Accelerator

Berkeley Group

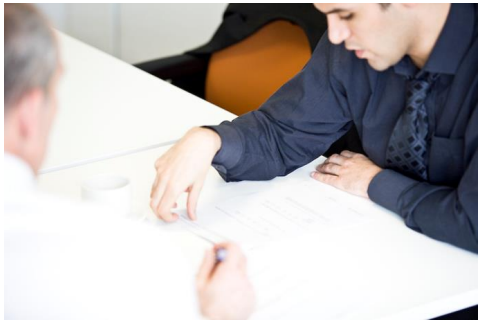
East Thames Management Programme

Helping You to Manage Well

Module 4: Managing Difficult Situations

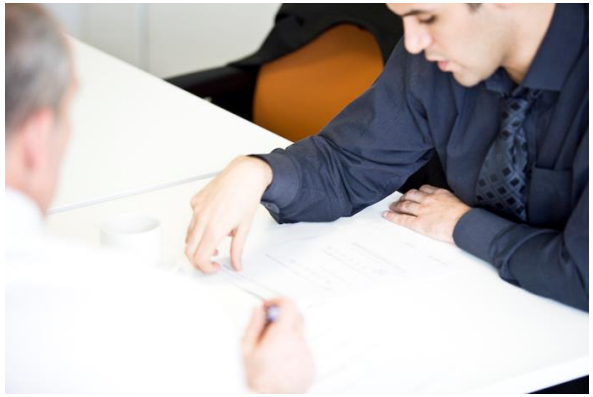
OBJECTIVES

- Experience & practice different ways to influence others
- Explore & reduce personal barriers to handling difficult situations
- Use a model for ensuring the conditions are created for people to perform
- Balance *courage* & *consideration* to take control of issues before they escalate
- Demonstrate the skills and behaviours to deal with difficult situations

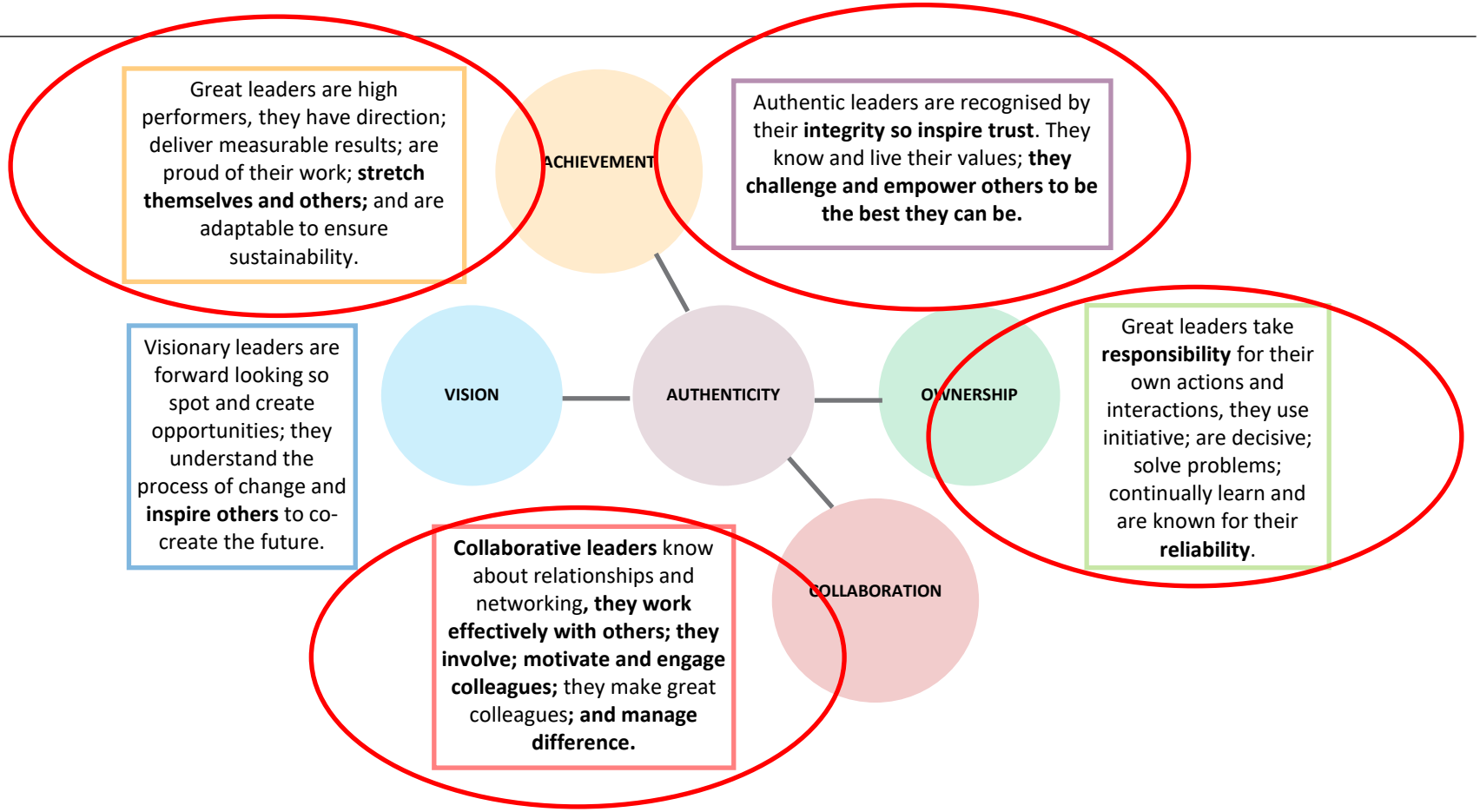


AGENDA

- **Introductions – *your difficult situations***
- **The *Managing Performance* Flowchart**
- ***Examine the Situation:* Team activity – exploring attitudes & how you can influence others**
- **10.45 Break**
- **Negotiating to gain agreement**
- 1230-1330 Lunch (NB meeting at 1pm)
- Balancing *Courage & Consideration* in difficult situations
- Dealing with "can but won't" behaviour
- 1430 Break
- Practicing difficult situations
- Review, Feedback & Commitments
- Close by 1530



How we define great leadership



Your difficult situations

- Discuss in your breakout rooms:
  - What sort of situations have you found challenging at work?
  - How have you felt and reacted when faced with these situations?
  - What skills or behaviours would you like to develop to become more confident and effective?
- *Be prepared to share some of the types of situations discussed in the chat box on return to the main room*

Managing Performance Flowchart

I. DIAGNOSE → **II. PRESCRIBE** → **III. FOLLOW-UP**

A. EXAMINE THE SITUATION

1. Stand back and size up the situation: be task specific. (What Is? Vs. What Should Be?)
2. Is there an impact on productivity, the team, or business results ?

