

# Communication, Conflict & Leadership



## Unit I Handouts

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# ACTION PLANNING

## 1. Communication Level 1 – Understanding your Management Communication Style

*What is the most impactful thing you learned during this session?*

*What is one practice you will START doing differently or STOP doing to be a more effective communicator?*

## 2. Communication Level 2 – Productive Conflict

*What is the most impactful thing you learned during this session?*

*What is one practice you will START doing differently or STOP doing to be a more effective communicator?*

## 3. Skill Building – Active Listening and Giving Feedback

*What is the most impactful thing you learned during this session?*

*What is one practice you will START doing differently or STOP doing to be a more effective communicator?*

**DOMINANCE**

- Direct
- Results-oriented
- Firm
- Strong-willed
- Forceful



**INFLUENCE**

- Outgoing
- Enthusiastic
- Optimistic
- High-spirited
- Lively



**D**  
DOMINANCE

**i**  
INFLUENCE



**C**  
CONSCIENTIOUSNESS

**S**  
STEADINESS

- Analytical
- Reserved
- Precise
- Private
- Systematic

**CONSCIENTIOUSNESS**



**STEADINESS**

- Patient
- Even-tempered
- Accommodating
- Tactful
- Humble

# PEOPLE READING

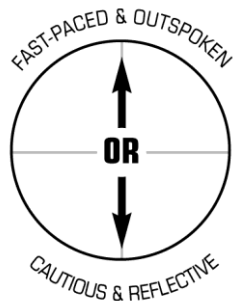
## Principles

- People reading isn't meant to label people. Instead, it's a way to help us understand their needs.
- There are no good or bad styles.
- All styles have strengths and limitations.
- Everyone is a mixture of styles, so it may be difficult to read people correctly.

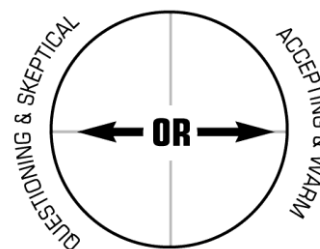
## Observable Behaviors

- Body language such as posture, use of hands, facial expressions, etc.
- Tone of voice and expression such as pace, inflection, volume, etc.
- Words chosen to deliver the actual messages.

