

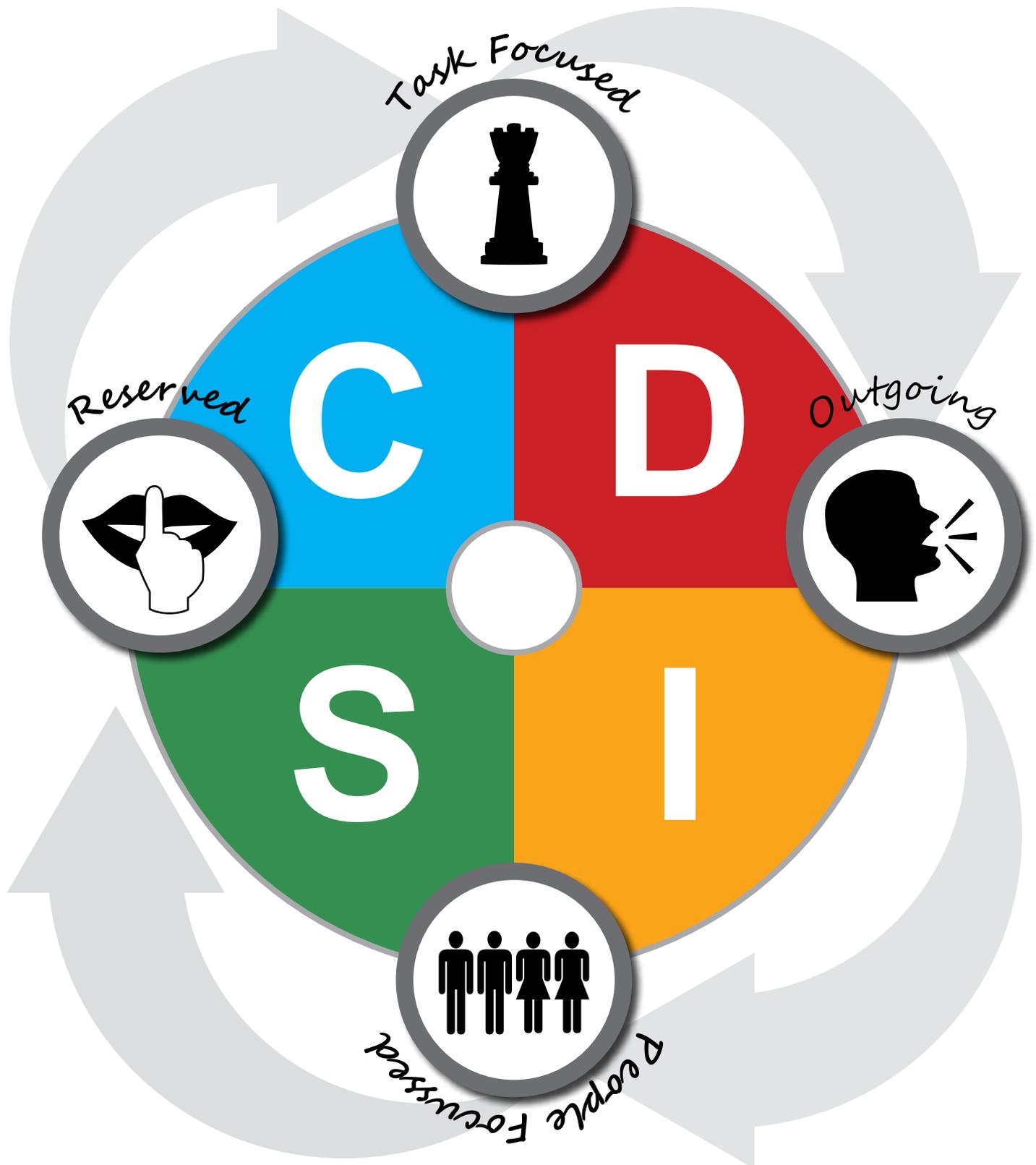


5 5 Fast & Fun DISC
Behavioural Style
Activities for Meetings

D **I** **S** **C**

Quick and lively activities for identifying,
understanding and adapting styles, at work.

THE DISC MODEL



THE ORIGINS OF DISC



Carl Jung: 1875 - 1961.

A well renowned Swiss psychiatrist who was an influential thinker and founder of analytical psychology known as Jungian psychology.

Jung theorised the four individual factors:

- **Sensing**
- **Intuition**
- **Feeling**
- **Thinking**

This formed the foundation of the four quadrant model



William Moulton Marston: 1893 – 1947

American Psychologist who also created “Wonder Woman!”

Marston viewed people behaving along two axes; one indicating whether they are more passive or active; and the other depending on the individual’s perception of the environment as being more favourable or antagonistic.

