

Analyzing & Resolving Conflict

Berkeley Staff Ombuds Office



CONFLICT

IS AN OPPORTUNITY FOR GROWTH



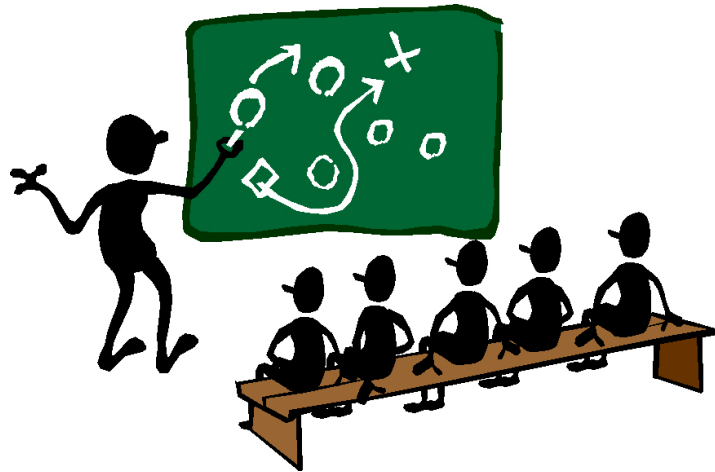
Learning Objectives

By the end of this workshop, participants will be able to:

- Identify their own conflict style and differentiate between other conflict styles
- Assess which conflict style to use and the advantages and disadvantages of each style
- Reframe positions to reveal underlying interests
- Identify common assumptions in conflict
- Recognize common filters that impact perceptions of your own behavior and others when conflict is present
- Create a communication plan for effective problem-solving conversations
- Describe the differences between UC Berkeley resources for managing conflict



Agenda: The Game Plan



ANALYZING CONFLICT

- Understanding Conflict Styles
- Identifying Underlying Interests
- Recognizing Common Assumptions
- Clarifying Your Goals

RESOLVING CONFLICT

- Conflict Escalation Cycle
- Pathway for Constructive Conversations
- Conflict Management Systems and Resources
- Learning Review & Evaluation

UC Berkeley's Core Competencies

Today's learning points as related to the Core Competencies:

Inclusiveness

- Is self-reflective.
- Recognizes different conflict styles and their advantages and disadvantages.
- Demonstrates understanding for the perspective of others.

Managing People

- Utilizes appropriate conflict management systems and campus resources to resolve or handle disputes or disagreements.
- Prevents escalation of conflict by increasing understanding and finding mutually agreeable solutions.

Problem Solving

- Eliminates barriers to conflict resolution by increasing understanding of individuals' positions, rights, and underlying interests.
- Tests assumptions involved in conflict to find possible solutions.

Communication

- Creates an effective communication plan.
- Uses non-defensive forms of communication.
- Is aware of tone & body language.

Teamwork

- Works in partnership with others.
- Is flexible.
- Encourages collaboration.



Risk Management

- Over the past 5 years, UC Berkeley Employment Practices Liability (EPL) has fluctuated greatly from a high of \$3.3 million to less than \$400 thousand per year.
- A single lawsuit can significantly impact EPL costs for the campus.

According to national research:

- Average EPL judgements equal \$397,132 per case, not including plaintiffs' fees or defense expenses.¹
- For employment cases that result in defense and settlement payments, the average cost is \$160,000 per case and takes an average of 318 days.²
- California employers have a 46% higher chance of employment litigation than the national average.³



¹ Johnson Financial Group, *Employment Practices Liability in the #MeToo Era* (Oct. 25, 2018) (citing EMPLOYMENT PRACTICE LIABILITY: JURY AWARD TRENDS AND STATISTICS 2016 ed. Jury Verdict Research).

² 2017 Hiscox Guide to Employee Lawsuits

³ *Id.*

Risk Management

Resolving conflict **early on** reduces risk:

*According to employee surveys over the past 5 years, an average of **8%** of respondents said they would have filed a lawsuit and **24%** would have filed a formal complaint had they not used Ombuds services.*



Additional Costs

- Wasted Time
- Lower Motivation
- Increased Turnover
- Disruptive Restructuring

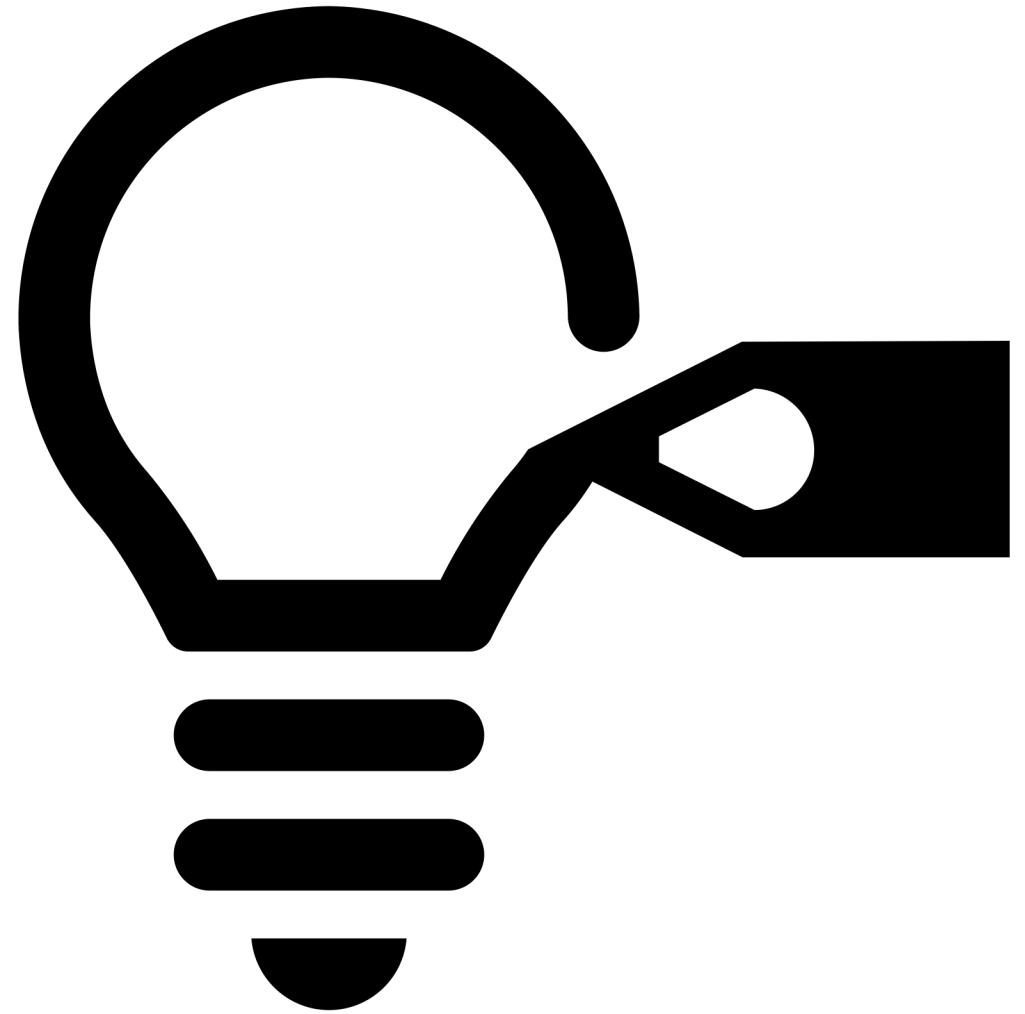


Engagement Agreements

- Participate fully to support learning – Try it on!
- Take space – Make space
- Be prompt returning from breaks
- Stay present and engaged
 - Check email during breaks only
 - Use laptops *only* to access workshop materials or take notes.
 - Turn cell phones off or to vibrate – if you must take a call, take it outside
- No side conversations, ask questions to the presenter, not your neighbor
- Respect confidentiality
- Have fun!



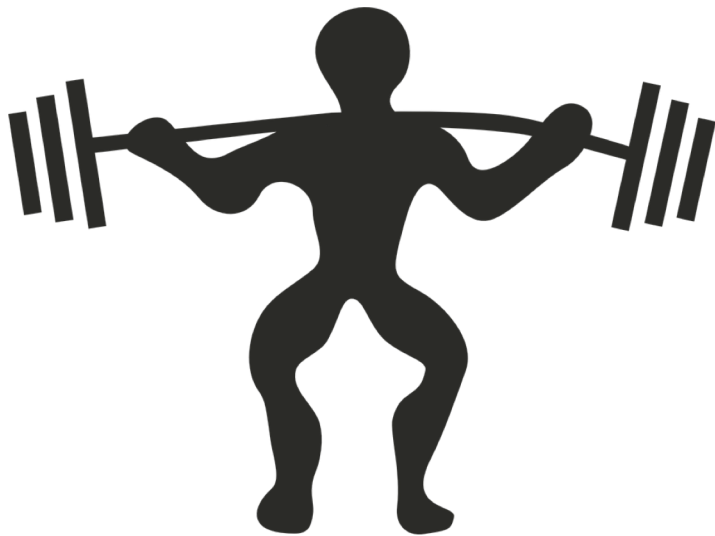
PART 1: ANALYZING CONFLICT



UNDERSTANDING CONFLICT STYLES

EXERCISE

10 minutes



1. Think of a **workplace** situation(s) in which your wishes differ from the wishes of someone else.
2. Look at each pair of statements. For each pair, please circle (A) or (B), depending on which statement is most characteristic of your own behavior.
3. Take your score: Using the score sheet, circle the letters you circled on each item of the questionnaire.
4. Total your scores: Add the numbers of items circled in each column and put your score on the blank line under each column.
5. Each Column is numbered 1 thru 5. Identify the Column number in which you scored the highest.
6. When you are done, turn your score sheet over.

