

Dialogical Leadership: Leading Through Conflict



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The Journey

- Morning: Open and Begin your Meeting to Solve
 - Failure to influence: Increasing % of Success
 - Conflict Theory and Practice
 - Step One: Open the Meeting to Solve
 - Purpose of Meeting
 - Agenda
 - Step Two: Deepen Understanding of Perspectives
 - Yours and the Other Person
 - Neutral Statement of the Issue
- Afternoon: Understand and Integrate Perspectives
 - Practice Steps Two and Three:
 - Pathways to Conflict Resolution
 - Close the Meeting to Solve
 - Structured Feedback
 - Evaluation

Mind over Brain



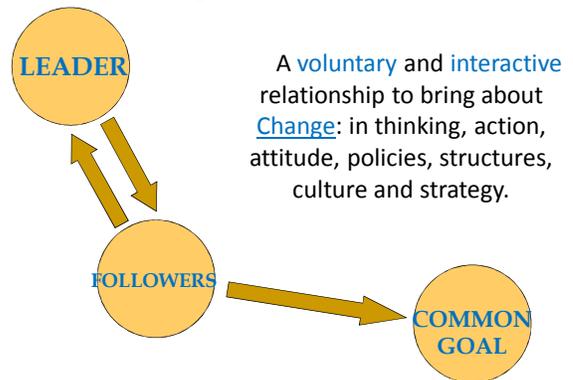
Perception



Paying Attention



Leadership:



Leadership Studies

- Michigan: One continuum between task and relationship (1950s).



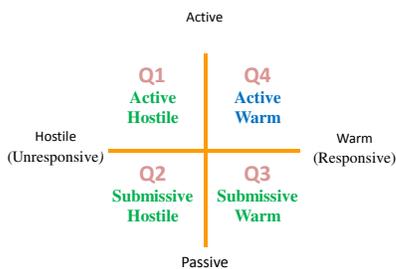
Dual Focus of Leadership

Achieving Results



Developing Relationships

Leadership Through People Skills



Research Findings

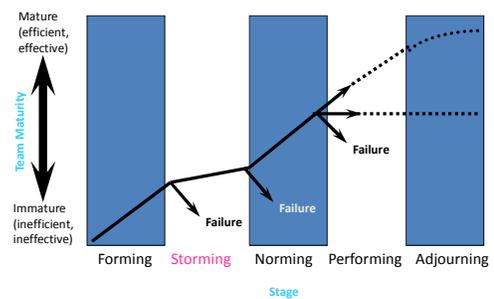
1. Generally, task conflict was beneficial – in small to moderate amounts.
 - a. Task conflict proved more detrimental for teams doing routine tasks.
 - b. Task conflict was more constructive when teams were doing non-routine tasks.
2. Generally, relationship conflict led to higher levels of dysfunction.
 - a. Relationship conflict was most detrimental to job satisfaction.
 - b. The more interdependence on the team, the more negative the impact of relationship conflict.

Amason and Jehn

Normalize Conflict

- Assumption #1: Conflict happens.
 - Every day
 - Every person
 - Everywhere
 - Assumption #2: Un-resolved conflict is the most reducible cost in most organizations !
 - Time
 - Energy
 - Money
- Source: Dana (2002). HR Magazine.

Stages of Team Development



Tuckman Model



Three Sources of Conflict

- Factual conflicts
- Interest conflicts
- Value conflicts

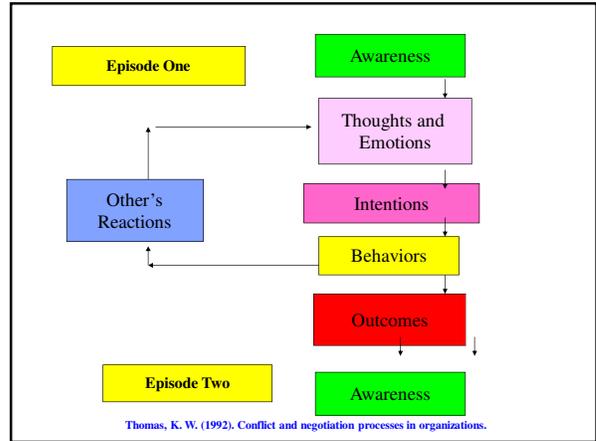
- Diagnosis necessary before prescription
- Three different solution paths

The Dynamics of the Conflict Episode

Conflict unfolds in a series of episodes.