By placing the axes at right angles, four quadrants form with each describing a behavioural pattern:

- Dominance** produces activity in an antagonistic environment
- Inducement (influence)** produces activity in a favourable environment
- Steadiness** produces passivity in a favourable environment
- Compliance** produces passivity in an antagonistic environment

THE ORIGINS OF EXTENDED DISC



Jukka Sappinen

Extended DISC was founded in 1994 by Jukka Sappinen, an MBA graduate from the Helsinki School of Economics who spent his early professional years consulting clients in the use of psychological tools.

A profound understanding of the gap between existing tools and corporate needs enabled Jukka to develop what his clients were looking for - **an instrument that combines a range of valuable analyses, forming a simple, unified system that can be used to generate understandable, integrated information on an individual, team, or entire organisation.**

The instrument was developed and honed over several years (1994-1997), in Finland with the cooperation of key clients and experts in psychology, statistics, HR, consulting and IT. In 1997, Extended DISC was launched internationally, opening in the USA, which remains a major market. One of the top five companies in the field today, Extended DISC has spread to over **66 countries**, with an annual growth rate of 20-50%. The Extended DISC System has been translated into **62 languages** and is used by **thousands of people around the world every day.**

Extended DISC is the world's fastest growing assessment system. A position maintained by continuing its important research and development work, far outpacing competitors in innovation and customisation of highly validated profiles and related products.

As CEO Jukka Sappinen states: "We recognise that the most satisfied people work at the best companies. Our goal is to provide our clients with the information they need to keep their best and brightest motivated and make the most of their strengths, which helps to ensure a better future for all."

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WHY EXTENDED DISC?



There are a lot of DISC based products on the market. Extended DISC is simply, the most progressive DISC system in the world today. The new reporting platform is cutting-edge technology leaving other DISC products behind.

We can show you how understanding information about your people can generate business value and generate more profit.

At Talent Tools we attend to each client with individuality and **tailor our approach, service and products to your needs**



Talent Tools resolves people issues that impact the bottom line. If you or your organisation is suffering from any of the following, we can help:

- Poor hiring decisions
- Excessive staff turnover
- Low levels of engagement
- Depleted productivity
- Under-use of individual strengths
- Lack of knowledge of team strengths
- Ineffective communication
- Weak sales results
- Mediocre team performance
- Fruitless performance appraisals
- Unappreciated reward and recognition efforts
- Stressed or burnt-out staff (or Self)
- Lacklustre performance
- Inadequate business results

All of these issues are costly and time consuming, let us help you get them sorted, with a permanent solution, now.

Talent Tools provides the full range of Extended DISC products, public and in-house workshops and accreditation training, as well as research and consultancy services.

EXTENDED DISC TOOLS

Extended DISC® Personal Analysis

Standard 24 page report or Specific Style Reports

Extended DISC® has 10 Specific Style Reports that can be included in the Personal Analysis Report. This 2 page add-on relates the individual's Personal Analysis to a more specific style.

The individual's Personal Analysis is then compared with 20 statements relating to each specific style and shows if each statement is a natural style or non-natural style for the individual.

The specific style report also shows items that require little energy versus items that will require a lot energy.

These Specific Style reports are ideal for using in:

- Recruitment and On-boarding
- Performance Management
- Professional Development
- Leadership & Management Training
- Succession Planning
- Outplacement
- Team Development
- Personal Development

The 10 styles are:

- Office / Administration
- Entrepreneurial
- Leadership
- Project
- Team
- Customer Service
- Information Technology
- Management
- Sales
- Training

Extended DISC® Tools

- Personal Analysis
 - Research Module
 - Job Comparison
- Fully customised reports
 - Your branding and colours
 - Choose your role relevant competencies
 - Choose your industry relevant competencies
 - Your reports promote you and your services
- Work Pair Analysis
- Team Analysis
- Performance 360
- Reasoning Analysis
- Team Performance Analysis
- 360 Degree Feedback
- Employee Engagement Survey
- Customer Satisfaction Survey

1. CELEBRITY STYLES

**Objectives:**

To practice recognising the styles of others

Note: *Note: This activity is ideally suited to use soon after participants have identified their own DISC Behavioural Style(s). It will help participants begin to recognise the differences in the styles by looking at famous people and help participants begin to develop a snapshot of each style.*

Time: 10 minutes

Materials Required: How to Recognise Styles

Type of Activity: Whole Group

**Instructions:**

Hand out the “How to Identify Style” Handout and remind participants of the characteristics of each of the styles. State the name of a celebrity (there are some suggestions below, add some locals as well) or ask the group to throw out a name, or draw names out of a “hat”. Have the group discuss and decide what style that person is, based on what they know of them. Ask for specific examples of behaviours they display or stories they have heard about the celebrity to support their style choices. This could open up some lively discussions!

