



Collaborative Communication Workshop

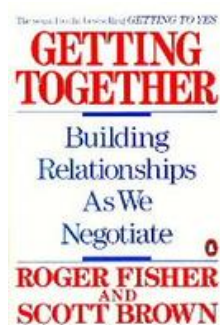
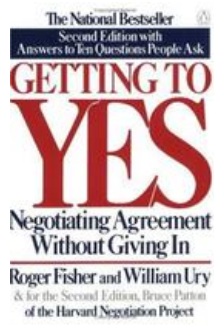
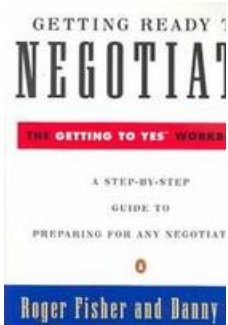
SNHU Student Experience Leaders

Conducted by:

MWI – Negotiation, Ombuds, & Mediation Services and Training since 1994
10 Liberty Square – 4th Floor
Boston, MA 02109

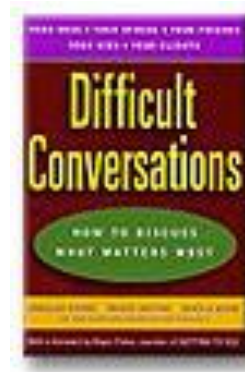
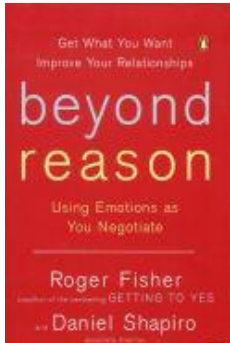
[www.mwi.org /negotiation](http://www.mwi.org/negotiation)

History of MWI

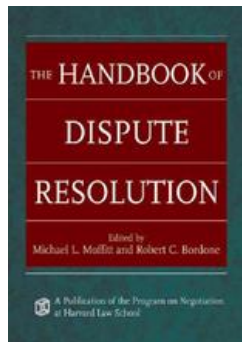
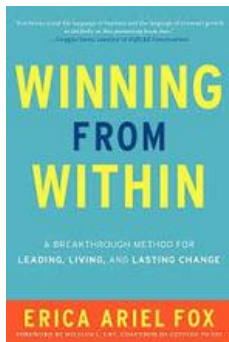
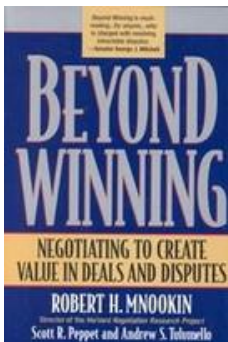


Since 1994, MWI has provided dispute resolution training and services to a range of clients worldwide including:

- SNHU
- UC Berkeley
- General Motors
- Analog Devices



MWI's training programs are based on the work of Roger Fisher, co-author of 'Getting to Yes', and his colleagues at the Harvard Negotiation Project (HNP)



Our Work With SNHU

MWI has provided training, consulting, coaching, facilitation, and now ombuds services to SNHU including:

- Multiple department team retreat
- Collaboration skills training for 400+ SNHU team members
- Negotiation skills training
- Ombuds services for faculty & staff

Workshop Purposes and Agenda

- Build awareness about what collaborative communication is and why it is useful
- Learn and practice 3 key skills:
 - Skill 1: Maintain Curiosity and Explore Multiple Perspectives
 - Skill 2: Focus on Interests
 - Skill 3: Use the Power or Fairness
- Apply these skills to your work and home

What is collaborative communication?

The sharing of information, ideas and feedback among individuals or groups in a way that promotes:

- mutual understanding
- cooperation, and
- collective decision-making

It involves creating an environment where diverse perspectives are valued, open dialogue is encouraged, and individuals work together toward common goals

What You Told Us – Collaboration Challenges



Skill 1: Maintain Curiosity and Explore Multiple Perspectives

Mindset



```
graph TD; A[Mindset] --> B[Action]; B --> C[Results];
```

I'm right!