**1** Consider whether this person tends to be more:



**2** Then, consider whether this person also tends to be more:



**3** Now, combine this person's tendencies to determine his or her DiSC® behavioral style.

**Dominance**

**Influence**



**Conscientiousness**

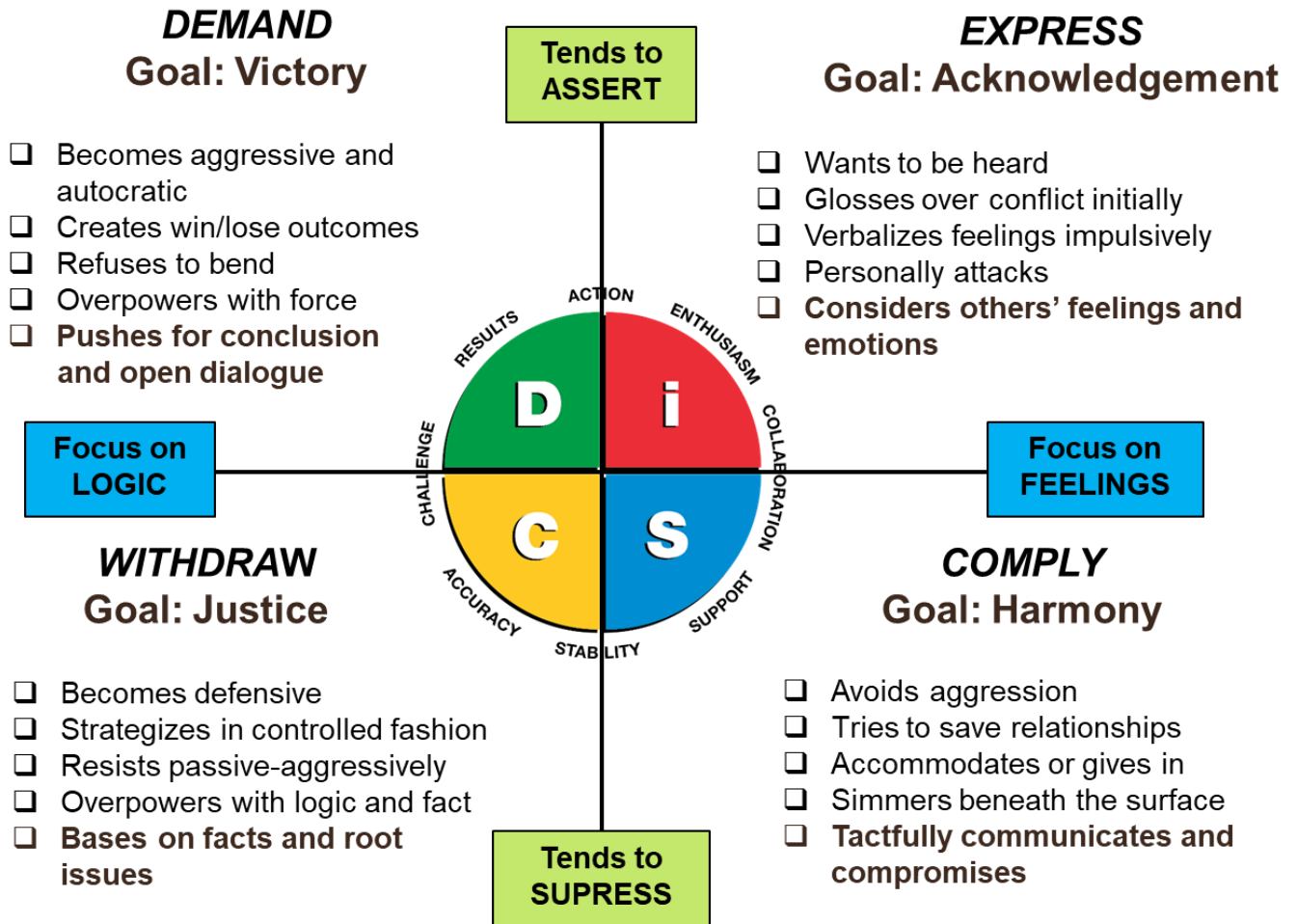
**Steadiness**

**Estimated Style of Someone You've Conflicted With** *(that you wish you handled better)*

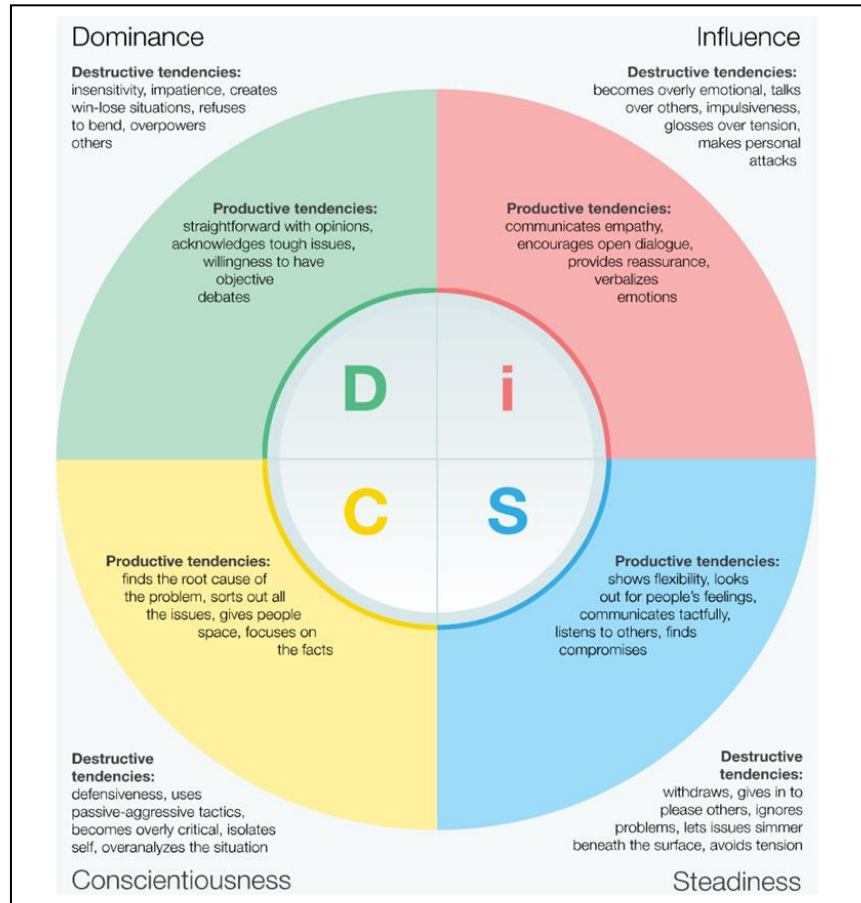
Name: \_\_\_\_\_

Style: \_\_\_\_\_

# NEED-BASED DISC® CONFLICT RESPONSES



# OVERVIEW OF DISC® IN CONFLICT



Also on Page 5 of your DiSC Productive Conflict Profile

## Summary of DiSC® in Conflict

D style in conflict	i style in conflict	S style in conflict	C style in conflict
<b>Goals:</b> Victory, results, personal accomplishment	<b>Goals:</b> Approval, understanding, openness	<b>Goals:</b> Agreement, acceptance, peace	<b>Goals:</b> Fairness, rational decisions, accuracy
<b>Overuses:</b> The need to win, impatience, bluntness	<b>Overuses:</b> Passion, impulsivity, outspokenness	<b>Overuses:</b> Passive resistance, compromise	<b>Overuses:</b> Restraint, analysis, rigidity
<b>Fears:</b> Being taken advantage of, appearing weak	<b>Fears:</b> Rejection, not being heard, disapproval	<b>Fears:</b> Letting people down, facing aggression	<b>Fears:</b> Being wrong, strong displays of emotion
DC D Di	iD i iS	Si S SC	CS C CD

## CHOOSING PRODUCTIVE CONFLICT RESPONSES

1. Briefly describe a conflict situation you wish you'd handled better.

2. How did your DiSC® style impact the outcome?

4. How could you have reframed your automatic thought(s)?