Like the scenes of a play.

If we can learn to understand the process we can intervene earlier to bring about more collaborative solutions



Conflict begins:

Awareness

I become aware that you have done or are going to do something that threatens something I care about.

Describe when and how you became aware that this was a threat to something you care about.

Why is this a threat to something you care about?

Mind over Brain

- Define our *subjective* perception of reality.
- Perceptions influence our response to the threat to our concerns and interests
 - *distributive or integrative* strategy.
- Specific thoughts and emotions can either lead to *conflict resolution or conflict escalation*.

Thoughts

Emotions

Emotions

Anger
Fear
Frustration
Betrayal
Envy
Jealousy
Greed



Mad/ Glad/ Sad/ Afraid

Thoughts
and
Emotions

Describe your thoughts and emotions when you became aware that this was a threat to something you care about.

What were your thoughts?

What were your emotions?





I thought

I felt




Intentions

What should I do about this threat to my concerns?!

What are my choices?

How does this address the threat?

Critical at this step is your interest in considering and addressing the concerns of the other person.

Intentions

Emotions

Anger
Fear
Frustration
Betrayal
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Jealousy
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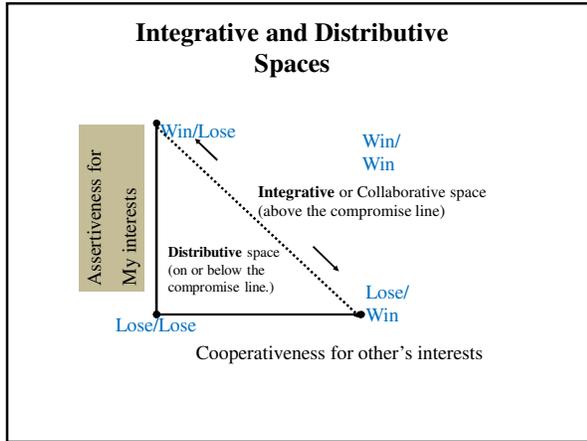
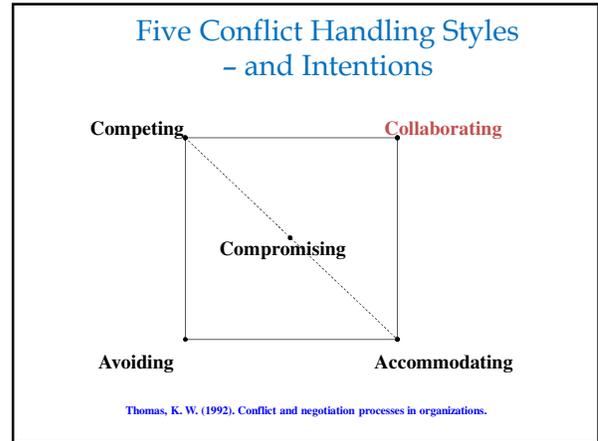
Mad/ Glad/ Sad/ Afraid

Intentions

Describe your intentions when you became aware of this conflict.

Were your intentions:
 Accommodation
 Avoidance
 Compromise
 Competition
 Collaboration

What were your intentions?

How to Run Meetings

Three Types of Meetings



Meetings to Inform

- Tell all meetings
- Lots of Reports
- Very little interaction
- People are bored
- No consent agenda
- Attendance goes down



Meetings to Persuade

- Selling already formed opinions.
- Defending a position.
- Listening to refute.
- Unfavorable reaction to disagreement.



Meetings to Problem Solve

- Solve real problems.
- Search out new ideas.
- Listen for understanding
- No speeches.
- Stimulate differences of opinions.



Dialogical Leadership

Force, Command, Control, Compliance
Vs.
Influence, Cooperation, Collaboration

Dialogical Leadership:
Mutual influence... two-way exchange
 Opens up unseen **opportunities**
 Builds **trust**
 Cements commitment to the **task**
 Improves the quality of the **relationship**
 Decreases resentment and anger
 Decreases passive aggressive behaviors



Introductions



- Who?
- What and where?
- This will be a successful workshop if I . . .
- Why this matters to me?

