

Custom Program Title

Leader's Guide

Module 1 **Discovering Your DiSC® Style**

Module 2 **Understanding Other Styles**

Module 3 **Building More Effective Relationships**

MODULE OVERVIEW

Length: 85 minutes

Activities:

- Individual
- Partner
- Small Group
- Large Group

Materials:

- Handout 2.1
- Handout 2.2
- Green and yellow stickers
- Flip chart and markers
- *Everything DiSC Workplace® Profile* pp.8–11

Goals:

- Discover your reactions to different DiSC® styles
- Identify what works for you and what challenges you when working with each style
- Use the DiSC model to understand the people you work with

Activity Description:

Participants watch video segments following a team of four coworkers to learn about each DiSC style. After, participants identify a person they want to understand better so that they can work more effectively with that person. They break into groups based on the DiSC style of that person and identify what is difficult and what is easy about working with that person. Participants conclude by identifying one characteristic they find most difficult and one that works most for them for each DiSC style and discuss with the large group.

ICON KEY



Indicates when to click for an animation or move to next slide



Indicates slide number



Page 8

Indicates profile page number



HO 2.1

Indicates handout number



Indicates use of a flip chart



Individual activity



Partner activity



Small group activity



Large group activity

ACTIVITY PREP:



Prepare a flip chart for each DiSC® style as shown below.

After Step 1 is completed, post each (with their corresponding “Day in the Life” flip chart if you have them) at different locations in the room.*

D style
Results, Action, Challenge

i style
Enthusiasm, Action, Collaboration

S style
Support, Stability, Collaboration

C style
Accuracy, Stability, Challenge

Style Priorities	
What's difficult	What works

***Note:**

Do not post until after all of Step 1 is completed.

NOTE TO FACILITATOR:

References to the *Everything DiSC Workplace® Profile* page numbers in this facilitation are based on an unaltered profile. If you have customized the profile to remove or re-order pages, you will need to adjust page numbers in your facilitator script and on the facilitation slides.

PPT
35

WELCOME

NOTE TO FACILITATOR:

If you wish to use the Everything DiSC® People-Reading activity, refer to the Optional Activity: People Reading files in the Facilitation Materials folder on your USB drive. The People-Reading activity takes approximately 30 minutes.

This activity can serve as a useful transition between Module 1, where participants learn about DiSC® and themselves, and this module, where participants learn to understand other styles.

STEP 1: DEFINE THE PROBLEM AND ACTIVATE PREVIOUS EXPERIENCE

30 minutes: Video, Large-Group Activity

Participants watch video segments introducing four coworkers as they struggle to work on a group project.

NOTE TO FACILITATOR:

The characters in the videos depict an array of behaviors associated with their respective DiSC styles. At times, some of these behaviors are extreme to help participants identify key behaviors of each DiSC style. Additionally, the videos used in Module 2 depict an unhealthy team, with members often engaging in unproductive conflict behaviors associated with their DiSC styles. The purpose is to highlight not only the risks of not understanding our own tendencies as they relate to DiSC, but also the challenges that can arise when we don't fully understand others' behaviors. (Note that the videos in Module 3 will show the changes that happen on the team once team members better understand themselves and one another.) Lastly, the characters depicted are intended to be peers. None of the videos depict a manager interacting with a direct report.



SAY:

- DiSC shows that we all approach our work according to what we prioritize.
- Our priorities also affect how we react to the people we work with.

PPT
36

SAY:

- [🗣️] In this module, we will
 - Discover your reactions to different DiSC® styles.
 - Identify what works for you and what challenges you when working with each style.
 - Use the DiSC model to understand the people you work with.

PPT
37



INSTRUCT:

- [🗣️] We're going to watch a series of videos that show a team of four coworkers working on a project.
- The four team members are Tom, Sally, Stephanie, and Dante.
- As you'll notice, there is considerable tension on this team, so some of the behaviors may seem a bit extreme. Likewise, this team does not have a good understanding of how to work effectively together based on their differing DiSC styles.
- As we watch the first video, identify the DiSC style of each team member and write it under their pictures on Handout 2.1.
- Be sure to think about why you selected a specific style for each team member.

