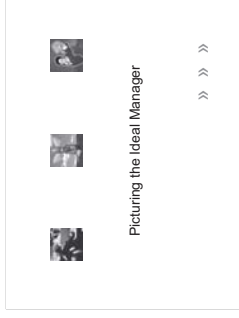




Frontline Management: Leveraging the Strengths of Your Style



Picturing the Ideal Manager

SAY:

If you think about the managers you've had in the past, you may quickly realize how differently you've felt about them. Some you may have really enjoyed working with, while others, you would certainly avoid ever working with again.

As we look at why we enjoyed working with certain managers, we discover that there isn't one answer. Each good manager brings his or her own strengths to the job of managing.

In this program, we want to give you a chance to imagine the kind of manager you want to be. And then take some time to explore how your unique strengths can take you there.

INSTRUCT:

Let's start by getting into groups of 5-8.

Direct participants to where each group is gathering. Give participants a minute to find their groups.

Distribute 2 pieces of flipchart paper and markers to each group.



INSTRUCT:

- [6] To start, I'll ask you to think about the worst manager you have ever had.
- On your flipchart, build a composite of all of these managers, much like a police sketch.
- You can use drawings and words.
- Give this person a name and be sure to include the following:
 - Aliases used
 - Popular disguises
 - Last known whereabouts
 - This manager does not know or understand (blank).

Give participants 5–7 minutes to make their sketches.

SAY:

- Now, I'd like to have a representative from each group present its "worst manager" sketch.

Choose a group to begin and continue until all groups have presented their sketch posters.

ASK:

What similarities do you see in each of these sketches?

Take a variety of responses.

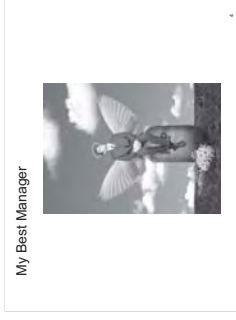
ASK:

What differences do you see when you compare them?

Take a variety of responses and facilitate a short discussion

SAY:

- Thinking about our worst manager paints the picture of what can go wrong when managing.
- Let's think about experiences when things have gone well.



INSTRUCT:

- [6] I'll have you now consider your most beloved manager and the characteristics that made this person an ideal manager for you.
- This time, pretend that many years have passed, and you are being asked to design a headstone for this manager.
- On your flipchart, create the headstone for this ideal manager using characteristics you agree upon within your groups.
- Again, feel free to use both drawings and words.

Give participants 5–7 minutes to make their headstone sketches.

SAY:

- Now, I'd like to have each group present its "ideal manager" headstone.
- Let's start with a representative from group 3 this time.

Continue until all groups have presented.

ASK:

What similarities do you see in each of these headstones?

Listen for a variety of responses.

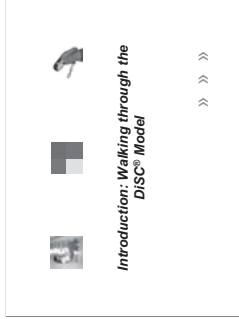
ASK:

What differences do you see when you compare them?

Listen for a variety of responses.

SAY:

- We can see that, while there are some similarities between the managers described by each of the groups, it's clear that being the "ideal" manager in every situation is a challenging prospect.
- Recognizing what is perceived as "good" and "bad" by various people gives us a place to start when considering how we may need to adjust our management approach.
- As we learn these variations, we can begin to improve our effectiveness as managers by honing our strengths where they work well, and developing other skills in areas where we are challenged.



Introduction: Walking through the DISC® Model

Before you begin, set up the room for the "Walking Through the DISC Model" activity.

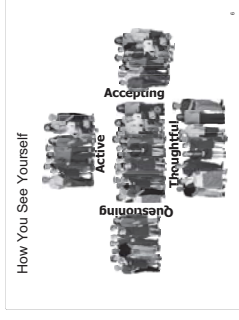
- Place a piece of flipchart paper on each of the four walls of the room.
- On the page in the front of the room, write "Active" and underline it. Underneath, write "Fast Paced," "Assertive," "Dynamic," and "Bold."
- On the page in the back of the room, write "Thoughtful" and underline it. Underneath, write "Moderate Paced," "Calm," "Methodical," and "Careful."
- On the page on the left side of the room (as you face the front), write "Questioning" and underline it. Underneath, write "Logic Focused," "Objective," "Skeptical," and "Challenging."
- On the page on the right side of the room, write "Accepting" and underline it. Underneath, write "People Focused," "Empathizing," "Receptive," and "Agreeable."

SAY:

- [🗨️] We know that people come in all different shapes, sizes, and colors. That much is clear. Most of us would also agree that people have different tastes, preferences, likes, and dislikes, even if they're not always obvious.
- In our world, we often dwell on these differences, to the point that we sometimes believe that nobody feels or thinks the way that we do.
- Or we may believe just the opposite, which is that differences are so slight that everybody, at their core, feels or thinks just like we do.
- Is it possible that the truth lies somewhere in between?

