



Module 2

Communication, Feedback and Conflict Management



Name:

“Honesty, trust, respect, the ability to speak and listen clearly, self-criticism and credibility are some of the characteristics that are expected of SK Managers and supervisors. Identifying strengths and developing areas of opportunity in each one of those aspects is of great relevance in becoming an Effective Leader”.

Learning Objectives:

Develop skills and use techniques that allow managers and supervisors to increase their effectiveness when communicating with their employees, supervisors, colleagues and internal and external clients.

Use feedback as an individual and group development tool, which facilitates the achievement of the department's objectives.

Identify conflicts that arise in interpersonal and/or group relationships, as well as apply principles and methods to handle and resolve such conflicts.

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1. Communication

Communication is a key tool for leaders. A good use of the information is necessary to transmit the objectives and values promoted by the organization to the personnel.

Effective communication helps generate an organizational culture with fidelity and a sense of belonging to the company by its employees who feel motivated and valued by having clear and defined values and functions, and understanding the challenges that the company is facing.

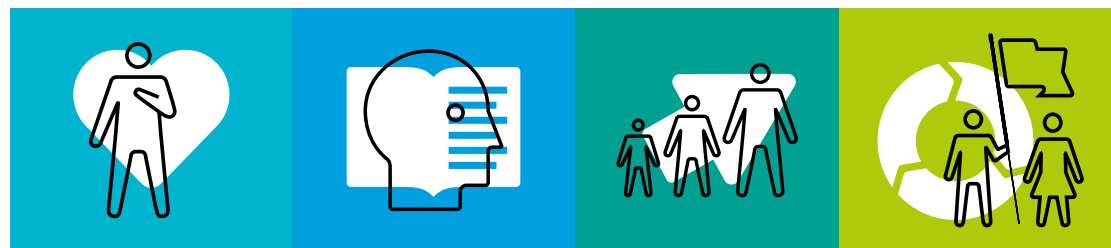
One of the main complaints of collaborators within the organization is precisely the lack of communication. Great leaders seek to communicate with their team to inspire them every day and obtain their best performance. That communication is a complex process that involves many aspects, and which is essential for employees to feel that their opinions are heard carefully and that they are important to the company.

An effective communication between the leader and the team members allows everything to flow naturally, thus avoiding conflicts and problems that may arise in the team due to inefficiency when transmitting a message.

What happens when effective communication is lacking? **People's main problems exist when there is poor communication.** Motivation decreases and it has an influence on whether collaborators decide to follow a leader or not. It also creates a direct impact on the work quality and productivity, significantly reducing both. Team members tend to lose focus, and the organization's main objectives and the collaborators' efforts are directed to other activities.

Consequently, "without communication there can be no leadership". Communication holds an enormous power in every way. It can either easily destroy a company or it can strengthen it and take it to another level. It all depends on how it is used and managed by the leaders.

Therefore, in this second module of the **Leadership Academy** Program, we will be working on the following topics: Communication, Feedback and Conflict Management. The objective is to develop behaviors aligned to the Open Leadership model: **Being Authentic, Knowing Oneself, and Adopting the Learning**, which are all skills identified as priorities for the development of **Managers** who work at **SK**.



Welcome to this learning experience!

1.1 Concept of Communication



The process by which two or more people, while interacting, exchange messages simultaneously and through multiple channels, be it conscientiously or not, and with or without the intention to do so.

If there is no agreement between people about what one expressed and the other understood or interpreted, effective communication is not taking place.

In order to have effective communication between people, they must share the meanings that are implicit or explicit in the messages they exchange. However, no person can control or physically manipulate their own meaning or that of others. These are found inside each person and emerge when each of us interprets a message.

The fact that meanings cannot be physically conveyed along with messages makes interpretation a central function in the communication process.



