

# **ABRIDGED PREVIEW**

# **Resolving Conflict Facilitator Guide**

## **Preview Only**

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William Halbert, Ph.D.  
Mary Stanford

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## Facilitator Kit

### Overview

Components of the kit

This facilitator kit includes the following items:

- Facilitator guide, including copy for flip charts and masters for case studies and handouts
- Facilitator copy of the participant guide
- Black and white reference copy of slides
- CD with PowerPoint file of slides

#### How to Use the Facilitator Guide

The facilitator copy is on the left-hand pages and participant copy w/answers as appropriate is on the right-hand pages. The facilitator guide is formatted in two columns: The right column contains teaching notes, including such information as content points, possible examples, how to set up and process exercises, and suggested answers to exercises. The left column includes media notes, such as the related overhead slides.

#### Using the PowerPoint Slides

The slides for this course are on the enclosed CD and included a color file as well as a black-and- white hard PowerPoint file.

#### Design of the Facilitator Guide

The facilitator guide is designed to give facilitators both directions and content. Sidebars provide a visuals to help you know at a glance what media you will be using to convey specific content. The **references to slide numbers, titles of flip charts, and names of activities** are set in a different type from the content. Content is written from a conversational, first-person perspective. [Directions are in brackets.] Page numbers for the participant guide are give in a box above the page numbers for each page in the facilitator guide.

## Logistical Information, Materials, and Supplies

**Class Size:** 15-25

**Course Length:** Full day; fast track option for half day

**Prerequisites/Pre-seminar Assignment:** Each participant should be asked to bring a situation or conflict whether personal and/or business that they are currently facing.

**Learner Profile:** Professionals, managers and up line management

**Number of Facilitators:** 1-2

**Facility Needs:** 1 large training room near restrooms and water fountain (see option under Supplies below)

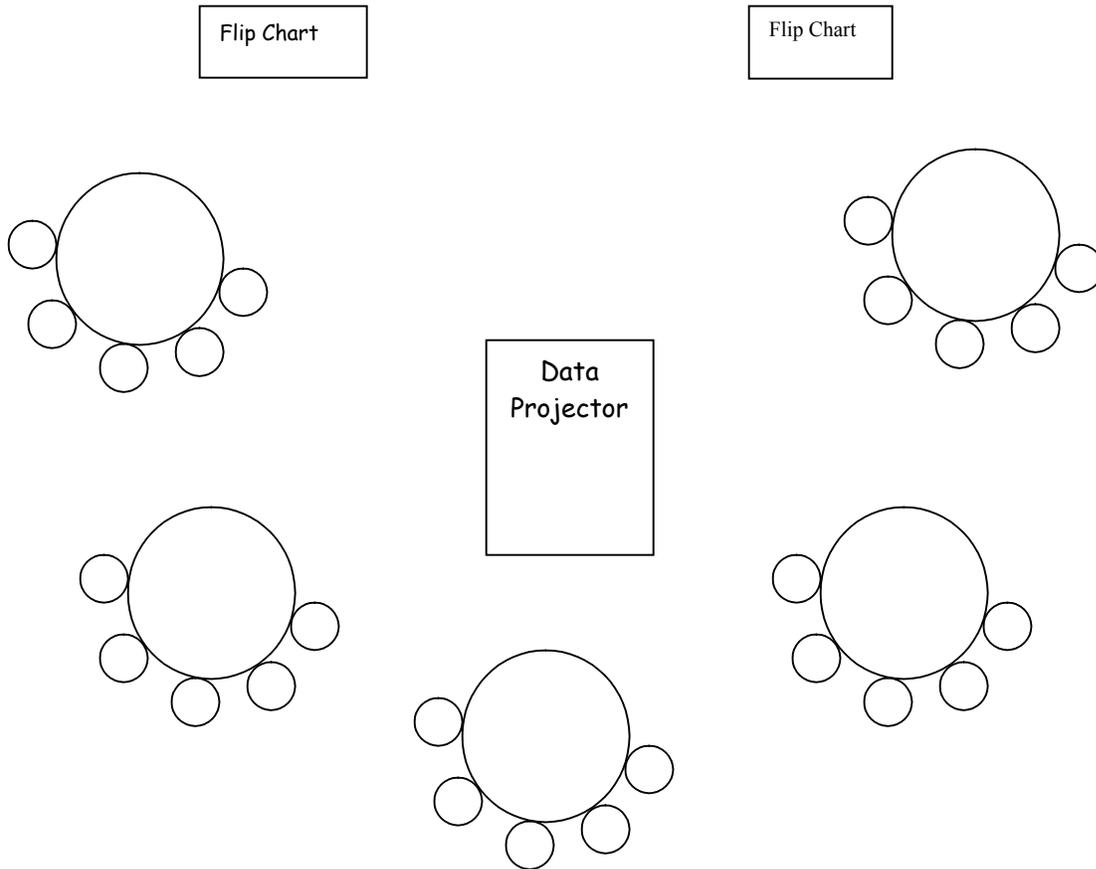
**Equipment Needs:**  
Projection for PowerPoint  
2 flipchart easels with a back to support writing (not display easels)  
Additional flipchart easels for each participant table (optional)

