



Video Viewing Guide

WILEY



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Everything DiSC® Management video increases management effectiveness using the power of DiSC®, with 37 segments showing real-world, management-specific employee interactions.

This manual provides an overview of the video content as it appears in the Facilitation Materials folder. *Everything DiSC Management* video is available with English subtitles or without subtitles.



MANAGEMENT STYLES

Introduces the DiSC model and describes the four DiSC management styles.

Page 3



PEOPLE READING

Shows one actor modeling various DiSC styles. There are two actors to choose from, each with their own set of videos.

Page 3



DIRECTING AND DELEGATING

Shows the ineffective and adapted interactions of a manager as she directs and delegates to the four styles.

Page 4



CREATING MOTIVATING ENVIRONMENTS

Shows how a manager creates environments that demotivate and motivate the four styles.

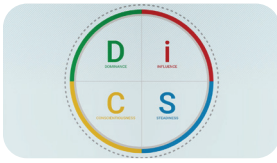
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WORKING WITH YOUR MANAGER

Shows adapted interactions of a manager as she tries to get buy-in from bosses with different styles.

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MANAGEMENT STYLES

Total Length: 6 minutes

What if people had their needs written all over them? This video segment introduces participants to the DiSC® model and shows how understanding people's needs can improve management's effectiveness. The video illustrates the four DiSC management styles and their priorities, and addresses the complexities of the real world by showing how people can have priorities in addition to those that are expected for their DiSC style.



PEOPLE READING

Total Length: 4 minutes

The 30-second segments in this collection provide an opportunity for participants to learn how to identify people's DiSC styles through the people-reading process. Choose one of the actors, Ian or Natalie, to show all of the styles in a single facilitation. This keeps participants focused on the behaviors and not on the individual.

Using the People Reading Segments in Facilitation

These segments are used in Module 2, where participants learn to recognize others' DiSC styles and practice this skill in a competitive team activity. Scenarios 6, 7, and 8 feature a combination of styles and are likely to be more challenging for participants. For consistency, use only one set of videos, either Ian or Natalie, during a facilitation.

Scenario 1

S style: People who have an S style are probably accepting and eager to help. They can be cautious and show concern with how their actions could impact others.

Scenario 2

C style: People who have a C style can be skeptical and systematic in their reviews. They may focus on accuracy and analysis through logical reasoning.

Scenario 3

i style: People who have an i style can be fast-paced and enthusiastic. They might be expressive and interested in creating fun environments for their teams.

Scenario 4

C style: People who have a C style will likely be reserved and respond cautiously to new deadlines. They might request more time and to be left alone until they finish.

Scenario 5

D style: People who have the D style can be driven and confident. They may offer direct opinions about how to keep things moving without dwelling on the details.

Scenario 6

Di or iD style: People who have the Di or iD style can be energetic, friendly, and confident. They may acknowledge issues that could arise by moving forward with a job but are willing to smooth it over later.

People Reading (continued)

Scenario 7

SC or CS style: People who have the SC or CS style can be cautious and systematic. They may focus on getting things right while also wanting to be diplomatic and expressing concern for others.

Scenario 8

CD or DC style: People who have the CD or DC style might openly express their frustrations. They may have a no-nonsense approach and desire to be as efficient as possible.



DIRECTING AND DELEGATING

Total Length: 10 minutes

This section shows participants how to adapt to meet the needs of each style. Each manager/employee duo has two videos. Keep in mind that the manager, Natalie, is not meant to portray a particular style. Instead, she illustrates an ineffective approach to one style in the first video and an adapted, more effective approach to the same style in the second video.

Using the Directing and Delegating Segments in Facilitation

These eight segments are used in Module 3, where they help participants understand the directing and delegating needs of different styles.

D Style Employee—Sally

Natalie/Sally (Ineffective)

D Style Employee

The communication is ineffective because

- Natalie doesn't give Sally the big picture
- Natalie doesn't allow Sally to have any ownership of the project
- Natalie doesn't explain why changes are being made



Natalie



Sally
D Style Employee

Natalie/Sally (Adapted)

D Style Employee

The communication is more effective because

- Natalie explains the big picture by talking about the board meeting
- Natalie gives Sally some autonomy after explaining the goal
- Natalie gives a clear explanation of why the changes are necessary

Directing and Delegating (continued)**i Style Employee—Stephanie****Natalie/Stephanie (Ineffective)
i Style Employee**

The communication is ineffective because

- Natalie gives Stephanie piles of information and assumes she'll process it
- Natalie doesn't offer any support or deadlines
- Natalie mistakes Stephanie's cheerful acceptance as understanding



Natalie



**Stephanie
i Style Employee**

**Natalie/Stephanie (Adapted)
i Style Employee**

The communication is more effective because

- Natalie clarifies Stephanie's level of experience and adjusts her instruction
- Natalie sets up a collaborative meeting before she leaves town
- Natalie spends time with Stephanie to set up timelines and benchmarks

