


From Conflict to Consensus



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The Dynamics of Conflict

<p>Types of Conflict</p> <ul style="list-style-type: none"> *Substantive Conflict. Conflict over ideas or issues. 	<ul style="list-style-type: none"> *Procedural Conflict. Conflict over methods or process to follow. 	<ul style="list-style-type: none"> *Affective Conflict. Conflict around personalities, communication styles, emotions, etc.
<p>Behavior (What We Observe)</p>		
<ul style="list-style-type: none"> A range from passive to aggressive in words, tone and/or body language 		
<p>Root Causes (What We Don't See)</p>		
<ul style="list-style-type: none"> Different experience Different perspective Different values (including cultural) Different understanding Different expectations Different style (thinking, problem solving, decision-making, etc.) Different ideas Fear (of . . .) <ul style="list-style-type: none"> . . . being seen as weak, ineffective . . . not being accepted or valued . . . being judged or not being treated fairly . . . impact on reputation . . . failure in a leadership role . . . not meeting goals or performance standards 		
<p>Type of Conflict:</p>		
<p>Behavior Observed:</p>		
<p>Possible Root Cause(s):</p>		
<p>Possible Fear(s):</p>		
<p> “No snowflake in an avalanche ever feels responsible.” - Stanislaw Lem</p>		

Conflict Management

Examples of 'accepted guidelines to use:

- Step 1:** Identify the issue or problem and restate
 - Get at root cause(s)
 - Depersonalize - separate the people from the problem; be hard on the problem and soft on the people
 - Separate the relationship from the problem, but work on saving both
 - Stick to facts
 - Restate to be able to focus on the issue more positively or productively
- Step 2:** Set issue or problem in context
 - State the desired, positive outcome
 - Remind the group or individuals of their role or the goal, if appropriate, and the need to focus on what is best for the agency, address the issue at-hand, etc.
- Step 3:** Evoke accepted guidelines
 - Remind the group or individuals of agreed upon guidelines the group can use to work on the issue from the same side
- Step 4:** Focus on and understand 'interests' not 'positions'
 - Identify and understand points of view
 - Acknowledge emotions, feelings and perceptions as legitimate
- Step 5:** Agree to objective criteria to evaluate the best solution
 - Develop objective criteria - not tied to any one position or idea
- Step 6:** Develop solutions
 - Ensure the group or individuals have all the facts and information they need to make the best decision
 - Focus on solutions that generate mutual gain, if possible
 - View/tackle the problem together (from the same side)

adapted from, Getting to Yes, Fisher and Ury; and Working in Groups, Engleberg and Wynn.

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CONFLICT RESOLUTION SCENARIO

THE FACTS

Context/Situation: it's the City's 50th Anniversary. The Parks and Recreation Department believes the City should have a parade to celebrate. The parade would end at the major park in town where the community could enjoy food at different booths, games for the kids, etc. In the evening, alcohol would be served, and there would be a fireworks show. You are part of an inter-departmental project team to work on this, along with representatives from Police/Fire, Parks and Recreation, Public Works, Administration and Finance. Major sticking points have arisen, especially over plans to serve alcohol and the fireworks display, concerning both the cost of these activities and the liability. The Parks and Recreation representative is clearly unhappy, and the discussion has stalled.

What Are the Possible Root Causes of This Situation?

State the Desired Outcome and the Consequences of an Unresolved Conflict

What Guidelines or Principles Can You Use to Support Conflict Resolution?

What Are the Possible Interests or Points of View of Each Side?

What Objective Criteria Could Be Set to Evaluate the Solutions Developed?

Other Considerations for a Successful Outcome:

2

CONFLICT RESOLUTION SCENARIO

THE FACTS

Context/Situation: a Fire Department Battalion Chief has filed a worker's comp claim regarding a personnel issue. You have suggested that the HR manager intervene and work with the Fire Chief to address the issue. The HR Manager has laid out a procedure for the Fire Chief to follow to document the behaviors, leading up to possible termination. The Fire Chief does not want to deal with lengthy time-consuming procedures and just wants the Worker's Comp and HR departments to deal with the issue; otherwise, the Fire Chief is planning to just let the Battalion Chief's behaviors slide, and mitigate the impact on the other members of the department as best he can. Worker's Comp, HR and the Fire Chief are at a stalemate on how to proceed.

What Are the Possible Root Causes of This Situation?

State the Desired Outcome and the Consequences of an Unresolved Conflict

What Guidelines or Principles Can You Use to Support Conflict Resolution?

What Are the Possible Interests or Points of View of Each Side?

What Objective Criteria Could Be Set to Evaluate the Solutions Developed?