**Materials:**  
Participant Guides, 1 copy per participant  
Overhead slides or PowerPoint electronic file  
Complete sets of work sheets/envelopes for each of the activities.  
Course evaluation forms

**Supplies:**  
2-3 water-soluble transparency pens (if using overheads)  
Medium-sized, colorful gift bags, 1 per table, called *Activity Bag*.  
20-25 watercolor flipchart markers in assorted dark colors; some will be put in the Activity Bag for each group.  
1 flipchart pad for each easel  
Masking tape  
Felt-tipped pens placed in the Activity Bags; 1 per participant.  
Card stock/index cards, a different color for each table  
17-x-24-inch paper  
1 large bath towel per table.  
Table tent cards or name tags for each participant and facilitator  
Optional: Pitchers of water/glasses or bottled water.

**Pre-course Logistics** Set tables with guides, tent cards or name tags, and pencils or pens for each participant. Place material in Activity Bags as indicated.

## Suggested Room Arrangement



○ Symbol for chair

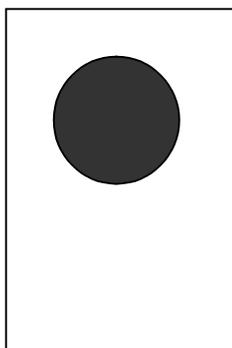
## Flip Charts and Other Materials to Prepare

**Supplies for each table:** crayons, colorful flip chart markers

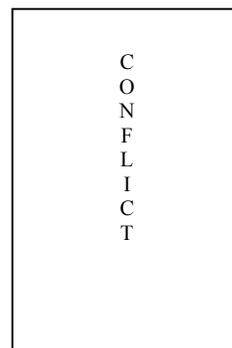
**Tear Sheets:** Prepare tear sheets with text as indicated below. Page numbers refer to the Facilitator Guide.



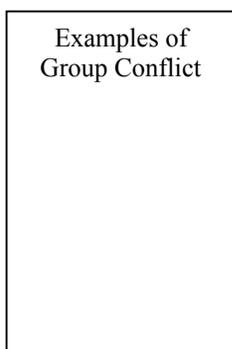
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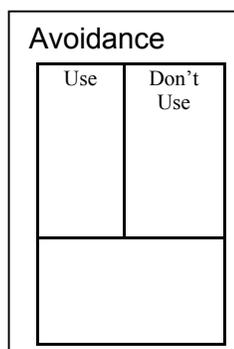
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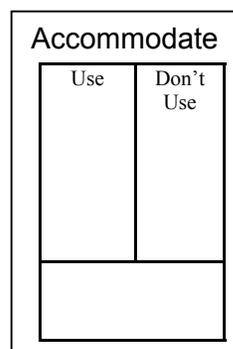
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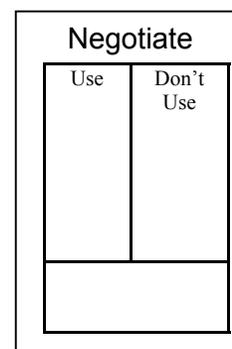
One per group.  
Page 38



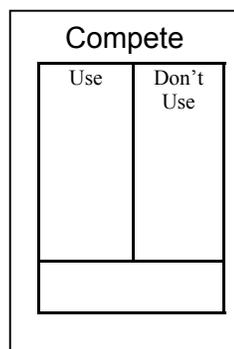
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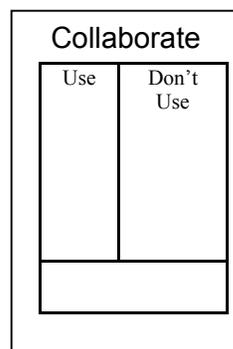
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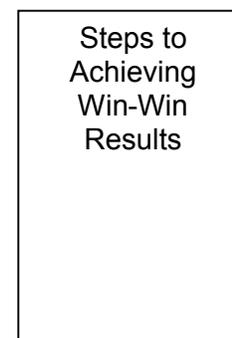
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## **A Story**

(Use with Conflict Resolution Style Collaboration)

Once upon a time, two brothers who lived on adjoining farms fell into conflict. It was the first serious rift in 40 years of farming side-by-side, sharing machinery and trading labor and goods as needed without a hitch.

[Abridged for preview.]

"I'd love to stay on," the carpenter said, "but I have many more bridges to build."

Permission to copy only when used with Resolving Conflict training guides.

## Activity 1: Individual Conflict

Make copies of the following instructions and 4 situations for each group. Place the instructions on the outside of an envelope. Place the cards inside the envelope.

### Instructions

Open the envelope and pass to each member of your group. Each person draws a card from the envelope. Each person reads his/her card aloud and suggests a solution. Team members offer other ideas. Go to the next team member until everyone has shared.

### Situation 1

Jamal calls Gillian to . . .

[Abridged for preview.]

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**Situation 2**

T. J. and Octavia were . . .

[Abridged for preview.]

**Situation 3**

"You'll just have to keep making revisions until we get this right," Vaden . . .

[Abridged for preview.]

**Situation 4**

"Just back off, I said," Dakota . . .

[Abridged for preview.]

