Everything DiSC® Agile EQ™: Virtual Facilitation Activities

In this document, we provide some guidance for running a virtual *Everything DiSC® Agile EQ™* 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 Agile EQ Facilitation Kit*. We encourage you to be creative with these ideas, given your situation and the capabilities of your virtual delivery platform.

Overview

Module	Topic	Activity	Requires	Time (mins)
Prework	0.1 Participant prework	Participants review their *Agile EQ™ Profile* (paying particular attention to pages 5–7).	-	15–20
		Participants choose their expert mindset.	-	1
		Participants choose their stretch mindset.	-	1
1. Your EQ Strengths	1.1 Intro to Agile EQ	Welcome participants and provide the definition of EQ.	-	4
		Take emotional intelligence poll.	Poll or chat	4
		Option A: Show Introduction to Agile EQ video.	Ability to show video	4
		Option B: Explain key ideas from video.	-	2
	1.2 Introduce styles and mindsets	Explain Cornerstone Principles, workshop overview, and DiSC® styles.	-	5
		Option A: Use whiteboard tool to draw DiSC map and instruct participants to plot themselves.	Whiteboard	2
		Option B: Ask participants to share their DiSC style via a poll or typed chat.	Poll or chat	2
		Explain the mindsets and give participants a moment to view them.	-	5
	1.3 Read about mindsets	Ask participants to read through their mindset narratives and note key ideas.	-	5

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Module	Topic	Activity	Requires	Time (mins)
1. Your EQ Strengths	1.4 Discuss psychological needs	Instruct participants to review their EQ snapshot.	-	1
		Option A: Divide participants into style-group breakout rooms, where they discuss the needs that drive their choices.	Breakout rooms	16
		Option B: As a large group, participants discuss the needs that drive their choices.	-	10
	1.5 Share expert and stretch mindsets	Option A: In style-group breakout rooms, participants share their expert mindset and the stretch mindset they want to work on.	Breakout rooms	5
		Option B: As a large group, participants share their expert mindset and the stretch mindset they want to work on.	Optional chat	5
	1.6 Explain agility	Discuss the need for agility.	-	1
		Option A: Show Recognize Other Mindsets video.	Ability to show video	4
		Option B: Paraphrase ideas from video.	-	2
	1.7 Expert mindset sharing	Option A: Share the Expert Mindset Template and give participants a few minutes to vote for questions about their chosen stretch mindset. Then ask participants to answer questions about their expert mindset.	Whiteboard, chat, Expert Mindset Template	25
		Option B: Share the Expert Mindset Template and give participants a few minutes to review and select questions about their chosen stretch mindset. Then ask participants to answer questions about their expert mindset.	Chat, Expert Mindset Template	30
	1.8 Review stretch mindset	Participants read about their chosen stretch mindset.	-	5
		Option A: Divide participants into pairs and instruct them to discuss their chosen stretch mindsets.	Breakout rooms	5
		Option B: In a large group, discuss participants' chosen stretch mindsets.	-	5
	1.9 Closing comments	Share closing comments on the importance of using strengths and stretching to new mindsets.	-	2
2. Increase Your Agility	2.1 Demonstrate the need to stretch	Introduce the need to stretch.	-	1
		Option A: Conduct the Mindsets in Action activity, allowing participants to watch videos specific to their style.	Access to Wiley video streaming service, breakout rooms	25
		Option B: Conduct the Mindsets in Action activity in a large-group setting.	Ability to show video	40
		Option C: Read a scenario and decide which mindsets might be most effective.	Poll or chat	8–12
	2.2 Introduce the process of change	Option A: Show Act to Become Agile video.	Ability to show video	3
		Option B: Explain what the process of change looks like.	-	3
		Conduct a poll on what is difficult about change.	Poll	3

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Module	Topic	Activity	Requires	Time (mins)
2. Increase Your Agility	2.3 Discover what is difficult about change for you	Read about what might be difficult about change for you.	-	4
		Option A: Discuss change in small groups.	Breakout rooms	7
		Option B: Discuss change in a large group.	-	5
	2.4 Mindset practice	Option A: Have participants discuss scenarios in small groups.	Breakout rooms, Mindset Practice Handout from Facilitation Kit	18
		Option B: Have participants discuss scenarios in the large group.	Optional poll, Mindset Practice Handout from Facilitation Kit	10–20
	2.5 Action planning	Ask participants to create an action plan for themselves.	-	10
	2.6 Closing comments	Share closing comments on the benefits of agility and putting effort into this process of growth.	-	2

Program Structure

This virtual adaptation restructures *Agile EQ™* into two modules: (1) Your EQ Strengths, which focuses on teaching participants about their natural mindsets and building some awareness of the need to stretch beyond them, and (2) Increase Your Agility, which focuses on taking action to use new mindsets. Module 1 can be done on its own, or you may complete both modules, spacing them out into separate sessions if needed. Module 1 is roughly 90 minutes; Module 2 will vary between 60–90 minutes, depending on the options you choose.

