Instructor Guides, TIGERS ADVANCE Trailblazers: Provost's Mentoring Initiative for Faculty Session 3: DISC Communication & Leadership & Implicit Bias

Cynthia M. Sims
Clemson University, cmsims@clemson.edu

Angela D. Carter
Clemson University

Stephen Brown III
Clemson University, sbrowni@g.clemson.edu

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Instructor Guides, TIGERS ADVANCE

Trailblazers: Provost's Mentoring Initiative for Faculty

Session 3: DISC Communication & Leadership & Implicit Bias

Cynthia M. Sims, Angela D. Carter, and Stephen Brown III

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Introduction

TIGERS ADVANCE: Transforming the Institution through Gender Equity, Retention and Support, is a National Science Foundation (NSF) funded innovative and systematic institutional transformation approach to reduce gender inequality and improve opportunities for all early and mid-career faculty at Clemson, both men and women.

Course Overview

Inclusive of all science, technology, engineering and mathematics (STEM) disciplines, TIGERS ADVANCE is the result of a comprehensive institutional assessment of the barriers that hinder the recruitment, advancement and retention of Clemson's women and minority faculty; a thorough assessment of Clemson's history, culture and climate; an extensive review of lessons learned from ADVANCE institutions; and the tight integration of social science research with project activities to inform and support institutional transformation.

Session Organization

Start	Activity	Who
11:30	Lunch Peer Mentoring	All participants/ guest speakers/ executive mentors
12:00	Session Introduction/ Review need to complete surveys	
12:05	DISC Communication and Leadership	Cynthia Sims
1:20	Break	
1:30	Barnga Activity	All
2:15	Break	
2:25	Implicit Bias	Guest Speaker
3:55	Leadership Project	All
4:25	Next Steps Pass out the executive summary to share with Executive Mentor	All
4:30	Closing	

Target Audience

The target audience for Trailblazers is early and mid-career faculty members at Clemson University.

Course Goal and Outcomes

This ADVANCE Trailblazers session provides Trailblazers the opportunity to meet with and start to decide which executive mentors they want to work with.

Course Goal

Identify the overall purpose of the course and key points covered.

Course Outcomes

At the end of this sessions, participants will be able to:
- o Identify their top three mentor/protégé matches
- o Compare and contrast descriptions of gender equity
- o Examine how leaders are perceived differently based on gender
- o Describe how to use action research in their leadership project
- o Identify different mentoring approaches and methods
- o Practice peer mentoring

Host Responsibilities

The requirements below should be carried out by the agency that requests the course session and are as follows:

Audiovisual Equipment Requirements

Visual aids for this course consist of PowerPoint slides, video clips, and crash diagrams. The following audiovisual equipment is necessary for delivery of this course:

- Computer to display PowerPoint slides, videos, etc.
- Projector compatible with computer
- Electronic device to advance PowerPoint remotely
- Microphone
- Timer

All equipment should be placed in the room for the instructors to check at least one hour prior to the start of the course. The host building should provide technical assistance during this time and contact information for technical assistance during the presentation of the course.

Room Requirements

The room should be large enough to accommodate workspace and chairs for up to 30 participants and 2 instructors plus the aforementioned equipment—a large conference room or classroom.

Instructors should be able to arrange the classroom as they deem most appropriate given the exact number of participants. (The ideal arrangement allows participants to interact with the instructors and in small groups, i.e. many round tables with 5-8 participants per table.) All participants should be able to see the screen and instructors; however, participants and instructors should be able to move about the room without obstruction.

A preparation table and presentation table or podium should be provided for the instructors. The room should be in a quiet area and have a lighting system that permits convenient dimming of the lights, especially where the screen is located.

Training Coordinator's Responsibilities

The local coordinator is responsible for preparing the site prior to the instructor's arrival. Below is a checklist of the items the local coordinator should prepare prior to the instructor's arrival. It is recommended that the instructors contact the local coordinator to ensure these steps have been taken.