Failed to Influence

(from pre-work)

As individuals:
 Think of a time when you tried to *influence* someone at work to *do/not to do something important* and at least at first they did not listen to you, did not co-operate with you.



Discuss failure as the key to learning experience.

Write Up Our Stories

Write on a piece of paper the following information:

1. Your Name
2. First Name of Other Person (may use alias)
3. Relationship to you
4. What was the issue you wanted addressed
5. Your position on the issue
6. The other person's position on the issue
7. Specifically, what you asked them to do
8. Specifically, what did the other person say and do



Humble Inquiry

- Curiosity
 - Humility
 - Empathy
- Visit one-on-one using **H.I.** to probe and listen to each other's stories.



Tell Our Stories

- Have each person in the group tell the stories they just listened to.
- Clarify the details of each story.
 - Be very specific.
 - Look for patterns in the stories
- **When finished:** Create a chart to be posted to the wall – see next slide.



Chart Our Stories



- On poster paper at your tables – create a chart.
- Write the eight categories across the top.
- Fill in the story of each member of your team on that chart.
- When finished, post the Chart in the classroom.

Gallery Walk

- Once all the team sheets are posted, walk around and study the charts
- Take notes - looking for patterns.
- Talking and sharing is encouraged!!

Look for:
Patterns
Insights



Identify the Patterns

Report, record and post the patterns we see regarding:

- People
- Requests
- Relationships
- Reactions



Reasons Others Failed to Influence Us

List reasons We resist the influence of others.



Why are we not cooperative when someone else is trying to influence us?

Think of case where someone else was trying to influence us but it did not work.

List the reasons.

Look for patterns.

How Does This Insight Help Us Understand Our Stories?

- What if the other person in our cases were in the room?
- Might they say the same things about why our efforts did not motivate them???



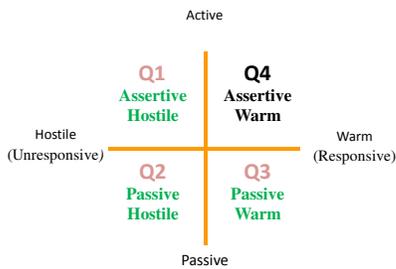
Issue and Relationship: The Two Sides of Leadership

Task: Is our failure to influence about the Issue?



Relationship: Is that failure about the People involved?

Leadership Through People Skills



The Issue?

How do we know it is issue related?

- Urgency and importance of the issue for the other person
- Time, money and resources
- Priorities
- Policies
- Procedures
- Precedents
- Rules



What can be done about this?

The Relationship?

How do we know it is relationship related?

Lack of trust and concern:

 Their view of our competence

 Their view of our concern for them

What can be done about this?

Conversations: Listening and Understanding

Working on the relationship as a separate matter



Back to Our Stories

- In small groups:
- In which cases was the cause of the problem an **Issue**?
- In which cases was the cause of the problem the **Relationship**?
- Which ones had elements of both?
- Your reasons.
- Report back: What did we discover?
- Clues to what we need to work on.



- Increasing our %

What if they won't listen to us?



In your teams:
 How do we know they are not listening to us?
 How are they resisting our efforts to gain their cooperation?
 Look at the patterns of their reactions.
 Post these reactions

Say – Do Ratio

Three most common responses (S-A-D):



- S** Smiled, said yes and did no: Say Yes, Do No
- A** Argued/Interrupted/Hostility: Say No, do No
- D** Disinterested and Uncommitted: Say Nothing, Do Nothing

What to do if they won't listen to us?



Listen to them first.
 Why?

Listening Practice

- Listening to Persuade
- Listening to Problem Solve
- Listening to Understand



Listening Exercise

- Alphas
- Betas



Alphas

- Listen to the Betas for three minutes while holding a piece of paper in front of your face, hiding everything on your face below your eyes. Count how many times the other person says a word that starts with an A, B or C. The only words you can say are "Uh-huh" and "Uh-uh".



