

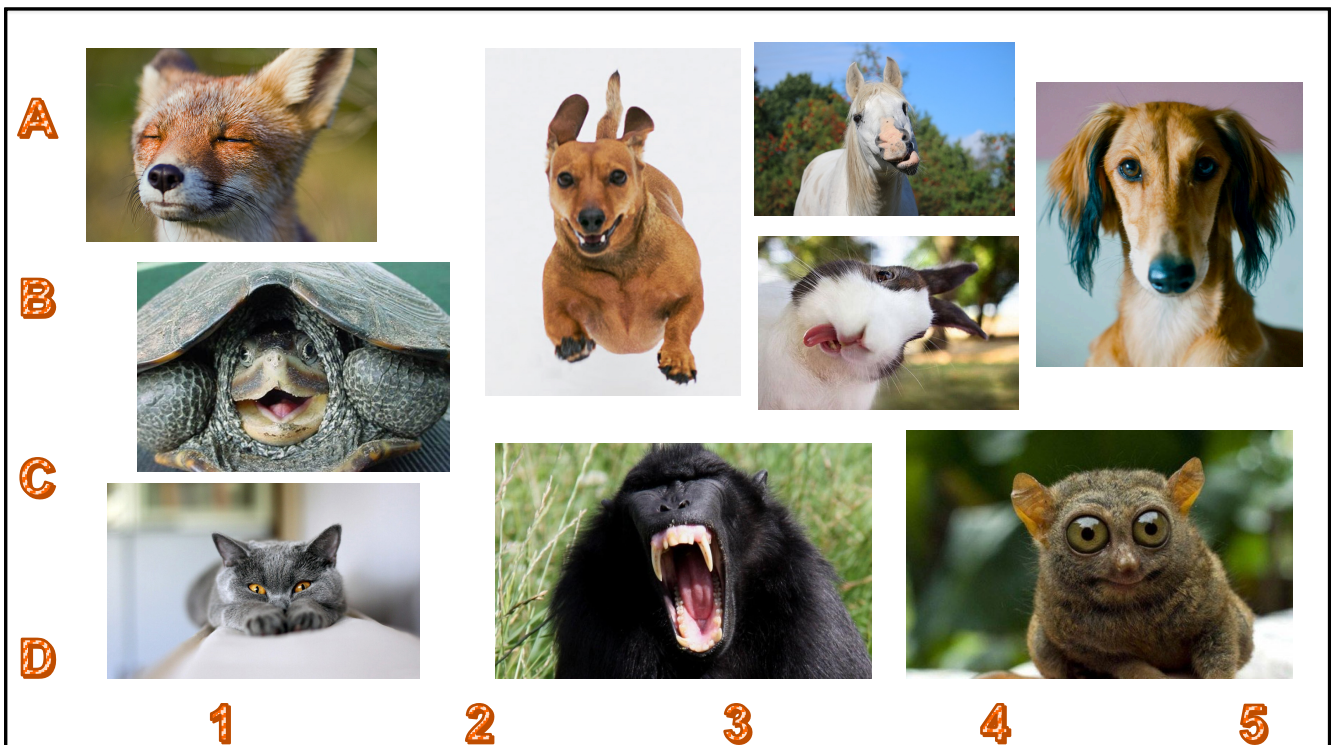


Excellence in Internal Client Encounters

A series of training and workshop sessions
for Intel France, May to September 2021

