

PRODUCTIVE CONFLICT – BETA 4

Facilitator's Guide

Getting Started

- Module 1** **DiSC[®] in Conflict**
- Module 2** **Destructive Responses**
- Module 3** **Changing Your Response**

Getting Started

In order to make your facilitation of *Everything DiSC® Productive Conflict* as successful as possible, this section includes information and suggestions to help frame the session, prepare to conduct the training, understand how to best use the materials, and plan your session timing.

Purpose

Everything DiSC Productive Conflict provides learners with techniques to improve self-awareness around conflict behaviors. Rather than focusing on conflict resolution with a step-by-step process for resolving conflict, *Everything DiSC Productive Conflict* zooms in to explain our personal responses in conflict. It helps participants curb destructive thoughts and behaviors so that conflict can become more productive, ultimately improving workplace results and relationships.

Program Outline

The facilitation program takes approximately 4 hours, as shown:

Module 1: DiSC in Conflict	Welcome and Introduction (15 mins) Introduction to DiSC® (20 mins) Your DiSC Style (30 mins) How DiSC Styles Interact in Conflict (15 mins) Summary and Reflection (10 mins)	90 mins
	Break	10 mins
Module 2: Destructive Responses	Destructive Responses (25 mins) Why Do I Do This? (15 mins) Recognizing Automatic Thoughts and Reflection (10 mins)	50 mins
Module 3: Changing Your Response	Stepping Back (30 mins) Reframing Automatic Thoughts (30 mins) Choosing Productive Responses and Reflection (25 mins) What's Next (3 mins) Wrap Up and Thank You (2 mins)	90 mins

Materials

Review the Section Overviews for a summary of materials needed for each module. Overall, you will need the following materials:

- Flip chart
- Markers
- Handout: Productive Conflict Log (Note: This log also appears at the end of the participant's personalized *Everything DiSC® Productive Conflict Profile*.)

Things to Know

Positioning

Participants will likely be more engaged and enthusiastic about the training if they understand in advance the purpose of the training and what they're going to get out of it. You could send out an email to communicate the following:

The purpose of the workshop is to help participants improve self-awareness around conflict behaviors and to put them in a better position to respond productively when conflicts do arise. This is not a conflict-resolution program targeted at resolving a specific conflict situation.

Everything DiSC® Productive Conflict is designed to be run without participants having any existing knowledge of DiSC. The program includes sufficient information about DiSC for participants to leave the session with a solid working knowledge of how to apply DiSC and with a sound understanding of how to engage in more productive conflict behaviors within their interpersonal work relationships.

With that said, *Everything DiSC Productive Conflict* can also be run as a follow-up to other Everything DiSC® programs. In this case, participants can benefit from the refresher on the Everything DiSC model before the program dives into detail about both destructive and productive conflict behaviors.

Pre-work

This program includes a reflection activity at the end of each module that is designed to help participants integrate the ideas of *Everything DiSC Productive Conflict* into their daily work lives. This reflection activity asks participants to think about a time when they experienced a conflict situation that they wish they would have handled better. We recommend contacting participants a week before your session to ask them to think of a conflict situation that they experienced and wish they had handled better. This will ensure that participants come into the session thinking about issues that they have experienced in their lives. There is a reminder of this in the Prep Section of Module 1 of the Facilitator's Guide.

Existing Data

You can elect to use existing data when sending out access codes to take the *Everything DiSC® Productive Conflict* assessment. This is a best practice as it ensures that participants' dot placement remains stable across different *Everything DiSC®* products.

Profile

Regardless of the training environment (i.e., in-person, online), it is crucial that all participants have a copy of their own personalized *Everything DiSC Productive Conflict Profile* to ensure that they can follow along and participate in the classroom activities.

