

# **Group Dynamics & Team Building**

**KHALED MAHMUD**

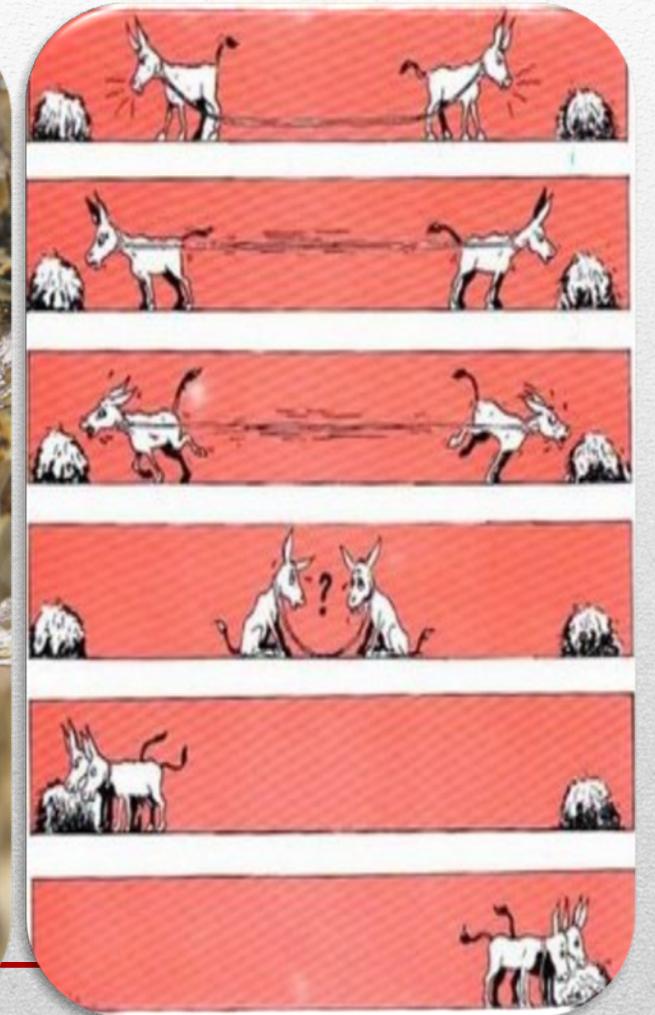


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# ICE Melting Session



# OUR primitive learning !





# Group

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# Define Team



# Team vs Group

- ❖ All **teams** are **Groups** but not all **groups** are **teams**
- ❖ Skills in team is a force of together “Less me more Us”
- ❖ Team have individual tasks and Responsibility link to the task.
- ❖ A team have a positive synergy

**1+1<2**



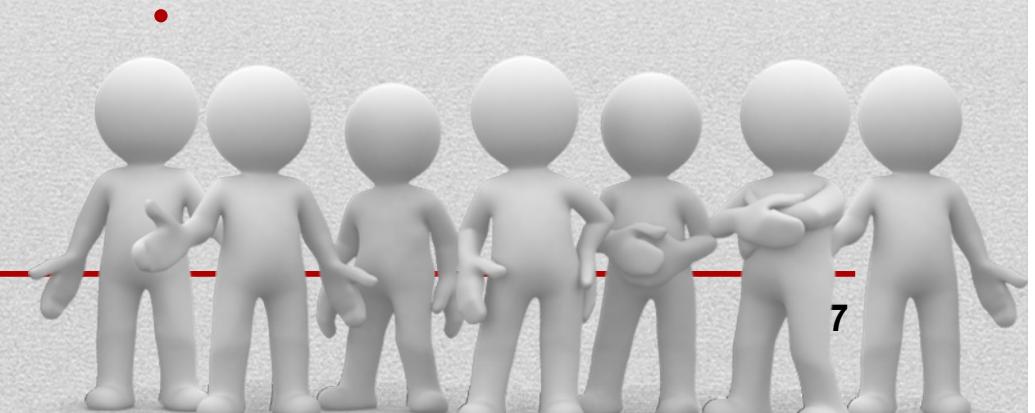
# Team vs Group

## Working Group

- Focus is on individual performance goals and accountability

## Real Teams

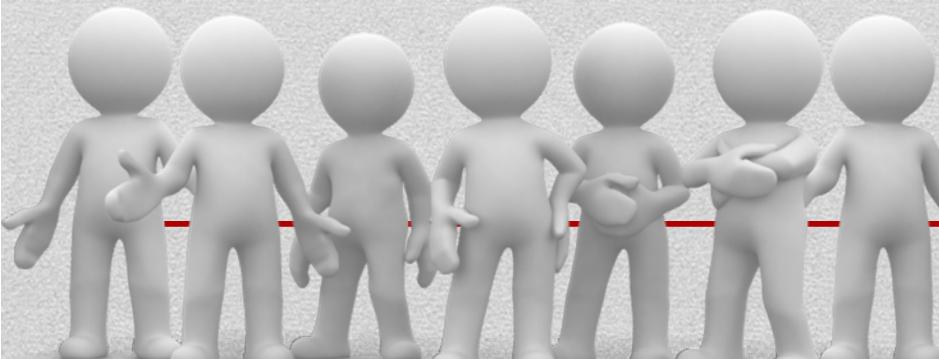
- Focus is on mutual performance, goals and accountability



# Team vs Group

## Working Group

- **Share information,** perspectives and insights. No incremental performance. No need to become a team to solve a problem.
- **Fewer risks. Less to lose.**



## Real Teams

- **More than share information,** perspectives and insights. Incremental and magnified performance.
- **Complementary skills for performance achievement.**

# Team vs Group

## Working Group

- No collective accountability
- Constructive competition in pursuit of individual performance targets.

*“I did my share by the deadline.”*



## Real Teams

- Mutual accountability.

*“ I don’t know how to do this. Will you help me? ”*

- High performance teams (HPT) higher level of commitment to each member's personal growth and success. Outperforms expectations given to the membership.

# Together

STRONGER  
TOGETHER



# **Everyone**



# Achieves



# More



T  
E  
A  
M

ogether

everyone

achieves

more



# An Old Story



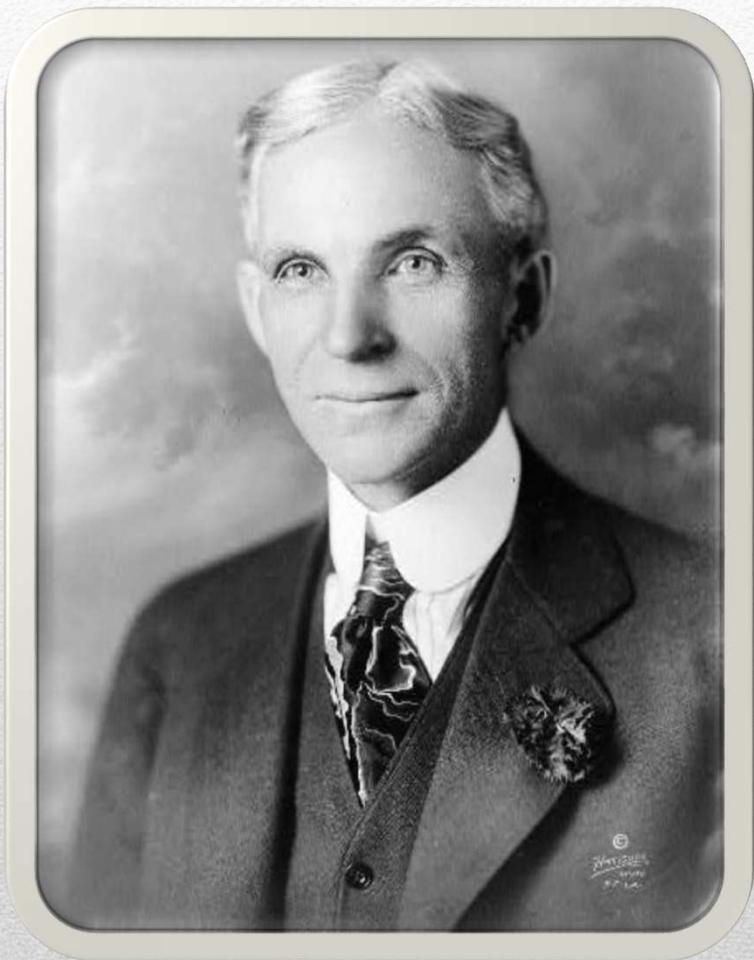
# No “ I ” in a TEAM



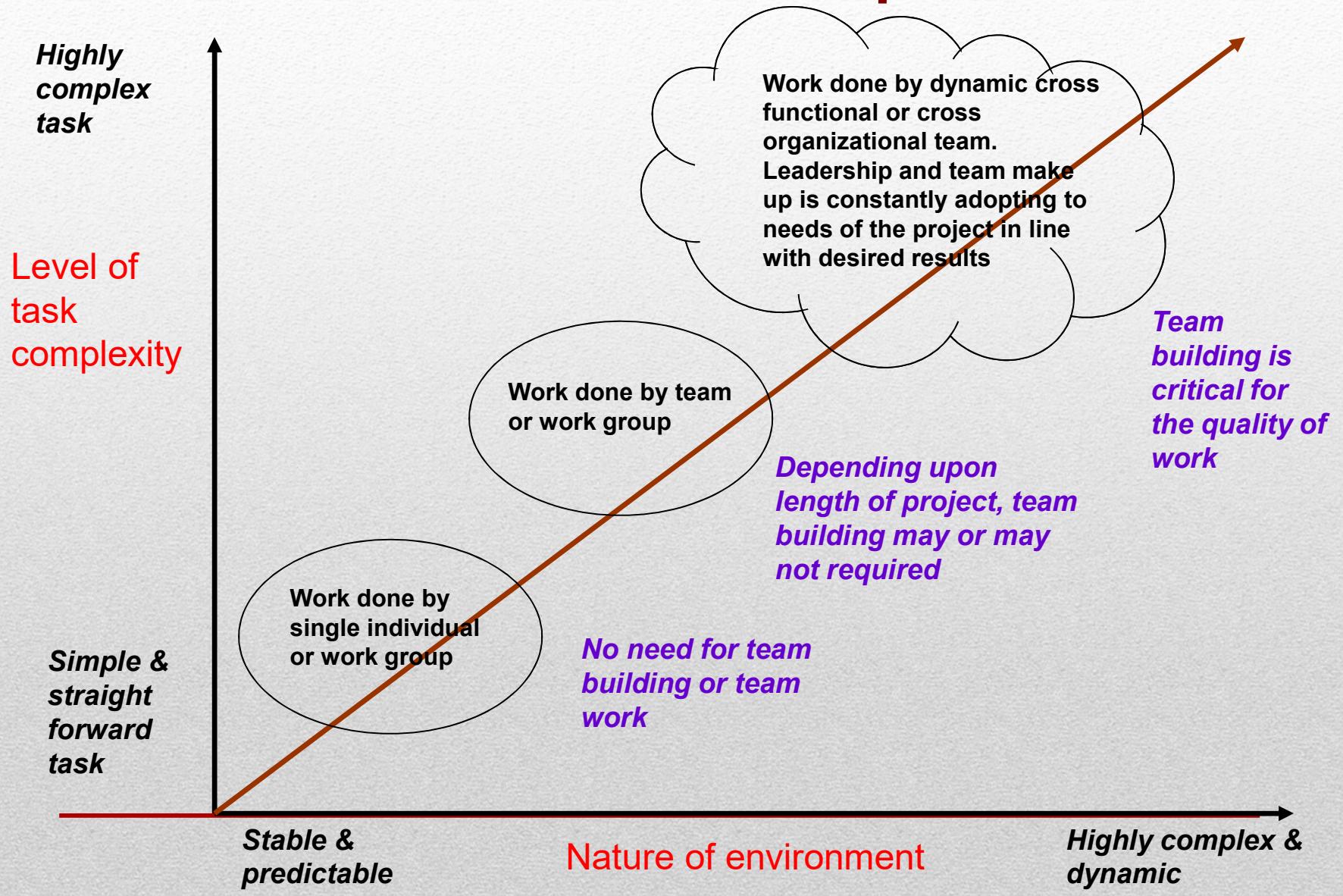
# Forethought

*'Coming together is a  
beginning.  
Keeping together is progress.  
Working together is success.'*

