

No8HR

People Performance Focus Group Workshop Two

November 2025



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About No8HR

Established in 2008, No8HR works with a large range of organisations to improve productivity, performance and profit by providing professional support, training and coaching, for people at a strategic, managerial and operational level.

No8HR is recognised as one of New Zealand's leading primary sector training and development and HR businesses with business excellence awards and endorsements from agri-business specialists. No8HR has won the Waipa Regional Supreme Business Award, is the key sponsor of the DBOY (Dairy Business of the Year) awards and enjoys strong relationships with key industry bodies in the agri-business sector including Dairy NZ, Beef + Lamb NZ, Dairy Women's Network, NZIPIM and Agri-Women's Business Development Trust.

But what's really important is that we care deeply about the people, communities and businesses that make up NZ's primary sector. Our Company Values speak to our passion for working with our client partners and the way we approach our work:

Your Facilitators

Bec's Dondertman

Becs brings a valuable mix of facilitation expertise and real life leadership experience in the agri sector. As part of the No8HR team, she works across leadership development and training programmes, combining her strong people skills with a practical understanding of farming businesses.

She also plays a key leadership role in her and her husband's large-scale dairy contract milking operation, so she knows first hand the realities of leading teams, managing complexity, and balancing priorities in a busy rural environment.

Becs brings a grounded, approachable style and a focus on creating space for genuine learning and reflection. She's passionate about supporting others to build capability and confidence



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Nick Coster

Nick is the General Manager of No8HR and brings a unique blend of real-world farming experience and deep expertise in people leadership and business strategy. Having grown up on a working farm and still actively involved in the land today, Nick understands the realities of agricultural life

Through his work with No8HR, Nick partners with a wide range of agribusinesses—from hands-on family farms to large corporate operations—helping them lift performance through better people practices. He's passionate about practical, real-world leadership and brings a grounded, no-nonsense approach to training and development. Expect a workshop that's full of useful tools, good stories, and the odd laugh along the way.



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Workshop Two Outline

Recap of Workshop One

Last time we:

- Got to know each other and completed Farm Salus
- Talked through how this focus group works and set our group rules
- Explored and agreed some key people benchmarks
- Unpacked what really drives motivation at work
- Set some first steps for improving how we lead

By the end of Workshop Two you will have:

- Shared your progress since Workshop One, receive peer feedback on your homework, and confirm the focus for today.
- Been introduced to the DISC workstyles profiling tool and practise adapting your approach to better meet the needs of others.
- Explored core communication frameworks and identify how to apply them in your own business and with your team.

Group Rules Recap

- Share the air (one person speaking at a time)
- Confidentiality (what's discussed stays in the room)
- Plenty of Notice for B+LNZ if you cant make it
- Mustering Language
- Phones on silent
- Have some fun and practice what you have learnt !