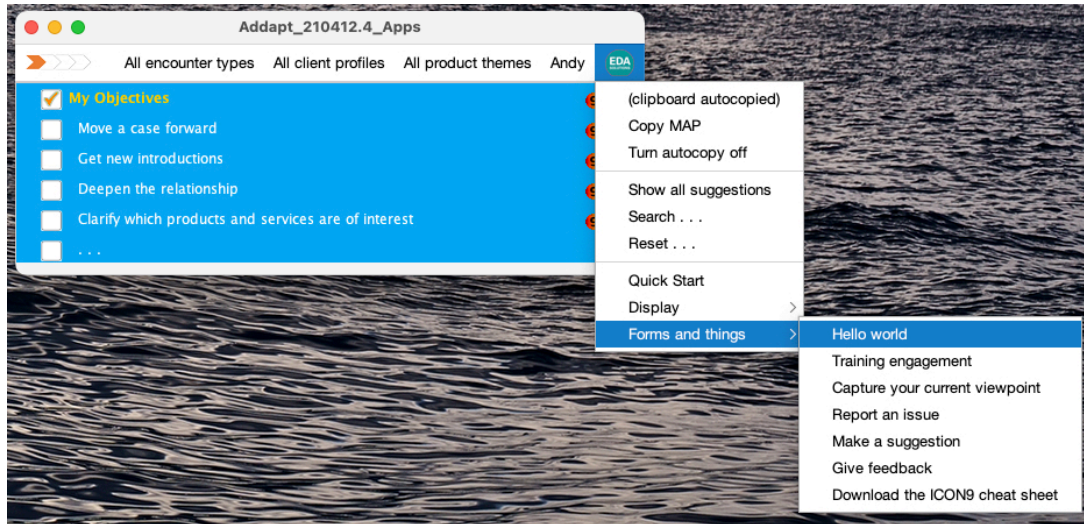
Session 6

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To get started...



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Learning objectives

What do you remember most ?

Our goal is that, having taken the program and successfully completed a Checkpoint, a participant in the Excellence in Internal Client Encounters (EICE) program will be able to state:

1. I am able to differentiate between **analytical** and **systemic** approaches to problem solving and to recognise which is appropriate in a given set of circumstances
2. I am able to use the **Encounter Process** to observe the structure of meetings, to identify **Short Circuits** and to avoid them (whenever this is possible)
3. I use a **MAP-based** approach to prepare meetings and I pay attention to the **necessary attributes** of MAP's three components
4. I recognise the benefits of starting meetings with **inclusion** followed by an **agreement** on how to proceed. Further, I know how to adapt the **PAGE** tool to many meeting-start scenarios.
5. I practice **Learning Discovery** in order to obtain a wide range of **factual** and **feelings-based** information and I can use the **DISCOVER-Y** tool to help with this
6. I can describe the key differences between **Learning** and **Guiding Discovery** as well as the **four key stages** of Guiding Discovery and how to navigate between them
7. I can plan a presentation or pitch using the **TWO-MINUTE MESSAGE** and I can explain how this fits in with MAP-based preparation
8. I can use the 4-step **SUBROUTINE** protocol (derived from *Nonviolent Communication*) to support my conversations, particularly where **assertiveness** is required
9. I am able to access EICE resources (**my.icon9.net**) that can help me to independently develop my conversation skills
10. I am able to describe where the principles and practices taught in the EICE program are **relevant** to situations in my personal and professional lives

Whoever goes first has most choice ! 😊

iconda

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Learning and Guiding Discovery

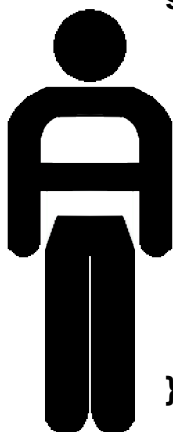
- Learning Discovery is about **ASKING** the right questions
- Guiding Discovery involves **PROMPTING** the client to reveal deeper Problems and Needs
- Short Circuits happen when you **SUGGEST** Solutions too early