We also recommend asking participants to review their Profile in advance of the session as prework. If participants fail to do so, they will still have a complete and satisfying workshop experience, but assigning prework allows you to spend more workshop time on valuable discussion and activities and less time on lecture and silent reading.

General Tips

- We suggest keeping your session length to 2 hours or less. That may necessitate breaking the workshop into two sessions or selecting only some of the activities described 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 an Everything DiSC® workshop.

Participant Prework

(15–20 min) We recommend making sure that participants have access to their *Agile EQ Profile* prior to the session and instructing them to spend time in advance reviewing the content. In particular, they should read pages 5–7 (DiSC® & Agile EQ and Your EQ Mindsets). This ensures they will come to the session with a basic sense of the eight EQ mindsets and which ones come naturally to them.

In addition to reviewing the Profile, you should ask participants to decide which of their natural mindsets they use most frequently (their expert mindset) and which of the mindsets outside their comfort zone they'd like to work on (their stretch mindset).

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Module 1: Your EQ Strengths

Topic 1.1: Intro to Agile EQ™

(**4 min**) Begin by welcoming participants and walking them through any platform tools they should be aware of in order to be engaged in the session. Explain the purpose of the session and provide them with the definition of Agile EQ™.

(**4 min; polling or chat feature preferable; this could also be done out loud if no poll or chat is available**) Use the platform polling tool to pose the following question to learners:

> In your opinion, what is the defining trait of an emotionally intelligent person?
>
> - Keeping an open mind
> - Understanding how others are feeling
> - Staying calm under pressure
> - Speaking persuasively to others
> - Other

Allow participants a moment to answer, then share the results. Ask a couple of volunteers to share their thinking. Highlight the variation of responses and explain that all of these answers are correct. Point out that there are different ways to be emotionally intelligent.

> **Option A** (**4 min; requires ability to play video**): Show the Introduction to Agile EQ video.
>
> **Option B** (**2 min**): Summarize key ideas from the video: There are many different kinds of emotional intelligence, and different people have different strengths. Your DiSC® style can help you understand which strengths may come naturally to you. For example…
>
> - People with a D, or Dominance, style are typically direct and firm. They're good at projecting confidence, persuading others, and speaking up for themselves.
>
> - Those with an i, or Influence, style are generally outgoing and enthusiastic. They're good at making connections, tapping into the energy in a room and noticing how people are feeling.
>
> - People with an S, or Steadiness, style are usually even-tempered and accommodating. They often excel at understanding where other people are coming from, remaining calm and flexible, and keeping conversations harmonious and collaborative.
>
> - And those with a C, or Conscientiousness, style are typically analytical and reserved. They're good at stepping back and separating facts from their personal feelings, and showing restraint in tense situations.

Our strengths are valuable, but there are also going to be situations where we have to look outside what comes naturally to us. We need to develop the agility to adopt other responses when the situation calls for it. That means developing the flexibility to respond to different situations with the best possible approach, not just the one that comes naturally to us. *Agile EQ* will help enhance our emotional intelligence by increasing our agility.

Topic 1.2: Introduce styles and mindsets

(**5 min**) Use pages 9–11 of the Facilitator's Guide and the corresponding PowerPoint® slides to walk participants through the Cornerstone Principles, the workshop overview, and an explanation of the DiSC model, adapting the content as needed based on participants' familiarity with DiSC and the range of topics you'll be covering during the session.

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Option A (**2 min; requires whiteboard tool**): Share a whiteboard with the group and draw the DiSC® map with four quadrants. Invite participants to plot themselves on the DiSC map by typing their initials where their dot is located. Give participants a minute to do this, then comment on the diversity of styles represented.

Option B (**2 min; polling or chat feature preferable; this could also be done out loud if no poll or chat is available**): Instruct participants to share their DiSC style with the class, either by answering a poll question or by typing their style into the chat. If you do not have these features, participants could take turns sharing their style out loud. Give participants a minute to do this, then comment on the diversity of styles represented.

