

Table 6. Key to behavior labels used in charts

Chart Behavior Label	Behavior Description in Behavior Inventory
Ask for reflection	Ask someone to repeat what they heard you say if you're uncertain that they understood you.
Recognition for all	Create opportunities for everyone on the team to receive recognition and appreciation.
Mutual support	Seek strategies for everyone to get the help and support they need, including yourself.
Express dissenting opinion	Express dissenting opinions when it might benefit the project.
Ask to clarify confusion	Ask clarifying questions if someone makes a statement that seems confusing or off-point.
Appreciation of behavior	Offer appreciation that focuses on behavior you want to continue.
Address differences of opinion	Address differences of opinion and move a project forward in a way that's mutually satisfying for everyone.
Share bad news with grace	Shares unpleasant news in a way that makes it easy for others to receive it.
Restate ignored ideas	Restate or reframe suggestions or ideas when they don't seem to be taken into account.
Mutual solutions	Search for solutions that are satisfying for everyone involved.
Foster buy-in & accountability	Initiate and support steps that foster buy-in and accountability from team members.
Address tension	Address tension when relationships are strained.
Address unkept agreements	Address unkept agreements.
Ask for observations	Ask for observable facts when you hear someone generalize or state a judgment.
Interrupt when helpful	Interrupt others to support clarity and efficiency.
Give clean feedback	Give feedback that is free of criticism, judgment or blame.
Set objectives	Set objectives with time lines to support improved performance.
Understand reasons for upset	Find out what matters to someone who is upset before responding or advising.

Behavior Inventory

The frequency with which participants reported observing the 18 target behaviors in themselves or in other members of their team is shown in Figure 2 for the three time periods, *pre-test*, *mid-test* and *post-test*. The order in which the behaviors are listed from left to right along the horizontal axis is from the behavior which showed the greatest change from *pre-test* to *post-test* to the behavior which showed the least change. The changes from *pre-test* to *mid-test* and from *pre-test* to *post-test* were significant for all the behaviors with the exception of “*set objectives*” and “*understand reasons for upset*” where no difference in the average response was found between the different times the test was administered. The change from *mid-test* to *post-test* was significant only for the behaviors “*mutual support*”, “*express dissenting opinion*”, “*ask to clarify confusion*”, and “*address differences of opinion*.”

Table 6 shows how the behavior labels used in in Figure 2 relate to the detailed behaviors as described in the Behavior Inventory.

Vignette Inventory

Two independent raters read each of the responses of the participants to the vignettes and rated them on three scales.

1. **Clarity** - How likely are the informational content and the perceived intention behind the response to create a sense that the hearer understands the listener?
2. **Constructiveness** - How likely is the perceived intention and wording to contribute to a constructive dialogue?
3. **Caring** - How well does the message convey a sense that the stimulus person is important, valued, or cared about?

Each of these scales ranged from -3 ("very negative impact") to 3 ("very positive impact")

There was a satisfactory level of agreement between the raters as to what constituted high, medium and low values on the three scales (correlations of .75 or higher for each scale) and the ratings of the two raters were averaged.

The mean ratings received by the participants on the three dimensions are shown in Figure 3.

The changes from *pre-test* to *mid-test* and from *pre-test* to *post-test* were significant for all three measures, *Clarity*, *Constructiveness* and *Caring*. The change from *mid-test* to *post-test* was only reliable for the *Clarity* measure.

Discussion

Summary of Impact

A summary of the findings of this research, the results of the Semi-Quantitative data, the Quantitative data, and the Qualitative data, respectively, is shown in Tables 7, 8 and 9.

The Semi-Quantitative data (Table 7) show estimates of major reductions in cost, defects, and the time and number of people needed to resolve issues. There also were estimates of notable increases in efficiency; these estimates led to computations which show the investment in training as apparently extremely cost effective—a payback period for the investment of well under a year.

Table 7. Summary of Semi-Quantitative Findings

Area	Benefits
Off-shore software development	Costs reduced by factor of 4. Development cycle at least 50% shorter. Software defects reduced by over 90%. Conversations enabled for large strategic impact.
Resolving issues	Resolution time reduced 50-75%. Previously unresolvable issues now resolved. Fewer people needed to resolve an issue. Fewer meetings, less email.
Overall efficiency	Substantial boosts to overall efficiency for executives who spend substantial time communicating and resolving issues.
Investment payback	Based on efficiency boosts alone, investment in training probably paid for itself in well under a year.

The quantitative data (Table 8) show significant increases on almost all variables (31 out of 33). The variables themselves comprised three different types of measures.

The NEEDS MET data assess the extent to which the participants experienced 12 important universal needs as being met in the work as team members. Descriptively, these data are most closely related to a measure of well-being or satisfaction at work, an assessment of work climate. To the extent that one evaluates a broad range of needs as being met in one's team experience, one probably has a substantial satisfaction with the work experience. The results showed that significant increases were reported from pre-test to mid-test on *all* the needs

variables, and satisfaction continued to grow from mid-test to post-test on 8 of the 12 needs, while being maintained on the remaining 4 needs.

The above results suggest that long-term climate change occurred; the intervention was not just a “three-month wonder” whose impact vanished after the novelty wore off. It is known that when a major change in the work environment is implemented there may be an initial positive response just to the change in the environment (Westinghouse effect³⁸), in part due to the attention that is being paid to the people affected by the change. But the positive impact may dissipate as novelty fades. When the positive impact persists, this indicates a genuine value to the changes that have been implemented.

Table 8. Summary of Quantitative Findings

Area	Benefits
Needs met/values honored	Statistically significant improvement in reports of each of 12 needs being met (values being honored) in the workplace: <i>courage, clarity, openness, appreciation, support, vision, accountability, meaning, choice, learning, collaboration, inclusion.</i>
Desirable behaviors	Statistically significant increases in reported frequency of 16 of 18 desirable workplace behaviors. <ol style="list-style-type: none"> 1. Ask someone to repeat what they heard you say if you're uncertain that they understood you. 2. Create opportunities for everyone on the team to receive recognition and appreciation. 3. Seek strategies for everyone to get the help and support they need, including yourself. 4. Express dissenting opinions when it might benefit the project. 5. Ask clarifying questions if someone makes a statement that seems confusing or off-point. 6. Offer appreciation that focuses on behavior you want to continue. 7. Address differences of opinion and move a project forward in a way that's mutually satisfying for everyone. 8. Shares unpleasant news in a way that makes it easy for others to receive it. 9. Restate or reframe suggestions or ideas when they don't seem to be taken into account. 10. Search for solutions that are satisfying for everyone involved. 11. Initiate and support steps that foster buy-in and accountability from team members. 12. Address tension when relationships are strained. 13. Address unkept agreements. 14. Ask for observable facts when you hear someone generalize or state a judgment. 15. Interrupt others to support clarity and efficiency. 16. Give feedback that is free of criticism, judgment or blame.
Responses to vignettes	In context of 12 vignettes of hypothetical situations, statistically significant increases occurred in independent ratings of the <i>clarity, constructiveness, and caring</i> evident in offered responses to these situations.

³⁸ Mayo, E. (1945). *The social problems of an industrial civilization*. Boston: Graduate School of Business Administration, Harvard University.

