Everything DiSC® Productive Conflict: Virtual Facilitation Activities

In this document, we provide some guidance for running a virtual *Everything DiSC® Productive Conflict* session focused on the most impactful activities. The overview provides a high-level look at the activities and options, followed by a more detailed description of each activity. The instructions presume that you have access to an *Everything DiSC Productive Conflict Facilitation Kit*. We encourage you to be creative with these ideas, given your situation and the capabilities of your virtual delivery platform.

Overview

Topic	Activity	Requires	Time (mins)
1. DiSC® in Conflict	1.1 Icebreaker & goals	Whiteboard preferable	15
	1.2 Introduction to DiSC	Video	20
	1.3 Your DiSC style	Breakout rooms preferable	30
	1.4 How DiSC styles interact in conflict	Breakout rooms preferable	15
	1.5 Module summary	-	5
2. Destructive Responses	2.1 Destructive responses	Video; breakout rooms preferable	25
	2.2 Why do I do this?	Breakout rooms preferable; optional polling	15
	2.3 Recognizing automatic thoughts and reflection	-	10
3. Changing Your Response	3.1 Stepping back	Video; optional polling; breakout rooms preferable	30
	3.2 Reframing automatic thoughts	Video; optional polling; breakout rooms preferable	30
	3.3 Choosing productive responses and reflection	Optional polling; breakout rooms preferable	25
	3.4 What's next & wrap up	-	5

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General Tips

- We suggest keeping your session length to 2 hours or less. That may require breaking the workshop into multiple sessions and/or selecting only some of the topics or activities below.

- If you do not have the capability to create breakout rooms, consider splitting the class into multiple smaller sessions. This will allow for discussions, which are a powerful part of the Everything DiSC® workshop.

- Although some webinar platforms allow you to stream a video from a PowerPoint® presentation, this can sometimes provide choppy viewing for participants. Consider using Wiley's Video Streaming Service, which provides a consistent viewing experience by sharing the links to each video with participants. If you're already using the service, you'll need the individual links provided for each of the videos. If you're not using the service, but are interested in doing so, please contact your Authorized Partner.

Note: Facilitator's Guide page numbers in this document are for the most recent version of the Guide, which was released in November 2019.

Topic 1: DiSC® in Conflict

1.1. Icebreaker & goals (15 min; whiteboard preferable)
Create a slide with the question, "What's the first word that comes to mind when you think about conflict?" on top and ask learners to write their response using your platform's annotation tools. If you are slightly more adventurous, you can encourage learners to draw as well. Alternatively, learners can place their response in the chat. Debrief the activity and tell learners the session goals, as described starting on page 6 of the Facilitator's Guide.

1.2 Introduction to DiSC (20 min; requires ability to show video)
As described starting on page 7 of the Facilitator's Guide, refer learners to page 2 of their profile and discuss the definition of conflict, the cornerstone principles, and the overview of the DiSC® model. Then, share the link for the *Introduction to DiSC and Conflict* video in the chat and ask participants to watch. Finally, debrief the video as described on page 9 of the Facilitator's Guide.

1.3 Your DiSC Style (30 min; breakout rooms preferable)
Ask learners to read page 3 of their profile and jot down (either on the profile or a separate piece of paper) three observations that struck them as particularly true. Then put learners in breakout rooms according to their DiSC style. If groups are larger than six, consider breaking them into subgroups. Give the groups instructions for discussion as described on page 10 of the Facilitator's Guide. If you are not using breakout rooms, but have a small class, ask learners to share their responses to the questions.

Then refer learners to page 4 of their profiles and, in their breakout groups, have learners identify three bullet points that reflect what is important to them during conflict and three bullet point that reflect what is stressful. After 5 minutes, have learners come back to the larger group and ask the D group members to share the bullet points they chose. Optionally, you can create a PowerPoint entitled "Values and Stressors in Conflict" with two columns. Label one column, "what we find important" and the second column, "what we find stressful." The D group would then annotate the slide with the group's chosen bullet points. Repeat this process for all four styles. You can refer learners to page 5 of the profile, which summarizes some of the healthy and unhealthy tendencies associated with the different styles.

