

# EFFECTIVE SUPERVISORY MANAGEMENT PROGRAM

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## DAY TWO

**Instructor: Mary Jane Nirdlinger**

- Communication (PowerPoint)
- Decision Making (PowerPoint)



## **SESSION TITLE:                    COMMUNICATION AND CONFLICT RESOLUTION**

### **Session Goals:**

- To examine how assumptions and mental models lead to behavior, and behaviors lead to the results we create, and how effective we are.
- To see that in order to change results, we must examine and change our underlying assumptions.
- To learn how to diagnose a conflict situation and choose effective strategies
- To learn communication skills that help prevent unnecessary conflict, help resolve conflict when it occurs, and promote collaboration and effective work relationships.

### **Reading Assignment:**

The following was emailed in advance as pre-course homework.

“Unilateral Control Approach”

“Mutual Learning Approach”

“Eight Behaviors for Smarter Teams”

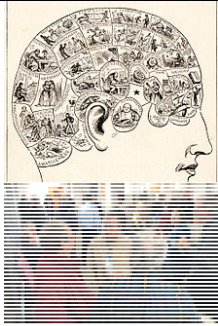
### **Questions to Consider:**

- What assumptions do I make about people at work? What behaviors do these produce?
- Why are some supervisors seen as more effective than others?
- What is my typical approach to conflict? Does my approach work effectively in resolving conflict and creating effective work relationships.



# Communication

Effective Supervisory Management Program  
Mary Jane Nirdlinger, Town of Chapel Hill



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## Session objectives

- Identify how our internal stories and assumptions impact our communications, especially in challenging situations
- Learn about our conflict modes
- Practice tools for effective communication and conflict resolution

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- Interactive exercises
- Please ask questions
- Offer stories and resources
- Respect confidentiality



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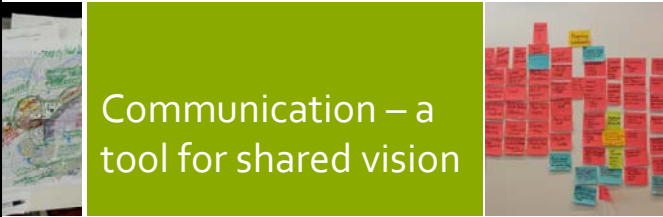
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Communication – a tool for shared vision

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Shared Purpose

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Shared Values



Responsibility  
Equity  
Safety  
Professionalism  
Ethics  
Communication  
Teamwork

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## Shared Vision



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## Exercise



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### Exercise set-up and debrief

- Take one role-play character (Pat or Rusty)
- Read your character's description.
- Have a conversation in pairs (one Pat, one Rusty) to solve your problem.

Once you have a solution, prepare to share it with the group at debrief.

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What is communication?

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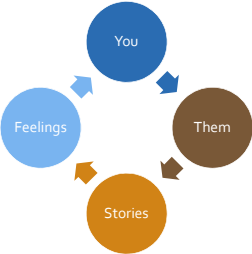
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### What is Communication?

What the sender sends matches what the receiver receives.

The responsibility is on the sender.

- Written
- In person



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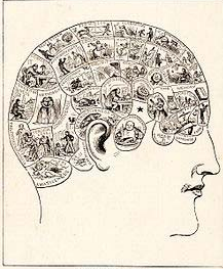
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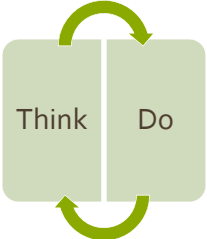
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### It's (mostly) in your head





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- We have arguments in our head
- We "know" how someone will react and counter
- We don't hear new information
- We withhold (silence)
- We act/speak in anger (violence)

[illegible][illegible]

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What is conflict? Is it always the same?



