

Custom Program Title

Facilitator's Guide

Getting Started

Module 1

DiSC[®] in Conflict

Module 2

Destructive Responses

Module 3

Changing Your Response

MODULE OVERVIEW

Activity Description:

Participants begin by learning how thoughts influence destructive behaviors and then focus on what others do during conflict as a way to ease into exploring destructive conflict behaviors. Then, participants review their own destructive behaviors during conflict and use the Profile to get a better understanding of why particular behaviors occur during conflict. Next, participants explore the connection between automatic thoughts and destructive behaviors. The section concludes by continuing the reflection activity from Module 1 by having participants consider both their thoughts and actions during the situation.

Goals:

- Learn how automatic thoughts influence destructive behaviors
- Identify and understand destructive conflict behaviors that you use
- Recognize automatic thoughts that you typically have during conflict

Length: 50 minutes

Activities:

- Individual
- Partner
- Small Group
- Large Group

Materials:

- *Everything DiSC® Productive Conflict Profile*: pp. 11–18

ICON KEY



Indicates when to click for an animation or move to next slide



Indicates slide number



Page 8

Indicates profile page number



Indicates use of a flip chart



Indicates handout



Individual activity



Partner activity



Small group activity



Large group activity

NOTE: *References to the Everything DiSC® Productive Conflict Profile page numbers in this facilitation are based on an unaltered profile. If you have customized the profile to remove or re-order pages, you will need to adjust page numbers in your facilitator script and on the facilitation slides.*

SAMPLE

DESTRUCTIVE RESPONSES

Destructive Responses (25 minutes)

NOTE: When participants return from break, they should return to their original table groups from the start of the training session.

PPT
17



[🗣️] SAY:

- As we've been learning, people respond to conflict in different ways.
- Sometimes these responses can be more harmful than good. For example, we may lash out in the heat the moment. Or, we may stew for long stretches of time.
- For most of us, conflict situations are threatening. So, it's our instinct to protect ourselves, often leading to some knee-jerk responses that we may not even think about, and some that we may later regret.
- Let's start by watching a video that helps explain how we respond to conflict.

PPT
18

[🗣️] Video segment (1:30 minutes)
Destructive Responses

PPT
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Page 11

[🗣️] SAY:

- At the top of **page 11**, you'll see a model just like the one that was introduced in the video.
- In the heat of conflict, our instincts take over, and automatic thoughts pop into our heads, regardless of how rational they are.
- So, as the diagram shows...
 - A conflict event occurs,
 - Automatic thoughts pop into our head,
 - And these thoughts lead to a specific reaction, namely destructive responses.
- Because behaviors are often easier to identify, we'll start by looking at destructive responses, and then we'll move on to exploring how our automatic thoughts influence these behaviors.
- **[🗣️]** Let's spend some time thinking about others' behaviors.
- Individually review the list of behaviors on **page 11** and put a checkmark next to the three behaviors **others** do that bother you the most in conflict.

PPT
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Give participants 3–4 minutes to select items.

NOTE: *If anyone asks about specific definitions or clarity around any of the destructive behaviors listed on **page 11**, you can refer them to **pages 12–17**. The first line below each behavior offers a definition.*

For the next activity, have people form mixed style groups of 3–4. If they're already sitting in mixed table groups, that's fine. Otherwise, some people may need to move around.

PPT
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[🗣️] SAY:

- Now, in your table groups, I would like each person to share one example of a conflict situation where one of the behaviors occurred. Just describe the situation; don't identify any of the people involved. Explain...
 - Why the behavior bothered you
 - How it made you feel
 - How you reacted

Allow 10 minutes for sharing/discussion.



ASK:

- How did you feel listening to others' stories?

Take a few responses.

PPT
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Page 11



[🗣️] SAY:

- So we just saw how powerful listening to someone else's story can be. Imagine what it's like to experience this firsthand.
- When we begin to realize the impact our behaviors have on others, we start to question those behaviors.
- Still on **page 11** of your profiles, individually review the behaviors and put a star next to the three **you** do most often in conflict.

Give participants 3–4 minutes to select items.

NOTE: *If anyone asks about specific definitions or clarity around any of the destructive behaviors listed on **page 11**, you can refer them to **pages 12–17**. The first line below each behavior offers a definition.*

Why Do I Do This? (15 minutes)



Pages 12-17



[🗣️] SAY:

- Now that you've identified the behaviors that you do most often in conflict, we'll dive a little deeper into these behaviors to learn about the motivations behind them.
- Please turn to **page 12**. On **pages 12–17**, you'll have the opportunity to explore the question of "why do I do this?"
- Individually, take some time to find the behaviors you starred on **page 11** and review the motivations behind each behavior.
- Beneath each entry, you'll find some common automatic thoughts that might lead to that particular response.
- Take time to also review these automatic thoughts.

Give participants 3–5 minutes to review.



[🗣️] SAY:

- Now that we have had a chance to learn about our own behaviors, we are going to discuss these behaviors a bit further with a partner.
- Please find a partner, and discuss the following for one of the behaviors you selected:
 - How do you think your behavior affects others?
 - Why do you engage in this behavior?

Give participants 5 minutes to discuss.

NOTE: Participants can find a partner of the same DiSC® style or a partner of a different DiSC style.



[🗣️] SAY:

- One of the key things that drive our behaviors are our automatic thoughts.
- Thinking about the behavior you just discussed with your partner, find that behavior on **pages 12–17** and put a checkmark next to the automatic thoughts that you've had when you've engaged in a particular behavior.
- If neither of the automatic thoughts listed fit with what you've thought prior to engaging in a destructive response, write one in.

Give participants a minute to complete this task.

Recognizing Automatic Thoughts and Reflection (10 minutes)



[✓] SAY:

- This activity just illustrated how thoughts drive behaviors.
- Let's pull back from specific behaviors for a moment and look at what types of automatic thoughts you might have based on your DiSC® style and priorities.
- As you'll see on the top half of **page 18**, our DiSC styles and what we prioritize may make certain automatic thoughts more typical.
- Take a couple minutes to review the automatic thoughts on **page 18** and select 3 that are most common for you in a conflict situation. Feel free to write in additional thoughts if there are others that seem more appropriate.

Give participants 2–3 minutes to review automatic thoughts.



[✓] SAY:

- As we did before, it's important to apply this information to real-life situations to help solidify the ideas and take them from the abstract to the practical.
- On the bottom half of **page 18**, we'll continue to build on the reflection activity that we started earlier.
- The next step, after you've thought about a conflict situation that you wished you would have handled better, is to think back to that situation and write out some of the automatic thoughts that you had during that situation.
- Then, also write down your behaviors or responses that you had in the situation.
- After you've completed this, take a moment to reflect on how the thoughts that you had most likely influenced the way that you responded in the situation.
- Remember that you can use the information on **pages 11–17** to guide your responses.

Allow participants 5 minutes to complete the reflection activity.



SAY:

- We will come back to this activity one more time as we explore ways that we could have changed our responses in the next step.
- Before moving onto the last part of today's training, I'd like everyone to return to their original table groups from the start of today's session.

Allow participants time to move to their seats before starting Module 3.