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The SUBROUTINE for **DISCOVERY**



```

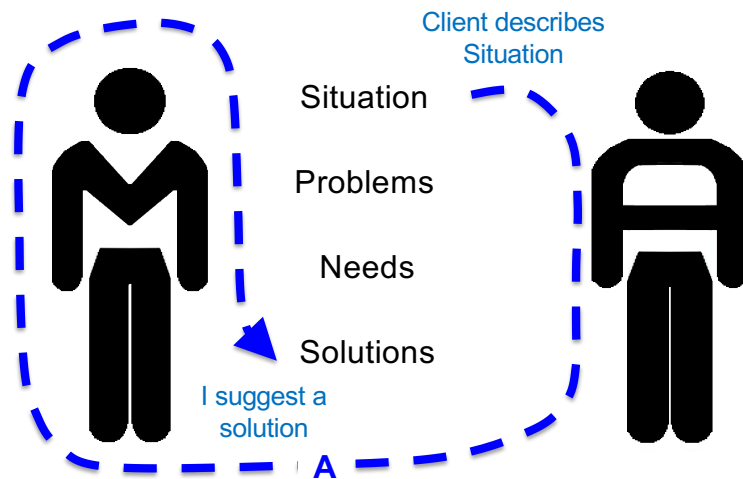
subr(#DISCOVER) {
  situation(); // What is observed? (separating reported facts from
                judgements, interpretations and generalisations)
  problems(); How is this situation affecting my client? (identifying
                issues and their impact)
  needs(); // What are the client's 'satisfaction gaps'? (often called
             interests and requirements; not to be confused with
             requests for specific solutions)
  solutions(); What solutions have they tried in order to fulfil their
                needs?
}

```

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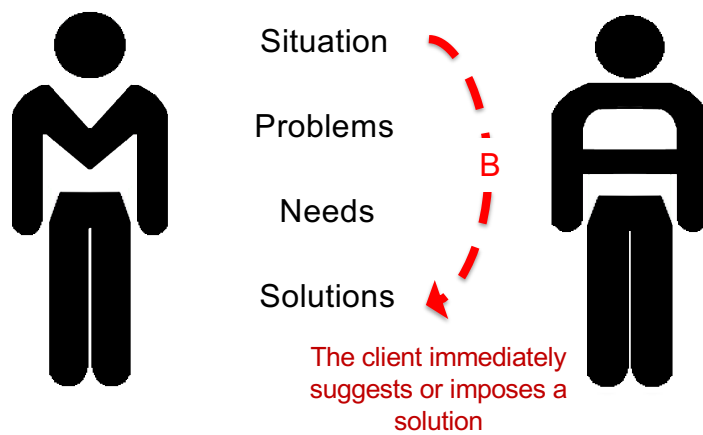
Short Circuits – version A



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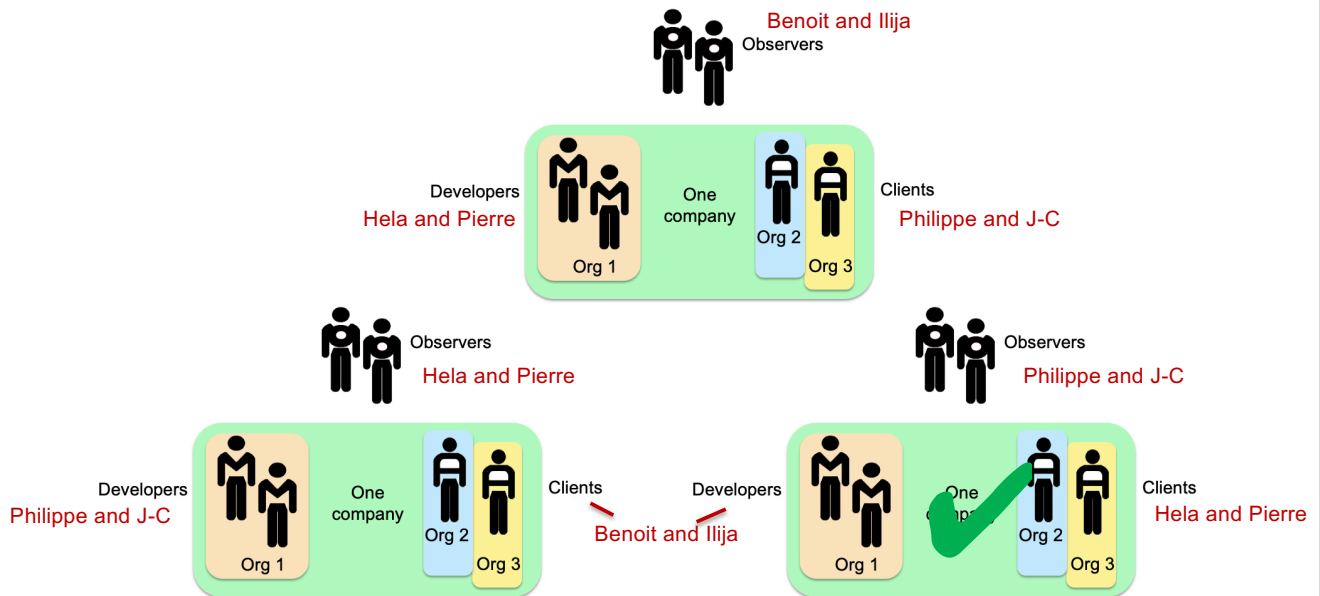
Short Circuits – version B



