

# 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

*Assertive*  
*Fast-Pace*  
*Bold*

**INFLUENCE**

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

*Accepting*  
*People Focus*  
*Warm*

**D**  
DOMINANCE

**i**  
INFLUENCE

*Questioning*  
*Fact Focus*  
*Skeptical*

**C**  
CONSCIENTIOUSNESS

**S**  
STEADINESS

- Analytical
- Reserved
- Precise
- Private
- Systematic

**CONSCIENTIOUSNESS**

*Cautious*  
*Moderate-Pace*  
*Reflective*

**STEADINESS**

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

# PEOPLE READING

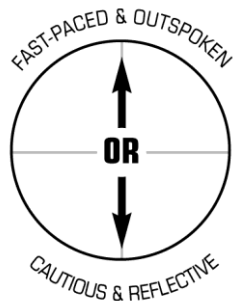
## Principles

- 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.

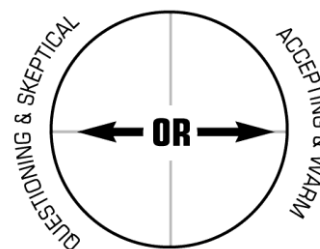
## Observable Behaviors

- 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**

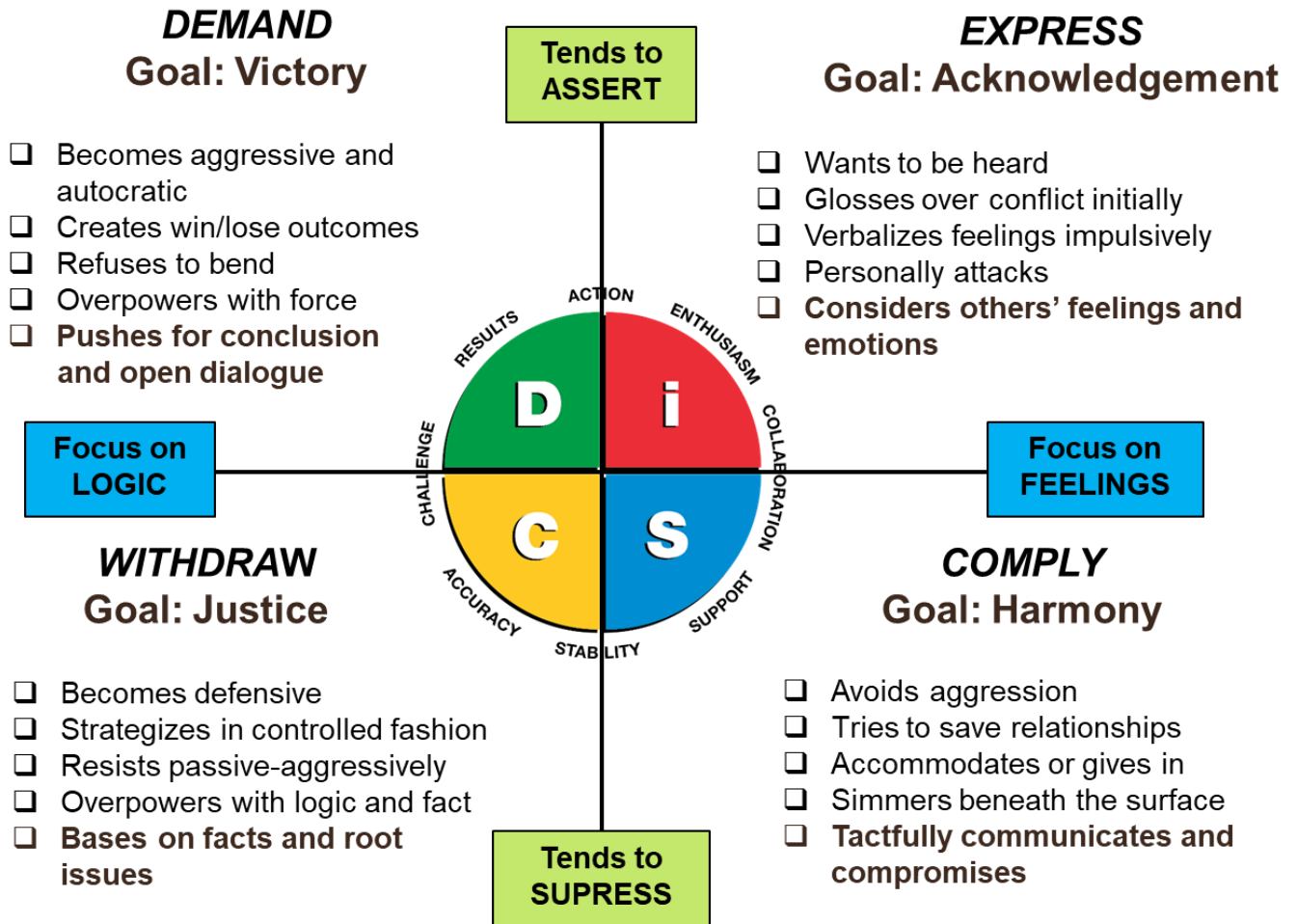
**Steadiness**

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

