

Managing Effectively in Today's Public Health Environment



LIVE SESSION 3

MANAGING CONFLICT AND GIVING GREAT FEEDBACK



IN PARTNERSHIP WITH
PUBLIC HEALTH
LEARNING NETWORK

Acknowledgements

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Boston University School of Public Health
Activist Lab

Today's Presenters



Grace Cleaves



Kym Dakin



Rules of engagement

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- ✓ Share the floor – be respectful
- ✓ Ask questions at anytime
- ✓ Protect confidentiality
- ✓ Bring in context and reality
- ✓ Limit use of competing technology
- ✓ Participate actively

Learning outcomes



- Ease the way to having difficult conversations by learning and practicing new tools
- Understand the principals of giving and receiving feedback
- Series assessment and closing

Agenda

Time	Segment
9:00	Welcome and setting the stage
9:30	Shining a light on problematic work situations
10:15	Break
11:45	Lunch
12:45	Giving and receiving feedback
1:35	Break
1:45	Practicing crucial conversations
2:45	Resilience at work
3:30	Closing activities
4:00	Adjourn



Your Homework



- Identify a person within your organization with whom you have a conflict or whose behavior at work is problematic.
- Identify a time in your life (school, home or work) when you received feedback - about something in your behavior, performance or attitude - that actually **PROMPTED** you to consider or make a change. What was it about the feedback that moved you to think differently?
- Read “Candor at Work”

Conflict: Ugh or OK?



Peers can
activate
new points
of view.

Method? Activated Scenes

- A scene that you and your team create that depicts a problematic situation.
- Audience suggestions to the problem are then explored within a facilitated structure.



Creating an *effective* activated scene



- ❖ Realistic
- ❖ Improvised by your team
- ❖ Leaves us wanting something different
- ❖ Situation that needs to Change
- ❖ A moment of decision
- ❖ Demands help!



But *NOT* this



An Activated Scene is NOT

- ❖ Comical
- ❖ Longer than 5 Minutes
- ❖ One that depicts solutions
- ❖ One that uses real names



Activated
Scenes Include

AND...


A Protagonist trying to
achieve a goal

An Antagonist blocking
that goal

Actions
Strategies
Clear Conflict
Consequences

Activated Scene Questions.....

- Was the Scene realistic?
- What did the Protagonist want?
- What got in the way?
- What was the Moment of Decision?
- What else might the Protagonist try?
- Let' s Watch!



How specifically
did your
colleagues shine
a light on other
options?

What was
helpful (or not)
about the
activity?

... AND
ACTION!



Lunch

11:45 – 12:45

Giving Feedback



“If you [manager] do your job correctly, there will be sufficient ongoing communication so that all your employees know what is expected of them and how well or poorly they are doing.”

Grossman and Parkinson
Becoming a Successful Manager



Giving Feedback

From “Feedback in the Future Tense,” by Hal Plotkin

Harvard Business School Publishing, 2002

“Give the employee a goal to work toward, not a legacy to overcome.”

Six-step process

1. Identify specific employee successes and failures
2. Stop talking and start listening
3. Discuss the implications of changing or not changing behavior
4. Link past accomplishments to needed changes
5. Agree on an action plan
6. FOLLOW UP!

You TAKING feedback

Your old stories? Your style? What drives reactions?

First, what are your own triggers?



Giving and receiving: remember “4 corners?”



People

Action

Who are you and what do you need?

What are your hot buttons?

What do you have to watch in yourself
when receiving feedback?

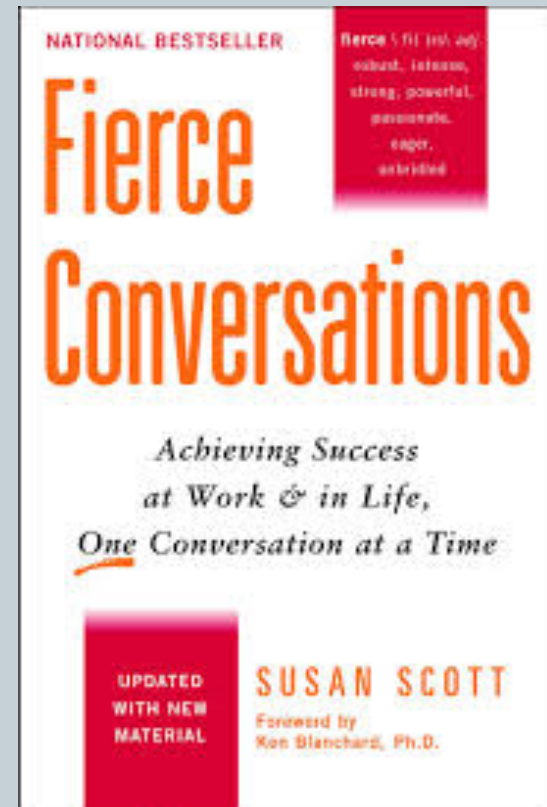
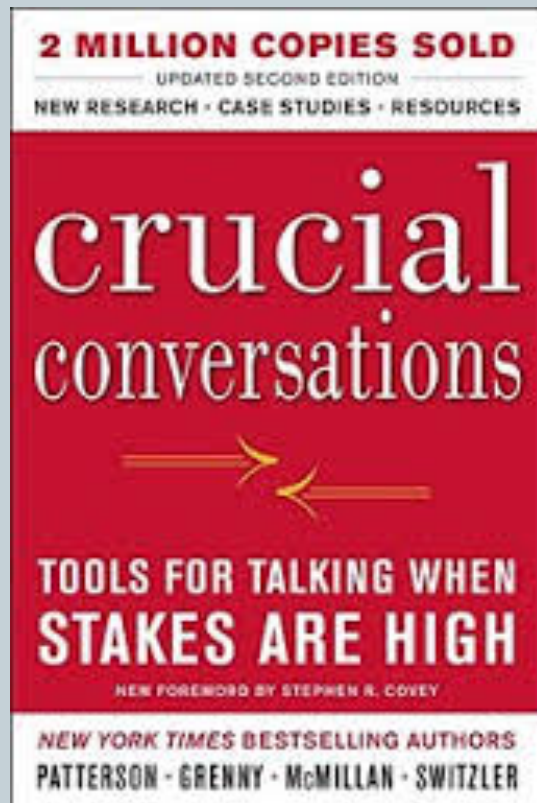
Structure

