EVERYTHING DiSC
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Video Viewing Guide

Catalyst.

Video Viewing Guide

Everything DiSC® on Catalyst™ video provides both theoretical explanations and practical examples of the use of DiSC® principles in the workplace. Forming an integral part of many facilitation activities, these videos explore key concepts and show real-world examples of the ways in which participants can use DiSC to expand their self-awareness, build relationships, manage more effectively, and develop their emotional intelligence.

This guide provides an overview of the video content within the facilitation kit. *Everything DiSC on Catalyst* video is available with English subtitles or without subtitles. Some of these videos are also featured on the Catalyst™ platform.

Everything DiSC® Fundamentals

INTRODUCTION TO DiSC®
Introduces the DiSC model and explores why workplace interactions can be both highly meaningful and highly complex.

Page 5

THE DiSC MODEL
Provides an overview of the DiSC model and can be used as an optional recap of key DiSC concepts.

Page 5

Workplace

GALAXY PROJECT
Uses a team project scenario to introduce four coworkers of different DiSC styles and to elicit people's instinctive reaction to each style.

Page 6

WORKING WITH THE STYLES
Includes team discussions about the challenges of working with each DiSC style and strategies for becoming more effective in those relationships.

Page 7

Management

DiSC® MANAGEMENT STYLES

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

Page 10

PEOPLE READING

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

Page 10

DIRECT AND DELEGATE

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

Page 11

MOTIVATION

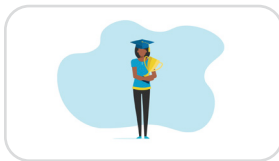Shows how a manager creates environments that demotivate and help motivate the four styles.

Page 13

MANAGE UP

Shows adapted interactions of a manager as she tries to get buy-in from bosses with different styles.
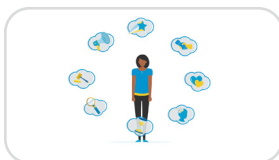
Page 15

Agile EQ™

YOUR EQ STRENGTHS
Introduces the concept of EQ and explores why some aspects of EQ may come more naturally than others.

Page 16

BEYOND YOUR COMFORT ZONE
Describes the potential issues with only using those mindsets that are comfortable.

Page 16

ASK THE EXPERT
Each video shows an "expert" (someone who is good at a particular mindset) describing the benefits of the mindset.

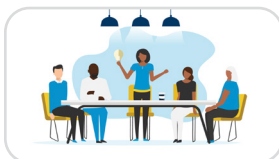**Page 16**

MINDSETS IN ACTION
This series of videos illustrates a natural mindset and two stretch mindsets for each of the four DiSC® styles.

Page 17

DEVELOP YOUR EQ
Shows the value of stretching beyond one's comfort zone and what it takes to do so.

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Everything DiSC® Fundamentals

INTRODUCTION TO DiSC®

Total Length: 4:25 minutes

Even though people tend to think of their work lives in terms of big, consequential moments, more often, it's the small interactions that make the difference between a good day and a bad one. This video segment introduces the DiSC® model and describes how using DiSC to better understand ourselves and the people around us can lead to more productive and meaningful experiences at work.

THE DiSC MODEL

Total Length: 3:30 minutes

Also featured on the Catalyst™ platform

This video segment appears in the Optional Recap section at the start of many of the Classroom Facilitation modules and is also included on the Catalyst platform. Designed to provide a review of key information about the DiSC model, the video describes the four main DiSC styles and explains concepts such as inclination and shading. Facilitators should use their discretion to determine when this video review is necessary.

Workplace

GALAXY PROJECT

Total Length: 11 minutes

These segments let participants experience their instinctive reactions to the four DiSC® styles. Four coworkers are introduced in the context of a team project.

Using the Galaxy Project Segments in Facilitation

These segments are used in Workplace Module 2: You and Other Styles, where they help participants experience their initial reactions to each style. As they watch each segment, participants go through a process of identifying each character's DiSC style, stressors, and conflict reactions.

Galaxy Project—Part 1

In this video, the team members discuss how they'll approach an impending project deadline. Each character provides a brief aside to help clarify the person's DiSC style.

Galaxy Project—Part 2

In this video, which takes place later in the same day as the first one, team members continue to discuss their project. The character asides provide insight as to what causes stress for each person.

