

THE CONSTRUCTIVE DIALOGUE FRAMEWORK

How to Lead Difficult Conversations and Build a Resilient Organizational Culture



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INTRODUCTION

Difficult conversations are an unavoidable part of leadership. Whether a leader is addressing a colleague's conduct, navigating tension between the board and management, delivering difficult feedback, or responding to a formal complaint, the quality of those conversations directly affects the health of the organization, the integrity of its culture, and the trust people place in those who lead it.

However, many leaders still lack a structured approach to these conversations. They avoid them until they escalate. They rush them when they do engage. And they often cause unintended harm—not because they do not care, but because they lack the tools.

This framework is designed to change that. It offers leaders a practical, values-based approach to preparing, initiating, and sustaining difficult conversations—across a range of contexts, from interpersonal conflict and team misalignment to organizational culture and governance challenges.

What defines these conversations is not the leader's ability to have all the answers. It is their willingness to approach them with humility, compassion, curiosity, and courage—and to create conditions where others feel safe enough to do the same.

“Human conversation is the most ancient and easiest way to cultivate the conditions for change – personal change, community and organizational change.”

- Margaret J. Wheatley

PART 1: CONDITIONS THAT UNDERMINE CONSTRUCTIVE DIALOGUE

Constructive dialogue can be derailed when certain conditions are present. Four of the most common are:

1. Different Information

We often enter conversations with different information, shaped by how we interpret the world around us. These differences can create conflicting interpretations of the same issue: what is important to one person may seem overstated or peripheral to another.

2. Identity and Relational Barriers

Our interpretation of issues is shaped by many factors, including our identities, lived experience, and our biases. Power dynamics further complicate dialogue: those holding formal authority or informal privilege are more likely to speak, while others may remain silent. When we do not address these dynamics, conversations risk becoming one-sided and critical perspectives are excluded.

3. Organizational Barriers

Lack of psychological safety: When people fear judgment or retaliation, they remain silent, preventing risks from surfacing and harm from being addressed.

Trust deficits: When concerns are ignored, people assume nothing will change, which erodes morale and confidence in leadership.

4. Interpersonal Barriers

The desire to be right: Defending our position at all costs shifts the focus from problem-solving to blame, which evokes defensiveness and shuts down exchange.

The desire to be heard: If everyone focuses only on speaking, without listening, conversations stall. To be truly heard, we must first listen to others.

PART 2: CONDITIONS THAT ENABLE CONSTRUCTIVE DIALOGUE

Just as certain conditions make constructive dialogue difficult, others create the trust and openness needed for meaningful exchange. These conditions can be fostered in both individuals and organizations.

1. Leadership Values and Principles

Two foundational elements orient leaders in how they approach difficult conversations.

Principles

Ground constructive dialogue in equity and accountability.

- **Equity:** Identify and remove systemic barriers and account for power imbalances.
- **Accountability:** Ensure conversations lead to visible follow-up through governance processes—board and committee reports, leadership performance goals, and documented action plans.

Values

Four core values orient leaders in how they engage in dialogue, encouraging openness rather than defensiveness:

1. **Compassion:** Remain sensitive to the struggles of yourself and others, with a genuine commitment to prevent and reduce harm.
2. **Curiosity:** Seek to understand by asking questions, listening deeply, and remaining open to perspectives that may challenge your own.
3. **Courage:** Lean into discomfort and name difficult truths rather than avoid or suppress them.
4. **Humility:** Acknowledge that you do not have all the answers and that you are willing to learn.

2. Leadership Practices

Beyond individual values, leaders must create environments where difficult conversations can take place productively.

Psychological safety: Cultivate an environment where people feel safe to speak up and share concerns without fear of judgment or retaliation. In Part 1, below, we identify psychological safety as a barrier when absent, and here as a practice leaders actively cultivate.

Trust: Build credibility by listening without defensiveness, following through on commitments, and being transparent about how and why decisions are made—including when input was considered but did not change the outcome.