Betas

- Listen to the Alphas for three minutes. For the first two minutes, listen very attentively, very actively. Good eye contact and summarizing skills. At the two-minute mark, you gradually get distracted from the conversation with your partner and eventually start talking with someone else near you.



Team Exercise: Lessons Learned

- Discuss at your Tables.
- What lessons did you learn from this activity?
- How will this change your behavior on the job?
- Report in 10 minutes.



Communication Skills: Deepening our Listening Practice

- Open ended questions: Gives control to the other person
- Pauses: Gives the other person a chance to speak
- Encouraging responses: Encourages the other to tell you more
- Summarizing: Clarifies. Shows interest and understanding
- Reflection: Allows the other person to vent emotions
- Handling flat assertions: Always and never

Meetings to Problem Solve: Influence / Be Influenced

- **1: Open the Meeting**
- **2: Understand Perspectives**
 - The other person's perspective first
 - Your perspective afterward
 - Neutral statement of the issue
- **3: Integrate Perspectives**
 - Resolving the differences
 - The path ahead
 - Close the meeting



Step One: Get it Started

- Welcome, relax and open
- Clear, specific, non-blaming purpose
 - “The reason I want to talk with you . . .”
- What is in it for the other person:
 - “If you and I can . . . Then this will . . .”
- Process
 - “Let’s do this: First we’ll get your perspective on the issue, then I will share mine, then we can look for a way to integrate our perspectives, and finally we will work out a specific plan to solve this. How does that sound to you?”



Step One

Four Parts:

- Socialize for a Minute or Two
 - Reason for the Meeting
 - Benefits to the Other Person
 - Structure of the Meeting



Practice Step One



Using the cases posted on the wall...

- Role play each case, one-on-one, with a partner (10 minutes):
 - 3-4 minutes each to get the meeting started
- Discuss each case and converse (5 minutes):
- Be Prepared to report back to large group: What did you see? What did you hear? What did you learn? (5 minutes):
 - Total: 10 + 5 + 5 = 20 minutes

De-Brief



Each Group Reports:

- What did you see?
- What did you hear?
- What did you learn?
- Be specific

Increasing our %

Step Two

My Perspective and Yours

• Understanding the Two Perspectives:

- The Other Person's Perspective
- My Perspective
- Neutral Statement of the Issue



Step Two:

Part A: Understand Their Perspective

- In-depth exploration thru in-depth questions
 - Singular focus => the other person's perspective
 - Driven by curiosity
 - Open-ended questions, encourage other person to talk
 - Summarize as needed
 - **Keep your opinions out**
 - Bridge out: Summarize and Move to your perspective
 - "Is there anything else I should know? ... Now that I understand your point of view, I'd like to share my thoughts about this..."

Step Two (cont.):

Part B: Explain My Perspective

- Agree
 - "I agree with you that . . ."
- Disagree
 - "Here is what I think..."
- **Constructing the Neutral Statement:** the power tool:
 - - "The question before us is..." Or: "The problem we face together is..." Or: "The issue we need to solve is..."



Step Two, Part C:

Express a Neutral Statement



- **The neutral statement** is a statement of the issue in disagreement between the two parties... expressed in a way that both parties would agree that this is indeed the difference.
 - "The difference between us is..."
 - Using your case, write a first draft of a Neutral Statement of your issue.

Write your Neutral Statements



Create a Neutral Statement

- “The problem we need to solve together is how can we...”

“The conflict we need to resolve together is...”

“The issue between us is whether or not...”



Neutral Statement Exercise:

- **Write it Individually:** Each member of the team drafts a Neutral Statement of their issue. (5 minutes)
 - **Edit as a Group:** Read your Neutral Statement to the other members of your team. Discuss and edit the statement as a team. Make sure it fits the definition and would be acceptable to the “other person” to the conflict if they were in the room (10 minutes).
 - **Post each one on a Chart:** Write each person’s Neutral Statement, with the name of that team member, on one chart. Post this chart on the wall in the main classroom (3 minutes).
 - **Circulate around the Room: The Gallery Walk:** Walk around the room and read the posted charts on neutral statements of the conflict. Look for themes (7 minutes)
- Total = 5 + 10 + 3 + 7 = 25 minutes