Other Considerations for a Successful Outcome:

Moving to Conversation: How We Communicate

<h1>A</h1>	<p>Assumption. Assume the other individual or members of the group mean well.</p> <p><i>“I know that all of us want this project to be successful.”</i></p>	
<h1>E</h1>	<p>Expression. Express your feelings.</p> <p><i>“But, I’m really worried because it seems as though we are not putting in the work that’s needed.”</i></p>	
<h1>I</h1>	<p>Identification. Identify what you would like to happen.</p> <p><i>“I would like to see us work better together and more efficiently. And if we think we need more resources or others to help, let’s ask for it.”</i></p>	
<h1>O</h1>	<p>Outcomes. Make clear the outcomes you expect.</p> <p><i>“I think that if we can pull this together, it will be of huge benefit to the agency.”</i></p>	
<h1>U</h1>	<p>Understanding. Work toward a mutual understanding.</p> <p><i>“Let’s reassess where we are and if we need to different approach moving forward. What do you think?”</i></p>	

Adapted from, Working in Groups, Engleberg and Wynn.

Asking Non-Threatening Questions

Qualities of Non-Threatening Questions	PRACTICE
<div data-bbox="383 2293 734 2557" data-label="Image"> </div> <ul style="list-style-type: none"> • open up discussion and possibilities (limit 'yes or no' questions) • keep the focus on the issue and resolution, not the individual • seek to better understand feelings, opinions • help get closer to the real issue or root cause • avoid putting individuals on the defensive • are objective, unbiased; don't presuppose the answer (they are not rhetorical!) <div data-bbox="1244 1396 1755 2396" data-label="Text" style="border: 1px dashed black; padding: 5px;"> <p><i>Tips for the One Asking the Questions</i></p> <ul style="list-style-type: none"> • pay attention to non-verbal cues as well (can be signals for real feelings, views) • reword the question if the individual struggles or ask if clarification is needed • in a group, initially avoid asking specific individuals to answer a question (putting them 'on the spot') • be careful of 'over praising' responses of individuals (others will perceive their participation as less valuable) </div>	<ol style="list-style-type: none"> 1. "Don't you think the inferior training program you conducted last year is causing this type of behavior now?" <i>Restate:</i> 2. "Are you feeling that this situation is out of control? I know I am." <i>Restate:</i> 3. "Mary, I don't understand why your team is not following procedures. Can you explain?" <i>Restate:</i> 4. "It's obvious to me that you are not really interested in resolving this situation. Why is that?" <i>Restate:</i> 5. "If this situation continues, we'll likely put ourselves at tremendous risk. Is that what you want?" <i>Restate:</i>

Getting RESULTS! Effective Questions to Open Up Conversation

DESIRED RESULT: Peer-to-Peer Interaction

DESIRED RESULT: Stimulate Conversation, Brainstorm

- What do the rest of you think about that?
- What you just said relates to what Mary said earlier. Mary what do you think of that? Would this help us build a better solution?
- Have some of you had experiences you can share that relate to this?
- Who has had some successes in this area?
- Let's make a list of pros and cons for this idea.

- What are some ways we can tackle this issue?
- What have you tried that has worked in this area? What hasn't worked?
- What would happen if . . . ?
- Let's imagine that . . .
- Let's think of all the possible ways that we could . . .

DESIRED RESULT: Clarify, Understand

- Can you tell me more about (the issue, concern, problem)?
- So, what you are saying is . . . Is that correct?
- Can you describe how that worked?