S Style Employee—Tom**Natalie/Tom (Ineffective)
S Style Employee**

The communication is ineffective because

- Natalie is impatient and negative
- Natalie gives Tom a tight deadline without the support and resources he'll need to meet it
- Natalie fails to provide the specific direction Tom wants



Natalie



**Tom
S Style Employee**

**Natalie/Tom (Adapted)
S Style Employee**

The communication is more effective because

- Natalie gives him more time to prepare before she leaves town
- Natalie provides clear directions and notes
- Natalie acknowledges the uncertainty, but gives him reassurance

C Style Employee—Dante**Natalie/Dante (Ineffective)
C Style Employee**

The communication is ineffective because

- Natalie praises Dante's work without providing specific feedback
- Natalie insists that Dante collaborate with others on the contracts
- Natalie doesn't provide the resources that Dante needs



Natalie



**Dante
C Style Employee**

**Natalie/Dante (Adapted)
C Style Employee**

The communication is more effective because

- Natalie cites specific examples of Dante's good work
- Natalie is more flexible about Dante's preference to work alone
- Natalie provides clear directions and resources



CREATING MOTIVATING ENVIRONMENTS

Total Length: 11 minutes

This section shows how managers can create motivating environments for employees. Each manager/employee duo has two videos. Keep in mind that the manager, Ian, is not meant to portray a particular style. Instead, he illustrates an ineffective approach to one style in the first video and an adapted, more effective approach to the same style in the second video.

Motivating Sally—D Style Employee

Ian/Sally (Ineffective) D Style Employee

The communication is ineffective because

- Ian micromanages Sally and doesn't give her autonomy
- Ian doesn't let Sally talk to the reps or pitch her idea to the senior team
- Ian nitpicks Sally's report



Ian



Sally

D Style Employee

Ian/Sally (Adapted) D Style Employee

The communication is more effective because

- Ian lets Sally take some chances
- Ian gives Sally authority to take the lead with the reps and pitch her idea
- Ian gives positive feedback and big-picture corrective feedback

Motivating Stephanie—i Style Employee

Ian/Stephanie (Ineffective) i Style Employee

The communication is ineffective because

- Ian gives lukewarm feedback to Stephanie
- Ian rejects Stephanie's icebreaker idea and asks her to create a detailed presentation instead
- Ian denies Stephanie's request for team planning meetings



Ian



Stephanie

i Style Employee

Ian/Stephanie (Adapted) i Style Employee

The communication is more effective because

- Ian combines positive feedback with constructive criticism
- Ian is receptive to Stephanie's fun ideas
- Ian puts Stephanie in charge of planning an office social event

Creating Motivating Environments (continued)

Motivating Tom—S Style Employee

Ian/Tom (Ineffective) S Style Employee

The communication is ineffective because

- Ian doesn't keep Tom informed about changed deadlines
- Ian is abrupt and distracted
- Ian asks Tom to make a phone call that is out of his comfort zone



Ian



Tom
S Style Employee

Ian/Tom (Adapted) S Style Employee

The communication is more effective because

- Ian suggests possible solutions that include collaborating with others
- Ian gives Tom more notice that the deadline might move up
- Ian gives Tom an opportunity to help a colleague

Motivating Dante—C Style Employee

Ian/Dante (Ineffective) C Style Employee

The communication is ineffective because

- Ian tells Dante to prepare a same-day presentation
- Ian asks Dante to go to a client happy hour without advance notice
- Ian calls Dante "D"



Ian



Dante
C Style Employee

Ian/Dante (Adapted) C Style Employee

The communication is more effective because

- Ian addresses Dante in a more formal manner
- Ian makes it clear that Dante can leave the dinner early
- Ian provides an agenda showing Dante when he will present



WORKING WITH YOUR MANAGER

Total Length: 4 minutes

This section shows participants specific ways to adapt to get buy-in from their own manager.

Using the Working with Your Manager Segments in Facilitation

These segments are used in Module 6, where they help participants see different approaches to getting buy-in. After watching these segments, participants can create an action plan for working better with their own managers.



Segment 1: Natalie and Alex

Natalie introduces the idea of adding a new team member to Alex, a D style manager, by focusing on their bottom-line goal of 10% growth.



Segment 2: Natalie and Carolyn

Natalie introduces the idea of adding a new team member to Carolyn, an i style manager, by generating excitement about reaching the goal of 10% growth.



Segment 3: Natalie and Richard

Natalie introduces the idea of adding a new team member to Richard, an S style manager, by focusing on people.



Segment 4: Natalie and Robin

Natalie introduces the idea of adding a new team member to Robin, a C style manager, by requesting an appointment and supporting her opinion with data.