Reflection & Homework

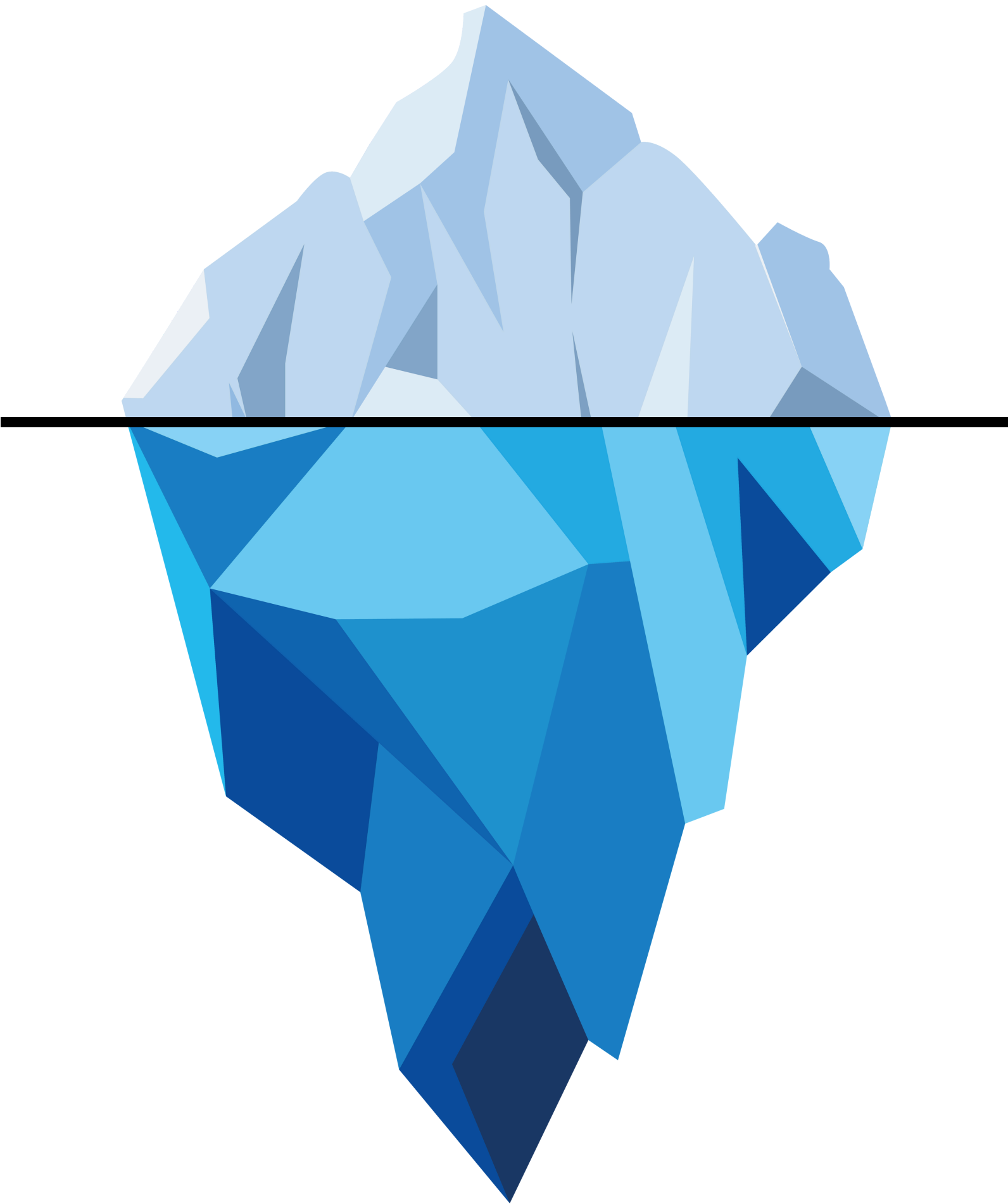
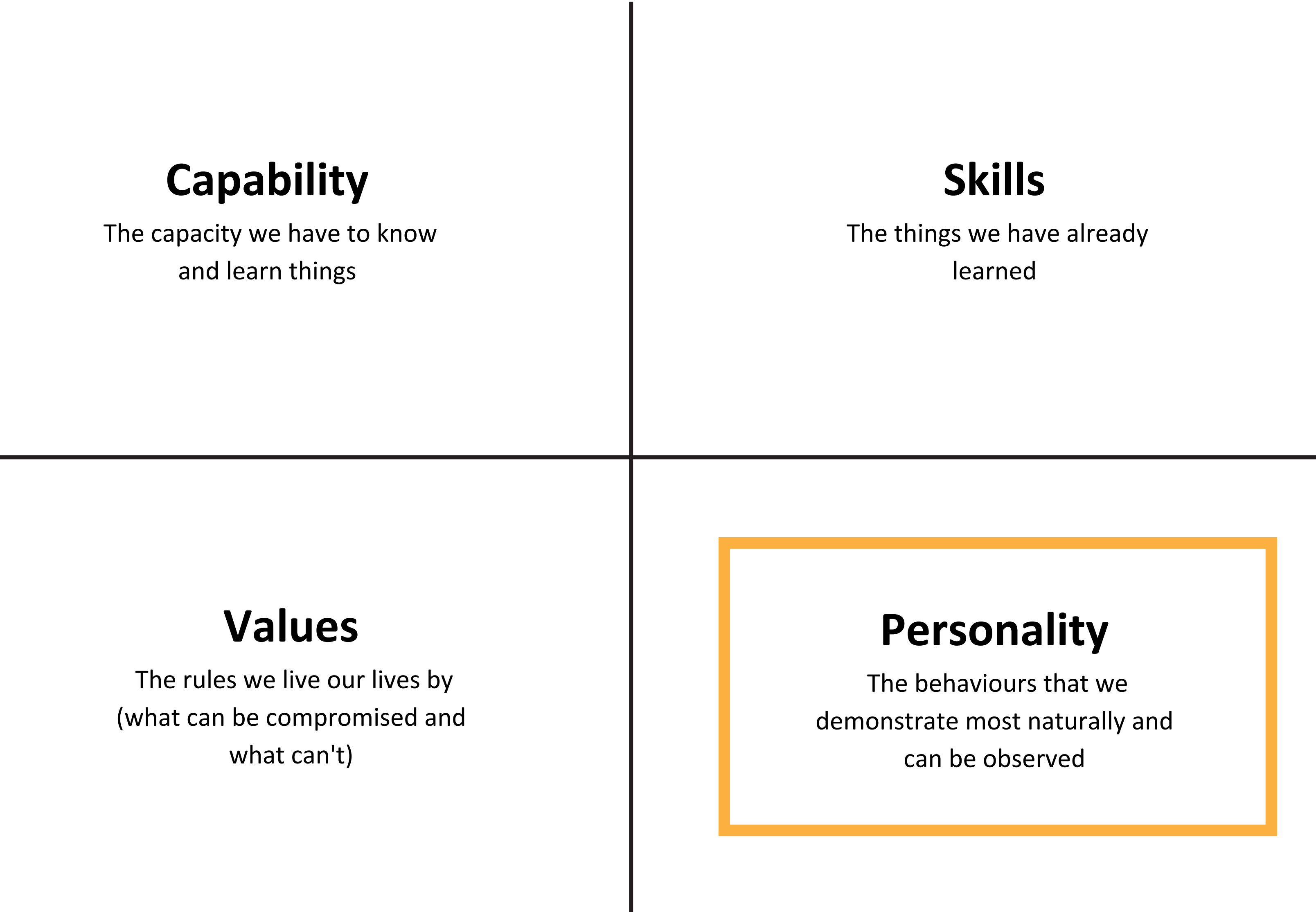
Key Performance Indicators



DISC Workstyles

The DISC model helps us recognise four primary workstyles - Dominance, Influence, Steadiness and Compliance - each reflecting different ways of approaching tasks, relationships and decision-making.

By identifying where we sit within these styles, we can develop greater self-awareness and learn to adapt our approach to better connect with others. The goal is not to label people, but to appreciate the diversity of styles within a team and use that insight to communicate more effectively, strengthen relationships and improve overall team performance



Observable Traits

- Behaviour
- Words
- Tone
- Body Language
- Gestures

Core/Hidden Traits

- Skills/Knowledge
- Values
- Capability
- Attitudes
- Needs
- Upbringing
- Experiences
- Culture

Workstyles Questionnaire

For each row score 1 through to 4, with 4 being the most like you and 1 being the least like you.

Decisive	<input type="text"/>	Orderly	<input type="text"/>	Considerate	<input type="text"/>	Spontaneous	<input type="text"/>
Competitive	<input type="text"/>	Analytical	<input type="text"/>	Loyal	<input type="text"/>	Optimistic	<input type="text"/>
Aggressive	<input type="text"/>	Thorough	<input type="text"/>	Caring	<input type="text"/>	Sociable	<input type="text"/>
Blunt	<input type="text"/>	Critical	<input type="text"/>	Hesitant	<input type="text"/>	Easily Distracted	<input type="text"/>
Bold	<input type="text"/>	Accurate	<input type="text"/>	Patient	<input type="text"/>	Enthusiastic	<input type="text"/>

For each row score 1 through 4, with 4 being the word that describes what most interests you and 1 being the word that least interests you.