<https://www.linkedin.com/pulse/dealing-conflict-workplace-vish-dhanak>

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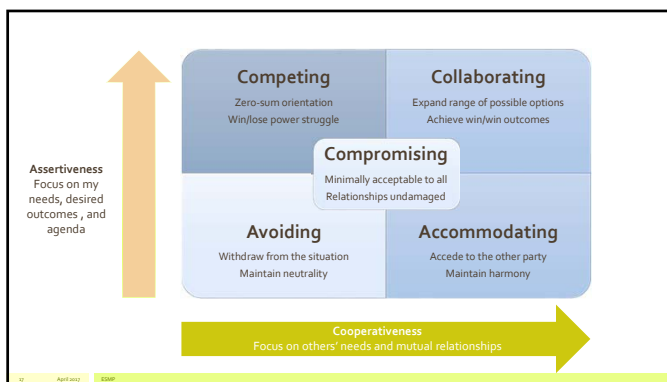
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### Considering the Modes: Benefits and Challenges

1. Gather in groups - use your highest tendency (or second highest, if groups are uneven)
2. In groups – write the Benefits and Challenges of your group's mode on big paper

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## Eight Behaviors

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What is happening here?



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The stories we tell

- Assumptions
- Inferences
- Attributions
- Directly observable data

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# Eight Behaviors

For better team communications

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# Ladder of inference



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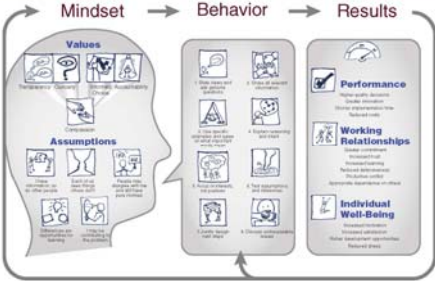
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# Mutual Learning Approach



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One to the Power of 8

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### The Eight Behaviors for Smarter Teams are:

1. State views and ask genuine questions
2. Share all relevant information
3. Use specific examples and agree on what important words mean
4. Explain reasoning and intent
5. Focus on interests, not positions
6. Test assumptions and inferences
7. Jointly design next steps
8. Discuss undiscussable issues

Roger Schwarz (Jossey-Bass, 2013)

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State views and ask genuine questions

Share all relevant information

Use specific examples – agree on important words

Explain reasoning and intent

Interests – not positions

Test assumptions

Jointly design next steps

Discuss undiscussables

Roger Schwarz (Jossey-Bass, 2013)

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State views and ask genuine questions

### Genuine Questions:

- Open minded
- Open ended
- Seek to learn
- Look for new information

I don't understand.....  
I'm wondering.....  
What leads you to suggest.....  
What do you think I don't know.....



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## Practice asking Genuine Questions

- Work in pairs with an exercise from the handout (count off 1-2-3)
- Practice asking genuine questions (you'll get to do some improv)
- At end, debrief together
  - What kind of questions did you ask?
  - What worked?
  - What didn't?



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Share all relevant information

## What's the story here?

### Email

To: You  
From: The Boss  
Time: 3:45pm on Friday  
Subject: Need to talk

Can you come see me before 4?



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Use specific examples – agree on important words

## What do words mean?

1. Do a report
2. Give it to me soon
3. She's always late
4. He's arrogant
5. Poor quality
6. Be more responsive
1. Write up your analysis, include a recommendation and any supporting data
2. I'd like it by Friday at noon (bonus if you share your reasoning: so I can review it before the weekend)
3. Most weeks, she arrives about 10 minutes late to staff meeting
4. He doesn't look at people when they are talking
5. The draft memo contained grammar and formatting errors
6. Can you answer my emails within 2 hours of receiving them?

How would you rewrite these?

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### Explain reasoning and intent

#### What are you thinking?



- Here's what I'm thinking....
- The goal I think we're shooting for....
- The interest we're trying to meet...

How can you put this in your own words?

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### Interests – not positions

#### Can you spot the positions?

"We need to have at least 8' tree planting strips or else all the trees will die."

