Motivational **Video**

1

Lesson 8

BUSINESS **MEDIATION SKILLS**

2

Purpose Of This Lesson

The purpose of this lesson is to cover mediation as a business skill, as a method for maintaining organizational interactions, and as a method for handling the issues that arise in the workplace or in business relationships.

3

Objectives

AFTER COMPLETING THIS LESSON, YOU SHOULD BE ABLE TO:

1. Apply practical skills, strategies and techniques necessary for effective business mediation practice.
2. Identify typical workplace mediations for employees, managers, teams, and directors.
3. Identify key reasons that conflicts arise in the workplace.
4. Employ innovative conflict resolution skills for diffusing anger or aggression in an expeditious manner.

4

Review of Practical Skills Exercise

1. After viewing the Art of Mediation DVD, identify the sub-personalities from your Reading Assignment for each disputant (Ann and Liz) and explain why you chose the particular sub-personality for each of the disputants. You are permitted to choose more than one sub-personality for each disputant.
2. Read the case study, then review Harris's life positions. Identify which life position each character in the case study displays with a full explanation for such selection.
3. Read the case study then review Tuckman's team development model. Identify and explain each stage of Tuckman's model as it relates to this scenario. Be very specific.

5

Forming, Storming, Norming – Performing team-development model

- Tuckman's model explains that as the team develops maturity and ability, relationships establish, and the leader changes leadership style.
- Beginning with a directing style, moving through coaching, then participating, finishing delegating and almost detached.
- At this point the team may produce a successor leader and the previous leader can move on to develop a new team.

6

Forming, Storming, Norming – Performing team-development model

The progression is:

1. forming
2. storming
3. norming
4. performing
5. adjourning

7

Forming - Stage 1

- High dependence on leader for guidance and direction.
- Little agreement on team aims other than received from leader.
- Individual roles and responsibilities are unclear.
- Leader must be prepared to answer lots of questions about the team's purpose, objectives and external relationships.
- Processes are often ignored.
- Members test tolerance of system and leader.

8

Storming - Stage 2

- Decisions don't come easily within group.
- Team members vie for position as they attempt to establish themselves in relation to other team members and the leader, who might receive challenges from team members.
- Clarity of purpose increases but plenty of uncertainties persist.
- Cliques and factions form and there may be power struggles.
- The team needs to be focused on its goals to avoid becoming distracted by relationships and emotional issues.
- Compromises may be required to enable progress.

9

Norming - Stage 3

- Agreement and consensus is largely forms among team, who respond well to facilitation by leader.
- Roles and responsibilities are clear and accepted.
- Big decisions are made by group agreement.
- Smaller decisions may be delegated to individuals or small teams within group.
- Commitment and unity is strong.
- The team may engage in fun and social activities.
- The team discusses and develops its processes and working style.
- There is general respect for the leader and some of leadership is more shared by the team.

10

Performing - Stage 4

- The team is more strategically aware; the team knows clearly why it is doing what it is doing.
- The team has a shared vision and is able to stand on its own feet with no interference or participation from the leader.
- There is a focus on over-achieving goals, and the team makes most of the decisions against criteria agreed with the leader.
- The team has a high degree of autonomy.
- Disagreements occur but now they are resolved within the team positively and necessary changes to processes and structure are made by the team.

11

Performing - Stage 4 (cont'd)

- The team is able to work towards achieving the goal, and also to attend to relationship, style and process issues along the way. team members look after each other.
- The team requires delegated tasks and projects from the leader.
- The team does not need to be instructed or assisted.
- Team members might ask for assistance from the leader with personal and interpersonal development.

12

Tuckman's Fifth Stage - Adjourning

- Bruce Tuckman refined his theory around 1975 and added a fifth stage to the Forming Storming Norming Performing model - he called it Adjourning, which is also referred to as Deforming and Mourning.
- Adjourning is arguably more of an adjunct to the original four stage model rather than an extension - it views the group from a perspective beyond the purpose of the first four stages.
- The Adjourning phase is certainly very relevant to the people in the group and their well-being, but not to the main task of managing and developing a team, which is clearly central to the original four stages.

13

Adjourning-Stage 5

- Tuckman's fifth stage, Adjourning, is the break-up of the group, hopefully when the task is completed successfully, its purpose fulfilled;
- everyone can move on to new things, feeling good about what's been achieved.
- From an organizational perspective, recognition of and sensitivity to people's vulnerabilities in Tuckman's fifth stage is helpful, particularly if members of the group have been closely bonded and feel a sense of insecurity or threat from this change.