NO → 2. Ignore

YES ↓

B. EXAMINE YOURSELF (AS THE MANAGER)

(Ask yourself the following questions. If you answer NO to any of the questions, prescribe the response to that question.)

1. Have I set SMART performance objectives for the person
   - NO → 1. Set and agree performance goals with the performer
   - YES ↓
2. Have I described standards and expectations? What success looks like?
   - NO → 2. Be specific with the person on the expected standards & performance
   - YES ↓
3. Have I given specific work direction and training?
   - NO → 3. Provide the How, What, Why, When of the job/task.
   - YES ↓
4. Have I given the person the essential resources to perform (e.g., materials, equipment, etc.)?
   - NO → 4. Provide missing resources
   - YES ↓
5. Have I given enough support (listened with understanding, praised their performance, and encouraged them to perform)?
   - NO → 5. Listen, praise or encourage
   - YES ↓
6. Have I given the person specific and timely feedback (SBI)?
   - NO → 6. Provide feedback (positive or corrective)
   - YES ↓

(If you have answered YES to all of the questions under B, proceed to C.)

C. EXAMINE THE PERFORMER

1. Have you seen the person perform (the task/job/standard) in the past?
   - NO → **Development Issue**
     1. Keep providing training and coaching
   - YES ↓
2. Does the person have positive motivation and engagement?
   - NO → **Performance Issue**
     2. Give SBI feedback
     Challenge 'can but wont ' behaviour
     Find out why motivation/ engagement is low

ALWAYS ...

- Check for and listen with understanding
- Monitor the person's performance
- Re-diagnose if performer has not improved to an acceptable level
- Consider HR support if all aspects in the flowchart have been covered.

Task – A Difficult Situation!

Team activity – individual review

	I NOTICED IN ME	I NOTICED/PERCEIVED IN OTHERS
THOUGHTS		
FEELINGS		
BEHAVIOURS		

Group Decisions & Commitment

6 Ways of arriving at a decision in Groups

INCREASING SPEED OF DECISION

1. DECISION BY LACK OF RESPONSE
2. DECISION BY AUTHORITY RULE
3. DECISION BY MINORITY
4. DECISION BY MAJORITY
5. DECISION BY CONSENSUS
6. DECISION BY UNANIMOUS CONSENT

INCREASING COMMITMENT TO DECSION

The Warriors - influencing approaches

- Logical reasoning & use of data
- Moral reasoning
- Power, authority and coercion
- Personality, charisma, interpersonal skills
- Relationship leverage
- Story-telling & creative imagery
- Facilitation
- Manipulation/Lies!
- Others?

Your difficult situations

- Managing upwards
- Saying “No”
- Negotiating priorities with Directors
- Addressing performance issues
- Personality differences
- Personal pressures
- Lack of trust across teams (eg motives/goal conflicts)
- Communication issues

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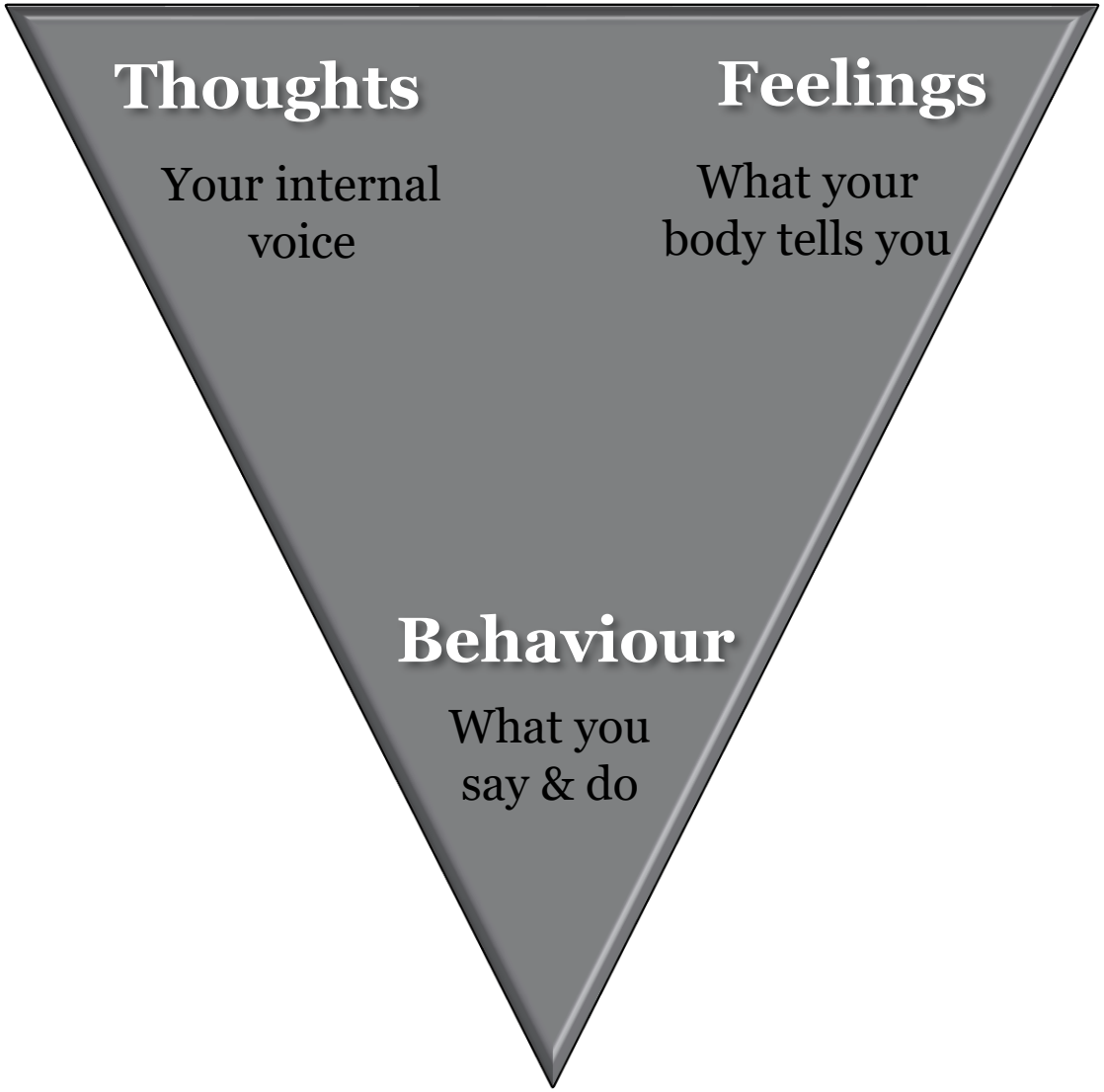
How emotion influences behaviour


