

People – Difficult or Different?

**Understanding
Conflict and
our Behavior
Styles**



TOPICS

Beliefs: It is about Relationships

- Exploration of Conflict
- Making conflict work for you
 - Managing Interactions
 - A Model
 - Behaviour Styles



DEFINITION OF CONFLICT

**Conflict is influenced
by perceptions,
values and emotions.**



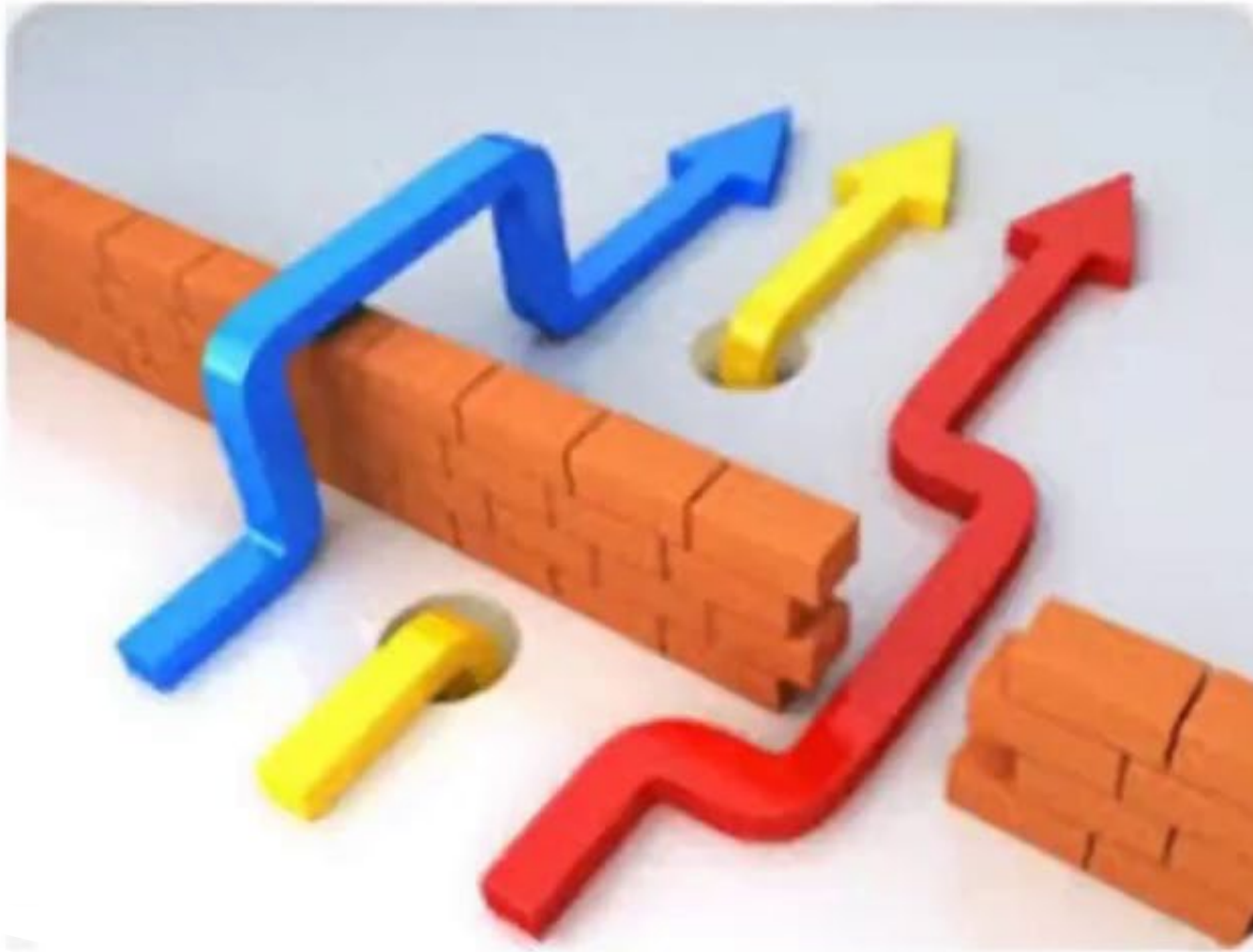
CONFLICT

Conflict is usually not about being right or wrong, but about personal perceptions of right or wrong.

Sometimes the perceptions transcend reason.

Conflict occurs when individuals or groups are not obtaining what they need or want or when there is a clash of self-interests, and the concerns, goals or values appear to be incompatible.





CREATIVE
ALTERNATIVE
STRATEGIES

Constructive Conflict

- Identifies alternate solutions.
- Serves to release pent-up emotions, anxiety and stress.

Constructive Conflict

- Builds cohesiveness among group members.
- Helps individuals and groups to grow personally and apply their knowledge to future conflicts.
- Is hard on the problem.