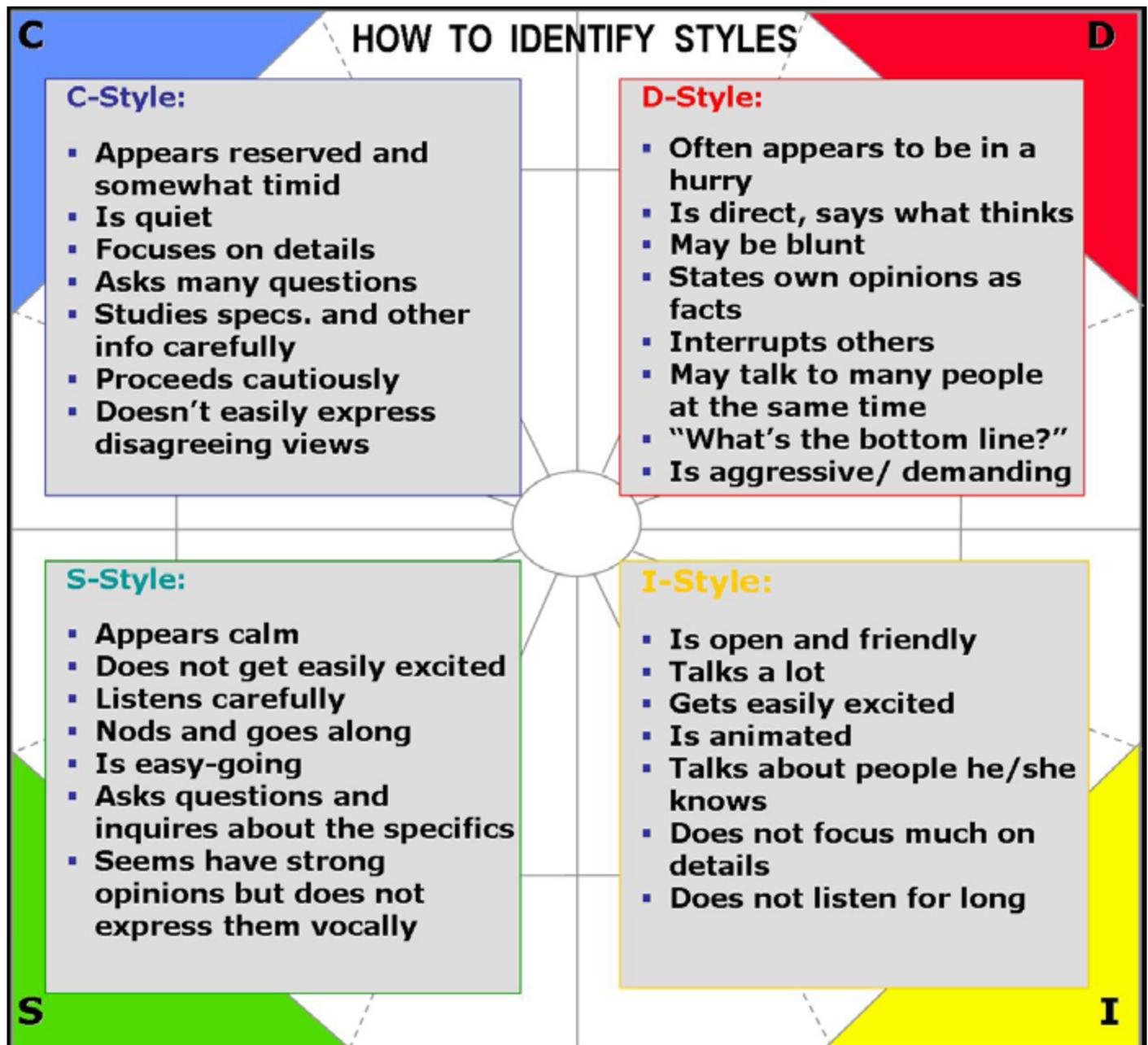
Celebrities:

The Queen
Princess Diana
Kevin Rudd

TV Shows

“Big Bang Theory”
“Frasier” - Frasier(I), Niles (C), Dad (D), Daphne (S)
“Seinfeld” - Jerry (D), Kramer (S), Elaine (I), George(C)
“Everybody Loves Raymond”

CELEBRITY STYLES



2. TEAM STYLE



Objectives:

1. To gain insights into the styles that make up your team or group
2. To create a visual representation of your team and spot potential efficiencies.

Time: 15 minutes

Materials Required: Team Style worksheet (2 pages)
How to Identify Styles Handout

Type of Activity: Individual, pairs or small groups

Note: *If you are training an intact team, this activity can be done as a group*



Instructions:

Hand out the Team Style Worksheet and allow about ten minutes for participants to complete the worksheet.