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Encounter Simulations



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Learning versus Guiding Discovery

Learning Discovery

- Get as much data as possible
 - Present: circumstances and problems
 - Past: history and things tried in the past

Guiding Discovery

- Uncover the deeper problems and needs
 - Go beyond the superficial, *implied* needs and problems
 - Goal = « Real Needs »
- Does NOT try to find solutions !

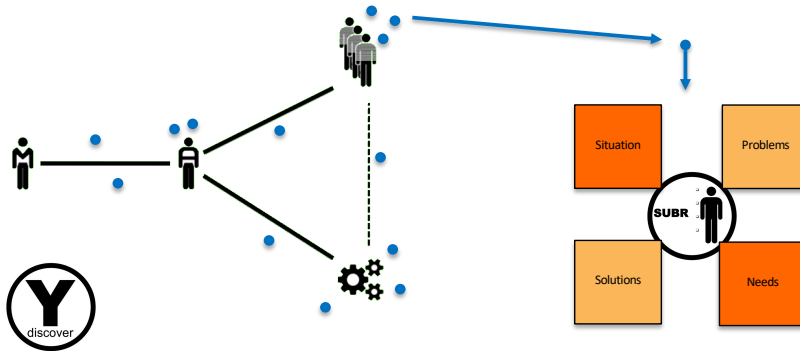


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Another Dimension to Discovery

DISCOVER-Y ensures good *coverage* of topics

The SUBROUTINE helps with the *depth* of questioning



D-Y and the SUBROUTINE *together* enhance Learning *and* Guiding Discovery

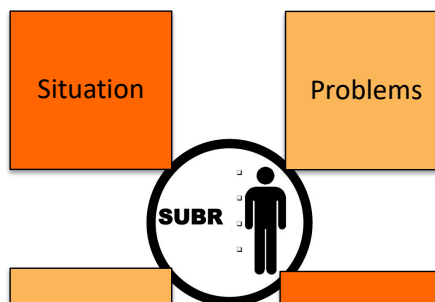
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Know where you are in the conversation

What is observed?

Separating facts from judgements, interpretations and generalisations



How is this situation affecting my client?

Identifying issues and their impact

What have they tried?

What are the client's 'satisfaction gaps'?