EQ



+



High Concentration
Intense Focus
Better Comprehension
Analytical Skills
Excellent Memory

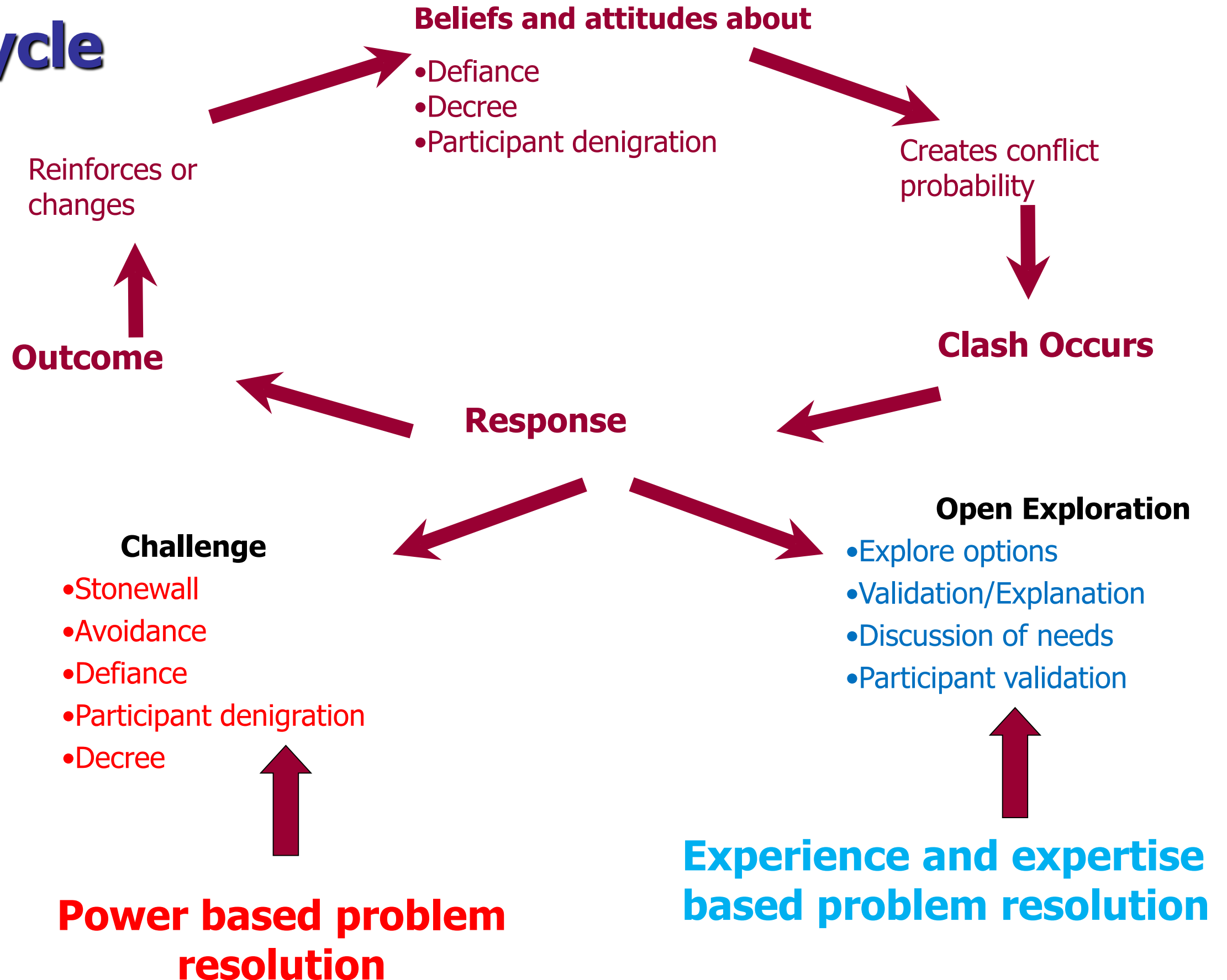
Self Awareness
Self Regulation
Empathy
Social Skills

Emotional intelligence is my awareness of myself and my impact on others, and the ability to understand and connect with emotions of others.

The relationships *are* the culture



The Conflict Cycle



Common Errors



Writing the script



The Sandwich Method



Too many pillows



The Dump Truck



Identify Interests from the Early Stages

Ask yourself:

- how they arrived at that position
- why they have not made the same decision
- why the person has taken that position
- why the person has not made the decision you or other parties want

Put yourself in the other person's shoes:

- Write down the other person's interests as they arise
- *Really listen* and *acknowledge* that you have heard.
- Believe that more than one option can meet your needs
- Be open, but firm on the problem

Interest-based Resolution Model

STEP 1: Establish a Positive Environment

- Timing, neutral location, clear agenda/purpose

STEP 2: Clarify the Issues

- What it is, what it is not, check for clarification

STEP 3: Clarify Interests

- Probe for interests, bite sized pieces, how relate to one another (common interests, interests important to each)





Interest-based Resolution Model cont'd

STEP 4: Problem Solve (Seek a solution)

- Summarizes interests
- Brainstorm for a mutually generated list of options
- Discuss alternatives
- Ensure fairness
- Evaluate options for legitimacy

STEP 5: Develop Action Plan

- Select the best alternative
- The plan: who, what, when, where, how
- Seek commitment and closure

STEP 6: Evaluate

- Establish criteria and conditions for follow-up and review – was the desired result achieved?)

PROCESS FOR RESOLUTION

- **Define the problem**
- **Determine interests** (Consider all parties involved)
 - Parent's Interests
 - Student's Interests
 - Teacher's Interests
 - Other
- **Generate Solution Alternatives**
- **Action Plan**
 - Parent will:
 - Student will
 - Teacher will
 - Other person will
- **Follow Up action** (Steps to closure)



Exploration of Interests

Issue:

Subject matter/content on which there is a difference of opinion

Interests:

- “needs” that must be explored to attempt to reach a solution
- “needs” that motivate us to our “positions”
- What is important to each party in relation to this issue?

