

EEOC EXCEL Conference

“Conflict and Communications”

Wednesday, August 28, 2013 – 1:30PM - 3:00PM

Presenter: Anne Bachle Fifer

ACTIVE LISTENING TECHNIQUES

Statements that help the other person talk.

Statement	Purpose	To do this...	Examples
Encouraging	<ol style="list-style-type: none"> To convey interest To encourage the other person to keep talking 	<ul style="list-style-type: none"> ...don't agree or disagree ...use neutral words ...use varying voice intonations 	<ol style="list-style-type: none"> "Can you tell me more?"
Clarifying	<ol style="list-style-type: none"> To help you clarify what is said To get more information To help the speaker see other points of view 	<ul style="list-style-type: none"> ...ask questions ...restate wrong interpretation to force the speaker to explain further 	<ol style="list-style-type: none"> "When did this happen?"
Restating	<ol style="list-style-type: none"> To show you are listening and understanding what is being said To check your meaning and interpretation 	<ul style="list-style-type: none"> ...restate the basic ideas and facts 	<ol style="list-style-type: none"> "So you would like your parents to trust you more, is that right?"
Reflecting	<ol style="list-style-type: none"> To show that you understand how that person feels To help the person evaluate his or her own feelings after hearing them expressed by someone else 	<ul style="list-style-type: none"> ...reflect the speaker's basic feelings 	<ol style="list-style-type: none"> "You seem very upset."
Summarizing	<ol style="list-style-type: none"> To review progress To pull together important ideas and facts To establish a basis for further discussion 	<ul style="list-style-type: none"> ...restate major ideas expressed, including feelings 	<ol style="list-style-type: none"> "These seem to be the key ideas you've expressed."
Validating	<ol style="list-style-type: none"> To acknowledge the worthiness of the other person 	<ul style="list-style-type: none"> ...acknowledge the value of their issues and feelings ...show appreciation for their efforts and actions 	<ol style="list-style-type: none"> "I appreciate your willingness to resolve this matter."

Active Listening: Paraphrasing

1. Summarize the content concisely
2. Reflect back the feelings expressed
3. Neutralize any “loaded” terms

“Feelings” Words

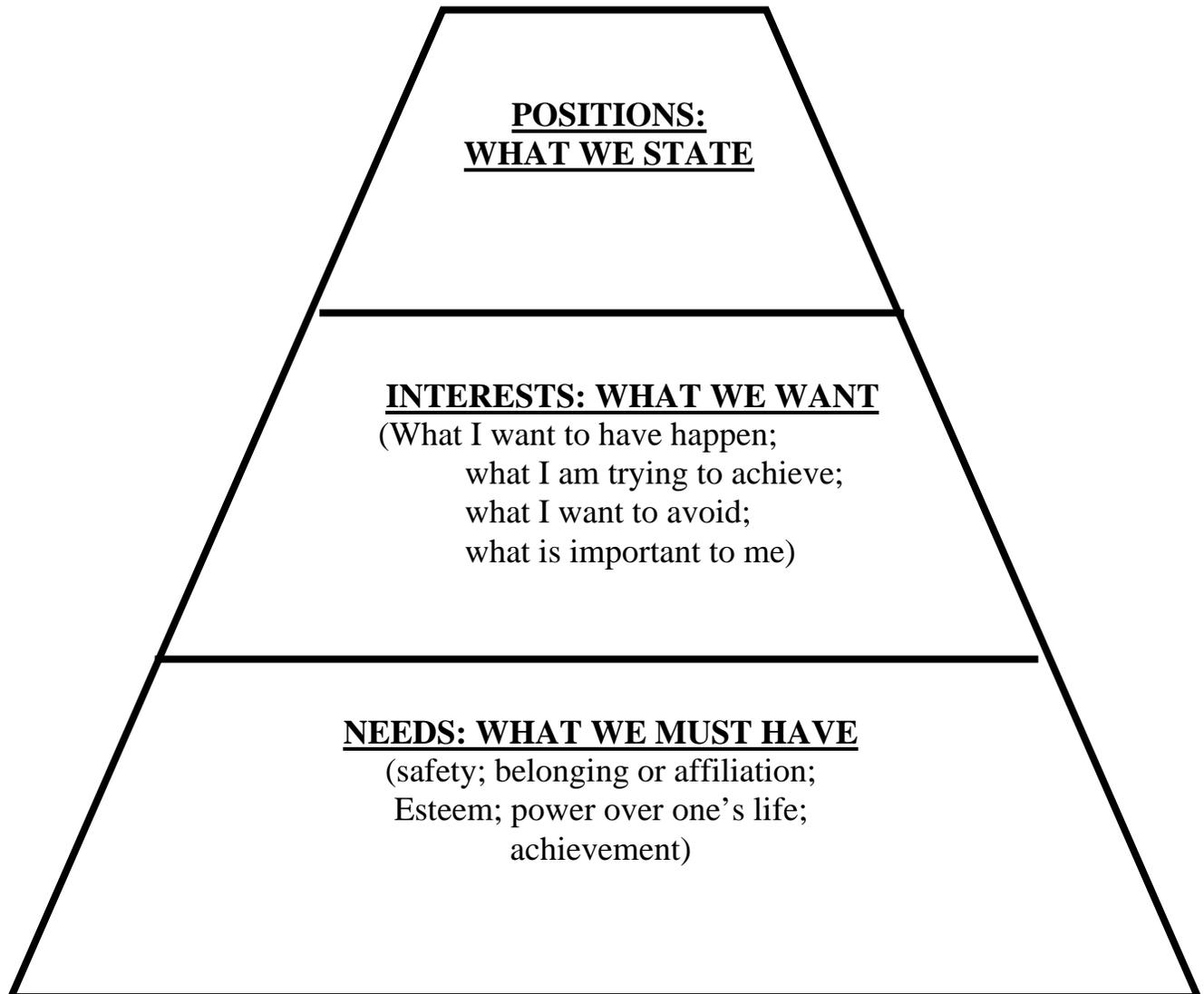
<u>Mad</u>	<u>Sad</u>	<u>Glad</u>
<ul style="list-style-type: none">• upset• frustrated• angry• offended• troubled	<ul style="list-style-type: none">• concerned• disappointed• unhappy• anxious• hurt	<ul style="list-style-type: none">• pleased• content• relieved• satisfied