Afternoon:
Recall the Morning



- **Snow Card Exercise**
- What were your main take-aways from yesterday?
 - One idea per snow card (3 x 3 post-it notes)

Meetings to Problem Solve:
Influence / Be Influenced

- **1: Open the Meeting**
- **2: Understand Perspectives**
 - The other person’s perspective first
 - Your perspective afterward
 - Neutral statement of the issue
- **3: Integrate Perspectives**
 - Managing the differences
 - The path ahead
 - Close the meeting



Step Two My Perspective and Yours

- Understanding the Two Perspectives:
 - The Other Person’s Perspective
 - My Perspective
 - Neutral Statement of the Issue



Constructing the Neutral Statement



- The **neutral statement** is a statement of the issue in disagreement between the two parties... expressed in a way that **both parties** would agree that this is indeed the difference.
 - “The difference between us is...”
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Create a Neutral Statement

- “The problem we need to solve together is how can we...”
- “The conflict we need to resolve together is...”
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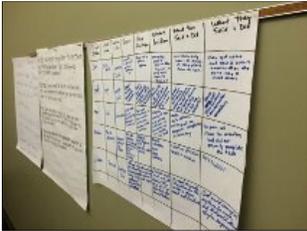


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Gallery Walk

- Once all the team charts are posted, walk around and study the charts.
- Track down the person whose name is on a Neutral Statement if you have any questions.
- Take notes - looking for patterns.
- Talking and sharing is encouraged!!



Look for:
Patterns
Insights

Step One

Four Parts:

- Socialize for a Minute or Two
 - Reason for the Meeting
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 - Structure of the Meeting



Step Two

Three Parts:

- A: The Other Person's Perspective
 - B: Your Perspective
- C: Neutral Statement of the Conflict



Communication Skills:

- Open ended questions: Gives control to the other person
- Pauses: Gives the other person a chance to speak
- Encouraging responses: Encourages the other to tell you more
- Summarizing: Clarifies. Shows interest and understanding
- Reflection: Allows the other person to vent emotions
- Handling flat assertions: Always and never

Practice Step Two



- Using your cases... Role Play
 - Parts One and Two (20-25 minutes each person):
 - Part One = about 2-4 minutes each person
 - Part Two (A, B and C) = about 8-12 minutes each person
 - Discuss each case and converse = about 3-5 minutes each
 - Be prepared to report back to the full group: What you see? What did you hear? What did you learn? = about 3-5 minutes each case
 - Total: About 45 minutes

De-Brief



- How did we do?
- Be specific
- Observations:
 - What did you see?
 - What did you hear?
 - What did you learn?

Step Three – Integrate Perspectives: Resolve the Conflict, Close the Meeting

- Finish up your Meeting to Solve
- Discover pathway to that type of conflict.
- Be clear and specific about outcome.
- Increasing our %



- Where are we in the process?
- What have we learned?
- What do we need to do next?



Increasing our %

Find Solution Paths for Merging Perspectives



Need to identify areas of conflict.

- **Factual disagreements**
 - Disagreements over factual/empirical claims
- **Interest conflicts**
 - Conflicts over incompatible interests/goals
- **Value disputes**
 - Disputes about expectations of behaviors

Factual Disagreements



Increasing our %

- Factual disagreements arise from:
 - Disagreements over:
 - what has happened
 - what is the policy
 - what is in the budget
 - what is the true state of affairs
- Examples:
 - You say you were not told, I say you were.
 - I think you made a mistake in calculating my commission.
 - You don't think your job description includes this job.

Managing Factual Disagreements

- Keys to resolution:
 - Be clear and specific about the facts in dispute.
 - Discuss what information we are missing that we agree would settle the disagreement.
 - Find the person we both agree could settle the facts of the dispute.
 - Agree to search for that person or that information.
 - Key to management:
 - Incorporate more information
 - A wider perspective
 - For a more inclusive, accurate and objective view.



Interest Conflicts

- Interest or goal conflicts arise from **the perception** that there are **obstructive or incompatible interests** (not just different).
- Any zero-sum situation
 - *If it appears that one party gets more then the other party gets less*
- Go to your cases – Look at the lists on the wall.



