

Louvain School of Management

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Skills Toolbox

W6 – Conflict Management and Non-Violent Communication (NVC)

**LLSMD2090 – Seminar on Relational and Managerial
Competencies**



Listening and Giving Feedback

Agenda:

- Reactions about 'being late'
- NVC
- Back to the same exercise
- Break
- 'Dividing the orange'
- Conclusion



One's Needs

'Most of us have not been taught to think about our own needs. Instead, when our needs are not met, we have been taught to think about what is wrong with others. This is how we label a child who does not hang their coat on the coat rack as we would like them to as lazy, or a worker whose work does not meet our expectations as irresponsible. These assessments of others are indirect expressions of our unmet needs. They are more likely to provoke resistance and aggression than to elicit a desire to meet our needs.'

Marshall Rosenberg (1934-2015), Founder of NVC



The Others' Light

'It is not necessary to extinguish the light of others
for our own to shine.'

Gandhi (1869-1948)



Reactions about 'being late'

Exercise in trio:

- A thinks about a situation he/she has experienced being late.
- **A tells B about the case** (2 mn)
- **B reacts *as if* he/she were the direct line manager** (3mn)
- **C observes *how* B responds to A**



Reactions about 'being late'

- At the end of the exercise:
 - ✓ **C asks A how he/she feels** when listening to B (2mn)
 - ✓ **C gives feedback to B about his/her reaction to A 'being late'** (3mn)
 - ✓ Was it '**rigorous**', '**appropriate**', '**useful**', '**helpful**'?
 - ✓ C writes down **two major observations** (2 mn)



X 3

Reactions about 'being late'

Exercise in trio:

- A thinks about a situation he/she has experienced being late. Important :
 - *Trios remain the same.*
 - *There has been wrong consequences about the delay. A feels **guilty**.*
- **A tells B about the case** (2 mn)
- **B reacts as if he/she were the 'big boss'** (3mn)
- **C observes how B responds to A**



Reactions about 'being late'

- At the end of the exercise:
 - ✓ **C asks A how he/she feels** when listening to B (2mn)
 - ✓ **C gives feedback to B about his/her reaction to A 'being late'** (3mn)
 - ✓ Was it '**rigorous**', '**appropriate**', '**useful**', '**helpful**'?
 - ✓ C writes down **two major observations** (2 mn)



Reactions about 'being late'

Exercise in trio:

- A thinks about a situation he/she has experienced being late. Important :
 - *Trios remain the same but move and choose another place where to sit.*
 - A is a **child**.
- **A tells B about the case** (2 mn)
- **B reacts as if he/she were a parent** (3mn)
- **C observes how B responds to A**



Reactions about 'being late'

- At the end of the exercise:
 - ✓ **C asks A how he/she feels** when listening to B (2mn)
 - ✓ **C gives feedback to B about his/her reaction to A 'being late'** (3mn)
 - ✓ Was it '**rigorous**', '**appropriate**', '**useful**', '**helpful**'?
 - ✓ C writes down **two major observations** (2 mn)



X 3

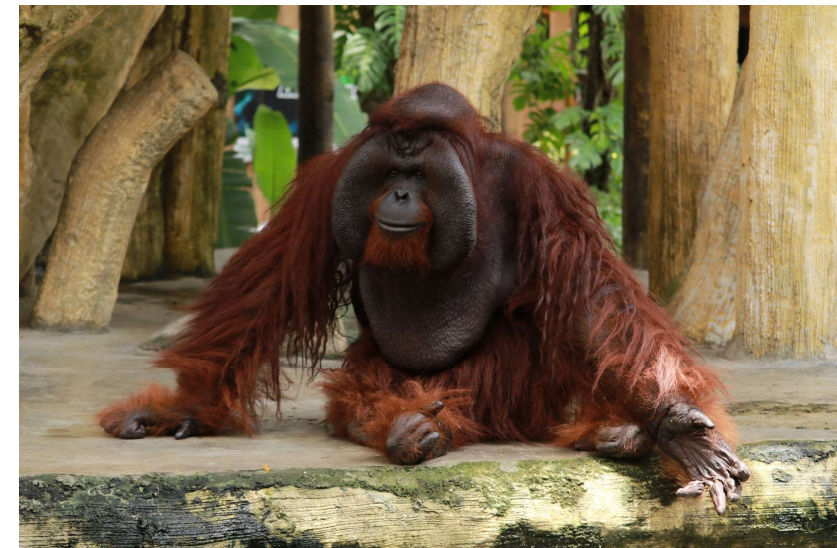
On Non Violent Communication

1- Observations: Identify the precise situation or action that is either pleasing or problematic to you

