

Confident Conversations

Facilitator: Debra Parsons

Working together

Interactive

Safe space

Breaks

Feedback

Introductions, wants and needs



Introduce yourself to colleagues on your table.

What would be useful to learn about this subject?

Learning Outcomes

By the end of this session, you will be able to:

- apply push and pull strategies in managing conversations
- map your conversations and plan how to manage them more effectively
- Describe how emotions and feelings affect conversations and cause conflicts and plan to manage them more effectively
- Plan, prepare and practice holding a confident conversation

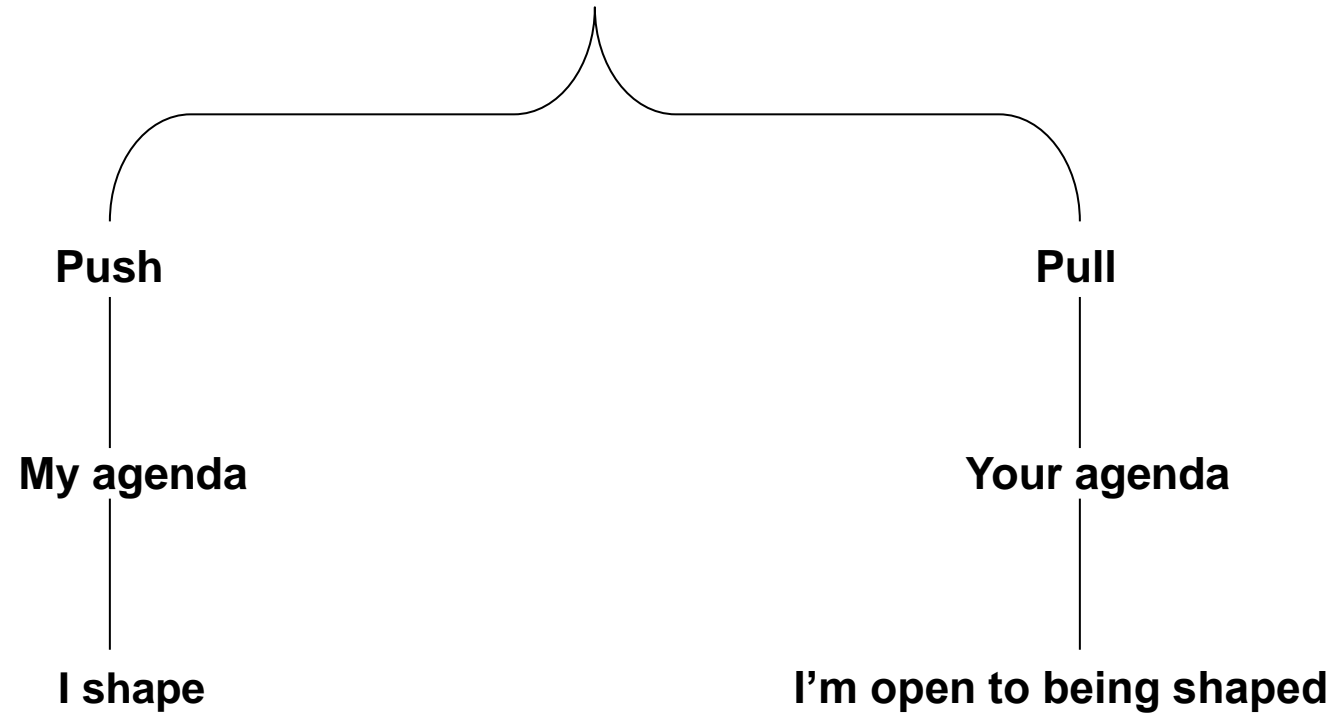
Confident Conversations Activity

- What are difficult conversations?
- Why do we need to have difficult conversations?
- Why do some of us avoid having difficult conversations?
- How do *you* approach difficult conversations?



Push or Pull?

Push / Pull Energy



Push or Pull?

Pull

- behaviour that causes the other person to think through a situation
- they can appreciate and accept the point you are making
- requires patience and skill

Push

- behaviour that makes the other person feel forced to do as you ask
- they do not want to co-operate with you

Conflict Resolution



Source: Thomas-Kilmann Instrument

Five levels of listening

Listening from <i>our</i> frame of reference			Listening from <i>their</i> frame of reference	
Ignoring	Pretending	Selective	Active	Empathetic

Testing understanding

'let me make sure I've got this right...'