Shared obligations: Before difficult conversations begin, establish explicit norms: how people will signal when they need a pause, how disagreement will be expressed respectfully, and how concerns raised in the conversation will be followed up.

Visible leadership commitment: Demonstrate, through words and actions, that addressing difficult issues is a leadership responsibility and an organizational priority.

Emotional self-regulation: Leaders who model emotional self-regulation create conditions where others feel safe to engage honestly. In practice, this means pausing before responding when a strong reaction arises, naming the emotion without acting on it, and creating deliberate space before moving to a response or decision. These are governance competencies that directly affect the quality of decisions made under pressure.

PART 3: THE CONVERSATION

With a clear understanding of what undermines constructive dialogue and what enables it, leaders are better positioned to navigate the conversation itself. The three stages that follow provide a practical approach: how to prepare before entering the room, how to open in a way that reduces defensiveness, and how to sustain dialogue when it becomes difficult. They are a guide, not a script, and professional judgment determines how they are applied in any given situation.

STAGE 1: BEFORE THE CONVERSATION

Preparing yourself and understanding the broader context

Effective conversations begin well before participants are in the same room. Preparation allows leaders to anticipate challenges, understand the conditions they are walking into, and show up with the clarity and steadiness that constructive dialogue requires.

1. Understand the Context

Examine the conversation from four levels before it begins.

1. **Societal:** Consider the broader political, social, or cultural environment shaping how people feel about this issue before they enter the room.

Ask: Is this the right moment for this conversation, or would different timing create better conditions for honest dialogue?

2. **Organizational:** Examine your organization's history with difficult conversations. Have similar issues been raised before? What happened as a result? If previous conversations led to no visible change, participants may be skeptical and lack trust in their leaders. Also identify what governance processes, policies, or accountability mechanisms are relevant. Understanding these in advance gives you clarity on what you are empowered to do with what you hear.
3. **Interpersonal:** Assess the relationships, power dynamics, and conflict history between participants. Pay particular attention to the difference between formal authority and informal influence.
Ask: Who is likely to dominate this conversation, and who is likely to withdraw? What steps can you take—in how you structure the conversation or sequence participation—to ensure all relevant perspectives are heard?
4. **Personal:** Reflect honestly on what assumptions you are bringing to this issue and where they come from. Consider how your identity, lived experience, positional authority, and reputation may shape what others are willing to say in your presence. Remember that intent and impact are not the same thing: a leader may enter a conversation with entirely constructive intent and still cause harm. Personal preparation is not about achieving neutrality—it is about understanding your starting point clearly enough to lead with honesty, humility, and accountability.

A note on readiness

Before initiating a difficult conversation, consider whether both parties are in a position to engage constructively. A conversation held when emotions are too raw, trust too depleted, or information too incomplete may do more harm than one held under better conditions. Where possible, choose a moment when both parties can be present and focused.

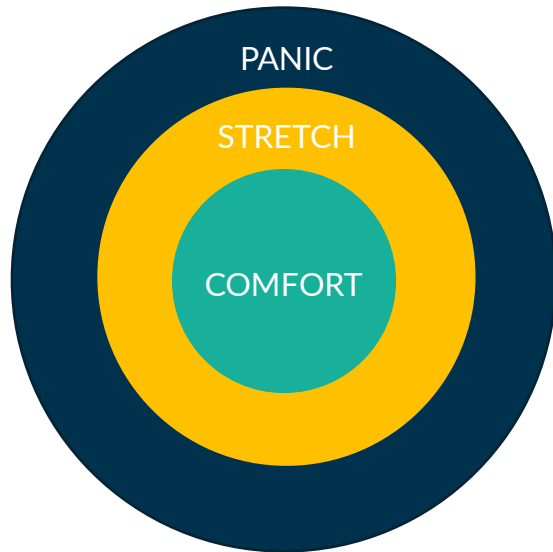
This is not always within a leader's control. In situations involving workplace complaints, or other matters governed by organizational policies or legal obligations, the conversation must happen regardless whether the parties are ready. In these cases, the leader's role is not to wait for the right moment but to create the best possible conditions within the conditions that exist. They must be clear about the purpose, ensuring both parties understand the process, and ensure there is enough time for the other person to ask questions and seek support if needed.