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**Activity 3: Case Studies—Possible Responses  
Interdepartmental Conflict**

1. What might be the issues the production department and shipping department have with each other? [*perceived budget inequities, lack of respect by each group for other's work, perceived lack of upline support for shipping department's needs*]
2. Who do you think has a . . .

[Abridged for preview.]

**Case Studies—Possible Responses  
Organizational Functions Conflict**

1. What might be the organizational issue(s) causing this conflict? [*One part of the organization sees a need for remote workers to have whatever home office furniture they . . .*]

[Abridged for preview.]

**Case Studies—Possible Responses  
Manager and Employee Conflict**

1. What should Oscar say next? [*I didn't realize you were so upset at the meeting or since the meeting about this. I apologize. I can see why you are upset with me for not enforcing the ground rules.*]
2. What assumption did Oscar . . .

[Abridged for preview.]

**Case Studies—Possible Responses  
Differentiation Conflict**

1. What should Travis do to help him resolve this organizational conflict? [*He may need to talk with Wilma to clarify his department's need for out-of-town training. He may . . .*]

[Abridged for preview.]

## Activity: Individual Style

## Handout 1

### Scenario One

Sarah is an Office Manager for an insurance company. Recently she has noticed that an employee of hers, Rhonda, is spending a lot of time down the hall with another employee, Tracy. She is spending up to an hour each day talking about non-business items. This conversation is occurring during non-break time. She has noticed a decline in Rhonda's work. Sarah also suspects some resentment among the rest of the office staff.

If you were Sarah, you would:

- A. Talk to your staff and tell Rhonda to limit her conversations during on-the-job time.
- B. Discuss with Tracy's supervisor what is happening and request closer supervision.
- C. Confront both women the next time you see them together, find out what they are up to, and tell them what you expect of your staff.
- D. Say nothing; it would be silly to make something big out of something so insignificant.
- E. Try to put the rest of the staff at ease; it is important that they all work together.

## Full-Day Course Schedule

<b>Module 1 Introduction and Overview</b>	
Introduction and Housekeeping Details	10 minutes
Agenda and Objectives	5 minutes
What is all this conflict stuff?	15 minutes
Misconceptions	5 minutes
Break	5 minutes
Cooperation is better than conflict	10 minutes
Sources of Conflict	30 minutes

<b>Module 2 Types of Conflict</b>	
Types of conflict	20 minutes
Five approaches	30 minutes
How do you Collaborate & Summary	5 minutes
Conflict Matrix	10 minutes
Discussion	5 minutes
Individual Assessment	30 minutes
<b>Lunch</b>	1 hour

<b>Module 3 How should I handle conflict?</b>	
Who Should Manage Conflict	5 minutes
Circle of Influence	5 minutes
3 Assumptions in Disagreements	5 minutes
Outcomes of Disagreements	5 minutes
Steps to Achieving Win-Win	10 minutes
Ineffective Communication	10 minutes
Steps to Conflict Resolution	40 minutes

### **Conclusion**

Case Studies	30 minutes
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**TOTAL: 6 hours with breaks and lunch.**

## Half-Day Course Schedule

### Module 1 Introduction and Overview

Module 1 Introduction and Overview		
Introduction and Housekeeping Details	Same	10 min.
Agenda and Objectives	Same	5 min.
What is all this conflict stuff?	Same	15 min.
Misconceptions	Same	10 min.
Cooperation is better than conflict	Omit exercise 1	5 min.
Sources of conflict	Reduce number of time per exercises	15 min.

Module 2 Types of Conflict		
Types of conflict	Reduce number of questions	10 min.
Five approaches	Reduce number of questions	15 min.
How do you Collaborate & Summary	Same	5 min.
Conflict Matrix	Shorten time for discussion w/partners	5 min.
Discussion	Shorten time for discussion w/partners	5 min.
Individual Assessment	Send out to participants as pre-assignment. Score in class.	10 min.

Module 3 How should I handle conflict?		
Who Should Manage Conflict	Reduce lecture time	3 min.
Circle of Influence	Reduce lecture time	2 min.
3 Assumptions in Disagreements	Reduce lecture time	5 min.
Outcomes in Disagreements	Reduce lecture time	5 min.
Steps to Achieving Win-Win	Shorten time for discussion w/partners	5 min.
Ineffective Communication	Reduce lecture time	5 min.
Steps to Conflict Resolution	Shorten time for discussion w/partners	30 min.

Conclusion		
Case Studies		40 min.

## Module 1: Introduction and Overview

### Module Outcomes

In this module, participants will have a comprehension of what conflict means. At the conclusion of this module, participants will be able to:

- Define the meaning of conflict
- Understand the misconception behind the word
- Identify the three sources of conflict



**Slide 1: Conflict Resolution:** “The strength of our position lies in our differences.” Anonymous



### Slide 2: Welcome and Introduction

Welcome to this workshop on conflict resolution. Today we will explore what conflict is, the five modes of conflict, and significant steps that may help you solve conflict.

[Facilitator(s) introduces self and shares the importance of conflict resolution based on personal and professional experiences and shares the goal for the training.]



