

Strengthen Relationships with DISC

Facilitator Guide

Course Description

There was a time where it was believed that emotions have no place in the office. But as we all know, it is not realistic to believe that emotions do not show up at work. Of course, they do! We have good days and bad days. We face challenges that can lead to frustration, stress and possibly conflict. This course will explore the ways the various DISC styles deal with stress and provide insights into how we can better support each other when in conflict.

Get ready and excited for this highly interactive class!

Learning Objectives

At the end of the session, you will be able to:

- Recognize how our thought process affects our perspectives about others
- Identify blind spots / limitations of each style to understand why each style is important to a team
- Identify ways each style's behavior can be misunderstood and identify true intentions
- Identify ways to support the emotional needs of others when under stress and/or conflict

Course Agenda and Timing

- Introduction (10 mins)
- Self-Assessment (15 mins)
- Every Bench has a Story (15 mins)
- DISC Review & Social Awareness (60 mins)
- Managing Stress & Conflict using DISC (40 mins)
- SVP Discussion (30 mins)
- Close (10 mins)

Total Time: 180 minutes (3 hours)

This timing does not include breaks. Breaks should be taken at the facilitator's discretion.

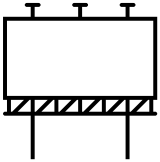
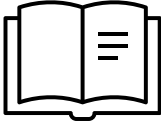

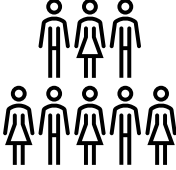
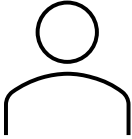

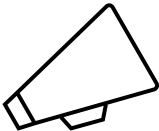

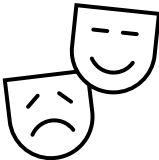

Facilitator Preparation

This program is designed to be highly interactive using small and large group discussions and activities, and an action plan the GM's can take back to the Brand. This course uses PPT slides and wall posters. The posters should be created prior to class. All posters should be hung around the room before class starts. The following is a list of supplies needed for class:

1. PowerPoint Presentation
2. 4 Flip Charts (or 1 chart that has lots of paper)
3. Stands for chart paper (or use chart paper with post-it backing)

4. Chart Pens
5. Handouts
 - a. Every Bench has a Story – Group A Sheet
 - b. Every Bench has a Story – Group B Sheet
 - c. Tips for Managing Self and Tips for Others
6. 1 Participant Guide per participant

Icon Key

 <p>Chart Responses</p>	 <p>Participant Guide</p>	 <p>Small Group Activity</p>	 <p>Large Group Discussion</p>	 <p>Individual Activity (Sometimes becomes a share with Learning Partner)</p>
 <p>Pairs Activity</p>	 <p>Recall / Call Out</p>	 <p>Poster or Slide</p>	 <p>Demonstrate</p>	 <p>Section Timing</p>

Pework

The prework is two self-assessments from DDI – Focus on Self and Focus on Others. Both are a part of the Communication Connect Through Conversations Course. If participant's have completed the assessment already, they do not have to complete it again. Instead, they can review their original responses and use it as a follow up conversation to see how they have changed their communication and support of self and others since taking the Communications course.

Introduction



10 mins



Slides 2-3

As participants enter the classroom, ask that they have completed their prework. If they have not, ask them to finish it before you begin.

Do: Explain that in this session, we will talk about social awareness and relationship management as it relates to Emotional Intelligence. Review Agenda and Objectives.

Agenda

- Introduction
- Self-Assessment
- Every Bench has a Story
- DISC Review & Social Awareness
- Managing Stress & Conflict using DISC
- SVP Discussion
- Close

Say:

Today's objectives are:

- Recognize how our thought process affects our perspectives about others
- Identify blind spots / limitations of each style to understand why each style is important to a team
- Identify ways each style's behavior can be misunderstood and identify true intentions
- Identify ways to support the emotional needs of others when under stress and/or conflict

Do: Have the working agreements listed on a poster to review and ask if participants want to add anything else.