SAY:

Let's explore this idea by taking a look at some basic differences and similarities among people.



EXPLAIN:

- [🗨️] I am going to ask you to move to different parts of the room based on how you see yourself in your work environment.
- At the front of the room is a flipchart labeled [🗨️] "Active." The other words on this chart are "Fast Paced," "Assertive," "Dynamic," and "Bold." In the back of the room is another flipchart labeled [🗨️] "Thoughtful." The other words on this chart are "Moderate Paced," "Calm," "Methodical," and "Careful."
- Go either to the [🗨️] front or the [🗨️] back of the room based on the words you think tend to describe you at work.

Give participants a moment to place themselves by either the "Active" or "Thoughtful" flipchart.

INSTRUCT:

Now take a minute to look at who is in your group.

Allow a minute for participants to observe and make notes about their groups.

SAY:

Now let's see what happens if I ask you to describe yourself in a different way.

EXPLAIN:

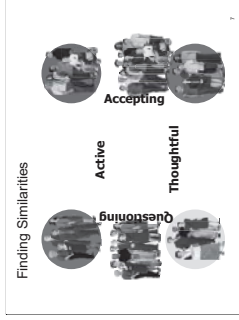
- On the left side of the room is a flipchart labeled [🗨️] "Questioning." The other words on this chart are "Logic Focused," "Objective," "Skeptical," and "Challenging."
- On the right side of the room is a flipchart labeled [🗨️] "Accepting." The other words on this chart are "People Focused," "Empathizing," "Receptive," and "Agreeable."
- Go either to the [🗨️] left or the [🗨️] right, based on the words you think best describe you at work.

Give participants a moment to place themselves by either the "Questioning" flipchart or the "Accepting" flipchart.

ASK:

Look around. Are there different people in this group than the last group you were in?

Give people a moment to look around and observe how the group has changed.



SAY:

[🗣️] So far, you have chosen two different groups based on how you tend to see yourself at work. Now let's see what happens when you get together with people who answered both questions the same way as you did.

INSTRUCT:

- [🗣️] If you answered Active and Questioning, please come to this corner between your two responses.
- [🗣️] If you answered Active and Accepting, please come to this corner between your responses.
- [🗣️] If you answered Thoughtful and Accepting, please come to this corner between your responses.
- [🗣️] If you answered Thoughtful and Questioning, please come to this corner between your responses.

Direct participants to sit in their groups at a table near the appropriate corner of the room.

INSTRUCT:

- I will give a piece of flipchart paper to each group.
- Then, in your groups, share why you answered the questions the way that you did, giving examples of behavior you use that is Active, Thoughtful, Accepting, and/or Questioning.
- Have one person in your group record your responses on the flipchart sheet.

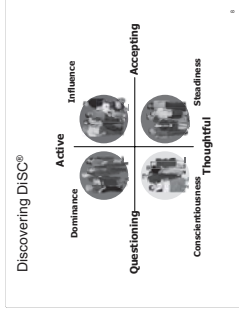
If any participants think that they have chosen the wrong group after the discussion has begun, invite them to join another group.

Hand out flipchart sheets. Allow 3–5 minutes for discussion. Provide masking tape for hanging the flipchart sheets in each corner.

INSTRUCT:

I'd like one person from each group to present to the rest of us some of the things you found out about each other.

Allow about one minute for each group to present.



SAY:

[🗣️] Thank you for sharing. Now, you didn't know it, but what you were doing was bringing the DISC® model to life.

EXPLAIN:

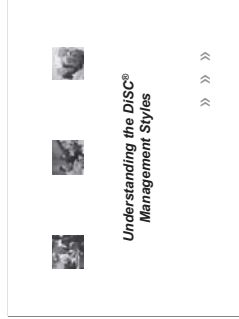
DISC is a system that helps you to see the similarities and differences among people. By looking at the combination of your behavioral preferences, you can better understand yourself and your relationships with others.

- For example, those who are [🗣️] Active and Questioning share characteristics with the Dominance or "D" style.
- [🗣️] Those who are Active but more Accepting are likely to have preferences toward the Influence or "I" style.
- [🗣️] Those who are Accepting but more Thoughtful will most likely reflect the Steadiness or "S" style.
- [🗣️] Finally, those who are Thoughtful but more Questioning are probably showing the Conscientious or "C" style.

As you can see by this picture, each of the styles shares a characteristic with its neighboring styles. Those that are across from each other are likely to experience the most differences.

SAY:

- [🗣️] So you may share likes, dislikes, and characteristics with many other people, not just with those who share your exact style.
- This is because none of the DISC styles have completely unique traits. They relate to one another and have overlapping preferences.
- Therefore, you may discover that you have similarities to people who seem very different from you.
- Finding out what you have in common, and understanding how you're different, is what makes relationships interesting.



