

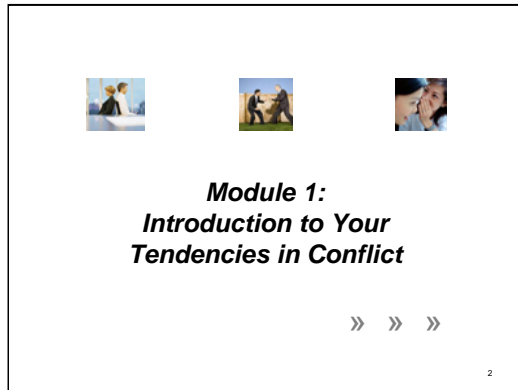


Conflict Management: A DiSC®-Based Approach

Sample Leader's Guide

This Sample Leader's Guide contains selected portions.





Leader's Guide



Participant Workbook

Module 1: Introduction to Your Tendencies in Conflict

SAY:

- [☺] Hello and welcome to *Conflict Management: A DiSC[®]-Based Approach*.
- My name is _____.
- Today we are going to spend some time exploring how we approach difficult interactions with others, and we will learn how to achieve positive results from conflict.

INSTRUCT:

Before we begin, let's go over some session logistics.

Review pertinent logistics, which could include:

- *Bathroom locations*
- *Cell phones and pagers*
- *Length of the session and break times*
- *Parking lot for questions*
- *Respectful operating practices*

SAY:

- I also want to point out that your workbook is synchronized with my PowerPoint[®] slides.
- So if at any time you're unsure of where we're at, you can look to the slide number or the slide title.

Session Goal and Process

Explore **four approaches** to conflict

Conflict doesn't linger

Discover the importance of finding **common goals**

Help people move productively through conflict

Learn how to share **perspectives** productively through conflict

People feel better understood

Explore ways to generate **solutions**

Discover how a **balanced approach** can lead to better decisions that satisfy the needs of all involved

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Module 1: Introduction to Your Tendencies in Conflict

Session Goals and Process

Session Goals
Our goal is to help people move productively through conflict so that everyone can contribute and spend their energy doing things that matter in the way:

- Conflict doesn't linger
- People feel better understood
- Good decisions get made

My own goals for the session:

Session Process
The DiSC[®] Learning Model will inform each step of today's process. We will:

- Explore four different approaches to conflict and understand how our natural styles influence those approaches
- Discover the importance of finding common goals in conflict situations
- Learn how to share all perspectives in a productive rather than a harmful way
- Explore ways to improve our ability to generate solutions
- Discover how a balanced approach can lead to better decisions that satisfy the needs of all involved

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SAY:

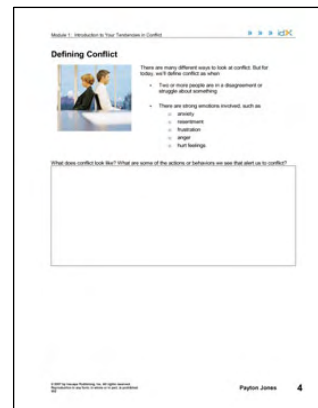
- [✓] We've probably all been in interactions at work where we experienced conflict with other people. More often than not, these disagreements have hampered the group's progress. But what if we could create environments where
 - [✓] Conflict doesn't linger
 - People feel better understood
 - Good decisions get made
- [✓] The overall goal of this program is to help people move productively through conflict so that everyone can contribute and spend their energy doing things that matter.
- There are different ways to do this, but we are going to use the DiSC[®] Learning Model as a basis for this process.

SAY:

- After we're introduced to the DiSC model, it will inform each step of the process for this program.
- [✓] First, we'll explore four different approaches to conflict and understand how our natural styles influence those approaches.
 - [✓] Next, we'll discover the importance of finding common goals in conflict situations.
 - [✓] Then, we'll learn how to share all perspectives in conflict situations in a productive rather than a harmful way.
 - [✓] Next, we'll explore ways to improve our ability to generate solutions when in conflict.
 - [✓] Finally, we'll discover how a balanced approach can lead to better decisions that satisfy the needs of all involved.
 - Let's begin by exploring what we mean when we talk about conflict.



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SAY:

- [✓] There are many different ways to look at conflict. For today's session we're going to define conflict as when
 - [✓] Two or more people are in a disagreement or struggle about something.
 - [✓] There are strong emotions involved, such as anxiety, resentment, frustration, anger, and hurt feelings.

ASK:

What does conflict look like? What are some of the actions or behaviors we see that alert us to conflict?

Listen for: confrontation, complaining to others, silent treatment, mediating between two parties, compromising, concerned looks, begrudging attitudes, etc.

SAY:

- As we can see, there is a lot of variation in the way people behave when in conflict.
- Let's begin by exploring the different approaches to conflict.