Say: It is important that we leverage each other's experience in the room. Let's make sure we create an environment where we are learning from each other. Let's all agree and commit to these working agreements to ensure a great learning experience.



Ask: Are there any additional agreements you would like to add?

Suggested responses include:

- Safe environment
- Participation
- Respect
- Listen to each other
- Learn from each other
- One person speaks at a time.
- No side bar conversations.
- No electronics

	<ul style="list-style-type: none"> • Focus! Be present in the room • Accountability. Be accountable and committed to applying what you've learned here back in the workplace. • It's okay to ask questions • Challenge each other • Confidentiality. It's okay to make mistakes. <p>Ask: Can I count on your commitment to these ground rules?</p>
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Self-Assessment – Focus on Others

 15 mins	<p>Say: For your prework you were asked to take an assessment on Focusing on Others. Let's take a moment to see what insights you gleaned from it.</p> <p>Let's take a few minutes to share responses. Get together with your learning partner to discuss your responses to each question and then we will regroup and discuss as a class.</p> <p>Do: Give the class 5 minutes to discuss.</p> <p>Note: If this was already discussed during the Communications Connect Through Conversations class, they can discuss with their learning partner what they have implemented since they had the course.</p> <p>Debrief by asking class to raise their hand if they realized they probably need to be a bit more focused on the emotions of others.</p> <p>Say: As we discussed in the morning, the next half of the day is focused on the last two domains of EI - social awareness and relationship management.</p> <p>Social awareness is the ability to understand and interpret other people's behaviors, reactions and emotions. It involves how our actions affect others and being able to adapt communication styles accordingly.</p> <p>Relationship management is, as the name suggests, managing relations in your life. Traditionally, relationship management means to maintain good and positive relationships between an organization and its clients. But it goes way further — it means managing and maintaining positive relationships with everyone in your life, may it be your spouse, your family, your siblings or your work colleagues or employees.</p>
 Slide 4	

The old-school business approach was based on the notion that emotions had no place in a productive business environment and were little more than a distraction.

However, decades of research have not only put this mindset into question but have thoroughly disproved it.

In the end, embracing your emotions as a natural part of performing at your peak is one of the most critical skills you can acquire.

Being able to express emotions, even if they are unpleasant, is a natural part of dealing with issues and stressful situations, and must be directed in a positive way instead of being suppressed.

Instead of requiring a complete lack of emotion, it's important to be compassionate and alert of what you and those around you are feeling, trying to emphasize and understanding why others are reacting in the way that they are.

The components of social awareness and relationship management come down to how well you can communicate your ideas and direction, and how effectively you can get your employees, coworkers, and clients to respond to what you have to say.

Practice makes perfect when it comes to learning how to manage relationships more effectively. I am not promising this will be easy and that we will all be experts at the end of the day. But as we learned this morning, it is important that we are aware and try to be aware every day.

Every Bench has a Story



15 Minutes



Slides 5-7



Handouts
Activity
Sheets A & B

Let's start this section with a quick activity to help us think about other people's emotional states.

Activity: Every Bench has a Story

Instructions:

- Show class the first picture and ask them to think about what that person/people are thinking and/or feeling in the picture.
- Conduct an open conversation about their interpretation of what they think the people are thinking/feeling.
 - There is no right or wrong. Just making a point that we interpret things differently.
- Next, divide the class in half and hand out instruction sheets for groups a and b.
- Show two more pictures and ask them to look at their sheet and choose what the person is thinking or feeling. (They are not sharing their thoughts with each other.)
- Ask group a and b to switch sheets and show the same pictures and to think about what they are seeing now with their new instructions.

Debrief Questions:

- How good are we at guessing other people's feelings?
- What happens when we do that? (might get it wrong, make situation worse)
- How does our perspective and environment influence our perception?