Action

Prove/argue/defend

Results

Misunderstanding
Damaged relationships


```
graph TD; A[Mindset] --> B[Action]; B --> C[Results];
```

Mindset

I might be missing an F

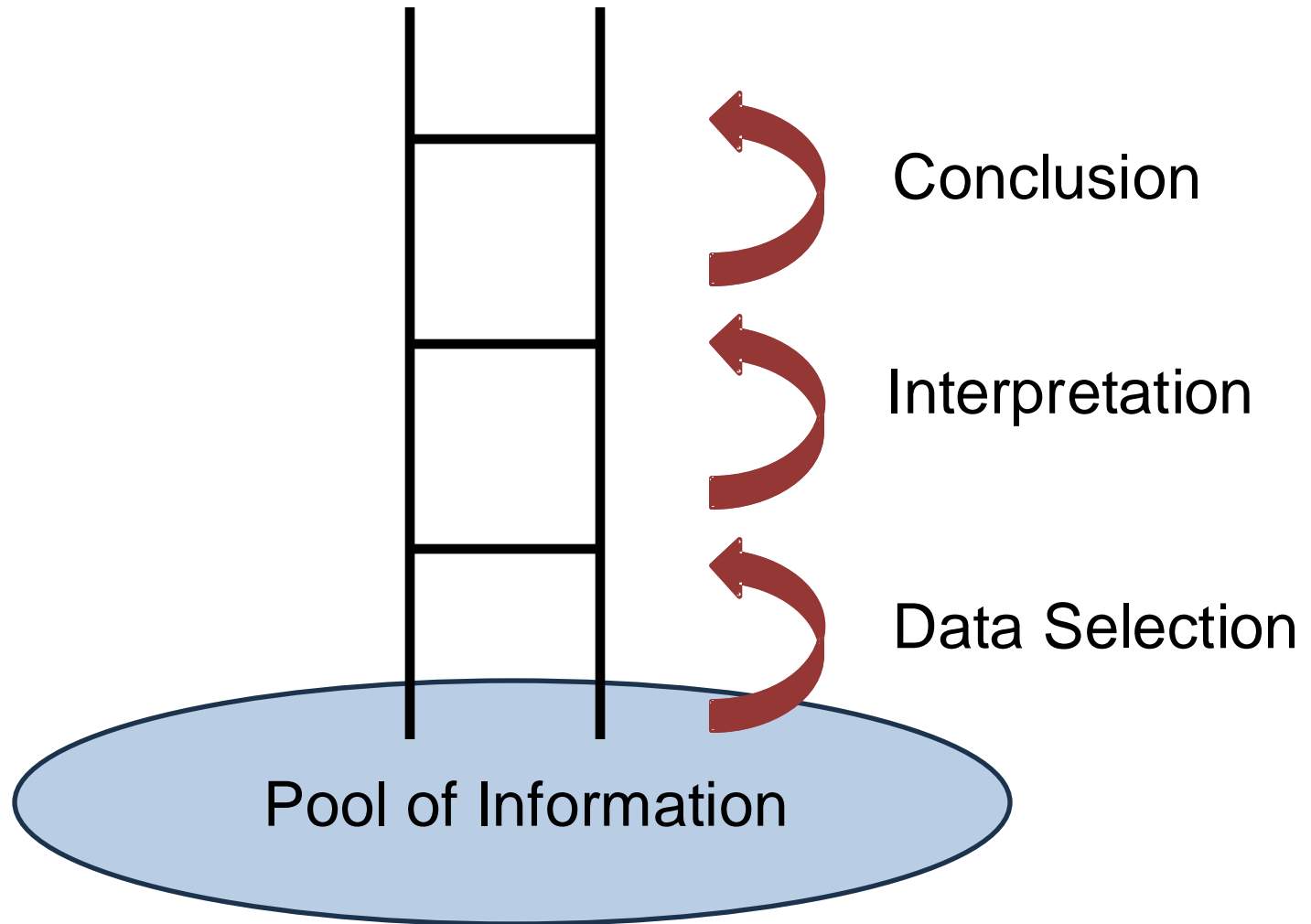
Action

Ask questions
Listen and summarize
Share our perspective as a theory

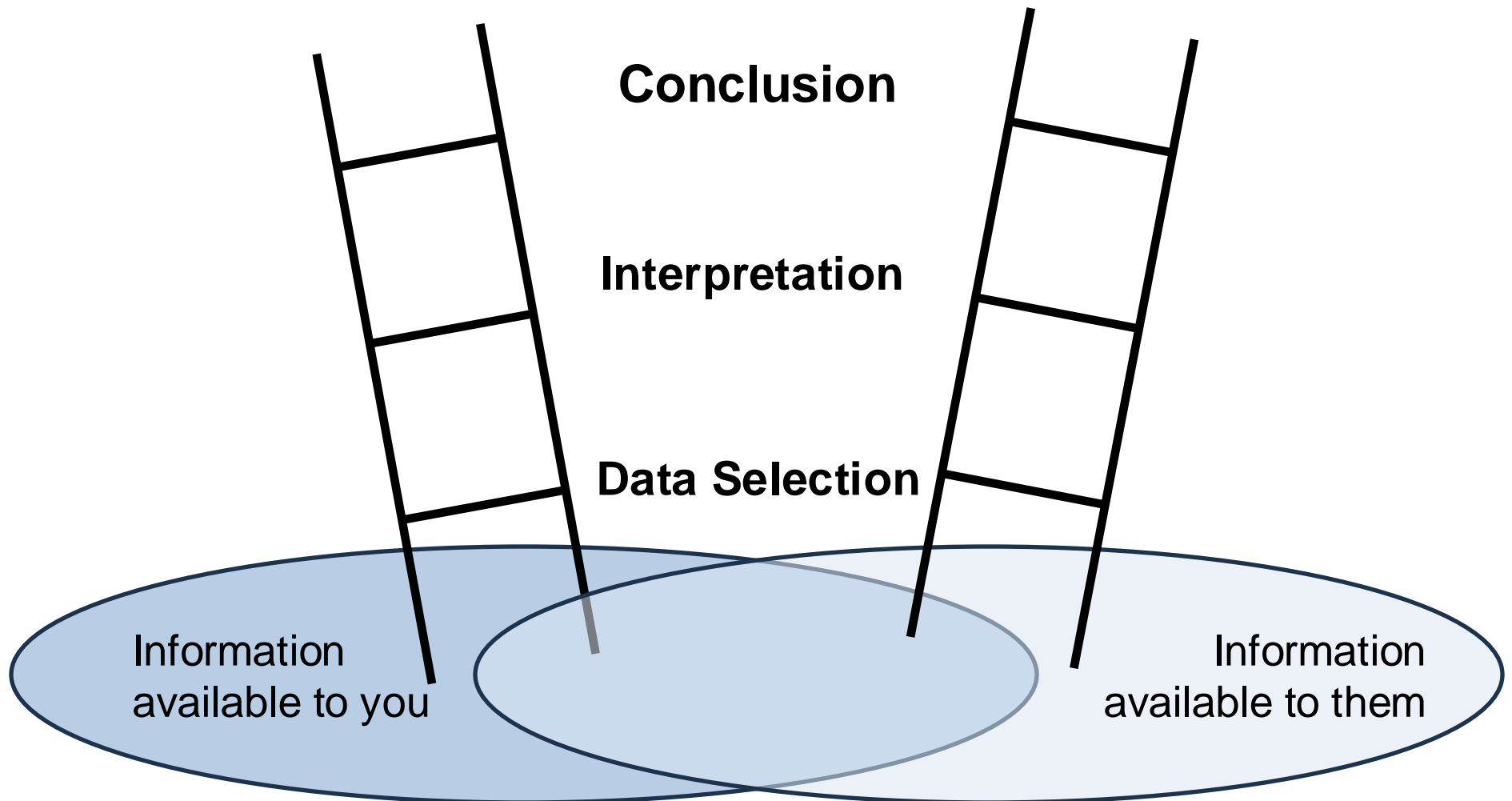
Results

Mutual understanding
Maintained/improved relationship

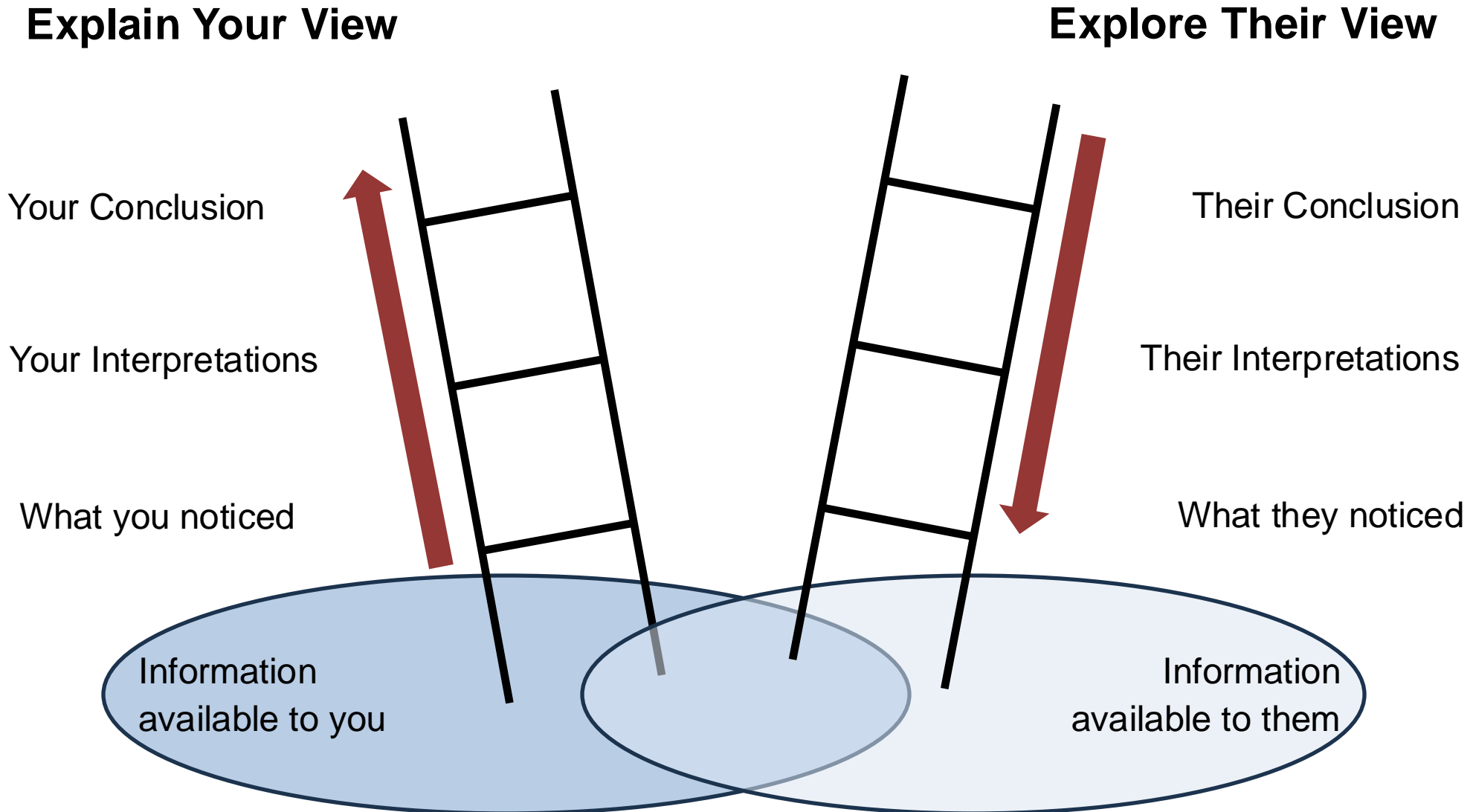
The Ladder of Inference



The Ladder of Inference



The Ladder of Inference



Capstone Quagmire

- Davi and Roy are in their final year of college, working on a year-long research project for their capstone course in environmental studies
- They decided Davi would handle field research and data collection and Roy would analyze the data, draft the report, and create the presentation
- At first things went well, but about 2 months into the project Roy started missing meetings. When he did show up he was distracted and kept promising to catch up. Things aren't getting better.
