



Crucial Conversations® 720°

A Revolutionary Two-Part 360° Process for Professional Development

(Private and Confidential)

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Profile of
Jonathan Doe



How this Report is Different

Before continuing, it's important to understand how this report differs from reports you've received in the past. This report is not a personality or leadership report; it does not reveal whether you are Results Oriented or Innovative.

The Crucial Conversations 720° is a tool that reveals how competent you are in specific *skills*. It will reveal how well you have Mastered Your Stories, whether or not you have Learned to Look, and if you Start Crucial Conversations with Heart.

It is important to remember that *we can become better at skills!* Skill feedback gives us measurable, changeable areas in which we can focus and improve, whereas other 360 reports tend to be more generalized and character-driven, making it difficult to accept the feedback, and even more difficult to change behaviors based on the feedback.

So, before continuing on, stop for a moment and look at your expectations regarding the feedback you are about to receive. Are you feeling open, receptive, and ready to work on your skills? If you are not feeling open, you need to change your story. Change it from: *my character is under scrutiny* **to** *my skills are being evaluated to help me identify specific areas in which I can improve.*

Tell the right story and prepare for change.



Committing to Change

In a moment, you will see your report. The results of this report are only half the story; the rest of the story is about what you *do* with those results.

As you go through the report, you will find that skill areas are linked (underlined). Clicking on one of these links will take you to specific information that will help you improve in the skill area. The skill areas are found at the end of the report.

A Note on Navigation

As you go through the report, you will find that skill areas are linked (underlined). The linked skill areas in the Executive Summary will take you to your results. The linked skill areas in the Results Summary will take you to Recommendations for improvement, and the linked skill areas in the Recommendations section will return you to the Results Summary. Simply click on the linked skill areas to navigate to a new area. For example, if you click on the title “Violence” in the Executive Summary, it will take you to your Violence score in the Results Summary.

There are also several tabs in Acrobat Reader that can help you navigate. These tabs are found on the top left of your report. Click on a title in the Bookmarks tab to jump to the Recommendations section, or use the Pages tab to scroll through the various pages of the report.

Acrobat Reader also comes with a zoom option, allowing you to change the size of the report for easier viewing. Simply click on the plus sign in the toolbar at the top of the window to zoom in on the report. You can also maximize your window and close the Options tab on the left side of the Acrobat window to increase the viewable area.

Additional tips, recommendations, and other information can be found on the VitalSmarts website at www.crucialconversations.com.



Executive Summary

Below, you will find an overview of your Rank and Average Score (Ave Score) on specific, high-level Style Under Stress and Crucial Conversations' competencies. The Rank tells you how well one competency ranks according to the other competencies in the report. For example, an Executive Summary Rank of 5/7 on "Learn to Look" means that there are 4 other competencies out of the 7 total competencies in which you rank higher.

The Average Score in the Executive Summary is the average of all self, manager, and other areas in all behaviors. For example, an Average Score of 4.0 on "Make It Safe" represents the average of "Apologize When Appropriate," "Contrast to Fix Misunderstandings," and "Create Mutual Purpose."

Additionally, the report is divided into two large sections. Section 1 is entitled "Style Under Stress." This section will help you understand whether you tend to go to silence during crucial conversations (i.e., you withdraw from the conversation, mask your emotions with sarcasm, or avoid the conversation altogether) or whether you go to violence (i.e., you try to control the conversation, label the person so that you don't have to deal with them, or attack the person with accusations).

Section 2 is entitled "Crucial Conversations Skills." This section will help you understand how well you handle crucial conversations. It will give you insights into your strengths and weakness in each crucial skill area.

In summary, section 1 tells you how you *react* when a crucial conversation happens and section 2 tells you how well you *deal* with a crucial conversation when it happens.

Style Under Stress

	Rank	Ave Score
<u>Silence</u>	1 / 2	4.8
<u>Violence</u>	2 / 2	4.8

Crucial Conversations Skills

	Rank	Ave Score
<u>Explore Others' Paths</u>	1 / 7	5.0
<u>Move to Action</u>	2 / 7	5.0
<u>Master My Stories</u>	3 / 7	5.0
<u>Start with Heart</u>	4 / 7	5.0
<u>STATE My Path</u>	5 / 7	5.0
<u>Learn to Look</u>	6 / 7	5.0
<u>Make It Safe</u>	7 / 7	4.7



Explanation of Scores

	Slf	Mng	Oth	Ave	Gap	Rnk
S1	4.5	5.0	4.5	4.7	.2	6
S2	4.5	6.0	5.5	5.0	.5	2
<i>Dif</i>	0	1	1	.3	.3	4

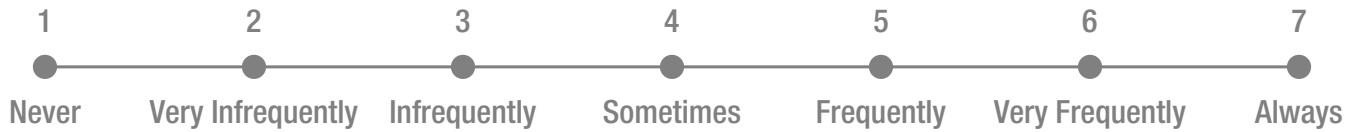
Above, you can see the components of your report. Here's what they mean:

- S1** – This survey is administered twice over a period of time to allow you to see your improvement. S1 stands for “Survey 1” and refers to the first time this survey was administered.
- S2** – S2 stands for “Survey 2” and refers to the second time this survey was administered. Listing both times in this format allows you to compare your results. S2 will be blank if this is your first feedback report.
- Dif** – Dif stands for “Difference” and refers to the difference between your second scores and your first scores. A positive score means that you’ve improved, while a negative score means that your skills have declined. Dif will be blank if this is your first feedback report.
- Slf** – This is your Self score (i.e., how you ranked yourself).
- Mng** – This is the score your manager gave you.
- Oth** – This score represents the average of the scores “Others” gave you. The Others category is made up of peers and direct reports.
- Ave** – This is your average score. It is made up of Slf, Mng, and Oth.
- Gap** – The Gap ranking tells you how far the Average score was from your Self score (the Self score is not included in the Average for this calculation). A negative score means that others ranked you as less competent in the skill than you ranked yourself. A positive score means that others ranked you higher than you ranked yourself.
- Rnk** – Rank tells you how well one skill ranks according to the other skills in the report. For example, a Rank of 5 on “Learn to Look” means that there are 4 other skill areas in which you rank higher. The Rank is based on the average score.



The Scale and Scoring

The scale against which your skills have been measured looks like this:



On each question a positive behavior is measured. These are behaviors that you “Always” want to display.

“Never” means that you never display this behavior, while “Always” means that you always display this behavior. A score of 5+ is generally considered good, and a score of 6+ is considered excellent.

A score of NS means that all raters marked “Not Sure” on this item and that there is no data. A score of NS usually indicates that the rater(s) have not seen you in a situation where they could view this behavior.

Further score interpretation can be found at the end of the report in the “Interpretation of Scores” section.