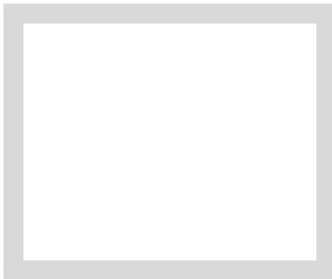
Facts	<input type="text"/>	Logic	<input type="text"/>	Feelings	<input type="text"/>	Possibilities	<input type="text"/>
Results	<input type="text"/>	Systems	<input type="text"/>	Support	<input type="text"/>	Inspiration	<input type="text"/>
Goals	<input type="text"/>	Quality	<input type="text"/>	Agreement	<input type="text"/>	Ideas	<input type="text"/>
Destination	<input type="text"/>	Schedule	<input type="text"/>	Journey	<input type="text"/>	Dream	<input type="text"/>

Which of these best describes how you are most likely to approach a new object or idea? Mark this with a 4. Grade the rest with a 3 being the next like you, then a 2 then a 1 being the least likely to be your approach.

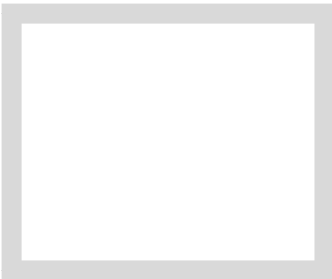
Use it	<input type="text"/>	Check it	<input type="text"/>	Share it	<input type="text"/>	Play with it	<input type="text"/>
Total	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

DISC Workstyles

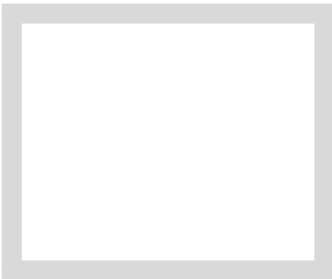
Eagle



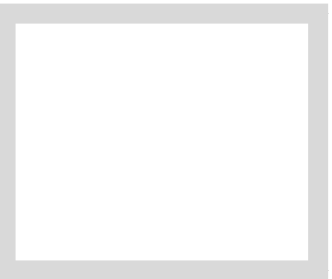
Owl



Peacock



Dove



Eagle

- Decisive
- Competitive
- Aggressive
- Blunt
- Bold



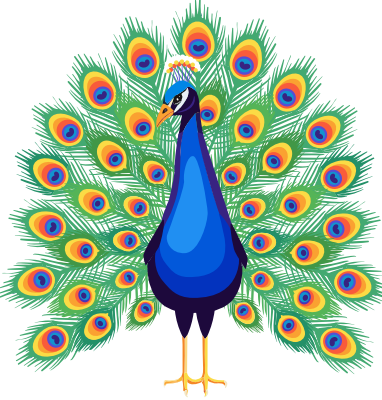
Owl

- Orderly
- Analytical
- Thorough
- Critical
- Accurate



Peacock

- Spontaneous
- Optimistic
- Sociable
- Easily distracted
- Enthusiastic



Dove

- Considerate
- Loyal
- Caring
- Hesitant
- Patient



NB: This model is a simplified interpretation of DISC behavioural theory. It is adapted from published research based on Dr William Moulton Marston’s work (Emotions of Normal People, 1928).

DISC Workstyles - Key Behaviours

Outgoing

Eagle

Key Behaviours

- Responsible
- Loves challenges
- Speaks up
- Challenges status quo
- Leads to get results
- Decisive and independent
- Action oriented
- Quick responses
- Self-starter
- Delegates when confident the results will be achieved
- Sets and meets deadlines

Peacock

Key Behaviours

- Outgoing/extrovert
- Creative and loves change and variety
- Leads by enthusing and getting others emotionally involved
- Spontaneous response to crisis and change
- Seeks popularity
- Friendly and open
- Subjective/emotive
- Likes to work with the big picture rather than detail
- Good verbal skills
- Democratic style

Task

Relationship

Owl

Key Behaviours

- Thorough
- Likes practical, detailed work
- Likes to plan for change with enough time and information
- Approaches work in an organised and systematic manner
- High respect for rules/procedures
- Objective and analytical
- Takes calculated risks
- Conscientious and persistent
- Perfectionist
- Wants an environment that supports them to focus on the task at hand