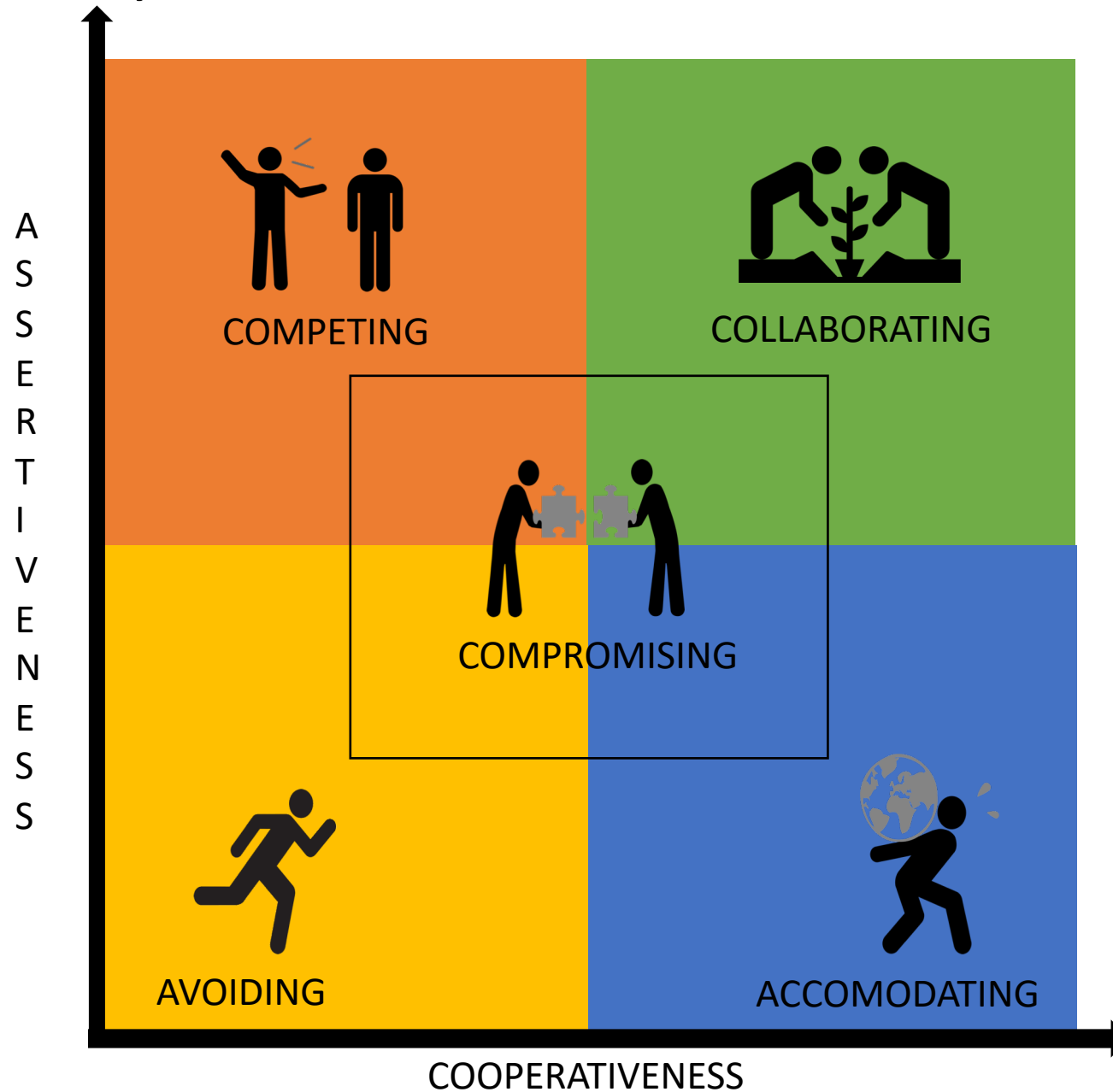
Get Up and Move



Look around the room and find the sign with your highest scoring column number.

Get up and move. If your scores are tied, select the sign with the fewest people.

Conflict Styles: Dual Concern Model



Source: Thomas-Kilmann Conflict Mode Instrument
www.kilmanndiagnostics.com



GROUP WORK

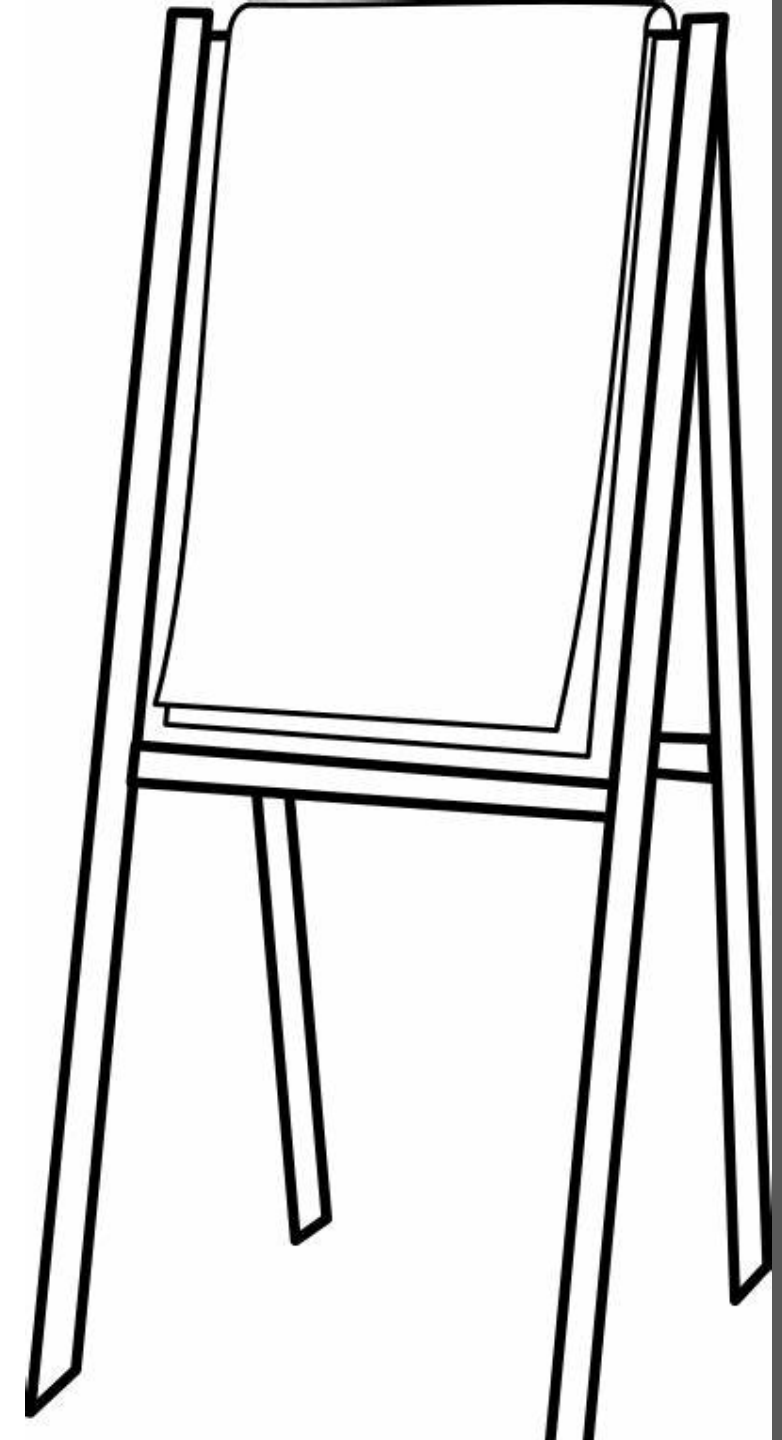
INSTRUCTIONS:

- 1. Identify your conflict style or make your best guess*
- 2. Confirm your style*

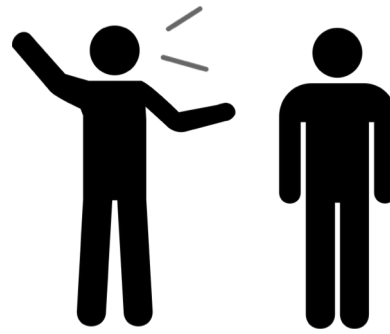
DISCUSS & CHART

➤ Select a Facilitator and Chart Writer!

- How do you recognize when you are behaving in this particular conflict style? What **behaviors** do you exhibit?
- What are the **advantages and disadvantages** of this conflict style?
- How does your conflict style **impact your ability to manage**? What is the impact of your conflict style on your team?



COMPETITORS

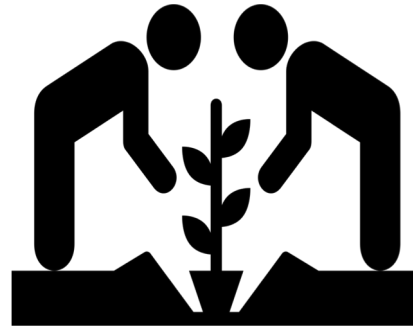


ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none">• Control the agenda/frame the issues	<ul style="list-style-type: none">• Not listening to other side so lost opportunities
<ul style="list-style-type: none">• Can be motivating	<ul style="list-style-type: none">• Can be polarizing/damage relationships
<ul style="list-style-type: none">• Useful when quick direction is needed	<ul style="list-style-type: none">• High risk of escalation

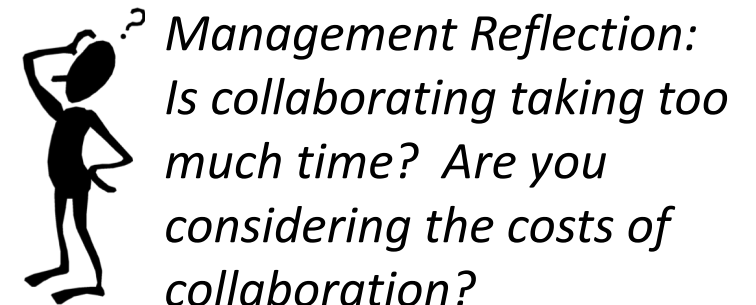


*Management Reflection:
Are competitors damaging
relationships and losing
opportunities for the
team?*

COLLABORATORS

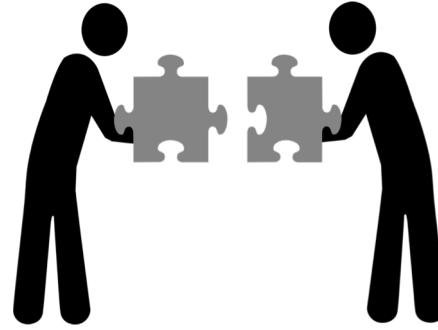


ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none">• Encourages brainstorming & best ideas to emerge	<ul style="list-style-type: none">• Takes a great deal of time/exhausting
<ul style="list-style-type: none">• Satisfies interests of all parties	<ul style="list-style-type: none">• May spend time discussing issues that seem trivial
<ul style="list-style-type: none">• Buy in and follow through	<ul style="list-style-type: none">• Ineffective if decision already made/ “window-dressing”



*Management Reflection:
Is collaborating taking too
much time? Are you
considering the costs of
collaboration?*

COMPROMISERS



ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none">• Each party gets something	<ul style="list-style-type: none">• Each party concedes something/lost value
<ul style="list-style-type: none">• Depending on the compromise, may preserve the relationship	<ul style="list-style-type: none">• Difficult to do/harm caused when compromise is unethical or immoral
<ul style="list-style-type: none">• Expedient	<ul style="list-style-type: none">• Multiple rounds of back and forth involved in negotiation