*- Henry Ford*



# When teamwork is required?



# What are your challenges about working in a team?

- Meeting deadlines
- Managing individual behaviors and personalities
- Handling confrontation and disagreement
- Coming to a team agreement



# **What are your challenges about working in a team?**

- Managing many levels of experience
- Dealing with compromise
- Sharing different ideas
- Understanding various languages and cultures



# Team Formation

- Critical time in team's life when initial expectations, understanding, and behavioral patterns are set.
- The formation stage is often overlooked or short-circuited by managers to the detriment of the team and the task.



# Team Formation

**Creation of initial understanding and expectations:**

- What can we expect from each other?
- How will we work together?
- What are we committing to?
- What do we hope to accomplish?



# Form Your TEAM

- Form a team of three.
  - Spend 5-6 minutes in your team.
  - Get to know each other well.
  - Ask questions.
  - Listen, and
  - Learn.
- 
- Each team will be given a task to accomplish.



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# Introduce your mates!

- Tell us one interesting fact about your team member that you find fascinating.



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# Team Exercise (Create a story)



# Concerns During Team Formation

What are some issues or concerns that could come up in the formation stage of a team?

Individual Concerns:

- Acceptance
- Identity
- Influence
- Anxiety



# Team Formation

## Acceptance:

- Will they want me?
- Will I want them?
- What will it take to fit into this team?
- Is this a team to which I want to commit?

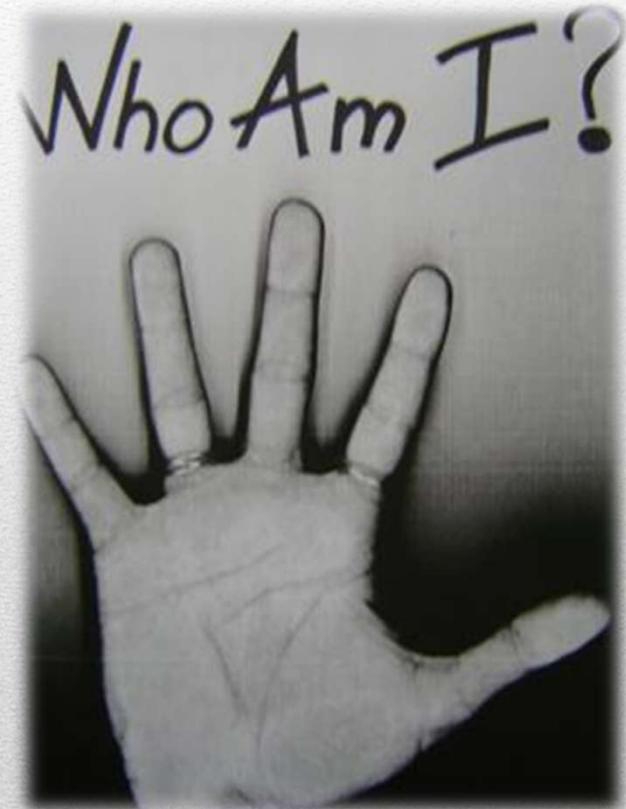


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# Team Formation

## Identity:

- Who will I be on this team?
- What role will I play?
- Can I be me?
- What personal compromises will I have to make?



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# Team Formation

## Influence:

- Will I have control over the things I care about?
- Will I be able to meet my needs and accomplish my goals?
- Will I be heard on this team?



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# Team Formation

## Anxiety:

- Can I commit to the team without knowing what we are committing to?
- Will I feel left out of the team?
- Will I feel overwhelmed by the team?
- Will my individual needs fit with the needs of the group?



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# Team Formation

Who has felt any of these concerns already?

- Acceptance
- Identity
- Influence
- Anxiety

Questions?



# Typical Behavior During Team Formation

- Watchful waiting.
  - Walking on Eggs.
  - Focusing on similarities among members and glossing over differences
  - Relying on or searching for a leader who will provide structure and guidance
  - Rushing to focus on the team task rather than on team formation
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# Team Formation Solution

- Create clear goals and meeting agendas
- Make sure everyone is on the communication distribution list
- Identify your strengths and roles on the team
- Determine acceptable behaviors



# How Does a Team Develop?

**Dr Bruce Tuckman's Stages of Team Development:**

- Forming
- Storming
- Norming
- Performing
- Adjourning and Transforming

# **Group Dynamics and Interaction**

## **Tuckman Model of Team Life Cycle**

### **Forming**

- **Team gets acquainted**
  - Introductions
  - Shared experiences
  - Personal Interests
  - Personal histories
- **Team defines the task/ goal**
  - Outcomes
  - Explanation of goals
  - Tasks needed to be done
  - Resources and support
  - Times lines
  - Frequency of meetings



**Members are flexible, agreeable, but untrusting and careful about what they say. No procedures for working together.**

# Group Dynamics and Interaction

## Tuckman Model of Team Life Cycle

### Storming

- Team experiences conflict about:
  - Team purpose
  - Team leadership
  - Task assignments
  - Team operations
- Storming characteristics
  - Communication becomes more honest.
  - Disagreements become more frequent.
  - People differentiate their personal needs from those of the team.
  - Morale dips as people begin to think the team will never “get it together.



# Group Dynamics and Interaction

## Tuckman Model of Team Life Cycle

### Forms of Storming

- **Negativity**
  - Continual criticism of team activities.
- **Dissatisfaction**
  - with anything and everything. Can lead to negativity and other problems.
- **Hostility**
  - Can take form of a person being aggressive, argumentative, even threatening.
- **Crisis Mode**
  - Team operating style where anything and everything is a crisis. Team must come together and honestly confront the issues.
- **Shooting Down Ideas**
  - Common activity. Can be a sign of all the other forms.



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**Thankfully, storming mode is temporary.**

# Group Dynamics and Interaction

## Tuckman Model of Team Life Cycle

### Norming

- Group has overcome differences and agreed on how it will operate.
- Team rules and norms established:
  - How can the team exceed the “standard” level of quality ?
  - What role each person is expected to play.
  - How group leadership will be addressed.
  - What types of communication will be used ?
  - What are the rules of communication ?
  - How often the group will meet.



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**“Stage represent the normal way the team will work.”**

# Group Dynamics and Interaction

## Tuckman Model of Team Life Cycle

### Performing

- Working toward the goal the team has established. (effective, efficient, healthy)
- Team has established its goals and rules.
- Team has developed a way to approach and resolve conflict.
- Team can identify and solve problems outside the group.
- Everybody knows their role, what is expected of them and the quality of work that must be done.
- Communication is free and effective.

