

Finding our VOICE

Day 4 of 6

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Review

courageous conversations

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The Different Roles We Play

- ❖ **S**ource (the respondent)
- ❖ **T**arget (the complainant)
- ❖ **O**bserver (whether you witnessed it/heard about it)
- ❖ **P**erson with Authority (you witnessed it/heard about it)

WHAT IS BEST PRACTICE for each ROLE?

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THE SOURCE

The person who is experienced as disrespectful.

The 'source' of the disrespect.

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You said

- ❖ Apologize for your behaviour
- ❖ Don't make an excuse
- ❖ Let Mike explain what happened – why the list is not done.
- ❖ Take responsibility

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Small Group – Apology Dilemmas

1. What if they started it? Did something disrespectful first.
2. What if it wasn't my intent and they are sensitive?
3. What if I don't know I was disrespectful? (i.e. what can others do)
4. What about Veronica, does she deserve an apology?

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The TARGET

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Person who experienced disrespect



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Covenant of Right Relations

- ❖ Nurture a safe and welcoming community
- ❖ Honour each other's inherent worth
- ❖ **Assume good will on the part of each other**
- ❖ **Listen to each other with care**
- ❖ **Speak to and about each other with respect**
- ❖ **Be honest with each other**
- ❖ **Talk directly to each other even if differences exist**
- ❖ Ask for help when conflict is too difficult to handle alone

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You said....

- ❖ Acknowledge and accept the hurt personally
- ❖ After this reflection, gather information such as asking for clarification. Approach with curiosity.
- ❖ Tell the source how you are feeling/or how you felt using an "I" message.
- ❖ Ask the source for help to understand what they said and what was their intent.

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Go back to your Case Study

What did you do?

1. At the moment?
2. Within 24-48 hours?
3. Later upon reflection:

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The problem with common sense!

- ❖ Do you do what you suggested? What makes these moments of negative interactions make it easy to throw our common sense out the window?

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Small Group Discussion

Why is it that many of us know what we should do as best practice and yet many of us don't do it when a moment of disrespect arises?

What factors impact the targets willingness to engage constructively?

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Speaking Up On What Matters

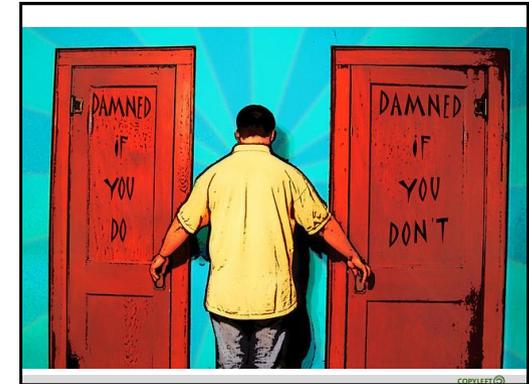
"Do speak up when an issue is important to you. Obviously, you do not have to address personally every injustice and irritation that comes along. To simply let something go can be an act of maturity. But it is a mistake to stay silent if the cost is to feel bitter, resentful, or unhappy. We de-self ourselves when we fail to take a stand on issues that matter to us."

Harriet G. Lerner *The Dance of Anger*

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"Respect is like air. You don't really notice it until it is not there and then it's all you notice."

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The Fools Choice

Truth
Or
Relationship



~~Either/Or~~
Both/And

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SOURCE, What Do You Want?

For the Target to....

1. Tell someone: at church, friend or family member, manager or HR
2. Get even
3. Forgive you
4. Talk to you
5. Other

Most often - there is no such thing as nothing!

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The problem of holding on....



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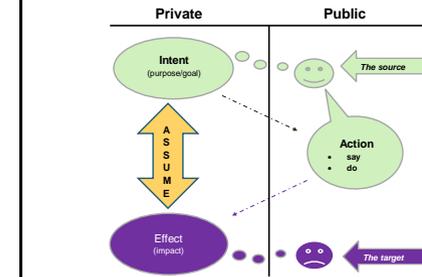
3 Contexts therefore 3 Conversations

1. I'm not sure, was that disrespect or not?
I am Curious Conversation
2. I don't want this to happen again and I need to let them know this is not okay.
Please Change Conversation
3. This is completely inappropriate and they should know better.
Stop It Conversation

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You Feel Like You're the Target



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Using this model you can

1. Name or refer to the action (always necessary)
2. Ask a question to understand their intent.
3. Share the impact of their actions on you.
4. Make a request for a new action.

What you choose should depend on the action
not your emotional reaction to your story.

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Conversation Elements

Get as close to neutral as possible

1. Check-in ("Do you have a minute?")
2. Name your action (stick to the facts not story)
3. Let the person respond (get information)
4. Describe the effect on you or others, name feelings (if appropriate)
5. Clarify expectation (if not obvious)
6. Problem solve (if relevant)
7. Close (gracefully)

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Before Having the Conversation

Step 1: Change your story.

Creating a Different Story: Why would a reasonable, rationale, decent person do this?