Understanding the DISC® Management Styles

SAY:

- [0] We often assume that everyone approaches their role as a manager in the same way.
- However, we each have unique approaches to management, growing out of our unspoken expectations, personal needs, strengths, and challenges.
- Our DISC style influences the approach we take when managing others.
- Let's explore each style. We'll begin by viewing a video segment that focuses on the "D — Dominance" style.

INSTRUCT:

- As you watch the video, think about any similarities that this manager has to managers you've had in the past or even ways that you may have managed in the past.



[0] Video Segment: "D" Management Style

SAY:

- [0] Obviously, there are advantages and disadvantages to working with a "D" manager.
- Clearly the disadvantages were exaggerated here for a little fun and to appreciate what makes the "D" management style unique.

ASK:

- [0] Has anyone ever had a manager that you would consider to be high in D — Dominance? What makes you think that person was a high "D"?

Take three or four responses.

INSTRUCT:

- In small groups, take a few minutes to talk about your impressions of the high "D" management style.
Discuss:
 - [0] What strengths have you seen in "D" managers you've known? What challenges?
 - [0] What "D" characteristics from the video, if any, might be true of your management style?
 - [0] Are there any "D" characteristics you would like to adopt as you develop your management style?
- Use your worksheet to take notes of your discussion.

Give participants 2–3 minutes to discuss.

SAY:

- Now that you've explored the "D" management style, let's take a look at a high "I" manager in action.

INSTRUCT:

- As you watch the video, think about any similarities that this manager has to managers you've had in the past or even ways that you may have managed in the past.



[00] Video Segment: "I" Management Style

SAY:

- [00] Again, some of the behaviors we see here are very exaggerated, but they do give us a perspective into what makes the "I" management style unique.

ASK:

- [00] Has anyone ever had a manager that you would consider to be high in i — Influence? What makes you think that person was a high "I"?

Take three or four responses.

INSTRUCT:

- In small groups, take a few minutes to talk about your impressions of this high "I" management style.
- Discuss:
- [00] What strengths have you seen in "I" managers you've known? What challenges?
 - [00] What "I" characteristics from the video, if any, might be true of your management style?
 - [00] Are there any "I" characteristics you would like to adopt as you develop your management style?
- Use your worksheet to take notes of your discussion.

Give participants 2-3 minutes to discuss.

SAY:

- Now that you've explored the "I" management style, let's take a look at the "S" management style.

INSTRUCT:

- As you watch the video, think about any similarities that this manager has to managers you've had in the past or even ways that you may have managed in the past.



[00] Video Segment: "S" Management Style

ASK:

- [00] Has anyone ever had a manager that you would consider to be high in S — Steadiness? What makes you think that person was a high "S"?

Take three or four responses.

INSTRUCT:

- In small groups, take a few minutes to talk about your impressions of this high "S" management style.
- Discuss:
- [00] What strengths have you seen in "S" managers you've known? What challenges?
 - [00] What "S" characteristics from the video, if any, might be true of your management style?
 - [00] Are there any "S" characteristics you would like to adopt as you develop your management style?
- Use your worksheet to take notes of your discussion.

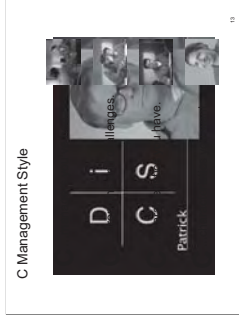
Give participants 2-3 minutes to discuss.

SAY:

- Finally, let's take a look at the "C" management style.

INSTRUCT:

- As you watch the video, think about any similarities that this manager has to managers you've had in the past or even ways that you may have managed in the past.



[0] Video Segment: "C" Management Style

ASK:

- [0]** Has anyone ever had a manager that you would consider to be high in C? Conscientiousness? What makes you think that person was a high "C"?

Take three or four responses.

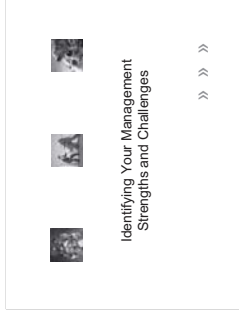
INSTRUCT:

- In small groups, take a few minutes to talk about your impressions of this high "C" management style. Discuss:
 - [0]** What strengths have you seen in "C" managers you've known? What challenges?
 - [0]** What "C" characteristics from the video, if any, might be true of your management style?
 - [0]** Are there any "C" characteristics you would like to adopt as you develop your management style?
- Use your worksheet to take notes of your discussion.

Give participants 2–3 minutes to discuss.

SAY:

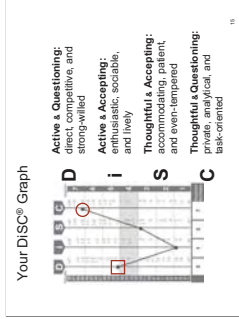
- As you can tell by the video, each DISC® style exhibits a different a management approach given the unique characteristics of the style.
- As you've probably seen in your discussions, each style has its own advantages and disadvantages.
- The more we understand about our own natural management style, the more we can be deliberate about the kind of manager we want to be.