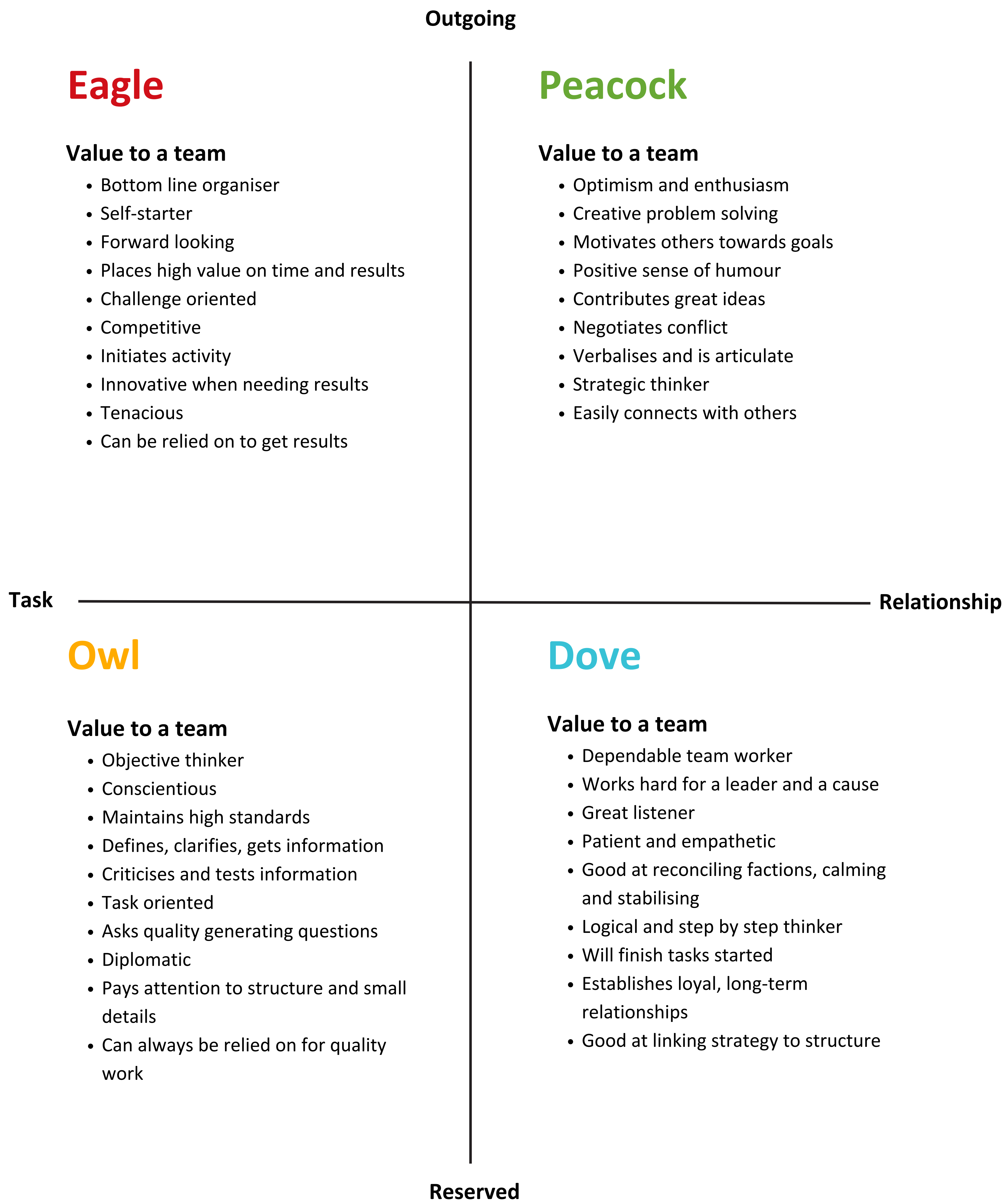
Dove

Key Behaviours

- Harmonious
- Accommodating
- Maintains the status quo
- Peacemaker
- Security conscious
- Team player
- Low risk taker
- Avoids conflict
- Likes to feel valued by the team
- Can be self-conscious and reserved at times
- A high need for ‘things’ to make sense

Reserved

DISC Workstyles - Key Behaviours



DISC Workstyles - Key Behaviours

Outgoing

Eagle

Potential Pitfalls

- Too focused on the result vs. the process
- Too into telling others what to do rather than being in dialogue with them
- Can be quick to anger
- Too quick to decide – needs to consult with others
- Can be too attached to the result they want
- Insensitive to others’ needs
- Shows intolerance of others too easily
- Can be overly dependent on ‘urgency’
- Shows a lack of interest and concern for the person
- Can over control and under delegate situations
- Can get into power struggles when not given enough challenges or responsibility

Peacock

Potential Pitfalls

- Can become too attached to their position/stance
- Overly emotional/reactive/subjective
- Leave loose ends/lack of follow through
- Create change for change’s sake
- An underlying fear of disapproval
- A sense of urgency can exist due to a lack of planning, unrealistic time frames and an underlying need for drama/adrenaline/ variety
- Takes ‘things’ personally
- Can be overly sensitive when overlooked
- Can over estimate own and others’ abilities
- Can overlook creating sufficient structure to strategy and/or linking the two
- Can be attention seeking and disruptive
- Switches off from listening when disinterested

Task

Relationship

Owl

Potential Pitfalls

- Objective thinker
- Overly picky and fussy
- Too sensitive to many comments, particularly relating to the quality of their work
- Unforgiving when criticised – carry grudges
- Unrealistic at times about the standard of results required
- Worries unnecessarily and needs to trust more
- Too unemotional and overly objective
- Too deliberate and can overlook overall strategy
- Rather than risk sabotaging a project, needs to ask for more information/time
- Too judgmental of others – needs to be more accepting/accommodating of the different styles

Dove

Potential Pitfalls

- Overly patient at times
- Resistant to change unless it makes sense
- Too concerned about people’s feelings, especially if they were to give them a ‘no’
- Goes for the safe/secure option – not enough risk taking
- When confused needs to ask for clarity more quickly
- At times, overly dependent on being led
- Can lose ground by lack of decisiveness
- Too agreeable to avoid conflict
- Can get into ‘poor me’/victim mindset
- Can mismatch the pace of work – needs to take on a greater sense of urgency at times
- Too much wanting to be part of team – instead of being willing to stand out from the group at times

Reserved

DISC Workstyles - Effectivity managing each style

Peacock

- Set standards
- Draw a picture of where we are going
- Let me know what I cannot do
- Make it fun or a competition.
- Recognise my ideas
- Give me praise and recognition of my ideas

