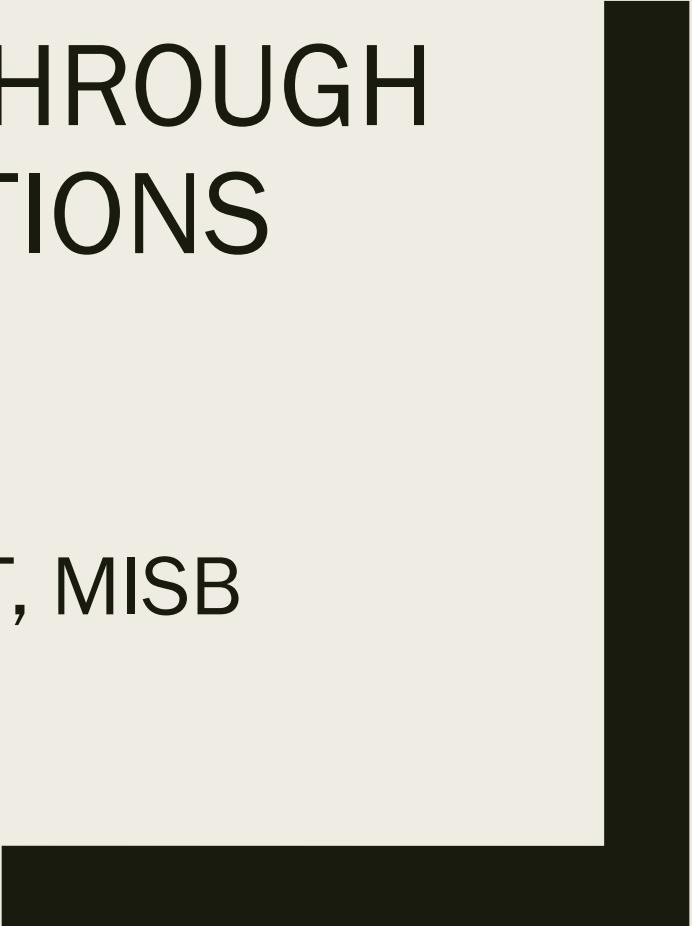




CONFLICT RESOLUTION THROUGH DIFFICULT CONVERSATIONS

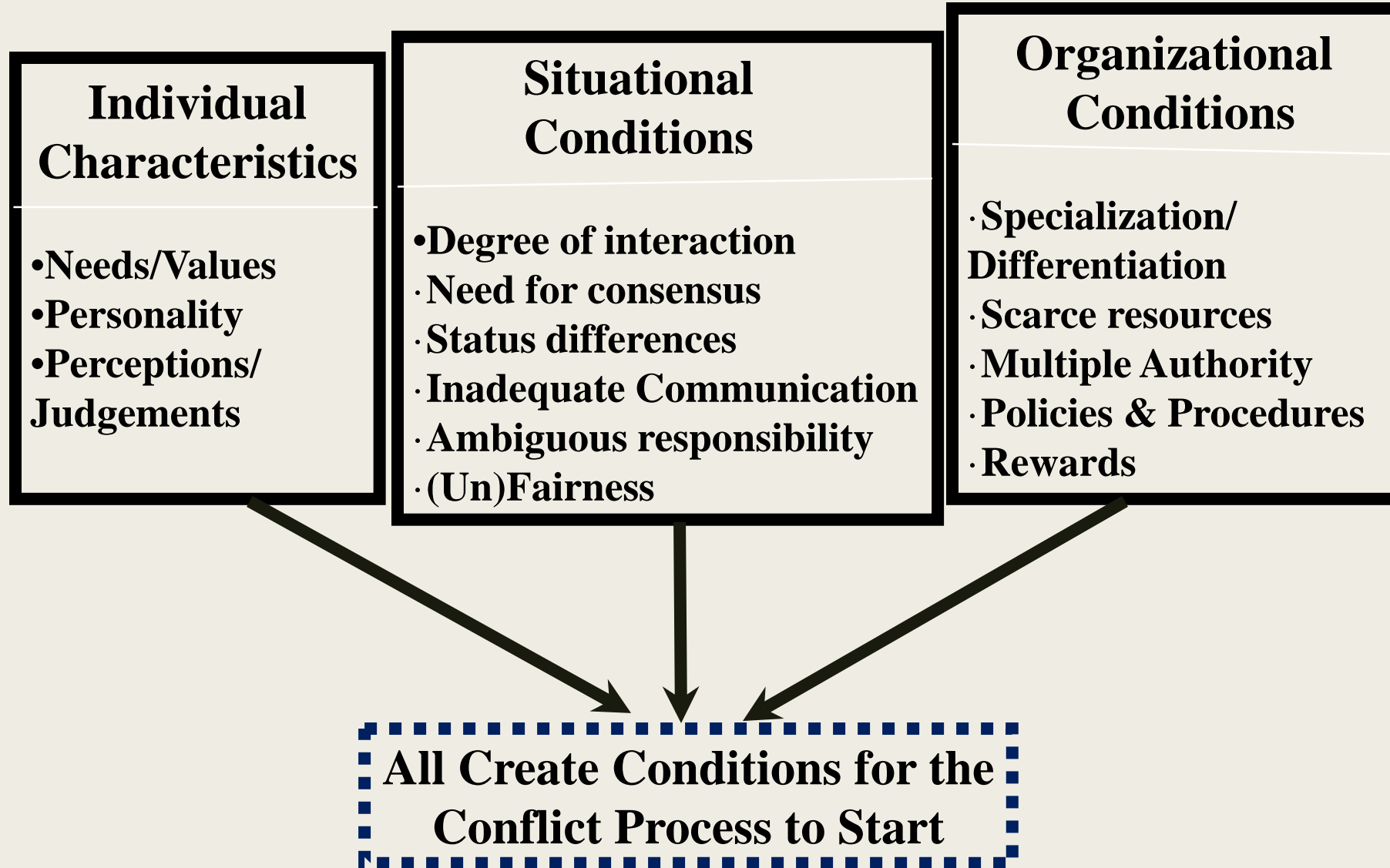
CHRISTINE JACKSON
PROFESSOR OF MANAGEMENT, MISB

9-26-23



What are the most common causes of conflict?