Style Under Stress Results Summary

Silence								Slf	Mng (1)	Oth (3)	Ave	Gap	Rnk		
								(Slf vs. Mng+Oth)						Never	Always
<u>For Your Own Style Under Stress—Silence</u>															
Masking—Talks directly about tough, sensitive, or controversial topics, instead of relying on understatements and subtle suggestions.	S1	7.0	2.0	4.0	3.5	-3.5	2 / 6	Slf - Mng - Oth - Ave -							
	S2	7.0	6.0	4.3	4.8	-2.2	4 / 6								
	Dif (S2 minus S1)	0	4	0.3	1.3	1.3	2								
<u>For Your Own Style Under Stress—Silence</u>															
Avoiding—Willingly discusses topics that might lead to difficult or uncomfortable conversations.	S1	4.0	1.0	4.0	3.3	-0.7	6 / 6	Slf - Mng - Oth - Ave -							
	S2	6.0	6.0	4.3	4.8	-1.2	3 / 6								
	Dif (S2 minus S1)	2	5	0.3	1.5	-0.5	-3								
<u>For Your Own Style Under Stress—Silence</u>															
Withdrawing—Stays engaged in the conversation even when things begin to heat up.	S1	3.0	1.0	4.0	3.3	0.3	5 / 6	Slf - Mng - Oth - Ave -							
	S2	5.0	6.0	4.3	4.8	-0.2	1 / 6								
	Dif (S2 minus S1)	2	5	0.3	1.5	-0.5	-4								
<u>Violence</u>															
<u>For Your Own Style Under Stress—Violence</u>															
Controlling—When excited about a topic, asks others for their point of view rather than arguing for his or her perspective alone.	S1	6.0	2.0	4.0	3.5	-2.5	1 / 6	Slf - Mng - Oth - Ave -							
	S2	6.0	6.0	4.3	4.8	-1.2	2 / 6								
	Dif (S2 minus S1)	0	4	0.3	1.3	1.3	1								
<u>For Your Own Style Under Stress—Violence</u>															
Labeling—Avoids describing opposing opinions with terms such as "wrong" or "unreasonable" when talking with people he or she disagrees with	S1	5.0	2.0	4.0	3.5	-1.5	4 / 6	Slf - Mng - Oth - Ave -							
	S2	5.0	6.0	4.3	4.8	-0.2	6 / 6								
	Dif (S2 minus S1)	0	4	0.3	1.3	1.3	2								
<u>For Your Own Style Under Stress—Violence</u>															
Attacking—When his or her opinion is being attacked, he or she doesn't become so aggressive that others become offended.	S1	2.0	2.0	4.0	3.5	1.5	3 / 6	Slf - Mng - Oth - Ave -							
	S2	6.0	6.0	4.3	4.8	-1.2	5 / 6								
	Dif (S2 minus S1)	4	4	0.3	1.3	-2.7	2								



Crucial Conversations Skills Results Summary

Start with Heart								Slf	Mng (1)	Oth (3)	Ave	Gap	Rnk			
								(Slf vs. Mng+Oth)						Never	Always	
<u>Focus on What You Really Want</u>																
When he or she becomes aggressive or withdraws into silence, stops what he or she is doing, apologizes if appropriate, and begins speaking again in a way that leads to better results.	S1	2.0	2.0	4.0	3.5	1.5	24 / 27	Slf - Mng - Oth - Ave -	2.0	5.0	6.0	4.7	3.5	5.0		
	S2	5.0	6.0	4.7	5.0	0.0	23 / 27		2.0	4.0	4.7					
	Dif (S2 minus S1)	3	4	0.7	1.5	-1.5	-1									
<u>Avoid the Sucker's Choice</u>																
Does a good job at giving controversial or touchy feedback in a way that doesn't make others defensive.	S1	4.0	2.0	4.0	3.5	-0.5	20 / 27	Slf - Mng - Oth - Ave -	4.0	5.0	6.0	4.7	3.5	5.0		
	S2	5.0	6.0	4.7	5.0	0.0	19 / 27		2.0	4.0	4.7					
	Dif (S2 minus S1)	1	4	0.7	1.5	0.5	-1									
<u>Learn to Look</u>																
<u>Learn to Look for When a Conversation Becomes Crucial</u>																
When the stakes of a conversation become high and the tone starts to turn ugly, he or she adjusts to the change in tone.	S1	5.0	2.0	4.0	3.5	-1.5	25 / 27	Slf - Mng - Oth - Ave -	5.0	5.0	6.0	4.7	3.5	5.0		
	S2	5.0	6.0	4.7	5.0	0.0	24 / 27		2.0	4.0	4.7					
	Dif (S2 minus S1)	0	4	0.7	1.5	1.5	-1									
<u>Learn to Look for Silence and Violence</u>																
When he or she (or others) becomes abusive or suspiciously quiet, notes the change in tone and adjusts accordingly.	S1	5.0	2.0	4.0	3.5	-1.5	21 / 27	Slf - Mng - Oth - Ave -	5.0	5.0	6.0	4.7	3.5	5.0		
	S2	2.0	6.0	4.7	5.0	3.0	20 / 27		2.0	4.0	4.7					
	Dif (S2 minus S1)	-3	4	0.7	1.5	4.5	-1									
<u>Make It Safe</u>																
<u>Apologize When Appropriate</u>																
When he or she does something offensive or hurtful, immediately apologizes -- even when upset.	S1	7.0	2.0	4.0	3.5	-3.5	1 / 27	Slf - Mng - Oth - Ave -	7.0	4.0	6.0	4.0	3.5	4.0		
	S2	4.0	6.0	3.3	4.0	0.0	27 / 27		2.0	4.0	4.0					
	Dif (S2 minus S1)	-3	4	-0.7	0.5	3.5	26									
<u>Contrast to Fix Misunderstandings</u>																
When others become defensive or confused, goes out of his or her way to stop and clarify possible misunderstandings.	S1	1.0	2.0	4.0	3.5	2.5	7 / 27	Slf - Mng - Oth - Ave -	1.0	6.0	6.0	4.7	3.5	5.0		
	S2	6.0	6.0	4.7	5.0	-1.0	6 / 27		2.0	4.0	4.7					
	Dif (S2 minus S1)	5	4	0.7	1.5	-3.5	-1									



Crucial Conversations Skills Results Summary

Make It Safe								Slf	Mng (1)	Oth (3)	Ave	Gap (Slf vs. Mng+Oth)	Rnk		
<u>Create Mutual Purpose</u>														Never	Always
When a discussion starts turning into a heated argument, helps calm the situation by pointing out common goals.	S1	5.0	2.0	4.0	3.5	-1.5	26 / 27	Slf - Mng - Oth - Ave -	5.0		5.0				
	S2	5.0	6.0	4.7	5.0	0.0	25 / 27		2.0		6.0				
	<i>Dif</i> (S2 minus S1)	0	4	0.7	1.5	1.5	-1		4.0		4.7				
<u>Master My Stories</u>								Slf	Mng (1)	Oth (3)	Ave	Gap (Slf vs. Mng+Oth)	Rnk		
<u>Watch for Victim, Villain, and Helpless Stories</u>														Never	Always
Victim—Accepts blame when he or she causes problems, rather than placing the blame on other people, processes, or procedures.	S1	3.0	2.0	4.0	3.5	0.5	14 / 27	Slf - Mng - Oth - Ave -	3.0		4.0				
	S2	4.0	6.0	4.7	5.0	1.0	13 / 27		2.0		6.0				
	<i>Dif</i> (S2 minus S1)	1	4	0.7	1.5	0.5	-1		4.0		4.7				
<u>Watch for Victim, Villain, and Helpless Stories</u>														Never	Always
Villain—When he or she runs into a problem, accepts responsibility for his or her role in the problem rather than blaming others.	S1	6.0	2.0	4.0	3.5	-2.5	8 / 27	Slf - Mng - Oth - Ave -	6.0		6.0				
	S2	6.0	6.0	4.7	5.0	-1.0	7 / 27		2.0		6.0				
	<i>Dif</i> (S2 minus S1)	0	4	0.7	1.5	1.5	-1		4.0		4.7				
<u>Watch for Victim, Villain, and Helpless Stories</u>														Never	Always
Helpless—When things go poorly, he or she is quick to accept responsibility rather than trying to explain why he or she couldn't have done any better.	S1	3.0	2.0	4.0	3.5	0.5	5 / 27	Slf - Mng - Oth - Ave -	3.0		4.0				
	S2	4.0	6.0	4.7	5.0	1.0	4 / 27		2.0		6.0				
	<i>Dif</i> (S2 minus S1)	1	4	0.7	1.5	0.5	-1		4.0		4.7				
<u>Separate Facts from Stories</u>														Never	Always
When feeling attacked, he or she gives others the benefit of the doubt rather than stating negative conclusions that are based on very little information.	S1	7.0	2.0	4.0	3.5	-3.5	18 / 27	Slf - Mng - Oth - Ave -	7.0		5.0				
	S2	5.0	6.0	4.7	5.0	0.0	17 / 27		2.0		6.0				
	<i>Dif</i> (S2 minus S1)	-2	4	0.7	1.5	3.5	-1		4.0		4.7				
<u>Tell the Rest of the Story</u>														Never	Always
Victim—When describing problems that have occurred, goes out of his or her way to point out how he or she could have done better.	S1	2.0	2.0	4.0	3.5	1.5	27 / 27	Slf - Mng - Oth - Ave -	2.0		5.0				
	S2	5.0	6.0	4.7	5.0	0.0	26 / 27		2.0		6.0				
	<i>Dif</i> (S2 minus S1)	3	4	0.7	1.5	-1.5	-1		4.0		4.7				