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2. Prepare Mentally and Emotionally

A leader's emotional state at the start of a difficult conversation directly affects its quality and outcomes. Leaders who enter reactive or dysregulated—regardless of their intentions—reduce the capacity for honest dialogue and increase the risk of harm. Emotional preparation is not a personal wellness practice. It is a governance competency.

The **Comfort-Stretch-Panic model** offers a practical guide:



Comfort zone: You feel at ease.

Conversations here feel manageable but may lack the productive tension needed for genuine dialogue.

Stretch zone: You feel challenged but capable. This is where meaningful dialogue occurs and where leaders do their best work.

Panic zone: You feel overwhelmed. In this state, the capacity for constructive dialogue diminishes significantly. People become reactive, defensive, or withdrawn.

Before the conversation, assess where you are on this continuum. If you are in panic, delay if possible. If delay is not an option, use a brief grounding practice: write down the three things you most want to remember when the conversation becomes difficult, take three slow breaths before entering the room, or spend two minutes reviewing your purpose and intention in writing. Your goal is to enter, and remain, in the stretch zone.

3. Set Your Leadership Intention

Before entering the conversation, set a single, clear intention—one that reflects both your purpose and your commitment to leading with compassion, curiosity, courage, and humility, the values introduced in Part 2.

An intention is not an outcome. You cannot control whether the conversation resolves the issue or produces consensus. What you can control is how you show up. Write it down. Return to it if you feel yourself losing ground.

Examples:

"I am here to understand, not to win."

"I will stay present even when this becomes uncomfortable."

"I will create space for perspectives I have not yet considered."

STAGE 2: BEGINNING THE CONVERSATION

Opening in a way that reduces defensiveness and creates conditions for honest dialogue

How a difficult conversation begins largely determines how it ends. Most leaders open by stating their position, making an evaluation, or telling the other person what they need to do differently. This approach activates defensiveness before dialogue has a chance to begin.

The five practices that follow reflect a structured but flexible approach to opening difficult conversations. They are a guide, not a script. Professional judgment determines how they are applied—and in some situations, the order of steps three and four will shift depending on what the conversation requires. What does not change is the commitment to approaching the conversation with curiosity, compassion, humility, and a genuine belief that the other person's perspective matters to how the situation gets resolved.

A NOTE ON TIMING

Before deciding how to begin a difficult conversation, a leader must decide when and where to have it. Not every situation allows for a private, unhurried exchange. When something happens in a meeting—an offensive remark, a dismissive intervention, conduct that affects other participants—a leader faces a specific challenge: the incident is public, but a full conversation is not possible in the moment.

In these situations, a four-part approach builds accountability without derailing the meeting or humiliating the person involved.

In the moment: Address the behaviour briefly and directly in the meeting. This does not require a lengthy intervention. A clear, calm statement such as, “I need to pause here. What just happened fell short of how we work together as a team. Let us continue with our agenda, and I will address this separately,” is sufficient. The goal is to signal that the behaviour is not acceptable and that you will address it. Silence in the moment communicates the opposite.

In private with the person whose conduct was at issue: Speak with the person whose conduct was at issue as soon as reasonably possible after the meeting. This is where the full conversation happens, using the five practices outlined in this stage.

With the person who was harmed: Speak privately with the person who was affected, before or shortly after speaking with the person whose conduct was at issue. If the affected person is visibly distressed immediately after the meeting, acknowledge this briefly before doing anything else: “I saw what happened and I am going to address it. Can we find time to speak today?” is sufficient. In the fuller conversation that follows, name what you observed, give the person the opportunity to share their experience if they choose to, and ask what they need. Close with a specific commitment: what will be done, and when you will follow up with them directly.

With the group: Follow up with everyone who was present at the initial meeting to explain, at an appropriate level of detail, how the matter was addressed. This step is the one most leaders

skip, and it is the step that most directly builds trust. When people observe that a leader addresses difficult situations and communicates the outcome transparently, they develop confidence in the integrity of the process and in the leader's commitment to a consistent standard of conduct.

