When Differences of Opinion Escalate

Presented by Heather Lee, PhD
hlee@developmentalassociates.com
www.developmentalassociates.com
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Introductions

• Name yourself in Zoom – Name, Community, Role (e.g. Mayor, Mayor Pro Tem, Chairperson, Council Member, Commissioner, Alderman, etc.)
• In Chat: Identify one thing you would like to get out of this workshop.
LELA Needs Assessment

<table>
<thead>
<tr>
<th>LELA Priority</th>
<th>EQ Skills to Master</th>
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<tbody>
<tr>
<td>Demonstrates good emotional control</td>
<td>Emotional Self-Awareness, Impulse Control, Stress</td>
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<tr>
<td></td>
<td>Tolerance, Problem Solving, Assertiveness</td>
</tr>
<tr>
<td>Listens to diverse points of view</td>
<td>Empathy, Interpersonal Relationships, Social Responsibility, Reality Testing, Flexibility</td>
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<tr>
<td>Advocates for local needs</td>
<td>Assertiveness, Social Responsibility, Emotional Expression, Interpersonal Relationships, Empathy</td>
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<tr>
<td>Respects differing opinions</td>
<td>Empathy, Social Responsibility, Interpersonal Relationships, Self-Regard, Problem Solving</td>
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<tr>
<td>Is accessible to all citizens</td>
<td>Social Responsibility, Empathy, Interpersonal Relationships, Impulse Control</td>
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<td>Understands city/county government</td>
<td>Social Responsibility, Self-Actualization, Reality Testing</td>
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<tr>
<td>Builds consensus within the Board</td>
<td>Interpersonal Relationships, Empathy, Emotional Expression, Impulse Control, Assertiveness</td>
</tr>
<tr>
<td>Openly shares reasoning for policy positions</td>
<td>Self-Regard, Social Responsibility, Emotional Expression, Assertiveness, Empathy</td>
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Definition of “Conflict”

- **NOUN**
  - competitive or opposing action of incompatibles: antagonistic state or action (as of divergent ideas, interests, or persons)
  - mental struggle resulting from incompatible or opposing needs, drives, wishes, or external or internal
- **VERB**
  - to be different, opposed, or contradictory: to fail to be in agreement or accord

Source: Merriam-Webster
Poll: Is conflict good or bad?

Reflection Activity: Unsuccessful Conflict Resolution Example

- Think of a situation involving you or an elected colleague where there were escalating differences with each other, a staff member, a citizen, or a vendor that resulted in an unsatisfactory result. (DO NOT NAME THEM! – This is not a political exercise).
- In chat, identify 1-3 behaviors that escalated the conflict and/or made the resolution unsatisfactory (ex. yelled at a staff member in open session, constantly interrupts constituents when they are speaking, does not reply to emails, etc.)

Our Brains Get Us in Trouble
Ineffective conflict skills lead to fight, flight or freeze responses... which are hard-wired in our Brains

How do we know? MRI, CT, Autopsy, Stroke, and wide-aware neurosurgeries

Better Understanding people: What is a "brain hijack" aka "amygdale hijack"?

- Anger and fear activate the amygdala and limbic system before we are even aware. It signals the release of chemicals – cortisol, adrenaline, noradrenaline.

- Cortisol causes loss of brain cells in prefrontal cortex where judgment occurs and results in memory loss.

The Hijack Process Under Stress

- We can’t "leave our feelings or emotions at home" anymore than we can leave our brain at home.

- So we have to have skills to identify and manage our triggers and have tools to deescalate situations where others are triggered by our actions or those of another.
**Emotional Intelligence (EI)**

What does EI have to do with conflict?

**IQ...Necessary but not sufficient**

- A minimum level of IQ is necessary for different occupations. About 28%.
- The correlation between EI and performance in a variety of careers, has ranged from .27-.45 meaning that roughly ¼ to ½ of success is attributable to emotional intelligence.
- Other factors such as personality and demographics round out success predictors.

**Emotional Intelligence Definition**

Emotional intelligence is a set of emotional and social skills that collectively establish how well we:

- Perceive and express ourselves
- Develop and maintain social relationships
- Cope with challenges
- Use emotional information in an effective and meaningful way

It is the difference between book sense and street sense. It is a predictor of success in life and work!
EI and Conflict - 5 key abilities

Self Awareness
- Our ability to be self-aware of our emotions, actions, and impacts on others negatively correlates with escalation – the less aware we are, the more likely we are hostage to our emotions and risk escalation of ourselves and others.