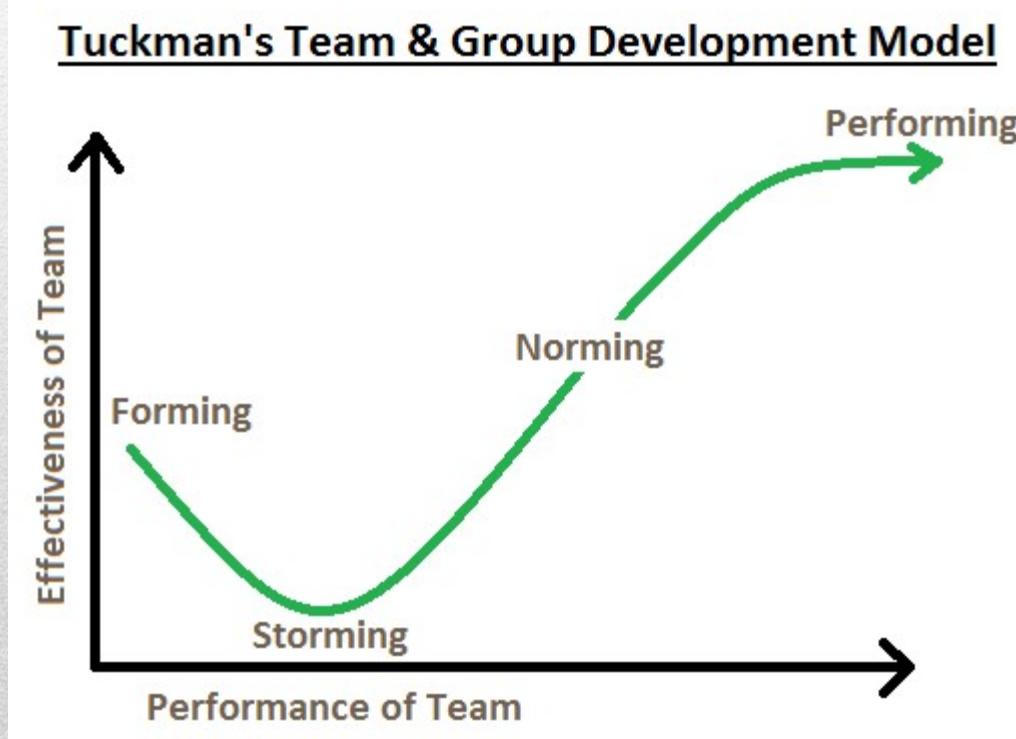


**“Not all teams reach this stage, but success is still possible.”**

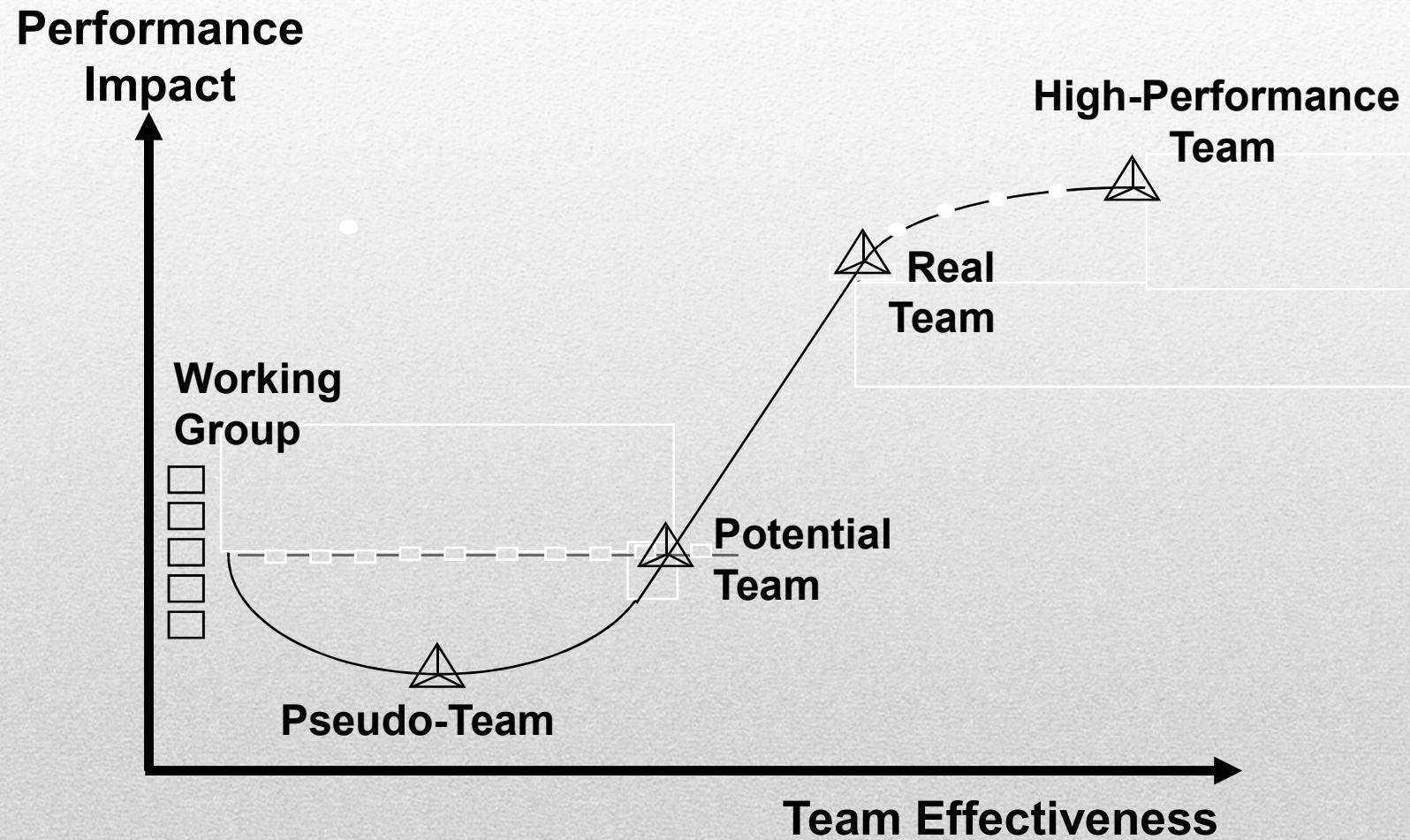
# Points to Keep in Mind

- Teams rarely move through stages exactly as predicted by the model (e.g. some form, norm and then storm)
- Teams may cycle back on stages several times during their life spans
- Changes such as adding a new member, losing a member or changing the scope of the task are likely to effect the developmental stage

# Team Performance & Effectiveness



# The team performance curve



# Assessing Team Maturity

	Very poor			Very good	
1. Trust among members	1	2	3	4	5
2. Feedback mechanisms	1	2	3	4	5
3. Open communications	1	2	3	4	5
4. Approach to decisions	1	2	3	4	5
5. Leadership sharing	1	2	3	4	5
6. Acceptance of goals	1	2	3	4	5
7. Valuing diversity	1	2	3	4	5
8. Member cohesiveness	1	2	3	4	5
9. Support for each other	1	2	3	4	5
10. Performance norms	1	2	3	4	5

**Where you  
don't want  
to be**

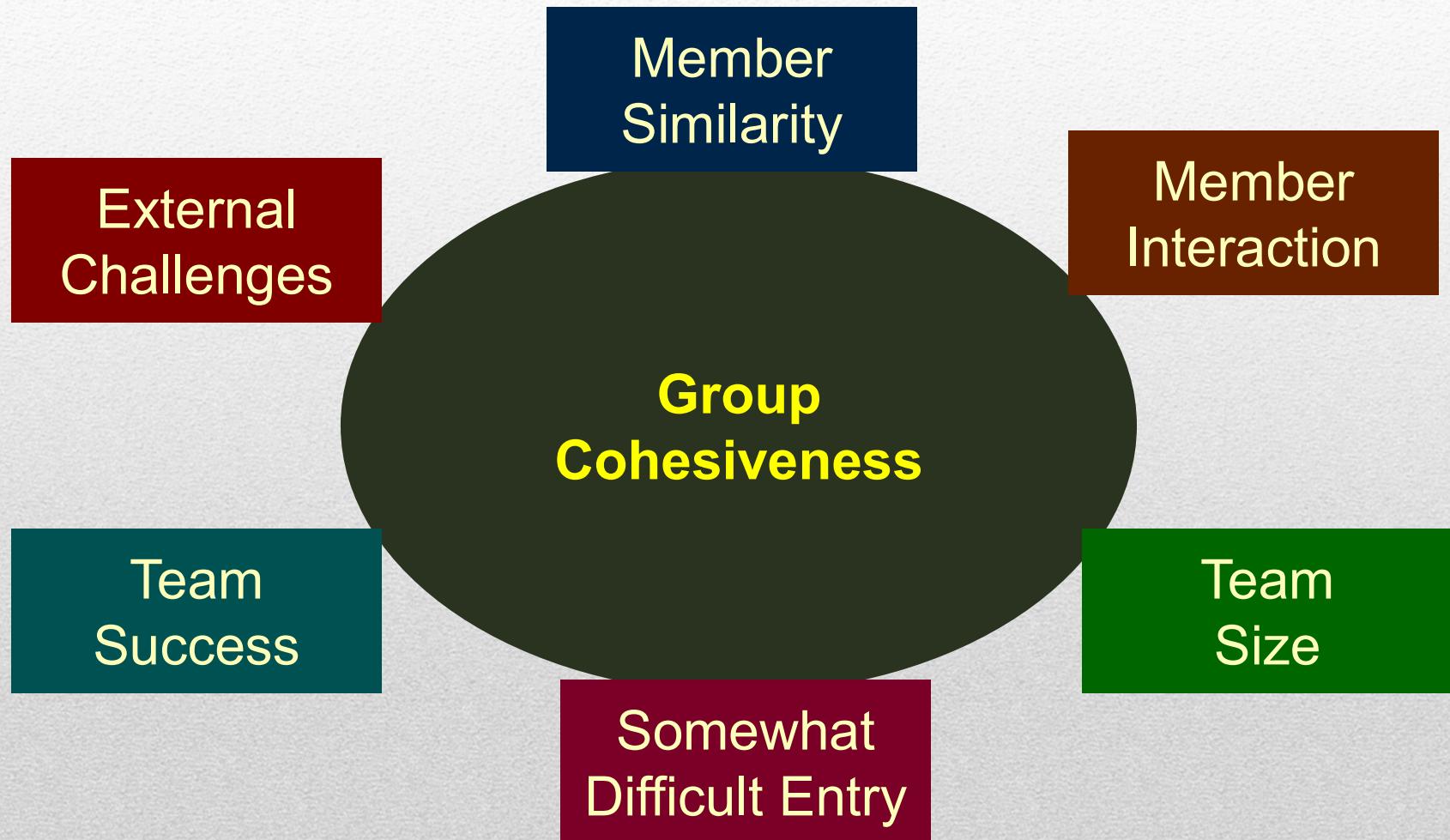
**Where you  
do want  
to be**

- The social process by which people interact in a group environment
- The influences of personality, power and behavior on the group process
- Associated with the size, structure, norms, values, role etc. of the group
- Group dynamics affects group cohesiveness and performance

# Group Dynamics

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# Group cohesiveness

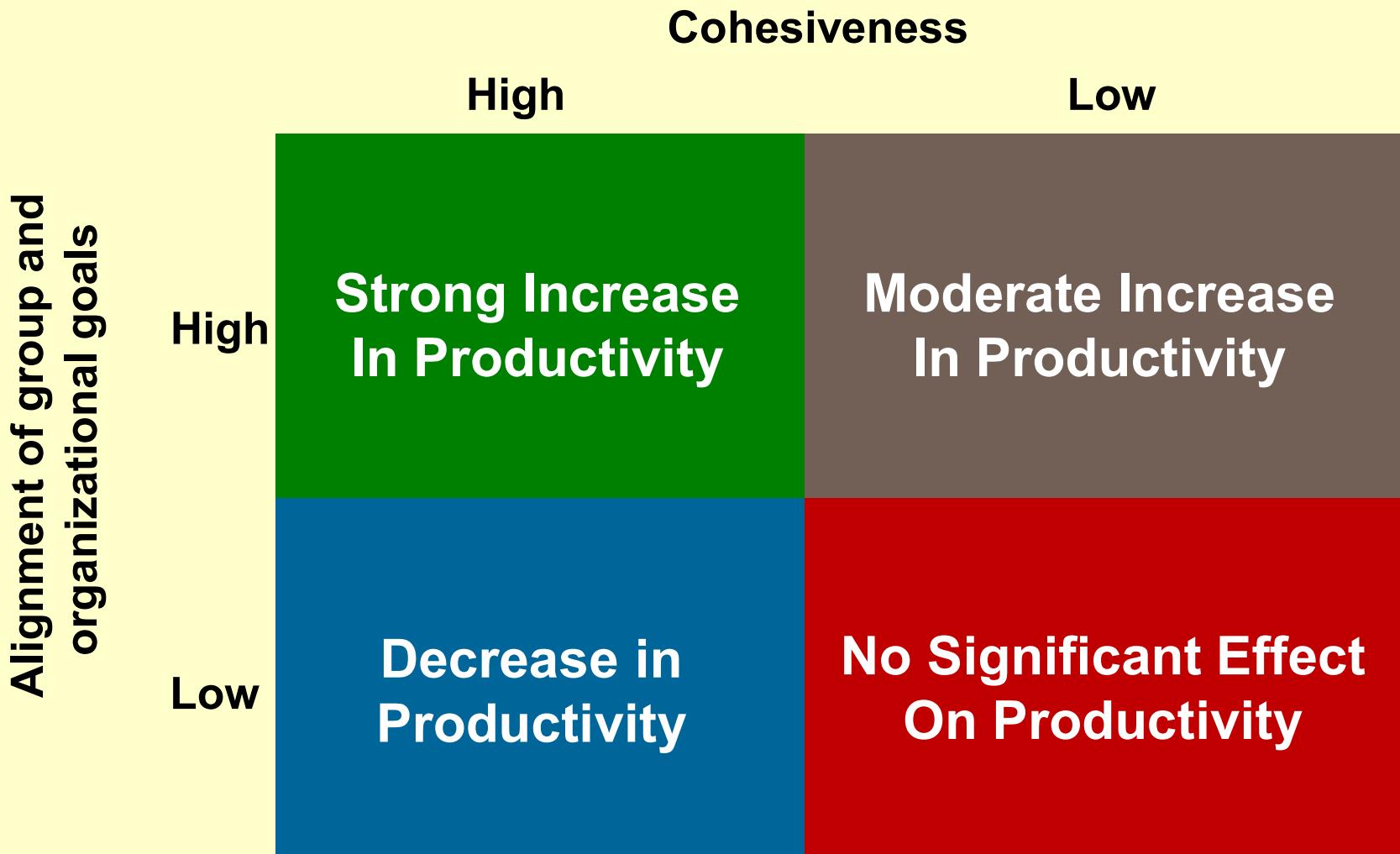


# Cohesiveness outcomes

## *Members of cohesive teams*

- Want to remain members
  - Willing to share information
  - Strong interpersonal bonds
  - Want to support each other
  - Resolve conflict effectively
  - More satisfied and experience less stress
-