It is interesting that the perceived climate, as measured by Needs Met data, continued to grow from mid-test to post-test even though the amount of change observed in positive behaviors from mid-test to post-test was relatively small. It might be inferred that the maintenance and small increase in positive behaviors from mid-test to post-test led to more confidence and trust that the changes in functioning and climate were not just a “flash in the pan.” Participants may have been beginning to really trust the growth they were observing in their colleagues and the improvements in relationships and climate that they were experiencing.

Table 9. Summary of Qualitative Findings

Dimension	Benefit
Task	Decisions stick with less need revisit
	Alignment of activities so synergize and not at cross purposes
	Key information gets surfaced
	Conversations stay on track
	More efficient communication
Relationship	People feel heard
	Tensions get defused, supporting rapid progress
	Confidence and skills to address conflict; tough situations get addressed
	Trust increased
	Support when things get tough; weathering business challenges together
	Support for dealing with diversity and multiple cultures
Personal	Ease in self-expression
	Flexibility increased and greater openness to alternatives
	Safety to take risks
	Motivation and trust as fostered by appreciation
	Improved work-life balance
	Engagement increased
	Enjoyment of work increased

The qualitative and quantitative assessments support a conclusion that Collaborative Communication training was effective in creating new behaviors, and that the changes have had a broad, positive impact. This impact has been reflected in each of the dimensions identified as affecting achievement.

At a bottom-line, *Task* level, there have been marked increases in efficiency. Issues are resolved more quickly, and often fewer people need to be involved. In addition, in the case of off-shore work, there are reports that CC has contributed to decisions that have reduced software defects and contributed to reduced development cycle times and dramatic improvements in cost-effectiveness. Decisions are much more likely to “stick” with decisions being efficiently arrived at, and there being shared reality about the contents of agreements, and buy-in for implementing them. Conversations are efficient and stay on track rather than getting waylaid by confusion and upset.

With regard to *Relationships*, people feel heard, tension gets defused, and people have the confidence and skills to engage in addressing conflict rather than avoiding it. Trust levels are higher. And there is more understanding between those with different cultural backgrounds.

With regard to *Personal* thriving and ability to bring personal resources to bear, people are finding it easier to express what needs to be said, are experiencing more flexibility in looking for solutions, are feeling safe and empowered to take risks, are willing to raise issues earlier, are feeling more engaged and positive about themselves, their work, and their colleagues.

It is estimated that the investment in CC training paid for itself in at most a few months, and is continuing to offer ongoing benefits.

Bringing in Collaborative Communication Training

If additional organizations contemplate bringing in Collaborative Training, it may be useful to keep some potential limitations in mind:

- Simply hearing the ideas is not sufficient—the ideas and practices need to be experienced.
- A lot of practice is needed, until the skills become part of “muscle memory.”
- Ongoing support for using and integrating the skills is needed.
- CC may be easier to use with others who have gone through the same training.
- Commitment and participation from higher-ups makes a difference.
- Skillful training and coaching can reduce the likelihood of attempts to use CC triggering resistance, and increase CC’s practicality and effectiveness.

Some interviewees reported a sense of synergy between CC and other tools that have been brought into their organizations. CC can be viewed as an important complement and support for other innovations; it is not necessary or desirable to think of CC as presenting an “either-or” situation in relation to the adoption of incorporation of other strategies. There are multiple ways to go forward and training in CC can significantly increase the effectiveness of other processes with similar goals.

CC is broadly applicable to a wide variety of contexts: corporate, small business, not-for-profit, governmental, familial, manufacturing, service, artistic, spiritual. Where collaboration is desired between two or more people, CC can make an important difference. Indicators that point to particular value for bringing CC into an organization include:

- Fast pace and a need to address complex issues efficiently and effectively.
- Multiple cultures and diverse staff.
- A desire to increase engagement, morale, or team cohesion.

- Decisions are slow to be reached, frequently need to be revisited, or lack follow-through.
- Limited openness; mistrust; unwillingness to express important things that affect productivity and well-being.
- Some issues are “stuck” or recurring.
- Some people are regarded as “obstacles” to getting things done. Attempts to force people to comply are ineffective or have unwanted side-effects.
- A desire for increased creativity, innovation, and collaboration.

Recommendations

Collaborative Communication training has met its objective at Merck and has demonstrated an ability to deliver a rich, multi-dimensional suite of benefits, with a rapid payback and a high return on investment. Expanded use of CC at Merck is likely to be strategically beneficial.

Training upper level management in CC is especially likely to have a significant payoff because of the ability of top executives to set the tone for the rest of the company, and because of CC’s ability to support efficient and effective decision-making and issue resolution.

Having high level executives participate in the same trainings as lower level executives was also mentioned as particularly helpful by the participants. It conveyed the importance of developing the new skills and understandings to all participants and allowed participants to have *in vivo* experience of open dialogues with upper management about contentious matters. This supported lower level staff people to see the full humanity of distant upper level decision-makers, to not form negative images of them or create unflattering stories about their intentions. Being in the same CC training and learning that the positive needs of upper-level management were the same as their own was important to all participants and a significant benefit of the training.

Other Merck organizations are also likely to benefit from CC training, particularly if the trainings involve members of partner or customer/supplier organizations.

We recommend a continuation and expansion of CC offerings at Merck, with ongoing evaluation to ascertain that resources are being effectively used and accomplishing the intended goals.

Appendices

Appendix A. Overall Efficiency and Investment Payback Calculations

A.1 Formula for Overall Increase in Efficiency

Suppose a business employee spends their days producing value for the company, and that they do this via two types of activities, *affected* activities and *unaffected* activities.

An intervention occurs, which allows the employee to do the affected part of the job C times as fast as before. Suppose that after the intervention, a fraction of the time F is spent doing affected activities, and a fraction of the time $(1 - F)$ is spent doing unaffected activities. Suppose that after the intervention, the employee works for a length of time T_a , spending time $F \times T_a$ doing affected activities and $(1 - F) \times T_a$ doing unaffected activities. Before the intervention, it would have taken an amount of time

$$T_b = F \times T_a \times C + (1 - F) \times T_a$$

to accomplish the same activities. The factor, G , by which the employee's work is sped up overall, after the intervention, is given by

$$G = T_b / T_a = F \times C + (1 - F) = 1 + (C - 1) \times F$$

Rearranging this, one finds

$$(G - 1) = (C - 1) \times F$$

Defining

$$Z = 100 \times (G - 1) = [\text{percent increase in overall efficiency}]$$

$$U = 100 \times (C - 1) = [\text{percent increase in efficiency for affected activities}]$$

the preceding equation relating G to C and F becomes, simply,

$$Z = U \times F$$

Note that C and U can be derived from Q , the percent reduction in time to do an affected activity, as

$$C = 1 / (1 - Q/100)$$

$$U = 100 \times (C - 1) = 100 \times ((1 / (1 - Q/100)) - 1)$$

As an example, suppose, issues are resolved in 67% less time (time after intervention is 0.33 times what it was before). This is three times as fast ($C=3$) or a 200% speedup ($U=200$) in issue resolution. If 40 percent of the time is spent resolving issues ($F=0.4$), the overall increase in efficiency is simply 0.4 times 200% or 80% ($Z = U \times F = 80$). In a typical day, one will be getting 1.8 times as much work done as before ($G = 1.8$).

