Dealing with Difficult People

Building skills in conflict resolution to effect change

Employee Development Systems, Inc.
DEALING
WITH
DIFFICULT PEOPLE

Participant Workbook
Introduction
INTRODUCTION

Welcome to Dealing with Difficult People.

This course is designed to provide you with strategies and tools for dealing with individuals you manage that present “hard-to-work-with” behaviors. In our fast-paced, global economy there are new, different and more frustrating behaviors to manage and re-direct, and this complicates a manager’s job. An added element of difficulty is that there are more generations working together than any other time in history. Generational concerns can often be misinterpreted as “difficult” behavior. This is one more reason to explore the concepts offered in this course.

Managers often believe that the word difficult implies angry, aggressive employees. You’ll learn the many different types of behavior that can cripple your team, and you’ll find new ways of communicating to maximize employee performance each day.

Dealing with Difficult People is a skills-based program which will enhance your use of the management resources that you’re already applying. The learning methodology is centered around new performance measurements that you’ll practice through interactive group activities.

Accountability is a central tenet of all EDSI learning and development courses. You’ll leave the class with a managerial accountability plan that will help you reinforce the skills that you’ll need to practice in order to become more expert in your management communication.

We are pleased that you have selected to attend the DDP workshop, and we look forward to sharing a valuable learning experience with you.
Dealing with Difficult People

WHAT YOU WILL LEARN

*Dealing with Difficult People* will provide you with practical management tools and skills to use in your day-to-day interactions with the individuals you manage. This course provides an immediate return on your investment by delivering these variables:

- You’ll identify the *three* major groupings of difficult behavior and the underlying source of problem behaviors.

- Situational behaviors that interfere with getting the job done will be discussed, and you’ll build instant recognition about the behaviors that are impeding departmental performance.

- Determining the appropriate strategy to use when confronting difficult people is one of the most useful tools you’ll gain. This tool is especially helpful if conflict and confrontation are hard for you personally.

- Learn responding techniques for communicating effectively with each type of problem behavior.

- Create a managerial accountability plan for coaching the desired employee behavior to effect change.

WORKSHOP PARTICIPATION

You’ll contribute to the success of this course by:

- Being on time
- Asking questions
- Sharing ideas
- Not dominating the discussion
- Employing active listening
- Applying what you learn
Dealing with Difficult People

THE DDP MODEL

The Dealing with Difficult People Model centers around the three most important ingredients to Effect Change in employee performance:

1. **Focus on Behavior.** By focusing on an individual’s behavior (instead of the individual), you reduce the inherent defensive response. Active listening immediately shuts down when someone is feeling defensive. Learning the skill of applying behavior-based language in your day-to-day communication enables you to create a climate of trust and performance-focused feedback. As a participant, you will chart the characteristic behaviors, needs and fears of the different types of difficult people. Through interactive group exercises and individual input, you’ll practice sound techniques for responding to and giving feedback to each person.

2. **Identify Hot-Button Issues.** Often at the core of managerial and employee communication problems are unidentified elements of conflict. You’ll learn the seven components that complete *The Circle of Conflict* and discover how to use this valuable information to create awareness about your own hot-button issues with difficult employees. Through case-study application, you’ll learn how to approach conflict in a more effective way.

3. **Future Tense Feedback.** Providing feedback about future performance and expectations enables you to measure the employee for growth and development. When future tense feedback is built into your semantics, conversations with your direct reports is proactive and forward-looking. This approach is valuable to both the employees you manage and to you as a manager. Employees appreciate being trusted to change behavior and performance habits. Managers learn to think about future results and how to maximize performance for tomorrow.
Dealing with Difficult People

Model to Effect Change

Goal: Build Effective Behavioral Change

- Focus on Behavior
- Identify Hot-Button Issues
- Provide Future Tense Feedback
INTRODUCTION EXERCISE

WHICH BEHAVIORS DO I FIND DIFFICULT?

Take a few minutes to think about the following questions, and as you’re deliberating about your response, I’d like for you to think about someone that you manage that you find “difficult.”

This exercise will allow your co-participants to get to know you, and in return, you’ll learn about their particular management issues.

For introduction purposes, please share with the group:

1. Name
2. Title / Location of your office
3. One behavior that you find difficult to manage
4. What is the result of managing the behavior?

NOTES:

• List one behavior that you find difficult to manage:

• What is the result of managing the behavior?

• How does the difficult behavior impact your ability to manage?
Dealing with Difficult People

INTRODUCTION NOTES

You might want to take a few notes about difficult behavior that other managers are experiencing. As your co-participants mention particular behaviors that they find difficult, write down the behavior and the result. You’ll find these notes useful in the future when you are managing diverse individuals and need a reference point.

<table>
<thead>
<tr>
<th>Difficult Behavior</th>
<th>Result (what happens) when this behavior is exhibited by employees</th>
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<tbody>
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</table>
Focus on Behavior

Module Objectives

• Differentiate between labeling behavior and describing behavior.

• Understand the underlying reasons for difficult behavior and how to identify the fears associated with hard-to-manage individuals.

• Assess the resulting impact that difficult behavior has on departmental performance and productivity.

• Apply a behavior-based focus when working with individuals by implementing a comprehensive questioning process.
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A BEHAVIOR FOCUS REPLACES A LABELING FOCUS

"Define the problem as a person and you’re in trouble. Define it as a behavior and you can do something."

Ken Cloke
Joan Goldsmith
authors of Resolving Conflicts at Work

The first step to working with difficult people is to change how you define the performance problem. Labeling individuals as difficult shifts attention from what the person did to who they are.

When you define a performance problem as difficult behavior, you can manage the process. The people who work for you can’t change their basic personality, but all individuals can change the way they behave or perform.

Labeling individuals is often an unconscious act. In our day-to-day management practices, you might find yourself thinking or saying “I can’t work with analytical types. They’re too focused on details and don’t bring any feeling to a project.” This type of thinking impedes your management ability because you’ve defined and labeled an individual as inflexible, unemotional and perhaps rigid. A useful skill to change your thinking is to learn to describe behavior (the action that you see the employee do or the words you hear the employee say) in order to redirect performance.