Managing Interest Conflicts



- Keys to resolution:
 - Distinguish between interests and positions
 - Don't lock into positions
 - Generate multiple options
 - Look for similar interests, compatible interests, different interests
 - Identify what makes the interests conflicting – can certain elements be changed, delayed, moved, altered, etc.

Value Disputes

- These are the most common and most difficult to solve.
- Values disputes are about how people behave.
- Value disputes arise from the perception that the other's behavior was different than it was or was expected to be. Usually involve the word "Should".
- Values disputes are ubiquitous.
- Examples: issues of ethics, fairness, justice, or other normative expectations. Rule-following, hierarchical, procedural expectations also fall under normative conflicts.



Managing Value Conflicts

- Keys to explore Value Conflicts:
 - What was the context of the behavior?
 - What choices did the person have in that situation?
 - Why did they choose to do what they did?
 - What do you think would have been a better choice?
 - Why do you think that is preferable?
 - Future orientation: what should we do in the future?

Challenge our assumptions about the other person's behavior

Go to your cases – Look at the lists on the wall. Which type(s) of conflict?

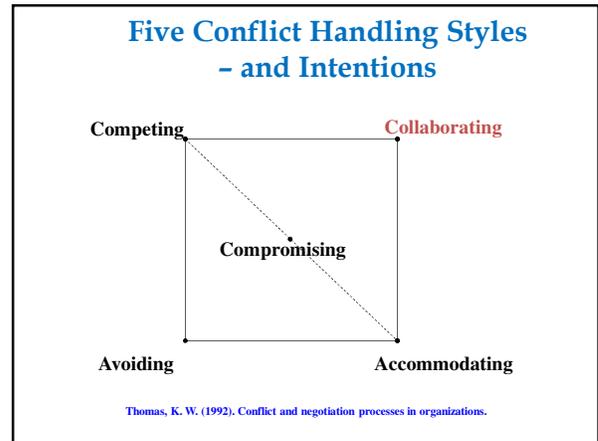
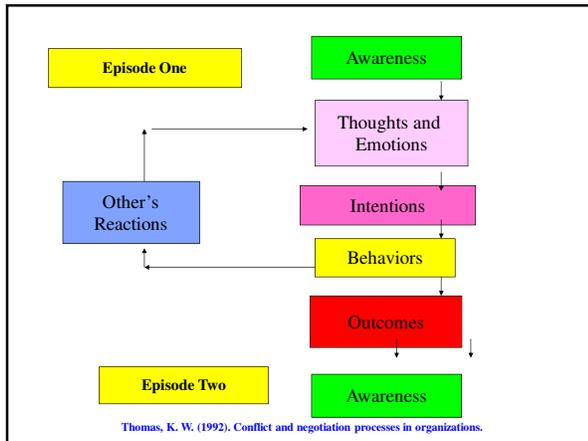


Find Solution Paths for Merging Perspectives



Identify which of these types of conflict are in your case:

- **Factual disagreements**
 - Disagreements over factual/empirical claims
- **Interest conflicts**
 - Conflicts over incompatible interests/goals
- **Value disputes**
 - Disputes about expectations of behaviors



Step Three

- Integrate the Perspectives

- Finish up your Meeting to Solve
- Pathway to that type of conflict.
- Be clear and specific about outcome.
- Increasing our %



- Where are we in the process?
- What have we learned?
- What do we need to do next?



Small Group Discussion: Which of these paths will you take in Step Three?



- Be specific.
- Which types of conflict are at play?
- What questions will you ask?
- What pathways make the most sense?
- What response do you expect?

Step Three:
The Path Ahead

- Path: Factual, Interest or Value Conflict?
- Action Steps:
 - Work out specific plans:
 - Who is going to do what by when?
 - Establish milestones for follow-up
 - Objective criteria
 - Has the action step been take or not?
 - Timeline for next steps: Support and feedback
- Close the Deal: Clarify the agreement



Step One

Four Parts:

- Socialize for a Minute or Two
 - Reason for the Meeting
- Benefits to the Other Person
 - Structure of the Meeting



Step Two

Three Parts:

- The Other Person's Perspective
 - Your Perspective
- Neutral Statement of the Conflict