Identifying Your Management Strengths and Challenges

SAY:

- [0]** Effective managers are those who are able to adjust their management approach to meet the needs of different types of employees.
- Becoming more skilled at using the best approach requires that we focus on two areas:
 - Recognizing when our management strengths are appropriate and when using them might be counterproductive.
 - Developing our skills in the areas that challenge us so that we gain the flexibility to adjust our approach when necessary.
- Before we explore your management strengths and challenges, let's first take some time to get a better understanding of your personal DISC® style.



EXPLAIN:

- [0] Your DISC® Graph is based on your responses to the prework.
- [0] The highest point on this graph represents your primary DISC style. Your primary style describes your preferences in behavior and interpersonal relationships.
- [0] Some of you might have more than one style plotting above the shaded area. These multiple styles combine to describe your preferences.
- [0] If your primary style or one of your styles is high "D", you prefer to be both active and questioning. You may tend to be direct, competitive, and strong-willed.
- [0] If you have a high "I" style, you prefer to be both active and accepting. You tend to be enthusiastic, sociable, and lively.
- [0] If your primary style or one of your styles is high "S", you prefer to be both thoughtful and accepting and you tend to be accommodating, patient, and even-tempered.
- [0] Finally, if you have a high "C" style, you prefer to be both thoughtful and questioning, and you tend to be private, analytical, and task-oriented.

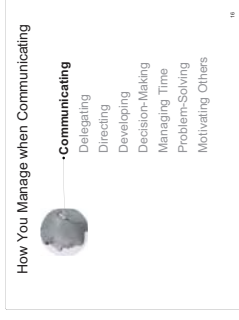
INSTRUCT:

Take a moment to write down on your worksheet the words that describe your primary style or styles.

Give participants a minute to write down the descriptions.

SAY:

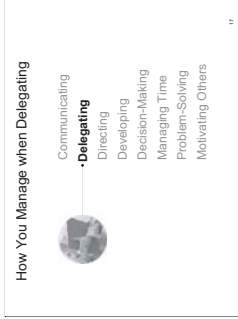
- Now that you have a clearer understanding of your DISC style, let's take look at how your DISC preferences play out in your management style.
- We will be exploring how you manage in eight different categories using your individualized feedback from the assessment. The first category we will look at is Communicating.



INSTRUCT:

- [0] I'd like to have everyone read your feedback about how you manage when communicating.
- Put checkmarks by the statements that seem to describe you well.

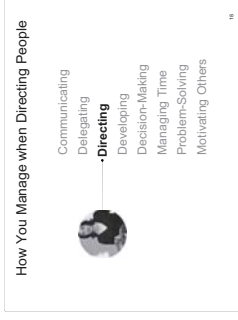
Give participants a minute to read and mark the statements.



INSTRUCT:

- [10] Now, we'll move on to Delegating.
- Continue on to the next page to read your individualized feedback about how you manage when delegating.
- Put checkmarks by the statements that seem to describe you well.

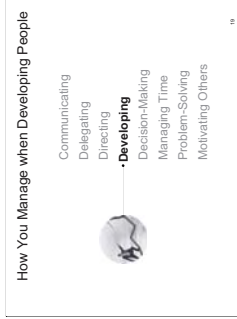
Give participants a minute to read and mark the statements



INSTRUCT:

- [10] The next category is Directing.
- Read your individualized feedback about how you manage when directing people.
- Put checkmarks by the statements that seem to describe you well.

Give participants a minute to read and mark the statements.



INSTRUCT:

- [10] Now let's look at Developing.
- Continue on to the next page to read your individualized feedback about how you manage when developing people.
- Put checkmarks by the statements that seem to describe you well.

Give participants a minute to read and mark the statements.



INSTRUCT:

- [10] Our next category is Decision-Making.
- Continue on to the next page to read your individualized feedback about how you manage when decision-making.
- Put checkmarks by the statements that seem to describe you well.

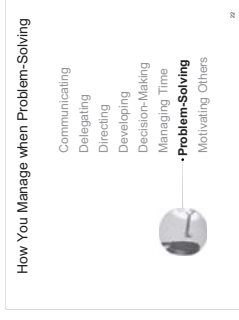
Give participants a minute to read and mark the statements.



INSTRUCT:

- [10] Now let's have you look at how you manage time.
- Continue on to the next page to read your individualized feedback about how you manage when managing time.
- Put checkmarks by the statements that seem to describe you well.

Give participants a minute to read and mark the statements.



INSTRUCT:

- [10] The next category is about Problem-Solving.
- Continue on to the next page to read your individualized feedback about how you manage when problem-solving.
- Put checkmarks by the statements that seem to describe you well.