2- Emotions: Describe your emotional state in response to your observations

3- Needs: Underly requirements or values that generate these feelings

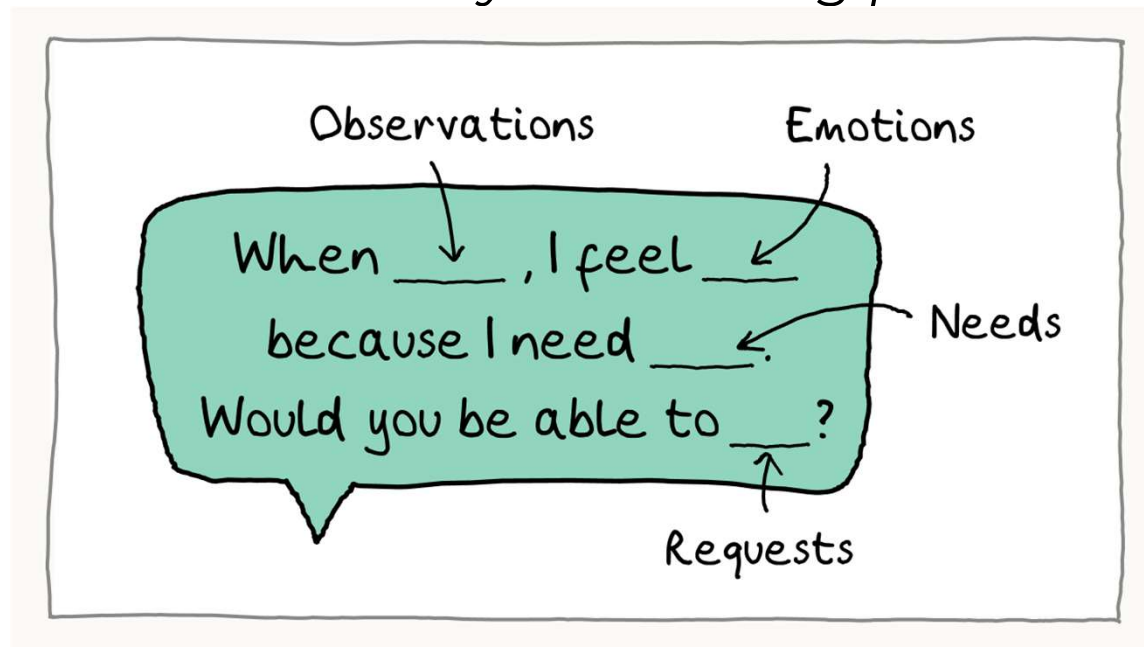
4- Requests: Ask explicitly for actions that can meet your needs without demanding or imposing



*'You're always late and you make me
angry. You need to be more punctual.
People like you prevent the company
from being efficient or the family from
being proud.'*

Identify the issues in the sentence, and transform it by applying NVC:

'You're always late and you make me angry. You need to be more punctual. People like you prevent the company from being efficient or the family from being proud.'



'You're always late and you make me angry. You need to be more punctual, people like you who prevent the company from growing.'

- ✓ **Focusing on the person, generalizing, looking towards the past,
'you' statement**

'I've noticed that you've been arriving late for the last three meetings. When this happens, I feel frustrated because I need your expertise on this topic, and I feel I can't plan my time effectively. For these reasons, would you be willing to arrive on time in the future?'

- ✓ **Focusing on the situation or the action – note the person –, being
precise, looking towards the future,
'I' statement**

Nonviolent Communication

BEST PRACTICES

Use a positive vocabulary



It's important that you are present at the meetings so that we can all discuss the week's items. I need to be able to count on your presence because you are an important part of the team.



You are never present at team meetings, we find that you are not respectful.

If a conflict situation arises, create a dialogue



This machine has broken down, have you checked its operation recently? What solution do you propose to solve the problem quickly so that production is not affected?



This machine is broken, you didn't do your job properly. Because of you, the production will be delayed.

Encourage regular, clear, and open communication



When you interrupt me in front of everyone, I feel uncomfortable and frustrated because I feel like what I have to say is not important and not worth listening to.