Causes of Conflict

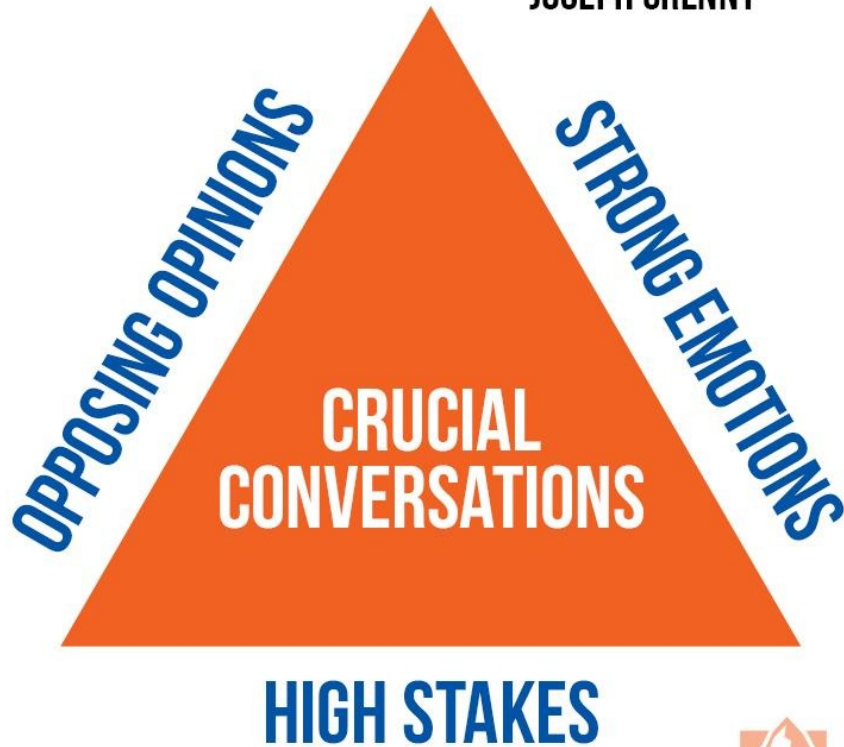


Resolving Conflict

- One of the most effective means to resolve conflict is to enter into dialogue with the other party, yet we tend to avoid having conversations.
- Why is this?

CRUCIAL CONVERSATIONS

JOSEPH GRENNY



Every conversation has the potential to become a difficult if not crucial conversation.

Getting it right is the key to effective relationships and communication.

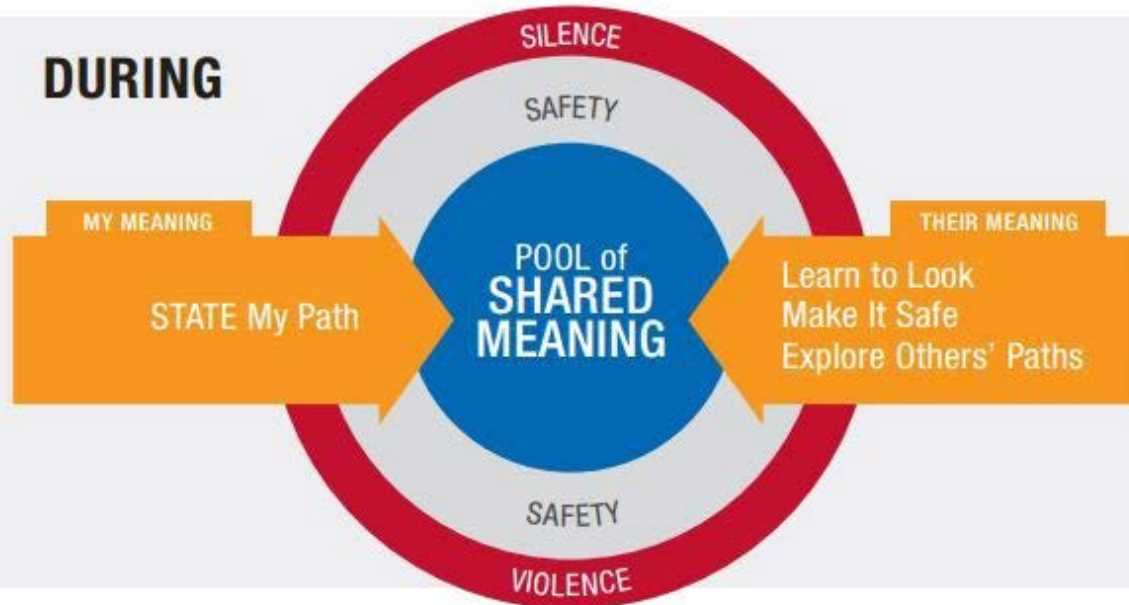
CRUCIAL CONVERSATIONS MODEL

BEFORE

WORK ON ME FIRST

Get Unstuck
Start with Heart
Master My Stories

DURING



AFTER

MOVE TO ACTION

Who does What by When
Follow up

4 MILLION COPIES SOLD

UPDATED SECOND EDITION

**crucial
conversations**



**TOOLS FOR TALKING WHEN
STAKES ARE HIGH**

FOREWORD BY STEPHEN R. COVEY

NEW YORK TIMES BESTSELLING AUTHORS
PATTERSON · GRENNY · McMILLAN · SWITZLER

Dialogue (Be Curious!)

- Win/Win
- Collaborative
- Openminded
- Reveals/reevaluates assumptions
- Seeks to understand
- Searches for agreements

Debate

- Win/Lose
- Oppositional
- Closeminded
- Defends assumptions as truth
- Seeks to defend their position
- Seeks out differences

Preparing for Difficult Conversations

1. What is your purpose for having the conversation? What do you really hope to accomplish? What don't you want to happen?
2. What assumptions are you making about this person's intentions? (May be impacted by the quality of the relationship between the two parties)
3. What "buttons" of yours are being pushed? Are you more emotional than the situation warrants?
4. How is your attitude towards the conversation influencing your perception of it?
5. What might the other individual be thinking about this situation? Is this individual aware of the situation? (empathy!)
6. **How have you contributed to the problem?**

"We Have to Talk: A Step-By-Step Checklist for Difficult Conversations
(<http://www.JudyRinger.com>)

Master Your Story

1. Why would a reasonable, rational, and decent person do this?

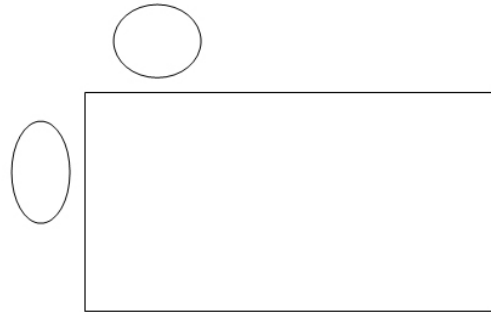
- Resist portraying the other person as a villain

2. Am I pretending not to notice my role in the problem?

- Resist playing the victim

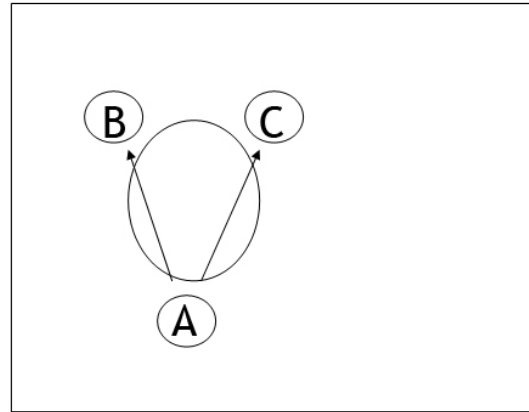
You are the only person you can control.