# Cohesiveness-Productivity Relationship



# High performing team has...

- Clear, elevating goals
- Results-driven structure
- Competent team members
- Unified commitments
- Collaborative climate
- Standards of excellence
- External support and recognition
- Principled leadership



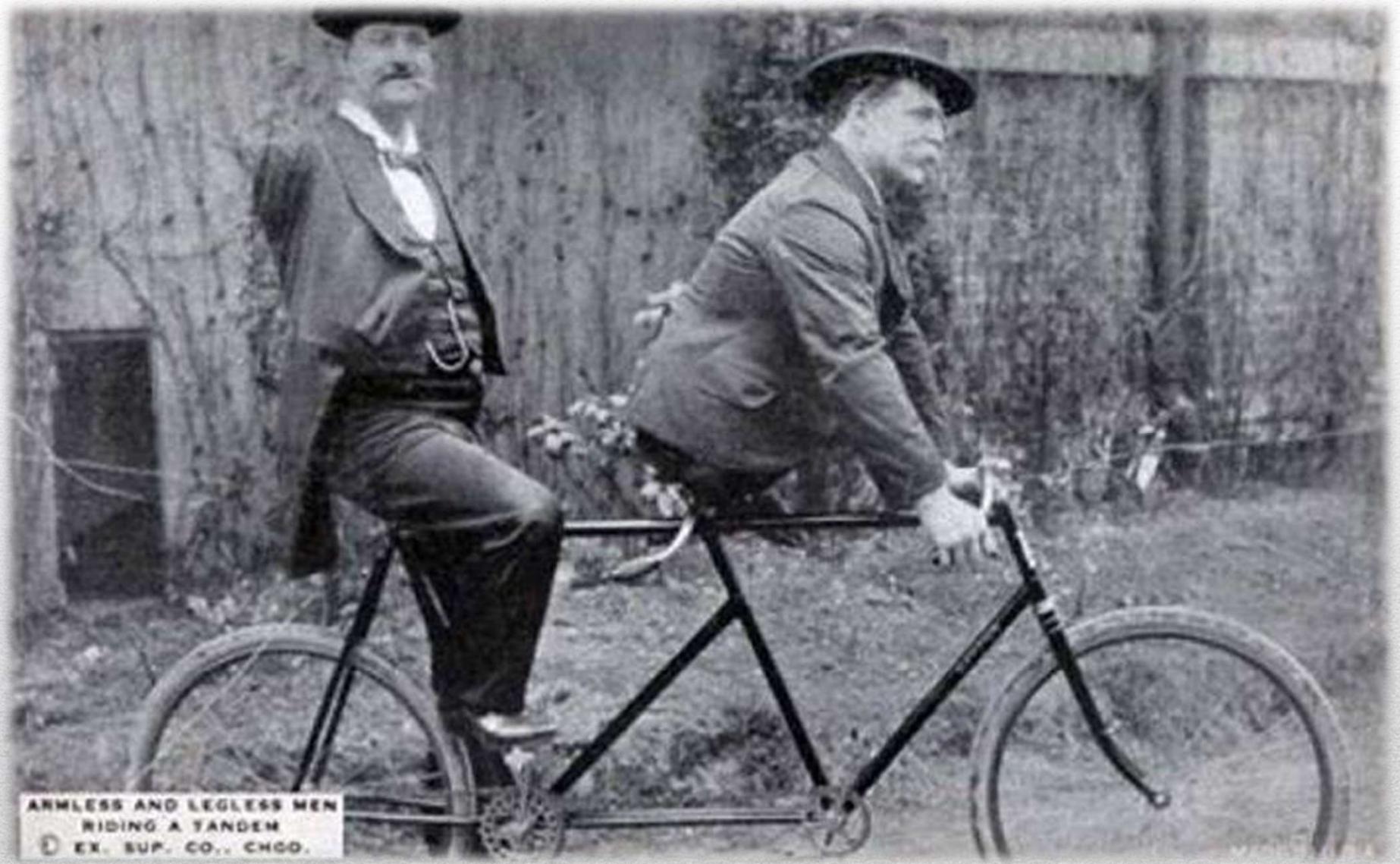
# For effective teamwork...

- Be realistic and prepared
  - Appropriate individual workload
  - Clear expectations
  - Communication of short/long-term goals
  - Enthusiasm builds commitment
  - Confidence in the team
  - Open-minded and mutual respect
  - Spirit of Cooperation is must
  - Learn key skills to be a good team player
-

- MODEL the behavior you want to see
- CONNECT with the people you lead
- INVOLVE them wherever you can

# We are Team Leaders

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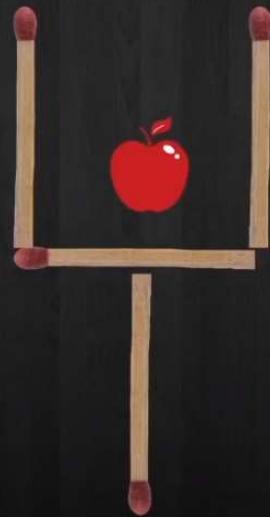
ARMLESS AND LEGLESS MEN  
RIDING A TANDEM  
EX. SUP. CO., CHOC.



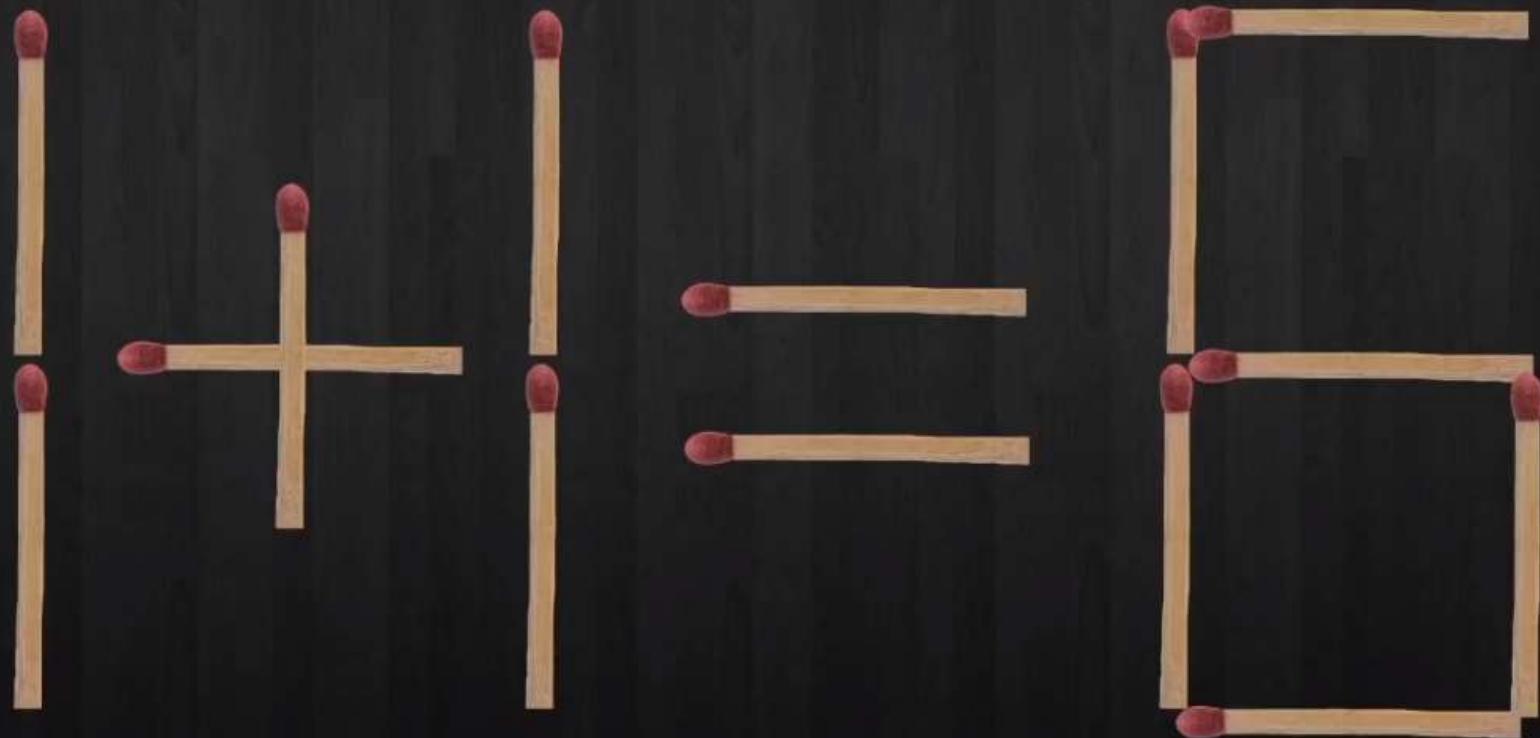
# Let's do some tasks in a team

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MOVE ONLY 2 MATCHES AND FORM SAME SHAPE CUP, SO THE APPLE IS OUTSIDE THE CUP



