

# FACILITATION

## LEARN ABOUT YOUR STRENGTHS AND WHAT HAPPENS IF THEY ARE OVERUSED

<b>SUGGESTED TIME:</b>	60-90 minutes
<b>POWERPOINTS:</b>	PPT 5-1 – 5-4 PPT 5-5 (if using DiSC® Classic Paper), PPT 5-6 – 5-7 (if using DiSC Classic 2.0), PPT 5-8 (if using DiSC PPSS)
<b>MATERIALS NEEDED:</b>	<ul style="list-style-type: none"> <li>• QuikDiSC® cards (optional)</li> <li>• Everything DiSC® DVD</li> <li>• HO 5-1</li> <li>• HO 5-2</li> <li>• Colored stickers (eight each of four different colors)</li> <li>• Flipchart</li> <li>• Markers</li> <li>• Masking tape</li> </ul>
<b>NOTES TO FACILITATOR:</b>	If you are using the Alternative Activity to the QuikDiSC card activity on page IM 5-2, you will need HO-ALT 5-1.

### SAY

By now you have an understanding of the four DiSC® styles and your own style.

You can use your understanding of the DiSC styles to become more effective. But first it is important to recognize your own behavioral strengths and to see how they can both help and hinder you.

In this section we will

- Learn the potential strengths of your DiSC style
- Discover what happens when you overuse these strengths

Let's get started.



PPT 5-1  
OBJECTIVES

# FACILITATION



PPT 5-2  
QuikDiSC®

## INSTRUCT

**You have a number of colored cards on your table with different behaviors listed on each of them.**

**Select one card for each person at your table that you think describes one of their strengths.**

*Give participants 30 seconds to select a card for each person.*

*Depending on the size of the tables, each person should have four to five cards.*

## INSTRUCT

**When everyone has a card for each person at the table, select one person and have the entire table say what card they picked for him or her and why.**

**Give the person the card you selected.**

**Have the entire table share their cards with the same person before moving on to the next person.**

*Give participants about five to seven minutes to share at their tables.*

## ASK

**What was it like to receive feedback about your strengths?**

*Wait for responses.*

## EXPLAIN

**We all need to be reminded of what strengths others see in us.**

**Often, our strengths are just extensions of our natural behavior, and that's where DiSC® can provide insight.**

### NOTE TO FACILITATOR:

YOU WILL NEED ONE DECK OF QUIKDISC® CARDS FOR EVERY FOUR TABLES OF FIVE TO SIX PEOPLE.

THIS IS A DIFFERENT APPLICATION OF QUIKDISC THAN IS DESCRIBED IN THE INSTRUCTIONS INCLUDED WITH THE GAME.

### ALTERNATIVE ACTIVITY

IF YOU DO NOT WANT TO USE QUIKDISC CARDS, AN ALTERNATIVE ACTIVITY CAN BE FOUND ON PAGE AA 5-1 OF THE ALTERNATIVE ACTIVITIES SECTION.

## TRANSITION

## SAY

Before we move on to see the strengths of DiSC® styles in action, I'd like you to get into groups based on your primary style.



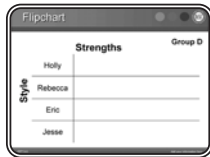
**SMALL  
GROUP ACTIVITY**

Divide the participants into four groups based on their primary styles. If you do not have two or more people for each style in a group, ask someone who has that style as their second-highest style to join the group with too few people.

Direct participants to a place in the room for each of the four groups to work.

Each group should have flipchart paper and colored markers.

Illustrate how to draw the flipchart necessary for this activity, by using PowerPoint 5-3.



PPT 5-3  
FLIPCHART



## EXPLAIN

To do this activity, I'll need to have one person in your group format a piece of flipchart paper.

Draw four horizontal rows about six inches apart.

Label the top of your graph "Strengths" and the left side "Style."

Label the first row "Holly," the second row "Rebecca," the third "Eric," and the fourth "Jesse."

Also write your group's style in the upper right-hand corner.

		Group D
		Strengths
Style	Holly	
	Rebecca	
	Eric	
	Jesse	

# FACILITATION



EVERYTHING  
DiSC® DVD

## EXPLAIN

We'll look at some clips that will show us each DiSC® style in action so we can see how each describes his or her goals.

## INSTRUCT

While we're watching the DVD, take notes individually about the person's strengths.

After each person is done talking, I will stop the DVD, and you will have three minutes to discuss at your table what you saw as strengths.

Record those strengths on your flipchart.

## ASK

Are there any questions before I start the DVD?

