

Module 3 Learning Objectives

1. Participants will understand the importance of effective communication.
2. Participants will learn to use active listening skills in their communications with their staff.
3. Participants will understand that effective communication is often directly related to conflict.
4. Participants will understand the utility of conflict as a tool to promote growth and change.
5. Participants will be able to identify the stages of conflict.
6. Participants will be able to identify strategies to address conflict within their unit.
7. Participants will understand the different types of change that impact an organization.
8. Participants will be able to identify strategies to assist staff in implementing change.

Module 3

Competencies and Skill Sets

TOPIC: 513
FUNDAMENTALS OF COMMUNICATION, CONFLICT, AND CHANGE

Skill Sets

- 513-01** Ability to effectively communicate with staff
- 513-02** Ability to respond to conflict in a manner that promotes growth and constructive change
- 513-03** Ability to implement and constructively manage change initiatives

<i>Skill Set 513-01: Ability to effectively communicate with staff</i>	
513-01-001	Knows the factors that comprise effective verbal and written communication and the factors that undermine their effectiveness.
513-01-002	Understands how contradictions between verbal and nonverbal communications can affect the delivery of the intended message.
513-01-003	Understands one's innate or preferred communication style and how it affects communication with people whose styles differ from one's own.
513-01-004	Understands the importance of continuous dialogue and feedback in promoting achievement of desired outcomes.
513-01-005	Understands the ways in which open and effective communication and regular feedback are essential to the successful functioning of the unit.
513-01-006	Understands the ways that strengths-based communication strategies motivate staff and enrich the supervisor-staff relationships.
513-01-007	Knows how and when to use feedback and strengths-based communication strategies to resolve individual and unit performance problems.

513-01-008	Knows how to communicate openly and realistically with staff about non-performance issues in a strengths-based manner.
513-01-009	Knows how to use strategies such as active listening and dialogue to promote constructive communication and mutual understanding, and to prevent or resolve conflict.
513-01-010	Knows how to elicit and use feedback from the unit to improve supervisory practice and unit outcomes.
513-01-011	Can adjust one's own communication style based on the situation and the communication styles or needs of others.
513-01-012	Can help staff recognize their own and others' preferred communication styles.
513-01-013	Can help staff recognize when their communication styles or strategies may be fueling interpersonal communication problems or conflict with colleagues and with families.
513-01-014	Can help staff use strengths-based communication strategies in their work with families and children.

Skill Set 513-02: Ability to respond to conflict in a manner that promotes growth and constructive change

513-02-001	Knows the typical stages in the development and evolution of conflict, and at which stages intervention is most likely to successfully resolve the conflict.
513-02-002	Understands how conflict can be transformed into a constructive tool to promote productive change.
513-02-003	Understands the personal, interpersonal, and organizational dynamics that support and sustain conflict.
513-02-004	Understands how individual and cultural differences in work styles, expectations, and communication styles can create conflict.
513-02-005	Understands the ways that unaddressed and unresolved conflict can undermine individual and unit productivity.
513-02-006	Knows strategies to help staff address interpersonal and situational conflicts that impede achievement of outcomes.
513-02-007	Knows how to encourage and support staff to acknowledge and constructively address unresolved conflicts.
513-02-008	Can help staff use open communication and engagement strategies to resolve conflicts with peers or client families resulting from individual and/or cultural differences.

513-02-009	Can regularly use conflict management strategies to elicit and deal with potential resistance and to promote effective collaboration in achieving unit objectives.
513-02-010	Can comfortably take the initiative to acknowledge and resolve personal conflict with staff, peers, and administrators.