As I said before, this isn't easy because we have our own life experiences that influence our emotions. So for the remainder of class we will use DISC to help us with social awareness and relationship management.

Let's take a minute to review the styles.

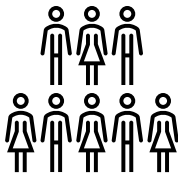
DISC Review & Social Awareness



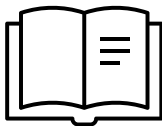
60 mins



Slides 8-9



Slide 10
&
4 Posters
DISC



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Say: DISC is one of many tools to help describe uniqueness within each person and focuses on behavior.

Discuss what DISC is not:

- It's not a test. There are no right or wrong answers. There isn't a rank of better/best or good/bad styles. Each style is valuable and different.
- It's not a personality test. Personality are traits that deeply ingrained to who you are like your values and belief system.
- It's not a box that gets checked and that is who you become. It is not a labeling system to define limits.
- It's not your identity.

Discuss what DISC is:

- It is a measurement of behavioral tendencies. Given the same situation, you will naturally react the same way. BUT you can consciously choose to behave differently.
- It is a predictor. Use it to help you predict a likely response given a situation.
- It is a reference so you can begin to understand other people's behavior styles.
- It is an acronym – Dominance, Influence, Steadiness and Conscientious.

Everyone has a little of each of the four styles but often there is one or two that are more dominant. But in class today, as we speak about the different styles, we are talking about them in their purest form. No one is 100% of one style. But we will present it this way to help best understand each of the styles.

Large Group Discussion (30 mins)

Do: Create 4 posters with one of the styles listed on each. Identify the following with the help of the class:

- Identify Adjectives to describe them
- Natural tendencies
- Motivation
- Who from class has this style

Dominance

- Adjectives: compelled, driven, focused, determined, confident
- Natural tendency: call the shots and tell others what to do, take charge, they want to get things done and quickly
- Motivation: Achievement and competition

Influence

- Charismatic, outgoing, engaging, inspiring, enthusiastic
- Shake the status quo and think about things differently, comfortable in the spotlight, like people and sharing ideas and influence towards common goals.
- Taking risks and doing things a new way

Steadiness

- Stable, patient, loyal, service oriented
- Helping and supporting others, maintains harmony among the team
- Connecting people and staying emotionally connected to the team to get the job done

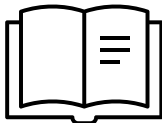
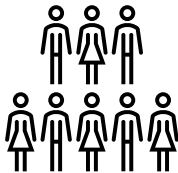
Conscientious

- Detailed, planners, deliberate analytical and careful
- Researching and gathering facts, information, data and history
- Getting it right, developing systems, process and details

Say: Remember that one style isn't better than the other. And that we can flex our behaviors to match our non-dominant style. We need all four styles at work and on projects/teams to avoid blind spots.

Ask: What do you think would happen if you only hired D's? I's? S's? C's?
Pause between each to get a few responses.

Say: The point is that if we all had the same style there would be a lot of blind spots and missed considerations.



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Slide 11

Activity: Blind Spots and Limitations (10 mins)

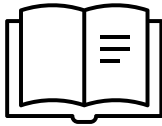
Say: It is great to focus on the strengths of each of the styles, but each style has its own limitations and blind spots. Let's go back to each style and discuss these limitations and blind spots.

Do: Facilitator returns to each poster and initiates a large discussion identifying blind spots for each style.

Say: Sometimes these strengths and blind spots can be misinterpreted. And this can be the start of tension. Let's take a moment to explore this further.



Break into
Groups by
DISC Style



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Slide 12

Activity: Misunderstood (10 mins)

Break class into primary DISC type groups.

- In the groups they discuss how and when their style type is commonly misunderstood and where others misinterpret actions.
- Then explain their real intention and how they would like to be understood.
- Debrief by having each group share their misunderstood situations.
- Ask the group that is listening “now that you heard from the “style,” how can this help you in your job?”