*Answer any questions.*

*Begin the DVD by selecting **Goals** under the **Pure Styles** menu.*

*When Holly is done speaking, the DVD will pause to allow time for discussion.*

## INSTRUCT

Select one person to be a recorder for your group.

Take three minutes to discuss what you saw as Holly's strengths.

**Team Application:**

Have participants discuss what strengths the style they watched might bring to a team.

**Management Application:**

Have participants discuss what strengths the style they watched might bring to a manager/supervisor role.

**Communication Application:**

Have participants discuss what strengths the style they watched might bring when communicating with a particular messaging goal.

### NOTE TO FACILITATOR:

THE SIMPLEST WAY TO USE THE DVD IN THIS EXERCISE IS TO PLAY "GOALS" FROM THE MENU. THIS METHOD ALLOWS TIME FOR DISCUSSION AFTER EACH CHARACTER. HOWEVER, IF YOU WISH TO SHOW THE CHARACTERS IN A DIFFERENT ORDER, SIMPLY CHOOSE "GOALS" FOR EACH INDIVIDUAL BY SELECTING THE CORRESPONDING CIRCLE. SEE PAGE 77 IN THE RESOURCES SECTION FOR MORE INFORMATION ON USING THE DVD.

**FACILITATION**

**Recorders, record the information from your group in the first row.**

*Choose “Continue” on the DVD to show Rebecca, then allow three minutes for groups to record Rebecca’s strengths.*

*Repeat for the remaining two DiSC styles (Eric and Jesse). Allow three minutes after each section for the groups to record the strengths they saw.*

**DEBRIEF****ASK**

**What style was Holly?**

*Wait for participants to respond. Holly is the D-Dominance style.*

**INSTRUCT**

**Recorders, please put a “D” for Dominance by Holly’s name.**

**ASK**

**“I,” “S,” and “C” groups, what did you record as strengths for Holly?**

*Wait for the “I,” “S,” and “C” groups to give their feedback.*

**ASK**

**“D’s,” did you come up with anything different?**

**Management Application:**

Ask participants these questions for further dialogue:

- Do you think the people you supervise would agree with the strengths listed? Why or why not?
- How might their perspectives be different?
- Do the people you supervise have different strengths from yours?
- Does this present any challenges to you or them?

*Wait for the “D” group to add any comments.*

*Repeat the debriefing process for the remaining three styles, first allowing feedback from the groups that do not represent the style, then facilitating a discussion with the group whose style is represented by the character on the DVD.*

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## TRANSITION



PPT 5-4  
TRANSITION

### SAY

We have talked about your strengths and the strengths that each style brings to the organization.

Now let's look at what happens when those same strengths are overused.

For our next activity, I'd like one person from your group to bring the page from your flipchart to the front of the room.

Hang your flipcharts side-by-side.

*If there is not enough room for participants to hang their flipcharts side-by-side in the front of the room, choose another area with ample space.*

### NOTE TO FACILITATOR:

PROVIDE TAPE FOR HANGING FLIPCHART SHEETS

## TRANSITION

### SAY

We're going to do another activity that will help us become more aware of the challenges that result when we overuse our behavioral strengths.

We'll also have the opportunity to hear what other styles see as our potential challenges.

Let's get started.

### NOTE TO FACILITATOR:

PARTICIPANTS SHOULD STILL BE IN THEIR PRIMARY STYLE GROUPS FOR THIS EXERCISE.

### INSTRUCT

Each of your groups will be receiving eight colored stickers.

Consider the strength lists on the flipcharts at the front of the room.

With your group, take a few minutes to identify two strengths you commonly see each style overusing.

*Give participants two to three minutes to discuss.*

GIVE EACH GROUP A DIFFERENT COLORED STICKER, E.G. GREEN TO "D'S," RED TO "I'S," ETC.



SMALL  
GROUP ACTIVITY

**FACILITATION****INSTRUCT**

**When you come to a consensus, have someone from your group place two stickers on the strengths you feel are commonly overused for each of the styles. You can use any of the four flipcharts.**

*Give participants two to three minutes for additional discussion and to label the flipcharts.*

**DEBRIEF****SAY**

**OK, time is up.**

**ASK**

**Let's start by looking at the "D" style. What two strengths do you see commonly overused in this style?**

*Elicit feedback from the "I's," "S's," and "C's" first.*

**ASK**

**What about the "D" group? What two strengths are those with your style likely to overuse?**

**Are other groups' choices accurate?**

**Who can give us an example of where you have seen this happen?**

*Wait for the "D" group to respond, then facilitate any discussion.*

*Repeat the debriefing process for the remaining three styles.*

## FACILITATION

### ASK

**Were any of you surprised by the feedback from other groups about your style?**

**What is the impact on others when you overuse your strengths?**

**How could you prevent or change this impact?**

**Communication Application:**

Ask participants how overused “D,” “i,” “S,” or “C” behaviors might stand in the way of getting their point across.