Why Interests?

- Resolution lies in meeting interests

Why Mutual Interests?

- One-sided outcomes only defer problems and create more issues

Feeling	Underlying Need
Judged Attacked	<ul style="list-style-type: none"> acceptance support
Embarrassed Blamed	<ul style="list-style-type: none"> reputation/credibility seen as competent
Singled out Picked on Unfairly Treated	<ul style="list-style-type: none"> fairness consistency equality
Controlled Micro-managed Questioned	<ul style="list-style-type: none"> independence autonomy to be trusted
Betrayed Let down Manipulated	<ul style="list-style-type: none"> support reliability/trust direct communication
Isolated Excluded	<ul style="list-style-type: none"> connection belonging/inclusion



Feeling	Underlying Need
Threatened Intimidated Scared	<ul style="list-style-type: none"> safety security reassurance
Ignored Discounted	<ul style="list-style-type: none"> heard/acknowledged meaningful input
Misunderstood Misinterpreted	<ul style="list-style-type: none"> understanding/empathy accuracy
Minimized Dismissed	<ul style="list-style-type: none"> being valued recognition/appreciation respect
Anxious Worried	<ul style="list-style-type: none"> reassurance certainty
Jealous Envious	<ul style="list-style-type: none"> relationship/connection fairness, resources

Interests/Needs:

acceptance	efficacy	love	safety
accountability	efficiency	listening	satisfaction
achievement	equality	learning	security
acknowledgement			sharing
adventure	fairness	organization	sense of order
affection	financial security	originality	sincerity
appreciation	freedom (from fear)		standards
autonomy	fulfillment	peace of mind	support
	fun	privacy	
belonging		profitability	teamwork
being heard	happiness		time
	honesty	recognition	trust
clarity		relaxation	
commitment	knowledge	respect	understanding
competency		responsibility	unity
consistency	independence		
creativity	inclusion		validation
connection	input		
<u>control of...</u>	integrity		well-being
contribution	intimacy		
communication			



Types of Core Conflict Issues

IDENTITY

- The person feels this his/her sense of self identity is threatened or denied respect

HUMAN NEEDS

- Safety, security, love, belonging ... is denied

DOMINATION

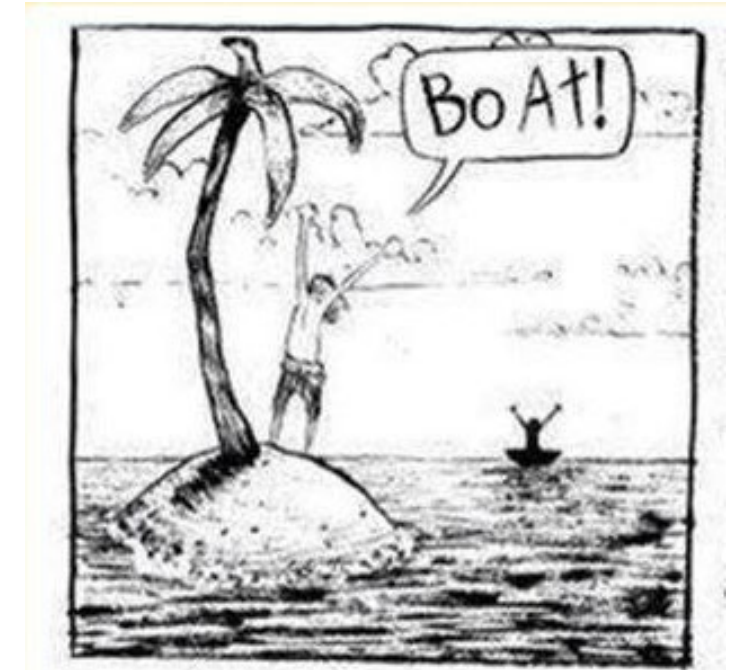
- Who is on top? (social, political, economic)

DISTRIBUTION

- Perception of unfairness regarding who gets what and how much

Reframing

- Interests are the reasons why a person holds a particular position
- Needs are considered to be interests as well, BUT they are at a higher level and considered more fundamental



Reframing, or making the effort to define the underlying interests often makes it easier to solve conflict

Interest-Based Reframing

- Common to confuse positions and interests
- Reframing means looking behind statements for interests
- Focus shifts to “THE WHY”
- Focus on “THE REASONS”

Think: “Why do you want what you want?”



Conversation Opener (60 seconds)

Susan Scott – Fierce Conversations

Preparation

- 1 Name the issue (behaviour causing the problem).
- 2 Select 2-3 specific examples that illustrates the behavior or situation you want to change.
- 3 Clarify why this is important
- 4 Identify your contribution(s) to this issue.
- 5 Indicate your wish to resolve the issue.
- 6 Invite the person to respond (and then listen).

Confrontation Conversation (cont.)

Interaction

- 7 Inquire into your partner's views. Use paraphrasing and perception check. Dig for full understanding; don't be satisfied on the surface. Make sure your partner knows that you fully understand and acknowledge his/her position and interests.