*Management Reflection:
Do you push for a
compromise just for the
sake of agreement?*

AVOIDERS



ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none">• Can be strategic when situation will resolve on its own due to timing, organizational change, restructuring, etc.	<ul style="list-style-type: none">• Problem may never resolve or escalate
<ul style="list-style-type: none">• Non-reactive. Short-term avoidance can allow the parties to cool down.	<ul style="list-style-type: none">• Can really upset those who want to engage
<ul style="list-style-type: none">• Don't have to waste time trying to solve the problem	<ul style="list-style-type: none">• Leaves outcome to chance or the other party may prevail

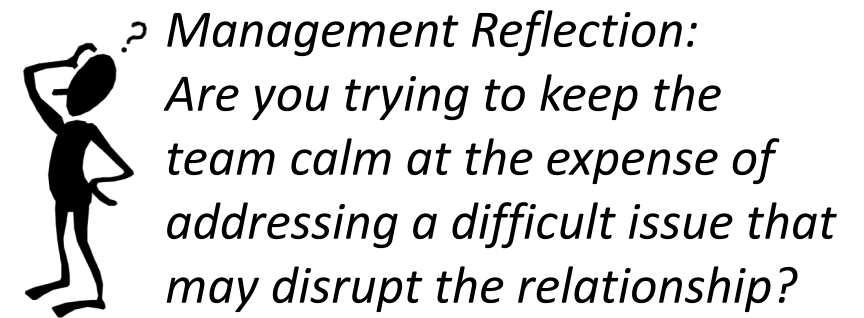


*Management Reflection:
Do you avoid intervening and
let employees figure it out in
situations where management
action is needed?*

ACCOMMODATORS



ADVANTAGES	DISADVANTAGES
<ul style="list-style-type: none">• Preserves harmony and strengthens relationships	<ul style="list-style-type: none">• If forced or pressured to accommodate, may end up feeling resentful
<ul style="list-style-type: none">• Good approach if one person's stakes are much higher than the others	<ul style="list-style-type: none">• Bad approach if accommodating on goals/principles/values that should not be sacrificed
<ul style="list-style-type: none">• Many allies when able to accommodate everyone's needs	<ul style="list-style-type: none">• Trying to keep everyone happy, may not keep anyone happy



*Management Reflection:
Are you trying to keep the team calm at the expense of addressing a difficult issue that may disrupt the relationship?*

Conflict Styles at Work



Hypothetical Scenario

You are a Business & Financial Systems Manager. You have asked Sam, a Project Analyst on your team, to provide you with a financial report by 5 p.m., June 12th. You need this report completed within 48 hours because you are preparing for a year end review. Sam does not like having deadlines and doesn't believe he can complete the report within this timeframe; however, you are confident he can because the report simply requires gathering and organizing the information.

Conflict Styles at Work



How does your conflict style
impact your response?

IDENTIFYING UNDERLYING INTERESTS



POSITION

WHAT a person wants

UNDERLYING INTEREST

Explores WHY

Underlying Interests

CONNECTION:

Acceptance
Affection
Appreciation
Belonging
Cooperation
Communication
Closeness
Community
Companionship
Compassion
Consideration
Consistency
Empathy
Inclusion
Mutuality
Nurturing
Recognition
Respect/Self-respect
Safety
Security
Stability
Support
Visibility
Trust
Warmth

HONESTY:

Authenticity
Integrity
Presence

AUTONOMY:

Choice
Freedom
Independence
Space
Spontaneity

MEANING:

Awareness
Challenge
Clarity
Competence
Consciousness
Contribution
Creativity
Discovery
Efficacy
Effectiveness
Growth
Hope
Learning
Participation
Purpose
Self-expression
Stimulation
Understanding

PEACE:

Equality
Harmony
Inspiration
Order

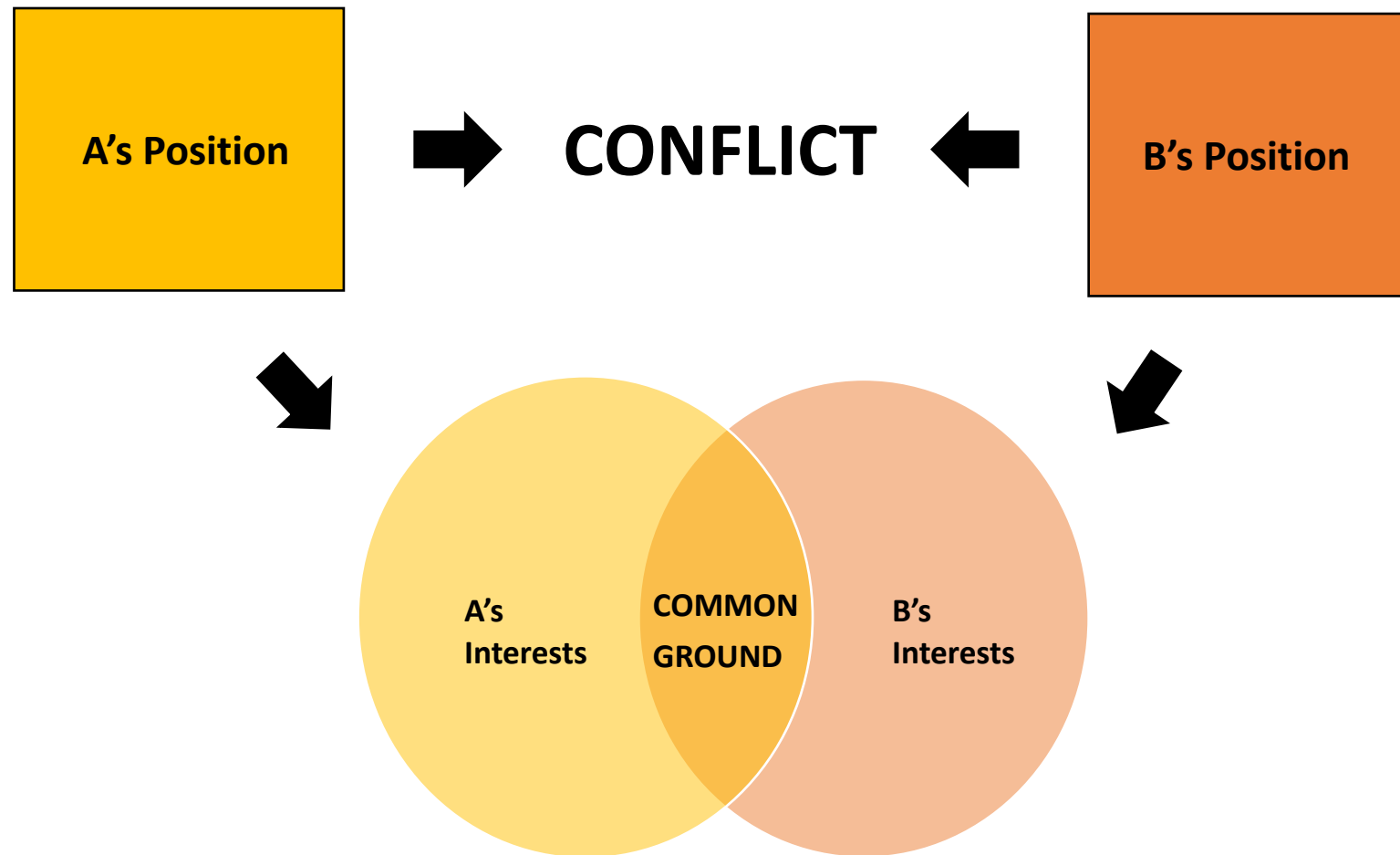
OTHERS:

Moving from Positions to Interests . . .



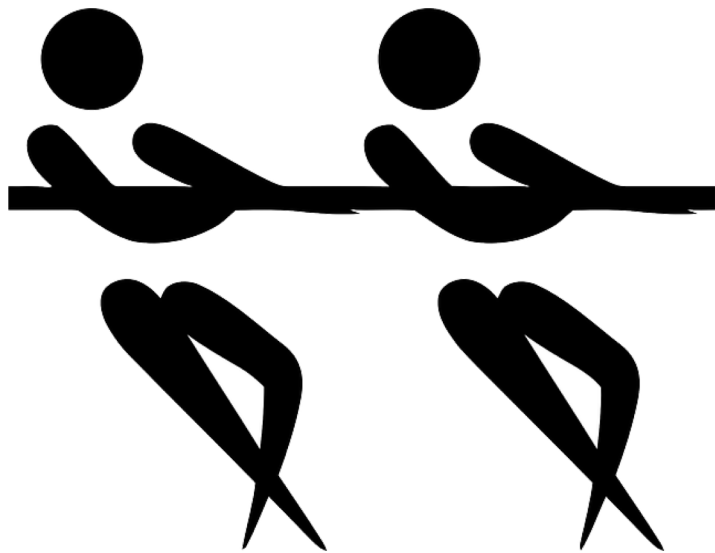
POSITION	INTEREST
I want to be reclassified.	
I want my name on the infographic.	
I hate being micromanaged.	
I want to be cc'd on those emails.	
I don't want you to use your laptop during this workshop.	

Moving from Positions to Interests . . .



More Opportunity to Find Resolution

Example



Hypothetical Scenario

Andy oversees the Operations Unit. Becca, one of his employees, keeps asking for a specific assignment because she would like to work with a region with higher visibility. Becca has worked for the department for 7 years and believes she has established herself a hard, result-oriented worker. As a result, she believes she is ready for this type of challenging assignment.

Andy doesn't think Becca is a good fit for the region she's requesting because the Regional Director is extremely demanding and can be difficult to work with. Becca needs to be more accommodating and has difficulty establishing collaborative relationships. Andy wants Becca to advance in her career, but is worried that if she is assigned to this project, his own workload will increase because he will need to intervene to resolve conflicts that escalate.