Shuffle the Conflict Approach Cards and distribute three cards to each participant. Let participants know that it is OK if they have more than one of the same card, then continue with the instructions for the activity.

NOTE TO FACILITATOR:

To save time, it may be helpful to have the cards sorted in random groups of three before the session begins.

The following activity may be used as an icebreaker if participants do not already know each other. Have participants introduce themselves as they trade cards.

Conflict Approach Cards

Discard one card, face down

Trade with others


Discard one card

Turn all cards face-up

Read discarded cards

Pick one

Record your final two cards



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Module 1: Introduction to Your Tendencies in Conflict

Conflict Approach Cards

Activity Instructions:

- You have three cards that describe approaches to conflict.
- Select the one card that is least like you when you are in conflict with someone else. Trade it face-down in front of you.
- Trade with others until you have two cards that most accurately describe you when in conflict with others.
- Between the two cards you now have, select the card that best describes you and place it on your table. The one that did not get your vote will go to you.
- Keep your remaining card and find you more card that accurately describes you among the discarded cards.
- Write down your final two Conflict Approach cards below.

Conflict Approach Statement	Color
1. _____	_____
2. _____	_____

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INSTRUCT:

- [👂] You each have three cards that describe different approaches to conflict.
- [👂] Select one card that is least like you when you are in conflict with someone else and place it face-down in front of you.
- [👂] Using the remaining two cards, trade cards with others until you have two cards that more accurately describe you when in conflict with others.

Give participants 3–4 minutes to trade cards.

INSTRUCT:

- [👂] Out of the two cards you now have, select the card that least describes you and place it on your table, this time face-up.
- [👂] Turn the other card face-up as well.

Give participants a minute to select a card and discard.

INSTRUCT:

- [👂] You should have only one card. Now take your card and go around the room and review the cards that others have discarded.
- [👂] Find an additional card that describes you well and pick it up.
- [👂] When you are finished, you should have two cards. Return to your seat and record these cards in your workbook.

Give participants 1–2 minutes for final trading, then have them return to their original seats.

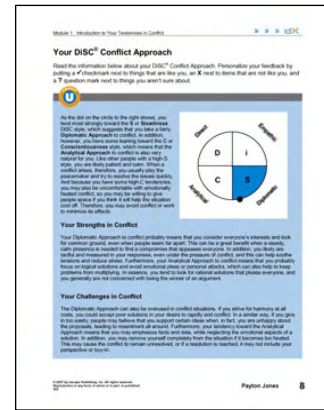
ASK:

Let's see what you came up with. Who ended up with one or more green cards?

Wait for a show of hands.



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Participant Workbook

SAY:

[✓] Now let's learn about our own DiSC® styles and the conflict approaches we tend to use.

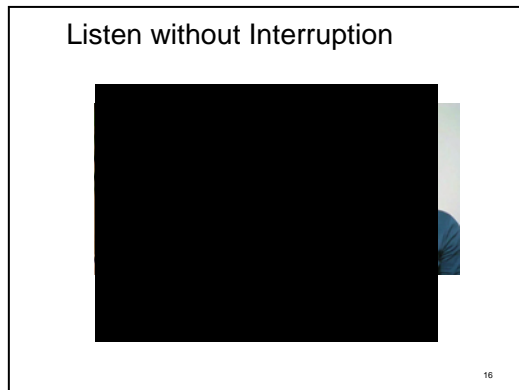
INSTRUCT:

- Read the individualized feedback in your workbook about your natural DiSC conflict approach, based on your responses to the prework.
- Personalize the description by putting a checkmark next to things that are like you, an "X" by things that are not like you, and a question mark next to things that you aren't sure about.
- I'll give you about three minutes to read and personalize your style information.

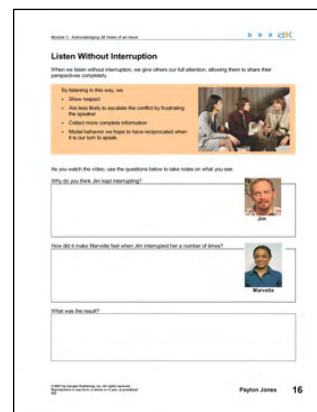
Give participants 3–4 minutes to read and personalize their feedback.

NOTE TO FACILITATOR:

If participants find that their primary style does not match the color descriptions from the card activity, assure them that neither interpretation is wrong. They may find that they used a secondary style for their focus in the activity. Also, you can remind them that estimating a style in an activity is likely to be less reliable than the assessment because it uses a limited number of questions. It is important that participants feel that they can personalize their information to make it most relevant for them.