Resolution

- 8 What was learned? Where are we now? What is needed for resolution? What was left unsaid that needs saying? Have we moved? What is our new understanding? How can we move forward from here, given this new understanding?
- 9 Make a new agreement and have a method to hold each other able.

The interpersonal challenges of instructional leadership: Principals' effectiveness in conversations about performance issues

Le Fevre, D.M., & Robinson, V. M. J. (2015)

Open-to-Learning Interpersonal Skills (p. 74)

1. Expresses a Grounded Point of View
2. Seeks Deeper Understanding
3. Checks Understanding
4. Helps Other Consider Alternatives
5. Open to Examining Own Assumptions
6. Agree on Next Steps



Open-to-learning conversations

Robinson, V., 2019, p. 4

The Guiding Values and Key Strategies of an “Open-to-Learning” Conversation

	Guiding Values	Key Strategies
1.	<p>Increase the Validity of Information</p> <ul style="list-style-type: none">• Information includes thoughts, opinions, reasoning, inferences and feelings	<ul style="list-style-type: none">• Disclose the reasoning that leads to your views• Provide examples and illustrations of your views• Treat own views as hypotheses rather than taken for granted truths• Seek feedback and disconfirmation

Open-to-learning conversations

Robinson, V., 2019, p. 4

The Guiding Values and Key Strategies of an “Open-to-Learning” Conversation

	Guiding Values	Key Strategies
2.	Increase Respect <ul style="list-style-type: none">• Treat others as well intentioned, as interested in learning and as capable of contributing to your own.	<ul style="list-style-type: none">• Listen deeply, especially when views differ from your own• Expect high standards and constantly check how you are helping others to reach them.• Share control of the conversation including the management of emotions.

Open-to-learning conversations

Robinson, V., 2019, p. 4

The Guiding Values and Key Strategies of an “Open-to-Learning” Conversation

	Guiding Values	Key Strategies
3.	Increase Commitment <ul style="list-style-type: none">• Foster ownership of decisions through transparent and shared processes	<ul style="list-style-type: none">• Share the problems and the problem solving process• Require accountability for collective decisions• Foster public monitoring and review of decisions

Open-to-learning conversations

Robinson, V., 2019, p. 6

The Key Components of an Open-to-learning Conversation

1	Describe your concern as your point of view
2	Describe what your concern is based on.
3	Invite the other's point of view.
4	Paraphrase their point of view and check.
5	Detect and check important assumptions
6	Establish common ground.
7	Make a plan to get what you both want.

Conversation

Preparation

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Perceptions

(Values)

Beliefs

Behavior

When we see and hear something, our perceptions are always influenced by our values and beliefs.

Deeply embedded in all of us are core values. Some, like Integrity, Fairness, Justice, etc. are more commonly shared.

These values get “tucked” into our beliefs, which can be impacted by a variety of things, such as influential people or life experiences

When we see and hear something, our perceptions are influenced by our values and beliefs.
Example: if I perceive a child being hit by an adult, my values and beliefs about child abuse will cause me to behave in a certain way.

Beliefs, Perceptions, Behavior



You see
what you
want to
see and
you hear
what you
want to
hear.

**Harry
Nilsson,
*The Point***

Behavior vs. Personality

PERSONALITY is who you are.

BEHAVIOR is what you do.

PERSONALITY cannot be situationally, intentionally and temporarily modified by choice.

BEHAVIOR can be situationally, intentionally and temporarily modified by choice.

These Patterns of Behavior are called Behavior Styles

Behavior Style is NOT a label – everyone demonstrates all the Style behaviors at one time or another



RESULTS DIMENSION

**P
R
O
C
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S
S**

**E
X
P
E
D
I
E
N
C
E**

RESULTS

RESULTS Dimension ...

How an individual goes about accomplishing a task or achieving a result

PROCESS – more attention to the **how results can be achieved**

EXPEDIENCE – more attention to the **speed at which results can be achieved**

EMOTIONS DIMENSION

CONTROLLED



EMOTIONS Dimension ...

The degree to which an individual expresses emotions and feelings when working with others