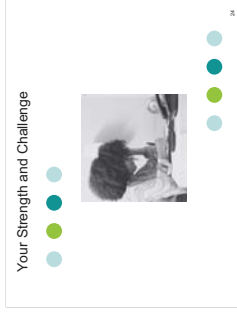
Give participants a minute to read and mark the statements.



INSTRUCT:

- [10] Our final category is Motivating Others.
- Continue on to the next page to read your individualized feedback about how you manage when motivating others.
- Put checkmarks by the statements that seem to describe you well.

Give participants a minute to read and mark the statements.



INSTRUCT:

- [10] Now, I'd like you to go back through each of the eight management categories that you just read about, and choose one that you feel is your greatest strength as a manager based on the checkmarks you made.
- Choose a bullet from that list and think of an example from your experience that demonstrates this strength bullet and note this example on your worksheet.
- Then choose one category that challenges you most and think of an example that demonstrates how this challenge holds you back from being an effective manager. Note this on your worksheet as well.

Give participants 2-3 minutes to choose their categories and note their examples.

INSTRUCT:

Alright, I'd like you to get into groups based on your DISC® style.

Participants should still be divided into four groups based on their primary styles. If you do not have two or more people for each style in a group, ask someone who has that style as their second-highest style to join the group with too few people.

INSTRUCT:

- In your groups, we'll take a few minutes to get a sense of what other people with your style perceive as their strengths and challenges.
- First, let's have everyone share your strength example and why you feel this is such an asset for you.

Give participants 3-5 minutes to discuss.

INSTRUCT:

Now, everyone take a chance to share the challenge you identified along with your example.

Give participants 3-5 minutes to discuss.

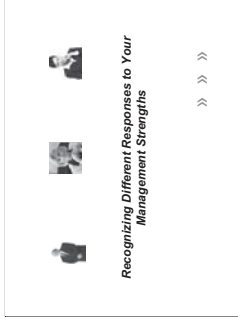
INSTRUCT:

And finally, discuss what commonalities you noticed in your group when talking about different strengths and challenges.

Give participants 1-2 minutes to discuss.

SAY:

When we've had an opportunity to consider our management strengths and challenges, we are better able to address how they can be improved.



Recognizing Different Responses to Your Management Strengths

INSTRUCT:

- [10] Just as all great artists have specific styles, their own way of expressing themselves, all great leaders have certain techniques that they return to time and time again. These are their strengths, the methods that have proven effective in managing people.
- Just so we can get a sense of all of the diverse assets that people bring to their role as a manager, I'd like each person to share his or her greatest strength as a manager with the group so we can make a quick list. If you are an up-and-coming manager, tell us what you think your greatest strength as a manager will be.

ASK:

Who would like to begin?

Allow participants to talk about their strengths. Record their answers on a flipchart.

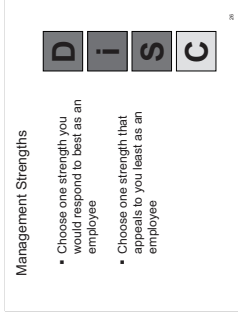
Note to Facilitator:

If you prefer, you can ask participants to share what they consider to be the most important trait of an effective manager.

SAY:

- Thanks for sharing. This is an impressive list. And I think we can agree that these strengths would be beneficial for any manager.
- But can we say that all these strengths would be completely effective with everyone? As we know from DISC®, different people often have different preferences. So is it possible that some of these strengths might be ineffective with certain individuals?

Wait for affirmation.



SAY:

[10] Well, it would definitely be helpful to know which of our strengths might work and which might backfire, and with which types of people. So let's find out how we can make these ideas even more powerful.

INSTRUCT:

[10] To do this, I'd like you to get into groups based on your DISC style, and I'm going to have you think like an employee for a couple of minutes.

Divide the participants into four groups based on their primary styles. If you do not have two or more people for each style in a group, ask someone who has that style as their second-highest style to join the group with too few people.

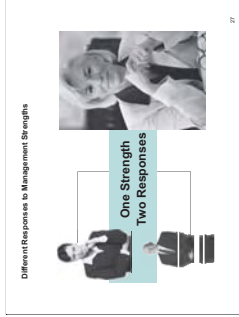
Direct participants to a place in the room for each of the four groups to work.

INSTRUCT:

As a group, please discuss the management strengths we have noted on the flipchart.

- [10] Choose the one strength that you would respond to best, if you were being managed. In other words, which of these methods would be most effective with you and the people who share your preferences?
- [10] Then, pick the strength that appeals to you least. By that I mean, which of these ideas would leave you cold if a manager tried it on you?
- Let's take five minutes to talk about these strengths and come to a consensus within your group.

Give the participants five minutes to talk in their style groups.



SAY:

OK, time is up. I'd like a representative from each group to share your ideas on these management strengths.