Emotional Expression
- Our ability to express our intentions with assertiveness, authenticity, and transparency also negatively correlates with escalation – the less we explain the reasons behind our statements and actions, the more control we give to others to narrate our agendas.

Empathy
- Our ability to understand another’s perspective, even when we disagree, allows us to better engage with them and potentially influence them to understand our viewpoint – if I don’t listen or try to understand your perspective, why should you try to understand mine?

Impulse Control
- Our ability to think before we speak or act, to make sure our brain is engaged before our mouths, and to be patient, allows us to slow down our responses to triggers.

Reality Testing
- Our ability to objectively evaluate our own and other’s behaviors and intentions allows us to avoid making inferences founded on stereotypes, implicit bias and raw politics.

Differences often escalate because it is often easier to judge others’ behavior than our own.

- All humans have blind spots.
- We operate from a place of knowing our intentions.
- We often overestimate our skills.
- The other person’s perception is their reality.

How we frame a problem impacts our response and the outcome –

Part 1
EI and Conflict Ability #1 Self-Awareness
Do your intentions match your delivery?

- Self-awareness is the ability to recognize emotions as they happen,
- the ability to understand what triggers different emotions in you, and
- the awareness of how your emotions affect others.

Foundational Concepts and Skills

- Know Your Triggers
- Drama Triangle
- Inferences

Know Your Triggers and Your Reactions

- Most of us will react by doing one of 3 things:
  - Get angry and “fight back” in inappropriate ways (e.g., argue with the person who pushes your hot button, criticize him/her, not help him/her when help is requested, complain about him/her or the issue to others)
  - Shut down (e.g., be unable to do anything in the moment, lose focus)
  - Avoid the conversation, issue, or person while stewing privately
Self-Awareness Development

- Identify one of your hot buttons, what triggers it, and the reason it is a hot button for you
- Be prepared to report out examples

Foundational Concept: The Karpman Drama Triangle

Persecutor

Rescuer

Victim

The Drama Triangle - Persecutor

Governing Values
- Others are not as competent, as trustworthy, or as motivated as I am.
- The actions of most people are driven by negative intent.

Behaviors and Actions
- Criticizes others without understanding the reasons behind other's actions
- Assumes a negative intent when one is not present
- Usually gives judgmental and non-specific criticism
- Often uses sarcasm to make a point
- Others are not as competent, as trustworthy, or as motivated as I am
- The actions of most people are driven by negative intent.
**The Drama Triangle - Rescuer**

**Governing Values**
- Others cannot solve problems without my help; it is my duty to solve problems for others.
- I can make you better and happier because I can solve your problems better than you.

**Behaviors and Actions**
- Role assumed when one discounts another's ability to handle their own problems or takes responsibility for doing for another when that person can has ability to solve own problems
- Affirms own ego need to help others
- Keeps others dependent to meet own needs
- Assumes higher, righteous purpose for actions

**The Drama Triangle - Victim**

**Governing Values**
- Others are responsible for my situation.
- Due to factors such as risk, lack of authority, or inability, I cannot solve problems.

**Behaviors and Actions**
- Role assumed when a person discounts his/her ability and relies on someone else to “take care of them”
- Allows criticism that may not be warranted, affirms low self-esteem
- Places responsibility for success or failure on someone else rather than solving own problems when they have ability to solve problems

**Drama Triangle Realities**
- Elected officials, managers, supervisors, parents, and spouses are often expected to and take on the roles in the Triangle.
- Adults in a relationship function best when taking responsibility for their own behavior – AVOID the triangle!
- Supervisor’s, coworkers & spouses expectations of another are usually met (Pygmalion effect)
- Every victim plays a part in his/her own victimization.
- Every rescue/victim transaction becomes a persecutor/victim transaction.
Dysfunctional Persecutor Responses

Which ones do you do?

<table>
<thead>
<tr>
<th>Dysfunction</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ordering/ Directing/ Commanding</td>
<td>Telling others what to do without seeking their input, such as “Do it this way”, “Set up the program like this…” or “Tell your husband…”</td>
</tr>
<tr>
<td>Warning/ Threatening</td>
<td>Threatening the person, such as, “If you don’t…” or “You had better…”</td>
</tr>
<tr>
<td>Judging/ Criticizing/ Blaming</td>
<td>Negatively evaluating the quality of another person or their actions without seeking their input, such as “Can’t you ever do anything right?” or “You are so unprofessional.”</td>
</tr>
<tr>
<td>Ridiculing</td>
<td>Putting the other person down, usually with name-calling, such as “Where did they teach you how to do work like that?” or “I guess that’s good enough for government work.”</td>
</tr>
</tbody>
</table>

Dysfunctional Rescuer Responses

Which ones do you do?