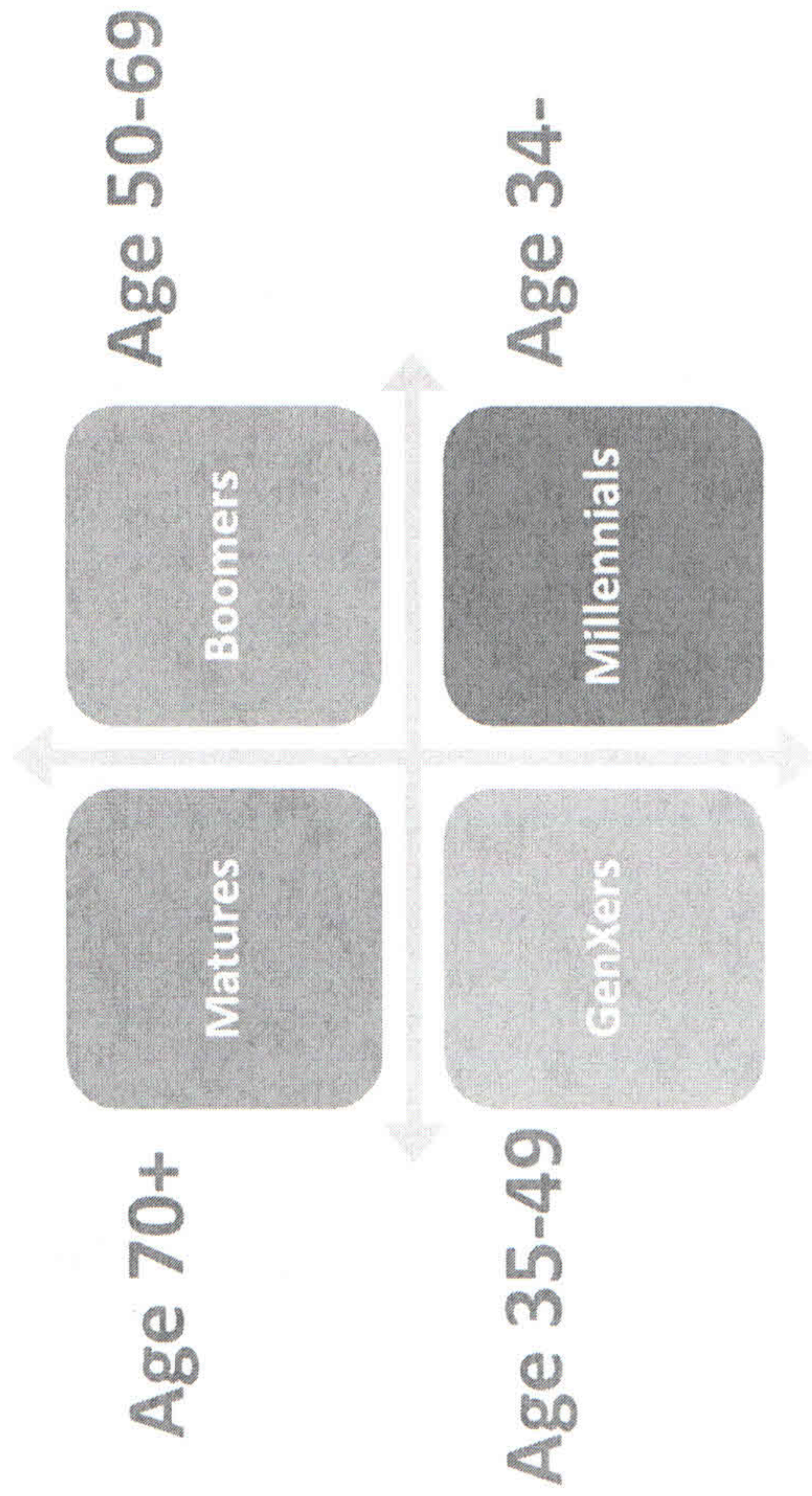
DESIRED RESULT: Redirect (back to point; diffuse negativity)

- What can we learn from this experience?
- How can we use this idea/information to . . . (back to point)?
- What are some of the reasons you believe that didn't work?
- What has changed that might allow that to work today?
- Have others had similar or dissimilar experiences we could learn from?
- What small step could we take that would eventually lead us to . . . ?
- What can we do today that will make a difference?

DESIRED RESULT: Summarize/Apply

- From what we discussed, what seems to be the keys to success in this area?
- Let's recap the ideas we have for this section.
- Let's prioritize the ideas we have and focus on those we believe will best meet the goal.
- Take some time to think about the discussion we just had, and choose the top three ideas you think will work.
- What conclusions can we draw from our discussion?

Background Information - Generations



Generational Influences

Matures

Pearl Harbor
Great Depression
GI Bill
John Wayne, Betty Croker
Pennies Saved
Radio

Boomers

JFK and Martin Luther King (and their assassinations)
Bill Gates, Captain Kirk
Human Rights Movement
Mick Jagger
Watergate
Television

GenXers

Latch key kids
Bill Clinton, Quentin Tarantino
Energy crisis
Berlin Wall
Aids epidemic
Internet

Millennials

Over planned schedule
Challenger, September 11
Prince William, Leonardo DiCaprio
Game systems
Information age
Cell phone, virtual reality

Generational Personalities

Matures

- 'work to live and support your family'
- Have faith in institutions
- Compliant and loyal; respect the rules

GenXers

- 'work for money, not for fun'
- Pragmatic, practical, skeptical
- Resourceful; independent; entrepreneurial

Boomers

- 'live to work'; we are what we do
- The 'me' generation
- Anything is possible

Millennials

- 'work/life balance'
- Global
- Multi-task, multimedia; self-absorbed, self-assured
- Need to feel valued and wanted