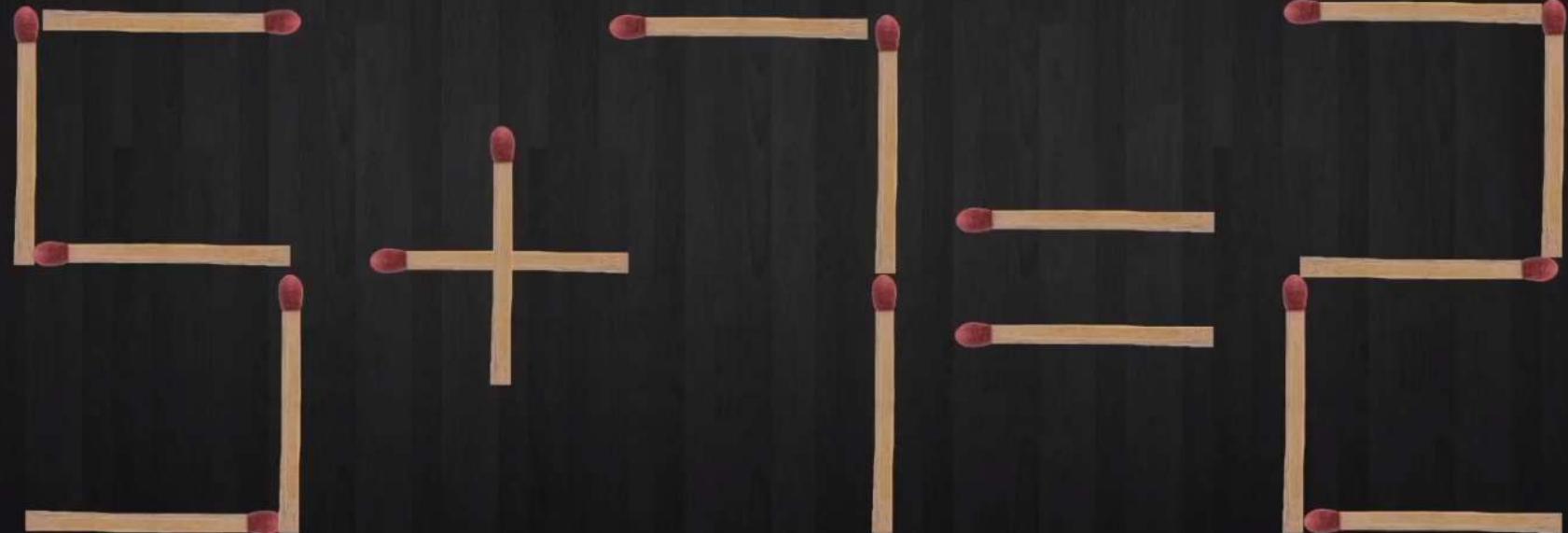
MOVE ONLY 1 MATCH TO MAKE  
THIS MATH CORRECT



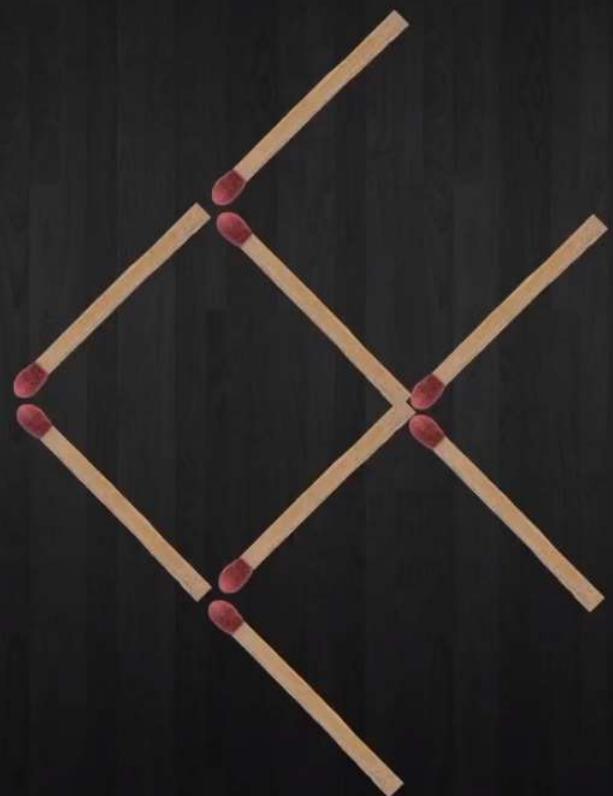
MOVE ONLY 2 MATCHES TO MAKE 6 SQUARES



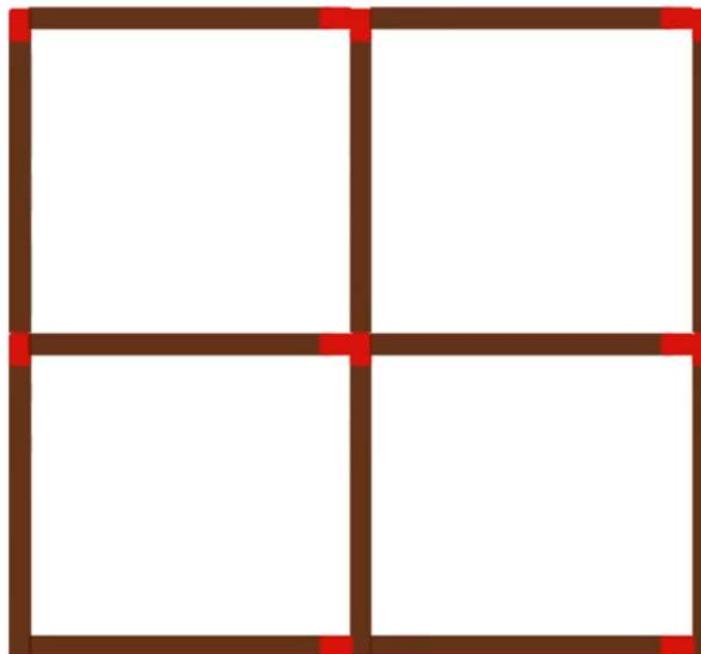
MOVE ONLY 1 MATCH TO  
FIX THE EQUATION



MOVE ONLY 3 MATCHES SO THE  
FISH SWIMS TO THE RIGHT



# Make 3 squares using 3 moves



**No breaking sticks**  
**3 squares equal size**  
**Each stick must  
be part of a square**

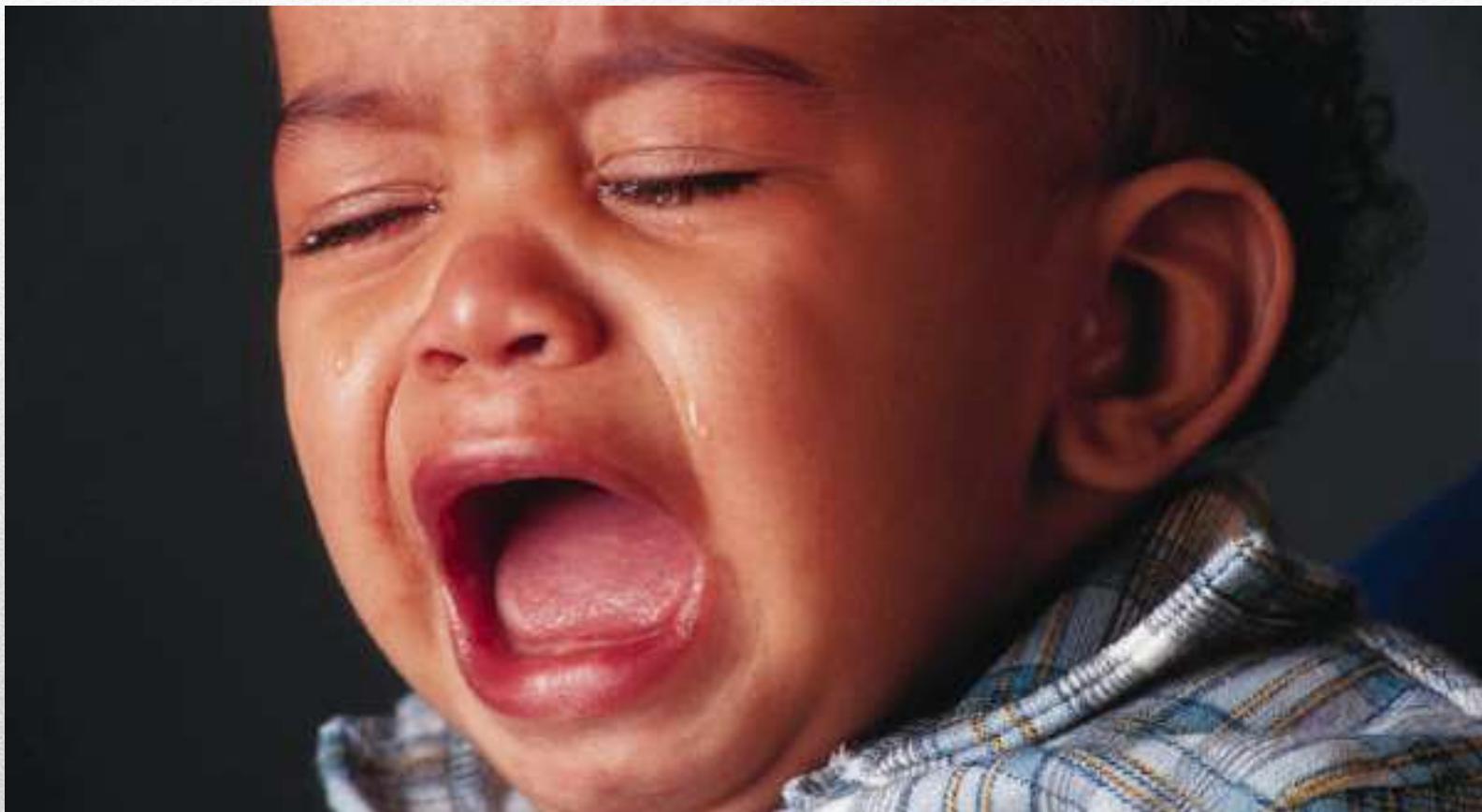


Experience  
sharing

# Share your experiences

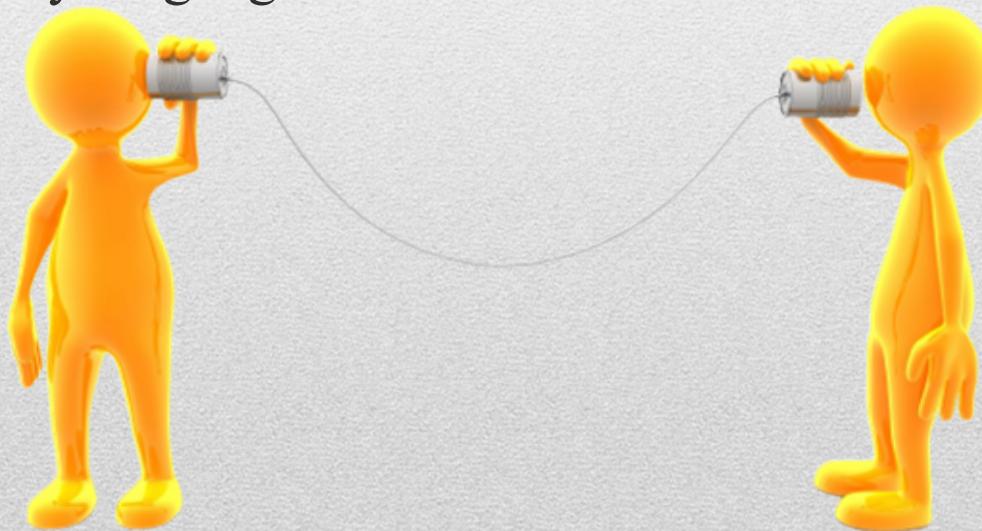
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# Communication



# What is Communication?

- In what ways do we communicate?
  - With words (written or spoken) – 7%
  - With tone of voice – 38%
  - With body language – 55%



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7-38-55 rule of communication

# The Communication Process

- **Basic Communication Process**
  - Sender “encodes” a message
  - Message sent through “channel”
  - Receiver “decodes” message
  - Feedback on what is understood

## Interpretation

- What makes it difficult for the receiver to interpret the message as the sender intended?
-

# Communication in Teams

- Process can be particularly difficult
  - Number of people sending and interpreting messages increases possibility for misinterpretation
  - Team setting often reduces opportunities for clarification



# What are the Barriers to Effective Communication?

- Physical and Environmental
- Verbal and Language
- Emotional and Psychological



# **Physical and Environmental Barriers**

- Design of the setting
  - Collaborative vs. confrontational
- Quality of the Physical Environment
  - Ambient noise; temperature of the room
- Virtual teams
  - Technology and time differences



# Verbal and Language Barriers

- Different First Language
- Accent
- Jargon or slang

# **Emotional and Psychological Barriers**

- Assumptions and Biases
  - Stereotypes
  - Cultural differences
  - Gender differences
  - Preconceptions about the individual or the situation



# **Emotional and Psychological Barriers**

- Defensiveness
    - We perceive a threat to our self-esteem or view of the world
    - We perceive the need to protect ourselves from embarrassment and anxiety
    - We are afraid we will learn something about ourselves that we don't want to know
    - We feel blamed or attacked
-

# How Do We React When We Get Defensive?

- Usually not well!
  - We withdraw: “I don’t want to do this anymore.”
  - We deny: “That’s not true.”
  - We rationalize: “Everyone does it.”
  - We counterattack and make the other person defensive: “You aren’t being fair.”