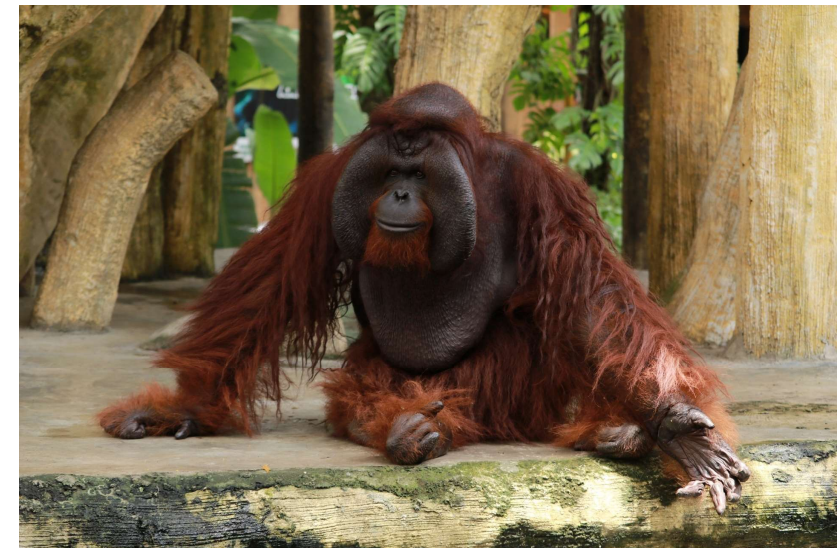


You always cut me off during meetings, I'm tired of this attitude!

On Non Violent Communication

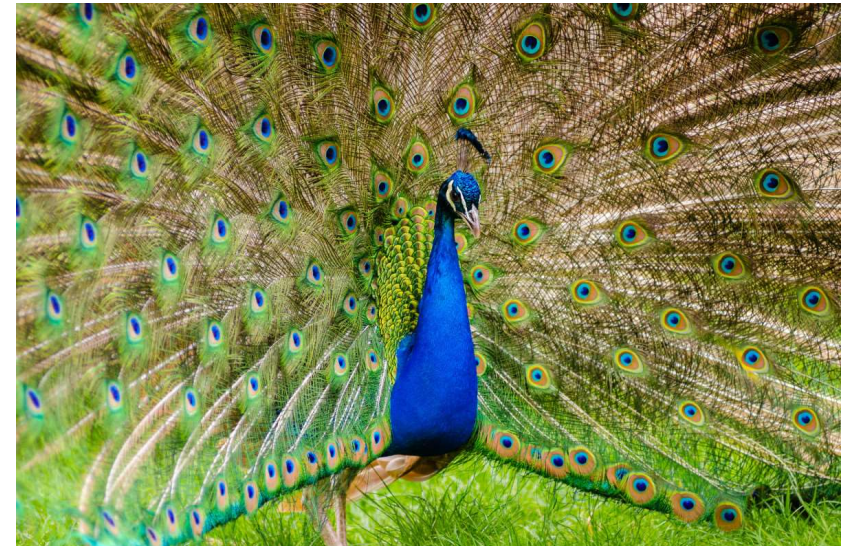
Exercise in 2xtrios:

- The group chooses who will be A. Main criteria: the most salient experience of being A.
- **'New A' tells his/her story to the group** (2 mn)
- **'New B' reacts *as if* he/she were one of the already mentioned B roles, using NON-VIOLENT COMMUNICATION** (5mn)
- **'New C' observes *how* B responds to A**



On Non Violent Communication

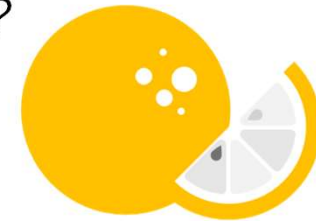
- At the end of the exercise:
 - ✓ **C asks A how he/she feels when listening to B** (2mn)
 - ✓ **C gives feedback to B about his/her reaction to A 'being late'** (3mn) – *What if C could give the feedback using the NVC principles?*
 - ✓ **Share of reactions among the whole group** (time to be decided)



The Orange Tale

“Once upon a time there was a parent of two children. One day, the kids came to the parents’ home fighting. There was only one orange left, and both wanted them.”

What solutions can you imagine to this conflicts ?



“Once upon a time there was a parent of two children. One day, the kids came to the parents’ home fighting. There was only one orange left, and both wanted them.”

Solution 1:

‘If you fight, none of you can have it’: take the orange away and punish the kids

Variation – The one in power (here, the adult) keeps the orange

Avoidance

“Once upon a time there was a parent of two children. One day, the kids came to the parents’ home fighting. There was only one orange left, and both wanted them.”