Generational Work Styles

Matures

- Work Method: top down
- Job Satisfaction Need: acknowledgment
- Work Authority: chain of command; don't question
- Work Communication: formal, yet personal; through channels; one-on-one
- Work View: lifetime career
- View of Technology: complex and challenging; 'if it ain't broke, don't fix it'

Boomers

- Work Method: discussion and consensus
- Job Satisfaction Need: make a difference
- Work Authority: respect for power and accomplishment
- Work Communication: somewhat formal through structured network; mix of electronic and face-to-face
- Work View: stellar careers
- View of Technology: necessary for progress and achievement

GenXers

- Work Method: efficient – take fastest route; ignore chain of common; bottom-line oriented
- Job Satisfaction Need: balance work and home
- Work Authority: egalitarian; rules are flexible; question authority
- Work Communication: casual, direct, electronic; need feedback; hate supervision
- Work View: portable careers
- View of Technology: practical tools for getting things done

Millennials

- Work Method: high expectations of self and the organization; team oriented; use technology; work to deadlines and goals, not necessarily to schedules
- Job Satisfaction Need: to make a difference
- Work Authority: value freedom and autonomy; less inclined to pursue formal positions
- Work Communication: fast, casual, direct and high-tech; eager to please
- Work View: personal safety is #1 workplace issue; parallel careers; multiple careers
- View of Technology: 'what else is there?'

Generation – Interview Guide

'Mature' Interviewee	'Boomer' Interviewee	'GenXer' Interviewee	'Millennial Interviewee'
<p>1. What motivates you in your career? Why do you get up every morning and go to work in risk management?</p>	<p>1. What motivates you in your career? Why do you get up every morning and go to work in risk management?</p>	<p>1. What motivates you in your career? Why do you get up every morning and go to work in risk management?</p>	<p>1. What motivates you in your career? Why do you get up every morning and go to work in risk management?</p>
<p>2. How would you describe your management style?</p>	<p>2. How would you describe your management style?</p>	<p>2. How would you describe your management style?</p>	<p>2. How would you describe your management style?</p>
<p>3. How do you motivate someone who works for you?</p>	<p>3. How do you motivate someone who works for you?</p>	<p>3. How do you motivate someone who works for you?</p>	<p>3. How do you motivate someone who works for you?</p>
<p>4. What's important to you at work?</p>	<p>4. What's important to you at work?</p>	<p>4. What's important to you at work?</p>	<p>4. What's important to you at work?</p>
<p>5. Complete this sentence: "I will consider myself 'successful' when . . ."</p>	<p>5. Complete this sentence: "I will consider myself 'successful' when . . ."</p>	<p>5. Complete this sentence: "I will consider myself 'successful' when . . ."</p>	<p>5. Complete this sentence: "I will consider myself 'successful' when . . ."</p>
<p>6. Fill in the blank: "If in any given week, I haven't _____, then I'm not happy with how I've spent my time that week."</p>	<p>6. Fill in the blank: "If in any given week, I haven't _____, then I'm not happy with how I've spent my time that week."</p>	<p>6. Fill in the blank: "If in any given week, I haven't _____, then I'm not happy with how I've spent my time that week."</p>	<p>6. Fill in the blank: "If in any given week, I haven't _____, then I'm not happy with how I've spent my time that week."</p>