Eagle

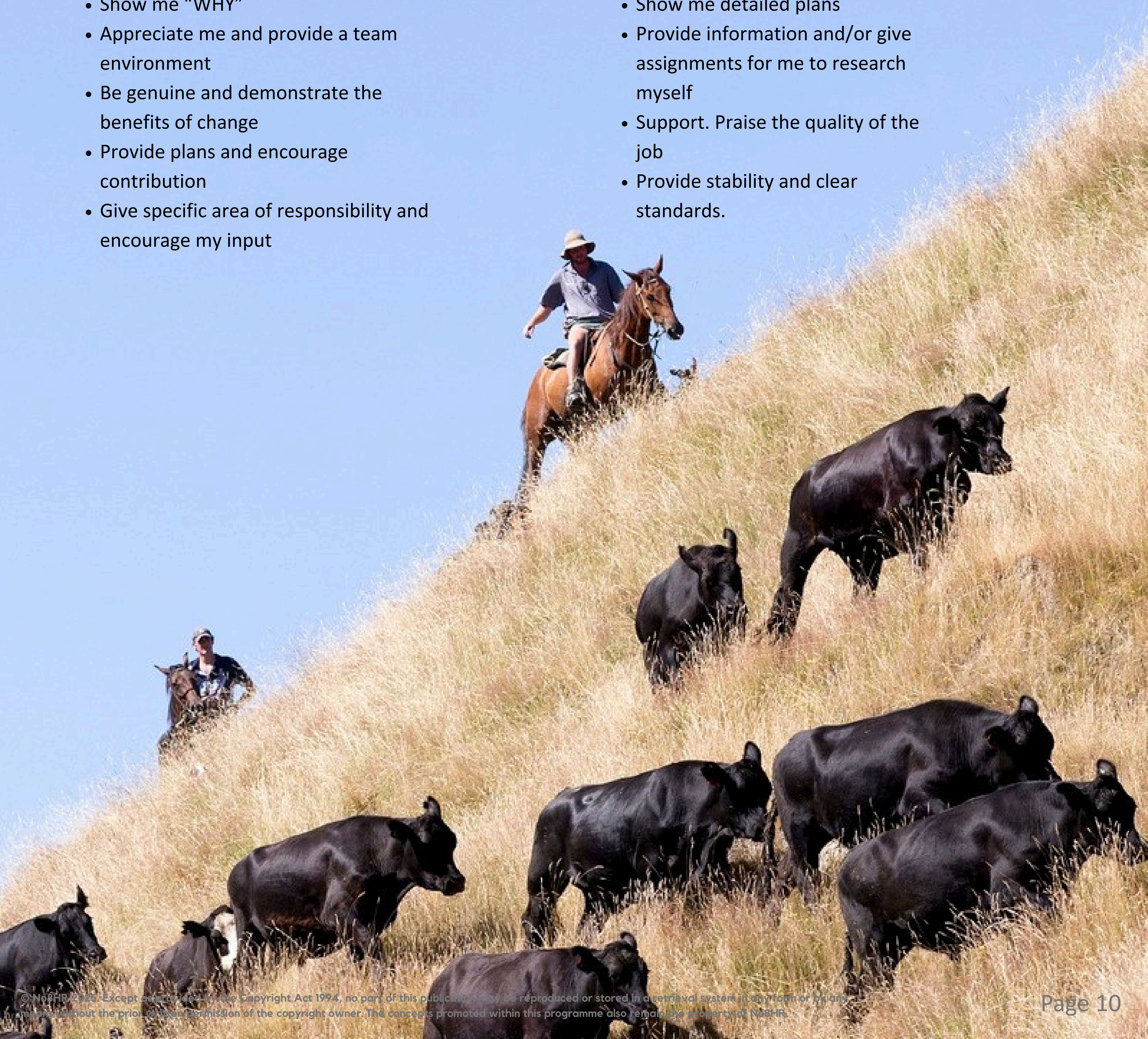
- Give me a goal or a target
- Show me the benefit and give me the idea
- Get me to concentrate on the “DOING”
- Leave me to it and give me rewards if I do well

Dove

- Show me “WHY”
- Appreciate me and provide a team environment
- Be genuine and demonstrate the benefits of change
- Provide plans and encourage contribution
- Give specific area of responsibility and encourage my input

Owl

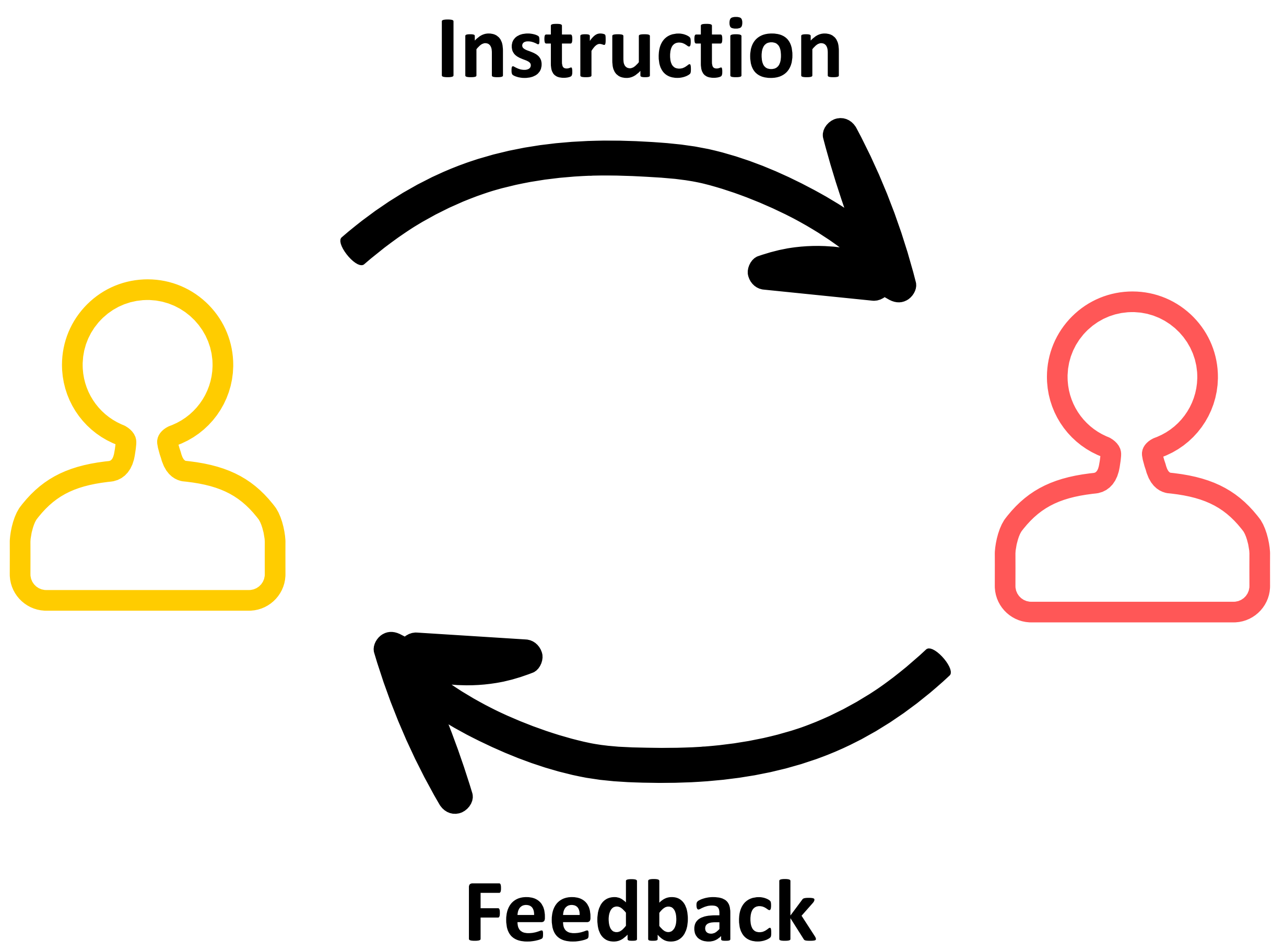
- Show me detailed plans
- Provide information and/or give assignments for me to research myself
- Support. Praise the quality of the job
- Provide stability and clear standards.



