

Certification In Operational Management: Addiction Field Concentration

Effective Management

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Workshop Learning Objectives:

- ❖ Learn management perspectives known as the symbolic, structural, human resource, and political.
- ❖ Add to your management “tool kit” the ability to “reframe” issues and solutions.
- ❖ Understand different conflict “styles”, the benefits of each.
- ❖ Learn effective interpersonal communication.

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AGENDA

Time	Topic
8:30AM	Welcome/Introduction/Goals/Agenda
8:45 AM	<ul style="list-style-type: none"> The World we live (and work) in Our Assumptions about Management
9:00AM	The Four Perspectives of Management
9:40 AM	Application Activity: The New Manager
10:15AM	BREAK
10:30 AM	Report Out
10:45 AM	Conflict Management: Thomas-Kilmann Conflict Mode Instrument
12:00 PM	LUNCH
1:00 PM	Application Activity: To Fire, or Not to Fire?
1:45 PM	Communication in the Workplace
1:55 PM	Application Activity: Communication and Perception
2:50 PM	Giving and Receiving Feedback
3:00 PM	Application Activity: Listening and Understanding
3:45 PM	END

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Who is Here?

- ☐ Name
- ☐ Work Affiliation
- ☐ Where you live
- ☐ Favorite non-work activity

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The Work/Organizational Context for Managers:

- Cluelessness: We don't know what we don't know (or don't see)
- Ignore, or misinterpret, what we do see.
- I believe I am 'smarter' better, different, and/or correct in my assessment and my ideas. I do not fully know the limitations of always believing what I do know, or what my experience has been.
- When we don't know what to do, we often do more of what we do know.
- It is very difficult to let go, or push aside –even temporarily- our own perspective, mental model, or experience.

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If you could set up your preferred work world ?

How do you make decisions?

Subjectively ← → Objectively

What kind of work environment do you thrive in?

Dynamic ← → Stable

What are your needs for accuracy & perfection?

Flexible ← → Exacting

How do you interact with others?

Socially Cautious ← → Socially Active

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Organizational Learning and Success is complicated by ambiguity:

- What is the real problem?
- What do we really want (to do)?
- How do we move forward to achieve what we want?
- Situations do not always provide clarity between cause and effect-feedback can be cut off or incomplete.

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Organizational Learning and Success may be linked to ambiguity:

- Ambiguity creates a need for accurate diagnosis
- Often only poor results over time call our theories, beliefs, and experience into question...and only then are we truly ready to change.

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What is a Frame/Perspective?

A Frame refers to a mental model that includes our assumptions and ideas that we believe and/or has 'worked' for us.

Many current and past management theories and beliefs are based on a success achieved by an organization, or an individual, at (or for) a certain period of time.

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What is 'reframing'?

- Reframing refers to the ability to change frames of reference in order to see issues and solutions in new ways. Usually this involves using frames different from our preferred frame.

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The Purpose of Reframing

- The goal is to develop fluidity with our ability to change frames of reference when needed. This is NOT easy. It takes effort, time, practice, and feedback- a willingness to truly learn.
- Reframing gives us choice and power.

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The Four Frames of Management

Structural

Human
Resource

Political

Symbolic

Bolman and Deal, Reframing Organizations, 4th Edition
Jossey-Bass Publishers, 2008

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Political Frame Assumptions

- ❑ Organizations are coalitions of assorted individuals and interest groups.
- ❑ Coalition members have enduring differences in values, beliefs, information, interests, and perceptions of reality.
- ❑ Most important decisions involve the allocation of scarce resources—who gets what.
- ❑ Scarce resources and enduring differences put conflict at the center of the day to day dynamics and make power the most important asset.
- ❑ Goals and decisions emerge from bargaining and negotiation among competing stakeholders jockeying for their own interests.

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Structural Frame Assumptions:

- ❑ Organizations exist to achieve established goals and objectives.
- ❑ Organizations increase efficiency and enhance performance through specialization and appropriate division of labor.
- ❑ Suitable forms of coordination and control ensure that diverse efforts of individuals and units 'mesh'.
- ❑ Organizations work best when rationality prevails over personal agendas and extraneous pressures.
- ❑ Structures must be designed to fit an organizations current circumstances (including its goals, technology, workforce, and environment).
- ❑ Problems arise and performance suffers from structural deficiencies, which can be remedied through analysis and restructuring.