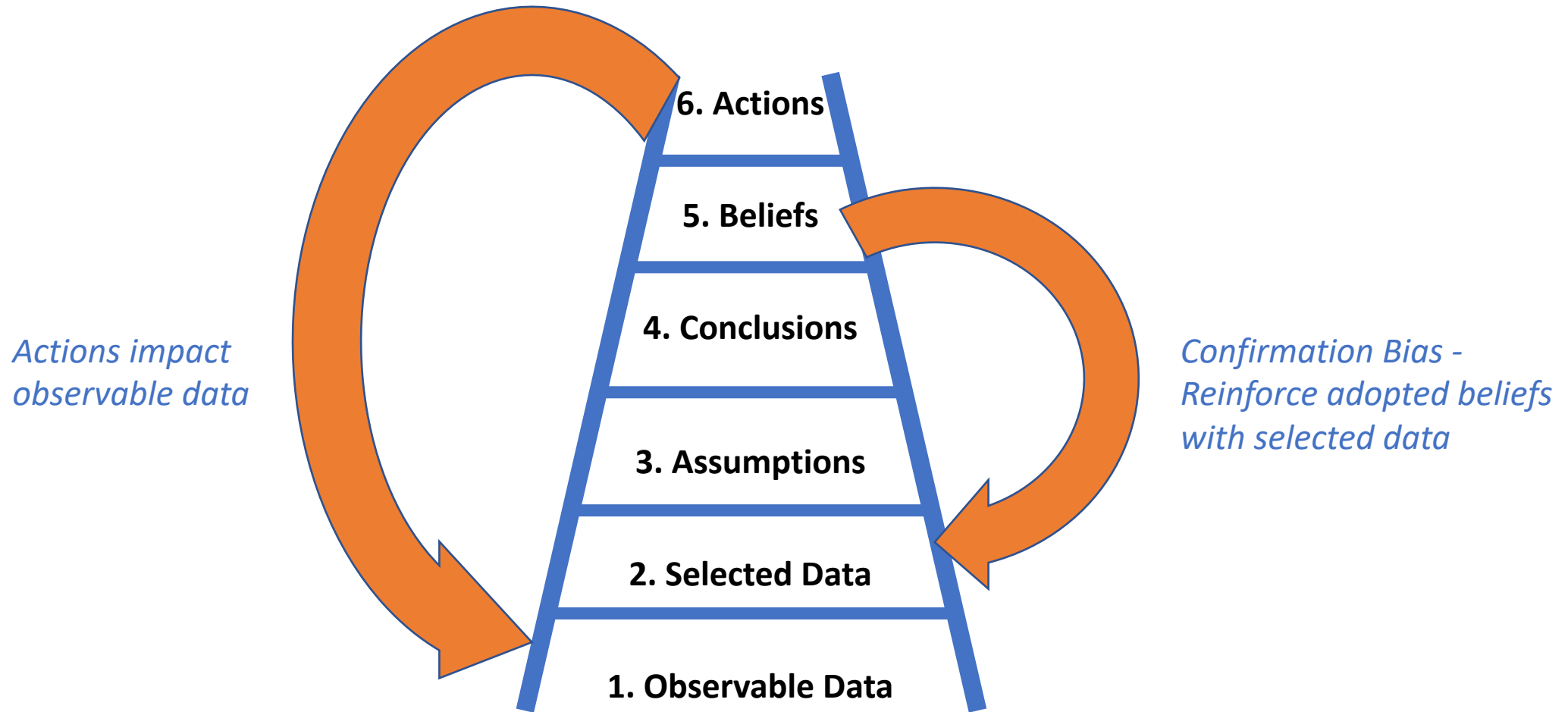
Underlying Interests Explored

A's Interest	B's Interest
Harmony	Visibility
Effectiveness	Recognition
Time	Challenge
Growth	Growth

RECOGNIZING COMMON ASSUMPTIONS



Ladder of Inference



Test Your Assumptions

- How do you know this is true?
- Why would a reasonable, rational, decent person do this?
- What else could be going on?
- **Check in & ASK!**



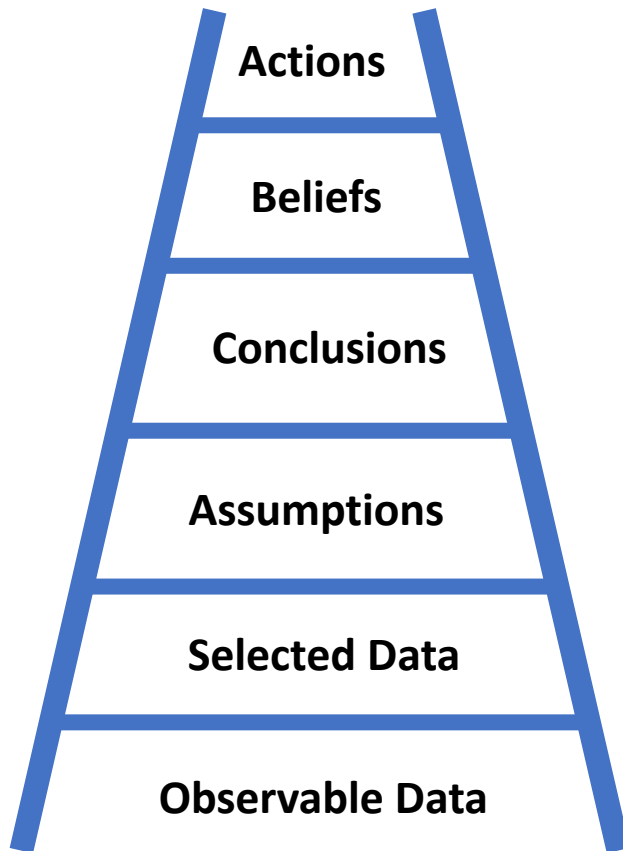


Berkeley Staff Ombuds Office

ASSUMPTIONS OFTEN OCCUR
WHEN WE PRESUME
INDIVIDUALS SHARE YOUR SAME

- VALUES
- KNOWLEDGE
- UNDERSTANDING

EXAMPLE



Next time there is a project or advancement opportunity, give it to Paula.
Next time there is a project or advancement opportunity, give it to someone else.

Paula has high leadership potential.
Paula has low leadership potential.

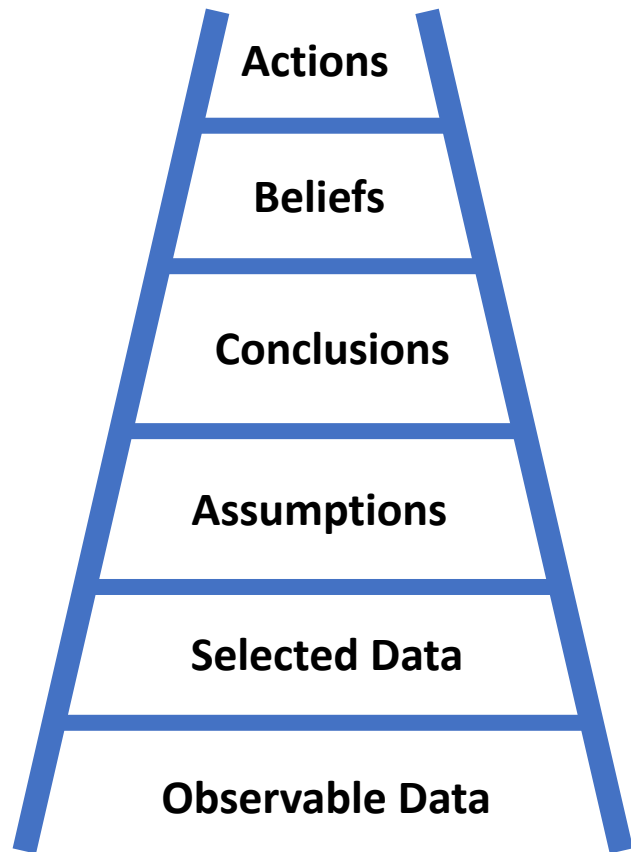
Paula is a strong project lead.
Paula is not competent; she's not assertive.

Paula knows how to develop others.
Paula does not understand the issues.

Paula let her team members showcase their great work.
Paula's team members did all the presenting.

Project Manager Paula brings her team to present at a Leadership Meeting.
Paula introduces her team.

EXAMPLE



Team B disengages and quality of work suffers.

You don't care about Team B.

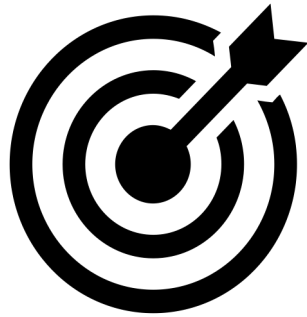
You favor Team A over Team B.

You selected Team A because you think they are better at getting the job done.

Team B members forgot that many on the team complained to management about their workload last semester.

You gave overtime opportunities to Team A not Team B this semester.

CLARIFYING YOUR GOALS



What do you really want for:

- yourself?
- others?
- the relationship?
- the organization?



Preparation is Key



Tips

- Analyze before you engage. Complete the Analyzing Conflict Worksheet.
- Visit the Ombuds.
- Get an objective third party perspective.

PART 2: RESOLVING CONFLICT





Hot system

is an impulsive, reactive
automatic system.



Cool system

is a rational, strategic,
contemplative system.

Reaction

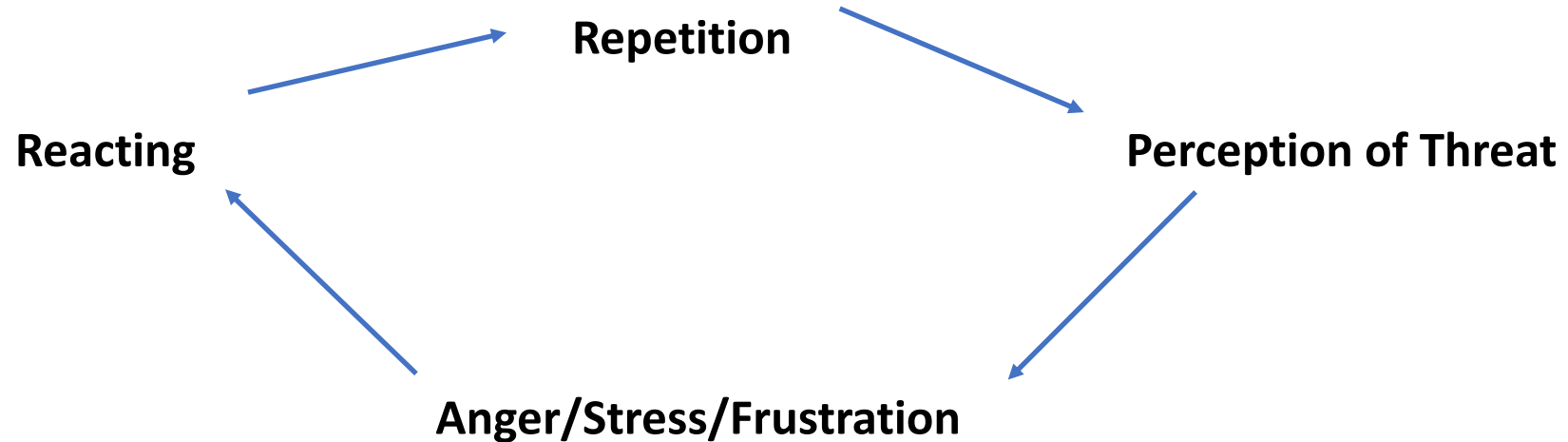


Response

Conflict Escalation Cycle



Trigger or Hot Button



Power-Plays

- Threatening
- Getting others to take sides
- Yelling
- Using hostile gestures

Walk-Aways

- Avoiding/Withdrawing
- Withholding information
- Not returning messages
- Giving silent treatment

Before You Engage



1. Take Your Emotional Temperature

- On a scale of 1-10, how upset or triggered are you?
- On a scale of 1-10, what is your capacity for dealing with these feelings?