This four-part approach models the organizational values the leader is asking others to live by. Accountability is a leadership responsibility—to the individuals involved, and to the team.

1. Identify the Issue Objectively

Begin by summarizing the purpose of the meeting. Then describe what happened as specifically and neutrally as possible, using “I” statements to signal that what follows is your perspective and your observation. This opens space for the other person to offer their account without feeling that the facts have already been decided against them.

Describe the specific behaviour, the specific moment, and the specific effect you observed, without ascribing judgment or criticism. You are not characterizing the person's intent, their attitude, or their pattern of behaviour. You are describing what happened.

After stating your account, seek the other person's perspective. A brief and honest exchange about what each person observed, understood, or experienced is a necessary part of this opening. Full agreement on the facts is not always possible, and a leader should not wait for it before proceeding. Before you speak, ask yourself: *am I describing what happened, or am I describing what I concluded about what happened?*

2. Address the Impact, Not the Intent

Once the facts have been established as clearly as possible, shift the conversation to the impact of the behaviour—on you, on the person affected, or on the organization. This is where the distinction between intent and impact becomes essential.

Most people who cause harm in a professional setting did not intend to do so. Acknowledging this matters. A leader who dismisses intent entirely will generate defensiveness and shut down the possibility of genuine accountability. At the same time, good intentions do not neutralize harm. A leader who allows intent to become the focus of the conversation loses sight of what actually happened and what needs to change.

The way through this is to hold both. Acknowledge what you understand about the person's intent, and then be clear and specific about the impact regardless of that intent. Impact is real—it is what occurred, what the affected person experienced, and what the organization must take seriously. Remain focused on the behaviour and its consequences, not on the person's character. Before you speak, ask yourself: *“have I separated the behaviour from the person clearly enough that they can hear this as a professional concern rather than a personal attack?”*

3. Ground the Conversation in Shared Obligations

Anchor the conversation in something beyond the personal perspectives of the two people in the room. Refer to your organization's values, the professional standards, or the formal policies that are relevant to the situation. When a conversation is grounded in shared obligations—a

performance agreement, a workplace harassment policy, a code of conduct, a set of organizational values—it shifts from a dispute between two individuals to a shared accountability to something larger than either of them.

This step serves two purposes. First, it removes the impression that the leader is acting on personal judgment or preference. Second, it gives the other person a clear and fair basis for understanding what is expected going forward—not a vague instruction to “do better” but a specific reference to the competency, the standard, or the obligation that applies.

Where relevant, reference the other person’s own values as well. Most people have a genuine commitment to doing their work well and treating colleagues with respect. Connecting the conversation to what the other person already values increases the likelihood of genuine engagement rather than compliance.

In some conversations, this step will come before the impact step. When the purpose of the conversation is not immediately obvious to the other person, grounding it in policy or organizational obligation early can clarify why the conversation is necessary before describing what happened and what it affected.

4. Listen, Acknowledge, and Stay Grounded

Mindful listening is not a discrete step in the conversation. It is a continuous practice that runs through every stage of the exchange. It means giving full attention to what the other person is saying—without formulating a response, without judging what is being said, and without allowing your own emotional reaction to determine what you hear.

A few techniques support this practice:

- **Mirroring:** Repeat back what you have heard in the other person’s own words before responding. This confirms that you have listened accurately and gives the other person the opportunity to correct any misunderstanding before the conversation moves forward.
- **The “Thank You, Because” approach¹:** Before sharing your perspective or responding to something the other person has said, take a moment to identify and acknowledge what their perspective contributes to your understanding. This does not mean you are agreeing with them. It is a genuine recognition that their account is relevant—and naming it specifically changes the register of the conversation.
- **Curiosity over certainty:** Ask questions because you do not have all the answers, not to lead the other person toward a conclusion you have already reached. Questions that invite reflection— “Help me understand what was happening for you in that moment”—are more likely to produce honest responses than questions that signal judgment.
- **A brief grounding practice:** When you feel triggered—when the other person says something that produces a strong emotional reaction—pause before responding. Take a slow breath, notice where the reaction is sitting in your body, and return your attention to the present moment before speaking. This is not about suppressing your emotional response. It is about ensuring that your response is considered rather than reactive. These practices are developed further in Stage 3, where the emotional intensity of the conversation is likely to be higher.