- Davi is frustrated. She feels like she is carrying all the weight. It might be time to go to the professor and ask for a reassignment.

Capstone Quagmire

Who am I communicating with? _____

What are we discussing? _____

Davi		Roy
I need a new partner assigned to my project!	CONCLUSION	I can finish the project.
	INTERPRETATION	
	DATA	

Capstone Quagmire

Who am I communicating with? _____

What are we discussing? _____

Davi		Roy
I need a new partner assigned to my project!	CONCLUSION	I can finish the project.
	INTERPRETATION	
<ul style="list-style-type: none">- Roy has missed 3 meetings- He is not paying attention at meetings- Roy assured me things would get better but they haven't- I have finished the analysis and drafted parts of the report	DATA	

Capstone Quagmire

Who am I communicating with? _____

What are we discussing? _____

Davi		Roy
I need a new partner assigned to my project!	CONCLUSION	I can finish the project.
<ul style="list-style-type: none">- Roy is not invested in the project- I'm carrying all the weight	INTERPRETATION	
<ul style="list-style-type: none">- Roy has missed 3 meetings- He is not paying attention at meetings- Roy assured me things would get better but they haven't- I have finished the analysis and drafted parts of the report	DATA	

Capstone Quagmire

Who am I communicating with? _____

What are we discussing? _____

Davi		Roy
I need a new partner assigned to my project!	CONCLUSION	I can finish the project.
<ul style="list-style-type: none">- Roy is not invested in the project- I'm carrying all the weight	INTERPRETATION	
<ul style="list-style-type: none">- Roy has missed 3 meetings- He is not paying attention at meetings- Roy assured me things would get better but they haven't- I have finished the analysis and drafted parts of the report	DATA	?

Ladder of Inference: Personal Case

Who am I communicating with? _____

What are we discussing? _____

My Perspective		Their Perspective
	CONCLUSION	
	INTERPRETATION	
	DATA	

Capstone Quagmire

Who am I communicating with? _____

What are we discussing? _____

Davi		Roy
I need a new partner assigned to my project!	CONCLUSION	I can still be your project partner.
<ul style="list-style-type: none">- Ava is not invested in the project- I'm carrying all the weight	INTERPRETATION	<ul style="list-style-type: none">- My family is my first priority- I don't want to let Davi down- I'm feeling overwhelmed but don't want to sound like I'm making excuses
<ul style="list-style-type: none">- Roy has missed 3 meetings- He is not paying attention at meetings- Roy assured me things would get better but they haven't- I have finished the analysis and drafted parts of the report	DATA	<ul style="list-style-type: none">- My mother was just diagnosed with a serious illness- I am taking on daily caregiving responsibilities, so I only have a few hours a week to focus on the project- My mind is focused on my family's needs- I pulled through last year when she was sick