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Human Resource Frame Assumptions

- ❑ Organizations exist to serve human needs rather than the converse.
- ❑ People and organizations need each other. Organizations need ideas, energy, and talent; people need careers, salaries, and opportunities.
- ❑ When the fit between the individual and the organization is poor, one or both suffer. Individuals are exploited or exploit the organization-or both become victims.
- ❑ A good fit benefits both. Individuals find meaningful and satisfying work, and organizations get the talent and energy they need to succeed.

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Symbolic Frame Assumptions

- ❑ What is most important is not what happens but what it means.
- ❑ Activity and meaning are loosely coupled; events and actions have multiple interpretations as people experience life differently.
- ❑ Facing uncertainty and ambiguity, people create symbols to resolve confusion, find direction, and anchor hope and faith.
- ❑ Events and processes are often more important for what is expressed than for what is produced. Their emblematic form weaves a tapestry of secular myths, heroes and heroines, rituals, ceremonies, and stories to help people find purpose and passion.
- ❑ Culture forms the superglue that bonds an organization, unites people, and helps an enterprise accomplish desired ends.

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Case: The New Manager

Put yourself in the shoes of Cindy Marshall, headed to the office for your first day in a new job. Your agency has transferred you to a new location and a new job as manager of operations for clinical operations in the treatment agency you have worked for 12 years. This new job is a promotion for you and includes an increase in pay and responsibility. You know you are facing a major challenge. You are inheriting a department with a reputation for slow and below standard service. The operation has been cited for poor record keeping and quality by state regulators responsible for oversight. Senior management of your agency 'blames' your predecessor, Bill Howard, for much of the poor results. Bill is seen as too authoritarian and rigid. Howard is moving to another job within the agency, and he has been asked to stay on for a week to help you get oriented. One potential sticking point is Bill hired most of the staff that now report to you. You suspect, with good reason, that many staff may still feel loyal to Bill.

When you arrive at your new job, you get a frosty hello from Susan Bond, the department secretary. As you walk into your new office, you see Howard behind the desk in a conversation with three other staff members. You say hello, and he responds by saying, "didn't the secretary tell you we're in a meeting right now? If you'll wait outside, I'll be able to see you in about an hour."

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Case: The New Manager

Task:

- In small groups identify an effective way to use each management frame –structural, human resource, symbolic, and political – for Cindy to respond.

What to do?

- What would you do as Cindy Marshall? You are in the 'glare of the spotlight' with Bill and your new staff- everyone eagerly awaits your response.
- If you feel threatened or attacked- as most of us would- those feelings may push you towards fight or flight. Both reactions are fraught with consequences.

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Determining Your Preferred Conflict Management Style

Please complete the Thomas Kilmann Conflict Mode Instrument (TKI).

- Answer questions 1-30 on pages 2 through 4
- Score your results on page 6.

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Thomas-Kilmann
CONFLICT MODE
Instrument

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Objectives

- Become more aware of your own conflict style
- Recognize the conflict styles of others
- Assess conflict situations
- Practice using different conflict modes



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Conflict is . . .

any situation
in which your
concerns or desires
differ from those of
another person



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SCORING THE TKI

Circle the letters below that correspond to your answers on the questionnaire.

	Competing (forcing)	Collaborating (problem solving)	Compromising (sharing)	Avoiding (withdrawing)	Accommodating (smoothing)
1.				A	B
2.		B	A		
3.	A				B
4.			A		B
5.		A		B	
6.	B			A	
7.	A	B	B	A	
8.	B			A	
9.	A		B		
10.		A			B
11.			B	A	
12.	B		A		
13.	B	A			
14.				B	A
15.	B				A
16.	A			B	
17.			B		A
18.		A		B	
19.		A	B		
20.		B			A
21.	B		A		
22.		A		B	
23.			B		A
24.	A				B
25.		B	A		
26.				A	B
27.	A	B			
28.			A	B	
29.		B			A
30.					

