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Workshop: Improving Communication Skills for the Bargaining Table

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Communication Skills for Collective Bargaining
National Center for the Study of Collective Bargaining in Higher Education & the Professions

43rd Annual National Conference
April 4, 2016
TODAY’S FACILITATORS

Tamara Robinson
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1199SEIU/League Labor Management Project

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Consultant
1199SEIU/League Labor Management Project
MISSION & VISION

The Labor Management Project assists labor and management in jointly confronting the challenges of the ever-changing health care industry and adapting to the changes through collaborative efforts.

FROM THIS

TO THIS
LABOR MANAGEMENT SUPPORTS

1199SEIU/League Training and Employment Funds’ mission by

- Enhancing the Delivery of Quality Care
- Improving Patient/Staff Satisfaction
- Increasing Operational Effectiveness and Performance Improvements
- Increasing Worker Voice and Involvement
OUR SERVICES

Health Care Facilities
- Strengthen labor/management relations
- Manage organizational change projects
- Increase support for quality and performance improvement projects

Development & External Relations
- Increase capability of Union and Management clients to lead joint activities at the facility level
- Develop and Facilitate Skill Building
- Build partnerships with other organizations to continue finding opportunities and support for collaborative work

Research
- Conduct research and education
- Measure and document joint projects
PURPOSE OF THIS SESSION

✓ Develop the competencies to become even more effective and confident negotiators on behalf of constituents

✓ Develop capabilities to achieve bargaining goals and resolve differences while protecting principles and strengthening relationships

✓ Provide a low risk, highly effective environment to learn and practice new bargaining communication tools and techniques
What are your goals for this session?
INTENDED OUTCOMES

- Learn and practice new communication skills to resolve differences within the bargaining team
- Identify skills necessary to bargain effectively with other stakeholders
- Develop new tools and techniques for strengthening relationships with constituents
AGENDA

- Who’s in the Room?
- Working Agreements
- Interactive Group Exercise
- Listening for “why”
  - The critical communication skill
- Positioning discussions to solve the “why.”
INTRODUCTIONS

- Name
- Organization
- Title/Role
- Interesting Fact
WORKING AGREEMENTS

What agreements do we need to make in order to have an effective “Learning Session”? 
CRITICAL PROBLEM SOLVING COMPETENCIES

Self-awareness

- I am aware of my feelings and how my feelings may “play out” in my behavior
- I understand the difference between intent and impact

Self-management

- I am responsible for my behavior
CRITICAL PROBLEM SOLVING COMPETENCIES

Role of empathy

• I imagine walking in the shoes of the other stakeholders
• I imagine how my actions feel to the other stakeholders (What would I be feeling if I was them?)

Bracketing

• Think before speaking
Curiosity

- Do you ask questions?
- Do you wonder what others know that you don’t know?
- Do you wonder why something is happening the way it is? Or, do you jump to conclusions based on what you think you know?
CRITICAL PROBLEM SOLVING TOOLS

Listening

• Do you listen to the question?
• Do you listen for understanding?
• Do you listen for the question behind the question?
• Do you answer the question? Or, do you answer the question you think should have been asked?
The Dog Story
THE DOG STORY

- Did either Mr. White or Mr. Brown make a profit?
- If yes, was it Mr. Brown or Mr. White who made a profit?
- What was the amount of profit?
Dog Story Debrief
“Taking a public position stops the search for truth and begins the need to be right.”
AVOID THIS BEHAVIOR!

Just keep talking...
I’m not listening!
WHAT ARE YOUR BARRIERS TO LISTENING?
TYPICAL BARRIERS TO LISTENING
TYPICAL BARRIERS TO ACTIVE LISTENING

• Rehearsing – Pretending to listening but really waiting for turn to speak

• Mind Reading – “I don’t care what you’re saying, I know what you’re really thinking”

• Comparing – “You are not as smart as I am!”

• Filtering – “Let’s see...what do I agree with and what should I ignore”? 
TYPICAL BARRIERS TO ACTIVE LISTENING

- Judging – “Why should I listen to you...rookie”?

- Dreaming – “I’m Laying on the beach with a drink in my hand...can’t wait”

- Identifying – “I did it better, bigger, faster and I can’t wait to tell you so please stop talking.”
TYPICAL BARRIERS TO ACTIVE LISTENING

• Advising – “I’m thinking this is what you need to do.”

• Sparring – “Wait, I don’t need to hear anymore and this is why you’re wrong.”
# Story Shapers and Their Effects

## Story Shapers

- Childhood and other experiences
- Education
- Parents, relatives, teachers, pastors, friends, etc.
- Community
- Other

## Effects

- We hear what we are prepared to hear
- We ignore what makes us uncomfortable
- We lose our curiosity
- We conclude and judge
- We fight to be right
- We seek confirmation from our circle
There is no such thing as a lack of information!

Whatever gaps in information may exist, caused by a refusal to communicate or share information, will be filled in with myth, rumor and gossip.

Be transparent, be an open book to others, be in charge of the story!
Everyone knows **WHAT** they want, but do you know **WHY** they want it??
The Most Important Question You Can Ask – **WHY?**

Interests, Interests, Interests!
Position, Position, Position!

**CONSTITUENTS**

**Bargaining Committee**

Interests = “Why”
Tactics/Specific Actions = “How”
Positions/Specific Outcomes = “What”

**CONSTITUENTS**
UNDERSTANDING THE “WHY”

All positions are solutions to problems. Ask questions to understand the problem behind the position and listen!

- How do “they” define the problem? *(HAVE “they” defined a problem?)*

- Why is it a problem for “them”?*

- How important is the problem to “them”?*

SELF CHECK – When you ask these questions, are you listening for understanding??
UNDERSTANDING THE “WHY”

• Explore the “WHY” instead of focusing on the “HOW” or the "WHAT"

• Establish common definitions of the problem

REMEMBER – Taking a position often stops the search for solutions and begins the fight to be “right”!
JoHari Window

<table>
<thead>
<tr>
<th>Known to Others</th>
<th>Known to Self</th>
<th>Not Known to Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open</td>
<td></td>
<td>Blind</td>
</tr>
<tr>
<td>Hidden</td>
<td></td>
<td>Unknown</td>
</tr>
</tbody>
</table>
JO + HARRY = JOHARI

Known by Others: TELL
Unknown by Others: ASK
Known by Self: OPEN
Unknown by Self: BLIND
Known by Others: HIDDEN
Unknown by Others: UNKNOWN
HOW WE TEND TO VIEW CONFLICT

- A clash between different, hostile, or opposing elements, values, or ideas
- A belief that if you get what you want, I can’t get what I want
- To show antagonism or irreconcilability; at its worst extreme, war
PRE-STEP – “TALK STORY”

POWER OF LISTENING

- People must feel they have been heard before they can listen
- Actively Listen
  - Understand the dimensions of the problem
  - Understand the concerns of those who have experienced the problem
6-STEPS INTEREST-BASED PROBLEM APPROACH...

1. Clarify Issue
2. Identify Interests/Reframe issue
3. Brainstorm Options
4. Evaluate Options with Criteria
5. Review and Discuss
6. Consensus Solution
THE PALEST INK IS BRIGHTER THAN THE SHARPEST MEMORY – CHINESE PROVERB

• Rules for taking good notes – Do It!
  • Consider multiple note takers with debrief
• Private reflection, memory jog, meeting prep
• Develop an intra-organizational communication plan to keep your constituents informed and supportive
  • Involve all key departments and stakeholders
Tamara and Mike
At the Improv
Questions?
LEARNING CIRCLE

What is one thing you’ve learned today and are excited to take back to your work?
THANK YOU