1.4 How DiSC styles interact in conflict (15 min; breakout rooms preferable)
Direct learners to pages 6–9 of their profiles, as described on page 12 of the Facilitator's Guide. Pair learners up with someone of a different DiSC style, and put each pair into a breakout room. (Note that if it is too complicated to pair learners based on their DiSC style, the pairings can be random, but the insights gleaned from the activity may be less profound.) Have them read about their partner's style and discuss the questions in the Facilitator's Guide. After 10 minutes, bring everyone back to the larger group for a quick wrap up. If you do not have breakout capability, you may ask each person to choose one style that handles conflict most differently than them, based on the information presented in activity 1.3. Have each person read about that style on pages 6–9, with the task of identifying one or two things they can do to have more productive conflict with people with that style. After 5 minutes of independent reading and reflection, have everyone share the style they read about, how it is different than their own style, and what they can do differently to have more productive conflict with others who have that style.

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1.5 Module summary (5 min)
Tell learners that you are going to take a few minutes to relate what they've learned today back to their past real-world experiences. Have them jot down their answers to the two questions on the bottom of page 10 in their profile. Give them 3 minutes.

- If you are continuing on to modules 2 and 3 (either today or in the future), let learners know that the next step in this process is figuring out how they can make conflict more productive in both their professional and personal lives.

- If you will not be continuing, point out that today was all about understanding their tendencies and preferences in conflict so that they can have more open conversations about why different people handle tense situations differently. Let them know that if they want to learn more about how they can become better at conflict, their profile has another two sections designed specifically for this purpose and uses a thoroughly researched process called cognitive-behavioral theory for helping people change their behavior. Part Two in their profile will help them understand some of the destructive responses they might have in conflict and why those are so tempting. Part Three will help them understand how they can shift their thought patterns in conflict so they get better results in the future.

Topic 2: Destructive Responses

2.1 Destructive responses (25 min; requires ability to show video; breakout rooms preferable)
Introduce the idea of destructive responses, as described on page 15 of the Facilitator's Guide. In the chat, post the link to the video, *Destructive Responses*, and ask learners to watch. Then describe the diagram on page 11 of their profile, as described in the Facilitator's Guide. Ask participants to note down the three behaviors that most bother them.

Then, in random breakout rooms, have learners take 10 minutes to discuss the three questions at the top of page 16 of the Facilitator's Guide: why the behavior bothered you, how it made you feel, and how you reacted. If you are not using breakout rooms, you can ask for each learner to share with the larger group, assuming the group is small (e.g., eight or fewer). If the group is larger, ask for a few volunteers to share. After 10 minutes, reconvene the full group and summarize the activity as described on page 16 of the Facilitator's Guide. Have learners identify three behaviors they do most frequently and jot those down.

2.2 Why do I do this? (15 min; breakout rooms preferable; optional poll)
Using the language on page 17 of the Facilitator's Guide, direct learners to read about the three behaviors they chose in activity 2.1 on pages 12–18 of their profiles. Randomly assign pairs to breakout rooms and have learners answer the following questions: (1) How do you think your behavior affects others? and (2) Why do you engage in this behavior? If you are not using breakout rooms, you can launch a poll with the 18 behaviors on it, asking learners to mark the three they sometimes engage in. Afterward, you can ask for volunteers to share their answers to the questions above. After 5 minutes, reconvene the full group and ask learners to jot down automatic thoughts to which they can relate, as described on page 17 of the Facilitator's Guide.

2.3 Recognizing automatic thoughts and reflection (10 min)
As described on page 18 of the Facilitator's Guide, help learners understand the automatic thoughts that influence their conflict reactions. Talk learners through page 19 of their profile, asking them to jot their responses on a separate piece of paper if they have not printed out their PDF profiles.

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Topic 3: Changing Your Response

3.1 Stepping back (30 min; requires ability to show video; optional poll; breakout rooms preferable**)**
Introduce the video, *Changing Your Response*, as described on page 20 of the Facilitator's Guide, then post the link to the video in chat and ask learners to watch. Next, guide people through the Automatic Thoughts videos 1-3 as described in the facilitation, posting video links as necessary. When it is time to ask what thought number learners chose, consider using either a poll or encouraging learners to chat their number.