Total number of items circled in each column:

Competing Collaborating Compromising Avoiding Accommodating



From Thomas-Kilmann Conflict Mode Instrument by K. W. Thomas and R. H. Kilmann, 1974, 2000. Palo Alto, CA: Xicom, Incorporated, subsidiary of CPP, Inc. Copyright 1974, 2000 by CPP, Inc. Used with permission.

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GRAPHING YOUR TKI SCORES

	Competing	Collaborating	Compromising	Avoiding	Accommodating
100%	12	12	12	12	12
90%	11	12	11	11	11
80%	9	10	9	8	7
70%	7		8	7	
60%	6	8		6	5
50%	5	7	7		
40%	4		6	5	4
30%	3	6	5		3
20%	2	5	4	3	
10%	1	4	3	2	2
0%	0	3	2	1	1
	0	0	0	0	0

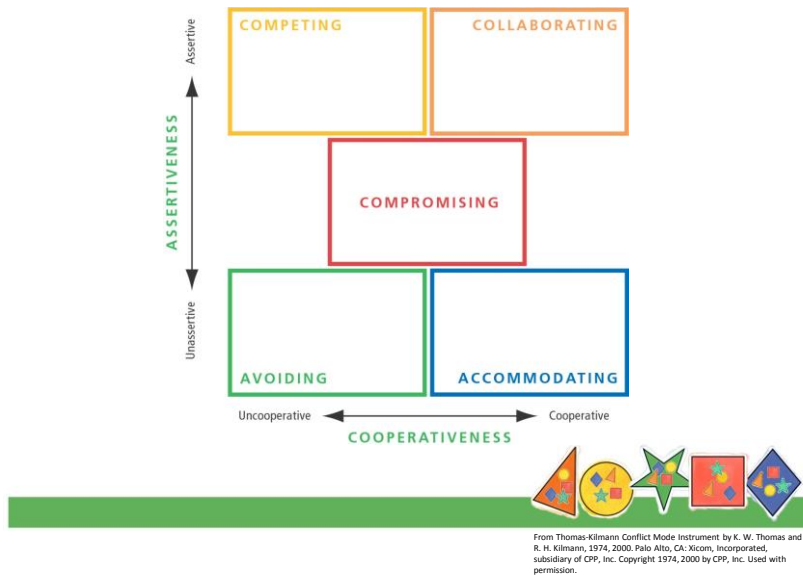
Scores are graphed in relation to the scores of the original norm group, composed of managers at middle and upper levels of business and government organizations.



From Thomas-Kilmann Conflict Mode Instrument by K. W. Thomas and R. H. Kilmann, 1974, 2000. Palo Alto, CA: Xicom, Incorporated, subsidiary of CPP, Inc. Copyright 1974, 2000 by CPP, Inc. Used with permission.

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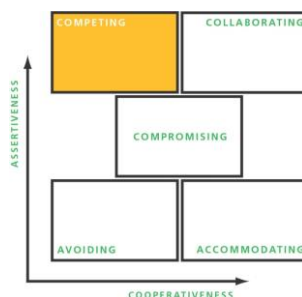
The Five Conflict-Handling Modes



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Competing

"My way or the highway"



- Taking quick action
- Making unpopular decisions
- Standing up for vital issues
- Protecting yourself



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Competing Skills

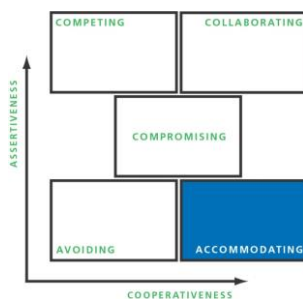
- Arguing or debating
- Using rank, position, or influence
- Asserting your opinions and feelings
- Standing your ground
- Stating your position clearly



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Accommodating

"It would be my pleasure"



- Showing reasonableness
- Developing performance
- Creating goodwill
- Keeping "peace"
- Retreating
- Maintaining perspective



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Accommodating Skills

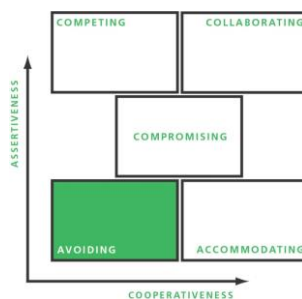
- Forgoing your desires
- Selflessness
- Obedience
- Ability to yield



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Avoiding

"I'll think about it tomorrow"