¹ Xuan Zhao et al., [The Art and Science of Disagreeing: How to Create More Effective Conversations About Opposing Views](#), *Academy of Management Proceedings* 2020(1):15153.

5. Work Toward a Shared Outcome and Commit to Follow-Up

Where possible, work toward a specific, actionable outcome that both parties have had a genuine role in developing. The other person must feel that they have contributed to the solution, not simply have been subject to a decision and a set of instructions. When people are involved in developing the outcome, they are more likely to commit to it and more likely to sustain that commitment over time. This is not always possible. In situations involving formal complaints, serious misconduct, or legally mandated processes, the outcome may not be open to negotiation. In these cases, what remains within the leader's control is the quality of the process—ensuring the other person understands the basis for the decision, has had the opportunity to be heard, and knows what happens next.

When the other person refuses to engage, name what you are observing directly and offer a pause—a brief recess or a follow-up meeting—to give them time to reflect. Some people need space before they can engage honestly with difficult feedback.

Close with a specific commitment to follow-up. Identify when the next conversation will happen, what will be reviewed, and how progress will be assessed. A conversation that ends without a clear next step leaves both parties uncertain about whether anything has actually changed—and uncertainty, in the absence of follow-up, tends to resolve itself in the direction of the status quo.

SCENARIO: ADDRESSING CONDUCT IN A MEETING

A director observes that during a leadership team meeting, a senior manager repeatedly interrupted a colleague, dismissed two of her proposals without explanation, and spoke over her when she attempted to respond. The affected colleague said nothing at the time. After the meeting, the director speaks privately with the senior manager.

In the moment: during the meeting

The director does not wait until after the meeting to signal that the behaviour is unacceptable. During the meeting, she pauses the discussion and says:

"I need to pause here. What just happened fell short of how we work together as a team. Let us continue with our agenda, and I will address this separately."

In private: the conversation with the senior manager

Identifying the issue objectively

"I want to speak with you about something I observed in this morning's meeting. On three occasions, you began speaking before your colleague had finished. When she put forward the revised timeline and the stakeholder engagement approach, the discussion moved on before either proposal had been discussed. I am raising this with you because I want to understand what happened from your perspective before I draw any conclusions."

Addressing impact, not intent

"I hear that you were under significant pressure during that meeting and that you were concerned about the timeline. I want to acknowledge that. At the same time, I want to be direct about the impact. Your colleague was unable to complete her contributions on three

separate occasions. Two proposals she put forward were not addressed. In a leadership team meeting, that sends a message to everyone in the room about whose contributions are valued. That is the impact I need us to address, regardless of what you intended.”

Grounding the conversation in shared obligations

“Our leadership competency framework requires that all members of this team model inclusive and respectful engagement. That is not an informal expectation. It is part of your performance agreement and it is one of the standards we are asking our staff to meet across the organization. I also know that you care about this team functioning well—I have seen that in how you approach your work. What happened this morning is inconsistent with both of those things.”

Listening, acknowledging, and staying grounded

Throughout this exchange, the director mirrors what she hears and asks questions that invite reflection rather than leading toward a predetermined conclusion. When the manager becomes defensive, she pauses, takes a breath, and responds:

“I appreciate you sharing that. I want to make sure I understand your perspective fully before we talk about next steps. Can you tell me more about what was happening for you during that part of the meeting?”

Reaching a shared outcome and committing to follow-up

“Here is what I would like us to agree on. First, I would like you to speak with your colleague directly—not to relitigate what happened, but to acknowledge that her contributions were not given the space they deserved and to commit to a different approach going forward. Second, I would like us to meet again in two weeks to review how things are going in the team. What I want to know from you right now is whether you are willing to do that, and whether there is anything you need from me to make it possible.”