PPT
38

[🗣️] *Video segment (3:30 minutes)*

Galaxy Project—Part I

PPT
39

ASK:

- [🗣️] Who has the D style and why do you think this?
- Who has the i style and why do you think this?
- Who has the S style and why do you think this?
- Who has the C style and why do you think this?

PPT
40

Give participants 3–5 minutes to discuss.

[🗣️] *Recap DiSC styles and brief descriptors of each team member at the end of the discussion.*

NOTE TO FACILITATOR:

The characters' DiSC® styles:

- Sally (D style): likes to take charge in the workplace; sees a path to get the win and wants to get there quickly; focuses on the big picture and outcomes
- Stephanie (i style): sees the bright side of things; works best on a team that collaborates; focuses on the wow factor
- Tom (S style): takes others into consideration; makes an effort to understand others; values a friendly environment; likes when others can count on him
- Dante (C style): focuses on plans and wants to be prepared; considers all angles in order to develop a strategy; wants to get things right

PPT
41



HO 2.1

INSTRUCT:

- [🎧] Now, let's watch the second video of this team during a meeting later that same day as they continue discussing their project.
- As a reminder, some of the behaviors may seem a bit extreme since this team does not have a good understanding of how to work effectively together based on their differing DiSC styles.
- Using the same handout, write down examples of stressors that each team member experiences at work.

PPT
42

[🎧] *Video segment (4:16 minutes)*

Galaxy Project—Part 2

PPT
43

ASK:

- [🎧] What are some of Sally's stressors?
- What are some of Stephanie's stressors?
- What are some of Tom's stressors?
- What are some of Dante's stressors?

Give participants 3–5 minutes to discuss.

Recap with a brief summary of key stressors for each team member at the end of the discussion.

NOTE TO FACILITATOR:

The characters' DiSC® styles and associated stressors:

- Sally (D style): getting stuck on things so nothing gets done; beating around the bush or sugarcoating things; interacting with people who aren't straightforward
- Stephanie (i style): working with people who aren't positive or who lack enthusiasm; collaborating when others only focus on the negative
- Tom (S style): believing that he has let others down; working with non-supportive coworkers; having to say "no"
- Dante (C style): being pressured to set a deadline before he is ready; fearing that he won't be able to deliver or that he won't do a good job; working with others who don't adhere to a plan

PPT
44



HO 2.1

INSTRUCT:

- [🔊] Now, let's watch the last video of this same team in a meeting just before they present their project to the board.
- Continue to build on your handout by writing down examples of how each team member tends to react in conflict.

PPT
45

[🔊] *Video segment (3:19 minutes)*

Galaxy Project—Part 3

PPT
46

ASK:

- [🔊] How does Sally tend to react in conflict?
- How does Stephanie tend to react in conflict?
- How does Tom tend to react in conflict?
- How does Dante tend to react in conflict?

Give participants 3–5 minutes to discuss.

Recap with a brief summary of how each team member reacts in conflict at the end of the discussion.

NOTE TO FACILITATOR:

The characters' DiSC® styles and associated reactions to conflict:

- Sally (D style): focuses more on winning than concern for others; confronts or calls others out rather than backing down when she thinks that she is right
- Stephanie (i style): lashes out; takes things personally; says things that she regrets
- Tom (S style): tends to be quiet and can have a hard time saying things without feeling like he is interrupting; chooses his words carefully; struggles to hold his ground; caves in
- Dante (C style): avoids conflict when it feels volatile or emotional; focuses on facts rather than emotions; gets defensive

SAY:

- As you saw, understanding other styles can have a big impact on working together.
- With each character, there were likely times when you thought, “that would be difficult” and other times when you thought, “that really resonates with me.”
- It’s important to know that there are things about interacting with each DiSC style that will be challenging for you and things that will be easy.
- So, our next step is to better understand the DiSC styles of people in your everyday lives so that you can work more effectively with them.