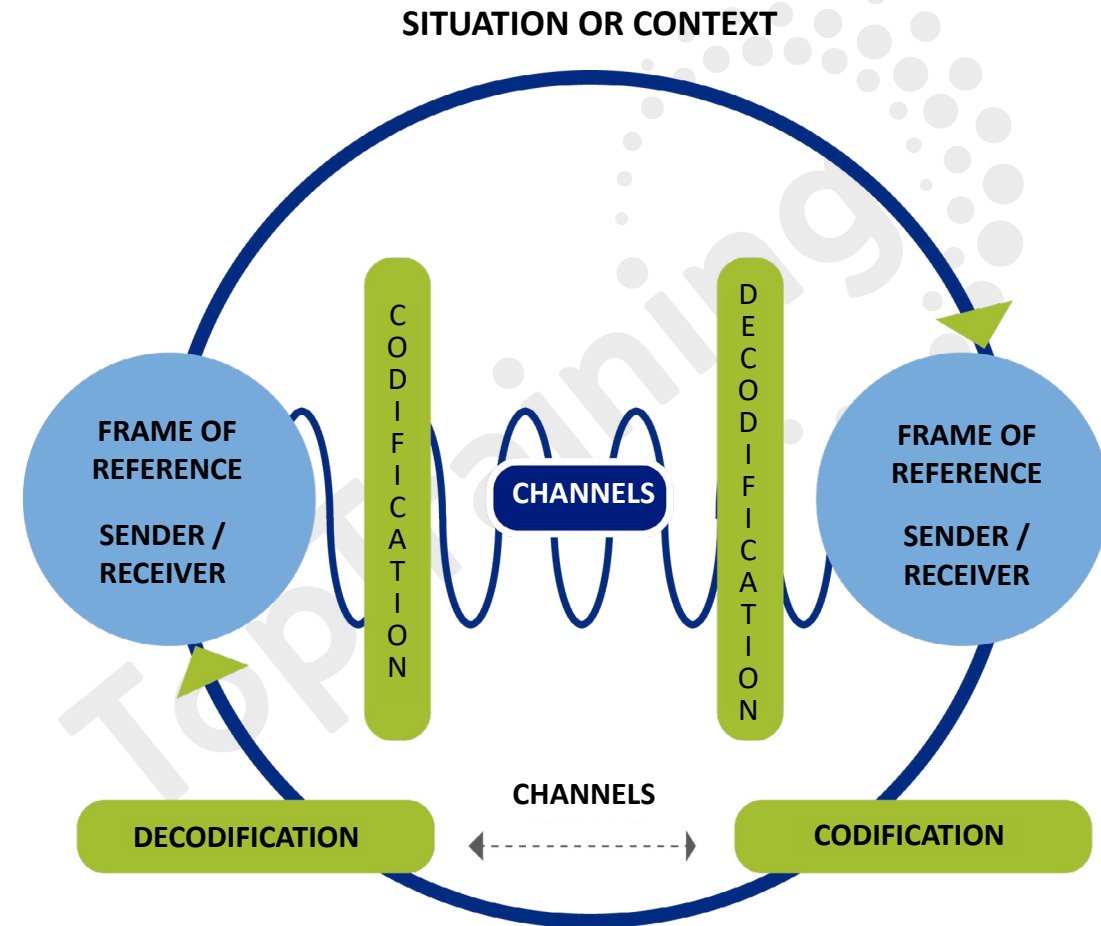
Write down 2 examples of effective communication that you have seen in your area or at SK:

Now mention two examples of ineffective communication that you sometimes witness in your area or at SK:

1.2 Process of Communication

Berlo Communication Model

Communication can be understood as a process or flow. Communication problems happen when there are deviations or obstacles in the flow.



For communication to take place, a **purpose** expressed as a transmitted **message** needs to be conveyed. This happens between the **sender** (the source) and the **receiver**. The message is **coded** (converted into a symbolic form) and sent through a **channel** to the receiver, who again translates (decodifies) the message from the source.

The result is a transfer of meaning from one person to another.

The communication process is made up of **eight elements**:

1. Context

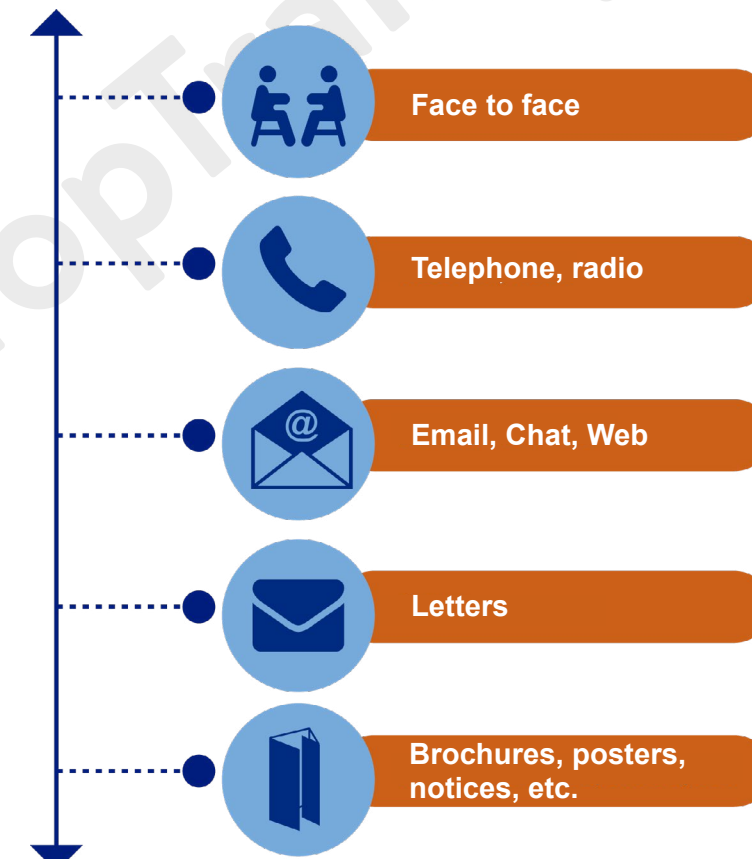
- Our attitudes influence our behavior
- We have preconceived ideas on different topics, which affects our communication
- Our attitudes, sociocultural position, beliefs and values affect our communication



2. Sender: This is where the first message originates; it is the person who initiates the communication cycle. The message of the sender, as well as the feedback from the receiver, will absolutely be influenced by the context and sociocultural situation.