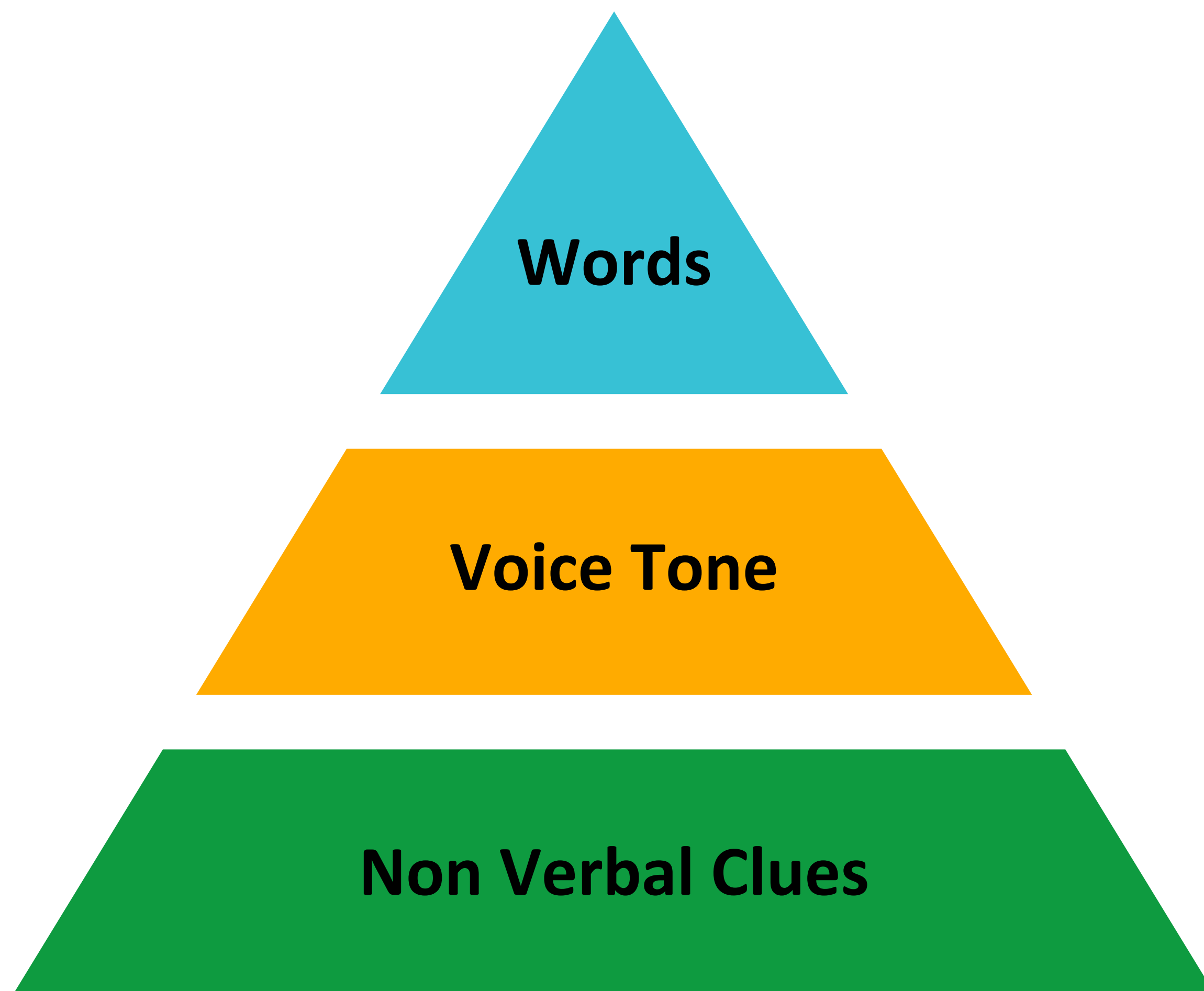
Communication

Communication is the effective giving and receiving of information. To be effective, the same message must be understood by both the communicator and the receiver. Success in leadership is directly related to a person’s ability to communicate.

The measure of whether our communication has been successful is not whether we know what we said or that we have even said what we meant rather success is measured when the receiver of the communication understands what we said and what we meant. Checking communications have been received correctly is one of the only ways to avoid accidental misunderstandings.



The Message Received - Mehrabian






When we receive a message, three things impact what it actually “means” to us: the words used, the tone of voice and the other person’s body language.