The *Everything DiSC Productive Conflict Profile* is highly personalized based on participants' responses to the assessment. As such, the majority of the Profile pages contain information that is specific to each participant's responses to the assessment and to their corresponding DiSC® style. Of the 22 pages in the Profile, the following pages are NOT personalized:

- Page 2
- Page 5
- Page 10
- Page 11

Conflict at Work Versus Conflict at Home

Everything DiSC Productive Conflict is designed to be a tool to improve interpersonal workplace relationships by helping individuals curb destructive conflict behaviors and engage in more productive conflict behaviors. As such, the program is designed to be used in a work setting. With that said, conflict is not isolated to workplace settings. Rather, individuals experience conflict in many different settings. Therefore, the techniques addressed in the profile can be transferred to other settings as long as the learner keeps in mind that some of the Cornerstone Principles may not align with non-work settings.

Of note, some learners may indicate that their responses to conflict at work are different than their responses to conflict at home. This is not the result of a participant having a different DiSC style at work than at home. Rather, these differences in conflict behaviors likely result from behaviors that are learned to be used in particular settings or with particular individuals, or are more exaggerated conflict behaviors that may not be fully expressed in different settings. The *Why Do I Do This?* section is a key section to provide learners with valuable information about the reasons behind specific conflict behaviors as well as automatic thoughts that likely lead to those behaviors. Once participants have an understanding of their destructive behaviors, regardless of the context, they can begin to identify the automatic thoughts that led to them, challenge those thoughts by stepping back and reframing, and then choose more productive conflict behaviors.

Best Practices

Carefully review the facilitation materials, including the information provided in this Getting Started section. The more familiar you are with the product, the better prepared you'll be to respond to questions. Read through the scripted section of the Facilitator's Guide to ensure you're comfortable with the flow of the content and understand how all the pieces (PowerPoint®, video, activities, explanations) fit together.

You can elect to use existing data when sending out access codes to take the *Everything DiSC® Productive Conflict* assessment. This practice is recommended as it ensures that participants' dot placement remains stable across different *Everything DiSC®* products.

You may want to inform participants of the following information about the live-action videos:

- The characters depicted in the live-action videos are intended to be peers. None of the videos depict a manager interacting with a direct report.
- Additionally, all live-action videos are independent of each other. Therefore, the events that take place in one video depicting two characters should not be construed as occurring before or after events that take place in a different video with the same actors.
- Lastly, while the characters may display traits that align with certain DiSC® styles, for the purposes of the facilitation activities, DiSC styles should not be emphasized. Instead, participants should focus on the behaviors being displayed.

SECTION OVERVIEW

Activity Description:

Participants begin by sharing existing perceptions about conflict and then review a definition of conflict and discuss key concepts and Cornerstone Principles. Participants read about and discuss their DiSC® styles in conflict. They also review and share motivators and stressors in conflict. Next, working in pairs, participants explore how the different DiSC styles interact in conflict. The section concludes with participants reflecting on a personal conflict scenario and how their DiSC style may have impacted the outcome of the conflict.

Goals:

- Develop a broad conceptual understanding of conflict and the guiding principles of *Everything DiSC® Productive Conflict*
- Develop a deep understanding of your own DiSC style in conflict
- Learn about the other DiSC styles

Length: 1 hour, 30 minutes


Activities:


- Individual
- Partner
- Small Group
- Large Group


Materials:


- Flip charts and markers


ICON KEY


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


 Indicates slide number


 Indicates profile page number


 Indicates use of a flip chart

 Indicates handout

 Individual activity

 Partner activity

 Small group activity

 Large group activity

PREP

Reflection Activity: Contact the participants in advance, asking them to think of a conflict situation that they experienced that they wished they had handled better.



DiSC® IN CONFLICT

Welcome and Introductions (15 minutes)

NOTE: *When possible, at the outset of the training session, participants should be arranged into table groups of varying DiSC styles.*

SAY:

- Welcome. I want to start by thanking you all for completing the assessment. Your responses were used to generate your individual profile, which we'll be using today to look at how you respond in conflict and what can be done to help you make conflict experiences more productive.

Provide a general introduction of yourself.



[🗨️] SAY:

- I'd like to begin with an icebreaker.
- Let's take a couple of minutes for each person to briefly:
 - Introduce yourself.
 - Answer the question: What's the first word that comes to mind when you think about conflict?



Allow time for each participant to briefly introduce themselves. Record their responses to the question on a flip chart.

Post the flip-chart page.

SAY:

- Thank you all for sharing.
- Let's take a minute to consider what you said about conflict.