With the group: following up after the private conversation

At the next team meeting, the director addresses what happened without disclosing the details of her private conversation with the manager:

“I want to follow up on something I raised in our last meeting. I indicated that I would address a concern about how we engage with each other’s contributions. I have done that. What I want to say to the whole team is that the standard in this room is that every contribution gets the space it deserves. That is not negotiable, and it applies to all of us including me. If you ever observe something that falls short of that, I want to know.”

STAGE 3: SUSTAINING THE CONVERSATION

Staying grounded and keeping dialogue productive even when it becomes difficult

Opening a conversation well does not guarantee it will remain productive. Emotions will surface, resistance will emerge, and the issues will become more complex as people speak honestly. The five practices below are designed to help leaders sustain dialogue when that happens.

1. Remain Grounded When Challenged

When the other person challenges your account, becomes defensive, or raises something unexpected, pause before responding. Summarize what you have heard neutrally to demonstrate that you have listened, then share your perspective. This sequence—listen, summarize, respond—prevents the conversation from becoming a contest between two people defending their positions.

In practice: *“What I am hearing is that you experienced the situation differently. Let me make sure I understand before I respond.”*

2. Address Resistance Constructively

Resistance is information. When the other person pushes back, withdraws, or becomes dismissive, name what you are observing without matching their energy. Acknowledge the underlying concern, reaffirm the shared purpose of the conversation, and return to the issue. In practice: *“I can see this is difficult to hear. I want to acknowledge that. At the same time, we need to address what happened and agree on how we move forward.”*

3. Ensure All Voices Are Heard

In group settings, prevent dominant voices from shaping the outcome at the expense of quieter participants. Actively invite contributions from those who have not yet spoken and make clear that different perspectives are not only welcome but necessary.

In practice: *“Before we move to a decision, I want to hear from a few people we have not yet heard from. What is one observation or concern you would like to raise?”*

4. Land the Plane: Decisions and Next Steps

Summarize what has been agreed, assign specific actions to specific people with clear timelines, and confirm how progress will be reviewed. A conversation that ends without a clear next step leaves both parties uncertain about whether anything has actually changed.

In practice: *“To summarize what we have agreed: [specific actions, owners, and timelines]. I will circulate a written summary by end of day, and we will review progress at our next meeting on [date].”*

5. Support Participants After the Conversation

A difficult conversation does not end when people leave the room. Check in with participants—particularly those who may be more vulnerable—in the days that follow. Watch for signs of withdrawal, tension, or retaliation and address them quickly. This follow-up signals that the

leader's commitment to a respectful and accountable environment does not begin and end with the formal conversation.

In practice: "I wanted to check in after our conversation earlier this week. How are you feeling about where things landed, and is there anything you need from me going forward?"

The practices in these three stages are a foundation, not a destination. Constructive dialogue is a skill that develops over time, through practice, reflection, and a genuine willingness to keep learning. The checklist that follows is designed to support your ongoing practice.

When the Conversation Does Not Go as Intended

Not every difficult conversation ends well. It is inevitable that we may cause harm, despite our good intentions. Sometimes the conversation breaks down before it reaches resolution. Sometimes a leader reflects afterward and realizes that they did not show up as well as they had hoped. In these moments, we need to remember that this is part of leading through complexity. We will not always get it right the first time.

The Japanese proverb, *Nana korobi ya oki*, reminds us, "fall down seven times, stand up eight." We can return to the conversation—acknowledge what did not go well, take responsibility for your part in it, and ask what the other person needs to move forward. The willingness to repair—to come back after a difficult conversation and try again with greater reflection and humility—is itself a demonstration of the values this framework is built on. It is also one of the most powerful behaviours a leader can model for their organization.

CONCLUSION

Constructive dialogue is not a skill that leaders arrive at fully formed. It develops through practice, through mistakes made and learned from, and through a genuine commitment to showing up differently the next time a difficult conversation is required.