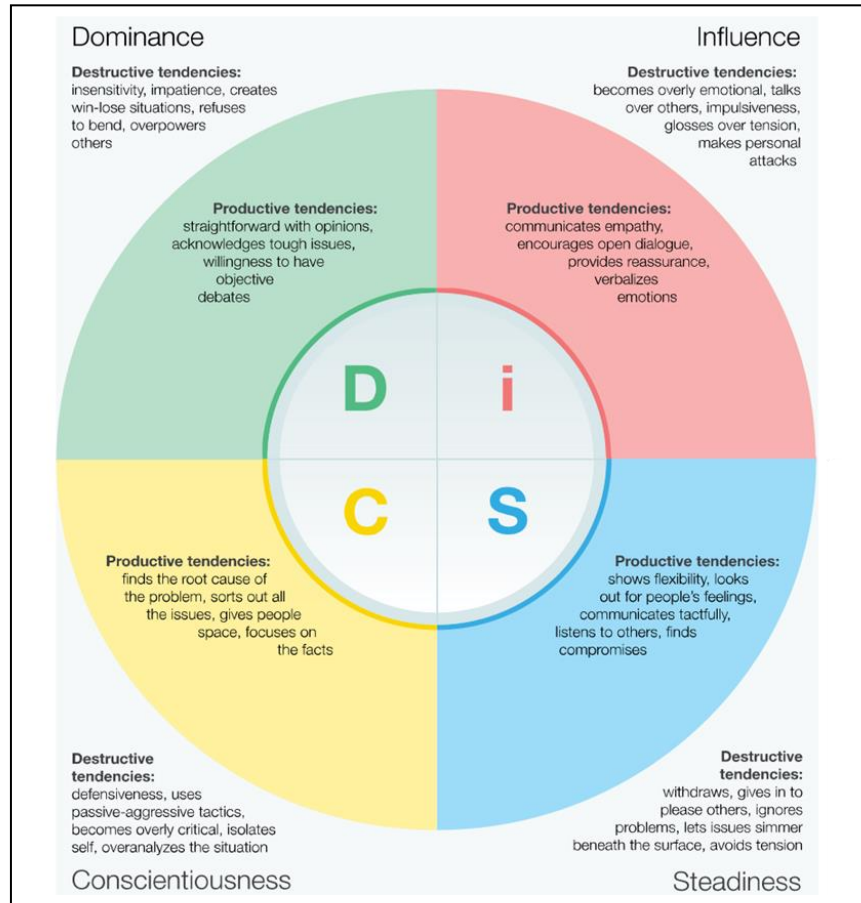
Name: \_\_\_\_\_

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

## 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?



# 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
<p><b>1. Identify the situation.</b></p> <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><b>2. Describe the behaviors you observed.</b></p> <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><b>3. Describe the consequences.</b></p> <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><b>4. Ask for the other person's point of view.</b></p> <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><b>5. Discuss alternate behaviors.</b></p> <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

- 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)
- 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/>