3. The Message is the result of the source. When we speak, words are the message. When we write, the written word is the message. When we paint, the painting is the message. When we gesture, hand movements and facial expressions are the message.

Rich Process



Poor Process

4. Code or the group of symbols that we use (whether we are senders or receivers) to transfer meaning, the content of the message itself, and the decisions that we make when selecting and arranging both the codification as well as the content all affect our message.

5. Channel is the medium through which the message travels. It is up to the source to select the channel and determine whether it should be formal or informal. Formal channels are established by SK and convey the messages that concern work-related activities, traditionally following the network of authority within the organization. Other forms of messages, such as those of a personal or social nature, use informal channels.



6. Receiver is the person to whom the message is directed. Just as the sender is determined (and limited) by their skills, attitudes, knowledge and sociocultural system, so is the receiver. Just as the sender must have the ability to write or speak, so must the receiver be able to read or listen, and both must be able to reason and understand. Knowledge, attitudes, and cultural experience influence both the ability to emit and receive.

7. De-codification of the message. Before the message can be received, its symbols must be translated into a form that the receiver can understand.

8. Feedback is the last link in the communication process. "If a communication source decodes the message and if the message is put back into the system, feedback comes out of it." Feedback consists of verifying whether our messages were transferred as successfully as we had intended from the start. It determines whether understanding was or achieved or not.

1.3 Barriers to effective communication

There are **behaviors** that we express, some consciously and others completely unconsciously, which are "harmful" to the communication process. For example:

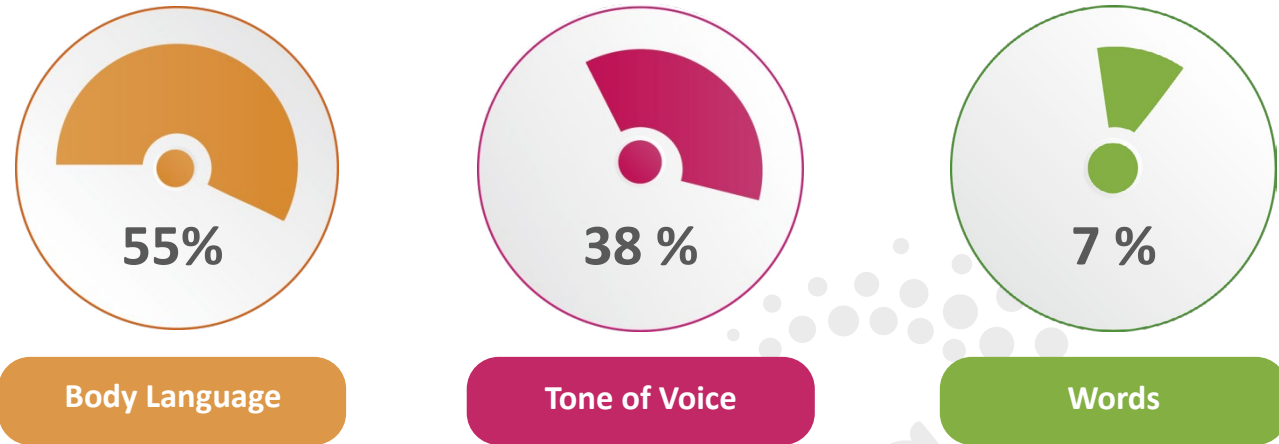
- Interrupting the person speaking
- Tell "our own story" when others are still speaking
- Downplay the other person's feelings with expressions such as "Don't worry about that nonsense", "Don't be like that", or "That doesn't matter"
- Judge each comment that the speaker makes
- Fall into the "expert syndrome", knowing what to answer when the other has just barely started telling their story



With your team, identify some communication barriers that you have witnessed in your area. Because you work in different facilities or areas, check if there is consistency in what is happening.

BARRIERS	HOW TO RESOLVE THEM
<p style="text-align: center; opacity: 0.5; font-size: 48px;">TopTraining</p>	<p style="text-align: center; opacity: 0.5; font-size: 48px;">TopTraining</p>
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1.4 Components of communication



According to communication experts, there are three fundamental elements that need to be considered when establishing effective communication:

1. Words or language
2. Tone of voice
3. Non-verbal communication

Words: represent 7% of our communication ability to impact others

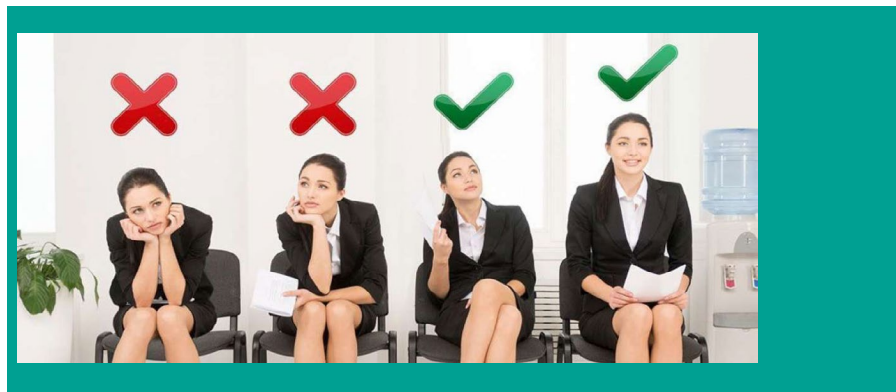
We use words (spoken or written) to communicate, expressing ideas, concepts, data and feelings through the linguistic structures that we formulate. The greater the knowledge of the subject we are communicating, the greater the number of arguments and concepts.

TONE OF VOICE

This is the second element, and it represents 38% of the significant power of communication. "It is not so much what you tell me, but the tone with which you say it". Through our tone of voice, we project our emotions or feelings that accompany our ideas, as well as the energy level with which we communicate.

NON-VERBAL LANGUAGE

This third element represents 55% of the meaning of our communication with others. In direct personal communication, this element is fundamental since it generates the greatest impact on communication. In other words, "What you are doing is so strong that I cannot hear what you are saying". It is made up of body posture, expressions and gestures, movements and gaze.



1.5 Communication styles according to DiSC

COLOR		BEHAVIORS	COMMUNICATION STYLE	TEAMWORK
Red	Extroverted / Rational	<ul style="list-style-type: none"> • Positive • Affirmative • Determined • Assertive 	<ul style="list-style-type: none"> • Only he or she speaks • Interrupts and does not listen • Only what he/she says counts 	<ul style="list-style-type: none"> • Quick • Seeks to direct, coordinate and delegate tasks • Not a good worker as a participant • Tries to outshine everyone
Yellow	Extroverted / Emotional	<ul style="list-style-type: none"> • Enthusiastic • Friendly • Dynamic • Optimist 	<ul style="list-style-type: none"> • Talks a lot about him/herself • Does not allow others to express themselves 	<ul style="list-style-type: none"> • Can easily relate to others • Active participant • Offers creative solutions • Tries to outshine everyone
Green	Introverted / Emotional	<ul style="list-style-type: none"> • Calm • Quiet • Comforting • Affectionate 	<ul style="list-style-type: none"> • Genuinely listens • Only speaks when asked to • Does not express ideas or feelings 	<ul style="list-style-type: none"> • An extraordinary collaborator • Ready to help at any moment • Easily identifies the needs of others
Blue	Introverted / Rational	<ul style="list-style-type: none"> • Impartial • Objective • Detached • Analytic 	<ul style="list-style-type: none"> • Speaks very little, less than is needed • Often does not express what he or she is thinking • Does not interrupt, internally judges everything 	<ul style="list-style-type: none"> • Prefers to work alone • Does not get involved • Likes for everyone to do their part without interacting

2. Effective Feedback

Employees require information that allows them to get to know each other better to develop their potential, achieve their goals, and strengthen trust with others. For this reason, feedback is the main tool that, when applied effectively, allows us to achieve increasing growth in the different functions we perform.

Feedback is specific information that we give a person on how they act or perform.

It is the means that allows a person or a group to:

- Highlight their behaviors and actions
- Become aware of the impact of their actions on teams, customers, the business, and oneself
- Identify the difference between intention and the impact of their actions on their surroundings

2.1 Characteristics of Effective Feedback

- Addresses observable behaviors and their effects, not general impressions
- Has the intention of helping, not hurting or proving a point
- It is based on clear expectations and defined performance goals
- It is provided with respect, courtesy and empathy
- It considers the needs of the receiver and not just the one providing feedback
- It is most effective when it is positive, as it helps to reduce bad habits and improve performance

2.2 Benefits of Effective Feedback

- It is essential for managing performance
- Helps people to improve. Our responsibility as leaders is to work with employees to “improve the way in which they can improve”
- Useful for applying coaching
- Reinforces good performance, helps reduce bad habits
- It is essential for applying disciplinary action



Exercise:

Briefly describe an experience in which you received effective feedback and one that was ineffective:

Effective Feedback	Ineffective Feedback



Pre-work

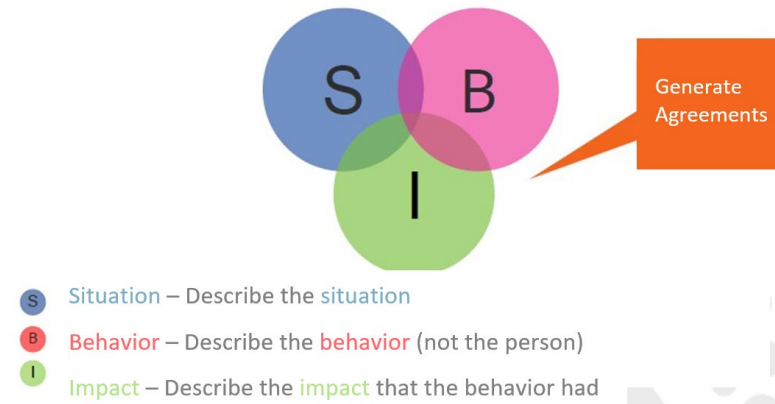
Identify the actions that you can carry out by giving feedback to each of the colors, from your predominant color