(**5 min**) Use pages 11–12 of the Facilitator's Guide and corresponding PowerPoint® slides to walk participants through an explanation of "mindsets." Give them a minute to review the mindset map on page 5 of their Profiles. (Note: Participants should already be familiar with this as a result of the prework.)

Topic 1.3: Read about mindsets

(**5 min**) Instruct participants to review pages 6–7 of their Profile and jot down three ideas that resonate with them. (Note: Participants should already be familiar with these pages as a result of the prework.) If time permits, ask a couple of volunteers to share what stood out to them.

Topic 1.4: Discuss psychological needs

(**1 min**) Instruct participants to review the EQ snapshot on page 8 of their Profile.

Option A (**16 min; requires breakout rooms**): Divide participants into four breakout rooms based on their DiSC style. Give them 5 minutes to discuss the first two discussion questions on page 14 of the Facilitator's Guide (How have your needs shaped your choices throughout your life? How has acting on these needs benefited you?). Then bring the large group back together and allow a minute for each style group to report out what they discussed. After that, return participants to style breakout rooms and give them 5 minutes to discuss the third discussion question on page 14 of the Facilitator's Guide (In what ways have your needs caused you to dismiss or ignore the mindsets outside of your comfort zone?). You do not need to report out from this question.

Option B (**10 min**): As a large group, give participants a minute to reflect on the first two discussion questions on page 14 of the Facilitator's Guide (How have your needs shaped your choices throughout your life? How has acting on these needs benefited you?). Then take responses from volunteers or from everyone, as group size and time permit. Then give participants another minute to reflect on the third discussion question on page 14 of the Facilitator's Guide (In what ways have your needs caused you to dismiss or ignore the mindsets outside of your comfort zone?). You do not need to report out from this question.

Topic 1.5: Share expert and stretch mindsets

Option A (**5 min; requires breakout rooms**): Keeping participants in the same-style breakout rooms, invite them to share which mindset they use most frequently (their expert mindset) and which mindset outside their comfort zone they'd like to work on (their stretch mindset). Participants should already have identified these as part of the prework, but if they have changed their mind, that is okay.

Option B (**5 min; optional chat**): As a large group, either using the chat feature or sharing out loud, invite all participants to share which mindset they use most frequently (their expert mindset) and which mindset outside their comfort zone they'd like to work on (their stretch mindset). Participants should already have identified these as part of the prework, but if they have changed their mind, that is okay.

Topic 1.6: Explain agility

(**1 min**) Adapting the language on page 18 of the Facilitator's Guide as needed, explain that although participants' EQ strengths are beneficial, there are also times when they will need to stretch to other mindsets.

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Option A (4 min; requires ability to play video): Show Recognize Other Mindsets video.

Option B (2 min): Paraphrase the key ideas from the video, using your own examples to illustrate them if possible. Key ideas: Emotional intelligence is a kind of problem solving. We use our default responses and mindsets because that's what's comfortable…and automatic. But this can lead to suboptimal results when we find ourselves in situations that require responses that aren't within our comfort zone. To be more emotionally intelligent, we should grow our agility by becoming more aware of the full range of options—or mindsets—that we can use to handle different challenges.

Topic 1.7: Expert mindset sharing

Option A (25 min; requires whiteboard tool, chat, Expert Mindset Template): Explain to participants that they can learn a lot from one another when it comes to stretching to other mindsets. Share the Expert Mindset Template via the whiteboard and allow learners to annotate it. Give participants 3 minutes to use stamps or drawing tools to vote for the questions they want answered about their stretch mindset in the space near each question on the template, and invite them to submit their own through the chat. Then instruct participants to look at their expert mindset and reflect on how they would answer those questions. Then take 20 minutes total to review each mindset, see what questions participants voted for and submitted, and solicit advice from the people who are experts in each mindset to address the questions.

Option B (30 min; requires chat, Expert Mindset Template): Explain to participants that they can learn a lot from one another when it comes to stretching to other mindsets. Share the Expert Mindset Template on screen and ask learners to consider the questions associated with their stretch mindset. Give them 3 minutes to use the chat to vote for the questions they'd like answered or to submit their own. Give people an example of how they should chat their choice: "EMPATHIZING: How do you balance holding people accountable with making allowances when needed?" Then give them a minute to look through the chat and reflect on the questions associated with their expert mindset. After that, take 20 minutes total to review each mindset, show the questions participants submitted, and solicit advice from the people who are experts in each mindset to address the questions.