Crucial Conversations Skills Results Summary

Master My Stories								Slf	Mng (1)	Oth (3)	Ave	Gap	Rnk						
								(Slf vs. Mng+Oth)											
<u>Tell the Rest of the Story</u>															Never	Always			
Villain—He or she appears slow to draw negative conclusions about people. Instead, appears to think carefully about good reasons others might be doing what they're doing.	S1	2.0	2.0	4.0	3.5	1.5	22 / 27	Slf - Mng - Oth - Ave -	2.0	3.0									
	S2	3.0	6.0	4.7	5.0	2.0	21 / 27		2.0		6.0								
	Dif (S2 minus S1)	1	4	0.7	1.5	0.5	-1		4.0	4.7									
<u>Tell the Rest of the Story</u>															Never	Always			
Helpless—When faced with difficult "people problems" he or she doesn't justify acting harshly by suggesting that it is the only strategy that would work.	S1	3.0	2.0	4.0	3.5	0.5	19 / 27	Slf - Mng - Oth - Ave -	3.0	3.0									
	S2	3.0	6.0	4.7	5.0	2.0	18 / 27		2.0		6.0								
	Dif (S2 minus S1)	0	4	0.7	1.5	1.5	-1		4.0	4.7									
STATE My Path								Slf	Mng (1)	Oth (3)	Ave	Gap	Rnk						
								(Slf vs. Mng+Oth)											
<u>Share Your Facts</u>															Never	Always			
When giving someone tough feedback, he or she doesn't lead with conclusions and avoids inflammatory terms by sticking to the facts.	S1	2.0	2.0	4.0	3.5	1.5	2 / 27	Slf - Mng - Oth - Ave -	2.0	2.0									
	S2	2.0	6.0	4.7	5.0	3.0	1 / 27		2.0		6.0								
	Dif (S2 minus S1)	0	4	0.7	1.5	1.5	-1		4.0	4.7									
<u>Tell Your Story</u>															Never	Always			
Frankly states his or her real opinion -- even if it contains conclusions others might have a hard time accepting.	S1	4.0	2.0	4.0	3.5	-0.5	4 / 27	Slf - Mng - Oth - Ave -	4.0	3.0									
	S2	3.0	6.0	4.7	5.0	2.0	3 / 27		2.0		6.0								
	Dif (S2 minus S1)	-1	4	0.7	1.5	2.5	-1		4.0	4.7									
<u>Talk Tentatively</u>															Never	Always			
During tough conversations, he or she uses tentative terms such as, "I was thinking that..." and "Does that sound right?" rather than making absolute statements such as, "The fact is" or "As everyone knows".	S1	1.0	2.0	4.0	3.5	2.5	17 / 27	Slf - Mng - Oth - Ave -	1.0		4.0								
	S2	4.0	6.0	4.7	5.0	1.0	16 / 27		2.0		6.0								
	Dif (S2 minus S1)	3	4	0.7	1.5	-1.5	-1		4.0	4.7									
<u>Ask for Others' Paths</u>															Never	Always			
After arguing strongly for something he or she really cares about, encourages others to share their views, whatever they might be.	S1	4.0	2.0	4.0	3.5	-0.5	9 / 27	Slf - Mng - Oth - Ave -	4.0	4.0									
	S2	4.0	6.0	4.7	5.0	1.0	8 / 27		2.0		6.0								
	Dif (S2 minus S1)	0	4	0.7	1.5	1.5	-1		4.0	4.7									



Crucial Conversations Skills Results Summary

STATE My Path								Slf	Mng (1)	Oth (3)	Ave	Gap	Rnk			
								(Slf vs. Mng+Oth)						Never	Always	
<u>Encourage Testing</u>																
After presenting a strongly held opinion, sincerely invites and even encourages others to share differing or opposing views.	S1	4.0	2.0	4.0	3.5	-0.5	15 / 27	Slf - Mng - Oth - Ave -	4.0	4.0	6.0	4.7	5.0	3.5	4.0	5.0
	S2	4.0	6.0	4.7	5.0	1.0	14 / 27		2.0	4.0	4.7	3.5	5.0			
	Dif (S2 minus S1)	0	4	0.7	1.5	1.5	-1									
<u>Explore Others' Paths</u>																
<u>Ask to Get Things Rolling</u>																
When others appear uncomfortable sharing their thoughts, he or she goes out of his or her way to ask them to speak their mind.	S1	6.0	2.0	4.0	3.5	-2.5	16 / 27	Slf - Mng - Oth - Ave -	6.0	6.0	6.0	4.0	4.7	3.5	5.0	
	S2	6.0	6.0	4.7	5.0	-1.0	15 / 27		2.0	6.0	4.0	4.7	3.5	5.0		
	Dif (S2 minus S1)	0	4	0.7	1.5	1.5	-1									
<u>Mirror to Confirm Feelings</u>																
When other people's body language suggests they're upset, he or she points it out to make it safe for them to say what's on their mind.	S1	7.0	2.0	4.0	3.5	-3.5	23 / 27	Slf - Mng - Oth - Ave -	7.0	6.0	6.0	4.0	4.7	3.5	5.0	
	S2	6.0	6.0	4.7	5.0	-1.0	22 / 27		2.0	6.0	4.0	4.7	3.5	5.0		
	Dif (S2 minus S1)	-1	4	0.7	1.5	2.5	-1									
<u>Paraphrase to Acknowledge the Story</u>																
When others appear uncomfortable sharing what's on their mind, he or she takes pains to summarize what they've said in a non-judgmental way.	S1	6.0	2.0	4.0	3.5	-2.5	11 / 27	Slf - Mng - Oth - Ave -	6.0	3.0	6.0	4.0	4.7	3.5	5.0	
	S2	3.0	6.0	4.7	5.0	2.0	10 / 27		2.0	6.0	4.0	4.7	3.5	5.0		
	Dif (S2 minus S1)	-3	4	0.7	1.5	4.5	-1									
<u>Prime When You're Getting Nowhere</u>																
When others appear to be holding back a tough message, he or she takes an honest guess at what others might be thinking in order to help them say what's on their mind.	S1	5.0	2.0	4.0	3.5	-1.5	3 / 27	Slf - Mng - Oth - Ave -	5.0	4.0	6.0	4.0	4.7	3.5	5.0	
	S2	4.0	6.0	4.7	5.0	1.0	2 / 27		2.0	6.0	4.0	4.7	3.5	5.0		
	Dif (S2 minus S1)	-1	4	0.7	1.5	2.5	-1									
<u>Move to Action</u>																
<u>Decide How to Decide</u>																
Avoids confusion and disappointment by clarifying up front how people will or will not be involved in final decisions.	S1	3.0	2.0	4.0	3.5	0.5	10 / 27	Slf - Mng - Oth - Ave -	3.0	6.0	6.0	4.0	4.7	3.5	5.0	
	S2	6.0	6.0	4.7	5.0	-1.0	9 / 27		2.0	6.0	4.0	4.7	3.5	5.0		
	Dif (S2 minus S1)	3	4	0.7	1.5	-1.5	-1									