Managing Generational Differences in a Group Setting

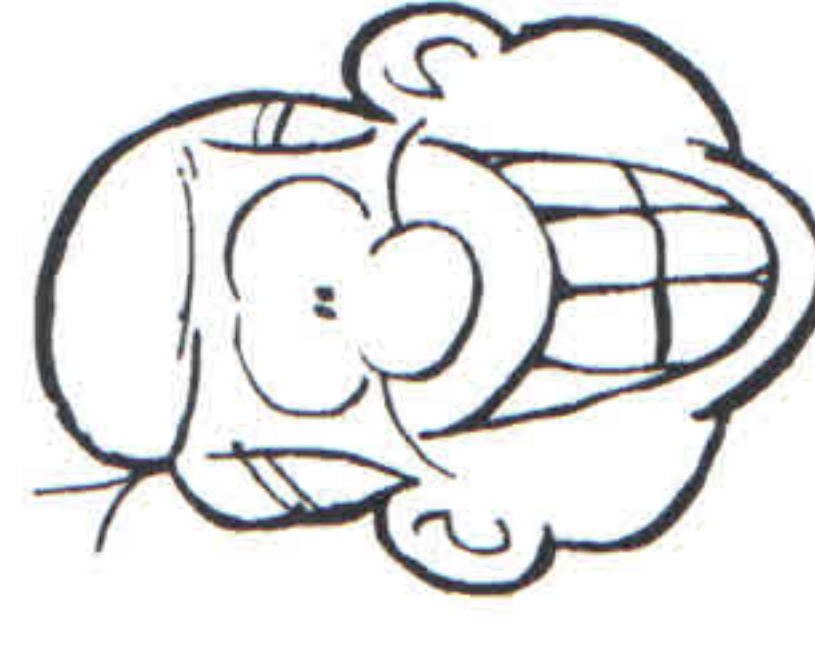
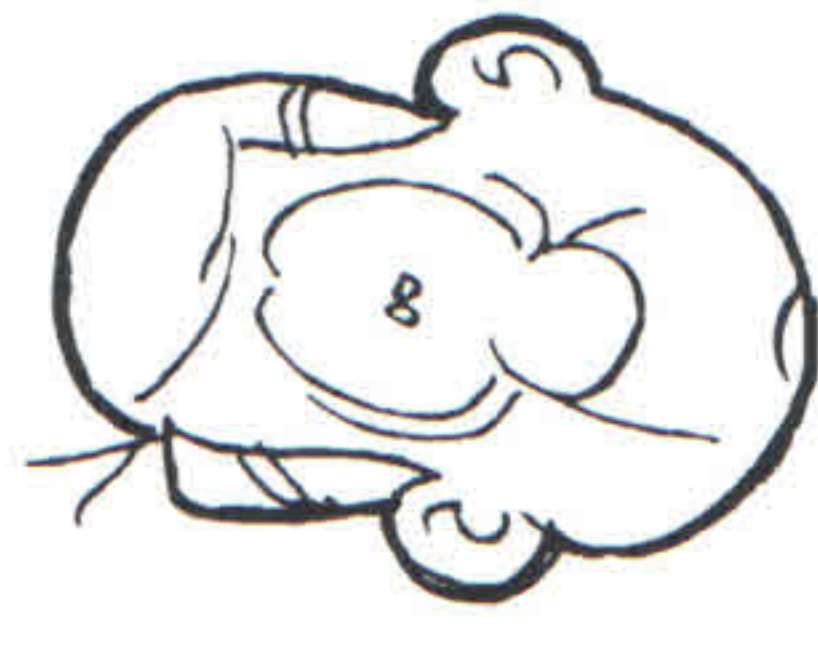
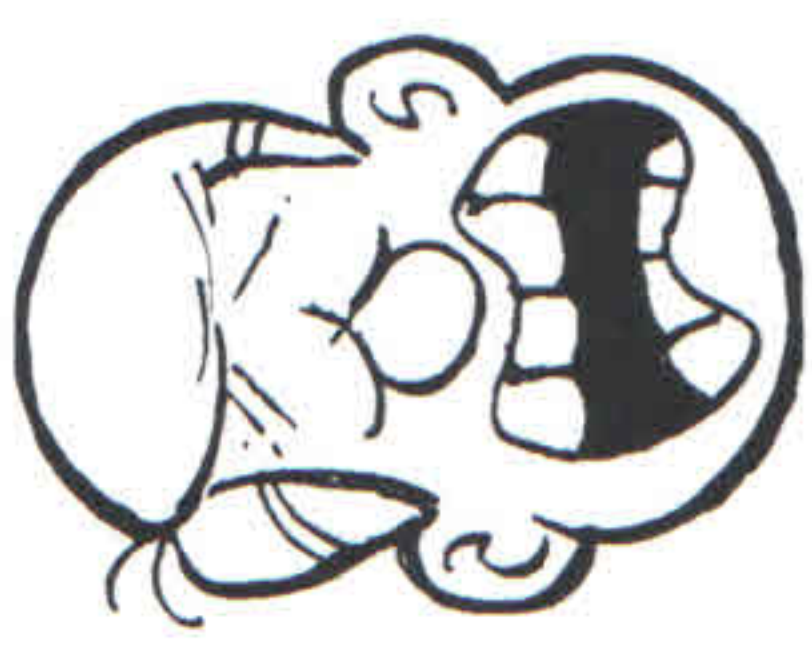


<i>Insights gained regarding motivations, styles, priorities, etc. of different generations</i>	
MATURES	BOOMERS
GENXers	MILLENNIALS

<i>Effective approaches in addressing conflict</i>	
MATURES	BOOMERS
GENXers	MILLENNIALS

