



Building Effective Teams



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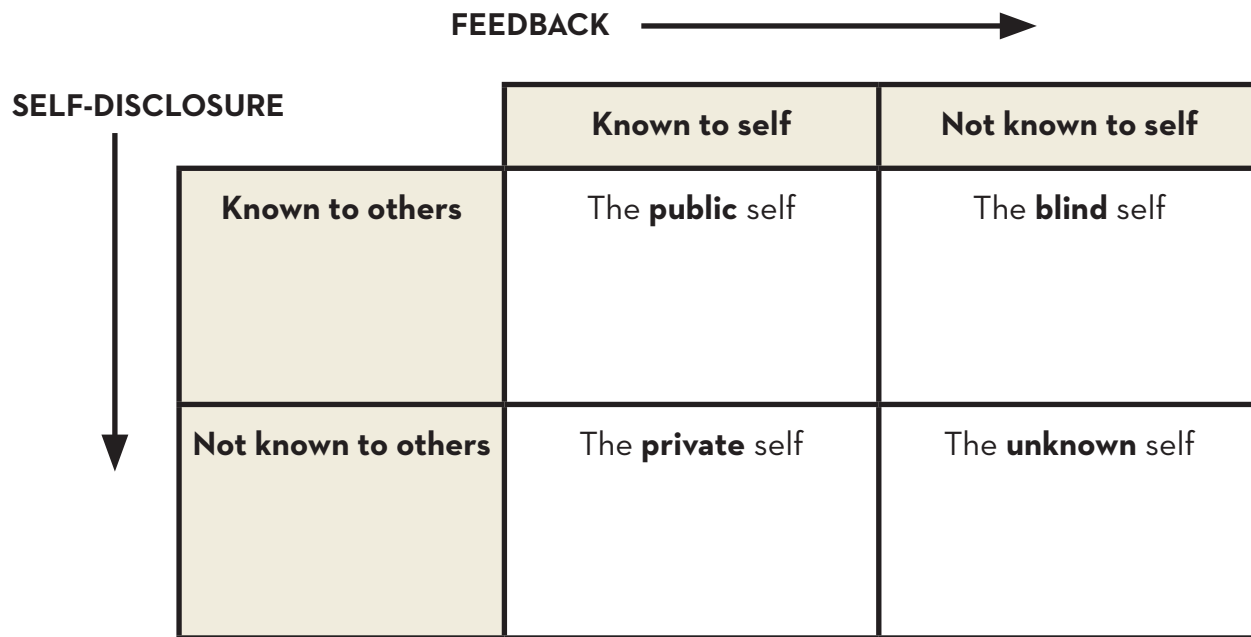
Learning Objectives:

- ▶ Discover the DISC Model of Human Behavior
- ▶ Identify your Strengths and Giftedness
- ▶ Identify the Strengths and Giftedness of Others
- ▶ Recognize How You Need Others to Complete You
- ▶ Discover the Importance of Adaptability and using the Platinum Rule
- ▶ Improve Team Relationships, Communication and Performance

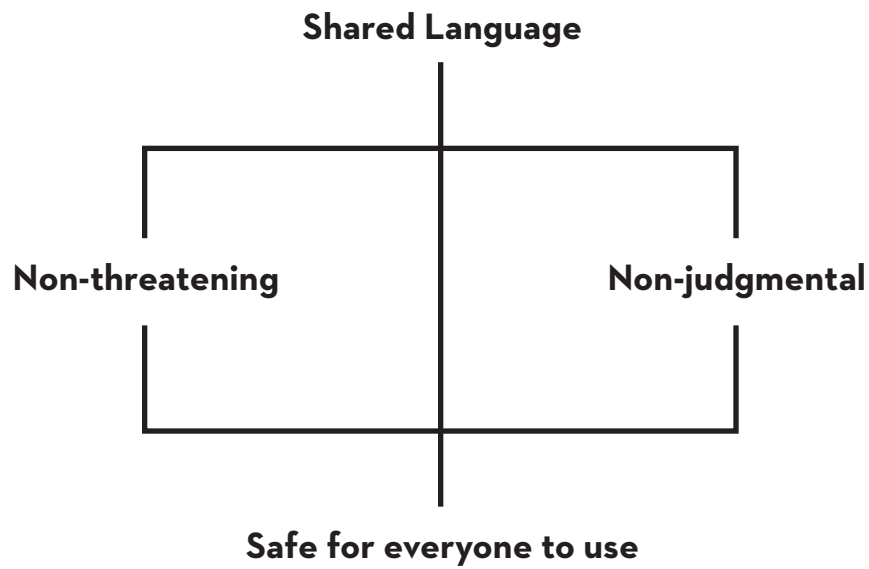
Important Points to Remember:

- ▶ There is no “best” style” - all styles have value, and everyone is a blend of the four styles
- ▶ Your behavioral style is influenced by other factors, including values, life experiences, and maturity
- ▶ A first key to being more effective is understanding yourself and your behavioral style
- ▶ A second key is understanding others’ style and their motivations and priorities
- ▶ A third key to being more effective with others is learning to flex or adapt your behavior
- ▶ Your ability to ADAPT is the key to creating high-value communications, relationships and results

The Johari Window



DISC = Common Language



Classic DISC Model

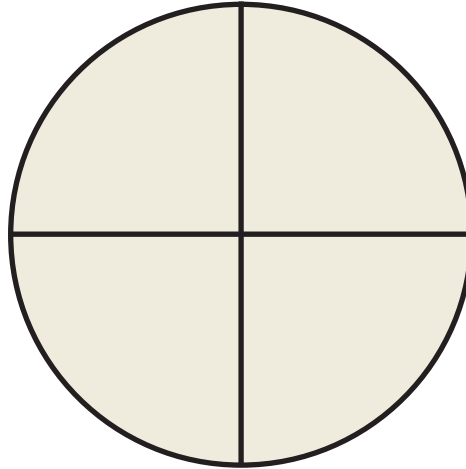
Perceives Unfavorable Environment – Guarded and Questioning

Conscientious

Perceives *less*
Control

*Reflects with an
Indirect* Approach

Steadiness



Dominance

Perceives *more*
Control

*Acts with a
Direct* Approach

Influencing

Perceives Favorable Environment – Open and Accepting

Notes:

Four DISC Style Descriptions

High-D Behavioral Tendencies:

1. Goal: Control; Immediate _____ results
2. Fear: _____ of control; being manipulated
3. Motivated by: Challenges and _____
4. Strengths: Risk Takers, forceful, problem solvers, self-assured
5. Pride: Choosing to always be the _____ in decisions
6. Under pressure: Lack of _____ for other's feelings; impatience

High-I Behavioral Tendencies:

1. Goal: Building _____; approval
2. Fear: Rejection; being _____
3. Motivated by: _____ experiences
4. Strengths: Optimistic, appreciative, fun, inclusive
5. Pride: Choosing relationships that only offer approval and _____
6. Under pressure: Impulsive, lack of _____

High-S Behavioral Tendencies:

1. Goal: Harmony; _____
2. Fear: Sudden _____ changes; ambiguity
3. Motivated by: Maintenance of the status quo; _____ others
4. Strengths: Good listener, team player, loyal, patient
5. Pride: Choosing to maintain _____ with passive aggressive actions
6. Under pressure: Indirect; _____ own needs

High-C Behavioral Tendencies:

1. Goal: Accuracy and _____
2. Fear: Criticism of their _____; making a mistake
3. Motivated by: Being _____ and data
4. Strengths: Analytical, diplomatic, systematic, logical
5. Pride: Choosing only action plans that can be _____
6. Under pressure: Overly critical of self and others; may appear _____

Basic Concepts

- Similar styles tend to be compatible _____.
- Work task effectiveness is strengthened by mixing different styles.
- Mixing different styles may result in _____.
- All styles can work together provided certain conditions exist:
 - » Mutual _____
 - » Mutual respect
 - » A willingness to _____

Adaptability

Adaptability

Adaptability - The willingness to modify my behavior for the sake of the relationship.

Adaptability is a skill that can be learned.

The Golden Rule

- Do unto others as you would have them do unto _____ .

The Platinum Rule

- Do unto others as _____ want to be done unto.

Style Shifting: Improving Your Adaptability

Style shifting is defined as temporarily adjusting your own personal style to encourage positive interaction with others. Although permanent style changes are both unrealistic and impractical, temporary style shifting is both possible and practical.

Style shifting requires three steps:

1. Knowing your own style.
2. Recognizing the style of another.
3. Shifting your style to meet his/her behavior.

Here are important shifts for each behavioral style:

High C

- Verbalize feelings
- Pay personal compliments
- Be willing to spend time on the relationship
- Engage in small talk – socialize
- Use more friendly non-verbal language (i.e. smile, nod affirmatively)

High S

- Get to the point more quickly
- Volunteer information more readily
- Be willing to disagree and share your reasons for disagreeing
- Act on your convictions
- Initiate conversation

High D

- Ask for opinions of others
- Negotiate decision-making
- Listen without interruptions
- Adapt to time needs of others
- Allow others to assume leadership more often

High I

- Talk less
- Restrain your enthusiasm
- Make decisions based on fact
- Stop and think before speaking
- Listen to and acknowledge the thoughts of others