Solution 2:

‘The one who deserves the orange should have it’: find a criteria to allocate the orange to one of the kid

Variation – Let them justify why they should have the orange

Competing

“Once upon a time there was a parent of two children. One day, the kids came to the parents’ home fighting. There was only one orange left, and both wanted them.”

Solution 3:

‘Let’s split the orange and both of you gets half’ – The child who does not cut the orange chose their half

Variation – One will have the orange this time, next time it will be the other

Compromising

“Once upon a time there was a parent of two children. One day, the kids came to the parents’ home fighting. There was only one orange left, and both wanted them.”

Solution 4:

‘Let’s see what else we can find in our cupboards.’: explore new possibilities, increase the scope of resources

Variations – ‘Let’s go to the supermarket, we need more oranges!’

Accommodating

“Once upon a time there was a parent of two children. One day, the kids came to the parents’ home fighting. There was only one orange left, and both wanted them.”

Solution 5:

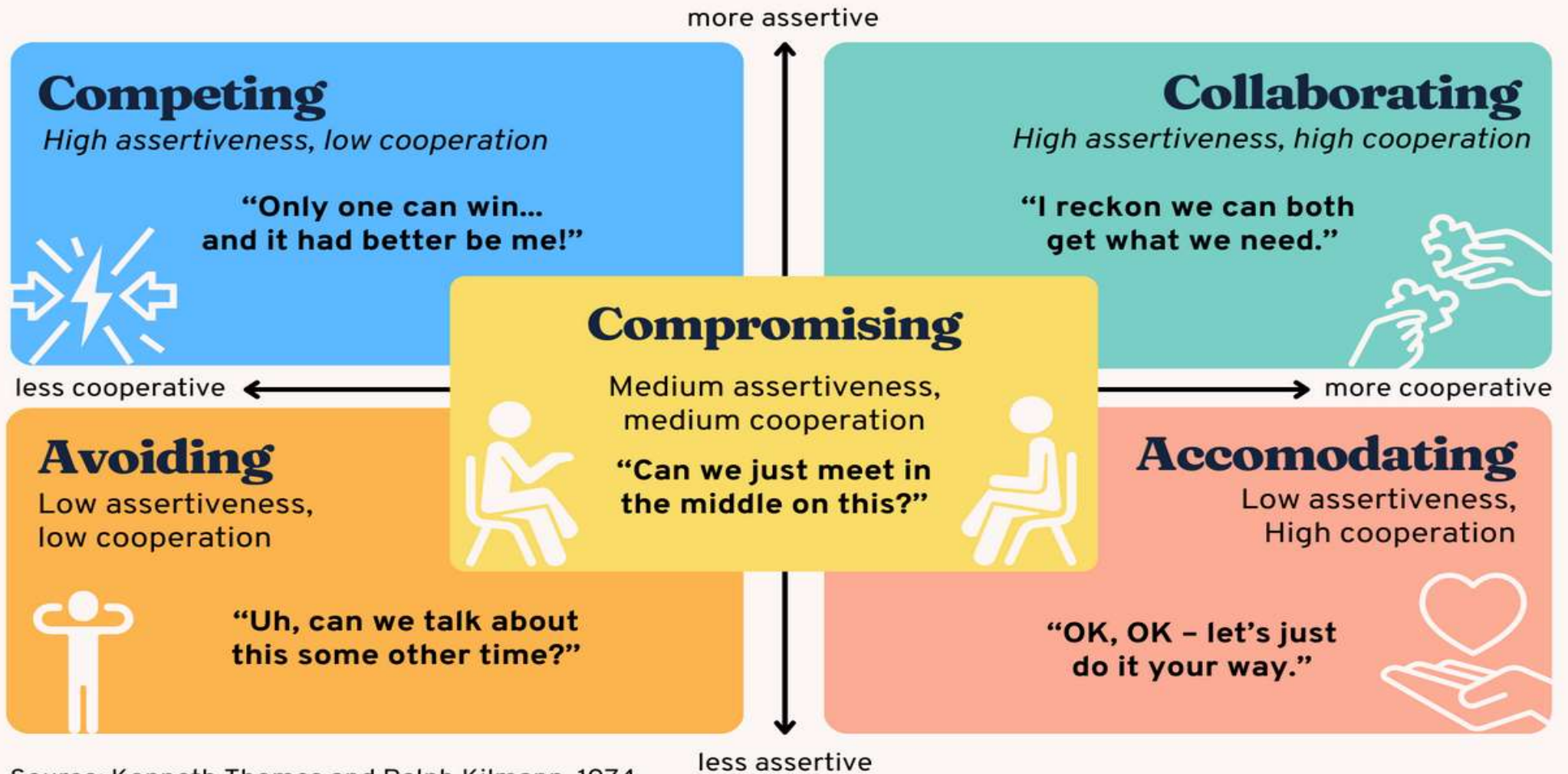
Taking a step backward: ‘Why do you want this orange for?’