The Corner Position



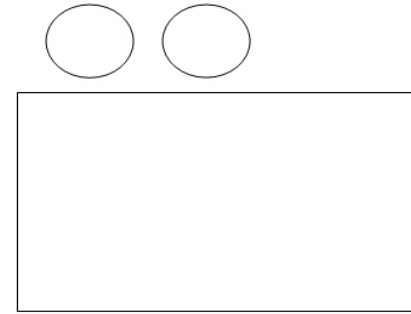
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bodylanguage
project.com

Equal Seating Arrangement



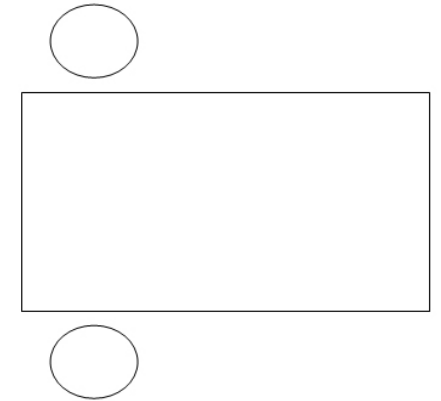
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bodylanguage
project.com

The Cooperative Position



the
bodylanguage
project.com

Competitive Head-To-Head Position



the
bodylanguage
project.com

Consider the physical location and space that the conversation will take place.

(Minimize distractions/disruptions)

Consider using the corner position or equal seating arrangement.

Choose the richest form of communication.

Give yourself plenty of time to have the conversation.

Enter into Dialogue: State Your Path

- When you have a tough message to share, or when you are so convinced of your own rightness that you may push too hard, remember to **STATE** your path:

*If others have requested a meeting, let them start first by sharing their paths. Don't make assumptions.

- **SHARE** your facts (least controversial, most persuasive first)
 - *Here is the information I have...*
- **TELL** your story
 - *This is what I'm beginning to conclude...*
- **ASK** for others' paths (story and facts)
- **TALK** tentatively
 - *Don't use absolutes*
- **ENCOURAGE** others to express opposing views

Signs that Safety is at Risk

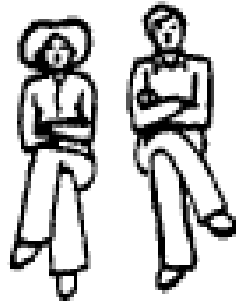
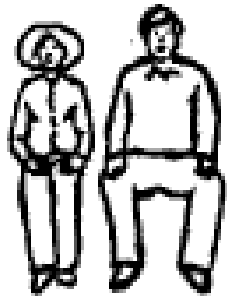
- If **you** start moving to silence/violence, stop, pay attention to your **motives**
 - *What does your words & behavior tell you about your current motives?*
 - *Have you moved away from what you really wanted?*
 - *What would you do right now if you really wanted those results?*
- Be aware of your emotions
 - *When emotions are high, we tend to react in ways that are most natural to us and less likely to regulate ourselves*
 - *Don't text, email, or speak when emotions are high*

Signs that Safety is at Risk

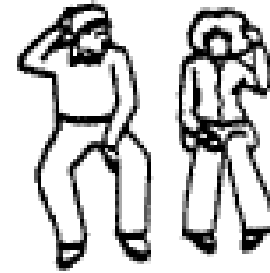
- Look for the moments when **others** are *moving* towards silence or violence
 - *Emotional, physiological, behavioral*
 - Words, volume of voice, emotions being expressed, red face, shaking, sweating, body language...



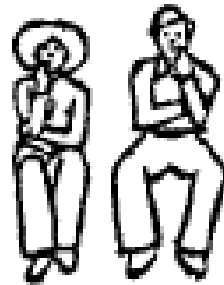
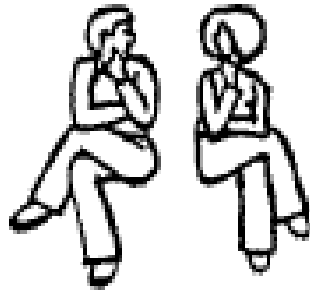
Total impact of a message is about
7% verbal (words only), 38% vocal
(tone of voice, inflection, and other
sounds), and 55% non-verbal.



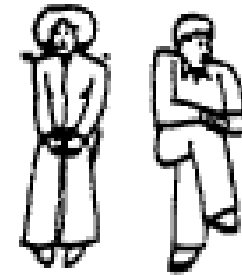
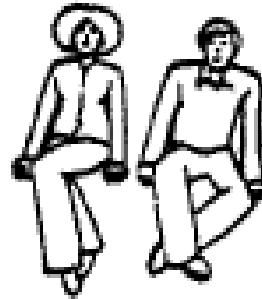
Openness vs. Defensiveness



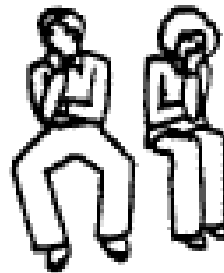
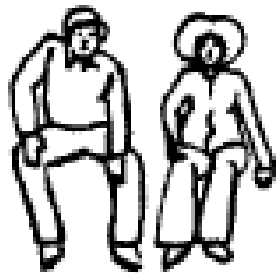
Expectancy vs. Frustration



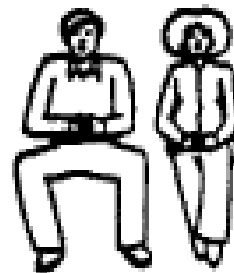
Evaluation vs. Suspicion



Self-control vs. Nervousness



Readiness vs. Boredom



Confidence vs. Insecurity

Engaging Approachable Body Language

Open

(Safe to proceed)

vs.

Closed

(Safety is at risk)

Pacifying Behaviors

(Safety is at risk)



Make it safe:

When you see either mutual
respect or purpose at risk:

Apologize
and

Contrast to Fix Misunderstanding

Make it Safe: Contrasting Statements

- A DO or DON'T statement that:
 - Addresses other's conclusions that you don't respect them or that you have a malicious purpose (the DON'T part)
 - Confirms your respect or clarifies your real purpose (the DO part)
- Example: "I don't want you to think I'm saying that I can't count on you. I find you to be quite reliable. I do have concerns over what happened with yesterday's deadlines."

Avoid using words like "but," "however," and "although."

Active Listening

- Active listening increases others' self-esteem, which encourages them to:
 - *Speak openly and discuss their honest feelings*
 - *Bring problems to light and identify underlying causes*
 - *Offer suggestions and ideas*
- Not just a technique or skill; Need to believe that:
 - Listening to people is important and worth taking the time
 - Everyone has something valuable to say
 - *Feelings are as important as facts*
 - Be empathetic; show you care in your actions and words

Active Listening

- When others become angry, share ugly stories, or go to silence, use your **active** listening skills.

- **ASK** to get things rolling
(i.e., expressing interest in others' story)
- "I'd like to hear your opinion on this..."
- **MIRROR** to confirm feelings
(i.e., acknowledging others' emotions/feelings)
- **PARAPHRASE** to acknowledge the story
- **PRIME** when you're getting nowhere
(i.e., guess at why others' may be feeling the way they do)

Empathy

- The ability to understand another person's experience, perspectives, and feelings
- Assess how *they* would feel in *their* shoes, not how you would feel in their shoes
- Empathy is an innate human trait, but it can also be strengthened
 - *Doctor Example: "I know this is a very difficult time for you and your family. You have never been this sick before, and I know that it must be frightening to you. I want you to know that as bad as it is, we will deal with it together."*

Keep Dialogue Going

- **Agree** when you do. This will build a shared base.
- **Build** (YES, and). If others leave something out, agree where you do, then build. “Yes. In addition, I noticed that...”
 - *Technique used in Improv!*
- **Compare**. When you differ significantly, don’t suggest others are wrong. Compare your two views. “I think I see things differently. Let me describe how.”