Training Site

Before the instructors' arrival, the local coordinator should verify the following accommodations are in place for the training site:

- Selection of a training room is critical to the success of the course. Great care should be taken to select a room that will not be overcrowded, too hot or too cold, or subject to outside distractions. The instructor should contact you with any specific requirements for the training facility.
- Reserve a training room for the duration of the course.
- Visit the classroom to make certain it meets all of the instructor's requirements.

Other considerations for the training room:
- Heat or air conditioning-find out if the instructor can control these
- Adequate shape and size. No poles or obstructions
- Seating arrangements
- Away from kitchen, construction area or other noise distractions
- Electrical outlets
- Lighting controls – Almost every training course uses visual aides that require a projection screen. It is important to have a room where lighting can be controlled to prevent glare on the screen while not placing the room in total darkness.

Since a PowerPoint presentation will be used during instruction, make sure to consider the following room accommodations:
- Will shades completely darken all windows?
- Can the lights be selectively dimmed when showing the presentation?
- Will overhead lights shine directly on the screen?
- Can a bulb be removed above the screen or will the whiteboard be too dark?

Participants and Instructors

- Participants and instructors should be:
  - Informed of course starting and ending times
  - Advised on room location and whether it's the same for every session
  - Told whether food will be served or not and told of the spread
- Participants should also be informed that notebooks will be provided as well as folders and a binder to help organize received material
- Participants should bring their own writing utensil

Final Arrangements

One (1) week before the course:
- Prepare directional signs to classroom.
- Determine if snacks are available.
- Make sure post lesson surveys are created
- Check over PowerPoints to make sure they are updated
- Make sure all links to videos are working properly.

Day of the course:
- Set-up the classroom.
- Organize the participant materials.
- Set up directional signs
- Test all equipment.
- Confirm with any food vendors

During the course:
- Let the instructor know whom to contact if he/she needs assistance.
- Check with the instructor at least once an hour to resolve any problems.
- Follow the agenda provided to the participants

<u>After</u> the course:
- Make sure all participants complete post lesson survey
- Make sure to collect surveys and attendance sheet
- Break down and remove any and all equipment

Trailblazers:
Provost's Mentoring Initiative for Faculty
2019-2020

Actions	Facilitator
Think	The objective here is to get everyone's attention and begin to engage them in the day's activities.
Do	Stand at the front of the room, ready to go to the next slide.
Say	Something simple that introduces the session and gets their attention

Actions	Facilitator
Think	The objective here is to get everyone's attention and introduce the topic
Do	Stand at the front of the room, ready to go to the next slide.
Say	Something simple that introduces the topic of the session. This would also be a good time to talk about the session goals, which are listed above.

Agenda, November 15, 2019

Start	Activity	Who
11:30	Lunch Peer Mentoring	All
12:00	Session Introduction	Cynthia Sims
12:05	DISC Communication and Leadership	Cynthia Sims
1:20	Break	
1:30	Barnga Activity	Angie Carter
2:15	Break	
2:25	Implicit Bias	Patrick Rosopa
3:55	Leadership Project	Karen HIgh
4:25	Next Steps Pass out the executive summary to share with	All
4:30	Closing	

Actions	Facilitator
Think	The objective here is to give a rundown of the day's activities so that the group knows where they are going
Do	Stand at the front of the room, ready to go to the next slide.
Say	Give a rundown of the activities for the day

Self Awareness

This slide is simply a transition slide.

Behavioral & Communication Styles - DISC
Cynthia Sims

Actions	Facilitator
Think	The objective here is to start talking about the results of everyone's DiSC assessments
Do	Stand at the front of the room, ready to go to the next slide.
Say	The DiSC assessment has its own instructor guide that will be attached at the end of this instructor guide.