A.2 Formula for Investment Payback Period

An estimate of the investment payback period, P , might be calculated as follows. The investment payback period in months, P , is

$$P = I/R,$$

where

I = Amount invested per trainee,

R = Monthly additional value produced per trainee after training.

The amount invested per trainee, I , is a sum of direct cost and cost of staff time,

$$I = B/N + S \times T,$$

where

B = [total invoiced amount for training and coaching],

N = [total number of staff trained],

S = [loaded cost of hour of staff time],

T = [hours each trainee spent on training-related activities].

The value, V , delivered to the business by each trainee in a month prior to training can be expressed as:

$$V_{\text{before}} = S' \times H.$$

where

S' = [hourly rate of value production prior to training],

H = [hours worked each month].

After the training, the monthly additional value produced per trainee, R , is

$$R = (G - 1) \times V_{\text{before}} = (G - 1) \times S' \times H = (Z/100) \times S' \times H$$

where

$G = V_{\text{after}} / V_{\text{before}} =$ [overall efficiency improvement factor]

$Z = 100 \times (G - 1) =$ [percent increase in overall efficiency].

Combining the above equation for R with the earlier equation for P , $P = I/R$, one finds:

$$P = (I / (S' \times H)) / (Z/100)$$

A.3 Investment Payback Period Formula Given Specifics of This Training

In this study, the investment, I , per trainee amounted to about \$8000 in direct costs for training and coaching and \$6100 in cost of staff time. The later assumes a loaded staff hourly rate, $S = \$95/\text{hour}$, and 64 hours spent on training-related activities.

The estimated time spent reflects a reality that not all staff participated in all the offered training, coaching, and buddy calls. The net result is an estimated investment, $I = \$14,100$.

The hours per month is taken to be $H = 147$ hours, assuming 8 hour days and 220 working days per year.

In a profitable company, we would expect the rate of value production, S' , to exceed the hourly cost, S . However, to be conservative, we will assume $S' = S = \$95/\text{hour}$.

Using these numbers, the formula for the investment payback period in months becomes

$$P = (14100/(95 \times 147))/(Z/100) = 101/Z$$

Appendix B. Analysis of Quantitative Results

A multivariate analysis of variance (MANOVA) was performed on the responses to the NEEDS MET Inventory with 36 variables (3 Training Time Periods x 12 Needs). The Wilk's Lambda was significant, $\lambda = 0.09$, $F(2, 36) = 4.76$, $p < .001$. This was followed by univariate analyses of variance (ANOVAs) for each of the 12 Needs. The results of these analyses are shown in Table 10. A significant effect of the Training Period was found for all 12 analyses.

A MANOVA was performed on the responses to the BEHAVIOR INVENTORY with 108 variables (3 Training Time Periods x 18 Behaviors x 2 References). The Reference dimension reflected whether the participants were rating their own behavior (Self) or the behavior of their team-mates (Team). Variability associated with the Training Time dimension, the Behavior dimension and the interaction between these two dimensions was examined. The Wilk's Lambda was significant for the Training Time dimension, $\lambda = 0.21$, $F(2, 72) = 3.54$, $p < .001$. This statistic was not significant for either the Reference dimension, $\lambda = 0.66$, $F(2, 72) = 1.56$, $p > .10$ or the interaction of Training Time Period with Reference, $\lambda = 0.54$, $F(2, 72) = 1.09$, $p > .10$. Apparently the participants' ratings did not differ systematically as a function of the subject of their rating (self or team) or the interaction between these two dimensions.

Univariate ANOVAs of the Behavior data were then performed and the results are shown in Table 11. Training had a significant impact of the ratings of all behaviors except for *Set Objectives* and *Understand Reasons for Upset*.

A MANOVA was performed on the ratings of participants' written responses to the Vignettes on the variables of *Clarity*, *Constructiveness* and *Caring* of response and the three time periods. A significant Wilk's Lambda was obtained, $\lambda = 0.34$, $F(2, 24) = 5.32$, $p < .001$. Univariate ANOVAs showed significant effects for *Clarity*, *Constructiveness* and *Caring*, as shown in Table 12.

Table 10. Analyses of Variance: NEEDS INVENTORY

	Df	Sum Sq	Mean Sq	F value	Pr(>F)
Openness:					
Training	2	14.513	7.2564	13.163	5.122e-05 ***
Residuals	36	19.846	0.5513		
Courage:					
Training	2	17.590	8.7949 1	9.415	1.906e-06 ***
Residuals	36	16.308	0.4530		
Accountability:					
Training	2	8.7692	4.3846	8.208	0.001156 **
Residuals	36	19.2308	0.5342		
Clarity:					
Training	2	16.205	8.1026	20.609	1.083e-06 ***
Residuals	36	14.154	0.3932		
Appreciation:					
Training	2	10.821	5.4103	5.9159	0.006005 **
Residuals	36	32.923	0.9145		
Inclusion:					
Training	2	7.3846	3.6923	6.4478	0.004042 **
Residuals	36	20.6154	0.5726		
Learning:					
Training	2	6.6154	3.3077	4.5	0.01801 *
Residuals	36	26.4615	0.7350		
Meaning:					
Training	2	10.051	5.0256	8.6471	0.0008575 ***
Residuals	36	20.923	0.5812		
Choice:					
Training	2	9.385	4.6923	4.7124	0.01521 *
Residuals	36	35.846	0.9957		
Collaboration:					
Training	2	5.7436	2.87179	4.2803	0.0215 *
Residuals	36	24.1538	0.67094		
Support:					
Training	2	8.7692	4.3846	7.4348	0.001982 **
Residuals	36	21.2308	0.5897		
Vision:					
Training	2	8.769	4.3846	3.5749	0.03836 *
Residuals	36	44.154	1.2265		

* $p < .05$ ** $p < .01$

*** $p < .001$ **Table 11. Analyses of Variance: BEHAVIOR INVENTORY**

	Df	Sum Sq	Mean Sq	F value	Pr(>F)
Ask for reflection:					
Training	2	40.026	20.0128	11.0059	6.752e-05 ***
Reference	1	0.051	0.0513	0.0282	0.8671
Training:Reference	2	0.487	0.2436	0.1340	0.8748
Residuals	72	130.923	1.8184		
	Df	Sum Sq	Mean Sq	F value	Pr(>F)
Recognition for all:					
Training	2	33.308	16.6538	20.3499	9.88e-08 ***
Reference	1	3.282	3.2821	4.0104	0.04899 *
Training:Reference	2	0.487	0.2436	0.2977	0.74347
Residuals	72	58.923	0.8184		
	Df	Sum Sq	Mean Sq	F value	Pr(>F)
Mutual support:					
Training	2	28.026	14.0128	16.7296	1.079e-06 ***
Reference	1	1.282	1.2821	1.5306	0.2200
Training:Reference	2	0.179	0.0897	0.1071	0.8985
Residuals	72	60.308	0.8376		
	Df	Sum Sq	Mean Sq	F value	Pr(>F)
Express dissenting opinion:					
Training	2	25.410	12.7051	12.1844	2.769e-05 ***
Reference	1	4.628	4.6282	4.4385	0.03862 *
Training:Reference	2	1.256	0.6282	0.6025	0.55020
Residuals	72	75.077	1.0427		
	Df	Sum Sq	Mean Sq	F value	Pr(>F)
Ask to clarify confusion:					
Training	2	18.487	9.2436	11.8197	3.64e-05 ***
Reference	1	6.205	6.2051	7.9344	0.006255 **
Training:Reference	2	0.333	0.1667	0.2131	0.808571
Residuals	72	56.308	0.7821		
	Df	Sum Sq	Mean Sq	F value	Pr(>F)
Appreciation of behavior:					
Training	2	22.333	11.1667	15.4615	2.591e-06 ***
Reference	1	11.538	11.5385	15.9763	0.0001533***
Training:Reference	2	3.000	1.5000	2.0769	0.1327589
Residuals	72	52.000	0.7222		