	If my colleague is red	If my colleague is yellow	If my colleague is green	If my colleague is blue
If I am red				
If I am yellow				
If I am green				
If I am blue				

2.3 Feedback using the SBI Model

EFFECTIVE FEEDBACK

The SBI Model



2.4 Guidelines for receiving feedback

- Listen carefully
- Try not to defend yourself, but instead, mentally think of questions or disagreements
- Repeat what you believe you heard in your own words to verify your understanding
- Ask questions to clarify or ask for examples
- Evaluate what you think can be valuable from what you heard
- Do not take the feedback personally. However, observe yourself, ask questions, and when you think it is necessary, modify your behavior and evaluate the results under the new conditions
- Be open and share your feelings on the feedback received
- Create commitments to make changes that are necessary considering the feedback



2.5 GROW Model

GROW Model

What do you **want** to achieve?

What are your **next steps**?



What is happening **now**?

What can you **do**?

2.6 Powerful questions



Basic Characteristics

- Short and simple
- Open and precise
- Focused on taking action
- Use “What”, “Who”, “How”, “When”, “For what”. Avoid using “Why” as it only leads to justification being sought and one may feel questioned or judged.
- Focus on the present and future, not the past
- Pose questions with a defined and honest purpose
- Invite the colleague to reflect and become aware of his or her development



Examples of questions

1. Those that help the other define and specify their goals and objectives:
 - What do you want to achieve in your position?
 - What exactly will you see, hear and feel when you achieve your goals?

2

- How do you visualize yourself having achieved your goal?

- When do you want to achieve this goal?

2. Those that help identify certain priorities on their goals and objectives:

- What will achieving this goal bring you in relation to your work plans?

- What motivates or drives you to want to achieve the goal that you set?

- What is the greatest thing you will get from achieving the goal you are sharing?

3

3. Those that help to obtain feedback on the achievement or path towards their goal, to monitor the progress achieved and establish measurement dates and indicators:

- What indicators do you have that you are close to achieving your goal?

- How will you know that you have achieved your goal?

- How will you measure your progress towards your final goal?

4

4. Those that help identify the resources that are needed to achieve the goal:

- What resources do you have as of now to achieve your goal?

- What resources are you going to need to achieve your goal?

- What are you going to do to obtain such resources?

5

5. Those that help identify the obstacles that prevent one from achieving the goal:

- Do you know anyone who has achieved this goal? What did he or she do to achieve it?

- What prevents you from achieving this goal you set?

- What habits are preventing you from advancing towards your goal?

- What are you going to do to overcome those obstacles?

6

6. Those that help identify specific actions to be taken, how much control and influence one has in achieving and maintaining that your goal.

- On a scale from 1 to 10, how challenging do you feel this goal is?

- What are you going to do specifically to achieve it?

- What resources do you need to achieve this goal?

- What other options do you have to reach this goal?

- Once you have reached your goal, what are you going to do to maintain it?

7

7. Those that help evaluate the impact on their life and surroundings:

- What do those that are important to you think of this goal?

- What impact will achieving this goal have on your life and that of others?

- How will your different areas of life be affected when you achieve this goal?

- How will the balance between the different areas of your life be affected by achieving this goal?

- What is the worst thing that could happen if you achieve this goal?

- What is the best thing that could happen if you reach this goal?



Prework:

Think about a particular case with a certain colleague, get together with your team of three people and do the following:



1. Identify the case
2. Describe the person
3. Describe the situation
4. Choose who is going to represent that person
5. Be prepared to give feedback to that person
6. Agree to play the colleague role that your colleague requests
7. Study and prepare



Prework:

After completing the previous exercise, answer the below questions:

● What did you learn by giving feedback?

● What did you learn by receiving feedback?

● What did you learn by observing?



Prework:

Based on your participation in the feedback exercise, answer the following questions: What did I do well? What can I improve on? What did I realize?

3. Conflict Management



3.1 Introduction to conflict management

Due to their speed and depth, the dynamics of the changes that take place in the environment and within the organizations themselves are potential generators of confrontations and conflicts. A small sample of the challenges that executives, managers, supervisors, coordinators, and others face every day include: the transfer of a set of decisions, responsibilities, and functions to the various levels of the organization, seeking greater capacity to respond to changing situations; new approaches managing the work processes, which imply the integration of multidisciplinary teams, with specialists from different profiles and cultures; “flat-structures”, which reduce the levels of currently considered one

of the main skills that an organizational leader must have regardless of their hierarchical level.