Ask them to list their team members (work group or people they interact with most frequently), decide each person's behavioural style, and how they can tell based on that person's behaviours or characteristics.

Next, write each person's name in the appropriate quadrant and discuss how the composition of the team affects their interactions and output.



Debrief:

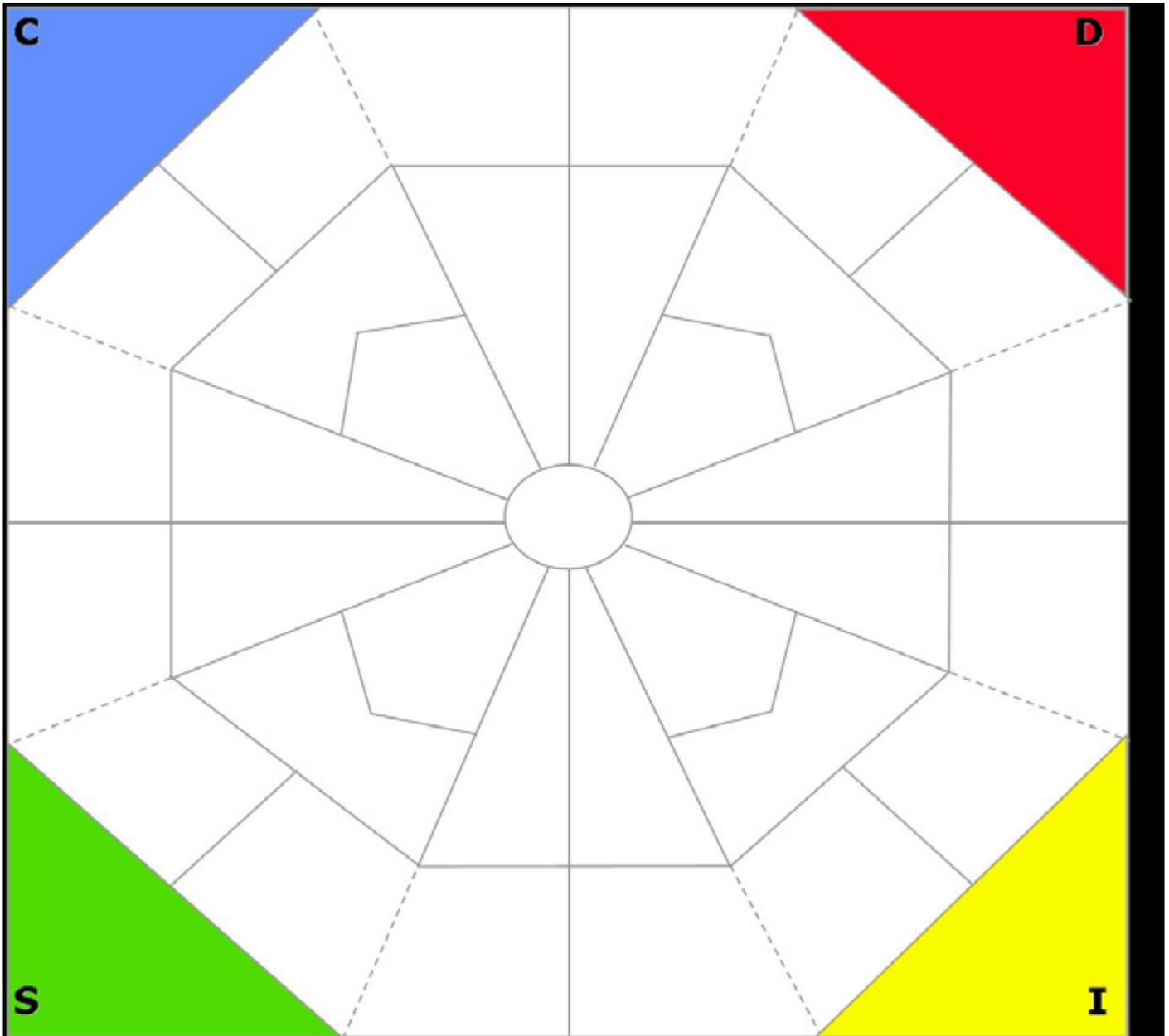
How many of you work on a balanced team? A balanced team is where all quadrants are populated and have roughly the same number of people. Quite rare.

How many of you work on teams that are weighted in one or two quadrants?