<i>Effective techniques in leading a team composed of multiple generations</i>

Managing Conflict with Challenging Behaviors



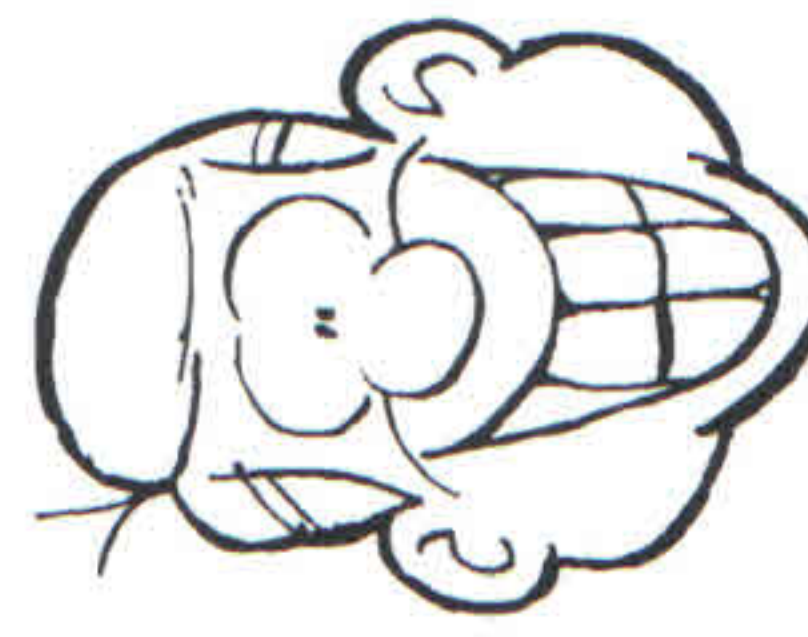
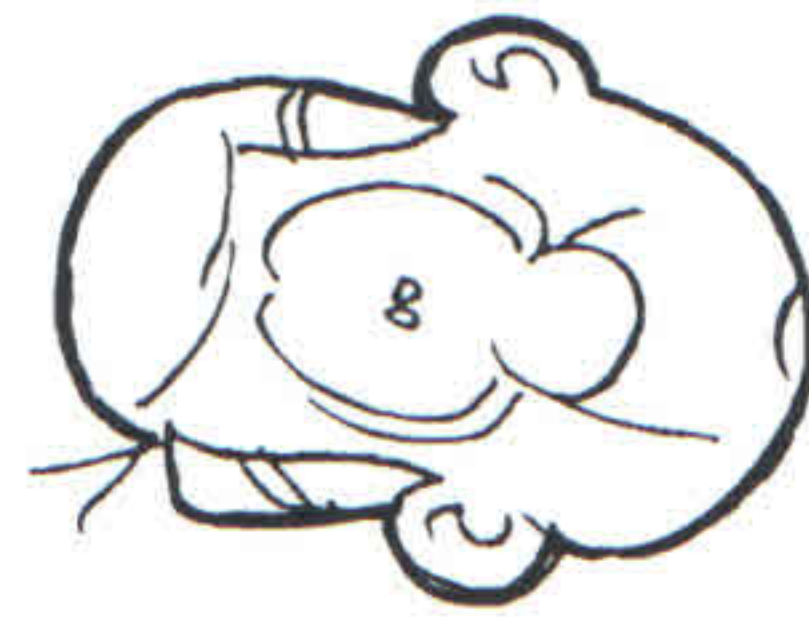
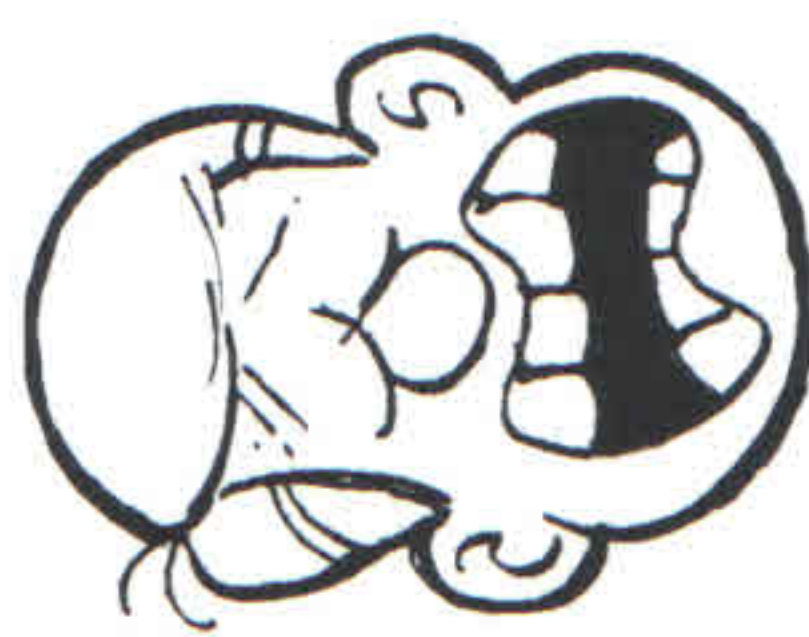
BEHAVIOR:

Impact on the Group:

Possible Root Causes:

Techniques to Handle:

Techniques for Handling Challenging Behaviors



<p>Know-it-All</p> <ul style="list-style-type: none"> know your facts, do your homework acknowledge expertise question firmly, but don't confront enlist their help with specific task/give a focus stress groundrule of "all share" call on/make eye contact with others avoid being a 'counter expert' 	<p>Skeptic</p> <ul style="list-style-type: none"> diffuse negativity; don't argue share your own realistic optimism focus on 'what CAN be done' acknowledge experience/point of view, then get at reasons/analysis of what went wrong (engage in problem-solving) use facts, examples, testimonials make skeptic give specific reasons 	<p>Dominant</p> <ul style="list-style-type: none"> get their attention by calling by name maintain eye contact, 'invade space', then focus on others and ask question interrupt when they take a breath recognize response then bridge rephrase to help bring closure to comments use small groups and rotate leadership evoke groundrules
<p>Introvert</p> <ul style="list-style-type: none"> ask open-ended questions don't fill silent space break the ice/lighten the mood use small groups to raise comfort level use group-generated questions rotate small group leadership demonstrate value of participating pair participants up at times use incentives for participation 	<p>Socialite</p> <ul style="list-style-type: none"> use small groups to curb side conversations switch to an activity to focus and involve mix up participants invade space ask if there's a questions or comments decrease your voice volume; pause ask a directed question 	<p>Confused</p> <ul style="list-style-type: none"> focus back on the goal, desired results reiterate instructions (once) ask others in small group to help provide help during breaks/after session start by reviewing agenda/steps and ask for questions/need for clarification
<p>Pleaser</p> <ul style="list-style-type: none"> deliberately call on others avoid eye contact keep distance force thinking about both sides of issue, pros and cons, etc. use small groups, or pair up 	<p>Other Behavior:</p>	<p>Other Behavior:</p>

Fundamentals of Developing and Sustaining Collaboration across Disciplines

What is Collaboration?

Collaboration is a relationship in which information and/or resources are shared with the intention of benefiting the parties *mutually* in the pursuit of a common goal. A collaborative relationship adds value over and above what the parties can accomplish individually.

Elements of an Effective Collaboration

Awareness and Understanding of the focus, goals, expectations and needs of each party, as well as an appreciation of the assets each brings to the table.

Clarity and Consensus around the purpose and goals of the collaboration, roles and responsibilities of each party, operations (working agreement in place), and methods for evaluation.

Balance: roles and skills are sufficient and complementary; there is a perceived balance in influence, level of contribution and resulting value to each party.

Operating Values: standards are set and agreed upon regarding how business is conducted and how the parties will interact and work together.

Communication: clear, open, honest, regular communication throughout the process, with systems established for sharing information, seeking input, making decisions, resolving conflict, etc.

Trust in a collaboration is built and maintained when these elements are present and when the parties act consistently according to agreed upon performance standards.

Being an Effective Partner in a Collaboration – The 5 C's

Competence: Effective partners take on balanced, complementary roles they are best suited to play in achieving mutual goals.

Communication: Effective partners strive for open, two-way dialog, focusing on what can be accomplished.

Character: Effective partners build trust with each interaction by being reliable and acting with integrity.

Commitment: Effective partners commit to a common set of goals and to supporting each other in achieving them.

Celebration: Effective partners take every opportunity to celebrate the accomplishments of the partnership.

Building a Collaborative Relationship

Step 1: Do your homework (define desired end results; weigh the opportunities, challenges, risks and benefits; list potential parties with the assets you need; develop criteria to evaluate potential partners; determine the intended scope of collaboration)

Step 2: Make preliminary contact (agree to scope and boundaries of potential collaboration; determine joint outcomes; assess potential)

Step 3: Define collaboration (define roles, responsibilities; set operating guidelines, etc.)