Meaning

Crucial Conversations



You can read all about it, but practice is more important.



Identify the Source of the Difficulty

Are your differences on:

- Interests related to an issue
- Motivations
- Work Styles
- Communication Styles
- Perceptions about what's *critical*
- Life experience/cultural backgrounds



Can solutions partially satisfy both individuals' interests?

Making the Invitation

to a Difficult Conversation



- **Best if you yourself witnessed the problem**
- **Best if done close to “the moment”**
 - ✦ “I want to talk with you about what just happened..”
 - ✦ “Let’s go over the details when we talk..”
 - ✦ “I want your point of view on..”
 - ✦ “I’m certain there is a solution..”
 - ✦ “I’m curious about...”

Holding Difficult Conversations



Opening Statement

- Issue
- Example of behavior
- Your emotion
- What's at stake
- Your contribution
- Invitation and commitment

Interaction

- Dig for full understanding
- Acknowledge and honor their view
- Talk less; Listen more

Resolution

- Learning
- Agreement on next steps

Listen first w/o rehearsing response



Healthy Conflict IS NOT

Adversarial
Hostile
About the person
Winning or losing

Healthy Conflict IS

Respectful
Focused listening and learning
Dynamic and engaging
Sharing of information

But what if conflict happens
in the moment?



What are examples of things that are
said or done that potentially cause
an immediate conflict
or sense of upset?

“Sudden” conflict: language to try



IN THEORY, YOU SHOULD SAY SOMETHING LIKE - I'M TOO ANGRY NOW, I'LL BE BACK IN THREE HOURS!



From Distress to Self-Care



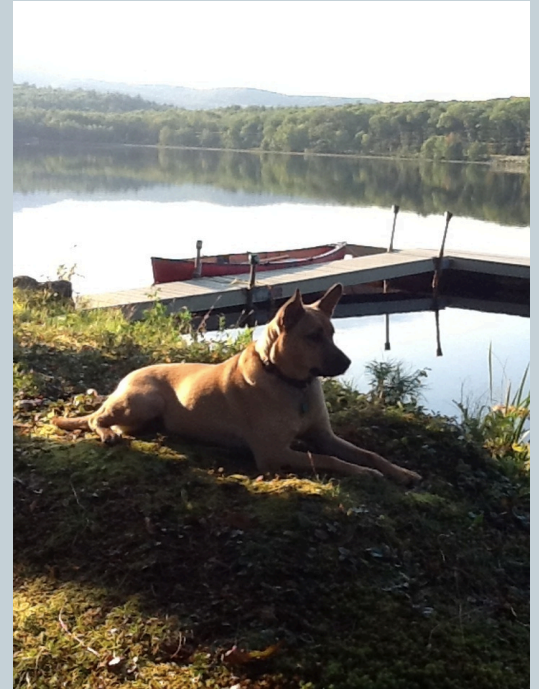
**HOW CAN RESILIENCE HELP
YOU AND YOUR STAFF?**

Enhancing Your Resilience Core



Five essential characteristics

- Purpose (Meaningful life)
- Perseverance (Get up, again)
- Self-Reliance (Remember?)
- Equanimity (Balance, optimism)
- Authenticity (Coming home to yourself)



Gail Wagnild, PhD, RN, LAC

Where's the "You" in Your Office?



What makes you smile?

What helps you remember what's important in life?

What else?



- Who/what is “the dog” in your life?
- Three-minute meditation
<http://marc.ucla.edu/mpeg/Body-Sound-Meditation.mp3>
- Three good things in life – the evening gratitude list



**Top two
signs of
resilience:**

1. Giving:
deliberate
acts of
kindness
2. Practicing
gratitude

**What is the observed
effect on the giver?**



Our model is a 6-year-old



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Wrapping Up



WHAT YOU THOUGHT AND
WHAT YOU GOT

EVALUATIONS

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