- The words are often the smallest slice of meaning, they are the literal content.*
- Tone signals attitude, confidence, frustration, sarcasm, warmth and this shapes how we interpret the words.*
- Body language carries a huge share of meaning: facial expression, eye contact, posture, gestures, energy, pace, even silence. Effective communication requires us to read all three.*
- As leaders, we need to consciously choose all three to land the message we intend.*

Transactional Analysis

Developed by psychiatrist Dr Eric Berne, Transactional Analysis (TA) is a tool for understanding how and why people behave and communicate the way they do. It helps explain why some conversations go smoothly, while others derail.

The Core Idea - We all switch between three states of mind in conversations... and we often respond not to the present situation, but to past emotions that it reminds us of.

	Ego State	Characteristics
	Child	Emotional, reactive, playful or defiant – shaped by early experiences
	Parent	Critical or nurturing – echoes rules, values and attitudes we've absorbed
	Adult	Rational, calm, data-driven – responds to the here and now

TA suggests the brain records both experiences and the emotions attached to them. When triggered, we “replay” these old recordings meaning we feel and act like we did back then

Transactional Analysis Cont.

*None of these states is either good or bad, right or wrong. We all slip in and out of all the states regularly, the idea of understanding this is to understand more about other people so that we can help both them and ourselves communicate well and be successful. At work the most appropriate state for us to transact in is the **adult state**.*



The Child

As a very small child we live through and by our feelings and emotions and respond accordingly. This is called the ‘free child’. However we learn quite quickly that in many circumstances these responses will not be tolerated and so we begin to modify our behaviour to that which will gain our parent’s approval. As a result, at an early age we learn to adopt the ‘adapted child’ state in order to please.

The Parent

As children we discover the world through our parents, we learn what expectations they have of us, and we begin to formulate our expectations of others. We begin to decide how people ‘should’ and ‘ought’ to behave. We also learn that parents can be strict, critical, judgmental and prejudiced (critical parent). Yet they can also be supportive, encouraging, comforting and nurturing (nurturing parent).



The Adult



When we are functioning in our adult state we are concerned with the objective gathering of information. The ‘adult’ is clear, calm and confident, uses open body language and makes good eye contact. Transacting with the ‘adult’ state links into an assertive behavioural model.

- People transacting assertively
- Give appropriate feedback both positive (praise) and negative (criticism)
- Receive and respond appropriately to both positive and negative feedback
- Make requests for assistance from others
- Recognise and express their own feelings

Staying an Adult

Questions to help you stay in the adult state...

- Can you help me understand what you mean by that?
- How have you done this in the past?
- What do you need from me to move forward?
-
-
-
-
-



Giving Great Feedback

Giving and receiving feedback is one of the most powerful tools we have for improving performance, communication and trust within a team. It turns everyday interactions into opportunities for growth and helps people understand the impact of their behaviour and actions.

Effective feedback is specific, timely and focused on what can be changed - not who a person is. In this session, we'll explore two practical frameworks - START (for positive feedback) and SARCC (for constructive feedback) - designed to make feedback easier to give and more meaningful to receive

Be Specific

Avoid “good job” or “interesting.” Instead, share what exactly you found valuable, clear, or effective.

“I liked how you used your Pulse Survey to start a conversation about communication.”

Be Constructive

If you offer suggestions, frame them positively and focus on improvement.

“One idea might be to share those survey results with your team more visually next time.”

Focus on Impact

Talk about what stood out to you - what made you think differently, what inspired you, or what could work on your farm.

“Your approach to start weekly check-ins gave me a practical idea for my own team.”

Keep it Balanced

Aim for one thing that’s working well and one idea for next time. This keeps the feedback useful and motivational.

Stay Respectful and Curious

Everyone is experimenting and learning. Listen with curiosity, not judgment.



