## **TIPS FOR LEADERS**

## Preparing for and Leading Difficult Conversations

| Required difficult conversations    | If you are having a conversation only because you "have to",    |
|-------------------------------------|---|
|                                     | e.g. performance, discipline, investigation, evaluation, etc.,  |
|                                     | there is a disconnect between you and the                       |
|                                     | person/office/policy. Address the source of the disconnect      |
|                                     | before you have your conversation.                              |
| Required difficult conversations II | Don't blame the boss, policy, law, or political correctness for |
| •                                   | having to have a difficult conversation. You undermine          |
|                                     | yourself, and the relevant office/authority.                    |
| If you share fault                  | Many leaders fail to address difficult topics because they      |
|                                     | believe they contributed to the situation. It is possible to    |
|                                     | acknowledge your own mistakes AND address the other             |
|                                     | person's conduct.   |
| Avoiding judgment                   | Having a grievance or complaint filed against you is not a      |
|                                     | proper reason to avoid a difficult conversation. In fact, doing |
|                                     | everything right is exactly what may lead to a                  |
|                                     | grievance/complaint. Let the reviewing authority evaluate the   |
|                                     | situation by participating fully and openly.                    |
| Labels                              | Having a difficult conversation doesn't make you an "ist".      |
| Message to all                      | When you have a conflict with one person, you need to talk      |
|                                     | to them one on one. An announcement, message, or policy         |
|                                     | update delivered in a staff meeting doesn't replace the need    |
|                                     | for a direct conversation and can negatively impact the work    |
|                                     | and morale of others.   |
| Silence speaks volumes              | When you don't address an undesired behavior, you are           |
|                                     | endorsing it.   |
| Expectations                        | You don't have to accept the performance standards and          |
|                                     | climate established by predecessors.                            |
| Fact vs. Story                      | Make sure you separate what took place from your opinion        |
|                                     | about what took place.  |
| Fact vs. Story II                   | There will be times you aren't a direct witness to behavior     |
|                                     | which may be inappropriate or unprofessional. Not directly      |
|                                     | witnessing a behavior isn't a reason to not investigate.        |
| Data gathering                      | There are three main parts to difficult conversations: gather   |
|                                     | information, determine outcomes and future behaviors, plan      |
|                                     | follow-up. Most of us avoid these because we expect them to     |
|                                     | be adversarial. Be curious and start by collecting information  |
|                                     | only.   |
| Jumping to Problem-solver           | Don't lead with problem solvinghow can you solve a              |
|                                     | problem that hasn't been fully defined? Collecting              |
|                                     | information may completely change the nature of an issue.       |
| Anticipating explanations           | Don't offer excuses when asking why something happened.         |
|                                     | "You probably did this because"                                 |
| They know better                    | "They should have known" is a fragile basis for you to say      |
|                                     | someone didn't meet your expectations.                          |

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| They share the blame  | In conflict between two or more people, they are not always  |
|                       | equally engaged in conflict. You must distinguish between  |
|                       | offensive, and defensive action. You must also separately  |
|                       | evaluate offensive/offensive behavior. They are not equal in   |
|                       | severity or impact.  |
| Rater bias            | Be vigilant about your own bias related to evaluating "the   |
|                       | truth" in conflict. Halo/horn, recency effect, affinity, central   |
|                       | tendence etc. are alive and well in crucial conversations.   |
|                       | Also, the loudest person, or the person who complains first,   |
|                       | isn't necessarily providing accurate information.  |
| Numbers are deceptive | When determining the validity of a complaint, "three against   |
|                       | one" isn't enough to prove guilt. (Though it certainly means   |
|                       | something.) Group think, rater bias, and ganging up/bullying   |
|                       | behavior can create a "false positive" conclusion.   |
| Maintain boundaries   | All personal or professional relationships you maintain  |
|                       | outside of work with persons whose work you supervise, or  |
|                       | might influence, will: 1) be known by others, 2) have the  |
|                       | potential to be perceived as creating a conflict of interest.  |
|                       | People are always scanning groups to see who is favored and  |
|                       | most influential. Blurred boundaries is an invitation to   |
|                       | scrutiny and misunderstandings.  |
| Check that conclusion | You overestimate your ability to recognize misstatements and   |
|                       | interpret intentions.  |
| Like or respect       | If you care about being liked, you can be manipulated. If you  |
|                       | use authority to secure compliance, you aren't leading you're  |
|                       | pushing. If your goal is to be respected, your values will guide   |
|                       | your decisions and actions. A respected leader may or may  |
|                       | not be liked, but they won't be manipulated by relationships,  |
|                       | they will lead the work knowing the team will follow, and it   |
|                       | will quickly become apparent which team members aren't in  |
|                       | alignment with team values.  |
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