Thoughts
Your internal voice
Feelings
What your body tells you
Behaviour
What you say & do

Team activity – individual review

	I NOTICED IN ME	I NOTICED/PERCEIVED IN OTHERS
THOUGHTS		
FEELINGS		
BEHAVIOURS		

Categories of emotions

Enjoyment: happiness, joy, relief, bliss, amusement, pride, satisfaction

Anger: fury, resentment, indignation, annoyance, irritability, frustration

Sadness: grief, sorrow, gloom, dejection, depression

Fear: anxiety, apprehension, nervousness, concern, dread

Love: acceptance, friendliness, trust, kindness, devotion

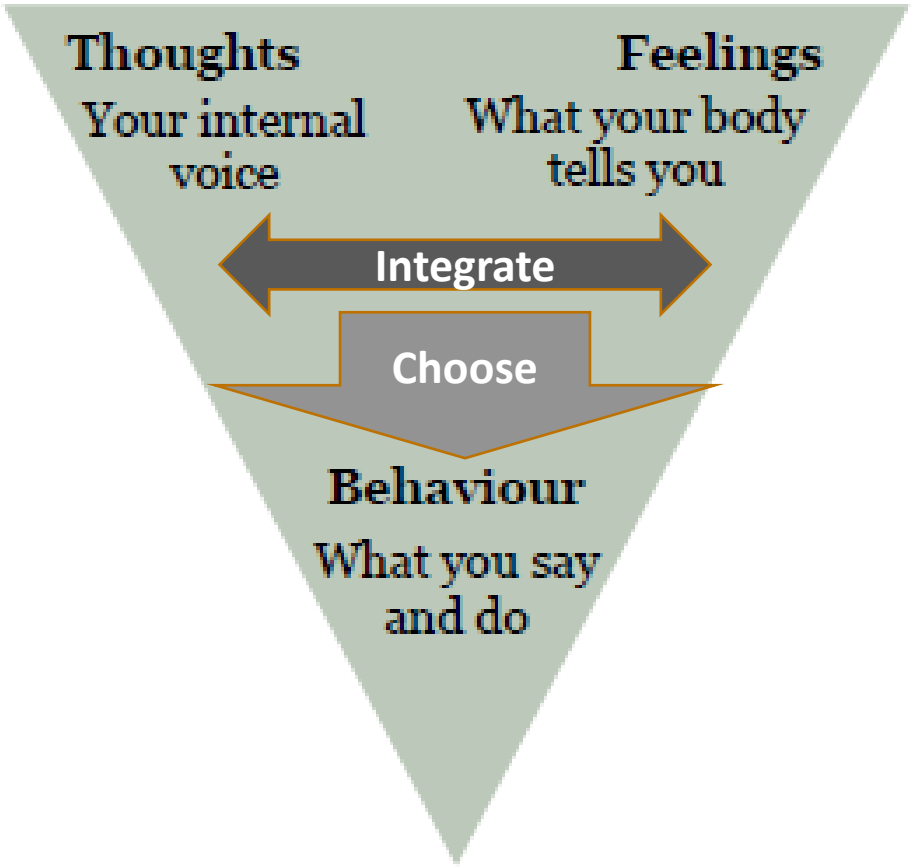
Shame: guilt, embarrassment, remorse, regret