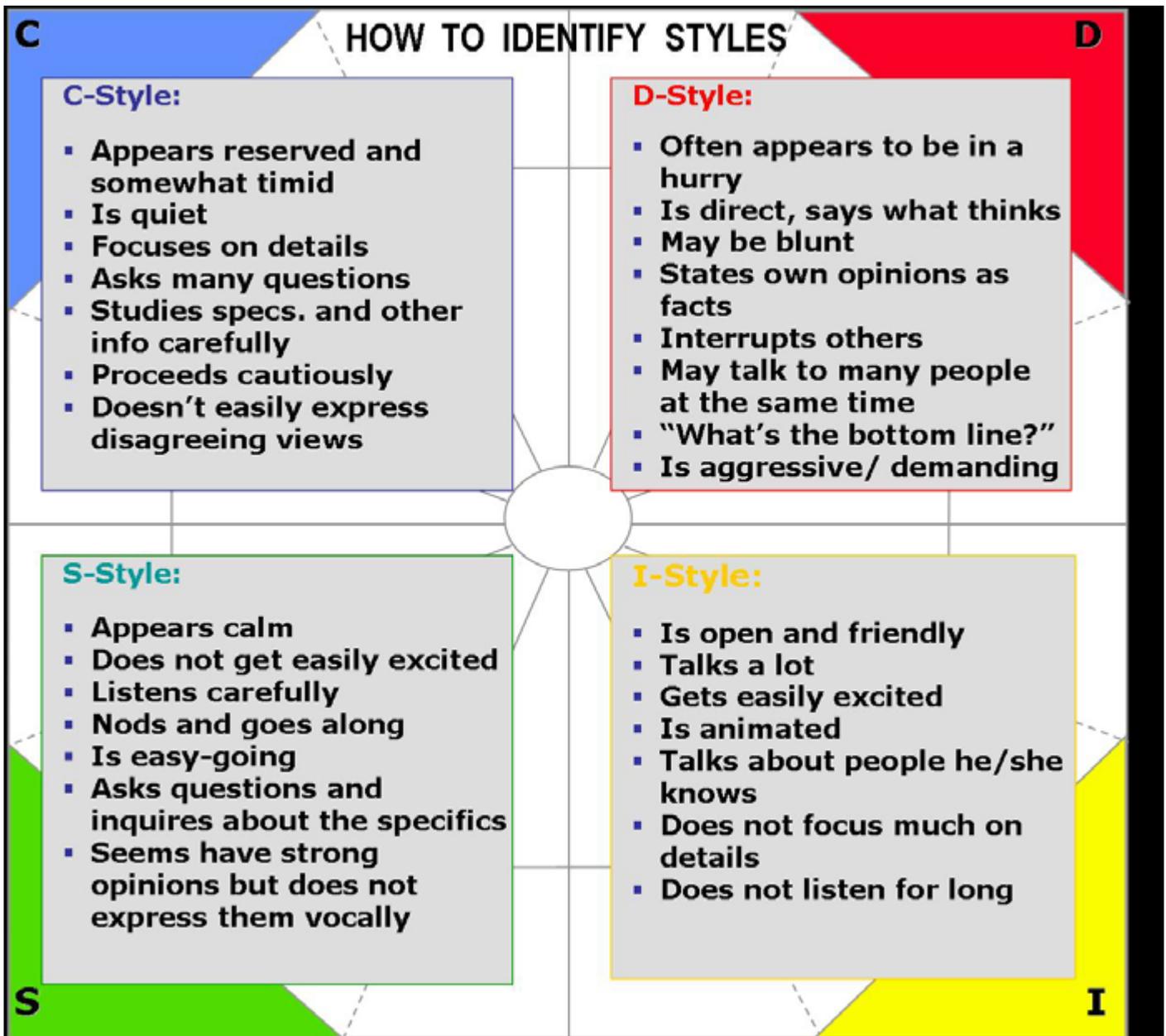
How does this match with the tasks and responsibilities of the team?

How does this knowledge help you to understand the strengths and weaknesses of your team?

TEAM STYLE WORKSHEET 2



TEAM STYLE WORKSHEET 2



3. COACH ME IN STYLE



Objectives:

1. To identify how each DISC behavioural style is likely to coach others
2. To identify how each style prefers to be coached

Time: 30 – 50 minutes

Materials Required:

- Five flip charts or large sheets of paper
- Coaching Behaviors reference sheets (2 pages)
- Coach Me reference sheet
- Role Play Handout

Type of Activity: Same Style Groups



Instructions:

To begin, display the four quotations on a flip chart or large sheet of paper. Have participants decide as a group which quote illustrates which DISC Behavioural Style.

Quote 1: *“If you don’t have time to do it right, when will you have time to do it over?”* C” Conscientious or Compliant Style, Blue

(Quote from John Wooden, former coach of the UCLA Bruins basketball team.)

Quote 2: *“Winning isn’t everything; it’s the only thing.”* D” Directive or Dominant Style, Red

(Quote from Henry Russell (“Red”) Sanders, former coach of the UCLA Bruins football team, though most people associate it with Vince Lombardi, former coach of the Green Bay Packers football team.)