<table>
<thead>
<tr>
<th>Dysfunction</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Leading/ Probing</td>
<td>Asking closed-ended questions, such as, “Did you call the repairman” or “Why don’t you consider….?”</td>
</tr>
<tr>
<td>Advising/ Giving Solutions</td>
<td>Suggesting ideas or strategies to the other person when he/she could solve the problem, such as, “You should…” Or “I always tell people in your situation to…”</td>
</tr>
<tr>
<td>Distracting/ Diverting</td>
<td>Changing the subject to something that is less threatening, such as “Yeah, well, how about those Tarheels?” or “Let’s talk about something nicer.”</td>
</tr>
<tr>
<td>Reassuring/ Sympathizing</td>
<td>Discounting the other’s problem by trying to make them feel better about themselves or the situation, such as, “Don’t worry, we all go through difficult times,” or “You can do it, you always come through.”</td>
</tr>
</tbody>
</table>

Dysfunctional Victim Responses

Which ones do you do?

<table>
<thead>
<tr>
<th>Dysfunction</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Negative Self Comparison</td>
<td>Comparing oneself to another in a manner that indicates change is not possible, such as, “You think you’ve got it bad, guess what happened to me?”</td>
</tr>
<tr>
<td>Agreeing One Is Powerless</td>
<td>Observing that one cannot change their situation, “Your boss would never listen to you.” Or, “things will never change.”</td>
</tr>
<tr>
<td>Self Deprecation</td>
<td>Putting oneself down when improvement is possible, “You’re right, I just can’t write well.”</td>
</tr>
<tr>
<td>Abdicate responsibility</td>
<td>Just “handle it”. Such a response sets the manager/supervisor up for being victimized.</td>
</tr>
</tbody>
</table>
Drama Triangle Anonymous Poll:

Now that you know the behaviors of each role, what role might you be drawn into the most?
- Persecutor
- Rescuer
- Victim

Examples of Drama Triangle Triggers

- **Persecutor**
  - Bad attitudes
  - Tight Deadlines
  - Lack of effort
  - Other’s mistakes
- **Rescuer**
  - Another person’s tears, sad face
  - Buffering employees from an angry manager
  - Dealing with one’s kids
- **Victim**
  - Things not going your way
  - Being around certain people (persecutor, rescuer)
  - Making mistakes

Reflect and Chat: Think back to the prior question about your triggers and see the connection. What trigger serves as a magnet for your drama triangle role? What role?

Foundational Concept: All About Inferences

- Human are Hard-wired for Inferences
- Facts vs Opinions
- Bottom’s Up
- Increase Valid Information
- Inference checking=High EQ
Describing Behavior, Not Making Inferences

- **Behavior**
  - objective and observable responses
  - a behavior is something the candidate does, says they are going to do, writes they are going to do, or their body language demonstrates something they intend to do

- **Inference**
  - not directly observable, such as what a candidate is thinking or feeling
  - projecting one's own interpretation of the candidate's motivation for behaving in a certain way.
  - represent judgmental conclusions or are vague, general, poorly defined statements
  - If you use lots of adjectives without an accompanying behavior, you are expressing an opinion based on inference e.g. “not motivated”, “creative”, “upset”

Ladder of Inference to Conflict

- I take ACTIONS based on my beliefs
- I adopt BELIEFS about people and the world
- I draw CONCLUSIONS based on the story in my head
- I make ASSUMPTIONS
- I add MEANINGS (cultural and personal)
- I select “data” from what I observe

OBSERVABLE “DATA” AND EXPERIENCES
(as a videotape recorder might capture it)

Facts about our stories (aka Inferences)

- Stories Create Feelings and provide a rationale for what is going on – they are our interpretations (opinions) of the facts.
- We all tell ourselves stories – even subconsciously, it is how our brain handles information
- Any set of “facts” can be used to tell an infinite number of stories
- Sometimes our stories stay in our heads, other times we share them verbally or nonverbally
- If we take control of our stories, they don’t control us.
How We Make Inferences