Crucial Conversations Skills Results Summary

Move to Action								Slf	Mng (1)	Oth (3)	Ave	Gap (Slf vs. Mng+Oth)	Rnk		
<u>Clarify Who Does What and by When</u>															
Does a good job of expressing his or her ideas in a way that shows confidence but also makes it clear that he or she is open to other views.	<i>S1</i>	1.0	2.0	4.0	3.5	2.5	12 / 27	Slf Mng Oth Ave	Never		Always				
	<i>S2</i>	3.0	6.0	4.7	5.0	2.0	11 / 27								
	<i>Dif</i> (S2 minus S1)	2	4	0.7	1.5	-0.5	-1								
<u>Follow Up</u>															
After others agree to complete an assignment, he or she follows up to ensure that the assignment has been done -- even if he or she has to follow up multiple times.	<i>S1</i>	7.0	2.0	4.0	3.5	-3.5	6 / 27	Slf Mng Oth Ave	Never		Always				
	<i>S2</i>	5.0	6.0	4.7	5.0	0.0	5 / 27								
	<i>Dif</i> (S2 minus S1)	-2	4	0.7	1.5	3.5	-1								
<u>Document Assignments</u>															
Ensures that important decisions and action items are carefully documented so they are not forgotten -- even when he or she's pressed for time.	<i>S1</i>	6.0	2.0	4.0	3.5	-2.5	13 / 27	Slf Mng Oth Ave	Never		Always				
	<i>S2</i>	5.0	6.0	4.7	5.0	0.0	12 / 27								
	<i>Dif</i> (S2 minus S1)	-1	4	0.7	1.5	2.5	-1								



Open-Ended Question Results

This section contains the responses to the open-ended questions in the survey. These responses provide specific details about your Crucial Conversations skill strengths and weaknesses and are meant to compliment the responses in the Results Summary areas. You will find these responses particularly useful as you consider next steps. Occasionally, you may get responses that are outside the scope of this survey; take these responses with a grain of salt and move on. The focus here is on improving your skills, not changing your character or explaining a position.

Survey 1 Results

1. Keeping in mind the questions you just answered, when it comes to talking about high-stakes and possibly emotional issues, what is this person's greatest strength? What does this person say and do that helps people talk openly and effectively? Please write a specific example of the skill you most value.

asdf
ZXCvazXVZXCV
asdfasdfasdf
fassdfdsa

2. Please write a specific example of what this person says and does that prevents people from talking openly and effectively.

adsf
ZXCvZXCVZXCV
asdfasdfasdf
asdfasdf

Survey 2 Results

1. Keeping in mind the questions you just answered, when it comes to talking about high-stakes and possibly emotional issues, what is this person's greatest strength? What does this person say and do that helps people talk openly and effectively? Please write a specific example of the skill you most value.

2
2
2
2
2

2. Please write a specific example of what this person says and does that prevents people from talking openly and effectively.

2
2
2
2
2



Interpretation of Scores

Scores of Scores

As was mentioned at the beginning of this report, a score of 5+ is generally considered good, and a score of 6+ is generally considered excellent. A score lower than 4 can indicate a “red flag” issue.

While high and low scores are good indicators of performance, they are not the only aspects you need to pay attention to. Patterns in scores can be equally important. You may notice, for example, that “Others” rated you consistently lower than your manager. This may indicate that you are good at having Crucial Conversations with your manager, but bad at having Crucial Conversations with everyone else. This type of information can be very useful as you develop your skills.

Try to identify any broad trends in the data. Identify your areas of strength, areas where you may need improvement, and situations, circumstances, or groups that trigger you to move away from dialog.

The Devil’s in the Details

Once you’ve got a sense of your strengths, areas for improvement, and data trends, move to specific areas of interest. Where do you want to improve? Click on the hyperlinks to find specific skill-improvement recommendations, or scroll to the bottom of this report to view all recommendations.

Move to Action

1. Pick specific skill areas in which you wish to improve. Try not to work on more than 3 at any given time. Working on more areas than this could lead to a loss of focus.
 2. Identify which recommendations you believe will work for you. If you haven’t already attended the training, we recommend considering this option first as it will have the greatest impact on your skills
 3. Finally, schedule the time to improve. Put it on your calendar as a recurring meeting.
- As you do this, you will quickly realize that you can change for GOOD.



Action Plan

What do you have?

Use the report to identify your strengths and your weaknesses.

1. Start by looking for high and low numbers. An average score of 5+ is generally considered good, and a score of 6+ is generally considered excellent. A score lower than 4 can indicate a “red flag” issue.

Scores above 5	4 or Below

2. Next, look for trends in the data. You may notice, for example, that “Others” rated you consistently lower than your manager. This may indicate that you are good at having Crucial Conversations with your manager, but bad at having Crucial Conversations with everyone else. Write out the trends you see here:

1. _____
2. _____
3. _____

What do you want? How will you close the gap?

1. Identify the skills you would like to work on. Limit your work to two to three specific areas. List them in the “Skills to work on area”.

Then, you need to identify the actions you are going to take to improve. Are you going to attend training? Work through the mastery mission? Use the recommendations found at the end of the report for guidance on improving in specific areas. List what you are going to do in the “Actions to take” area:

Skills to work on	Actions to take
1.	<ul style="list-style-type: none"> • • •
2.	<ul style="list-style-type: none"> • • •
3.	<ul style="list-style-type: none"> • • •



Start with Heart

Focus on What You Really Want

“When he or she becomes aggressive or withdraws into silence, stops what he or she is doing, apologizes if appropriate, and begins speaking again in a way that leads to better results.”

The Problem. When you get caught up in a high-stakes and emotional conversation it’s easy to be driven by the adrenaline that kicks in when your emotions take charge. As this happens, it’s common to deviate from your original purpose. You may *start* with the desire to share your best ideas and come to a common understanding—but at some point you *change your objective* to something less noble. Perhaps you slip into debate tactics and try to win your way. Instead of sharing and learning, you now want a victory. Maybe you decide the best way to win is to undermine the other person’s credibility. Now you’re taking cheap shots. Eventually you may want to cause the other person emotional pain. Now you’re trying to hurt him or her. Or maybe you decide to take flight rather than fight. You back away and go to silence. Better to live to fight another day.