	Df	Sum Sq	Mean Sq	F value	Pr(>F)
Address differences of opinion:					
Training	2	14.538	7.2692	14.5385	4.972e-06 ***
Reference	1	2.167	2.1667	4.3333	0.04093 *
Training:Reference	2	2.641	1.3205	2.6410	0.07819 .
Residuals	72	36.000	0.5000		

	Df	Sum Sq	Mean Sq	F value	Pr(>F)
Share bad news with grace:					
Training	2	15.077	7.5385	8.4604	0.000501 ***
Reference	1	1.551	1.5513	1.7410	0.191192
Training:Reference	2	0.103	0.0513	0.0576	0.944114
Residuals	72	64.154	0.8910		

	Df	Sum Sq	Mean Sq	F value	Pr(>F)
Restate ignored ideas:					
Training	2	15.077	7.5385	9.6131	0.0001994***
Reference	1	0.321	0.3205	0.4087	0.5246491
Training:Reference	2	0.103	0.0513	0.0654	0.9367529
Residuals	72	56.462	0.7842		

	Df	Sum Sq	Mean Sq	F value	Pr(>F)
Mutual solutions:					
Training	2	12.333	6.1667	12.2288	2.678e-05 ***
Reference	1	2.885	2.8846	5.7203	0.01938 *
Training:Reference	2	1.462	0.7308	1.4492	0.24153
Residuals	72	36.308	0.5043		

	Df	Sum Sq	Mean Sq	F value	Pr(>F)
Foster buy-in & Accountability					
Training	2	13.154	6.5769	9.3273	0.00025 ***
Reference	1	2.167	2.1667	3.0727	0.08387 .
Training:Reference	2	1.872	0.9359	1.3273	0.27161
Residuals	72	50.769	0.7051		

	Df	Sum Sq	Mean Sq	F value	Pr(>F)
Address tension:					
Training	2	12.718	6.3590	7.4774	0.00112 **
Reference	1	2.885	2.8846	3.3920	0.06963 .
Training:Reference	2	2.154	1.0769	1.2663	0.28807
Residuals	72	61.231	0.8504		

	Df	Sum Sq	Mean Sq	F value	Pr(>F)	
Address unkept agreements						
Training	2	12.487	6.2436	5.7520	0.004814 **	
Reference	1	0.628	0.6282	0.5787	0.449291	
Training:Reference	2	1.103	0.5513	0.5079	0.603913	
Residuals	72	78.154	1.0855			
	Df	Sum Sq	Mean Sq	F value	Pr(>F)	
Ask for observations:						
Training	2	8.026	4.0128	3.4522	0.03701 *	
Reference	1	4.154	4.1538	3.5735	0.06273 .	
Training:Reference	2	1.923	0.9615	0.8272	0.44138	
Residuals	72	83.692	1.1624			
	Df	Sum Sq	Mean Sq	F value	Pr(>F)	
Interrupt when helpful:						
Training	2	11.615	5.8077	6.7444	0.002066 **	
Reference	1	0.051	0.0513	0.0596	0.807897	
Training:Reference	2	0.487	0.2436	0.2829	0.754445	
Residuals	72	62.000	0.8611			
	Df	Sum Sq	Mean Sq	F value	Pr(>F)	G
Give clean feedback:						
Training	2	12.538	6.2692	10.3675	0.0001105***	
Reference	1	0.821	0.8205	1.3569	0.2479221	
Training:Reference	2	0.949	0.4744	0.7845	0.4602306	
Residuals	72	43.538	0.6047			
	Df	Sum Sq	Mean Sq	F value	Pr(>F)	
Set objectives_:						
Training	2	3.308	1.65385	1.1266	0.3298	
Reference	1	1.551	1.55128	1.0568	0.3074	
Training:Reference	2	1.564	0.78205	0.5328	0.5893	
Residuals	72	105.692	1.46795			
	Df	Sum Sq	Mean Sq	F value	Pr(>F)	
Understand reasons for upset:						
Training	2	2.487	1.2436	1.4961	0.230872	
Reference	1	8.013	8.0128	9.6401	0.002722 **	
Training:Reference	2	1.872	0.9359	1.1260	0.329983	
Residuals	72	59.846	0.8312			

* $p < .05$ ** $p < .01$

*** $p < .001$

Table 12. Analyses of Variance: VIGNETTE INVENTORY

	Df	Sum Sq	Mean Sq	F value	Pr(>F)
Clarity:					
Training	2	3.6704	1.83521	4.825	0.01733 *
Residuals	24	9.1286	0.38036		
:					
	Df	Sum Sq	Mean Sq	F value	Pr(>F)
Constructiveness:					
Training	2	4.4521	2.22603	9.3827	0.0009759***
Residuals	24	5.6939	0.23725		
Response 3 :					
	Df	Sum Sq	Mean Sq	F value	Pr(>F)
Caring					
Training	2	4.6234	2.31168	13.059	0.0001454***
Residuals	24	4.2484	0.17702		

* $p < .05$

** $p < .01$

*** $p < .001$

Appendix C. Interview Structure

Drawing upon the methodologies of Appreciative Inquiry and Solution-Focused Brief Therapy, we developed the following structure for the interview, which served as a general guide for our questions. The intention was to identify aspects of the training that made a positive difference at work, to clarify aspects that should be developed further or built upon.

DISCOVER PEAK EXPERIENCES

1. OPENING A STORY

- When was a time that you felt excited about your use of CC—that it was working for you? How did you know it was working?
OR
- Describe a time when you experienced a great impact of using CC in your interaction with others. What happened that you felt great about?

2. EXPLORATION OF THE NATURE OF THE IMPACT

- When you've drawn upon CC in your interactions what do you value in how people respond?
- What changes in people's reactions do you appreciate when you use CC?

3. DEEPENING THE STORY

- What exactly did you do that made things better - that contributed to the result that you wanted?
- What did you notice about the response of others to what happened? What did they do or say?

4. WHY DID THIS MATTER?

- What do you take from this experience that you value, that can make a difference in your organization?
- What does this tell you about what you or others can create that is important to you?
- What have you learned from this that you can apply in other situations?