Paraphrase in Neutral Language

1. Can you believe anyone would do anything so stupid?
2. I've never met anyone so hard-headed in all my life.
3. I don't know why I'm wasting my time with these jerks.
4. She changes her mind faster than Cher changes hairstyles.
5. I'm tired of taking the blame for their careless mistakes.

The PIN Pyramid

Lauderdale & Lauderdale Associates



Lou & Dale – A Roleplay

LOU

You have been an analyst with the State for 27 years, and have 3 years to go until your retirement. You now have more longevity than anyone else in the department. During this time, you have seen a lot of changes, and feel you have adapted to them well. But lately it seems like your department is wasting a lot of time on re-organizing, and you're getting fed up with it. You agree that the department is not as productive or innovative as it used to be, but the latest management technique is not going to solve anything; people should just buckle down and get their job done.

You see your colleague, Dale, as the instigator of all this "innovation." Dale, another analyst, came in just three years ago with a Master's degree, and has persuaded the department supervisors to re-organize everything around the "team" concept. Job titles and other terminology have been changed, but it all feels like window-dressing to you. Dale likes to use fancy jargon and acronyms, but never seems to get to the point. Dale has convinced your boss—now called "team leader"-- to spend time at staff meetings doing things like "focus groups" and "charettes." The other "team members" don't seem to mind, but it all seems very inefficient to you.

You don't have a Master's degree—you never felt you needed it. You used to be proud to be a state employee, but now you can see why state employees are the butt of jokes: it seems like the department spends so much time in meetings that there's no time to get any work done. You're not opposed to new ideas, but these folks seem to think that "new" is automatically "better," and you've been around long enough to know that is definitely not true.

At the staff meeting last Friday, you refused to participate in yet another of Dale's little group-brainstorming-with-a-flipchart sessions. Afterwards, in the hall, Dale angrily asked you what your problem was, and you made some snide comments back to Dale.

Lou & Dale – A Roleplay

DALE

You have been an analyst with the State for 3 years, and for the most part you really enjoy your job. You earned a Master's degree in Public Administration prior to joining the State, and you are still optimistic that your department can effect some positive changes for the good of all the residents of the State. But you know now that it will take a lot longer than you first envisioned.

One of the reasons it's taking so long to implement some of the concepts you learned in graduate school is your colleague, Lou. Lou has been an analyst with the department for decades, and seems unwilling to consider any of your ideas about how things could be improved. It seems to you that the mindset and organization of this department is stuck in the 1980's, and the whole department is suffering because of that. You believe you were hired in part because you could offer creative concepts and new ways of solving old problems, and your team leader has encouraged you to present these ideas at staff meetings. You are proud of the work accomplished thus far – for example, the organizational structure is no longer hierarchical, but more of a “team” concept, and most of the other team members have embraced your techniques such as brainstorming, focus groups, and charettes, to “think outside of the box.” But it seems like nothing you do pleases Lou.

Last Friday, you were leading another brainstorming session, jotting everyone's ideas down on a flipchart, and, as usual, Lou was not participating, so you tried once more to invite Lou's participation, to no avail. It made you mad—Lou is holding back the progress of the whole department. So, after the meeting, you (maybe a bit angrily) asked Lou in the hall what the problem was. Lou made a snide remark to you.

Identifying Issues/Positions/Interests/Needs

Issue:

--

A

B

Positions:

--

--

Interests:

A

Common Interests

B

A	Common Interests	B

Needs:

A

Common Needs

B

A	Common Needs	B

Taking Responsibility

“I may be only 2% responsible for this conflict, but I’m 100% responsible for my 2%.”

-- *Peacemaker Ministries*

“Blame Game”

Interests:	Carol (boss)	Common Interests	Bill (worker)

Needs:	Carol (boss)	Common Needs	Bill (worker)