Galaxy Project—Part 3
Classroom facilitation only

In this video, which takes place on the day of the project presentation, team members are feeling unprepared. The character asides provide insight as to how each person responds during conflict.

WORKING WITH THE STYLES
Total Length: 10 minutes
These segments, which take place roughly six months after the Galaxy Project videos, show the team discussing specific strategies for working with different DiSC® styles. Each team member recounts examples of issues they've faced in working with one another and how they've applied what they've learned about one another's styles to improve their relationships.

Using the Working with the Styles Segments in Facilitation
These four segments are used in Workplace Module 3: Build Better Relationships, where they help participants see different approaches to working more effectively with each DiSC style.

Working with the D Style
In this video, the team discusses challenges and effective strategies for working with Sally, who has a D style.

Stephanie (i style) says that she understands that Sally wants to get things done, so, when talking with Sally, she tries to get to the point more quickly. Stephanie also tries not to take things personally when Sally communicates more bluntly.

Tom (S style) used to think that Sally was abrupt, but now he understands that it is because she is focused on getting things done. Like Stephanie, he tries not to take things personally when Sally communicates more bluntly.

Dante (C style) thinks that Sally moves too fast sometimes, but now he tries to make a fair assessment of her suggestions. He's getting better about pushing for more time when needed while also recognizing that sometimes he needs to allow things to progress.

Sally (D style) has no problem confronting others and speaking her mind, but she forgets that others may struggle with this. So, she encourages her coworkers to push back and say something to her if they disagree or have another opinion to offer.

Working with the Styles (continued)

Working with the i Style

In this video, the team discusses challenges and effective strategies for working with Stephanie, who has an i style.

Sally (D style) used to think that Stephanie put too much emphasis on relationships, but now is learning to make the relationship with Stephanie a priority since that is key for Stephanie.

Tom (S style) thinks that things with Stephanie can be chaotic at times. He recognizes that she has a lot of ideas and energy at the start of a project, but that she loses interest when things become routine, so he is working on finding a balance between supporting and questioning her ideas.

Dante (C style) also thinks things can be chaotic with Stephanie, but his response would be to just shut things down. He's now learning to allow himself time to sit with things and think about Stephanie's ideas before reacting.

Stephanie (i style) often felt shut down or ignored in the past. She wants people to hear her out to help her feel like she is part of the team, and she says the team is now doing a better job of this.

Working with the S Style

In this video, the team discusses challenges and effective strategies for working with Tom, who has an S style.

Sally (D style) says that Tom is good about bringing other views into projects, which she initially thought was slowing things down. But now she's learning that the group needs other opinions to get buy-in.

Stephanie (i style) acknowledges that she tends to bounce around rather than seeing things through, which has caused problems with Tom in the past. She's learning to check in more often, especially when she decides to switch gears on Tom.

Dante (C style) notes that he and Tom are similar in that they can both take too much time on a project. He says that he and Tom are learning to encourage each other to take risks to get things done more quickly.

Tom (S style) says he has a hard time committing to a decision when it is unclear how it will affect the team. He wants an understanding of where things are going and how others are going to be affected before buying in.

Working with the Styles (continued)

Working with the C Style

In this video, the team discusses challenges and effective strategies for working with Dante, who has a C style.

Sally (D style) knows that Dante needs time to sit with things. She makes sure she gets Dante any background materials in advance and takes the time to identify what needs to be done in order to move forward.

Stephanie (i style) didn't think Dante felt like he could count on her, and she often pushed too hard for him to understand her ideas. Now, she knows that she needs to slow down and focus on the facts when working with Dante.

Tom (S style) was never sure when to approach Dante or how to bring things up. Now, Tom tries not to interrupt when Dante is working, sometimes finding that email is a more effective communication method.

Dante (C style) wants to fully understand ideas and to know what is behind them. It isn't his intent to appear closed off; he's usually just thinking. Although he does like to get absorbed in what he's doing, that doesn't mean that he always wants to work alone.

Management

DiSC® MANAGEMENT STYLES
Total Length: 6:17 minutes
Also featured on the Catalyst™ platform
What if people had their needs written all over them? This video segment introduces participants to the DiSC® model and shows how understanding people's needs can improve management's effectiveness. The video illustrates the four DiSC management styles and their priorities, and addresses the complexities of the real world by showing how people can have priorities in addition to those that are expected for their DiSC style.