<table>
<thead>
<tr>
<th>SUSAN'S ACTUAL OBSERVATIONS/INFERENCES</th>
<th>CHARACTERIZATION OF OBSERVATIONS/INFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jim is a guy who can’t be slowed.</td>
<td>High Level Inference (Characterizing Jim as a person)</td>
</tr>
<tr>
<td>Jim is trying to undermine my authority. He does not respect me.</td>
<td>Medium Level Inference (Characterizing Jim’s motives)</td>
</tr>
<tr>
<td>Jim does not think the meeting topics are important.</td>
<td>Low Level Inference (Characterizing Jim’s actions)</td>
</tr>
<tr>
<td>Jim arrived for the meeting after it begins and whispers to another staff member.</td>
<td>Observable Behavior (What Jim actually did)</td>
</tr>
</tbody>
</table>

Why we stick to our “clever” inferences

- Sometimes they match reality
- They let us off the hook – we are typically not at fault in our stories
- They keep us from acknowledging our “sellout” or self-justifying behavior
- **Example Sellouts / Self-Justifications**
  - You believe you should help someone, but don’t
  - You believe you should apologize, but don’t
  - You say yes when you know you should have said no and then hope no one follows up about your commitment
  - You believe you should talk to someone about concerns you have, but don’t
  - You see problems with a plan someone presents, should speak up but don’t

Example Inferences

Consider the following two statements:
1. “She demonstrated good judgment in handling the situation.”
2. “Before making a decision, he defined the problem, identified the activities needed to solve the problem, and set priorities for actions to be taken.”

In Chat, type which one is the “inferential” statement? Why?
**POLL: Which of the following is an inference?**

a. She suggested that they discuss each of their nominees first before they develop the criteria for selection.

b. He called on Sam (the quiet candidate) four different times in order to get his opinion on the issue.

c. He began the interview silently handing Fred the notice of Tom's promotion.

d. He analyzed the data very thoroughly.

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**Steps for Checking Inferences**

1. Recognize that an inference is an opinion
2. Act like the Play by play announcer - behaviors
3. Stay at the Bottom of the ladder
4. Ask for their perspective
5. Summarize before sharing yours
EI and Conflict Ability #2
Are you letting others narrate your story?
- Expressing feelings verbally to clarify and motivate
- Explaining reasons behind statements and actions
- Expressing feelings non-verbally
- Being open and congruent in the expression of emotions

Effective Expression Requires Assertiveness
- Able to express thoughts, feelings and opinions appropriately
- Takes up for self

Foundational Concepts and Skills
- Explain reasons behind statements and actions
- I-statements
Benefits of the skill of Explain the reasons behind words and actions

- People who are at lower levels of the organization tend to make greater inferences about the actions of those in higher levels.
- We sometimes make something a problem because we don’t explain what we mean.
- The Millennial and Z generations are curious and like to understand the “why” behind directives. Giving explanations proactively saves times and increases commitment.
- Contrasting statements clarify goals and desired outcomes to avoid misunderstandings and create mutual purpose.
- Both skills can be used proactively for “prevention” or after the fact as “first aid”

Explanation or Contrast Skill Examples

- **Explain:** The reason I’m asking about your time line is that I want to make sure we are on the same page and I can plan my portion of work on this. What is your ETA on your part?
- **Contrast:** I don’t want you to think I’m being a naysayer but I do have some concerns about your proposal that I’d like to share so that we can put our heads together and come up with a win-win solution.

When to use Contrast Statements

- When relations with the other person are strained, or when the other person is likely to be defensive, and/or you have been misunderstood in the past because of lack of clarity about your intention or purpose, use Contrast Statements which are don’t / do statements.

- Sometimes people feel disrespected even when you haven’t done anything disrespectful. Contrast statements address others’ concerns that you don’t respect them or have a malicious purpose (DON’T) and confirm your respect while clarifying real purpose (DO)
**Phrasing for Explain reasons behind Statements and Actions**

- I made X decision because________.
- I am asking you to do Y because_____.
- I am unable to meet your deadline because_____.
- I was unable to do____ because_____.

**Example:** I’d like to know how your project is going from a timing perspective. I’m asking because I want to make sure we are on the same page and I can plan my portion of work around your part. What is the ETA for your part?

**Skill Development: Being Assertive using “I” messages**

- “I messages” describe the relevant behavior, our interests in that behavior, and help us avoid being in the drama triangle

I messages include the following three-part format:

1) I feel (emotion)
2) when you (summarize the behavior)
3) because (identify impact on me, organization, unit)

**Skill Development: “I” message Examples**

- Example: Parent frustrated by child not cleaning room
  - “I’m mad that you ignored my request to clean your room because if I can’t trust you on the little things it will be hard for me to trust you on the big things like borrowing the car.”