### Slide 3: Materials for You to Use

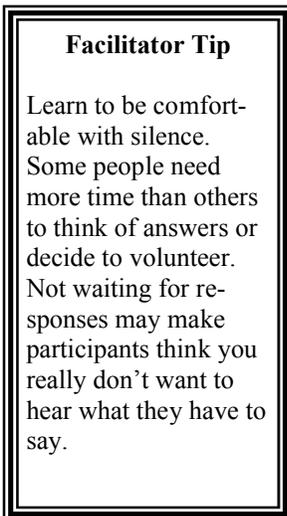
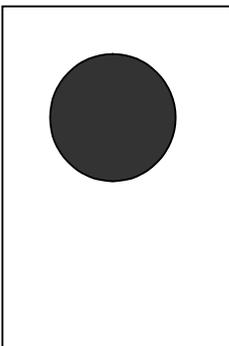
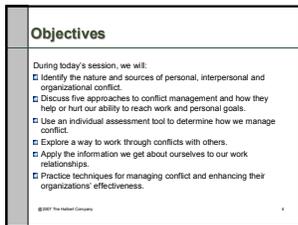
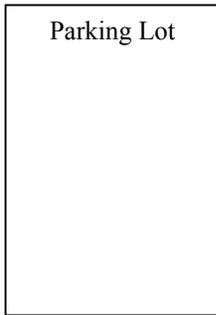
At your table you have supplies that will be used during our workshop. At various times I'll ask you to take something from the Activity Bag. [Hold up one of the bags that has supplies in it.]

[Cover housekeeping: Breaks; restrooms and phone locations; any ground rules about papers, cell phones, interruptions, etc.]

[See facing page. Review the Agenda with participants.]

## Agenda

- ◆ What is conflict management?
- ◆ Misconceptions of conflict
- ◆ Sources of conflict
- ◆ Types of conflict
- ◆ Conflict style matrix
- ◆ Who should manage conflict
- ◆ What are you like?
- ◆ Modes of conflict
- ◆ Three assumption in disagreement
- ◆ Ineffective communication styles
- ◆ Five modes of communication
- ◆ How to deal with conflict
- ◆ Confrontational skills
- ◆ Conflict Management steps
- ◆ Skills practice



**Flip Chart: Parking Lot**

If at any time during the workshop you have a question on the topic, feel free to ask me or another participant. If I think the question will be better answered later in the workshop or no one has a satisfactory answer, I will ask you to write the question on the “Parking Lot” tear sheet posted in the room. At the end of the workshop, if all questions on the parking lot have not been answered, I will take them as an assignment and get answers and share them with you or I will find the person you should ask within the organization.

**Slide 4: Objectives**

Turn to page 3 in your guides and review objectives for class today. At the bottom of page 3, write at least one personal learning objective you are hoping to learn in the session today .

Who would like to share your learning objective with the group? [Allow at least 10 seconds elapse before moving on without anyone sharing.]

For us to meet the workshop objectives and your personal learning objectives, everyone will need to participate.

**Flip Chart: Black Circle**

Ask participants to look at Flip Chart #2. What do you see? [Expected response: *a black circle.*] Yes, there is a black circle but there is also a large white sheet of paper. We tend to notice the small blemish and overlook the broad background on which it is placed. I hope you'll keep that in mind during this session.

## Objectives

During today’s session, we will:

- ◆ Identify the nature and sources of personal, interpersonal, and organizational conflict.
  
- ◆ Discuss five approaches to conflict management and how they help or hurt our ability to reach work and personal goals.
  
- ◆ Use an individual assessment tool to determine how we manage conflict.
  
- ◆ Explore a way to work through conflicts with others.
  
- ◆ Apply the information we get about ourselves to our work relationships.
  
- ◆ Practice techniques for managing conflict and enhancing the organization’s effectiveness.



**Your personal learning objective(s)**

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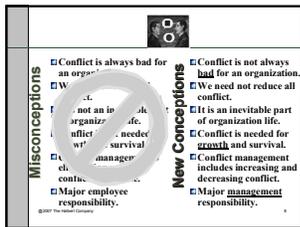
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**Slide 8: Misconceptions/New Conceptions**

[Click to bring in Misconception title. Click again to bring in list of misconceptions.]

**Conflict generally has a negative tone--**and many managers feel that conflict is bad and should be eliminated whenever possible within their work units.

[Click to bring in “no” symbol. Click again to bring in New Conceptions. Click again to bring in new list.]

**Conflict is not always bad for an organization.**

**Do not need to reduce all conflict.**

**An inevitable part of organization life.**

**Needed for growth and survival.**

**Conflict management includes increasing and decreasing conflict.**

**Major management responsibility.**

Conflict can cause lost time, resources, and efficiency in any work team. But when managed well, conflict can result in new ideas, more informed decision making, and better performance. But managing conflict effectively requires skill, knowledge and experience. These days every organization must train its employees to effectively manage conflict and resolve issues that block performance.

Well managed conflict can produce an atmosphere of harmony and peacefulness among persons or groups formerly in conflict.

## Misconceptions/New Conceptions

Conflict generally has a negative tone, but look at the words again.

Conflict is not always *bad* for an organization.

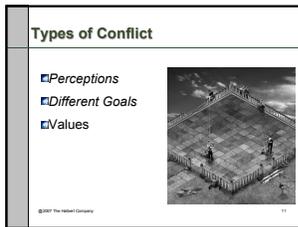
We do not need to reduce all conflict.