Next, instruct learners to read about anger and anxiety on page 20 of their profiles and to jot down one or two observations that resonate with them. Then, put learners in same-style breakout groups and ask them to answer the following questions: (1) What makes stepping back difficult for you? and (2) What would help make you more successful? If you don't have access to breakout rooms, you can discuss the questions in the large group.

After 5 minutes, reconvene the full group and reinforce the importance of stepping back from your automatic thoughts and the associated emotions, even though it is hard. Remind them that only if we can step back will we be able to reframe those thoughts and choose a more productive response.

3.2 Reframing automatic thoughts (30 min; requires ability to show video; optional poll; breakout rooms preferable**)**
As described on page 24 of the Facilitator's Guide, introduce learners to the idea of reframing, having them refer to page 21 of their profiles. Set up the following scenario: you have gotten in a tense argument with a coworker where you turned out to be wrong. Show the automatic thought on slide 45—"She's never, ever, ever going to like me again." Tell learners you are going to give them a poll; their task is to select the healthy reframes of this initial statement. Launch the following poll, allowing for learners to choose multiple options.

> Which statements are healthy ways to reframe the original automatic thought?
> - "I screwed up, but I can make this right."
> - "I probably didn't handle that as well as I could have, but I think we can work it out."
> - "I've lost my credibility with her."
> - "It's natural for people to disagree. It doesn't mean she's angry at me personally."

If you are not using polls, you can label the options A, B, C and D, and have learners chat their responses. Show the results of the poll. Using slides 46 through 48, show the healthy responses, reinforcing that there are multiple ways to reframe any given automatic thought. Then have them generate reframes for the statement, "he's awful," as shown on slide 49.

Next, put learners in same-style breakout rooms to discuss the Jordan and Casey example described on page 25 of the Facilitator's Guide. After 3–4 minutes, reconvene the full group and have volunteers share their group's ideas. If you are not using breakout rooms, you can show slide 50, ask learners to independently jot down one or two reframes, and then ask for volunteers to share their ideas.

Conduct the *Automatic Thoughts Video 4* activity, as described on page 26 of the Facilitator's Guide. Begin by posting the link to the video in chat and asking learners to watch the video and to independently jot down the number of the first unhealthy automatic thought. Then, using same-style breakout rooms, ask learners to discuss the video as described in the Facilitator's Guide. Reconvene the full group and ask for volunteers to share their groups' ideas. If you are not using breakout rooms, ask learners to complete the steps independently and ask for volunteers to share their ideas. Finally, ask learners to complete the bottom of page 21 in their profiles, as described on page 27 of the Facilitator's Guide.

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3.3 Choosing productive responses and reflection (25 min; optional poll; breakout rooms preferable)
Using the language on page 27 of the Facilitator's Guide, introduce the productive behaviors on the top of page 22 in the profile. Ask learners to review the list and jot down the three that are easiest for them and the three that are most difficult. Then, launch a poll with each of the productive behaviors and ask learners to choose the three they chose as most difficult. Show the results and comment on how we all have some areas that are more natural than others, but the more of these tools we have in our toolbox the more freedom we have in choosing how to handle a tense situation. Choose two or three of the most frequently selected behaviors and ask learners to discuss why these are so useful, even though they're difficult. If you are not using polls, you can ask learners to chat their three most difficult behaviors and quickly review the chat thread to determine the top two or three.

Next, place learners in same-style breakout rooms to discuss what is easy and difficult for them when it comes to productive behaviors, as described in on pages 27 and 28 of the Facilitator's Guide. If you are not using breakout rooms, you can ask for volunteers to share their responses. As a facilitator, you may want to start off by sharing an example from your life to serve as a model of vulnerability.

After 4–5 minutes, reconvene the full group and ask learners to complete the gray box on the bottom of page 22 in their profiles, as described on page 28 of the Facilitator's Guide. After 4–5 minutes, ask for volunteers to share their reflection activity responses. Wrap up the activity using the language on page 28 of the Facilitator's Guide.

3.4 What's next and wrap-up (5 min)
Refer learners to page 23 in their profiles, the Productive Conflict Log (labeled "Hey! You're not done yet!" in the profile). As described on pages 28 and 29 of the Facilitator's Guide, introduce this page, remind learners of what they have learned, and thank them for their participation.

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