The three stages in this framework—preparing thoughtfully, opening with care, and sustaining dialogue even when it becomes uncomfortable—are not a guarantee of a perfect outcome. They are a structure that makes a better outcome more likely. What matters most is not executing each step flawlessly. It is the willingness to keep trying, to remain curious about the other person's experience, and to hold yourself accountable to the values that brought you to this work in the first place.

Difficult conversations, handled well, do not damage relationships or organizational culture. They strengthen both.

CONSTRUCTIVE DIALOGUE CHECKLIST

Use this checklist to prepare for, lead, and follow up on constructive dialogue.

BEFORE THE CONVERSATION

- ☐ Have I clarified the purpose and considered the broader context—societal, organizational, interpersonal, and personal?
- ☐ Have I reflected on how my role, identity, or authority may affect the conversation?
- ☐ Have I assessed where I am on the Comfort-Stretch-Panic continuum and taken steps to ground myself?
- ☐ Have I set a clear leadership intention?

DURING THE CONVERSATION

- ☐ Am I describing what happened—rather than what I concluded about what happened?
- ☐ Have I acknowledged the person's intent while being clear and specific about the impact?
- ☐ Have I grounded the conversation in shared values, standards, or policy?
- ☐ Am I genuinely acknowledging the value in others' perspectives before sharing my own?
- ☐ Am I inviting contributions from quieter participants?
- ☐ Am I pausing and grounding myself when I feel triggered?

CLOSING THE CONVERSATION

- ☐ Have we summarized agreements clearly?
- ☐ Have we assigned specific, time-bound actions with owners?
- ☐ Have we agreed on how and when progress will be reviewed?

AFTER THE CONVERSATION

- ☐ Have I checked in with the person who was harmed?
- ☐ Have I followed up with the group to communicate how the matter was addressed?
- ☐ Am I monitoring for signs of withdrawal, tension, or retaliation?
- ☐ Have I communicated follow-up steps through relevant governance processes?

WHEN THE INCIDENT OCCURRED IN A PUBLIC SETTING

- ☐ Did I address the behaviour directly in the moment, without derailing the meeting?
- ☐ Have I spoken privately with the person whose conduct was at issue, using the five practices in Stage 2?
- ☐ Have I spoken privately with the person who was harmed, acknowledged what I observed, and asked what they need?
- ☐ Have I followed up with the group to communicate, at an appropriate level of detail, how the matter was addressed?

GOING DEEPER

Leading Constructive Dialogue Across Your Organization

This framework provides a foundation. Applying it effectively in complex, high-stakes situations requires practice, feedback, and the opportunity to work through real scenarios with other leaders navigating similar challenges.

Leading Constructive Dialogue Across Your Organization is a live, three-hour professional development session that builds directly on this framework. Participants leave with the skills, language, and confidence to engage in constructive dialogue, and a plan to embed these practices in their organization.

View upcoming dates and enroll at [mantemolepo.com/constructive](https://www.mantemolepo.com/constructive)

To explore organizational options, contact hello@mantemolepo.com

LAW SOCIETY OF ONTARIO ACCREDITATION

This program has been accredited by the Law Society of Ontario for 2 hours of Professionalism Content and 1 hour of EDI Professionalism Content.

Group rates are available for teams of three or more.

ABOUT MANTE MOLEPO CONSULTING

We work with boards and senior leaders to strengthen governance and leadership. Our approach is grounded in the principles of equity and accountability and the leadership values of courage, compassion, humility, and curiosity. We support leaders in navigating complex challenges that often arise during periods of organizational change, conflict, or crisis.

Services

Advisory Services: Tailored guidance for boards and executives to address governance challenges, improve decision-making, and strengthen organizational strategy and oversight.

Tlou Governance Lab: Professional learning and development programs that equip leaders with practical frameworks for governance, culture, and organizational effectiveness.

Speaking: Keynotes, panels, and retreats on governance, leadership, organizational culture, psychological safety, and women's empowerment and leadership.

BE Program: A holistic leadership experience for senior and aspiring women leaders that blends leadership development, coaching, sponsorship, and restorative practices.

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