'what I hear you saying is.....'

Questioning

'tell me more about...'

'how did that make you feel?'

Reflecting back

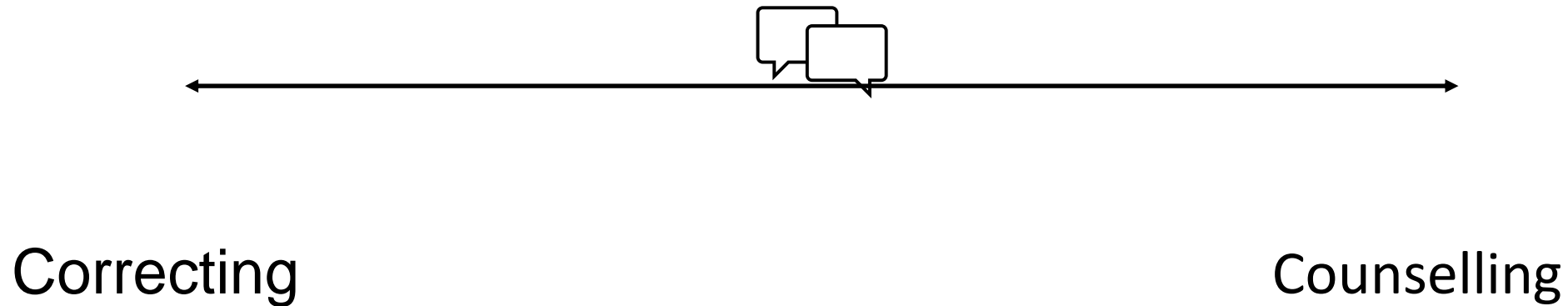
'that must have been hard'

'I can imagine that made you feel....'

Summarising

'let's recap on what we've talked about'

Correcting and counselling continuum



Where do you place yourself at the start of the conversation?

Your conversations

Share some examples of conversations you have had, or perhaps that you think you need to have. Where on the Push/Pull spectrum do they sit and why?

Opportunity to consciously practise active listening.



Conversation mapping



1: How do you want them to think and feel at the end of the conversation?



2: What do you need to do during the conversation?

3: How to open the conversation – the beginning?



4: How are you going to prepare before the conversation?



Your conversations

Using one of your real examples, discuss with your partner, how you want the other person to think and feel at the end of the conversation.

Opportunity to consciously practise active listening.