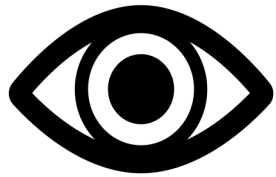
2. How can you reactivate your “cool” system? How can you get calm enough to engage constructively?

Activate Your “Cool” System



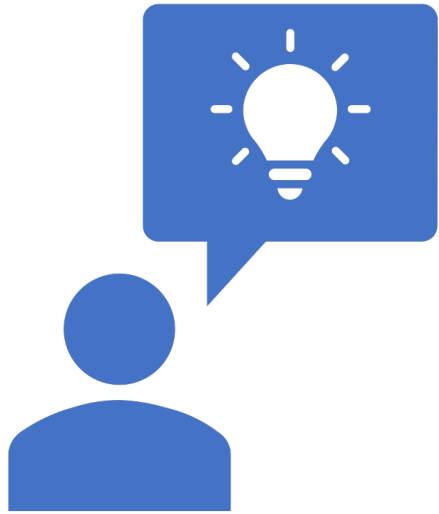
- “Vent” responsibly
- Practice self care
- Breathe
- Use “anchoring”
- Say a mantra
- Name feelings
- Take a break
- Clear your filters . . .

Clear Your Filters



What story am I telling myself?

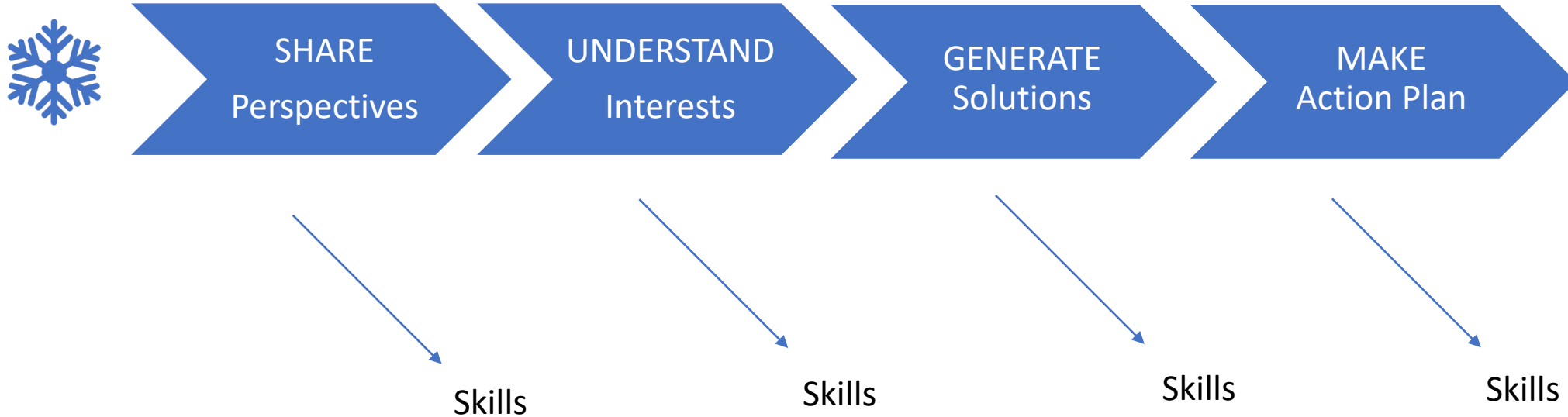
View of Others	View of Self
Overly emotional	Passionate
Closed-minded, argumentative	Committed
Know-it-all, arrogant	Knowledgeable, confident
Stalling	Thorough, thoughtful
Aggressive, demanding, pushy, controlling	Strong, decisive, bold, action-oriented
Manipulative	Strategic
Flattering, insincere, not trust worthy	Friendly, supportive, eager to please
Gossipy, interfering	Sociable, team-building
Passive, cowardly	Cautious, realistic
Anti-social, cold, a loner	Reserved, shy, polite



BE CAREFUL OF YOUR
THOUGHTS; THEY MAY
BECOME WORDS AT ANY
MOMENT.

~ Ira Glassen

Pathway for Constructive Conversations



SHARE PERSPECTIVES

Skill 1: Framing

The way people present their CONCERNS, ISSUES, IDEAS, PROBLEMS, OR UNHAPPINESS



UNCONSTRUCTIVE

Your ideas have no merit.



CONSTRUCTIVE

Let's discuss our different approaches.

Source: Bernie Mayer, The Werner Institute for Negotiation and Dispute Resolution, Creighton University School of Law, Framing & Reframing in Negotiation, Feb. 12, 2015.

3-2-1 Framing

Steve Lancken, Framing a Conversation, May 5, 2016

3rd Party Perspective

Example: “We’ve been having some trouble coming to a workable agreement about your starting times.”

- View from the balcony/bystander
- Objectively states the problem
- Uses “we” language

2nd Person Perspective

Example: You’ve told me that you need flexibility because you have responsibilities to your child and also it takes a really long time to get here in traffic.

- Demonstrate understanding for other person’s perspective
- Highlight possible **underlying interests**. (Note: If you don’t know, ask.)

1st Person Perspective

Example: I need to have predictability and reliability to ensure that the office is manned and also to ensure that other volunteers aren’t burdened with extra work.

- Express your perspective and **underlying interests** using neutral language
- Don’t label or use “you” messages (e.g. “You are not reliable.”)

MAKE A JOINT PROBLEM SOLVING STATEMENT

Example: I’d really like to work this out so that you have sufficient flexibility and I don’t need to be burdening other volunteers with extra hours.

SHARE PERSPECTIVES

Skill 2: Using “I” Messages

1. When _____,
[describe specific objective actions/behaviors]
2. I feel/experience _____.
[describe the impact on you/your work]
3. So going forward I’d appreciate it if we could.../could we...? _____.
[describe preferred actions/behaviors]

Example

You Message

You are not a team player.

I Message

- 1. When you work independently and don't provide updates to the team,*
- 2. I'm unable to manage the project effectively and other team members end up duplicating work.*
- 3. So going forward, I'd appreciate it if you could provide project updates at our weekly team meetings.*

A Word of Caution



Don't be fooled! These are not "I" Messages:

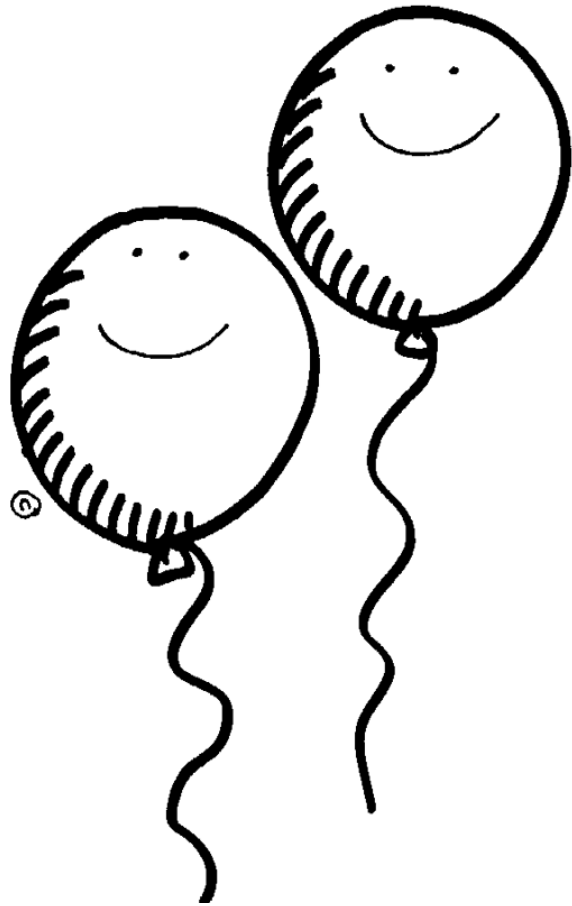


A Word of Hope



*People may avoid difficult experiences because they **misjudge** how they will feel and **overestimate** the negative emotions they will experience.*

Lench, H. C., Levine, L. J., Perez, K., Carpenter, Z., Carlson, S. J., & Bench, S. W. (in press). When and why people misestimate future feelings. *Journal of Personality and Social Psychology*.



PEER COACHING EXERCISE

- Think of an issue you'd like to discuss with a team member.
- Create "I" Message
- How you would raise this issue using 3-2-1 Framing?
- Practice delivering this message.

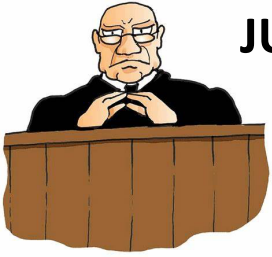
UNDERSTAND INTERSTS

Skill 1: Active Listening

Listening is our access to understanding.

1. Allows the speaker to let off steam
2. You show them that you care
3. You can listen for what problem to solve
4. You listen to identify the **underlying interests**, the key to resolution.

Typical Thoughts While Listening



JUDGING: *This is a very bad idea . . .*



ADVISING: *Obviously, what you need to do is . . .*



DEFENDING: *This wasn't my fault . . .*



ARGUING: *That isn't the point . . .*



DAYDREAMING: *What am I going to eat for dinner . . .*

Active Listening Stance

1. REALIGN YOUR INTERNAL VOICE

- “First seek to understand, then be understood.” ~ Stephen Covey
- Resist the urge to judge, defend, provide advice . . .
- Demonstrating understanding does not mean agreeing.

2. NEGOTIATE WITH YOURSELF TO BE CURIOUS

- Find a positive reason why you want to understand:
 - Learn useful information or what is being missed.
 - You cannot be judgmental and curious at the same time.
 - Demonstrate understanding so they are more open to listening to you.
You must be the change you wish to see . . . ~ Mahatma Gandhi
 - Encourages joint problem-solving and buy-in.
 - What do you have to lose?

No one ever lost his job by listening too much. ~ President Calvin Coolidge (aka “Silent Cal”)

3. EMPATHIZE

- Put yourself in the other person’s shoes and try to understand how they feel.