An inevitable part of organization life.

Needed for *growth* and survival.

Conflict management includes increasing and decreasing conflict.

Major *management* responsibility.



### Slide 11: Types of Conflict

**Perception:** Conflict isn't always about disagreements. It may arise when one individual **perceives** that another person is trying to stop them from performing or achieving their goal. Your way of seeing and feeling is not the only way of seeing and feeling.

- It is imperative to learn about the other's person perception about the issue before presenting your own perspective.
- Ask to understand the other person's perspective from their point of view.
- Don't hesitate to ask questions to get to the bottom of the issue.

Have you ever read an e-mail from your manager where you thought your manager said one thing but actually meant another. If you did not get your manager's perception on what he or she actually wanted, you may have done hours of needless work!

**Goals:** Conflict may surface in the work environment when one's personal *goals* interfere with a goal of another. Someone describe a situation where this has happened to you? What did you do?

Work goals can also pose problems. For example, someone working in a warehouse may have a shipping goal to get a certain number of packages out the door *and* a quality goal with error rate and accuracy the number one priority.

**Values** are those ideas, thoughts, or virtues that are considered important to individuals or organizations.

Values are significant because they have a profound influence on behavior. Values ultimately determine the choices we make on a daily basis. Our lives are guided by our values. When individuals are clear about their values, they feel their lives are directed by their choices, based on these principles. Values are also a source of conflict. When individuals are in conflict over what is *right*, they most frequently are in conflict over values.

Values can be abstract or specific. Freedom, peace, trust, love are examples of abstract values. "A close relationship, family, personal honesty" are specific values. Within organizations individuals may approach work with a high value toward keeping their team happy, producing tangible products, completing a task, researching all aspects of a problem, advancing their career or "looking good." The effective organization is one that resolves conflict stemming from competing values and directs energy into activities valued highly by differently motivated employees to accomplish the mission of the organization.

When individuals or groups are in conflict, a synergistic and creative search for common values can be a force for successful conflict management.

## Four Types of Conflict

### 1. Perceptual differences

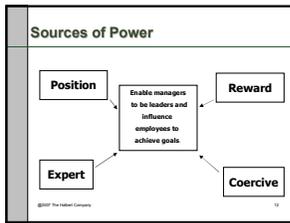
- ◆ It is imperative to learn about the other's person perception about the issue before presenting your own perspective.
- ◆ Ask to understand the other person's perspective from their point of view.
- ◆ Don't hesitate to ask questions to get to the bottom of the issue.

### 2. Different goals

- ◆ Conflict may surface in the work environment when one's personal goals interfere with a goal of another.

### 3. Value differences

- ◆ Ideas
- ◆ Thoughts, and
- ◆ Virtues that are considered important to individuals or organizations.



### Slide 12: Power Struggles

The fourth kind of conflict is about power. A close balance of power must exist between the conflicting parties. If this balance does not exist, conflict will always be resolved in favor of the party with the most power.

#### Position

- Elected to a position
- Appointed to a position by another legitimate authority

#### Expert

- Elected to a position
- Training and formal and informal education

#### Coercive

- Implemented through the use of force
- Used when other sources of power have been tried and failed

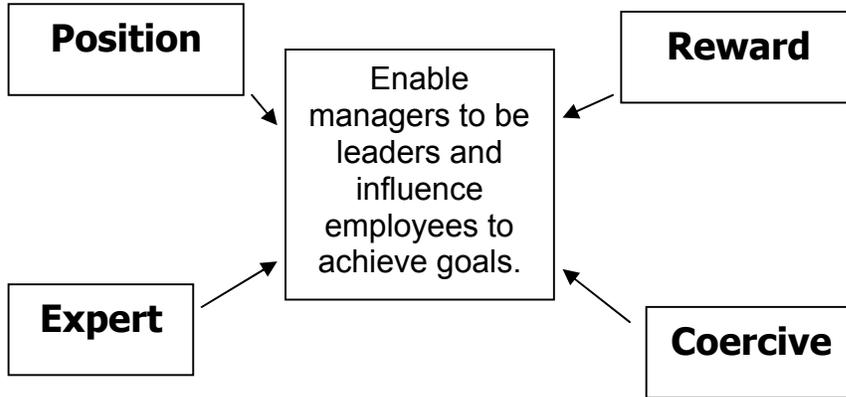
#### Personal

- Implemented through the use of charisma or force of personality.
- Based more on the person involved.

Who in history or current events reflects each of these?

[Be prepared to share the names of people who represent possible responses include historical/current people, for example: Position – the pope, the president, company CEO; Expert – coaches, scientists, medical personnel; Coercive – dictators, police; Personal – activists, celebrities.]

## 4. Power Struggles



### Position

- ◆ Elected to a position
- ◆ Appointed to a position by another legitimate authority

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### Expert

- ◆ Elected to a position
- ◆ Training and formal and informal education

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### Coercive

- ◆ Implemented through the use of force
- ◆ Used when other sources of power have been tried and failed

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### Personal

- ◆ Implemented through the use of charisma or force of personality.
- ◆ Based more on the person involved.