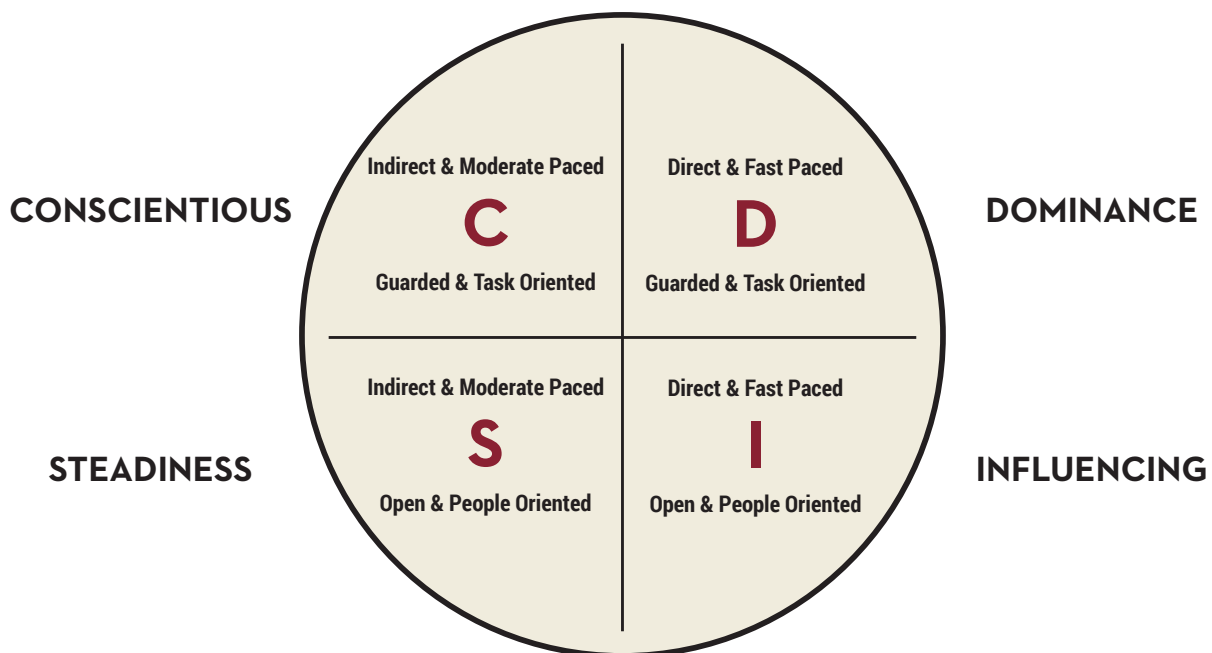
How to Identify a Person's DISC Behavioral Style

How do you quickly and accurately identify each of the four behavioral styles in order to practice adaptability? You do this by focusing on a person's observable behaviors. To identify a person's primary behavioral style, ask the following questions and check one circle in each box:

Is this person more: Direct & Fast Paced or Indirect & Moderate Paced

Is this person more: Guarded & Task Oriented or Open & People Oriented

Combine the check marks above to determine the primary behavioral style of the person you identified by referencing the four quadrants in the circle below.



When we integrate both the natural tendency to be either **DIRECT** or **INDIRECT** with the natural tendency to be either **GUARDED** or **OPEN**, it forms the foundation for one of the four different behavioral styles:

D = Individuals who exhibit *direct & guarded behaviors* define the *Dominant/Directing Styles*.

I = Individuals who exhibit *direct & open behaviors* define the *Influencing/Interacting Styles*.

S = Individuals who exhibit *indirect & open behaviors* define the *Steady/Supporting Styles*.

C = Individuals who exhibit *indirect & guarded behaviors* define the *Conscientious/Calculating Styles*.

Name _____ Behavioral style _____ (D-I-S-C)

Introduction to the Styles: People Reading

Name _____

Direct and Fast Paced or Indirect and Moderate Paced

Guarded and Task Oriented or Open and People Oriented

Observations:

Name _____

Direct and Fast Paced or Indirect and Moderate Paced

Guarded and Task Oriented or Open and People Oriented

Observations:

Name _____

Direct and Fast Paced or Indirect and Moderate Paced

Guarded and Task Oriented or Open and People Oriented

Observations:

Name _____

Direct and Fast Paced or Indirect and Moderate Paced

Guarded and Task Oriented or Open and People Oriented

Observations:

DISC Case Study A: Wesley

Wesley is the Director of IT for an Ad Agency. He is easy going and is known for his patience when working on complicated technical issues or trouble shooting problems that employees bring to him. Wesley is very comfortable with the routine of his job and avoids personal conflict. It has become apparent that the agency's website was not designed to be as accessible and usable as it could be.