5. WHAT MADE THIS POSSIBLE?

- How did you manage to do this?
- What was going on for you that enabled you to make this choice?
- What circumstances or conditions made these “exceptional moments” possible?

6. WHAT IS NECESSARY TO CONTINUE OR EXPAND THIS?

- Based upon what you have seen, done and accomplished, what do you think could be a next step that would move you towards your goals for your team?
- What might others need to do similarly?

7. IN WHAT WAYS ARE THESE ACCOMPLISHMENTS ACKNOWLEDGED OR CELEBRATED?

- What compliment might you give yourself or others for what has been accomplished? How would you like to celebrate what you and the team have accomplished?
- How might you like to celebrate or acknowledge what you (or the team) have accomplished?

8. WHAT MESSAGE TO OTHER EXECUTIVES DO YOU HAVE ABOUT THIS EXPERIENCE WITH CC?

- What would you like others to know about your accomplishments that would support them in doing things that they think are important?
- Whom do you think could benefit from knowing more about what you accomplished? How might that help them?

9. INVITING AN ADDITIONAL STORY.

- Time permitting, additional stories were solicited and another round of similar questions followed.

We also asked about:

TRAINING ELEMENTS

- When you think of the different elements of the CC training program (e.g. workshops with activities and exercises, role plays, *in vivo* coaching of actual conflicts within the group of attendees (“real play”), the individual coaching by phone, the empathy buddy relationship) what sticks in your mind as being especially helpful? What was important about that?
- What element of the training had the most influence on you?

QUANTIFYING GAINS

- When you think about the impact that CC has had on your team or work environment, how would you describe it? As a percentage, how would you describe the change in efficiency or effectiveness?

Appendix D. Survey Vignettes

<p>VIGNETTE INVENTORY</p> <p>The 12 items below describe something that a person in your work setting could say to you. Read each item and write what you would say in response. Write what comes naturally to you and is something you really might say. If you would say nothing in response just type “no response.”</p> <p>We suggest that you take no more that 15-20 minutes to complete the 12 items.</p>
<p>1. Your manager says: “I know you want me to attend that meeting today but I am on a deadline.”</p> <p>What would you say?</p>
<p>2. You just finished reading a report by a direct report on the status of your project; the changes you asked for were not implemented. This is the second time this has happened. Your direct report says “So what did you think of my report?”</p> <p>What would you say?</p>
<p>3. A month ago all team members agreed to a plan with specific roles for each person. The project is supposed to be completed by tomorrow and your co-worker did not follow through on the assigned tasks they agreed to complete. When asked about it your co-worker says: “I didn’t think we had actually made a commitment to the project. I thought it was still under discussion.</p> <p>What would you say?</p>
<p>4. Your client says: “I think you understand the priorities. But the deliverables aren’t even close to what we asked for. I wish you had just told me, ‘I don’t understand.’ “</p> <p>What would you say?</p>
<p>5. Your direct report says: “He’s the driver of this project. He’s got to get his priorities straight.”</p> <p>What would you say?</p>
<p>6. Your client says: “Is this really a priority? Can’t it wait?”</p> <p>What would you say?</p>
<p>7. Your manager says: “We just spent 60 minutes on this and the only thing that’s come out of this meeting is that we need another meeting.”</p> <p>What would you say?</p>
<p>8. Your co-worker recently submitted a report to senior management about the work your group did on a project. As a result of the report, management increased the budget for the project by 25%. You now have an opportunity to express your appreciation to your co-worker.</p> <p>What would you say?</p>
<p>9. Over lunch your co-worker tells you: “There are some serious problems with the project that are not being talked about.” Later that day at a meeting your co-worker says: “The project’s on track.”</p> <p>What would you say?</p>
<p>10. A director tells you that a client is responsible for overseeing and supporting a certain task that you need done. You go to the client and they tell you: “That’s not part of my job.”</p> <p>What would you say?</p>
<p>11. Three days before the rollout of a project a direct report says: “There are several specifications that haven’t been met.” Making these changes will delay delivering the project by a month.</p> <p>What would you say?</p>
<p>12. Your manager says of an employee at your company: “They hit the budget targets but they’re making short-sighted decisions.”</p> <p>What would you say?</p>

Appendix E. Practical Intentions and Behaviors

Collaborative Communication (CC) training encourages a variety of specific behaviors related to underlying Practical Intentions, and these behaviors were evident in what was shared in the interviews.

As discussed in the main body of the report, the practice of CC can be understood as being organized around these Practical Intentions:

- **Create clarity**
- **Prioritize connection**
- **Focus on needs**
- **Value mutuality**
- **Be self-aware and empowered**

CC is an integrated system that encourages understandings and specific behaviors that align with these Practical Intentions.

In what follows, some of the behaviors that emerged as significant in the interviews are noted. These are broadly organized by the major Practical Intention involved. However, it is to be understood that often a specific behavior relates to more than one Practical Intention.

Practical Intention: Create Clarity

Behavior: Identify objective observations

- “I heard [a trainer] use it all the time. I said to him, ‘If you were a video camera, and you were capturing happy, what does that look like?’ And it slowed him down. The reflection and the video camera. That thing has served me extremely well!”
- “People want to talk about what they think, some value judgment on what happened. ‘Well, this other person wanted to do....’ ‘Well, you don’t know that, do you? What did you see? What did you hear?’ And then also, which he could answer is, ‘What do you remember feeling?’ So really to bring it back to an objective view. So I took that as a personal success that we were able to connect and get information from that person’s point of view in a way that he wasn’t threatened by it, and he could provide very accurate information.”

Behavior: Offer and request reflections

- “I mean, who doesn’t want to hear someone playing back to them in some efficient way that they’re being heard? ‘This is what you’re telling me; this is what I need to do.’ Or you know, ‘What’s driving that?’ ...The downside is..

there are cases where I don't use it because of the overwhelming sense of whatever, and usually things don't work very well until I come back to it."

- "We were having a lot of conflict with one of our clients. They were coming in and telling us how they wanted things designed, and our user experience data was saying that that's not what the actual people wanted... and this guy's going on and on about how it should be built...just by using reflection, the energy came down in the room. There was a good conversation, and the problem was resolved...when we got back in the car, he (Todd) went, 'Wow! That stuff really works!' I immediately noticed that Todd and Warren and the rest of the team started using reflection."
- "And reflection, it's really become an innate part of what people do as far as clarity, making sure they understand what needs to be done, the expected time frames that it needs to be done... And I think that's the big difference is feeling comfortable to pause, to interject and say, 'I don't necessarily agree with it because maybe I don't understand it. Help me understand what's happening.' ... makes it more productive. I find that we're having more connection. People are having respect for other people's opinions, and it's okay to express your opinion and feel comfortable along the way."
- "Going off a wrong path would be so expensive for a project of this nature. We just cannot afford to make those mistakes. ... When we ask those questions, when we reflect upon what's being spoken, we can sense a vibe which says that everybody feels that they've been heard, and it leads to the solutions faster. This is one thing that has worked for me time and again."
- "A reasonable request would be—so in the work setting, is 'Would you be willing to sum that up?' Here's one that usually comes up a lot. You have a conversation, right? And there's a lot of good points, and you might say, 'Hey, would you be willing to summarize that in an email?' ...sometimes what I do is say, 'Hey, would you be willing to look over an email about our discussion and just let me know if I got it right?' And it's that technique that creates the efficiency of not going back over that again and again and again."