Step 4: Develop work plan

Step 5: Determine benchmarks for progress and develop methods for evaluating results and the relationship

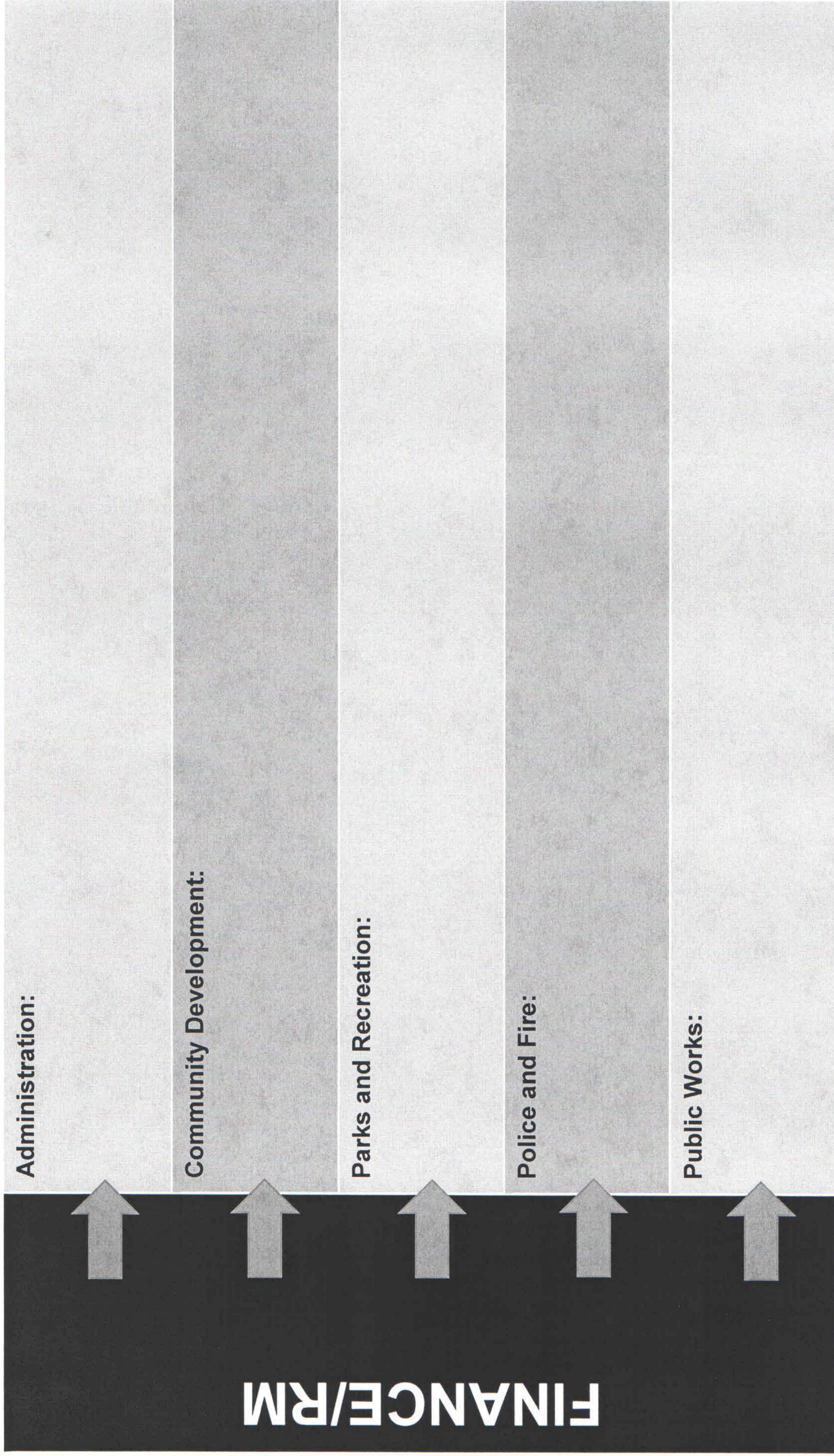
Step 6: Implement and monitor

Step 7: Celebrate accomplishments

Sample Cautions and Considerations

- ◆ Explore where interests of the parties are similar or are in conflict
- ◆ Ensure an infrastructure for operating effectively and efficiently
- ◆ Pay attention to both the organizational and interpersonal side
- ◆ Assess image/credibility of potential partners; assess how others will be affected by or react to the collaboration
- ◆ Explore potential liability
- ◆ Be comfortable with the scope and length of the commitment to the partnership
- ◆ Be clear on authority, roles and responsibilities

Red Hat Analysis – Matrix Tool



Use this tool to...

- Identify differences you need to be sensitive to regarding the thinking style or decision-making process of each department
- Understand the unique perspective of each department as it relates to a particular issue
- Identify the information or perspective you have as 'Finance/Risk Management' that, if shared, could benefit the other departments and the outcome for the issue being addressed
- Be able to better handle conflict by understanding root causes for behavior or action observed