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Emerging Leaders Programme

Cohort 1 Module 6

Managing Underperformance

- Open & Honest
- Embrace
- Preparation
- Homework
- Respect for others
- Be present
- Dedication

- Manage Relations
- Improve Self & Others/Accept 360 feedback & act on it
- Time management
- Presentation Skills
- Conflict/Negotiation/Difficult Situations
- Developing others
- Effective team work
- Trust
- Self reflect
- Delegation
- Mental Health

Objectives & Ground Rules

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Workshop Layout »

Learn how to use the CEDAR Model for feedback

Learn to have a difficult conversation

Conflict Management

Practice having a difficult conversation

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Feedback Conversations

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Workshop Layout »

"In the end, a performance management process is only a process; it's the quality of the conversations between the line manager and the individual that count"

Anna Wildman

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CEDAR

C	Context	Set the context – what you want to discuss
E	Examples	Use specific examples to support your context
D	Diagnose	Seek to understand their view
A	Actions	What actions can we agree as a result of our conversation?
R	Review	When and how should we review?

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Handling Difficult Conversations

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Real Conversations

1. Overcome barriers to get meaningful intense conversations
2. Confront tough issues with confidence and sensitivity – “Fierce Conversations”
3. Bring about real change through talking
4. Get to the heart of issues – interrogate reality
5. Build visions that become reality

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7 Principles Of Real Conversations

- Master the courage to interrogate reality
- Come out from behind yourself into the conversation and make it real
- Be here, prepared to be nowhere else
- Tackle your toughest challenge today
- Obey your instincts
- Take responsibility for your emotional wake
- Let silence do the heavy lifting

Real Conversations

Set the context for the conversation

Ask the person you want have the conversation with to listen *without* interruption for 2 minutes, then they can respond.

Why?

1. Sets the scene

2. Gives a full understanding of the issue

3. Is professional

Real Conversations

Interaction

- Listen to their views
- Use paraphrasing and perception check
- Dig for full understanding
- Make sure they know you understand their position

Real Conversations

Moving On!

1. What was learned?
2. What actions do we both need to take?
3. What support/help do you need?
4. Have we a new understanding?
5. Make a new agreement and decide method for review
6. Set date for next discussion

Real Conversations

Remember!

- All confrontation is a search for the truth
- Listen for emotional intent as well as content
- There is no trivial comment
- Seek perspective
- Insight occurs in the silence

Real Conversations

Handling Defensive Response

- Recognise they are behaving defensively
- Do not get hooked and take attacks personally – stay calm – adult
- Listen carefully and reflect back
- Show empathy
- If criticised ask for clarification- is there truth in any of it? – do not become defensive!
- Look for areas of agreement
- Seek a solution and move on

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Conflict Management

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Transactional Analysis

- Parts of our personality will surface and affect our behaviour according to different circumstances – these are called our ego states:
  - Parent – our “taught” ego state
  - Adult – our “thought” ego state
  - Child – our “felt” ego state

- Effective transactions must be complementary otherwise there will be a problem between sender and receiver

- The secret to success in Transactional Analysis in the workplace is to “hook” the adult

Source: Eric Berne

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Ego-State	Stands for	Expressions	Body language
PARENT	Our **Taught** concept of life Formed by the beliefs and values which were imposed on us before we were able to question life for ourselves	'this is how to', 'under no circumstances', 'always' and 'never forget', 'don't lie, cheat, steal', etc.	Finger pointing, patronising gestures, angry or impatient body language
ADULT	Our **Thought** concept of life Our ability to form opinions and make decisions based on data. Through which we can keep the Parent and Child under control.	'Why?', 'How?', 'Who?', 'What?', 'Where?', 'How much?', 'In my opinion', 'I think', 'Probably', Reasoned statements	Composed, Calm, Open
CHILD	Our **Felt** concept of life Our internal reaction and feelings to external events	'Wheee!', 'No!', 'Please?', 'I wonder if, let's try...' 'I wish' 'I don't care' 'I want' 'It's not fair' 'worst day of my life'	Shoulders shrugging, baby voice, whining voice, giggling, teasing, tantrums

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Controlling Parent

- ✓ Thinks in terms of right and wrong
- ✓ Can see one solution to a problem
- ✓ Gets people to do what they want
- ✓ Copied from authority figures both past and present
- ✓ Gives direction/sets boundaries/sets personal standards

- ‼ Can create an environment of blame
- ‼ Bossy
- ‼ Judgemental
- ‼ Patronising

Nuturing Parent

- ✓ Helps people to help themselves
- ✓ Display kindness and compassion
- ✓ People centred
- ✓ Team focus
- ✓ Encouraging
- ✓ Let me help you – be of service

- ‼ Overprotective
- ‼ Engulf people
- ‼ Creates dependency
- ‼ Give me your problems
- ‼ Taken advantage of

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Adaptive Child

- ✓ Happy to follow procedures
- ✓ Want direction and processes to follow
- ✓ Learnt rules and likes to live by them
- ✓ Helps you to engage well with others

- ‼ Do what you are told
- ‼ Don’t challenge
- ‼ May rebel
- ‼ Can lead to feeling anxious
- ‼ Stubborn or difficult to deal with

Natural Child

- ✓ Taps into your “inner child”
- ✓ Creative
- ✓ Expressive
- ✓ Full of energy
- ✓ Curious
- ✓ Intuitive
- ✓ Pleasure seeker

- ‼ Egocentric
- ‼ Selfish
- ‼ No boundaries
- ‼ Others role is to indulge you

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Adult

- ✓ Problem solving
- ✓ Being rational
- ✓ Mature and deliberating part of our personality
- ✓ Concentrate on facts not feelings
- ✓ Helps us decide which ego state to move into – controlling Parent and Child

- ‼ Often only stays in this state
- ‼ Doesn’t necessarily have fun!