Surprise: shock, astonishment, wonder, amazement

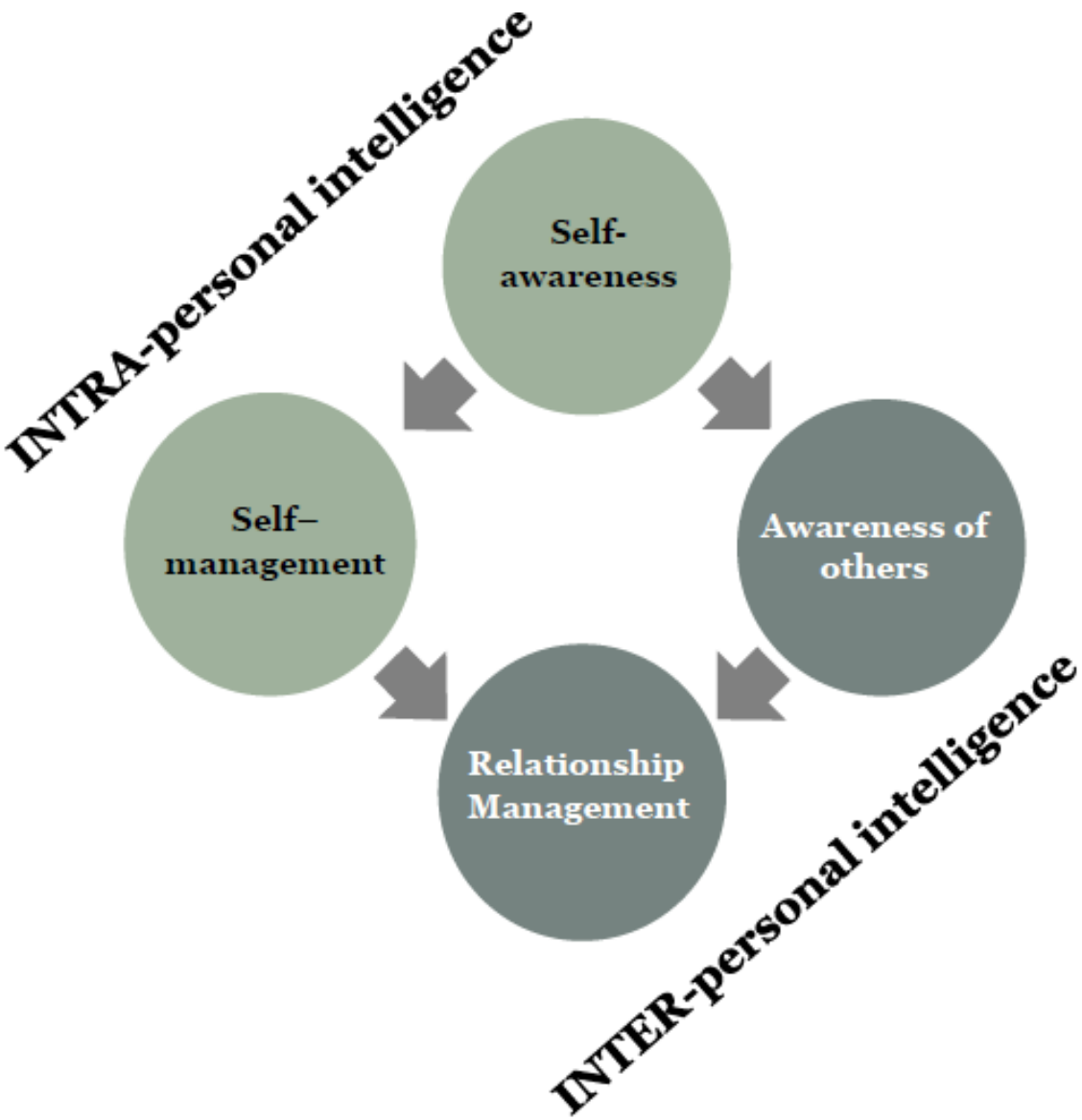
Disgust: Contempt, aversion, distaste

EI & choosing your behaviour

EI is integrating THOUGHTS and FEELINGS in order to choose your BEHAVIOUR



Emotional Intelligence: Overall framework



Team activity – 5 min group review

	I NOTICED IN ME	I NOTICED/PERCEIVED IN OTHERS
THOUGHTS		
FEELINGS		
BEHAVIOURS		

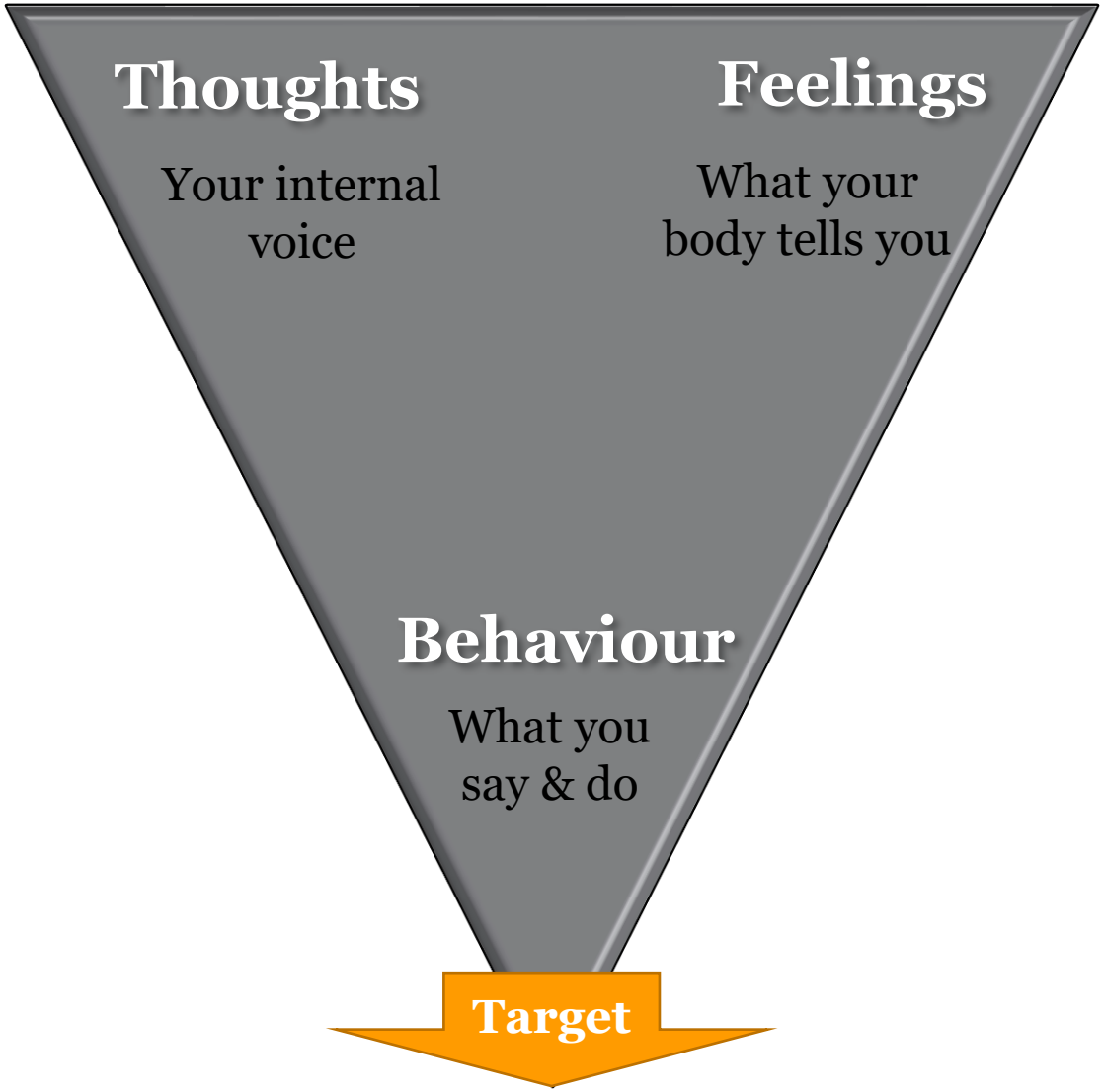
KASH model of development

- **K**nowledge
- **A**ttitude
- **S**kills
- **H**abits

What is an attitude?