ASK:

- (referring to the flip chart) Do you see any patterns or themes in your responses?

NOTE: *It's likely that many of the reactions to conflict are negative. Take a few minutes to probe why people might have such a negative mindset where conflict is concerned. If there are some positive responses, use those as a jumping off point to discuss the possible benefits of conflict. If there are no positive initial comments, then raise the topic yourself. For example, you can mention that conflict can help with problem solving, improving results, keeping others accountable, etc.*



[🗨️] **SAY:**

- In many ways, we need conflict—at least some level of it. And, as we all know, it's an unavoidable part of workplace relationships. Therefore, we should deal with it in ways that can be beneficial.
- That really is the purpose of today's training: to improve self-awareness around conflict behaviors and to help you curb destructive behaviors so that conflict can become more productive.
- The session will be broken into three parts:
 - Part 1: Learning about DiSC® styles and conflict: How do you, as an individual, react to conflict?
 - Part 2: Exploring destructive responses: How can you better recognize your destructive behaviors and what might trigger them?
 - Part 3: Changing your response: How can you choose a more productive response?

Introduction to DiSC (20 minutes)



Page 2



[🗨️] **SAY:**

- Open your profile to **page 2** so we can look at a definition of conflict, some Cornerstone Principles, and explore the DiSC model.
- The introduction on the top left of the page reiterates some of the key issues we have already discussed about conflict.
- Take a moment to read the introduction and definition of conflict.
- As you're reading, underline ideas that seem most important to you.

Give participants a minute to read and underline.



ASK:

- What are the key things to keep in mind about conflict based on this definition?
- (referring to the flip chart) How does this fit with our opening discussion of conflict?

Take a few responses.

Reinforce key ideas about conflict:

- *A difference of opinions involving strong emotions*
- *Triggers different behaviors—positive and negative*
- *Ranges from brief, explosive disputes to subtle, long-lasting issues*
- *Uncomfortable but natural and inevitable part of relationships*



Page 2



[✓] SAY:

- Now, let's take a look at the Cornerstone Principles in the box on the top right of **page 2**.
- These will guide us as we use the *Everything DiSC® Productive Conflict Profile*.
- Take a moment to read the Cornerstone Principles.
- As you're reading, underline the ideas that seem most important to you.

Give participants a minute to read and underline.



ASK:

- What stood out for you about the Cornerstone Principles?

Take a few responses.

Reinforce the Cornerstone Principles:

- *Conflict is an inevitable part of relationships and can be productive*
- *Conflict can be influenced by other factors (e.g., hierarchy, culture, etc.)*
- *Your response to conflict is in your control; you cannot control others*
- *DiSC® can help you understand others' conflict behaviors and how they differ from yours*
- *DiSC can help you have productive conflict by learning how to effectively engage with others*



Page 2

[✓] SAY:

- Now, let's look at the bottom of **page 2**.
- This is the Everything DiSC® model. DiSC describes four different styles: D – Dominance, i – Influence, S – Steadiness, and C – Conscientiousness.
- Those with the D style are typically direct and tough-minded. During conflict, they tend to focus on logic and victory or winning.
- The i style tends to be lively and enthusiastic. During conflict, they value expression and feelings.
- Those with the S style tend to be patient and even-tempered. During conflict, they attend to feelings, but also seek to gain consensus.
- Lastly, the C style is typically analytical and private. They want to make sure justice and logic are introduced during conflict.
- People can also have a blend of styles, for example, Di or SC.
- Let's watch a brief video to learn more about the DiSC model and conflict.



[🎥] Video segment (3:30 minutes)
Introduction to DiSC® and Conflict

SAY:

- So, as you saw, each DiSC style may respond differently in conflict.
- As I mentioned earlier, *Everything DiSC® Productive Conflict* is a tool to improve self-awareness around conflict behaviors.
- It isn't about conflict resolution. That is, it doesn't provide a step-by-step process for resolving conflict.
- Rather, once you've learned to understand the different needs and motivations behind each DiSC style, it's designed to help you curb destructive behaviors so that conflict can become more productive, improving your workplace results and relationships.