Wesley believes that improvements are needed for the entire user-experience of their website. He is reluctant to approach the CFO as he knows the project could involve thousands of dollars and sales are at an all-time low. In addition, the CFO is hard-driving and domineering, and Wesley often feels intimidated by him.

1. What is Wesley's primary behavioral style? _____

2. What clues allowed you to identify Wesley's primary behavioral tendency? _____

3. How would you advise Wesley to approach the CFO? _____

4. What would you suggest Wesley avoid doing when speaking with the CFO? _____

DISC Case Study B: Leah

Leah is an Administrative Assistant and Wedding Coordinator at a rural church. She's outgoing, enthusiastic and responsive to the staff and the congregation. She has a large network of friends and enjoys planning and coordinating weddings at the church. Leah likes to add flair and elegance to the weddings, which at times pushes the limits of some of the conservative members of the church.

Leah is usually pleasant and friendly. However, when she doesn't get the assistance needed to organize weddings with sentimental charm and fun she has planned and arranged with the bride, she becomes frustrated and sometimes critical of those who will not support her.

1. What is Leah's primary behavioral style? _____

2. What clues allowed you to identify Leah's behavioral style? _____

3. If you were interacting with Leah, how would you communicate with her? _____

4. What would you avoid doing or saying when interacting with Leah? _____

DISC Case Study C: Chad

Chad is confident, assertive and likes to be in charge. He has been hired as a Superintendent at a large inner-city high school. His challenge (which he enjoys) is to improve the quality of education and build a cooperative spirit among a multi-cultural staff.

Chad comes with the expertise needed to spearhead the improvement initiative and expand student curricula. He is skilled at directing people and solving problems. He has a vast knowledge of educational programs, student services and teacher resource that will accomplish his goals to build an infrastructure to support the diverse needs of the students as well as create greater camaraderie among the staff. And he is not afraid of “stepping on a few toes” to get the job done. Within just a few months of implementing some of the changes, Chad is getting a little push back from the School Board and teachers who prefer to make changes at a slower pace.

1. What is Chad’s primary behavioral style? _____

2. What clues allowed you to identify Chad’s primary behavioral tendency? _____

3. If you had the opportunity to coach Chad, what suggestions would you give him? _____

4. How would you mentor the teachers to work more effectively with Chad? _____

DISC Case Study D: Annabelle

Annabelle is the Executive Vice-President and COO of an international charity that operates the largest non-governmental temporary medical units and health care services for worldwide disaster relief and crisis intervention. She oversees the operational management and plays a prominent role in strategic planning, leadership development and training efforts for the organization's personnel and volunteers.

Annabelle is very organized, thorough and conscientious. She is also highly competent, and she maintains a high level of diplomacy and composure during a crisis.

While normally calm and tactful, Annabelle can become unsympathetic and insistent with global institutions that restrict and/or thwart the organization's attempts at mobilizing medical care.

1. What is Annabelle's primary behavioral style? _____

2. What clues allowed you to identify Annabelle's primary behavioral style? _____

3. If you were interacting with Annabelle, how would you communicate with her? _____

4. What would you avoid doing or saying when interacting with Annabelle? _____

Action Plan and Next Steps

What are some adjustments you'd like to make to get better results and develop better relationships in our team?

- ▶ Identify any behaviors that you want to START using more of.

- ▶ Identify any behaviors that you want to STOP using that are not effective.

- ▶ Identify any behaviors that you want to CONTINUE using that are effective.

- ▶ My action steps in the next few weeks will be:

DISC Assessments

The DISC model of human behavior is the most widely used behavioral model in the world, and has helped millions of people improve communication, productivity, team building and leadership, as well as their personal and professional relationships within the workplace and home. Continue your journey of learning and applying the language of DISC through the additional resources below.

Additional Resources and Applications

CEO or manager, teacher or trainer, coach or parent—if you desire to impact people by helping them discover and capitalize on their strengths, then continue your journey of applying the DISC style information and behavioral adaptability out into your spheres of influence.

DISC STYLES COACHING

Explore how you can become a more effective manager, parent or leader by engaging in DISC styles coaching to better understand yourself and how to maximize your style for improving relationships and getting greater results.

DISC STYLES COUNSELING

Qualified therapists and counselors can provide DISC styles counseling to improve individual performance or build stronger family/marriage relationships.

DISC STYLES WORKSHOPS

The DISC styles information lends itself well to a variety of workshops/seminars on topics such as Coaching, Communication, Conflict Management, Customer Service, Team Building, Leadership and Management.

DISC STYLES CERTIFICATION

Become certified to use the DISC styles assessments and additional resources in your own coaching, consulting, counseling or training applications.

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