Steps to Differentiate between Labeling & Describing Behavior

1. Identify the type of difficult behavior (grouping).
2. Focus on the person’s behavior and not their personality.
3. Describe the behavior to others, if necessary, to gain perspective.
4. Describe the behavior to the difficult person in order to confront the problem and resolve it.
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FOCUSING ON BEHAVIORS
SKILL PRACTICE

During the Introduction process, three different behavioral groupings were identified as difficult. The general categories are:

1. Hostile/Aggressive
2. Super-Agreeable
3. Indecisive

Your group has been assigned one of the lists, and you’ll be working on the following assignment:

Small Group Discussion

1. Your first task is to differentiate between labeling and behaviors.
   *Step 1: Which label would you apply to someone who engaged in a particular behavior, and what is the difficult behavior?*

2. Discuss with your team the actions and words that you believe define the difficult behavior.
   *Step 2: Change the label to descriptive words.*

3. Have a dialog with your team about the underlying reasons for the behavior.
   *Step 3: Why do individuals engage in these behaviors?*

4. Discuss some of the possible fears that a manager might have about working with difficult behaviors.
   *Step 4: What are your fears about dealing with these behaviors or Why have you avoided addressing these behaviors?*

5. Discuss the impact that difficult behaviors have on departmental productivity and performance.
   *Step 5: What ultimately happens when the behavior occurs?*

- Flip-chart your responses, and select a spokesperson to explain your chart to the large group.
BEHAVIOR PROCESSING 1

Choose 5 behaviors from your group list. Create a label that you would normally apply to the behavior. Then, change the label to specific describing words to practice how to focus on behaviors.

**Behavior Processing 1**

<table>
<thead>
<tr>
<th>Label</th>
<th>Difficult Behavior</th>
<th>Describing Behavior</th>
</tr>
</thead>
</table>
| Lazy, ignorant, unengaged, apathetic | Example: Won’t contribute ideas in meetings | • Silence  
• Not speaking up  
• Not sharing thoughts |
BEHAVIOR PROCESSING 2

In your group, you’ve created a list of difficult behaviors and practiced changing labels to *describing words*.

Using your list from Page 11, have a group discussion to complete the following chart. This skill practice will help you in learning the reasons why individuals behave as they do. You’ll also recognize some of your own fears about difficult behaviors and realize how difficult behaviors impact overall performance – both from an individual view to a departmental or organizational perspective.

*Example:* To begin, let’s use the example from Page 11. The difficult behavior is an employee who won’t contribute ideas in meetings. The normal labeling response is to think that this person is lazy or unengaged in their work. Describing the difficult behavior as “not speaking up in meetings” or “silence” is the first step to working with the employee to change their difficult behavior.

<table>
<thead>
<tr>
<th>Underlying reason for behavior</th>
<th>Your fears about dealing with the difficult behavior</th>
<th>Resulting impact on performance from the behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Example:</em> Shyness or self-limiting thoughts.</td>
<td><em>Example:</em> Concerned about demotivating this individual or perhaps the employee will become emotional.</td>
<td><em>Example:</em> As the manager, you are frustrated about the silence. The result might be excluding this person from team meetings. The ultimate impact might be overlooking this individual for a promotion.</td>
</tr>
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</table>
### GROUP 1 WORKSHEET FOR NOTE-TAKING

**Hostile / Aggressive**

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Underlying Reason for Behavior</th>
<th>Manager’s fears about dealing with the difficult behavior</th>
<th>Resulting impact on performance from the behavior</th>
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</table>
### Super-Agreeables

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<th>Behaviors</th>
<th>Underlying Reason for Behavior</th>
<th>Manager’s fears about dealing with the difficult behavior</th>
<th>Resulting impact on performance from the behavior</th>
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</table>
# Dealing with Difficult People

## GROUP 3 WORKSHEET FOR NOTE-TAKING

### Indecisives

<table>
<thead>
<tr>
<th>Behaviors</th>
<th>Underlying Reason for Behavior</th>
<th>Manager’s fears about dealing with the difficult behavior</th>
<th>Resulting impact on performance from the behavior</th>
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</tbody>
</table>
# Dealing with Difficult People

## General Categories (grouped by behaviors)

<table>
<thead>
<tr>
<th>Hostile / Aggressive</th>
<th>Super-Agreeable</th>
<th>Indecisive</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Know-it-all</td>
<td>• Yes person</td>
<td>• Doesn’t meet deadlines</td>
</tr>
<tr>
<td>• Arrogant</td>
<td>• Overly optimistic</td>
<td>• Procrastinates</td>
</tr>
<tr>
<td>• Opinionated</td>
<td>• Takes things personally</td>
<td>• Unorganized</td>
</tr>
<tr>
<td>• Defensive</td>
<td>• Passive / aggressive</td>
<td>• Won’t speak up in meetings</td>
</tr>
<tr>
<td>• Dictator</td>
<td>• Crying at work</td>
<td>• No new ideas</td>
</tr>
<tr>
<td>• Bully</td>
<td>• Emotional</td>
<td>• Not innovative</td>
</tr>
<tr>
<td>• Demanding</td>
<td>• Too talkative</td>
<td>• Afraid of change</td>
</tr>
<tr>
<td>• Critical</td>
<td>• Weak listening skills</td>
<td>• Too perfectionistic</td>
</tr>
<tr>
<td>• Limited people skills</td>
<td>• All ideas, no action</td>
<td>• Too analytical</td>
</tr>
<tr>
<td>• Complainer</td>
<td>• Wastes time</td>
<td>• Negative</td>
</tr>
<tr>
<td>• Ego-centered</td>
<td>• Goes along to keep peace</td>
<td>• Focused on what won’t work</td>
</tr>
<tr>
<td>• Negative</td>
<td>• Won’t defend ideas publicly</td>
<td>• Doesn’t respond to you</td>
</tr>
<tr>
<td>• Takes credit for all the work</td>
<td>• Complains behind your back</td>
<td>• Withholds information</td>
</tr>
<tr>
<td>• Doesn’t respect others</td>
<td>• Takes on too much work</td>
<td>• Work filled w/mistakes</td>
</tr>
<tr>
<td>• Condescending</td>
<td>• Puts in long hours</td>
<td>• Late work arrival</td>
</tr>
<tr>
<td>• Doesn’t follow the rules</td>
<td>• Doesn’t meet deadlines</td>
<td>• Goofs off</td>
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<tr>
<td>• Ignores your ideas</td>
<td>• Agrees to projects, but can’t fulfill result</td>
<td>• Unengaged</td>
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<tr>
<td>• Angry</td>
<td></td>
<td>• Leaves work early</td>
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<tr>
<td>• Blames others</td>
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<tr>
<td>• Uses offensive body language</td>
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</tbody>
</table>

**Other**

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ACTIVITY DEBRIEF

During this group activity you discovered:

- Different types of difficult behavior.
- How to differentiate between labeling and behavior.
- Some of the underlying reasons that behavior is perceived as difficult.
- Your own fears about responding to the behavior.
- The resulting impact difficult behaviors have on performance and departmental productivity.