Best Practices for Feedback

- Pay attention to body language/tone of voice
- Pick location and time wisely
- *Be empathetic to the emotional impact of your feedback*
- Ask permission to give feedback
 - *Use phrases like “May I share an observation with you?”*
- Use verbatim quotes/prepare notes
- Situation-Behavior-Impact
 - *Be specific when describing the situation/behavior*
 - *Judge the behavior (not the person)*
 - *Acknowledge the impact of behavior on you/others*

Situation-Behavior-Impact

- “A couple of days ago at the office with some people, you were rude.” *versus* “On Tuesday, in the break room with Carol and Fred when you said <insert topic>, I felt <insert content>.”
- “You were rude during the meeting.” *versus* “Multiple times you spoke at the same time when I was speaking, which made me feel like you didn’t value what I was saying.”
- “You were engaged during the small group discussion.” *versus* “I noticed that you leaned forward in your chair, wrote notes after other people spoke, and shared your thoughts with the group, repeating some of the things other people said. It made me feel like you cared what I had to say.”

“At the end of the day, the receiver is in charge of what they ‘let in’ and whether they choose to change.”

“A skillful and thoughtful receiver can draw value out of any feedback – even if it is poorly delivered.”

- Douglas Stone & Sheila Heen, Harvard Business Review (2004):
 - “Difficult conversations 2.0: Thanks for the feedback.”

Conflict Resolution Styles

RESOLUTION STYLE	USE DURING THE FOLLOWING SITUATIONS:
Competing	<ul style="list-style-type: none">• When quick decisive action is vital (i.e. emergencies).• On important issues for which unpopular actions need implementation.• On issues vital to company welfare when you know you're right.• Against people who take advantage of noncompetitive people.
Avoiding	<ul style="list-style-type: none">• When an issue is trivial or more important issues are pressing.• When you perceive no chance of satisfying your concerns.• When potential disruption outweighs the benefits of resolution.• To let people cool down and regain perspective.• When gathering information supercedes an immediate decision.• When others can resolve the conflict more effectively.• When issues seem tangential or symptomatic of other issues.
Collaborating	<ul style="list-style-type: none">• To find an integrative solution when both sets of concerns are too important to be compromised.• When your objective is to learn.• To merge insights from people with different perspectives.• To gain commitment by incorporating concerns into a consensus.• To work through feelings that have interfered with a relationship.

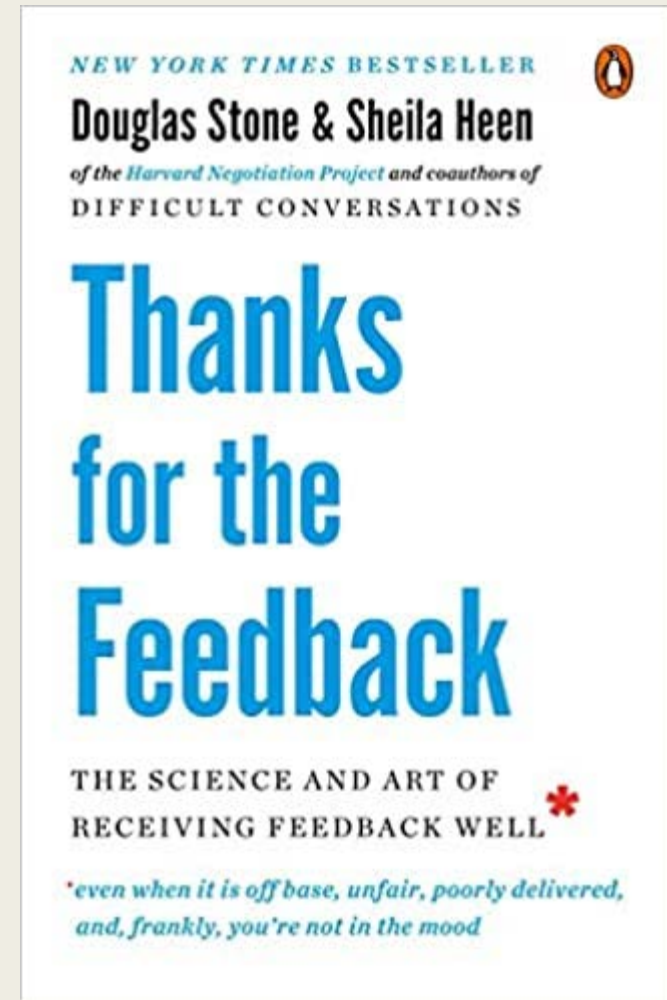
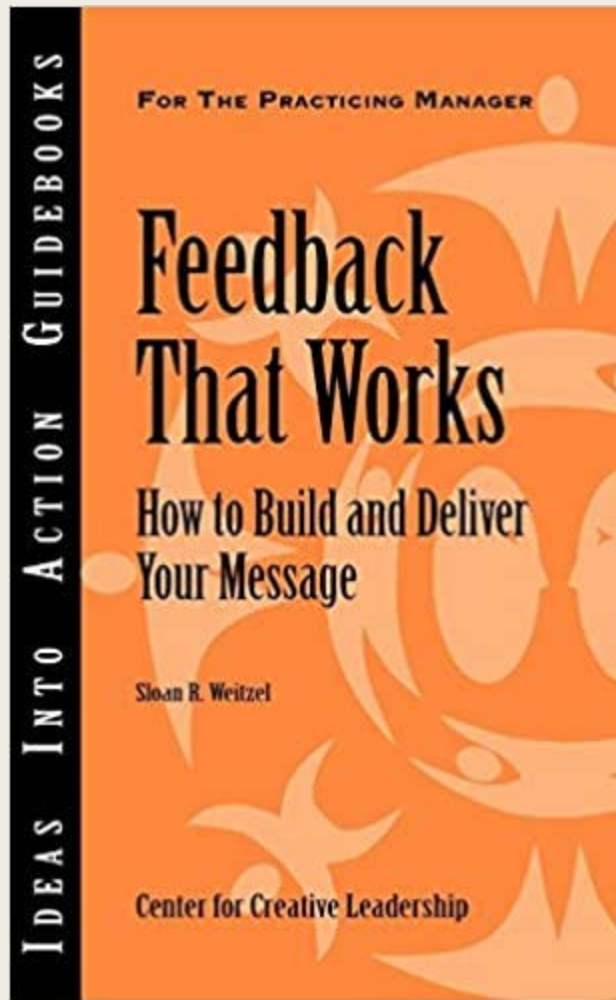
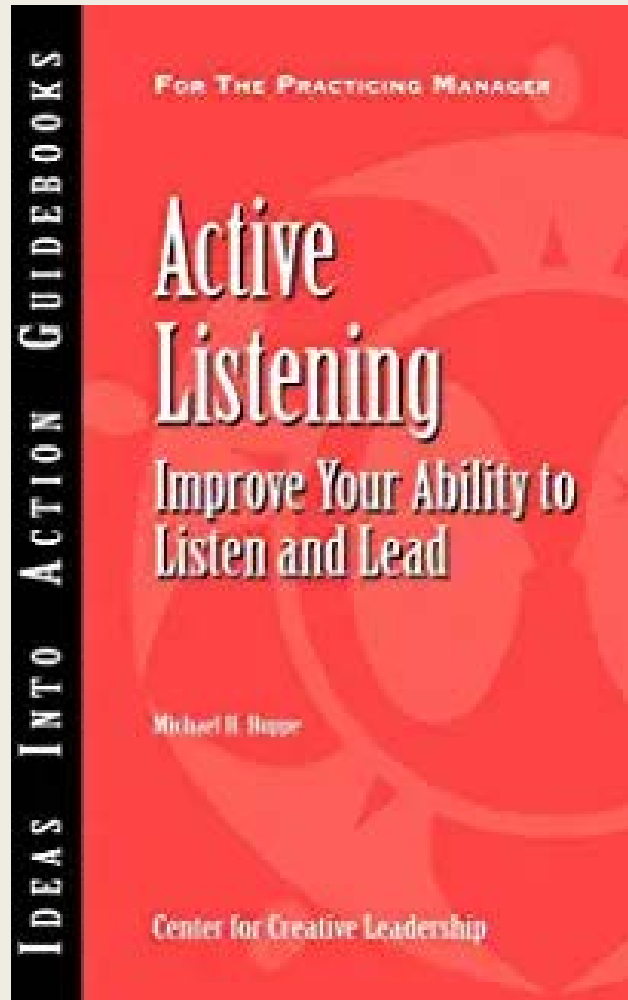
Conflict Resolution Styles