Topic 1.8: Review stretch mindset

(5 min) Use the text on page 21 of the Facilitator's Guide to explain pages 10–14 of the *Agile EQ™ Profile*. Then instruct participants to turn to the stretch mindset they chose and read that page.

Option A (5 min; requires breakout rooms): Divide participants into pairs (ideally with mixed DiSC® styles) and put them in breakout rooms. Give pairs about 5 minutes to discuss their stretch mindsets using the topics listed on page 22 of the Facilitator's Guide (How would you be more effective if you were more comfortable with this mindset, either personally or professionally? Think of past situations where using this mindset could have benefited you or others.).

Option B (5 min): As a large group, give participants a minute to reflect on their stretch mindsets using the topics listed on page 22 of the Facilitator's Guide (How would you be more effective if you were more comfortable with this mindset, either personally or professionally? Think of past situations where using this mindset could have benefited you or others.). Then ask volunteers or all participants to share their ideas, as time permits.

Topic 1.9: Closing comments

(2 min) Remind participants of the key topics covered in the module: Everyone has different kinds of emotional intelligence. These strengths can be useful in a variety of situations, but are not a one-size-fits-all solution. Therefore, it is also important to stretch outside one's comfort zone and take on different mindsets. Adapt your comments depending on whether you will be continuing on to Module 2 now, later, or not at all. If you do not plan to cover Module 2 with participants at all, point them to pages 15–26 of the Profile, where they will discover concrete recommendations for adopting their chosen stretch mindset and can create an action plan.

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Module 2: Increase Your Agility

Topic 2.1: Demonstrate the need to stretch

(**1 min**) Begin by explaining that the first step in becoming more agile is being able to recognize when an alternative mindset would be more effective than one that is in your comfort zone. Assure participants that although this requires some judgment, simply being aware of the power of the other mindsets is a major part of mastering agility.

> **Option A** (**25 min; requires breakout rooms, access to the Wiley video streaming service**): This activity requires access to the Wiley video streaming service. If you're using the service, you'll need the individual links provided for each of the videos in this activity. If you're not using the service, you can conduct a similar activity using Option B. To access the video streaming service, visit **https://www.mindlabconnect.com/landingpages/video-streaming.aspx**
>
> This activity is a modification of the Mindsets in Action activity described starting on page 22 of the Facilitator's Guide. It is designed to show participants a concrete example of stretching beyond one's comfort zone.
>
> Explain to participants that in this activity they will be put in style-specific breakout rooms and will be watching videos featuring a character with that same style. After each video, they will respond to questions about what they observed.
>
> Start by splitting the group into four breakout rooms based on their DiSC® styles. Provide the appropriate link for the video for each style, showing the character facing a tough situation. Direct participants to watch the video and then to discuss the following questions:
>
> - What problems did the main character's natural mindset cause in this situation?
> - Have they ever found themselves tempted to make a similar mistake?
>
> After 8 minutes, bring the participants back to the large group. Note that in each of the videos the character's choice wasn't terrible, but the point is that there was a better option that didn't occur to them.
>
> Return participants to their style-specific breakout rooms and provide two video links this time, each one for a video showing a different mindset choice that could be more effective. Tell the participants to choose one of the options, watch the video and then, in their small groups, discuss the following questions:
>
> - What did the character do differently?
> - How hard is it for you to act that way?
>
> After 8 minutes, bring them back to the large group.
>
> **Option B** (**40 min; requires ability to show video**): Refer to the Mindsets in Action activity starting on page 22 of the Facilitator's Guide and facilitate the activity as described.
>
> **Option C** (**8–12 min; polling preferable, but chat can be used as well**): Present the poll below and ask participants to respond. If you do not have a poll feature, participants can chat their response.

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In a large team meeting, the group is discussing the direction for a new project. Most people are leaning toward a decision that you strongly disagree with. You voice your objections multiple times, but others are not convinced. You find yourself getting irritated at their lack of common sense. Which mindset might be particularly helpful in this moment?

- Dynamic
- Outgoing
- Empathizing
- Receptive
- Composed
- Objective
- Resolute
- Self-Assured

After the poll has finished, ask for a few people to share what they chose and why, particularly anyone who chose a mindset that tends to be outside their comfort zone.

Point out that there is no right answer and that these situations require judgment. Point out as well that while there are multiple good options (as evidenced by the different perspectives people shared), all options might not be equally effective. Consider a second poll and discussion (using similar processing as for the first poll) if time permits.

You've been working in your job for three years and have a lot of unique insights into how the department could operate more efficiently. You've mentioned these to your (incredibly busy) boss several times, and she has said they are great ideas, but nothing has ever come of it. Which mindset might be particularly helpful in this situation?