Step Three

Three Parts:

- Conflict Path Forward
 - Action Steps
 - Close the Deal



Communication Skills:

- Open ended questions: Gives control to the other person
- Pauses: Gives the other person a chance to speak
- Encouraging responses: Encourages the other to tell you more
- Summarizing: Clarifies. Shows interest and understanding
- Reflection: Allows the other person to vent emotions
- Handling flat assertions: Always and never

Practice Step Three

- Using the cases from each student...
 - Practice Step Three both ways (15 minutes):
 - Role play each case with a partner
 - 5-7 minutes each to practice Step Three
 - Discuss each case and converse (5 minutes):
 - Be prepared to report back to the full group: What you see? What did you hear? What did you learn? (5 minutes):
 - Total: 15 + 5 + 5 = 25 minutes



De-Brief

- Observations:
 - What did you see?
 - What did you hear?
 - What did you learn?
- Be specific



Increasing our %

Structured Feedback

Part One: Identify a leadership skill or behavior you want to improve.
 Part Two: Get feedback from your team about how you can improve.

- Specific
- Behavioral based
- Observed
- Non-blaming
- Actionable



Structured Feedback

- Part One: Each person identifies the leadership skill or behavior they want to improve (3 minutes).
- Part Two: The team takes one person at a time, with each member of the team taking turns to offer specific suggestions for improvement (5 minutes per person).
 - Share with person receiving feedback – one at a time.
 - Converse each team member’s specific action plan
 - Move to next person.



De-Brief

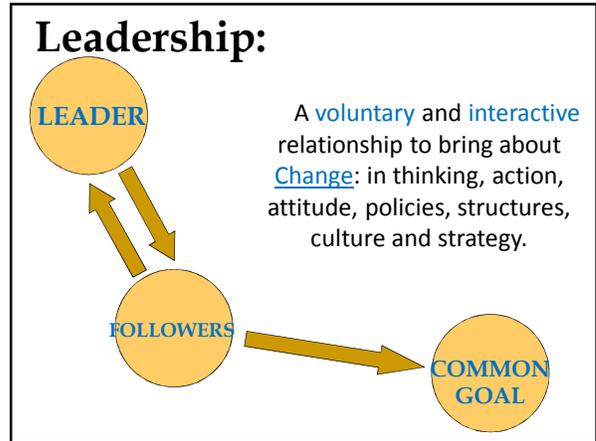
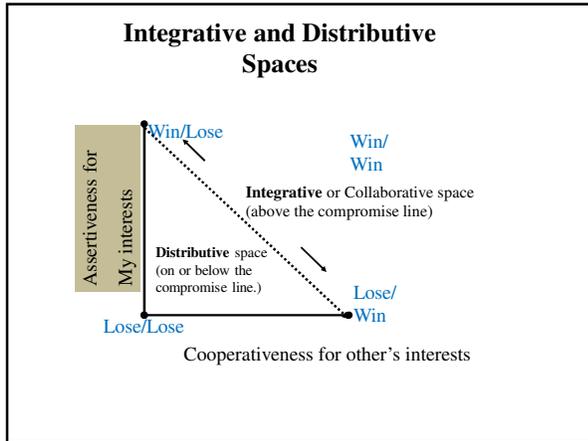
- How was the structured feedback?
- Observations:
 - What did you learn?
- How will you move forward to improve your leadership skills? What did you take away from this experience?



Conflict

- Assumption #1: Conflict happens.
 - Every day
 - Every person
 - Everywhere
- Assumption #2: Un-resolved conflict is the most reducible cost in most organizations !
 - Time
 - Energy
 - Money
 - Source: Dana (2002). HR Magazine.





De-Brief

- How did the whole process go?
- Observations:
 - What did you see?
 - What did you hear?
 - What did you learn?
- How was this meeting different from most of your meetings? What did you take away from this experience?



Evaluations Plus - Delta

- Plus: What worked?
- Delta: What could be changed?
 - Be specific
 - Be honest:
 - We want to learn from our failures too
- What did you take away from this experience?
 - What did you learn?
 - What can you apply on the job?



Thank You

- Masters of Organizational Leadership program:
- www.sau/mol
- St. Ambrose University