Skill 2: Focus on Interests

Skill 2: Focus on Interests

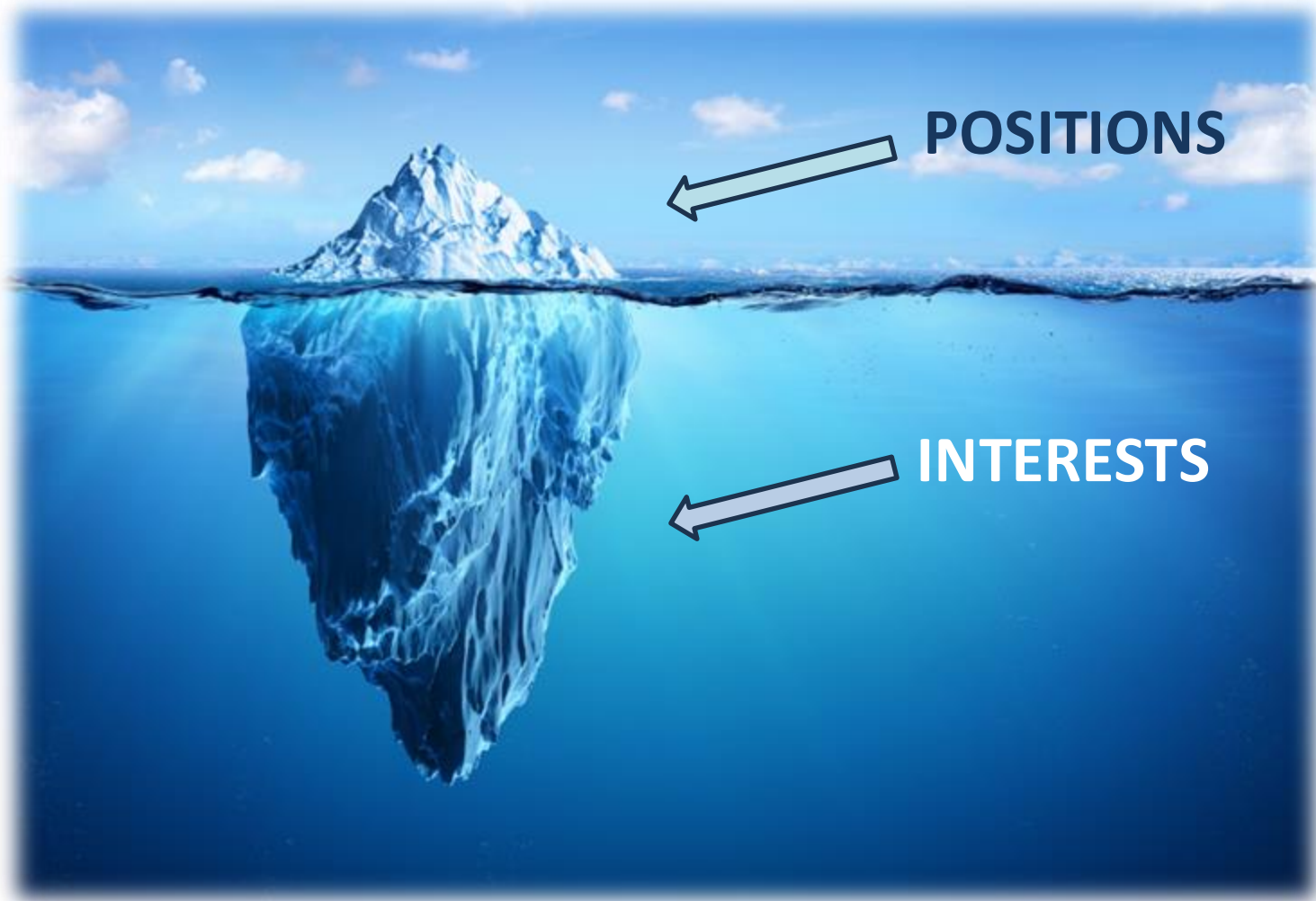


Skill 2: Focus on Interests

FOCUS ON INTERESTS, NOT POSITIONS

- Interests: the needs/concerns/goals that drive people's actions and positions
- Positions: the demand a person is making in order to satisfy their interests

Skill 2: Focus on Interests



Skill 2: Focus on Interests

DEFINE YOUR SHARED GOAL

- What's the problem you need to attack?
- What do you both need to figure out in order to meet your interests?