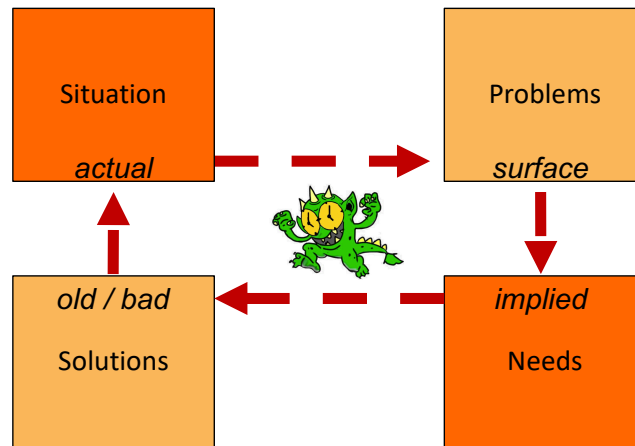
i.e. interests, requirements, desires ... not to be confused with requests for specific solutions

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Short Circuit



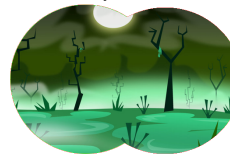
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What are they looking for?



The Problem
What they don't want



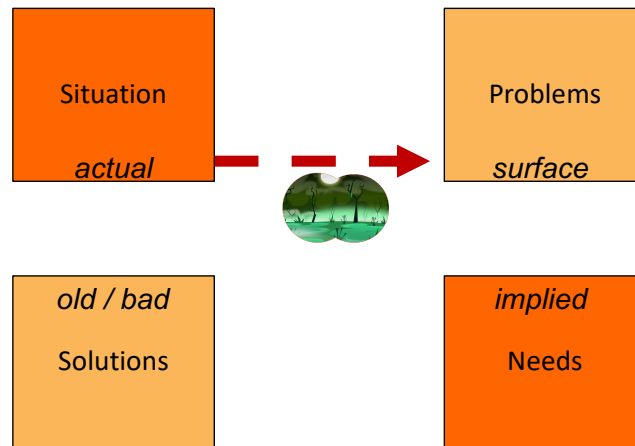
The Desired Situation
What they DO want



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Problems, problems, ...

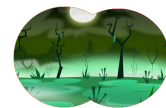
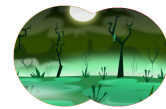
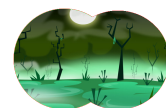


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Examples

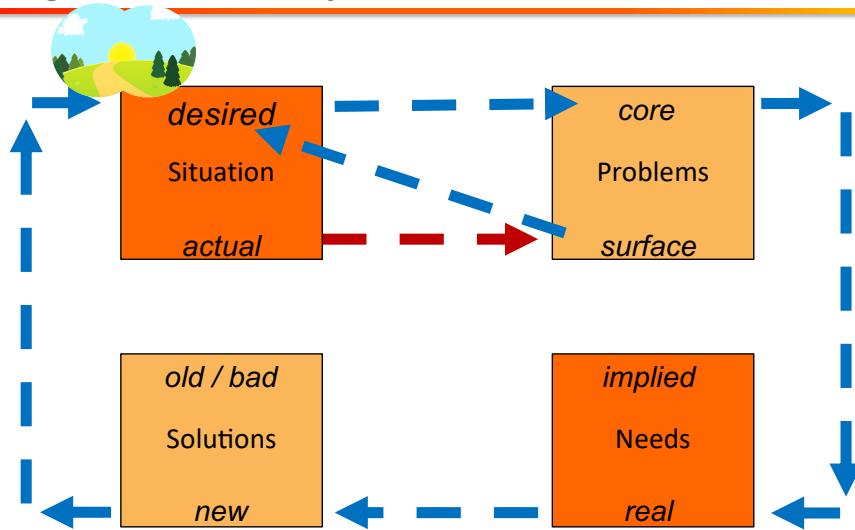
- “This machine is driving me nuts – it’s useless!”
- “Their packages are too complicated!”
- “There are way too many buffers in this database”