- Leaving unimportant issues alone
- Reducing tensions
- Buying time
- Knowing your limitations
- Allowing others ownership
- Recognizing issues as symptoms



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Avoiding Skills

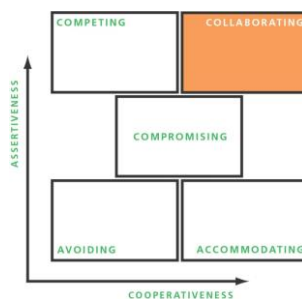
- Withdrawing
- Sidestepping
- Sense of timing
- Ability to leave things unresolved



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Collaborating

"Two heads are better than one"



- Integrating solutions
- Learning
- Merging perspectives
- Gaining commitment
- Improving relationships



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Collaborating Skills

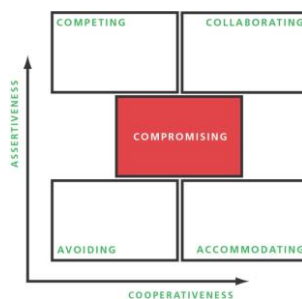
- Ability to listen, understand, and empathize
- Nonthreatening confrontation
- Input analysis
- Identifying underlying concerns



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Compromising

"Let's make a deal"



- Resolving issues of moderate importance
- Reaching resolution with equal power and strong commitment
- Creating temporary solutions
- Dealing with time constraints
- Backing up competing/ collaborating



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Compromising Skills

- Negotiating
- Finding a “middle ground”
- Making concessions
- Assessing value



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Application Activity: To Fire or Not to Fire

Task:

1. Choose whether you prefer to make decisions **objectively** or **subjectively**. Move to the part of the room as designated by your trainer.
2. Within each preference group, decide whether or not to fire the employee. This group must also develop a rationale for their decision to present to their boss, who is of the opposite preference.

The employee who is being proposed to be fired has been repeatedly late for work and has missed work days beyond the company sick leave policy. This employee is not meeting productivity minimums or satisfactory quality of work for sometime. The reason for this is the employee has had to take care of young child who has been diagnosed with a serious illness.

- a. Each sub-group is to select one person to meet with the boss presenting their 'case'; and
- b. One person to be the boss for the other group.
- c. All others will be observers.

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Application Activity: To Fire or Not to Fire

Step	Time
Set Up activity/form 2 groups	5 minutes
Make Case to fire or not fire with reasons in small group.	20 minutes
Select someone to meet with the boss; someone to be the boss	
Role Play- 2 rounds	10 minutes/ 5 minutes per round
Debrief	10 minutes

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Application Activity: To Fire or Not to Fire

3. Meeting with Boss:

Round 1: A representative from the **subjective** group meets with the boss from the **objective** group for 5 minutes to make their case with the boss.

Round 2: A representative from the **objective** group meets with the boss from the **subjective** group to make their case with the boss.

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Application Activity: To Fire or Not to Fire

Large Group Debrief:

- *Did the boss 'buy' the presentation? Why? Why not?*
- *What did the presenter think or feel about the meeting?*
- *What did the observers see in either the preparation for, or at, the meeting:*
 - *that supported preferences of subjective or objective?*
 - *What management perspective or Frame was used?*
 - *What conflict management style was used?*

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Communication in the Workplace

- **What has been your experience with communication in the workplace?**

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Communication to be Understood

- Too much; too little
- Not the way I like it
- Use of code words
- Not timely
- Not clear/ambiguous
- Does not agree with what I saw
- Incomplete
- Assumes too much of the receiver

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Communication and Feedback

- The role of perception- about the situation, time, and place
- Feedback says as much, if not more, about the sender than the receiver (the person for who which the feedback is given).
- How to deliver feedback and communication that is timely, quality and can be understood. This means it is specific enough to be clear and succinct enough so as to not be sending mixed messages.