<i>Skill Set 513-03: Ability to implement and constructively manage change initiatives</i>	
513-03-001	Knows the stages in a change process and the opportunities, barriers, and potential risks typical of each stage.
513-03-002	Knows what actions can be used during each phase of change to maintain momentum and focus on achieving goals and objectives.
513-03-003	Understands the supervisor's role and responsibility in initiating, leading, and monitoring change initiatives in the unit.
513-03-004	Understands the various causes, dynamics, and inevitability of change in the child welfare system.
513-03-005	Understands the supervisor's responsibility to constructively lead and guide staff through changes brought about by government, community, or larger agency events or actions.
513-03-006	Understands the ways that intended changes often produce unintended consequences.
513-03-007	Understands the inherent threats, opportunities, and challenges brought about by any change and the variety of ways staff respond to these.
513-03-008	Knows strategies supervisors can use to help staff adjust to change and continue to function effectively.
513-03-009	Can manage and monitor change in a manner that limits resistance and encourages continued productivity.
513-03-010	Can identify unintended consequences of change and design strategies to deal with these as a part of the larger change management plan.

Descriptive Inventory*

Communication and Work Style Profile

Check the word or phrase in each set that is most like you

1. __ Competitive	1. __ Tries new ideas	1. __ Will power	1. __ Daring
2. __ Joyful	2. __ Optimistic	2. __ Open-minded	2. __ Expressive
3. __ Considerate	3. __ Wants to please	3. __ Cheerful	3. __ Satisfied
4. __ Harmonious	4. __ Respectful	4. __ Obliging	4. __ Diplomatic
1. __ Powerful	1. __ Restless	1. __ Unconquerable	1. __ Self-reliant
2. __ Good mixer	2. __ Popular	2. __ Playful	2. __ Fun-loving
3. __ Easy on others	3. __ Neighborly	3. __ Obedient	3. __ Patient
4. __ Organized	4. __ Abides by rules	4. __ Fussy	4. __ Soft-spoken
1. __ Bold	1. __ Outspoken	1. __ Brave	1. __ Nervy
2. __ Charming	2. __ Companionable	2. __ Inspiring	2. __ Jovial
3. __ Loyal	3. __ Restrained	3. __ Submissive	3. __ Even-tempered
4. __ Easily led	4. __ Accurate	4. __ Timid	4. __ Precise
1. __ Stubborn	1. __ Decisive	1. __ Positive	1. __ Takes risks
2. __ Attractive	2. __ Talkative	2. __ Trusting	2. __ Warm
3. __ Sweet	3. __ Controlled	3. __ Contented	3. __ Willing to help
4. __ Avoids	4. __ Conventional	4. __ Peaceful	4. __ Not extreme
1. __ Argumentative	1. __ Original	1. __ Positive	1. __ Persistent
2. __ Lighthearted	2. __ Persuasive	2. __ Convincing	2. __ Lively
3. __ Nonchalant	3. __ Gentle	3. __ Good-natured	3. __ Generous
4. __ Adaptable	4. __ Humble	4. __ Cautious	4. __ Well-disciplined
1. __ Forceful	1. __ Assertive	1. __ Aggressive	1. __ Eager
2. __ Admirable	2. __ Confident	2. __ Life of the party	2. __ High-spirited
3. __ Kind	3. __ Sympathetic	3. __ Easily fooled	3. __ Willing
4. __ Non-resisting	4. __ Tolerant	4. __ Uncertain	4. __ Agreeable

* Source: Carolyn Gellerman, *The Boeing Company*

Scoring Graph for the Communication Profile

- Count the number “1s” that you checked. Write that total in the empty square at the bottom of column number one. Do the same with numbers 2, 3, and 4.
- For the first column, draw a line through the number within the column that corresponds with your total number of “ones.”
- Beginning at the bottom of that column, shade in the column up to your end line.
- Do the same for the second, third, and fourth columns.
- The column in which your shading is tallest, is your predominant work style. Your backup work style is the column in which your shading is second tallest.