Barnga Activity

Angie Carter

Actions	Facilitator
Think	The objective here is to get everyone ready for a fun activity. Keep in mind that the objective of this activity is to raise cultural awareness and make them think about normative assumptions. However, the group should not be tipped off by this or else it may ruin the activity. The directions and all handouts for the activity are attached at the end of this guide.
Do	Stand at the front of the room, ready to explain the activity.
Say	Introduce the activity

Implicit Bias

Guest Speaker

Actions	Facilitator
Think	The objective here is to introduce the guest speaker on implicit bias
Do	The facilitator should find a qualified guest speaker to speak about implicit bias.
Say	Introduce the guest speaker

Leadership Projects

Karen High

Actions	Facilitator
Think	The objective here is to switch gears and to get the group to continue working on their leadership projects.
Do	Have an idea of where you want them to be with their leadership projects. Should they just be forming groups? Should they have their idea set in stone? This will depend on progress in previous sessions.
Say	Relay what you want them to do.

Next Steps

Mentoring

- Peer Mentoring
- Hierarchical Mentoring/ Pairs Matched
  - First meeting - Completed? Planned?
  - Executive Summary

Surveys

- Mind Garden - Leadership styles - 360°

Resources

- CANVAS

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Actions	Facilitator
Think	The objective here is to get the group thinking about the next steps, which for them, should be getting ready to meet with their newly matched mentors and completing the Mind Garden Survey for the next session.
Do	Read the slide
Say	What's on the slide.

Actions	Facilitator
Think	The objective here is to look ahead at what's coming up for the next few sessions
Do	Make sure you have your guest speaker lined up for February. Also make sure that the group has the link for the 360 leadership survey so that they can have it completed for the next session.
Say	Read the slide.

Actions	Facilitator
Think	The objective here is to answer any questions
Do	Read the slide
Say	Answer any questions that people have

Appendix 1: DiSC Facilitator Guide

DISC Workshop: 2 Hour

Facilitator Training Guide
Version 1.19

ASSESSMENTS 24x7
A Global Leader in Online Assessments

DISC Workshop – 2 Hour Facilitator Training Guide

Table of Contents

DISC Workshop

You will need the following educational resources for the workshop, which include the following:

Materials	Equipment
▪ Facilitator Guide ▪ PowerPoint® Slideshow ▪ Participant DISC Assessment Reports	▪ Computer ▪ Projector and screen

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DISC Workshop – 2 Hour Facilitator Training Guide

Agenda

Introductions	4 minutes	
The Platinum Rule	1 minute	
Learning Objectives	1 minute	
What is DISC?	1 minute	Total – 7 mins

DISC Presentation

Four Core Styles	5 minutes	
Identifying the 4 Styles	15 minutes	
Pace & Priority	5 minutes	
Style Indicators	5 minutes	
Activity: Famous DISC Styles	3 minutes	
DISC Emotions	5 minutes	
12 Behavior Tendencies	10 minutes	
Adaptability	10 minutes	
Activity	9 minutes	
Summary	1 minute	Total – 68 minutes
DISC Report Debrief	45 minutes	

Total Training Time	2 hours

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DISC Workshop – 2 Hour Facilitator Training Guide

POWERPOINT REFERENCES   FACILITATOR INSTRUCTIONS

Introductions

SAY:
Welcome to the DISC Workshop! My name is
_____.

FACILITATOR NOTE: Insert your personal introduction here and any additional introductory information. Be sure to share your name and contact information and encourage them to write it down.

Today is all about exploring how our behaviors show up. The purpose of this course is to help you create better communication with those around you. Our hope is that you will use what we learn today to create better relationships by understanding yourself and others in a new way.

Let's take a few minutes to introduce ourselves to one another.

Using the prompts on the slide, please introduce yourself to your group and discuss some of the things you are hoping to gain from this session today.

DISC Workshop
Understanding Behavior for Effective Communication

ASSESSMENTS 24x7
A Global Leader in Online Assessments

Introductions

• **Please introduce yourself**
  – Name
  – Is DISC new to you?
  – What are you hoping to gain from this session?