- An attitude is an evaluative position that we hold towards a thing, a person, an idea, or perhaps an organisation
- Because it is evaluative, it is feelings based, not just cognitive (thinking)
- Our pre-existing attitudes drive our behaviour

Our +/- attitude is aimed at a “target”



What is your attitude to…

Planning

Change

Spicy Food

Snakes

Australians

The Colour PINK

False Nails

Introverts

Exercise

Gardening

Boomers

Virtual Meetings

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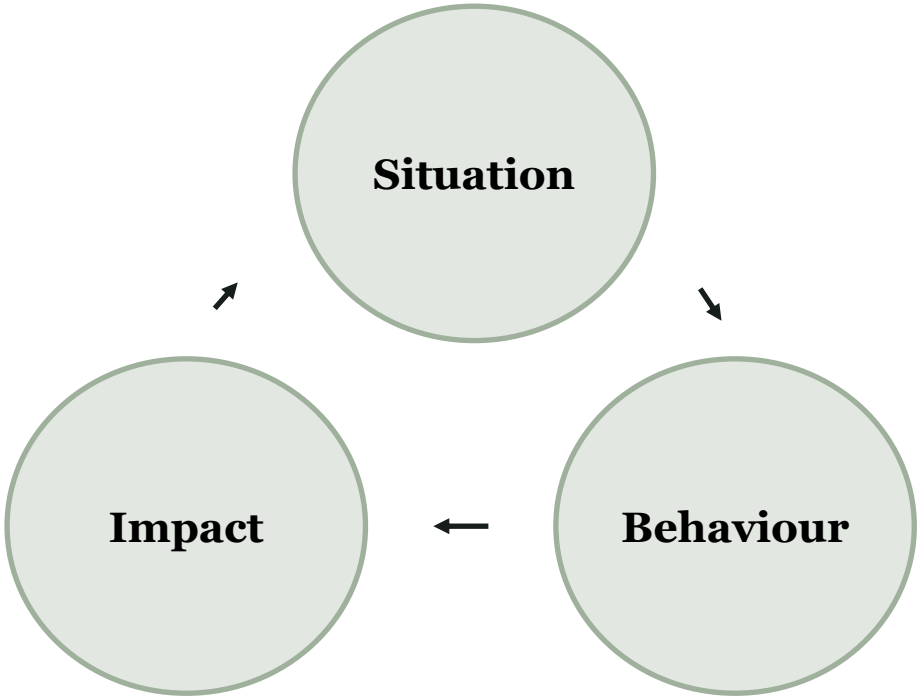
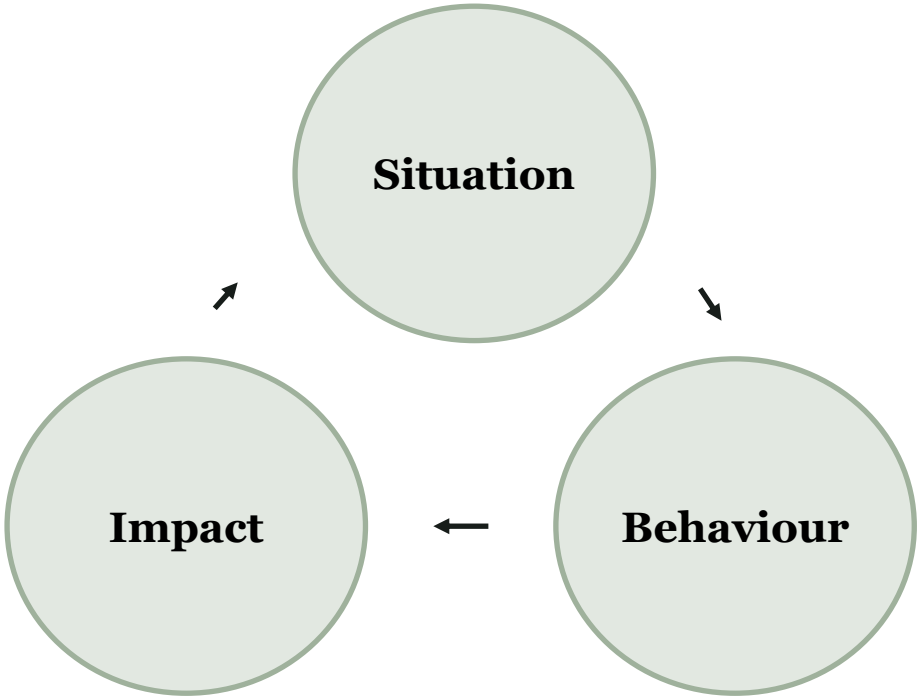
Remember your feedback model?