The Solution. When you find yourself being driven by your emotions rather than your logical and best purposes, step back and ask yourself what you really want. Is it really in your best interest to keep winning? Will backing away get you what you want? More specifically, *what do you want for yourself, for the other person, and for the relationship?*

By stopping and asking these questions you help take charge of your adrenaline, get your brain back into gear, and return to your best and most effective skills.

To Improve:

With Your Learning Partner. Meet with your partner and discuss this problem and solution. Ask for feedback and coaching. When do you typically try to withdraw or become too aggressive? How can you catch yourself and focus on what you really want? If your Learning Partner notices you going to silence or violence, what can he or she do to send you a subtle nonverbal signal that says, “It’s time to return to what you really want”?

Crucial Conversations, the Book. To learn more about staying focused on what you really want, read pages 29–36.

Crucial Conversations Training. Focus on Lesson Two.



Start with Heart

Avoid the Sucker's Choice

“Is able to give controversial or touchy feedback in a way that doesn't make others defensive.”

The Problem. Sometimes you don't speak your mind to others because you believe that what you have to say will make them defensive or perhaps you'll hurt their feelings. If the person is in a position of power, he or she may make you pay for your honesty. At least, that's what you predict will happen if you share your opinions.

The Solution. When you observe people who are skilled at holding crucial conversations, you learn that they rarely believe that speaking their minds will cause problems. They believe it will solve problems. You learn that it is indeed possible to speak honestly—no matter how controversial or touchy the topic—and not harm a relationship or pay a hidden cost. Suggesting that you can either be honest and harm the relationship or stay quite and keep the peace is a Sucker's Choice. You don't have to choose between two bad options.

Avoid mental tradeoffs that set up your options as either/or. Move to *and* thinking. Ask what you want and what you don't want. Then ask yourself, “How can I get what I want (share delicate information with my spouse) *and* avoid what I don't want (avoid hurting his or her feelings)?” This forces you to think of ways to seek both desired outcomes and keeps you from settling for a bad outcome.

To Improve:

With Your Learning Partner. Meet with your partner and discuss this problem and solution. Ask for feedback and coaching. Discuss the Sucker's Choices you most commonly make. Agree to support each other in your search for third and better solutions. Don't allow yourselves to point to a bad result and then justify it with a Sucker's Choice. “Sure I offended him, but at least I had the guts to be honest.” When you fear that speaking honestly will indeed lead to a problem, discuss what you can do to achieve both honesty *and* good results. Think of ways to be honest without creating problems.

Crucial Conversations, the Book. To learn more about avoiding the Sucker's Choice, read pages 29–36. To learn more about ways to express your controversial feelings, read pages 123–135.

Crucial Conversations Training. Focus on Lesson Two.



Learn to Look

Learn to Look for When a Conversation Becomes Crucial

“When the stakes of a conversation become high and start to turn ugly, he or she is caught by surprise and is unable to adjust to the change in tone.”

Learn to Look for Silence and Violence

“When he or she (or others) becomes abrasive or suspiciously quiet, fails to note the change in tone and continues with what he or she was doing.”

The Problem. As the stakes of a conversation increase and as you and others start to become emotional and go to silence or violence, you often miss the fact that the conditions have changed. You’re no longer in the middle of a routine conversation—you’re in the middle of a *crucial* conversation. And instead of being on your best behavior, you’re on your *worst* behavior. This typically happens when the content of the discussion is so important to you that it’s all you can think about. Your ideas aren’t being heard, so you push harder. Or worse still, you back off and say nothing at the very moment you should speak.

The Solution. Learn to look for two things. First, is the conversation becoming crucial? Are stakes high and emotions running strong? If so, take note and bring your best skills into play. Second, are you and others moving to silence or violence? This is a sign that not only has the conversation turned crucial, but people are now on their worst behavior. They’re pushing and arguing at the very moment they need to be engaged in honest dialogue.

Keep a close eye on both the *content* of the conversation as well as the *process*. In addition to heeding the arguments being made or thinking about the points you want to make, watch for how people are responding. You’ll never bring your best skills into play if you don’t realize that the conversation has turned crucial and you need to be on your best behavior.

To Improve:

With Your Learning Partner. Discuss your ability to watch both *content* and *process*. Ask for feedback and coaching. When faced with high stakes or feeling strong emotions, do you notice what’s happening to people or do you just keep plowing ahead? How can you give yourself a warning to watch process so you can catch yourself before you fall into either silence or violence?

Crucial Conversations, the Book. To learn more about what to look for as a conversation becomes crucial, read pages 47–56.

Crucial Conversations Training. Focus on Lesson Three.



Learn to Look

For Your Own Style Under Stress—Silence

Masking—*“Instead of directly discussing tough, sensitive, or controversial topics, relies on understatements and subtle suggestions.”*

Avoiding—*“Avoids discussing topics that might lead to difficult or uncomfortable conversations.”*

Withdrawing—*“Exits a conversation when things begin to heat up.”*

The Problem. When you and others are discussing a high-stakes and possibly emotional topic, everyone benefits when every single person shares his or her complete and honest view. But sometimes you go to silence. You may *mask*, staying on topic but not stating your full view—taking particular care to leave out controversial or sensitive opinions. You may *avoid*. You keep talking, but not about the hot topic. Finally, you may *withdraw*. You pull out of the conversation completely. In each case, valuable information remains undisclosed, less informed decisions are made, and you act on them with less conviction.

The Solution. Find a way to express your honest opinions, no matter how controversial or sensitive. That’s where all of the crucial conversations skills come into play. Start by asking yourself; “Are the costs of speaking my mind any greater than the costs I’m currently incurring?” You may be tolerating serious negative consequences for fear of suffering unknown results. Think twice before continuing to live with real negative effects rather than stepping up to the unknown. Also, to avoid the risk of speaking and then wishing you had remained mum, prepare for the crucial conversation by working on your skills. Examine each of the skill sets contained in this document.

To Improve:

With Your Learning Partner. Discuss your tendency to move toward silence. Ask for feedback and coaching. Why do you think you tend to hold back? What will it take to become more willing to share your complete and honest views—no matter the topic or person? What can you do to notice that you’re going to silence?

Crucial Conversations, the Book. To learn more about how to look for silence, read pages 51–56.

Crucial Conversations Training. Focus on Lesson Three.



Learn to Look

For Your Own Style Under Stress—Violence

Controlling—“When excited about a topic, tries to control the outcome by arguing for his or her perspective rather than asking others for their point-of-view.”

Labeling—“When talking with people he or she disagrees with, describes opposing opinions with terms such as “wrong,” or “unreasonable.”

Attacking—“When his or her opinion is being attacked, becomes so aggressive that others may be offended.”

The Problem. When you’re in the middle of a high-stakes and emotional discussion, particularly when you care about the outcome, it’s easy to slip into debate tactics or other forceful means as a way of getting your way. Instead of gracefully sharing ideas and then listening to others, you try to win the argument. You try to force your view on others. First, you may try to take control. You speak with more force, and move from dialogue to debate. Or you may try labeling. You use inflammatory and degrading terms when describing the other person’s views. As your emotions start to take over, you may even find yourself attacking the other person’s views with such force that you become abrasive or insulting.

The Solution. Find a way to express your honest opinions without becoming too forceful or controlling. That’s where the crucial conversations skills come into play. Start by asking yourself; “Why am I pushing so hard and what is this getting me?” To avoid the risk of speaking too forcefully, prepare for the crucial conversation by working on your skills. Examine each of the skill sets contained in this document.