**Why Focusing on Behavior works**
Describing behavior replaces labeling as a skill-based, performance improvement process. When you understand the situation and think about actions in terms of behavior, you become softer on the individual person and harder on the problem behavior.

**What Focusing on Behavior will do for you**
- Enable you to effectively identify the difficult behavior type.
- Focus on a person’s behavior and not their personality.
- Describe the behavior to your manager and to the human resources department, if necessary.
- Describe the behavior to the difficult person in order to confront the problem, resolve it and effect change.

**When to use the skill of Describing Behavior**
Describing behavior is a skill-based communication tool that will enhance your ability to transfer information to your direct reports. As a tool, it’s also useful when having positive conversations, but is most effective when used in a discussion to effect behavioral change.
Dealing with Difficult People

APPLICATION
MANAGEMENT EXERCISE IN WORKING WITH DIFFICULT BEHAVIORS

Think about the most difficult person that you manage. That’s the one – the person who popped into your head the minute you read this sentence.

- It might be the new employee who is working so hard to prove herself that she constantly lets you know about her past accomplishments.

- Or, perhaps it’s the guy who’s always playing “devil’s advocate,” and as he’s speaking, the rest of the team is rolling their eyes in frustration.

- It might even be the nicest person you manage. That’s right. Super-agreeable types can be as difficult to work with as angry, aggressive individuals.

You’ll always manage someone whom you find difficult. Learning to work productively with the type of person you find most annoying will allow you to grow in your management role, experience a transformation in your thinking about this person and enhance your ability to lead others.

Every difficult behavior represents a question that hasn’t been asked, and the answer to this question suggests a strategy for stopping it.

To begin the questioning process, consider the answers you might have while thinking about the most difficult person that you manage:

- What makes their behavior difficult for me?

- Is the behavior individual or is the behavior a method of coping with a dysfunctional culture?

- How is my management style exacerbating the behavior?

- Am I the only person who struggles with this behavior, or have others commented on the same behavior?
Manager Application

Identify one of your direct reports with a behavior you find difficult. Spend a few quiet minutes thinking about and applying the concepts we’ve discussed in the small group exercise and in the large group discussion.

Direct Report: 

Difficult Behavior: 

Descriptive words: 

What makes their behavior difficult for you as their manager?

What impact does the corporate culture have on (1) the difficult behavior and (2) your response to the behavior?

How does your management style exacerbate the behavior?

The next module is entitled *Hot Button Issues* and you’ll learn the different issues that bother you personally. You’ll also discover the role that you play in matching the difficult behavior.
Strategies & Solutions

for

Focusing on Behavior

1. Make the most of the differences you have with others.
Think of the differences you have with others as gifts instead of
difficulties so that you can make the most of your relationships.

2. Trust that the other person also wants harmony.
If you approach a difficult person with the belief that he/she is as eager
as you to restore harmony, you can make the first move knowing that
the result will be something you both want.

3. Communicate assertively.
Assertive communication means maintaining your rights while
respecting the rights of others. Speaking assertively is accepting
ownership of your feelings and requests.

4. Learn from others and allow them to learn from you.
Remain open to other’s opinions, viewpoints and ideas. When people
feel your allegiance and support, they will be drawn to you naturally
regardless of your differences.

5. Don’t ignore difficult behaviors.
Address issues immediately to avoid future problems. Remember that
subordinates are looking for direction from you on issues that impact
the team or department.

6. Focus on future behavior.
People aren’t the problem, it’s the behavior that’s the problem. A person
can only change future behavior. A conversation filled with a history of
mistakes generates defensiveness and shuts down communication.
Dealing with Difficult People

Hot Button Issues

• Discover what pushes your managerial hot buttons.

• Learn how different behavioral styles influence your hot button issues.

• Create awareness about your involvement in the difficult behavior that you are managing.

• Participate in a case study discussion surrounding the Circle of Conflict approach to resolving disagreements.
WHAT ARE YOUR HOT BUTTONS?

Best-selling author Sybil Evans says in her book *Hot Buttons* that “hot buttons are born from our earliest experiences in dealing with conflict.” Managers deal with “hot-button” issues all day, every day and often aren’t aware of their own emotional responses to situations, employees or client concerns.

It’s critical to talk about your hot-button issues because an employee’s difficult behavior might be a sore point for you personally, but not bother other members of the team. Recognizing, changing and adapting your own behavior when your particular hot buttons are pushed is an important step in managing effectively.

There’s an easy five-step formula for working through your own hot-button issues:

1. **Be in the audience.** When you’re confronted with an issue that immediately triggers a negative reaction, step back for a moment and be a member of the audience – instead of a key player. Try to observe the situation from a distance.

2. **Acknowledge the other person.** By gaining an understanding of what the other person has said or done to turn on your “hot buttons,” you stand a greater chance of defusing emotion when you acknowledge that the other person did not intend to upset you. Listen and pause before responding.

3. **Ask questions.** A terrific tool in any tense situation is to immediately ask questions about someone’s words or actions. You gather information and learn more about intention. Ask the other person to clarify or explain their point of view.

4. **Practice assertive communication.** By asserting your own interests and needs, you feel more control over a situation and assert your right to your own opinions, needs and concerns.

5. **Find common ground for a solution.** Meeting someone in the middle will always be the most effective approach for conflict-resolution.
Dealing with Difficult People

HOW YOUR PERSONAL STYLE INFLUENCES YOUR HOT-BUTTON APPROACH

The DiSC® Personal Profile offers a framework for understanding and appreciating not only your unique behavioral approach to problem-solving, but also that of your peers and employees. Creating an environment that improves communication, reduces conflict and ensures a more successful relationship with those you manage is the cornerstone to powerful, strategic management practices.

It’s important to know your own DiSC® behavioral style and to analyze where your difficult people fit in relation to their style, wants, needs and desires. Gaining a comprehensive understanding of the difficult persons that you manage enables you to see how you can more effectively deal with their difficult behavior by evaluating what they need and how to approach them.

The chart on the next page provides the following information:

Step 1 Identify individual behavioral style
Step 2 Focus on individual strengths & uniqueness
Step 3 Understand individual needs
Step 4 Adapt your behavior to meet the individual needs of others
Step 5 Be aware of your role as the manager in creating conflict or tension

Hot-Button Thinking
Which one pushes your hot buttons?