3. What productive response might you have chosen and how might that response have changed the conflict?



## ACTIVE LISTENING ACTIONS

- **To address the speed differences between speaking (150 wpm) and listening (500 wpm), try these techniques:**
  - Repeat back in your mind what the person has just said to you.
  - Take notes
  - Ask yourself “What?” questions, for example, “What is he really after here?”
- **To demonstrate active listening, mirror back what you heard with these starters:**
  - If I'm right, what I hear you saying is ...
  - I'll bet you felt really ... when ...
  - As I understand it, you're feeling/thinking ...
  - You must have been surprised ...
  - So, if I could summarize, it seems to you that ...

## ACTIVE LISTENING TIPS BY DiSC® STYLE

As a D You Might:	As a D You Should:
<ul style="list-style-type: none"> <li>• Focus on your own needs</li> </ul>	<ul style="list-style-type: none"> <li>• Try to give your sole attention to the other person</li> </ul>
<ul style="list-style-type: none"> <li>• Move too quickly in your response</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat and paraphrase back what you have heard – it will help you slow down and actually hear another's message</li> </ul>
<ul style="list-style-type: none"> <li>• Appear insensitive or unapproachable</li> </ul>	<ul style="list-style-type: none"> <li>• Pause between responses, allowing others time to respond</li> </ul>
<ul style="list-style-type: none"> <li>• Demonstrate impatience</li> </ul>	
<ul style="list-style-type: none"> <li>• Tune out while listening</li> </ul>	
<ul style="list-style-type: none"> <li>• Seem distracted or choose to multi-task</li> </ul>	