A model for providing feedback

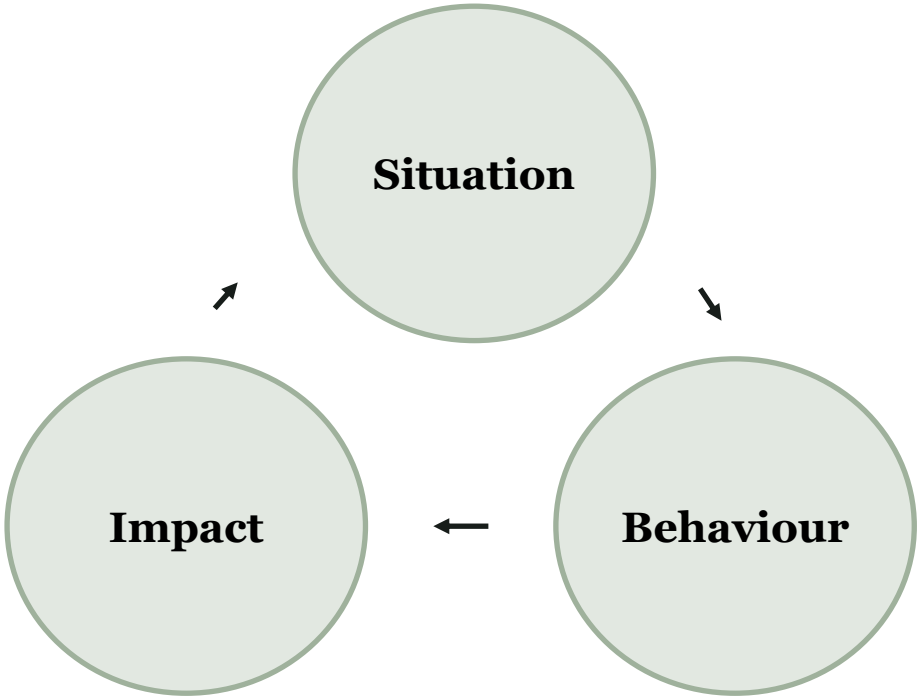


A model for providing feedback



- Explain the *situation*
- Describe *behaviours* that you saw or heard
- Explain the *impact* it had
- Ask open ended questions to establish the way forward

Use SBI to set the standard!



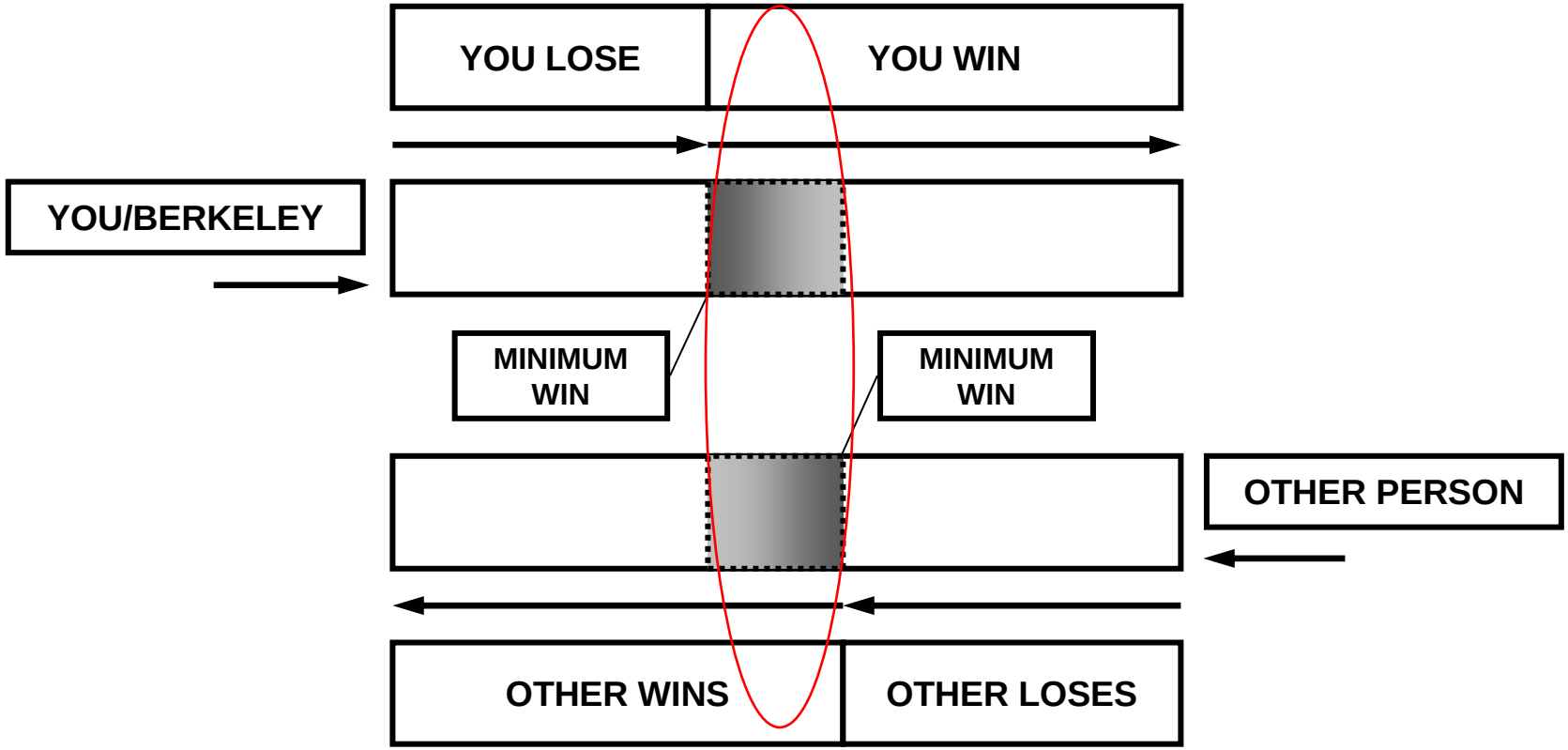
- Describe the *situation*
- Explain your expectation of the *behaviours* required
- Explain the *impact* this will have on results, quality, customers etc
- Ask open questions to check their understanding