# Ways to Lower Psychological Barriers

- Practice Personal Awareness
  - Of our own biases and preconceptions
  - Of our own “hot buttons” and sources of defensiveness
  - Of our effect on others
- Practice Intentional Listening



# Leaders are Listeners

*“We have two ears and only one tongue in order that we may hear more and speak less.”*



# Poor Listening Habits

- Not Paying Attention – being distracted
- Pseudo-Listening – pretending to listen
- Hearing but Not Listening – miss meaning
- Rehearsing – preparing how you will respond
- Interrupting – not waiting for full meaning
- Hearing What You Expect to Hear
- Listening to Disagree -- attacking

# **Intentional Listening: Three Levels**

- **Internal** Listening – attention is on ourselves, our thoughts and opinions; speaker does not feel listened to at all
  - **Focused** Listening – attention is on the words of the speaker; speaker feels encouraged to continue
  - **Expansive** Listening – attention is on tone and body language; speaker feels understood and accepted
-

# Tools to Enhance Listening

- Articulating – paraphrase what has been said
- Clarifying – ask a question
- Acknowledging – recognize an accomplishment, skill or strength
- Accepting – demonstrate openness and avoid making person feel wrong



# Asking Powerful Questions (Facilitators)

- End any confusion
    - *“Would you say more about that?”*
  - Enhance clarity and discovery
    - *“What are your thoughts on that?”*
  - Create options and planning
    - *“What might that do for us?”*
  - Invite action and learning
    - *“How might that work?”*
  - Focus on resources and outcomes
    - *“Would you say a little about how you see that helping?”*
-

# Intentional Listening Exercise

- Pair up with a different person.
  - Decide who is going to go first.
  - The person going first will have 3 minutes to talk about a specific topic.
  - The other person should practice intentional listening, by being focused, using intuition, using tools to enhance listening and asking powerful questions to find out more.
  - After 3 minutes, switch roles.
-

# Topic

What is the most memorable incident of your life?



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# Processing the Exercise

- How did it feel to speak knowing the other person was listening?
- How did you know the person was really focused on what you were saying?
- What tools did you notice the listener using?



# Think Before You Speak

- Do I really need to say this right now?
- What would be the most helpful response?
- Do I have all the information before speaking?
- Have I considered the other person's viewpoint?



# Manage Your Emotions

- Aim for tact, not insult
- Avoid retaliating even when angered or insulted yourself
- Avoid embarrassing others
- Be sensitive and empathetic
- Be courteous and respectful
- Watch your tone of voice and body language



# Promote Understanding

- Choose a quiet, private place to have a difficult conversation
- If you mess up, say so as soon as possible
  - “I’m sorry. That was unkind of me.”
  - “I didn’t mean for my words to sound so biting.”
  - “That didn’t come out the way I meant. Let me rephrase it.”



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# The Platinum Rule of Conversation

*Treat others the way you want to be treated!*



# **So... what is your style? (DISC)**



# How Styles Communicate in Meetings

- **Dominant** Styles communicate with short, task-oriented comments, assume control and stay focused.
  - **Influencing** Styles communicate frequently and evenly, include jokes and comments.
  - **Steady** Styles are interested in discussions, ask questions and try to understand others' points of view.
  - **Conscientious** Styles observe until they grasp an issue fully, have figured out what they want to say and if they'll feel comfortable saying it.
-

# How To Respond to a D

- D = Dominant “*Just Do It!*”
  - Direct, driven, decisive
  - Enjoy challenges, taking action and receiving immediate results
- How to Respond to a D
  - Be direct
  - Show results
  - Stay focused



# How To Respond to an I

- I = Influencing “*Don’t Worry, Be Happy!*”
  - Social, optimistic, outgoing
  - Enjoy sharing ideas and energizing others
- How to respond to an I
  - Be sociable and enthusiastic
  - Don’t be cold or too impersonal



# How To Respond to an S

- S = Steadiness “*Don’t rock the boat!*”
  - Stable, sympathetic, cooperative
  - Enjoy being behind the scenes, working in consistent ways
- How to respond to an S
  - Listen attentively
  - Don’t force a quick response
  - Don’t interrupt



# How To Respond to a C

- C = Conscientious “*Measure twice, cut once!*”
  - Concerned, cautious, compliant
  - Enjoy planning ahead and using systematic approaches
- How to respond to a C
  - Give the facts and be logical
  - Expect them to want a lot of information
  - Give them time to respond



**TEAMWORK**

**1 + 1 = 3**

# Conflict

- ◆ Opposition giving rise to tension
- ◆ Two or more team members perceive desires, values or ideas as mutually exclusive or incompatible



- Traditional view
  - A clash between incompatible people, ideas, or interests
  - A negative experience

# Views of Conflict

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- New view: An opportunity
  - Personal growth
  - To use positive, constructive conflict resolution skills
  - Discover creative solutions

# Views of Conflict

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- Discovering creative resolutions to a conflict may serve to
  - Clarify a relationship
  - Provide new ways of thinking about the source of the conflict
  - Open up possibilities for improving a relationship
  - Open people to new points of view

## A New View of Conflict

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*Companies pay a high price for conflict. Productivity drops, work relationships suffer and energy is wasted, as workers become increasingly angry, stressed and defensive.*

Cheryl Shavers  
Senior Manager, Intel Corporation

# Total Person Insight

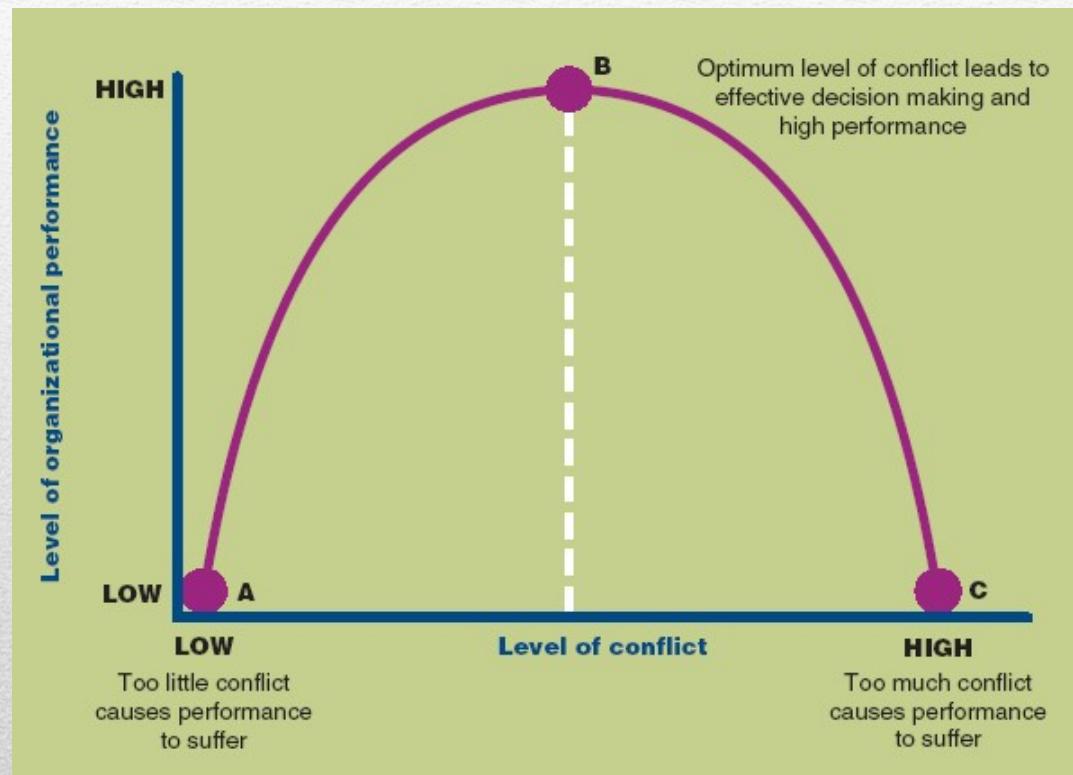
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- A lot of time and money is invested in conflict resolution
- About 20% of managerial time
- Cost of unresolved conflict can also be high

## The Cost of Conflict

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# The Effect of Conflict on Organization Performance



# Finding the Root of Conflict

- Conflict is caused by a range of factors
- Some are major and may be addressed through
  - the legal system
  - labor negotiations
- Others are minor, but may affect productivity

# Finding the Root of Conflict

- It is necessary to find the root cause of conflict in order to deal with it
- Unless the root cause is identified, it is likely to recur



# Finding the Root of Conflict

If root cause...