Slide 2: Introductions

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DISC Workshop – 2 Hour Facilitator Training Guide

POWERPOINT REFERENCES	FACILITATOR INSTRUCTIONS

The Platinum Rule®

- People generally make the mistake of assuming that others interact and think the same way they do

- The Golden Rule: treating others the way you would like to be treated

The Platinum Rule®: treat others the way THEY want to be treated.

Slide 3: The Platinum Rule

The Platinum Rule

SAY:
People generally make the mistake of assuming that others interact and think the same way they do.

ASK:
How many of you have heard of the Golden Rule? What is it?

SAY:
While that is a great rule to live by much of the time, it doesn't always work with communication! Instead, we ask you to consider Dr. Tony Alessandra's Platinum Rule® - treat others the way THEY want to be treated to communicate as effectively as possible.
To help us know what other people want and need, we must seek to understand them. DISC is a way to help us do just that.

Learning Objectives

- Recognize the characteristic traits of each behavioral style

- Identify my own behavioral style and the behavioral styles of others

- Develop and practice thoughtful and deliberate adaptability for improving communication

Slide 4: Learning Objectives

Learning Objectives

FACILITATOR NOTE: Read the PowerPoint slide aloud. Click to activate the animation (reading each line of text as it appears).

SAY:
The first step to building stronger communication is awareness. Let's start by identifying what the different behavior styles look like.

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DISC Workshop – 2 Hour Facilitator Training Guide

POWERPOINT REFERENCES

What is DISC?

DISC is a simple, practical, easy to remember and universally applicable model.

- DISC is:
  needs-motivated, observable behavior and emotion; it is a combination of nature (inherent) and nurture (learned).

- DISC is NOT:
  a measure of intelligence, skills, education or experience, or an indicator of values

Slide 5: What is DISC?

FACILITATOR INSTRUCTIONS

What is DISC?

SAY:

What is DISC? DISC is a simple, practical, easy to remember and universally applicable model.

DISC is: needs-motivated, observable behavior and emotion; it is a combination of nature (inherent) and nurture (learned).

DISC is NOT: a measure of intelligence, skills, education or experience, or an indicator of values

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DISC Workshop – 2 Hour Facilitator Training Guide

POWERPOINT REFERENCES

Slide 6: Four Core Styles

FACILITATOR INSTRUCTIONS

Four Core Styles

FACILITATOR NOTE: Introduce the four behavioral styles as indicated on the slide.

Say: There are four styles that make up DISC:

D – Dominance
I – Influence
S – Steadiness
C – Conscientious

While there are four primary styles most people are a blend of styles.

Each style is characterized by specific areas of focus and specific behavioral tendencies.

Let's look first at the areas of focus:

D = Dominance
How people address **Problems and Challenges.**

I = Influence
How people handle situations involving **People and Contacts.**

S = Steadiness
How people demonstrate **Pace and Consistency.**

C = Conscientiousness
How people react to **Procedure and Constraints.**

Now let's look at behavioral tendencies.

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DISC Workshop – 2 Hour Facilitator Training Guide

POWERPOINT REFERENCES
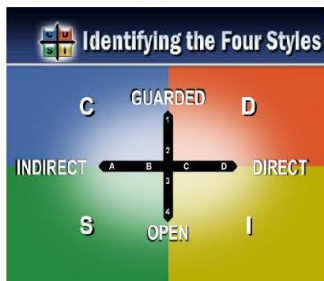
Slide 7: Identifying the Four Styles

FACILITATOR INSTRUCTIONS

Identifying the Four Styles

Say:
Behavioral tendencies are measured through directness and openness.

D = Dominance
Tends to be Direct and Guarded

I = Influence
Tends to be Direct and Open

S = Steadiness
Tends to be Indirect and Open*
*The S style is open to others, but the true emotion of the style is concealed. It "appears" open, but it is not really open at all.

C = Conscientious
Tends to be Indirect and Guarded

Ask:
What is the difference between someone who is direct or indirect?