As an i You Might:	As an i you Should:
<ul style="list-style-type: none"> <li>• Become bored with someone's style or tune out</li> </ul>	<ul style="list-style-type: none"> <li>• Be deliberate about pausing before speaking</li> </ul>
<ul style="list-style-type: none"> <li>• Interrupt or speak over others</li> </ul>	<ul style="list-style-type: none"> <li>• Do not talk when others are speaking</li> </ul>
<ul style="list-style-type: none"> <li>• Tend to respond too quickly without thinking through</li> </ul>	<ul style="list-style-type: none"> <li>• Respond to the topic only and keep other thoughts for later</li> </ul>
<ul style="list-style-type: none"> <li>• Ignore topic at hand and change topics for your own needs</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat and paraphrase what you heard so you understand better</li> </ul>
<ul style="list-style-type: none"> <li>• Have trouble listening without disrupting</li> </ul>	

As an S You Might:	As an S You Should:
<ul style="list-style-type: none"> <li>• Let yourself be intimidated or ignored</li> </ul>	<ul style="list-style-type: none"> <li>• Confirm you understand by repeating what you hear</li> </ul>
<ul style="list-style-type: none"> <li>• Be overlooked because you are quiet or less verbal</li> </ul>	<ul style="list-style-type: none"> <li>• Give an immediate response, even if the response is to ask for time</li> </ul>
<ul style="list-style-type: none"> <li>• Be too indecisive in your response</li> </ul>	<ul style="list-style-type: none"> <li>• Be willing to respond even when you are uncomfortable</li> </ul>
<ul style="list-style-type: none"> <li>• Seem uninterested in what others are sharing</li> </ul>	
<ul style="list-style-type: none"> <li>• Not be clear if you really understand because you may need time to digest and internalize</li> </ul>	

As a C You Might:	As a C You Should:
<ul style="list-style-type: none"> <li>• Ask for too many details and miss the main point</li> </ul>	<ul style="list-style-type: none"> <li>• Ask questions to clarify that you understand the talker's perspective</li> </ul>
<ul style="list-style-type: none"> <li>• Be overly pessimistic or devil's advocate too often</li> </ul>	<ul style="list-style-type: none"> <li>• Remember that your view and others' view of "right" may be different</li> </ul>
<ul style="list-style-type: none"> <li>• Not keep up with the pace of the conversation</li> </ul>	<ul style="list-style-type: none"> <li>• Be willing to share thoughts even if you are not 100% sure</li> </ul>
<ul style="list-style-type: none"> <li>• Become paralyzed in decision making</li> </ul>	<ul style="list-style-type: none"> <li>• Temper your skepticism</li> </ul>

# LISTENING SELF-ASSESSMENT

**Directions:** Place a check mark in the column that best describes you for the following items. Do not try to give the “right” answers. You (and whomever you share it with) are the only ones who need to see this and it will have little value if you do not answer sincerely.

## ASSESSMENT

HABIT	FREQUENCY OF BEHAVIOR				
	ALMOST ALWAYS	USUALLY	OCCASIONALLY	SELDOM	ALMOST NEVER
How often do you...					
Tune out uninteresting subjects?					
Criticize the speaker's delivery?					
Listen judgmentally or deny what the speaker is saying?					
Listen only for the facts and major ideas?					
Avoid asking the speaker questions so you can clearly understand their message?					
Fake attention?					
Get distracted?					
Avoid difficult material?					
Ignore non-verbal messages?					
Waste the difference between your speaking rate and thinking rate*?					
<b>Total Score:</b>					

### SCORE YOURSELF

Frequency	Score per √
Almost Always	2
Usually	4
Occasionally	6
Seldom	8
Almost Never	10

### INTERPRET YOUR SCORE

Score	Suggestion
Under 70	Get training in active listening
70-90	You listen well
> 90	You are an extraordinary listener

Now, consider asking someone who knows you well – a colleague, friend, spouse – to score you on these items. Comparing their results to yours may make you aware of listening habits you don't know you have.

\*Note – The average speaker says 125 words per minute while listeners can process 500 words per minute.