1. People who don’t listen to you
2. People who don’t respect you
3. People who try to control you
4. People who waste your time

These four, global hot-button issues typically result in conflicts at work, and understanding DiSC® enables you to focus on changing behavior – yours and the other person’s.
## Dealing with Difficult People

### Using DiSC with Dealing with Difficult People

<table>
<thead>
<tr>
<th>Interpretation</th>
<th>D</th>
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<th>S</th>
<th>C</th>
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<tbody>
<tr>
<td><strong>Step 1</strong> Identify individual behavior style</td>
<td>The D style is:</td>
<td>The i style is:</td>
<td>The S style is:</td>
<td>The C style is:</td>
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<td></td>
<td>Daring</td>
<td>Influential</td>
<td>Steady</td>
<td>Cautious</td>
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<td>Direct</td>
<td>Impulsive</td>
<td>Supportive</td>
<td>Compliant</td>
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<td>Demanding</td>
<td>Innovative</td>
<td>Serene</td>
<td>Comprehensive</td>
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<td>Driven</td>
<td>Involved</td>
<td>Stable</td>
<td>Conventional</td>
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<td>Decisive</td>
<td>Idea-generator</td>
<td>Secure</td>
<td>Conscientious</td>
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<td><strong>Step 2</strong> Focus on individual strengths &amp; uniqueness</td>
<td>Strengths:</td>
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<td>Adventurous</td>
<td>Pleasant</td>
<td>Listens well</td>
<td>Accurate</td>
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<td>Results-focused</td>
<td>Persuasive</td>
<td>Patient</td>
<td>Diplomatic</td>
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<td>Inquisitive</td>
<td>Enthusiastic</td>
<td>Team-focused</td>
<td>Systematic</td>
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<td>Self-assured</td>
<td>Emotional</td>
<td>Relaxed</td>
<td>Detail-focused</td>
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<td></td>
<td>Competitive</td>
<td>Sociable</td>
<td>Predictable</td>
<td>Restrained</td>
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<td><strong>Step 3</strong> Understand individual needs</td>
<td>Goals:</td>
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<td>Results</td>
<td>People involvement</td>
<td>Stability</td>
<td>Accuracy</td>
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<td></td>
<td>Control</td>
<td>Recognition</td>
<td>Security</td>
<td>Order</td>
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<td><strong>Wants:</strong></td>
<td>To feel significant</td>
<td>To feel recognized for</td>
<td>To feel secure by being</td>
<td>To feel secure by doing</td>
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<td></td>
<td>To be in charge</td>
<td>being dynamic and</td>
<td>being in a stable,</td>
<td>doing things “right”</td>
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<td></td>
<td>To be challenged</td>
<td>fun-loving</td>
<td>well-structured</td>
<td>• Have opportunities</td>
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<td></td>
<td>To take risks</td>
<td>To express thoughts</td>
<td>relationship</td>
<td>for careful planning</td>
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<td></td>
<td>Freedom to make</td>
<td>and feelings to others</td>
<td>Time to adjust to</td>
<td>• A reserved atmosphere</td>
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<td></td>
<td>decisions</td>
<td>Freedom from control</td>
<td>change</td>
<td>• Systematic approaches</td>
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<td></td>
<td>• Have new &amp; varied</td>
<td>and details</td>
<td>A team approach</td>
<td>to situations or</td>
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<td></td>
<td>activities</td>
<td>To seek ways to</td>
<td>Sincere compliments</td>
<td>activities</td>
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<td>interact positively in</td>
<td>and appreciation</td>
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<td></td>
<td></td>
<td>difficult situations</td>
<td>for their work</td>
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<td></td>
<td></td>
<td>• Spontaneity</td>
<td>• To meet others’ needs</td>
<td></td>
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<td><strong>Fears:</strong></td>
<td>Loss of their</td>
<td></td>
<td>• To utilize familiar</td>
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<td></td>
<td>environment</td>
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<td>schedules</td>
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<td>• Being taken</td>
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<td>advantage of</td>
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<td>by others</td>
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<tr>
<td><strong>Step 4</strong> Adapt your behavior to meet the individual</td>
<td>Be direct</td>
<td>Let them know you are</td>
<td>Be easygoing</td>
<td>Use a systematic</td>
</tr>
<tr>
<td>needs</td>
<td>• Be brief</td>
<td>pleased with their</td>
<td>• Let them respond at</td>
<td>approach</td>
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<td></td>
<td>• Get to the bottom</td>
<td>work</td>
<td>their own pace</td>
<td>• Deal with details</td>
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<td>line</td>
<td>• Listen</td>
<td>• Provide sincere</td>
<td>• Be prepared to</td>
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<td>enthusiastically</td>
<td>appreciation</td>
<td>provide explanations</td>
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<td></td>
<td></td>
<td>• Enjoy their humor</td>
<td>• Support and encourage</td>
<td>and feedback</td>
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<td></td>
<td></td>
<td>• Provide objectivity</td>
<td>them</td>
<td>• Expect doubts and</td>
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<td>in decision-making</td>
<td>• Minimize conflict</td>
<td>questions</td>
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<td>• Answer their WHAT</td>
<td>• Answer their HOW</td>
<td>• Answer their WHY</td>
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<td>• Provide opportunities</td>
<td>for them to be in the</td>
<td>• Give recognition for</td>
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<td>for them to be in the</td>
<td>spotlight</td>
<td>skills and accomplishments</td>
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<td></td>
<td>spotlight</td>
<td>• Encourage their ideas</td>
<td>• Analyze the pros &amp; cons of ideas</td>
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<td></td>
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<td>• Let them feel a part</td>
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<td>of the team</td>
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<td></td>
<td>• Ask for their help</td>
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<td><strong>Step 5</strong> Be aware of your role in creating</td>
<td>As the manager, you</td>
<td>As the manager, you</td>
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<td>As the manager, you</td>
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<td>conflict or tension</td>
<td>may want to control</td>
<td>may become overly</td>
<td>may not take enough</td>
<td>may tend to make quick,</td>
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<td>situations by</td>
<td>competitive and</td>
<td>time to listen. You</td>
<td>but not necessarily</td>
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<td>attempting to call</td>
<td>concerned about</td>
<td>you may also demand</td>
<td>thorough decisions.</td>
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<td>all the shots. This</td>
<td>results. Your</td>
<td>too much of this person</td>
<td>You may be</td>
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<td>might reduce your</td>
<td>employees may</td>
<td>too soon. You may</td>
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<td>employee’s sense of</td>
<td>emphasize facts over</td>
<td>tend to place the job</td>
<td>overbearing. You</td>
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<td>freedom and personal</td>
<td>feelings, or feel</td>
<td>ahead of the</td>
<td>may be too</td>
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<td></td>
<td>control which could</td>
<td>that you do not</td>
<td>relationship. You</td>
<td>impulsive, talkative</td>
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<td></td>
<td>create difficult</td>
<td>provide encouragement.</td>
<td>may not be as team-centric</td>
<td>or disorganized.</td>
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<td>behaviors. You might</td>
<td>Remember to adapt your</td>
<td>as an S style.</td>
<td>You may think your</td>
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<td>also be too emotional</td>
<td>pace to that of an I.</td>
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<td>way is more correct,</td>
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<td>or talkative for the</td>
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IDENTIFYING YOUR DIRECT REPORTS’ BEHAVIORAL STYLES

Identifying the DiSC® behavioral style of each of your direct reports is an effective way to learn more about how to manage individual differences. You’ll also discover the particular issues that you might face when managing someone that is different from you in personal style and work approach.

