

Welcome to the TTI Professional Development Series

This participant's manual is designed to help you discover your strengths, the strengths of others on your team or in your organization, and to help you design a strategy for becoming more effective as a whole. You will find materials and questions to help you engage in the training as well as a Group Information Log where you can record important information and applications learned during this series. At the end of your participant's manual is a complete set of flashcards to help you understand and retain the basics of the Dominance, Influence, Steadiness and Compliance characteristics and communication styles.

Before you begin this journey, it is imperative that you complete the on-line assessment. If you have received instructions and a "Response Link" from your facilitator, go to www.ttisurvey.com and complete the assessment. Working through your assessment and upcoming training lessons will give you valuable insights into your own strengths, an understanding and appreciation for the strengths of others and how to blend differences in order to build stronger relationships.

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Here's What You Need to Know Before You Start...

- Take your online TTI behavioral assessment. When taking the assessment, be decisive and move through it as quickly as possible—do not over analyze.
- Bring your TTI behavioral report to every lesson. You will refer to your report many times throughout the course of this program.
- Be aware of the note-taking space available in each lesson of your Participant's Manual. When watching the TTI Professional Development Series, Behaviors Version DVD during each lesson or listening to the observation of other teammates, jot down important information and insights.
- Share highlights of what you've learned from your report and this workbook with others during the team-building lessons. In addition, share this information with your spouse, children, friends or other coworkers. Clinical studies have shown that if you do not act on the information you receive within a short period of time and continue to apply and discuss the insights learned, you tend to put what you have learned on the shelf— not into practice. Sharing your insights with others will set the stage for important, positive changes and growth.

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LESSON ONE

Introduction

Welcome to lesson one. Your facilitator will lead your group through a series of exercises designed to give you a taste of the powerful results you can achieve when organizations and teams work well together. You will learn how to break down the process that generates conflict. Instead of letting conflict divide your organization or team, you will be able to harness that energy and diversity to become more productive and effective as a whole.

By the end of the course, you will see how everyday conflict can actually lead to efficiency and effectiveness. So relax, enjoy the exercises and have fun!

The four dimensions used as the basis for the TTI Professional Development Series, Behaviors Version fall into the following categories:

- How you approach problems and challenges
- How you deal with new people and information
- How you relate to pace and change
- How you respond to procedures and constraints

Don't forget to take notes in the sidebars of your participant's manual.

Answer these questions from the exercise:

During the first round of the “3x5 card game,” how did each team member react?

What was different the second time your team built the tower of index cards? Why?

Did you see any differences in the way team members approached the problem? Please explain.

Did you see any differences in how they dealt with other team members? Please explain.

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Did you see any differences in how they responded to limited information? Time pressures? The “DO NOT OPEN” labels? Please explain.

Take a moment and answer these questions.
Your answers are for your eyes only!

As you participated in the card game, what was your role?

Was your participation different between the first time and the second time? Why or why not?

Was your team more effective the second time? Why or why not?

As a group, briefly discuss this question:

Every lesson of this process will equip us to be more effective as a team and help us grow. How are we going to accomplish that?

On your own, answer these questions:

What are your expectations of this course?

What do you hope to gain?

Typically, conflict occurs when we judge each other's differences versus approaching situations from a place of understanding. When we seek to understand, we can begin to appreciate our differences and each person's unique value. Through this appreciation, we become more effective as individuals, a team and an organization.

What was the most impactful take away from this lesson?



LESSON TWO

D Defined

Think about the first predictable area of team conflict—approaches to problem solving. Some people take charge and are more aggressive by nature. They attack problems forcefully. Others are more reflective in their approach. They are more calculating when solving problems. Both approaches are equally strong and valuable, even though they are markedly different.

Be sure to take notes during the DVD segment of this lesson.

Answer these questions from the exercise:

Refer to your Style Insights Graph in your TTI behavioral report. Where do you place on the D factor?

How has understanding the D factor helped you appreciate other members of your team?

Every person in the bleachers and on the field at a baseball or cricket game sees the game from a different perspective. Do you think that all perspectives are valuable? Why?

How much raw talent do you think really separates the winning teams from those who are not as successful? Explain.

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How does this concept apply to you?

For a team to achieve optimal effectiveness and balance, it is necessary for the members of the team to find a way to capitalize on the strengths of both the aggressive problem solver and the reflective problem solver. A team must capitalize on strengths and protect limitations. This takes a balance of blending.

The First Predictable Area of Conflict—Approaches to Problem Solving

On your own, answer these questions:

As you understand your approach to problem solving, is there anything you need to say or explain about your approach to other team members? Have you judged differences harshly or discounted alternative approaches in the past? If so, explain how what you've learned has changed your position.

How are you going to use this information about problem solving approaches with your team this week?

What kind of difference do you think it will make in other areas of your life?

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LESSON THREE

I Defined

In this lesson we will be dealing with the I factor: how you respond to new people and information. The core analogies include the balance between optimism and realism, feelings versus facts and emotions as opposed to evidence.

According to your Style Insights Graph in your TTI behavioral report, are you more optimistic or realistic in your response to new people and new information?

Be sure to take notes during the DVD segment of this lesson.

Case Study

Joe has been thinking about the marketing challenges facing his widget manufacturing company. The competition is heating up as sales have been trending down. He gets an idea one morning on his way to work. Rather than flushing out the details and formalizing his idea for a formal presentation, he decides to take advantage of the weekly staff meeting at 9 a.m. He tosses it out to his team with the preface, "I thought it out, and you're going to love it; we should move quickly." He expects everyone to see the concept's potential without details or implementation plans and get as excited about it as he is. They don't. Joe leaves the meeting feeling rejected, frustrated and alone. He feels his staff members are just not committed to the team.

The Second Predictable Area of Conflict—New People and Information

Case Study Questions:

Based on what you've learned in this lesson, why did Joe's coworkers react the way they did?

Most people are either nearsighted or farsighted. If they are nearsighted, they can easily see the details but need help seeing the images further away or the "big picture" and vision. By the same token, people who are farsighted need help seeing the details. That's what got our friend Joe into trouble with his team.

Why did Joe feel rejected?

What should Joe do in the future to resolve this situation?

Partner with another team member, and take turns sharing ways high I and low I strengths can work together to enhance the team and promote effective communication. Please note.

We need people on the team who can see the vision as well as those who can make it a reality.

As a group, consider that there's a new idea, a new vision proposed. How do we function as a team to evaluate the new idea and to achieve our common goals?

Are you capitalizing on your strengths? How could you do that more effectively?

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Strengths are important, and fundamental differences are important. A well-functioning team learns to capitalize on its collective strengths and protects its limitations. How are you valuing the differences on your team?

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