Accommodating	<ul style="list-style-type: none">• When you find you are wrong, to allow a better position to be heard, to learn, and to show your reasonableness.• When issues are more important to others than yourself, to satisfy others and maintain cooperation.• To build social credits for later issues.• To minimize loss when you are outmatched and losing.• When harmony and stability are especially important.• To allow subordinates to develop by learning from mistakes.
Compromising	<ul style="list-style-type: none">• When goals are important but not worth the effort of potential disruption of more assertive modes.• When opponents with equal power are committed to mutually exclusive goals.• To achieve temporary settlements to complex issues.• To arrive at expedient solutions under time pressure.• As a backup when collaboration or competition is unsuccessful.

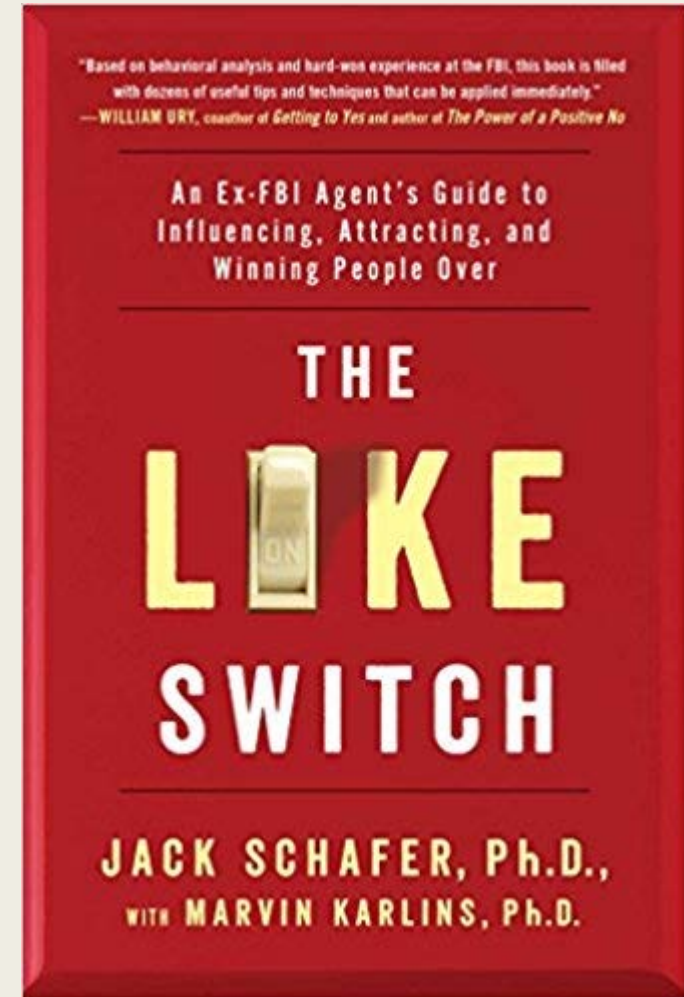
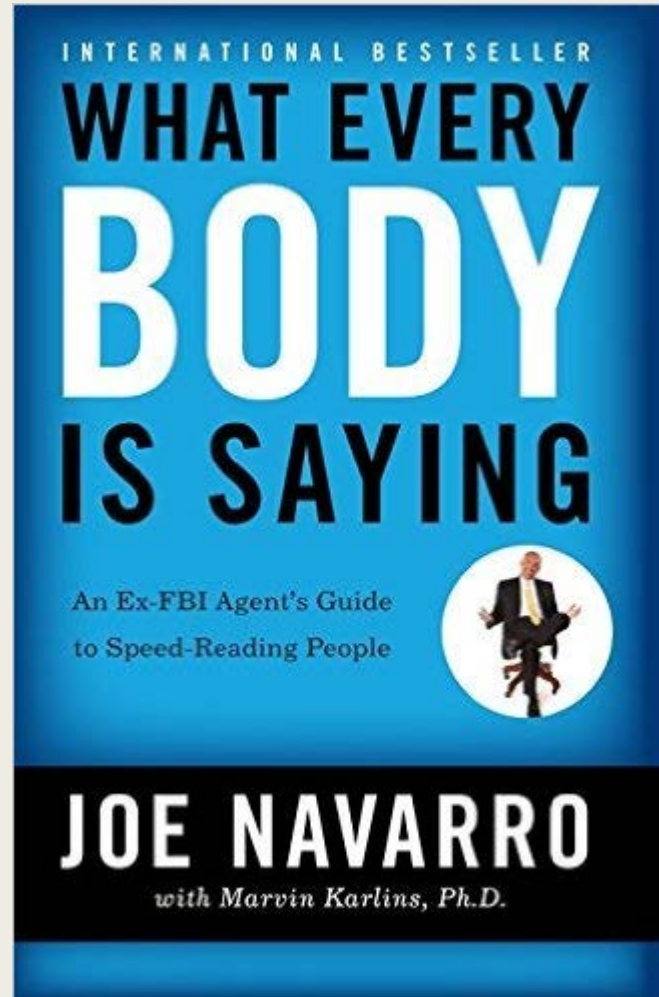
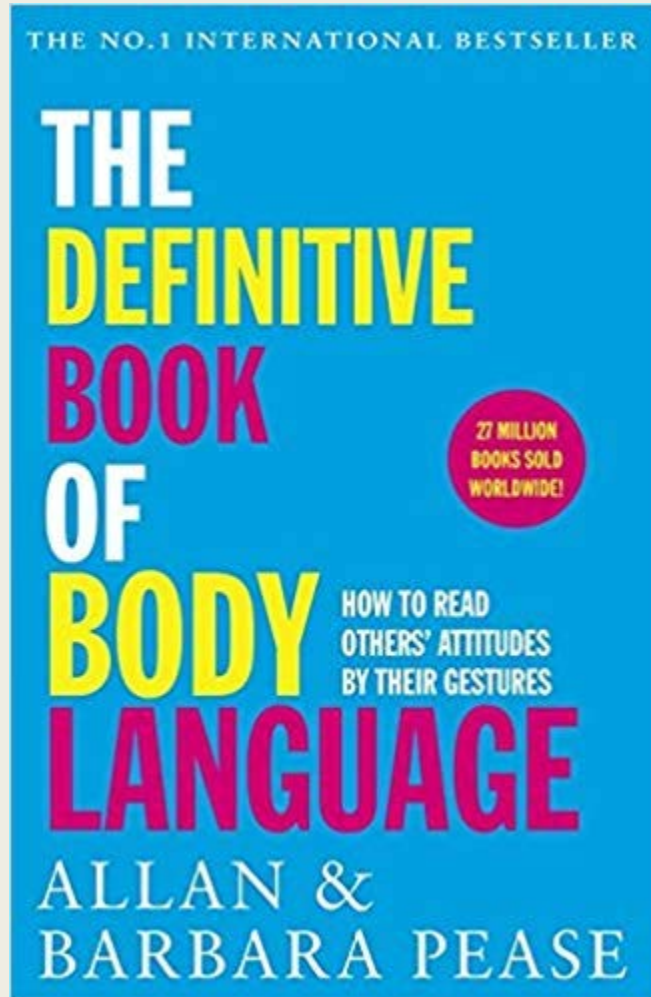
Resources