Activity: We Appreciate You! (10 mins)

D's describe appreciation for S and S for Ds

I's describe appreciation for C's and C's for I's

- How their style positively impacts a team / value they bring

Managing Stress and Conflict Using DISC



40 mins

Before we start talking about stress and conflict, let's take a moment to look at how the various styles may react from hearing the same thing. Remember that these responses are from the styles in their purest form.

Your manager says "Wouldn't it be great if we put together a task force on safety?"

Let's look at the different initial questions that would arise from each style:

D – What are the goals of the task force? What do we want to accomplish? What is the timeline? What role do I take in this project, the leader?

I – Who is involved? Who is leading this effort? How can I get involved?

S – How will this be accomplished? Is this a priority? How does this fit into my goals/workload?

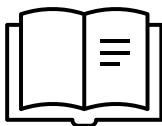
C – Why is this needed? What data/history do we have to support that this is needed? Why is this more important than my other work?


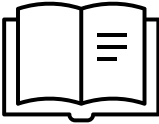
The questions themselves may lead one to assume the person to be resistant or too quick to jump on board depending on your style. Even though our intent wasn't even close to either of those assumptions. And these are all things that can lead to stress and conflict in the workplace.

Stress and conflict can be uncomfortable. It triggers different behaviors in each of us, ranging from mean spirited destruction to healthy and productive dialogue. Conflict is not a bad thing. In fact, it is important that a team engages in conflict to reach the best possible outcomes. The key to productive conflict is managing our approach in a way that promotes healthy behaviors and respectful communication.

Cornerstone Principles:

- Conflict is an inevitable part of workplace relationships so why not learn to leverage it as a team strength.
- Conflict interactions may be influenced by other factors: hierarchy, culture, office politics, etc. How might your ability to manage conflict be impacted by these factors?
- *Your response to conflict is entirely in your own control.*
- You cannot control how others respond to conflict.



	<ul style="list-style-type: none"> • Learning about other people’s DiSC styles can help you understand conflict behaviors and how they might differ from your own. <p>DiSC Styles and Conflict</p> <p>There are styles that engage (actively participate) in conflict and styles that restrain (hold back) during conflict. If you are a D or I, you tend to actively engage in conflict whereas S & Cs are more inclined to hold back. It doesn’t mean they will not participate or weigh in. But they will wait and see what unfolds.</p> <p>It is important to recognize this when we are in conflict and provides insight into how to balance dialogue in a way that promotes healthy debate. And one need that all the styles have in common is that everyone wants to be heard without judgement, which is the first step towards a productive conflict.</p>
 <p>Slide 15 & Chart Paper for each group</p>  <p>Handout</p>	<p>Activity: Tips When Styles are in Conflict (30 mins)</p> <p>Say: In your participant guide, you will see each style listed on pages x-x. Turn to your style’s page and read about what causes your style stress. Then in your team, brainstorm things you can do to manage your own stress and then provide tips for others if they are in conflict with your style.</p> <p>The following will be in the PG –</p> <ul style="list-style-type: none"> • Signs of stress • Recognizing Signs of Stress In Others • X Style Causes of Stress • Possible Behaviors • Tips for Self-Management (blank space for notes) • Tips for Others (blank space for notes) <p>Debrief by having each group share their tips for self-management and tips for others. Hand out the Tips for Self-Management and Tips for Others handout after the debrief.</p> <p>In PG:</p> <p>Signs of Stress</p> <p>Just as there are differences in our causes of stress, our DISC styles display signs of stress uniquely as well. The more pressure and emotion we feel can cause us not only to overuse our strengths, but also begin to display the negative aspects of your DISC style. For example, when an S style feels overwhelmed, then the normal careful and thorough behaviors can suddenly change to stubborn resistance to change.</p> <p>D styles can become aggressive, impatient, and demanding. I styles can have strong emotional opinions and focus too much on the opinions of others. S styles can become overly cautious and stubbornly resistant to change. C styles</p>