Possible outcome when communicating:

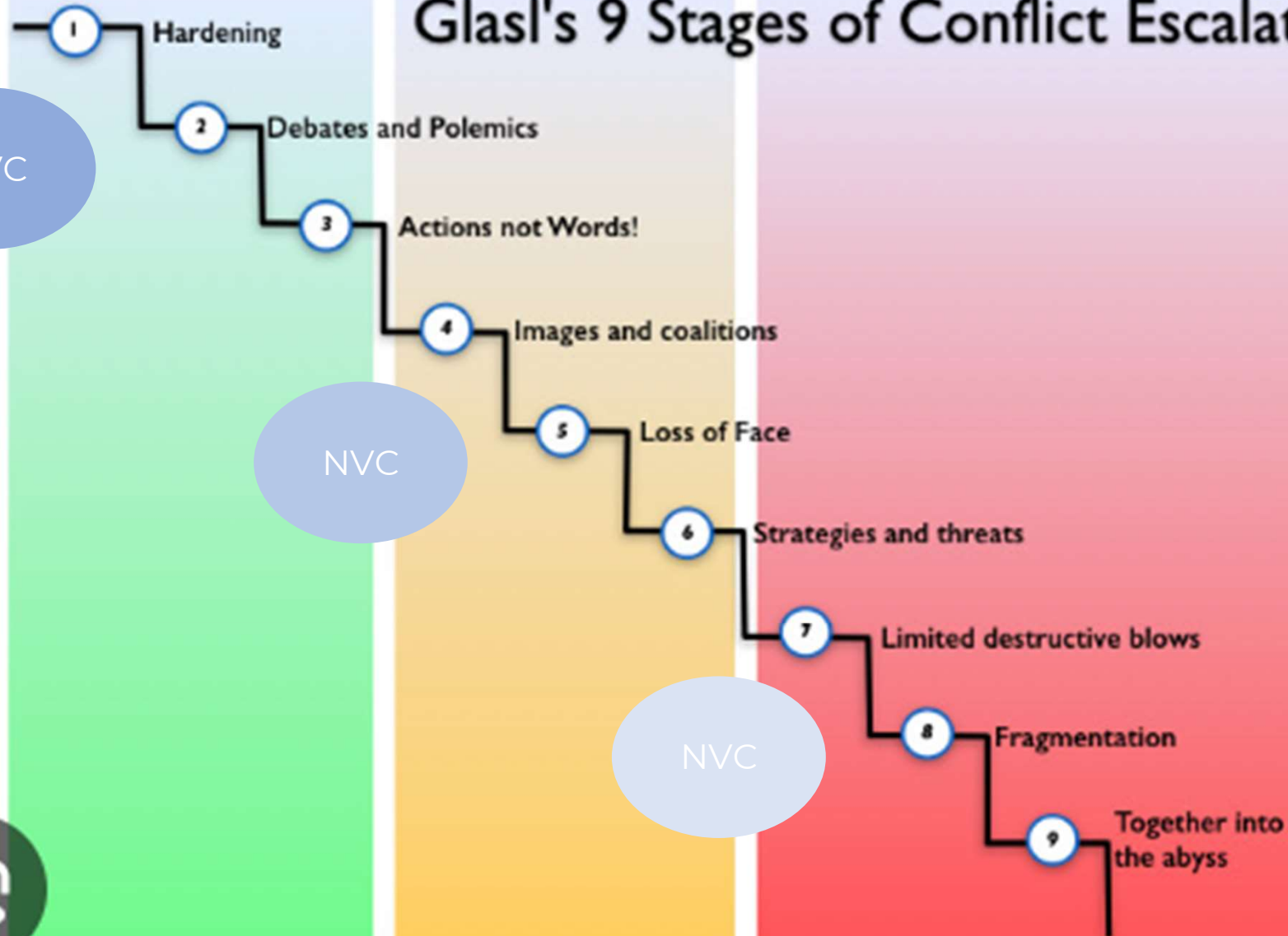
- Kid 1: I want to drink an orange juice
- Kid 2: I want to try Granny’s orange cake, it says we need orange zest

Collaborating

Thomas-Kilmann Conflict Model



Glas's 9 Stages of Conflict Escalation



THANK YOU!





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