1.					
	0	1	2		
	3	4	5	6	
	7	8	9	10	11
	12	14	16	18	

Scoring Key

1 = Directive
 2 = Emotive
 3 = Supportive
 4 = Reflective

Communication Styles

High Sociability

Supportive Style

Low Dominance-High Sociability

- A. Listens attentively
 - Often a unique advantage
- B. Avoids the use of power
 - Relies on persuasion rather than power
 - Likes to display warmth in speech
- C. Makes and expresses opinions in a thoughtful, deliberate manner
 - Appears low-key in a decision-making role

Emotive Style

High Dominance-High Sociability

- A. Displays action-oriented behavior
 - Constantly on the go
 - Talks rapidly
 - Expresses views with vigorous hand gestures
- B. Likes informality
 - First-name basis
 - Shares personal views openly
- C. Possesses a natural persuasiveness
 - Easily expresses his/her view dramatically and forcefully

High Dominance

Reflective Style

Low Dominance-Low Sociability

- A. Expresses opinions in a formal, deliberate manner
 - Does not seem to be in a hurry
 - Expresses measured opinions
 - Exhibits emotional control
- B. Seems to be preoccupied
 - Rather quiet and may appear preoccupied
 - May seem aloof
 - May be difficult to get to know
- C. Prefers orderliness
 - Wants an orderly work environment
 - Appreciates an agenda
 - Enjoys reviewing details
 - Likes to make decisions slowly

Directive Style

High Dominance-Low Sociability

- A. Projects a serious attitude
 - No-nonsense attitude
 - Often gives the impression he/she can't have fun
- B. Expresses strong opinions
 - Firm gestures
 - Determined tone of voice
 - Projects the image of someone who wants to take control of the situation
- C. May project indifference
 - Communicates in a businesslike manner
 - Tends to be more formal with people

Leadership Influence through Style Flexing

Style Flexing: A deliberate attempt to change or alter your style to meet the needs of another person.

To the Emotive Style:

- Take time to build a social as well as a business relationship
- Leave time for relating and socializing
- Display interest in other person's ideas, interests, and experiences
- Do not place too much emphasis on details

To the Directive Style:

- Be specific, brief, and to the point
- Use time efficiently
- Present the facts logically and be prepared to provide answers to specific questions
- If you disagree, take issue with the facts, not the person

To the Reflective Style:

- Appeal to the person's orderly, systematic approach to life
- Be well organized
- Approach in a straightforward, direct manner
- Get down to business quickly
- Be as accurate and realistic as possible

To the Supportive Style:

- Show a sincere interest in the person
- Take time to identify areas of common interest
- Patiently draw out personal goals and views
- Listen and be responsive to the person's needs
- Present your views in a quiet, non-threatening manner
- Do not be pushy

A Model For Strengths-Based Questioning



1. What is already working?

2. What makes it work?

3. What is the objective?

4. What are the benefits of achieving this objective?

5. What can we do to move closer to this objective?

The Use of Strengths-Based Questions

- Empowers staff to explore answers, thereby joining in responsibility for and ownership of the results
- “Mines” the real experts, your staff, for their “gold” – the realistic ways to achieve objectives
- Enlarges staff thinking about how their specific jobs contribute to the agency outcomes
- Promotes positive attitudes and self-esteem, and the feeling of being valued, in individual staff members
- Increases the overall capacity of the organization by developing the creative potential in individual staff
- Involves staff in decision-making processes, which generates buy-in to the planned solution
- Promotes shared vision and desired outcomes
- Creates a high-energy, high-trust environment
- Connects the “what’s in it for me” with the “what needs to be done”
- Reduces resistance to change



Conflict Bingo

Instructions: Get signatures from your fellow participants who can honestly say that they have done an item in one or more of the boxes. Your goal is to get signatures in all boxes. Once you get a signature, you must go to another person and get the next signature. You may return to any individual more than once! Good luck!