STEP 2: DEMONSTRATE AND PRACTICE

30 minutes: Small-Group and Large-Group Activities

Participants break into groups according to the DiSC style of a person they want to learn to work more effectively with. They read about how they might react to that person, then record on a handout what is difficult and what works for them when working with that person. They share with their small groups and then present what they’ve come up with to the large group.

PPT
47

SAY:

- [🗣️] Let's take a look at how DiSC® can help you understand your reactions to the people you work with.
- Think of a person in your life who you would like to work more effectively with and jot down their DiSC style.
- If you don't know their exact DiSC style, think of our earlier activity and answer the questions:
 - Are they more **fast-paced** or **cautious**?
 - Are they more **questioning** or **accepting**?
- If the person is fast-paced and questioning, s/he is a D style.
- If the person is fast-paced and accepting, s/he is an i style.
- If the person is cautious and accepting, s/he is an S style.
- If the person is cautious and questioning, s/he is a C style.

Give participants a minute to decide.

PPT
48



INSTRUCT:

- [🗣️] You'll see that I have placed charts for each DiSC style in different locations round the room.
- Take your profile and handouts, and go to the chart for the DiSC style of the person you want to work more effectively with.

Give participants a minute to find their locations.

PPT
49



Pages
8–11

INSTRUCT:

- [🗣️] Now, open your profiles to the "Understanding Other Styles" section on pages 8–11.
- Find the page for the DiSC style of the person you want to work more effectively with.
- The first step to working more effectively together is understanding someone's DiSC style.

Give participants a minute to find the page.

PPT
50


HO 2.2

INSTRUCT:

- [🗣️] Read about this DiSC® style.
- As you read, take notes in the space for this style on Handout 2.2.
- Write down general characteristics of this DiSC style that are difficult for you to deal with and characteristics that work for you or that you appreciate.

Give participants 4–5 minutes to read and write.

NOTE TO FACILITATOR:

As participants are completing this worksheet, you may want to reiterate your earlier point about not pigeonholing or stereotyping others based on DiSC style.

PPT
51



INSTRUCT:

- [🗣️] Now, in your groups, talk about what you wrote.
- Pick a person from your group to be a recorder.
- Using one of the colored markers at the chart, have your recorder write what each person reports in the appropriate column on the chart.

SAY:

- It's okay to have the same style characteristics appear in both columns, since members of your group may have different styles or different ideas about what works and what doesn't.

Give participants 8–10 minutes to discuss.

PPT
52



INSTRUCT:

- [🗣️] Now, I'd like someone at each chart to read it to the rest of us.
- While the charts are being read, use the information to fill in the remaining styles on your handout.

Choose a style to begin and continue until all have presented.

Allow the group that started each chart to contribute as needed.

NOTE TO FACILITATOR:

If a style chart is not represented, then have the participants read their page for that style, taking notes on their handout. Then, facilitate a discussion, adding characteristics to the chart.

STEP 3: INTEGRATE

25 minutes: Individual with Large-Group Debrief

Participants use stickers to identify one characteristic they find most difficult and one that works most for them on each chart, and discuss with the large group.

Distribute four green and four yellow stickers to each participant.

PPT
53



INSTRUCT:

- [🗣️] Now, I'd like you to go to each of the four style charts and put a yellow sticker next to one thing that's most difficult for you and a green sticker next to one thing that works most for you.
- Then return to your original seats.

Give participants 2–3 minutes to place stickers and return to their seats.



SAY:

- These stickers can help us understand the most common perceptions that others have about the styles.
- They also underscore the differences in perception that can exist.

ASK:

- Looking at the D style chart, what can you tell about people's perceptions?
- What are the most common perceptions?
- What kinds of differences in perception do you see?
- D's, what surprises you about these perceptions?

Repeat this debrief for the other three styles. Point out any connections to the priorities when appropriate.

PPT
54

SAY:

- [🗣️] As we've seen, DiSC® can help us understand the differences in how each of us reacts to the styles of the people we work with.
- In the next module, we'll learn how to overcome barriers so you can build more effective workplace relationships—one relationship at a time.