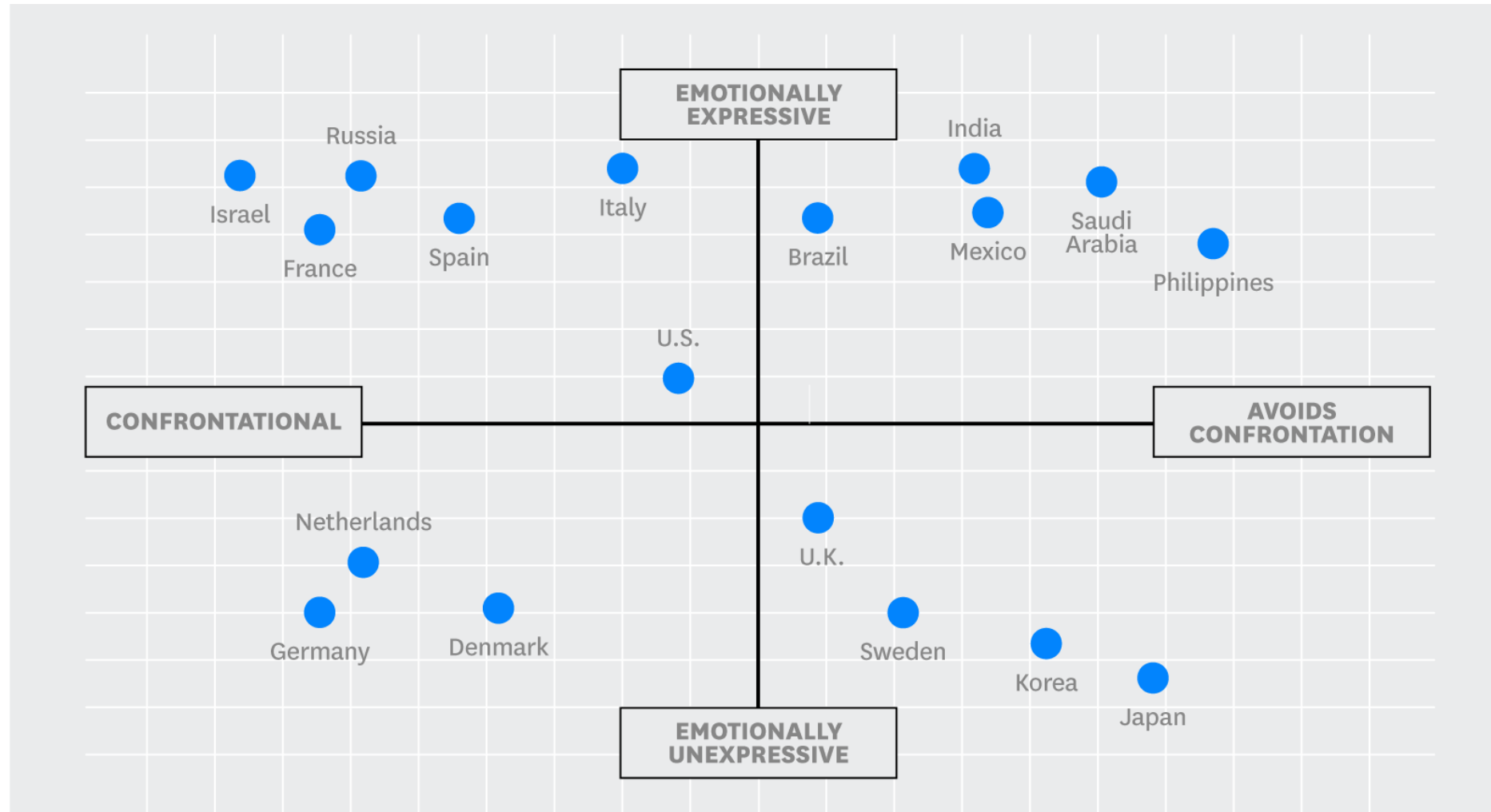
The 3Vs of communication

Dr. Mehrabian's research

- Visual
- Verbal
- Vocal

How might these factors affect conversation dynamics differently in different cultures?

Communicating across cultures



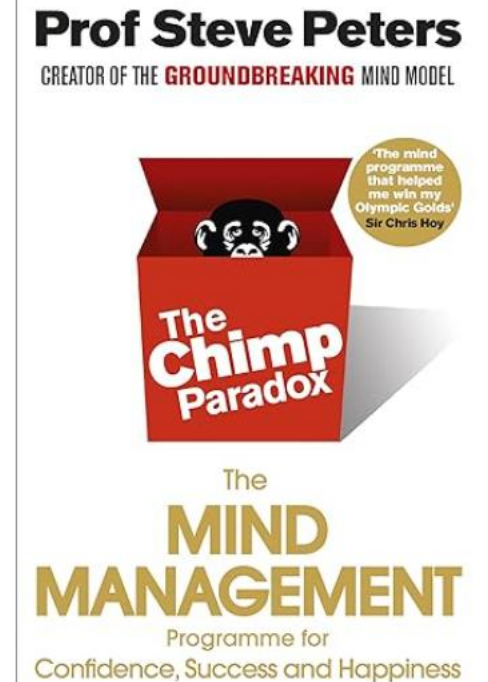
Be prepared for chaos, ambiguity and no-closure at the end of some conversations.

Feelings and emotions

- Feelings contribute significantly to our conversations.
- Recognise and acknowledge them regardless of whether they seem “rational” or “irrational”.
- Name your feelings but don’t evaluate, blame or judge them.
- Allow the other party to express their emotions too without fear of judgement or blame.
- Acknowledging someone else’s emotions is not the same as accepting them but it will open up the channel of communication.