Behavior: Seek clarity before acting

- "Effective communication, from my perspective.... You've got to be efficient. You've got to be able to say what you want to say. The other person has to understand exactly what you were trying to transmit. And then you can move forward with a win-win."
- "With my team, I specifically told them that we will first let the platform team tell us everything that they have observed, and we listen to them, understand it... unpackage – let them download whatever they felt. So we started off that discussion. We went through every single issue that they had. And when there was an observation, we would not pass to the next point until we heard

an emphatic yes. We would clarify and ask, 'Is this what you meant by saying that?' ... One thing that I have found really useful is the ability to reflect on what a person is saying. We don't let that pass through without making sure that when we reflect upon a topic, if we do not hear back, 'Yes, that's exactly what I mean,' we do not go to the next step."

- "In the past, what would happen is, people would just listen to what the client was saying, write down what needed to get done, go do it, and then come back weeks, days later and say, 'Is this what you meant?' What 's happening now is we are sitting down with the clients trying to build a relationship where it's not just taking an order and delivering it, but it's actually being more of a partner in terms of solving the problem. We've used reflection, playing back what the client has told us, and then constantly beating them for clarity, and being able to take all of their information in one sitting, versus multiple meetings for clarifications and observations and follow-up. We are able to do that much more efficiently and effectively, in one sitting with the client just by playing back what we heard and asking for clarification. ... it's definitely a time saver."

Behavior: Make clear, positive, do-able requests

- "She's very good at listening, and then she's very good at asking those doable requests to get very quickly at what she needs. Very good. It's like [verbal gesture], yay! ...It's efficient, you're productive, and you're working in the right direction as opposed to [pause] wondering... So it's more precise."
- "You tend to get so many emails, and sometimes.. so many people are copied, ... you don't know whether you should respond to the email...when I send an email nowadays, I make it a point to write clearly what I'm expecting from the other person or other people....now, whenever someone sends an email (who) was in the Collaborative Communication, you can see that in the email itself. And I think we had like couple of classes about emails...at least a few hours we spend on that, and I think that was very, very productive for everyone, all of us."
- "I've been a coach for a really long time, so, I would say, when it comes to the requests, yes. I would say that one of things that really stuck with me was that whole concept of the reasonable request... even when you're angry, you can... if you can just take a step back and then formulate things into a reasonable request, you can sort of get back on track. So I would say out of all of those things that I would take with me, it would be that one. The concept of, in any situation, if you need it... is conjuring up a reasonable request. And sometimes that alone helps you to, get into that negotiation cycle."

Practical Intention: Prioritize Connection

Behavior: Notice when connection isn't present and act to address that

- “I think in a couple of circumstances, we’ve stopped the email discussions because they’re not getting anywhere. They’re not addressing what people’s true needs are, so I think that’s been effective to say, ‘Okay, let’s get together and talk about this.’ I mean, literally, [in the] last couple of months... we’ve resolved things within 30 minutes, 45 minutes – getting the right players at the table, understanding what are the needs of the varying groups, and addressing them pretty quickly.”

Behavior: Be willing to slow down to create connection

- “I think slowing down brings respect to the conversations... The faster the conversation, the lower the respect between the two. And if you do slow down, it’s amazing how you have now a chance to get in touch with your feelings. You get in touch with your experiences. You maybe try not to judge the other person.”
- “By the right choice of words, you can slow down a conversation. You can change the pace and the cadence with which it’s happening.”
- “Tony had a solution that was actually going to meet the needs. But because it wasn’t presented exactly the way that the other group had it in their mind, ‘That will never work, we don’t want that.’ ...what we eventually got to though was, ‘Well, no, this will work perfectly’ ... And what that required was everybody slowing down a little bit and really explaining what they wanted and making sure the other person understood what that was.”

Behavior: Be willing to listen to create connection

- “Why are you going through the trouble of listening to people, making sure that they feel heard, identifying why they’re feeling anything, what are their needs. Why bother do all that? There’s got to be a reason besides our own needs for comfort, security, and competence. It’s to help us succeed.”
- “I’ve seen a lot with the group that has been going through the training – a willingness to listen to people’s needs, understand what’s happening and maybe what’s up for them at that moment, and looking at options to say.... Instead of driving to solutions, they have actually paused, and they’ve listened, and then they’ve jumped into working together to look at solutions. Specifically with this team, there’s been numerous instances where I’ve seen people look at each other, make the connection, understand what their needs are, and then work together to find the solution. It’s been challenging. I mean there’s been times where we have challenging conversations, but it’s been great to watch people try to step back and reflect and pause and give people time to express themselves.”

- “I had to separate an employee. And that was probably one of the most challenging things I’ve ever had to do here...And staying connected, listening. I mean that was probably the biggest thing that came to me was the skill of just shutting up and listening and letting someone talk. And not trying to offer a solution, not trying to counter with a suggestion or anything. Just to listen and to really be there. Maintain lots of eye contact, make sure your body language is indicative of how much you actually do want to hear this. And it helped me through, it really did. And I think it helped the relationship through. Still beyond it, I’ve been told that there’s still a great deal of trust between us, through all of it.”
- “The empathy part.... You get a better perspective of what other folks go through, so you have a tendency to be maybe a little more patient, maybe more tolerant, to some extent, when you know. I think what the empathy, the way I describe it is you become a better informed co-worker, and when you’re a better informed co-worker you typically make better decisions.”
- “In most of the cases, it is not about the actual things, if you feel you have been heard that makes you willing to make change, if you’re not heard, otherwise...”
- “The customer spoke for about twenty minutes nothing on the topic that he wanted to discuss, but that was important to him, he was looking for something talk to, and then he himself looked at the time and said, “I have only ten minutes remaining, you set up this meeting I’m sure you have something that you want to say,” and then in those ten minutes I could accomplish everything that I wanted to because the person was completely mine.”

Behavior: Be fully present to create connection

- “...he’s going to be completely invested in the conversation. And if he can’t be, he will tell me – that’s key. ‘You know what? This is really important. I’d really love to give you my undivided attention. Can we meet and discuss this after lunch?’ or whatever. I think that’s important. ... I think most times people think, ‘If you don’t stop and drop everything right then and there, you don’t care about me.’ But I think, again, choosing the right words: ‘I really care about this, and I want to give you my total investment, and so can we meet in 45 minutes?’ I think that goes a long, long way. ... Towards building respect, towards building a more effective conversation.”

Behavior: Don’t offer more than people can hear

- “...it was about understanding the other person’s (the group’s) needs, and understanding that when I’m interacting with somebody, and I’m having a conversation with them, if I want them to learn something, if my goal is to get to an end point, it’s not about what I can shove down their throat, it’s about what they can accept. Everybody has a point where they’re full, and they

can't go any further. That's actually helped me a lot in terms of how I communicate with executives, how I present, what I do at meetings."