Active Listening Skills

Objective: Prove you understand

➤ Paraphrasing

- Restate or summarize what you've heard the other person say.

➤ Inquiring

- Ask questions to obtain more information about the problem
- Test and clarify your understanding through open ended questions.

➤ Acknowledging

- Demonstrate an accurate, non-judgmental understanding of the other person's perspectives, including their **underlying interests** and **feelings**.

Active Listening Examples

Encouraging Question – to convey interest and encourage the person to share

“Sounds like the main concerns/issues for you are...”
“So what you’re saying is ...”

Clarifying Question – to help clarify what was said and to get more information

“You seem really frustrated with ...”
“Sounds like you have an interest in...”

Paraphrase – to highlight key points; to establish where to go next; to confirm understanding

“When you said what did you mean?”

Acknowledge – emotions and underlying interests to prove you understand

“Tell me more about that.”
“I want to understand what has upset you.”
“How does this impact you?”

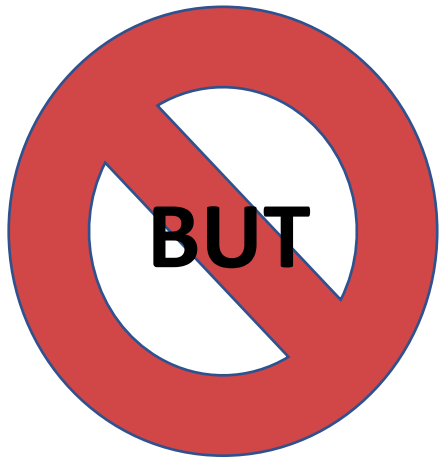
Active Listening Tips

- The more **specific** you are naming the emotion, demonstrating understanding, and acknowledging the underlying interest, the more a person feels heard.
- When you get it right there is a **release**.
- **Mirroring techniques** could be useful.
- **Tone** and **body language** shows you are interested.

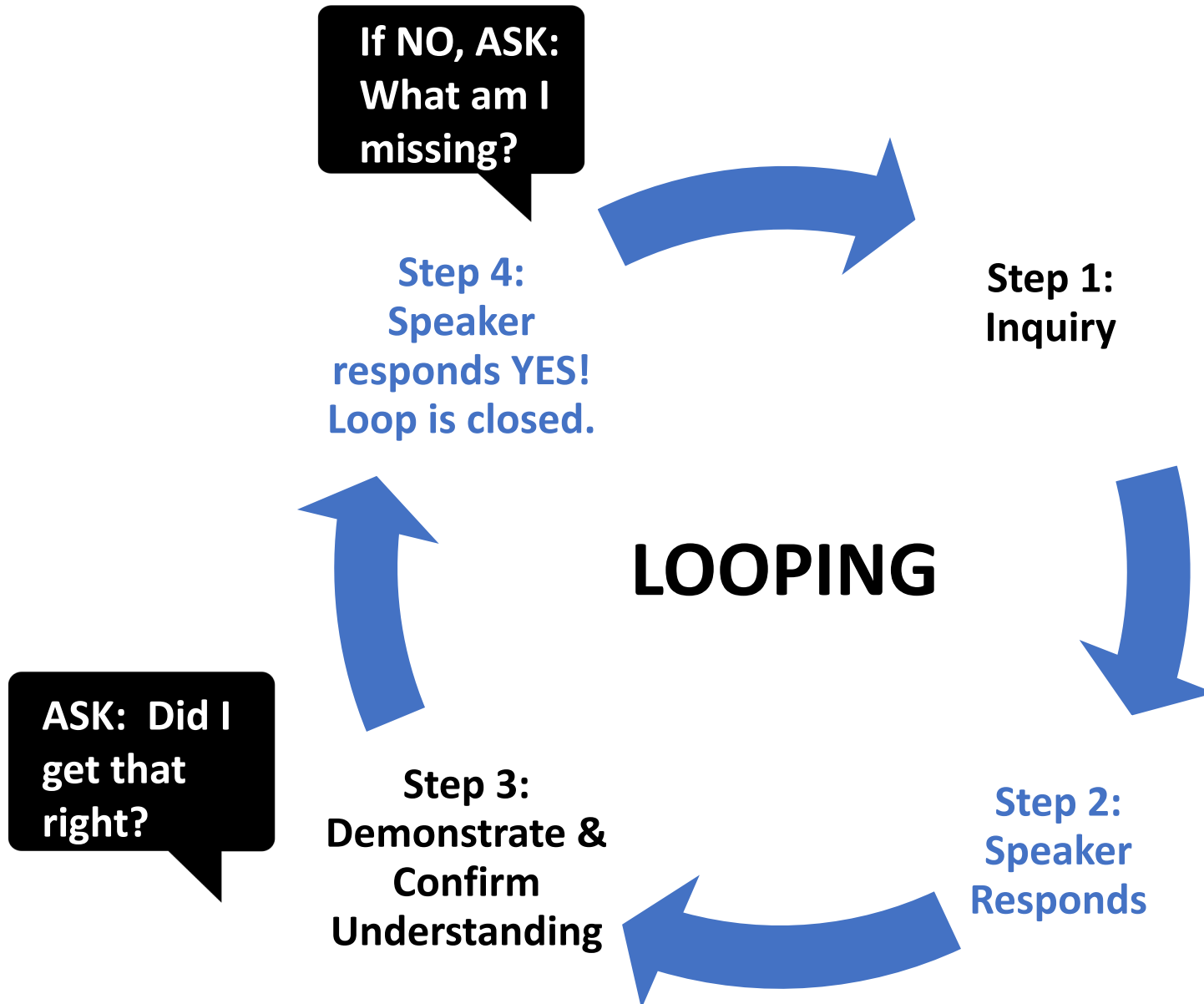
Scared	Angry	Sad
overwhelmed, embarrassed, discouraged, anxious...	frustrated, hurt, resentful, irritated...	lonely, bored, ashamed, remorseful...

Example: So when I drop by your office to talk about a project, you feel caught off guard.

A Word of Caution



The Loop of Understanding



Source: Gary Friedman & Jack Himmelstein, *The Loop of Understanding in MEDIATION: PRACTICE, POLICY & ETHICS* (Aspen 2006).



EXERCISE PART 1

- Find a group of three. Decide who will be the Speaker, Listener & Coach.
- The Speaker will tell the Listener about a workplace conflict, dispute or problem involving a difficult person. Please do not use real names or identifying information.
- The Listener will “loop” the Speaker. (Note to Listener: Be sure to close the loop! Resist the urge to give advice or commiserate. Use active listening skills, including paraphrasing, inquiring, and acknowledging underlying interests and feelings.)
- The Coach will identify and note the positions and underlying interests of the Speaker. (Workbook, p. 36)

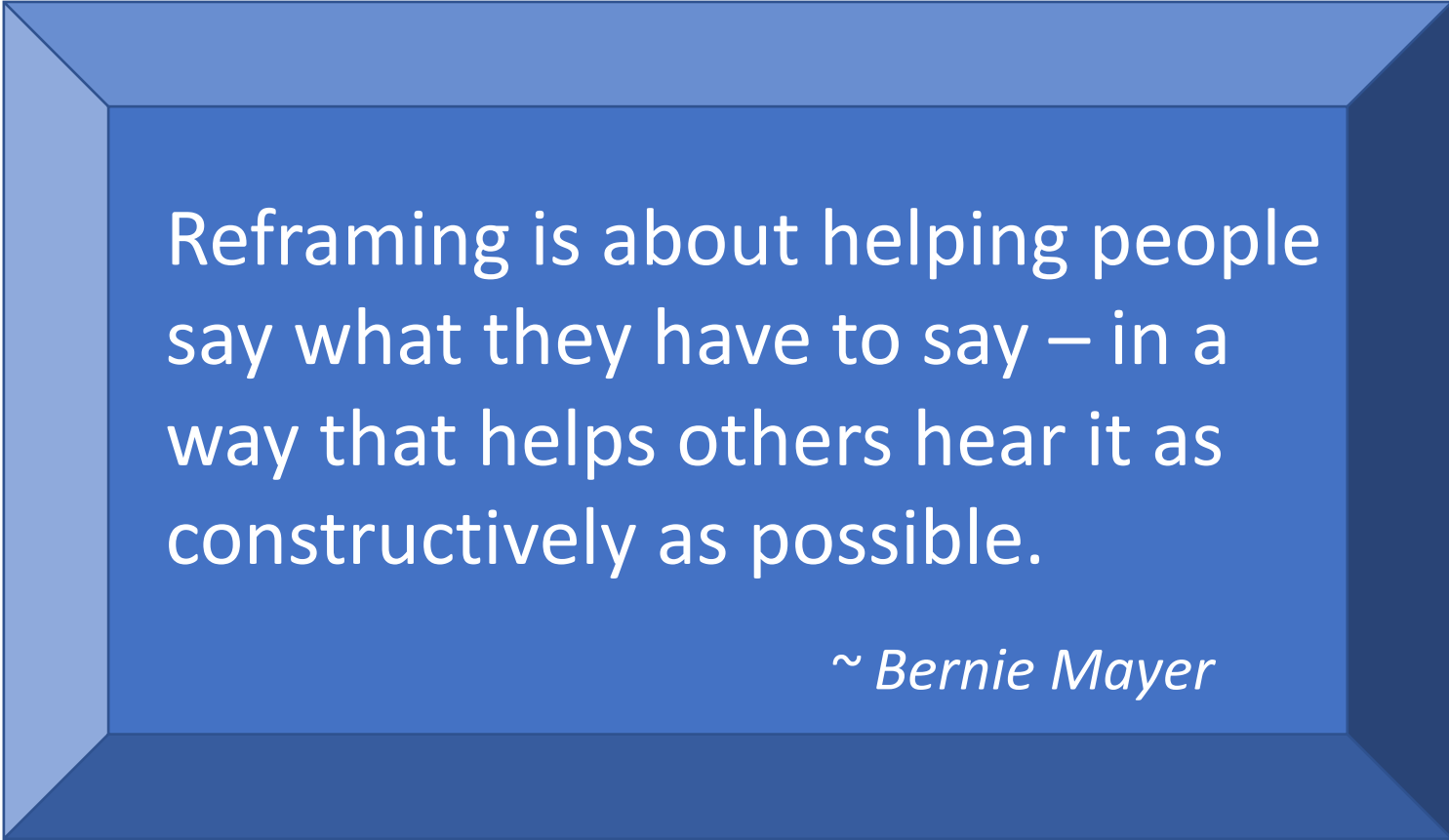


EXERCISE PART 2

- Switch Roles. (The Original Speaker will now become the New Listener and the Original Listener will become the New Speaker).
- This time, the New Speaker is going to become the “difficult person” described in Part 1 and argue against what they just heard.
- The New Listener will “loop” the New Speaker. (Note to New Listener: Be sure to close the loop! Resist the urge to defend, judge, blame, or argue. Use active listening skills, including paraphrasing, inquiring, and acknowledging underlying interests and feelings. If helpful, reframe.)
- The Coach will identify and note the positions and underlying interests of the New Speaker. (Workbook, p. 36)

UNDERSTAND INTERSTS

Skill 2: Reframing



Reframing is about helping people say what they have to say – in a way that helps others hear it as constructively as possible.