- Example: Boss concerned about employee frequently missing deadlines.
  - “I’m concerned that you have missed the last three deadlines for projects because when you miss deadlines, it impacts my work, the work of others and hurts your credibility.”
Sample Workplace Appropriate Emotions

<table>
<thead>
<tr>
<th>Positive/Neutral</th>
<th>Negative/Critical</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Proud</td>
<td>• Frustrated</td>
</tr>
<tr>
<td>• Hopeful</td>
<td>• Concerned</td>
</tr>
<tr>
<td>• Excited</td>
<td>• Confused</td>
</tr>
<tr>
<td>• Enthused</td>
<td>• Disappointed</td>
</tr>
<tr>
<td>• Surprised</td>
<td>• Annoyed</td>
</tr>
<tr>
<td>• Pleased</td>
<td>• Worried</td>
</tr>
<tr>
<td>• Happy/Glad</td>
<td>• Embarrassed</td>
</tr>
<tr>
<td>• Confident</td>
<td>• Bored</td>
</tr>
<tr>
<td>• Curious</td>
<td>• Scared/Afraid</td>
</tr>
<tr>
<td>• Calm</td>
<td>• Impatient</td>
</tr>
<tr>
<td>• Enjoyment/Joy</td>
<td>• Guilty</td>
</tr>
<tr>
<td>• Relieved</td>
<td>• Stressed</td>
</tr>
<tr>
<td>• Admiration</td>
<td>• Tired/Exhausted</td>
</tr>
<tr>
<td>• Optimistic</td>
<td>• Jealous/Envious</td>
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</table>

How we frame a problem impacts our response and the outcome – Part 2

EI and Conflict Ability #3 - Empathy

- Show interest in and concern for others
- Awareness and understanding of another’s thoughts, feelings or perspectives
- Doesn’t equal agreement
- Currency of influence
Secret to deescalating a conflict – EMPATHY!

“When you show deep empathy toward others, their defensive energy goes down, and positive energy replaces it. That’s when you can get more creative in solving problems.”

—Stephen Covey

...because it literally starts to reverse the physiological brain hijack that happens with a conflict.

Foundational Concepts and Skills

• Empathy Statements
• Listening and Reflecting
• Open-ended questions

Steps for Listening

• Be attentive (no distractions)
• Be present (listen to understand, not waiting to respond)
• Ask open-ended questions
• Tune in to feelings, even when you don’t agree, just accept them, where they are, don’t try to change them.
• Witness through reflecting what you heard both content and feeling

Example Open Questions

• What are you feeling
• What do you need?
• What are your choices?
• How can I help?
• What’s your worst case scenario in this situation?
• What’s your ideal outcome/wish for the situation?
• (Who, what, why, when, how, where)
It’s Not About the Nail

In Chat, what did Jason do initially that drove her crazy? What did he do that helped?

Empathy Statements

- OK, I think I get it, so what you are feeling is...
- Tell me if I have this right. What you are saying is...
- You must feel (EMOTION)
- That would make me feel (EMOTION)
- You’re making total sense
- I can hear the (EMOTION WORD) in your voice
- I’m on your side
- You’re in a tough spot

NOTE any emotion word can be replaced with another emotion word

Poll: Which responses reflect empathy?

Still unable to master the computer program, Dillon turns to you for the third time that day seeking help and direction. He states, “I still can’t figure out how to master this damn program. And you do it so flawlessly.”

a. “Are you this slow on the uptake on everything?”
b. “You’ll catch on. I had the same trouble initially too.”
c. “These programs can feel really frustrating and make you think you’ll never catch on. But it gets easier.”
d. “Learning these programs can make you want to just put your fist through the screen. But it does get better.”
e. “I know how it feels not catching on right away. I was really aggravated at the beginning too.”
Listen and Question

1. Listen Reflectively – summarize others’ content AND motion
   - Listen and summarize before stating your view: “It sounds like you are really frustrated by ____”, “You sound worried about ____”, “It seems like you are disappointed that ____”

2. Ask Open-ended Questions:
   - Open Questions are active verbal responses that, when used appropriately, enable the other person to think in greater depth about the problem.
   - “What is the problem?”, “Why do you think you are having this problem?”, “What are you trying to accomplish?”, “Which solution(s) do you think would work best?”