*Wait for answers and facilitate a discussion.*

### EXPLAIN

**Sometimes it’s hard to recognize where we overuse our own strengths, making us less effective than we intended.**

**It is helpful to reflect on our own overuses, and to get others’ perspectives on how we might overuse our strengths.**

### ASK

**Does anyone have any questions or comments before we move on?**

*Answer any questions.*

*Have participants go back to their original tables.*

### TRANSITION

### SAY

**We’re now going to use our reports to see how the DiSC® model can help us avoid the pitfalls of overuse and maximize our strengths.**

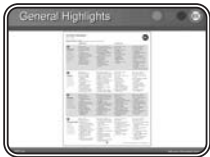


FOLLOWING ARE OPTIONS FOR EXERCISES USING THREE DIFFERENT REPORTS. PLEASE CHOOSE THE APPROPRIATE FACILITATION FOR THE REPORT YOU ARE USING.

DiSC® CLASSIC PAPER: SEE PAGES IM 5-9 TO IM 5-10

DiSC CLASSIC 2.0: SEE PAGES IM 5-11 TO IM 5-12

DiSC PPSS: SEE PAGES IM 5-13 TO IM 5-14



PPT 5-5  
GENERAL  
HIGHLIGHTS

## DiSC CLASSIC PAPER — PAGE 7

### EXPLAIN

Please open your profile to **PAGE 7**.

You'll notice it is divided into four segments: "D," "i," "S," and "C."

Note that these are only general interpretations of the DiSC® styles, not all-inclusive definitions.

We're going to use the information given here to learn more about strengths and potential overuses.

### INSTRUCT

Circle the letter that corresponds with your primary style or styles and secondary style.

Take some time to read the information about your style or styles in the column titled, "This person's tendencies include."

Circle or highlight any words or phrases that describe your strengths.

*Give participants one minute to read and select their strengths.*

### INSTRUCT

From those words or phrases that you identified as strengths, pick two that have contributed to your success in the workplace.

Find a partner and describe why you believe those two behaviors have contributed to your success so far.

# FACILITATION

**Team Application:**

Have participants choose two words or phrases that have contributed to their success and share how the words or phrases they've chosen help them to be more effective team members.

**Management Application:**

Have participants choose two words or phrases that have contributed to their success and share how the words or phrases they've chosen help them to be more effective managers/supervisors.

**Communication Application:**

Have participants choose two words or phrases that have contributed to their success and share how the words or phrases they have chosen help them relate effectively to other styles when communicating.

*Give participants about five minutes to discuss with their partners.*

## INSTRUCT

**Keeping the same partner and using the same words or phrases, discuss how those two behaviors could be or have been overused.**

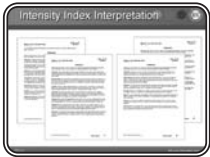
**Feel free to share any specific examples.**

*Give participants about five minutes to discuss with their partners.*

*Turn to page IM 5-15 in this guide to transition to the next section in this module.*



PPT 5-6  
YOUR INTENSITY  
INDEX



PPT 5-7  
INTENSITY INDEX  
INTERPRETATION

## DISC CLASSIC 2.0 – PAGES 5–9

### EXPLAIN

The Intensity Index on **PAGE 5** of your report is a list of words that is simply designed to give you a sense of what your behavior might possibly be; it is not an indicator of what your behavior always is.

Some of the words might describe you very well; others may not fit you as closely.

There may even be some words that you don't perceive as being very positive.

However, **PAGES 6-9** of your report provide interpretation for the words on the Intensity Index that speaks directly to both strengths and potential overuses.

Some of you might be surprised at the interpretation of the words that you viewed as negative.

### INSTRUCT

Turn to **PAGES 6-9** and take about five minutes to look at the words and their interpretations for each dimension in your report.

Circle or highlight any words or phrases that describe your strengths.

*Give participants four or five minutes to read the interpretations.*

### INSTRUCT

Go back and choose two words from each page that have contributed to your success in the workplace.

Find a partner and describe why you believe those eight behaviors have contributed to your success so far.

# FACILITATION

DISC CLASSIC 2.0 – PAGES 5–9 (CONTINUED)

**Team Application:**

Have participants choose two words from each page and share how the words they've chosen help them to be more effective team members.