Possible Answers: Someone who is direct may say exactly what comes to mind. Someone who is indirect may take their time and think before they speak.
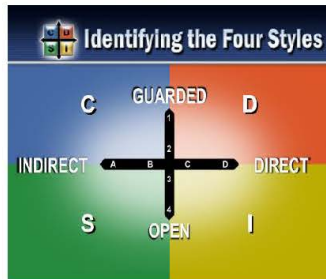
What is the difference between someone who is guarded or open?

Possible Answers: Guarded, keep things more to yourself. Open you express your thoughts and feelings to others.

Is it easy to tell the difference between people who are direct/indirect or guarded/open? Let's try it out!

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DISC Workshop – 2 Hour Facilitator Training Guide

POWERPOINT REFERENCES

Slide 7: Identifying the Four Styles

FACILITATOR INSTRUCTIONS

Identifying the Four Styles

Say:

There are two questions you can ask to easily identify what style you or others may be.

- The first question is "are you more direct or indirect?"
- The second question is to ask is "are you more guarded or open?"

Through these two questions, you can determine likely placement of style on the quadrant based on observable behavior.

Let's try it for you to see how it works.

Ask:

Are you more direct or indirect? Using the scale of A - D on the screen, choose a letter based on your directness or indirectness. *(pause)*

Now, are you more guarded or open? Using the scale of 1-4 on the screen, choose a number based on if you are more guarded or open. *(pause)*

Say:

Depending on the number and letter you chose, you are a D, an I, an S or a C.

- 1-2 and a C-D then you are considered the D
- 3-4 and C-D you are the I Style
- 3-4 and A-B you are the S Style
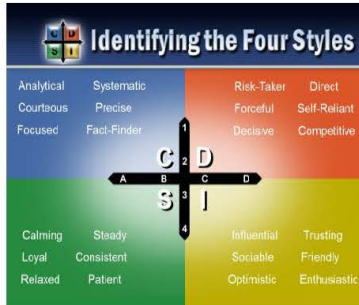- 1-2 and A-B you are the C Style

ASK:

How may D's are there, I's, S's, and C's? Keep this in mind as we continue on.

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DISC Workshop – 2 Hour Facilitator Training Guide

POWERPOINT REFERENCES

Slide 8: Identifying the Four Styles

FACILITATOR INSTRUCTIONS

Identifying the Four Styles (cont.)

FACILITATOR NOTE: Introduce the four behavioral styles as indicated on the slide. Click to bring in new sets of descriptors.

Say:

To help us create mental pictures and more clearly identify these styles, let's examine some common behavioral observations for each style.

Facilitator Note: Ask a volunteer to read through descriptors as they come on screen.

Ask *with each style reveal:*
When you hear those words, what kind of person comes to mind?
How do they walk? How do they talk?
What does their workspace look like?
What value do they bring to our teams?

Ask:

Can you see any descriptors that fit you? Do the descriptors match with the style you believed yourself to be a few minutes ago using the 2 questions?

Say:

Each behavioral style brings unique abilities and no one style is better than another than another. Remember, most of us a blend of styles so it is important to be able to identify the most likely style based on observable behaviors to help us communicate most effectively with one another.

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DISC Workshop – 2 Hour Facilitator Training Guide

POWERPOINT REFERENCES
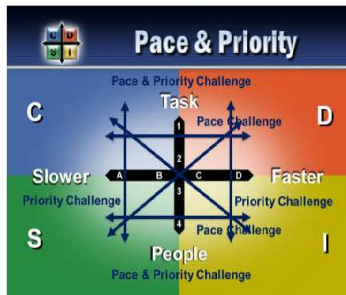
Slide 9: Pace & Priority

FACILITATOR INSTRUCTIONS

Pace & Priority

Say:
In addition to having differing focuses, behavioral tendencies and observable characteristics, each style also has a different pace and priority. These differences can be easily overlooked and can lead to challenges.

FACILITATOR NOTE: Click the first animation, Slower and Faster

Say:
D& I and S & C have different paces:

- D and I are **faster paced**
- S and C are **slower paced**

FACILITATOR NOTE: Click the second animation, Task and People

D & C and S & I have different priorities:

- D and C are **task focused**
- I and S are **people focused**

Ask:
What challenges can come from having different paces? What challenges can come from having different priorities?