3.2 What is a conflict and when does it arise?

“If conflict occupies part of our existence, then being able to handle it is one of the most valuable abilities that a human being can and must possess”.

What is a conflict?

As we know, there are multiple and very different approaches that define the concept “conflict” in the organizational sphere:

- Share disagreement, the appearance of contrasting ideas or interests.
- Emotional tension resulting from a clash of ideas.
- It is the confrontation of positions that arises between people or groups because the behavior of some harms the achievement of the objectives, interests, needs, desires or values of others.



Two ways of visualizing conflicts

Traditional View	Contemporary View
They are always avoidable; they should be avoided	They are inevitable; they can be managed or prevented
Organizational changes are the “problem”	Organizational changes generate conflicts
Caused by problematic, maladjusted, or immature people	Caused by structural factors, internal or external to the organization
Searches for a guilty party	Searches for a solution
Looks to the past	Looks to the future
Conflicts are not natural in human organizations	Conflicts are expected and natural in organizations
Conflicts are resolved through hierarchical channels and the exercise of authority	Conflicts can be resolved through various mechanisms such as negotiation, changes in procedures and attitudes, etc.

3.3 Types of Conflicts

The presence of a conflict can act as a positive or negative force within the organization. Thus, management’s efforts should not be directed towards its disappearance, but rather towards eliminating the conflicts that could negatively interfere or affect with achieving objectives. Conflicts can be defined based on how it affects an organization. From this point of view, conflicts can be either functional or dysfunctional.

Functional Conflict

A confrontation between people or groups that is positive for the organization’s performance, for example, it can occur between two areas with respect to the most effective system to provide “higher quality service to external customers”.

Both departments agree on the goal, but not on the means to achieve it. Whatever the solution, external customers are likely to receive better attention when this conflict is resolved. If conflicts of this type did not occur in organizations, there would be little reason to introduce changes and most groups would reach a situation of inactivity.





Write down some examples of functional conflicts that have occurred in your area or at SK:

Dysfunctional Conflict

Any confrontation or interaction between groups that harms the organization or prevents it from achieving its objectives. Managers should try to eliminate conflicts of this type at SK. A beneficial conflict can turn into something harmful.

In most cases, it is impossible to accurately identify when a functional conflict becomes dysfunctional. An identical level of tension and conflict, which results in one group moving steadily and positively towards its goals can be disruptive and dysfunctional in another group (or even the same group at another time). A group's tolerance for tensions and conflicts may also depend on the type of organization it is working with. Dysfunctional conflicts may negatively affect the performance of individuals, groups, and organizations.

The following four categories can be considered as the four main types of conflict in an organization:

- **Multiple role conflict:** An example of a role conflict would be the situation where a supervisor is under pressure to ally with one side in an organizational dispute involving colleagues and employees. Perhaps the supervisor will have to choose between loyalty to his or her colleagues or to his or her work group.
- **Limited resources:** At all organizations there is a limited amount of time, money, and human resources available to achieve personal and company goals. A main source of conflict arises when the demand is much greater than the amount of resources available.
- **Different values and priorities:** the most difficult conflict to resolve is the one related to a difference in values. Values are unlikely to change over time since they are the foundation of the individual's approach to life. Therefore, disputes between groups or individuals about the relative importance of basic values are unlikely to modify or alter either of their positions.
- **Differences in perceiving a problem:** Although the members of a company may generally agree on a problem, there is little to no agreement on the rest. Different perceptions of the causes of organizational problems, their impact and appropriate solutions can often create defensive behaviors and conflict between individuals or workgroups in the same company.

Write down some examples of dysfunctional conflicts that have occurred at SK:

Some causes of the conflict may be due to:

- Relationship problems
- Information problems
- Different interests
- Structural problems
- Difference in values
- Culture
- Expectations
- Approaches
- Perception



3.4 Thomas Kilmann Conflict Mode Instrument

When we face a conflict, we have different ways of handling and/or resolving it. The answers to the questions that your instructor will provide to you will help you to identify the style(s) that you use most frequently.

SCORING

Mark in this box the answers chosen in the previous assessment and add the total answers per column at the end.

1				A	B
2		B	A		
3	A				B
4			A		B
5		A		B	
6	B			A	
7			B	A	
8	A	B			
9	B			A	
10	A		B		
11		A			B
12			B	A	
13	B		A		
14	B	A			
15				B	A
16	B				A
17	A			B	
18			B		A
19		A		B	
20		A	B		
21		B			A
22	B		A		
23		A		B	
24			B		A
25	A				B
26		B	A		
27				A	B
28	A	B			
29			A	B	
30		B			A
TOTAL:					
	Competing	Collaborating	Compromising	Avoiding	Accommodating