PEOPLE READING
Total Length: 4 minutes
The short segments in this collection help participants learn how to identify people's DiSC styles through the people-reading process. Choose one of the actors, Ian or Natalie, to show all of the styles in a single facilitation. This keeps participants focused on the behaviors and not on the individual.

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

Scenario 1
S style: People who have an S style are probably accepting and eager to help. They can be cautious and show concern with how their actions could impact others.

Scenario 2
C style: People who have a C style can be skeptical and systematic in their reviews. They may focus on accuracy and analysis through logical reasoning.

Scenario 3
i style: People who have an i style can be fast-paced and enthusiastic. They might be expressive and interested in creating fun environments for their teams.

Scenario 4
C style: People who have a C style will likely be reserved and respond cautiously to new deadlines. They might request more time and to be left alone until they finish.

Scenario 5
D style: People who have the D style can be driven and confident. They may offer direct opinions about how to keep things moving without dwelling on the details.

People Reading (continued)

Scenario 6
Di or iD style: People who have the Di or iD style can be energetic, friendly, and confident. They may acknowledge issues that could arise by moving forward with a job but are willing to smooth it over later.

Scenario 7
SC or CS style: People who have the SC or CS style can be cautious and systematic. They may focus on getting things right while also wanting to be diplomatic and expressing concern for others.

Scenario 8
CD or DC style: People who have the CD or DC style might openly express their frustrations. They may have a no-nonsense approach and desire to be as efficient as possible.

DIRECT AND DELEGATE
Total Length: 10 minutes
This section shows participants how to adapt to meet the needs of each style. Each manager/employee duo has two videos. Keep in mind that the manager, Natalie, is not meant to portray a particular style. Instead, she illustrates an ineffective approach to one style in the first video and an adapted, more effective approach to the same style in the second video.

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

D Style Employee—Sally

Natalie/Sally (Ineffective)
Direct & Delegate to the D Style

The communication is ineffective because

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

Natalie

Sally
D Style Employee

Natalie/Sally (Adapted)
Adapt to the D Style

The communication is more effective because

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

Direct and Delegate (continued)

i Style Employee—Stephanie

Natalie/Stephanie (Ineffective)
Direct & Delegate to the i Style

The communication is ineffective because

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

Natalie

Stephanie
i Style Employee

Natalie/Stephanie (Adapted)
Adapt to the i Style

The communication is more effective because

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

S Style Employee—Tom

Natalie/Tom (Ineffective)
Direct & Delegate to the S Style

The communication is ineffective because

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

Natalie

Tom
S Style Employee

Natalie/Tom (Adapted)
Adapt to the S Style

The communication is more effective because

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

C Style Employee—Dante

Natalie/Dante (Ineffective)
Direct & Delegate to the C Style

The communication is ineffective because

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

Natalie

Dante
C Style Employee

Natalie/Dante (Adapted)
Adapt to the C Style

The communication is more effective because

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

MOTIVATION

Total Length: 11 minutes

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

Using the Motivation Segments in Facilitation

These eight segments are used in Module 4, where they help participants understand the motivational needs of different styles.

Motivation and Sally—D Style Employee

Ian/Sally (Ineffective)
Motivation and the D Style

The communication is ineffective because

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

Ian

Sally
D Style Employee

Ian/Sally (Adapted)
Understand D Style Motivation

The communication is more effective because

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

Motivation and Stephanie—i Style Employee

Ian/Stephanie (Ineffective)
Motivation and the i Style

The communication is ineffective because

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

Ian

Stephanie
i Style Employee

Ian/Stephanie (Adapted)
Understand i Style Motivation

The communication is more effective because

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

Motivation (continued)

Motivation and Tom—S Style Employee

Ian/Tom (Ineffective)
Motivation and the S Style

The communication is ineffective because

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

Ian

Tom
S Style Employee

Ian/Tom (Adapted)
Understand S Style Motivation

The communication is more effective because

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

Motivation and Dante—C Style Employee

Ian/Dante (Ineffective)
Motivation and the C Style

The communication is ineffective because

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

Ian

Dante
C Style Employee

Ian/Dante (Adapted)
Understand C Style Motivation

The communication is more effective because

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

MANAGE UP
Total Length: 3 minutes
Also featured on the Catalyst™ platform
This section shows participants specific ways to adapt to get buy-in from their own manager.