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Guiding Discovery



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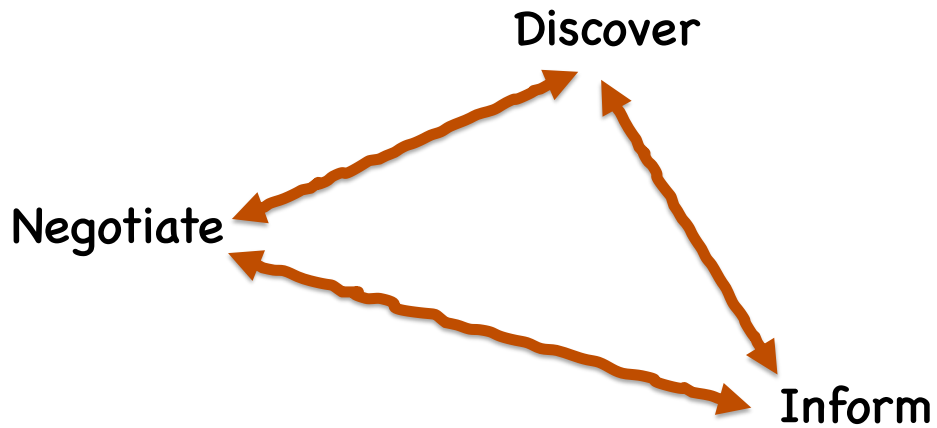
Multiple choice

Stimulus	Response	Short Ckt	Learn'g Disc'y	Guiding Disc'y
I've been stuck on this bug for hours!	Try Google!			
I'm feeling pretty bad	You mean ill-bad or tired-bad or just in a bad mood ..?			
There was an accident	What sort of accident?			
That guy is wonderful!	I'll arrange for you to meet him!			
The plane was cancelled! I'll never make it in time!	And what would happen if you don't go? What's the purpose of the visit?			
It crashes every 6 hours	What have you tried to fix it?			
My cousin is an expert in this	What's his experience?			
I don't like the way this project is run	Is it that you'd you like to have more say in the way things are done? ...			

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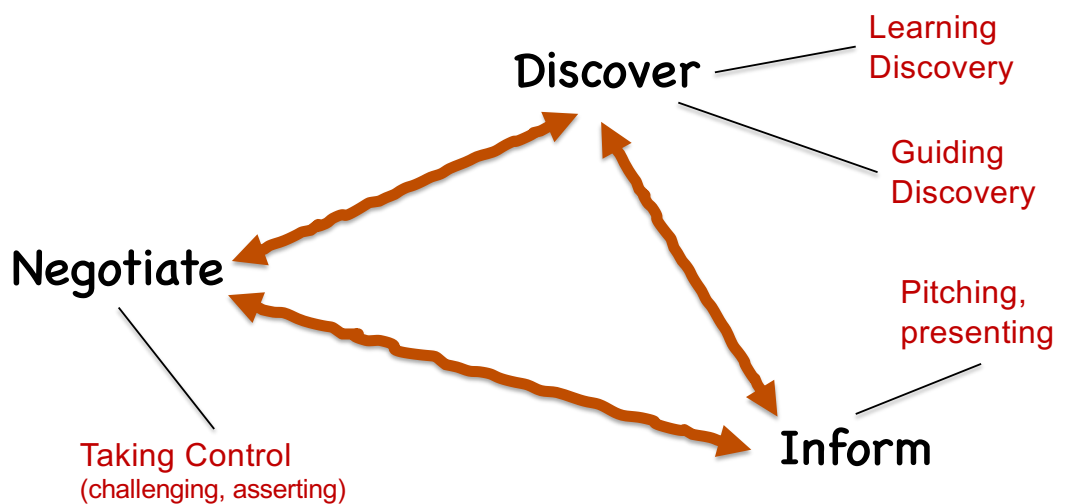
The « DIN » Triangle