"If we don't have parking spaces, our businesses will fold."

"The bike plan says Rosemary Street gets bike lanes in both directions. Plus, it clearly says they're a Town priority."

How would we redo these as interest statements?



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#### Some of everything!



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### Test assumptions

- Use "I" not "You"
- Avoid overstating: always, never....
- Ask questions and be curious
- Share what you observed



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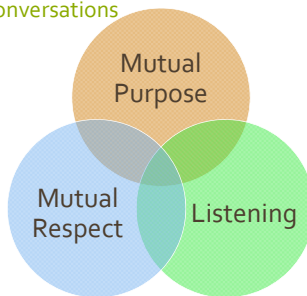
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### Jointly design next steps

#### Crucial Conversations



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### Discuss undiscussables

That elephant.....the one right there.....



By Bill Boy - Flickr: The Elephant in the Room, CC BY 2.0.  
<https://www.flickr.com/photos/boy/index.php?sort=upload&f=1>

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## Exercise

Performance Review

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Use specific examples – agree on important words

## Use Specific Examples

### Performance Review A

- Sam is always terrible at customer service. She's late, she doesn't help people, and she's not doing her job.



### Performance Review B

- In the last month, Sam arrived at 8:45 am seven times. Her start time is 8:15 am.
- I have observed Sam telling customers at the front desk "I don't know how to help you," then sighing loudly before she calls another office for assistance.
- On June 15, I asked Sam to compile a summary of our walk-ins and provide it to me by the 20<sup>th</sup>. She asked no questions and provided it on the 24<sup>th</sup>, after I requested it three times in writing.

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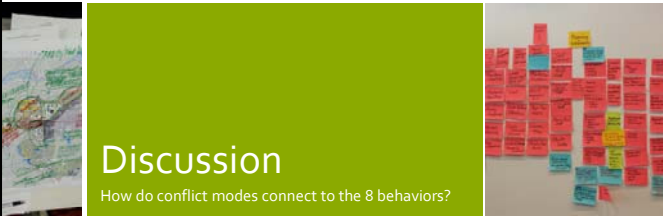
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## Discussion

How do conflict modes connect to the 8 behaviors?

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### How do the eight behaviors relate to conflict modes?

State views and ask genuine questions

Share all relevant information

Use specific examples – agree on important words

Explain reasoning and intent

Interests – not positions

Test assumptions

Jointly design next steps

Discuss undiscussables

Competing

Zero-sum orientation

Win/lose power struggle

Collaborating

Expand range of possible options

Achieve win/win outcomes

Compromising

Minimally acceptable to all

Relationships undamaged

Avoiding

Withdraw from the situation

Maintain neutrality

Accommodating

Accede to the other party

Maintain harmony

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**Interpersonal Interactions**  
[Crucial Conversations: Tools for Talking When Stakes are High](#) by [Kerry Patterson](#), Joseph Grenny, Ron McMillan, and Al Switzler  
[You just don't understand: Women and Men in Conversation](#) by [Deborah Tannen](#)  
[Thanks for the Feedback](#), Sheila Heen and Douglas Stone  
[Getting to Yes: Negotiating Agreement Without Giving In](#) by [Roger Fisher](#), William L. Ury, and Bruce Patton  
[Getting Past No](#) by [William Ury](#)

**Emotional Intelligence**  
[The EQ Edge: Emotional Intelligence and Your Success \(JB Foreign Imprint Series - Canada.\)](#) by Steven J. Stein and Howard Book

**Leadership**  
[Influencer: The New Science of Leading Change, Second Edition](#), Grenny, et al.  
[Mistakes Were Made, But Not By Me – Why we justify foolish beliefs, bad decisions and hurtful acts](#) by [Carol Tarvis](#) and [Elliot Aronson](#)  
[What got you here, won't get you there](#), Marshall Goldsmith  
[Good to Great: Why Some Companies Make the Leap... and Others Don't](#) by [Jim Collins](#)  
[The Leadership Challenge](#), 4th Edition by [James M. Kouzes](#) and [Barry Z. Posner](#)  
[The 7 Habits of Highly Effective People](#) by [Stephen R. Covey](#)