- stimulates constructive conflict, it can be allowed to continue
- stimulates destructive conflict, steps need to be taken to correct the problem

- Ineffective communication
- Values clashes
- Culture clashes
- Work policies and practices
- Adversarial management
- Noncompliance
- Competition for scarce resources
- Personality clashes

## Common Roots of Conflict

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- Ineffective communication is a major source of personal conflict
- When different people work closely together, communication breakdowns are inevitable
- First determine if the conflict is a misunderstanding or a true disagreement

# Ineffective Communication

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- For misunderstanding
  - explain your position or provide more details
- For true disagreements
  - persuading one or both parties to change positions may be necessary
  - root problem will persist until someone changes

# Ineffective Communication

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- Conflict may be due to value differences between
  - generations
  - women and men
  - people with different value priorities
  - “loyalist” versus “job-hoppers”

## Value Clashes

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- Occurs between people
  - from other countries
  - between people from different parts of the country
- Different cultural traditions can easily come into conflict in the workplace
- Issues range from simple to complex

# Culture Clashes

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- Conflict may happen when organizations maintain confusing or arbitrary
  - Rules
  - Regulations
  - Performance standards
- Often surface when managers don't understand that employees view policies as unfair

# Work Policies and Practices

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- Conflict can occur when managers view employees and other managers with distrust and suspicion
- View others as “the enemy”
- Leads to a lack of respect by employees
- Makes teamwork and cooperation difficult

# **Adversarial Management**

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- Workers refusing to comply with rules
- Or accept fair share of workload
- Makes other co-workers angry

# Noncompliance

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- Downsizing and cost cutting can lead to destructive competition for scarce resources
- When decisions are not clearly explained, workers suspect coworkers of devious tactics

## **Competition for Scarce Resources**

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- People have differing
  - Communication styles
  - Temperaments
  - Attitudes
- People may not be able to identify cause of dislike

# Personality Clashes

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- Being assertive can be helpful in a conflict
- Appropriate assertive behavior does not violate the rights of others
- It is a matter of getting others to understand your viewpoint

# **Resolving Conflict Assertively**

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- People who exhibit assertive behavior skills are able to
  - handle conflicts with greater ease and assurance
  - maintain good interpersonal relations

# **Resolving Conflict Assertively**

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- Distinction between being aggressive and being assertive
- Aggressive behavior violates the rights of others
- Aggressive people may interrupt, talk fast, ignore others, and use other forms of verbal abuse to maintain control

## **Aggressive or Assertive**

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- People who avoid conflict by ignoring things are exhibiting nonassertive behavior
- Passive approach to conflict
- Less likely to make their needs known

## **Nonassertive Behavior**

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- Nonassertive people are more likely to be taken advantage of by colleagues
- Management may question their ability to lead

## **Nonassertive Behavior**

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# Behaviors by Assertive, Aggressive and Nonassertive persons

	Assertive Person	Aggressive Person	Nonassertive Person
<i>In conflict situations</i>	Communicates directly	Dominates	Avoids the conflict
<i>In decision-making situations</i>	Chooses for self	Chooses for self and others	Allows others to choose
<i>In situations expressing feelings</i>	Is open, direct, honest, while allowing others to express their feelings	Expresses feelings in a threatening manner; puts down, inhibits others	Holds true feelings inside
<i>In group meeting situations</i>	Uses direct, clear "I" statements: "I believe that . . ."	Uses clear but demeaning "you" statements: "You should have known better . . ."	Uses indirect, unclear statements: "Would you mind if . . . ?"

You can learn to express wants, dislikes and feelings

- in a clear and direct manner
- without threatening or attacking others

# **How to Become More Assertive**

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1. In the beginning, take small steps
  2. Use communication skills that enhance assertiveness
  3. Be soft on people and hard on problems

# **Develop Assertiveness Skills**

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- “expressing personal rights and feelings.”
- “an attitude and a way of acting in any situation where you need to:
  - express your feelings
  - ask for what you want
  - say no to something you don’t want

# Asserting Yourself

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Learning to be Assertive involves working on yourself, in 5 distinct areas:

- 1) Developing Non-Verbal Assertive Behaviors
- 2) Becoming aware of your own unique feelings, needs and wants.
- 3) Practicing assertive responses– first through writing and role-playing and then in real life.
- 4) Assertiveness on the Spot
- 5) Learning to say NO!

# **Learning to be Assertive**

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- Looking directly at another person when addressing them.
  - Looking away conveys the message that you're not quite sure about asking for what you want.
- Maintaining an open rather than closed posture.
  - Uncross legs and arms.
- Do not back off or move away from the other person while in dialogue.
  - The expression: “*Standing your ground.*” *really applies here.*
- Stay calm.
  - Avoid angry outbursts.

## **1. Developing Nonverbal Assertive Behaviors**

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## 2. Becoming Aware of Your Own Unique Feelings, Needs, and Wants

- Need to be clear about:
    - 1) What it is you're feeling.
    - 2) What it is you want or don't want.
  - If your feeling confused or ambivalent about your wants or needs, take time to clarify them first by writing them out or talking them out with a supportive friend and/or counselor.
    - Need to make your needs known. Other people are not ***“mind readers.”***
-

- Describe your problem situation.
  - Specify the “*who*,” “*when*,” “*what*,” “*how*,” the “*fear*,” and the “*goal*.”
- Develop an **Assertive Response**
  - 1) Evaluate your rights within the situation.  
Refer back to the Bill of Rights
  - 2) Designate a time for discussing what you want.  
Find a mutually convenient time to discuss the problem with the other person involved.
  - 3) Address the main person involved, state the problem in terms of its consequences for you.  
Don’t expect others to be mind readers. Clearly outline your point of view objectively.

### **3. Practicing Assertive Responses**

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- 4) Express your feelings about the particular situation.
  - First person statements (I felt sad....) acknowledge your responsibility for your feelings while second person statements (You said....) generally accuse or judge.
- 5) Make your request for changing the situation.
  - Use assertive nonverbal behavior.
    - Establish eye contact, maintain open posture, stay calm.
  - Keep request simple.
  - Avoid asking for multiple things.
  - Be specific.
  - Don't apologize for your request.
  - Make requests, not demands or commands.
- 6) Tell this person the consequences of gaining (or not gaining) his or her cooperation.

### **3. Practicing Assertive Responses continued...**

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- Many daily situations arise that challenge you to be assertive spontaneously.
- Assertive on the Spot Steps:
  - 1) Evaluate your rights.
  - 2) Make your requests.  
“I would like....”  
Statement needs to be:
    - Firm
    - Simple and to the point
    - Without apology
    - Nonjudgmental, non-blaming
    - Always a request, not a demand
    - Use a monotonous, non-aggressive tone if dealing with  
a stranger and/or adult.
  - 3) State the problem in terms of its consequences.
  - 4) Express your feelings.
  - 5) State the consequences of gaining (or not gaining) cooperation.

## **4. Assertiveness on the Spot**

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- Saying no means that you set limits on other people's demands for your time and energy when such demands conflict with your own needs and desires. It also means you can do this without feeling guilty.
- Saying No to aggressive individuals requires making statement stronger and more emphatic:
  - 1) Look directly in the eyes
  - 2) Raise the level of your voice slightly
  - 3) Assert your position: "***I said no thank you.***"

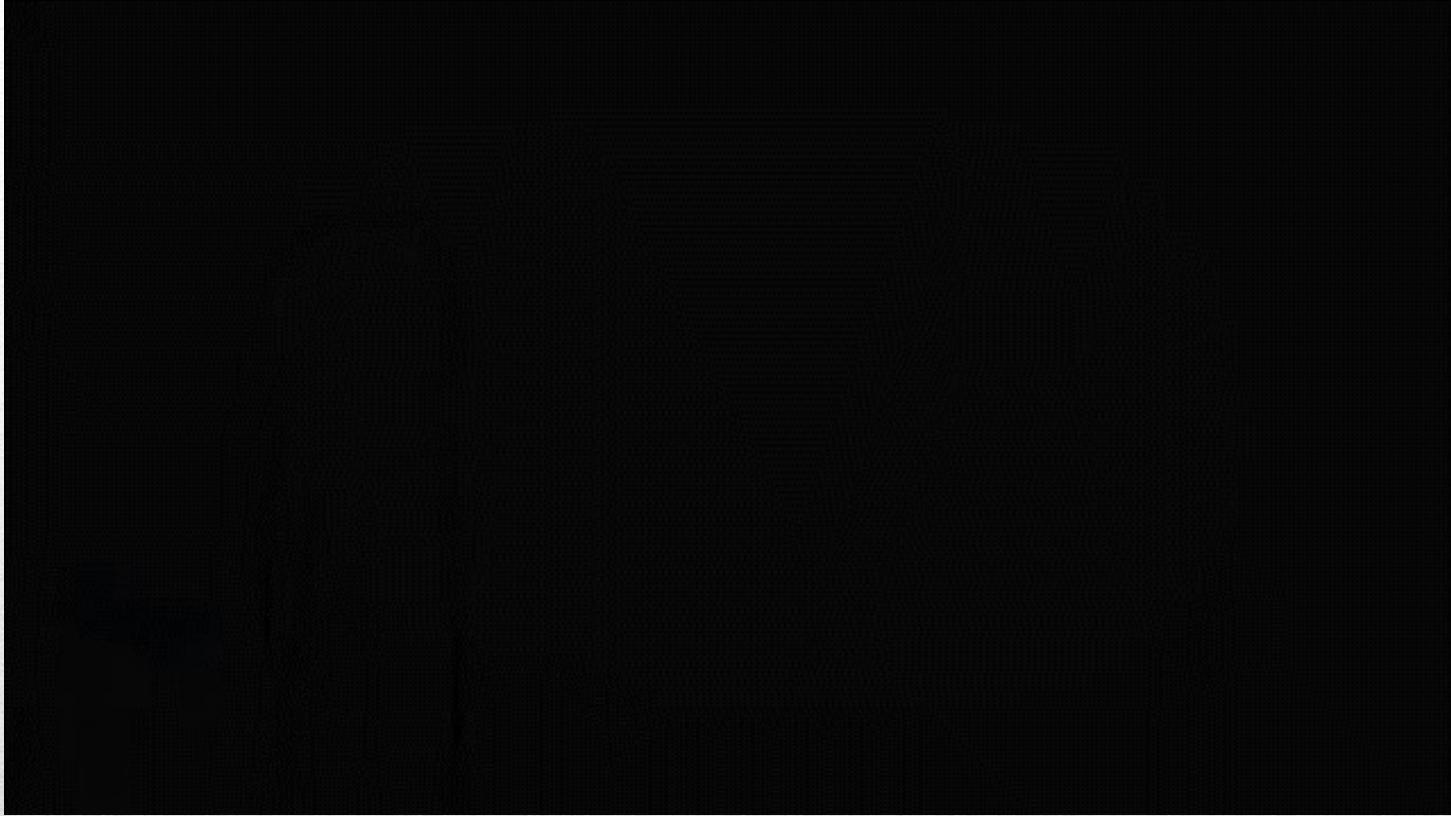
## 5. Learning to Say NO

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- Dealing with acquaintances, friends, and family sometimes requires us to give an explanation:
  - 1) Acknowledge the other person's request by repeating it.
  - 2) Explain your reason for declining.
  - 3) Say "no."
  - 4) If appropriate, suggest an alternative proposal where both your and the other person's needs will be met.
- Watch out for guilt.
  - Might be tough at first.

## **5. Learning to Say No continued...**

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**Be Assertive....**

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## **5 Conflict Management Styles: Preferences for dealing w/ conflict**

- **1. Competing/Forcing**
  - Individual forces his/her way by being aggressive, uncooperative, and autocratic
  - A win-lose situation is created
- **2. Avoiding**
  - Individual ignores the problem rather than negotiating to reach a resolution
  - Individual is unassertive and uncooperative
  - A lose-win situation is created

# **Conflict Management**

## **Styles (continued)**

- **3. Accommodating**
  - Individual tries to resolve the conflict by giving into the other member(s) of the team
  - This person is unassertive and cooperative
  - A win-lose situation is created
- **4. Compromising**
  - Individual tries to resolve the conflict through give and take and making concessions
  - The person is assertive and cooperative
  - A win-lose or lose-lose situation is created depending on the concessions made

# Conflict Management Styles (continued)

- **5. Collaborative**
  - Individual tries to resolve the conflict with the solution that is agreeable to all members of the team
  - Individual is assertive and cooperative
  - This is the only style that has a win-win resolution!