Quote 3: *“A coach is someone who can give correction without causing resentment.”* S” Supportive or Steady Style, Green

(Quote from John Wooden, former coach of the UCLA Bruins basketball team. Note: Wooden was obviously a coach who adjusted his style depending on the players and the situation.)

COACH ME IN STYLE



Instructions:

Quote 4: *“Imagination has a great deal to do with winning.”* “I”
Influential or Inducement Style Yellow

(Illustrates the Spirited style, quote from Mike Krzyzewski, coach of the Duke Blue Devils basketball team.)

Divide participants into same-style groups. If there is a style that isn't represented, create a fourth group with participants who share either the task/people or outgoing/reserved trait of the missing style. They will act on behalf of that style. Ask each group to consider how their style would be likely to demonstrate/conduct coaching behaviours. We've listed some common coaching behaviours below to guide the discussion. Record the responses on a flip chart or large sheets of paper.

Coaching behaviours:

- Building rapport
- Listening
- Providing support and positive reinforcement
- Giving negative feedback (criticism)
- Giving specific instructions (which is not a coaching behaviour)
- Offering advice (which is not a coaching behaviour)

Note: Professionally trained coaches follow accepted coaching guidelines and understand the affect of styles – their own and that of the client. This activity is aimed at understanding your own natural “coaching style” as supervisors and co-workers, and develop awareness of the need to adjust to the style of the person being coached..

COACH ME IN STYLE [ROLE PLAY HANDOUT]



Role Play

Tell each group to choose two people to role play a coaching session using the scenario below. Allow a few minutes for the partners to practice, then have each group come to the front of the room and demonstrate how their style would coach and like to be coached. This will provide an opportunity for everyone to see a comparison of the four styles applied to the same situation.

Read the scenario aloud and have one person play the manager and one play the team member in the following role play situation:

Scenario: The manager manages a sales team. One of the team members is Jamie, who started a few months ago. Jamie was paired with an experienced team member during training and exceeded performance expectations.

S/He showed determination to find new leads and close sales. Recently, Jamie has shown a drop in productivity and seems to be losing momentum, finding fewer leads, and closing fewer sales.

The goal is to help Jamie return to his/her previous level of productivity and performance.

COACHING BEHAVIOURS REFERENCE SHEET

DIRECT COACHING STYLE

Building rapport: Don't expect small talk, coach will dive right into the issue

Listening: Unlikely to be a careful listener

Providing support and positive reinforcement: Will provide positive reinforcement toward meeting an established goal

Giving negative feedback (criticism): Won't hesitate to criticise

Giving specific instructions: Won't hesitate to tell the employee exactly what to do

Offering advice: May offer advice about how to meet a goal successfully

INFLUENCE COACHING STYLE

Building rapport: Will desire to build rapport with the employee

Listening: Not likely to be a careful listener

Providing support and positive reinforcement: Will offer lots of support, encouragement, and motivation if the coach likes what the employee is doing

Giving negative feedback (criticism): Not likely to offer much specific feedback

Giving specific instructions: Unlikely to give specific instructions regarding tasks or activities

Offering advice: Will offer lots of unsolicited advice and ideas

COACHING BEHAVIOURS REFERENCE SHEET

SUPPORT STYLE

Building rapport: Will spend lots of time connecting with the employee

Listening: Will be an excellent listener

Providing support and positive reinforcement: Will provide plenty of positive support and encouragement, is unlikely to offer unsolicited advice, but will offer counseling if asked

Giving negative feedback (criticism): Will have difficulty delivering any criticism or pointing out mistakes, which may hamper the employee's improvement

Giving specific instructions: Not likely to offer specific instructions regarding tasks or activities

Offering advice: Not likely

CONSCIOUS STYLE

Building rapport: Will establish rapport based on common workplace experiences, not on personal information

Listening: Will listen if you (the employee) discuss facts, not feelings

Providing support and positive reinforcement: Will recognise and encourage accuracy and persistence, but probably not acknowledge or appreciate imaginative thinking or big picture perspectives

Giving negative feedback (criticism): Will do this matter-of-factly, with little sensitivity to the receiver's feelings

Giving specific instructions: Is likely to offer very specific instructions about tasks or activities

4. SELL TO STYLE

**Objectives:**

1. To help individuals identify how they typically behave in sales-situations based on their natural DISC style
2. To recognise others' styles and adjust to meet their customers' styles

Time: 30 – 50 minutes**Materials Required:**

- Four flip charts or large sheets of paper and markers
- Style Sells Worksheet

Type of Activity: Same Style Groups**Instructions:**

Divide participants into same-style groups. If there is a style that isn't represented, you will have less than four groups. Or if there is only one person of a particular style, have him or her join another group that shares one of the dimensions (task or people orientation, or outgoing/reserved).