Examine the (difficult) situation

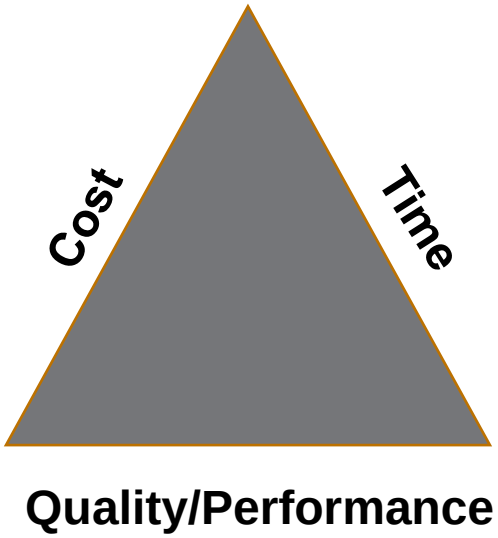
- What is the **impact** on…
  - Productivity
  - Others
  - Business results – eg profit, costs, quality, time
- If you cannot define the impact…could the “situation” be down to attitude or a personality clash?

Negotiation & *reciprocity*:
If you want something, give something!

The Negotiation Zone



What might be negotiable?



Reflection time

- Revisit the difficult situations you identified
- Consider your attitude towards the other person/group & situation
- What exactly is the *impact* on you, others, the business etc?
- What supporting evidence do you have (eg SBI examples)
- What aspects can you negotiate?

Your difficult situations

- Managing upwards
- Saying “No”
- Negotiating priorities with Directors
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- Personality differences
- Personal pressures
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Communication: being specific!

1. **This task will not take very long**

   How long will it take?

2. **Can you do it ASAP**

   Within what time period?

3. **It's not far away**

   How far is it?

4. **She smokes too much**

   How many?

5. **He is very fit**

   In what way?

Your difficult situations

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- Saying “No”
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What do these two messages have in common?

Influencing upwards: The Power of 3

The Power of Three

1. State the **Problem** or situation, and impact

2. Give **Possible** solutions - provide *three* alternatives, options, or solutions with the pros and cons

3. Put forward you **Proposal** (recommendation with rationale)

4. **Provide** opportunity for feedback

Your difficult situations

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Balancing Courage And Consideration

High

Consideration

Passive Give up easily ***Lose - Win***	Assertive/EI Follow through Achieve intentions ***Win-Win***
Avoidance/ Denial ***Lose - Lose***	Aggressive Damage relationship (pay for it later?) ***Win - Lose***

Low

Courage

High

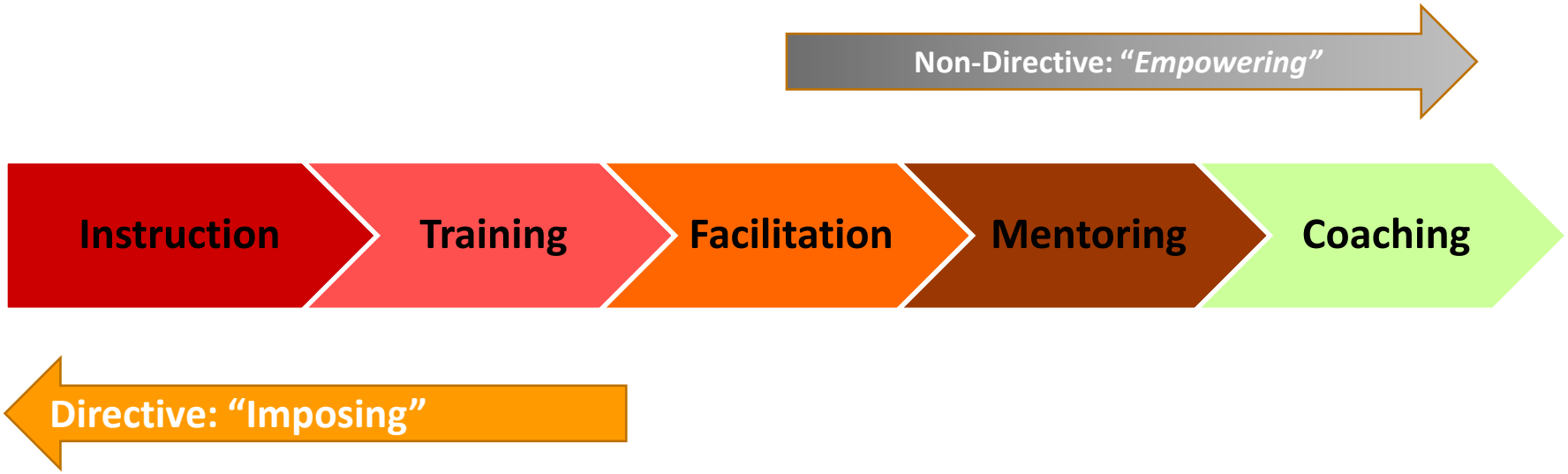
Consideration

- Listening
- Asking open questions
- Tuning in to "difference" eg personality; motivations; cultural diversity

Consideration - Open Questions

- What
- How
- When
- Where
- Who
- *Why*

Consideration – using a coaching style



Balancing **Courage** And Consideration

High

Consideration

Passive Give up easily ***Lose - Win***	Assertive Follow through Achieve intentions ***Win-Win***
Avoidance/ Denial ***Lose - Lose***	Aggressive Damage relationship (pay for it later?) ***Win - Lose***

Low

Courage

High

Assertiveness – getting the balance right

Assertiveness in these terms is really the ability to speak confidently about what you want, and handle the inevitable conflict that results from different opinions and perceptions without being too passive or too aggressive.