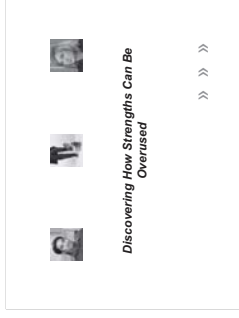
INSTRUCT:

- Tell us:
 - Your group's DISC® style,
 - Which management strength would be **most** appealing, and
 - Which management strength would be **least** appealing to people of your style.
- Feel free to tell us how your group made its choices.
- As each group shares, record their DISC style and their ideas on your worksheet.

Allow each group to present. Facilitate any discussion.

EXPLAIN:

- As we see, even the best management strength can become a limitation if it is used with a person who has other preferences.
- That's because different people often respond differently to the same behavior. What may be a strength to me could be a hindrance to you.
- Of course, no one is telling you to abandon your strengths. On the contrary, problems often arise when people obsess about "fixing" their weaknesses and wind up ignoring what they're good at. So we must embrace our talents.
- But it's important to know that our strengths, as valid as they are, may not be ideal in every situation. The key is identify when to use our strengths and, more important, with which types of people.



Discovering How Strengths Can Be Overused

SAY:

- Whenever a baseball pitcher is in a jam, he tends to go with his best pitch. If he's most confident in his fastball, for example, he'll probably throw it, even if the hitter is waiting for that. The thinking is that you go with your strengths. And that's a good philosophy.
- But that same pitcher doesn't just throw fastball after fastball during the entire game. He has to adjust and adapt to each hitter, and mix up curveballs with changeups. Otherwise, his greatest strength, that fastball, becomes predictable. And soon, hitters will turn his strength into a liability.
- In the same way, we usually rely on our strengths to get us through tough situations. And it often works out for us.
- But are there situations in which our strengths are ineffective, or even detrimental? Can we overuse our strengths to the point that they backfire?
- Well, let's find out how this might happen.

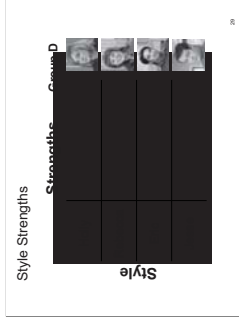
SAY:

I'd like you to get into groups based on your primary style.

Divide the participants into four groups based on their primary styles. If you do not have two or more people for each style, a group, ask someone who has that style as their second-highest style to join the group with too few people.

Direct participants to a place in the room for each of the four groups to work.

Each group should have flipchart paper and colored markers.



EXPLAIN:

- [🎧] To do this activity, I'll need to have one person in your group format a piece of flipchart paper similar to the slide I am about to show you.
- [🎧] Draw three horizontal lines about six inches apart.
- [🎧] Label the top of your graph "Strengths" and the left side "Style."
- [🎧] Label the first row "Holly," the second row "Rebecca," the third "Eric," and the fourth "Jesse."
- [🎧] Also write your group's style in the upper right-hand corner.

INSTRUCT:

We'll look at some video that will show us each DISC® style describing his or her goals. While we're watching the video, think about each person's strengths and take notes on your worksheet. After each person is done talking, you will have three minutes to discuss at your table the strengths that each person might bring to a management role. Record those strengths on your flipchart.

[🎧] *Video Segment "Holly's Goals."*

INSTRUCT:

[🎧] Select one person to be a recorder for your group. Take three minutes to discuss what strengths Holly might bring to a management role and record them on your flipchart.

[🎧] *Video Segment "Rebecca's Goals."*

INSTRUCT:

[🎧] Take three minutes to discuss and record what strengths Rebecca might bring to a management role.

[🎧] *Video Segment "Eric's Goals."*

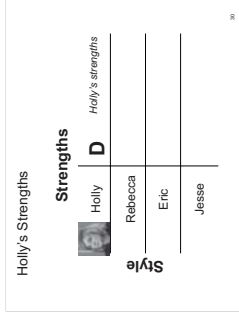
INSTRUCT:

[🎧] Take three minutes to discuss and record what strengths Eric might bring to a management role.

[🎧] *Video Segment "Jesse's Goals."*

INSTRUCT:

[🎧] Take three minutes to discuss and record the strengths Jesse might bring to a management role.



INSTRUCT:

[🎧] Let's find out what we think about the strengths of the different styles. Holly is a "D," so recorders, please put a "D" for Dominance by her name.

Wait for recorders to make the note.

ASK:

I'll first ask the other groups what they recorded as strengths for Holly. Would someone from the "I," "S," and "C" groups tell us what they came up with?

Wait for the "I," "S," and "C" groups to give their feedback. Listen for answers like strong, efficient, fearless, confident, and hardworking.

ASK:


"D's," did you come up with anything different?

Wait for the "D" group to add any comments.

ASK:

- Thinking about yourself as a manager, do you think the people you might supervise would agree with the strengths listed? Why or why not?
- How might their perspectives be different?
- Do they have different strengths from yours?
- Does this present any challenges to you or them?

Facilitate a discussion after each question.