- Dynamic
- Outgoing
- Empathizing
- Receptive
- Composed
- Objective
- Resolute
- Self-Assured

Topic 2.2: Introduce the process of change

Option A (3 min; requires ability to show video): Introduce and show the Act to Become Agile video as described on the top of page 27 in the Facilitator's Guide.

Option B (3 min): Explain what the process of change looks like, paraphrasing the language on page 15 of the Profile.

(3 min) Conduct a quick poll (below) and ask a few participants to share what they chose and why. Consider sharing your own choice to get people thinking.

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What's the hardest thing about adopting a new habit?

- Being consistent over time
- Not getting discouraged if progress is slow
- Figuring out how to start
- Staying focused amidst other priorities
- Other

Topic 2.3: Discover what is difficult about change for you

(**4 min**) Ask participants to turn to page 15 of their Profiles, find the page of their chosen mindset, and read the Getting into the Mindset section.

> **Option A** (**7 min; requires breakout rooms**): This is a modification of the small-group discussion described starting on page 28 of the Facilitator's Guide. Place participants in groups of three. If possible, try to mix DiSC® styles and/or the mindsets participants have chosen to work on. Have them discuss (1) what mindset they chose and why it'll be difficult for them and (2) what are some of the instinctive thoughts they'll have to overcome, and how might they do this?

> **Option B** (**5 min**): Ask participants to jot down two things that might make this particular change difficult for them. Ask for a couple of volunteers to share what they chose and why. Be prepared to share your own examples.

Topic 2.4: Mindset practice

> **Option A** (**18 minutes; requires breakout rooms, Mindset Practice Handout**): Modify the Mindset Practice activity described starting on page 28 of the Facilitator's Guide, splitting participants up into groups of three. Share the Mindset Practice Handout from the Facilitation Kit with participants within your chosen platform.

> **Option B** (**10–20 min; optional poll, Mindset Practice Handout**): For this activity, participants will need to be able to review a multi-page handout. Depending on your available technology, you may need to distribute the handout in advance, perhaps via email.

> Explain that stretching beyond your comfort zone takes effort and creativity, but this gets easier over time. Ask participants for a suggestion of a mindset to focus on for a few minutes. After participants have chosen a mindset, ask them to read the first scenario under that mindset in the Mindset Practice Handout. Consider offering a poll asking how comfortable people would find this situation to deal with in real life: extremely comfortable, moderately comfortable, uncomfortable. Then ask for suggestions of how to respond to this situation using the selected mindset. First ask for participants who do not have that mindset in their comfort zone to respond. Then open the question up to people who do have that mindset in their comfort zone. If time permits, consider doing this with a second scenario. Reinforce that, with any given situation, there are usually more options available to us than we might initially believe.

Topic 2.5: Action planning

(**10 min**) As described on page 30 of the Facilitator's Guide, ask participants to read the relevant pages of their Profile (pages 16–25) and then complete the action plan on page 26.

Topic 2.6: Closing comments

(**2 min**) Reinforce the benefits of building one's agility, using the language included on pages 30–31 of the Facilitator's Guide.

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Dynamic

How do you manage the self-doubts that come with taking a social risk?

Any tips for being more persuasive?

Does taking risks come naturally to you, or do you have to talk yourself into it?

Other?

Outgoing

How can I get more comfortable putting myself out there?

What are your tips for starting a conversation with someone you don't know?

Why is sharing my emotions necessary for building relationships?

Other?

Empathizing

What advice would you give for getting better at noticing people's emotions?

How do you balance holding people accountable with making allowances when needed?

What ideas do you keep in mind when thinking about how your actions or decisions affect others?

Other?

Receptive

How do I stay receptive even when I'm really sure that I'm right?

What can I do to make people feel more comfortable sharing their opinions with me?

Where's the line between compromising and caving in?

Other?

Composed

Do you have any tips for staying calm when you're frustrated?

Do you really never lose control of your emotions?

What benefits have you seen from staying composed under pressure?

Other?

Objective

How can you tell when you aren't being objective?

Are there ever times when it makes sense to base decisions on emotion?

What strategies do you use to step back and think objectively?

Other?

Resolute

Any tips for resisting pressure to cave in?

How do you balance standing your ground with keeping an open mind?

Do you every worry about coming across as too negative?

Other?

Self-Assured

How do you project confidence even when you have doubts?

Do you ever worry about stepping on people's toes?

What do you do to make sure your opinions are heard?

Other?