activity.

SCENARIO 1



S style: Renee is moderate-paced and warm. Her calm, accommodating manner reveals her S style.

SCENARIO 2



C style: Renee is cautious and skeptical, and she talks slowly and deliberately. Her focus on systematic analysis reveals her C style.

SCENARIO 3



i style: Renee is fast-paced and enthusiastic. Her optimism and her focus on what other people think reveal her i style.

SCENARIO 4



C style: Renee responds negatively to a deadline that's been moved up. Her unemotional demeanor and focus on accuracy reveal her C style.

SCENARIO 5



D style: Renee is fast-paced, driven, and focused on the bottom line. She wants to keep things moving. Renee's D style becomes evident when she says, "Let's just do this!"

PEOPLE READING (CONTINUED)**SCENARIO 6**

Di or iD style: Renee is fast-paced, enthusiastic, and focused on getting results. Phrases like “cranking this out” and “turn this thing around” reveal her Di or iD style.

SCENARIO 7

CS or SC style: Renee is cautious, diplomatic, and systematic. She reveals her SC style by showing concern for others while focusing on systems and structures.

SCENARIO 8

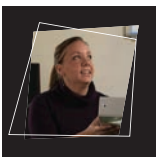
S style (optional): Renee is moderate paced and patient. Her friendly and supportive approach reveals her S style.

SCENARIO 9

D style (optional): Renee shows her impatience with a service provider who isn't meeting her expectations. Her direct and fast-paced approach reveal her D style.

SCENARIO 10

CD or DC style (optional): Renee shows her frustration and skepticism in her facial expressions and demeanor. Her challenging approach and focus on efficiency reveal her CD or DC style.

DIRECTING AND DELEGATING**TOTAL LENGTH: 10 MINUTES**

This section shows participants how to adapt to meet the needs of each style. Keep in mind that the manager, Charles, is not meant to portray a particular style. Instead, he illustrates an ineffective approach in each “A” segment and an adapted, more effective approach in each “B” segment.

“A” INTERACTION

The **first interaction** of each manager/employee duo (labeled “A” on the menu) shows the natural, unadapted interaction between the two characters. These segments were designed to show an ineffective approach to directing and delegating to each style.

“B” INTERACTION

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

USING THE DIRECTING AND DELEGATING SEGMENTS IN FACILITATION

These eight segments are used in Module 3, where they help participants understand the directing and delegating needs of different styles.

DIRECTING AND DELEGATING (CONTINUED)

D EMPLOYEE – CARLOS**Charles/Carlos (A)
D Employee**

The communication is ineffective because

- Charles doesn't give Carlos the big picture
- Charles doesn't allow Carlos to have any ownership of the project
- Charles doesn't explain why changes are being made



Charles



Carlos, D Employee

**Charles/Carlos (B)
D Employee**

The communication is more effective because

- Charles explains the big picture by talking about the board meeting
- Charles gives Carlos some autonomy after explaining the goal
- Charles gives a clear explanation of why the changes are necessary

i EMPLOYEE – ANNA**Charles/Anna (A)
i Employee**

The communication is ineffective because

- Charles gives her piles of information and assumes she'll process it
- Charles doesn't offer any support or deadlines
- Charles mistakes Anna's cheerful acceptance as understanding



Charles



Anna, i Employee

**Charles/Anna (B)
i Employee**

The communication is more effective because

- Charles clarifies her level of experience and adjusts his instruction
- Charles suggests a collaborative meeting before he leaves town
- Charles spends time with Anna to set up timelines and benchmarks

S EMPLOYEE – CHRISTIANA**Charles/Christiana (A)
S Employee**

The communication is ineffective because

- Charles is impatient and negative
- Charles gives Christiana a tight deadline without the support and resources she'll need to meet it
- Charles fails to provide the specific direction Christiana wants



Charles



Christiana, S Employee

**Charles/Christiana (B)
S Employee**

The communication is more effective because

- Charles gives her more time to prepare before he leaves town
- Charles provides clear directions and notes
- Charles acknowledges the uncertainty, but gives her reassurance

C EMPLOYEE – MICHAEL**Charles/Michael (A)
C Employee**

The communication is ineffective because

- Charles praises Michael's work without providing specific feedback
- Charles insists that Michael collaborate with others on the contracts
- Charles doesn't provide the resources that Michael needs



Charles



Michael, C Employee

**Charles/Michael (B)
C Employee**

The communication is more effective because

- Charles cites specific examples of Michael's good work
- Charles is more flexible about Michael's preference to work alone
- Charles provides clear directions and resources

CREATING MOTIVATING ENVIRONMENTS

TOTAL LENGTH: 9 MINUTES



This section shows how managers can create motivating environments for employees. Keep in mind that the manager, Greta, is not meant to portray a particular style. Instead, she illustrates an ineffective approach in each “A” segment and an adapted, more effective approach in each “B” segment.