You might be surprised to find the person has a style similar (if not identical) to your own.

List each of your direct reports along with their behavioral style and name one particular issue or concern that you have with this person:

<table>
<thead>
<tr>
<th>Direct Report:</th>
<th>Behavioral Style:</th>
<th>Particular issue or concern:</th>
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</table>
Select one of your direct reports, and think about their difficult behavior, but also think about the behavior that YOU have that is difficult for THEM.

Complete the following chart:

<table>
<thead>
<tr>
<th>Your top priority in interacting with ME (as your manager) should be:</th>
<th>As your manager, my top priority in interacting with YOU (as the direct report) should be:</th>
<th>The following issues have the potential to cause tension in our relationship:</th>
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Ask yourself these questions:

1. Does the employee understand the expectations that you have of them?

2. Have you had discussions with your employees about the particular differences that are causing problems?
SKILL PRACTICE:

APPLYING DiSC® WITH THE CIRCLE OF CONFLICT

Understanding your employee’s preferred DiSC® behavioral style is a useful tool in effectively managing and communicating when performance issues arise with difficult people.

One of the most difficult aspects of dealing with difficult people is that you might find a conversation or discussion confrontational – and perhaps you don’t like conflict! Conflict-ridden conversations are tough, and managers have a hard time working through conflict, too. To understand how a performance feedback conversation can take a direction you’d like to avoid, let’s discuss The Circle of Conflict. You’ll find this technique helpful when using the DiSC® style approach.

The model on Page 28 describes 7 different concentric circles that are a part of every difficult conversation. The circles focus on:

1. Awareness of the problem
2. Unexpressed expectations
3. Needs and wants
4. Emotions
5. DiSC® behavioral style
6. Hot button issues
7. Unresolved issues from the past

Each circle is unique, yet overlaps with the other areas of conflict. To use the model when dealing with difficult people, begin by asking the questions on Page 28.
1. **Awareness of Problem**
   - What is the core problem?

2. **Unexpressed Expectations**
   - As the manager, have you clearly, openly and honestly communicated the performance expectations to your employee?

3. **Needs and Wants**
   - What do you want the end result to be?
   - What do you need the employee to do to improve?

4. **Emotions**
   - What emotions are getting in the way of a professional conversation?
   - Are you communicating your emotions responsibly or suppressing them?

5. **DiSC® Behavioral Style**
   - Do you clearly understand the employee’s DiSC® style and how their style might have an impact on the conversation result?

6. **Hot Button Issues**
   - What are your hot button issues toward this individual?

7. **Unresolved Issues from the Past**
   - Is the conflict based on issues that have surfaced before, but haven’t been addressed?
CASE STUDY

Helen isn’t as productive as she could be. She is a naturally gregarious person and loves to talk and visit with other people in the office. She spends too much of her work-day on the telephone with personal phone calls. When she’s talking with clients, she takes longer than others because she is friendly and out-going, and the clients like her personal interaction with them. Her telephone conversations (both personal and professional) have become a major source of irritation to her co-workers and to you. Helen is behind deadline on two time-sensitive projects on which she is working.

Helen has worked for your organization for many years. She has pronounced technical expertise and is well-liked by upper management, peers and co-workers. She has a “will-do, can-do” attitude and will stay late, if necessary, to finish a project or to help you on your own immediate deadlines. She has an enviable attitude about the organization. She rarely engages in office gossip because she wants to be liked and genuinely likes others.

During her past performance evaluations, you’ve outlined concerns about her behavior and discussed your performance expectations for her role. She personally drives you crazy. Her long-winded explanations and constant agreements about wanting to change (but never changing) are becoming such a source of frustration for you that you’re at the point of firing her. She often becomes defensive and angry when confronted with performance criticism. Her consistent reminders about her numerous client satisfaction letters is a clear indication that she refuses to accept ownership of her behaviors.

Discuss the questions on Page 30 with your group and arrive at the best possible solution for:

1. The organization
2. You, as the manager of this individual
3. The employee
CASE STUDY:
THE CIRCLE OF CONFLICT

Case Study Directions:
• You’ll be working in small groups.
• Read the case study and spend a few minutes discussing the particular issues described.
• Answer the questions below to arrive at the appropriate resolution approach.
• Present your answers to the large group.

CASE STUDY QUESTIONS

AWARENESS:
• What issues are on the surface of the conflict?

UNEXPRESSSED EXPECTATIONS:
• What are your primary expectations of your direct report?
• What are your expectations of yourself in this conflict?
• Have you clearly communicated your expectations?

NEEDS & WANTS:
• What deeper concerns are driving the conflict?
• As the manager, what outcome do you really want?
• What outcome does the direct report want?
• What does getting what you want have to do with conflict?

EMOTIONS:
• What emotions are having an impact on your reactions?
• As the manager, are you communicating your emotions responsibly, or suppressing them?
• How is your direct report communicating their emotions?

BEHAVIORAL STYLES:
• Are differences between your styles contributing to misunderstanding and tension?
• If so, what are the issues and how do they specifically impact performance?

HOT-BUTTON ISSUES:
• What are your particular hot-button issues with this person?
• What are the particular hot-button issues that this direct report has with YOU as their manager?

UNRESOLVED ISSUES FROM THE PAST:
• Are there any unfinished issues remaining from the past that keep you and this person locked in this conflict?
Strategies & Solutions for Hot-Button Issues

1. **Identify your own involvement in the conflict.**
   When you focus on your role in a conflict, you can begin changing your own behaviors to effect change and influence a positive outcome. Become part of the solution, not the problem.

2. **Take perspective.**
   A proven approach to responding to conflict is to put yourself in the other person’s position, and try to understand their point of view. Managers have the advantageous position of being in charge. By showing a genuine, empathetic concern for the ideas, feelings and values of your direct reports, you can effect change.