Managing feelings and emotions

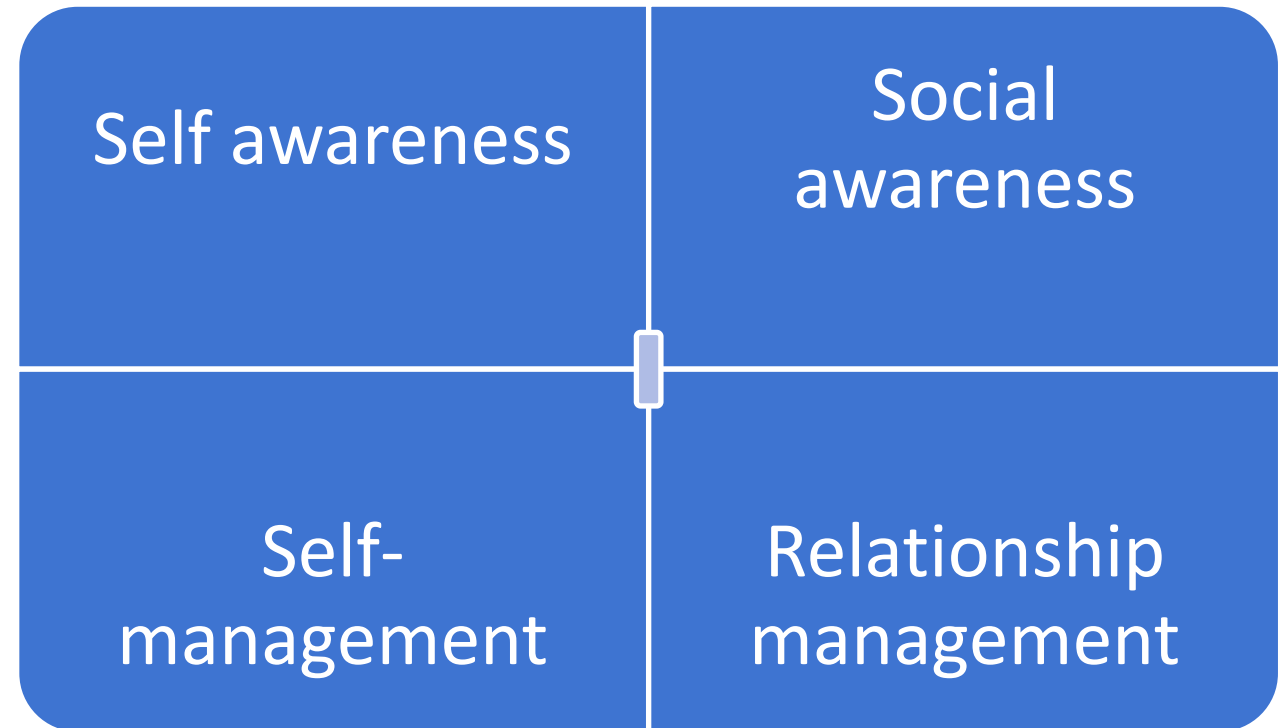
- The chimp paradox – mind management – Prof Steve Peters
- Our emotional brains react 5 x quicker than logical brain
- We can be hijacked by previous experiences and emotional responses



Emotional intelligence

The ability to recognize, understand, manage, and utilize emotions effectively in oneself and others

(Daniel Goleman)



Your conversations – trios

Using one of your real examples, prepare your opening statement.

What's the issue?	I'd like to talk about...X
Identify a specific example that illustrates the behaviour or situation you want to change	For example....
Describe your feelings	I feel....
Clarify why it is important	It matters / it's important because....
Have I / What is my contribution to the problem?	I know I've contributed to this / I have some responsibility for this
Let them know that you want to resolve the problem	I want to resolve this / I want to find a way forward
Ask the other person to respond	What do you think? How does it look from your perspective?