3. Use Door Openers (nod head, say “uh-huh”)

Open-ended Questions - Deescalate

- Returns blood flow to the pre-frontal cortex where reasoning can occur
- Help us think about the desired goals.
  - 1. What do I really want for myself? others? the relationship?
  - 2. How would I behave if I really wanted these results?
- Close-ended questions allow the person to avoid giving detail, hide their real intentions or opinion, confirm only what the speaker has said. Bottom line, close ended questions do not add more valid information to the conversation when more details are needed.

Close Ended
- Do
- Are
- Is
- Will
- Can
- Should
- Would
- Could

Open Ended
- Who
- What
- When
- Where
- How
- Why
Summary: Hot Buttons Powtoon

Hot Buttons

and How to Handle Them

EI and Conflict Ability #4 - Impulse Control

- Ability to resist or delay drives or temptations
- Not over-reacting
- Remaining patient

Foundational Concepts and Skills

- Counting backwards from 1000
- Meditating/Praying
- Removing self from situation
- Asking/answering Open-ended questions (returns blood flow to frontal lobe)
- Listening
- Write email/letter to self about situation
EI and Conflict Ability #5 Reality testing

- Ability to accurately read the environment, neither over nor under-reacting
- Curious and examining rather than passive and assuming

Foundational Concepts and Skills

- Seeking multiple viewpoints before making a decision*
- Self-awareness - Are you in the Drama Triangle?
- Check your inferences - Play by play not color commentary

*The most successful influencers proactively seek data from multiple sources including those with whom they disagree - “Influencer” by Grenny et. al
Causes of Conflict

- Being in the drama triangle
- Miscommunicating or NOT communicating
- Violation of a value or getting a hot button pushed
- Being aggressive instead of assertive
- Avoiding issues for too long

Escalating Strategies: The Four Horsemen of Relationships

Which predicts relationship ending with 90% accuracy?

- Criticism
- Defensiveness
- Contempt
- Stonewalling

The Gottman Institute
The Thomas-Kilman Conflict Model

Four Steps in Collaborative* Conflict Resolution

1. Gaining agreement to initiate the process
   - Keep a positive and constructive tone
2. Gain agreement on the behavior
   - Be Direct - assertive, not aggressive nor passive
3. Use "I statements"
   - Be Specific - "I feel emotion about behavior because of its effect on me."
4. Follow up I Statements with Open-ended questions, Active Listening
   - Listen reflectively and with empathy

*Collaborating deescalates by showing empathy regardless of the outcome and increases the likelihood of influencing
Worksheet Activity 1.2: Explain Reasons/ Contrast Statement

- Review Worksheet 1.3 that was emailed to you before class,
- Spend 10 minutes in the breakout room and share examples for each of the 3 scenarios

Worksheet Activity 1.3: I-Statements

- Review Worksheet 1.3 that was emailed to you before class,
- Spend 10 minutes in the breakout room and share examples for each of the 3 scenarios
  I messages are assertive not aggressive or passive, they lead to clarity

Worksheet Activity 1.4: Questions and Listening

- Review Worksheet 1.4 that was emailed to you before class
- Take up to 10 minutes in breakout rooms, share responses to the scenarios in round robin fashion
How is too little or too much impulse control expressed among elected officials?

- In your breakout rooms, discuss examples of too little and too much impulse control and the impact that has on personal reputation/credibility, the organization and the community.

LELA Priorities: Listens to Diverse Points of View, Respects Differing Opinions

Matching EI Abilities with Conflict Skills

Relevant EQ Abilities
- Empathy
- Impulse Control
- Reality Testing

Conflict Skills
- Empathy Statements
- Reflective Listening
- Open-ended questions

LELA Priority: Demonstrates Effective Emotional Control

Matching EI Abilities with Conflict Skills

Relevant EQ Abilities
- Emotional Self-Awareness
- Empathy
- Impulse Control

Conflict Skills
- Know your Drama Triangle Hot Buttons
- Check your inferences
- Ask open-ended questions for more information
- Count backwards from 1000
LELA Priorities: Advocates for Local Needs, Build Consensus

Matching EI Abilities with Conflict Skills

Relevant EQ Abilities
- Emotional Expression
- Assertiveness
- Empathy
- Impulse Control

Conflict Skills
- Explain reasons/Contrast Statements
- Listening
- Ask open-ended questions for more information

Tying it all together

- In Breakout rooms, come up with a list of things that elected officials can do to manage conversations when situations escalate?
- Share one insight you’ve had or one thing you have learned today

Reading Resources:
- The EQ Edge
- Crucial Conversations
- Crucial Accountability
- Influencer
- Mistakes Were Made, But Not by Me