# FEEDBACK STEPS with EXAMPLE SCRIPT

POINTERS	EXAMPLE SCRIPT
<b>1. Identify the situation.</b>	
<ul style="list-style-type: none"> <li>▪ Start with heart by determining your purpose for the conversation. If you find you want to win or score points, don't have the conversation.</li> <li>▪ Prepare yourself to give feedback.</li> <li>▪ Find a good time for both parties to have conversation.</li> </ul>	<p><i>Could we chat for a minute? I'd like to talk about this morning's dispatch meeting.</i></p>
<b>2. Describe the behaviors you observed.</b>	
<ul style="list-style-type: none"> <li>▪ Be specific, brief and to the point.</li> <li>▪ Focus on the behavior, not the person.</li> <li>▪ Limit your feedback to one topic.</li> <li>▪ Use example(s) or refer to a specific situation in which you observed the behaviors.</li> </ul>	<p><i>I know that you have had an intense spray schedule this spring. The weather has been challenging. As we talked about the maintenance schedule being behind, I noticed that you rolled your eyes, elbowed Matt, laughed and said something under your breath.</i></p>
<b>3. Describe the consequences.</b>	
<ul style="list-style-type: none"> <li>▪ Maintain a neutral tone.</li> <li>▪ Link the behavior and the business need.</li> <li>▪ State only one or two of the most significant consequences.</li> </ul>	<p><i>After you did that, Nick and Jim were watching you instead of listening to and giving input on this week's work. And Ted, who had been talking about how to get maintenance back on track, clammed up.</i></p>
<b>4. Ask for the other person's point of view.</b>	
<ul style="list-style-type: none"> <li>▪ Invite them to respond.</li> <li>▪ LISTEN to their response.</li> <li>▪ Practice active listening by summarizing and mirroring back what you heard them say.</li> <li>▪ Maintain a neutral tone.</li> </ul>	<p><i>Tell me how you think that part of the dispatch meeting went.</i></p> <p><i>Mirror by asking, "So what you're saying is...." OR "What you're feeling/thinking is... Have I understood that correctly?"</i></p>
<b>5. Discuss alternate behaviors.</b>	
<ul style="list-style-type: none"> <li>▪ Ask directly for the change you expect.</li> <li>▪ Leave responsibility for action with the other person.</li> <li>▪ Develop a time for follow-up and agree on expectations for that discussion.</li> </ul>	<p><i>I expect that if you have frustrations with other's progress or pace that you discuss that directly with the other team member or with me. I also expect that you stop rolling your eyes and having side conversations during dispatch meetings.</i></p> <p><i>It sounds like you have some ideas for improving work flow – could we get together tomorrow at 7:30 to talk about those and decide how we might bring them to Ted?</i></p>

# FEEDBACK STEPS

Name: \_\_\_\_\_ DiSC® Style(s): \_\_\_\_\_

POINTERS	YOUR NOTES
<b>1. Identify the situation.</b>	
<ul style="list-style-type: none"> <li>▪ Start with heart by determining your purpose for the conversation. If you find you want to win or score points, don't have the conversation.</li> <li>▪ Prepare yourself to give feedback.</li> <li>▪ Find a good time for both parties to have conversation.</li> </ul>	
<b>2. Describe the behaviors you observed.</b>	
<ul style="list-style-type: none"> <li>▪ Be specific, brief and to the point.</li> <li>▪ Focus on the behavior, not the person.</li> <li>▪ Limit your feedback to one topic.</li> <li>▪ Use example(s) or refer to a specific situation in which you observed the behaviors.</li> </ul>	
<b>3. Describe the consequences.</b>	
<ul style="list-style-type: none"> <li>▪ Maintain a neutral tone.</li> <li>▪ Link the behavior and the business need.</li> <li>▪ State only one or two of the most significant consequences.</li> </ul>	
<b>4. Ask for the other person's point of view.</b>	
<ul style="list-style-type: none"> <li>▪ Invite them to respond.</li> <li>▪ LISTEN to their response.</li> <li>▪ Practice active listening by summarizing and mirroring back what you heard them say.</li> <li>▪ Maintain a neutral tone.</li> </ul>	
<b>5. Discuss alternate behaviors.</b>	
<ul style="list-style-type: none"> <li>▪ Ask directly for the change you expect.</li> <li>▪ Leave responsibility for action with the other person.</li> <li>▪ Develop a time for follow-up and agree on expectations for that discussion.</li> </ul>	