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Where Emotions Come From

The Path to Action (Response)



Crucial Conversations by Vital Smarts Group

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Conversation 1: I'm Curious

Get as close to neutral as possible

1. Check-in ("Do you have a minute?")
2. **Name your action** (stick to the facts)
3. **Let the person respond** (get information)
4. Describe the effect on you or others, name feelings (if appropriate)
5. Clarify expectation (if not obvious)
6. Problem solve (if relevant)
7. **Close (gracefully)**

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Possible Scenarios

- ❖ **Adrian did not return your greeting in the foyer.**
- ❖ **Dakota sat in the meeting looking at their cell phone most of the time.**
- ❖ **Chris has shown up late for choir practice and there is agreement people will arrive on time.**
- ❖ **You are concerned about the tone used when Jaden said to you in a meeting 'where did you hear that from'.**
- ❖ **Your example**
- ❖ **Or Jan approaching Mike about the mailing list.**

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Role Playing Instructions

- ❖ **One person is the source of disrespect**
- ❖ **The other person is the target**
- ❖ **The target chooses a disrespectful moment that they would like practice on.**
- ❖ **The target tries model 1.**
- ❖ **The source responds (be a skillful source)**

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Target Practice! Round 1

1. **Set the stage: briefly describe the situation**
2. **Identify where you are having this conversation (i.e. called someone up, saw them at church).**
3. **Practice the model**
4. **Debrief**
5. **If you have time do it again.**

3 minutes in total

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Debrief

Target

- ❖ **Did you follow the model?**
- ❖ **What was easy/difficult?**
- ❖ **What did you learn about the intent?**

Source

- ❖ **Was the action a fact or more story?**
- ❖ **How are you feeling about the target?**
- ❖ **What made the conversation work?**
- ❖ **What would have made the conversation better?**

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Back Stories for Jan/Mike

1. **Miscommunication:** In the follow up email Jan gave a day (Wednesday) and a date (14th that was Tuesday). Mike followed the day – Wednesday, Jan followed the date 14th - Tuesday.
2. The CEO told Mike on Tuesday to drop everything and do a specific task. Mike informed the CEO of the deadline for Jan. The CEO said he would inform Jan but on his way to his office he got an urgent text and forgot.
3. Mike had an emergency call from the Day Care and had to leave immediately to address an issue concerning his child. And in this state he forgot.
4. Mike is overwhelmed with all the things on his plate and simply lost track of the deadline.
5. There have been ongoing performance concerns about Mikes' ability to manage multiple requests. This has happened too often.
6. Other

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Break!



Always treat your community members
exactly as you want them to treat those you
are inviting into your community

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Conversation 2: Please Change

Get as close to neutral as possible

1. **Check-in** ("Do you have a minute?")
2. **Name your action** (stick to the facts)
3. **Let the person respond** (get information)
4. Share the effect: on you, others, team name (educate them if they don't get it)
5. **Clarify expectation in future** (Next time we will...)
6. Problem solve (if relevant and solution is complicated)
7. **Close** (gracefully)

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Before Having the Conversation

Step 1: Change your story.

Creating a Different Story: Why would a reasonable, rationale, decent person do this?

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Before Having the Conversation

Step 1: Change your story.

Step 2: Name the action (be descriptive)

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We often lead with our story (add details and our interpretation)

Naming the 'Action' Too Often Includes:

- ❖ **D**escription
- ❖ **I**nterpretation
- ❖ **E**valuation

because we are sharing our story and our judgment with only passing reference to the action(facts)

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Descriptive or Evaluative?

- ❖ Doesn't care
- ❖ Has favourites
- ❖ Used a condescending tone
- ❖ Rolled eyes
- ❖ Is unsupportive
- ❖ Was dismissive
- ❖ Is negative
- ❖ Irresponsible
- ❖ Micromanages
- ❖ Disrespectful
- ❖ Talks too much
- ❖ Arrived 15 min late
- ❖ Doesn't meet deadlines
- ❖ Makes too many mistakes
- ❖ Was harsh
- ❖ Assignments always late

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Descriptive or Evaluative?

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- ❖ Was harsh
- ❖ Assignments always late

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Target Practice 2: Role Playing Instructions

- ❖ **One person is the source of disrespect**
- ❖ **The other person is the target**
- ❖ **The target describes a disrespectful moment that they would like practice on.**
- ❖ **The target tries model 2 (Please Change).**
- ❖ **The source responds (be a skillful source)**

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Possible Scenarios

- ❖ Chris has again showed up late for choir practice in spite of your curious conversation the last time. You thought Chris had agreed to show up on time in the future.
- ❖ You are responsible for ??? and Kai questions something you did during a committee meeting (without first checking in with you).
- ❖ You are concerned that Terrin said something during the morning gathering that could have felt hurtful to others (make something up). You want to educate and challenge Terrin to not say this kind of thing again.
- ❖ You have been part of the service this morning and Teegan accuses you of being inappropriate (i.e. said something that they heard that was not inclusive or ...ist, picked a questionable quote).
- ❖ Your example
- ❖ Or Mike approaching Jan about how she approached him.