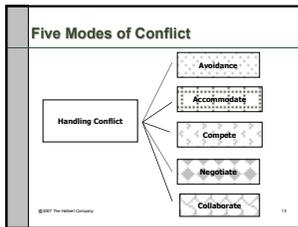
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### Slides 13: Five Modes of Conflict Resolution

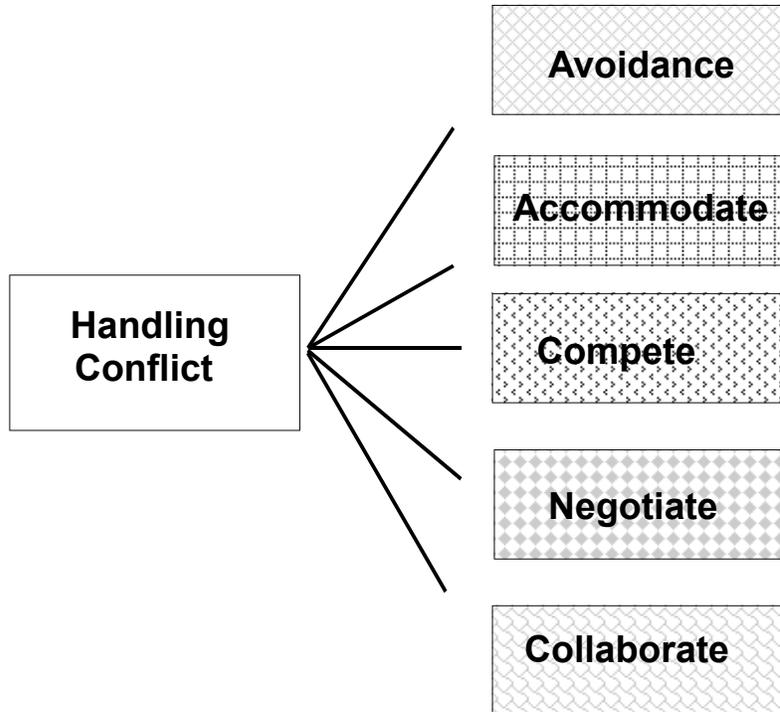
Different people use different strategies for managing conflicts. These strategies are learned, usually in childhood, and we seem to function automatically.

How important your personal goals are to you and how important the relationship is to you effect how you act in a conflict. Given these two concerns, it is possible to identify 5 modes of managing conflicts:

[Click to bring in “Handling Conflict” and then click to bring in each mode as you discuss it.]

## Five Modes for Handling Conflict

Different people use different strategies for managing conflicts. These strategies are learned, usually in childhood, and they seem to function automatically.



HO 1

**Activity 5: Individual Style**

Work individually on this assignment.

[Distribute copies of handout 1, which has four scenarios, to each participant.]

You have four scenarios to read. Respond to each by selecting three possible courses of action.

Rank your first choice for a course of action for each case of "5,"  
your second choice as "4," and  
your third choice as "3."

Enter your rankings on the lines next to your choices.

After you have ranked each scenario, turn to page 20 of your manual and transfer your rankings for each scenario. Add up your scores for each style. This will give you an idea of which modes you probably use most often.

## How Do You Handle Conflict? Scoring Sheet

Directions: Copy your ranks next to each letter.  
Add up your scores for each style.

SCENARIO ONE:

- \_\_\_\_\_ A. Negotiating
- \_\_\_\_\_ B. Competing
- \_\_\_\_\_ C. Collaborating
- \_\_\_\_\_ D. Avoiding
- \_\_\_\_\_ E. Accommodating

SCENARIO TWO:

- \_\_\_\_\_ A. Competing
- \_\_\_\_\_ B. Avoiding
- \_\_\_\_\_ C. Accommodating
- \_\_\_\_\_ D. Collaborating
- \_\_\_\_\_ E. Negotiating

SCENARIO THREE:

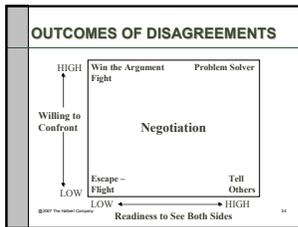
- \_\_\_\_\_ A. Collaborating
- \_\_\_\_\_ B. Negotiating
- \_\_\_\_\_ C. Avoiding
- \_\_\_\_\_ D. Competing
- \_\_\_\_\_ E. Accommodating

SCENARIO FOUR:

- \_\_\_\_\_ A. Avoiding
- \_\_\_\_\_ B. Accommodating
- \_\_\_\_\_ C. Negotiating
- \_\_\_\_\_ D. Collaborating
- \_\_\_\_\_ E. Competing

TOTALS:

- \_\_\_\_\_ Collaborating
- \_\_\_\_\_ Negotiating
- \_\_\_\_\_ Competing
- \_\_\_\_\_ Accommodating
- \_\_\_\_\_ Avoiding