Have each group consider the following situation: Someone is trying to sell them some new accounting and financial management software. Ask them to spend a few minutes discussing the sales approach that would be most successful with their style, and then record the main points of the approach on a flip chart.

Suggest they consider the following questions as they develop their preferred approach:

Do you want the salesperson to:

- Make small talk first or get straight to the point?
- Focus on facts and numbers or on how they will feel using the new software?
- Emphasise the cost or the benefits?
- Be friendly or more professional?
- Be offered many options or just a few?
- Strictly adhere to the allotted time or be flexible if you are gathering worthwhile information?

SELL TO STYLE

**Debrief:**

After the groups have presented their role plays, review each group's sheets of paper with the main points of their approach. Pass out the Sell to Style Worksheet and tell participants to record the information.

Finally, spend a few minutes discussing the differences they noted in the role plays and on the recorded notes (time: 10 minutes).

SELL TO **STYLES** WORKSHEET

DIRECTOR



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INFLUENCER



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SUPPORTER



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COMPLIER



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5. RESOLVING CONFLICT WITH STYLE



Objectives:

1. To identify how each DISC Behavioural Style is likely to approach conflict and conflict resolution
2. To practice resolving conflict using various combinations of styles

Time: 30 minutes

Materials Required:

- Conflict Styles Analysis Worksheet 1
- Conflict Styles Analysis Suggested Answers
- Resolving Conflict Effectively Worksheet 2
- Resolving Conflict Effectively Sample Worksheet 2
- Styles Labels (Prepare these prior to the activity by cutting out the styles.)

Type of Activity: Whole Group initially, and then In Pairs



Instructions:

The purpose of this activity is for participants to practice resolving conflict using various styles. This will develop greater understanding of how different styles interact, especially when under stress or in conflict.

1. With the whole group, discuss how each style is likely to react to conflict, and what approach they will likely take to resolve the conflict.

Record answers on a flip chart or large sheet of paper. Provide some trainer suggestions to guide the discussion or if the discussion gets stuck.

2. Have participants work with a partner. Using what they know about each style, fill in the Conflict Style Analysis Worksheet with suggestions for how each style should interact (and behaviours to avoid) to achieve effective conflict resolution.

Next, hand out the Resolving Conflict Effectively Worksheet and have the partners create a “cheat sheet” for the style pairings. Debrief by sharing answers and handing out the Resolving Conflict Effectively Sample Worksheet.

RESOLVING CONFLICT WITH STYLE



Note :If you need to shorten this activity, you can simply distribute the provided completed Conflict Styles Analysis and Resolving Conflict Effectively worksheets and have participants conduct the role play activities.

3. Role play. Provide each pair with eight slips of paper: two copies each of the four personality styles. Put them in a bowl, and each partner will draw a slip of paper. They will tell each other what style they drew and then role play resolving a conflict using that style. You may provide a conflict situation or use the provided Role Play Scenario.
4. Allow a few minutes for the pairs to conduct their role plays. For example, if one person is a Director and the other an Influencer, they should consult their Resolving Conflict Effectively “cheat sheet” and follow the suggestions for their style combinations. .

The Direct person should try to be friendly and allow time to resolve the issue, while the Influence person should try to avoid talking too much and getting too emotional.



Debrief:

Debrief by asking for pairs to share their experience. Then, have them draw slips of paper again and conduct the role play again using the second pair of styles they drew.

RESOLVING CONFLICT WITH **STYLE**



Role Play Scenario

Employee A feels that Employee B is not doing his or her fair share of work. This feeling has been building, and the last straw occurs when their mutual manager asks the entire team to stay late to finish an important project. Employee A notices Employee B leaving and decides to talk to Employee B the next morning.

CONFLICT STYLE ANALYSIS WORKSHEET 1

Instructions: Record your insights about each style in the space provided below.

DIRECTIVE STYLE



Strengths
Trouble Spots
Best Approach
Avoid

INFLUENTIAL STYLE



Strengths
Trouble Spots
Best Approach
Avoid

SUPPORTIVE STYLE



Strengths
Trouble Spots
Best Approach
Avoid

COMPLIANT STYLE



Strengths
Trouble Spots
Best Approach
Avoid

CONFLICT STYLE ANALYSIS ANSWER SUGGESTIONS

DIRECTIVE STYLE



Strengths: Not afraid of conflict, in fact, may see it as an opportunity. Can be straightforward and direct, you always know where you stand.

Trouble spots: May be combative or competitive and want to be “right” or get their own way, may create unnecessary conflict, may get impatient or aggressive if conflict isn’t easily resolved.

Best approach: Be candid, acknowledge tough issues, make clear why you’re upset, be efficient, talk about action and results.

Avoid: Causing them to feel like you are taking advantage of them.

INFLUENTIAL STYLE



Strengths: Has empathy for others, will consider many options to resolve conflict.