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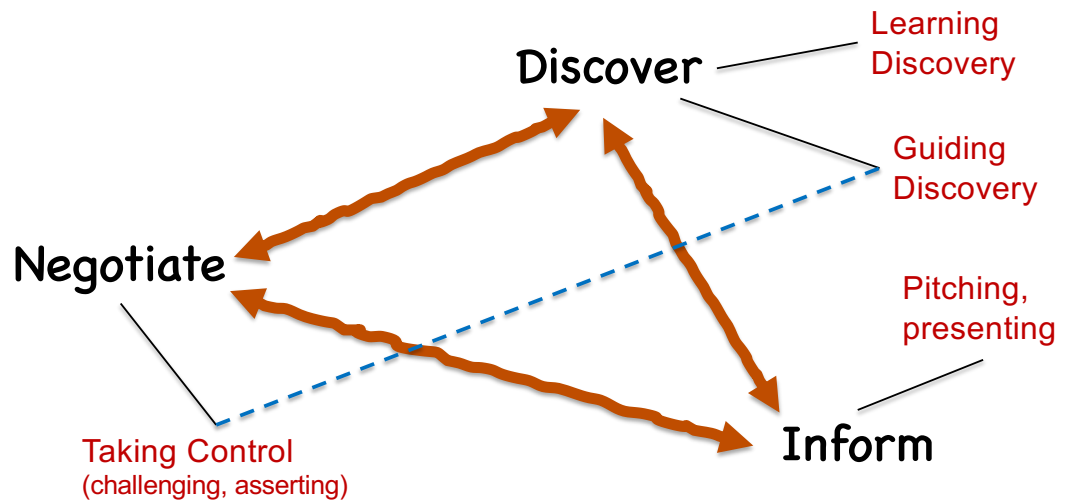
The « DIN » Triangle



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The « DIN » Triangle



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Take Control of What?

- Consider a meeting of six people
 - Myself
 - A colleague
 - My boss
 - My opposite number (the engineer that I support)
 - Their colleague
 - Their boss

What must I take control of?

The outcome as far as it affects me personally and professionally

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Example: Product Problem

- I meet a client to discuss a product problem
- Outcome:
 - They agree to gather more data on the problem
 - I agree to run certain tests
 - We agree on a call in two day's time to assess progress

Did I take control? (or maintain adequate control)

- Yes, if this outcome is acceptable to me
- No, if I could see that the problem was on the client's side and I had felt like saying 'no' to their request for tests

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Example: Information Problem

- A client asks me to present something
- Outcome:
 - I make a presentation
 - They thank me, saying that it has given them new ideas

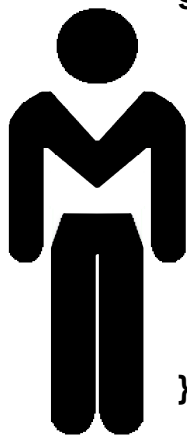
Did I take control? (or maintain adequate control)

- Yes, if this outcome is acceptable to me
- No, if I needed information from the client on their needs and the alternatives under consideration (and they either ignored my requests for this, or I didn't even ask)

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The SUBROUTINE to **ASSERT MYSELF**



```

subr(#ASSERT) {
  situation(); // My observations (avoiding judgements,
                // interpretations and generalisations)
  problems(); // How this affects me and my organisation
  needs();    // What I therefore need (at a high level of
                // abstraction)
  solutions(); // Actions that may fulfil these needs: a
                // request or a proposal for action
}

```

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*Objective: Practice
confrontation without conflict
using the SUBROUTINE*

*(inspired by NonViolent
Communication – consider this
an introduction to the subject)*

The screenshot shows the ICONDA web application interface. The main content area displays the title 'Intel 6: session 6 210623 Taking control' by andy | May 17, 2021. Below the title is a blue link for 'Taking control exercise' and a 'More on' button. A 'Previous Section' link is also visible. On the right side, there is a 'Course progress' section with a green progress bar and a 'Course navigation' section listing several sessions with expandable arrows. The top navigation bar includes 'Home', 'My Modules', 'My Stuff', 'ICONDA', 'ICON9', 'Help', and 'Log Out'.

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Next steps

- Log books for **Recording**
 - You'll need this for your Checkpoint
- Use Addapt to get quick reminders !
 - Please let me know what works and doesn't work for you