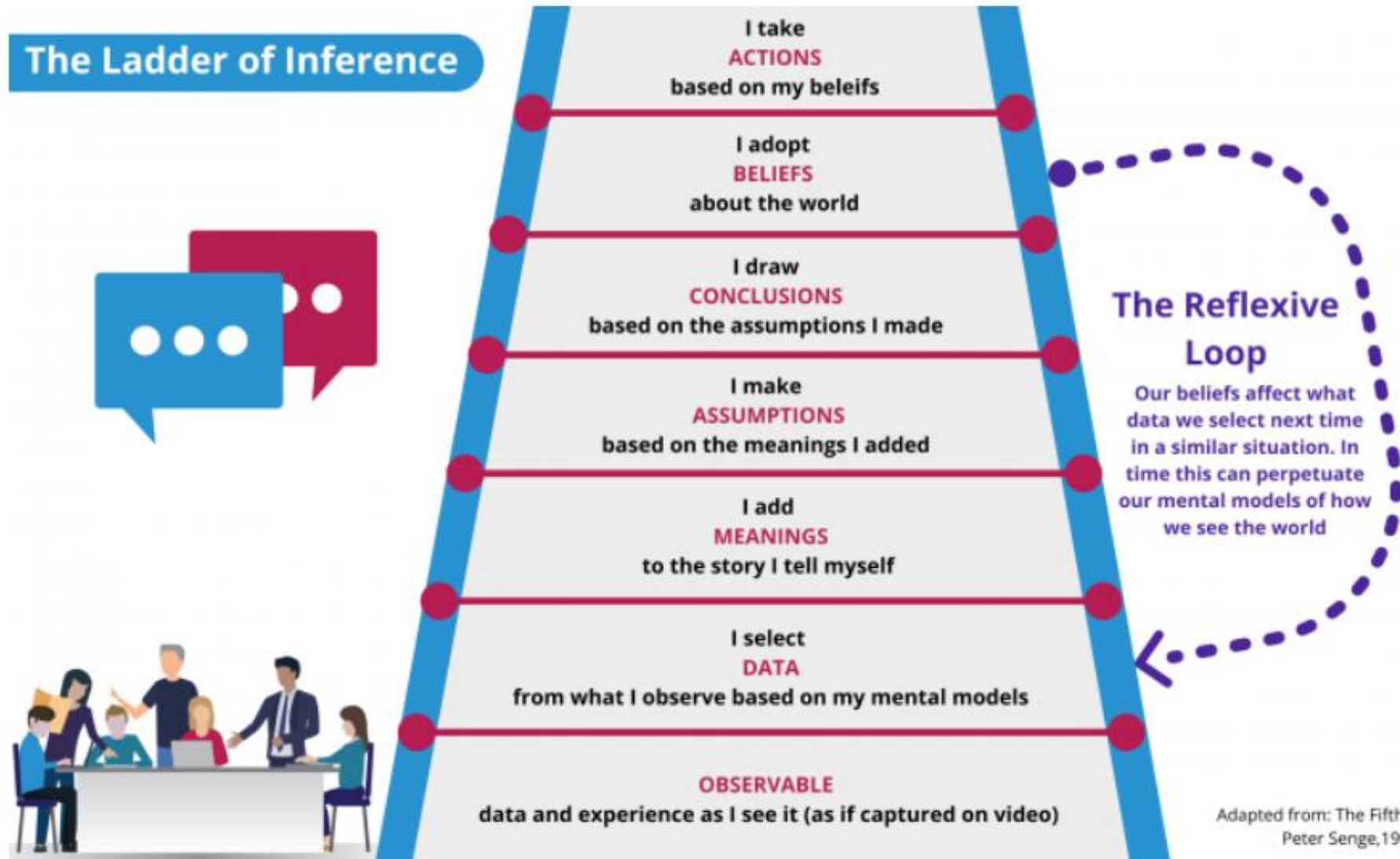
Your conversations – trios

- Preparation (*5 mins*)
- Skills practice (*7-10 mins*)
- Observation & feedback (*2 mins*)
- *Rotate roles & repeat*
- Group discussion (*5 mins*)



The Ladder of Inference A Diagram

The Ladder of Inference



Adapted from: The Fifth Discipline
Peter Senge, 1994

The feedback role play Trios

- Preparation (*5 mins*)
- Role play (*7-10 mins*)
- Observation & feedback (*2 mins*)
- *Rotate roles & repeat*
- Group discussion (*5 mins*)



Approx 40 mins.

The role play key takeaways

What went well?

Even better if?



Action planning

- Think: one thing you are going to do differently after this session.
 - Tell: us about today's experience.
- Two evaluation questions to complete



| Thank you

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