Say:

D & S and C & I have both Pace and Priority Challenges. Noting how pace and priority differ in our relationships is essential in creating understanding.

Ask:
Are there any questions about D, I, S and C behavior styles up to this point?

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DISC Workshop – 2 Hour Facilitator Training Guide

DISC Presentation

POWERPOINT REFERENCES

Slide 10: Style Indicators

Famous DISC Styles

Slide 11: Activity Famous DISC Styles

FACILITATOR INSTRUCTIONS

Style Indicators & DISC Emotions

Say:

DISC examines our observable behavior driven by our needs and fears. Each style has specific indicators.

This table shows:

- A reminder of the DISC focus of each style
- The Needs of each style
- A reminder of the observable behaviors
- The Fears of each style

Facilitator Note: Review each box for each style.

Understanding these elements of each of the styles can further clarify what is important to each and what may drive particular behaviors.

Let's identify some famous people in each style:

ASK:
Can you tell me who is a famous D?
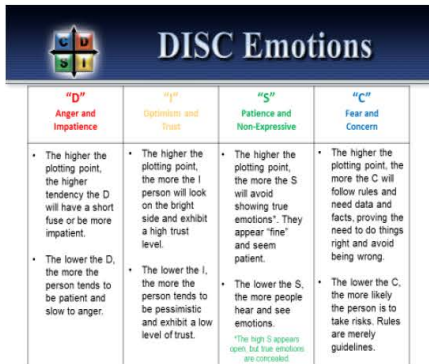*Possible responses: Donald Trump, Martha Stewart, Mark Cuban*

Can you tell me who is a famous I?
Possible responses: Jim Carrey, Oprah Winfrey, Ellen Degeneres

Can you tell me who is a famous S
Possible responses: Mother Theresa, Princess Diana, Tom Hanks

Can you tell me who is a famous C?
Possible responses: Bill Gates, Condoleezza Rice, Einstein, Warren Buffett

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DISC Workshop – 2 Hour Facilitator Training Guide

POWERPOINT REFERENCES

Slide 12: DISC Emotions

FACILITATOR INSTRUCTIONS

In addition to these style indicators, each DISC style also expresses specific emotions.

Facilitator Note: Review each box for each style.

D - anger and impatience
I - optimism and trust
S - patience and non-expressiveness
C - fear and concern

*Remember, the S style appears open with people, but the **true** emotion of the style is concealed.

Ask:
Why is it important to know what emotions are associated to each style?

Possible answers: We can be more aware of others challenges and how we can support, we can be more patient with others difficulties.

Ask:
Why do people with the same primary style behave differently?

Slide 13: 12 Behavioral Tendencies

Say:
We are all a BLEND of styles. How our **D, I, S** and **C** styles are influenced by each other result in 12 Behavioral Tendencies.

Depending on how our styles integrate, we display different intensities of these behavioral relationships.

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DISC Workshop – 2 Hour Facilitator Training Guide

POWERPOINT REFERENCES

FACILITATOR INSTRUCTIONS

Example: Let's say that we both have exactly the same High I score as our primary style. However, our D scores are different, our S scores are different and our C scores are different.

Even though we are both High I, the way our D, S, and C scores integrate with our I score can make us show up very differently.

By examining how styles combine, we can get a deeper look at specific individuals' behaviors.

Slide 14: 12 Behavioral Tendencies - Summary

2 Behavioral Tendencies – Summary

Say:

The primary styles - D, I, S, and C - are each influenced by the other three styles in our behavioral expression. You are not just one of these styles; you are the result of all four combining and affecting each other. The following behavioral tendencies are scored based on the way your DISC styles combine and influence one another. On this page you'll see all 12 Behavioral Tendencies in Summary, and the following pages deliver more detail about each of these measurements.