3. **Realize your expectations.**
   Conflict is a by-product of unrealized expectations. Take time to discover what the person you’re having conflict with expects from you. Frank, open discussion about expectations (from both sides) can be the number one solution for resolving conflict issues.

4. **Take ownership for YOUR hot-buttons.**
   Accountability begins with personal ownership for what drives you crazy. It’s difficult for others to change their entire personalities and styles to please you. When you take ownership for the issues that are bothersome to you, you can then begin to approach the conflict differently.

5. **Discover others’ hot-button issues.**
   When you are aware of the hot-button issues of others, you can then work to avoid touching the areas that might create or continue a conflict.

6. **Leverage the relationship.**
   Relationships are built on trust and respect. Demonstrate these values in your behaviors to encourage effective dialogue.
Module Objectives

• Discuss primary communication skills including Active Listening, I-Statement Communication and Clarity to build the appropriate techniques into your semantics and language.

• Practice utilizing skill-building communication through role-playing and small-group discussion.

• Learn responding techniques for the three major behavioral groupings: Hostile/Aggressive, Super-Agreeable and Indecisive.

• Discover the critical feedback points to strengthen communication with each behavioral grouping.
IT’S ALL ABOUT COMMUNICATION

The most important piece of dealing with difficult people is how you (as the manager) communicate. The proper communication techniques can build your future employee relationships and, as a result, enhance performance and productivity. Not knowing how to talk with the different individuals you manage – or not taking into account the various behavioral styles – can destroy your team-building efforts and create additional performance problems.

Your ability to employ effective communication skills for addressing difficult behavior also includes coaching – the use of one-on-one conversations to help others achieve desired, lasting change in performance behavior.

There are several proven strategies for enhancing your communication with those individuals who are difficult to manage and who are exhibiting difficult behavior.

Communicating with Difficult People

• Don’t respond when there is strong emotion present, and don’t take the conversation personally.

• Focus on desired outcomes instead of negative feelings and past history.

• Talk about behaviors, not personality. (Know your DiSC® styles.)

• State feelings calmly and candidly.

• Use humor, if appropriate, to relax a tension-filled environment.

• Employ active listening techniques.

• Be aware of others’ needs, fears and concerns.

• Own your words through I-Statement messages.

• Clarity is essential to effect lasting behavioral change.

• Be aware of your own non-verbal behaviors and observant of others’ non-verbal behaviors.
“DID YOU HEAR WHAT I SAID ??”

You spend up to 80 percent of your working hours using four basic communication skills: writing, reading, speaking and listening – and listening accounts for more than 50 percent of that time.

Listening is one of the hardest skills to hone. Most people listen in short spurts. Sixty seconds is the average amount of time that individuals can listen before concentration lags and before you begin preparing your response. Taking a side-trip in your mind is extremely common and instead of listening you might begin to:

• find examples of something the person is discussing and then thinking about the examples.

• think about something that is going on at home (totally unrelated to the conversation being conducted).

• begin thinking about your deadlines and the conversation that you had with your manager this morning.

• think about lunch time or having a Starbucks break.

HOW TO LISTEN ACTIVELY

There are three strategies for learning how to listen with an active ear:

1. Put yourself in the speaker’s place. Try to hear the situation from their perspective.

2. Concentrate on the speaker’s words. Concentration is enhanced when you make eye contact, don’t interrupt and reflect back to the speaker what you heard.

3. Ask questions. This is the most important technique in building the Active Listening skill, and unfortunately, the least practiced by most individuals.
The Active Listening Process

Qualities of an Active Listener

Individuals who practice active listening skills exhibit these behaviors:

1. Let others finish what they're saying without interrupting them.
2. Ask questions to gain more understanding.
3. Pay attention to what others are saying by maintaining comfortable eye contact.
4. Remain open-minded about others' having the right to their opinion.
5. Use feedback and paraphrasing skills.
6. Observe non-verbal signals such as the speaker's facial expressions and body language.
ACTIVE LISTENING SKILLS

There are three Active Listening Skills that you’ll need to practice to refine your approach to hearing what others are saying in an active (not passive) way:

1. Reflecting Feelings

When to Reflect Feelings:
- During an emotional conversation filled with:
  - Anger
  - Fear
  - Nervous responses
  - Happiness
  - Excitement
  - Emotion

Why Reflecting Feelings Works:
- It lets the speaker know that you have understood their feelings.

How to Reflect Feelings:
- Describe the emotion that you detect.
- Use a calm, nonthreatening tone of voice.
- Don’t sound judgmental or patronizing.

Examples of Reflecting Feelings:
- “You seem frustrated about the delay.”
- “I know you’re disappointed, and I believe you have every right to be.”
ACTIVE LISTENING SKILLS
continued

Reflecting Content

When to Reflect Content:
• If you and the other person have a difference in opinion.
• When you have to take action on a project or assignment.

Why Reflecting Content Works:
• It lets the speaker know that you have understood their message.
• It clarifies complete comprehension of what is to happen next.

How to Reflect Content:
• Paraphrase what you’ve just heard.
• Put the speaker’s message into your own words.
• Question the speaker until you both have clarification that you heard the message correctly.

Examples of Reflecting Content:
• “You’re telling me that you won’t be able to give me a decision for two weeks.”
• “I am to call three of our key clients for a referral, and you’d like the answers no later than Wednesday afternoon.”
ACTIVE LISTENING SKILLS  
continued

3 Asking for Clarification

When to Ask for Clarification:
• If you don’t understand what the speaker has said.
• When you need more information to take action on a project or assignment.
• To get the speaker to expand on his/her topic so that you gain complete comprehension of the conversation.

Why Asking for Clarification Works:
• It lets the speaker know that you need to know more before you proceed.
• You learn more information.
• The speaker often remembers to share additional insights that enable you to do a better job.

How to Ask for Clarification:
• Ask open-ended questions.
• Use your I-statements to express accountability for needing clarification.
• Don’t challenge the speaker or create defensiveness.

Examples of Asking for Clarification:
• “Which numbers are you referring to?”
• “Could you give me an example of a prior presentation that did not go according to plan?”
Dealing with Difficult People

ASSERTIVENESS SKILLS

I-Statements
Assertive communication is accomplished in two fundamental ways:

1. I-Stories
2. Clarity

When you are assertive, you speak from your point of view, your position. I-Stories allow you to state your words based on what you think, want, feel or observe. In addition to beginning with “I,” an effective I-Statement is either factual (an observation of something that actually occurred) or an obvious statement of your thoughts, wants or feelings. I-Stories create honesty and build a trust component because they speak from your heart. Personal accountability is also enhanced because you own your feelings, thoughts and words, and when expressing these through the use of I-Stories, your credibility is enhanced.