Giving Great Feedback

S

Situation

T

Thanks

A

Ask Questions

R

Results of their effort

T

Thanks Again



S

Situation

A

Ask Questions

R

Result of the situation

C

Change Required

C

Consequences

Workshop Summary



Eagle

- Decisive
- Competitive
- Aggressive
- Blunt
- Bold



Owl

- Orderly
- Analytical
- Thorough
- Critical
- Accurate



Peacock

- Spontaneous
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- Considerate
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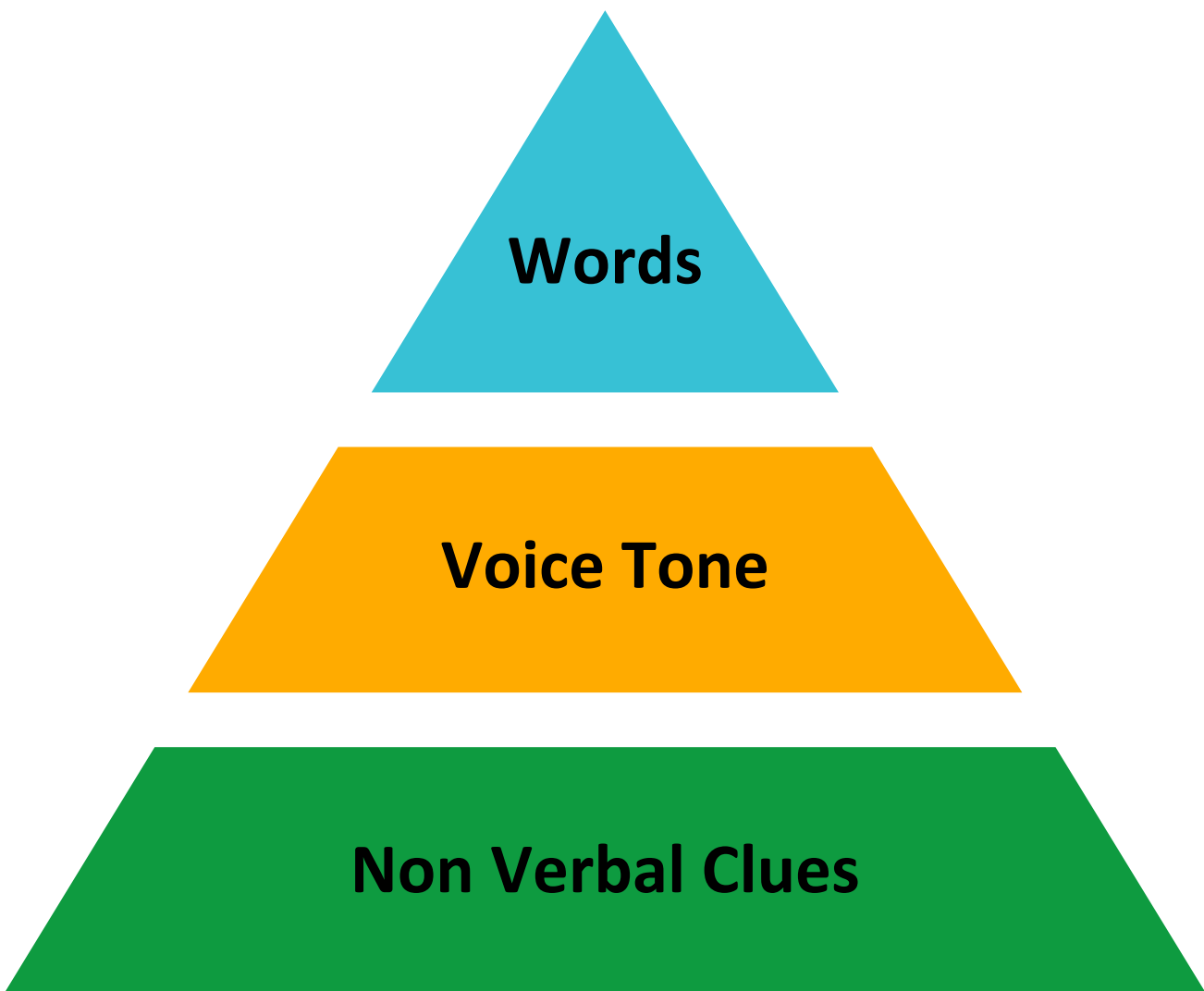
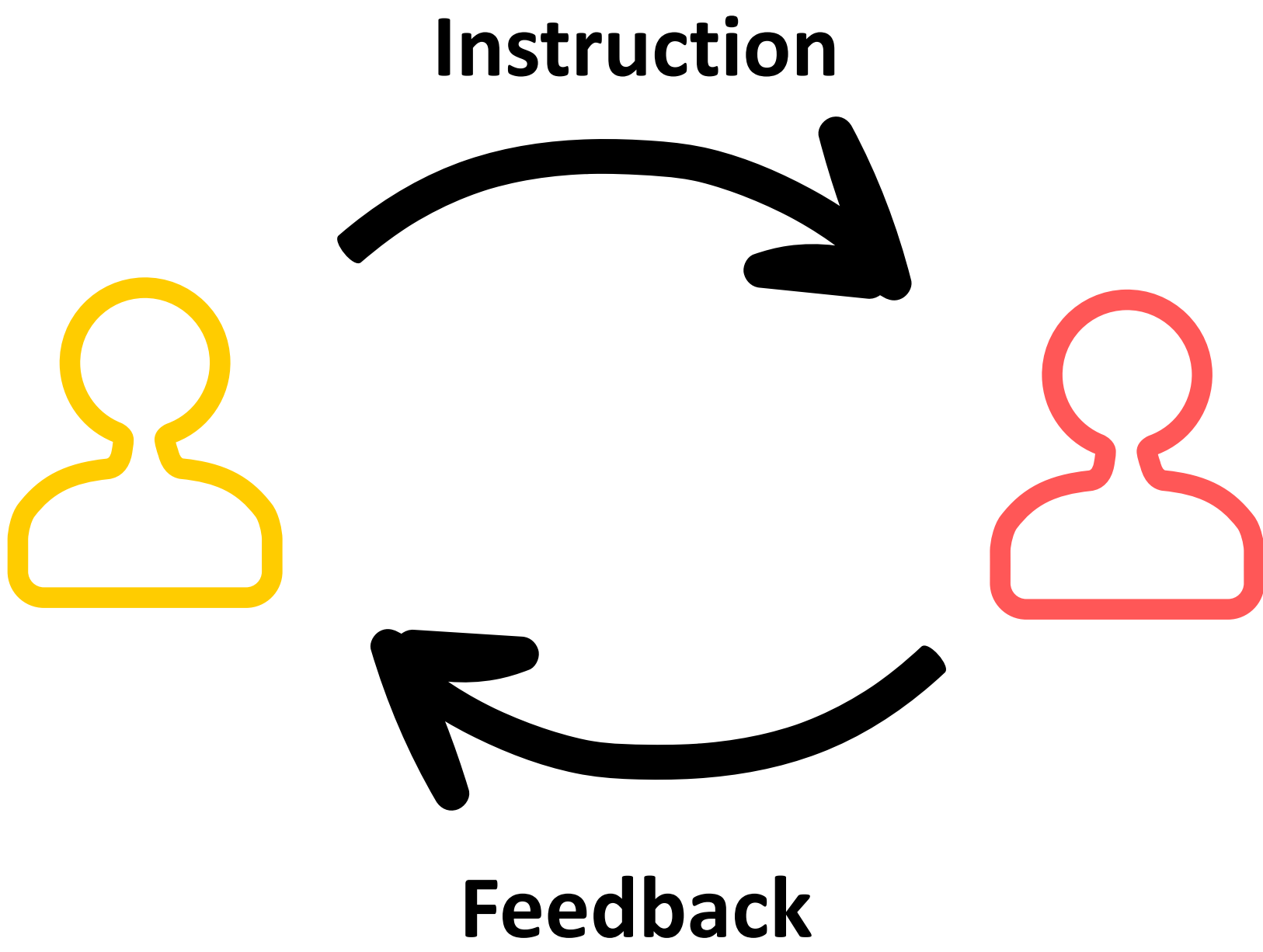
The Child



The Parent



The Adult



- S** Situation
- A** Ask Questions
- R** Result of the situation
- C** Change Required
- C** Consequences

- S** Situation
- T** Thanks
- A** Ask Questions
- R** Results of their effort
- T** Thanks Again



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