To Improve:

With Your Learning Partner. Discuss your tendency to move toward violence. Ask for feedback and coaching. Why do you think you tend to move to debating and winning? What will it take to learn how to back off your harsh style and present your ideas in a way that doesn’t cause offense or make people defensive? What can you do to notice that you’re going to violence?

Crucial Conversations, the Book. To learn more about how to look for violence, read pages 51–56.

Crucial Conversations Training. Focus on Lesson Three.



Make It Safe

Apologize When Appropriate

“When he or she does something offensive or hurtful, immediately apologizes—even when upset.”

The Problem. You care deeply about something—enough so that you start to become emotional. Maybe you’re arguing for something and you fear your idea isn’t being heard, so you start pushing your view on others. It’s not long until your desire to be heard propels you into debate tactics and now you’re making fun of the other person’s point of view. Or maybe you’re worried about being hurt yourself. You’re arguing with a loved one and in order to protect yourself from harm, you say something hurtful to him or her. Whatever the cause, you feel unsafe, so you’ve gone to violence and you realize it. Now what?

The Solution. If you’re like most people, you follow up one harsh strategy with another (adrenaline can do that to you). And now the other person is responding in kind. You’re in a heated debate. If you’re in a boardroom, you may choose your words carefully and keep your anger just under the surface. But you’re being abusive nevertheless. With loved ones you may feel safer since nobody is going to fire you for acting unprofessional, so you pile on the verbal abuse. Either way, you need to break the cycle. Step away from the argument and offer a sincere apology. Humble yourself. By now both of you may be at fault, and you may feel that the other person deserves whatever you deal out. Nevertheless, step back and apologize. It’ll do wonders for you and for your relationship.

To Improve:

With Your Learning Partner. Meet with your partner and discuss this problem and solution. Ask for feedback and coaching. Discuss why you believe certain people (maybe even you) have trouble offering an apology, no matter the circumstances. Why is that? It doesn’t necessarily take a lot of skill to say you’re sorry, but it can take a lot of grit. What can you do to get better at seeing a problem early on, stepping out of the ongoing argument, and offering up a sincere apology?

Crucial Conversations, the Book. To learn more about the skills that help Make It Safe, with emphasis on an apology, read pages 65–76.

Crucial Conversations Training. Focus on Lesson Four.



Make It Safe

Contrast to Fix Misunderstandings

“When others become defensive or confused, goes out of his or her way to stop and clarify possible misunderstandings.”

The Problem. As arguments heat up and emotions start to run strong, it’s common for people to take action to protect themselves. To avoid getting blindsided with a verbal attack, they prepare for the worst. You make a simple statement, and instead of assuming the best of your intentions, they assign meaning to the behavior by giving it the most malicious and personal spin possible: “They’re out to harm me.” “They want to make me look bad.” “They actually enjoy seeing me suffer.” Now what?

The Solution. Watch for signs that others are misinterpreting your intentions. Are they becoming upset, frustrated, or fearful? Does it appear as if they believe you are up to no good? Even before you open your mouth, ask yourself, “Are others likely to misinterpret my intentions?” When others begin to misinterpret your motives (or you fear that they might), use Contrasting. That is, explain both what you *don’t* and *do* mean. Let others know that you don’t want (whatever the other person is beginning to incorrectly assume). Then explain your true motive. Contrasting helps you catch and correct misunderstandings before they lead to an unhealthy reaction.

To Improve:

With Your Learning Partner. Meet with your partner and discuss this problem and solution. Ask for feedback and coaching. Think of a situation where someone recently assumed the worst of you and it led to an unnecessary debate or unhealthy conversation. How might Contrasting have helped resolve the problem? Put together a Contrasting statement that would have clarified the false assumptions: You didn’t mean or intend _____; you did mean or intend _____.

Crucial Conversations, the Book. To learn more about the skills that help Make It Safe, with emphasis on Contrasting, read pages 76–82.

Crucial Conversations Training. Focus on Lesson Four.



Make It Safe

Create Mutual Purpose

“When a discussion starts turning into a heated argument, helps calm the situation by pointing out common goals.”

The Problem. When you get caught up in an argument, you frequently lose sight of the fact that both people involved ultimately want the same thing. Heated arguments lead to hot tempers and bad decisions. You ascribe ill-motive to the other person and defend your position to the death. You throw out a solution, the other person counters, and the battle goes on. Instead of finding common ground, you retreat into silence or violence. “I’m right,” you tell yourself, as you assault your opponent with a personal attack—making it unlikely that a common outcome can ever be reached. Maybe you were out to find the best answer when the discussion started, but as it continued you only had one goal in mind: win at all costs. In arguments, you often want the same outcome the other person does, but fail to recognize that it is your strategies for achieving that outcome that are at odds.

The Solution. When an argument starts to get heated, step back and try to find common ground. Ask yourself, “How do I want this situation to be resolved? What outcome do I really want?” Acknowledge that while your *strategies* may differ, you both want the same thing. Together, identify that outcome. “I believe we both want x. Do you see it differently?” Once you agree on the outcome, work together to find a way to achieve it.

To Improve:

With Your Learning Partner. Meet with your partner and discuss this problem and solution. Ask for feedback and coaching. Talk with your partner about a situation where you felt the other person just wasn’t listening to you. How would creating mutual purpose have changed the situation? How could you have gone about creating this mutual purpose?

Crucial Conversations, the Book. To learn more about the skills that help Make It Safe, with emphasis on Creating Mutual Purpose, read pages 68–75.

Crucial Conversations Training. Focus on Lesson Four.



Master My Stories

Watch for Victim, Villain, and Helpless Stories

Victim—“When problems occur, comes up with reasons that remove him or herself from any blame.”

Villain—“When he or she runs into a problem, blames others rather than taking an honest look at his or her role.”

Helpless—“When things go poorly, is quick to explain why he or she couldn’t have done any better.”

The Problem. When a conversation goes badly, we often look back on it and suggest that others were the sole cause behind the blow up. *They* became upset. *They* were unreasonable. We suggest that we’re innocent victims when, in truth, we may have played a role in the problem—but aren’t admitting it. In a similar vein, when others turn abusive, we often accuse them of being hostile, selfish, or bad. We make them out to be villains because we see their villainous behavior and can imagine no other reason behind it. (And if we then respond harshly, it’s okay because they deserve it.) Finally, there are times when we take part in an unhealthy interaction and claim that, sure it went badly, but we had no other option. We were helpless to take the conversation down a better path

The Solution. Recognize three clever stories. If you catch yourself telling the worst possible stories about others, and then acting as if they’re true, you can save yourself a lot of hard feelings by recognizing what you’re doing. Catch the story before you start acting on it as if it were true. To take charge of your life, take charge of your stories.

To Improve:

With Your Learning Partner. Meet with your partner and discuss this problem and solution. Ask for feedback and coaching. What type of stories do you routinely tell—victim, villain, or helpless? Maybe all three. Aren’t your stories correct some of the time? If so, why worry about them at all?

Crucial Conversations, the Book. To learn more about how to Master Your Stories, with emphasis on three clever stories, read pages 93–112.

Crucial Conversations Training. Focus on Lesson Six.



Master My Stories

Separate Facts from Stories

“When feeling attacked, draws negative conclusions about others—even when based on very little information.”

The Problem. Someone does something to you that you don't like. You see this action, conclude that he or she's trying to harm you, become upset, and then respond in kind. These steps, from observation to conclusion to feeling to action, can take place so quickly that you don't even know that you're falling prey to your own hasty storytelling.