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

Segment 1: Natalie and Alex
Natalie introduces the idea of adding a new team member to Alex, a D style manager, by focusing on their bottom-line goal of 10% growth.

Segment 2: Natalie and Carolyn
Natalie introduces the idea of adding a new team member to Carolyn, an i style manager, by generating excitement about reaching the goal of 10% growth.

Segment 3: Natalie and Richard
Natalie introduces the idea of adding a new team member to Richard, an S style manager, by focusing on people.

Segment 4: Natalie and Robin
Natalie introduces the idea of adding a new team member to Robin, a C style manager, by requesting an appointment and supporting her opinion with data.
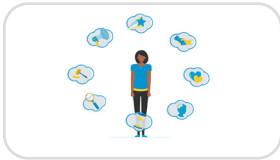
Agile EQ™
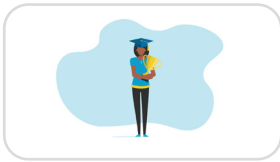
YOUR EQ STRENGTHS
Total Length: 2:55 minutes

This video introduces the idea of EQ. It explains how some types of emotional intelligence may come more naturally to people than others, depending on their DiSC® style, and it describes the value of using one's strengths in new ways.

BEYOND YOUR COMFORT ZONE
Total Length: 3:09 minutes

Also featured on the Catalyst™ platform

This video describes the potential issues with only using those mindsets that someone finds comfortable or natural. It helps people to understand that they have many options when addressing a situation and the importance of recognizing those options.

ASK THE EXPERT
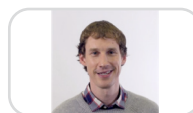**Total Length: 19 minutes**

Also featured on the Catalyst platform

Each video shows an "expert" (someone who is good at a particular mindset) describing the benefits of the mindset.

**Using the Ask the Expert Segments in Facilitation**

Designed as an accompaniment to the Ask the Expert activity in Agile EQ™ Module 2: Beyond Your Comfort Zone (Classroom Facilitation only), these videos can be used to represent any mindset not covered by participants. There's one segment for each of the eight mindsets. In each segment, a person speaks to their natural mindset, describing how they use it, the benefits, what others might be missing by not using it, and some tips for how to adopt the mindset.
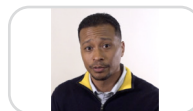
Dynamic Mindset
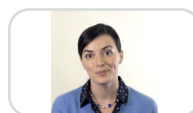
Composed Mindset
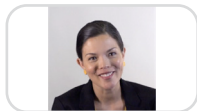
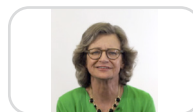**Outgoing Mindset**

Objective Mindset

Empathizing Mindset

Resolute Mindset

Receptive Mindset

Self-Assured Mindset

MINDSETS IN ACTION
Total Length: 20 minutes
This series of videos illustrates a natural mindset and two stretch mindsets for each of the four DiSC® styles.

Using the Mindsets in Action Segments in Facilitation

These segments are used in Agile EQ™ Module 2: Beyond Your Comfort Zone as part of the Mindsets in Action activity. Participants select a character with a given DiSC style and watch and discuss a video of that character using a natural mindset. Then, participants are presented with two optional stretch mindsets for that same character and choose which one they'd like to see. They then watch and discuss the second video, noting the differences between the first example and the second.

Sally's Natural Mindset: Self-Assured
Sally's Chosen Mindset: Composed
Sally's Chosen Mindset: Receptive

Stephanie's Natural Mindset: Empathizing
Stephanie's Chosen Mindset: Objective
Stephanie's Chosen Mindset: Self-Assured

Tom's Natural Mindset: Receptive
Tom's Chosen Mindset: Dynamic
Tom's Chosen Mindset: Resolute

Dante's Natural Mindset: Composed
Dante's Chosen Mindset: Empathizing
Dante's Chosen Mindset: Outgoing

DEVELOP YOUR EQ
Total Length: 2:23 minutes
This video acknowledges that it can be difficult to adopt new mindsets and presents some options for taking small, manageable steps that can lead to increased agility with one's emotional intelligence.