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Application Activity: Communication and Perception

Time	Task
5 min	<ul style="list-style-type: none"> Form 3 small groups Each group is create a message. (5 min) <ul style="list-style-type: none"> Group One is to create a 'positive' message Example: 'So nice to see you again. You are looking very good, I did not even recognize you.' Group Two is to create a 'negative message' Group Three can create either a 'positive' or negative' message.
10 min	Round One: Group One will deliver its message to both Group Two and Three. Group Two is to find as many 'negative' interpretations of Group One's message as possible. Group Three is to find as many 'positive' interpretations as they can.
5 min	Debate whose interpretation is correct
10 min	Round Two: Group Two will deliver its message. Group three is to find as many 'negative' interpretations of Group Two's message; Group One is to find as many 'positive' interpretations as possible.
5 min	Debate whose interpretation is correct

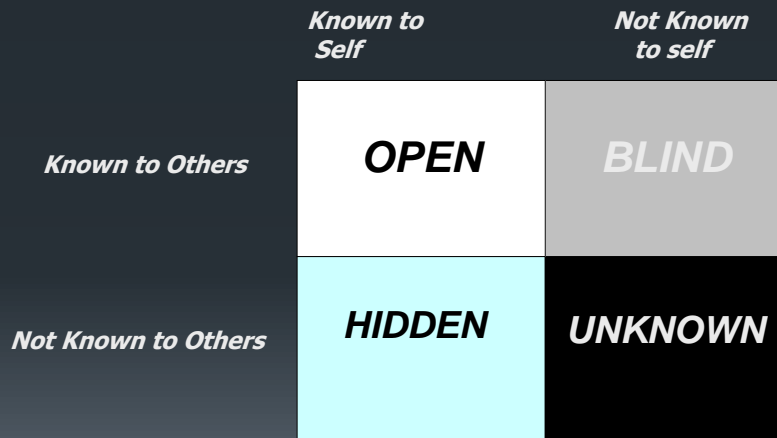
43

Application Activity: Communication and Perception

Time	Task
10 min	Round Three: Group Three will deliver its message to both Group Two and One. Group Two is to find as many 'positive' interpretations of Group Three's message as possible. Group One is to find as many 'negative' interpretations as they can.
5 min	Debate whose interpretation is correct

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Johari Window



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Giving and Receiving Feedback

Dilemmas of Not Asking for/ or Receiving Feedback:

- What am I NOT seeing?
- Do I really want to learn something about myself and my behavior?
- What message am I modeling for others?

Dilemmas to ourselves of Not Giving Feedback to Others

- How do you manage your own emotions/feelings?
- Lost opportunity for a 'better' relationship
- Do you want to learn something about *yourself* ?

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Some Elements of Effective Feedback

EFFECTIVE

- Describes Behavior
- Sharing-my views, beliefs, wants, doubts, fears, assumptions, strengths
- Two Way Communication-uses Active Listening
- Is timely
- Owning the statement-accepting my thoughts and feelings as OK
- Is checked for clarity and understanding
- Affirms the receiver and their reactions
- **Caring:** being willing to work at building the relationship
- Putting my stake in the ground; and being willing to move it

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Some Elements of Effective Feedback

INEFFECTIVE

- Uses Evaluative or judgmental statements
- Is delayed, saved up, dumped
- Ownership is transferred to others- "we"
- Not checked
- Is imposed
- Discounts the receiver and their reactions

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Some Dilemmas Associated with Being Direct:

- Risky: “ It may create conflict”, “ I may be misunderstood”
- Counter to Norms
- Fear of hurting others; being rude; or appears aggressive
- Fear of being wrong or unfair
- Our own lack of self worth may inhibit us
- Indirect seems better in the short run

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Application Activity: Communication

Task:

1. Form groups of 3.
2. Each person is to assume they are meeting with a colleague. The goals for the interaction is to communicate clearly with the person so they understand what is expected of them and are willing to do what is asked. You are to ask your colleague for help on a project/task or to do something differently that is of help for you.
3. There will be three rounds of this activity, providing an opportunity for each person to practice communication with another person. Each round is a total of 10 minutes. 5 minutes to carry out the communications dialog, 5 minutes to debrief the activity.
4. Debrief each round:
 - a) What worked well, what did not work as well,
 - b) How did each person feel about what was said and how it was said.
 - c) Was the message understood? How do you know?

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Application Activity: Communication

Large Group Report Out/Discussion:

- What were some of the challenges of communicating to be understood? Hearing to understand?
- How are these challenges similar, or dissimilar, to your actual workplace? Why? Why not?
- How does the management frame we use influence what we see, say and do; how does it influence what we hear and understand?

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Thank You!

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