But what if your assumption is wrong? What if the story you come up with is inaccurate? Maybe the other person wasn't trying to make you look bad. Maybe he or she wasn't the only person to become snippy and insulting. Or maybe you are actually able to do something to improve your circumstances. When you tell yourself stories that are inaccurate, you conjure up inappropriate feelings that in turn lead to inappropriate actions.

The Solution. Separate facts from stories. As your feelings begin to grow, cut them off at the source—before you act too quickly and without accurate data. To do so, mentally retrace your steps back to your original observations. What got you started? What did you actually see and hear? These are the facts of the situation. Your stories, on the other hand, are what you concluded from the facts. Stories are subject to what you tell yourself about the cause of the behavior. Facts, in contrast, are objective. They represent what actually took place. So, step away from your conclusions or stories, return to the facts, and then prepare to enter the conversation with these facts in tow—not your conclusions.

To Improve:

With Your Learning Partner. Meet with your partner and discuss this problem and solution. Ask for feedback and coaching. What's the difference between a fact and a story? What's the best means for not falling prey to your stories? How can you help each other as you begin to draw negative conclusions and then act on them as if they're completely accurate?

Crucial Conversations, the Book. To learn more about how to Master Your Stories, read pages 101–106.

Crucial Conversations Training. Focus on Lesson Six.



Master My Stories

Tell the Rest of the Story

Victim—“When describing problems that have occurred, goes out of his or her way to point out how he or she could have done better.”

Villain—“Is slow to draw negative conclusions about people. Instead, thinks carefully about good reasons others might be doing what they’re doing.”

Helpless—“Avoids taking the easy way out when dealing with difficult ‘people problems.’ Instead, takes care to find solutions that get results while showing respect for the people involved.”

The Problem. As you observe yourself and others going to silence or violence, it’s easy to tell stories that let you off the hook. It takes maturity, perspective, and humility to step away from our first impressions and look at the big picture. It’s also hard to do so because you live on the wrong side of your eyeballs—making it impossible to see yourself through objective lenses. Couple this with the dumbing down that occurs to every time you fall under the influence of adrenaline, and it’s little wonder that you often feed off your own stories rather than seek the facts. With time and practice, you come to enjoy the false sense of security that comes from playing “ain’t it awful,” blaming others, or taking no responsibility for complex interactions.

The Solution. Tell the rest of the story. Rather than allow yourself to tell stories about what’s going on—with only a shaky link to objective reality—force yourself to ask three telling questions. Each is aimed at forcing a more objective light on the behaviors you’ve observed.

Victim: When you feel victimized by others, ask yourself, “Am I pretending not to notice my role in the problem?” This helps you explore the complete interaction—including what you may have done.

Villain: When others do things that appear selfish or suspicious, rather than jump to the worst conclusion, ask, “Why would a reasonable, rational, and decent person do that?” By giving others the benefit of the doubt, you avoid automatically treating them as if they’re guilty.

Helpless: When you feel helpless ask, “What should I do right now to move toward what I really want?” This question forces you think about what actions you might take rather than sit around and feel helpless.

To Improve:

With Your Learning Partner. Meet with your partner and discuss this problem and solution. Ask for feedback and coaching. What is meant by the expression “Tell the rest of the story”? What’s the benefit of each of the three questions? Which story (Victim, Villain, or Helpless) do you tell the most often? What are the signs that you’re acting helpless, feeling victimized, or treating others as villains?

Crucial Conversations, the Book. To learn more, read pages 112–117.

Crucial Conversations Training. Focus on Lesson Seven.



STATE My Path

Share Your Facts

“When giving someone tough feedback, he or she doesn’t lead with conclusion and avoids inflammatory terms by sticking to the facts.”

The Problem. You observe someone doing something suspicious, tell yourself a story that explains why you think he or she did it, create a feeling, and then act as if the story is true. Sometimes this means that you walk up to others and accuse them. You share your conclusion as if it were a fact rather than a story. “You can’t be counted on to deliver in a pinch.” “You really enjoy making people feel uncomfortable don’t you?”

Leading with a conclusion rather than a fact is doubly problematic. First, a conclusion only tells the other person what *you think*, not what he or she *did*. We lead with conclusions so frequently that we actually think we’ve given others helpful feedback. “You’re controlling.” That’s not genuine feedback. It says nothing about what the person did; only what you concluded. As a result, the other person may not know what to do differently in order to solve the problem. Second, conclusions tend to be insulting or inflammatory and typically lead to defensiveness. When you only share a vague conclusion, the other person may end up feeling both confused and upset.

The Solution. Share your facts. Retrace your path back to the source. What did the other person say or do? You know what you feel. You may even be in touch with what you concluded. But don’t start with either. Instead, start with the objective facts. Facts increase clarity while reducing defensiveness.

To Improve:

With Your Learning Partner. Meet with your partner and discuss this problem and solution. Ask for feedback and coaching. Think of the last time you gave someone “feedback.” Was it actually feedback or did you share your feelings or stories instead? What did the person do that bothered you? Are you finding it easier to come up with your conclusion rather than the other person’s actions? Why is this? What is the antidote to leading with controversial stories?

Crucial Conversations, the Book. To learn more about STATE My Path, with emphasis on how to share your facts, read pages 119–128.

Crucial Conversations Training. Focus on Lesson Eight.



STATE My Path

Tell Your Story

“Frankly states his or her real opinion—even if it contains conclusions others might have a hard time accepting.”

Talk Tentatively

“During tough conversations, makes absolute statements like ‘the fact is’ or ‘as everyone knows’ to help win the point.”

The Problem. You observe someone doing something, tell yourself a story about why you think he or she did it, and then create a feeling such as anger or disappointment. If you don't have confidence that you can share the story you told yourself, you might move toward silence. That is, either you sugarcoat the feedback or you only talk about the other person's actions—but not about what you're starting to conclude. This is likely to be woefully inadequate because your conclusions may be the bigger issue and deserve a hearing.

Eventually you do decide to share your feelings and conclusion, but by now you're so upset that you share them too abruptly. You share them as if they are facts and you do so with a tone that says, “This is the truth and what are you going to do about it?”

The Solution. Tell your story, but tell it *tentatively*. Rather than only sharing the facts when your story is starting to bother you, you should first lead with the facts and then share your story or conclusions. Be careful. Don't share your stories or judgments as facts, but as something you're beginning to conclude. You should also share them tentatively: You're not sure, but this is what you're beginning to conclude. Maybe it's true. You want to learn the other person's view before you begin to treat your conclusions as facts. By tentatively sharing your conclusions, you avoid inflaming the interaction and yet you're able to share what is starting to bother you.

To Improve:

With Your Learning Partner. Meet with your partner and discuss this problem and solution. Ask for feedback and coaching. Do you move back and forth between silence and violence? Someone does something that bothers you, but rather than speak frankly to them you remain silent. You hold back, but after a while the stories you're telling yourself only make you feel worse. Finally you say something—often something you regret. You lead with your feelings and story—“I'm disappointed because you aren't loyal to the team.” How do you share your negative conclusions in a way that doesn't cause problems?

Crucial Conversations, the Book. To learn more about STATE My Path, with emphasis on how to tentatively tell your story, read pages 119–128.

Crucial Conversations Training. Focus on Lesson Eight.



STATE My Path

Ask for Others' Paths

“After arguing strongly for something he or she really cares about, encourages others to share their views—whatever they might be.”

Encourage Testing

“After presenting a strongly held opinion, sincerely invites and even encourages others to share differing or opposing views.”

Express Your Views in Ways that Maintain Safety

“Is skilled at expressing his or her ideas in a way that shows confidence, but also makes it clear that he or she is open to other views.”