**Teams**  
[Team of Teams: New Rules of Engagement for a Complex World](#) by Stanley McChrystal

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## **SESSION TITLE:                DECISION MAKING**

### **Session Goals:**

- To introduce the principles and laws of decision making
- To introduce the concept of levels of system analysis as a tool in planning and problem solving.
- To provide an opportunity to apply principles of systems thinking, including the levels of systems analysis, in a problem-solving exercise.

### **Reading Assignment:**

Read “The Innovator’s DNA” article sent in advance

### **Questions to Consider:**

- Describe a policy or action that has been taken in your organization that you believe had unforeseen negative consequences.
- Think of a major change that has occurred in your organization in the past year? What was the impact of this change – negative or positive? Were there things that happened that were unintended?
- Do changes that are seemingly designed to impact a particular department ever have consequences on other departments?
- Are there changes that were made in the past (5 to 10 years) that still have significant influence on how your department operates today? Have any of these changes had a negative impact?





# Decision Making

Effective Supervisory Management Program  
Mary Jane Nirdlinger, Town of Chapel Hill

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## Session Objectives

- To introduce an approach to systematic decision-making
- Explore connections between communication skills and decision-making skills
- Learn and practice practical decision-making skills

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- Interactive exercises
- Please ask questions
- Offer stories and resources
- Respect confidentiality



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# Exercise

Full Group Decision Activity



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# Culture



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## Team of Teams



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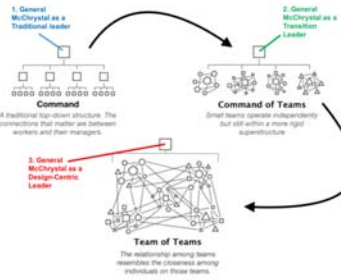
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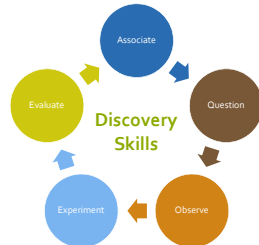
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## Team of Teams



## A Discovery & Decision-Making Framework

- Innovator's DNA
  - Complex problems require multiple perspectives and broad knowledge
- Scientific Method +
  - Having a system for brainstorming, testing and refining contributes to flexibility and agility
- Design Thinking
  - Reframe the question
  - Try things (prototype)



## Exercise



## Generating Solutions

In groups of 4-5 people

Select a problem someone in your group is trying to solve at work

Generate a list of 20 possible solutions and write on big paper

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## Associating

Brainstorming



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How would you make a faster car?



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## Mercedes and the Box Fish



Source: <http://www.the-mercedes.com/Articles/view/article/boxfish-vs-mercedes-and-the-boxfish>

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## Questioning



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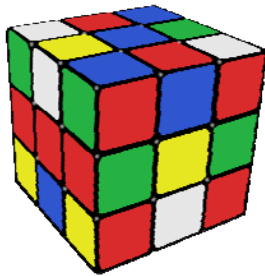
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## Ask:

- Why?
- Why not?
- What if?



Source: <http://www.rubikscube.com>

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## Observing

### What observation can do

#### Update #9: UX wins

After observing the reader and thinking to with our users, we're delighted to announce that we have made several significant improvements to our service. Here's what's changed:

**Book Shelves**  
Project 12345: The new multi-story arrangement. They say that there are more to see, find, and select. The team is working to create a better solution for the key reader shelf guides to make them more visible, more stable, and easier to use at all angles. And they're working on new opportunities to support the bookshelves as other collections and services are expanded. There's more to come soon about support. Making our service more visible. Take to the sky, Super 8, or there for more information.