Your DiSC Style (30 minutes)



[🎥] **SAY:**

- Now, let's bring conflict a little closer to home.
- Open your profile to **page 3**. This page provides a detailed description of your DiSC style and, specifically, how you typically respond in conflict.
- Take a few minutes to read and personalize your narrative on **page 3**.
- Personalize the feedback by putting a checkmark next to things that are like you, an X by things that aren't like you, and a question mark next to things that you aren't sure about.



Page 3



Give participants 4-5 minutes to read and personalize their narrative.



SAY:

- Now, we'll use the information from **page 3** to further explore your DiSC styles.
- Let's start by dividing into groups based on your DiSC styles.



Direct the participants to form four groups—D, i, S, and C—in different parts of the room. People with blended styles should join the group represented by the first letter of their style. Depending on the group composition, you may need to be prepared to present some information for any “missing” styles (see later in this section).

While participants are getting into groups, give each style group a flip chart and markers.

NOTE: *In the event that there is only one person with a particular DiSC® style, you have a couple of options:*

- *You can join this person for a discussion, or*
- *If the person has a blended style, you can ask the person to join the group aligned with the second letter in his/her style.*

PPT
9



[🗨️] SAY:

- Within your same-style DiSC groups, discuss what you learned about yourself and your DiSC style in conflict while reading your narratives.
 - What rang true?
 - Were there any surprises?
 - Any a-ha moments?

Give participants 5 minutes to discuss.

PPT
10



Page 4



[🗨️] SAY:

- Next, open your profiles to **page 4**.
- In your same style DiSC groups, we're going to continue learning about styles, and also prepare to present some of that information to the rest of the group.
- We'll start by focusing on what each style values during conflict.
- Individually, take a moment to read the paragraph under "What is important to you during conflict?"
- Then, as a group, review the bullets below that paragraph, pick the three that you would want other people to know about you, and record them on a flip chart.

Give participants 3-4 minutes for this task.

NOTE: *DiSC style groups may not agree on all three items. If questions arise regarding achieving consensus, inform groups that some disagreement is okay, but they do need to select three items to present. As time permits, differences of opinion can be shared during the activity discussion.*

PPT
11



[🗨️] **SAY:**

- Okay, now we'll move on to what's stressful for each style during conflict.
- Individually, take a moment to read the paragraph under "What drains your energy during conflict?"
- Then, as a group, review the bullets below that paragraph, pick the three that you would want other people to know about you, and record them on a flip chart.

Give participants 3-4 minutes for this task.

NOTE: *DiSC® style groups may not agree on all three items. If questions arise regarding achieving consensus, inform groups that some disagreement is okay, but they do need to select three items to present. As time permits, differences of opinion can be shared during the activity discussion.*

PPT
12



[🗨️] **ASK:**

- Now each group will get a few minutes to present what they came up with.
- Can I get a volunteer to start?

Allow a few minutes for each group to present its results and respond to any questions.

NOTE: *If any of the DiSC styles are not represented, you can share the following information:*

- *D – Values: having authority, standing up for their point of view, and winning; Stressors: lack of control, being challenged, having to compromise*
- *i – Values: expressing themselves, maintaining good relationships, showing empathy; Stressors: having to be forceful, feeling misunderstood, giving people unpleasant feedback*
- *S – Values: a calm environment, giving reassurance, looking out for people's feelings; Stressors: dealing with argumentative people, having people be angry with you, being pushed to speak without having time to think*
- *C – Values: separating facts from emotions, catching errors in arguments, solving problems with logic; Stressors: having little time to reflect, being wrong or unprepared, chaotic situations*

PPT
13

Page 5

[✓] **SAY:**

- On **page 5** of your profiles, you'll see the DiSC Conflict Map.
- We've heard from each DiSC style about what's important and what's difficult during conflict.
- The DiSC Conflict Map is a great tool to review some of the typical productive and destructive behaviors of each DiSC style.
- Let's take a moment to review this map.

Review the productive and destructive behaviors on the DiSC Conflict Map on page 5 of the profile.