~ Bernie Mayer

Presenting Frame




*Hell will freeze over
before I agree to work
with you again. It was
torture the last time and I
won't subject myself to
your arrogance again.*

What is
the gem?

Source: Bernie Mayer, The Werner Institute for Negotiation and Dispute Resolution, Creighton University School of Law, Framing & Reframing in Negotiation, Feb. 12, 2015.

Reframe

Restating an unhelpful or unproductive message in constructive terms so it can be heard.



I understand you're angry. We had a terrible experience working together and neither of us want to repeat that. If we are ever going to work together, we need to make sure this doesn't happen again.

How is this different?

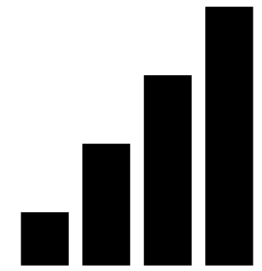


Intensity of the Anger

Not Directed at Particular Person

More Openness to Working Together

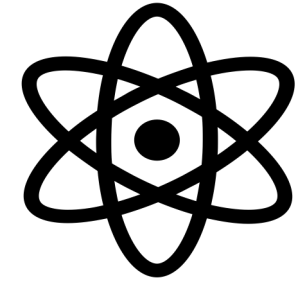
Source: Bernie Mayer, The Werner Institute for Negotiation and Dispute Resolution, Creighton University School of Law, Framing & Reframing in Negotiation, Feb. 12, 2015.



Reframing Steps

1. Listen to the statement.
2. Remove toxic language to get to the gem.
3. Restate message including the real issue or **underlying interest**, in a balanced way.
4. Check out your restatement.

Source: Bernie Mayer, The Werner Institute for Negotiation and Dispute Resolution, Creighton University School of Law, Framing & Reframing in Negotiation, Feb. 12, 2015.



Reframing Characteristics

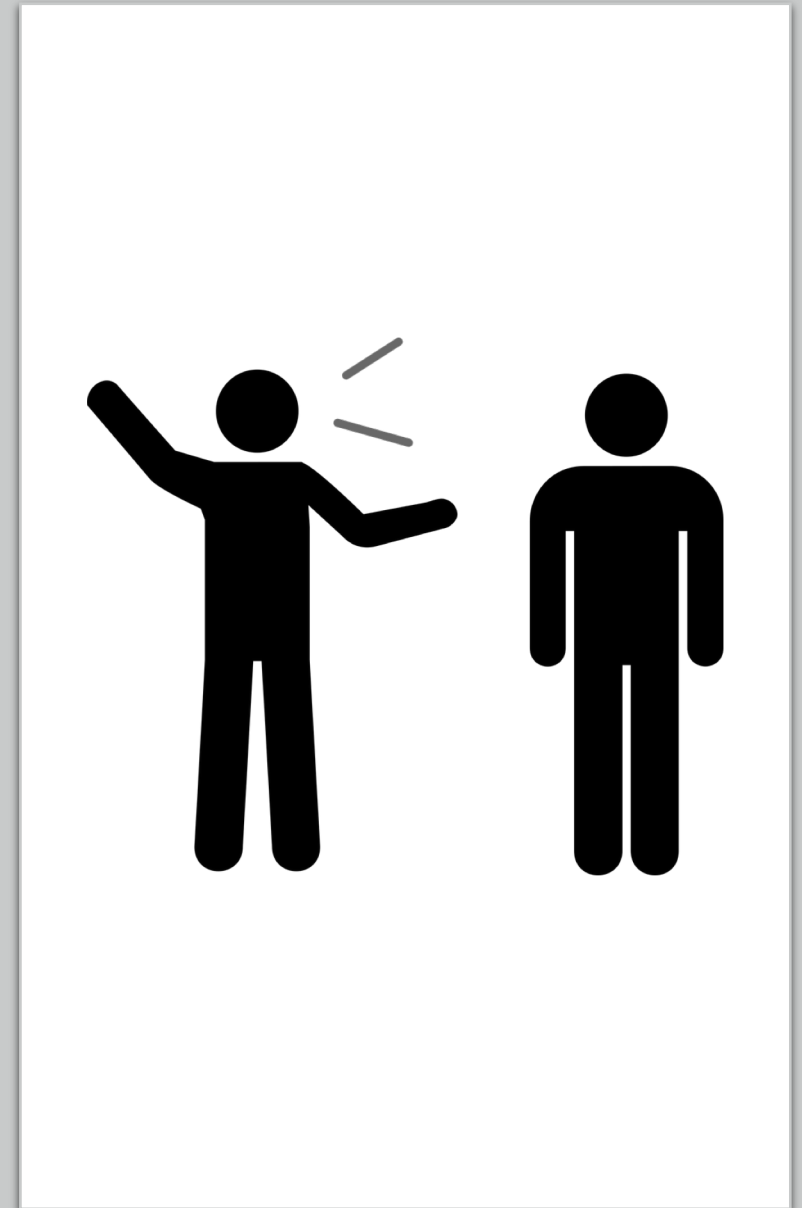
1. Interactive
2. Iterative
3. Transparent
4. Strategic
5. Respectful

Source: Bernie Mayer, The Werner Institute for Negotiation and Dispute Resolution, Creighton University School of Law, Framing & Reframing in Negotiation, Feb. 12, 2015.

Reframing does not mean ignoring uncivil, unprofessional or abusive language or behaviors.

Options for how to handle:

- ☐ Take a Break. *(e.g. I'd like to hear what you have to say, but not in this way. Let's schedule another time when we can have this conversation in a more productive manner.)*
- ☐ Step Out of the Substance. *(e.g. I'd like to address your concerns. Before doing so, I'd like to step out of the substance of the conversation and talk about how you're communicating your concerns.)*



EXAMPLES

Employee Complaint

Reframe

I am so sick and tired of picking up after everyone! This isn't in my job description! Every time they attend a meeting here, they leave a mess and you expect me to clean up like I'm their servant!

I understand you're angry about picking up after everyone after these meetings and feel this doesn't fall into your job description.

I don't understand why I have to put everything I do in bCal! You're the type of person who doesn't trust anybody.

I understand you're upset and concerned that I don't trust you.

You don't understand how much time it takes to get these events to happen. There are so many details and you just don't have a clue!

So you'd like me to have more understanding about the details that go into these events and appreciation for your work.

GENERATE SOLUTIONS

Skill 1: Joint Problem Solving

Ask the AND Question . . .

How can you satisfy the
underlying interests of Person 1

AND at the same time
satisfy the underlying interests
of Person 2?





EXERCISE PART 3

- Coach: Share your notes. Discuss the positions and underlying interests identified during the conversation.
- Are there any underlying interests that were missed? Was there a question the Listeners could ask to help reveal that underlying interest(s)?
- Create a joint problem-solving question.

GENERATE SOLUTIONS

Skill 2: Exploring Options

- Actively listen/prove you understand first. Once a person is acknowledged, they are much more open to brainstorming and exploring other options.
 - Suspend judgment. Every contribution is worthwhile – even wacky ones!
 - Get all ideas out before beginning to evaluate. The more options you have identified, the more you are able to find agreement.
 - If stuck, change the environment OR provide time and space (so people don't have to generate options on the spot).
 - Ask for ideas first. Shows you are open and will result in buy-in/follow through.
 - Talk tentatively. Make suggestions not demands.
-
- *What ideas do you have for moving forward?*
 - *In your ideal world, what solution would you imagine?*
 - *Can you think of any solutions that would address both of our underlying interests?*
 - *What other options do we have?*
-
- *How about . . . ?*
 - *Could be an option for you?*

MAKE AN ACTION PLAN

Skill 1: Evaluating Solutions



- Going forward, how will this work?
- What are the advantages and disadvantages of the solutions presented?
- Is the solution achievable?
- How long will it take?
- Is there a better alternative?

MAKE AN ACTION PLAN

Skill 2: Documenting the **WWWF**

Who
does **What**
by **When**
and how we will **Follow up**

Source: VitalSmarts, Crucial Conversations (2012)

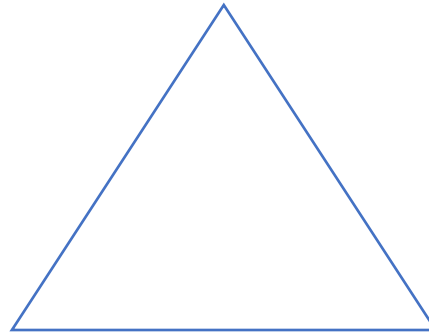
Role Play

- New groups of three
- Identify who is Supervisor, Supervisee, Coach



Supervisor

Initiates conversation at weekly standing meeting; goal is to practice the skills



Supervisee

No skills; may push back

Coach Role:

- Opens the golden envelop and handouts roles. May read both Initiator's role and Respondent's role.
- Help the Initiator prepare for an interest-based conversation. How do you start the conversation?
- Provide help during roleplay, if necessary.
- Provide specific feedback to Initiator after roleplay.

Time Out!



Practice



Berkeley Staff Ombuds Office

Supervisor: I supervise a new analyst who just past the six-month probationary period. This new employee has a degree in data sciences from Berkeley and a lot of new ideas. The problem is that this employee just isn't self-aware. They make random comments that are far off the path of the discussion and come up with ideas that are way out there. When they start to chime in during meetings, you can see others around the table brace themselves. This employee needs to understand how things work first before trying to change everything. Our team has actually tried to implement some of their suggestions before, but they didn't work. In fact, the current team has invested years into developing and testing the current processes. I have tried to coach this employee to tone it down, but they believe "out of the box" thinking is one of their greatest gifts. They don't see that it actually turns people off and diminishes their effectiveness. Others on the team have spoken to me offline. The team is frustrated with this off the wall approach and feel these comments derail the discussion and waste time. I suppose their style just doesn't match the rest of the team. The thing is; it drives me crazy as well, and coaching has fallen on deaf ears. I am at my wits end!