**Lower Level Reader**  
The new service desk configuration is a big step. Users have observed that the space has more and greater air, more light, and more open floor space than in the past. The team is now able to find a solution to reduce the space on computer screens facing the front windows. And they are working on new opportunities to make staff more visible to users looking & going from outside to other collections and services are expanded. See Shelves, Shelf, Shelf, or Shelves to learn more. What will happen to the future can look over the bookshelves? We'll take that up again in Search.

**Magazine Collection**  
Another update to the UX project to improve discoverability, accessibility, and increase the collection of the magazines. The team moved the periodicals to the upstairs reading room for a high ground. Based on the data collected and feedback given, we're taking the project a second step on top the details.

What the statistics tell us:

- During November, we collected 85 magazines, in December that number jumped to 120.
- Use of the collection in our study doubled after the move.
- The quiet reading room continues to be used as a quiet place to work as much as it was before we moved the collection.

What importantly, feedback from members (what we heard)

- "Just the move!"
- "It's closer and more accessible"

## Experimenting

## Design thinking (also think about UX – user experience)

- What is the problem you're trying to solve?
- What are possible solutions?
- What can you try?
- How can you try it quickly?




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## Coffee Experiment

Ever since we reopened in our renovated building, many visitors have remarked that coffee would be an excellent fit at Chapel Hill Public Library.

So we ran a few experiments to find out if it might work.



During January and February, three local vendors took turns selling coffee and snacks in the main lobby at pop-up shops. What they offered varied, as did their prices and their hours. Here are some of the questions we gathered data about:

- Is there demand for coffee at the library?
- What impact is there on daily operations?
- Can people get drinks when they want them?
- Would we have to remodel to make it work?

<http://chapelhillpubliclibrary.org/coffee-experiment/>

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## Evaluate

a.k.a learning from our mistakes

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By Attributor - Own work, Public Domain, <https://commons.wikimedia.org/wiki/File:Teaspoon.jpg>

## Measure

Consider the questions carefully

How will you use the results?

Who are you asking?

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## Networking



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## Expand your network



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## Exercises

Exploration and Practice



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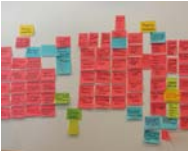
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### Decision Making Scenarios



- Choose a scenario from the handout that is different from your "typical" work
- Go to that table (numbers on tables)
- Try to keep even-sized groups
- Work through your scenario and capture your answers on big paper

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## Connect to Communication



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State views and ask genuine questions

Share all relevant information

Use specific examples – agree on important words

Explain reasoning and intent

Interests – not positions

Test assumptions

Jointly design next steps

Discuss undiscussables

**Competing**  
Zero-sum orientation  
Win/lose power struggle

**Collaborating**  
Expand range of possible options  
Achieve win/win outcomes

**Compromising**  
Minimally acceptable to all  
Relationships undamaged

**Avoiding**  
Withdraw from the situation  
Maintain neutrality

**Accommodating**  
Accede to the other party  
Maintain harmony

Roger Schwarz (Jossey-Bass, 2013)

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### When you're stuck: reframing the question

Don't include the answer in your question  
(Use twenty ideas approach)

**Example:** We need to retrieve stock from the top shelf of the warehouse.

**Don't ask:** How do we build a better ladder?

**Do ask:** How many ways could we get things from the top shelves?

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### Resources

[Designing Your Life](#), by Bill Burnett and Dave Evans (useful blog on website <http://designingyour.life>)

[Who's Your City?: How the creative economy is making where to live the most important decision of your life](#), by Richard Florida

[Blink](#), by Malcolm Gladwell

[Predictably Irrational: The hidden forces that shape our decisions](#), by Dan Ariely

[Thinking, Fast and Slow](#), by Daniel Kahneman

[Decisive: How to make better choices in life and work](#), by Chip Heath also [Made to Stick](#) and [Switch: How to change things when change is hard](#)

[Essentialism: The disciplined pursuit of less](#), by Greg McKeown

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