- "I make it a point to shorten my sentences so that other person follows what I'm talking about. So it basically helps me to pace the conversation much better than how it used to be before."
- "...he said, 'I've learned some things over the years going in to do presentations. But if you find yourself doing most of the talking, then it's not going to be effective.' And then I resonated and I said, 'Well, I get it,' because then I'm trying to tell them what I think they want to hear as opposed to keeping it short and letting them pull information from me, or whatever, you know, whatever they want to hear...and then you kind of learn real fast; they'll either lean forward and have some information they want to get out of you. Or they'll say, 'Okay, that's great, I don't need any more than that. You've given me enough and I have everything I need.'"
- "if you just go for more than thirty seconds you're probably going to lose her. So you really want to put a little bit out there, pause, see what things are...it really was about prioritizing connection, making sure that we had a connection, that what we were talking about she was interested in, she was engaged in. ... The only way we're going to get her there is if she actually digests the information and takes it in..."

Behavior: Be open to expressing or hearing feelings

- "I think helping to express our feelings fosters that stronger trust."
- "If I express that I'm really frustrated that we didn't address X-Y-Z, then people understand maybe where I'm coming from. But with that, (I) also understand maybe what they're feeling at the time. Maybe they didn't recognize that it was something that was frustrating to me, and it'll help them understand, 'Hey, what do we need to do differently?' ...if you think about feelings... the words that we use for feelings can get touchy-feely, but they're really just expressing what we've kind of kept inside."
- "when I say people have truly expressed their feelings, we're starting to remove that barrier around being passive-aggressive."
- "The one thing that I underlined was being open to expressing feelings. I think having to kind of start with, 'I'm feeling frustrated and here's why.' 'Disappointed that we lost that week,' or whatever the case may be, but it seems like it makes more of an impact that just stating the problem ..."
- "I think also it makes you more human, rather than somebody just engaging in this battle with you because it's fun; all of a sudden there's consequences if you see your impact on another person is too, it degrades them in some way

or makes them feel... Whereas before it was corporate fun to see who could outdo the other person. Now all of a sudden there's an impact. Somebody may say, 'Look, I felt bad about this and I don't want to feel bad.' All of a sudden it's different. Now there's an impact on what you did."

Behavior: Go back and clean up after interactions that didn't go well

- "after the meeting, I felt bad about what I said...Then I had a conversation with this person – just like 30 minutes... Then, basically, it was resolved. He understood what I was trying to say, and I understood him as well. Later, the other person said he basically appreciated that. He said that really helped him to do his job better and communicate with supervisors... That really helped me."

"Further, after the conversation the person was much more willing to offer help when he could, whereas Previously, if I have not addressed that issue with him, he would say, 'No, I don't have time.'"

Behavior: Try to understand the other person's point of view

- "If everybody's perfectly aligned and moving in the same direction on a team...you kind of run into that group-think possibility. Having different points of view, having skills, diversity, is really great... we actually equipped people to have negotiation skills to see the value in what the other people were bringing to the table and to try to find compromises and to begin to hold the larger picture in mind, which was we need to get to an outcome here; we all fail if we don't deliver something that meets the user's needs at a reasonable cost."
- "I've actually typed an email and said, 'You know what? I need to put some observations in here. I need to put them first...,' and you to structure it in a different way....is it structured in a way that it's not going to cause someone to be defensive, is it asking a request of them... is it going to be easier for them to respond... let me turn it around and, 'If I received this would I deliver what the other person has expected?' ...I had some of my feelings and my needs and my request, but it would be more effective if I had a few observations. ... Factual information...it provides context."

Behavior: Express specific appreciation and celebrate

- "Like Todd does it pretty good. He sends out the message to the development team, acknowledging some of their successes. 'This guy got trained,' or, 'This guy worked through the weekend and helped solve some complex problem.' Sending out those acknowledgments still keeps a very tight team, and those people haven't been through NVC at all. But you can tell when they reply back that they appreciate it, too... [It k]eeps people going, it keeps people connected, it keeps people motivated, and it builds that transparency and trust they're able to actually bring problems forward as opposed to struggling with it so long that you can't fix it."

- "...it was probably one of the easier things to take right away...thinking I wanted to thank that person but going the extra step about specifically what they had done...I thought it was important to put down the specific things of why I thought he was different or unique from other people. Things that stood out, I guess, versus saying, 'Oh, hey, it was great working with you, good luck.' I had a good response from him... It does take extra time."
- "I take the time to tell her that I really do appreciate that you heard me when...I mentioned all the work I had to do tonight and I know that's why you did the dishes, so I could get started a little earlier... My wife is indirectly doing it because I do it. She knows I've been taking these programs but I think she's just kind of picking it up. Because maybe she likes it when I express the appreciation to her."

Behavior: Make personal connections

- "if you're running a global organization, you have to find ways for people to make personal connections. And when they make those personal connections, they work together more effectively. So we're finding a lot of the social media tools we thought we were going to use for making work more efficient are actually very valuable to get connections with people."

Behavior: Use CC to make it safe to be authentic

- "To be able to show up authentically at work is important. It's important for people that work with me and people that work for me to know that I'm approachable, what they see is what they get ...there are challenges with people being who I am but I also have challenges with people being who they are. That's what we need to work on, and that's why I'm using some of these techniques to help navigate."

Behavior: Mediate conflicts using tools of CC

- "... I do find myself being the mediator between a lot of the puts and takes of the team and doing a lot of the playback, 'Did you really hear what So-And-So was asking of you, why do you think he asked that, what do you think he means?' One person who knows about the classes will say, 'Are you using that training?' I'm personally just trying to weave it to the best of my ability and the skills that I have are very foundational. I'm trying to weave it into my conversations with the team."

Behavior: Facilitate groups using tools of CC

- "The role is that you have to hold the intention of the room. So you're constantly spending time checking in with yourself or giving yourself a little self-empathy: Where am I? How am I doing? Am I triggered? Checking the room to see where everybody (is). Are they speaking up? Are they not speaking up? You've got to figure out what is it that everybody wants to get so you can hold that intention."

Behavior: Be aware that questions can create more openness than statements

- "...there's something about a question, as opposed to a statement, that human beings almost can't help but answer. You put a question out there, somebody's got to answer it. You make a statement, a lot of times, someone's first reaction is to disagree."

Practical Intention: Focus on Needs***Behavior: Express needs to make it easier to hear you***

- "For me actually, trusting that if I use NVC, no matter how difficult the conversation is, I can get my needs out on the table. Because having used it and watched it and trusting I'll use it, I'm going to be able to get some sort of an outcome will be positive...I'm much more willing to have conversations that maybe I wouldn't have had in the past, with upper level executives about things. Because I feel like I'm equipped with tools now, to put difficult things out there in a way that I can be heard, that won't be perceived as negative, but rather wanting information... There is courage and candor here."

