

Seek First to Understand...Some 21st Century Tools

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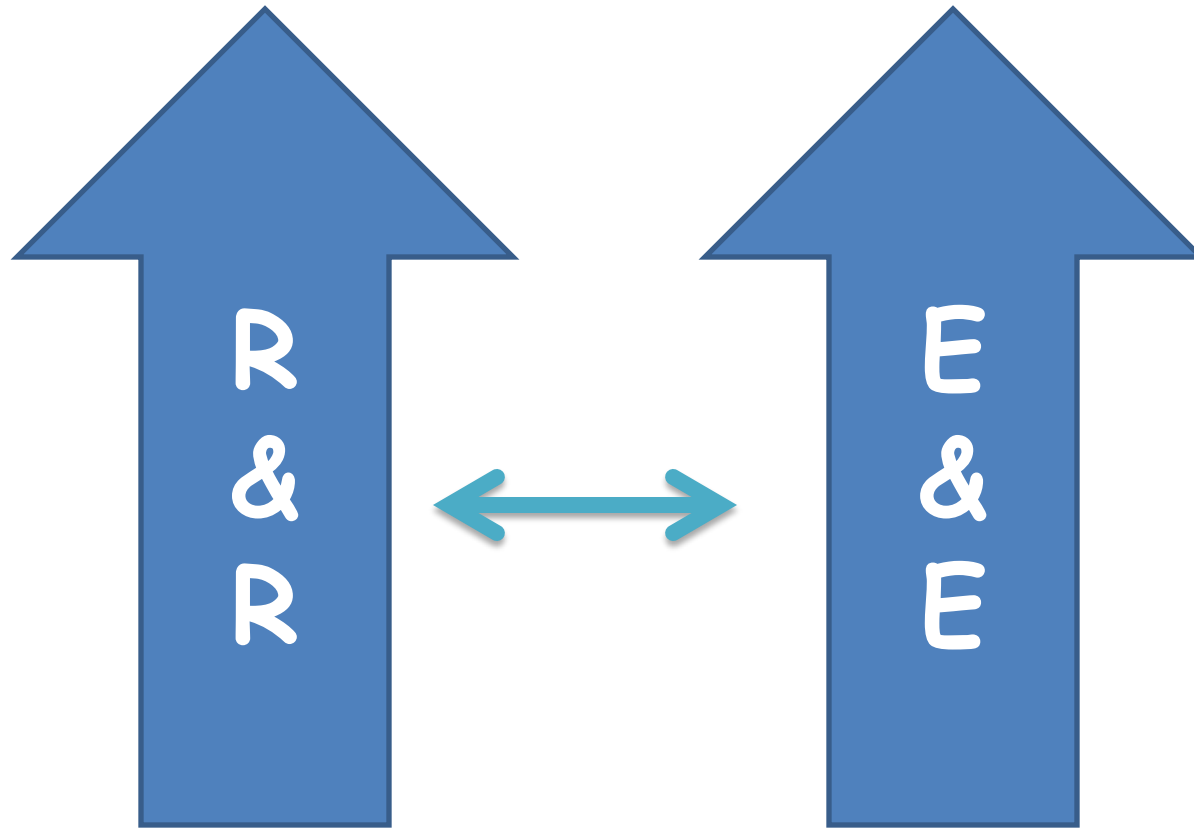
The Kiely Group

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**It's not about
informing, it's about
understanding**

Here's How It Works



Seek First to Understand... Listening

The Behaviors of Listening

1. Perspective of other
2. Curiosity versus Certainty
3. Nonverbal attending behavior -- No multi-tasking e.g. texting
4. Ask permission for what might be annoying
5. Questions not answers
6. 5 Levels of "why"
5. Silence

Tool: The Crucial Questions

- What are we solving for?
- For whom are we solving?

Tool: 5 Levels of "Why"

- Ask "why" 3 to 5 times to get to the core issue
- Or "double click" on one of their words
- Use their words to gather more meaning
- When they start to struggle with the answer, you are close to the core
- Practice SILENCE—Let them think
- If you go down the wrong path, back up and start down another

Sharing Meaning: From My Mind to Yours

Tool: The Why

- The "why"; always the why
- Why the "why"?

Tool: The Authority Scale

Levels of AUTHORITY and AUTONOMY©

- Level 7: Team/Individual researches, determines options, chooses option, acts, and does not report to manager*
- Level 6: Team/Individual researches, determines options, chooses option, acts, reports only failure to manager*
- Level 5: Team/Individual researches, determines options, chooses option, acts, reports results to manager*
- Level 4: Team/Individual researches, determines options, chooses option, manager gives final approval*
- Level 3: Team/Individual researches, determines options, makes recommendation, manager decides*
- Level 2: Team/Individual researches, suggests options, manager chooses*
- Level 1: Team/Individual researches, manager decides*

The Overall Job Expectancy Scale©

Most Independent

Level 6: Act independently, no need to report

Level 5: Act independently, report routinely

Level 4: Act independently, report immediately

Level 3: Recommend action, do whatever directed

Level 2: Ask what to do

Level 1: Wait to be directed

Least Autonomous

***"Whatever you can do, or dream you can, begin it. Boldness has genius, power, and magic in it"
-goethe-***

**Disagreeing
Without Being
Disagreeable**

Tool: The Listening L.A.W.S.

L = What I sincerely LIKE about what you said is...

A = What I would ADD is...

W = What I'm WORRIED about is...

S = SO, What do you think we could do?

Respect for People Reminders

- Remember: We ALL share in the responsibility to get things done. Help your associates solve their problems and have some accountability for the results by asking, "How can we solve this together?"
- Remember: You can disagree with someone without being disagreeable. Use The Listening L.A.W.S. to respect the other person's perspective and create shared responsibility

Tool: The Three Questions

1. How will this better serve our constituents?
2. How does this represent an improvement over the status quo?
3. Is it respectful of all people involved?

Difficult Conversations

A photograph of two men in a physical struggle, pulling on a blue rope. The man on the left has a tattoo on his shoulder and is wearing a necklace. The man on the right is wearing a tank top. Both have intense, strained expressions, suggesting a competition or conflict. The background is bright and out of focus.

Irrational Escalation

The Ladder of Inference

-Argyris-

At each step, there is an opportunity for our stories to diverge because:

**Answer:
Move from
being sure to
being curious!**

3. Our Conclusions

Our conclusions reflect our self interest

2. Our Interpretations

We are influenced by past experience

1. Our Observations

We notice different things

Available Data
NOISE

Tool: Respectful Dialogues

1. Move from being sure you are right or from finding blame to just being curious about how you got here.
2. Let Go of Blame and Map the Contribution
 - My Contribution: What have I done (or failed to do) that got us to this point?
 - Their Contribution: What have they done (or failed to do) that got us to this point?
3. The "Mask" of Fear
 - What about me: What do I fear this situation says about me? Could some of that be true?
 - What about them: What might they be afraid the situation says about them?
4. Have the conversation at the "bottom of the ladder"

The Base of the Iceberg

FEAR

**Like-able
Ethical
Competent**

Remember:

- To reflect on the process
- Because learning is a valuable outcome

Thank You!

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