NAVIGATING DIFFICULT CONVERSATIONS

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EXAMPLES

- Giving feedback
- Confronting behavior
- Holding someone accountable for behavior
- Embarrassing topics
- Mediation
- Crisis Intervention
IDEAL COMMUNICATION PROCESS

Sender (Speaker)

Receiver (Listener)

Message & Feedback

Thoughts
Ideas
Words
Actions

Thoughts
Ideas
Words
Actions
OFTEN
THE COMMUNICATION PROCESS

Sender (Speaker)

Prejudice

Mood

Apathy

Fear

Doubt

Emotions

Lack of Confidence

Worry

Pain

Poor Skills

Anxiety

Apathy

Setting

Receiver (Listener)

Thoughts

Ideas

Words

Actions

??????
BIGGEST MYTH OF COMMUNICATION

You can control the LISTENER’S reaction
WHAT CAN YOU CONTROL?

- Your preparation
- Your communication skills
- Setting
- Ending
- Follow-up
YOUR PREPARATION

- Give yourself a “license to..”
- Set your goals for the conversation
- Examine your assumptions, emotions, prejudice, bias & barriers
YOUR COMMUNICATION SKILLS

- Assertive communication
- Listening Skills
- Practice
ASSERTIVENESS

A way of using your communication skills to that, in most situations, you feel okay about the outcome and the other person involved

ALSO

feels okay about the outcome
assertiveness

Aggressive – I ‘win’/you ‘lose’; hurts others

Assertiveness – I ‘win’/You ‘win’; balance, fair, open & honest. Compromise!

Passive – I ‘lose’/you ‘lose’; hurts self-esteem

Passive/Aggressive – I ‘lose’/you ‘lose’; hurts everyone
BARRIER THINKING!

- If I assert myself, others will get mad at me.
- If I assert myself and people do become angry with me, I will be devastated/ruined/embarrassed.
- Although I prefer others to be straightforward with me, I’m afraid that if I am open with others I will hurt them.
- If my assertion hurts others, I am responsible for their feelings.
- Assertive people are cold, unfeeling and selfish. If I’m assertive, people won’t like me.
I – MESSAGING

- Clearly asserting how you feel
- Non-threatening
- Non-accusatory
- Help convey message and feelings to another person
I - LANGUAGE

- 1. Statement of feeling
- 2. Statement of problem
- 3. Why it is a problem
- 4. Describe desired state
INSTEAD OF:

The class thinks I am an idiot because of you!
TRY

- 1. Statement of feeling – I get frustrated

- 2. Statement of problem – when you confront me in front of the class

- 3. Why it is a problem – because I want to be seen as a peer in front of the class.

- 4. Describe desired state – I’d prefer if we could meet after each class for feedback about my performance.
SETTING

- Location
- Timing
- Communicators’ positioning
- SOLAR
ENDING

- Set a timeframe
- Complete
- Incomplete
FOLLOW – UP

- Thank you
- To-do Items
- Monitor