- HBR 20 Minute Manager
 - *Difficult Conversations: Craft a clear message, Manage emotions, and Focus on a solution*
- Book: Crucial conversations: Tools for talking when stakes are high by Patterson, Grenny, McMillan, & Switzler
- Book: Crucial accountability: Tools for resolving violated expectations, broken communications, and bad behavior by Patterson, Grenny, Maxfield, McMillan, & Switzler
- Book: Difficult Conversations by Stone, Patton, & Heen
- Book: Turn Enemies into Allies: The Art of Peace in the Workplace by Judy Ringer
- Also consider books/resources related to:
 - *Humility, Emotional Intelligence, Active Listening, Feedback, Empathy, Trust-building, Conflict Management*

RESOURCES



RESOURCES



Useful Website: <http://bodylanguageproject.com/>

Thank you!

jackson2@wayne.edu

Conflict-Management Style

In this section you will have the opportunity to examine your own conflict-management style and techniques you tend to use in conflict situations, particularly under stress. The exercises that follow will enable you to gain insight in to strategies you might choose to incorporate into your behavior in handling disputes and differences.

Conflict-Management Style Survey*

This Conflict-Management Style Survey has been designed to help you become more aware of your characteristic approach, or style, in managing conflict. In completing this survey, you are invited to respond by making choices that correspond with you typical behavior or attitudes in conflict situations.

Section 1: Survey

This survey identifies twelve situations that you are likely to encounter in your personal and professional lives. Please study each situation and the five possible behavioral responses or attitudes carefully and then allocate ten points between them to indicate your typical behavior, with the highest number of points indicating you strongest choice. Any response can be answered with from zero to ten points, as long as all five responses for a given situation add up to ten points, as shown in the following example:

EXAMPLE SITUATION: In responding to a request from another for help with a problem, you would:

- | | |
|-----------|---|
| <u>4</u> | A. Clearly instruct him or her how to proceed. |
| <u>2</u> | B. Enjoy the strategizing and the challenge. |
| <u>3</u> | C. Help him or her take responsibility for the problem. |
| <u>1</u> | D. Find it unnerving but agree to help. |
| <u>0</u> | E. Avoid the invitation at all costs. |
| <u>10</u> | TOTAL |

Please choose a single frame of reference (e.g., work-related conflicts, family conflicts, social conflicts) and keep that frame of reference in mind when responding to all the situations. And remember, as you complete this survey, that it is not a test. There are no right or wrong responses. They survey will be helpful to you only to the extent that your responses accurately represent your characteristic behavior or attitudes.

SITUATION 1: Upon experiencing strong feelings in a conflict situation, you would:

- | | |
|-------|--|
| _____ | A. Enjoy the emotional release and sense of exhilaration and accomplishment. |
| _____ | B. Enjoy the strategizing involved and the challenge of the conflict. |
| _____ | C. Become serious about how others are feeling and thinking. |
| _____ | D. Find it frightening because you do not accept that differences can be discussed without someone's getting hurt. |
| _____ | E. Become convinced that there is nothing you can do to resolve the issue. |
| ===== | TOTAL |

*Based on Jay Hall's *Conflict Management Survey: A Survey of One's Characteristic Reaction to and Handling of Conflict Between Himself and Others* (The Woodlands, Texas: Telemetrics International 1969)>

SITUATION 2: Consider the following statements and rate them in terms of how characteristic they are of your personal beliefs:

- A. Life is conquered by those who believe in winning.
 - B. Winning is rarely possible in conflict.
 - C. No one has the final answer to anything, but each has a piece to contribute.
 - D. In the last analysis, it is wise to turn the other cheek.
 - E. It is useless to attempt to change a person who seems locked into an opposing view.
- TOTAL

SITUATION 3: What is the best result that you expect from conflict?

- A. Conflict helps people face the fact that one answer is better than others.
 - B. Conflict results in canceling out extremes of thinking so that a strong middle ground can be reached.
 - C. Conflict clears the air and enhances commitment and results.
 - D. Conflict demonstrates the absurdity of self-centeredness and draws people closer together in their commitment to each other.
 - E. Conflict lessens complacency and assigns blame where it belongs.
- TOTAL

SITUATION 4: When you are the person with the greater authority in a conflict situation, you would:

- A. Put it straight, letting the other know your view.
 - B. Try to negotiate the best settlement you can get.
 - C. Ask to hear the other's feelings and suggest that a position be found that both might be willing to try.
 - D. Go long with the other, providing support where you can.
 - E. Keep the encounter impersonal, citing rules if they apply.
- TOTAL

SITUATION 5: When someone you care for takes an unreasonable position, you would:

- A. Lay it on the line, telling him or her that you don't like it.
 - B. Let him or her know in casual, subtle ways that you are not pleased; possibly distract with humor; and avoid a direct confrontation.
 - C. Call attention to the conflict and explore a mutually acceptable solution.
 - D. Try to keep your misgivings to yourself.
 - E. Let your actions speak for you by indicating depression or lack of interest.
- TOTAL

SITUATION 6: When you become angry at a friend or colleague, you would:

- A. Just explode without giving it much thought.
 - B. Try to smooth things over with a good story.
 - C. Express your anger and invite him or her to respond.
 - D. Try to compensate for your anger by acting the opposite of what you are feeling.
 - E. Remove yourself from the situation.
- TOTAL