Clarity is being specific and saying what you mean. An excellent tool for building clarity into your communication is to describe behavior. Describing behavior happens when you speak about an action (something you observed with your eyes) or about a conversation (something you heard with your ears).

When to Use I-Stories:

- To clarify your communication.
- To express your beliefs or feelings about a situation.
- To share your opinions.

Why I-Stories Work:

- They create personal accountability.
- Others know your thoughts and understand them.
- They open up communication in a non-defensive way.

Examples of I-Stories:

- “I’d appreciate your comments and feedback.”
- “I heard you say that you were unclear about the project. How can I clarify?”
- “I was upset when I felt criticized in front of my peers. I’d prefer to be addressed privately when I’m needing corrective feedback.”
RESPONDING TECHNIQUES

Responding to the three different Behavioral Categories identified on Page 16 takes a varied approach with each individual. The guidelines listed below will help you respond effectively to each type:

RESPONDING TO HOSTILE / AGGRESSIVE TYPES

- Listen actively (reflect content and / or feelings)
- If necessary, put some time and space before your conversation. Time dissipates anger and emotion.
- Respond nondefensively with I-Statements.
- Remain unemotional and use an even tone of voice.
- Follow through on what you say you will do.
- Tie in performance measurements.
- Schedule a follow-up meeting to discuss behavioral changes.

RESPONDING TO SUPERAGREEABLE TYPES

- Ask for positive input.
- Be personal.
- Strive for realistic commitments.
- Be willing to compromise.
- Reinforce the win / win aspects of the relationship.

RESPONDING TO INDECISIVE TYPES

- Actively listen to the answer to your request or question.
- Probe for underlying concerns.
- Accept personal feedback non-defensively.
- Reinforce the decision.
ROLE-PLAY ACTIVITIES

The following situations will allow you to practice the skill of Active Listening, and you’ll be able to employ the utilization of I-Statements and Clarity.

Situation 1
You have an employee who is angry because they were excluded from a meeting. This employee was invited to the meeting, but had a personal conflict and couldn’t attend. He is very angry about the meeting not being rescheduled and says to you (the manager):

“The purpose of the meeting was to make a decision as a team. How can we do that when all of us weren’t present? The meeting should have been rescheduled for a later time when the entire team could attend.”

Your Response

<table>
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<tr>
<th>Coaching Guide</th>
<th>Manager Role</th>
<th>Employee Role</th>
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<tbody>
<tr>
<td>Active Listening Skills</td>
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<tr>
<td>Use of I-Statements</td>
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<td>Accepts Feedback Non-defensively</td>
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<tr>
<td>States clearly the decision and provides future-tense feedback</td>
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Situation 2
A peer in another department supplies you with information on a monthly basis so that you can prepare the product development status report. This person is always very helpful and is extremely likeable. Over the last several months you’ve had to remind her to email you the information, and she typically sends it at the eleventh hour. This peer apologizes profusely about being late with the report and blames her tardy response with having “too much on her plate.” She is a lovely individual, but her recent email is aggravating because you can’t complete your deadline. Her last email to you said:

“I’m running behind deadline with your report. Please bear with me another day or two because I’m totally slammed with work. I’ve been here every night until 9:00 p.m.”

Your Response
Situation 3
You’re a new department director, and you’ve inherited an entire team of individuals that you did not hire. There is one person who won’t speak up in your staff meetings, and when you ask him for ideas or comments, he consistently says “I’ll get back with you on that. I need time to process.” The problem is, he never gets back with you!! You’re becoming increasingly frustrated with his inability to communicate and feel that it’s time to respond differently to his processing statement.

Your Response

<table>
<thead>
<tr>
<th>Coaching Guide</th>
<th>Manager Role</th>
<th>Employee Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active Listening Skills</td>
<td></td>
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<tr>
<td>Use of I-Statements</td>
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<tr>
<td>Accepts Feedback Non-defensively</td>
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</table>
GIVING FUTURE-TENSE FEEDBACK TO HOSTILE / AGGRESSIVE BEHAVIORAL TYPES

Four Key Feedback Points:

1. Position the discussion.
2. Highlight points of agreement.
3. Describe the behavior and its effect.
4. Suggest ways of working together in the future.

Example:

1. Position the discussion  “I need to talk with you about our meeting last Wednesday.”

2. Highlight points of agreement  “I agree that the team needs to be more concerned about meeting deadlines.”

3. Describe the behavior and its effect.  “When you raise your voice and interrupt, I feel angry. As a result, I don’t want to listen to your suggestions or have a conversation with you, even though I agree with your basic ideas. These behaviors are shutting down our communication.”

4. Suggest ways to work together.  “I’d like to be able to discuss the ideas calmly together to ensure that we implement the best possible solution for the team.”
GIVING FUTURE-TENSE FEEDBACK TO SUPER-AGREEABLE BEHAVIORAL TYPES

Four Key Feedback Points:

1. Position the discussion.
2. Express your approval or value.
3. Describe the behavior and its effect.
4. Explain the need / value of keeping agreements.

Example:

1. Position the discussion
   “I’d like to talk with you about something that’s bothering me.”

2. Express your approval or value.
   “The working relationship we have is really important to me and your knowledge about this project is important.”

3. Describe the behavior and its effect.
   “However, when work isn’t completed when you promised, the entire project schedule is affected, and I feel frustrated.”

4. Explain the need / value.
   “I need realistic commitments that you can meet, so that I can plan my work based on what you tell me. I want to be able to trust your decision-making abilities for future projects and planning.”
GIVING FUTURE-TENSE FEEDBACK TO INDECISIVE BEHAVIORAL TYPES

Four Key Feedback Points:

1. Position the discussion.

2. Describe the behavior and its effect.

3. Probe for reasons for the indecision.

4. Explain the need for a decision or the impact of no decision.

Example:

1. Position the discussion
   “I’d like to talk with you about the budget proposal.”

2. Describe the behavior and its effect.
   “When we don’t know how much money we have to spend on the project, we can’t set our goals and allocate the appropriate resources.”

3. Probe for the reasons.
   “Is there some additional information you would like me to provide in order to help you make a decision?”

4. Explain the need for a decision.
   “I’m worried that if we don’t make a proposal, the management committee will arrive at a number that probably won’t include enough budgetary funds for our team to complete a quality project.”
Dealing with Difficult People

ASKING FOR BEHAVIOR CHANGE THROUGH FUTURE-TENSE FEEDBACK APPROACH

Role-Play Overview
You’ll participate in an application activity where you’ll practice asking for a change in behavior.