Rebecca's Strengths		
	Strengths	
Holly		Rebecca's strengths
Rebecca	i	
Eric		
Jesse		
Style		
		
		Eric's strengths

INSTRUCT:

[🗣️] Recorders, please put an "i" for influence by Rebecca's name.

Wait for recorders to make the note.

ASK:

"D," "S," and "C" groups, what did you record as strengths for Rebecca?

Wait for the "D," "S," and "C" groups to give their feedback. Listen for answers like optimistic, enthusiastic, social, innovative, and empathetic.

ASK:


"Is," did you come up with anything different?

Wait for the "i" group to add any comments.

ASK:

- Thinking about yourself as a manager, do you think the people you might supervise would agree with the strengths listed? Why or why not?
- How might their perspectives be different?
- Do they have different strengths from yours?
- Does this present any challenges to you or them?

Facilitate a discussion after each question.

Eric's Strengths		
	Strengths	
Holly		
Rebecca		
Eric	S	Eric's strengths
Jesse		
Style		
		
		Eric's strengths

INSTRUCT:

[🗣️] Recorders, please put an "S" for Steadiness by Eric's name.

Wait for recorders to make the note.

ASK:

"D," "i," and "C" groups, what did you record as strengths for Eric?

Wait for the "D," "i," and "C" groups to give their feedback. Listen for answers like friendly, stable, dependable, laidback, and responsible.

ASK:


"S's," did you come up with anything different?

Wait for the "S" group to add any comments.

ASK:

- Thinking about yourself as a manager, do you think the people you might supervise would agree with the strengths listed? Why or why not?
- How might their perspectives be different?
- Do they have different strengths from yours?
- Does this present any challenges to you or them?

Facilitate a discussion after each question.

Jesse's Strengths	
Style	Strengths
Holly	_____
Rebecca	_____
Eric	_____
Jesse	_____
	C

Jesse's strengths

INSTRUCT:

[🗣️] Recorders, please put a "C" for Conscientiousness by Jesse's name.

Wait for recorders to make the note.

ASK:

"D," "I," and "S" groups, what did you record as strengths for Jesse?

Wait for the "D," "I," and "S" groups to give their feedback. Listen for answers like logical, orderly, thorough, professional, and accurate.

ASK:

"C's," did you come up with anything different?

Wait for the "C" group to add any comments.

ASK:

- Thinking about yourself as a manager, do you think the people you might supervise would agree with the strengths listed? Why or why not?
- How might their perspectives be different?
- Do they have different strengths from yours?
- Does this present any challenges to you or them?


Facilitate a discussion after each question.


SAY:

- We have talked about your strengths and the strengths that each style brings to the organization. Now lets look at what happens when those same strengths are overused.
- For our next activity, I'd like one person from your group to bring the page from your flipchart to the front of the room. Hang your flipcharts side-by-side.

If there is not enough room for participants to hang their flipcharts side-by-side in the front of the room, choose another area with ample space.

Overused Strengths	
Identify two overused strengths for each style	
Place a sticker next to each overused strength	






SAY:

- [🗣️] We're going to do another activity that will help us become more aware of the challenges that result when we overuse our behavioral strengths.
- We'll also have the opportunity to hear what other styles see as our potential challenges. Let's get started.

INSTRUCT:

- Each of your groups will be receiving six colored stickers.
- Consider the flipchart lists of strengths for the three styles other than your own.
- [🗣️] With your group, take a few minutes to identify two strengths you commonly see each style overusing.

Give participants 2-3 minutes to discuss strengths.

As the groups discuss, distribute colored stickers to each table. Give each style group six stickers that are the same color, using a different color for each style (e.g., green for "D," red for "I," and so on.)

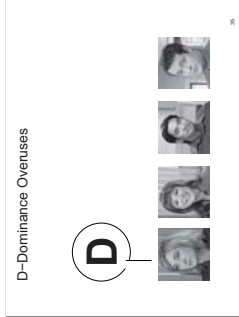
INSTRUCT:

- [🗣️] When you come to a consensus, have someone from your group place a sticker on each of the two strengths you feel are most commonly overused.
- Do this for each of the three flipcharts that are not of your group's style.

Give participants two to three minutes for additional discussion and to label the flipcharts.

SAY:

OK, time is up. You can use your worksheet to write down notes on potential overuses for each style. The worksheet also includes an example for each style.



ASK:

[10] Let's start by looking at the "D" style. What two strengths does this style commonly overuse?

Elicit feedback from the "i's," "S's," and "C's" first.

Encourage the "D" group to listen, not defend, as the other groups share their feedback.

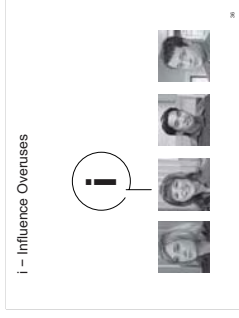
ASK:

What about the "D" group? What two strengths are those with your style likely to overuse?