**Management Application:**

Have participants choose two words from each page and share how the words they've chosen help them to be more effective managers/supervisors.

**Communication Application:**

Have participants choose two words from each page and share how the words they've chosen help them relate effectively to other styles when communicating.

*Give participants about seven minutes to discuss with their partners.*

## INSTRUCT

**Keeping the same partner and using the same eight words, discuss how those behaviors could be or have been overused.**

**Feel free to share any specific examples.**

*Give participants about five minutes to discuss with their partners.*

## ASK

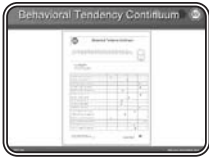
**What were some words that you identified as strengths even though they could have been perceived as negative?**

**How did the interpretations in your report help you in selecting your strengths?**

**How did they help you see potential overuses?**

*Facilitate a discussion.*

*Turn to page IM 5-15 to transition to the next section in this module.*



PPT 5-8  
BEHAVIORAL  
TENDENCY  
CONTINUUM

DISC PPSS — BEHAVIORAL TENDENCY CONTINUUM

## EXPLAIN

The *Behavioral Tendency Continuum* is a display of your potential range of intensity for each of the behaviors listed.

This continuum is a representation of potential behavior based on your profile pattern rather than actual, observed behavior.

To help you better understand the range, L = low, ML = medium low, M = medium, MH = medium high, and H = high.

## INSTRUCT

Turn to the *Behavioral Tendency Continuum* in your report.

Take some time to look at the various behaviors on the continuum and locate your range of intensity.

*Give participants one minute to look at the continuum.*

## INSTRUCT

From those words that have been identified as medium high (MH) or high (H) on your continuum, pick two that have contributed to your success in the workplace.

Find a partner and describe why you believe those two behaviors have contributed to your success so far.

### Team Application:

Have participants choose two medium-high (MH) or high (H) words and share how the words they've chosen help them to be more effective team members.

### Management Application:

Have participants choose two medium-high (MH) or high (H) words and share how the words they've chosen help them to be more effective managers/supervisors.

### Communication Application:

Have participants choose two medium-high (MH) or high (H) words and share how the words they've chosen help them relate effectively to other styles when communicating.

# FACILITATION

## DISC PPSS — BEHAVIORAL TENDENCY CONTINUUM (CONTINUED)

*Give participants about five minutes to discuss with their partners.*

### **INSTRUCT**

**Keeping the same partner and using the same words, discuss how those two behaviors could be or have been overused.**

**Feel free to share any specific examples.**

*Give participants about five minutes to discuss with their partners.*

*Turn to page IM 5-15 to transition to the next section in this module.*

# FACILITATION

## TRANSITION



PPT 5-9  
REFLECTION AND  
ACTION PLAN



HO 5-1:  
REFLECTION ON  
MY STRENGTHS  
AND OVERUSES



ACTION PLAN

HO 5-2  
MY STRENGTHS  
AND OVERUSES

### SAY

It's not only important that we identify our strengths and potential overuses, but we must act on them to become more effective in our relationships.

The next set of activities is designed to help you reflect on a situation where you may have overused your strengths and consider what you could have done differently.

We'll also create an action plan where you will commit to one or two steps that will help you recognize and "control" your potential overuse of a strength.

Let's begin.

### INSTRUCT

I want you to think about a situation where you overused your strengths and were less than effective in your workplace.

Use the handout titled "Reflection on My Strengths and Overuses" to reflect on what happened when you overused those strengths.

*Give participants five minutes to reflect and complete the handout.*

### ASK

Given what you've learned today about your strengths and potential overuses, what one or two actions will you control to limit the potential overuse of one of your strengths?

### INSTRUCT

Use the handout titled "My Strengths and Overuses" to create a plan for maximizing your strengths without overusing them.

*Give participants five minutes to reflect and complete the handout.*

#### NOTE TO FACILITATOR:

DIRECT PARTICIPANTS TO THE HANDOUT IF THEY ALREADY HAVE IT, OR HAND IT OUT IF THEY DON'T.

#### NOTE TO FACILITATOR:

DIRECT PARTICIPANTS TO THE HANDOUT IF THEY ALREADY HAVE IT, OR HAND IT OUT IF THEY DON'T.

## FACILITATION

### ASK

**Would anyone like to share his or her situation and action plan with the group?**

*Insert a personal story if you desire.*

### REVIEW/ CONCLUSION

### SAY

**In this module, you have learned more about your strengths and what happens if you overuse those strengths.**

**Remember, the more you understand yourself, the more you will realize how to become more effective, both personally and interpersonally.**