CONTROLLED – not express their feelings and emotions

RESPONSIVE – express their feelings and emotions

RESPONSIVE

Behavior Tendencies



1

Major focus

2

Driving need

3

Greatest strength

4

Blindspot

5

Want you to support

6

Spend your time

7

Want from you

Controller Tendencies



1

Results

2

To be in control

3

Uses conflict

4

Listening

5

Their objectives
and results

6

Be efficient

7

Action

Analyzer Tendencies



1

Quality, accuracy
and perfection

2

To get it right

3

Uses facts, data,
history

4

Declaring a
position

5

Their standards
and principles

6

Be accurate

7

Facts and data

Persuader Tendencies



1

People

2

To be liked

3

Uses verbal
skills

4

Following
Systems

5

Their ability to
take risks

6

Get acquainted,
have fun

7

Approval and
praise

Stabilizer Tendencies



1

Relationships

2

Security

3

Maintaining
harmony

4

Initiating quickly

5

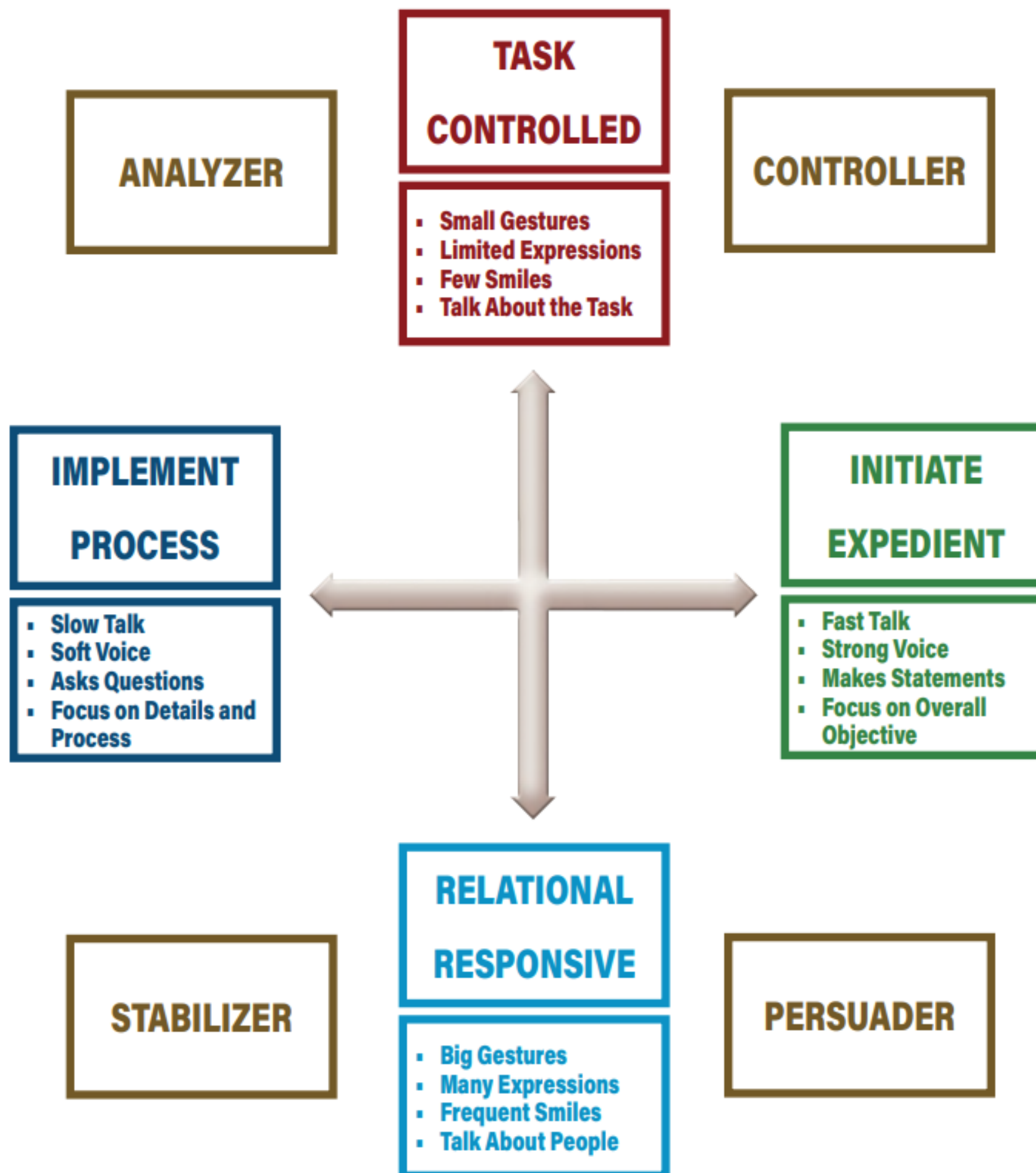
Them as a person

6

Understand their
goals

7

Appreciation



Styles in Motion Activity



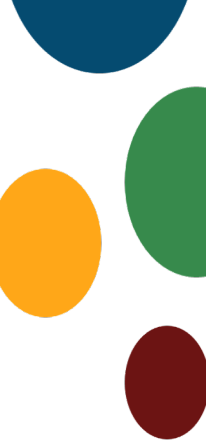
If you want
to change
attitudes,
start with a
change in
behavior.

**Katharine
Hepburn**

Controller

You've been late 3 times, I expect you will ensure this doesn't happen again

Get to the issue quickly, focus on the change you want



Persuader

Hey I noticed that you haven't been getting to your supervision on time like you usually do. We've really got to watch that. I'm confident that with a little attention you can take care of this. Is there anything that I should know?

Moves quickly to inspire

Stabilizer

I've noticed that you've been late to supervision a few times and I'm concerned about you. Is everything ok? Can I help?

Relationship with empathy and compassion and then to solutions

Analyzer

You came to your supervision late (between 3-7 minutes) on a, b, c. This is not something we do. You need to be on time for liability reasons. What actions can you take to ensure you meet this expectation?