What are the results of overusing these strengths?

Who can give us an example?

Wait for the "D" group to respond, then facilitate any discussion.



ASK:

[10] What two strengths do you see commonly overused in the "i" style?

Elicit feedback from the "D's," "S's," and "C's" first.

Encourage the "i" group to listen, not defend, as the other groups share their feedback.

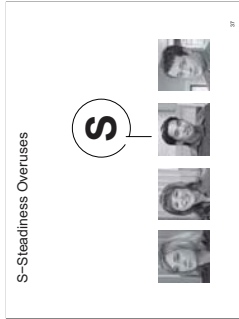
ASK:

What about the "i" group? What two strengths are those with your style likely to overuse?

What are the results of overusing these strengths?

Who can give us an example?

Wait for the "i" group to respond, then facilitate any discussion.



ASK:

[✓] What two strengths do you see commonly overused in the "S" style?

Elicit feedback from the "D's," "I's," and "C's" first.

Encourage the "S" group to listen, not defend, as the other groups share their feedback.

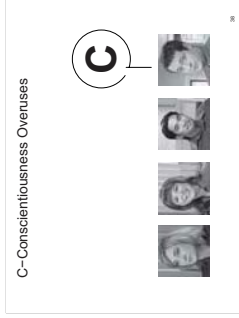
ASK:

What about the "S" group? What two strengths are those with your style likely to overuse?

What are the results of overusing these strengths?

Who can give us an example?

Wait for the "S" group to respond, then facilitate any discussion.



ASK:

[✓] Finally, let's look at the "C" style. What two strengths do you see high "C's" commonly overuse?

Elicit feedback from the "D's," "I's," and "S's" first.

Encourage the "C" group to listen, not defend, as the other groups share their feedback.

ASK:

What about the "C" group? What two strengths are those with your style likely to overuse?

What are the results of overusing these strengths?

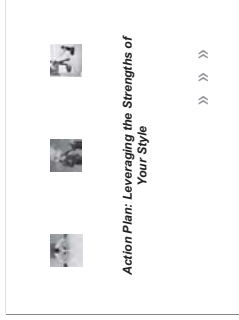
Who can give us an example?

Wait for the "C" group to respond, and then facilitate any discussion.

SAY:

- Again, our strengths are essential to our success, and we don't want to fear using them.
- But it's important to recognize situations in which we might overuse our strengths, and we need to know when to adapt. We have to be willing to throw a curveball, so to speak, every now and then.

Have participants go back to their original tables.



Action Plan: Leveraging the Strengths of Your Style

SAY:

- We've spent some time today talking about different management strengths and challenges. Each person in this room brings a different set of skills and talents to their job.
- Ultimately, the goal is to understand the kind of manager we want to be and work steadily toward that ideal. To do this, we need to capitalize on our strengths and work around those challenges that might hold us back.
- We started by having you picture your ideal manager. After all that we've talked about today, this last activity will allow you to reflect on the type of manager you aspire to be.
- You will also have the opportunity to create an action plan where you can commit to one or two steps that will enable you work toward this goal.
- Let's begin.



INSTRUCT:

- On your worksheet, I would like each person to write out a description of the kind of manager you'd like to be.
- Feel free to refer back to the characteristics of your best manager that you identified at the beginning of this program. Also, think back to the personal strengths that you identified throughout the day.
- When you are writing these descriptions, think about the impact that you may have on other people when you are this type of manager and the opportunity you have, with all of your unique strengths, to make a change in people's lives.
- So let's take about five minutes.

Give participants five minutes to reflect and complete the worksheet.



INSTRUCT:

- [10] Now, considering what you have learned about your strengths and challenges, let's take a minute to use the worksheet to create a plan for living up to the descriptor you wrote on the last page.
- First, write down two challenges that might get in your way.
- And after that, come up with two specific actions that you can take to minimize the impact of these obstacles. Think about your timeline and when you'll do these things. Also, make sure to look for things that are practical and realistic. Things you know you have the motivation and power to do.

Give participants five minutes to reflect and complete the action plan.

INSTRUCT:

- Ok, now let's do the same thing with strengths. Thinking back on the day, identify two strengths that you can really capitalize on as you work on becoming your ideal manager.
- Then, take some time to create an action plan. Consider what you can do to be sure that you take advantage of these strengths. Remember, be specific!

Give participants five minutes to reflect and complete the action plan.

ASK:

May I have a volunteer share his or her situation and action plan with the group?

Insert a personal story if you desire.

SAY:

- We all know that things can get busy at work and it's easy to lose sight of the kind of manager you want to be. That's why I'm asking you to really commit to these action plans.
- The truth is, once you get in the habit of monitoring your strengths, it becomes easier and easier to find situations where you can take advantage of them.
- And as a result, you will find yourself naturally becoming the type of manager you described at the beginning of this program... becoming someone else's best manager.