*Adapted from Zenger-Miller Front Line Leadership*

# RELATING TO DISC STYLES

	FOCUS	BEHAVIORS	TENDENCIES	NEEDS	STRESSORS	HOT SPOTS
D	directing environment by overcoming opposition and challenge	self- confidence, decisiveness, risk-taking and faster pace	getting immediate results, taking action and accepting challenges	challenge, power, authority, direct answers, control, respect and independence	loss of environmental control, being taken advantage of and being challenged	lack of concern for others, impatience and can move too quickly
i	shaping environment by persuading and influencing others	enthusiasm, charm, flexibility, sociability and go with the flow pace	involvement with people, working in groups, making a favorable impression and seeking approval	praise, social environment, recognition, acceptance, relationships and group work	social rejection, disapproval, loss of influence and being left out	impulsiveness, disorganization and lack of follow through
S	stability and accomplishing tasks through cooperation with others	patience, team player, methodical approach and takes time to process	calm, steady demeanor, prefers background over spotlight, loyalty and good listener	consistency, sincerity, collaboration, teamwork and knowing the rules	loss of stability, the unknown, change, unpredictability, and conflict	overly willing to give, putting their needs last and slower pace than others may need
C	precision, getting it right and a disciplined method	cautious, precise, diplomatic, restrained and takes time to evaluate	attention to standards and details, analytical thinking and valuing accuracy	defined expectations, supporting data, quality, accuracy, time alone and business-like environment	criticism of their work, slipshod methods, lack of information and lack of promptness	overly critical of self and others, indecision because of desire to collect and analyze data

## RESOURCES

- Active Listening Tips by DiSC® Style **Handout Page 10**
- Listening Self-Assessment **Handout Page 11**
- Relating to DiSC® Styles **Handout Page 14**
- *Crucial Conversations – Tools for Talking When the Stakes are High*, Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler [www.vitalsmarts.com/](http://www.vitalsmarts.com/)
- *Managing Conflict in the Family Business: Understanding Challenges at the Intersection of Family and Business*, Kent Rhodes and David Lansky, The Family Business Consulting Group, [www.thefbcg.com](http://www.thefbcg.com)
- How to Really Listen to Your Employees; Harvard Business Review; Jan 30 2015
- Managers, You're More Intimidating than you think, Harvard Business Review; Jul 18 2019
- These are the mistakes people make when listening, according to a forensic interviewer; Fast Company; Feb 22, 2022
- The Art of Active Listening | The Harvard Business Review Guide (2022) – <https://www.youtube.com/watch?v=aDMtx5ivKKo>
- The Art of Listening | Simon Sinek (2021) - <https://www.youtube.com/watch?v=qpnNsSyDw-g>
- Most Managers Don't Know How to Coach People But They Can Learn; Harvard Business Review; Aug 14 2018
- The Feedback Fallacy; Harvard Business Review; Mar-Apr 2019
- Shari Harley – 3 Funny Examples of Giving Employee Feedback (15 min) <https://www.youtube.com/watch?v=28N2p3smEsw&t=603s>
- Shari Harley – Giving Feedback for Strong Performance (9 min) <https://www.youtube.com/watch?v=udCqSrTzHSU>
- Joseph Grenny – Feedsmacked (30 min) [https://www.youtube.com/watch?v=\\_HVpCfNjc14](https://www.youtube.com/watch?v=_HVpCfNjc14)
- How to Be Resilient in the Face of Harsh Criticism. Harvard Business Review. Joseph Grenny. June 17, 2019.
- Crucial Learning Blog – When Feedback Feels Abusive - <https://cruciallearning.com/blog/when-feedback-feels-abusive/>