The Problem. When you firmly and confidently express your opinion (sharing both what you’ve observed and what you’re beginning to conclude), others may begin to feel unsafe. You may even be talking about a sensitive or controversial topic and you’re speaking with passion and conviction. To add even greater tension, you might be speaking from a position of power or personal expertise. Now, how likely are others to speak their differing views under these tense conditions? If you don’t take care to create a safe climate, your passion for the topic along with your perceived power may shut others down. They disagree, but they don’t say a word—at least not to your face.

The Solution. Sincerely invite others to speak, even disagree. When you feel strongly about something, nobody expects you to drop your confidence level or back away because it’s not okay to have a strong opinion. It’s okay to have an opinion, even a strong one. You just have to make sure that after you’ve expressed your view you speak with equal passion when encouraging others to share their opinions. As you finish stating your view, ask others for their views. Go further by inviting them to share *differing* views. Make your invitation sincere and don’t be afraid to wait for someone to eventually speak up. When someone does begin to express a contrary opinion, encourage him or her to continue. Offer up your sincere thanks. In short, do whatever it takes to make it safe to disagree.

To Improve:

With Your Learning Partner. Meet with your partner and discuss this problem and solution. Ask for feedback and coaching. After confidently expressing your views, what can you do to encourage others to express differing opinions? When you’re in a position of power, what else might it take to make it safe to disagree with you? Why does power put safety at risk? Why worry about safety in the first place?

Crucial Conversations, the Book. To learn more about STATE My Path, read pages 134–140.

Crucial Conversations Training. Focus on Lesson Eight.



Explore Others' Paths

Ask to Get Things Rolling

“When others appear to be uncomfortable with sharing their thoughts, he or she goes out of his or her way to ask them to speak their mind.”

Mirror to Confirm Feelings

“When other people’s body language suggests they’re upset, he or she points it out to make it safe for them to say what’s on their mind.”

Paraphrase to Acknowledge the Story

“When others appear uncomfortable sharing what’s on their mind, he or she takes pains to summarize what they’ve said in a nonjudgmental way.”

Prime When You’re Getting Nowhere

“When others appear to be holding back a tough message, he or she takes an honest guess at what they might be thinking in order to help them say what’s on their mind.”

The Problem. When others suddenly clam up or blow up during a conversation, it can be hard to determine why. If they clam up, by definition they’re making it hard to learn what’s going on. If they blow up, they often share their harsh conclusions or feelings, but you’re still left wondering what you did that set them off. You did something, they told themselves a story about why you did it and created a feeling, and now they’re either clamming up or blowing up. What can you do to help those who have gone to silence open up or to help those who have gone to violence to get back to the facts?

The Solution. Explore others’ paths. To help people get to an intellectual and emotional position to share with you what has them so upset, you’ll either need to slow them down if they’ve gone to violence or open them up if they’ve gone to silence. One set of tools serves both purposes. AMPP skills make it safe for the other person to talk about the facts of the situation.

Ask to get things rolling. If others have gone to silence, explain that you’d love to hear their point of view. If they’ve gone to violence, ask questions that get you away from their conclusions and closer to the facts. Mirror to confirm feelings. When others’ tone of voice or nonverbal behaviors is inconsistent with what they’re saying, hold up a mirror by describing the difference between the two. Paraphrase to acknowledge the story. Restate in your own words what the other person has said—this lets him or her know that you’re listening and helps clarify any misunderstandings. Prime when you’re getting nowhere. Take a guess at what you think has the other person upset, showing no emotion or judgment and thus making it a safe topic.

To Improve:

With Your Learning Partner. Meet with your partner and discuss this problem and solution. Ask for feedback and coaching. Discuss the following: Why does this one set of skills help people who have gone to either silence or violence? Why is it important to get to the facts of the situation? What role does listening play in helping others calm down? What role does it play in helping them feel safe to talk about a touchy or controversial subject?

Crucial Conversations, the Book. Explore Others’ Paths, pages 146–155.

Crucial Conversations Training. Focus on Lesson Nine.



Move to Action

Decide How to Decide

“Avoids confusion and disappointment by clarifying upfront how people will or will not be involved in final decisions.”

The Problem. You’ve just finished a fairly lengthy crucial conversation with your staff. You did a good job of getting information out into the open and now it’s crunch time. You have to make decisions. But how? Several people were involved. You brought people with different expertise together so you could hear their views. Now, should each have a say in the final decision or not? If you don’t involve everyone, some will be upset. If you do involve everyone, it could take forever. Now what?

The Solution. Decide how to decide. As you’re surfacing information, let people know in advance how you’ll be making decisions. And it won’t always be the same. If everyone will be affected, cares deeply about the choice, has to live with the decision, and it’s a relatively small group, use *consensus*. Stick with the discussion until everyone can support your choice. If a lot of people care and will be affected, but it’s too large a group to be an effective decision-making body, *consult*. Ask a representative sample and tell them you’ll be talking to several people, and then a smaller group will be making the actual decision. If you’re selecting from a number of good options and you don’t have much time, *vote*. Finally, recognize that some decisions are *command* decisions—you don’t have a choice. Examine which mode best suits your circumstances, explain that this is the mode you’ll use, then use it.

To Improve:

With Your Learning Partner. Meet with your partner and discuss this problem and solution. Ask for feedback and coaching. Discuss the best use of consensus, command, consult, and vote decisions. When do you use each and why? What are common mistakes and how do you avoid them?

Crucial Conversations, the Book. To learn more about how to Move to Action, read pages 163-174.

Crucial Conversations Training. Focus on Lesson Ten.



Move to Action

Clarify Who Does What and by When

“When ending a meeting or conversation, he or she avoids confusion over next steps by clarifying exactly who does what and by when.”

Follow Up

“After others agree to complete an assignment, he or she follows up to ensure that the assignment has been done—even if he or she has to follow up multiple times.”

Document Assignments

“Ensures that important decisions and action items are carefully documented so they are not forgotten—even when he or she’s pressed for time.”

The Problem. You’ve held a crucial conversation, made key decisions, and now it’s time to end the discussion. If you’re not careful, you can undo all of your good work. Here’s how. You aren’t clear about who is supposed to take action. Or, you don’t detail exactly what the desired actions or outcomes are. Perhaps you forget to set deadlines. Maybe you do all of this but fail to write anything down and then don’t follow up. A week later you return to the topic only to learn that things didn’t go as you expected. You return to the conversation, hash over the issues, and argue about what did and didn’t happen—until you’re all discouraged, disillusioned, and more than a bit cynical.

The Solution. Clarify who does what by when, document, and follow up. This is not rocket science. Compared to actually conducting complex and emotional crucial conversations, ending well should be the easy part. Start by making sure you know who has what assignment. There is no “we” in accountability—you need to connect names with assignments. Next, clarify exactly what outcome or product you expect from others. For example, is the assigned person returning with a finished document, a draft, or an outline? Put a date on each assignment. An assignment without a date attached to it is only a direction, not a goal. Write down what you’ve decided and refer to it when appropriate. Finally, set a follow-up time and follow up. Once again, this isn’t rocket science, but it does call for a commitment to take the time to finish off the conversation well.

To Improve:

With Your Learning Partner. Meet with your partner and discuss this problem and solution. Ask for feedback and coaching. Discuss where you’re at risk. What part of who does what by when, document, and follow up do you do well? What are you not so good at? What do you need to fix and what will it take?

Crucial Conversations, the Book. To learn more about how to Move to Action, read pages 174–177.

Crucial Conversations Training. Focus on Lesson Ten.