Trouble spots: May become overly emotional.

Best approach: Be enthusiastic, talk about options, be willing to listen.

Avoid: Criticising or not giving recognition.

SUPPORTIVE STYLE



Strengths: Looks for compromise, mediates conflict within a team, shows concern for people’s feelings.

Trouble spots: Avoids conflict, may tell others what they want to hear to avoid confrontation, but later may become resentful.

Best approach: Be friendly, seek compromise, allow time to digest potential changes.

Avoid: Directly challenging them or saying something they will interpret as personal rejection.

COMPLIANT STYLE



Strengths: Good problem solvers, good at determining the root of a problem, focuses on facts.

Trouble spots: May focus too much on facts and ignore feelings, may be critical and insensitive to others.

Best approach: Use logic, take a step-by-step approach, talk about facts.

Avoid: Generalities or uncertainty.

RESOLVING CONFLICT WITH STYLE WORKSHEET 2



Instructions:

Instructions: Based on what you know about each style, describe a strategy for dealing with conflict that is likely to result in productive conflict resolution.

| Other person's style | D | I | S | C |
|----------------------|---|---|---|---|
| Your Style | | | | |
| D | | | | |
| I | | | | |
| S | | | | |
| C | | | | |

RESOLVING CONFLICT WITH STYLE WORKSHEET 2



Instructions:
Based on what you know about each style, describe a strategy for dealing with conflict that is likely to result in productive conflict resolution.

| Other person's style | D | I | S | C |
|----------------------|--|--|---|---|
| Your Style | D | I | S | C |
| D | Address conflict head on; however, let go of need to be "right" and be willing to compromise. | Allow others a chance to share their ideas and opinions, avoid criticising. | Be friendly and realise they may need more time than you to resolve the issue. | Focus on the root problem and use logic to address the issue, beware of making generalisations. |
| I | Try to see the positive aspect of resolving the conflict. Avoid talking on and on, or getting too emotional. | Don't hesitate to share your feelings; however, beware of talking too much and not focusing on choosing a solution | Let them know you're comfortable talking about the issue, be open and friendly, and encourage finding a compromise. | Focus on the facts of the problems, use logic, and restrain your emotion. |
| S | Be willing to address the conflict and not pretend it doesn't exist. | Show enthusiasm, beware of agreeing just for the sake of ending the conflict. | Put aside your need for harmony and be willing to address the issue. | Focus on logical problem solving, and put your feelings aside, don't take comments personally. |
| C | Be direct, don't get caught up in the details. | Allow time to talk, don't immediately jump to problem solving. | Avoid saying anything that sounds like a personal attack and be willing to compromise. | Beware of "analysis paralysis" where you spend too much time analysing the conflict and not enough time making a decision about what to do. |

RESOLVING CONFLICT WITH **STYLE**

Instructions: Cut out each label and give 2 sets of the styles to each pair of participants.

| | | | |
|--------|-----------|---------|-----------|
| DIRECT | INFLUENCE | SUPPORT | COMPLIANT |
| DIRECT | INFLUENCE | SUPPORT | COMPLIANT |
| DIRECT | INFLUENCE | SUPPORT | COMPLIANT |
| DIRECT | INFLUENCE | SUPPORT | COMPLIANT |
| DIRECT | INFLUENCE | SUPPORT | COMPLIANT |
| DIRECT | INFLUENCE | SUPPORT | COMPLIANT |
| DIRECT | INFLUENCE | SUPPORT | COMPLIANT |
| DIRECT | INFLUENCE | SUPPORT | COMPLIANT |

DISC HUMOUR



Getting on a busy elevator...

“ The **D** walks up, gets on the elevator, and pushes the button to close the door.” The **I** lets other in, says “room for one more,” and “Come in, you’re going to be late; we’ll wait for you!” The **S** will wait patiently in line, sometimes moving from one line to another, and helping others.” The **C** will get on the elevator. If it’s crowded, the C will count the number of people and, if the number is over the limit, will make someone get off.

All of the office furniture is rearranged over the weekend....

C:

Do not say anything. However, 20 minutes later they come out of their office with the policies and procedures manual and want to know who authorised the move. Also, they would like to know if the move was done in compliance with rules and regulations as stipulated in the manual and if everything was properly documented.

D:

Are offended they were not involved in the decision making behind the change. Have suspicions as to why the change made, and was made without their input.

S:

“I was just getting used to how everything was. I was not doing anything special this weekend. I could have helped to move the furniture. Did they pay overtime?”

I:

“This really looks nice, but we really were used to the way it was. Who is near us now. Let’s all get a cup of coffee and talk about how this can work.”

WHAT'S YOUR STYLE?

To find out - contact:



5 5 Fast & Fun DISC Behavioural Style Activities for Meetings



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