**Slide 24: Outcomes of Disagreements**

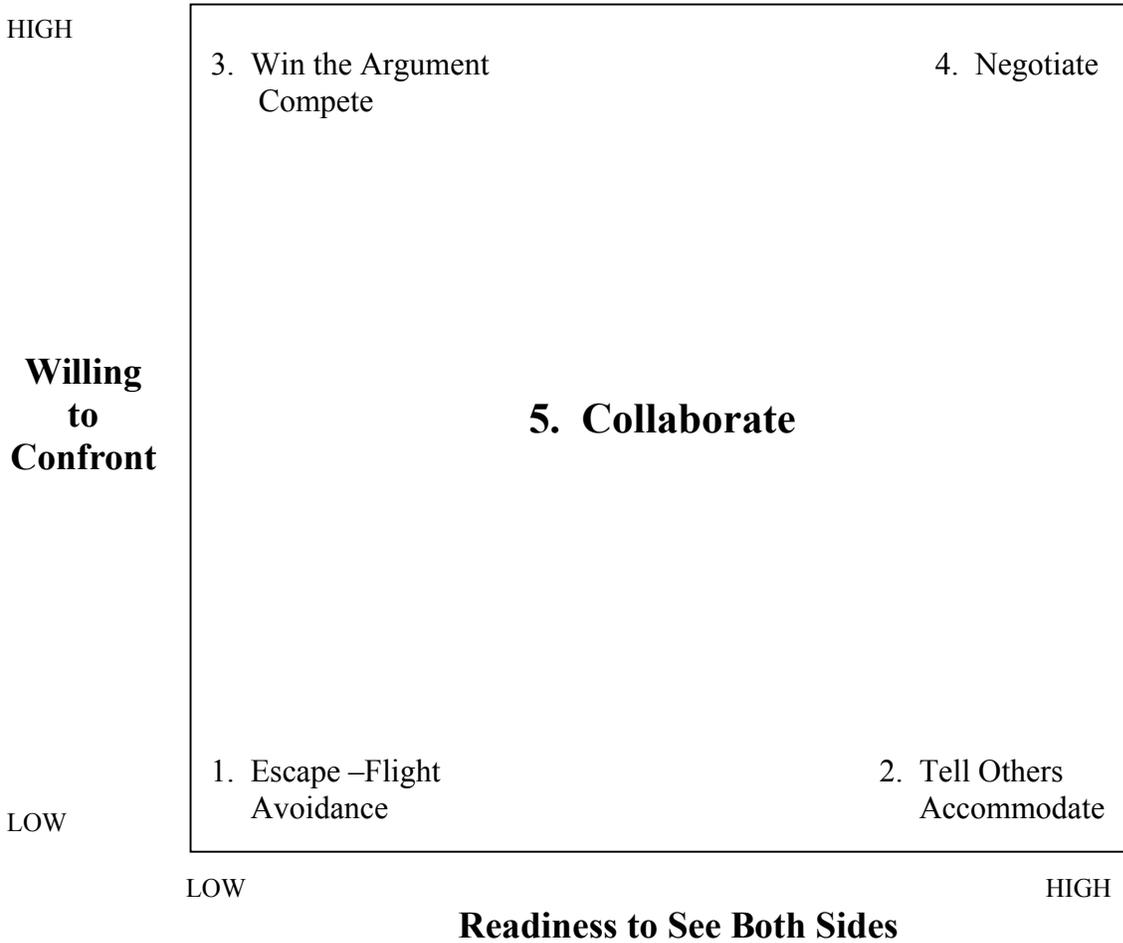
In your small groups, look at the graph on page 27 of your manual, discuss which five approaches would best define each area of the graph, and why. Be prepared to share your discussion with the group.

**[Steps to Achieving Win-Win Results:** Some of the responses may be:

- Gain participation from everyone involved in the conflict.*
- State the reason to work on a solution.*
- Have each party see the problem/situation from the other point of view.*
- State what you want. Repeat what you hear.*
- Identify the key issues and concerns involved.*
- Determine what results would constitute a fully acceptable solution.*
- State what you WANT to happen when results have been achieved.*
- Include the results for you, for your relationships, and for job or task achievement.*
- Agree to work toward resolution and schedule a follow-up meeting if necessary.]*

[The thinking should be that in order to handle conflict, one must be willing to confront and willing to see both sides.]

## Outcome of Disagreements



**What steps do you think would help gain win-win results?**

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COMMUNICATION STYLES - INEFFECTIVE
<b>Detective</b> † The detective is eager to "get the facts"...
<b>Magician</b> † The magician tries to make the problem disappear by telling people it is not there.
<b>Foreman</b> † The foreman believes that if a person can be kept too busy to think about a problem, there will be no problems.

**Slide 25: Communication styles - ineffective**

**Detective:** *The detective is eager to "get the facts".*

He grills people about the details of what happened and responds to this factual consent instead of giving attention to feelings. The detective controls the flow of the conversation, which often puts people on the defensive.

**Magician:** *The magician tries to make the problem disappear by telling people it is not there.*

[Abridged for preview.]

This illusion is not lasting. Denying the existence of a problem does not show respect or enhance the value of people because it denies the validity of their own perceptions and experiences.

**Foreman:** *The foreman believes that if a person can be kept too busy to*

## Ineffective Communication styles

Check those that sometimes describe you.

**Detective:** The detective is eager to “get the facts.”

[Abridged for preview.]