- If your tendency is to be too passive in conflict situations you may deny that the conflict exists at all or avoid being honest about what you want. There are many techniques you can use when you feel unhappy with a situation – the starting point is to practice standing up for yourself and speaking out on small issues and gradually building up to the bigger issues you want to influence
- If your tendency is to be too aggressive the other person may well feel under attack and this will undermine your relationship with them: ultimately they may find a way of paying you back! The secret is to develop impulse control, treat others respectfully, and try to avoid seeing it as a battle where the other person has to lose.

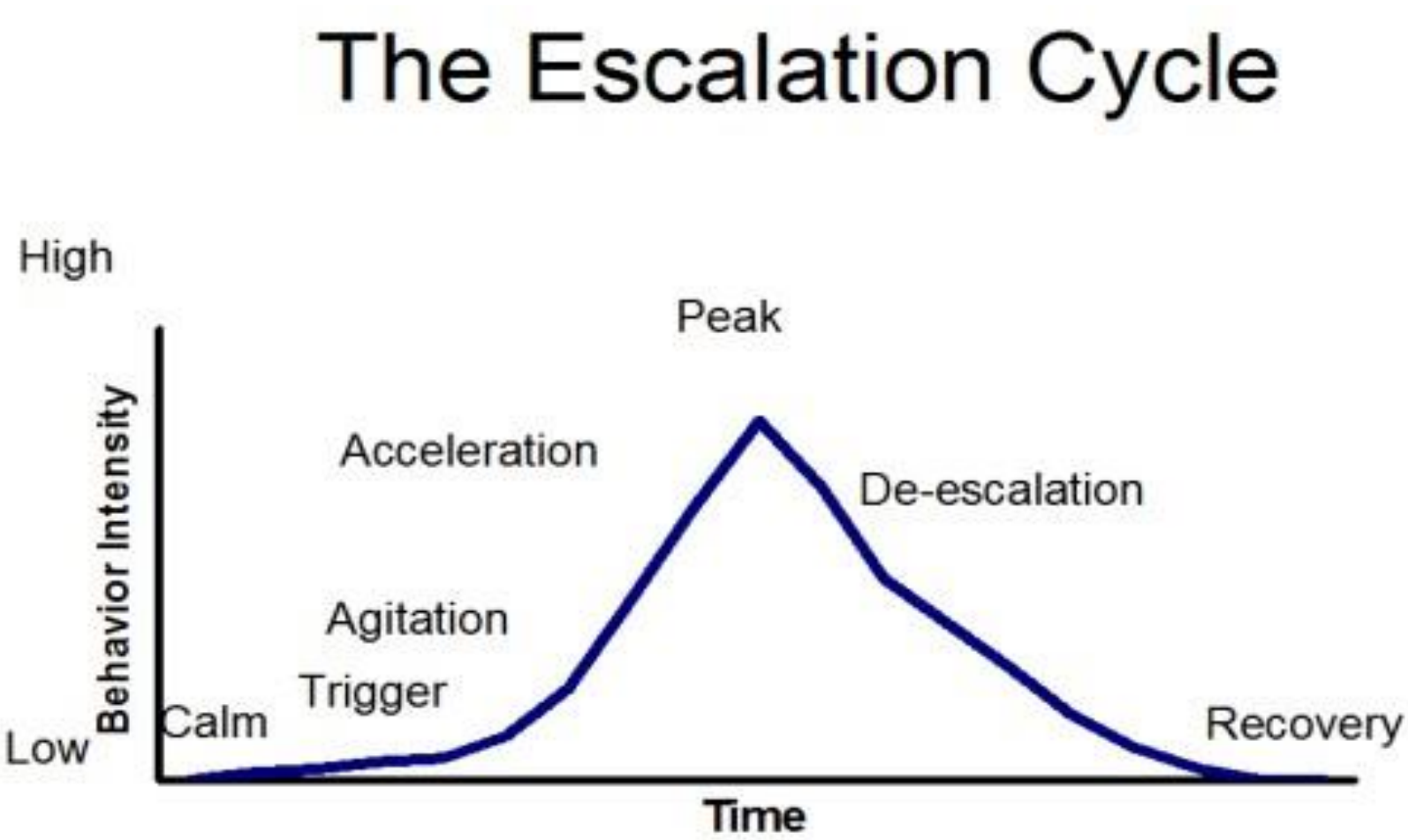
Courage: Staying Assertive

Difficult Situations: practice (1)

- Encourage a colleague to ask for support and input rather than being too independent in their work
- Inform a supplier that they do not fit with the Berkeley way
- Let a colleague know they have a problem with body odour
- Inform someone that you thought a comment they made was inappropriate (biased/homophobic etc)
- Tell your boss you would like more specific feedback
- NB Groups of 2 or 3 in role-play: manager/employee/ observer (to give feedback)

Controlling emotions

Process your emotional response



Holding Statements

- *Pre-prepared authentic statements to stay assertive*

"I understand your point of view but
it's not something I can agree with right now"

Self Management & *Reframing*

Reframe your thinking about yourself to avoid being self- judgemental… or **Reframe** how you see the other person to imagine them as a less challenging or threatening person, or someone who is in a "justifiably" emotional state.

Your challenging situations: practice sessions

- *Prepare your template (page 14) and brief your colleagues to support you in a role-play of one of your difficult conversations.*
- *NB Groups of 3 in role-play: you/other person / observer (to give feedback)*
- *20 mins approx. available*

Preparing for difficult situations:

Colleague Behaviour	My thoughts & feelings	Tactics/ Approach to Colleague	My new behaviour (say & do)

The Change Formula

The Change Formula: (V+D+S)>R

- V = Vision of the future
- D = Dissatisfaction with the present
- S = Knowing the first Steps to take
- R = The cost of change/ the inertia that keeps things as they are

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