You’ll be in groups with one person playing the role of the manager and a second person playing the role of the employee. The other participants will be observers and will provide critique and commentary for enhanced communication.

Dealing with Difficult People Situations

1. Anne is constantly late to meetings. Sometimes people wait for her to get there before they start; other times she has to ask questions and disrupt the meeting to “catch up.”

2. Gary is a quiet, introverted person. He has very good ideas, but seldom speaks up at meetings to share his ideas.

3. Nancy’s work space is a mess. She has piles of folders, reports, papers and large manila envelopes everywhere. Sometimes her mess spills over into the aisle and into others’ workspace.

4. Ted hates to ask for help. He often tackles huge tasks alone and ends up behind schedule and stressed out.

5. Shawna has difficulty saying no to her colleagues. She is often overburdened with extra work, much of which is not directly related to her own job.
Strategies & Solutions
for
Future Tense Feedback

1. **Describe behavior by being specific.**
   Avoid using vague terms when explaining to an individual the problem behavior. Saying to someone “you play on the internet all day” is unclear and incorrect. Using specific language would be, “I noticed that you were on amazon.com three different times today when I approached your desk.”

2. **Actively listen to provide future-tense feedback.**
   Ask the person you’re talking with to describe to you their understanding of the problem or issue. This allows you to hear emotions, view non-verbal behavior and learn their perspective.

3. **Define expected behavior by introducing clarity.**
   The critical word in this strategy is expected. Effective managers are consistently defining and sharing their expectations of others in terms of performance, habits and delivery.

4. **Discuss consequences and implications of not changing performance behaviors.**
   Two useful tools in working with this strategy are referencing the organizational policy manual and reviewing consequences with the Human Resource Department of your firm. Individuals need to know the consequences of not changing and the skills of clarity and assertiveness will serve you well during conversations at this level.

5. **Agree on action and schedule follow-up meetings.**
   Solicit the individual’s suggestions regarding an action plan. Partner with the difficult person to schedule consistent follow-up meetings to provide feedback and to quickly redirect performance that is not being addressed.

6. **Keep your end of the bargain.**
   Managers are busy people. When a difficult person begins to change, it’s easy to apply your attention to other individuals and organizational issues. Be loyal to the follow-up meetings that are scheduled. Continue to provide consistent feedback. Work with the person to effect lasting change.
Create Accountability

- Complete an Accountability Equation for grading your managerial performance.

- Build an action plan for implementation to enhance day-to-day operational issues.

- Align your own performance with organizational expectations.
IT’S TIME TO TALK ABOUT YOU ...

ARE YOU DIFFICULT TO WORK WITH?

Managers are often in a position where direct reports, peers and other individuals won’t (or don’t) tell you that you are difficult in some respects. Being easy to do business with applies to everyone in the organization and gaining a fair assessment of your own behavioral difficulties creates the accountability quotient.

You’ve learned and gained awareness about applying skills to work with employees who are hostile, aggressive, super-agreeable and indecisive. The most beneficial piece of the transfer of training is being able to employ the tools and techniques for application in your own performance.

Grade Yourself
How would you grade yourself in the skills discussed throughout this course? Here are your ground rules:

• Be brutally honest (you can’t grow if you don’t own it).
• Visualize yourself in your day-to-day managerial role.
• Think about your interaction with others in team meetings.
• Picture your individual working style.
• Reflect on the politics and power struggles that define your organization and how you respond to them.
• Focus on common trends (your communication, your non-verbals, your use of time).

Complete the chart on the next page to begin the Accountability Equation.
Grade Yourself Accountability Activity

<table>
<thead>
<tr>
<th>Your Management Behavior</th>
<th>Your Grade</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Behavior Focus <em>(instead of labeling focus w/employees)</em></td>
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<td></td>
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<tr>
<td>Awareness of your own fears about difficult individuals</td>
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<td>Setting expectations</td>
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<td>Use of active listening</td>
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<td>I-statement use</td>
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<tr>
<td>Clarity in language</td>
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<td>Assertiveness</td>
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<td>Accessibility to direct reports</td>
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<td>Open to different styles</td>
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<td>Prepared in meetings</td>
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<td>Calm when angry</td>
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<td>Ability to question</td>
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<td>Encouraging others</td>
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<td>Acknowledging ideas</td>
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<td>Positive feedback</td>
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<tr>
<td>Timely delivery of corrective feedback</td>
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In her powerful best-selling book, Making Work Work, noted writer Julie Morgenstern says that “in every work relationship, it’s not about what the other person does, it’s about how you respond.”

Your own accountability for your response is necessary for dealing with difficult people. Each communication, each interaction, each piece of information exchanged is a partnership with another person. The good news is that you get to own your 50%. Making a small adjustment in your thinking, your feelings, your emotional hot buttons and your communication is usually the essential ingredient in altering the chemistry of your relationship with another person.

In closing the course Dealing with Difficult People, we wish you well in your managerial role. The stronger your competency of working well with different types of individuals, the happier and more valued a manager you will become.

“In the end, it’s all about changing what you can control – and that is you.”

Julie Morgenstern
Making Work Work
YOUR ACCOUNTABILITY
ACTION PLAN

1. Based upon your personal grading scale on Page 51, list three things that you will develop or enhance in order to work more effectively with difficult individuals.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

2. What will be your biggest obstacle in applying the strategies discussed in changing your role in working with difficult people?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

3. How will you overcome this obstacle?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. What is your performance motivation for mastering this competency?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

5. List three specific implementation plans for changing your managerial approach. List the date you'll begin implementation.

Implementation:

Implementation:

Implementation:
COURSE EVALUATION

Please rate how strongly you agree with the following statements. Circle the number which best matches your degree of agreement.

NOTE: 5 is the best possible answer

<table>
<thead>
<tr>
<th>Course Content</th>
<th>Strongly Disagree</th>
<th>Strongly Agree</th>
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<tbody>
<tr>
<td>1. The course objectives were met.</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>2. The level of instruction was appropriate.</td>
<td>1 2 3 4 5</td>
<td></td>
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</table>

Facilitation

3. The facilitator understood the material and was well-prepared in delivery. 1 2 3 4 5

Course Application

4. What changes do you plan to make in your management of others as a result of taking this course?

________________________________________________________________________________________

5. What is the most useful technique you learned?

________________________________________________________________________________________

6. What is the least useful topic or technique discussed?

________________________________________________________________________________________

Please share feedback about the overall course content, facilitation and activities:

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

______________________________  ________________________________
Name  Email