SITUATION 7: When you find yourself disagreeing with other members of a group on an important issue, you would:

- A. Stand by your convictions and defend your position.
 - B. Appeal to the logic of the group in the hope of convincing at least a majority that you are right.
 - C. Explore points of agreement and disagreement and the feelings of the group's member, and then search for alternatives that take everyone's views into account.
 - D. Go along with the rest of the group.
 - E. Not participate in the discussion and not feel bound by any decision reached.
- TOTAL

SITUATION 8: When a single group member takes a position in opposition to the rest of the group, you would:

- A. Point out publicly that the dissenting member is blocking the group and suggest that the group move on without him or her if necessary.
 - B. Make sure the dissenting member has a chance to communicate his or her objections so that a compromise can be reached.
 - C. Try to uncover why the dissenting member views the issue differently, so that the group's members can reevaluate their own positions.
 - D. Encourage the group's members to set the conflict aside and go on to more agreeable items on the agenda.
 - E. Remain silent, because it is best to avoid becoming involved.
- TOTAL

SITUATION 9: When you see conflict emerging in a group, you would:

- A. Push for a quick decision to ensure that the task is completed.
 - B. Avoid outright confrontation by moving the discussion toward a middle ground.
 - C. Share with the group your impression of what is going on, so that the nature of the impending conflict can be discussed.
 - D. Forestall or divert the conflict before it emerges by relieving the tension with humor.
 - E. Stay out of the conflict as long as it is of no concern to you.
- TOTAL

SITUATION 10: In handling conflict between your group and another, you would:

- A. Anticipate areas of resistance and prepare responses to objections prior to open conflict.
 - B. Encourage your group's members to be prepared by identifying in advance areas of possible compromise.
 - C. Recognize that conflict is healthy and press for the identification of shared concerns and/or goals.
 - D. Promote harmony on the grounds that the only real result of conflict is the destruction of friendly relations.
 - E. Have your group submit the issue to an impartial arbitrator.
- TOTAL

SITUATION 11: In selecting a member of your group to represent you in negotiating with another group, you would choose a person who:

- A. Knows the rationale of your group's position and would press vigorously for your group's point of view.
 - B. Would see that most of your group's judgments were incorporated into the final negotiated decision without alienating too many members of either group.
 - C. Would best represent the ideas of your group, evaluate these in view of judgments of the other group, and then emphasize problem-solving approaches to the conflict.
 - D. Is most skillful in interpersonal relations and would be openly cooperative and tentative in his or her approach.
 - E. Would present your group's case accurately, while not making commitments that might result in obligating your group to a significantly changed position.
- TOTAL

SITUATION 12: In your view, what might be the reason for the failure of one group to collaborate with another?

- A. Lack of a clearly stated position, or failure to back up the group's position.
 - B. Tendency of groups to force their leadership or representatives to abide by the group's decision, as opposed to promoting flexibility, which would facilitate compromise.
 - C. Tendency of groups to enter negotiations with a win/lose perspective.
 - D. Lack of motivation on the part of the group's membership to live peacefully with the other group.
 - E. Irresponsible behavior on the part of the group's leadership, resulting in the leaders' placing emphasis on maintaining their own power positions rather than addressing the issues involved.
- TOTAL

Section 2: Scoring

Step 1

When you have completed all items in Section 1, write the number of points you assigned for each of the five responses for the twelve situations in the appropriate columns on the scoring form (figure 26). Add the total number of points for each column, then check that the totals for each column add up to 120.

Step 2

Transfer your column total scores onto the form showing the ideal order (figure 27).

Step 3

Transfer the style names, in order of the highest score first, on the figure 28, which shows your order, and then enter the scores in the adjacent blank spaces.

Step 4

Record your scores in the appropriate blanks on the Conflict-Management Styles Scoring Graph (figure 29). (You may wish to refresh your memory by reviewing the material describing the five conflict styles presented earlier in the subsection entitled A Two-Dimensional Model of Conflict.)

Situation	Response A	Response B	Response C	Response D	Response E	Total
1	_____	_____	_____	_____	_____	10
2	_____	_____	_____	_____	_____	10
3	_____	_____	_____	_____	_____	10
4	_____	_____	_____	_____	_____	10
5	_____	_____	_____	_____	_____	10
6	_____	_____	_____	_____	_____	10
7	_____	_____	_____	_____	_____	10
8	_____	_____	_____	_____	_____	10
9	_____	_____	_____	_____	_____	10
10	_____	_____	_____	_____	_____	10
11	_____	_____	_____	_____	_____	10
12	_____	_____	_____	_____	_____	10
TOTAL:	_____	_____	_____	_____	_____	120

Figure 26. Scoring form.

	STYLE	Score
1. Collaborator	(Column C)	_____
2. Compromiser	(Column B)	_____
3. Accommodator	(Column D)	_____
4. Controller	(Column A)	_____
5. Avoider	(Column E)	_____
TOTAL:		_____

Figure 27. Ideal order.

Choice	Style	Score
1st	_____	_____
2nd	_____	_____
3rd	_____	_____
4th	_____	_____
5th	_____	_____
TOTAL:		_____

Figure 28. Your order.