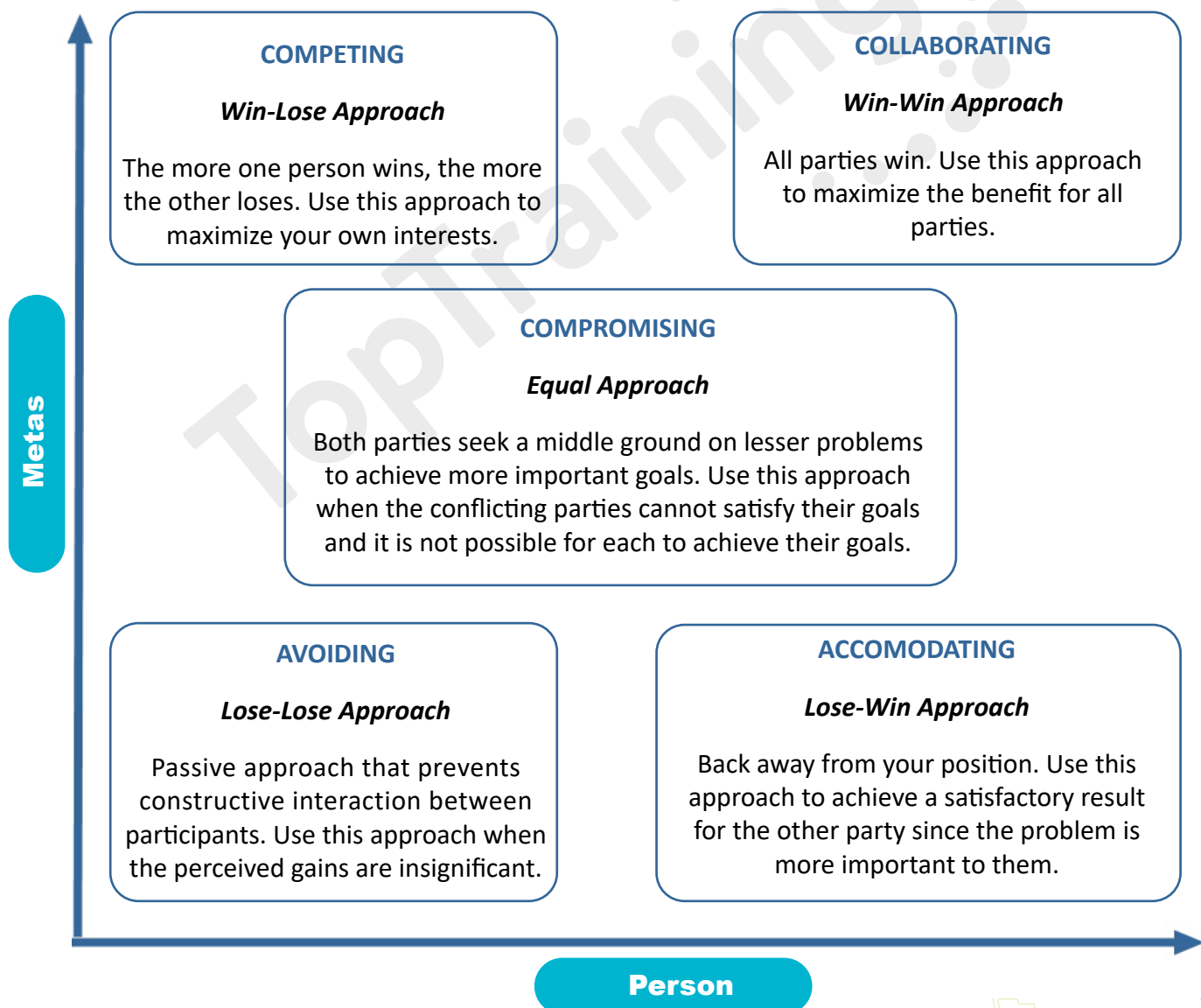
Now write down in the following table the total number of responses by columns:

	Competing	Collaborating	Compromising	Avoiding	Accommodating
100%	12		12	12	12
	11		11	11	11
	10		10	10	10
High		12		9	9
90%		11			8
25%	9	10			
80%	8	9	9	8	7
70%	7		8		6
				7	
60%	6	8		6	
			7		5
Medium	5				
50%		7			
40%					4
	4			5	
30%			6		
		6	5		
20%	3			4	3
		5	4		
10%				3	
Low		4			
25%		3	3		
	2	2	2	2	2
	1	1	1	1	1
0%	0	0	0	0	0

3.4 Conflict Resolution Styles Thomas Kilmann

People do not react in the same way to conflict. Our “personal response” behavior is what we will call “conflict resolution style”. We can identify five conflict-handling modes:

- Competing
- Collaborating
- Accommodating
- Avoiding
- Compromising



- **The Competing Style** the behavior focuses on fighting to defend or obtain one’s own interests or goals, regardless of the affectation of those of the other party, or of the relationships between both.
- **The Accommodating Style**, at the other extreme, is applied by people who value relationships more than applying pressure to obtain their own results.
- **The Avoiding Style** is all about avoiding, postponing, or even ignoring the existence of the conflict. In general, they fear the consequences of facing the conflict, they do not feel prepared to deal with it, or they consider that it must be resolved by others.
- **The Compromising Style** tries to find a “compromise” solution in which each party gives up something. The most common is to “divide the differences”.
- **The Collaborating Style** tends to work with the other party to find solutions that satisfy the interests of both, which requires exploring the conflicting issues to find “win-win” solutions. Although this might be the preferred style for dealing with conflict, it is only possible when both parties share the same approach.