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SAY:

- [👂] As you have just experienced, conflict situations represent a struggle between differing perspectives.
- It's especially difficult to listen to another's perspective when we feel so strongly about our own. However, if we are truly interested in resolving conflict, we must be willing to share perspectives.
- There are three key principles for sharing perspectives that can help us navigate through this potentially difficult process.

SAY:

- The first is to **listen without interruption**, giving others your full attention and allowing them to share their perspectives completely.
- When we listen without interruption, we show respect and are less likely to escalate the conflict by frustrating the speaker.
- Let's watch a video segment that demonstrates what can happen when we fail to follow this principle.
- As you watch, take notes on the interruptions that happen and the effect that this has on the person who is trying to speak.

[👂] Video segment "**Listen Without Interruption.**"

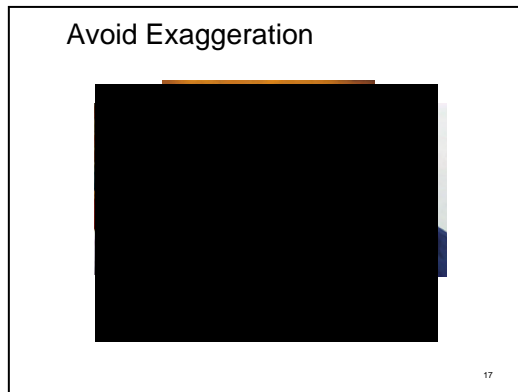
ASK:

- [👂] Why do you think Jim kept interrupting?
- How did it make Marvette feel as Jim interrupted her time and again?
- What was the result?

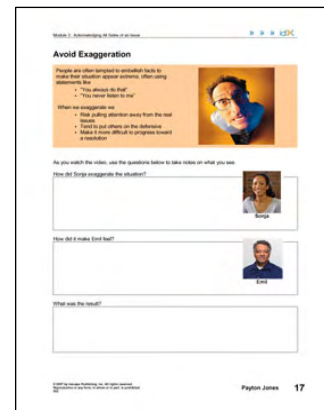
Listen for: Jim wanted to defend himself or deflect blame.

Marvette became frustrated, annoyed, felt Jim didn't respect her.

Marvette didn't get to tell her side of the story. The situation was unresolved and even became worse than when it started.



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INSTRUCT:

- [👂] The second principle when sharing perspectives during conflict is to **avoid exaggerating** the elements of your side of the issue.
- Let's watch a video segment that shows what can happen when exaggeration is taken to an extreme.
- As you watch, take notes on how one person exaggerates and the effects that this has on the other people involved.

[👂] Video segment "**Avoid Exaggeration.**"

ASK:

- [👂] How did Sonja exaggerate the situation?
- How did it make Emil feel?
- What was the result?

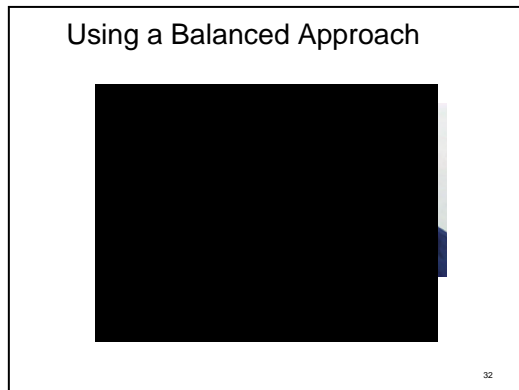
Listen for: She said things like "you never get things to me on time," "every day," "talking up a storm."

Emil felt frustrated, confused, and defensive.

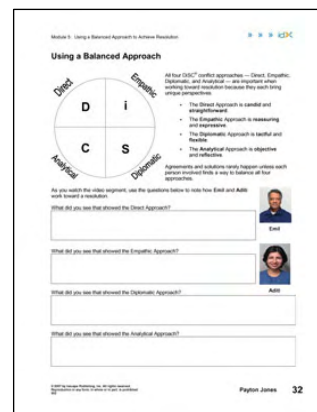
The meeting was completely unproductive.

SAY:

- It's not uncommon for people to be tempted to embellish facts to make their situation appear extreme.
- We've probably all had times when we made statements like "You always do that" or "You never listen to me."
- When we exaggerate, however, we risk pulling attention away from the real issues. Additionally, these exaggerations tend to put others on the defensive, making it more difficult to make progress toward resolution.



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SAY:

- [✓] I think it's clear that all four conflict approaches are important when working toward a resolution since, at the source of conflict, we find people who disagree, have different priorities, and appreciate different approaches.
- Agreements and solutions rarely happen unless each person involved finds a way to balance all four approaches.
- Let's watch a video segment now that explains more about the need for balance, and shows people working to use balance in resolving their conflict.

INSTRUCT:

As you watch, take notes on how the two co-workers in the final scene use a balance of approaches to work toward a resolution.