# Contingency Conflict Management

- ◆ There is no one best way to manage conflict
- ◆ Best approach must match the situation



# Contingencies for Forcing

- ◆ Situation: Decisive action needed; crisis; forcer has expertise, high relative power.
- ◆ Rationale: Willing to cause hard feelings rather than abandon an issue you are committed to.
- ◆ Risks: Humiliating other side; losing allies; creating unnecessary resistance.

# Contingencies for Avoiding

- ◆ Situation: Issue is trivial or other issues take precedence; no immediate action needed; more information needed.
- ◆ Rationale: Disagreements are bad because they create tension.
- ◆ Risks: Issue remains unresolved; frustration causes later conflicts.

# Contingencies for Compromising

- ◆ Situation: Opponents of equal power are committed to mutually exclusive goals; expedient.
- ◆ Rationale: Prolonged conflict distracts people from their work and engenders bitter feelings.
- ◆ Risk: Just because it's expedient doesn't mean it's effective.

# Contingencies for Accommodating

- ◆ Situation: Issue is of low importance to one side.
- ◆ Rationale: Maintaining harmonious relationships should be our top priority.
- ◆ Risk: Issues not fully explored or one side is taken advantage of.

# Contingencies for Collaborating

- ◆ Situation: Issues are too important for compromise; innovative solution is necessary.
- ◆ Rationale: Equal emphasis should be placed on the quality of the outcome and the fairness of the decision-making process.
- ◆ Risk: Time consuming.

- Progressive organizations want employees to resolve conflicts whenever possible
- Every employee needs to possess conflict resolution skills
- The conflict resolution process consists of five steps

# **Conflict Resolution Process**

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Step 1: Decide whether you have a misunderstanding or a true disagreement

- A misunderstanding is the failure to accurately understand another's point
- A disagreement is a failure to agree in spite of accurate understanding

## Follow These Steps

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## Step 2: Define the problem and collect facts

- Everyone needs to focus on the problem, not what happened as a result
- Establishing the problem can expose real cause of conflict
- Separate facts from opinions or perceptions

# Follow These Steps

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### Step 3: Clarify perceptions

- Interpretation of the facts about a situation
- Attempt to see the problem as others see it

# Follow These Steps

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## Step 4: Generate options for mutual gain

- Generate options that will fix the problem
- People often want to negotiate for a single solution
- Use brainstorming
  - Process that encourages generation of a wide variety of ideas and possibilities

# Follow These Steps

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## Step 5: Implement options with integrity

- Finalize a solution or agreement that offers a win/win strategy
- Establish timetables for implementation

# Follow These Steps

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- Conflicts happen every day
- They can arise from
  - Poor communication
  - Values and culture clashes
  - Confusing work policies
  - Competition for scarce resources
  - Adversarial management

## Summary

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- Conflict can also come from employees who
  - refuse to carry their share of work
  - have difficult personalities
- Conflicts can have negative or positive effects on an organization

## Summary

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- Positive effect sometimes forces creative and innovative solutions
- Assertiveness skills are necessary in conflicts

## Summary

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- There are several approaches for dealing with conflict:
  - win/lose
  - lose/lose
  - win/win
- Listening is important in a win/win strategy

## Summary

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That's true *but*...



**What doesn't  
work**

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That's true *and*...

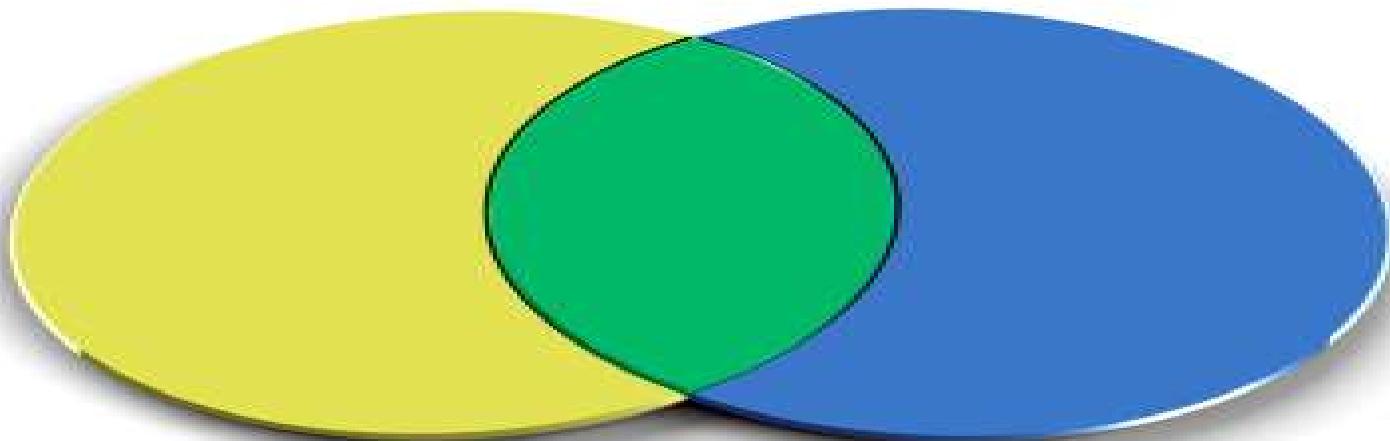
**What does  
work**





**What doesn't  
work**

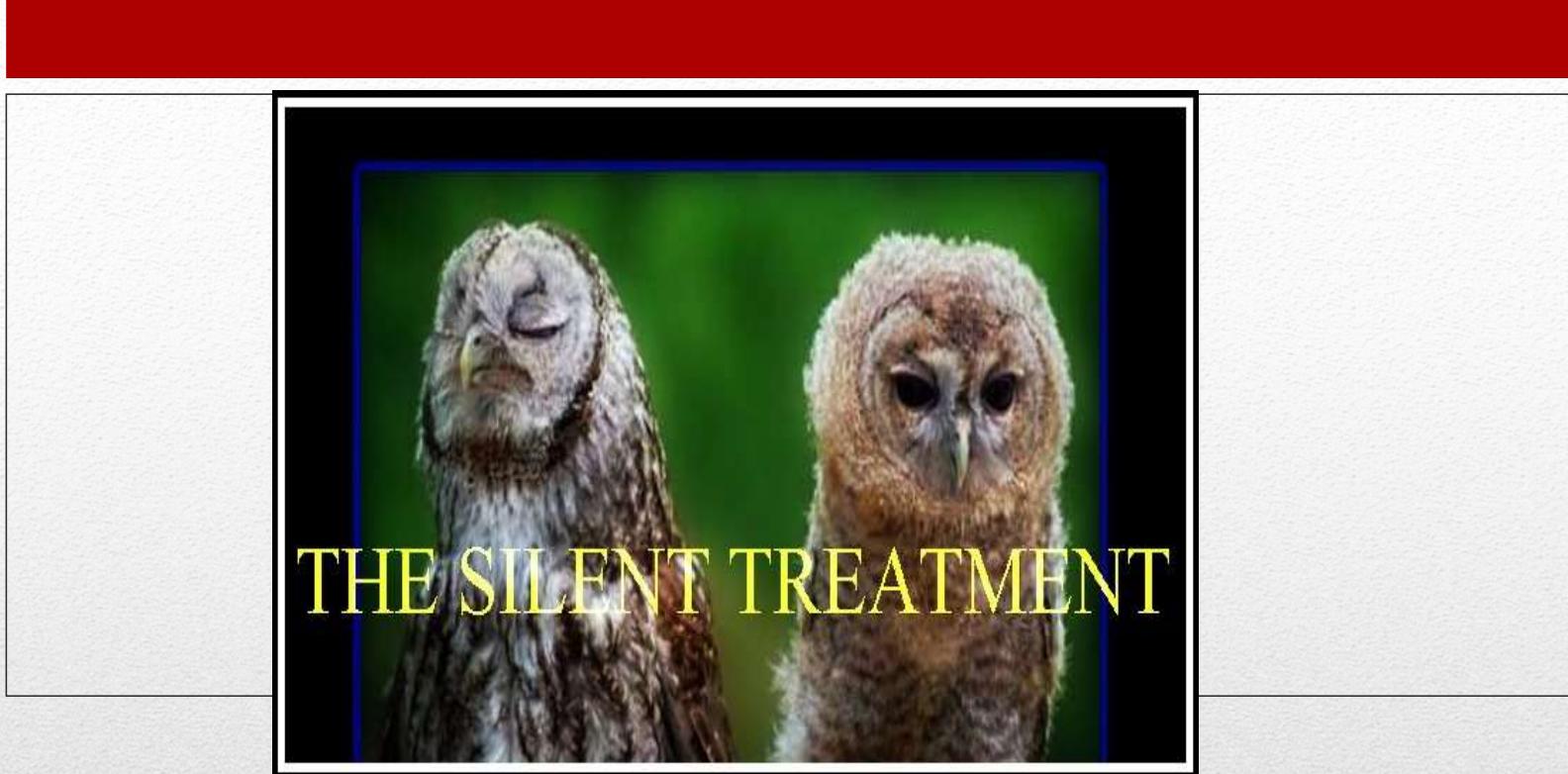
**BLAME**



**What does  
work**

The “third story”

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THE SILENT TREATMENT

What doesn't  
work



**What does  
work**

**Match and lower,  
match and raise**



**What is your conflict  
resolution style?**

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# Role Play Conflict Resolution

- You and your roommate live in a dorm room on campus. Your roommate has a friend who is on fall break at a different time than your school. She wants to invite her friend to visit and stay for two nights. You know that you have three tests and a paper due that week. You would rather not have a guest that week.
- How will you work out this situation with her?
- What conflict management style you will use?
- What would you do if your roommate uses different style?

## Preparing for a Difficult Conversation

### First: Work on You

*“The majority of the work in any conflict conversation is work you do on yourself.”*

*“No matter how well the conversation begins, you’ll need to stay in charge of yourself, your purpose and your emotional energy.”*

Judy Ringer, Portland,

NH

[www.JudyRinger.com](http://www.JudyRinger.com)



## **What can we Influence in a Difficult Conversation?**

1. Find the right time and place for your conversation
2. Be in the right frame of mind
3. Think about your best approach and how to carry it out
4. Invite the conversation
5. Help set the tone

*\*Developed by Melissa Brodrick, Ombudsperson, Harvard Medical School*



## **What can we Influence in a Difficult Conversation?\***

6. Listen Actively
7. Commit to your plan *and . . .*
6. . . show some flexibility as warranted
7. Summarize your understandings at the end of the conversation
8. Seek help when you need it

*\*Developed by Melissa Brodrick, Ombudsperson, Harvard Medical School*



## Preparing for a Difficult Conversation



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