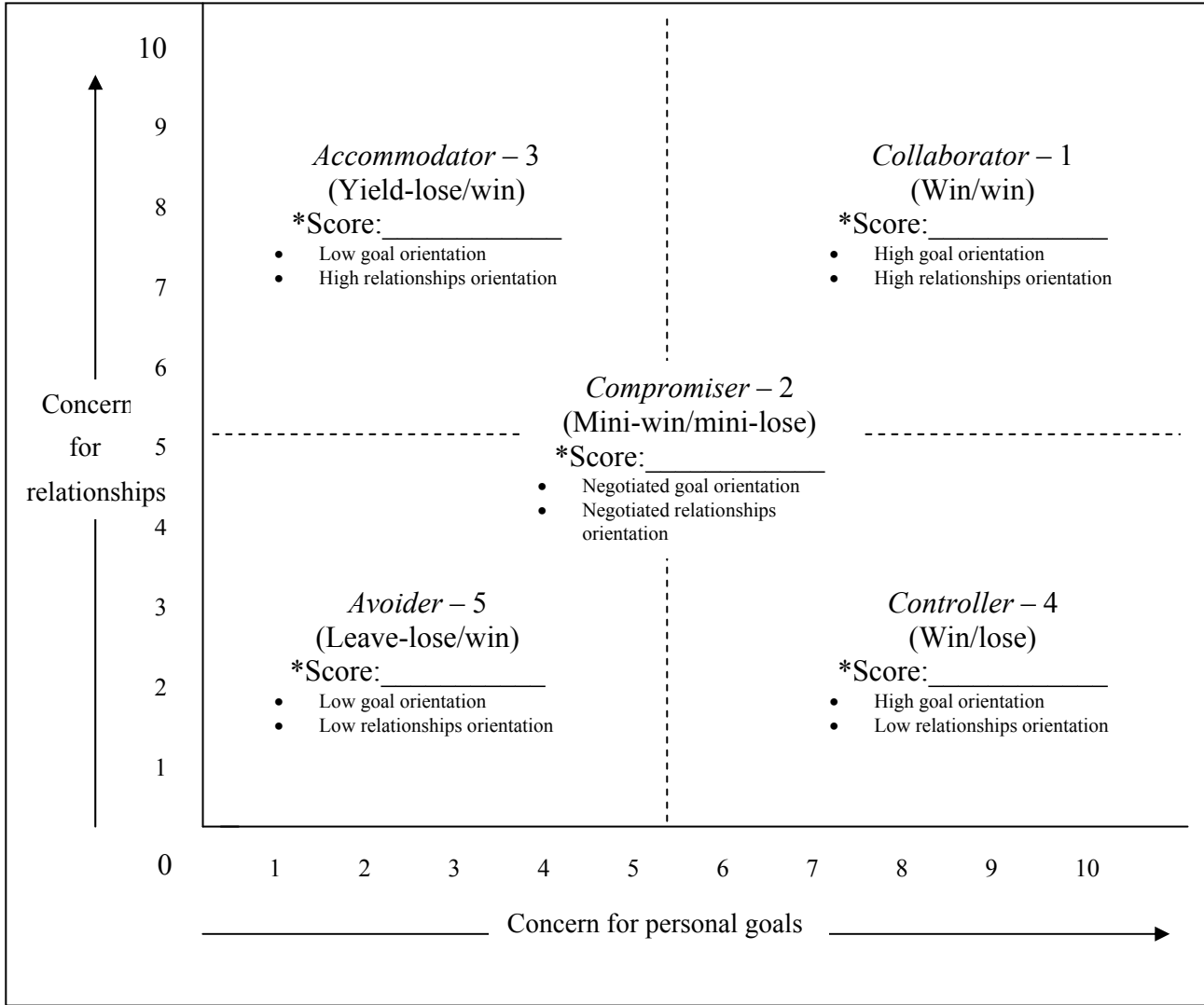
Competing/Controlling is assertive and uncooperative – an individual pursues his or her own concerns at the other person’s expense. This is a power-oriented mode, in which one uses whatever power seems appropriate to win one’s own position – one’s ability to argue, one’s rank, economic sanctions. Competing might mean “standing up for your rights,” defending a position which you believe is correct, or simply trying to win.

Accommodating is unassertive and cooperative – the opposite of competing. When accommodating, an individual neglects his or her own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying another person’s order when one would prefer not to, or yielding to another’s point of view.

Avoiding is unassertive and uncooperative – the individual does not immediately pursue his own concerns or those of the other person. He or she does not address the conflict. Avoiding might take the form of diplomatically sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

Collaborating is both assertive and cooperative – the opposite of avoiding. Collaborating involves an attempt to work with the other person to find some solution which fully satisfies the concerns of both persons. It means digging into an issue to identify the underlying concerns of the two individuals and to find an alternative which meets both sets of concerns. Collaborating between two persons might take the form of exploring a disagreement to learn from each other’s insights, concluding to resolve some condition which would otherwise have them competing for resources, or confronting and trying to find a creative solution to an interpersonal problem.

Compromising is intermediate in both assertiveness and cooperativeness. The object is to find some expedient, mutually acceptable solution which partially satisfies both parties. It falls on a middle ground between competing and accommodating. Compromising gives up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding, but doesn’t explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.



Instructions: Read each feedback statement and drawing a line from each statement to it's corresponding common feedback mistake. As a group, discuss what is specifically problematic about each of the statements and why they represent a common feedback mistake.

Feedback Statement
A. "I know you are going through a divorce and may be distracted, but you need to get your TPS reports in on time."
B. "You're not going to like hearing this..."
C. "You did a great job on the presentation."
D. "You are a rude person."
E. "People are telling me..."
F. "You never are on time for meetings."
G. "You did a great job keeping the audiences attention, however, you got sidetracked a number of times and did not stick to the topic. You did do a good job with your tone of voice, however."
H. "If you don't reach your sales quota, I would start looking for a new job."
I. "Do you think you can pay closer attention during our next meeting?"
J. "Is this obvious day at camp naive?"
K. "I used to have the same problem..."
L. "You have a <i>problem</i> getting your expense reports in on time."
M. I noticed that you have been having trouble with your TPS reports. Did you get the memo? You know you need to put a cover sheet on the TPS report, right? ...(10 minutes later)...Did you get the memo?

Common Feedback Mistake
_____ Feedback is a question not a statement
_____ Using your own experiences
_____ Labeling behavior as a problem
_____ Cushioning or labeling your feedback as positive or negative
_____ Uses inappropriate humor
_____ Negative sandwiched between positive
_____ Generalizing with words like "always" or "never"
_____ Goes too long
_____ Psychoanalyzes motives behind behavior
_____ Too vague
_____ Contains an implied threat
_____ Judges individuals, not actions
_____ Pass along vague feedback from others

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Common Feedback Mistake
<input type="checkbox"/> I Feedback is a question not a statement
<input type="checkbox"/> K Using your own experiences
<input type="checkbox"/> L Labeling behavior as a problem
<input type="checkbox"/> B Cushioning or labeling your feedback as positive or negative
<input type="checkbox"/> J Uses inappropriate humor
<input type="checkbox"/> G Negative sandwiched between positive
<input type="checkbox"/> F Generalizing with words like "always" or "never"
<input type="checkbox"/> M Goes too long
<input type="checkbox"/> A Psychoanalyzes motives behind behavior
<input type="checkbox"/> C Too vague
<input type="checkbox"/> H Contains an implied threat
<input type="checkbox"/> D Judges individuals, not actions
<input type="checkbox"/> E Pass along vague feedback from others

Active Listening Self-Assessment

Are You an Active Listener?

Coaches who listen actively tend to get the most out of their coaching discussions and tend to be better coaches overall. Use this self-assessment to think about how actively you listen and to identify areas for improvement. Check the box next to the number in the column that best describes your listening habits.

While someone is talking, I:	Usually	Sometimes	Rarely
Plan how I'm going to respond.	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5
Keep eye contact with the speaker.	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Take notes as appropriate.	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Notice the feeling behind the words.	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Find myself thinking about other things while the person is talking.	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5
Face the person who is talking.	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Watch for significant body language (expressions, gestures).	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Control fidgeting or other distracting habits.	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Interrupt the speaker to make a point.	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5
Am distracted by other demands on my time.	<input type="checkbox"/> 1	<input type="checkbox"/> 3	<input type="checkbox"/> 5
Listen to the message without immediately judging or evaluating it.	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Ask questions to get more information and encourage the speaker to continue.	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1
Repeat in my own words what I've just heard to ensure understanding.	<input type="checkbox"/> 5	<input type="checkbox"/> 3	<input type="checkbox"/> 1

Totals for each column: _____ + _____ + _____

Grand Total = _____

Scoring:

49–65 = You are an active listener.

31–48 = You are a good listener with room for improvement.

13–30 = You need to focus on improving your listening skills.

If you received a score between 13 and 48, develop a plan for strengthening your active listening skills. Write your ideas in the space below.