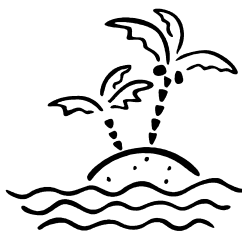
Has come to this training mainly because it was required	Has been part of a mediation in the past	Still jumps or skips rope	Owens and cares for at least two dogs	Drives a big car
Hasn't taken a vacation in the past year	Can stomp the floor louder than anyone else in the room	Camps with a tent	Has taken a conflict resolution course	Is known to cause confusion when walking into a room
Eats healthy on a regular basis	Has been to another country this year	Reads on a regular basis	Works another part-time job to make ends meet	Volunteers, on average, one hour per week
Has a budget and sticks to it	Owens a goldfish	Can snarl out loud this very moment	Will admit to having been angry already this morning	Has personally experienced a grievance process
Will admit to having broken something in a fit of anger	Jogs regularly	Reads a newspaper every day, including Saturday and Sunday	Can demonstrate an anger management technique	Walks on average 20 minutes every day

CONFLICT METAPHORS

Select a metaphor that represents your agency's or unit's attitude about conflict



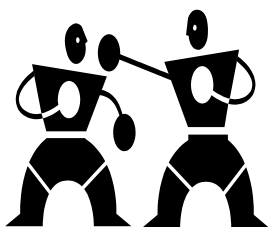
SYMPHONY



DESERTED ISLAND



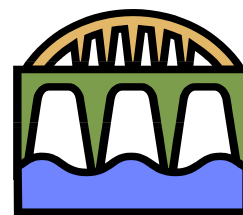
MASK



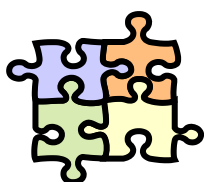
BOXING MATCH



SUNRISE



BRIDGE



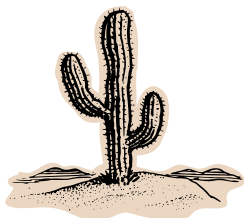
PUZZLE



DANCE



DREAM



CACTUS PLANT



STORM



STATUE

PERSPECTIVES ABOUT CONFLICT

OLD

NEW

Conflict is a struggle between two forces; negative experience	Conflict is normal, natural, and inevitable
Conflicts are destructive and should be avoided or suppressed	Conflicts can be constructive and should be faced and resolved openly
Diversity of people and opinions is overlooked	Diversity of people and opinions is recognized and valued
Approaches to conflict arise from suspicion and blame and are past-focused	Approaches to conflict are assertive, trusting, mutual, and future-focused
Power differential and hierarchy play a large role in conflict	Power differential plays a limited role in conflict
Outcome of conflict is win-lose, feeling of overpowering or being overpowered	Outcome of conflict is win-win, mutual understanding, stronger relationships

THE MEDIATION PROCESS

Remember: In situations where formal mediation is required, only persons who are certified mediators should act in that capacity.

There are *parts* of the mediation process, however, that supervisors can incorporate in their practice. Doing so might help them address conflicts within their unit.

Instructions: Highlight or underline the actions supervisors can take in each of the mediation steps.

Step #1: Opening Remarks – This includes introductions, identification of ground rules for the session, demonstration of the neutrality of the mediator, and a statement about the facts of the situation or conflict.

Step #2: Statement of the Problem by the Parties – This is where each party has an opportunity to state the problem as they see it. This is not a search for the truth, just a way for the mediator to identify the emotional state of both parties.

Step #3: Information Gathering – The mediator asks open-ended questions in order to identify the emotional undercurrents, as well as uses paraphrasing and clarification to build rapport with both parties.

Step #4: Problem Identification – The mediator helps the parties identify common goals and move toward addressing problems that seem more likely to be addressed.

Step #5: Bargaining and Generating Options – The mediator works with the parties to generate options for an agreement. This usually involves brainstorming possible solutions and thinking through alternatives.

Step #6: Reaching an Agreement – The mediator facilitates a discussion that helps parties to choose a solution and begin to identify the roles and responsibilities. It is important that parties feel like they have options here and that they remember that participating in the agreement is voluntary.



ACTION PLANNING

PERSONAL GOAL:

ACTIVITIES

TIME FRAME

PROGRESS