“A” INTERACTION

The **first interaction** of each manager/employee duo (labeled “A” on the menu) shows the natural, unadapted interaction between the two characters. These segments were designed to show an ineffective approach to creating a motivating environment for each style.

“B” INTERACTION

The **second interaction** (labeled “B” on the menu) uses the same scenario, but shows an effective meeting in which Greta has adapted her behavior to meet the employee’s preferences.

MOTIVATING CARLOS – D EMPLOYEE

Greta/Carlos (A) D Employee

The communication is ineffective because

- Greta micromanages Carlos and doesn’t give him autonomy
- Greta doesn’t let Carlos talk to the reps or pitch his idea to the senior team
- Greta nitpicks Carlos’ report



Greta



Carlos, D Employee

Greta/Carlos (B) D Employee

The communication is more effective because

- Greta lets Carlos take some chances
- Greta gives Carlos authority to take the lead with the reps and pitch his idea
- Greta gives positive feedback and big-picture corrective feedback

MOTIVATING ANNA – i EMPLOYEE

Greta/Anna (A) i Employee

The communication is ineffective because

- Greta gives lukewarm feedback to Anna
- Greta rejects Anna’s video clip idea and asks for more data instead
- Greta denies Anna’s request for team planning meetings



Greta



Anna, i Employee

Greta/Anna (B) i Employee

The communication is more effective because

- Greta combines positive feedback with constructive criticism
- Greta is receptive to Anna’s fun ideas
- Greta puts Anna in charge of planning an office social event

CREATING MOTIVATING ENVIRONMENTS (CONTINUED)

MOTIVATING CHRISTIANA – S EMPLOYEE

Greta/Christiana (A)
S Employee

The communication is ineffective because

- Greta doesn't keep Christiana informed about changed deadlines
- Greta prevents Christiana from working collaboratively
- Greta asks Christiana to make a phone call that is out of her comfort zone



Greta



Christiana, S Employee

Greta/Christiana (B)
S Employee

The communication is more effective because

- Greta shows appreciation for Christiana's flexibility and hard work
- Greta gives Christiana more notice that the deadline might move up
- Greta gives Christiana an opportunity to help a colleague

MOTIVATING MICHAEL – C EMPLOYEE

Greta/Michael (A)
C Employee

The communication is ineffective because

- Greta tells Michael to prepare a same-day presentation
- Greta asks Michael to go to a client happy hour without advance notice
- Greta requests team meetings that Michael finds unnecessary



Greta



Michael, C Employee

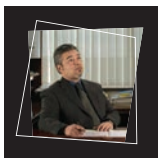
Greta/Michael (B)
C Employee

The communication is more effective because

- Greta addresses Michael in a more formal setting
- Greta makes collaboration and the happy hour optional
- Greta provides an agenda and offers to send data to Michael

WORKING WITH YOUR MANAGER

TOTAL LENGTH: 3 MINUTES



This section shows participants specific ways to adapt to get buy-in from their own manager.

USING THE WORKING WITH YOUR MANAGER SEGMENTS IN FACILITATION

These segments are used in Module 6, where they help participants see different approaches to getting buy-in.

After watching these segments, participants can create an action plan for working better with their own managers.



SEGMENT 1: CHARLES AND ANN Charles introduces the idea of adding a new team member to Ann, a “D” manager, by focusing on their bottom-line goal of 10% growth.



SEGMENT 2: CHARLES AND CHAD Charles introduces the idea of adding a new team member to Chad, an “i” manager, by generating excitement about reaching the goal of 10% growth.



SEGMENT 3: CHARLES AND PALANI Charles introduces the idea of adding a new team member to Palani, an “S” manager, by focusing on people.



SEGMENT 4: CHARLES AND STEPHANIE Charles introduces the idea of adding a new team member to Stephanie, a “C” manager, by requesting an appointment and giving her time to reflect on it.