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POWERPOINT REFERENCES
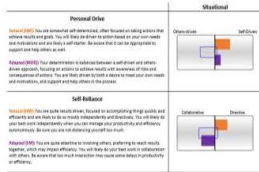
Slide 15: 12 Behavioral Tendencies – 12 Details and Graphs

FACILITATOR INSTRUCTIONS

2 Behavioral Tendencies – Details and Graphs

Say:
For each of the 12, you will see a graph and personalized statement for your Natural and Adapted style. The Tendencies reveal which of your style combinations are most observable and describe how you express that tendency based on your DISC blend.

Interpretation Notes:

1. **Frequency Observed:** The behavioral tendencies are presented in the order from Most Frequently Observed to Least Frequently Observed.

   o HI **–** Clearly observed in most situations, seen more often

   o HM **–** Frequently observed in many situations

   o MOD **–** May or may not be observed depending on the situation

   o LM **–** Sometimes observed in some situations

   o LOW **–** Absence of the behavior in most situations

   2. Direction of your score – As the graph moves to the right or left, it shows how you will likely express the behavior. If the graphs are near the center, the result is a balancing behavioral effect that will depend on the situation.

   3. General Population Comparison – The blue box represents the general population in this behavioral tendency. Approximately 68% of people score in this range.

Break Time

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DISC Workshop – 2 Hour Facilitator Training Guide

POWERPOINT REFERENCES

Adaptability

Highly adaptable people determine what types of behavior are most appropriate in specific situations.

- Adaptability is important to *all* successful relationships.
- No one style is naturally more adaptable than another.

Slide 16: Adaptability

Identifying Another's Style

- Are they DIRECT or INDIRECT in their communications?
  (Directness is the 1st predictor of Style. Direct plots on the right, Indirect on the Left).

- Are they GUARDED or OPEN in their communications?
  (Openness is the 2nd predictor of Style. Open plots on the Bottom, Guarded on the Top).
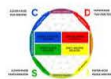
Slide 17: Identifying Another's Style

FACILITATOR INSTRUCTIONS

Adaptability

Say:
Adaptability is important to all successful relationships. No one style is naturally more adaptable than another.

Highly adaptable people determine what types of behavior are most appropriate in specific situations.

Ask:
What is adaptability?

Possible answers: changing how we behave to be more like others, learning something new to be more responsive in change

Say:
When it comes to behavior adaptability, DISC is an excellent way to determine how to adapt to others. If we are willing and capable, adaptability is something that can transform

Remember those 2 questions? Direct/Indirect and Guarded/Open; OR Pace and Priority Questions – Fast/Slow-Paced and People/Task Oriented. We can use them to determine another person's style, so we know how to adapt to them.

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DISC Workshop – 2 Hour Facilitator Training Guide

POWERPOINT REFERENCES

Slide 18: Adaptability

FACILITATOR INSTRUCTIONS

Facilitator Note: Cover all styles by reviewing each box on the slide.

Say:

By making the choice to be aware and adapt, we can work on the best ways to strengthen our communication with each.

Remember to consider any challenges that may arise in regard to pace and priority and be sure you are on the same page when it comes to goals, whether task or people focused.

Slide 19: Activity: Adapting to DISC Styles

Activity: Adapting to DISC Styles

Say:
Using the guide on the screen, take a few minutes to explore each of the prompts.

This activity will be done individually, and if there is time you are welcome to share with a partner for feedback.

You will have just under 10 minutes to consider the prompts.

If time, you can then open up for questions or thoughts.

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DISC Workshop – 2 Hour Facilitator Training Guide

POWERPOINT REFERENCES

Summary

- Remember **The Platinum Rule ®** - practice identifying behavioral styles and adapting for improved communication

- Adapting our style is not always easy! It may take some time, or seem very difficult. Give it time, practice, and patience.

Slide 20: Summary

FACILITATOR INSTRUCTIONS

Summary

Say:
Before we transition into our debrief portion where we look specifically at your DISC report, I would like to remind you of 2 things –

•　　Remember **The Platinum Rule ®** - practice identifying behavioral styles and adapting for improved communication

•　　Adapting our style is not always easy! It may take some time, or seem very difficult. Give it time, practice, and patience.

