

Objectives of The Day:

To help the team understand their own behavioural design as well as the design of the people around them. To help the team appreciate the strengths and values that styles that differ to theirs bring, as well as to recognise how their own behaviour may be perceived by others.

Room Set Up:

The delegates will be able to choose where they sit dependent upon where they feel comfortable. This is important because there will be a lot of group work during the day.

Start Times:

The day will start at 10am and finish at 4.15pm.

Materials:

Each learner will receive the following materials:

1. Workbook with important slides to reference
2. Their own TTI Success Insights DISC/Behaviour Profile
3. Self-Discovery Document
4. Action Plan
5. Communication Matrix

They will be able to store these documents in their own personal folder from the day. Any electronic versions can be requested after the training, but will be provided to the programme organiser automatically.

There will be technical reports, research and validity studies and other resources around the room for people to read if they would like to.

During Group Work:

One person per group will be nominated to be the scribe of the group notes and that person will also be the spokesperson per exercise. This person will be different each time and will be decided at the beginning of the group work. This encourages all group members to be engaged and to participate.

Timeline:

THE- Theory
PRA- Practical
GW-Group Work
FB - Feedback

TYPE	TIME	AREA	OBJECTIVE
THE	10.00	Welcome	To set the rules of engagement of the day.
THE	10.05	Introduction to TTISI	The learners will briefly hear about TTI Success Insights Global and TTI Success Insights UK.
THE	10.10	Model Validity and Reliability	The learners will hear about the different ways that the behavioural model and the TTISI profiles are validated by 3 rd parties, research projects and brain waves.
THE	10.20	Context Setting	The learners will hear about what DISC is and what DISC isn't. They will understand key points such as: -DISC is a neutral language -There is no right or wrong -DISC is not a personality test -DISC is just a measurement of a person's style -It is a model designed to help communication
THE	10.30	Understanding D	The learners will see the Dominance Scale
GW	10.30	Useful Environments	The learners will discuss environments in which a "High D" behaviour is useful and environments in which a "Low D" behaviour is useful
FB	10.35	Feeding Back	The groups will feedback on their findings
GW	10.40	Famous People	The learners will discuss famous people who may exhibit "High D" or "Low D" behaviour
THE	10.45	Understanding I	The learners will see the Influence Scale
GW	10.45	Useful Environments	The learners will discuss environments in which a "High I" behaviour is useful and environments in which a "Low I" behaviour is useful.
FB	10.50	Feeding Back	The groups will feedback on their findings
GW	10.55	Famous People	The learners will discuss famous people who may exhibit "High I" or "Low I" behaviour.
THE	11.00	Understanding S	The learners will see the Steadiness Scale
GW	11.00	Useful Environments	The learners will discuss environments in which a "High S" behaviour is useful and environments in which a "Low S" behaviour is useful.
FB	11.05	Feeding Back	The groups will feedback on their findings

GW	11.10	Famous People	The learners will discuss famous people who may exhibit “High S” or “Low S” behaviour.
THE	11.15	Understanding C	The learners will see the Compliance Scale
GW	11.15	Useful Environments	The learners will discuss environments in which a “High C” behaviour is useful and environments in which a “Low C” behaviour is useful.
FB	11.20	Feeding Back	The groups will feedback on their findings
GW	11.25	Famous People	The learners will discuss famous people who may exhibit “High C” or “Low C” behaviour.
BREAK	11.30	BREAK	BREAK
THE	11.50	Natural Behaviour	The learners will understand where your behavioural style “comes from” and whether it can change.
THE	12.05	Adapted Behaviour	The learners will understand what your adapted style measures.
THE	12.10	Behavioural Energy	The learners will understand the physical impact of adapting behaviour and the role that Cortisol plays.
GW	12.30	How To Energise	The learners will work in groups to discuss ways of re-energising in accordance with your natural behavioural style.
FB	12.40	Feedback	The groups will feed back their findings.
PRA	12.45	Receive The Reports	The learners will receive their reports, with the trainer pointing out key pages to read during lunch.
LUNCH	13.00	LUNCH	LUNCH
PRA	13.45	D Value and Perceptions	The learners will stand on the floor in accordance with their D Scale. They will be asked to work in two groups, the “Low D” and “High D”. They will work to one whiteboard per group. Each group will be asked to consider the value to the team of the opposing group. They will also be asked to note down how their behaviour may be perceived by the other group. They will fill in their ‘Self Discovery’ sheet as they are doing this.
FB	13.55	Feedback	The groups will feed back on their findings.
PRA	14.00	I Value and Perceptions	The learners will stand on the floor in accordance with their I Scale. They will be asked to work in two groups, the “Low I” and “High I”. They will work to one whiteboard per group. Each group will be asked to consider the value to the team of the opposing group. They will also be asked to note down how their behaviour may be perceived

			by the other group. They will fill in their “Self Discovery” sheet as they are doing this.
FB	14.10	Feedback	The groups will feed back on their findings.
PRA	14.15	S Value and Perceptions	The learners will stand on the floor in accordance with their S Scale. They will be asked to work in two groups, the “Low S” and “High S”. They will work to one whiteboard per group. Each group will be asked to consider the value to the team of the opposing group. They will also be asked to note down how their behaviour may be perceived by the other group. They will fill in their “Self Discovery” sheet as they are doing this.
GW	14.25	Feedback	The groups will feed back on their findings.
PRA	14.30	C Value and Perceptions	The learners will stand on the floor in accordance with their C Scale. They will be asked to work in two groups, the “Low C” and “High C”. They will work to one whiteboard per group. Each group will be asked to consider the value to the team of the opposing group. They will also be asked to note down how their behaviour may be perceived by the other group. They will fill in their “Self Discovery” sheet as they are doing this.
FB	14.40	Feedback	The groups will feed back on their findings.
GW	14.45	Importance	The groups will complete the final part of the “Self Discovery” sheet, highlighting the areas that are most relevant to them.
BREAK	14.55	BREAK	BREAK
THE	15.05	Team Wheel	The learners will understand the Team Wheel which will display the Core Team’s natural and adapted behaviours (no names will be displayed).
GW	15.15	Areas of Potential Conflict	The learners will discuss the behaviours visible on the wheel and will highlight any areas of potential conflict.
FB	15.25	Feedback	The groups will feedback their findings.
PRA	15.30	Conflict/Priority Matrix CONFIDENTIAL	Individually , the learners will complete the Conflict/Priority matrix. This confidential document asks the learners to list some of their working relationships. They are categorised into four boxes with two axis. Axis 1-Communication Quality. Axis 2-Communication Importance. People that are plotted into Poor quality but high importance highlight the communications that the learner should prioritise.

PRA	15.40	Action Plan: CONFIDENTIAL	Individually , the learners will finish the Action Plan which will include the self-discovery of their own behaviour. It will also include the possible behaviours of the high priority/low quality communications and will allow the learners to reflect on situations where they will adapt their behaviour to improve communication in the future, and ask them to consider how this would impact the organisation.
FB	16.00	Q+A Session and Information on Accreditation	The learners will be able to ask questions as well as receive further information on becoming accredited in TTI Success Insights UK DISC/Behaviour leading to Certified Professional Behavioural Analyst qualification (CPBA)