Presents facts/data in non-emotional way

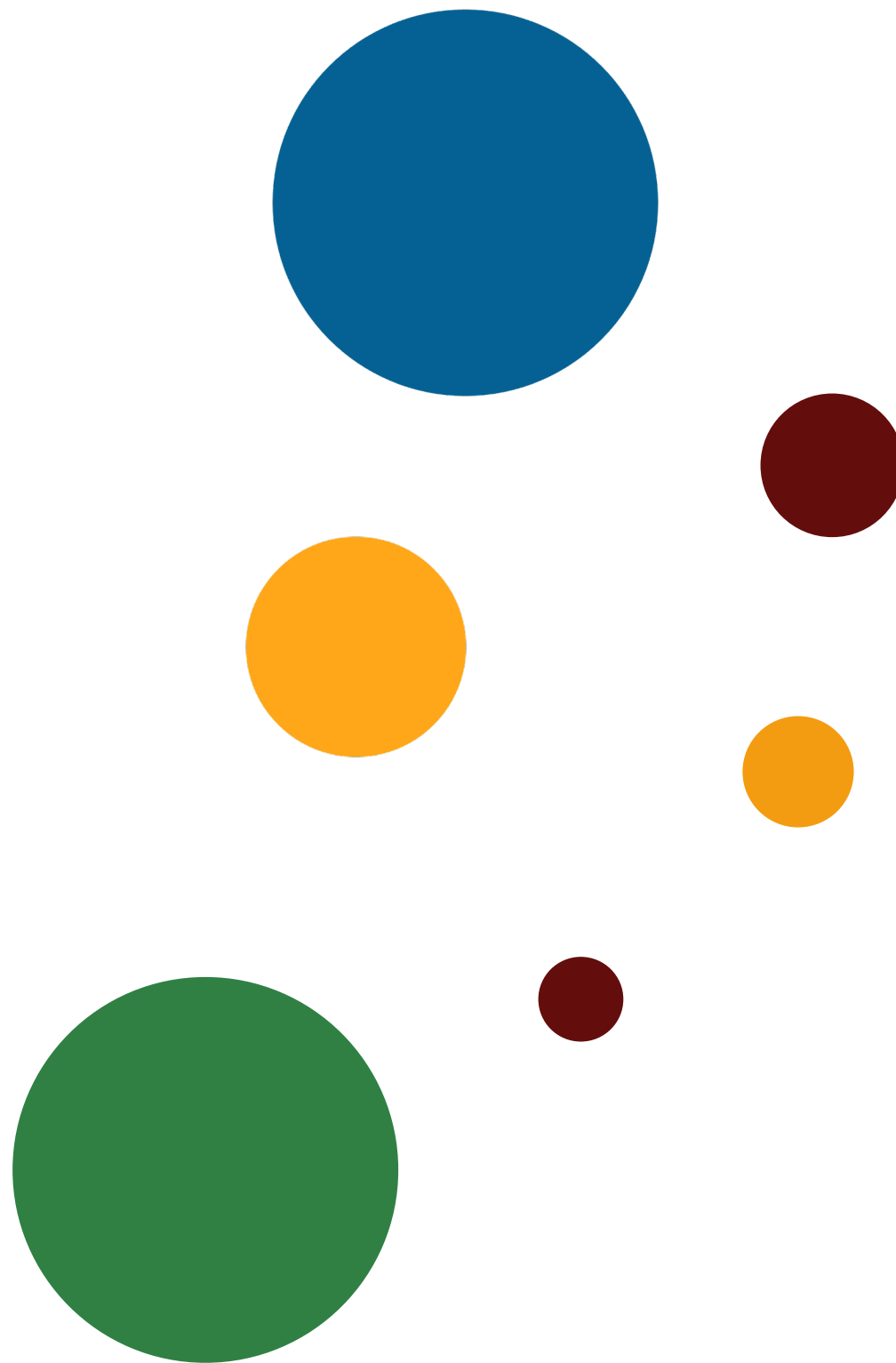
Intent vs. Impact Words



You will never be judged by your intentions because the world can't read minds.