**Magician:** The magician tries to make the problem disappear by telling people it is not there.

**Foreman:** The foreman believes that if a person can be kept too busy to think about a problem, there will be no

<b>STEPS TO RESOLVING CONFLICT</b> <i>Actions from Attitudes</i>	
1. Make a statement for win-win.	
2. State the problem as you currently see it.	
3. Respectfully ask for and accept the other person's point of view.	
4. Be empathetic and repeat what the person has said.	
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**Slide 32: Steps to Resolving Conflict: Actions from Attitudes**

Step 1 is a remarkable step because you begin by stating the outcome you expect: a win-win situation. Focus on a *positive* outcome.

“ I want us to resolve this situation so that we can to work well together and be successful.

Step 2 continues the positive direction of the conversation. You state your point of view using “I” statements. Using “You” has a tendency to point blame. You may want to use words like:

- I believe
- I wonder
- In my experience

Rewrite the statements on page 31 of your manual by rewording the “you” statements. Use “I” to create neutrality.

Example:  
You always make me feel incompetent.  
I wonder if you value my work.

[See facing page for possible responses.]

## **Conflict Resolution: Actions from Attitudes**

1. Make a statement for win-win.  
Focus on a *positive* outcome.
2. State the problem as you currently see it.  
Use “I” statements.

Rather than . . .

[Abridged for preview.]

STEPS TO RESOLVING CONFLICT	
5. Add a point to the other person's point of view.	
6. Share your point of view in a narrative story.	
7. Seek common ground: trade off, alternative, or expansion.	
8. Plan a course of action in which both participate.	

### Slide 33: Steps to Conflict Resolution

#### 5. Add a point to the other person's point of view.

This is a value-added step. It means you have listened and understood the other person's point of view so well that you are able to think of another idea, concern, or statement that adds to what the other person has said.

Example: "In addition to what you've said, we could also be missing an opportunity to exceed our client's expectations."

#### 6. Share your point of view in a narrative story.

Stories are easier to listen to than lectures. Often we are able to quickly see similarities between our stories and another person's stories.

The goal is to help the two of us identify similarities so we can move to the next step.

#### 7. Seek common ground: trade off, alternative, expansion.

Discover areas of agreement.

Find opportunities for areas of acceptance.

When developing options, think in these categories:

Trade off: If I do this, you can do that. If you do this, I'll do that.

Alternative: Since we cannot continue with these opposing actions, what alternative(s) can we develop that will resolve the conflict?

Expansion: Since we are able to work together on that, could we expand our [responsibilities, accountabilities, assignments, ideas, etc.]?

#### 8. Plan a course of action in which both participate.

Agree on steps, who does what by when, and how you will monitor the process.

After the resolution, it's time to put your plan into action and monitor results. Because you will be doing this with the other person, you have more opportunities to continue to build your relationship.

It's also time to reflect on what happened. Ask yourself these questions:

- What benefits you have already experienced and/or anticipate because you and the other person resolved this conflict.
- What might you do the same way and what might you do differently the next time?

Such reflection helps us be more prepared the next time we find ourselves in conflict with another person.

**Steps to Conflict Resolution (continued)**

5. Add a point to the other person’s point of view.  
 EXAMPLE: “In addition to what you’ve said, we could also be missing an opportunity to exceed our client’s expectations.”

6. Share your point of view in a narrative story.

7. See common ground:  
 Discover areas of agreement.  
 Find opportunities for areas of acceptance.  
 When developing options, think in these categories:  
 Trade offs: \_\_\_\_\_  
 Alternative(s): \_\_\_\_\_  
 Expansion: \_\_\_\_\_

8. Plan a course of action in which both participate.  
 Actions and who will do it . . .  
 When actions will begin and/or end . . .  
 We will monitor our progress by . . .

## **Module 4**

### **Application: Skills Practice**

#### **Module Outcomes**

In this module, participants will implement the step by step process of handling a conflict resolution. At the conclusion of this module, participants will be able to:

- Handle a conflict situation applying the step by step process they have learned.
- Determine whether they are ready to handle a conflict situation or if they need more coaching and practice.

#### **Skills Practice**

Each group will contain the following people:

- User
- Receiver
- Observer

User: Each person in the triad gets a turn using the resolving conflict steps.

Receiver: Each person in the triad gets a turn responding as the User described in order for the User to practice in a “real” situation.

Observer: Each person in the triad gets a turn keeping the practice on track, making notes on the Observation form, and guiding the feedback part of skills practice.

#### Situation 1

One person volunteers to be the first User.

The person on his or her left is the Receiver

The person on the User's right is the Observer for Situation 1.

Situation 2 and 3: Rotate tasks to the first User's left.

## Skills Practice Observation Sheet

Each group will contain the following people:

- User
- Receiver
- Observer

**User:** Each person in the triad gets a turn using the resolving conflict steps.

**Receiver:** Each person in the triad gets a turn responding as the User described in order for the User to practice in a “real” situation.

**Observer:** Each person in the triad gets a turn keeping the practice on track, making notes on the Observation form, and guiding the feedback part of skills practice.

Situation 1

- One person volunteers to be the first User.
- The person on his or her left is the Receiver
- The person on the User’s right is the Observer for Situation 1.

Situation 2 and 3: Rotate tasks to the first User’s left.