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Debrief

- Target
- ❖ Did you follow the model?
 - ❖ What was easy/difficult?
 - ❖ What did you learn about the intent?
- Source
- ❖ How are you feeling about the target?
 - ❖ Was the action described as a fact or evaluative?
 - ❖ What made the conversation work?
 - ❖ What would have made the conversation better?

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Video – Making an Honest Risk Assessment

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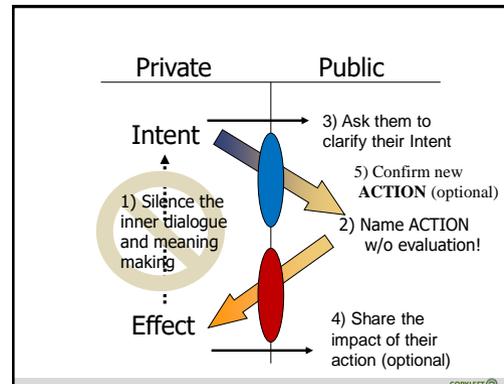
Typical Natural Impacts

The target...

- ❖ will hesitate before coming to you
- ❖ will hesitate before including you...
- ❖ observers might think this workplace is not safe for them
- ❖ observers might think you are not safe
- ❖ observers might think they can say it too

Note: Observers are witnesses to event (even email) or they have heard about it (gossip).

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Conversation 3: Stop It!

Get as close to neutral as possible

1. Check-in ("Do you have a minute?")
2. Name your action (stick to the facts)
3. Let the person respond (not necessary)
4. Share the effect: on you, others, team name
5. Clarify expectation in future
6. Problem solve (if relevant and you want)
7. Close (gracefully)

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Example of Conversation 3

"Chris, that comment you mumbled when I was presenting was disrespectful. It is not okay and please don't ever do that again in public. If you have an issue with my or my committee's work, please talk to me in private."

And yes they will be defensive so you need to be ready to end the conversation gracefully!

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Examples of Closing Statements

- ❖ Thank you for hearing me out.
- ❖ This is between you and me and I will not mention this conversation to anyone.
- ❖ I thought you would want to know.
- ❖ I am committed to working well with you.
- ❖ It is important for me that I have an honest relationship with people in my community.
- ❖ If I do something that isn't working for you, I would hope you would tell me.

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Common Pitfalls

Do not remove a fly from your neighbours face with a hatchet.
-Chinese Proverb

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What if they say/do....

- ❖ What could they say or do that you are how to respond?

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And they will probably get Defensive



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Examples of when to use this conversation?

- What have you seen in the workplace where this conversation would be the most appropriate?

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Large Group Debrief

“To be clear is to be kind” Brene Brown

Target: How easy is it to be this kind and yet clearly honest?

Source: What communicates kindness?

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And if you find yourself getting upset or see them getting upset...



An Exit Strategy

One way to increase the likelihood of taking risks (being courageous) is to know how you will get out of the conversation. Have an exit strategy in your back pocket!

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Three Steps

1. **You need to end the conversation.** "I would like to pause the conversation."
2. **Your reason (state your intent).** "I had hoped that we could resolve this matter quickly, and it appears that we need more time." OR "You are raising things that I need time to consider."
3. **Your commitment to continue later.** "It is important to me that we have a good working relationship. I will get back to you tomorrow about some times when we could pick this conversation up later this week."

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Exit Practice

1. **Imagine a situation where you may need to deliver an exit strategy.**
2. **Write out the exit strategy.**
3. **In Groups of three.** Practice your exit strategy, and other two people imagine it being delivered to them.
4. **Feedback:** What would work for you. What suggestion(s) do you have to make it more effective.

Goal (intention) of an Exit Strategy: To end the conversation, leave the relationship intact, open the door for a follow up conversation.

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Given what we have talked about, give me your best reasons for staying quiet as the Target?

Is it okay to ignore disrespectful behaviour three times and then jump to step 3 (reporting the event)?

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And remember...

If you want others to talk to you first before reporting you, then you need to seriously consider doing the same to them. Even if you are anxious about doing so.

Video: Or you can just be offended...

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Richard Rohr: *Falling Upward* (p.7-8)

"There is too much defensive behaviour and therefore too much offensive behaviour... Human maturity is neither offensive nor defensive; it is finally able to accept that reality is what it is. Ken Keyes so wisely said, 'More suffering comes into the world by people taking offense than by people intending to give offense.' The offended ones feel the need to offend back those who they think have offended them, creating defensiveness on the part of the presumed offenders, which often becomes a new offensive-ad infinitum. There seems to be no way out of this self-defeating and violent Ping-Pong game— except growing up..."

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HOMEWORK

- ❖ **Continue to notice the stories.**
- ❖ **Notice the moments that are a disagreement or ones that could be different understandings.**
- ❖ **Practice a curious and a please change conversation.**

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