How DiSC Styles Interact in Conflict (15 minutes)

PPT
14

Page 6-9

[✓] **SAY:**

- The value of DiSC really becomes clear when we explore how our DiSC styles relate to other DiSC styles and what we can do to interact with other styles more effectively.
- On **pages 6-9**, you will find information about each of the DiSC styles, their associated priorities, how they relate to you.
- Additionally, on the bottom half of **pages 6-9**, you will find personalized information based on how other DiSC styles compare to your style and what you can do to increase the likelihood for productive conflict.
- Now, I'd like you to pair up with someone with a different DiSC style.

Give participants a minute to find a partner.

NOTE: *Depending on the mix of styles in your group, it may not be possible for everyone to pair up with someone of a different style. In that case, it's fine to have same-style pairs.*

PPT
15



[🗨️] **SAY:**

- First, share your DiSC® style with your partner.
- Next find the corresponding page on **pages 6-9** that relates to their DiSC style.
- Spend a couple minutes individually reviewing that page to get a better understanding of your partner's DiSC style in conflict.
- Then, read the items in the gray box at the bottom of the page—"How can you have productive conflict with the ___ style?"—to each other and discuss the following:
 - Of the items in the box, would one be most helpful?
 - If not, would something else be more beneficial?
- Finally, discuss the following questions:
 - Are there any striking differences in your approaches to conflict? What are they?
 - What advice would you give to the other person about dealing with you?

Give participants 10 minutes to read and discuss.

SAY:

- We obviously didn't take the time to go through all of these pages, but they are a great tool for future reference when working with others.

Summary and Reflection (10 minutes)

PPT
16



Page 10



[🗨️] **SAY:**

- Now that we've done a deep dive into DiSC in conflict, let's pull all this information together and begin to put it into action.
- Please turn to **page 10**.
- As you can see, the top half of **page 10** provides a summary of each DiSC style in conflict, focusing on each style's goals in conflict, behaviors that tend to be overused in conflict, and what each style fears in conflict.
- Take a minute to put a checkmark in the smaller circle that represents your DiSC style and review the information in the box related to your style.

Give participants 1 minute to review.



SAY:

- It's important to begin 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 10** is a reflection activity that we'll build on throughout today's facilitation.
- As you'll recall, as pre-work, I asked you each to come up with a conflict situation that you'd previously experienced. The first step in this activity is to describe that conflict situation in the space provided in the gray reflection box.
- Then jot down ideas of how your DiSC® style impacted the situation or the outcome.
- The information on **pages 2–10** may be helpful as you fill this out.

Give participants 5 minutes to complete the reflection activity

SAY:

- We will come back to this reflection activity throughout the facilitation as we look at changing destructive conflict responses into productive conflict responses.
- We will now take a 10-minute break.

Give the participants a 10-minute break. Because of the tight timing for this program, you'll want to emphasize to all participants that everyone needs to return from the break on time.

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

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

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

PPT
17

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.

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
19



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
20



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
21



[🗣️] 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
22



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)

PPT
23



Page 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.

PPT
24



[🗣️] 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.

PPT
25



[🗣️] 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)

PPT
26



Page 18



[🗣️] 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.

PPT
27



[🗣️] 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.

MODULE OVERVIEW

Activity Description:

Participants are introduced to the idea of stepping back and reframing their thoughts during conflict. A series of videos are used to help participants practice identifying when automatic thoughts become unhealthy. They're taught some questions they can use to evaluate their automatic thoughts, and they practice reframing some automatic thoughts. They then get an opportunity to explore some more productive responses and wrap up the module by completing their reflection activity.

Goals:

- Practice catching and reframing automatic thoughts
- Learn a way to continue evaluating and improving conflict experiences

Length: 1 hour, 30 minutes

Activities:

- Individual
- Partner
- Small group
- Large group

Materials:

- Handout: Productive Conflict Log

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

PPT
28

CHANGING YOUR RESPONSE

Stepping Back (30 minutes)

NOTE: *Participants should return to their original table groups from the start of the training session.*

SAY:

- Now that you understand some of your destructive tendencies in conflict and how your automatic thoughts can sometimes lead to these behaviors, the next step is to figure out how to step back and reframe your thoughts so that you can, ultimately, change your responses in conflict.
- We'll begin by watching a video that illustrates this idea.