14

Adjourning-Stage 5

This model also illustrates the ideal development of a team from immaturity (stage 1) through to maturity (stage 4) during which management and leadership style progressively develops from relatively detached task-directing (1), through the more managerially-involved stages of explanation (2) and participation (3), to the final stage of relatively detached delegation (4), at which time ideally the team is largely self-managing, and hopefully contains at least one potential management/leadership successor.

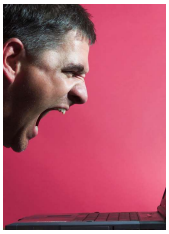
15

John Rowan's Sub-personalities

- Helps mediators raise awareness of both their inner processes
- The characteristics or roles that individuals may assume or display when in a group or team situation.
- Rowan defines sub-personalities as 'permanent or semi-permanent autonomous regions of the personality'.

16

The Exploder



- Wants to let it all out
- To explode with anger
- Wants to shout back no matter the consequence
- Strong energy of frustration that is hard to control
- Unpredictable
- Can "blow up" any time
- Can be quite frightening to those around

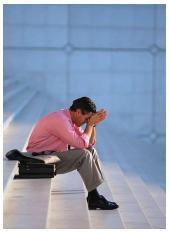
17

The Stirrer

- Wants to mischievously 'stir' others around you
- Incites conflicts and disagreements between other people
- Knowingly creates or joins in gossip and gets a buzz from the reactions and negativity it evokes
- Often in the background
- Usually done when bored, lack of personal achievement or bad humor

18

The Moaner



- Wants a good moan about everything
- Fed up with being understanding or reasonable
- Moans about all the negatives in a work situation
- Once started digs himself/herself into a pit of self-righteous grumbles and complaints
- Not interested in solutions because enjoys moaning

19

The Pleaser

- Wants everyone to get along and be nice to each other
- Tries to smooth things over or others hurt feelings to maintain a happy atmosphere at work
- Is everyone's friend
- Will say 'yes' to whatever is asked for
- Will hold back true opinions in order to keep peace

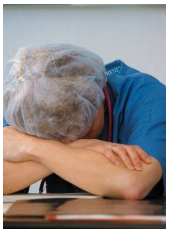
20

The Hurt Child

- Like a little girl or boy inside that feels hurt
- Shows it by crying or making noise about something
- Storms out
- Unreasonable for the sake of it
- Plays the victim
- Want someone else to make it OK

21

The Avoider



- Wants to lay low
- Hopes that things will not affect them
- Wants to get on with work
- Avoids overly emotional or difficult people or problems
- Gets quite annoyed if asked to participate or do something about the problem

22

The Warrior or Leader

- Courageous and competent
- Willing to support others
- Find future solutions in a sensible, rational and fair way
- Interested in new concepts and is willing to take risks
- May/may not be in leadership role
- Compassionate, kind, willing to let things go
- Self responsibility
- Wider perspective

23

Thomas Harris—Life Positions

Four life positions

The phase "I'm OK, You're OK" is one of four life positions that each of us may take. The four positions are:

1. I'm Not OK, You're OK
2. I'm Not OK, You're Not OK
3. I'm OK, You're Not OK
4. I'm OK, You're OK

24

I'm Not OK, You're OK

There is something wrong with me

I do not deserve to be treated with respect and consideration

I will be motivated to get away from you

I will accept unachievable targets, take time off, drink too much, resign or self-harm

25

I'm Not OK, You're Not OK

- Position of futility
- No way out
- Everyone is wrong
- Everyone is damned

26

I'm OK, You're Not OK

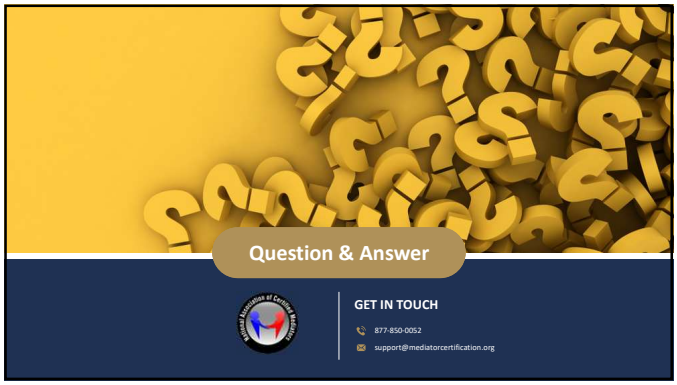
- There is something wrong with you
- I do not need to treat you with respect or consideration

27

I'm OK, You're OK

- I am a valuable human being
- I deserve respect and consideration and so do you
- I am motivated to get along with you
- I will go for what is right and fair for us both.

28



GET IN TOUCH

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29