Capstone Quagmire

What are Davi's interests?	What are Roy's interests?
<ul style="list-style-type: none">• Graduate on time• Successfully complete the project• Positive reputation at school/with professor• Work-life balance• Be a team player• Secure a job• Create positive social and environmental change	<ul style="list-style-type: none">• Graduate on time• Successfully complete the project• Support and care for my mother• Be a team player• Secure a job• Create positive environmental change• Positive reputation at school/with professor• Be respected by Davi• Avoid physical and emotional isolation
What is our shared goal/problem to solve?	
<p>How can we work together to successfully complete the project, create positive environmental change, take care of responsibilities in our personal lives and put ourselves in good positions for getting hired upon graduation?</p>	

Focus on Interests: Personal Case

What are my interests?

What are their interests?

What is our shared goal/problem to solve?

Skill 3: Use the Power of Fairness

Skill 3: Use the Power of Fairness

- Use Objective Standards
 - Facts, benchmarks, past precedent, laws, mission statement, etc
- Use the Test of Reciprocity
- Be sure you are open to persuasion

Capstone Quagmire

What standards might Davi/Roy want to gather/share?	What standards might Davi/Roy want to ask about?
<ul style="list-style-type: none">- Care needs for Roy's mother (e.g. hours and attention)- Past projects where students have worked with interns or external collaborators (eg NGOs, advocacy groups) to assist with research, data collection or consultation- Grants for project assistance ie grants that provide resources for student research	<ul style="list-style-type: none">- What standards does the University have for project extensions due to personal circumstances?- What, if any, precedent is there for graduate assistants or other students working with project teams on capstone projects?- Ask the professor and academic advisor about what type of assistance has been provided to help students navigate challenges in the past

Use the Power of Fairness: Personal Case

**What standards do I
want to gather/share?**

**What standards do I
want to ask about?**

Capstone Quagmire: Options

- Roy reaches out to environmental org he has relationship with for data that could supplement their research
- Break the project down into smaller, more manageable tasks
 - Davi handles more data-heavy tasks
 - Roy focuses on organizing and interpreting the data
- Weekly check-ins with professor and mentor from environmental org
- Leverage use of an intern from the environmental organization
- Meet with the professor for guidance on how to adjust the approach:
 - Extension on certain milestones
 - Support from other students who might assist in gathering secondary data

Preparing for Coaching Sessions

Coaching Sessions

- Review and reflect on progress
- Learn Skill 4: Facilitate Effective Communication
- Role play and receive feedback

GROW Worksheet for Self-Coaching

Goal

*What do I want to achieve?
What will success look like?*

Reality

What is happening right now?

Options

What could I try?

Way Forward

*What will I do next?
How will I keep track of my progress?*

Sample GROW Worksheet

Goal

I want to improve my collaborative communication by using open-ended, thoughtful questions to explore their Ladder.

Reality

I am impatient and race to conclusions. I assume what others think based on limited information.

Options

- Notice when I am staying at the top of our Ladders*
- Ask genuine, open-ended questions to understand their perspective*
- Seek feedback from colleagues on how well I'm engaging in conversations and if I'm asking questions that open up the dialogue.*

Way Forward

- In my next 2 meetings and my next 2 emails I will notice when I am staying at the top of our Ladders and I will ask at least 2 open-ended questions to try to better understand their perspective*
- On Friday of each week I will set aside 15 minutes to reflect on my progress*

SNHU Ombuds Team



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