PPT
29

[🎥] *Video segment (1:45 minutes)*
Productive Responses

PPT
30

⊕
Page 19

[🎥] SAY:

- At the top of the **page 19** in your profiles, you'll see the model that was just presented in the video.
- Recall that, in the heat of conflict, our instincts can take over and automatic thoughts pop into our heads.
- So, similar to before...
 - A conflict event occurs...
 - And automatic thoughts pop into our head...
- However, in order to change this process, we need to...
 - Step back from our automatic thoughts and resulting emotions...
 - And then reframe our thought
- Okay, so we know we have to step back. We know it's difficult. Part of what makes it so hard is knowing when to do it.
- Let's watch some videos to see if we can identify the point in a conflict when we should step back.
- In the videos, you'll see two people having a conversation in which some conflict is involved.
- For one person, you'll hear and see that person's automatic thoughts. Each thought will be numbered.
- Not all automatic thoughts are inherently negative.

PPT
31

- The goal of this activity will be to try to identify when the person's automatic thoughts become unhealthy.
- [🎧] Let's watch the first video. In this one, Sally has the automatic thoughts.
- While watching the video, pay attention to Sally's automatic thoughts and see if you can identify when they start to go off the rails and become harmful to the situation. Write down the number of the thought.

NOTE: You may want to inform participants of the following information about the live-action videos:

- *The characters depicted in the live-action videos are intended to be peers. None of the videos depict a manager interacting with a direct report.*
- *Additionally, all live-action videos are independent of each other. Therefore, the events that take place in one video depicting two characters should not be construed as occurring before or after events that take place in a different video with the same actors.*
- *Lastly, while the characters may display traits that align with certain DiSC styles, for the purposes of the facilitation activities, DiSC styles should not be emphasized. Instead, participants should focus on the behaviors being displayed.*

PPT
32

[🎧] Video segment (1:40 minutes)
Automatic Thoughts Video 1

PPT
33



[🎧] **ASK:**

- As we saw, Sally responded in a destructive way. She got defensive, argumentative, and walked away from Stephanie.
- So, the key is to be able to identify when the automatic thoughts take a negative turn. This is when we need to step back.
- With Sally, what number did you choose and why?

Take a few responses. It's likely you'll hear some different numbers, and there is no one right answer.

SAY:

- So it's not always obvious. A lot of it comes down to perception and personal style.
- Okay. Let's try again.

PPT
34

- [🎧] I'll show another video. In this one, Tom has the automatic thoughts.
- As before, write down the number of the first automatic thought that you think is unhealthy.



[🎥] *Video segment (1:10 minutes)*
Automatic Thoughts Video 2



[🗣️] **ASK:**

- Can someone share which thought you chose and why you thought it was destructive?
- Did anyone feel differently?



Take a few responses.

SAY:

- You might have noticed that this video didn't show the heat of the moment. It was after the meeting where the conflict occurred.
- But gossiping still contributes to the conflict as we saw earlier.
- Sometimes destructive responses happen immediately; at other times, they can happen hours or even days later.
- Okay. We'll do another one.



- [🎥] In this video, Stephanie has the automatic thoughts.
- As before, jot down the number of the first automatic thought that seems destructive.



[🎥] *Video segment (1:30 minutes)*
Automatic Thoughts Video 3



[🗣️] **ASK:**

- Even though Sally may have been more aggressive in the moment, by caving in, Stephanie prolongs the conflict and jeopardizes the project by not dealing with the disagreement.
- Let's see when you thought Stephanie's automatic thoughts turned destructive.
- How many people noted down #6? [*ask for a show of hands*]
- How about #5? [*ask for a show of hands*]
- How about #4? [*ask for a show of hands*]
- How about #3? [*ask for a show of hands*]
- Anyone lower than #3? [*ask for a show of hands*]



SAY:

- There's a range of responses.
- But let's look more closely at one of the more extreme thoughts, "Well now I've done it. She's mad at me."



ASK:

- When Stephanie thinks, "Well now I've done it. She's mad at me," what emotions do you think she's feeling?

Take a few responses. Possible responses include anxiety, fear, self-doubt, and panic.