[✓] Video segment **“Using a Balanced Approach.”**

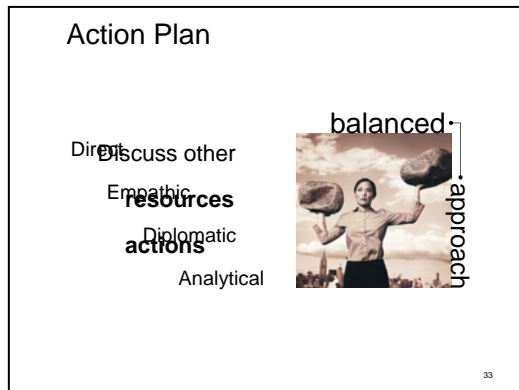
ASK:

[✓] What did you see that showed the Direct Approach? The Empathic Approach? The Diplomatic Approach? The Analytical Approach?

Listen for: Emil addressed the problem directly but diplomatically (Direct, Diplomatic), Emil let Aditi know how the workload was affecting his personal life (Empathic), Aditi responded with empathy (Empathic), they each suggested ways to compromise (Diplomatic), they analyzed their options (Analytical).

SAY:

As we see by this example, using a balance of all four approaches can be very effective in moving toward a resolution that will satisfy everyone involved.



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SAY:

- [✓] Achieving this balance, however, means that there will be times when we will each need to take on a less natural approach to ensure the best outcome.
- Let's spend some time focusing on how we can each develop a more balanced approach to conflict resolution.

Distribute a Conflict Resolution Guide to each participant.

INSTRUCT:

- The Conflict Resolution Guide I have given you is a reminder that, when you want to resolve conflict, you need to remember all four approaches.
- Now choose one of the specific challenge areas you identified earlier when looking at your comfort with the different approaches.
- Using the Conflict Resolution Guide, your individualized feedback, and your insights from the program as a whole, create an action plan for improving in this area, considering
 - What you will do to improve your skill in this area
 - Who or what are your resources
 - How and when you can practice
 - Who can support or mentor you
 - The timing for implementing your plan

Give participants 3–4 minutes to create their action plans.

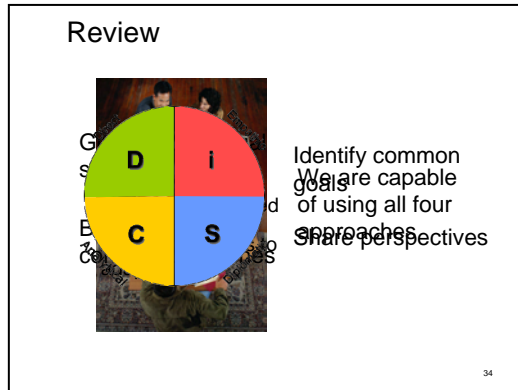
INSTRUCT:

- Now I'd like you to find a partner and share your action plan.
- [✓] Discuss resources or actions your partner may not have considered.

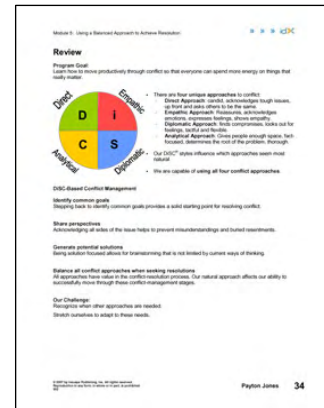
Give participants two minutes to share their action plans.

TRANSITION:

By identifying the conflict approaches that challenge us and committing to use them when it is appropriate, we can greatly improve our effectiveness with conflict resolution. Let's take a few minutes now to review what we've learned.



Leader's Guide



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SAY:

- [✓] Our overall goal in this program was to learn how to move productively through conflict so that everyone can spend more energy on things that really matter.
- We started by discovering **four unique approaches to conflict**. One or two approaches probably seem most natural to each of us, based on our DiSC[®] styles. [✓] However, we are all capable of using all four approaches.

SAY:

- [✓] Next, we explored how stepping back to **identify common goals** can provide a solid starting point for resolving conflicts.
- We then learned that positive conflict management requires that [✓] we **share perspectives** and acknowledge all sides of the issue. Without this important step, a positive resolution may be blocked by misunderstandings and buried resentments.
- [✓] We saw that once we have a clear understanding of what is causing the conflict, we can then focus on **generating potential solutions** without letting our current ways of thinking limit us.

SAY:

- [✓] Finally, we discovered that gaining a final resolution will be most successful if we **use a balance of all four conflict approaches**.
- [✓] Throughout, we explored how our own natural approaches affect our ability to successfully move through these conflict-management stages, and we gained insights into how other conflict approaches may be valuable in the process. Our challenge is to **recognize** when other approaches are needed and to stretch ourselves to **adapt** to these needs.