Each of these styles has its advantages and disadvantages. People have the ability to “move around” in all five styles. However, research shows that everyone has their own preferences, which ultimately determines their behavior. For those reasons, it is convenient to know the situations in which a certain style is more effective and, with this information, to know what strategy (style) we should apply.

The situations in which each of these styles are most effective can be summarized as follows:

The Competing approach is recommended when a quick decision is necessary, when there are important issues in where you have to make unpopular decisions or against people who may take advantage of more “flexible” behaviors, considering it a weakness.

The Avoiding approach is recommended when it is something insignificant; the cost of the confrontation may be higher than what can be obtained by facing it; when we do not have all the information about the problem; either it is something that belongs to you or it can be better solved by others.

The Accommodating approach is recommended when we understand that we are wrong or have made a mistake (this gives us greater authority in the future); the matter is more important to the other party than to us and the “cost” that we will have to pay is insignificant; as well as to obtain acceptance in later matters that are more important to us.

The Compromising approach can be convenient when both “opponents” have equal power and wish to achieve mutually exclusive goals; to achieve temporary settlements on complex issues; or when competition and collaboration are unsuccessful.

The Collaborating approach is recommended for: integrating interests and criteria of people with different points of view whose satisfaction is only possible with the cooperation of both; achieving adherence by incorporating interests in consensus; resolving problems regarding feelings that have hindered a relationship; or when the objective is to guarantee a lasting agreement. This strategy is only possible when both parties share the same approach.

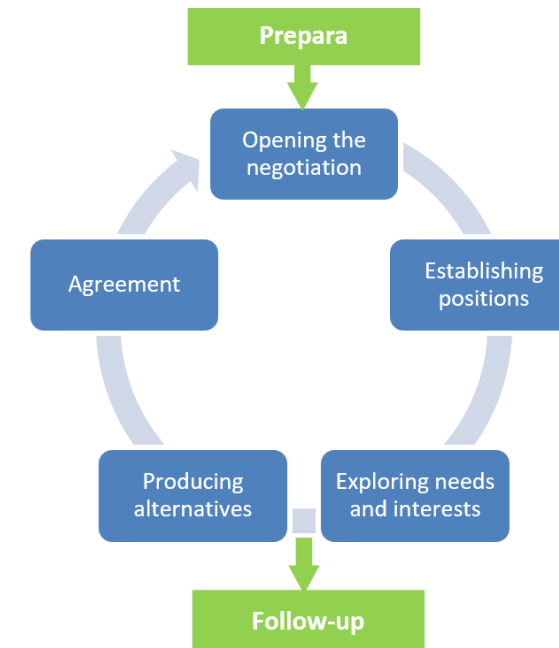
In general, it can be argued that not one style or approach is necessarily the “best”. Its effectiveness depends on what we set out to do, what we can achieve and the circumstances towards which the conflict is moving. The typical competitive element of success in a negotiation (“to beat the other” or “not to lose”) is replaced by a series of more suitable criteria for creating value:

- Have we established a relationship of trust with the other that allows us to share information?
- Is the negotiation based on abundant communication and active listening?
- Are we negotiating based on positions (what we say that we want) or interest (why do we want what we say we want)?
- Have we spent time thinking about creative options that meet the interests and enhance everyone’s alternatives?
- Are these options based on objective criteria of legitimacy?

If we answer yes to these questions, we will probably have reached a successful agreement for all the parties.



3.5. Conflict management process



Preparation

- Gather as much information as possible
- Set your goals and your order of priorities
- Make a list of issues
- Analyze the parties
 - Me / Us
 - The other party

Face-to-face conflict management process

Phase	Key Elements
1. Opening the negotiation	Creating a conducive atmosphere Agreeing on the structure of negotiation
2. Establishing positions	Communicate positions Defend positions
3. Exploring needs and interests	Inquire about needs Find strategic interests
4. Producing alternatives	Produce alternative solutions Exchange of concessions
5. Agreement	Structure the agreement Prepare follow-up

CONFLICT RESOLUTION METHOD FORM



Use this form to plan how you are going to complete the conflict resolution exercise in which you are going to participate with another classmate. Assume that the situation that your instructor is going to present you is really happening and follow the order of this method to solve the case.

Conflict to be resolved:	
Steps	Ideas and Actions
Step 1. Create an effective atmosphere	
Step 2. Identify both personal and shared needs	
Step 3. Look towards the future, then learn from the past	
Step 4. Produce options	
Step 5. Establish mutually beneficial agreements	