[🗣️] SAY:

- Part of stepping back from your thoughts is understanding and acknowledging your emotions.
- So that's what we're going to talk about now...how difficult it can be to step back from the emotion.
- In some situations, our emotions can be helpful; however, in conflict, they can sometimes cloud our judgment and prevent us from making the best choices.
- When it comes to conflict, many of the emotions that come into play fall into two broad categories: anger and anxiety.



- [🗣️] On **page 19**, take a few minutes to read how anger and anxiety are tied to your DiSC® style.
- Then take a moment to personalize the material by checking the statements that seem most true for you.



Allow a minute or two for participants to complete the task.

Then have participants form same-style DiSC groups of 3-4 people each.



[🗣️] SAY:

- In your same-style DiSC groups, please discuss...
 - What makes stepping back difficult for you?
 - What would help make you more successful?



Much of this discussion will be prompted by the profile content.

Give groups 5 minutes to discuss.

SAY:

- Even though stepping back from your automatic thoughts and the associated emotions is hard, it's important.
- Only if we can step back will we be able to reframe those thoughts and choose a more productive response.


Reframing Automatic Thoughts (30 minutes)

PPT
43

 **SAY:**

- Now that we've explored the idea of identifying automatic thoughts and stepping back from those thoughts and emotions during conflict, we're ready to start talking about how to reframe.
- Let's turn to **page 21**.
- Once you recognize your automatic thoughts, the next step is to really analyze that thought to see if it holds any truth and if it's actually reasonable and helpful to the situation.




PPT
44

-  You can ask yourself the questions on the top of **page 21**:
 - Is this thought actually valid/true?
 - Am I overreacting or exaggerating the problem?
 - Is there another way I could look at the situation?
- Let's look at an example.

PPTS
45-48



 **SAY:**

- Let's pretend that you're in conflict with a coworker and you have the thought, "She's never, ever, ever, going to like me again."
- You can reframe this in a number of ways:
 -  "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."
 -  "It's natural for people to disagree. It doesn't mean she's angry at me personally."

PPT
49



 **SAY:**

- Now, you try one. Suppose you're in conflict with a coworker and you have the thought, "He's awful."
- How could you reframe this into a more positive or helpful thought?

Take a few responses.

NOTE: Below are some sample reframed thoughts if the group can't come up with anything:

- "This situation is awful...not him."
- "While I don't like his position, I should hear him out."

NOTE: Participants should still be in their same-style DiSC® groups from the previous activity. If not, have them form those groups.



[M] SAY:

- Now we're going to try some more challenging ones in your same-style DiSC groups. Consider the following scenario:
 - Jane and Bob have been on the same team for 3 years. Jane typically takes the lead on team projects. Recently, Jane proposed a project to their boss. Because their boss thinks it would be a great opportunity for Bob to get experience managing projects, their boss asks Bob to take the lead. Now, Jane is mad at Bob and thinks, "he's trying to undermine me."
- In your groups, ask yourself the following questions, which are based on the questions at the top of **page 21**, and then come up with a reframed thought:
 - Is this thought actually valid/true?
 - Is Jane overreacting or exaggerating the problem?
 - Is there another way she could look at the situation?

Give groups 3-4 minutes to discuss.



SAY:

- I'd like a volunteer from each group to share how you reframed the automatic thought, and why you think this new thought would be more helpful.

Take responses from each DiSC style group in order to hear the style differences.

NOTE: Below are some sample reframed thoughts if the group can't come up with anything:

- "I may not like this, but it will be good for Bob."
- "We're on a team, and I need to be a team player."

PPT
51

 **SAY:**

- Okay, we'll try one more in your style groups. This time, we'll watch a video similar to the automatic thought videos we watched earlier.
- In this video, Dante has the automatic thoughts.
- Similar to before, jot down the number of the first unhealthy automatic thought.

PPT
52

 *Video segment (1:10 minutes)*
Automatic Thoughts Video 4

PPT
53

 **SAY:**

- Okay, in your style groups, review your choices for the first unhealthy thought.
- If there's disagreement, the group should just select one.
- Then, reframe the automatic thought into a more helpful thought to avoid the destructive response.



Page 20

Give participants 3-4 minutes to review.