**Shannon
L. Adler**

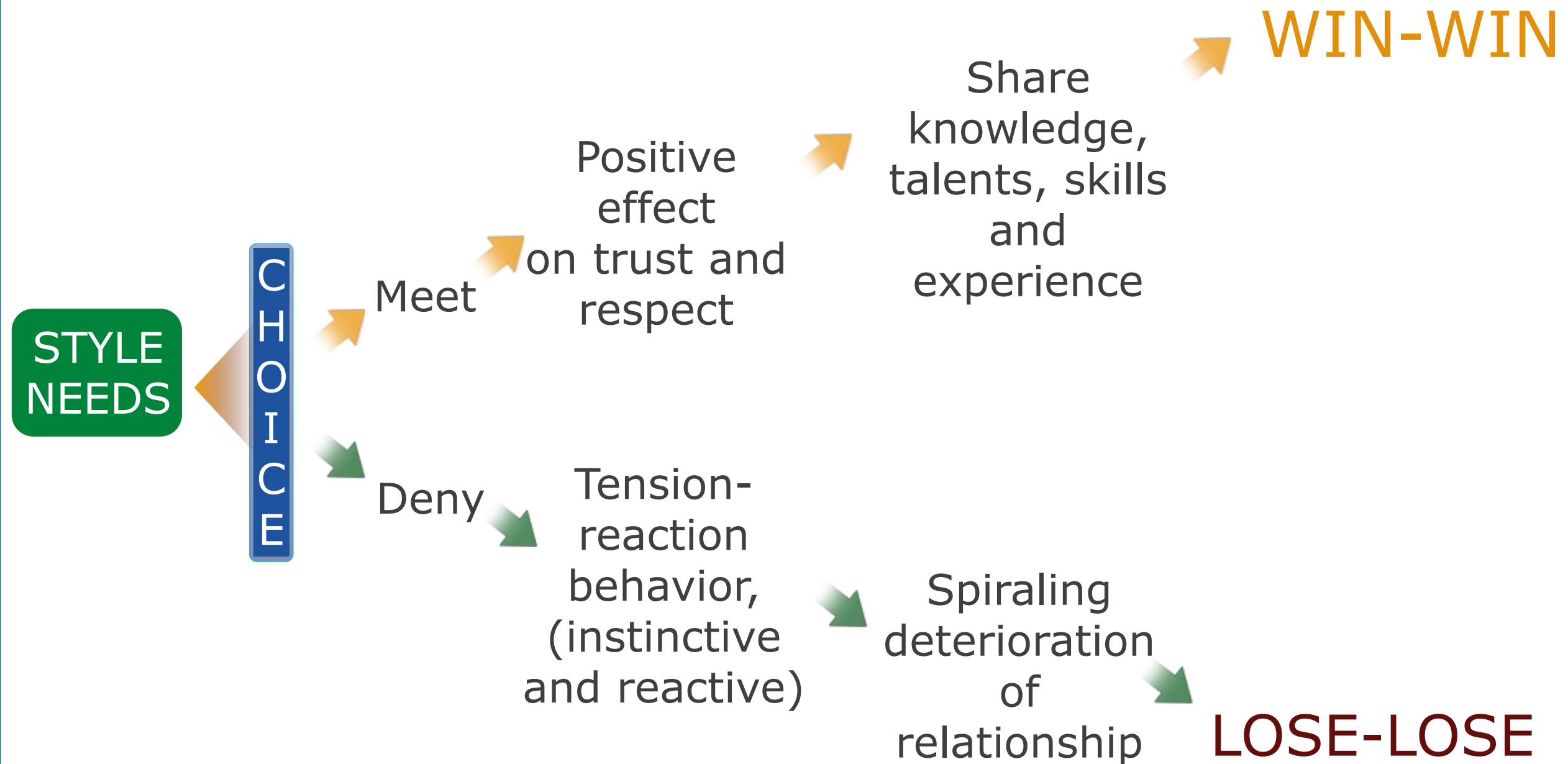
Impact Discussion



To bring relevance to people, you have to be able to speak their language effectively.

**Sunday
Adelaja**

Consequences Schema



TENSION - REACTION

If we are able to understand and recognize our impact, then we can situationally, intentionally and temporarily modify our behaviour to create a positive impact which increases credibility which builds trust and respect



INTENT AND IMPACT

Controller
Persuader
Stabilizer
Analyzer



Two Key Points

1. You need to know your IMPACT

People guess your INTENT based on your IMPACT, so . . .

Even if your INTENT is positive, your IMPACT could be negative

2. You can choose behaviors that create positive IMPACT

REDUCING TENSION - REACTION

When it is clear that an individual is in Tension-Reaction behavior, there are two options:

- Push that individual further into Tension-Reaction behavior
- Provide him or her a **way out with dignity**



Two Variables



There are two important variables that influence what you will do under tension:

1. Core

- Family of Origin
- Cultural Norms
- Life Experiences
- World View

2. Situational

- What is happening?
- Who is the person involved?
- Who else is present or involved?
- Where is this happening?
- What is my current energy level?

Controller

- Take control
- Explode
- Blame
- Dictate
- Suppress emotions



Persuader

- Verbal Attack
- Talk about everything
- Cry
- “Dump” it and forget it
- Over react emotionally



Stabilizer

- Acquiesce
- Wait too long to act
- Tell others
- Avoid
- Give in and get even
- Worry emotionally



Analyzer

- Withdraw
- Nitpick
- Leave
- Prove they are “right”
- Withhold emotions



RECOGNITION



Controller

Only needs a brief
acknowledgement of
and “thank you” for
the results they
achieved

Driving Need – to be in control
From you – be efficient, action

Persuader

Wants some enthusiasm
and “woohoo” with the
thank you and public
recognition is a good thing

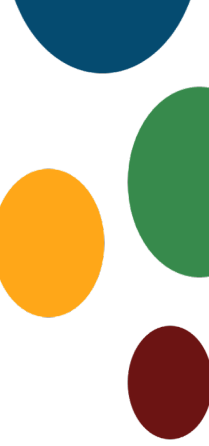
Driving Need – to be liked
From you – get acquainted,
have fun; approval and praise



Stabilizer

Wants a simple but
heartful and personal
thank you without
having public attention
drawn to them

Driving need – security
From you – understand their
goals, appreciation



Analyzer

Values comments and appreciation that is focused on the quality of their work without fanfare or much emotion

Driving need – quality, accuracy, perfection
From you – be accurate, facts and data