Ask:
Are there any remaining questions or thoughts regarding the model, the style, or adaptability before we begin our report debrief?

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DISC Workshop – 2 Hour Facilitator Training Guide

POWERPOINT REFERENCES
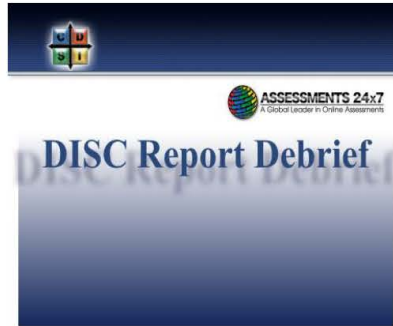
Slide 21: DISC Report Debrief

FACILITATOR INSTRUCTIONS

DISC Report Debrief

Facilitator Note: Use the DISC Debrief Guide for the next portion of the training.

Once completed, remind learners of contact information and thank them for attending.

Say:
We have learned about the different behavioral styles people exhibit and how it affects the success of our communication. We have looked at how pace and priority can cause communication challenges. We have also learned about our own behavioral style, how to identify other's behavioral styles, and how to adapt to be more effective. You have several tools in your packet to support your continued development with this material. We recommend that you work with your teams and/or manager to apply this and continue to develop going forward.

Studies show that if we do not revisit new material we learn within 72 hours, our chances of never looking at it again or implementing it go down drastically. I challenge you to take some time over the next several days to review the activities and materials, and meet with your manager to share your information as well as build an application plan.

If there is anything I can do to assist you further, please reach out. Thank you for your attention and participation today.

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Appendix 2

Instructions for the tournament

You will have approximately five minutes to study the rules of the card game and to practice in silence. Throughout the practice period and the game, all verbal and written communication is forbidden. You may draw or use gestures, but you may not speak or write.

You must learn the rules of the game by heart because once the five minutes are up, you must hand in your copy of the rules. Once all copies have been gathered, the tournament will begin.

The tournament will consist of several rounds. For each round, there will be a winner and a loser.

The winner of a hand is the person who has taken the most tricks. If there are players who have not finished their hand at the end of the round, the winner is the person who has taken the most tricks until that point. The person who won the most hands during a round is the winner of the round. A round consists of several hands.

Each round will be a few minutes long.

At the end of the round, players will change tables. The player who has won the most hands moves up to the next highest table. (For example, the winner at table 1 moves to table 2.) Look at the table numbers carefully.

The player with the lowest number of hands goes to the next lowest table. (For example, the loser from table 3 moves to table 2.)

The other players stay where they are.

The tables with the highest and lowest numbers (tables 1 and 10) are the exception. The player from the last table who loses stays at that table as does the winner from the last table.

The outcome of a tie will be decided based on the alphabetical order of the players' first names.

FIVE TRICKS
A card game that is easy to learn and easy to play

Cards	You need 28 cards to play the game: cards from each suit between 2 and 7, and the ace. The ace is the weakest card.
Players	There are generally 3 to 4 players per table.
Dealing the cards	One player shuffles the cards and deals them out one at a time. Each player receives between 4 and 7 cards, depending on how many players there are.
Starting the game	The person who is at the left of the dealer plays first. The others take turns laying down one card each. These cards together make what is called a trick. It is possible that some players may not have any cards left to play for the last trick.
Taking a trick	The person who has played the strongest card takes the trick and sets it aside.
The next round	The person who took the trick starts the next round. This is repeated until all cards have been played.
Following suit	The person who starts the round can play a card of any suit. The other players must follow suit (play a card of the same suit if they have one). If a player does not have a card of the same suit, (s)he plays any other card. The trick is taken by the strongest card of the correct suit.
Trump	Spades are trump. If a player does not have a card in the requested suit, (s)he can play a spade. This is called "trumping". The strongest spade played takes the trick.
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