SAY:

- I'd like a volunteer from each group to share which automatic thought you thought was the first unhealthy thought, how you reframed the automatic thought, and why you think this new thought would be more helpful.

Take responses from each DiSC® style group in order to hear the style differences.

PPT
54

 **SAY:**

- Now it's time to practice on your own.
- On **page 20**, read through the two paragraphs and examples in the Reframing Your Automatic Thoughts section.



Page 20

Give participants 1-2 minutes to review.



ASK:

- Any questions?



SAY:

- Okay, go ahead and complete the bottom of **page 20**.
- As a way to help with this process, since it's new, you may want to refer back to **page 18** to get some ideas of automatic thoughts that resonated with you.
- Additionally, you may want to refer back to **pages 12–17** to review some of the thoughts that were tied to specific destructive responses.

Give participants 3-4 minutes to work on page 20.



ASK:

- Can I get a few volunteers who would be willing to share an automatic thought that you came up with, how you reframed it, and why you think this new thought would be more helpful?

Take a few responses.

Choosing Productive Responses and Reflection (25 minutes)



[🗣️] SAY:

- Once you've reframed your automatic thought, the hardest work is done. Now you're in a position to deliberately choose a productive response. You're in control.



- [🗣️] On **page 21**, you'll find a list of productive responses. This list is not intended to be exhaustive, but it does give you an idea of different types of responses that can be used in different situations.



- The more of these you become comfortable with, the more options you'll have readily available to you to use during conflict to help you get to that productive outcome.

- But some of these will be harder for you than others.

- Take a few minutes to review and personalize the list by rating how easily each productive response comes to you.



Give participants 2-3 minutes.



[🗣️] SAY:

- Now, in your same-style DiSC® groups, each person should:



- Pick one of the productive responses that you identified as being easy for you, and share with each other what it looks like when you use this behavior with others during conflict situations.
- Pick one response that is difficult for you, and discuss why you think there would be value in using this behavior more during conflict.

Allow groups 6-7 minutes to discuss.



Page 21

[M] SAY:

- So now we're going to go back to that reflection activity.
- To this point, you've completed two steps in the reflection process:
 - You've described a conflict and how DiSC® styles might have played a part [**page 10**], and
 - You've identified your automatic thoughts and response [**page 18**].
- Now, it's time to look at that whole situation differently and explore how you could have changed both your thoughts and your behaviors.
- Take a few minutes to complete the questions in the gray box at the bottom of **page 21**.

Give participants 4-5 minutes to write.



ASK:

- Are there any volunteers willing to walk us through your reflection activity responses from pages 10, 18, and 21?
- Please don't share any specific names.

Take a response or two.

SAY:

- Hopefully the reflection pages have helped you see how you can examine conflict situations and, most importantly, break down how your train of thought can sometimes lead to destructive behaviors in conflict.
- The key is to step back from your automatic thoughts and emotions and reframe your thoughts so you can respond in a more deliberate, productive way.

What's Next (3 minutes)



Page 22



[M] SAY:

- Please turn to **page 22**.
- Here you'll find a worksheet that pulls together the process you used during the reflection activities.
- I'm also going to pass out a copy of this as a handout so that you have an additional copy.

Distribute the Productive Conflict Log Handout.

[🗨️] **SAY:**

- Changing behavior is usually something that takes a lot of time, effort, and practice. So this log will help you keep track of that as you work toward having more productive conflict in the future.

PPT
60

[🗨️] **SAY:**

- You can also check out *MyEverythingDiSC*, which lets you compare DiSC® styles with others who have completed an Everything DiSC® assessment, to better understand your similarities and differences. Having this understanding often makes it easier to step back and respond productively when things get tense.
- [Click on image to go directly to *MyEverythingDiSC*]

Wrap Up and Thank You (2 minutes)

PPT
61

[🗨️] **SAY:**

- Thank you for participating today.
- Conflict can be a difficult subject for many of us. Hopefully today's session has given you some insight as to how to deal with it more productively.
- I encourage you to go back over the things we talked about and explore them in more detail.
- You've picked up some good tools and skills today; your task now is to apply them.
- I wish you good luck and productive conversations.