Behavior: Take the time to surface everyone's needs

- "we get to a common agreement much more quickly. Part of the reason for that is I think we have more trust. Or at least, people are more open about what needs they're trying to fulfill...Now we can talk about how do we deliver this value of the feature in such a way that it's really low cost as opposed to picking apart the feature because secretly we can't spend that much money. ...We were asked to reduce our costs, and Collaborative Communication enabled us to effectively meet those lower limits."
- "I think by working through the training...we were able to surface issues and problems and get out the needs there, and those needs don't really change over time."
- "...we were at an impasse on getting an agreement on what is the right strategic direction for the company. When I got the parties together, it was amazing. It was really great to really sit down and listen to their needs and not sit there and talk about our needs but really listen to what they wanted. At the end of the day, they aligned more to what we were trying to do... a year from now, I'll be able to say, Wow! There was a huge impact by just sitting at the table, understanding the needs, expressing what our needs were, and coming to an agreement going forward."
- "It's basically that whenever I speak to somebody right now, I think about what is my need? What am I trying to get out of this? What is my basic need? What is other person's need? Once I have that common understanding, then it's much easier for me to have that conversation with the other person and have a connection with the other person. Previously, I have a conversation,

but no connection with [the] other person. So it's more on establishing connection with people and having an easier life."

Behavior: Let awareness of needs support flexibility about strategies

- "I find a lot of times that the value of NVC for me isn't necessarily that it changes the person that I'm in conflict with, but it actually causes me to actually slow down a little bit and look at the situation a little bit more closely and then be open to alternate approaches."

Behavior: Transform judgment and "enemy images" by looking at needs

- "...when we're in a [laugh] tense situation, and rather than jump to judgments or react to judgments, trying to bring it back to the observations about what happened...trying to get out what the person's need is rather than focusing only on our own."
- "...I'm fairly insightful, and I usually have a pretty good sense of why people are doing things. But I don't always. So by jumping to those conclusions, it creates a bad dynamic. I was having a situation with one of my peers... and we just could not come to an agreement, and it was really frustrating our boss. And so I ...mapped out what I believed my feelings and needs were, and I mapped out what I believed her feelings and needs were... when I wrote it down, I realized that we both shared some needs with Merck, and so I focused on those needs, and I just let the other part go. I'd say, I still don't agree with her point of view... But at the same time, we're able to work together and get things done.... so if I'm not going to change their minds, why waste the energy? Let's focus on where we can be productive. I think that's what NVC allowed me to do."
- "Some of the judgments that we've done over time in the workplace can start to have a negative implication. So removing that or understanding that it's a judgment and getting clarity around the situation, I think, is critical."

Behavior: Motivate by considering needs

- "The entire rewards and recognition system in the corporate world couldn't be more screwed up. I mean there's clinical data that says, the rewards and recognition system in the corporate world actually de-motivate people. So as a leader of an organization, I spend a lot of time actually trying to get past that and re-motivate people because of the things we've done."

Practical Intention: Value Mutuality

Behavior: Allow everyone's needs to matter

- "It gives us a win-win. That's the way I look at it. I'm not about a zero-sum game here, you know. I want everybody to succeed."

- (About others' needs) "...you can't always deliver on every single one of them, but ...for people to know they're being heard, I think is important. You don't want to just brush them off, because that might be one that somebody really, really has a lot of energy around. Even though you might not be able to give them what they need."
- "...to me it's more about making sure you do create that environment where everybody feels like it's a collaborative environment and not one person is calling all the shots; that it's more of a 'we're all in this together and everybody's opinion counts'."
- "...if you really want to achieve an outcome, it's critically important that you get everybody's position on the table. ...we don't end up with ...any one person's optimum solution. But we end up with the best solution that meets everybody's needs."

Behavior: Be willing to say "no" and make it okay for others to say it

- "I've empowered people to say no ... We're struggling with getting all of the work done that needs to get done. So we do need to prioritize, we do need to work on the most important work. Some of the work that we're being asked to do isn't work that should be done. And you can say 'no' and not suffer negative consequences."
- "look at the mutuality, addressing needs of what you can say 'no' to, what you can say 'yes' to and then negotiate what's important according to the higher strategies."
- "I'm sure it's triggering to even just get a 'no', but if you understand it's 'no' because of X, Y, or Z or because, and then there are reasons behind it, then it's easier to take... Maybe we should say 'no' more often. ... Because we can't possibly do everything we are asked to do, so we should prioritize and we should say 'no'."
- "some of the concept of like 'scary honesty' and being yourself that made you realize that, "hey, It's not always bad to say 'no', sometimes if you believe in it, if you have the right context people might appreciate it more than just saying 'yes.'"

Practical Intention: Be Self-Aware and Empowered

Behavior: Take time to self-connect

"Self-Connection" is the practice of taking the time to notice what is going on inside oneself, especially to notice one's feelings and identify what needs are in play.

- "I believe that if you do take the time, you end up not saying things that you're going to regret later... Maybe he triggered something else that was

said months ago by somebody else, and if you don't get in touch with that, it could corrupt or contaminate the conversation."

- "One of the experiences ... I enjoyed actually (that I thought was pretty powerful) was actually to defuse a conversation where tension levels were starting to get high. One is noticing what was going on internally for myself....exploring what the common needs were of me and that individual...So... we were focused on the deliverables. I think we made a couple steps forwards from a trust perspective – that we were both working in the same direction. So I thought that was a good outcome of that meeting."
- "And one of the things that really helped me throughout the process was through the journaling... And getting in touch with my needs and feelings. And also, taking a step back to be not only self, self-aware, but also understanding well, maybe there's some stuff I need to do to make the connections with others."
- "...I stop, I tend...not all the time, more often than I did before, I try to check in. You know, how am I feeling right now? Am I tense? ...and then also be aware of, 'Okay, I'm frustrated right now,' and at least let the other person know. 'It's so important,' because it has nothing to do with the person or what's going on in that moment, is one of the key things that I've taken away, is that I could be in the same exact situation on two different days and react completely differently in the same situation, just because of whatever was going on, It gives me time to figure out, 'How do I want to react' to this situation?"
- "I think [I'm] more confident in that I've given it the thought and handled it the best way that I could have. Maybe not being so hard on myself."
- "Clarity.... If I feel like it's important enough to put down in an email, just taking the time to go through exactly what is it that I'm feeling? Is it disappointment, is it frustration?... In some cases I've been delighted. And then getting specific about it...I find the format is helpful in thinking through."
- "I've been asked at least a couple times to facilitate some things. And I use NVC a lot in facilitation, the reflection. And also the checking in with yourself. Because when you're facilitating if you get triggered then you can take over the conversation, so I constantly have to think that, I think I'm triggered!"

Behavior: Be aware of the ability to choose

- "...get an email. So now I take more choice. I could look at it as an ally with the person reading the email, or as not an ally. And I think that self-awareness has helped a lot. Same situation, if you take a more positive view, maybe it will work out more positively."

- “Inessa would say in class all the time, you always have a choice. Right? You’re empowered, you have the choice—how I choose to react to a certain situation can change just the whole feeling. _____. But you know, and I think that was one of the other key takeaways, is how you choose to respond in any situation can set the [tone / intent?] positively or negatively.”
- “*Always assume positive intent*, is one, because it just puts things in a different perspective. And then the other one is that *You are always at choice*, obviously, you have a choice, but you really sat back and you really do have a way of either opening people up further or shutting them right down, and in different positions it’s something very powerful. My team is very junior, new to me, so how I react or act in a meeting can either encourage them to speak up, or not. They seem comfortable, but I could change that in a heartbeat, if I wasn’t thoughtful.”