REVISED AND UPDATED

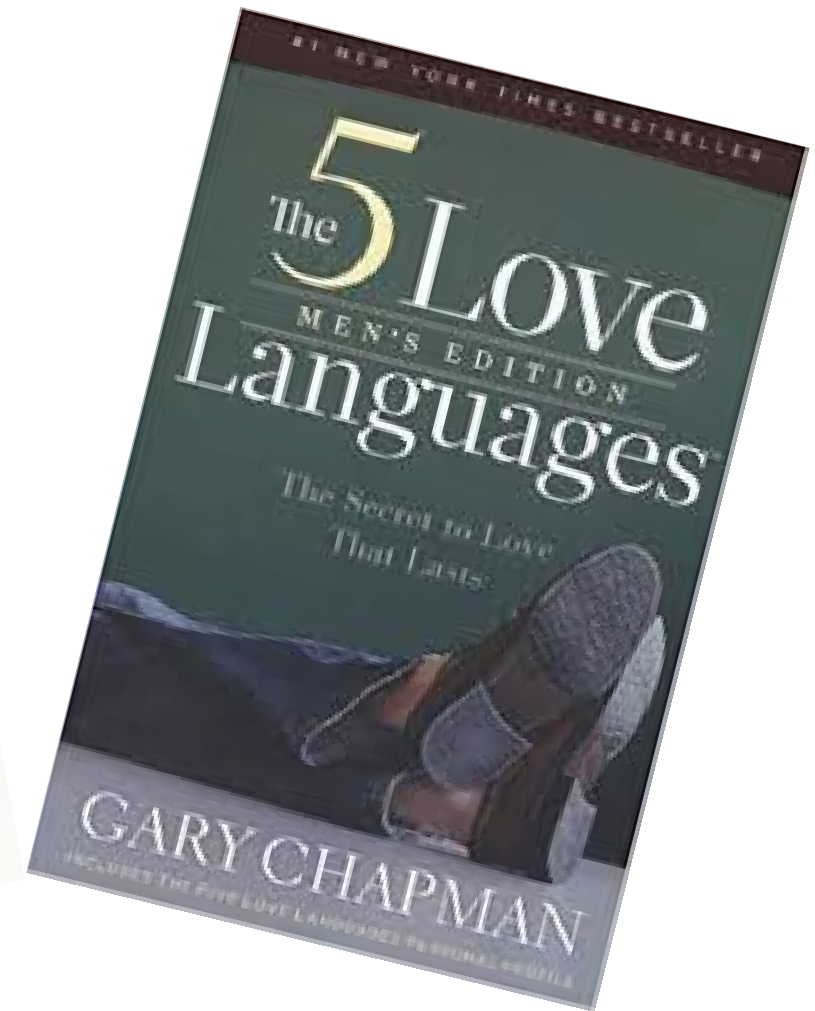
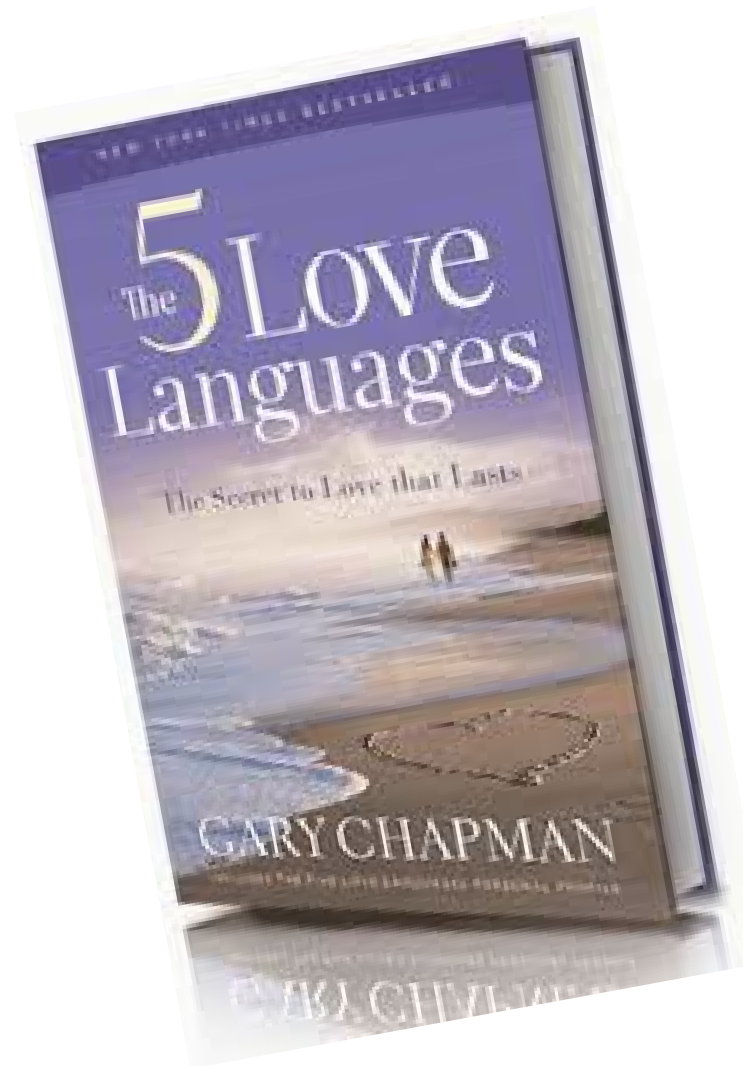
The 5 Languages of Appreciation in the Workplace

Empowering
Organizations by
Encouraging
People

#1 NY Times bestselling author

GARY CHAPMAN
PAUL WHITE


Includes
MBA Inventory
Access Code



*Being told you're
appreciated is one of
the simplest and
most uplifting things
you can hear.*



People –
Difficult or Different?

A photograph of a two-lane asphalt road winding through a dense forest. The road is flanked by tall, mature trees with thick canopies. Sunlight filters through the leaves, creating a dappled light effect on the road and the surrounding green grass. The perspective is from a low angle, looking down the road as it curves into the distance.

The most important trip you may take in life
is meeting people halfway

Henry Boye