Supervisee: I graduated from Berkeley six months ago with a degree in data sciences. I was so excited to get a job working at my alma mater as an analyst! I have so many new ideas to share with my team! At staff meetings, I often made some suggestions about how we could do things differently. The problem is that this team has been providing the same type of service and producing the same types of reports forever and seems completely stuck in their ways. I'm so sick of hearing "that's how it works around here" or "we tried that before" because it smothers any creativity! Once my supervisor mentioned that I need to "tone it down," but I don't know what she means. I was an excellent student at Berkeley and out of the box thinking is one of my greatest gifts. I hope she doesn't want me to just do data entry because my job should be so much more than that. I love Berkeley, but I just don't know how long I can take working in this type of stifling environment.

Tip Sheet for Constructive Conversations



SHARE Perspectives

1. Initiate conversation using **3-2-1 Framing**
 - 3rd party perspective/interests
 - 2nd person's perspective/interests or ASK.
 - 1st person perspective/interests
2. Use **"I" Messages**
 - Describe specific objective actions/behaviors
 - Describe the impact on you/your work
 - Express your needs/underlying interest/make a request that focuses on the future.

UNDERSTAND Interests

1. Turn off your internal voice.
2. Be present and curious.
3. Prove you understand by **paraphrasing**, **inquiring**, and **acknowledging** emotion and underlying interests.
4. Ask the **close the loop** question: Did I get that right?
5. Be aware of tone and body language
6. No "buts"
7. Use **reframing** to remove toxic language and get to the essential message.

GENERATE Solutions

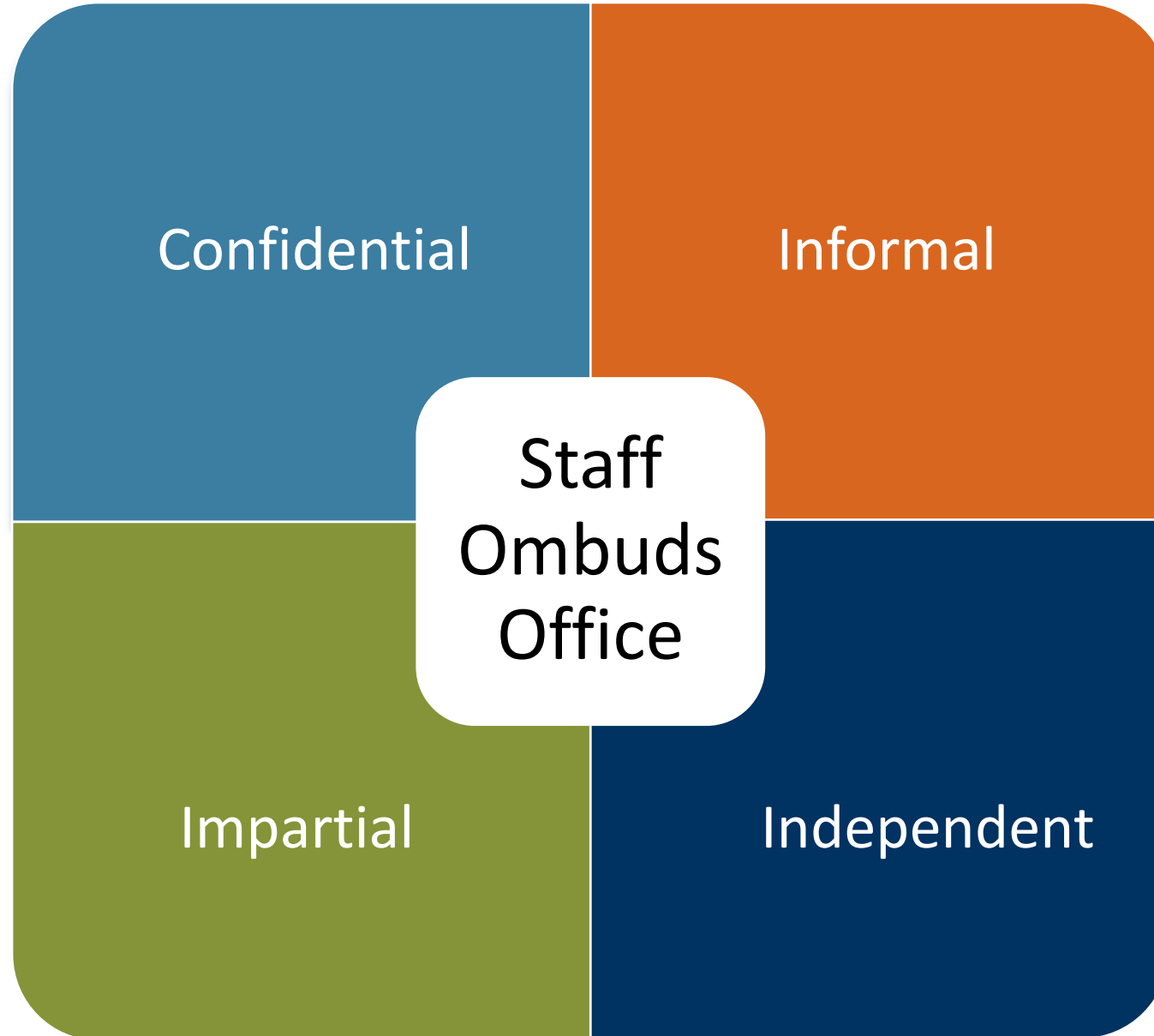
1. Ask a **joint problem solving** "AND" question:
*How can we satisfy the underlying interests of Person 1 **AND at the same time** satisfy the underlying interests of Person 2?*
2. **Brainstorm**: Explore options 1st; evaluate later.
 - *What other options do we have?*
 - *Would be an option for you?*
 - *What ideas do you have for moving forward?*

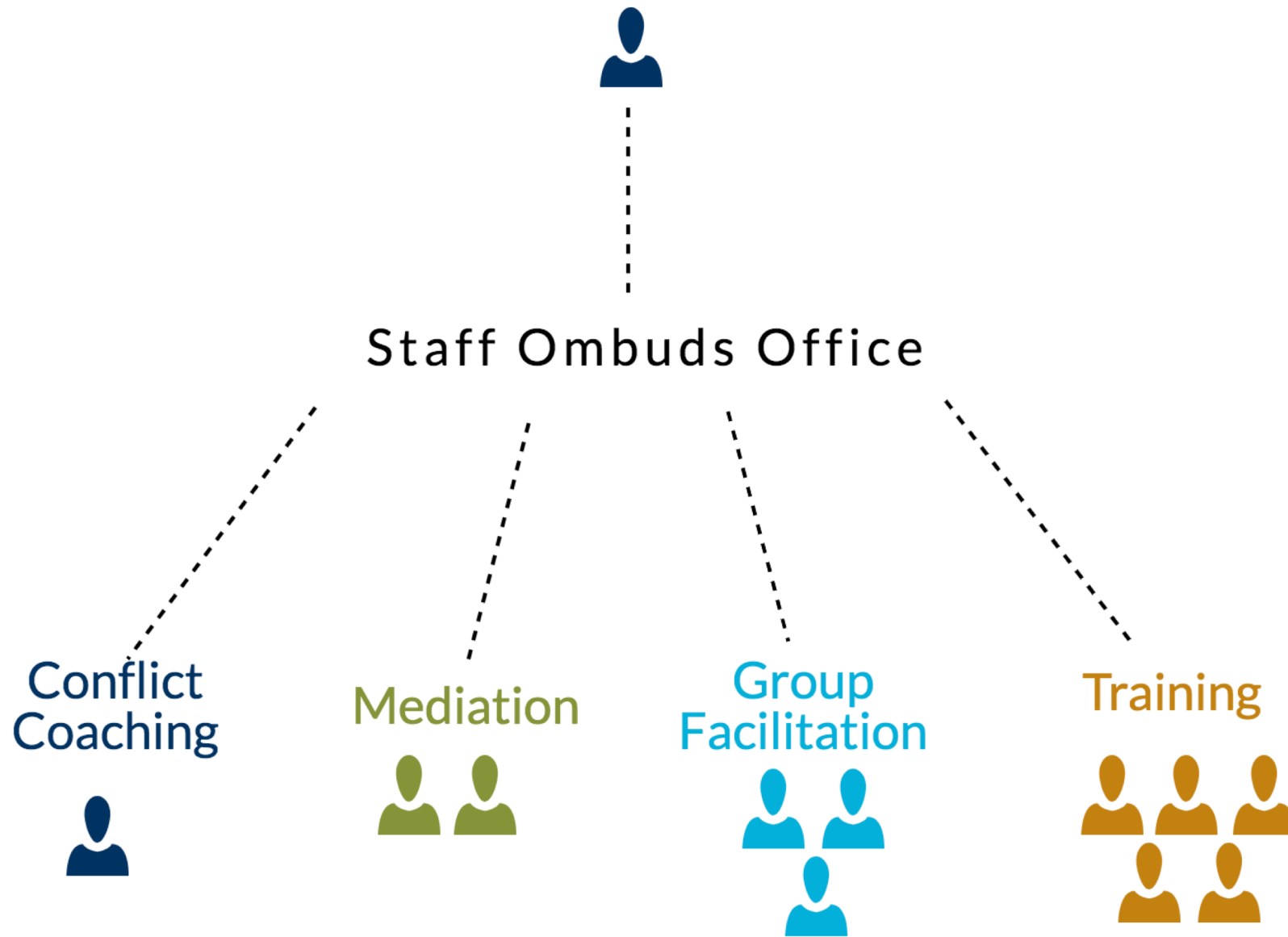
MAKE Action Plan

1. Evaluate solutions:
 - Going forward, how will this work?
 - What are the advantages and disadvantages of the solutions presented?
 - Is the solution achievable?
 - How long will it take?
 - Is there a better alternative?
2. Document **WWW**F:
 - **Who?**
 - Does **What?**
 - By **When?**
 - How will we **Follow up?**



Unless there is
an imminent
risk of serious
harm.





Berkeley People Management Knowledge Assessment

Identify your current knowledge (specific to UCB) in nine critical people management areas

<https://hr.berkeley.edu/berkeley-people-management-knowledge-assessment>



- Compensation and Classification
- Complaints and Grievances
- Disciplinary Action
- Health and Safety
- Leave and Disability Management
- Payroll and Timekeeping
- Performance Management
- Personnel Policies and Contracts
- Recruiting and Hiring

Learning Review

- This is not a test
- Open book
- Put on back table when finished
- Pick up answer sheet as you leave (back table)



Workshop Evaluation

Option 1

- Please complete the evaluation form sent electronically from Qualtrics

Option 2

- Download a QR Reader from your phone's App store
- Scan the QR Code below now and complete the evaluation



Berkeley Staff Ombuds Office

<http://staffombuds.berkeley.edu>

510-642-7823